

新课标人教版



志鸿优化设计丛书

丛书主编 任志鸿

初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

九年级英语

【全一册】



南方出版社
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QIAN YAN 前言

实施素质教育的主渠道在课堂,而真正上好一节课必需有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程的创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握课标教材,我们特组织了一批富有教学经验的专家、学者和课改一线优秀教师,依据新课程标准要求编写了这套《初中新课标优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师和学生互动,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新课程标准要求,结合课标教材特点,科学合理地分配课时。

●科学设计教学过程,优化 45 分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

〔从容说课〕指出本章(课)节内容特色及章(课)节内容的重点、难点,并依据教材重点、难点的分布,阐明规律的总结和方法的突破,宏观上高效指导备课全程。

〔教学目标〕以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按课程标准“三位一体”目标要求,使教学有的放矢。

〔教学重点〕准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

〔教学难点〕选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。



[教学方法] 具体反映新的教学思想和独特的授课技巧,突出实用、创新性。

[教具准备] 加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深对课本知识的记忆与理解。

[教学过程] 按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”包括导入新课(导语设计)、推进(研讨新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步骤。加强师生活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

[备课资料] 联系所讲授的内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或科学设计能力训练题供学生课外练习。

本丛书按学科编写出版,具有较强的前瞻性、实用性和参考性。我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编 者

2006 年 5 月



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Unit 1 How do you (study for a test?)

实验

为考试而学习, 准备考试

备课札记

I. Analysis of the Teaching Material

1. Status and Function

In this unit, students learn to talk about how to study. Such topic is very useful to students. It's helpful to raise learning interest of all the students. Either more or less advanced students will benefit a lot.

(1) The first period mainly gives students listening and oral practice using the target language "How do you study for a text? I study by doing..."

(2) The activities in the second period give students more listening and oral practice using more target language. They are helpful to improve students' listening and speaking skills.

(3) In the third period, students learn to get detailed information from an article. It is a basic reading skill and is a great help to improve students' reading skill.

(4) The fourth period not only introduces some new words but also provides students with many different kinds of activities. In this class, students learn to give advice to those who have difficulty in studying using the target language.

(5) The fifth period is designed to train students' reading and writing skills.

(6) All the activities in the period in this unit are used to provide writing practice using the target language.

(7) In this period, students learn to understand some words and phrases of the reading and learn to deal with problems positively.

2. Teaching Aims and Demands

(1) Knowledge Objects

In this unit, students learn to talk

about how to study for a test and give advice to those who have difficulty in studying.

(2) Ability Objects

To train students' listening, speaking, reading and writing skills using the target language.

(3) Moral Objects

Everyone learns a different way. The best one is to do. That is, no pains, no gains.

3. Teaching Key Point

To make students learn and grasp the key words and the target language.

4. Teaching Difficult Point

To train students' listening, speaking, reading and writing skills.

To train students' communicative competence.

5. Studying Way

Teach students how to be successful language learners.

II. Language Function

Talk about how to study.

III. Target Language

1. How do you study for tests?

Well, I study by working with my classmates.

2. Have you ever studied with a group?

Yes, I have. I've learned a lot that way.

3. I don't have a partner to practise English with.

Maybe you should join an English club.

IV. Structure

verb + by with gerund

V. Vocabulary

1. flashcard, take notes, frustrating, memorize, aloud, make mistakes, pronunciation, be afraid to, deal with, unless, go



备课札记

by

2. What about...?

3. Why don't you...?

VI. Recycling

vocabulary list, cassette, conversation, improve, forget, test, notebook, friend, English language, study, video, pop song, speak, learn, watch, work, join, listen, write, practice

VII. Learning strategies

1. Personalizing

2. Role playing

VIII. Teaching Time

Seven periods

The First Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key Vocabulary

flashcard

(2) Target Language

How do you study for a test?

I study by working with a group.

2. Ability Objects

(1) Train students' listening skill.

(2) Train students' communicative competence.

3. Moral Object

Studying the right way is helpful. It helps you get good grades.

II. Teaching key Point

Target Language

III. Teaching Difficult Points

1. Train students' listening skill.

2. Train students' communicative competence.

IV. Teaching Methods

Scene teaching method

Pairwork

V. Teaching Aids

1. A tape recorder

2. Real objects

VI. Teaching Procedures

Step I Greetings

Welcome the students back to school and ask them if they had a good time during the summer holidays. Invite different students to describe what they did in the summer vacation.

Step II 1a

This activity reviews earlier vocabulary and introduces some new words.

Read the instructions to the class.

Call students' attention to the box. Read the list of ways of studying to the class.

Then hold up a flashcard, a ^{1k2's et} cassette, a shopping list and a textbook brought to class or point to the items in the illustration to show the meaning of each item.

Please check the ways you usually study for an English test. While the students are doing this, write the list of ways of studying on the blackboard. After they have finished checking the ways, ask the students to look at the blackboard. Ask, who study by working with friends for an English test? Please raise your hands. Write the number of hands you see after by working with friends on the list. Repeat the same approach with the other ways of studying on the list. Then discuss which are the most popular and least popular ways of studying.

Say, And now please add other ways you use sometimes. While the students are doing this, move around the room to offer language support as needed. Invite several students to read their ways to the class.

Sample answers

1. by joining a study group
2. by practising conversations with my friends
3. by reading aloud every morning
4. by watching English-language TV

Note



A flashcard is a piece of paper or card which students write a word on and use to memorize information.

Step III 1b

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

Read the instructions to the class.

Focus attention on the illustration. Point to the pictures labeled a, b and c and elicit how each student is studying. Then point to the pictures with names Mei, Antonio and Pierre underneath. Say, You will hear one conversation. You are asked to write the letter of each picture in front of the name of the person who studies that way.

Point out the sample answer to the class.

Call students attention to the speech bubble in the illustration. Say, ^{for example} "Mei says, 'I study by making flashcards.'" So the answer to number 1 is a. ^{understand!}

Play the recording for the first time.

✓ Students only listen. Play the recording a second time. Students write in their answers. Check the answers with the whole class.

Answers

1. a 2. c 3. b

Tapescript

Boy 1: Hey, Gang. There's a big test on Tuesday. I really need some help. Can you tell me how you study for a big test?

Voices: Sure! Yes. Sure we will.

Boy 1: You did really well on last English test, didn't you, Mei?

Girl 1: Yeah, I did OK.

Boy 1: Well, how did you study?

Girl 1: By making flashcards.

Boy 1: Maybe I'll try that. How did you study, Pierre?

Boy 2: By asking the teacher for help. She was really happy when I asked.

Boy 1: That's interesting. How do you study, Antonio?

Boy 3: I like to study by listening to cassettes. But sometimes my mother thinks I'm listening to music. And then she gets mad.

Boy 1: Oh, well. . .

Step IV 1c

This activity gives students oral practice using the target language.

Read the instructions to the class.

Call students' attention to the conversation in the box. Invite a pair of students to read it to the class.

S₁: How do you study for a test?

S₂: I study by working with a group.

Write it on the blackboard. Then demonstrate a new conversation with another student.

T: How do you study for a test?

S₃: I study by making flashcards.

Say, Now work with a partner. Start by reading the conversation in the box with your partner. Then look at the other ways of studying in Activity 1 and ask your partner how he or she studies for a test.

As students work, listen in on various pairs checking progress and helping with pronunciation as needed.

After students have had a chance to practice several exchanges, ask pairs to come ✓ to the front of the room and act out their conversations.

Step V Summary

Say, In this class, we've learned some key vocabulary words, such as flashcard, cassette. And we've also learned the target language How do you study for a test? I study by working with a group.

Step VI Homework

Ask students to interview students in other classes, family members, and friends to try to discover some new ways of studying that haven't been introduced in the book or in class.

Step VII Blackboard Design



备课札记



备课札记

Unit 1 How do you study for a test?

Section A

The First Period

1. Ways of studying:
 - by working with friends
 - by making flashcards
 - by reading the textbook
 - by making vocabulary lists
 - by listening to cassettes
 - by asking the teacher for help

2. Target language

A: How do you study for a test?

B: I study by working with a group.

The Second Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key Vocabulary

aloud, pronunciation

What about...?

(2) Target Language

Have you ever studied with a group?

Yes, I have. I've learned a lot that way.

2. Ability Objects

(1) Train students' listening skill.

(2) Train students' communicative competence.

3. Moral Object

If there is an English club in your school,
join it to improve your English.

II. Teaching Key Points

1. Key Vocabulary

What about...?

2. Target Language

Have you ever studied with a group?

Yes, I have. I've learned a lot that way.

3. structure

verb+by with gerund

III. Teaching Difficult Points

1. What about...?

2. verb+by with gerund

IV. Teaching Methods

1. Pairwork
2. Teaching by explanation

V. Teaching Aid

A tape recorder

VI. Teaching Procedures

Step I Revision

Check homework. Invite different students to report their discovery of new ways of studying that haven't been introduced in the book or in class.

S₁: My friend Peter likes to listen to music while he studies.

S₂: My father used to go to the library where it was very quiet.

S₃:...

Step II 2a

This activity provides listening practice using the target language.

Call students' attention to the picture. Ask, What do you think is happening? Who are they? Guide the students to say. They are members of an English club that meets after school once a week. They are talking about the ways to learn English.

Point to the list of questions in the box. Get different students to read them to the class.

Say, Listen to a conversation among the members of the English club. Check the questions you hear.

Point out the sample answer.

Play the recording for the first time. Students only listen. Play the recording again. This time students listen and check the questions they hear. Check the answers with the whole class.

Answers

checked questions: 1, 2, 4, 5

Tapescript

Girl 1: Welcome to the English club.



备课札记

Today we're going to talk about the best ways to learn English.

Who has an idea?

Boy 1: Do you learn English by watching English-language videos?

Girl 2: No, It's too hard to understand the voices.

Boy 1: What about keeping a diary in English? Do you learn English that way?

Girl 2: I think so. It helps to write English every day.

Girl 3: Have you ever studied with a group?

Girl 2: Yes, I have! I've learned a lot that way.

Girl 1: Do you ever practice conversations with friends?

Girl 2: Oh, yes. It improves my speaking skills.

Boy 1: What about reading aloud to practise pronunciation?

Girl 3: I do that sometimes. I think it helps.

Boy 2: I do too. And I always look up new words in a dictionary.

Girl 3: That's a great idea!

Notes

What about reading aloud to practise pronunciation? = Do you learn English by reading aloud to practise pronunciation?

Write the sentences above on the blackboard.

Step III 2b

This activity provides listening practice using the target language.

Point to the list of answers in the box. Get different students to read the answers to the class.

Point to the checked questions in Activity 2a.

Say, You are to listen to the same conversation again. This time write the letter of the correct answer after each question you checked in Activity 2a. Point out the

sample answer. Play the recording again. Students write the letters in the blanks. If necessary, play the recording once more so that students have an opportunity to check their answers themselves. Check the answers with the whole class.

Answers

1. d 2. b 3. c 4. a

Step IV 2c

This activity provides oral practice using the target language. Invite a pair of students to read the sample conversation to the class.

S_A: Have you ever studied with a group?

S_B: Yes, I have. I've learned a lot that way.

Write the sample conversation on the blackboard.

Read the instructions. Say, Make conversations using information from Activities 2a and 2b with a partner. As students work, move around the classroom listening in on various pairs so as to check progress and help with pronunciation as needed.

After students have had a chance to practice several exchanges, ask pairs to come to the front of the room and act out their conversations.

Step V Grammar Focus

Invite a pair of students to say the questions and answers to the class.

S_A: How do you study for a test?

S_B: I study by listening to tapes.

S_A: How do you learn English?

S_B: I learn by studying with a group.

S_A: Do you learn English by reading aloud?

S_B: Yes, I do.

Write the three sentences containing by doing on the blackboard.

Ask students to look at the blackboard. Underline the words by listening, by studying and by reading aloud. Say, When you ask how to do something or to tell how you do something, you often use the



备课札记

word "by" followed by an -ing word.
Dictate the following sentences:

1. I study by reading my notes.
2. I learn by reading the textbook.
3. Do you study by making flashcards?
4. Does he study by going to the library!

Write the following on the blackboard:
learn new words, make a list,
study for a test, ask the teacher for help.
Ask students to practice asking and
answering questions using each pair of
expressions.

Sample answers

Conversation 1

A: How do you learn new words?

B: I learn new words by making a list.

Conversation 2

A: Do you study for a test by asking the
teacher for help?

B: Yes, I do.

Pronunciation note

When saying the words "do you" in ques-
tions, English speakers often run the
words together and pronounce the written
words as if they were d'you.

Step VI Summary

Say, In this class, we've learned the target
language. Have you ever studied with a
group? Yes, I have. I've learned a lot that
way. key vocabulary what about...? and
the structure verb+by with gerund.

Step VII Homework

Ask the students to write two sentences
with what about...? and two sentences
with verb+by with gerund.

Step VIII Blackboard Design

Unit 1 How do you study for a test?

Section A

The Second Period

1. What about reading aloud to practise
pronunciation? = Do you learn Eng-
lish by reading aloud to practise pro-
nunciation?
2. Target language:

- A: Have you ever studied with a group?
B: Yes, I have. I've learned a lot that
way.
3. I study by listening to tapes.
I learn by studying with a group.
Do you learn English by reading
aloud?
4. learn new words, make a list
study for a test, ask the teacher for
help.

The Third Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key Vocabulary

frustrating, memorize, specific, gram-
mar, differently, frustrate, quickly, add,
not at all, excited, end up

(2) Target Language

Do you write vocabulary lists?
Oh, yes. I do it often.

2. Ability Objects

(1) Train students' integrating skills.

(2) Train students' ability of social prac- tice.

3. Moral Object

Maybe you find English frustrating some-
times. But do remember not to give it up.
As we know, where there is a will, there is
a way.

II. Teaching Key Points

Listening, speaking, reading, and writing
practice using the target language.

III. Teaching Difficult Point

Train students' integrating skills.

IV. Teaching Method

Role playing

V. Teaching Aid

A projector



Step I Revision

- end up 结束; 告终

 Step II 3a

Explain to the students that they will

Say, Read the article again and complete

Answers

Ways of learning English			
	Not successful	OK	successful
Lillian Li	studying grammar	memorizing the words of pop songs	reading English magazines
Wei Ming		Watching English movies	studying grammar
Liu Chang	having conversations with friends		joining the English club

Ask students to create a chart like the one in Activity 3a on a sheet of paper. Then have students fill in the chart using information about their own ways of learning English. Encourage students to exchange their completed charts with others in the class.

A sample answer

My own ways of learning English		
Successful	OK	Not successful
listening to cassettes	reading the text-book	watching English-language TV

 Step III 3b

Point out the uncompleted sample conversation. Invite two more advanced students to say and complete the sample conversation.



备课札记

S_A: I'm doing a survey about learning English. Can I ask you some questions?

S_B: Sure.

S_A: Great! What's your name?

S_B: Wei Ming.

S_A: And how do you learn English, Ming?

S_B: I think studying grammar is a great way.

S_A: Do you often watch English movies?

S_B: Yes, I do it sometimes. I can watch the actors say the words. But sometimes I find it frustrating because the people speak too quickly.

S_A: I hope that you can get good grades in English. Thank you very much for this interview. Goodbye.

S_B: You are welcome. Bye.

Ask students to make up conversations like the one above using information from Activity 3a. As they work, move around the room offering language support as needed. A few minutes later, change them round so that both students have the opportunity to interview the other.

Ask several pairs of students to say their conversations to the class.

Step IV Part 4 Interview

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

Read the instructions to the class. Focus attention on the chart. Get students to check what they do to learn English. You may wish to give an example from your own experience. Remind the students of the differences among often, sometimes and never. Invite a pair of students to say the sample conversation to the class.

S_A: Do you write vocabulary lists?

S_B: Oh, yes. I do it often.

Write the conversation on the blackboard.

Say, Work in pairs. Interview your partner and fill in the chart. As the students do this, walk around the room to make

sure that they ask and answer questions in English and fill in the chart correctly. If time permits, ask a few students to tell the class about the partners they have interviewed.

Answers to the chart will vary.

Step VI Summary

Say, In this class, we've learned some key vocabulary words and the target language. We've also done a lot of listening, speaking, reading and writing practice using the target language.

Step VII Homework

(1) Ask students to collect information and write an article about how to learn to do something new. The article may be about how to learn to swim, how to learn to play soccer and so forth.

(2) Finish off the exercises on pages 1-2 of the workbook.

Step VIII Blackboard Design

Unit 1 How do you study for a test?

Section A

The Third Period

1. Answers to Activity 3a:

Ways of learning English			
	Not successful	OK	successful
Lillian Li	studying grammar	memorizing the words of pop songs	reading English magazines
Wei Ming		Watching English movies	studying grammar
Liu Chang	having conversations with friends		joining the English club

2. Target language:

A: Do you write vocabulary lists?

B: Oh, yes. I do it often.



The Fourth Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key Vocabulary

comma, make mistakes, spoken, pronounce, slowly, challenge, solution
Why don't you...?

(2) Target Language

I don't have a partner to practise English with.
Maybe you should join an English language club.

2. Ability Objects

(1) Train students' writing skill.

(2) Train students' ability to understand the target language in spoken conversation.

(3) Train students' ability to use the target language.

3. Moral Object

When you have difficulty in doing something, you must make up your mind to overcome it.

II. Teaching Key Points

1. Key Vocabulary

comma, make mistakes, Why don't you...?

2. Target Language

I don't have a partner to practice English with.
Maybe you should join an English language club.

III. Teaching Difficult Point

Talk about how to solve the problems students meet with while learning English.

IV. Teaching Methods

1. Listening method
2. Practice method

V. Teaching Aid

A tape recorder

VI. Teaching Procedures

Step I Revision

(1) Check homework. Get some students to read out their writings about how to do something new. Collect their writings and help correct any errors. Display the writings on the back wall of the classroom.

(2) Brainstorm ways of learning English.

Ask, How do you study for a test?

Collect answers from students.

S₁: I study by working with a group.

S₂: I study by listening to cassettes.

S₃: ...

Step II 1a

This activity reviews earlier vocabulary and introduces some new words.

Read the instructions to the class. Call students' attention to the box. Read the list of problems students have when learning English to the class.

Show students the meaning of each item.

For example, pretend to misspell a word on the blackboard and then cross it out and misspell it again. In this way, students know the meaning of the sentence I can't pronounce some of the words. Use the same approach to explain the meanings of the other items.

Say, please check the statements that are true for you. While the students are doing this, write the list of problems on the blackboard. After they have finished checking the ways, ask students to look at the blackboard. Ask, Who has difficulty in pronouncing some of the words? Please raise your hands. Count how many students raise their hands and write the number after the sentence I can't pronounce some of the words on the list. Repeat the same approach with the other ways of problems on the list. Then discuss which gives students the most trouble.

Step III 1b



备课札记



备课札记

This activity provides writing practice using the target language. Read the instructions to the students. Invite a student to read out the sample answer to the class.

Say, And now please add other problems you sometimes have when learning English. While the students do this, walk around the room checking progress and offering help where necessary. Ask one or two students to write their answers on the blackboard. Help correct any errors. Choose the problems that many students have.

Suggested answers

1. I can't understand grammar well.
2. I can't learn by listening to cassettes or watching TV.
3. When I practise having conversations with my friends, I can't help ending up with my own language.

Optional activity

Ask a student to choose a way of learning English that he/she thinks the most helpful. Then have him/her come to the front of the classroom and teach the class how to use this method.

Step IV 2a

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

Call attention to the picture. Ask, Who do you think the people are? Guide students to say, Paul and his teacher. Say, You are to listen to a conversation between them. Point to the list of challenges in the box. Set a time limit of one minute. Students read them through silently.

Say, Some of the things are difficult for Paul. Listen to the conversation and check the learning challenges that Paul talks about. Point out the sample answer. Play the recording for the first time. Students only listen. Play the recording a second time. This time students listen and check the learning challenges Paul

talks about.

Check the answers with the whole class.

Answers

Checked items: 1, 2, 3, 5

Tapescript

Teacher: Well, listening can help. Why don't you borrow the teacher's tapes? You can listen to them at home and repeat the sentences that are difficult for you.

Boy: That's a good idea. But what about all the new words? I forget a lot of new words.

Teacher: You can always write the new words in your notebook and study them at home. You can even study in the train on the way to school.

Boy: That might really help! Thanks.

Teacher: Can you understand when people talk to you?

Boy: Well, no. Not always. Sometimes I just don't understand what people are saying.

Teacher: Why don't you join an English language club to practise speaking English? The English club meets after school on Tuesdays and Thursdays.

Boy: Maybe I'll go. The only other problem I have is that I don't get much writing practice.

Teacher: Maybe you should find a pen pal.

Boy: That sounds like a fun way to practice writing. Thanks, Ms. Mitchell.

Note

Challenges = Problems

In the USA, many people believe in the power of positive thinking. This is to say, when they have a problem or a difficulty, they use positive words to describe difficulty situations. Here, the word challenge is used instead of the word problem.

Step V 2b