

义务教育教科书·英语

教师用书

(衔接三年级起点)

九年级

河北教育出版社

Learning ENGLISH

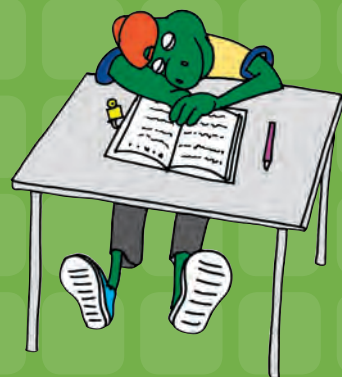
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Teacher's Guide

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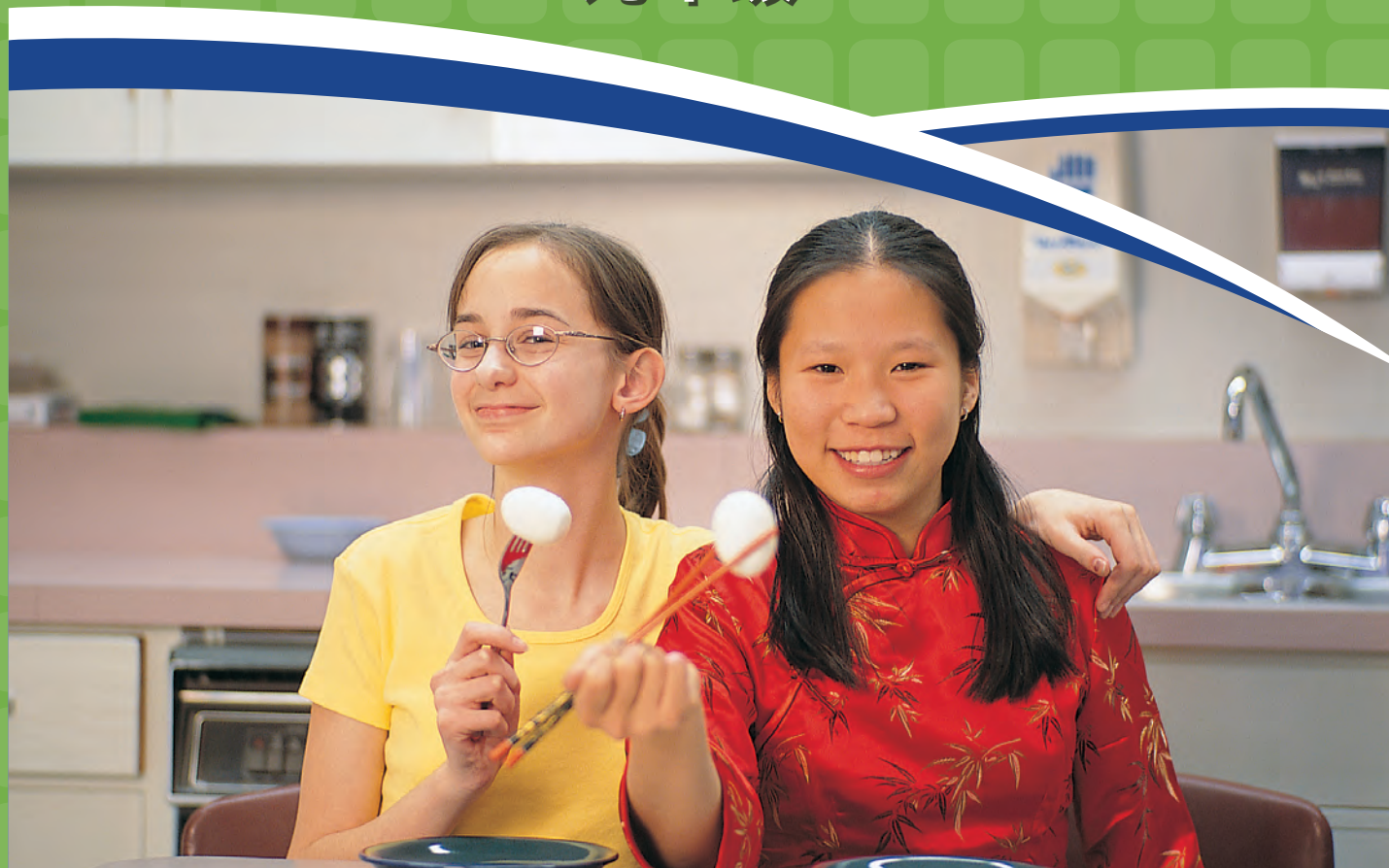


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教师用书 (衔接三年级起点) Teacher's Guide

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致教师

出版者的话：

为了加速初中英语教学进程，适应不同地区英语教学的需要，我们组织国内外资深的英语教学专家，在河北教育出版社和 DC 加拿大国际交流中心合编的《学英语》教材的基础上，改编成这套《英语》教材，供初中一年级至初中三年级使用。本套教材包括《教科书》、《活动手册》、《同步练习册》、《教师用书》、录音带等。

这套教材充分吸收了国际上新的外语教学理念和实践经验，注重对学生综合语言能力的培养 and 训练，强调以学生为主体的有意义的语言实践活动，为教学营造了轻松愉快、积极向上的氛围。教材还在教学中安排了大量生动有趣的活动内容，使英语学习变得“既容易又有趣”。

这套教材以主要人物的活动为主线，围绕最基本、最常用的英语词汇、句型、交际会话等，逐步展开教学内容和实践活动，符合中学生的年龄、心理特征和学习语言的规律。

这套教材的《教科书》语言信息含量大，涉及话题广泛，内容鲜活，富有时代感，既贴近学生生活，又展现中西方国家的不同文化背景；《活动手册》、《同步练习册》等设计了丰富多彩的练习活动，供学生们课堂或课后使用；《教师用书》则为教学提供了翔实具体的教学建议。

这套教材采用完成课题式的教学方法 (Project Approach)，把探究性学习引入外语学习中，使学生主动融入创造性的、有意义的整体语言学习中。教材在培养学生语言能力的同时，注重学科知识交叉，适当引入了其他学科的内容。

本册供九年级使用。

久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。对此，我们表示衷心地感谢。

怎样使用《教师用书》？

从何处着手

首先阅读 “《学英语》编写指导思想” 和 “英语课堂” 两部分。这两部分介绍了关于本教材的编写指导原则，帮助您在课堂上最有效地发挥您作为教师的作用。

接下来，阅读《教师用书》中 “教学技巧” 这部分。“教学技巧” 向您介绍了怎样用好这套教材，并提供了多种具体的教学方法。备课过程中，宜多查阅《教师用书》书末的这一部分。如先读这部分，会帮助您更顺利地备课。

课本

九年级教科书为 10 单元，共 60 课（每单元 6 课），每课由两部分组成，左面是内容丰富的课文，右面则是各种形式的活动。课文内容围绕单元话题、以主要人物的活动为主线展开。有些课里设计了 Culture Tip, Dig In, Learning Tip 等小板块，它们是对课文中所涉及的文化、背景、策略、知识等方面作出的说明或拓展，教师可以根据学生的学习情况选择使用。活动部分既有对语言知识的训练，又有对语言能力的培养，还兼具习题的特点，可以帮助教师即时、准确地判断学生的学习情况。

每单元所附单元复习课主要分为六个板块：词汇、语法、听说、综合活动、自我评价、拓展欣赏等，便于学生们对单元知识进行复习、巩固、归纳和反思。听说板块还总结了发音规则，帮助学生们逐步熟悉英语的发音规律。评价部分建议教师从起始阶段指导学生逐项完成，帮助学生逐步形成反思学习过程的习惯。

请注意每课所列举的掌握词语和表达法不是用于机械操练的，而是供教师在准备每课教学时参考的。每一课均遵循以下体例：

- 开始上课和复习
- 教学活动
- 结束课堂教学

参考《教师用书》书末有关部分

教学一般都要用到《教师用书》书末所附的有关教学方法：

- 词汇的介绍、练习、复习教学技巧。您可以根据具体教学适当选用这些技巧，以符合具体教学的需要。

- 语音教学技巧。

- 制作诸如张贴画、手偶、展品等课堂所需教具的方法。
- 关键的语言学习游戏。提供了各种教学游戏活动的方法。
- 国际音标、发音规则、口形与发音及拼写与发音。
- 教科书中每课 Let 's Do It! 部分及每单元复习课中的练习答案及听力原文。
- 课堂英语。提供了课堂上经常使用的英语指示语。

作适当调整

本《教师用书》根据《教科书》编排，各课中有意设计了较多的活动形式供您选用。备课时，宜标出课上时间不够用的情况下准备删去的活动。有些活动，您也不妨作些替换和调整，以符合学生的需要。例如：若您班的学生需要更多地练习某些单词或短语，可去掉某项创造性活动，留出更多的时间进行操练。不过，莫为求发音和理解上的完美而过多地操练，否则，可能会阻碍学生的语言发展。如今，越来越多的老师摒弃机械式操练，转而采用有意义的操练形式，如图片提示、单词替换、自由替换等。

本《教师用书》仅向您提供一些教学建议而已。您既可以遵循本书提供的教学步骤，也可以创造您自己的教学步骤。如果您有更有效的其他方法，也不妨加入到您的课堂教学当中。总之，宜依据自己的教学经验、学生的具体情况和手头可用的资料，对各课的教学加以调整和取舍。

Contents

Philosophy of the <i>Learning English</i> Program	1
Your English Classroom	8
UNIT 1: Stay Healthy	11
UNIT 2: Great People	30
UNIT 3: Safety	50
UNIT 4: Stories and Poems	69
UNIT 5: Look into Science	87
UNIT 6: Movies and Theatre	107
UNIT 7: Work for Peace	127
UNIT 8: Culture Shapes Us	148
UNIT 9: Communication	166
UNIT 10: Get Ready for the Future	186
Teaching Techniques	206
Evaluating Students	220
Puppets, Posters and More	222
Games	228
IPA Symbols	261
Keys & Listening Materials(初中英语)	272
Classroom English(课堂教学用语)	285
Primary Vocabulary(二级词汇表)	288

Philosophy of the *Learning English* Program

The *Learning English* program aims to help Chinese students learn to speak conversational English and to help Chinese teachers improve their own English and English-teaching skills.

The program stresses **communication and conversation**. It focuses on talk (listening and speaking). It gives the students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The students often role play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that the students can function in a variety of situations.

The program is **holistic and integrative**. At beginning levels, it stresses listening and speaking, but it also integrates reading and writing. It creates a balance among all language skills, which is key to language instruction and crucial to language development. Language development occurs in step with changes and growth in consciousness. The four language skills (reading, writing, speaking and listening) naturally reinforce each other in a child's language development. Children need to learn English the way they learned their own language: through listening to people around them speak words and phrases. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and also to play, experiment and use their imaginations.

The program models the **process** of children's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the program first exposes the children to new words and then lets them encounter and use these words again and again in different contexts throughout the class year.

The program stresses **active student-centred**

experiences. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop.

The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom but on what the students do within it.

The program stresses **meaningful learning situations**. The program engages the students in situations where they need English to cope with authentic English-speaking contexts: to make a request, to express a feeling, to accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses **thinking** as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view: to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses **language immersion**. Each lesson exposes the students to a lot of English, more than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words.

Teachers should label items in the classroom with big cards showing the English words.

The program stresses **risk-taking** in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. **The students need lots of support and assistance to experiment with new language structures. They need praise for the content of what they say rather than constant correction of pronunciation and vocabulary.** Therefore, good language teachers give their students lots of praise and encouragement. They help the students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage the students to invent their own questions, responses and conversations, and they congratulate the students for taking risks.

The program stresses a **motivational classroom environment**. It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

Overall Goals of the *Learning English* Program

Each level of the program identifies specific objectives for mastering vocabulary, grammar, conversation, reading and writing. Teachers, however, need to treat these objectives as part of larger, life-long goals, not as isolated targets. The program aims to support the students as they continue to learn English throughout their schooling and throughout the rest of their lives.

Teaching with the *Learning English* Program

This program stresses:

- **Interactive conversation**, not just lists of vocabulary words and grammatical structures.
- **Flexible language use** in a wide range of situations, not just memorization and chanting.
- **Understanding and expressing overall meaning**, not just learning isolated parts of language.
- **Authentic real-world situations** where, for

example, children play games, ask for and give information, and express likes and dislikes.

- **Everyday language among native English speakers.** Many informal expressions and common idioms are included in the curriculum, as well as formal structures demonstrating grammatical patterns.

The program provides:

- **An audiotape** of North American English speakers. The students become used to hearing and understanding a variety of inflections and tones, not just formal British accents.
- **Good-quality literature** that lets the students develop understanding of whole units of meaning, not just isolated words; that motivates the students' interest; and that provides moral instruction for character development. The lessons use translation of well-known Chinese stories as well as traditional and modern English stories.
- **Step-by-step instructions for innovative English-teaching methods** for the teachers to use in the classroom.
- **A wide variety of student-centred activities**, including dialogues, role-play, games, story-writing, small-group activities, TPR (Total Physical Response) activities and drills.
- **Ways to help Chinese teachers improve their own English** as they prepare for lessons. The teacher's guide is very detailed and contains many tips for teaching English.

What about Phonetics?

Pronunciation forms an important part of any language program. Young students mimic well. They often learn pronunciation by listening to, and imitating, good role models.

Too much emphasis on correct pronunciation, however, can make the students afraid to speak because they worry too much about pronunciation errors. Teachers must gently guide the students to understandable pronunciation, but never let pronunciation become more important than meaning and communication.

This program introduces pronunciation exercises when new vocabulary has sounds that Chinese children may find difficult to produce. The beginning level contains a few phonetic drills. Later levels offer more phonetic drills, such as minimal pairs. Older students, at later

levels, learn symbols for certain sounds, so they can use a dictionary to pronounce unfamiliar words. As much as possible, the program presents these drills in the context of the **meaning** of words and phrases.

Teachers, however, need to pronounce words correctly. Teachers should check their pronunciation periodically with a tape recorder. Teachers should practice speaking English outside of the classroom whenever possible, preferably with a native speaker. Teachers can tune their ear to correct pronunciation by watching English television and movies.

We encourage Chinese teachers of English to learn the IPA so that they understand the distinctions and similarities among different sounds. The IPA also helps teachers to focus on individual sounds and examine ways to produce them. This helps teachers work out the best way to teach these sounds in their own classrooms.

What about Grammar?

This program introduces grammar naturally and gradually. At beginning levels, it teaches the students how to recognize and imitate certain grammatical structures and patterns, but it does not emphasize grammar. At more advanced levels, it explicitly presents points of grammar to help the students understand the patterns or certain structures.

The students should always learn and practice grammar rules as part of communicating meaning. Research has shown that isolated grammar drills and workbook exercises in which the students apply grammar rules by rote do not lead to effective language learning. The students learn the formulas for such exercises quickly and complete them without much thought. They often do not transfer the grammar they practice in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The program endorses teaching grammar through methods such as mini-lessons and games, and helping the students to edit their own creative writing and to keep diaries of their own grammar difficulties.

We remind teachers to avoid stressing correct grammar at the expense of their students' confidence. Teachers who idolize correct grammar intimidate the students and inhibit the willingness of the students to experiment and take risks with the new language. For example, a good teacher would never correct the grammar of a student

trying to express meaning. In one notorious story, a teacher asks a student: "How is your family?" The student stammers: "I ... grandfa' ... die." The well-meaning but insensitive teacher instantly replies: "Oh, your grandfather died? Now, listen carefully. 'My grandfather died.' Can you repeat that?"

Above all, communication counts, not correctness. *Learning English* aims to help the students experience the joy and comfort of being understood and of understanding others.

What about Memorization?

Memorization has its place in a foreign-language program; it is an important way, though not the only way, to learn new concepts. The students ultimately must memorize the vocabulary and structures of a foreign language before they can consistently produce these structures in conversation and writing. Memorization occurs through practice and games, recitation, repeated exposure, memory tools and individual study. The students also benefit from memorizing songs, chants and short passages in the new language.

English speakers refer to memorization as *learning by heart*. Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. The students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings.

We advise teachers to always help the students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

What about Translation?

Translating passages into a foreign language helps the students study that language. Translating reveals grammatical differences and allows the students to explore word choices and to practice using different idioms and structures correctly. Translation, however, is a difficult and precise art that requires specialized study to perfect. This program introduces a few translation exercises at advanced levels, but it does not emphasize translation for several reasons:

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from

constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language.

Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

Too much translation also restricts the students to texts

written by others. Teachers should encourage the students to create their own texts in the new language in a variety of forms: letters, short descriptions, little stories, poems, essays (at advanced levels) and many others. In such exercises, the students should redraft and revise their own writing several times until it is clear, vivid and correct. The students work harder on their own creative writing, drawn from their own experiences, rather than on translating other people's work.

《学英语》编写指导思想

本套教材旨在帮助中国学生学英语,并帮助中国英语教师提高自身的英语水平和教学能力。

本套教材强调交际和会话,重点在交谈(听和说)。教材为学生提供了大量的在各种不同交际情景中用英语进行交谈的机会:学生与学生、学生与小组、学生与教师及学生与全班等。学生能经常进行角色表演并自编对话。这些交谈有利于培养学生交流真情实感的能力,促进灵活的语言运用,使其在各种情景中都能自如地使用英语。

本套教材讲究系统性。在起始年级,既强调听与说,又兼顾读与写,从而达到各项语言技能之间的平衡。而这一点对于语言的教与学至关重要。学生语言能力的提高是随着学生感知能力的增强而同步发展的。语言的四项技能(听、说、读、写)在儿童的成长过程中自然地相互促进,相得益彰。儿童需要用习得母语的方法来学习英语:通过听周围的人讲出的词语去学习。上英语课时,孩子们需要大量机会,于各种不同的情景之中,探索、建构、表达意义;去澄清、反思各自的思想感情和经历;去发挥、试验、运用各自的想像力。

本套教材仿效儿童的语言发展过程。儿童是通过掌握新的词语而获得建构意义的方法的,这需要时间。语言习得的方式和速度,往往因人而异。好的教师一般都力求使其课堂活动适合不同学生的需要。一个单元学完,并非全班同学人人都能达到相同的流利程度。因此,本套教材先让孩子们接触新单词,然后,在整个学年里,让他们在不同的情景之中,反反复复地碰到并运用这些单词。

本套教材强调主动性的,以学生为中心的语言活动,频繁地让学生参与一对一和小组活动,并要求他们自编英语对话。教材提供了大量的游戏、歌曲及角色表演等,供学生用英语交流。教材强调学生的参与和能激发学生用英语作出

个人评论性反应的活动。学生实实在在地用英语讲得越多,其语言能力的提高也就越快。教师如能激励学生最大限度地用英语交谈,便达到了教材理想的教学指导效果。教师应指导、组织活动、表演、示范对话,必要时应纠正学生的错误。然而,本套教材重点不在于教师在教室前面干什么,而在于学生在教室里做什么。

本套教材强调有意义的学习情景。教材把学生置于特定的情景中,使其必须用英语应付真实的讲英语的环境:提出要求、表达感情、做成一件事、查到重要信息、完成一项任务等等。学生处在真实的环境中,学英语的劲头也就越大,而且学到的是自然的句型句式,而不是矫揉造作的课堂对话。

本教材强调思维是交际的重要组成部分。一个人要交流,必须有话可讲。本教材常常由教师设计让学生形成自己观点的课堂教学:思考并与他人交流彼此的经历;评价他人的思想和经历;运用语言来想像并形成新的观点。

本套教材强调沉浸式训练。每一课均让学生接触大量的英语,但并不都要求学生完全掌握或理解。教师必须尽可能地使学生处于英语的氛围中:教室内应张贴一系列的英语墙报、英文图典、英文报纸、书籍、字母、明信片、标记、杂志等,墙壁上应展示词汇图片和英语单词,教室内的物品宜用大卡片标出相应的英语名称。

本套教材强调鼓励性环境下的“冒险”。没有谁能够不犯错误而学会一门语言。如果学生惧怕失败,他们也就不愿尝试使用新学的词语和句型,自然也就无法取得进步。学生在尝试使用新学的语言结构时,往往需要极大的支持和帮助,他需要的是别人赞扬自己讲话的内容,而不是不断地纠正他的发音和用词。因此,一个好的教师总是极力表扬和鼓励学生,并通过提供大量的示范、表演和提示来帮助学生使用新词新语。他们频频鼓励学生创造各自的问答和对话,并对学生所作的冒险表示祝贺。

本套教材强调能激发学习积极性的课堂氛围。教材提供了大量机会,让学生玩、唱歌、做游戏,获得惊喜,从而使课堂充满乐趣。本套教材目的在于培养学生学习的欲望,从而使学生课内专心致志,课外积极进行英语实践。

《学英语》总目标

本套教材的每一单元均确定了要掌握的词汇、语法、对话、读和写的具体目标。然而,教师宜将这些具体目标当作更大的、终身式的目标的一部分,而不是作为孤立的目标加以对待。本套教材旨在帮助学生不仅在读书期间,而且于毕业之后继续学好英语。

《学英语》教学法

本套教材教学侧重以下几点:

- 交互式会话,而不仅仅是一连串的单词和语法结构。
- 各种情景下的灵活的语言运用,而不仅仅是死记硬背或机械重复。
- 理解和表达完整的意思,而不仅仅是孤立的只言片语。
- 真实可信的生活情景,使学生得以进行诸如玩游戏、询问或提供信息、表达好恶等活动。
- 英语为母语者所讲的日常话语。教材不仅提供了体现出语法形式的规范结构,而且包括了很多非正式的日常用语和普通习语。

本套教材提供:

- 由北美人录制的录音带。学生会逐渐习惯听并且能听懂(英语的)千变万化的语音语调,而不仅仅是规范的英国口音。
- 高质量的文学作品。这些作品能够引导学生理解整体意思,而不是孤立的单词;激发学生的兴趣;给学生的个性成长提供道德指导。课文不仅仅是传统和现代的英语故事,而且选用一些中国著名故事的英译。
- 新颖的分步教学指导,供教师课堂使用。
- 丰富多彩的以学生为中心的课堂活动,包括对话、角色表演、游戏、写故事、小组活动、TPR (Total Physical Response) (全身反应) 活动和

操练。

- 帮助中国英语教师于备课过程中提高自身的英语水平的方法。《教师用书》写得十分详细,提供了众多的教学指点。

语 音

发音乃是任何语言教材的重要组成部分。学生善于模仿,他们常常能通过听标准的示范,模仿并练习新的语音而学会发音。

然而,过分强调发音的准确性有可能令他们因害怕发音错误而不敢开口。因此,应提倡听得懂的发音。切忌让发音凌驾于意义表达和交际之上。

每逢遇到可能令中国学生感到发音有困难的新词,本套教材总是自然而然地介绍一些发音练习和教学诀窍。教材在起始阶段引入了若干语音操练形式。在以后各级的教材中提供了更多的诸如 *minimal pairs* 之类的语音练习。到以后阶段,安排讲授一些语音符号,以便年龄稍大点儿的学生能借助词典学会拼读不熟悉的单词。所有这些练习均最大限度地置于所要拼读的词语的意义的大环境之中。

教师自身语音正确与否极其重要。教师宜使用录音机定期检查自己的发音,而且应于课堂之外抓住一切机会练习说英语——最好是与以英语为母语的人交谈。教师还可以通过看英语电视和电影训练耳朵辨别正确与错误的发音的能力。

我们也鼓励中国英语教师学好国际音标,从而能懂得不同语音之间的相同与不同之处。国际音标还能帮助教师专注个别声音并探究这些音的发音方式。这样,教师可以创造一些灵验的方法用于课堂教学,帮助学生发好这些音。

语 法

语法是自然地、逐渐地引入本套教材里的。在初级阶段,拟让学生知道怎样辨别并模仿一定的语法结构和句式。在以后各级里,将明明白白地把语法点提出来,以帮助学生理解怎样组织某些结构。

语法规则应总是在交际的总体意义的背景下展示出来并加以练习的。研究表明,孤立的语法训练和书面作业在语言学习过程中并不怎么见效,因为这种情况之下,学生是在将语法条条应用于各种孤立的语句中。完成这种作业,学生很快就能掌握套路,做起来不动脑筋。学生往往不会将他正在练习的语法规则与说与写联系起来。本套教材提倡使用的语法教学法包括 mini-lessons 和语法游戏,教学生怎样修正自己的和同学的作文,让学生就各自的语法难弱项记日记。

在此,谨提醒教师们注意,不要因偏重语法正确而伤害了学生逐渐树立起来的使用英语的信心。课堂上过分推崇语法的超正确性的教师,势必令学生畏缩不前,最终使学生不愿意冒险尝试使用这门新语言。例如,好的教师就绝不会在学生正努力表达整体意思的时候,为纠正学生的语法错误而打断他的。有这样一个故事,说的是一位学生回答老师提的“你家人好吗?”这一问题。该生正结结巴巴地说:“I... grandfa'... die (我……爷爷……死)”,那位心地颇好可不怎么通人情世故的老师马上回答说:“哦,你爷爷死了?喂,仔细听着:‘My grandfather died.’好了,请重复一遍。”

最重要的当属交际,而不是正确性。本套教材主旨是帮助学生向别人表达意思,体验被人听懂,得到人回应的快乐和舒畅。

熟 记

熟记乃是学新概念的一条重要途径。学好一套外语教材,熟记虽不是惟一的办法,但其地位不容否定。从终极的意义上讲,学生必须记住一门外语的新词汇和语法结构,然后才能在对话和写作时得以运用。熟记不仅通过个人学习,而且通过练习、游戏、背诵、反复接触、记忆工具等完成。学生还可通过记这门新语言的歌曲、唱诗和短文而获益。

说英语的人称熟记为“用心学(learning by heart)”。熟记乃是将某物与自己的心连接起来,从而变成自己的东西。然而,死记硬背,或者说不理解主要意义的熟记,常常是无用之功。这样记住的东西只是作为一堆乱七八糟的、无意义的词储藏起来,并没有与学生的经历和个人思想感情之间形成丰富的联系。

本套教材建议教师经常帮助学生并建立与正在学习的课文和单词与其本人之间的联系,理解其意义,然后再用心去记。

翻 译

将短文从母语译成正在学习的外语,不失为一项有益的练习。翻译活动使学生有机会去考究语法差异,探索各种可能的遣词造句的方式,练习正确使用不同的习语和结构。但是,翻译活动是一项需要专门学习才能掌握的艰深的精确艺术。

本套教材到高级阶段,提供了一些翻译练习。然而,编者谨提醒教师们注意,本套教材不强调翻译,原因如下:

过分强调翻译势必妨碍学生自发地运用外语。我们的目标最终是让学生免除掉不断翻译其母语的过程,让学生们试着直接用英语建构思想,直接用英语表达。过多的翻译还可能误导学生认为理解每个词乃是阅读过程里至关重要的部分。事实并非如此。重要的是让学生学会迅速地抓住阅读内容的整体意义。将注意力过分集中于像单词一类的个别意义单位,会极大影响阅读速度。

过多的翻译往往还将学生禁锢于别人所创作的文本之中。应尽量鼓励学生用英语这门新语言以不同的形式创作各自的书面文本:信函、简短描写、小故事、诗、文章(到高级时)等等。此类练习,学生要多次打草稿,多次修改,直至清楚、生动、正确。练习写出自己的作品,较之翻译别人的东西,更容易激发学生的学习兴趣。

Your English Classroom

Make Your Classroom Welcoming

Children need to feel safe. They need to trust that no one will make them feel stupid or ashamed. They need to feel like they belong. They like to feel surrounded by friends. They want to be active and to participate. They love to laugh and play. They love surprises. They want to feel special. And most of all, children need to feel cared for.

When your classroom environment provides for these needs, children will be motivated to learn and will work hard.

If you really care about each of your students, you will teach from your heart. That is the best way to create a genuinely caring community in your classroom. Here are some other practical suggestions for creating a stimulating learning environment:

- Keep a brisk pace throughout the class. Drills and question-and-answer periods should be very rapid.
- Allow lots of opportunity for the students to talk and play in pairs and small groups.
- Move throughout the classroom. Don't always stand at the front of the room! For some review sessions, stand at the back of the classroom or at the side. During your question-and-answer drills, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.
- Vary activities frequently: some demonstration, some oral question-and-answer, some small-group work, some song and game, some writing. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing words or making sentences that are unfamiliar. Remember, learning to speak a

language involves lots of courage to take risks and making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.

- When offering correction, focus on one problem at a time (otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: **Good try!**
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practicing together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' drawings, posters and words on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

Make Your Classroom a Cultural Island

Many foreign-language teachers try to make their English classrooms places that surround the students with English culture. This gives the students a context for English words and phrases and adds a sense of adventure to learning English.

Try some of these ideas:

- Display maps and magazine pictures, English-language picture books, travel brochures, English magazines and newspapers, advertisements, objects and photographs showing the culture and lifestyle of native English-speaking people. You can hang items from the ceiling, post them on the walls or set up a table at the back of the room where the students can examine cultural objects. Many teachers collect these items through friends who travel or by requesting free brochures from government tourism departments, travel agencies or businesses in North America.
- Write English proverbs on strips of paper and hang them up. Find short poems to write in large letters and

hang them on the walls.

- Play English pop songs on the tape recorder as the students are coming into the classroom and as they are leaving.
- Encourage the students to help make displays. Many teachers appoint a few of the students to stay after class to help make displays for each unit. For example, on the bulletin board, pin up magazine pictures of people. Add an empty speech bubble

above each person. Ask the students to write sentences in the speech bubbles.

- Collect baby photographs of the students in the classroom. The students can write a sentence and put it beside any one of the photographs.
- Put cartoons without the punch lines on the wall. The students can make up punch lines of their own to add.

英语课堂

营造美好的课堂氛围

孩子们往往需要有安全感、归属感,需要相信不会有人使其出洋相或难堪。孩子们总喜欢周围都是朋友,总想积极参与各种活动。他们喜欢笑,喜欢做游戏和意外的惊喜。他们总想有种与众不同的感觉。而最重要的是,他们需要关爱。

只要你的课堂氛围能满足这些需要,孩子们就会有学习的动力,就会专心致志。

假如你真的关心每一位学生,那么你就会全身心投入到教学中去的。这是营造课堂温暖的氛围的最佳途径。下面再提供一些建议:

- 课堂上自始至终保持轻快的节奏。练习和回答速度要快。

- 给学生提供大量的一对一、小组会话和游戏的机会。

- 绕教室四处走动。一定不要总站在教室的前面!每逢学生复习,最好站到教室后面或边上;进行回答练习时,绕教室四处走动;观察学生自己练习时,切忌总站在一个地方不动。有老师站在身旁,学生就会特别用功。如果教室空间太挤,最好将课桌靠两面墙壁,使中间空出一个过道,便于教师四处走动,并能与学生保持较近距离的接触。

- 不断变换课堂活动:如演示、口头问答、分小组练习、唱歌、玩游戏、笔头练习等等。本套教材每一课,都是按这种思路设计的。

- 纠正学生错误时,一定要小心。重点应放在学生表现出的好的方面。尤其是学生大胆地尝试拼读所不熟悉的内容或用不熟悉的东西造句时,应充分地加以鼓励和表扬。记住,学好一种语言难免要鼓起大量勇气去冒险,犯错误。出错是语言学习的一个自然而经常的现象。帮助学生理解这一点。

- 纠正错误时,一次纠正一个问题。挑最重要的错误予以纠正。不要去纠正学生讲的过程中所犯的每一个错误,否则,他们会感到难为情,害怕去讲。以一种淡淡的方式纠正,而不要死抓

住该错误不放。而且别忘了用 Good try! 之类的话表扬该生所作的努力。

- 如果某学生课堂回答问题不正确,让班上同学给予帮助。如可能,你本人在课前或课后私下给予该生正确答案,最好是借用大家在进行一对一练习的机会。千万注意不要在众人面前令某个学生难堪。

- 将学生所作的图画、张贴画、单词等张贴在墙上。这样能使学生会到教室是他们的而不仅仅是你的,同时表明他们的创作非常重要。

让教室成为“文化小岛”

很多外语教师作出种种努力,使学生身处教室便有种置身于英语文化之中的感觉。这种做法给学生提供了英语词汇、语句的环境,并增添了英语学习的勇气。不妨做以下尝试:

- 展示表现英语国家的文化和生活方式的东西,如地图、杂志图片、英语画册、导游册、英语杂志、报纸、广告、照片、实物等。既可以挂出来,也可以贴在墙壁上,或者在教室后面摆张桌子,便于学生观看文化实物。很多老师是从一些出过国的朋友那里收集到这类东西的,或者从北美的政府旅游部门、旅行社和商务部门索取到免费手册之类的。

- 将英语谚语写成条幅挂出来。找些短诗,用大体字书写下来,挂于墙上。

- 学生进教室和离教室时,用录音机放些英语流行歌曲。

- 让学生帮忙布置教室。不少老师指定若干学生放学后留下来,帮助布置每个单元的图片展。例如,发动学生用图钉将杂志人物照片钉在布告板(牌)上。在每个人物上方加上一个空的语言框,请学生们往里面填些语句。

- 教室里收集些学生们婴儿时的照片。学生可以在任何一张照片边上写上一句话。

- 将漫画贴于墙上,让学生自己想些俏皮话写在上面。

Unit 7: Work for Peace

GENERAL OBJECTIVES

In this unit students will learn about what it means to work for peace. They will consider how to keep good relations with the people in their own lives, as well as what good relations mean on a global scale. They will understand the importance of communication and teamwork. The grammar focus for this unit is the conjunctions *and*, *but*, *or*, *so*. Students will learn when and how to use these conjunctions effectively. In addition, students will review and build on their knowledge of prepositions and look at some common, tricky grammar errors.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	victory, beat, repair, service, message, check, secretary, separate, gentleman, president, provide, agreement, lock, asleep, snake, situation, satisfy, silence, silent
		接触词汇	bounce, ouch, behave, Danielle, council, organization, religion, dispute, interaction, upset, argument, lower, volume, option, mutual, distant, suffer, headquarters, security, permanent, forever, elder, directly, rather, peacemaker
	短语和句型	break down, the day before yesterday, be out of service, text message, jump in, Me neither, student council, provide... for..., in the end, reach an agreement, rather than, fall asleep, after all, suffer through, World War II, the United Nations (the UN), the Secretary-General, the UN Security Council, permanent member, agree on, in silence, keep silent, mean to do..., thanks to..., hold a meeting, fight over...	
	功能意念	谈论争端与和解 Talking about Disputes and Settlements	
	语法	连词 and, but, or 和 so Conjunctions: and, but, or, so	
语言技能	听	1. 在听录音时能够有目的地获取所需的关键信息。 2. 以词或词组的形式简单记录所获取的信息。	
	说	1. 就简单话题提供信息，表达自己的观点，参与讨论。 2. 与他人沟通信息，合作完成任务。	
	读	1. 根据不同的阅读目的，运用简单的阅读策略来获取文章大意。 2. 找出文章主题，理解故事情节，预测故事发展和结局。	
	写	1. 利用所获取的信息来写作。 2. 掌握介绍自己和他人的基本句型和词组。	
学习策略	1. 树立自主学习的概念和意识。 2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。 4. 善于抓住用英语交际的机会。		
情感态度	1. 在学习中，敢于用英语来表达自己的看法。 2. 培养学习英语的兴趣和学好英语的信心。 3. 乐于接触并了解异国文化。		
文化意识	了解世界上为和平作杰出贡献的人物及其事迹。		

Lesson 37: Don't Fight!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : victory, beat, repair, service, message, check, secretary, separate, gentleman
- ◎接触词汇 : bounce, ouch, behave
- ◎短语和句型 : break down, the day before yesterday, be out of service, text message, jump in, Me neither.

RESOURCES

- audiotope

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the new unit.

Teacher: Hello, class. Today we are starting a new unit. Who can tell me the title of Unit 7?

Student: I can. The title is "Work for Peace".

Teacher: Very good. What does "peace" mean?

Students: Peace is freedom from war./Peace is freedom from disputes or arguments with others./Peace is calmness and quiet.

Teacher: Excellent answers. Based on the title, what do you think this unit is about? In other words, what does "Work for Peace" mean?

Students: It means that peace is not always an easy thing to achieve and sometimes you must work to have peace.

Teacher: That's exactly right! Disputes typically occur when people disagree with one another. Often, disputes lead to fights. In English, the word "fight" can refer to physical fights or verbal fights. Fighting is never pleasant. It is always better to settle your dispute and work for peace. Fights can happen anytime between anyone. Sometimes we fight with

our friends or family. Other times, countries fight with one another. This can be a serious problem. When countries fight with one another, we call it "war". Nobody likes war. It is much better to have peace.

Review

Review the theme from Unit 6.

Teacher: In the last unit we talked about the film and theatre. Who can tell me some of the differences between the two? What did you learn about making movies or putting on a play that you didn't know before we did that unit? What did you enjoy most about Unit 6? What did you not enjoy about Unit 6?

KEY CONCEPTS

FOCUS STRUCTURES:

I tried calling you, but your phone was out of service.

I sent you a text message.

Me neither!

Step 1: Present

CLASS WORK: Pre-reading discussion

Introduce Lesson 37.

Teacher: Can you guess what happens in this lesson by looking at the pictures?

Students: It looks like Danny and Steven get into a fight.

Teacher: That's right. Let's read and find out why.

Step 2: Read Aloud

CLASS WORK: Reading aloud and Think About It

1) Read Lesson 37 as a class. Monitor students' pronunciation and comprehension.

2) Go over the mastery words and phrases as you read.

3) Discuss the *Think About It* questions as a class.

Step 3: Read

GROUP WORK: Let's Do It! No.1

1) Instruct the students to read Lesson 37 and answer the questions in groups of four.

2) Check and discuss the answers as a class.

Step 4: Listen

INDEPENDENT/CLASS WORK: Let's Do It! No.3

- 1) Play the listening material for Lesson 37 and ask the students to read along as they listen.
- 2) Play the audiotape a second time and have the students complete Danny's diary.
- 3) Check and discuss the answers as a class.

Step 5: Task

PAIR WORK: Let's Do It! No.4

- 1) Instruct the students to work in pairs to talk about a time they got into a serious dispute with a friend. They should explain what caused the dispute and how they resolved it in the end.
- 2) You may want to have the students write a short sketch based on one of their stories. (A sketch is a short script).
- 3) If time allows, ask some pairs to present their sketches to the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

- Diary Entry: Write a short diary entry about a time you got into a fight or dispute with a friend or family member. Explain the following:
 - o Who was the dispute between?
 - o What caused the dispute?
 - o Did you resolve the dispute? If so, how?
 - o How did you feel during this period of time?

EXTENSION

GROUP/CLASS WORK: TWO TRUTHS AND A LIE

Play *TWO TRUTHS AND A LIE* to review vocabulary and concepts from this lesson.

- 1) Play this game in groups or as a class. Provide each student with a slip of paper. Instruct everyone to write down three statements that describe different disputes they have been in. Two of the statements should be true and one of them should be a lie. Allow everyone about 5 minutes to come up with three good statements.
- 2) Select one student volunteer to go first. That student should read aloud his or her three statements. Then, have the other students vote by having the

student read his or her statements again. Ask for a show of hands among the group/class as to which statement they think is a lie.

3) Ask the volunteer to reveal the correct answer. The students who guessed correctly should earn a point for a correct guess.

4) Continue the game by having each student read his or her statements and then conducting a vote. Participants should continue marking down a point each time they make a correct guess.

5) Once all the students have had a chance to share their statements, each student or group should tally up their points. The student or group with the most correct guesses at the end has won the game.

LANGUAGE NOTES

1. The other team was strong, but you beat them. 对方颇有实力，但你们打败了他们。

team 是集体名词。集体名词表示一群人或一类物的结合体，如 audience, committee, class(班级), family, government, public, team 等。这些集体名次如视为“一个整体”，用单数形式的谓语动词；如将侧重点放在组成集团的成员上，则用复数形式的谓语动词。例如：

My family is a happy one. 我的家庭是个幸福的家庭。

The group always votes the way its leader tells it to vote. 这个组总是按照领导的指挥投票。

Your team always beat ours. 你们队总是打败我们队。

Their class are having an English class. 他们班正在上英语课。

2. By the way, where was Steven today? 顺便问问，今天史蒂文去哪儿了？

本句中 by the way 的意思是“顺便问；附带说”的意思。例如：

By the way, have you received the letter from your mother? 顺便问问，你收到你母亲的来信了吗？

By the way, while you were away, I got a gift. 顺便告诉你，你不在的时候我得到了一份礼物。

by the way 还有“在途中；在路旁”的意思。例如：They stopped by the way to have a rest. 他们在途中停下来休息。

3. Danny is just about to say something when

he sees Steven running towards them carrying a basketball. 丹尼正要说什么, 这时他看到史蒂文抱着一个篮球向他们跑来。

(1) be (seem) about to do 的意思是“刚要; 行将”。例如:

We are (just) about to start. 我们(刚刚)正要出发。
be about to do sth. when... /be doing sth. when... 结构中的 when 要理解为“这时……”。例如:

Jenny was about to go out for a walk when the phone rang. 詹妮正要出去散步, 这时电话响了。

Jenny and Steven were talking about Danny when Danny came in. 詹妮和史蒂文正在谈论丹尼, 这时丹尼进来了。(根据上下文的意思, 也可理解为: 丹尼进来时, 詹妮和史蒂文正在谈论他。)

(2) see sb. doing sth. 表示“看到某人在做某事”; see sb. do sth. 表示“看到某人做某事(的全过程)”。例如:

Jenny saw Danny and Steven fighting on the playground. 詹妮看到丹尼和史蒂文正在操场上打架。

I saw Steven hit Danny's head with a basketball. 我看见史蒂文用篮球打了丹尼的头。

listen to, hear, watch, notice 等也是这样使用。

(3) carrying a basketball 在句中作 running 的伴随状语, 而不是与 running 并列, 作 sees 的宾语补足语。

4. Well, my computer broke down the day before yesterday and it's still being repaired. 噢, 前天我的计算机坏了, 现在还在修理呢。

(1) 此处 break down 的意思是“损坏; 出毛病; 失效”的意思。例如:

I'm sorry to be late again, but my bike broke down on my way. 很抱歉, 我又迟到了, 在路上我的自行车坏了。

If you keep on eating too much unhealthy food, your body will break down. 如果你继续吃过多的不健康食品, 你的身体就会出毛病。

Those rules have broken down. 那些规定已经失效了。

(2) be being done 结构是进行时的被动语态, 表示“正在被……”。例如:

You cannot move into the new house, for it is being painted now. 你不能搬进那所新房子, 因为现在正在粉刷呢。

5. I tried calling you, but your phone was out of service. 我试着给你打过电话, 但你的电话不在服务区。

out of 在本句中是“离开; 脱离”的意思。例如:
Fish cannot live out of water. 鱼离开水就不能存活。

These soldiers will be out of army in one year. 这些士兵一年后将退役。

The wounded tiger is not yet out of danger. 那只受伤的老虎还没脱离危险。

out of 还有“从……里面; 用……制成”的意思。例如:

Don't look out of the window. 别往窗外看。

He took some money out of his pocket. 他从口袋掏出一些钱。

Many things are made out of bamboo. 很多东西是用竹子制成的。

I made a small basket out of wire. 我用细铁丝编了个小篮子。

6. Danny almost hits Steven, but Brian and Jenny jump in to separate them. 丹尼差点儿打了史蒂文, 布莱恩和詹妮急忙把他们拉开。

jump in 在本句中的意思是“匆忙行动; 急于从事”。例如:

Onlookers jumped in to break up the fight. 旁观者很快围拢过来制止这场打斗。

jump in 还有“跳入; 一步进入(汽车等)”的意思。例如:

Jump in, Tom. There's a seat for you in the car. 快进来, 汤姆。车里有你的座位。

7. You are good friends, not enemies. 你们是好朋友, 不是敌人。

这是一个省略句, 补全后是: You are good friends, and you are not enemies.

Lesson 38: Making School a Better Place

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : president, provide, agreement
- ◎接触词汇 : Danielle, council, organization, religion, dispute
- ◎短语和句型 : student council, provide... for..., in the end, reach an agreement

RESOURCES

- audiotape • Conjunctions worksheet

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Let's get started with today's lesson.

Review

- 1) Homework check.
- 2) Ask the students to hand in their diary entries.

KEY CONCEPTS

FOCUS STRUCTURES:

I'm in Grade 9 this year, and I'm president of the student council at my school.

In December, we decided to raise money for an organization that provides food for poor people in our city.

We sold tickets and, in the end, we made about \$300. During student council meetings, we have to work together, but it's not always easy for us to reach an agreement.

Step 1: Present

CLASS WORK: Dig In and Think About It

Discuss the title of Lesson 38 (*Making School a Better Place*) and the *Dig In* as a class.

Teacher: We have a great school. And even though we love our school, there are always ways we can improve. What do you think we can improve at our school? How can we improve it?

Students: We need to improve our library. We need more new books. We can raise money and buy new books or ask bookstores to donate books to our school library.

Teacher: Good idea. Now, in order to raise the money or ask for a donation, we must be organized and create a plan. A student council is a group of students that discusses possible changes and improvements they can make in their school, and then they make a plan.

2) Discuss the *Think About It* questions and explain some of the mastery phrases.

Teacher: Is there a student council in our school? What does it do?

Allow several students to respond.

Teacher: Is it always easy working in groups? What are some challenges that you might face when you work in a group?

Students: Sometimes there are disagreements between group members. This can be a challenge.

Teacher: That's right. Why is it a challenge?

Students: A group can only work well if they can get along and work together. If people in the group are fighting, they cannot work together and they cannot get work done.

Teacher: Very good. When you work in a group, it is important that you all do your best to work together.

Write the phrase *reach an agreement* on the board. Explain.

If there is a dispute, you must try to reach an agreement by listening to one another and trying to understand one another. To reach an agreement means that everyone involved in the decision agrees. We are all different. That is what makes this world so beautiful and interesting, but our differences can sometimes cause us to have disputes. We must work together to resolve our disputes in a peaceful and positive way. In the end, peace can only be achieved if we work together.

Write the phrase *in the end* on the board. Explain. What do I mean when I say “in the end”? I mean eventually or upon reflection. Now let’s read Lesson 38 and find out how Danielle helps to make her school a better place.

Step 2: Read

PAIR/CLASS WORK: Let’s Do It! No.1

- 1) Have the students read Lesson 38 and answer the true or false questions with a partner.
- 2) Discuss the answers as a class. Correct any false statements.
- 3) Go over the mastery words and phrases for this lesson.

Step 3: Explain

CLASS WORK: Conjunctions (Learn to Learn)

- 1) Explain what conjunctions are and how they are used.

Conjunctions: A conjunction is a word or phrase that shows the relationship between two words, phrases or clauses.

and is used to show an agreement between words/clauses

EXAMPLE

She is happy and excited.

In this example, “and” is used to show the positive agreement between the two positive words “happy” and “excited”.

but is used to show a disagreement between words/clauses

EXAMPLE

She is happy but nervous.

In this example, “but” is used to show disagreement between the words “happy” (a positive word) and “nervous” (a negative word).

so is used to show a reason between words/clauses

EXAMPLE

I went to sleep early, so that I could wake up early.

In this example, “so” is used to show that the reason for going to sleep early is to wake up early.

or is used to show agreement or disagreement between words/clauses

EXAMPLE

I don’t like blue or yellow.

In this example, “or” is used to show agreement between the fact that both the colours “blue” and “yellow” are not liked.

- 2) Have the students complete the Conjunctions worksheet.

Conjunctions Worksheet

Underline the conjunctions and then circle agreement, disagreement or reason to show what the conjunction is being used for.

1. I usually ride my bike to school, but today I am walking.

agreement/disagreement/reason

2. I like strawberries and chocolate.

agreement/disagreement/reason

3. I don’t do well in math or science class.

agreement/disagreement/reason

4. I studied hard, so that I could do well on the exam.

agreement/disagreement/reason

5. She is good at drawing, but she is not very good at cooking.

agreement/disagreement/reason

6. I enjoy playing sports and listening to music.

agreement/disagreement/reason

7. After dinner, I go to my room to read and relax.

agreement/disagreement/reason

8. It’s raining outside, so I think I’ll take an umbrella.

agreement/disagreement/reason

9. He is always smiling, but he is never happy.

agreement/disagreement/reason

10. We can go to the movies tonight or tomorrow night.

agreement/disagreement/reason

Practice creating your own sentences using the conjunctions “and”, “but”, “or” and “so”.

1. _____
2. _____
3. _____

3) Check the answers as a class.

Step 4: Task

GROUP WORK: Let's Do It! No.4

1) Try this activity on the board as a class before you divide the class into groups.

2) Divide the class into groups of three. Student A and B each write one sentence on a slip of paper. Student A and B's sentences should somehow complement each other. Students should refer to the example in the student book. Student C then joins the two sentences that Student A and B wrote with the appropriate conjunction.

EXAMPLE

Student A

I like cookies.

Student B

I don't like cake.

Student C

I like cookies, and I don't like cake.

I like cookies, but I don't like cake.

3) Students should do the exercise a few times until they've each had a turn to be Student A, B and C.

4) Have the students present their final sentences to the class.

CLASS CLOSING

1) Complete Let's Do It! No.3.

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

- Read Lesson 38 and write down all of the sentences in the lesson that use conjunctions. Then indicate whether those conjunctions are to show agreement, disagreement or reason.
- Complete *Let's Do It! No.2*.

EXTENSION

CLASS WORK: Spell It

Play *Spell It* to review any vocabulary and conjunctions.

1) Divide the class into two large teams. Write blanks for any word or phrase across the blackboard (leave space between words in phrases).

2) The teams take turns guessing letters that go in the blanks.

3) You or a volunteer from the class write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

Sample Words and Phrases:

I didn't enjoy the movie, but my mom and my sister did.

Barak Obama is the president of the United States.

The two countries made an agreement not to fight anymore.

Animals provide us with food and materials.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. I'm in Grade 9 this year, and I'm president of the student council at my school. 今年我上九年级，担任学校的学生会主席。

表示独一无二的名词前，通常不用冠词。

但用这些词指代任职的人时，要用冠词。例如：

Who's (the) captain of your team? 谁是你们的队长？

John was elected monitor of the class. 约翰被选为班长。

They elected John (the) chairman of the committee. 他们选约翰当委员会主席。

Mr. Smith asked me to act as interpreter. 史密斯要我当翻译。

Once there lived an old mayor in the city. 从前这座城市里有一位老市长。

The governor visited our village last week. 上周省长参观了我们的村。

2. Student councils work to make schools better places to learn. 学生会的工作就是使学校成为更好的学习场所。

to learn 在句中作 places 的定语, learn 用作不及物动词。不及物动词的不定形式作定语时, 通常搭配适当的介词。例如:

I need a room to live in. 我需要一间屋子住。

She has a lot of friends to talk with. 她有很多可以交谈的朋友。

但是, 这样的不定式作 place 的定语时, 可以省略介词。例如:

It was very difficult for them to find a place to sleep (in). 他们很难找到睡觉的地方。

3. In the council, we share our ideas, interests and concerns with teachers and others. 在学生会里, 我们与老师们和其他同学们分享我们的思想、兴趣和事务。

(1) share 的意思是“分享”。share 还可以表示“与他人共用; 允许他人使用; 与他人均分某物; 与他人共同承担责任或费用; 与他人共有相同的经历或观点等, 告诉他人自己的观点、秘密或困难”。例如:

Sam and I share a room. 山姆和我合住一屋。

We don't have enough books so you'll have to share. 我们没有足够的书, 因此, 你们要一块看。

The three of us shared a taxi. 我们三人搭乘一辆出租车。

As a kid, he'd never share his toys. 小时候, 他从不让别人玩他的玩具。

You don't have to buy a newspaper; you can share mine. 你不必买报纸, 可以看我的。

They shared the cake between them. 他们分了那块蛋糕。

At his death, his property was shared out between his children. 他死后, 他的财产由其孩子们平分。

We all share some of the blame for the accident. 关于这场事故, 我们都难辞其咎。

I believe my view is widely shared. 我相信我的观点能得到广泛认同。

(2) concern 用复数形式, 意思是“事务”。例如: Mind your own concerns. 别多管闲事。

She is busy with some household concerns. 她在忙家务。

4. In December, we decided to raise money for an organization that provides food for poor people in our city. 在 12 月份, 我们决定为本市一个给穷人提供食物的组织集资。

(1) 表示“为某人提供某物”可以用 provide sth. for/to sb. 结构, 也可以用 provide sb. with sth. 结构。

例如:

This restaurant provides good meals for this area. 这家饭店为这个地区供应上好的膳食。

It is our duty to provide aid to them. 为他们提供援助是我们的责任。

Mary provides him with money. 玛丽供给他钱。

(2) that provides food for poor people in our city 是定语从句, 修饰 an organization, that 在从句中作主语。例如:

My father works in a factory that produces washing machines. 我父亲在一家生产洗衣机的工厂上班。

5. We sold tickets and, in the end, we made about \$300. 我们出售比赛的门票, 最后, 我们赚了大约 300 美元。

in the end 和 at the end 一样, 都可以表示“最终, 最后, 结果”。例如:

At/In the end everything was all right. 最后一切正常了。

Although we had many difficulties, we were successful in/at the end. 虽然我们困难重重, 但终于还是成功了。

6. I think we should work together towards peace in our schools and in the world. 我认为我们应该共同努力让学校氛围融洽, 让世界和平。

work toward(s) 的意思是“努力达到; 设法获得”。例如:

The United Nations is working towards having the two countries sign a peace agreement. 联合国正在努力促成那两个国家签订一项和平协议。

We should work towards a solution as soon as possible. 我们应尽快设法找到解决的办法。

7. We need to learn about different countries and make friends with people from other cultures. 我们需要了解不同的国家, 与不同文化背景的人交朋友。

learn about 的意思是“知道; 了解”。例如:

Learning about foreign cultures is very important. 了解外国文化很重要。

Lesson 39: Having Good Relationship in Your Community

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 掌握词汇 : lock, asleep, snake
- ◎ 接触词汇 : interaction, upset, argument, lower, volume, option, mutual, distant
- ◎ 短语和句型 : fall asleep, rather than, after all

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. I'd like to read you some quotes about peace that were said by some very important people. Read the quotes, discuss their meaning and look up information about the person who said them.

Peace begins with a smile. – Mother Teresa

If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner. – Nelson Mandela

Peace is its own reward. – Mahatma Gandhi

Peace cannot be kept by force. It can only be achieved by understanding. – Albert Einstein

Review

- 1) Homework check.
- 2) Take up the homework as a class and review the use of conjunctions.
- 3) Review the use of prepositions.

KEY CONCEPTS

FOCUS STRUCTURES:

Do this not only for family and friends, but also for

the people who live in your neighbourhood.

This allows you to express your ideas without damaging your relationship.

Should you politely suggest they lower the volume?

Step 1: Present

CLASS/GROUP WORK: Think About It

Discuss the *Think About It* questions as a class.

Teacher: To work towards a peaceful life, what should you do? How do you get along with your family and friends, as well as your neighbours?

Students: I'm kind to them. I help those in need.

Teacher: Very good. Can anyone tell me other things you do to develop a good relationship with others?

Students: I always smile and say hello to my neighbours.

Teacher: Good work. If your neighbours do something that upsets you, how will you respond? Would you argue about it or discuss the matter in a friendly way?

Students: I think it is better to avoid arguments.

Teacher: That's right. We should create a relationship of mutual respect and understanding. Do you know the Chinese saying about neighbours?

Allow several students to respond. Students may choose to come to the board to write the saying. Encourage them instead of correcting the mistakes immediately.

Step 2: Read Aloud

CLASS WORK: Reading aloud

1) Read Lesson 39 as a class. Monitor students' pronunciation and comprehension.

2) Explain new concepts, mastery words and phrases.

→ We use "not only... but also..." in formal contexts. We can sometimes leave out "also": *He is famous not only as an actor but as a writer.*

→ Allow someone to do something means to give permission for a specific action or event. If your mother allows you to go swimming, you can go enjoy the pool without breaking any rules.

→ When suggest means "to mention an idea, possible plan, or action for other people to consider", the object clause following it takes "should + verb" as the predicate, and "should" can be omitted.

Step 3: Read

GROUP/CLASS WORK: Let's Do It! No.1

- 1) Have the students read Lesson 39 and complete the exercise with a partner.
- 2) Discuss the answers as a class. Correct any false statements.

Step 4: Do and Discuss

INDEPENDENT/CLASS WORK: Let's Do It! No.3

- 1) Instruct the students to work independently to fix the mistakes in each sentence and come up with an explanation for each mistake.
- 2) Discuss the answers as a class. Explain each mistake. Also, have the students come up with other sentences that use the rules correctly.

1. The task wasn't as **boring** as I first thought. "Bored" is an adjective. It means "feeling tired and impatient", so it is used to modify a person, not an object. If we describe an object, we choose "boring".

2. I left the day without **doing** anything at all. "Without" is a preposition and it must be followed by an object. A verb can't act as an object, so we need to change "do" into "doing".

3. His parents won't allow him **to stay** out late. In this sentence, "staying" should be "to stay".

4. He put the animals — dogs, cats, birds and snakes on the ship and **locked** the door. In this sentence, there are two predicate verbs, "put" and "lock". This sentence uses the simple past tense, so "lock" should be "locked".

5. There are **times** when my neighbour asks me to look after their pet dog. "Time" here is a countable noun and can be replaced by "occasions", so it must use "times" to match "there are".

Step 5: Task

PAIR WORK: Let's Do It! No.4

- 1) Instruct the class to work in pairs to write 3 to 5 tips about working towards peace in the community.
- 2) Ask the students to share their tips with the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently then check and discuss the answers in groups or as a class.

2) Assign homework:

- Grammar Quiz: include the following:
 - o write 5 sentences that incorrectly use or are missing prepositions
 - o write 3 sentences that incorrectly use countable and non-countable nouns
 - o write 2 sentences that have dangling modifiers

EXTENSION

SMALL GROUP/PAIR WORK: WHAT'S WRONG?

Play WHAT'S WRONG? to review grammar structures and fix common grammar errors.

1) Write sentences on the blackboard that contain errors (and some that don't contain errors).

2) Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

3) Write sentences that pair concepts incorrectly, or that contain verb tense or plural errors.

For example:

• I always lock the door before I leave the house. (correct)

• A snake is a tall, fat animal. (incorrect)

→ A snake is a long, thin animal. (correct)

• I still remember the factory who we visited together. (incorrect)

→ I still remember the factory (that/which) we visited together. (correct)

• I am preparing for my exam by studying. (correct)

• It also include people who are your neighbours. (incorrect)

→ It also includes people who are your neighbours. (correct)

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. Do this not only for family and friends, but also for the people who live in your neighbourhood.

不仅对亲朋好友如此（友好并帮助他们），对邻居们也是如此。

not only... but also... 用于连接两个表示并列关系的成分，着重强调后者，其意为“不仅……而且……”，其中的 also 有时可以省略。例如：

I know not only English but also Russian. 我不仅懂英语，而且懂俄语。

He is famous not only in China but (also) in the whole world. 他不仅闻名中国，而且闻名全球。

2. If everyone had the same ideas, the world would be a boring place. 如果每个人的想法都一样，世界会成为乏味之地。

这是一个虚拟语气的句子，if 引导的是与现在事实相反的非真实条件句，主句谓语用“would+动词原形”形式。例如：

If I had time, I would go with you. 如果我有时间的话，我就跟你去。（事实是我没有时间）

注意：虚拟语气初中阶段不做要求。

3. Social interactions are often limited to a “Hi” on the street. 社会交际经常局限于大街上的打招呼。

limit... to... 意为“使（某事只在某地或某群体内）存在（或发生）”。例如：

Violent crime is not limited to big cities. 暴力犯罪并不局限于大城市。

The teaching of history should not be limited to dates and figures. 教授历史不应该局限于讲年代和人物。

4. However, there may be times when someone does something that upsets you. 然而，可能有时会 有人做烦扰你的事情。

这个句子中含有一个关系副词 when 引导的定语从句，先行词为 times，关系副词在定语从句中作时间状语。例如：

I can't forget the time when we studied together. 我无法忘记我们曾经一起学习的日子。

5. Avoid arguments, especially ones that judge the nature of the person rather than the actions. 避免争论，尤其是那些评判人性而非行为的言论。

这个句子中包含一个由关系代词 that 引导的

定语从句，修饰先行词 ones, ones 指代前面的 arguments。当先行词为某物而且关系代词在定语从句中作主语或者宾语时，定语从句用 which 或者 that 引导。例如：

The season that/which comes after spring is summer. 春季之后的季节是夏季。

6. Should you politely suggest they lower the volume? 你应该礼貌地建议他们调低音量吗？

suggest 后面的宾语从句省略了关系代词 that，suggest 表示“建议”时，后面的宾语从句用虚拟语气，谓语用“should+动词原形”形式，should 经常省略。例如：

He suggests that we (should) have a meeting at once. 他建议我们马上开个会。

7. After all, good neighbours are better than distant relatives. 毕竟，远亲不如近邻。

after all 意为“毕竟；终归”。例如：

Don't be angry with him. He is a child after all. 不要和他生气。他毕竟是个孩子。

Lesson 40: The UN — The Power of Words

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：situation, satisfy

◎接触词汇：suffer, headquarters, security, permanent, forever

◎短语和句型：suffer through, World War II, the United Nations (UN), the Secretary-General, the UN Security Council, permanent member

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Start the lesson by having a discussion about war. What does war mean? Why is war bad? What are some wars they know about?

Teacher: What is a war?

Students: A war is when two countries or more fight with one another.

Teacher: That's right. Is war a happy time?

Students: No.

Teacher: Correct. War is a sad time. People are fighting and hurting one another. Do you know about any wars?

Allow several students to respond.

Teacher: Countries go to war for many different reasons. But war is never the answer. Today's lesson is about the UN. In 1945, after World War II ended, some countries got together and formed the United Nations (UN). The UN is a group of countries that all joined together to talk about their disputes and try to come to an agreement peacefully instead of fighting. Do you think that's a good idea?

Students: Yes.

Teacher: I agree. Now let's look at the lesson and learn more.

Review

- 1) Homework check.
- 2) Have the students trade and complete the Grammar Quiz they created with a partner.

KEY CONCEPTS

FOCUS STRUCTURES:

In the early twentieth century, people suffered through many wars.

When World War II was over, an organization called the United Nations (UN) was formed to help countries talk about their problems instead of fighting.

The head of the UN, chosen by all the member states, is called the Secretary-General.

Step 1: Present

CLASS/GROUP WORK: Dig In and Think About It

- 1) Discuss the role of the UN and the *Dig In* as a class.
- 2) Divide the class into groups to discuss the *Think About It* questions.
- 3) Ask the groups to share their answers with the class.

Step 2: Read

PAIR WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 40 and complete the mind map with a partner.
- 2) Draw a large mind map on the board. Discuss the answers as a class and add to the mind map.
- 3) Go over the mastery words and phrases for this lesson.

Step 3: Task

INDEPENDENT WORK: Let's Do It! No.2

- 1) Ask the students to fill in the blanks independently.
- 2) Check the answers and analyze the speech as a class.

Step 4: Task

INDEPENDENT/GROUP WORK: Project

- 1) Instruct the students to independently write a speech about how the UN can work together to stop or prevent war. They should all write the speech as if they were representatives of China in the UN.
- 2) Have the students present their speeches in groups and then discuss their ideas and opinions.
- 3) Ask the groups to share some of things they learned and talked about in their discussion.
- 4) If time allows, ask some individual students to read their speeches to the class.

CLASS CLOSING

1) Role-play a UN meeting.

Divide the class into groups. Each group will represent a country in the UN. Then present the class with a problem that the UN needs to solve.

2) Assign homework:

- UN News Report: Do some research and write a news report about one instance where the UN has helped bring peace to the world.
 - o What did the UN do and why?

o How did it make a difference? Who did they help?

EXTENSION

CLASS WORK: Secret Word

1) Play *Secret Word* to review any vocabulary from this lesson.

2) Choose the vocabulary you want to review.

3) Play the audiotope for *Let's Do It! No.2* in Lesson 40. Tell the students to signal when they hear the vocabulary. To signal, you could ask them to put up a hand, to stand, to make a noise or perform an action.

4) To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each. For example, you may want to place emphasis on any phrases or clauses with conjunctions.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. In the early twentieth century, people suffered through many wars. 20 世纪初, 人们在很多战争中受苦受难。

(1) suffer 在本句中用作不及物动词, 意思是“受痛苦; 受苦难”。表示“受……的苦”, 通常用 suffer from。例如:

The patient is still suffering. 病人仍很痛苦。

I am suffering from a headache. 我正在遭受头痛之苦。

They suffered from a serious flood last year. 去年他们遭受一场大水灾。

(2) through 的意思是“在整个……期间; 从头至尾”。例如:

He studied his project through the night. 他研究他的课题研究了一整夜。

I will read through the novel. 我要把这本小说从头至尾看一遍。

2. The headquarters of the UN is in New York City. 联合国总部在纽约市。

headquarters 是一个单复同形的名词, 意思是“总部, 总机构; 司令部, 指挥部”。这样的词还有 means (方法, 手段), works (工厂), species (种

类), series (系列), barracks (营房) 等, 其后动词的单复数形式取决于这些名词是用作单数, 还是用作复数。例如:

A headquarters was set up to direct the battle. 建立了一个司令部来指挥战斗。

The two headquarters are near. 那两个总部离得很近。

The only means to pass exams is to study hard. 通过考试的唯一办法是努力学习。

All means have been tried out to solve the problem. 为解决这个问题, 所有方法都尝试过了。

A new works has been built up in our town. 我们城里建了一座新工厂。

How many works are there in the city? 这城市里有多少家工厂?

3. The UN Security Council has fifteen members, five of which are permanent members — China, France, Russia, the U.K. and the U.S. 联合国安理会有 15 个成员国, 其中 5 个为常任理事国——中国、法国、俄罗斯、英国和美国。

of which/whom 常与 some, any, many, few, most, all, either, neither, none 或基数词连用, of 表部分关系, 含义为“其中……”。以上不定代词或基数词也可以置于 of which/whom 之后。例如:

He asked question after question, some of which we couldn't answer. 他问了一个又一个问题, 其中一些我们不能回答。

I picked up the apples, three of which were badly bruised. 我拾起了那些苹果, 其中有三个已经摔坏了。

He always had to worry about neighboring kings, many of whom were unfriendly and threatening. 他总是对邻近的国王们忧心忡忡, 那些国王中有很多不友善, 具有威胁性。

I have many friends, of whom none is a businessman. 我有许多朋友, 其中没有一个是商人。

I live in a house, the windows of which face south.=
I live in a house, of which the windows face south.
= I live in a house, whose windows face south. 我住在一所房子里, 房子的窗户朝南。

4. It is not always easy for the members to reach an agreement. 成员们达成协议不总是容易的。

本句中 it 是形式主语, 实际主语是带逻辑主语的动词不定式 for the members to reach an agreement.

动词不定式的逻辑主语由 for 引出，这与前面作表语的形容词有关系。如果前面是表示人的品格的形容词，如 kind, clever, foolish, careful, nice 等作表语，则用 of 引出动词不定式的逻辑主语。例如：

It is kind of you to help me with my English. (=You are kind to help me with my English.) 你帮我学英语太好了。

It was foolish of him to meet her again. (=He was foolish to meet her again.) 他跟她再次见面是愚蠢的。

It was careless of her to make such a mistake. (=She was careless to make such a mistake.) 犯这样一个错误，她太粗心了。

5. Just imagine how difficult it is to satisfy all 193 members! 试请想像一下，让所有 193 个成员(国)都满意是多么的困难呀！

just 是副词，用于祈使句中的意思是“试请，且请”，起加强语气的作用。例如：

Just look at the strange figure! 且看那个奇怪的东西！

Just listen to him! 且听他说些什么！

Just a moment! 请稍等！

6. Let's hope that the great idea they had in 1945 to prevent war will last forever. 让我们期待着他们 1945 年想出的阻止战争的理念永远传下去吧。

that 引导 hope 的宾语从句，从句的谓语是 will last。they had in 1945 和 to prevent war 都是 idea 的定语，前者是省略了 that 的宾语从句，后者是动词不定式。表示“……理念(思想)”，还可使用 of 短语作定语。例如：

Do you understand the general idea of what I said? 你明白我的话的大意吗？

My purpose is to get a better idea of education. 我的目的是更好地了解教育。

Lesson 41: Jenny's Good Advice

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：silence, silent

◎接触词汇：elder, directly

◎短语和句型：agree on, in silence, keep silent, mean to do...

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Let's get started.

Review

1) Homework check.

2) Choose some students to present their UN News Report to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

I'm glad you can agree on something.

Now, do you two want to keep silent forever?

I didn't mean to do it, Danny.

After all, it's just a game!

Step 1: Present

CLASS WORK: Lesson Review and Think About It

Review Lesson 37 and discuss the *Think About It* questions as a class.

Teacher: Who remembers what happened in Lesson 37?

Students: I remember. Danny and Steven got into a fight.

Teacher: That's right. Why did they get into a fight?

Student: Steven missed the basketball game because the time of the game was changed. Danny knew about the change and tried to tell Steven, but Steven didn't get the message. Steven got angry at Danny for not going over to his house to make sure that he knew about the game time change. Then Steven hit Danny with a basketball.

Teacher: Very good. Look at the pictures in this lesson and tell me what you think happens next.

Students: It looks like Danny and Steven have a talk and become friends again.

Teacher: That's an excellent guess. What do you do when your friends misunderstand you?

Students: Sometimes we get angry with each other./ Sometimes we fight./ Sometimes we talk about it.

Teacher: When you get into a fight with a friend, which of you usually says sorry first?

Students: I usually say sorry first./ My friend usually says sorry first./ Sometimes I say it first and other times my friend says it first.

Teacher: Let's read Lesson 41 and find out what happens between Danny and Steven.

Step 2: Role-Play

GROUP WORK: Role-play the lesson

- 1) Instruct the students to read the lesson in groups of three.
- 2) Then have them role-play the lesson.
- 3) If time allows, select some groups to present their role-play in front of the class.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class.

- Why does Jenny ask Steven and Danny if they want to keep silent forever? What does **keep silent** mean? (A: Jenny asks that question because Steven and Danny are not talking. To keep silent means to stay quiet and not to say anything.)
- Why did the time of the basketball game get changed? (A: Because some of the teammates had to go to the Old Age Home to help the elders and they all agreed to change the time of the game. Discuss the phrase **agree on**)
- Who apologized? (A: Danny and Steven both apologized.)

- What did Danny apologize for? (A: Danny said he was sorry that Steven missed the game. And he said that next time he will go to Steven directly.)

- What did Steven apologize for? (A: Steven apologized for not watching his messages carefully enough and for hitting Danny with a basketball.)

- What does Steven trying to say when he says he didn't **mean to** hit Danny with the basketball? (A: Steven is saying that it was an accident. He did not hit Danny with the basketball on purpose.)

- What does **after all** mean? (A: It means "most importantly" or "in the end". It is an expression that emphasizes an important point to consider.)

Step 4: Listen

CLASS/INDEPENDENT WORK: Let's Do It! No.1

- 1) Read the questions for *Let's Do It! No.1* as a class.
- 2) Play the audiotape for Lesson 41 and ask the students just to listen.
- 3) Play the audiotape a second time and ask the students to answer the questions.
- 4) Check the answers as a class.

Step 5: Task

GROUP WORK: Let's Do It! No.3

- 1) Instruct the students to work in groups of three to read the scenario and come up with some suggestions for a resolution.
- 2) **OPTIONAL:** Have the students write a short sketch based on the scenario in the student book. Their sketch should also include an ending based on their advice for resolution.
- 3) Ask the groups to present their advice (and sketch) to the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

- **Keeping the Peace Card:** Write a card to a friend or family member whom you have fought with before. Draw a picture or create a nice design on the front of the card. On the inside write a note or a poem that tells the person you are sorry and that sends a message of love, peace and friendship.

EXTENSION

GROUP/CLASS WORK: Make It Up

Play *Make It Up* to review concepts, phrases and vocabulary.

1) You can play this game in groups or as a class. Every student will need a pen or pencil and a pad of paper. You will also need a set of words or phrases (with the definitions) to give to the students.

2) One student is the game leader and reads out a word or a phrase to the others. The other group members then each write down a made-up but believable definition and then hand it to the game leader who mixes up the made-up answers with the real answers and reads them aloud to the group. The other group members must guess which answer is actually correct. Students score points if people choose their made up answer as the real answer or if they guess the real answer correctly. Students should take turns being the game leader every round.

For example:

Phrase: keep silent

Real definition: To remain quiet and not to say anything.

Made-up definitions:

(1) To keep a secret.

(2) To listen quietly.

(3) To ask other people to be quiet.

Phrase: after all

Real meaning: Most importantly or in the end.

Made-up meanings:

(1) Before nothing.

(2) After everything.

(3) To tell you the truth...

LANGUAGE NOTES

1. I'm glad you agreed to come to my house. 我很高兴, 你答应来我家。

agree to do 表示“应允, 愿意”。例如:

She agreed to marry him. 她答应嫁给他。

agree with 的意思是“与某人持相同意见; 符合, 一致; 适合”。例如:

Sometimes friends don't agree with each other. 有时朋友们意见不一致。

I'm agreeing with you now, but I may change my

mind later. 我此刻与你保持相同意见, 不过以后我也许会改变看法的。

I agree with your argument (what you said). 我同意你的论点。

The story agrees with the facts. 报道与事实相符。

This job agrees with me. 这份工作适合我。

agree to 的意思是“同意(计划、提议等)”。例如:

They agree to my plan/proposal. 他们同意我的计划(提议)。

agree on/about 的意思是“商定; 达成协议”。例如:

I'm glad you can agree on something. 你们能够达成协议, 我很高兴。

When everyone agrees on a time, it shouldn't be changed. 大家商定了时间后就不该变化了。

Everyone else agreed on the new time. 其他人都同意新的时间。

Have you agreed about the price yet? 你们谈妥了价格没有?

2. Would either of you like a cookie? 你们俩谁想吃饼干?

They won't look at each other, and neither of them wants to talk. 他们谁也不愿看谁, 两个人都不想说话。

either 和 neither 在上面句子中都用作代词。either 的意思是“(两者之中)任何一个; 各方, 每一方”; neither 的意思是“(两者中)无一个”。它们都可以单独使用, 也可以与 of 接名词或代词连用, 作句子的主语时, 谓语用单数形式的动词, 用复数动词较非正式。例如:

Either of you can go. 你们俩哪个去都行。

Either is right. (=Both are right.) 两个都对。

Neither is right. 两个都不对。

I don't like either of them. (=I like neither of them.) 他们两个我都不喜欢。

3. Do you really want to stop being friends? 你们真的不想做朋友了吗?

stop doing sth. 的意思是“停止做某事”; stop to do sth. 的意思是“停下(正在做的事)来, 去做某事”。例如:

Shall we stop talking like that? 我们别这样谈话了, 好吗?

You have written more than five hundred words. Please stop to have a rest. 你已经写了 500 多个单词了, 请停下来休息一下。

4. Some of our teammates had to go to the Old Age

Home and help the elders that morning. 那天上午，我的几位同班同学必须去养老院帮助老人。elder 是形容词，与 the 连用相当于名字。the elder 可用于区别两个同名的名人，意思是“老；大”；the elders 的意思是“老年人；长者；年龄较大的人”。例如：

I heard of Peter the Elder. 我听说过老皮特。

We should respect the elders. 我们应该尊敬老人。

5. Steven, I think Danny really tried to reach you. 史蒂文，我想丹尼确实设法与你取得联系了。

reach 在本句中的意思是“同……取得联系”。

例如：

When I need your help, I will reach you. 当我需要你帮助时，我会联系你的。

6. I didn't mean to do it, Danny. 我没想那样做，丹尼。mean to do sth. 的意思是“意欲（打算）做某事”；mean doing sth. 的意思是“意味着做某事”。例如：

I meant to go to the concert but couldn't afford the ticket. 我本来打算去听音乐会，但没钱买门票。

I didn't mean to hurt you. 我无意伤害你。

Money doesn't mean getting happiness. 金钱并不意味着得到幸福。

7. After all, it's just a game! 这毕竟只是场比赛。

after all 的意思是“毕竟，终究；究竟”。例如：

Pay attention to the problem. After all, it has something to do with our everyday life. 注意这个问题，它毕竟与我们的日常生活有关。

The day turned out fine after all. 结果天还是转晴了。

After all, what was it that prevented her coming to my house? 究竟是什么使她没来我家呢？

Lesson 42: Peace at Last

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎接触词汇：rather, peacemaker

◎短语和句型：thanks to..., hold a meeting, fight over...

RESOURCES

• Song: “With a Little Help from My Friends (see Greeting) • poster paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Play the song “With a Little Help from My Friends” by The Beatles.

Teacher: Good morning/afternoon, class. I'd like to listen to a song about friendship. I want you to listen carefully to words in the song. Then I want you to tell me what you think the song saying about friendship.

With a Little Help from My Friends

By The Beatles

What would you think if I sang out of tune

Would you stand up and walk out on me?

Lend me your ears and I'll sing you a song

And I'll try not to sing out of key

Oh I get by with a little help from my friends

Mm I get high with a little help from my friends

Mm going to try with a little help from my friends

What do I do when my love is away?

(Does it worry you to be alone?)

How do I feel by the end of the day?

(Are you sad because you're on your own?)

No I get by with a little help from my friends

Mm I get high with a little help from my friends

Mm going to try with a little help from my friends

(Do you need anybody?)

I need somebody to love

(Could it be anybody?)

I want somebody to love

(Would you believe in a love at first sight?)

Yes I'm certain that it happens all the time

(What do you see when you turn out the light?)

I can't tell you, but I know it's mine

Oh I get by with a little help from my friends

Mm I get high with a little help from my friends

Oh I'm going to try with a little help from my friends

(Do you need anybody?)

I just need somebody to love

(Could it be anybody?)

I want somebody to love

Oh I get by with a little help from my friends

Mm going to try with a little help from my friends

Oh I get high with a little help from my friends

Yes I get by with a little help from my friends

With a little help from my friends

Review

- 1) Homework check.
- 2) Choose some students to present their Keeping the Peace Cards.
- 3) Review conjunctions.

KEY CONCEPTS

FOCUS STRUCTURES:

Steven is knocking at my door.

Friendship is important, and we should not fight over such a small matter.

We all want peace rather than fighting.

Step 1: Present

GROUP/CLASS WORK: Think About It

Divide the class into groups to discuss the *Think About It* questions. Then have them share their answers with the class.

peacemaker — a person who helps bring peace, especially by helping resolve disputes

Step 2: Read

INDEPENDENT WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 42 and answer the questions independently.
- 2) Check and discuss the answers as a class. Correct any false statements.

Step 3: Read Aloud

CLASS WORK: Reading aloud

1) Read Lesson 42 as a class. Monitor students' pronunciation and comprehension.

2) Explain new concepts and mastery phrases.

→ knock at — (demonstrate knocking at door)

→ rather than — instead of

→ make peace — resolve a dispute; come to an agreement; settle an argument

Step 4: Task

INDEPENDENT/GROUP WORK: Let's Do It! No.4

1) Instruct the students to work independently to translate the proverbs into Chinese.

2) Students can then compare their translations and discuss the meaning of each proverb in groups.

3) Have the students make a poster for one of the proverbs. If time allows, ask the students to present their poster to the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

- o Complete *Let's Do It! No.3.*

EXTENSION

GROUP/PAIR WORK: SPELLING BEE

Play SPELLING BEE to review vocabulary from this unit.

1) Divide the class into two teams and appoint a scorekeeper.

2) Start with a player from either team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player from the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out.

3) To make the game more challenging, the speller must also use the word correctly in a sentence to win the point.

For example:

Teacher: Agreement.

Team A – Player 1: A-g-r-e-e-m-e-n-t.

Teacher: No.

Team B – Player 1: A-g-r-e-e-m-e-n-t.

Teacher: Yes! Now use the word in a sentence, please.

Team B – Player 1: They had a good talk and came to an agreement.

Teacher: Very good. Now spell “situation”.

Team B – Player 2: S-i-t-u-a-t-i-o-n.

Teacher: Yes! Now please use this word in a sentence.

Team B – Player 2: The UN worked together to take care of the situation.

Teacher: Well done.

** For other variations and further instructions on how to play, see the “Games” section at the back of this guide.

LANGUAGE NOTES

1. Did you ever have a fight with a good friend? 你曾经跟好朋友打过架吗?

(1) 表示动作或过程发生在说话之前某个没有明确说出的过去时间 (常指最近的过去时间), 现在已经完成了, 并与现在的情况有联系, 通常用现在完成时, 但在美国英语中倾向于用一般过去时表示。例如:

Have you ever heard those old sayings? 你曾经听过那些古老的谚语吗?

Have you finished your homework? 你做完作业了吗?

Did you eat yet? 你吃了吗?

(2) ever 通常用于否定句、疑问句及表示条件的从句, 意思是“曾经; 从来; 有时, 在某时; 在任何时候”。例如:

Have you ever been to America? 你曾经去过美国吗?

Nothing ever makes him angry. 从来没有什么事情会使他生气。

Do you ever go to the village? 你有时去那个村庄吗?

He made a point of not discussing the problems with anyone, ever. 他打定主意不跟任何人讨论那些问

题, 任何时候都不。

If you are ever in China, come and see me. 如果你什么时候来中国, 请来看我。

Will they ever be friends again? 他们 (有朝一日) 还会成为朋友吗?

2. He and I play on the same basketball team. 我和他在同一个篮球队打球。

介词 on 在本句中的意思是“是……的成员; 在……供职”。例如:

Jack is on the football team of our school. 杰克是我校足球队队员。

My father is on the *People's Daily*. 父亲在人民日报社工作。

3. Thanks to Jenny, everything is OK now. 多亏詹妮, 现在一切都好了。

thanks to 的意思是“幸亏; 由于, 因为”。例如:

Thanks to his good teacher, he passed the exam. 多亏他的好老师, 他通过了考试。

Thanks to our ten years of research, we invented a new kind of machine. 由于研究了十年, 我们发明了一种新机器。

4. Friendship is important, and we should not fight over such a small matter. 友情为重, 我们不应该为这样的小事打架。

fight over 的意思是“因为……而打架 (争斗、斗争)”; fight for 的意思是“为了……而打架 (争斗、斗争、奋斗)”; fight with sb. 的意思是“和……打架 (争斗、斗争)”。例如:

Fight over small things will hurt our friendship. 为小事争斗伤害我们的友谊。

They fought for the peace of their country. 他们为自己国家的和平而战。

Some boys are fighting with each other. 几个男孩在打群架。

5. We all want peace rather than fighting. 我们都想和睦, 而不想打架。

rather than 的意思是“不是……(而是); 与其……(不如)”。例如:

I think I'll have a cup of water rather than coffee. 我想喝杯水, 而不是咖啡。

He lay rather than sat on the grass. 与其说他坐在草地上, 倒不如说他是躺在草地上。

Unit Review (7)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 7. Let's get started.

Review

- 1) Homework check.
- 2) Review the use of conjunctions and prepositions.
- 3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

- What happened between Steven and Danny?
- What is a student council? How does a student council help?
- What is the story of Noah and his Ark about? What does the dove and the olive branch represent?
- What is the UN? When and why did the UN form?
- How does Jenny help Steven and Danny resolve their dispute?
- What did Danny learn about resolving problems and friendship?

CLASS ACTIVITIES

Building Your Vocabulary

I. Complete the sentences with the correct words. The first letter is given.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly completes the clues and solves the crossword first wins.

II. Fill in the blanks with the correct forms of the phrases in the box.

First the students fill in the blanks independently, and then check the answers as a class.

Grammar in Use

Join the clauses using “and”, “but”, “or” or “so”.

- 1) Students complete the exercise independently.
- 2) Check the answers as a class.

Listening and Speaking

Listen to the dialogue and complete it. Then act it out.

- 1) Play the listening material for this exercise and instruct the students to listen carefully.
- 2) Play the audiotape a second time and ask the students to complete the dialogue as they listen.
- 3) Check the answers as a class.

Putting It All Together

Read the passage and answer the questions.

- 1) Instruct the students to read the passage and answer the questions with a partner.
- 2) Discuss the answers as a class.

Self-Evaluation

Instruct the students to complete Parts I and II of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section). Check the answers as a class.

CLASS CLOSING

Sing a song

- 1) Play the audiotape for *Please Let There Be Peace*. Ask the students to listen to the song.
- 2) Instruct the students to repeat the song line by line.
- 3) Play the audiotape for *Please Let There Be Peace*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

CLASS WORK: TIC-TAC-TOE

Play *TIC-TAC-TOE* to review and practice vocabulary and phrases learned in this unit.

- 1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows,

creating nine of approximately equal size.

2) Split the class into two teams. Ask a player on Team 1 a question. If the player or team answers correctly, a player from that team may write an **X** in any square on the grid.

3) Team 2 now has a turn. If the team answers correctly, a player from that team may write an **O** in any square on the grid.

4) The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from

completing a row. The first team to obtain a row wins one point and the game continues.

Sample Questions:

- Draw a symbol for peace
- Demonstrate knocking at the door
- Use “instead of” in a sentence
- Spell “president”
- Define “agreement”

** See the “Games” section at the back of this guide for further instructions on how to play.

Unit 8: Culture Shapes Us

GENERAL OBJECTIVES

In this unit students will explore cultural differences around the world by looking at different holidays, foods, languages, manners and so on. They will learn to be aware of some of the similarities and differences between Chinese culture and other cultures, and furthermore understand the importance of respecting different cultures. The grammar focus for this unit is adverbial clauses with “though” or “although”.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	bowl, chopstick, spoon, fork, underground, society, pound, whether, human, though, praise, private, guest, according to, tidy, Russian, noisy, chalk, officer, gun
		接触词汇	Chinatown, decoration, lantern, dragon, Santa Claus, temple, generation, wealthy, penny, foolish, manners, modest, virtue, elderly, extra, waiter, tip, percent, central, immigrant, official, custom, tradition, reaction, react, doll
	短语和句型		lucky money, temple fair, walks of life, in common, be similar to, other than, human being, take turns, Central America, tidy up, hang up, police officer
	功能意念		谈论文化差异 Talking about Cultural Differences
	语法		though 或者 although 引导的状语从句 Adverbial Clause with “though” or “although”
语言技能	听		1. 听懂接近正常语速、熟悉话题的语段，识别主题，获取主要信息。 2. 听懂简单故事的情节发展，理解其中主要人物和事件。 3. 根据连续的指令完成任务。
	说		1. 根据提示给出连贯的简单指令。 2. 引出话题并进行简单的交谈。 3. 在教师的帮助下或根据图片用简单的语言描述自己或他人的经历。 4. 在教师的指导下参与角色扮演活动。 5. 在上述口语活动中使用正确的语音、语调。
	读		1. 连贯、流畅地朗读课文。 2. 从简单的文章中找出有关的信息，理解大意。 3. 根据上下文猜测生词的意思。 4. 理解简易读物中的事件发生顺序和人物行为。
	写		1. 能简单描述人物或事件。 2. 能用词组或简单句为自己创作的图片写出说明。 3. 能写出简短的文段，如简单的指令、规则。 4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。 5. 正确使用复合句。
学习策略			1. 通过自己阅读，理解课文大意。 2. 自己发现和总结语言规律，并能加以运用。 3. 主动在听说交际中运用课文中的语言知识。
情感态度			1. 在学习中敢于用英语表达自己的看法。 2. 培养学习英语的兴趣和学好英语的信心。 3. 乐于接触并了解异国文化。 4. 通过小组活动培养合作精神，并通过互相评价激发学习兴趣。 5. 在学习英语歌曲和练习绕口令中培养学习兴趣。
文化意识			1. 了解东西方文化差异。 2. 热爱祖国文化。

Lesson 43: A Visit to Chinatown

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : bowl, chopstick, spoon, fork, underground
- ◎接触词汇 : Chinatown, decoration, lantern, dragon, Santa Claus, temple
- ◎短语和句型 : lucky money, temple fair

RESOURCES

- poster paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Introduce the new unit. Discuss the title page of Unit 8.

Teacher: Today we will start a new unit. Who can tell me the title of Unit 8?

Student: I can. "Culture Shapes Us".

Teacher: Very good. What is culture? How does something shape you?

Students: Culture is the customs, art, traditions and behaviours that reflect a certain group of people.

Teacher: Right. Now, how can culture shape you? What does it mean when something shapes you?

Students: When something shapes you that means it helps to define and influence the person you are.

Teacher: Excellent. Well done. What are other things that might help shape who you are and who you become?

Students: Experiences, knowledge, education, family, friends...

Teacher: That's right. Our experiences, our knowledge and the people in our lives help to shape the person we are. Let's talk more about culture. What do you know about your own culture? What

do you know about other cultures?

Brainstorm some ideas about Chinese culture and other cultures as a class. Write the students' ideas on the board. Talk about food, clothing, art, dance, music, language, literature, etc. Write the students' ideas on the board.

Review

Review the theme from Unit 7.

Teacher: In the last unit we talked about working for peace. We learned how our understanding of other people and cultures around the world is important for keeping peace. What else did we learn about peace?

Ask several students to respond.

KEY CONCEPTS

FOCUS STRUCTURES:

Young children usually get gifts — lucky money.

We have temple fairs and all kinds of performances.

Step 1: Present

CLASS WORK: Think About It

1) Introduce the theme of this lesson.

Teacher: Holidays and festivals is a big part of culture. In Chinese culture one of our major holidays is Spring Festival. It's a time for us to be with our family and celebrate the beginning of a new year. One of our traditions during this holiday is to give lucky money to children in red envelopes. In Western culture they celebrate different holidays and have different traditions.

Write the phrase *lucky money* on the board. Students should master this phrase.

2) Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their answers with the class.

Step 2: Read

GROUP WORK: Let's Do It! No.1

1) Instruct the students to read Lesson 43 and answer the questions in groups of three.

2) Discuss the answers as a class and correct any false statements.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions and go over the mastery words and phrases as a class.

- What did Jenny and Brian buy? (A: A Christmas tree, some decorations and gifts.)
- What did Brian have for lunch? What did he use to eat his lunch? (A: Brian had a **bowl** of noodles for lunch. He used **chopsticks** instead of a **fork** and **spoon**.)
- What does Jenny say is a problem in Chinatown? (A: Parking.)
- Where did Jenny's father park? (A: He parked in the **underground** parking lot.)
- According to Brian, do people speak Chinese in Chinatown? (A: They spoke English to Brian, but they speak Chinese to each other.)
- When did Danny and Jenny watch the dragon dancing performance? (A: Last year during the Spring Festival.)
- Who is Santa Claus? (A: Santa Claus is a man in a red suit that brings gifts to children on Christmas.)
- Does Brian believe in Santa Claus? (A: No. Only young children believe in Santa Claus.)
- What does Li Ming usually do during the Spring Festival? (A: He and his family eat dumplings and many other delicious foods. They also go to **temple fairs** and see all kinds of performances.)
- What does Li Ming hope? (A: Li Ming hopes there can be a North America town in China.)
- What does Brian hope? (A: Brian hopes he can go to Chinatown to see the Spring Festival.)

Step 4: Activity

INDEPENDENT/GROUP WORK: Let's Do It! No.2

- 1) Instruct the students to complete this exercise independently.
- 2) Then have the students work in groups to draw a vocabulary card for each utensil and dish (i.e. cup, glass, fork, spoon, knife, chopsticks, plate and bowl).
- 3) Once they have their vocabulary cards, students can play a game. One student stands in front of the group, while the other group members call out different uses for the different utensils without mentioning the utensil. The person at the front must choose from the vocabulary cards to complete the

statement.

For example:

I use _____ and _____ to eat soup.
(bowl and spoon)

I like to drink juice out of a _____. (glass)

Step 5: Task

PAIR WORK: Project

- 1) Instruct the students to work with a partner to fill in the Venn diagram. Ask students to copy the Venn diagram onto a large piece of poster paper. Students should write things related to the Spring Festival in the "Spring Festival" circle, things related to Christmas in the "Christmas" circle and things that both holidays have in common in the middle circle.
- 2) Ask each pair to present their completed Venn diagram to the class and discuss.

CLASS CLOSING

1) Role-play Lesson 43

2) Assign homework:

- Write a Letter: Write a letter to a friend in North America. Tell them about the last Spring Festival you celebrated and ask them about a holiday they might celebrate?
 - o What do you do during Spring Festival?
 - o What do you eat?/Who do you see?/Where do you go?
 - o What did you enjoy most about your last Spring Festival?
 - o What do you hope to do during the next Spring Festival?

EXTENSION

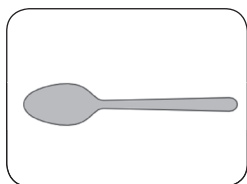
CLASS/GROUP WORK: The Word Association Game

Play *The Word Association Game* to review vocabulary from this lesson.

- 1) You will need a series of pictures that depict different vocabulary words/phrases from this lesson. You can play this game in groups or as a class.
- 2) Hold up one picture at a time. For each picture, give the students some time to write down as many words as they can that relate to or describe the picture. Do not give the students more than one minute per picture.

3) Keep the pictures in the same order as you displayed them. Then start with the first picture and ask the students/groups to share their answers with the class. The students get one point for every word they correctly associate with each picture. The student or group with the most points wins.

EXAMPLE:



- soup
- cutlery
- porridge
- cereal



- underground
- transportation
- fast

LANGUAGE NOTES

1. I have no idea. 我不知道。

have no idea 的意思是“毫无所知；不理解；料想不到”。例如：

I have no idea why my teacher shouted at me that morning. 现在我还不知道（或不理解）那天上午老师为什么冲我大声喊叫。

He had no idea what was likely to happen next. 他无法预料接下来会出现什么情况。

2. Do you believe it's Santa Claus who brings you gifts, Brian? 布莱恩，你相信是圣诞老人给你带来的礼物吗？

it's Santa Claus who brings you gifts 是 believe 的宾语从句，这个宾语从句是以 it 构成的强调句。这种强调句式中，it 无具体意义，基本结构是 “It is/was+ 被强调的成分（主语、宾语、状语）+that/who+ 其他成分”。例如：

It was I that/who bought a second-hand computer yesterday. 昨天买二手电脑的人是我。（强调主语）

It was a second-hand computer that I bought yesterday. 昨天我买的是台二手电脑。（强调宾语）

It was yesterday that I bought a second-hand computer. 我的二手电脑是昨天买的。（强调时间状语）

It is on the Internet that they exchange the experience of learning English. 他们是在网上交流学习英语的体会的。（强调地点状语）

It is because of gravity that objects fall to the ground. 正是由于地球的引力物体才下落的。（强调原因状语）

It was by bike that Tom and his classmates went to Beijing. 汤姆和他的同班同学是骑自行车去北京的。（强调方式状语）

3. Of course not. 当然不。

not 可用在一些副词或词组如 why, perhaps, probably, sometimes, certainly, of course 等之后代替前面的整个词组或从句。例如：

— You don't want to go to the park? 你不想去公园？

— Why not? 为什么不呢？

— Will you join in the game? 你要参加这次比赛吗？

— Probably not. 可能不。

— Do you always help your mother do housework? 你总是帮妈妈做家务吗？

— Sometimes not. 有时不。

一些动词或词组如 believe, guess, expect, hope, imagine, be afraid 后也可以这样用。例如：

Maybe I'll regret it, but I hope not. 也许我会后悔，但我希望不会。

— Don't you keep in touch with your American friend? 你没跟你的美国朋友保持联系吗？

— I'm afraid not. 恐怕是这样。

一些连接词如 as, if, or 等后也可以这样用 not。

例如：

Walk fast. If not, we won't catch the early bus. 快走吧，不然我们就赶不上早班公共汽车了。

Rainy or not, we have to go there. 不管下不下雨，我们都得去那儿。

4. We have temple fairs and all kinds of performances. 我们有庙会和各种各样的表演。

temple fairs 的意思是“庙会”。例如：

Do you like temple fairs? 你喜欢庙会吗？

Lesson 44: Popular Sayings

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 掌握词汇 : society, pound, whether, human
- ◎ 接触词汇 : generation, wealthy, penny, foolish
- ◎ 短语和句型 : walks of life, in common, be similar to, other than, human being

RESOURCES

- audiotape • English-Chinese dictionary

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class.

Have an English saying written on the board before the class starts. For example, “When in Rome, do as the Romans do”, which means when you are visiting a place or culture, you should try to follow their customs and practices. Begin the lesson by asking the students about the saying on the board.

Teacher: I have written an English saying on the board. Who can read it out loud for the class? What do you think this saying means? When would you use this saying? Do you agree with this saying? Is there a similar saying in Chinese?

Review

- 1) Homework check.
- 2) Choose some students to read the letters they wrote for homework to the class.
- 3) Review some of the differences and similarities between Chinese holidays/culture and Western holidays/culture.

KEY CONCEPTS

FOCUS STRUCTURES:

They come from the experience of generations of people, and from different walks of life.

Whether the sayings are in Chinese, English, or any other language, they share something in common.

Although Chinese sayings use images of animals or things other than dogs, the meanings are almost the same.

Human beings share similar hopes and fears.

Step 1: Present

Discuss the Think About It questions as a class.

Teacher: Sayings are an important part of any language. They make language more beautiful and interesting. Sayings usually convey some sort of message or lesson. Do you know any English or Chinese sayings? What are they?

Students: I know an English saying “If at first you don’t succeed, try, try again”.

Teacher: That’s an excellent saying. Do you know what it means?

Students: Yes. It means you must not give up if you do not succeed right away. You must keep trying until you succeed.

Teacher: That’s right. Do you use sayings in your daily life? Give an example.

Students: I often use sayings in my daily life because they help me to express how I think or feel about something. For example _____.

Teacher: Very good. This lesson is about popular English sayings. Let’s read and learn more.

Step 2: Read Aloud

CLASS WORK: Reading aloud

- 1) Read Lesson 44 as a class. Monitor students’ pronunciation and comprehension.
- 2) Go over the mastery words and phrases. Write the words and phrases on the board and explain each one as you read it aloud.

Step 3: Skim and Do

INDEPENDENT WORK: Let’s Do It! No.1

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Have the students check their answers in groups.

Step 4: Task

PAIR/CLASS WORK: Let's Do It! No.3

- 1) Instruct the students to work in pairs to discuss the meanings of each saying and find the matching Chinese translation for each one.
- 2) Before students attempt to use each saying in a sentence, go over the meaning of each saying and its Chinese translation as a class.
- 3) Then have each pair create a poster for one of the sayings. The poster should somehow depict the saying without the use of words.
- 4) Finally, have the students place their posters at the front of the class and ask the rest of the students to guess which saying each poster depicts. You can number the posters at the front for each of guessing.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently, and then check the answers in groups.

2) Assign homework:

- A Saying to Represent Chinese Culture: Choose a Chinese saying that you think describes or explains something important about Chinese culture. Translate the saying into English and write a short passage that explains why you have chosen this saying and what part of Chinese culture it represents.

EXTENSION

PAIR WORK: Translation Match Up

Play *Translation Match Up* to review words, phrases and sayings from this lesson.

- 1) Ask the students to scan through the lesson and write down any and all unfamiliar words, phrases and/or sayings. (Each pair of students should have an English-Chinese dictionary to complete this task.)
- 2) Have the students write every English word, phrase and/or saying and its Chinese translation on separate slips of paper. The students should end up with 14 separate slips of paper (seven for the English words, phrases and/or sayings and seven for the Chinese translations).

human being

人

- 3) Instruct the students to mix up all the words, phrases and sayings and then match the correct Chinese translation to the correct English word, phrase or saying. The pair that finds all the correct matches first wins.

LANGUAGE NOTES

1. They come from the experience of generations of people, and from different walks of life. 它们来自数代人的经验，来自各界人士。

walk 在本句中的意思是“活动领域，地位；职业”。people from/in different/all walks of life 的意思是“各界人士”。例如：

The president was welcomed by the people from all walks of life. 那位总统受到了各界人士的欢迎。

2. Early to bed and early to rise makes a man healthy, wealthy and wise. 早睡早起使人健康、富有和聪明。

本句的主语是由and连接的两个动词不定式短语，被视为一个概念，所以谓语动词用单数形式；如果表示两个概念，谓语动词要用复数形式。例如：

To buy some food and (to) water the trees are my jobs today. 买吃的和浇树是我今天的活。

3. A journey of a thousand miles begins with a single step. 千里之行，始于足下。

begin with 的意思是“以……开始；以……为起点”。例如：

I am going to begin with an English song today. 今天我打算先唱首英文歌。

The flood began with that rainy summer. 那场水灾是从那个多雨的夏季开始的。

4. Well begun is half done. 良好的开端是成功的一半。

本句是省略句，补全后是：That it is well begun is that it is half done.

5. Don't be penny wise and pound foolish. 不要小事聪明，大事糊涂。

penny wise 还可以写成 penny-wise，意思是“小事上精明的；小数目上节约的”；同样，pound foolish 也可以写成 pound-foolish，意思是“大事上糊涂的；大数目上马虎的”。它们都属于合成形容词。例如：

She is a penny-wise woman. 她是个斤斤计较的女人。

It is very dangerous to be a pound-foolish man. 做一个大事糊涂的人是很危险的。

6. These sayings help people understand the world and form good habits, or encourage people to work hard and as a team. 这些谚语有助于人们了解世界, 养成良好的习惯, 或者鼓励人们团结一致努力工作。

(1) encourage sb. to do sth. 的意思是“鼓励某人做某事”。例如:

My parents often encourage me to catch up with others. 父母经常鼓励我赶上别人。

(2) as 前省略了 work。

7. Whether the sayings are in Chinese, English, or any other language, they share something in common. 这些谚语无论是汉语的、英语的, 还是别的任何语言, 它们都具有共同的含义。

(1) 本句中由 whether... or... 引导的分句作状语, 意思是“无论……, 还是……”。例如:

Whether he drives or (whether he) takes the train, he'll arrive here on time. 无论是驾车还是坐火车, 他将准时到达这里。

We'll wipe out the enemies whether they come from the land, the sea, or the air. 不管敌人从陆地来, 从海上来, 还是从天上来, 我们都要消灭他们。

Whether I go alone, or whether he goes with me, the result will be the same. 无论我自己去, 还是他跟我一起去, 结果是一样的。

The book will be ready for him whether he comes or not. (=The book will be ready for him whether or not he comes.) 不管他来不来, 要给他把那本书准备好。

(2) in common 的意思是“共同(做)的; 共用的; 公有的”。例如:

Jenny and Danny have no background in common. 詹妮和丹尼没有共同的背景。

In common with many Chinese, Mary likes dumplings very much. 同很多中国人一样, 玛丽非常喜欢吃饺子。

8. Although Chinese sayings use images of animals or things other than dogs, the meanings are almost the same. 虽然汉语谚语使用动物形象或者事物而不用狗, 但意思几乎是相同的。

other than 的意思是“不同于, 非; 除了”。例如:

The fact is quite other than what you think. 事实和你想得完全不一样。

She sang other than perfectly. 她唱得远非尽善尽美。

There's nothing here other than a table. 这里除了一张桌子外, 没别的东西。

Lesson 45: Different Manners

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: though, praise, private, guest

◎接触词汇: manners, modest, virtue, elderly, extra, waiter, tip

◎短语和句型: take turns

RESOURCES

• audiotope

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and briefly discuss manners by doing a short role-play. Ask the students to stand up using polite language. Then ask them to sit down using commanding language.

Teacher: Good morning/afternoon, class. Could you all please stand up for me? Now, sit down.

Discuss the difference between polite language and non-polite language.

Teacher: Was there a difference in the way I asked you to stand up and the way I asked you to sit down?

Students: Yes.

Teacher: That's right. What was the difference?

Students: When you asked us to stand up, you used nice language. You used the word "please"./When we sat down you didn't ask us to. You told us to. You didn't use nice language. You didn't use words like "please" and "thank you".

Teacher: Very good. It's important to be polite and to speak to people in a polite manner. If people think you are being rude to them, they will not want to talk to you. Today we are going to talk more about our manners and how they are influenced by culture.

Review

- 1) Homework check.
- 2) Choose some students to present their homework assignment: A Saying to Represent Chinese Culture.

KEY CONCEPTS

FOCUS STRUCTURES:

Though I have lived here for a long time, I still don't feel Canadian.

When Chinese people eat out in restaurants, they may take turns paying for the meal.

Step 1: Present

GROUP/CLASS WORK: Think About It

- 1) Divide the class into groups to discuss the *Think About It* questions and write down their answers.
- 2) Ask the groups to share their answers with the class and come up with a class list of answers that you can record on the board.

Step 2: Read

PAIR WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 45 and answer the questions with a partner.
- 2) Discuss the answers as a class and go over the mastery words and phrases for this lesson.

Step 3: Explain

CLASS/INDEPENDENT WORK: Learn to Learn and Let's Do It! No.2

- 1) Explain the use of "though" and "although" in adverbial clauses. (See the *Learn to Learn* in the student book).
- 2) Have the students independently read through the lesson again and write down all of the adverbial clauses that use "though" or "although".
- 3) Then have them complete *Let's Do It! No.2* independently.
- 4) Check the answers as a class.

Step 4: Task

GROUP WORK: Let's Do It! No.4

- 1) Divide the class into groups to discuss some of the differences between China and English-speaking countries. Have the groups organize their ideas into a table or Venn diagram that they can draw onto a large piece of poster paper.
- 2) Ask each group to present their comparisons to

the class and have a discussion.

CLASS CLOSING

1) Complete Let's Do It! No.3.

Students do the exercise independently, and then check the answers in groups.

2) Assign homework:

- Culture Exchange: Write about a time when you experienced a culture that is different from your own. Be sure to include at least three adverbial clauses that use "though" or "although".
 - o What were some of the differences and similarities?
 - o Did you enjoy learning about a different culture?

EXTENSION

CLASS WORK: Write A Guide

Write a guide to having good manners in China.

- 1) Instruct the students to work in pairs to write a short pamphlet to inform travelling foreigners how they can have good manners in China. Students should include some pictures or drawings to go in their pamphlet.
- 2) Students should consider the different manners that a traveller would need in different situations. For example, manners you need at a restaurant or at a train station, in a taxi or at a market, etc. Have the students divide their pamphlets into three sections:
 - Good manners to keep in mind
 - What NOT to do
 - Helpful tips
- 3) If time permits, ask each pair to present their pamphlet to the class. Encourage students to be creative in their presentations.

LANGUAGE NOTES

1. Different Manners 各种各样的礼貌
manner 的意思是“方式；态度；习惯”。例如：
He spoke to me in a proper manner. 他以恰当的方式跟我说话。
Her manner showed her anger. 她的态度表现了她的愤怒。
He has a lazy manner, so he wouldn't like to do the

job together with me. 他有懒惰的习惯, 所以不想跟我一起干那个活。

表示“礼貌, 礼仪; 风度; 规矩; 风俗; 生活方式”时, 要用 **manners**。例如:

If you have no manners, you will not be respected by others. 如果没礼貌, 你就不会受到别人的尊重。
Before going abroad, you should learn some foreign manners. 出国前, 你应该学些外国礼仪。

I have read a novel of manners. 我读过一本风俗小说。

They don't live in the manners of the old any longer. 他们不再照古人的生活方式过活了。

2. Joe is an English name that sounds like Zhou. “Joe”是一个听起来像“周”的英语名字。

sound like 的意思是“听起来像”。例如:

The man doesn't sound like an American. 那人讲话的口音不像美国人。

sound 可用作系动词, 后跟形容词, 表示“听起来……”。例如:

Your idea sounds very good. 你的主意听起来很好。

The story doesn't sound very likely. 这故事听起来不大可信。

His speech sounds interesting. 他的讲话听起来有趣。

sound 后还可跟 as if 从句。例如:

She sounds as if she were a ten-year-old girl. 她说话的声音像个十岁女孩。

3. When Chinese people eat out in restaurants, they may take turns paying for the meal. 中国人到外面餐馆吃饭时, 他们可能轮流付账。

take turns 的意思是“依次, 轮流”。表达“轮流做某事”可以用 take turns doing sth., 也可以用 take turns to do sth., 还可以搭配介词 at, in, on 或 about。例如:

They took turns to take care of the old man. 他们轮流照顾那位老人。

The students take turns in cleaning the windows. 那几位学生轮流擦窗户。

The workers take turns at the job. 工人们轮流干那个活。

We took turns (at, in, on) driving the car. 我们轮流开车。

4. I think understanding cultural differences really helps us to understand each other, live together and work together. 我认为了解文化差异确实有助于我

们互相理解、共同生活、一起工作。

由 and 或 or 连接的并列动词不定式, 第二个及其后的动词不定式的 to 可以省略。例如:

I want to call on him and discuss the question again. 我想拜访他, 跟他再讨论一下这个问题。

He asked me to telephone or wire to him. 他要我给他打电话或者发电报。

如果两个动词不定式有对比的含义或者不用连词, 要保留 to。例如:

I haven't decided to go home or to stay at school this weekend. 我还没决定这个周末是回家还是住在学校。(对比)

He likes to stay with his parents, to work in the fields with them. 他喜欢跟父母一起, 跟他们一起在地里干活。(动词不定式间没用连词)

Lesson 46: Home to Many Cultures

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: according to

◎接触词汇: percent, central, immigrant, official, custom

◎短语和句型: Central America

RESOURCES

• audiotope

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. And discuss some of the cultural differences that might exist among the students in the class.

Teacher: Good morning/afternoon, everyone. I'd like to begin by asking what culture means to you.

For example, do you think language is a part of culture?

Students: Yes!

Teacher: I agree with you. What else is a part of culture?

As a class, create a list of things that are a part of culture on the board.

Review

- 1) Homework check.
- 2) Choose some students to present their Culture Exchange report.
- 3) Review the use of “though” and “although” with adverbial clauses.

KEY CONCEPTS

FOCUS STRUCTURES:

The rest are from every part of the world: Asia, Africa, Central America, South America, Australia and other European countries.

According to a survey, the number of European immigrants dropped from 90 percent to 25 percent, and the number of Asian immigrants rose from 3 percent to 48 percent.

Step 1: Present

CLASS WORK: Think About It

- 1) Read the title of Lesson 46 and discuss the *Think About It* questions as a class.

Teacher: Why are there different cultures in one country?

Students: Because people from different parts of the world have different cultures and when those move to the same country, you get different cultures in one country.

Teacher: Very good. Places like the U.S., Canada and the U.K. are very multicultural. That means they are made up of people from different cultures. Let's make a list of the different cultures we know about. Write the students' answers on the board and make a class list of cultures.

Teacher: Do we have different cultures in China? What cultures have you seen?

Students: Yes. I have met people from Africa, India, Russia, etc.

Teacher: Well done. China is a very big country. Is

Chinese culture the same all over China?

Students: No.

Teacher: Right. What are some of the cultural differences between different people and places in China?

Make a list of cultural differences within China on the board.

Step 2: Read

INDEPENDENT WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 46 silently and complete the exercise independently.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class and go over the mastery words and phrases.

Step 3: Practice

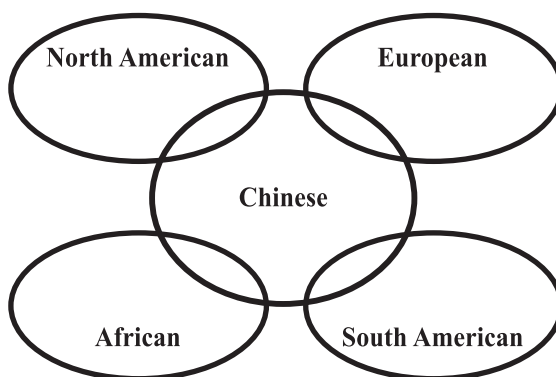
PAIR WORK: Let's Do It! No.2

- 1) Instruct the students to complete this exercise with a partner.
- 2) Check and discuss the answers as a class.

Step 4: Task

GROUP WORK: Let's Do It! No.4

- 1) Divide the class into groups to brainstorm a list of traditional Chinese customs. Students may need research materials or access to the Internet to complete this exercise.
- 2) Then have them discuss and record some of the differences and similarities between Chinese culture and other cultures. Instruct the students to select four parts of the world or 4 other cultures and organize their information into a multi Venn diagram. (See the diagram below.)



3) Ask the students to present their diagrams to the class.

CLASS CLOSING

1) Complete Let's Do It! No.3.

Students complete the exercise independently. Check the answers as a class.

2) Assign homework:

- China Travel Brochure: Create a brochure for people travelling to China. Choose one city or province in China to write your brochure about.

Your brochure should explain:

- o Chinese culture in that city (i.e. foods, languages, festivals)
- o How the culture in that part of China might be different from the majority of people in China
- o What are some interesting cultural experiences you can have in that city or province (i.e. historical places you can visit, clothes you can wear, etc.)
- o Include pictures and/or drawings in your brochure

EXTENSION

CLASS WORK: Opposites

Play *Opposites* to review word opposites.

- 1) Divide the class into teams and keep score.
- 2) Post some vocabulary cards or write some vocabulary words on the board.

Variation 1: Post the words and their opposites and mix them all up so that the students need to match them to make correct opposites.

Variation 2: Post only one word from each opposite and ask the students to think and write down the matching opposite.

- 3) When they make a pair of opposites, they say the words and then try and use them in a sentence using “though” or “although” as well. For example: Although this is a public park, there is private party here today.

** For other variations and further instructions on how to play, see the “Games” section at the back of this guide.

LANGUAGE NOTES

1. Three percent of all Canadians are First Nations people. 所有加拿大人中有百分之三是第一民族人。

(1) “分数 (或百分数) + of 词组” 作主语, 谓语动词形式依 of 词组中名词的类别而定。例如:

Four-fifths of the oil has been used up. 已经用完了五分之四的油。

Seventy percent of the students come from the countryside. 百分之七十的学生来自农村。

(2) First Nation 的意思是“第一民族”, 指加拿大被官方认可的印第安人社区。

2. The rest are from every part of the world: Asia, Africa, Central America, South America, Australia and other European countries. 其余的人来自世界各地: 亚洲、非洲、中美洲、南美洲、澳洲和其他欧洲国家。

rest 在本句中用作名词, the rest 的意思是“剩余部分, 其余; 其余的人”, 表示“……的剩余”要用 the rest of, 作主语时其谓语的形式要由 of 后名词的数而定。例如:

The rest of her life was very happy. 她的余生是很幸福的。

Some of the students are playing football; the rest (of them) are playing basketball. 那些学生中, 有些人在踢足球, 其余的在打篮球。

3. In the 1970s and 1980s, that changed. 在 20 世纪 70 年代和 80 年代, 这种情况改变了。

表示“某世纪几十年代”可在整几十年份数字后加 “s” 或 “’s”。例如:

He was born in the 1820s/1820’s. 他出生于 19 世纪 20 年代。

4. According to a survey, the number of European immigrants dropped from 90 percent to 25 percent, and the number of Asian immigrants rose from 3 percent to 48 percent. 据调查, 欧洲移民的数目从 90% 下降到 25%, 而亚洲移民的数目从 3% 上升到 48%。

according to 是介词, 意思是“按照; 根据; 取

决于”。例如：

She is taking some medicine according to the doctor's advice. 她在遵医嘱吃药。

We'll go on working in the fields or go back home, according to the change of weather. 我们是继续在地里干活还是回家去，取决于天气的变化。

5. It is important that people from different cultures can live together in one country. 来自不同文化的人们能够一起生活在一个国家是重要的。

it在句中作形式主语，实际主语是that引导的从句。important, impossible, necessary, proper 等形容词后的that从句，无论主语是第几人称，谓语都可以用动词原形。例如：

It is necessary that he come back in time. 他及时回来是必要的。

It is impossible that all the facts be checked in one day. 一天内核实所有的事实是不可能的。

6. Is there a Canadian food? Not really. 有加拿大食物吗？真的没有。

not really的意思是“事实上不是(或不会、没有)”。例如：

— Can you drive a car? 你会开车吗？

— No, I can't. Not really. 不会，真的不会。

— Any more suggestions? 还有其他建议吗？

— Not really, no. 嗯，没了。

7. It's that people should respect and accept one another and help one another. 这就是人们互相尊重，互相认可，互相帮助。

(1) accept在本句中的意思是“承认，认可”。例如：Students accept Mr. Wang as a genius. 学生们承认王先生是个天才。

(2) one another的意思是“互相”，与each other同义。例如：

The students in our class learn from one another. 我们班的学生互相学习。

They hate each other. 他们互相憎恨。

Lesson 47: Good Manners

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：tidy, Russian, noisy

◎短语和句型：tidy up, hang up

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Who can tell me what “manners” are? What is difference between good manners and bad manners?

Students: Manners have to do with how we treat each other. Good manners are when you treat a person nicely and politely. You use nice language and nice gestures. Bad manners are when you do not treat a person nicely. You do not use polite language and nice gestures. There are some manners that are universal, but often manners have a lot to do with culture. What people consider to be good manners or bad manners will change depending on what their culture is.

Review

1) Homework check.

2) Ask the students to hand in their China Travel Brochures.

KEY CONCEPTS

FOCUS STRUCTURES:

Tidy up your house before your guest arrives.

Open the door for your guest and hang up his coat.

Step 1: Present

CLASS WORK: Think About It

Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their answers with the class.

Teacher: How do you usually treat a guest in your home?

Students: We usually treat guests very nicely in my home. We are happy to have guests and like to make our guests feel welcome by offering them food and drink.

Teacher: That sounds very nice. How are you treated when you visit your friend's house?

Students: I am treated very well when I visit a friend's house. My friend and his parents always make me feel very welcome and comfortable. They offer me food and drink and ask me about my life and my family.

Teacher: That's lovely. It sounds like you have wonderful friends. Let's read Lesson 47 and find out more about how people in different parts of the world treat and welcome their guests. Now I'd like you to split into groups to read Lesson 47.

Step 2: Read Aloud

GROUP WORK: Reading aloud

- 1) Divide the class into groups to read the lesson.
- 2) Monitor the groups as they read.

Step 3: Skim and Do

INDEPENDENT WORK: Let's Do It! No.1

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class.

Step 4: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over the mastery words and phrases.

- What does "tidy up" mean?
- Why is it important to tidy up your house before guests arrive?
- Why is it nice to hang up your guest's coat for him? (Differentiate between hanging up a coat and hanging up a phone.)
- How do you make your guests feel at home?
- Have you ever slept at a friend's house or had a friend sleep over at your house?

- Where is Dong Fang visiting?
- What do you call people from Russia?
- Do you have any Russian friends?
- What do you know about Russian culture?
- What does "noisy" mean?
- Why is it rude to be noisy at bedtime?
- Do you think Mr. Manners gives good advice?

Step 5: Practice

CLASS/GROUP WORK: Let's Do It! No.2

- 1) Write the sentences from this exercise on the board. Divide the class into two large teams.
- 2) Ask both teams to complete each sentence. The first group that completes all the sentences correctly wins.

Step 6: Task

INDEPENDENT WORK: Let's Do It! No.3

- 1) As a class discuss, some of the cultural differences that might exist between Canadian and Chinese culture. Make a list of things on the board.
- 2) Instruct the students to work independently to imagine they visited a friend's home in Canada. Have them write a letter to their host in Canada to say thank you and also mention some of the culture differences he or she experienced.
- 3) If time permits, ask the students to present their letters to the class.

CLASS CLOSING

Complete Let's Do It! No.4.

Read and discuss the lyrics as a class. Then play the audiotape once for the students to listen and second time for the students to sing along.

EXTENSION

CLASS WORK: Tic-Tac-Toe

Play *Tic-Tac-Toe* to review vocabulary, phrases and expressions from this unit.

- 1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine of approximately equal size.
- 2) Split the class into two teams. Ask a player on Team 1 a question. If the player or team answers correctly, a player from that team may write an *X* in any square on the grid.
- 3) Team 2 now has a turn. If the team answers

correctly, a player from that team may write an **O** in any square on the grid.

4) The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team that obtains a row wins one point and the game continues.

For example:

List two things you should do before a guest comes over.

Draw Central America.

Act out tidying up.

Use the phrase “according to” in a sentence.

Spell the word “praise”.

Use the phrase “walks of life” in a sentence.

Define the word “noisy”.

**** See the “Games” section at the back of this guide for further instructions on how to play.**

LANGUAGE NOTES

1. Tidy up your house before your guest arrives. 客人到达前，把家里整理好。

tidy up 的意思是“使整洁，使整齐”。例如：

It is a good habit to tidy up the bedroom after getting up. 起床后整理好卧室是好习惯。

tidy away 的意思是“收拾起来”。例如：

Tidy away the toys if you don't play with them. 如果你不玩玩具就把它们收拾起来。

2. Offer your guest something to drink or eat like tea, fruit and snacks. 主动给客人拿些像茶、水果、零食之类的东西来吃喝。

offer 的意思是“(主动)给予；提供；出示”，其后可以跟宾语或双宾语，能用不定式作宾语，不能用动词-ing形式作宾语。例如：

The company offered him a good job. 那家公司给了他一份好差事。

He offered to lend me lots of money. 他欣然借给了我很多钱。

I offered my passport at the gate. 我在大门口出示了我的护照。

3. Don't ask your guest to go to the kitchen and serve himself! Serve your guest at the table. 不要让客人亲自进厨房端菜！你要在饭桌上照顾客人进餐。

serve 在本句中的意思是“伺候进餐；为端上(或摆出)食物(或饮料等)”。例如：

The waiter served us well when we had dinner in the restaurant last Saturday. 上周六我们在餐馆吃饭时，那位服务员招待得很好。

Serve tea, please! 请上茶！

4. That's why you invited him. 那就是你邀请他的原因。

why 在本句中连接表语从句。其他的 wh- 词也可以这样使用。例如：

This is where the temple used to be. 这就是那座寺庙原来所在的地方。

The question is when he will get there. 问题是他什么时候到那里。

The problem is not who will go but who will stay. 问题不是谁去，而是谁留下。

5. It will be my first time visiting a Russian house. 这将是我第一次拜访一个俄罗斯人的家。

time 在本句中的意思是“次，回”。visiting 前省略了介词 of, (of) visiting a Russian house 短语作 time 的定语。表达“是某人第一次做某事”，还可以用 “It is/was/will be the first time that...” 结构。当主句动词为 is/will be 时，that 分句用现在完成时；主句动词为 was 时，that 分句动词通常用过去完成时，有时也可用一般过去时，that 可省略。例如：

It is the first time I've been here. 这是我第一次来这里。

It will be the first time I've spoken in public. 这将是第一次当众讲话。

It was the first time he had met her. 那是他第一次遇到她。

此结构中主句主语还可用 this, this evening, yesterday 等；first 也可换成其他序数词；time 也可换成其他名词。例如：

This is/will be the third apple I have had. 这(将)是我吃的第三个苹果。

Yesterday was the second time they had seen the film. 昨天是他们第二次看那部电影。

6. Bring a small gift, such as sweets or flowers. 带上一份小礼物，例如糖果、鲜花之类的东西。

such as 用于列举同类人或物中的几个例子；for example 一般只举同类人或物中的一个为例，作插入语，用逗号隔开，可位于句首、句中或句末。例如：

I bought a lot of fruit, such as apples, pears, bananas and so on. 我买了很多水果, 例如苹果、梨、香蕉等。

There are many kinds of pollution, air pollution, for example. 有多种污染, 例如空气污染。

7. Remember to be yourself and have fun. 记着跟平常一样, 玩得高兴。

(1) remember to do sth. 的意思是“记着做某事(将要做的事)”; remember doing sth. 的意思是“记得做过某事”。例如:

Remember to close the windows when you leave. 离开时记着关窗。

I remember telling you the news. 我记得告诉过你那条消息。

(2) yourself 用于 be, come to 等后的意思是“你的正常情况(指健康、情绪)”。例如:

You don't seem (to be) quite yourself today. 今天你好像有些不舒服(或不高兴)。

Why don't you be yourself? 你为什么不与平常一样呢?

Lesson 48: Supper with the Bradshaws

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: chalk, officer, gun

◎接触词汇: tradition, reaction, react, doll

◎短语和句型: police officer

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. I had a lovely evening yesterday. I invited my friends over for dinner. I did my best to be a good host. I tidied up the house, and I prepared a nice meal. When my guests arrived, I hung up their coats for them and offered them something hot to drink. They brought me a nice box of chocolates. I thanked them for the gift. We had a nice time. I look forward to having them as my guests again soon. What about you? Do you have friends or family that you like to visit? Why do you enjoy visiting them?

Ask several students to reply.

Review

Review the use of adverbial clauses with “though” and “although”.

KEY CONCEPTS

FOCUS STRUCTURES:

My Australian pen pal, Bruce, and his father, came to visit me the day before yesterday.

But in good Chinese tradition, I told Mr. Bradshaw that I enjoyed it.

Debbie dreams of being a police officer.

Step 1: Present

CLASS WORK: Think About It

Discuss the *Think About It* questions as a class. Write the students' responses in point form on the board.

Teacher: How do you react when you receive a gift you don't like?

Students: I usually just say thank you and pretend I like the gift.

Teacher: Why?

Students: Because it is not nice to tell the person you don't like something they got for you. You might hurt their feelings.

Teacher: That's right. What if you are very close with the person? What if a family member or a very good friend gave you something you didn't like? Could you tell those people how you really feel?

Students: I think so. If I know the person's feelings would not be hurt, then I can tell him or her that I don't like the gift.

Teacher: I see. Very good. When your family visits another, what do you usually take as a gift?

Students: We often take treats like cookies, chocolate or cake./We often bring fruit./We often bring wine./We often bring flowers./etc.

Teacher: Very nice. Those are all lovely gifts.

Step 2: Read

PAIR WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 48 and complete the exercise with a partner.
- 2) Students should check their answers in groups.
- 3) Discuss the answers as a class. Correct any false statements.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class. Go over the mastery words and phrases for this lesson.

- When did Bruce and his father visit Li Ming? (A: **The day before yesterday.**)
- Why didn't Li Ming like the cookies that Mr. Bradshaw brought for them? (A: They tasted like **chalk.**)
- Why does Danny love Chinese culture? (A: Because he thinks it's polite and nice.)
- Why did Danny buy a toy gun for Debbie? (A: Because Debbie hopes to become a **police officer** and wanted a toy gun for Christmas.)
- Did Debbie hurt Danny's feelings when she said she wanted a doll? (A: Yes.)

Step 4: Quiz

INDEPENDENT WORK: Let's Do It! No.3

- 1) Read the passage aloud as a class. Then have the students complete the quiz independently.
- 2) Check and discuss the answers as a class.

Step 5: Task

GROUPS WORK: Discussion

- 1) Instruct the students to work in groups to write a short script about two families having dinner together. One is the visiting family and the other is the host family. They may consider the following:
 - What does the visiting family bring? Does the host family like it?
 - What does the host family do to prepare and make their guests feel welcome?

- What manners are appropriate for this kind of event?

- 2) Ask the groups to practice acting out their script before they perform it for the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

- Holiday Celebration: Bring in or draw pictures about past holiday celebrations you have had with your family and friends. Tell the class about the picture.
 - o What holiday were you celebrating?
 - o Where were you?
 - o Who were you with?
 - o What did you do?
 - o Did you have fun?

EXTENSION

CLASS WORK: Spell It

Play *Spell It* to review any vocabulary and adverbial clauses with "though" and "although".

- 1) Divide the class into two large teams. Write blanks for any word or phrase across the blackboard (leave space between words and phrases).
- 2) The teams take turns guessing letters that go in the blanks.
- 3) You or a volunteer from the class write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

Sample Words and Phrases:

Although I didn't like the gift, I still said thank you.

The teacher writes in the board with chalk.

According to the weather report, it's going to rain tomorrow.

Cuba is in Central America.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. At the end of the meal, Mr. Bradshaw opened a box of cookies he had brought from home. 快吃完饭的时候，布拉德肖先生打开一盒他从家乡带来的饼干。

at the end of 的意思是“在……末(端)”。例如：
The great man died at the end of 1942. 那位伟人1942年末去世。

I saw an old friend at the end of the room. 我看到在房间的尽头有位老朋友。

注意：in the end 后不接 of 短语。

2. We each took a cookie and ate it. 我们每人拿起一块饼干吃起来。

each 在本句中作 we 的同位语，此时谓语动词要根据 we 用复数形式。例如：

They each have received a letter from America. 他们每个人都收到了一封来自美国的信。

each 单独作主语，谓语动词用单数形式。例如：

Each agrees with me. 每个人都赞成我的意见。

each of 短语作主语，谓语动词用单数或复数形式都可以。例如：

Each of them is/are to pay his/their own fine. 他们得各人付自己的罚款。

3. I don't know what we'll do with them. 我不知道怎样处理它们。

do with 与 what 连用时，意思是“对待；处理；利用”。例如：

They don't know what to do with the accident. 他们不知道怎样处理这次事故。

What are they going to do with those problems?
(=How are they going to deal with those problems?)
他们打算怎样处理那些问题？

do with 与 can 或 could 连用时，意思是“想要；需要”。例如：

I could do with some cookies. 我想吃几块饼干。

The bike can do with repairing. 这辆自行车需要修理。

do with 在否定句中，意思是“容忍，忍受”。例如：

I can't do with your loud voice. 我忍受不了你的大嗓门。

4. I am so busy with Christmas these days. 这些天我忙着为圣诞节做准备。

be busy with/at/over/about 的意思是“忙于……”。例如：

The students are busy with/at/over their studies. 学生们正在忙于学习。

表示“忙于做某事”还可以用 be busy (in) doing sth. 和 busy oneself with/in/at/about sth. 结构。例如：
She was busy (in) checking the students' papers. 她忙着阅卷。

She busied herself about the kitchen. 她忙着收拾厨房。

My father busied himself with business. 我父亲忙于生意。

The bees busied themselves at making honey. 蜜蜂忙于酿蜜。

5. I couldn't help but laugh when I read your e-mail. 我看你的电子邮件时，忍不住大笑起来。

cannot help but 的意思是“不得不；不会不，必然”，后接动词原形。例如：

I cannot help but admire your courage. 我不得不赞赏你的勇气。

6. Debbie dreams of being a police officer. 黛比梦想当警官。

dream of 的意思是“向往；梦想，幻想”。例如：
When he was young, he dreamed of becoming a scientist. 他小时候就向往当科学家。

Unit Review (8)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 8. Let's begin.

Review

1) Homework check.

2) Ask the students to present their Holiday Celebration pictures to the class.

3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

- What did Jenny and Brian do in Chinatown?
- Why do people use sayings? What sayings do you know?
- What are some of the differences between good and bad manners in different cultures?
- What is Canadian culture?
- How should you treat a guest? What are some things you can do to make a guest feel welcome?
- Why did Li Ming say he liked the cookies when he really didn't? Why were Danny's feelings hurt?

CLASS ACTIVITIES

Building Your Vocabulary

Fill in the blanks with the correct forms of the words in the box.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly fills in all the blanks first wins.

Grammar in Use

Combine the sentences with "though" or "although".

- 1) Students read the sentences independently and rewrite them using "it".
- 2) Students check their answers in pairs.

Listening and Speaking

I. Listen to the passage and fill in the blanks.

- 1) Play the listening material for this exercise and instruct the students just to listen.
- 2) Read the statements as a class. Then play the audiotape again and tell the students to listen and fill in the blanks.
- 3) Check the answers as a class.

II. Imagine that a Canadian friend comes to visit your home. What should you do to make him or her feel comfortable? Make up a dialogue with your partner and act it out.

- 1) Instruct the students to work with a partner to write dialogues.
- 2) Ask some pairs to present their dialogues to the class.

Putting It All Together

Read the passage and follow the instructions.

- 1) Instruct the students to read the passage and answer the questions independently.
- 2) Discuss the students' answers as a class.

Self-Evaluation

Instruct the students to complete Parts I and II of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section). Check the answers as a class.

CLASS CLOSING

Sing a song

- 1) Play the audiotape for *Where I Come From*. Ask the students to listen to the song.
- 2) Instruct the students to repeat the song line by line.
- 3) Play the audiotape for *Where I Come From*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Play BINGO to review vocabulary from this unit.

- 1) Provide students with BINGO cards or ask them to make their own.
- 2) Write a list of vocabulary words from this unit on the board. Then ask the students to copy these words onto their BINGO cards in any order.
- 3) Then call out a letter starting with "B" and a word. If students have placed that same word under the letter "B", they may mark it off. The first student to get a row in any direction (horizontal, vertical, diagonal) wins. But make sure you keep track of the words you call and check the students' cards.

****For other variations of this game and further instructions on how to play, see the "Games" section at the back of this guide.**

Unit 9: Communication

GENERAL OBJECTIVES

This unit takes a closer look at interpersonal communication and encourages the students to explore what communication means, how good communication can be achieved and why good communication skills are important. Students will explore a number of scenarios/cases that will prompt them to use different problem-solving skills and methods of communication. By the end of this unit students will have a better understanding of how to communicate well with others and will acquire some new vocabulary to help them express themselves.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	unit, require, communication, hardly, passport, proper, promise, cancel, difficulty, dining, adapt, absent, trouble, secret
		接触词汇	misunderstanding, solution, anger, interpersonal, listener, contact, figure, simply, somehow, universal, moment, tap, familiar
	短语和句型	get along with, be satisfied with, in the open, come to a solution, move on, eye contact, waste time doing, keep one's promise, on time, ahead of, figure out, cool down, dining hall, adapt to, be absent from, so far, do one's share/part, run into, hear from	
	功能意念	谈论人际交往 Talking about Interpersonal Communication	
	语法	无	
语言技能	听	1. 从整体上听懂听力材料主旨。 2. 听懂句子的关键词，如动词、名词等。 3. 就关键信息进行速记，以便为完成听后任务作准备。	
	说	1. 就课文相关话题与他人进行对话、讨论及自我陈述。 2. 进行话题相关角色扮演。 3. 使用正确的语音、语调。	
	读	1. 用正确、流畅的英语朗读课文。 2. 在阅读的过程中把握文章的主要思想。 3. 学会阅读的基本技巧，如根据上下文及构词法猜测生词的含义等。 4. 逐渐形成阅读的良好习惯。	
	写	1. 利用所获取的信息写作。 2. 正确使用状语从句。	
学习策略	1. 树立自主学习的概念和意识。 2. 使用工具书迅速查找所需信息。 3. 善于抓住用英语交际的机会。 4. 逐步使自己形成良好的学习习惯。		
情感态度	1. 在学习中，敢于用英语来表达自己的看法，逐步培养学习英语的兴趣和学好英语的勇气。 2. 乐于接触并了解异国文化。		
文化意识	1. 了解沟通的重要性。 2. 了解主要的沟通方式。		

Lesson 49: Get Along with Others

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : unit, require, communication, hardly
- ◎接触词汇 : misunderstanding, solution, anger
- ◎短语和句型 : get along with, be satisfied with, in the open, come to a solution, move on

RESOURCES

- poster paper • watch or clock • box or hat
- slips of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Introduce the new unit. Discuss the title page of Unit 9.

Teacher: Today we will start a new unit. The title of this unit is “Communication”. What is communication?

Student: Communication is about exchanging information or a message.

Teacher: That’s right. There are many different ways we can communicate with people. And as we learned in the last unit, different people with different cultures will communicate in different ways. Often we communicate by talking to people face-to-face when we see them. What are some other ways we can communicate?

Students: Talking on the phone./Texting on the phone./Chatting online./Email./Sending letters.

Teacher: Very good. Most of the time we use our words and verbal language to communicate. But sometimes we communicate in different ways. For example, we also communicate with body language. What is body language? Can you give me an example?

Students: Body language is when you use your body to communicate something. For example, you can say “no” by shaking your head or “yes” by nodding your head.

Teacher: Yes. Very good. Sometimes body language is just as important for communication as words are. Why do we need to communicate?

Students: We communicate so that we can work together and learn from one another.

Teacher: That’s right. In English, there is saying that says, “No man is an island.” That means that nobody can live or exist completely by themselves. Sometimes we need help or we need to work together to live. Good communication skills are very important to living a happy and successful life. Look at the picture on the title page. What do you see?

Students: I see children from all over the world standing on a map. They are all connected with a string.

Teacher: Right. The string in this picture represents communication. We are all connected through communication. Technology is helping us communicate with people all over the world.

Review

Review the theme from Unit 8.

Teacher: In the last unit we talked about understanding cultural differences and how they shape us. Why do you think understanding cultural differences is important for good communication?

Students: It’s important to understand cultural differences because different cultures have different ways of communicating. For example, what might be considered good or bad manners may be different in different cultures.

Teacher: Excellent.

KEY CONCEPTS

FOCUS STRUCTURES:

How do you get along with others in school or at home?

I guess that people who know how to communicate well with others are happier and more satisfied with their lives.

It's always better to get things out in the open — talk about a problem, come to a solution or move on.

Step 1: Present

CLASS WORK: Think About It

Discuss the title of Lesson 49 and the *Think About It* questions as a class.

Teacher: In unit 9, we will talk about why communication is important and how we can communicate well with others. What does it mean to “get along with others”?

Students: When you get along with others, that means you are friendly with others or you have good relationships with others.

Teacher: That's right. Good communication is important if you want to have good relationships with people. Do you have good relationships with the people in your life?

Students: Yes. I have good relationships with most of the people in my life because we communicate well. But sometimes we fight because we don't understand each other.

Teacher: What do you think is the most important thing for a good friendship?

Students: Understanding./Caring./Sharing./Laughing.

Teacher: I agree. Most of these things have to do with good communication. For example, a good friend is a friend that shows you they care. They can show you they care by offering you help when you need it. This is a part of good communication. Now I'd like you to work in groups of four to read Lesson 49 and complete *Let's Do It! No.1*.

Step 2: Read

GROUP WORK: Let's Do It! No.1

1) Instruct the students to read Lesson 49 and complete the exercise in groups of four.

2) Discuss the answers as a class and go over the mastery words and phrases.

Step 3: Explain and Practice

CLASS/INDEPENDENT WORK: Review adjectives and adverbs and Let's Do It! No.3

1) Explain the difference between adjectives and adverbs.

Adjectives are words that describe people, places or things.

EXAMPLE: **red** apple, **little** mouse, **cute** baby

Adverbs are words that describe “how” you do something.


EXAMPLE: run **quickly**, write **neatly**, dance **beautifully**

Many adverbs end in -ly. Many adjectives become adverbs by adding -ly.

EXAMPLE: You don't sing “loud”, you sing “loudly”.

2) Instruct the students to create five columns on a piece of paper. In the first column students will write an adjective, in the second column — a noun, in the third — an verb, in the fourth — an adverb, in the fifth they will draw a picture of the sentence they created.

EXAMPLE:

adjective	noun	verb	adverb	[picture]
little	mouse	ran	quickly	
The little mouse ran quickly.				

3) Then have students complete *Let's Do It! No.3* independently.

4) Check the answers as a class.

Step 4: Role-Play

GROUPS WORK: Role-play the lesson

1) Instruct the students to role-play the lesson in groups of four.

2) If time allows, select some groups to present their role-plays in front of the class.

Step 5: Task

GROUP WORK: Let's Do It! No.4

1) Divide the class into groups to discuss what communication means to them and create a mind map on a large piece of poster paper.

2) Ask each group to present their mind map to the class.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise in pairs then check the answers in groups.

2) Assign homework:

- Why We Get Along: Think about a good relationship in your life and make a list of reasons why you think that relationship is good (i.e. honesty, trust, similar interests, similar culture, etc.).

EXTENSION

CLASS WORK: Charades

Play *Charades* to review verbs and adverbs.

1) For this game you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container put slips of paper that have a combination of verbs and adverbs on them (i.e. sing quietly).

2) Divide the class into two large teams. Appoint someone as a timekeeper.

3) Team 1 chooses a player who goes to the front of the room and takes a slip of paper out of the container. That player must try to act out what it says on the paper without saying what they are doing.

4) Team 1 tries to guess the words or phrases while Team 2 remains quiet.

5) The timekeeper keeps track of how many seconds it takes the team to guess the words or phrases. Do not allow more than two minutes. When the team correctly guesses the words or phrases, record this time on the board.

6) Next, Team 2 sends a player to the front to take a slip of paper and act out the words or phrase. Continue playing for as long as desired.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. How do you get along with others in school or at home? 在学校或者在家里，你跟别人相处得怎样？

get along (with) 在本句中意思是“(与某人)和睦相处”。例如本课中的句子：

Do you always get along well with your friends? 你

总是跟朋友们相处得很好吗？

If we can't communicate well, we can hardly get along with our friends. 如果不能很好地交流，我们就几乎不能跟朋友相处。

with 后跟表示事物的词时，意思是“……进展”。

例如：

How are you getting along with your study? 你的学习情况如何？

2. Friendship requires good communication. 友谊需要良好的沟通。

require 意思是“需要；要求”，其后可接宾语、复合宾语或宾语从句。例如：

I require help. 我需要帮助。(接宾语)

The job requires you to be strong. 那工作要求你身体强壮。(接复合宾语)

The walls require painting (to be painted). 墙壁需要粉刷。(接宾语)

His mother requires that he (should) go to bed early. 他的母亲要求他早点睡觉。(接宾语从句)

3. It's the same with family relationships. 家庭成员间的关系也是这样。

It is/was the same with... (=So it is/was with...) 是表达“也”的一个句型，无论前提是肯定或否定意思都可使用。例如：

— I talk much about communication every day. 我每天谈论很多关于沟通的事。

— It is the same with me./So it is with me./Me, too./So do I. 我也是。

— I didn't talk much about communication yesterday. 昨天我没过多地谈论沟通问题。

— It was the same with me./So it was with me./I didn't, either./Neither did I. 我也是。

4. They are more likely to succeed in their jobs. 他们更有可能在工作上取得成功。

likely 在本句是形容词，表示“可能的；有倾向的”，既可以用人作主语，也可以用物作主语。例如：

He isn't likely to come now. It's too late. 他很可能不会来了，太晚了。

It is likely that he won't come. It's too late. 他很可能会不会来了，太晚了。

Rain is likely in all parts of the region today. 今天该地区各处都可能下雨。

5. It's always better to get things out in the open — talk about a problem, come to a solution or move on. 把事情摆到桌面上，讨论问题，得到解决问

题的办法，或者干点别的，这样总会更好一些。

(1) get... out 在此句中的意思是“使……出来”。
例如：

Please get the horse out. 请把那匹马放出来。

(2) in the open 在此句中的意思是“公开地”。例如：
The spy doesn't dare to act in the open. 间谍不敢公开行动。

in the open 还有“在露天(户外、野外)”的意思。
例如：

Don't sleep in the open. 别在户外睡觉。

(3) come to 在此句中的意思是“得到(结果)”。
例如：

They came to a fight. 结果他们打起来了。

(4) move on 意思是“开始做(别的事)；更换话题”。例如：

We have talked much about this. Let's move on. 对此我们谈得很多了，更换话题吧。

6. Hopefully, we'll all learn to get along better with each other! 希望我们互相都学会更好地相处！
hopefully 是副词，在句中作评注性状语，能这样用的通常是 -ly 结尾的副词。例如：

Personally, I think he is a good student. 就我个人而言，我认为他是个好学生。

Honestly, I think you are wrong. 老实说，我认为你错了。

Fortunately, he was not injured in the accident. 幸运的是，事故中他没受伤。

Interestingly, he didn't know that he hurt her. 有趣的是，他不知道他伤害了她。

Satisfactorily, the leader sang high praise for our project. 满意的是，领导高度评价我们的课题。

Lesson 50: Tips for Good Communication

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：passport, proper, promise, cancel

◎接触词汇：interpersonal, listener, contact

◎短语和句型：eye contact, waste time doing, keep one's promise, on time, ahead of

RESOURCES

• audiotape • slips of paper (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson by demonstrating poor communication skills.

For example:

- point at the students instead of calling them by their names
- don't look at the students when you talk to them
- don't smile, don't listen when they respond
- lie about the date or something else

Teacher: Did you think I was communicating well? What was wrong with the way I was communicating with you?

Students: You didn't call us by our names. You just pointed at us and said "you"./You weren't looking at us when you were speaking to us. You were looking away./You had a very serious look on your face. You didn't smile. You didn't seem happy or friendly./You lied about today's date.

Teacher: You're right. I was not communicating well. It's important to remember people's names because it makes them feel like you care. When you look at someone in the eye, you make eye contact, eye contact is important to show someone that you are listening and that you're interested in what they have to say. When you don't smile, you look serious. It's nicer to talk to people who look friendly. Today we are going to discuss some basic things you can do that will help you communicate well with others. Let's begin.

Review

1) Homework check.

2) Choose some students to present their *Why We Get Along* list to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

Smiling can be a passport to good communication.

One simple way to show you are a good listener is to make eye contact.

No one wants to waste time talking to someone who is not honest.

Keep your promises.

Step 1: Present

Instruct the students to discuss the *Think About It* questions with a partner. Then have them share their answers with the class. Make a list of students' answers on the board.

Teacher: How do you communicate with a new friend?

Students: I usually start by introducing myself./ I ask about what subjects they like at school./I ask about their hobbies./I try to find things we have in common./I give them a compliment.

Teacher: Excellent. In your opinion, what are the best ways to communicate?

Students: I like to talk to people face-to-face so that we can have eye contact.

Teacher: What kind of problems might you have communicating when you talk to people over text message or online chatting?

Students: Sometimes the meaning behind what you're saying is not clear when you can't hear the person's voice, or see their face and eyes or see their body language.

Teacher: Very good. When we use only written language to communicate, we have to be more careful so that the other person will understand us clearly. Now, I'd like for you to work with a partner to read Lesson 50.

Step 2: Read Aloud

CLASS WORK: Reading aloud

1) Read Lesson 50 as a class. Monitor students' pronunciation and comprehension.

2) Stop periodically to explain any new concepts and go over the mastery words and phrases.

Step 3: Skim and Do

INDEPENDENT WORK: Let's Do It! No.2

1) Ask the students to skim the reading and complete the exercise independently.

2) Check the answers as a class.

Step 4: Listen

CLASS/INDEPENDENT WORK: Let's Do It! No.1

1) Read the statements in *Let's Do It! No.1* as a class.

2) Play the audiotape for Lesson 50. Play it once and ask the students just to listen.

3) Play the audiotape a second time and ask the students to complete the exercise.

4) Check the answers as a class.

Step 5: Task

PAIR WORK: Let's Do It! No.4

1) Instruct the students to talk about a good relationship they have with a family member, classmate or schoolmate.

2) Have each student make a list of reasons why they like this person. They should consider characteristics they like about the person (i.e. funny, smart, interesting, etc.) and things they like about their relationship (i.e. we have fun, we are honest with each other, we trust each other, we care about each other, etc.), and provide an example of each.

EXAMPLE:

I like my friend Xiao Dan because...			
Characteristics	Example	Relationship	Example
She is funny.	She tells funny jokes.	We have fun together.	We often go to the park to play.
She is smart.	She does well in school.	We care about each other.	She helps me with my homework.

3) Then have them share their lists with their partner.

CLASS CLOSING

1) Complete Let's Do It! No.3.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• A Guide to Having Good Relationships: Choose one of the tips mentioned in Lesson 50 and write a

short passage based on a personal experience that demonstrates that tip and explains why it's good.

EXTENSION

GROUP WORK: Communicate It

Play *Communicate It* to review vocabulary, phrases and concepts from this unit.

- 1) In small groups, students write new words or phrases on separate slips of paper.
- 2) Instruct the students to fold all the slips of paper and place them in a hat or some other container. No slips of paper should have the same word or phrase on it.
- 3) Player 1 picks a slip of paper and tries to get the other players on his team to guess the word or phrase by describing it. The person describing cannot say the word or phrase on their slip of paper. If they say the word or phrase their turn is over and Player 2 picks a new word or phrase to describe.
- 4) Put a time limit on this game. The group to guess the most words within the allotted time wins.

****Note:** To make the game easier students may explain some things in Chinese, but they may not say the Chinese translation of the word or phrase. You may also choose to allow students to use a dictionary.

For example:

Player 1: (Word — passport) A document that you use when you travel.

Group: Is the word “an ID card”?

Player 1: No. Every country has its own special one of these. You need it to travel internationally.

Group: Is the word “passport”?

Player 1: Yes!

LANGUAGE NOTES

1. Do you feel comfortable when talking to others? 跟别人谈话时你感觉舒服吗?

when talking to others 是带从属连词的 -ing 形式, 在句中作状语, 这时 -ing 形式的逻辑主语通常是主句的主语。这种状语可以转化为状语从句。例如:

When sleeping, I never hear a thing. (=When I am sleeping, I never hear a thing.) 当我睡觉时, 我什

么都听不见。

He met an old friend while walking in the street. (=He met an old friend while he was walking in the street.) 他在街上散步时遇到了一位老朋友。

Though knowing no English, I am able to communicate with Americans. (=Though I know no English, I am able to communicate with Americans.) 我虽然不懂英语, 但我也能跟美国人交流。

有时 -ing 形式的逻辑主语不是主句的主语, 而要根据上下文判断。例如:

Whether walking or sleeping, the problem is always in his mind. 无论走路还是睡觉, 那个问题总是萦绕在他的心中。(walking 和 sleeping 的逻辑主语不是 problem, 而是 he.)

2. Have you ever found it hard to make new friends? 你觉得交新朋友难吗?

句中 it 作形式宾语, to make new friends 是实际宾语。实际宾语还可以是宾语从句。例如:

I think it easy to learn English well. 我认为学好英语很容易。

He made it clear that he would leave soon. 他明确表示要很快离开。

3. Make a great effort to do this when you first meet someone new. 当你第一次会见新朋友时, 要想方设法这样做。

(1) make an/the effort to do/doing sth. 的意思是“努力做某事”。例如:

We will make an/the effort to get in (或 getting in) touch with you. 我们会努力跟你取得联系的。

(2) first 在本句中用作副词, 意思是“第一次, 首次”。例如:

I first saw her three years ago. 三年前我第一次见到她。

4. Make sure you smile and greet others in a friendly way, especially the first time you meet them. 特别是第一次会见朋友时, 一定要微笑着问候他们。

本句中 the first time 用来引导时间状语从句。可用来引导时间状语从句的词和词组有 the moment, the minute, the instant, the day, the year, every time, next time, immediately, directly, instantly 等。例如: I'll tell you about it the moment you come. 你一到我就告诉你。

The instant she saw him, she knew he was her brother. 她一看到他就知道他是她的弟弟。

I'm going to see him next time he comes to

Shijiazhuang. 下次他来石家庄时，我要见见他。
He left America the year World War II broke out. 他在第二次世界大战爆发那年离开美洲。

I got in touch with him immediately I received his letter. 我一接到他的来信就与他取得了联系。

My brother came directly he got my message. 我弟弟一听到我的口信就来了。

Instantly the button is pressed, the machine begins to work. 一按开关机器就开始运转。

5. No one wants to waste time talking to someone who is not honest. 没人想浪费时间跟不诚实的人交谈。

waste time doing sth. 的意思是“做某事是浪费时间”，还可以用 waste time on sth. 结构。例如：

Don't waste time on/doing nothing. 别无所事事，白白浪费时间。

6. If you set a time to meet your friends, do your best to be on time. 如果确定了与朋友会面的时间，你就要尽最大努力准时（到达）。

set 在本句中的意思是“确定”。例如：

Let's set the price. 我们确定一下价格吧。

You'd better set a date first before visiting friends. 你拜访朋友前最好确定日期。

7. If you have to change your plan or cancel it, let your friends know ahead of time. 如果你要改变或取消计划，提前让朋友们知道。

ahead of time/schedule 意思是“提前”。例如：

Please get ready ahead of time. 请提前做好准备。

ahead of 还有“在……前面；在……前头；领先，占优势”的意思。例如：

Jenny ran ahead of me. 詹妮跑在我的前头。

She was comfortably ahead of her class in physics. 她的物理稳拿全班第一。

Prices are still one step ahead of wages. 物价仍然稍稍领先于工资。

Lesson 51: What Could Be Wrong?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：figure

◎短语和句型：figure out, cool down

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. We have a lot to do so let's get started.

Review

1) Homework check.

2) Choose some students to present their Guide to Having Good Relationships to the class.

3) Review the tips for good communication from the last lesson. Make a list on the board.

KEY CONCEPTS

FOCUS STRUCTURES:

I considered all the things that could be wrong, but I still can't figure out what the problem is.

If neither of these things works, just leave your friend alone.

She may need some time to cool down and think about the situation herself.

Step 1: Present

CLASS/INDEPENDENT WORK: Think About It

1) Instruct the students to independently answer the *Think About It* questions.

2) Ask individual students to share their answers with the class and come up with a class list of

answers that you can record on the board.

Step 2: Read

PAIR WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 51 and answer the questions with a partner.
- 2) Discuss the answers as a class and go over the mastery phrases for this lesson.

Step 3: Listen

CLASS/INDEPENDENT WORK: Let's Do It! No.2

- 1) Play the audiotope for Lesson 51. Play it once and ask the students just to listen.
- 2) Play the audiotope a second time and ask the students to fill in the blanks.
- 3) Check the answers as a class. Ask individual students to write one sentence from the passage with their answers on the board.

Step 4: Skim and Do

INDEPENDENT WORK: Let's Do It! No.3

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class.

Step 5: Task

GROUP WORK: Project

- 1) Instruct the students to work in groups and write one problem that two friends might have. The problem should be short and clear.
- 2) Collect all of the papers from each group and then have each group pick a paper at random and write some advice in response to the problem.
- 3) Have each group present their problem and advice to the class.

CLASS CLOSING

Assign homework:

- Conflict Resolution Letter: Have you had or are you in a conflict with a friend? Write a letter to this friend to try to resolve the conflict. Consider what the problem might be and what you can say or do to fix it.

EXTENSION

GROUP/CLASS WORK: Two Lies And A Truth

Play *Two Lies And A Truth* to review vocabulary, phrases and themes from this unit.

1) Play this game in groups or as a class. Provide each student with a slip of paper. Instruct everyone to write down three conflicts they've had with a friend and a resolution to go with each. Two of the conflicts/resolutions should be false and one of them should be true. Allow everyone about 5 to 10 minutes to come up with three good conflicts and resolutions.

2) Select one student to go first. That student should read aloud his or her three conflicts/resolutions. Then have the other students vote by a show of hands on which conflict/resolution they think is true.

3) Ask the student presenting to reveal the correct answer. The students who guessed correctly should earn a point for a correct guess.

4) Continue the game by having each student read his or her conflicts/resolutions and then conducting a vote. Participants should continue marking down a point each time they make a correct guess.

5) Once all the students have had a chance to share their conflicts/resolutions, each student or group should tally up their points. The student or group with the most correct guesses at the end has won the game.

LANGUAGE NOTES

1. We used to study and play together, but ever since last Friday, she hasn't spoken to me. 我们过去常常一起学习、玩耍，但自从上周五以来，她没跟我说过话。

(1) used to do sth. 表示“过去常常做某事”。例如：
We used to work in the same workshop. 我们过去在同一个车间工作。

be used to doing sth. 是习语，意思是“习惯于做某事”，used 可用 quite 修饰。如果强调由不习惯到习惯这一过程，常用 get 或 become 代替 be。例如：

Perhaps he is used to taking his time. 或许不慌不忙早已成了他的习惯。

He has got quite used to staying up late. 他已经习惯熬夜了。

be used to do sth. 为 use 的被动结构，意思是“被用来做……”。例如：

Wood can be used to make chairs and desks. 木头可

以(被)用来做桌椅。

(2) ever since 的意思是“从那时起直至今日, 此后一直”。例如:

Ever since he left for Canada last year, I haven't seen him again. 自从他去年去了加拿大以来, 我没再见到过他。

2. I considered all the things that could be wrong, but I still can't figure out what the problem is. 我细想了可能做错的所有事情, 但还是不清楚问题是什么。

consider 在本句中意思是“考虑, 细想”, 后跟动词时, 要用 -ing 形式, 不能用动词不定式形式。例如:

The engineer is considering accepting the task. 那位工程师正在考虑接受那项任务。

Yi Han considers telling Ms. Liu about these problems, but she doesn't want to get Li Tian in trouble. 易涵考虑告诉刘老师这些问题, 但她不想给李田惹麻烦。

consider 还有“认为; 把……看作”的意思。例如: I considered the picture (to be 或 as) beautiful. 我认为那张图画很美。

Marry is considered (to be) the best student in our class. 玛丽被看作我们班最好的学生。

I don't consider that he needs some time to cool down. 我认为他不需要时间冷静。

3. Sometimes it's pretty hard to tell what's wrong in a friendship. 有时很难分辨友谊中哪儿出了问题。pretty 在本句中用作副词, 意思是“很, 非常; 相当, 颇”。例如:

I'm pretty sure that you will pass the exam. 你会通过考试, 对此我很有把握。

He is a pretty good driver. 他是个相当不错的司机。

4. If neither of these things works, just leave your friend alone. 如果这两种做法都不管用, 就别打扰你的朋友了。

leave... alone 的意思是“让……单独待着; 不打扰, 不干预”。例如:

Since he doesn't want to be together with us, leave him alone. 既然他不想跟我们在一起, 就让他单独待着吧。

You'd better leave me alone when I am busy with my study. 我忙着学习时, 你最好别打扰我。

5. She may need some time to cool down and think about the situation herself. 她可能需要时间冷静,

自己考虑一下情况。

cool down/off 的意思是“(使)平静下来; (使)冷却”。例如:

Her excitement has cooled down/off. 她激动的心情平静下来了。

A shower can cool us down/off. 洗个淋浴可以使我们感到凉爽。

6. If yes, go directly to her and say sorry. 如果是这样(伤害了你的朋友), 就直接去向她道歉。

if yes 意思是“如果是(肯定前面的情况)”。例如:

If yes, give the name and address. 如有意(就读), 请注明学校名称和地址。

If yes, please fill in the form. 如果愿意, 请填表格。

类似的结构还有 if any (即便有), if not (要不是),

if anything (要说有什么区别的话; 甚至正相反;

甚至还不如说), if so (要是这样的话)等。例如:

There are very few people in the street, if any. 即使街上有人, 也是寥寥无几。

Be quick! If not, I'll go alone. 快点! 要不, 我就一个人走了。

Her hair, if anything, is longer than mine. 如果有区别的话, 就是她的头发比我的长。

I am not disappointed. If anything, I am satisfied. 我并不感到失望, 正相反, 我甚至感到满意。

If so, what is it that makes them wise? 如果是这样的话, 那是什么使他们变得明智?

7. But even if you're not friends anymore, you should still be friendly. 但是, 即使你们不再做朋友了, 你们仍然应该彼此友好。

even if 的意思是“即使, 纵然; 虽然, 尽管”。

例如:

The guests will come even if it snows. 即使下雪, 客人们也会来。

He is a great president, even if he has many enemies. 尽管树敌很多, 他仍是一位伟大的总统。

Lesson 52: The Power of a Smile

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : difficulty, dining, adapt
- ◎接触词汇 : simply, somehow, universal
- ◎短语和句型 : dining hall, adapt to

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Start the lesson by telling the class a short story about how a smile from someone made a difference in your life.

Teacher: Good morning/afternoon, everyone. I'd like to start today's class by telling you a short story about how a smile made a difference in my life...

Review

- 1) Homework check.
- 2) Choose some students to present their Conflict Resolution letter to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

If you are not part of a group, it can be difficult for you to be accepted.

Somehow, he had to adapt to this new environment.

Step 1: Present

CLASS WORK: Think About It

- 1) Ask the class to read the title of Lesson 52 and discuss.

Teacher: What does "power" mean?

Students: Power means the ability or strength to affect or influence people or some situation.

Teacher: Very good. Now what do you think "the power of a smile" means?

Students: A smile can be a powerful thing. It can make a difference in how people treat you and talk to you.

Teacher: Excellent. I agree. Why do you think a smile can make such a difference?

Students: When you smile at people, it tells them that you are friendly, open and positive. People enjoy communicating with people that they think are going to be nice, not people they think are going to be mean.

Teacher: Right! We don't only communicate with our words and our bodies, but our faces can say a lot without our saying anything at all.

- 2) Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their ideas with the class.

Step 2: Read

INDEPENDENT WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 52 silently and complete the exercise independently.
- 2) Students should check and correct their answers in groups.

Step 3: Read Aloud

CLASS WORK: Reading aloud

Read Lesson 52 as a class. Monitor the students' pronunciation and comprehension.

Step 4: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over mastery words and phrases for this lesson.

- What difficulty was Sam facing at school and why?
- What did Sam do every lunch hour?
- What does "adapt" mean?
- What helped Sam adapt to his new school environment?
- How did Sam make friends?
- Have you ever experienced the power of a smile?

Step 5: Task

GROUP WORK: Let's Do It! No.3

- 1) Instruct each student to prepare an interview sheet and then split up into groups to interview their group members. (See example below.)
- 2) Have the groups share their findings with the

class. Consider what some of the differences and similarities are in the way the students in the class adapt to new environments. And come up with a conclusion based on the findings from the interviews.

EXAMPLE:

Name	YES, Has Changed Schools	NO, Has NOT Changed Schools
Wang Xia	<ul style="list-style-type: none"> - Smile at others - Join school clubs - Get involved in the community 	
Chen Ming		<ul style="list-style-type: none"> - Be friendly and kind to others - Learn about your new environment - Make friends - Join school clubs

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students can work with a partner to complete this exercise and check their answers in groups.

2) Assign homework:

- A Card for a New Friend: Imagine a new student comes to your school. Make a card for them to welcome them to the new school and make them feel happy. Let them know that they are not alone and that you are their friend. Be creative and make your card beautiful.

EXTENSION

GROUP/PAIR WORK: Spelling Bee

Play *Spelling Bee* to review vocabulary and phrases from this unit.

- 1) Divide the class into two teams and appoint a scorekeeper.
- 2) Start with a player from either team. Call out a word or phrase. The player must then spell the word or phrase out loud. If the player misspells the word or phrase, a player from the other team gets a turn to try. The turn keeps passing from team to team until

someone spells the word or phrase correctly. This team then wins a point. When a player spells a word or phrase correctly and wins a point, a player on the other team takes a turn trying to spell a new word or phrase you call out.

3) To make the game more challenging the speller must also use the word or phrase correctly in a sentence to win the point.

For example:

Teacher: Adapt

Team A — Player 1: A-d-e-p-t.

Teacher: No.

Team B — Player 1: A-d-a-t.

Teacher: No.

Team A — Player 2: A-d-a-p-t.

Teacher: Yes! Now use the word in a sentence, please.

Team A — Player 2: It's not always easy to adapt to a new environment.

Teacher: Very good. Now spell "figure out".

Team B — Player 2: F-i-g-u-r-e O-u-t.

Teacher: Yes! Now please use this phrase in a sentence.

Team B — Player 2: I figured out the answer to the question all by myself.

Teacher: Well done.

** For other variations and further instructions on how to play, see the "Games" section at the back of this guide.

LANGUAGE NOTES

1. If you are not part of a group, it can be difficult for you to be accepted. 如果你不是这个组的一分子, 别人就难以接受你。

表示“一部分”可用 part 或 a part. 例如:

This is (a) part of the book. 这是那本书的一部分。

He lost (a) part of his money. 他丢了一部分钱。

2. This was the situation Sam faced each day as he went to class. 这就是萨姆每天上课时面临的情况。One morning, as Sam was walking by a group of students, he smiled at them. 一天早上, 当萨姆从一群学生旁边走过时, 他向他们微笑了。

3. He simply couldn't find the right words to reach them. 他只是找不到合适的话来打动他们。

reach 在本句中意思是“打动; 赢得; 影响”。例如:
How is her conscience to be reached? 怎样才能打动她的良心?

Sam's ability to reach a number of friends is the result of friendliness and kindness. 萨姆之所以赢得很多朋友, 乃是友好和善良的结果。

4. Somehow, he had to adapt to this new environment. 不管怎样, 他得适应新环境。

(1) somehow 在本句中的意思是“不管怎样”。例如:

We have to arrive there before seven o'clock somehow. 我们无论如何必须七点钟前赶到。

somehow 还有“不知怎么的”的意思。例如:

At that moment, I couldn't remember anything, somehow. 在那一刻, 不知怎么的, 我什么都想不起来了。

(2) adapt 的意思是“适应”, 可用作及物动词, 后跟宾语或复合宾语, 也可用作不及物动词。表示“适应……”, 要搭配介词 to。例如:

I must adapt myself to the new situation. 我必须适应新形势。

Can you adapt your way of thinking to the life style? 你能使你的思维方法适应生活方式吗?

Those peasant workers have adapted well to the life in the city. 那些农民工已经很适应这座城市的生活了。

5. Later, he noticed the boy coming towards him in the hall with a warm smile on his face. 后来, 在走廊里他注意到那个男孩满脸微笑地向他走来。

notice 同 see, watch 等感官动词一样, 接复合宾语时, 宾语补足语要用不带 to 的动词不定式或动词的 -ing 形式。例如:

She noticed the man look at her several times. 她觉察到那个男子朝她看了好几次。

I noticed him looking into the window. 我注意到他正在往窗子里看。

6. Soon the boy asked Sam to join him and his group of friends for lunch. 不久, 那个男同学邀请萨姆与他和他的一群朋友一起吃午饭。

join sb. 的意思是“与……一起(做同样的事); 和……做伴”。例如:

Will you join us for lunch? 和我们一起吃午饭好吗?

I joined them in a drink. 我和他们一起喝饮料了。

join 还可表示“加入(成为……的一员)”。例如:
He joined the army in 1986. 他 1986 年入伍。

Would you like to join the group/club? 你想加入这个组(俱乐部)吗?

join in 和 take part in 都可以表示“参加活动”。

例如:

They both joined in the race. 他们俩都参加了赛跑比赛。

If you take part in physical labour every day, you'll be strong. 如果你天天参加体力劳动, 你就会身体强壮。

7. Before he knew it, Sam had a group of friends, and they all wanted to help him learn French. 不知不觉, 萨姆交往了一群朋友, 他们都想帮他学法语。

before 的基本意思是“在……前”, 可指时间和位置。但是要注意下列句子中 before 的含义。例如:

Before I could say sorry, he said he had to go and waved goodbye. 我还没来得及道歉, 他就说他走了, 并且挥手告别。

Remember the words now before you forget them. 趁着没忘, 现在就记记那些单词吧。

It was three hours before he reached our school. 他三小时后才到我们学校。

I would die before I would tell. 我宁死也不泄密。

A bright future lies before us. 光明的前途在等待着 我们。

Lesson 53: Working in Groups

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: absent, trouble, secret

◎短语和句型: be absent from, so far, do one's share/part

RESOURCES

• poster paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Today we are going to discuss why group work is important and discover what makes a good team or group member. What does working in a group mean to you?

Students: Working in a group means you work together to achieve something./Working in a group means sharing the work and the rewards./Working in a group means being organized.

Teacher: Very good. What does it mean to be a good group or team member?

Students: A good group member listens to the others./He or she shares ideas./He or she comes to the group meetings./He or she is respectful of others.

Teacher: Those are all excellent answers.

Review

1) Homework check.

2) Ask the students to hand in their Card for a New Friend.

KEY CONCEPTS

FOCUS STRUCTURES:

She is not looking forward to working with her group because a boy named Li Tian is always absent from the group meetings.

But so far, you have done nothing.

Then you can do your share, and it will be fair for everyone.

I'll try hard to do my part.

Step 1: Present

CLASS WORK: Think About It

Discuss the *Think About It* questions as a class. Make a list of the *pros* and *cons* of group work.

Teacher: Do you like group work? If yes, raise your hands and tell me why you like it.

Wait for the students to raise their hands and let some students reply. Write the students' responses on the board.

Students: I like group work because I like sharing ideas with others./I think you work faster and better when you work with a group of people./I like group work because you can help one another.

Teacher: If you don't like group work, raise your hand and tell me why.

Students: I don't like group work because I prefer to work alone./I don't like group because sometimes some people do more work than others, and it's not fair./I don't like group because sometimes it's hard to communicate your ideas.

Wait for the students to raise their hands and let some students reply. Write the students' responses on the board.

Teacher: How can you work well in a group?

Students: You can work well in a group by doing your share of the work./Listening to other group members' ideas./Communicating your ideas.

Teacher: Excellent. Why do you think it's important to learn how to work in a group?

Students: It's important to learn how to work in a group because you can't do everything alone. We live in a society and community where people need to work together to get things done.

Teacher: That's right. Very good. Now let's read Lesson 53 and find out what Yi Han thinks about group work.

Step 2: Read Aloud

CLASS WORK: Reading aloud

1) Ask individual students to read parts of the lesson aloud to the class.

2) Monitor students' pronunciation and comprehension.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over the mastery words and phrases for this lesson.

- Why is Yi Han not looking forward to working with her group?
- Why doesn't Yi Han tell the teacher about Li Tian?
- What does Yi Han decide to do instead?
- What does Yi Han discover about Li Tian?
- Is Li Tian lazy?
- What does Yi Han say to Li Tian to make him feel more confident? Is she successful?

- What does Yi Han realize in the end?
- What do you think about what Yi Han did?

Step 4: Skim and Do

INDEPENDENT WORK: Let's Do It! No.1

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class.

Step 5: Task

GROUP WORK: Let's Do It! No.3

- 1) Divide the class into groups. Ask each person in the group to write down one problem they've had while working in a group on a slip of paper. Then have them put all the slips of paper into a hat.
- 2) One at a time, the group members pick one slip of paper and read the problem aloud to the rest of the group. Then all students in the group must work together to come up with a solution to this problem. Remind the students to be organized and divide the tasks up evenly and fairly (i.e. everyone in the group takes turns reading and writing). You may ask the groups to organize this information on to a large piece of poster paper.
- 3) Ask each group to present their problems and solutions to the class.

CLASS CLOSING

Complete Let's Do It! No.2.

Students do the exercise independently. Then check and correct their answers in groups.

EXTENSION

CLASS WORK: Tic-Tac-Toe

Play *Tic-Tac-Toe* to review vocabulary, phrases and expressions from this unit.

- 1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine of approximately equal size.
- 2) Split the class into two teams. Ask a player on Team 1 a question. If the player or team answers correctly, a player from that team may write an **X** in any square on the grid.
- 3) Team 2 now has a turn. If the team answers correctly, a player from that team may write an **O** in any square on the grid.
- 4) The object for each team is to obtain a row of

three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Example Commands:

Name 3 things that are important to successful group work.

Use the word "trouble" in a sentence.

Spell the word "absent".

Draw a smile.

Use the phrase "so far" in a sentence.

Define the word "secret".

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. She is not looking forward to working with her group because a boy named Li Tian is always absent from the group meetings. 她不盼望跟她的小组一起活动，因为一个叫李田的男生总是不参加小组会议。

(1) look forward to 意思是“盼望，期待”，to 是介词，后跟名词、代词或动词的 -ing 形式。例如：

I'm looking forward to a visit to my grandparents. 我期待着去看望爷爷奶奶。

I look forward to meeting her again. 我盼望再见到她。

(2) be absent from 意思是“缺席；不到场”。例如：
I'll be absent from school tomorrow. 明天我不上学。

2. He doesn't follow the rules, and he refuses to do any work. 他不遵守纪律，拒绝做任何事情。

refuse 的意思是“拒绝”，其后可以用动词不定式作宾语，不可以用动词 -ing 形式。例如：

He refused to help me with my Chinese. 他不帮我学汉语。

只能跟动词不定式、不能跟动词 -ing 形式作宾语的常见动词还有 agree, aim, arrange, choose, decide, demand, desire, determine, expect, hope, learn, manage, offer, prepare, pretend, promise, resolve, seek, swear, threaten, undertake, venture, volunteer 等。例如：

I hope to see her again. 我希望再见到她。

He offered to help me. 他主动帮助我。

She pretended to know everything. 他假装什么都知道。

My mother promised to buy a new bike for me. 妈妈许诺要给我买辆新自行车。

3. This slows the whole group down. 这使整个组的进度慢了下来。

slow down/up 的意思是“(使)慢下来; (使)减速; 放松; 延误; (使)平静下来”。例如:

The growth of population has slowed down/up. 人口的增长速度已经慢了下来。

Slow your car down as you reach the school gate. 到学校大门时要放慢车速。

After a period of hard work, you need to slow down. 努力工作一段时间之后, 你需要放松一下。

He had a good way of slowing his father down. 他有个让父亲放松的好办法。

The bad weather slowed down/up the departure of many planes. 坏天气延误了很多飞机的起飞。

I began to count in order to slow myself down. 我开始数数, 以便使自己平静下来。

4. But so far, you have done nothing. 但是迄今为止, 你什么都没干。

so far 在本句中的意思是“迄今为止”, 常用于现在完成时的句子。例如:

He has received three letters so far. 到现在为止, 他已经收到了三封信。

The weather has been too cold so far this winter. 到目前为止, 今年的冬天一直很冷。

5. It's not that I don't want to be in the group. 不是我不想参加这个组。

(1) it 是虚义用法, 表示一种情况, 可理解为“这, 那”; that 用来引导表语从句。例如:

It was not that I couldn't do it. 那不是我不能做那件事。

(2) not that 可以和 but (that) 连用, 连接两个表示转折的并列分句或主句, 意思是“不是……, 而是……”。例如:

It is not that I don't want to see you, but that I have no time. 不是我不想见你, 而是我没时间。

Not that I care what they said, but (that) it is you I am worrying about. 我不是在乎他们说过的话, 而现在担忧的是你。

6. "From now on," she says, "I will do my best to help you feel more confident." "从现在开始," 她说: "我要尽最大努力帮助你树立信心。"

(1) from now on 的意思是“从现在起; 今后; 从此”。例如:

From now on, I'm going to work hard on my subjects. 我打算今后努力学习各门功课。

(2) do/try one's best to do sth. 的意思是“尽自己最大努力做某事”。例如:

They did/tried their best to satisfy me. 他们尽最大努力满足我。

Lesson 54: How Embarrassing!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎接触词汇: moment, tap, familiar

◎短语和句型: run into, hear from

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson by sharing a story about a moment when you felt embarrassed.

Teacher: Good morning/afternoon, class. The most embarrassing thing happened to me the other day...

Review

1) Homework check.

2) Review some of the key points that contribute to successful group work.

KEY CONCEPTS

FOCUS STRUCTURES:

I ran into an old friend named Gao Yuan.

He was happy to hear from me, and we had a good conversation.

Step 1: Present

CLASS WORK: Think About It

Ask the class to work in pairs to discuss the *Think About It* questions. Then have the pairs share their answers with the class.

Teacher: What do you do after you get into an argument with a friend?

Students: I don't talk them. We usually both need some time to cool down./I write my friend email to try and clear things up./I try to resolve the argument with an apology.

Teacher: Good answers. Have you ever gotten back in touch with an old friend? Before you answer, what do I mean by "old friend"? Do I mean a friend who is older than you?

Students: No. An old friend is a friend that you have been friends with for a long time.

Teacher: Very good. Now, have you ever gotten back in touch with an old friend?

Students: Yes. Last year, I went on a trip with my family, and I met an old friend from primary school.

Teacher: That's nice. It's fun to see old friends and catch up. "Catch up" is a phrase that means getting up-to-date with what's happening in another person's life.

Step 2: Read

INDEPENDENT WORK: Let's Do It! No.1

1) Instruct the students to read Lesson 54 silently and complete the exercise independently.

2) Students should check and correct their answers in groups.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over the mastery words and phrases for this lesson.

- Why was Li Ming embarrassed?
- How did Wang Mei help Li Ming?
- What did Li Ming do after he spoke with Wang Mei?
- How did Gao Yuan feel to hear from Li Ming?
- Did Li Ming and Gao Yuan become friends again? How do you know?

Step 4: Listen

CLASS/INDEPENDENT WORK: Let's Do It! No.3

- 1) Read the passages for *Let's Do It! No.3* as a class.
- 2) Play the listening material for this exercise. Play it once and ask the students just to listen.
- 3) Play it a second time and ask the students to fill in the blanks.
- 4) Check the answers as a class.

Step 5: Task

INDEPENDENT WORK: Let's Do It! No.4

- 1) Ask the students to work independently to write about an embarrassing moment in their life.
- 2) Then have them work in pairs to choose one of their embarrassing moments and write a short skit about it.
- 3) Ask the pairs to act out their skits in front of the class.

CLASS CLOSING

Assign homework:

- Complete *Let's Do It! No.2*.

EXTENSION

CLASS/GROUP WORK: The Story Game

Play *The Story Game* to review vocabulary, phrases and concepts from this unit.

- 1) In groups or as a class, students take turns adding a sentence to a story. For the purposes of reviewing what the students learned in this lesson, the story should be about an embarrassing moment. Students should consider the setting, characters and the plot. Encourage the students to have fun and be creative.
- 2) Before you begin, appoint a "secretary" to write down the story as the students tell it. If you are playing in groups, each group will need their own secretary. At the end of the game the secretary reads the story from the beginning.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. I ran into an old friend named Gao Yuan. 我偶然遇见了一位叫高原的老朋友。

run into 在本句中的意思是“偶然遇见”。它还有“流入；刺入；撞在……上”的意思。例如：

The river runs into the sea. 那条河流入大海。

He ran a knife into the parcel. 他往包裹上刺入了一把小刀。

The driver ran his car into a tree because of his carelessness. 那位司机由于粗心把车撞在了一棵树上。

2. When he tapped me on the shoulder and said my name, I couldn't figure out who he was. 他拍我的肩膀叫我的名字时，我不知道他是谁。

用 tap, pat, hit, pull, take 等词表达拍、打、拉、抓住身体部位时，要搭配不同的介词，但表示身体部位的词前都要用定冠词 the，而不用形容词性物主代词。例如：

He patted/tapped the boy on the head/back/forehead. 他拍拍男孩的头（背、前额）。

Don't hit me in the face/on the nose. 别打我的脸（鼻子）。

Pull/take him by the arm/hand. 拉（住）他的胳膊（手）。

3. She just reminded Wang Mei of her name and they had a good, long chat. 她就提醒王梅她叫什么，她们愉快地聊了一阵子。

remind sb. of sth. 意思是“提醒某人某事”，它还有“使发生联想”的意思。例如：

I reminded him of his grandfather's birthday. 我向他提醒他爷爷的生日。

Her smile reminds me of the way her mother smiled. 她的笑容使我想起过去她妈妈也是这样笑的。

remind sb. to do sth. 意思是“提醒某人做某事”。例如：

Remind the students to close the windows after school. 提醒学生放学后关窗户。

remind 后可跟宾语从句。例如：

As a parent, you should remind your son that he must finish his homework every day. 作为家长，你应该提醒你的儿子，他每天都必须完成作业。

4. Yay, I got back an old friend! 好哇，我找回了一位老朋友！

(1) yay 的意思是“好的，不错”，用来表达喜悦、赞成、鼓励等情绪。例如：

Yay, I finally got the diving world champion! 真棒，我终于获得了世界跳水冠军！

(2) get back 在本句中的意思是“找回；取回；恢复”，可以用 get back sth. 结构，也可以用 get sth. back 结构。例如：

I got back my lost pen. (=I got my lost pen back.) 昨天我找回了我丢失的钢笔。

Take a good rest and get back your strength. 好好休息，恢复体力。

Unit Review (9)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 9. Let's begin.

Review

1) Homework check.

2) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

- What things can you do to make sure you keep good relationships with the people in your life?
- What are some things that can help you communicate well?
- What can you do when you've tried to resolve a conflict with open communication, but it doesn't work?
- How do you adapt to new environments (i.e. how do you make new friends)?
- What should you keep in mind when working with a group?
- Why was Li Ming embarrassed? How did he make things better between him and Gao Yuan?

CLASS ACTIVITIES

Building Your Vocabulary

I. Complete the sentences with the correct forms of the given words.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly fills in all the blanks first wins.

II. Fill in the blanks with the phrases in the box.

Students fill in the blanks independently, then check the answers as a class.

Grammar in Use

I. Fill in the blanks with "who", "that" or "what".

- 1) Students read the sentences and fill in the blanks independently.
- 2) Students check their answers in pairs.

II. Fill in the blanks with "when", "before", "because", "if" or "though".

- 1) Students read the sentences and fill in the blanks in pairs.
- 2) Students check their answers in groups.

Listening and Speaking

I. Listen to the passage and fill in the blanks.

- 1) Play the listening material for this exercise and instruct the students just to listen.
- 2) Read the passage as a class, and then play the audiotape again and tell the students to listen for and mark down the answers.
- 3) Check the answers as a class.

II. Work in groups. Talk about your opinions on making new friends.

- 1) Instruct the students to work in groups to discuss what they feel about making new friends. Students might consider the following in their discussion:
 - Is it easy to make new friends? Why or why not?
 - Do you enjoy making new friends? Why or why not?
 - How do you make new friends?
 - What topics do you usually discuss when you meet new people?

- 2) Ask the groups to organize their ideas onto a large piece of paper and present it to the class.

Putting It All Together

I. Read the passage and answer the questions.

- 1) Instruct the students to read the passage and answer the questions independently.
- 2) Discuss the students' answers as a class.

II. Interview your classmates about different situations where they started a conversation with small talk. Write down their responses.

- 1) Instruct students to draw a table that they can use to interview their classmates. (See the example below.) Then have the students interview their classmates about small talk.

- 2) Collect the students' findings and narrow down the top five answers. Discuss the results as a class. Have you discovered any interesting conclusions?

EXAMPLE:

Interview questions:

Situation: What were you doing the last time you met a new person or made a new friend?

Location: Where were you?

Small Talk Topic: What do you talk about?

Name	Situation	Location	Small Talk Topic
Wang Mei	Birthday party	Friend's house	- weather - sports - TV shows - movies
Ming Yu	Family gathering	Aunt's house	- weather - movies - music - books

Top Five Answers:

Situation:

1. Birthday party
2. Holiday party
3. Family gathering
4. First day of school
5. Shopping

Location:

1. Friend's house
2. Family member's house
3. School
4. Shopping mall
5. Grocery store

Small Talk Topics:

- | | |
|----------------|-------------|
| 1. the weather | 2. sports |
| 3. movies | 4. TV shows |
| 5. music | |

Self-Evaluation

Instruct the students to complete the Self-Evaluation by adding more examples. Inform the students that each example they are able to provide will earn them one star (i.e. If they give four examples, they earn four stars. If they give one example, they earn only one star). Check the answers as a class.

CLASS CLOSING

Sing a song

- 1) Play the audiotape for *I Am Sorry*. Ask the students to listen to the poem.
- 2) Instruct the students to repeat the poem line by line.
- 3) Play the audiotape for *I Am Sorry*. Ask the students to read the whole poem with the audiotape. Then try to read without the audiotape.

Play a game

Play *BINGO* to review vocabulary from this unit.

- 1) Provide students with *BINGO* cards or ask them to make their own.
 - 2) Write a list of vocabulary words from this unit on the board. Then ask the students to copy those words onto their *BINGO* cards in any order.
 - 3) Call out a letter starting with “B” and a word. If students have placed that same word under the letter “B”, they may mark it off. The first student to get a row in any direction (horizontal, vertical, diagonal) wins. But make sure you keep track of the words you call and check the students’ cards.
- **For other variations of this game and further instructions on how to play, see the “Games” section at the back of this guide.**

Unit 10: Get Ready for the Future

GENERAL OBJECTIVES

In this unit students will reflect on their final year of junior high school and look toward the future. They will set goals and learn time-management, planning and decision-making skills that will help them achieve their goals. They will learn how to express their dreams and hopes for the future and how to send warm wishes to others. This unit will provide students with some final words of wisdom and is designed to inspire and motivate them as they enter a new phase in their lives.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	boss, doubt, wealth, weekday, primary, asleep, notebook, review, itself, wallet, row, speech, period, valuable, achieve
		接触词汇	manage, astronaut, besides, owner, senior, behalf, congratulation, merchant, mall, faint, agency, definitely
	短语和句型	as for, on top of..., senior high (school), junior high (school), go by, fall down, pick yourself up, on behalf of, hold out, the Canadian Space Agency, keep one's eye on	
	功能意念	谈论未来并给予祝愿 Talking about the Future and Giving Wishes	
	语法	无	
语言技能	听	1. 听懂接近正常语速、熟悉话题的语段，识别主题，获取主要信息。 2. 听懂简单故事的情节发展，理解其中主要人物和事件。 3. 根据连续的指令完成任务。	
	说	1. 根据提示给出连贯的简单指令。 2. 引出话题并进行简单的交谈。 3. 在教师的帮助下或根据图片用简单的语言描述自己或他人的经历。 4. 在教师的指导下参与角色扮演活动。 5. 在上述口语活动中使用正确的语音、语调。	
	读	1. 连贯、流畅地朗读课文。 2. 从简单的文章中找出有关的信息，理解大意。 3. 根据上下文猜测生词的意思。 4. 理解简易读物中的事件发生顺序和人物行为。	
	写	1. 能简单描述人物或事件。 2. 能用词组或简单句为自己创作的图片写出说明。 3. 能写出简短的文段，如简单的指令、规则。 4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。 5. 正确使用复合句。	
学习策略	1. 树立自主学习的概念和意识。 2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。 4. 善于抓住用英语交际的机会。		
情感态度	1. 在学习中，敢于用英语来表达自己的看法。 2. 培养学习英语的兴趣和学好英语的勇气。 3. 乐于接触并了解异国文化。 4. 培养学生对未来的一种积极的态度。		
文化意识	1. 了解更多的名人励志事迹。 2. 了解更多的世界知识，开阔视野。		

Lesson 55: Look into the Future

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 掌握词汇 : boss, doubt, wealth
- ◎ 接触词汇 : manage, astronaut
- ◎ 短语和句型 : as for

RESOURCES

- audiotape
- “Getting My Dream Job” worksheet

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the new unit. Discuss the title page of Unit 10.

Teacher: Today we will start a new unit. Who can tell me the title of Unit 10?

Student: I can. It's “Get Ready for the Future”.

Teacher: Very good. What does it mean to get ready for the future?

Students: “Get ready” means to prepare or plan for something, and future refers to a time that will come. So “get ready for the future” means plan or prepare for the time that will come.

Teacher: That's right. Do you have any plans, dreams or hopes for the future? Have you started planning or preparing for any of them? In other words, how are you getting ready for the future?

Students: I hope to become a doctor in the future. The first step to becoming a doctor is doing well in school. So I am getting ready for the future by doing my best at school.

Teacher: Those are excellent plans. The best way to achieve your dreams is to have a goal in mind and then create a plan that will help you accomplish that goal. But you must be careful not to doubt yourself.

You must be confident in your abilities. I wish you all the best. I know you will all succeed.

Review

Review the topic from Unit 9.

Teacher: In the last unit we talked about communication. What is communication?

Students: Communication is the exchange of information. Communication is about expressing ideas and trying to get a message across.

Teacher: Well done. What are some different forms of communication?

Students: We can communicate verbally (with words): talking face-to-face or over the phone, writing text messages or chatting online, or sending emails or letters.

Teacher: Excellent. How can you communicate well with others?

Students: Listen when others speak./Make eye contact.

Teacher: Why are good communication skills important?

Students: In order to progress and succeed, we need to work with others and an important part of working with others is communication. We learn and progress through communication. Technology today allows us to easily communicate with people all over the world.

Teacher: Good work, everybody. Good communication will help you succeed in the future. I know you are all excellent communicators. Now let's begin Unit 10 with Lesson 55.

KEY CONCEPTS

FOCUS STRUCTURES:

As for me, I'm going to choose the most fun and exciting job in the world.

Step 1: Present

INDEPENDENT/PAIR/CLASS WORK: Think About It

- 1) Ask the students to work independently and write down their answers to the *Think About It* questions.
- 2) Have the students share their answers with a partner and then the class.

3) As a class, make a list of possible future jobs and discuss what it takes to succeed.

EXAMPLE:

What do you need to do to succeed?

1. Know what your skills and talents are.
2. Choose a job that interests you and suits your talents.
3. Come up with a plan that will help you get that job.
4. Follow your plan and do NOT doubt yourself.
5. Be confident and focused, and you will succeed.

Step 2: Read

GROUP WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 55 and complete the exercise in groups of four.
- 2) Discuss the answers as a class and go over the mastery words and phrases for this lesson.

Step 3: Practice and Play

PAIR WORK: Let's Do It! No.2

- 1) Instruct the students to find all the words in the word search and write them down.
- 2) Then have the students play *Translation Match Up* using the words they found in the word search.
- 3) Divide the class into pairs. Each pair of students should have an English-Chinese dictionary to complete this task.
- 4) Have the students write every job word and it's Chinese translation on separate slips of paper. The students should end up with 14 separate slips of paper (seven for the English words and seven for the Chinese translations).

actor

演员

- 5) Instruct the students to mix up all the words and then match the correct Chinese translation to the correct English word. The pair that correctly matches up all the words the fastest wins.

Step 4: Task

GROUP/INDEPENDENT/PAIR WORK: Project

- 1) Divide the class into groups to come up with a list of jobs. The list should include job words they found in the word search and other job words not in the word search.

- 2) In their groups, have the students discuss which jobs they like or dislike and why.

3) Then have the students work independently to choose their dream and complete the "Getting My Dream Job" worksheet.

- 4) If time permits, have the students present about their dream jobs in front of the class.

Getting My Dream Job

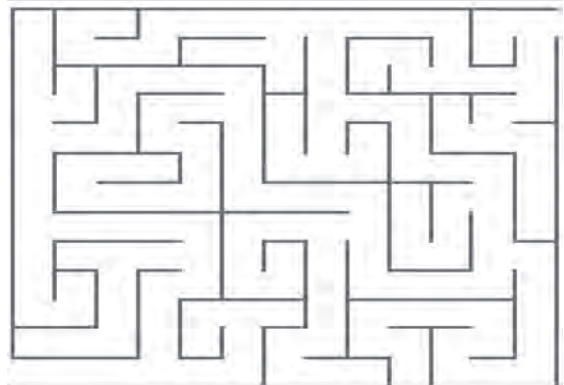
My Dream Job

**Academic
Qualifications**

**Character
Traits, Skills
and Talents**

**Work/Other
Experience**

Draw a maze with your dream job at the end, and write in steps that lead to the right path and some that lead to the wrong. Trade your maze with a partner. Can they follow the right path to your dream job?



CLASS CLOSING

1) Role-play Lesson 55.

2) Assign homework:

- My Life in 10 Years: Imagine what your life will be like in 10 years and write about it. What do you hope to be doing and why? Where do you hope to be?

EXTENSION

Play *Describe And Guess* to review profession related words covered in this lesson.

- 1) Divide the class into groups and provide each group three or four different images that capture a variety of professions (i.e. doctor, scientist, teacher, journalist, etc.).
- 2) Ask the groups to write a description for each image they are given.
- 3) Then place all of the pictures at the front and ask one group at a time to read one description for one of their images. The group describing must remain silent while the other groups guess which image they are describing. The first group to correctly guess which image the group is describing wins a point.

LANGUAGE NOTES

1. Look into the Future 展望未来

look into 在此处的意思是“观察”。它还有“朝里面看；调查；浏览（书籍、资料等）”的意思。例如：

I noticed Tom looking into a shop window. 我注意到汤姆正在往商店的橱窗里看。

The police are looking into the accident. 警方正在调查那起事故。

You'd better look into the novel, and get its main idea. 你最好翻阅一下这部小说，了解其主题思想。

2. What do you want to be when you grow up, Jenny? 詹妮，长大后你想干什么？

grow up 的意思是“长成；成熟；发展”。例如：
The little girl has grown up to be a beautiful woman. 那个小女孩已经长成了美丽的女人。

China's agriculture is growing up quickly. 中国的农业正在快速发展。

3. I love to travel, and it would be fun to fly an airplane. 我喜欢旅行，开飞机旅行会很有趣。

I want to be a boss and manage a big company. I could make a lot of money. 我想当老板管理一家大公司。我会赚很多钱。

I'd like to be a transportation engineer. I would invent things that help improve the environment. Maybe I could invent a solar powered plane. 我想要当运输工程师。我将发明有助于改善环境的交通工具。或许我会发明太阳能飞机。

以上句子中的 could, would 都是表示推测的情态动词。表示推测的情态动词，其所指时间几乎总是“现在”，即说话人的主观看法总是以现在时间为基点的。它们所表示的可能性大小，一般说来 might 最低，must 最高，由低到高的顺序大致是：might (可能) → may (可能) → could (可能) → can (可能) → should (应该会) → ought to (必然) → would (会) → will (会) → must (一定)。说话人推测的事件所发生的时间，要根据不定式所采取的形式而定，可以是现在时间和过去时间，也可以是将来时间。一般说来，情态动词之后的不定式若不是完成式，则表示现在时间或将来时间。例如：

He must be there. (=I'm sure (that) he is there.) 他一定在那里。

Our team might win the race. (=It is possible that our team will win the race.) 我们队可能在赛跑比赛中获胜。

He must be working at the office. (=I'm sure that he is working in the office.) 他一定正在办公室里工作。

4. Well, I don't doubt you would be a good boss, but I don't think wealth is the most important thing in life. 我肯定你会是一位好老板，但我认为钱不是生活中最重要的。

doubt 后接宾语从句时，如主句为肯定句，用 whether 或 if 连接；如主句为否定句或疑问句，用 that 连接。在这样的结构中，doubt 的意思是“怀疑，不相信，不信任；不能肯定，对……没准儿”。例如：

I doubt whether/if he is clever. 我怀疑他是否聪明。
I don't doubt that he will be successful. 我肯定他会成功。

Do you doubt that I love you? 我爱你, 对此你有怀疑吗?

doubt 在肯定句中也可接 that 引导的宾语从句, 此时它的意思是“认为……未必可能”。例如:
I doubt that Danny will be a good boss. 我看丹尼未必会当个好老板。

5. As for me, I'm going to choose the most fun and exciting job in the world. 至于我, 我打算选择世界上最有趣、最激动人心的工作。

as for 的意思是“至于; 关于”。例如:

As for the thief, he was caught by the police. 至于那个小偷, 他被警察抓住了。

As for my achievement, I have much to say. 关于我的成就, 我有很多要说的。

6. Astronauts need to know a lot about science, Danny. 丹尼, 宇航员需要懂得很多(知识)。

lot 在本句中用作名词, a lot 的意思是“大量; 许多”。表示“大量(许多……)”时, 后接 of 短语, of 后的名词既可以是可数名词, 也可以是不可数名词。例如:

He has a lot (of things) to do today. 今天他有很多事要做。

She has a lot of money. 她有很多钱。

These boys get lots in common. 这些男孩子有许多共同之处。

There's lots of juice left. 还剩下很多果汁。

There are lots of bottles on the table. 桌子上放着许多瓶子。

a lot 还可以用作副词, 可以修饰形容词和副词的比较级。例如:

Thanks a lot. 多谢。

He waited a lot when he saw the doctor. 他看病时等了很久。

The patient felt a lot better. 病人觉得好多了。

I am a lot taller than your brother. 我比你弟弟高多了。

Lesson 56: Manage Your Time

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: weekday, primary, asleep, notebook, review, itself

◎接触词汇: besides

◎短语和句型: on top of ...

RESOURCES

• audiotape • task cards (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson.

Teacher: Who can read the title of today's lesson?

Students: I can. It's "Manage Your Time".

Teacher: Right. What does manage your time mean?

Students: It means to organize your time into a schedule.

Teacher: Very good. Do you think it's important to manage your time? Why or why not?

Students: Yes. Sometimes life can be very busy, and if you don't manage your time, you could create more problems for yourself.

Teacher: Exactly! Good time management will help you stay focused, clear and can reduce stress.

Review

1) Homework check.

2) Choose some students to present their passage "My Life in 10 Years" to the class.

3) Review what you learned in the last lesson. What do you need to do to succeed?

1. Know what your skills and talents are.

2. Choose a job that interests you and suits your talents.

3. Come up with a plan that will help you get that job.
4. Follow your plan and do NOT doubt yourself.
5. Be confident and focused, and you will succeed.

KEY CONCEPTS

FOCUS STRUCTURES:

On top of all of that, I have classes in dance, piano, art...

Yesterday, I fell asleep during class.

Best of luck!

Step 1: Present

Discuss the Think About It questions as a class.

Teacher: How much time do you spend on your homework every day?

Students: I spend two to three hours on my homework every day.

Teacher: That's great. Do you have a specific time every day when you do your homework?

Students: I usually do my homework right after school./I usually do my homework before dinner./I usually do my homework after dinner.

Teacher: Do you have any after-school activities?

Students: Yes. I got to dance class on Tuesdays./I go to basketball practice on Thursdays.

Teacher: Is it hard for you to organize your time for school work, and your after-school activities?

Students: Sometimes it is difficult to organize my time because sometimes I'm very busy with school and other times I'm very busy with my after-school activities.

Teacher: What do you do to manage your time? Do you think you manage your time well?

Students: I have a schedule that I write. It helps me organize everything I have to do. I think I usually manage my time well, but sometimes things get too busy.

Teacher: Good answer. Let's read Lesson 56 and find out what Sue has to say about good time management.

Step 2: Read Aloud

CLASS WORK: Reading aloud

- 1) Read Lesson 55 as a class. Monitor students'

pronunciation and comprehension.

- 2) Go over the mastery words and phrases for this lesson.

Step 3: Skim and Do

INDEPENDENT WORK: Let's Do It! No.1

- 1) Ask the students to skim the reading and complete the exercise independently.

- 2) Check the answers as a class.

Step 4: Listen

INDEPENDENT/GROUP WORK: Let's Do It! No.3

- 1) Play the audiotape for Lesson 56. Play it once and ask the students just to listen.

- 2) Play the audiotape a second time and ask the students to fill in the timetable.

- 3) Students can check their answers in groups.

Step 5: Task

GROUP/INDEPENDENT WORK: Let's Do It! No.4

- 1) Divide the class into groups to discuss any problems they have managing their time and share any helpful tips.

- 2) Then have the students work independently to create their own timetable for the week (like the one in *Let's Do It! No.3*).

- 3) Ask the students to compare their timetables in groups.

CLASS CLOSING

1) Complete Let's Do It! No.2.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

- Tips for Good Time Management: Imagine you are a time management expert, like Sue. Write a magazine article about good time managements. Give your readers some good advice and some helpful tips. Make your article interesting and fun to read.

EXTENSION

CLASS WORK: The Time Management Game

Play *The Time Management Game* to practice organization and time management skills.

- 1) Divide the class into groups. Provide each

group with a series of cards — each card should have a task and time duration written on it (i.e. do homework: 1 hour and 30 minutes, clean my room: 30 minutes, go to basketball practice: 2 hours, take a shower: 15 minutes). Have these cards prepared in advance or ask the groups to make up their own cards. If groups make up their own cards, have them trade their cards with another group before you begin playing.

2) Ask each group to create their own blank timetable for one day, like the one below.

TIMETABLE FOR MONDAY				
MORNING				
7 am – 8 am	8 am – 9 am	9 am – 10 am	10 am – 11 am	11 am – 12 pm
AFTERNOON				
12 pm – 1 pm	1 pm – 2 pm	2 pm – 3 pm	3 pm – 4 pm	4 pm – 5 pm
EVENING				
5 pm – 6 pm	6 pm – 7 pm	7 pm – 8 pm	8 pm – 9 pm	9 pm – 10 pm

3) Then have the groups organize the task cards in the timetable according to when the task should take place and the amount of time it takes to complete the task. The group to organize all of their task cards first wins.

LANGUAGE NOTES

1. She just started primary school and has some difficulties in maths. 她刚上小学，学习数学有困难。

表达“在(做)某事方面有困难”还可用 have/find difficulty (in) sth./doing sth. 结构。例如：

She had/found no difficulty (in) math/learning math. 她学习数学没有困难。

2. On top of all that, I have classes in dance, piano, art... 除此之外，我还上舞蹈课、钢琴课、美术课……

on top of 在本句中的意思是“除……之外(还)”。例如：

On top of his poverty, he had heart disease. 除贫穷外，他还患有心脏病。

表示“在顶端”这种意思时，on (the) top of 和 at the top of 都可以使用，on 侧重“面上”，at 侧重“位置”。例如：

The old woman once lived in a house standing on (the)/at the top of a hill. 那位老太太曾住在一座山顶上的房子里。

但是，若表示“重叠”情况的“上面”或“紧挨在一起”的情况，多用 on top of。例如：

They came out of the woods with their hands on top of their heads. 他们把双手放在头上从树林里走出来。

I have a habit of wearing one shirt on top of another. 我习惯把两件衬衫套着穿。

The all lived on top of each other. 他们彼此住得很近。

3. Yesterday, I fell asleep during class. 昨天，我上课时睡着了。

fall 在本句中的意思是“进入(某状态)；开始变成(某事物)”。例如：

When he heard the surprising question, his mouth fell open. 他听到那令人吃惊的消息时，变得张口结舌。

The classroom suddenly fell quiet. 教室里突然静下来了。

4. Sorry to hear about your trouble. 得知你的麻烦我很难过。

hear 的意思是“(直接)听见，听到”。例如：

I heard the news over the radio. 我从收音机里听到了那个消息。

hear about/of 的意思是“听说；得知”。例如：

I heard about/of the artist, but haven't seen him. 我听说过那位艺术家，但还没见过他。

hear from 的意思是“收到……的信”。例如：

I expect to hear from my parents soon. 我盼望很快收到父母的来信。

5. You are such a busy kid! 你是个那么忙碌的孩子呀！

such 和 so 都可以用来表示“这样(的)；那样(的)；如此(的)”。such 后可以直接跟单数可

数名词、复数名词或不可数名词；so 则不可以。
例如：

He has never seen such a film. 他从来没看过这样的电影。

Such people have no right to speak. 那样的人没有发言权。

Why is there such resistance? 为什么存在这样的阻力？

单数可数名词有形容词修饰时，such 位于 a/an 之前，而 so 则是“so+ 形容词+ 名词”的顺序。例如：

He is such a handsome boy. (=He is so handsome a boy.) 他是那么英俊的男孩。

有一般形容词修饰的复数名词和不可数名词词组之前，用 such，不用 so。例如：

They are such nice people. 他们是那么善良的人。

I heard such good news on/over the radio. 我从收音机里听到那么好的消息。

such 用于 all, many, no, some 等之后；so 用于 many, few, much, little 等之前，且此时不能用 such。例如：

All such possibilities must be considered. 所有这些可能性都必须考虑到。

There is no such animal now. 现在这样的动物不存在了。

I have so many books. 我有如此多的书。

There is so little water in the bottle. 瓶子里的水这么少。

so 可以修饰形容词和副词。例如：

The flowers are so beautiful. 那些花如此美丽。

He runs so fast. 他跑得那么快。

6. I think you should take some time to think carefully about your plan. 我认为你应该花点时间仔细想想你的计划。

Take a few minutes every evening to check how your plan is going. 每天晚上用几分钟时间检查你的计划的执行情况。

cost, take, spend 和 pay 都有“花费”的意思。

cost 的用法：句中的主语是表示物或所做的事情，不用于被动语态。例如：

The book cost me ten yuan. 我买这书花了 10 元钱。

The work cost her a lot of care. 这项工作使她付出了很多心血。

The machine repairs cost us a lot of savings. 机器的维修花费了我们不少积蓄。

spend 的用法：指人花费时间、精力、财力等在

某事或某物上，行为主体只能是人，所跟介词为 on 或 in。在 spend time/money (in) doing sth. 中，介词常可省略。例如：

They spent \$800 on/for the computer. 他们买这台计算机花了 800 美元。

She spent three days (in) reading this novel. 她花了三天时间读这部小说。

I've spent two years wandering the world. 我用了两年时间周游世界。

We spent so much labor on it. 我们为它消耗了很多劳动。

pay 的用法：指人为买到或得到某物付出钱或报酬，常和介词 for 搭配。例如：

The boss paid me ten yuan for my service. 老板支付给我十元钱的服务费。

How much did you pay for the car? 你买这辆汽车支付了多少钱？

He paid a high price for his success. 他付出了很大代价才取得了成功。

take 的用法：常用于 it 作形式主语的句式，真正的主语是动词不定式。例如：

It took us three days to finish the work. 我们花了三天时间完成了这项工作。

It took me two yuan to buy the magazine. 我花了两元钱买这本杂志。

take 的主语也可以是某种活动或人，后面接宾语或双宾语。例如：

The work will take three weeks. 这项工作要花费三个星期的时间。

The journey took me two months. 路上花了我两个月的时间。

I took ten minutes solving/to solve the problem. 我花十分钟解出了这道题。

7. Organize your notes right after classes. 就在下课后立即整理笔记。

right 在本句中用作副词，强调精确的地点或时间，意思是“正好”。例如：

When I found the boy standing right behind me, I felt surprised. 发现那个男孩正好站在我背后时，我感到很吃惊。

They got to the top of the hill right at noon. 就在中午，他们到达了那座小山的山顶。

8. Best of luck! 祝你好运！

本句属于表示“感叹”的一种方式。表示强烈的感情，有多种多样的手段，比如陈述句、疑问句、

祈使句、甚至一个词组、一个词都可以通过强势语调、加强重音、修饰音色、甚至配以相应的动作和表情变成感叹句，以表达强烈的感情。例如：I wish I was as clever as you! 但愿我有你那样聪明呀！

Aren't those flowers beautiful? 难道那些花不漂亮吗？

How careless he is! 他多么粗心啊！

What a big box (it is)! 一个好大的盒子啊！

Wonderful! 妙极了！

Lesson 57: Best Wishes

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：wallet, row

◎接触词汇：owner, senior

◎短语和句型：senior high (school), junior high (school)

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson.

Teacher: The title of today's lesson is "Best Wishes". Who can tell me what best wishes are?

Students: Best wishes are words of support and encouragement that we say to people to let them know we care about them and hope good things will happen to them.

Teacher: That's right. Good work. What might you say in Chinese to send your best wishes?

Write down a few phrases and try to translate them. Have the students share their Chinese best wishes and the English translations with the class.

Review

1) Homework check.

2) Choose some students to present their *Tips for Good Time Management*.

KEY CONCEPTS

FOCUS STRUCTURES:

Be sure to always stay in touch!

Step 1: Present

INDEPENDENT/CLASS/GROUP WORK:

Think About It

1) Ask the students to independently write down their answers to the *Think About It* questions. For the first question, students should write a list of things they will miss about junior high school. Then have them share their lists with the class.

EXAMPLE:

Things I'll miss about junior high school

- having lunch with my friends
- gym class
- my favourite teacher
- taking the bus to school

2) For the second question, students should write down (in point form) some things they'd like to say to a good friend before they graduate. Encourage the students to write down specific things they'd like to say. You may want to give the students some ideas to help them get started. Then have them share their "best wishes" in groups.

Teacher: When we say goodbye to good friends we usually wish them well. What does it mean to wish someone well?

Students: To wish someone well means to let them know that you hope good things will happen to them in the future.

Teacher: Very good. What kinds of good things do most people hope for in their future?

Students: Most people hope to be happy, healthy, and successful.

Teacher: That's right. Here are some general things you can say to wish someone well.

I wish you all the best./Wishing you all the happiness in the world./May you achieve everything you strive for./Hope you always do well. But when you send best wishes to a good friend you can make it more specific to them.

Step 2: Read

GROUP WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 57 in groups.
- 2) Students should check and correct their answers in groups.
- 3) Check the answers as a class.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over the mastery words and phrases for this lesson.

- What is a "new start"?
- What will Steven never forget?
- What does Jenny believe her and her classmates will always have?
- What does "stay in touch" mean?
- What is the next level after junior high school?
- How did Danny try to move to the next level?
- What is the difference in the meaning between moving to the next level in school and moving to the next level using a chair like Danny?
- What does "time flies" mean?
- What does Danny wonder?
- What is Kim's advice for her friends? Is it good advice?

Step 4: Listen

INDEPENDENT/GROUP WORK: Let's Do It! No.2

- 1) Play the audiotope for Lesson 57. Play it once and ask the students just to listen.
- 2) Play the audiotope a second time and ask the students to fill in the blanks.
- 3) Students can check their answers in groups.

Step 5: Task

GROUP/INDEPENDENT WORK: Let's Do it! No.3

- 1) Have the students work in groups to share some of their fondest memories with friends and classmates at school.

- 2) Then have them work independently to write a message to a friend that recalls a good memory (with that friend) and that ends with well wishes for that friend.

- 3) Have some students read their messages aloud to the class.

CLASS CLOSING

Assign homework:

- Yearbook Entry: Write a farewell and best wishes to your junior high class that you might put in a class Yearbook.
 - o What are you going to miss about junior high school?
 - o What is something important you learned in junior high?
 - o What are you looking forward to in senior high school?
 - o What are your goals for your first year at senior high?
 - o What are your goals for the future?
 - o What do you hope for your classmates?

EXTENSION

GROUP/CLASS WORK: Two Lies And A Truth

Play *Two Lies And A Truth* to review vocabulary and concepts from this unit.

- 1) Play this game in groups or as a class. Provide each student with a slip of paper. Instruct everyone to write down three statements about their favourite memories from junior high school. Two of the statements should be false and one of them should be true. Allow everyone about 5 minutes to come up with three good statements.
- 2) Select one volunteer to go first. That student should read aloud his or her three statements. Then have the other students vote as a group or class on which statement they think is true.
- 3) Ask the volunteer to reveal the correct answer. The students who guessed correctly should earn a point for a correct guess.
- 4) Continue the game by having each student read his or her statements and then conducting a vote. Participants should continue marking down a point each time they make a correct guess.

5) Once all the students have had a chance to share their statements, each student or group should tally up their points. The student or group with the most correct guesses at the end has won the game.

LANGUAGE NOTES

1. Good luck with your inventions in the future! 祝你将来发明成功!

(1) good luck with 用于表示祝愿, 也可以说成 the best of luck. 例如:

Good luck with your study! 祝你学习进步!

(2) in the future 的意思是“在将来(的某时间)”; in future 相当于 from now on, 意思是“从今以后”。例如:

My dream will come true in the future. 将来我的梦想会实现的。

I am going to become a scientist, so I must study hard in future. 我打算将来当科学家, 所以今后必须努力学习。

2. Be sure to always stay in touch! 请务必一直保持联系啊!

(1) be sure 的意思是“一定要, 务必”。表达“一定要做某事”还可用“be sure+ 句子”和“be sure and+ 原形动词”结构。例如:

Be sure to come on time. = Be sure you come on time. = Be sure and come on time. 你一定要准时来。

(2) in touch 的意思是“联系, 接触”。stay/keep in touch (with sb.) 的意思是“(与某人)保持联系”; be/get in touch (with sb.) 的意思是“(与某人)取得联系”; lose/out of touch (with sb.) 的意思是“(与某人)失去(不)联系”。例如:

We must keep/stay in touch with our parents. 我们必须跟父母保持联系。

I'll be in touch with you as soon as I get there. 我一到那里就跟你联系。

A student will get in touch with me to ask some questions about English. 有一位学生要与我联系问英语问题。

It is wrong for him to be/get out of touch with people. 他脱离群众是不对的。

Did she lose touch with her friend? 她与朋友失去联系了吗?

3. I'll never forget the time Danny tried to move to the next level... by standing on a chair in the

classroom. 我永远也不会忘记丹尼想升级的时候的情景——在教室里用站在一把椅子上的方法。

Danny tried to move to the next level... by standing on a chair in the classroom 是 time 的定语从句, 省略了引导词 when。在 the time/day/morning/week/year... when 结构中, 引导词 when 通常可以省略; 在 the reason why 结构中引导词 why 通常可以省略。例如:

I always remember the day (when) we first met. 我总是记得我们第一次会面的情景。

The year (when) we studied together in Qinghua University appears in my mind every day. 那年我们一起在清华大学读书的情景, 每天都浮现在我的脑海里。

The reason (why) he came to school late was that he didn't catch the early bus. 他上学迟到的原因是他没赶上早班公共汽车。

4. I'm confident that we'll all do very well. 我肯定我们都会做得很好。

be confident that... 表示“肯定……”。例如:

I am/feel confident that you will succeed. 我肯定你会成功。

be confident of/in/about... 的意思是“对……有信心”。例如:

He is confident of victory. 他对胜利坚信不疑。

He is not confident in his English. 他对他的英语水平没信心。

5. I wish you the best in everything you do. 我愿你万事如意。

本句中 wish 后接双宾语, best 用作名词, 意思是“最好的人(物); 最佳部分”。例如:

I demand the best of any pen I buy! 我要买质量最好的钢笔!

Jenny is the best in our class. 詹妮是我们班最优秀的学生。

You haven't heard the best. 最精彩的部分你还没听到呢。

Lesson 58: Ms. Liu's Speech

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇 : speech, period, valuable, achieve
- ◎接触词汇 : behalf, congratulation
- ◎短语和句型 : go by, fall down, pick yourself up, on behalf of

RESOURCES

- audiotope

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today's lesson is Ms. Liu's Speech to her graduating class. What is a speech?

Students: A speech is a kind of speaking presentation.

Teacher: Very good. Where/When do people give speeches?

Students: People give speeches at formal/public events.

Teacher: Right. Who gives speeches often?

Students: Political leaders.

Teacher: Yes. A great speech can really inspire people. And it is something that could be remembered throughout history. Do you know any famous lines from any famous speeches?

Ask several students to respond.

Review

- 1) Homework check.
- 2) Choose some students to present their Yearbook entry. You may also want to ask the students to bring some pictures and put together a class yearbook.

KEY CONCEPTS

FOCUS STRUCTURES:

You had valuable experiences in the past and you have bright futures ahead of you.

At last, on behalf of all the teachers, I'd like to give our best wishes and congratulations to the graduating class!

Step 1: Present

CLASS WORK: Think About It

1) Discuss the *Think About It* questions as a class.

Teacher: How did you do in junior high school? Did you learn a lot about yourself? Did you do well in school or in sports or in the arts?

Students: I think I did well in junior high school. I've learned a lot about myself, and what I hope to become and accomplish.

Teacher: That's wonderful. What did you learn?

Students: I learned that my passion is in the arts. I love music. I hope to be a famous pianist one day.

Teacher: How lovely! What are some of your most unforgettable memories from junior high school?

Students: I remember a science project I worked on last year. It was memorable because it was really hard work. We worked so hard on it, but when it was finished, it was a really good project. The teacher was so proud of us. The hard work was worth it.

Teacher: Those are wonderful memories. I'm sure they will stay with you for a long time.

2) Talk more about speech writing. As a class, come up with some helpful tips for writing and giving a good speech.

Teacher: Have you ever given a speech in front of people? What was it like? What did you speak about?

Students: Yes, I gave a speech in front of the parents for a parent-teacher meeting night. I was so nervous. I spoke about what I and the other students had been learning about over that semester.

Teacher: Good work. How did you prepare for your speech?

Students: I wrote down what I wanted to say weeks in advance. Then I memorized what I had written.

Teacher: Was it challenging to write the speech?

How did you get started?

Students: Yes, getting started was challenging. I had so many things I wanted to say, and I didn't know how to say them. So I wrote down all of my ideas and then organized all of my ideas into a speech.

Teacher: That's an excellent method. Sometimes it's hard to know how to begin your speech. Here are some tips that will help you in your speech writing.

Getting Started

1. Choose your topic. (What are you writing about?)
2. What is your purpose? (Why are you giving a speech on this topic?)
3. Organize your thoughts and ideas. (Introduction, Body and Conclusion)

The Writing Process

1. Think about your audience. (Whom are you writing for?)
2. Grab their attention. (Start your speech with something that will interest your audience.)
3. Focus on your message. (Don't forget your purpose for writing this speech. Make sure you know why you're speaking).

Giving the Speech

1. Practice reading the speech aloud.
2. Review what you've written and make any necessary revisions.
3. Present your speech with confidence. Speak in a loud clear voice.

Step 2: Read Aloud

CLASS WORK: Reading aloud and Let's Do It! No.1

- 1) Read Lesson 58 as a class. Monitor students' pronunciation and comprehension.
- 2) Go over the mastery words and phrases for this lesson.
- 3) Complete *Let's Do It! No.1* as a class. Correct any false statements.

Step 3: Skim and Do

INDEPENDENT WORK: Let's Do It! No.2

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class.

Step 4: Task

INDEPENDENT WORK: Let's Do it! No.4

- 1) Instruct the students to work independently to

write a speech for the graduation ceremony. Students should consider the speech writing tips you covered at the start of the class as well as the Task Tips to help them.

2) Ask the students to practice saying their speech in groups.

3) If time permits, select some students to deliver their speeches in front of the class.

CLASS CLOSING

Assign homework:

- Complete *Let's Do It! No.3*.

EXTENSION

GROUP/CLASS WORK: Make It Up

Play *Make It Up* to review concepts and vocabulary.

1) You can play this game in groups or as a class. Every student will need a pen or pencil and a pad of paper. You will also need a set of words or phrases with the definitions to give to the students.

2) One student is the game leader and reads out a word or a phrase to the others. The other group members then each write down a made-up but believable definition and then hand it to the game leader who mixes up the made-up answers with the real answer and reads them aloud to the group. The other group members must guess which answer is actually correct. Students score points if people choose their made-up answer as the real answer or if they guess the real answer correctly. Students should take turns being the game leader every round.

For example:

Word: Period

Real definition: A length or portion of time.

Made up definitions:

- (1) A kind of hat or head cover.
- (2) A very fast plane.
- (3) A toy for children.

Phrase: Stay in touch

Real meaning: To remain in contact with a friend or acquaintance.

Made up meanings:

- (1) To not lose your ability to feel things with your hands.
- (2) To remain in aware of what is happening in the

world.

(3) To keep up with the popular TV shows.

LANGUAGE NOTES

1. Time has gone by quickly. 时间飞速而逝。

go by 在本句中的意思是“(时间)过去;逝去”。

例如:

The hours go by quickly when you are busy. 你忙碌的时候,时间过得很快。

go by 还有“从……旁边经过”的意思。例如:

The cars went by us one after another. 那些轿车一辆接一辆地从我们身旁驶过。

You've missed the parade; it just went by. 你没赶上看到游行,队伍刚走过去。

go by 还有“顺便拜访”的意思。例如:

All the members of his family were at home when I went by yesterday afternoon. 我昨天下午顺便拜访时,他的全家人都在家。

2. At times it can be very hard. 有时生活可能是很艰难的。

at times 的意思是“有时候”,与 sometimes 同义。例如:

At times, she makes mistakes in exams. 考试中她有时候会出错。

3. No matter how high you rise, there will be times when you fall down. 无论你升得多高,你也有落下来的时候。

no matter how=however (无论多么),用来引导让步状语从句。同样, no matter when=whenever (无论何时), no matter where=wherever (无论哪里), no matter who=whoever (无论谁), no matter what=whatever (无论什么), no matter which=whichever (无论哪个), no matter whom=whomever (无论谁)。在引导让步状语从句时,两种形式均可以使用。例如:

No matter how/However sly a fox may be, it is no match for a good hunter. 狐狸再狡猾也敌不过好猎手。

Whatever we do in the future, we will always have great memories of our time together. 无论将来做什么,我们总是对在一起的时间有着美好的回忆。

No matter what/Whatever you may say, I still think I did the right thing. 无论你说什么,我始终认为我做对了。

No matter who/Whoever you are, you are not allowed to use the copycat. 不管你是谁,你都不能使用这台复印机。

No matter who/Whoever you are, you must obey the school rules. 不管你是谁,你必须遵守学校的制度。

No matter what difficulty/Whatever difficulty they may meet with, they are sure to succeed. 无论遇到什么困难,他们都会成功的。

No matter which one/Whichever you like, you can take it with you. 无论你喜欢哪一个,你都可以拿走。

4. Pick yourself up and take a new road. 你要鼓起勇气,走一条新路。

pick oneself up 在本句中的意思是“(使自己重新)鼓起勇气(树立信心)”。例如:

They picked themselves up and faced the difficulties bravely. 他们鼓起勇气,勇敢面对困难。

pick oneself up 也有“站起来”的意思。例如:

He picked himself up and walked on with weak knees. 他站起来,双膝无力地继续往前走。

另外, pick up 还有“拿起,拣起;恢复(健康、谈话);收看(听);搭载”的意思。例如:

He picked up his hat and walked away. 他拿起帽子走开了。

The patient is picking up wonderfully. 病人正在迅速恢复健康。

We picked up the talk where we had stopped. 我们又继续中断了的谈话。

I picked up the news on the radio. 我从收音机里听到那个消息。

Shall we pick him up on the railway station? 我们开车去火车站接他好吗?

5. At last, on behalf of all the teachers, I'd like to give our best wishes and congratulations to the graduating class! 最后,我要代表全体教师,向毕业班致以最好的祝福和祝愿!

on behalf of 在本句中的意思是“代表……”。

例如:

She made a speech on behalf of our class. 她代表我们班讲话了。

on behalf of 还有“为了……”的意思。例如:

They are fighting bravely on behalf of the peace-loving people. 他们正在为那些热爱和平的人们而英勇斗争。

Lesson 59: Keep Your Choices Open

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎接触词汇 : merchant

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson.

Teacher: Good morning/afternoon class. Today we are going to talk about what it means to keep your choices open. Keeping your choices open means you create as many opportunities for yourself as possible so that you have more options to choose from. What do you think is one thing you can do to make sure you create opportunities for yourself?

Students: Finish school.

Teacher: Very good. An education is one of the most important things for you to have. Having a good education means having more opportunities and options. What else can you do to create more opportunities for yourself?

Students: Explore your skills and talents./Gain experience in different fields of work./Try new things.

Teacher: Excellent. What is one way you can explore your skills and talents?

Students: You can explore your skills and talents by learning how to play instrument, playing sports, reading books about different subjects.

Teacher: Right. Exploring your skills and talents is about trying new and different things. It's about challenging yourself and discovering what you like

and what you are good at. Remember that, even when you finish school, you will never stop learning. If you are always ready and willing to learn and discover new things, then you will always keep your options open.

Review

Homework check. Take up the answers as a class.

KEY CONCEPTS

FOCUS STRUCTURES:

Your education keeps your choices open.

Step 1: Present

CLASS WORK: Dig In and Think About It

1) Read and discuss the *Dig In* as a class.

Teacher: Certain words that describe professions and jobs have some things in common. They usually end in -er, -or, -ian or -ist. Look at the example in the *Dig In* at the bottom of Lesson 59. Can you think of any other job words that end in "er", "or", "ian" or "ist"?

Divide the class into groups to come up with a list of job words that aren't already listed in the *Dig In*. Then have the groups share their lists with the class.

2) Discuss the *Think About It* questions as a class.

Teacher: Life is all about making choices. Sometimes a choice can be easy to make. Like what movie to watch. Other choices are a little more difficult, like what university to go to. There is no wrong or right way to make a decision. Every person is different and they have their own methods of decision-making. For example, when I have a difficult decision to make and I don't know what to do, I make up lists to help me. I make up one list of all of the positive things about making this choice and another list with all of the negative things about making that same choice. Then I see which list is longer and base my decision on that. I'd like you to think about an important decision you have to make and try making two lists: one with all the positive things and another with all the negative things. For example, if you're thinking about what university to go to a positive thing might be to stay close to your family.

Give the students some time to write their decision-making lists. Then ask them to share their lists and their decision with the class. Make note of what kinds of things they thought about to help them make their decision (i.e. family, friends, location, weather, culture, etc.).

Step 2: Read Aloud

CLASS WORK: Reading aloud

1) Ask individual students to read parts of the song aloud to the class.

2) Monitor students' pronunciation and comprehension.

Step 3: Listen

CLASS/INDEPENDENT WORK: Let's Do It! No.1

1) Play the audiotope for Lesson 59. Play it once and ask the students just to listen.

2) Play the audiotope a second time and ask the students to sing along.

3) Play the audiotope a third time and ask the students to complete the exercise independently.

4) Check the answers as a class.

Step 4: Skim and Do

INDEPENDENT WORK: Let's Do It! No. 2

1) Ask the students to skim the reading and complete the exercise independently.

2) Check the answers as a class.

Step 5: Task

GROUP WORK: Let's Do It! No.4

1) Divide the class into groups to create a survey and interview their classmates about what they want to do in the future.

Name	What profession?	Why?
Xiao Yang	Doctor	I want to help people.
Li Jie	Painter	I love to paint.
Gao Rui	Writer	I love to read and write.
Group Results		
1 Doctor, 1 Painter, 1 Writer		

2) Collect all of the groups' results and summarize the findings as a class.

CLASS CLOSING

Complete Let's Do It! No.3.

Students do the exercise independently. Then check and correct their answers in groups.

EXTENSION

CLASS WORK: Secret Word

Play *Secret Word* to review any vocabulary from this lesson.

1) Choose the vocabulary you want to review.

2) Play the audiotope for Lesson 59. Tell the students to signal when they hear the vocabulary. To signal, you could ask them to put up a hand, to stand, to make a noise or perform an action.

3) To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each. For example, you may want to place emphasis on any job words. So when the students hear a job word, like *professor*, you can ask them to shout out "job word" or ask them to clap their hands twice.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

Keep Your Choices Open 不要轻易做决定

此处 open 的意思是“正在考虑的，悬而未决的”。例如：

I've decided to be careful, leaving all choices open.
我决定采取仔细的态度，对所有的选择暂不做决定。

Lesson 60: Get a Good Education

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 接触词汇 : mall, faint, agency, definitely
- ◎ 短语和句型 : hold out, the Canadian Space Agency, keep one's eye on

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson.

Teacher: Good morning/afternoon, class. The title of today's lesson is "Get a Good Education". Who can tell me why they think it's important to have a good education?

Students: Because it helps you create opportunities and keep your choices open./Because it gives you some knowledge and skills, like reading and writing, that are important and will help you do well in your life.

Teacher: Good work.

Review

Review how to be a good decision-maker and the rules for job words.

KEY CONCEPTS

FOCUS STRUCTURES:

Twelve years later, he got a job with the Canadian Space Agency.

You have to get a good education and keep your eye on your goal.

Step 1: Present

GROUP/CLASS WORK: Think About It

Divide the class into groups to discuss the *Think About It* questions as a class. Then have the groups share their answers with the class.

Teacher: Have you ever met any famous people? Who? If you haven't, who would you like to meet and why?

Students: Yes, I once met a famous singer at a concert./No, I never met a famous person, but I would like to meet _____ because he/she is so interesting.

Teacher: What do you think about being an astronaut?

Students: I think it would be amazing to be an astronaut! Astronauts are so smart and so brave./ I think it would be scary to be an astronaut. They travel really fast in a spaceship and go to space. That sounds scary to me.

Teacher: Those are all very good answers. Now, I'd like you to read Lesson 60 silently and answer the questions independently.

Step 2: Read

INDEPENDENT WORK: Let's Do It! No.1

- 1) Instruct the students to read Lesson 60 silently and complete the exercise independently.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class. Correct any false statements.

Step 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class and go over the mastery words and phrases for this lesson (*the Canadian Space Agency*).

- Who did Danny meet?
- Where did he meet Jack Hall?
- Why was it so special for Danny to meet Jack Hall?
- How did Danny feel when he first met Jack Hall?
- What happened that made Danny almost faint?
- What advice did Jack Hall give Danny?
- What did Danny learn from his talk with Jack Hall?

Step 4: Read, Write and Role-Play

PAIR WORK: Let's Do It! No.2

- 1) Instruct the students to work in pairs to read the lesson again and complete Danny's interview with Jack Hall.
- 2) Then have them choose one of the dialogues and expand on it.
- 2) Ask the pairs to role-play their dialogue in front of the class.

Step 5: Task

PAIR WORK: Let's Do It! No.4

- 1) Instruct the students to work in pairs to talk about their dreams and make a list of things they can do to make their dreams come true. Students may refer to the "Getting My Dream Job" worksheet they completed in Lesson 55 to help them.
- 2) Ask some students to share their dreams and their plans with the class.

CLASS CLOSING

1) Complete Let's Do It! No.3.

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

- Vision Board: Create your own vision board. A vision board helps you to visualize and remember all of the things you hope to have or achieve in your life. It is something to help you stay focused and motivated.

- o Cut out pictures and words from magazines or newspapers that you think reflect your hopes and dreams and then glue them on a large piece of paper as a collage.

You may want to cut out a picture of the home you hope to have or the office building you hope to work in. You may want to cut out words that motivate you or inspire you, like FOCUS, CREATE, DREAM BIG, etc.

- o Keep your vision board in a place where you can see it every day.

EXTENSION

CLASS/GROUP WORK: The Story Game

Play *The Story Game* to review vocabulary, phrases and concepts from this unit.

1) In groups or as a class, students take turns adding a sentence to a story. For the purposes of reviewing what the students learned in this lesson, the story should be about a person who goes after their dreams. What is the person's dream and why? How can they make their dream come true? What do they do? Does their dream come true in the end? Students should consider the setting, characters and the plot. Encourage the students to have fun and be creative.

2) Before you begin, appoint a "secretary" to write down the story as the students tell it. If you are playing in groups, each group will need their own secretary. At the end of the game the secretary reads the story from beginning.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. Guess what? 猜猜怎么回事?

本句中的 what 可以看作是 what it was 的省略。另外，单独使用 what 可表示未听清或感到惊讶而要求对方重复一遍，或者表示怀疑、气愤等。例如：

— I received a surprise. 我收到一份令人吃惊的礼物。

— What? 你说什么?

what 还可以放在句末表示疑问的添加部分，意思是“不是吗，是不是；还是别的什么”。例如：

A fine day, what? 真是个大晴天，是不?

What are you, a teacher, a nurse, or what? 你是做什么工作的？教师？护士？还是别的什么职业？

2. At first I was nervous, but finally I decided to introduce myself. 起初，我很紧张，但我终于还是决定介绍自己。

at (the) first 的意思是“起先，开始时”。例如：

At first I didn't know what to do. 开始时我不知道该怎么办。

At first he didn't recognize me, but after a while he called out my name. 起初，他没认出我，但过了一会他却大声叫出了我的名字。

3. I said hello, and he immediately held out his hand to me. 我向他打招呼，他立即向我伸出了手。

hold out 在本句中的意思是“伸出”。例如：

He held out his arms to give his son a hug. 他伸出

双臂拥抱了儿子。

hold out 还有“提供；坚持，不退让”的意思。

例如：

His invention holds out hope for the people. 他的发明给人民带来希望。

The firemen held out against the big forest fire for two days. 那些消防队员们坚持了两天来扑灭森林大火。

4. I told him that he was my hero and that I wanted to be an astronaut someday. 我对他说他是我(心目中的)的英雄，我想将来有一天当一名宇航员。

someday (也可以写作 some day) 和 one day 都可以表示将来的“某天”，若表示过去的“某天”，只能用 one day。例如：

I believe I will go abroad some day/one day. 我相信总有一天我会出国的。

I met her in the street one day last month. 上个月某一天我在街上遇到了她。

5. Twelve years later, he got a job with the Canadian Space Agency. 二十年后，他在加拿大太空署找到了一份工作。

“一段时间+later”，“after+一段时间”和“in+一段时间”都可以表示过去的一段时间之后，用于过去时态。若表示从现在起一段时间之后，只能用“in+一段时间”。例如：

He arrived there after/in two hours. (=He arrived there two hours later.) 他两小时后到达那里。

He will arrive there in two hours. 他两小时后将到达那里。

“in+一段时间”还可以表示在一段时间之内。例如：

It is impossible for you to finish your homework in half an hour. 你不可能在半小时内完成作业。

6. You have to get a good education and keep your eye on your goal. 你要接受良好的教育，密切关注你的目标。

keep one's eye on=keep an eye on, 意思是“照看；留神；密切注意”。例如：

Mother cooked and kept an/her eye on the child at the same time. 妈妈边做饭便照看孩子。

The officer kept his eye on the man's actions. 那位警官密切注意着那个人的行动。

Unit Review (10)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 10. Let's begin.

Review

1) Homework check.

2) Ask the students to present their Vision Boards to the class.

3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

- What do Brian, Jenny, Kate, Steven and Danny want to be when they grow up?

- What does it mean to manage your time? How can you manage your time well?

- What are best wishes? Why do we give best wishes?

- Who is Ms. Liu speaking to and why? Does Ms. Liu give a good speech? Why or why not?

- How can you keep your choices open?

- Why is it important to get a good education?

CLASS ACTIVITIES

Building Your Vocabulary

I. Complete the sentences with the correct forms of the given words.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly fills in all the blanks first wins.

II. Fill in the blanks with the correct forms of the phrases in the box.

First, the students fill in the blanks independently, and then check the answers as a class.

Grammar in Use

This is part of a speech by a student for graduation day. Complete it with the correct forms of the given words.

- 1) Students read the speech and fill in the blanks independently.
- 2) Students can check their answers in pairs.

Listening and Speaking

I. Listen to the passage and tick the correct answers.

- 1) Play the listening material for this exercise and instruct the students to listen carefully.
- 2) Read the questions as a class, and then play the audiotape again and tell the students to listen and tick the correct answers.
- 3) Check the answers as a class.

II. Work in groups. Discuss what Bob should do and give him some advice.

- 1) Play the listening material for this exercise.
- 2) Divide the class into groups to discuss what Bob should do, based on what they heard.
- 3) Have the groups organize and write their advice to Bob.
- 4) Ask the groups to present their advice for Bob to the class.

Putting It All Together

Read the passage and follow the instructions.

- 1) Instruct the students to read the passage and follow the instructions to complete the exercise. Students may work independently or with a partner.
- 2) Discuss the students' answers as a class.

Self-Evaluation

Instruct the students to complete Parts I and II of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section). Check the answers as a class.

CLASS CLOSING

Sing a song

- 1) Play the audiotape for *When I Grow Up*. Ask the students to listen to the song.
- 2) Instruct the students to repeat the song line by line.
- 3) Play the audiotape for *When I Grow Up*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

CLASS WORK: Tic-Tac-Toe

Play *Tic-Tac-Toe* to review vocabulary, phrases and expressions from this unit.

- 1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine of approximately equal size.
- 2) Split the class into two teams. Ask a player on Team 1 a question. If the player or team answers correctly, a player from that team may write an **X** in any square on the grid.
- 3) Team 2 now has a turn. If the team answers correctly, a player from that team may write an **O** in any square on the grid.
- 4) The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

EXAMPLE:

- What is the opposite of "asleep"?
- List all of the weekdays.
- Act out falling asleep.
- Use the phrase "stay in touch" in a sentence.
- Spell the word "doubt".
- Use the word "perhaps" in a sentence.
- Define the word "review".

** See the "Games" section at the back of this guide for further instructions on how to play.

Teaching Techniques

Ways to Introduce Vocabulary

Each lesson in this guide gives suggestions on how to introduce new English words and concepts to the students. We often combine several methods under one title: a mix of methods is the most effective way to help the students learn new words and phrases. This section describes some of the key methods. You should choose the methods that work best for your class.

Show an Object

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can.

Show a Picture

You can make some big vocabulary cards by yourself and use them in class. Your large vocabulary cards each present a picture to illustrate new words. Show other pictures, too. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

Draw a Picture

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent **birthday party**, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent **school**. You can quickly draw a series of faces and expressions (for example, **happy**, **sad** and **scared**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like** _____. You can draw pictures to illustrate concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as **colour** or **circle**, or how to make letters of the alphabet.

Perform an Action

Always demonstrate when you can. You can easily demonstrate actions such as **walking**, **standing**, **sitting** and **reaching**. Use your face to demonstrate feelings (such as **mad**, **sad** and **tired**). Use your fingers to demonstrate numbers.

Role-play

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say **Br-r-r-r-r**, stamp your feet, hold your arms tight and say **Oh, I'm cold. I feel cold!** Ask a student to close the window, saying again **I'm so cold. It's cold here. Cold. Very cold.** Pretend to put on a sweater. When the window is closed, pretend to warm up and say **Oh, that's much better. I'm not cold now.**

You can also role-play with a student. For example, to show the concept of **May I have** ___, show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say **May I have** ___, **please? May I? May I have** ___, **please?** After a moment of pretending to use the object, return the object to the student as you say **Thank you!** and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

Use the Student Book

The student book presents pictures in each lesson. After you have introduced the students to a new word through pictures or demonstration, ask the students to examine the picture and word in the student book. The students can practice pointing to the word when you call it out or when you ask **Where's the** _____. They can practice asking each other **What's this?** while pointing to pictures in the student book. The students can also

practice saying the word while reading it after you model the pronunciation.

Write and Repeat

After you have introduced the students to a new word or structure through pictures or demonstration, write the word(s) on the blackboard. Point to the word and say **Look**. Then say the word slowly. Say **Say it, please**. Say **Again, please**. Repeat it at least four times as you point to the word and have the students say it slowly after you.

Translate

In some situations, use Chinese to explain a concept to the students. Abstract concepts, such as **friend** or **favourite**, may need some translation. Story discussions may also need some translation.

Compare

To teach related concepts such as antonyms (for example, **thin** and **fat**, **long** and **short**, **old** and **young**, **straight** and **curly**, **big** and **little**), some teachers present the two words together to show their opposite meanings.

Use Examples

Immediately after the students have learned a new word, show how to use it in different ways. You may find that the best examples make the concept personal to the students. For example, to teach **birthday**, ask the students about their own birthdays and what they do on their birthdays.

Start with structures the students have already learned. For example, if you teach a new action, such as **talk**, use it in familiar sentence patterns and questions. Then gradually extend the examples. Use actions and gestures to make the meaning clear. For example:

He is talking. Look at him! He is talking.

Is he talking? Is she talking?

What are you doing? Are you talking? No, you're not talking.

Are they talking? Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk? Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen—everyone, talk. Go! Everyone, talk.

Now—stop. Everyone, stop talking. Very good.

Sing a Song

Because songs use rhyme and repetition that make the new word(s) easy to remember, the students often learn new vocabulary and structures quickly through a song. For example, “Do the Hokey Pokey” teaches the students the structure **Put your ___ in** and **Take your ___ out** because they sing it many times. Action songs, such as “Do the Hokey Pokey” and “This Is the Way We Go to School,” are excellent because the students do actions while they repeat new words and structures many times.

Tell a Story

The students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories. The student book contains dialogues that each presents a small story.

You can make up simple story dialogues, too. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept **tired** to the students, you might tell a little story like this, using actions and characters:

Danny: I am very tired today. I'm so tired.

Jenny: Poor Danny! Why are you tired?

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (*Fall asleep and begin snoring loudly.*)

Jenny: (*Whisper.*) Danny! Danny! Wake up! This is English class! The teacher is talking to you.

Danny: (*Wake with a start.*) Oh—oh—oh! Where am I? What happened? Oh—I'm so tired. (*Go back to sleep.*)

Read a Story

Choose some stories for the students to read if you have time. Stories offer excellent opportunities to elicit language from the students in discussions of characters

and plot. Remember, focus on the main ideas of the story. The students don't need to read every word; they only need to make sense of the main events and the characters in the story. Also remember that listening and reading are only part of the language experience.

A story-reading experience has three parts:

PREPARE TO READ

- Draw the students into the story by letting them talk about experiences in their own lives related to its theme.
- Look at the pictures in the story to establish its context. Have the students discuss where and when the story seems to take place, who is in the story and some of the important objects in the story.
- Lead the students into a discussion about the story by asking questions about the pictures. For example, **Who is this? Where is she? What is she doing? Why is she doing this? Why do you think she's smiling? Who else is in the picture? What do you think has just happened?** Remember, the predictions don't have to be right!
- Encourage the students to predict what the story is about.
- Teach the students some key vocabulary words that they need to understand the main idea of the story. Try to limit this to a maximum of three to five new words.

READ

- Read each line slowly. You can read while holding up the storybook and pointing to the pictures.
- Stop to check the students' comprehension frequently, to revise predictions and to make new predictions.
- Play the audiotape so the students can hear native English speakers read the story.
- Concentrate on the **main ideas**. Help the students avoid getting bogged down in the meaning of every word.
- Use questions and the pictures to encourage the students to make meaning of the story. Have the students listen and look for key words that they can recognize, as clues to meaning.

DISCUSS

- After you have read the story as a class, make sure everyone grasps the **main idea** of the story. Do not

dwel on comprehension of individual words.

- Use questions to check the students' comprehension. Ask questions about what happened, what things the characters did, what choices the characters made and how the story ended.
- Encourage the students to make their own observations about the story. Ask the students to imagine how they would feel or behave in the situation the story describes. Ask the students to try to figure out why certain characters did certain things in the story. Ask the students for their opinions about the characters and their actions. Ask the students whether they liked the ending.
- Sometimes, instead of a discussion, teachers can have the students respond to a story in one of the following ways:
 - Draw a picture of something that happened in the story.
 - Write a sentence under the picture.
 - Make a poster about the story.
 - Make a collage of magazine pictures about the story.
 - Change the ending of the story. Draw a picture to show the new ending.
 - Make up a dialogue with another student to show one part of the story.
 - Make up your own story about a main element of the story.

Ways to Practice and Review Vocabulary

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide:

Use the Activity Book

The activity book presents pencil-and-paper exercises to help the students practice the vocabulary and structures they learn in the lessons. These include word-and-picture matches, puzzles, drawing activities, fill-in-the-blanks and a test for each unit.

If there is time in class, have the students do activity-book exercises in class. If time is short, you can assign the exercises for homework. Be sure to explain to the students what they must do in each exercise before they leave class. Some activity-book exercises require the students to listen to the audiotape. Make sure these are done in class.

Whenever possible, use the completed exercises to create conversation among your students.

Give Directions

Give the students directions and have them perform the actions. For example:

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your eraser on your book.

Draw a picture of ____.

All of these directions make the students participate and demonstrate their understanding of English words.

Practice in Pairs and Small Groups

Whenever you can, give the students a few minutes to practice a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practice, and then have them practice the structure with some limited substitution.

Sing a Song

Songs stimulate the students' attention, focus their listening and quickly review vocabulary. A song is well-suited for the opening and closing of most classes. You can also use a short lively song to motivate the students in the middle of a lesson.

The audiotape has all the songs in the program. Most songs have pictures and words in the student book. Play the audiotape, if you choose, and have the students follow words and pictures in their student books.

Then teach the song line by line to the students. You sing one line or part of a line and get your students to repeat after you. Use the pictures in the student book to help the students remember the words.

Finally, play the audiotape again and have your students sing along and do the actions.

Play a Game

There are many games in the *Learning English* program for vocabulary practice. Refer to the "Games" section in the back of this guide, which contains specific directions for playing games.

Make Up a Dialogue

After the students have practiced new vocabulary words and structures, they can create their own conversations. When you ask the students to do this, don't tell them exactly what they must say. You might, however, list some phrases and words on the blackboard to give them ideas of what to say. Also, model one or two dialogues to give them some ideas. Remind the students that they can repeat structures and words as much as they like in a dialogue.

Encourage the students to invent characters and situations for their dialogue. The students can use puppets or face masks.

Again, you might assist by helping the class to list various characters (WHO) and situations (WHAT) on the blackboard. The students can pick and mix these to produce their own imaginative scene. For example:

WHO

- Frog, butterfly, fish.
- Cowboy or other people from the past.
- Good queen.
- Heroes such as a courageous king.
- Movie stars or television actors.
- Monkey, fox, sheep, lion.
- Mickey Mouse or other cartoon characters.
- Farmer.
- Doctor, nurse, teacher.

WHAT

- Saving someone from a disaster.
- Hiding together.
- Mountain climbing.
- Trying to buy something.
- Storm at sea.
- Winning a contest.
- Playing in the park.
- Going on a long trip.
- Just after a hard examination.

With interesting situations, your class can use sounds and actions to make even simple structures into dramatic dialogues. For example, here's a way the students can create dramatic situations to practice **Hello, my name**

is _____. How are you? I'm fine. What's your name? My name is _____. What's his/her name? Nice to meet you.

WHO Mr. Wolf, Mr. Sheep and Miss Monkey.

WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.

WHO A boss, a worker and a little boy or girl.

WHAT They are all stuck on an elevator that has stopped.

WHO A father, a mother, a son and the son's friend who is very strange.

WHAT The son is introducing his strange friend to his father and mother.

WHO Two aliens and a human being.

WHAT The aliens have just landed on Earth and are trying to make friends.

Use Puzzles and Riddles

The students may guess words through riddles like this:

I have four legs. I can stand up, but I can't sit down.
What am I? (A desk.)

Drill

Here's a key rule: do not drill the students on words or structures unless they understand what they mean.

Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun Drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and Answer:** Ask questions of individual students, groups of students (for example, **This row answer**) or the whole class. Do not ask a question before you have shown the students how to respond to the question. Use a variety of questions:
 - "Yes-No" Questions: **Is this a chair? (Yes/No.) Do you like noodles? (Yes/No.) Are you hot? (Yes/No.)**
 - "Or" Questions: **Is this a chair or a desk? Do you like noodles or rice? Are you hot or**

cold?

— "Wh" Questions: **What's this? Where is ____? What time is it? What colour is it?**

- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/she, and Student 4 answers the question. Student 5 starts the chain over again. For example:
Student 1: What's your name?
Student 2: My name is Du.
Student 3: What's her name?
Student 4: Her name is Du.
Student 5: What's your name?
After a few students, you can move the chain drill to another part of the classroom.
- **Repetition Drill:** This is very mechanical. The students may not know the meaning of what they are saying, but this allows them to practice pronunciation.
Teacher: Let's read a book.
Student: Let's read a book.
Teacher: Let's draw a picture.
Student: Let's draw a picture.
- **Drill with Substitution:** This is more difficult than straight repetition, but it is still mechanical.
Teacher: You want to read.
Student: Let's read a book.
Teacher: You want to draw.
Student: Let's draw a picture.
- **Drill with Single Word Prompts:** This is even more difficult. The students must be able to construct their own sentence.
Teacher: Book.
Student: Let's read a book.
Teacher: Draw.
Student: Let's draw a picture.
- **Drill with Picture Prompts:** This is more difficult still. The students must construct their own sentence with no English word to prompt them.
Teacher: (*Hold up a picture of a park.*)
Student: Let's ____.
- **Drill with Free Substitution:** This is the most difficult. The students must understand the meaning in order to participate.
Teacher: What do you want to do? Where do you want to go?
Student: **I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.**

Ways to Check for Understanding

After the students have practiced a new concept, you need to check whether they understand.

As much as possible, avoid forcing very shy or reluctant students to speak out in class all by themselves. Ask for volunteers. For example, **What's this?** (Point to an object.) **Who can answer? Volunteer?** (Raise your hand to show what you want the students to do.) **Is there a volunteer?**

Obviously, if some students refuse to volunteer an answer even after several weeks of classes, you will need to encourage them more forcefully. If a student finds this impossible, you may need to meet privately with that student after class to check his or her understanding.

This guide uses some of the following methods to check for understanding in class:

Observe as the Students Practice

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a Checklist:** Some teachers make up a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students' names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student's name, you can place a mark to represent the student's mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write 1, 2 or 3 to show beginning, developing or mastery skill level.
- **Making Descriptive Records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:
Li Hong – Cannot pronounce /θ/ correctly.
Xiu Jie – Confuse mouth, ears, eyes, nose.
Yi Yuming – Drop final consonants on many words.

When you have a large class (more than 40 students), you may need to focus your observation on those students who appear to be having the most difficulty. Remember to move to all parts of the

classroom, including the back rows, when you observe.

Ask the Students to Present

When pairs or small groups of students have practiced a question-answer structure, call on three to five volunteer groups to demonstrate in front of the class.

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

Play a Game or Sing a Song

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

Check the Activities in *Let's Do It!*

You have choices in how to evaluate activities. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups.
- The students may exchange their activities with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activities at the end of the unit and check them. You might collect the activities by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.

Ways to Teach Pronunciation

This guide does not offer detailed methods for teaching pronunciation. Here, however, are a few guidelines:

Do not drill children on any word or structure unless

they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching children the International Phonetic Alphabet (IPA) at the very beginning. Young students are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English.

IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say **thanks**.
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store**.
- Practice (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack**.
- When you teach an unfamiliar sound, teach a contrasting sound. For example when you teach /θ/ in **thin**, contrast it with **tin** and **din**.
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.
- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as

possible, without mixing up the words.

For example:

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape of native English speakers whenever possible for children to practice imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:
Are you hungry? Do you like ice cream?
- Falling intonation occurs in statements and in questions that aren't answered yes/no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:
I like ice cream. Here is my pencil.
- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:
Please? (3 times)
Three books, please? (3 times)
Have three books, please? (3 times)
May I have three books, please? (3 times)

教 学 技 巧

词汇教学方法

本《教师用书》的每一课都提供了怎样向学生教授新词和新概念的建议。编者常常将几种方法结合起来,统一于一个标题之下:不同方法的结合使用往往是帮助学生学会新词新语的最有效的途径。本节旨在描述一些关键方法。教师宜选择最适合本班的方法。

利用实物

一件实物,学生看得见,摸得着,因而往往能有力地表明一个新的概念。例如,为说明某个新词的意义,可以用手指向教室里的某个人或物。只要可能,尽量将实物带到课堂上来。

利用图片

教师可以在班上利用亲手制做的词汇大卡片,每一张词汇卡片均表明一个词。还可向学生展示一些其他图片。宜利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词,学生见的实例越多,概念便掌握得越好。

画出来

如果找不到图片展示(给学生看),可以自己动手画出来。在黑板上画几个简单的人物线条画,即可表明诸如 his, he, she 和 they 之类的概念。可教会学生怎样辨认表示一些难以表明名词的意义的简单图画。例如,画三个气球表示 birthday party,画一只碗外加筷子以代表 food,或者画幢大建筑物,其大门上方挂着一块牌子,以表示 school。你也可以快速地画一系列脸形和表情(如 happy, sad 和 scared),以表示不同的感情;可以画些脸形,以表现诸如 I like/I don't like ____ 之类的抽象概念;可画些画,表现如 crying 或 singing 等概念;还可以画些画以表示学生正在进行的活动,如 colour 或 circle 或怎样制作字母等。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像行走、站立、坐和够着某物等诸类动作,是很容易表演的;可用自己的面部表情,表现情感(如愤怒,悲伤,疲倦等);可用手指表示数字。

角色扮演

只要可能,不妨扩大表现范围,进行角色扮演。可以自己单独扮演。例如,要表示 I'm cold. 这一概念。可以(装做)发抖,皱眉头,发出 Br-r-r-r-r 的声音,跺脚,双臂紧抱身体等,边做动作边说: Oh, I'm cold. I feel cold! 让一个学生关窗,再说一遍: Oh, I'm so cold. It's cold here. Cold. Very Cold. 然后假装穿毛衣。关上窗子之后,边假装感到暖和起来了,边说: Oh, that's much better. I'm not cold now.

教师还可以找个学生一起表演。例如,教师为说明 May I have ____? 这一概念,可表现出需要某件东西,却找不到。接着走到某个自愿者身边,指着某物,伸出双手,显出你想借用那东西的表情。一边表演,一边说: May I have ____, please? May I? May I have ____, please? 过一会儿,假装用完了,将该物还给那位同学,一边说: Thank you! 一边做出一副很高兴的样子。

教师也可以用手偶进行表演。可一手拿个手偶,表演对话。学生既可同教师一起玩手偶,也可与其他同学一起玩。本《教师用书》关于手偶、张贴画章节,提供了大量的关于怎样制作、使用手偶的方法。

利用《教科书》

《教科书》(学生课本)每课都配有一些图片。通过图画和演示向学生介绍某个新词之后,请学生们仔细看课本上的该画和该词。教师每念一个词,问学生: Where is the ____? 可请学生指到那个词。学生们边指着课本上的图画,可边

互相提问:What's this? 学生也可跟着教师朗读该词。

板书并重复

借助图片或演示向学生介绍完某个新词或新结构之后,将该词写在黑板上,指着该词说 look,并且慢慢地念出该词。然后跟学生讲:Say it, please. Again, please! 指着该词,让学生跟着慢慢念出来,至少重复四次。

翻译出来

有些情况下,可用汉语向学生解释某个概念。像 friend 和 favourite 这类抽象概念,可能需要翻译成汉语。讨论故事时也可能要借助翻译。

比较

在教授像反义词一类相互联系的概念(如 long 与 short, old 与 young, straight 与 curly, big 与 little)时,有些老师往往将两个词同时教给学生,以表现其相反的意义。

举例

学生一学到某个新词,就可教他们怎样以不同的方式进行运用。你会发现例子举得好,往往会使该概念变成学生自己的东西。例如,教 birthday 这个词时,不妨问学生的生日是哪一天,他们在生日那天做什么等。

先用学生已学过的结构(句式)举例(造句)。如,教某个新的表示动作的词 talk,可将该词用于学生已熟悉的句型和问话中,然后再逐渐扩展开来。用动作、姿势将意义说清楚。例如:

He is talking. Look at him! He is talking.

Is he talking? Is she talking?

What are you doing? Are you talking? No, you are not talking.

Are they talking? Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk? Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen—everyone, talk. Go! Everyone, talk.

Now—stop. Everyone, stop talking. Very good.

唱歌

歌曲大量运用韵律和重复,歌词易于记忆,而学生通过歌曲,往往能很快学会新词和新结构。例如,“Do the Hokey Pokey”目的就是教学生:Put your ____ in. Take your ____ out. 因为学生反复多次地唱,便于理解掌握。像“Do the Hokey Pokey”和“This Is the Way We Walk to School”这类动作歌就很好,这些歌儿使学生反复多次地边做动作边练习新词和新结构。

讲故事

听故事,尤其是重复较多或集中于某个关键词的故事,往往能使学生很快将新词学到手。故事赋予新词以意义;故事让学生听到新鲜的说法。学生既记得住又喜爱故事。课本中有些对话每篇都讲述个小故事。

你本人也可使用学生已知道的词汇和结构编些短小的故事式对话。同时,如可能,不妨插进些新词。既可用手偶(一手拿一个)帮你讲故事,也可以在黑板上简单几笔,勾勒出主要角色。轮到他或她说什么话时,就指向那个角色。例如,如果你准备向学生讲 tired 这一概念,不妨以角色对话的方式讲个像下面这样的故事:

Danny: I am very tired today. I'm so tired.

Jenny: Poor Danny! Why are you tired?

Danny: I don't know. I'm so tired. I'm so tired I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (入睡,接着开始打鼾)

Jenny: (悄悄地) Danny! Danny! Wake up! This is English class! The Teacher is talking to you.

Danny: (猛地惊醒过来) Oh—oh—oh! Where am I? What happened? Oh—I'm so tired. (又倒头睡去)

读故事

时间允许的情况下,选择一些故事让学生读。故事常常提供极好的机会让学生讨论人物和情节,诱发学生的语言表达。记住:重点应放在故事的中心意思上。学生不必每个词都读完;只需大致了解故事的主要情节和人物。还请记住:听和阅读不过是语言经历的一部分。阅读故事包括三个部分:

阅读准备

- 让学生谈谈各自与故事的主题相关的经历,以将学生引入故事之中。
- 看故事里的插图,以确实其背景。让学生讨论故事可能发生在何时何地,故事的人物是谁,故事中有哪重要的东西。
- 就插图进行提问,让学生就故事进行讨论。可提这类问题:这是谁?她在哪儿?她在干什么?她为什么要这么做?
- 你认为她为什么笑?图中还有谁?你认为刚发生了什么事?记住:这类预测不必非正确不可!
- 启发学生们推测本故事讲的是什么。
- 将理解本故事的中心大意所需的关键词教给学生。尽量将要教的新词限定在3至5个以内。

阅读

- 每行尽量读慢点。可以边拿着书指着插图边读。
- 频频停下来,检查学生的理解情况,修正所作的预测,并作出新的推断。
- 放录音,让学生听英美人是怎样朗读该故事的。
- 注意力放在中心意思上。帮助学生免于陷进逐词理解的泥沼而走不出来。
- 通过提问和插图,鼓励学生分析故事的意

义,让学生听出或找出他们所认识的关键词,以作为故事意义的线索。

讨论

- 全班跟着你读完故事之后,检查一下是不是每个人都抓住了中心意思。不要纠缠于个别词汇的理解。

- 用提问的方式,检查学生的理解情况。可提以下问题:故事是怎样发生的,故事中的人物做了些什么,这些人物作出了什么选择,故事是怎样结束的。

- 激发学生就故事作出各自的评论。叫学生设身处地地想一下,如果换了他们,会有什么感受,会怎样做。让学生好好想想,故事中的人物为什么要那样行事。叫学生谈谈各自对故事中的人物和人物的行为的看法。问问学生是否喜欢故事的结局。

- 有些情况下,可以不进行讨论,而让学生以下列的任何一种方式对故事作出反应:

画幅故事里发生的事件的图画。

图下写几句话。

就故事搞图画展。

就故事收集各种杂志图片,搞成一幅拼贴画。

改变故事的结局。画幅画表现新的结局。

与另一位同学一起编篇对话,以表现故事的某个部分。

就故事的某个人或物编出各自的故事。

词汇练习和复习方法

教师需要不断地与学生一起练习他们已学过的词汇和结构。千万别以为教完一个单元,学生就都掌握了该单元的词汇。学后边的单元时,反复不断地用学生所熟悉的结构练习新的单词;将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

利用《活动手册》

《活动手册》提供了笔头作业,帮助学生练

习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画,又有填空以及每单元一次的测验。如课内有时间,就让学生在课堂上做《活动手册》上的作业。如时间不够,就作为家庭作业布置下去。记住,在学生离教室之前,一定对他们讲清楚每道题的要求。有些练习要求学生听录音。这些事情一定要在课堂上做好。

只要有可能,尽量让学生就他们已完成的作业相互之间进行对话。

给出指令

给学生一些指令,并让他们按指令去做。例如:

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your eraser on your book.

Draw a picture of ____.

这些指令能让学生参与活动,并表明他们对英语词汇理解的程度。

一对一和小组练习

只要可能,尽量给学生几分钟时间,让他们就刚学的新结构与同伴、同桌或分小组练习。一定要先让学生们理解并能够说该结构(句式),再让他们练习,然后要求他们就该结构进行有限的替换练习。

唱歌

歌曲能集中学生的注意力和听力,并快速地复习词汇。多数课在开始和结束时,宜唱首歌。也可在一堂课的中间,唱支短小的劲歌,使学生振奋起来。本套教材里的所有歌曲均已录入磁带中。多数歌曲,都能在课本里找到图画和词汇。如你觉得有必要,可播放磁带,让学生翻开课本,看相应的词和画。然后,将歌曲一句一句地教给学生。教师唱一句或一句的一部分,让学生跟着你重复。利用课本上的图画来帮助学生记住歌词。最后,再放磁带,让学生跟着唱并跟

着做动作。

做游戏

本套教材有很多供练习词汇的游戏。《教师用书》的书末关于词汇复习的游戏那一节,提供了怎样玩游戏的具体说明。

编对话

学生就新词新结构进行了一定的练习之后,便可以自行对话。叫学生自行对话时,不要告诉他们必须讲什么。不过,可以将一些短语和词汇列在黑板上,以便给他们一些提示。还可以示范一两个对话。别忘了告诉学生,任何结构和单词,他们想在对话中重复多少次都可以。

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。此外,你同样可以将不同人物(Who,谁)和情景(What,什么)写在黑板上,以启发全班同学。学生可以对这些人物和情景进行取舍或混合,以编出他们自己想像的情形。例如(注意将人物和情景分两栏列出,而且不配对):

人物

青蛙,蝴蝶,鱼。

牛仔或昔日其他什么人。

贤明的女王。

像勇敢的国王一类的英雄。

电影明星或电视演员。

猴子,狐狸,羊,狮子。

米老鼠或其他卡通人物。

农夫。

医生,护士,教师。

情景

救某人脱险。

一起躲藏着。

爬山。

想买点什么。

海上风暴。

比赛争胜负。

在公园玩耍。

出门作长途旅行。

刚结束一门很难的考试。

只要情景设计得有趣,你班上的学生就可以通过声音和动作,将一些很简单的结构变成一些极富戏剧性的对话。例如:学生可用这种方式创造戏剧性情景,以练习:Hello, my name is _____. How are you? I'm fine. What's your name? My name is _____. What's his/her name? Nice to meet you.

人物:狼先生,羊先生和猴女士。

情景:猴女士将狼先生介绍给羊先生,可羊先生很害怕狼先生。

人物:老板,工人,小男孩或小女孩。

情景:他们全都困在停住不动的电梯里了。

人物:父亲,母亲,儿子和儿子的一个怪怪的朋友。

情景:儿子将他那怪怪的朋友介绍给父母。

人物:两个外星人与一个地球人。

情景:两外星人刚在地球上着陆,正想法结交朋友。

利用智力测验和谜语

学生可以通过这类谜语猜词:

I have four legs. I can stand up but I can't sit down. What am I? (桌子)

操练

千万注意:一定要在学生弄懂了单词或结构的意义之后,再行操练。好的教师一般采用几种操练法,从而避免单词乏味并让学生不断动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性:全班一齐重复,链式重复,你本人向小组或全班提问,并请个别学生向你提问。

- 名词操练:可请学生指出你所提到的教室里的实物,或者由你向学生展示图片,让学生说出该实物的名称。

- 问答:向个别学生、小组(如 This row answer)或全班提问。一定要向学生讲明怎样回答某问题之后,再提问。宜用不同问法:

“是/否问句”:

Is this a chair? (Yes/No.)

Do you like noodles? (Yes/No.)

Are you hot? (Yes/No.)

“选择问句”:

Is this a chair or a desk?

Do you like noodles or rice?

Are you hot or cold?

“特殊问句”:

What's this?

Where is ____?

What time is it?

What colour is it?

- 链式操练法:可以从教室的任何一个地方开始。甲提问,乙回答;丙向丁提问,加进 He 或 She,丁回答。第五个同学又从头开始。如:

甲: What's your name?

乙: My name is Du.

丙: What is her name?

丁: Her name is Du.

甲 2: What's your name?

这部分学生轮完之后,可将链条接到另一部分学生那儿去。

- 重复操练:这种练法很机械。学生不一定知道自己在说什么,但可锻炼他们的发音。

教师:Let's read a book.

学生:Let's read a book.

教师:Let's draw a picture.

学生:Let's draw a picture.

- 替换练习:此法比直接重复稍难一些,但仍然是机械式的。

教师:You want to read.

学生:Let's read a book.

教师:You want to draw.

学生:Let's draw a picture.

- 单词提示法:此法比较难。学生需要自己造句。

教师:Book.

学生:Let's read a book.

教师:Draw.

学生:Let's draw a picture.

- 图片提示法:此法难度更大些。学生需在英语词提示的情况下自行造句。

教师:(举起一张公园照片)

学生:Let's ____.

- 自由替换法:此法最难。学生要想参加练习,需懂得其意义。

教师:What do you want to do? Where do you want to go?

学生: I want to go walking. Let's go

walking. Let's go for a walk. Let's go to the park.

怎样检查学生的理解情况

学生练习了某个新概念之后,教师得检查一下,看他们是否理解其意。尽量不要迫使非常害羞和不情愿的学生独自当全班的面回答,问谁愿意回答。例如:What's this? (指着某物) Who can answer? Volunteer? (举起手表明你要学生怎么做) Is there a volunteer? 当然如果有些学生上了几星期课之后,依然拒绝主动回答,你得给予他们更有力的鼓励。如某学生觉得根本做不到,你可能需要在课后与该生面谈,检查其理解情况。

本《教师用书》使用以下方法在课堂上检查理解情况:

观察学生练习

无论何时,只要给学生时间,让他们一对一或分小组练习对话,或做《活动手册》上的作业,你都应在教室四处走动,仔细观察学生的练习情况。在这个过程中,尽量做到不干扰学生。

- 制作检查表:有些老师往往在连续几课的教学中就学生特别需要掌握的技能制作检查表,以了解情况。一般的做法是,将表夹在写字夹里,手拿写字夹,在课堂上四处走动,边听学生练习,边做笔记。表的一(左)边,列出全班学生的名字;另一边的顶上,分栏列出各项技能,可在学生名字的旁(右)边作记号,以表明该生掌握的情况。例如,用+或-表示令人满意或不满意,或用1,2,3表示技能掌握的程度。

- 作描述性记录:有些老师往往在学生练习过程中或课后,就某学生的情况作简单记录。例如:

李 红——/θ/音发得不准。

修 洁——mouth, ear, eyes, nose 分不清。

易玉明——词末辅音吞音现象严重。

如果教的班太大(多于40名学生),宜将注意力放在问题最多的那些学生身上。观察过程

中,记住:教室的各个地方都要走到,包括后面几排。

让学生表演

学生们以一对一或小组练习的方式做完某个问题练习之后,点三至五对或组(自愿者)上台前表演。此外,学生练习对话时,有些情况下也不妨请几个自愿者当着全班表演。记住,学生花了时间自行对话之后,不一定每次都要请人上台前表演。如你每次都这么做,学生慢慢可能会认为其练习本身并非是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要寓学于乐,需要在自编对话的过程中发挥其想像力运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲,使你有机会观察到学生掌握词汇和指令的情况。请参阅为复习词汇而设的游戏那一节。

检查 *Let's Do It!* 中的活动完成情况

检查学生活动完成情况可有多种选择。具体办法可视情况而定:课堂上还剩多少时间;学生课文掌握的程度如何等。

- 可让学生在课堂上相互交流。学生可以与同伴(桌)或在小组内交流作业。

- 可让学生与同桌交流活动部分。将正确答案告诉全班,学生就对方的作业相互打分。

- 你也可以上完一个单元之后,将活动部分收集上来检查。可不定期地突然抽查;可选取特定的作业予以打分并予以记录;可“浏览”其他部分,仅查看学生是否做了,以及他们的具体困难在哪里。

语音教学方法

本书不提供详尽的语音教学方法。这里只提出几点基本的指导意见:

不管任何词或句子,如果学生不明白其意思,就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡一开始就教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己。而国际音标是另一套抽象记忆符号,会给培养学生流利、自信地用英语表达自己造成障碍。

然而,国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当教师能发这些音时,便可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议:

- 把生词的发音和学生所熟悉的汉语语音相比较。

- 说明发音器官(如舌、齿、唇、腭等)的动作。可用一种夸张的方式向学生展示发音器官的位置,并让他们以这种方式进行练习。如,把舌尖置于上下齿之间说:Thanks.

- 练习成组的元音发音相同的单词。如:boy, toy, soy 或 four, more, your, store 等。

- 练习有一个音不同,其他音相同的成对单词的发音。如:bit/bet, sit/set, bag/back, rag/rack 等。

- 当你在教学生不熟悉的语音时,可采取对比的方法。如教 thin 中/θ/的发音时,把/θ/和 tin 和 din 相比较。

- 在硬纸板上做一个大的人头侧面图像,展示齿、腭、唇和喉咙。然后,把口腔部位从硬纸板上剪下来。操作时,手上裹一块红布或戴上两指手套。当你在教一个新学的语音时,把手从口腔的部位伸出,表现舌的运动。

- 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。如:

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal

ran.

She sells sea shells by the seashore.

Look how high his Highness's horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议:

- 在起始年级,重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头,也可用手势或其他方式帮助学生记忆。

- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意:教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会使学生通过听说本族语的人的录音进行模仿。

- 用 yes-no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调,并在最后一个音节上明显上升:

Are you hungry? ↑

Do you like ice cream? ↑

- 陈述句和不用 yes-no 回答的问句用降调。其方式是在核心词或重读音节上提高音调,然后音调下降:

I like ice cream. ↓

Here is my pencil. ↓

- 可以采用“回链”的方式帮助学生自然学习自然的语流:把一个句子分成几个小部分,然后从后向前进行操练。如,在学习 May I have three books, please? 这样一个句子的正确的重读和语调时,先把整个句子写在黑板上,教师把手放在单词下面,学生同时说:

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

Evaluating Students

Use these methods, or your own methods, to evaluate and record student progress at the end of each unit.

Note Particular Problems

Write down the names of students who seem very uncertain during the oral parts of the lesson.

Write down words that you think require more drill for the whole class in comprehension or pronunciation. Refer to these notes when making lesson plans in future units.

Grade the Test

Score the test by giving one point for each correct answer and one point if the student has followed all the directions correctly, including placing his or her name on the correct line.

Grade Oral Comprehension

Based on your observations of the students' participation in the test lesson and throughout the unit, award points as follows:

- 1 point to students who demonstrate little or no comprehension.

- 2 points to students who understand some words and can use some nonverbal signals to express meaning.
- 3 points to students who can understand and speak about sixty percent of the material. They may, however, still exhibit uncertainty or poor pronunciation.
- 4 points to students who can understand and speak about eighty percent of the material with reasonable pronunciation.
- 5 points to students who participate with confidence, and can speak and understand ninety percent or more of the material.

Grade the Activities

Award additional points (2 or 3) to students who have completed all the exercises that you assigned during the unit.

Calculate the Final Grade for Unit

Take half the score for the test. Add it to the total scores for oral comprehension and the activity book.

学 生 成 绩 评 估

在每单元结束时,教师可以用以下方法或用自己的方法来评估和记录学生的学习进展情况。

注意特殊问题

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。这些记录可以供教师在以后各单元的备课中参考。

给测试评分

测试成绩按如下方式打分:每个正确答案均给1分;如果学生正确地遵照指示去做,包括将他们的名字写在正确的位置上,另给1分。

给口语理解评分

根据教师对学生在测试课和整个单元中学生课堂参与的表现,按如下方式打分:

- 1分:理解很困难或完全不能理解的学生。

- 2分:能够理解一些单词并能通过一些非语言动作表达意思的学生(如点头或手指事物)。
- 3分:能够理解和表达三分之二内容的学生,但是显得信心不足或发音不准确的学生。
- 4分:能够理解和用正确发音表达百分之八十内容的学生。
- 5分:信心十足,积极参与,并且能够表达和理解百分之九十或更多内容的学生。

给活动评分

给那些能够完成该单元中教师所布置的作业的学生,再加几分(2分或3分)。

计算总分

测试分数的一半加上口语理解和活动的分数便是该单元的总分。

Puppets, Posters and More

Making and Using Puppets

Puppets are excellent language-learning tools. They capture the students' attention. They encourage the students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to the students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The students love to make puppets: it's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. The students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials.

Decorate your puppets with hats, whiskers, glasses,

eyelashes and other features. Attach jewelry, feathers, hair ribbons—anything colourful. Use your imagination and have fun!



This puppet has a ping-pong ball for a head and a square of fabric for a body. Cut a hole in the ping-pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the ping-pong ball a face and

some personality!

Making and Using Posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays.

Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

Teaching Posters

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 1, Book 1, focuses on school objects. At the beginning of Unit 1, Book 1, you should post pictures related to this theme (such as a **desk**, **chair**, **pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.**)

Other themes in this guide include colours, clothes, foods, parts of the body, family, actions (such as **jumping**, **singing**, **laughing**) and feelings (such as **mad**, **sad**, **tired**). Make a poster for each of these themes.

Photograph Posters

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **He is standing. They are playing. Put your hand on your head.**

Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and art work on the classroom wall.

Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimetres long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/his/her name? My/His/Her name is ____**, make separate word-cards for:

What is
your
his
her
name?
My
His
Her
name is ____.

Make the word-cards about twenty-five centimetres long and twelve centimetres wide. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is ____** in another pocket panel. Insert the other word-cards (**your**, **his**, **her**, **My**, **His**, **Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

How many ____ do you have? I have ____.
Do you like ____? Yes, I like ____.

Making and Using Flannel Boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre deep and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

Flannel sticks to flannel. This means you can attach pictures or word-cards to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in**, **on**, **under**, **between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms**, **legs**, **hands**, **feet** and **head**. You can also ask the students to work with the flannel board. For example, ask a student to put a head on the body.

Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of eyes, noses, mouths, ears, hair (different colours and styles) to create characters.

手偶、张贴画及其他

制作和利用手偶

手偶是很好的语言学习工具,能吸引学生的注意力,能鼓励学生用语言来练习和玩耍,能帮助害羞的学生有勇气开口。

作为一名教师,你可以用手偶为学生演示对话。例如《教科书》中的那些对话,也可以用它向全班或单个学生提问。每只手上拿一个手偶,你自己就能组织会话,并能演示问答。如:How do you feel today? I feel happy.

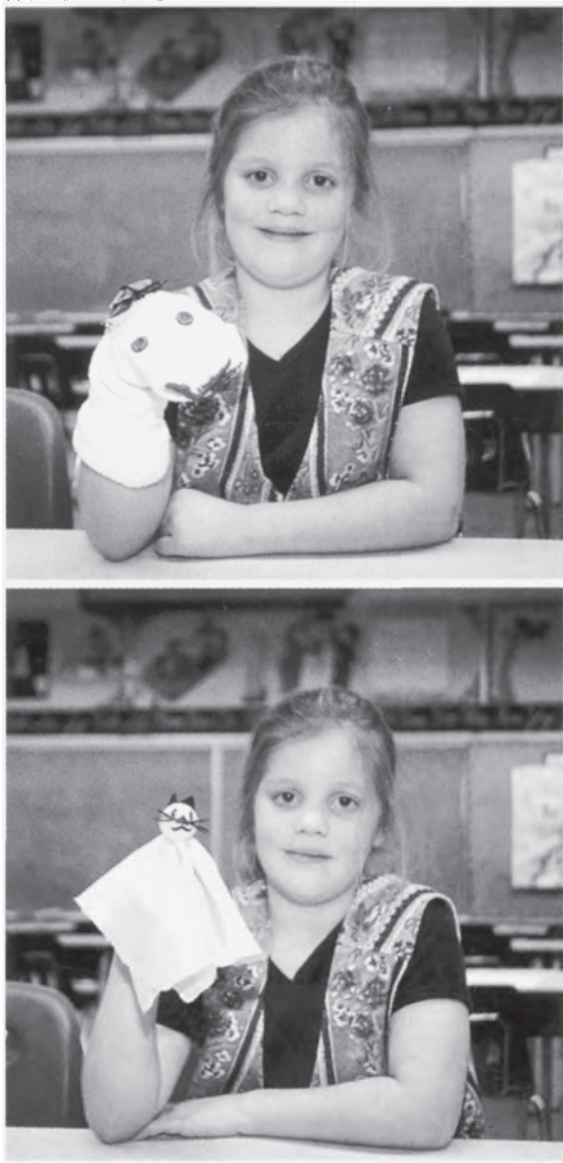
学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩。学生彼此用手偶练习时,都乐意做句型操练。害羞的学生也会发现对着手偶说话,开口说英语会变得轻松容易。教师可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面,这样能够进一步帮助害羞的学生面对全班同学开口说话。

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。学生喜欢制作手偶,因为这项工作很好玩,富有创造性,能够为许多交流创造出自然的场景。把诸如剪子、羊毛、彩布、针线等材料带到课堂上,学生还可以每人带些旧钮扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶之前,教师应该教学生如何给手偶起名字,如何要需要的物品。在制作手偶期间,鼓励学生用英语交谈。

教师可用能放进手的任何东西来做手偶,如用一只短袜或一个纸袋。教师可以用手做手偶的头,用手指做手偶的嘴。再添上眼睛、嘴唇、鼻

子和头发。这些都可以用水彩笔画出,也可以用钮扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶,还可以给它添加色彩鲜艳的装饰品,诸如珠宝羽毛、发带等。运用你的想像力获取乐趣吧!



这个手偶是用乒乓球作头,用四方布作身体的。在乒乓球上开一个大口,以便能让食指插进去。用一块四方布盖住手指,然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

制作和利用张贴画

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室,让学生们置身于英语环境中。

教英语词汇时,要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些东西,以帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中,每个单元的教学计划都有一个主题,集中归纳了学生要掌握的词汇。例如,第1单元着重讲述了学校物品。在第1单元开始的时候,应在墙上或教室后的宣传栏上贴一些有关这一主题(例如 desk, chair, pen 和 pencil)的图片。在每幅图画旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句(例如: What's this? It's a desk.)。

在这本参考书中,其他的主题包括颜色、衣服、食物、身体部位、家庭、动作(如 jumping, singing, laughing)和感情(如 happy, sad, tired)。为每一个这样的主题制作一幅张贴画。

照片张贴画

拍下一些学生正在教室里活动的照片,把他们布置到一个大展示牌上。用英语短句为每幅照片作标注,例如: He is standing. They are playing. Put your hand on your head.

学生张贴画

只要有可能,尽量让学生们自己制作词汇小张贴画,学生可以自己画,也可以从杂志上剪下图画,然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画,让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

制作和利用词卡袋

词卡袋是由一块约12厘米宽,50厘米至100厘米长的硬纸板制成。上端开口,用胶带把它粘在墙上或钉在告示牌上,现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用,例如教 What's your/his /her name? My/His/Her name is ____时,制作下列单个词卡:

What is
your
his
her
name?
My
His
Her
name is ____.

制作的词卡大约25厘米长,12厘米宽,用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中,把写在 name is ____ 的词卡插入另一个词卡袋中,再插入其他的词卡(your, his, her, My, His, Her),以便向学生展示这个结构是怎样构成的。

用同样的方法也可教问答结构。例如:

How many ____ do you have? I have ____.
Do you like ____? Yes, I like ____.

制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。你需要一块便宜的法兰绒布(大约1米宽,2米长)。一些教师把法兰绒布贴在墙上或告示栏上,一些教师把它盖在一块厚纸板上,以便能在教室不同的位置使用。

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块儿法兰绒,教师便能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助教师教给学生物品之间的关系。例如,教师可以把图画粘在法兰绒板上来展示 in, on, under, between 和 beside 这些概念。

教师也可用法兰绒板来制作图画。例如,当教给学生身体部位的名称时,随着教单词 arms, legs, hands, feet 和 head, 就能逐步地在法兰绒板上构造出一个人的完整图像。教师也可以让学生用法兰绒板来做练习,例如,让一个学生把头安在身体上,让另外一个学生把一只胳膊从身上移开。

教师可以用法兰绒板为人头像制作脸部。例如,可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上,让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发(不同颜色和风格)来创造各种各样的人物脸型。

Games

Children love to play games, and these games help them learn English!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

ALPHABET SCRAMBLE

A contest to review letters of the alphabet and any vocabulary.

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with A. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

AROUND AND AROUND

A game to review prepositions.

In this game, individual students take turns listening to your directions, answering your questions and moving around the classroom. Give directions such as:

Teacher: ___ (*Student 1*), please walk to ___'s (*Student 2's*) desk. Where are you now? You are at ...

Student 1: At ___'s desk.

Teacher: Good! (*To Student 2.*) Please stand. (*To Student 1.*) Please sit at ___'s desk. Where are you sitting?

Student 1: At ___'s (*Student 2's*) desk.

Teacher: Great! (*To Student 2.*) Please walk to ___'s (*Student 3's*) desk. Where are you going?

Student 2: To ___'s desk.

Teacher: Right! Stop! Please walk towards/around ___'s (*Student 4's*) desk. Where are you walking?

Student 2: Towards/around ___'s desk.

Teacher: Stop! Where are you now?

Student 2: At ___'s (*Student 5's*) desk.

Teacher: Good! (*To Student 5.*) Please stand. (*To Student 2.*) Please sit at ___'s (*Student 5's*) desk.

Variation: Add other vocabulary to the game. For example, you could ask students to sit in, on or under another student's desk. You could also ask the students to jump, walk or run from desk to desk, and you could ask them to perform these actions quickly or slowly, loudly or quietly.

BEFORE AND AFTER

A game to review "before," "after" and other vocabulary.

Draw a big clock (without any hands) in the centre of the blackboard. Facing the clock, write the word "before" on the left side of the blackboard and the word "after" on the right. Ask for volunteers to come to the blackboard, one at a time. Ask each volunteer to draw hands on the clock and do an action to match your sentence. Then say a phrase based on **At ___ (time), you ___ (action)**. For example:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

Then ask each volunteer to answer your questions by standing under the correct word and making up an answer. Ask questions based on:

What do you do before/after you ___?

The students have to think! They must give responses that fit the activity and time of day in your first sentence.

BINGO

To review any vocabulary.

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares). Block out the centre space: it's a free space. Write **B I N G O** across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class.)

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B**. The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example). If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I**. The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an X through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

CAN YOU FIND IT?

An action game to review any vocabulary.

This game is the most fun if you use real objects. For example, put a pile of clothing at the front of the classroom. Ask for a volunteer. Give the volunteer a few moments to study the clothing. Then ask the volunteer to leave the room. Remove one of the articles of clothing from the pile and give it to a student in the class to hide in his or her desk. The volunteer returns to the class and guesses the missing article of clothing. The class confirms or denies his or her guess as follows:

Volunteer: My ___ is lost!

Class: Yes/No!

When the volunteer correctly guesses the missing article of clothing, he or she roams the classroom, asking individual students for help as follows:

Volunteer: Can you find my ___?

Student 1: No, I can't.

Volunteer: Is/Are my ___ near?

Student 2: Yes/No, it/they is/are near/far.

When the volunteer finds the student with the item of clothing, the student says "Here it is!"

CHARADES

To review any vocabulary.

For this game, which is pronounced *shuh-rayds*, you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In "Charades," the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this

time on the blackboard.

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

- 1 – Clap your hands on your thighs.
- 2 – Clap your hands together.
- 3 – Clap your hands on your thighs.

Ask the students to clap with you as you all count **1-2-3** together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to review: **1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10, 1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.**

Repeat this a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DIAL A WORD

A telephone game to review any vocabulary.

On the blackboard, draw the telephone. Tell the students that when they “make a call” they can make words, too. If the students “make a call” with 2-1-8, for example, they spell “cat.”

Divide the class into pairs. The students take turns choosing a word and giving their partners the corresponding numbers to spell it. Each partner must guess the word, and spell it, to get a point. The word can

be any length. If a student also spells other words with the numbers from his or her partner, he or she gets extra points.

DRAW AND GUESS

To review any vocabulary.

This game is like “Charades,” only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: chair, desk, ear, scissors.

Difficult words: friend, favourite, eat, colour.

Phrases (difficult): one big apple, sing a song, little tree.

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through drawing **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

DRAW ME

To review vocabulary for personal description.

Each student writes a description for a character. Write a list of characteristics you want the students to cover on the blackboard. The list could include questions such as:

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

Does he or she have glasses?

What colour is his or her hair?

What colour are his or her eyes?

Is he or she mad? Scared? Happy? Sad?

How many legs (*or other parts of the body*) does he or she have? (*Only if you are drawing monsters!*)

Each student draws a picture to match his or her written description. Each student then trades his or her written description (but not the picture!) with a partner. Each student then tries to draw his or her partner's character from the written description. Does it match what his or her partner drew?

DRESS UP

An action game to review clothes and other vocabulary.

Put some real clothes at the front of the classroom in a pile. The clothes should be very big so that the students can put them on over their own clothes. If you can, bring more than one article of each type of clothing in different colours.

Divide the class into two teams and ask for a player from each team. Then describe the clothes each player should put on. Keep score.

You can use this game to review pronouns (he, she). Ask for a boy and girl to come to the front. Ask them to listen carefully and put on the right clothes when the sentence you say applies to them. For example:

She is wearing a ____ (colour) skirt. (*The girl puts on the skirt.*)

He is wearing a ____ (colour) hat. (*The boy puts on the hat.*)

If you can't get appropriate clothing, use pictures of clothes that you prepare in advance, or that you draw on the blackboard with a sheet of coloured paper above each one.

Variation: Use this game to review seasons. Put clothing at the front of the class that is appropriate for different seasons. When you call out a season, volunteers race for the appropriate clothing to put on. For example:

winter winter hat, winter scarf, mittens

spring umbrella, rain boots, rain jacket

summer shorts, T-shirt, sun glasses

fall sweater, jacket, pants

Note that the students do not need to name all the clothing to play the game. You may, however, want to write the seasons on the blackboard with corresponding weather adjectives. (For example, winter is cold and

snowy, spring is cloudy and rainy, summer is hot and sunny, fall is cool and windy.)

If you can't get clothes for this game, you can play it with pictures of clothes. Divide the class into small groups and ask each group to draw a picture for each article of clothing. They then put these face up in centre of the group. When you call out a season, the students race to take the cards for the appropriate clothing.

FAVOURITES

A game to review pronouns, possessive pronouns and other vocabulary.

Draw quick pictures of different objects on the blackboard. Tape a sheet of coloured paper over each object, or write an adjective (slow/fast, big/little, loud/quiet) over each object. Ask for volunteers, one by one, to come to the blackboard and remain standing under the objects you call out. Each volunteer must then say "I like my ____ (adjective) ____ (object)" or, if someone is already standing under that object, "We like our ____." Call out another object. The same volunteer must then correctly formulate a sentence about the student or students standing under that object ("He/She likes his/her ____" or "They like their ____.")

Hold an adjective and object in your own hands. When you call out your object, the volunteer must say "You like your ____."

FIND THE CARD

To review any vocabulary.

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card so the students can't see the picture.

Ask for a volunteer. Say **Where's the ____?** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word on the card loudly.

If the card matches what you asked for, the student may call out the next word. The student says **Where's the ____?** and picks a volunteer to try to find the matching card.

If the card doesn't match, the student returns to his or her desk.

FIND THE LETTER

To review letters of the alphabet.

Have the students look around the classroom to find objects that begin with the letter A and then four to five

other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter C.)

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

GO FISH

To review any vocabulary.

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can't see the pictures).

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

Each player checks the cards he or she chose for cards that match. Any player who finds a pair immediately puts it down in front of him or her. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has anymore matching cards, the game begins.

The players take turns asking each other **Do you have a ___?**, trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of

the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

GUESS THE QUESTION

A game to review standard questions.

Ask the students to take out their flashcards that say **Who?, What?, When?, Where?, Why? and How?** Divide the class into groups of four to six players. The students in each group combine their cards in a stack. The students then take turns picking up a card and saying a sentence that answers the question on the card. (For **Who?**, a player might say **I am a doctor.**) The other players then guess the question on the card, starting with the first player to the right. The player that guesses the word correctly gets a point. Then the next student picks up a card and makes up a sentence.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to each write two sentences. One sentence matches the vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and read one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **Yes** if the student stands under the correct face and **No** if not.

HIDE IT

An action game to review "where" questions and

classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says **Where is my ___?** and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants **Where is his/her ___?** over and over while clapping.

When the student finds the object, he or she holds it up and says **There it is. Thanks!**

I SEE SOMETHING

To review adjectives.

Say in rhythm:

X X X X X | X X X X X |

I see something _____. I see something _____.

Fill in the blanks with a colour or other adjective. For example:

I see something green. *Or* I see something little.

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** and points to his or her guess. You answer **Yes** or **No**. The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something _____**. The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

JOINING GAME

An action game to review parts of the body.

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow**, one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!**

LETTERS

A spelling game to review any vocabulary.

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word “cow” has three blanks: _ _ _ . The word “sheep” has five blanks: _ _ _ _ _ .

The teams take turns guessing the letters that go in the other team’s blanks. For example, Team 1 gets the card for “cow” and draws three blanks on the paper. Team 2 guesses the letter *O*. Team 1 writes *O* in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2’s word.

The team that completes the most words wins.

LIVING PICTURE

A game to review action in a story.

In this game, you or a volunteer tell a story. Volunteers in the class play people in the story. They must do the actions you describe and say the words you tell them to say.

Each time we recommend this game in the teacher’s guide, we give you sentences to say, or ask you to read from the student book or storybook. You can, however, make up your own story, or ask the students to make up a story.

Before you start the game, you need to assign a role to each student in the game. You can give the students names, or tell them to play objects, such as a phone. You also need to assemble any objects you want the players to use.

You can interrupt the story at any time and ask the players to say appropriate words. For example, if the story says a player visits another player, they should exchange a greeting.

Play the game with one group of volunteers in front of the whole class.

Variation: Divide the class into small groups, each with a set of players, and play the game with all the groups at the same time.

MEMORY CARD

To review any vocabulary.

Choose ten to fifteen words you want the class to

review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** if the cards match or **Different!** if they don't. Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

MEMORY NAME

To review my/his/her and learn everyone's name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says **My name is** ____ (Hong, for example).

The second person says **My name is** ____ (Yangsheng, for example) and **Her name is Hong**.

The third student says **My name is** ____ (Du, for example) and **His name is Yangsheng** (points to the second student) and **Her name is Hong** (points to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students' names!

MOTHER, MAY I?

An action game to practice asking permission and other vocabulary.

This is a game every North American student knows.

Divide the class into groups of about six. Each group appoints a "mother" or a "father." This student stands facing the group and the rest of the group stands several metres away, shoulder to shoulder in a line. The "mother" or "father" then requests each student in the rest of the group, one by one, to perform an action. These

students must say "Mother/Father, may I?" before they do the action. The action always involves taking a specified number of steps forward in a specified manner. For example:

Mother/Father: ____ (*name of Student 1*), please take three big steps.

Student 1: Mother/Father, may I?

Mother/Father: Yes, you may.

Student 1: (*Take three big steps forward.*)

Any student who performs the action without saying "Mother/Father, may I?" or who performs the action incorrectly, returns to the starting line. The student who reaches the "mother" or "father" first wins.

You can use this game to practice simple or complex sentences. Brainstorm the sentences you want your class to use before you play the game. For example:

Please take nine (*or any number*) big/little steps.

Please take five (*or any number*) big/little, fast/slow, loud/quiet steps.

Please take two (*or any number*) big/little (*or a combination of adjectives*) steps in an airplane (*or other mode of transportation*).

Please run (*jump, walk, skip*) one (*or any number*) big/little (*or a combination of adjectives*) step.

If you use modes of transportation, help the class agree on how to act them out.

Variation 1: You can adapt this game to review any action you would use in "Simon Says." When a student performs an action correctly (after first asking "Mother/Father, may I?"), he or she takes a step forward. Otherwise, he or she returns to the starting line.

Variation 2: Play the game with the whole class. Divide the class into teams. Appoint a scorekeeper. Request actions from each team, one by one. (You can use actions they can perform on the spot.) Each team asks "Mother, may we?" and then performs the action. The scorekeeper awards a point each time all the members of a team do everything correctly.

NAME IT

To review any vocabulary.

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry).

The students add up the number of words they wrote

down and then write down the points (one point for each word). When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with *E* as they can (for example, elbow, ear and eye).

The student with the most points at the end of the game wins.

Variation 1: Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

Variation 2: In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

NEVER NEVER

A game to review adverbs of frequency.

Draw seven boxes on the blackboard. Label each box with a day of the week, starting with Sunday. Divide the class into two teams and keep score.

You say sentences that use the words **always**, **sometimes**, **usually** and **never**. Players from each team take turns writing check marks or Xs in the boxes to match what you say. For example:

Teacher: You always wear pants.

Student 1: (*Put a check mark in each box.*)

Teacher: You never eat sandwiches.

Student 2: (*Put an X in each box.*)

For **sometimes** and **usually**, the students have to think! They must use a combination of check marks and Xs, but in any order. For **usually**, more than half the days should have check marks. For **sometimes**, less than half days should have check marks.

Variation: You can make the game harder by asking the students to draw pictures or write words that match the sentences you say. For example, if you say **You usually wear shorts. Sometimes you wear pants**, then the students draw (or write the word for) shorts in more than half the days, and pants in the rest of the days. If you say **It is never rainy**, the student should draw a

sun (or write the word) in all the days of the week.

NUMBER GAME

To review numbers.

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

NUMBER ME

A card game to review heights, ages and addresses.

Divide the class into small groups. Each group uses a set of flashcards for the numbers 1 to 100. Each player needs a sheet of paper with three questions written across the top:

How old are you?

How tall are you?

What's your address?

Player 1 asks Player 2 (the player to his or her right) all three questions, one at a time but in any order. To answer each question, Player 2 picks up a card and substitutes the number on the card in the correct answering phrase. Give extra praise to students who act their "age." For the address, the students say the number, then the ordinal for the number followed by "road/street/avenue," whichever is appropriate for their actual address. So if a player draws 99, he or she says "My address is Ninety-ninth Street/Avenue." As each player answers each question with a number card, he or she puts the number card under the correct question on his or her paper.

When all the students in the group have had a turn, they compare ages and heights. Each makes a correct sentence about being older or younger, taller or shorter than another student in the group.

Variation: Play only with the questions: “How old are you?” and “How tall are you?”

OPPOSITES

A card game to review opposites.

This game is like “Memory Card,” except the students make pairs from opposites.

Ask the students to play with any of the cards below, depending on what vocabulary you have covered. Please note, there are two cards for some words (“old” and “slow”).

fast, slow
quick, slow
easy, hard
fat, thin
loud, quiet
big, little
cold, hot
happy, sad
old, young
short, tall
old, new
clean, dirty
dry, wet
Chinese, Western
right, wrong
good, bad
strong, weak
healthy, sick
high, low
heavy, light
quickly, slowly
loudly, quietly
on, off
early, late

Variation 1: Play “Opposites” as a class with your large vocabulary cards. Post some of your cards at the front of the class, facing away from the students. The students try to make pairs of opposites. When they make a pair, they say the words and remove the cards from the front. Don’t work with all the cards at once, but change them from time to time. Divide the class into two teams first and keep score. Teams get a point for making a pair correctly.

Variation 2: Put each word on a slip of paper in a box. Ask each student to draw a paper from the box and then find their “opposite” partner. Each student calls out his or her word and looks for the student calling out the

opposite. When everyone has found their partner, ask each pair of students to say their words.

PEN PAL

A creative writing activity to review letter-writing format and any vocabulary.

A “pen pal” is a friend you make through writing letters. In Canada, teachers often organize pen pals from other provinces or other countries for their students. The students generally never meet their pen pals.

You can set up “pen pals” in your English class. It’s a great way to encourage personal expression in English.

You need a “mailbox” made out of a cardboard box. It needs to be big enough to hold a letter or postcard from each of your students.

Give each student in the room an “address.” For example, name each row in your room as a street, avenue, or road. Then number off the desks in each row. Each student then has an address like this: “Number ___, ___ (ordinal) Street/Road/Avenue.” You can also assign cities and countries to each row. Post the names for the streets, roads, avenues, countries and cities at the front or end of each row. This way, anyone can find the address for anyone else in the classroom.

The students can, if they want, make up English names for themselves. They can choose a name from the student book or storybook, or you can help them with other names.

Ask the students each to write their addresses (and names) on a slip of paper. Put all the paper in a box and pass it around the room. Each student takes a paper from the box (but never their own!). The student they draw becomes their “pen pal.” Tell them to keep this address so they can find it again.

The students write postcards and letters to their pen pals and “mail” them in the mailbox. They can write about a pretend trip they are taking, or about themselves and their family, or anything else! To make the activity easier, assign a topic, and then brainstorm phrases and vocabulary with the class. You should also explain letter-writing format to the class as follows:

- Write the day at the top.
- Write “Dear ___, ”
- Write the body of the message, with a capital letter at the beginning of each sentence and a period at the end.
- Write “Yours truly, ___ (name)” at the bottom.

The students “mail” their letters or postcards in the

“mailbox.” Ask for volunteers to “deliver” the mail, during the same class, if you have time, or at the start of the next class. The students then read the correspondence from their pen pals to partners, small groups or to the class.

QUESTION TOSS

An action game to review any vocabulary.

Bring a ball to class, preferably a big, soft one. Divide the class into two teams. Start anywhere in class.

You call out a category. For example, in the sports unit, call out categories such as: **Clothes! Favourite sport! Heavy!**

A player then throws the ball to any player on the other team and asks a question that uses the category. The player who catches the ball must answer appropriately. Then that player throws the ball to the other team and the game continues. For example:

Teacher: Clothes!

Player 1: (*Throw the ball*) Do you have any runners?

Player 2: (*Catch the ball*) Yes, I have some runners/
No, I don't have any runners.

Teacher: Sports!

Player 2: (*Throw the ball*) What's your favourite sport?

Player 3: (*Catch the ball*) My favourite sport is ____.

Teacher: Light!

Student 3: (*Throw the ball*) What is light?

Student 4: (*Catch the ball*) A ping-pong ball.

You can keep score (award points for each good question and answer) or just play for fun. The game will move faster if you do not change the category for each throw, but allow a series of questions for each category.

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **Open the book! Close your mouth! Touch a window! Point to a clock!**

Ask the first person in each team to come to the front of the class. Give a command, such as **Please open the door.** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

Variation 2: Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card first.

SANTA

A guessing game to practice adjectives and other vocabulary.

Draw a Christmas tree (without decorations) on the blackboard. Divide the class into two teams. Ask for a scorekeeper from each team. Give them each a different colour of chalk. When a scorekeeper's team gets a point, he or she draws a decoration on the Christmas tree. At the end of the game, count up the decorations in each colour to see which team won.

Play the game with one volunteer from each team at a time. One volunteer plays Santa, the other plays a child. The “child” names a category of object that he or she would like for Christmas. “Santa” must then come up with an object that fits the category. The players use the dialogue below, which you can write on the blackboard at first:

Santa: What would you like for Christmas?

Child: I would like something ____ (*adjective*).

Santa: Here's a ____ (*adjective*) thing. (*Pretend to give a gift to the “child.”*) It's a ____ (*object*)!

Brainstorm some adjectives (and examples of objects) the students can use before you start the game. For example:

wet	sink, water, milk
hot	stove, tea, soup
cold	snow, ice, refrigerator
big	bus, house, elephant
small	eraser, pencil, pen
any colour	any object in the room

Give extra points to “Santas” who act out the size or temperature of their gift, or who embellish their role as Santa with “Ho! Ho! Ho!” or “Merry Christmas!”

SECRET WORD

An action game to review any vocabulary.

Choose the vocabulary you want to review. Play the audiotape for any lesson or story that contains the vocabulary. Tell the students to signal when they hear the vocabulary. To signal, you could ask them to put up a hand, to stand, to make a noise or perform any other action. To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each.

SHOW AND TELL

A card game to review “show,” “tell” and other vocabulary.

Every teacher in Canada knows “Show and Tell.” It helps students, especially young students, practice formulating sentences and speaking in front of others. The students take turns bringing things to school to show the class and tell the class about.

You can adapt this activity to your class as a card game. Divide the class into small groups. Ask one student in each group to take out his or her flashcards for clothes, classroom objects and other objects, and place them in a stack in the centre of the group. The students take turns drawing a card from the stack. They then say (write these sentences on the blackboard):

I have (a/an) ____.

I want to show you my _____. (*Show the group the card.*)

I want to tell you about my _____.

The student then makes up a sentence about the object on the card. For example:

This is my favourite _____.

My _____ is _____ (*adjective*).

Variation: Play the game with the whole class. Put your large vocabulary cards in a stack at the front of the classroom. Ask for volunteers to come to the front of the class, one by one, and draw a card. Each student then says the sentences and makes up a sentence about the object on the card.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say

Simon says first. If you do not say **Simon says**, they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **Simon says do this**. The students imitate your action. Then perform another action and say **Simon says do this**. The students again imitate your action.

Now perform another action and say only **Do this**. The students must not imitate you.

Continue the game, mixing up **Simon says do this** and **Do this** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **Simon says point to your arm! Simon says shake your leg! Jump up and down!**

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

SMILE, FROWN

A game to review “and,” “but,” pronouns and possessive pronouns.

Divide the class into two teams. Ask for three volunteers from one team. Give each volunteer a vocabulary card for an adjective (colour, size or other adjective) and an object. Each of these students smiles or frowns to show like or dislike for the object on the card.

Call for a volunteer from the other team. This volunteer rearranges the smiling and frowning students, if necessary, so that frowning students stand together and smiling students stand together. This volunteer then constructs a sentence that describes the preferences of the smiling and frowning students. For example, if there is a smiling boy, then a smiling girl and then a frowning girl, the sentence goes like this:

He likes his _____ (*adjective*) _____ (*object*) and she likes her _____, but she doesn't like her _____.

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

Award points for correct constructions.

Variation: Put three pairs of large vocabulary cards (each pair has an adjective and an object) at the front of the class in a row. Team 1 sends a player to stand next to the row of cards. A player from Team 2 moves the Team 1 player in front of each pair of cards. The Team 1 player smiles or frowns to show like or dislike for the objects described by the cards. The Team 2 player then constructs a sentence that describes the other player’s preferences. For example:

He/She likes his/her ____ (*adjective*) ____ (*noun*) and ____ ____, but he/she doesn’t like his/her ____ ____.

He/She doesn’t like his/her ____ (*adjective*) ____ (*noun*) and ____ ____, but he/she likes his/her ____ ____.

He/She likes his/her ____ ____ and his/her ____ ____ and his/her ____ ____.

He/She doesn’t like his/her ____ (*adjective*) ____ (*noun*) and his/her ____ ____ and his/her ____ ____.

Change the cards and continue playing.

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

SPELL IT

To review spelling for any vocabulary.

This is like “Letters,” but you play it as a class.

Divide the class into two teams. Write blanks for any word or phrase across the blackboard (leave spaces between words in phrases). The teams take turns guessing letters that go in the blanks. You, or a volunteer from the class, write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

SPELLING BEE

A game to review any vocabulary.

Divide the class into two teams and appoint a scorekeeper. Start with a player from either team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player on the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out. For

example:

Teacher: Cat!

Team A, Player 1: C-u-t.

Teacher: No!

Team B, Player 1: C-i-t.

Teacher: No!

Team A, Player 2: C-a-t!

Teacher: Yes! Tomorrow!

Team B, Player 2: T-o-m-o-r-r-o-w.

Teacher: Yes! Noodles!

Team A, Player 3: N-o-o-d-l-e-s.

Teacher: Yes!

STOP! GO!

An action game to review phrases of introduction.

Translate **Stop** and **Go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say **Go!**

When you say **Stop!**, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: Hello. My name is _____. What’s your name?

Student 2: My name is _____. Nice to meet you.

Student 1: Nice to meet you.

When you say **Go!**, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

THE STORY GAME

A game to review any vocabulary.

In this game, the students take turns adding a sentence to a story. The story can be about anything! Encourage the students to have fun and be creative!

Appoint a “secretary” before you begin (or be the secretary yourself). The secretary writes down the story as the students tell it. At the end of the game, he or she reads the story from the beginning.

If you have set vocabulary you want to review, put words or phrases on slips of paper in a box. Each student draws a slip of paper from the box before he or she makes up a sentence to add to the story.

THINK AHEAD

To review any vocabulary.

Tell the students to find partners or form small groups.

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

THIS THAT

A card game to review demonstrative pronouns and other vocabulary.

Ask the students to get out their flashcards for clothes or other objects. Ask the students to find partners. The partners arrange their cards in matching pairs, face down, in a row. Each student picks up one card, or a pair of cards, and shows it or them to his or her partner. Then the students take turns saying:

Student: (*Point to the cards he or she is holding.*) I (*don't*) like this/these _____. (*Point to the card(s) of his or her partner.*) I (*don't*) like that/those _____.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, **What's this? What colour is this? Is this a ____ or a ____? Where is the ____?** You can also give the whole team a command. For example, **Touch your head. Point to the blackboard. Show me an eraser.**

If the player or team answers or performs correctly, a player from the team may write an **X** in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an **O** in any square on the grid.

The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large **X** on one side of each card and a large **O** on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an **X**, it points to a student on the game board. That student holds the **X** card up high. Continue the game with the students holding up **X** and **O** cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

TRAVEL

To review vocabulary about countries.

Post a map for each country you want to review (China, the U. K., the U. S., Canada and Australia) around the room (or just post the words). Divide the class into as many groups as there are countries. Ask each group to stand under a "country" in a line. Start with any two students at the front of a line. Ask these students a question about the country they are "in." The first student to answer correctly "travels," clockwise, to the next country and stands beside the student at the front of the line. The game repeats.

Any "traveling" student who loses a turn goes to the back of the line of the country he or she is in.

Any student who completes a circuit of all the countries in one turn goes to the back of the line in his or her original country. You might want to have a little prize ready for such students!

Here are some questions you can ask:

What country is this?

Do you know the capital city of ____?

Is ____ north (*east, west, south*) of ____?

What do they/we speak in ____?

Do you speak ____?

Variation: You can adapt this game for any vocabulary. Just make it a contest about who can answer the most questions.

THE TRIP GAME

An action game to review "come," "go" and other vocabulary.

In this game, students join a "trip" to somewhere.

Here's how it goes:

Student 1: I want to go on a trip to ____ (*a city or country*) (*Point to Student 2.*) You come, too.

Student 2: (*Join Student 1.*) Let's go!
(*Students 1 and 2 walk to Student 3.*)

Student 2: (*To Student 3.*) You come, too.

Student 3: (*Join Students 1 and 2.*) Let's go!
(*Repeat with as many students as you want.*)

Variation 1: Make the game more complicated. Ask every student to find a partner. One partner sits and one partner stands. The partner standing is the other student's "mother" or "father." Before any student can join the "trip," he or she must ask his or her partner, "Mother/Father, may I go?" If his or her partner says "Yes, you may go," the student joins the trip and says "Let's go!" If not, the student remains seated and the "trip" students say "Let's go!" and ask someone else.

Variation 2: Add modes of transportation to the game. Write the words for modes of transportation on the blackboard (car, bus, airplane, cab, bicycle). When the students are ready to say "Let's go!" point to one of the words. The students then say "Let's go by ____!" and "travel" to the next student in that manner.

WHAT DAY IS IT?

A game to review days of the week, months and ordinal numbers.

Write numbers (not ordinals) from one to thirty-one on the blackboard. Put your large vocabulary cards for months of the year and days of the week at the front of the class. Divide the class into two teams. Ask for a volunteer from each team. The volunteer from Team 1 indicates, in any order, a month, a day of the week and a number. This volunteer then asks "What day is it?" The volunteer from Team 2 tries to answer with the correct day of the week, then the month and the ordinal number. Two more volunteers come forward.

Keep score. Give a point for each part of the answer that is correct and another point for putting all parts of the answer in the correct order (for a maximum of four points).

WHAT HAPPENED?

A game to review past-tense verbs.

Divide the class into two teams. Assemble your large vocabulary cards for locations (restaurant, shop, school, classroom, gym, library, house, apartment), foods and colours. Explain that the different cards correspond with

different verbs, as outlined below. Write "today" and "yesterday" on the blackboard. Then hold up vocabulary cards and stand under one of the words on the blackboard. Say "What happened (is happening) ?" The students construct correct sentences.

food cards Today/Yesterday, we eat/ate ____.

colour cards Today/Yesterday, we see/saw ____.

location cards Today/Yesterday, we go/went to the ____.

Variation: The students can play this game in small groups or pairs with their flashcards. They need a stack of cards for locations, colours and foods. They also need their flashcards for the letters *y* and *t* in a separate stack. Explain that *y* stands for "yesterday" and *t* stands for "today." The students then take turns drawing a card from each stack and making appropriate sentences.

WHAT TIME IS IT?

An action game to review times of day.

This game is like a chain drill. Start with any student in the classroom. After a student specifies a time, the next students count from one o'clock up to the time specified. As they count, they show the times with their arms as if their arms were hands on a clock.

Student 1: What time is it?

Student 2: (*Can say any time.*) It's four o'clock.
(*Show four o'clock with his or her arms.*)

Student 3: One o'clock. (*Show one o'clock with his or her arms.*)

Student 4: Two o'clock.

Student 5: Three o'clock.

Student 6: Four o'clock. What time is it?

Student 7: It's ____ (*any time*).

You can make the game more difficult by allowing the students to specify half-hours (then each student counts by half hours with arm actions) or quarter hours (then each student counts by quarter hours with arm actions).

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large vocabulary cards up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHAT'S THIS?

To review any vocabulary.

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player (s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

WHAT'S WRONG?

A game to correct common errors.

Write sentences on the blackboard that contain errors (and some that don't contain errors). Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

Write sentences that pair concepts incorrectly, or that contain errors about verb tense or plurals. For example:

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

To make the game easier, use only one category of errors and announce it before you begin.

THE WHEN GAME

A matching game for dates and times of day.

Play this game like "Go Fish."

Divide the class into small groups. Each group uses a set of flashcards for six events, meals (breakfast, lunch, supper), weather adjectives (sunny, rainy, windy, snowy, cloudy), the months and times of day (morning, afternoon, evening).

The players make appropriate pairs of cards. They have to think! "July" and "sunny" make a good pair, but "Spring Festival" and "evening" do not!

As they ask for a card, the students use this phrase: "Do you have a card for ___?" As they make a pair, they

say one of these phrases:

When is ___ (event or meal)? In/At ___ (month or time of day).

When is it ___ (weather adjective)? In ___ (month).

Before the students start the game, brainstorm a list of ways to match weather adjectives and events with the months of the year. Write it on the blackboard.

WHERE IN THE WORLD?

To review vocabulary about countries of the world.

Divide the class into small groups. Each group should have at least as many players as there are countries in the game.

Ask each group to assign each player a country (they can repeat countries, but must have at least one player per country). Each player then cuts a sheet of paper into four pieces and makes cards for that country as follows:

- One card with the name of the country.
- One card with the language of the country.
- One card describing the direction of the country from China. (Write this on the blackboard to avoid confusion. Students making cards for China leave this card blank.)
- One card with the name of the capital city of the country (or just the words "capital city of ___").

The players then mix up their cards, face down. Each takes four cards.

The object of the game is to collect all four cards for one country. The players examine the cards they have drawn and, privately, choose a country. To collect the cards for that country, each player tries to trade cards, one at a time, with any other player. To trade, all players call out (at the same time!) the word(s) on a card they want to give away. As they call out, they listen to the other players and try to trade with players calling out the word(s) they want. No player has to make a trade, but a smart player will listen carefully and collect cards for a country that no one seems to want.

Any player may change the country he or she is collecting for at any time.

When a player has all the cards for a country, he or she calls out "I win!" The game stops and that player must show his or her cards.

To make the game harder, add more cards for each country. For example, add cards for famous features of each country.

This game can get quite noisy, which is part of its fun.

To keep the noise down, however, ask the students to trade cards in whispers.

WHISPER

An action game to review actions and prepositions.

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on**, the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is ____?** (the student's name). Encourage the class to answer **He/She is on the ____.**

If you whisper an action, the student must perform the action. Say **What's he/she doing?** Encourage the class to answer **He/She is ____ ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WHO AM I?

A card game to review words that describe people.

This is a version of "Think Ahead."

Ask the students to get out their twelve flashcards that say "Who Am I?" Each of these cards shows a person and each card is different, in some way, from all the other cards.

Students play in pairs. They make a stack of one set of cards and they spread the other set of cards between them, face up. They take turns drawing a card from the stack and, without looking at it, placing on their foreheads face out. This way, the student who drew the card cannot see it, but his or her partner can. The student who drew the card then asks questions to determine which person he or she "is." The student looks at the cards spread out on the table to formulate questions such as:

Am I a woman?

Do I wear glasses?

Do I have black hair?

Do I have long hair?

WHY BECAUSE

An action game to review the question "Why?"

This game is like "Charades."

Write some phrases on slips of paper and put them at the front of the class. Divide the class into two teams.

Ask for two players from one team at a time. One player acts out a phrase and the other player guesses the phrase until he or she arrives at the right answer. Then the two players repeat a "why-because" dialogue with the appropriate substitutions. If they do this within a time limit that you set, they win a point. If not, the other team takes a turn.

The players have to think! You can direct the players at times with questions of your own. Here is an example of the game for the phrase "eating noodles":

Player 1: You are drinking.

Player 2: No!

Player 1: You are eating!

Player 2: Yes!

Teacher: What is he/she eating?

Player 1: Rice!

Player 2: No!

Player 1: Noodles!

Player 2: Yes!

Player 1: You are eating noodles. Why?

Player 2: Because I am hungry.

Here are some other phrases and dialogues you can use:

Phrase: drinking tea

Dialogue: You are drinking tea. Why?/Because I'm thirsty.

Phrase: washing hands

Dialogue: You are washing your hands. Why?/Because my hands (they) are dirty.

Phrase: laughing

Dialogue: You are laughing. Why?/Because I'm happy.

Phrase: crying

Dialogue: You are crying. Why?/Because I'm sad.

Phrase: taking off a jacket

Dialogue: You are taking off your jacket. Why?/Because I'm hot.

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for **book**, two for **chair** and so on. You can use slips of paper instead of

cards.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say **Go!**, the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

WRITE THE NUMBER

To review numbers.

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

游 戏

孩子都喜欢做游戏,而这些游戏能帮助他们学习英语!

这个部分涵盖了《教师用书》中每课具体要求做的游戏,同时也包括了一些补充的游戏,教师可能会觉得这些游戏既有趣又有益。其中一些游戏着重复习词汇,其余的游戏着重动作。在开始上课时,可经常做些动作游戏。这些游戏有助于调动学生学习热情,吸引他们的注意力,促使他们认真听讲,激发他们的想像力和思维能力。

字母比赛

用来复习字母表中的字母和一些词汇。

让学生找各自的同伴,在一张纸的左侧写下字母表。

让学生和他们的同伴一起尽可能多地回忆英语单词。学生把单词写在与词首字母相同的字母旁边,每个字母旁能写出三个单词,教师可以给出特殊种类的首选词汇,如有关食品或身体各个部位的词,若学生能写出这样的词汇,给双倍分数!

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从 A 开始读所写的单词。这样做时,让学生算出他们的各自得分,首选单词得 2 分,其他的得 1 分。

得分最多的组为胜方。

环绕游戏

用来复习介词。

在本游戏中,教师发出指令并提出问题。每个学生依次轮流听教师的指令,回答教师提出的问题,围着教室绕来绕去。教师可发出如下指令:

教师: ____ (学生甲), please walk to ____ 's (学生乙) desk. Where are you now? You are at...

学生甲: At ____ 's desk.

教师: Good! (学生乙) Please stand. (学生甲) Please sit at ____ 's desk. Where are you sitting?

学生甲: At ____ 's (学生乙的) desk.

教师: Great! (学生乙) Please walk to ____ 's (学生丙的) desk. Where are you going?

学生乙: To ____ 's desk.

教师: Right! Stop! Please walk towards/ around ____ 's (学生丁的) desk. Where are you walking?

学生乙: Towards/Around ____ 's desk.

教师: Stop! Where are you now?

学生乙: At ____ 's (学生戊的) desk.

教师: Good! (学生戊) Please stand. (学生乙) Please sit at ____ 's (学生戊) desk.

变化形式:在游戏中加入其他词汇。例如,教师可以让学生坐在另一名学生的书桌里、书桌上或者书桌下。教师也可以让学生们在课桌上跳来跳去、走来走去或者跑来跑去,并且还可以让他们快速地、慢速地、大声地、小声地做这些动作。

在前与在后

用来复习 before, after 和其他词汇。

教师在黑板的中心画一个大的钟表(不要指针)。面向钟表,在黑板的左侧写上单词 before,在右侧写上单词 after。找自告奋勇的学生到黑板前面来,每次找一名学生。要求每名自告奋勇者在钟表上画上指针,并按照教师的句子做动作。然后,他们说出短语: At ____ (时间), you ____ (动作)。例如:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

然后要求每名自告奋勇的学生站在正确的单词下面作答,并且说出答案。教师可提问如下问题:

What do you do before/after you ____?

学生们必须思考!他们必须在教师第一个句子中就活动内容及时间钟点作出反应。

宾果游戏

用来复习词汇。

每个学生需要一张空白游戏纸和一支铅笔,教师需要 24 张大词汇卡片。游戏纸是一张大张方纸,均分为 5 个横栏和 5 个纵栏(形成了 25 个小方格)。画出中心部分作为自由空间。在第一排方格中写上 B I N G O,每个字母在竖行的第一个方格中。(教师可以做一个宾果游戏纸,让学生复制它,也可以在班上教他们如何制作他们自己的游戏纸)

在黑板上写出任意 24 个词汇表单词,让学生把这些单词写到自己的游戏纸上,每个方块中写一个不同的单词。重要的是:每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样,这个游戏就没法玩了。

本游戏的目的是使每个学生在他们的游戏纸上找到,并标出和教师手中的词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生(不论朝哪个方向),为胜者。

当教师举起一张词汇卡并说 Under the B, 学生查看其游戏纸上 B 栏的下方是否有与卡片相对应的单词。如果有,他们就用彩笔在方格中做一个标记。如果在 B 栏中没有找到这样的单词,就不要做任何标记。

当教师举起另一张卡片说 Under the I 时,学生查看其游戏纸 I 栏下方是否有与卡片相对应的单词,如果有,他们就用彩笔做一个标记;如果没有,就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如,可以在黑板上写下 B I N G O,当你喊出一张卡片后,可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词(不论任何方向),他可以喊出 Bingo! 当该学生读出他标出的单词时,检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片,或者直到有一个学生喊出了 Bingo! 如果没有人得到宾果,就把 24 张卡片的顺序打乱,用不同的顺序再次喊出它们,直到一个学生叫出 Bingo!

要求学生保留游戏纸,以便下次你能用不同的词汇再次做这个游戏。

变化形式 1: 在宾果游戏纸上,让学生通过中心空白的地方设法完成一个 X。

变化形式 2: 让学生设法在宾果游戏纸四周边上完成一个方块。

你能找到它吗?

用来复习词汇的动作游戏。

如果教师用实物来做这个游戏将是最有趣不过的了。例如,在教室前面放一堆衣服,教师找一名自告奋勇的学生,让这名学生仔细看会儿这些衣服,然后让他离开教室。教师取走那堆衣服中的任意一件,将它递给班上的一名学生,让他将这件衣服藏在其桌斗里。站在外面的学生回到教室里猜被藏衣服的名称。全班同学要做如下回答肯定或否定该生的猜测。

自告奋勇者: My ___ is lost!

全班: Yes/No!

如果这名学生猜对了被藏衣服的名称,他边在教室中走动,边用如下句子向单个学生寻求帮助:

自告奋勇者: Can you find my ___?

学生甲: No, I can't.

自告奋勇者: Is/Are my ___ near?

学生乙: Yes/No, it/they is/are near/far.

当这名学生找到拿着衣服的学生时,拿着衣服的学生要说: Here it is!

猜字游戏

用来复习词汇。

这个游戏的名称,读音是 Shuhrayds。教师需要一块记时的秒表或时钟和一个容器,例如一个盒子或一顶帽子。在容器中,放入学生已学过的词汇的卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两队,指定某个学生为计时员。第一队推举一名选手到教室前面,从容器中抽出一张词汇卡或纸条。这名选手只能用动作表明词汇卡或纸条上的单词意思。第一队的学生要设法猜出那个词或短语。注意:第二队的学生必须保持安静。

在游戏中,要求选手不能说话,也不能手指某物或画出某物,选手只能用动作来表明单词或短语的含义。

计时员记录下来每队猜单词或短语所需的时间。不能超过两分钟(也可用别的限定时间)。当这个队成功地猜出了单词或短语后,在黑板上写下此队所用的时间。

接下来,第二队派选手上前抽取纸条,用动作表演单词和短语。如果学生感兴趣,可以反复地做这个游戏。

在最短的时间内猜中的队为胜方。

拍数游戏

用来复习数字单词。

让学生起立,用1-2-3的节奏教拍数游戏。

1-双手拍大腿。

2-双手齐拍。

3-双手拍大腿。

当教师和学生数数的时候,要求他们和教师一起按1-2-3的节奏拍数,直到大家都掌握为止。

用下面的顺序拍和数数,直至教师想复习的最大数字:1-2-1,1-2-2,1-2-3,1-2-4,1-2-5,1-2-6,1-2-7,1-2-8,1-2-9,1-2-10,1-2-11,1-2-12,1-2-13,1-2-14,1-2-15。

教师也可以用此节拍数:twenty-one, twenty-two, twenty-three等等。当数到thirty时,双手拍一下大腿。继续拍数出thirty-one, thirty-two等等直至100。比如说seventy-one, seventy-two, seventy-three等的数字也是如此。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘到黑板上:红的、蓝的、绿的和黄的,也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一个自告奋勇的学生走到黑板前,按照全班在说唱中指出的颜色指黑板上相应的彩纸。唱到歌曲的最后一行,教师举起一种出人意料的颜色,让该学生指着它说出其颜色的名称。让其他的学生重复做这个游戏。

拨单词游戏

用来复习任何词汇的电话游戏。

教师在黑板上画一个电话。告诉学生当他们“打电话”时,他们还可以拼写单词。例如,如果学生用2-1-8“打电话”,他们便拼写出单词cat。

将全班学生分为两人一组。学生轮流相互选出一个单词并且给出对方相应的数码,让对方拼出该单词。双方必须猜单词,拼出它,便可得分。单词多长都可以。如果学生用同伴的数字拼出不只一个单词,他便可以得到加分。

画画猜字

用来复习词汇。

该游戏类似上面的“Charades”游戏,只不过要学生通过画画来说明单词或短语的含义。

教师需要一块秒表或时钟来计时,另外还需要一个容器,例如,一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片或写有单词和短语的纸条,纸条上的单词和短语必须是学生认识的。游戏的难易度教师可以自己掌握。例如:

容易的词: chair, desk, ear, scissors

难的词: friend, favourite, eat, colour

短语(难): one big apple, sing a song, little tree

把全班学生分成两队,指定某个学生为计时员。第一队推举一名选手到教室前面,从容器中抽取一张词汇卡或纸条。这名选手只能通过画画设法说明纸条或词卡上单词的意思。第一队的学生设法猜出是什么单词或短语。注意:第二队必须保持安静!

在这个游戏中,选手不能说话,也不能手指任何东西或者写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每队猜词或短语所用的时间,不能超过两分钟(或者用别的限定时间)。当这个队成功地猜出了单词或短语后,在黑板上记下所用的时间。

接下来,第二队派选手上前抽取纸条或词卡,然后用画画表现出这个单词或短语。若学生感兴趣,可以反复地做这个游戏。

在最短的时间内猜中的队为胜方。

画画我

用来复习描述人物的词汇。

要求每名学生描述一个人物。教师在黑板上列举出这个人物应包括哪些特征,可以把它们写成问题的形式:

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

Does he or she have glasses?

What colour is his or her hair?

What colour are his or her eyes?

Is he or she mad? Scared? Happy? Sad?

How many legs (或身体的其他部位) does he or she have? (此句仅用于你所画为怪物的情况!)

要求学生为其描述配上图画。然后,每名学生和一个伙伴互相交换他们的文字描述(而非图画!)。然后,学生们试着根据此文字描述画出这个人物形象。画出的这张图和对方的一样吗?

盛装游戏

用来复习衣服类词汇及其他词汇的动作游戏。

在教师的前面摆放一堆衣服。这些衣服要大一些,以便学生能将这些衣服穿上去。如条件允许,教师最好同时拿几件不同种类且同类不同颜色的服饰。

将全班学生分成两组,并且每组找出一名选手。然后教师描述每名选手应该穿的衣服。计分。

教师可以利用这个游戏复习代词(he, she)。找一名男生和一名女生到教室前面。让他们仔细听教师讲并且正确地根据句子着装。例如:

She is wearing a ____ (颜色) skirt. (女生穿上裙子)

He is wearing a ____ (颜色) hat. (男生戴上帽子)

如果教师找不到合适的衣物,可以利用课前准备好的衣物图片,或者在黑板上画出图画并在每个图上面贴上彩纸。

变化形式:利用这个游戏来复习季节。在教室前面放上适合不同季节的服装。当教师说出季节名称时,自告奋勇的学生们比赛谁最快找到适合该季节的服装。例如:

winter winter hat, winter scarf, mittens

spring umbrella, rain boots, rain jacket

summer shorts, T-shirt, sun glasses

fall sweater, jacket, pants

注意,在游戏中,学生不必说出所有衣物的英文名称。但教师可以在黑板上写出季节的名称及相关季节的天气状况。(例如:冬天寒冷多雪,春天多云多雨,夏天炎热晴朗,秋天凉爽多风)

如果教师找不到衣服实物,可以用衣物的图片来做此游戏。将全班学生分为若干小组,要求每组学生给每件衣物都画一幅图。然后,将这些图正面朝上放在各组学生的中间。教师喊出季节的名称,学生比赛去取适合该季节的衣物。

最喜爱的东西

用来复习代词、物主代词和其他词汇的游戏。

在黑板上画一些不同物体的速描。在每件物体上方用胶带粘上一个彩纸条或者写上一个形容词(slow/fast, big/little, loud/quiet)。教师大声说出物体名称,顺次叫自告奋勇的学生站到黑板前该物体下面。这时,每名自告奋勇的学生必须要说出: I like my ____ (形容词) ____ (物体). 或者,如果有其他学生已经站在某物体下面,这名学生要说出: We like our ____ _____. 教师继续大声说出另一物体名称,这时,这名学生必须正确地說出关于一名学生或几名学生站在某物体下面的句子(He/She likes his/her ____ _____. 或 They like their ____ _____.)。

教师手里拿一个“形容词”和一个物体,大声说出手中的物体名称,这时,自告奋勇者要说出: You like your ____ _____.

找词卡

用来复习词汇。

把10到15张大词汇卡片放到教室前面,把每张卡片翻过去使学生看不到卡片上的图画。

找一个自告奋勇的学生。教师说: Where's the ____ (说出其中一张词汇卡上的单词)? 学生走上前,挑出一张卡片,把它举起来,并大声读出词汇卡上的单词。如果这名学生挑对了卡片,他可以再说出下一个单词,然后说 Where's the ____? 然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片,就让他回到他的座位上去。

找字母

用来复习字母表中的字母。

让学生环顾教室的四周,找出名称以字母A

打头的物体。然后再找出4个到5个名称以别的字母打头的物体。

教师说出更多的字母,但这次让学生翻看《教科书》来找这些单词。

当学生找到后,在黑板上写下这些单词。

几分钟后,停止这个游戏,指着黑板上的每个单词,让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词(比如 pencil, 包含字母 c)。

把这些单词添加到黑板上的单词表上。几分钟以后,逐个指着单词让全班朗读。

选择一些单词,当你指着每个字母的时候,让全班学生拼读。

钓鱼游戏

用来复习词汇。

为了取得最好的结果,每个选手应该拥有并能读出10到20张小词汇卡片。注意,每个选手手中的词汇卡片必须相同。

把班里学生分成二人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多,谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们的全部卡片都混在一起,把卡片面朝下码成一大摞(令他们看不到图画)。

每个学生从这摞卡片上面取4张,确信别人看不到自己手中的卡片。

每人检查一下手中的卡片,看有没有可以配对的,只要发现配对的,就立即把这对卡片放到自己面前,然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时,游戏就开始了。

选手轮流问对方:Do you have a ____? 设法使手中的牌配上对。在四人一组中,每个选手每次必须叫出组中具体人的名字。比如说,选手甲可能说 Rongji, do you have a hot dog?

如果 Rongji 的卡片中有 hot dog, 他必须把这张卡片给选手甲,选手甲就用它和他的 hot dog 卡片配对,然后放下这对卡片,再去拿另外一张。

如果 Rongji 手中没有 hot dog 的卡片,他便说:Go Fish! 选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同,选手甲就配成了一对,将这对卡片放下,并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片不配对,那么就轮到选手乙了,选手乙继续重复这样的程序。

一直玩到这摞卡片被拿完为止。这时所有选手不能再拿了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确信选手们在游戏结束后都取回了自己的卡片。

猜问题

用来复习标准问句。

让学生取出写有 Who?、What?、When?、Where?、Why?、How? 的单词卡片。将全班学生分为四至六人一组。每组学生将所有组员的词卡放成一摞。然后每名学生轮流拿一张卡片,并就卡片上的问题说出一个句子。(例如,如果拿到的卡片上写有 Who?, 该组员可以说出句子: I am a doctor.) 其他的组员们要根据句子猜出卡片上写的问句,从组员右侧的另一名组员开始猜起。正确地猜对词卡上的句子的组员得1分。然后下一个学生拿一张卡片并说出句子让其他组员猜。以此类推。

笑脸和哭脸

用来复习搭配成组的词汇,如 hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning。

要求学生每人写两个句子,一个句子词汇搭配正确,如 In the morning, I eat breakfast. 另外一个句子词汇搭配不正确,如 He is a girl. 给学生一些时间来完成句子。

在黑板的一边画一张笑脸,另一边画一张哭脸。

讲明每个学生都要到讲台前来读他写的其中一个句子。让他站在黑板上画的一张脸的下面。他站在笑脸下面,意味着他的句子中词的搭配是正确的,他站在哭脸下面,意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置,全班就说 Yes; 如果站错了,就说 No。

藏东西

用来复习 Where 问题和教室用具名称的动作游

戏。

解释一下这个游戏,然后让一个自告奋勇的学生离开教室,并告诉他你将用什么物品来做这个游戏。这个学生离开后,把这件物品藏在教室的某处。

这个学生回来后,问:Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时,全班大声拍巴掌。当他又远离了被藏物品时,全班轻声地拍巴掌,边拍巴掌边一遍一遍地说唱:Where is his/her ____?

当该生找到了被藏物品时,把它举起来,并说:There it is. Thanks.

我看见了某物

用来复习形容词。

教师有节奏地说:

X X X X X | X X X X X |

I see some thing _____. I see some thing _____.

用一种表示颜色的词或其他形容词填空。

例如:I see something green 或者 I see something little。

学生要设法猜出你看见了什么。要想猜测,学生举起手,指着他猜测的东西问:Is it this? 你回答 Yes 或 No。学生们一直猜下去,直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他说:I see something _____. 其他人设法猜出他看见了什么。注意:如果有人猜对了,学生们必须诚实地承认,而且也不能中途改主意。

连接身体部位游戏

用来复习身体各部位名称的动作游戏。

学生一对一站立。当教师说出身体的两个部位时,两个伙伴必须以最快的速度连接这两个部位。例如,如果教师说 Finger and elbow, 其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时,就会出现有意思的场面,看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子:Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

字母游戏

用来复习词汇的拼写游戏。

把全班分成四人一组的若干小组,每组有两人组成的两个队:甲队和乙队。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞,放在中间。

每队从这摞卡片上抓一张,并在一张白纸上为卡片上的单词的每个字母画一个空格,例如,单词 cow 有三个空格 _ _ _ ,单词 sheep 有五个空格 _ _ _ _ _ 。

两个队轮流猜对方画的空格上应该是什么字母。例如,甲队抓到的卡片上有单词 cow, 他们便在一纸上画出三个空格。乙队猜中字母 O, 甲队便把 O 填入正确的(第二个)空格中,乙队继续往下猜,直到猜对为止。如果猜错,甲队便在空格的下面写上不正确的字母,然后就轮到甲队猜乙队单词中的字母了。

猜对单词数目最多的队为胜方。

活画面

用来复习故事中的动作词汇。

在本游戏中,教师或者一名自告奋勇的学生讲述一个故事。让自告奋勇的学生们扮演故事中的人物。他们必须按照教师描述的动作做出动作,教师让他们说单词时,他们要说出单词。

当《教师用书》中建议使用本游戏时,均给教师提供了一些可供选用的句子,或者要求教师读《教科书》或《故事书》中的句子。当然,教师可以自编故事或让学生编故事。

在开始游戏前,教师需先安排给每位学生在游戏中扮演的角色。教师可以给学生起名,或让他们扮作某件物体,如电话等。教师还需提前将游戏者所需的道具发给他们。

教师可以随时打断故事并要求游戏者说出恰当的单词。例如,如果故事中说一名游戏者去访问另一名游戏者,他们需互相问候对方。

教师和一组自告奋勇的学生在全班学生面前做游戏。

变化形式:将全班学生分为若干小组,每组学生均参加游戏。各组学生同时做此游戏。

记卡片

用来复习词汇。

挑选 10 个到 15 个教师想让学生复习的单词,让每个学生找出自己有这些单词的小词汇

卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起,把它们面朝下平铺在课桌上,卡片不能互相接触,更不能叠加在一起。

学生轮流翻卡片,每次翻开两张。他们翻开卡片时,必须读出卡片上的单词,如果两张卡片相同,他们还要说 Same! 如果不同,说 Different! 选手必须既要读对单词,又要说正确 Same! 或 Different!

如果两张卡片一样,而且选手说的也对,他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了,就得把两张卡片再倒扣在桌子上。这时,轮到他的对手来翻卡片。

最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。

做完游戏后,教师要确信学生都取回了自己的卡片。

记名字

用来复习 my/his/her 和熟悉每个人的名字。

让 10 名自告奋勇的学生面对全班站在教室的前面,教师站在这一排学生的一端。

第一个人说: My name is ____ (比如说红)。

第二个人说: My name is ____ (比如说杨生)。Her name is Hong.

第三个人说: My name is ____ (比如说杜)。His name is Yang Sheng (指着第二位学生)。Her name is Hong (指着第一位学生)。

这个游戏一直进行到这一排的最后一个人,即教师本人,教师必须记住所有学生的名字。

妈妈,我能这样做吗?

用来练习请求允许和其他词汇的动作游戏。

这是所有北美学生熟知的游戏。将全班分成大约六个组。每组委任一名“妈妈”或“爸爸”。这名学生面向组员,其他组员均站在离这名学生几米远的地方,肩并肩地站成一排。然后,“妈妈”或“爸爸”要求组里的其他学生依次表演一个动作。这些学生在做动作前必须先说: Mother/Father, may I? 这些动作常包括要求学生向前迈出步子的具体数字和具体方式。例如:

妈妈/爸爸: ____ (学生甲的名字), please take three big steps.

学生甲: Mother/Father, may I?

妈妈/爸爸: Yes, you may.

学生甲: (向前迈出三大步)

只做动作没有说 Mother/Father, may I? 的学生或者做错动作的学生,将被罚重新回到起始线上。最先到达“妈妈”或“爸爸”位置的学生为优胜者。

教师可以用本游戏来练习简单的或复杂的句子。做此游戏前,教师需和学生一起即席想出一些在游戏中要用到的句子。例如:

Please take nine (或任一数字) big/little steps.

Please take five (或任一数字) big/little, fast/slow, loud/quiet steps.

Please take two (或任一数字) big/little (或形容词组合) steps in an airplane (或其他交通方式)。

Please run (jump, walk, skip) one (或其他数字) big/little (或形容词组合) step (s)。

如果教师运用表示交通方式的词汇,先和全班就如何表演出这种交通方式达成一致。

变化形式 1: 教师可以改编此游戏,用来复习任何能够用于“Simon Says”游戏的动作。如果学生正确地做出动作(问了 Mother/Father, may I? 后),他可以向前走一步。反之,则必须重新回到起始线上。

变化形式 2: 和全班一起做此游戏。将全班分成若干小组。委派一名计分员。一个一个地给各组发出动作指令。(教师可选用当场能表演的动作)每组学生一起问: Mother, may we? 然后表演出动作。每次小组组员均正确地根据指令做出动作时,计分员给该组加 1 分。

说出名字

用来复习词汇。

每个学生需要一张纸和一枝铅笔。

教师说出颜色名称和词汇的类别,比如食品、动物或者教室物品。例如, Red: foods! 这时学生必须写下他们所能想起来的红色的食品(如: 肉、苹果和草莓)。

学生把他们所写下的单词数目累加起来,然后记下得分(每词 1 分),当他们完成以后,教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色,例如, E: body! 学生必须写下身体各部位

中以 E 开头的单词(如 elbow, ear 和 eye)。

最后得分最高的学生为胜方。

变化形式 1: 允许学生分成小组来做这个游戏。在一个小组中,每个学生都写下他能回忆起来的与字母类别配对的单词。然后,小组数一下集体想出的不同的词汇有多少个,这个总数即是小组的得分。

变化形式 2: 在 4 人到 8 人的小组中,学生可以小范围地做此游戏。每组准备 4 张纸条。每张纸条上面写一个字母(或一种颜色)和一个单词类别。每组派一个代表大声读出纸条上的内容,然后每个组员写出与字母和类别配对的单词。在每个类别做完之后,由小组宣布一名获胜者。

从不游戏

用来复习频度副词。

在黑板上画 7 个盒子,从周日开始,依次在每个盒子上标上一个星期名称。将全班学生分为两组,计分。

教师说出带有频度副词 always, sometimes, usually, never 的句子。各组选手根据教师说出的句子轮流在盒子上打对勾或画 X。例如:

教师: You always wear pants.

学生甲:(在每个盒子上画上对勾)

教师: You never eat sandwiches.

学生乙:(在每个盒子上画 X)

对于 sometimes 及 usually, 学生就要动脑筋思考! 他们既需要打勾,又要画 X, 顺序任意。对于单词 usually, 一半以上的天数要打对勾。对于单词 sometimes, 半数以下的天数要打对勾。

变化形式: 教师可以要求学生根据句子画出图画或写出单词, 以加大游戏难度。例如: 如果教师说: You usually wear shorts. Sometimes you wear pants. 那么, 学生需在半数以上的天数上画上短裤(或写上单词 shorts), 在其余的天数上画上裤子或写上 pants。如果教师说: It is never rainy. 学生则应在每一天画上太阳(或写下单词)。

数字游戏

用来复习数字单词。

把全班分成两队, 每队派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。

告诉学生可在各自圆圈的任何地方写下这些数字, 然后回到座位上。

让另外两个学生到黑板上记分。

从每个队中选出一名参赛者站在黑板前, 告诉他们, 当你开始说从 1 到 15 之间的数字时, 假若黑板上有这个数字, 就擦掉它; 如果没有, 就补上它。第一个在圆圈中写下数字的学生, 能为他的队挣 1 分。

让这些选手自己挑选下一个选手参赛, 重复这个游戏直到所有的人都能轮上。

得分最多的队为胜方。

我的数字

用来复习身高、年岁和地址的词卡游戏。

将全班分成若干小组。每组用一套数字 1 ~ 100 的词卡。每名学生需准备一张纸, 在纸的上方横排写出如下三个问题:

How old are you?

How tall are you?

What's your address?

学生甲分别提问学生乙(学生甲右边的学生)上述三个问题, 一次只能问一个, 但可以按任何顺序来问。学生乙挑出一张词卡, 用词卡上的数字说出正确的句子做出回答。教师要给表演出“年岁”的学生以特殊的表扬和鼓励。对于地址, 学生要先说出数字, 然后再用序数词后跟 road/street/avenue, 来表述他们的地址。因此, 如果一名学生抽出 99, 他便说: My address is Ninety-ninth Street/Avenue. 当每名学生用数字卡片回答每个问题时, 学生需将数字卡片放在他的纸上所对应问题的下面。

当小组中每个学生都轮换一遍后, 对比年龄和身高。每名学生就其和同组的另一名学生相比是年岁大还是年岁小, 是高还是矮造句子。

变化形式: 仅用 How old are you? 和 How tall are you? 问句来做此游戏。

反义词

用来复习反义词的词卡游戏。

本游戏做法与“Memory Card”游戏类似, 所不同的是学生需用反义词来组对。

教师根据所学内容, 要求学生选用任何以下词汇的词卡做本游戏。注意, 个别单词有两张词卡(比如 old, slow)。

fast, slow

quick, slow

easy, hard
fat, thin
loud, quiet
big, little
cold, hot
happy, sad
old, young
short, tall
old, new
clean, dirty
dry, wet
Chinese, Western
right, wrong
good, bad
strong, weak
healthy, sick
high, low
heavy, light
quickly, slowly
loudly, quietly
on, off
early, late

变化形式 1: 用教师卡片让全班一起来做本游戏。教师将一些词卡字面背朝着学生摆放在教室前面。学生要尽力找反义词配对。当他们找到一对时, 说出单词并将这两张词卡拿走。教师不要一次摆出所有词卡, 而要不时地换一换词卡。先将全班分为两组并且记分。各组每正确地找到一组反义词, 该组得 1 分。

变化形式 2: 将写有单词的纸条放入盒中。要求每名学生在盒子中取出一张, 然后寻找他们的“反义词”同伴。学生大声说出他的单词并且寻找大声喊出其反义词的学生。当所有学生都找到同伴时, 要求每对学生说出单词。

笔友

用来复习信件写作格式和词汇的一项富于创造力的写作活动。

“笔友”是通过写信而结交的朋友。在加拿大, 教师经常组织学生同其他省市或其他国家的学生结交笔友。一般说来, 笔友之间未曾见过面。

教师在英语课堂上可以组建“笔友”。这是鼓励学生用英语来表达自己情感的一种极佳的方式。

教师需要制做一个纸“邮箱”。这个邮箱需

能盛下班上所有学生的信件或明信片。

给每名学生指定一个“地址”。例如, 将班内的一排指定为一条街道、大街或马路。然后给每列的每桌编号。于是, 每名学生便得到一个地址: Number __, __ (序数词) Street/Road/Avenue。教师还可以给各排指定城市名和国名。将给各排所定的街道、马路、大街、国家和城市名称贴到此排的前面或后面, 这样, 大家都能找到其他人的地址。

学生可以自愿给自己编英语名字。他们可以选用《教科书》或《故事书》中的英文名字, 或者由教师来帮助他们取其他的名字。

要求每名学生在一张纸条上写下他们的地址(和名字)。将这些纸条放进一个盒子里, 在班上传这个盒子。每名学生从盒子中拿出一张纸条, (不要拿自己的那张!) 学生拿到谁的纸条谁便成为其“笔友”。让他们保存这个地址以便能再次找到它。

学生给自己的笔友写明信片 and 信件并且将他们放在邮箱中“邮”出去。他们可以写一次假想的正在进行的旅行, 或者写一写自己和家庭。总之, 写什么都可以! 如果教师想使活动简单些, 给学生一个话题, 然后同全班一起即席想出一些短语和词汇。同时, 教师需要向全班说明信件的写作格式:

- 在上方写上日期。
- 写下: Dear __,
- 写出主要内容。句首字母应大写, 句末有句号。
- 在下端写下: Yours truly, __ (名字)

学生将自己的信件或明信片放进邮箱中“邮发”出去。教师可以请自告奋勇的学生在本节课中或者在下节课的开始时“传递”信件。之后, 学生向自己的伙伴、小组或全班读出所收到的笔友的信。

掷猜问题

用来复习词汇的动作游戏。

教师将一个球带到班上, 最好是又大又软的球。将全班学生分为两组。教师可以从任意一名学生处开始此游戏。

教师大声说出某一类别, 例如, 在讲运动项目的那个单元, 教师可以大声说出: Clothes! Favourite sport! Heavy!

于是, 其中一组的一名学生将球扔给另一

组的一名学生并就此类别提问一个问题。接到球的学生必须恰当地作出回答,然后将球扔回另一组继续此游戏。例如:

教师: Clothes!

选手甲:(掷球): Do you have any runners?

选手乙:(接球): Yes, I have some runners/
No, I don't have any runners.

教师: Sports!

选手乙:(掷球) What's your favourite sport?

选手丙:(接球): My favourite sport is ____.

教师: Light!

选手丙:(掷球): What is light?

选手丁:(接球): A ping-pong ball.

教师可以记分(每个好的问句和答句均可得分),也可只仅为娱乐做此游戏。如果教师不是每次投球都更换类别,游戏的节奏要快一些,但允许每个种类提问一些问题。

动作比赛

用来复习词汇,尤其是表示动作和指令词汇。

把学生分成几个队,每队派一名代表按照你的指令比赛做动作。比如: Open the book! Close your mouth! Touch a window! Point to a clock!

让每队的第一名学生到教室前面来。教师发出一个指令,比如 Please open the door, 参赛者快步走到门前争取第一个打开门。获胜者将为他的队赢得1分,在黑板上记下得分。若两名选手同时做完一个动作可给每队各加1分。

用其他指令让队中其他成员重复这个游戏。

注意: 为了安全起见,做这个游戏时定一条“不许跑”的规则。如果有的队员犯规,不能加分。

变化形式1: 在黑板或墙上贴上大词汇卡片,说出单词,每队的选手比赛看谁能首先摸到正确的卡片。

变化形式2: 把全班分成若干小组,让每个小组拿出词汇卡片,面朝上放在课桌上,大家围坐在课桌四周。教师说出单词,每个小组的学生比赛看谁能第一个摸到正确的卡片。

圣诞老人

用来练习形容词以及其他词汇的猜词游戏。

在黑板上画一棵圣诞树(不加饰品)。将全班学生分为两组,每组选出一名记分员。给每名记分员各一枝不同颜色的粉笔。当一组得分时,记分员

在圣诞树上画一个小饰品。游戏结束时,数一数圣诞树上不同颜色饰物的数量来判断胜方。

做游戏时,每次每组各出一名自各奋勇的学生,其中一名扮作圣诞老人,另一名扮作孩子。“孩子”说出一种他想要的圣诞礼物的类型,然后“圣诞老人”必须说出和这一种类相匹配的一种物品。学生可使用如下对话,教师可将对话先写在黑板上。

圣诞老人: What would you like for Christmas?

孩子: I would like something ____ (形容词)。

圣诞老人: Here's a ____ (形容词) thing.
(装作给“孩子”礼物) It's a ____
(物品名称)。

在游戏开始前先和学生一起想出一些游戏中要用到的形容词(以及物品名称)。例如:

wet	sink, water, milk
hot	stove, tea, soup
cold	snow, ice, refrigerator
big	bus, house, elephant
small	eraser, pencil, pen
any colour	any object in the room

给那些表演出圣诞礼物的大小及温度的“圣诞老人”额外加分。给那些表演圣诞老人时说出 Ho! Ho! Ho! 或者 Merry Christmas! 使圣诞老人更形象化的学生额外加分。

秘密词汇

用来复习词汇的动作游戏。

教师选出想要进行复习的词汇。播放任意包含这些词汇的课文或故事的录音。要求学生一听到这些词就发出信号。教师可以让学生举手、起立、发生声音或表演任何动作来作为信号。如果想要使本游戏更复杂些,可以一次复习多个单词或短语,让学生针对不同的单词和短语发出不同的信号。

展示讲述

用来复习单词 show 和 tell 及其他词汇的词卡游戏。

加拿大的老师都知道这个游戏。此游戏帮助学生,特别是小学生练习造句及在他人面前说话。学生轮流将一些东西带到学校,将它们展示给全班学生并向全班讲出名称。

教师可以将此活动更改为词卡游戏。将全班学生分为若干小组。要求每组的一名学生将其有关衣物名称、教室物品以及其他物品的词卡取出,并将这些词卡摞在一起放在小组中央。学生们轮流抽出一张词卡。然后他们说出如下句子(教师将这些句子写在黑板上):

I have (a/an) ____.

I want to show you my _____. (向本组展示卡片)

I want to tell you about my _____.

然后,学生就词卡上的物品名称造句。例如:

This is my favourite _____.

My _____ is _____ (形容词).

变化形式:全班学生一起做此游戏。教师将教师卡片摞成一摞放在教室前面,让自告奋勇的学生挨个到教室前面,每人抽一张卡片。然后,每名学生说出句子并就卡片上的物品造句。

SIMON 说话

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛,或者用它来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头时用 Simon says, 他们才模仿你的动作;如果你没有说 Simon says, 他们就不要模仿你的动作。他们必须仔细听,你要想法迷惑他们!

表演一个简单的动作,比如指着你的肘部或者摇头。当你做这个动作时,说 Simon says do this, 学生要模仿你的动作。然后表演另外一个动作,说 Simon says do this, 学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this. 学生就不能模仿。

继续做这个游戏,伴随不同的动作交叉使用 Simon says do this 和 Do this, 快速地变换指令和动作,故意迷惑学生。

如果学生被迷惑做错了,他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

当你决定结束游戏时,那些没有做错动作的学生是获胜者。

变化形式 1: 发出具体的命令。例如, Simon says point to your arm! Simon says shake

your leg! Jump up and down!

变化形式 2: 让单个学生引导做这个游戏。起初,学生们可能觉得很难,所以缩短每一轮的时间——不超过 1 至 2 分钟。

变化形式 3: 把全班分成二个或三个大组,一起来做“Simon Says”游戏,每个组指定一名指挥员,此游戏能使学生注意力集中并提高听力技能。

微笑、皱眉

用来复习 and, but, 代词和物主代词。

将全班分成两组。从一组中找 3 名自告奋勇的学生。给每名自告奋勇的学生写有某个形容词(表示颜色、尺寸或其他形容词)和一件物品的词卡。每名学生要用微笑或皱眉来表达喜欢或不喜欢其词卡上的物品。

从另一组中叫起一名自告奋勇的学生。如有必要,这名学生可以将微笑的学生和皱眉的学生重新排列,这样,微笑着的学生站在一起,皱眉头的学生站在一起。然后,这名学生就通过造句来描述微笑学生和皱眉学生的喜好。例如:如果有一名微笑的男孩,一名微笑的女孩和一名皱眉的女孩,所造句子可为:

He likes his ____ (形容词) ____ (物品名称) and she likes her _____, but she doesn't like her _____.

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

造句正确的得分。

变化形式: 教师将 3 对词汇卡片(每对均包括一个形容词和一件物品)排成一排放在教室前面。甲组派一名选手站在这排词卡的旁边。乙组的一名选手推动甲组选手分别站在每对词卡前面。甲组这名选手微笑或皱眉来表达喜欢或不喜欢各组词卡所形容的物品。然后乙组选手就描述对方选手的喜好造句。例如:

He/She likes his/her ____ (形容词) ____ (名词) and _____, but he/she doesn't like his/her _____.

He/She doesn't like his/her ____ (形容词) ____ (名词) and _____, but he/she likes his/her _____. He/She likes his/her _____ and his/her _____ and his/her _____.

He/She doesn't like his/her ____ (形容词) ____ (名词) and his/her _____ and his/her _____.

替换词卡,继续游戏。

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

拼读游戏

用来复习词汇的拼读。

本游戏做法类似于“Letters”游戏,只不过全班要在一起做。

将全班分成两组。教师在黑板上画上空白线表示任意单词或短语(短语中的词与词之间留出距离)。两组学生轮流猜空白处应填入的字母。猜对一个字母,教师或者班上一名自告奋勇的学生写在相应的位置上。学生可以先猜单词或短语,然后必须从头到尾正确地拼读出整个单词或短语。最先拼读正确的一组为获胜者。

拼读游戏

用来复习任何词汇。

将全班学生分为两组,并选派一名记分员。从任何一组的一名组员开始,教师说出一个单词,然后这名学生必须拼写出这个单词,如果拼写错误,另一组的学生便可试着拼出此单词,一组试拼一次,直到正确地将单词拼读出来。那么该组赢得一分。如果拼读正确该组即可得一分,便轮到另一组拼读教师大声说出的另一个新单词。例如:

教师:	Cat!
A 组, 选手甲:	C-u-t.
教师:	No!
B 组, 选手甲:	C-i-t.
教师:	No!
A 组, 选手乙:	C-a-t!
教师:	Yes! Tomorrow!
B 组, 选手乙:	T-o-m-o-r-r-o-w.
教师:	Yes! Noodles!
A 组, 选手丙:	N-o-o-d-l-e-s.
教师:	Yes!

停止! 走步!

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 Stop 和 Go 的意思。

告诉学生,当你说 Go! 的时候,他们要低头看着地板在教室里快步行走。

当你说 Stop! 时,他们要停下来,抬起头来,每人和站在最近的同学结成一对站立。

每对伙伴握手,用英语互相“介绍”。例如:

学生甲: Hello! My name is _____. What's your name?

学生乙: My name is _____. Nice to meet you.

学生甲: Nice to meet you.

当你说 Go! 的时候,学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏,让他们在教室前面做这个游戏,每次 10 个人参加。

故事接力

用来复习任何词汇。

在本游戏中,学生轮流给故事加一句话。什么样的故事都可以! 鼓励学生从中获得乐趣并激发其创造力。

在开始此游戏前先选派一名“文秘”(可由教师担当)。在学生们讲述故事时,“文秘”记下故事。游戏结束后,“文秘”从故事开始读出故事。

如果教师有固定的想要学生复习的词汇,分别将这些单词和短语写在小纸条上,放进一个盒子里。每名学生在接故事造句前,先从盒子中抽出一张纸条。

猜画游戏

用来复习词汇。

告诉学生找伙伴或者结成小组。

每对学生或者每个小组需要准备一套你要复习词汇的卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额,卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如,他问: Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

如果选手甲猜对了,就轮到下一个选手来做这个游戏。

这个 那个

用来复习指示代词以及其他词汇的词卡游戏。

要求学生取出他们的有关衣服或其他物品名称的词汇卡片。让他们找各自的伙伴,一起将他们二人的单词卡片配对,字面朝下排成一排。每名学生取走一张或者一对卡片,并且将这张或这对卡片出示给同伴看。之后,学生轮流说出如下句子:

学生: (指着自已拿的卡片) I (don't) like this/these _____. (指着同伴的卡片) I (don't) like that/those _____.

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有3个横栏和3个纵栏,形成尺寸大致相等的9个小方块。

把全班学生分成两队,向第一队的一名选手提问一个问题。例如:What's this? What colour is this? Is this a ____ or a ____? Where is the ____? 你也可以向整个队发一个指令,例如:Touch your head. Point to the blackboard. Show me an eraser. 如果这名选手或整个队回答或者表演正确的话,那么从队中走出一名选手,在大表格中任意一个小方块中画一个×。

现在轮到第二队了。如果该队回答或表演正确的话,可以在任意一个小方块中画一个O。

每个队的目标是在大表格的任意方向上:不管是平行方向,垂直方向,还是对角方向获得三个×(或三个O)。当然,每个队都想填入自己的×或O,以阻止对方完成目标。第一个完成的队赢得一分,然后继续做这个游戏。

变化形式1:准备9张大卡片或几张硬纸,在每张卡片的一面写一个大×,在另一面写一个大O。在教室前面放一排三把椅子,让九名学生到教室前面来充当游戏板:三名学生坐在椅子上,三名学生站在椅子后面,另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一队选择×时,指着一个在前面的学生,该生就高举着写着×的卡片。继续做这个游戏,让九名学生举出写着×和O的卡片来表明每个队的选择。

变化形式2:学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子,再彼此提问那些要复习的问句。

旅行

用来复习关于国名的词汇。

教师把要复习的各个国家的地图贴在教室周围(例如:China, the U. K., the U. S., Canada, Australia等)(或只贴单词)。复习几个国家就将全班分成几个小组。要求每组学生均排成一列站在一个“国家”下面。教师从其中任何一列的前两名学生开始,就他们所“在”国家的有关情况进行提问。首先回答问题正确的学生开始“旅行”,按顺时针方向旅行至下一个国家并且站在这个国家第一名学生的旁边。游戏如此重复。

那些在“旅行”中失利的学生站到他所在国

家学生的最后,重新排队等待。

完成各国一周旅行的学生重新回到他所在的国家的最后排队等待。教师可以给这些学生准备小小的奖品。

教师可以提问如下问题:

What country is this?

Do you know the capital city of ____?

Is ____ north (east, west, south) of ____?

What do they/we speak in ____?

Do you speak ____?

变化形式:教师可以改编此游戏用以复习各种词汇,使之成为一个比赛,看谁回答问题最多。

旅程

用来复习 come, go 和其他词汇的动作游戏。

在本游戏中,学生加入去某地的“旅程”。按如下方式进行:

学生甲: I want to go on a trip to ____ (一个城市或一个国家). (指着学生乙)
You come, too.

学生乙: (加入学生甲) Let's go!

(学生甲和学生乙走向学生丙)

学生乙: (对学生丙) You come, too.

学生丙: (加入学生甲和学生乙) Let's go!

(教师可找数名学生如此重复)

变化形式1:此游戏还可以更复杂一些。要求每两名学生结伴,一个站着,一个坐着。站着的学生扮作另一名学生的“母亲”或“父亲”。在每位学生加入这次“旅程”前,他必须先问其伙伴: Mother/Father, may I go? 如果其伙伴说: Yes, you may go. 这名学生便可以加入旅程并且说: Let's go! 否则,这个学生还要原处坐着,“旅程”中的学生们便说: Let's go! 并且再找其他学生。

变化形式2:在游戏中加入表示交通方式的名词。将这些词(car, bus, airplane, cab, bicycle)写在黑板上。当学生们准备好说 Let's go! 时,教师指向黑板上的一个单词,然后学生说: Let's go by ____! 并且用这种方式旅行到另一名同学那里。

今天是几号?

用来复习星期名称、月份和序数词的游戏。

将1至31的数字(非序数词)写在黑板上。

把关于月份名称和星期名称的教师卡片放在教室前面。将全班分成两组,每组各找一名自告奋勇的学生。甲组的这名自告奋勇的学生不按顺序任意指出一个月份名称、一个星期名称和一个数字,然后问:What day is it? 乙组中的自告奋勇的学生需给出正确的星期名称、月份和序数词来作答。再如此找两名自告奋勇的学生到前面来继续本游戏。

计分:每说对一部分名称给1分,如果顺序正确再给1分(满分为4分)。

发生过什么事儿?

用来复习动词过去式的游戏。

将全班分成两组。教师将表示处所(restaurant, shop, school, classroom, gym, library, house, apartment)、食品名称和颜色名称的单词卡片放在一起。说明不同的词卡对应不同的动词,如下所示。教师在黑板上写上 today 和 yesterday, 然后举起一张词卡,站在其中一词的下面。教师问:What happened (is happening)? 学生用正确的句子作答。

food cards	Today/Yesterday, we eat/ate _____.
colour cards	Today/Yesterday, we see/ saw _____.
location cards	Today/Yesterday, we go/ went to the _____.

变化形式:可将学生分成若干小组或二人一组,让他们用学生卡片做此游戏。他们需要准备一摞表示处所名称、颜色名称和食品名称的词卡。他们还需将 y 和 t 的字母卡片另外摞放在一起,并说明 y 代表 yesterday, t 代表 today。然后学生轮流从两摞词卡中各抽出一张,造出恰当的句子。

现在是几点钟?

用来复习一天中时间钟点的动作游戏。

本游戏类似于链式操练,可以从教室里的任何一名学生开始做此游戏。当这名学生指定一个时间钟点后,其他的学生从一点钟开始数到被指定钟点。学生一边数钟点一边将自己的胳膊当作指针指示出时间。

学生甲: What time is it?

学生乙: (可说出任一时间钟点) It's four o'clock. (用其胳膊指为4点钟)

学生丙: One o'clock. (用其胳膊指成1点钟)

学生丁: Two o'clock.

学生戊: Three o'clock.

学生己: Four o'clock. What time is it?

学生庚: It's ____ (任何时间)。

教师可以允许学生以几时半为指定钟点(然后每名学生按每半点钟的数并用胳膊指示出时间)或者几时几刻为指定钟点(然后每名学生按每刻钟的数并用胳膊指示出时间)以加大游戏的难度。

哪个不见了?

用来复习词汇。

把10个到20个大词汇卡片竖放在教室前面。告诉学生看1分钟的卡片后闭上眼睛,然后教师移开一张卡片。

让学生睁开眼睛,设法指出教师移走了哪张卡片。提问每个学生让其说出移走的卡片的名称,直到猜对正确答案为止。

让学生重新看那张移走的卡片,并把它放回原处。那名猜对正确答案的学生可以再移走另一张卡片,让大家接着猜。

这是什么?

用来复习词汇。

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴,或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片,把它举起来问另一位选手(或其他的选手们)What's this? 其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时,他要问三次What's this? 这个问题。让他的伙伴或小组中的其他成员作出回答。这个游戏可以持续做几分钟。

错在哪里?

用来更正常见错误的游戏。

教师在黑板上写出一些带有错误的句子(也包括一些正确的句子)。将全班学生分为两组。各组依次轮流更正每个句子。学生们擦掉错误

的单词,并写上正确的。如果哪一组不能更正句子或是改错了,另一组可以试着去改。记分。尽量去写一些含有搭配不当,或者时态、单复数有错误的句子。例如:

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

教师可以使用只含有一类错误的句子做游戏,并在游戏开始前告诉学生错误类型,以使游戏变得简单些。

什么时候?

将一天中日期和时间搭配组句的游戏。

本游戏类似“Go Fish”。将全班分成若干小组。每组使用一套包含有6个事件一日三餐(breakfast, lunch, supper)、描写天气状况的形容词(sunny, rainy, windy, snowy, cloudy)、月份名称和时间(morning, afternoon, evening)的单词卡片。

参加游戏的选手将这些卡片恰当地组合在一起。学生必须认真思考! July 和 sunny 可以很好地搭配,而 Spring Festival 和 evening 则不搭配!

当学生想获取卡片时,要使用这个短语: Do you have a card for ____? 当他们配好一对时,他们要说出如下任一句子:

When is ____ (一件事或一日三餐中一种)?

In/At ____ (月份名称或者时间).

When is it ____ (描写天气状况的形容词)?

In ____ (月份名称).

在游戏开始前,教师需和学生一起设计构思一系列可以将天气形容词、事件和月份搭配组合的方法。将这些组合写在黑板上。

世界的哪个国家?

用来复习关于世界上各国家名称的词汇。

将全班分成若干小组。每组参赛选手数至少同本游戏用到的国名的数目相同。

要求每组给其每名参赛选手指定一个国家名称(可以重复使用国名,但至少一个国家对应一名选手)。然后,每名选手裁下一张纸,将纸分成4份,按以下要求做4张和自己对应国家相关的卡片。

- 一张卡片写有国名。
 - 一张卡片写有该国使用的语言。
 - 一张卡片描述该国相对中国的地理方位。
- (为避免混淆,教师需将此项内容写在黑

板上。代表中国的选手做一张空白卡片)

- 一张卡片写有该国的首都(或只写出 capital city of ____ (国名)即可)。

然后选手们将所有卡片字面朝下混在一起。每名选手各取4张卡片。

本游戏的目的是将代表一个国家的4张卡片收集在一起。选手们仔细阅读自己抽到的卡片,心里默定一个国家。为收集到有关这个国家的卡片,选手需试着同其他选手互换卡片,一次只能换一张。交换卡片时,选手们要(同时)大声读出他们想放弃的卡片。讲的同时,要仔细听其他选手讲话并努力换取自己想要的卡片。谁都不会被迫去进行交易,但是聪明选手总是认真听并且收集那些似乎其他选手都不愿意收集的国家的卡片。

选手们可以随时更换他们想收集卡片的国家。

当选手得到有关同一国家的所有卡片时,他要大声喊出: I win! 游戏就此停止,这名选手必须给全班展示自己的卡片。

如果想增加此游戏的难度,可以给每个国家多写几张卡片。如第1册第8单元所述,增加关于各个国家显著特征的卡片。

本游戏会使全班喧闹起来,这也是本游戏有趣的一面。不过,如果想使课堂保持安静,可以要求学生在交易卡片时悄悄说话。

耳语游戏

用来复习动词和介词的动作游戏。

找一名自告奋勇的学生,在其耳边轻声说一个动词或一个介词。例如: wave, stamp, clap, in, on, under。

如果悄声说的是 on, 这个学生就站在或坐在教室里的某个东西上面,如一把椅子或桌子上。然后教师说: Where is ____? (该学生的名字), 鼓励全班学生回答: He/She is on the ____。

如果悄声说的是一个动词, 该生必须表演这个动作, 然后教师说: What's he/she doing? 鼓励全班学生回答: He/She is ____ing.

让其他学生重复做这个游戏, 每个学生都必须用不同的方式来演示这个词汇, 鼓励学生做富有创造性的表演!

我是谁?

用来复习描述人物词汇的游戏。

本游戏是“Think Ahead”游戏的变化形式。

要求学生拿出他们的写有Who Am I?的12张词汇卡片。每张词卡上都展示各自不同的人物形象。

学生两人一组做本游戏。他们将一套卡片码起来,将另一套卡片字面朝上在两人中间摊开。他们轮流从码起的卡片中取出一张卡片,自己不能看,将它放在额头上,字面朝着同伴。这样,拿词卡的学生自己看不到单词,而其伙伴可以。之后,这名学生要通过向对方提出问题来判断词卡中的人物。这名学生可以看着摊在桌子上的卡片,提出如下问题:

Am I a woman?

Do I wear glasses?

Do I have black hair?

Do I have long hair?

因果关联

用来复习问句 Why? 的动作游戏。

此游戏做法类似于游戏“Charades”。

分别在纸条上写一些短语并将这些纸条放在教室前面。将全班学生分为两人一组。每次从一组学生中找两名学生。其中一名学生做出动作,另一名学生猜出短语,直至猜出正确短语。然后这两名学生用恰当的替换重复一组“因果关联”对话。如果他们在教师规定的时间内完成这些内容,则得一分。否则,将轮到另一组学生。

学生们必须思考!教师可以不时地提问问题指导游戏者。如下列举了游戏中一个关于短语 eating noodles 的例子:

选手甲: You are drinking.

选手乙: No!

选手甲: You are eating!

选手乙: Yes!

教师: What is he/she eating?

选手甲: Rice!

选手乙: No!

选手甲: Noodles!

选手乙: Yes!

选手甲: You are eating noodles. Why?

选手乙: Because I am hungry.

教师可利用如下短语及对话:

短语: drinking tea

对话: You are drinking tea. Why? /Because I'm thirsty.

短语: washing hands

对话: You are washing your hands. Why? /Because my hands (they) are dirty.

短语: laughing

对话: You are laughing. Why? /Because I'm happy.

短语: crying

对话: You are crying. Why? /Because I'm sad.

短语: taking off a jacket

对话: You are taking off your jacket. Why? /Because I'm hot.

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则10名多则60名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数还少,那么反复做此游戏,使每个学生都有机会轮上。

教师准备一套打算复习的词汇卡片,确保每个单词都有两张卡片。例如,有两张 book 的卡片,两张 chair 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生,每个学生人手一张。把卡片的序列打乱,使得相同的单词不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏,使他们分散站在教室的各处。

当教师说 Go! 的时候!所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动,以便发现同他说一样单词的同学。

写数字

用来复习数字。

学生一对一配对或三人一个小组,每个学生都需要有一张纸。

说出数字单词,每个学生都要争取第一个写下相应的阿拉伯数字。

在黑板上写下正确的阿拉伯数字,使学生能检查各自的答案。

当你决定停止此游戏时,得正确答案最多的学生为胜者。

IPA Symbols

IPA symbols show you how to pronounce words. Here are the IPA symbols you need to know.

Consonants 辅音

/p/ paint	/b/ build
/t/ teach	/d/ door
/k/ kite	/g/ get
/f/ future	/v/ very
/s/ student	/z/ zero
/ʃ/ shall	/ʒ/ measure
/θ/ thing	/ð/ that
/r/ ruler	/h/ have
/l/ lady	/m/ meaning
/n/ noise	/ŋ/ along
/w/ wear	/j/ yes
/tʃ/ chair	/dʒ/ join

Vowels 元音

/i:/ see	/ɪ/ rich
/e/ bed	/æ/ hat
/ə/ along	/ɜ:/ girl
/ʌ/ sun	/ɑ:/ party
/ɒ/ lot	/ɔ:/ store
/ʊ/ put	/u:/ food
/aɪ/ try	/eɪ/ date
/ɔɪ/ noise	/aʊ/ how
/əʊ/ no	/ɪə/ ear
/eə/ hair	/ʊə/ poor

新旧英式英语音标对照

新旧英式英语音标对照表										
旧式	i:	ɪ	e	æ	ə	ə:	ʌ	ɑ:	ɔ	ɔ:
新式	~	ɪ	~	~	~	ɜ:	~	~	ɒ	~
旧式	u	u:	aɪ	eɪ	ɔɪ	au	əʊ	ɪə	ɛə	ʊə
新式	ʊ	~	aɪ	eɪ	ɔɪ	aʊ	əʊ	ɪə	eə	ʊə

【注】• 此表为新英式英语音标与旧英式英语音标元音音标变化对照表。

• 新英式英语音标与旧英式英语音标辅音音标基本上没有变化。

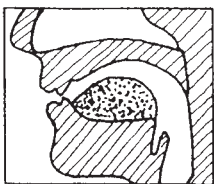
• 本套教材采用了 Daniel Jones 的 *Cambridge English Pronouncing Dictionary* 第 15 版的国际音标标音符号。

Rules of Reading 元音字母和元音字母组合读音规则表

a	Stressed Syllable	/eɪ/	n ame	e ra s er	c ake
		/æ/	a m	a nd	c at
		/ɑː/	gl a ss	ban a na	fat h er
		/ɒ/	wh a t	w a nt	
e	Unstressed Syllable	/e/	m a ny	a ny	
		/ə/	break f ast	Can a da	Ch i na
		/ɪ/	or a nge	cabb a ge	
i	Stressed Syllable	/iː/	s he	h e	w e
		/e/	p e n	d e sk	y e s
		/ɪ/	E nglish	pr e tt y	
o	Unstressed Syllable	/ə/	ch i ldr e n	op e n	d i ff e rent
		/ɪ/	e l e ven	e ra s er	
u	Stressed Syllable	/aɪ/	I	l ike	h i
		/ɪ/	s it	i s	i t
		/iː/	m a chine	p o l i ce-man	
y	Unstressed Syllable	/ɪ/	E nglish	d i ff i cult	
ai	Stressed Syllable	/əʊ/	n o	g o	c lose
		/ɒ/	o n	b ox	n ot
		/ʌ/	s ome	st o m a ch	M on d ay
		/uː/	d o	t o	w hose
ay	Unstressed Syllable	/ʊ/	w o man		
ea	Stressed Syllable	/ə/	t od a y	o 'c o l e ck	w e l c ome
ee	Stressed Syllable	/juː/	u n i t	T u es d ay	exc u se
		/ʌ/	u s	u p	u n c le
		/uː/	b l u e	r ul e r	
		/ʊ/	p u t	f ull	
ee	Unstressed Syllable	/aɪ/	m y	b ye	f ly
		/ɪ/	v er y	m an y	t went y
ee	Stressed Syllable	/iː/	e at	m eat	t ea
		/e/	b read	h ead	b reak f ast
ee	Stressed Syllable	/iː/	m ee t	s ee	t hr e e
ee	Stressed Syllable	/eɪ/	e ight	e ight e en	e ight y
oo	Stressed Syllable	/uː/	b oot	f ood	z oo
		/ʊ/	b ook	l ook	g ood
ou	Stressed Syllable	/aʊ/	h ouse	m outh	o ur
ow	Stressed Syllable	/aʊ/	b rown	d own	n ow
		/əʊ/	b orrow	s how	y ellow
ar	Stressed Syllable	/ɑː/	h ard	c ar	f arm
er	Stressed Syllable	/ɜː/	h er	h ers	c ertain l y
		/ə/	f inger	l etter	l ater
ir	Stressed Syllable	/ɜː/	g irl	s kirt	s hirt
		/ɔː/	f or	o r	s hort
ur	Stressed Syllable	/ɜː/	h urt	p urple	t urn
air	Stressed Syllable	/eə/	ch air	h air	p air
ing	Stressed Syllable	/ɪŋ/	e ven i ng	f eel i ng	s i ng

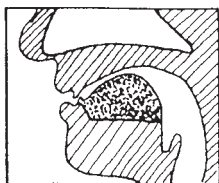
口形及发音方法

/ɪ/



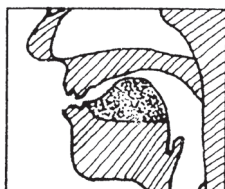
/ɪ/是短元音。发音时舌尖抵下齿,舌前部抬高,舌两侧抵上齿两侧;口形扁平。例如:English, pretty, eleven 等。

/i:/



/i:/是长元音。发音时舌尖抵下齿,前舌尽量抬高,舌位高于/ɪ/;口形扁平。例如:machine, policeman, meat 等。

/e/



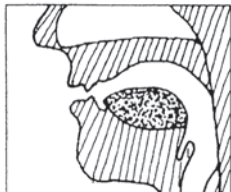
/e/是短元音。发音时舌尖低下齿,舌前部稍抬起,舌位比/i:/低;开口度比/i:/大。例如:breakfast, many, bread 等。

/æ/



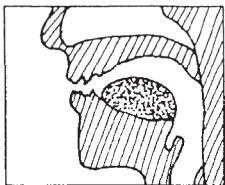
/æ/是短元音。发音时舌尖抵下齿;舌前部稍抬高,舌位比/e/更低;双唇平伸,成扁平形。例如:Canada, rabbit, fashion 等。

/ə/



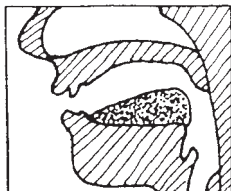
/ə/是短元音。发音时舌身平放,舌中部略隆起,双唇扁平。例如:banana, around, driver 等。

/ɜ:/



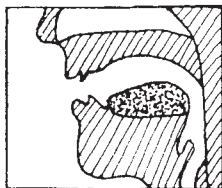
/ɜ:/是长元音。发音时舌中部比发/ə/音时略高,双唇扁平。例如:birthday, church, certainly 等。

/ʌ/



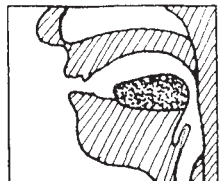
/ʌ/是短元音。发音时舌尖和舌端两侧轻触下齿,舌后部靠前部分稍抬起;唇形稍扁,开口度较大,与/æ/相似。例如:uncle, stomach, Monday 等。

/ɒ/



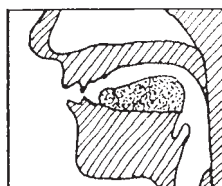
/ɒ/是短元音。发音时口张大,舌身尽量降低并后缩,双唇稍稍收圆。例如:watch,box,what等。

/ɔ:/



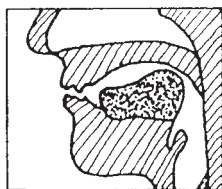
/ɔ:/是长元音。发音时舌后部抬得比/ɒ/高,双唇收得更圆更小,并向前突出。例如:horse,door,short等。

/ʊ/



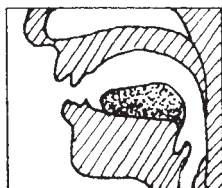
/ʊ/是短元音。发音时舌后部抬起,舌身后缩,舌尖离开下齿。双唇收圆,稍突出。例如:woman,full,book等。

/u:/



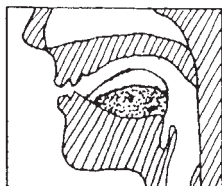
/u:/是长元音。发音时舌后部尽量抬起,舌位比/ʊ/高。双唇收圆并突出。口形比/ʊ/稍小。例如:whose,ruler,blue等。

/ɑ:/



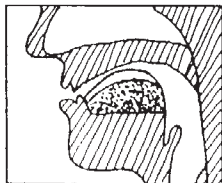
/ɑ:/是长元音。发音时口张大,舌身压低并后缩,后舌稍隆起,舌尖不抵下齿。双唇稍收圆。例如:banana,farm,ask等。

/aɪ/



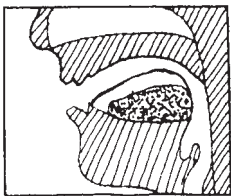
/aɪ/为双元音。先发/a/音,然后滑向/ɪ/音。舌尖抵住下齿。发此音的关键是要把/a/音发足,注意从开到合的滑动。例如:like,white,shy等。

/eɪ/



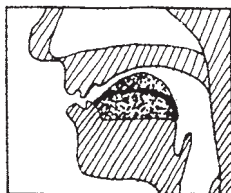
/eɪ/为双元音。先发/e/音,然后滑向/ɪ/音。双唇稍扁,口形从半开到合。例如:play,complain,shape等。

/ɔɪ/



/ɔɪ/是双元音。发音时双唇从圆到扁,口形从开到合。发好这个音的关键是首先要把后元音/ɒ/发足,然后滑向/ɪ/音。例如: **boy, soil, point** 等。

/ɪə/



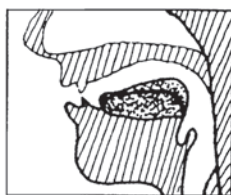
/ɪə/为双元音。从/ɪ/音滑向/ə/音。前面的/ɪ/发得较清楚,后面的/ə/较弱。双唇始终半开。此音一定要发足。例如: **clear, here, dear** 等。

/eə/



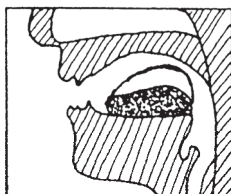
/eə/为双元音。从/e/音滑向/ə/音。发音时舌端抵下齿,前舌略抬起,双唇半开,此音中的/e/有似于/e/音, /ə/音较轻。例如: **fair, chair, repair** 等。

/ʊə/



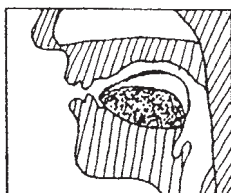
/ʊə/是双元音。发音时,嘴唇从收圆到半开。发好这个音的关键是首先要把/ʊ/音发足,然后滑向/ə/音。例如: **poor, sure** 等。

/aʊ/



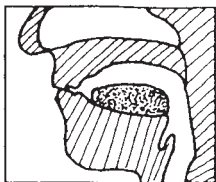
/aʊ/是双元音。由前元音/a/滑向后元音/ʊ/。舌位由低到高,口形由大到小。注意将音发足。例如: **shout, cow, mouth** 等。

/əʊ/



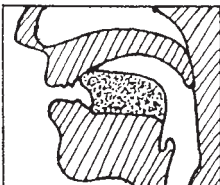
/əʊ/是双元音。由中元音/ə/滑向后元音/ʊ/,舌位由半低到高,口形由半开到小。注意将音发足。例如: **go, cold, coat** 等。

/p/
/b/



发音时双唇紧闭,憋住气,然后突然分开,气流冲出口腔,发出爆破音。/p/是清辅音,声带不振动;/b/是浊辅音,声带振动。例如:help, power, please; book, build, best。

/t/
/d/



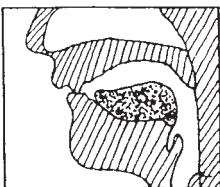
发音时舌尖抵上齿龈,憋住气,然后突然分开,使气流冲出口腔,发出爆破音。/t/是清辅音,声带不振动;/d/是浊辅音,声带振动。例如:teacher, student, talk; glad, stand, down。

/k/
/g/



发音时舌后部隆起紧贴软腭,憋住气,然后突然分开,气流送出口腔,形成爆破音。/k/是清辅音,声带不振动;/g/是浊辅音,声带振动。例如:make, kind, capital; gate, leg, grandfather。

/f/
/v/



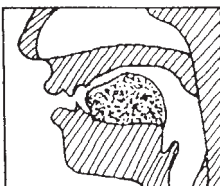
发音时下唇轻触上齿,气流由唇齿间通过,形成摩擦音。/f/是清辅音,声带不振动;/v/是浊辅音,声带振动。例如:family, favourite, telephone; very, every, village。

/s/
/z/



发音时舌端靠近齿龈,气流由舌端齿龈间送出,形成摩擦音。/s/是清辅音,声带不振动;/z/是浊辅音,声带振动。例如:advice, sorry, student; zero, zoo, his。

/ʃ/
/ʒ/



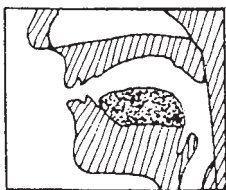
发音时舌端靠近齿龈后部,舌身抬起靠近上腭,双唇稍收圆并略突出。气流通过时形成摩擦音。/ʃ/是清辅音,声带不振动;/ʒ/是浊辅音,声带振动。例如:show, flash, sharp; measure, pleasure, television。

/θ/
/ð/



发音时舌尖轻触上齿背,气流由舌齿间送出,形成摩擦音。/θ/是清辅音,声带不振动;/ð/是浊辅音,声带振动。例如:thank, month, south; this, those, leather。

/h/



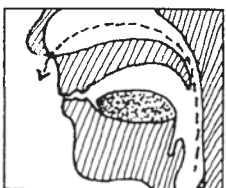
发音时气流送出口腔,在通过声门时发出轻微摩擦;口形随其后的元音而变化。/h/是清辅音,声带不振动。例如:**h**igh,**h**elp,**h**ope 等。

/r/



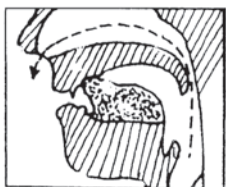
发音时舌尖卷起,靠近上齿龈后部。舌两侧稍收拢。双唇略突出。气流通过舌尖和齿龈形成轻微摩擦。浊辅音,声带振动。例如:**r**ight,**g**reen,**r**emember 等。

/m/



发音时软顎下垂,双唇紧闭,气流从鼻腔送出。例如:**n**ame,**h**ome,**m**essage 等。

/n/



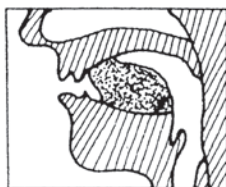
发音时舌尖抵上齿龈,软顎下垂,气流从鼻腔送出。例如:**n**ew,**s**kin,**n**eighbour 等。

/ŋ/



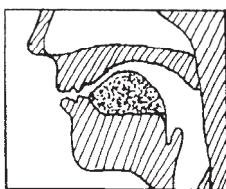
发音时软顎下垂,堵住口腔通道,气流从鼻腔送出。声带振动。例如:**m**orning,**n**othing,**s**ong 等。

/l/



发音时舌尖及舌端紧贴上齿龈,当/l/位于元音前时,叫做清晰音。舌前向硬顎抬起,气流从舌的旁边送出。当此音在辅音前或为尾音时,叫做含糊音。将舌端抵住上齿龈,舌前下限,舌后上抬,舌面形成凹形。浊辅音,声带振动。例如:**l**ady,**b**ottle,**l**augh 等。

/j/



发音时舌前部向硬顎尽量抬起,舌位较高,双唇伸展成扁平状。/j/是浊辅音,声带振动。例如:**y**ellow,**y**esterday,**y**oung 等。

/w/



发音时舌后部向软顎抬起,舌位高。双唇收小并向前突出,声带振动。发音短促,立刻滑向其后的元音。例如:**w**eather,**w**atch,**w**indow 等。

Spelling and Pronunciation 拼法和发音

元音字母和元音字母组合在重读和非重读音节中的读音

Spelling	Stressed Syllable				Unstressed Syllable			
a	/eɪ/	name	eraser	cake	/ə/	breakfast	Canada	China
	/æ/	am	and	cat	/ɪ/	orange		
	/ɑː/	glass	banana	father				
	/ɒ/	what	want	watch				
	/e/	many	any					
e	/iː/	she	he	we	/ə/	children	open	
	/e/	pen	desk	yes	/ɪ/	eleven	eraser	
	/ɪ/	English	pretty					
i	/aɪ/	I	like	hi	/ɪ/	English	family	
	/ɪ/	sit	is	it				
	/iː/	machine	policeman					
o	/əʊ/	no	go	close	/ə/	today	o'clock	welcome
	/ɒ/	on	box	not				
	/ʌ/	some	stomach	Monday				
	/uː/	do	to	whose				
u	/juː/	unit	Tuesday	excuse				
	/ʌ/	us	up	uncle				
	/uː/	blue	ruler					
	/ʊ/	put	full					
y	/aɪ/	my	bye	fly	/ɪ/	very	many	twenty
ai	/eɪ/	chain	waiter	waitress				
al	/ɔː/	small	talk	all				
au	/ɔː/	August	daughter					
ay	/eɪ/	day	may	okay				
ea	/iː/	eat	meat	tea				
	/e/	bread	head	breakfast				
ee	/iː/	meet	see	three				
ei	/eɪ/	eight	eighteen	eighty				
ew	/juː/	new	few	review				

Spelling	Stressed Syllable			Unstressed Syllable		
oa	/əʊ/	coat	soap	boat		
oe	/əʊ/	toe				
	/u:/	shoe				
oy	/ɔɪ/	boy	toy	joy		
oo	/u:/	boot	food	zoo		
	/ʊ/	book	look	good		
ou	/aʊ/	house	mouth	our		
ow	/aʊ/	brown	down	now	/əʊ/	borrow yellow
	/əʊ/	show	know			
ar	/ɑ:/	are	car	farm		
er	/ɜ:/	her	hers	certainly	/ə/	finger letter later
ir	/ɜ:/	girl	skirt	shirt		
or	/ɔ:/	for	or	short	/ə/	forget
ur	/ɜ:/	hurt	purple	turn		
air	/eə/	chair	hair	pair		
ing	/ɪŋ/	spring	sing		/ɪŋ/	feeling morning evening
igh	/aɪ/	high	right			
ere	/eə/	there	where			
	/ɪə/	here				
ear	/eə/	pear	wear			
	/ɜ:/	heard	early			
	/ɪə/	ear	hear	dear		
oor	/ɔ:/	door	floor			
our	/aʊə/	hour	our			
	/ɔ:/	four	your	fourteen		
ore	/ɔ:/	more	before	store		

辅音字母和辅音字母组合的读音

b	/b/	bed	box	table	w	/w/	we	want	with
c	/k/	cake	cat	picture	x	/ks/	six	box	exercise
	/s/	city	pencil	nice	y	/j/	year	yellow	young
d	/d/	dog	bed	hand	z	/z/	zebra	zoo	
f	/f/	fish	from	fifty	ch	/tʃ/	catch	French	lunch
g	/g/	girl	dog	English	ck	/k/	black	chicken	sick
	/dʒ/	age	giraffe	orange	dr	/dr/	dress	drink	children
h	/h/	hair	have	hello	gh	/-/	high	light	daughter
j	/dʒ/	just	July	juice		/f/	laugh		
k	/k/	key	like	milk	kn	/n/	knee	know	knife
l	/l/	later	let	live	ng	/ŋ(g)/	feeling	evening	England
	/t/	old	full	people	ph	/f/	phrase	elephant	telephone
m	/m/	my	number	name	qu	/k/	question	queen	request
n	/n/	need	nine	nurse	sh	/ʃ/	she	short	wash
p	/p/	paper	play	map	th	/θ/	three	thank	third
r	/r/	read	red	friend		/ð/	then	this	brother
s	/s/	same	see	plus	tr	/tr/	tree	truck	trousers
	/z/	eraser	excuse	his	wh	/w/	what	where	white
t	/t/	tea	shirt	thirsty		/h/	who	whose	
v	/v/	very	love	vegetable	dz	/dz/	friends	heads	
ts	/ts/	cats	students						

四种音标对照表

旧英式英语音标	新英式英语音标	美式英语音标(韦氏)	加拿大英语音标
Old Br. E. IPA	New Br. E. IPA	Am. E. IPA	Ca. E. Phonetics
i:	~	~	~
i	ɪ	ɪ	ɪ
			ɪ
e	~	~	~
æ	~	~	~
ə	~	ə (ə:r)	~
ə:	ɜ:	ə: (ə:r)	ɜr
ʌ	~	~	~
a:	ɑ:	ɑ: (ɑ:r)	ɑr
ɔ	ɒ	ɑ	ɒ
ɔ:	~	ə: (ɔ:r; ɔ:r)	ɔr
u	ʊ	u	ʊ
u:	~	uə: (u:r)	~
aɪ	aɪ	aɪ	aɪ
eɪ	eɪ	eɪ	eɪ
ɔɪ	ɔɪ	ɔɪ	ɔɪ
			əɪ (might, pipe)
au	aʊ	au	au
			ʌu (house)
əu	əʊ	ou	o:
iə	ɪə	ɪr (i:r)	
ɛə	eə	ɛr (ɛ:r)	
uə	ʊə	ur (u:r)	
		air	
		aur	

【注】• 本套教材采用了 Daniel Jones 的 *Cambridge English Pronouncing Dictionary* 第 15 版的国际音标符号。

- 加拿大英语发音介乎英国英语和美国英语之间，在标音符号上兼有英音与美音的特点。对中国学习者来说，听懂加拿大英语较连贯的语段没有太大问题，但需指出的是，IPA 中，/aɪ/ 和 /aʊ/ 两个双元音在加拿大英语中明显体现出加拿大英语的特点，在绝对开音节中，仍读作 /aɪ/ 和 /aʊ/，否则分别读作 /əɪ/ 和 /ʌu/。例如：pipe 读作 /pəɪp/，might 读作 /məɪt/，house 读作 /haʊs/，mouth 读作 /maʊθ/；why 仍读作 /waɪ/，my 仍读作 /maɪ/，how 仍读作 /haʊ/，cow 仍读作 /kaʊ/。

Keys & Listening Materials (Student Book)

《英语》答案及听力材料

Keys

Unit 1

Lesson 1

① 1. Because he doesn't feel well. His stomach hurts. 2. He regrets eating so many donuts. 3. They drive to the hospital. 4. Dr. Ling asks Danny to stay in the hospital.

② 1. She has a cold. 2. No, it didn't. 3. She should go to see the doctor.

③ 1. colour 2. clear 3. stupid 4. couldn't

Lesson 2

① 1. T 2. F 3. F 4. T 5. F

② Paragraph 1—右三; Paragraph 2—右五;
Paragraph 3—右一; Paragraph 4—右二;
Paragraph 5—右六; Paragraph 6—右四

③ 1. refused 2. toothache 3. fortunately
4. headsets 5. rotten

Lesson 3

① grains — bread, noodles, rice, breakfast cereal,
corn

fruits and vegetables — salads

protein foods — meat, chicken, fish, eggs, beans,
tofu, soy milk

calcium foods — milk, cheese, yogurt, green
vegetables

② corn — a tall plant with yellow seeds that can be
eaten

yogurt — a thick, white and creamy dairy food

beans — a good source of protein

diet — the food that you eat and drink regularly
diet, corn, beans, yogurt

Lesson 4

① health, diseases, pollutes, harmful; touch, topic,
Encourage, vegetables, exercise, habits

② 2. You should call 110/You should ask the
policeman for help. 3. You should tidy it up.

4. You should ask someone to fix it. 5. You should

get up early and never be late again.

Lesson 5

① 1. She became ill with a terrible disease. 2. She
has a wheelchair. She controls it with her mouth.
3. She has a special telephone that is hers alone. She
can answer it just by saying "hello". 4. People who
don't know how lucky they are.

② 1. controlled 2. telephone 3. Hers 4. cheer
5. kicking 6. pity

③ A: 1. Thousands of people lost their homes as a
result of the fire. 2. He lost his job as a result of his
big mistake.

B: 1. His room is full of history books. 2. Danny's
mind is full of funny ideas.

Lesson 6

① 1. Because he had appendicitis. 2. The doctor
told Danny to drink plenty of water and have a good
rest. 3. Yes, she is. 4. We should try to form good
habits.

② 1. has no choice but to 2. Millions of 3. is rich
in 4. Now that

③ CAB

Unit Review

Building Your Vocabulary

I. 1. regret 2. cheered 3. mentioned 4. risk
5. whenever 6. X-ray 7. pale 8. telephone
9. sleepy 10. includes

II. harmful, stomach, may, dangerous, refuse

Grammar in Use

I. You needn't be afraid. Need we balance our diet
and eat foods from each food group? Need we go
there right now? No, we needn't.

II. should, need, should

Listening and Speaking

I. 1. They are mum and son. 2. At home. 3. He has
a headache, a bad stomachache and a fever. 4. Dr.
Johnson.

II. What's the matter with you?/What's wrong with you? I got a fever. How often do I need to take the medicine?

Putting It All Together

You might have the stomach flu.

Unit 2

Lesson 7

- ① dialogue, meaning, difficult/hard, write, down, survey
② Become famous. Have a happy family. Attend a good university. Be rich.
③ 1. successful 2. wondered 3. purpose 4. neighbours 5. surveyed

Lesson 8

- ① Germany, modern physics, the Nobel Prize, teach, died
② 1. He solved many problems in physics. 2. He is most famous for his Theory of Relativity. 3. He taught in Switzerland, Germany and the United States. 4. He asked people to give up nuclear weapons.
③ 1. in the field of 2. is famous for 3. solved 4. pioneer 5. went on

Lesson 9

- ① 1. F 2. T 3. T 4. T 5. F
② developing, introduction, produces, violin
③ 1. Einstein signed a letter before he passed away.
2. The boy became famous after he won that prize.
3. The scientists are doing the final test before they launch the rocket. 4. Mum often tells the boy a story before he goes to bed. 5. Cici wants to be a painter after she finishes school.

Lesson 10

- ① 1. She is a well-known writer and educator.
2. She fell ill. She had a high fever that made her blind and deaf. 3. She spelled words on Helen's hand with her fingers. 4. Water. 5. She was famous for her courage and hard work.
② 1. writer 2. illness 3. ability/abilities 4. progress 5. community
③ 1. Those students will pass the exam. They study hard. 2. We know that woman. She is an English

teacher. 3. The basketball is behind the door. You are looking for it.

Lesson 11

- ① 1. F 2. T 3. T 4. T
② He found new ways to help people with T.B. He invented tools that remain in use today. He made a decision to go to northern China. He organized hospitals, taught doctors and nurses. He showed people how to give first aid. He once operated for sixty-nine hours straight without stopping.
③ 1. decision 2. set up 3. first aid 4. remain 5. conditions

Lesson 12

- ① 1. She asked the class to make crossword puzzles based on facts about their heroes. 2. He loved it./ He thought Li Ming's puzzle was fun. 3. He said that the person's favourite food was donuts. 4. Five minutes.
② 1. whom 2. government 3. anybody 4. medical 5. chemistry

Project:

Across: 1. donut 3. green 5. pop 6. funny 7. basketball

Down: 1. dinosaur 2. tall 4. Canada 5. pizza

Unit Review

Building Your Vocabulary

1. northern 2. meaning 3. decision 4. centuries 5. produced 6. leader

Grammar in Use

I. (供参考) 1. The children sang happily as they walked to their classroom. 2. I listened to music before I went to bed last night. 3. He did his homework first after he arrived home from school.

II. 1. that was filled with 2. that is flying 3. who has
Listening and Speaking

I. 1. Super Kid. 2. Because she helped the homeless. 3. To play basketball.

II. A: What is her name?

B: Her name is Marie Curie.

A: When and where was she born?

B: She was born on November 7, 1867, in Poland.

A: What are her achievements?

B: She won her first Nobel Prize for physics along with her husband in 1903. She won a second Nobel Prize for chemistry in 1911.

Putting It All Together

1. F 2. T 3. F 4. T 5. T

Unit 3

Lesson 13

① 1. They were decorating the art classroom. 2. He climbed onto Mr. Jones' chair. 3. No, he didn't. 4. She is going to call Brian's mother.

② hang; enough; catch, landed; serious, arm

③ 1. hanging 2. necessary 3. safety 4. serious

Lesson 14

① Ann Brown was hit by a car. Ann Brown dropped the basketball and raced to get it. James was on the way to a basketball practice with Ann. Mrs. Andrews shouted a warning. Mrs. Andrews wanted to stop the girl from running after the ball. Bill Morin called an ambulance. Bill Morin knows first aid. Bill Morin stopped traffic on the road.

② 1. recover 2. ugly 3. town 4. wound 5. expect

Lesson 15

① 1. T 2. T 3. F 4. F 5. T

② Ride on the sidewalk. Make a way for people walking. Don't play with others. Follow the traffic signs and rules. Always wear your helmet.

③ 1. knee 2. strangers 3. sticking 4. blood 5. careless

Lesson 16

① Dos: Use baking soda or salt to put out kitchen fire. Be careful with scissors or knives! Be careful with fire and heat when you cook.

Don'ts: Don't stand on chairs. Don't use water to put out kitchen fires. Don't keep poisons in the kitchen.

Dos: Be sure to keep the bathroom floor dry after you have a shower or bath.

Don'ts: Never use electricity in the shower or bathtub.

② 1. instead 2. salt 3. knife/knives 4. burned/burnt 5. heat

③ Falls, Burns, Cuts

Lesson 17

① 1. If you are inside, get under a table or a bed. 2. If you are in a car, pull over to a place where there are no trees or tall buildings. 3. If you are near the sea, get as far away from the water as possible. 4. If you have a phone, use it once to call your family or a friend.

5. If there is fire, move outdoors to an open area.

② Dos: Get under; Get to, Pull over; Move outdoors, Keep an eye out for

Don'ts: Don't stand, Stay out of, get into; Stay away, Get far away; Don't use

③ 1. stay calm 2. protect, from 3. pull over

4. Keep an eye out

Lesson 18

① 1. T 2. T 3. F 4. F 5. T

② climbed, stop, higher, higher, touch, branch, hit, move, hurt, training

③ parents, money, evening, number; side, cigarettes, pocket, leave

Unit Review

Building Your Vocabulary

I. Across: hang, expect, stranger, shoulder, earthquake, training

Down: knife, necessary, heat, rule, salt, careless

II. careful, Serious, rules, prevent, from

Listening and Speaking

I. 1. He will be fine. 2. He fell off the ladder. 3. He is rushing to the airport.

II. 1. Don't climb so high. You may fall down.

2. Don't play computer games so late. 3. Stop!

Don't run into the street. It's dangerous. 4. Watch out for the wet floor. 5. Please don't smoke here.

You can smoke in the smoking area.

Putting It All Together

I. CAB

Unit 4

Lesson 19

① story, poem, Compared, poem, power, more

② poems — b, c, e stories — a, d

Lesson 20

① Line 1 — one noun

Line 2 — one noun and one adjective or two adjectives

Line 3 — three words

Line 4 — four words (any kind)

Line 5 — one word

Lesson 21

① 1. He lost his axe in the water. 2. A spirit appeared. 3. The spirit dove into the lake and brought back his axe. 4. Because the spirit was so happy with the woodcutter's honesty.

② woodcutter — honest, poor
spirit — helpful, warm-hearted, kind

③ 1. admitted 2. makes her living 3. dive into 4. came up with 5. silver

Lesson 22

① 1, 3, 4, 2

② 1. pass by 2. enter 3. awake 4. ran away

③ was taking a walk, was cleaning, were helping
The criminal is Wolf.

Lesson 23

① 1. T 2. F 3. F 4. T

② giant, garden, covered, hole, knocked, Ever

③ *The Little Mermaid* — the sea, five sisters, the prince, the Sea Witch, a spirit

The Ugly Duckling — a mother duck, an ugly bird, the lake, swans

Little Red Riding Hood — grandmother, the woods, a big wolf, hunter, heavy stones

Snow White and the Seven Dwarfs — the wicked queen, the magic mirror, seven dwarfs, a poisoned apple

Alice in Wonderland — a talking rabbit, a hole, the Queen of Hearts, Mad Hatter

Lesson 24

① 1. F 2. T 3. F

② must, must, must

Unit Review

Building Your Vocabulary

I. 1. aloud 2. single 3. line 4. fat 5. express
6. knocking

II. 1. make your decision 2. came up with

3. Compared with 4. at once 5. a set number of

Grammar in Use

I. 1. was leaving 2. was doing 3. was crying 4. was watching 5. were playing

II. 1. must 2. must 3. can't 4. can't

Listening and Speaking

I. 1. a story 2. a main character 3. setting

Putting It All Together

1. Songs combine the wonderful words of poems with the sweet sound of music. 2. You have to use your imagination. You have to choose the best words to describe exactly what you feel or what you see.

Unit 5

Lesson 25

① 1. Danny thinks that they should do the experiment outside. 2. The force of the air./The air pressure. 3. Yes, she is. She is so sure of her theory that Brian can do the experiment over Danny's head and he won't get wet. 4. Because he thinks he will get wet. 5. Air is stronger than he thought.

② 2, 5, 1, 3, 4, 6

Lesson 26

① match, Let, uses, burning, rises, one fifth

② 1. use up 2. is made up of 3. with 4. until
5. strong enough

Lesson 27

① 1. T 2. T 3. F 4. T 5. F

② 1. He tried to find a new planet. 2. A telescope.
3. More sleep.

③ through, end, stars, discover

Lesson 28

① return/fly, spend, lay, rest, kill, find

② 1. I asked him to mail the letter which/that/ 不填
I wrote to my cousin. 2. Yesterday I met a boy who/
that is a new member in our art club. 3. Mary was
carrying a bag which/that cost her a lot of money.
4. Football is a team sport which/that is popular all
over the world.

Lesson 29

① 1. A blueprint is a drawing that shows how to put
a house together with/using many different parts.
2. Building a living thing is far more complex than
building a house. 3. Yes, some twins have the same

DNA. 4. Yes, it is. In the future, scientists might be able to change our DNA. 5. People who are related to you. For example, your parents and grandparents.

- ② 1. except for 2. Not only... but also 3. the same... as 4. In general 5. Even if 6. related to
③ ACB

Lesson 30

- ① everyday, mobile phones, discoveries, change
② 1. suggests/suggested 2. affects/affected
3. discovery 4. development 5. place

Unit Review

Building Your Vocabulary

1. correct 2. method 3. discovery 4. force
5. everyday 6. double 7. unless 8. repeating

Grammar in Use

- I. 1. who 2. that 3. that 4. who 5. whom 6. which
II. 1. I have a friend who/that enjoys listening to music. 2. This is the boy who/that won the singing competition. 3. The book that/which/ 不填 Li Ming lent me is very interesting. 4. Brian gave me a bag which/that was full of books. 5. I'll show you around the park which/that/ 不填 I like best.

Listening and Speaking

- I. 3, 6, 7, 2, 4, 5, 1

Putting It All Together

CBDA

Unit 6

Lesson 31

- ① 1. T 2. T 3. T 4. F 5. T
② 1. singer, sang 2. teacher, teaches 3. Drivers, drive 4. director, directed 5. actors, act

Lesson 32

- ① action, science fiction, comedy, cartoon
② 1. Over one hundred years. 2. In France and Germany. 3. They were not in colour. They were just moving pictures. 4. Movie making is so complex these days./Thousands of people can be involved in making a movie./Some movies can take years to make and cost a lot of money./Most movies are in colour.

③

Name	Wang Mei	Li Ming	Yang Hao	Li Lin
Favourite movie type	cartoons	science fiction	action movies	comedies

④ *Avatar* — science fiction

Kung Fu Panda — cartoon

Farewell Atlantis (2012) — disaster, science fiction

Saving Private Ryan — war, history

The Lion King — cartoon

Titanic — disaster, romance

The Sound of Music — musical

Crouching Tiger, Hidden Dragon — action

Lesson 33

- ① 4, 1, 5, 3, 2
② whatever, open... up, wish for, jump

Lesson 34

- ① 1. To be a beautiful lady. 2. Everything is taken away. 3. Three times.
② 1. towards/to/after 2. off 3. on 4. among/in front of/behind 5. in, of
③ Among, enter, guards, serve, mad, queens

Lesson 35

- ① 1. T 2. F 3. F 4. T 5. T 6. T
② Cao Yu — *Sunrise, Thunderstorm*
Lao She — *Longxu Slum, Teahouse, Camel Xiangzi*
Shakespeare — *Romeo and Juliet, Hamlet*

③

Play	<i>Hamlet</i>
Playwright	William Shakespeare
Type of play	tragedy
One of the main characters	Hamlet
Famous line	To be, or not to be — that is the question.

Lesson 36

- ① 1. For two weeks. 2. Actors and actresses. 3. Yes. Their movie made the whole class laugh. 4. *The Fisherman and the Goldfish*.
② 1. Three days. 2. He watched an action movie. 3. They fought some bad men.
③ 1. activities 2. actress 3. actors 4. acted 5. active 6. actions

Unit Review

Building Your Vocabulary

I. 1. couple 2. directed 3. serve 4. whatever 5. mad
6. marry 7. action

II. 1. divided up 2. jumped into 3. focus on 4. went off 5. a couple of

Grammar in Use

1. will be given 2. Were, planted 3. was knocked
4. are not invited 5. be treated

Listening and Speaking

I. 1. T 2. T 3. T 4. F

Unit 7

Lesson 37

① 1. No, he didn't. He missed the basketball game.
2. Danny sent Steven an e-mail, called him and sent him a text message. 3. Because Steven threw his ball on the ground and it hit Danny's head.

② 1. polite 2. different 3. broke down 4. tell you something 5. lost 6. hungry

③ fight, beat, message, hit, angry

Lesson 38

① 1. T 2. F 3. T 4. F

② 2. The hotel provides a shoe-cleaning service for guests. 3. The rich land provides enough food for the people.

③ 1. or 2. and 3. but 4. or 5. but 6. or, so 7. and 8. or

Lesson 39

① 1, 2, 4

② 1. in 2. with 3. to 4. in 5. of

③ 1. bored 改为 boring 2. do 改为 doing 3. staying 改为 to stay 4. lock 改为 locked 5. time 改为 times

④ 略

Lesson 40

① 193 member states; the headquarters in New York City; the UN Security Council; to help countries talk about problems; to prevent war

② Secretary-General, agreement, situation, satisfy

Lesson 41

① 1. Yes, he is. 2. Steven. 3. Because Danny and Steven haven't talked to each other for a few days and Jenny wants to help them.

② kept silent, agreed on, mean to, After all

Lesson 42

① 1. T 2. F 3. T

② 1. Thanks to 2. knocking at 3. held a meeting
4. rather than

③ Group A: 1. C 2. B 3. A Group B: 1. C
2. A 3. B

④ 患难见真情。/ 患难之交才是真正的朋友。
好朋友就像一面镜子。

告诉我你的朋友，我就能了解你。

真正的朋友是一个可以援手帮助并感动你心扉的人。

朋友的朋友就是我们的朋友。

Unit Review

Building Your Vocabulary

I. 1. check 2. snake 3. beat 4. separated 5. lock

II. 1. out of service 2. preparing for 3. provide...
for 4. reached an agreement 5. in silence

Grammar in Use

He can understand French, but he can't speak it.

I fell off my bike and hurt my knees.

I know her face, but I can't remember her name.

Hurry up, or we will be late for school.

Do you want to play the game or will you just watch?

That man never tells the truth, so/and nobody likes to talk with him.

June had a bad headache, so/and she stayed in bed.

Listening and Speaking

CBDA

Putting It All Together

1. Because sometimes they disagree with each other and begin to argue. 2. The best kind of person is someone who knows both sides. 3. Do not be angry and listen to what your friend has to say. Then tell your point of view.

Unit 8

Lesson 43

① 1. T 2. F 3. F 4. T

② cup, glass, fork, spoon, chopsticks, knife, plate,
bowl

a bowl and chopsticks/a plate and a fork; a knife, a plate and a fork; a bowl and a spoon; a glass; a cup

Lesson 44

①

爱屋及乌。	Love me, love my dog.
眼见为实。	Seeing is believing.
十年河东, 十年河西。	Every dog has his day.
行动重于言辞。	Actions speak louder than words.
千里之行, 始于足下。	A journey of a thousand miles begins with a single step.
众人拾柴火焰高。	Many hands make light work.
不要小事清楚, 大事糊涂。	Don't be penny wise and pound foolish.
有志者事竟成。	Where there is a will, there is a way.

② 2. Well begun is half done. 3. many hands make light work. 4. Actions speak louder than words.

5. where there is a will, there is a way

③ When in Rome, do as the Romans do. 入乡随俗。First come, first served. 先到先得。

It is never too late to mend. 亡羊补牢, 为时未晚。

No pain, no gain. 没有付出就没有收获。

Lesson 45

① Canada — giving a tip to waiters and hotel workers sharing the cost of a meal in a restaurant
China — asking an adult's age putting food on a guest's plate

② Although people have different cultures and customs, they have the same feelings.

Brian hasn't been to China, but he knows a lot about our country.

He has been at the new school for only a few days, but he has already made many friends there.

Though Liu Feng has many friends in America, he still feels lonely.

③ 1. praise 2. take turns 3. pay for 4. private
5. modest

Lesson 46

① 1. 3%. 2. The language of their first country and English or French. 3. Because many immigrants from every part of the world come to Canada. 4. It's that people should respect and accept one another and help one another.

② 1. Canada, Canadian 2. European 3. Asian
4. differences 5. central

③ 2. The price of it rose from \$25 a kilogram in 2003 to \$250 this year according to the research.

3. David's weight dropped from 150 pounds last month to 120 pounds this month according to his doctor.

Lesson 47

② 1. noisy 2. Russian 3. tidy up 4. hung

Lesson 48

① 1. F 2. T 3. F 4. T

② guns, reacted, were caught, officers, was praised

Unit Review

Building Your Vocabulary

1. Guns 2. private 3. rules 4. praised; tidying
5. Humans 6. chalk 7. hung

Grammar in Use

1. Although/Though it's late, the teacher is still working in his office. 2. Although/Though it's blowing hard, they will go out to repair the street lamps. 3. Although/Though he didn't know the poor old man, he bought lunch for him. 4. Although/Though he made a serious mistake, his parents finally forgave him. 5. Although/Though Bill is dead, he will be remembered by his friends.

Listening and Speaking

I. 1. three 2. full/whole 3. first, middle, last 4. first

Unit 9

Lesson 49

① Wang Mei — 右四; Li Ming — 右一; Yang Hao — 右二; Ms. Liu — 右三

② 1. come to a solution 2. a lot of fun

③ easy — easily hopeful — hopefully exact — exactly real — really serious — seriously

1. easily 2. Hopefully 3. really 4. seriously
5. exactly

Lesson 50

① Jane — 右三; Dan — 右四; Chrissy — 右二; Julie — 右一

② Find a proper topic. — A, B, D

Be a good listener. — C, G

Be honest. — F Keep your promises. — E, H

③ 1. cancel 2. proper 3. passport 4. promise

Lesson 51

① 1. Her good friend hasn't spoken to her for a few days. And she can't figure out what the problem is. 2. There's nothing you can do about it. Still be friendly and say hi to her when you pass her at school.

② cooled down, misunderstanding, called, figured out

③ 第 1, 2, 4, 6 句

Lesson 52

① 2, 1, 4, 3, 5

② BDAEC

Lesson 53

① 1. Talk to Li Tian. 2. He doesn't understand the things they're learning. 3. He will try hard to do his part.

② 1. secrets 2. was absent from 3. looking forward to 4. So far 5. trouble

Lesson 54

② 1. returned to 2. have made plans 3. heard from 4. ran into

③ All of a sudden, turned in, hardly; award, stage, worst

Unit Review

Building Your Vocabulary

I. 1. difficulties 2. directly 3. listener 4. misunderstandings 5. communication

II. 1. keep your promise 2. figure out 3. get along with 4. adapt to 5. succeed in

Grammar in Use

I. 1. what/who 2. that 3. who

II. 1. before 2. If 3. though 4. because 5. when

Listening and Speaking

I. silence, fill, common, polite, chatting, introduced, interest

Putting It All Together

I. 1. Because it helps to make people relax and start a conversation. 2. Because it is a general question that anyone can reply to. 3. Turning a statement into a question.

Unit 10

Lesson 55

① travel, boss, engineer, cooking, exciting

② Across: actor, singer, doctor, astronaut, nurse, engineer, farmer, tailor, (police) officer, businessman, actress, artist

Down: worker, dentist, teacher, pilot, journalist, cook, reporter (选出其中九个即可)

Lesson 56

① 第 1, 3, 4, 5, 7 句

② 1. review 2. asleep 3. itself 4. primary 5. weekday

③

My Timetable				
	MON.	TUES.	WED.	THUR.
morning	CT	CT	CT	CT
afternoon	English	Science	Play	Maths
evening	Help my cousin	Chess Club	Review	Help my cousin
	FRI.	SAT.	SUN.	
morning	CT	Dance	Review	
afternoon	Play	Play	Dance	
evening	Chess Club	Help my cousin	Watch TV	

Lesson 57

① Steven 一右五; Jenny 一右四; Brian 一右三; Danny 一右二; Kim 一右一

② I'll never forget it! (Mike) I'll always remember it. (Kim) Good luck with your new life! (Paul) Always stay in touch! (Lucas)

Lesson 58

① 1. F 2. T 3. F 4. T

② Paragraph 1 一右三; Paragraph 2 一右四; Paragraph 3 一右一; Paragraph 4 一右二

③ 1. term 2. talk 3. succeed 4. brave 5. helpful

Lesson 59

① 第 1, 2, 3, 5, 8 句

② 1. a title for a university teacher 2. a business person in trade 3. one who grows food and raises animals 4. a person who flies a plane

③ 1. choices 2. do well in 3. graduated 4. successful 5. have decided

Lesson 60

① 1. F 2. F 3. T 4. T 5. F

② Because I dreamed of visiting space when I was young.

To get ready, I studied hard in school.

I became a pilot.

I went to work in the Canadian Space Agency twelve years after I became a pilot. Then after many years of hard work, I became an astronaut!

③ 1. graduate from 2. At first 3. dreamed of
4. have to 5. held out

Unit Review

Building Your Vocabulary

I. 1. bosses 2. itself 3. achieving 4. doubt
5. valuable 6. speech

II. 1. On behalf of 2. pick yourself up 3. brought tears to my eyes 4. Keep your eye on 5. fell asleep
6. On top of that

Grammar in Use

am filled, arrived, began, has been, have made, realize

Listening and Speaking

I. 1. She is a musician. 2. Flying into space.
3. Because they think the job is dangerous.
4. At a music school. 5. Not at all.

Putting It All Together

1. BAC 2. a. 甚至每天上课时，你也在成长。
b. 你可能不确定长大后想做什么。

Listening Materials

Unit 1

Lesson 1

② Listen to the dialogue and tick the correct answers.

M: You sound like you have a cold.

W: Yes, my nose has been running and my throat hurts.

M: Have you taken some medicine?

W: Yes, but it didn't work well.

M: You'd better go to see the doctor.

Unit Review

Listening and Speaking

I. Listen to the dialogue and answer the questions.

W: Get up, Peter. It's late.

M: I can't get up, Mum. I don't feel well.

W: What's the matter with you?

M: I have a headache and a bad stomachache.

W: You have a fever, too. Stay in bed, Peter. I'm going to call Dr. Johnson.

Unit 2

Lesson 7

② Listen to the passage and tick the ideas mentioned.

What is success? Well, different people have different ideas. Some think being rich is success. Some think having a happy family is success. Others think that attending a good university or becoming famous is success.

Unit Review

Listening and Speaking

I. Listen to the dialogue and tick the correct answers.

M: Hi Kate!

W: Hi Jeff!

M: Kate, could you tell me why you were chosen as the "Super Kid" in our city?

W: Well, I really don't know. Maybe it's because I helped some people in my neighbourhood.

M: How did you help others in your neighbourhood?

W: I raised some money to buy food for the

homeless.

M: You're great, Kate! Here is a question from a little girl for you: What do you like to do in your spare time?

W: I like playing basketball.

M: Good for you!

Unit 3

Lesson 15

② Listen to the passage and tick the sentences mentioned.

Besides always wearing your helmet, there are many other rules to follow when you ride a bicycle. First, you should ride on the sidewalk and make a way for people walking. Second, you should follow the traffic signs and rules. Third, you mustn't play with others when you ride.

Unit Review

Listening and Speaking

I. Listen to the dialogues and tick the correct answers.

1. W: Hi Tom! Don't climb so high! You might fall and hurt yourself.

M: Don't worry, Annie. I have done this many times.

2. W: You have to be careful when painting your room, Jeff.

M: Exactly. I just fell off the ladder yesterday.

3. W: You're driving too fast, Tony!

M: I have to. Our flight is in 45 minutes!

Unit 4

Unit Review

Listening and Speaking

I. Listen to the passage and tick the correct answers.

How to Write a Short Story

To write a story about anything you want, you need to follow the basic rules.

Each story has a beginning, a middle and an end.

Every story needs a main character. It can be any animal, human or thing you want it to be. As you begin to write your story, ask yourself some questions:

- Who is the main character?

- What does your character look like?
- What are the main traits of the character's personality?

Every story needs to take place somewhere. It is called the setting of the story. Ask yourself these questions:

- Where does your story take place?
- When does your story take place: in the past, present or future?
- How much does your setting affect your main character's problem?

Ready to start your story? Yes? Then find a pencil and paper, or open up a new file on your computer. Here we go!

Unit 5

Lesson 27

② Listen to the dialogue and tick the correct answers.

Sandra: What's wrong, Danny? You don't look very happy today!

Danny: I looked for a new planet all night.

Sandra: Really? Did you use a telescope to help you?

Danny: Sure. But my telescope is not big enough. I'm going to try again tonight.

Sandra: I think that you should go to bed tonight. You need more sleep. You look really spaced-out this morning.

Danny: But I don't want to be an ordinary dinosaur. I want to be a star! If I discover a new planet, everyone will know my name.

Unit Review

Listening and Speaking

I. Listen to the passage and put the sentences in the correct order.

Science classes are important for high school students. In science classes, students learn about scientific research and methods. Students also learn the right scientific attitude — a respect for truth. How do students learn science in school? They study theories and methods in textbooks. They do experiments in the lab. Later, they discuss problems

with their teachers and classmates.

Unit 6

Lesson 32

③ What are their favourite types of movies? Listen to the dialogue and fill in the table.

(Wang Mei, Li Ming, Yang Hao and Li Lin are talking about movies.)

Wang Mei: Yesterday I saw a cartoon movie called *Kung Fu Panda*. Cartoons are my favourite type of movie. What about you, Li Ming?

Li Ming: I like science fiction movies best. There are many interesting things in these movies. I think Yang Hao likes action movies.

Yang Hao: Sure. I like Bruce Lee and Jackie Chan. I want to learn *Kung Fu* someday. What kind of movies do you like, Li Lin?

Li Lin: I like comedies. Comedies are full of fun. They make people laugh and relax.

Lesson 36

② Listen to the passage and tick the correct answers.

Last month, Jack had a three-day holiday. He went to the movie theatre. He watched an action movie directed by a famous director. The plot was very interesting. A handsome actor and pretty actress could do magic *Kung Fu*. They fought some bad men and saved the world. Jack hopes to learn *Kung Fu* someday.

Unit Review

Listening and Speaking

I. Listen to the passage and write true (T) or false (F).

Many years ago, a boy named Charlie Chaplin often waited outside the back entrances of London theatres. He was thin and hungry. He was hoping to get work in show business. He could sing and dance and make people laugh. But that was not enough. Chaplin was still a “nobody” in show business.

Twenty years later this same Charlie Chaplin became the greatest name in movies and the best loved comedian in the world. People from all over the world enjoyed Chaplin’s films. Chaplin made

people laugh so hard that tears would run down their faces. His films were silent and his actions were funny.

Chaplin lived most of his life in America. He died in Switzerland on Christmas Day in 1977 at the age of eighty-eight. People around the world were sad at the news of his death.

Unit 7

Lesson 37

③ Listen to Jack’s diary and complete it.

Dear Diary,

I felt bad today. I had a fight with my friend Tom. Our baseball team beat the other team, and everyone was happy. But Tom missed the game because he did not get my message. He was mad at me. I tried to explain, but he wouldn’t listen. He almost hit me. I became angry, too. We haven’t talked to each other since our fight. I am not happy at all.

Lesson 41

① Listen to the dialogue and answer the questions.

Danny: Hello! This is Danny!

Jenny: Hi! This is Jenny! Danny, are you free on Saturday afternoon?

Danny: I think so. What is your plan?

Jenny: Would you like to come to my house? I made some great cookies!

Danny: Oh, of course! I would love to go!

Jenny: Great! But I also invited Steven just now and he promised to come, too.

Danny: Oh, oh... Jenny...you know Steven and I are... Let me think it over.

Jenny: Danny! Do you really want to stop being friends with Steven? I think the most important thing for you two is not to keep silent but to have a talk about your problems. So, come to my house, maybe I can help you.

Danny: Well...OK! I’ll go! Thank you, Jenny!

Jenny: Wonderful! See you on Saturday afternoon!

Danny: See you!

Unit Review

Listening and Speaking

Listen to the dialogue and complete it. Then act it out.

A: Hi! I'm a journalist from *China Daily*. Can I interview your band?

B: No problem.

A: Your band has wonderful musicians. Do you always agree with each other?

B: Not always. Sometimes we have different ideas.

A: How do you solve those problems?

B: We sit and talk.

A: Do you sometimes argue?

B: Yes. Sometimes we argue with each other. Once, I didn't talk to Sam for three days after a fight.

When we cooled down, we discussed the problem.

A: Discussion is always a good way to solve disagreements.

Unit 8

Unit Review

Listening and Speaking

I. Listen to the passage and fill in the blanks.

In Western countries, people usually have three names: two "given" names and one "family" name. For example, Brian's full name is Brian James Smith. His given names are "Brian" and "James". His family name is "Smith".

In Western countries, people don't usually talk about "given names" and "family name". They talk about their "first", "middle" and "last" names. Brian's first name is "Brian", his middle name is "James" and his last name is "Smith".

In Western countries, people usually do not say another person's whole name. They usually call someone by his or her first name.

When people in Western countries need to be formal, they say Mr., Miss, Ms. or Mrs. with the person's family name.

Unit 9

Lesson 50

① Some people are talking about ways to communicate well. Listen to the interview and match the names with their suggestions.
Interviewer: Nowadays, people are talking about

ways to communicate well. What is your idea about good communication? Let's listen to some young people's opinions.

Jane: I'm Jane. I think eye contact is very important to good communication. It shows you are listening.

Dan: My name is Dan. I think being polite is the first step towards good communication. Don't interrupt others when they are talking.

Chrissy: Hi, this is Chrissy speaking. Smiling helps us communicate well. Always keep a smile on your face.

Julie: Hello, I'm Julie. While talking to others, be aware of your body language. It sometimes says more than the things spoken.

Lesson 51

② Listen to the reply from the Lost Girl and fill in the blanks.

Dear Sue,

Thanks for your advice. I wrote my friend a letter and told her I wouldn't want to lose her as a friend. I asked her what was wrong. She wrote back to me after she cooled down. There was a misunderstanding. I didn't go home with her last Thursday as we had planned. She called me, but I missed the call. I figured out it was all my fault. I went to her and said sorry. We are now friends again. I'm very happy.

The Lost Girl

Lesson 54

③ Listen to some kids talking about their most embarrassing moments and fill in the blanks.

One day I was in class. The whole class was very quiet. All of a sudden my cell phone rang. Many heads turned in my direction. The teacher walked up to me. My face turned red. I felt so nervous that I could hardly breathe. Then I heard myself say in a shaking voice "You want it?" How embarrassing!!!

My most embarrassing moment was during an award ceremony at the end of the year. I was sitting at the front. The host announced a special award and I heard my name, so I went up on the stage. It turned out that it was the other girl. The worst part

was walking back to my seat in front of everyone!
Imagine how embarrassed I was!

Unit Review

Listening and Speaking

I. Listen to the passage and fill in the blanks.

There are a few reasons why people use small talk. The most obvious is to break an uncomfortable silence. Another reason, however, is simply to fill time. That is why it is so common to make small talk when you are waiting for something. Some people make small talk in order to be polite. You may not feel like chatting with anyone at a party, but it is rude to just sit in a corner by yourself. After being introduced to someone new, you probably don't know much about this person. So to show a polite interest, you have to start with some small talk.

Unit 10

Lesson 56

③ Listen to the Tired Girl's timetable and fill in the table.

Thanks to Sue, I made a plan. Now I feel much better. Here is my timetable.

On school days, every morning is filled with class time. I will study English by myself on Monday afternoon, science on Tuesday afternoon, and maths on Thursday afternoon. On Wednesday and Friday afternoons, I will play with my friends. Most evenings, I will help my cousin or go to Chess Club. But on Wednesday evening, I will review some of my school work.

The weekend is a good time to relax. On Saturday, I will go to dance class in the morning, play with my cousin in the afternoon, and help her with her English in the evening. On Sunday mornings, I will review my schoolwork. I have another dance class on Sunday afternoon. I love dancing. What will I do on Sunday evening? Watch TV and go to bed early!

Lesson 57

② Listen to more graduation messages and fill in the blanks.

How time flies! We enjoyed so much together. Remember the sports meet? We worked hard together, and we won many prizes. I'll never forget it! — Mike

We are going to graduate. We've been best friends, and I'll never forget your smile. It was the key to opening my heart when I was a newcomer. I'll always remember it. — Kim

I hope we both meet some very nice people and make many good friends. Good luck with your new life! — Paul

Though we are going to part, our friendship will always remain. Please let's not forget each other. Always stay in touch! — Lucas

Unit Review

Listening and Speaking

I. Listen to the passage and tick the correct answers.

Bob's mother is a musician, and she wants Bob to become a musician, too. However, Bob would rather be an astronaut. He looks forward to flying into space.

Bob's parents say it would be foolish for Bob to become an astronaut, because they think it is quite dangerous.

Bob is now in a music school, but he is not very happy. He doesn't mind hard work, but he is not interested in music at all.

Bob is still thinking of becoming an astronaut, but he isn't sure whether he can do it. He doesn't know how to make his dream come true. Can you help him?

Classroom English

1. 上课 (Beginning a class)

(1) Let's start now. / Let's begin our class / lesson. 现在我们开始上课。

(2) Stand up, please. 请起立!

(3) Sit down, please. 请坐!

2. 问候 (Greeting)

(4) Hello, boys and girls / children. 同学们好。/ 大家好。

(5) Good morning, class / everyone / everybody / children / boys and girls. 同学们,早上好。

(6) Good afternoon, class / everyone / everybody / children / boys and girls. 同学们,下午好。

(7) How are you today? 你(们)今天感觉怎么样?

3. 考勤 (Checking attendance)

(8) Who's on duty today? / Who's helping this morning / today? 今天(早上)谁值日?

(9) Is everyone / everybody here / present? 所有人都到齐了吗?

(10) Is anyone away? / Is anybody away? 有人缺席吗?

(11) Is anyone absent? / Is anybody absent? 有人缺席吗?

(12) Who's absent? / Who's away? 谁缺席了?

(13) Where is he/ she? 他/她在哪里?

(14) Try to be on time. / Don't be late next time. 尽量准时到。/下次别迟到了。

(15) Go back to your seat, please. 请回到你的座位上去。

(16) What day is it today? 今天星期几?

(17) What's the date today? 今天几号?

(18) What's the weather like today? 今天天气怎么样?

(19) What's it like outside? 外面天气怎么样?

4. 宣布 (Announcing)

(20) Let's start working. / Let's begin / start a new lesson. / Let's begin / start our lesson. 我们开始上(新)课。

(21) First, let's review / do some review. 首先,我们来复习一下。

(22) What did we learn in the last lesson? 上一课我们学了什么?

(23) Who can tell / remember what we did in the last lesson / yesterday? 谁能告诉我/还记得上一课/昨天我们学(做)了什么?

(24) Now we're going to do something new / different. / Now let's learn something new. 现在我们做一些新的/不同的练习。/现在我们来学习一些新内容。

(25) We have some new words / sentences. 我们有一些新单词/句子要学习。

5. 提起注意 (Directing attention)

(26) Ready? / Are you ready? 准备好了吗?

(27) Did you get there? / Do you understand? 听懂了吗?

(28) Is that clear? 明白了吗?

(29) Any volunteers? 谁自愿回答? /谁自告奋勇?

(30) Do you know what to do? 知道要做什么吗?

(31) Be quiet, please. / Quiet, please. 请安静。

(32) Listen, please. 请听。

(33) Listen carefully, please. 请认真听。

(34) Listen to the tape recorder / the recording. 听录音。

(35) Look carefully, please. 请仔细看。

(36) Look over here. 看这里。

(37) Watch carefully. 仔细看。

(38) Are you watching? 你(们)在看吗?

(39) Please look at the blackboard / picture / map ... 请看黑板/图片/地图……

(40) Pay attention to your spelling / pronunciation ... 注意自己的拼写/发音。

6. 课堂活动 (Classroom activities)

(41) Start! / Start now. 开始! /现在开始!

(42) Everybody together. / All together. 所有人一起。

(43) Practise in a group. / Practise in groups. / In groups, please. 分组练习。/请大家分组练习。

(44) Get into groups of three / four ... 每三/四个人结成一组。

(45) Everybody, find a partner / friend. 每人找一个搭档。

(46) In pairs, please. 请两人一组。

(47) One at a time. / Let's do it one by one. 一个一个来。/让我们一个一个来做。

(48) Now you, please. / Your turn (Student's name). 该你了。/轮到你了。

(49) Next, please. Now you do the same, please. 下一位,请做同样的动作。

(50) Let's act. / Let's act out / do the dialogue. 我们来表演对话。

(51) Who wants to be A? 谁想扮演角色 A?

(52) Practise the dialogue, please. 请练习对话。

(53) Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A,另一半学生扮演角色 B。

(54) Please take (play) the part of ... 请扮演……

(55) Whose turn is it? 轮到谁了?

(56) It's your turn. 轮到你了。

(57) Wait your turn, please. 请等候你的次序。

(58) Stand in line. / Line up. 站成一排。/来排队。

(59) One by one. / One at a time, please. 一个一个来。

(60) In twos. / In pairs. 两人一组。

(61) Don't speak out. 不要说出来。

(62) Turn around. 转身。

7. 请求 (Request)

(63) Could you please try it again? 你(们)能再试一下吗?

(64) Could you please try the next one? 请试试下一个好吗?

(65) Will you please help me? 你愿意帮助我吗?

8. 鼓励 (Encouraging)

(66) Can you try? 你(们)能试一下吗?

(67) Try, please. 请尝试一下。

(68) Try your best. / Do your best. 尽你最大的努力!

(69) Think it over and try again. 认真思考一下,然后再试试。

(70) Don't be afraid / shy. 不要害怕/害羞。

9. 指令 (Issuing a command)

(71) Say / Read after me, please. 请跟我说/读。

(72) Follow me, please. 请跟我读(学……)。

(73) Do what I do. 跟我做。

(74) Repeat, please. / Repeat after me. 请重复。/请跟我重复。

(75) Once more, please. / One more time, please. 再来一次。

(76) Come here, please. 请过来。

(77) Please come to the front. / Come up and write on the blackboard / chalkboard. 请到前面来。/到前面来,写到黑板上。

(78) Come and write it on the blackboard. 过来写到黑板上。

(79) Please go back to your seat. 请回座位。

(80) In English, please. 请使用英语。

(81) Put your hand up, please. / Raise your hand, please. 请举手。

(82) Put your hands down, please. / Hands down, please. 请把手放下。

(83) Say / Write it in Chinese / English. 用汉语/英语说/写。

(84) Please take out your books. 请把书拿出来。

(85) Please open your books at page ... / Find page ... / Turn to page ... 请打开书,翻到……页。/把书翻到……页。

(86) Please answer the question / questions. / Please answer my question (s). 请回答这个(些)问题。/请回答我的问题。

(87) Please read this letter / word / sentence out loud. / Please read out this letter / word / sentence. 请大声地读出这个字母/单词/句子。/请读出这个字母/单词/句子。

(88) Please stop now. / Stop now, please. / Stop here, please. 请现在停下来。/请停到这里。

(89) Clean up your desk / the classroom, please. 请整理你的课桌/请打扫教室。

(90) It's clean-up time. / Tidy up your desk / the

classroom. 现在是大扫除时间。/请清理你的课桌/教室。

(91) Put your things away. / Clean off your desk. / Pick up the scraps. 请把你的物品收拾起来。/收拾好你的桌子。/收拾一下剩余的物品。

(92) Clean the blackboard. 请擦一下黑板。

(93) Plug in the tape-recorder, please. 请插一下录音机。

(94) Put the tape-recorder away. 请把录音机收起来。

(95) Put the tape in its box / cassette. 把磁带放进盒子里/磁带盒里。

(96) Listen and repeat. 先听,然后再重复。

(97) Look and listen. 看并听。

(98) Repeat after me. 请跟我重复。

(99) Follow the words. 请看着单词。

(100) Fast. / Quickly! / Be quick, please. 快点。/请快一点。

(101) Hurry! / Hurry up, please. 快! /请快一点。

(102) Slow down, please. 请慢一点。

(103) Slowly. 慢慢来。

(104) Bring me some chalk, please. 请给我拿些粉笔来。

10. 禁止和警告 (Prohibition and warning)

(105) Stop talking. / Stop talking now, please. 别说话了。/现在请别说话了。

(106) Don't talk. / Everybody quiet, please. 别说话。/请大家安静。

(107) Don't be silly. 别傻了。

(108) Settle down. 别激动。

11. 评价 (Evaluation)

(109) Good, thank you. 很好,谢谢你。

(110) Good! / Very good. / Good job. / Good work. / Good example. 好/很好/不错/做得好/好样的。

(111) A good answer. / Nice work. 回答得很好/做得好。

(112) Excellent. / Great! / Well done. / Very good. / I like the way you ... 棒极了/太棒了/做得好/非常好! /我喜欢你……的方式。

(113) That's interesting! 真有趣!

(114) Don't worry about it. / No problem. 别担心。/没问题的。

(115) OK! / That's OK. 好的。/没什么。

(116) I don't think so. 我认为不是这样。

(117) That's not quite right, any other answers? / That's close. / That's almost right. 不是很确切,还有其他的答案吗? /基本正确。

(118) Not quite, can anyone help him / her? / Try again. 不是很确切,有人能帮他/她一下吗? /再试一下。

(119) A good try. 很好的尝试。

12. 布置作业 (Setting homework)

(120) For today's homework ... 今天的作业是……

(121) Practise after class. / Practise at home. 课下/回家要练习。

(122) Say it out loud, before you write it down. 先大声把它说出来,再写出来。

(123) Copy / Print / Write each word twice. 每个单词写两遍。

(124) Remember (Memorize) these words / sentences. 记住这些单词/句子。

(125) Learn these words / these sentences / this text by heart. 记住这些单词/这些句子/这篇课文。

(126) Do your homework. / Do the next lesson. / Do the new work. 做作业。/预习下一课。/做新功课。

13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye. / Bye. / See you next time. 再见! /拜拜! /下次见!

Primary Vocabulary

- a /ə/ (an /æn/) *art.* 一个/件……
- about /ə'baʊt/ *prep.* 关于
- afraid /ə'freɪd/ *adj.* 害怕的;担忧的
- after /'ɑ:ftə/ *prep.* 在……之后
adv. 之后
- afternoon /'ɑ:ftə'nu:n/ *n.* 下午;午后
- again /ə'geɪn/ *adv.* 又,再
- all /ɔ:l/ *adj. & pron.* 全部;所有的
- also /'ɔ:lsəʊ/ *adv.* 也
- always /'ɔ:lweɪz/ *adv.* 总是,一直
- am /æm/ *v.* (was/been) 是(用于 I 后)
- and /ænd/ *conj.* 和
- angry /'æŋɡrɪ/ *adj.* 生气的;愤怒的
- animal /'ænɪmə/ *n.* 动物
- answer /'ɑ:nsə/ *v. & n.* 回答
- any /'eni/ *adj. & pron.* 任何一个,一些
- apple /'æpl/ *n.* 苹果
- are /ɑ:/ *v.* (were/been) 是(用于 you, they, we 及复数名词后)
- arm /ɑ:m/ *n.* 胳膊
- art /ɑ:t/ *n.* 美术,艺术
- ask /ɑ:sk/ *v.* 问,询问
- at /æt/ *prep.* 在;对;向
- aunt /ɑ:nt/ *n.* 阿姨;姑母;伯母;
舅母;婶母
- autumn /'ɔ:təm/ *n.* 秋天;秋季
- baby /'beɪbɪ/ *n.* 婴儿
- back /bæk/ *adv.* 回来;回原处
- bad /bæd/ *adj.* (比较级为 worse;
最高级为 worst) 坏的;严重的
- bag /bæg/ *n.* 袋;包
- ball /bɔ:l/ *n.* 球
- banana /bə'nɑ:nə/ *n.* 香蕉
- basketball /'bɑ:skɪtbɔ:l/ *n.* 篮球
- be /bi:/ *v.* 是;在;存在
- bear /beə/ *n.* 熊
- beautiful /'bjʊ:təfʊl/ *adj.* 美丽的;漂亮的
- bed /bed/ *n.* 床
- before /bɪ'fɔ:/ *prep. & conj.* 在……以前
- begin /bɪ'ɡɪn/ *v.* (began/begun) 开始
- behind /bɪ'haɪnd/ *prep.* 在……后面
- beside /bɪ'saɪd/ *prep.* 在……旁边
- between /bɪ'twi:n/ *adv. & prep.* 在……
之间
- bicycle /'baɪsɪkl/ (= bike) *n.* 自行车
- big /bɪɡ/ *adj.* 大的
- bike /baɪk/ *n.* 自行车
- bird /bɜ:d/ *n.* 鸟
- birthday /'bɜ:θdeɪ/ *n.* 生日
- black /blæk/ *adj. & n.* 黑色(的)
- blackboard /'blækbɔ:d/ *n.* 黑板
- blue /blu:/ *adj. & n.* 蓝色(的)
- boat /bəʊt/ *n.* 小船;船
- body /'bɒdɪ/ *n.* 身体
- book /bʊk/ *n.* 书
- box /bɒks/ *n.* 盒子
- boy /bɔɪ/ *n.* 男孩
- bread /bred/ *n.* 面包
- breakfast /'brekfəst/ *n.* 早餐
- bring /brɪŋ/ *v.* (brought/brought) 拿来,
带来
- brother /'brʌðə/ *n.* 哥哥;弟弟
- brown /braʊn/ *adj. & n.* 棕色(的)
- bus /bʌs/ *n.* 公共汽车
- busy /'bɪzɪ/ *adj.* 忙的,繁忙的
- but /bʌt/ *prep.* 除……以外;此外
- buy /baɪ/ *v.* (bought/bought) 买
- by /baɪ/ *prep.* 在……旁边;经过
- bye /baɪ/ *int.* 再见
- cake /keɪk/ *n.* 蛋糕
- call /kɔ:l/ *v.* 喊;打电话;称为或叫做
- can /kæn/ *v.* 能,能够
- candy /'kændɪ/ *n.* 糖果

cap /kæp/ *n.* 帽子
 car /kɑ:/ *n.* 小汽车
 card /kɑ:d/ *n.* 卡片;名片
 cat /kæt/ *n.* 猫
 chair /tʃeə/ *n.* 椅子
 chicken /'tʃɪkɪn/ *n.* 鸡;鸡肉
 child /tʃaɪld/ *n.* (*pl.* children/'tʃɪldrən/) 儿童;小孩
 China /'tʃaɪnə/ 中国(地名)
 Chinese /'tʃaɪ'ni:z/ *n.* 汉语;中国人
 cinema /'sɪnɪmə/ *n.* 电影院
 city /'sɪtɪ/ *n.* 城市
 class /klɑ:s/ *n.* 班级;课
 clean /kli:n/ *v.* 擦干净,把……弄干净
 adj. 干净的
 clever /'klevə/ *adj.* 聪明的;机灵的
 clock /klɒk/ *n.* 时钟
 close /kləʊz/ *v.* 关上
 /kləʊs/ *adj.* 接近的;亲密的
 clothes /kləʊðz/ *n.* 衣服
 cloudy /'klaʊdɪ/ *adj.* 多云的
 coat /kəʊt/ *n.* 长外衣;夹克;大衣
 cold /kəʊld/ *adj.* 冷的
 colour /'kʌlə/ *n.* 颜色
 come /kʌm/ *v.* (*came/come*)来
 computer /kəm'pjʊ:tə/ *n.* 计算机
 cook /kʊk/ *v.* 烹调;煮
 cool /ku:l/ *adj.* 很酷的;凉的
 cousin /'kʌzn/ *n.* 表(堂)兄(弟);
 表(堂)姐(妹)
 cow /kaʊ/ *n.* 牛(母牛)
 crayon /'kreɪən/ *n.* 蜡笔;彩色粉笔
 cry /kraɪ/ *v.* 哭
 dad /dæd/ *n.* 爸爸(口语)
 dance /dɑ:ns/ *v.* 跳舞
 n. 舞蹈
 day /deɪ/ *n.* 天,白天
 dear /dɪə/ *adj.* 亲爱的
 desk /desk/ *n.* 桌子
 difficult /'dɪfɪkəlt/ *adj.* 困难的
 dinner /'dɪnə/ *n.* 晚饭

dirty /'dɜ:tɪ/ *adj.* 不干净的;肮脏的
 do /du:/ *v.* (*did/done*)做;干
 doctor /'dɒktə/ (= Dr.) *n.* 医生
 dog /dɒg/ *n.* 狗
 door /dɔ:/ *n.* 门
 down /daʊn/ *adv.* 向下
 draw /drɔ:/ *v.* (*drew/drawn*)画
 dress /dres/ *n.* 连衣裙
 drink /drɪŋk/ *v.* (*drank/drunk*)喝
 driver /'draɪvə/ *n.* 司机
 duck /dʌk/ *n.* 鸭
 earth /ɜ:θ/ *n.* 地球;陆地;泥;土
 ear /ɪə/ *n.* 耳朵
 early /'ɜ:lɪ/ *adj.* 早期的;初期的;早的
 easy /'i:zɪ/ *adj.* 容易的
 eat /i:t/ *v.* (*ate/eaten*)吃
 egg /eg/ *n.* 鸡蛋
 elephant /'elɪfənt/ *n.* 大象
 e-mail /'i:'meɪl/ *n.* 电子邮件
 English /'ɪŋɡlɪʃ/ *n.* 英语
 evening /'i:vnɪŋ/ *n.* 晚上
 every /'evrɪ/ *adj.* 每个的
 exercise /'eksəsaɪz/ *n. & v.* 锻炼;运动;
 练习
 eye /aɪ/ *n.* 眼睛
 face /feɪs/ *n.* 脸
 family /'fæməli/ *n.* 家庭
 fan /fæn/ *n.* 电扇;……的爱好者
 far /fɑ:/ *adv. & adj.* 远(的)
 farm /fɑ:m/ *n.* 农场
 farmer /'fɑ:mə/ *n.* 农场主;农夫
 fast /fɑ:st/ *adj.* 快速的;迅速的
 father /'fɑ:ðə/ *n.* 父亲
 favourite /'feɪvərɪt/ *adj.* 特别喜爱的
 feel /fi:l/ *v.* (*felt/felt*)感觉
 film /fɪlm/ *n.* 电影
 find /faɪnd/ *v.* (*found/found*)找到;发现
 fine /faɪn/ *adj.* (身体)很好的
 fish /fɪʃ/ *v.* 钓鱼;捕鱼

floor /flɔ:/ *n.* 地面;地板
 flower /'flaʊə/ *n.* 花
 fly /flaɪ/ *v.* (flew/flown) 放;飞,飞行
 food /fu:d/ *n.* 食物
 foot /fʊt/ *n.* (*pl.* feet/fi:t/) 脚
 football /'fʊtbɔ:l/ *n.* 足球
 for /fɔ:/ *prep.* 为;给
 friend /frend/ *n.* 朋友
 from /frɒm/ *prep.* 自;从
 fruit /fru:t/ *n.* 水果
 game /geɪm/ *n.* 游戏;运动;比赛
 get /get/ *v.* (got/gotten) 得到;拿到
 girl /gɜ:l/ *n.* 女孩
 give /gɪv/ *v.* (gave/given) 给
 go /gəʊ/ *v.* (went/gone) 去;离开
 good /gʊd/ *adj.* 好的
 goodbye /ˌgʊd'baɪ/ *int.* 再见
 grandfather /'grændfɑ:ðə/ (= grandpa
 /'grænpɑ:/) *n.* (外)祖父
 grandma /'grændmɑ:/ *n.* 奶奶;姥姥
 grandmother /'grændmʌðə/ (= grandma
 /'grænmɑ:/) *n.* (外)祖母
 grandpa /'grændpɑ:/ *n.* 爷爷;姥爷
 grass /grɑ:s/ *n.* 草
 great /greɪt/ *adj.* (口语)好极了的;
 非常愉快的
 green /gri:n/ *n. & adj.* 绿色(的)
 hair /heə/ *n.* 头发
 half /hɑ:f/ *n.* 一半
 hand /hænd/ *n.* 手
 happy /'hæpɪ/ *adj.* 高兴的
 have /hæv/ *v.* (had/had) 有
 he /hi:/ *pron.* 他
 head /hed/ *n.* 头
 healthy /'helθɪ/ *adj.* 健康的
 hear /hɪə/ *v.* (heard/heard) 听见,听
 heavy /'heɪv/ *adj.* 重的
 hello /he'ləʊ/ (= hi) *int.* 喂(表示问候等)
 help /help/ *v.* 帮助
 her /hɜ:/ *pron.* 她的,她

here /hɪə/ *adv.* 在这儿
 hi /haɪ/ *int.* 嗨
 high /haɪ/ *adv. & adj.* 高地(的)
 him /hɪm/ *pron.* 他(宾格)
 his /hɪz/ *pron.* 他的
 holiday /'hɒlədeɪ/ *n.* 假日;节日
 home /həʊm/ *n.* 家
 horse /hɔ:s/ *n.* 马
 hospital /'hɒspɪtl/ *n.* 医院
 hot /hɒt/ *adj.* 热的
 hour /'aʊə/ *n.* 小时
 house /haʊs/ *n.* 住宅;家庭
 how /haʊ/ *adv.* 怎样
 hungry /'hʌŋɡrɪ/ *adj.* 饿的
 I /aɪ/ *pron.* 我
 ice-cream /aɪs'kri:m/ *n.* 冰淇淋
 idea /aɪ'dɪə/ *n.* 主意;想法
 ill /ɪl/ *adj.* 有病的;不适的
 in /ɪn/ *adv. & prep.* 在里面;在……里
 interesting /'ɪntrɪstɪŋ/ *adj.* 有趣的
 is /ɪz/ *v.* (was/been) 是(用于 *he, she, it*
 及单数和不可数名词后)
 it /ɪt/ *pron.* 它
 its /ɪts/ *pron.* 它的
 juice /dʒu:s/ *n.* (水果)汁
 jump /dʒʌmp/ *v.* 跳;蹦
 kid /kɪd/ *n.* 小孩
 kind /kaɪnd/ *n.* 种类
 kitchen /'kɪtʃɪn/ *n.* 厨房
 kite /kaɪt/ *n.* 风筝
 know /nəʊ/ *v.* (knew/known) 知道
 lake /leɪk/ *n.* 湖
 late /leɪt/ *adj.* 晚(的);迟(的)
 left /left/ *n. & adj. & adv.* 左边(的)
 leg /leg/ *n.* 腿
 lesson /'lesn/ *n.* 课
 let /let/ *v.* 让
 library /'laɪbrəri/ *n.* 图书馆
 light /laɪt/ *n.* 灯;光
 like /laɪk/ *v.* 喜欢
prep. 像……一样

listen /'lɪsn/ *v.* 仔细听;倾听
 little /'lɪtl/ *adj.* 小的
 adv. 稍许
 live /lɪv/ *v.* 住
 long /lɒŋ/ *adj.* 长的
 look /lʊk/ *v.* 看
 love /lʌv/ *v. & n.* 爱
 lunch /lʌntʃ/ *n.* 午餐
 make /meɪk/ *v.* (made/made) 制作
 man /mæn/ *n.* 男人;人
 many /'meni/ *adj.* 许多的
 map /mæp/ *n.* 地图
 maths /mæθs/ (= math/mæθ/) *n.* 数学
 me /mi:/ *pron.* 我(宾格)
 meet /mi:t/ *v.* (met/met) 遇见
 milk /mɪlk/ *n.* 牛奶
 minute /'mɪnɪt/ *n.* 分钟
 miss /mɪs/ *v.* 想念;错过
 monkey /'mʌŋki/ *n.* 猴子
 month /mʌnθ/ *n.* 月份;月
 moon /mu:n/ *n.* 月亮;月球
 morning /'mɔ:nɪŋ/ *n.* 早晨;上午
 mother /'mʌðə/ *n.* 母亲
 mouth /maʊθ/ *n.* 嘴
 Mr. /'mɪstə/ *n.* 先生(称谓)
 Mrs. /'mɪsɪz/ *n.* 夫人(称谓)
 Ms. /mɪz/ *n.* 女士(称谓)
 much /mʌtʃ/ *adj. & adv.* 多;很;非常
 mum /mʌm/ (= mom) *n.* (口语)妈妈
 music /'mju:zɪk/ *n.* 音乐;乐曲
 my /maɪ/ *pron.* 我的
 name /neɪm/ *v.* 给……取名;命名;提名
 n. 名字
 near /nɪə/ *adv.* 近;接近
 new /nju:/ *adj.* 新的
 next /nekst/ *adj.* 下一个的;其次的
 nice /naɪs/ *adj.* 美好的
 night /naɪt/ *n.* 夜晚
 no /nəʊ/ *adv.* 不
 noodle /'nu:dl/ *n.* 面条(常用复数形式)

nose /nəʊz/ *n.* 鼻子
 not /nɒt/ *adv.* 不
 now /naʊ/ *adv.* 现在
 nurse /nɜ:s/ *n.* 护士
 of /əv/ *prep.* (表示所属关系)……的
 often /'ɔ:fn/ *adv.* 常常,经常
 old /əʊld/ *adj.* 旧的;老的
 on /ɒn/ *prep.* 在……之上;关于
 open /'əʊpən/ *v. & adj.* 打开(的)
 or /ɔ:/ *conj.* 或者;还是
 orange /'ɒrɪndʒ/ *n.* 橘子
 our /aʊə/ *pron.* 我们的
 panda /'pændə/ *n.* 大熊猫
 parent /'peərənt/ *n.* 父亲或母亲
 (常用复数形式)
 park /pɑ:k/ *v.* 停放(车)
 party /'pɑ:tɪ/ *n.* 晚会
 PE /pi:'i:/ *abbr.* 体育课
 pen /pen/ *n.* 钢笔
 pencil /'pensl/ *n.* 铅笔
 people /'pi:pl/ *n.* 人,人们
 photo /'fəʊtəʊ/ *n.* 照片
 picture /'pɪktʃə/ *n.* 图片;照片
 pig /pɪg/ *n.* 猪
 place /pleɪs/ *n.* 地点
 plane /pleɪn/ *n.* 飞机
 plant /plɑ:nt/ *n.* 植物
 v. 种植
 play /pleɪ/ *v.* 玩
 playground /'pleɪgraʊnd/ *n.* 操场;运动场
 please /pli:z/ *int.* 请
 police /pə'li:s/ *n.* 警察
 potato /pə'tetəʊ/ *n.* 土豆,马铃薯
 pupil /'pju:pl/ *n.* 学生
 put /pʊt/ *v.* (put/put) 放;放置
 rain /reɪn/ *n. & v.* 雨;下雨
 read /ri:d/ *v.* (read/read) 读
 red /red/ *adj. & n.* 红色(的)
 rice /raɪs/ *n.* 稻米;米饭
 right /raɪt/ *n. & adv.* (在)右边

adj. 正确的,对的	stand /stænd/ v. (stood/stood) 站立
river /'rɪvə/ n. 河流	star /stɑ:/ n. 星星
room /ru:m/ n. 房间	stop /stɒp/ v. 停止,阻止
ruler /'ru:lə/ n. 尺;直尺	story /'stɔ:ri/ n. 故事
run /rʌn/ v. (ran/run) 跑	street /stri:t/ n. 街道
sad /sæd/ adj. 难过的;悲伤的	strong /strɒŋ/ adj. 强壮的
say /seɪ/ v. (said/said) 讲	study /'stʌdi/ v. 学习
school /sku:l/ n. 学校	subject /'sʌbdʒɪkt/ n. 科目;主题
schoolbag /'sku:l bæɡ/ n. 书包	summer /'sʌmə/ n. 夏天
science /'saɪəns/ n. 科学	sun /sʌn/ n. 太阳
season /'si:zn/ n. 季节	sunny /'sʌni/ adj. 阳光充足的
see /si:/ v. (saw/seen) 看;看见	supermarket /'sju:pə,mɑ:kɪt/ n. 超级市场
she /ʃi:/ pron. 她	sweater /'swetə/ n. 毛衣;厚运动衫
sheep /ʃi:p/ n. 绵羊	swim /swɪm/ v. (swam/swum) 游泳
ship /ʃɪp/ n. 船	table /'teɪbl/ n. 桌子
shirt /ʃɜ:t/ n. (男式) 衬衫	take /teɪk/ v. (took/taken) 拿;拿走;带走
shoe /ʃu:/ n. 鞋子(常用复数形式)	talk /tɔ:k/ v. 说;讲
shop /ʃɒp/ n. 商店	tall /tɔ:l/ adj. 高的
short /ʃɔ:t/ adj. 短的;矮的	taxi /'tæksɪ/ n. 出租汽车
shorts /ʃɔ:ts/ n. 短裤	tea /ti:/ n. 茶
sing /sɪŋ/ v. (sang/sung) 唱歌	teacher /'ti:tʃə/ n. 教师
sister /'sɪstə/ n. 姐姐;妹妹	tell /tel/ v. (told/told) 告诉
sit /sɪt/ v. (sat/sitten) 坐	thank /θæŋk/ v. & n. 谢谢
skirt /skɜ:t/ n. 女裙	that /ðæt/ pron. 那,那个
sleep /sli:p/ v. & n. (slept/slept) 睡着; 睡觉	the /ðə/ art. 这(那)个;这(那)些
slow /sləʊ/ adj. 慢的	their /ðeə/ pron. 他/她/它们的
small /smɔ:l/ adj. 小的	them /ðem/ pron. 他/她/它们(宾格)
snow /snəʊ/ n. & v. 雪;下雪	then /ðen/ adv. 然后;那时候
sock /sɒk/ n. 袜子(常用复数形式)	there /ðeə/ adv. 在那儿
some /sʌm/ adj. & pron. 一些	these /ði:z/ pron. 这些
sometimes /'sʌmtaɪmz/ adv. 有时	they /ðeɪ/ pron. 他/她/它们
song /sɒŋ/ n. 歌曲	thin /θɪn/ adj. 细的;薄的;瘦的
sorry /'sɒri/ adj. 表歉意的;遗憾的 int. 对不起,抱歉 (表示委婉的拒绝等)	think /θɪŋk/ v. (thought/thought) 想,思考;认为
soup /su:p/ n. 汤	this /ðɪs/ pron. 这,这个
speak /spi:k/ v. (spoke/spoken) 说	those /ðəʊz/ pron. 那些
sport /spɔ:t/ n. 运动	tiger /'taɪgə/ n. 老虎
spring /sprɪŋ/ n. 春天	time /taɪm/ n. 时间
	tired /'taɪəd/ adj. 累的
	to /tu:/ prep. 朝……;向……

today /tə'deɪ/ <i>n. & adv.</i>	今天	weather /'weðə/ <i>n.</i>	天气
toilet /'tɔɪlɪt/ <i>n.</i>	厕所;盥洗室;浴室	week /wi:k/ <i>n.</i>	周, 星期
tomato /tə'mɑ:təʊ/ <i>n.</i>	番茄;西红柿	welcome /'welkəm/ <i>v.</i>	欢迎
tomorrow /tə'mɒrəʊ/ <i>n. & adv.</i>	明天		<i>adj.</i> 受欢迎的
too /tu:/ <i>adv.</i>	也;太	well /wel/ <i>int.</i>	咳;嘿;哟;好吧
toy /tɔɪ/ <i>n.</i>	玩具	what /wɒt/ <i>adj. & pron.</i>	什么
train /treɪn/ <i>n.</i>	火车	when /wen/ <i>adv. & conj.</i>	什么时候
travel /'trævl/ <i>n. & v.</i>	旅行	where /weə/ <i>adv.</i>	在何处;在哪里
tree /tri:/ <i>n.</i>	树	white /waɪt/ <i>adj. & n.</i>	白色(的)
trousers /'traʊzəz/ <i>n.</i>	裤子	who /hu:/ <i>pron.</i>	谁
try /traɪ/ <i>v.</i>	试	whose /hu:z/ <i>pron.</i>	谁的
turn /tɜ:n/ <i>v.</i>	转向	why /waɪ/ <i>adv.</i>	为什么
	<i>n.</i> (轮到的)机会	window /'wɪndəʊ/ <i>n.</i>	窗户
TV /'ti:vi:/ <i>n.</i>	电视	windy /'wɪndɪ/ <i>adj.</i>	有风的
umbrella /ʌm'brelə/ <i>n.</i>	伞	winter /'wɪntə/ <i>n.</i>	冬天
uncle /'ʌŋkl/ <i>n.</i>	叔;伯;舅;姨父;姑父	with /wɪð/ <i>prep.</i>	用;和……在一起
under /'ʌndə/ <i>prep.</i>	在……之下	woman /'wʊmən/ <i>n.</i>	(<i>pl.</i> women /'wɪmɪn/)
up /ʌp/ <i>adv.</i>	向上		妇女, 女人
us /ʌs/ <i>pron.</i>	我们(宾格)	wonderful /'wʌndəfl/ <i>adj.</i>	极好的;令人惊奇的
use /ju:z/ <i>v. & n.</i>	用, 使用	word /wɜ:d/ <i>n.</i>	词;单词
vegetable /'vedʒtəbl/ <i>n.</i>	蔬菜	work /wɜ:k/ <i>v. & n.</i>	工作
very /'veri/ <i>adv.</i>	非常;很	worker /'wɜ:kə/ <i>n.</i>	工人
visit /'vɪzɪt/ <i>v.</i>	拜访	worry /'wʌrɪ/ <i>v.</i>	(使)担忧, 担心
wait /weɪt/ <i>v. & n.</i>	等, 等候	write /raɪt/ <i>v.</i>	(wrote/written) 写
walk /wɔ:k/ <i>v. & n.</i>	散步;步行	wrong /rɒŋ/ <i>adj.</i>	错的
want /wɒnt/ <i>v.</i>	想	year /jɪə/ <i>n.</i>	年
warm /wɔ:m/ <i>adj.</i>	温暖的	yellow /'jeləʊ/ <i>adj. & n.</i>	黄色(的)
wash /wɔ:ʃ/ <i>v.</i>	洗	yes /jes/ <i>adv.</i>	是
watch /wɒtʃ/ <i>v.</i>	看	yesterday /'jestədeɪ/ <i>adv. & n.</i>	昨天
	<i>n.</i> 手表	you /ju:/ <i>pron.</i>	你;你们
water /'wɒtə/ <i>v.</i>	浇水	young /jʌŋ/ <i>adj.</i>	年轻的
	<i>n.</i> 水	your /jɔ:/ <i>pron.</i>	你的;你们的
way /weɪ/ <i>n.</i>	方式;方法	zoo /zu:/ <i>n.</i>	动物园
we /wi:/ <i>pron.</i>	我们		
wear /weə/ <i>v.</i>	(wore/worn) 穿;戴		