

TEACHER'S ANNOTATED EDITION 教师参考用书

FOURTH EDITION (第四版)

GRAMMAR *in* CONTEXT

英语语境语法

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SANDRA N. ELBAUM & HILARY GRANT



北京大学出版社
PEKING UNIVERSITY PRESS

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导 言

北京大学英语系教授 王逢鑫

语言由语音、词汇和语法三个要素组成。学习一门外语,必须掌握这三个要素,缺一不可。有人认为只要记住单词,能读出音来,就行了,而语法可有可无。其实这是一种误解。语法是组词造句的法则,十分重要。传统英语语法细分为词法(morphology)和句法(syntax)。词法解释词分为哪些种类,即词类;告诉人们每个词类有什么特点,即词性;说明一个词与别的什么词可以联系在一起使用,即在句子里起什么作用。英语词汇形态与汉语有很大的区别。例如,名词有单、复数之分,还有可数与不可数之分。人称代词有主格、宾格和所有格之分。动词有现在式、过去式和过去分词三种不同形式;还有不定式、现在分词、过去分词和动名词等非谓动词形式。形容词有原级、比较级和最高级三种形式。数词有基数词和序数词之分。以上词类大都是规则变化,但是也有很多不规则变化的例外情况。例如英语有一百来个不规则动词,其中多数是常用动词。介词后面跟人称代词要用宾格,跟动词要用动名词形式。英语的冠词更是难学。有人学了多年英语,还是弄不清楚什么时候用定冠词,什么时候用不定冠词,什么时候不用任何冠词。虽然不定冠词仅有 a 和 an 两种形式,但是有人把 an hour 写成 a hour,把 a university 写成 an university。这些繁杂的内容都是初学者必须掌握的,使用不当就要犯错误。

英语句法分析句子的种类、结构和功能。英语句法比汉语复杂。英语有各种各样的时态,每种时态有自己固定的形式,不能用错。句法规则繁多,几乎没有什么道理可讲。例如,在一般现在时里,单数第三人称的动词要加-s。情态动词和助动词后面要跟原形动词。英语句子讲究人称和时态前后呼应,左右照顾。诸如此类的条条框框都是初学者的“拦路虎”。

国内外的语言学家和英语教师,曾经尝试使用各种各样的方法来教英语语法。时代不同,学习目的不同,教学对象不同,教材不同,学习方法不同,使得人们很难找到学习英语语法的一个最佳方案。但是,我们了解一下国内外英语语法教学的来龙去脉,或许有助于我们吸取教训,总结经验,寻找有效的学习英语语法的途径。

传统法(traditional method)强调以语法为纲,以语法为教学中心。学生按部就班学习语法规则,先是死记硬背条条框框,然后做大量的机械性(mechanical)练习,基本上是没有上下文的单句翻译、语法填空和造句练习。追求的是语法形式正确无误,而不管在什么情况下使用语言。学习语法,不是为了交际,而是为了阅读内容艰深的文章,分析复杂的句法结构。我国解放前和解放初期的英语专业大学生,是通过传统法学习英语语法的,虽然有一些弊端,例如引导学生重视阅读和笔译,而忽视口头表达能力的培养。但是这种方法也并非一无是处。学生中不乏精通英语的成功者。传统法强调阅读小说、诗歌、戏剧和散文等文学作品,认为文学语言是最好的语言。通过对语句和篇章细致的句法分析,学生获得对语句和篇章

结构,尤其是繁杂结构的精确理解。今天我们强调学习语言是为了交流思想,重视口头表达能力,传统法是难当此任的。

听说法(audio-visual method)将英语分成许多基本句型(sentence pattern),将语法教学与句型教学结合在一起。要求学生熟练掌握句型,反复口头练习,达到不假思索,脱口而出的程度。掌握了句型,就等于掌握了语法。20世纪60年代初,听说法引入我国,在当时的英语专业大学生中间曾经奏效。学生反复练习没有上下文的基本句型,虽然枯燥无味,但是在当时的历史环境下,多数学生能够不厌其烦地做大量的机械性口头练习,而取得较好的学习效果。现在的学生要求在学习过程中有更多的独立自主,对死记硬背基本句型不太感兴趣。利用听说法学习英语语法似乎不太合乎时宜了。

语言学家和英语教师总是想方设法改进语法教学。他们先是将以单句练习为主的机械性句型练习,扩充为共有两句话的二人对话,构成一个简单的情景,使所练习的句型变得有意义。再往后,进一步将二人对话扩大为围绕一个主题的、有上下文的情景会话(situational conversation)。这样,学生可以在一定的语境(context)之中通过句型学习英语语法。最初的语境是为了练习某个语言点,或为了掌握某种意念功能而编造的,具有人为的成分。20世纪80年代初,国内外兴起交际法(communicative method)。这种教学法的目标是让学生不仅学会听、说、读、写的语言能力(linguistic competence),还要掌握交际能力(communicative competence)。交际法从交流的目的出发,既要求语法正确(correct in grammar),更要求语用得体的(appropriate in use)。因而在教学中引进了社会与文化因素。学习内容不再是干巴巴的基本句型,而是人们关注的社会问题和文化现象。学生不再为学习语法而学习语法,而是为了交际来学习语法。他们希望能够使用语法正确、语用得体的语言,就人们关注的社会问题和文化现象进行交流。这样就需要在一定的社会环境和文化语境里学习语言,包括学习语法。在学习语言的同时,必须了解英语国家的文化背景,以及中外文化差异。只有学习了相关的文化背景知识,才能更好地掌握语言。这套名为*Grammar in Context* (《英语语境语法》)的教材,在上述背景下应运而生。

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这套《英语语境语法》的编者 Sandra N. Elbaum 女士,是美国的一位英语教师,专门教授从世界各地到美国的移民,他们是以英语为第二语言的学生。Elbaum 女士幼年随父母由波兰移民到美国,语言差异和文化差异经常使她的父母感到困惑。Elbaum 女士在移民聚居的社区中成长,深知一个外国移民在美国生存,不仅要逾越语言障碍,更要克服文化差异。她有一个信念,就是通过语境学习语法。她不但在教学中身体力行,通过语境教英语语法,而且亲自编写教材,体现这一理念。

这套英语教材名曰《英语语境语法》,实际上是教给学生通过语境学习英语语言。这套教材的宗旨是:让学习者在语境中学习语法,以便学到更多东西,记住更多东西,更加有效地运用语言。

这套教材有如下突出特点:

1. 教给学生进行口头交流和书面交流所必需的语法知识。按照循序渐进原则安排语法点,讲解后面的语法内容都联系和复习前面的语法内容,使整个语法系统构成一个有机的整体。解释每个语法点,都使用形象的语法图表(grammar chart),一目了然。每个语法图表提供有语境的精选例句,并给出清晰的解释,还配以语言提示(language note),增强学习者对所学语法结构的理解。每个语法点还以图表方式解释其形式、用途、语序、主语、相关结构、描述与定义、所需介词搭配、肯

定句、否定句和疑问句及回答等项目。每个项目都配有大量的口头和笔头练习。

2. 不是为教语法而教语法,而是通过语法教学,给学习者提供有用的(usable)、有意义的(meaningful)技能和基本文化知识。在课堂上,教师不是局限于让学生做机械性练习,而是让他们通过二人对话、小组活动、游戏、讨论等多种形式的扩展活动(expansion activity),互相启发,互相帮助,学以致用。通过阅读、作文、独立思考的练习等方式,学习者拓展自己的语言知识和交际能力,最终达到既能有效使用语言,又有信心正确使用语言进行交流的双重目的。

3. 教材将英语语法学习和美国文化语境结合起来。全套教材分为1、2、3三级,每级又分为两个分册,共有1A、1B、2A、2B、3A、3B等6个分册。1级和2级各有14课;3级有10课。每课内容,包括语法讲解和练习、阅读课文和扩展活动,都围绕美国社会的一个热门话题,构成一个语境。从语言学习角度,涉及一个语法点;从文化学习角度,涉及一个话题。二者巧妙结合。1级有学校生活、美国政府、美国节日、美国人及其住宅、家庭与姓名、美国人生活方式、婚礼、飞行、购物、营养与健康、伟大女性、美国地理、约会与婚姻、实习等14个话题。2级有宠物、老年生活、改善生活、婚礼、感恩节与印第安人、健康、移民、租房、上网搜索、找工作、交友、体育、法律、货币等14个话题。3级有工作、好莱坞、灾难与悲剧、消费者警告、肯尼迪家族、计算机与互联网、帮助他人、来到美国、关爱儿童、科学与科幻小说等10个话题。这些语境概括了美国社会的方方面面,是了解美国文化和在美国生存所必需的基本知识。这些语境有助于学习者掌握必需的文化背景知识,使他们懂得美国文化在语言、信仰和日常生活情景等方面的重要作用。

这是一套通过语境学习英语的好教材。使用这套教材,学习者不仅可以熟练掌握英语语法,运用英语语言;而且可以学习美国文化背景知识,在语境中学习英语,在语境中使用英语。希望学习者喜欢这套教材,并通过学习这套教材学好英语。

In memory of
Herman and Ethel Elbaum

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And many thanks to my students at Truman College, who have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously. —Sandra N. Elbaum

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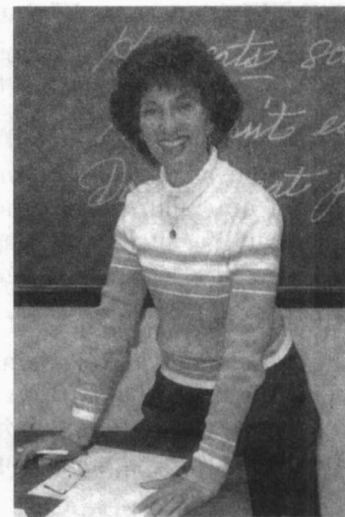
A word from the author

It seems that I was born to be an ESL teacher. My parents immigrated to the U.S. from Poland as adults and were confused not only by the English language but by American culture as well. Born in the U.S., I often had the task as a child to explain the intricacies of the language and allay my parents' fears about the culture. It is no wonder to me that I became an ESL teacher, and later, an ESL writer who focuses on explanations of American culture in order to illustrate grammar. My life growing up in an immigrant neighborhood was very similar to the lives of my students, so I have a feel for what confuses them and what they need to know about American life.

ESL teachers often find themselves explaining confusing customs and providing practical information about life in the U.S. Often, teachers are a student's only source of information about American life. With *Grammar in Context, Fourth Edition*, I enjoy sharing my experiences with you.

Grammar in Context, Fourth Edition connects grammar with American cultural context, providing learners of English with a useful and meaningful skill and knowledge base. Students learn the grammar necessary to communicate verbally and in writing, and learn how American culture plays a role in language, beliefs, and everyday situations.

Enjoy the new edition of *Grammar in Context*!



Sandra N. Elbaum

Welcome to *Grammar in Context*

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- Split Editions provide options for short courses.

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- Web site gives access to additional activities and promotes the use of the Internet.

Welcome to *Grammar in Context, Fourth Edition*

Students learn more, remember more, and use language more effectively when they learn grammar in context.

Grammar in Context, Fourth Edition connects grammar with rich, American cultural context, providing learners of English with a useful and meaningful skill and knowledge base.

An **Audio Program** allows students to hear the readings and dialogs, and provides an opportunity to practice their listening skills.

Readings on American topics such as Instant Messaging, eBay, and The AIDS Ride present and illustrate the grammatical structure in an informative and meaningful context.

EXERCISE 7 ABOUT YOU Answer these questions. Use the correct preposition.

1. What time do you get up in the morning?
2. What time do you go to bed at night?
3. What time does your English class begin?
4. What days does your English class meet?
5. What time do you get to school?
6. When do students have vacation?
7. When do you do your homework?
8. What hours do you go to school?
9. When is your birthday?



3.4 Questions with Ever

We use **ever** in a question when we want an answer that has a frequency word.

Do/Does	Subject	Ever	Verb	Complement	Short Answer
Do	you	ever	cook	outside?	Yes, we sometimes do.
Does	your brother	ever	work	on a holiday?	Yes, he often does.

Be	Subject	Ever	Complement	Short Answer
Are	the stores	ever	open on a holiday?	Yes, they sometimes are.
Is	the park	ever	crowded on the Fourth of July?	Yes, it always is.

Language Notes:

1. In a short answer, the frequency word comes between the subject and the verb.
2. If the frequency word is **never**, don't use a negative verb.
Is the school **ever** open on the Fourth of July?
No, it **never** is.
Do you **ever** buy fireworks?
No, I **never** do.

Frequency Words with the Simple Present Tense; Prepositions of Time 85

THREE SPECIAL DAYS

Before You Read

1. What is your favorite holiday? When is it?
2. Do you celebrate Mother's Day? When?
3. Do you send cards for special occasions?



Read the following article. Pay special attention to the frequency words.



Valentine's Day is a day of love. It is **always** on February 14. On this day, people **often** give flowers or candy to their spouses or sweethearts. Candy manufacturers make candy or candy boxes in the shape of a heart. People **sometimes** send cards, called valentines, to close friends and relatives. Red is the color associated with Valentine's Day. A valentine **usually** has a red heart and a message of love. It **often** has a picture of Cupid, a symbol of romantic love. Florists sell a lot of red roses on Valentine's Day. Young children **usually** have a party at school and exchange cards.

Another special day is Saint Patrick's Day. It is **always** on March 17. It is really an Irish holiday, but many Americans like St. Patrick's Day even if they are not Irish. We **sometimes** say that on St. Patrick's Day everybody is Irish. In New York City, there is **always** a parade on St. Patrick's Day. Green is the color associated with St. Patrick's Day. People **often** wear green clothes on this day. One symbol of St. Patrick's Day is the shamrock.

Did You Know?

Valentine's Day began in ancient Rome to honor Juno, the Roman goddess of women and marriage.

Businesses are **never** closed for Valentine's Day or St. Patrick's Day. People **never** take a day off from work for these days. Schools and government offices are **always** open (except if these days fall on a Sunday).

Another special day is Mother's Day. It is **always** in May, but it isn't **always** on the same date. It is **always** on the second Sunday in May. People **usually** buy presents for their mothers and grandmothers or send special cards. Families **often** have dinner in a restaurant. Florists sell a lot of flowers on Mother's Day. People enjoy these holidays. Greeting card companies also enjoy these holidays. They **always** sell a lot of cards and make a lot of money at these times.

78 Lesson 3

Grammar charts offer clear explanations and provide contextualized examples of the structure.

Language Notes refine students' understanding of the target structure.

EXERCISE 1E

ABOUT 1000 WORDS ARE COMMON TO ALL ENGLISHES. ABOUT 1000 WORDS ARE COMMON TO ALL ENGLISHES. ABOUT 1000 WORDS ARE COMMON TO ALL ENGLISHES.

EXAMPLE

My mother likes to go to the movies.
She doesn't like to go to the movies.
She doesn't like to go to the movies.
She doesn't like to go to the movies.

EXERCISE 1F

Use the words in parentheses () to complete this conversation. Put the words in the present order. Use the correct form of the verb.

- A: Let's go to a movie tonight.
B: I can't. My mother (invite) dinner for me on Fridays.
(example: invite/dinner)
If I don't visit her, she (invite) her?
And if I don't call her, she (invite) her?
A: (invite) her?
B: (invite) her?
A: Why do you call her so often?
B: She's old now, and she (invite) lonely.
A: Well, invite your mother to go to the movies.
B: Thanks, but she has a favorite TV show on Friday nights.
She (invite) it.
A: (invite) so out?
B: She (invite) She prefers to stay home.
She likes to cook, knit, and watch TV.
A: Is she a good cook?
B: Not really. She (invite) the same thing every week: chicken on Friday, fish on Saturday, meatloaf on Sunday. Her routine (invite) Only Mother's Day is different.



A variety of contextualized activities keeps the classroom lively and targets different learning styles.

A Summary provides the lesson's essential grammar in an easy-to-reference format.

SUMMARY OF LESSON 2

1. The simple present tense has two forms: the base form and the -s form.

Base form		-s form	
I		Everyone	
You		He	
We	eat.	She	eats.
They		It	
(Plural noun)		(Singular noun)	

2. Simple present-tense patterns with the -s form:
AFFIRMATIVE: The president lives in Washington, D.C.
NEGATIVE: He doesn't live in New York.
YES/NO QUESTION: Does he live in the White House?
SHORT ANSWER: Yes, he does.
WH- QUESTION: Where does the vice president live?
NEGATIVE QUESTION: Why doesn't the vice president live in the White House?

3. Simple present-tense patterns with the base form:
AFFIRMATIVE: We study English in class.
NEGATIVE: We don't study American History in class.
YES/NO QUESTION: Do we study grammar?
SHORT ANSWER: Yes, we do.
WH- QUESTION: Why do we study grammar?
NEGATIVE QUESTION: Why don't we study history?

4. Present-tense patterns with the verb be:
AFFIRMATIVE: The teacher is absent.
NEGATIVE: She isn't here today.
YES/NO QUESTION: Is she sick?
SHORT ANSWER: No, she isn't.
WH- QUESTION: Where is she?
NEGATIVE QUESTION: Why isn't she here?

5. We use the simple present tense with:

General truths and facts	Washington, D.C., has over half a million people.
Customs	Americans speak English. Japanese people take off their shoes when they enter a house. Americans don't visit friends without an invitation.
Regular activities (More on this use in Lesson 3)	He visits his parents every summer. I play soccer once a week.

Editing Advice gives students pre-writing practice by alerting them to common errors.

EDITING ADVICE

1. Don't forget to use the *a* form when the subject is an *Am*, *is*, or a singular noun.
He need more money.
This school have a big library.
2. Use the form after *does* and *doesn't*.
My father doesn't has a car.
Does your mother speak English well?
3. If you are living in the U.S., use the American form, not the British form, with *have*.
He hasn't a car.

Test/Review at the end of each lesson provides a chance to review and/or assess the grammar from the lesson.

LESSONS TEST/REVIEW

PART 1

First, use the questions with your partner. Write the correct form of the verb in the space. Then, write a question of your own.

EXAMPLE: I've got a big library.

What does the teacher want?

1. My mother washes my clothes every Sunday.
2. I haven't a dictionary.
3. Where you live?
4. He do need help from you.
5. My sister takes a car.
6. You aren't need a dictionary for the test.
7. My brother gives a slight university.
8. Are you want to buy a new computer?
9. Three-year-appointment have a dictionary? Or, is it.
10. What kind of computer has this school?
11. How spell "computer"?
12. What does the teacher want?
13. Why you don't want to practice English at home?
14. How many children do your sister have?
15. How much costs a stamp?
16. The teacher doesn't speak my language.
17. My mother washes a lot about me.
18. My sister don't have cold money.
19. The car like to use public transportation.
20. How say "computer" in your language?

70 Lesson 1

EXPANSION ACTIVITIES

Classroom Activities

1. Find a partner. Interview your partner about one of his or her teachers, friends, or relatives. Ask about this person's usual activities.
EXAMPLE: A. What's your partner's name? B. What does he/she do? C. How often does he/she do it? D. What does he/she usually wear? E. How often does he/she wear it? F. How often does he/she go to school? G. How often does he/she go to work? H. How often does he/she go to the gym?
2. In a small group or with the whole class, take five minutes to talk about the activities of a famous person (the president, a scientist, an actor, etc.).
EXAMPLE: The president of the U.S. often goes to the White House.
3. Find a partner. Take about a special holiday that you and your family celebrate. Ask your partner questions about the date of the holiday, food, clothing, transportation, and so on.
EXAMPLE: A. We celebrate the Lunar New Year on special holiday.

Expansion Activities provide opportunities for students to interact with one another and further develop their speaking and writing skills.

Write About It

1. Write about one of your teachers. Describe your teacher and tell about his or her characteristics and activities.
2. Write about a holiday that you celebrate. Explain how you celebrate this holiday. Or write about how you celebrate your birthday or another special day.

Outside Activities

1. Ask an American teacher to read to the students. See how your students respond in this person's answers. Report this person's answers to the class.
2. Go to a library, supermarket, or food store. In front of a special holiday or day (for example, Father's Day, Thanksgiving, Christmas, Chanukkah). Read the message in a few cards. Make a card for someone you know. Write your own message.

Internet Activities

1. Find a greeting card site on the Internet. Send an electronic greeting card to someone you know.
2. Using the Internet, find the answers to these questions:
a. What is the date of Mother's Day?
b. What is the date of Father's Day?
c. What is the date of Thanksgiving?
d. What is the date of the Fourth of July?

Additional Activities at <http://www.thomson.com/eng>

Internet Activities encourage students to use technology to explore a wealth of online resources.

Frequently Asked Questions About Teaching with Grammar in Context

1. "What role do the readings play in teaching grammar? How much time do I spend on the readings? Should students read them for homework? Should they be read with the audio? What is most effective for grammar students?"

The readings are important in introducing the grammar in context. The readings should not be skipped. They can be done as either readings or listening activities. To save class time, the reading/listening can be done at home. The reading level is low enough that classroom instruction on "how to" read should not be necessary. The readings are not meant to challenge and improve one's reading skills; they are meant to illustrate the grammar in a stimulating context. In class, you can ask if there are any questions about the readings or the vocabulary within. There can be a short discussion on the "Before You Read" questions, if time allows. If there is sufficient class time, it is a good idea to have students listen to the audio and answer some comprehension questions as well. But this is not necessary in a grammar class. If there is a speech component in your program, the speech teacher can handle the listening activity.

2. "There is so much material. Do I have to do all of the exercises? If not, which ones do I cut, and which ones do I focus on?"

There is a lot of material, but you, as a teacher, are not required or expected to cover everything in a lesson. It would simply be impossible to do so in most ESL programs. If your program focuses on interactive oral communication, do the ABOUT YOU activities. If your students attend another class for speech and conversation, these exercises can be skipped. These exercises are fun to do, and, if you find your students' attention waning, you can insert one of these activities. The other exercises can be split into classroom exercises and homework exercises. The simpler exercises can be done in class, leaving the more challenging combination exercises for home. Or, you can do half of an exercise in class, leaving the other half to be done at home.

One way to find out how much practice your students need is to give them the Test/Review at the beginning of the lesson. If you find that most of your students can do this with relatively few errors, then you can skip the lesson altogether or focus only on the sticking points. It may be enough to only do the editing exercise, as this will reveal typical mistakes students make; they may just need to be reminded of these mistakes rather than being taught the entire lesson. For example, most students in level two and three "know" that they have to use the -s ending for third person singular, but many still leave it out. There's no point in *teaching* the base form and the -s form when a simple reminder may be enough.

In some cases, a section of a lesson can be omitted altogether or assigned for self-study extra credit to save class time. For example, in the lesson on adjective clauses in Book 3, a teacher can skip the part about the nonrestrictive clauses altogether. Or it may be enough to teach contrary-to-fact clauses in the present without getting into the past or mixed tenses. Let your curriculum guide you on what is absolutely necessary. Some lessons can probably be skipped altogether if your program teaches the grammar point in a higher or lower level.

3. "If my students need more writing practice, what should I do?"

In addition to the "Write About it" activities any of the "Talk About it" questions can be used as a writing activity if more writing practice is needed in paragraph or essay writing. If students need help at a sentence level of writing, the ABOUT YOU exercises can be assigned for writing. The Internet Activities, which suggest that the students look up some information on a Web site, can be used for summary writing. (Write a summary of the information you found on the Web site.) There are also additional writing activities on the Web site (<http://elt.thomson.com/gic>).

4. "I have students from the UAE (or wherever), and they always have trouble with this grammar point. How can I help them specifically?"

If you know a lot about the student's native language and the grammar mistakes the student is likely to make because of L1 interference, you can focus in on the editing activities that correct for that particular mistake. For example, if you have eastern Europeans (Russians, Poles, etc.) in your class, you will want to do a lot of work with articles. They also have confusion with *that* and *what* in noun clauses: *I know what you like pizza*. If you have students who speak Ethiopian languages, they are likely to make mistakes in past tenses by using the verb *be*: *He was go* instead of *He went*. Near-native speakers who learned English by ear rather than through grammar classes are likely to leave off endings and leave out words: *I am concern about my health*. *I been here for two hours*. The focus should be less on grammatical terms and categories for them and more on error correction.

It is not necessary to be a native speaker of your students' languages to know what kind of interference is likely to occur; if you have a large number of students from one language background, over time you will learn the consistent mistakes that are made. When I do the editing activity, I always call on the student who is most likely to make that particular mistake. In some cases, almost all students are likely to make a mistake; subject/verb reversal in dependent clauses is a common mistake for almost all students: *When arrived the teacher, the class began*.

5. "Any tips for doing the Expansion Activities?"

The Expansion Activities at the end of lessons are fun, but time is limited. Ideally, there is a speech component in your program that can pick up on the oral activities here. If not, try to choose the activity that seems the most enjoyable. Students are likely to remember the lesson better if there is a fun element.

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