

英语

(供一年级起始用)

教师用书 第十册

主 编: 陈琳 Printha Ellis (英) 副主编: 鲁子问
编 者: Russell Stannard (英) Deborah Grigor (英)



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW STANDARD ENGLISH



新 标 准

义务教育课程标准实验教科书

英语

(供一年级起始用)

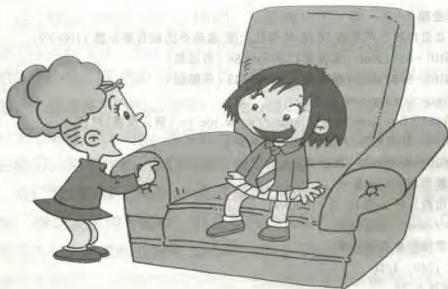
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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

Name (姓名)

Class (班级)

School (学校)

京权图字: 01-2003-8353

Foreign Language Teaching and Research Press & Macmillan Publishers Ltd, 2000

图书在版编目(CIP)数据

英语(新标准)(供一年级起始用)教师用书 第十册 / 陈琳主编. — 北京: 外语教学与研究出版社, 2005.12

ISBN 7-5600-5137-5

I. 英… II. 陈… III. 英语课—小学—教学参考资料 IV. G623.313

中国版本图书馆 CIP 数据核字 (2005) 第 148665 号

项目策划: 李朋义 徐秀芝 蔡剑峰 申 蕾

项目负责: 申 蕾(参加编写) 葛 萌(参加编写)

责任编辑: 李新芳(参加编写) 葛 萌(参加编写)

绘制设计: 蔡 颖

英语 (供一年级起始用)

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电子信箱: beed@fltrp.com 或登陆 <http://www.nse.cn> (留言反馈) 栏目

购书电话: 010-88819928/9929/9930 (邮购部)

购书传真: 010-88819428 (邮购部)

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京师印务有限公司

开 本: 890×1240 1/16

印 张: 7 插页 0.75

版 次: 2005 年 12 月第 1 版 2005 年 12 月第 1 次印刷

书 号: ISBN 7-5600-5137-5

定 价: 19.90 元

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519



出版说明

本教材是我社依据教育部制定的国家《英语课程标准》，在充分调研和科学论证的基础上，与世界著名教育出版机构——英国麦克米伦出版公司共同推出的我国第一套中小学“一条龙”英语教材。

本教材的主编为北京外国语大学陈琳教授，副主编为华中师范大学鲁子问副教授。本教材的英方主编 **Printha Ellis** 女士，编者 **Russell Stannard** 先生和 **Deborah Grigor** 女士都是国际著名的英语教材编写专家。参加具体教案编写的还有四川省成都市外国语学校附属小学的潘小平，北京市海淀区中关村第三小学的梁丽霞以及北京第二试验小学的王培荣等多位老师。

本册教材——*New Standard English* (供一年级起始用) 第十册是供小学五年级下学期使用的。全书共分11个模块 (Module)，内含一个期末复习模块。每个模块分为两个单元 (Unit)。一般情况下，第一单元呈现本模块所要学习的语言内容，第二单元提供若干任务型 (Task-based) 练习，包括一首歌谣或小诗。歌谣或小诗的学习，目的有三：一是培养学生的语感和节奏感；二是提高发音的正确性；三是通过这些英语国家儿童所熟知的歌谣，介绍一定的西方文化。其中的一些不常用单词，不要求学生在歌谣之外学会使用。在本册中，我们将继续跟着 **Lingling** 和 **Amy** 一家人在英国访问。我们可以跟着 **Lingling** 一起了解英国的饮食、去图书馆借书、去商场购物、学习发送电子邮件，并去英国的儿童剧院观看演出。**Daming** 也在准备去美国看望他的表哥 **Simon** 一家，他在忙着准备礼物。

课文中呈现了一些新的语法内容，但不要求教师讲解语法规则，更不要求学生掌握语法规则，而是要求学生在理解的基础上初步学会运用这些语句，希望教师在教学过程中注意。



前 言

根据国家教育部颁布的国家义务教育阶段《英语课程标准》编写的《英语》(新标准)“一条龙”小学教材在全国各地发行使用已近四年,它已成为我国目前最受欢迎的小学英语教材之一。

在这四年时间里,《英语》(新标准)系列教材所体现的素质教育原则,“题材—功能—结构—任务”的教学路子,以及从内容到版面的创新,都得到了全国广大师生的认同与赞许。可以说,随着《英语》(新标准)教材的使用面日益扩大,国家《英语课程标准》所提出的外语教育理念也日益深入人心,得到广泛的验证。

四年来,这套教材在广大师生的使用中经受了考验。大家充分肯定了它的时代性、实用性、基础性和人文性,认为它是一套高水平、高质量的好教材。随着国家《英语课程标准》的广泛实施,广大教师教学水平的不断改进,以及学生外语基础的日益提高,基础英语教育和教学的形势有了新的发展。因此,我们认为,面对这个新的局面,应当及时对教材进行修订。

修订后的教材保留并发扬了它固有的优势:贯彻素质教育、遵循国家标准、中外专家合作、教学理念先进、多媒体配套成龙、美术设计新颖等。在此基础上,我们根据我国外语教与学的实际,以辩证法的思想处理教材编写中所存在的各种关系——知识与技能、学得与习得、听说与读写、输入与输出、功能与结构等,力图使教材既体现国内外先进的教学理念,又能从我国实际出发,为学生的外语学习的长期可持续发展打下良好的基础。此外,我们对《教师用书》作了较大的修改,使它更具可操作性。

我们相信,《英语》(新标准)小学教材一定能得到广大师生的欢迎,并在大家的关心和帮助下不断有新的提高。

陈 琳

《英语》(新标准)系列教材中方总主编

国家《英语课程标准》专家组组长

北京外国语大学教授

2004年5月

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Module	Theme	Function	Target Language
1	Jobs	Describing activities	She was a driver before. What music did he play? He played Chinese music. He worked in an office.
2	English Food	Describing eating habits	What did she have for lunch? She had sandwiches. Lunch is usually at half past twelve.
3	Library	Using a library	Have you got the <i>Harry Potter</i> videos? Sorry, we haven't got the videos. But we have got the books. You can use the computers.
4	Presents	Offering and accepting presents	I sent you a Maths game. Did you get it? I sent you English books. Did you read them? What's your favourite season?
5	My Bag	Comparing objects	Your bag is broken! This black bag is nice. It's big! Mine is pink. I carry it over my shoulder.
6	Travel	Talking about an event	We'll see lots of stones. How will we get there? It was amazing.
7	Computer	Using new technology	Write your message. Now click on 'Write'! I will be home at seven o'clock.
8	Decision	Making decisions	I think I'll make a Chinese kite! Will you help me? I drew a dragon on a piece of yellow paper. I painted it.
9	English Letters	Understanding different cultures	The men wore women's clothes. We laughed a lot. That will be fun!
10	Getting Ready	Preparing for a trip	What did you put in your bag? Where will you go tomorrow? When will you leave tomorrow? Who is going to go to America?
Review	Review	Review	Review
Project 1	Jobs		
Project 2	My China		
Project 3	Research		

目次

Recycling	Vocabulary	Songs, Poems and Chants
simple past tense places jobs	drove, flute, player, office, parent	Song: I worked in an office.
food, meals time	email, sausage, sandwich, delicious	Song: Breakfast, Lunch and Dinner
have got can	return, borrow	Poem: At the Library
simple present tense it/them months and seasons	fine, sent, get, chocolate, season	Poem: In spring it is warm.
adjectives parts of body	broken, brown, carry, back, shoulder, hand	Chant: Mouth, Mouth!
simple future tense with 'will'	place, circle, build, solve, hope, thought, amazing	Poem: We will do the same things.
imperatives time	message, another, click on, busy	Poem: I go to school every day.
simple future tense with 'going to'	of course, drew, piece, paper, scissors	Song: Fly, Fly in the Sky
various tenses	theatre, men, women, room, question, history	Song: Postman, Postman
question words various structures	ticket, toothbrush, leave, building	Chant: I'm getting ready for my trip.
Review		

Sample Teaching Module

为了帮助各位老师在课堂上更好地运用英语进行教学,尽可能多地为学生创造英语语言环境,我们特在此处提供一个全英语的教案示例。它将一个模块的教学安排在两个40分钟的课时内,采用多种多样的呈现方式教授课文中的知识。教案提供了如何在教学中结合使用《学生用书》和《课堂活动用书》的实例。教案中还包括大量活动展开及操作的范例;设计了老师在课堂上可能遇到的多种情况,而且语言简单地道,掌握起来毫无难度,可供各位老师在教学借鉴或直接使用。

Module 1

Lesson 1

(40 Minutes)

Warmer

(The teacher should write this information on the board before the lesson.)

Greetings	Questions and Answers
Hello,	How are you?
Hi,	I'm fine, thanks/thank you.
Good morning,	And you?
Good afternoon,	I'm fine, too.
I hope you enjoyed your holiday.	I'm sick/not well.

(The teacher greets the students as they come into the classroom.)

T: Good morning, everyone. Hello, Hi. Come in, please and sit down.

(The students sit down.)

T: Good morning, class. I hope you enjoyed your holiday.

SS: Good morning, Mr/Mrs/Miss/Ms [teacher's name],

(The teacher should quickly practise different greetings with the class so that the students feel relaxed. The information in the first table will help the students.)

T: Now look at the title of this unit. Can you read it?

SS: She was a driver before.

T: Good. I want you to get into small groups, please. One person in the group is the writer. The other persons in the group have to think of different jobs. The writer has to write down the jobs. Can you tell me the names of two jobs before we start?

S1: Teacher.

T: Yes.

S2: Doctor.

T: Very good.

(The teacher writes the words on the board.)

(The students work in groups suggesting the names of different occupations and the writer in each group writes down their suggestions. The teacher walks round the classroom and monitors the discussions.)

T: Can one member of each group stand up and read out your list, please? Wang Hu, can you start, please?

Wang Hu: Teacher, doctor, policeman, nurse, fireman.

T: Well done.

(Representatives from each group read out their list. The teacher writes the list on the board but avoids repetitions.)

Examples

teacher	fireman	doctor	driver
nurse	policeman	farmer	

(The teacher writes this structure on the board.)

I want to be a...

T: Now tell me if you'd like to do one of these jobs when you grow up. Jiang Shan, what do you want to be?

Jiang Shan: I want to be a policeman.

T: Zhang Yu, what about you?

Zhang Yu: I want to be a doctor.

T: Wu Bo, what do you want to be?

Wu Bo: I want to be a teacher.

(The teacher does more examples with individual students.)

The list of jobs should be left on the board as the students will need it in Activity 1.

UNIT 1 STUDENT'S BOOK

1. Listen, point and find 'was'.

T: Now you're going to listen to a dialogue about jobs. Look at the list on the board, please.

(The students look at the list made in the Warmer.)

T: I want you to listen carefully and write down any jobs on the list that you also hear on the tape.

(The teacher plays the tape twice, pausing it after each job is mentioned.)

T: Can you tell me the jobs you heard on the tape?

S1: Driver.

T: Yes.

S2: Flute player.

T: That's right.

(The teacher writes the words 'flute player' on the board.)

T: What does a flute player do?

S3: Plays the flute.

T: Well done. Can you mime playing the flute, please?

(The student mimes playing the flute.)

T: Now open your Student's Book, please. Look at Module 1, Unit 1, Activity 1.

(The students open their books.)

T: Look at the pictures, please. What can you see?

S1: Lingling.

S2: Sam and Amy.

S3: They're looking at photos.

T: Yes.

Picture Description

Picture 1: Lingling is sitting on the sofa showing Sam and Amy some photos.

Picture 2: Sam is pointing to a photo of a young Chinese woman driving a bus.

Picture 3: Lingling is showing a photo of a man. He is playing the flute.

Picture 4: Lingling is playing the flute. Amy and Sam are covering their ears.

T: Now let's listen to the tape again. This time I want you to tell me who the people are in the photos.

(The teacher plays the tape again.)

T: Who are the people in the photos?

S1: Lingling's mother and father.

T: That's a good try but they aren't her mother and father.

S2: They're her grandparents.

T: Yes. Look at these two words on the board.

before

now

T: When you see the word 'before' with the simple past tense, does it mean now or the past?

Ss: The past.

T: When you see the word 'now' with the simple present tense, does it refer to the present or the past?

Ss: The present.

T: That's right. Now I want you to look at the dialogue again. Can you see the word 'was' in the dialogue?

Ss: Yes.

T: What is 'was' the past tense of?

Ss: Is.

T: Yes. Now I want you to look at the dialogue and find all the examples of 'was'. I'd like you to underline each example.

(The students lightly underline all examples of the

word 'was').

2. Listen and say.

T: Now look at Activity 2, please. What can you see in the pictures?

S1: Lingling's grandma when she was young.

S2: Lingling's grandpa when he was young.

T: Very good. I'm going to play the tape and I want you to repeat the sentences.

(The students listen and repeat the sentences.)

TEACHER'S TIP

Point out to the students that 'grandma' and 'grandpa' are short, informal forms of the words 'grandmother' and 'grandfather'.

Other forms that some families might use are 'granny', 'nan' or 'nanna' for 'grandmother' and 'grandad' for 'grandfather'.

(The teacher presents some magazine pictures showing people doing different jobs. Alternatively, the teacher can write the name of different jobs on separate pieces of card.)

T: I'm going to show you some pictures. I want you to look at the person in the picture and then make a sentence. For example, look at this picture.

(The teacher shows the students a picture of a nurse.)

T: This is a picture of a nurse. Can you use the word 'nurse' in a sentence with the word 'before'? Xiao Mei.

Xiao Mei: She was a nurse before.

T: Well done. Let's begin.

(The teacher shows a picture of a farmer.)

Ss: He was a farmer before.

(The teacher continues to show pictures and the students say sentences using the word 'before'.)

T: I'm going to write some words on the board.

English	French	Spanish	American
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T: Now I want you to work in pairs. Look at the second part of the dialogue in Activity 2. Student A must ask the question and Student B must answer

with a word from the board instead of 'Chinese'. Li Ming, let's do an example together. I'm Amy and you're Lingling. Are you ready?

Li Ming: Yes.

T: What music did he play?

Li Ming: He played Spanish music.

T: Good. Now work in pairs. You must take turns to ask the question.

(The students do the exercise in pairs and the teacher moves round the classroom monitoring the dialogues.)

UNIT 1 ACTIVITY BOOK

1. Read and answer.

T: Now open your Activity Book, please. Look at Module 1, Unit 1, Exercise 1. Read the questions, please. What are they about?

S1: The dialogue in the Student's Book.

T: Yes. Now I'm going to play that dialogue again.

(The teacher plays the tape twice.)

T: Now I want you to work in pairs and answer the questions.

(The students work in pairs and answer the questions. The teacher walks round the classroom and offers help when necessary. Then the teacher reads out each question and chooses individual students to answer.)

Answers

1. She was a driver.

2. She drove a bus.

3. It's Lingling's grandpa.

4. He was a flute player.

5. He played Chinese music.

6. No, she can't.

2. Now ask and answer.

T: Now look at Exercise 2, please. What does this exercise refer to?

S1: Exercise 1.

T: Yes. I want you to work in pairs. You have to look at Exercise 1. Then take turns to ask and answer the questions.

(The students take turns to ask and answer the questions.)

3. Listen and write the words in the correct boxes.

T: Now look at Exercise 3, please. Read the words in the boxes, please.

Ss: Factory worker, teacher, nurse, policeman, driver, doctor, writer.

T: Now I'm going to play the tape. Listen carefully and tell me what Grandma is now.

(The teacher plays the tape.)

Tapescript

My mother was a nurse. Now she is a doctor.
My father was a factory worker. Now he's a teacher.
My grandpa was a policeman. Now he's a writer.
My grandma was a driver. Now she's a factory worker.

T: What is Grandma now?

S1: She's a factory worker.

T: Yes. Now I'm going to play the tape again. Listen and fill in the table.

(The students listen to the tape and complete the table. Then the teacher has the students say the answer for each section in the table.)

T: Look at the table. Her mother was a...

Ss: Nurse.

T: Now she's a...

Ss: Doctor.

(The teacher continues saying the sentences and having the students add the occupations.)

Answers

	was	is
Mother	nurse	doctor
Father	factory worker	teacher
Grandpa	policeman	writer
Grandma	driver	factory worker

4. Now ask and answer.

T: Look at Exercise 4, please. You have to work in pairs and ask and answer questions about Exercise 3. Look at these questions on the board.

What was her mother before?
And what is she now?

T: Let's show how to do it, Li Yong. I'll ask the questions and you should answer them. Let's begin.

What was her mother before?

Li Yong: She was a nurse.

T: And what is she now?

Li Yong: She's a doctor.

T: Well done, Li Yong. Now everyone works with a partner. Take turns to ask and answer the questions.
(The students ask and answer questions about the information in the table. The teacher monitors their discussions.)

UNIT 11 STUDENT'S BOOK

3. Practice.

T: Now open your Student's Book. Look at Activity 3. Work with a partner and read the dialogue.

(The students read the dialogue in pairs.)

T: Look at the pictures. What are the jobs?

S1: Doctor and teacher.

S2: Fireman and writer.

S3: Driver and policeman.

T: Which two jobs do they talk about in the dialogue in the book?

S4: Doctor and teacher.

T: Yes. Look at these questions on the board.

What was he before?
What did he do?
What is he now?
What does he do?

T: Wen Yan, let's do an example together. I am A and you are B. Look at the second picture, please.

Wen Yan: Yes.

T: What was he before?

Wen Yan: He was a fireman.

T: What did he do?

Wen Yan: He helped people.

T: What is he now?

Wen Yan: He's a writer.

T: What does he do?

Wen Yan: He writes books.

T: Very good. Now work with your partner. Look at the pictures and take turns to ask and answer the

questions.

T: That's the end of our lesson, class. Well done.

Bye-bye.

Ss: Goodbye, [teacher's name].

Module 1

Lesson 2

(40 Minutes)

Warmer

(The teacher should have this information on the board before the lesson starts.)

doctor	teacher	farmer	taxi driver	taxi
bus driver	school	bus	farm	hospital

T: Good afternoon, everyone.

Ss: Good afternoon, [teacher's name].

T: Look at the board, please. I have written some jobs on the board. I have also written the names of the places where people with those jobs work. I'm going to say a job and I want you to say the place where that person works. For example, if I say 'teacher', what do you say?

Ss: School.

T: Yes. Let's begin. Farmer.

Ss: Farm.

T: Taxi driver.

Ss: Taxi.

T: Bus driver.

Ss: Bus.

T: Doctor.

Ss: Hospital.

T: Very good. Now work with a partner and do the activity again. Take turns to say the jobs.

(The students continue the activity in pairs.)

UNIT 2 STUDENT'S BOOK

1. Listen and repeat.

T: I'm going to play the tape but I don't want you to open your books. Please keep them closed. You're going to hear a dialogue about the places where people work. I want you to listen carefully and make a list of those places.

(The teacher plays the tape as many times as necessary.)

T: Can you tell me the places you heard?

S1: An office.

T: Good.

S2: I heard the words 'factory' and 'shop'.

T: Yes.

S3: A hospital.

T: Well done.

(The teacher writes the words on the board.)

office	factory	shop	hospital
--------	---------	------	----------

T: Now open your books. I want you to find the four words that are on the board.

(The students read the dialogues and find the words.)

T: Now I'm going to play the tape again. This time I want you to listen and repeat the sentences.

(The students listen to the tape and repeat the sentences.)

2. Look and say.

T: Now look at Activity 2, please. Look at the pictures and name the places, please.

S1: A shop and an office.

S2: A hospital.

S3: A factory and a school.

S4: A farm.

T: Now you're going to work in pairs. Student A points to a picture and Student B looks at the picture to see if it's a man or a woman. Then Student B says a sentence about where he or she works. Let's do an example together, Wang Yong.

Wang Yong: Yes.

T (holds up the book and points to the man in the office)

Wang Yong: He works in an office.

T: Good. Now do the activity with your partner.

(The teacher monitors the pairs by walking round the classroom and offering help when necessary.)

3. Listen and say. Then sing.

Before singing the song

T: Now look at Activity 3, please. Look at the pictures and tell me what you see.

S1: An office.

S2: A train.

T: Well done. Now what do you think this song is about?

S3: Jobs.

T: Yes.

While singing the song

(The teacher plays the tape and gets the students to repeat the words. The teacher plays the tape again and lets the students listen to the melody or they can sing along with the music.)

T: When you sing the song, I want you to do some mimes. As you sing the first verse about the office, I'd like you to mime typing.

(The teacher demonstrates the mime.)

T: I'd like you to pretend you are a train driver when you sing the second verse. You can pretend you are driving a very old train. Pretend to pull a cord like this and imagine that this is the cord that makes the sound 'Choo-choo' that old trains used to make.

(The teacher demonstrates the mime.)

T: Now sing the song and do the actions.

(The teacher plays the tape and the students sing and do the actions.)

After singing the song

T: Now look at the words in the song again. Can you find any words that rhyme? Remember that rhyming words are ones that have the same sound at the end.

S1: 'Day' and 'today' rhyme.

T: Yes.

S2: 'Train' and 'rain' rhyme.

T: That's right. Well done.

UNIT 1 ACTIVITY BOOK

1. Listen and answer the questions.

T: Open your Activity Book. Look at Unit 2, Exercise 1, please.

(The students open the books at the appropriate place.)

T: I want you to read through the questions, please.
Read silently.

(The students read the questions.)

T: Now what do these questions refer to?

S1: The dialogue in the Student's Book.

T: Yes. Now listen to the tape again. Then you can answer the questions.

(The teacher plays the tape as many times as necessary and the students listen.)

Tapescript

Boy: Where did your grandpa work?

Girl: He worked in an office.

Boy: Where did your grandma work?

Girl: She worked in a factory.

Boy: Where do your parents work?

Girl: My mother works in a shop. My father works in a hospital.

T: Now answer the questions please.

(The students answer the questions. Then they work in pairs and compare their answers before the teacher corrects the activity with the class.)

Answers

1. He worked in an office.

2. She worked in a factory.

3. She works in a shop.

4. He works in a hospital.

2. Now write about your family.

T: Now look at Exercise 2. This time you have to write about your family. You can say what they really do or did. Let's do an example on the board.

(The teacher writes this information on the board.)

My mother stays at home. She's a housewife.

My father works in an office.

My grandfather worked in a hospital.

My grandmother worked in a library.

T: Now work with a partner. Tell him or her about your parents and grandparents. Remember you can make up the information.

(The students talk to their partner. Then they write the information. The teacher should choose some

individual students to stand up and read out their sentences.)

3. Look and say.

T: Look at Exercise 3, please. Look at the pictures and tell me what you see.

(The students describe the pictures.)

Picture Description

A small panda and a big panda.

A thin monkey and a fat monkey.

A short snake and a long snake.

A short boy and a tall boy.

A young man and an old man.

A new book and an old book.

T: Now look at these structures on the board.

He/It was... before.

Now he's/it's...

T: You have to work with a partner. Student A must point to a picture and Student B has to describe it. Let's do an example. Yang Fei, I'm A and you're B.

Yang Fei: Yes.

T (points to the short boy)

Yang Fei: He was short before.

T (points to the tall boy)

Yang Fei: Now he's tall.

T: Good.

(The teacher should check that the students know the appropriate adjectives by holding up the book and pointing to each picture. The students can say the relevant adjective.)

T: Now work with your partner. You must take turns to point to the pictures.

(The students work in pairs while the teacher monitors them.)

Answers

It was small before. Now it's big.

It was thin before. Now it's fat.

It was short before. Now it's long.

He was short before. Now he's tall.

He was young before. Now he's old.

It was new before. Now it's old.

4. Listen and repeat.

(The teacher should have the three sentences written on the board.)

This is Grandma.
She was a driver.
My mother works in a shop.

T: Look at Exercise 4, please. Read the three sentences.

(The students read the sentences aloud.)

T: Now listen to the tape. Tell me what the speaker's voice does at the end of each sentence.

(The teacher plays the tape.)

T: What happens to the speaker's voice at the end of each sentence?

S1: It goes down.

T: Yes. We say it falls. Your voice should fall before a full stop.

(The teacher puts this table on the board.)

This is my...	He/She was a...	He/She works on/at a...
grandpa	train driver	train
grandma	farmer	farm
father	teacher	school
mother	policewoman	police station

T: Look at the table. You are going to talk about this information with a partner. Wang Hong, let's do an example.

Wang Hong: Yes.

T: This is my grandpa. He was a train driver.

Wang Hong: He worked on a train.

T: Very good. Now work with a partner. Student A says the first two sentences and then Student B says the last sentence. Remember your voice should fall at the end of each sentence. Take turns to say the first two sentences.

(The teacher monitors the pairs by walking round the room.)

UNIT 2 STUDENT'S BOOK

4. Game: Ask and answer.

(The teacher has these words written on the board.)

teacher
nurse
worker
taxi driver
bus driver
train driver

T: I want you to write each word on a separate piece of paper just like this.

(The teacher holds up a piece of paper with 'teacher' on it. Then the students write the words on individual pieces of paper.)

T: Now put your words in two piles on your desk. Work in pairs. Student A takes one word from the first pile and Student B asks a question about the past. Then Student A takes a word from the second pile and Student B asks a question about the present. Here are the questions you have to ask and answer.

(The teacher writes the questions on the board.)

What were you before?	What did you do?
What are you now?	What do you do?

T: Let me do an example with Zhao Lan. What were you before?

Zhao Lan (takes a card from the first pile): I was a teacher.

T: What did you do?

Zhao Lan: I taught Chinese.

T: What are you now?

Zhao Lan (takes a card from the second pile): I'm a doctor.

T: What do you do?

Zhao Lan: I help people.

T: Great. Now look at the board. This information will help you when you do the dialogues.

nurse
worker
taxi/bus/train driver

help people
make things
drive people

T: Now work in pairs. Take turns to ask and answer the questions.

(The students do the exercise in pairs while the teacher monitors them and offering help when necessary.)

T: Well done, class. You worked very hard today. See you at the next lesson.

Ss: Goodbye, [teacher's name].