



九年义务教育

English 英语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



六年级

第二学期
(试用本)

Introduction

Aims of the course

The course aims to enable students to develop a functional competence in English that will be of practical value to them at school, for their subsequent careers and in their personal lives.

In designing the course materials, special attention has been paid to developing students' abilities to understand and evaluate what they read, to form opinions based on facts, and to communicate their ideas and opinions with others through speaking and writing clearly, accurately and confidently.

The approach

English (Oxford Shanghai Edition) features a 'building blocks' approach to language learning within a framework of learner-centred themes. Students are encouraged to learn and use language appropriate to tasks and activities in a meaningful way, thus making language learning at each level stimulating, purposeful and communicative.

The 'building blocks' approach is based on the fact that learning and the capacity to learn are developmental; that is, that students learn by building on known language, concepts and activities, to develop and expand progressively.

Throughout, language teaching is integrated with the topic content. By building a closer relationship between language learning and learning in other subjects, students develop cognitive skills common across the curriculum, such as inquiry, knowledge construction, communication and problem-solving.

Task-based learning

The best aspects of several methodologies that have proved successful in teaching English as a foreign language are incorporated in *English (Oxford Shanghai Edition)* in addition to task-based learning.

The tasks suggested are activities which provide students with the opportunity to bring with them knowledge, skills and concepts already in place, for further development. Tasks provide students with experiential, concrete learning which is, by definition, appropriately contextualized, purposeful and productive, while promoting communication, thinking and doing.

In facilitating learning tasks in the classroom, teachers are given additional photocopiable task material and full instructions for their implementation are in the *Teacher's book*.

List of the materials

Student's resources

- *Student's Book 6B*
- *Workbook 6B*
- Online audio 6B

Teacher's resources

- *Teacher's Book 6B* (including photocopiable material for implementing the learning tasks and *Workbook 6B answer key*)
- Cassettes 6B
- Multimedia Materials 6B

Organization of Student's Book

How a module is organized

The *Student's Book* contains three modules. Each module is organized around a basic topic and is divided into several related units; each unit is further divided into **Reading**, **Listening and speaking**, **Writing** and **Language** sections. At the end of each module, there are **Now listen**, **Using English** and **More practice** sections designed to provide students with additional materials. At the end of the book, there is a **Project**.

Keep in mind that not all of the materials in the *Student's Book* have to be done in class. Some materials marked with an asterisk (*) in the *Student's Book* are for more able students. Teachers may choose to teach depending on their students' abilities.

Reading

The **Reading** passages are written in a variety of styles and formats (e.g., dialogues, letters, interviews, narratives) so as to offer students examples of the kind of English they will use at school or encounter outside in the community. The language of the passages is carefully controlled so that new structures and vocabulary are introduced in a systematic manner. Most of the new words appear frequently in junior high textbooks.

Listening and speaking

The **Listening and speaking** section contains a wide variety of exercise types and is designed to prepare students for the type of listening and speaking work. The listening material for these tasks is all recorded on the cassettes which accompany the course. The *Teacher's Book* also contains the full tapescripts and the answer key.

Speaking, starting with very simple speaking activities, aims to develop students' fluency and self-confidence by teaching them how to take part in role-plays and discussions, express a point of view to a group or class, and finally compose and deliver a short talk.

Writing

The **Writing** section aims to develop students' ability to write in a number of different formats, including tables, lists, letters, reports, articles, diary entries, stories, accounts, interpretations of graphs and charts, etc. as well as compositions.

Language

The **Language** section summarizes the key sentence patterns in the unit that the students need to master at this stage. It makes basic introduction to grammar stimulating for students. It motivates learning and develops communicative competence.

Now listen

The **Now listen** section provides more listening materials for students. It is also recorded on the cassettes and the full tapescripts and the answer key are included in the *Teacher's Book*.

Using English

This course stresses the importance of English as a tool for study and the importance of developing in students the ability to learn how to learn; that is to use self-study as an element in their own education.

The aim of the **Using English** section is to present students with a series of tasks and problems in which they can develop their study skill.

More practice

The purpose of the **More practice** section at the end of each module, therefore, is to present students with a series of additional materials related to the module topic. These materials help students extend core ideas into new situations where they can use what they have learnt in the previous sections of the module.

The exercises designed to go with the additional materials aim to check students' comprehension, both at word and sentence levels, and, more importantly, to develop their proper and productive study skills and active learning habits such as association and transfer.

Project

The **Project** section is at the end of the *Student's Book* to serve as a medium for students to work at their own individual pace and illustrate the extent of the interest in their own learning. However, the project may be integrated at any time during the term. Full instructions are given in the *Teacher's Book* to facilitate introducing **Project** into the classroom.

Using the Teacher's Book

About the Teacher's Book

Comprehensive lesson notes are interleaved with the relevant *Student's Book* pages. This gives teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate to the class in general and to particular individual students. Each page starts with a simple checklist containing the language to be introduced and used. Easy-to-use and comprehensive, teachers will find:

- 1 Full, easily accessed language targets and objectives for each level.
- 2 An introduction that describes:
 - a the organization and rationale of the learning package
 - b its general objectives
- 3 The organization of a unit; plus full language preparation and task procedure notes on a page-by-page basis, conveniently interleaved with the *Student's Book*, providing an easily accessible resource for teaching which links the **English (Oxford Shanghai Edition)** and supplementary support materials into a comprehensive English teaching package.

- 4 Suggestions for classroom management; ways of organizing tasks and activities and facilitating language learning and use in typical teaching environments.
- 5 Additional resources; photocopiable pages of survey sheets, poems, songs and illustrations will help teachers address the area of student differentiation within the language class. Templates and cut-outs for practical tasks and activities are included.
- 6 Suggested allocation of time to help teachers plan effectively.

Teaching procedures

There is firstly a **Pre-task preparation** section; this will include review of previous lesson, but more importantly it aims to set the scene; to give the students a content framework to which they bring some knowledge.

The language preparation section demonstrates ways of introducing new material using the photos, dolls, puppets or other suggested resources, before the students are exposed to the *Student's Book*. Teachers are given clear guidelines on language used passively and for students' production.

The **While-task procedure** section links the language preparation which familiarizes students with the language necessary for the learning task, and the learning task itself. The task(s) ensure:

- progress towards the learning targets for English;
- opportunities for interaction, particularly among students;
- natural use of language in a wide variety of activities.

Depending on the maturity of each learner, a degree of teacher support will be required during a task. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance. Additional resources to help students carry out a task are available as photocopiable pages.

In the **Post-task activities** section, the vocabulary and structure(s) learnt already in this lesson are recycled by the students in a different context in lively follow-up tasks such as games, practical tasks, experimenting, report writing; all intended to stimulate the use of language in the classroom.

Instructions for the use and integration of the *Workbook*, which provide further post-task activities in the lesson, are clear and suggested at the appropriate time. Further consolidation of language is also suggested in the *Workbook*.

前　　言

《英语（牛津上海版）六年级第二学期》（学生用书）

一、框架结构

见目录 (Contents)。

二、栏目的简要介绍

项目	内容和特色
Reading	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料，包括对话、短文、诗歌、图片说明、标志和地图等内容。
Listening and speaking	提供贴近学生日常生活的语言材料，如情景小对话、短文、故事及学生感兴趣的其他话题（如谈论飞机时刻表和机票等），让学生通过诵读、问答、复述、讨论、角色表演等语言活动，来提高听力和口头表达能力。
Writing	通过写报告、写电子邮件、制作海报、填写表格、填空完成句子和回答问题等形式，为培养学生的写作能力打下初步的基础。
Language	归纳本单元主要的词汇和句型，通过模仿和替换等句型操练形式，达到掌握运用的目的。
Word box	单元词汇表呈现本单元的核心词汇和拓展词汇（标有 * 号的词，只要求理解），按其在课文中出现的先后顺序排列，便于学生查询和学习。
Notes	1 对较重要的词汇、句型、语言功能或其他语法现象的说明或用法提示； 2 对个别难句的中文注释或说明； 3 对一词多义及兼类词现象作出说明； 4 对一些暂时只要求了解的词汇的注释。
Now listen	设立于每个 Module 后，通过填词、选择、问答等形式，进一步强化听力技能的训练，提升听力水平。
Using English	设立于每个 Module 后，内容包括：了解和使用条形图、曲线图、饼图，旨在提高学生自学能力和使用英语的技能，全面提高学生的综合素质，为学生的终身学习打下良好的基础，提高思维和学习能力。
More practice	设立于每个 Module 后，内容包括： 1 与本 Module 主题相关的学习材料，以对话为主要形式，旨在强化听说训练，培养学生初步的交际能力； 2 语音练习，对已学的音标和读音规则进行复习和巩固，提高学生的拼读能力乃至自学单词的能力。
Project	结合本册所学的主题和内容（废旧材料的再利用），让学生用英语完成真实的生活、学习、工作等任务，从而不仅达到提高学生运用英语的能力，同时进一步加强节约资源、减少污染的环境保护意识。
Word bank	总词汇表包括： 1 单词表（含核心词汇、拓展词汇和上述 Notes 3 提及的词汇，按首字母顺序排列）； 2 词组表（按首字母顺序排列）； 3 不规则动词表（按首字母顺序排列）。 注：核心词汇指的是《上海市中小学英语课程标准（征求意见稿）》所规定的初中词汇及其在教材中出现的变化形式。

注：凡标有 * 号的内容（除拓展词汇外）均为选学要求，教师可根据实际情况决定是否选用。

三、关于音频

本书配有音频，包括各单元 Reading、Listening & Speaking、Writing、Word box 以及 Irregular verbs 的内容。

《练习部分（六年级第二学期）》

《练习部分》系与《英语（牛津上海版）六年级第二学期》相配套，兼顾基础知识和基本技能的训练，形式多样，图文并茂，并具有可选择性，凡标有星号 (*) 的内容，供选用。

《教学参考资料（六年级第二学期）》

一、框架结构

项 目	内容和特色
前言	分中、英文两部分。中文前言中根据《课程标准》要求，提出每学期17周，每周4课时共68节课的课时安排。
教学建议	包含学生用书内容，并有详细的教学过程的建议和学生用书练习答案供教师参考，还附有各单元听力部分的录音文字稿。
补充教学建议	1 对一部分教材内容的教学地位进行分析，提出轻重缓急处理的指导性意见，以避免对教学内容和要求的随意拓宽和加深而导致学生负担的加重； 2 提出对重点和难点的教学要求的建议。 3 对前页栏目介绍中 Notes 第 3 点提及的词汇提出教学要求。
总词汇表	同学生用书中的总词汇表
活页	供教师选用，配合课堂活动展开。
课堂用语	提供常用课堂用语，方便教师选用。
《练习部分》参考答案	提供《练习部分》的参考答案。

二、课时安排建议

Module	Unit	Suggested time (period)
1 City life	1 Great cities in Asia	5
	2 At the airport	4
	3 Dragon Boat Festival	5
	4 Staying healthy	7 (含Now listen)
	Using English	1
	More practice	2
2 Changes	5 What will I be like?	5
	6 Seasonal changes	4
	7 Travelling in Garden City	4 (含Now listen)
	Using English	1
	More practice	2
3 The natural world	8 Windy weather	5
	9 Sea water and rain water	6
	10 Forests and land	5
	*11 Controlling fire	7 (含Now listen)
	Using English	1
*Project	More practice	2
	Reusing old materials	2
Total		68

三、多媒体课件的设计和使用说明

为了帮助教师了解和尽快适应《英语（牛津上海版）》（初中段）修订教材，向教师提供教学思路和教学参考，体现现代教育技术与学科教学的整合，优化课堂教学模式，提高课堂教学效果，提高学生的学习积极性和学习效率，我们编制了与教材同步的配套多媒体课件，作为教学参考的重要组成部分。

1. 课件的设计

本套课件采用模块式设计，便于教师自由组合各个环节和步骤，达到帮助和支持教学的目的。

本套课件还采用了资源库式设计，能让教师在多种资源（如图片、声音、影像、flash等）中自由选取，组合成自己的教学课件，结合自身的教学风格和学生水平，选择适合的教学内容进行教学活动。

本课件旨在为减轻学生的课业负担服务，并非每个设计都必须用于课堂教学，而应根据学生实际，有目的、有步骤、有计划、有选择地实施不同的活动。

2. 课件的板块

课件以课时为单位。按照每个单元（Unit）4~6个课时（Period）设计。每个课时又分为三个板块。板块与板块之间可以让教师自己组合，任意切换，做到随取随用。

板块一——【Piggy bank】

这部分设计的是课堂教学中所需的主要环节，主要起到“引入”和“教学”两个作用。教师可根据学生的实际情况，选择该板块中的部分或全部进行课堂教学。

板块二——【Gold mine】

这部分设计的是一些课堂的口语练习、听力练习、阅读练习、写作练习和语音练习。教师可根据该堂课中的实际教学内容，有选择性地补充其中的部分或全部，起到巩固教学的目的。

板块三——【Treasure box】

这部分设计的是一些拓展性的教学内容。教师可选择这部分的内容对学生的语言运用作出更高的要求。

除学生用书的分课时课件之外，每个单元还配有《练习部分》校对课件。教师可以根据各课时的需要，选用该课件进行《练习部分》的校对工作。（注：课本中的Now listen、More practice的朗读内容和课本练习部分的听力内容均已列入本课件中。）

3. 课件光盘的组成

本套课件针对的是课堂教学，而实施教学的是一线教师。因此，我们制作了两张光盘，《A 教师备课版》供教师学习使用，《B 课堂使用版》用于课堂教学播放。

《A 教师备课版》给出了每个环节的设计思路，任务目的以及操作手法。对于各个链接、使用方法以及资料库中资源的选取都提供了必要的提示，可以帮助教师使用好《B 课堂使用版》。

《B 课堂使用版》的总体框架与《A 教师备课版》一致，少了指导性内容，是教师在学习了《A 教师备课版》的基础上实施课堂教学的一个资源。教师可以整合其中各个环节的内容，展开课堂教学。

4. 课件的补充说明

由于课件的编制时间有限，内容设计上可能不尽人意。但作为一种新的尝试，它力使课程教学与信息技术达到整合。同时，课件的内容比较广泛，教师可以选择使用。欢迎广大师生指正，以便我们在重版时进行修正。

Contents

Module	Unit	Reading	Listening and speaking
1 City life	1 Great cities in Asia (p. 2)	Great cities in Asia (p. 4)	Travelling to different cities (p. 2)
	2 At the airport (p. 8)	A trip to Los Angeles (p. 8)	A flight trip (p. 9)
	3 Dragon Boat Festival (p. 14)	Qu Yuan and the Dragon Boat Festival (p. 14)	Zongzi (p. 15)
	4 Staying healthy (p. 21)	Indoor and outdoor activities (p. 21)	Health problems (p. 24)
2 Changes	5 What will I be like? (p. 33)	• My possible future (p. 33) • What will you be? (p. 37)	Growing bigger (p. 35)
	6 Seasonal changes (p. 40)	Uniforms for different seasons (p. 40)	School life in summer (p. 42)
	7 Travelling in Garden City (p. 46)	Travelling by bus (p. 46)	Travelling in 10 years' time (p. 47)
3 The natural world	8 Windy weather (p. 55)	The typhoon (p. 57)	Windy days (p. 55)
	9 Sea water and rain water (p. 62)	The oceans, rain and water (p. 62)	How can we save water? (p. 66)
	10 Forests and land (p. 70)	Forests (p. 70)	Things from the environment (p. 72)
	*II Controlling fire (p. 77)	Talking about fire (p. 77)	Firefighting equipment (p. 81)

*Project: Reusing old materials (p. 89)

Word bank (p. 93)

Photocopiable pages (Php. 1-14)

Workbook answer key (WB 1-76)

注：打*部分为拓展性学习内容，供学有余力的学生选学。

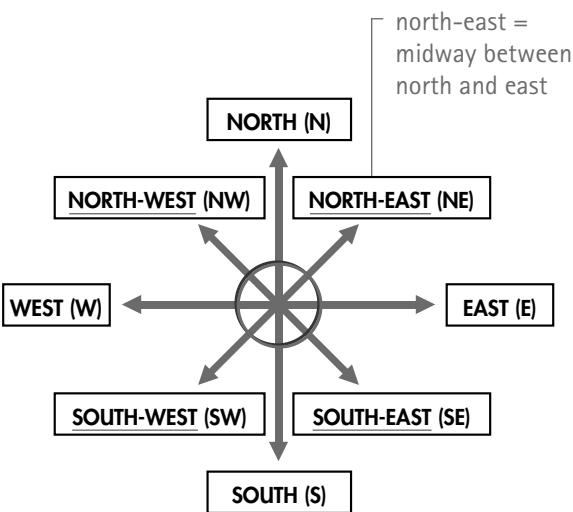
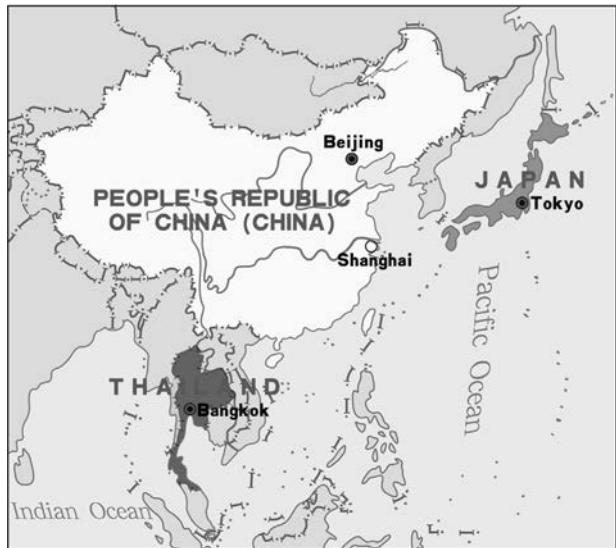
Writing	Language	Now listen	Using English	More practice
Quiz cards (p. 5)	<ul style="list-style-type: none"> • <i>How</i> questions • preposition: by • gerund: like/enjoy/love doing • adverbs to show position 	A holiday to Tokyo (p. 29)	Using bar charts (p. 30)	<ul style="list-style-type: none"> * • How to stay healthy (p. 31) * • My favourite festival (p. 31) • Pronunciation (p. 32)
A checklist (p. II)	<ul style="list-style-type: none"> • prepositions: in, for • present perfect tense 			
An e-mail (p. I8)	<ul style="list-style-type: none"> • modal verb: would • prepositions: with, without • connective: but 			
How often ...? (p. 26)	<ul style="list-style-type: none"> • <i>Wh-</i> questions • <i>How</i> questions • connective: because • adverbs of degree and frequency 			
A report on my future (p. 36)	<ul style="list-style-type: none"> • adjectives to describe people • simple future tense • modal verb: have to • adverbs of sequence 	Meeting a magician (p. 51)	Using line graphs (p. 52)	<ul style="list-style-type: none"> * • In 15 years' time (p. 53) * • Travelling in Shanghai (p. 53) • Pronunciation (p. 54)
School life in winter (p. 43)	<ul style="list-style-type: none"> • modal verb: must • many, not many • connective: because 			
A poster of future travelling (p. 48)	<ul style="list-style-type: none"> • pronouns to show quantities • adjectives to make comparisons • simple future tense 			
<ul style="list-style-type: none"> • Windy weather (p. 56) • A poster (p. 59) 	<ul style="list-style-type: none"> • connective: when • modal verbs: can, may, should • adverbs of manner 	*A news report (p. 85)	Using pie charts (p. 86)	<ul style="list-style-type: none"> * • Saving water (p. 87) * • Preventing floods (p. 87) • Pronunciation (p. 88)
Let's save water (p. 67)	<ul style="list-style-type: none"> • connective: if • preposition: by 			
Different materials (p. 73)	<ul style="list-style-type: none"> • preposition: from • adjectives to describe objects 			
Fire drill rules (p. 80)	<ul style="list-style-type: none"> • modal verbs: may, must • there be • prepositions: outside, near, on 			

Unit 1 Great cities in Asia



Listening and speaking: Travelling to different cities

Listen and learn



Listen and say

Miss Guo and her students are at an exhibition about great cities in Asia.

Look at the map. Beijing is the capital of China. Do you know which city is the capital of Japan?



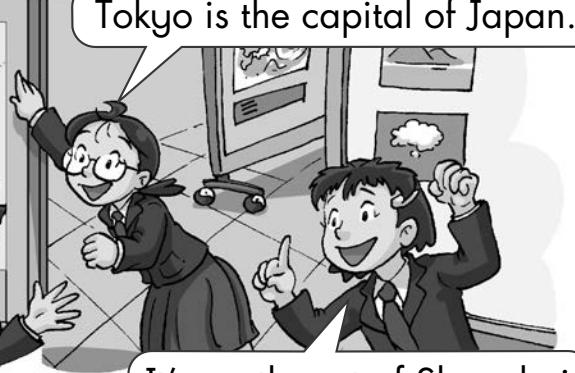
That's right. Where is it?



Tokyo is the capital of Japan.



It's north-east of Shanghai.



Ask and answer

In pairs, look at the map and talk about the cities, like this:

S1: Which city is the capital of _____?

S2: _____ is the capital of _____.

S1: Where is it?

S2: It's _____ of Shanghai.

Module 1 City life

Unit 1 Great cities in Asia

Tasks in this unit

Talking about the points of a compass; reading and writing about countries and capitals; talking about time, distance and modes of travel; reading and writing about three cities; making some quiz cards and answering the quizzes.

Language focus:

Using proper nouns to refer to places
e.g., *Asia, China, Beijing*

Asking *Wh-* questions to find out specific information
e.g., *Where is it?*

Using adverbs to show positions
e.g., *It's north-east of Shanghai.*

Language skills:

Listening

Identify the main ideas in a new topic
Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B page 2*
- *Workbook 6B page 1*
- Cassette 6B
- Cassette player

Preparation:

Bring in a map of China with Japan and South-east Asia or a map of the world.

Pre-task preparation

Display the map. Invite the students to come out and point to countries and cities on the map and say: e.g., *That's China. That's Shanghai.*

While-task procedure

- 1 Give the students time to look at **Listen and learn**.
- 2 Play the cassette. The students listen. Play the cassette again. The students repeat.
- 3 Give the students time to look at **Listen and say**.
- 4 Play the cassette. The students listen.
- 5 Ask: *Which city is the capital of Japan? Where is it?*
- 6 Play the cassette again. The students listen and repeat.
- 7 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 8 In pairs, students practise dialogues as in **Ask and answer**. Select pairs to say a dialogue.

Consolidation

Workbook 6B page 1

Language focus:

Asking *How* questions to find out distance
e.g., *How far is it from Shanghai to Beijing?*

Asking *How* questions to find out the length of a period of time

e.g., *How long does it take to travel from Shanghai to Beijing by train?*

Using nouns to indicate distance

e.g., *It's about 1,400 kilometres.*

Using noun phrases to indicate time

e.g., *It takes about four hours and thirty minutes.*

Language skills:

Listening

Recognize the differences in the use of intonation in questions and statements

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize the presentation of ideas through headings

Writing

Gather and share information by using strategies such as questioning

Materials:

- *Student's Book 6B* page 3
- *Workbook 6B* pages 5 and 6
- Cassette 6B
- Cassette player
- Multimedia material 6B

Preparation:

Bring in a map of China with Japan and South-east Asia or a map of the world.

Tapescript

Narrator: Listen and complete the table.

Kitty: Miss Guo, how far is it from Shanghai to Tokyo?

Miss Guo: It's about two thousand three hundred kilometres.

Alice: How can we travel to Tokyo?

Miss Guo: We can travel by ship.

Peter: How long does it take to travel from Shanghai to Tokyo by ship?

Miss Guo: It takes about two and a half days.

Kitty: How far is it from Shanghai to Bangkok?

Miss Guo: It's about three thousand and fifty kilometres.

Alice: How can we travel to Bangkok?

Miss Guo: We can travel by plane.

Peter: How long does it take to travel from Shanghai to Bangkok by plane?

Miss Guo: It takes about four hours. Now class, how did people travel to other places in the past?

Class: In the past, people travelled to other places by ship.

Miss Guo: Right. Today, people usually travel to other places by plane or by train.

5 Play the cassette again and check the answers with the students. Then ask a few questions:

e.g., *How far is it from Shanghai to Beijing?*

How can we travel to Beijing?

How long does it take?

The students may need help in saying the numbers.

6 Ask: *How did people travel to other places in the past?*
How do they usually travel now?

7 In groups, students take turns to ask questions about the information in the table.

8 *Workbook 6B* page 6

a The students tick the answers to the quiz.

b Play the cassette to let the students check the answers.

9 *Workbook 6B* page 5

a Play the recording for the students to listen and tick.
b Select individual students to read out a completed sentence.

Workbook tapescript

Narrator: Alice, Peter and Kitty are going to Exhibition Centre. They are suggesting three different routes. Listen and tick the right answers.
Alice's suggestion.

Alice: It takes about fifteen minutes to travel to Green Island by bus. Then it takes about twenty minutes to travel to the city centre by another bus. Then it takes about two minutes to get to Exhibition Centre on foot.

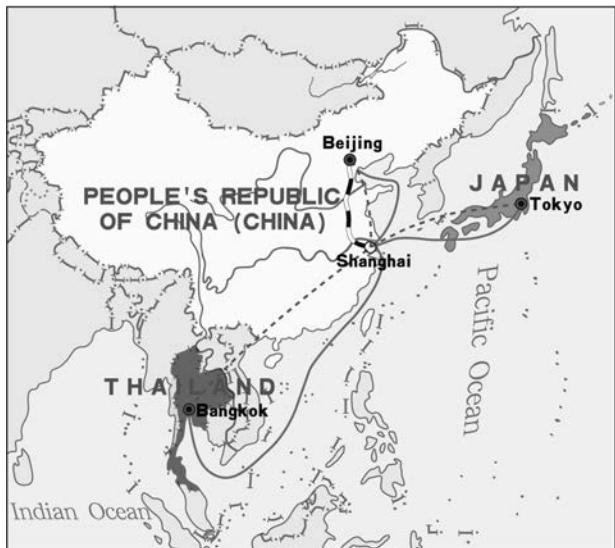
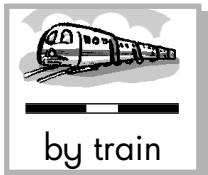
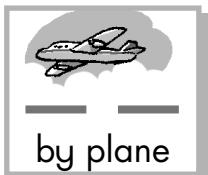
Narrator: Peter's suggestion.

Peter: It takes about fifteen minutes to travel to Rainbow Estate by bus. Then it takes about five minutes to get to City Park from the bus stop on foot. Then it takes about twenty-two minutes to travel to the city centre by bus. Then it takes about two minutes to get to Exhibition Centre on foot.

Narrator: Kitty's suggestion.

Kitty: It takes about five minutes to get to the underground station on foot. Then it takes about fifteen minutes to travel to Exhibition Centre by underground.

Listen and say



Explain to the students that 'How far' is used to find out distance in this context.

Kitty: How far is it from Shanghai to Beijing?

Miss Guo: It's about 1,400 kilometres.

Alice: How can we travel to Beijing?

Miss Guo: We can travel by train.

Peter: How long does it take to travel from Shanghai to Beijing by train?

Miss Guo: It takes about four hours and thirty minutes.



Listen and write

Great cities in Asia		How far is it from Shanghai to ...?		
		=by air	=by sea	
City	Distance	Time/by plane	Time/by ship	Time/by train
Beijing	1,400 kilometres	1 hour 50 minutes	/	4 hours 30 minutes
Tokyo	2,300 kilometres	2 hours 30 minutes	2½ days	/
Bangkok	3,050 kilometres	4 hours	3½ days	/

In the past, people travelled to other places by ship.
 Today, people usually travel to other places by plane or by train.

Remind the students that 'travelled' is the simple past tense of the verb 'travel'.

Act and say

Look at the map and the table above. Ask and answer questions about the cities.



Reading: Great cities in Asia

Look and read

Miss Guo and her students are reading some information about Beijing, Tokyo and Bangkok.



Beijing

Beijing is the capital of China. It is north of Shanghai. You can find museums, palaces and parks there. Many tourists like visiting those places. They always visit the Great Wall. There are more than **21 million** people in Beijing. They enjoy eating jiaozi.

$21 \text{ million} = 21,000,000$

Please note that the verbs 'like', 'enjoy' and 'love' are used to express interests in this context.



Tokyo

Tokyo is the capital of Japan. It is north-east of Shanghai. You can see a lot of tall buildings, huge department stores and famous hotels there. Tourists usually go shopping in Tokyo. There are about **14 million** people in this city. They love eating sushi.

$14 \text{ million} = 14,000,000$



Bangkok

Bangkok is the capital of Thailand. It is south-west of Shanghai. There are many temples and beaches in Bangkok. A lot of tourists enjoy swimming in the sea at these beautiful beaches. There are more than **9 million** people in Bangkok. They love eating fruit. They also love eating spicy food.

$9 \text{ million} = 9,000,000$



Look! These are all great cities in Asia.

Language focus:

Using proper nouns to refer to places
e.g., *Beijing; the Great Wall*

Using the simple present tense to describe habitual actions

e.g., *They always visit the Great Wall.*

Using modal verbs to talk about ability

e.g., *You can find museums, palaces and parks there.*

Using gerunds to describe activities

e.g., *They love eating fruit.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 4
- *Workbook 6B* pages 2 and 3
- Cassette 6B
- Cassette player

Preparation:

Bring in a map of China with Japan and South-east Asia or a map of the world.

Pre-task preparation

Display the map. Ask the students to come out and point to China/Beijing/Japan/Tokyo/Thailand/Bangkok. Ask: *What do you know about Beijing/Tokyo/Bangkok?*

While-task procedure

- 1 Give the students time to read the text silently.
- 2 Play the cassette. The students follow in their books.

- 3 Select individual students to read out a sentence each.

- 4 Ask questions about the cities:

e.g., *What can you find in Beijing?*

What do tourists always visit?

How many people are there in Beijing?

What do people in Beijing enjoy eating?

What can you see in Tokyo?

What do tourists usually do?

How many people are there in Tokyo?

What do they love eating?

What are there in Bangkok?

What do tourists enjoy doing?

How many people are there in Bangkok?

What do they love eating?

- 5 Select three students to read about a city to the class.

Consolidation

Workbook 6B pages 2 and 3

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Which city is the capital of Thailand? Where is it?*
Asking *How* questions to find out distances and length of time

e.g., *How far is it from Shanghai to Bangkok?
How long does it take to get there by plane?*

Language skills:

Listening

Recognize differences in the use of intonation

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 5
- *Workbook 6B* pages 4 and 7
- Cassette 6B
- Cassette player
- Photocopiable pages 1 and 2

Preparation:

Bring in card and scissors to make quiz cards.

Pre-task preparation

Give the students time to re-read pages 2 to 4 silently.

While-task procedure

- 1 Play the cassette for the dialogue. The students follow in their books.
- 2 In pairs, students ask and answer the questions on the quiz cards.
- 3 You can use Photocopiable page 1 to give the students a quiz on Bangkok.
You can also ask the students to do the quiz on Tokyo on page 7 of *Workbook 6B*.

Post-task activities

Distribute the blank quiz cards on Photocopiable page 2 to the students. In pairs, students each make a new quiz card consisting of three questions. They then take turns to ask their partner a question.

Consolidation

Workbook 6B pages 4 and 7



Writing: Quiz cards

Read, ask and answer

Boys and girls, here are some quiz cards. Ask your classmates the questions.

Which city is the capital of Thailand?

Bangkok is the capital of Thailand.



Ask and answer the questions on Miss Guo's quiz cards.

Remind the students to refer to pages 3 and 4 for information.

Quiz card 1

1 Which city is the Bangkok capital of Thailand?

2 Where is it? south-west of Shanghai

3 How far is it from Shanghai to Bangkok?

4 How long does it take to get there by plane/ship?

3,050 km
4 hours/3½ days

Quiz card 2

1 How many people are there in Bangkok? 9 million

2 What do people in Bangkok love eating? fruit and spicy food

3 What can tourists find in Bangkok? temples and beaches

4 What do tourists enjoy doing in Bangkok? swimming in the sea

*Think and write

In pairs, make some quiz cards about great cities in Asia.



You can use Photocopiable page 1 to give the students a quiz on Bangkok. You can ask the students to do the quiz on Tokyo on page 7 of Workbook 6B. You may also give the blank quiz cards on Photocopiable page 2 to the students for further practice.

- north/south/east/west of ...
north-east/north-west/south-east/south-west of ...
- from ... to ...
- How long does it take ...?

- by plane/ship/train
- like visiting
love eating
enjoy swimming

Word box

Asia /'eɪʃə/	<i>n.</i>	亚洲
*Japan /dʒə'pæn/	<i>n.</i>	日本
*Tokyo /'təʊkiəʊ/	<i>n.</i>	东京
*Thailand /'taɪlænd/	<i>n.</i>	泰国
*Bangkok /bæŋ'kɒk/	<i>n.</i>	曼谷
north-east /,nɔ:θ 'i:st/	<i>adv.</i>	东北
north-west /,nɔ:θ 'west/	<i>adv.</i>	西北
south-east /,saʊθ 'i:st/	<i>adv.</i>	东南
south-west /,saʊθ 'west/	<i>adv.</i>	西南
exhibition /,eksi'bɪʃn/	<i>n.</i>	展览会
capital /'kæpɪtl/	<i>n.</i>	首都
kilometre /'kɪləmi:tə(r)/	<i>n.</i>	千米；公里
information /,ɪnfə'meɪʃn/	<i>n.</i>	信息
palace /'pæləs/	<i>n.</i>	宫殿
tourist /'tuərist/	<i>n.</i>	游客；观光者
million /'miljən/	<i>num.</i>	百万
building /'bɪldɪŋ/	<i>n.</i>	建筑物
huge /hju:dʒ/	<i>adj.</i>	巨大的
famous /'feiməs/	<i>adj.</i>	著名的
*sushi /'su:ʃɪ/	<i>n.</i>	寿司



Notes

Page 2

1 注意在表达方位时中英文的差别，如：汉语说“东北”，英语为 north-east。

Page 3

1 by plane 乘飞机，相当于 by air。

by ship 乘船，相当于 by sea。

2 How far is it from Shanghai to Beijing? 从上海到北京有多远？

how far 多远，用于询问两地间的距离。“it”在句中指代“距离”。

3 How long does it take to travel from Shanghai to Beijing by train? 从上海到北京乘火车要花多少时间？

how long 多久，常用于询问动作延续的时间。“it”在句中指“从上海乘火车到北京”这件事。

4 表格中的 distance 意为“距离”。

5 two and a half days 两天半，也可以用 two days and a half 来表达。又如：

half an hour 半小时

one and a half hours 或 one/an hour and a half 一个半小时

6 In the past, people travelled to other places by ship. 在过去，人们乘船去别的地方。

in the past 在过去；从前

Page 4

1 the Great Wall 长城，是专有名词，注意首字母大写。

2 There are more than 21 million people in Beijing. 北京人口超过两千一百万。

more than 多于；超过

21 million = 21,000,000

3 like/enjoy/love doing 常用来表示“喜欢做某事”。

Additional teaching suggestions

Page 3

1 在 6A Unit 6 已学过 by underground/ferry/bus 和 on foot，本单元又出现了 by plane/ship/train，可作归纳和复习。

Page 4

1 It is north of Shanghai. 相当于 It is to the north of Shanghai., 教师可以向学生作适当说明。

2 like/enjoy/love doing something 只要求学生作为词组记忆，不必就动名词作语法分析。

Unit 2 At the airport



Reading: A trip to Los Angeles

Look and learn



a plane ticket



a suitcase



a silk scarf

Look and read

Make sure the students know this place.

Mrs Wang and Grandma are going to Los Angeles, the USA, this Sunday to see Aunt Judy and Uncle Mike. Aunt Judy and Uncle Mike have lived in Los Angeles for six years. Mrs Wang and Grandma have not been to the USA before. They plan to stay there for two weeks.



Tell the students that this prepositional phrase is used to indicate a period of time.

They have already done a lot of things.

They have bought their plane tickets. Grandma has bought Aunt Judy plenty of T-shirts and several silk scarves. However, they have not packed their suitcases yet.

'Have you got enough space in your suitcase?' asks Grandma. 'Yes. I haven't got too many things. There's plenty of space in my suitcase for your clothes and the silk scarves,' answers Mrs Wang.



Answer true/false

- 1 Aunt Judy has lived in Los Angeles for six years.
- 2 Mrs Wang will stay in Los Angeles for a month.
- 3 Grandma has bought some silk scarves.
- 4 Mrs Wang and Grandma have been to Los Angeles before.

T You may ask the more able students to correct the false statements.
 F
 T
 F

Unit 2 At the airport

Tasks in this unit

Reading about travel plans; reading timetables and answering questions about them; understanding signs found at the airport; drawing and writing captions for them; talking about travel plans and writing a checklist.

Language focus:

Using nouns/noun phrases to identify objects
e.g., *a suitcase/a plane ticket*

Using prepositions to indicate a period of time
e.g., *for six years*

Using the present perfect tense to relate past events to the present

e.g., *Mrs Wang and Grandma have not been to the USA before.*

Using determiners to express quantities

e.g., *a lot of, plenty of, several*

Using adverbs of degree

e.g., *I haven't got too many things.*

Language skills:

Listening

Identify the main ideas in a new topic

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B page 8*
- *Workbook 6B page 9*
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do you do before you travel to another country?*

What do you need?

What do you pack?

While-task procedure

1 Play the cassette for **Look and learn**. The students repeat.

2 Ask: *Where do you buy a plane ticket?*
What do you put in your suitcase?

3 Give the students time to read the text silently.

4 Play the cassette for the text. The students listen.

5 Select students to read out a sentence each.

6 Ask questions about the text:

e.g., *Where are Mrs Wang and Grandma going?*
When are they going?

Who are they going to see?

How long have Aunt Judy and Uncle Mike lived in Los Angeles?

Have Mrs Wang and Grandma been to the USA before?

How long do they plan to stay in Los Angeles?

What has Grandma bought?

Have they packed their suitcases yet?

7 The students mark 'T' or 'F' in **Answer true/false**. Ask the more able students to correct the false statements.

8 Select other students to read out a paragraph each in **Look and read**.

Consolidation

Workbook 6B page 9

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What time does your plane leave for Los Angeles tomorrow?*

Using prepositions to indicate time
e.g., *At three o'clock in the afternoon.*

Asking *How* questions to find out the length of a period of time

e.g., *How long does it take to travel to the airport?*

Using modal verbs to express obligation
e.g., *What time should we arrive at the airport?*

Language skills:

Listening

Identify the main ideas of a new topic
Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks
Identify details that support a main idea

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 6B* page 9
- *Workbook 6B* pages 10, 12 and 13
- Cassette 6B
- Cassette player
- Multimedia material 6B

While-task procedure

- 1 Play the cassette. The students listen with their books closed.
- 2 Ask questions about the dialogue:
e.g., *What time does Grandma's plane leave?*
How long does it take to travel to the airport?
What time should Grandma arrive at the airport?
Are there any shops at the airport?
What time is Grandma going to leave home tomorrow?
- 3 In groups of three, students practise the dialogue. Select a group to read out the dialogue.
- 4 In pairs, students practise the dialogues in **Ask and answer**. Select pairs to say a dialogue.
- 5 *Workbook 6B* page 12
 - a Play the recording. The students listen and circle.
 - b Invite individual students to read their answers.

Workbook tapescript

Narrator: Ben is going to travel to London with his dad. Listen to the dialogue between Ben and Jill. Circle the correct answers to help Ben complete his diary.

Jill: Ben, Kitty told me that you are going to London with your dad tomorrow. Who are you going to visit?

Ben: I'm going to visit Mark. He has been my penfriend for two years.

Jill: Does Mark live in London?

Ben: Yes. He has lived in London for ten years.

Jill: Have you been to London before?

Ben: No, I haven't been to London before. I'm very excited.

Jill: Do you plan to take Mark some gifts?

Ben: Yes. I will buy him a few T-shirts and some socks. I will also buy him some books.

Jill: What time does your plane leave for London tomorrow?

Ben: It will leave for London at one fifty in the afternoon. We must arrive at the airport two hours before the departure time.

Jill: How long will you stay there?

Ben: We will stay there for ten days.

Jill: Have a nice holiday, Ben.

Ben: Thank you.

Consolidation

Workbook 6B pages 10 and 13



Listening and speaking: A flight trip

Listen and say

Let me drive you to
the airport tomorrow.

All passengers must arrive at the airport two hours before the departure time.

From: Shanghai	To: Los Angeles
Flight No.: MU 586	Class: Economy
Departure time:	Arrival time:
3.00 p.m.(Beijing time)	1.10 p.m.(Los Angeles time)



Thank you.

Mr Wang: What time does your plane leave for Los Angeles tomorrow?

Grandma: At three o'clock in the afternoon.

Mrs Wang: How long does it take to travel to the airport?

Mr Wang: It takes about one and a half hours.

Mrs Wang: What time should we arrive at the airport?

Mr Wang: The plane ticket says, 'All passengers must arrive at the airport two hours before the departure time.' We should arrive at the airport before one o'clock in the afternoon.

Grandma: Oh, no! We'll have to stay there for two hours.

Mr Wang: Don't worry. There are plenty of shops at the airport.

Mrs Wang: What time are we going to leave home tomorrow?

Mr Wang: We're going to leave home at eleven thirty in the morning.

Ask and answer

You are going to another country for a holiday. In pairs, look at the timetable and talk about it.

S1: What time does your plane leave for _____ tomorrow?

S2: At _____ in the morning/afternoon/evening. What time should I arrive at the airport?

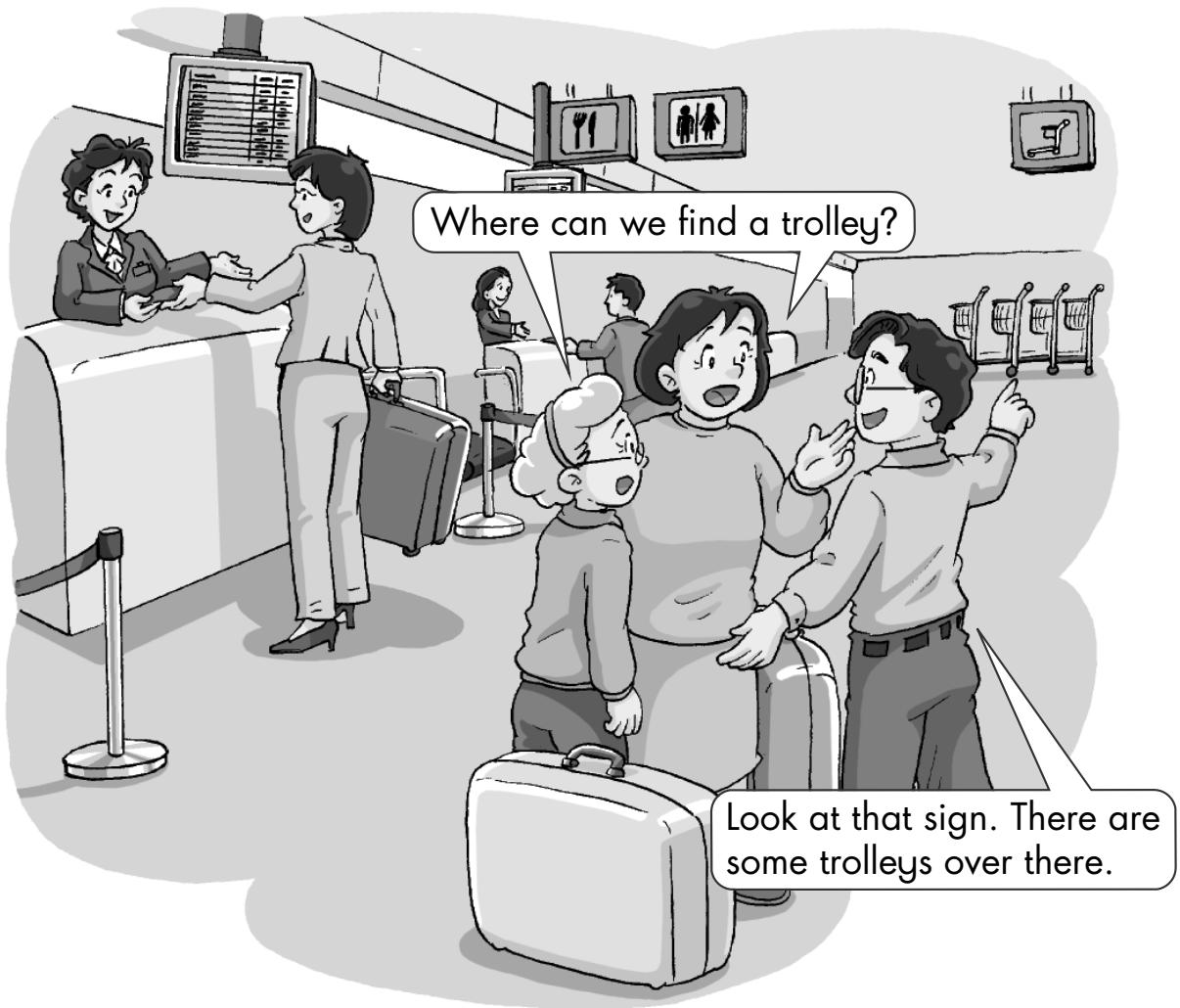
S1: You should arrive at the airport before _____ in the morning/afternoon/evening.

Departure time	Destination	Flight No.
3.00 p.m.	Los Angeles	MU 586
1.10 a.m.	Tokyo	JP 318
8.40 p.m.	Bangkok	MU 256
9.35 a.m.	London	VG 010

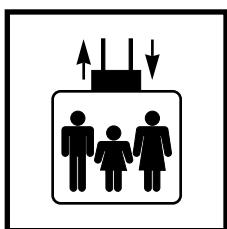
Note: All passengers must arrive at the airport two hours before the departure time.

Listen and match

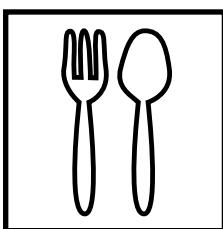
Now Mr and Mrs Wang and Grandma are at the airport.
They see a lot of signs there.



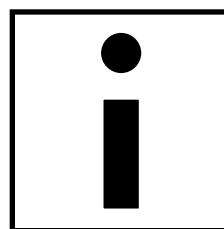
What does each sign mean? Match.



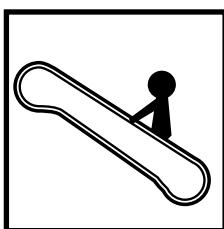
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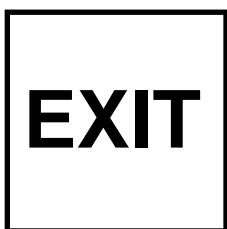
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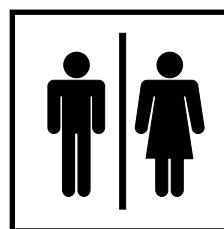
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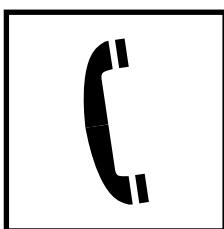
d



a



f



c

Make sure the students can differentiate between 'exit' and 'entrance'.

- a Come in here.
b information

- c telephones
d Go out here.

- e lifts
f toilets

- g restaurants
h escalators

Language focus:

Using imperatives to give instructions and directions
e.g., *Come in here.*

Using nouns to identify objects
e.g., *telephones*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Writing

Write out a piece of work by presenting writing using appropriate layout and visual support including illustrations

Materials:

- *Student's Book 6B* page 10
- *Workbook 6B* page 8
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What signs can you see in a cinema/in a shop/at an airport/on the underground/on a bus?*

While-task procedure

- 1 Give the students time to read the page.
- 2 Play the cassette. The students listen.
- 3 In pairs, students match the signs and the words. Check orally.
- 4 Pairs practise dialogues using the signs: e.g.,
S1: *Where can we find the lifts?*
S2: *Look at that sign.* (Point to the correct sign in the picture.) *There are some lifts over there.*
- 5 Select pairs to say one of their dialogues.
- 6 *Workbook 6B* page 8
In groups or pairs, students discuss the signs and decide on the labels. They then think of two more signs, draw them and label them.

Post-task activities

- 1 Collect more signs found at the airport and bring them to class.
- 2 Ask the students: *What does this sign mean?*
- 3 In groups, students discuss and write what each sign means.

Language focus:

Using nouns/noun phrases to identify objects
e.g., *a passport/a boarding card*

Using the present perfect tense to relate past events to the present

e.g., *Have you brought your passports yet?*

Using adverbs of time

e.g., *Yes, we've already brought our passports.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Gather and share information by using strategies such as questioning

Materials:

- *Student's Book 6B* page 11
- *Workbook 6B* pages 11 and 14
- Cassette 6B
- Cassette player

Pre-task preparation

Review: *yet/already*. Ask: *Have you had breakfast yet?* to elicit: *Yes, I've already had breakfast.*

While-task procedure

- 1 Play the cassette for **Listen and learn**. The students repeat.
Ask: *Have you got a passport?*
When do you need a boarding card?
Where do you put a name tag?
- 2 Give the students time to read the dialogue silently.
- 3 Play the cassette for the dialogue. The students listen.
- 4 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 5 Read the given clues in **Ask and answer**. Pairs practise dialogues using the given clues. Select pairs to say a dialogue.
- 6 Ask: *What do you need to bring when you are going abroad?* to elicit: *passport, camera, map, etc.*
- 7 In pairs, students complete the checklist in **Think and write**. Select individual students to read out the checklist.

Post-task activities

Workbook 6B page 14

- a Give the students time to complete the checklist.
- b The students write the dialogues in **Read, write and ask**.
- c Invite pairs to role-play.

Consolidation

Workbook 6B page 11

Listen and learn



a passport



a boarding card



a name tag

Say and act

Remind the students that 'already' and 'yet' are used with the present perfect tense of a verb.

1

Have you brought your passports yet?



Yes, we've already brought our passports.

2

Have you got your boarding cards yet?



Oh, no! We haven't got our boarding cards yet.

Ask and answer

Suppose you and your classmate are Mr and Mrs Wang. Ask and answer questions, like this:

S1: Have you ... yet?

S2: Yes, I've already ... / No, I haven't ... yet.

- brought a camera ✓
- got some US dollars ✓
- written down Aunt Judy's address ✗
- called Aunt Judy ✗
- put a name tag on the suitcase ✓



Writing: A checklist

Think and write

Your mother is going on a business trip to the USA. Write a checklist for her.

Checklist

- passport • _____
- US dollars • _____
- map • _____



Language

- Have you ... yet?
Yes, I've already ...
No, I haven't ... yet.
- leave for ...
- live stay in ... for ... weeks/years

Word box



airport /'eəpɔ:t/	<i>n.</i>	机场
*Los Angeles /'lɒs 'ændʒəli:z/	<i>n.</i>	洛杉矶
*suitcase /'su:tkeɪs/	<i>n.</i>	手提箱
*silk /sɪlk/	<i>n.</i>	丝绸
before /bɪ'fɔ:(r)/	<i>adv.</i>	以前
T-shirt /'ti:ʃɜ:t/	<i>n.</i>	T恤衫
several /'sevrəl/	<i>adj.</i>	几个
however /haʊ'evə(r)/	<i>adv.</i>	然而
pack /pæk/	<i>v.</i>	装 (箱)
flight /flaɪt/	<i>n.</i>	航班
passenger /'pæsɪndʒə(r)/	<i>n.</i>	乘客; 旅客
departure /dɪ'pa:tʃə(r)/	<i>n.</i>	离开; 出发
have to	<i>modal v.</i>	不得不
worry /'wʌri/	<i>v.</i>	担心
*London /'lʌndən/	<i>n.</i>	伦敦
note /nəʊt/	<i>n.</i>	注释; 提醒
*trolley /'trɒli/	<i>n.</i>	手推车
passport /'pɑ:sɒ:t/	<i>n.</i>	护照
*boarding card /'bɔ:dɪŋ ka:d/	<i>n.</i>	登机牌
*name tag /'neɪm tæg/	<i>n.</i>	姓名牌
bring /brɪŋ/	<i>v.</i>	带……到某处; 带来
dollar /'dɒlə(r)/	<i>n.</i>	元 (美国、加拿大等国家货币单位)
address /ə'dres/	<i>n.</i>	地址
checklist /'tʃeklist/	<i>n.</i>	清单; 核对表



Notes

Page 8

- 1 Aunt Judy and Uncle Mike have lived in Los Angeles for six years. 朱迪婶婶和迈克叔叔在洛杉矶已住了六年。
句中的介词 for 可用于表示一段时间。
- 2 There's plenty of space in my suitcase for your clothes and silk scarves. 我的手提箱里有足够的地方给你放衣服和丝巾。
在 6A Unit 3 中学了 Space Museum, space 意为“太空”；本句中的 space 意为“空间”。

Page 9

- 1 Listen and say 下显示的是一张机票的简易样本。

From 出发地	To 目的地
Flight No. 航班号	Class 舱位等级
Departure time 起飞时间	Arrival time 到达时间

机票上的 Economy 意为“经济舱”。

- 2 leave for Los Angeles 出发去洛杉矶

在 6A Unit 2 中学了 leave rubbish, leave 意为“留下”；本句中的 leave 意为“离开”。介词 for 意为“往；向”，表示去向。

注意区分 leave for 与 leave 的不同意义。leave Los Angeles 意为“离开洛杉矶”。

- 3 We'll have to stay there for two hours. 我们得在那儿待上两个小时。

have to 意为“不得不”，用于表示一种必要，后接动词原形。

- 4 表格中的 destination 意为“目的地”。

- 5 Note: All passengers must arrive at the airport two hours before the departure time. 注意事项：全体乘客必须于飞机起飞前两小时抵达机场。

Additional teaching suggestions

Page 8

- 1 Aunt Judy and Uncle Mike have lived in Los Angeles for six years.

介词 for 可用于表示一段时间，除用于完成时态外，还可用于将来时和过去时等其他时态。

- 2 They have already done a lot of things.

They have not packed their suitcases yet.

现在完成时的句子在 6A 中已多次出现，教师要注意让学生理解这一时态所表达的意义，而不要从语法角度作过多的分析和扩展。already、yet 与现在完成时连用的句型已在 6A Unit 2 中出现，本课再次出现，所以可就此句型进行重点操练。

- ★ 本单元的 space 和 leave 均属一词多义。这两个词虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 3 Dragon Boat Festival



Reading: Qu Yuan and the Dragon Boat Festival

Look and learn



dragon boat races



a zongzi

Read

Miss Guo, I would like to know something about the Dragon Boat Festival. Why do people celebrate it?

Here's the story of the festival.



Qu Yuan was born about two thousand years ago in China. He loved his country very much. His job was to give advice to the king. The king always took his advice. However, the king died and the new king did not listen to him.



Later, the new king lost a battle because he did not take Qu Yuan's advice. The country was in danger. Qu Yuan was very sad. He jumped into a river and died. It was the fifth day of the fifth lunar month of that year. Make sure the students know the date.

Today, people eat zongzi and have dragon boat races to remember him on that day every year.

Answer

He gave advice to the king.

- 1 What was Qu Yuan's job? 3 When is the Dragon Boat Festival?
- 2 Why was he sad? 4 How do people remember Qu Yuan today?

The new king did not take his advice and the country was in danger.

On the fifth day of the fifth lunar month.

They eat zongzi and have dragon boat races.

Unit 3 Dragon Boat Festival

Tasks in this unit

Reading and writing about Qu Yuan and the Dragon Boat Festival; talking about likes and dislikes and food preferences; completing a survey of food preferences; writing an e-mail about the Dragon Boat Festival.

Language focus:

Using the simple past tense to talk about past events
e.g., *Qu Yuan was born about two thousand years ago in China.*

Asking *Wh-* questions to find out specific information
e.g., *What was Qu Yuan's job? Why was he sad? When is the Dragon Boat Festival?*

Asking *How* questions to find out specific information
e.g., *How do people remember Qu Yuan today?*

Language skills:

Listening

Identify the main ideas in a new topic
Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks
Re-read to establish and confirm meaning

Writing

Gather and share information and ideas by using strategies such as questioning

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 6B page 14*
- *Workbook 6B page 19*
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *When is the Dragon Boat Festival?*

What do people do?

What do they eat?

While-task procedure

- 1 Play the cassette for **Look and learn**. The students listen and repeat.
- 2 Give the students time to read the text silently.
- 3 Play the cassette. The students follow in their books.
- 4 Select students to read out a sentence/paragraph each.
- 5 Give the students time to prepare answers to the questions. Ask the questions to check their answers.
- 6 Give the students time to re-read the text silently. Select students to read out a paragraph each.
- 7 *Workbook 6B page 19*
 - a In pairs, students prepare the page without writing.
Ask the questions to elicit the answers.
 - b The students write the answers. Ask the questions again.

Language focus:

Using adjectives to describe objects

e.g., *a salty zongzi*

Using the simple present tense to express preferences

e.g., *Do you like zongzi?*

Using connectives to link contrasting ideas

e.g., *I like sweet zongzi without beans, but I don't like salty ones with meat.*

Using prepositional phrases to describe objects

e.g., *sweet zongzi with beans*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Understand the connection between ideas by identifying linking words

Recognize recurrent patterns in language structure

Writing

Develop written texts by using appropriate linking words

Materials:

- *Student's Book 6B* page 15
- *Workbook 6B* pages 15 and 16
- Cassette 6B
- Cassette player
- Photocopiable page 3

Pre-task preparation

Ask: *What do you eat at the Dragon Boat Festival?*
Do you like them?

While-task procedure

- 1 Play the cassette for **Listen and learn**. The students repeat. Ask: *Do you like salty zongzi/sweet zongzi?*
- 2 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 3 Select groups of four. Ask the question. The students read and answer in turn.

Post-task activities

In groups, students practise **Ask and answer**. The students take turns to ask the student on their left: *Do you like zongzi?* You can give Photocopiable page 3 to the students so that they can write their answers.

Consolidation

Workbook 6B pages 15 and 16

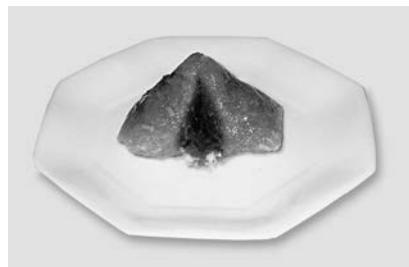


Listening and speaking: Zongzi

Listen and learn



a salty zongzi



a sweet zongzi

Listen and say



Ask and answer

You can give Photocopiable page 3 to the students to write the answers.

Find out the kinds of zongzi you and your classmates like/do not like.

S1: Do you like zongzi?

S2: I like ..., but I don't like ...

Zongzi	
sweet ... with beans	sweet ... without beans
salty ... with meat	salty ... without meat

A survey

Do you like zongzi? Do your classmates like zongzi? Find out. Circle the correct answers.

Zongzi	Me	_____	_____	_____
sweet ... with beans	like/not like	like/not like	like/not like	like/not like
sweet ... without beans	like/not like	like/not like	like/not like	like/not like
salty ... with meat	like/not like	like/not like	like/not like	like/not like
salty ... without meat	like/not like	like/not like	like/not like	like/not like

Draw a bar chart

Zongzi

Sweet zongzi

_____ student(s) like(s) sweet zongzi with beans.

_____ student(s) like(s) sweet zongzi without beans.

Salty zongzi

_____ student(s) like(s) ...



Our favourite zongzi

No. of students

12
10
8
6
4
2
0



Language focus:

Using the simple present tense to express preferences
e.g., *Do you like zongzi?*

Using prepositional phrases to describe objects
e.g., *sweet zongzi with beans*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 6B* page 16
- *Workbook 6B* page 18
- Multimedia material 6B

Pre-task preparation

Ask: *What are your favourite zongzi?*

While-task procedure

- 1 Students who like zongzi interview each other. In groups of four, students complete the survey by circling the answers.
- 2 Ask the students: *Which zongzi do you like/not like?*
- 3 The students record the results of their survey. Ask the students to read out their results.
- 4 The students record the results on the bar chart.
- 5 *Workbook 6B* page 18
 - a Play the recording. The students listen and write.
 - b Ask individual students questions to check the answers.

Workbook tapescript

Narrator: The Dragon Boat Festival is coming. Peter is doing a survey. He is talking about the zongzi with Alice. Help Peter complete the survey. Write a tick or a cross according to the dialogue.

Peter: The Dragon Boat Festival is coming. Do you like zongzi, Alice?

Alice: Yes. I like sweet zongzi with beans very much, but I don't like the salty ones without meat.

Peter: Does your father like zongzi?

Alice: Well, he only likes the salty ones with meat. He doesn't like the sweet ones without beans. My grandma likes the salty zongzi without meat very much. She never eats the sweet ones with beans.

Peter: I see. Then how about your mother?

Alice: She likes the sweet zongzi without beans.

Peter: Does she like the salty ones with meat?

Alice: No, she doesn't.

Peter: So different people in your family like different kinds of zongzi.

Alice: That's right, Peter.

Language focus:

Using modal verbs to make an offer
e.g., *Would you like some zongzi?*

Using formulaic expressions to accept/refuse offers
e.g., *Yes, please. I like zongzi./*

No, thanks. I don't like zongzi.

Using modal verbs to indicate preferences
e.g., *I'd rather have a piece of pizza.*

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 17
- *Workbook 6B* page 17
- Cassette 6B
- Cassette player
- Photocopiable pages 4 and 5

Pre-task preparation

Ask: *What's your favourite food?* Compile a list of the students' answers on the board.

While-task procedure

- 1 Give the students time to look at **Listen and say**.
- 2 Play the cassette. The students listen and repeat.
- 3 Ask: *Do you like pizza?* etc. to elicit: *Yes, I like pizza./ No, I don't like pizza. I'd rather have ...*
- 4 Use the food cards on Photocopiable pages 4 and 5 to ask: *Would you like ...?* etc. to elicit: *Yes, please. I like ... / No, thanks. I don't like ... I'd rather have ...*
- 5 In pairs, students practise **Ask and answer**. Select pairs to say a dialogue. You can give the food cards to the students to help them do the role-play.

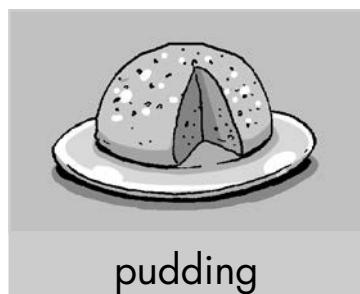
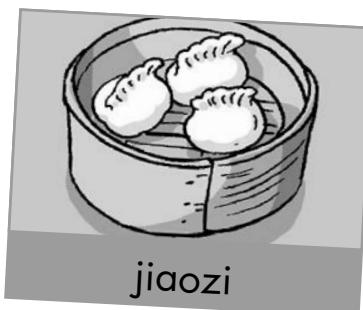
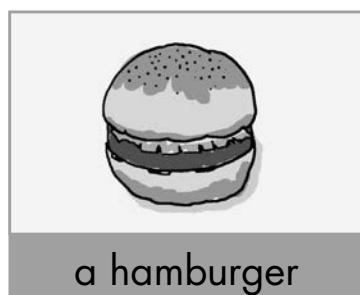
Post-task activities

In groups, students role-play the dialogue in **Ask and answer** in different situations, e.g., *at home, in the students' canteen, in a restaurant.*

Consolidation

Workbook 6B page 17

Listen and say



Ask and answer

In pairs, talk about what you would like to eat, like this:

S1: Would you like some _____?

S2: Yes, please. I like zongzi.
moon cakes.
biscuits.
jiaozi.
pudding.

Make sure the students know all the food vocabulary items.

You can give the food cards on Photocopiable pages 4 and 5 to the students to help them do the role-play.

No, thanks. I don't like _____.

I'd rather have	a piece of	bread.
	a	biscuit(s).
	some	sandwich(es).
		noodle(s).



Writing: An e-mail

Think and write

Write an e-mail to your foreign friend about the Dragon Boat Festival.

To: _____

Subject: Dragon Boat Festival

Dear _____ Offer help and guidance to the students if necessary.

How are you? I'd like to tell you something about the Dragon Boat Festival. People usually eat zongzi and have dragon boat races to remember the great man, Qu Yuan.

There are two kinds of zongzi. They are sweet zongzi and salty zongzi. I like sweet/salty zongzi with/without beans/meat, but I don't like sweet/salty zongzi with/without beans/meat.

I love taking photos. I am going to take some photos of the dragon boat races on the fifth day of the fifth lunar month. I will send you some then.

Yours



Language

- ▶ with/without
- ▶ Would you like some ...?
Yes, please./No, thanks.
- ▶ I like ..., but I don't like ...
- ▶ I don't like ...
I'd rather have ...

Language focus:

Using formulaic expressions to begin and end an e-mail

e.g., *Dear ...; Yours*

Using the simple present tense to express interests

e.g., *I like/don't like ...*

Language skills:**Speaking**

Maintain an interaction by answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts by adding personal ideas

Materials:

- *Student's Book 6B* page 18
- *Workbook 6B* page 20

Pre-task preparation

Ask: *When is the Dragon Boat Festival?*

What do people usually eat at the Dragon Boat Festival?

What activity do people usually have at the Dragon Boat Festival?

What kind of zongzi do you prefer, salty ones or sweet ones?

While-task procedure

- 1 In groups, students decide how to complete the e-mail.
Ask the students for suggestions.
- 2 The students write the e-mail. Select individual students to read out a sentence each.
- 3 *Workbook 6B* page 20
 - a In groups, students discuss the answers. Ask the students to suggest answers.
 - b The students write their answers. Ask the questions to elicit the answers.

Word box

festival /'festɪvl/	<i>n.</i>	节日
race /reɪs/	<i>n.</i>	比赛
something /'sʌmθɪŋ/	<i>pron.</i>	某物；某事
celebrate /'selɪbreɪt/	<i>v.</i>	庆祝
(be) born /bɔ:n/	<i>v.</i>	出生
ago /ə'gəʊ/	<i>adv.</i>	以前
country /'kʌntri/	<i>n.</i>	国家
very much		很；非常
advice /əd'veɪs/	<i>n.</i>	劝告；忠告
king /kɪŋ/	<i>n.</i>	国王
die /daɪ/	<i>v.</i>	死；死亡
later /'leɪtə(r)/	<i>adv.</i>	以后；后来
lose /lu:z/	<i>v.</i>	输掉
battle /'bætl/	<i>n.</i>	战役
danger /'deɪndʒə(r)/	<i>n.</i>	危险；风险
in danger		处于危险中
*lunar /'lu:nə(r)/	<i>adj.</i>	农历的
remember /rɪ'membə(r)/	<i>v.</i>	纪念；记得
without /wɪ'ðaut/	<i>prep.</i>	没有
moon cake /'mu:n keɪk/	<i>n.</i>	月饼
*pudding /'pʊdɪŋ/	<i>n.</i>	(餐后的)甜食，甜点；布丁
would rather /wʊd 'ra:ðə(r)/		宁愿
send /sɛnd/	<i>v.</i>	发送；寄



Notes

Page 14

- 1 (the) Dragon Boat Festival 端午节
- 2 give advice to ... 向某人提建议
take one's advice 接受某人劝告, take 意为“接受”。
- 3 lose a battle 打了败仗
- 4 the fifth day of the fifth lunar month 农历五月初五

Page 15

- 1 I like sweet zongzi without beans, but I don't like salty ones with meat. 我喜欢吃没有豆子的甜粽子，但不喜欢吃有肉的咸粽子。
句中的 one 是代词, ones 是其复数形式, 指代 zongzi。
句中的介词 with 意为“带有”; without 是其反义词, 意为“没有”。

Page 17

- 1 — Would you like some zongzi? 你们想吃粽子吗?
— Yes, please. I like zongzi. 好的, 我喜欢粽子。
— No, thanks. I don't like zongzi. I'd rather have a piece of pizza. 不, 谢谢。我不喜欢粽子, 我更想要一块比萨饼。
当你向对方提供某物(如食物)时, 可用 Would you like some ...? 来表达, 其肯定应答可用 Yes, please., 否定应答则用 No, thanks..
would rather 意为“宁愿; 宁可”, 口语中常用 'd rather 的形式, 用于表示喜好、偏爱, 后接动词原形, 其否定形式是 would rather not do something.

Additional teaching suggestions

Page 14

- 1 本单元的 Reading 部分是一则历史故事, 因此动词都采用一般过去时, 提示学生在描述故事时常用一般过去时。在教学中只需作语言现象的积累, 不必对一般过去时作语法的归纳和总结。

Page 16

- 1 在本单元和 Unit 4 page 23 中都有要求学生画条形图 (bar chart) 的练习。教师可根据需要, 将 page 30 Using English (Using bar charts) 提前教学。

Page 17

- 1 — Would you like some zongzi?
— Yes, please. I like zongzi./No, thanks. I don't like zongzi.
对 Would you like some ...? 及其应答要作适当的操练。

- ★ 本单元的 take 属一词多义, 虽不列入本单元 Word box, 但列入 Word bank, 属核心词汇, 要求学生掌握运用。

Unit 4 Staying healthy

Tasks in this unit

Listening to and singing a song about favourite activities; reading and writing about indoor and outdoor activities and completing a checklist; completing a survey of indoor and outdoor activities; drawing and writing about students' favourite activities; reading about illnesses, their causes and how to avoid them; talking about habitual actions; compiling lists of habits and comparing them.

Language focus:

Using gerunds to describe activities
e.g., *He likes singing.*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Materials:

- *Student's Book 6B* page 21
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do you like doing?* Compile a list of the students' activities: e.g., *playing football, drawing, reading ...*

While-task procedure

- 1 Give the students time to look at the pictures and ask:
What does Joe/Kitty/Peter/Alice like doing?
Do they love music?
Do they love sports?
Do they love playing?
Do they forget work?
- 2 Play the cassette. The students listen and repeat the words of the song.
- 3 Ask individual students to read a verse.
- 4 Play the cassette of the song. The students sing along.

Unit 4 Staying healthy



Reading: Indoor and outdoor activities

Sing a song

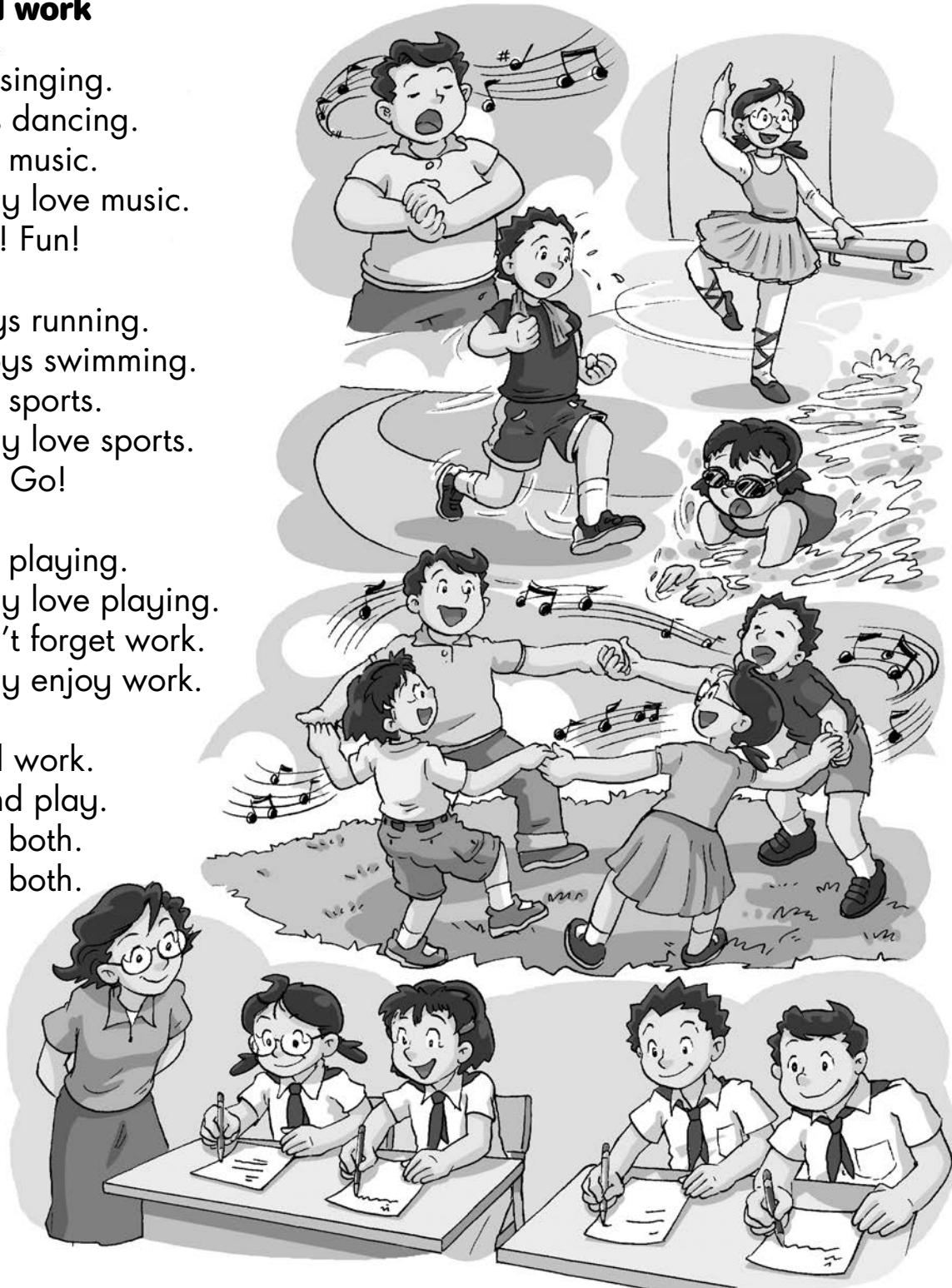
Play and work

He likes singing.
She likes dancing.
We love music.
We really love music.
Fun! Fun! Fun!

He enjoys running.
She enjoys swimming.
We love sports.
We really love sports.
Go! Go! Go!

We love playing.
We really love playing.
We won't forget work.
We really enjoy work.

Play and work.
Work and play.
We love both.
We love both.



Read

I like doing puzzles at home.
That's my favourite indoor activity.

I like doing puzzles, too.

I don't like doing puzzles. I like
playing football in the playground.
That's my favourite outdoor activity.



Think and write

Review/Introduce all the vocabulary items for indoor and outdoor activities with/to the students first.

Write 'I' for indoor activities and 'O' for outdoor activities.

Indoor and outdoor activities

- | | | | |
|--|--|--------------------------|--|
| • playing basketball in the playground | <input type="checkbox"/> <input checked="" type="checkbox"/> | • playing computer games | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • fishing | <input type="checkbox"/> <input checked="" type="checkbox"/> | • seeing a film | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • playing the piano | <input type="checkbox"/> <input checked="" type="checkbox"/> | • playing tennis | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • watching television | <input type="checkbox"/> <input checked="" type="checkbox"/> | • making a model | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • reading a book | <input type="checkbox"/> <input checked="" type="checkbox"/> | • going on a picnic | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • cycling | <input type="checkbox"/> <input checked="" type="checkbox"/> | • collecting stamps | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| • swimming | <input type="checkbox"/> <input checked="" type="checkbox"/> | • having a barbecue | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> <input checked="" type="checkbox"/> | • flying kites | <input type="checkbox"/> <input checked="" type="checkbox"/> |

About you

You can ask the students to write their answers on page 27 of Workbook 6B.

Write about your favourite indoor and outdoor activities.

Language focus:

Using adjectives to describe activities
e.g., *indoor activities/outdoor activities*
Using gerunds to describe activities
e.g., *I like doing puzzles at home.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6B* page 22
- *Workbook 6B* pages 21 and 27
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do you like doing indoors/outdoors? Write Indoors/Outdoors on the board. Draw up lists of indoor and outdoor activities on the board as the students mention them.*

While-task procedure

- 1 Give the students time to read the dialogue.
- 2 Play the cassette. The students listen.
- 3 Select groups of three to read out the dialogue.
- 4 In pairs, students discuss **Think and write**. Ask a few questions to establish that the students understand the difference between 'indoor' and 'outdoor': e.g., *Is basketball an indoor or an outdoor activity?*
- 5 The students complete **Think and write**. Check by asking questions: e.g., *Is playing the piano an indoor or an outdoor activity?*
- 6 *Workbook 6B* page 21
 - a In pairs, students prepare the sentences without writing. Select individual students to say a sentence.
 - b The students write the sentences. Select other students to read out a completed sentence.

Post-task activities*Workbook 6B* page 27

- a In groups, students talk about their favourite indoor and outdoor activities.
- b The students draw pictures and write sentences.
- c Select individual students to show their drawings and read out their completed sentences.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What's your favourite indoor activity?*

Using gerunds to identify activities

e.g., *reading a book*

Using the simple present tense to express opinions

e.g., ... *students like ...*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Gather and share information and ideas by using strategies such as interviewing

Write out a piece of work by presenting writing using appropriate layout and visual support including charts

Materials:

- *Student's Book 6B* page 23
- *Workbook 6B* page 22
- Photocopiable pages 6 and 7

Pre-task preparation

Ask: *What's your favourite indoor/outdoor activity?*

While-task procedure

- 1 Read **A survey**. In groups, students ask each other the question and complete the table. Ask questions about the results: e.g., *How many students in your group like doing puzzles at home?*
- 2 Read **Write and draw**. The students complete the sentences and the chart.
- 3 You can give the students Photocopiable pages 6 and 7 for more practice.

Consolidation

Workbook 6B page 22

A survey

In groups, find out your classmates' favourite indoor and outdoor activities.

- S1: What's your favourite indoor/outdoor activity?
S2: I like ...
That's my favourite indoor/outdoor activity.
S3: I like ..., too.
S4: I don't like ...
I like ...
That's my favourite indoor/outdoor activity.

A survey	
Indoor activity	No. of students
doing puzzles at home	
reading a book	
Outdoor activity	No. of students
playing football in the playground	
swimming	

Write and draw

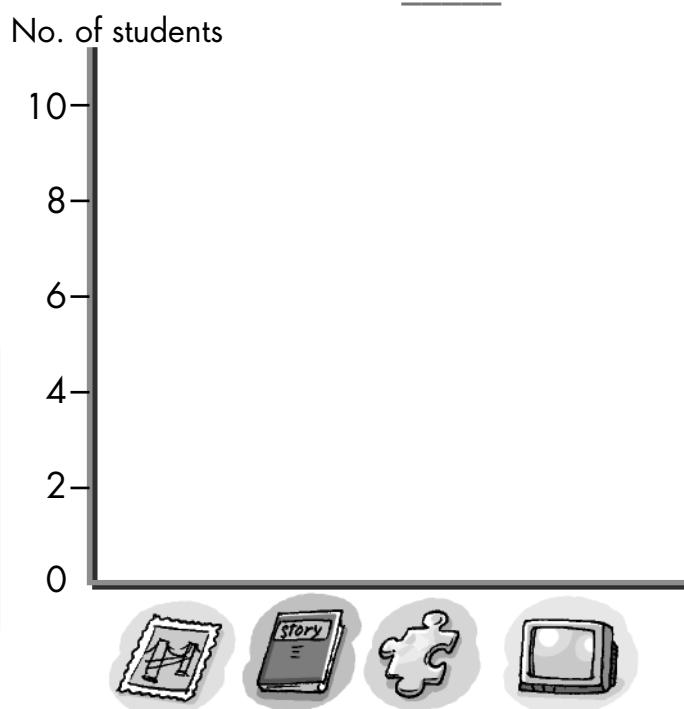
You can give the students Photocopiable pages 6 and 7 for more practice.

Look at the survey for your group. Write a report about your classmates' favourite indoor/outdoor activities. Draw a bar chart.



_____ students like _____.
_____ students like _____.
_____ students like _____.
_____ students like _____.

Indoor activities
Class _____





Listening and speaking: Health problems

Listen and learn



a headache



a stomach ache



toothache



a cold

Tell the students that 'cold' can be a noun or an adjective. It is used as a noun here.



a fever



a sore throat

Listen and say

Note all the new structures underlined.

1

Why do I always have a headache?

What should I do?

It's because you watch too much television, I'm afraid.

You should watch less television.

2

Why do I always have a cold?

What should I do?

It's because you don't wear enough clothes, I'm afraid.

You should wear more clothes.

Language focus:

Using nouns/noun phrases to identify conditions
e.g., *a headache/a stomach ache*

Asking *Wh-* questions to find out reasons
e.g., *Why do I always have a headache?*

Using connectives to give reasons
e.g., *It's because you watch too much television, I'm afraid.*

Using modal verbs to express obligation
e.g., *What should I do?*

Language skills:**Listening**

Identify ideas in a new topic

Speaking

Connect ideas by using linking words

Reading

Understand the connection between ideas by identifying linking words

Materials:

- *Student's Book 6B* page 24
- *Workbook 6B* page 23
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *Do you always have a stomach ache/toothache? Why?*

While-task procedure

- 1 Give the students time to look at **Listen and learn**.
- 2 Play the cassette for **Listen and learn**. The students repeat. Ask: *Do you always have a headache?* etc.
- 3 Give the students time to read the dialogues silently.
- 4 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 5 Ask: *What's wrong with Joe/Kitty?*
Why?
What should he/she do?
- 6 In pairs, students practise the dialogues. Select pairs to read out a dialogue.
- 7 Get the students to ask questions about the illnesses:
e.g.,
S: *Why do I always have a headache?*
T: *It's because you watch too much television, I'm afraid.*
S: *What should I do?*
T: *You should watch less television.*

Consolidation

Workbook 6B page 23

Language focus:

Asking *Wh-* questions to find out reasons
e.g., *Why do I always have a stomach ache?*

Using connectives to give reasons

e.g., *It's because you eat too many zongzi, I'm afraid.*

Using adverbs of degree

e.g., *too much spicy food*

Language skills:

Listening

Identify details that support a main idea

Speaking

Connect ideas by using linking words

Reading

Scan a text to locate specific information

Writing

Develop written texts by using appropriate linking words

Materials:

- *Student's Book 6B page 25*
- *Workbook 6B page 25*
- Cassette 6B
- Cassette player
- Multimedia material 6B

While-task procedure

- 1 Give the students time to look at the page.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students match the questions and answers and practise them. Select pairs to read out a dialogue.
- 4 Read **Ask and answer**. The students practise in pairs. Select pairs to ask and answer a question.
- 5 *Workbook 6B* page 25
 - a Play the recording. The students listen and write.
 - b Check the answers with the students.

Workbook tapescript

Narrator: Doctor Hu is giving a talk to some students. He is talking about some health problems many people have. Can you complete the speech for him?

Doctor Hu: Good afternoon, children. Today, I'm going to talk about some health problems many people have. Some people always have a headache because they watch too much television. Some people always have a stomach ache because they're too busy and always forget to have lunch. That's very unhealthy. Some people always have toothache because they eat too many sweets and chocolates. Some people always have a cold and a fever because they don't have enough exercise. Also, some people have a sore throat because they eat too much spicy food.

All of you should remember that health is very important to us. You must do some exercise every day and have a good diet. Thank you.

Pre-task preparation

Ask: *What illnesses do we get?* Compile a list on the board with the help of the students.

Read, match and say

1

Why do I always have a stomach ache?



Mr Yang

2

Why do I always have a sore throat?



Mr Zhu

3

Why do I always have a fever?



Mrs Tang

4

Why do I always have toothache?



Miss Ma

Can you give the correct answers?



- 2 It's because you eat too much spicy food, I'm afraid.
- 1 It's because you eat too many zongzi, I'm afraid.
- 3 It's because you don't have enough exercise, I'm afraid.
- 4 It's because you eat too much sweet food, I'm afraid.

Ask and answer

In pairs, talk about what Doctor Chen's patients should do.

S1: What should _____ do?

S2: He/She should _____ more _____ less/fewer _____.



Writing: How often ...?

Read, say and write

How often do you watch television?

Tell the students that 'How often' is used to find out frequency in this context.

I watch television four times a day.

How often do you exercise?

I exercise once a month.

Joe's habits

- go to bed late: three times a week
- practise swimming: twice a year
- help do the housework: never

S1: How often does Joe ...?

S2: He ... once a day.
twice a week.
— times a month.
never a year.

He never ...

Note new structures.

Joe's habits are not very good. With a classmate, make suggestions for him.

Write and compare

Make a list of your habits. Ask about your classmate's habits and then compare them.

My habits		My classmate's habits	
Activity	How often?	Activity	How often?
• _____	_____	• _____	_____
• _____	_____	• _____	_____
• _____	_____	• _____	_____



Language

- like singing
dancing
reading
watching television
- Why do I always have ...?
It's because ..., I'm afraid.
- too much/not ... enough ...

- more/less/fewer
- How often ...?
- once a day
twice a week
— times a month
never a year
- never

Language focus:

Asking *How* questions to find out frequency
e.g., *How often do you watch television?*

Using the simple present tense to describe habitual actions

e.g., *I watch television four times a day.*

Using adverbs of frequency

e.g., *once a month*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6B page 26*
- *Workbook 6B pages 24 and 26*
- Cassette 6B
- Cassette player

Pre-task preparation

Ask about frequency of the students' activities: e.g., *How often do you watch television/go shopping/play games?*

While-task procedure

- 1 Give the students time to look at **Read, say and write**.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 4 Ask: *How often does Joe watch television/exercise?*
- 5 In pairs, students practise dialogues according to Joe's habits. Select pairs to say a dialogue.
- 6 *Workbook 6B page 26*
 - a In pairs, students read what Joe says and complete the table.
 - b Ask the students to discuss the question in **Discuss**. (optional)
- 7 In pairs, students make suggestions for Joe. Ask individual students to read out their suggestions.
- 8 Give the students time to look at **Write and compare**.
- 9 In pairs, students complete their list of habits and compare it with their partner's.

Consolidation

Workbook 6B page 24

Word box

indoor /'ɪndɔ:(r)/	<i>adj.</i>	室内的
outdoor /'aʊtdɔ:(r)/	<i>adj.</i>	室外的
really /'riəli/	<i>adv.</i>	真正地；的确
forget /fə'get/	<i>v.</i>	忘记
*puzzle /'pʌzl/	<i>n.</i>	智力游戏；拼图
playground /'pleɪgraʊnd/	<i>n.</i>	操场
piano /pi'ænəʊ/	<i>n.</i>	钢琴
model /'mɒdl/	<i>n.</i>	模型
health /helθ/	<i>n.</i>	身体（或精神）状况；健康
problem /'prɒbləm/	<i>n.</i>	问题；难题；困难
headache /'hedeɪk/	<i>n.</i>	头痛
stomach ache /'stʌmæk eɪk/	<i>n.</i>	胃痛
toothache /'tu:θeɪk/	<i>n.</i>	牙痛
cold /kəuld/	<i>n.</i>	感冒
fever /'fi:və(r)/	<i>n.</i>	发烧
sore /sɔ:(r)/	<i>adj.</i>	(发炎) 疼痛的
throat /θrəʊt/	<i>n.</i>	咽喉；喉咙
once /wʌns/	<i>adv.</i>	一次
practise /'præktɪs/	<i>v.</i>	练习
housework /'haʊswɜ:k/	<i>n.</i>	家务劳动



Notes

Page 21

1 stay healthy 保持健康

stay 意为“保持”，后接形容词。

在 6A Unit 10 中学了 Mr Lin stayed with his cousin for a few weeks, 句中的 stay 意为“逗留”。

Page 22

1 play basketball 打篮球；play the piano 弹钢琴

球类运动前不用定冠词 the，而乐器前要加定冠词 the。

Page 24

1 have a headache/cold (患) 头痛/感冒

have (a) toothache (患) 牙痛

have 意为“患病；得病”。

toothache 可以作可数名词，也可以作不可数名词。在英式英语中，习惯用 toothache 不可数用法。

Page 25

1 It's because you don't have enough exercise, I'm afraid. 恐怕是因为你运动不够。

Page 26

1 — How often do you exercise? 你隔多久锻炼一次?

— I exercise once a month. 我一个月锻炼一次。

how often 意为“每隔多久一次”，用于询问动作发生的频率。回答可用 once/twice/... times a day/week/month/year。

在 6A Unit 10 中学了 ... he did no exercise., 句中的 exercise 作名词，本单元 Page 25 上的 exercise 也作名词，都意为“锻炼；运动”；对话中的 exercise 作动词，意为“锻炼”。

Additional teaching suggestions

Page 24

1 — Why do I always have a headache?

— It's because you watch too much television, I'm afraid.

对 because 引导的从句，只要求理解和模仿操练，不必就原因状语从句作语法分析。

Page 26

1 — How often do you watch television?

— I watch television four times a day.

对 How often ...? 及其回答要作充分的操练。

★ 本单元的 stay 和 have 属一词多义、exercise 属兼类词。这三个单词虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Now listen

- 1 Give the students time to read the diary.
- 2 Play the recording. The students listen.
- 3 Play the recording again, pausing for the students to write the correct words.
- 4 Play the recording again to let the students check their work.

Tapescript

Narrator: Listen carefully and complete Alice's diary with the correct words.

Alice: The twenty-fourth of February.
We are going on holiday to Tokyo tomorrow.
Tokyo is the capital of Japan. It is north-east of Shanghai. It is about two thousand three hundred kilometres from Shanghai.
We are going to travel to Tokyo by plane. It takes about two and a half hours.
We are going to see a lot of tall buildings, huge department stores and famous hotels.
Our plane will leave for Tokyo at ten o'clock in the morning. We should arrive at the airport before eight o'clock.
Tom has already bought a camera. We are going to take a lot of photos.

Now listen

A holiday to Tokyo

24 February

We are going on holiday to Tokyo tomorrow. Tokyo is the capital of Japan. It is north-east of Shanghai. It is about 2,300 kilometres from Shanghai.

We are going to travel to Tokyo by plane. It takes about two and a half hours.

We are going to see a lot of tall buildings, huge department stores and famous hotels.

Our plane leaves for Tokyo at ten o'clock in the morning. We should arrive at the airport before eight o'clock.

Tom has already bought a camera. We are going to take a lot of photos.

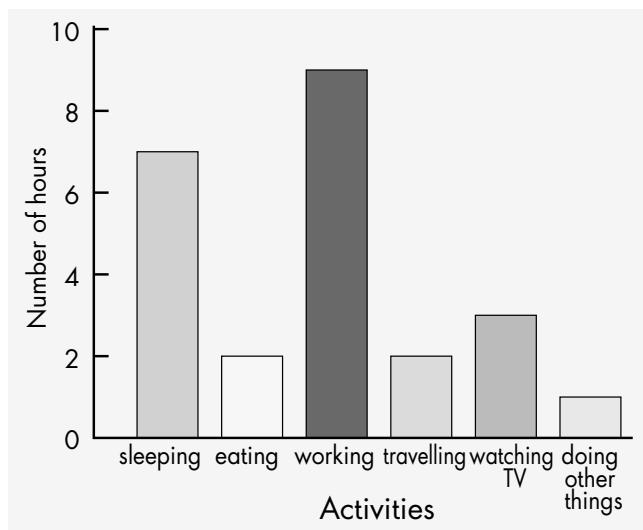


Using English

Using bar charts^①

We can use a bar chart to show different numbers or amounts.

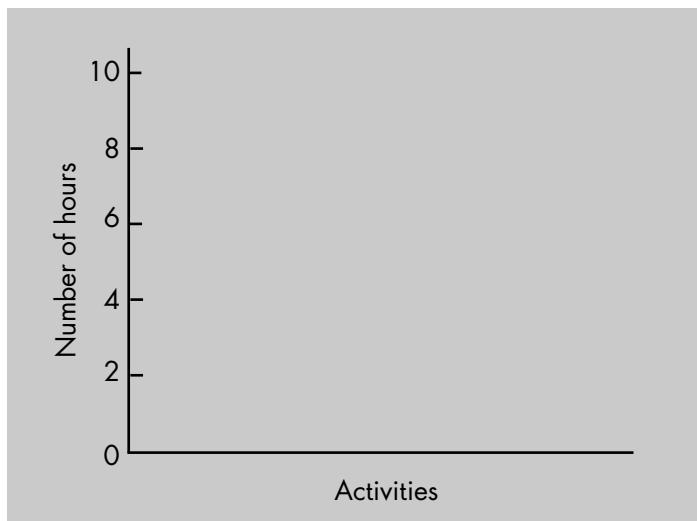
A Mr Lao has drawn this bar chart to show how he spends his time every day (24 hours). Look at the chart and complete the sentences. Put one word in each blank.



Mr Lao's bar chart shows that he sleeps for seven hours a day and eats for two hours. He works for nine hours and travels for two hours. He watches TV for three hours a day and he does other things for one hour.

B Draw a bar chart to show how you spend your time every day. Then write some sentences about your activities.

Activities	Hours
having lessons	
doing sports	
...	



My activities

I have lessons for hours.

^① bar chart 条形图

Using English

Using bar charts

- 1 Draw the students' attention to the words on the bar chart. They should look at the vertical and horizontal axes to see what they represent.
- 2 Give the students time to look at the bar chart of Mr Lao's activities.
- 3 Ask: *How long does Mr Lao sleep every day?* etc. to elicit: *He sleeps for seven hours ...*
- 4 Ask the students to complete the sentences. Select individual students to read out a sentence each.
- 5 The students complete the table showing how they spend their time every day. Then they draw their own bar chart according to the table.
- 6 The students write sentences about their activities every day. Select individual students to read out their writing.
- 7 Ask the students to compare their own bar chart with Mr Lao's.

Ask: *What are the similarities/differences between your bar chart and Mr Lao's?*
What do you think of Mr Lao's lifestyle?
What do you think of your own lifestyle?
Do you want to live like Mr Lao? Why?
What kind of person do you think Mr Lao is?

More practice

*How to stay healthy

Work in pairs. If you are S1, pretend you often do not feel well. If you are S2, pretend you are always healthy. S1 asks S2 questions about how to stay healthy. S2 gives advice. Then change roles. You can use the pictures to help you.

S1: Why do I always ...?

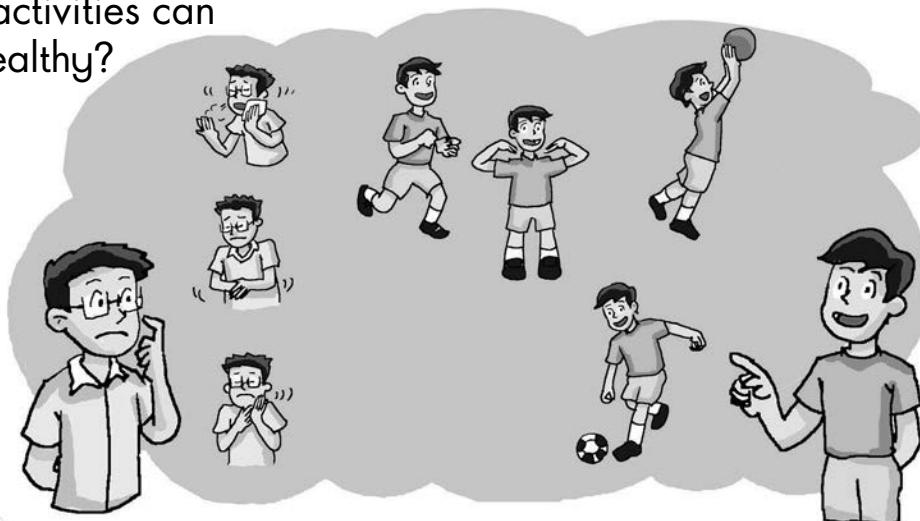
S2: You always ... because you ...

S1: What outdoor activities can help me stay healthy?

S2: ...

S1: How often ...?

S2: ...



*My favourite festival

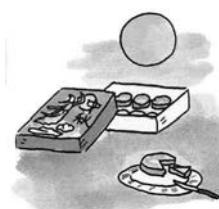
In pairs, talk about your favourite festival. Use the questions and pictures below to help you.

What is your favourite festival?

When is the festival?

How do you celebrate it?

What do you usually eat at the festival?



Mid-autumn Festival



Children's Day



Spring Festival



Dragon Boat Festival



Lantern Festival^①

^① Lantern Festival 元宵节

Listen and read

/i:/	e e_e ee ea	she these bee sea	me Chinese sweet read	/ɪ/	i y	it easy	this very
/e/	e ea	bed head	pet bread	/æ/	a	dad	back
/p/ /b/	p b	pick book	map job	/k/ /g/	k c ck g	kite cook clock game	work music duck big
/t/ /d/	t d	tape date	fruit bad				

Read and write

Put the words in the right columns.

baby hand	cat jam	clean stick	sick we	dress head	feel shelf
--------------	------------	----------------	------------	---------------	---------------

/i:/	/ɪ/	/e/	/æ/
clean feel we	baby sick stick	dress head shelf	cat hand jam

Now listen

Listen and circle the words you hear.

/i:/	/ɪ/	/e/	/æ/
1 bean	bin	6 men	man
2 eat	it	7 set	sat
3 seat	sit	8 bed	bad
4 these	this	9 head	had
5 least	list	10 lend	land

A tongue-twister

The fat black cat sat on the mat.

Module 2 Changes

Unit 5 What will I be like?

Tasks in this unit

Reading and writing about how children will develop and what jobs they may do in the future; reading about abilities and what children would like to do in the future; the students writing about their own abilities and preferences; reading a poem.

Language focus:

Using adverbs of sequence

e.g., *First; Next; Then; Finally*

Using adjectives to make comparisons

e.g., *I'll be taller and heavier.*

Using the simple future tense to talk about future events

e.g., *I'll be an astronaut like Wang Yaping.*

Language skills:

Listening

Recognize recurrent patterns in language structure

Speaking

Maintain an interaction by responding to questions

Reading

Scan a text to locate specific information

Writing

Plan and organize information by deciding on the sequence of content

Materials:

- *Student's Book 6B* page 33
- *Workbook 6B* page 28
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What will you be like in 15 years' time?
What job will you do?*

While-task procedure

- 1 Give the students time to look at the pictures in **Read and match**.
- 2 In pairs, students read the sentences and number the sequence. Select individual students to read out the text in the correct sequence.
- 3 Play the cassette for **Read and learn**. The students listen and repeat.
Ask: *What will Kitty be like in fifteen years' time?
What job will she do?*

Consolidation

Workbook 6B page 28

2 Changes

Unit 5 What will I be like?

Reading: My possible future

Read and match

Kitty is standing in front of a magic camera. She wants to take a photograph with it.



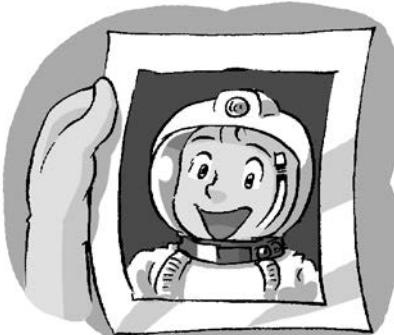
- 3 Then she smiles and waits for the red light.
- 1 First, Kitty looks for the 'START' button.

- 2 Next, she puts in a ¥20 note and presses the 'START' button.
- 4 Finally, her photograph comes out and she reads the note on the back.

Read and learn



This is me in 15 years' time.
I'll be taller and heavier.
I'll be 165 centimetres tall.
I'll weigh 55 kilograms.
I'll be more beautiful.
I'll be an astronaut like Wang Yaping.



Note the use of the simple future tense here.

Look and learn



good at



good-looking



slim



a reporter



a baker



a singer

Read and say

1

I think Peter will be a fireman in 15 years' time.



Yes, I agree.

Peter loves helping people. He is good at sports. In 15 years' time, Peter will be tall and strong. He will be 175 centimetres tall. He will not wear glasses. He will put out fires.

2

I think Jill will be a teacher in 15 years' time.



No, I don't agree. She'll possibly be a singer.



Jill loves listening to music. She is good at singing. In 15 years' time, Jill will be tall and slim. She will be 168 centimetres tall. She will weigh 52 kilograms. She will be good-looking.

Language focus:

Using the simple present tense to express interests and thoughts

e.g., *Peter loves helping people. I think Peter will be a fireman in 15 years' time.*

Using the simple future tense to talk about future events
e.g., *He will put out fires.*

Using adjectives to describe people

e.g., *Peter will be tall and strong.*

Using formulaic expressions to show agreement/disagreement

e.g., *Yes, I agree./No, I don't agree.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Maintain an interaction by using formulaic expressions

Reading

Read written language in meaningful chunks

Writing

Develop written texts when a framework is provided

Materials:

- *Student's Book 6B* page 34
- *Workbook 6B* pages 29, 30 and 33
- Cassette 6B
- Cassette player

While-task procedure

- 1 Give the students time to look at the pictures in **Look and learn**.
- 2 Play the cassette for **Look and learn**. The students repeat.
- 3 Give the students time to read **Read and say** silently.
- 4 Play the cassette for **Read and say**. The students follow in their books.
- 5 Select a pair of students to read out the first dialogue. Then select individual students to read out the first description. Ask questions:
e.g., *What does Peter love doing?*
What is he good at?
What will he be like in 15 years' time?
What will he do?
- 6 Select a pair of students to read out the second dialogue. Select individual students to read out the second description. Ask questions:
e.g., *What does Jill love doing?*
What is she good at?
What will she be like in 15 years' time?
- 7 Talk about individual students in the class. Say: *I think (Name) will be a policeman. Do you agree?* to elicit: *Yes, I agree./No, I don't agree.*
- 8 *Workbook 6B* page 33
 - a Give the students time to read the descriptions silently. Select individual students to read out a paragraph.
 - b In pairs, students prepare the dialogues without writing. Select pairs to say a dialogue.
 - c The students write the dialogues. Select other pairs to read out a dialogue.

Consolidation

Workbook 6B pages 29 and 30

Pre-task preparation

Ask: *What subjects are you good at?*

What would you like to be?

Language focus:

Using the simple present tense to express interests
e.g., *Joe loves eating cake and pizza.*

Using the simple future tense to talk about future events
e.g., *He will work in a bakery.*

Using adjectives to describe people
e.g., *In 15 years' time, Joe will be tall and strong.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

Write out a piece of work by presenting writing using appropriate layout and visual support including illustrations

Materials:

- *Student's Book 6B* page 35
- Cassette 6B
- Cassette player
- Photocopiable page 8

Pre-task preparation

Ask: *What do you like eating?*

Are you good at cooking?

What are you good at?

While-task procedure

1 Play the cassette. The students listen with their books closed.

2 Ask: e.g., *What does Joe love eating?*

What is he good at?

What will he be like in 15 years' time?

Where will he work?

What does Ben love doing?

What is he good at?

What will he be like in 15 years' time?

What will he do?

3 Play the cassette again. The students listen and repeat.

4 Select individual students to read out a sentence each.

5 In pairs, students talk about Joe and Ben. Select pairs to say a dialogue.

6 You can use Photocopiable page 8 to give the students further practice. Suggested answers:

A driver is good at driving.

A reporter is good at writing.

A teacher is good at teaching.

A singer is good at singing.

A pilot is good at flying a plane.

A cook is good at cooking.



Listening and speaking: Growing bigger

Listen and say

Joe loves eating cake and pizza.
He is good at cooking.
In 15 years' time, Joe will be tall and strong.
He will be 180 centimetres tall.
He will weigh 70 kilograms.
He will work in a bakery.



Ben loves taking photographs.
He is good at English and Chinese.
In 15 years' time, Ben will be tall, but he will not be fat.
He will read and write a lot.



Ask and answer

In pairs, talk about what Joe and Ben will be like and what they will possibly be in 15 years' time.

S1: What will Joe be like in 15 years' time?

S2: He will be ____.

He will be ____ tall.

He will weigh ____ kilograms.

S1: What will he possibly be in 15 years' time?

S2: He will possibly be a/an ____.

S1: Yes, I agree./No, I don't agree. He will possibly be a/an ____.

Jobs

- driver
- policeman
- singer
- pilot
- teacher
- doctor
- dentist
- reporter
- baker
- cook
- secretary
- astronaut

You can use Photocopiable page 8 to give the students further practice.



Writing: A report on my future

Look and read

1



I'll possibly be a policewoman
or a teacher, but I'd like to be
a doctor.

2



I'm good at Chinese, but I'm
poor at English and Maths.

Note new
structures.

3



I have to practise English
and Maths more.

4



I have to learn how to
make sick people better.

About you

What would you like to be? Write a report.

- I will possibly be _____ / _____.
- I would like to be _____.
- I am good at _____ • I am poor at _____.
- I have to practise _____ more.
- I have to learn _____.

What would you like
to be? What are you
good at?



Language focus:

Using the simple future tense to talk about future events
e.g., *I'll possibly be a policewoman or a teacher, ...*

Using modal verbs to express obligation
e.g., *I have to practise English and Maths more.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

Develop written texts by expressing own ideas

Materials:

- Student's Book 6B page 36
- Workbook 6B pages 31, 32 and 34
- Cassette 6B
- Cassette player
- Multimedia material 6B

Pre-task preparation

Ask: *Have you thought of your future?
What would you like to be in future?*

While-task procedure

- 1 Give the students time to read **Look and read**.
- 2 Play the cassette. The students listen.
- 3 Select individual students to read out a paragraph. Ask questions:
e.g., *What would Alice like to be?
What is she good at?
What is she poor at?
What does she have to practise more?
What does she have to learn?*
- 4 *Workbook 6B* page 32
 - a Play the recording. The students listen and write.
 - b Check the answers with the students.

Workbook tapescript

Narrator: Spaceboy and Skygirl are in front of a magic camera. What will Spaceboy be like in fifteen years' time? What will he possibly be in fifteen years' time? Listen and write the correct answers.

Spaceboy: Let me put in ten yuan and my photo. Wait ...

Skygirl: Your new photo is coming out. This is you in fifteen years' time. Let me read the note on the back.

Spaceboy: What does it say? What will I be like in fifteen years' time?

Skygirl: You'll be tall and strong. You'll be one hundred and eighty-two centimetres tall. You'll weigh seventy kilograms.

Spaceboy: Nice. What will I possibly be in fifteen years' time?

Skygirl: You will possibly be a fireman or a pilot.

Spaceboy: I'd like to be a pilot. I'm good at Chinese and English, but I'm poor at Maths. I have to practise Maths more. I have to learn how to drive a plane.

Post-task activities

- 1 The students prepare **About you** without writing. Select individual students to say a sentence about themselves.
- 2 The students complete the report individually.
- 3 Select individual students to read out their report.
- 4 Give the students time to interview their good friends and complete the report on page 34 of *Workbook 6B*.
- 5 Select individual students to read out the report.

Consolidation

Workbook 6B page 31

Language focus:

Using the simple future tense to talk about future events
e.g., *What will you be, Ben?*

Asking *Wh-* questions to find out specific information
e.g., *What will you do, Ben?*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Writing

Write out a piece of work by using appropriate layout and visual support including illustrations

Materials:

- *Student's Book 6B* page 37
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What will you be?*

While-task procedure

- 1 Give the students time to read the poem silently.
- 2 Play the cassette. The students listen.
- 3 Select individual students to read out a verse each.
- 4 Ask questions:
e.g., *What will Ben be?
What will he do?
What will he see?
Who will go with him?
When will they come back?*
- 5 Divide the class into groups. Select groups to read out a verse each.



Reading: What will you be?

Read a poem

What will you be?

What will you be, Ben?
What will you be?
I'll be an astronaut like Zhai
Zhigang.
That's what I'll be.

What will you do, Ben?
What will you do?
I'll fly a spacecraft like him.
That's what I'll do.

What will you see, Ben?
What will you see?
I'll see the stars.
That's what I'll see.

Who will go with you, Ben?
Who will go with you?
You'll go with me, Kitty.
You'll go with me.

When will we come back, Ben?
When will we come back?
We'll come back at night.
That's when we'll come back.



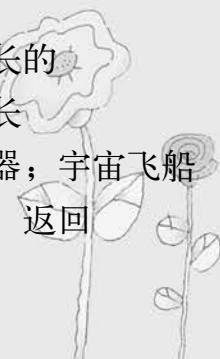
Language

- | | | |
|---|---------------------------------------|---|
| ► He will be ... centimetres tall.
She will weigh ... kilograms. | ► have to ...
► I (don't) agree. | ► First, ...
Next, ...
Then ...
Finally, ... |
| ► He She will be ... and ... | ► love helping
listening
eating | |
| ► will possibly be a/an ... | ► in __ years' time | |
| ► (be) good at/poor at | | |

Word box



possible /'pɒsəbl/	<i>adj.</i>	可能；能做到（或取得）
future /'fju:tʃə(r)/	<i>n.</i>	将来；未来
in front of		在……前面
*magic /'mædʒɪk/	<i>adj.</i>	有魔力的
look for		寻找
button /'bʌtn/	<i>n.</i>	按钮
press /pres/	<i>v.</i>	按压
back /bæk/	<i>n.</i>	背面；反面
*centimetre /'sentɪmɪ:tə(r)/	<i>n.</i>	厘米
weigh /wei/	<i>v.</i>	称出重量
*kilogram /'kɪləgræm/	<i>n.</i>	千克；公斤
*astronaut /'æstrənɔ:t/	<i>n.</i>	宇航员
good-looking /'gʊd 'lʊkiŋ/	<i>adj.</i>	(外貌) 好看的
*slim /slɪm/	<i>adj.</i>	苗条的
reporter /rɪ'pɔ:tə(r)/	<i>n.</i>	记者
baker /'beɪkə(r)/	<i>n.</i>	面包师
singer /'sɪŋə(r)/	<i>n.</i>	歌手
agree /ə'gri:/	<i>v.</i>	同意
(be) good at		擅长
possibly /'pɒsəblɪ/	<i>adv.</i>	可能地
grow /grəʊ/	<i>v.</i>	长大；长高
bakery /'beɪkərɪ/	<i>n.</i>	面包房
a lot		大量；许多
report /rɪ'pɔ:t/	<i>n.</i>	报告
poor /pʊə(r)/	<i>adj.</i>	不擅长的 不擅长
(be) poor at		
spacecraft /'speɪskra:fɪt/	<i>n.</i>	航天器；宇宙飞船
come back		回来；返回



Notes

Page 33

1 Next, she puts in a ¥20 note and presses the 'START' button. 接着，她放进一张二十元纸币，按“开始”键。句中的 note 意为“纸币”。

Finally, her photograph comes out and she reads the note on the back. 最后，她的照片出来了，她可以看照片背面的信息。

句中的 note 意为“资料；信息”。

2 in 15 years' time 15年后

3 I'll be 165 centimetres tall. 我的身高将是165厘米。

I'll weigh 55 kilograms. 我的体重将是55公斤。

注意身高和体重的英文表达方法。

Page 34

1 (be) good at 意为“擅长”，后可接名词或动词的 -ing 形式，如：He is good at sports. 他擅长体育。She is good at singing. 她擅长唱歌。

(be) poor at 意为“不擅长”，用法和 be good at 相同，如：She is poor at Maths. 她数学不好。He is poor at dancing. 他不擅长跳舞。

2 英语中有些动词后加 -er (以 e 结尾的动词则加 -r) 可构成名词，如：report→reporter, sing→singer, bake→baker 等。

3 He will not wear glasses. 他将不戴眼镜。

wear 除了表示“穿”，还可表示“戴”。

句中的 glasses 意为“眼镜”，a pair of glasses 意为“一副眼镜”。

4 当同意他人意见时，可用 Yes, I agree.; 当不同意他人意见时，可用 No, I don't agree..

Page 35

1 He will read and write a lot. 他将多阅读多写作。

a lot 意为“许多；大量”，作代词；6A Unit 6 中学习过 a lot of，后接名词，如：a lot of people，注意区分 a lot 和 a lot of 的不同用法。

Page 36

1 I have to practise English and Maths more. 我得多练练英语和数学。

句中的 more 作副词，意为“(程度上)更多”。

Additional teaching suggestions

Page 33

1 本单元 first、next、then、finally 表示一系列动作发生的顺序。在 6A Unit 5 和 Unit 11 中曾学过表示顺序的副词，建议进行复习和巩固。

2 一般将来时“will+动词原形”的结构在 6A Unit 5 出现过，本单元再次出现，可进行适当的复习和巩固。

3 6A Unit 4 中集中教授了许多职业名称，教师可结合本单元归纳和复习职业名称。

Page 34

1 — I think ... will be ... in 15 years' time.

— Yes, I agree./No, I don't agree.

表示“同意或不同意他人意见”是一种语言功能，是本课教学重点，要加强训练。

★ 本单元的 note 和 more 属兼类词。这两个单词虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 6 Seasonal changes



Reading: Uniforms for different seasons

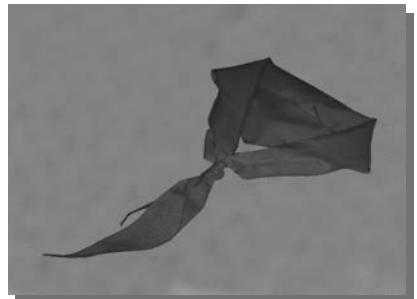
Look and learn



sleeves



shorts



a red scarf

Look and read

Miss Guo is writing a notice to all new students about their uniforms in summer.

Rose Garden School
To all new students:

Uniforms in summer

All students must wear summer uniforms in September, early October, late April, May and June.

Boys must wear white shirts with short sleeves, blue shorts, black belts, white socks and black shoes.

Girls must wear white dresses with short sleeves, blue belts, white socks and black shoes.

All students must wear red scarves.



Revise the months of the year with the students.



Unit 6 Seasonal changes

Tasks in this unit

Talking about school uniforms and what must be worn in different seasons; talking about and writing about school life and preferences in different seasons.

Language focus:

Using nouns/noun phrases to identify objects
e.g., *sleeves, shorts, a red scarf*

Using modal verbs to express obligation
e.g., *All students must wear red scarves.*

Using connectives to link similar ideas
e.g., *Girls must wear white dresses with short sleeves, blue belts, white socks and black shoes.*

Language skills:

Listening

Identify the main ideas of a new topic

Identify details that support a main idea

Speaking

Maintain an interaction by responding to questions

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts when a framework is provided

Materials:

- *Student's Book 6B* page 40
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What is your school uniform in summer/winter?* Write two lists on the board and ask the students to suggest items of clothing.

While-task procedure

1 Play the cassette for **Look and learn**. The students repeat.

Ask: *Do you have short sleeves or long sleeves?*

Are you wearing a red scarf?

Are you wearing shorts?

2 Give the students time to read the notice.

3 Play the cassette for the notice. The students follow in their books.

4 Select individual students to read out a paragraph each.

5 Ask questions about the notice:

e.g., *When must students wear summer uniforms?*

What must boys/girls wear?

What must all students wear?

6 Select other students to read out a paragraph each.

Language focus:

Using nouns to identify objects

e.g., *a blouse, a jacket, trousers, a skirt*

Using modal verbs to express obligation

e.g., *All students must wear red scarves.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Write out a piece of work by presenting writing using appropriate layout and visual support including illustrations

Materials:

- *Student's Book 6B* page 41
- *Workbook 6B* page 35
- Cassette 6B
- Cassette player
- Photocopiable page 9

Pre-task preparation

Ask the students to describe what they are wearing. Write the vocabulary on the board as it is mentioned.

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat. Ask as appropriate: *What colour is your blouse/jacket/are your trousers?*
- 2 Give the students time to read the notice and prepare their answers without writing. Ask individual students to say a paragraph each.
- 3 The students write the missing words. Select individual students to read out a paragraph each.
- 4 In groups, students list their summer and winter uniforms. Help out with vocabulary, if necessary. The students then draw their uniforms and write about them. You can give Photocopiable page 9 to the students for drawing and writing.

Consolidation

Workbook 6B page 35

Look and learn



a jacket



trousers



a blouse



a skirt

Look and write

Miss Guo is writing a notice to all new students about their uniforms in winter.

Rose Garden School

To all new students:

Uniforms in winter

All students must wear winter uniforms in late November, December, January, February, March and early April.

Boys must wear white shirts with long sleeves, grey trousers, red jackets, grey socks and black shoes.

Girls must wear white blouses with long sleeves, grey skirts, red jackets, grey socks and black shoes.

All students must wear red scarves.



Draw and write

You can give Photocopiable page 9 to the students for drawing and writing.

With your classmates, draw your summer and winter uniforms and write about them.



Listening and speaking: School life in summer

Listen and say

Peter and Kitty have taken some photographs of their school life in summer.

School life in summer

1 In the school garden

Many flowers grow in the garden.
Many bees and butterflies fly around.

2 In the playground

Not many students like playing in the playground because it is very hot.

3 In the library

Many students like studying in the library. It is air-conditioned.

4 In the canteen

Many students like having ice cream and soft drinks after lunch.

Ask and answer

With a classmate, talk about your school life in summer like this:

- S1: What can you see in the garden/playground/library/canteen?
S2: We can see ...
- S1: What do many students like doing in summer?
S2: Many students like ...
- S1: Why do many students like ...?
S2: Because ...

Language focus:

Using the simple present tense to express simple truth
e.g., *Many flowers grow in the garden.*

Using connectives to give reasons

e.g., *Not many students like playing in the playground because it is very hot.*

Using connectives to link similar ideas

e.g., *Many students like having ice cream and soft drinks after lunch.*

Language skills:**Listening**

Identify the main ideas of a new topic

Identify details that support a main idea

Speaking

Maintain an interaction by responding to others' opinions

Reading

Scan a text to locate specific information

Writing

Gather and share information and ideas by using strategies such as brainstorming

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 42
- *Workbook 6B* page 37
- Cassette 6B
- Cassette player

While-task procedure

1 Play the cassette. The students listen and repeat with their books closed.

2 Ask questions:

e.g., *What can you see in the garden?*

Why don't many students play in the playground?

Where do many students like studying?

What do many students like having after lunch?

3 Select individual students to read out a paragraph each.

4 In pairs, students practise dialogues as in **Ask and answer**. Select pairs to say a dialogue.

Post-task activities

1 Ask individual students to read the rhymes.

2 The students read and try to recite the rhymes.

Rhymes

I

Spring is warm.

Summer is hot.

Autumn is cool.

Winter is cold.

II

Spring is green.

Summer is bright.

Autumn is gold.

Winter is white.

III

Spring is gay with flowers and songs.

Summer is hot and the days are long.

Autumn is rich with fruit and grain.

Winter brings snow and New Year again.

Pre-task preparation

Ask: *What do you do in summer?* List summer activities on the board with the help of the students.

Consolidation

Workbook 6B page 37

Language focus:

Using the simple present tense to express simple truth
e.g., *It helps them keep warm.*

Language skills:

Listening

Identify the main ideas of a new topic

Identify details that support a main idea

Reading

Recognize recurrent patterns in language structure

Writing

Write out a piece of work when a framework is provided

Materials:

- Student's Book 6B page 43
- Workbook 6B pages 36, 38, 39 and 40
- Multimedia material 6B
- Photocopiable pages 10 and 11

Pre-task preparation

Ask: *What do you do in winter?* List winter activities on the board with the help of the students.

While-task procedure

- 1 In groups, students discuss **Think and write**. Ask individual students to suggest new clues according to the given ones. Then ask them to suggest sentences for each clue. The students then write sentences. Ask individual students to read out one of their sentences. You can give Photocopiable pages 10 and 11 to the students in order to write and draw about Kitty and Peter's school life in winter.
Suggested answers for Photocopiable pages 10 and 11:
 - 1 *Not many flowers grow in the garden.*
 - 2 *Many students like running in the playground because it helps them keep warm. Many students like making snowmen in the playground because it is fun.*
 - 3 *Many students like studying in the library because it is warm.*
 - 4 *Many students like having hot drinks. Not many students like having soft drinks or ice cream.*

2 Workbook 6B page 38

- a Play the recording for the students to listen and complete the sentences.
- b Select individual students to read out a completed sentence.

Workbook tapescript

Narrator: Kitty and Peter are talking about life in summer and winter. Listen and fill in the blanks.

- Kitty: What can you see in summer, Peter?
Peter: I can see many flowers grow in the garden.
Kitty: Are there many people playing in the park?
Peter: No. Not many people like playing in the park because it is very hot.
Kitty: Then what do people like doing in summer?
Peter: Many people like swimming because it keeps them cool.
Kitty: Many people also like wearing sunglasses and sunhats in summer because the sun shines brightly.
Peter: That's right. What can you see in winter,
Kitty?
Kitty: In winter, not many leaves are on the trees.
Not many people like playing outside.
Peter: Why?
Kitty: Because it is very cold outside. Many people like staying at home because it is warm.
Peter: What do people like having in winter?
Kitty: Many people like having hot drinks. Not many people like having soft drinks.

Post-task activities

Workbook 6B page 40

- a In pairs, students prepare the sentences without writing. Select individual students to say a sentence.
- b The students write the sentences. Select individual students to read out a completed sentence.

Consolidation

Workbook 6B pages 36 and 39



Writing: School life in winter

Think and write

Help Kitty and Peter write about their school life in winter.

School garden	Playground	Library	Canteen
<ul style="list-style-type: none"> not many flowers not many leaves/on the trees 	<ul style="list-style-type: none"> many students/run/it helps them keep warm many students/make snowmen/fun 	<ul style="list-style-type: none"> many students/study/library/warm 	<ul style="list-style-type: none"> many students/have hot drinks not many students/have soft drinks or ice cream

School life in winter

- In the school garden

_____ grow in the garden.

- In the playground

_____ students like _____ in the playground because it _____.

- In the library

_____ students like _____ in the library because it _____.

- In the canteen

_____ students like _____ because it _____.



Language

- | | | |
|-------------------------------|-------------------------|--------------------------------------|
| ► must ... | ► many .../not many ... | ► like playing
studying
having |
| ► ... with short/long sleeves | ► ... because ... | |

Word box



seasonal /'si:zənl/	<i>adj.</i>	季节性的
change /tʃeindʒ/	<i>n.</i>	变化
*sleeve /sli:v/	<i>n.</i>	袖子
shorts /ʃɔ:ts/	<i>n.</i>	短裤
notice /'nəʊtɪs/	<i>n.</i>	通知
belt /belt/	<i>n.</i>	皮带
*blouse /blaʊz/	<i>n.</i>	女式衬衫
skirt /skɜ:t/	<i>n.</i>	女裙
life /laɪf/	<i>n.</i>	生活
around /ə'raʊnd/	<i>adv.</i>	到处；向各处
*air-conditioned /'eə kən,dɪʃnd/	<i>adj.</i>	有空调的
*canteen /kæn'ti:n/	<i>n.</i>	食堂；餐厅
snowman /'snəʊmæn/	<i>n.</i>	雪人



Notes

Page 40

1 in early October 在十月初

in late April 在四月下旬

2 Boys must wear white shirts with short sleeves, blue shorts, black belts, white socks and black shoes. 男生必须穿白短袖衬衫、蓝短裤，系黑皮带，穿白袜和黑鞋。

句中的 with 表示“带有”，在本册 Unit 3 中学了 zongzi with meat，其中的 with 也是同样的意思。

另外，short sleeves 中的 short 为形容词，意为“短的”，而 blue shorts 中的 shorts 是名词的复数形式，意为“短裤”。shorts（意为“短裤”）的用法和 trousers 一样，要用复数形式。如：a pair of shorts。

3 All students must wear red scarves. 全体学生必须戴红领巾。

句中的 wear 意为“戴”。

Page 42

1 Many flowers grow in the garden. 花园里生长着许多鲜花。

在本册 Unit 5 Growing bigger 中，grow 意为“长大；长高”，后接形容词；本句中的 grow 意为“生长”。

2 Many bees and butterflies fly around. 许多蜜蜂和蝴蝶在四周飞舞。

Page 43

1 It helps them keep warm. 这有助于他们保持身体暖和。

keep warm 保暖；取暖

Additional teaching suggestions

Page 40

1 对已学过的以复数形式出现的名词可加以归纳，如：trousers, shorts, glasses, scissors 等。

Page 42

1 对 because 引导的原因状语从句，只要求理解和模仿操练，不必作语法分析。

★ 本单元的 grow 属兼类词，虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 7 Travelling in Garden City

Reading: Travelling by bus

Look and learn



a double-decker bus



a fare box



an air-conditioned bus



a public transportation card

Look and read

Buses



Many people like travelling by bus.

In the past, all passengers had to buy tickets from a bus conductor. He or she collected money from the passengers and put it in a bag. Nowadays, on many buses passengers do not have to buy tickets from a bus conductor. They put their money in a fare box or use a public transportation card instead.



In the past, there were only single-decker buses. Nowadays, some buses are double-decker buses. In the past, there were no air-conditioned buses. Nowadays, most of them are air-conditioned.



In the past, none of the bus drivers were women. All of them were men. Nowadays, some of the bus drivers are women, but most of them are still men.

Note new language structures.

Answer true/false

- 1 In the past, all of the buses had fare boxes.
- 2 In the past, some of the buses were air-conditioned.
- 3 Nowadays, none of the buses are double-decker buses.
- 4 Nowadays, some of the bus drivers are women.

F You can ask the more able students to correct the false sentences.
 F
 T

Unit 7 Travelling in Garden City

Tasks in this unit

Talking about Garden City in the past, contrasted with the present; writing and drawing about what Garden City may be like in the future.

Language focus:

Using the simple past tense to talk about past states and events

e.g., *In the past, all passengers had to buy tickets from a bus conductor.*

Using pronouns to show quantities

e.g., *most/some/none/all*

Language skills:

Listening

Identify the main ideas in a new topic

Identify details that support a main idea

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Recognize recurrent patterns in language structure

Materials:

- Student's Book 6B page 46
- Workbook 6B pages 42, 44 and 45
- Cassette 6B
- Cassette player
- Multimedia material 6B

Pre-task preparation

Ask: *Do you travel by bus?*

How do you pay?

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat.
- 2 Ask: *What kind of bus do you travel on?*
Where do you put the money?
What can you do with a public transportation card?
- 3 Give the students time to read **Look and read** silently.
- 4 Play the cassette for **Look and read**. The students follow in their books.
- 5 Select individual students to read out a sentence each.
- 6 Ask questions:
e.g., *How do people like travelling?*
How did passengers pay in the past?
Where did the conductor put the money?
How do passengers pay nowadays?
What were buses like in the past?
What are buses like nowadays?
Who drove buses in the past?
Who drives them nowadays?
- 7 The students read the passage again and write true or false. Ask the more able students to correct the false statements.
- 8 *Workbook 6B* page 45
 - a The students read the text and circle the correct answers.
 - b Select individual students to read out a sentence each.
- 9 *Workbook 6B* page 44
 - a Play the recording. The students listen and write.
 - b Play the recording again to let the students check the answers.
 - c In groups, students discuss and list more changes in life.

Workbook tapescript

Narrator: Here is a report about changes in life. Listen and choose the right pictures.

Number One. In the past, there were only fans. Nowadays, there are air conditioners.

Number Two. In the past, there were only candles. Nowadays, there are electric lights.

Number Three. In the past, there were only horses. Nowadays, there are cars.

Number Four. In the past, there were only fires. Nowadays, there are electric cookers.

Number Five. In the past, there were only bus conductors. Nowadays, there are fare boxes.

Number Six. In the past, there were only radios. Nowadays, there are televisions.

Consolidation

Workbook 6B page 42

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What will travelling in Garden City be like in 10 years' time?*

Using the simple future tense to talk about future events
e.g., *Perhaps none of the people will travel by ferry.*

Using adjectives to make comparisons
e.g., *Perhaps there will be fewer traffic jams.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 47
- *Workbook 6B* pages 41 and 43
- Cassette 6B
- Cassette player

Pre-task preparation

Review the simple future tense. Ask: *What will you do this evening/tomorrow?*

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Ask individual students the question.
- 3 Ask the students to read the dialogue in groups.
- 4 Give the students time to look at **Ask and answer**.
- 5 In groups, students practise the dialogues.
- 6 Ask a few more individual students the question.

Consolidation

Workbook 6B pages 41 and 43

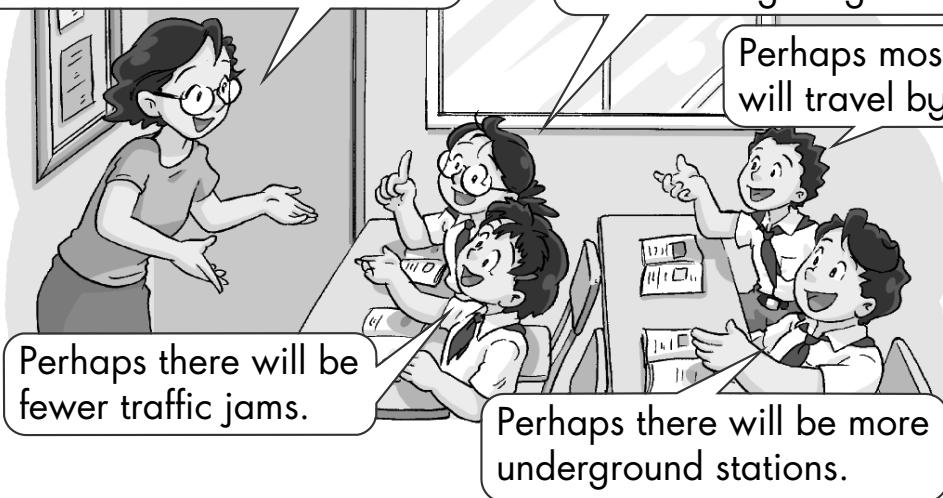


Listening and speaking: Travelling in 10 years' time

Listen and say

What will travelling in Garden City be like in 10 years' time?

Perhaps none of the people will travel by ferry.



Perhaps most of the people will travel by underground.

Ask and answer

Think about what travelling in your city will be like in 10 years' time. Look at the tables below, and then discuss them with your classmates.

Review/Introduce the vocabulary items with/to the students first.

Kinds of transport

- taxi
- bus
- train
- ferry
- car
- light rail
- underground
- motorcycle
- plane
- bicycle

More/fewer

- escalators
- traffic lights
- flyovers
- railways
- pavements
- tunnels
- car parks
- bridges
- crossings
- footbridges

S1: What will travelling in our city be like in 10 years' time?

S2: Perhaps **all** **most** **some** **none** of the people will travel by ____.

S3: Perhaps there will be more/fewer ____.



Writing: A poster of future travelling

Write

In groups, make a poster about what travelling in your city will be like in 10 years' time.

**Travelling
in ... in 10
years' time**

- 1 Perhaps all of the people will travel by _____.
2 Perhaps most of the people will travel ...
3 ____ some of the people will ...
4 ____ none of the people will ...
5 ____ there will be more ...
6 ____ there will be fewer ...

Draw and write

Draw a poster to show what you think travelling in your city will be like in 10 years' time. Write some sentences.



Language

- Perhaps ...
- in __ years' time
- all of ...
- In the past/Nowadays, ...
- most of ...
- will ...
- some of ...
- more/fewer
- none of ...

Language focus:

Using the simple future tense to talk about future events
e.g., *Perhaps all of the people will travel by ...*

Using adjectives to make comparisons
e.g., *There will be more/fewer ...*

Language skills:**Speaking**

Maintain an interaction by responding to others' opinions

Reading

Scan a text to locate specific information

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6B* page 48
- *Workbook 6B* page 46

Pre-task preparation

Ask: *How will people travel in the future?*

While-task procedure

- 1 In groups, students discuss **Write** and decide how to complete the sentences. Ask individual students to suggest a sentence.
- 2 The students write the sentences. Select other students to read out a sentence.
- 3 For **Draw and write**, you can ask the students to draw their poster and write the sentences on page 46 of *Workbook 6B*.

Post-task activities

Workbook 6B page 46

- a The students draw pictures and write the sentences.
- b Select individual students to read out a sentence.
- c The students can draw a poster and write some sentences. (optional)

Word box



*double-decker /'dʌbl 'dekə(r)/	<i>n.</i>	双层车
fare /feə(r)/	<i>n.</i>	车费
public /'pʌblɪk/	<i>adj.</i>	公共的
transportation /trænspo:t'eifʃn/	<i>n.</i>	交通; 运输
conductor /kən'dʌktə(r)/	<i>n.</i>	售票员
*nowadays /'naʊədeɪz/	<i>adv.</i>	现今
instead /ɪn'stɛd/	<i>adv.</i>	代替; 更换
*single-decker /'sɪŋgl 'dekə(r)/	<i>n.</i>	单层车
most /məʊst/	<i>pron.</i>	大多数
none /nʌn/	<i>pron.</i>	没有一个
still /stɪl/	<i>adv.</i>	仍然; 依旧; 还是
perhaps /pə'hæps/	<i>adv.</i>	也许; 大概; 可能
few /fju:/	<i>adj.</i>	不多的; 很少的
traffic jam /'træfɪk dʒæm/	<i>n.</i>	堵车; 交通阻塞
motorcycle /'məʊtəsaɪkl/	<i>n.</i>	轻便摩托车
flyover /'flaɪəvə(r)/	<i>n.</i>	立交桥
railway /'reɪlweɪ/	<i>n.</i>	铁路
*pavement /'peɪvmənt/	<i>n.</i>	人行道
tunnel /'tʌnl/	<i>n.</i>	隧道
bridge /brɪdʒ/	<i>n.</i>	桥
crossing /'krɒsɪŋ/	<i>n.</i>	人行横道; 十字路口
footbridge /'fʊtbriːdʒ/	<i>n.</i>	人行桥
poster /'pəʊstə(r)/	<i>n.</i>	招贴画; 海报

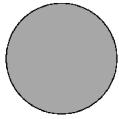


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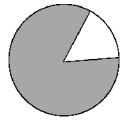
Page 46

1 fare box 投币箱

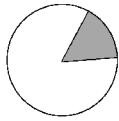
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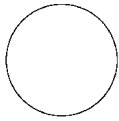
all of ...



most of ...



some of ...



none of ...

3 In the past, none of the bus drivers were women. 在过去，没有女性公交车司机。

句中的 none 表示否定意义，后面的动词不用否定形式。

4 in the past 常与一般过去时连用；nowadays 常与一般现在时连用。

Page 47

1 What will travelling in Garden City be like in 10 years' time? 十年后花园城的出行将会是怎样?

句中的 like 作介词，意为“像”。

比较：Our school is like a garden. 我们学校像一个花园。 (like 作介词，意为“像”)

Boys like playing football. 男孩子喜欢踢足球。 (like 作动词，意为“喜欢”)

in 10 years' time 常与一般将来时连用。

2 表格中的 car park 意为“停车场”。

Additional teaching suggestions

Page 47

1 What will travelling in Garden City be like in 10 years' time?

like 是兼类词，要让学生正确理解其在句中的不同用法及不同意义。

Now listen

- 1 Give the students time to read the page.
- 2 Play the recording. The students listen.
- 3 Play the recording again, pausing for the students to write their answers.
- 4 Play the recording again to let the students check their work.

Tapescript

Narrator: Listen to what the magician said about Ben and Kitty's future and travelling in Garden City in ten years' time. Write the correct answers. One.

Magician: Ben. Let me tell you about your future. In ten years' time, you will be one hundred and eighty centimetres tall and weigh seventy kilograms. You will be a policeman.

Narrator: Two.

Magician: Hello, Kitty. In ten years' time, you will be tall and slim. You will be one hundred and sixty-five centimetres tall and weigh forty-seven kilograms. You will be a teacher.

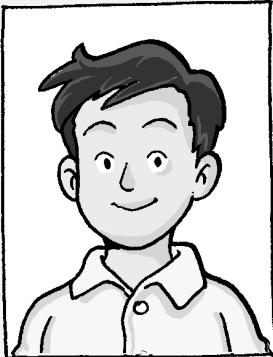
Narrator: Three.

Magician: In ten years' time, travelling in Garden City will be like this: Perhaps none of the people will travel by ferry. Perhaps all of the people will travel by underground. Perhaps there will be more railways and there will be fewer traffic jams.

Now listen

Meeting a magician^①

1



Name: Ben

Height: 180 cm/centimetres

Weight: 70 kg/kilograms

Job: Policeman

2



Name: Kitty

Height: 165 cm/centimetres

Weight: 47 kg/kilograms

Job: Teacher

3

Travelling in Garden City in 10 years' time

- Perhaps none of the people will travel by ferry.
- Perhaps all of the people will travel by underground.
- Perhaps there will be more railways.
- Perhaps there will be fewer traffic jams.

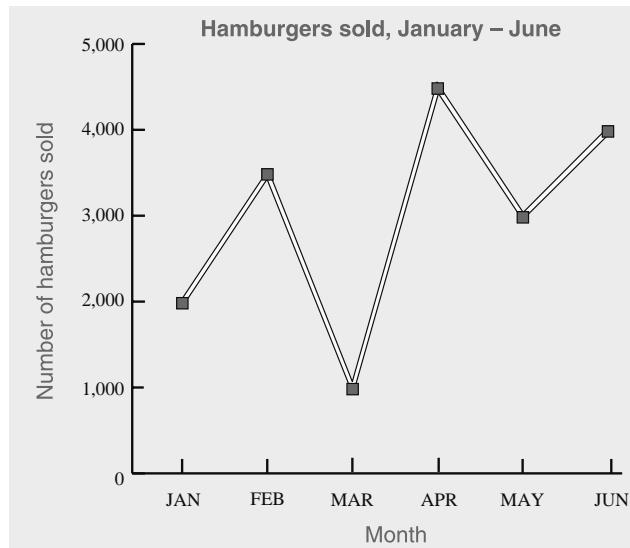
^① magician *n.* 魔术师

Using English

Using line graphs^①

We can use a line graph to show how things change.

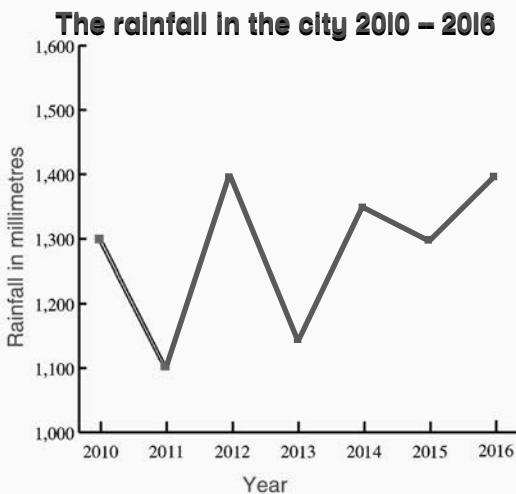
A Mr Lao has a fast food restaurant. He has made a line graph. It shows the number of hamburgers he sold^②. Look at the graph and complete the sentences below.



- 1 In January, Mr Lao sold 2,000 hamburgers.
- 2 In February, he sold 3,500 hamburgers.
- 3 He sold 3,000 hamburgers in May.
- 4 In June, he sold 4,000 hamburgers.
- 5 He sold the most hamburgers in April.
- 6 He sold the fewest hamburgers in March.

B Now read the paragraph below and make a line graph to show the rainfall in a city. The first two are done for you.

In 2010, the rainfall^③ in the city was 1,300 millimetres^④. In 2011, it fell^⑤ to 1,100. Then in 2012, it rose^⑥ to 1,400. In 2013, the rainfall was 1,150. It rose to 1,350 in 2014. It then fell again to 1,300 in 2015. In 2016, it rose to 1,400.



^① line graph 曲线图 ^② sold 是 sell 的过去式。 ^③ rainfall n. 降雨量 ^④ millimetre n. 毫米 ^⑤ fell 是 fall 的过去式。 ^⑥ rose 是 rise 的过去式，意为“上升”。

Using English

Using line graphs

- 1 Draw the students' attention to the words on the line graph. They should look at the title first, and then look at the vertical and horizontal axes to see what they represent.
- 2 Give the students time to look at the line graph.
- 3 Ask: *How many hamburgers did Mr Lao sell in January?* etc. to elicit: *He sold two thousand hamburgers in January.* ...
- 4 Ask the students to complete the sentences. Select individual students to read out a sentence each.
- 5 Give the students time to read Part B silently. You can ask the students to work in pairs. One student reads the paragraph while the other listens, draws dots and joins the dots to form a line graph.
- 6 Ask the more able students to draw the line graph on the board.
- 7 Ask: *What does the line graph show?* to elicit: *It shows how the rainfall has changed between 2010 and 2016.*

More practice

*In 15 years' time

In pairs, take turns to ask and answer questions about each other, like this:

S1: What will you possibly be in 15 years' time?

S2: I will possibly be a/an ...

S1: What are you good at?

S2: I'm good at ...

S1: What are you poor at?

S2: I'm poor at ...

S1: What do you have to do?

S2: I have to ...

*Travelling in Shanghai

Travelling in Shanghai has changed a lot. Look at the pictures. Talk to a classmate about travelling from Puxi to Pudong in the past and nowadays.

S1: How did people go from Puxi to Pudong in the past?

S2: In the past, ...

S1: How ... nowadays?

S2: All of/Most of/Some of/None of ...

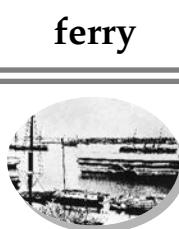
In the past

Puxi



ferry

Pudong



Nowadays

Puxi



ferry

Pudong



bridge



underground



tunnel

Listen and read

/a:/	a ar	ask arm	bath park	/ʊ/	u oo	put book	pull look
/u:/	u oo oe	blue too shoe	rule school	/ʌ/	u o	us other	club son
/f/	f	food	leaf	/s/	s c	sign city	this nice
/v/	v	van	live	/z/	z s	zoo visit	size is
/θ/	th	think	tooth				
/ð/	th	that	with				

Read and underline

Underline these sounds in the sentences.

- /a:/ Grandfather's car is in the garden.
- /u:/ Sue has white shoes. She has blue shoes, too.
- /ʊ/ Put the book on the shelf. It looks very good.
- /ʌ/ Mother loves butter very much.

Read and write

Put the words in the right columns.

dance	push	blue	star	lunch	come	foot	spoon
-------	------	------	------	-------	------	------	-------

/ʊ/	/ʌ/	/a:/	/u:/
push foot	lunch come	dance star	blue spoon

Tongue-twisters

- 1 Sister sits in her seat and sings songs.
- 2 I'd choose a blue ruler to take to school to use.

Module 3 The natural world

Unit 8 Windy weather

Tasks in this unit

Talking about windy weather, different wind strengths and the results of windy weather; reading and writing about a typhoon, precautions taken and the results of a typhoon; writing some safety rules.

Language focus:

Asking *Wh-* questions to find out specific information e.g., *What can you see when there is a gentle wind?*

Using connectives to show the time relationship between two actions

e.g., *What can you see when there is a gentle wind?*

Using modal verbs to express possibility

e.g., *I can see people flying kites in the park.*

Language skills:

Listening

Identify the main ideas in a new topic

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize format and language features in narrative and non-narrative texts

Writing

Write out a piece of work when a framework is provided

Materials:

- Student's Book 6B page 55
- Workbook 6B page 51
- Cassette 6B
- Cassette player
- Multimedia material 6B

Pre-task preparation

Write on the board: *a gentle wind/a strong wind/a typhoon*
Ask: *What can you see when there's a gentle wind/a strong wind/a typhoon?* Write the students' suggestions on the board.

While-task procedure

- 1 Play the cassette for the dialogue. The students listen and repeat with their books closed.
- 2 Select pairs to say the dialogue.
- 3 In pairs, students match the pictures with the winds. Ask: *Which pictures show a gentle wind/a strong wind/a typhoon?*
- 4 Ask questions: e.g., *What can you see in Picture 1?* to elicit: *I can see people holding raincoats tightly.* Write the sentence on the board. Repeat the procedure for the other pictures.
Picture 2: *I can see leaves blowing slightly in parks.*
Picture 3: *I can see flags flying in the sky.*
Picture 4: *I can see people taking flower pots into their flats.*
Picture 5: *I can see clouds moving quickly.*
Picture 6: *I can see people windsurfing on the sea.*
- 5 In pairs, students ask and answer questions about the pictures.
- 6 Workbook 6B page 51
 - a Give the students time to look at the pictures.
 - b Play the recording. The students listen and write.
 - c Play the recording again. Check the answers with the students.

Workbook tapescript

- | | |
|------------------|--|
| Narrator: | Miss Guo and her students are playing a game in class. Listen to the dialogue and fill in the missing words. |
| Miss Guo: | Let's play a game. Joe, pick up a piece of paper from the box and read the question on it. What does it say? |
| Joe: | What can you see when there is a gentle wind? |
| Kitty and Jill: | We can see flags flying in the sky. |
| Miss Guo: | What's the question on your paper, Kitty? |
| Kitty: | What can you see when there is a strong wind? |
| Alice and Peter: | We can see clouds moving quickly in the sky. |
| Miss Guo: | Alice, read the question on your paper, please. |
| Alice: | What can you see when there is a typhoon? |
| Joe and Peter: | We can see people holding their raincoats tightly. |

Unit 8 Windy weather



Listening and speaking: Windy days

Listen and say

Miss Guo is asking Kitty some questions about different kinds of windy weather. Kitty is going to help her make a display board.

What can you see when there is a gentle wind?

I can see people flying kites in the park.



Look at the pictures on the display board. Put them in the correct columns.

Windy weather



people/hold/
raincoats/tightly



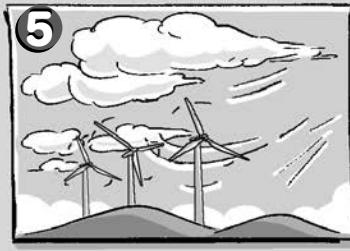
leaves/blow/
slightly/parks



flags/fly/sky



people/take/
flower pots/flats



clouds/move/
quickly



people/windsurf/sea

A gentle wind:

picture (2)

picture (3)

A strong wind:

picture (5)

picture (6)

A typhoon:

picture (1)

picture (4)

Think and say

With a classmate, talk about the things you can see on a windy day.

S1: What can you see when there is a gentle wind/
strong wind/typhoon?

S2: We can see ... when there is a ____.

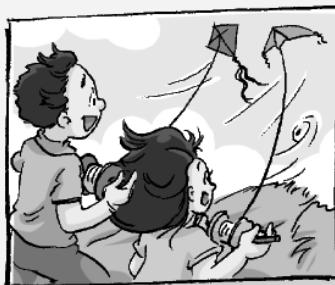


Writing: Windy weather

Find and write

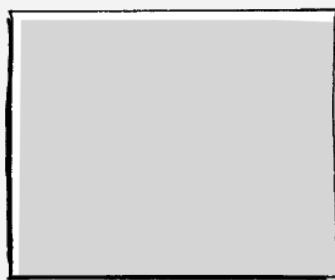
With your classmates, collect pictures of different kinds of windy weather from newspapers or magazines. Write sentences about your pictures.

Windy weather



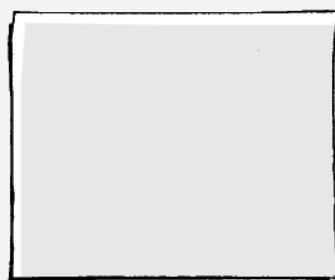
We can see people _____

when there is a _____.



We can see _____

when _____.



Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What can you see when there is a gentle wind?*

Using connectives to show the time relationship
between two actions

e.g., *We can see ... when there ...*

Using modal verbs to talk about ability
e.g., *We can see ...*

Language skills:**Listening**

Recognize differences in the use of intonation

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 56
- *Workbook 6B* pages 48 and 53

Preparation:

Ask the students to bring in pictures of windy weather,
if possible.

Pre-task preparation

Ask: *Is it windy today? What can you see?*

While-task procedure

- 1 Read **Think and say**. In pairs, students practise the dialogues. Ask pairs to say one of their dialogues.
- 2 Read **Find and write**. If the students have brought pictures of windy weather, they can stick them in the panels. Or they can draw pictures.
- 3 The students write the captions. Select individual students to read out a caption.

Post-task activities

Workbook 6B page 53

- a In pairs, students talk about what they can see and what they can/should do in different kinds of windy weather.
- b Give the students time to draw and write sentences.
- c Select individual students to read out their answers.

Consolidation

Workbook 6B page 48

Language focus:

Using the simple past tense to talk about past states and events

e.g., *Kitty and Ben were in the park.*

Using adverbs to describe manner

e.g., *They flew their kite happily.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 57
- *Workbook 6B* pages 47 and 52
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What happens in a typhoon?*

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat.

Ask: *What happened to trees/boats in a typhoon?*

Who cleaned the street after the typhoon?

- 2 Give the students time to read the story silently.

- 3 Play the cassette. The students follow in their books.

- 4 Ask the students to read the story.

- 5 Write the simple past forms of the verbs on the board:
are-were; fly-flew; blow-blew; move-moved;
become-became; go-went; watch-watched; fall-fell;
sink-sank; pass-passed; walk-walked; see-saw.

Ask questions about the story:

e.g., *Picture 1:*

Where were Kitty and Ben?

What did they fly?

How did the wind blow at first?

How did the clouds move?

Picture 2:

What did the wind blow away?

Where did Kitty and Ben go?

Picture 3:

What did Kitty and Ben watch at home?

How did the wind blow?

What happened to the trees?

What happened to the ships and boats?

Picture 4:

How did the typhoon pass through Garden City?

How did Kitty and Ben walk in the street?

Who did they see?

What did the street cleaners do?

- 6 Select individual students to read out the story again.

- 7 *Workbook 6B* page 52

a In pairs, students prepare the answers without writing.

b The students complete the sentences.

c Select pairs to say a dialogue.

Consolidation

Workbook 6B page 47



Reading: The typhoon

Look and learn

Present	Past	Present	Past	Present	Past
are	were	watch	watched	pass	passed
fly	flew	become	became	walk	walked
blow	blew	fall	fell	see	saw
move	moved	sink	sank	go	went



fell (fall)



sank (sink)



a street cleaner

Read a story

Introduce adverbs



Kitty and Ben were in the park. They flew their kite happily. At first, the wind blew gently. The leaves moved slightly. The clouds moved slowly.



Suddenly, the wind became stronger. The clouds moved quickly. The strong wind blew their kite away. Kitty and Ben went home immediately.



Kitty and Ben watched TV at home. The wind became a typhoon and blew fiercely. Trees fell down. Ships and boats sank in the sea.

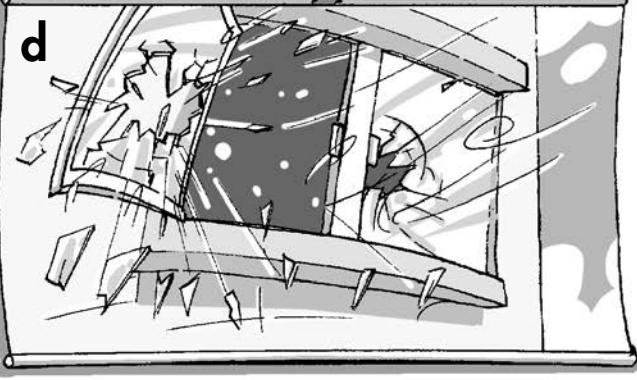
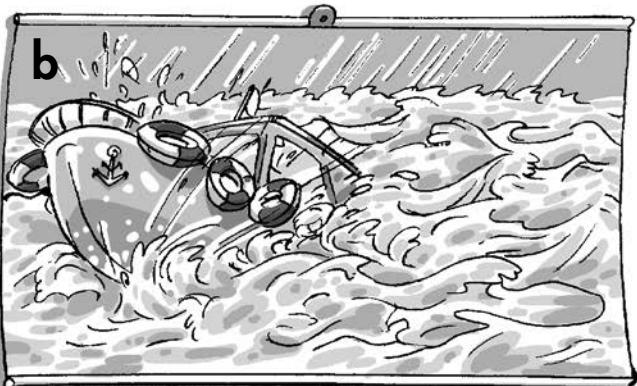
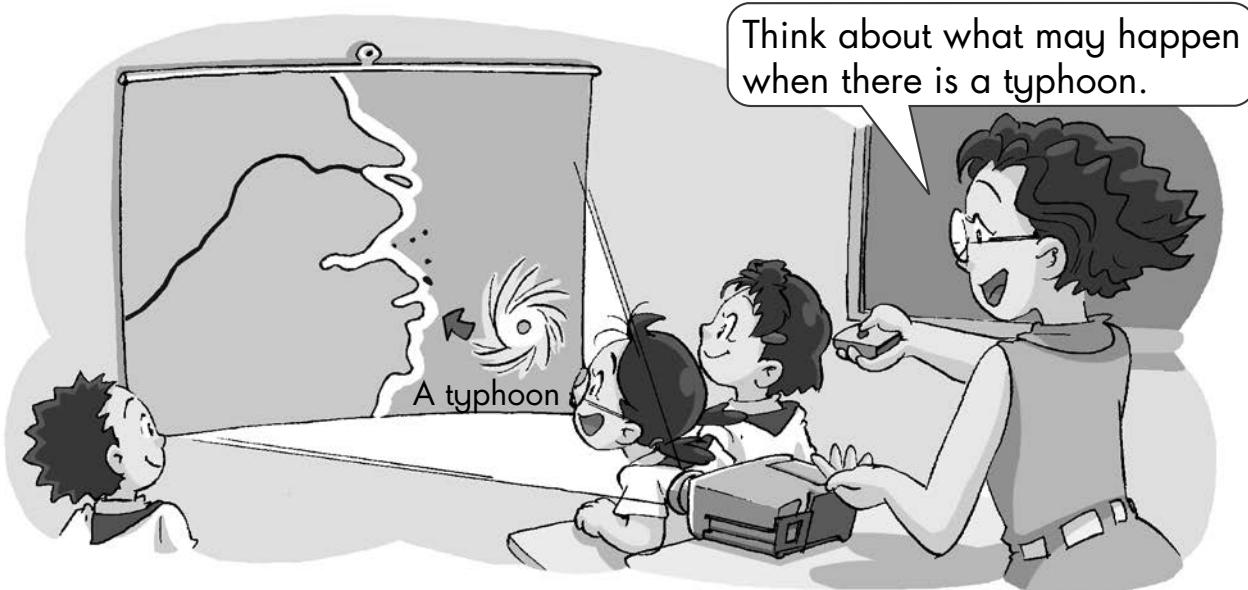


The typhoon passed quickly. Kitty and Ben walked carefully in the street. They saw some street cleaners cleaning the street.

Look, read and match

A slide show about typhoons

Match the descriptions with the pictures.



a Heavy objects may fall on cars in the streets.

c A strong wind may blow away flower pots outside people's flats.

d A strong wind may break windows.

b Big waves in the sea may sink ships and boats.

Language focus:

Using modal verbs to talk about possibility
e.g., *Heavy objects may fall on cars in the streets.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work using appropriate layout

Materials:

- *Student's Book 6B* page 58
- *Workbook 6B* page 49

Pre-task preparation

Ask: *Why are typhoons dangerous?* Compile a list of possible dangers on the board with the help of the students.

While-task procedure

- 1 Give the students time to look at the page.
- 2 In pairs, students match the text with the pictures.
Select individual students to read out the sentences in the correct order.
- 3 Ask questions about the pictures:
e.g., *What may fall on cars in a typhoon?*
What may big waves do?
What may a strong wind do to flower pots/windows?

Consolidation

Workbook 6B page 49

Language focus:

Using modal verbs to express obligation
e.g., *We should stay indoors.*

Language skills:

Speaking

Maintain an interaction by answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* page 59
- *Workbook 6B* page 50

Pre-task preparation

- 1 Ask the students: *What may happen when there is a typhoon?* Encourage the students to give as many answers as possible.
- 2 Ask: *What should you do before a typhoon comes?*

While-task procedure

- 1 Give the students time to look at the pictures in **Read, think and write**. In groups, students prepare the rules without writing. Select individual students to say a rule indicated in one of the pictures.
- 2 Give the students time to complete the rules. Select other students to read out a completed rule each.

Consolidation

Workbook 6B page 50

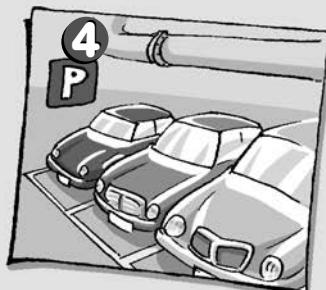


Writing: A poster

Read, think and write

With your classmates, look at the pictures on the poster. Write some safety rules.

When a Typhoon is Coming ...



- 1 We should stay indoors/at home/in our flats.
- 2 We should take flower pots inside our flats.
- 3 We should close all the windows in our flats.
- 4 Drivers should put their cars in car parks.
- 5 Fishing boats should stay in typhoon shelters.



Language

- I can see people flying kites. windsurfing.
- ... when there is a gentle wind. a strong wind. a typhoon.
- gently fiercely
slightly quickly
slowly carefully
- may/should ...

Word box



display /dɪ'spleɪ/	n.	展示
gentle /'dʒentl/	adj.	温和的
hold /həʊld/	v.	抓住
raincoat /'reɪnkoʊt/	n.	雨衣
tightly /'taɪtlɪ/	adv.	紧紧地
slightly /'slaɪtlɪ/	adv.	轻微地
pot /pɒt/	n.	盆
flat /flæt/	n.	一套房间
move /mu:v/	v.	移动；（使）改变位置
quickly /'kwɪklɪ/	adv.	快速地
*windsurf /'wɪndzɜ:f/	v.	进行帆板运动
*typhoon /taɪ'fu:n/	n.	台风
sink /sɪŋk/	v.	下沉；沉没
cleaner /'kli:nə(r)/	n.	清洁工人
happily /'hæpɪlɪ/	adv.	愉快地
at first		起先
gently /'dʒentlɪ/	adv.	温和地
slowly /'sləʊtlɪ/	adv.	缓慢地
suddenly /'sʌdənlɪ/	adv.	突然
immediately /ɪ'mi:dɪətlɪ/	adv.	立即
fiercely /'fɪəslɪ/	adv.	猛烈地
pass /pa:s/	v.	行进；移动
carefully /'keəfəlɪ/	adv.	小心地
slide show /'slaɪd ʃəʊ/	n.	幻灯片
think about		思考
happen /'hæpən/	v.	发生
object /'ɒbjekt/	n.	物体
outside /'aʊt'saɪd/	prep.	在……外面
wave /weɪv/	n.	波浪
inside /'ɪn'saɪd/	prep.	在……里面
shelter /'ʃeltə(r)/	n.	遮蔽物；庇护处



Notes

Page 55

1 I can see people flying kites in the park. 我看到人们正在公园里放风筝。

see somebody doing something 意为“看见某人正在做某事”。

2 a strong wind 大风

strong 是形容词，此处意为“强烈的；猛烈的”。另外，strong 还可意为“强壮的”。

Page 57

1 有些形容词后加 -ly 可构成副词，如：slight→slightly, slow→slowly 等。这是英语构词法中的一种。

Page 58

1 Heavy objects may fall on cars in the streets. 重物可能会掉落到街上的汽车上。

句中的 may 为情态动词，表示“可能”。

Page 59

1 We should stay ... 我们应该待在……

句中的 should 为情态动词，表示“应该”。

Additional teaching suggestions

Page 55

1 What can you see when there is a gentle wind?

只要求进行句型操练，不必就状语从句作语法分析。

2 I can see people flying kites in the park.

see somebody doing something 可作句型进行适当操练，不必扩展到 see somebody do something 等。

Page 57

1 本单元出现了不少不规则动词的过去式，应指导和帮助学生积累和记忆。

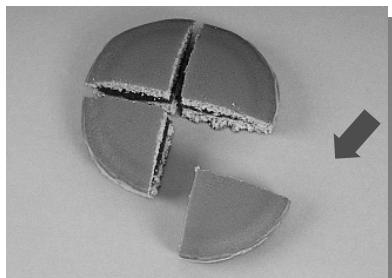
★ 本单元的 strong、may 属一词多义。这两个单词虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 9 Sea water and rain water



Reading: The oceans, rain and water

Look and learn



a quarter



starfish



a sea horse

Look and read

Miss Guo is reading a book to prepare a quiz for a class competition about the oceans.

The oceans

Almost three quarters of the Earth is water. Many fish and sea animals live in the streams, rivers, lakes, seas and oceans on the Earth.

Whales, dolphins and sharks are sea animals. Whales are the largest animals on the Earth. Dolphins are one of the most intelligent animals. Sharks are one of the most dangerous animals.

Unit 9 Sea water and rain water

Tasks in this unit

Talking about the oceans, the animals in them and why they are important; talking about rainfall and the results of insufficient rain; reading and writing about the uses of water, how we waste it and how we can save it.

Language focus:

Using nouns to refer to more than one object

e.g., *streams, rivers, lakes, seas, oceans*

Using adjectives to make comparisons

e.g., *Whales are the largest animals on the Earth.*

Language skills:

Listening

Identify the main ideas in a new topic

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Understand the connection between ideas by identifying linking words

Scan a text to locate specific information

Materials:

- *Student's Book 6B* page 62
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What can you see on the Earth?* Write a list of the students' suggestions on the board.

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat.

Ask: *If you eat a quarter of a cake, how much is left?*

What do two quarters make?

Where can you find starfish/sea horses?

- 2 Give the students time to read the text on page 62 silently.

- 3 Play the cassette for page 62 only. The students follow in their books.

- 4 Select individual students to read out a sentence each.

- 5 Ask questions about page 62:

e.g., *How much of the Earth is water?*

How much is land?

Where do fish and other sea animals live?

What are sea animals?

Which is the largest animal?

Which is the most intelligent?

Which is the most dangerous?

- 6 In pairs, students take turns to point to an animal in the picture and ask: *What's that?*

Language focus:

Using nouns and noun phrases to refer to objects
e.g., *starfish, sea horses*
Using adjectives to describe things
e.g., *They are interesting and beautiful sea animals.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Understand the connection between ideas by identifying linking words and phrases

Scan a text to locate specific information

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 6B* pages 62 and 63
- *Workbook 6B* pages 57 and 58
- Cassette 6B
- Cassette player
- Multimedia material 6B

Preparation:

Ask the students to bring in pictures of sea animals cut from newspapers or magazines. You will need scissors and glue.

While-task procedure

- 1 Give the students time to read the text on pages 62 and 63 silently.
- 2 Play the cassette for the whole text. The students follow in their books.
- 3 Select individual students to read out a sentence each.
- 4 Ask questions about page 63:
e.g., *What can you find in the oceans?*
What do people get from the oceans?
What do fishermen use to catch fish?
The oceans are important. What must we do?
- 5 In pairs, students prepare the answers to the quiz without writing. Ask the questions to check the students' answers.
- 6 *Workbook 6B* page 58
 - a The students tick the answers.
 - b Select individual students to read out an answer.
- 7 *Workbook 6B* page 57
 - a Give the students time to read the given sentences silently.
 - b Play the recording. The students listen and write.
 - c Play the recording again. Ask individual students to read out the choice of the given sentences to check the answers.

Workbook tapescript

Narrator: Kitty and Peter are doing a quiz about the oceans. Kitty is asking the questions. Can you help Peter choose the correct answers?
Kitty: Question number one: How much of the Earth is water?
Question number two: Where do many fish and sea animals live?
Question number three: What are one of the most dangerous animals?
Question number four: What are the largest animals on the Earth?
Question number five: What are one of the most intelligent animals?
Question number six: What interesting and beautiful sea animals can we find in the oceans?
Question number seven: What can people get from the oceans?
Question number eight: What must we stop doing to the oceans?
Question number nine: What seafood do fishermen usually get from the oceans?

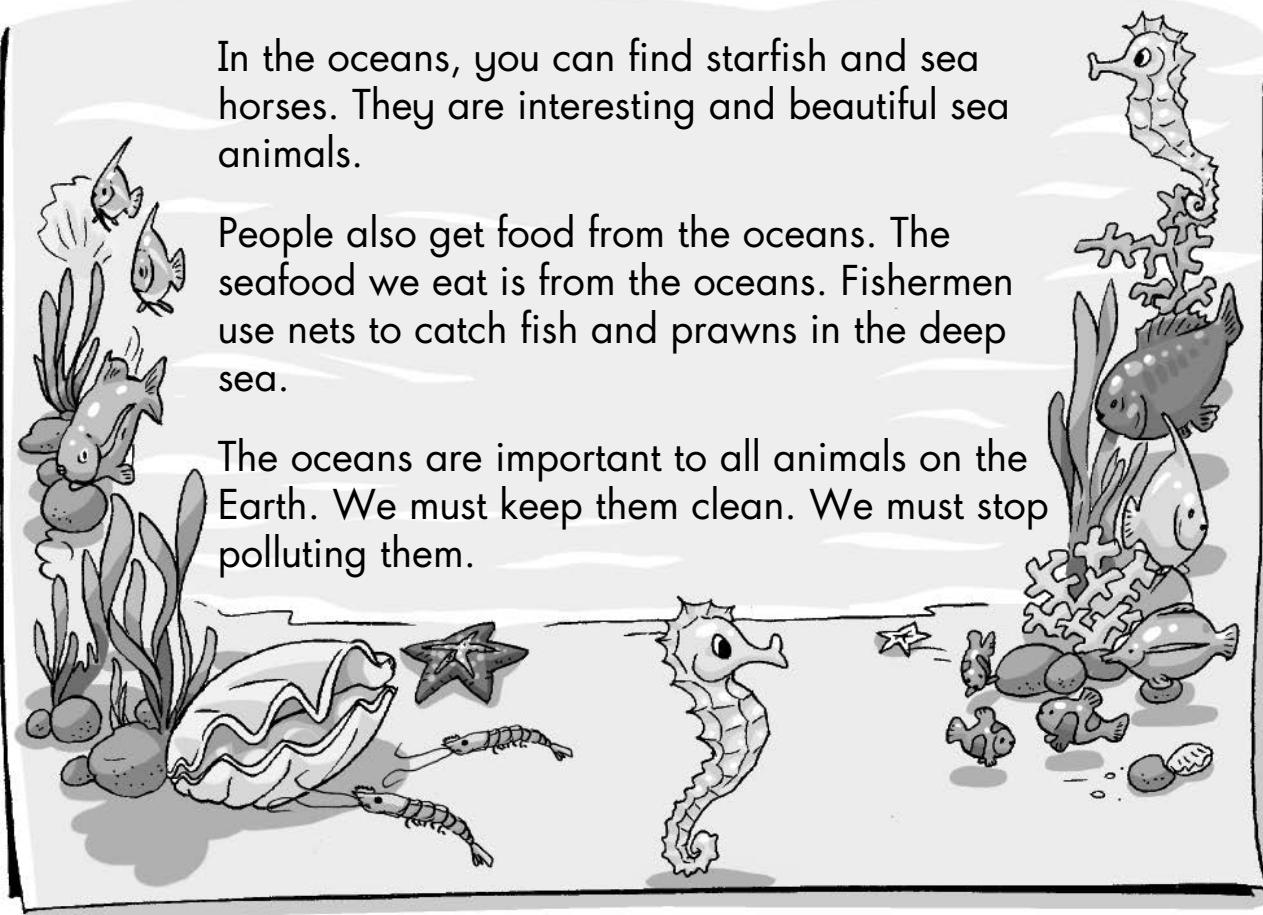
Pre-task preparation

Say: *Name some sea animals.* Compile a list on the board with the help of the students.

In the oceans, you can find starfish and sea horses. They are interesting and beautiful sea animals.

People also get food from the oceans. The seafood we eat is from the oceans. Fishermen use nets to catch fish and prawns in the deep sea.

The oceans are important to all animals on the Earth. We must keep them clean. We must stop polluting them.



Think and write

Find the answers to the questions for the quiz.

Quiz: The oceans

1 What covers almost three quarters of the Earth?

Streams, rivers, lakes, seas and oceans.

2 What is the largest animal on the Earth?

Whales.

3 Name two intelligent animals on the Earth.

Dogs and dolphins.

4 Name two beautiful things in the oceans.

Starfish and sea horses.

5 Name two kinds of seafood people can get from the oceans.

Fish and prawns.

Look and read

Kitty and Alice want to find some information about water on the Internet.

What will happen if there is no rain?

At home

Review the simple future tense

If there is no rain, we will have no water to drink. If there is no rain, we will have no water to brush our teeth or to take a shower. If there is no rain, we will have no water to wash our clothes or to wash the dishes.

At work

Farmers need water to water the crops and vegetables on their farms. If there is no rain, the crops and vegetables will die. We will not have any food to eat. If there is no rain, cooks in restaurants will have no water to cook food.

If there is no rain, firemen will not have any water to put out fires.

Navigation icons: back, forward, search, and others typical of a presentation slide.

Language focus:

Using connectives to express conditions

e.g., *If there is no rain, we will have no water to drink.*

Using the simple future tense to talk about future events

e.g., *If there is no rain, the crops and vegetables will die.*

Language skills:**Listening**

Identify the main ideas of a new topic

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Identify details that support the main idea

Writing

Write out a piece of work using appropriate layout

Materials:

- *Student's Book 6B* page 64
- *Workbook 6B* pages 54 and 60
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *Why do we need water?* List the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the page silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read out a sentence each.
- 4 Ask questions about the text: e.g., *What do we use water to do at home/at work?*
- 5 *Workbook 6B* page 60
 - a In groups, students prepare sentences for the pictures. The sentences must begin with *If there is no rain, ...*
Groups write their sentences.
 - b Select individual students to read out one of their group's sentences.

Consolidation

Workbook 6B page 54

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do people use water to do?*

Using nouns to refer to more than one object
e.g., *farmers, cooks*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work using appropriate layout

Materials:

- *Student's Book 6B* pages 64 and 65
- *Workbook 6B* pages 55 and 59
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do you use water to do at home and at school?*
Compile a list of the students' suggestions on the board.

While-task procedure

- 1 Play the cassette for page 64. The students follow in their books.
- 2 In groups, students prepare the report on page 65 without writing. Ask individual students to suggest some ideas.
- 3 The students write the notes and the sentences.
- 4 *Workbook 6B* page 59
 - a The students write the report.
 - b Select individual students to read out a completed sentence.

Consolidation

Workbook 6B page 55

Think and write

Look at Kitty and Alice's report. Help them finish it. Read page 64 for information.

What do people use water to do?

At home	At work
<ul style="list-style-type: none">• to brush their teeth	<p>farmers:</p> <ul style="list-style-type: none">• to _____ water the crops and vegetables
<ul style="list-style-type: none">• to take a shower/bath	<p>cooks:</p> <ul style="list-style-type: none">• to _____ cook food
<ul style="list-style-type: none">• to wash their clothes and the dishes	<p>firemen:</p> <ul style="list-style-type: none">• to _____ put out fires
<p>other uses:</p> <ul style="list-style-type: none">• to _____ water flowers	<p>other uses:</p> <ul style="list-style-type: none">• to _____ wash their hands

suggested answers

At home

We use water to brush our teeth.

We use water to take a shower or a bath.

We use water to wash our clothes and the dishes.

We use water to water flowers.

At work

Farmers use water to water the crops and vegetables.

Cooks use water to cook food.

Firemen use water to put out fires.

People use water to wash their hands.



Listening and speaking: How can we save water?

Listen and learn



a dripping tap



a running tap



a shower

Write and listen

Look at the pictures on the poster below. Complete the sentences.
Put a tick (✓) or a cross (✗) in the correct boxes.

**Save water!
Don't waste it!**

1  ✓
Fix a dripping tap.

2  ✗
Wash vegetables under a running tap.

3  ✓
Turn off a dripping tap.

4  ✗
Play water games.

5  ✓
Take a shower instead of a bath.

6  ✗
Brush your teeth under a running tap.

Language focus:

Use imperatives to give instructions
e.g., *Fix a dripping tap.*

Language skills:**Listening**

Listen to locate specific information

Speaking

Maintain an interaction by answering questions

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Writing

Develop written texts by using appropriate format, conventions and language features when writing non-narrative texts such as a poster

Materials:

- *Student's Book 6B* page 66
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *How can we save water?* Compile a list of the students' suggestions on the board.

While-task procedure

- 1 Play the cassette for **Listen and learn**. The students listen and repeat. Ask: *What does a dripping tap/a running tap waste?*
- 2 In groups, students read the poster. They decide how to complete the sentences. The students then tick the pictures which save water and cross the ones that waste water.
- 3 Play the cassette for **Write and listen**. The students listen and check their answers.

Tapescript

Narrator: Save water! Don't waste it!

Picture One. Fix a dripping tap.

Picture Two. Wash vegetables under a running tap.

Picture Three. Turn off a dripping tap.

Picture Four. Play water games.

Picture Five. Take a shower instead of a bath.

Picture Six. Brush your teeth under a running tap.

Language focus:

Asking *How* questions to find out means
e.g., *How can we save water?*

Using prepositions to express means
e.g., *We can save water by fixing a dripping tap.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Writing

Develop written texts by using appropriate format, conventions and language features when writing non-narrative texts such as a poster

Materials:

- *Student's Book 6B* pages 66 and 67
- *Workbook 6B* pages 56 and 61

Pre-task preparation

Ask: *How can we save water?* Compile a list of suggestions on the board with the students' help.

While-task procedure

- 1 The students read page 66 again.
- 2 In pairs, students practise the dialogue in **Think and say**. Select pairs to read out the dialogue. Pairs continue the practice.
- 3 Complete the report in **Write** orally.
- 4 *Workbook 6B* page 61
 - a The students write the report.
 - b Select individual students to read out one of their sentences.

Post-task activities

- 1 In groups, students suggest more ways of saving water.
- 2 In groups, students design posters.
- 3 The students show their posters in class and then choose the best one.

Consolidation

Workbook 6B page 56

Think and say

Look at page 66 again. In pairs, talk about different ways of saving water.

S1: How can we save water? New structure

S2: We can save water by fixing a dripping tap.

S1: How can we save water?

S2: We can save water
by not playing
water games.



Writing: Let's save water

Write

You may ask the students to write their answers on page 61 of *Workbook 6B*.

Write a report about the poster on page 66 and suggest ways of saving water.

A template for a poster titled "Let's save water!". The title is at the top center. Below it are three statements: "We can save water by fixing a ____.", "We can save water by not playing ____.", and "We can save water ...". There are four horizontal lines for writing responses.

Language

► If there is no rain, ... will/will not ...

► We use water to brush ...
to wash ...

► by fixing ...

not playing ...

Word box



starfish /'sta:fɪʃ/	<i>n.</i>	海星
sea horse /'si: hɔ:s/	<i>n.</i>	海马
competition /kɒmpə'tɪʃn/	<i>n.</i>	竞赛；比赛
stream /stri:m/	<i>n.</i>	小河；溪流
*whale /weil/	<i>n.</i>	鲸
*dolphin /'dɒlfɪn/	<i>n.</i>	海豚
*shark /ʃa:k/	<i>n.</i>	鲨鱼
intelligent /ɪn'telɪdʒənt/	<i>adj.</i>	聪明的
fisherman /'fiʃəmən/	<i>n.</i>	渔夫
important /ɪm'pɔ:tnt/	<i>adj.</i>	重要的
cover /'kʌvə(r)/	<i>v.</i>	覆盖
Internet /'ɪntənet/	<i>n.</i>	互联网
shower /'ʃauə(r)/	<i>n.</i>	淋浴
farmer /'fa:mə(r)/	<i>n.</i>	农场主；农夫
crop /krɒp/	<i>n.</i>	农作物
*dripping /'drɪpɪŋ/	<i>adj.</i>	滴（漏）水的
tap /tæp/	<i>n.</i>	龙头
running /'rʌnɪŋ/	<i>adj.</i>	流动的
waste /weist/	<i>v.</i>	浪费
fix /fiks/	<i>v.</i>	修理
turn off		关掉
instead of		代替



Notes

Page 62

- 1 Almost three quarters of the Earth is water. 地球表面约四分之三是水。
- 2 Dolphins are one of the most intelligent animals. 海豚是最聪明的动物之一。
句中的 one of ... 意为“……之一”，因此后接可数名词的复数形式。

Page 63

- 1 Name two intelligent animals on the Earth. 说出地球上两种聪明的动物。
句中的 name 作动词，意为“说出……的名字”。
比较：What's your name? 你叫什么名字？(name 作名词，意为“名字”)
Name two beautiful things in the oceans. 说出海洋中两种漂亮的东西。(name 作动词，意为“说出……的名字”)

Page 64

- 1 If there is no rain, we will have no water to drink. 如果没有雨的话，我们会没有水喝。
本句中的 if 意为“如果”，用于表示假设。在 6A Unit 4 中学了 She wants to find out if he likes his job., 句中的 if 意为“是否”。
- 2 Farmers need water to water the crops and vegetables on their farms. 农民需要用水来浇灌农场里的庄稼和蔬菜。
句中的两个 water 是两种不同用法。前者是名词，意为“水”；后者是动词，意为“浇灌”。

Page 65

- 1 表格中 other uses 中的 use 作名词，意为“用途；功能”，注意其发音是/ju:s/；当 use 作动词时，发音是/ju:z/。

Page 66

- 1 a dripping tap 滴（漏）水的龙头
a running tap 哗哗地流着水的龙头
- 2 Take a shower instead of a bath. 洗淋浴而不要洗盆浴。
相当于：Don't take a bath. Take a shower instead.

Page 67

- 1 We can save water by fixing a dripping tap. 修理漏水的龙头，（我们）可以节约用水。
句中的介词短语 by ... 意为“用……的方式”。

Additional teaching suggestions

Page 64

- 1 If there is no rain, we will have no water to drink.
此处只要求进行句型操练，不必就状语从句作语法分析。

Page 67

- 1 We can save water by fixing a dripping tap.
介词 by 用于表示方式，提醒学生 by 后要跟动词的 ing 形式。
- ★ 本单元的 if 和 use 属兼类词。这两个单词虽不列入本单元 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 10 Forests and land



Reading: Forests

Look and learn



a forest



a hollow

Look and read

Peter and Joe are reading some information about forests. They are going to make a display board.

The book page features a small illustration of a forest at the top left. The main text is as follows:

Forests

A forest is a large area of trees. Forests are very important because they provide shelter and food for birds, animals and insects. Birds make their nests in trees. Small animals and insects build their homes in the hollows of trees. Leaves, flowers and fruit are their food.

People in some countries cook food with wood. They get wood from forests.

We cut down trees to make houses, furniture and paper. Many animals in forests die because they lose their homes and food. We must stop cutting down forests.



Unit 10 Forests and land

Tasks in this unit

Talking about the importance of forests in relation to ecology; reading about products that grow and minerals that come from the land and their uses; talking about different materials.

Language focus:

Using nouns to refer to more than one object
e.g., *Birds make their nests in trees.*

Using modal verbs to express prohibition
e.g., *We must stop cutting down forests.*

Using connectives to give reasons
e.g., *Many animals in forests die because they lose their homes and food.*

Using prepositions to express means
e.g., *People in some countries cook food with wood.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Read written language in meaningful chunks

Materials:

- *Student's Book 6B* page 70
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What can you see in a forest?*

Why are forests important?

What lives in forests?

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat. Ask: *What can live in a hollow?*
- 2 Give the students time to read **Look and read** silently.
- 3 Play the cassette. The students follow in their books.
- 4 Select individual students to read out a sentence each.
- 5 Ask questions about the text:

e.g., *What is a forest?*

Why are forests important?

What make their nests in trees?

What build their homes in trees?

What do they eat?

What do some people cook with?

Where do they get wood from?

What do we use trees to do?

Why do many animals die?

What must we do?

- 6 Select individual students to read out the passage again.

Language focus:

Using the simple present tense to describe habitual actions

e.g., *We make our nests in trees.*

Using modal verbs to indicate obligation

e.g., *People must stop cutting down forests.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Use visual clues, context and knowledge of the world to work out the meaning of a word and a complete expression

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* pages 70 and 71
- *Workbook 6B* page 66

Pre-task preparation

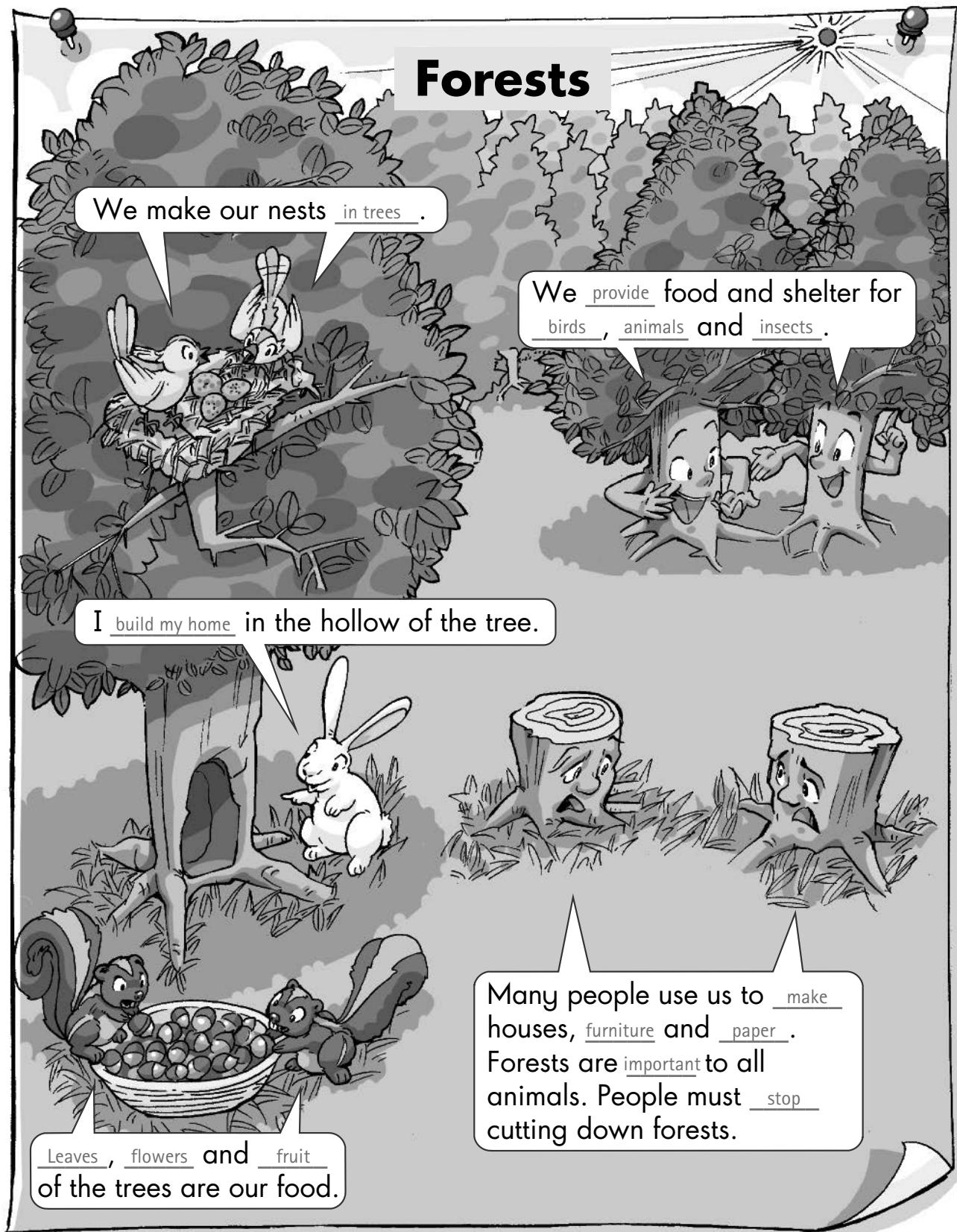
Play the cassette for 'Forests' on page 70 again. The students follow in their books.

While-task procedure

- 1 Give the students time to look at page 71. Then in pairs, students prepare the sentences without writing. Select individual students to say a sentence.
- 2 The students write the sentences. Select other individual students to read out a completed sentence.
- 3 Ask questions:
e.g., *Where do birds make their nests?*
What do trees provide for birds, animals and insects?
Where do rabbits make their homes?
What do people use trees to make?
What do squirrels eat?
- 4 *Workbook 6B* page 66
 - a Ask the students to read pages 70 and 71 of the *Student's Book* again. The students tick the correct answers.
 - b Ask individual students to read out a sentence.

Look, read and write

Look at page 70 again. Help Peter and Joe complete the display board about forests.





Listening and speaking: Things from the environment

Listen and learn



clay



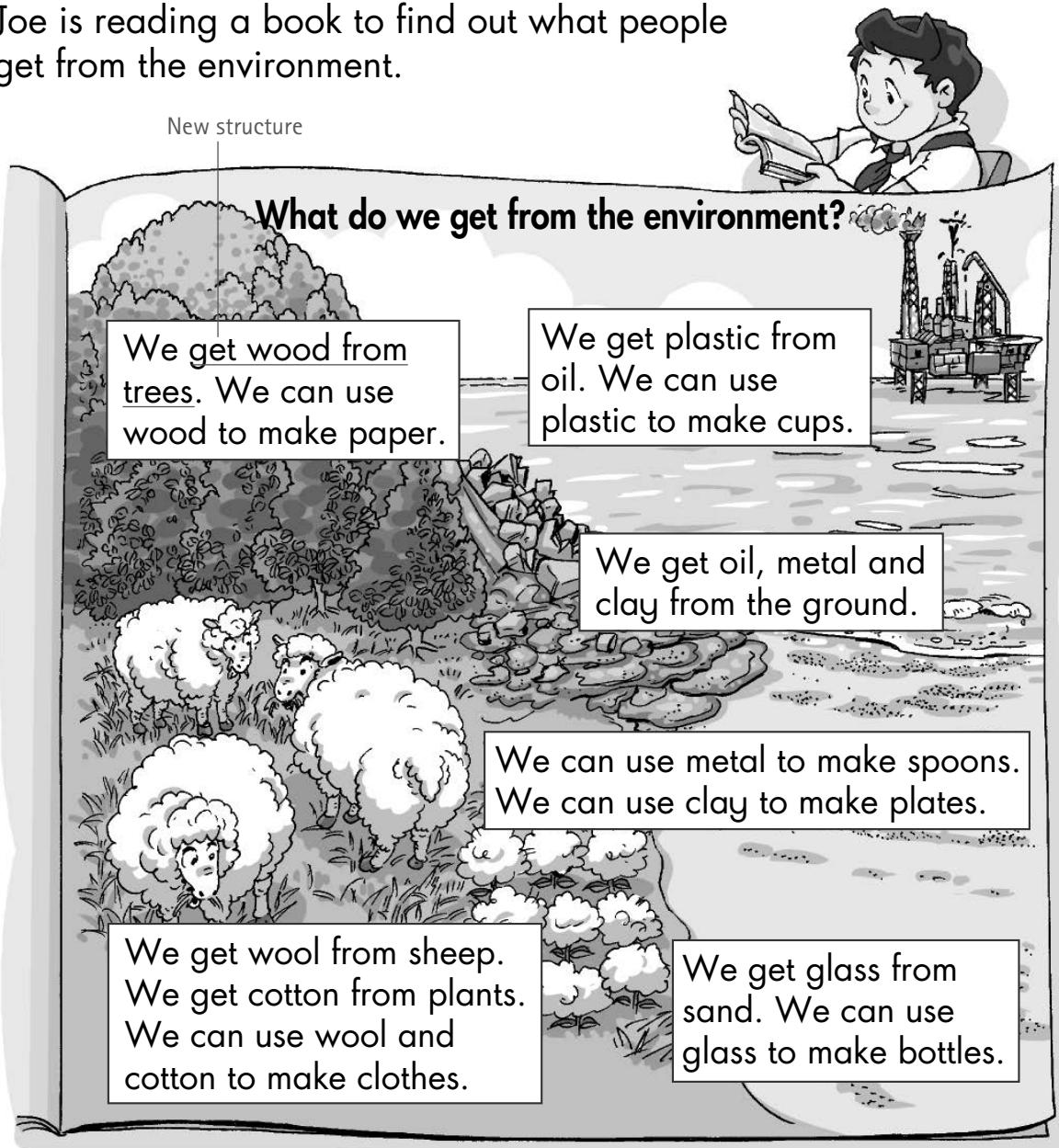
wool



cotton

Listen and say

Joe is reading a book to find out what people get from the environment.



Language focus:

Using prepositions to indicate the source
e.g., *We get wood from trees.*

Using nouns to refer to uncountable objects
e.g., *We get plastic from oil.*

Using infinitives to indicate purposes
e.g., *We can use wood to make paper.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 6B* page 72
- *Workbook 6B* pages 62 and 63
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do we use wood to make?* Compile a list of its uses on the board with the students' suggestions.

While-task procedure

- 1 Play the cassette for **Listen and learn**. The students repeat. Ask: *What do we use clay/wool/cotton to make?*
- 2 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 3 Ask questions about the text:
e.g., *Where do we get wood from?*
What can we use wood to make?
Where do we get plastic from?
What can we use plastic to make?
Where do we get oil, metal and clay from?
What can we use metal to make?
What can we use clay to make?
Where do we get wool from?
Where do we get cotton from?
What can we use wool and cotton to make?
Where do we get glass from?
What can we use glass to make?

Consolidation

Workbook 6B pages 62 and 63

Language focus:

Using nouns to refer to more than one object
e.g., *bags, plates*

Using infinitives to indicate purposes
e.g., *We can use glass to make bottles.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 6B* page 73

Pre-task preparation

Ask: *What can we use wood/wool/cotton/metal/clay/plastic to make?*

While-task procedure

- 1 Give the students time to read **Ask and answer**.
- 2 Go through the list of items. Ask: *What can we use glass to make?* Ask the students to choose the item(s) in the list to answer the question. Repeat for the other items in the list.
- 3 In pairs, students practise **Ask and answer**. Select pairs to say a dialogue.
- 4 In pairs, students complete the lists in **Match and write**. Select individual students to read out one of their lists.
- 5 In pairs, students complete the report. Select individual students to read out their report.

Ask and answer

In pairs, ask and answer questions about the things people can make with different materials.

S1: What can we use glass to make?

S2: We can use glass to make bottles.

S1: What can we use wood/wool to make?
cotton/metal
clay/plastic

S2: We can use _____ to make _____.

bags	chopsticks
plates	pencils
jackets	blouses
cups	spoons
bottles	flowers
knives	bowls
coats	scarves
T-shirts	boxes



Writing: Different materials

Match and write

Complete the following list and write a report on the uses of different materials.



- 1 wood → chairs, chopsticks
- 2 clay → plates
- 3 wool → socks, coats, scarves
- 4 plastic → bottles, cups
- 5 metal → spoons, knives



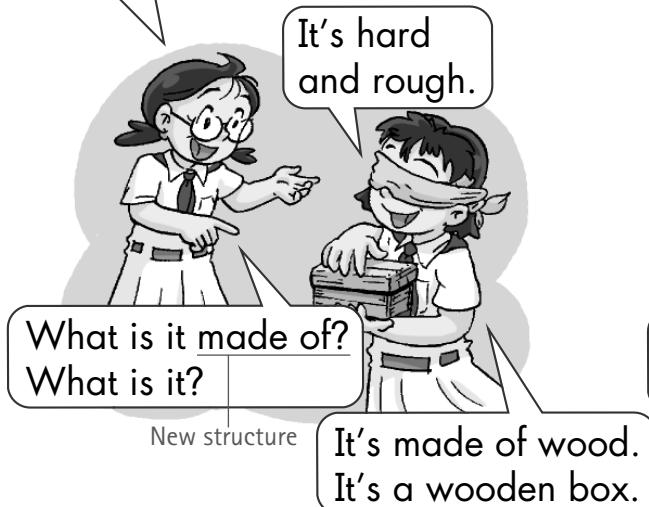
Report

- 1 We can use wood to make chairs/chopsticks.
- 2 We can use clay to make plates.
- 3 We can use wool to make socks/coats/scarves.
- 4 We can use plastic to make bottles/cups.
- 5 We can use metal to make spoons/knives.

Play a game

Collect items which are made of different materials. Play the game with your classmates.

① Touch it. How does it feel?



② Touch it. How does it feel?



Ask, answer and write

Give a classmate a few items to feel. Ask him/her about them.

Name of item	Material	How does it feel?

S1: How does it feel?

S2: It's hard/rough/soft/smooth.

S1: What is it?

S2: It's a wooden/woollen/cotton/metal/clay/plastic/glass _____.

Language

- We get ___ from ___.
- What is it made of?
It's made of ___.
- We can use ___ to make ___.
- How does it feel?
It's hard/rough/soft/smooth.
- wooden ___ plastic ___
- woollen ___ cotton ___
- metal ___ clay ___

Language focus:

Using imperatives to give instructions
e.g., *Touch it.*

Using adjectives to describe objects
e.g., *It's hard and rough.*

Asking *Wh-* and *How* questions to find out specific information

e.g., *How does it feel? What is it made of?*

Using prepositions to indicate the source
e.g., *It's made of wood.*

Language skills:**Listening**

Listen to locate specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Gather and share information and ideas by brainstorming and listing

Materials:

- Student's Book 6B page 74
- Workbook 6B pages 64, 65, 67 and 68
- Cassette 6B
- Cassette player
- Multimedia material 6B

Preparation:

Bring in a blindfold and some objects for the students to play the game.

Pre-task preparation

Ask: *How does wood/metal/wool/cotton/clay/plastic/glass feel?*

While-task procedure

- 1 Give the students time to read the dialogues in **Play a game.**
- 2 Play the cassette for the dialogues. The students follow in their books.
- 3 Select pairs to play the game in front of the class.
One student will wear a blindfold. The other student will hand over an object to be felt and then ask the questions.
- 4 The students continue to play the game in pairs. They fill in the table after using three objects.
- 5 *Workbook 6B* page 67
 - a Read the list of items at the top of the page.
 - b In pairs, students complete the lists. Select individual students to read out one of their lists.
- 6 *Workbook 6B* page 65
 - a Play the recording. The students listen, circle and write.
 - b Check the answers with the students.

Workbook tapescript

Narrator: Skygirly is going to have a party at home. What does she need? Listen to her talking with Spaceboy and circle the correct answers.

Skygirl: I'm going to have a party at home this Saturday. I need to buy some things for my party.

Spaceboy: What do you need for your party?

Skygirl: I need a tablecloth.

Spaceboy: What kind of tablecloth do you prefer? A cotton one or a plastic one?

Skygirl: I prefer to use a cotton one. I can reuse it next time. I need some cups too.

Spaceboy: Will you buy plastic cups?

Skygirl: No. I'd like to buy some paper cups.

Spaceboy: Do you need any plates?

Skygirl: Yes. I don't have enough plates. I will buy some clay ones. I don't have enough chopsticks, either. I need some wooden ones.

Spaceboy: What else do you need?

Skygirl: Knives and forks. I prefer to use metal knives and forks, so I will buy some metal ones.

Spaceboy: Are there any other things you may need for your party?

Skygirl: Let me see ... I also need some spoons and bowls. I'd like to buy some plastic spoons and bowls.

Consolidation

Workbook 6B pages 64 and 68

Word box



forest /'fɔrɪst/	<i>n.</i>	森林
*hollow /'hɒləʊ/	<i>n.</i>	洞；孔
area /'eəriə/	<i>n.</i>	地区
provide /prə'veайд/	<i>v.</i>	供给
*insect /'ɪnsekt/	<i>n.</i>	昆虫
*nest /nest/	<i>n.</i>	窝；巢
build /bɪld/	<i>v.</i>	建造
wood /wʊd/	<i>n.</i>	木头
cut down		砍倒
furniture /'fɜ:nɪtʃə(r)/	<i>n.</i>	家具
*clay /kleɪ/	<i>n.</i>	黏土
wool /wʊl/	<i>n.</i>	羊毛
cotton /'kɒtn/	<i>n.</i>	棉花
plastic /'plæstɪk/	<i>n. & adj.</i>	塑料（的）
oil /ɔɪl/	<i>n.</i>	油；石油
metal /'metl/	<i>n. & adj.</i>	金属（的）
ground /graʊnd/	<i>n.</i>	土地
sand /sænd/	<i>n.</i>	沙
*chopstick /'tʃɒpstɪk/	<i>n.</i>	筷子
material /mə'tɪəriəl/	<i>n.</i>	材料
(be) made of		由……制成的
wooden /'wʊdn/	<i>adj.</i>	木制的
woollen /'wʊlən/	<i>adj.</i>	毛纺的；羊毛的



Notes

Page 70

- 1 Forests are very important because they provide shelter and food for birds, animals and insects. 森林之所以重要，是因为它们为鸟类、动物和昆虫提供了居所和食物。
provide something for somebody/something 意为“为……提供……”。
- 2 furniture (家具) 和 paper (纸) 都是不可数名词。如: a piece of furniture 意为“一件家具”; a piece of paper 意为“一张纸”。
- 3 Many animals in forests die because they lose their homes and food. 森林中的很多动物因为失去住所和食物而死亡。
句中的 lose 作动词，意为“失去”。

Page 72

- 1 wood, wool, cotton, plastic, metal, clay 等词在本课中是不可数名词。
- 2 We can use glass to make bottles. 我们用玻璃制造瓶子。
use ... to make ... 用……来做……
句中的 glass 意为“玻璃”，是不可数名词。
比较 : It's made of glass. 它是由玻璃制成的。(glass 意为“玻璃”，是不可数名词。)
He put the glass on the shelf. 他把玻璃杯放在架子上。(glass 意为“玻璃杯”，是可数名词。)
She wears glasses. 她戴眼镜。(glasses 这一复数形式意为“眼镜”。)

Page 74

- 1 有些名词加上后缀 -en 可构成相应的形容词，如: wood → wooden (木质的), wool → woollen (羊毛的)。这是英语构词法中的一种。

Additional teaching suggestions

Page 74

- 1 It's made of wood.
be made of 仅作为词组进行教学，不必就被动语态进行语法分析。

*Unit 11 Controlling fire

Tasks in this unit

Finding information about fire; identifying the ways in which a fireman's equipment can be used; learning about fire precautions; reading about and writing fire drill rules, equipment and location of equipment.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What kind of people usually cause hill fires?*

Using modal verbs to talk about possibility
e.g., *What may happen if people are not careful with fire?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by agreeing or disagreeing, asking questions, explaining and using formulaic expressions where appropriate

Reading

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Materials:

- *Student's Book 6B* page 77
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *Have you seen any fires? What causes fires?*

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat.
- 2 Ask: *Why are cigarette ends dangerous?*
- 3 In groups, students discuss the questions in **Read, find and answer** and try to answer them. Ask the students to suggest answers to the questions. This should be done before reading page 78.
The aim is to get the students to think and make suggestions before reading the project.

* Unit 11 Controlling fire

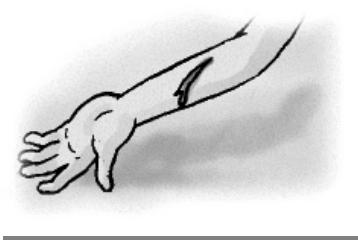


Reading: Talking about fire

Look and learn



a cigarette end



injured

Read, find and answer

Miss Guo has asked her students to do a project about fire. Alice and Peter are reading her questions.

Refer to page 78 for the answers.



Fire



- 1 Many, many years ago, what did people use to start a fire?
- 2 What did they use fire to do?
- 3 Today, what do people use fire to do in their homes?
- 4 What do factory workers use fire to do?
- 5 What kind of people usually cause hill fires?
- 6 What may happen if people are not careful with fire?



Let's find some information about fire and write a report.

Project: Fire

by Alice and Peter



Answers to the questions on page 77.

Q1: Many, many years ago, people used a stick, a large piece of wood and dry leaves to make a fire. They used fire to cook meat and to get light and heat.

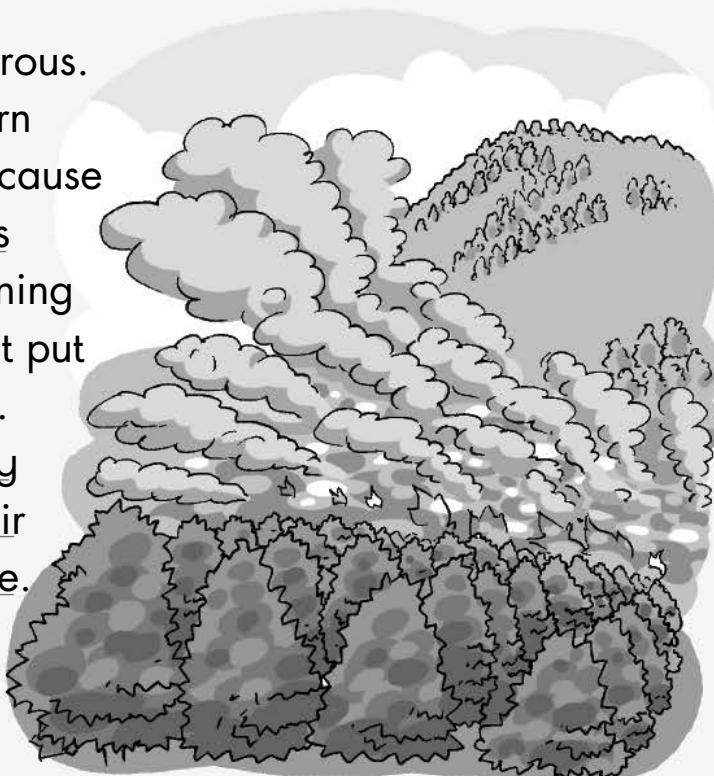
Today, people use fire in many different ways. At home, we use fire to cook food and boil water.

Q4: In factories, workers use fire to melt metals to make things of different shapes. Factory workers also use fire to make glass.

Fire can be very dangerous. Every year, hill fires burn a lot of trees. This is because there are many careless people. They leave burning cigarette ends or do not put out their barbecue fires.

Q5: Q6: People may be seriously injured or even lose their lives and homes in a fire.

We must be careful with fire.



Language focus:

Using the simple past tense to talk about past activities
e.g., *Many, many years ago, people used a stick, a large piece of wood and dry leaves to make a fire.*

Using the simple present tense to describe habitual actions

e.g., *Today, people use fire in many different ways.*

Using modal verbs to talk about possibility

e.g., *Fire can be very dangerous.*

Language skills:**Listening**

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Scan a text to locate specific information

Writing

Write out a piece of work using appropriate layout

Materials:

- *Student's Book 6B* page 78
- *Workbook 6B* page 74
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do we use fire to do?* List the students' suggestions on the board.

While-task procedure

- 1 Give the students time to re-read the questions on page 77 and read the project on page 78 silently.
- 2 Play the cassette for the project. The students follow in their books.
- 3 Select individual students to read out a sentence each.
- 4 In pairs, students prepare the answers to the questions without writing. Ask the questions on page 77 again to check the students' answers.
- 5 *Workbook 6B* page 74
 - a The students read the passage and tick the correct answers.
 - b Select individual students to read out a completed sentence.

Language focus:

Using the simple present tense to express facts
e.g., *A fireman uses it to put out fires.*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Scan a text to locate specific information

Writing

Write out a piece of work using appropriate layout

Materials:

- *Student's Book 6B* page 79
- *Workbook 6B* page 69
- Cassette 6B
- Cassette player

Pre-task preparation

Ask: *What do we use to draw a picture?* to elicit: *We use a pencil.*

Ask: *What do we use to erase a drawing?*

What do we use to paint a picture?

What do we use to draw a straight line?

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Play the cassette for **Read and match**. The students listen and repeat.
- 3 Give the students time to match the tool with its usage.
Ask: *What does a fireman use a hose/a ladder/an axe/breathing equipment to do?*
- 4 *Workbook 6B* page 69
 - a In pairs, students prepare the dialogues without writing. Select pairs to say a dialogue.
 - b The students write the dialogues. Select other pairs to read out a completed dialogue.

Read and match

Miss Guo and her students have visited a fire station. They have found more information for their project. What does a fireman usually use in a fire?



a hose



an axe



breathing equipment



a ladder

Tools a fireman uses What does a fireman use it to do?

- a a ladder
- b an axe
- c breathing equipment
- d a hose

- A fireman uses it to put out fires. d
- A fireman uses it to rescue people from tall buildings. a
- A fireman uses it to open the door or the windows of a flat. b
- A fireman uses it to breathe in smoky places. c



Writing: Fire drill rules

Read and write

There will be a fire drill at Rose Garden School. Miss Guo is thinking about things that may happen during the fire drill. She wants to write some rules for her students.

What may happen during the fire drill?

- Some students may pack their school bags before they leave the classroom.
- Some students may run down the stairs.
- Some students may not remember to meet in the playground.
- Some students may not queue up in the corridor.



Complete Miss Guo's fire drill rules.

-
-
-
-
-
-
-
-

Fire drill rules

- 1 You must not pack your school bags before you leave the classroom.
- 2 You must not run down the stairs.
- 3 You must remember to meet in the playground.
- 4 You must queue up in the corridor.



Language focus:

Using modal verbs to express possibility

e.g., *Some students may pack their school bags before they leave the classroom.*

Using modal verbs to express obligation

e.g., *You must not pack your school bag before you leave the classroom.*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Scan a text to locate specific information

Writing

Plan and organize information and ideas by deciding on the sequence of content

Revise and edit drafts

Materials:

- *Student's Book 6B page 80*

- *Workbook 6B pages 70 and 75*

Pre-task preparation

Ask: *What do you do when you hear the fire alarm?* List the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the text silently.
- 2 Select individual students to read out a sentence each.
- 3 In pairs, students prepare the fire drill rules without writing. Ask individual students to say a rule.
- 4 The students write the rules. Select individual students to read out a completed sentence.
- 5 *Workbook 6B page 75*
 - a In groups, students discuss their school's fire drill rules.
 - b Take suggestions from the students. Compile a list on the board.
 - c The students write the rules. Ask individual students to read out one of the rules.

Consolidation

Workbook 6B page 70

Language focus:

Asking *Wh-* questions to find out places

e.g., *Where are the fire extinguishers on the ground floor?*

Using the introductory *There* to express facts and prepositions to indicate positions

e.g., *There are two fire extinguishers outside the teachers' office.*

There is also a fire extinguisher near the stairs.

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* pages 81 and 82
- *Workbook 6B* pages 71, 72 and 73
- Cassette 6B
- Cassette player
- Multimedia material 6B

Pre-task preparation

Play the cassette for **Listen and learn**. The students listen and repeat with their books closed.

Ask: *Where are the fire extinguishers/fire alarms/fire hose reels?* to elicit: e.g., *There's a fire extinguisher near our classroom. ...*

While-task procedure

- 1 Give the students time to read the text.
- 2 Play the cassette. The students listen and repeat.
- 3 Select pairs to read out the dialogue.
- 4 In pairs, students look at the floor plan on page 82 and take turns to ask a question. Select pairs to ask and answer a question.
- 5 *Workbook 6B* page 73
 - a Give the students time to read the floor plan silently.
 - b Play the recording. The students listen and draw.
 - c Ask: *Where are the fire extinguishers/the fire alarms/the fire hose reels?* Check the answers.

Workbook tapescript

Narrator: Kitty is telling Peter the location of the firefighting equipment in their school. Listen and help Peter mark them on the floor plan.
Kitty: Peter, where is the firefighting equipment in our school? Please mark it on the floor plan.
Peter: OK, Kitty.
Kitty: There are three fire extinguishers on the third floor. Two are in the corridor outside the Arts and Crafts room. One is on the wall near the main staircase.
There are two fire alarms on the first floor.
One is outside the hall. One is near the back staircase.
There are two fire hose reels on the ground floor. One is outside the teachers' office. One is near the main staircase.

Consolidation

Workbook 6B pages 71 and 72



Listening and speaking: Firefighting equipment

Listen and learn



a fire extinguisher



a fire alarm



a fire hose reel

Listen, read and say

Fire extinguishers, fire alarms and fire hose reels are firefighting equipment. Kitty and Alice have walked around their school to find out where the firefighting equipment is.

Review prepositions

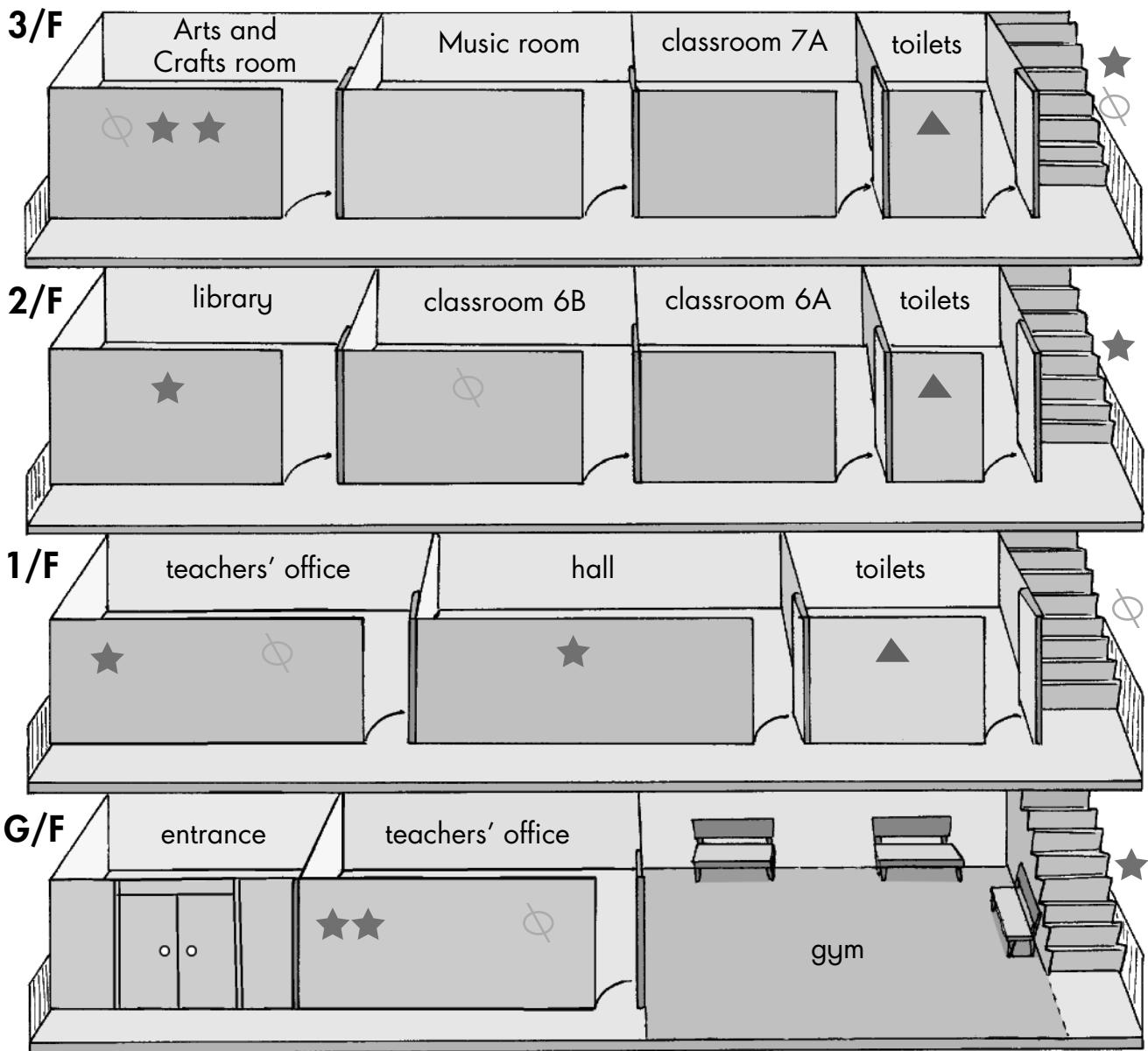


Look at the floor plan of Kitty and Alice's school on page 82. In pairs, find the location of the other firefighting equipment.

S1: Where are the fire extinguishers/fire alarms/fire hose reels on the _____ floor?

S2: There is/are _____ fire extinguisher(s)
fire alarm(s)
fire hose reel(s)

near the _____
outside



Language

- use ___ to ...
- outside/near ___
- may/may not
- on the ground floor
- must/must not
- first
- There is/There are ...
- second
- third

Language focus:

Asking *Wh-* questions to find out places
Using the introductory *There* to express facts
Using prepositions to indicate positions

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6B* pages 81 and 82
- *Workbook 6B* page 76

Pre-task preparation

Ask the students to re-read page 81 of the *Student's Book*.

While-task procedure

In pairs, students look at the floor plan on page 82 and continue the practice in **Listen, read and say** on page 81. Select pairs to ask and answer a question.

Post-task activities

Workbook 6B page 76

- a Let the students go around their school to find out where the firefighting equipment is in their school.
- b In pairs, students discuss the location of firefighting equipment in their school and draw the symbols on the plan.
- c In pairs, students practise the dialogue:
S1: *Where are the fire extinguishers/fire alarms/fire hose reels?*
S2: *There is/are ...*
- d Select pairs to read their dialogue in class.

Notes

Page 77

- 1 cigarette /'sigə'ret/ *n.* 香烟
end /end/ *n.* 末端；尽头；末尾
injured /'ɪndʒəd/ *adj.* 受伤的；有伤的
cause /kɔ:z/ *v.* 引起
careful /'keəfl/ *adj.* 小心的；当心的
(be) careful with 小心；当心
- 2 Many, many years ago, what did people use to start a fire? 许多年前，人们用什么来生火？
句中的 start 作动词，意为“使发生；开始进行”。
- 3 What may happen if people are not careful with fire? 假如人们用火不小心，可能会发生什么呢？

Page 78

- 1 stick /stɪk/ *n.* 棍；棒；柴枝
heat /hi:t/ *n.* 热量
melt /melt/ *v.* (使)熔化；(使)融化
burn /bɜ:n/ *v.* 燃烧
careless /'keələs/ *adj.* 粗心的；不注意的
burning /'bɜ:nɪŋ/ *adj.* 燃烧的
seriously /'sɪəriəsli/ *adv.* 严重地
even /'i:vn/ *adv.* 甚至
- 2 Today, people use fire in many different ways. 如今，人们在许多不同的方面用到火。
句中的 way 意为“(某个)方面”。
- 3 In factories, workers use fire to melt metals to make things of different shapes. 在工厂里，工人们用火熔化金属，以制造各种形状的物品。
- 4 lose one's life 丧生，life 意为“生命”。

Page 79

- 1 hose /həʊz/ *n.* 橡皮软管；水龙管
axe /æks/ *n.* 斧
breathing /'breθɪŋ/ *n.* 呼吸
equipment /ɪ'kwɪpmənt/ *n.* 设备；装备
ladder /'lædə(r)/ *n.* 梯子
tool /tu:l/ *n.* 工具
rescue /'reskju:/ *v.* 营救
breathe /breθ/ *v.* 呼吸
smoky /'sməʊki/ *adj.* 冒烟的；烟雾弥漫的

Page 80

1 fire drill /'faɪə drɪl/	<i>n.</i>	消防演习
during /'djuərɪŋ/	<i>prep.</i>	在……期间
stair /steə(r)/	<i>n.</i>	楼梯
queue /kju:/	<i>v.</i>	排队；列队等候
queue up		排长队等待
corridor /'kɔːrdɔ:(r)/	<i>n.</i>	过道；走廊

2 Some students may run down the stairs. 一些学生可能会跑下楼梯。

句中的 down 作介词，意为“向下；往下”。

3 Some students may not queue up in the corridor. 一些学生可能不会在走廊里排队。

Page 81

1 firefighting /'faɪəfɪtɪŋ/	<i>n.</i>	灭火
extinguisher /ɪk'stingwɪʃə(r)/	<i>n.</i>	灭火器
alarm /ə'lɑ:m/	<i>n.</i>	警报器
reel /ri:l/	<i>n.</i>	卷筒；卷盘

2 Kitty and Alice have walked around their school to find out where the firefighting equipment is. 基蒂和艾丽斯走遍了学校去找消防器材的放置位置。

Additional teaching suggestions

Page 81

1 Kitty and Alice have walked around their school to find out where the firefighting equipment is.

本句结构较为复杂，只要求学生理解句意，不必作语法分析。

Now listen

- 1 Give the students time to read the page.
- 2 Play the recording. The students listen.
- 3 Play the recording again, pausing for the students to tick and write the answers.
- 4 Play the recording again for the students to check their work.

Tapescript

Newsreader: Good evening. Today was a very bad day in Garden City. This morning, there was a big fire in Star Town. The fire started because someone left a burning cigarette end on the ground. Firemen used hoses to fight the fire. Many firemen used breathing equipment. They put out the fire in the early afternoon. Luckily, no one was injured in the fire. Later in the afternoon, a strong wind became a typhoon and blew fiercely. Heavy objects fell on cars. Boats sank because of the big waves. The typhoon passed quickly and we can expect sunny weather tomorrow. Please be careful during typhoons. Drivers must park their cars in car parks. Fishing boats must stay in typhoon shelters. That's all for today. Good night.

3 The natural world

Now listen

*A news report

Listen to the newsreader reporting the news and tick the correct answers.

1 What happened this morning in Star Town? There was ...

- a fire a typhoon a strong wind

2 What caused the fire?

- a match a barbecue fire a burning cigarette end

3 What did the firemen use to fight the fire?

- ladders axes hoses

4 What did many firemen use?

- ladders axes breathing equipment

5 What happened later in the afternoon? There was ...

- a fire a typhoon a gentle wind

Listen to the news again and complete the sentences.

1 What happened to cars and boats during the typhoon?

Heavy objects fell _____ on cars.

Boats sank _____ because of the big waves _____.

2 What must people do during typhoons?

Drivers must park their cars _____ in car parks.

Fishing boats _____ must stay _____ in typhoon shelters.

Using English

Using pie charts^①

Interviews and questionnaires^② are useful ways to collect ideas. Do you know how to show the correct results^③ from interviews and questionnaires?

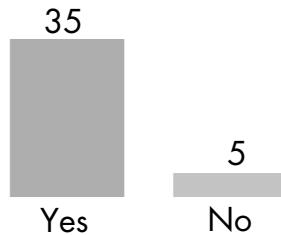
A Look at this simple question and the results.

Do you eat meat? Yes: 35 people No: 5 people

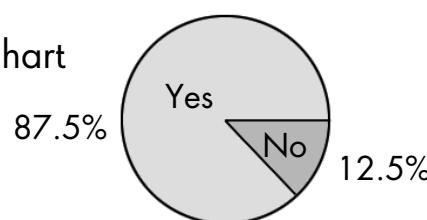
Here are two easy ways to show these results:

Do you eat meat?

a bar chart

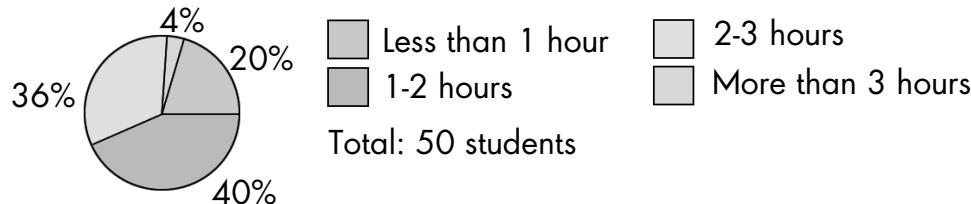


a pie chart



B Look at this pie chart and complete the sentences below.

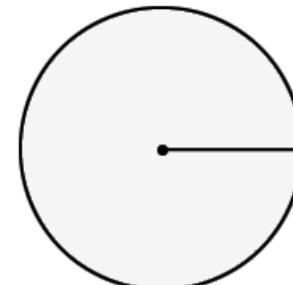
How much time do you spend reading every day?



In our class, (1) 10 students spend less than (2) 1 hour reading every day. (3) 20 students spend between 1 and 2 hours reading. (4) 18 students spend between (5) 2 and 3 hours reading. (6) 2 students (7) spend more than 3 hours reading.

C Do a survey about the students' favourite subjects in your class. Fill in the table below and then draw a pie chart.

Subject	Chinese	Maths	English
No. of students			
Subject	Science	Music	P.E.
No. of students			



^① pie chart 饼图 ^② questionnaire *n.* 调查表 ^③ result *n.* 结果

Using English

Using pie charts

This section introduces another common way in which we can display numerical information. We want the students to be able to read pie charts, and to be able to make them to show results. We also want the students to use suitable language in describing their results and talking about charts.

- 1 Most of the students may have learnt how to make such charts. If the students are still unfamiliar with them, remind students of the following.
- 2 To make a pie chart, you need to know that there are 360 degrees in a circle. In our example, we want to show that five people do not eat meat, and 35 people eat meat. Therefore, our total number is 40, and the circle of 360 degrees represents 40 people. To work out the size of the slice of the pie for five people, we multiply like this:

$$\frac{5}{40} \times \frac{360}{1} = 45 \text{ degrees}$$

Then we draw a line from the centre of the circle out to the circumference, and use a protractor (an instrument for measuring angles) to calculate 45 degrees, and draw the second line. Since we only have two numbers in this example, the rest of the pie will show the correct size for the other 35 people.

- 3 Another way of producing charts is to use a software program such as *Excel* which will produce the charts for you automatically if you type in the raw data.
- 4 Discuss the two examples of charts, using the information above. If the students have not done this sort of work before, you will need to help them through it more slowly, and perhaps give them more examples. Then ask them to study the pie chart in Part B and complete the text underneath it. Check the answers with the students.
- 5 Finally, ask the students to do Part C and to practise this skill by making charts from their own results.

More practice

*Saving water

Think about the questions below and discuss them in groups.

Why must we save water?

What do we use water to do?

What will happen if there is no water?

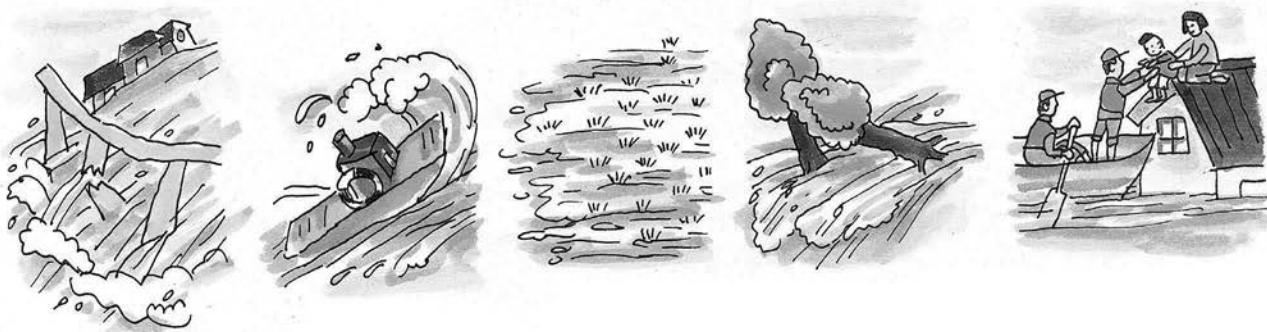
How can we save water?

Save water!
It's important.



*Preventing floods^①

What may happen if there is a flood? What causes a flood? What must we do to prevent the floods? Discuss with your classmates.



What may happen?

houses, bridges	fall down
ships, boats	sink in the big waves
fields	be full of water
plants	die
people	lose lives and homes

What must we do?

stop cutting down forests/trees
plant more trees
stop polluting the Earth
protect the environment

^① preventing floods 预防洪涝灾害

Listen and read

/ɔ:/	or al au oor	short hall autumn door	north fall because floor	/ɔ:/	er ir ur or	her bird nurse work	term third turn word
/ɒ/	o a	off what	wrong want	/ə/	er a	teacher panda	paper banana
/tʃ/	ch	cheap	rich	/ʃ/	sh	share	fish
/dʒ/	g j	age job	gentle juice	/ʒ/	s	usually	television
				/ts/	ts	lights	parts
				/dz/	ds	cards	clouds

Read and underline

Underline the sounds in these sentences.

/ɔ:/	Paul has a <u>ball</u> near the <u>door</u> .
/ɒ/	Tom wants a <u>bottle</u> of <u>orange</u> juice.
/ɔ:/	Her <u>third</u> girl <u>worked</u> as a <u>nurse</u> .

Now listen

Listen and circle the words you hear.

/ɒ/	/ɔ:/
1 not	north
2 shop	short
3 mop	morning
4 doll	door
5	bird
6	nurse
7	third
8	work

/ə/	/ɔ:/
9 big	bigger
10 dark	darker
11 sad	sadder
12 meet	metre
13	shoes
14	sheep
15	shirt
16	wash

/ɔ:/	/ɔ:/
5 bird	board
6 nurse	store
7 third	thought
8 work	walk

/ʃ/	/tʃ/
13 shoes	choose
14 sheep	cheap
15 shirt	church
16 wash	watch

*Project

Reusing old materials

Language focus:

Using the simple past tense to talk about past events
Using nouns to identify different materials

Language skills:

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Gather and share information and ideas through brainstorming and listing

Materials:

- *Student's Book 6B* pages 72, 73 and 89

Pre-task preparation

A week before the class moves on to the project, you may ask the students to keep a record of the items they throw away during the week.

Give the students time to read pages 72 and 73 again silently. Say: *Name some items that are made of wood/metal/glass/plastic.* Compile lists on the board with the help of the students.

While-task procedure

- 1 The students write the lists of items they threw away in the previous week. Offer help to the students if they have difficulty in naming the objects.
- 2 Ask individual students questions:
e.g., *What did you throw away last Monday?*
What was it made of?
- 3 In groups, students compare their lists and decide which students wasted the least material.

*Project

Reusing old materials

Make a record

Make a record of some of the items you threw away last week at school, at home or in other places like restaurants and parks.

Items I threw away^①

Name: _____

Date: from _____

to _____

	Items made of wood	Items made of metal	Items made of glass	Items made of plastic
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

^① threw (throw 的过去式) away 扔掉

Look, think and tick

Look at your record on page 89 again and compare it with the items below. Tick (✓) the items you have in your record.



wooden chopsticks



plastic forks



paper clips^①



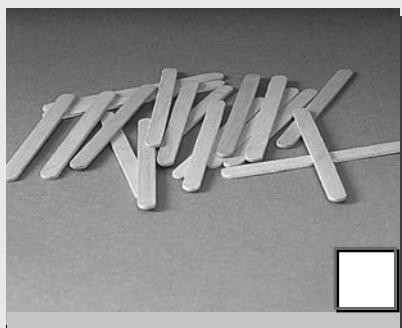
glass bottles



envelopes



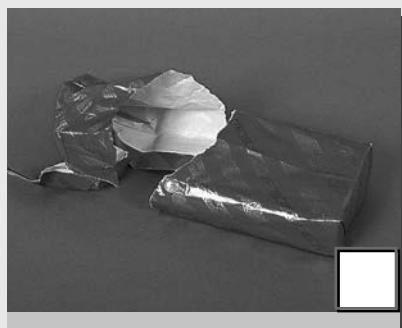
plastic bottles



ice lolly sticks^②



food/drink tins



wrapping paper^③



newspapers/magazines



plastic bags



plastic cups

① paper clip 回形针 ② ice lolly stick 冰棍棒 ③ wrapping paper 包装纸

Language focus:

Using nouns to identify different objects and materials

Language skills:**Reading**

Scan a text to locate specific information

Writing

Gather and share ideas through brainstorming

Materials:

- *Student's Book 6B* pages 89 and 90

Pre-task preparation

Walk around the classroom, picking up objects and asking:
e.g., *What's this?*

What's it made of?

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Hold up your book, point to the items in turn and ask:
What are these?
What are they made of?
- 3 The students refer to their record on page 89 and tick the photos on page 90.
- 4 In pairs, students take turns to point to a picture and ask: *What are those?*
What are they made of?

Language focus:

Using modal verbs to express obligation

Language skills:

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Recognize the presentation of ideas through headings, etc.

Writing

Gather and share information and ideas by using strategies such as brainstorming

Materials:

- *Student's Book 6B* page 91

Pre-task preparation

Ask: *How can we save paper/metal/plastic?* Write the students' suggestions on the board.

While-task procedure

- 1 In groups, students look at the pictures and make suggestions for saving the materials shown in the pictures.
- 2 The students write their suggestions. Select individual students to read out one of their suggestions.

Think and write

Discuss with your classmates and write down what you can do to reuse old materials.

Suggestions for reusing materials

Paper

(Do you write on both sides of paper?)

Don't just use _____ side of paper.

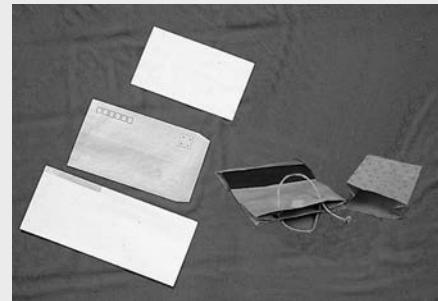
We can _____.



Paper bags/envelopes

(Do you use these things more than once?)

We can _____.



Metal tins

(Can you use these things in other ways? How?)

_____.



Plastic cups/knives/forks

(Do you use plastic cups/knives/forks at your parties? Can you use these things again after the party?)

_____.

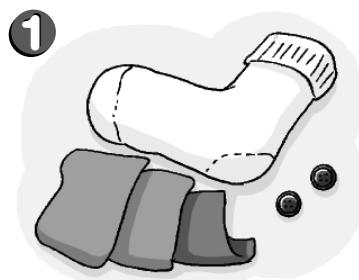


Can you think of any more suggestions?

_____.

Make and play

We can save materials by reusing them to make something new.
Let's make a puppet using old materials.



Collect an old sock, some pieces of cloth and two buttons from old clothes.



Cut the pieces of cloth to make two ears and a nose. Stick^① them on the sock. Stick the buttons on to make the eyes.



Cut another small piece of cloth to make the tongue. Stick it on the sock. The puppet is your new toy.

Can you make use of old materials by making a new toy or something useful? (e.g., a pen holder^②)

Making use of old materials

What is it?
It is a/an _____.

(draw)

How to make it?

1 Collect _____.

_____.

2 Cut .../Stick .../Put .../Fix .../Draw .../
Paint .../Use ...

_____.

3 _____.

_____.

4 _____.

_____.

Tips

- buttons
- ice lolly sticks
- scissors
- string^④
- toilet roll centres^③
- old wrapping paper
- glue
- paints
- plastic bottles
- shells
- clay
- brushes

① stick v. 粘; 贴 ② pen holder 笔筒 ③ toilet roll centre 卷筒纸芯 ④ string n. 线; 绳

Language focus:

Asking *Wh-* and *How* questions to find out specific information
Using imperatives to give instructions

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6B* page 92
- Cassette 6B
- Cassette player
- Several old socks in various colours
- A few pieces of cloth
- Buttons
- Scissors and glue

Pre-task preparation

Ask: *What can you make from old things?* Write the students' suggestions for reusing materials: e.g., *boxes, bottles, tins*.

While-task procedure

- 1 Divide the class into groups. Share out the materials so that each group can follow the steps to make a puppet.
- 2 Groups follow the instructions to make their puppets. Ask a representative from each group to show their puppet to the class.
- 3 Groups discuss and design a new toy or something useful from old materials. Ask the groups for their ideas. Write the items on the board: e.g., *pen holder from toilet roll centre and old wrapping paper*. Ask: *What do you need? How do you make it?*
- 4 Groups complete their drawing and write the materials and instructions for making the new toy. Select a spokesperson from each group to show their drawing and explain what it is and how to make it.

Word bank

Word list

A a

address	<i>n.</i>	地址	U2
advice	<i>n.</i>	劝告；忠告	U3
ago	<i>adv.</i>	以前	U3
agree	<i>v.</i>	同意	U5
*air-conditioned	<i>adj.</i>	有空调的	U6
airport	<i>n.</i>	机场	U2
area	<i>n.</i>	地区	U10
around	<i>adv.</i>	到处；向各处	U6
Asia	<i>n.</i>	亚洲	U1
*astronaut	<i>n.</i>	宇航员	U5

B b

back	<i>n.</i>	背面；反面	U5
baker	<i>n.</i>	面包师	U5
bakery	<i>n.</i>	面包房	U5
*Bangkok	<i>n.</i>	曼谷	U1
battle	<i>n.</i>	战役	U3
before	<i>adv.</i>	以前	U2
belt	<i>n.</i>	皮带	U6
*blouse	<i>n.</i>	女式衬衫	U6
*boarding card	<i>n.</i>	登机牌	U2
(be) born	<i>v.</i>	出生	U3
bridge	<i>n.</i>	桥	U7
bring	<i>v.</i>	带……到某处；带来	U2
build	<i>v.</i>	建造	U10

注：出处带“N”的单词出现于相应单元的Notes页上。

building	<i>n.</i>	建筑物	U1
button	<i>n.</i>	按钮	U5

C c

*canteen	<i>n.</i>	食堂; 餐厅	U6
capital	<i>n.</i>	首都	U1
carefully	<i>adv.</i>	小心地	U8
celebrate	<i>v.</i>	庆祝	U3
*centimetre	<i>n.</i>	厘米	U5
change	<i>n.</i>	变化	U6
checklist	<i>n.</i>	清单; 核对表	U2
*chopstick	<i>n.</i>	筷子	U10
*clay	<i>n.</i>	黏土	U10
cleaner	<i>n.</i>	清洁工人	U8
cold	<i>n.</i>	感冒	U4
competition	<i>n.</i>	竞赛; 比赛	U9
conductor	<i>n.</i>	售票员	U7
cotton	<i>n.</i>	棉花	U10
country	<i>n.</i>	国家	U3
cover	<i>v.</i>	覆盖	U9
crop	<i>n.</i>	农作物	U9
crossing	<i>n.</i>	人行横道; 十字路口	U7

D d

danger	<i>n.</i>	危险; 风险	U3
departure	<i>n.</i>	离开; 出发	U2
die	<i>v.</i>	死; 死亡	U3
display	<i>n.</i>	展示	U8
dollar	<i>n.</i>	元 (美国、加拿大等国家货币单位)	U2
*dolphin	<i>n.</i>	海豚	U9

*double-decker	<i>n.</i>	双层车	U7
*dripping	<i>adj.</i>	滴（漏）水的	U9

E e

exercise	<i>v.</i>	锻炼	U4N
exhibition	<i>n.</i>	展览会	U1

F f

famous	<i>adj.</i>	著名的	U1
fare	<i>n.</i>	车费	U7
farmer	<i>n.</i>	农场主；农夫	U9
festival	<i>n.</i>	节日	U3
fever	<i>n.</i>	发烧	U4
few	<i>adj.</i>	不多的；很少的	U7
fiercely	<i>adv.</i>	猛烈地	U8
fisherman	<i>n.</i>	渔夫	U9
fix	<i>v.</i>	修理	U9
flat	<i>n.</i>	一套房间	U8
flight	<i>n.</i>	航班	U2
flyover	<i>n.</i>	立交桥	U7
footbridge	<i>n.</i>	人行桥	U7
forest	<i>n.</i>	森林	U10
forget	<i>v.</i>	忘记	U4
furniture	<i>n.</i>	家具	U10
future	<i>n.</i>	将来；未来	U5

G g

gentle	<i>adj.</i>	温和的	U8
gently	<i>adv.</i>	温和地	U8
good-looking	<i>adj.</i>	(外貌)好看的	U5

ground	<i>n.</i>	土地	U10
grow	<i>v.</i>	长大；长高	U5
	<i>v.</i>	生长	U6N

H h

happen	<i>v.</i>	发生	U8
happily	<i>adv.</i>	愉快地	U8
have	<i>v.</i>	患病；得病	U4N
have to	<i>modal v.</i>	不得不	U2
headache	<i>n.</i>	头痛	U4
health	<i>n.</i>	身体（或精神）状况；健康	U4
hold	<i>v.</i>	抓住	U8
*hollow	<i>n.</i>	洞；孔	U10
housework	<i>n.</i>	家务劳动	U4
however	<i>adv.</i>	然而	U2
huge	<i>adj.</i>	巨大的	U1

I i

if	<i>conj.</i>	如果	U9N
immediately	<i>adv.</i>	立即	U8
important	<i>adj.</i>	重要的	U9
indoor	<i>adj.</i>	室内的	U4
information	<i>n.</i>	信息	U1
*insect	<i>n.</i>	昆虫	U10
inside	<i>prep.</i>	在……里面	U8
instead	<i>adv.</i>	代替；更换	U7
intelligent	<i>adj.</i>	聪明的	U9
Internet	<i>n.</i>	互联网	U9

J j

*Japan	<i>n.</i>	日本	U1
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K k

*kilogram	<i>n.</i>	千克；公斤	U5
kilometre	<i>n.</i>	千米；公里	U1
king	<i>n.</i>	国王	U3

L l

later	<i>adv.</i>	以后；后来	U3
leave	<i>v.</i>	离开	U2N
life	<i>n.</i>	生活	U6
*London	<i>n.</i>	伦敦	U2
*Los Angeles	<i>n.</i>	洛杉矶	U2
lose	<i>v.</i>	输掉	U3
	<i>v.</i>	失去	U10N
*lunar	<i>adj.</i>	农历的	U3

M m

*magic	<i>adj.</i>	有魔力的	U5
material	<i>n.</i>	材料	U10
may	<i>modal v.</i>	可能	U8N
metal	<i>n. & adj.</i>	金属（的）	U10
million	<i>num.</i>	百万	U1
model	<i>n.</i>	模型	U4
moon cake	<i>n.</i>	月饼	U3
more	<i>adv.</i>	（程度上）更多的	U5N
most	<i>pron.</i>	大多数	U7
motorcycle	<i>n.</i>	轻便摩托车	U7
move	<i>v.</i>	移动；（使）改变位置	U8

N n

*name tag	<i>n.</i>	姓名牌	U2
*nest	<i>n.</i>	窝；巢	U10
none	<i>pron.</i>	没有一个	U7
north-east	<i>adv.</i>	东北	U1
north-west	<i>adv.</i>	西北	U1
note	<i>n.</i>	注释；提醒	U2
	<i>n.</i>	纸币；资料；信息	U5N
notice	<i>n.</i>	通知	U6
*nowadays	<i>adv.</i>	现今	U7

O o

object	<i>n.</i>	物体	U8
oil	<i>n.</i>	油；石油	U10
once	<i>adv.</i>	一次	U4
outdoor	<i>adj.</i>	室外的	U4
outside	<i>prep.</i>	在……外面	U8

P p

pack	<i>v.</i>	装（箱）	U2
palace	<i>n.</i>	宫殿	U1
pass	<i>v.</i>	行进；移动	U8
passenger	<i>n.</i>	乘客；旅客	U2
passport	<i>n.</i>	护照	U2
*pavement	<i>n.</i>	人行道	U7
perhaps	<i>adv.</i>	也许；大概；可能	U7
piano	<i>n.</i>	钢琴	U4
plastic	<i>n. & adj.</i>	塑料（的）	U10
playground	<i>n.</i>	操场	U4
poor	<i>adj.</i>	不擅长的	U5

possible	<i>adj.</i>	可能；能做到（或取得）	U5
possibly	<i>adv.</i>	可能地	U5
poster	<i>n.</i>	招贴画；海报	U7
pot	<i>n.</i>	盆	U8
practise	<i>v.</i>	练习	U4
press	<i>v.</i>	按压	U5
problem	<i>n.</i>	问题；难题；困难	U4
provide	<i>v.</i>	供给	U10
public	<i>adj.</i>	公共的	U7
*pudding	<i>n.</i>	(餐后的)甜食，甜点；布丁	U3
*puzzle	<i>n.</i>	智力游戏；拼图	U4

Q q

quickly	<i>adv.</i>	快速地	U8
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R r

race	<i>n.</i>	比赛	U3
railway	<i>n.</i>	铁路	U7
raincoat	<i>n.</i>	雨衣	U8
really	<i>adv.</i>	真正地；的确	U4
remember	<i>v.</i>	纪念；记得	U3
report	<i>n.</i>	报告	U5
reporter	<i>n.</i>	记者	U5
running	<i>adj.</i>	流动的	U9

S s

sand	<i>n.</i>	沙	U10
sea horse	<i>n.</i>	海马	U9
seasonal	<i>adj.</i>	季节性的	U6
send	<i>v.</i>	发送；寄	U3

several	<i>adj.</i>	几个	U2
*shark	<i>n.</i>	鲨鱼	U9
shelter	<i>n.</i>	遮蔽物; 庇护处	U8
shorts	<i>n.</i>	短裤	U6
shower	<i>n.</i>	淋浴	U9
*silk	<i>n.</i>	丝绸	U2
singer	<i>n.</i>	歌手	U5
*single-decker	<i>n.</i>	单层车	U7
sink	<i>v.</i>	下沉; 沉没	U8
skirt	<i>n.</i>	女裙	U6
*sleeve	<i>n.</i>	袖子	U6
slide show	<i>n.</i>	幻灯片	U8
slightly	<i>adv.</i>	轻微地	U8
*slim	<i>adj.</i>	苗条的	U5
slowly	<i>adv.</i>	缓慢地	U8
snowman	<i>n.</i>	雪人	U6
something	<i>pron.</i>	某物; 某事	U3
sore	<i>adj.</i>	(发炎) 疼痛的	U4
south-east	<i>adv.</i>	东南	U1
south-west	<i>adv.</i>	西南	U1
space	<i>n.</i>	空间	U2N
spacecraft	<i>n.</i>	航天器; 宇宙飞船	U5
starfish	<i>n.</i>	海星	U9
stay	<i>v.</i>	保持; 继续是	U4N
still	<i>adv.</i>	仍然; 依旧; 还是	U7
stomach ache	<i>n.</i>	胃痛	U4
stream	<i>n.</i>	小河; 溪流	U9
strong	<i>adj.</i>	强烈的; 猛烈的	U8N
suddenly	<i>adv.</i>	突然	U8
*suitcase	<i>n.</i>	手提箱	U2

*sushi	<i>n.</i>	寿司	U1
--------	-----------	----	----

T t

take	<i>v.</i>	接受	U3N
tap	<i>n.</i>	龙头	U9
*Thailand	<i>n.</i>	泰国	U1
throat	<i>n.</i>	咽喉; 喉咙	U4
tightly	<i>adv.</i>	紧紧地	U8
*Tokyo	<i>n.</i>	东京	U1
toothache	<i>n.</i>	牙痛	U4
tourist	<i>n.</i>	游客; 观光者	U1
traffic jam	<i>n.</i>	堵车; 交通阻塞	U7
transportation	<i>n.</i>	交通; 运输	U7
*trolley	<i>n.</i>	手推车	U2
T-shirt	<i>n.</i>	T恤衫	U2
tunnel	<i>n.</i>	隧道	U7
*typhoon	<i>n.</i>	台风	U8

U u

use	<i>n.</i>	用途; 功能	U9N
-----	-----------	--------	-----

W w

waste	<i>v.</i>	浪费	U9
wave	<i>n.</i>	波浪	U8
weigh	<i>v.</i>	称出重量	U5
*whale	<i>n.</i>	鲸	U9
*windsurf	<i>v.</i>	进行帆板运动	U8
without	<i>prep.</i>	没有	U3
wood	<i>n.</i>	木头	U10
wooden	<i>adj.</i>	木制的	U10

wool	<i>n.</i>	羊毛	U10
woollen	<i>adj.</i>	毛纺的；羊毛的	U10
worry	<i>v.</i>	担心	U2

Phrase list

a lot	大量；许多	U5
at first	起先	U8
(be) good at	擅长	U5
(be) made of	由……制成的	U10
(be) poor at	不擅长	U5
come back	回来；返回	U5
cut down	砍倒	U10
in danger	处于危险中	U3
in front of	在……前面	U5
instead of	代替	U9
look for	寻找	U5
think about	思考	U8
turn off	关掉	U9
very much	很；非常	U3
would rather	宁愿	U3

Irregular verbs

Base form	Past form	Past participle
be (am, is, are)	was	been
	were	been
bear	bore	born
become	became	become
blow	blew	blown
bring	brought	brought
buy	bought	bought
do	did	done
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
get	got	got
go	went	gone
have	had	had
have to	had to	had to
lose	lost	lost
make	made	made
put	put	put
say	said	said
see	saw	seen
sink	sank/sunk	sunk
take	took	taken
write	wrote	written

Photocopiable pages

Module 1: City life

Unit 1	Photocopiable pages 1–2
Unit 3	Photocopiable pages 3–5
Unit 4	Photocopiable pages 6–7

Module 2: Changes

Unit 5	Photocopiable page 8
Unit 6	Photocopiable pages 9–11

Supplementary materials

Classroom language	Photocopiable pages 12–14
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Read, ask and answer

Ask and answer the questions on the following quiz cards.

**Great cities
in Asia****Quiz card 1**

1 Which city is the capital of Thailand?

2 Where is it?

3 How far is it from Shanghai to Bangkok?

4 How long does it take to get there by plane/ship?

**Great cities
in Asia****Quiz card 2**

1 How many people are there in Bangkok?

2 What do people in Bangkok love eating?

3 What can tourists find in Bangkok?

4 What do tourists enjoy doing in Bangkok?

Think and write

Work in pairs. Make three more quiz cards. Ask and write about Beijing for Quiz Card A. Then ask and write about two other great cities in Asia for Quiz Card B and C.

Great cities in Asia	Quiz card A	<input type="radio"/>
	1 _____	
	2 _____	
	3 _____	

Great cities in Asia	Quiz card B	<input type="radio"/>
	1 _____	
	2 _____	
	3 _____	

Great cities in Asia	Quiz card C	<input type="radio"/>
	1 _____	
	2 _____	
	3 _____	

Circle and write

What kinds of zongzi do you and one of your classmates like or not like? Circle them, and then complete your survey.

Zongzi

sweet ... with beans

sweet ... without beans

salty ... with meat

salty ... without meat

Me

like/not like

like/not like

like/not like

like/not like

My classmate

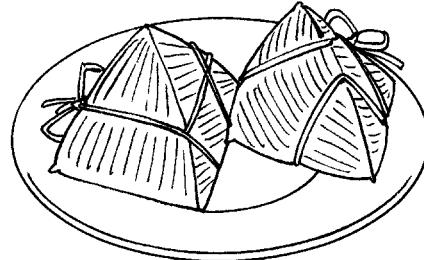
like/not like

like/not like

like/not like

like/not like

Name: _____



My survey

I like _____ zongzi with/without _____

but I do not like _____ ones with/without _____.

My friend likes _____

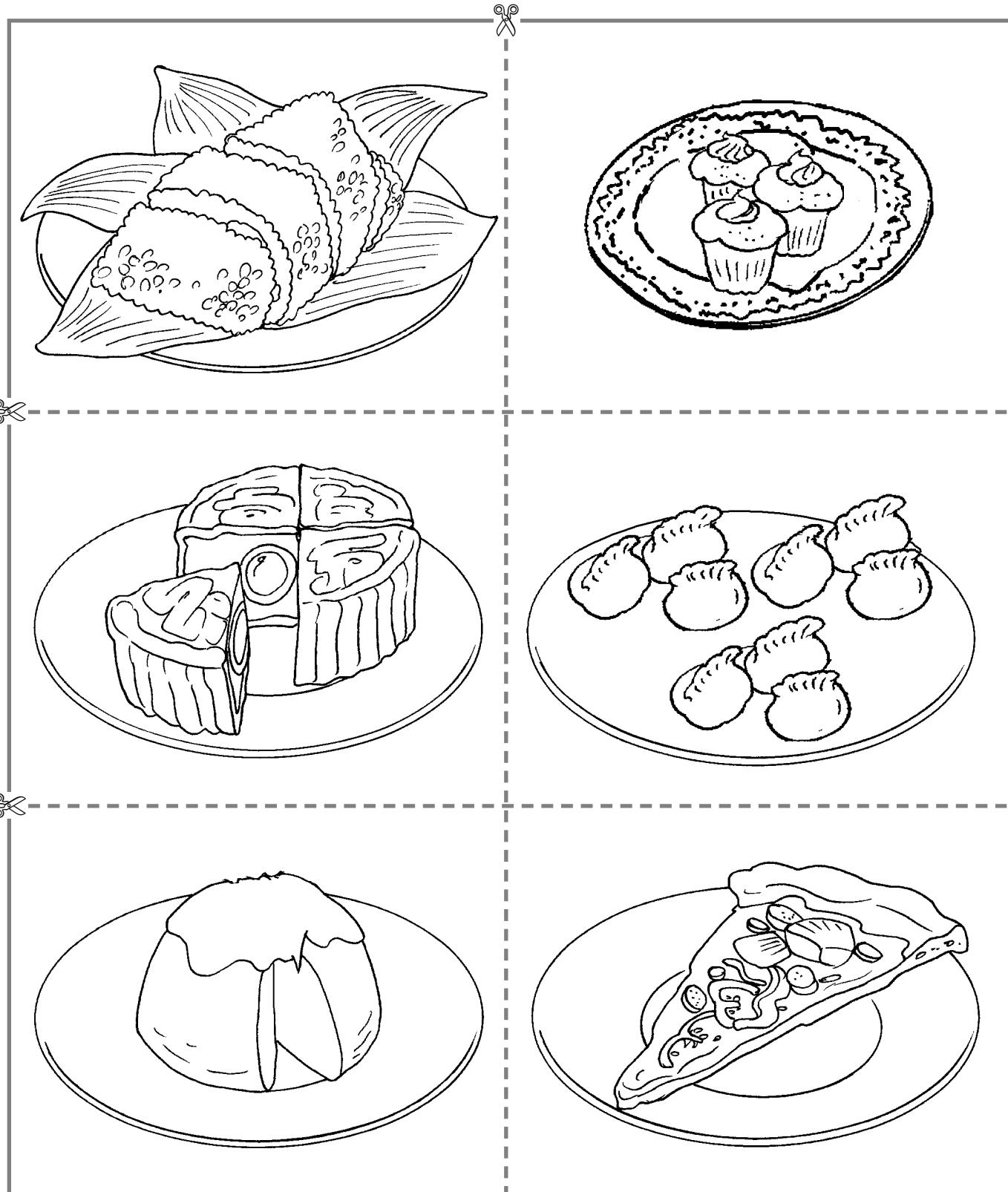
but _____.

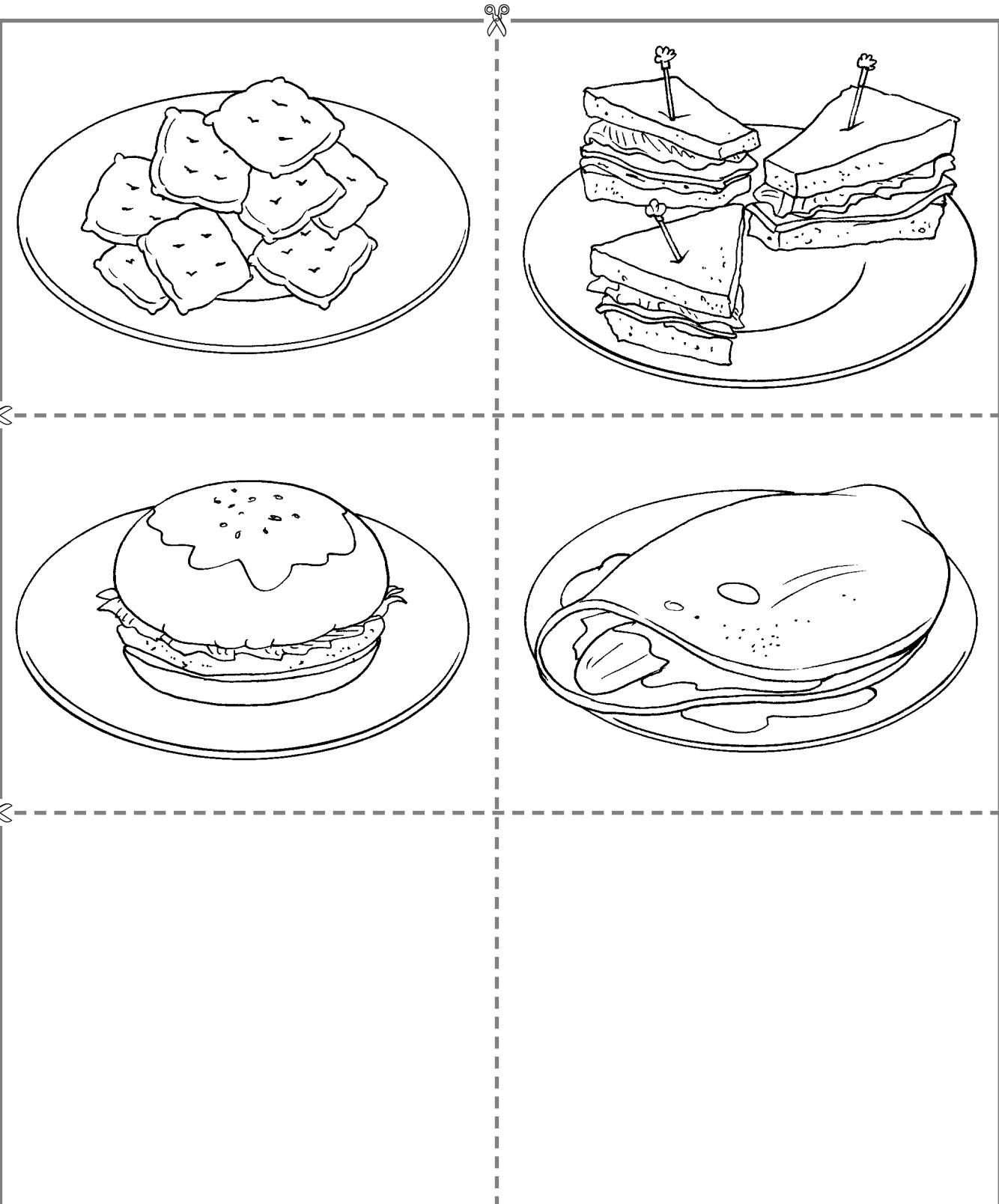
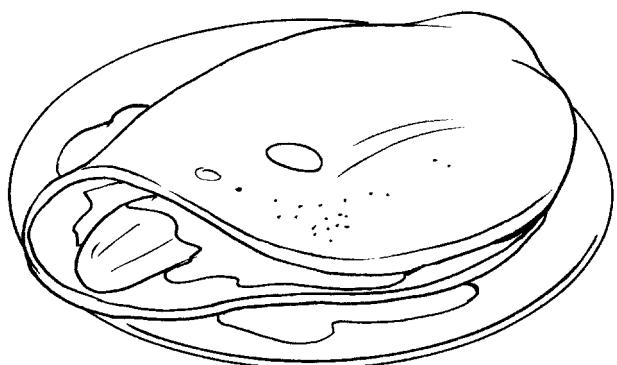
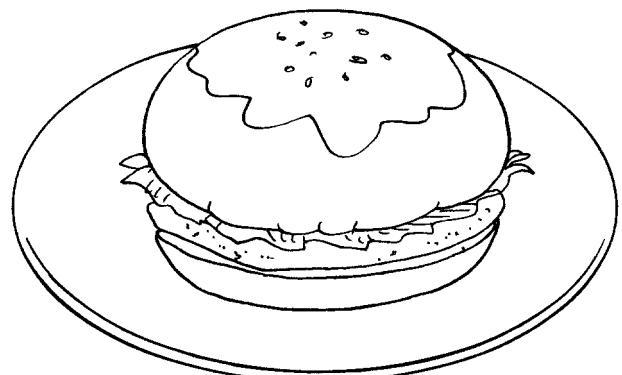
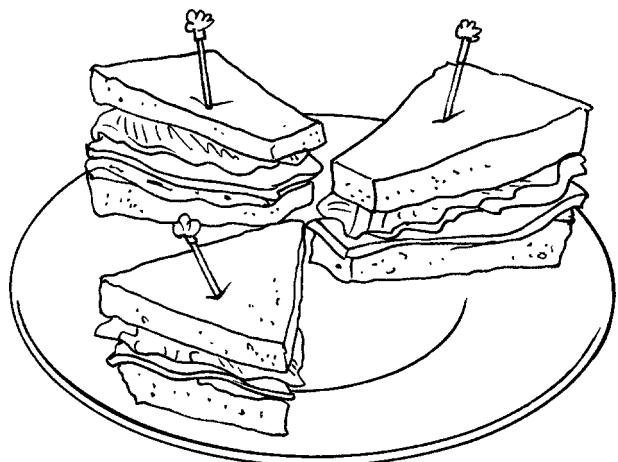
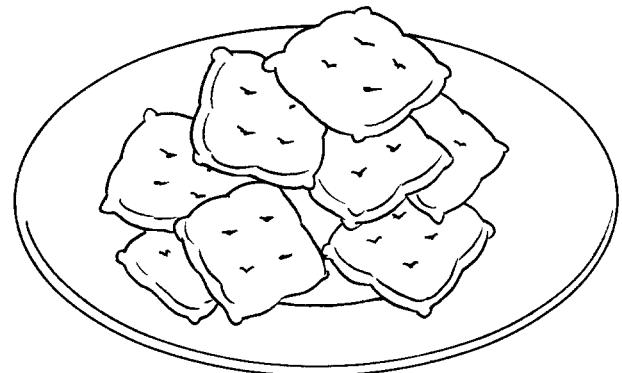
We both like _____

but we _____.

Cut and play

Cut the picture cards out. In pairs, talk about what you would like to eat, following the dialogue on page 17 of the Student's Book.





A survey

In groups, find out your classmates' favourite indoor activities. Compare your group's survey form with the ones from the other groups. Record the total number of students in your class for each indoor activity.

Group	Doing puzzles (No. of students)	Going to see a film (No. of students)	Reading a book (No. of students)	Collecting stamps (No. of students)	Playing the piano (No. of students)	Playing computer games (No. of students)
My Group						
Group _____						
Group _____						
Group _____						
Group _____						
Group _____						
Total						

Write

Complete a simple report.

R E P O R T

A report about indoor activities

Class: _____

1 _____ students like _____ best.

2 _____ students _____ best.

3 _____

4 _____

5 _____

6 _____

A survey

In groups, find out your classmates' favourite outdoor activities. Compare your group's survey form with the ones from the other groups. Record the total number of students in your class for each outdoor activity.

Group	Playing football (No. of students)	Playing basketball (No. of students)	Playing tennis (No. of students)	Cycling (No. of students)	Swimming (No. of students)
My Group					
Group _____					
Group _____					
Group _____					
Group _____					
Group _____					
Total					

Write and draw

Complete a simple report and draw a bar chart.

R E P O R T

A report about outdoor activities

Class: _____

1 _____ students like _____ best.

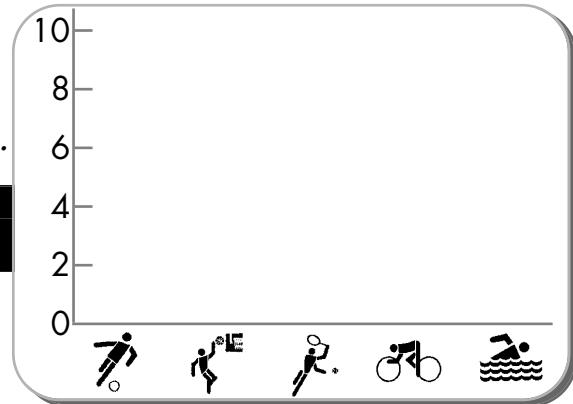
2 _____ students _____ best.

3 _____

4 _____

5 _____

6 _____



Draw, colour, think and write

Draw a picture of a driver, a reporter, a teacher, a singer, a pilot and a cook. Colour the pictures. What do you think each of them is good at? Complete the sentences.

1

2

A driver is good at _____
_____.

A reporter is good at _____
_____.

3

4

A teacher is good at _____
_____.

A singer is good at _____
_____.

5

6

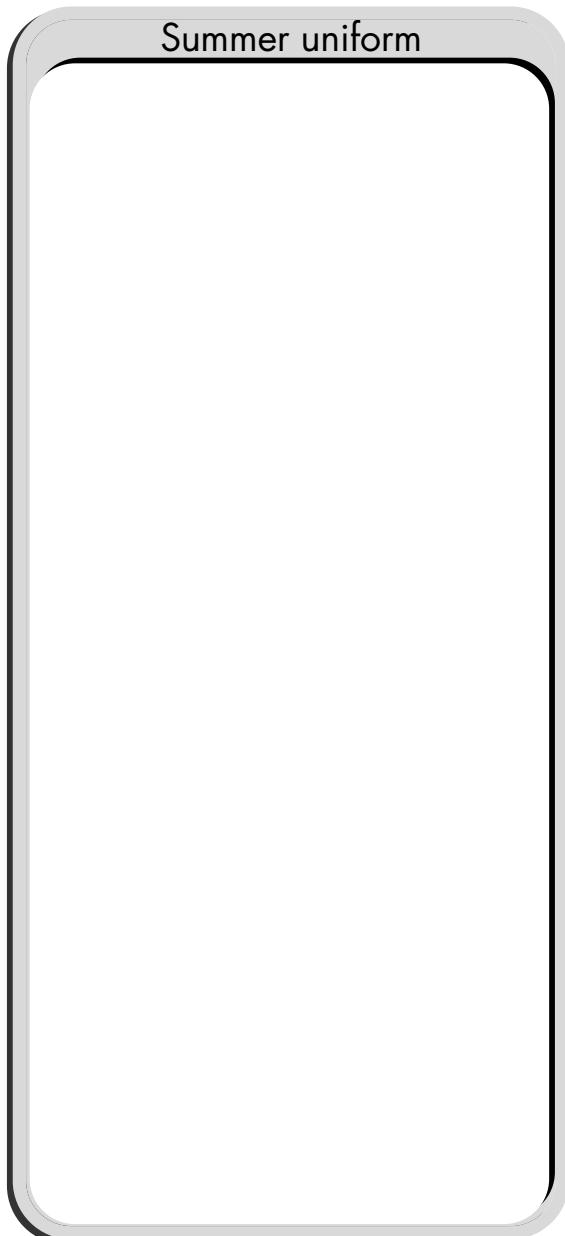
A pilot is good at _____
_____.

A cook is good at _____
_____.

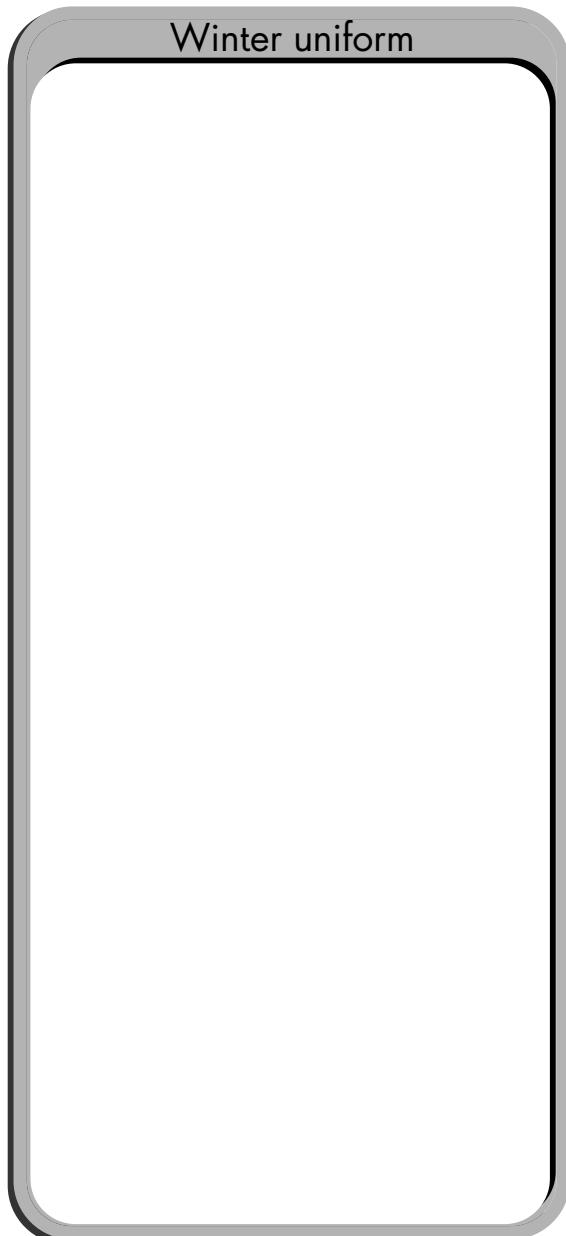
Draw and write

With your classmates, draw your summer and winter uniforms and write about them.

Summer uniform

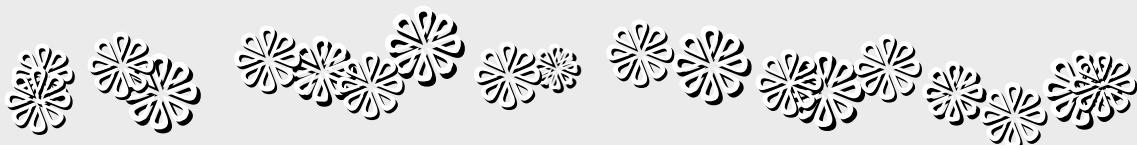


Winter uniform



Read, draw and write

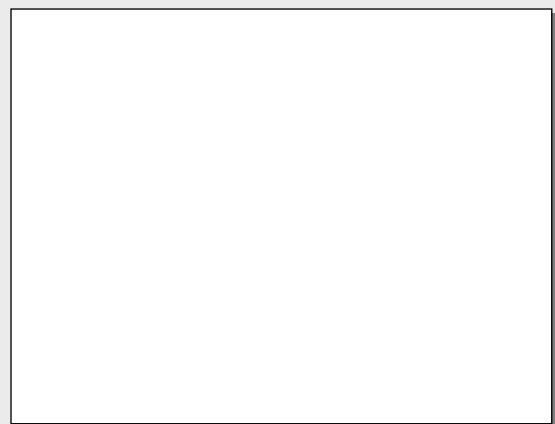
Read the notes on page 43 of the Student's Book. Help Kitty and Peter write about their school life in winter. Draw some pictures to illustrate each paragraph.



Our school life in winter

1 In the school garden

_____ flowers grow in
the garden.

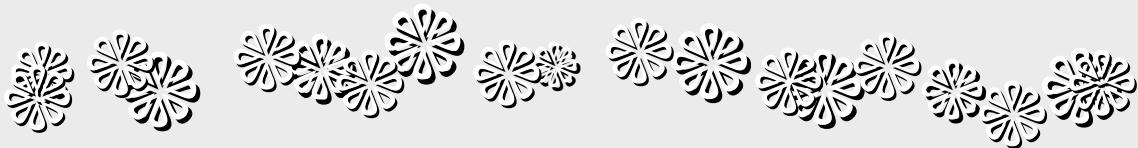


2 In the playground

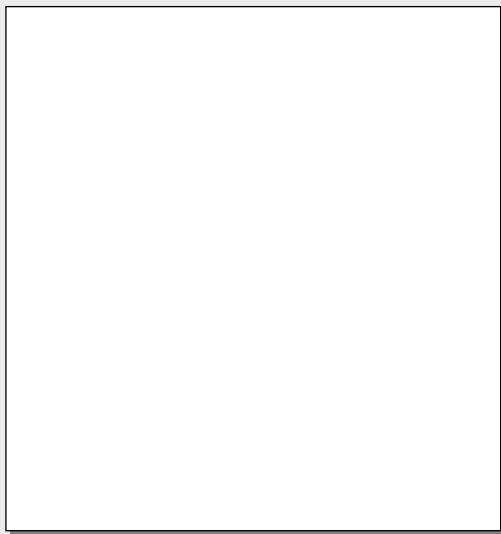
_____ students like _____
in the playground because it _____.

_____.

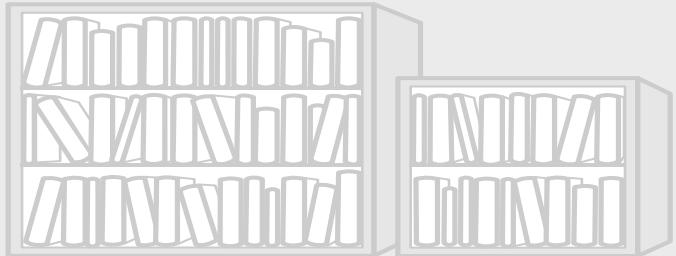




3 In the library



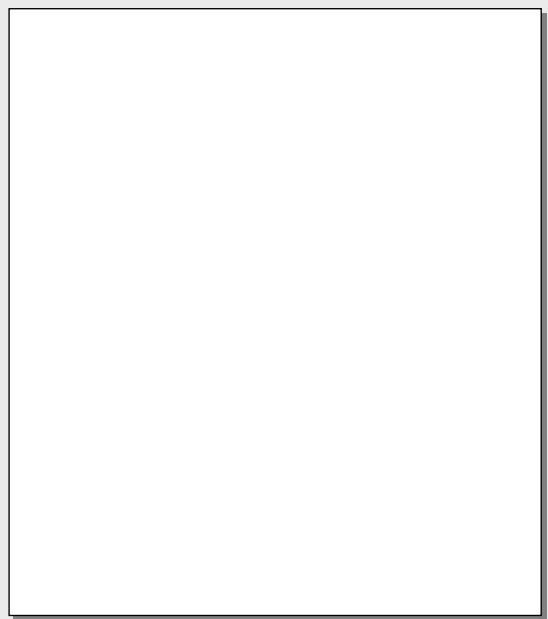
_____ students like _____
in the library because _____.
_____.



4 In the canteen

_____ students like having
_____.
students like _____
_____.

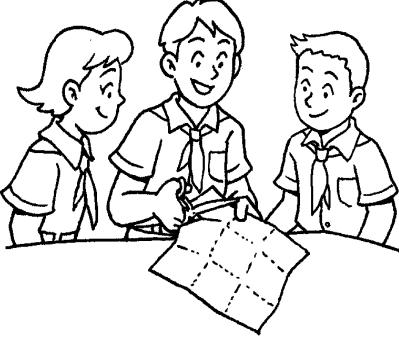
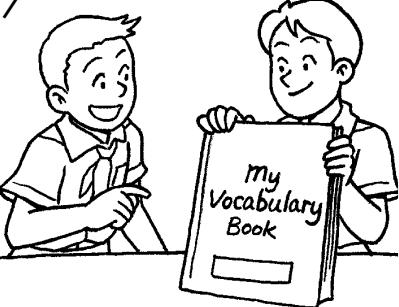
By _____
(your name)



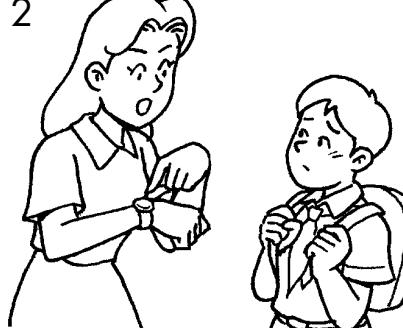
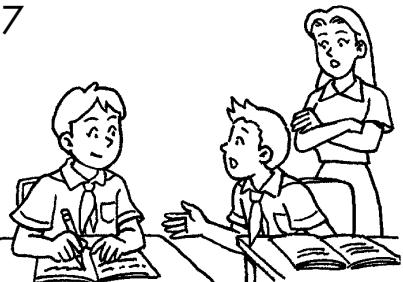
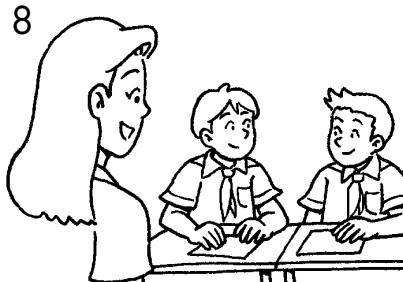
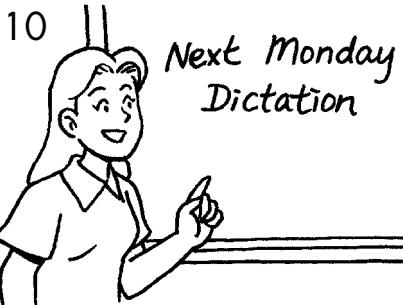
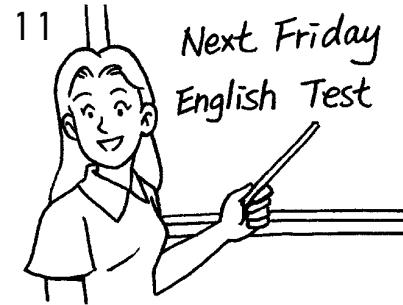
Classroom language

Listen to your teacher.	Speak to your classmates.
Come in.	Can you say it again, please?
Come over here and help me.	How do you spell 'apple'?
Congratulations!	How do you say this word?
Whose ruler is this?	What does this word mean?
Can you do it again?	Can I ask a question?
Say it together.	Excuse me.
Now show me how to do it.	What do you think?
Let me show you how to do it.	That's wonderful!
Do the exercise on page two now.	What a shame!
How are you getting on?	I see.
Don't worry. You'll be fine.	Wait a minute! I can't write that fast.
That's a good point.	I'm sorry. It's my fault.
Open your book at page 15.	Why don't you join in?
Come out and write it on the board.	Who wants to be Cinderella?
Finish this off at home.	Shall we change over?
I would like you to write this down.	What if I play the doctor?
Does anybody need any help?	May I try?
Two points for Group A.	Will you try, Flora?
The first group with ten points wins.	Hurry up.
Say it in English, please.	Is there anybody who hasn't got a copy?
Can you all see the board?	I'm afraid there aren't enough for everybody.
Have a guess. It's spelt with the capital letter 'J'.	Have you got any coloured pencils?
Almost. Try again!	Let's do it this way.
Could you share your book with Peter today?	Like this, not like that.

Speak to your classmates.

 <p>1 Let's cut out the role-play cards first.</p>	 <p>2 We don't have much time left.</p>	 <p>3 Who wants to be our speaker and report our findings to the class?</p>
 <p>4 Have you collected any information from your parents?</p>	 <p>5 Let's check the meaning in the dictionary.</p>	 <p>6 Let's go to the public library and find some information for our project.</p>
 <p>7 Can I look at your vocabulary book? That's very nice!</p>	 <p>8 Group Singing Contest Don't worry! We can do it!</p>	 <p>9 Can I help you?/ Do you need any help?</p>

Listen to your teacher.

 <p>1 Would you like a break?</p>	 <p>2 Why are you so late?</p>	 <p>3 It takes me almost 40 minutes to get to school. Class, please say this sentence after me.</p>
 <p>4 Write on every other line.</p>	 <p>5 Please find a partner.</p>	 <p>6 There should be four students in a group.</p>
 <p>7 Don't ask your neighbour for help.</p>	 <p>8 Don't let your partner see the card.</p>	 <p>9 I'd like to collect the tasksheets now.</p>
 <p>10 Next Monday Dictation Prepare pages 8 and 9 for dictation next Monday.</p>	 <p>11 Next Friday English Test There will be a test next Friday.</p>	 <p>12 Terrific!</p>

Contents

Module 1 City life

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Module 2 Changes

Unit 5 What will I be like?	28
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Module 3 The natural world

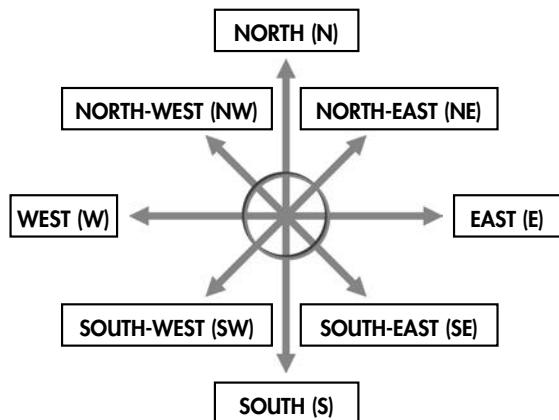
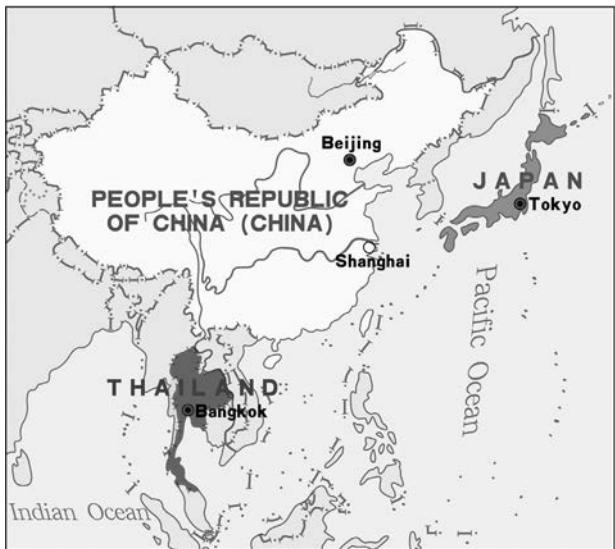
Unit 8 Windy weather	47
Unit 9 Sea water and rain water	54
Unit 10 Forests and land	62
*Unit 11 Controlling fire	69

1 City life

Unit 1 Great cities in Asia

Language

Look, think and write

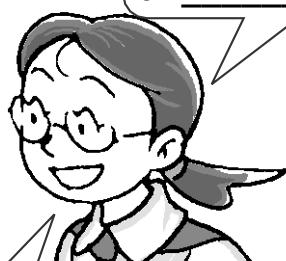


① Which city is the capital of Thailand?

Where is it?



Bangkok is the capital of Thailand.



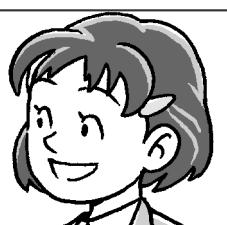
It's south-west of Shanghai.

② Which capital city is the capital of Japan?

Where _____ is it?

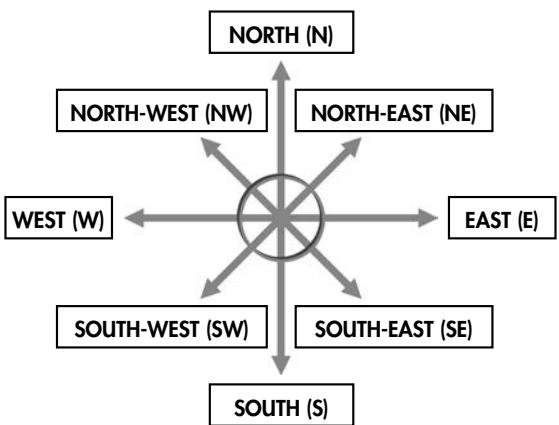
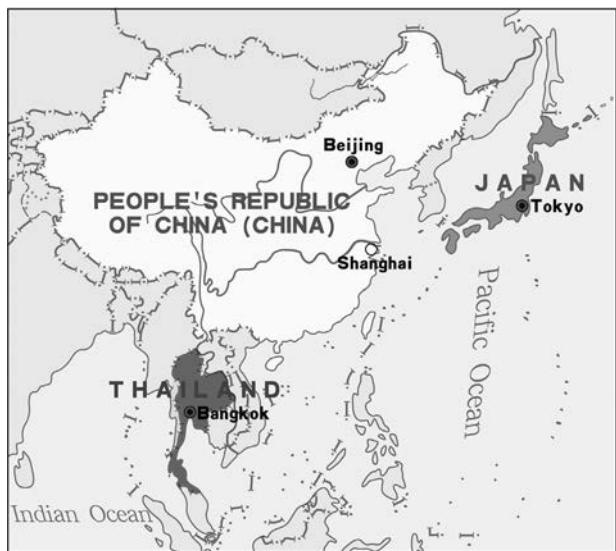


Tokyo is the capital of Japan.

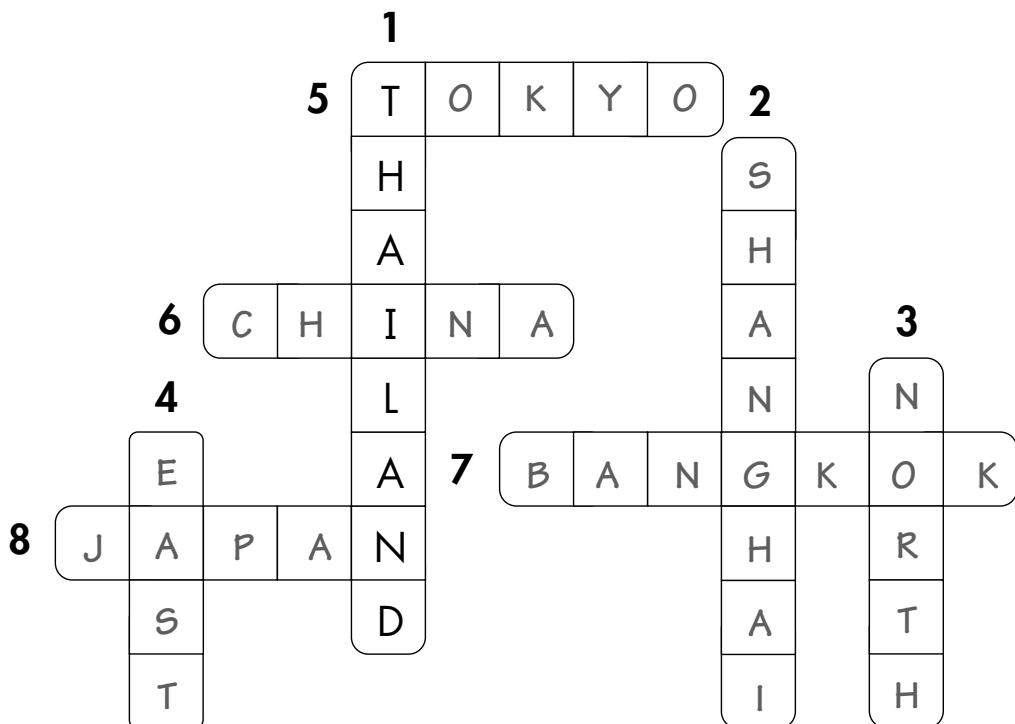


It's north-east of Shanghai.

Look



Read and write



Down

- Bangkok is the capital of ____.
- Tokyo is north-east of ____.
- Beijing is ____ of Shanghai.
- Japan is ____ of China.

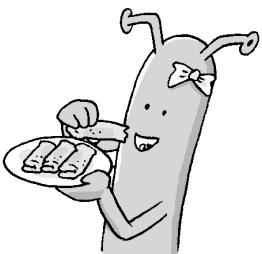
Across

- ____ is the capital of Japan.
- Beijing is the capital of ____.
- The capital of Thailand is ____.
- Tokyo is the capital of ____.

Look

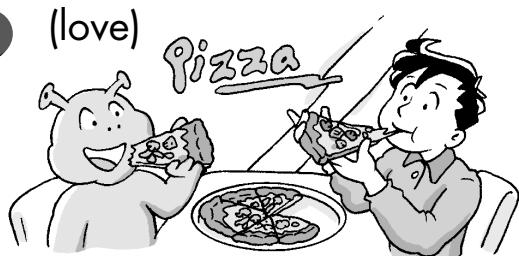
Joe	and	Skygirl	like	eating	
			enjoy	sleeping	
			love	riding	...

We like eating
spring rolls.



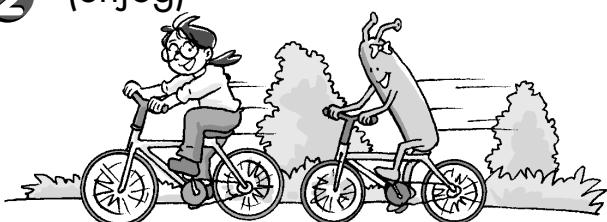
Look and write

1 (love)



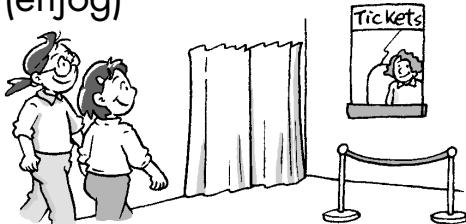
Spaceboy and Ben love eating
pizza.

2 (enjoy)



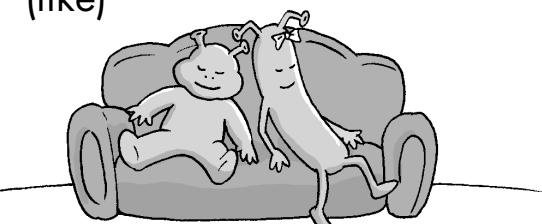
Kitty and Skygirl enjoy
riding bicycles.

3 (enjoy)



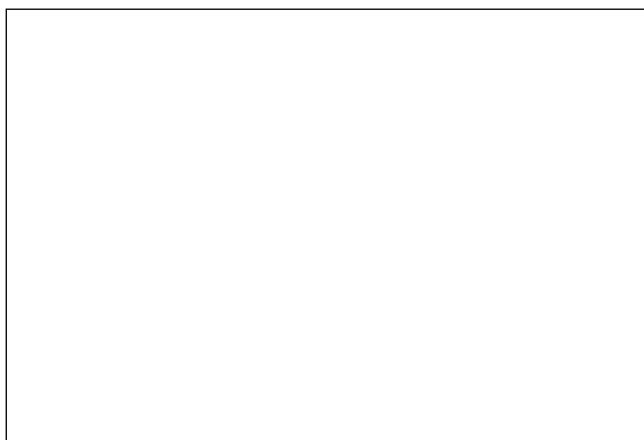
Alice and Kitty enjoy
going to the cinema.

4 (like)



Spaceboy and Skygirl
like sleeping (on the sofa).

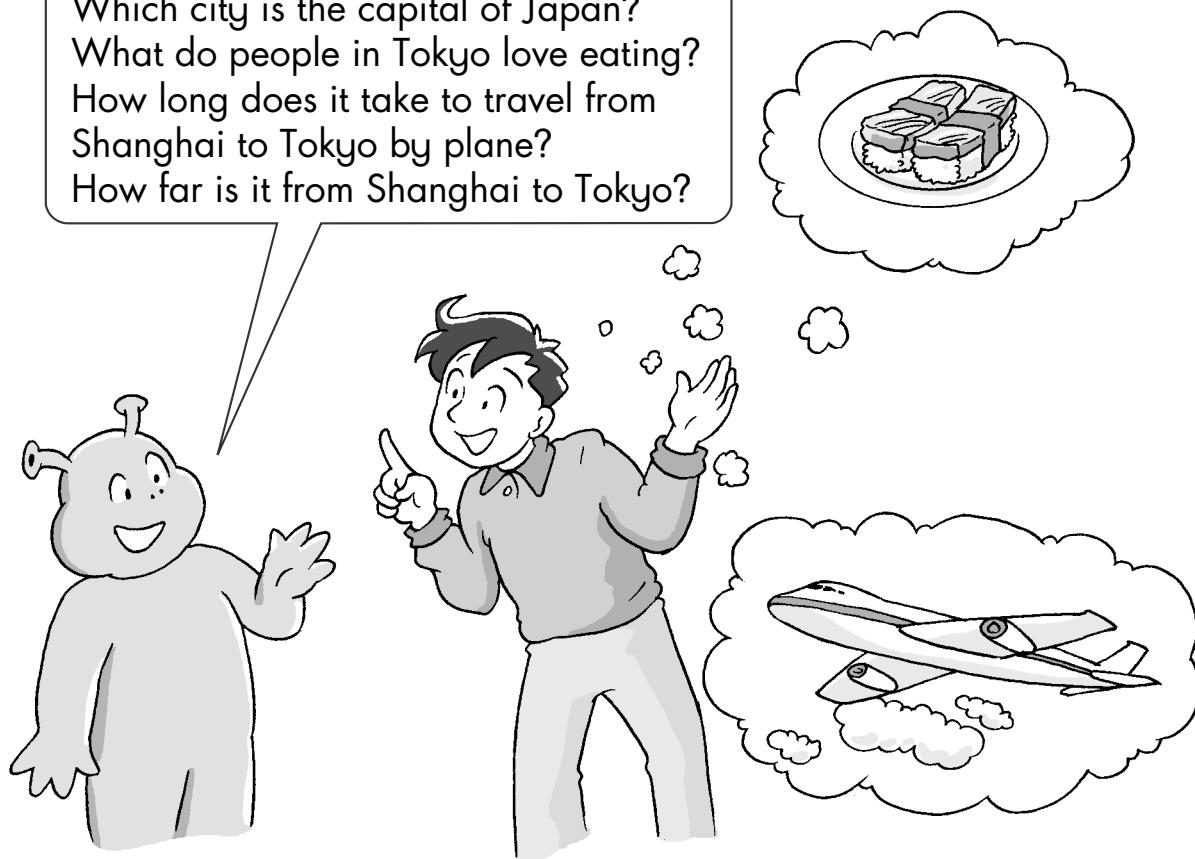
Draw and write (Students' own answers)



 and I enjoy
 .

Look

Where is Tokyo?
Which city is the capital of Japan?
What do people in Tokyo love eating?
How long does it take to travel from Shanghai to Tokyo by plane?
How far is it from Shanghai to Tokyo?



Read and write

- 1 Spaceboy: Which city is the capital of Japan?
Ben: Tokyo is the capital of Japan.
- 2 Spaceboy: Where is Tokyo?
Ben: It's north-east of Shanghai.
- 3 Spaceboy: How far is it from Shanghai to Tokyo?
Ben: It's about 2,300 kilometres.
- 4 Spaceboy: How long does it take to travel from Shanghai to Tokyo by plane?
Ben: It takes about two and a half hours.
- 5 Spaceboy: What do people in Tokyo love eating?
Ben: They love eating sushi.

Listening

Listen and tick (✓)

Alice, Peter and Kitty are going to Exhibition Centre. They are suggesting three different routes. Listen and tick the right answers.

Alice's suggestion

5

It takes about 15 minutes to travel to Green Island
 25

by bus.

by car. Then it

by bike.

the city centre

the city library by another bus.

the city hall

Then it takes about 2 minutes to get to Exhibition Centre on foot.

Peter's suggestion

It takes about 15 minutes to travel to Rainbow Estate by bus. Then it takes about

5

the city centre

10

minutes to get to City Park from

the bus stop

on foot.

15

the city hall

by ferry.

by bus.

by car.

Then it takes about 22 minutes to travel to the city centre

Then it takes about 2 minutes to get to Exhibition Centre on foot.

Kitty's suggestion

5

It takes about 10 minutes to get to the underground station

15

by bus.

on foot.

by car.

5

Then it takes about 15 minutes to travel to Exhibition Centre by underground.

25

Reading

Read and tick (✓)

Read the information on page 3 of Student's Book 6B to help you answer the questions.

A quiz

1 How far is it from Shanghai to Beijing?

It is about 200 2,900 1,400 kilometres.

2 How far is it from Shanghai to Tokyo?

It is about 2,300 1,100 9,200 kilometres.

3 How long does it take to travel from Shanghai to Bangkok by ship?

It takes about 4 3½ 3 days.

4 How long does it take to travel from Shanghai to Tokyo by ship?

It takes about 3 4 2½ days.

5 How long does it take to travel from Shanghai to Beijing by train?

It takes about 4½ 15 20 hours.

6 How long does it take to travel from Shanghai to Bangkok by plane?

It takes about 3 4 2½ hours.



Writing

Read and write

Read pages 3 and 4 of Student's Book 6B again. Then read the quiz cards and fill in the answers.

Quiz card 1

- 1 Which city is the capital of Japan?

Tokyo is the capital of Japan.

- 2 Where is it?

It is north-east of Shanghai.

- 3 How far is it from Shanghai to Tokyo?

It is about 2,300 kilometres from Shanghai to Tokyo.

- 4 How long does it take to get there by plane/ship?

It takes about two and a half hours to get to Tokyo by plane.
It takes about two and a half days to get to Tokyo by ship.

Quiz card 2

- 1 How many people are there in Tokyo?

There are about 14 million people in Tokyo.

- 2 What do people in Tokyo love eating?

They love eating sushi.

- 3 What can tourists see in Tokyo?

They can see a lot of tall buildings, huge department stores and famous hotels.

- 4 What do tourists usually do in Tokyo?

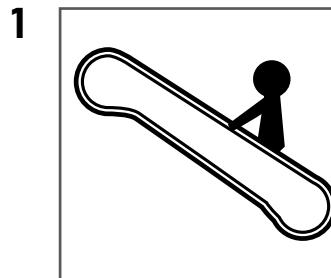
They usually go shopping in Tokyo.

Unit 2 At the airport

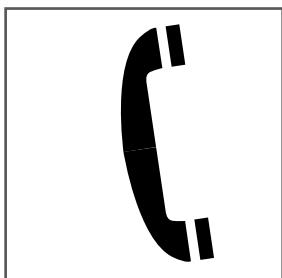
Language

Look, write and draw

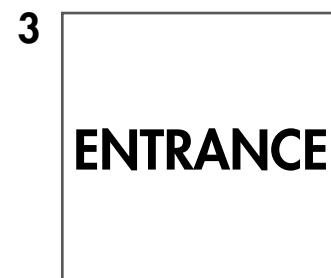
You are visiting the airport and you see some signs. What does each sign mean? What other signs can you see? Draw and write.



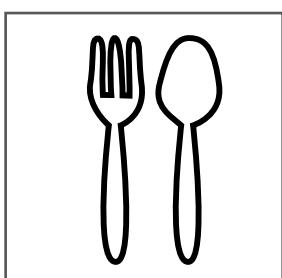
escalators



telephones



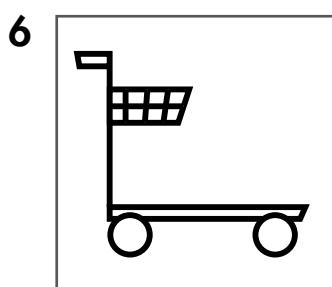
Come in here.



restaurants



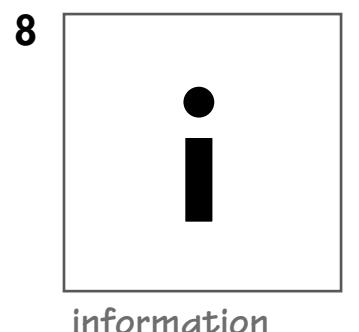
Go out here.



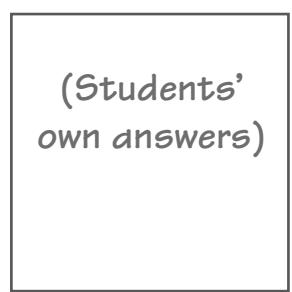
trolleys



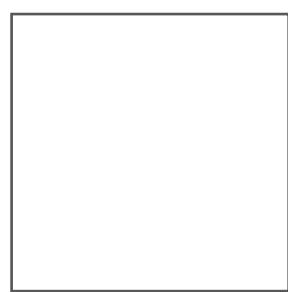
toilets



information



(Students'
own answers)



10

Look

She has lived there for three years .

I plan to stay in ... for ...

Read and write

Grandma's friend	Lives in ...	Has lived there for ...	Grandma plans to stay there for ...
Amy	Beijing	ten years	one week
Mandy	Tokyo	twelve years	ten days
Lucy	Los Angeles	twenty years	three weeks

I'm going to different places to visit my friends.

Amy lives in Beijing. She has lived there for ten years. I plan to stay in Beijing for one week.

Mandy lives in Tokyo.
She has lived there for twelve years.
I plan to stay in Tokyo for ten days.

Lucy lives in Los Angeles.
She has lived there for twenty years.
I plan to stay in Los Angeles for three weeks.



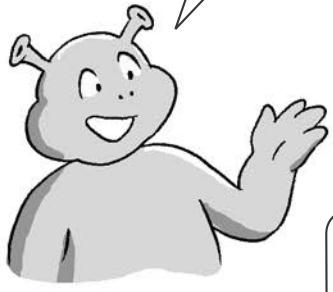
Look

What time does your ship leave for Qingdao tomorrow ?

It leaves at nine thirty in the morning .

Read and write

① What time does your ship leave for Qingdao tomorrow?



Shanghai → Qingdao
Departure time 9:30 a.m.

It leaves at nine thirty
in the morning.

② What time does your plane leave
for Tokyo tomorrow?



Shanghai → Tokyo
Departure time 12:20 p.m.

It leaves at twelve twenty
in the afternoon.

③ What time does your
train leave for Beijing
tomorrow?



Shanghai → Beijing
Departure time 6:45 p.m.

It leaves at six forty-five in
the afternoon.

Look

Have you brought your passport yet ?

Yes , I've already brought my passport .

No , I haven't brought my passport yet .

Read and write

1



Have you brought
your passport yet?

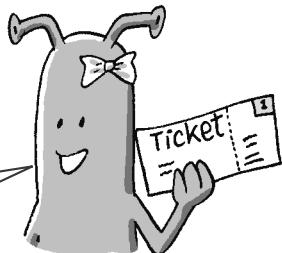


Yes, I've already brought
my passport .

2

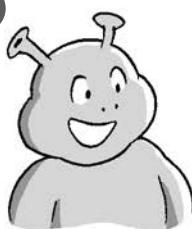


Have you got your
ticket yet?

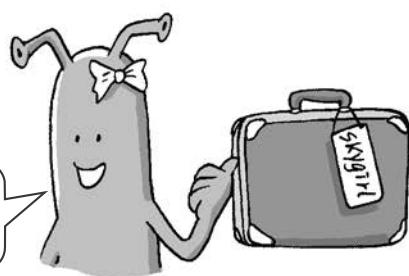


Yes, I've already got
my ticket .

3



Have you put your name
tag on the suitcase yet?



Yes, I've already put
my name tag on the suitcase.

4



Have you got your
boarding card yet?



No, I haven't got my
boarding card yet .

5



Have you got any
money yet?



No, I haven't got
any money yet .

Listening

Listen and circle

Ben is going to travel to London with his dad. Listen to the dialogue between Ben and Jill. Circle the correct answers to help Ben complete his diary.

20 February _____ (Friday)

I am going to London, the UK, with Dad to visit Mark tomorrow.

Mark has been my penfriend for **two/four** years. He has lived in London for **ten/five** years. I **have been/have not been** to London before. I am very excited.

I will buy Mark a few **shirts/T-shirts** and some **scarves/socks**. I will also buy him some books.

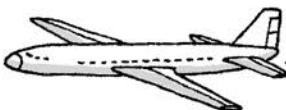
Our plane will leave for London at **one twenty/one fifty** in the afternoon. We must arrive at the airport **two/three** hours before the departure time.

We plan to stay in London for **ten/fifteen** days.



Reading

Look, read and write



Plane Ticket

From: Shanghai

To: London

Flight No.: MU551

Class: Economy

Departure time: 1.50 p.m.

Arrival time: (time in London) 6.50 p.m.

* All passengers must arrive at the airport two hours before the departure time.

1 What time does our plane leave for London tomorrow?

At one fifty in the afternoon.

2 How long does it take to travel to the airport?

It takes (about) one and a half hours.

3 What time should we arrive at the airport?

We should arrive at the airport before eleven fifty in the morning.

4 What time does the plane arrive in London?

It arrives in London at six fifty in the afternoon.



Writing

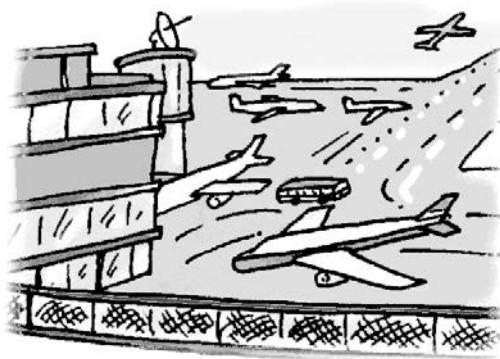
Think and write (Students' own answers)

Work in pairs. Think of five items for a checklist before leaving for London.



Checklist

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



*Read, write and ask (Students' own answers)

Read the dialogues on page 11 of Student's Book 6B again. With the information from your checklist above, write some dialogues and role-play with your partner.

1 S1: Have you _____ yet?

S2: _____

2 S1: _____

S2: _____

3 S1: _____

S2: _____

4 S1: _____

S2: _____

5 S1: _____

S2: _____

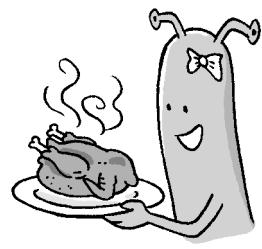
Unit 3 Dragon Boat Festival

Language

Look

Mrs Li likes steamed chicken, but she doesn't like fried chicken.

I like steamed chicken, but I don't like fried chicken.



Read and write

1	2	3	4	5	
	steamed chicken	strawberries	strawberry ice cream	fruit salad	fish balls
	fried chicken	apples	banana ice cream	potato salad	meatballs

- 1 Mrs Li likes steamed chicken, but she doesn't like fried chicken.
- 2 Kitty likes strawberries, but she doesn't like apples.
- 3 Skygirl likes strawberry ice cream,
but she doesn't like banana ice cream.
- 4 Spaceboy likes fruit salad,
but he doesn't like potato salad.
- 5 Ben likes fish balls, but he doesn't like meatballs.

Look

Mrs Li likes ... without sugar, but Spaceboy likes ... with sugar.

Look and write

1



... without sugar.



... with sugar.

Mrs Li likes tea without sugar, but Spaceboy likes tea with sugar.

2



... without sugar.



... with sugar.

Kitty likes milk without sugar, but Spaceboy likes milk with sugar.

3



... without sugar.



... with sugar.

Ben likes orange juice without sugar, but Spaceboy likes orange juice with sugar.

4

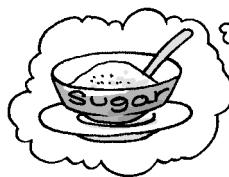


... without sugar.



... with sugar.

Skygirl likes coffee without sugar, but Spaceboy likes coffee with sugar.



I like sugar. Sugar keeps me sweet!

Sugar keeps you fat!



Look

Would you like some zongzi ?

Yes , please . I like zongzi .

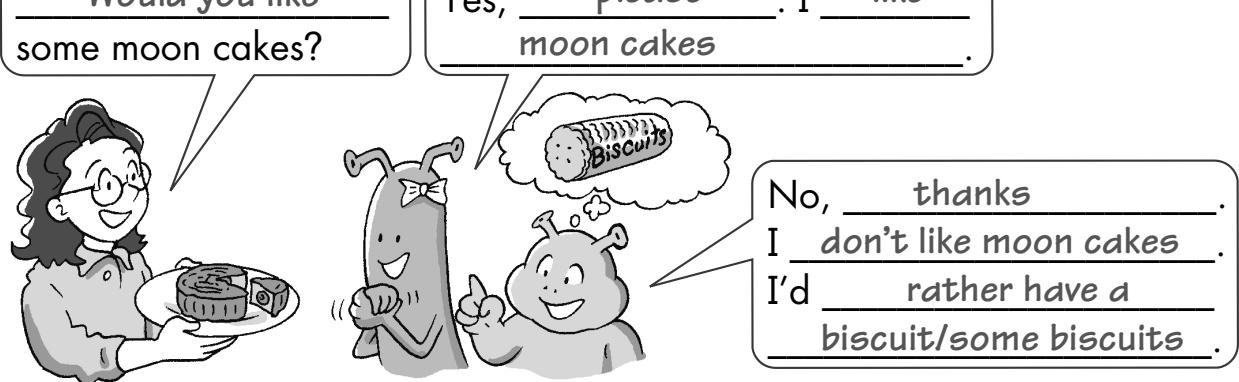
No , thanks . I don't like zongzi .

I'd rather have a piece of bread .

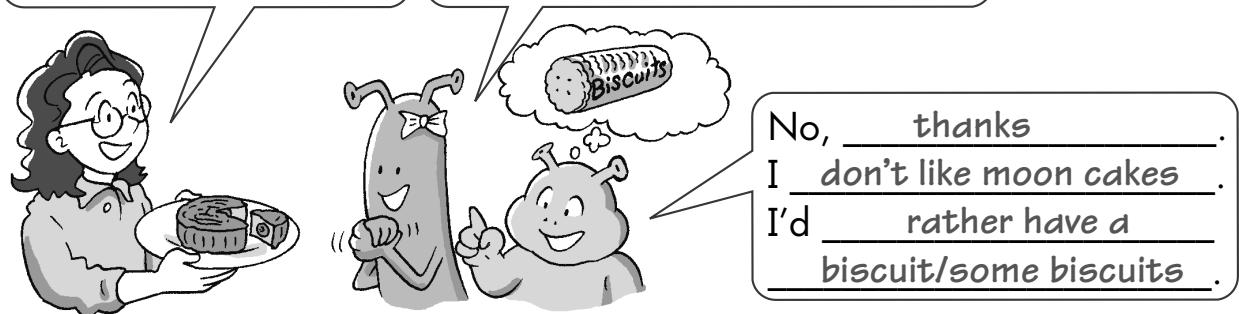
Look and write

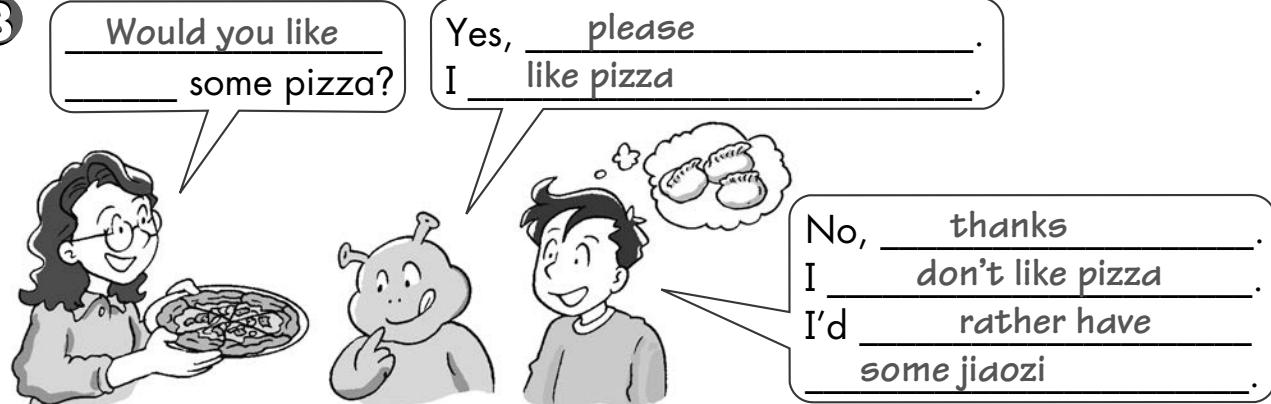
① Would you like some biscuits?

Yes, _____ please _____. I like biscuits _____.

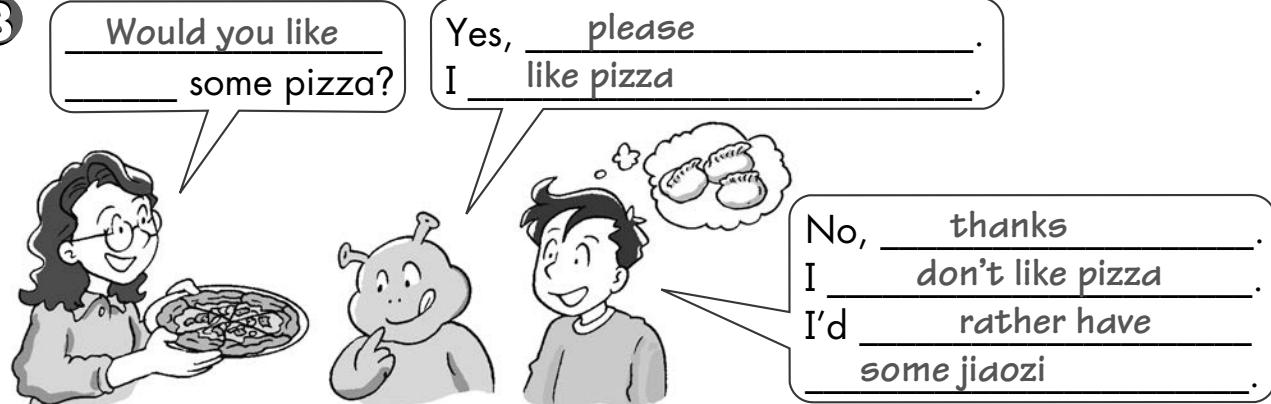

No, _____ thanks _____. I don't like _____ biscuits _____.
I'd rather have _____ a _____ sandwich _____.


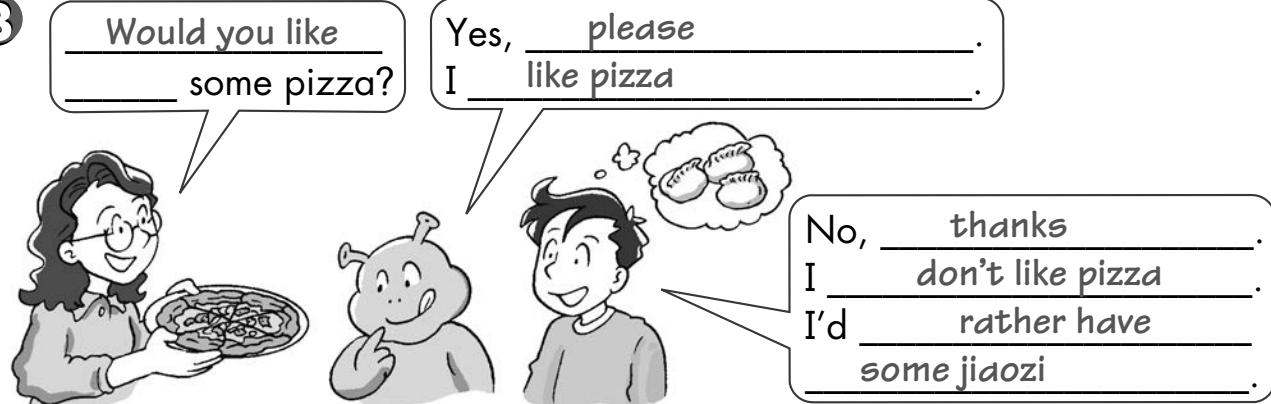
② Would you like some moon cakes?

Yes, _____ please _____. I like _____ moon cakes _____.


No, _____ thanks _____.
I don't like moon cakes _____.
I'd rather have a _____ biscuit/some biscuits _____.


③ Would you like some pizza?

Yes, _____ please _____.
I like pizza _____.


No, _____ thanks _____.
I don't like pizza _____.
I'd rather have some jiaozi _____.


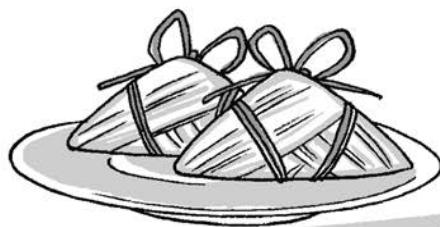
Listening

Listen and write

The Dragon Boat Festival is coming. Peter is doing a survey. He is talking about the zongzi with Alice. Help Peter complete the survey. Write a tick (✓) or a cross (✗) according to the dialogue.

A survey

	Alice	Alice's father	Alice's mother	Alice's grandma
sweet ... with beans	✓			✗
sweet ... without beans		✗	✓	
salty ... with meat		✓	✗	
salty ... without meat	✗			✓



Reading

Read and write

Kitty is writing a report about the story of Qu Yuan. Read the story on page 14 of Student's Book 6B again and help her complete the report. Then answer the questions.

A report

Qu Yuan

- born in China (where)
- born two thousand years ago
- loved his country very much
- his job was to give advice to the king
- jumped into a river and died
- died on the fifth day of the fifth lunar month
- people remember Qu Yuan at the Dragon Boat Festival
- people eat zongzi at this festival



1 What was Qu Yuan's job?

He gave advice to the king.

2 Why was Qu Yuan sad?

The new king did not take his advice and the country was in danger.

3 When is the Dragon Boat Festival?

On the fifth day of the fifth lunar month.

4 How do people remember Qu Yuan today?

They eat zongzi and have dragon boat races.

Writing

Think and write

Think about the Dragon Boat Festival in your city and complete the report below.

Dragon Boat Festival

1 What do people usually eat and do at the Dragon Boat Festival?

They usually eat zongzi and have dragon boat races.

Zongzi

2 What are the two kinds of zongzi?

Sweet zongzi and salty zongzi .

What kinds of ingredients can you find inside zongzi?

Meat or beans.

Dragon boat races

3 Name a few places in your city where you can see dragon boat races: *(Students' own answers)*



Unit 4 Staying healthy

Language

Look, read and write

1



play/computer games

I like playing computer games at home. That's my favourite indoor (indoor/outdoor) activity.

2

I like playing basketball in the playground. That's my favourite outdoor activity.



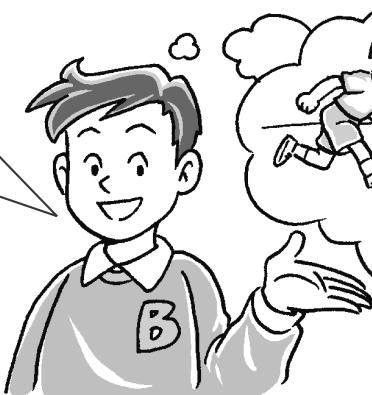
3



I like playing the piano at home. That's my favourite indoor activity.

4

I like playing football in the playground. That's my favourite outdoor activity.

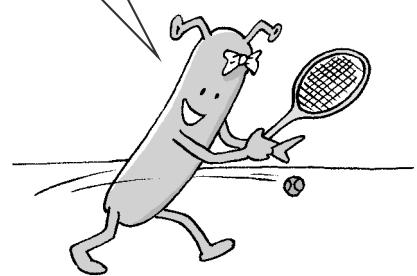


Look

What's	your	favourite	indoor	activity	?
			outdoor		

I like playing tennis.
That's my favourite outdoor activity.

I	like	playing	tennis	.
---	------	---------	--------	---



That's	my	favourite	outdoor	activity	.
--------	----	-----------	---------	----------	---

Look and write



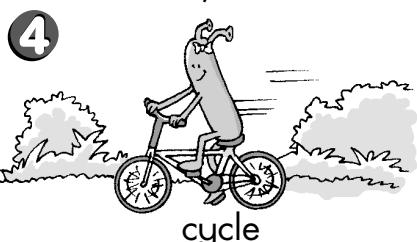
Skygirl: What's your favourite outdoor activity?
Ben: I like going on picnics.
That's my favourite outdoor activity.



Kitty: What's your favourite indoor activity?
Joe: I like reading books.
That's my favourite indoor activity.



Ben: What's your favourite indoor activity?
Spaceboy: I like seeing films.
That's my favourite indoor activity.



Ben: What's your favourite outdoor activity?
Skygirl: I like cycling. That's my favourite outdoor activity.



Ben: What's your favourite indoor activity?
Kitty: I like collecting stamps.
That's my favourite indoor activity.

Look

Why do I always have a headache ?

It's	because	you	eat	...	,	I'm	afraid	.
			watch					
			don't drink					

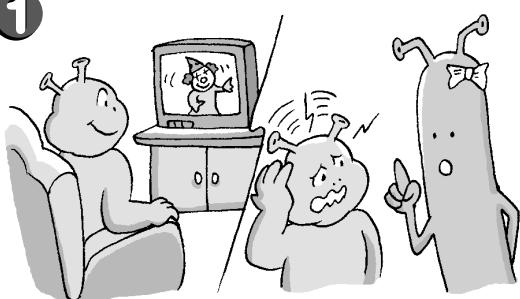
What should I do ?

You	should	eat/drink	more	...
		watch	less/fewer	

headache
sore throat toothache

Look and write

1



too much television

Spaceboy: Why do I always have a headache?
Skygirl: It's because you watch too much television, I'm afraid.
Spaceboy: What should I do?
Skygirl: You should watch less television.

2



too many sweets

Spaceboy: Why do I always have toothache?
Joe: It's because you eat too many sweets, I'm afraid.
Spaceboy: What should I do?
Joe: You should eat fewer sweets.

3



not enough water

Spaceboy: Why do I always have a sore throat?
Ben: It's because you don't drink enough water, I'm afraid.
Spaceboy: What should I do?
Ben: You should drink more water.

Look

I	...	once	a day	
		twice	a week	
		___ times	a month	.



Draw and write

(Students' own answers)

1

I brush my teeth _____
_____.

brush my teeth

2

I _____
_____.

go to the library

3

_____.

wash my hair

4

_____.

go to the cinema

Listening

Listen and write

Doctor Hu is giving a talk to some students. He is talking about some health problems many people have. Can you complete the speech for him?



Good afternoon, children. Today, I'm going to talk about some health problems many people have. Some people always have a headache because they watch too much television. Some people always have a stomach ache because they're too busy and always forget to have lunch. That's very unhealthy. Some people always have toothache because they eat too many sweets and chocolates. Some people always have a cold and a fever because they don't have enough exercise. Also, some people have a sore throat because they eat too much spicy food.

All of you should remember that health is very important to us. You must do some exercise every day and have a good diet. Thank you.

Reading

Read, think and write

Joe is talking about his habits. Read what he says and complete the table below.



- I do my homework once a day.
- I practise swimming twice a year.
- I play basketball once a month.
- I watch television four times a day.
- I play computer games twice a day.
- I go to bed late three times a week.
- I never help do the housework.

Joe's habits

Activity	How often?
• do my homework	once a day
• practise swimming	twice a year
• play basketball	once a month
• watch television	four times a day
• play computer games	twice a day
• go to bed late	three times a week
• help do the housework	never

*Discuss

What do you think of Joe's habits?

Writing

About you

Write about your favourite indoor and outdoor activities. Draw pictures.

My favourite indoor and outdoor activities

1

(Students' own answers)

(Draw a picture.)

I like _____ (in/at) _____.

That is my favourite _____ activity.

2

(Draw a picture.)

I like _____.

That _____.

2 Changes

Unit 5 What will I be like?

Language

Look

In	15	years'	time	,	Kitty	will	be tall and slim	
							be more beautiful	.
							not wear glasses	

Look and write

1



tall and slim/not wear glasses

In 15 years' time, Kitty will be _____ tall and
_____ slim.

She will _____ not wear glasses.

2



heavier/travel to the moon

In 15 years' time, Spaceboy _____ will be
_____ heavier.

He will _____ travel to the moon.

3



strong and tall/more good-looking

In 15 years' time, Ben _____ will be strong
and tall.

He will _____ be more good-looking.

4



beautiful/work in a school

In 15 years' time, _____ Skygirl will be
_____ beautiful.

She will work in a school.

Look

Joe loves helping sick people .

Joe will possibly be a doctor .

Look, read and write

1



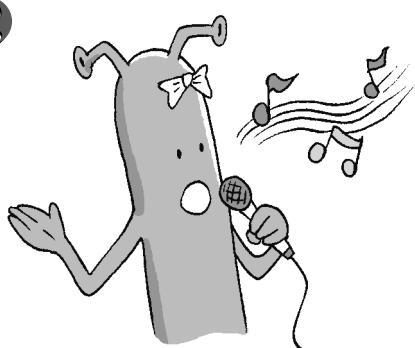
Ben loves playing football.

In 15 years' time, he will be strong and tall.

He will be good at sports.

Ben will possibly be a football player .

2



Skygirl loves listening to music.

In 15 years' time, she will be beautiful.

She will be good at singing.

Skygirl will possibly be a singer .

3



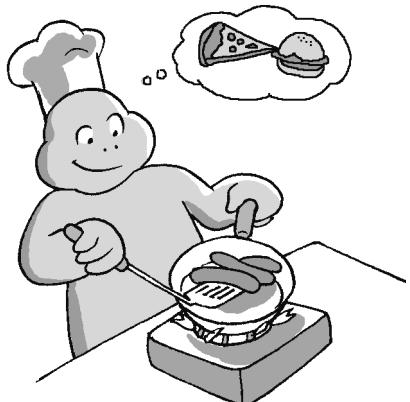
Kitty loves typing .

In 15 years' time, she will be good at typing.

She will also be good at answering phones.

Kitty will possibly be a secretary .

4



Spaceboy loves eating hamburgers and pizza .

In 15 years' time, he will be heavier.

He will be good at cooking.

Spaceboy will possibly be a cook .

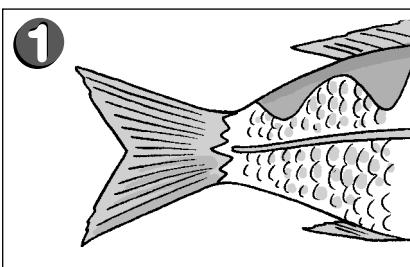
Look

I think it's a ...

Yes, I agree.

No, I don't agree. I think it's a ...

Look and write



Spaceboy: I think it's a fish.

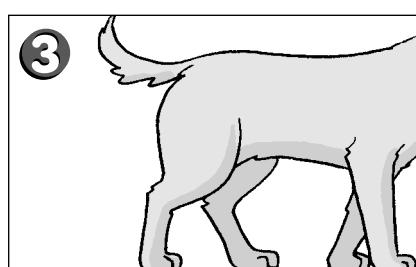
Skygirl: Yes, I agree.



Spaceboy: I think it's a flower.

Skygirl: No, I don't agree.

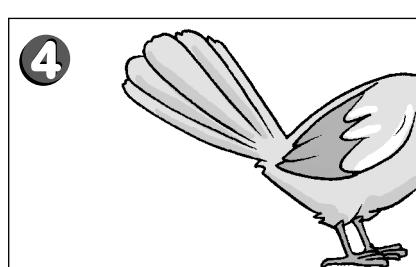
I think it's a butterfly.



Spaceboy: I think it's a cat.

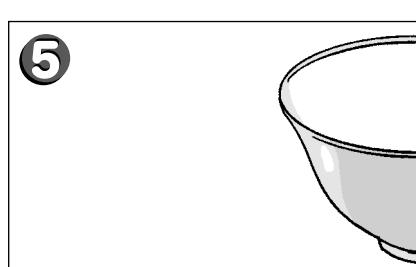
Skygirl: No, I don't agree.

I think it's a dog.



Spaceboy: I think it's a bird.

Skygirl: Yes, I agree.



Spaceboy: I think it's a cup.

Skygirl: No, I don't agree.

I think it's a bowl.

Look

I'm good at running, but I'm poor at swimming.

I have to practise swimming more.

Look and write

1



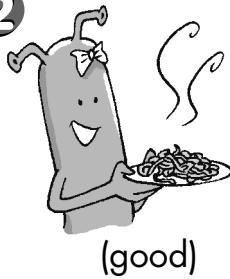
(good)



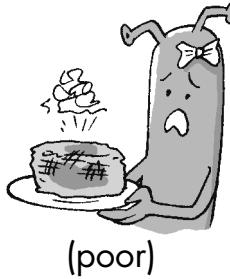
(poor)

Alice: I'm good at knitting, but I'm poor at painting.
I have to practise painting more.

2



(good)



(poor)

Skygirl: I'm good at making noodles, but I'm poor at making cakes.
I have to practise making cakes more.

3



(good)



(poor)

Ben: I'm good at (playing) football, but I'm poor at (playing) basketball.
I have to practise (playing) basketball more.

4



(good)



(poor)

Kitty:

I'm good at swimming,

but I'm poor at cycling.

I have to practise cycling more.

5



(good)



(poor)

Spaceboy:

I'm good at dancing, but I'm

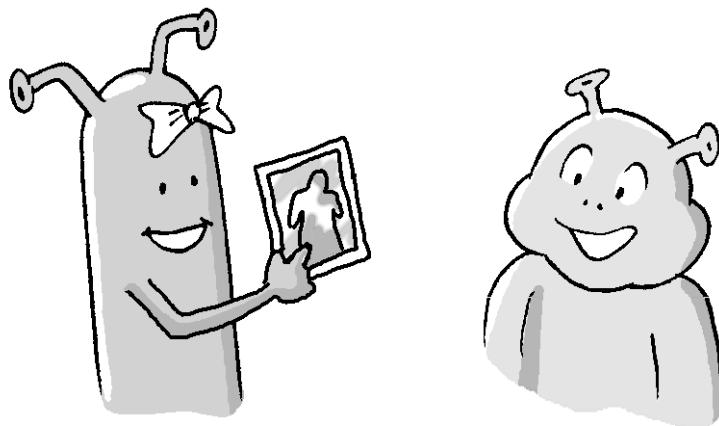
poor at singing.

I have to practise singing more.

Listening

Listen and write

Spaceboy and Skygirl are in front of a magic camera. What will Spaceboy be like in 15 years' time? What will he possibly be in 15 years' time? Listen and write the correct answers.



What will Spaceboy be like in 15 years' time?

What will Spaceboy possibly be in 15 years' time?

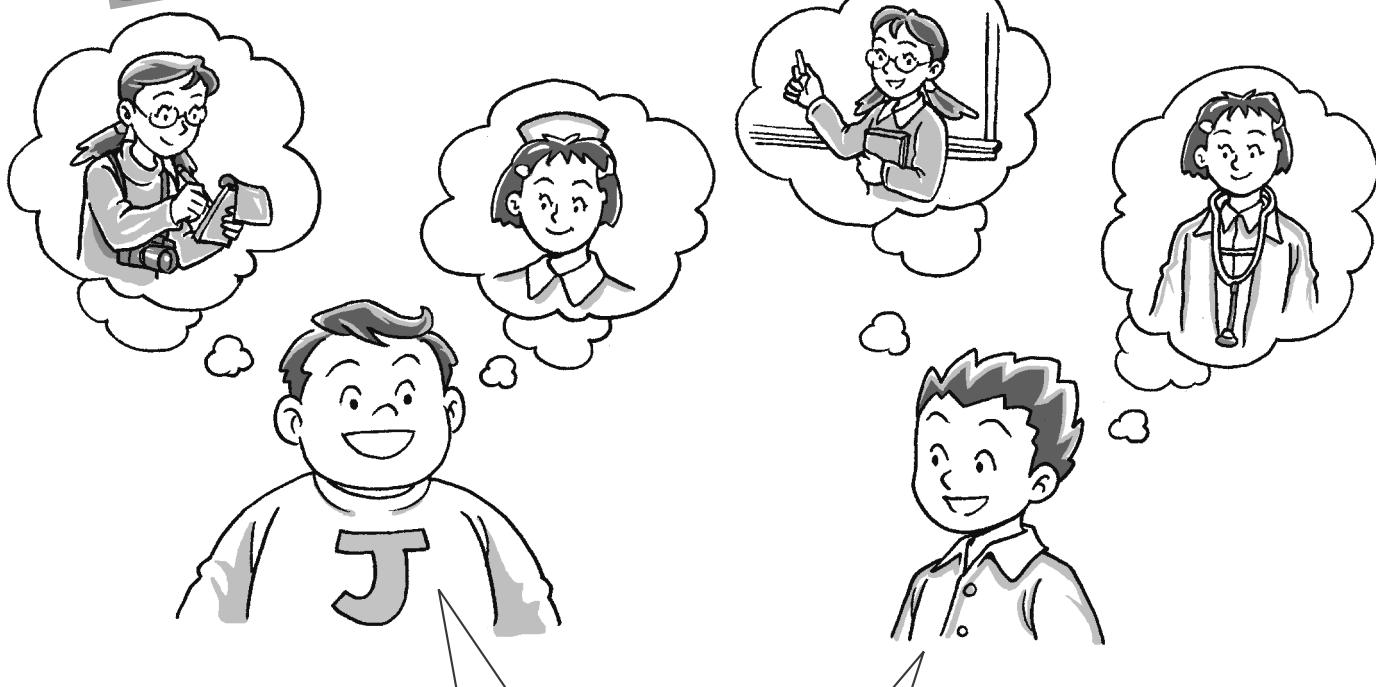
- He will be tall and strong.
- He will be 182 cm/centimetres tall.
- He will weigh 70 kg/kilograms.
- He will possibly be a fireman or a pilot.
- He would like to be a pilot.
- He is good at Chinese and English.
- He is poor at Maths.
- He has to practise Maths more.
- He has to learn how to drive a plane.

Reading

Read and write

Kitty loves helping people. She is good at English and Chinese. In 15 years' time, Kitty will be tall and slim. She will be 167 centimetres tall. She will read and write a lot.

Alice loves helping people. She is good at Maths, English and Chinese. In 15 years' time, Alice will not be fat. She will be 159 centimetres tall. She will help sick people.



① I think Kitty will be a reporter in 15 years' time.

No, I don't agree. She'll possibly be a teacher.

② I think Alice will be a nurse.

No, I don't agree. She'll possibly be a doctor.

Writing

Draw and write

What would your good friend like to be? Draw and write.

What would
you like to be?



- I'll possibly be a ____.
- I'd like to be a ____.
- I'm good at ..., but I'm poor at ...
- I have to practise ... more.
- I have to learn ...



(Students' own answers)

About my good friend

- He/She will possibly be _____ or _____.
- He/She is good at _____.
- He/She has to practise _____ more.
- He/She has to learn _____.
- He/She would like to be _____.
- He/She is poor at _____.

(Draw a picture.)

Unit 6 Seasonal changes

Language

Look

In	summer	,	Kitty	must	wear	a	dress	with	short	sleeves	.
	winter						blouse		long		

Look, colour and write



- 1 a white dress with short sleeves
- 2 a blue belt
- 3 a pair of white socks
- 4 a pair of black shoes



- 5 a white blouse with long sleeves
- 6 a red jacket
- 7 a grey skirt
- 8 a pair of grey socks
- 9 a pair of black shoes

Write

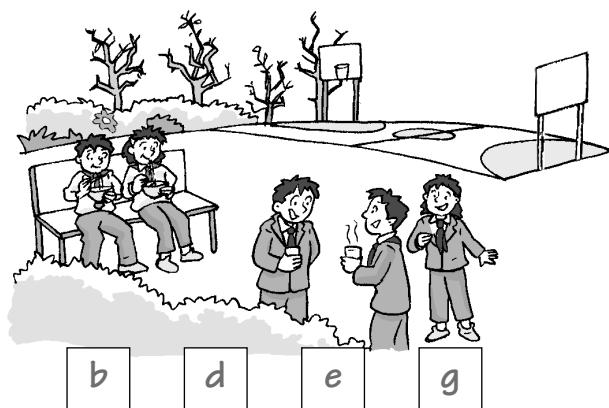
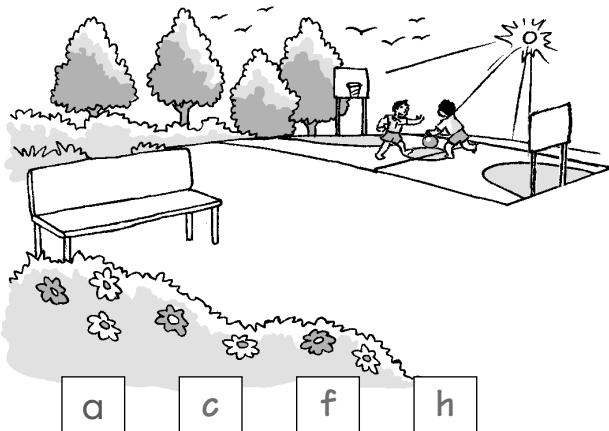
- 1 In summer, Kitty must wear a white dress with short sleeves, a blue belt, a pair of white socks and a pair of black shoes.
- 2 In winter, Kitty must wear a white blouse with long sleeves, a red jacket, a grey skirt, a pair of grey socks and a pair of black shoes.

Look

In	summer	,	many	students	like	having	salad	for	lunch	.
	winter	,	not many							

Read, match and write

- a The sun shines and shines.
- b There are not many flowers in the garden.
- c There are many flowers in the garden.
- d Not many students like having soft drinks and ice cream after lunch.
- e Many students like having hot drinks.
- f You can see many birds flying above the trees.
- g Many students like having noodles and rice for lunch.
- h Not many students like playing basketball in the playground.

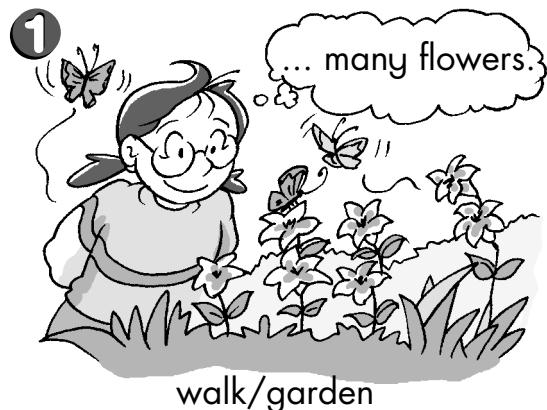


- 1 In summer, the sun shines and shines.
There are many flowers in the garden.
You can see many birds flying above the trees.
Not many students like playing basketball in the playground.
- 2 In winter, there are not many flowers in the garden.
Not many students like having soft drinks and ice cream after lunch.
Many students like having hot drinks.
Many students like having noodles and rice for lunch.

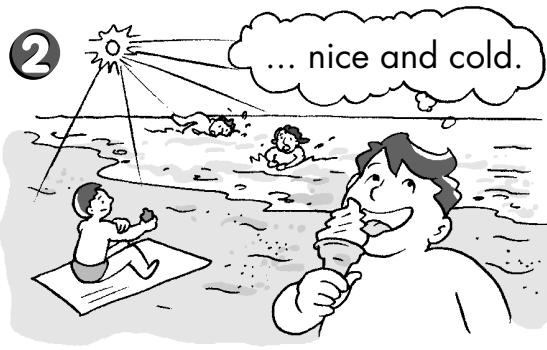
Look

I like staying indoors in summer because it is air-conditioned.

Look and write



Kitty: I like walking in the garden in spring because there are many flowers.



Joe: I like eating ice cream in summer because it is nice and cold.



Ben: I like flying a/my kite in autumn because the weather is nice.

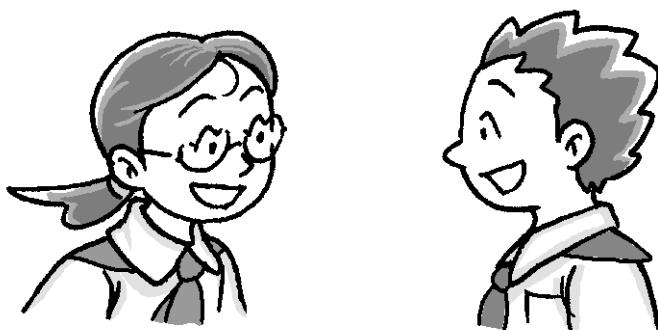


Alice: I like having hot drinks in winter because they help me keep warm.

Listening

Listen and write

Kitty and Peter are talking about life in summer and winter. Listen and fill in the blanks.



Life in summer

In summer, many flowers grow in the garden. Not many people like playing in the park because it is very hot. Many people like swimming because it keeps them cool. Many people also like wearing sunglasses and sunhats because the sun shines brightly.

Life in winter

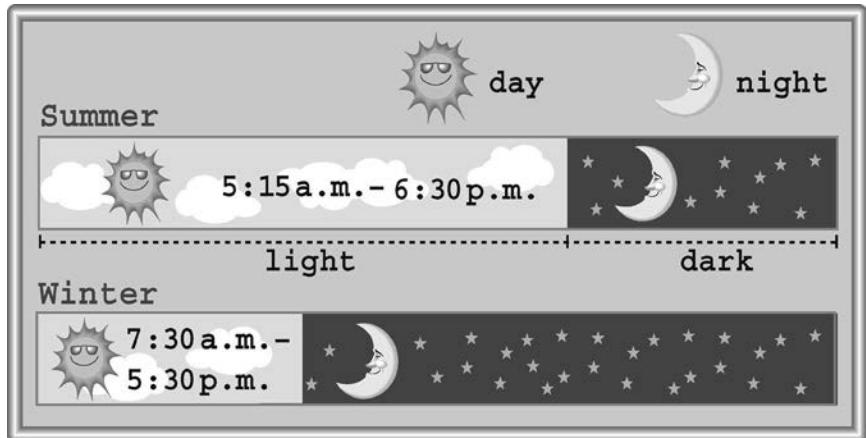
In winter, not many leaves are on the trees. Not many people like playing outside because it is very cold. Many people like staying at home because it is warm. Many people like having hot drinks. Not many people like having soft drinks.

Reading

Look, read and match

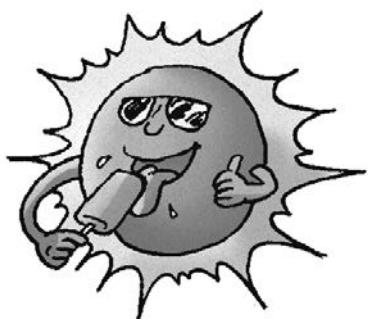


Let's look at this chart.
What are the differences
between summer and
winter?



Write 's' for summer and 'w' for winter.

Summer



a The days are longer. (s)

Winter



b The days are shorter. (w)

c The nights are longer. (w)

d The nights are shorter. (s)

e It gets dark early in the evening. (w)

f It gets dark late in the evening. (s)

g It will not be dark until half past six. (s)

h The days start before six o'clock. (s)

i The nights start after half past five. (w)

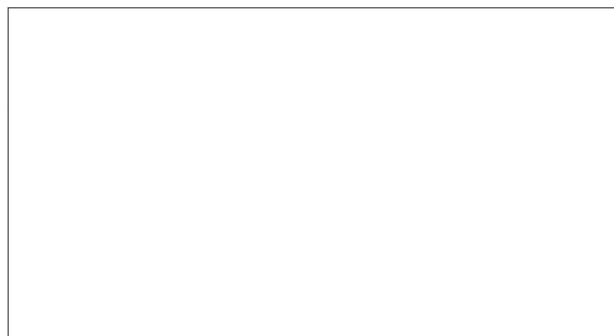
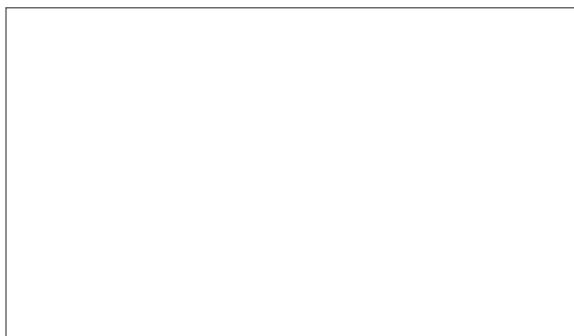
*Writing

Think, draw and write

Read page 38 of Workbook 6B again. What differences do you see in summer and in winter? Draw some pictures and write about them.

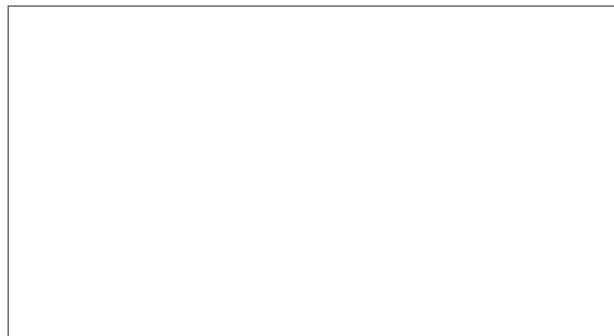
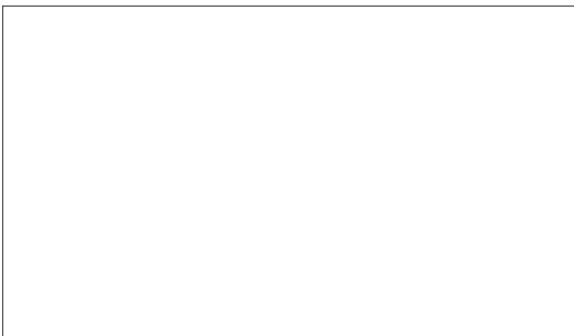
Life in summer

(Students' own answers)



In summer, _____.

Life in winter



In winter, _____.

Unit 7 Travelling in Garden City

Language

Look and write

What will travelling in Garden City be like in 10 years' time?

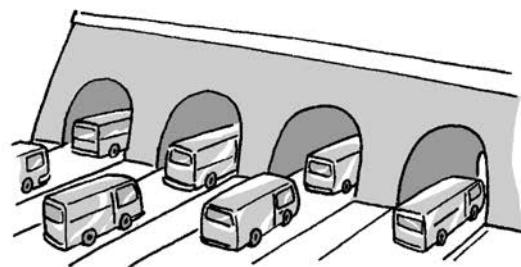
①



Perhaps none of the people
will travel by ferry.

②

Perhaps there will be
more tunnels.



③



Perhaps most of the people
will travel by underground.

④

Perhaps there will be
fewer traffic jams.



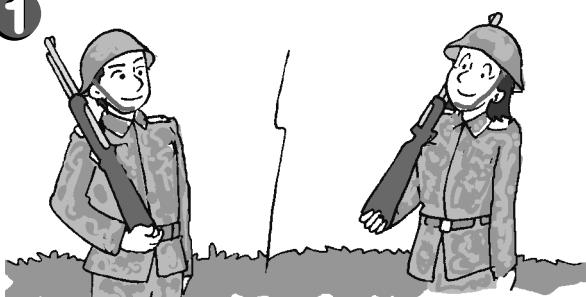
Look

In the past, none of the nurses were men. All of them were women.

Nowadays, some of the nurses are men, but most of them are women.

Look and write

1

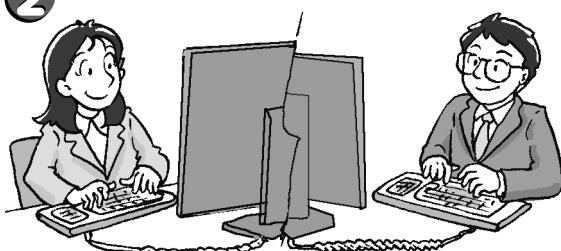


soldiers

In the past, none of the soldiers were women. All of them were men.

Nowadays, some of the soldiers are women, but most of them are men.

2



secretaries

In the past, none of the secretaries were men. All of them were women. Nowadays, some of the secretaries are men, but most of them are women.

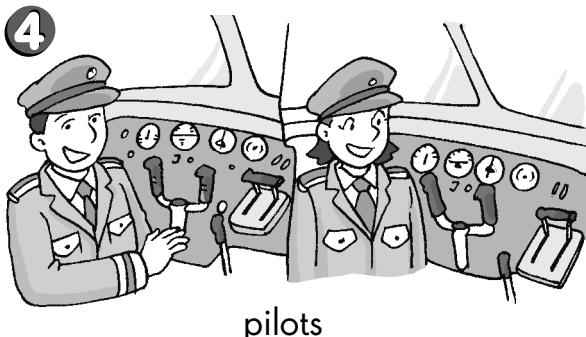
3



football players

In the past, none of the football players were women. All of them were men. Nowadays, some of the football players are women, but most of them are men.

4



pilots

In the past, none of the pilots were women. All of them were men. Nowadays, some of the pilots are women, but most of them are men.

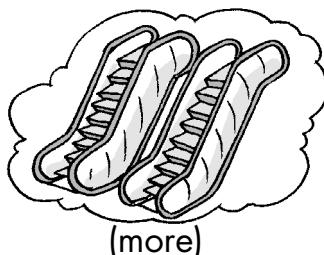
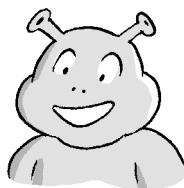
Look

Perhaps	there	will	be	fewer	people	.
				more		

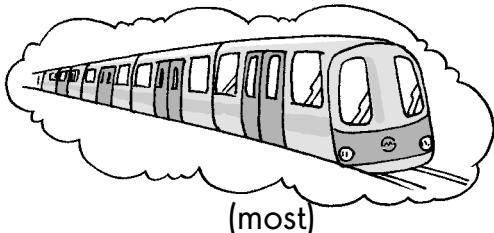
Perhaps	most	of	the	people	will	travel	by	...
	none							

Look and write

What will travelling in Garden City be like in 10 years' time?



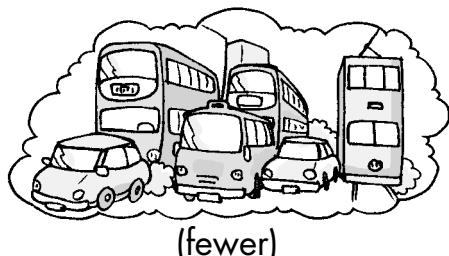
Perhaps there will be more escalators.



Perhaps most of the people will travel by underground.



Perhaps none of the people will travel by bicycle.



Perhaps there will be fewer traffic jams.



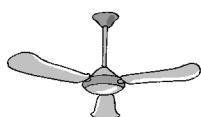
Perhaps there will be more weekends and fewer weekdays!

Listening

Listen and choose

Here is a report about changes in life. Listen and choose the right pictures.

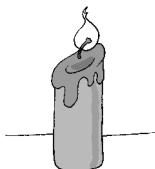
a



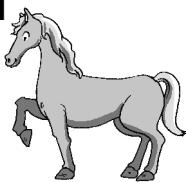
b



c



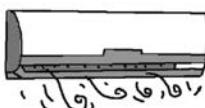
d



e



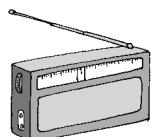
f



g



h



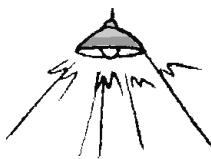
i



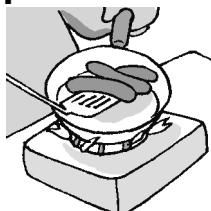
j



k



l



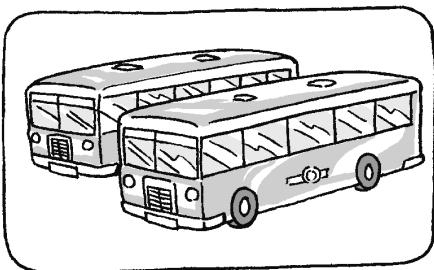
Life in the past and nowadays

	In the past	Nowadays		In the past	Nowadays
1	a	f	4	e	l
2	c	k	5	g	i
3	d	j	6	h	b

Reading

Read and circle

1



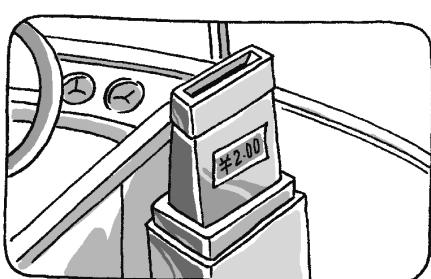
In the past, **all/none** of the buses were double-decker buses. **None/Most** of them were air-conditioned.

2



In the past, **some/all** of the bus drivers were men. **None/Most** of them were women. **All/None** of the passengers had to buy tickets from a bus conductor.

3

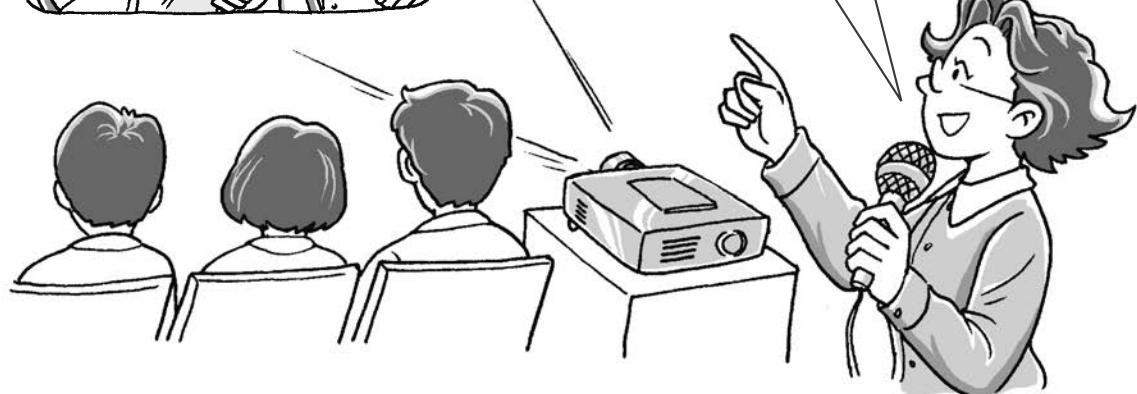


Nowadays, **none/most** of the buses have a fare box. **None/Some** of the passengers need to buy tickets from a bus conductor.

4



Nowadays, **some/all** of the bus drivers are women, but **none/most** of them are still men. **Most/All** of the buses are air-conditioned now.



Writing

Think, draw and write

What will travelling in your city be like in 10 years' time? What do you think? Draw some pictures and complete the sentences.

Travelling in our city in 10 years' time

1

(Students' own answers)

2

3

4

- 1 Perhaps most of the people will _____.
- 2 _____ there will be more/fewer _____.
- 3 _____ there will be _____.
- 4 _____ all of the people _____.

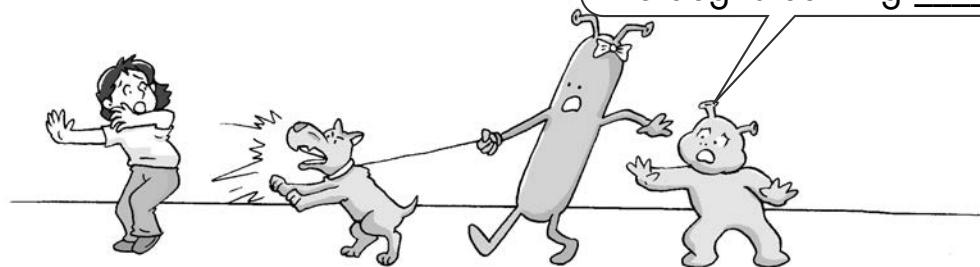
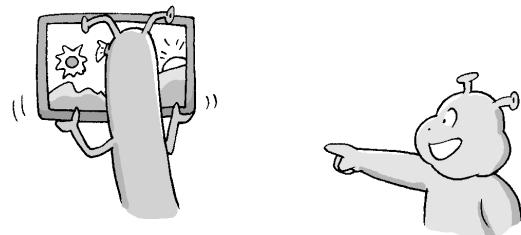
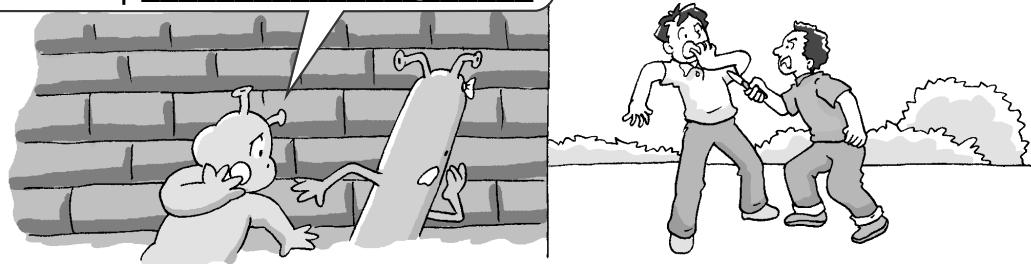
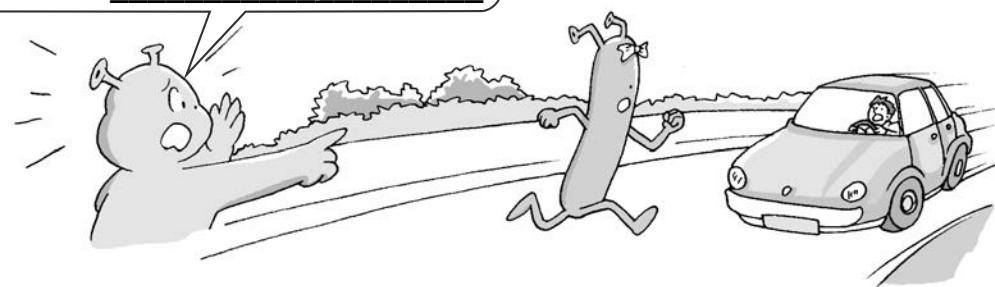
3**The natural world****Unit 8 Windy weather****Language****Look**

careful → carefully

fierce → fiercely

slight → slightly

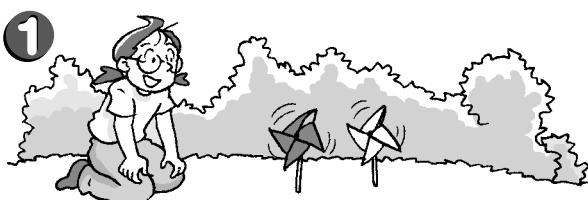
immediate → immediately

Look and write**1**The dog is barking fiercely.**2**Move the picture slightly.**3**Call the police immediately.**4**Cross the road carefully.

Look

I	...	when	there	is	a	gentle wind	
						strong wind	.
						typhoon	

Look and write



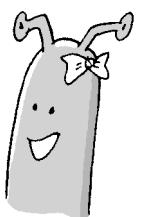
play with/windmills/park

I play with windmills in the park when there is a gentle wind.



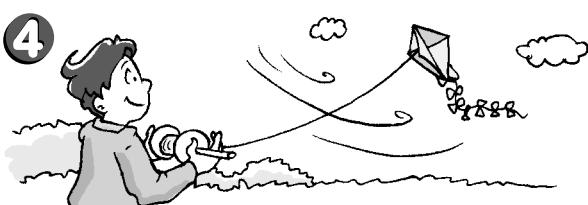
go/windsurfing/sea

I go windsurfing on
the sea when there is
a strong wind.



take/flower pots/flat

I take the flower pots
into the flat when
there is a typhoon.



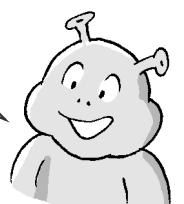
fly/my kite/park

I fly my kite in
the park when
there is a gentle
wind.



watch/television/home

I watch television
at home when there
is a typhoon.



Look

I may ...

Look and write

What may happen when you have a lot of toys?

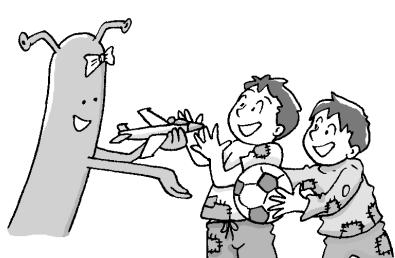
1



forget/do/homework

I may forget to do my homework.

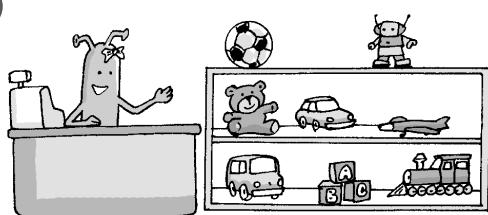
2



give/toys/poor children

I may give my toys to poor children.

3



open/toy shop

I may open a toy shop.

4

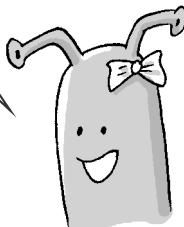


give/toys/my friends

I may give my toys to my friends.

5 What about you?

(students' own answer)

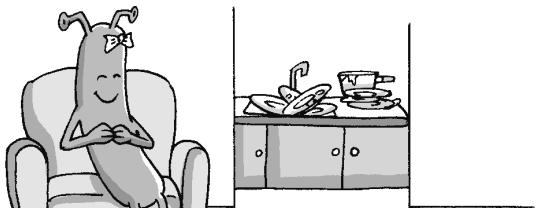


Look

You should do your homework every day.

Look and write

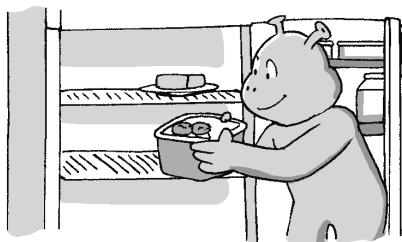
1



(wash/dishes)

You should wash the dishes after every meal.

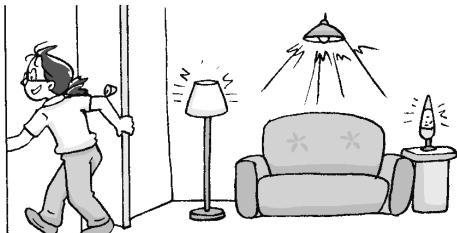
2



(put/ice cream)

You should put the ice cream in the fridge.

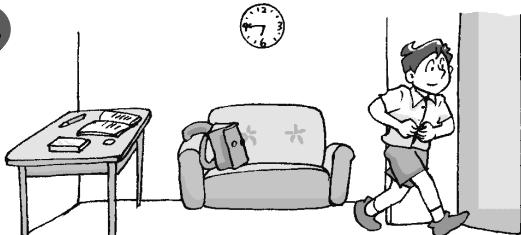
3



(switch off/lights)

You should switch off the lights before you leave the room.

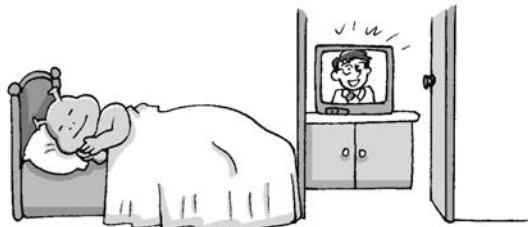
4



(pack/school bag)

You should pack your school bag after you finish your homework.

5



(turn off/TV)

You should turn off the TV

before you go to bed.



Listening

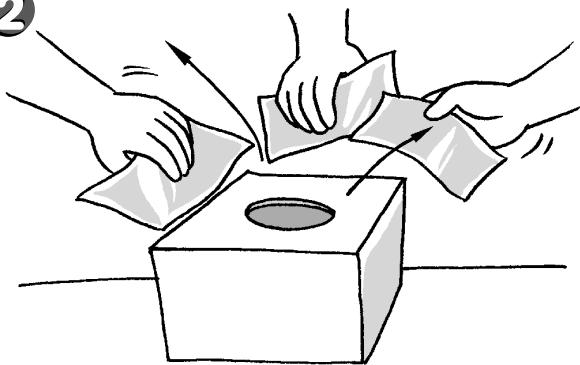
Listen and write

1

Let's play a game.



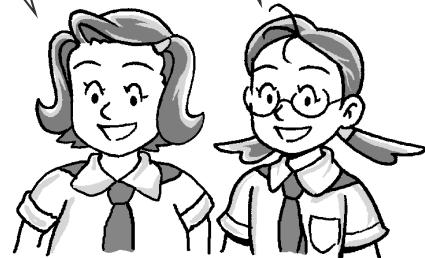
2



3

What can you see when
there is a gentle wind ?

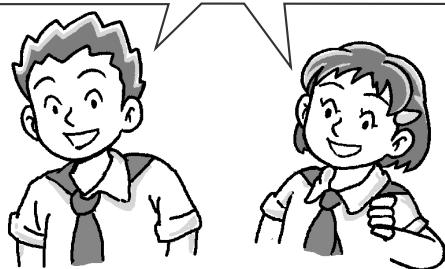
We can see flags flying
in the sky.



4

What can you see when there is a
strong wind ?

We can see clouds moving
quickly in the sky.



5

What can you see when
there is a typhoon
?

We can see people
holding their raincoats
tightly.



Reading

Ask and answer

Read the story on page 57 of Student's Book 6B again. Then answer the following questions.



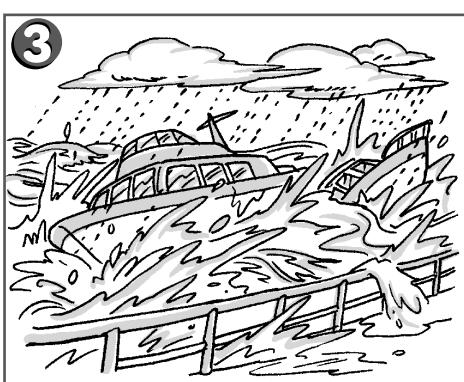
- 1 Q: Kitty and Ben flew their kite happily.
Where were they?

A: They were in the park.
Q: How did the wind blow at first?
A: At first it blew gently.



- 2 Q: Suddenly, the wind became stronger.
What moved quickly?

A: The clouds moved quickly.
Q: The strong wind blew their kite away.
Where did they go immediately?
A: They went home immediately.



- 3 Q: Kitty and Ben watched TV at home.
How did the wind blow?

A: The wind became a typhoon and blew
fiercely.

Q: What sank in the sea?
A: Ships and boats sank in the sea.



- 4 Q: The typhoon passed quickly. How did
Kitty and Ben walk in the street?

A: They walked carefully in the street.
Q: Who did they see in the street?
A: They saw some street cleaners
cleaning the street.

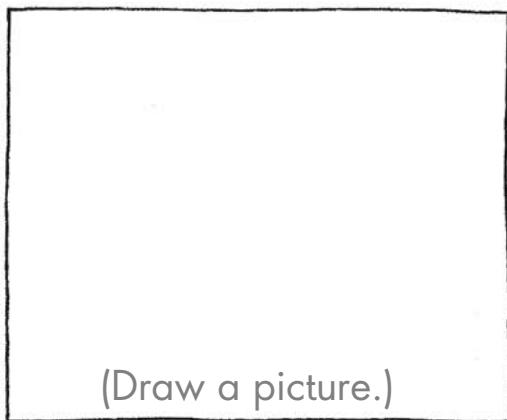
Writing

Draw and write

Draw pictures about different kinds of windy weather. Write sentences about what you can see and what you can/should do.

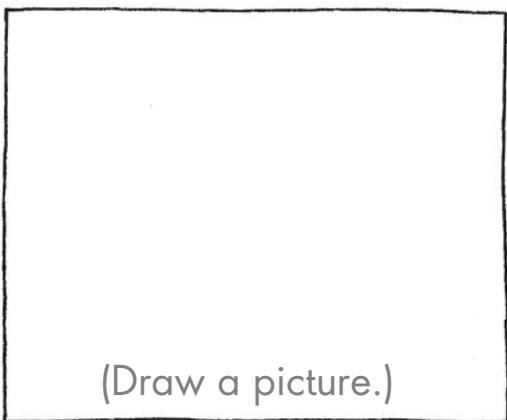
(Students' own answers)

Windy weather



We can see _____.

We _____.

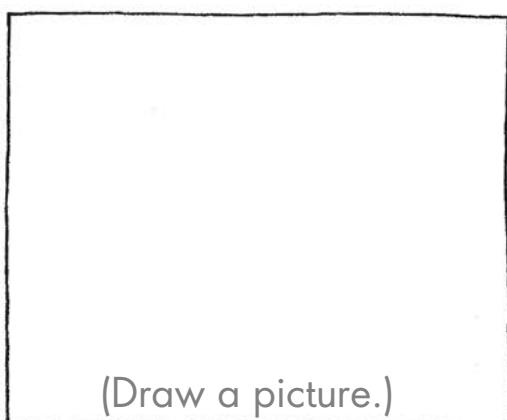


_____.

_____.

_____.

_____.



_____.

_____.

_____.

_____.

Unit 9 Sea water and rain water

Language

Look

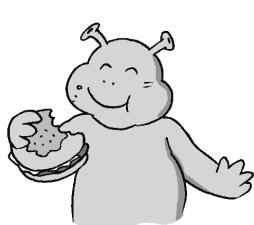
If there is no water, the plants will die.

Look and write

1



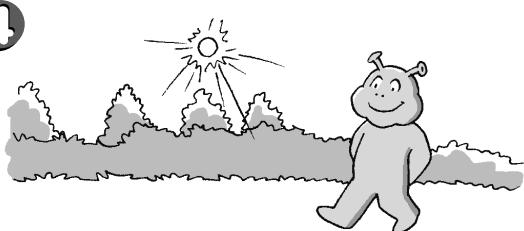
2



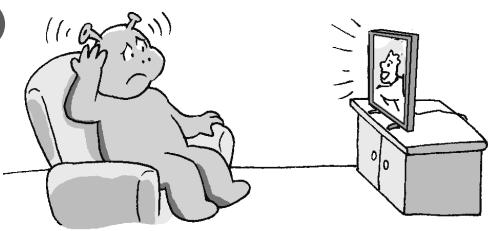
3



4



5



1 food there very hungry will If . I is be no ,

If there is no food, I will be very hungry.

2 fat hamburgers If day I be , I every eat . will

If I eat hamburgers every day, I will be fat.

3 chocolate . eat toothache have I a I lot , of will If

If I eat a lot of chocolate, I will have toothache.

4 countryside will If go good . the , weather the I to is

If the weather is good, I will go to the countryside.

5 too television long If watch headache have I for will . I , a

If I watch television for too long, I will have a headache.

Look

What do you use water to do ?

I use water to ...

Look and write

1



Skygirl: What do you use water to do?

Kitty: I use water to brush my teeth.

2



Ben: What do you use water to do?

Spaceboy: I use water to take a
shower.

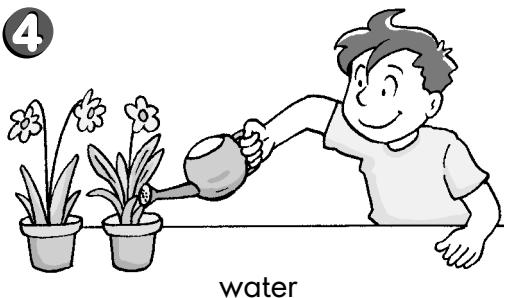
3



Kitty: What do you use water to do?

Skygirl: I use water to clean the
window(s).

4



Kitty: What do you use water to do?

Ben: I use water to water
my/the flowers.

5



Kitty: What do you use water to do?

Mrs Li: I use water to wash
the vegetables.

Look

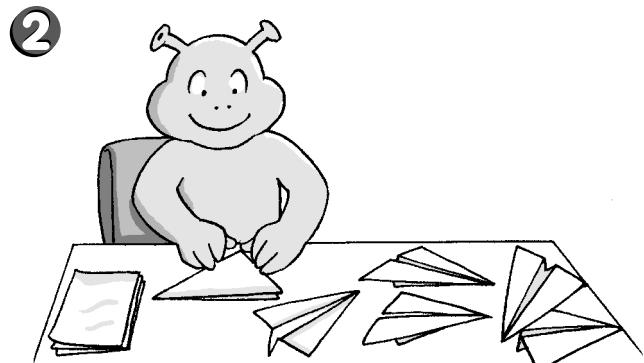
How	can	we	save	electricity paper water money	?
-----	-----	----	------	--	---

We can save ... by ...

Look and write



switch off/lights/leave the room



play games/with/paper

How can we save electricity?

We can save electricity
by switching off the lights
before leaving the room.

How can we save paper?

We can save paper
by not playing games
with paper.



fix/a dripping tap



put/money/a bank

How can we save water?

We can save water by
fixing a dripping tap.

How can we save money?

We can save money by
putting money in a bank.

Listening

Listen and choose

Kitty and Peter are doing a quiz about the oceans. Kitty is asking the questions. Can you help Peter choose the correct answers?

- a They get fish and prawns from the oceans.
- b We must stop polluting the oceans.
- c About three quarters of the Earth is water.
- d They can get food from the oceans.
- e They live in the streams, rivers, lakes, seas and oceans.
- f Whales are the largest animals on the Earth.
- g Sharks are one of the most dangerous animals.
- h Dolphins are one of the most intelligent animals.
- i We can find starfish and sea horses.



1 c

2 e

3 g

4 f

5 h

6 i

7 d

8 b

9 a



Reading

Think and tick (✓)

Read pages 62 and 63 of Student's Book 6B again. Find the answers to the questions for the quiz below.

Quiz: The Oceans

1 Almost three quarters of the Earth is _____.
 forests water land seaweed

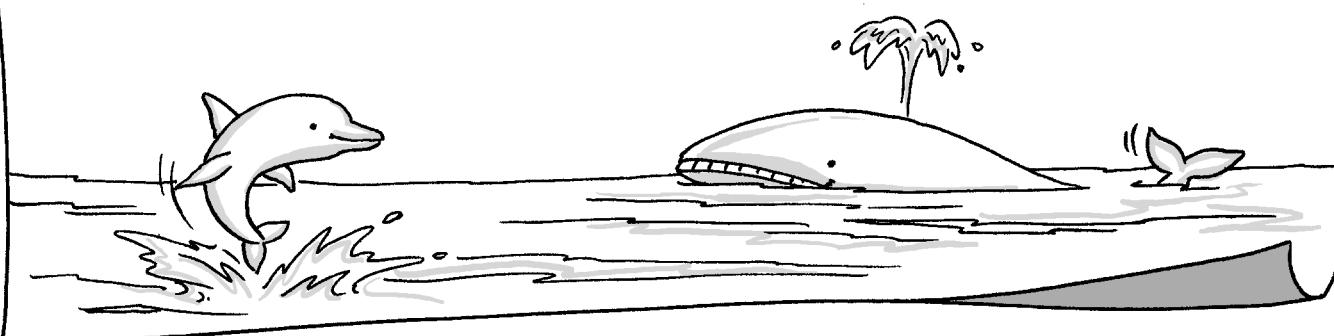
2 _____ are the largest animals on the Earth.
 Dogs Dolphins Sea horses Whales

3 Dolphins are one of the most _____ animals.
 intelligent dangerous beautiful frightening

4 _____ are one of the most dangerous animals.
 Whales Sharks Dolphins Monkeys

5 Whales, dolphins and sharks live in the _____.
 lakes rivers streams oceans

6 You can see _____ and starfish in the oceans.
 stars horses sea horses clouds



Writing

Think and write

Think about what we use water to do and finish the report below.

Using water

(Suggested answers)

At home	At school	At work
<ul style="list-style-type: none">• to brush <u>our teeth</u>	<ul style="list-style-type: none">• to paint <u>pictures</u> in Art lessons	<p>farmers:</p> <ul style="list-style-type: none">• to <u>water the crops</u> <u>and vegetables</u>
<ul style="list-style-type: none">• to take <u>a shower/bath</u>	<ul style="list-style-type: none">• to wash <u>our hands</u>	<p>cooks:</p> <ul style="list-style-type: none">• to <u>cook food</u>
<ul style="list-style-type: none">• to wash <u>our clothes</u> <u>and dishes</u>	<ul style="list-style-type: none">• to water <u>the plants</u> in the school garden	<p>firemen:</p> <ul style="list-style-type: none">• to <u>put out fires</u>

At home

We use water to brush our teeth.

We use water to take a shower/bath.

We use water to wash our clothes and dishes.

At school

We use water to paint pictures in Art lessons.

We use water to wash our hands.

We use water to water the plants in the school garden.

At work

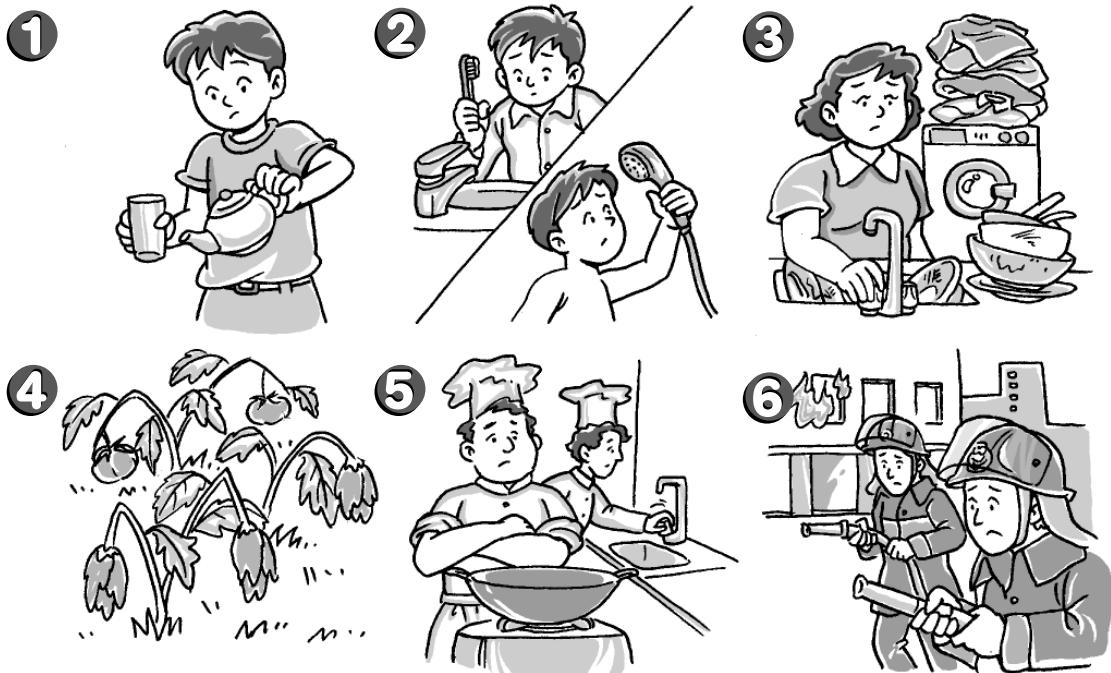
Farmers use water to water the crops and vegetables.

Cooks use water to cook food.

Firemen use water to put out fires.

*Look and write

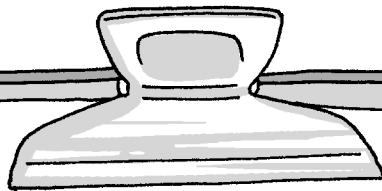
What will happen if there is no rain?



- 1 If there is no rain, we will have no water to drink.
- 2 If there is no rain, we will have no water to brush our teeth or to take a shower.
- 3 If there is no rain, we will have no water to wash our clothes or to wash the dishes.
- 4 If there is no rain, (the) crops and vegetables will die.
- 5 If there is no rain, cooks in restaurants will have no water to cook food.
- 6 If there is no rain, firemen will not have any water to put out fires.

Write

Write a report about ways of saving water.



Let's save water!

- We can save water by fixing a dripping tap.
- We can save water by not playing water games.
- We can save water by not brushing our teeth under a running tap.
- We can save water by not washing vegetables under a running tap.
- We can save water by taking a shower instead of a bath.
- We can save water by turning off a dripping tap.



Unit 10 Forests and land

Language

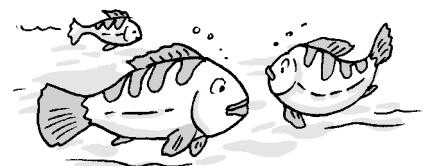
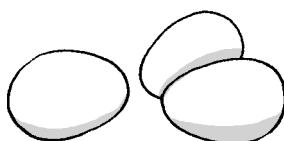
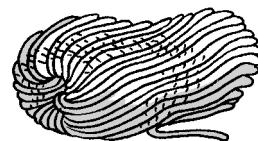
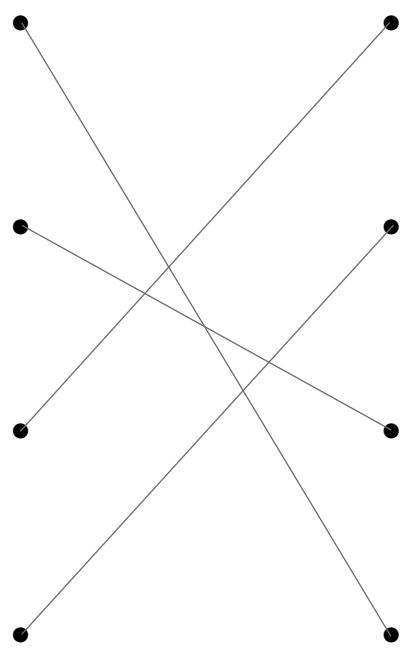
Look

What do we get from ... ?

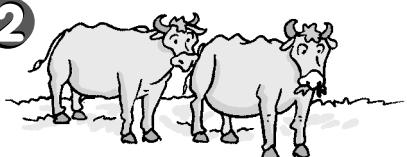
We get ... from ...

Match

1



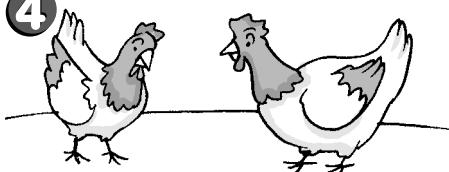
2



3



4



Write

1 What do we get from the sea?

We get fish from the sea.

2 What do we get from cows?

We get milk from cows.

3 What do we get from sheep?

We get wool from sheep.

4 What do we get from hens?

We get eggs from hens.

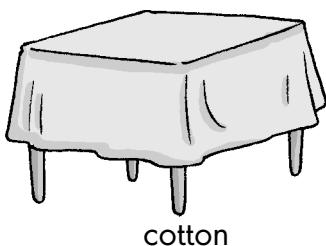
Look

We	get	...	from	oil the ground sand plants trees	.
----	-----	-----	------	--	---

We can use ... to make ...

Look and write

1



cotton

We get cotton from plants.

We can use cotton to make tablecloths.

2

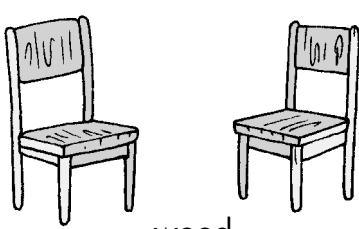


glass

We get glass from sand.

We can use glass to make vases.

3

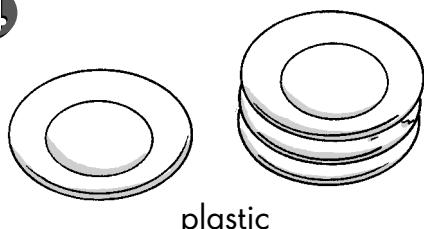


wood

We get wood from trees.

We can use wood to make chairs.

4

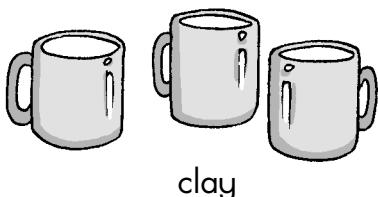


plastic

We get plastic from oil.

We can use plastic to make plates.

5



clay

We get clay from the ground.

We can use clay to make cups.

Look

What is it made of?

It's made of ...

How does it feel?

It feels smooth/soft/hard/rough .

What is it ?

It's made of plastic.
It feels hard and smooth.

It's	a	wooden	
		woollen	
		metal	...



Look and write

1



Skygirl: What is it made of?

Kitty: It's made of wool.

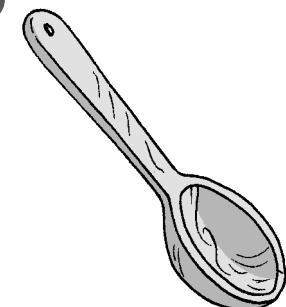
Skygirl: How does it feel ?

Kitty: It feels soft.

Skygirl: What is it?

Kitty: It's a woollen scarf.

2



Skygirl: What is it made of ?

Kitty: It's made of wood.

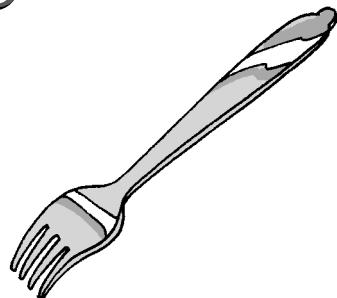
Skygirl: How does it feel ?

Kitty: It feels hard and rough.

Skygirl: What is it ?

Kitty: It's a wooden spoon.

3



Skygirl: What is it made of?

Kitty: It's made of metal.

Skygirl: How does it feel?

Kitty: It feels smooth and hard.

Skygirl: What is it?

Kitty: It's a metal fork.

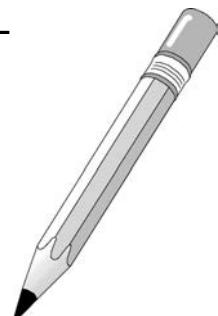
Listening

Listen, circle and write

Skygirl is going to have a party at home. What does she need? Listen to her talking with Spaceboy and circle the correct answers.

Things I need for my birthday party

- a **cotton/plastic** tablecloth
- some **plastic/paper** cups
- some **clay/plastic** plates
- some **wooden/plastic** chopsticks
- some **plastic/metal** knives
- some **plastic/metal** forks
- other things I may need:
some plastic spoons, some plastic bowls



Reading

Read and tick (✓)

Read pages 70 and 71 of Student's Book 6B again and tick the correct answers.

1 forest

A garden is a large area of trees.
 country

2 food and clothes

Forests provide houses and furniture for birds, animals and insects.
 shelters and food

3 Birds

Snakes make their nests in trees.
 Sheep

4 find food

Small animals and insects build their homes in the hollows of trees.
 play games

5 gas.

People in some countries cook food with wood.
 electricity.

6 houses, furniture and paper.

We cut down trees to make tins and bottles.
 glasses and plates.

7 grow

Many animals live because they lose their homes and food.
 die

8 cutting down forests.

We must stop planting trees.
 saving forests.

Think and write

Think about what these items are made of. Complete the lists.

bags	pens	cups	coats	spoons	forks
∅ knives	dresses	tables	jackets	scarves	rulers
plates	toy cars	chopsticks	vases	shirts	blouses

Things which are made of wood

- wooden chairs
- wooden tables
- wooden chopsticks
- wooden rulers

Things which are made of wool

- woollen socks
- woollen scarves
- woollen coats
- woollen jackets

Things which are made of metal

- metal pencil cases
- metal spoons
- metal forks
- metal knives

Things which are made of plastic

- plastic bowls
- plastic bags
- plastic pens
- plastic toy cars

Things which are made of cotton

- cotton T-shirts
- cotton dresses
- cotton shirts
- cotton blouses

Things which are made of clay

- clay jugs
- clay plates
- clay vases
- clay cups

Writing

Think, draw and write

Find some items made of different materials in your bedroom. Draw and write about them.



We get clay from the ground.
We use clay to make vases.
There is a vase in my bedroom.
It is made of clay.
It is a clay vase.

(Students' own answers)

(Draw a picture.)

We get _____ from _____.
We use _____ to make _____.
There is _____.
It is made of _____.
It is _____.

(Students' own answers)

(Draw a picture.)

* Unit 11 Controlling fire

Language

Look

What do we use it to do ?

We use it to give us light .

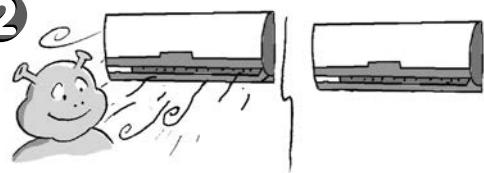
Look and write

1



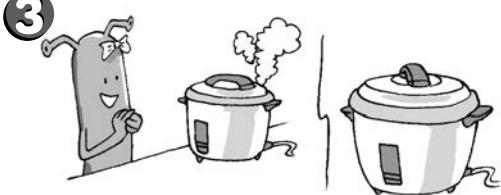
give us/light

2



keep us/cool/summer

3



cook/rice

4



wash/clothes

5



keep/food/fresh

Mrs Li: What do we use it to do?

Joe: We use it to give us light.

Mrs Li: What do we use it
to do?

Spaceboy: We use it to keep us cool in
summer.

Mrs Li: What do we use it
to do?

Skygirl: We use it to cook rice

Mrs Li: What do we use it to do?

Kitty: We use it to wash
(our) clothes.

Mrs Li: What do we use it to do?

Ben: We use it to keep
(our) food fresh.

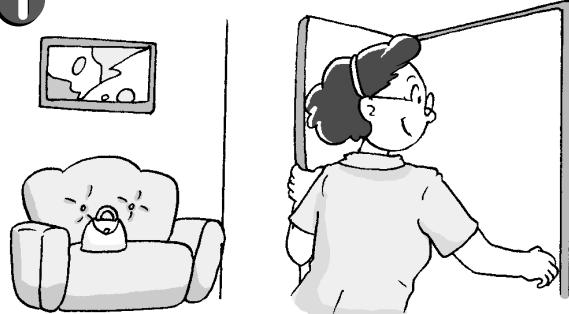
Look

Ben	may	forget	to	...
		not remember		

He	must	not forget	to	...
		remember		

Look and write

1



remember/take/bag

Grandmother is sixty years old. She may not remember to take her bag when she leaves home.

2



forget/water/plant

Ben is in a hurry. He may forget to water his/the plant.

3



forget/do/homework

Kitty is watching television. She may forget to do her homework.

4



remember/eat/breakfast

Mrs Li is busy. She may not remember to eat (her) breakfast.

Write

- 1 Grandmother must remember to take her bag when she leaves home.
- 2 Ben must not forget to water his/the plant.
- 3 Kitty must not forget to do her homework.
- 4 Mrs Li must remember to eat (her) breakfast.

Look

	in the corridor
It's	on the wall
	near the stairs
	inside the room

It's on the wall.



Look and write

1 Where is it?



It's _____ near _____ the stairs.

2

Where _____ is it _____ ?

(wall)

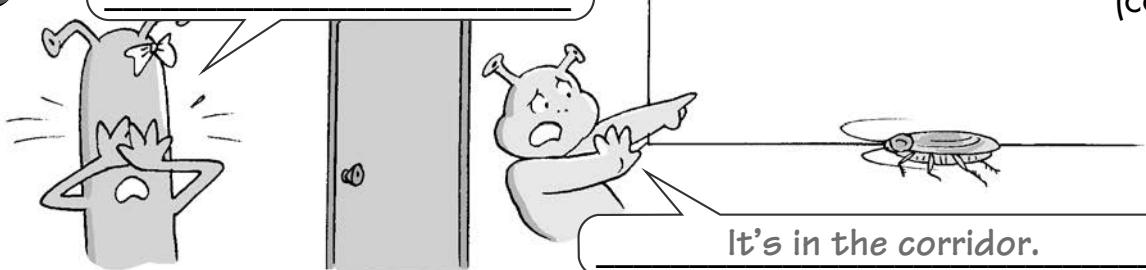


It's _____ on the wall _____ .

3

Where is it?

(corridor)

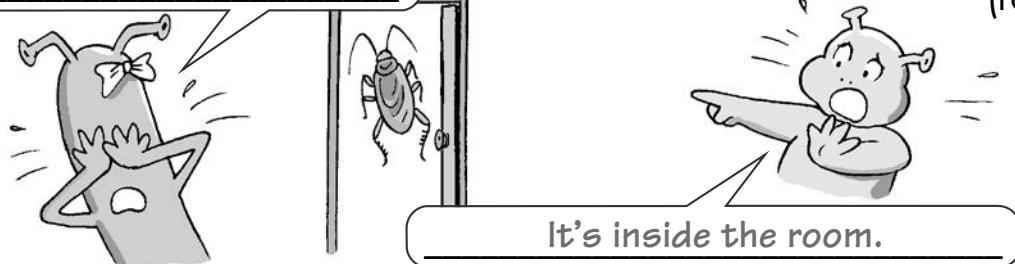


It's in the corridor.

4

Where is it?

(room)



It's inside the room.

Look

There	is	...	on	the	ground		
	are				first		
					second		
					third		

Look and write



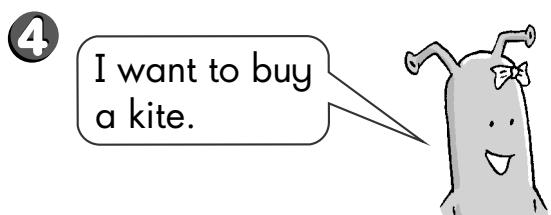
There are clothes on _____ the
first floor.



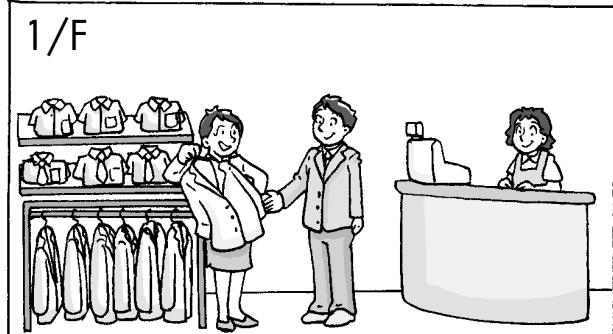
There are _____ shoes on the
second floor.



There is a _____ coffee shop on
the ground floor.



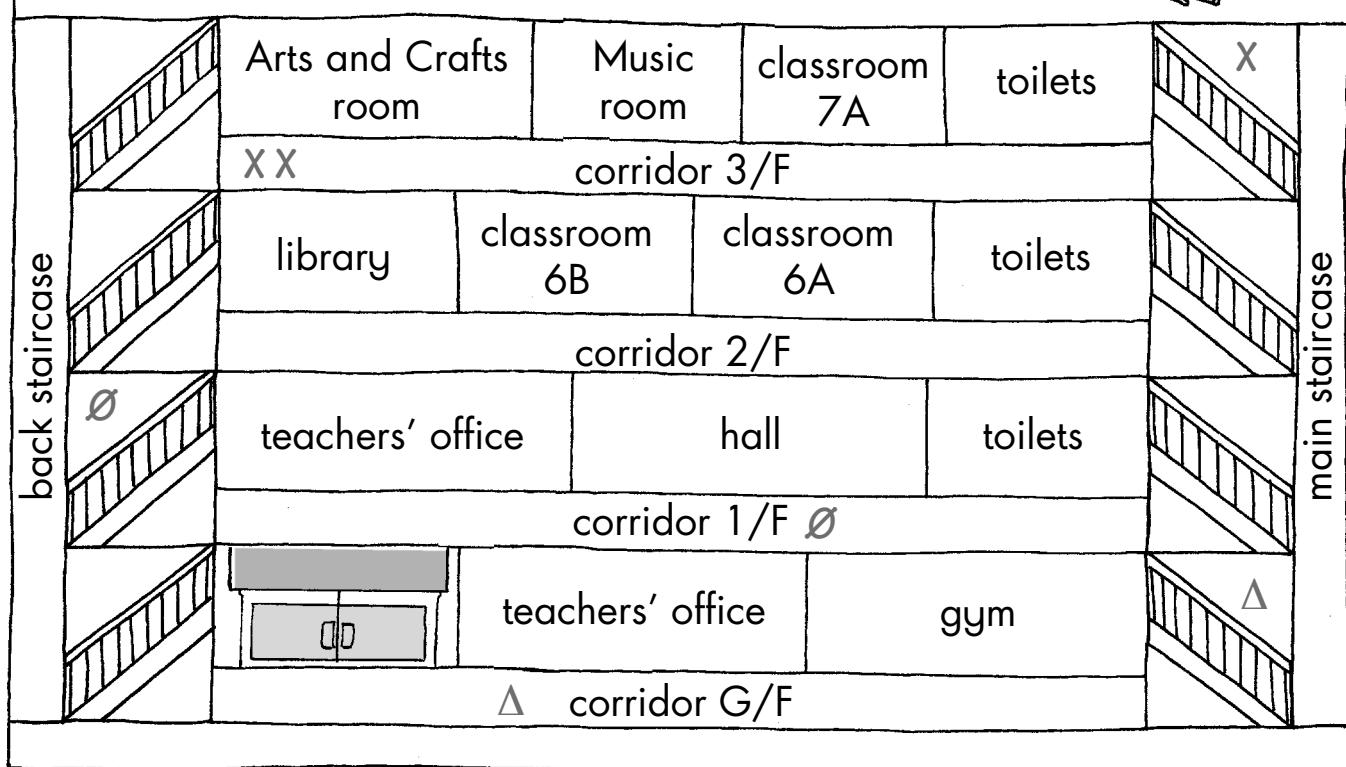
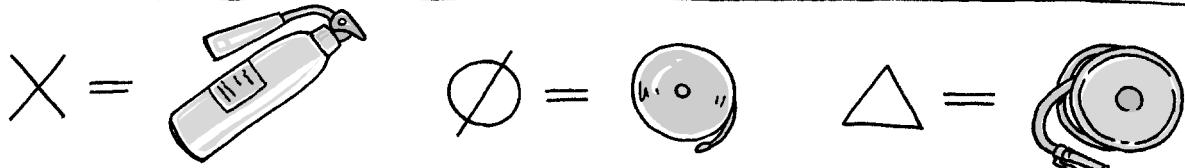
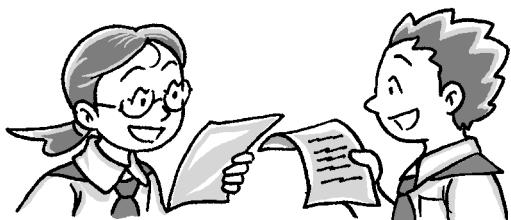
There are toys on the
third floor.



Listening

Listen and draw

Kitty is telling Peter the location of the firefighting equipment in their school. Listen and help Peter mark them on the floor plan.



Reading

Read and tick (✓)

Many, many years ago, people used a stick, a large piece of wood and dry leaves to make a fire. They used fire to cook meat and to get light and heat.

Today, people use fire in many different ways. At home, we use fire to cook food and boil water. In factories, workers use fire to melt metals to make things of different shapes. Factory workers also use fire to make glass.

Fire can be very dangerous. Every year, hill fires burn a lot of trees. This is because there are many careless people. They leave burning cigarette ends or do not put out their barbecue fires. People may be seriously injured or even lose their lives and homes in a fire. We must be very careful with fire.

1 Many, many years ago, people used ... to make a fire.

- | | |
|---|---|
| <input checked="" type="checkbox"/> a stick | <input checked="" type="checkbox"/> a large piece of wood |
| <input type="checkbox"/> light | <input checked="" type="checkbox"/> dry leaves |

2 People used fire to ...

- | | |
|---|--|
| <input checked="" type="checkbox"/> cook | <input type="checkbox"/> get food |
| <input checked="" type="checkbox"/> get light | <input checked="" type="checkbox"/> get heat |

3 Today, people use fire to ...

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> cook food | <input type="checkbox"/> collect rubbish | <input checked="" type="checkbox"/> boil water |
|---|--|--|

4 Factory workers use fire to ...

- | | | |
|---|------------------------------------|--|
| <input checked="" type="checkbox"/> melt metals | <input type="checkbox"/> cook food | <input checked="" type="checkbox"/> make glass |
|---|------------------------------------|--|

5 ___ people leave burning cigarette ends.

- | | | |
|------------------------------------|--|----------------------------------|
| <input type="checkbox"/> Dangerous | <input checked="" type="checkbox"/> Careless | <input type="checkbox"/> Careful |
|------------------------------------|--|----------------------------------|

Writing

Find out and write

Find out and write down some of your school's fire drill rules.

The fire drill rules of _____
(Students' own answers)
(name of your school)

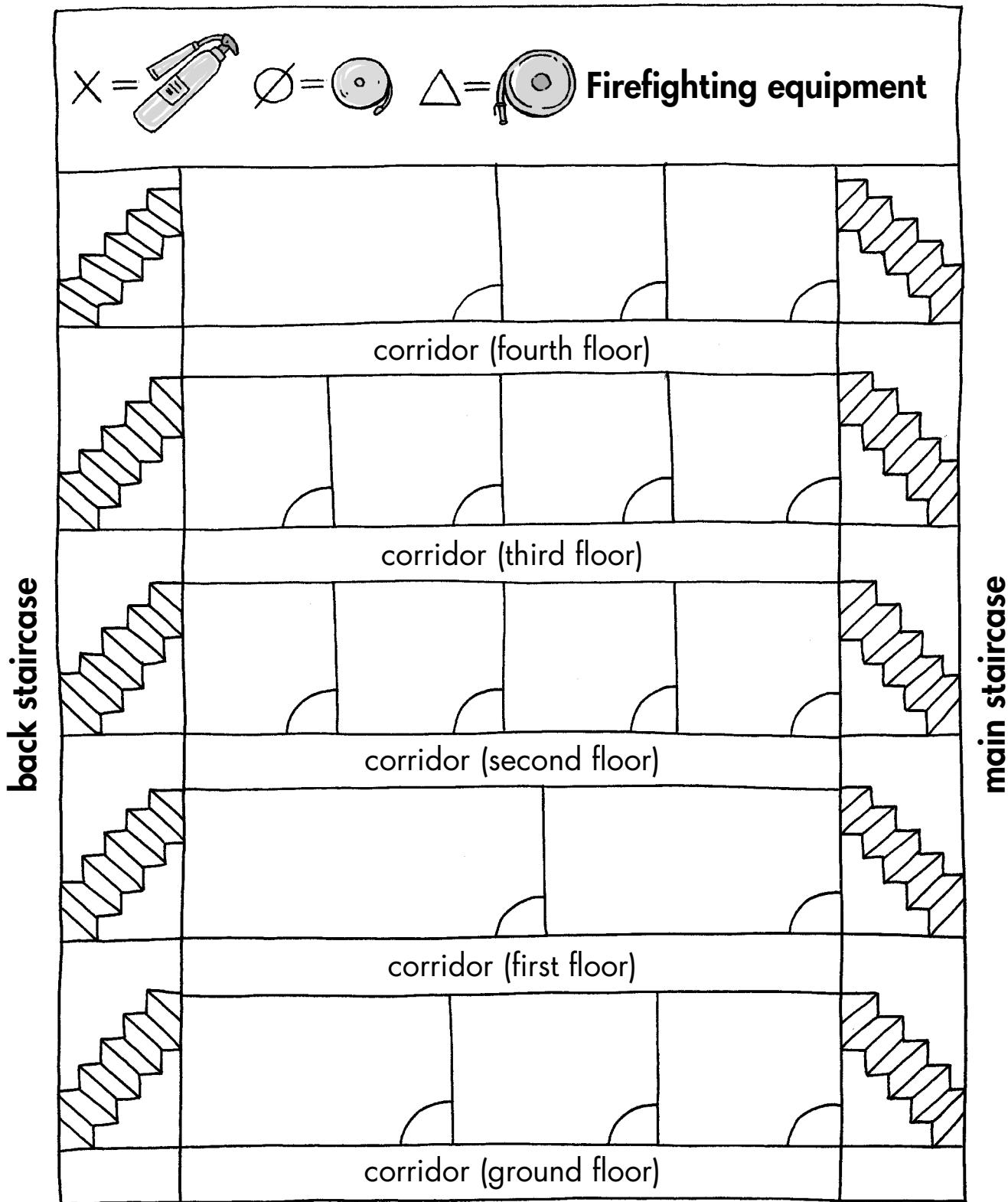
- We must/must not _____.
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Look, think and write

With a classmate, draw a floor plan to show the location of the firefighting equipment in your school.

Your school's name: _____ (Students' own answers)



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