

MODULE 7

Great books

Unit 1

We're still influenced by Confucius's ideas.

Listening and vocabulary

Preparation

- Introduce the concept of “Great books” by asking students to brainstorm titles of books that have been read by millions of people around the world. Point out that “great” can mean fantastic, but it can also mean “important”. Ask them to write the names of the authors of the books, if they know them. Give them three minutes to work with a partner and write a list.

- Compare ideas as a class and write students' ideas on the board.

- Put students into groups of about eight and ask them to discuss the merits of the books and/or the authors, and reduce the list on the board to only three titles.

- As a class, compare the three names chosen by each group, asking each group to justify their choices.

- Find out how many people in the class have read the titles on the board.

1. Work in pairs. Look at the pictures. Say who the people are and why they are famous.

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

- If they are not sure who the people are, tell them to look at the full spread, i.e. Pages 56–57, for one minute and look for their names. When they have found them (Confucius, Shakespeare and Mark Twain, at the top of Page 57), find out what they know about each. Write their facts on the board.

Now listen and check your answers.

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

- Ask them if any of the facts they suggested on the board are mentioned.

Tapescript

Presenter: Hello, today our guests will each introduce an important person from their countries, and we'll discuss why they're famous.

Chinese person: Confucius was a great teacher and thinker in ancient China. He lived over 2,000 years ago and he is well-known in many countries.

British person: William Shakespeare was English and wrote plays and poems. Although he died about 400 years ago, his plays are still seen, and his poems are still read by many people.

American person: Mark Twain was an American writer. His works are studied in schools. His stories are set in the south of the US over 100 years ago, and readers still enjoy them very much.

2. Listen again and complete the sentences.

- Ask students to try to complete the sentences from memory.

- Play the recording again for students to check their answers.

- Check answers as a class.

Answers

1. many countries
2. plays and poems
3. in the south

3. Listen and read.

- Before allowing students to read the conversation, remind them of the facts they thought of about Confucius, Shakespeare and Mark Twain that are on the board. Tell them to read the conversation quickly and see if any of their facts are mentioned. Allow them two or three minutes to do this.

- Discuss as a class.

- Tell students to close their books. On the board, write “People have always read, and...”



- Tell students that this is something that Mr Jackson says. Put students in pairs to try to complete the sentence. Elicit ideas from the class and write them on the board underneath the incomplete sentence.

- Play the recording of the conversation for students to listen to and check what they have written.

- Discuss as a class and find out if students agree with Mr Jackson, or if they think fewer people read books nowadays. Ask them to justify their opinions.

Now match the people with the descriptions.

- Tell students to cover the conversation and match the descriptions with the people from memory.

- Allow students to read the conversation and check their answers, comparing with their partner.

- Check answers as a class.

Answers

1 — a, d, e; 2 — c; 3 — b

Everyday English

- Ask students to find the expressions in the conversation and check meaning. Ask if they think they are formal or informal (informal).
- Model the expressions for students to listen to and repeat. Remind them to be careful with their intonation, especially in questions.
- Tell students to work with a partner and write a short conversation between two friends including the four expressions. Start by brainstorming topics that the two friends could be talking about.
- When pairs have written their conversation, allow them to practise for five to ten minutes. Encourage them to memorise their conversation, rather than read it. Then invite pairs to perform for the class.
- Ask classmates to clap after each performance.

4. 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 word is an adjective (wise). Remind them that this word cannot change form.

- Ask students to complete the passage with the

correct form of the words in the box.

- Allow them to compare answers with a partner before checking as a class.

Answers

- | | | |
|---------------|-----------|---------------|
| 1. discussing | 2. review | 3. accepts |
| 4. thinker | 5. wise | 6. influenced |
| 7. sense | | |

Pronunciation and speaking

5. Listen and underline the words the speaker stresses.

- Remind students that in English, 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, as appropriate. Play twice if necessary.

- Compare 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

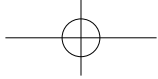
1. We're still influenced by Confucius's ideas.
2. Shakespeare's plays also make a lot of sense to us today.
3. He was important, but I suppose he isn't as well-known as Confucius or Shakespeare.

6. Work in groups. Do you agree with the following opinions? Give your reasons.

- Tell students to read the statements and think about whether they agree with them or not.

- Ask students to write down their opinions, giving at least two reasons for each statement.

- Tell students to give you questions that ask for opinions. Elicit their ideas and write them on the board. For example:



What do you think of this opinion?
Do you agree with this opinion?
This person thinks that...; do you agree?/what about you?
Do you accept that...?

- Put students into groups of four or five. Tell them to find out if their classmates agree with their opinions or not.

Now report the ideas of your group to the whole class.

- Ask students to report back to the class using the expressions suggested.

Unit 2

It is still read and loved.

Reading and vocabulary

1. Work in pairs. Read the first paragraph of the passage in Activity 2 quickly and try to answer the questions. Use the words and expression in the box to help you.

- Read the words and expression in the box with students and check that students remember them from earlier modules.
- Ask students to read the questions and check understanding. Find out if anyone is familiar with the story, and if so, if they know the answers to any of the questions.
- If they are not familiar with the story, ask students to make predictions about the answers using the words and expression in the box.
- Write their predictions on the board.
- Ask students to read the first paragraph of the passage and look for the answers to compare them with their predictions.
- Check answers as a class.

Answers

1. It is an adventure story.
2. The story is set in the town of St Petersburg, Missouri, in the US, in the nineteenth century.

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

- Ask students to read the passage and check if their ideas in Activity 1 were correct.

Learning to learn

- Read the tip as a class.
- Ask students to read the passage again and find more words and expressions that tell us that *The Adventures of Tom Sawyer* is an adventure story.
- Elicit their ideas and write them on the board.
- Discuss as a class and find out if students agree with the choice of words and expressions.

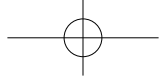
Possible words and expressions: exciting stories, gets into trouble, has more trouble, a bad man, escapes (from a cave), hide, suddenly appear, alive.

3. Complete the table with the information about *The Adventures of Tom Sawyer*.

- Ask students to cover the passage on the previous page and try to complete the column headed *The Adventures of Tom Sawyer* from memory. Ask them not to write in the right column, as they will use it later in the unit.
- Tell students to work with their desk partner, and then compare their answers.
- Check answers as a class.

Answers

Writer — Mark Twain
Place where the story is set — St Petersburg in the US
Main characters — Tom Sawyer, Huck Finn, Injun Joe, Becky
Stories the book tells — The adventures of Tom: He and Huck Finn run away to an island in the Mississippi River. Tom has more trouble because a bad man named Injun Joe is looking for him.



Later, Tom escapes from a cave with another friend, Becky. He also finds Injun Joe's treasure box and takes it away.

Theme — It tells how young people grow, how people love each other and how bad people pay for their actions.

Features — It is written in everyday English, and the dialogues sound especially real.

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 about *The Adventures of Tom Sawyer*.
- Ask students to tell you the meaning of the words, using the context to help if necessary.
- 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. state | 2. neighbours |
| 3. dialogues | 4. everyday |

Writing

5. Work in pairs. Ask and answer. Would you like to read *The Adventures of Tom Sawyer*? Why/Why not?

- Ask students to speak in pairs and find out each other's opinion of *The Adventures of Tom Sawyer*.
- Invite students to report back to the class about their partner's opinion and reasons.

6. Complete the *Your favourite book* column in the table in Activity 3.

- Tell students to think of their favourite book (or one of them, if they have several) and write notes about it in the right column of the table in Activity 3.

7. Write a passage about your favourite book. Use the passage in Activity 2 and the information in Activity 6 to help you.

- Ask students to write a passage on their favourite

book, using their notes in the table and looking at the paragraphs in the passage in Activity 2 to help them organise their ideas.

- Monitor and help as needed.
- When they have finished, ask them to read each other's passage and correct any errors they see.

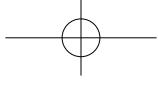
Possible answer

My favourite book is *The Invisible Man*, by H. G. Wells. The story is set in England near the end of the 19th century. It is the story of a man called Griffin. Griffin is a scientist, but he is also an evil man who dreams of power and wealth. One day, he discovers a way to make things invisible. He makes himself invisible, but he cannot figure out a way to make himself visible again. In disguise, he hides in a small village in England. When he runs out of money, he turns to crime and steals from people. He can do this easily because he is invisible. But he is angry because he cannot make himself visible again, and he soon goes mad. He thinks he can use his power to take over the world. He commits many more crimes before he is killed by angry villagers.

The Invisible Man is about someone who uses his power in a way that is wrong. Readers can ask themselves a question: If I was invisible, would I steal from people and hurt them just because I could? Or would I still try to be a good person?

8. Work in pairs. Talk about your favourite book.

- Ask students to look at the headings for each of the boxes in the table in Activity 3 (writer, place where the story is set, main characters, etc.) and tell them to write a question based on each heading to ask a partner. For example:
 - Who wrote your favourite book?
 - Where is the story set?
 - Who are the main characters?
- When students have finished their questions, check them as a class.
- Put students in pairs to take turns asking and answering their questions.



Unit 3

Language in use

Language practice

- Read the sentences with the class. Check understanding and ask students what kind of word comes in front of and after “still” in each sentence (in front = a form of “be”; after = a past participle). Ask them what “still” means in this context (that the action or situation continues in the present time).

- Ask students to tell you which word introduces the part of the sentence that tells you who did the action.

1. Work in pairs. Compare the sentences below with the sentences in the grammar box above.

- Ask students to read the three sentences and compare the order of words with the three sentences in the box.

- Ask students which of the sentences makes, for example, the book more important (It is still read and loved by people all over the world./People all over the world still read and love it.).

- Point out that the form of sentence in the box is used when we want to make the first element in the sentence the most important element.

Now complete the sentences with the correct form of the words in the box. You need to use the words more than once.

- Point out to students that the sentences are in pairs, and that one sentence in each pair will follow the pattern of the sentences in the grammar box, and one will follow the pattern of the sentences in Activity 1.

- Ask students to work in pairs and complete the sentences with the correct form of the words in the box. Remind them that they can use the words more than once.

- Check answers as a class.

Answers

1. read; are read
2. influences; are; influenced
3. writes; is written
4. gives/give; are/were; given

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

- Ask students to work with their desk partner and complete the passage with the correct form of the words and expression in brackets. Remind them to use the word “by” as a clue to help them choose the correct form.

- Check answers as a class.

Answers

- | | | |
|--------------|----------------|---------------|
| 1. is told | 2. is watched | 3. laughed at |
| 4. is helped | 5. are allowed | |

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

- Ask students to work in pairs to complete the conversation.

- Check answers as a class.

Answers

- | | |
|-------------------|----------------|
| 1. are; made | 2. are; known |
| 3. are; changed | 4. are changed |
| 5. are; rewritten | |

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

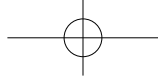
- Ask students to read the words in the box and check meaning.

- Tell students to use the words in the box to complete the conversation, working individually.

- Check answers as a class.

Answers

- | | | |
|------------|-------------|--------------|
| 1. discuss | 2. dialogue | 3. writers |
| 4. wise | 5. accept | 6. influence |
| 7. society | 8. sense | |



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

- Tell students to read the expressions and check meaning. They then use them to complete the conversation.
- Check answers as a class.

Answers

- | | |
|-----------------------|--------------|
| 1. in the middle of | 2. grew up |
| 3. all over the world | 4. look for |
| 5. get into trouble | 6. runs away |
| 7. isn't afraid of | 8. join in |

6. Listen and check (✓) the books that Daming likes.

- Ask students to look at the pictures and tell you what kind of book they think they are. Discuss as a class. Ask which of the books they think might be the most interesting to read.
- Tell students to listen to the recording and tick the books that Daming likes. Play the recording.
- Play the recording a second time if necessary, then ask students to compare answers with their desk partner.
- Check answers as a class.

Answers

- b. ✓; c. ✓; f. ✓

Extension

- Play the recording again and ask students to tell you why Daming does NOT like *The Arabian Nights* and *My Favourite Babies*. Discuss as a class.
Answers: a — It is long and boring.
e — It is for babies.

Tapescript

Betty: This is a good book, Daming. It's called *The Arabian Nights*. Have you read it?

Daming: Yes, but I didn't like it. The king is told a different story each night, but I thought it was quite long and boring.

Betty: Oh, really? I loved it. What about this one? It's about a house with something strange in it.

Daming: Oh, no. I didn't like that.

Betty: Oh, really? Well, what about this story? It looks exciting. It's about a boat trip on a river.

Daming: Yes, that book is wonderful. I read it last week.

Betty: Here's another one. Oh, look, it's got a baby duck and a baby pig on the front. They're so sweet!

Daming: That book is only for babies, Betty! I don't want to read baby picture books!

Betty: You're right. Well, how about this one about China? It looks interesting.

Daming: I agree. I read that and I liked it. It's got some great photos.

Betty: And have you read this? It looks very interesting.

Daming: Yes, I have. And I really enjoyed it. The writer visits different places and interviews the people there. They talk about how their lives have changed. You should read it.

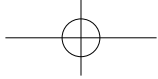
Betty: I think I will!

7. Work in pairs. Talk about the best stories to read.

- Tell students to look at the pictures again and discuss with a partner which one they would like to read, giving reasons.
- Ask them to find out the reasons why their partner is not interested in the other books.
- Discuss as a class.

Around the world

- Ask students to look at the picture and read the passage. If you wish, ask a few volunteers to read the passage aloud for the class.
- Ask students to work out roughly how long ago Plato was alive (around 2,500 years ago).
- Find out if students are interested in philosophy and if they know the names of any more Western philosophers. Discuss as a class.
- Ask students what they think the most important questions in philosophy are and if they know any answers.
- Tell students to read the passage again and memorise as much as possible.
- Put students in pairs to try to remember and



rewrite the passage about Plato.

- Allow them to check their answers by reading the passage again.

Module task: Organising a class talk

8. Work in groups. Prepare a talk.

- Put students in groups of three and tell them to read the instructions.
- As a group, students brainstorm books and/or films that they think influenced them and explain to their groups why and in what way.
- As a group, students decide if they have been more influenced by books or films, and whether they agree or disagree with the statement.
- Ask groups to nominate a secretary to take notes, then brainstorm the reasons why they agree or disagree with the statement.

9. Plan your talk.

- Ask students to work in groups, and decide what they want to say in their talk and how to organise it. Suggest that a useful structure is as follows:
Tell your audience what your opinion is. Start

with *We believe that...*

Explain what some people say, but you disagree with. *Some people think that... They argue that... In their opinion...*

Explain your opinion, with reasons and examples. *However, we think that... because... Also...*

Repeat your opinion and give a conclusion. *So, to sum up, in our opinion... If you..., you will...*

- When they have written their talk, students decide who will say which part and practise. Encourage them to stand while practising, and to smile while speaking. Giving talks is a skill which is very useful in adult life.

10. Present your talk to the class. Use your notes to help you.

- Ask groups to give their talks to the class. They should stand at the front and smile while speaking. Encourage them to use notes and memory rather than read from a piece of paper. Demonstrate briefly, so that they can see the difference.
- Encourage the audience to clap at the end of each talk.