

BLOCKBUSTER

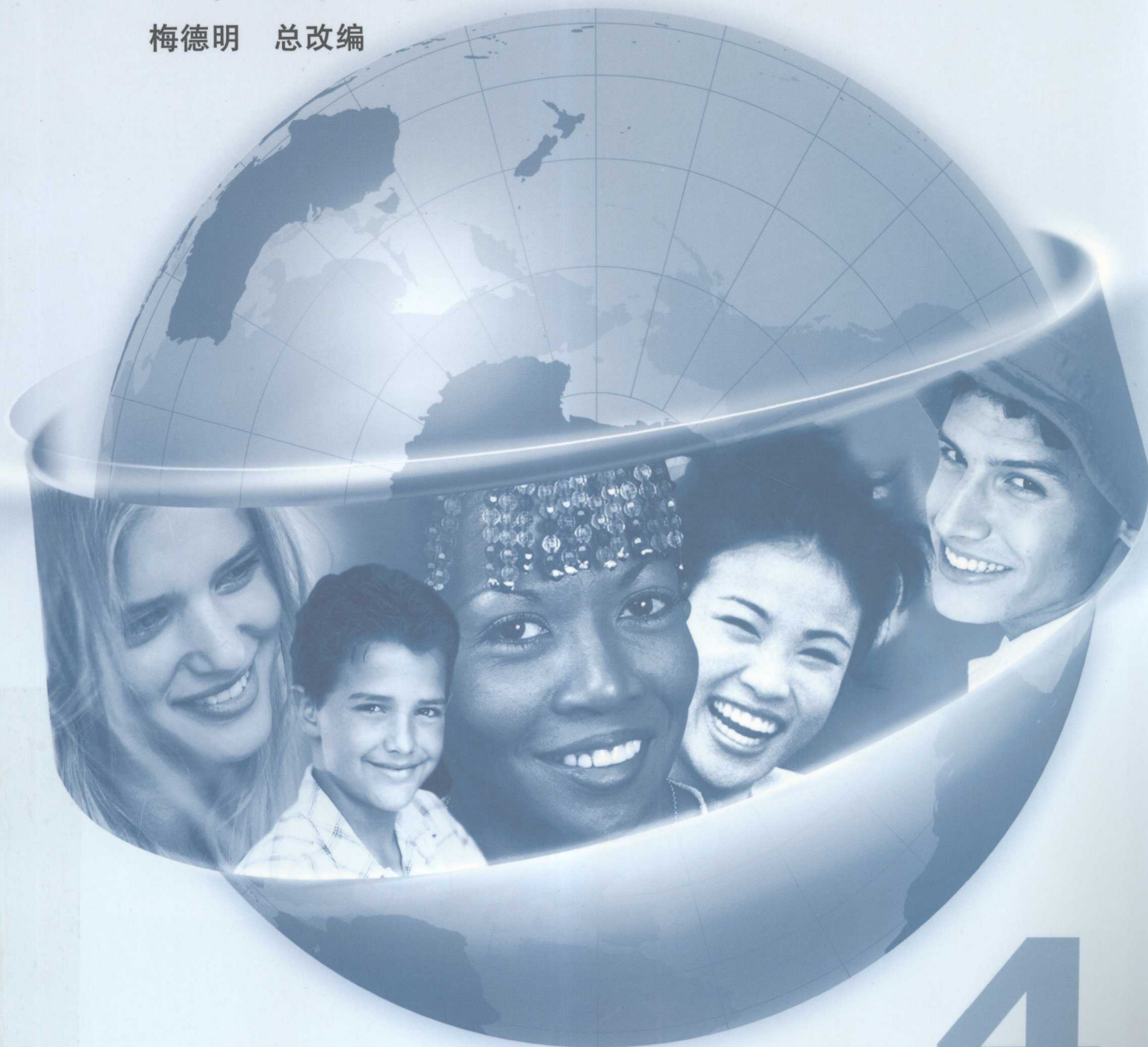
潮流英语

Jenny Dooley – Virginia Evans

梅德明 总改编

Teacher's Book

教师用书



4

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《潮流英语》简介

《潮流英语》是一套为初级水平英语学习者量身定制的综合英语教程，旨在系统传授语言知识和文化知识，全面培养学生的“听说读写”交际能力。

《潮流英语》教材通过各种任务型交际活动，循序渐进、逐级而上地训练语言项目，突出外语教学的积极性、整体性和人文性三大特点。

《潮流英语》强调“教学的积极性”，是指教师可以通过呈现学生所熟悉的日常生活的语境来传授新词语和新结构；强调“教学的整体性”是指教师在激发学习者语言分析能力的同时，还可以激发他们整体使用语言的创造性；强调“教学的人文性”是指教师可以根据学生的学习愿望和情感要求，通过设置和完成轻松愉快的学习任务和交际话题来达到习得语言的目的。

《潮流英语》属等级模块式教材，全套教程共含4册，每册由8—9个模块组成，每个模块各含5个单元，每个单元的课时数设计为5节，每节课设计为50分钟。每一模块含有十分丰富的教学内容，除了“词汇”、“阅读”、“语法探索”、“听力”、“会话”、“写作”、“发音”、“日常英语”、“边唱边学”、“游戏”、“学习技巧”等主要学习内容之外，结尾处还设置了“文化角”、“知识拓展”、“自测练习”、“结对活动”等内容。

《潮流英语》作为一套体系完整的英语教程，除了“学生用书”之外，还包含有“教师用书”、“练习与语法手册”、“测试手册”、“录音磁带”、“录音CD”和“多媒体光盘”等。

《潮流英语》适合不同类型学习风格的学生，教师可以根据学生“视觉型”、“听觉型”或“动作型”的不同学习风格，适时调整教学内容和教学方法。

《潮流英语》关注教学评估，本教程的使用者可以根据教学目标、任务和对象等因素，决定是否采用“先期性评估”、“形成性评估”或“累积性评估”等教学效果评价方法，并通过积极使用“学生自评报告表”、“学习进展报告卡”和“学生评价单”及时了解和改进教学效果。

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Introduction for the Teacher

Blockbuster 4 is a modular course in English aimed at students within the category of B1+.

The course incorporates both a cross-cultural and a cross-curricular approach, and its syllabus reflects the guidelines of the European Framework.

Blockbuster 4 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use as well as the linguistic analytical use of students' brains) and humanistic learning (acquiring and practising language through pleasant tasks and topics paying attention to students' needs, feelings and desires).

The coursebook consists of eight modules of five units each. **Each unit** is designed to be taught in **five 50-minute lessons**. There is also a Culture Corner and Curricular Cuts section, as well as a Self Check section, at the end of each module.

COURSE COMPONENTS

Student's Book

The Student's Book is the main component of the course. Each unit is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see **Elements of the Coursebook** below).

◆ Optional units

The course includes two units aimed to be done before certain celebrations (Children's Day and World Animal Day).

Workbook & Grammar Book

The Workbook & Grammar Book is in full colour.

The **Workbook** contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises incorporating all four skills.

Each module also contains a Reading Practice section, a Writing section and a Use of English section

which are to be done on completion of each module in the Ss' book. Further word practice is also provided for each module.

The **Grammar Book** provides further exploration of the grammar taught in each module of the Student's Book, with detailed theory and practice.

Teacher's Book

The Teacher's Book contains detailed Teacher's notes, which provide:

- objectives of each unit in a clear and concise way
 - step-by-step lesson plans and suggestions on how to present the material
 - a full key to the exercises in the Student's Book and Workbook & Grammar Book
 - tapescripts of all listening material
 - My Language Portfolio guidelines
- The photocopiable material is:
- Evaluation sheets
 - Formative Evaluation Charts
 - Student's Self-Assessment Forms

Test Booklet

The Test Booklet contains eight Modular Tests, each in two versions of equivalent level. This is to ensure reliability of results, especially with larger classes, where students sitting next to each other work on different tests, but are tested in the same language areas at exactly the same level of difficulty. The tests facilitate the assessment of students' progress and enable the teacher to pinpoint students' specific strengths and weaknesses.

There is also a Mid-Term Test as well as an Exit Test. The Exit Test covers all the material learned at this level and can be used as an effective assessment test for those planning to move on to the next level.

Also included:

- 40 Unit Tests which facilitate the assessment of students' progress per unit.
- an audio CD/cassette which contains all the recorded material.

Class Audio CDs or Cassettes

The Class Audio CDs or Cassettes contain all the recorded material which accompanies the course.

Student's Audio CD or Cassette

The Student's Audio CD or Cassette contains the recorded dialogues and the main texts in the first unit, the fifth unit and the Culture Corner and Curricular Cuts sections of the Student's Book, and may be used for the purposes of homework, preparation or practice.

Multimedia CD-ROM

The multimedia CD-ROM is based on the material presented in the coursebook. Using state-of-the-art visual, sound and graphic effects, the engaging, interactive tasks and games provide fully autonomous practice and consolidation of learning in all four skills.

ELEMENTS OF A MODULE

Each five-unit module starts with a module presentation spread to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module. Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Dialogues

Throughout each module there are situational dialogues set in a variety of everyday contexts in order to familiarise students with natural language. There are also dialogues presenting useful expressions so that students can practise everyday English.

Texts

Throughout each module there is a wide variety of reading texts such as emails, text messages, letters, articles, songs, etc which allow skills such as reading for gist and reading for specific information to be systematically practised.

Exploring Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students'

understanding and mastery of each item.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities. At the back of the Student's Book there are activity cards for the pairwork activities. These provide extensive oral practice of the vocabulary and grammar structures presented in each module.

Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Games

These sections use the format of a team competition to consolidate learning of vocabulary, expressions and grammar presented in the module. Games enable students to use new language in an enjoyable way and promote humanistic learning.

Study Skills

Brief tips, explanations and reminders, at various points throughout each unit, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

Writing

Skills work

The writing sections (in the fifth unit of each module) have been carefully designed to ensure the systematic

development of students' writing skills through the use of all four language skills.

A model text is presented and thoroughly analysed, followed by guided practice of the language to be used. The final task is based on this model text and follows the structured outline provided.

Further Writing Practice

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, leaflets, descriptions, statements, emails, stories, articles, etc.

These progress from short paragraphs to full texts, allowing students to gradually build up their writing skills.

Culture Corner section

At the end of each module in the Student's Book, there is a Culture Corner section. In these interesting and informative pages, students are provided with cultural information and read about aspects of English speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Curricular Cuts section

At the end of each module in the Student's Book, there is a Curricular Cuts section. This section enables students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. The Curricular Cuts sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Think Green

The fifth unit in each module serves to raise Ss' awareness of issues related to the environment. Each unit is thematically linked to the theme of the module. They are designed to broaden Ss' understanding of environmental issues and provide Ss with the opportunity to use their language skills in order to learn, read and talk about ecological matters.

Self Check sections

These sections appear at the end of each module, and reinforce students' understanding of the topics,

vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses before completing the Module Test. Answers are provided at the back of the Student's Book for students to assess themselves.

Students can record their progress on the Student's Check Forms at the back of the Teacher's Book and they can then be filed in the students' Language Portfolios. These forms are photocopiable material.

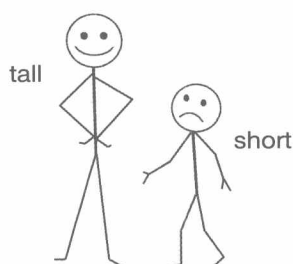
SUGGESTED TEACHING TECHNIQUES

A - Presenting new vocabulary

Much of the new vocabulary in *Blockbuster 4* is presented through pictures and texts. Students are asked to describe or discuss pictures using listed words/prompts and match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

Further techniques that you may use to introduce new vocabulary include:

- *Miming.* Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions.* Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- *Context.* Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Rome is a city, but Imola is a town.*
- *Visual prompts.* Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary.* Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching.* Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Flashcards.** Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B - Writing (Skills work)

All writing tasks in *Blockbuster 4* have been carefully designed to guide students closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- Make sure that students follow the structured outline they are provided with.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C - Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

When assigning writing tasks, prepare students as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned homework tasks include:

- **Vocabulary.** Students memorise the meaning of words and phrases.
- **Spelling.** Students learn the spelling of particular words without memorising the text in which they appear.
- **Reading aloud.** Assisted by the Student's Cassette or CD, students practise at home in preparation for reading aloud in class.
- **Writing.** After thorough preparation in class, students are asked to produce a complete piece of writing.

D - Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- **Oral accuracy.** In drill work, correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- **Oral fluency.** In pairwork or free speaking activities, allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- **Written work.** Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a notice board in the classroom or school, or give "reward" stickers. Praise effort as well as success.

E - Class organisation

- **Open pairs.** The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- **Closed pairs.** Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.

Stages in pairwork:

- Organise students into pairs
- Set the task and time limit
- Rehearse the task in open pairs
- Ask students to do the task in closed pairs
- Go around the class and help students
- Pairs report back to the class

- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F - Using the Student's Cassette or Audio CD

All dialogues and texts in the first unit, the fifth unit, in the Culture Corner and Curricular Cuts sections are recorded on the Student's Cassette or CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute "best" method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning styles in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. Students often benefit from reading a text aloud and using a tape recorder.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical

world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

EVALUATION

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: *Initial* Evaluation at the beginning of the course, *Formative* Evaluation, which is done on a day-to-day basis, and *Cumulative* Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. *dialogues, songs, pairwork, etc*) and write the marks obtained with the help of the following code, using colours if you wish.

- c** (*competence - green*): the student has a full understanding of the task and responds appropriately
- w** (*working on - yellow*): the student has an understanding of the task but the response is not fully accurate
- n** (*non-competence - red*): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- *Student's Check Forms*: After the students have completed the Self-Check section of each module, they fill out the photocopiable *Check Form*, giving their subjective opinion of their own performance. This learning-to-learn technique enables the students to develop awareness of their progress. The *Check Forms* should be kept in their Language Portfolio for future reference. The *Check Forms* are printed at the back of the Teacher's Book.
- *Progress Report Cards*: After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student. The students should keep these cards in their Language Portfolio for future reference.
- *Student Evaluation Sheet*: After students have completed the Module Test, the teacher corrects it and records their progress on this sheet, which is printed in the Test Booklet. The sheet – together with the corresponding Module Test, if the teacher wishes – is given to students for them to file in their Language Portfolio.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	etcetera
sb	somebody
sth	something

Lifestyles 生活方式

MODULE 1 第一单元

Units 1 - 5 第1课—第5课

本单元开篇首页以图片的形式概括介绍了本单元的主题，以激发学生对接下来5课的学习兴趣。

第一单元主题为生活方式。在第1课中，学生将接触到青少年时尚及其喜爱的着装，并以此展开讨论。第2课着重介绍一般现在时、现在进行时使用的不同场景，提出静态动词的使用，并阐述限制性关系从句及非限制性关系从句的运用。第3课呈现一系列与休闲活动相关的词汇，练习个人嗜好问答及爱好厌恶的表达。第4课关注家庭价值观及家庭关系，侧重介绍形容词的构词方式，易混淆形容词的区分以及关于turn的动词词组。第5课探究与邻里街区相关的形容词等词汇，介绍方式副词、地点副词、程度副词、频度副词和时间副词。5课结束后附有介绍青少年周末娱乐活动的文化角和复习单元知识拓展。知识拓展中包含一封青少年书信及帮助学生复习本单元中的词汇、句式结构及语法功能的调查表格。结束部分有自测练习1，学生可以以此来检验自己的学习成效。

Look at Module 1 内容提要

- Ask Ss to look at the title of the module (*Lifestyles*) and ask them to suggest what it means, referring them to the pictures on the page to generate ideas. Ask what topics they think will be covered in the module. Develop the discussion according to Ss' responses.

SUGGESTED ANSWER KEY

I think the title refers to all the different aspects of our lives, from free-time activities to family and neighbourhoods.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

ANSWER KEY

Pic 1 (p. 11)

T: *What page is picture 1 on?*

S1: *It's on page 11.*

T: *Who do you think the two people are?*

S2: *Perhaps they are friends.*

T: *What might they be talking about?*

S3: *They might be making plans for the weekend.*

T: *How are they dressed?*

S4: *They are wearing light casual clothes as the weather is good.*

Pic 2 (p. 8)

How old do you think the girl is? How do you think she's feeling? What style of clothes might she like? What sort of people do you think she admires? Who do you admire most?

Pic 3 (p. 14)

Where do you think these cottages might be? Is it a friendly neighbourhood? Do the people who live there take care of the environment? Would you like to live in a village like this? Why /Why not? What do you do to take care of your neighbourhood?

Pic 4 (p. 6)

What is the boy doing? How popular is this activity with girls and boys? What kind of clothes do skaters usually wear? What other people can you see on page 6? Which style is closest to yours?

1 MODULE

第一单元

Units 1 - 5 第1课—第5课

Lifestyles 生活方式

Find the page number(s) for 页码搜索

Ask Ss to read the list of items and check that they understand what they have to look for. Allow Ss 3-4 minutes to find the items and compare their answers with a partner. Give feedback, asking questions to stimulate a discussion.

ANSWER KEY

an interview (p. 8)

How do you know that this is an interview? What is the purpose of an interview? Have you ever been interviewed about your likes and dislikes? Do you feel comfortable answering personal questions? Why/Why not? What kinds of questions does the interviewer ask Amy?

an advert for a clothes shop (p. 7)

What age group is the advert for? Why are the clothes not very expensive? Where is the new shop? What kind of clothes and accessories do you prefer?

a questionnaire (p. 17)

What is it about? Do you often do what your friends do and say? Why/Why not?

an advertisement for a camp (p. 11)

What kind of camp is the ad for and what can you do there? Would you ever go to a camp like this? Why/Why not? What activities would you like to do at a summer camp? Have you ever been to a summer camp before? Did you enjoy yourself?

Listen, read and talk about ... / Learn how to ... /

Practise ... / Write ...

听, 读, 说……/学会表达……/练习……/写……

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and put a tick next to the items that they think they know or can do, a cross next to the ones they do not know or are not sure about and a star next to the ones they think will be the most useful. Select Ss to report which items they have ticked or have put a star next to.

Point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has

- Culture Corner
- Curricular Cuts sections.

Ask Ss to look at the relevant pages and elicit what each section is about.

SUGGESTED ANSWER KEY

The Culture Corner is about where teenagers like to spend their free time in Dublin and New York. The Curricular Cuts section is about peer pressure and its effects, and relates to the subject of Citizenship.

教学目标

阅读: 图文配对; 读取信息 (短文)
词汇: 时尚服饰及配饰词汇
听力: 听取信息 (短文填空)
会话: 广播节目采访表演 (角色扮演)
写作: 写一段关于某个人衣着品味的短文

READING 阅读

1 a) Focus — Describing pictures 要点——描述图片

- Write the following headings on the board. Elicit answers from Ss and complete the table.

Shoes	Clothes	Accessories
sandals	jacket	scarf
boots	trousers	bag
high-heeled shoes	raincoat	hat
slippers	T-shirt	cap
trainers	shirt	etc
etc	top	
	skirt	
	suit	
	dress	
	etc	

Alternatively say the headings, one at a time, and Ss in teams say a word which belongs to the group.

- Refer Ss to the title of the unit and the pictures of the five teens. Explain/Elicit that the title means (*what type of clothes people like wearing*).
- Using the words/phrases in the list, Ss describe each person.
- Then choose one or two Ss to describe their own individual style to the class.

SUGGESTED ANSWER KEY

Picture 1 is of a girl who has **spiky hair** and **pierced ears**. She also has **chains** around her neck.

Picture 2 is of a girl who is **wearing her hair loose**. Her clothes have **colourful patterns** and she has a **scarf** on her head.

Picture 3 shows a girl wearing **black lipstick** and **pale make-up**. She is **dressed in black** with **spooky jewellery**.

Picture 4 shows a girl wearing a **cap**.

Picture 5 shows a boy wearing **loose clothes**.

b) Focus — Matching pictures to headings

要点——把图片和标题配对

- Explain/Elicit that each subheading refers to a style shown in the pictures. Ask Ss to identify each style.
- Ss then match the subheadings to the pictures. Ss then listen and read to check their answers.

ANSWER KEY

1 C 2 E 3 A 4 D 5 B

2 Focus — Reading for specific information

要点——通过阅读获取具体信息

- Allow Ss some time to read the text again. Read out the questions. Help Ss underline key words in questions. Explain that these key words will help them answer the questions.
- Ss answer the questions individually, then compare with their partner.
- Check answers orally with the class.

ANSWER KEY

1 Raggas 4 Hippies
 2 Skaters 5 Punks, Skaters
 3 Goths 6 Goths, Raggas

3 Focus — Matching synonyms 要点——近义词配对

- Draw Ss' attention to the underlined words/phrases in the text and write them on the board in a list.

1 My style

- Have Ss identify whether each one is a noun, an adjective or a verb before they proceed to suggest synonyms. This will help them to identify the correct synonyms more accurately.
e.g. *looking into* (v) – *exploring* (v)
- Ss complete the task. Check Ss' answers.

ANSWER KEY

exploring (v) – *examining*
have things in common (v) – *sharing the same characteristics/interests*
adore (v) – *love*
baggy (adj) – *not tight*
spot (v) – *recognise*
connect (v) – *link*
scruffy (adj) – *dirty or untidy*
second-hand (adj) – *used*

4 a) Focus – Practising fashion phrases

要点——操练和时尚相关的短语

- To demonstrate the task, read out the first phrase (*in fashion*), explain it (*popular at a particular time e.g. music/clothes*) and then ask Ss to suggest sentences. Ss, then explain the rest of the phrases using their dictionaries if they like.
- Check Ss' answers, then invite Ss to read out their sentences.
e.g. *Long skirts are in fashion this summer.*

SUGGESTED ANSWER KEY

fashion tribes: different groups of people who all dress in a similar fashion/style
Goths are a fashion tribe that love wearing black clothes and make-up.

fashion victim: person who follows fashion blindly
I'm definitely a fashion victim, and I wear whatever is trendy.

the latest fashion: the most recent trend in style
Polka dots are the latest fashion. You can see them on dresses, bags, even mugs.

old-fashioned: no longer used/fashionable because it has been replaced by sth more modern
My mum's dress sense is so old-fashioned! I wish she wore more modern clothes.

out of fashion: no longer popular

Bermuda shorts are going out of fashion. Only a few people like wearing them.

b) Focus – Practising vocabulary (giving definitions) 要点——词汇练习 (新词释义)

- Ss explain the meanings of the words in bold by giving a definition, synonym or example. Encourage Ss to try to guess the meanings of the words from the context before using their dictionaries to check their guesses.
- Check Ss' answers, then ask them to mime or draw the meanings where possible.

ANSWER KEY

express: show what you think/feel
identity: who you are
confident: sure of yourself
interests: things you enjoy doing
attitudes: ways you think/feel about things
dye: change the colour of sth with a chemical
allow: let
spooky: scary
bat bracelets: bracelets in the shape of bats (small, flying animals)
skull necklaces: necklaces in the shape of skulls (the bone that covers the brain)
pale: almost white
smoky: grey (like smoke)
trademark: name or symbol of a company used on their products
trendy: fashionable
hooded tops: items of clothing that have a piece of fabric that covers the head
bleached: lightened with a chemical
spikes: long and pointed parts of sth
body piercing: making holes in the body for jewellery
chains: pieces of metal linked together
get all excited: become very interested/happy about sth
tight: fit close to the body
tiny: very small
modern: up to date
beads: small pieces of glass/plastic worn on a string as jewellery

headbands: pieces of fabric worn around the head
flared: very wide at the end
embroidered: sth with a design sewn on
flea markets: second-hand markets
loose: not tight; baggy
patterns: designs repeated over a piece of cloth/fabric, etc

5 Focus — Recalling information 要点——信息回顾

- Explain the task and demonstrate the activity with an example. (e.g. *I remember that Goths wear black and spooky jewellery.*)
- Ss complete the task in small groups. Walk around the class and monitor the activity.

(Ss' own answers)

VOCABULARY 词汇

6 Focus — Presenting & practising vocabulary/ completing a mind map 要点——词汇介绍及操练/完成图谱

- Copy the mind map titles onto the board.
- Divide Ss into groups and give each group one of the areas of fashion from the mind map and ask them to read through the text again and highlight vocabulary for their particular subtitle (e.g. **Cosmetics:** *pale/heavy make-up, black lipstick, dark eye-shadow*).
- Elicit answers from each group and write them on the mind map on the board. Ss copy the completed mind maps into their notebooks.

ANSWER KEY

Hairstyles: dyed, bleached, spiked, loose
Accessories: cap, embroidered bag, headbands, scarves
Clothes: baggy trousers/shorts, hooded tops, tight jeans, tiny tops, flared trousers
Jewellery: bat bracelets, skull necklaces, chains, gold, beads
Shoes: sandals

7 Focus — Presenting and practising new vocabulary (antonyms) 要点——新词介绍及操练 (反义词)

- Allow Ss some time to complete the task. Check answers on the board.

ANSWER KEY

expensive – cheap
 comfortable – uncomfortable
 flat – high-heeled (shoes)
 brand new – second-hand
 short – long (hair)
 trendy – out of fashion
 scruffy – classy
 plain – patterned
 tight – baggy
 dull – colourful

- Ss work in pairs and ask and answer questions about what clothes, accessories and shoes they like to wear. Monitor the task. Ask some pairs to report back to the class.

e.g. A: *Do you like to wear tight trousers?*

B: *No, I prefer baggy ones.*

I feel uncomfortable in tight trousers. etc

(Ss' own answers)

LISTENING 听力

8 Focus — Listening for specific information

要点——通过听录音获取具体信息

- Elicit what type of text it is (*an ad for a clothes shop*) and where Ss might see it (*in a magazine/newspaper*).
- Ask Ss to read the ad and predict what the missing information might be (*noun, number, etc*).
- Explain the task. Play the recording. Ss listen and complete the task.
- Check Ss' answers and explain/elicit any new vocabulary.

ANSWER KEY

1	25th	3	£7.50	5	110
2	£10	4	6 pm		

TAPESCRIPT 录音文字

Here's the news you've all been waiting for ... the huge winter sale at Xtreme Fashion is about to begin. It's the "in" place where all teens like to be seen!

The sale starts at 9am on January 4th and finishes on 25th. But, remember if you snooze you lose! Be quick or you will miss some amazing bargains, including fantastically fashionable jeans from only ten pounds.

1 My style

Yes, that's right, I said ten pounds! Tops from five pounds ninety-nine and all the latest designer bags from only seven pounds fifty.

Xtreme Fashion is open every day including Sundays from 9am until 6pm. We also have a new branch opening in South-West London. So if you're in the capital, get yourself down to 110, Fulham High Street and check out what's hot and what's not this season! As they say, you miss it, you miss out on it.

注释: Xtreme 即 extreme

SPEAKING 会话

9 Focus — Acting out an interview – role play

要点——表演一次采访 (角色扮演)

- Explain the task. Allocate roles with one S asking the questions and the others answering them. In groups, Ss prepare their interviews.
- Ask various groups to then act out their radio interviews in front of the class. Give feedback.

SUGGESTED ANSWER KEY

Interviewer: Hello everyone! In the studio today we've got representatives from five different fashion tribes. Now, Anna, you are a Goth, am I right? Could you tell us something about your style?

Goth: Well, we usually dye our hair black and wear spooky jewellery and skull necklaces. We like to wear pale make-up and give our eyes a smoky look.

Interviewer: Thanks, Anna. Now what about the Skaters?

Skater: Well, we love logos and labels. We wear baggy trousers and hooded tops and we like to bleach our hair.

Interviewer: All right! How about the Punks, James?

Punk: Oh, we dye our hair all colours from green and pink to yellow and blue or even purple. We love piercing our ears and other parts of our bodies and usually wear chains.

Interviewer: Very interesting. And the Raggas, Sarah?

Ragga: We love jewellery and gold. We wear tight jeans and tight tops and always wear the latest fashions!

Interviewer: OK! And now let's hear about hippies!

Hippy: Well, we love beads, headbands, scarves, flared trousers, sandals and embroidered bags. We love buying second-hand clothes from flea markets.

10 Focus — Consolidating & revising the lesson

要点——巩固复习

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them in their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to tell their partner what they have learnt in the lesson and discuss it.
- Ss should also describe the five fashion tribes from the unit.

WRITING 写作

11 Focus — Writing a paragraph about what a partner likes wearing

要点——写一段同伴着装嗜好的短文

- Explain the task. In pairs, Ss ask and answer the questions and note down information about each other.
- Allow time for Ss to write their paragraphs. Ss may then exchange their paragraphs with their partner and correct them.

SUGGESTED ANSWER KEY

John's favourite clothes are jeans and T-shirts. He also likes to wear trainers and a baseball cap. He doesn't buy designer labels because they are very expensive. At school he usually wears trousers and a shirt. At home he wears jeans and a T-shirt. At the beach and while on holiday he wears shorts and sandals.

Workbook Unit 1