

ENGLISH UPGRADE 即听即说 英语教程

教师用书 

(加) Nicholas Lambert 编著


MACMILLAN

外语教学与研究出版社
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ENGLISH UPGRADE 即听即说英语教程

《即听即说英语教程》是专门为成年英语学习者编写的，符合成年人的学习特点和习惯。本教程侧重听说能力的培养和训练，学习者经过三个级别的学习能自如地从初级水平过渡到中级水平。多年的课堂教学实践证明，《即听即说英语教程》可以满足许多成年英语学习者的愿望：

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- 词汇联想丰富，拓展已有英语知识
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- 练习册 包括各单元阅读和写作练习，巩固学习者在学生用书里学到的语言知识和技能。

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① High Beginner

② Pre-intermediate

③ Intermediate

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出版说明

在学习英语的成年人中，许多人的英语水平还处在从初级向中级的过渡阶段。为了给这个群体的学习者提供一套好的教材，满足他们的需求，外语教学与研究出版社同麦克米伦出版公司合作出版了《即听即说英语教程》(English Upgrade)。

《即听即说英语教程》(English Upgrade)是专门为成人英语学习者编写的，侧重口语能力的培养和训练，目的是通过各种听说活动帮助学习者摆脱不会用英语交流的窘境，使他们学会用英语进行地道、流利、有效地交流。

这套教材共分三级，适用于有一定基础的初学者。第一级目标是达到初级偏上水平；第二级目标是达到中级偏下水平；第三级目标是达到中级水平。这三级内容循序渐进，难度跨度适当，有利于基础薄弱的成年人夯实基础、温故知新。

《即听即说英语教程》各级均由学生用书、教师用书和练习册组成：

- 学生用书包括单元教学、单元小节与语法参考、阶段性测试、听力录音文字和词汇表。
另配一盒磁带，包括学生用书中的所有听力内容。
- 教师用书包括课程介绍、各单元的教学参考、补充口语活动、补充阅读材料、学生用书和练习册的答案，以及听力录音文字。
- 练习册包括各单元阅读和写作练习，巩固学习者在学生用书中学到的语言技能。

本套教程的突出特点有：

- 话题听说兼顾，有利于激发学习者用英语交流的兴趣。
- 词汇联想丰富，有利于拓展学习者原先储备的英语知识。
- 活动精心设计，有利于引导学习者进行自然流利的表达。

愿使用本套教材的读者能渐入佳境，学会更地道、更自然的英语。

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INTRODUCTION

Welcome to *English Upgrade*, a three-level speaking and listening course in American English as a foreign or second language. It is intended for adult and young adult learners who have had some previous language study, but need to develop skills in communication. Though the focus of the program is on American English, the topics and cultural content are of international interest.

Level 1 takes students from beginner or false beginner to the high beginner level. Level 2 leads students to a pre-intermediate level, while Level 3 brings students to a low to mid-intermediate stage of language skill.

Syllabus

The main goals of *English Upgrade* are to develop listening and speaking skills and to prepare students to participate in real conversational situations. In addition, there are supplementary reading activities which introduce useful vocabulary and interesting discussion.

English Upgrade has a topic-based syllabus that develops conversation skills, communication strategies, grammar, vocabulary and cultural knowledge. Each topic has been chosen for its usefulness and high interest level. Language introduced for study is related to each topic, so that students can gain the necessary knowledge and skills to participate actively in communication situations related to the topic.

Approach

The emphasis of *English Upgrade* is on developing the necessary skills for meaningful communication. The activities in each unit are designed to follow a three-stage sequence:

1. *awareness and understanding* (of language and topic);
2. *controlled practice* (for language accuracy);
3. *conversation* (for fluency and more natural production of language).

Each activity has a specific function and the order of activities is intentional: each activity prepares the student to carry out the next one. In this way, students can recognize their own progress with the language and as a result gain greater confidence and motivation.

Though modeling language is part of the activity, the main focus is the completion of tasks. The purpose of carrying out tasks is to have students actively involved with the topical content. The goal of the listening is not to reproduce the dialog word-for-word. It is to provide a general conversational model that can be followed loosely and flexibly. In addition, the recordings introduce vocabulary and grammar in natural communicative situations. Students have to listen for information that can become part of follow-up talks about the topic. Through this approach, students can focus more on situation and language use than on simple memorization.

Because *English Upgrade* is a student-centered, active course, activities are designed to be very personal and interactive. Students must talk about their own experiences, feelings and interests. In some tasks they respond individually, while in many others they talk and share information with a partner or a small group.

Although student-to-student interaction is emphasized in *English Upgrade*, the role of the teacher is very important. The teacher should rarely take a lecturer role; instead, the teacher is a guide, a role model, a motivator and a participant. To create a communicative environment, the teacher must be involved freely in activities, and provide lots of support and encouragement. For this reason, unit notes frequently suggest ways that the teacher can participate directly in student activities.

Flexibility

Since teaching situations vary a lot, the course is

designed to be used flexibly. Though it is probably best to follow the order of activities in the Student Book, it is not absolutely necessary to do so. Moreover, some of the activities could be skipped or replaced by the optional activities provided in the Teacher's Resource Book. In addition, activities and procedures can be altered to match the language level or needs of a specific class.

Each unit is designed to be used for either three sixty-minute lessons or two ninety-minute lessons. The first lesson would start with the *Warm up* page. For sixty-minute lessons, the second lesson could begin at *Build up* and the third lesson at *Pair up*. For ninety-minute lessons, the second lesson could begin at *Expand the Topic*.

The course provides thirty-six hours of core material at each of the three levels. A class meeting once a week would finish one level in a full academic year. Each level could be covered in one semester or in a shorter intensive course if classes met more frequently. If time permits, extra hours of study could easily be provided by using the optional activities in the Teacher's Resource Book. On the other hand, if time is limited, some of the Student Book activities – including both review units – could be skipped.

Recycling and Review

To help students to remember and develop better knowledge of the vocabulary and communicative grammar they have studied, the course offers plenty of chances for students to reuse it in later unit activities. The two review units (Units 6 and 12) are specifically intended for such recycling of language. The *Check It out* section of each unit also gives students a chance to use the language studied in previous units.

The two progress tests are also opportunities for language review. As well as evaluating progress, these tests can be used to review the language skills.

Course Components

Student Book

The Student Book contains ten seven-page units that focus on individual topics. One of the pages is the B page for *Pair up* activities, which is always found at the back of the book. There are also *Help Yourself* (for individual study) and *Grammar Reference* pages for each of the units in the back of the book. The *Help Yourself* section also contains a glossary of useful vocabulary for the topics. In addition, there are the two four-page review units and two progress tests. Tapescripts and the wordlist for all activities are also provided.

Teacher's Resource Book

The Teacher's Resource Book contains an introduction to the course and teaching approach, a summary of the content of the Student Book, teaching notes for all topical and review units, answer keys, photocopiable materials for Reading File and optional Communication Activity tasks, tapescripts for all audio recordings, progress tests (with tapescripts and answer keys), Language and Culture Notes, notes on adjusting tasks to suit higher or lower level students (Level up/Level down), and optional ideas for additional activities (Extension).

Workbook

For each level, there is a recommended 45-page Workbook. It contains reading and writing activities that consolidate the language introduced in the Student Book.

Audio Program

The audio recordings contain all listening materials for unit and test activities. The *Listen in* activities provide a model American accent, the *Listen up* activities include a variety of accents, though all use American English.

Unit Organization and Format

Student Book

Warm up

This page introduces the unit topic and key vocabulary. Its function is to get students talking and involved straight away. Students have to think

about, make brief notes on or discuss an idea presented visually.

Listen in

This listening activity provides a short conversation about the topic. Its main purpose is to give focused listening practice on the key vocabulary and model the language forms of the unit.

Say It Naturally

This activity focuses students' attention on expressions that are used as a conversation strategy. Students listen to a segment of the *Listen in* dialog again and have to identify the expression used. Then they practice orally in pairs.

Build up

Here students are given examples of questions and answers suitable for the unit language functions and topic. This is a highly controlled paired speaking activity in which students familiarize themselves with the key language.

Express Yourself

In this slightly less controlled speaking activity, students make paired conversations using the *Build up* language. They follow a guided conversation format using their own personal information.

Expand the Topic

Students receive more language and vocabulary related to the topic in this activity. The material is presented as a picture-based vocabulary and speaking task that then prepares students for the *Listen up* activity.

Listen up

In this longer listening activity, students are given more practice in listening for main ideas and specific details. This activity features a wider range of accents than the earlier *Listen in* activity.

Pair up

This is a paired "information gap" speaking activity. In each pair, one student uses the A page while the other student uses the corresponding B page at the back of the Student Book. They each have different information and must ask and answer questions about the information with their partner in order to

carry out the task. It is important that students do not read each other's pages as this is a listening and speaking activity.

Check It out

This is a fluency activity for small groups or the whole class that is either a game, a quiz or a survey. It is a chance for students to speak about their own opinions and experiences with the topic in a less controlled way. It would be useful to have a supply of coins for the games to act as markers.

Help Yourself

This information at the back of the book is a summary of the key vocabulary of each unit. It includes an "Upgrade your Vocabulary" section to expand the students' vocabulary and provides a handy "Check Your Progress" checklist for the students that summarizes all the functions of the unit. Students can use this section for individual study and review for tests. It can also be used for teaching notes and extra in-class practice.

Grammar Reference

This section at the back of the book reviews the main grammar points of each unit. It can be used for reference during lessons or for test preparation.

Wordlist

The wordlist covers the most useful and important vocabulary for the Student Book activities and listening material. Each word is listed with the particular meaning used in the unit and a unit number is provided for easy reference.

Review Units

Warm up

This section is similar to the *Warm up* in topical units, but focuses attention on the five previous unit topics.

Listen up

This listening task is a conversation that includes information from the previous five topical units. It is similar to the *Listen up* activity in the other units.

Speak up Information Search

This section gives students controlled speaking

practice with the main topics of these previous units. The students have several paired conversations on each topic following models similar to those in the *Express Yourself* sections of the topical units.

Check up

In this small group review game or survey, students have fluency practice on the content of all previous units.

Check It out

Students do a class survey on the unit topics, using a similar Find Someone Who ... format to that of the *Check It out* activity in Unit 3.

Testing

Progress Tests

Each level of *English Upgrade* has two progress tests. The first test, to be given after Unit 6, covers material in Units 1 to 6. The second test covers Units 7 to 12. Since these tests are not measuring overall language proficiency, test items focus on specific topics and language introduced in each unit of the Student Book.

There are three sections in each progress test: Listening, Communicative Grammar and Vocabulary. The audio recordings for the progress tests are included on the audio tape for each level. Tapescripts are given in the Student Book for self-learners. Answer keys are provided in the Teacher's Resource Book.

Each test takes approximately 60 minutes to complete, making it possible to complete within the same class period as the relevant review unit.

There is also an optional Speaking Test in the Teacher's Resource Book that should take about ten minutes.

Teacher's Resource Book

Language Notes



In addition to the *Help Yourself* and *Grammar Reference* pages of the Student Book, the Teacher's Resource Book provides extra notes on pronunciation, grammar or vocabulary related to the task or topic. This information may be

explained directly to the students or used simply for teacher reference.

Culture Notes



Useful cultural information is provided as support for the content of the Student Book. This information can be explained to the class or used as teacher reference.

Level up



Alternative procedures are sometimes provided for using activities with students at higher levels of proficiency or motivation.

Level down



Alternative ways to carry out activities with students of lower proficiency or motivation are sometimes provided.

Fast Finishers



Some students finish activities faster than others. These optional activities are intended to keep those students active and busy while the others finish the textbook task.

Extension

These optional activities give additional ways of using the material or give extra practice with the language or content.

Answers

Answer keys for all tests, listening tasks and many of the speaking and reading tasks are provided in the Teacher's Resource Book. When several answers are possible, a typical or sample answer is listed.

Reading File

The ten photocopiable Reading Files introduce cultural readings about each topic. Each file contains three stages: a pre-reading task (*Think about it*), a reading task (*Read about it*), and a post-reading discussion (*Talk about it*). The Reading File is intended as an optional final activity for the unit and is also suitable as homework.

Communication Activities

These photocopiable extra activities for fluency practice provide an option or addition to the *Check It out* section but can be done at any time during the unit.

General Procedural Tips

Use of English in the classroom

The best way to create motivation and real communication is to build an English environment in the classroom. Use English as much as possible for simple classroom procedures. Activities should be carried out completely or mainly using English. Students should be encouraged to use English when talking to each other, even when they are not working on a task. When students fail to understand something they hear, they should ask one of the other students to explain in simple English. Normally, the teacher or a bilingual dictionary should be consulted only after other students have tried to help or a monolingual dictionary has been checked.

Use of pictures

The Student Book contains many pictures and graphics that introduce the topic and its language or else provide a focus for the related activities. Students should be encouraged to discuss these during pre-listening or pre-production stages of the lessons.

Timing

The timing of each activity is flexible. If student interest has been lost, there is little purpose in continuing a particular activity. The teacher should pay attention to student interest and end the activity early if necessary. On the other hand, if motivation is strong, the teacher can add some extra activities from the Teacher's Resource Book.

Pausing for thinking

Whenever there is some new material or a new task is introduced, students need some time to think before they can be expected to respond. You should usually give them time for reading instructions or reading through a text.

Guessing and imagining

To get students involved in the activities and to help them to develop critical thinking skills, it is important to give them lots of chances to guess about the materials. This is particularly effective during the pre-listening stage of the audio recording tasks. For example, students can guess

what may be said or done next by the characters in the dialogs.

Similarly, it is helpful to have students use their imagination to create situations, roles or personal responses to unfamiliar experiences. This is useful for preparing students to deal with free conversations about the topics.

Use of humor

A good sense of humor can go a long way toward making the classroom environment enjoyable and relaxed. Try to add to the humor with personal stories wherever possible.

Filling in blanks

During the *Express Yourself* activities, lower proficiency students may need extra time to create the missing information to complete the dialogs. You may wish to have them write notes in the blanks, rather than simply think of answers.

Checking

Whenever it is time to check answers, students should be encouraged to talk with a partner and share their answers in English. For example, students can be taught to say to each other *What did you get/write/put for number 3?* This step should normally happen before you check or discuss the answers with the whole class.

Pronunciation

The teaching notes review the pronunciation of some of the most important or difficult vocabulary. The audio recordings can provide accurate pronunciation samples and are especially useful as intonation and stress models.

Teachers who do not feel confident with their own pronunciation are advised to consult a dictionary. However, since English is an international language, there are many accents and styles of English used. As a result, the teacher should not worry excessively over the quality of her/his personal pronunciation.

Reading aloud

The purpose of reading aloud is to make sure everyone understands the task directions. This oral reading can also be carried out at times by

students, especially if there is no vocabulary that is difficult to pronounce.

Modeling

To help students to understand and respond to activities, the unit notes often ask the teacher to model the task. The purpose is not usually to give students sentences to memorize or reproduce. Instead, it is to show one way (among several) of doing the task.

Pairing up

To encourage students to get a variety of information, they should not always work with a partner sitting next to them. One way to change partners is simply to have every second row of students turn around to face the row behind them. If students are in rows going from back to front of the classroom, students in every second row can rotate, with the last student moving to the front of the line while the others move one space backwards.

If students are placed around a large table, they can simply rotate positions around the table.

Forming groups

If a task requires pairing up or even groups but there is an odd number of students in the class, have one student share the role of another student, each taking turns to respond to their partner. Alternatively, you could be the partner of the extra student (though this will make monitoring of other students more difficult).

Board-writing

Some of the tasks require notes of students' responses to be written on the board. As often as possible, choose a student recorder to write these notes, so as to give spelling and listening practice.

Monitoring and helping

The teacher notes recommend regular monitoring of students' activities. To do that, move around the classroom, sitting next to groups and checking that they are doing the task in the correct way and using appropriate language. If students are working too slowly or having difficulty expressing themselves, join in the group activity. Alternatively,

stop the activity temporarily to explain or model the activity again.

You may also keep a journal for notes about the successes and failures of particular students and activities, in case the student needs extra help or an activity needs revision.

Homework

Activities that may require extra preparation time have been recommended as homework in the teaching notes. Such homework is normally as preparation for an in-class activity in the following lesson. Most of the Reading File activities are appropriate for homework as are selected Workbook activities.

Use of tapescripts

The tapescripts of all the audio recordings have been included in the Student Book, considering the self-learners. However, students should be encouraged to concentrate on listening rather than reading, though it may be useful to consult the tapescripts after listening activities are completed. These tapescripts can be used to highlight particular ways of expressing a function, or can be used for extra listening practice (for example, by making a cloze listening).

Reviewing test material

It is advisable to review all test material before giving the tests to the class. After the tests have been completed, students could mark each other's tests. This will save a lot of marking time, and it will also give a chance to review some of the test answers with the class. It is important to see the tests as both learning and evaluation materials.

AT-A-GLANCE GUIDE

STUDENT BOOK

Warm up

- Introduces the topic and vocabulary
- Gets students talking right away

7

PAST TIMES, PAST TIMES 飞逝的往日

Warm up

James was very busy last week.



1 Tell a partner three things that James did.
Use these verbs: brought, played, saw, went, ate, visited.

2 Where did you last do these things? Tell a partner.

3 I brought a CD.

but remember:
last week, last year,
last month, last year,
last month, last year.

4 I saw a partner.

When was the last time you...

went to a birthday party?

had a restaurant?

ate pizza?

visited a friend?

visited a friend?

Answers: _____

Listen to #

Flora and Peter are talking about last week.

1 Before you listen, look at the pictures.
Which of these activities did you do last week? Tell a partner.

2 Listen. What did Flora and Peter do?

Where? (Where) or? (Where) for each picture.



3 Listen again and write one more activity that each person did.

Flora: _____

Peter: _____

Say It Naturally #

Listen how Flora and Peter's names.

1 Listen again and circle the expressions you hear.

Flora: Hi, Peter. What are you up to?

What's on these days?

Peter: Oh, nothing special. How about you?

Not a lot.

Nothing much.

Not a lot.

Not much.

2 With a partner, practice the exchange using the other expressions.

Listen in

Helps students recognize key information in easy stages

1. before students listen
2. listen for the main idea
3. listen again for detail

Say It Naturally

- Unique listening and speaking activity
- Students hear natural everyday expressions, then try them out

Build up

- An easy-to-use chart presents the target language
- Helps build up students' speaking confidence

Express Yourself

- Realistic conversations to practice with a partner
- Offers students pointers to guide and structure their conversation

Build up

- 1 Look at these ways to talk about things you did recently.
- 2 With a partner, ask and answer the questions.

What did you do?	When did you do it?	Where did you do it?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?
bring?	last night?	last night?

Express Yourself

You had a very busy week last week. With your partner, talk about your week.

1 Think about what you want to say then have your conversation.

Ask the names

A: Hi, ... What's new?

B: Oh, nothing special. How about you?

A: Not much. I was so busy last week.

B: Really? What did ...?

A: Well, I ... And I ... So, how was your ...?

B: It was ...

A: Did you ...?

B: I ...

A: Well, better go. See you later.

B: OK. See you then.

2 Now try again with another partner.

Check it out

A relaxed end-of-unit review quiz, survey or game

Pair up

- A communication activity for pairs
- Fun, varied and practical tasks that help students use the new language
- Student A's information is in the unit. Student B's information is at the back of the book

PAIR UP A 口语对练

FIRST TIMES

Get Ready
Read and discuss some of your partner's first experiences.
Read the survey questions and write one more question on the last line.

Exchange
Step 1
Ask your partner the questions and fill in the survey form.

What did you first...? How often did you...? When were you...?

Why were you...? How did you feel...?

What did you first...? Age Place People Feeling

- learn to walk?
- eat or make up for you?
- swim for the first time?
- swim for the first time?
- swim for the first time?
- swim for the first time?
- swim for the first time?
- swim for the first time?
- swim for the first time?
- swim for the first time?

Step 2
Answer your partner's questions about your first experiences.

What did you first...? How often did you...? When were you...? How often did you...? When were you...?

Review
Tell your group these things you found out about your partner.

What did you first...? How often did you...? When were you...? How often did you...? When were you...?

What did you first...? How often did you...? When were you...? How often did you...? When were you...?

- Check it out** How much do you and your partner know about history?
1. The first game to find out.
2. The first game to find out.
3. The first game to find out.
4. The first game to find out.
5. The first game to find out.
6. The first game to find out.
7. The first game to find out.
8. The first game to find out.
9. The first game to find out.
10. The first game to find out.

PASTTIMES QUIZ

1. The first game to find out.

2. The first game to find out.

3. The first game to find out.

4. The first game to find out.

5. The first game to find out.

6. The first game to find out.

7. The first game to find out.

8. The first game to find out.

9. The first game to find out.

10. The first game to find out.

Expand the Topic What do you remember about your childhood?

1. Write in your childhood memories.

2. Ask a partner: Write in their memory.

3. Ask a partner: Write in their memory.

4. Ask a partner: Write in their memory.

5. Ask a partner: Write in their memory.

6. Ask a partner: Write in their memory.

7. Ask a partner: Write in their memory.

8. Ask a partner: Write in their memory.

9. Ask a partner: Write in their memory.

10. Ask a partner: Write in their memory.

Expand the Topic

- Extends the vocabulary and topic of the unit
- Gives students another opportunity to talk about themselves

Listen up

These dialogs include a variety of accents and offer further listening practice

WORKBOOK

7

PAST TIMES, FAST TIMES

1 Complete the descriptions about yourself.

When I was a child, my favorite sport was (1) My favorite food was (2) My favorite hobby was (3) My favorite clothes were (4) My favorite movie was (5)

2 Complete Don's e-mail to Ryan. Use the simple past tense of the verbs.

To: Ryan <ryan@barnesandnoble.com>
From: Don <don@barnesandnoble.com>
Date: 12/2/2002 11:36 AM
Subject: Weekend plans

Hi Ryan

I hope you (1) had a great weekend. My weekend (2) did great. On Friday night, I (3) did not go to dinner with my cousin, John. We (4) had at a great Italian restaurant and (5) (didn't) have good coffee. On Saturday morning, I (6) (went) some with Ryan. In the afternoon, we (7) (went) shopping. I (8) (bought) some nice (9) (saw) a pair of pants. On Saturday night, we (10) (went) to a movie at the theater. On Sunday, John and I (11) (went) a drive to the beach. Ryan and I (12) (went) my grandparents. We (13) (went) home at around 4 o'clock. My (14) (was) very tired but I (15) (was) fine. Don't forget to (16) (call) me next time you (17) (come) up to New York. I (18) (will) see you soon.
Don

3 Complete the sentences about yourself. Use the simple past tense of the verbs on the box.

play, see, go, watch, take

1. Yesterday, I
2. On Saturday I
3. Last week, I
4. About a year ago, I
5. I don't remember the last time I

4 Look at the pictures and complete the sentences. Use the simple past tense of the verbs in the box.

watch, meet, take a picture, eat, go, sit at a restaurant, sit at a table



1. Last night, some friends (went) to a restaurant.
2. They
3. They
4. They
5. They

5 Write the words in the correct order to make questions.

1. /? you / where / what / up / do / you / are / to
What are you up to these days?
2. and / do / you / like /? / what / weekend / did
Did you like the weekend?
3. special / week / did /? / anything / last / do /? / you
Did you do anything special last week?
4. last /? / you / anywhere / did /? / go /? / something / weekend /? /
Did you go anywhere last weekend?

6 Now write your own answers to the questions in 5. Write sentences.

1.
2.
3.
4.

Activities focusing on grammar and vocabulary.

Activities to consolidate language taught in unit.

Activities
focusing
on reading
and writing

6 Choose and circle the expression with a different meaning.

1. a. What are you up to? b. Nothing special.
2. What do you do? c. Nothing much.
3. What's new? d. Not now.
4. What's up these days? e. Not a bit.

7 a) Read Lenny's description of her childhood and examine the pictures to show the correct order.

I was born in Chicago in 1985. I started my elementary school when I was five and really liked it. We had a really great teacher called Mrs. Taylor. The favorite subject was Computer Studies. When I was seven, I got my first bicycle. That was very exciting. And I learned to swim when I was eight. When I was in junior high school, my favorite subject was Science. I played basketball for the school in my last two years. I also played a little baseball. My team won the state.



b) Now write about your own childhood.

NAME: _____

8 Read the clues and find and circle the past tense verbs. They can be across or down.

W	A	T	C	R	E	D	A	N	B
M	L	I	O	A	T	E	W	P	O
O	T	D	I	D	W	P	R	E	U
T	Q	K	R	V	L	N	I	C	
E	W	A	S	I	C	A	T	E	H
A	N	N	F	G	N	I	W	C	T
N	T	K	R	D	R	E	T	T	O
V	I	S	I	T	R	D	A	O	H
T	C	A	N	O	D	I	O	K	
K	R	W	E	R	S	W	A	K	E

Clues

1. I write an e-mail to my friend yesterday.
2. There was a TV last night.
3. When I was a child, we always visit my grandparents on the weekend.
4. They was the movie three times.
5. We was with last week.
6. I went shopping and buy a new shirt.
7. The family was at Disneyland last vacation.
8. Last week, Ming and Jack was basketball.
9. My brother was twelve years old yesterday.
10. About two years ago, we was a vacation in Australia.
11. I don't remember the last time I was home.
12. What was you do on Thursday?
13. She was the glass of milk.
14. The student was a drive in my car last night.
15. How was your exam?

A fun
vocabulary
game.