

普通高中课程标准实验教科书

# 英语 5 [必修模块]



## 教师用书

Senior High English  
Teacher's Book

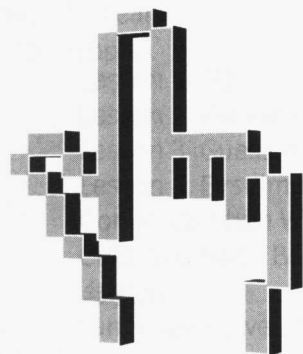
### Module 5



北京师范大学出版社

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# What's in a Unit?

**Unit opening page** introduces topic and motivates students.

**Unit objectives** tell students what they are going to do.

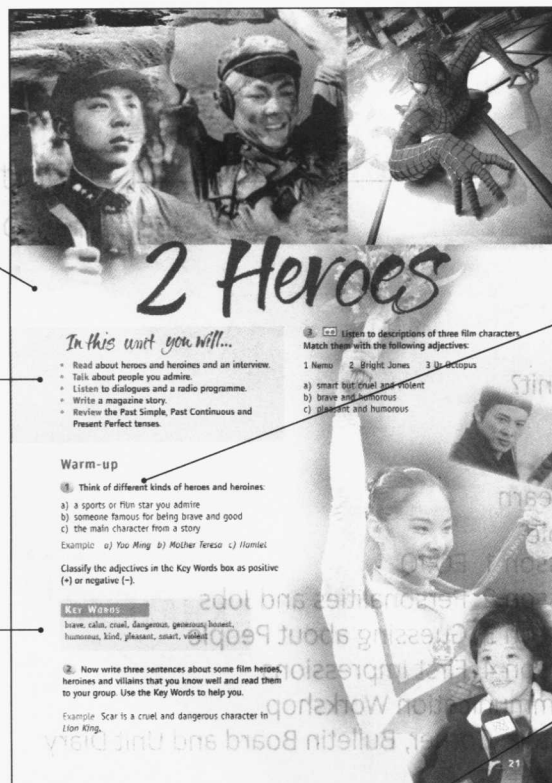
**Key Words** present and activate vocabulary for the topic.

In the **Language Focus** pages, **Before you start** provides warm-up activities to get students thinking about the topic.

**Warm-up** activities get students thinking about the topic.

**Read to learn** provides reading activities to give context for language.

**Grammar** provides simple context for focus on language and exercises to help students discover how language is used. It also provides controlled and freer grammar exercises.



## 2 Heroes

*In this unit you will...*

- Read about heroes and heroines and an interview.
- Talk about people you admire.
- Listen to dialogue and a radio programme.
- Write a magazine story.
- Review the Past Simple, Past Continuous and Present Perfect tenses.

**Warm-up**

1. Think of different kinds of heroes and heroines:

- a sports or film star you admire
- someone famous for being brave and good
- the main character from a story

Example: a) *Yao Ming* b) *Mother Teresa* c) *Han Mei*

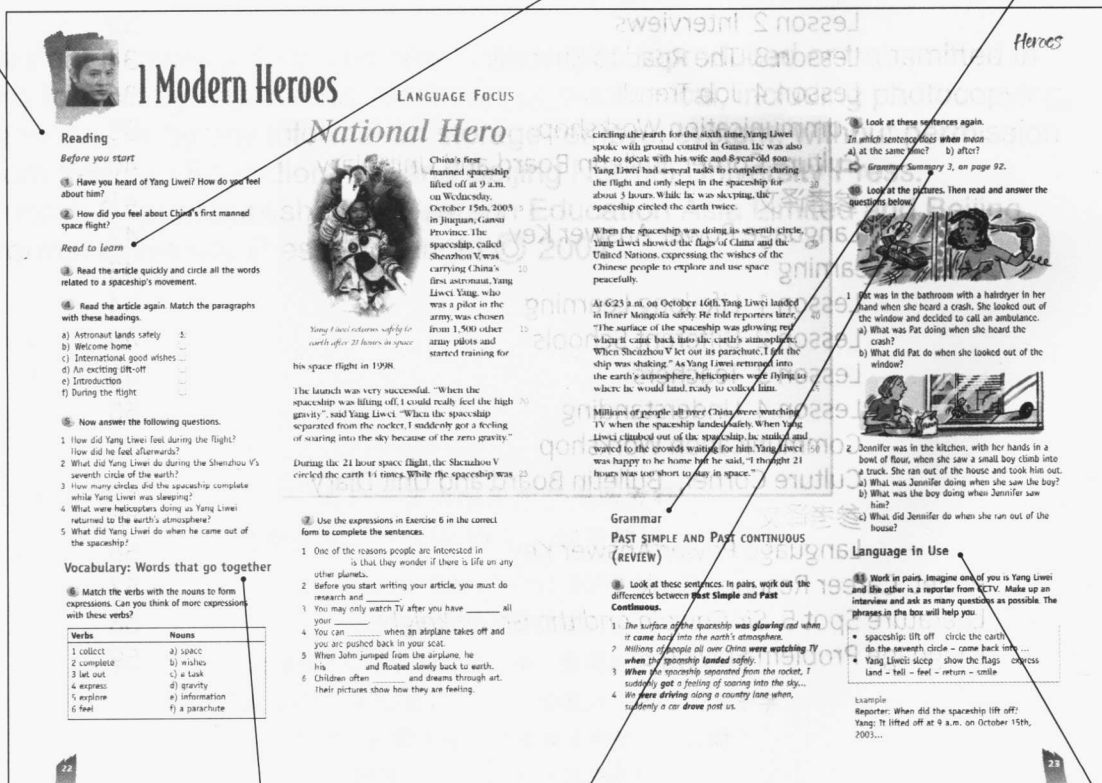
Classify the adjectives in the Key Words box as positive (+) or negative (-).

**Key Words**

brave, calm, cruel, dangerous, generous, honest, humorous, kind, pleasant, smart, violent

2. Now write three sentences about some film heroes, heroines and villains that you know well and read them to your group. Use the Key Words to help you.

Example: Scar is a cruel and dangerous character in *Lion King*.



## 1 Modern Heroes

**LANGUAGE FOCUS**

### National Hero

China's first manned spaceship lifted off at 9 a.m. on Wednesday, October 15th, 2003 in Jiuquan, Gansu Province. The spaceship, called *Shenzhou V*, was carrying China's first astronaut, Yang Liwei. Yang, who was a pilot in the army, was chosen from 1,500 other army pilots and started training for his space flight in 1998.

The launch was very successful. "When the spaceship was lifting off, I could really feel the high gravity," said Yang Liwei. "When the spaceship separated from the rocket, I suddenly got a feeling of soaring into the sky because of the zero gravity."

During the 21 hour space flight, the *Shenzhou V* circled the earth 14 times. While the spaceship was circling the earth for the sixth time, Yang Liwei spoke with ground control in Guangxi. He was also able to speak with his wife and 8-year-old son. Yang Liwei had several tasks to complete during the flight and only slept in the spaceship for about 3 hours. While he was sleeping, the spaceship circled the earth twice.

When the spaceship was doing its seventh circle, Yang Liwei showed the flags of China and the United Nations, expressing the wishes of the Chinese people to explore and use space peacefully.

At 6:23 a.m. on October 16th, Yang Liwei landed in Inner Mongolia safely. He told reporters later, "The surface of the spaceship was glowing red when it came back into the earth's atmosphere. When *Shenzhou V* let out its parachute, I felt the ship was shaking." As Yang Liwei returned into the earth's atmosphere, helicopters were flying in where he would land, ready to collect him.

Millions of people all over China were watching TV when the spaceship landed safely. When Yang Liwei climbed out of the spaceship, he smiled and waved to the crowds waiting for him. Yang Liwei was happy to be home but he said, "I thought 21 hours was too short to stay in space."

**Reading**

*Before you start*

- Have you heard of Yang Liwei? How do you feel about him?
- How did you feel about China's first manned space flight?

*Read to learn*

- Read the article quickly and circle all the words related to a spaceship's movement.
- Read the article again. Match the paragraphs with these headings.
  - Astronaut lands safely
  - Welcome home
  - International good wishes
  - An exciting lift-off
  - Introduction
  - During the flight
- Now answer the following questions.
  - How did Yang Liwei feel during the flight? How did he feel afterwards?
  - What did Yang Liwei do during the *Shenzhou V*'s seventh circle of the earth?
  - How many circles did the spaceship complete while Yang Liwei was sleeping?
  - What were helicopters doing as Yang Liwei returned to the earth's atmosphere?
  - What did Yang Liwei do when he came out of the spaceship?

**Vocabulary: Words that go together**

Match the verbs with the nouns to form expressions. Can you think of more expressions with these verbs?

Verbs	Nouns
1 collect	a) space
2 complete	b) wish
3 let out	c) a look
4 express	d) gravity
5 explore	e) information
6 feel	f) a parachute

**Grammar**

**PAST SIMPLE AND PAST CONTINUOUS (REVIEW)**

Look at these sentences. In pairs, work out the differences between **Past Simple** and **Past Continuous**.

- The surface of the spaceship was glowing red when it came back into the earth's atmosphere.
- Millions of people all over China were watching TV when the spaceship landed safely.
- When the spaceship separated from the rocket, I suddenly got a feeling of soaring into the sky.
- We were driving along a country lane when suddenly a car drove past us.

**Language in Use**

Work in pairs. Imagine one of you is Yang Liwei and the other is a reporter from CCTV. Make up an interview and ask as many questions as possible. The phrases in the box will help you.

- spaceship: lift off - circle the earth - do the seventh circle - come back into
- Yang Liwei: sleep - show the flags - express - land - feel - return - smile

Example:  
Reporter: When did the spaceship lift off?  
Yang: It lifted off at 9 a.m. on October 15th, 2003.

**Vocabulary** provides activities to practise target vocabulary of the lesson.

Cross reference directs students to **Summary of grammar rules**.

**Language in use** provides speaking activities to help students use the target language learned.

The listening or reading **Skills Focus** pages provide listening or reading activities.

## Unit 3

# 30 Extreme Sports

SKILLS FOCUS

**Listening**  
Before you start

- Find some of these extreme sports in the photos.
- Read the Strategies and prepare to answer the questions below.

**LISTENING STRATEGIES:**  
**Preparation**

- Before you listen, always look for clues that will help you understand what you are going to listen to, e.g. the title, pictures, captions, etc.
- Use your knowledge of the world to try to predict answers to the questions.
- Guess the answers which you can then check when you are listening.

1 People do extreme sports in order to feel a) excited b) nervous c) happy.

2 Extreme sports have become popular in the last a) 5 years b) 10 years c) 20 years.

3 People usually bungee jump from a) aeroplanes b) high buildings c) bridges.

4 In skydiving people do mid-air a) gymnastics b) dancing c) swimming.

5 Snowboarding has similarities with a) sailing b) surfing c) canoeing.

6 Snowboarding is a) quite dangerous b) very dangerous c) not very dangerous.

7 For white-water rafting you need a) a big river b) a warm river c) a mountain river.

8 Ice divers a) swim under the ice b) walk on the bottom of lakes c) walk upside down under the ice.

10 Listen and check your answers for Exercise 2.

11 Listen to two people talking about extreme sports. Complete the table.

Sports	Carol	Jonathan
Like		
Doesn't like	Lowes	
Would like to try		
Wouldn't like to try		bungee jumping

12 Listen again. Complete the function file with the following words.

quite like, 'd love, can't stand, love, like, wouldn't like, 'd quite like, prefer, hate, 'd prefer

**Function File**

Preferences	+ to + infinitive
I (1) ... bungee jumping.	I (2) ... to try sky surfing.
I (3) ... doing bungee sports.	I (3) ... to do snowboarding.
I (6) ... winter sports.	I (6) ... to play at home.
I (7) ... going skiing.	I (10) ... to go ice diving.
I (9) ... snowboarding.	
I (10) ... snow sports.	

**Vocabulary:**  
**Phrasal Verbs**

2 Replace the verbs in italics with these words in their correct form. Check your answers in the Mini-dictionary.

not-do it, organise, be interested in, arrive, wear, do (it) as planned, explain, start doing

I decided to *take up* bungee jumping and now I am really into it. When I *jumped up* for my first jump I was so nervous that I tried to back out, but my friends persuaded me to go through with it. You don't have to put on any special clothes, just a sweater and jeans, but obviously you need a lot of time to set up the equipment. But it's worth *going for* it. It's difficult to get across how exciting it is!

3 Complete the sentences with a phrasal verb from Exercise 2 in the correct form.

1 Ann waited for Tom for ages but he didn't ...

2 What kind of music ... you ...

3 A friend of mine ... just ... jogging in order to get fit.

4 Why don't we ... our computer in the study?

5 They were going to have a party last Saturday but ... at the last minute.

## Adventure

**Pronunciation: Intonation in Questions**

9 Listen to the questions below, in which of them does the intonation go up at the end?

**SPORTS QUESTIONNAIRE**

- What sports do you like doing?
- Do you like watching sport on TV?
- Have you ever turned up late for a match?
- If your school asked you to be in a team, would you try to look out?
- Do you think you'll ever take up a dangerous sport?
- What extreme sports would you like to try?
- What extreme sports couldn't you go through with?
- Have you ever watched extreme sports on TV?

10 Listen again and repeat the questions.

**Speaking**

10 In pairs, use the questionnaire to interview your partner.

Example:

A: What sports do you like doing?  
B: I'm really into ice hockey.

Is your partner:  
a) very/quite/not very keen on sport?  
b) very/quite/not very interested in extreme sports?

**Comparing Cultures**

11 Listen to a person talking about sports in the USA and Britain and answer these questions.

- What do American footballers have to wear? Why?
- How many baseball leagues are there in the USA?
- Are basketball players well paid?
- Is football (soccer) very popular in the USA?
- What is the most popular winter sport in Britain?
- Name another winter sport played in Britain.
- How long can a game of cricket last?

Are any of these sports popular in China?

**QUOTE ... UNQUOTE**

Quoting others is part of many cultures.  
George Orwell, English writer (1904-1950)

Function File presents everyday spoken language.

Comparing Cultures gives a mini focus on a cultural aspect of the topic.

QUOTE ... UNQUOTE are famous quotations related to the topic.

Strategies build reading/listening skills.

Writing and Speaking Workshops provide carefully staged productive tasks.

## Unit 10

# Communication Workshop

**Writing: An Advert**  
Before you start

Read the advert. Copy and complete the information about the gadget.

What is it called?	
What can you use it for?	
Where can you use it?	
What is it made of?	
What are its advantages?	
How much does it cost?	
Where can you get it?	

**Save Time and Energy**

Do you ever feel tired when your dog wants to go for a walk? Does your dog ever get bored? Is your dog getting fat? Here is the perfect solution to all your problems. The new K9 Dogwalker will change your life - and your dog's too. The K9 exercises your dog in your own home. You don't have to do anything. You can sit back and relax!

The amazing K9 is made in Italy by CanteK. It is made of good quality plastic and has an attractive, modern design too. The dogwalker has a reliable electric motor plus a small computer. You can use the computer to play your dog's exercise. The dogwalker also weighs only ten kilos. It is easy and convenient to take with you when you go on holiday.

**The dogwalker isn't expensive either. It is a bargain at only £29.99! Contact: CanteK Products, Whitchiffe Cottage, Orleton, Nr Ashford, Kent**

Write a similar advert for a gadget. Follow the stages.

**Stage 1**  
Choose a gadget (serious or humorous). Use the questions in the table above to think about ideas for your gadget.

**Stage 2**  
Use your notes to write your advertisement.

Writing Help 1 (layout, linking, and useful vocabulary), on page 90.

**Stage 3**  
Check your advertisement.

## Speaking: Selling Your Gadget

Before you start

12 Listen to the dialogue. Complete it with the Key Words in the box.

**KEY WORDS**  
advertisements, incredibly, not very, quite, really, very

Chris: Have you heard about the new dogwalker? It's (1) ... great!  
Jane: No, what's that? What does it do?  
Chris: Well, it's a gadget. It takes your dog for a walk. It's (2) ... convenient.  
Jane: But it's (3) ... useful. Have you got a picture of it?  
Chris: Here it is. It's got a brilliant design, with an (4) ... reliable motor - and a computer, too!  
Jane: Why has it got a computer?  
Chris: Well, you can programme the dog's walks. And the machine's easy to carry.  
Jane: How much does it cost?  
Chris: It's only £39.99. That's (5) ... cheap.  
Jane: It isn't. That's (6) ... expensive! I'm sorry. I'm not buying it.

Now sell your gadget to other students. Follow the stages.

**Stage 1**  
Prepare to talk about the gadget you designed in the Writing Workshop. Look at your notes and the dialogue above. Practise saying sentences to yourself. Don't read sentences from your descriptions!

Example  
"My watch-computer's really convenient!"

**Stage 2**  
Go round the class. Try to sell your gadget to the other students. Ask questions about the other gadgets.

Example  
A: Look at this really amazing computer bracelet.  
B: Mmm. What is it for? What does it do?  
A: Well, it's a computer. You can carry it on your arm. You can use it to ...

**Talkback**  
Which gadgets did you like? Which gadget would you like to buy? Who was the best - seller? Why? Use these phrases:

attractive ideas, enthusiasm, good communication

**Listening**

13 Listen to the song and answer these questions.

**Money Money Money**  
by Abba

- Why does the girl work all night and day?
- What would she do if she met a wealthy man?
- What two words in the song rhyme with "money"?
- Where does the girl have to go?
- What does she hope to do there?

Cross reference directs students to detailed Writing Help reference.

Talkback is a final stage for students to think about what has been said or written.

Culture Corner provides additional reading passages to help raise student' cultural awareness.

# Key Features

## 1 Topic-based units

Senior High English has been specially designed for the senior secondary school language learning context. The basic premise of the course is that senior secondary students learn English best when they are dealing with interesting and meaningful content. Thematic input provides a context for language and communication and supplies a series of cognitive “anchors” for learning which are crucial in a monolingual learning environment.

The course is organised into eleven modules with thirty-three topic-based units. Each module focuses on a theme featuring: People and their life (Module 1); Art and design (Module 2); The sea, the land and the air (Module 3); Society and social life (Module 4); People and their future (Module 5) and so on. Within each unit there are different sub-topics, which provide variety and at the same time explore the unit theme in depth (e.g. Unit 3: overall topic – celebrations; sub-topics – Chinese seasonal festivals, parties, weddings, Christmas).

Each topic offers opportunities to explore three kinds of content:

### i) Topics related to the student's own world

Within each topic, there are opportunities to explore concerns and interests that are directly related to teenagers:

lifestyles, values and attitude (Unit 1); sports stars (Unit 2); free time (Unit 3); music and dance (Unit 5); holidays (Unit 7); money management (Unit 10); social manners (Unit 12).

### ii) Cross-curricular themes

However, there is always a serious slant and strong cross-curricular and extra-curricular elements. It is important to remember that secondary students are in a serious educational environment and there is an obligation to help them learn about the world:

*Science* – information technology/ the history of the Internet/ the effect of technology on our lives (Unit 4: Cyberspace); different kinds of marine life (Unit 7: The Sea).

*The Arts* – different kinds of music and dance (Unit 5: Rhythm); painting and architecture (Unit 6: Design).

*Business* – dealing with money/awareness of consumerism and the importance of moral values/advertising (Unit 10: Money).

*Social Studies* – serious social issues such as Internet crime (Unit 4: Cyberspace), disability and racism (Unit 2: Heroes), fame and advertising game (Unit 11: Media).

### iii) Cultural input and cross-culture awareness

Culture provides the third strand of thematic input. Some of this is about different cultures around the world (e.g. Indonesian and Greek weddings/Chinese festivals: Unit 3). However, most of the input in the book is on English-speaking cultures:

British TV programmes (Unit 1); history makers such as Martin Luther King (Unit 2); Christmas (Unit 3); input about Auckland

(Unit 4); shopping and shops in Britain (Unit 10); buildings in Britain and the US (Unit 6); a British aquarium (Unit 7).

Specially selected readings on Chinese culture help students have a deep understanding of their own culture as well as raise their awareness on cultural differences:

Chinese modern heroes (Unit 2); Chinese seasonal festivals (Unit 3); Chinese music and musician (Unit 5); Beijing Opera (Unit 5); Chinese famous artists and their paintings (Unit 6); culture comparison (Unit 12).

There is also a focus on English literature. Firstly, there are literary texts in the units: Sandra Cisneros (Unit 6) and Edgar Allan Poe (Unit 7). There is also a Literature Spot which looks at classics from English literature in each Module, such as: *Sir Gawain and the Green Knight* by an anonymous fourteenth-century poet; *A Christmas Carol* by Charles Dickens; *The Picture of Dorian Gray* by Oscar Wilde; *The Pearl* by John Steinbeck.

## 2 Clear objectives, clear outcomes

One of the key advantages of the course is that, throughout the modules, there is a clear direction for learning. Units, lessons and tasks all have carefully worked-out stages and all lead up to clear communicative outcomes.

### a) The units

**Stage 1 – Warm-up** Each warm-up page introduces students to the unit topic. It prepares them by focusing on key lexical areas and involves them through listening and personalisation activities. The unit objective boxes give students clear signposts as to what they will be studying in the unit.

**Stage 2 – Four main input lessons** Two of these are Language Focus lessons which provide grammatical input within the context of the theme. The remaining two are Skills Focus lessons, which develop all four skills and provide students with strategies for dealing with communication. They also provide students with explicit lexical and functional input.

**Stage 3 – Performance** Each unit builds up to a Communication Workshop. These include writing and speaking tasks which enable students to use the strategies and language they have acquired throughout the unit.

**Stage 4 – Reflection** Each unit ends with a unit diary, which enables students to reflect on what they have learnt. “Check Your Progress” activities in the *Language Power* Section at the back of the book help students check their learning.

### b) The lessons

The structure of the lessons mirrors the unit structure by following the same basic stages of learning.

**Stage 1 – Before you start** In this section of each lesson there are warm-up activities which introduce the lesson sub-topic and help to prepare students in terms of lexis.

**Stage 2 – Main input** Language Focus lessons include reading and listening tasks which provide the context for target language items. They also have an explicit presentation stage, in which students work out rules of form and usage. Skills Focus lessons contain skills development activities (listening and reading) followed by a focus on vocabulary or lexis.

**Stage 3 – Main performance** All lessons lead up to a productive stage. In skills lessons, this involves writing and speaking activities related to the topic of the lesson. In language lessons, students take part in freer written or oral grammar practice, which is again related to the topic of the lesson.

### c) The tasks

The tasks in the Communication Workshop are all staged in the following way.

**Before you start** In this stage, students are prepared for doing the task. In the Writing Workshop, there is a model text plus work on style, linking and organisation. In the Speaking Workshop, the input phase includes a Function File, a short pronunciation exercise and work on communication strategies.

**Stage 1 – Preparation** One or more stages of each workshop involve students preparing their performance: brainstorming ideas; writing paragraph plans; planning what they are going to say; rehearsing useful words and expressions.

**Stage 2 – Performance** Students use their notes and ideas from the preparation stage either to perform the speaking task (e.g. roleplay/discussion) or to write a draft of their composition.

**Stage 3 – Reflection** In the Writing Workshop, when students have finished writing, they are encouraged to check their work and improve it, before giving it to their partners. Then, in the Talkback stage, students think about what they have written, react to what their partners have written or assess their own performance; and sometimes they act out a follow-up dialogue.

This clarity of direction in the course is not only confidence-building and motivating for students, but also helps to foster independent learning (see Section 10, Learner Development on page 8). This approach enables the teachers to plan interesting and rounded lessons, manage the class more effectively and assess the communicative performance of their students.

## 3 Process approach to skills

The development of all four skills requires a clear and explicit focus on the actual process of communication. This focus helps students deal with communication in English and, at the same time, increases their awareness of communication in Chinese.

**i) Strategies** – Strategies boxes contain communication strategies which can help students to deal with and overcome communication problems. Strategies are systematically developed and recycled throughout the eleven modules of the course (see Section 4, Skills Development). Strategies boxes focus explicitly on different stages or aspects of communication

and provide students with step-by-step procedures for dealing with them. After that, students have opportunities to carry out the strategies while doing a communicative task.

**ii) Staging** – Communication activities are clearly staged. This not only helps task achievement and builds confidence, but also develops students' awareness of communication itself.

**iii) Integration of skills** – Skills are closely integrated so that students can use the information or ideas from one skills activity while doing another.

Example: In the Writing Workshop (Unit 10) students produce an advertisement for a gadget that they have chosen or invented. In the Speaking Workshop they then have to "sell" their gadget to their partners.

## 4 Comprehensive skills development

Skills development throughout the eleven modules of the course is systematic and all important areas of each skill are covered comprehensively.

### a) Reading

There is plenty of reading in the course. Each unit has three reading texts in both the Language Focus and Skills Focus lessons. Most of the Writing Workshops have model texts and extra reading practice is provided in the Culture Corners and the Literature Spots.

There is a wide variety of different **text types**: magazine profiles; magazine articles and interviews; literature extracts; websites; questionnaires; advertisements; letters; reports; brochures; encyclopedia extracts; reviews.

There is also a varied selection of reading **task types**: checking predictions; responding to open answer questions; answering true/false questions; matching headings or topics with paragraphs; sequencing pictures or texts; finding mistakes or discrepancies in texts; completing gapped texts with sentences; note and table completion; expressing personal reactions to texts; working out the meaning of words (through context/using dictionaries); focusing on linking words or other elements of text cohesion.

**Reading Strategies** include the following: prediction; working out meaning of words in context; doing multiple-choice questions; identifying facts and opinions; matching topics and paragraphs; sequencing; gapped sentences; self-assessment.

**Literature Spots** and **Focus on Reading** give students opportunities for more extensive reading and to develop some basic critical awareness. Background information about the period and/or the writer is also provided.

### b) Listening

Each unit has between four and seven listening texts. The Warm-up to each unit has short monologues that help to introduce the unit topic. The oral skills lesson has one main input text, which contains information relevant to the lesson topic. It is followed by a text (usually a dialogue) which contains functional language and which is focused on in the Function File. There are also some listening texts in the Comparing Culture sections. Speaking

## INTRODUCTION

Workshops also often have dialogues which present language and there are Listening Workshop tasks, which focus on a song. One short task is given in the Coursebook, but extra ideas for exploiting the song are supplied in the Teacher's Book.

Listening **text types** include the following: radio programmes and documentaries; interviews; short monologues; descriptions; dialogues in a variety of contexts; lectures and talks; songs. Listening texts at this level mainly include standard British English, but some contain American and slightly non-standard English accents.

The following **task types** are used: checking predictions; identifying speakers/texts; matching speakers/texts; multiple-choice questions; listing; open answer questions; text and table completion; "who said what?"; evaluating difficulty; reactions to texts; identifying important words; note-taking.

**Listening Strategies** include the following: prediction; true/false questions; getting the general idea; focus on important words; listening for specific information; multiple-choice questions; self-assessment.

### c) Writing

Each unit has one major writing task in the Writing Workshop. However, there are suggestions for extra writing in the *Teacher's Book*, and the *Language Power* includes a guided writing activity in each unit.

The following **text types** are focused on in main writing tasks: a personal letter (Unit 1); a story (Unit 2); a description of an event (Unit 3); an Internet page or brochure (Unit 4); a concert review (Unit 5); a description of a place (Unit 6); a report (Unit 7); an advertisement (Unit 10).

**Strategies** for the different stages of writing are focused on systematically in the Writing Workshops, but there are no explicit Strategies boxes. Strategies are integrated into the stages of the Writing Workshops. Extra ideas and language are also given in the Writing Help section at the end of the book. The following strategies are looked at: brainstorming ideas (using questions/timelines/networks); audience awareness; paragraph planning (using diagrams); drafting (using useful vocabulary and linking words); checking (content/grammar/spelling); self and peer assessment.

**Writing Workshops** are carefully staged (see Section 2 of this introduction on page 4). In addition to this, in the Talkback stage, students have a chance to read, use and react to each other's writing. Exploiting students' own writing can be very important, as it helps students to see writing as a real communicative activity, not simply the production of a "composition" for the teacher.

There are **model texts** in all units and these are usually in the Writing Workshop. The following aspects of writing texts are focused on: layout and paragraph organisation; style; use of linking words and expressions.

The following **linking areas** are looked at: informal linking words (*anyway, well, etc.*); time linking words (*when, after that, etc.*); linking words of addition (*also, plus, in addition to, etc.*); linking words of contrast (*however, although, etc.*); purpose (*so that*).

The **Writing Help** provides students with guidance and help at every stage and is an important aid to learner independence. Each Help has the following sections:

**Layout** Gives students a model paragraph plan.

**Useful Vocabulary** Provides students with vocabulary useful to carry out the task.

**Linking** Gives examples of useful linking words which have been looked at either in the model text or a previous reading text.

**Checking** Has questions to help students revise their first drafts in terms of content, grammar, lexis and spelling. To further help students with checking, there is a Common Mistakes Checklist at the end of Mini-Grammar. This is a list of common grammatical mistakes that students make, especially when writing. Students can use this list to check their composition for mistakes before giving it to the teacher. They can also add their common mistakes to the list.

The *Language Power* also has a section on writing in each unit. This includes more work on linking, systematic development of punctuation (capital letters, full stops, commas, apostrophes), work on problem spelling and guided writing activities.

### d) Speaking

There are speaking activities in every lesson. Within the course there is also a variety of whole class, pairwork and groupwork activities.

The Warm-up page has short personalisation exercises (usually pairwork activities) which encourage students to relate their own personal experiences to the topic that is being introduced.

The Language Focus lessons have guided drills which lead on to more open oral practice.

The written skills lessons finish with a staged speaking activity related to the topic of the lesson (e.g. inventing and finding out about someone's routine – Unit 1). The oral skills lessons have guided practice of the functions which appear in the Function File and more open speaking activities (especially roleplays and opinion gap activities), based on the topic and situations covered in the lesson.

The following **functions** are focused on in the oral skills lessons: expressing likes and dislikes (Unit 1); expressing opinions/agreeing and disagreeing (Unit 2); giving advice/congratulations/showing surprise (Unit 3); making suggestions/telephoning (Unit 4); interacting with your interlocutor/giving opinions (Unit 5); asking for, giving and refusing permission (Unit 6); describing places (Unit 7); shopping and bargaining (Unit 10).

The **Speaking Workshops** have the following tasks: a class survey (Unit 1); discussing famous people (Unit 2); a party roleplay (Unit 3); a holiday problem solving activity (Unit 4); a public debate (Unit 5); a group roleplay (Unit 6); pairwork discussion of a painting (Unit 7); a selling game (Unit 10).

**Speaking Strategies** are looked at either in the oral skills lesson or in the Speaking Workshops. The following strategies are looked at either in Strategies boxes or in the Function Files: working in groups; preparation for speaking; asking for repetition; bargaining; dealing with mistakes; interacting; ways of expressing yourself fluently.

The *Language Power* provides additional practice of the functions presented in the oral skills lesson.

## 5 Discovery approach to grammar

The course uses an inductive approach to learning grammar, in which students can discover grammar themselves and work out rules of form and usage before comparing them with those in the Grammar Summary at the end of the coursebook.



Language Focus lessons alternate with Skills Focus lessons in each unit. The course both revises structures that students have seen at junior secondary school levels and presents new grammar. The main grammar areas are as follows in Module 1: Present Simple and Present Continuous; Future Arrangements and Intention (1); Past Simple and Past Continuous; Present Perfect and Past Simple (2); the Passive (*present/past*) (3); Modals (*have to/ not have to/ can/ can't/ ought to/ ought not to*);

The grammar syllabus has been developed to take account of students' particular difficulties. The Present Perfect, a difficult tense for many learners, is looked at in two different places in the Student's Book: Present Perfect to talk about the indefinite past (Unit 2); Present Perfect to talk about states (Unit 9).

### a) Language Input

Students first do tasks on reading and listening texts which develop the unit topic and introduce a new sub-topic. The texts are semi-authentic and contain clear examples of the target structure. However, at this stage students only concentrate on the meaning of the text.

### b) Presentation

In this stage, students' attention is focused on the target grammar items in the text. Firstly, they are directed to the form of the new grammatical structure (often involving table completion). Then, students use the isolated examples of grammar and the context provided by the text to work out and formulate rules of usage in a guided way. Finally, they are referred to the Grammar Summary and Mini-Grammar at the back of the book, where there are explanations of the rules and further examples.

### c) Practice

Practice activities are carefully graded and get students to apply the rules that they have just discovered. Initial activities get students to discriminate receptively between different usages. They are often followed by activities in which students use the target structure in a very guided way (often through gap-fills). Then, students move on to doing productive but guided written and oral practice activities. Finally, they do freer written and oral practice. At the same time as doing grammar practice exercises, students are usually developing the theme of the lesson and of the unit.

Further consolidation of target grammar in each unit is provided in the Review lesson. Also, each lesson of the *Language Power* is closely linked to a Coursebook lesson and contains graded grammar tasks at three levels of difficulty (\*/\*\*/\*\*\*). Finally, at the end of each unit in the *Language Power* there is a Check Your Progress section.

The approach to grammar in the Coursebook contains contrastive elements and focuses on areas of particular difficulty for speakers of different languages. This contrastive approach is developed further in the **Language Problem-Solving** sections, which come after every three units. These pages focus on particularly difficult areas for many students, such as: articles; modals; the Present Perfect.

Students are provided with plenty of back-up grammar reference. In the Coursebook, the **Grammar Summary** provides a list of rules and examples. The **Mini-Grammar** is a highly comprehensive grammar resource for students and teachers to use both in and out of class.

## 6 A three-dimensional approach to vocabulary

This course provides a comprehensive approach to vocabulary learning on three levels: firstly, it helps students to deal with lexical items in context; secondly, students have the chance to build up their own personal lexicon; thirdly, there are plenty of opportunities for students to actually use vocabulary in context.

### a) Dealing with vocabulary in context

Students always encounter new lexis in their language learning experience and often develop strategies that can be negative (e.g. trying to understand every word or looking up every word in the dictionary). In this course, a lot of attention is given to the development of Reading Strategies which help students deal with words: working out the meaning of words from the context; looking at the part of speech; using dictionaries. Similarly, Listening Strategies help students to focus on important words (or content) when they are listening and help them to guess when they are not sure.

When texts (particularly listening texts) contain a large load of new vocabulary, important items are also pre-taught through Key Word boxes.

A **dictionary** also comes with the course book. The dictionary includes all words used in the Coursebook and the *Language Power*. It is organised in the same way as most good ELT dictionaries to get students used to and confident in using dictionaries. The particular choice of examples in the dictionary shows students vocabulary in a different context to extend their knowledge of language and draws students' attention to typical collocations so that they are immediately aware of words that go together. The dictionary also contains a pronunciation chart and list of phonetic symbols. The dictionary plays an important role as it gives students much greater confidence when approaching new texts and increases their independence when reading in or out of class. It is a good idea to encourage your students to use their dictionaries in every lesson.

### b) Learning vocabulary in context

The topic and sub-topics of each unit provide cohesion for the learning of new lexis. Students can link new items into a thematic context, thus "anchoring" the items more firmly in their memories.

Key lexical areas are presented to students explicitly through **Key Word boxes**. In the Warm-up section of each unit, important vocabulary relevant to the topic is revised and presented. Throughout the unit, Key Word exercises help to build up topic related vocabulary. Further new vocabulary is presented in reading texts.

Lexical features are illustrated systematically, thus helping students to systematise their vocabulary learning. The major features covered in the **Vocabulary** section of the written skills lessons throughout the book are as follows: cognates; phrasal verbs; collocation; adjectives – *ed/ing*; collocation – *do* and *make*; wordbuilding; compound words; British and American words. Other lexical features are looked at after texts and are also revised and consolidated in Review lessons. In addition, there is more consolidation in the *Language Power*.

Students are encouraged to have vocabulary books (*Learning to Learn*) and the *Language Power* helps them to build up their own personal lexicon. Grammar Focus lessons in the *Language*

## INTRODUCTION

Power have Word Corners, short exercises which recycle vocabulary from the lesson. Both Communication lessons have important Vocabulary sections. These concentrate on key lexical sets and lexical features introduced in the lessons. After the last core lesson there is a Key Word Bank, which provides an organised lexical and functional reference for the unit vocabulary. Short exercises go with this, getting students to add to the list and focus on features of pronunciation. Finally, the Word Power section revises and recycles lexis from the unit. It is accompanied by a Word Tip which suggests strategies for organising and remembering new lexis.

### c) Using vocabulary in context

Students build up vocabulary as they work through a unit so that when they get to the Communication Workshop at the end of each unit, they have enough vocabulary to use it productively to write on the theme.

Example:

Unit 6:

Warm-up: paintings – style/content etc.

Lesson 1: descriptive adjectives in text

Lesson 2: house and architecture words

Lesson 3: paper cutting/pattern description

Lesson 4: house words

Communication workshop: write a description of a house; discuss a painting.

Key Word boxes provide students with useful vocabulary that they can use when doing the communicative tasks. Writing Workshops are supported by the Writing Help, which has a section on useful vocabulary and on useful linking words and expressions.

## 7 Pronunciation

Pronunciation is dealt with systematically in the course at a supra segmental level (dealing with features of extended speech). Two main areas are looked at: features related to specific language areas and communicative functions; those sounds which are difficult for students due to interference from other languages.

In oral skills lessons, the following features are covered in **Pronunciation** exercises: intonation for hesitation; intonation for questions; intonation for showing surprise and interest; interest for politeness; prominence – stressed and unstressed words in extended speech.

## 8 Recycling

Language (grammar, vocabulary, functions, linking words) is thoroughly recycled in the course:

### a) across levels

The language syllabuses in the course build on what students have done in junior secondary schools and extend their experience of the language. Grammar items are particularly revised in the Coursebook and in the Remember section of the *Language Power*. In the Remember sections of the *Language Power* smaller but important grammar points are revised and practised.

### b) across units

Lexical and functional items are recycled carefully across units. Language Focus lessons also build closely on what has been done earlier in the book.

### c) across lessons

Because of the thematic nature of units, vocabulary and functional language is constantly recycled within a unit. The same is true with grammar. Grammar items are often previewed or practised in Skills Focus lessons and students have more opportunities to use the target grammar in the Communication Workshop.

## 9 Culture

Input about English-speaking cultures appears frequently in lessons. This is supplemented by the **Comparing Cultures** spots in the Skills Focus lessons. Here students reflect on the differences between the target cultures and their own. Some spots also provide extra cultural input in the form of short listening tasks.

**Quote ... Unquote** spots, which appear throughout the coursebook, also provide interesting cultural insights. Background information on the quotes is provided in the Teacher's Book, plus suggestions for exploitation.

More cultural input is provided in the **Culture Corners** which appear at the end of each unit. These consist of factfiles and magazine articles plus accompanying tasks. In module 1, the following subjects are looked at: English Tea Culture; Space Heroes and Halloween. Finally, the **Literature Spots** help students learn about important stories and writers from English literature at the same time as developing their extensive reading skills.

Cultural aspects of oral communication are examined in **Function Files**: agreeing and disagreeing (Unit 2); social interaction at parties (Unit 3); telephoning (Unit 4); interacting in conversation (Unit 7); preference (Unit 8); travel situations (Unit 9); shopping and bargaining (Unit 10).

Cultural elements in written language are focused on in **Writing Workshops** and backed up by information in Writing Help. In module 1 these areas are looked at: informal style; description of events.

## 10 Learner development

Learner development is an important feature of the course. Over the eleven modules, students are encouraged to develop as independent and active learners of English. These skills and habits will make them better students throughout their educational lives. The Coursebook and *Language Power* provide activities to encourage learner independence.

At the start of each Module (Module 1–Module 5), there is a introductory "Learning to Learn" section. These prepare students for using the course by making them aware of the different components available to them. It also develops students' awareness of different learning styles and, through self-assessment, awareness of their individual grammatical knowledge. They develop learner independence by helping students to use the dictionary, by organising their vocabulary books and by setting

up their grammar notes.

The course recognises the fact that students in the same class often come from different experiences of language learning in primary schools and secondary schools and therefore are at different levels in the same class. Many chances are provided for students with less knowledge/experience of the language to build up their knowledge and do extra practice (e.g. the *Language Power* mixed level exercises and extra suggestions in the Teacher's Book). At the same time, teachers can give more proficient students additional reading, etc. to maintain their interest and enthusiasm for interacting with the language. Workshops give students a chance to work together, bring different skills to the tasks and help one another with ideas. There are also elements in the course that cater for mixed level or mixed ability classes by giving students different options such as the Literature Spots and Culture Corners.

The graded grammar activities in the *Language Power* are important in mixed level or ability classes. One star activities are more simple (based on form). Two star activities are a little more complex (often with a focus on use in context and contrasting different structures). Three star activities contrast structures in context or involve less guided exercises. Weaker students can thus be encouraged to concentrate on one and two star activities, while stronger students can be expected to finish all of the *Language Power* exercises.

Many of the components of the course create an "infrastructure" for learning that, in practical terms, means that students can work on their own as well as with help from the teacher, such as Bulletin Board in each Unit and Project for each Module.

Each unit begins with clear unit objectives (**In this unit you will...**) which give students a clear idea of what they will be studying. Throughout the lessons, the Strategies boxes add to students' repertoires of communication strategies, thus developing their ability to handle communication on their own. When doing reading and vocabulary tasks students can always refer to the dictionary. When doing Language Focus lessons they can refer to the Grammar Summary and Mini-Grammar for extra explanations. Finally, the Writing Help section gives students extra help and guidance when doing the task in the Writing Workshop.

At the end of each unit, students have opportunities to analyse and reflect on their learning from the unit. The Check Your Progress sections allow students to check their learning of grammatical structures and vocabularies and identify any problem areas. The Unit Diary gets them to reflect on their learning in the unit, referring students back to the unit objectives at the beginning of the unit, leading them to think what they have learned in the unit and to plan what they are going to do in the next unit, leading them to think about what they have learned in the unit and to plan what they are going to do in the next unit.

The following elements in the Coursebook and the *Language Power* help students become better learners:

*Coursebook:*

**Unit objective boxes** (at the start of each unit)

**Strategies boxes** (communication strategies in Skills Focus lessons)

**Writing Help** (back-up for Writing Workshops)

**Grammar Summary** and **Mini-Grammar** (rules and examples of grammatical structures in the Coursebook)

**Unit Diary**

*Language Power:*

graded grammar and vocabulary practice exercises

clear signposting of exercises

**Key Word Bank** (lexical reference)

**Word Corners** and **Vocabulary Tips** (exercises and tips that help students remember vocabulary)

**Check Your Progress** (self-test sections)

# Teaching Help

Here are some practical suggestions to help you use the course more effectively.

## Planning

- 1 Use the suggested routes through the material.** The Teacher's Book offers different options for each lesson, according to the amount of time you have. Choose the route through the material which suits your teaching situation.
- 2 Adapt the content to your class by making a list of topic priorities.** Look through the material and find the lessons and units you personally are particularly interested in. Get your students to do the same when they are doing Lesson B (Exercise 1). Make sure that you cover all of these units and look at the suggestions for expanding them.

## Classroom management

- 3 Get students used to the key instructions and classroom language.** See ideas for presenting and practising instructions in the Teacher's Book.
- 4 Introduce groupwork gradually.** If your students are not used to doing groupwork, start off doing the group activities in pairs. When they have got used to pairwork, students will be able to move on to work in groups.

## Grammar

- 5 Encourage students to make their own grammar notes.**
- 6 Develop reference skills.** Use quizzes to familiarise your class with the Grammar Summary at the end of the Coursebook. Write a list of five questions and see which pair or group finishes first (e.g. What number is the Present Perfect?).
- 7 Get students to work out grammar rules themselves.** Give students plenty of time to do the exercises in the Language Focus. When they have finished or when they have problems, refer them to the relevant Grammar Summary. Finally, you can go over the rules with the whole class.
- 8 Respond to students who say "We've done it before!"** Make stronger students aware that, even though they may have studied a grammar point before and know the form, they often have problems with the use of it. In this course, we emphasise *the use of structures in context* and students need exposure to language in context to help use English appropriately.
- 9 Ten of the most typical mistakes in the class.** Discuss common mistakes openly and make students aware of the most common mistakes. Use the Common Mistakes Checklist in Students' Book I, page 98 and get students to add to the list with mistakes of their own. Students should use this list to check their own work, which refers them to the Mini-Grammar to help them correct their mistakes.

- 10 Make sure students understand the grading system in the Language Power.** This system allows students to see how they are progressing when they are working on their own.

## Vocabulary

- 11 Encourage students to select the new words.** Get students to choose those words which are most important for them as individuals (depending on their level, personal interests, etc.). They can use the Key Word boxes in the Coursebook and the Key Word Bank in the *Language Power*.
- 12 Focus on the strategies for learning vocabulary.** See the Word Power exercises in the *Language Power* (e.g. putting words in time order/using tables for collocations) and in the Word Tips (e.g. using pictures to help you remember new words). Point out that the usefulness of strategies depends on individual learning styles. Some strategies may be more suited to some students than others. Tell the students about strategies that you personally have found useful to learn words.
- 13 Make time in class for vocabulary books.** Give students time to add new words and organise their vocabulary books. Help them out with any problems.
- 14 Use vocabulary books as fillers.** During that spare five or ten minutes at the end of a lesson, students can test each other's vocabulary, pronunciation and make up their own word games.
- 15 Create vocabulary bags.** When students come across a new word, they write it down and put it in the bag. At the end of the unit, see how many of the words the students remember.

## Reading

- 16 Encourage students to do pre-reading activities such as guessing and prediction.** Write guesses up on the board and then check them when students have finished reading.
- 17 Encourage students to try to guess the meaning of words.** Rather than relying on you (the teacher) for the meaning of words, get students to use the context to work out meaning. If they still have problems, get them to check the meaning in a dictionary.
- 18 Help students use the dictionary.** Build on the activities in the Learning to Learn unit and play dictionary games, e.g. use the example sentences in the dictionary to guess the right meaning of a word.
- 19 Discuss the texts and tasks with students after they have done them.** Discuss how difficult and how interesting the texts were so that students are aware of the differences. See the Unit Diary.
- 20 Only focus on key words in texts.** Remember that the aim of reading texts is to develop reading skills, not to present vocabulary. Do not go over all the new words in the text;



focus on the key words that are needed for doing the tasks.

**21 Encourage students to read outside the class.** As well as simplified readers, encourage students to read in English about things they are interested in (e.g. magazines). The Culture Corners and the Literature Spots can also be used as extra reading.

**22 Use Strategies boxes for revision.** Before doing a reading test, re-read the Strategies boxes and talk about which of them would be most useful in test conditions.

## Writing

**23 Make sure students use the Writing Help section.** At the beginning of the course, get students to read through it and put the sections in the order which they think will be most useful (Layout/Useful Vocabulary/Linking/Checking). Do quizzes about what is provided in this section to encourage students to use it.

**24 Try out some written tasks in pairs/groups.** Group writing can be fun, can increase awareness of the writing process and can make your assessment load more reasonable.

**25 Make criteria clear.** Tell students what criteria you will be using to assess their writing, *before* they start the task. When they are used to this, try discussing and negotiating the criteria with them. e.g. What are the most important qualities of a good letter?

**26 Always make sure students know why they are writing and who they are writing to.** Let them imagine people, e.g. the manager of the company they are writing to – male or female? old or young? appearance? clothes? personality?

**27 Emphasise the importance of the planning stage.** Comment on students' notes and paragraph plans (e.g. not to write full sentences). By doing this, you will encourage students to spend more time on planning, as well as help them to develop note-writing skills.

**28 Make sure students check their writing.** Refer them to the Checking section of the Writing Help and the Common Mistakes checklist. Remind them that to improve their writing they must eliminate careless mistakes *before* they give their work to the teacher. Encourage students to check each other's writing for mistakes. This can increase awareness of common problems.

**29 Make sure that compositions are read.** Use the Talkback activities to get students to read and react to one another's work. This helps students to see the communicative importance of writing.

**30 Use correction codes.** Rather than write corrections on students' work, underline mistakes and use a code to indicate what kind of mistake it is:

Example: WO (word order) T (tenses) V (vocabulary) S (spelling) P (punctuation) Pr (preposition)

Afterwards, give students time to correct the mistakes using the codes.

**31 Always give feedback about the coherence (organisation) and cohesion (e.g. linking/punctuation) of students' written work and not only on accuracy.** Remind students of the importance of linking and punctuation and point out any differences between English and their own language.

## Listening

**32 Reduce "tape fear".** It is important to prepare students for listening to tapes to compensate for the fact that they can't see the people speaking which makes it more difficult to understand. Always play the cassette again if students find it really difficult to understand.

**33 Always prepare students thoroughly before listening.** Explain the context and the task carefully and pre-teach the key vocabulary before starting (see Teacher's Notes).

**34 Be aware of listening difficulties.** For example, if any student has hearing difficulties, put the cassette player as near to him/her as possible. If your machine is not very good quality, try to borrow a better one.

**35 Reduce panic.** Get students to concentrate on what they *have* understood, even if it is only a few words. Point out that, in English, some words seem to "disappear", but the meaning can often be guessed by the content words, which are stressed and are easier to hear.

**36 Concentrate on task achievement.** Always focus on what students have managed to achieve (despite a difficult task).

**37 Evaluate the text.** Make students aware of the fact that different exercises vary in difficulty according to: speed/number of people talking/clarity of speech/regional or national variety/context/topic of conversation etc.

**38 Don't only use the cassette.** Try out other sources of listening in class like stories and video; do some of the story telling ideas in the Options section of the teacher's notes; read out a reading text, with deliberate mistakes for students to identify and correct.

**39 Use Strategies boxes for revision.** Before doing a listening test, re-read the Listening Strategies boxes and talk about which of them would be most useful in test conditions.

## Speaking

**40 Before you start.** When doing the activities in the Speaking Workshop, point out features of language and pronunciation in the model texts, revise useful functions from the Function Files and revise the Speaking Strategies (e.g. hesitation).

**41 Always allow preparation time.** Before freer speaking activities (like roleplays or guided discussions) make sure students have time to get their ideas clear, look at Function Files, Key Words boxes and useful vocabulary. But, make sure that students don't write down everything they are going to say.

**42 Encourage individual practice.** In the preparation stage of a speaking activity, it is useful for students to rehearse the phrases and expressions out loud. If they find it very difficult to pronounce a word or expression, offer them an alternative phrase.

**43 Always reward effort and participation in speaking activities.** Remember that shy students need extra praise and support.

**44 Give marks for oral performance to emphasise the importance of speaking practice.**

**45 Only correct afterwards, not during oral communication activities.** Write down the mistakes and afterwards put them up on the board and get students to correct them.

**46 Get students to make a list of words they find difficult to pronounce.** Then practise some of the sounds that appear.

### Learner development

**47 Learner development is investment.** Time spent at the start of a course organising vocabulary books, getting students used to the self-study features of the Coursebook or increasing students' awareness of reading or writing will pay dividends throughout the year as learners become more effective students.

**48 Self-study features.** Remind students of all the self-study features in the course and encourage them to use the Grammar Summary; Writing Help; Dictionary.

**49 Encourage students to keep learner diaries.** Give students five minutes at the end of each week to think about what they have done and complete the Unit Diary at the end of each unit.

**50 Use the unit objectives at the start of each unit.**

Ask students to think about which of the objectives will be most important for their individual learning.

**51 Time for reflection.**

Use the Unit Diary to reflect on the unit and their results in the Check Your Progress section of the *Language Power*. Ask students to tell you what they have learnt from the unit in terms of content.

**52 Link self-assessment with your own assessment.** If we get students to do self-assessment it is important for us to listen to them.

# Learning to Learn

## Objectives

- To help students better understand the concept of self-assessment.
- To help students make self-assessment about their English learning.
- To help student think of and practise ways of improving memory in learning.
- To help students develop right attitude towards English learning.
- To make students reflect on the usefulness of various resources for learning English.

## Resource used

- Students' book, dictionary

## Possible problems

- Students might not be very good at making self-assessment.
- Students' attitudes towards English learning may vary a lot and some of them may not be right.

## Routines through the material

- ⇒ In part B, if you have enough time, encourage students to share their own methods in memorizing.
- ⇒ In part C, if you have enough time, recommend some good resources in English learning, e.g. books, magazines, websites or radio programs, to the students, and encourage students to recommend some resources which they find to be useful and helpful.

## Part A Self-assessment

### Exercise 1

- Students read through the questions, reflect on their English study and write down their answers to the questions briefly.
- Students work in pairs and share their answers with their partners.

### Exercise 2

- As a class, read through the questions a) to e) and elicit some answers from the students.
- Students work individually reading the discussion and completing it with the questions.
- Check the answers as a class.

#### Answers

1 b 2 d 3 e 4 a 5 c

- Students work in groups of four sharing and commenting on their own experiences of doing self-assessment. They may focus on questions like how often he/she does it, or in what way it has improved their study.

### Exercise 3

- Students work on the exercise individually matching the self-assessment questions with the goals they relate to.

#### Answers

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

- Encourage students to list three goals they want to achieve in English study and write down the self-assessment questions that relate to each of the goals.

## Part B Memory

### Exercise 1

- Read the email with the class. Students then work in pairs giving some suggestions to solve the student's problem.
- Some pairs share their suggestions with the class.

### Exercise 2

- Students read the memory expert's reply individually and summarise the 6 main points in it.

#### Answers

- 1 Read a book on improving your memory;
- 2 Concentrate on what is really important;
3. Apply something as soon as you learn it;
- 4 Think about important things before going to sleep;
5. Study in groups;
- 6 Get copies of prior exams and review them.

- Students then work in pairs comparing the expert's advice with their own.

### Exercise 3

- In pairs, students read the memory tips and discuss what each of these tips means.
- Students work individually reading through the 8 statements and matching them with the memory tips.

#### Answers

1 f 2 d 3 a 4 b 5 g 6 c 7 h 8 e

- In groups of four, students discuss about and comment on the effectiveness of these memory tips for themselves.

## Part C Planning Your Future

### Exercise 1

- Students work in pairs reading the statements and deciding if they are true or false.

#### Answers

All of the statements are false.

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### Exercise 2

- As a class, students discuss why the statements are false. Students are encouraged to use examples to illustrate their points.

### Exercise 3

- In pairs, students discuss whether they will need English in these working or learning situations and explain why.
- Elicit from the students some other working or learning situations in which English is used.

### Exercise 4

- Students work in groups of four figuring out the resources for English learning shown in the pictures.
- In groups, students share other resources they may use in learning English and talk about how they use these resources.
- Some students can recommend their learning resources to the whole class.

### Exercise 5

- As a class or in groups, students discuss how they can make better use of the resources available.



# Unit 13

# People

## Unit objectives

Draw students' attention to the unit objectives at the top of this page. Ask them what problems they usually have in describing a person. Ask them if they remember what Past Participles are and if they know what modal verbs can be used for speculation.

## Resource used

Cassette

## Warm-up

### Exercise 1

#### KEY WORDS

**Hair:** bald, dark, fair, red, shoulder-length, straight, short  
**Age:** in her/his (early/mid/late) teens/twenties/thirties, middle-aged  
**Special features:** eyebrows, moustache, ponytail  
**General:** good-looking, short, tall, well-built

- Read through the Key Words with the students and check pronunciation of "bald", "moustache" and "ponytail". Point out that some words fit into more than one category, e.g. "ponytail" also fits into the "hair" column.
- Students then work in pairs, adding the given words and words of their own to the lists.
- Check students' answers by having them read out their lists, spelling the words where necessary.

#### Answer:

Hair: blond, curly, long, wavy  
 Age: elderly  
 Special Features: beard, wrinkles  
 General: overweight, slim

### Exercise 2

- Students look at the photograph as they listen to the cassette and match the description with a person in the picture.

#### Tapescript

**Announcer:** Police are looking for four people in connection with a robbery. They were last seen in the London area. The first is a white man. He is quite tall with short, dark hair. He was last seen wearing a black baseball cap, a blue shirt and sunglasses. The second is a white man wearing glasses. He is bald and was last seen wearing a white shirt and holding books under his arm. The third is a black woman. She has short hair and was last seen wearing a black and white striped top with a gold chain around her neck. The fourth person is an old white man. He has grey hair and a grey beard and was last seen wearing glasses with red frames and a blue, white and red checked shirt. If you see any of these people, please contact ...

### Exercise 3

- In pairs, students take turns to describe the people in the photo.
- Some of the students then say one of their descriptions for the rest of the class to identify the person in the photograph.

#### Example

*She's black and has a very long face, wearing big earrings. She has very short blond hair and a big nose. She's in her late thirties. She has a big smile on her face.*

### Option

- In groups, students take turns to describe one of their classmates for the others to guess who he/she is describing.
- Some of them then say one of their descriptions for the rest of the class to identify him/her.
- Have students write down some of their descriptions after class.