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前言

《新生代英语》由外研社与美国圣智学习集团合作出版，是中外英语教育专家合作编写的一套国际与本土融合、纸媒与数媒结合的英语系列教材。该教材针对职业院校的英语教学需求，通过先进的编写理念，为学生提供多元化的学习体验、国际化的资源和视野、多样化的题材和活动，使其成为语言与技能兼备、文化与素养兼修的复合型人才。

编写依据

2014年，《国务院关于加快发展现代职业教育的决定》（国发〔2014〕19号）要求，深化职业教育教学改革，全面提高人才培养质量。为落实这一决定，2015年颁布的《教育部关于深化职业教育教学改革 全面提高人才培养质量的若干意见》提出五项基本原则，其中之一就是“坚持国际合作、开放创新”。《新生代英语》正是这样一套坚持国际合作与开放创新，提升人才国际竞争力的精品教材。

同时，我们依据《高等职业教育英语课程教学基本要求》（试行），参考《中国学生发展核心素养》，以我国职业教育英语教学实际为出发点，通过广泛的调研和论证，在引进版教材的基础上进行了大量改编，使《新生代英语》更加适应我国职业教育发展的新形势，满足建设现代职业教育体系的新要求，更能体现职业教育的办学特色，更好地满足新时期国家和社会对职业教育人才培养的需求。

教材理念

《新生代英语》以“分类优秀，情感教学，素养提升”为主要理念。基于这一理念，本系列教材的设计融“教、学、做”为一体，以学生的未来职业发展和个人可持续发展为立足点来构建教学内容体系，通过科学严谨的内容设计和丰富完善的教学资源，全方位助力职业院校英语教学。

《新生代英语》“有个性”：分层设计，分类优秀

为尊重并适应学生的能力差异和个性化需求，教材体系包含四个级别，由易到难，循序渐进，从零起点逐渐过渡至中高级水平，体现“分层设计，分类优秀”的设计理念，顺应以贯通和衔接为突出特点的英语教学改革趋势。同时，各单元之间在内容上前呼后应，通过知识点的复现和螺旋式的循环上升，提高学生的学习能力；单元内将板块分为“核心（Core）、星奖（Bonus）、



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超星奖（Super Bonus）”三个层次，以实现阶段性目标为引领，逐步提升学生的学习自信。练习设计以语言基础为出发点，辅之以学习技能（Learning Skills）、生活技能（Life Skills）和职场技能（Career Skills）相关知识，一方面有助于引发学生深入思考，实现语言学习既定目标，同时可为学有余力的学生提供更多的挑战，使其获益更多。

《新生代英语》“有温度”：交互体验，关注情感

每一名学生都渴望沟通、理解和关怀。因此，为提升学生学习兴趣，《新生代英语》以用户界面为原型，将导航、播放器、弹窗、微信等概念融入设计之中，赋予学生数字阅读和触屏操作的交互体验；核心视频围绕三个大学生展开，主人公真实可爱，对话机智幽默，情景温馨有趣；课堂教学倡导使用“星奖”“超星奖”等鼓励性话语，主动倾听学生内心的情感与想法，引导学生将负面情绪转化为正面动力，从而提高“课堂教学效果”和“学习愉悦指数”，建设让学生真心喜爱的课堂。

《新生代英语》“有情怀”：启迪心智，提升素养

《新生代英语》精心选取时代感强、积极向上、生动活泼、地道真实的素材，以此激发学生的共鸣和求知欲，让学生在认识自我、社会和世界的过程中，积淀人文底蕴，提升审美情趣，锤炼创新思维，感受快乐和美好。在此基础上，培养学生适应终身发展和社会发展需要的必备品格和关键能力，帮助学生在明确未来的发展方向，真正实现全人教育和终身教育。

教材结构和特色

鉴于如今生源的多样化、不同专业对于英语水平要求的差异化，《新生代英语》系列教材共有四个级别：入门教程（1册），基础教程（1-2册），高级教程（1-2册），拓展教程（1册）。院校可根据具体的教学要求自主选择。一般情况下，我们建议中职学校从入门教程开始选用，五年一贯制院校和高职低起点院校从入门教程或基础教程开始选用，普通高职院校选用高级教程，应用型本科院校选用拓展教程。

《新生代英语》系列教材主要有以下几个特色：

内容设计突出实用性和人文性

《新生代英语》体现“职业性”与“实践性”的特点，帮助学生在日常生活、未来职场和当前学业中全面发展，既取得学业成就，又具备优秀品质。同时，该教材体现“工具性”与“人文



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性”相结合的特点，将文化点巧妙融入素材和习题，促进学生跨文化交际能力的提高，提升学生的文化意识，让学生能够使用英语从“可以交流”到“得体交流”，最终走向“智慧交流”。

以“视听说”为核心技能的综合技能培养

突破以往以阅读选篇为核心素材的编排方式，将形象生动的实景视频同阅读文章一并作为单元学习重点。视频类型包括情景视频和采访视频，让学生学会在真实语言环境中如何解决实际问题。活动设计包含跟读、配音、编对话、角色扮演等，循序渐进，充分激发学生兴趣，提高交际能力。

将语言、文化、百科知识融为一体

触手可及的各种语言点（Language Note）、语法点（Grammar Note）和文化点（Cultural Note），为学生提供温馨指导，帮助学生习得更多的语言之法，领略更多的语言之美，深入了解身边的大千世界。蕴含在这些注释中的语言文化信息则让教材内容更加丰富深刻，让英语课堂成为趣味盎然的小百科课堂，培养学生的文化意识和跨文化交际的能力。

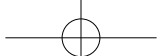
提供数字化学习和教学资源，构建线上与线下、课内与课外混合式教学新模式

《新生代英语》充分利用各种信息技术手段提升学生的学习效率和教师的教学效果。为满足学生的个性化学习需求，该系列教材除在学生用书上配备学习光盘外，还提供了综合训练、iTest 试题库、U 校园 PC 端数字课程、U 校园移动端 App、外研随身学 App，充分调动学生课内和课外学习的积极性，将英语学习趣味化。为实现教师的信息化教学，《新生代英语》为教师提供了教师用书、教学课件、电子教案以及 U 校园平台，教师可以通过该平台进行师生在线互动交流、教学管理、测试评估等。

编写队伍

《新生代英语》系列教材由北京外国语大学教授、中国社会科学院研究所研究员顾曰国担任总主编，包括北京农业职业学院、河北水利电力学院、广东省河源理工学校、浙江经贸职业技术学院、广东佛山郑敬诒职业技术学校、山东外国语职业学院、南京城市职业学院等众多国内中高职院校的专家和教师也参与了教材的调研、策划、编写和审订。

《新生代英语》从教学改革的需求和一线教学的实际情况出发，汇聚众多专家、教师的经验和智慧，开拓创新，精益求精，希望能为职业院校的新生代们提供新选择，创造新未来。



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编写说明

《新生代英语》由外研社与美国圣智学习集团合作出版，以“分类优秀，情感教学，素养提升”为核心理念，融“教、学、做”为一体，旨在为学生提供多元化的学习体验、国际化的资源和视野、多样化的题材和活动，使其成为语言与技能兼备、文化与素养兼修的复合型人才。

本书为《新生代英语高级教程 2》的配套教师用书。本书遵循“分类优秀，分类指导”的原则，结合教学理念和实践、教学思路和设计、教学方法和策略等领域的最新研究成果，为教师提供多角度、多样化、操作性强的教学指导，帮助教师提高教学质量，营造有效课堂。

本书每单元主要内容如下：

教学目标

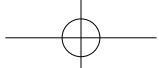
《新生代英语》系列教材充分体现了“分层设计，分类优秀”的设计理念，每单元的板块都分为“核心（Core）、星奖（Bonus）、超星奖（Super Bonus）”三个层次，以实现阶段性目标为引领，逐步提升学生的学习自信。围绕这一理念，本部分从三个层次出发，分别针对不同板块对学生提出具体的教学目标。教学目标以语言能力要求为基础，辅之以学习技能、生活技能和职场技能等方面的要求，同时关注学生情感，帮助教师提高“课堂教学效果”和“学习愉悦指数”，建设让学生真心喜爱的课堂。

教学步骤（Teaching Steps）

本书对单一的教学方法进行了创新，对同一题型常会给出多种教学步骤，以适应不同的教情和学情。教师可结合学生的实际英语水平有意识地尝试不同的教学方法，根据具体情况合理安排教学步骤，灵活采用教学建议，不断提高教学技能，最终实现教学目标。

参考答案（Answers）

本部分提供《新生代英语高级教程 2》中各类练习的参考答案、对话范文和写作范文等。针对部分开放性问题也提供了一些答题角度和答题要点，可供教师灵活使用。



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音 / 视频脚本 (Script)

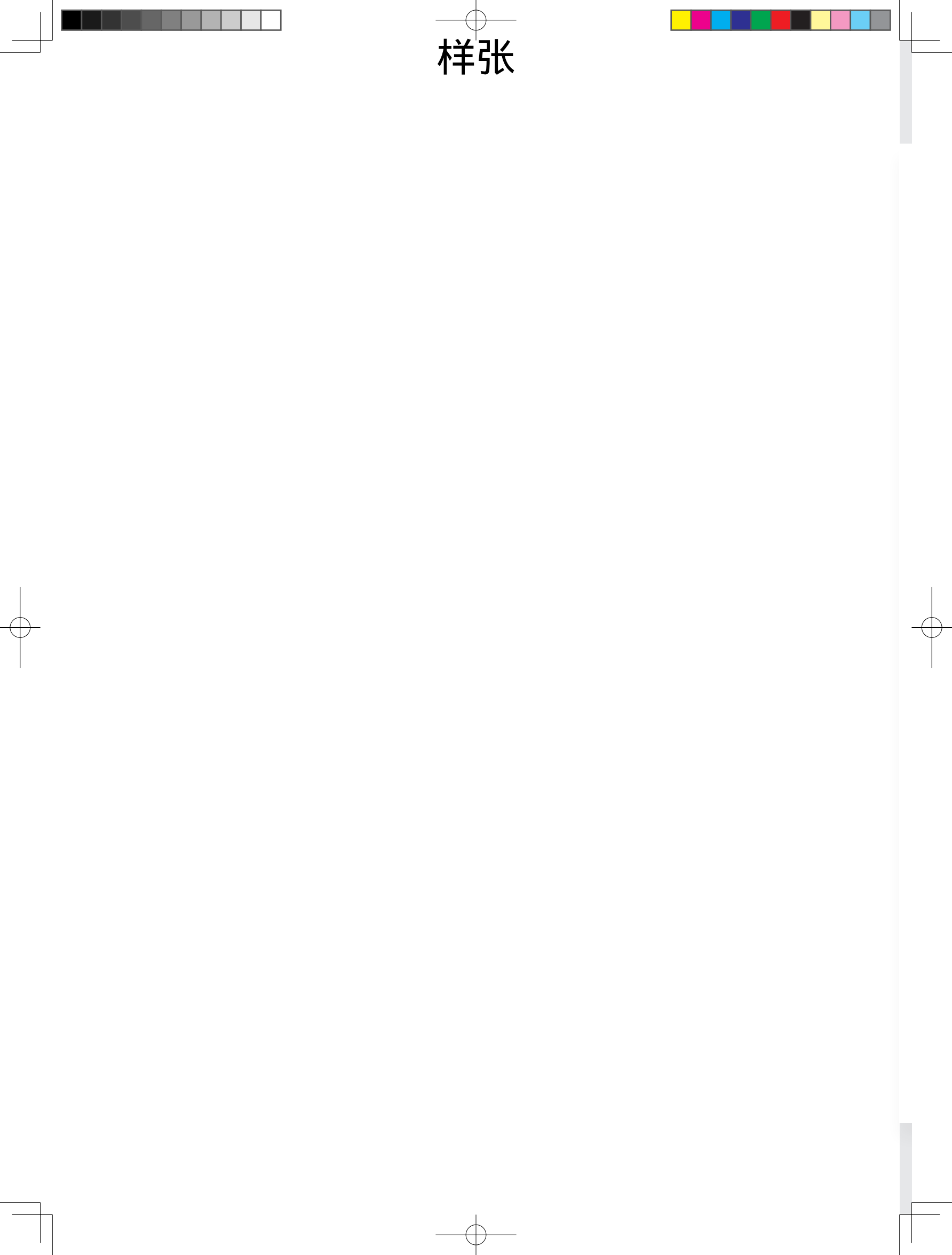
本部分提供《新生代英语高级教程 2》中对应的音 / 视频的脚本。教师可根据学生的实际水平选择讲解视听材料中的重要文化信息,解释材料中的语言难点;还可利用音 / 视频材料组织学生进行模拟对话等课堂活动,让学生置身真实语境,切实帮助学生扫清视听障碍,提高听力技能,拓展文化视野。

拓展活动 (Extra Activity)

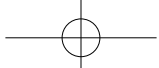
针对各职业院校的不同学情和教情,教师用书在学生用书已有教学活动的基础上进行了扩展和延伸,提供了一些拓展活动,包括小组讨论、趣味游戏和展示活动等,供教师根据实际情况选择使用。这些拓展活动趣味性和可操作性强,可帮助学生主动参与课堂活动,最终达到学以致用、学以致用的教学效果。

《新生代英语高级教程 2 教师用书》包含丰富的教学内容、多样的教学指导和生动的教学设计,可帮助教师通过教学切实提高学生的英语语言综合应用能力,特别是在未来职场中运用英语的能力,旨在培养学生的文化素养和跨文化交际意识,拓展学生视野,培养其思辨能力、审美情趣和人文修养,并通过教授学生有效的学习方法和策略,培养其自主学习的能力,使学生终身受益。

《新生代英语》系列教材总主编为顾曰国教授。《新生代英语高级教程 2 教师用书》主编为王慧青、孙新法、Genevieve White (英),参加编写的人员有魏海波、朱振雷、李青、潘敏、朱小蔚、Stefan Kostarelis (新西兰)、Staci Johnson (美)、Rob Jenkins (美)等。



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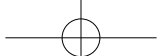
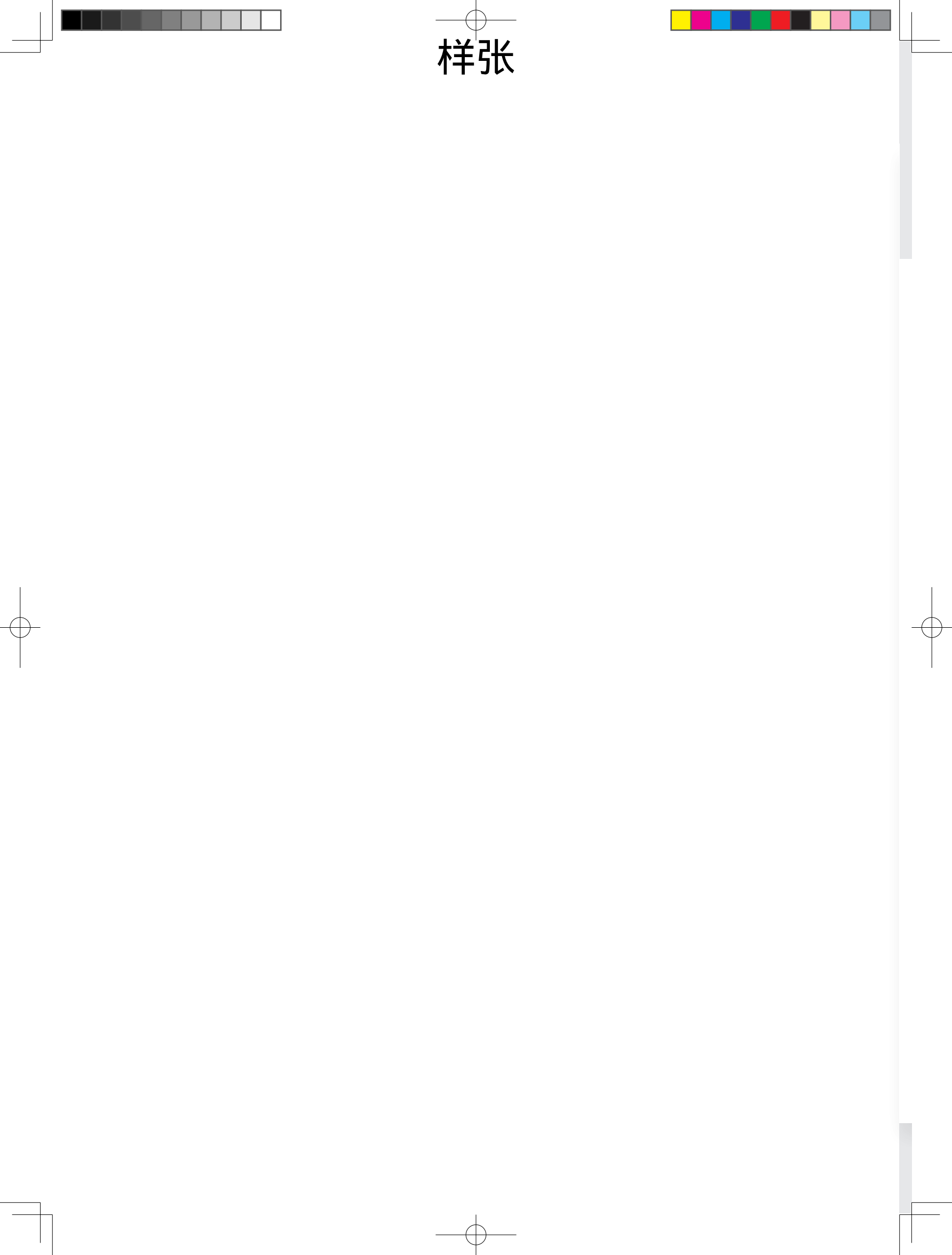


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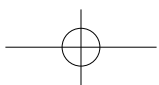
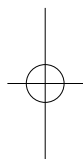
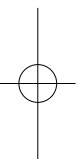


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Unit 1 “My schedule is crazy.”

教学目标

层次	板块	目标
Core (核心)	Vocabulary Builder	• 掌握与课程安排相关的词汇，如学期、成绩等。
	Show Time	• 听懂视频中人物间的对话内容； • 学会如何描述自己本学期的课程安排。
	Reading	• 看懂文章内容，能用自已的话描述何为“拖延症”； • 能够针对“拖延症”发表自已的看法。
Bonus (星奖)	Chat Time	• 了解如何评价自已的考试成绩。
	Writing	• 学会为自已制作一份时间表。
Super Bonus (超星奖)	Grammar	• 掌握反意疑问句的用法。
	My Story	• 学会谈论自已的日常生活和业余活动。

教学过程建议

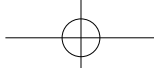
WARM-UP

Teaching Steps

- Focus students’ attention on the learning goals for the unit and explain that the focus of this unit is on time management.
- Ask students to look at the picture and to describe what they see. (*A student is working on an assignment very late at night.*) Read the words in the boxes aloud, modeling the correct pronunciation and eliciting their meanings. Give students several minutes to complete the passage.
- Nominate students to read the passage around the class. Ask students: Do you have a schedule as busy as this? What’s your schedule like?

Answers

(1) schedule	(2) tourism	(3) assignments	(4) semester	(5) organize
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1 UNIT
"My schedule is crazy."



VOCABULARY BUILDER

Teaching Steps

Exercises A & B

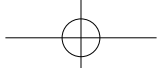
- Have students listen and repeat the words and the expression, teaching the definition for each one. You can check their comprehension by asking questions, such as: What is another word for homework? (*assignment*) What is the verb we use to describe missing a class? (*skip*) What is another word for student accommodation? (*dormitory*)
- Once students seem comfortable with the new words and the expression, have them complete Exercise B and then switch books. Go through the answers, calling on different students each time. Correct any errors.
- If you want to, you can start each class with a short spelling test, which works quite well as a warm-up.

Exercise C

- Tell students they will hear a conversation between a man and a woman who are discussing their semester schedules.
- There are a few words in the conversation you may need to teach. They are *physics*, *elective* and *Shakespeare*. Write these three words on the blackboard. Ask students: Which one is a famous writer? (*Shakespeare*) You can also ask students to tell you the names of some famous Shakespeare plays. Then ask students: Which one is a kind of science? (*physics*) You may want to add that Newton is the most famous figure in the history of physics. Students will probably have heard of the story of an apple falling on his head. Tell students that we use *elective* to talk about subjects that we choose. Ask students if they have any elective classes.
- Play the audio, twice if necessary. Pause the audio so that students have time to fill in the blanks.

Exercise D

- Read the rubric aloud and check that students understand the task.
- Organize students into pairs. Challenge them to see who can be the first to complete the puzzle, but don't allow fast finishers to reveal their answers to their classmates.



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- As a possible extension task, get students to write sentences about themselves containing the words from this activity.

Answers

Exercise B

- | | | | | |
|--------------|-------------|---------------|----------------|--------------|
| 1. enrolled | 2. skip | 3. due date | 4. concentrate | 5. grades |
| 6. dormitory | 7. schedule | 8. assignment | 9. productive | 10. semester |

Exercise C

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| (1) schedule | (2) required | (3) elective | (4) semester | (5) favorite |
|--------------|--------------|--------------|--------------|--------------|

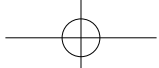
Exercise D

- | | | | |
|---------------|----------------|-----------------------------|---------------|
| 1. SKIP | 2. CONCENTRATE | 3. SCHOOL | 4. ASSIGNMENT |
| 5. PRODUCTIVE | 6. ENROLL | The final word is: SCHEDULE | |

Script

Exercise C

- Tim:** Hey, Hilary. How is your schedule this semester?
- Hilary:** Let me see. I have it right here. It looks pretty busy. I have math class on Tuesday and Thursday morning. On Monday, Wednesday and Friday afternoon I have physics. Those are my required courses because I'm a physics major.
- Tim:** How about elective classes? Are you taking anything else?
- Hilary:** Yes, I'm taking a course in Roman history as an elective. The class is every Friday morning. How about you, Tim? How is your schedule this semester?
- Tim:** It's crazy! I have English class every day. I am taking a Shakespeare class, too. He is my favorite writer. It's going to be a busy semester.
- Hilary:** You can say that again.



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1 ^{UNIT}
"My schedule is crazy."



SHOW TIME

Teaching Steps

Exercise A

- Tell students to look at the pictures and ask some basic comprehension questions, such as: Who are these people? Where are they? What are they doing?
- Ask students to guess what happened in this video and to match the pictures to the sentences according to their own understanding.
- Have students watch the video in its entirety. Ask them to check their answers with a partner.

Exercises B, C & D

- For Exercise B, ask students to read through each statement and to decide if it is true or false.
- For Exercise C, play the video again. Have a pair of students read out the conversation with one student playing the role of Hector and the other as Naomi. For an extension activity, you can also have students rewrite the conversation, using the words and expressions learned in this unit.
- For Exercise D, have students read through each sentence and choose the correct word or expression.
- Check the answers for Exercises B, C, and D. Students can exchange books and listen as you go through the answers.

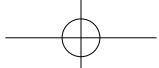
Answers

Exercise A

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

Exercise B

1. T 2. F 3. T 4. F 5. T



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Exercise C

- (1) improve (2) suggestion (3) organized (4) lose (5) going
(6) will (7) mention

Exercise D

1. concentrate 2. schedule 3. write down 4. get organized 5. productive

Script

Mrs. Sanchez: Hi, sweetie. How's the studying going?

Hector: To tell you the truth, Ma, not very well.

Mrs. Sanchez: Really? What's the problem? Did you miss some of the assignments?

Hector: No, Ma. The problem is the noise. There's so much noise I can't concentrate.

Mrs. Sanchez: Oh, I'm sorry. But you know your father, he thinks he can't hear. So he turns the volume up all the way!

Hector: I know. It's just hard to concentrate. That's all.

Mrs. Sanchez: OK. We'll try to keep it down. Victor! Turn that television down. Your son is trying to study.

Hector: Hello?

Naomi: Is that you, Hector? What's wrong?

Hector: Nothing. It's just that—I was trying to study!

Naomi: Well, excuse me! You must be having a bad day.

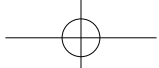
Hector: Yeah, sort of. I have to study in my kitchen.

Naomi: What's the problem with that?

Hector: My parents! They love to watch the TV with the volume turned all the way up. It's hard to concentrate.

Naomi: Sounds like you need a quieter place.

Hector: Yeah, you could say that again.



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1 ^{UNIT}
"My schedule is crazy."

Naomi: What about studying at the library?

Hector: That's a great idea. But when? My schedule is crazy.

Naomi: So is mine. That's why it's even more important to be organized.

Hector: How do you do it?

Naomi: For one thing, I actually write down a schedule.

Hector: You write a schedule showing where and when you're going to study?

Naomi: Yes, I really do. It helps a lot. On Tuesdays and Thursdays, for example, I study at the library from four to six. On Friday mornings, I study here, at home. I follow the same schedule every week, no matter what.

Hector: It's almost like having a job.

Naomi: It is like having a job. That's a good way of putting it. You wouldn't be late for a job, would you?

Hector: Of course not!

Naomi: And you wouldn't skip a day of work, either. Treat your studies in the same way, and your grades will improve.

Hector: That's a great suggestion, thanks.

Naomi: Well, now you know what you have to do. So go do it! If you get organized, you'll feel more productive. Trust me.

Hector: I'll give it a try. What have I got to lose, right?

Naomi: Good luck. Tell me how it's going later on.

Hector: I will. Talk to you later.

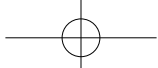
Hector: Hey, Naomi. What's up?

Naomi: Oh, I forgot to mention one really important point.

Hector: Really? What's that?

Naomi: Don't forget to make time for your friends, too!

Hector: That was at the top of my list.



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READING

Teaching Steps

Exercise A

- Ask students to describe the picture. Then read the headline aloud. If students don't know the meaning of the word *procrastinating*, tell them to guess what they think it means. Elicit that *procrastinate* means putting off doing something until a later date. Ask students to tell you whether or not they procrastinate and get them to describe the situations in which they are most likely to procrastinate.
- Give students several minutes to read the text. Encourage students to refer to WORDS & EXPRESSIONS.
- Ask students to complete the exercise. Allow them to check their answers with a partner before conducting class feedback.

Exercise B

- Get students to look at the statements. They should then read the text again, and decide whether the statements are true or false.
- Check answers around the class.

Exercise C

- Challenge students to see who can be the first to match the words to the definitions.
- Fast finishers should write sentences containing the words in the left column. They should then blank out the words and read the sentences aloud to another fast finisher, who should listen and provide the missing words.
- Check answers orally, focusing on correct pronunciation of the words.

Exercise D

- Read the words and expressions in the boxes aloud.
- Ask students to complete the sentences. Allow them to check their answers with a partner before reading the sentences around the class.



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1 UNIT "My schedule is crazy."

- Personalize the new language by asking students questions, such as: What best-selling books have you read? When you make a plan, do you find it difficult to stick to it? When were you last tempted to procrastinate?

Exercise E

- Focus students' attention on the Bingo grid and check that they understand the rules of the game.
- Ask students to write the words into the blanks.
- When everyone is ready, play the audio of the definitions.
- When someone calls out "Bingo", see if he / she can remember the definitions for the words in their row.
- Play the game a couple of times if students are enjoying it.

Answers

Exercise A

1. c	2. b	3. a	4. a	5. a	6. c
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Exercise B

1. F	2. T	3. T	4. T	5. F	6. F
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Exercise C

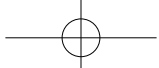
1. e	2. f	3. d	4. c	5. b	6. a
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Exercise D

1. best-selling	2. break down; into	3. affects	4. stick to
5. state	6. tempted		

Exercise E

Open-ended.



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Script

Exercise E

- | | |
|---|-----------------|
| 1. a piece of work that must be done | (task) |
| 2. to successfully complete something or get a good result | (achieve) |
| 3. a helpful piece of advice | (tip) |
| 4. to keep leaving things you should do until later, often because you do not want to do them | (procrastinate) |
| 5. a sentence or phrase from a book, play, or speech | (quote) |
| 6. the activity of going to shops and buying things | (shopping) |
| 7. one of several things that influence or cause a situation | (factor) |
| 8. something that you hope to achieve in the future | (goal) |
| 9. as good as possible, or the best of its kind | (perfect) |

BEYOND THE TEXT

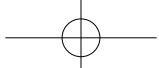
Teaching Steps

Exercise A

- Read what Olivia says to the class. Then get a student to read the advice aloud. Ask students whether or not they agree with the advice, and whether they have any different or better suggestions.
- Focus students on what Nick says. Organize students into pairs and get them to discuss what advice they would give Nick. After they have shared their ideas, get a few students to report back. Encourage the rest of the class to give feedback on each other's advice.

Exercise B

- Give students several minutes to read the quotes and sayings. Allow them to ask questions about any new or unfamiliar words.
- Organize students into pairs to complete the task. Monitor as students share their ideas, offering support where necessary.



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1 UNIT "My schedule is crazy."

- Bring the class together again and conduct feedback. Get students to put the quotes and sayings into their own words as much as possible to ensure that they have understood their meanings. Generate discussion and write any new language on the blackboard.

Extra Activity!

- Organize students into small groups.
- Get them to choose one of the quotes or sayings from Exercise B. Ask each group to think of a short story which illustrates their chosen quote's or saying's meaning.
- Give students several minutes to practice acting out their short stories. Circulate, offering support where necessary.
- Ask groups to act out their stories to the rest of the class, who should watch and listen carefully. They should try to guess which quote or saying is being represented.

Answers

Exercise A

Sample:

You need to be more specific about what you want to achieve. Do you want to run a marathon, get more toned or just be a bit more active? You should write a fitness plan, saying what you are going to do and when you are going to do it. "Someday" might never come!

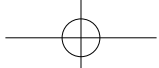
Exercise B

Pros: 2, 4, 6

Cons: 1, 3, 5

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CHAT TIME

Teaching Steps

Exercises A & B

- For Exercise A, explain to students that they will hear a conversation in which a man and a woman discuss midterm tests. Introduce the key words and expressions for this conversation.
- Tell students to listen carefully and to write down what they hear in the blanks. If necessary, pause the audio so that students have time to write.
- Have students practice talking about studying using the questions in Exercise B.
- Have students read through LANGUAGE NOTE, which teaches the idiom “to turn over a new leaf”. Ask students: Have you ever turned over a new leaf? What did you want to change? Were you successful? Why (not)?

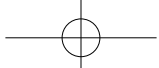
Exercise C

- Read the rubric aloud and direct students’ attention to the clues.
- As a class, read through the expressions in Useful language, focusing on the correct pronunciation, sentence stress and intonation.
- Organize students into pairs and get them to work on their role-plays.
- Circulate as students do this, listening and making notes of any examples of good language you hear or any issues students need help with.
- Nominate a couple of confident pairs to perform their role-plays to the rest of the class.
- Conduct class feedback, taking time to discuss any issues you have observed and any examples of good language and communicative skills.

Answers

Exercise A

- | | |
|---|-------------------------------------|
| (1) I aced my chemistry test | (2) I did OK on my other tests, too |
| (3) You shouldn't cram like that | (4) I have been busy with events |
| (5) Let me know if you need a study partner | |



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1 ^{UNIT}
"My schedule is crazy."

Exercise B

Open-ended.

Exercise C

Sample:

A: Hi Mary. What's wrong? You look a little sad.

B: Oh, I'm just a bit down because I failed my math test.

A: That's too bad. I'm sorry to hear that. Do you know what went wrong?

B: Yeah. I wasn't prepared. I was too busy doing other things.

A: Maybe you need to write a schedule with all your deadlines and tests noted down, so you don't forget about them. I can help you with that if you like.

B: That sounds great! Thanks, I'd really appreciate your help with this.

Script

Exercise A

James: How did you do on your midterm tests?

Wendy: Pretty good. I aced my chemistry test.

James: That's great.

Wendy: I did OK on my other tests, too. How about you?

James: Not so good. I pulled an all-nighter at the library the night before my tests, and then I was too tired to think.

Wendy: You shouldn't cram like that. It's better to study a little every day.

James: I know. It was stupid. I talked to my advisor and he told me I need to plan my time better.

Wendy: Well, what's stopping you?

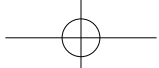
James: I just got accepted into a fraternity. I have been busy with events.

Wendy: I see. Well, you'd better change your ways. It's important to get good grades.

James: True. I'm going to turn over a new leaf this semester.

Wendy: Good luck. Let me know if you need a study partner.

James: Thanks, I will.



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WRITING

Teaching Steps

Exercise A

- Tell students that they are going to put some of the skills they have learned in this unit into practice, by writing a schedule.
- Give students several minutes to skim the notes and to match them to the schedule entries.
- Allow students to check their answers with a partner before conducting class feedback.

Exercise B

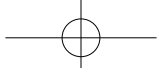
- Focus students' attention on the headings and elicit their meanings.
- Read the rubric aloud and challenge students to see who can be the first to complete the task.
- Check answers orally. For each heading, ask students to suggest a couple more possible schedule entries.

Exercise C

- Get students to look at Kara's schedule. Read the rubric and make sure students know they should only write the most important information.
- Do the first schedule entry in Exercise B together, as an example. Students should complete the rest of the task alone. Monitor, offering support where necessary.
- Bring the class together again. Go through the schedule, asking students to tell you what they wrote and where they wrote it.

Exercise D

- Ask students: What do you need to do this week? Ask them about their daily life, school and their part-time job. Tell students about some of the things you need to do this week.
- Get students to make notes under the headings.
- Ask a couple of students to report back on what they have written.



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1 UNIT "My schedule is crazy."

Exercise E

- Get students to put their notes into the schedule. Remind them that they only need to write the most important information.
- Monitor as students complete the task, offering support where necessary.
- When students have completed the task, display the schedules on the screen and get students to look at each other's schedule. Ask students: Who has the busiest schedule?

Answers

Exercise A

1. c

2. b

3. a

Exercise B

Daily Life: 1, 6

School: 4, 5

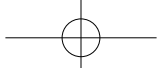
Part-time Job: 2, 3

Exercise C

Kara's Weekly Schedule							
Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning			English test		Math test		
Afternoon		Dr. Smith's appointment	Interview	Work at the café	Work at the café	Work at the café	
Evening				Work at the café	Work at the café	Work at the café	Mel's birthday

Exercise D

Open-ended.



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Exercise E

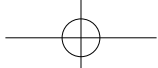
Sample:

My Weekly Schedule

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning	Go running	Doctor's appointment	Go running	Hairdresser's appointment	Go running	Babysit for my cousin	Relax!
Afternoon	Math test	Tutor	Go to Prof. Wang's office	Work in the café	Work in the café	See grandparents	Relax!
Evening	Study for English test	Table tennis	Prepare group project	Piano lesson	Marta's birthday party	Table tennis	Go to the cinema with Ying

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1 UNIT
"My schedule is crazy."



GRAMMAR

Teaching Steps

Exercise A

- Start by explaining that tag questions are used in two situations. In the first situation, you are not sure something is true, but want to make sure. In this case when you speak, your voice will rise. Write an example on the blackboard, such as: You aren't my student, are you? ↗
- Explain that we also use tag questions when we want to confirm something we know is true. In this case, your voice will go down when you speak. Write an example on the blackboard, such as: You don't have a sister, do you? ↘
- Once students seem comfortable with the grammar, have them complete the exercise and then switch books to correct their mistakes.

Exercise B

- Ask students to look at the picture and to describe what they see. (*A sleepy boy who is finding it difficult to get up for school. His mom is making breakfast for him.*)
- Elicit when we use tag questions. (*When we want to check conversation or elicit a response from our conversational partner.*)
- Read the rubric aloud. Complete the first tag question together with students as an example.
- Get students to complete the rest of the conversation. Allow them to check their answers with a partner before choosing two confident students to read the conversation aloud to the rest of the class.

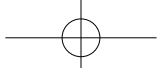
Answers

Exercise A

1. doesn't 2. can 3. hasn't 4. am 5. didn't 6. should

Exercise B

(1) do you (2) aren't you (3) isn't it (4) don't you (5) do I (6) aren't I



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MY STORY

Teaching Steps

Exercises A & B

- Tell students that they will see a video in which real people talk about what they do in their free time.
- Play the video and have students complete the true or false statements in Exercise A. In some cases, you may need to pause the video to help students.
- Have students tell you the answers, correcting any mistakes. Play the video again and have students answer the questions in Exercise B, pausing the video if necessary.
- Check students' answers, correcting any mistakes.

Exercise C

- Give students several minutes to read the questions and to think about their answers.
- Organize students into pairs. They should take it in turns to ask and answer the questions. Circulate, encouraging students to use some of the new words and expressions they have learned in this unit.
- Ask a few students to report back on their discussions. Write down any new language on the blackboard.

Answers

Exercise A

1. T

2. T

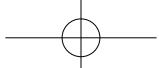
3. F

4. F

5. F

Exercise B

1. She gets up at seven a.m.
2. She is studying psychology.
3. She plays volleyball.
4. He plays the drums.
5. He watches TV or plays video games.



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1 UNIT
"My schedule is crazy."

Exercise C

Open-ended.

Script

- Julianna:** I get up every day at seven a.m. I take a shower. I brush my teeth. I have breakfast and then I drive to work.
- Woo Sung:** My sister is a student at New York University. She is studying psychology. She wakes up in the morning, has breakfast, and then goes to class.
- Hana:** My sister is a student. She gets up at nine o'clock in the morning, washes up, and then goes to school. After school, she has practice for her volleyball team. And then she comes home, she studies, she eats, and then she goes to sleep.
- Jonathan:** I always practice drums for two hours. And then actually at the end of the day I either... I usually watch some TV or play some video games and then I go to sleep.
- Alejandra:** After work, I sometimes go home, and sometimes I meet with friends. Also, sometimes, I go out on dates.

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