



普通高等教育“十一五”国家级规划教材

● Virginia Evans—Jenny Dooley

● 总主编 邹为诚 战菊

○ 应用型英语专业系列教材

Upstream

Teacher's
Book

搏流英语

综合教程 教师用书

1

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前 言

本书是为执教《搏流英语 综合教程》系列教材的教师编写的教学参考书，共6册，对应《搏流英语 综合教程》学生用书和《搏流英语 扩展教程》1至6册，本书除可供教师作为教学参考用书以外，还可以供自学《搏流英语 综合教程》课程的学生作自学参考用书。

本书包括以下内容：（1）每一单元的教学目标；（2）教学方法和步骤；（3）教师示范语言；（4）《搏流英语 综合教程》答案和听力文本；（5）语法和词汇测试；（6）语法解释；（7）《搏流英语 扩展教程》答案和听力文本。参考上述内容，教师可以对整个课程开展教学、评估和测试。本教材系由原版教材引进改编，我国教师在使用时要注意以下几点：

1. 教学原则

本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发，用“对子、小组、个别”等方法引导学生开展语言活动。在学生尝试语言交流的基础上，有的放矢地开展语言示范和语言讲解，然后在此基础上鼓励学生进一步开展活动，尝试语言交流，最后教师提供各种形式的反馈，如此层层推进，完成教学任务。要注意语言功能和结构知识之间的配合，反对只顾热闹，不顾语言知识，或只顾语言知识，不顾语言交际功能的教学方法。

2. 内容取舍

本教材内容丰富，材料复杂，根据我们目前的课时结构可以有两种方法处理：一是听说课也部分采用《搏流英语 综合英语》教材，这样做的好处是将教材中的听说训练放到另一种课去上，减少综合英语课程教师的压力。如果本教材的内容全部由综合英语课程负担，则教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展，将需要大量阅读的内容放在课后，让学生以小组为单位自学。自学一定要有恰当的教学管理，小组成员之间要互相帮助、互相检查，完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来，每周一次，用英语撰写自学报告，教师根据这些报告，在课堂上集中处理学生遇到的难点。

3. 可选部分

本教材部分单元的若干内容标有“Optional Work”（选择性学习内容）的字样。这是改编者根据我国学生的情况改编的。一般来说，这些部分有的过于简单，或者不是该单元的核心内容，或者是其他练习中已经有足够的练习机会，或者是太费课时。课时比较少的教师完全可以跳过这些内容。

4. 教学进度

每册综合教程共有5个模块，10个单元，每个模块建议采用3周的时间完成，其中两周完成两个单元的内容，一周用来完成文化学习、扩展知识加上模块测试。其余的时间用来安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥

Contents

	Topics	Vocabulary	Reading
Module 1 A way of life	UNIT 1 (pp. 4-21)	• daily routines • jobs	everyday activities; subjects; jobs
			• an entry to a song competition • an article on a mother-student • a quiz about the qualities of a police officer • Culture Clip: <i>Home on the range!</i>
	UNIT 2 (pp. 22-37)	• houses • interiors • shops/places	rooms; things in a house; buildings
			• Queen Mary's Doll's House • Home Exchange listing • notices • Curricular Cut: <i>In Good Shape! (Art & Design)</i>
	Self-Assessment Module 1 (p. 38) – Across the Curriculum 1 (p. 40) – Songsheet 1 (p. 40)		
Module 2 All in the past	UNIT 3 (pp. 42-59)	• famous people • ways of life in the past • past habits & activities	vocabulary related to ways of life in the past
			• an article about the early lives of famous people • a poem about the Cheyenne • an article about the Inuit • Curricular Cut: <i>The Birth of Youth Culture (History)</i>
	UNIT 4 (pp. 60-75)	• extinct animals • animal stars • stories	parts of the body; animals
			• an article about extinct animals • an article about the first chimp in space • beginnings and endings of a story • Literature Corner: <i>Black Beauty</i>
	Self-Assessment Module 2 (p. 76) – Across the Curriculum 2 (p. 78) – Songsheet 2 (p. 78)		
Module 3 In a world of our own	UNIT 5 (pp. 80-97)	• holidays • transport • festivals	holiday activities; entertainment; means of transport; festive activities
			• an internet holiday advertisement • discussing a holiday with a travel agent (dialogue) • a homepage about festivals • a letter from a holiday resort • Culture Clip: <i>Orlando, Florida</i>
	UNIT 6 (pp. 98-113)	• weather • geographical features • animal kingdom	weather & seasons; geographical terms; measurements; animals – parts of the body
			• a weather forecast • Record Breaking Geography • buying a pet (dialogue) • a letter of advice • Curricular Cut: <i>The Himalayas</i>
	Self-Assessment Module 3 (p. 114) – Across the Curriculum 3 (p. 116) – Songsheet 3 (p. 119)		
Module 4 Go for it!	UNIT 7 (pp. 120-137)	• food & drinks • shops & products • money	dishes; desserts; drinks; places to eat; ways to cook; types of shops; products; clothes; shopping habits & money
			• notices • deciding on a present (dialogue) • comments on a message board • a restaurant review • Culture Clip: <i>Great National Dishes</i>
	UNIT 8 (pp. 138-153)	• character qualities • sports • entertainment	hobbies & personalities; sports & equipment; places for sports; films; reviews; types of entertainment
			• people's profiles for a contest • notices • deciding on where to go (dialogue) • an email about a musical sb saw • Literature Corner: <i>The Prisoner of Zenda</i>
	Self-Assessment Module 4 (p. 154) – Across the Curriculum 4 (p. 156) – Songsheet 4 (p. 159)		
Module 5 Incredible but true	UNIT 9 (pp. 160-177)	• gadgets • inventors • technology	objects (characteristics/uses); inventions & inventors; computers
			• advertisements • a 'timeline' quiz about inventions • asking for help (dialogue) • an essay about computers at work • Culture Clip: <i>International Spy Museum</i>
	UNIT 10 (pp. 178-194)	• space • unexplained mysteries • environment	space; solar system; UFOs; the supernatural; environmental issues
			• an article about extra-terrestrials • a visit to a haunted house (dialogue) • an article about the environment • a story • Curricular Cut: <i>Stars</i>
	Self-Assessment Module 5 (p. 194) – Across the Curriculum 5 (p. 196) – Songsheet 5 (p. 198)		
	Special Days (p. 201); Pairwork Activities (p. 218); Word Perfect & Grammar Check (p. 223); Grammar Reference (p. 239);		

Grammar	Listening	Speaking	Writing
present simple; like/love + -ing; prepositions of time; adverbs of frequency	<ul style="list-style-type: none"> a song identifying time 	talking about daily routines; expressing preferences; talking about school subjects; telling the time; talking about jobs	<ul style="list-style-type: none"> a job ad a song for a competition a paragraph about your daily routine
there is/are; plurals; prepositions of place; imperative	<ul style="list-style-type: none"> completing information about Windsor Castle matching people to houses 	talking about houses; talking about location; giving directions	<ul style="list-style-type: none"> a fax message a paragraph about your house a home exchange listing
ordinals; past simple (regular verbs); prepositions of time; used to	<ul style="list-style-type: none"> sorting information about a famous person 	talking about dates of birth; talking about the Cheyenne's way of life; talking about past habits & activities	<ul style="list-style-type: none"> a biography a factfile about a famous person an entry to a website with what you used to do as a child
had, could; past simple (irregular verbs)	<ul style="list-style-type: none"> completing information about a Museum of Natural History/animal stars 	describing animals; narrating events; showing surprise	<ul style="list-style-type: none"> a story a paragraph about an extinct animal a paragraph about an animal star, a "For Sale" poster for Black Beauty
present perfect; present perfect vs past simple	<ul style="list-style-type: none"> matching people to activities multiple choice questions Intonation: reacting to bad news 	discussing your holiday to Mexico; reacting to bad news; catching up on news	<ul style="list-style-type: none"> an internet holiday advert isemeul a cruise advert isemeul a homepage about festivals a letter from a holiday resort
comparatives/superlatives; the definite article ("the"); plurals	<ul style="list-style-type: none"> note taking matching people to activities Pronunciation: homophones 	asking/giving/refusing permission; expressing intonation; giving advice	<ul style="list-style-type: none"> a weather forecast a poster about geographical features in your country a poster about a missing pet a letter of advice
countable – uncountable nouns; quantifiers; containers; going to vs will	<ul style="list-style-type: none"> note taking matching people to shops Pronunciation: /l/-/r/; /s/-/tʃ/ 	ordering food at a takeaway; make a shopping list; buying things	<ul style="list-style-type: none"> a restaurant advert isemeul a note comments for a message board a restaurant review
infinitive; -ing form; -ing/-ed participles	<ul style="list-style-type: none"> matching people to sports Pronunciation: stressed syllables 	expressing agreement/disagreement (so–nor); talking about evenings out	<ul style="list-style-type: none"> your own profile for a contest a sports centre poster a review of a performance an email recommending a film
order of adjectives; the passive; question tags	<ul style="list-style-type: none"> note taking multiple choice identifying mood Intonation: question tags 	describing objects; offering/accepting/refusing help	<ul style="list-style-type: none"> an advertisement fact files about inventions a note a for-and-against essay
reported speech (statements, questions, commands); relatives	<ul style="list-style-type: none"> note taking predicting content Pronunciation: /h/ 	an interview about extra-terrestrial creatures; exchanging opinions; narrating a story	<ul style="list-style-type: none"> a short story a cartoon strip a summary a story

Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the previous module. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

Look at Module 1

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think the module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. Use the pictures illustrating the page in order to raise their interest in the module. In pairs, the Ss locate the page numbers of the visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

pic. 1 (p. 9)

T: What page is picture 1 from?

S1: It's from p. 9.

T: What can you see in the picture?

S2: A person doing the shopping. etc

pic. 2 (p. 14)

T: What page is picture 2 from? Why is this woman dressed like this? What else can you see on p.14? etc

pic. 3 (p. 25)

T: What page is picture 3 from? What can you see in the picture? Describe what you see. etc

pic. 4 (p. 30)

T: What page is picture 4 from? What can you see in the picture? What else can you see on p. 30? etc

► Find the unit and page number(s) for

Read the phrases and explain to the Ss what they mean. Then, go through the module and find the corresponding page numbers. Have a class discussion.

Answer Key

A song (Unit 1, p. 9)

T: What is this song about?

S1: About the singer's perfect day.

T: Do you think the singer is a man or a woman? Why?

S2: A woman, because she is talking about the birds and the sun./A man because ...

T: How old do you think the singer is?

S3: young/old etc

A timetable (Unit 1, p. 10)

Have you got a timetable? Which of these subjects do you do at school?

Which one do you prefer? Why? What else can you see on page 10? etc

A quiz (Unit 1, p. 17)

What does the title mean? Where do you usually find quizzes? What is this quiz about? Would you like to become a police officer? Why? etc

Classified ads (Units 1 & 2, pp. 18, 26)

Where can you find classified ads? What information do you expect to find in them? What are these ads for? What else can you see on those pages? etc

A magazine article (Unit 1, p. 13)

What does the title mean? What is this article about? What can you see in the picture? etc

Notices (Unit 2, p. 30)

Where can you see these notices? What else can you see on p. 30? etc

A fax message (Unit 2, p. 34)

Do you know what a fax message is? Have you ever sent one? Who did you send it to? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units they will know how to perform all of the listed tasks.

► Before you start

- Where are you from?
- Who's your favourite singer?
- How many cousins have you got?
- What's your best friend like?

► Look at Module 1

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|----------------------|--------------------------|--------------------------|
| • a song | <input type="checkbox"/> | <input type="checkbox"/> |
| • a timetable | <input type="checkbox"/> | <input type="checkbox"/> |
| • a quiz | <input type="checkbox"/> | <input type="checkbox"/> |
| • classified ads | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • notices | <input type="checkbox"/> | <input type="checkbox"/> |
| • a fax message | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

- a song competition
- school timetables
- Sophia, both a mother and a student
- jobs
- the qualities needed to become a police officer
- Windsor Castle & Queen Mary's Doll's House
- a Home Exchange Programme
- types of houses
- shops and places
- notices in public places

► learn how to ...

- express preferences
- talk about daily routines
- talk about school subjects
- tell the time
- talk about jobs and job preferences
- identify rooms and things in a house
- describe houses
- talk about location
- give directions

► practise ...

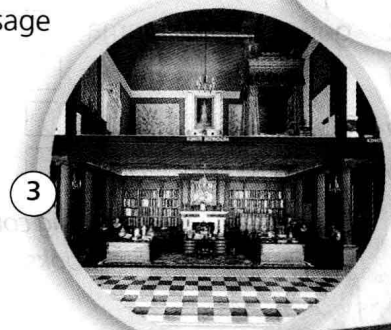
- Present Simple
- adverbs of frequency
- there is/are
- prepositions of place
- plurals

► do a project about ...

- a song competition
- your daily routine
- your dream house

► write ...

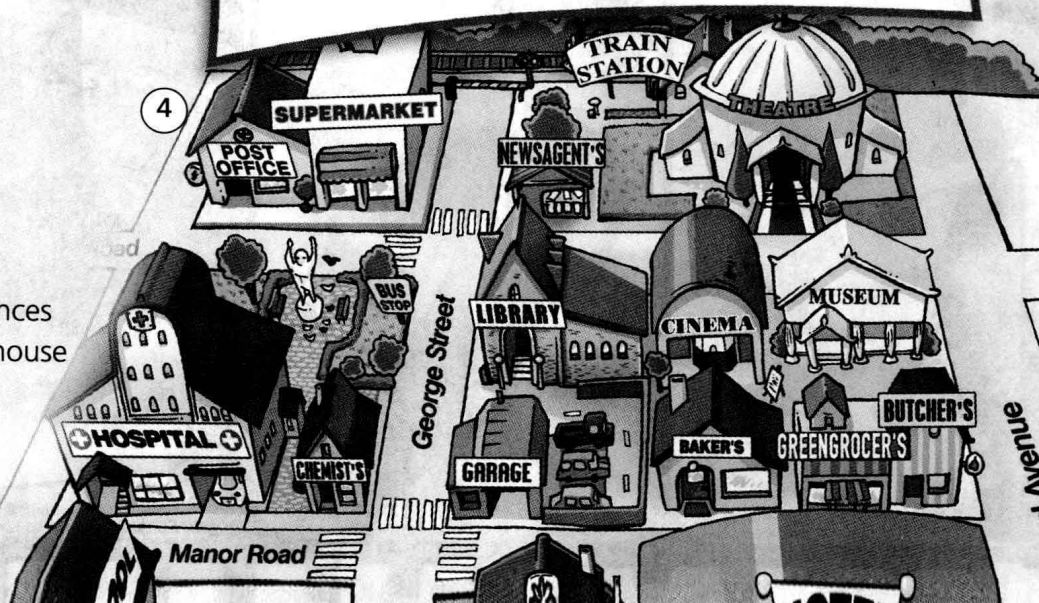
- a job ad
- a home exchange listing
- a fax message



Culture Clip: Home on the range!

Curricular Cut (Art & Design): In Good Shape!

Across the Curriculum: People who help us!



Vocabulary

► *Everyday life*

- 1 a. The pictures show some of the things we do every day. Complete the phrases with the following verbs:

• go (to) • have • do • read • walk

- b. What do you do in the ...

- morning?
- afternoon?
- evening?

A: *What do you do in the morning?*

B: *I have breakfast, then I go to school. What about you?*

- 2 What do you like (*) doing? What do you love (**) doing? Use the key and say.

- | | | | |
|-----------------------|--|----------------------|----------------------------|
| 1 reading books | <input checked="" type="checkbox"/> ** | reading comics | <input type="checkbox"/> * |
| 2 watching TV | <input type="checkbox"/> | watching videos | <input type="checkbox"/> |
| 3 going to the cinema | <input type="checkbox"/> | going to the theatre | <input type="checkbox"/> |
| 4 playing board games | <input type="checkbox"/> | playing video games | <input type="checkbox"/> |
| 5 swimming in the sea | <input type="checkbox"/> | swimming in a pool | <input type="checkbox"/> |
| 6 going to the gym | <input type="checkbox"/> | going jogging | <input type="checkbox"/> |

1 *I like reading comics, but I love reading books.*

Listening & Reading

- 3 a. Read the song competition announcement. What is the competition about? What images, sounds, etc come to mind? Tell the class.

Song Competition

Prizes For the Best Entries for A song about your Perfect Day! We want to know ALL about it. Send in Your song and Try your Luck!

- b. Listen to the song. Tick (✓) the words in the list each time you hear them. Don't look at the song lyrics.

- | | |
|-------------|-------------|
| • day ✓✓✓✓✓ | • every ✓✓✓ |
| • sun ✓✓ | • fly ✓✓ |
| • birds ✓✓ | • planet ✓ |

My Day

1 have breakfast



2 go to school



3 have a lesson



4 do my homework



Day by day

Objectives/Targets: talking about everyday activities and routines; expressing preferences

Vocabulary: everyday activities

Language focus

Language in use: What do you do in the morning? I have breakfast, then I go to school. What about you? / I like reading comics, but I love reading books. / Every day, I get up and go to school. On my perfect day, I would like to stay in bed and watch TV.

Reading: a song for a competition

Skills involved: reading for specific information (categorising information; scanning)

Listening: a song

Skills involved: listening for specific information (scanning)

Speaking: giving personal information about favourite activities and pastimes (monologue)

Writing: a song for a competition (project)

1 **Focus ►** Introducing/practising vocabulary related to everyday life

- a. • Ask the Ss to look at the pictures illustrating Ex. 1. Point to each picture and elicit the activity (have breakfast, go to school, have a lesson etc). Do some quick repetition, if necessary, to practise correct pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to complete the phrases. Circulate and provide any necessary help. Check the Ss' answers.
- b. Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What do you do in the morning?

B: I walk the dog, then I have a lesson.

A: What do you do in the afternoon?

B: I do my homework, then I do the washing up.

A: What do you do in the evening?

B: I do the shopping, then I read a newspaper. etc

2 **Focus ►** Talking about preferences

- Read the example and explain the task. Read the activities and do some choral and/or individual repetition, if necessary, to practise correct pronunciation.
- Refer the Ss to the exercise. The Ss, in pairs, do the exercise orally, in class. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

2 I like watching TV, but I love watching videos.

3 I like going to the theatre, but I love going to the cinema.

4 I like playing board games, but I love playing video games. etc

Extension

Do a survey. Ask individual Ss to come to the board and write a sentence about the activities they like/love doing every day, in order to see which activity the Ss enjoy the most.

3 a. **Focus ►** Predicting, warm-up

Read the instructions and explain the task. The Ss read the announcement and say what the competition is about (*someone's perfect day*). Have a class discussion as to what images, sounds, feelings, etc. come to mind about their own perfect day. Provide some help if necessary by feeding them with ideas.

e.g. T: Close your eyes. It's your perfect day today. You can do whatever you like. You can go wherever you like. So, (John), what comes to mind when you think of your perfect day?

John: Playing football with my friends, listening to music, etc.

b. **Focus ►** Listening to a song about one's perfect day

- Go through the rubric with your Ss and explain the task.
- Play the cassette/MP3, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

4 **Focus ►** Reading for specific purposes, categorising information

- a. Read the instructions and explain the task. Allow the Ss some time to complete the task. Ask individual Ss to report back to the class.

Answer Key

Every day: 2, 5, 6

Perfect day: 1, 3, 4

- b. Refer the Ss to the song. Ask the Ss to read the song silently and choose the appropriate title for it. Circulate and provide any necessary help. Ask individual Ss to report back to the class

Extension

Ask the Ss to assume the role of the person who wrote the song. Ask them to use Ex. 4a. and talk about what they do every day and what they do on their perfect day.
e.g. *Everyday I get up, then get dressed. On my perfect day I would like to lie in bed and watch the sun rise. etc.*

5 **Focus ►** Personalisation

- Say, then write on the board: *I get up, then get dressed.* Ask: *When does the singer do that?* And elicit the answer: *Every day!* Then, say and write on the board: *I don't need to worry!* Ask: *When does that happen?* and elicit the answer: *On his perfect day!* Repeat the procedure with as many activities as you think necessary.
- Read the instructions and explain the task. Allow the Ss some time to make the list. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

(Ss' own answers)

6 **Focus ►** Writing a song for a competition

Refer the Ss to the song and explain they have to write a similar song for the competition. Go through the incomplete song and elicit any unknown vocabulary. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Suggested Answer Key

go to work, come back home, go to the zoo, ride my bike, see my friends, watch a film, etc.

Optional Reinforcement & Extension Activities

- 1 Divide the class into two teams and explain you are going to play a game. Each team member has to think of an activity they would like to do on their perfect day and mime it for his/her team to guess. Each correct guess gets one point. The team with the most points wins.
- 2 Bring to class several pictures of people doing things during the day (e.g. walking the dog, having a meal, playing board games, going jogging etc). Draw three columns on the board under the respective titles: *in the morning, in the afternoon, in the evening.* Invite individual Ss to come to the board, pick a picture at random and decide what time of the day people usually do such a thing. The student then pins the picture up on the board, in the respective column.

4 a. Read the song and say *every day* or *on a perfect day*.

- | | |
|---|--------------------------|
| 1 I lie in bed and watch
the sun rise. | 3 I watch the birds fly. |
| 2 I get up, then get
dressed. | 4 I don't need to worry. |
| | 5 I rush to the office. |
| | 6 I have breakfast. |

b. Choose a title for the song.

- My Daily Routine
- A World without Worry
- Going to the Office

Speaking

5 Make a list of all the things you do every day and what you would like to do on your perfect day. Then, tell the class.

Every day I get up early and go to school. On my perfect day I would like to go on a picnic in the country.

Writing (a song)

6 Write a song for the competition.

My routine from day to day

Is very dull and flat

I, I

What do you think of that?

But on my perfect day, oh boy!

I do the things I want to

I, I

It's different and it's fun too!

No worries, no hurries

On my perfect day

I, I

It's great in every way!

1st Prize

I dream of a day
When there's no need to hurry:
On my perfect day
I don't need to worry –

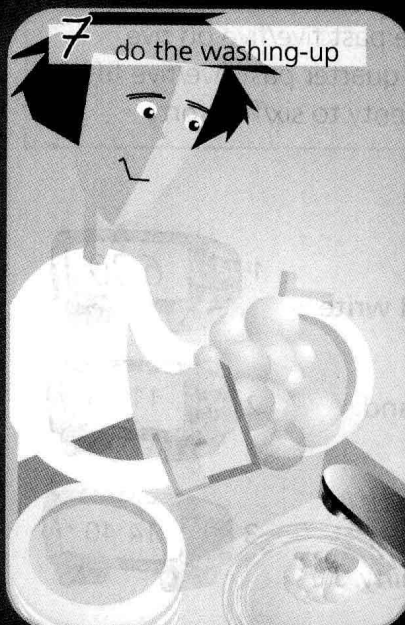
I watch from my bed
As the sun rises high
I sit and I look
At the birds as they fly.

Every day the sun rises
Every day the birds fly
But I don't seem to notice
And I ask myself why.

Is it because of
My daily routine?
Every day the same thing
You know what I mean!

I get up, then get dressed,
Have breakfast and then
I rush to the office –
Again and again!

Why isn't there time
To just look for hours
At the wonderful things
On this planet of ours?





Vocabulary

► School subjects

- 1 a. Which of these subjects do you do at school?
Which one is your favourite?
- b. Complete the school timetable by adding the following: Geography (x2), History (x2), French (x1), Art (x1), Music (x1), Science (x3), ICT (x2), Maths (x1), English (x2), PE (x1).

weekdays

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15	Maths	Science	.....	.....	Maths
10:05	History	Science	.....	.....	Maths
11:15	English	Music	.....	.....	.....
12:05	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:15	ICT	French	.....	.....	.....
14:05	PE	Art	.....	.....	.....
15:00	PE	Geography	.....	.....	.....

weekends
Saturday/
Sunday

- c. Now ask and answer, as in the example.

A: When do you have Maths?

B: I have Maths on Mondays and Fridays.
What about you?



- 2 Look at the times. Do you tell the time in the same way in Chinese?

5:05 = five past five/five oh five
5:15 = (a) quarter past five/five fifteen
5:40 = twenty to six/five forty

Listening

- 3 a. Listen and write the times.

- b. Now, ask and answer.

- 1 A: What time is it?
B: It's half past six/six thirty.



Everyday English (Optional work)

► Telling the time

- 4 a. Listen and circle. Then, read out the dialogues.

- 1 A: What's the time, Jerry?
B: It's two twenty/(twenty to two).
A: Is that all?
B: I know! Time is going so slowly today!
- 2 A: Look at the time! It's (five)/twenty-five past one!
B: Take it easy! We've got plenty of time.
A: We don't want to leave it till the last minute!
- b. Now act out similar dialogues and record them.

School days

Objectives/Targets: talking about school subjects and timetables; telling the time

Vocabulary: school subjects; time words and prepositions

Language focus

Grammar: Present Simple (Affirmative)

Language in use: When do you have Maths?

What time is it? It's half past six/six thirty.

Listening: two people talking about the time

Skills involved: listening for specific information

Reading: an article about an unusual college student

Skills involved: identifying correct/incorrect information

Everyday English: asking for/telling the time (pair work)

Speaking: talking about daily routines (monologue)

Pronunciation: the /s/, /z/, /ɪz/ sounds

Writing: about their daily routines and timetables

1 Focus ► Warming up

- a. • Go through the school subjects and elicit any unknown vocabulary. Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Which of these subjects do they do at school? Which do they prefer? Have a class discussion.

(Ss' own answers)

- b. Read the instructions and explain the task. Point out that the Ss should use each subject as many times as indicated in the brackets, e.g. *Geography twice*. Allow the Ss some time to complete the task. Check the Ss' answers.

- c. Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask pairs of Ss to report back to the class.

(Ss' own answers)

Focus ► Telling the time

- 2 • Present the time. Draw a clock on the board and point to a number, e.g. 5. Say, then write on the board: *What time is it?* The Ss repeat after you. Then, say and write: *It's five o'clock*. The Ss repeat after you. Follow the same procedure and present *half past*, *quarter past* and *quarter to*.
- Write 4:05 on the board. Say, then write: *It's five past four*. The Ss repeat after you. Then, say and write: *It's four oh five*. The Ss repeat after you. Ask the Ss to tell you if they tell the time in the same way in Chinese.

Write time on the board. Individual Ss tell the time.

- 3 a. • Read the instructions and explain the task.
- Play the cassette/MP3, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

- 1 A: *What time is it?*
B: *It's six thirty already.*
A: *Is it? Let's go – we don't want to be late.*
- 2 A: *Do you know what time it is?*
B: *Yes, it's quarter past eleven.*
A: *Quarter past eleven? Is that all?*
- 3 A: *Excuse me, could you tell me the time, please?*
B: *Certainly – it's twenty to three.*
A: *Twenty past three?*
B: *No, twenty to three.*
A: *Thank you.*

- b. Read the instructions and the example and explain the task. The Ss act out similar exchanges using the prompts and the dialogue they listened to as a model.

Answer Key

- 2 A: *What time is it?*
B: *It's quarter past eleven.*
- 3 A: *What time is it?*
B: *It's twenty to three. etc*

- 4 a. • Read the instructions and explain the task. Go through the exchanges and make sure everyone understands them.
- Play the cassette/MP3, twice if necessary. The Ss listen and complete the task in their books. Check the Ss' answers.

- b. The Ss, in pairs, act out similar dialogues using the times from Ex. 3a and the dialogues they listened to as a model, and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- A: *What's the time, John?*
B: *It's twelve o'clock.*
A: *Is that all?*
A: *Oh, dear, it's so late. It's twenty to six!*
B: *Take it easy! We've got plenty of time. etc*

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

5 a. **Focus ► Predicting the content of a text**

- Refer the Ss to the picture and the title of the article. What do they think the article is about? Have a class discussion.
- Play the cassette/MP3, twice if necessary. The Ss listen, follow in their books and check their answers. Ask individual Ss to report back to the class.

(Ss' own answers)

b. **Focus ► Reading about a mother who is also a college student**

Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

6 **Focus ► Monologue oral reproduction of the text**

Refer your Ss to the text. Read the instructions and explain the task. Allow the Ss some time to read through the article and keep notes. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

7 **Focus ► Presenting the Present Simple (Affirmative)**

- Read the sentences. Ask a student to translate them. Read the rule and explain any unknown words. Ask the Ss to look at the sentences again and decide if the rule is correct (True) or incorrect (False).
 - Say, then write on the board: ***I walk to school every day.*** Underline the word in bold. The Ss repeat after you. Elicit the rest of the persons from the Ss and write them on the board. Point out that the third person singular takes an -s. Elicit the spelling rules by writing the third person **singular** of *study*, *go* and *play*.
 - Drill your Ss.
e.g. T: *Tom/like/pizza*
S1: *Tom likes pizza.*
T: *Jane and Lucy/go/ school/every day.*
S2: *Jane and Lucy go to school every day.*
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- Read the instructions and explain the task. The Ss read the text again and complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

Present Simple: gets up, gets, goes, are, study, thinks, is, helps, do, cooks, do, loves, think, is, says

3rd person singular: gets, goes, thinks, helps, cooks, loves, says, 's, is

- Read the instructions and explain the task. The Ss read silently and complete the sentences. Circulate and provide any necessary help. Check the Ss' answers.

9 **Focus ► Identifying and distinguishing between the /s/, /z/ and /iz/ sounds**

- Read the rubric and explain the task. Play the cassette/MP3. The Ss listen and tick the corresponding phonetic symbol. Check the Ss' answers.
- Play the cassette/MP3 again and pause for the Ss to repeat, chorally and/or individually.
- Individual Ss say the words. Check the Ss' pronunciation.

10 **Focus ► Writing about their daily routine**

- The Ss write a short text about themselves as written homework. Display their work.

Optional Reinforcement & Extension Activities

- The Ss choose their favourite subject at school and prepare a short description of what they do and why they like this subject. e.g. *My favourite subject is Art. We paint pictures and use different materials. I like this subject a lot because it's very interesting.*
- The Ss interview members of their family and find out if they would like to go (back) to college/university and what they would like to study. They report back to the class.

Reading

- 5 a. Look at the title and the picture. What do you think the text is about? Listen and read and check your answers.

Housework & Homework



Every morning, Sophia Edwards

gets up, gets dressed and goes to college. Nothing

unusual about that, except that Sophia and her daughter Lina are in the same class!

They both study French and History at Chester College. Lina thinks it's great that her mum is one of her classmates. "My mum helps me with my homework, but I have to help her with the housework, too! In the evening, we usually do our homework together, then she cooks dinner and I do the washing-up."

Sophia loves being a student again after so many years. "I think homework is better than housework any day!" she says.

- b. Read again and write True *T* or False *F*.

- | | |
|--|---|
| 1 Sophia is a college student. | T |
| 2 Sophia studies English. | F |
| 3 Sophia helps Lina with her homework. | T |

Speaking

- 6 You are Sophia Edwards. Read the text again and keep notes about your daily routine. You can add your own ideas. Then, tell the class about it.

Exploring Grammar (Optional work)

► Present Simple (Affirmative)

Grammar Reference

I study hard every day.
He meets his friends on Saturdays.

- 7 a. Read the sentences above and choose.

We use the *Present Simple* to talk about daily routines.

True /False

- b. Read the text again and underline all the *Present Simple* verb forms. Which verb forms are in the third person singular?

- 8 Complete the sentences.

- Tom and Meg go (**go**) jogging on Saturdays.
- My grandfather lives (**live**) in a village.
- Jonathan brushes (**brush**) his teeth every morning.
- Mark listens (**listen**) to music every evening.
- Lucy does (**do**) her homework every afternoon.
- Anna teaches (**teach**) Maths at St. James School.

Pronunciation

► /s/, /z/ and /ɪz/

- 9 Listen and tick (✓). Then, listen again and repeat.

	/s/	/z/	/ɪz/
writes	✓		
goes		✓	
matches			✓
loves		✓	
eats	✓		
tidies			✓

Writing (an article)

- 10 Write about your daily routine (what you do in the morning/afternoon/ evening).



pilot



reporter



police officer



vet



chef



doctor

- 1 He works at a hospital. He usually wears a white coat. He likes helping sick people. He's a doctor.
- 2 He usually works outdoors. He wears a uniform. He protects people. He's a police officer.
- 3 She reports the news. She works for a TV station or a newspaper. She likes writing. She's a reporter.
- 4 He travels all over the world. He flies aeroplanes. He's a pilot.
- 5 She works in a restaurant. She likes cooking. She's a chef.
- 6 He takes care of sick animals. He's a vet.

Vocabulary

Jobs

- 1 a. Read the sentences and write the jobs.

- b. What do you want to be? Ask and answer.

A: What do you want to be?

B: A pilot.

A: A pilot? Why?

B: Because I want to travel. Or Because I like travelling.

Exploring Grammar (Optional work)

Present Simple

(Interrogative/Negative)

Grammar Reference

Interrogative	Short Answers
Does he play tennis?	Yes, he does ./No, he doesn't .
Negative	
We do not (don't) walk to school every day.	

- 2 Study the table and complete the sentences.

We form the *interrogative* and *negative* sentences with do and don't.

- 3 Read and choose.

- 1 A Do Stan like travelling?
B Does Stan like travelling?
- 2 A Mandy doesn't like working long hours.
B Mandy don't like working long hours.
- 3 A Do mechanics work 9 to 5?
B Does mechanics work 9 to 5?
- 4 Do you like working with animals?
A Yes, I like. B Yes, I do.

GAME

Think of a job and write it down on a piece of paper. The rest of the class try to guess which job it is.

Leader: (thinks of a police officer)

Team A S1: Do you work in an office?

Leader: No, I don't.

Team B S1: Do you wear a uniform?

Leader: Yes, I do. etc