



九年义务教育课本（试验本）

OXFORD ENGLISH

牛津英语

教学参考

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8A



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Introduction

Aims of the course

The course aims to enable students to develop a functional competence in English that will be of practical value to them at school, for their subsequent careers and in their personal lives.

In designing the course material, special attention has been paid to developing students' activities to understand and evaluate what they read, to form opinions based on facts, and to communicate their ideas and opinions to others in speech and writing clearly, accurately and with confidence.

Organization of Student's Book 8A

The Student's Book is divided into 7 chapters. Each chapter is divided into 5 sections — Reading, Listening, Language, Speaking and Writing. An additional section called Using English (mainly concerned with developing study skills) is included in alternate chapters. After each chapter there is a More Practice section.

Each chapter is centred on a topic that links together the different sections of the chapter. The reading passages serve to contextualize the vocabulary and language that are later exploited in the Language and other sections. The chapter topics are intended to provide students with useful ideas and information and extend their general knowledge. Many of the topics relate to other subjects on the curriculum (e.g., maths, geography) so that students can learn vocabulary and language associated with the subjects.

In the Teacher's Book, there is a section at the beginning of each chapter called 'Chapter topic: overview'. This introduces the topic or theme of each chapter, and summarizes the main sections of the chapter.

Cartoons

On the opening pages of each chapter, you will find a simple cartoon involving two characters, a boy and a robot. These cartoons usually introduce the topic of the chapter in some way. The humour in many of the cartoons involves a pun — a joke with a word which has two meanings. In the Teacher's Books, there is a short section explaining the joke in each cartoon clearly.

Reading

The reading passages

These are written in a variety of styles and formats (e.g., letters, interviews, narratives) so as to offer

students examples of the kind of English they will use at school or encounter outside in the community. The language of the passages is carefully controlled so that new structures and vocabulary are introduced in a systematic manner. Most of the new words appear frequently in junior high textbooks.

The reading exercises

There are three main types of reading exercise — pre-reading, while-reading and post-reading.

1 Pre-reading

Students must be prepared before they read, so each chapter of the Teacher's Book contains suggestions on how the Reading section may be initially presented to the students before they move on to the pre-reading exercises in the Student's Book.

The aim of the exercise 'What do you know about ...?' is to discover and activate any background knowledge of the topic that the class may already have. If the exercise reveals that they do not have this knowledge, or that there are gaps in it, the teacher can fill these in with information provided in the Teacher's Book. It is important, however, that the students first be given the chance to show what they know. It is also important not to regard these exercises or any of the other exercises as in any way being 'tests'. Their aim is to increase knowledge and develop skills. The background knowledge uncovered in this exercise will enable the students to anticipate what lies ahead in the passage and understand it more easily.

'Look and think' is a 'previewing' type of exercise. Students are asked to look at certain features of the passage (e.g., its title, format, pictures) and make guesses about the topic of the passage and some of the things they think will be in it. They can confirm their guesses after they read the whole passage. The aim of this exercise is to encourage intelligent guessing, so there should, of course, be no penalty for guessing wrongly. This exercise should also motivate the students to read and give them a general idea of what the passage is about, thus making it easier for them to understand the details.

2 While-reading

The while-reading exercises provide students with vocabulary questions and simple comprehension tasks based on the passage.

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In the 'Find the meanings' exercises, students must find words, study their contexts and make intelligent guesses at their meanings. If guessing fails, they may use their dictionaries, or the teacher may tell them. (The meanings of all vocabulary items are given in the Teacher's Book.)

Vocabulary work of this kind is best done in pairs or small groups. Students can then exchange their ideas and, in the end, the ideas of the whole class can be pooled.

The vocabulary of the passage is normally divided into words for use and words for recognition. Students are required to understand and use words of the first type in different contexts from those in the passage. In this way, students can build up a useful active vocabulary. For 'recognition' words, understanding only is required.

In the 'Find the facts' exercises, students are given tasks in which they must find items of information in the passage, and use them to complete a set of notes, a table, a dialogue, etc. These information-transfer exercises should be done fairly quickly and are best done individually.

3 Post-reading

The 'Read and think' tasks aim to train students to think more deeply about what they have read. They develop students' ability to do things like identifying a writer's arguments and opinions, and how the writer supports them. Students are also asked for their own opinions on the text and their reasons for them. They also learn to recognize inferences and draw conclusions.

In order to accomplish the while-reading tasks, students will already have read through the passage at least twice. Before the post-reading tasks are tackled, however, it is suggested that students *hear* the passage read while they read it silently. This may increase their understanding and appreciation of it. Teachers may either read the passage aloud themselves or play the recordings which accompany the course.

Additional exercises and activities

The Teacher's Book contains additional exercises and activities, suggestions for dealing with the exercises, explanatory notes and answers.

Listening

The Listening section contains a wide variety of exercise types and is designed to prepare students for the type of listening work they will later be doing in tests.

The content is related to the general topic of the

chapter, but presents new material or a new aspect of the topic. Some of the tasks are intended to be humorous, to make the learning more enjoyable for students. Other activities practise useful study skills such as taking guided notes, labelling diagrams or maps, sequencing the events in a story or procedure, and correcting errors.

The listening material for these tasks is all recorded on the cassettes which accompany the course. The Teacher's Book also contains the full tapescript and the answer keys.

The normal procedure for these tasks is for the teacher to explain exactly what students should do, as clearly as possible. Then play the recording and observe students' work carefully. If the students are having difficulty, play the recording again once or twice until students have done as much as they can. Then mark the work (students can normally mark their own or each other's work). Finally play the recording again but stop it to explain any words or phrases which cause difficulty.

Language

The Language section offers a wide coverage of the language items for students at this stage. All language items are contextualized in the reading passages and the initial language exercises in a chapter are normally linked with the reading passage, while the later exercises extend the language items into different situations. The language exercises themselves are generally task-based and interactive on the principle that this motivates learning and develops communicative competence.

The Teacher's Book contains detailed suggestions on how to present each language item, and provides brief, simple, grammatical explanations to guide both students and teachers. It also contains notes and guidance, where appropriate, on the exercises in the Student's Book and detailed answer keys. The Teacher's Book also has additional exercises and activities for each chapter, to be used at the teachers' discretion.

Speaking

The Speaking section is divided into two parts — 'Talk time' and 'Speak up'.

- 1 'Talk time' is concerned with teaching students two things:
 - a to recognize and use English intonation, stress, syllabic, rhythm and pronunciation systems. The pattern of the lessons is one of hearing and producing utterances of a gradually increasing length. How to make the required sounds is explained in the Teacher's Book.
 - b the basic language functions (e.g., agreeing, disagreeing, etc.). The pattern of the lessons

is one of hearing the functions in the context of a dialogue, identifying and practising the functions, and for students to create a dialogue in which they use the functions they have been hearing and practising.

Lessons on the sound systems alternate with those on language functions.

- 2 'Speak up', starting with very simple speaking activities, aims to develop students' fluency and self-confidence by teaching them how to take part in role-plays and discussions, express a point of view to a group or class, and finally compose and deliver a short talk.

Many of the 'Speak Up' activities provide a great deal of guidance for students. Particular attention has been paid to building role play and group interaction skills, to provide early preparation for the type of oral work students will need to do for oral test. In many chapters we have also added further lists of useful words and phrases, to help students express their ideas.

Group discussions and role-plays are an essential part of most of the 'Speak up' activities. They are designed to get students to speak English among themselves (although it is recognized that their ability to do this will often be limited, especially in the early stages). These tasks also give them the chance to use the functions they learn in 'Talk time' (e.g., making suggestions, expressing opinions, etc.) and teach them how to argue, reach compromises, make conclusions and arrange their points in accordance with certain principles, e.g., order of importance.

Forming groups

The ideal group size for discussions is from five to seven. Each group should have a leader who is responsible for starting the discussion by telling the group what its aims are, controlling the discussion and making sure everyone contributes to it, recording the group's conclusions, completing the task and finishing the discussion on time. Students should take it in turns to be group leader or chairperson. For some of the longer group discussions, it may be necessary to also appoint a secretary who will make notes of the discussion's conclusion, thus freeing the leader to concentrate on controlling the discussion.

At the end of each discussion, the group's spokesperson normally makes an announcement or oral report to the whole class on the results of the discussion. This can be done by the group leader or any other person selected by the group. Students in the audience should be encouraged to ask the group questions. The question-and-answer period at the end of a discussion can

often be the most rewarding from the point of view of interest and communicative content.

During group discussions, the teacher's role is to move from group to group answering any questions and noting unobtrusively any language errors made by students. The errors can be collected and dealt with later, either at the end of the lesson or in another lesson. The discussion should not be interrupted.

The Teacher's Book contains suggestions on how to present the 'Talk time' material and notes on 'Speak up'. There are also additional exercises for use if required.

Using English

This course stresses the importance of English as a 'tool for study' and of developing in students the ability to 'learn how to learn', that is, use self-study as an element in their own education.

The aim of the Using English section, which appears in alternate chapters, is to present students with a series of tasks and problems in which they can develop their study skills.

The early Using English tasks are concerned with teaching the efficient use of reference books (e.g., dictionaries) to find information. Students then move on to how to use encyclopaedias and contents pages of books (again to find information quickly and efficiently).

The next stage deals with the making of notes, and the use of questionnaires and forms. There are also exercises on the interpretation and use of graphs, charts, tables and diagrams and on the writing of rules and notices.

The Teacher's Book contains detailed suggestions on how to present and exploit the tasks and a full range of answers to the questions.

Writing

The Writing section aims to develop the students' ability to write in a number of different formats, including letters, reports, articles, diary entries, stories, accounts, interpretations of graphs, charts, etc. as well as compositions.

In most cases, the Writing section is linked with the Reading section, although sometimes it is linked with the Language or Using English sections. It is generally agreed that in composition, thorough oral preparation should precede writing. For this reason, the Writing section is often divided into two parts. In the first part, students, in pairs or sometimes groups, consider and solve a writing problem related to the task in the second part. They then move on to the second part and, as individuals, produce a piece of writing.

It is intended that by the time they reach the second part, they know the ideas they want to express and they have the language to express them with.

Thorough preparation of this kind should produce better compositions as well as reduce errors and therefore time spent marking. However, errors could be further reduced by getting students to proof-read each other's compositions before they are handed in. This 'peer reading' system is very useful in training students to recognize errors and to find out how to correct them.

Suggestions are given in the Teacher's Book on how to conduct the writing lessons and examples of completed tasks are provided.

More Practice

For students of English learning the language in a non-English environment, where natural exposure to the language is extremely limited, the amount of English language input and improvement of the students' study skills are vitally important.

The purpose of the More Practice section at the end of each chapter, therefore, is to present students with a series of additional materials related to the chapter topic. These materials help students extend core ideas into new situations where they can use what they have learned in the previous sections of the chapter.

The exercises designed to go with the additional materials aim to check students' comprehension, both at word and sentence levels, and, more importantly, to develop their proper and productive

study skills and active learning habits such as association and transfer.

Of course, as the title of this section suggests, not all the students are required to accomplish every exercise in this section. It is completely up to the teacher to decide which to do and which not, which to do as class work and which as home assignment, or even to skip the whole section, if necessary.

Answer keys and tapescripts are included in the Teacher's Book.

Workbook 8A

The Workbook offers a wide variety of additional tasks and exercises to supplement those with the Student's Book.

Detailed answers are included in the Teacher's Book.

Grammar Practice Book 8A

The Grammar Practice Book provides further support and consolidation of the language and vocabulary learned in the Student's Book and can be used to check language progression.

Detailed answers are included in the Teacher's Book.

Suggestions from teachers

Although every effort has been made to produce a course to meet fully the needs of teachers and students in China, we would be glad to listen to any suggestions for improvements.

Supplementary Materials

- Oxford English (Shanghai Edition) Word Study Book Grade 8
- Oxford English (Shanghai Edition) Reading Grade 8
- Oxford English (Shanghai Edition) Listening Grade 8
- Oxford English (Shanghai Edition) Practice and Assessment Series 8A
- Oxford English (Shanghai Edition) Model Test Papers Grade 8
- Oxford English On the Air 1

供选用的补充教学材料

- 牛津英语（上海版）词汇学习手册 八年级
- 牛津英语（上海版）阅读 八年级
- 牛津英语（上海版）听力 八年级
- 牛津英语（上海版）实践与评估 8A（配2盒磁带）
- 标准试卷 配合牛津英语（上海版）八年级（配1盒磁带）
- 牛津空中英语1（配2盒磁带）

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CHAPTER	PAGE	READING	LISTENING	LANGUAGE
1	1	A letter from a pen-friend (p. 3)	Completing a table of information (p. 7)	<ul style="list-style-type: none"> • <i>wh</i> questions; answers (p. 8) • <i>a</i> and <i>an</i> (p. 10)
2	17	A day in the life of ... whiz-kid Wendy (p. 19)	Identifying a speaker's occupation (p. 22)	<ul style="list-style-type: none"> • The simple present tense (p. 23) • Adverbs and adverbial phrases of frequency (p. 24)
3	31	Dealing with trouble (p. 33)	Completing notes of descriptions of people (p. 36)	<ul style="list-style-type: none"> • The simple past tense (p. 37) • Expressions referring to past time (p. 39)
4	47	Numbers: Everyone's language (p. 49)	A quiz about numbers (p. 52)	<ul style="list-style-type: none"> • Orders and instructions expressed by the imperative (p. 52) • Instructions and statements about numbers (p. 53)
5	61	Look it up! (p. 63)	Completing notes about a famous place (p. 66)	<ul style="list-style-type: none"> • Demonstrative pronouns (<i>this, that</i>, etc.) (p. 67) • Countable and uncountable nouns (p. 68) • Saying what things are made of (p. 70)
6	77	Nobody wins (Part I) (p. 79)	Picture sequencing (p. 82)	<ul style="list-style-type: none"> • The simple future tense (p. 82) • Expressions referring to the future (p. 84) • <i>going to</i> (p. 85)
7	91	Nobody wins (Part II) (p. 93)	Understanding time references (p. 96)	<ul style="list-style-type: none"> • Prepositions of location (p. 96) • <i>some, any, somebody, someone, something</i>, etc. (p. 98)

SPEAKING		USING ENGLISH	WRITING	MORE PRACTICE
Talk time	Speak up			
Intonation of <i>wh</i> questions and sentences expressing surprise (p. 11)	Introducing a friend to your class (p. 12)	Reference books and alphabetical order (p. 12)	A letter to a friend (p. 14)	p. 16
Intonation of <i>yes/no</i> questions and sentences showing politeness (p. 26)	Talking about a friend's habits (p. 27)	—	A newspaper article about your friend's daily life (p. 28)	p. 30
[t], [d], [ɪd] in verb endings (p. 41)	Role play — Who was I? (p. 42)	Using your dictionary (p. 42)	A diary (p. 44)	p. 46
Saying different kinds of numbers (p. 55)	Discussing things to buy for your school (p. 57)	—	Completing and writing about a graph (p. 58)	p. 60
Syllables in a word (p. 71)	Discussing things you want to keep most (p. 72)	Using the encyclopaedia (p. 72)	A short story (p. 74)	p. 76
Expressing definite and indefinite intentions; giving advice (p. 86)	Planning a birthday party (p. 87)	—	A programme of activities (p. 88)	p. 90
[s], [z], [ɪz] as word endings (p. 100)	Discussing things to carry after a spaceship crash (p. 100)	The contents page of a book (p. 101)	An eyewitness report (p. 103)	p. 104

C H A P T E R



O N E

Chapter topic: overview

The topic for this chapter is pen-friends, and meeting and describing people. The main passage is a letter from a Chinese boy living in England to a girl pen-friend in Hong Kong.

In the Listening task, students listen to a dialogue in which two people talk about their friends. Students must take guided notes and then use their notes to identify the people from their photographs. The Language section includes work on asking for and giving information about people. The Speaking section includes practice in asking people about themselves. Finally, the Writing section contains a guided task in which students write a letter to a pen-friend and describe themselves.

The cartoon

The cartoon is funny because the two characters, 'Hi' (the boy) and 'Lo' (the robot) are thinking of the meaning of 'pen-friend' in two different ways. 'Hi' is thinking of the normal meaning — a friend to whom we write letters — whereas 'Lo' is thinking of a friend who is a pen (a cartoon character). The cartoon introduces us to the chapter topic.

Pre-chapter activities

- 1 Tell students that they are going to read a letter to a pen-friend. Ask if any of them have pen-friends, and if so, in which countries. Ask them what language they use to write to their pen-friend(s).
- 2 Tell them to imagine that they are writing to a new pen-friend for the first time. Get students to work in pairs and make a list of things which they could tell their new friend. (For example, they could give their name, age, weight, personal description, names of brothers and sisters, description of their flat, possessions, pets, their school, their favourite subjects, sports, hobbies, singers, actors, films, books, best friends, ambitions, and so on.) Make a list of their ideas on the board.
- 3 Ask students what they know about Britain. Ask if they think that any Chinese people live in Britain. In fact, there are Chinese restaurants in almost every town in Britain, and over 30,000 Chinese students in British schools. Manchester and London have large Chinese populations. Let students tell the class about any visits they have made to Britain, or about friends or relatives living in Britain.

READING

A What do you know about ...?

One thing which we often write about in a letter to pen-friends is sport. Ask students to do this exercise. Check their answers, and revise the English names of other popular sports.

Answers:

- A 1 a football
b badminton
c table tennis
d rugby
e tennis
f hockey
- 2 Students can name any sport they enjoy.

B Look and think

- Exercise B1 is designed to introduce the idea that different types of text have different formats.
- Explain the meaning of any words in this exercise which may be unfamiliar to some students.
- Exercise B2 is designed to develop the habit of finding answers to specific questions *without reading the whole text*. Stress this point to students.

Answers:

- B1 a title
✓ an address at the top-right corner
✓ a date under the address
✓ a signature at the end
✓ a greeting
- B2 a Sidney
b May
c England
d 12th October
e pen-friend
f write

Notes:

- The layout is blocked as opposed to indented, i.e., every line begins at the left margin and there is a space between paragraphs.
- The punctuation is open as opposed to full, i.e., no punctuation marks are used in the address, date, greeting (*Dear May*) or complimentary close (*Best wishes*).

Answers:

B3 NE6 4BY

Reading passage**A letter from a pen-friend**

This is a personal letter from Sidney in England to May in Hong Kong. Walker School is a real school in the north-east of England. The students mentioned in this chapter are based on real people, although their names have been changed.

Synopsis by paragraph [P = Paragraph]:

- P1: Sidney gives the aim of his letter (to be May's pen-friend) and some information about himself.
- P2: He gives information about his family and home.
- P3: He gives information about his school, his favourite sports, his best subject and his ambition.
- P4: He mentions the photo of himself and school friends, and asks May to reply.

Vocabulary:

ambition (n.) [P3] • wish or goal


It is Anna's ambition to become a doctor.

architect (n.) [P2] • a person who plans and designs a building


I M Pei was the architect for the Bank of China Tower.

 pronunciation: ['ɑ:kitekt]

born (past part.) [P2] • came out of a mother's body
I was born on 3 June 1980 in Shanghai.

 There is a verb *to bear* (meaning 'to carry') but in this sense it is usually used in the passive voice, *to be born*.

chess (n.) [P1] • a common board game

 Note that games and activities are often uncountable, and so they do not take the indefinite articles *a* or *an*.

computer (n.) [P1] • an electronic machine for holding information and working out problems (and many other purposes)

enclose (v.) [P4] • put inside

She enclosed some photos of her family in her letter.

engineer (n.) [P3] • a person who plans, makes or repairs machines, engines, bridges, etc.

He works as an engineer for the underground.

hobby (n.) [P1] • an interest or activity such as collecting stamps or making models

keen on (adj.) [P3] • very interested in; wanting to do something

She is keen on pop music and writing poetry.

magazine (n.) [P1] • a large, thin book with pictures, usually published once a week or month

pen-friend (n.) [P1] • someone you write letters to, as a hobby

C Find the meanings

- 1 Read through the introduction to C, and make sure students understand the main point. We want them to develop the skill of guessing and working out the likely meaning of a word from the study of its context. (The 'context' means the other words before and after the word, and the general meaning of the whole text.)
- 2 One reason for this aim is that we want to train students to work entirely in English. These days many students rely heavily on electronic dictionaries, and are thus learning English through a translation method. In the end, this method is not recommended if students want to become comfortable in their use of English. It is also true that dictionaries, especially electronic dictionaries which tend to give a one-word translation, sometimes give the wrong translation because the word is being used in a different sense or context.

- 3 Do Exercise C1 with students to make sure they understand what to do. Ask them which words helped them to guess the meanings.

Answers:

- C1 1 b
2 a
3 b
4 b
5 a

- 4 When doing Exercise C2, stress the importance of guessing and using contexts to help understand the meaning of strange words. Do not let students use dictionaries for this exercise at this stage.
- 5 After completing the exercise, ask the students which words helped them to guess the answers.

Answers:

- C2**
- 1 **b** [P1] (*A letter from ... in the title*)
 - 2 **b** [P1] (*playing computer games*)
 - 3 **a** [P1] (*computer games*)
 - 4 **a** [P2] (*The date and age and the year now help us here.*)
 - 5 **b** [P2] (*Edwin; He works as ...*)
 - 6 **a** [P3] (*enjoy*)
 - 7 **a** [P3] (*We know he is at school now, not doing a job.*)
 - 8 **a** [P3] (*The word *physics* helps, and he has not mentioned animals at all.*)
 - 9 **b** [P4] (*a photo*)

Additional activity:

- 1 Write these words on the board:

ambition	physics
chess	hobby
enclose	born
- 2 Tell students you will say a sentence. One word in the sentence will be the word *bleep*, or you may use any interesting nonsense sound you wish. They must listen and tell you the word on the board that could replace the *bleep* in the sentence.

- 3 Do the first sentence below as an example. Then do the others. The answers are provided in brackets.

- 1 Yesterday I played *bleep* with my brother. (*chess*)
- 2 My favourite *bleep* is collecting old coins. (*hobby*)
- 3 We must study *bleep* to learn how an aeroplane flies. (*physics*)
- 4 My youngest brother was *bleep* three years ago. (*born*)
- 5 Paul's *bleep* is to take part in the Olympic Games. (*ambition*)
- 6 When you write to me, please *bleep* a photo of your family. (*enclose*)

D Find the facts

This exercise provides some practice in the skill of scanning, which is looking for specific information without reading every word again. Stress that students should work quickly and should stop reading when they have completed the task.

Answers:

- D**
- 1 his full name (P1)
 - 2 his age (P1)
 - 3 his height (P1)
 - 5 his favourite hobby (P1)
 - 7 the name of his school (P3)
 - 8 his brother's name (P2)
 - 10 his ambition (P3)

E Read and think

These exercises are designed to make students think carefully and to make them look for proof of a statement within a text. If you wish, students can work in pairs to answer them.

Answers:

- E1
- 1 T
 - 2 T
 - 3 T
 - 4 F
 - 5 T
 - 6 DK
 - 7 F
 - 8 F
 - 9 T
 - 10 F (The restaurant is near the house, and the house is near the school, therefore the school is fairly near the restaurant.)
 - 11 T
 - 12 DK
- E2
- 2 His parents own a Chinese restaurant.
 - 3 He was born in Newcastle/England.
 - 4 His ambition is to be an engineer.

LISTENING

Completing a table of information

- 1 This exercise provides basic, guided note-taking practice. It also prepares students for some of the patterns in the Language section of this chapter. Students must first listen and write down the basic information, as in the example.
- 2 After that they must use the information to choose which four people were being described, and write the numbers 1–4 under the correct photographs.

Vocabulary:

blond (adj.) • fair-haired (We use *blond* instead of *yellow* when we talk about someone's hair. We use *blonde* for women.)

Tapescript:

SIDNEY Right, number one.
 MARY Is it a boy or a girl?
 SIDNEY It's a boy.
 MARY What colour is his hair?
 SIDNEY It's black.
 MARY How long is his hair?
 SIDNEY It's not long. He has short hair.
 MARY What colour are his eyes?
 SIDNEY Brown.
 MARY How tall is he?
 SIDNEY He's four feet six inches.
 MARY Where was he born?
 SIDNEY He was born in Hong Kong (China).
 MARY What is his favourite sport?
 SIDNEY Football.

SIDNEY Now, number two.
 MARY Is it a boy or a girl?
 SIDNEY It's a girl.
 MARY What colour is her hair?
 SIDNEY It's brown.
 MARY How long is her hair?
 SIDNEY It's very long.
 MARY What colour are her eyes?
 SIDNEY Brown.
 MARY How tall is she?
 SIDNEY She's four feet five inches.
 MARY Where was she born?
 SIDNEY She was born in England.
 MARY What is her favourite sport?
 SIDNEY Hockey.

SIDNEY Now, number three.
 MARY Is it a boy or a girl?
 SIDNEY It's a girl.
 MARY What colour is her hair?

SIDNEY It's black.
 MARY How long is her hair?
 SIDNEY She has short hair.
 MARY What colour are her eyes?
 SIDNEY Brown.
 MARY How tall is she?
 SIDNEY She's four feet three inches.
 MARY Where was she born?
 SIDNEY She was born in England.
 MARY What is her favourite sport?
 SIDNEY Badminton.

SIDNEY Now, number four. The last one.
 MARY Right, is it a boy or a girl?
 SIDNEY It's a boy.
 MARY What colour is his hair?
 SIDNEY He has blond hair.
 MARY How long is his hair?
 SIDNEY It's not long. He has short hair.
 MARY What colour are his eyes?
 SIDNEY Blue.
 MARY How tall is he?
 SIDNEY Four feet seven inches.
 MARY Where was he born?
 SIDNEY He was born in Hong Kong.
 MARY What's his favourite sport?
 SIDNEY Rugby.

Answers:

	2	3	4
Boy or girl	Girl	(Girl)	Boy
Hair colour	(Brown)	Black	Blond
Hair length	Very long	Short	(Short)
Eye colour	Brown	Brown	Blue
Height	4'5"	4'3"	4'7"
Place of birth	(England)	England	Hong Kong
Favourite sport	Hockey	Badminton	(Rugby)

- 1 Gary
- 2 Linda
- 3 Connie
- 4 Stephen

Note:

Some students may expect that the Chinese children in this exercise were born in Hong Kong, and the western children were born in Britain. However, this expectation is not logical. These days many Chinese children are born in Britain, and some western children are born in Hong Kong!