Listen to the audio as many times as you need to, and then fill in the blanks.

Todd: So Marianne, we're going to talk about _____, and we're going to talk about the _____ of a good and bad teacher. And I'm a teacher so this is _____ for me, so I'm going to be taking _____. What do you think makes a good teacher?

Marianne: I have no _____. No, I'm _____. Okay, so I have to _____ like when I was in junior high school or high school for _____, my good teachers, how were they. I think a good teacher has to be _____. Insisting sometimes because you can be _____, or as a student it could be _____ to _____ what the teacher is talking about. So the teacher really have to _____ on very important things.

And yes, the teacher has to be strict. But at the same time, the teacher-student relationship should be kind of _____ or _____. So the teacher is not – of course, he is or she is _____ because he has or she has _____. But it could be nice if the teacher can _____ with the student. So if the student is able to give his _____ or her opinion about the subject the teacher is talking about, I think it's nice. Because I think the teacher, his responsibility or her _____ is to _____ critical thinking of the student.

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So it's very important this time of _____ of _____ between teachers and students. So yes, it could be my _____ like the teacher being strict but at the same time being _____ to talk about _____.

Todd: All right. Those are some good _____. But going back to being strict, can you be _____? Do you mean like _____ sure they do their _____?

Marianne: Yes.

Todd: Making sure they're _____ _____ to class.

Marianne: Yes. And _____ them if they are _____ for example, like…

Todd: Oh, _____. Okay.

Marianne: I mean, like say something like, you know, like you have an _____. It's very important. For example, you have English class at 2:00 so be here at 2:00 and not 2:05. So it's very important because

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you have to show _____ for the person who would _____ you _____ about English. And it's very important because it helps you in your _____ to – even for yourself, for the student, it's not only to show respect to teacher but it's also for the student to – for him or her to be able to keep her _____. It's very important in life because otherwise you can _____ your life being always late and not doing things on time.

But if you are always _____ this way, then you can never _____ anything in life. So you have to have also for yourself some strict _____ or strict capacity or I don't know how to say.

Todd: No, that's _____. Sounds good. How about some bad things? Have you had some bad teachers in the _____?

Marianne: Yes. Like for example, a teacher who are just strict and that's it, like there is no _____ possible with them. It's _____. For example, I remember when I was in junior high school, I had an _____ teacher actually, she was our art teacher and _____ liked her. She was just terrible like a very strict woman and very _____ every time we went to _____ her class.

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And I remembered I was really _____ by her. And for me, she didn't teach me anything. So this kind of strict _____ was not really _____ for me.

Todd: Yeah. I like that. So strict but not too strict.

Marianne: Yeah. Strict, it means in the sense that making the other _____. Like an _____ has to show _____ that they will become _____ responsible adults, too. So they are not just like kids and you just don't say to your kids for example, "Don't eat this," and that's it. If you can just say to your children, "Don't eat this because you can be _____ if you eat too much of this." Like you have to give them a _____ or you have to make them responsible. They have to understand actually.

Todd: No, I totally agree. Very, very good points.

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