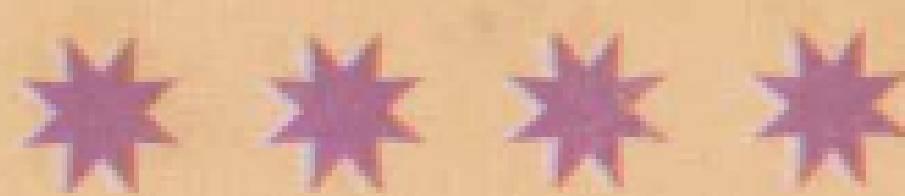


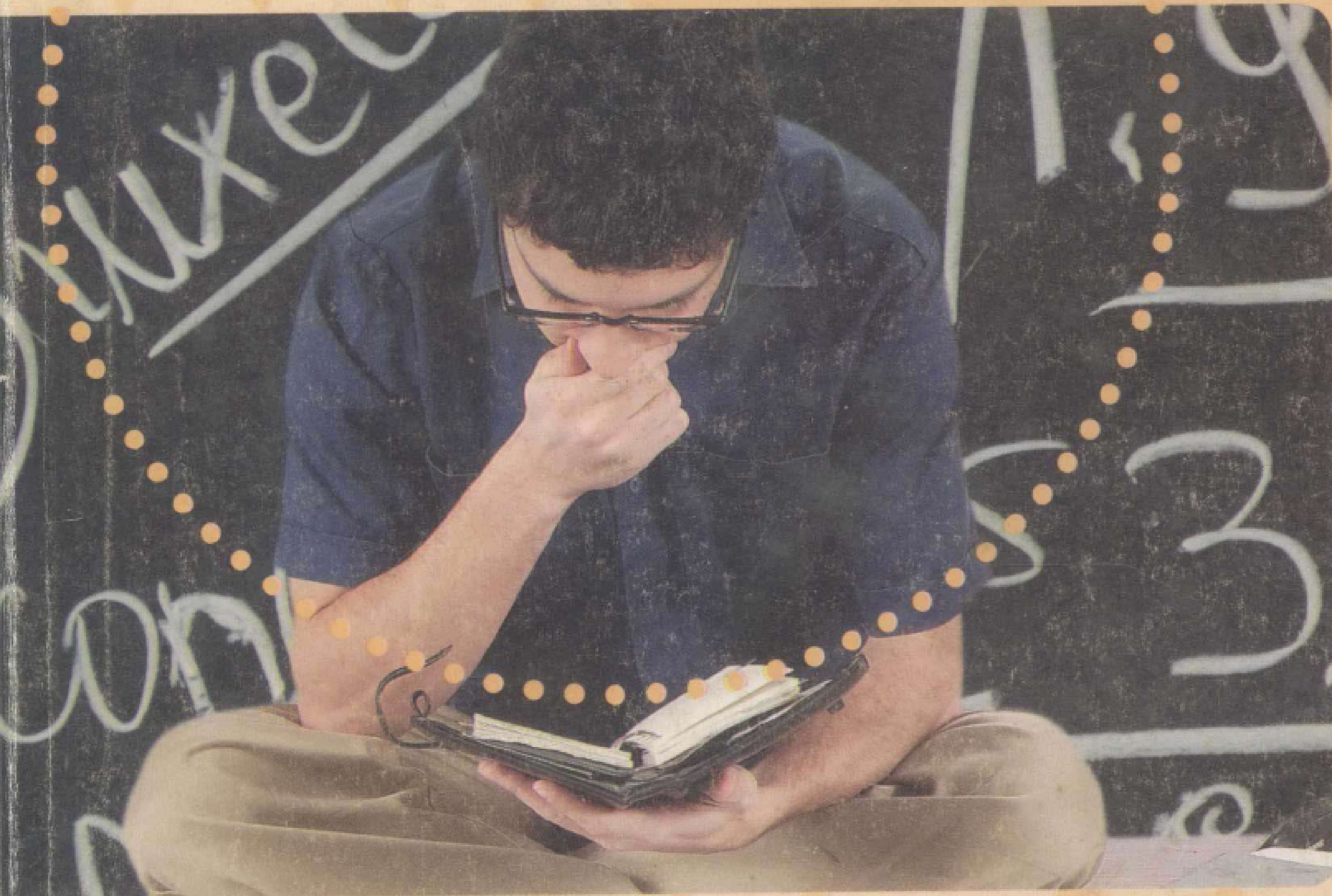


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Learning English

*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 3 & 4)

(供高中一年级第二学期使用)



[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

2 Teacher's Guide

河北教育出版社出版

高级中学课程标准实验教科书·英语

教师用书 2

Learning English

Teacher's Guide 2

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教师用书 2

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出版者的话

《普通高中课程标准实验教科书·英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外富有英语教学经验的专家、教授、教研员及一线教师根据普通高中《英语课程标准》(实验)编写而成的,供普通高中一至三年级学生使用。这套教材包括《教科书》、《教师用书》、《互动学案》以及录音磁带等。

这套教材语言信息含量大。它涉及人文、地理、自然、科学等各个领域,兼顾了多种学科知识的相互交叉、相互渗透,反映了当代社会、经济、科技、教育等各个领域发展的新动向,有助于提高学生整体的文化素养。

这套教材内容丰富,体裁多样,语言地道,富有时代感。它展现中西方国家的不同文化背景,注重中外文化的介绍与比较,以培养学生理解和包容多种不同文化的胸怀,增强学生继承、发扬民族文化,同时又借鉴、吸取其他优秀文化的意识,有助于学生形成跨文化交际的意识和基本的跨文化交际能力,有利于帮助学生形成正确的世界观、价值观,提高学生整体的人文素养。

这套教材注重以学生为主体,设计了许多有意义的实践活动,鼓励学生通过积极尝试、自我探究、自我发现和主动学习等学习方式,形成自己的语言学习的过程与方法。它把对学生学习策略、学习方法的指导融入到学生的自我评价过程中,有利于学生对自己的学习过程进行积极的反思,调整学习策略,培养自主学习能力,从而为终身学习打下基础。

这套教材分为必修课程、选修课程系列 I 和系列 II 三大板块。其中必修课程共有 5 个模块(即英语 1~英语 5),供高中一年级至二年级第一学期使用;选修课程系列 I 为顺序选修课程,是在必修课程模块的基础上顺序开设的课程,共有 6 个模块(即英语 6~英语 11);选修课程系列 II 为任意选修课程,供学生在高中阶段根据自己的兴趣和爱好选修。

本册《教师用书 2》与《教科书》必修模块 3~4 配套,供高中一年级第二学期授课教师参考使用。

本册《教师用书》课文注释及课文译文部分由徐全生,邱维礼,蔡娜,杨祖鼎老师撰稿。

本套教材不仅在模块的总体设计上,而且也在每单元的内容编排上坚持了基础性与选择性相结合的原则。教材既注意把握不同模块、不同单元间的梯度变化,又对同一单元中的不同文章在内容的深与浅、量的多与少方面做了妥善处理,增加了教学弹性,有利于个性化学习。在每单元中,也都采取了一篇主课文与 2~3 篇补充阅读课文相结合的编排方式,所选材料在难易程度上有一定的梯度。普通高中可以将每个单元的第四部分作为阅读练习处理,教学要求较高、语言学习能力较强的学校,如:外国语学校、重点中学等则可以将此部分也作为精读课文处理。因此,这套教材既能满足大多数学生的学习需要,保证他们达到课程学习目标,又为优秀学生发挥自己的潜力,提供了广阔的发展空间。

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How to Use This Teacher's Guide

The Guide and Its Companions

This guide covers the third and fourth levels 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 3 and Module 4).

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 audiotope** 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.

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: What Kind of Learner Am I?

Introduction

UNIT OBJECTIVES

This unit deals with different kinds of learners. It introduces the idea of multiple intelligences and gives students an opportunity to consider what styles of learning they prefer. Students will use the vocabulary learned to talk and write about the different ways of learning. They will explore new ways of learning. They will take a simple test to help them to understand their own preferred learning styles.

VOCABULARY OBJECTIVES

Mastery Words and Phrases

determine, intelligence, puzzle, visual, focus, contain, spelling, bonus, dictation, phrase, relationship, super, wire, function, length, movement, struggle, wild, kindness, tap, basin, pour, lip, graduate

split up into, come up with, figure out, pick up, call on, vice versa, account for, in short, take on

Recognition Words

learner, learning, rainbow, style, doorstep, despise, ignorance, thrill, rarely, peer, Cranium, curious, guy, split, player, roll, dice, theory, multiple, intelligent, solve, logical, athletics, verbal, definitely, horribly, poetry, musical, environmental, instrumental, rhythmic, artistic, drawing, mathematical, logic, figure, mimic, anymore, pattern, interpersonal, intrapersonal, personality, independently, complex, organ, unknown, perform, unlock, mystery, refer, hemisphere, responsible, specific, nerve, connector, cable, processor, power, up-close, vision, detail, concrete, thinking, creative, image, philosophy, religion, belief, fantasy, understanding, equally, majority, right-handed, thumb, tip, cello, imply, nonsense, united, toddler, strike, speechless, soundless, unable, frustration, overtake, scream, uncontrollable, fortune, gentle, gain, emotion,

temper, confidence, code, incapable, attend, handicapped, biography, miracle, inspire, dedication

SKILL BUILDING

Section 2 of this unit, "Build Your Skills", includes a number of exercises designed to give students practice using the vocabulary that deals with different ways of learning. Students will examine different kinds of learning and discover which learning style they prefer.

GRAMMAR OBJECTIVES

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

- Foundation grammar—which continues the study of noun clauses and introduces appositive and predicative clauses
- Focus grammar—which reviews the present perfect tense
- Instant grammar—which draws the students' attention to the three homonyms "their," "there" and "they're."

PROJECTS IN THIS UNIT

The project in this unit involves the students working in pairs or individually to explore their own particular ways of learning. The project includes researching and presenting information about the style of learning chosen by each student and then listening to other presentations about other styles of learning.

SELF-EVALUATION

The self-evaluation gives students the opportunity to take a test to discover their own favoured learning style.

Section 1: New Words and Ideas

Words to the Teacher

Learning to understand different ways of learning can help students to discover their own special ways of learning. This text introduces the seven types of intelligence summarized by an American education psychologist Howard Gardner.

By way of playing a game, the reading creates a

context within which students will learn to see how people learn in different ways. Help your students learn new words, expressions and grammar while playing a game that tests their intelligence.

DIFFERENT WAYS OF LEARNING

Teaching Tip

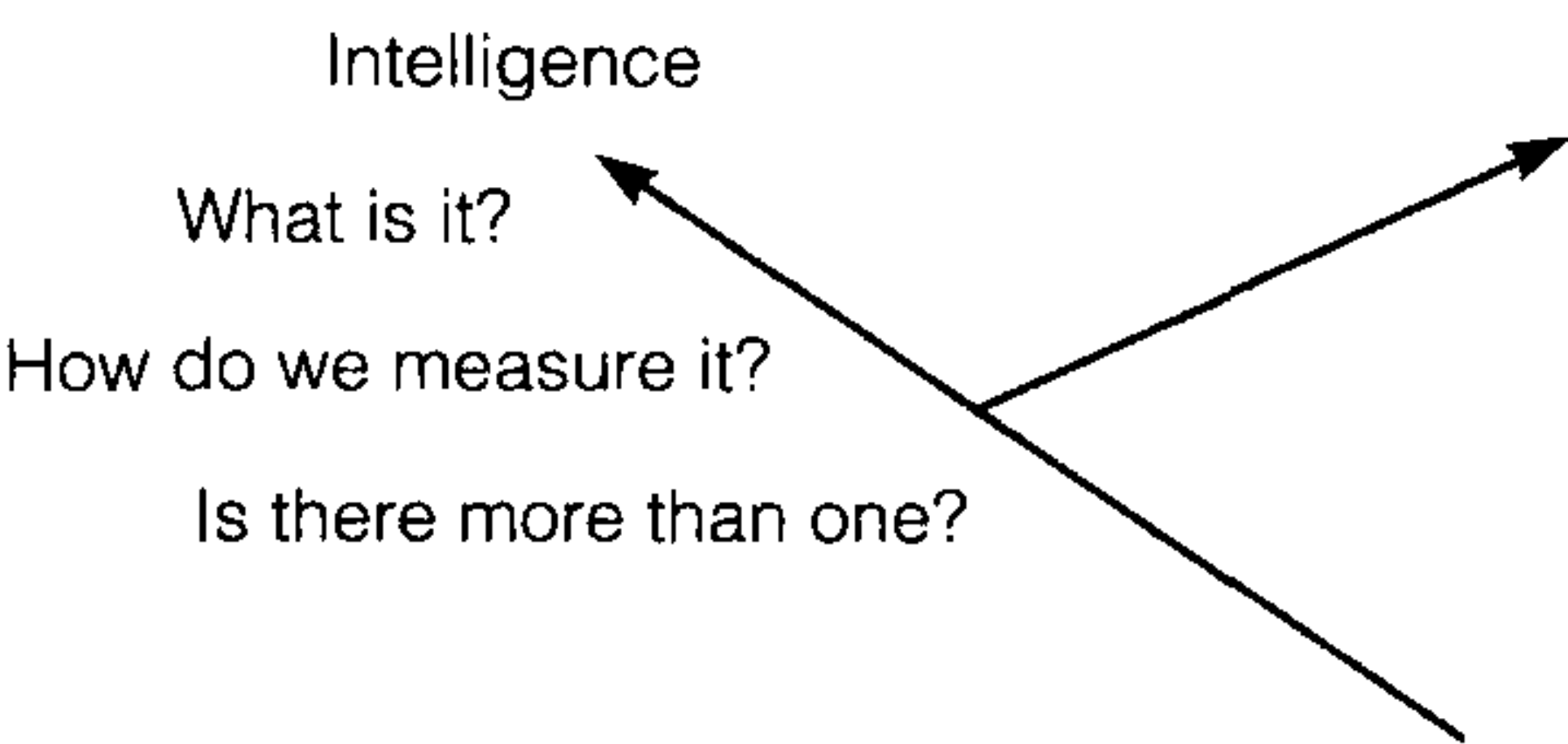
Students need to be actively engaged in opportunities to integrate word instruction into their own vocabulary.

(Unrau, 2004)

Before You Read

One way to begin this lesson is for the students to create a question map (Unrau, 2004). Before reading, question activities help the students to think about the topic and activate background knowledge. Have the students generate as many questions as possible about important words or concepts about the word “intelligence.” Do this as whole group activity so that in the next lessons the students can do the activity independently.

The following diagram is an example of some questions. Ask the students for more questions about this concept. Accept all questions. Remember, there are no wrong questions.



As a class activity, or in small groups, discuss the questions. There are no wrong answers. Encourage the students to guess at an answer.

- Provide the class with the following words: **logical, physical, intrapersonal, interpersonal, musical, visual, verbal.**
- Ask the students to find the root word—base word. Just by looking at the root word have the students guess at what the word might mean.
- Ask the students how these words could relate to intelligence. For example: “What do you think physical intelligence might mean?”

Teaching Tip

Research shows that the average North American student will learn 2 000 or 3 000 words a year. A teacher cannot teach every word. Unrau (2004) states that good readers must learn how to learn from context so that they can discover the meaning of unknown words.

Reading the Text

Open the text and explain to the class that the story is about a board game. (Bring in an example of a board game, e. g. Chinese checkers. Ask students if they have played any other board games.)

Divide the class into groups. Explain to the groups that each group must read the text together and choose 7 unfamiliar words that the group wants to learn. For each word the students must answer the following questions:

- **Where did you find the word? (provide sentence)**
- **What do you think the word means in context?**
- **Why do you think the class should learn this word?**

After reading the text, have each group report to the whole class about those words.

Background Information

In 1983 Howard Gardner published *Frames of Mind*, proposing a theory of multiple intelligences. In his book *Intelligences Reframed: Multiple intelligences for the 21st Century* (1999), Gardner continued to expand this theory of multiple intelligences. Gardner states that “we are not all the same; we do not all have the same kinds of minds ...; and education works most effectively if these differences are taken into account rather than denied or ignored.”

(Gardner, 1999, p. 91)

For Your Information

Howard Gardner

Howard Gardner, born in Scranton, PA in 1943, the son of refugees from Nazi Germany, is the John H. and Elisabeth A. Hobbs Professor in Cognition and Education at the Harvard Graduate School of

Education. He also holds positions as Adjunct Professor of Psychology at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine, and Chair of the Steering Committee of Project Zero.

Gardner received a MacArthur Prize Fellowship in 1981. He has been awarded twenty honorary degrees—including degrees from Princeton University, McGill University and Tel Aviv University on the occasion of the 50th anniversary of the state of Israel. In 1990, he was the first American to receive the University of Louisville's Grawemeyer Award in education. In 2000 he was awarded a Guggenheim Fellowship.

The author of eighteen books and several hundred articles, Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments. During the past twenty years, he and colleagues at Project Zero have been working on the design of performance-based assessments, education for understanding, and the use of multiple intelligences to achieve more personalized curriculum, instruction, and assessment.

Howard Gardner identified the following seven distinct types of intelligence. They are listed here with respect to gifted/talented children.

1. Linguistic

Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

2. Logical-Mathematical

Children with lots of logical intelligence are interested in patterns, categories and relationships. They are drawn to arithmetic problems, strategy games and experiments.

3. Bodily-kinesthetic

These kids process knowledge through bodily sensations. They are often athletic, dancers or good at crafts such as sewing or woodworking.

4. Spatial

These children think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Legos or daydreaming.

5. Musical

Musical children are always singing or drumming

to themselves. They are usually quite aware of sounds others may miss. These kids are often discriminating listeners.

6. Interpersonal

Children who are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives possess interpersonal intelligence.

7. Intrapersonal

These children may be shy. They are very aware of their own feelings and are self-motivated.

Notes to the Text

- 1. Please note that there are different names for the intelligences. For instance, some use verbal, others use linguistic; some use visual, others use spatial.
- 2. *We take turns rolling the dice...* This means we roll the dice one after another. You take turns to do something; you can also take turns doing something. You can even take it in turns to do something, e. g. We take it in turns to roll the dice.
- 3. *Okay, guys...* In daily, informal English, teenagers like to use "Hey, guys," "You guys." Here "guys" include girls or women. You can also say "Hello, everyone." On very formal occasions, you can use "Ladies and gentlemen."
- 4. *That means...get bonus points for using all the intelligences.* Bonus points are extra points you get as a reward for what you have done.
- 5. Phrases and expressions: In each unit, there is a list of useful phrases, idioms, and expressions from the first text of the unit. Whenever and wherever possible, try to use and encourage the students to use those listed. Look at the following list:

try out	split up into	take turns
hear of	come up with	to tell you the truth
to be honest	figure out	come on

Here are some sample sentences you can use:

The school is trying out another idea to help students learn more efficiently.

By splitting up the students into small groups, the English teacher creates more opportunities for the students to talk with and listen to each other.

The students took turns rolling the dice.
Have you ever heard of seven types of intelligence?

Danny came up with a new idea of learning