



义务教育课程标准实验教科书

# 英语

八年级 上册

## 教师教学用书



山东教育出版社

PDG

## 出版说明

为了更好地满足义务教育教学的需要,山东教育出版社等单位受山东省教育厅委托,以教育部审查通过的义务教育课程标准实验教科书为基础,改编出版了一套适合五四分段教学使用的义务教育课程标准实验教科书。

本书力求体现全日制义务教育课程标准精神和教科书的编写意图;从教师教学实际出发,既有利于教师把握教科书的内容,解决备课中的实际困难,又留给教师一定独立发挥、独立钻研教材的个性空间;根据素质教育的要求,在每一教学环节都注重体现对学生进行知识与能力、过程与方法、情感态度与价值观的教育;注意吸收英语教学与研究的最新成果;符合五四分段教学实际,体现山东教育特色。

本书是以山东教育出版社《义务教育课程标准实验教科书·英语》(八年级上册)为依据,在人民教育出版社相关英语教师教学用书的基础上改编而成。欢迎广大教师在使用过程中提出修改意见和建议,以利于本书的不断改进和完善。

山东教育出版社

## How to Teach

### **1. How does the Students' Book provide a step-by-step approach to language learning?**

Each unit in the Students' Book 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 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 the Students' Book to teach mixed-level classes?**

The Students' Book helps you motivate and instruct the more advanced students in your class and at the same time provides 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 the new materials in the Students' 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 more attention.

### **3. How do I teach the four skills?**

In the Students' Book 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 the Students' Book.

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 the Students' Book?**

Many exercises in the Students' Book 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 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 the Students' Book strike a balance between fluency and accuracy?**

In the Students' Book, 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 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 of 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 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 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.

The Students' Book helps students learn English without using the native language in class.

- New vocabulary is introduced a few words 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 students' 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 Book?**

The Workbook provides reinforcement of the functions, structures, and vocabulary in the Students' Book. Workbook materials can be assigned for homework or used in class during a quiet study period. You can assign specific exercise numbers in the Workbook after each class, or you can wait and assign an entire Workbook unit when the class have 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 the 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 Vocab-builder. 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.

## 如何教授本教材

### 1. 本教材如何为学生的英语学习提供一个循序渐进的方法?

教材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,每个活动都围绕着目标语言,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. 我如何运用教材教授不同层次学生的班级?

教材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非浅,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。

### 3. 我如何教授四种技能?

在教材中,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。

下文简单概述了教材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. 我如何运用教材开展结对活动和小组活动?

教材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. 教材如何平衡流利性与准确性的关系?

在教材中,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。

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。

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。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。

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,教师都有机会检测学生的学习进展,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。

# Table of Contents

<b>How to Teach</b>	.....	(1)
<b>Unit 1</b>	Will people have robots? .....	(1)
<b>Unit 2</b>	What should I do? .....	(13)
<b>Unit 3</b>	What were you doing when the UFO arrived? .....	(26)
<b>Unit 4</b>	He said I was hard-working. ....	(38)
<b>Unit 5</b>	If you go to the party, you'll have a great time! .....	(49)
<b>Unit 6</b>	How long have you been collecting shells? .....	(60)
<b>Unit 7</b>	Would you mind turning down the music? .....	(72)
<b>Unit 8</b>	Why don't you get her a scarf? .....	(84)
<b>Review</b>	.....	(97)

## Unit 1 Will people have robots?

In this unit students learn to make predictions.

*New language*

- *There will be fewer trees. There will be less pollution.*
- *robot, free time, more, less, fewer, building, pollution, ago, will, won't, high school, college, sports car, child*

### Section A

Additional materials to bring to class

- map of the world

### Language Goal

- On the board write a simple time line showing four dates: today's date, a date exactly one year from now, a date five years from now, and a date ten years from now.
- Point to the date one year from now and ask students, *What will be different in your life one year from now?* Ask some specific questions such as, *Will you be at this school in a year? Will you live in the same house in a year? Will you be in my class in a year?* Under that date, write some of the things that will be the same and different for students a year from now. For example, *Carlos will have a dog. Kiko will be in Ms Brown's class.*
- Repeat the procedure with the dates five years and ten years in the future. Ask other questions to help students think ahead. For example, *Will you live in this town five years from now? Will you be in college? Will you have a job five years from now? What job will you have ten years from now? Will you have children ten years from now?*
- After you write the students' predictions, underline the word *will* in each one.

**1a** This activity introduces the key vocabulary and the idea of making predictions.

- **Point to the time line on the board and extend it out to 100 years in the future.** Say, *In this activity we're going to talk about more than five or ten years in the future. We're going to talk about 100 years in the future.*
- **Read each prediction to the class.** Stop to introduce and explain new vocabulary items. For example, point to the picture of the robot in the book and ask students to repeat the word. Point out several countries on a map of the world and say, *All these countries will be one country.*
- **Read the instructions.** Point to the columns of As

and Ds and say, *A means agree, D means disagree. Check D if you think the sentence will not be true. Check A if you think the sentence will be true.*

- **As students work, move around the room answering any questions students may have.**
- **Talk about the answers with the class.** All students will probably not have the same answers. Point out the example in the speech bubbles and ask two students to read it to the class. Help students make their own statements using language from the example.

**1b** This activity gives students practice in understanding the target language in spoken conversation.

- **Read the six predictions to the class or have a student do it.**
- **Read the instructions to students.** Say, *As you listen, circle the things you hear on the recording.*
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time say, *Now listen to the conversation again. The people are making predictions about the future. Circle the predictions they talk about on the recording.*
- **Check the answers.**

#### Answers

1, 2, 4, 5

#### Tapescript

Boy 1: Do you think people will have robots in their homes in 100 years?

Boy 2: Yes, I do. I saw a robot on TV, and it cleaned the kitchen.

Boy 1: Well, I don't think people will use money.

Boy 2: Do you think everything will be free?

Boy 1: Yeah, probably.

Boy 2: I think there will be only one country.

Boy 1: Only one country in the whole world? Will there be world peace?

Boy 2: I hope so.

Boy 1: I bet kids won't go to school. They'll study at home on computers.

Boy 2: Oh, I disagree.

Boy 1: You do?

Boy 2: Yeah, there will always be schools.

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

- **Read the instructions.**
- **Ask two students to read the example in the sample dialogue.**
- **Help other students make one or two other predictions using statements like those in the sample dia-**

**logue.** Point to an item in activity 1a and read it to the class. For example, *Books will only be on computers.* Help the student form the question, *Will there be books in 100 years?* Then help another student give the answer. He or she can say either, *Yes, there will* or *No, there won't. Books will only be on computers.*

- **Ask students to work in pairs.** As they work, move around the room giving language support as needed.
- **Ask several pairs to say their conversations to the class.**

[See Follow-up activity 1.]

## Optional activity

Ask students to predict what will happen at an upcoming school event such as a soccer game or a school party. They can make statements and agree or disagree with each other. For example, *Our team will win the game. We'll get ten points. The other team won't score any points.* Write some of the predictions on the board.



**2a** This activity provides guided listening practice using the target language.

- **Point out the list of predictions and ask different students to read the predictions to the class.**
- **Read the instructions and point out the sample answer.**
- **Play the recording.** Students circle the word they hear on the recording in each sentence: *more*, *less* or *fewer*.
- **Check the answers.**

### Answers

- |         |          |          |
|---------|----------|----------|
| 1. more | 3. fewer | 5. fewer |
| 2. less | 4. less  |          |

### Tapescript

Woman: OK, now I want to hear everyone's predictions about the future.

Girl 1: Well, I think there will be more people.

Woman: More people? OK. What else?

Boy 1: I predict that there will be less free time.

Woman: I hope not!

Girl 2: Well, I think there will be fewer cars.

Woman: You do?

Girl 2: Yes, people will use the subways more.

Woman: That's a great idea. Let's hear another prediction.

Boy 2: There will be less pollution.

Woman: That will be good for the earth!

Girl 1: I think there will be fewer trees. I think cities will be really big and crowded because there will be a lot more people.

**2b** This activity provides guided listening practice using the target language.

- **Point to the list of predictions and ask different students to read the predictions to the class.**
- **Read the instructions.** Play the recording once. Students only listen.
- **Play the recording again.** Students check the predictions they hear.
- **Check the answers.**

### Answers

2, 5

**2c** This activity provides guided oral practice using the target language.

- **Read the instructions.**
- **Point to the example in the sample dialogue.** Ask two students to read the conversation to the class.
- **Point out the sentences in activity 2b.** Read the dialogue again and ask students to point to the sentences that the two persons are talking about.
- **Then have students work in groups of four.** They take turns making predictions about the future and agreeing or disagreeing with each other. As they ask and answer the questions, move around the room checking their work.
- **Check the answers by calling on different groups to say a conversation to the class.**

## Grammar Focus

- Review the grammar box. Ask students to say the statements and responses.
- Review the concept of countable and uncountable nouns by writing the two words on the board and asking different students to come to the board and write example of each under the headings. Help the students think of new words for each column. For example, uncountable nouns include familiar foods such as *water*, *milk*, *orange juice*, *meat*, *bread*, and *butter*. Countable nouns include familiar food such as *eggs*, *cookies*, *muffins*, *apples*, and *bananas*.

## Grammar note

It may be useful to contrast countable and uncountable nouns that describe the same thing. For example, you might put these pairs of sentences on the board, adding simple pictures to help explain the vocabulary: *There will be fewer lakes. There will be less fresh water. There will be fewer trees. There will be less wood.* Point out that you can count lakes and trees, but that you can't count water or wood. Water and wood are uncountable nouns.





## Optional activity

Play a game with countable and uncountable nouns. Divide the class into two teams. Make statements using the word *more* plus an countable noun or an uncountable noun. For example, *You need more water* or *You need more eggs*. First one team say the statement, then the other changes their statement into another statement that uses a specific quantity. For example, *You need more salt* might become *You need a teaspoon of salt*. *You need more eggs* might become *You need three eggs*. Each correct answer is worth one point.

**3a** This activity provides reading and writing practice using the target language.

- **Point to the three pictures.** Say, *This is Sally. This is Sally five years ago, this is Sally now, and this is Sally five years in the future.*
- **Read the instructions.** Point out the sample answer and ask a student to read it to the class.
- **Ask students to complete the work on their own.**
- **Check the answers.**

### Answers

- |                           |               |             |
|---------------------------|---------------|-------------|
| 1. in high school         | 4. in college | 7. a doctor |
| 2. soccer                 | 5. the guitar | 8. tennis   |
| 3. a cat                  | 6. a dog      |             |
| 9. a sports car (a child) |               |             |

**3b** This activity provides guided oral practice using the target language.

- **Read the instructions.**
- **Point to the example in the sample dialogue.** Ask two students to read the dialogue to the class.
- **Point out the pictures in activity 3a.** Read the dialogue again and ask students to point to the picture they are talking about.
- **Then have students work in pairs.** As they make their predictions, move around the room checking their work.
- **Check the answers by calling on different students to make predictions about Sally.**

**3c** This activity presents an opportunity for students to use the language of the unit to talk about themselves and their own interests.

- **Read the instructions.**
- **Give an example from your own experience.** You may ask a good student to do this instead if you would prefer.
- **Ask a few students to give examples.** Correct any grammatical errors to make sure the students are providing a good model for the rest of the class.
- **Ask students to complete the work on their own.**
- **Review the task.** Ask a few more students for answers.

**4** This activity provides oral practice using the target language.

- **Read the instructions.** Say, *This activity has two parts—drawing a picture and talking about it.*
- **Ask students to draw pictures on their own.** Move around the room helping students get ideas if they are having trouble. For example, you can say, *How about some parks, lots of green parks? You could draw some bicycles or special roads for bicycles.*
- **Ask students to show their pictures to other students and describe what they drew.**

## Section B

*New language*

- *rocket, astronaut, space station, computer programmer, crazy, live, moon, transportation, pet*

Additional materials to bring to class

- bilingual dictionaries

**1a** This activity reviews earlier vocabulary and introduces some new words.

- **Point to the three columns and read the headings to the class.** Ask students to say in their own words what each heading means.
- **Read the list of seven words.** Ask students to raise their hands if there is a word they don't understand. Write these words on the board and use a simple drawing or a brief explanation to describe each one.
- **Read the instructions and say, Write these words in the correct column below.**
- **Check the answers.**

### Answers

jobs: astronaut, computer programmer  
 transportation: train, rocket  
 places to live: space station, house, apartment

[See Follow-up activity 3.]

**1b** This activity provides a review of previously-taught vocabulary.

- **Ask a student to read the words already written on the chart.** Say, *Now add some words to each column. Think about the jobs we studied before. Write some of the jobs in the chart. Look back at the other units and see if you can find some types of transportation and some places people live.*
- **Talk about the completed chart with the class.** Put a blank chart on the board and ask students to come up and add words to each column of the chart. Have the student who writes each word use it in a sentence.



**2a** This activity provides listening practice using the target language.



- **Read the instructions.**
- **Point out the three pictures.** Ask students to talk about what they see in each picture.
- **Play the recording the first time.** Students only listen. Say, *You will hear three conversations. Decide which conversation goes with each picture. Write the number of each conversation next to one of the pictures.*
- **Play the recording a second time.** This time students number the pictures.
- **Check the answers.**

#### Answers

2, 3, 1

#### Tapescript

#### Conversation 1

Alexis: Hi, I'm Alexis.

Joe: Nice to meet you, Alexis. I'm Joe.

Alexis: Nice to meet you, Joe. Do you live here in Techville?

Joe: Yes, I do. I live in an apartment across the street from here.

Alexis: Oh, really?

Joe: Yes. I work near here too, at Sisco Software Systems. I am a computer programmer.

Alexis: A computer programmer? That sounds interesting.

Joe: Well, actually it's kind of boring. I do the same thing every day.

#### Conversation 2

Alexis: Hey, Joe, is that a picture of you?

Joe: Yeah, that was me ten years ago.

Alexis: So, did you live here in Techville ten years ago?

Joe: No, I lived with my parents in Greenville. We lived in a house in the country. I went to school here in Techville, though.

Alexis: Really? That's pretty far from here. How did you get to school?

Joe: Oh, I took the train to school.

#### Conversation 3

Alexis: So, Joe, what do you think your life will be like in ten years?

Joe: Oh, I think I'll be an astronaut.

Alexis: An astronaut? Are you kidding?

Joe: No, I'm serious. I'll fly rockets to the moon. Maybe there will be flights to other planets.

Alexis: Oh, and where will you live?

Joe: I'll live on a space station.

- Say, *I will play the recording again. Listen, and write the correct words from the box on the blank lines.* Point out the sample answer.
- **Play the recording.** You may want to play it more than once, or to stop it after key lines.
- **Check the answers.**

#### Answers

1. live    3. am    5. took    7. 'll fly  
2. work    4. lived    6. 'll be    8. 'll live

**2c** This activity provides oral practice using the target language.

- **Read the instructions.** Say, *Now talk about Joe with your partner. One student pretends to be Alexis and the other student pretends to be Joe. Then change places.*
- **Point out the example in the sample dialogue and ask two students to read it to the class.**
- **Help students find partners and have the pairs work on their own.**
- **Ask some pairs of students to say their dialogues to the rest of the class.**

**3a** This activity provides reading and writing practice using the target language.

- **Read the instructions.** Point to the paragraph and say, *First read Ming's answer. Then write down any questions you would like to ask about the story. We'll answer these questions together.*
- **Ask students what questions they have about Ming's answer.** Explain vocabulary words and repeat sentences in your own words if necessary.
- **Point out the chart below Ming's answer.** Ask a student to read the column headings to the class. Say, *Now write words from her answer in the correct columns below.* Help students complete one or two answers. For example, write the word *reporter* in one column and *Shanghai* in another column.
- **Ask students to complete the chart on their own.**
- **Check the answers.**

#### Answers

Job: reporter  
Pets: parrot, many others  
Sports: skating, swimming  
Place: Shanghai, Hong Kong, Australia  
Clothes: smart clothes, to wear a suit (during the week); casual clothes (at the weekends)

**3b** This activity provides open-ended writing practice using the target language.

- **Read the instructions.** Ask students to look at Ming's Answers before they write about their future lives.
- **Move around the room as they work.** Help students



**2b** This activity provides listening and writing practice using the target language.

- **Read the instructions.**



find words in a bilingual dictionary (or simply tell the students the words they are looking for).

- **Remind students not to show their work to any other students.**
- **Collect all the papers and put the papers in a pile.** Have each student choose a paper. Be sure each student gets someone else's paper, and not his or her own.
- **Point out the example in the sample dialogue.** Ask two students to read it to the class. Say, *Now you'll read your papers and talk about them like this.*
- **Ask different students to read the paper they are holding to the class.** Then ask students to guess who wrote each paper.

**4** This activity presents an opportunity for students to use the target language of the unit to make predictions and express agreement and disagreement.

- **Read the instructions.**
- **Ask two students to read the dialogue.**
- **Ask another pair of students to give their opinions on another topic.** Pick a topic of current interest in the news.
- **Ask students to complete the work in pairs.**
- **Ask a few students to share the sample conversation.**

## Self Check

**1** This activity focuses on vocabulary introduced in the unit.

- **Ask students to fill in the blanks on their own.** In some cases, students may need to use another form of the word, for example adjusting for tense or subject/verb agreement. Tell them that they can find all the words in the preceding unit.
- **Check the answers.**
- **Ask students to make their own sentences with the words, preferably sentences that are meaningful.**
- **Write a number of students' answers for each word on the board.** Underline any mistakes (it is not necessary to say which student made the mistake) and ask students to suggest how to correct the mistake.

### Answers

1. I want to work for myself when I'm older.
2. My friends keep a pet pig in their house.
3. I need to look smart for my job interview.
4. We have to wear a uniform to school.
5. One day people will fly to the moon for vacations.

**2** This reading passage introduces some humorous predictions.

- **Read the instructions.**

- **Ask students to complete the work on their own.**
- **Check the answers.**
- **Ask students to make predictions about other inventions, such as robots.**

### Answers

movie, computer

**3** This activity focuses on the new vocabulary introduced in this unit.

- **Say, Fill in the blanks with words from this unit.**
- **Check the answers.**

### Answers

- |                  |              |
|------------------|--------------|
| 1. space station | 3. robots    |
| 2. computers     | 4. astronaut |

## Just for Fun!

This activity provides reading practice with the target language.

- **Ask two students to read the conversation to the class.**
- **If necessary, help students understand that some caterpillars turn into butterflies.**

## Follow-up activities

### 1. Picture these Predictions

[See Section A, 1c]

Ask different students to draw their own pictures showing what life will be like in 100 years. For example, they might draw a family standing on the surface of the moon. Or they might show a robot mowing the lawn outside a house. Display the pictures on a bulletin board for a few days. Then ask students to talk about the pictures. Ask the students to agree or disagree with what they see.

### 2. Research Project

[See Section A, 2b]

Ask a student to do a research project to find out what scientists are saying about how the world will change in the next 50 years. This kind of information can be found in the library. Help the student think of some questions such as *Will there be more people? Will there be more countries? Will there be less pollution? Will there be world peace?* Ask the student to give a short oral report to the class.

### 3. Who Has the Most?

[See Section B, 1a]

Divide the class into several teams of four or five students. Each team competes against all the others. To play, start with a category from this unit such as *jobs*. Ask each team to think as many words in that category as they can. Then go on to the other categories—*transportation, places to live*. The team with the most points in all categories at the end of the game wins.

