

# MODULE 1 Feelings and impressions

## Unit 1

### It smells delicious.

#### Listening and vocabulary

##### Preparation

- Tell students they are going to carry out a short survey.

- Write the following adjectives on the board, and check meanings as a class:

soft hard sour strong sweet dark light  
hot cold

- Draw an eye, a mouth, a nose and a hand on the board. Ask students to think about the senses and tell you which adjectives match each picture.

- Write three questions on the board and ask each of the two volunteers the three questions, eliciting their answers. Ask if the questions are related to the eyes, mouth, nose or hand.

Do you like a soft bed or a hard bed?

Which do you like better, sweet food like cakes or sour food like lemons?

Do you like dark colours or light colours?

- Put students in small groups of three or four to think of three more questions to ask classmates, using the adjectives on the board, and ask them to look at the examples for ideas.

- Ask students to tell you their questions, and write them on the board. Ask the class to correct them if necessary.

- Tell students to choose five of the questions on the board to ask classmates.

- Ask students to stand up and find a partner to take turns asking and answering their questions. After two or three minutes, clap your hands and tell students to find a new partner and repeat the activity. Do this until students have spoken to at least five classmates.

- Tell students to write their findings in their notebooks.

- Discuss students' findings as a class.

#### 1. Listen and number the pictures.

- Explain to students that they are going to listen to four short conversations and put the pictures in order. Tell them to relax and not worry about understanding every word.

- Ask students to tell you what they see in the pictures. Write the key words on the board (e.g. milk, bed).

- Have students guess what two people might say in each situation. Write their ideas on the board.

- Play the recording. Ask students to listen and number the pictures.

- Play it again for them to check if any of their ideas regarding the conversations were correct.

- Ask them to discuss if they heard any of their ideas in the recording. Then play it a final time for them to check.

- Check answers as a class, discussing what the people said in each situation.

#### Answers

a — 2; b — 1; c — 3; d — 4

#### Tapescript

1

**Lingling:** Guess what it is!

**Betty:** It tastes sweet. Is it a cookie?

2

**Daming:** Ugh! This milk smells sour.

**Tony:** Don't drink it.

3

**Betty:** This bed feels a bit soft.

**Lingling:** Try a harder bed.

4

**Lingling:** Tom looks very strong!

**Daming:** Yes. He does a lot of exercise.

### Methodology tip: *Developing listening skills*

With traditional listening exercises, learners often listen to something only once and are expected to understand detailed information with little preparation. As a result, they may be required to process on too many levels too soon — working out who is speaking, where and why at the same time while trying to interpret the message. This is not natural and can cause anxiety when people listen to a foreign language which is unfamiliar. In real-life situations, we generally know the context and relationship between speakers, so we can activate our schema, our knowledge of what people tend to say in such situations and how they tend to say it.

Before listening, it is helpful for students to predict the type of content that they are likely to hear. Using pictures and other clues on the page can help with this, and if you do this frequently, you train your students to do it themselves, reducing their anxiety about listening activities. Predicting what they might hear also makes listening easier and motivates them to listen to see if they were right.

### 2. Listen again and complete the sentences.

- Explain to students that they are going to complete the sentences with the words from the recording.
- Tell them that they might need to use a different form of some words (e.g. the third person form with “s”).
- Ask students to read the incomplete sentences and listen to the recording again. Pause where necessary.
- Ask students to complete the sentences and then compare answers with their desk partner.
- Check answers as a class.

### Answers

2. smells sour
3. feels a bit soft
4. looks very strong

### Language point: *Smell, sound, taste, feel, look*

These verbs are sense verbs. They relate to the five senses of smell, hearing, taste, touch and sight, and are used for describing. They are followed by an adjective.

The tea smells very strong.

This piece of music sounds strange.

This cake tastes wonderful!

The cloth feels soft.

The toy looks interesting.

### 3. Listen and read.

- Ask students what their favourite foods are. Elicit their ideas and write them on the board. Give students one minute to scan the conversation and ask them if any of their favourite foods are in the text.
- Ask students to read the conversation again more slowly, to see how many food words they can find. Ask for their answers. Ask which things aren't sweet. Elicit the answers.
- Tell students they are going to read the conversation with their classmates. Ask them to read it slowly and find words they don't understand. Ask them to discuss the words with their desk partner and try to work out the meaning.
- Read the conversation slowly to the class, commenting on words they may not recall. Write the new words on the board. Repeat them chorally to help students to recognise the pronunciation.
- Play the recording and ask students to read the conversation out loud.
- Divide the class into three groups: Tony, Betty and Daming. Play the recording again and ask them to read their part.
- Put students into groups of three to practise the conversation. Then choose students to perform it for the class.

### Now check (✓) what Betty is making.

- Draw students' attention to the photographs on Page 3. Ask students, “What do you think? How does this food look?” Elicit opinions from volunteers.

- Tell students to check the food that was mentioned in the conversation, using their memory.
- Have students compare answers with their desk partner before reading the conversation again to check their answers.

### Answers

a ✓    b ✓    c ✓    e ✓

### Extension

- Tell students they are going to imagine that the following day, Betty offered Tony and Daming the strawberry cake and the cheese. Ask them to write the conversation.
- Remind them that Betty knows that Daming doesn't like cheese, so she will probably offer Daming cake and Tony cheese.
- Put students in pairs or threes to write their conversations, and monitor and help as necessary.
- When students have finished, allow them time to practise their conversations.
- Invite some pairs/groups to perform their conversations for the class, and record if possible, so that students can listen to themselves speaking English afterwards.

### Language point: *Nouns*

Remember that some nouns, such as “cookie”, are countable (one cookie, two cookies, three cookies, etc.) and some, such as “sugar”, are uncountable. Uncountable nouns are not usually used in the plural form.

### Everyday English

*I'm afraid...* — used when we think what we are going to say may not please the other person. For example, I'm afraid I have forgotten your name.

*Have a try!* — used when we invite someone to eat a little bit, use a new computer, etc.

*It's my lucky day!* — used when something very good happens, particularly when it is a surprise.

### Methodology tip: *Reading activities*

When we read in real life, we always have a purpose. We read for a reason. It may be for information, for example, when reading a recipe or an invitation. It may be for pleasure, for an exam, etc. This means that before we read a text in real life, we usually have some idea of the type of content or information we are going to find. This helps us to understand what we are reading and ignore irrelevant information. In some traditional reading activities, students are asked to read a text before they read the exercise. This is not natural and usually results in students trying to read and understand every word.

To make traditional activities more natural, it is a good idea to start with a short interactive activity where students look for something familiar in the text. As they look for this information, their brain notices other information, for example, the text type, the context, etc. and starts to process information. This makes the main task more accessible to students.

### 4. Complete the sentences with the words in the box.

- Explain to students that they are going to complete the sentences with the words in the box.
- Tell students you are going to read the sentences to them and they are going to point to their nose, hand, ear or mouth depending on the meaning of the sentence. Demonstrate by reading the first sentence and asking a student to respond by pointing to his/her mouth.
- Read the sentences and check that students point to the correct part of the body. This will help them choose the correct words to complete the gaps.
- Ask students to complete the sentences with the words and to discuss the answers with their desk partner.
- Check answers as a class.

### Answers

1. sweet	2. strong	3. sugar
4. sour	5. soft	6. lovely

### 5. Complete the table with the words in the boxes in Activities 1 and 4.

- Read the words in the boxes in Activities 1 and 4 to the class, and ask students to chorally repeat them. This will give them more confidence at the feedback stage.
- Ask students to write the words in the boxes in Activities 1 and 4 in the correct place in the table.
- Tell students to discuss their answers with their desk partner.
- Check answers as a class. Help students with pronunciation where needed.

#### Answers

<b>Eye</b>	look	lovely, strong, soft
<b>Hand</b>	feel	lovely, soft, strong
<b>Mouth</b>	taste	sour, strong, sweet, lovely
<b>Nose</b>	smell	sour, strong, sweet, lovely

#### Pronunciation and speaking

### 6. Listen and underline the words the speaker stresses.

- Play the first sentence and ask students which words they think the speaker stresses.
- Then play the second sentence and ask students to underline the words the speaker stresses.
- Play the sentences again and tell students to listen and repeat chorally. Encourage students to stress the words in the same way as the speaker. Students then compare which words they have underlined with their desk partner.
- Check answers as a class.

#### Now listen again and repeat.

- Play the recording again. Ask students to listen and repeat the sentences chorally.
- Check that they are using an intonation pattern and don't sound flat.

#### Possible answers

1. It smells too strong and it tastes a bit sour.
2. They taste really sweet and they feel soft in the middle.

### 7. Work in pairs. Ask and answer about the things in the box. Say why you like or do not like them.

- Check that students know the meaning of the words in the box. You may like to ask students to come to the board to draw the things and label them.
- Ask students the example question and then model it for pronunciation, getting students to repeat.
- Demonstrate the activity by asking a strong student the example question and eliciting his/her answer.
- Get a student to ask you. Then model the answer for pronunciation.
- Use open pairs. Ask one of the students to ask another student across the room the questions. Then ask students to practise in open pairs.
- Pair students with different students, behind or at the side, to practise asking and answering questions using the words in the box.

#### Extension

- Tell students to choose three more things and ask their partner about them.
- Ask students to explain why they like/dislike the things, using the verbs "feel", "taste", "look", "smell" and "sound". For example, I like cakes because they taste delicious.
- Ask students to compare their sentences with their desk partner. Then ask students to read out their sentences.

## Unit 2

### I feel nervous when I speak Chinese.

#### Reading and vocabulary

#### Preparation

- Ask students to look at the people in the pictures. Ask what sort of things we would talk about to describe them. For example, height, build, hair, age, features, skin, clothes, etc.

- Write the category words on the board and use them to make a word map. Elicit two words from the class for each category, and then put students in pairs to add more words to the categories.

Examples:

Height — short, medium, tall

Build — big, small, thin

Hair — short, long, straight, wavy, curly, black, brown, red, fair

Age — young, middle-aged, old

Features — big eyes, flat nose

Skin — dark, light, fair

Clothes — yellow T-shirt, blue jeans, green dress

- Use large magazine pictures and ask students to choose some of the words on the board to describe the people in the pictures.

### 1. Work in pairs. Look at the pictures and describe the girls. Use the words in the box to help you.

- Ask students to work with their desk partner.
- Tell them to look at the two pictures and match the words in the box to the pictures.
- Ask students to write sentences describing the people in the two pictures, using words from the box and words from the word map if they wish.
- Monitor and help as needed.
- Ask some students to describe the pictures to the class.

### 2. Read Sally's email and find her picture in Activity 1.

- Ask students to read Sally's letter and decide which picture shows her.
- Ask if the description in the letter is similar to the one they wrote.

#### Extension

- Tell students to cover or close their books. Ask what they can remember about Sally. Elicit ideas and write them on the board.
- Tell students to read the email again and check if the statements on the board are correct.

#### Answer

Picture a

### 3. Match the questions with the paragraphs.

- Ask students to read the questions. Check that they understand them by asking them for their own answers.
- Ask students to read the letter again and match the paragraphs to the questions.
- Check answers as a whole class.

#### Answers

a — paragraph 3;      b — paragraph 4;  
c — paragraph 2

### 4. Read the sentences.

- Ask students to look at the example sentences. Tell them that they are going to change them for the description of the girl in Picture B in Activity 1.
- Have students copy the sentences into their notebooks. Working with their desk partner, students decide which words can be changed and circle or underline them.
- Write the sentences on the board and circle or underline the words that can be replaced. She's quite tall, with short fair hair, and she's wearing glasses. She's wearing a T-shirt and carrying a warm coat.

### Now describe these people. Use the sentences above to help you.

- Tell students to rewrite the sentence so that it describes the other girl in Activity 1.
- Check as a class.
- Ask students to choose four classmates and rewrite the sentences to describe them, but without including the classmates' names.
- Invite volunteers to read out their sentences for classmates to guess who is being described.

#### Extension

- Ask students to draw quick pictures of four of their friends and to rewrite the sentences to describe the friends in the pictures. If they have coloured pencils, they can colour the clothes, and then make



a matching activity by writing their sentences in a different order for their desk partner to solve by reading the sentences and matching them to the correct pictures.

- Use the pictures and sentences to make a wall display.

### Learning to learn

- Ask students to think about what they do when they are listening to their friends. Do they look at their friends or look at something else? Do they sit with their body towards their friend, or turned away a little? Ask if they listen in silence, move their head, make a sound or say anything.

- Either show students some video clips in class, for example, one conversation between two friends in a film and one taken from an interview, or ask students to watch video clips at home. Ask students to watch the person listening and note the following:

Where the listener looks

Which direction the listener turns his/her body

If the listener is silent

If the listener moves his/her head

If the listener makes a sound (If “yes”, what sound?)

- Ask students to compare their observations with their desk partner or in small groups.
- Discuss as a class and decide if they do the same when they listen to a friend in Chinese.

### 5. Answer the questions.

- Ask students to think of adjectives of feeling (e.g. happy, excited, angry) and write them on the board. Check the meaning of any new words by asking students to make a face showing the feeling.
- Read the questions as a class and check that students understand them.
- Ask students to answer the questions from memory, using the adjectives on the board to help.
- Tell students to read the letter again more slowly and to look for the answers.
- Put students in pairs to take turns asking and answering the questions. Tell them to remember how to listen to their partner (see **Learning to learn** above).

- Ask if any of their words from the board are in the letter.

- Check answers as a class.

### Answers

1. She feels sad when she gets bad marks at school.
2. She often feels a bit sad at first when she leaves her mum and dad.
3. She is quite shy when she is with strangers.
4. She feels nervous when she speaks Chinese.
5. She feels sorry when she does not know how to do things in the right way.
6. She is afraid of flying.

### 6. Complete the passage with the correct form of the words in the box.

- Tell students that they are going to complete the sentences with the words in the box and that they might need to decide if a word should be in a different form (e.g. plural or singular).

- Ask students to complete the sentences with the correct form of the words and to discuss the answers with their desk partner. Remind them to check spelling where they have changed the form of the words.

- Check answers as a class.

### Answers

- |            |          |            |
|------------|----------|------------|
| 1. fair    | 2. marks | 3. hobbies |
| 4. message | 5. proud |            |

### Writing

#### 7. Write a message to your pen friend and describe yourself. Say...

- Ask students to answer the questions using words from Activities 1 and 6, and from their word map.
- Using Sally’s email as a model, tell students to write a similar email to a pen friend they imagine they are going to visit.
- Tell students to check their emails for spelling and grammar errors, and ask them to check that they have included some interesting adjectives for describing feelings.
- Have students write a final copy of their email. Ask them to add a photograph or drawing of themselves.

- Ask students to work in pairs and exchange their emails to read.

#### Possible answer

I have short black hair and a round face. I am short and active. I like playing basketball and singing songs. I also like reading comics. I always like meeting new friends. I feel excited when I talk with them.

## Unit 3

### Language in use

#### Language practice

- Read the example sentences with the class.
- Ask students what kind of describing word comes after the verb in the box, an adjective or an adverb.
- Tell students that these verbs are unusual, because most verbs are followed by an adverb but these are followed by an adjective. Ask students to tell you what these verbs have in common.

#### Language point: *Verbs followed by adjectives*

There are other verbs which can be used to describe and which are also followed by adjectives. These verbs include: be, seem, appear, get, become, grow, stay, keep, turn, prove, go, etc. For example:

It's growing dark.

Stay still and keep quiet!

This milk has gone sour.

#### 1. Look at the picture. Complete the sentences.

- Ask students to look at the picture. As a class or working in pairs, have students come up with as many suitable adjectives for what they see as possible (e.g. happy, delicious). Tell them to refer to Unit 1, if necessary, and to consider smell, taste, as well as appearance.
- Write their adjectives on the board.
- Working alone, students look at the picture again,

and then complete the sentences with a verb and an adjective, using their imagination.

- Ask students to compare answers with their desk partner before checking answers as a class.

#### Possible answers

1. look nice (fresh)/taste delicious
2. look happy/excited
3. smell/look nice (lovely)
4. tastes good/sweet/sour
5. feel comfortable/soft
6. sounds beautiful/nice

#### 2. Write sentences about yourself. Use the words in the box to help you.

- Tell students to read the words in the box and think of things they like and dislike.
- Ask students to write at least eight sentences about things they like or dislike, explaining their reasons using the words in the box.
- Monitor and help as needed.

#### Possible answers

I like pandas. They look funny and friendly.

I don't like cheese. It smells very strong.

I like my teacher's voice. It sounds nice.

I love fruit because it tastes sweet and fresh.

#### Extension

- When students have finished their sentences, ask them to write questions to ask their classmates. Tell them to write questions about the same things as their sentences. For example, if a student has written "I don't like cheese. It smells very strong." they should write the question "Do you like cheese?"
- Put students in pairs to take turns asking and answering their questions. Remind them they should be good listeners when their partner is answering.
- Put students with a different partner and tell them to repeat their questions. Repeat until each student has asked at least four classmates.
- Tell students to write their findings in their notebooks and decide which classmate has the most similar opinions to their own.

### 3. Put the words in the box into the correct columns.

- Ask students to read the two questions and tell you what the difference is. (One is about appearance; the other is about character.)
- Tell students to copy the table and write the adjectives in the correct box.
- Check as a class.

#### Answers

What does he/she look like?	What is he/she like?
dark, fair, old, pretty, short, tall, young	nice, proud, quiet, shy, strict

#### Language note: *Like*

The word “like” causes confusion to learners of English. It can be used both as a verb (e.g. He likes chocolate.) and as a preposition (e.g. The room was like a greenhouse.) Make it clear to students that “like” is not a verb here, but a preposition. When it comes in a question that starts with “What...” and after “look”, “sound”, “taste”, “feel”, “smell” or “be”, the answer to the question should be a description.

For example:

- What does he look like?
- He’s tall with grey hair.
- What is your mother like?
- She’s shy but she’s very nice.

### 4. Work in pairs. Use the table in Activity 3 to ask and answer questions about the people.

- Ask students to read and copy the two questions and tell you where the main verb is.
- Ask students to draw quick pictures of faces and then write under them two questions with answers. If possible, ask them to write the verbs in a different colour, because this will help them remember the difference. For example:
  - What does he look like?
  - He is big and strong.
  - What is he like?
  - He is nice.
- If necessary, demonstrate the activity with some open pairs.

- Put students in pairs to take turns asking and answering questions about the people given. Tell students they may invent the answers if they wish.
- Ask students to report back to the class about the people their partner described and/or write down their partner’s answers from memory. Students can ask their partner again to check their information.

### 5. Complete the conversation with the correct form of the words in the box. You need to use some of the words more than once.

- Have students read the conversation and check meaning.
- Tell them to complete the conversation with the correct form of the words in the box.
- Check answers as a class.

#### Answers

- |         |           |             |
|---------|-----------|-------------|
| 1. look | 2. tastes | 3. looks/is |
| 4. is   | 5. look   |             |

### 6. Complete the passage with the words in the box.

- Ask students to read the text and tell you if Chinese people are similar or not.
- Ask them to tell you what the differences are.
- Have students read the text again and complete it with the correct words.
- Correct answers as a class.
- Ask students to work with their desk partner to prepare a similar paragraph describing the way the Chinese behave.

#### Answers

- |         |          |             |
|---------|----------|-------------|
| 1. meet | 2. close | 3. with     |
| 4. look | 5. noisy | 6. friendly |

### 7. Write about how things feel, look, smell, sound or taste. Use the words in the box to help you.

- Ask students to look at the adjectives and use them to write about things. Ask them to think of their favourite things, things in their house, friends, etc.



- Elicit two or three examples from students and write them on the board.
- Have students compare sentences in small groups, then as a class.

### Possible answers

These shoes feel comfortable.  
 The soup tastes delicious.  
 The orange juice tastes so fresh.  
 These flowers smell great.  
 His forehead still feels a bit hot.  
 She looks very nervous.  
 The cake tastes nice.  
 The music sounds very noisy.  
 This village looks very quiet.  
 The room looks round.  
 He looks quite strong.  
 The biscuits taste sweet.

### 8. Work in pairs. Describe a thing in the box to your partner. Your partner should guess what it is. Use the words in the box in Activity 7 to help you.

- Tell students they are going to play a guessing game with a partner.
- Ask students to look at the expressions in the box and write down some adjectives to use as clues (e.g. lantern — beautiful, round, big).
- Put students in pairs. Ask two volunteers to read out the example and model the exercise.
- If necessary, demonstrate by giving a student some clues and eliciting questions.
- Tell students to take turns giving clues and asking questions to guess what the object is.

### Methodology tip: Speaking

Students can feel very insecure about speaking in another language, so allow them to think about what to say before they say it. If you let them think and write down some notes to use, in this case adjectives, they will feel safer and more relaxed, and be more motivated to speak in English.

### 9. Listen and complete the notes. What is the speaker complaining about?

- Tell students they are going to hear a conversation about a party, with one person hating it. Ask them to look at the notes and predict some of the things they might hear.
- Elicit their ideas and write them on the board.
- Tell students to listen to the recording and tell you if they hear any of their ideas.
- Ask students to write down what they can remember.
- Play the recording again for students to complete the notes.
- Allow students to compare answers with their desk partner. Play the recording again if necessary.
- Check answers as a class.

### Answers

The music	terrible, too loud, sounds like noise, not music
The room	too hot for dancing
The food	has too much salt
The drink	too cold
The people	not very friendly

### Tapescript

**James:** Let's go home. I don't like this party.  
**Helen:** Why? I'm having a great time. The music is good, isn't it?  
**James:** Well, I think it's terrible. It's too loud, and it sounds like noise, not music. And the room is too hot for dancing, anyway.  
**Helen:** Why don't you have something to eat?  
**James:** I don't like party food. It has too much salt.  
**Helen:** How about a drink then?  
**James:** I tried some of the cola, but it's too cold.  
**Helen:** Well, you can talk to some people. Then you might feel happier.  
**James:** The people aren't very friendly! Nobody is talking to me at all.  
**Helen:** Well, I'm not surprised, really. Maybe everyone is afraid of talking to you! You look so angry!  
**James:** *(Sigh)* Maybe you're right. I should try to be a bit friendlier myself...

### Around the world

- Ask students to look at the photograph and tell you what they think it shows.
- Check that students know what “hug” means, and ask how often they think people in the West hug. Compare ideas.
- Ask students to read the paragraph slowly and find similarities, if there are any, and differences between habits in the West and habits in China.
- Discuss as a class.

### Extension

- Put students in pairs to write a similar paragraph about social behaviour in China. Tell students they can copy the structure of the paragraph and change words as appropriate.
- Monitor and help as necessary.
- Put the finished paragraphs on the wall for students to compare.

### Module task: Writing a description of a classmate

#### 10. Think about one of your classmates...

- Tell students they are going to write a description of one of their classmates, but that they must keep the name of the person a secret.
- Ask them to choose someone to write about and take notes under the headings given. Tell them they need only write single words, such as adjectives or hobbies, at this stage.
- If you wish, brainstorm hobbies as a class and write them on the board. Allow students to use the hobbies on the board to add to their notes.

#### 11. Write a description of him/her.

- Tell students to organise their notes in the following order: age, physical description, hobbies.
- Have students write a first draft of their description using their notes to help.
- Tell students to look through Units 1 and 2 to check spelling and to make sure they have included some new, interesting words.
- Tell students to check that they have used the correct forms of words and then to write a final copy of their description.

#### Possible answer

My friend is fourteen years old. He is tall and looks strong. He has short brown hair, big black eyes and a very friendly face. He plays football well and he loves reading comics.

#### 12. Work in groups. Share your description with your classmates. Let them guess who he/she is.

- Put students in groups of four or five and ask them to share their descriptions with their group members.
- Each student takes and reads one of their partner's descriptions and, silently, guesses which classmate is being described.
- Ask students to repeat the previous step, reading each of the descriptions in the group, one by one.
- When they have all read their partners' descriptions, they compare their guesses and discuss.