

义务教育课程标准实验教科书（五四学制）

英 语

七年级 下册

教师教学用书

（中 国） 人民教育出版社 课程教材研究所
英语课程教材研究开发中心 合编
（美 国） 汤姆森·学习出版集团



人民教育出版社

义务教育课程标准实验教科书 (五四学制)

英语

教师教学用书

七年级 下册

(中国) 课程教材研究所
英语课程教材研究开发中心 合编
(美国) 汤姆森学习出版集团

来自我检测本单元所学的语言知识。

教师教学用书分别对学生用书中每个单元的A、B及Self Check三个部分作出教学指导,内容包括分析每一个单元的主要教学目标和要求,对教师在每一个单元教学中应做的课前准备提出相应的建议。这些建议包括如何根据学生已有的知识结构和认知规律,导入新的教学内容,如何运用本单元知识点在课堂上组织学生进行结对和小组活动,如何让学生在课堂上运用英语完成各类任务,以及如何对学生完成任务的过程及结果作出评价等等。教师用书的内容详尽清晰,层层深入,对教师理解、运用教材是十分有益的。

本书共10个单元,1个复习单元,供七年级下学期使用。

北京市出版发行
北京市出版发行
北京市出版发行
北京市出版发行

元 00.5; 定价 0.80元

人民教育出版社

This Chinese edition is adapted from the original *Go for it!* series by David Nunan.

Copyright © 2007 by People's Education Press and Thomson Learning (a division of Thomson Asia Pte Ltd)

ISBN 981-240-836-3

The original text © 1999 is published by:
Heinle & Heinle Publishers
20 Mark Plaza
Boston, MA 02116
USA

ALL RIGHTS RESERVED

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Every effort has been made to trace all sources of illustrations / photos / information in this book, but if any have been overlooked, the publisher will be pleased to make the necessary arrangements at the first opportunity.

For permission to use material from this text or product, contact us by

Tel: (8610) 5875 8866 / (65) 6410 1200

Fax: (8610) 5875 8877 / (65) 6410 1208

Email: www@pep.com.cn / info@thomsonlearning.com

图字: 01-2001-0867号

义务教育课程标准实验教科书

(五四学制)

英 语

七年级 下册

教师教学用书

课程教材研究所
(中国) 英语课程教材研究开发中心 合编
(美国) 汤姆森学习出版集团

*

人民教育出版社出版

(北京市海淀区中关村南大街17号院1号楼 邮编:100081)

网址: <http://www.pep.com.cn>

黑龙江省出版总社重印

黑龙江省新华书店发行

哈尔滨龙华印刷厂印装

*

开本:890毫米×1194毫米 1/16 印张:6.5 字数:161 000

2007年8月第1版 2008年12月黑龙江第2次印刷

印数:455(2009春)

ISBN 978-7-107-20598-9 定价:3.99元
G·13688(课)

著作权所有·请勿擅用本书制作各类出版物·违者必究
如发现印、装质量问题,影响阅读,请与当地新华书店或印厂联系调换。

厂址:哈尔滨市南岗区学府路83号 电话:86663530 邮编:150086

说 明

本书是结合五四制教学需要,根据人民教育出版社出版的《义务教育课程标准实验教科书英语(新目标)》的系列教材改编的。这套教材是在(美国)汤姆森学习出版集团最新出版的教材 *Go for it!* 的基础上,由人民教育出版社与汤姆森学习出版集团合作改编而成的。它采用任务型语言教学(Task-Based Language Teaching)模式,融汇话题、交际功能和语言结构,形成了一套循序渐进的生活化的学习程序。在修改过程中,编者依据国家教育部颁发的《英语课程标准》(实验稿),对原书的结构与内容作了适当的调整,增加了复习单元、文化背景知识和学习策略等部分,并增加了任务型学习成份和完整的语篇输入。本书每个单元都列出明确的语言目标、主要的功能项目与语法结构、需要掌握的基本词汇,并分为A和B两部分。A部分是基本的语言内容,B部分是知识的扩展和综合的语言运用。每个单元还附有Self Check部分,学生可用来自我检测本单元所学的语言知识。

教师教学用书分别对学生用书中每个单元的A、B及Self Check三个部分作出教学指导,内容包括分析每一个单元的主要教学目标和要求,对教师在每一个单元教学中应做的课前准备提出相应的建议。这些建议包括如何根据学生已有的知识结构和认知规律,导入新的教学内容;如何运用本单元知识点在课堂上组织学生进行结对和小组练习;怎样组织学生在课堂上运用英语完成各类任务,以及如何对学生完成任务的过程及结果作出评价等等。教师用书的内容详尽清晰,层层深入,对广大教师理解、运用教材是十分有益的。

本书共10个单元,1个复习单元,供七年级下学期使用。

课程教材研究所

英语课程教材研究开发中心

2007年12月

Acknowledgments

It was a great pleasure working with People's Education Press. Special thanks must go to Mr Gong Yafu and Ms Hao Jianping for their unswerving support for this project; to Ms Liu Daoyi and Mr Li Jingchun for their invaluable comments and guidance; and Mr Wei Guodong, Mr Deng Yanchang, Mr Ding Wangdao and Mr Hu Wenzhong without whom this project would never have happened. Special thanks should go to Edward Vickers for his skill in shaping the materials, and to Zhang Yajun for her help in keeping the project on track.

I would like to thank Mr Tan Tat Chu, Paul Tan, Ms Yuan Jiang, Caroline Ma and Ian Martin at Thomson Learning Asia for their contribution to the project. Special mention must be made of Guy de Villiers who managed the project and steered it to completion. I would also like to acknowledge and thank Ken Keobke for his critical review of the early drafts of the materials.

I would like to thank all those who have helped shape this project. Particular thanks go to Erik Gundersen, who helped me through the tough times, to Amy Mabley, Maryellen Killeen, Evelyn Nelson, Stan Galek and Charlie Heinle.

Finally, thanks must go to editors Nancy Jordan and Thomas Healy for their dedication to this project. Their commitment of time and critical review went well beyond what any author could hope or expect.

Additional thanks to Robert Lee for contributing his skill as singer/musician to the series, and to Zhang Linlin, Lu Xiqin and Guo Juan for their valuable contributions. Special thanks to Andrew Robinson for his hard work, dedication and commitment to the project.

David Nunan

The author and publisher would like to thank the following individuals who offered many helpful insights, ideas and suggestions for change during the development of **Go for it!**

- Vera Andre de Almeida, Instituto Brasil-Estados Unidos, Rio de Janeiro
- Lucia de Aragao, Uniao Cultural Brasil-Estados Unidos, Sao Paulo
- Jennifer Bixby, Acton, Massachusetts
- Lucia Santos, Casa Thomas Jefferson, Brasilia
- Elizabeth Rabello, Casa Thomas Jefferson, Brasilia
- Marta Diniz, Casa Thomas Jefferson, Brasilia
- Walkiria Darahem, Associacao Cultural Brasil-Estados Unidos, Riberao Preto
- Marilyn Bach, Bronx Public Schools, New York
- David Bohlke, Sejong University Language Research Institute, Seoul
- Wendy Brooks, YBM Si-Sa-young-O-Sa, Seoul
- Dr Melvin Clark, Clark Heller Education Center, San Juan, Texas
- Mary Corbin, Manatee County Public Schools, Florida
- Katy Cox, Casa Thomas Jefferson, Brasilia
- Nanette Dougherty, Richmond Hills High School, Queens, New York
- Jo Fritschel, San Diego City Schools, California
- Alejandra Gallegos, Interlingua Aguascalientes, Mexico
- Angie Ginty, District 15, Brooklyn, New York
- Raquel de Gomez, Instituto Culturale Mexicano-xas Norte americano de Jalisco, Jalisco
- Carol CH Feng, Taipei
- Anne-Marie Hadzima, National Taiwan University, Taipei
- Hui-wen Huang, YMCA, Taipei
- Seung Eun Kang, YBM Si-Sa-young-O-Sa, Seoul
- Jennifer Kellie, AEON, Okayama
- Sung Mi Kim, YBM Si-Sa-young-O-Sa, Seoul
- Athina Leite, ACBEU, Salvador
- Claudina Lo Valvo, Instituto Cultural Argentino, Buenos Aires
- Peter Oram, So Jung Middle School, Dong-gu
- Mary Riggs, Simi Valley USD, California
- Joyce Chin Shao, The Language Training and Testing Center, Taipei
- Stephen Sloan, James Monroe High School, Los Angeles, California
- John Alan Smith, Owada High School, Osaka
- Claudia Spelman, Conejo Valley USD, California
- Barbara Tedesco, Roselle Board of Education, New Jersey
- Lilian Vaisman, Instituto Brasil-Estados Unidos, Rio de Janeiro
- Maria Vasquez, San Marcos ISD, Texas

Table of Contents

编委会主任 刘道义

编委会副主任 魏国栋 龚亚夫 郝建平

美方主编 David Nunan

改 编 Guy de Villiers Edward Vickers Andrew Robinson

龚亚夫 李静纯 张雅君 张琳琳 郭 娟 陆锡钦

责任编辑 张雅君 郭 娟

封面设计 李宏庆

Unit 1	Can you come to my party?	65
Unit 2	I'm more outgoing than my sister.	69
Unit 3	How do you make a banana milk shake?	73
Unit 4	What are you doing for vacation?	77
Unit 5	What's the best radio station?	81
Unit 6	It's a nice day, isn't it?	85
Unit 7	Could you please clean your room?	89
Unit 8	What's the best radio station?	93
Unit 9	What's the best radio station?	97
Unit 10	It's a nice day, isn't it?	101
Review		105
Additional Material		109

The Goal of **Go for it!**

The goal of **Go for it!** is to make **language learning motivating and successful** through a step-by-step progression that builds confidence and leads to open-ended activities where students can actively **relate learning to their personal lives**. David Nunan's language research shows some of the challenges English language students face (see below). **Go for it!** provides the solutions.

Challenges

My students lack the confidence and language needed to speak English in class.

My students are bored and unmotivated. I have trouble getting them to pay attention in class.

My students often don't seem to remember what we cover in class.

My students do well on homework and written tests (grammar), but they don't communicate well orally.

Solutions

Go for it! provides step-by-step language support and clear models for learners to follow.

The topics in **Go for it!** relate to students' lives. Activities encourage learners to contribute their own ideas and feelings and to be active in class.

The learning goals of each unit are explicit. **Go for it!** helps students to monitor their own learning.

Go for it! encourages learning by doing. Each unit provides numerous activities that develop oral communication.

The Complete Go for it! Package

Go for it! is a five-level series from Beginning to High Intermediate level.

Each level contains:

Students' Book

- two step-by-step learning cycles per unit
- multiple opportunities for Pairwork and Groupwork
- Self Checks that show students what they have learned
- two Review units
- two Culture units

Teachers' Book

- teacher's notes and Workbook answer keys
- step-by-step strategies that make section preparation easier
- teaching suggestions in Chinese

Audio Cassette

- complete recordings of the Students' Book listening, and vocabulary

Workbook

- additional practice of vocabulary, grammar, functional language, and reading and writing
- content expansion activities that link each unit topic to academic subjects (such as social studies, literature, science, and math)

Tests Package

- twelve unit tests, as well as a final test
- audio cassettes with listenings for the tests

Wall Charts

- twelve wall charts to facilitate classroom teaching

How to Teach with **Go for it!**

如何教授 **Go for it!**

1. How does **Go for it!** provide a step-by-step approach to language learning?

Each unit in **Go for it!** is divided into two parts: Section A and B.

Section A

Section A opens with a picture presenting the new function in a real-world setting. This picture introduces key vocabulary for students to use while practicing the new language. Since all key words are portrayed in pictures, students can understand them immediately without explanation or translation. The new expressions are presented in speech bubbles above the characters' heads, making it easy for students to understand and practice the new language.

Section A continues with several step-by-step practice activities. Students complete various exercises singly, in pairs, and in groups. Each activity focuses on the target language in an easily understandable way.

At the bottom of the second page, there is always a grammar focus box. This chart provides students with a clear visual summary of how the grammar point works. The third page ends with an interactive exercise. This end-of-lesson activity takes the form of a game or other whole-class activity which allows students to use the new language in a collaborative way.

Section B

Section B introduces new vocabulary while recycling the language presented in Section A. Activities in Section B also help students integrate the new target language with the language studied in earlier units. This recycling reinforces previous language learning while providing additional practice with newly learned language.

Self Check Section

Section B ends with a self check section, which

1. **Go for it!** 如何为学生的英语学习提供一个循序渐进的方法?

Go for it! 的每个单元都分为两个部分: A 部分和 B 部分。

A 部分

A 部分以一幅展示新语言功能在实际生活中运用的图画开篇。该图引出了学生在操练新语言时需要用到的重点词汇。所有重点单词都在图画中描绘出来,因此学生不需解释或翻译就能理解它们。新的表达方式呈现在人物头上的气泡中,从而使学生很容易理解和操练新语言。

A 部分接下来是几个循序渐进的操练活动。学生独立、结对或组成小组完成多种练习。每个活动都围绕目标语言,以一种简单而容易理解的方式展开。

每单元第二页的下端呈现的是一个语法聚焦框。该表格清晰呈现了对本单元语法点使用的总结。第三页以一个互动活动结束。该活动采用游戏或其他全班活动的方式,学生在互相合作使用目标语言中完成本部分的学习。

B 部分

B 部分在循环 A 部分所呈现的语言同时引出新的词汇。同时, B 部分的活动帮助学生整合新的目标语言和前面单元学过的语言。这一循环强化了前面的语言学习,同时为新学语言提供了更多的操练机会。

自我检测部分

B 部分以自我检测页结束,学生可以在课上完成该

students can complete in class or as homework. These activities help students review all key vocabulary words as well as new grammar items. Each unit ends with a cartoon using the target language in an amusing or surprising way.

2. How can I use **Go for it!** to teach mixed-level classes?

Go for it! helps you motivate and instruct the more advanced students in your class and at the same time provide necessary support for those who speak little or no English.

Less fluent students benefit from the careful pacing of instruction, which gives them plenty of time to understand and practice each new item. All new material in the student book is accompanied by pictures, giving students an easy way to learn new vocabulary and a context in which to ask questions about the language they are learning.

The accompanying audio cassette allows students to hear the language spoken by native speakers. (You can encourage less fluent students to replay the cassette singly or in groups outside of class. They may wish to repeat sentences and dialogues several times in order to gain confidence with the new language.) In addition, the Teacher's Book contains language notes and pronunciation notes which may be useful when working with less advanced students.

Pairwork and Groupwork provide benefits for both more fluent and less fluent students. In mixed-level pairs or groups, the more advanced learners help the less advanced learners while at the same time getting a valuable review of their own. In same-level pairs and groups, the less advanced students complete the activities and practice the language at their own pace, asking each other (and you) questions as needed.

At the same time, the more advanced students can move ahead as quickly as they wish. Some may wish to challenge each other with new vocabulary and create original dialogues using key grammar and vocabulary items. Each section in the Teacher's Book contains several optional activities. You may wish to assign some of these to more fluent students, while working with the less fluent group who need

页,也可以作为课后作业完成。这些活动让学生复习了所有重点词汇以及新学的语法项目。每单元以一组卡通画结束,卡通画以有趣而出人意料的方式巧妙运用了本课的目标语言。

2. 我如何运用 **Go for it!** 教授不同层次学生的班级?

Go for it! 帮你激励和指导班上那些学有余力的学生,同时也为那些不善表达的学生提供必要的支持。

本教材精心安排的教学进度让那些语言不太流利的学生受益匪浅,他们有足够的理解时间和操练每一个新语言项目。学生用书中所有新的语言材料都配有图画,学生很容易学会新的词汇,图画还为学生提供了一个对他们所学语言进行提问的场景。

学生在配套的听力磁带中听到的是英语国家的人所说的语言。(你可以鼓励语言不太流利的学生课外单独或在小组中重听录音带。他们可能需要重复几遍句子和对话才能对新语言产生自信。)另外,教师教学用书中的语言注释和发音注释可能对那些后进生很有帮助。

结对活动和小组活动对各个层次的学生都有帮助。在由不同层次学生组成的对子和小组中,尖子生在帮助后进生的同时自己也复习了所学知识,这是非常有价值的。在层次相同学生的对子或小组中,后进生按照自己的进度完成活动并操练语言,必要时向对方(和你)提问。

同时,尖子生可以尽快提前完成。有的学生会愿意用新的词汇彼此挑战,运用重点语法和词汇创造新的对话。教师教学用书每部分都包含几个可选活动。你可以选择一些布置给那些语言比较流利的学生,从而花时间辅导那些语言不太流利的学生,因为他们需要更多的关注。

more attention.

3. How do I teach the four skills?

In **Go for it!**, the teaching of listening and reading is integrated with the teaching of speaking and writing. By simply teaching the pages in order and following the instructions given, you will be able to provide sound instruction in all four skills. The Teacher's Book also gives specific suggestions for introducing and practicing each skill area.

Here is a brief overview of how the four skills are integrated in **Go for it!**

All dialogues are recorded and each section opens with an activity in which students look at the picture as they listen to a recording. Then students identify objects mentioned on the tape, tell who's talking, tell who is being talked about or write in missing words.

Listening activities are followed by guided oral practice with the target language. Students repeat lines of a dialogue and rehearse the dialogues in pairs. They move on to a listening activity in which they are asked to recognize key vocabulary words as they hear them spoken. Throughout the sections, students start out with simple tasks such as reading lists of words and writing in one-word answers. As the section progresses, they move on to more complex tasks, including reading short dialogues and writing simple sentences. The sections are constructed in such a way that each skill practice supports the learning of the other skills.

4. How do I do Pairwork and Groupwork with **Go for it!**?

Many exercises in **Go for it!** are designed so that students can work in pairs. By having students talk to each other, you increase the amount of time students are actually using the new language. This helps prevent boredom and provides a lot of practice in a short amount of time.

You may assign students partners or allow them to choose their own. Student pairs may be seated side-by-side or across from each other. Before beginning a paired activity, be sure everyone understands the meaning of the vocabulary words

3. 我如何教授四种技能?

在 **Go for it!** 中, 听力与阅读教学是和口语与写作教学结合在一起的。仅仅按照页码的顺序进行教学并遵循书上的指令, 你就能为学生四种技能的发展提供很好的指导。教师教学用书还特别为每种技能领域的引入和操练提出建议。

下文简单概述了 **Go for it!** 是如何把四种技能结合在一起的。

书中所有对话都配有录音, 每部分第一个活动都需要学生边听录音边看图。然后学生确认录音中提及的物体、辨认说话人或被谈论的人, 或者填出缺失的单词。

听力活动之后是运用目标语言进行的半开放的口语操练。学生结对重复对话并复述对话。在接下来的听力活动中, 他们需要辨认听到的重点单词。每部分一开始, 学生先完成简单的任务, 例如读一系列单词, 用单个词作答。随着每部分活动的进展, 他们开始完成较复杂的任务, 例如阅读简短的对话, 写出简单的句子。每个单元的设计都力求在操练一种技能的同时支持其他技能的学习。

4. 我如何运用 **Go for it!** 开展结对活动和小组活动?

Go for it! 中很多练习的设计都适合学生开展结对活动。通过让学生彼此交谈, 学生就有更多的时间来使用新语言。这样学生就不会感到枯燥, 又在短时间内为学生提供了大量操练。

你可以为学生分配搭档, 也可以让他们自己选择。结对学生既可以并排坐, 也可以对着坐。在开展结对活动之前, 要确保每个人都理解词汇的意义并知道活动如何进行。如果有人不清楚, 你可以解释生词并与一个学

and knows exactly how to proceed. If anyone is unsure, you can explain new words and present a sample exchange between yourself and a student.

As the pairs work, move around the classroom checking their progress and offering assistance as needed. Later you may wish to have some pairs perform their conversations for the whole class. This provides further oral practice as well as an opportunity for other students to ask questions about specific language points, if they wish.

Sometimes students are also asked to work in small groups. This allows them to talk more informally and it also fosters a sense of cooperation in the classroom. The easiest way to form groups is to have students who are sitting near each other pull their chairs together. However, to ensure that the groups are not always the same, you may wish to group students based on when their birthdays are, what letter their first names start with or what color clothes they are wearing. As with Pairwork, be sure everyone understands the new vocabulary and check to be sure that all students understand how to complete the activity.

Once the students are in groups, help them choose a group reporter to report back to the class, if necessary. You may also wish to assign a group leader whose job is to keep everyone involved in the task at hand. Be sure to set a time limit on the activity. It is also a good idea to give students a warning a minute or two before the time is up.

In large classes, you may wish to have groups report back to each other (or perform conversations for each other) instead of having them talk to the whole class. Afterward, you can conduct a summary review by inviting group leaders to tell the answers their group arrived at or by having several members of each group perform a conversation for the whole class.

5. How does **Go for it!** strike a balance between fluency and accuracy?

In **Go for it!**, the first few exercises in each unit emphasize accuracy, while later activities help move students toward greater fluency. In Section A, for example, the focus is always on the presentation of a new function and a related group of vocabulary

生演示对话给他/她做个示范。

学生结对活动时,在全班巡视检查他们的进展并在必要时提供帮助。最后你可以让几组学生为全班学生表演对话。这样就为学生提供了进一步口语操练的机会,其他学生如果愿意的话也有机会对特定的语言点进行提问。

有时学生也可以组成小组进行活动。小组活动能让他们更加自由地交谈,还能在课堂中培养合作意识。组建小组最简单的方法是让座位靠近的学生把椅子拉到一起。但是,为了避免小组成员的重复,你可以让学生按照生日、名字的首字母、他们所穿衣服的颜色分组。与结对活动一样,要确保每个人理解新的词汇并知道如何完成该活动。

学生一旦组成小组,如果有必要的话,帮他们选出一个汇报员向全班汇报。你可能也会指定一个小组长来督促每个人都参与到眼下的任务中。一定要为活动设定一个时间限度。在时间快到的一两分钟时提醒学生一下也是个好主意。

在大班里,你可以让学生小组互相汇报(或为彼此表演对话),而不是让他们对全班讲。最后,你可以请小组长讲讲他们小组得出的结论或让每个小组出几名学生为全班表演对话,从而对小组活动进行一个总结。

5. **Go for it!** 如何平衡流利性与准确性的关系?

在 **Go for it!** 中,每个单元前几个练习强调准确性,而后面的活动帮助学生逐步提高语言流利性。例如,A部分总是围绕新功能和一组相关词汇的呈现展开。学生在一开始学会所有生词的意思和发音并清楚了解新的语言是非常重要的。

words. It is important that students learn the meaning and pronunciation of all the new words and also gain a clear understanding of the new language right from the start.

To accomplish this, most Section A activities have only one correct answer. For example, students are asked to repeat words and sentences and to match, number, and circle the answers to questions. Dialogues are carefully constructed so that students will have no difficulty performing them correctly the first time through. The more open-ended activities at the end of Section A can be successfully completed once students are confident using the target language. This step-by-step progression allows students to build accuracy and gain confidence with the new language.

Section B features Pairwork and Groupwork activities in which students have a chance to use the new language to talk with others in the class and to participate in more open-ended exchanges. It is important that students not only learn the target language but also learn to use the target language. The knowledge they have gained and the accuracy they have developed will be of no use unless they can employ it when speaking and writing.

Therefore, students are asked to play games, write letters, discuss their families, and complete other open-ended activities that involve the target language. As they do this, the teacher does far less correction and, instead, supports students as they communicate freely with each other. Section B also helps students integrate the new material with what they have studied in previous lessons. This combining of knowledge helps them make better use of both the previously-learned items and the new items.

6. How can I get students to use more English in class?

One of the best ways to increase the use of English in class is to teach the class entirely in English. Starting to use such simple statements as *Open your books, please* and *Let's begin at the top of page 5* helps students gain confidence in the new language. You can give explanations, ask questions, and require that all responses be made in English. By taking the lead in using only English, you provide a model for students

为此, A 部分大部分活动都只有一个正确答案。例如, 活动要求学生重复单词或句子, 匹配, 编号, 或圈出问题的答案。精心设计的对话让学生在一开始就能将它们顺利地表演出来。A 部分最后是一些较为开放的活动, 学生一旦对如何使用目标语言有信心就能出色地完成。这样循序渐进的安排使得学生既准确又流利地掌握新语言。

B 部分以结对活动和小组活动为特色, 学生有机会运用所学语言和班上其他学生交谈, 并参与到更加开放的交流中。学生不仅要理解目标语言, 还要学会使用目标语言, 这一点很重要。他们所获得的语言知识以及他们所达到的准确程度只有运用到口语和写作活动中才是有价值的。

因此, 学生要做游戏, 写信, 谈论他们的家庭, 或完成其他使用目标语言的开放性活动。学生在做这些事情的时候, 教师不做过多的纠正, 而是, 在他们彼此自由交际时给予必要的支持。B 部分还让学生将新的语言材料和他们在前面单元学过的知识结合起来。这种知识的整合能让他们更好地运用新旧知识。

6. 我如何让学生在课堂上更多地使用英语?

提高课堂上英语使用率的一个最好的办法是全英语教学。从使用这样简单的陈述句开始: *Open your books, please. Let's begin at the top of page 5.* 这样可以帮助学生对新语言建立自信。你可以解释, 提问, 并要求学生全部用英语回答。你率先全部使用英语, 这样就为学生提供了可以效仿的典范。

to follow.

Besides providing useful language practice, using only English reinforces the idea that the English language can do all the things that the native language can. It shows that English is a practical language and not all that difficult. The **Go for it!** Teacher's Book even provides sentences in italics for you to use in class. You can read these sentences directly from the book or say the same thing in your own words.

If all the students speak the same language, you may need to remind them often to use only English in your classroom. Make this as easy as possible for them by asking clear, simple questions, modeling responses when necessary, and paraphrasing students' statements or questions in simple English and having them repeat. From time to time it may be more efficient to use the native language to set up an activity or give a grammar explanation, but as much classroom interaction as possible should be in English.

Go for it! helps students learn English without using the native language in class.

- New vocabulary is introduced a few words at a time. These words are accompanied by pictures which facilitate understanding.
- The target language is presented in a simple format and is followed by a step-by-step progression of exercises that help students learn how to use the structure.
- The target language is recycled throughout the unit and again in later units to promote student mastery.
- The language notes and pronunciation notes in the Teacher's Book highlight key points in each lesson. Teachers can use these simple English language explanations to help support student learning.

7. How can I make best use of the Workbook and the independent activities outlined in the Teacher's Edition?

The Workbook provides reinforcement of the functions, structures, and vocabulary in the Student Book. Workbook material can be assigned for homework or used in class during a quiet study period. You can assign specific exercise numbers in

除了提供有用的语言操练,全部使用英语还强化了一个观点,即:母语可以做到的任何事情,英语也可以做到。它说明了英语是一种实用语言而且并不难。**Go for it!** 教师教学用书还用斜体给出你可以在课上使用的句子。你可以直接使用书上的句子,也可以用自己的话转述。

如果所有的学生都说同一种语言,你可能需要提醒他们在课堂上要尽量全部使用英语。你可以使自己的提问简单明了,在必要时给出回答示范,用简单的英语复述学生的陈述或问题并让他们重复,这样就尽可能地为他们使用英语铺平道路。有时使用母语布置活动或解释语法可能更有效,但是课堂互动要尽量多地使用英语。

Go for it! 帮助学生在课上学习英语而不使用母语。

- 一次只介绍几个生词。这些生词都伴有图画帮助学生理解。
- 目标语言以简单形式呈现,循序渐进的练习让学生学会如何使用这些语言结构。
- 目标语言在整个单元以及后面的单元循环,让学生掌握得更加牢固。
- 教师教学用书中的语言注释和发音注释突出了每部分重点,教师可以使用这些简单的英语解释指导学生的学习。

7. 我如何更好地使用练习册和教师教学用书中概述的独立活动?

练习册强化了学生用书中的功能、结构和词汇。在自学阶段,练习册中的语言练习可以作为作业布置给学生,也可以在课上使用。你可以在课下布置练习册上的

the Workbook after each class, or you can wait and assign an entire Workbook unit when the class has finished studying that unit.

Some teachers ask students to exchange Workbooks and correct each other's work as they go over the answers together in class. Others prefer students to correct their own work in class. Either method gives the teacher a chance to monitor student progress while giving students a chance to ask questions as necessary.

Another option is for teachers to collect the Workbooks and correct the exercises themselves. The teacher can also write notes to the student as corrections are made. If possible, he or she should also arrange to meet individually with students whose work shows a need for extra help in a particular area.

Other independent activities are suggested in the Teacher's Book. Optional activities appear throughout each section and follow-up activities appear at the end of each section. Some of these exercises can be assigned to individuals and groups of students for completion in class (while you work with another group of students) or for use outside of class. Some activities lead students to write, draw or say something, which is then presented to and discussed with the rest of the class.

8. How can I help my students take responsibility for their own learning?

Each unit ends with a Self Check page. The first part of this page provides a comprehensive review of all key vocabulary presented in the unit. Students check off the words they already know and find out the meanings of any they are not sure of. Then they are encouraged to record any other words they have learned in their own notebook. This provides them with a personalized dictionary of vocabulary words they know how to use.

The Self Check also provides a review of the key functions from the unit. This independent work helps students take responsibility for their own learning. It also motivates them by pointing out exactly what they have learned.

某些练习,也可以等到学完那个单元后再把整个单元的内容布置给他们。

有些教师在全班核对答案的时候让学生互换练习册,互相批改作业。而有些教师则更喜欢让学生在课上自己批改自己的作业。无论采用哪一种方法教师都有机会监测学生的学习进展,而学生若有必要也有机会提问。

教师的另一种选择是将练习册收上来自己批改学生的练习。教师在批改时还可以给学生写出批语。有些学生的作业反映出他们在某个方面需要更多的帮助,如有必要,教师应该单独约见这些学生。

教师教学用书还提出另外一些独立活动。每个单元中都有可选活动,每个单元后还有补充活动。其中有些活动可以在课上(在你指导另一组学生时)布置给单个学生或学生小组,也可以在课后布置给他们。有些活动引导学生去写、去画或去说,然后表演给班上其他学生或与其他学生讨论。

8. 我如何让学生对自己的学习负起责任?

每个单元以自我检测页结束。这一页第一部分全面复习了本单元呈现的所有重点词汇。学生核对那些已经掌握的单词,并查出他们没有把握的单词。接着他们把学会的其他单词记录在自己的单词积累册上。这样他们就拥有了一本包括自己所掌握词汇的个性化字典。

自我检测页还复习了本单元的重点功能。这一独立活动让学生对自己的学习负起责任。学生明确已经掌握的知识对他们也是一种激励。

Language Goals

In this unit, students learn to give invitations, say yes to invitations and say no to invitations and give reasons.

New language

Pacing

The number of instructional hours in **Go for it!** can vary greatly depending on the number of students participating in class, as well as how teachers expand sections or cut them short to meet the needs of their students. Ample time should be allowed to personalize the language activities in each unit. As a general guideline, the **Go for it!** program provides a minimum of 60–90 hours of student work. The number of hours can be expanded to 120 hours, using the entire program of Students' Book, Workbook, and Tests.

After the first expression, write the word YES and circle it. After the second expression write the word NO and circle it. Read the expressions to the class and ask the students to repeat each one.

Ask students to count 1–2–1–2 around the room and remember their numbers. Then go around the room making invitations to individual students. Say, *Can you come to my party?* Have the number 1s give YES answers and number 2s give NO answers plus a reason. Ask students to give their own reasons. You can give a reason and have the students repeat it, if necessary.

1a This activity introduces the key vocabulary.

Focus attention on the picture. Say, *Each thought bubble shows a person doing something.* Ask students to tell what they see in each scene. If necessary, name each activity and ask students to repeat: *helping his parents, studying for a test, going to the doctor, visiting her aunt, and having a piano lesson.*

Point out the blank next to each of the phrases. Ask students to write the letter of the correct picture in this blank.

Point out the sample answer. Then ask students to fill in the blanks individually.

Check the answers.

Answers

1. b 2. c 3. d 4. e 5. a

1b This activity provides practice in understanding the target language in spoken conversation.

Point to each scene in the picture. Ask students to look at each thought bubble and tell what the person is doing.

Play the recording for the first time. Students only listen.

Play the recording a second time. Point to the pictures. This time say, *Listen to the conversation again. Write the name of each person next to his or her picture. Listen carefully to Sun Ning's words. He says the name of each person he is inviting.*

Ask students to complete the activity individually.

Check the answers.

教学进度

a. Ray

b. Tim

c. Wilson

Anna

由于课堂参与的学生数量以及教师根据学生需要扩展和削减教材内容程度的不同, **Go for it!** 的学时数量也有很大不同。学生应该有充足的时间内化每单元的语言活动。作为一个大致的原则, **Go for it!** 课程要求至少要有60至90小时的学生活动时间。若使用整套教材, 包括学生用书、练习册以及评价手册, 课时数量可以扩展到120小时。

Sun Ning: Saturday afternoon.

Tim: Oh, no, I can't. I have to study for a test.

Sun Ning: What about you, Wilson?

Wilson: Sorry, I have to go to the doctor.

Sun Ning: Anna, can you come?

Anna: I can't, Sun Ning. I have to visit my aunt.

Kay: I can't either, Sun Ning. I have a piano lesson.

Sun Ning: That's too bad, Kay. Oh, maybe next time.

What a small party!

1c This activity provides guided oral practice using the target language.

Point out the sample conversation in the box. Ask four students to read it to the class.

Help students form groups of four. Say, *One of you is Student A. Student A, invite the other three students to your party. The other students, say if you can go or not. If you can't go, remember to give a reason. You can use any reason you like.*

You may want students to do a practice round.

As students work, move around the room, offering vocabulary and pronunciation support as needed.

Optional activity

Ask student pairs to practice some invitations and refusals. Then make tape recordings of several pairs of students. Play the recordings for the class and have students ask about any words or sentences they can't understand. Repeat each unclear sentence clearly and ask the students to repeat it after you.

2a

This activity provides practice in understanding the target language in spoken conversation.

Point to the five sentences. Read each one to the class twice. The first time say *can* and the second time say *can't*.

Say, *Listen to the recording. There are five conversations numbered 1 through 5. In each conversation the person says that they can or they can't come to the party. Listen to each conversation and then circle the word that makes the sentence correct. For example, the word 'can't' has a circle around it in sentence 1. So sentence 1 is 'I can't come to the party.'*

Acknowledgments

Table of Contents

It was a great pleasure to work on this project. Special thanks must go to Mr Gong Yafu and Ms Hao Jianping for their invaluable comments and suggestions, to Mr Liu Daoli and Mr Li Jingchun for their invaluable comments and suggestions, to Mr Yanchang, Mr Ding Wangdao and Mr Hu Wenzhong without whom this project would never have happened, to Mr Edward Vickers for his critical review of the materials, and to Zhang Yajun for her help in keeping the project on track.

The Goal of Go for it!

The Complete Go for it! Package

How to Teach with Go for it!

Unit 1 Can you come to my party?

Unit 2 I'm more outgoing than my sister.

Unit 3 How do you make a banana milk shake?

Unit 4 How was your school trip?

Unit 5 When was he born?

Unit 6 What are you doing for vacation?

Unit 7 I'm going to be a basketball player.

Unit 8 Could you please clean your room?

Unit 9 What's the best radio station?

Unit 10 It's a nice day, isn't it?

Review

Additional Material

I

II

III

1

6

11

16

21

26

31

36

41

46

51

54

Lucia Santos, Casa Thomas Jefferson, Brasilia
Elizabeth Rabello, Casa Thomas Jefferson, Brasilia
Marta Diniz, Casa Thomas Jefferson, Brasilia
Walkiris Darahem, Associacao Cultural Brasil
Unidos, Ribeiro Preto
Marilyn Bach, Bronx Public Schools, New York
David Bohike, Sejong University Language
Research Institute, Seoul
Wendy Brooks, YBMSi-Sa-young-O-Sa, Seoul
Dr Melvin Clark, ClarkHeller Education Center,
San Juan, Texas
Mary Carlsen, Manatee County Public Schools,
Florida
Katy Cox, Casa Thomas Jefferson, Brasilia
Nanette Dougherty, Richmond Hills High School,
Queens, New York
Jo Fritschel, San Diego City Schools, California
Alejandra Gallegos, Interlingua Aguascalientes,
Mexico
Angie Ginn, District 15, Brooklyn, New York

Hui-wen Huang, YMCA Taipei
Seung Eun Kang, YBM Si-Sa-young-O-Sa, Seoul
Jennifer Kellie, AECN, Okayama
Sung Mi Kim, YBM Si-Sa-young-O-Sa, Seoul
Athena Leite, ACBEU, Salvador
Claudina Lo Valvo, Instituto Cultural Argentino,
Buenos Aires
Peter Oran, So Jung Middle School, Dong-gu
Mary Riggs, Simi Valley USD, California
Joyce Chin Shao, The Language Training and
Testing Center, Taipei
Stephen Sloan, James Monroe High School, Los
Angeles, California
John Alan Smith, Owada High School, Osaka
Claudia Spelman, Conejo Valley USD, California
Barbara Tedesco, Roselle Board of Education,
New Jersey
Lillian Vaisman, Instituto Brasil-Estados Unidos,
Rio de Janeiro
Maria Vasquez, San Marcos ISD, Texas