



义务教育课程标准实验教科书

英语

九年级

教师教学用书

山东教育出版社



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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》(九年级)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。

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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 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?

课文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,同时为新学期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匪浅,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对全班表演对话,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。

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Unit 1 What would you do?

Language Goal

In this unit students learn to talk about imaginary situations.

New language

- *What would you do if you found a million dollars?*
- *I'd give it to the police.*
- *If I were you, I'd buy some new clothes.*
- *If you don't know anyone, you can talk to Tom.*
- *charity, medical research, nervous, pimple, present (n.), million*

Section A

Additional materials to bring to class:

- photograph of a person in a very unusual situation, such as a lion-tamer standing in a lion's cage
- mail-order catalogue featuring items students would probably like to have (multiple copies of the same catalogue, if possible)
- **Show the class a photograph of someone in a very unusual situation.** Ask, *Has anyone ever been in a lion's cage?* When students answer *No*, say, *That's correct. None of us has ever been in a lion's cage. Today we are going to learn how to talk about things like that that haven't happened to us.*
- **Point to the picture again and ask the students, *What should this person do?*** Accept any logical answer and write a few words on the board to remind students of each answer. [T = Teacher, S = Student]
T: (holding up a picture of a person in a lion's cage) Pretend this is you. What would you do?
S1: Call for help.
T: (writing *call for help* on the board) OK. If you were in the lion's cage, you'd call for help. (pointing to another student) What about you?
S2: Get out fast!
T: (writing *get out fast* on the board) OK. If you were in the lion's cage, you'd get out fast.
- **Get several more examples from other students.** Then ask the question, *What would you do if you were in the lion's cage?* (Repeat and explain the question, if necessary.) Then point to a phrase on the board and give a sample answer: *I'd call for help.* Ask several students to answer the question as you point to the different cues on the board.
- **Say, *When we talk about things that haven't happened, we can use the words I would or I'd.***

1a This activity focuses on vocabulary and structures introduced in the unit.

- **Ask students to read the example.** Students should think of other ideas beyond just buying gifts for family and friends.
- **Ask a few students to share their ideas with the class.**
- **Ask students to complete the task.**
- **Write a number of students' answers 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 will vary but should include a mixture of ideas for helping themselves and others.



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

- **Read the instructions.** Say, *This time you will hear teenagers talking about what they would do if they found a million dollars.*
- **Point to the pictures one by one.** Ask students to tell you what they see. As you discuss each picture, point out the speech bubble and ask, *What is he (she) thinking about?* (a big house, giving the money to the zoo, medical research, putting the money in the bank)
- **Point out the sample answer.** Say, *The first picture you will hear about has the number one on it.*
- **Play the recording the first time. Students only listen.**
- **Play the recording again.** Ask students to write in their answers.
- Check the answers.

Answers

The pictures should be numbered in this order:
2 1 4 3

Tapescript

- Girl 1:* Hey, did you see this newspaper article? An old man had a million dollars. And he gave it to charity.
- Boy 1:* Wow, what luck!
- Girl 1:* What would you do if you had a million dollars?
- Boy 1:* If I had a million dollars, I'd give the money to the zoo. I want to help the pandas.
- Girl 1:* That's a good idea! I know what I'll do. I'd buy a big house for my family.
- Girl 2:* Really? I'd put the money in the bank. Then I'd just watch it grow!
- Boy 2:* Hmmmm... I think I'd give the money to medical research. I'd want to help other people.

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

- Read the instructions to the class.
- Point out the example in the box. Ask two students to read it to the class.
- Say, *Now work with a partner. Think about other ways you could spend a million dollars and tell your partner what you would do with the money.*
- As students talk, move around the room checking their work. Offer language support as needed.
- Ask several pairs of students to say their conversations to the class.

[See Follow-up activity 1.]



2a This activity provides practice understanding the target language in spoken conversation.

- Point to the picture and ask students to tell what is happening. Explain that the boy is getting ready to go somewhere and he is feeling a little nervous. His sister is helping him pick out what to wear.
- Read the instructions and point to the list of possible reasons. Read the list of reasons to the class or ask different students to do it.
- Say, *Listen to the boy and girl talking to each other. Then circle the reasons why he is nervous.*
- Play the recording. Students only listen the first time.
- Play the recording again. Ask students to circle the answers.
- Check the answers.

Answer

The following items should be circled: 2 3 5

Tapescript

Girl 1: Where are you going, Larry?
 Boy 1: To Tom's party.
 Girl 1: Lucky you! I'd love to go to that party!
 Boy 1: Yeah, well, I'm a little nervous. I don't know what to wear.
 Girl 1: If I were you, I'd wear a shirt and tie.
 Boy 1: What if everybody else is wearing jeans and T-shirts?
 Girl 1: Oh, you shouldn't worry about what other people are wearing.
 Boy 1: And I don't have a present. What if everyone brings a present?
 Girl 1: If I were you, I'd take a small present—a pen or something. Keep it in your pocket and if everyone has a present, you can give him yours. If not, you can keep it.
 Boy 1: OK. But what if I don't know anyone?
 Girl 1: If you don't know anyone, you can talk to Tom. He'll introduce you to people.
 Boy 1: I guess I can do that.
 Girl 1: Look! You're sure to have fun. But if you're still nervous, you can leave.



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

- Read the instructions and point to the list of sentences in activity 2b. Read these sentences or ask different students to do it.
- Say, *You will hear the same recording again. This time check the things that Larry's sister says to him.*
- Play the recording again. Ask students to fill in their answers.
- Check the answers.

Answers

The following answers should be checked:

1 2 4 5

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

- Point to the box about Larry's worries. Ask one student to read it to the class.
- Read the instructions. Say, *Each pair of students can make a conversation using information from activities 2a and 2b.*
- Ask students to work in pairs. Move around the room checking the progress of the pairs and offering help as needed.
- Ask one or two pairs to say their conversations to the class.

[See Follow-up activity 2.]

Grammar Focus

- Review the grammar box. Ask a student to read the sentences to the class.
- Ask a student to write the question and answer on the board. Circle the word *would* in the question and the abbreviation 'd in the answer. Say, *When we talk about things that haven't happened, we often use the word would. Apostrophe 'd is the abbreviation of the word would.*
- Ask students to write the two *If I were you...* sentences on the board. Circle the word *were* in the two sentences. Say, *When you tell someone what you would do, you use the expression If I were you, not If I was you.*

Pronunciation note

When saying the words *would you* in phrases such as *What would you do...*, English speakers often run the words together and pronounce these words as if they were spelled *wud-juh*. You may wish to play the *What would you do* questions on the recording to demonstrate this pronunciation. You can also pause the tape and ask students to repeat the questions several times using the *wud-juh* pronunciation. Play the



whole conversation again, asking students to listen carefully for this pronunciation.

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

- **Read the instructions.** As you point to each column say, *Match each problem on the left with the correct advice on the right.*
- **Then point to the blank line in each item in the first column and say, *You can write the letter of the correct advice from the second column here.***
- **Ask different students to read the problems and pieces of advice to the class.** After each student reads, ask another student to explain in his or her own words what the statement means. Refer to the picture to help clarify the explanations.
- **Ask students to complete the activity on their own.**
- Check the answers.

Answers

1. c 2. a 3. b

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

- **Read the instructions.** Point out the sample conversation and ask two students to read it to the class. Then help the class brainstorm one or two possible problems from their own lives, along with advice they might give each other about the problems.
- **Ask students to work with partners as they talk about their problems and give each other advice.**
- **Ask several pairs of students to say their conversations to the class.**

4 This activity provides writing, listening and speaking practice using the target language.

- **Read the instructions to the class.** Then ask a pair of students to read the example in the box to the class.
- **Help the students form groups of four or five.** Each group writes five questions starting with the words *What problems do you have at home/at school?* Move around the room checking the work of each group.
- **Ask the groups to ask each other their list of questions and listen to the answers.** Ask group members to correct any mistakes their own group members make, or members of the other group make, as they speak.

Optional activity

Instead of having all the groups write five different questions, give one group only one question, such as *What would you do if school were closed tomorrow?*

and have students write as many answers as they can. Then have this group ask another group the question and see how many new answers the other group is able to think of.

Section B

New language

- *give a speech, have a cold, energetic, confident*
- Recycled language*
- *outgoing, creative, right away*

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

- **Read the instructions to the class.**
- **Point to the words in the box.** Say each word and ask students to repeat. Then ask students what they think each word means. For example: *Outgoing means friendly. An energetic person can do a lot of work in a short time.*
- **Read the sentences to the class saying *blank* in place of the blank lines.** Ask students to think about which word would work best in each blank.
- **Ask students to fill in the blanks on their own.**
- Check the answers.

Answers

1. confident 3. creative 5. energetic
2. outgoing 4. shy

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

- **Read the instructions.**
- **Point out the example in the box.** Ask two students to read it to the class.
- **Say, *Now work with a partner. Tell each other which words in activity 1a describe you.***
- **As students talk, move around the room checking their work.** Offer language support as needed.
- **Ask several pairs of students to say their conversations to the class.**



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

- **Point to the chart and tell students that it is a quiz from a teen magazine.** Explain that the person taking the quiz chooses an answer to each question from the choices given at the right.
- **Read the instructions and point to the four questions.** Read the questions to the class or ask different students to do it.
- **Say, *Listen to Celia asking Bill questions.***
- **Play the recording.** Students only listen the first

