

# 1

# My First Day at Senior High

## Task: Writing a brochure about your school

(Note: The suggestions for teaching steps are given in bullet points.)

## PREPARATION

- As this is the first time you meet the class, and this is their first English lesson at Senior High school, it is very important that you start by establishing a good working relationship, and by exemplifying and talking about the way you want to work with the students. You should explain what you expect from them, and what they can expect from you.
- Once you have introduced yourself — give them as much personal detail as you feel comfortable telling them, and talk about your teaching experience. Introduce them to the course. Get them to look through the Student's Book with you — show them how the book works in terms of Modules and the contents of those Modules. Do the same with the Work Book. Also explain about using the cassette — something which many students may be unfamiliar with.
- Allow the students time for questions about any aspects of what you have said.
- At this point you may also want to discuss the principles behind the communicative approach which this course adopts. Again, this may well be unfamiliar to many of them. You might want to ask them to reflect on how they learnt their mother tongue, on the prime importance of listening and the function of repetition. They need to clearly understand that the only way to learn to speak another language is speaking it, and that making less grammar mistakes is less important than trying to put across the message.

## INTRODUCTION

### Vocabulary and speaking

- Answer the questions about the words in the box.
  - Read through the sentences to the class, and make sure that they understand them all.
  - Ask them to answer the questions individually.
  - They should then check their answers in pairs.

- Call back the answers from the whole class.

### NEWBIE

- 5
- open
- 3) 4
- open
- PE and IT
- open

- Complete the sentences with a subject and a reason.

- Read through the example and make sure the students understand what they have to do.
- The students should complete the sentences individually.
- Circulate, monitor and help as they write.

## Teaching Tip:

### Monitoring

When you circulate and monitor while students are doing individual writing or pair/group spoken work, try to be as unobtrusive as possible. Your aim is to notice what the students are doing: what they are doing well and what they are not doing well. You may care to make notes about what you see and hear. Your observations should be used for later remedial work. Only if the students are doing something completely wrong, or if they ask you for help, should you intervene.

- Show your answers to other students and discuss them.

- You may care to put the students into groups of four for this activity.
- You may also want to call back answers from the whole class after they have finished the group stage, and get the students to compare different answers to the same sentence frame.

## READING AND VOCABULARY

- Work in pairs. Discuss the questions.

- Read through the questions and make sure that the students understand them.

- Put the students into pairs to answer them. You may want them to make notes about their discussion.
- Call back the answers from the class. You may wish to note their suggestions on the board.

## 2 Answer the questions about the words in the box.

- Read through the words and have the students repeat them after you.
- Put them into pairs to discuss and find out the meanings of the words; you may wish to make this a dictionary exercise.
- Call back their answers. Make sure that everyone understands the meanings.
- Ask the students to answer the questions individually, or put the students in pairs to compare their answers.
- Call back the answers from the class.

### ANSWERS

*Students' own answers.*

## 3 Read the school diary and find ...

- Read through the sentences and make sure the students understand them.
- Make sure they understand the task.
- Ask them to read the passage and find the answers.
- Call back the answers from the class.

### ANSWERS

- the method of teaching, more students in the class
- reading comprehension, speaking
- spelling, handwriting

## Teaching Tip: Reading Aloud

It is often a good idea to read a text out to the students, particularly if it contains new words or expressions, so that they can hear what they sound like. You may also wish to have the students repeat all or some of the text after you. If you do this, make sure that you pause after reasonably short sense-groups. Have the whole class repeat it chorally, then groups (the girls, the people in the desks by the window, those wearing glasses ...) and individuals, if it seems necessary. Try to make

this work smart and snappy, keeping up some rhythm, otherwise it can drag and become dull.

It is usually not a good idea to read a text round the class, with a different student reading each sentence, as this doesn't help any others except the individual and is very boring for the rest of the class.

## 4 Choose the answers with the same meaning as the sentences from the text.

- Ask the students to find the answers individually.
- They should then check their answers in pairs.
- Call back the answers from the whole class. They should do this as a complete sentence.

### ANSWERS

- 1) b    2) a    3) a    4) b

## 5 Read the passage again. Say which words appear in it.

- Ask the students to try and do this activity without looking back at the text first of all.
- They can then check with a partner.
- Then the pair can check in the reading text.
- Call back the answers from the whole class and write the words on the board.

### ANSWERS

amazing, bored, brilliant, embarrassed, enthusiastic, hard-working, interesting

- Ask the students to write down what they describe in the text.
- The students should work individually.
- Then they can compare their answers with a partner.
- Call back the answers from the class and write them on the board.

### POSSIBLE ANSWERS

- The classrooms in the new school are amazing.
- Li Kang is not bored with his English class.
- The computers and special screens are brilliant.
- Some students were embarrassed about introducing themselves.
- The teachers are very enthusiastic and friendly.
- The boys and the girls are hard-working.
- Li Kang's English class is interesting.

**6 Read the three summaries of Li Kang's opinion about the new school. Decide which is the best.**

- The students can do this individually.
- They can compare their decision with a partner.
- Call back the answers from the whole class.

**ANSWER**

*The second summary is the fullest one of what Li Kang writes.*

**7 Work in groups. Discuss these questions with other students.**

- Put the students into groups of three or four to discuss the questions. You might suggest that one of them becomes the "secretary" and keeps notes of the points the group makes.
- When they have finished, call back the answers from the class and compare opinions.

## GRAMMAR 1

### Revision of the present tenses

**1 Read the sentences and answer the questions.**

- Read out the sentences as the class follows and make sure the students understand them.
- Ask the students to decide individually.
- Then they can check with a partner.
- Call back the answers from the class.

**ANSWERS**

- 1) Sentences A and C
- 2) Sentence A: indicating a permanent state of affairs  
Sentence C: indicating a habit, or something you do regularly
- 3) Sentence B: indicating that something is taking place in this period of time  
Sentence D: indicating that something is taking place at this moment

**2 Read the passage again. Choose three sentences in the present simple tense and two in the present continuous tense. Say which uses they show.**

- Have the students read the passage again and underline five

sentences in the present simple and present continuous.

- Put the students in pairs and ask them to discuss which use the sentences show.
- Call back the answers from the class.

**POSSIBLE ANSWERS**

My school is very good ...

The teachers are very enthusiastic ...

I'm looking forward to doing it ...

## LISTENING AND VOCABULARY

**1 Complete the chart with the words in the box.**

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to work in pairs to find the meanings of the words in their dictionaries.
- Call back the answers from the class, with the students giving full sentences, e.g. *A correction is a mistake which is put right.*

**ANSWERS**

Noun	Verb	Adjective
correction	correct	/
encouragement	encourage	/
enjoyment	enjoy	enjoyable
explanation	explain	/
fluency	/	fluent
misunderstanding	misunderstand	/
progress	/	progressive
pronunciation	pronounce	/

Please note: there is a verb to *progress*, but it isn't used very often.

**2 Complete these sentences. Use a suitable form of each word in the box.**

- Ask the students to complete the exercise individually.
- They can then compare their answers with a partner.
- Call back the answers from the class.



## ANSWERS

- 1) fluent 2) enjoyable 3) encouragement  
4) progress 5) pronunciation 6) correction  
7) misunderstood 8) explained

### 3 Read the sentences in activity 2 again. Answer these questions.

- Ask the students to complete the exercise individually.
- They can then compare their answers with a partner.
- Call back the answers from the class.
- Write up the suggestions you get on the board for comparison after the listening.

#### Now listen to the conversation and check your answers.

- Play the tape through once asking the students to concentrate only on the answers to the questions.
- Ask the students to say what the answers are.
- If there are problems play it through again.

## ANSWERS

- 1) c 2) c

### Tapescript

- Rob: Hi, Diane!  
Diane: Hi, Rob! How are you doing?  
Rob: I'm fine. I've just been to my first language class.  
Diane: Oh really? So have I.  
Rob: Really? Which language are you studying?  
Diane: Spanish. Which language are YOU studying?  
Rob: Chinese.  
Diane: Is that right? Cool! How was it?  
Rob: It was good. The teacher's name is Mr Davies.  
Diane: Mr Davies?  
Rob: Yes, he isn't Chinese, obviously, but he's fluent in Chinese. And there's an assistant teacher called Miss Wang. She IS

Chinese. We're going to see her once a week.

Diane: And what do you think?

Rob: Well, learning Chinese isn't going to be easy – but the first lesson was very enjoyable – I liked it a lot. Mr Davies gave us a lot of encouragement – he made us feel really good about being there. The most important thing at the beginning is pronunciation, getting the sounds right – and he was very good at correction – he said it didn't matter if we made mistakes. I think we all made a lot of progress – in just an hour!

Diane: That's great.

Rob: What about Spanish? Did you start yet?

Diane: Yes, we did. The teacher is nice, but I already speak some Spanish and the rest of the class are really beginners. I misunderstood the teacher – I thought she said the class was for people who already speak Spanish. I'm not sure if I'm going to make much progress.

Rob: Oh, I'm sure things will improve.

Diane: Maybe – actually, I was a bit disappointed – she explained everything in English.

Rob: Oh, that's too bad.

### 4 Listen again and answer these questions. Add information.

- Read through the instructions and the example and make sure that the students understand what they have to do.
- Then read through the sentences, telling the students that they must focus on the answers to the questions during the next listening.
- Play the tape through once, and give the students time to write answers.
- You may want to play it again, pausing after the answers to allow the students to write anything which is missing.
- Put the students in pairs to compare their answers.
- Then play the tape through again for a final check.
- Call back the answers from the class.

**POSSIBLE ANSWERS**

- 1) No, she isn't. She's studying Spanish.
- 2) No, he isn't, but he's fluent in Chinese.
- 3) Yes, she is. Her name's Miss Wang.
- 4) Yes, he did. He made them feel really good.
- 5) No, he didn't. He said pronunciation was the most important thing at the beginning.
- 6) No, she didn't. She thought it was for speakers of Spanish.
- 7) No, he wasn't. He made a lot of progress.
- 8) No, she wasn't. She was disappointed.

**3 Read the example and complete the sentences.**

- Read the example to the class, and make sure that they understand what they have to do.
- Ask them to complete the sentences individually.
- They should then check their answers in pairs.
- Call back the answers from the whole class, having individuals read the whole sentence.

**ANSWERS**

- 1) bored 2) interested 3) amazing 4) disappointed  
5) embarrassed 6) boring

**GRAMMAR 2**

Adjectives ending in *-ing* and *-ed*

**1 Read My First Day at Senior High again and underline the adjectives with *-ing* or *-ed* endings.**

- Read the instructions and make sure the students know what to do.
- Ask the students to do this individually.
- They can then compare their answers with a partner.
- Call back the answers from the class and write them on the board.

**ANSWERS**

amazing, interesting, bored, embarrassed,  
hard-working

**2 Choose the correct explanation.**

- Read the instructions and make sure the students know what to do.
- Ask the students to follow as you read the sentences.
- Put them in pairs to decide which one is correct.
- Call back the answers from the class.

**ANSWER**

The second sentence is correct.

**PRONUNCIATION**

*-ed* endings

**1 Listen to the pronunciation of these words. What is different about the pronunciation of the ends of the words in the different groups?**

- Ask the students to look at the words then play the tape and have them follow.
- Play the tape again.
- Call back suggestions about the pronunciation.
- Then play the tape again, pausing after each word for the students to repeat chorally and individually.
- Go through the *Learning to learn* box with the students. Ask them to give one or two more examples.

**ANSWERS**

- 1) amazed, bored, tired are pronounced with *-ed* as /d/.
- 2) embarrassed is pronounced with *-ed* as /t/.
- 3) disappointed, excited, interested are pronounced with *-ed* as /id/.

**2 Listen and repeat the sentences in Grammar 2 activity 3.**

- Play the tape through while the students listen and follow.
- Play it again, pausing after each sentence for the students to repeat chorally and individually.
- Put the students in pairs to practise. Circulate and monitor their production.

## Teaching Tip: Repetition and Backchaining

Repetition of a single word after it has been heard on a tape or from you, the teacher, is not difficult, but the repetition of longer chunks of language is more difficult. Help the students by indicating the natural slight pauses in the sentences/phrases. For example, in the sentences there can always be a slight pause after the adjective: We were amazed/by the classroom.

Another useful technique for practising the pronunciation of longer strings is backchaining. Here you start with the last word in the sentence and progressively build it forward, with the students repeating chorally after each addition, e.g.:

Teacher: classroom

Student(s): classroom

Teacher: by the classroom

Student(s): by the classroom

Teacher: amazed by the classroom

Student(s): amazed by the classroom

Teacher: We were amazed by the classroom.

Student(s): We were amazed by the classroom.

The full sentence can then be repeated several times. You can also pause and repeat any section they are having problems with at any stage of the building up of the whole sentence.

## SPEAKING

Look at the photos from a US high school brochure. Answer the questions.

- Ask the students to look at the pictures of the school.
- Elicit some comments.
- Read through the questions and make sure the students understand them.
- Ask them to answer the questions individually.
- They can then check their answers in pairs.
- Call back the answers from the class. Try to stimulate discussion, by eliciting answers from different students to the same questions, especially those questions where there may be an opinion gap.

## WRITING

### 1 Read this email from an American student in tenth grade.

- Ask the students to read the email individually.
- Ask them some comprehension questions:
  - a) Who is writing the email? (Martha, a 16-year-old girl from New York)
  - b) Why is she writing? (She wants students to tell her about their memories of their first year at primary (grade) school.)
  - c) What does she remember? (The smell of wall paint; Molly, her friend; Miss Sharp's smile)
- You may want to read through the text while the students listen.
- Point out the US/UK spelling of favorite/favourite.

## Culture Box: British and American English

The major difference between British and American English is the pronunciation, however, there are a number of occasions when the spelling is different:

US: color/favorite	UK: colour/favourite
US: theater/center	UK: theatre/centre
US: traveling	UK: travelling

There are also a number of occasions when there is a different word for the same thing:

US: pants	UK: trousers
US: sidewalk	UK: pavement
US: cookie	UK: biscuit
US: chips	UK: crisps
US: car trunk	UK: car boot
US: car fender	UK: car bumper

In general, these do not cause too many problems, and it doesn't matter which English the students use, however, they must be consistent when they are writing. They can't write "the color of my new trousers" or "the colour of my new pants", for they are mixing styles and it would look like a mistake on both sides of the Atlantic!



## 2 Write a reply, answering the questions in the email above.

- Go through the questions with the students.
- Ask them to write a reply individually. Circulate and monitor.
- They can then compare their work in pairs.

## EVERYDAY ENGLISH AND FUNCTION

### Making conversation

## 1 Read this part of the conversation between Rob and Diane. Look for the expressions they use to keep the conversation going and underline them.

- Read through the conversation while the students follow.
- Point out the phrases, and explain that the speakers use them to keep the conversation going. You might try to elicit or give examples of the sort of phrases used in Chinese to do the same thing.
- Read it through again, having the students repeat selected phrases after you.
- Put the students into pairs to practise the conversation. Circulate and monitor.

### ANSWERS

See tapescript on page 96.

## 2 Work in pairs. Have a conversation about one of your classes. Use the conversation in activity 1 to help you.

- Read the instructions and make sure the students know what to do.
- Put the students in pairs and give them some time to prepare.
- Ask the students to practise the conversation.
- If you want, ask one or two pairs to show their conversation to the class.

### POSSIBLE ANSWERS

- Dan: Hi, how are you doing?  
 YOU: I'm fine.  
 Dan: I've just been to a Spanish class.  
 YOU: Oh really? How was it?  
 Dan: It was OK. The teacher is really nice.  
 YOU: That's great.  
 Dan: But some of the other students are slow.  
 YOU: Oh, that's too bad.  
 Dan: So the lesson was a bit boring.  
 YOU: Oh, I'm sure things will improve.  
 Dan: But I think I'm going to enjoy it.  
 YOU: That's great.  
 Dan: What about you?  
 YOU: I've just been to my first English class.

## CULTURAL CORNER

### Teaching Tip : Using the "Culture Box" sections

- The "Culture Box" sections which will appear regularly throughout the Teacher's Book are intended to give you easy access to background information relevant to the topic under discussion.
- How you use it is entirely up to you. Some possibilities are:
  - copy the information as it stands and give it to the students to read and discuss;
  - give the students a dictation using some/all of the information;
  - copy and split up the information; put the students into groups, each one with a different piece of information; ask them ask and answer questions to each other to build up the whole picture;
  - use the information as a cloze exercise (gap-filling) by copying the text and removing some words, giving the gapped copy to the

students and reading the text for them to complete;

- e) give the students the whole text and ask them to compare and contrast the contents with what they have already read, or known about in China. This can be done by itself, or after the previous three activities.

**Read the letter from a Senior High student in the US. What's similar and what's different in the American and Chinese school systems?**

- Read through the letter while the class follow.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

### Culture Box:

#### The Education System in England and Wales

In England and Wales, children must go to school by law from age 5 to 16, unless their parents should prove that they can provide an adequate education for them at home. There is a choice between the State System and the Private System, which are known as Public Schools. The State System is free of charge to all children, while Public School education is very expensive. The majority of children go to State Schools.

The school system is broken down into three sections:

- a) Infants School (ages 4–7)
- b) Junior School (ages 7–11)
- c) Secondary School (ages 11–16/18)

Infants and Junior School together are known as Primary School. There are two types of State Secondary School: Comprehensive Schools and Grammar Schools. Many Grammar Schools have long traditions, going back 500 years to the time when they were founded. To go to a Grammar School, students have to pass an exam, and the curriculum is generally more academic, and most students stay at school until they are 18 and go on to University or College. Anyone can go to a Comprehensive School, and they can get a good

general education. In both types of school, students take a set of exams when they are 16 – called GCSE (General Certificate of Secondary Education) exams. Then if they stay at school for further two years, they choose only two or three subjects to study intensively, and at 18 years of age they take “A” level (Advanced level) exams in those subjects – they will need good results in them to get into University or College.

England and Wales have a National Curriculum, which was introduced in 1990, which divides schooling up into 4 Key Stages. KS 1 is ages 5–7; KS 2 is ages 7–11; KS 3 is 11–14; KS 4 is 14–16. The children are tested at the end of each Key Stage, although the GCSEs are the test after KS4.

Public Schools follow the same kind of system; they are often more traditional than Comprehensive Schools, and many of them (e.g. Eton, Harrow) have a long tradition of excellence. Many of them are also boarding schools, whereas the majority of State Schools are day schools.

### TASK

**Writing a brochure about your school**

#### Preparation

- It would be a good idea to get hold of a brochure about a school to show the students. You could do this by writing to language schools in the UK, who would send you copies of their brochures (you can find their addresses through the British Council website). Perhaps there are language schools or other schools in China which have brochures you could get, too.
- Go through the *Learning to learn* box with the students.

#### 1 Work in groups. You are going to prepare a brochure about your school.

- Put the students into groups of three or four to do this task.
- Ask them to choose the best classroom and extra-curricular activities.
- Then ask them to choose special features such as location, architecture and famous students.



**2 Prepare material for the brochure.**

- Read the instructions and the example. Make sure the students know what to do.
- Have the students discuss more topics.
- Ask each student in the group to write one paragraph.
- Circulate, monitor and help where necessary.
- Then ask the groups to think of a slogan for the school.

**3 Show your brochure to other students in the class.**

- You could
  - a) have the brochures left on desks, with the groups walking around the class to see the other groups' brochures; if you do this, leave a "comments sheet" beside each one, so that the students can write down comments about the brochure, suggestions for how to improve it, etc.
  - b) have a "group-meets-group" session, where groups are paired for 5 minutes to look at and talk about each other's brochure, then move on to meet another group and do the same; they do this four or five times.
  - c) display the brochures on the classroom walls, with a comments sheet attached nearby; the students look and comment in their spare time.
- You may want some whole-class feedback, too, in which you discuss each brochure with the whole class, talking about style, presentation, effect and so on.

**Teaching Tip:**  
**Learning to learn**

These sections are a regular feature of this level of the course, and aim at providing the learners with information which will help them to become better learners of English. In this first example, they are encouraged not to worry about making mistakes. Explain that it's natural to be concerned about accuracy. Some students are so concerned that they're too shy to speak! And explain also that in some parts of the lesson, especially during speaking practice, you're also interested in developing their fluency. Effective communication is a careful balance between accuracy and fluency.

**MODULE FILE**

- This section lists the main areas of language dealt with in this module.
- You may want to use it for repetition, and pronunciation revision, or you may want to give the students ten minutes to go through it, ticking the things they are confident they know, putting a question mark next to those things they are not sure of, and a cross next to those they don't know. This should then be the basis of their own revision of the module.