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TEACHER'S GUIDE

SIDE by SIDE

THIRD EDITION

朗文国际英语教程

教师用书

最新版

第 2 册



外教社 上海外语教育出版社

Steven J. Molinsky
Bill Bliss



Longman 朗文

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序 言

编写英语学习基础阶段的教材有两种主要的方式，即以语法体系为主线和以交际功能为主线。这两种方式各有其侧重，同时又各有弊端。以语法体系为主线编写的教材重视学生对语法体系的系统掌握，重视建构句子的熟练程度和准确程度，但往往忽略了对学生交际能力的培养，其极端表现是通晓语法，但不善开口；以交际功能为主线编写的教材重视学生使用语言进行交际的能力的培养，但往往忽视对语言（包括语法、用词、发音等方面）准确性的要求，其极端表现是开口大胆，但语言错误比比皆是。交际是学习外语的根本目的，学了半天只知语法规则却无法和别人沟通交流，近乎白学；反之，语言的语法（从广义上说包括语言的语法、词汇、发音）规则是语言的根本，没有一句话离得开语法，那些只图满足眼前交际需要、不求坚实的语言功底的人迟早会发现自己词不达意、力不从心，并招人嗤笑。理想的教材和相应的教学方法应该寻找语法能力和交际能力之间合理的平衡，以及两者有机的结合。近年来国外和国内编写的不少教材都朝这个方向作了努力，并取得了不同程度的成功。由上海外语教育出版社从朗文出版社引进后改编出版的这套适用于中学英语教学的《朗文国际英语教程》(Side by Side) 我认为还是比较成功的一个例子。在这套教材的四册书中，每一课都有一个语法中心点，以及需要频繁使用该语法项的交际情景，于是学生刚学到的语法知识立即就能用到语言交际中去。因此可以毫不夸张地说从第一册第一课开始学生就能学会用英语进行交际了。该教材四册共五十课，几乎覆盖了英语语法的所有要点，从最基本的动词 to be 到动词 wish 后面从句中的虚拟式，而这五十个语法要点又分别和五十种常用的交际策略一一挂钩，在各种交际情景中得到操练和运用。这是本套教材最主要的优点。在抓住语法—交际这条主线的同时，编者对其他语言能力也没有忽略，每一课都有听力、阅读、发音这些组成部分，可见编者对学生语言能力的训练有较全面的考虑。每隔三课出现一期的“公报”(Gazette) 则以灵活、多样的形式为学生提供了富含文化信息的阅读材料。

一种教材能不能得到认可、能不能受到欢迎，在很大程度上取决于教师认为这套教材是否好教，是否容易上手。《朗文国际英语教程》这套教材尽管内容很丰富，但它的编排十分清晰，每一课的几个主要构成板块一目了然，十分便于教师使用，和有些进口教材过于花哨的编排相比，这应该说是它的另一优点。

目前我国大多数英语教师本身接受的英语教育比较传统，他们本身的语法能力大多高于交际能力，这或许是因为纯粹是交际法的教材在中国往往难以推广。《朗文国际英语教程》的每一课都包含语法和交际这两个板块，但同时又把它们有机地结合起来，这样的方式对大多数的教师来说是比较容易接受的，会觉得比较容易教。此外这套教材的教师用书（Teacher's Guide）内容十分详尽，为教师提供了很大的方便。

《朗文国际英语教程》虽然不是一套适用于零起点学生的教材，但它所要求的起点并不高。就目前我国大中城市的中小学英语教学水平来看，具有小学到初中的英语基础便可使用这套教材，因此这是一套适用面较广的教材。

这套教材的版面设计生动多彩，印刷精美，打开一本书就犹如打开一本儿童动画书，我想这对我们的中小学生会很有吸引力，也有利于营造一种宽松的学习气氛。

我国的英语热已经从大中学校扩大到小学、幼儿园，出现明显的低龄化倾向。要取得理想的教学效果，选定一种好的、适合实际需要的教材是关键，这对中小学生尤为重要。一旦选定了教材，接下来便是如何用好教好它的问题了。《朗文国际英语教程》无疑是一套好教材，我相信只要我们广大的教师能多动脑筋，多下功夫，就一定能用好这套教材，收到理想的教学效果。

何兆熊

2002年10月

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Teacher's Guide 2**

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GLOBAL EXCHANGE

让学生自己默读，也可跟着您、其他同学或是录音默读。作为补充练习，您可让学生写封回信，然后进行班级讨论。如果学生有网友的话，可以和班上同学一起来讨论他们的网上交往经历。



WHAT ARE THEY SAYING?

让学生来讨论卡通图画中的人物和场景，然后根据这个场景设置一个角色扮演的练习。学生可以参考以往学过的课文，但不可简单地重复某个对话。教师也可将其作为家庭作业布置给学生，让学生事先有所准备，下次上课前先和其他同学一起练习，然后再在班上表演。

EXPANSION ACTIVITIES

这本教师用书提供了大量练习，用以复习和强化课文内容，可供教师选择采用。教师可自由选择或变换练习形式以适应学生的特定要求和特定的学习方式。希望我们的建议能够成为您教学实践的引玉之砖。

我们鼓励您尝试本册书中提供的教学策略。针对*Side by Side*教材风格，我们提出的这一系列教学建议旨在让学生体验一个积极、互动且充满乐趣的语言学习经历。

Steven J. Molinsky
Bill Bliss

CHAPTER 1 OVERVIEW: Text Pages 1–10

1

GRAMMAR

SIMPLE PRESENT TENSE

I We You They	cook.	cook.
He She It	cooks.	

LIKE TO

I We You They	like to / don't like to
He She It	likes to / doesn't like to

PRESENT CONTINUOUS TENSE

(I am)	I'm	cooking.
(He is) (She is) (It is)	He's She's It's	
(We are) (You are) (They are)	We're You're They're	

SIMPLE PAST TENSE

I He She It We You They	cooked.
-------------------------------------------	---------

FUTURE: GOING TO

I'm He's She's It's We're You're They're	going to cook.	Am	I	going to cook?	Yes,	I	am.	No,	I'm	not.
		Is	he she it			he she it	is.		he she it	isn't.
		Are	we you they			we you they	are.		we you they	aren't.

INDIRECT OBJECT PRONOUNS

He gave	me him her it us you them	a present.
---------	---------------------------------------------	------------

PAST TIME EXPRESSIONS

yesterday
yesterday morning / afternoon / evening
last night
last week / weekend / month / year
last Sunday / Monday / . . . / Saturday
last January / February / . . . / December
last spring / summer / fall (autumn) / winter

IRREGULAR VERBS

drive – drove
give – gave
go – went
lend – lent
lose – lost
sell – sold
send – sent
swim – swam
write – wrote

FUNCTIONS

INQUIRING ABOUT INTENTION

Are you going to *cook spaghetti* this week?
What are you going to *give your wife* for her birthday?

EXPRESSING LIKES AND DISLIKES

Do you like *spaghetti*?
Yes, I do.
No, I don't.

Do you like to *ski*?

Yes, I do.
No, I don't.

I don't like to *cook spaghetti* very often.

EXPRESSING INABILITY

I can't *give her a necklace*.

SUGGESTING

How about *flowers*?

EXPRESSING UNCERTAINTY

I don't know.

NEW VOCABULARY

Past Tense Verbs

bought (buy)
gave (give)
lent (lend)
lost (lose) *his* job
sent (send)
sold (sell)
swam (swim)

Places Around the U.S.

California
Florida
New Jersey
Wisconsin
East Coast
West Coast
up north
down south

Directions

east
north
south
west

Common Gifts

CD
CD player
doll
painting (n)
perfume
plant (n)
present (n)

Communication

chat online
communicate
Internet
message
send

Foods

cheese
oranges
pancakes

Miscellaneous

advice
ago
anniversary
coast
condominium
far apart
give advice
go hiking
into
like to
van

You may want to present these words before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to present them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 1 and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
 - For days of the week and months of the year, say a word and have students point to the abbreviation in the calendar. For seasons, say a season and have students point to the illustration.
 - For days of the week and months of the year, point to an abbreviation on the calendar and have students say the word. For seasons, point to an illustration and have students name the season.

Text Page 2: What Do You Like to Do on the Weekend?

FOCUS

- Like to
- Simple Present Tense: Review
- Leisure Activities

CLOSE UP

RULE: The verb *like* is followed by the infinitive form of the verb.

EXAMPLES: What do you **like to do** on the weekend?
I **like to read**.

GETTING READY

Introduce *like to*.

1. Tell about yourself and a friend. For example:

I like to go to the beach.
My friend Bob likes to write letters.

2. Make sentences with forms of *like to*. Have students repeat. For example:

I like to (*swim*).
You like to (*study English*).
She likes to (*drive*).
He likes to (*dance*).
We like to (*ski*).
They like to (*play soccer*).

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each model before going on to the next. For each model:

1. Have students look at the model illustration.
2. Set the scene: "Two friends are talking."
3. With books closed, have students listen as you present the model or play the audio one or more times.

4. **Full-Class Repetition:** Model each line and have students repeat.

5. Have students open their books and look at the dialog. Ask students if they have any questions.

6. **Group Choral Repetition:** Divide the class in half. Model line A and have Group 1 repeat. Model line B and have Group 2 repeat.

7. **Choral Conversation:** Groups 1 and 2 practice the dialog twice, without teacher model. First, Group 1 is Speaker A and Group 2 is Speaker B. Then reverse.

8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. What do Mr. and Mrs. Johnson like to do on the weekend?
B. They like to watch TV.
2. A. What does Tom like to do on the weekend?
B. He likes to play basketball.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–5:**

New Vocabulary

4. chat online
5. go hiking

Culture Note

When people *chat online*, they send messages back and forth to each other instantaneously over the Internet.

Either

Full-Class Practice: Call on a pair of students to do each exercise. Introduce the new vocabulary before doing Exercises 4 and 5. (For more practice, call on other pairs of students, or do Choral Repetition or Choral Conversation.)

or

Pair Practice: Introduce the new vocabulary. Next, have students in pairs practice all the exercises. Then have pairs present the exercises to the class. (For more practice, do Choral Repetition or Choral Conversation.)

4. **Exercise 6:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Page 2



1. Beanbag Toss

Have students toss a beanbag back and forth. The student to whom the beanbag is tossed names an activity he or she likes to do. For example:

- Student 1: I like to swim.
 Student 2: I like to ski.
 Student 3: I like to watch TV.
 etc.

2. Grammar Chain

- a. Start the chain game:

Teacher: I like to go to the beach on the weekend.

(to Student A): What do you like to do?

- b. Student A must answer and ask Student B, who then continues the chain. For example:

Student A: I like to play baseball.
 (to Student B): What do you like to do?

Student B: I like to ride my bicycle.
 (to Student C): What do you like to do?
 etc.

3. Common Interests

- a. Put the following on the board:

I like to _____ on the weekend. He/She likes to _____ on the weekend. We both like to _____ on the weekend.

- b. Divide the class into pairs.
- c. Have students interview each other about what they like to do on the weekend. The object is for students to find two things that are different and one thing they have in common and then report back to the class. For example:

I like to go to the beach on the weekend.



She likes to go hiking on the weekend.
We both like to go jogging on the weekend.

4. Telephone

- a. Divide the class into large groups. Have each group sit in a circle.
- b. Whisper a short story to one student in each group. For example:
"Sally likes to go to the beach. She likes to sit in the sun and swim. Then she likes to take a shower and relax in her yard."
- c. The first student whispers the story to the second student, and so forth around the circle.
- d. When the story gets to the last student, that person says it aloud. Is it the same story you started with? The group with the most accurate story wins.

5. Memory Chain

- a. Divide the class into groups of 5 or 6 students each.
- b. Tell each student to think of something that he or she likes to do on the weekend.
- c. One group at a time, have Student 1 begin.
For example:

I like to work in my garden.

- d. Student 2 repeats what Student 1 said and adds a statement about himself or herself.
For example:

Maria likes to work in her garden. I like to wash my car.

- e. Student 3 continues in the same way. For example:

Maria likes to work in her garden. Tom likes to wash his car. I like to go jogging.

- f. Continue until everyone has had a chance to play the *memory chain*.

6. Which One Isn't True?

- a. Tell students to write three true statements and one false statement about things they like to do. For example:

I like to go dancing every Friday night.
I like to clean my house every day.
I like to call my friends on the telephone.
I like to study English.

- b. Have students take turns reading their statements to the class, and have the class guess which statement isn't true.



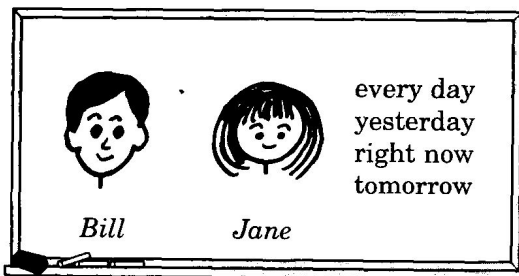
TALK ABOUT IT! *What Do They Like to Do?*

FOCUS

- Review: Simple Present Tense, Past Tense, Present Continuous Tense, Future: Going to
- Daily Activities

GETTING READY

1. Write the following on the board:



2. Point to *Bill* on the board and tell the class that this is your friend Bill, and he really likes to study.
 - a. Point to *every day* on the board and ask: "What does he do every day?" (Students answer: "He studies.")
 - b. Point to *yesterday* on the board and ask: "What did he do yesterday?" (Students answer: "He studied.")
 - c. Point to *right now* on the board and ask: "What's he doing right now?" (Students answer, "He's studying.")
 - d. Point to *tomorrow* on the board and ask: "What's he going to do tomorrow?" (Students answer: "He's going to study.")
3. Point to *Jane* on the board and tell the class that this is your friend Jane, and she really likes to drink milk.
 - a. Point to *every day* on the board and ask:

"What does she do every day?"

(Students answer: "She drinks milk.")

- b. Point to *yesterday* on the board and ask: "What did she do yesterday?" (Students answer: "She drank milk.")
- c. Point to *right now* on the board and ask: "What's she doing right now?" (Students answer: "She's drinking milk.")
- d. Point to *tomorrow* on the board and ask: "What's she going to do tomorrow?" (Students answer: "She's going to drink milk.")

INTRODUCING THE PEOPLE

1. Have students read silently or follow along silently as the description of the characters is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary. Introduce the irregular past tense form *swam*.

CONVERSATION PRACTICE

There are two sets of questions at the bottom of the page. The questions on the left are singular. The questions on the right are plural.

1. Have pairs of students use these questions to talk about the people on the page. This can be done as either Full-Class Practice or Pair Practice.
2. Then, have students ask and answer questions about other people they know.
3. If you do the activity as Pair Practice, call on pairs to present their conversations to the class.

WORKBOOK

Page 3

EXPANSION ACTIVITIES

1. True or False?

- Have students open their books to text page 3.
- Make statements about the characters on text page 3, and have students tell you *True* or *False*. If the statement is false, have students correct it. For example:

Teacher: Irene likes to play the piano.

Student: True.

Teacher: Robert is going to read a book tomorrow.

Student: False. He's going to cook.

Variation: Call on students to make statements about the characters, and have other students respond.

2. Category Dictation

- Have students draw three columns on a piece of paper and label them Every Day, Right Now, and Yesterday.
- Dictate verb phrases and have students write them in the appropriate column. For example:

They study.

They're getting up.

They studied.

They're studying.

They got up.

They get up.

3. Sentence Cues

- On separate cards, write key words that can be put together to form sentences. Clip together the cards for each sentence. For example:

I	like	watch TV	every night
Peter	ride	bicycle	yesterday
Betty	see	movie	tomorrow
Richard	swim	beach	every weekend
Carmen	work	bank	right now
My friends	go	sailing	yesterday

- Divide the class into small groups and give a clipped set of cards to each group.
- Have each group write sentences based on the cards.
- Have one member of each group write that group's sentences on the board, and compare everybody's sentences.

4. What's Wrong?

- Divide the class into pairs or small groups.
- Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:

Barbara likes play tennis.

My brother ride his bicycle yesterday.

We sat in the clinic all night.

David work right now.

They're going to go dancing tomorrow.

My parents live in Florida.

Sally write letters to her friends very week.

Frank swim at the beach yesterday.

- The object of the activity is for students to identify which sentences are incorrect and then correct them.
- Have students compare their answers.

Variation: Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.