



任务型教学新教案



《学生双语报》英禾图书工作室全程策划

YINGYU BEIKE ZHIDAO

英语备课指导

外研新标准版

高一(上)

主编 林东方

外语教学与研究出版社

任 务 型 教 学 新 教 案
《学生双语报》英禾图书工作室全程策划

外研新标准版

英语备课指导

高一（上）

主 编：林东方

副主编：梁 科

编 者：王兴勇 严志兴 陈图珊 欧阳文昌

梁卫球 赵维虹 罗 宁

外语教学与研究出版社

图书在版编目(CIP)数据

英语备课指导. 高一. 上: 外研新标准版 / 林东方主编. — 北京: 外语教学与研究出版社, 2006.8

(任务型教学新教案)

ISBN 7-5600-6024-2

I. 任… II. 林… III. 英语课—高中—教学参考资料 IV. G633.413

中国版本图书馆 CIP 数据核字 (2006) 第 107614 号

出 版 人: 李朋义

责任编辑: 刘展鹏

封面设计: 苏 嵘

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京密云红光印刷厂

开 本: 787×1092 1/16

印 张: 12

版 次: 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷

书 号: ISBN 7-5600-6024-2

定 价: 20.00 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前言

目前,随着新一轮课改的推进,我国英语教材也不断推陈出新,但与各版本教材相配备的真正实用的教学参考书却很少,广大一线教师手中可供参考的教学资料也不多。面对这种情况,我们特别组织了资深的英语教研人员及优秀的一线外语教师编写了一系列与各版本英语教材配套的备课指导,希望能对广大一线教师的教学有所借鉴和帮助。

《高中英语备课指导—外研版高一(上)》是与外语教学与研究出版社出版的《普通高中课程标准实验教科书—英语1》和《普通高中课程标准实验教科书—英语2》配套使用的教师用书。本书以模块(Module)为单位,提供了几十个课时的教案,基本上可以满足高二第一学期教学工作的需要,收集的教案具有以下几个特点:

一、贯彻任务型教学精神

本书的编写以《普通高中英语课程标准》为指导,根据教材“题材—功能—结构—任务”的特点,按照任务型语言教学的要求,以题材为纲,以运用性任务为目标,在教案中设计了适合教学中使用的各种任务,指导教师逐步引导学生完成任务并在其过程中提高听、说、读、写及语言综合运用能力。

二、紧扣教材内容,提作性强

本书在课时安排及教学步骤的编排上紧扣教材内容,具有较强的操作性和指导性。在课时安排上,我们根据课程标准的要求,按每模块五到六个课时安排教学进度,帮助教师计划教学时间;在教学步骤编排上,我们打破了以往严格按照教材步骤教学的常规,在紧密结合外研社新标准英语教材的基础上,将各模块项目重新整合,把传统的“听、说、读、写”技能与任务、交际结合起来,构成模块的整体教学思路,重新编排了更加符合学生学习的教学步骤,充分体现了“以学生为本”的教学思想。

三、努力打造新型的教学活动模式

我们在遵循教材各种活动(Activity)安排的基础上,以学生实际为出发点,探求多样化的教学模式,设计了较为合理的、更能发挥学生主动性的多种活动,如个体活动、同伴活动、小组活动、班级活动等,试图在课堂教学中建立“师—生”、“生—生”、“生—师”等多维度、多层次的互动模式。

四、力求拓展教师的思维空间。

我们编写本教案集是为了给广大一线教师的课堂教学提供一种参考,而不是一种规范,因此我们根据各模块教学内容的特点,设计了不同风格的教案。这样编排的理由是:课堂教学没有一成不变的模式,同一课堂也可以有不同的活动模式。这样设计的目的在于为广大教师提供足够的思维空间,激发教师思维的迁移和变换。本书中的教案只是“抛砖”,旨在“引玉”。

由于本书的编写时间仓促,难免存在错误与不足之处,敬请读者批评指正。

编者

2006年7月

Contents

Book 1

Module 1	My First Day at Senior High	(1)
Module 2	My New Teachers	(17)
Module 3	My First Ride on a Train	(32)
Module 4	A Social Survey — My Neighbourhood	(47)
Module 5	A Lesson in a Lab	(63)
Module 6	The Internet and Telecommunications	(80)

Book 2

Module 1	Our Body and Healthy Habits	(95)
Module 2	No Drugs	(109)
Module 3	Music	(122)
Module 4	Fine Arts — Western, Chinese and Pop Arts	(135)
Module 5	Newspapers and Magazines	(153)
Module 6	Films and TV Programmes	(168)



Module 1 My First Day at Senior High

I. 教学内容分析

作为高中英语的开始,本模块的学习将对学生今后英语学习产生重要的影响。本模块内容紧密结合学生现实生活,叙述了一位高中新生第一天到学校观察和接触到的人和事物以及自身的感受。教学中应尽量激发学生的兴趣,使学生尽快适应高中的学习。

Introduction 部分通过几个问题让学生学习一些学科的英语名称,并就自己喜欢的学科展开讨论,消除学生对新环境的陌生感,积极表达自己的意见看法,营造良好的学习氛围。

Reading and Vocabulary 部分是一篇高中新生的日记,文章比较了初、高中学校的异同,描写了高中英语课的教学。学生通过阅读学习相关的生词,同时对教师、班级、学生以及学校等情况有一个初步接触和了解;要求学生通过阅读,初步了解以-ing 和-ed 结尾的形容词在句子中的作用。

Grammar 1 部分通过复习一般现在时,使学生熟练掌握该时态的正确形式,然后与现在进行时进行比较,使学生深化对两种时态含义的理解,从而提高书写句子的能力。

Listening and Vocabulary 部分学习生词及其构词法(学习动词、名词和形容词的后缀及三者之间的相互转换),并为听力活动以及今后学习打下词汇基础,通过听力活动巩固所学词汇并加以运用。

Grammar 2 部分学习以-ing 和-ed 结尾的形容词,并通过相关的练习学会如何正确使用。

Pronunciation 部分学习-ed 结尾的单词的发音,掌握其发音规则。

Speaking 部分通过三幅美国校园生活的图片来引起学生的兴趣,回答模块中的问题,同时对美国学校进行相关的描述,并与中国学校进行比较,提出自己的看法。

Writing 部分是一名美国中学生写的电子邮件,通过阅读和回答问题的方式,来培养学生基本的造句能力,为写一封介绍自己学校的回信作准备。

Everyday English and Function 部分是两位新生就语言学习的话题展开的对话,通过学习日常用语和练习对话,使学生掌握在真实语境下使谈话继续进行的基本表达方式。

Cultural Corner 部分让学生通过阅读初步了解中美两国的中学教育系统,要求学生比较中美两国的教育体系,找出两者的相同点和不同点,并就此发表个人看法。

Task 部分通过讨论,回顾本模块的内容,并用书面的方式介绍自己的学校。

Module File 部分通过自评与互评,使学生对本模块学习内容进行系统归纳,并对自己的学习方法及效果进行检验。

II. 教学重点和难点

1. 教学重点

- (1) 本模块的生词和短语。
- (2) 复习一般现在时的三种不同用法;学习以-ing 和-ed 结尾的形容词。
- (3) 了解如何用英语来表达与学校、课程有关的内容,了解国内外的教育体系。

2. 教学难点

- (1) 听懂有关介绍学校的内容并获取信息。
- (2) 学会介绍学校或班级的情况。

- (3) 了解中、美学校的情况,并能说出他们之间的异同。
(4) 学写介绍学校情况的文章。

III. 教学计划

本模块分六个课时:

第一课时: Introduction, Cultural Corner, Speaking

第二课时: Reading and Vocabulary

第三课时: Grammar 1

第四课时: Listening and Vocabulary, Everyday English and Function

第五课时: Pronunciation, Grammar 2

第六课时: Writing, Task, Module File

IV. 教学步骤

Period 1 Introduction, Cultural Corner, Speaking

Teaching Goals:

1. To arouse Ss' interest in learning about the school life.
2. To introduce the topic "My First Day at Senior High".
3. To get Ss to master the vocabulary and some reading skills.

Teaching Procedures:

Step 1. Introduction

Purpose: To arouse Ss' interest in learning about the school life.

1. Leading-in

T: Did you copy down the school timetable? If you did so, please show it to me.

2. Pair work

According to the timetable, give some questions to Ss in order that they can talk freely.

- (1) How many classes do you have in a week?
- (2) What are they?
- (3) How many of the subjects are science subjects?
- (4) How many of them are languages?
- (5) Which are your three favourite subjects? Can you give me some reasons?
- (6) Which of them are not academic subjects?

Suggested Answers:

The answers are open.

3. Individual work

Ask Ss to open the book, and turn to P1. Read out the vocabulary in the box of Activity 1 in order to keep them in their mind.

4. Group work

Ask Ss to complete the sentences in Activity 2 on P1 individually first. Then ask Ss to show their answers to the other students and discuss them. And then ask Ss the following questions to make a conclusion.

Do you think your Senior High school life will be more interesting than before? Do you know any other kind of school life that is not similar to yours?

Step 2. Cultural Corner

Purpose: To introduce to Ss the American Senior High school system.

1. Explain the aim of Cultural Corner

Cultural Corner is a passage about the culture of other country, which is different from us. As we know, each country has its own culture. For example, in China, Monday is the first day of a week and Sunday is the last one. However, westerners have Sunday as the beginning of a week. So it's very useful to learn some culture about other countries. It's sure that it can help us communicate with others successfully.

2. Individual work

T: Now let's turn to P9 and read the passage about the American Senior High school system within 3 minutes. Try to find some information about the American school system from the letter.

School system		American
Grade	Primary	
	Secondary	
Semesters	First	
	Second	
Activity	After-school activities	

Suggested Answers:

School system		American
Grade	Primary	Grades 1 ~ 5
	Secondary	Junior: Grades 6 ~ 8 Senior: Grades 9 ~ 12
semesters	First	September ~ December
	Second	January ~ May
Activity	After-school activities	Sports (football, basketball, volleyball, table tennis, etc) theatre club, etc

3. Pair work

Ask Ss to compare the Chinese school system with the American school system.

Suggested Answers:

School system		American
Grade	Primary	Grades 1 ~ 6
	Secondary	Junior: Grades 7 ~ 9 Senior: Grades 10 ~ 12
Semesters	First	September ~ December
	Second	January ~ May
Activity	After-school activities	Sports (football, basketball, volleyball, table tennis, etc) theatre club, etc

4. Team work

Explain some key points of the passage to Ss.

(1) How's it going? = How is everything recently?

(2) cover *vt* 包含, 包括

Eg His researches covered a wide field.

(3) at the end of ... 在……结束的时候, 在……末端

Eg Class 5 is at the end of the corridor.

※[拓展]

● in the end 最后, 终于(后不可跟 *of* 短语, 表示“最终的结果”, 相当于 finally 或 at last)

Eg I am sure I will win in the end.

● by the end of ... 到……为止(用于完成时态)

Eg ① By the end of this term, we will have learnt two English books.

② By the end of last year, we had finished our task.

● on end 连续地

Eg He disappeared for weeks on end.

(4) receive *vt* 客观上收到; accept *vt* 主观上收到

Eg I received his invitation but did not accept it.

(5) divide *vt* 划分, 把整体分为若干部分(有时表示“平均分成几份”的意思)

Eg The world is divided into five continents.

※[比较]与 separate 进行比较

separate *vt* 分隔, 把原来连在一起或靠近的分隔开来

Eg Separate your things from mine, please.

(6) 表参加活动的单词及短语

join; attend; take part in; join in

Step 3. Speaking

Purpose: To get Ss to know the similarities and differences about school systems at home and abroad. Try to use what they have learnt just now to express their ideas.



(图 1-1-1)



(图 1-1-2)



(图 1-1-3)

1. Divide the whole class into several groups, and let them look at the pictures above and answer the following questions.

(1) Is the school similar to your school? Explain why it is or isn't.

(2) Do students at your school do things like this?

(3) What similarities or differences do you know about the American and Chinese school systems? Which one do you prefer?

2. Ask some of them to give a brief presentation.

Step 4. Homework

1. Ask Ss to review what they have learnt in this period and try to make some sentences by using the words they

have just learnt.

2. Preview *Reading and Vocabulary* in this module.

Period 2 Reading and Vocabulary

Teaching Goals:

1. To get Ss to master the reading skills of scanning and skimming.
2. To let Ss master the language points in the module.

Teaching Procedures:

Step 1. Leading-in

Purpose: To arouse Ss' interest in learning *My First Day at Senior High*.

1. Group work

T: In last period, we have learnt something about the American school. Now we are going to learn something about ours. Before we go to learn the text, I want to ask you some questions.

- (1) You have been in our school several days, what is your feeling?
- (2) What are the main differences between Junior High school and Senior High school?
- (3) Do you think that work at Senior High school is harder than at Junior High school?
- (4) Are Senior High teachers similar to Junior High teachers?

2. Discussion

Ask Ss to express their own opinions.

Step 2. Pre-reading

Purpose: To let Ss know some new words by asking and answering questions.

Tell Ss the following content to let them study new words.

1. T: While you are studying English, what is your feeling? Interested or bored? Let's study a new word "enthusiastic". It means very excited to do something.
2. T: All of the words such as enthusiastic, interested, bored, are your attitude, which is the point of view.
attitude *n* 态度(常与介词 to, towards 连用)
Eg Her attitude towards me has changed.
常与 attitude 搭配的动词有 take, adopt(采取), keep, maintain(保持)
3. T: When you are in English class, how about your acting? Listen carefully or get noisy? This is your behavior.
Can you guess what "behavior" means? Behavior means ways of acting or manners. Its verb form is "behave".
4. T: I have taught you one period. What do you think of me? And what about my teaching? Do you think I should explain grammar, write new words on the blackboard or something else? All these ways of teaching are my teaching methods. I hope they fit you well.
5. T: What do you find the most difficult about English, reading comprehension, speaking, handwriting, spelling, understanding instructions or something else?
6. T: And how about the textbook? Do you think it's very colorful? I mean it has a lot of photographs. What is the difference between this book and the one you used at Junior High school?

Step 3. While-reading

1. Skimming

Purpose: To get a general understanding of the text.

- (1) Ask Ss to read the passage and try to answer the questions in Activity 3 on P2 and 4 on P3.

Suggested Answers to Activity 3:

- ① the method of teaching, more students in the class
- ② reading comprehension, speaking





③ spelling, handwriting



Suggested Answers to Activity 4:



① b ② a ③ a ④ b



(2) Read the text again, perfectly the first and the last sentences of each paragraph, and try to put the following sentences in order.

- ① My new school is very good and I can see why.
- ② The English class is really interesting.
- ③ My name is Li Kang.
- ④ Ms Shen wants to help us improve our spelling and handwriting.
- ⑤ The teachers are very enthusiastic and friendly and the classrooms are amazing.
- ⑥ There are sixty-five students in my class—more than my previous class in Junior High.
- ⑦ The teacher is a very enthusiastic woman called Ms Shen.
- ⑧ I like her attitude very much.

Suggested Answers:

③ - ① - ⑤ - ② - ⑦ - ④ - ⑧ - ⑥

(3) Try to analyze the structure of the passage.

Part	Paragraph(s)	The main idea
1	Paragraphs 1, 2	The introduction of Li Kang himself and the new school.
2	Paragraphs 3, 4, 5	The reason why Li Kang likes English class very much.
3	Paragraph 6	The brief introduction of Li Kang's class.

2. Scanning

Purpose: To get Ss to have some details in the text.

(1) Read the text carefully and try to get some details from the text. Work in pairs and try to ask and answer questions from the text. Questions can be like these:

- Q1. How do the teachers use the computer in the classrooms?
- Q2. Does Li Kang like to have an English class at Senior High school? Why or why not?
- Q3. What does Li Kang think of the new Senior High school?

Suggested Answers:

A1. The teachers write on the computer, and their words appear on the screen behind them. The screens also show photographs, text and information from websites.

A2. Yes, he does. Because the English class is really interesting and funny. Ms Shen is very enthusiastic. She uses a new teaching method.

A3. I think he likes his new school very much. Because the teachers are very enthusiastic and friendly. The classrooms which have a computer with a special screen are amazing and brilliant. And all the students are all friendly and hard-working. They will also help each other.

(2) Ask Ss to finish Activity 6 on P4. Check whether they have understood the text or not.

Suggested Answer:

The second summary is the fullest one of what Li Kang writes.

Step 4. Post-reading

Purpose: To get Ss to have a deep understanding of the text.

1. Group work

Ask Ss the following questions:

- (1) Is your English classroom like Li Kang's?

(2) Is your class the same size as his? Is the number of boys and girls the same?

(3) Are you looking forward to doing your English homework?

2. Pair work

Try to use what we have learnt in this period to say something about Li Kang's new school, new teachers and the new students.

Step 5. Language Points

Purpose: To enable Ss to master the language points of the passage and develop their language capacity.

Ss are divided into groups of three. Each group is supposed to read two paragraphs, and then discuss the important and difficult language points.

1. The teachers are very enthusiastic and friendly and the classrooms are amazing. 教师非常热情、友好,教室好得让人惊讶不已。

表示“吃惊”的几个单词:

◆ surprise 指“由于出乎意料而感到惊异或诧异”。

Eg His coming surprised me.

◆ astonish 指“由于出乎意料且又不能理解而感到吃惊”,语意较强。

Eg I was astonished to see he got up so early.

◆ amaze 指“由于认为似乎不可能或极少可能发生的事的出现而感到大为诧异、迷惑不解”,语意较强。

Eg I was amazed at his confidence.

2. Every room has a computer with a special screen, almost as big as a cinema screen. 每间教室配有一台带有特殊屏幕的计算机,屏幕大小和电影银幕差不多。

as... as... 和……一样……

Eg My book is as interesting as yours.

3. The teacher is a very enthusiastic woman called Ms Shen. 老师是一位非常热情的姓沈的女士。

请注意该句中动词的-ed形式,“called Ms Shen”在此作定语。

4. We're using a new textbook and Ms Shen's teaching is nothing like that of the teachers at my Junior High school. 我们使用的是新教材,而且沈老师的教学方法和我们初中老师的教学方法一点也不一样。

(1) 表示“方法、办法”的几个单词:

◆ method 作可数名词,指(系统的、逻辑的)方法、办法。后而常接“of + 动名词”,不接不定式;作不可数名词,指秩序,条理,规律。

Eg ① He is a man of having accurate and strict methods.

② They used a new method of solving the problem.

③ His book is to tally without method.

◆ way 为可数名词,后接不定式或“of + 动名词”。

Eg ① We must find a way to solve this kind of problem.

② The normal way of carrying out such a kind plan is very difficult.

◆ means 单复数形式相同,前有 a, one, this, that, every 等时表单数意义;前有 such, these, those, all 等时表复数意义。多指抽象或概括性的含义,后可接不定式,也可接“of + 动名词/名词”。

Eg There is no means of finding out what happened.

(2) nothing like + n/pron 主要有以下三种意思:

◆ 完全不像,一点也不像

Eg She's nothing like her mother.

◆ 没有什么能比得上

Eg There's nothing like a holiday to make one feel rested.

◆ 绝对不会;没有(那么多,那么好)

Eg Your work is nothing like so good as Mary's.



- ▲ 5. I don't think I will be bored in Ms Shen's class! 我想上沈老师的课我是不会感到厌倦的。
think 表示意见和看法,其后的宾语从句中的否定词 not 被移到主句中,该现象被称为“否定转移”。类似的动词还有 expect, believe, suppose, imagine 等。
Eg (1) I don't suppose that she will be back until night.
 (2) I shall not expect you till I see you.
6. We do this in a fun way, with spelling games and other activities. 我们以有趣的方式进行,包括拼写游戏及其他活动。
in a... way 以……的方式
Eg Children like playing games in a fun way, so you must change the plan.
※[辨析] in this way / in no way / in the way / in a way / by the way / on the way
◆ in this way 用这种方法、手段
Eg ① Only in this way can you work out the problem.
 ② You can't operate the machine in this way.
◆ in no way 决不
Eg ① The two accidents are in no way connected.
 ② We can in no way give in to the enemy.
◆ in the way 挡了某人的路,妨碍了某人(也可以写成 in one's way)
Eg ① The box is just in my way to the room.
 ② Don't stand in the way when I am carrying out the plan.
◆ in a way 在某种程度上,有点
Eg You are correct in a way.
◆ by the way 顺便说一下,顺便问一句;在途中(多位于句首)
Eg ① By the way, where has he gone?
 ② He stopped for a picnic by the way.
◆ on the way 在路上,即将(也可以写成 on one's way,后跟介词 to)
Eg ① I'll buy some bread on the/my way home.
 ② She is on the way to becoming a doctor.
7. In other words, there are three times as many girls as boys. 也就是说,女生人数是男生的3倍。
(1) in other words 意为“换言之,换句话说,也就是说”。指用不同的表达形式,表示相同的含义。
(2) three times as many girls as boys 是比较结构“倍数 + as + many + 可数名词复数 + as 从句”,意为“……是……的……倍”。
类似的结构还有“as + much + 不可数名词 + as 从句”。
Eg He saved as much money as he could.
8. I'm looking forward to doing it! 我正盼望着做家庭作业呢!
look forward to 意思是“盼望”,后面跟名词或动词的-ing形式。
Eg (1) All the children are looking forward to the Spring Festival.
 (2) I don't know what result they are looking forward to seeing.
※[拓展] 英语中很多短语中的 to 为介词
devote ... to 献身于…… get down to ... 认真考虑……
pay attention to ... 注意…… stick to ... 坚持……
get used to ... 习惯于…… lead to ... 导致……

Step 6. Homework

Retell the diary by using the words and phrases in Activity 5 on P4.

Period 3 Grammar 1

Teaching Goals:

1. To get Ss to have knowledge of this grammatical point: the present tenses.
2. To enable Ss to use the correct forms of verbs in the present tense.

Teaching Procedures:

Step 1. Revision

Ask Ss to retell the diary using the words and phrases in Activity 5 on P4.

Step 2. Grammar 1

Purpose: To let Ss find out the differences between the present simple and the present continuous.

1. Individual work

Give Ss several sentences. Ask them what they find from the sentences. Do they use the same tense?

- (1) I live in Shijiazhuang, a city not far from Beijing.
- (2) We are using a new textbook.
- (3) The teachers write on the computer, and their words appear on the screen behind them.
- (4) I'm writing down my thoughts about it.

Suggested Answers:

Sentence (1) means "I" am in Shijiazhuang now. It is a permanent state of affairs. My home is in Shijiazhuang. And the tense of sentence (1) is the present simple tense. Sentence (2) means we are looking at the book now. Something is taking place at this moment. Sentence (3) means when the teachers write on the computer, the words will appear on the screen. It is a habit, or something the teachers do regularly. Once they write on the computer, the words will appear on the screen. Sentence (4) means I am writing something. Something is taking place in this period of time (eg this month, this term, this year, etc).

2. Group work

Ask Ss to finish Activity 1 on P4 and discuss with their partners. And then ask some of them to give their opinions on how to use the present simple tense and the present continuous tense.

For your reference:

- (1) The simple present tense is used

◆ to give one's opinion

Eg I like playing table-tennis very much. You don't like to go with me.

◆ to talk about schedules

Eg ① His ship leaves at 9am.

② The meeting is at 2pm.

◆ to talk about daily habits

Eg ① The students have sports at five every afternoon.

② He is always ready to help others.

◆ to give facts

Eg ① Three plus two is five.

② He said the earth is round.

◆ to indicate a permanent state of affairs

Eg ① He is a teacher now.

② She lives in Beijing at present.

- (2) The present continuous tense is used

◆ something that is doing at the time of speaking

Eg ① I am singing a song now.

② All the students in my class are doing their homework.





- ◆ an action that is often repeated
Eg ① She is always thinking of herself.
② Mr Green is always telling the same old joke.
- ◆ indicate that something is taking place in this period of time
Eg We are studying geography this semester.
- ◆ to talk about something in the future
Eg ① They are going to play football.
② How many students are coming to the meeting?

3. Pair work

Read the passage again. Choose three sentences in the present simple tense and two in the present continuous tense. Say which uses they show.

4. Practice

- (1) No one in the department but Tom and I _____ that the director is going to resign.
A. knows B. know C. have known D. am to know
- (2) — When will you come to see me, Dad?
— I will go to see you when you _____ the training course.
A. will have finished B. will finish
C. are finishing D. finish
- (3) It _____ long before we _____ the result of the experiment.
A. will not be, will know B. is, will know
C. will not ha, know D. is, know
- (4) Rainforests _____ and burned at such a speed that they will disappear from the earth in the near future.
A. cut B. are cut C. are being cut D. hed been cut
- (5) He _____ of how he can do more for the people.
A. will always think B. is always thinking
C. has always been thought D. does think always
- (6) I want to know when he _____ for New York.
A. has left B. is leaving C. had left D. would leave
- (7) My mother and I _____ free tomorrow.
A. are not B. have not been C. will not be D. had not been

Suggested Answers:

- (1)B (2)D (3)C (4)C (5)B (6)B (7)C

Step 3. Homework

1. Finish the *Grammar* exercises on P67.
2. Preview *Listening and Vocabulary* in this module.

Period 4 Listening and Vocabulary, Everyday English and Function

Teaching Goals:

1. To review the present simple tense and the present continuous tense.
2. To get Ss to master some new words.
3. To enable Ss to know some skills of listening.
4. To let Ss make a conversation.

Teaching Procedures:

Step 1. Revision

Check the answers to the *Grammar* exercises in the *Workbook* and give Ss some instruction.

Step 2. Vocabulary study

Purpose: To enable Ss to know the use of some suffixes and determine their functions in words.

1. Group work

Learn some useful suffixes.

- (1) suffixes used as a noun sign: -er, -or, -ee (-eer), -ing, -ance (-ence), -ment, -tion, -ness, -ist, -hood, -ism, -ship, etc.

Eg London — Londoner	survive — survivor	pay — payee
engine — engineer	build — building	attend — attendance
different — difference	manage — management	graduate — graduation
ill — illness	biology — biologist	child — childhood
social — socialism	friend — friendship	

- (2) suffixes used as an adjective sign: -y, -ful, -ous, -ic (-ical), -al, -less, -some, -ent/-ant, -able/-ible, -ive/-tive, -ative, -ary, -ing, -ed, etc.

Eg sand — sandy	use — useful	danger — dangerous
hero — heroic	philosophy — philosophical	nation — national
home — homeless	trouble — troublesome	differ — different
import — important	change — changeable	sense — sensible
act — active	talk — talkative	second — secondary
interest — interesting	interest — interested	

- (3) suffixes used as a verb sign: -en, -fy, -ize (-ise), etc.

Eg wide — widen	beauty — beautify	organ — organize
-----------------	-------------------	------------------

2. Individual work

Fill in the charts with the proper forms of the words by finishing Activity 1 on P5.

Suggested Answers:

Noun	Verb	Adjective
correction	correct	/
encouragement	encourage	/
enjoyment	enjoy	enjoyable
explanation	explain	/
fluency	/	fluent
misunderstanding	misunderstand	/
progress	/	progressive
pronunciation	pronounce	/

3. Pair work

Ask Ss to finish Activity 2 on P5.

Suggested Answers:

- (1) fluent (2) enjoyable (3) encouragement (4) progress (5) pronunciation
(6) correction (7) misunderstood (8) explained

Step 3. Listening

Purpose: To develop Ss' listening ability.

1. Pre-listening

Ask Ss to read the sentences in Activity 2 on P5 again, and answer the questions in Activity 3 on P6.

2. While-listening

(1) Ask Ss to listen to the conversation and check their answers to Activity 3 on P6.

Suggested Answers:

① C ② C

(2) Listen again and answer the questions in Activity 4 on P6.

Suggested Answers:

① No, she isn't. She's studying Spanish.

② No, he isn't, but he's fluent in Chinese.

③ Yes, she is. Her name is Miss Wang.

④ Yes, he did. He made them feel really good.

⑤ No, he didn't. He said pronunciation was the most important thing at the beginning.

⑥ No, she didn't. She thought it was for speakers of Spanish.

⑦ No, he wasn't. He made a lot of progress.

⑧ No, she wasn't. She was disappointed.

(3) Listen to the tape and fill in the missing words.

Rob: Hi, Diane!

Diane: Hi, Rob! ① _____?

Rob: I'm fine. I've just been to my first language class.

Diane: Oh, really? ② _____.

Rob: Really? Which language are you studying?

Diane: Spanish. Which language are YOU studying?

Rob: Chinese.

Diane: ③ _____? Cool! How was it?

Rob: It was good. The teacher's name is Mr Davies.

Diane: Mr Davies?

Rob: Yes, he isn't Chinese, obviously, but he's ④ _____ in Chinese. And there's an assistant teacher called Miss Wang. She IS Chinese. We're going to see her once a week.

Diane: ⑤ _____?

Rob: Well, learning Chinese isn't going to be easy — but the first lesson was very ⑥ _____ — I liked it a lot. Mr Davies gave us a lot of ⑦ _____ — he made us feel really good about being there. The most important thing at the beginning is ⑧ _____, getting the sounds right — and he was very good at ⑨ _____ — he said it didn't matter if we made mistakes. I think we all made a lot of ⑩ _____ — in just an hour!

Diane: That's great.

Rob: What about Spanish? Did you start yet?

Diane: Yes, we did. The teacher is nice, but I already speak some Spanish and the rest of the class are really beginners. I ⑪ _____ the teacher — I thought she said the class was for people who already speak Spanish. I'm not sure if I'm going to make such ⑫ _____.

Rob: Oh, I'm sure things will improve.

Diane: Maybe — actually, I was a bit ⑬ _____ — she explained everything in English.

Rob: Oh, that's too bad.

Suggested Answers:

- ① How are you doing ② So have I ③ Is that right ④ fluent ⑤ And what do you think
⑥ enjoyable ⑦ encouragement ⑧ pronunciation ⑨ correction ⑩ progress
⑪ misunderstood ⑫ progress ⑬ disappointed