

Learning English

初中起始版

[中国] 河北教育出版社
[加拿大] DC加拿大国际交流中心

合作编写

义务教育课程标准初中英语

教师用书

Teacher's Guide **6**

(供9年级第2学期使用)

*It's fun!
It's easy!*



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02174295

本书根据河北教育出版社与DC加拿大国际交流中心合编的《学英语》教材改编

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河北教育出版社出版(石家庄市联盟路705号)

石家庄信力印刷有限责任公司印刷 河北省新华书店发行

787×1092毫米 1/16 8印张 180千字 2006年12月 第2版

2007年12月第3次印刷 印数:25,891—28,120 定价:10.80元

ISBN 978-7-5434-5708-9/G·3908

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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，改编成这套初中起始版《初中英语》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/读物》、《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和训练，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、积极向上的学习氛围。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/读物》设计了丰富多彩的练习形式，其所附读物编选内容多取自现代生活，文化背景知识丰富，为广大中学生所喜闻乐见；《教师用书》则为教学提供了翔实具体的教学建议。

这套教材强调以任务为中心的 (Task-based) 语言学习，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 9 年级第二学期使用。

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，我们表示感谢。

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How to Use This Teacher's Guide

The Guide and Its Companions

This guide covers one semester of the *Learning English* program.

You should also have:

- an audiotape that covers the oral part of each lesson
- Each student should have:
- a student book
- an activity book/reader

Where to Start

Start by reading the next two sections: "Philosophy of the *Learning English* Program" and "Your English Classroom." These two sections describe what is new about the *Learning English* program, why it works, and how to make your role as a teacher most effective.

Then read the next section: "The Organization of Units and Lessons." This section describes the format that every unit follows. It explains how to find, and work with, information the guide provides for your lesson preparation.

Next, read the "Teaching Techniques" section at the back of the guide. This section offers ideas about teaching the *Learning English* program and covers information frequently referred to in the lessons. You will want to consult this and other sections at the back of the guide as you work through the lessons. If you read this section first, your lesson preparation will go more smoothly.

Finally, work through each lesson.

Refer to the Back of the Guide

The back of the guide contains the following how-to information:

- "Teaching Techniques," which covers how to introduce units, begin classes, teach readings, run projects and much more.
- "Posters, Pocket Panels and More," which contains suggestions for making and using resources for your classroom.
- "Games," which contains step-by-step instructions for language-learning games
- "Songs," which lists the words and music for songs in the *Learning English* program.

Adapt It!

This guide provides you with suggestions only. Adapt the lessons to fit your teaching experience, the needs of your students and the resources available to you.

For example, if your class needs more time to complete a project, reduce the time you spend on the student book in one lesson. If your class finds a song too difficult, only teach one verse of the song. If your class finishes a project early, add some more games to your plans for that unit.

The *Learning English* program provides you with rich resources for teaching English. There are many creative ways to use these resources in your classroom. In the end, only you can decide how best to fit them to the needs and interests of your students.

Philosophy of the *Learning English* Program

Whole Language Learning

The *Learning English* program for grades one to three for junior high school students is a continuation of the *Learning English* program for grades three to six (five) for elementary school students. The junior-high program aims to help Chinese students continue to develop their English-language skills in listening, speaking, reading and writing. It also aims to increase students' awareness of cultural differences between Chinese and English speakers, which is crucial to intercultural communication.

We have designed the program to meet the needs of Chinese students who are learning English as a foreign language in China. The program takes into consideration the learning and teaching environment of students and teachers in China, where access to English materials is limited. The program provides more than a set of simple, traditional textbooks. Each level of *Learning English* offers an integrated set of four books — a student book, an activity book, a reader and a teacher's guide — that work together as language-learning resources.

Projects: A New Way to Teach Language

The program also offers a new pedagogy for language teaching: the "project approach."

The project approach involves students in creative activities. Each unit in this junior-high program has at least one major project. Some projects are hands-on activities that require students to build something. Some projects challenge students to research a topic. Some challenge them to use their imaginations. Some finish with a report, group presentation or play. We have carefully designed the projects to promote authentic problem-solving. By using the projects, teachers engage students in meaningful, whole language that includes listening, speaking, reading, writing, thinking and doing.

Young students need to learn English the way they learned their own language: through listening to people around them speak words and phrases, and through

trying to express themselves when they feel they need to. The project approach models the process of children's language development. It gives students 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 to use their imaginations, to play and to experiment. Most of the projects require students to understand a task through listening, reading, questioning and discussing. To further explore the task and generate strategies to complete it, students need to find information through reading, and through consulting and negotiating with classmates.

The project approach engages 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 project approach stresses thinking as an essential part of communication. To communicate, a person must have something to tell. The project approach sets 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.

Completing a project is a process. It requires students to reexamine their plans; to review readings for information and meaning; and to evaluate their progress by thinking, measuring and discussing. To report or present a project, students need to write and talk about their work, and to receive feedback from others.

Projects help students learn new vocabulary topic by topic. Mastering new words and phrases becomes part of developing ways to make meaning within a topic or task. Students develop their comprehension and fluency in one topic before they move to another. This helps build their confidence.

The Importance of Language Immersion

The *Learning English* program stresses language immersion, which is different from traditional English textbooks published in China. The *Learning English* program offers students more reading than traditional textbooks: the lessons in the student books are longer, and the readers offer even more supplementary reading. Each lesson exposes the students to a lot of English, more than we expect the students to master or understand completely. We immerse them in language, a topic at a time. Topic by topic, we open the door for students to discover — and to grasp English for themselves.

Teachers can also directly contribute to language immersion. They should strive to surround their students with English. Their classrooms should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. Teachers can also label objects in their classrooms with big cards showing the English words.

The Importance of Motivation

The *Learning English* 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. 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 their students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage their students to invent their own questions, responses and conversations, and they congratulate 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 practise English outside of the classroom.

Like the primary program, *Learning English* for junior high school continues to stress the use of oral English. It gives the students many opportunities to talk in different

conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. 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 *Learning English* program works best if teachers encourage students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct students where necessary.

The Importance of Student-centred Learning

The *Learning English* program 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 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.

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 students to new words and then lets them encounter and use these words again and again in different contexts throughout the school year.

What about Phonetics?

Pronunciation is an important part of learning a foreign language. Young adolescents usually can mimic sounds much better than adults. In general, children learn pronunciation by listening to, and imitating good role models. Since students in China do not have much exposure to native English speakers, teachers need to use the audiotapes with students and also ensure that their own English pronunciation is correct. We encourage teachers to check their pronunciation periodically with a tape recorder, to imitate the tape repeatedly, and to practise speaking English outside the classroom whenever possible. Teachers can tune their ear to correct pronunciation by watching English television and movies.

To learn pronunciation, students also need to practise it. In the junior-high program, *Learning English* introduces students to all the IPA symbols. In Level 1 — the first level of grade one of junior high — each unit has thirty-five minutes of phonetic exercises in class. This is appropriate to the needs and age of the students. After they learn IPA symbols, the students can use them to study outside of English class, where help is often not available. The IPA exercises also alert students to certain sounds that Chinese speakers find particularly difficult. Learning IPA symbols helps students focus on these difficult sounds, which in turn helps them to learn good pronunciation.

Remember, however, that the primary emphasis of the *Learning English* program is to help students understand and meaningfully communicate in the English language. Pronunciation comes second. The program deliberately sets aside only a small fraction of class time for instruction in IPA symbols and pronunciation.

Teachers should not be quick to correct students' pronunciation errors. Instead, teachers should encourage students to freely express themselves in class. Too much emphasis on correct pronunciation can make students afraid to speak; they will worry too much about pronunciation errors. Teachers must gently guide their students to develop understandable pronunciation, but never let pronunciation become more important than meaning and communication.

What about Grammar?

This program introduces grammar naturally and gradually. At beginning levels, it teaches 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 students understand patterns or certain structures.

Starting in grade one in the junior-high program, each unit devotes a section of one lesson to grammar. This section summarizes structures that the students have already seen and used, instead of introducing structures for the first time. Please note that this section is NOT the centre of the unit and that other lessons in the unit are NOT designed to focus on grammar analysis.

The students should always learn and practise grammar 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 practise in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The *Learning English* program endorses other methods of teaching grammar, such as mini-lessons, games, and helping students to edit their own creative writing and 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 their students and inhibit students' willingness to experiment and take risks with 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 then stammers: "... grandfa'... die." The well-meaning but insensitive teacher instantly replies: "Oh, your grandfather died? Now, please listen to me carefully. 'My grandfather died.' Can you repeat that?"

Communication counts above all, not correctness. *Learning English* aims to help 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. 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, games, recitation, repeated exposure, memory tools and individual study. 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 and Using Chinese in Class?

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 practise 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 thoughts 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 creating their own writing, drawn from their own experiences, rather than on translating other people's work.

In the classroom, it is all right for teachers to use Chinese to explain the meaning of certain words, concepts and key points when necessary. Some students who have difficulty understanding English explanations may find this very helpful. The teacher's use of English, however, is the most important way for students to acquire English naturally. If teachers speak too much Chinese, their students don't hear enough English. So, teachers should only use Chinese explanations when absolutely necessary, and they should keep those explanations short and to the point.

Teachers should not give every classroom instruction in Chinese and English. If they do that, their students will just stop listening to the English instructions. It is also very instructive to students to hear their teachers reword complex sentences and new concepts. It models for the students how to use what they have learned to express themselves. It is through this kind of rephrasing, restructuring, and retelling that students learn consciously and subconsciously how to use words and sentences — and the English language as a whole — to express meaning.

In completing research for certain projects in this program, teachers may want to ask students to read some reference materials in Chinese or to interview people in Chinese. They should do this at their discretion. The purpose of doing the projects is to engage students in meaningful use of the English language. If using Chinese on certain occasions helps to meet this objective, it is worth doing.

Goals, Features and Components of the *Learning English* Program

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.

The program endorses the following goals, which we have adapted from curricula used in parts of Canada:

- to speak and listen with the fluency to explore, extend, clarify and reflect on thoughts, ideas, feelings and experiences.
- to communicate information and ideas effectively and clearly, and respond personally and critically.
- to interact with sensitivity and respect, considering the situation, audience and purpose.
- to read and understand a range of literature (poetry, novels, plays, films) and texts (textbooks, newspapers, charts, Internet).
- to respond personally and critically to a range of texts.
- to use writing to explore, clarify and reflect on thoughts, feelings and experiences, and to use imagination.
- to use a range of strategies to enhance the clarity, precision and effectiveness of written language.

Features of 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.

Components of the *Learning English* Program

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; motivates the students' interest; and provides moral instruction for character development.
- a wide range of topics in different areas of studies that are interesting and stimulate students' thinking, especially in comparing Chinese and English speaking countries' culture.
- step-by-step instructions for innovative English-teaching methods that teachers can use in the classroom.
- a wide variety of student-centred activities, including projects, small group activities, dialogues, games, story-writing and TPR (total physical response) activities.
- ways to help Chinese teachers improve their own English as they prepare for lessons. The teacher's guide contains many tips for teaching English.

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. Move from one segment of a lesson to another segment quickly and confidently.
- 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. When observing the students work, be sure to move to different areas. 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 during each unit: use some demonstration, some oral question-and-answer, some small-group work, some songs and games, 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 it involves 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 practising in pairs or small groups. Always be very careful not to embarrass a student in front of others.
- Display the students' works 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 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 students to help make displays. Many teachers appoint a few 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.

The Organization of Units and Lessons

Every unit has eight lessons. This section describes how the lessons are organized in each book. It also provides you with lesson sheets to plan your lessons.

The Student Book

EVERY LESSON HAS A READING

Every lesson has a reading in the student book. In each unit, one lesson has two readings. We provide you with extra time and instructions, where necessary, for presenting the lesson with two readings.

THE LAST LESSON IN EACH UNIT

In each unit, the last lesson in the student book provides a list of mastery vocabulary and a quiz. The list of mastery vocabulary is not for drill! It is for the students to use as they read.

HOW READINGS MATCH UP WITH LESSONS

In each unit, the readings in the reader always match up with the same lessons, as follows:

the first lesson	first reading
the second lesson	second reading
the third lesson	third reading
the fourth lesson	no reading
the fifth lesson	fourth reading
the sixth lesson	fifth reading
the seventh lesson	no reading
the eighth lesson	no reading

The lessons without readings in the reader allow students to catch up on work if they need to.

Please note that the students may read ahead in the student book or reader at any time. Some projects are designed to encourage students to explore readings before you assign them as homework or read them in class.

The Activity Book/Reader

THE FIRST SEVEN LESSONS IN EACH UNIT

Each lesson has exercises in the activity book. You can ask the students to do the exercises either in class or after class.

FIVE READINGS PER UNIT

In each unit, the reader presents five readings. Three lessons in each unit do not have readings in the reader. Details of this are included in the lesson descriptions in the teacher's guides.

FOCUS: MASTERY VOCABULARY

The exercises in the activity book concentrate on the words and phrases the students need to know best: the mastery vocabulary as defined by the curriculum.

The Pattern of Lessons

THE FIRST SEVEN LESSONS IN EACH UNIT ARE THE SAME

The first seven lessons in every unit follow this pattern:

- Class Opening (5 minutes)
- Student Book (15 minutes)
- Class Activity/Unit Project (15 minutes)
- Activity Book (aural exercise) (5 minutes)
- Class Closing (5 minutes)

THE LAST LESSON IN EACH UNIT IS DIFFERENT

The last lesson contains a segment for teaching grammar or verbs, or both. It always looks like this:

- Class Opening (5 minutes)
- Student Book
- Grammar/Verbs/IPA Symbols/Class Review Activity (25 minutes)
- Class Closing (5 minutes)

How to Plan Lessons

We give you many step-by-step instructions for each lesson. But you may also choose a different way to use the rich language resources this guide and its companions provide.

For example, the "Teaching Techniques" section in this guide gives many suggestions on how to open a class, how to teach a reading and much more. We often recommend a particular technique in a lesson, but you may decide to choose a different technique. In some segments of many lessons, all we tell you is this: make

a choice!

As long as you are helping your students to learn the curriculum through meaningful, engaging communication, you are on the right track!

We have provided you with lesson planning sheets to help you outline your choices for each segment of every lesson. Copy and fill in these sheets to organize your lessons. Think: if you are running short of time, what activities can you cut? If you have more time than you need, what activities can you expand, or what games or activities can you add? Make notes about these alternatives in your lesson plan.

FIVE READINGS PER UNIT

In each unit, the teacher prescribes five readings. Three lessons in each unit do not have readings in the reader. Details of this are included in the lesson descriptions in the teacher's guide.

FOCUS: MASTERY VOCABULARY

The exercises in the activity book concentrate on the words and phrases the students need to know best: the mastery vocabulary as defined by the curriculum.

The Pattern of Lessons

THE FIRST SEVEN LESSONS IN

EACH UNIT ARE THE SAME

The first seven lessons in every unit follow this pattern:

- Class Opening (5 minutes)
- Student Book (15 minutes)
- Class Activity/Unit Project (15 minutes)
- Activity Book (anal. exercise) (5 minutes)
- Class Closing (5 minutes)

THE LAST LESSON IN EACH

UNIT IS DIFFERENT

The last lesson contains a segment for teaching grammar or verbs, or both. It always looks like this:

- Class Opening (5 minutes)
- Student Book
- Grammar/Verbs/PA Symbols/Class Review Activity (25 minutes)
- Class Closing (5 minutes)

Every lesson has a reading in the student book. In each unit, one lesson has two readings. We provide you with extra time and instructions, where necessary, for presenting the lesson with two readings.

THE LAST LESSON IN EACH UNIT

In each unit, the last lesson in the student book provides a list of mastery vocabulary and a quiz. The list of mastery vocabulary is not for drill! It is for the students to use as they read.

HOW READINGS MATCH UP WITH

LESSONS

In each unit, the readings in the reader always match up with the same lessons, as follows:

the first lesson	first reading
the second lesson	second reading
the third lesson	third reading
the fourth lesson	no reading
the fifth lesson	fourth reading
the sixth lesson	fifth reading
the seventh lesson	no reading
the eighth lesson	no reading

The lessons without readings in the reader allow students to catch up on work if they need to.

Please note that the students may read ahead in the student book or reader at any time. Some projects are designed to encourage students to explore readings before you assign them as homework or read them in class.

The Activity Book/Reader

Lesson Sheets

Lesson Planning Sheet for the First Seven Lessons in Each Unit

CLASS OPENING (5 MINUTES)

What technique will you use to begin this class?

STUDENT BOOK (15 MINUTES)

How will you help students focus on the main idea of the reading? Is there any difficult language in the reading that you need to explain?

CLASS ACTIVITY/UNIT PROJECT (15 MINUTES)

If your class is doing a project, what progress must your students make in this lesson? How will you help them?

ACTIVITY BOOK (5 MINUTES)

Do you need to play the audiotape twice for the aural exercise?

CLASS CLOSING (5 MINUTES)

What homework do you need to assign? Do you need to set up "Who's on Duty?" What activity will you use to end the lesson?

Games or activities you could add to this lesson:

Special resources you need for this lesson:

Lesson Planning Sheet for the Last Lesson in Each Unit

CLASS OPENING (5 MINUTES)

What technique will you use to begin this class?

STUDENT BOOK (15 MINUTES)

Do you need to play the audiotape twice for the quiz?

CLASS REVIEW ACTIVITY (15 MINUTES)

List your choice for reviewing unit mastery vocabulary and phrases.

ACTIVITY BOOK (5 MINUTES)

There is no aural exercise in this lesson. Do you want the students to work independently, in pairs or in small groups?

CLASS CLOSING (5 MINUTES)

What activity will you use to end this lesson and unit?

Games or activities you could add to this lesson:

Special resources you need for this lesson: