

## 《高中英语（上外版）》语法衔接活动案例-Review of Tenses

课题：Review of Tenses      课型：语法      建议时间：20 分钟      设计者：张文婷

### 一、活动设计与说明

#### 1. 内容分析

本课的活动内容来自于必修课第一册第一单元 Grammar in Use 板块的 Tenses(review)，主要是复习初中学习过的相关时态。本课设计与本单元主题 School Life 相呼应，围绕新学期开学和校园生活展开，以便学生在主题引领下复习初中所学的时态知识，进而迁移应用到高中语法学习中来。

本课的活动以看图讲故事为主，一是因为讲故事是有趣的，吸引人的，图片可以给学生提供支架，让学生在此基础上发挥想象力；其次，学生在讲故事时产生交际需要，自然产出各种时态。比如：可以用过去的相关时态讲故事，也可以用现在的相关时态讲故事，所以对于目标时态的运用是比较充分的。

此外，本课在活动后还设计了相关练习，并提供了配套的音频和视频材料，让学生通过“听”、“说”、“读”、“写”、“看”等多种方式复习、使用初中学过的时态，做好高中学习的衔接工作。

#### 2. 学情分析

在确定了本课时的课型和课题之后，设计者对于初高中语法项目进行了前期梳理。基于《普通高中英语课程标准（2017 年版）》、《义务教育英语课程标准（2011 年版）》、《上海市初中英语学科教学基本要求》和《上海市高中英语学科教学基本要求》，设计者汇总了上海学生在初、高中阶段，语法项目（时态）的学习内容，学习水平和具体要求。

有些时态在初中学习阶段要求学生理解且应用，而另一些时态在初中阶段要求学生理解，待到高中阶段则要求学生在交际中运用，由此体现了初高中时态学习的一些衔接性。

鉴于此，本课设计的时候以语用为主，在识别、复习语法形式、意义的同时，主要引导学生在具体任务中使用该时态，完成交际目的，实现语法的语用功能。

考虑到学生层次不同，所以在本课活动设计上也进行了分层，就同一个活动，针对好的学生给他们开放式的自主发挥和运用时态的机会；而对于能力差一点的学生，则提供脚手架，帮助他们顺利开展学习活动。

Grade	Content	Level	Requirements
6-9	Simple present Present continuous Simple future Simple past Present perfect	C(运用)	1. To master the grammatical form and usage of these tenses and understand their meanings. 2. To use these tenses to complete communicative tasks properly and proficiently in context.
	Past continuous Past perfect tense Future in the past	B(理解)	1. To understand the grammatical form and usage of these tenses and understand their meanings. 2. To use these tenses correctly in context.

10	<u>Review:</u> Simple present Simple past Simple future Present continuous Past continuous Present perfect	C(运用)	1. To understand and use future in the past in the discourse. (课程标准) 2. To use future in the past correctly according to communicative needs.
	<u>New:</u> Future in the past		

### 3. 设计思路

本语法衔接活动是基于 Grammar in Use 板块的 Tenses(review)，主要是复习初中学习过的相关时态，活动内容围绕本单元主题 School Life 展开。

本活动的设计理念是：通过让学生讲故事，复习并使用初中学过的涉及过去、现在和将来的时态，使学生在活动中潜移默化地运用各种学习策略自然使用各种时态进行表达，并进一步整理归纳时态知识，巩固所学。

本学习活动分为五个部分：

第一步，教师展示四幅图片并给出故事的开头第一句话，学生观察并尝试根据图片讲故事，学生可以根据给出的句子确定整个故事所需使用的时态。

第二步，学生运用合理想象接龙讲故事，对于无法独立讲故事的同学，教师就每幅图片提几个问题，为学生提供脚手架，引导学生完成活动。

第三步，教师引导学生记录推动情节发展的目标语法所在的句子。学生在家可以用录音设备录下自己讲故事的内容，然后播放录音，记录出现目标语法的句子。教师可以在 PPT 上展示记录的句子，带领学生比对自己记录的内容。

第四步，学生观察记录的句子，并参照 PPT 的示例，将句子依照其所含时态进行分类。完成后，可以与教师给出的参考答案进行核对。

最后是分层活动，对于水平较高的同学，教师增加活动难度，给学生一张图和故事的开头，让学生续写故事，活动步骤参照前四步，在完成学习活动的过程中，复习、巩固学过的时态知识。

## 二、教案

### 1. 学习目标

本课时的学习目标是：

- 1) 能识别初中所学的六种时态的语法形式、使用方法及意义。
- 2) 能在语境中恰当、熟练地使用这些时态完成交际性活动。

In this period, students are expected to:

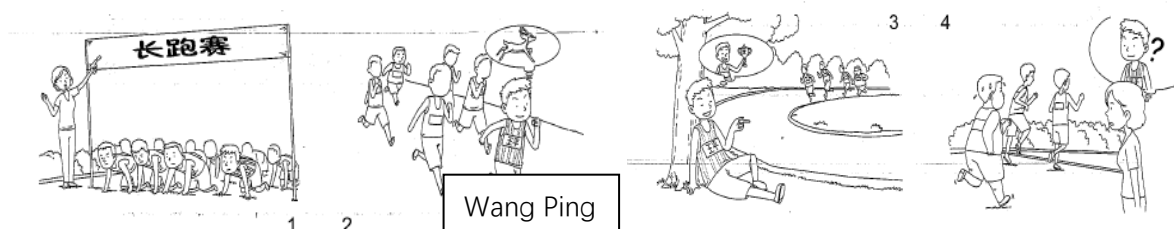
1) identify the grammatical form and usage of the six tenses learned in junior high school and understand their meanings;

2) use these tenses to complete communicative activities properly and proficiently in context.

## 2. 学习步骤

**Step1:** The teacher shows four pictures and asks the students to tell a story. The story shall begin with the sentence given below.

☆ There was a long-distance race.



### 设计说明:

该活动中学生可以运用情感策略学习。学生通过讲故事对时态复习感兴趣，主动参加课堂活动，并不断增强学习的信心。

讲故事本身是有趣的，比较吸引学生，而本活动所展示的图片与学生校园生活息息相关，让他们有话可讲，因此，学生能自然根据交际需求运用到各种时态。比如：可以用过去的相关时态讲故事，也可以用现在的相关时态讲故事，所以对于目标时态的运用是比较充分的。

本活动设计时给出故事开头第一句话，可以提示学生所需使用的时态。比如“**There was a long-distance race.**”用的是过去时，那么学生讲故事时，就要用过去相关的时态。当然，学生可以在活动后再用现在的时态再讲一遍故事。这与高考听说测试中的“看图说话”紧密结合在一起，让初中生对高中英语语法的语用有了初步的认识。

**Step2:** The teacher asks the students to tell the story one by one to make up the whole story. The teacher shall encourage the students to use their imagination properly.

**! If some students have difficulty telling a story according to the pictures, the teacher can ask the following questions to help them.**

Pic1: What were the boys doing on the playground?

What had they done before?

What did the teacher do?

Pic2: Who ran the fastest?

How fast was he (running) ?

Pic3: Where was Wang Ping?

Why did he stay there?

What was he thinking about?

Pic4: What happened at last?

What did the teacher wonder about?

### 设计说明:

该活动中学生可以运用情感策略学习。学生可以自己描述图片，也可以和同伴一起分工合作，在活动中培养合作学习的意识，通过合作编故事，与他人分享交流信息和想法。

此外，本活动设计也考虑到不同层次的学生需求，对于根据图片讲故事有困难的学生，设计者就每幅图片设计了问题，作为提示，帮助程度较差的同学完成本学习活动。

**Step3:** The teacher guides the students to take notes and write down the sentences.

**Reference**

There was a long-distance race. The boys had practiced hard for several weeks. They were ready and were waiting at the starting line. The teacher gave the signal and the race started. Wang Ping ran much faster than the other runners, just like a deer. After a while, Wang Ping ranked the first. He was very confident of winning the race. When he saw that it would take the rest of the students quite a while to catch up with him, he stopped and sat under a tree to have a rest. Wang Ping laughed at a fat boy who was far away behind him. At the end of the race, the fat boy reached the finishing line and won the third place. The teacher wondered where Wang Ping had gone.

**设计说明:**

该活动中学生可以运用认知策略学习。学生通过笔记记录、收集讲故事中涉及目标时态的句子。

学生如果自己讲故事,则可以用录音设备录下自己的故事内容,并通过回放录音,提取、记录关键信息。如果是与他人合作编故事,则可以在他人讲故事的时候,聆听、记录关键信息。之后,可以与PPT展示的内容进行核对。

鉴于每位学生讲故事的表述内容会有差异,设计者给出的答案仅供参考。

**Step4:** The teacher guides the students to look at the notes, list the tenses they've used and tell their functions.

tense	sentence	function
Simple past	There <u>was</u> a long-distance race. The teacher <u>gave</u> the signal and the race <u>started</u> . Wang Ping <u>ran</u> much faster than the other runners, just like a deer. After a while, Wang Ping <u>ranked</u> the first. He <u>was</u> very confident of winning the race. He <u>stopped</u> and <u>sat</u> under a tree to have a rest. Wang Ping <u>laughed at</u> a fat boy who <u>was</u> far away behind him. At the end of the race, the fat boy <u>reached</u> the finishing line and <u>won</u> the third place.	For an action that happened in a definite time in the past.
Past continuous	They were ready and <u>were waiting</u> at the starting line.	For an action that was happening, but not completed, at a particular time in the past.
Past perfect	The boys <u>had practiced</u> hard for several weeks. The teacher wondered where Wang Ping <u>had gone</u> .	For an action that completed before a particular time in the past.
Future in the past	When he saw that it <u>would take</u> the rest of the students quite a while to catch up with him, ...	For talking about hopes, expectations and intentions we had in the past.

**设计说明:**

该活动中学生可以运用元认知策略和认知策略学习。学生通过表格整理收集到的笔记信息，并依据时态进行分类整理。

这个活动的设计旨在培养学生养成整理、总结课堂所学的习惯，促使他们进一步独立思考，并有计划、有重点安排自己的学习内容。

鉴于每位学生讲故事的表述内容会有差异，设计者给出的答案仅供参考。

**Alternative: The teacher shows the beginning of a story on PPT and asks students to make up a follow-up story with at least seven sentences, using different tenses.**

☆ Jack is eating at the school canteen and suddenly he notices a wallet on the empty seat next to him.



#### Reference

Jack is eating at the school canteen and suddenly he notices a wallet on the empty seat next to him. He picks it up and is going to hand it in to the Lost and Found. However, when he is putting the wallet into his pocket, a photo slips out of the wallet. He takes it up, looks at it and finds that it is a familiar face, but he can't figure it out at the moment. He racks his brains about who she is. He has stepped out of the canteen and suddenly, a poster at the entrance catches his eye. It is about the recruitment of the debate club. It dawns on him that he has taken part in the interview and the interviewer is the owner of the wallet. What a coincidence!

tense	sentence	function
Simple present	He <u>picks</u> it up, ... /..., a photo <u>slips</u> out of the wallet. He <u>takes</u> it up, <u>looks</u> at it and <u>finds</u> that it <u>is</u> a familiar face, but he <u>can't figure</u> it <u>out</u> at the moment. He <u>racks</u> his brains about who she <u>is</u> . Then, a poster at the entrance <u>catches</u> his eye. It <u>is</u> about the recruitment of the debate club. It <u>dawns</u> on him that he took part in the interview yesterday and the interviewer <u>is</u> the owner of the wallet.	For actions that happen regularly, or for permanent situations.
Present continuous	Jack <u>is eating</u> at the school canteen and suddenly he notices a wallet on the empty seat next to him. However, when he <u>is putting</u> the wallet into his pocket, ...	For something that is happening at the moment of speaking or for a limited time in the present.
Present perfect	It is the first time that he <u>has been</u> so curious.	For an action that happened in the recent indefinite past, an action or state that began in the past and

		continued to the present time, or for a past event with results in the present time.
Simple future	He picks it up and <b>is going to</b> hand it in to the Lost and Found.	For an intention or a plan, a prediction, or an action in the future.
Simple past	It dawns on him that he <b>took part in</b> the interview yesterday...	见前一个活动

**设计说明：**

该活动是分层设计的内容，适用于程度较好的学生。

学有余力的同学可以根据所给的一张图片和开头，发挥想象，完成后续故事内容。本活动所给的第一句 “Jack is eating at the school canteen and suddenly he notices a wallet on the empty seat next to him.” 涉及现在进行时和一般现在时，因此学生要用现在相关的时态讲故事，这也是在时态运用上对前一个活动的补充。

学生讲故事时可以依据之前活动的步骤，即：讲故事，记录目标语法句，观察并依据时态进行归类整理。

鉴于每位学生讲故事的表述内容会有差异，设计者给出的答案仅供参考。

**Worksheet**  
**(Homework)**

**After-class activities:**

**Activity 1:** Watch a video clip about Young Sheldon's first day at school and number the events in the order in which they actually occur. Please pay attention to the tenses used in each event.  
**(listening and viewing)**

**Word bank**

**tattoo** 英 [tə'tu:] 美 [tæ'tu:] n. 纹身

**violation** 英 [ˌvaɪə'leɪʃn] 美 [ˌvaɪə'leɪʃn] n. 侵害; 违背

**ammonia** 英 [ə'məʊniə] 美 [ə'moʊniə] n. [无化] 氨, 阿摩尼亚。

**revolting** 英 [rɪ'vɒltɪŋ] 美 [rɪ'vooltɪŋ] adj. 叛乱的, 背叛的; 使人厌恶的。

**allergy** 英 ['ælədʒi] 美 ['ælərdʒi] n. 过敏症; 反感; 厌恶。 [复数 allergies]

**per** 英 [pə(r); pɜ:(r)] 美 [pər,pɜ:r] prep. 按照。

**attire** 英 [ə'taɪə(r)] 美 [ə'taɪər] n. 服装; 盛装。

**diaphanous** 英 [daɪ'æfənəs] 美 [daɪ'æfənəs] adj. 透明的; 精致的; 模糊的。

**mustache** 英 ['mʌstæf; mə'stɑ:ʃ] 美 ['mʌstæf,mə'stæʃ] n. 胡子, 髭。 [复数 mustaches]

**credential** 英 [krə'denʃl] 美 [krə'denʃl] n. 证书; 凭据; 国书

**be intimidated by** 被...吓倒

\_\_\_\_\_After Sheldon pointed out the dress problems of the students, Ms. MacElroy said she would take Sheldon's words into account.

\_\_\_\_\_As soon as Sheldon entered the school, he saw a boy with an exposed tattoo and he knew that was against the dress code.

\_\_\_\_\_On the way to school, Sheldon suggested playing a driving game with his mum.

\_\_\_\_\_In the office, the math teacher complained that Sheldon questioned her qualifications during the class.

\_\_\_\_\_When Sheldon's mum was about to leave, Sheldon looked at his mum and asked whether she was crying or having an allergy attack.

\_\_\_\_\_In the homeroom, Ms. MacElroy told the students that she had taught at Medford for 29 years and there was not much that she hadn't experienced.

\_\_\_\_\_After Sheldon used the restroom, he told his mum it was revolting.

\_\_\_\_\_Seeing Sheldon's confident smile, Sheldon's mum worried that his son would be bullied at school, so she prayed to God to look after his son.

**Activity 2:** Quick response. (The head teacher made a phone call to you during the summer vacation and asked you several questions concerning your past and your expectation of senior high school. You should listen carefully and answer her questions.) **(Speaking)**

A1: \_\_\_\_\_

A2: \_\_\_\_\_

A3: \_\_\_\_\_

A4: \_\_\_\_\_

A5: \_\_\_\_\_

A6: \_\_\_\_\_



**Activity 3:** Linda keeps a diary concerning her new school life. Please read her diary of her first day of high school and correct the improper tenses if necessary. You can underline the wrong tense and write the correct form beside it. And then, you are encouraged to follow her example to keep a diary of your new school life. **(Reading)**

Sep.1<sup>st</sup>, Cloudy

In the morning, I got up at six, brushed my teeth, washed my face and put on the new school uniform. I felt that my new school life has started. I grabbed some bread and walked towards the bus stop.

While waiting at the bus stop, I was meeting one of my schoolmates Peter. We greeted and chatted, feeling excited. The bus came and we got on it.

About 25 minutes later, we arrived at our stop, so we got off and walked towards the school gate. The teachers and students on duty would stand at the school gate, greeting us. I felt very delighted and said "Good morning" to them.

There were five classes in the morning. During the class, I listened carefully and made sure that I won't go home with problems that should have been solved in the classroom.

At noon, we had a one-hour break. After I am having lunch in the canteen, I wandered around my school with my deskmate Mary. The school has a beautiful and comfortable environment. I enjoy it very much.

In the afternoon, we had three more classes, but the subjects were a bit difficult for me. So, I have to ask the teachers for help after class. The teachers were very nice and patient.

When school was over, I came home alone and did homework until my mum has come back and asked me to have dinner.

I hope I can make progress in the new school. I should say everything will be good so far.

Follow Linda's example to write your diary in time order.

In the morning, \_\_\_\_\_

At noon, \_\_\_\_\_

In the afternoon, \_\_\_\_\_

When the school was over, \_\_\_\_\_



**Activity 4:** Fill in the blank with the proper tense of the given word to make the passage coherent and grammatically correct. **(Grammar)**

As a student, I \_\_\_\_\_(get) many assignments every day. I have to stay up late in order to finish all my homework. I used to complain about all this pressure from school with my classmates. We did not appreciate our teachers for their hard work. We only \_\_\_\_\_(know) that we got a lot of homework.

Now, we don't complain about homework any more because we \_\_\_\_\_(learn) that our teachers work harder than we do. We have no right to complain. Sometimes, we say, "I \_\_\_\_\_(not go) to bed until 12 o'clock last night. Now I just \_\_\_\_\_(want) to sleep." Our teacher \_\_\_\_\_(answer) us, "I \_\_\_\_\_(go) to bed at 1 a.m. every day." Since we know how hard teachers work, we start to appreciate them. To give our thanks, we \_\_\_\_\_(prepare) some gifts and cards for the teachers as teachers' day is approaching.

We want to express our gratitude to them and see the smiles on their faces.

**Activity 5:** Please prepare for a self-introduction with at least seven sentences by using different tenses and write them down. **(Writing)**

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If you have difficulty writing a self-introduction, you can refer to the following questions for help.

What's your name?

Which junior high school did you graduate from?

What's your hobby?

What's your favorite book? Why do you like it?

What's your motto (座右铭)? Why do you use it as your motto?

What do you expect from your new term?

What are you going to do in the new school?

Key:

**Activity 1:** 7-3-1-8-5-6-4-2

**Activity 2:** (Answers may vary.)

A1: Currently, I am reading books and going over the knowledge learned in junior high school.

A2: Chinese is my favorite subject because I like Chinese poetry and literature and are good at Chinese.

A3: Yes, I was a member of the singing group in my junior high school and we practiced a lot after school. Besides, I sometimes volunteered in the home for the aged.

A4: I've learned to develop singing skills and team spirit. Moreover, I've harvested happiness from voluntary work.

A5: The study pressure worries me a lot.

A6: I hope that I will make new friends, learn more knowledge and get good marks in senior high school.

**Activity 3:**

Sep. 1<sup>st</sup>, Cloudy

In the morning, I got up at six, brushed my teeth, washed my face and put on the new school uniform. I felt that my new school life has started (had started). I grabbed some bread and walked towards the bus stop.

While waiting at the bus stop, I was meeting (met) one of my schoolmates Peter. We greeted and chatted, feeling excited. The bus came and we got on it.

About 25 minutes later, we arrived at our stop, so we got off and walked towards the school gate. The teachers and students on duty would stand (were standing) at the school gate, greeting us. I felt very delighted and said "Good morning" to them.

I had five classes in the morning. During the class, I listened carefully and made sure that I won't go (wouldn't go) home with problems that should have been solved in the classroom.

At noon, we had a one-hour break. After I am having (had) lunch in the canteen, I wandered around my school with my deskmate Mary. The school has a beautiful and comfortable environment. I enjoy it very much.

In the afternoon, we had three more classes, but the subjects were a bit difficult for me. So, I have (had) to ask the teachers for help after class. The teachers were very nice and patient.

When school was over, I came home alone and did homework until my mum has come (came) back and asked me to have dinner.

I hope I can make progress in the new school. I should say everything will be (has been) good so far.

**Activity 4:** get; knew; have learned; didn't go; want; will answer; go; are preparing

**Activity 5:** (Answers may vary.)

My name is Li Hua. I graduated from Anshan Junior High School. I like playing the piano and won several prizes during the Arts Festival in my school. I also like reading detective books and my favorite writer is Agatha Christie. These days I am reading the Body in the Library

which is an appealing novel. I've learned from the novel that we should observe things carefully so that we can see beyond the surface to find the truth. I think God rewards the diligent so I will work hard in senior high school. In this way, I hope that I will achieve good academic performances. In addition, I am going to make more friends and take part in more activities in high school so as to broaden my horizons.

#### 设计说明：

课后自主学习活动设计围绕主题语境“校园生活”展开，以“听、说、读、写、看”为主线渗透语法衔接内容-时态。此外，本活动设计可以培养学生的认知策略，促使学生从不同的角度认识所学时态和将学时态，既关注其形式，又关注意义和用法，以此在初高中时态学习之间建立有机联系。

#### Activity 1

本活动关注“听看”，在活动中，学生需要观看一段小谢尔顿入学第一天的视频，视频中出现了不同的时态，学生在观看的过程中可以有意识地观察时态的形式、意义和用法。

“听看”呼应新教材引进的 **listening & viewing** 的内容，选取含有不同时态的语句设计排序练习，检验学生“听看”的效果，并让学生在语境中体会时态用法。

在此，设计者还提供了生词表，标注了音标，词性和中文，以便扫除学生看原版影视材料时遇到的语言障碍。

#### Activity 2

本活动关注“说”，结合暑假班主任会对新生进行家访这一现实情况，以电话家访为切入点，让学生听问题，并结合自身情况作出应答。

“说”呼应高考听说测试 **Quick Response**，学生通过活动，在具体对话中使用不同时态进行交际。在此过程中，学生可以使用交际策略，通过解释、澄清或重复等方式克服对话中的语言障碍，完成学习任务。

#### Activity 3

本活动关注“读写”，学生阅读 **Linda** 入学第一天的日记，在阅读中找出时态错误并加以更正，以检验自己对所学时态的掌握情况。接着，学生仿照 **Linda** 的日记格式写一写自己入学第一天的见闻和感受。对于写作有困难的学生，本活动设计了一些时间词作为脚手架，帮助学生按照时间顺序完成日记写作。

“读写”采用“以读促写”的方法，通过阅读改正错误时态继而模仿语段写作。

#### Activity 4

本活动以“读”语篇的形式完成“语法专项”训练，内容是学生对教师工作由不理解到理解的转变，并由此生发对老师的感激之情，非常能引起学生的共鸣，并渗透德育理念。

初中语法考试多为选择题，而高中则是在语篇中使用语法，这是两者明显的不同，此活动的设计可以让初中生对高中语篇语法填空有一个更加直观的认识。在“阅读”的过程中循序渐进，综合使用时态完成语篇。

#### Activity 5

本活动关注“写”，让学生写一个自我介绍，为高一开学第一课英文自我介绍做准备。在设计上分了两个版本，一个是学生用不同时态自由写作；同时，针对有困难的学生设计了问题作为脚手架，辅助学生开展写作训练。

## Appendix 1:

Video clip (script)

### Young Sheldon's first day at school

(In the car)

**Sheldon:** Would you like to play a driving game?

**Mum:** Not really. I always lose.

**Sheldon:** I know. That's why it's fun. How about license plates with prime numbers followed by a cons...?

**Mum:** Why don't we just talk?

**Sheldon:** Very well.

**Mum:** You understand that some people are gonna be intimidated by you 'cause of how smart you are?

**Sheldon:** Or maybe they'll recognize my intellect and make me their leader.

**Mum:** Lord, look after my son. Don't let him get stuffed in a gym bag.

(At the school gate)

**Sheldon:** Oh, dear.

**Mum:** Yeah.

**Sheldon:** The boy has an exposed tattoo.

**Mum:** He does.

**Sheldon:** I wonder if he knows that's in violation of the dress code.

**Mum:** Speaking of which, how about we lose the bowtie?

**Sheldon:** Why?

**Mum:** Look around, honey. None of the other kids are wearing one.

**Sheldon:** Well, perhaps I'll start a fad.

**Mum:** No, you won't. Please trust Mommy. All right, tell you what. You take it off, and this weekend, I'll take you to RadioShack(美国老牌电器行, 主要卖电器和各种线).

(In the hall)

**Mum:** You doing okay?

**Sheldon:** I guess. I smell ammonia. They must've done a thorough cleaning recently. I like that.

**Mum:** And remember, if anybody bothers you, what do you say?

**Sheldon:** My dad's a football coach.

**Mum:** And?

**Sheldon:** My brother's a football player.

**Mum:** Good.

**Sheldon:** Hey, mum, look. That girl's pregnant.

**Mum:** Congratulations.

(Outside the restroom)

**Sheldon:** Well, that was revolting.

**Mum:** All right. This is your homeroom. Do you want me to go in with you?

**Sheldon:** No. Although I could've used you in the restroom.

**Mum:** Okay, well... You have a good day. And I'll pick you up after school, same door we came in.

**Sheldon:** Are you crying or having an allergy attack?

**Mum:** Allergies.

**Sheldon:** It's probably the ammonia.

M: Probably.

**Sheldon:** Okay. Let the learning begin.

(In the homeroom)

**Ms. MacElroy:** All right, everybody. My name is Ms. MacElroy. In addition to being your homeroom teacher, I'll be seeing some of you in my English class, and some of you on the volleyball court. Just to give you a little history, I've been here at Medford for 29 years...I taught some of your older brothers and sisters, and sadly, some of your parents. Not much I haven't seen. Until today. I'm sure you're well aware we have a student with us, who, despite his young age, is remarkably gifted. And I expect y'all to make him feel welcome.

Yes, Sheldon?

**Sheldon:** Per the student dress and grooming code, this boy's hair is too long, this boy is wearing sports attire outside of a designated area and this girl's blouse is diaphanous, which means I can see her brassiere.

**Ms. MacElroy:** Thank you. I will take that into account. All right. We have a few minutes before first period. I need y'all to fill out these forms. (Sheldon raises his hands.) What?

**Sheldon:** Also in violation of the grooming code on page 48, article five, subsection B, you have a bit of a mustache.

(In the office)

**Ms. MacElroy:** This is a stupid idea. This boy does not belong in our school.

**Headmaster:** Come on Vicky, it just the first day. Why don't we all just take a deep breath here?

**Math teacher:** The hell with that. Five minutes into my math class, he questioned my credentials.

**Hubert:** How am I supposed to control a classroom when a kid accuses me of being in breach of the hygiene code?

**Headmaster:** Well, Hubert, it wouldn't kill you to shower a little more often.

(To Sheldon's father) George, you want to weigh in here?

**George:** Well...

**Math teacher:** Oral Roberts University is a wonderful school.

**Hubert:** He said I was intimidated by his intelligence, and then, he offered to be my leader.

## Appendix 2:

Audio clip (script)

Teacher's questions

Hello this is Miss Zhang Calling. I'm your head teacher and I am calling to learn more about you. Would you please answer the following questions?

Q1: What are you doing these days?

Q2: What's your favorite subject? Why do you like it?

Q3: Did you take part in after-school activities in junior high school?

Q4: What have you learned from these activities?

Q5: What's your concern or worry about your new school life?

Q6: What's your expectation of senior high school?