

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十五”国家级规划教材



Integrated Skills of English



(Teacher's Book)
(教师用书)

综合英语教程 (第二版)

总主编 黄源深 虞苏美

主 编 邹为诚



高等教育出版社
HIGHER EDUCATION PRESS



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综合英语教程

江苏工业学院图书馆(第二版)

藏书章

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内容提要

本书是与《综合英语教程1 学生用书》(第二版)配套的教师用书,全书共15单元,主要包括:每单元的教学目标、教学法建议、补充材料、任务型活动、活动操作提示、语言点注释、练习答案以及课文译文等。书后附带一张光盘,包括3套英语专业一级考试模拟试题、参考答案及录音文本,2套期末试题及参考答案,课堂活动任务书以及学习自我评估表,供教师选用。

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第 二 版 前 言

《综合英语教程》第一版问世以来,得到了全国上百所普通高等院校英语专业老师和学生的支持,为我国英语专业基础阶段的教学作出了很大的贡献。随着社会的发展,我国英语专业基础阶段的教学出现了许多变化,为了适应这些变化,编写组于2002年起对本教材进行了全面的修改。第二版充分反映了教师们开展教学实验的结果,修改和删除了一些不受学生和教师欢迎、课堂操作困难或过于机械的项目,增加了课堂效果良好、有助于促进学生在语言 and 知识两方面发展的任务和 content,并根据课堂实验重新编写了内容更加丰富的教师用书。

编写组认为,教材的修订不应仅仅是课堂操作层面上的改进,还应反映学科的最新变化,以及当前外语教学领域开展的一些重要变革。

众所周知,在最近5年里,教育界发生了翻天覆地的变化,外语教育也不例外。传统的教学观念、教学手段、学习目的和学习方法都已产生了巨大的变化,其中最突出的是对学生主体的重新认识。教学界重新认识到教师必须根据学生的认知需要、情感需要和语言交流的需要来开展教学,这一原则在第二版教材中有如下体现:

1. 强调“以学生为中心,以教师为主导”的观念。第二版教材在教学活动的设计上,强调从学生已有知识出发,引导学生去探索未知的知识;教师在引导过程中,及时为学生传授语言和知识。

2. 第二版教材强调教材和教师在语言示范方面的共同作用。传统教材以教学材料为主要的语言示范工具,这对学习者的语言习得有极大帮助。但是,这种静止式的语言示范有很大的局限性,它排斥了语言教师的动态语言示范作用,教师无法准确地把握学生语言发展和学生交际需要之间的关系。第二版教材采用“静止式示范(Single-mode Modeling)”与“动态式示范(Interactive Modeling)”相结合的模式,强调教师通过语言交流活动,发现学生的交际需要,采用有针对性的“动态语言示范”,创造让学生“顿悟”语言的机会。

3. 第二版教材同时强调语言的“正面”和“负面”输入(Positive and Negative Input)。语言的“正面输入”指的是教师、教材以及教学活动和环境为学生提供的正确的语言形式,“负面输入”指的是学生在语言活动中得到的有关其语言错误的信息。近年来的研究已经证实,有些语言错误可以随着语言的发展而自行得到纠正,但也有许多语言错误必须得到及时的纠正,这种动态“负面”输入对学生的语言发展极为重要。

4. 第二版教材更加强调语言学习的自主性。语言教学要让学生获得语言知识,但是也要让学生学会自己去发现语言知识。学生通常必须在有意义的思维活动的基础上,在真实性交际需要的驱动下才能寻找到能刺激语言发展的语言形式。第二版教材重新设计了许多符合当代青年学生特点的任务,鼓励他们将自己的生活经验与语言活动以及语言学习联系起来,从而获得自主发现语言形式的机会。

5. 第二版教材增加了大量的任务型活动(Task-based Activities)和研究型活动(Enquiry-based Activities)。有的活动印在学生用书上,有的放在教师用书上。一般来讲,在学生用书中提供的活动要求学生独立思考,锤炼语言;安排在教师用书上的任务在开展活动时由教师复印后发给学生,这更有利于教师组织课堂活动。编写组在实验中发现,语言学习的机会不仅产生于课前已经准备好的活动中,也产生于课堂活动的过程中。

第一册学生用书修改了部分对话和阅读文章;调整了阅读理解题,使之更加简练,概括性更强。原来的“角色表演”改为“任务型”活动,第三部分的扩充阅读后也增加了“任务型”活动。第三部分的词汇学习(In other words)作了较大的改动,改动后的训练强调在语境中理解词语的意义和用法的能力,数量上由原来的10个左右的词语改为现在的5个,每个词语的例句印在教师用书上。写作部分(Writing)的改动主要在第二项(b)上,第二版教材重新设计了大部分练习,使写作的目的更加明确、具体,教师用书

上增加了辅助材料，教师可以根据学生的实际情况组织活动，帮助学生完成写作任务。第二版教材中的文化学习(Cultural Information)增加了练习，以期提高学生理解英美文化的能力，学会文化对比和文化批评。这些补充练习都印在教师用书中，教师可根据实际情况决定取舍。

编者建议教师在教学前仔细阅读教师用书，在掌握基本教学技巧和活动组织技巧的基础上进行发挥和创造。

编写组特别感谢两位美国语言教育和教师培训方面的专家Randi Steckler 和Michael Steckler夫妇，他们耐心地帮助我们修改书稿，他们的无私帮助使我们的第二版教材在教学设计和语言质量上都更臻于完善，教材中若还有谬误，则是编写组的责任。

编写组抱着认真负责的态度开展修改工作，在修改中尽量考虑到我国英语专业基础阶段外语教学的情况、学生的常用学习策略和广大教师的教学习惯。但是百密一漏，第二版教材中一定还会有许多疏漏，我们恳请广大教师和学生提出宝贵的批评意见。

《综合英语教程》编写组

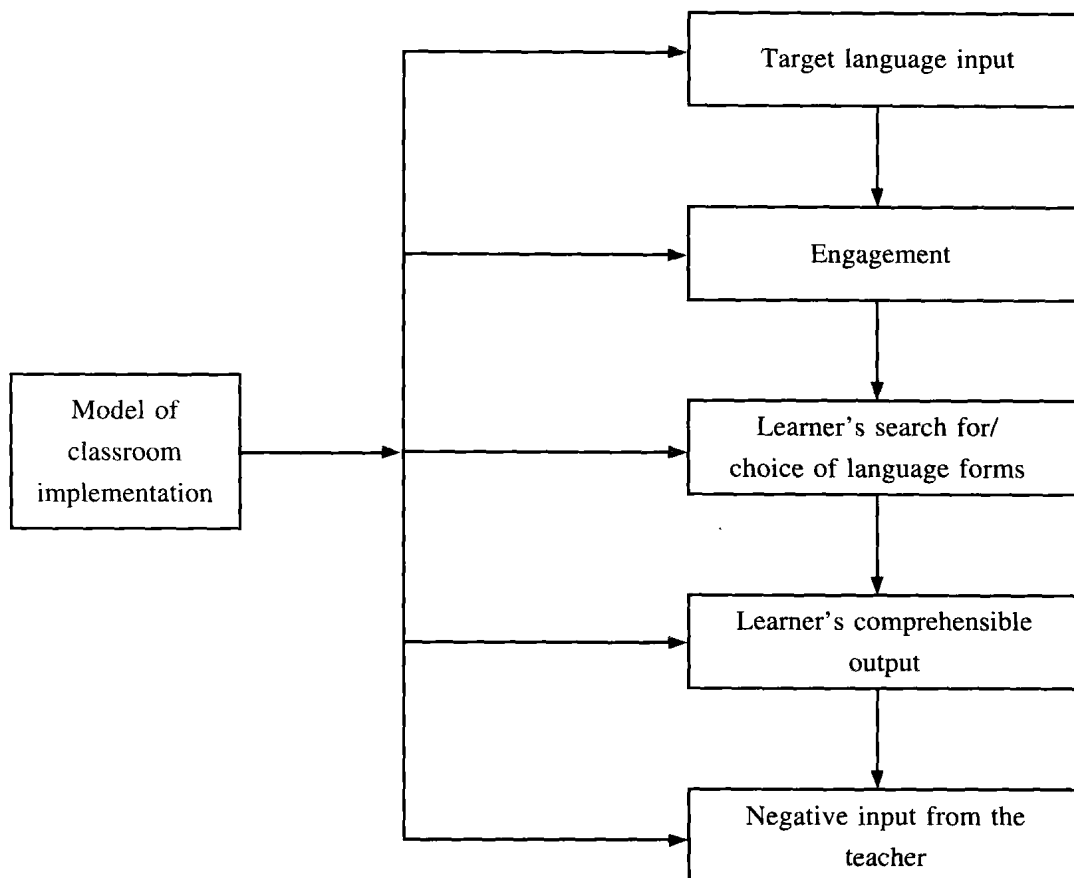
于华东师范大学

2004年7月

教学法说明

一、教学模式

教师在使用本书前应全面地理解本教程所运用的教学原理和教学技巧。本教程所采用的基本教学模式如下：



该模式中各个部分的含义和课堂实施建议如下：

1. 英语语言输入 (Target language input)

语言输入可以通过如下途径实现：学生用书上所提供的书面材料；教师用书中提供的活动“任务书” (Worksheets)；教师用书中建议教师补充的材料；教师用书中建议对学生活动进行引导的口头交流 (Introductory remarks by teachers)；教师用书中建议教师展示的内容 (Teacher's written or/and oral demonstration)；教师用书中建议教师对学生活动作出的具体评价 (Teacher's comments on student's performance in both content and language)；教师用书中要求学生之间开展的讨论和展示；教师用书中要求学生进行的课外作业，如检索互联网，利用图书资料等。教师提供的语言输入在内容和形式上应该具有针对性和具体化，切忌泛泛而论。

2. 组织教学活动 (Engagement)

教学活动可以采用如下形式：学生根据教学指令完成书上所规定的任务；教师进行讲解；学生一对一地讨论和开展活动；学生以小组为单位讨论和开展活动；一人对全班或小组之间开展活动；小组对小组之间开展活动；如果有平行班，可以进行班级对班级之间的交流活动；教师与学生之间讨论和开展活动。活动的组合应该有变化，为学生提供更多相互交流的机会。一年级第一学期可以直接采用学生用书上规定的活动，第二学期开始大量增加任务型活动，采用教师用书上建议的“任务书”(Worksheets)，提高学生在语言活动中的投入深度 (Depth of engagement)。如果学生基础较好，建议从第一册开始大量使用教师用书中提供的“任务书”，以确保各种水平和语言发展层次上的学生都有语言学习和语言实践的机会。教学活动 (Engagement) 的成败取决于如下因素：是否帮助学生明确任务目的和要求；是否对任务的难度进行了调整；是否给学生提供了“范例”(Demonstration)；在完成任务过程中是否给学生提供了及时的支持（如解释语言、提供语言形式、澄清思路等）。

3. 学生寻找和选择语言形式 (Learner's search for/choice of language forms)

教师在教学中要创造条件让学生从各种途径寻找到他们用来完成学习任务(Tasks)的语言形式。学生一般从如下途径寻找：学生用书上提供的材料，如对话练习中的替换词语和句子；表达某个功能的各种句子形式；课文引导和阅读材料；学生用书上提供的文化学习材料和成学习语材料；扩充部分的词语和写作材料；教师用书提供的“任务书”(Worksheets)；教师用书上建议的补充材料；教师在黑板上列出的语言；学生之间交流时记录下来的语言。如果是课外作业或活动，学生还从其他书籍、网络、词典、听力磁带、电影、电视、录像等语言中获得他们用来完成任务的语言。学生能否找到语言取决于如下因素：活动环境是否具备针对活动目的的语言材料；活动环境是否有助于学生将当前的任务与以往的语言活动或语言形式建立联系；学生对目标语形式的需要程度三者之间关系的密切程度。

4. 学生可理解性输出 (Comprehensible output)

学习者的输出体现在自己编造对话、编故事、准备讨论、发言、回答问题、辩论和写作等方面，输出活动的重点是输出前的准备工作。对于一年级第一学期的输出活动，建议利用对话中提供的替换词语、句型或内容提示，根据课文提示进行口语练习时，学生应该眼睛看着听话者，只有在想不起词语或内容时可以看书上或黑板上的语言提示。对于水平较高的学生，建议用教师用书提供的“任务书”(Worksheets)为准备材料。从第二学期开始，输出前的准备工作要以写作为基础，尽量在书面准备的基础上作口头发言，“说前写”(Drafting before speaking)可以有效地防止学生采用“回避策略”(Avoidance strategies)，解决部分学生长期依赖低质量的口水话而造成语言发展停滞不前的问题。输出的形式要多样化，多样化体现在话语的长度、复杂度和文体风格上。输出的质量要符合如下标准：输出内容满足交流思想的要求，输出量满足交际效率的要求，输出的方式满足形式和内容统一的要求。

5. 负面输入(Negative input)

负面输入是否能获得良好的效果取决于如下的因素：符合“即时即地原则(Here and now principle)”，所以最好的机会是在学生发言、写作刚刚结束时和学生的注意力被教师吸引住时。教师对语言错误的判断要十分准确，每次只涉及学生承受范围之内的错误个数。输入的方法有：教师用正确的形式复述学生的语言(Recasting)，通过“澄清”(Clarification)的方式吸引学生在交流过程中注意教师的正确语言形式；教师通过口头和板书两种方法吸引学生的注意力；教师通过“展示”(Demonstration)给全班学生提供正确的语言形式。负面输入的机会主要存在于“师生互动”(Teacher-learner interaction)之中。在确定负面输入

内容时,教师应用笔记的方式记录学生语言输出中的质量问题,然后根据笔记向学生提供纠错信息。

二、课堂教学管理

1. 建议教师把课堂中出现的重点句型和词汇作笔记,在下课前2—3分钟时作简要的回顾。可以用中文作笔记,但鼓励老师用英语完成这个总结任务。

2. 每一单元结束时,将教学所涉及的词汇、词组、句型、惯用法、成语、俗语作简单的回顾,可以采用问答的方式提醒学生注意这些语言形式。

3. 在使用“任务书”时,建议教师在备课时先尝试一遍,以发现学生可能会遇到的困难;建议用多种方式评价学生(如参与积极性、数量、书写的美观度、任务所涉及的内容和语言两方面的深度和宽度、参考书目、提供注释和互助合作等因素)。

4. 在使用“任务书”的过程中,防止学生分工不均的做法,例如总是某一学生写,总是某一学生发言,建议采用轮流的方法来避免这种情况,并在评估中考虑这一因素。

5. 建议教师每隔4个单元进行一次4级口笔语测试。根据《高校英语专业四级考试大纲(2004年新版)》,我们在本书中编写了3套一级模拟试卷,建议教师分别在第4单元、第8单元和第12单元教学任务结束之后使用。模拟试卷在教师用书附带的光盘中,教师可复印后发给学生。录音部分在磁带中。

6. 第一版教师用书中的Achievement Test和Proficiency Test以及参考答案也收录在光盘中,供期末考试用。

7. 建议一年级的期末考试口笔语并重,二年级偏重笔试成绩。

8. 建议学生用英语写自我评估,不必每课都做,教师可以根据学生的实践情况决定评估的次数。

9. “任务书”及参考答案和“自我评估”都在教师用书附带的光碟中,教师可以在备课时复印好供上课时使用。

三、符号说明

1. 方框内是教学目的,并非所有的教学内容和活动前都有教学目的的描写,有些活动目的不言自明,故省略。

2. 数码表明教师可采用的教学步骤,建议新教师采用这种方法开展教学。有经验的教师可以根据学生实际情况进行调整或取舍。

四、教师用书附带的光盘内容说明

1. 任务书及参考答案
2. 自我评估
3. Achievement Test 及参考答案
4. Proficiency Test及参考答案
5. 一级模拟试卷、参考答案及录音文本

第 一 版 前 言

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国高等学校英语专业学生编写的一本面向21世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共6册，由学生用书、教师用书和录音磁带组成。

根据我国目前高校英语教学的实际情况，基础教学应以语言基本功训练为主要途径，以培养语言交际能力为主要目的。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语基础知识，并把所学到的知识应用于各种交际性任务，包括教师技能训练任务中去。为了鼓励学生在努力学习语言的同时了解英语国家社会，编者还为学生提供了丰富的英语国家文化知识。在融语言知识、交际技能和教学技巧于一体方面，本教材作了大胆尝试。

本书是《综合英语教程》教师用书第一册。内容包括：每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

听写短文时，建议教师读四遍，第一和第四遍用正常的语速，第二、第三遍用慢速。

书后附有两份试题：Achievement Test 和 Proficiency Test 以及参考答案。供期末考试用。

编 者

1998年5月

于华东师范大学

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1

My First Job

Teaching Objectives

1. **Function:** greetings & farewells
2. **Grammatical Point:** this/that be + n. or adj.
3. **Vocabulary:** *run, offer, except for, figure, promote, you'd better, how about, as far as ... is concerned, take a day off, bring in, beam*

Part 1

Listening and Speaking Activities

1 Introduction of functions

Aims

Familiarize the students with the basic concepts of first/given and last/family names

Familiarize the students with the structures for identifying/introducing people

tips

- 1 Bring a few pictures of your family to the class for teaching introduction.
- 2 Start by greeting the class in a friendly manner to introduce the functions of greetings, selecting one of the following greetings:
☐ Good morning! ☐ Hello, everybody! ☐ Hi, class! ☐ Attention, everyone
- 3 Introduce your name by writing it on the blackboard.
- 4 Explain your family name, given name and what you prefer to be called by your students. In the English-speaking world, it is more informal and therefore friendlier to call people by their first names than by their family names.

- 5 Present a picture of yourself and teach "This is/That is ..."
- 6 Explain that these structures are also used for introducing other people in real life situations.
- 7 To make your introduction more interesting, ask the students to guess who the people are in the pictures by asking the following questions:
 - ☐ Who is this man? ☐ Who is that woman?
 - ☐ Who is the person next to the man? Etc.
- 8 Give each student a piece of A4-size paper.
- 9 Ask them to draw a rough sketch of themselves or of somebody they know.
- 10 Encourage them to ask each other questions about the pictures they are showing to each other.
- 11 Encourage them to guess the identity of the people they draw by using structures like:
 - ☐ I think he is your father. ☐ I don't think this is your mother.
 - ☐ Is that your sister? ☐ Is this you?
- 12 Summarize the questions and structures used in performing the function of greetings.
- 13 Highlight the structures used in greetings and farewells by writing them on the black-board and giving explanations when necessary.

2 Listen and speak

Aims

Practice classroom English

Listen as warm-up for the following speaking activity

tips

- 1 Ask the students to identify the job of the woman in the picture.
Expected answer: *(She is a) teacher.*
- 2 Tell the students that you are going to speak on her behalf.
- 3 Get the students to fill up the blanks while listening to you.
- 4 Read the following passage to the class.

Answers

Classroom English

Attention, everybody. Now we're going to listen (1) to two conversations about how people (2) talk when they meet and part from each (3) other. I want you to tick the (4) answers to the following questions as you listen. I will play the tape twice for you. As you listen the first time, make (5) sure you understand what people are talking about. As you listen the second time, (6) tick the answers to the questions. If there is a word you don't understand, just (7) ask me.

- 5 Check the answers.
- 6 The tape scripts of the **Conversations One** and **Two** can be found in 3 **Try to speak more** in the student's book.
- 7 Play the tape one or two times.
- 8 Stop the tape for explanation if students have difficulty understanding the recording.
- 9 Get the students to choose correct answers to the questions.
- 10 Explain that other ways of greeting are also possible in real life. However, they are only required to choose what they have heard from the recording.
- 11 Explain the following language points. And point out that some of the sentences may sound rude to some people.
 - a. "I'm" is more common in speaking than "I am" which is often used for the emphatic purpose in such a contrast as "but he isn't".
 - b. Other contractions often used in conversational English include the following:

<input type="checkbox"/> it's = it is/has	<input type="checkbox"/> let's = let us
<input type="checkbox"/> I'd like = I would like	<input type="checkbox"/> you're = you are
<input type="checkbox"/> he's = he is/has	<input type="checkbox"/> don't = do not
- 12 Select some students to give answers.
- 13 Correct mistakes in their pronunciation if any.
- 14 Check the answers.

Answers

Conversation One: 1. c 2. b 3. b 4. b
 Conversation Two: 1. a 2. c 3. b

3 Try to speak more

Provide multiple opportunities for the students to practice interactive speaking and listening

Practice different ways of greeting and introducing/identifying people

Aims

Conversation One

tips

- 1 Explain that friendly greetings can be followed by an offer of help: Hi, may I help you?
- 2 Explain that possible responses may be:

<input type="checkbox"/> No. Thank you.	<input type="checkbox"/> I have been helped.	<input type="checkbox"/> I'm being helped.
---	--	--
- 3 Explain the language in **Conversation One** by using **Useful Structures and Expressions**.
- 4 Organize reading aloud practice and correct pronunciation problems.

- 5 Have the students make a new conversation by using the substitutes word.
- 6 Encourage the students to raise questions about the conversation and the substitutes.
- 7 Have one or two pairs of students present the conversation(s) they have made up.
- 8 Check the student's understanding of first name and last name/family name. Ask questions like this:

<input type="checkbox"/> What is your name? (Or What's your name?)	<input type="checkbox"/> What is your family name?
<input type="checkbox"/> What is your given name?	<input type="checkbox"/> What is your last name?
<input type="checkbox"/> How do you spell your first name/last name/given name etc.?	
- 9 If time permits, introduce middle name and Initials such as:

<input type="checkbox"/> Allen D. Wallace	<input type="checkbox"/> A.D. Wallace
---	---------------------------------------
- 10 In some types of writing, such as dictionary entry or bibliography, a person's name can also be written in the form: Wallace, A.D.

Conversation Two

tips

- 1 Explain the language in **Conversation Two**. See the notes below.
- 2 Have the students read aloud, check their pronunciation.
- 3 Encourage the students to make a new conversation by using the substitutes.
- 4 Have one or two pairs of students demonstrate the dialogue they have made.
- 5 Highlight **Useful Structures and Expressions** by writing them on the blackboard.

NOTES

1. family name: the name shared by the members of a family
2. given name: the name given to a child by the child's parents
3. the train will be arriving at Shanghai: will + be + v-ing, the future continuous tense for a scheduled event which is coming soon
4. It's been nice talking to you: In American English, people also use "It's nice to talk to you."
5. Goodbye and good luck: A farewell used especially when you and your friend are not expected to see each other for a long time.
6. I'm flying back ...: The present continuous tense indicates a scheduled action in the near future.
7. write to: write a letter/an e-mail to
8. have a happy landing: a farewell used only to people who are going to make a plane trip

- 6 Photocopy worksheet 1 in the disk for the students
- 7 Have the students check the answers for each other.
- 8 Spelling games.

- (1) Have the students work in two groups to compete.
- (2) Write the following vocabulary on the blackboard if the students need help:

<input type="checkbox"/> department	<input type="checkbox"/> employee	<input type="checkbox"/> company
<input type="checkbox"/> employee	<input type="checkbox"/> teaching position	<input type="checkbox"/> safe
<input type="checkbox"/> trip	<input type="checkbox"/> journey	<input type="checkbox"/> landing
- (3) Skip the above procedure to make the game more challenging.
- (4) Choose a student from Group 1 as a challenger.
- (5) Give the challenger a slip of paper with one word from the above list.
- (6) Ask the challenger to close his/her eyes and then throw a paper ball at anyone in Group 2.
- (7) Have the student who is hit stand up to spell the word called out by the challenger from Group 1.
- (8) Award 1 score for correct spelling and 0 for incorrect spelling.
- (9) The two groups take turns to challenge.
- (10) The group with the highest score is the winner.

4 Make your own dialogue

Monologue

- tips** 1 Explain the monologue and present the following key expressions on the blackboard.
- | | |
|---|---|
| <input type="checkbox"/> We know why ... a sad job ... to | <input type="checkbox"/> Put my feelings to words |
| <input type="checkbox"/> I'm lucky to | <input type="checkbox"/> Tomorrow I'll ... I'll |
| <input type="checkbox"/> Thanks | |
- 2 Have the student read the passage aloud.
 - 3 Give the students a piece of paper as a worksheet.
 - 4 Have the student draft a similar farewell speech.
 - 5 Have the students exchange their speeches and correct each other's errors, if any.
 - 6 Have one or two students present their speech(es) to the class.
 - 7 Comment on the students' presentations. Ask the students for their comments.

Conversation

- tips** 1 Explain the language points using the notes below.
- 2 Have the students act out the conversation.
 - 3 Have one or two pairs present their own conversation(s) in writing on the blackboard.
 - 4 Comment on the students' work and correct language errors, if any.

NOTES

1. Hi, I'm Linda Su.: To be polite, one usually introduces oneself first before asking for the name of the person one is talking to.
2. I'm from China. Where are you from?: Similarly, one gives information about where one is from first.

5 What are they for?

Aims

Learn to understand the meanings and usage of some routinized expressions

tips

- 1 Have the students work in pairs. One reads the actual words spoken and the other matches them with the functions.
- 2 Explain when and where these sentences can be used, using the notes below.

NOTES

1. Please come and have lunch with us some Sunday, so we can really have a nice talk.: This sentence, though often used at parting, is not necessarily intended as a real invitation. A real invitation should involve a definite time and location for the meeting.
2. How are you getting on?: a greeting often used among friends or acquaintances
3. Fancy meeting you here!: a greeting used in a chance encounter, spoken in a high pitch that reflects excitement and high spirits

Answers

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

- 3 Photocopy worksheet 2 in the disk for the students.

6 If you want to learn more

Aims

Learn to understand other colloquial, routinized expressions

tips

- 1 Have the students read the sentences.
- 2 Have a few students explain when and where the sentences are used.