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It's easy!*



# Learning English

*For the  
new curriculum*



普通高中课程标准实验教科书·英语

## 教师用书

(必修 1&2)

(供高中一年级第一学期使用)



**Teacher's  
Guide**

[中 国] 河北教育出版社  
[加拿大] DC加拿大国际交流中心 合作编写

河北教育出版社出版

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# 教师用书 1

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# How to Use This Teacher's Guide

## The Guide and Its Companions

This guide covers the first two modules of the Senior English series of the *Learning English* program.

You should also have:

- an audiotape that covers the oral part of each unit.
- Each student should have the Student Book (Module 1 and Module 2).

## Where to Start

Start by reading the next two sections: "Philosophy of the *Learning English* Program" and "Your English Classroom." These two sections describe what is new about the *Learning English* program, why it works and how to make your role as a teacher most effective.

Then read the next section: "The Organization of Units and Sections." This section describes the format that every unit follows. It explains how to work with the information the guide provides for your lesson preparation.

Next, read the "Teaching Techniques" section at the back of the guide. This section offers ideas about teaching the *Learning English* program and covers information frequently referred to in the units. You will want to consult this and other sections at the

back of the guide as you work through the units.

## Refer to the Back of the Guide

The unit teaching refers to how-to information at the back of the guide.

- Teaching techniques for introducing, practicing and reviewing vocabulary that you can adapt.
- Teaching techniques for helping with pronunciation.
- How to make resources for your classroom, such as posters, puppets and displays.
- How to play key language learning games and supplemental games.

The back of the guide also contains a section on games and an index of songs for quick reference.

## Adapt It!

This guide introduces and uses a small repertoire of language learning techniques. If you have experience teaching English, draw on other techniques you know.

This guide provides you with suggestions only. You can follow it step by step or you can create your own steps. Adapt the units to fit your teaching experience, the needs of your students and the resources available to you.

# Philosophy of the *Learning English* Program

The *Learning English* program aims to help Chinese students learn to speak conversational English and to help Chinese teachers improve their own English and English teaching skills. The complete program covers twelve grade levels: Grade 1 to Grade 12.

The program stresses **communication and conversation**. It focuses on talk (listening and speaking). It gives the students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The students often role-play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that the students can function in a variety of situations.

The program is **holistic and integrative**. At beginning levels, it stresses listening and speaking, but it also integrates reading and writing. It creates a balance among all language skills, which is key to language instruction and crucial to language development. Language development occurs in step with changes and growth in consciousness. The four language skills (reading, writing, speaking and listening) naturally reinforce each other in a child's language development. Children and young people need to learn English the way they learned their own language: through listening to people around them speak words and phrases. In English classes, children and young people need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and also to play, experiment and use their imaginations.

The program models the **process** of children's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this

reason, the program first exposes the children to new words and then lets them encounter and use these words again and again in different contexts throughout the class year.

The program stresses **active student-centred experiences**. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop.

The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom but on what the students do within it.

The program stresses **meaningful learning situations**. The program engages the students in situations where they need English to cope with authentic English-speaking contexts: to make a request, to express a feeling, to accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses **thinking** as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view; to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses **language immersion**. Each lesson exposes the students to a lot of English, more

than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words. Teachers should label items in the classroom with big cards showing the English words.

The program stresses **risk-taking** in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. The students **need lots of support and assistance to experiment with new language structures. They need praise for the content of what they say rather than constant correction of pronunciation and vocabulary.** Therefore, good language teachers give their students lots of praise and encouragement. They help the students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage the students to invent their own questions, responses and conversations, and they congratulate the students for taking risks.

The program stresses a **motivational classroom environment.** It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

## Overall Goals of the *Learning English* Program

Each level of the program identifies specific objectives for mastering vocabulary, grammar, conversation, reading and writing. Teachers, however, need to treat these objectives as part of larger, life-long goals, not as isolated targets. The program aims to support the students as they continue to learn English throughout their schooling and throughout the rest of their lives.

## Teaching with the *Learning English* Program

This program stresses:

- **Interactive conversation**, not just lists of vocabulary words and grammatical structures.

- **Flexible language use in a wide range of situations**, not just memorization and chanting.
- **Understanding and expressing overall meaning**, not just learning isolated parts of language.
- **Authentic real-world situations** where, for example, students play games, ask for and give information, and express likes and dislikes.
- **Everyday language among native English speakers.** Many informal expressions and common idioms are included in the curriculum, as well as formal structures demonstrating grammatical patterns.

The program provides:

- **An audiotape** of North American English speakers. The students become used to hearing and understanding a variety of inflections and tones, not just formal British accents.
- **Good-quality literature** that lets the students develop understanding of whole units of meaning, not just isolated words; that motivates the students' interest; and that provides moral instruction for character development. The lessons use translation of well-known Chinese stories as well as traditional and modern English stories.
- **Step-by-step instructions for innovative English-teaching methods** for the teachers to use in the classroom.
- **A wide variety of student-centered activities**, including dialogues, role-play, games, story-writing, small-group activities, TPR (Total Physical Response) activities and drills.
- **Ways to help Chinese teachers improve their own English** as they prepare for lessons. The teacher's guide is very detailed and contains many tips for teaching English.

## What about Phonetics

Pronunciation forms an important part of any language program. Young students mimic well. They often learn pronunciation by listening to, and imitating, good role models.

Too much emphasis on correct pronunciation, however, can make the students afraid to speak because they worry too much about pronunciation errors. Teachers must gently guide the students to understandable pronunciation, but never let pronunciation become more important than meaning and communication.

This program introduces pronunciation exercises when new vocabulary has sounds that Chinese students may find difficult to produce. The beginning level contains a few phonetic drills. Later levels offer more phonetic drills, such as minimal pairs. Older students, at advanced levels, learn symbols for certain sounds, so they can use a dictionary to pronounce unfamiliar words. As much as possible, the program presents these drills in the context of the **meaning** of words and phrases.

This program does not teach an entire phonetic alphabet, such as the International Phonetic Alphabet (IPA), for three reasons. First, in learning the English language, the students already struggle to decode a new set of written symbols. The **IPA** adds another layer of symbols without helping the students to **understand** the new language. Second, the IPA focuses attention on written language. This shifts the focus away from listening and speaking. The students learn pronunciation best through aural-oral practice, not through reading symbols for sounds. The students who depend too much on written text may also have difficulty speaking spontaneously in conversation. Third, the IPA reinforces the primary importance of correct pronunciation, but this program emphasizes understanding and making meaning. Pronunciation comes second. After all, many good communicators in English do not pronounce words neatly and clearly or even correctly; they use context and language to express themselves.

Teachers, however, need to pronounce words correctly. Teachers should check their pronunciation periodically with a tape recorder. Teachers should practice speaking English outside of the classroom whenever possible, preferably with a native speaker. Teachers can tune their ear to correct pronunciation by watching English television and movies.

We encourage Chinese teachers of English to learn the IPA so that they understand the distinctions and similarities among different sounds. The IPA also helps teachers to focus on individual sounds and examine ways to produce them. This helps teachers work out the best way to teach these sounds in their own classrooms.

## What about Grammar?

This program introduces grammar naturally and gradually. At beginning levels, it teaches the students

how to recognize and imitate certain grammatical structures and patterns, but it does not emphasize grammar. At more advanced levels, it explicitly presents points of grammar to help the students understand the patterns or certain structures.

The students should always learn and practice grammar rules as part of communicating meaning. Research has shown that isolated grammar drills and workbook exercises in which the students apply grammar rules by rote do not lead to effective language learning. The students learn the formulas for such exercises quickly and complete them without much thought. They often do not transfer the grammar they practice in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The program endorses teaching grammar through methods such as mini-lessons and games, and helping the students to edit their own creative writing and to keep diaries of their own grammar difficulties.

We remind teachers to avoid stressing correct grammar at the expense of their students' confidence. Teachers who idolize correct grammar intimidate the students and inhibit the willingness of the students to experiment and take risks with the new language. For example, a good teacher would never correct the grammar of a student trying to express meaning. In one notorious story, a teacher asks a student, "How is your family?" The student stammers, "I... grandfa... die." The well-meaning, but insensitive teacher instantly replies, "Oh, your grandfather died? Now, listen carefully. 'My grandfather died.' Can you repeat that?" Above all, communication counts, not correctness. *Learning English* aims to help the students experience the joy and comfort of being understood and of understanding others.

## What about Memorization?

Memorization has its place in a foreign-language program; it is an important way, though not the only way, to learn new concepts. The students ultimately must memorize the vocabulary and structures of a foreign language before they can consistently produce these structures in conversation and writing. Memorization occurs through practice and games, recitation, repeated exposure, memory tools and individual study. The students also benefit from

memorizing songs, chants and short passages in the new language.

English speakers refer to memorization as learning by heart. Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. The students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings.

We advise teachers to always help the students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

## **What about Translation?**

Translating passages into a foreign language helps the students study that language. Translating reveals grammatical differences and allows the students to explore word choices and to practice using different idioms and structures correctly. Translation, however, is a difficult and precise art that requires specialized study to perfect. This program introduces a few translation exercises at advanced levels, but it does

not emphasize translation for several reasons:

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language.

Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

Too much translation also restricts the students to texts written by others. Teachers should encourage the students to create their own texts in the new language in a variety of forms: letters, short descriptions, little stories, poems, essays (at advanced levels) and many others. In such exercises, the students should redraft and revise their own writing several times until it is clear, vivid and correct. The students work harder on their own creative writing, drawn from their own experiences, rather than on translating other people's work.



# Your English Classroom

## Make Your Classroom Welcoming

Students need to feel safe. They need to trust that no one will make them feel stupid or ashamed. They need to feel like they belong. They like to feel surrounded by friends. They want to be active and to participate. They love to laugh and play. They love surprises. They want to feel special. And most of all, students need to feel cared for.

When your classroom environment provides for these needs, students will be motivated to learn and will work hard.

If you really care about each of your students, you will teach from your heart. That is the best way to create a genuinely caring community in your classroom. Here are some other practical suggestions for creating a stimulating learning environment:

- Keep a brisk pace throughout the class. Drills and question-and-answer periods should be very rapid.
- Allow lots of opportunity for the students to talk and play in pairs and small groups.
- Move throughout the classroom. Don't always stand at the front of the room! For some review sessions, stand at the back of the classroom or at the side. During your question-and-answer drills, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.
- Vary activities frequently: some demonstration, some oral question-and-answer, some small-group work, some song and game, some writing. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing words or making sentences that are unfamiliar. Remember, learning

to speak a language involves lots of courage to take risks and making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.

- When offering correction, focus on one problem at a time (otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: Good try!
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practicing together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' drawings, posters and words on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

## Make Your Classroom a Cultural Island

Many foreign-language teachers try to make their English classrooms places that surround the students with English culture. This gives the students a context for English words and phrases and adds a sense of adventure to *Learning English*.

Try some of these ideas:

- Display maps and magazine pictures, English-language picture books, travel brochures, English magazines and newspapers, advertisements, objects and photographs showing the culture and lifestyle of native English-speaking people. You can hang items from the ceiling, post them on the walls or set up a table at the back of the room where the students can examine cultural objects. Many teachers collect these items through friends who travel or by requesting free brochures from

government tourism departments, travel agencies or businesses in North America.

- Write English proverbs on strips of paper and hang them up. Find short poems to write in large letters and hang them on the walls.
- Play English pop songs on the tape recorder as the students are coming into the classroom and as they are leaving.
- Encourage the students to help make displays. Many teachers appoint a few of the students to stay after class to help make displays for each unit. For

example, on the bulletin board, pin up magazine pictures of people. Add an empty speech bubble above each person. Ask the students to write sentences in the speech bubbles.

- Collect baby photographs of the students in the classroom. The students can write a sentence and put it beside any one of the photographs.
- Put cartoons without the punch lines on the wall. The students can make up punch lines of their own to add.

# The Organization of Units and Sections

The Senior English series in the *Learning English* program is composed of eleven modules, five for the compulsory English course, and six for two different optional courses. Each module is divided into eight units each with a different theme and two review units. The units are divided into four sections with different functions. Each unit is designed to cover a theme from a number of different perspectives. The unit will take four hours of class time to cover.

## Themes

The themes in *Learning English* were chosen to involve the students; they are topics about which teenagers are interested. Students will want to talk about the topics, and discussion should be encouraged. Small group activities and pair activities are included in order to give every student a chance to speak and practice the English language.

## Structure

Notice how the book is structured. Each unit contains four sections that follow the same pattern. When using the book, however, it is not necessary to go in order from one page to another or to complete the unit one section at a time. You may choose to use activities from two or three sections in one lesson. You cannot simply go through the unit in the order in which it appears. The project, for example, usually requires time over several days to complete — some at home, some at different times. The self-evaluation section, found in every unit, must be completed after the completion of the activity or activities to be evaluated. In some cases, the self-evaluation must be done before the students do a certain activity.

The four sections found in each unit are as follows:

- **Section 1: New Words and Ideas** — This section introduces the theme of the entire unit. It is usually composed of a reading (a story, presentation, play or article) and perhaps a song or poem. This reading is intended to be intensive. It is here that

students will be introduced to the structures, ideas and some vocabulary of the unit. The activities and exercises used in this unit are designed to get the students thinking and to relate the theme to their own lives. Section 1 will also introduce the students to various strategies for reading: predicting, questioning, inferring, synthesizing. The rest of the unit will build on this introductory section to help students discover meaning and to enlarge their appreciation of the theme of the unit.

- **Section 2: Meaning Through Practice** — This section is the skill building section of the unit. This part has a number of exercises to work on the development of the different skill areas of comprehension, vocabulary, listening, speaking and writing. These skill-building exercises are listed below:

- Build your comprehension
- Build your vocabulary
- Build your listening skills
- Build your speaking skills
- Build your writing skills
- Project time: put your skills together!

Because of the number of exercises and the limited amount of class time available, you may wish to assign some of the exercises as homework so that you can focus on the listening and speaking skills in class. Use your judgment to decide which exercises to assign as homework and which to do in class. Following the skill building exercises is the unit project. The project will begin at this time and the students will continue to work on it through the course of the unit.

- **Section 3: Grammar Makes Sense** — This section usually consists of three parts: **Foundation Grammar**, **Focus Grammar**; and **Instant Grammar**. **Foundation Grammar** introduces new concepts, **Focus Grammar** reviews or summarizes a grammatical concept with which the students are familiar, and **Instant Grammar** brings the students' attention to a point of grammar that might otherwise go unnoticed. As you work through the

grammar in this section, remember to focus on the meaning of the sentences. Your students will learn to understand the grammar by focusing on the meaning. Activities are provided to help you encourage your students to use the grammatical structures in a meaningful way.

- **Section 4: Reading** — This section includes various readings designed to give students exposure to more extensive English. These readings should focus on meaning: students should read for understanding and try not to worry about every word. These articles are intended to stimulate discussion, so, in the interests of time, they could be read before the students come to class. Then class time can be used to discuss the “Focus Questions” and the “Post-Reading Activities.” Remember that reading widely is one of the best ways to learn another language. Please note that some of the mastery words and phrases are also included in this section.

## Projects

The projects are an important part of each unit. The projects give students an opportunity to use language to perform tasks. The focus should be on the task and not the language. Students should have fun doing the task and should be encouraged to use their imaginations and all of their English language skills.

Make sure to plan the time for the project in each unit. Some projects require time from each class meeting, some require homework, and some require research to be undertaken out of school. One, for example, requires students to interview neighbours or family members. Others require research on the Internet or within the community. In order to take advantage of the language opportunities inherent in

tasks, make sure to devote sufficient class time to the projects.

## Self-evaluation

Self-evaluation is an important part of language learning and developing learner autonomy. Doing the self-evaluation exercises encourages students to take responsibility for their own learning. Notice that the self-evaluations start in an easy way and progress as students become more comfortable with the idea of examining their own language learning.

The evaluation is found in Section 2, but it should be done when the students have completed the activities that it evaluates.

## Class Openings

Class openings are a good time to do warm-up activities to stimulate students' interests and excitement about the topic. The mood that is created in the first few minutes of a class can carry through the rest of the lesson.

## Class Closings

Class closings are a time to wrap things up for the day, to get student feedback and to assign homework for the next class.

## Review Units

Each module has two review units. Since these units are self-explanatory, no detailed suggestions on how to do the review units are provided in the “Teacher’s Guide.” You can do the “Reviews” in any way that suits your particular class best. The answer keys for these units are provided in the Guide.

# Unit 1 Being a Teenager

## Introduction

### UNIT OBJECTIVES

This unit is about being a teenager. It presents stories, a poem, a song and information about the high school setting and emotional changes as a teenager. It explores problems and challenges common to this time of life: high school, making friends, personal identity, parental expectations and thinking about the future. It encourages students to talk about their thoughts and feelings and to make connections between what they read and their lives. It reviews vocabulary from junior high school, and extends vocabulary to include new words about school. It covers phrases for asking questions and expressing feelings about themselves and the schools.

Through completing a school life survey, students will learn new vocabulary for talking about themselves and about school and school life. They will practise asking each other questions and eliciting opinions about school and the life of a teenager.

### VOCABULARY OBJECTIVES

#### Mastery Words and Phrases

teenager, failure, confident, timetable, forgetful, sheet, wallet, worried, impress, clumsy, sink, kindergarten, junior, ragged, paragraph, author, challenge, cheerful, pressure, base, approach, male, female, tear, anger, get used to, instead of, go through, hang out, let down, fit in, fair-haired, blue-eyed

#### Recognition Words

exciting, tough, critical, affect, bewail, proverb, hallway, finally, quickly, suddenly, binder, embarrass, adult, adapt, tiring, usually, dishtowel, typical, congratulate, disappointed, imperfect, slipper, annoy, unhappy, repeatedly, schoolwork, seriously, perfectly, excerpt, figure, pimple, teenage, guarantee, acceptance, motivate, sole, peer, outweigh, emotional, media, ideal, physically, relate, living, despite, hardship, balding

### SKILL BUILDING

Section 2 of this unit, "Build Your Skills", has a number of skill-building exercises designed to give students practice using the new vocabulary and concepts revolving around teen life.

### GRAMMAR OBJECTIVES

Section 3 of this unit focuses on the following grammatical concepts:

- Foundation grammar — which introduces attributive clauses
- Focus grammar — which summarizes uncountable nouns
- Instant grammar — which draws the students' attention to singular nouns in disguise.

### PROJECTS IN THIS UNIT

#### School Life Survey

The project combines working in a group and individual work. In small groups, the students design a survey about school life. Then as individuals they interview other students and compile their results for presentations. Finally, the individuals in the group present their specific findings as part of the group. The project will account for one quarter of the class time in the unit. This time should be spread into fifteen-minute segments in each section of the unit. In order to complete the project, work on compiling and preparing the presentation will need to be finished as homework.

The size of the group for this project can be determined by the teacher, but five members is recommended. In order to conserve class time, to encourage the participation of all students in a non-threatening way, and ensure that everyone gets a chance to present, the presentation of findings is not done in front of the entire class, but to another group.

The objective of the project is to use the vocabulary studied in this unit by reading sample questions, writing questions, asking questions of others, assembling the information and presenting the information orally.



## **SELF-EVALUATION**

General and comprehensive, including reading, speaking, listening, writing and presenting.

## **CLASS OPENING**

Because this is the first unit, take time to introduce yourself to the class in a friendly informal way.

Write a short dialogue on the board that you can model for the students.

Good morning.

My first name is \_\_\_\_\_.

My last name is \_\_\_\_\_.

My name means \_\_\_\_\_.

Ask for volunteers to stand and introduce themselves. Never forget to praise each student for what he or she says in English.

The class opening is a good opportunity to involve students in free discussion before they open their books and begin to rely on the written text.

### **Teaching Tip**

Oral development plays a key role for students learning English as a second language. To optimize classroom oral language learning opportunities, we need to offer daily opportunities for students to talk to each other.

(Boyle & Peregoy, 1991)

Take time to review the vocabulary and concepts from the previous section.

- Ask students to recall the opening text. Ask for a short summary. Write student-directed responses on the board.
- Review feeling words. Once again ask for volunteers to dramatize a feeling.

### **Teaching Tip**

Repetition and review reinforces the understanding and the gradual integration of vocabulary and concepts into the speaking and writing vocabulary of the students.

For more ideas and tips on beginning a class, see “Teaching Techniques” at the back of this teacher’s guide.

## **CLASS CLOSING**

Possible homework assignments to accompany

Unit 1 could include the following:

- Readings or exercises to prepare for class activities and discussions.
- Exercises that began in class and not completed.
- Writing interviews for the project and preparing the presentation.
- At the end of “Unit One: Being a Teenager,” you can assign readings from “Unit 2: Friendship.”

## **Section 1: New Words and Ideas**

### **FIRST DAY OF HIGH SCHOOL**

#### **Before You Read**

- Introduce the unit. You may want to begin by having the students recall what they have learned about Jenny, Li Ming and Danny all the way from elementary school to junior high. Tell the class that both Jenny and Li Ming are now going to high school. High school life in Canada is pretty similar to that in China. However, there are some differences. For instance, a high school in Canada has a gym, which a high school in China may not have. A Canadian high school student usually has a locker, which a Chinese high school student may not have. Ask the students to pay attention to such differences as you guide them through the text.
- Provide ideas about “the first time...,” for example: The first time I rode a bicycle..., The first time I saw snow..., The first day of high school...
- Ask for more ideas from the class. Write all the ideas on the blackboard. Now ask “How did you feel when you rode a bicycle for the first time? When did you see snow for the first time?” Ask students to elicit words that express feelings from the class. If the students do not respond, provide some feeling words such as **worried, nervous, excited, happy**.

### **Teaching Tip**

A short introduction activity with the text closed to introduce the new vocabulary is an effective approach for students to actively process new word meanings.

(Stahl, 1998)

- Write these six words on the blackboard: nervous, confident, worried, embarrassed, happy, excited.
- Divide the class into several groups (by row, for

example). Tell each group that they must try to talk about these words, explain them to each other and try to provide an example for each word. Give the groups 10 minutes, then discuss the vocabulary with the entire class.

- Ask the students to try to dramatize each word. Other classmates will try to guess the feeling.
- Ask the class which feelings are “good feelings,” which ones are “not so good” feelings.

### Teaching Tip

Drama activities facilitate oral language development because they provide opportunities for negotiation of meaning through social interaction.

(Boyle & Peregoy, 1997)

## Reading the Text

Certain strategies emerge to help readers have a better understanding of text. An excellent beginning point is for the reader to make connections between the text and their own past experiences or background knowledge. Read through the text with the class, one paragraph at a time and stop to discuss the types of connections the students have made with the character.

Use the following questions to elicit responses. Write response patterns on the board for students to model.

Teacher's Directed Questions	Students' Responses
• What does this remind you of?	• It reminds me of...
• What connection do you feel with this character?	• I feel a connection with...
• Do you remember a similar experience?	• I remember...

After reading the text together, have the students identify two sections or parts in the text where they connect their own life to the text. Use the following form for the students to write their connection.

Words in the Text	My Personal Connection
1.	
2.	
3.	

### Teaching Tip

When readers have had a similar experience to that of a character in a story, they are more likely to understand the character's feelings and thoughts.

(Harvey & Goudvis, 2000)

## POEM

- Read the poem “Who Am I” to the class. Provide a picture of a person from a magazine that represents the person in the poem. Ask the class “What do we know about this person through the poem? What is important to this person? Do you like this person? Why/Why not?”
- In what way is this poem similar to the story about the first day of school? Are they saying similar things?
- Before class, the teacher creates a similar poem about himself/herself using only six sentences. The teacher reads the poem to the group.
- Now ask the students to write their own poem with six sentences, ending with “I am me.”  
See “Teaching Techniques” for teaching poetry.  
Note: This poem and writing activity can be presented in “Section 2, E. Build your writing skills.”

## Build a Word

Briefly explain how the English language adds parts to the end of a word to change the function of a word from noun to adjective or verb to noun. They are called suffixes. **-ly** is a common suffix. Here are two examples of the **-ly**: **love** — **lovely**; **prince** — **princely**.

## SONG

This song “A Time to Think” can be used as a class opening or closing for any of the four sections of this unit. It would also be an excellent song to sing at the end of the unit.

- With the text closed, play the song for the class. Ask the students “What is this song about?” Play the song again.
- Open the text, read through the song and discuss what the song is trying to say.
- Sing the song with the class.  
See “Teaching Techniques”: Songs.

## Section 2: Meaning Through Practice

### BUILD YOUR SKILLS

Take time to review the vocabulary and concepts from the previous section:

- Ask students to recall the opening text. Ask for a short summary. Write student-directed responses on the board.
- Review feeling words. Once again ask for volunteers to dramatize a feeling.

#### Teaching Tip

Repetition and review reinforces the understanding and the gradual integration of vocabulary and concepts into the speaking and writing vocabulary of the students.

For more ideas and tips on beginning a class, see “Teaching Techniques” at the back of this teacher’s guide.

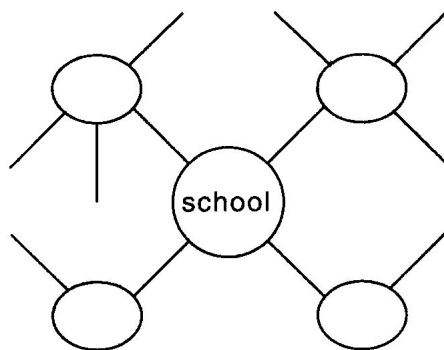
### A. Build Your Comprehension

#### Teaching Tip

A map or word web is a graphic drawing summarizing a text. Intermediate-level readers can use maps to assist them with comprehending and remembering what they have read, and they can use mapping as a pre-writing strategy.

(Boyle & Peregoy, 1997, Reading, Writing and Learning in ESL)

- Write all of the following words on the board: hallways, gym, cafeteria, library, lockers, teachers, students, custodian, principal, secretary, track, principal’s office, books, backpacks, pencils, erasers.
- Ask the students “What are all of these words about? What is the main topic? What is the main idea?”
- Draw a circle on the board, as shown in the example below. Write “school” in the circle.



- Ask the students to work in pairs to divide the words into 4 groups(categories). What words go together?
- Now open the text to “Unit 1, Section 2, Build your comprehension.” Do the activity in the book.

### Answer Key

1. Word list: *dormitory, lecture theatre, principal’s office, gym, cafeteria, lab, track, hallways*  
Note that the diagram cannot be completed using the provided word list. Answers to fill in the blanks may vary.
2. c    3. c    4. a, b, c

### B. Build Your Vocabulary

#### 1. Match

Before assigning this part for homework, ask the class for a definition of each of the five words. Ask “What do you think this word means?” “Can you give an example?”

See “Teaching Techniques.”

#### 2. Make an Adjective

- Provide a syntactic cloze exercise for the 3 words as shown in the text: peace, peaceful; care, careful; harm, harmful.
- Write 2 sentences for each word: one sentence with a noun/verb structure, the other with an adjective structure. Write these sentences on the board. Do this activity as a whole class. Examples:
  - I wish for \_\_\_\_\_ in the world.  
The house is \_\_\_\_\_ at night.
  - A mother takes \_\_\_\_\_ of her child.  
You must be \_\_\_\_\_ when using a knife.
  - You can \_\_\_\_\_ yourself with a knife.  
It is \_\_\_\_\_ for a young child to use a knife.
- Now ask the students to choose 3 words from their