

INTRODUCTION

Vocabulary and listening

1 Look at these words. Decide if they are positive (+) or negative (-).

- Ask the students to do this activity alone and then in pairs. Explain that students may know the exact meanings of some of these words. As a way of helping them categorise the words, ask the students to write "+" for positive adjectives and "-" for negative adjectives.
- Write the words on the board and ask students to call back their answers.
- Explain that some words will have a positive and a negative meaning, depending on the context.

ANSWERS

amusing + energetic + funny +/- intelligent +
kind + lively + nervous - organised + patient +
popular + serious +/- shy +/- strict +/-
stupid -

- Explain that to call someone shy is not meant as a criticism, but being shy may stop the person doing some things well, such as speaking English. A teacher may think that being strict is good, but students may not agree! Someone who is serious may be hard-working and focused, or it may mean someone who has no sense of humour. Someone who is funny may be amusing, or peculiar!

2 Use some of the words in activity 1 to describe people you know.

- Read through the list of adjectives and have the students repeat them after you. Pay particular attention to where the stress falls on each multi-syllable word. Make sure the students understand the meanings of all of the words.
- Read the example, then ask the students to write 5 sentences about people they know, using the adjectives.
- They can share their work with a partner when they have finished.
- Call back the answers from the class.

3 Tick the statements that you agree with.

- Read through the sentences as the students follow. Make sure that they understand them all.
- Have the students tick the sentences individually then check with a partner.
- Call back the answers from the class.

Extension

- Write the numbers of the statements on the board, and ask for a show of hands about who has ticked each one, and write how many next to the numbers.
- In this way, an order of what they think is most important will occur, and can be used for discussion.

4 Look at the statements in activity 3 again. Listen to Alex, an English student, and tick the sentences that he agrees with.

- Remind the students that they don't have to understand every word, just the general sense. This activity is designed to focus on the general sense and not on detailed meaning.
- Play the tape through once while the students listen to and read the statements again.
- Play the tape again for them to tick what Alex Barnes says.
- They can check with a partner.
- Play the tape once more for them to check.
- Call back the answers from the class.

Tapescript

I don't agree that all good teachers talk a lot. Some good teachers talk a lot and some don't. I do think that teachers need to be strict, but they don't need to be very strict. I do believe that discipline is important. Yes, I like teachers who are amusing. I think you enjoy the lesson more and so you learn more. And I agree with the statement that the most popular teachers are very kind. Everyone likes kind people. Of course, good teachers always return homework quickly. I think that's very important. And the next statement is obviously true, a teacher must check that

everyone in the class understands. What about the next statement? No, I don't agree with that at all. There are times when a teacher needs to talk without interruption. And the last statement — It doesn't matter if a teacher is not organised. That's really stupid. A teacher must be organised. How can a student learn if the teacher isn't organised?

ANSWERS

Alex agrees with statements: 2, 3, 4, 5 and 6

READING AND VOCABULARY**1 Read *My New Teachers*. Answer these questions.**

- Read through the questions as the students follow.
- Ask them to read and answer them.
- Call back the answers from the class.

ANSWERS

1) Mrs Li, Mr Wu 2) Mrs Chen

2 Complete the sentences. Use these words. Change the form where necessary.

- Read through the words in the box while the students follow. Have them repeat them after you, if you feel it is necessary. Make sure they understand them all.
- The students then complete the sentences individually.
- Call back the answers from the class.

ANSWERS

1) admitted 2) literature 3) appreciate (d)
4) scientific 5) hate 6) summary
7) avoid 8) respect 9) joke

- When they have written them they can compare with a partner.
- Call back some answers from the class.

3 Find words and phrases in *My New Teachers* that match the definitions below.

- Read through the definitions for the class, and make sure they understand them.
- The students read, answer and check with a partner.
- Call back the answers from the class.

ANSWERS

1) first impressions 2) incorrectly 3) dare
4) wave about 5) good-looking

4 Read *My New Teachers* again. Answer these questions.

- Read through the questions while the class follow, and make sure they understand them.
- Have the students answer the questions individually, then check with a partner.
- Call back the answers as sentences.

ANSWERS

1) Second and third paragraphs
2) Mrs Li — English, Mrs Chen — physics, Mr Wu — Chinese
3) Mr Wu 4) Mrs Li 5) Mrs Chen
6) Mrs Li, Mrs Chen

5 Work in pairs. Read *My New Teachers* again. Which teacher would you like to have? Explain why.

- Read the instructions and the example. Make sure the students know what to do.
- When the students have read the passage again, put them in pairs and have them discuss the question.
- Call back the answers from the class.

Extension

- Ask the students to use the verbs *hate*, *appreciate*, *avoid*, *respect* in sentences of their own, e.g. What do they really hate?

GRAMMAR

Verbs followed by-ing

- 1** Look at these sentences from *My New Teachers*. What do you notice about the verbs that follow the underlined verbs?

- Read through the sentences while the students follow.
- Ask them to answer the question in pairs.
- Call back the answer from the class.

ANSWERS

The verbs are followed by the gerund rather than the infinitive.

- 2** Complete the sentences with words from the box. There may be more than one answer. Change the form where necessary.

ANSWERS

- 1) dislikes / hates 2) stop / keep 3) finished
4) practise 5) avoids

- 3** Write three more true sentences about yourself. Use the words in the box.

- Read through the verbs and the phrases, and have the students repeat them. Make sure they understand them.
- They should write individual sentences which are true for them.
- They can compare their answers with a partner.
- Call back some answers from the class.

ANSWERS

Students' own answers.

SPEAKING

- 1** Work in groups. Describe your favourite teachers.

- Read through the example as the students follow.
- Put the students into groups of 3 or 4. First they must agree on a teacher they all like. Then they can write the description. If you want them not to mention the teacher's name, tell them to write "this teacher" rather than the teacher's actual name.

- Call back the answers from the class. If they have been using "this teacher", the class can decide if they have been writing about the same teacher.

- 2** Work in pairs. Talk about the parts of school life you enjoy most and why.

- Read through the example dialogue. Have the students repeat the questions after you to practise the correct intonation.
- Put the students in pairs to discuss what parts of school life they enjoy and why.
- Circulate, monitor and help where necessary.
- If you want, call back some of their answers, as reports, e.g. I found out that Liu likes sport very much, especially gymnastics. She isn't very good at maths and science, but she loves Chinese literature.

LISTENING AND VOCABULARY

- 1** Answer the questions about 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 meaning of the words in their dictionaries.
- Read through the questions as the students follow. Make sure the students understand them.
- Put the students in pairs and have them answer the questions.
- Call back the answers from the class.

ANSWERS

Students' own answers.

- 2** Work in pairs. You will hear a conversation between an English teacher and his students. Complete the sentences with the words in bold in activity 1.

- Read through the sentences as the students follow. Make sure they understand the words.
- Ask the students to decide which words might go in the spaces.

ANSWERS

- 1) choice 2) revision, translation 3) timetables
4) period 5) headmaster, library

3 Listen to the conversation and choose the right answers.

- Play the tape through while the students listen.
- Play it again, and ask them to complete the sentences individually, then check with their partners.
- If necessary, play the tape once more for a final check.
- Then call back the answers from the class.

ANSWERS

1) b 2) a 3) a 4) c 5) a

Tapescript

(St=Student Mr S=Mr Stanton)

Mr S: Okay, kids, as you know, the exams are coming up soon, so we need to start work on revision. This afternoon I'm going to give you a choice. We can either do some revision or we can do some translation. It's up to you.

St: I'd rather do translation than revision, Mr Stanton.

Mr S: How many people would like to do translation?

Chorus of voices: I would/Me/I'd like to do translation.

Mr S: That's eight of you. So the rest of you would prefer to do revision, is that right?

Chorus of voices: Yes.

Mr S: That's sixteen of you. So that's settled. We'll do revision. I'm going to give you a choice of topic, too. Do you want to revise *Life in the Future* or *Travel*?

St: I'd rather do *Life in the Future*.

St: I'd prefer to do *Travel*.

Mr S: Hands up for *Life in the Future*. (Students raise their hands) Eighteen of you. The choice is made. But before we start, there are a couple of things I need to say to you. Firstly, have you all got your new timetables?

Chorus of voices: Yes.

Mr S: Good. Can you take a look at them? OK. Now, at present you have a free period on Tuesday afternoons. Well, that's been

changed and you've got French instead. Have you got that?

Chorus of voices: Yes.

Mr S: Excellent. And there's one other thing. The headmaster wants to see everyone in the library at three this afternoon. OK?

Chorus of voices: Yes.

Mr S: Right. Let's begin our revision of *life in the Future*.

4 Think about which of these English language areas is the most difficult for you and which is the easiest. Write down the reasons why.

- Have the students do this individually.
- They can compare their answers with a partner.
- If you feel it is appropriate, you can ask a few students to tell the class their answers.

ANSWERS

Students' own answers.

5 Explain the connection between these words and phrases.

- Read through the words. Make sure that the students understand them.
- Put them in pairs to decide on the connections.
- Call back the answers from the class.

POSSIBLE ANSWERS

- 2) Senior school is where you go after junior school; it is for older students.
- 3) At senior school you usually have a different teacher for each subject.
- 4) The students go into the playground at break and lunch time; it is where they can play games, talk and walk.
- 5) If you are very good at a subject, your teacher will say you are an excellent student.
- 6) When you have a test, you need to do some revision to check whether you know everything.
- 7) When the teacher has marked your exam you will get the results — for example 75 out of 100.

8) When you take your textbooks home to do your homework, you put them into your schoolbag.

6 Work in pairs. Would you like to have Mr Stanton as your teacher? Say why or why not.

- Put the students in pairs and ask them to discuss the question.
- Call back the answers from the class.

PRONUNCIATION

Stressed sound

1 Listen and repeat these words. Notice the stressed sound.

- Read the words and make sure the students understand them.
- Play the tape as students read the words.
- If you want, play the tape again and have the students practise the words, paying particular attention to word stress.

2 Underline the stressed sound in these words.

Put the students in pairs and have them underline the stressed sound.

Now listen and check.

- Play the tape as students check their answers.
- If you want, play the tape again and have the students practise the words, paying particular attention to word stress.

ANSWERS

pass result senior school subject
topic translation

FUNCTION AND SPEAKING

Expressing preference

1 Look at these statements from the listening passage in *Listening and vocabulary*. Choose the correct answers.

- Read through the sentences, then ask the students to choose the right answers.
- Call back the answers from the class.

ANSWERS

1) a 2) a 3) b

2 Write answers to the following questions. Use the words provided and add other words where necessary.

- Read through the sentences for the students to follow.
- They can write the answers individually, then check with a partner.
- Call back the answers from the class, with one student asking the question and the other answering.

ANSWERS

- I'd rather stay at home and/to revise.
- I'd prefer to do work on grammar.
- I'd prefer to study at home.
- I'd rather play tennis than badminton.
- I'd prefer to work with Zhou Kai.
- I'd rather discuss twentieth-century literature than nineteenth-century literature.

Extension

- Put the students in pairs to ask and answer the questions in activity 2.
- Ask them to make up a few suggestions of their own for their partner to answer using *I'd prefer/rather*.

3 Work in pairs. Which subject/course would you prefer to have? Explain why.

- Read the instructions and the example. Make sure the students know what to do.
- Circulate, monitor and help where necessary.
- Call back the answers from the class.

EVERYDAY ENGLISH

Complete the conversations with these expressions.

- Read through the expressions as the class follow, and make sure that the students understand them all.
- Ask them to complete the sentences, then check with a partner.
- Call back the answers from the class.

ANSWERS

- 1) it's up to you 2) Take a look
3) a couple of things 4) Have you got that?
5) that's settled 6) kids

WRITING

Look at the position of commas in these sentences.

- Read through the sentences, pausing when there is a comma.

Now punctuate this paragraph. Use full stops, capital letters, question marks and commas where necessary.

- Have the students do this individually, then put them in pairs to check their answers.
- Call back the answers from the class.

ANSWERS

What is a good teacher? I don't think there is one answer only to this important question, because good teachers can be strict, kind, lively, quiet, amusing or serious. However, there are some things that a good teacher must do. For example, he or she must plan his lessons carefully and must explain things clearly. If not, students will have problems. Also it's very important for teachers to have discipline in the class, don't you think so? Finally, a good teacher needs to like his students and enjoy teaching. I believe that's very important.

TASK

Setting criteria for a good teacher

- 1** Work in pairs. Think of three or four teachers who you think are excellent and explain why. Make notes.

- Read the instructions. Make sure the students know what to do.
- Put the students into pairs and have them make notes on their ideas.

- 2** Write ten criteria for a good teacher. Explain why you think these things are important.

- Read the instructions and the example. Make sure the students know what to do.
- Ask the students to choose ten criteria from these and make a new list.

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.

CULTURAL CORNER

Read the passage and answer these questions.

- Read through the questions then ask the students to read the passage and answer the questions individually.
- Put them in pairs to check their answers.
- Call back the answers from the class.