



九年义务教育

English

英
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



中
学
英
语

七年级

第一学期
(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 7A*
- *Workbook 7A*
- Online audio 7A

Teacher's resources

- *Teacher's Book 7A* (including photocopiable material for implementing the learning tasks and *Workbook 7A answer key*)
- Cassette 7A
- Multimedia material 7A

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 the 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）七年级第一学期》（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、图片说明、图表、标志、地图、游戏规则和房型图等内容。
Listening and speaking	提供贴近学生日常生活的语言材料，如情景小对话及学生感兴趣的其它话题（如谈论旅行计划和行为习惯等），让学生通过诵读、问答、复述、讨论、角色表演等语言活动，以提高听力和口头表达能力。
Writing	通过写报告、写邮件、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：初步学会查词典和从因特网上查找信息，旨在提高学生自学能力，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。本部分中的个别单词，以脚注形式加注，只要求学生了解。
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（准备生日聚会），让学生用英语完成生日聚会计划的制订、聚会的各项准备及举办等真实的生活交际任务，从而提高学生实际运用英语的能力。
Word bank	1 单词表（含核心词汇、拓展词汇和上述 Notes 第 3 点提及的词汇，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。

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（七年级第一学期）》

《练习部分》系与《英语（牛津上海版）七年级第一学期》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 (七年级第一学期)》

一、框架结构

项 目	内容和特色
前言	分中、英文两部分，从不同角度介绍本课程目标，本册教材框架结构和各栏目特征等。中文前言里根据《上海市中小学英语课程标准 (征求意见稿)》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，并附有学生用书各单元听力部分以及《练习部分》中听力训练的录音文字稿。
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。
《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 Relationships	1 Relatives in Beijing	5
	2 Our animal friends	4
	3 Friends from other countries	6 (含Now listen)
	Using English	1
	More practice	2
2 My neighbourhood	4 Jobs people do	5
	5 Choosing a new flat	5
	6 Different places	4
	7 Signs around us	6 (含Now listen)
	Using English	1
	More practice	2
3 Diet and health	8 Growing healthy, growing strong	6
	9 International Food Festival	6
	10 A birthday party	5
	*11 My food project	7 (含Now listen)
	Using English	1
	More practice	2
*Project	Planning a birthday party	2
Total		68

注：1 凡标有星号 (*) 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。

2 在选学课文中出现的属于初中核心或拓展类的生词，在以后的非选学课文出现时，将列入词汇表。

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

本课件以模块为单位,每个单元(Unit)由若干模块组成。每个模块又分为三个板块。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 Relationships	1 Relatives in Beijing (p. 2)	Welcome to Beijing (p. 5)	Planning a trip to Beijing (p. 2)
	2 Our animal friends (p. 10)	Animals, our friends (p. 12)	Visiting the SPCA (p. 10)
	3 Friends from other countries (p. 16)	Foreigners in Garden City (p. 16)	Penfriends from different countries (p. 17)
2 My neighbourhood	4 Jobs people do (p. 27)	• People's jobs (p. 27) • Different people and different jobs (p. 31)	Jobs and uniforms (p. 28)
	5 Choosing a new flat (p. 35)	Thinking about a removal (p. 35)	On a removal day (p. 37)
	6 Different places (p. 42)	Kitty's new flat (p. 42)	Life in different places (p. 43)
	7 Signs around us (p. 48)	Signs and rules (p. 48)	What kind of sign is this? (p. 51)
3 Diet and health	8 Growing healthy, growing strong (p. 59)	To be a healthy child (p. 59)	Good habits or bad habits (p. 61)
	9 International Food Festival (p. 67)	Different foods for the festival (p. 67)	At the international food festival (p. 71)
	10 A birthday party (p. 75)	Preparing for Ben's birthday party (p. 75)	Shopping for the party (p. 78)
	*II My food project (p. 83)	An interview at the frozen food factory (p. 86)	Talking about my food project (p. 83)

*Project: Planning a birthday party (p. 92)

Word bank (p. 97)

Photocopiable pages (Php. I–I5)

Workbook answer key (WB. I–86)

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
Lucy's holiday plan (p. 7)	<ul style="list-style-type: none"> adjectives to make comparisons nouns and adverbs to show position <i>How</i> questions 	Jane's penfriend (p. 23)	Using your dictionary (I) (p. 24)	<ul style="list-style-type: none"> *• Touring Shanghai (p. 25) *• My penfriend (p. 25) • Pronunciation (p. 26)
Taking care of your new puppies (p. 11)	<ul style="list-style-type: none"> <i>Wh-</i> questions <i>How</i> questions imperatives 			
A letter to your penfriend (p. 19)	<ul style="list-style-type: none"> prepositions: near, far away from <i>Wh-</i> questions present perfect tense 			
A survey on jobs (p. 30)	<ul style="list-style-type: none"> <i>Wh-</i> questions Yes/No questions simple present tense simple past tense 	Children's dreams (p. 55)	Using your dictionary (II) (p. 56)	<ul style="list-style-type: none"> *• Looking for a flat (p. 57) *• My ideal room (p. 57) • Pronunciation (p. 58)
The Lis' new flat (p. 38)	<ul style="list-style-type: none"> imperatives prepositions of position 			
Life in different seasons (p. 45)	<ul style="list-style-type: none"> there be <i>Wh-</i> questions present continuous tense connectives: when, because 			
Finding signs (p. 52)	<ul style="list-style-type: none"> modal verbs: can, must (not) <i>Wh-</i> questions 			
A report on habits (p. 64)	<ul style="list-style-type: none"> So .../Neither ... connective: if modal verb: used to quantifiers to describe amounts 	Planning an international food festival (p. 88)	Finding information on the Internet (p. 89)	<ul style="list-style-type: none"> *• A surprise party on Mother's Day (p. 90) *• Making jiaozi (p. 90) • Pronunciation (p. 91)
Kitty's letter about the festival (p. 72)	<ul style="list-style-type: none"> <i>Wh-</i> questions <i>How</i> questions simple past tense imperatives 			
My birthday party (p. 80)	<ul style="list-style-type: none"> simple future tense 'going to' adverbs of sequence modal verb: would like 			
A letter for the food project (p. 85)	<ul style="list-style-type: none"> <i>Wh-</i> questions <i>How</i> questions 			

Unit 1 Relatives in Beijing



Listening and speaking: Planning a trip to Beijing

Listen and say

Mr Li: Look, Ben. I've got a letter from Uncle Weiming.
He lives in Beijing. He has invited us to stay with his family in August.

Ben: I haven't seen my cousins before.

Mr Li: Your uncle has sent us a photograph. These are your cousins, Simon and Lucy.

Ben: How old are they?

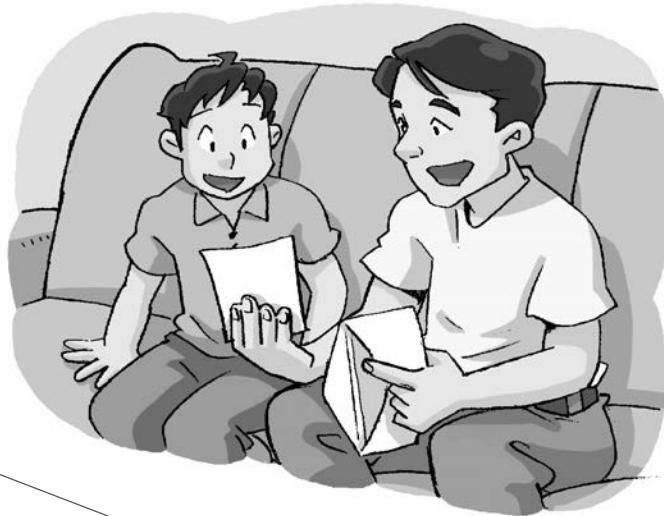
Mr Li: Simon is twelve and Lucy is ten.

Ben: Are we going to travel to Beijing by plane?

Mr Li: Perhaps, but plane tickets are very expensive.

Ben: Let's go by train. It's cheaper and more interesting.

Mr Li: That's a good idea. Let's talk to Mum and Kitty. I'm going to get some brochures from the travel agent.



You may invite a more able student to come out and draw the Li's family tree on the board.

Look, read and answer

Kitty is asking Ben some questions about the photograph.

Here's a photograph from Uncle Weiming. We're going to visit his family soon.

Where does Uncle Weiming live?
When are we going to visit him?
What are the names of our cousins?
How old are they?



- 1 He lives in Beijing.
- 2 We are going to visit him in August.
- 3 Their names are Simon and Lucy.
- 4 Simon is twelve and Lucy is ten.

Module 1 Relationships

Unit 1 Relatives in Beijing

Tasks in this unit

Talking about relatives; stating relationship, where they live and ages; making travel arrangements; planning departure dates and length of holidays; writing about travel plans, means of transport and costs; talking about places of interest in Beijing; reading about timetables; writing a personal letter about holiday plans.

Language focus:

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

e.g., *He has invited us to stay with his family in August.*

Using adjectives to make comparisons

e.g., *It's cheaper and more interesting.*

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

Materials:

- *Student's Book 7A* page 2
- *Workbook 7A* pages 1 and 3
- Cassette 7A
- Cassette player

Pre-task preparation

Review the present perfect tense. Ask questions about places visited: e.g., *Have you been to Beijing?* to elicit: *Yes, I have./ No, I haven't.* Ask about local places of interest: e.g., *Have you visited the zoo?* Ask about travel: e.g., *Have you travelled by plane/train/ship?*

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Ask questions about the dialogue:
e.g., *Who is the letter from?
Has Ben seen his cousins before?
Are plane tickets cheap?
What is cheaper?
How are the Lis going to travel?*
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Play the cassette for **Look, read and answer**. The students listen and repeat.
- 5 In pairs, students decide on the answers. Ask individual students the questions to check the answers.

Consolidation

Workbook 7A pages 1 and 3

Language focus:

Using modal verbs to express preferences

e.g., *Yes, we'd like to travel to Beijing by plane.*

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

e.g., *How long does it take to travel from Garden City to Beijing by plane?*

Asking *How* questions to find out prices

e.g., *How much does it cost?*

Using adjectives to describe objects

e.g., *That's expensive.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Skim a text to obtain a general impression and the main ideas

Writing

Gather and share information by using strategies such as questioning

Materials:

- *Student's Book 7A page 3*
- *Workbook 7A page 2*
- Cassette 7A
- Cassette player
- Holiday brochures with prices, if possible

Pre-task preparation

- 1 Show the students the brochure(s). Ask individual students: *Have you been to (place)?* to elicit: *Yes, I have./No, I haven't.*
- 2 Talk about costs: e.g., Say: *It costs one thousand five hundred yuan to fly to (place).*
- 3 Write some prices (in figures) on the board for flights to different places. Ask individual students: *How much does it cost to fly to (place)?* Remind the students that *hundred* and *thousand* are singular in prices.

While-task procedure

- 1 Give the students time to look at **Say and act.**
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to act out the dialogue.
- 4 Ask questions about the dialogue:
e.g., *Where would the Li family like to go?
How long does it take by plane?
How much does it cost?
Is that cheap?*
- 5 In pairs, students practise **Ask and answer.** Select pairs to say the dialogue.

Consolidation

Workbook 7A page 2

Say and act

At the travel agent's

Good morning.
Can I help you?

Remind the students that 'How long' refers to the length of a period of time in this context.

= we would like

Yes, we'd like to travel to Beijing by plane. How long does it take to travel from Garden City to Beijing by plane?

It takes about two and a half hours.

How much does it cost?



Plane

Garden City →
Beijing
2.5 hrs/¥1,500

Train

Garden City →
Beijing
5 hrs/¥549

Ask and answer

You are Mr Li and the travel agent. Talk about travelling to Beijing by train.

Mr Li: How long does it take to travel from Garden City to Beijing by train ?

Travel agent: It takes about five hours.

Mr Li: How much does it cost?

Travel agent: Five hundred and forty-nine yuan.

Encourage the more able students to write the numbers in words.

Mr Li: That's cheap.

Review ordinal numbers with the students if necessary.

Listen and say

1

When are we going to visit Beijing?

We're going to visit Beijing on 16 August.

How long are we going to stay there?

We're going to stay there for two weeks. We're going to come back at the end of August.

2

How are we going to get there?

We're going to get there by plane.

Can we travel by train?
It's cheaper.

The train is slower than the plane.
It takes five hours to travel from Garden City to Beijing.

Read and write

Complete Mr Li's letter to Uncle Weiming.

_____ (date)

Dear Weiming

Thank you for your letter and your photograph. We would like to visit you in Beijing.

We are going to travel to Beijing on 16 August. We are going to stay with you for two weeks.

We are going to travel by plane because the train is too slow. It takes five hours to get to Beijing by train. The plane is more expensive, but it is faster.

See you soon.

Love

David — Note that David is Mr Li's English name.

Note that the modal 'would' is used to express a preference in this context.

Remind the students that there are different letter formats.
It is also acceptable to indent the paragraphs.

You may use Photocopiable page 1 to give the students more practice.

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			To Beijing	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Language focus:

Using *going to* to talk about future events
e.g., *When are we going to visit Beijing?*

Using *How* questions to find out length of time
e.g., *How long are we going to stay there?*

Using *How* questions to find out means
e.g., *How are we going to get there?*

Using adjectives to make comparisons
e.g., *It's cheaper.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Identify details that support a main idea

Writing

Develop written texts by using appropriate format

Materials:

- *Student's Book 7A* page 4
- *Workbook 7A* page 4
- Cassette 7A
- Cassette player
- Photocopiable page 1
- A calendar

Pre-task preparation

1 Review the days of the week and months of the year using a calendar.

Ask: *What day is it today?*

What month is it?

What's the date today?

2 Review *going to*. Ask: *What are you going to do this evening/tomorrow/next weekend?*

While-task procedure

1 Give the students time to look at the text.

2 Play the cassette. The students listen.

3 In groups of three, students practise the dialogues. Select a group of three to read a dialogue.

4 Ask questions about the dialogues:

e.g., *When are they going to visit Beijing?*

How long are they going to stay there?

When are they going to come back?

How are they going to get there?

Why aren't they going to travel by train?

5 The students prepare **Read and write**. Complete it orally.

6 *Workbook 7A* page 4

a The students complete Kitty's letter.

b Ask individual students to read a sentence each.

Post-task activities

1 Distribute Photocopiable page 1 to the students.

2 The students exchange information from the brochures.

3 The students discuss in groups about the trip to Hainan Island.

4 The students complete the letter.

5 The students show their trip plans in class.

Language focus:

Using proper nouns to refer to places

e.g., *the Summer Palace*

Using nouns to show position

e.g., *It is in the north-west of Beijing.*

Using adverbs to show position

e.g., *It is north of Beijing.*

Language skills:

Listening

Use visual clues, context and knowledge of the world to work out the meaning of unknown words

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

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

Materials:

- *Student's Book 7A page 5*
- *Workbook 7A pages 5 and 6*
- Cassette 7A
- Cassette player
- Multimedia material 7A
- Brochure(s) for Beijing

Pre-task preparation

Use the brochures to show the students pictures of places of interest in/near Beijing.

While-task procedure

1 Give the students time to read the text silently and look at the pictures.

2 Play the cassette. The students follow in their books.

3 Select pairs to read the dialogue. Select individual students to read a description of one of the places.

4 Ask questions about the text:

e.g., *Who are Simon and Lucy?*

Where is the Summer Palace?

What is there at the palace?

What is the name of the lake?

What can you see on the lake?

Where is Tian'anmen Square?

How many people can it hold?

What do soldiers do every morning?

Where is the Great Wall?

What can you see on the wall?

What can you see from the wall?

Where is the Palace Museum?

What can you see at the Palace Museum?

5 The students read the text silently. Then, in pairs, they ask and answer questions about places in Beijing.

6 *Workbook 7A page 6*

- a Play the recording for the students to listen and write.
- b Select individual students to read out their answers.

Workbook tapescript

Narrator: Listen to the descriptions of three places of interest in Beijing. Complete the sentences below and write the name of each place. Then match the places with the correct photos.

Place a. It is north of Beijing. It is a long wall with towers on it. People built it with bricks and stones a long time ago.

Place b. It is in the north-west of Beijing. There is a beautiful lake. We can see swans swimming on the lake.

Place c. It is in the centre of Beijing. It can hold more than one million people. It is a huge open area.

Consolidation

Workbook 7A page 5



Reading: Welcome to Beijing

Read

The Li family has arrived in Beijing. Simon and Lucy want to take Ben and Kitty to some interesting places.



Welcome to Beijing

The Summer Palace

This is a new language structure.

It is in the north-west of Beijing.
Tourists can see a lot of old buildings and temples at the palace. Kunming Lake is a beautiful lake inside the palace. Tourists can see swans swimming on the lake.



The Great Wall

It is north of Beijing. It is a long wall with towers on it. People built it a long time ago with bricks and stones.

Tourists can see beautiful mountains from the wall.



Tian'anmen Square

It is in the centre of Beijing. It is a huge open area. It can hold more than one million people. Every morning, tourists can see soldiers raising the Chinese national flag in the square.



The Palace Museum

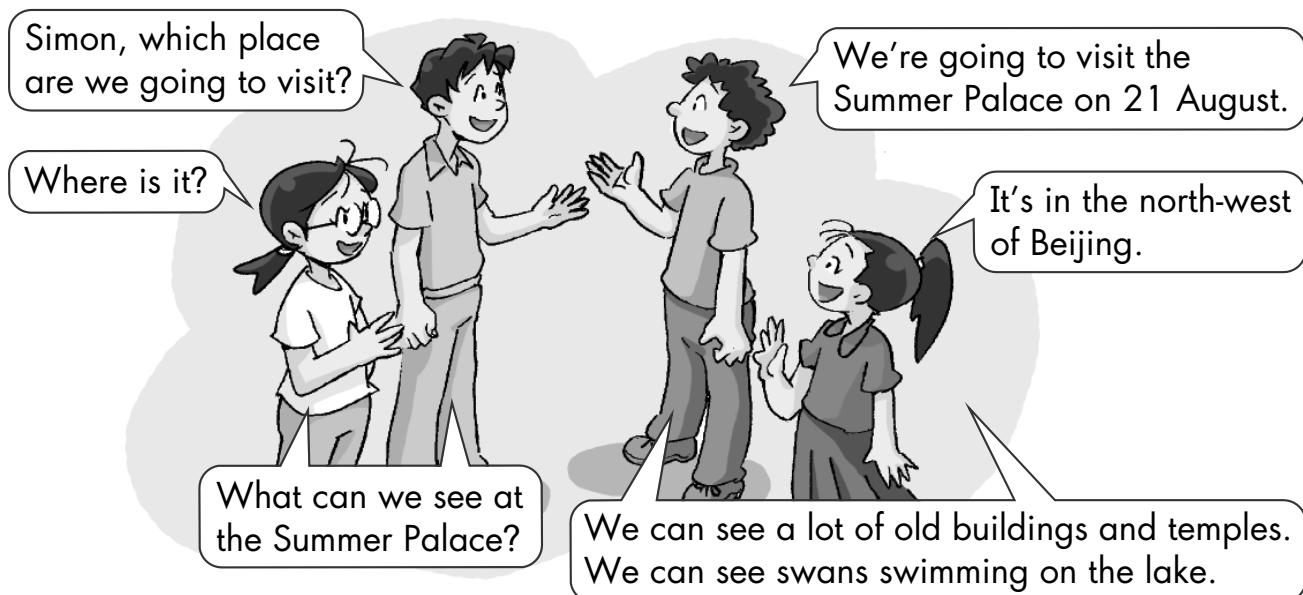
It is in the centre of Beijing. It is a place with many ancient buildings. If tourists want to know the history of China, they can visit the museum.



Make sure that the students can pronounce the four places. Remind the students we use 'the' with some proper nouns but not with 'Tian'anmen Square'.

Look and read

The children are planning to visit different places of interest in Beijing.



Look, write and say

Look at the calendar below and page 5 again. Pretend you are Ben, Kitty, Simon and Lucy, and talk about your visits.

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
The Palace Museum 4 11 18 25	5	6	7	8	9	3 Tian'anmen 10 Square
12 19	13	14	15	16	17	
26	20	21	22	23	24	31
	27	28	29	30		
Back to Garden City				To Beijing		

Ben: Which place are we going to visit?

Simon: We're going to visit _____ (place) on _____ (date).

Kitty: Where is it?

Lucy: It's _____ of Beijing.
in the centre of

Kitty: What can we see at the Summer Palace?
at the Palace Museum?
at the Great Wall?
at Tian'anmen Square?

Lucy: We can see ...

Language focus:

Using *going to* to talk about future activities
e.g., *Simon, which place are we going to visit?*

Using *Wh-* questions to find out place
e.g., *Where is it?*

Using modal verbs to express ability
e.g., *What can we see at the Summer Palace?*

Language skills:**Listening**

Use visual clues, context and knowledge of the world to work out the meaning of unknown words

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 using strategies such as brainstorming

Materials:

- *Student's Book 7A* page 6
- *Workbook 7A* page 7
- Cassette 7A
- Cassette player

Pre-task preparation

Ask questions about local places of interest:

e.g., *Which place are you going to visit at the weekend?*

Where is it?

What can you see there?

What can you do there?

While-task procedure

- 1 Play the cassette for **Look and read**. The students follow in their books.
- 2 In groups of four, students practise the dialogue. Select groups to read the dialogue.
- 3 The same groups prepare dialogues about the other three places of interest. Select groups to say a new dialogue.
- 4 Ask questions about each of the places:
e.g., *Which place are they going to visit?*
Where is it?
What can they see there?
- 5 *Workbook 7A* page 7
 - a Give the students time to read Kitty's plan.
 - b The students complete the tasksheet.
 - c Ask individual students to read a sentence each.

Language focus:

Using formulaic expressions to begin and end a letter
e.g., *Dear Lucy; Love*
Using the simple past tense to talk about past activities
e.g., *Ben and I had a wonderful time in Beijing.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7A* page 7
- *Workbook 7A* page 8
- Cassette 7A
- Cassette player

Pre-task preparation

Talk about holidays: e.g., *the Spring Festival.*
Ask: *What do you usually do at the Spring Festival?*
Where do you take visitors?

While-task procedure

- 1 Give the students time to read the text silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask individual students to read a sentence each.
- 4 Ask questions about the text:
e.g., *What is the date of the letter?*
Where is Kitty now?
Did Kitty and Ben have a good time in Beijing?
What is Kitty sending to Lucy?
What are the places in the photos?
What does Kitty invite Lucy to do?
- 5 In pairs, students discuss the questions in **Write**. Ask individual students for their ideas. You may ask the students to write their answers on page 8 of *Workbook 7A*.
- 6 *Workbook 7A* page 8
 - a In pairs, students decide how they are going to complete the letter. Ask individual students for their ideas on how to complete the letter.
 - b The students write the letter. Ask individual students to read a sentence each.



Writing: Lucy's holiday plan

Look and read

Note that there are different letter formats.
It is also acceptable to indent the paragraphs.

The Li family has come back from Beijing. Kitty enjoyed the trip very much. She is writing a letter to her cousin, Lucy.

7 September ____ (year)

Dear Lucy

We are back in Garden City now. Ben and I had a wonderful time in Beijing. Thank you very much. I have got some photos for you. They are great! Here is a photo of Simon and Ben. They are standing on the Great Wall. Another is a photo of you and me. We are standing in front of an ancient building at the Palace Museum.

We really enjoyed our holiday. Would you like to visit us in Garden City for the Spring Festival?

Love

Kitty



Write

You are Lucy. You want to write a letter to Kitty about your holiday plan for the Spring Festival. Write about:

- Who is going to travel to Garden City with you?
- When are you going to visit?
- How long are you going to stay?
- How are you going to travel to Garden City?
- Which place would you like to visit?



Language

► I
He/She
have
has
got
invited
seen

- How long does it take to travel from Garden City to Beijing by plane/train?
- ... be going to __
- in the north-west of
north of
in the centre of

Word box



invite /ɪn'vaɪt/	v.	邀请
expensive /ɪk'spensɪv/	adj.	昂贵的
talk to		说话；讲话；谈话
*brochure /'brəʊʃə(r)/	n.	资料手册
agent /'eɪdʒənt/	n.	代理人；经纪人
soon /su:n/	adv.	不久；很快；马上
at the end of (August)		在（八月）底
*swan /swən/	n.	天鹅
raise /reɪz/	v.	提升；举起
national /'næʃnəl/	adj.	国家的
brick /brɪk/	n.	砖
stone /stəʊn/	n.	石头；石料；岩石
mountain /'maʊntən/	n.	高山；山岳
ancient /'eɪnʃənt/	adj.	古老的
history /'hɪstri/	n.	历史
interest /'intrəst/	n.	吸引力；趣味
holiday /'hɒlədeɪ/	n.	假期
wonderful /'wʌndəfl/	adj.	精彩的；令人高兴的
another /ə'nʌðə(r)/	pron.	另一（事物或人）



Notes

Page 3

1 Can I help you? 有什么需要帮忙的吗?

这是商店营业员、旅游中心工作人员等常用的服务用语。

2 How long does it take to travel from Garden City to Beijing by plane? 从花园城乘飞机到北京需要多长时间?

It takes (somebody) some time to do something. 表示“(某人)做某事要花费多长时间”。句中 it 指“做某事”这一动作。又如: It takes me half an hour to go to school on foot every day. 我每天步行到学校要花半小时。

3 How much does it cost? 要花多少钱?

本句用于询问价格, 句中的 it 指 to travel to Beijing by plane 这件事。

Page 4

1 See you soon. 再见。

这是常用的道别用语。

Page 5

1 Simon and Lucy want to take Ben and Kitty to some interesting places. 西蒙和露西要带本和基蒂去一些好玩的地方。

句中的 take 意为“带去; 引领”。

take somebody to ... 带某人去(某处)

2 Nice to meet you. 很高兴见到你。

这是见面时打招呼的用语。

3 the Summer Palace 颐和园

Tian'anmen Square 天安门广场

the Great Wall 长城

the Palace Museum 故宫博物院

4 It is in the north-west of Beijing. 它在北京的西北部。(north-west 作名词)

It is north of Beijing. 它在北京的北面。(north 作副词)

5 It can hold more than one million people. 它可容纳一百多万人。

在 6B Unit 8 中学了 I can see people holding their raincoats tightly., hold 意为“抓住”; 本句中的 hold 意为“容纳”。

Page 6

1 places of interest 名胜

Page 7

1 Lucy's holiday plan 露西的假期计划

在 6A Unit 3 中学了 planning a visit, plan 作动词, 意为“计划”; 这里的 plan 作名词, 同样意为“计划”。

2 I have got some photos for you. 我有几张照片要给你。

Additional teaching suggestions

Page 5

1 Tourists can see swans swimming on the lake.

see ... doing 的结构曾在 6B Unit 8 出现过, 在本课中可将此作为词组复习, 而且该结构将在本册 Unit 4 中复现, 届时再作重点操练。

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

Unit 2 Our animal friends



Listening and speaking: Visiting the SPCA

Listen and act

Mr Hu and the children are visiting the SPCA.

= Society for the Prevention of
Cruelty to Animals

1

Good morning, children. Welcome to the SPCA. I'm an SPCA officer. Do you know what the SPCA is?

It is the Society for the Prevention of Cruelty to Animals.

That's right!



2

Someone left these puppies and their mother in the street. They had no food or water. They were hungry and thirsty. I found them and took them to the SPCA.



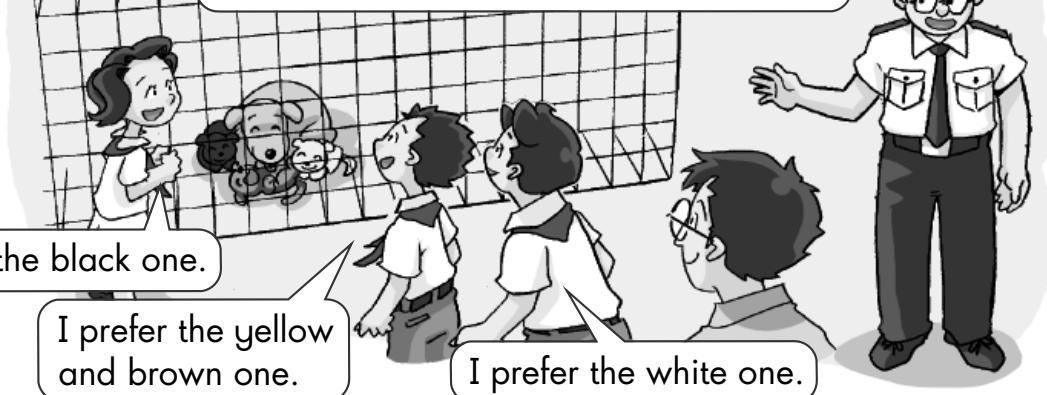
3

Look, children. The puppies are lovely. Would you like to keep one as your pet? Which one do you like best?

I prefer the black one.

I prefer the yellow and brown one.

I prefer the white one.



Unit 2 Our animal friends

Tasks in this unit

Talking about the activities of the SPCA; expressing preferences regarding pets; answering a quiz about the SPCA; talking about caring for pets and how dogs help us.

Language focus:

Using the simple past tense to talk about past actions
e.g., *Someone left these puppies and their mother in the street.*

Using the simple present tense to express preferences
e.g., *I prefer the black one.*

Language skills:

Listening

Use visual clues, context and knowledge of the world to work out the meaning of unknown words

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 7A page 10*
- *Workbook 7A page 9*
- Cassette 7A
- Cassette player

Pre-task preparation

- 1 Ask: *Do you have a pet?*
Do you think animals are our friends?
Are people around you kind to animals?
- 2 Introduce the SPCA to the students.

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Play the cassette. The students follow in their books.
- 3 Ask questions about the text:
e.g., *What is the SPCA?*
Where were the puppies and their mother?
Why were they there?
Who found them?
What were the dogs like then?
Where did the officer take them?
Which puppy do you like best?
- 4 Ask individual students to read a sentence each.
- 5 Select a group of five students to act out the dialogue.

Consolidation

Workbook 7A page 9

Language focus:

Using imperatives to give instructions
e.g., *Feed him/her 3–4 times every day.*

Using pronouns to refer to animals

e.g., *Give him/her special dog food for puppies.*

Using the simple future tense to talk about future actions

e.g., *We'll need to buy a lot of things for our puppies.*

Language skills:

Listening

Use visual clues, context and knowledge of the world to work out the meaning of unknown words

Reading

Scan a text to locate specific information by using strategies such as looking at headings and repeated words

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 7A page 11*
- *Workbook 7A pages 10 and 12*
- Multimedia material 7A

Pre-task preparation

Ask individual students who have a dog to talk about it.

Say: *Tell the class about your dog.*

Ask: *How do you take care of your dog?*

What do you feed it?

Do you take it for a walk?

Do you give it a bath?

While-task procedure

1 Give the students time to read the text silently.

2 Ask individual students to read a sentence each.

3 Ask questions about the text:

e.g., *Imagine your puppy is 5 weeks old.*

How often do you feed him/her?

What does he/she eat/drink?

Imagine your puppy is 8 months old.

How often do you feed him/her?

What does he/she eat?

What do you give him/her to sleep in?

What do you give him/her to keep him/her warm?

How do you hold him/her?

Where do you take him/her?

What do you do with him/her?

4 Read **Write**. In groups, students decide what they will need for their puppies.

5 *Workbook 7A page 12*

- a Play the recording for the students to listen and write.
- b Check the answers with the students.

Workbook tapescript

Narrator: Peter is telling Skygirl about his new puppy. Complete what Peter says and his shopping list below.

Peter: Skygirl, I have a new puppy.

Skygirl: Really? How old is your puppy?

Peter: He is one month old.

Skygirl: How many times do you need to feed him every day?

Peter: I need to feed him three to four times every day.

Skygirl: What does he eat?

Peter: He needs to eat special dog food for puppies. I also need to give him a bowl of water to drink.

Skygirl: Where does he sleep?

Peter: I need to give him a basket to sleep in and a blanket to keep him warm.

Skygirl: I think you need to play with him every day.

Peter: Yes. When he is bigger, I need to take him to a park for a walk every day. Skygirl, I'm going to buy things for my puppy. Would you like to go with me?

Skygirl: What do you need for him?

Peter: I need to buy a water bowl, a basket, a blanket and some special dog food for puppies.

Skygirl: OK. Let's go.

Post-task activities

1 Ask the students to find a book in the library about kittens.

2 In groups, students discuss how to take care of a kitten.

3 The students make a booklet about how to take care of a kitten.

4 The students show their booklets in class and then choose the best one.

Consolidation

Workbook 7A page 10



Writing: Taking care of your new puppies

Read

Peter, Jill and Joe all want to keep puppies as their pets. The SPCA officer has given them a booklet to read.

How to take care of your new puppy

Diet:

5 weeks – 6 months old

- Feed him/her 3 – 4 times every day.
- Give him/her special dog food for puppies.
- Give him/her a bowl of water to drink.

6 – 12 months old

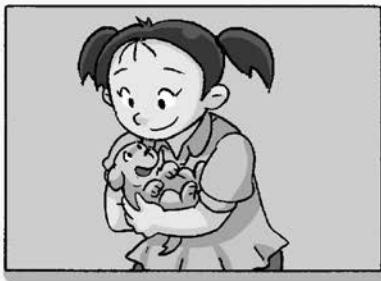
- Feed him/her 1 – 2 times every day.
- Give him/her dog food for bigger dogs.
- Give him/her hard dog biscuits to chew.

How to look after him/her:

- Give him/her a basket to sleep in.
- Give him/her a blanket to keep him/her warm.
- Hold him/her carefully with both hands.

Exercise:

- Take him/her to a park or the countryside for a walk every day.
- Play with him/her.



Write

Write the things Peter, Jill and Joe will need for their puppies.

Things for new puppies

- _____ food for puppies
- _____ a water bowl
- _____ dog biscuits
- _____ a basket
- _____ a blanket



Find out

Find a book in the library about kittens. Take notes. Make a booklet about how to take care of a kitten.



Reading: Animals, our friends

Read

Every year, the SPCA saves many animals in Garden City. Sometimes people are unkind to their pets. They do not look after their pets and leave them in the street. SPCA officers save animals from danger and take them to the SPCA.



The SPCA also helps animals find new homes. If people want a pet, they can go to the SPCA. However, they must promise to take care of their new pet.



There are clinics for sick animals in the SPCA. The vets in the clinics take care of them.



Answer

You can ask the students to write down their answers on page 11 of *Workbook 7A*.

Here's a quiz about the SPCA.



A quiz

- What do unkind people do to their pets?
- What do SPCA officers do to save animals?
- What must people promise to do when they get a pet from the SPCA?
- How does the SPCA take care of sick animals?

Language focus:

Using the simple present tense to express simple truth
 e.g., *Every year, the SPCA saves many animals in Garden City.*

Asking *Wh-* questions to find out various kinds of specific information

e.g., *What do unkind people do to their pets?*

Asking *How* questions to find out means

e.g., *How does the SPCA take care of sick animals?*

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

Skim a text to obtain a general impression and the main ideas

Writing

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

Materials:

- *Student's Book 7A* page 12
- *Workbook 7A* page 11
- Cassette 7A
- Cassette player

Pre-task preparation

Ask the students to say what they remember about the SPCA. How does it help animals?

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 a sentence each.
- 4 Ask the questions in the quiz.
- 5 *Workbook 7A* page 11
 - a In pairs, students read page 12 of *Student's Book 7A* again and discuss the answers to the quiz.
 - b The students write their answers. Ask individual students to read an answer.

Language focus:

Using the simple past tense to talk about past states
e.g., *Many, many years ago, people lived with dogs in caves.*
Using the simple present tense to talk about present states
e.g., *Today, dogs help people in many different ways.*
Using modal verbs to talk about ability
e.g., *They can guard our homes and play with people.*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress to convey intended meanings

Reading

Use visual clues, context and knowledge of the world to work out the meaning of unknown words

Writing

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

Materials:

- *Student's Book 7A* page 13
- *Workbook 7A* pages 13 and 14
- Cassette 7A
- Cassette player

While-task procedure

- 1 Give the students time to look at the pictures and read the text silently.
- 2 In pairs, students match the pictures with the text and enter the numbers in the boxes.
- 3 Play the cassette. The students follow in their books and check their answers.
- 4 Select individual students to read a paragraph in the numbered order.
- 5 Ask questions about the pictures:
e.g., *Picture 1. Where did people live many years ago? What did their dogs do?*
Picture 2. How did dogs help people many years ago? What did dogs eat?
Picture 3. How can dogs help the police?
Picture 4. How can dogs help blind people?
Picture 5. How can dogs help farmers?
Picture 6. What can dogs do? How should we take care of them?
- 6 Give the students time to read the text silently.

Post-task activities

Workbook 7A page 14

- a Ask the students to find books about dogs from the library.
- b Ask the students to read page 13 of *Student's Book 7A* again to get more ideas.
- c The students draw pictures and write about how dogs help people.
- d Select individual students to show their drawings and read out their sentences.

Consolidation

Workbook 7A page 13

Pre-task preparation

Ask: *How can dogs help people?*

Why do you have a dog?

How does it help you?

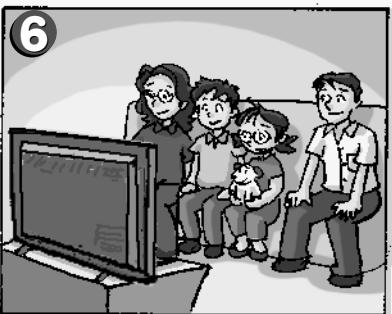
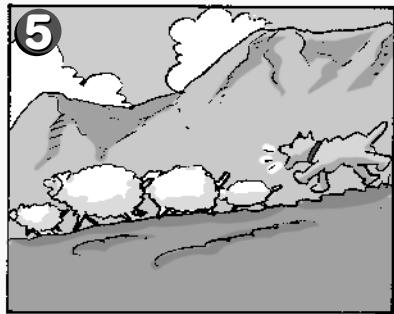
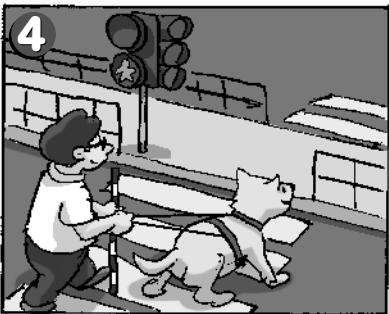
Is it a good friend?

Simple present	Simple past
live	lived
guard	guarded
keep	kept
help	helped
eat	ate

Look, read and match

Mr Hu and his class have come back from the SPCA. He has asked the students to make a display about dogs.

Dogs are our best friends



Many, many years ago, people lived with dogs in caves. Dogs guarded the caves and kept people safe from danger.

1

They can guard our homes and play with people. We should be kind to dogs. We should take care of them with love.

6

Dogs help blind people. They help blind people cross the road safely.

4

Today, dogs help people in many different ways. They help the police catch thieves and find missing people.

3

Dogs also helped people hunt animals for food. Dogs ate the meat, too.

2

They help farmers on their farms. They can bring other animals, like sheep, to the farmer.

5

Language

- Which one do you like best?
I prefer the ___ one.
- Feed/Give/Hold/Play/Take ...
- What/How ...?

Word box



officer /'ɔfɪsə(r)/	<i>n.</i>	官员；高级职员
society /sə'saɪəti/	<i>n.</i>	社团；协会
prevention /prɪ'venʃn/	<i>n.</i>	预防；防止；防范
cruelty /'kru:əlti/	<i>n.</i>	残酷
someone /'sʌmwʌn/	<i>pron.</i>	某人
*puppy /'pʌpi/	<i>n.</i>	小狗；幼犬
*thirsty /'θɜ:sti/	<i>adj.</i>	口渴的
lovely /'lʌvli/	<i>adj.</i>	可爱的；有吸引力的
as /æz/	<i>prep.</i>	作为；当作
prefer /prɪ'fɜ:(r)/	<i>v.</i>	更喜欢
care /keə(r)/	<i>n.</i>	照料；照顾
take care of		照看；照料；照顾
*booklet /'bʊklət/	<i>n.</i>	小册子
special /'speʃl/	<i>adj.</i>	特殊的；特别的
*chew /tʃu:/	<i>v.</i>	咀嚼
basket /'ba:skit/	<i>n.</i>	篮；筐；篓
*blanket /'blæŋkit/	<i>n.</i>	毯子
unkind /,ʌn'kaɪnd/	<i>adj.</i>	不友善的
*clinic /'klɪnik/	<i>n.</i>	诊所
*vet /vet/	<i>n.</i>	兽医
cave /keɪv/	<i>n.</i>	山洞；洞穴
guard /ga:d/	<i>v.</i>	守卫；保卫
blind /blaɪnd/	<i>adj.</i>	瞎的；失明的
safely /'seiflɪ/	<i>adv.</i>	安全地
police /pə'li:s/	<i>n.</i>	警方
*thief /θi:f/	<i>n.</i>	窃贼；小偷
missing /'mɪsɪŋ/	<i>adj.</i>	失踪的
hunt /hʌnt/	<i>v.</i>	猎取；猎杀



Notes

Page 10

- 1 the SPCA = the Society for the Prevention of Cruelty to Animals 爱护动物协会
- 2 I'm an SPCA officer. 我是爱护动物协会的工作人员。
注意: SPCA 中字母 “S” 的发音是以元音开头, 所以要用冠词 an。
- 3 Someone left these puppies and their mother in the street. 有人把这些小狗以及它们的妈妈遗弃在大街上。
句中的 left 是 leave 的过去式, 意为“遗弃”。
- 4 They had no food or water. 它们没有吃的, 也没有水喝。
在否定句中, 常用 or 而不用 and, 意为“也不”。
- 5 Would you like to keep one as your pet? 你想要养一条(狗)作为宠物吗?
在 6A Unit 2 中学了 Friends of the Earth help keep the environment clean., keep 意为“保持”; 本句中的 keep 意为“饲养; 养”。
- 6 I prefer the yellow and brown one. 我喜欢那条棕黄色的(小花狗)。
prefer 用于表示偏爱, 如: I prefer basketball. 我更喜欢篮球。

Page 11

- 1 Take him/her to a park or the countryside for a walk every day. 每天带它去公园或郊外散步。
句中的 walk 是名词, 意为“步行; 散步”。

Page 12

- 1 SPCA officers save animals from danger and take them to the SPCA. 爱护动物协会的工作人员把这些动物从危险中解救出来, 并将它们带到该协会去。
save ... from ... 意为“挽救……以免于……”。其中的 from 意为“(表示防止)使免遭, 使免受”。

Page 13

- 1 Dogs guarded the caves and kept people safe from danger. 狗守卫着洞穴, 使人安全, 免遭危险。
keep ... from ... 意为“保护; 使免受”。
- 2 They can bring other animals, like sheep, to the farmer. 它们(指狗)能把其他一些动物(诸如: 羊)带回到农场主那里。
句中的 bring 作动词, 意为“带来; 引导; 引领”。

Additional teaching suggestions

Page 11

- 1 本课中多处出现了动词不定式做定语的结构, 如:
Give him/her a bowl of water to drink.
Give him/her hard dog biscuits to chew.
Give him/her a basket to sleep in. (该句要提醒学生不能漏掉介词 in)
在教学中可将此作为句型操练, 但不必做语法上的分析和讲解。

- ★ 本单元的leave、keep、from、bring属一词多义, walk属兼类词, 虽不列入本单元的word box, 但列入word bank, 属核心词汇, 要求学生掌握运用。

Unit 3 Friends from other countries

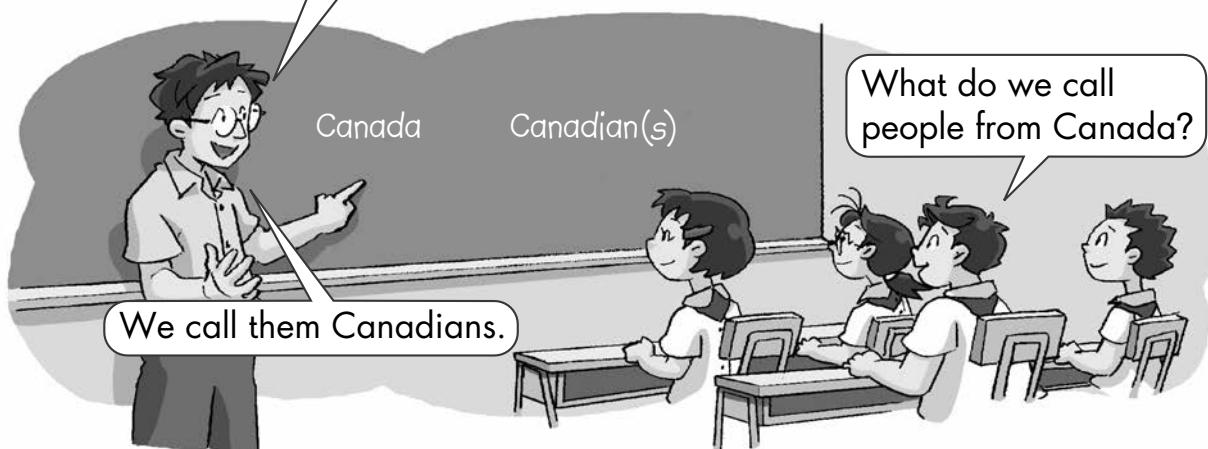


Reading: Foreigners in Garden City

Look and read

= More than

Garden City is a crowded city. Over six million people live in Garden City. Most of them are Chinese. Many people from other countries live in Garden City, too. For example, there are more than twenty-eight thousand people from Canada in Garden City. There are also people from the USA, Australia, Japan, the UK and India in Garden City.



Read, ask and answer

Look at the table below. With a classmate, ask and answer the questions.

People in Garden City		
Country	People	Number
Canada	Canadian(s)	28,940
the USA/America	American(s)	27,700
the UK/Britain	Briton(s)	25,500
India	Indian(s)	20,950
Australia	Australian(s)	20,210
Japan	Japanese	19,010

Teach the students how to read the numbers aloud. You may give them some more examples to practise.

- S1: What do we call people from _____?
S2: We call them _____.
S1: How many _____ live in Garden City?
S2: More than _____.

Make sure the students know how to pronounce the country and people correctly. Remind the students that for some nationalities, there is no plural form.

Unit 3 Friends from other countries

Tasks in this unit

Reading and writing about different nationalities in Garden City; talking about visiting other countries; finding a penfriend and writing a letter to a penfriend.

Language focus:

Using nouns to refer to people

e.g., *Chinese*

Using prepositions to indicate place

e.g., ... *in Garden City*.

Using adjectives to show quantity

e.g., ... *there are more than twenty-eight thousand people from Canada in Garden City*.

Asking *Wh-* questions to find out specific information

e.g., *What do we call people from ...?*

Asking *How* questions to find out quantity

e.g., *How many ... live in Garden City?*

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

Plan and organize information by deciding on the sequence of content

Materials:

- *Student's Book 7A page 16*
- *Workbook 7A pages 15 and 18*
- Cassette 7A
- Cassette player
- Multimedia material 7A

Pre-task preparation

Ask the students about people from other countries who live in Shanghai. With the help of students draw up a list of countries and nationalities on the board.

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 a sentence each.
- 4 Ask questions about the text:
e.g., *How many people live in Garden City?*
Are they all Chinese?
Which countries do other people come from?
- 5 In pairs, students ask and answer about the table. Ask a few individual students the questions.
- 6 *Workbook 7A page 18*
 - a Play the recording. The students listen, tick and write.
 - b Check the answers with the students.

Workbook tapescript

Narrator: Listen to the report about people in Garden City. Tick the correct answers and complete the table below.

Garden City is an international city. Many people from different countries live in Garden City. There are more than twenty-eight thousand people from Canada. We call them Canadians. More than twenty-seven thousand people come from the USA. We call them Americans. More than twenty-five thousand people come from the UK. They are Britons. There are more than twenty thousand people from India. They are Indians. More than twenty thousand people come from Australia. We call them Australians. There are also more than nineteen thousand people from Japan. They are Japanese.

Consolidation

Workbook 7A page 15

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Which country have you visited or read about?*

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

e.g., *I've visited Japan.*

Using prepositions to indicate position
e.g., *It's near/far away from China.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Skim a text to obtain a general impression and the main ideas

Writing

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

Materials:

- *Student's Book 7A page 17*
- *Workbook 7A page 16*
- Cassette 7A
- Cassette player
- A large map of the world

Pre-task preparation

Display a large map of the world. Invite volunteers to come out, point to a country and say the name of the country. List the names on the blackboard.

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Select a group of five to read the dialogue.
- 3 Ask individual students: *Which country have you visited or read about in magazines and newspapers?*
- 4 In groups, students take turns to ask the student on their left the questions in **A survey**.
The groups write the name, country and near/far away from China in the table. (One country for each member of the group.)

Consolidation

Workbook 7A page 16



Listening and speaking: Penfriends from different countries

Listen and say

Nowadays we can visit countries near or far away from China. We can also read about them in magazines and newspapers. Which country have you visited or read about?

I've visited Japan.
It's near China.

I've visited the UK. It's far away from China.

I've read about Canada.
It's far away from China.

I've read about India.
It's near China.



A survey

In groups, talk about the countries you have visited or read about.

Complete the table.

S1: Which country have you visited?

S2: I've visited ____.

It's near/far away from China.

Provide help if the students do not know the English names of the countries they have visited or read about.

S3: Which country have you read about?

S4: I've read about ____.

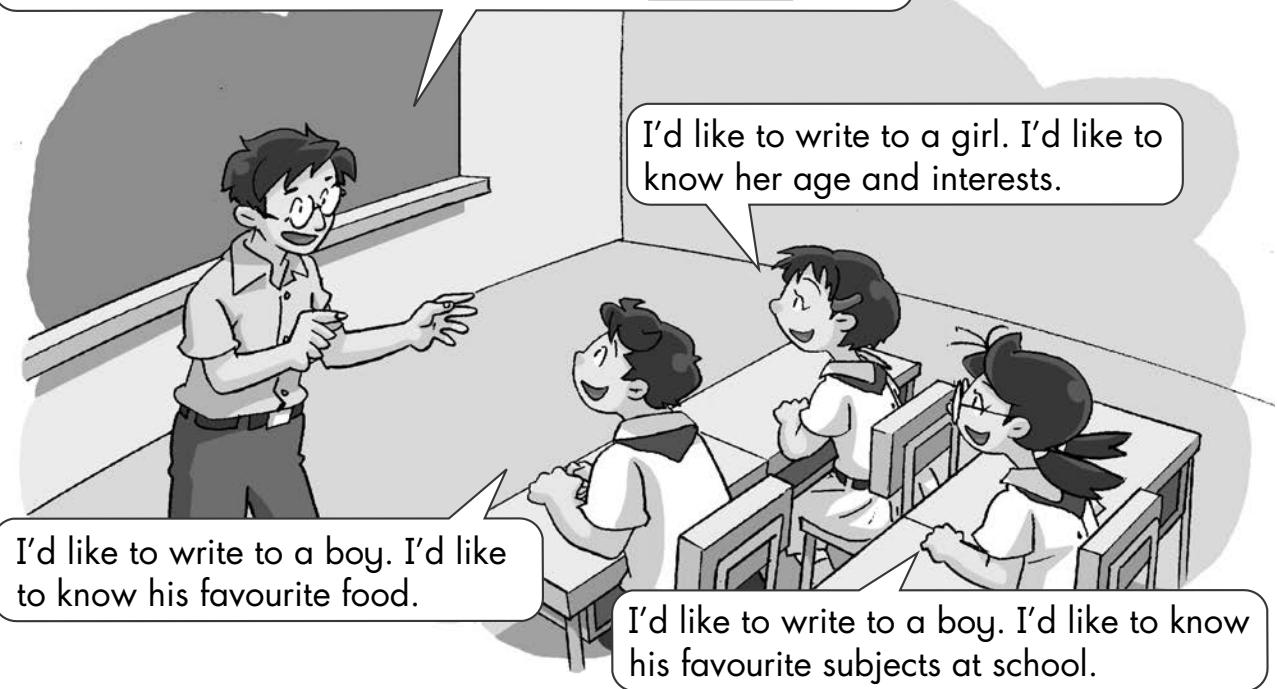
It's ...

Name	Country	Near/Far away from China

Listen and say

Ask the students to tell the class something about their penfriends if they have any.

Would you like to write to a penfriend in another country?
What would you like to know about your penfriend?



Read, write and say

Kitty has made a list. She wants to know some things about her penfriend.

Tick (✓) the things you want to know about yours. With a classmate, ask and answer questions.

Penfriend's		Kitty wants to know	You want to know
Sex	M	✓	
	F		
Age		✓	
Nationality		✓	
School		✓	
Interests		✓	
Favourite food/drinks			
Favourite subjects		✓	
Family members		✓	
Pet		✓	

S1: What would Kitty like to know about her penfriend?

S2: She'd like to know his ____.

S1: What would you like to know about your penfriend?

S2: I'd like to know his/her ____.

You may make use of Photocopiable page 2 for the students to write their answers.

Language focus:

Using modal verbs to make an invitation
e.g., *Would you like to write to a penfriend in another country?*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying

Reading

Skim a text to obtain a general impression and the main ideas

Writing

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

Materials:

- *Student's Book 7A* page 18
- *Workbook 7A* page 17
- Cassette 7A
- Cassette player
- A large map of the world
- Photocopiable page 2

Pre-task preparation

Review: penfriend. Display a map of the world.

Ask: *Would you like a penfriend?*

From which country?

Get the students to come out and point to the country on the map.

While-task procedure

- 1 Give the students time to look at **Listen and say**.
- 2 Play the cassette. The students listen.
- 3 Select groups of four to read the dialogue.
- 4 Look at **Read, write and say**. Ask: *What would Kitty like to know about her penfriend?*
- 5 The students tick the table for themselves. In pairs, students practise the dialogue.
- 6 You may also make use of Photocopiable page 2 for the students to write their answers.

Consolidation

Workbook 7A page 17

Language focus:

Using modal verbs to express wishes

e.g., *Who would you like to write a letter to?*

Using prepositions to indicate place

e.g., *He's a boy from Canada.*

Using formulaic expressions to begin and end a letter

e.g., *Dear Gary; Yours*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

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

Materials:

- *Student's Book 7A* page 19

- *Workbook 7A* page 19

- Cassette 7A

- Cassette player

Pre-task preparation

Say: *Imagine you have a penfriend. Tell your penfriend about yourself.*

What is your nationality?

How old are you?

How many people are there in your family?

Do you have any pets?

Which school do you go to?

What are your favourite subjects?

What do you like doing after school?

While-task procedure

1 Give the students time to look at **Read**. Ask questions about the list:

e.g., *Is Connie Marks a boy or a girl?*

Where does she live?

2 Play the cassette for the dialogue. The students listen.

3 Ask individual students: *Who would you like to write a letter to?*

4 Play the cassette for the letter in **Read**. The students follow in their books.

5 Give the students time to read the letter silently. Then ask individual students to read a sentence each.

6 Ask questions about the letter:

e.g., *Where is Kitty from?*

What is her nationality?

How old is she?

How many people are there in her family?

Does she have a pet?

Which school does she go to?

Which grade is she in?

What are her favourite subjects?

What does she like doing?

7 *Workbook 7A* page 19

a Give the students time to read the letter.

b The students complete the table.

c Select individual students to read out their answers.



Writing: A letter to your penfriend

Read

Here's a list of penfriends from Penfriends International. Who would you like to write a letter to?

I'd like to write a letter to Gary Brown. He's a boy from Canada.



Ask more able students to match country names to nationalities
e.g., Canada-Canadian
India-Indian

Penfriends International

Name	Nationality	Sex
Connie Marks	American	F
Joe Smith	British	M
Gary Brown	Canadian	M
Raja Nassim	Indian	M
Satoko Ide	Japanese	F

Read Kitty's letter to her penfriend.

18 September _____

Dear Gary

Penfriends International sent your name to my school. I would like to be your penfriend.

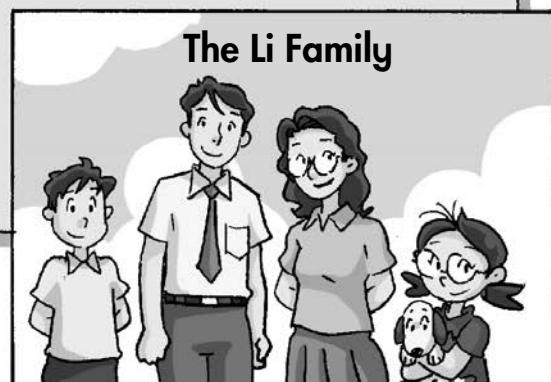
I am a girl from Garden City. I am Chinese. I am twelve years old. There are four people in my family. They are my mother, my father, my brother, Ben, and me. We have a pet dog. His name is Sam.

I go to Rose Garden School. I am in Grade 7. My favourite subjects are Maths and Music. I like riding my bicycle, playing badminton and watching TV.

Here is a photo of my family. Please write soon and tell me about yourself.

Yours

Kitty Li



The Li Family

Read and write

Gary Brown	
Sex	male
Nationality	Canadian
Age	13
Family members	one brother, one sister, Mum and Dad, and me
Pet	Mimi, our cat
School	Toronto Junior High School
Favourite subjects	Science, English
Interests	football, computer games

The Brown Family



24 September _____

Dear Kitty

Thank you for your letter and your photograph. I would like to be your penfriend, too.

I am a boy from Canada. I am Canadian. I am 13 years old.

There are five people in my family. I have one brother. His name is Charles. I have one sister. Her name is Linda. We have a pet cat. Her name is Mimi. I go to Toronto Junior High School. Science and English are my favourite subjects. I like playing football and computer games.

Write soon.

Yours

Gary

About you

Write a letter to your penfriend.

The students can write their answers on page 21 of *Workbook 7A*.

Language

- people from __ (country)
- have visited/read about __
- more than __
- What would you like to know about your penfriend?
- near/far away from
- I'd like to know ...

Language focus:

Using modal verbs to express wishes
e.g., I would like to be your penfriend, too.

Using prepositions to indicate place
e.g., I am a boy from Canada.

Using formulaic expressions to begin and end a letter
e.g., Dear Kitty; Yours

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

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

Materials:

- *Student's Book 7A* page 20
- *Workbook 7A* pages 20 and 21

Pre-task preparation

Ask the students to read the letter on page 19 of *Student's Book 7A* again.

While-task procedure

1 Give the students time to read the list.

2 Ask questions about the list:

e.g., Is Gary a boy or a girl?

Where does he come from?

How old is he?

How many people are there in his family?

Does he have a pet?

What are his favourite subjects?

What does he like doing?

3 Complete the letter orally.

4 The students write their answers. Ask individual students to read out a sentence.

Post-task activities

Workbook 7A pages 20 and 21

- a The students complete the list about themselves on page 20.
- b In pairs, students discuss how to complete the letter on page 21. The students then write their letter.
- c Select one or two students to read their letter.

Word box



foreigner /'fɔːrənə(r)/	<i>n.</i>	外国人
crowded /'kraʊdɪd/	<i>adj.</i>	拥挤的
example /ɪg'zaːmpl/	<i>n.</i>	例子
for example		例如
Canada /'kænədə/	<i>n.</i>	加拿大
Canadian /kə'nɛdiən/	<i>n. & adj.</i>	加拿大人；加拿大（人）的
Australia /ɒ'streɪliə/	<i>n.</i>	澳大利亚
Australian /ɒ'streɪliən/	<i>n. & adj.</i>	澳大利亚人；澳大利亚（人）的
*India /'ɪndiə/	<i>n.</i>	印度
*Indian /'ɪndiən/	<i>n. & adj.</i>	印度人；印度（人）的
*Britain /'brɪtn/	<i>n.</i>	英国
*Briton /'brɪtn/	<i>n.</i>	英国人
*Japanese /,dʒæpə'ni:z/	<i>n. & adj.</i>	日本人；日本（人）的
penfriend /'penfrend/	<i>n.</i>	笔友
magazine /,mægə'zi:n/	<i>n.</i>	杂志
sex /seks/	<i>n.</i>	性别
nationality /,næʃə'næləti/	<i>n.</i>	国籍
international /,ɪntə'næʃnəl/	<i>adj.</i>	国际的
British /'brɪtɪʃ/	<i>adj.</i>	英国（人）的
yourself /jɔ:'self/	<i>pron.</i>	你自己
male /meil/	<i>n.</i>	男性；雄性
*Toronto /tə'rɒntəʊ/	<i>n.</i>	多伦多
junior /'dʒu:nɪə(r)/	<i>adj.</i>	初等的；初级的



Notes

Page 16

1 Over six million people live in Garden City. 花园城的常住人口超过六百万。

over 作介词意为“多于；超过”，相当于 more than。

2 the USA 和 America 均指美国，the UK 和 Britain 均指英国。

the UK = the United Kingdom

3 — What do we call people from Canada? 我们怎么称呼来自加拿大的人?

— We call them Canadians. 我们称呼他们为加拿大人。

对话中的 call 意为“把……叫作”。

注意国家和国籍的不同表达，又如：He is a boy from Canada. 他是加拿大人。也可以说 The boy comes from Canada. 表示他的国籍时，应该说 The boy is Canadian.

Page 17

1 Which country have you visited or read about? 你去过哪些国家或者阅读过有关哪些国家的材料?

注意 read 和 read about 的区别，read a book/newspaper 表示“阅读书籍、报纸”，而 read about 则表示“阅读与……有关的……”。如：

I've read about Canada. = I've read something about Canada.

Page 18

1 Sex (M/F) 中的 M 和 F 分别是 male (男性) 和 female (女性) 的缩写。

Page 19

1 Penfriends International 国际笔友会

Additional teaching suggestions

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

★ the British 统称，英国人。

Now listen

- 1 Give the students time to read the answer sheet.
- 2 Play the recording. The students listen.
- 3 Play the recording again. Pause for the students to write the answers.
- 4 Play the recording again to allow the students to check their answers.

Tapescript

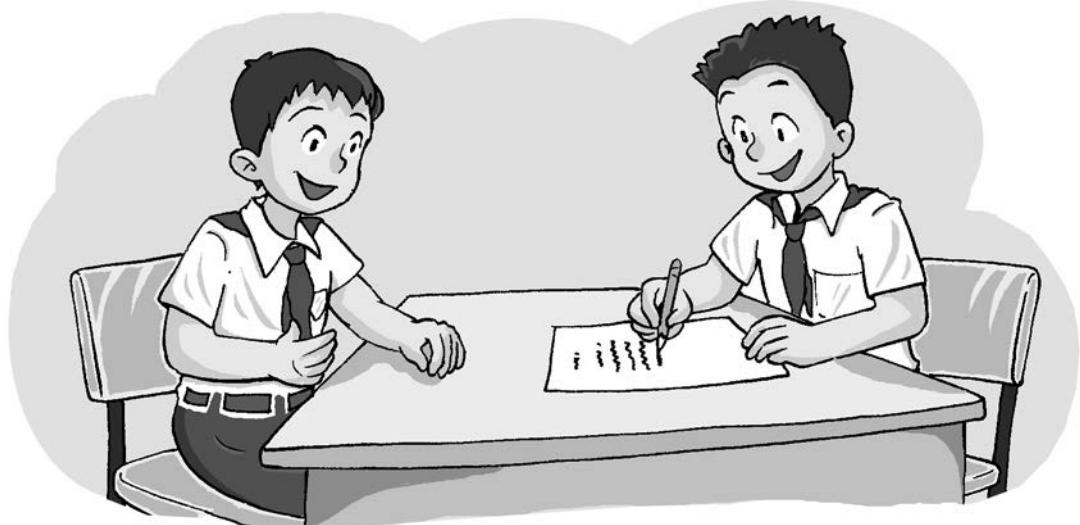
Teacher: Boys and girls, work in pairs and tell your partner about your penfriend.
Mike: OK, Jane. Can you tell me about your penfriend first?
Jane: Yes, of course. He is a boy from Japan. He is twelve years old.
Mike: What is his name?
Jane: His name's Matchi. He lives in a city in the north-east of Japan.
Mike: Have you visited him before?
Jane: No, I haven't.
Mike: Are you going to visit him?
Jane: I'd like to but it's too expensive to travel to Japan by plane.
Mike: How much does it cost?
Jane: More than four thousand yuan.
Mike: That's expensive.
Jane: But Matchi is going to visit me during the Spring Festival. He's going to stay in Garden City for two weeks.
Mike: That's great!
Jane: Yes. Now Mike, can you tell me about your penfriend?
Mike: Yes, ... (fade out)

Now listen

Jane's penfriend

About Jane's penfriend:

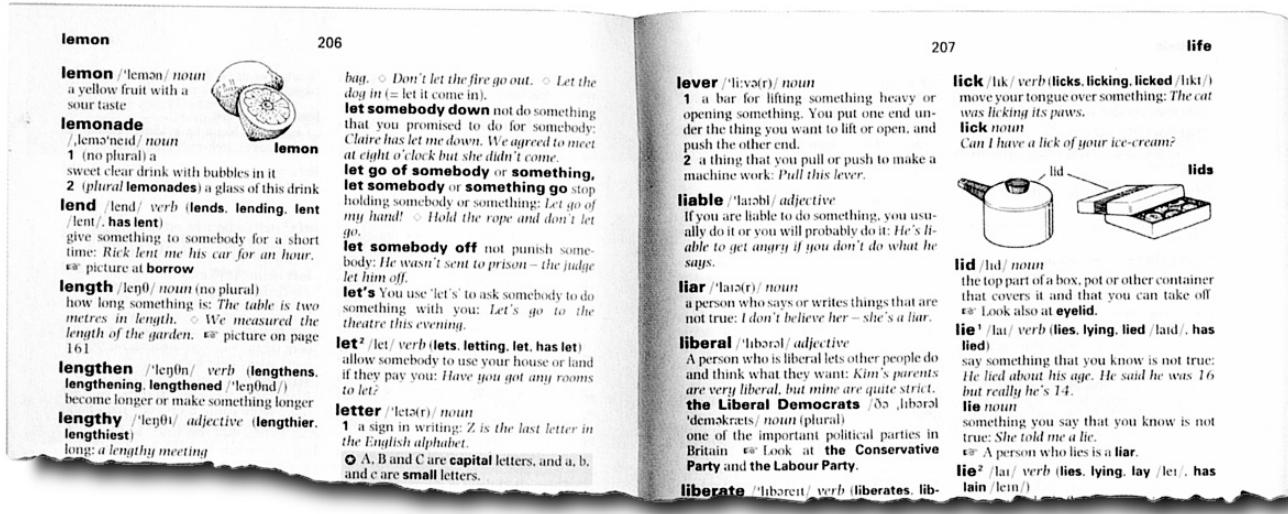
- a boy from Japan
- 12/twelve years old
- Matchi (name: Momoko? Gigi? Matchi?)
- lives in the north-east of Japan
- Jane has not visited him before because it is too expensive to travel to Japan by plane
- Garden City → Japan by plane: more than ¥ 4,000
- he is coming to Garden City during the Spring Festival and will stay for two weeks



Using English

Using your dictionary (I)

The words in a dictionary are in alphabetical order. This helps you find them quickly and easily.



Guide words^① are always at the top of the pages. The one at the top-left corner^② tells you the first word on the left page. The one at the top-right corner^③ tells you the last word on the right page.

The guide words can help you find the word quickly. For example, if you want to find the word *level* in the dictionary above, the guide words tell you that it must be on page 206 or 207. Then look at the first word on page 207. It is *lever*. *Level* comes before *lever*, so *level* must be on page 206.

A Write down the guide word on page 206 of the dictionary. *lemon*

B Write down the guide word on page 207 of the dictionary. *life*

C Write down the numbers of the pages on which you could find these words.

1 library 207 **2** less 206 **3** licence 207 **4** lesson 206

D Would you find these words before or after pages 206 and 207?

1 leg before **2** lift after **3** line after **4** leaf before

① guide word 引导词 ② top-left corner 左上角 ③ top-right corner 右上角

Using English

Using your dictionary (I)

- 1 Ask the students to have their own (monolingual) dictionaries ready.
- 2 Tell the students this section is about using dictionaries properly so that they can find the meanings of words quickly. Remind them that they will need to use dictionaries if they cannot guess the meanings of words from their contexts.
- 3 Ask the students what dictionaries tell us about words besides their meanings. Let them look at their dictionaries to find answers: e.g., *spelling, pronunciation, part of speech*.
- 4 Give the students time to look at the dictionary page given in the *Student's Book* and the text. Explain any new words to them if necessary.
- 5 Ask the students to do Exercises A, B, C and D using the dictionary page given in the *Student's Book* and check their answers.

More practice

*Touring Shanghai

Your friends will come to visit you soon. What have you planned for them? In pairs, take turns to ask and answer the questions below. Use the pictures to help you.

Where will you take your friends?

Where is the place?

When will you take them there?

How far is it from your home?

How are you going to get there?

How long does it take by ...?



the Bund



Yu Garden



Shanghai Zoo



Shanghai
Museum



the Oriental
Pearl TV Tower

*My penfriend

Do you have a penfriend? Fill in the table below and then tell your partner about your penfriend. If you do not have a penfriend, imagine you have one.

My penfriend			
Name		Family members	
Sex		School	
Nationality		Interests	
Age		Favourite subjects	
Height		Favourite food	
Weight		Pet	

Listen and read

/eɪ/	a a ai ay eigh	baby grade sail play eight	table space paint stay weight	/aɪ/	i i y igh ie	pilot line fly light die	tiger white sky right lie
/əʊ/	o o ow	no those show	ago home bowl	/aʊ/	ou ow	out how	south down
/m/	m	milk	cream	/n/	n	night	find
/ŋ/	ng n(k) n(g)	sing bank hungry	ring thank English	/tr/	tr	tree	try
				/dr/	dr	dress	dry

Listen and circle

Circle the word you hear.

/eɪ/	/aɪ/	/əʊ/	/aʊ/	/e/	/eɪ/
1 lake	like	5 close	cloud	9 get	gate
2 name	nine	6 grow	ground	10 let	late
3 race	rice	7 know	now		
4 May	my	8 show	shout		

Look and read

/m/	/n/	/n/	/ŋ/	/tr/	/dr/
am	an	thin	thing	try	dry
term	turn	win	wing	trip	drill
mice	nice	sin	sing	truck	drunk
moon	noon			tree	dream

Module 2 My neighbourhood

Unit 4 Jobs people do

Tasks in this unit

Talking about people's jobs: where people work and what they do; talking about work routines; doing a survey of people's jobs and writing a report; reading about an accident and the people who help; compiling a page of common jobs and illustrating them.

Language focus:

Using nouns to identify people

e.g., *Mrs Wang is a doctor.*

Using the simple present tense to talk about habitual actions

e.g., *She works in a hospital.*

Language skills:

Listening

Identify details that support a main idea

Speaking

Open an interaction by eliciting a response

Reading

Read written language in meaningful chunks

Writing

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

Materials:

- *Student's Book 7A page 27*
- *Workbook 7A pages 22 and 23*
- Cassette 7A
- Cassette player

Pre-task preparation

Review jobs known by the students. Ask: *What jobs do people do?* Compile a list of jobs on the board as the students answer.

While-task procedure

- 1 Give the students time to read the text silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask individual students to read a paragraph each.
- 4 In pairs, students talk about how to fill in the table.
- 5 Ask questions about the people in the text:
e.g., *What is Mrs Wang's job?*
Where does she work?
What does she do?
- 6 The students complete the table. Check orally.
- 7 *Workbook 7A page 22*
 - a In pairs, students prepare the sentences without writing. Ask individual students to read a sentence each.
 - b The students write the sentences. Ask further individual students to read a completed sentence.

Consolidation

Workbook 7A page 23

Unit 4 Jobs people do



Reading: People's jobs

Read

Mrs Wang, Miss Tang, Susan and David live in the same block of flats as Ben and Kitty. They have different jobs.

Mrs Wang is a doctor. She works in a hospital. She makes sick people better.

Miss Tang is an architect. She works for a construction company. She draws plans of buildings.

Susan is a secretary. She works in an office. She types letters.

David is a removal man. He works for a removal company. He moves people's furniture to their new flats.

Remind the students that 'furniture' is an uncountable noun.

Mrs Wang



Miss Tang



Susan



David



Read, match and write

Thing this person does:	Job	Name
This person moves furniture.	removal man	David
This person types letters.	secretary	Susan
This person makes sick people better.	doctor	Mrs Wang
This person draws plans of buildings.	architect	Miss Tang



Listening and speaking: Jobs and uniforms

Look, listen and write



- | | |
|----------|-------------------------|
| 1 | a policeman/policewoman |
| 2 | a fireman |
| 3 | a nurse |
| 4 | a doctor |
| 5 | an SPCA officer |
| 6 | a postman |
| 7 | an ambulance worker |

Read, write and say

You may use Photocopiable page 3 here to play a guessing game with the students.

Complete the table with the correct names of jobs. In pairs, ask and answer questions.

What does he/she do?	Job
This person puts out fires and rescues people.	fireman
This person looks after sick people.	nurse
This person helps make Garden City a safe place.	policeman/policewoman
This person makes sick people better.	doctor
This person takes care of animals.	SPCA officer
This person drives an ambulance.	ambulance worker
This person delivers letters and parcels.	postman

S1: Who wears a uniform at work?
S2: A/An ____.

S1: What does a/an ____ do?
S2: A/An ...

Language focus:

Using the simple present tense to describe habitual actions
e.g., *Who wears a uniform at work?*

Language skills:**Listening**

Identify details that support a main idea

Speaking

Use appropriate intonation and stress to convey intended meanings

Reading

Re-read to establish and confirm meanings

Materials:

- *Student's Book 7A* page 28
- *Workbook 7A* page 24
- Cassette 7A
- Cassette player
- Photocopiable page 3

Pre-task preparation

Ask: *Who wears a uniform?* To elicit: e.g., *Students wear a uniform.* Compile a list of people who wear a uniform on the board as the students make suggestions.

While-task procedure

- 1 Play the cassette for the dialogue. The students listen.
- 2 Select groups of three to read the dialogue.
- 3 Play the cassette. The students listen and write the job for each uniform.

Tapescript

Narrator: Picture One. This person wears the uniform at work. He or she keeps our city a safe place.
 Picture Two. This person wears the uniform at work. He puts out fires and rescues people.
 Picture Three. This person wears the uniform at work. She looks after sick people.
 Picture Four. This person wears the uniform at work and makes sick people better.
 Picture Five. This person wears the uniform at work and takes care of animals.
 Picture Six. This person wears the uniform at work and delivers letters and parcels.
 Picture Seven. This person wears the uniform at work and drives an ambulance.

- 4 Groups then practise the dialogue with the different jobs. Select groups to say a dialogue.
- 5 In pairs, students complete the table in **Read, write and say**. They then practise the dialogues. Select pairs to say a dialogue.
- 6 You may use Photocopiable page 3 here to play a guessing game with the students.
 Answers for Photocopiable page 3:
 1 *This person makes sick people better.*
 2 *This person types letters and answers the phone.*
 3 *This person puts out fires and rescues people.*
 4 *This person draws plans of buildings.*
 5 *This person moves people's furniture to their new flats.*
 6 *This person delivers letters and parcels.*

Consolidation

Workbook 7A page 24

Language focus:

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

Asking *Wh-* questions to find out place
e.g., *Where do you work?*

Using the simple present tense to describe habitual actions
e.g., *I answer the phone.*

Language skills:

Listening

Identify main ideas in a new topic

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

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

Materials:

- *Student's Book 7A* page 29
- Cassette 7A
- Cassette player

Pre-task preparation

Ask about people's jobs: e.g., *What does a policeman/doctor/dentist do?*

While-task procedure

- 1 Play the cassette for **Say and act**. The students follow in their books.
- 2 In pairs, students practise the dialogue. Select pairs to read sections of the dialogue.
- 3 Ask questions about the dialogue:
e.g. *Who is Susan?*
What is her job?
Where does she work?
What does she do?
Does she wear a uniform at work?
Does she like her job? Why?
- 4 Read **Discuss and write**. In pairs, students discuss the questions without writing. Ask the questions.
- 5 The students write the answers.

Say and act

Kitty and her neighbour, Susan, meet in the lift.

- Kitty: Good morning, Susan.
- Susan: Good morning, Kitty. Are you going to school?
- Kitty: Yes, I am. Are you going to work?
- Susan: Yes, I am.
- Kitty: What's your job?
- Susan: I'm a secretary.
- Kitty: Where do you work?
- Susan: I work in an office in the city centre.
- Kitty: What do you do there?
- Susan: I answer the phone. I type letters. I go to meetings with my manager and take notes. I do many different things.
- Kitty: Do you wear a uniform at work?
- Susan: No, I don't.
- Kitty: Do you like your job?
- Susan: Yes, I do. It's very interesting and I enjoy working with all the people in my office.



Discuss and write

In pairs, discuss the questions about Susan's job and find out the answers.

Short answers can be accepted.

1	What is Susan's job?	She is a secretary.
2	Where does Susan work?	She works in an office in the city centre.
3	What does she do?	She answers the phone. She types letters. She goes to meetings with her manager and takes notes.
4	Does she wear a uniform?	No, she does not wear a uniform.
5	Why does she like her job?	She likes her job because it is interesting and she enjoys working with all the people in her office.



Writing: A survey on jobs

Write

Look at page 29 again. Help Kitty complete her report about Susan.

Susan, the secretary

Susan is my neighbour. We live in the same block of flats. She is a secretary. She works in an office in the city centre. She answers the phone. She types letters. She goes to meetings with her manager and takes notes. She ^{does not wear} a uniform at work. She likes her job because it is very interesting and she enjoys working with all the people in her office.

A survey

Ask an adult about his/her job. Complete the questionnaire below, and then write a report.

1 What is your job?	
2 Where do you work?	
3 What do you do?	
4 Do you wear a uniform?	
5 Do you like your job? Why/Why not?	

_____, the _____

_____ is my neighbour. He/She is a/an _____. He/She works in a/an _____ in _____. He/She ...

Language focus:

Using the simple present tense to describe habitual actions

e.g., *She answers the phone.*

Asking simple questions to obtain yes/no responses
e.g., *Do you wear a uniform?*

Language skills:

Listening

Identify the main ideas

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

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

Materials:

- *Student's Book 7A* pages 29 and 30
- *Workbook 7A* page 26
- Multimedia material 7A

Pre-task preparation

Select pairs of students to read sections of the dialogue on the *Student's Book 7A* page 29.

Ask individual students to say a sentence about Susan.

While-task procedure

- 1 Give the students time to prepare the paragraph about Susan without writing. Ask individual students to say a sentence each.
- 2 The students write the paragraph. Ask one or two individual students to read the completed paragraph.
- 3 *Workbook 7A* page 26
 - a Play the recording. The students listen and circle.
 - b Ask individual students to read out a completed sentence.

Workbook tapescript

Narrator: Listen to Kitty's report about her neighbour, Miss Tang, and circle the correct answers.

Kitty: Miss Tang is my neighbour. We live in the same block of flats. She is an architect. She works for a construction company in the city centre. She draws plans of buildings. Sometimes, she goes to meetings with her colleagues and they discuss the plans. She does not wear a uniform at work. She likes her job because it is very interesting and she enjoys drawing plans of buildings for people.

Post-task activities

- 1 Read **A survey**. Use the questionnaire on page 30 for practice. Ask the students to choose the job they would like to do. In pairs, students interview each other and complete the questionnaire.
- 2 Ask one or two students to act out their interview.
- 3 The students write the report. Ask individual students to read out their report.
- 4 You may ask the students to interview an adult at home and write another report about the adult's job.

Language focus:

Using the simple past tense to talk about past actions
e.g., ... *a motorcycle came towards Ben and knocked him down.*

Using adjectives to describe conditions
e.g., *Ben had a broken arm ...*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress to convey intended meanings and feelings

Reading

Read written language in meaningful chunks

Materials:

- Student's Book 7A page 31
- Workbook 7A page 27
- Cassette 7A
- Cassette player

While-task procedure

- 1 Give the students time to read the story silently and write the jobs in the blanks.
- 2 In pairs, students discuss the order of the pictures. Ask: *Which is the first picture?* etc. The students number the pictures in order.
- 3 Play the cassette. The students listen and repeat.
- 4 Select individual students to read the story, following the pictures in the correct order.
- 5 Ask questions about the story, following the correct order of the paragraphs:
e.g., *What knocked Ben down? What happened to the motorcycle? Who was hurt? What did Sam do? Why? Who ran to the scene of the accident? What did they call? Who stopped the traffic? Why? Who arrived? What did they do? Where did they go? Who took care of Ben and the motorcyclist? What was wrong with them? Who found Sam? When?*
- 6 The students re-read the story silently. In pairs, they take turns to ask a question about the story.

Consolidation

Workbook 7A page 27

Pre-task preparation

Ask: *Where do you sometimes see accidents?*

Who comes to help?

Are people sometimes hurt in accidents?

Where do they go if they are hurt?

What takes them there?

Write the vocabulary on the board as it is mentioned.



Reading: Different people and different jobs

Read

Ben's accident

You may review the simple past tense of the verbs used in the story.

Read the story. Add the names of the correct jobs. Put the pictures in the correct order.



1



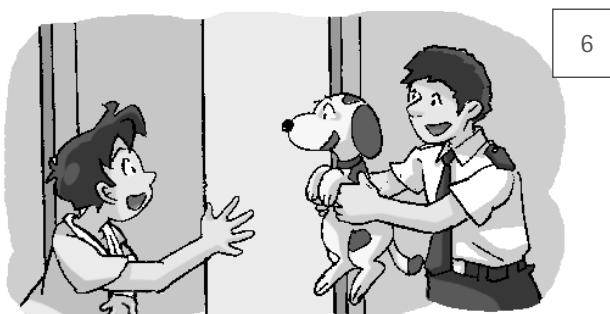
5

One day, when Ben was walking with Sam in the street, a motorcycle came towards Ben and knocked him down. The motorcycle caught fire. Both Ben and the motorcyclist were hurt. Sam ran away because he was afraid.

Finally, Ben and the motorcyclist arrived at the hospital. A doctor and a nurse took care of them immediately. Ben had a broken arm and the motorcyclist had a broken leg.



3



6

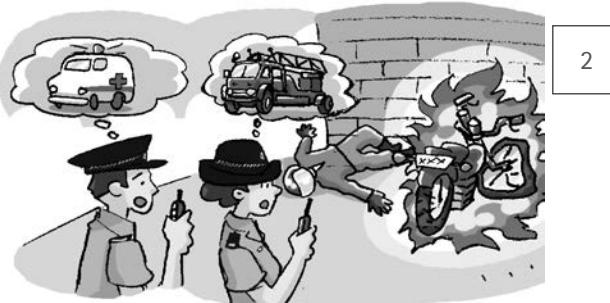
Next, the policeman stopped the traffic to let the fire engine come quickly to the scene.



4

Then two ambulance workers arrived and carried Ben and the motorcyclist into the ambulance. They drove quickly to the hospital.

Two days later, an SPCA officer found Sam and took him home. Ben was very happy.



2

First, a policeman and a policewoman arrived at the scene of the accident. They called a fire engine and an ambulance.

Tell the students that 'empty' is a verb in this context.

Read

Every morning, Tom sees a lot of people on his way to school.

He sees the street cleaners cleaning the streets. They start work early. They sweep the streets and collect rubbish. They also empty the rubbish bins.



Mr Ma has a bakery. He bakes bread and cakes. He opens his shop early. Tom sees people going to his shop to buy bread and cakes.



Mrs Liang sells newspapers. She starts work early, too. Tom sees people buying newspapers from her.



Tom sees Mrs Hu selling flowers in her flower shop. She goes to the flower market early every morning to buy flowers for her shop.



Write

Complete the table about the people Tom sees on his way to school.

People	What do these people do?
street cleaners	They sweep the streets and collect rubbish. They empty the rubbish bins.
Mr Ma	He bakes bread and cakes.
Mrs Liang	She sells newspapers.
Mrs Hu	She sells flowers.

About you

Take some photographs or draw some pictures of the people you see every day on your way to school. Write about them.

Language

- work in a hospital for a company
- Where/What/Why ... ?
- He/She works/draws/moves ...
- ran drove stopped knocked
- see people cleaning ... buying ... selling ...

Language focus:

Using the simple present tense to describe habitual actions

e.g., *He sees the street cleaners cleaning the streets.*

Using adverbs of time

e.g., *They start work early.*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress to convey intended meanings

Reading

Read written language in meaningful chunks

Writing

Plan and organize information and ideas by deciding on the sequence of content

Materials:

- *Student's Book 7A* page 32
- *Workbook 7A* pages 25 and 28
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *What do you see on your way to school?*

Do you see anybody working? Who are they?

What are they doing?

While-task procedure

1 Give the students time to read the text silently and look at the pictures.

2 Play the cassette. The students follow in their books.

3 Select individual students to read a paragraph each.

4 Ask questions about the text:

e.g., *What do street cleaners do? Do they start work early or late?*

What does Mr Ma sell?

What does Mrs Liang sell?

Where does Mrs Hu buy her flowers?

5 The students complete the table in **Write**. Select individual students to read the answers.

Post-task activities

Workbook 7A page 28

a The students draw pictures or stick photos in the panels and write about them.

b Select individual students to show one of their pictures and read sentences about it.

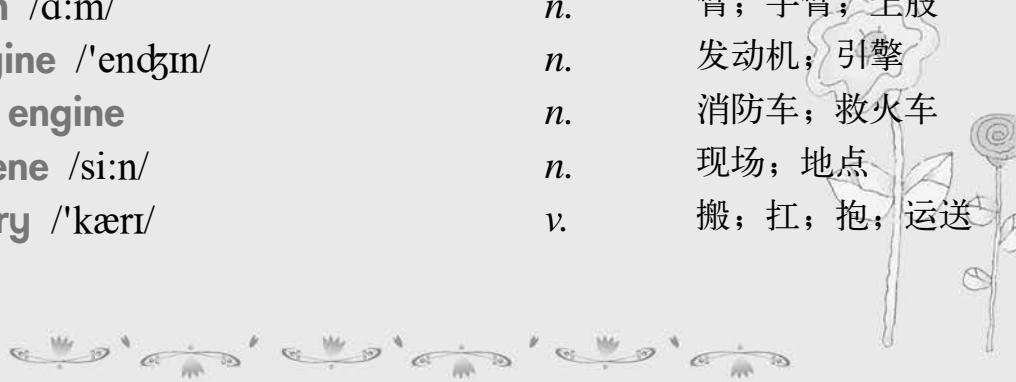
Consolidation

Workbook 7A page 25

Word box



block /blɒk/	<i>n.</i>	一幢楼房
architect /'ɑ:kɪtekt/	<i>n.</i>	建筑师
construction /kən'strʌkʃn/	<i>n.</i>	建筑
company /'kʌmpəni/	<i>n.</i>	公司
type /taɪp/	<i>v.</i>	打字
removal /rɪ'mu:vəl/	<i>n.</i>	搬迁；迁移
*ambulance /'æmbjələns/	<i>n.</i>	救护车
rescue /'reskju:/	<i>v.</i>	营救
deliver /dɪ'lɪvə(r)/	<i>v.</i>	分发；递送
*parcel /'pa:sl/	<i>n.</i>	包裹
neighbour /'neɪbə(r)/	<i>n.</i>	邻居
meeting /'mi:tɪŋ/	<i>n.</i>	会议
manager /'mænɪdʒə(r)/	<i>n.</i>	经理
take notes		记笔记
accident /'æksɪdənt/	<i>n.</i>	(交通) 事故；意外遭遇
towards /tə'wɔ:dz/	<i>prep.</i>	朝着；向着
knock down		撞倒
catch fire		着火
both ... and ...		……两者都
motorcyclist /'məʊtəsaɪklɪst/	<i>n.</i>	骑摩托车的人
hurt /hɜ:t/	<i>adj.</i>	受伤的
run away		逃跑
broken /'brəʊkən/	<i>adj.</i>	伤残的；破损的
arm /ɑ:m/	<i>n.</i>	臂；手臂；主肢
engine /'endʒɪn/	<i>n.</i>	发动机；引擎
fire engine	<i>n.</i>	消防车；救火车
*scene /si:n/	<i>n.</i>	现场；地点
carry /'kærɪ/	<i>v.</i>	搬；扛；抱；运送



Notes

Page 27

- 1 She draws plans of buildings. 她画房屋设计图。
句中的 plan 作名词，意为“设计图；平面图”。

Page 28

- 1 Who wears a uniform at work? 谁工作时穿制服？

注意不定冠词 (a, an) 的用法：

a 用于辅音音素开头的词前；an 用于元音音素开头的词前。如：a unit, an uncle; a secretary, an SPCA officer; a house, an hour 等。

Page 29

- 1 I answer the phone. 我接听电话。

注意“接电话”的表达方法，动词用 answer。

- 2 I go to meetings with my manager and take notes. 我和经理一同出席会议并作记录。

句中的 take 作动词，意为“记录；摘录；记下”；句中的 note 作名词，意为“笔记”。

Page 31

- 1 One day, when Ben was walking with Sam in the street, a motorcycle came towards Ben and knocked him down. 一天，本牵着萨姆走在街上，一辆摩托车冲过来，把他撞倒了。

Page 32

- 1 He sees the street cleaners cleaning the streets. 他看见清洁工人在清扫街道。

- 2 They also empty the rubbish bins. 他们还清空垃圾箱。

句中的 empty 作动词，意为“倒空；腾空”。

比较：The rubbish bins are empty. 垃圾箱是空的。该句中的 empty 作形容词，意为“空的”。

Additional teaching suggestions

Page 31

- 1 One day, when Ben was walking with Sam in the street, a motorcycle came towards Ben and knocked him down.

本句中的过去进行时只作意义上的理解要求，不必做语法项目进行操练。

- 2 Ben had a broken arm and the motorcyclist had a broken leg.

本句中的broken作形容词解，不必做语法分析。

Page 32

- 1 see ... doing 的结构曾在本册 Unit 1 中出现过 (Tourists can see swans swimming on the lake.)，在本课中可将此作为词组复习，并适当操练。

★ 本单元的plan、take、note属一词多义，empty属兼类词，虽不列入本单元的Word box，但列入Word bank，属核心词汇，要求学生掌握运用。

Unit 5 Choosing a new flat

Tasks in this unit

Talking about accommodation; describing and drawing a plan for their ideal accommodation; comparing accommodation offered and stating preferences; reading about the arrangement of rooms and contents; drawing a plan of their room contents and writing about it.

Language focus:

Using adverbs of degree
e.g., *It's very untidy.*

Using adjectives to make comparisons
e.g., *My bedroom is the smallest ...*

Using the simple present tense to express needs
e.g., *I need more shelves and wardrobes.*

Language skills:

Listening

Recognize the differences in intonation in questions and statements (including approval and disapproval)

Speaking

Maintain an interaction by replying

Reading

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

Writing

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

Materials:

- *Student's Book 7A* page 35
- Cassette 7A
- Cassette player

Pre-task preparation

Ask the students to draw a plan of their flat.

Ask: *Is your flat small or big?*

How many bedrooms does it have?

Is your bedroom big or small?

Would you like a bigger flat/bedroom?

While-task procedure

- 1 Give the students time to read the text silently.
- 2 Play the cassette for **Read**. The students follow in their books.
- 3 In groups of three, students practise the dialogue. Select a group of three to read the dialogue.
- 4 The students label the rooms on the plan. Then they write true or false. Ask the students to correct the false statements.
- 5 In groups, students discuss the question: *Why do the Lis need a bigger flat?* Then ask a representative from each group to report in class.

Unit 5 Choosing a new flat



Reading: Thinking about a removal

Read

Mrs Li: Look at your bedroom, Ben. It's very untidy. Please tidy up your things.

Ben: Sorry, Mum. My bedroom is too small for all my things. I need more shelves and wardrobes. I also need a table for my computer.

Kitty: Ben's right, Mum. Ben and I are much bigger now. My bedroom is the smallest and I need a bigger room for my things, too.

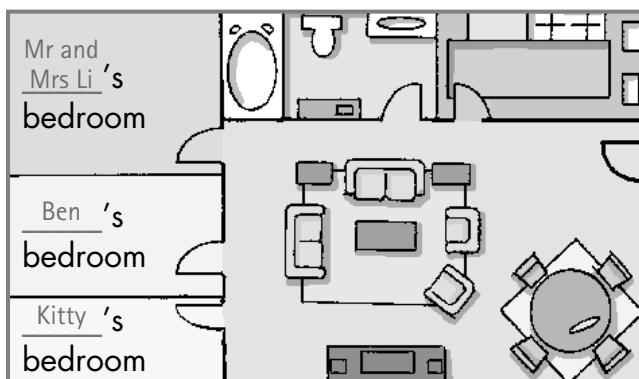
Mrs Li: Our flat has one living room, three bedrooms, one bathroom and one kitchen. Your bedroom and Ben's bedroom are really small. Perhaps we need a bigger flat. Let's talk to Dad when he comes home.



Write

The students need to read the conversation again in order to label the rooms.

This is the Lis' flat in Rose Garden Estate. Label the rooms.



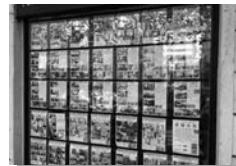
Answer true/false

- 1 Ben's bedroom is not tidy. T F
- 2 Ben's bedroom has enough space for all his things. T F
- 3 Ben and Kitty need bigger bedrooms. T F
- 4 Ben's room is the biggest in the flat. F T
- 5 Kitty's room is the smallest. T F
- 6 There are six rooms in the Lis' flat. T F

Look and learn



a balcony



an estate agency

Look and read

At home

Mr Li: Hi! What's the matter?

Mrs Li: This flat is too small for us now! We need a bigger flat.

Mr Li: I agree. All the rooms in this flat are very small. We'll look for a bigger flat. What kind of flat would you like?

Mrs Li: I'd like a flat with three big bedrooms, a big kitchen, two bathrooms and a balcony.

Ben: I'd like a bedroom with one big window.

Kitty: I'd like a bedroom with one big window, too.

Mr Li: Where would you like to live?

Mrs Li: I'd like to live in the suburbs.

Ben: I'd like to live near an underground station.

Kitty: I'd like to live far away from busy roads.

Mr Li: OK. I'll go to the estate agency tomorrow.

At the estate agency

Good morning. Can I help you?

What kind of flat would you like?
Where would you like to live?

Yes. I'd like a new flat.

I'd like a flat with ...
I'd like to live ...

The students complete the speech bubble.

There's a nice flat in Water Bay. It has three big bedrooms, one big kitchen, two bathrooms and one balcony. It's near an underground station. It's in the suburbs.

With a classmate, play the roles of the estate agent and Mr Li and complete the conversation.

Language focus:

Asking *Wh-* questions to find out various kinds of specific information

e.g., *What kind of flat would you like?*

Using prepositions to indicate place

e.g., *I'd like to live near an underground station.*

Using adjectives to make comparisons

e.g., *We need a bigger flat.*

Language skills:**Listening**

Predict the likely development of a topic by recognizing key words

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Skim a text to obtain a general impression and the main ideas

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7A* page 36
- *Workbook 7A* pages 29, 34 and 35
- Cassette 7A
- Cassette player

Pre-task preparation

Talk about where the students live, i.e., in the city centre/suburbs.

Ask: *Where do you live?*

Would you like to live in the city centre/suburbs/near an underground station?

While-task procedure

- 1 Play the cassette for **Look and learn**. The students listen and repeat.
- 2 Give the students time to read the dialogue **At home** silently.
- 3 Play the cassette. The students follow in their books.
- 4 In groups of four, students practise the dialogue. Select groups to read the dialogue.
- 5 Ask questions about the dialogue:
e.g., *What do the Lis need?*
What kind of flat would Mrs Li/Ben/Kitty like?
Where would Mrs Li/Ben/Kitty like to live?
- 6 Read the dialogue **At the estate agency**. Ask individual students to supply answers to the two questions.
- 7 In pairs, students practise the dialogue. They should take turns to be the estate agent. Select pairs to say their dialogue.
- 8 *Workbook 7A* page 34
 - a In groups, students discuss which flat the Wangs would like. They should read the list of the family's requirements and then choose Flat A, B or C.
 - b The students complete the description of the flat the Wangs would choose.
 - c Select one or two individual students to read their description.

Post-task activities

Workbook 7A page 35

- a In groups, students discuss the question: *What kind of flat would you like?*
- b The students draw a plan of the flat they would like.
- c The students write about the flat they would like. Select individual students to read their description.

Consolidation

Workbook 7A page 29

Language focus:

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

e.g., *The Lis have moved to their new flat in Water Bay.*

Using imperatives to give instructions

e.g., *Put it near my bedroom, please.*

Using prepositions to indicate position

e.g., *Then put the plant next to it.*

Asking Wh- questions to find out position

e.g., *Where do you want the round table, Mrs Li?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

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

Materials:

- *Student's Book 7A page 37*
- *Workbook 7A pages 31 and 32*
- Cassette 7A
- Cassette player
- Photocopiable pages 4 and 5

Pre-task preparation

Review prepositions. Ask about the location of items in the classroom to elicit: *near/next to/on/in front of/opposite/between ... and ...*

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Ask questions about the dialogue: e.g., *Where does Mrs Li want the round table/the sofa/the TV set/the rug/the small table/the cupboard/the armchair?*
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 In pairs, students look at the picture in **Look, think and say**. They then ask and answer the questions.
- 5 *Workbook 7A page 32*
 - a In pairs, students practise the dialogue without writing.
 - b Select pairs to say the dialogue.
 - c The students write the dialogue.
 - d Ask individual students the questions to check the answers.

Post-task activities

You can use Photocopiable pages 4 and 5 to give the students a chance to furnish their own flats.

- a Show the picture cards to the students. Ask: *What's this?* to elicit: *It's a table. ...*
- b The students discuss in groups and tell each other how to furnish the new flat.
- c The students cut the picture cards and stick them onto the plan.
- d Ask a representative from each group to show their new flat and introduce it in class.

Consolidation

Workbook 7A page 31



Listening and speaking: On a removal day

Listen and say

The Lis have moved to their new flat in Water Bay. David, the removal man, and his helpers are putting the things in the new flat.

David: Where do you want the round table, Mrs Li? Review prepositions.

Mrs Li: Put it near my bedroom, please.

David: Where do you want the sofa?

Mrs Li: Put it near the big window. Then put the plant next to it.

David: Where do you want the TV set?

Mrs Li: Put it opposite the sofa, please.

David: Where do you want the rug?

Mrs Li: Put it on the floor between the TV set and the sofa, please.

David: Where do you want the small table?

Mrs Li: Put it on the rug in front of the sofa, please. Then put the cupboard near the kitchen and the armchair near Kitty's room.



Look, think and say

Look at the picture on the right. Is everything in the right place? Discuss it with a classmate.

S1: Where did the removal men put the _____?

S2: They put it near ...

next to ...

on ...

in front of ...

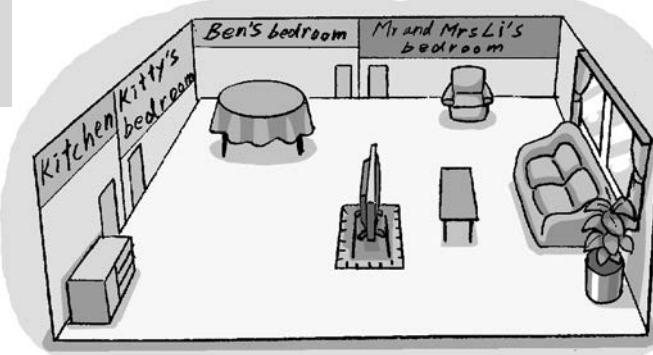
opposite ...

between ... and ...

S1: Is that right or wrong?

S2: That's right/wrong.

You can use Photocopiable pages 4 and 5 to give the students a chance to furnish their own flats.

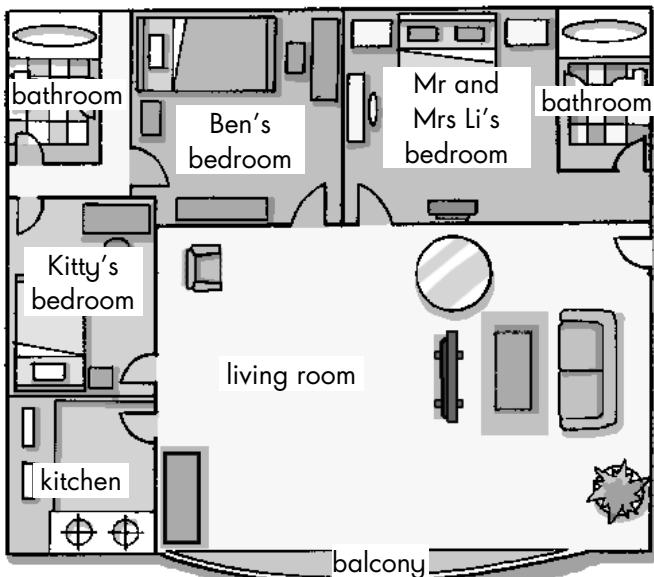




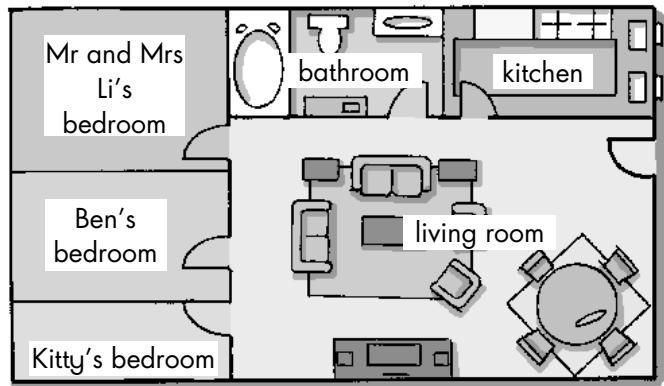
Writing: The Lis' new flat

Look, read and write

With a classmate, look at the floor plans of the Lis' new and old flats. What are the differences between the two flats?



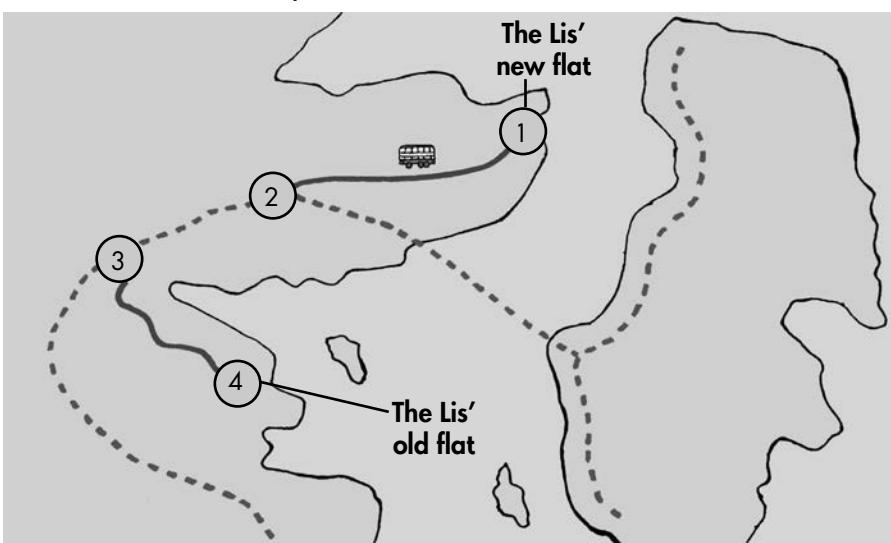
The Lis' new flat



The Lis' old flat

The new flat has one living room, three bedrooms, one kitchen, two bathrooms and one balcony. The old flat has one living room, three bedrooms, one kitchen and one bathroom. The new flat has more rooms than the old one. The living room in the old flat is smaller than the one in the new flat. The bedrooms in the new flat are bigger than the ones in the old flat.

Now read the map.



- 1 Water Bay
 - 2 Sunshine Shopping Centre
 - 3 Rose Garden School
 - 4 Rose Garden Estate
- Underground ———
Road ————
Bus

The old flat is near Kitty's school, but the new flat is far from her school. Now Kitty lives in the new flat. She goes to school by bus, then by underground.

Language focus:

Using nouns to identify objects

e.g., *balcony, bathroom, kitchen*

Using proper nouns to refer to places

e.g., *Water Bay, Rose Garden School*

Language skills:**Listening**

Recognize differences in the use of intonation

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 7A* page 38

- *Workbook 7A* pages 30 and 33

- Multimedia material 7A

Pre-task preparation

In pairs, students draw a plan of their flat. Help the students revise names of different rooms in a flat by asking individual students to report: e.g., *My flat has ___ rooms: ___ living room(s), ___ bathroom(s), ___ bedroom(s) ...*

While-task procedure

- 1 In pairs, students study the two plans. They make comments to each other:
e.g., *The Lis' old flat has one bathroom.*
Their new flat has two.
- 2 Ask individual students to make comparisons like the one above.
- 3 The students complete the paragraph. Ask individual students to read a sentence each.
- 4 In pairs, students look at the map and complete the paragraph. Ask individual students to read the completed paragraph.
- 5 *Workbook 7A* page 33
 - a Play the recording. The students listen and write.
 - b Play the recording again. The students choose the correct flat and write the names of places.
 - c Check the answers with the students.

Workbook tapescript

Narrator: Spaceboy is talking about his new flat. Complete what he says below and choose his new flat. Then write the names of places near Spaceboy's new flat on the map.

Spaceboy: I've just moved into my new flat. My new flat is in the city centre. It has one big living room, three bedrooms, one bathroom, one kitchen and one big balcony. My new flat is between the supermarket and the shopping centre. The post office is next to the shopping centre. The bank is near the supermarket. The playground is in front of my new flat. The underground station is opposite the post office.

Consolidation

Workbook 7A page 30

Language focus:

Using the simple present tense to express feelings
e.g., *I like it very much.*

Using the introductory *There* to express facts
e.g., *There are some shelves and some cupboards.*

Language skills:

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Writing

Practise using appropriate layout and visual support
including illustrations in a piece of writing

Materials:

- *Student's Book 7A* page 39

Pre-task preparation

Ask individual students: *What can we find in a bedroom?*
Compile a list of things on the board: e.g., *TV/computer/table/lamp.*

While-task procedure

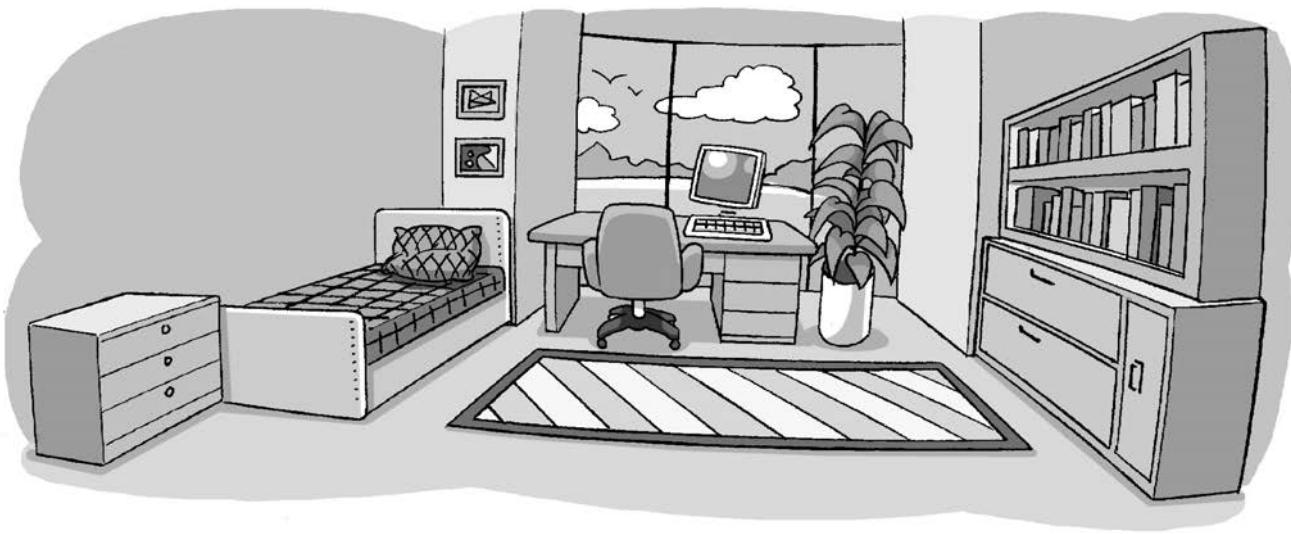
- 1 Give the students time to look at Ben's bedroom.
Ask: *What can you see in Ben's bedroom?
Where is it?*
- 2 In pairs, students prepare the paragraph orally.
- 3 The students write the paragraph.
- 4 Check the answers with the students.

Post-task activities

- 1 The students draw a picture of their bedroom.
- 2 In pairs, students compare their pictures and talk about them.
- 3 Ask individual students to introduce their bedroom.
- 4 The students write the description. Ask individual students to read out their description.

Write

Tom is asking Ben about his new bedroom.



Ben, do you like your new bedroom?



Yes. It's wonderful!
I like it very much.

It's a big room with one big window. The big window is in front of my desk. There's a computer on my desk. I put a plant next to my desk. My bed is near the desk. There are some shelves and some cupboards. The shelves are opposite the bed. There's a beautiful rug on the floor. It's between my bed and one of the cupboards. There are two funny pictures on the wall, too.

Encourage the more able students
to talk more about Ben's room.

About you

Draw a picture of your bedroom. Write about the things in it. Then show the picture to a classmate and talk about it.



- I need ...
- a flat with
 - three bedrooms
 - a balcony
 - a kitchen
 - big windows

- I'd like ...
- near/next to/on/opposite/
between ... and .../in front of

Word box



choose /tʃu:z/	v.	选择；挑选
bedroom /'bedru:m/	n.	卧室
*untidy /ʌn'taɪdɪ/	adj.	不整洁的；不整齐的
*tidy /'taɪdɪ/	v.	使整洁；使整齐
	adj.	整洁的；整齐的
*tidy up		使……整齐
*wardrobe /'wɔ:dreʊb/	n.	衣柜；衣橱
living room /'liviŋ ru:m/	n.	客厅；起居室
bathroom /'ba:θru:m/	n.	浴室
*balcony /'bælkənɪ/	n.	阳台
estate /ɪ'steɪt/	n.	地产；住宅区
agency /'eɪdʒənsɪ/	n.	代理机构
matter /'mætə(r)/	n.	问题
*suburb /'sʌbɜ:b/	n.	郊区；城外
helper /'helpə(r)/	n.	帮手；助手
*sofa /'səʊfə/	n.	长沙发
next to		紧邻；在……近旁
set /set/	n.	电视机
opposite /'ɒpəzɪt/	prep.	与……相对；在……对面
*rug /rʌg/	n.	小地毯；垫子
cupboard /'kʌbəd/	n.	橱柜；食物柜
armchair /'a:mʃeə(r)/	n.	扶手椅
sunshine /'sʌnʃain/	n.	阳光；日光



Notes

Page 35

1 I need more shelves and wardrobes. 我还要几个书架和衣橱。

2 Ben and I are much bigger now. 本和我长大了不少。

句中的 **much** 作副词，意为“……多；更”，常用于形容词和副词的比较级前，表示程度。另外，**much** 亦可用作形容词，修饰不可数名词，如：much water/milk (很多水/牛奶)等。

3 Our flat has one living room, three bedrooms, one bathroom and one kitchen. 我们的公寓里有一个客厅、三个卧室、一个浴室和一个厨房。

Page 36

1 What's the matter? 怎么啦？

这个句子可用于表示关心。

2 — What kind of flat would you like? 你们想要什么样的公寓？

— I'd like a flat with three big bedrooms, a big kitchen, two bathrooms and a balcony. 我想要一套带有三个大卧室、一个大厨房、两个浴室和一个阳台的公寓。

注意介词 **with** 的用法，意为“包括；有”，表示伴随状态。

Page 37

1 The Lis have moved to their new flat in Water Bay. 李家搬进了位于水湾的新居。

6B Unit 8 中学了 I can see clouds moving quickly., 句中的 **move** 意为“移动”；本句中的 **move** 意为“搬家”。
the Lis 表示“李家”，相当于“the Li family”(见 Unit 1); the Lis' 则意为“李家的”。

2 Where do you want the round table, Mrs Li? 李太太，你想把圆桌放在哪里？

Page 38

1 The new flat has more rooms than the old one. 新公寓的房间比老公寓多。

Additional teaching suggestions

Page 35

1 I need more shelves and wardrobes.

need 在本句中是行为动词，教师不必扩大到情态动词进行比较和操练。

Page 37

1 near/next to/in front of/on/opposite/between ... and ...

教学中要求学生正确、熟练地运用这些表示方位的词语。

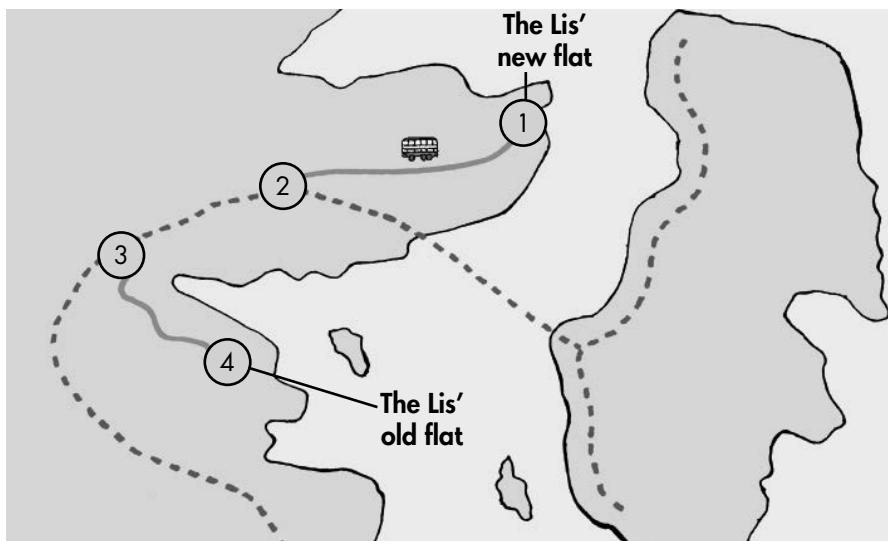
★ 本单元的**move**属一词多义，**much**属兼类词，虽不列入本单元的Word box，但列入Word bank，属核心词汇，要求学生掌握运用。

Unit 6 Different places



Reading: Kitty's new flat

Look and read



- 1 Water Bay
 - 2 Sunshine Shopping Centre
 - 3 Rose Garden School
 - 4 Rose Garden Estate
- Underground ——————
Road ——————
Bus 

Peter: Do you like your new flat, Kitty?

Kitty: Yes. It's in Water Bay. I like living in the suburbs. It's quiet and peaceful.

Peter: Where is Water Bay on the map of Garden City?

Kitty: It's in the north of the map.

Peter: How do you get to school?

Kitty: I take a bus to Sunshine Shopping Centre. Then I take the underground to school.

Remind the students that we can also say 'I go by bus' and 'I go by underground'!

Peter: How long does it take?

Kitty: It takes about forty minutes.

Peter: Is it convenient to go shopping in your new neighbourhood?

Kitty: No, there aren't any shops. Mum goes to the supermarket in Sunshine Shopping Centre once a week.



Answer

- 1 Where does Kitty live now? She lives in Water Bay.
- 2 How does Kitty get to school? She takes a bus. Then she takes the underground.
- 3 Kitty gets to school at 7.30 a.m. When does she leave home? She leaves home at 6.50 a.m.
- 4 Where does Mrs Li go shopping? She goes to the supermarket in Sunshine Shopping Centre.
- 5 How often does she go shopping? She goes shopping once a week.

Unit 6 Different places

Tasks in this unit

Describing one's neighbourhood: the location and the transport system; describing amenities found in the neighbourhood; reading and writing about different seasons.

Language focus:

Asking *Wh-* questions to find out position
e.g., *Where is Water Bay on the map of Garden City?*
Asking *How* questions to find out means
e.g., *How do you get to school?*
Asking *How* questions to find out the length of a period of time
e.g., *How long does it take?*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Re-read to establish and confirm meanings

Materials:

- *Student's Book 7A page 42*
- *Workbook 7A page 36*
- Cassette 7A
- Cassette player

Pre-task preparation

Ask the students: *Where do you live?*

Is that in the city centre or in the suburbs?

How do you get to school?

How long does it take?

While-task procedure

- 1 Give the students time to study the map.
- 2 Ask: *Where was the Lis' old flat?*
Where is their new flat?
- 3 Play the cassette for the dialogue. The students listen.
- 4 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 5 In pairs, students prepare answers to the questions. Select pairs to ask and answer the questions.

Consolidation

Workbook 7A page 36

Language focus:

Using the simple present tense to talk about present states

e.g., *My new flat is in the suburbs ...*

Using the introductory *There* to express facts

e.g., *There isn't much traffic.*

Using determiners to refer to objects in a general way

e.g., *There aren't any shops or restaurants.*

Using adjectives to describe conditions

e.g., ... so it's very quiet.

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, asking questions and explaining

Reading

Skim a text to obtain a general impression and the main ideas

Writing

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

Materials:

- *Student's Book 7A* page 43
- *Workbook 7A* page 37
- Cassette 7A
- Cassette player

Pre-task preparation

With the help of the students, compile a list of places that you find in most neighbourhoods: e.g., *shops, restaurants, banks*. Ask individual students about their neighbourhood: e.g., *Are there any restaurants in your neighbourhood?*

Is there a bank?

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Ask questions about the dialogue:
e.g., *Where has Kitty just moved to?*
Is her new flat in the city centre?
Is it noisy?
Is there much traffic?
Are there any shops/restaurants?
Are there any trees/flowers/birds?
Are there any beaches?
- 3 Give the students time to look at the list of places in **Ask and answer**.
- 4 Ask individual students questions: e.g., *Are there any shops in your neighbourhood?*
- 5 In pairs, students practise with **Ask and answer**.
- 6 Ask the students to look at **About you**.
- 7 In pairs, students tell each other about their neighbourhood.
- 8 The students write their reports. Ask individual students to read out their report.

Consolidation

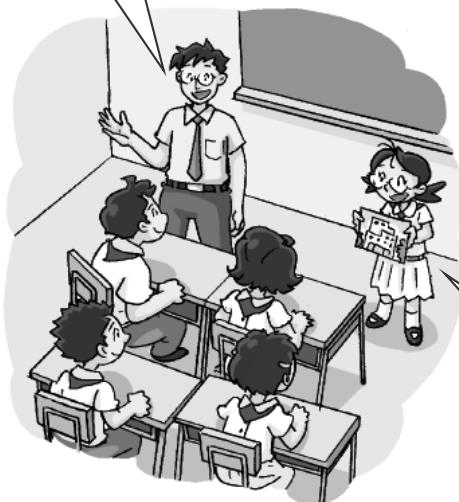
Workbook 7A page 37



Listening and speaking: Life in different places

Listen and say

Kitty has just moved to Water Bay.
Kitty, can you tell us about your new neighbourhood, please?



Yes, Mr Hu. My new flat is in the suburbs, so it's very quiet. There isn't much traffic. There aren't any shops or restaurants. There are a lot of trees, flowers and birds. There is a beach at the bottom of some steep steps.

Review the underlined determiners.

Ask and answer

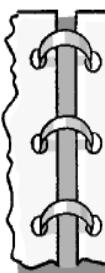
In pairs, discuss where you live, like this:

- S1: Do you live in the city centre or the suburbs?
S2: I live in the _____.
S1: Tell me about your neighbourhood, please.
S2: It's very quiet/noisy/exciting/convenient/peaceful/pleasant/relaxing. There's a lot of/not much traffic. There are some/a lot of _____. There aren't any _____. There's a/an _____.

shop(s)	financial centre(s)
market(s)	exhibition centre(s)
restaurant(s)	swimming pool(s)
bank(s)	supermarket(s)
post office(s)	cinema(s)
church(es)	beach(es)
park(s)	tree(s)
statue(s)	flower(s)
school(s)	kindergarten(s)
hospital(s)	fountain(s)

About you

Write a report about your neighbourhood.



My neighbourhood

I live in the city centre/suburbs. It is very _____. There is _____ traffic. There are some/a lot of _____. There aren't any _____. There is a/an _____.

Say and act

Simple present	Simple past	Simple present	Simple past
live	lived	watch	watched
get up	got up	swim	swam
go	went	read	read
take	took		

Kitty, what did you and Ben do when you lived in the city centre?

When we lived in the city centre, we got up late and walked to school.

Now you live in the suburbs. What do you do?

Now we get up early and go to school by bus first, then by underground.

Look, ask and answer

Look at Kitty's photographs, which show her life in the new flat. Ask and answer questions about the changes to the lives of Kitty and Ben.



get up/early



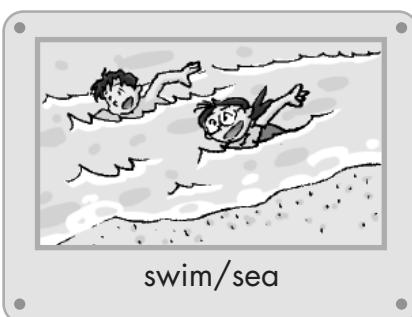
have barbecues/weekends



take Sam/beach



watch/stars/night



swim/sea



read/storybooks/home

S1: What did Kitty and Ben do when they lived in the city centre?

S2: When they lived in the city centre, they got up late.

S1: Now they live in the suburbs. What do they do?

S2: Now they ...

In the city centre:

- get up late
- go to a restaurant for dinner
- take Sam to the park
- watch TV
- swim in a swimming pool
- read storybooks in the library

Language focus:

Using the simple past tense to describe past actions and states

e.g., *Kitty, what did you and Ben do when you lived in the city centre?*

Using the simple present tense to describe present states and habitual actions

e.g., *Now you live in the suburbs. What do you do?*

Using connectives to show the time relationship between two actions

e.g., *When we lived in the city centre, we got up late and walked to school.*

Language skills:

Listening

Identify the 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

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

Materials:

- Student's Book 7A page 44
- Workbook 7A pages 38, 39, 41 and 42
- Cassette 7A
- Cassette player
- Multimedia material 7A

Pre-task preparation

1 Review the simple past forms: *live/lived; get up/got up; go/went; take/took; watch/watched; swim/swam; read/read.*

2 Ask questions to elicit the past/present forms:

e.g., *Where do you live?/Where did you live 10 years ago?
What time do you get up?/What time did you get up today?*

Do you go to the library at weekends?/Did you go to the library last Saturday?

Who takes you to the beach?/Who took you last time?

Do you watch TV?/Did you watch TV yesterday?

Do you swim in a swimming pool?/Where did you swim last time?

Do you read storybooks at home?/Did you read storybooks yesterday?

While-task procedure

- 1 Play the cassette for **Say and act**. The students listen.
- 2 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 3 Ask: *How did Kitty and Ben get to school when they lived in the city centre?*
How do they get there now?
- 4 Give the students time to look at the pictures in **Look, ask and answer**.
- 5 Ask individual students about the first picture. The students continue the practice in pairs.
- 6 *Workbook 7A page 41*
 - a Play the recording. The students listen and write.
 - b Ask individual students to read out a completed sentence.

Workbook tapescript

Narrator: Look at the pictures. Listen to the recording and complete what the boy says.

Boy: When we lived in the suburbs, it took me one hour to get to school. Now we live in the city centre, it takes me five minutes to walk to school.

When we lived in the suburbs, we had barbecues at weekends. Now we live in the city centre, we go to a restaurant for dinner.

When we lived in the suburbs, I took my dog to the beach near my home. Now we live in the city centre, I take my dog to the park for walks.

7 *Workbook 7A page 42*

a The students read the dialogue and prepare the answers without writing.

b The students write the answers. Then ask individual students the questions to check the answers.

Consolidation

Workbook 7A pages 38 and 39

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What season is it in this picture?*

Asking *Wh-* questions to find out reason
e.g., *Why?*

Using connectives to give reason
e.g., *It's winter because people are wearing warm clothes and gloves.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and replying
questions

Reading

Understand the connection between ideas by
identifying linking words or phrases

Writing

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

Materials:

- *Student's Book 7A* page 45
- *Workbook 7A* pages 40 and 43
- Cassette 7A
- Cassette player

Pre-task preparation

Review seasons and activities. With the help of the students, list the seasons on the board. Ask questions: e.g., *What do you do in summer?*

While-task procedure

- 1 Play the cassette for **Look and read**. The students listen.
- 2 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 3 Give the students time to study **Look, ask and answer**.
- 4 Ask the questions about the first picture. The students then practise with the other pictures in pairs.

Post-task activities

Workbook 7A page 43

- a In pairs, students discuss how to complete Sally's report.
- b The students write the answers. Ask individual students to read out a completed sentence.
- c The students write a report of their neighbourhood. If they have photos of their neighbourhood, they can use them. If not, they can draw pictures.
- d Ask individual students to read out their reports.

Consolidation

Workbook 7A page 40



Writing: Life in different seasons

Look and read

Look, children. This is a picture of Rose Garden Estate. What season is it in this picture?



It's winter.



It's winter because people are wearing warm clothes and gloves.

Look, ask and answer

Look at the pictures of Rose Garden Estate in different seasons. In pairs, ask and answer questions, like this:



summer



autumn



spring



winter

- the leaves are falling
- birds are making nests in the trees
- the students are wearing winter uniforms
- people are swimming in the swimming pool

About you

Draw pictures or take photographs of your neighbourhood in different seasons. Then write about them.



Language

- in the city centre/suburbs
- There is a lot of/not much ...
- There are some/a lot of ...
There aren't any ...
- What did you do when you lived ...?
- When we lived ..., we ...
- It's ___ because ...
- are falling
making
wearing
swimming

S1: What season is it in the first/second/third/fourth picture?

S2: It's ____.

S1: Why?

S2: It's ____ because ...

Word box



peaceful /'pi:sfl/	<i>adj.</i>	平静的
convenient /kən'veniənt/	<i>adj.</i>	方便的
neighbourhood /'neɪbəhʊd/	<i>n.</i>	街区；城区
bottom /'bɒtəm/	<i>n.</i>	底部
*steep /sti:p/	<i>adj.</i>	陡的
step /step/	<i>n.</i>	台阶
noisy /'nɔizi/	<i>adj.</i>	吵闹的；嘈杂的
exciting /'ɪk'saitɪŋ/	<i>adj.</i>	令人激动的；令人兴奋的
pleasant /'pleznt/	<i>adj.</i>	令人愉快的
relaxing /rɪ'læksɪŋ/	<i>adj.</i>	令人放松的
financial /fə'nænsʃl/	<i>adj.</i>	金融的；财政的
church /tʃɜ:tʃ/	<i>n.</i>	教堂
*statue /'stætʃu:/	<i>n.</i>	雕塑；雕像
*fountain /'faʊntən/	<i>n.</i>	喷泉
storybook /'stɔ:ri'bʊk/	<i>n.</i>	儿童故事书；童话书
*glove /glʌv/	<i>n.</i>	(分手指的) 手套



Notes

Page 42

1 I take a bus to Sunshine Shopping Centre. Then I take the underground to school. 我乘公共汽车到阳光购物中心，然后乘地铁去学校。

本句也可以说：I go to Sunshine Shopping Centre by bus. Then I go to school by underground.

2 Is it convenient to go shopping in your new neighbourhood? 你们新街区购物方便吗？

句中的 it 指代 to go shopping in your new neighbourhood 这一动词不定式。

Page 43

1 There isn't much traffic. 交通不繁忙。

Additional teaching suggestions

Page 44

1 —Kitty, what did you and Ben do when you lived in the city centre?

—When we lived in the city centre, we got up late and walked to school.

教学中不必对状语从句作过多的讲解和操练，只要求学生理解句意。注意提醒学生从句在前、主句在后时，要用“，”分开。

Page 45

1 本单元要求学生进一步熟悉和操练现在进行时。

Unit 7 Signs around us



Reading: Signs and rules

Look and read

Ben and Mr Li are hiking in the countryside. They see many different signs.

1



What does this sign mean?

It means: We can turn left and go to Green Mountain. It's a direction sign.

2



What does this sign mean?

It means: We can have a barbecue here. It's an information sign.

3

What does this sign mean?



It means: We must not leave rubbish. It's a warning sign.

4

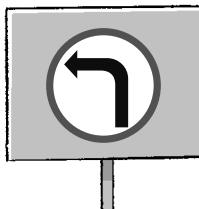
What does this sign mean?



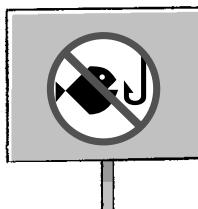
It means: We must stop here. It's an instruction sign.

Look, think and write

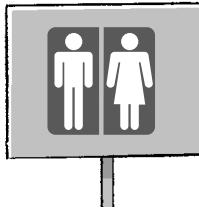
With a classmate, discuss the signs below and decide what kind of signs they are.



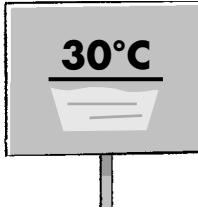
This sign tells us how and where to go.
It is a/an direction sign.



This sign tells us things we must not do.
It is a/an warning sign.



This sign tells us things we may want to know.
It is a/an information sign.



This sign tells us how to do something.
It is a/an instruction sign.

Unit 7 Signs around us

Tasks in this unit

Understanding different kinds of signs; playing a board game according to set rules and following instructions; drawing and writing about signs.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What does this sign mean?*

Using the simple present tense to express simple truth
e.g., *It means: We can turn left and go to Green Mountain.*

Using modal verbs to express obligation

e.g., *We must not leave rubbish.*

Language skills:

Listening

Recognize differences in the use of intonation in questions, statements (including approval and disapproval) and commands, and respond appropriately

Speaking

Use appropriate intonation and stress

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 7A page 48*
- *Workbook 7A page 44*
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *What signs do you see at school/on the street/in the playgrounds/in the parks/in the shops? etc.*

While-task procedure

- 1 Give the students time to study **Look and read**.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students practise the dialogues. Select pairs to read a dialogue.
- 4 Write the four kinds of signs on the board: warning, instruction, information, direction.
- 5 In groups, students discuss the four signs in **Look, think and write** and decide what kind of sign they each are. Ask individual students to read a completed sentence.

Post-task activities

- 1 Remind the students of the signs they learnt in Grade 6 and ask what kind of signs they are.
- 2 Show more signs from the Internet.
- 3 Discuss with the students:
*Do you understand these signs?
 Where can we find these signs?
 What kinds of signs are they?*

Consolidation

Workbook 7A page 44

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do they mean?*
Using modal verbs to express obligation and prohibition
e.g., *We must turn left here. We must not fly kites here.*

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 using appropriate layout and visual support

Materials:

- *Student's Book 7A page 49*
- *Workbook 7A pages 45 and 47*
- Multimedia material 7A

Pre-task preparation

Practise the modal verbs: *can/can't/must/mustn't*. Ask questions using these modal verbs:

e.g., *Can you swim in a reservoir?*

Can you ride your bicycle in a park?

What must you do when there is a typhoon?

What mustn't you do when there is a fire warning?

While-task procedure

- 1 In groups, students discuss **Look, read and match**. They then match the signs to the sentences.
- 2 Ask questions about the signs:
e.g., *What does Sign Number One mean?*
Which sign means 'We can get useful information here'?
- 3 Read **Think and write**. Ask one or two questions:
e.g., *Is Sign Number One a warning sign, an instruction sign, an information sign or a direction sign?*
- 4 In groups, students decide which category the signs go in and write the numbers in the table. Ask: *Which are warning signs? etc.*
- 5 *Workbook 7A page 47*
 - a Play the recording. The students listen and write the numbers. Then they put the signs in the correct column.
 - b Check the answers with the students.

Workbook tapescript

Narrator: Kitty and Ben are talking about the signs. Help them find the correct signs and write the numbers of the signs in the correct boxes and columns.

Kitty: What does Sign One mean?

Ben: It means: We can get useful information here.

Kitty: What does Sign Two mean?

Ben: It means: We must not take photos here.

Kitty: What does Sign Three mean?

Ben: It means: We must turn left here.

Kitty: What does Sign Four mean?

Ben: It means: We must wash these clothes in warm water.

Kitty: What does Sign Five mean?

Ben: It means: We must not walk on the grass.

Kitty: What does Sign Six mean?

Ben: It means: There is a restaurant here.

Consolidation

Workbook 7A page 45

Look, read and match

Here are some of the signs we can find in Garden City. What do they mean?

The students may do this exercise in groups.

Have them share their findings with the class.



- | | |
|--|---|
| <input type="checkbox"/> 8 We can have a picnic here. | <input type="checkbox"/> 18 We can go camping here. |
| <input type="checkbox"/> 7 We can use the telephone for help. | <input type="checkbox"/> 13 We must not fish here. |
| <input type="checkbox"/> 11 There are toilets here. | <input type="checkbox"/> 16 We must turn left here. |
| <input type="checkbox"/> 2 We can get useful information here. | <input type="checkbox"/> 9 There is a hospital here. |
| <input type="checkbox"/> 3 We can have a barbecue here. | <input type="checkbox"/> 17 We must stop our car here. |
| <input type="checkbox"/> 6 We must not fly kites here. | <input type="checkbox"/> 19 We must wash these clothes in warm water. |
| <input type="checkbox"/> 1 We can park our car here. | <input type="checkbox"/> 14 There is a restaurant here. |
| <input type="checkbox"/> 5 We must not ride bicycles here. | <input type="checkbox"/> 12 We must not pick the flowers here. |
| <input type="checkbox"/> 4 We must not smoke here. | <input type="checkbox"/> 15 We can go out here. |
| <input type="checkbox"/> 10 There is a shelter here. | <input type="checkbox"/> 20 We must keep quiet. |

Think and write

Look at the above signs again. Put the numbers in the correct columns.

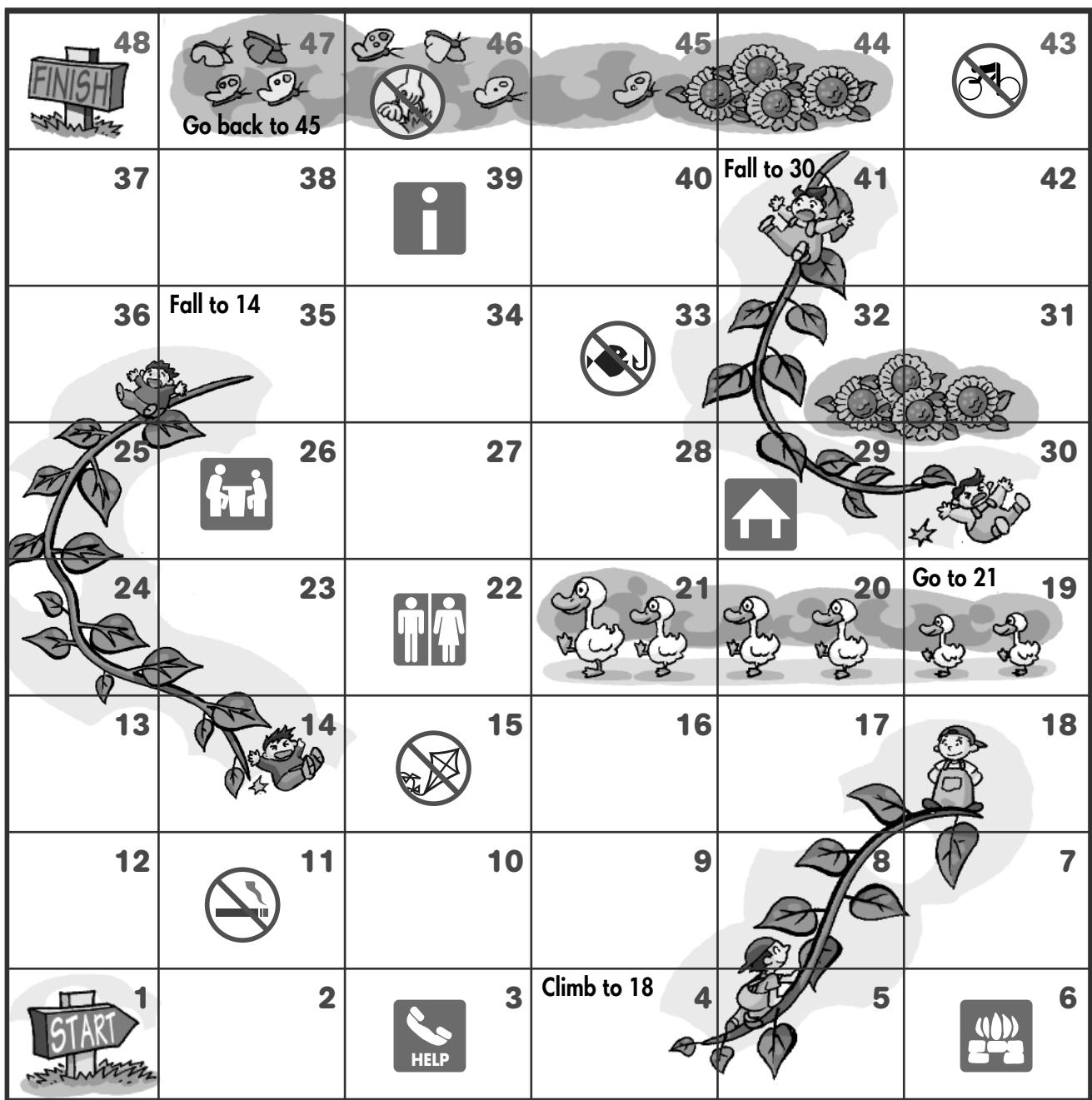
Warning	Instruction	Information	Direction
4, 5, 6, 12, 13	15, 17, 19, 20	1, 2, 3, 7, 8, 9, 10, 11, 14, 18	16

Play a game



Rules:

- This game needs two or more players, and a dice.
- The player who rolls a six on the dice goes first. Then all the other players take turns to roll the dice.
- If you land on a sign, you must say what it means. If you don't know, you miss a turn.
- The first person to get to the FINISH sign wins the game. Good luck!



Language focus:

Using imperatives to give instructions
e.g., *Go back to 45.*

Language skills:**Speaking**

Use appropriate intonation and stress

Reading

Skim a text to obtain a general impression and the main idea

Materials:

- *Student's Book 7A* page 50
- *Workbook 7A* pages 48 and 49
- Cassette 7A
- Cassette player
- Dice or spinners and counters

Pre-task preparation

Give the students time to study the board game and ask any questions they may have.

While-task procedure

- 1 Play the cassette for the rules. The students follow in their books.
- 2 In pairs or groups, students play the game.
- 3 *Workbook 7A* page 48
 - a Give the students time to look at the page.
 - b The students number the pictures.
 - c Ask pairs to read out each dialogue.
- 4 *Workbook 7A* page 49
 - a In groups, students discuss what the signs mean without writing. Ask individual students questions:
e.g., *What does Sign Number One mean?*
 - b The students write the sentences.
 - c Ask individual students to read out each answer.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What kind of sign is this?*

Asking *Wh-* questions to find out place
e.g., *Where can we find it?*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Writing

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

Materials:

- *Student's Book 7A* page 51
- *Workbook 7A* page 46
- Cassette 7A
- Cassette player

Pre-task preparation

Write on the board: *instruction, direction, warning, information.* Say: *Give me an example of an instruction sign.* etc.

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen.
- 2 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 3 Play the cassette for **Look, listen and match**. The students listen and write.

Tapescript

Narrator: Look at the signs on page 51. Listen and write the correct number in each box.
Sign Number One. We must turn left here.
Sign Number Two. We can park our car here.
Sign Number Three. We can go out here.
Sign Number Four. We must not pick the flowers here.
Sign Number Five. There are toilets here.
Sign Number Six. We must not smoke here.
Sign Number Seven. We can get useful information here.
Sign Number Eight. We must keep quiet.
Sign Number Nine. We can have a barbecue here.
Sign Number Ten. We must stop our car here.

- 4 Play the cassette again and check the answers with the students.
- 5 Ask questions about the first sign. Then in pairs the students practise with the other signs.

Consolidation

Workbook 7A page 46



Listening and speaking: What kind of sign is this?

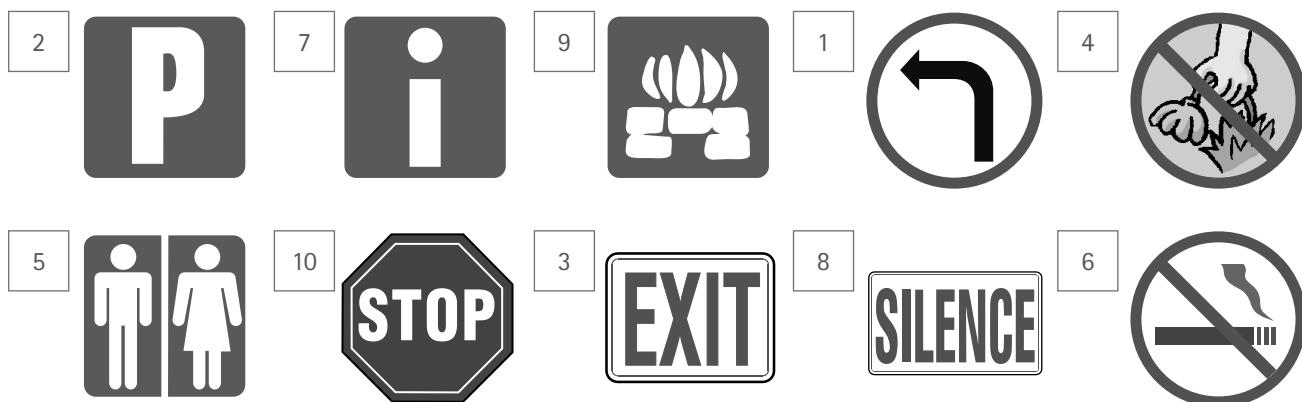
Listen and say



All reasonable answers can be accepted.

Look, listen and match

Look at the signs below. Listen and write the correct number in each box.



Ask and answer

In pairs, ask and answer questions, like this:

S1: What kind of sign is number ____?

S2: It's a/an instruction sign.
direction
warning
information

S1: Where can we find it?

S2: In a park./In the countryside./On a road./At school.



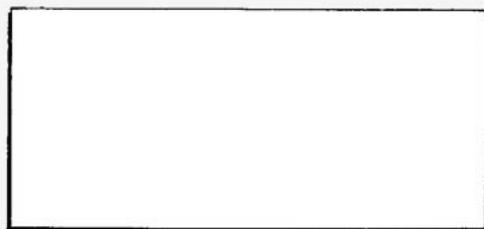
Writing: Finding signs

Find out, draw and write

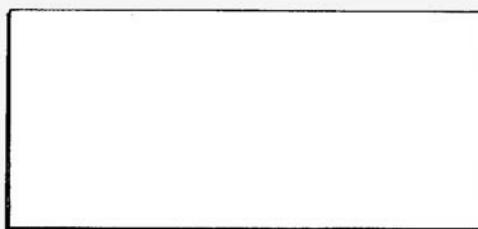
Go to different places. What kinds of signs can you find? Write a report about your findings.

Signs around us

1



3

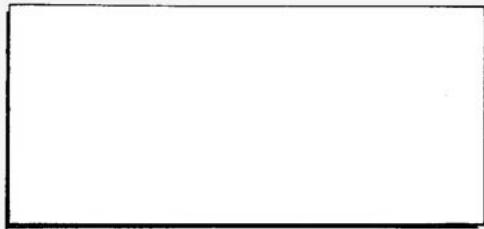


It is a/an _____ sign.

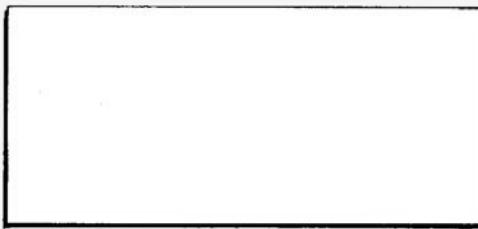
It means: _____

We can find it _____

2



4



It is _____.

It means: _____



Language

- We can/must/must not ...
- There is/are ...

► an instruction
a direction
a warning
an information

- Where can we find it?
In a park./In the countryside./
On a road./At school.

Language focus:

Using the simple present tense to express simple truth
e.g., *It means: ...*

Using modal verbs to express obligation and prohibition
e.g., *We must ...*

Language skills:**Writing**

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

Materials:

- *Student's Book 7A* page 52
- *Workbook 7A* page 50

Pre-task preparation

Ask: *Where can you find signs?* List the places the students mention on the board. Then ask individual students to draw one sign which can be found in one of these places on the board.

While-task procedure

- 1 In groups, students decide what signs they might be able to find and where they might find them.
- 2 The students draw their choice of signs and write the sentences.
- 3 Ask individual students to show one of their signs and read the sentences they have written.
- 4 *Workbook 7A* page 50
 - a Give the students time to look at the pictures and read the example silently.
 - b In pairs, students discuss whether the people in the pictures are doing anything wrong.
 - c The students write the answers. Ask individual students to read out the sentences about each picture.

Word box



*hike /haɪk/	v.	去……远足；做徒步旅行
direction /də'rekʃn/	n.	方向；方位
warning /'wɔ:nɪŋ/	adj.	警告的；警示的
instruction /ɪn'strʌkʃn/	adj.	说明用法的；操作指南的
silence /'saɪləns/	n.	寂静；无声
useful /'ju:sfl/	adj.	有用的；实用的；有帮助的
camp /kæmp/	v.	宿营；露营
go camping		去露营
player /'pleɪə(r)/	n.	游戏者；参赛选手
*dice /daɪs/	n.	骰子
*roll /rəʊl/	v.	(使) 翻滚；滚动
take turns		依次；轮流
land /lænd/	v.	落；降落
miss /mɪs/	v.	错过
luck /lʌk/	n.	运气



Notes

Page 48

- | | |
|-------------------------|--------------------------|
| 1 a direction sign 指向标志 | an information sign 信息标志 |
| a warning sign 警示标志 | an instruction sign 说明标志 |

Page 49

- 1 We must not smoke here. 此处不准抽烟。

句中的 **smoke** 作动词，意为“抽烟”。**smoke** 作名词时意为“烟”。如：The **smoke** from the traffic pollutes the air.

- 2 There is a shelter here. 这儿有个亭子。

shelter 指遮风避雨、免遭日晒的场所，这里是指公园里的亭子，又如：**bus shelter** 意为“候车亭”。

在 6B Unit 8 中学过 **typhoon shelter**，指“台风避风港”。6B Unit 10 中又学过 **Forests are very important because they provide shelter and food for birds, ...**，其中的 **shelter** 指的是“住处；居所”。

Page 50

- 1 The player who rolls a six on the dice goes first. Then all the other players take turns to roll the dice. 掷骰子掷到六的人先进行游戏。然后其他游戏者轮流掷骰子。

roll a dice 掷骰子

句中的 **turn** 作名词，意为“(依次轮到的)机会”。另外，**turn** 亦可作动词，如：**turn left/right** (向左/右转)等。

- 2 If you land on a sign, you must say what it means. If you don't know, you miss a turn. 如果你落在一个标志上，就必须说出它的意思。如果你讲不出(答案)，就轮空一次。

在 6A Unit 2 中学了 **land pollution**，**land** 作名词，意为“陆地；大地”；本句中的 **land** 作动词，意为“落；降落”。

- 3 Good luck! 祝你好运！

表示祝愿。

Additional teaching suggestions

Page 48

- 1 教师可登录相关网站寻找更多的标志，以扩大语言信息。

- ★ 本单元的 **smoke**、**turn** 属兼类词，虽不列入本单元的 **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 study the pictures.
- 2 Play the recording. The students listen.
- 3 Play the recording again. Pause for the students to write their answers.
- 4 Play the recording again to allow the students to check their answers.

Tapescript

Narrator: The children are sleeping. Let's see what they are dreaming about.

Kitty: I'm a doctor. My uniform is nice. I make sick people better. I like my job.

Joe: I've moved to a new flat. It's in the suburbs. It's a flat with a very big living room. It's near a beach. I can go swimming every day.

Alice: When I lived in the city centre, I walked to school. Now I live in the suburbs, I go to school by bus.

Peter: I'm in the park. I can see a sign. What does this sign mean? I remember! It means: We must not ride bicycles here. Oh, I'm sorry.

Now listen

Children's dreams

1

I'm a doctor.
 My uniform is nice.
 I help many sick people
 and make them better.
 I like my job!



2



3

When I lived in the city
centre, I walked to
 school. Now I live in the
suburbs and I go to
 school by bus.



4

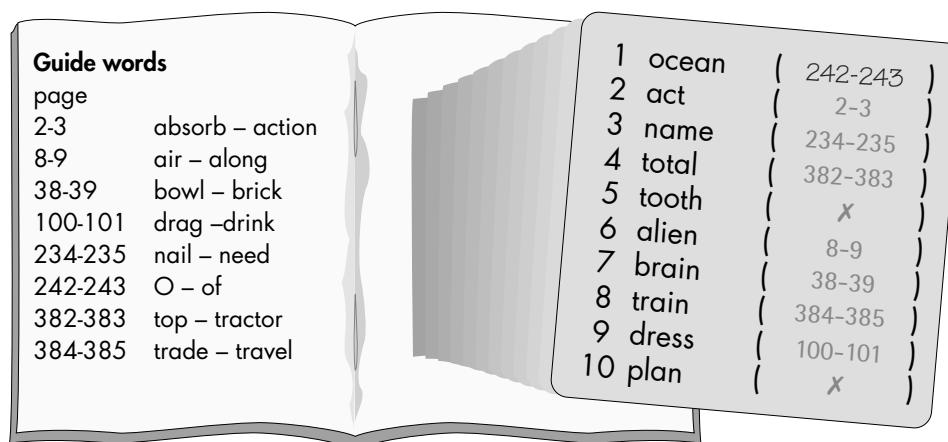


Using English

Using your dictionary (II)

Guide words can help you find a word in the dictionary quickly. If you want to look up a word in a dictionary, you had better find the guide word first.

- A** Here are some page numbers and guide words from a dictionary. Where can you find the words in the list on the right? Write the numbers of the pages. If the word can not be on any of the pages listed, write X after it. The first one is done as an example.



- B** Guess the meanings of the words in *italics* in the sentences below. Write down your guesses and then check them with the meanings given in your dictionary. How many did you get right?

- 1 Adults—¥2.10 Children—¥1.00 people grown to full size or strength
- 2 People gather in the square to celebrate New Year. come together
- 3 The girl found a cat and its kittens. young cats

- C** When you look up words in a dictionary, you will find that some words have more than one meaning. For example, in the sentences below, **funny** has different meanings. Use your dictionary to find them and write them down.

- 1 There is a *funny* smell coming from the kitchen. difficult to explain or understand; strange
- 2 He told us a very *funny* story. causing amusement, laughter
- 3 I feel *funny* today. I think I will go to the doctor. slightly unwell

- D** Use your dictionary to find the meanings of the words in *italics* in these sentences and write the meanings down. Then write one other meaning for each word.

- 1 My sister is a doctor and has two *degrees*. a academic title given by a university; b a unit for measuring angles
- 2 The tap is dripping. Can you *fix* it? a repair or mend; b fasten firmly to something
- 3 May has a *gift* for learning languages. a natural talent or ability; b a present

Using English

Using your dictionary (II)

- 1 Review: *What is a guide word?*
- 2 Ask the students to do Exercise A and check their answers.
- 3 Pair work would be appropriate for Exercises B, C and D as a certain amount of discussion over the choice of meanings might ensue. Tell the students to read carefully any example sentences they find in their dictionaries.

More practice

*Looking for a flat

Work in pairs. S1 is looking for a flat at an estate agency. S2 is the estate agent and gives S1 the information about Flat A. Then change roles to ask and answer questions about Flat B.

S1: How big is the flat?

S2: It's ...

S1: How many rooms are there in the flat?

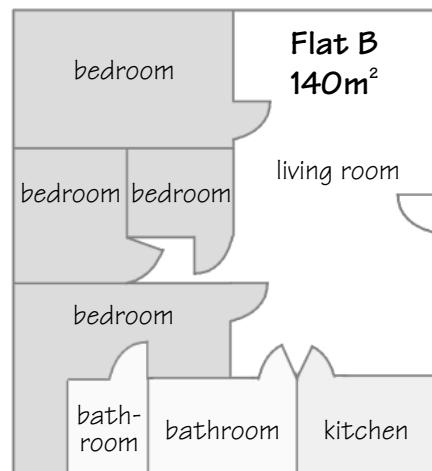
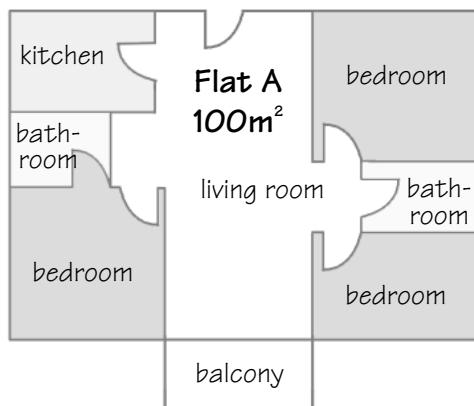
S2: There are ...

S1: Does it have
a ...?

S2: ...

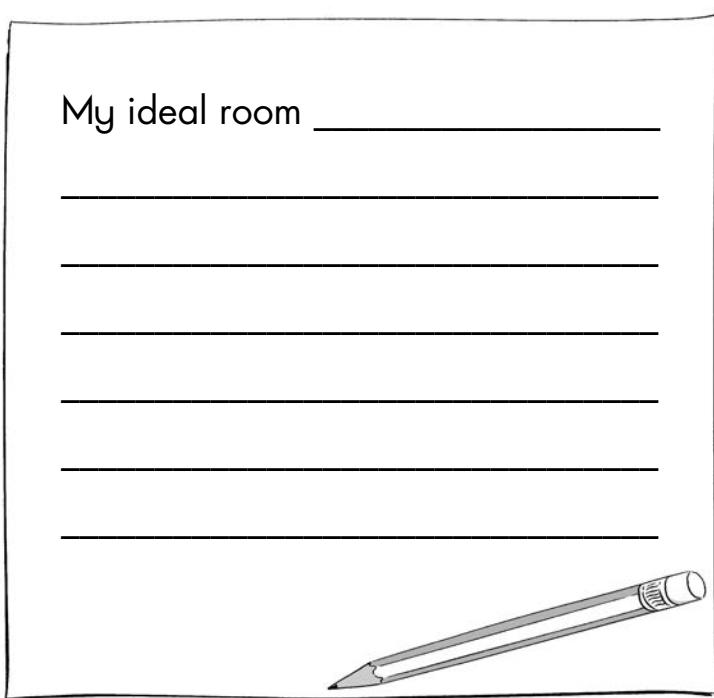
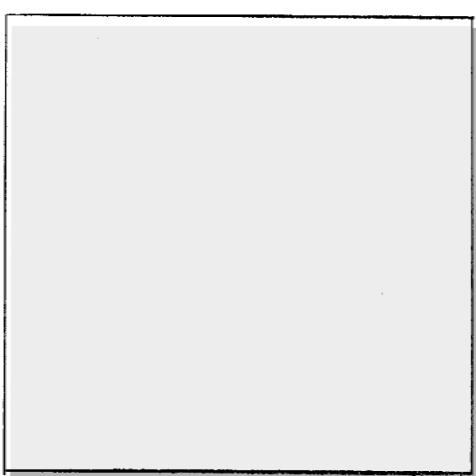
S1: Is there a ...
nearby?

S2: ...



*My ideal room

Draw a plan of your ideal room and write a few sentences to describe it.



Listen and read

/ɔɪ/	oy oi	boy noise	toy join	/eə/	air ere ear	hair where wear	pair there bear
/ɪə/	ear ere ier	hear here heavier	near easier	/ʊə/	ure	sure	
/l/	l	late	bell	/j/	y	yes	you
/r/	r	ride	round	/h/	h wh	he who	hat whose
/w/	w wh	we when	what				

Read and write

Put the words in the right columns.

noise	their	enjoy	cheer	toy	where
dear	clear	pear	chair	near	point

/ɔɪ/	/eə/	/ɪə/
noise	their	cheer
enjoy	where	dear
toy	pear	clear
point	chair	near

Listen and circle

Circle the words you hear.

	/l/	/r/	/ɔɪ/	/ɔ:/	/j/	/h/
1	let	rat	5 noise	north	9 year	hear
2	light	right	6 boy	ball	10 yes	has
3	long	wrong	7 toy	tall	11 yellow	hello
4	lot	red	8 coin	call	12 yet	hat

Tongue-twisters

- The boy enjoys playing with toys.
- Where there is a will, there is a way.

Module 3 Diet and health

Unit 8 Growing healthy, growing strong

Tasks in this unit

Talking and writing about likes and dislikes; making suggestions for activities; reading and writing about healthy living through exercise and diet; talking about eating habits and activities; recording own eating habits and activities in the past week; reading about bad eating habits and making suggestions to correct them in a report.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What are we going to do first?*

Using formulaic expressions to make suggestions
e.g., *Shall we play badminton?/Let's play badminton.*

Using formulaic expressions to express agreement and disagreement

e.g., *So do I./Neither do I.*

Language skills:

Listening

Identify the main ideas in a new topic

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 7A page 59*
- *Workbook 7A pages 51 and 52*
- Cassette 7A
- Cassette player
- Photocopiable page 6

Pre-task preparation

Ask: *What do you want to do next weekend?* Get the students to make suggestions for activities. Compile a list on the board.

While-task procedure

- 1 Give the students time to read **Look and read**.
- 2 Play the cassette. The students follow in their books.
- 3 In groups of five, students practise the dialogue. Select groups to read out the dialogue.
- 4 Ask questions about the dialogue:
e.g., *What does Kitty like doing?*
Do Joe and Peter like swimming?
What do Peter and Alice like doing?
Do Joe and Jill want to read today?
What do Jill and Joe want to do?
- 5 In groups, students practise **Ask and answer**.
- 6 *Workbook 7A page 52*
 - a In pairs, students prepare the dialogues without writing. Select pairs to say a dialogue.
 - b The students write the dialogues. Select further pairs to read out a completed dialogue.

Post-task activities

- 1 Distribute Photocopiable page 6 to the students.
- 2 In groups, students plan some activities for an outing.
- 3 The students write the programme of activities.
- 4 The students show their programme in class.

Consolidation

Workbook 7A page 51

Unit 8 Growing healthy, growing strong



Reading: To be a healthy child

Look and read

Mr Hu and the students are spending their weekend at Health Camp.

Kitty: What are we going to do first? Shall we go swimming in the swimming pool? I like swimming.

Joe: No, I don't like swimming.

Peter: Neither do I. Shall we play badminton? I like playing badminton.

Alice: So do I. Let's play badminton.

Kitty: What are we going to do next? Shall we read magazines in the reading room?

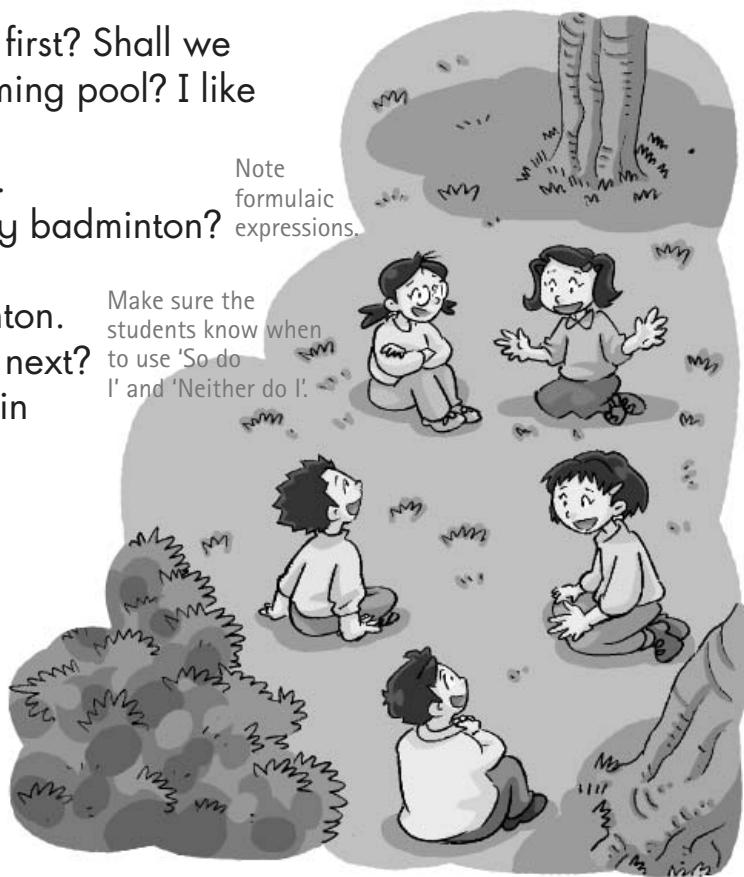
Joe: No, I don't want to read very much today.

Jill: Neither do I. Let's watch DVDs in the hall. There's a cartoon called 'Computer War'. It's very exciting and interesting.

Joe: That's a good idea.

Note formulaic expressions.

Make sure the students know when to use 'So do I' and 'Neither do I'!



Ask and answer

With your classmates, plan some activities for an outing.

S1: What are we going to do first?
Shall we ...? I like ...

S2: So do I. Let's ...

S3: No, I don't like/want to ...

S4: Neither do I. Let's ...

S1: What are we going to do next/then/after that?

S2: Shall we ...? I like ...

Write

You can give Photocopiable page 6 to the students so that they can write their answers.

Write a programme of activities for your outing.

	<p>Our outing</p> <p>Date: _____</p> <p>Place: _____</p> <p>Activity:</p> <hr/> <hr/> <hr/> <hr/>
--	--

Read

The children are reading an information sheet from the camp.

How to be a healthy child

Welcome to Health Camp. In the camp, you will learn how to stay healthy and strong.

1 If you want to stay healthy, you should go to bed early and get up early.

2 If you want to stay healthy, you should exercise regularly.

3 If you want to stay healthy, you should eat a lot of healthy food, like fruit and vegetables, and drink at least eight glasses of water every day.

4 If you want to stay healthy, you should not eat too much sweet food or drink too many soft drinks.

Ask and answer

S1: What should we do if we want to stay healthy?

S2: We should/should not ...

Write

You can give Photocopiable page 7 to the students as the poster framework.

With your classmates, make a poster about how to stay healthy.

If we want to stay healthy, ...

We should _____.

We should not _____.

Language focus:

Using connectives to express conditions

e.g., *If you want to stay healthy, you should go to bed early and get up early.*

Using modal verbs to express obligation and prohibition

e.g., *We should .../We should not ...*

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

Write out a piece of writing when a framework is provided

Materials:

- *Student's Book 7A* page 60
- *Workbook 7A* page 53
- Cassette 7A
- Cassette player
- Photocopiable page 7

Pre-task preparation

Ask: *How do we stay healthy?*

What do we do?

What don't we do?

While-task procedure

- 1 Give the students time to read the passage.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read a paragraph.
- 4 Ask: *What should we do if we want to stay healthy?* In pairs, students continue with **Ask and answer**.

Post-task activities

- 1 Distribute Photocopiable page 7 to the students.
- 2 In groups, students discuss how to stay healthy. Encourage the students to list as many suggestions as possible.
- 3 The students design the poster and complete the sentences.
- 4 The students show their posters in class and choose the best one.

Consolidation

Workbook 7A page 53

Language focus:

Using the simple past tense to talk about past actions
e.g., *I watched TV for three hours and ate three packets of crisps.*

Asking *Wh-* questions to find out specific information
e.g., *What did you do last Sunday, Joe?*

Language skills:

Listening

Identify the main ideas in a new topic

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Use appropriate format, conventions and language features when writing non-narrative texts such as a simple report

Materials:

- *Student's Book 7A* page 61
- *Workbook 7A* page 58
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *What did you do last week?*

What did you eat?

Did you eat any snacks?

Did you do any exercise?

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 3 Ask questions about the dialogue:
e.g., *What's wrong with Joe?*
What did he do last Sunday?
What did he eat last Sunday?
- 4 Give the students time to look at Joe's timetable.
- 5 Ask questions about the table: e.g., *What did Joe do last Sunday?* The students continue the practice in pairs.
- 6 The students compile their own table for last week. They can make use of the table on *Workbook 7A* page 58. Ask individual students about their table: e.g., *What did you do last Monday?*



Listening and speaking: Good habits or bad habits

Listen and say

Mr Hu, I have a sore throat.
My eyes hurt. I have toothache
and a stomach ache.

Last Sunday, I watched TV
for three hours and ate
three packets of crisps.

Last Monday, I ...

What did you do
last Sunday, Joe?

What did you
do last Monday?

Look, read and say

Look at the table below. With a classmate, talk about the things Joe did last week.

Things Joe did last week

Things Joe did last week		Wed	Thu	Fri	Sat
Sun	 watch/TV for 3 hours	 eat/3 packets of crisps	 eat/2 oranges and 2 apples	 watch/TV for 5 hours	
Mon	 drink/2 glasses of water	 watch/TV for 3 hours	 exercise/for 10 minutes	 eat/a lot of fried food	
Tue	 eat/2 boxes of ice cream	 eat/some vegetables		 watch/TV for 4 hours	 eat/5 hamburgers
		 eat/4 bars of chocolate			 drink/3 bottles of lemonade

S1: What did Joe do last ____?

S2: He ... last ____.

Simple present | Simple past

eat
drink
watch
exercise

ate
drank
watched
exercised

About you

The students can use the table on page 58
of Workbook 7A.

Make a table to show the things you did last week.

Say and act

Joe, you watched too much TV and ate too many crisps. You did not eat enough fruit. Your habits are not very good.



I'm going to change my bad habits. I'm going to watch less TV, eat fewer crisps and more fruit.

Used with countable nouns

Discuss and write

Look at page 61 again. Talk to a classmate and write a report about Joe's bad habits.

Joe's bad habits

Joe ate too many crisps and hamburgers.
He ate too much ice cream, chocolate and fried food.
He drank too much lemonade.
He watched too much TV.
He did not eat enough fruit or vegetables.
He did not drink enough water.

Think, say and write

With a classmate, talk about what Joe should do to change his bad habits. Write down your suggestions.

S1: What should Joe do to change his bad habits?

S2: He should

eat	less	_____	(and _____).
drink	more	_____	
watch	fewer	_____	

Suggestions

- Joe should eat fewer crisps and hamburgers. fruit and vegetables
- He should eat more _____.
- He should eat less _____. ice cream, chocolate and fried food

- He should drink more water.
- He should drink less lemonade.
- He should watch less TV.

Language focus:

Using adverbs of degree

e.g., *Joe, you watched too much TV and ate too many crisps.*

Using quantifiers to describe amounts

e.g., *I'm going to watch less TV, eat fewer crisps and more fruit.*

Using modal verbs to make suggestions

e.g., *Joe should eat fewer crisps and hamburgers.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 7A* pages 61 and 62
- *Workbook 7A* pages 54, 56 and 57
- Cassette 7A
- Cassette player
- Multimedia material 7A

Pre-task preparation

Ask: *Did you eat any unhealthy food last week?*

What was it?

What are you going to do?

While-task procedure

- 1 Give the students time to read **Say and act** silently.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to act it out.
- 4 Ask: *What did Joe do?*
What is Joe going to do?
- 5 In pairs, students read page 61 again. They complete the report in **Discuss and write**. Select individual students to read out one of their sentences.
- 6 In pairs, students complete **Think, say and write**. Select individual students to read a suggestion.
- 7 In pairs, students practise the dialogue in **Think, say and write**. Select pairs to say a dialogue.

8 *Workbook 7A* page 56

a Play the recording. The students listen and tick.

b Check the answers with the students.

Workbook tapescript

- | | |
|-----------|--|
| Narrator: | Why is Spaceboy ill and what can he do to get better? Listen and tick the correct answers. |
| Spaceboy: | Kitty, I don't feel well. |
| Kitty: | What's wrong with you? |
| Spaceboy: | I have a headache. My eyes hurt. I have toothache and a stomach ache. |
| Kitty: | When did you go to bed last night? |
| Spaceboy: | I played computer games last night and went to bed at eleven o'clock. |
| Kitty: | If you want to stay healthy, you should go to bed early and get up early. Did you exercise last week? |
| Spaceboy: | I exercised for ten minutes last Wednesday. |
| Kitty: | If you want to stay healthy, you should exercise regularly. What did you eat last week? |
| Spaceboy: | I remember I ate three packets of crisps and some vegetables last Sunday. Last Tuesday, I ate two boxes of ice cream and four bars of chocolate. Yesterday I ate some fruit and five hamburgers. |
| Kitty: | What about drinks? What did you drink? |
| Spaceboy: | I drank a lot of soft drinks and two glasses of water. |
| Kitty: | If you want to stay healthy, you should go to bed early and get up early, and exercise regularly. You should eat a lot of healthy food, like fruit and vegetables, and drink at least eight glasses of water every day. You should not eat too much sweet food or drink too many soft drinks. Spaceboy, your habits are not very good. |
| Spaceboy: | I know. I'm going to change my bad habits. |

Post-task activities

Workbook 7A page 57

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

Consolidation

Workbook 7A page 54

Language focus:

Using *used to* to describe habitual actions in the past
e.g., *I used to smoke.*

Using the simple present tense to describe present situations
e.g., *I don't smoke any longer.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

Plan and organize information and ideas by deciding on the sequence and content

Materials:

- *Student's Book 7A* page 63
- *Workbook 7A* pages 55 and 59
- Cassette 7A
- Cassette player

Pre-task preparation

Introduce: *used to*. Ask: *What did you use to do when you were younger? What toys/games did you use to like? What toys/games do you like now?*

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students listen and repeat.
- 3 In groups of four, students practise the dialogue. Select groups to read out the dialogue.
- 4 Ask: *What did Mr Hu use to do?*
What does he do now?
Ask similar questions about Joe, Kitty and Alice.
- 5 The students complete the list in **Write, ask and answer**. They then practise the dialogue. Select pairs to say a dialogue.

Post-task activities

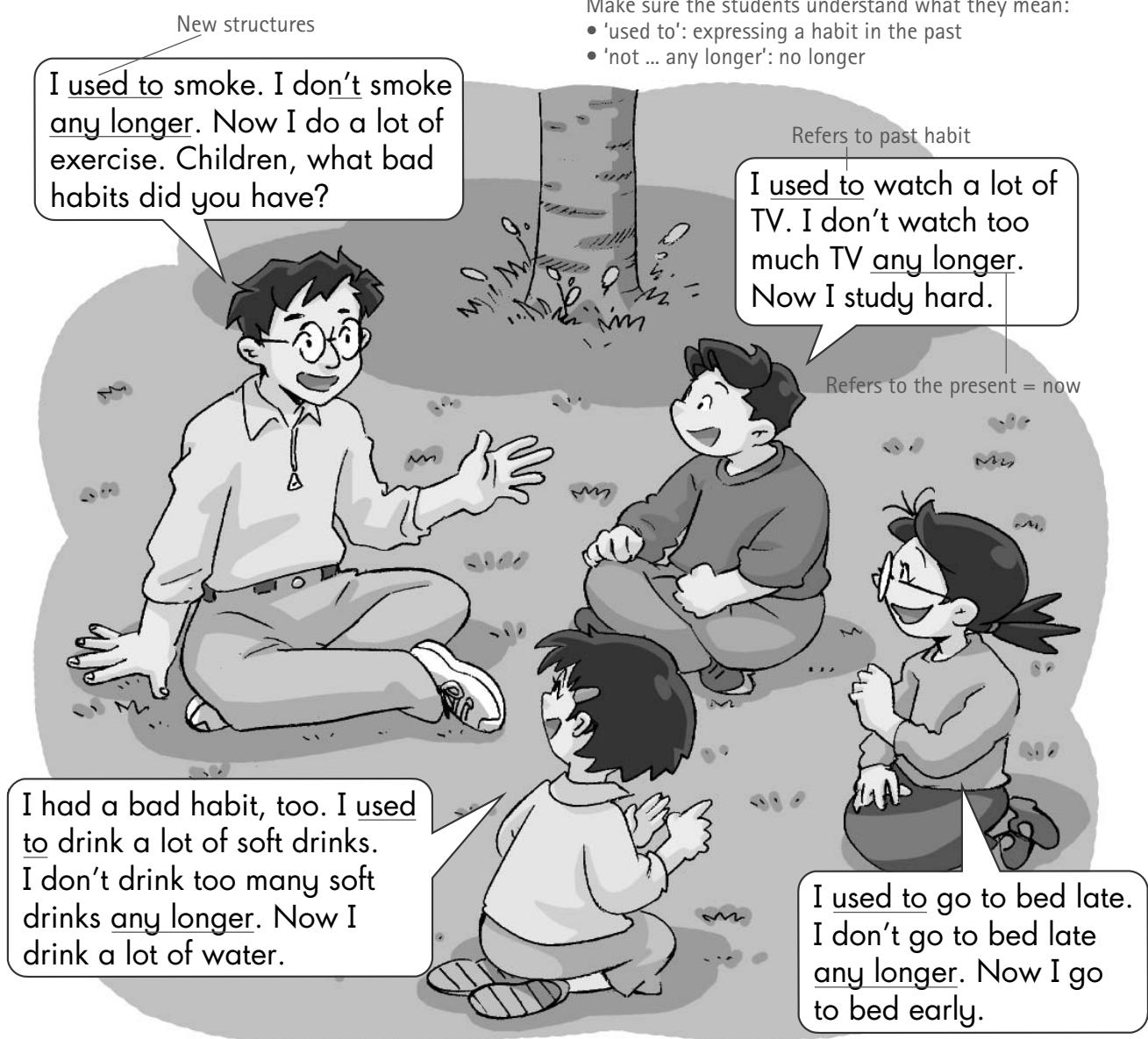
Workbook 7A page 59

- a Ask the students to complete the tasksheet using the information from the list on page 63 of *Student's Book 7A*.
- b Ask individual students to read out one of their paragraphs.

Consolidation

Workbook 7A page 55

Read



Write, ask and answer

Make a list of your bad habits in the past. Then ask a classmate about the bad habits he/she used to have and tell him/her what your bad habits were.

S1: What bad habits did you have?

S2: I used to ...

I don't ... any longer. Now I ...

What bad habits did you have?

S1: I used to ...

I don't ... any longer. Now I ...

Encourage the students to be frank when doing this exercise. Let them know that everyone has some bad habits. The most important thing is to try to do something about the bad habits.

Both 'used to' and 'any longer' are new language structures. Make sure the students understand what they mean:

- 'used to': expressing a habit in the past
- 'not ... any longer': no longer

Refers to past habit

I used to watch a lot of TV. I don't watch too much TV any longer. Now I study hard.

Refers to the present = now

I used to go to bed late. I don't go to bed late any longer. Now I go to bed early.



My bad habits in the past

- _____
- _____
- _____
- _____
- _____

The students can write their answers on page 59 of Workbook 7A.



Writing: A report on habits

A survey

Ask your classmates about their bad habits in the past and their good habits now.

Classmate	Bad habit in the past	Good habit now

Write

Write a report about the bad and good habits of your classmates.

A report—bad and good habits

1 _____ used to _____.
 He/She does not _____ any longer.
 Now he/she _____.

2 _____ used to _____.
 He/She does not _____ any longer.
 Now he/she _____.

3 _____



Language

- I like playing badminton.
So do I.
- I don't like swimming.
Neither do I.
- Shall we ...?
- If you (don't) want to ...,
you should/should not ...
- too many/much ____
- not enough ____
- less TV
fewer crisps
more fruit/vegetables
- used to ...
- not ... any longer

Language focus:

Using *used to* to describe habitual actions in the past
e.g., ___ used to ...

Using the simple present tense to express habitual actions

e.g., *He/She does not ... any longer.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Writing

Gather and share information and ideas by listing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7A* page 64
- *Workbook 7A* page 60

Pre-task preparation

Ask: *Did you have any bad habits?*

What were they?

What do you do now?

While-task procedure

- 1 The students make a list of their classmates' bad habits in the past and good habits now.
- 2 The students write the report. Select individual students to read out one of their paragraphs.

Post-task activities

Workbook 7A page 60

- a The students ask their family members about their bad habits in the past and good habits now.
- b The students complete the survey and write the report.
- c Select individual students to read out one of their paragraphs.

Word box

neither /'naɪðə(r); 'ni:ðə(r)/	<i>adv.</i>	也不
*DVD /'di: vi: 'di:/	<i>n.</i>	数字影碟
cartoon /ka:'tu:n/	<i>n.</i>	动画片；卡通片
war /wɔ:(r)/	<i>n.</i>	战争
*outing /'autɪŋ/	<i>n.</i>	(集体) 出外游玩；远足
sheet /ʃi:t/	<i>n.</i>	一张 (纸)
regularly /'regjələli/	<i>adv.</i>	有规律地；正常地
at least		至少
last /la:st/	<i>adj.</i>	上一个的
*crisp /krɪsp/	<i>n.</i>	炸薯片
bar /ba:(r)/	<i>n.</i>	条；块
*lemonade /'lemə'neɪd/	<i>n.</i>	柠檬味汽水
used to /'ju:st tə/	<i>modal v.</i>	过去常常
not ... any longer		不再



Notes

Page 59

1 Health Camp 健康度假营

camp 作名词，意为“度假营”。

2 — I don't like swimming. 我不喜欢游泳。

— Neither do I. 我也不喜欢（游泳）。

Neither do I. 表示同意对方的否定陈述。

3 — I like playing badminton. 我喜欢打羽毛球。

— So do I. 我也喜欢（打羽毛球）。

So do I. 表示同意对方的肯定陈述。

Page 60

1 If you want to stay healthy, you should not eat too much sweet food or drink too many soft drinks. 如果想保持健康，你就应该吃太多甜食和喝过多的软饮料。

句中的 drink 作动词，soft drinks 中的 drinks 为名词。注意 drink 作不可数名词时泛指“饮料”，但表示“软饮料”时，则用复数形式。

Page 61

1 My eyes hurt. 我眼睛疼。

在本册 Unit 4 中已学了 Both Ben and the motorcyclist were hurt., hurt 作形容词，意为“受伤的”；本句中的 hurt 作动词，意为“感到疼痛”。

Page 62

1 Joe, you watched too much TV and ate too many crisps. 乔，你电视看得太多，炸薯片也吃得太多了。
too many 后接可数名词复数，意为“太多”；too much 也表示“太多”，但后接不可数名词。

2 I'm going to change my bad habits. 我打算改掉我的坏习惯。

在 6B Unit 6 中学了 seasonal changes, change 作名词，意为“变化”；本句中的 change 作动词，意为“改变”。

3 I'm going to watch less TV, eat fewer crisps and more fruit. 我会少看些电视，少吃些炸薯片，多吃水果。
fewer 后接可数名词复数，表示“更少”；less 也表示“更少”，但后接不可数名词。

Page 63

1 I used to go to bed late. I don't go to bed late any longer. 我过去常常很晚睡觉。现在我不再晚睡了。
used to do something 意为“过去常常……（但现在已不这么做了）”。

Additional teaching suggestions

Page 59

1 不必把 So do I./Neither do I. 的用法扩展到各种人称或时态。本课中该用法为首次出现，仅要求学生了解其含义，掌握本单元句型的用法即可。

Page 60

1 If you want to stay healthy, you should go to bed early and get up early.

If 引导的状语从句在 6B Unit 9 已出现过，本课仍只要求进行句型操练，不必就状语从句作语法分析。

Page 63

1 I used to go to bed late.

在教学中暂不必扩大到 be used to something/doing something。

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

Unit 9 International Food Festival

Tasks in this unit

Making plans for an international food festival; talking about foods from different countries and classifying them by country; summarizing a given recipe for raisin scones; talking about food being sold and the prices; writing a letter about what happened at the food festival.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What are we going to do to raise money for them?*

Using formulaic expressions to make suggestions
e.g., *Let's have an international food festival.*

Using *going to* to talk about events which will occur soon
e.g., *What are they going to do for the SPCA?*

Language skills:

Listening

Identify the main ideas in a new topic

Speaking

Use appropriate intonation and stress

Reading

Scan a text to locate specific information

Materials:

- *Student's Book 7A page 67*
- *Workbook 7A page 64*
- Cassette 7A
- Cassette player

Pre-task preparation

- 1 Review: *going to*. Ask: *What are you going to do this evening/at the weekend?*
- 2 Review the SPCA. Ask: *What is the SPCA? What does the SPCA do?*

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students follow in their books.
- 3 In groups of five, students practise the dialogue. Select groups to read out the dialogue.
- 4 In pairs, students practise **Ask and answer**. Then ask individual students the questions.

Consolidation

Workbook 7A page 64

Unit 9 International Food Festival



Reading: Different foods for the festival

Read

/ = Society for the Prevention of
Cruelty to Animals

Mr Hu: I've heard that the SPCA needs some money to take care of homeless animals in our city. We're going to raise some money for the SPCA.

Kitty: That's a good idea. What are we going to do to raise money for them?

Alice: Let's have an international food festival. We can sell foods from different countries.

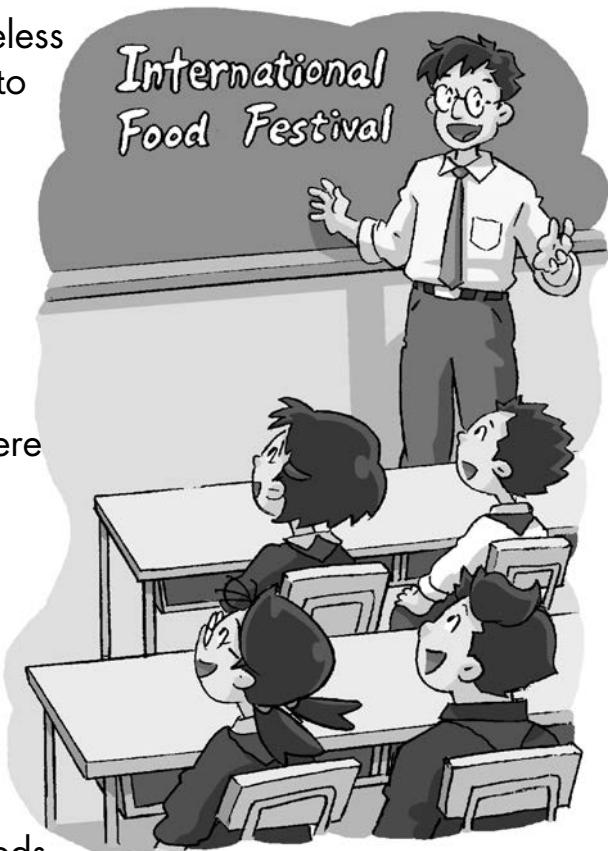
Mr Hu: Yes, that'll be fun. When and where are we going to have it?

Joe: Let's have it in the playground on Saturday, 2 February.

Alice: What time are we going to have it?

Peter: Let's have it at ten o'clock in the morning. How are we going to do it?

Alice: We're going to make different foods. Let's ask our mums to help us.



Ask and answer

With a classmate, ask and answer questions about how Kitty and her friends are going to help the SPCA.

S1: What are they going to do for the SPCA?

S2: They're going to have ... an international food festival

S1: Why are they going to have it?

S2: Because they want to ... raise money for the SPCA

S1: When are they going to have it?

S2: They're going to have it on ... Saturday, 2 February

S1: Where are they going to have it?

S2: They're going to have it in ... the playground

S1: What time are they going to have it?

S2: They're going to have it at ... 10 o'clock in the morning

S1: How are they going to do it?

S2: They're going to ... sell foods from different countries

S1: Who is going to help them?

S2: Their mums are going to help them.

Think, speak and write

Plan an international food festival with your classmates. Answer the questions. Make notes.

- 1 What are we going to do?
- 2 Why are we going to have it?
- 3 When are we going to have it?
- 4 Where are we going to have it?
- 5 What time are we going to have it?
- 6 How are we going to do it?
- 7 Who is going to help us?

International Food Festival

- 1 What? _____
- 2 Why? _____
- 3 When? _____
- 4 What time? _____
- 5 Where? _____
- 6 How? _____
- 7 Who? _____

You can give Photocopiable page 8 to the students so that they can write out the answers.

Look and read

Kitty and her classmates have made a poster for the international food festival.



Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What are we going to do?*

Asking *How* questions to find out means
e.g., *How are we going to do it?*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts by using appropriate format

Materials:

- *Student's Book 7A* page 68
- Photocopiable page 8

Pre-task preparation

Ask: *What foods would you prepare for an international food festival?*

While-task procedure

- 1 In groups, students discuss the questions in **Think, speak and write**. They write the answers in note form.
- 2 Give the students time to read **Look and read**.
- 3 Ask questions:
e.g., *Who is having an international food festival?*
Why?
When?
What time?
Where?

Post-task activities

- 1 Distribute Photocopiable page 8 to the students.
- 2 In groups, students discuss their plans for the international food festival.
- 3 The students write the answers to the questions in **Think, discuss and write** and complete the plan.
- 4 Ask a representative from each group to read out their plan.

Language focus:

Using adverbs to make comparisons
e.g., *I like Chinese food best.*

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 7A* page 69
- *Workbook 7A* pages 61, 65 and 67
- Cassette 7A
- Cassette player
- Multimedia material 7A
- Photocopyable page 9

Workbook tapescript

Narrator: Mr Wang is asking Alice about the international food festival. Listen and complete the poster and then match the different dishes with the right person.

Mr Wang: What are you and your classmates going to do for the SPCA?

Alice: We're going to have an international food festival.

Mr Wang: Why are you going to have it?

Alice: Because we want to raise money for the SPCA.

Mr Wang: When are you going to have it?

Alice: We're going to have it on Saturday, the second of February, from ten a.m. to three p.m.

Mr Wang: Where are you going to have it?

Alice: We're going to have it in the playground.

Mr Wang: What food are you going to sell, Alice?

Alice: I like American food best. I'm going to sell hamburgers, hot dogs and apple pies.

Mr Wang: What about your classmates?

Alice: Peter likes Chinese food best. He's going to sell Chinese rice puddings, zongzi and moon cakes. Kitty likes English food best. She's going to sell raisin scones and fish and chips. Joe likes Thai food best. He's going to sell prawn cakes and pineapple fried rice.

Mr Wang: It sounds great. Have fun!

Pre-task preparation

Ask: *What food and drink do you like best?*

While-task procedure

- 1 Give the students time to read **Look and read**.
- 2 Play the cassette. The students follow in their books.
- 3 Ask questions:
e.g., *What food does Peter like best?
What is he going to sell?*
Ask similar questions about Alice, Kitty and Joe.
- 4 *Workbook 7A* page 61
 - a Ask the students to read the names of the foods.
 - b The students classify the foods and complete the table.
 - c Ask: *Which foods are Chinese?* etc.
- 5 *Workbook 7A* page 67
 - a Play the recording. The students listen and complete the poster.
 - b Play the recording again. The students listen and match.
 - c Check the answers with the students.

- 6 In groups of five, students complete **Find out and write**. Ask individual students to say a sentence about one student in their list.

Post-task activities

- 1 Distribute Photocopyable page 9 to the students.
- 2 In groups, students discuss the food items they want to sell.
- 3 The students draw the food items on Photocopyable page 9 and design their own international food festival stalls.
- 4 Have an international food festival in class. The students display their own food stalls and play a food-selling game.

Consolidation

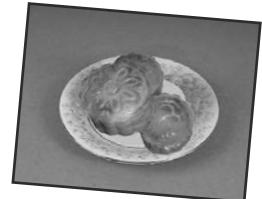
Workbook 7A page 65

Look and read

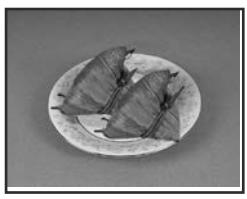
I like Chinese food best. I'm going to sell Chinese rice puddings, moon cakes and zongzi.



Chinese rice puddings



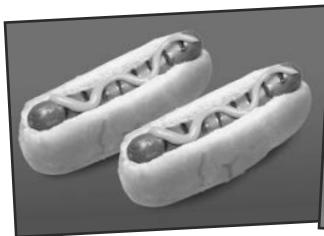
moon cakes



zongzi

Help the students distinguish between the following:

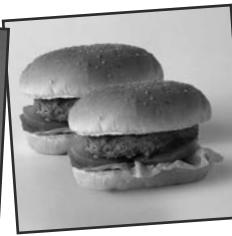
China	Chinese	England	English
America	American	Thailand	Thai



hot dogs



apple pies

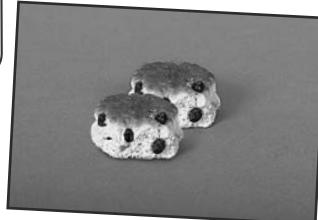


hamburgers

I like American food best. I'm going to sell hot dogs, apple pies and hamburgers.



I like English food best. I'm going to sell raisin scones and fish and chips.



raisin scones



fish and chips



pineapple fried rice



prawn cakes

I like Thai food best. I'm going to sell pineapple fried rice and prawn cakes.



Find out and write

Find out what food your classmates like best and what they are going to sell. Write about them.

Name	Kind of food	Name of dish

The students can choose food from other countries in addition to those above.



_____ likes _____ food best.
He/She is going to sell
_____, _____ and _____.)

You can give Photocopiable page 9 to the students for them to design their own food stall and play a food-selling game.

Look and read

Kitty is asking Mrs Li to show her how to make raisin scones.

Mum, we're going to have an international food festival. I'd like to sell raisin scones. Can you show me how to make them, please?



Revise adverbs of sequence

Firstly, mix 50 grams of butter, 200 grams of self-raising flour and a little salt together.

Introduce/Review imperatives



Secondly, add a little sugar and some raisins and pour in 150 millilitres of milk.



Next, use your hands to make the mixture into a dough.



Then make shapes about 5 centimetres wide and put them on a baking tray.



After that, sprinkle the shapes with flour.



Finally, bake them in an oven for 15 minutes at 200°C.

Write

Help Kitty write the recipe for raisin scones.

Ingredients:

- 50 g of butter
- 200 g of self-raising flour
- a little salt
- a little sugar
- some raisins
- 150 ml of milk

How to make raisin scones:

- 1 Mix butter, self-raising flour and salt
- 2 Add sugar, raisins and milk
- 3 Make dough
- 4 Make shapes and put on baking tray
- 5 Sprinkle shapes with flour
- 6 Bake in oven for 15 minutes at 200°C

Language focus:

Using adverbs of sequence

e.g., *Firstly; Secondly; Next; Then; After that; Finally*

Using imperatives to give instructions

e.g., *Firstly, mix 50 grams of butter, ...*

Language skills:**Listening**

Listen for specific information

Reading

Scan a text to locate specific information

Writing

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

Materials:

- *Student's Book 7A page 70*
- *Workbook 7A pages 62 and 63*
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *How do you make a sandwich?*

What do you do first/next/then?

While-task procedure

- 1 Give the students time to read **Look and read** silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask: *What would Kitty like to sell at the food festival?*
Who can show her how to make them?
What does she do firstly/secondly/next/then/after that/finally?
- 4 The students write the ingredients and make notes in the table. Ask the students to read their list of ingredients and notes.
- 5 *Workbook 7A page 62*
The students complete the list of ingredients and the steps in the recipe. Check by asking questions.
- 6 *Workbook 7A page 63*
 - a In pairs, students prepare the instructions without writing. Ask the students to read out the steps in the correct order.
 - b The students write the recipe. Ask individual students to read out the completed recipe.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What food are you selling?*

Asking *How* questions to find out prices
e.g., *How much do they cost?*

Using modal verbs to make polite requests
e.g., *May I have two raisin scones and a plate of fish and chips, please?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7A* page 71
- *Workbook 7A* pages 66 and 68
- Cassette 7A
- Cassette player

Pre-task preparation

Ask about the price of snack foods and drinks:
e.g., *How much does a packet of crisps/a can of cola cost?*

While-task procedure

- 1 Play the cassette for **Look, listen and say**. The students listen and repeat with their books closed.
- 2 Ask questions about the dialogue:
e.g., *What would Miss Guo like to buy?
How much do they cost?*
- 3 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 4 In pairs, students practise the dialogue in **Look, ask and answer**. Select pairs to say a dialogue.
- 5 *Workbook 7A* page 68
 - a Give the students time to read the dialogue silently.
 - b The students complete the table.
 - c Select groups to act out the dialogue.

Consolidation

Workbook 7A page 66



Listening and speaking: At the international food festival

Look, listen and say

Give additional practice of saying prices.

Hello, Kitty. I'd like to buy some food. What food are you selling?

How much do they cost?

May I have two raisin scones and a plate of fish and chips, please?

I'm selling raisin scones and fish and chips. They're English food.

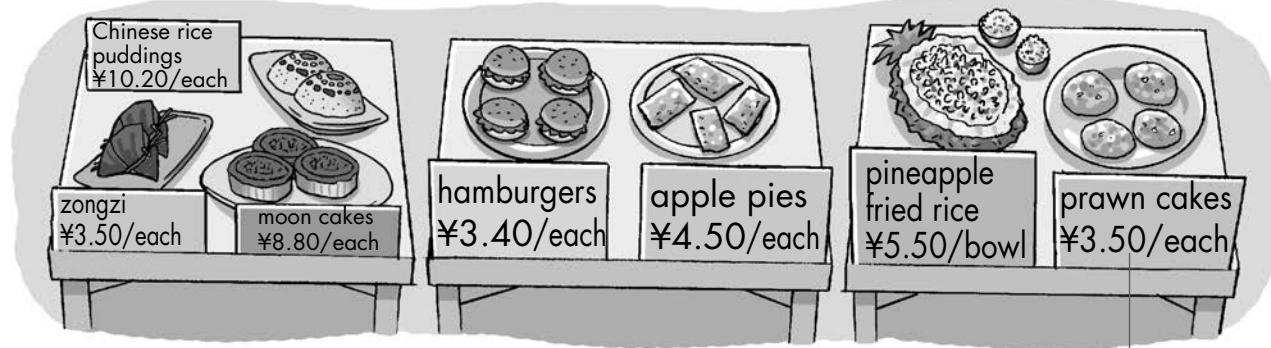
A raisin scone costs three yuan and five jiao and a plate of fish and chips costs nine yuan and three jiao.

Yes, of course. That'll be sixteen yuan and three jiao.



Look, ask and answer

Look at the different foods. Ask and answer questions with a classmate.



Read the figures aloud first

S1: Hello. I'd like to buy some food. What food are you selling?

S2: I'm selling _____ (and _____. It's/They're _____ food.

S1: How much does it/do they cost?

S2: A _____ costs _____ yuan and _____ jiao./

A _____ of _____ costs _____ yuan and _____ jiao.

S1: May I have ..., please?

S2: Yes, of course. That'll be _____ yuan and _____ jiao.



Writing: Kitty's letter about the festival

Read and write

Help Kitty complete her letter to her cousin, Lucy. Lucy and Simon are Kitty's cousins in Beijing, introduced in Unit 1.

8 February _____

The students can refer to page 69 for the information.

Dear Lucy

How are you and Simon? Ben and I are very well. My school had an international food festival last week. My classmates and I wanted to raise money for the SPCA.

We sold foods from different countries. Peter sold Chinese rice puddings, moon cakes and zongzi. They are Chinese food. Alice sold hot dogs, apple pies and hamburgers. They are American food. Joe sold pineapple fried rice, prawn cakes and Thai food. I sold raisin scones and fish and chips. They are English food. We raised ¥1,000 for the SPCA. We hope the money will help the animals at the SPCA. What do you think about it?

I hope to hear from you soon.

Yours sincerely

Kitty



Language

- ▶ What/Why/When/Where/What time/
How/Who ...?
- ▶ ... be going to ...
- ▶ I like Chinese food best.
American
English
Thai
- ▶ Firstly,/Secondly,/Next,/Then/
After that,/Finally, ...
- ▶ yuan and jiao
- ▶ a plate or bowl
- ▶ had
wanted
sold
raised

Language focus:

Using the simple past tense to talk about past events
e.g., *My school had an international food festival last week.*

Language skills:**Reading**

Recognize the presentation of ideas

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7A* page 72
- *Workbook 7A* page 69

Pre-task preparation

Review the simple past tense.

- 1 Introduce/review the simple past forms: *have/had; want/wanted; sell/sold; raise/raised; make/made; buy/bought; cost/cost; do/did.*
- 2 Say: *Kitty's school had an international food festival last week. Look at page 69. What did Peter/Alice/Joe sell?*
- 3 Say: *Look at page 71. What did Kitty make for the food festival?*
What did Miss Guo buy?
How much did they cost?

While-task procedure

- 1 The students prepare the letter without writing. Ask individual students to say a sentence.
- 2 The students write the letter. Ask individual students to read out a completed sentence.
- 3 *Workbook 7A* page 69
 - a In pairs, students prepare the letter without writing. Ask individual students to say a sentence.
 - b The students write the letter. Select individual students to read out a completed sentence.

Word box



homeless /'həʊmləs/	<i>adj.</i> 无家的
pie /paɪ/	<i>n.</i> 果馅饼；果馅派
*raisin /'reɪzn/	<i>n.</i> 葡萄干
*scone /skɒn/	<i>n.</i> 烤饼；司康饼
*Thai /taɪ/	<i>adj.</i> 泰国的
of course	当然
firstly /'fɜːstli/	<i>adv.</i> 第一；首先
flour /'flaʊə(r)/	<i>n.</i> 面粉
*self-raising flour /,self'reɪzɪŋ 'flaʊə(r)/	<i>n.</i> 自发面粉（含有发酵粉）
secondly /'sekəndli/	<i>adv.</i> 第二；其次
add /æd/	<i>v.</i> 增加；添加
pour /pɔː(r)/	<i>v.</i> 倾倒；倒出
*millilitre /'mɪlɪliːtə(r)/	<i>n.</i> 毫升；千分之一升
mixture /'mɪkstʃə(r)/	<i>n.</i> 混合物
*dough /dəʊ/	<i>n.</i> 生面团
wide /waɪd/	<i>adj.</i> 宽度为……的；宽的
*baking tray /'beɪkɪŋ treɪ/	<i>n.</i> 烤盘
*sprinkle /'sprɪŋkl/	<i>v.</i> 撒；洒
oven /'ʌvn/	<i>n.</i> 烤箱
hear from	收到……的来信、电话等
sincerely /sɪn'sɪəli/	<i>adv.</i> 真诚地



Notes

Page 67

- 1 I've heard that the SPCA needs some money to take care of homeless animals in our city. 我听说动物保护协会需要一些资金来照料我们城市里无家可归的动物。
hear 常解释为“听见”，但在本句中意为“听说”。
- 2 raise some money 筹钱，其中的 raise 意为“筹募；征集”；本册 Unit 1 中学习了 raise the Chinese national flag，其中的 raise 意为“提升；举起”。
- 3 Let's have an international food festival. 我们举办一次国际食品节吧。
句中的 have 意为“组织；举办”。
- 4 We can sell foods from different countries. 我们可以卖各国的食物。
foods 表示不同种类的食物，需用复数形式。
- 5 Yes, that'll be fun. 对，会很有趣的。
- 6 Let's ask our mums to help us. 让我们请妈妈们帮忙。
ask somebody to do something 请（某人）做（某事），此处 ask 意为“要求；请求”。

Page 69

- 1 Chinese rice pudding 八宝饭 hot dog 热狗 apple pie 苹果派
raisin scone 葡萄干烤饼 fish and chips 炸鱼薯条 pineapple fried rice 菠萝炒饭
prawn cake 虾饼
- 2 I like Thai food best. 我最喜欢泰国食物。
句中的Thai是Thailand（国名）的形容词形式。

Page 70

- 1 — Can you show me how to make them, please? 你能教我怎么做吗?
— Of course. 当然可以。
Can you ...? 常用于提出“请求”，如接受请求，可用 Of course. 应答。
- 2 200°C 读作 two hundred degrees Celsius/centigrade。
- 3 50 g of butter 50 克黄油，g 为 gram 的缩写，意为“克”。
- 4 150 ml of milk 150 毫升牛奶，ml 为 millilitre 的缩写，意为“毫升”。

Page 71

- 1 — May I have two raisin scones and a plate of fish and chips, please? 我可以买两个葡萄干烤饼、一盘炸鱼薯条吗?
— Yes, of course. 当然可以。
May I ...? 常用于表示“请求”，也可以用 Can I ...?，其肯定回答多用 Of course.，表示许可某人的请求。

Additional teaching suggestions

Page 71

- 1 May I ...? 表示“请求”，多用 Of course./Yes, please. 等表示接受请求。
本册中多处出现了表达某种语言功能的句子。如：Can I help you? (Unit 1); Nice to meet you. (Unit 1) ; Good luck. (Unit 7); Shall we ...? (Unit 8)。教师要重视对这类句子的总结、归纳并创设情境进行操练。
- ★ 本单元的hear、raise、ask属一词多义，虽不列入本单元的Word box，但列入Word bank，属核心词汇，要求学生掌握运用。

Unit 10 A birthday party

Tasks in this unit

Planning a party; talking about activities for a party; reading about things needed to make a cake and listing the ingredients; drawing some food and listing the ingredients; matching photos and text to sequence a recipe and writing the recipe; making suggestions for food and party things and planning shopping lists; talking about past activities.

Language focus:

Using formulaic expressions in a telephone conversation
e.g., *Hello. This is Kitty. May I speak to Peter, please?*
Asking *Wh-* questions to find out specific information
e.g., *What are we going to do at the party?*
Using *going to* to describe events that will occur quite soon
e.g., *We're going to have a lot of delicious food and drink.*

Language skills:

Listening

Identify main ideas in a new topic
Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions
Close an interaction by using appropriate formulaic expressions

Reading

Read written language in meaningful chunks
Scan a text to locate specific information

Materials:

- *Student's Book 7A page 75*
- *Workbook 7A pages 70 and 76*
- Cassette 7A
- Cassette player
- Multimedia material 7A

Pre-task preparation

Ask: *Who are you going to have a party for?
When?
Where are you going to have the party?
What are you going to do?
What are you going to eat and drink?*

While-task procedure

- 1 Give the students time to read the first dialogue silently.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students practise the first dialogue. Select pairs to read it.
- 4 Ask questions about the dialogue:
e.g., *Who is going to have a birthday party?
When are they going to have the party?
Can Peter go to the party?
What are they going to do?*
- 5 Give the students time to read the second dialogue silently.
- 6 Play the cassette for the second dialogue. The students listen.
- 7 Select pairs to read out the second dialogue.
- 8 Ask: *Can Jill go to the party?
Why not?*
- 9 *Workbook 7A page 76*
 - a Play the recording. The students listen and write.
 - b Check the answers with the students.

Workbook tapescript

Narrator:	Tom and Kitty are planning a birthday party for Alice. Listen to their telephone conversation and complete the table below.
Tom:	Hello. This is Tom. May I speak to Kitty, please?
Kitty:	Hello, Tom. This is Kitty speaking.
Tom:	It's Alice's birthday on Sunday. I'm planning a party. Are you free on Sunday at one o'clock in the afternoon?
Kitty:	Yes, I am. What are we going to do at the party?
Tom:	We're going to have a lot of delicious food and drink. We're going to sing karaoke. We're going to watch DVDs. We're going to have a barbecue in the afternoon.
Kitty:	It sounds great! I'm looking forward to it.
Tom:	I'll see you on Sunday afternoon at one o'clock at my flat.
Kitty:	Yes, thanks. I'll see you then.

Consolidation

Workbook 7A page 70

Unit 10 A birthday party



Reading: Preparing for Ben's birthday party

Read

1

Tell the students this is a common way to open a telephone conversation.

Hello. This is Kitty. May I speak to Peter, please?



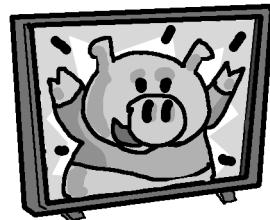
New language. 'Are you free ...' means the same as 'Do you have spare time ...?'.



This is a common way to respond.

Hello, Kitty. This is Peter speaking.

Kitty: It's Ben's birthday on Saturday. I'm planning a party. Are you free on Saturday at three o'clock in the afternoon?



Peter: Yes, I am. What are we going to do at the party?

Kitty: We're going to have a lot of delicious food and drink. We're going to watch some cartoons. We're going to have a barbecue in the evening.



Peter: It sounds great! I'm looking forward to it.

Kitty: I'll see you on Saturday afternoon at three o'clock at my flat.

Peter: Yes, thanks. I'll see you then.

2

Hello, Jill. This is Kitty.
How are you?



Hello, Kitty. I'm fine, thanks.



Kitty: This Saturday is Ben's birthday. I'm planning a party.

Are you free on Saturday at three o'clock in the afternoon?

Jill: I'm sorry. I've got something to do on Saturday.

This is a polite way to decline an invitation.

Kitty: Oh, what a pity!

Jill: Have a great party. Say 'Happy Birthday' to Ben for me, please.

Kitty: Yes, I will.

Jill: Thank you. Bye.

Kitty: Bye.

Ask and answer

Use the phone to invite a classmate to your friend's birthday party.

S1: Hello. This is _____. May I speak to _____, please?

S2: Hello, _____. This is _____ speaking.

S1: It's _____'s birthday on _____ (day). I'm planning a party.
Are you free on _____ (day) at _____ (time) in the
morning/afternoon/evening?

S2: Yes, I am. What are we going to do
at the party?

S1: We're going to ...

S2: It sounds great! I'm looking forward
to it. Common formulaic expressions

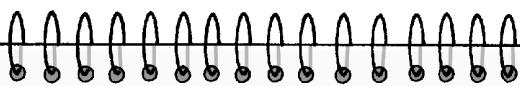
S2: I'm sorry. I've got something to do
on _____ (day).

S1: Oh, what a pity!

S2: Have a great party.

S1: Thank you. Bye.

S2: Bye.



Activities at the birthday party

- take photographs
- play computer games
- sing karaoke
- have a barbecue
- play chess
- watch cartoons

Look and read

Used with both countable
and uncountable nouns

Mum, I'd like to bake a chocolate cake for Ben. What ingredients do we need?



To make a chocolate cake, we need some eggs, some sugar, some butter, some flour and some chocolate powder. To make the icing, we need some chocolate powder, some butter, some icing sugar and some milk. We have to go to the supermarket to buy these things.



Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What are we going to do at the party?*
Using quantifiers to indicate countable and uncountable nouns
e.g., *To make a chocolate cake, we need some eggs, ...*

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

Writing

Plan and organize information and ideas by deciding on the sequence of content

Materials:

- *Student's Book 7A* page 76
- *Workbook 7A* page 72
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *Can you make a cake?*
What ingredients do we need to make a cake?

While-task procedure

- 1 Give the students time to read **Ask and answer** silently.
- 2 In pairs, students practise the dialogue, using one or two of the activities listed. (The students should practise both accepting and declining the invitation.)
- 3 Select pairs to say a dialogue accepting the invitation; select other pairs to say the dialogue declining the invitation.
- 4 Give the students time to read **Look and read** silently.
- 5 Play the cassette. The students listen.
- 6 Select individual students to read out a sentence each.
- 7 Ask: *What ingredients do we need to make a chocolate cake?*
Each student mentions one ingredient. Ask: *Where can we buy those things?*
- 8 *Workbook 7A* page 72
 - a The students read **Look and read** on *Student's Book 7A* page 76 again.
 - b In pairs, students discuss the ingredients needed without writing. Ask: *What ingredients do you need to make a chocolate cake/the icing?*
 - c The students write the lists. Check orally.

Language focus:

Using adverbs of sequence

e.g., *Firstly; Secondly; Thirdly; Next; Then; After that;*

Finally

Using imperatives to give instructions

e.g., *make; beat; put; mix; pour; wait*

Language skills:

Reading

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

Understand the connection between ideas by identifying linking words and phrases

Writing

Plan and organize information and ideas by deciding on the sequence of content

Materials:

- *Student's Book 7A page 77*
- *Workbook 7A pages 71 and 73*

Pre-task preparation

Ask: *How do you make a funny pizza?*

What do you do first/then/next/finally?

While-task procedure

- 1 Give the students time to look at the sequence of pictures and match them with the text.
- 2 Ask: *What do you do firstly/secondly/thirdly/next/then/after that/finally?*
Help the students check and correct the sequence, if necessary.
- 3 *Workbook 7A page 73*
 - a In pairs, students prepare the recipe without writing.
Select individual students to say a sentence.
 - b The students write the recipe. Ask individual students to read out a completed step.

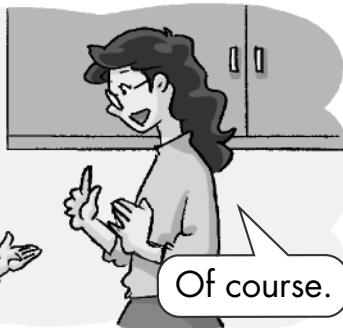
Consolidation

Workbook 7A page 71

Look, read and match

Note that 'Thirdly' is a new vocabulary item.

Mum, now we've got all the ingredients. Can you show me how to bake a chocolate cake?



2 Secondly, ...



3 Thirdly, ...



1 Firstly, ...



4 Next, ...



5 Then ...



6 After that, ...



7 Finally, ...



6

After that, make the icing. Mix together 50 grams of butter, 100 grams of icing sugar, some chocolate powder and some milk.

2

Secondly, beat two eggs and add them to the sugar and the butter.

3

Thirdly, put 200 grams of flour and some chocolate powder in the bowl. Stir the mixture.

1

Firstly, mix 100 grams of sugar and 100 grams of butter together in a bowl.

5

Then put the mixture in an oven and bake it for 20 minutes at 180°C.

4

Next, pour the mixture into a baking tray.

7

Finally, wait for the cake to cool. Put the icing on top of the cake.



Listening and speaking: Shopping for the party

Look, listen and act

1

Ben's birthday party is on Saturday afternoon. What food shall we have at the party?

'Let's' and 'Shall we' are used for making suggestions.

Responding to a suggestion.

Let's have some chicken wings and spring rolls.

Yes, that's a good idea.
Let's have some chicken wings and spring rolls.

Shall we have some crisps?

No, I don't like crisps very much.
I'd rather have some nuts.

= I'd prefer to have

2

What drink shall we have at the party?

Shall we have some orange juice?

Yes, that's a good idea.
Let's have some orange juice.

No, I don't like orange juice very much. I'd rather have some soya milk.

You can give Photocopiable page 10 to the students so that they can write out their shopping list.

Ask, answer and write

With your classmates, discuss the food and drink you would like to have at your party. Write a list of the food and drink you will buy for your party.

- S1: What food/drink shall we have at the party?
- S2: Let's have some ____./Shall we have some ____?
- S3: Yes, that's a good idea. Let's have some ____.
- S4: No, I don't like ____ very much. I'd rather have some ____.

Shopping list

Food:

Drink:

Language focus:

Using modal verbs to ask for suggestions

e.g., *What food shall we have at the party?*

Using formulaic expressions to make suggestions

e.g., *Let's have some chicken wings and spring rolls./*

Shall we have some crisps?

Using formulaic expressions to show agreement

e.g., *Yes, that's a good idea.*

Using modal verbs to show preferences

e.g., *I'd rather have some nuts.*

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 and feelings

Materials:

- *Student's Book 7A page 78*
- *Workbook 7A page 74*
- Cassette 7A
- Cassette player
- Photocopiable page 10

Pre-task preparation

Ask: *What's your favourite party food?*

What's your favourite drink?

While-task procedure

- 1 Play the cassette for the first dialogue. The students follow in their books.
- 2 Ask: *What food will the children have at their party?*
- 3 In groups of four, students practise the dialogue. Select groups to act out the dialogue.
- 4 Play the cassette for the second dialogue. The students listen and repeat with their books closed.
- 5 Ask: *What drink will the children have at their party?*
- 6 In groups of four, students practise the dialogue. Select groups to act out the dialogue.
- 7 In groups, students practise the dialogue in **Ask, answer and write**. They then agree on a shopping list and write it. You can give Photocopiable page 10 to the students so that they can write out their lists. Ask individual students to read out their group's shopping list.

Consolidation

Workbook 7A page 74

Language focus:

Using modal verbs to express preferences
e.g., *I'd like to take some photographs.*

Asking *Wh-* questions to find out specific information
e.g., *What do I need to buy?*

Using connectives to show a cause and effect relationship

e.g., *We don't have any batteries at home, so you need to buy some batteries.*

Language skills:

Listening

Recognize the differences in the use of intonation in questions and statements
Listen for specific information

Speaking

Maintain an interaction by asking for and responding to others' opinions

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

Writing

Use appropriate format, conventions and language features when writing non-narrative texts such as shopping lists

Materials:

- *Student's Book 7A page 79*
- *Workbook 7A pages 75 and 77*
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *What would you like to do at a party?*
What would you need?

While-task procedure

- 1 Give the students time to read **Listen and say** silently.
- 2 Play the cassette for the first dialogue. The students listen.
- 3 In pairs, students practise the first dialogue. Select pairs to read out the dialogue.
- 4 Ask: *What would Kitty like to do?*
What does she need to buy?
- 5 Play the cassette for the second dialogue. The students listen.
- 6 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 7 Ask: *What would Kitty like to do?*
What does she need to buy?
- 8 The students practise the dialogue in **Ask, answer and write** and complete the shopping list.
- 9 *Workbook 7A page 77*
 - a Give the students time to read the dialogue silently.
 - b In pairs, students decide what Tom needs to buy and write the sentences.
 - c Ask individual students to read out a sentence.

Consolidation

Workbook 7A page 75

Listen and say

Kitty is asking Mrs Li about the things she needs to buy for Ben's birthday party.

Note that 'so' is a connective, linking two sentences together. It means 'therefore' in this context.

1

I'd like to take some photographs.
What do I need to buy?

We don't have any batteries at home,
so you need to buy some batteries. You
need to buy them at the supermarket.



I'd like to decorate
the flat for the party.

You need to buy some balloons and
flowers. We have some balloons at
home, but we don't have any flowers.

2

I'd like to put some candles
on the chocolate cake.

You need to buy some
candles and matches.

I'd also like to have
a barbecue.

We don't have any forks or
charcoal, so you need to buy
some forks and charcoal.



Ask, answer and write

Talk to a classmate and find out what
Kitty needs to buy for Ben's birthday.
Complete the shopping list.

S1: What does Kitty need to buy?

S2: She needs to buy some ...

Ask the students to think
of some other items
people have at parties

Shopping list

- some batteries
- some balloons and flowers
- some candles and matches
- some forks and charcoal
-
-



Writing: My birthday party

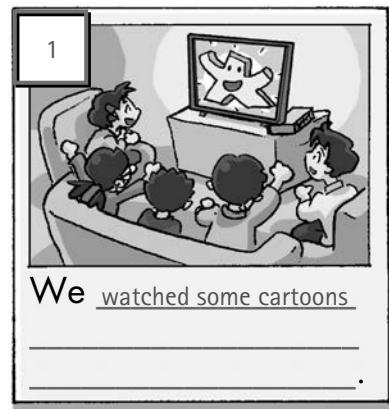
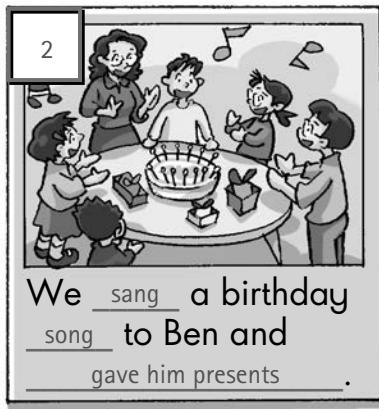
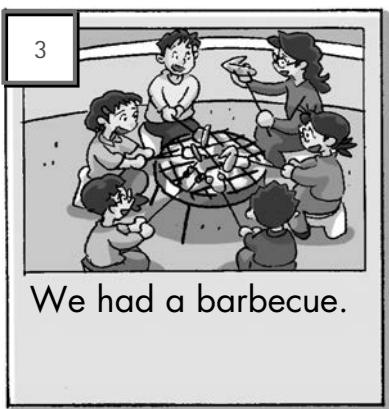
Look and read

Kitty has written an e-mail to Lucy to tell her about Ben's birthday party.

To:	Lucy
Subject:	Ben's birthday party
<p>Dear Lucy</p> <p>Remind the students that there are different letter formats. It is also acceptable to indent the paragraphs.</p> <p>Last Saturday was Ben's birthday. We had a birthday party for him. Our friends Peter, Tom and Alice came to my flat at three o'clock in the afternoon. We had a lot of delicious food and drink. First, we watched some cartoons. Next, we sang a birthday song to Ben and gave him presents. My present to Ben was a chocolate cake. Mum taught me to make it. After that, we had a barbecue. Everybody enjoyed the party very much. Here are some photos of the party.</p> <p>Write soon.</p> <p>Yours Kitty</p>	

Match and write

Put Kitty's photos in the correct order and complete the captions.



Draw and write

You can give Photocopiable page 11 for the students to draw and write about their last birthday party.

Draw pictures of one of your birthday parties and write about them.



Language

- ... going to ...
- I'd like to ...
- Firstly,/Secondly,/Thirdly,/Next,/Then/After that,/Finally, ...
- I'd rather have some ____.
- ..., so ...
- Shall we have some ____?
- ... need to buy some ____.

Language focus:

Using the simple past tense to talk about events and activities in the past

e.g., *We had a birthday party for him.*

Using adverbs of time sequence

e.g., *First; Next; After that*

Language skills:**Listening**

Identify the main ideas in a new topic

Listen for specific information

Reading

Read written language in meaningful chunks

Skim a text to obtain a general impression and the main ideas

Writing

Develop written texts by writing paragraphs which present ideas logically

Materials:

- *Student's Book 7A* page 80
- *Workbook 7A* page 78
- Cassette 7A
- Cassette player
- Photocopiable page 11

Pre-task preparation

Review the simple past tense.

Ask: *Where did you go last weekend?*

What did you do?

While-task procedure

- 1 Give the students time to read **Look and read** silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read a sentence each.
- 4 Ask questions about the e-mail:
e.g., *Whose birthday was it?*
What did they have?
Who came?
What did they have to eat?
What did they do first/next/after that?
- 5 The students complete **Match and write** by putting the pictures in order. Check orally.
- 6 The students complete the captions. Ask individual students to read out a caption (in order).
- 7 You can give Photocopiable page 11 to the students so that they can draw pictures of one of their birthday parties and write about them.
- 8 *Workbook 7A* page 78
 - a In pairs, students look at the photos and discuss the questions.
 - b The students write the e-mail.
 - c Select individual students to read out their e-mail.

Word box

sound /saʊnd/	v.	听起来好像
forward /'fɔ:wəd/	<i>adv.</i>	向前；向将来
look forward to		期待着
*pity /'piti/	<i>n.</i>	遗憾；可惜
*karaoke /,kærə'əʊki/	<i>n.</i>	卡拉OK
*chess /tʃes/	<i>n.</i>	国际象棋
ingredient /ɪn'grɪ:dɪənt/	<i>n.</i>	原料；成分
*powder /'paʊdə(r)/	<i>n.</i>	粉末；细面
*icing /'aɪsɪŋ/	<i>n.</i>	糖霜；糖衣
thirdly /'θɜ:dlɪ/	<i>adv.</i>	第三
beat /bi:t/	<i>v.</i>	(用叉等) 快速搅拌，打
add ... to ...		加上
stir /stɜ:(r)/	<i>v.</i>	搅动；搅和；搅拌
spring roll /,sprɪŋ 'rəʊl/	<i>n.</i>	春卷
*soya milk /'sɔɪə milk/	<i>n.</i>	豆浆；豆奶
battery /'bætəri/	<i>n.</i>	电池
decorate /'dekəreɪt/	<i>v.</i>	装饰；装潢
balloon /bə'lju:n/	<i>n.</i>	气球
*fork /fɔ:k/	<i>n.</i>	叉子
*charcoal /'tʃa:kəʊl/	<i>n.</i>	炭；木炭
everybody /'evrɪbɒdɪ/	<i>pron.</i>	每人；人人



Notes

Page 75

- 1 — Hello. This is Kitty. May I speak to Peter, please? 你好，我是基蒂。请让彼得听电话好吗?
— Hello, Kitty. This is Peter speaking. 你好，基蒂，我是彼得。
这是英语电话中的常用语。要注意英语和汉语的不同表达方式。
- 2 — How are you? 你好吗?
— I'm fine, thanks. 很好，谢谢。
常见的相互问候用语。
- 3 Are you free on Saturday at three o'clock in the afternoon? 星期六下午三点你有空吗?
注意在表示时间时，on/at/in 的不同用法。
- 4 What a pity! 真可惜!
常用于表示遗憾。
- 5 Have a great party. 祝你们聚会玩得开心。
常见的表示祝愿用语。应答常用 Thank you..

Page 76

- 1 To make a chocolate cake, we need some eggs, some sugar, some butter, some flour and some chocolate powder. 做巧克力蛋糕，我们需要鸡蛋、糖、黄油、面粉和巧克力粉。
To make ... 为了要做……

Page 77

- 1 Finally, wait for the cake to cool. 最后，等蛋糕变凉。
句中的 cool 作动词，意为“(使) 变凉，冷却”。

Page 79

- 1 We don't have any batteries at home, so you need to buy some batteries. 家里没有电池了，因此你要买一些电池。
so 作连词，意为“因此；所以”，用于连接两个句子，表示因果关系。

Additional teaching suggestions

Page 75

- 1 向学生介绍用英语打电话时的常用语，并作适当操练。

Page 77

- 1 本课出现的 firstly、secondly、thirdly、next、then、after that、finally 表示一系列动作发生的顺序，除 thirdly，其他副词在 6A 和 6B 已全都出现过，这里可以进行复习和巩固。

Page 79

- 1 We don't have any batteries at home, so you need to buy some batteries.
本句中的 so 用于连接两个并列的句子。此处只要求理解和模仿操练，提醒学生注意 so 和 because 不能同时使用，但不必将其与 because 引导的原因状语从句进行比较和转换。
- ★ 本单元的 cool 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

*Unit 11 My food project

Tasks in this unit

Talking about food projects; reading about who will be interviewed, recording what they need to ask; drawing their favourite food and planning their project; writing a letter to a food factory; reading an interview and recording the answers given; compiling a list of questions for an interview.

Language focus:

Using *going to* to describe events that will occur quite soon

e.g., *Children, you're going to do a project about food.*

Asking *Wh-* questions to find out specific information

e.g., *What food are you going to talk about in your project?*

Using the simple present tense to express thoughts

e.g., *I think I'm going to talk about bread.*

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

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 when a framework is provided

Materials:

- *Student's Book 7A* page 83
- Cassette 7A
- Cassette player

Pre-task preparation

Ask: *What is your favourite food?*

Do you know where people make it?

Do you know how people make it?

While-task procedure

- 1 Play the cassette for **Listen and learn**. The students listen and repeat.
- 2 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 3 Ask: *What are the children going to talk about?*
- 4 In groups of five, students practise the dialogue. Select groups to read it.
- 5 In pairs, students practise **Look, ask and answer** and complete the table.
- 6 Select pairs to talk about their food project in class.

* Unit 11 My food project



Listening and speaking: Talking about my food project

Listen and learn



frozen fish



noodles



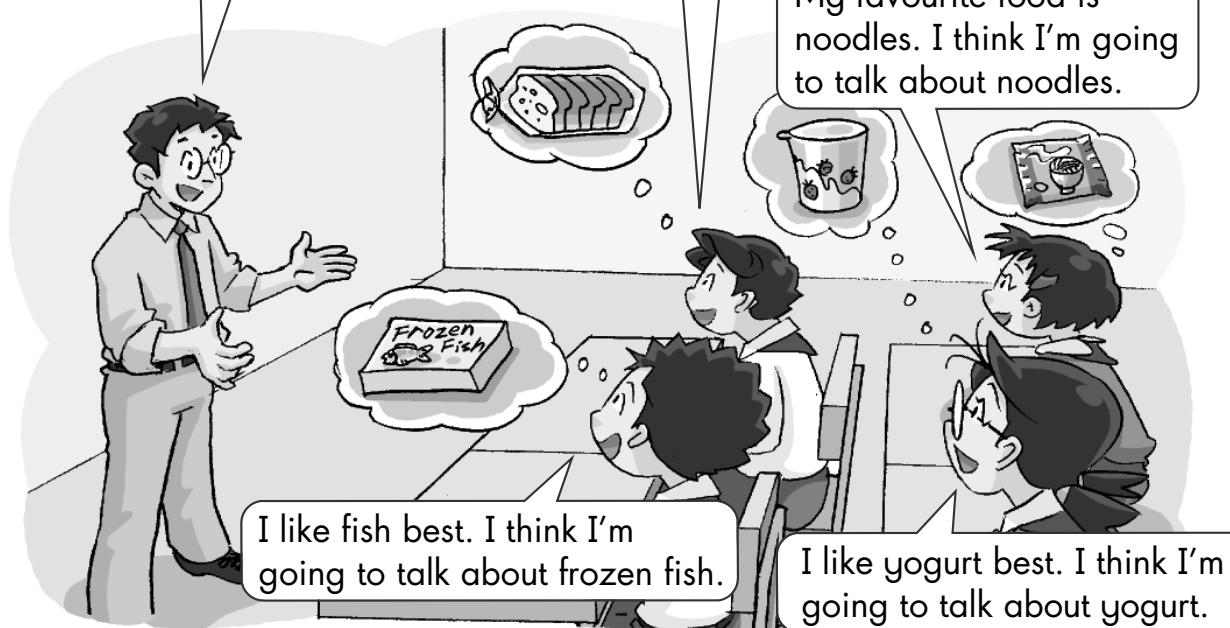
yogurt

Listen and say

Children, you're going to do a project about food. What food are you going to talk about in your project?

My favourite food is bread. I think I'm going to talk about bread.

My favourite food is noodles. I think I'm going to talk about noodles.



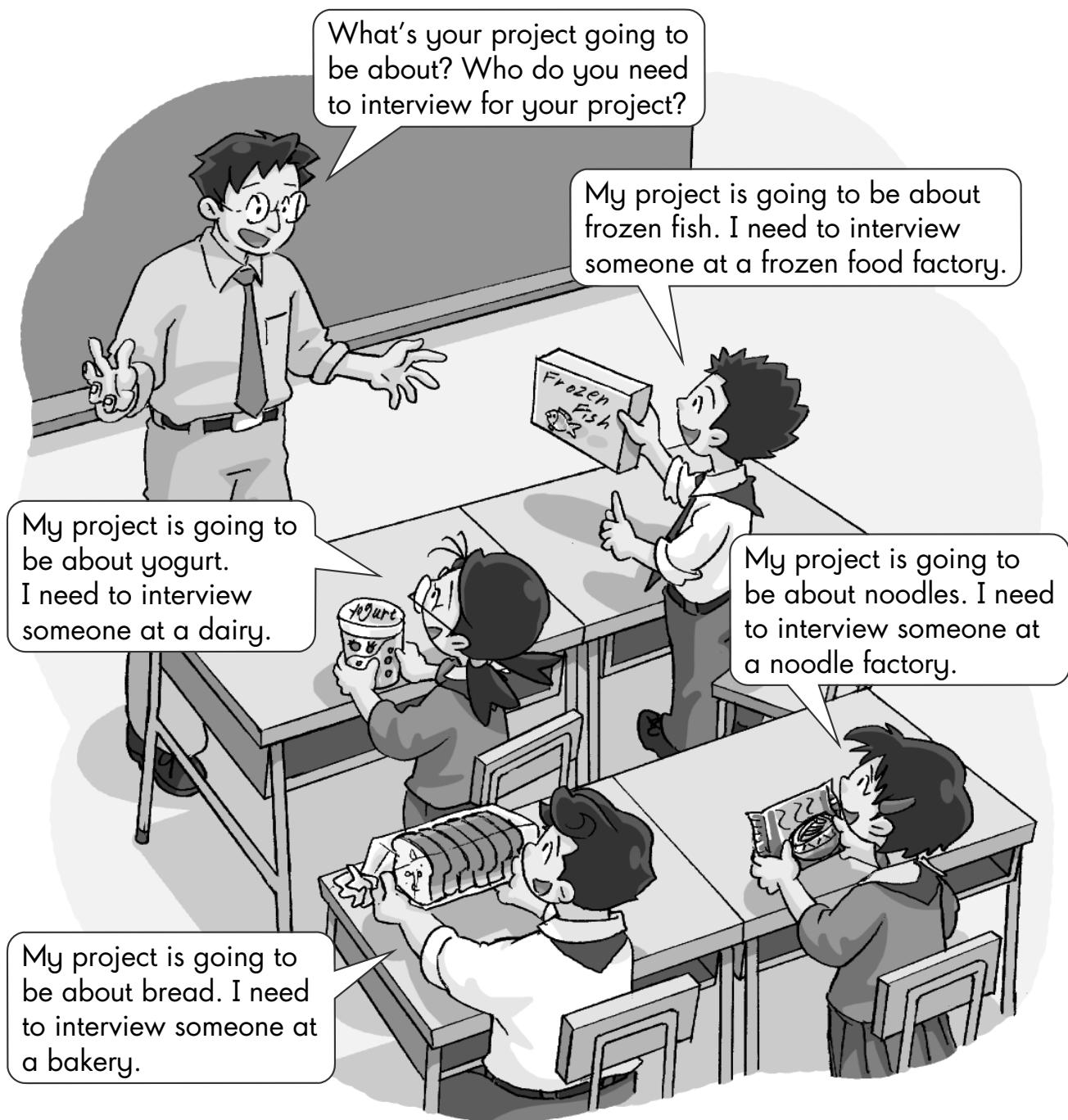
Look, ask and answer

What food would you like to talk about for a food project? Discuss your food project with your classmates, like this:

- S1: What food are you going to talk about?
S2: My favourite food is _____. / I like _____ best. I think I'm going to talk about _____.

Name	Food to talk about

Say and act



Ask and answer

With a classmate, ask and answer questions about each other's food project.

S1: _____ (name), what's your project going to be about?

S2: My project is going to be about _____.

S1: Who do you need to interview for your project?

S2: I need to interview someone at a _____ (place).

You can give Photocopiable page 12 to the students so that they can write their answers.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What's your project going to be about?*

Who do you need to interview for your project?

Using *going to* to describe events that will occur quite soon

e.g., *My project is going to be about frozen fish.*

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

Use appropriate format, conventions and language features when writing non-narrative texts

Materials:

- *Student's Book 7A page 84*
- *Workbook 7A pages 79, 83 and 85*
- Cassette 7A
- Cassette player
- Multimedia material 7A
- Photocopiable page 12

Pre-task preparation

Ask: *Which food project would you like to do?*

Who would you talk to?

What would you ask?

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students listen and repeat.
- 3 In groups of five, students practise the dialogue. Select groups to act out the dialogue.
- 4 In pairs, students practise **Ask and answer**. You can give Photocopiable page 12 to the students so that they can write their answers.

5 Workbook 7A page 83

- a Play the recording. The students listen and match. Then the students complete the table.
- b Ask individual students to read out a complete sentence in the table.

Workbook tapescript

Narrator: Mr Hu is asking the students about their food projects. Match the student with the correct project. Then complete the table below.

Mr Hu: What food are you going to talk about for your food project, Kitty?

Kitty: I like yogurt best. I think I'm going to talk about yogurt.

Mr Hu: Who do you need to interview for your project?

Kitty: I need to interview someone at a dairy.

Mr Hu: What about you, Joe?

Joe: I like bread best. My project is going to be about bread. I need to interview someone at a bakery.

Mr Hu: And Alice?

Alice: My favourite food is noodles. I think I'm going to talk about noodles.

Mr Hu: Then who do you need to interview for your project?

Alice: I need to interview someone at a noodle factory.

Mr Hu: Peter, what food are you going to talk about?

Peter: I like frozen fish best. I'm going to talk about frozen fish. I need to interview someone at a frozen food factory.

6 Workbook 7A page 85

- a The students draw their favourite food and answer the questions.
- b Select individual students to show their drawing and read out their answers.

Consolidation

Workbook 7A page 79

Language focus:

Using formulaic expressions to begin a formal letter
e.g., *Dear Sir/Madam*

Using formulaic expressions to end a formal letter
e.g., *Yours sincerely*

Using modal verbs to indicate wishes

e.g., *I would like to interview someone at your factory.*

Asking *Wh-* questions to find out specific information
e.g., *What date will be convenient for me to visit your factory?*

Language skills:

Reading

Scan a text to locate specific information

Recognize the presentation of ideas through headings, paragraphs, spacing and punctuation

Writing

Use appropriate format, conventions and language features when writing non-narrative texts

Materials:

- *Student's Book 7A* page 85
- *Workbook 7A* page 80
- Cassette 7A
- Cassette player

Pre-task preparation

Find out what the students know about letter writing.
Ask: *How do you begin/end a letter?*

While-task procedure

- 1 Give the students time to read the letter silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask questions about the letter:
e.g., *Who is the letter to/from?*
What's the date on the letter?
What is Peter doing?
What would he like to do?

Post-task activities

- 1 In groups, students discuss the questions:
e.g., *What is your food project going to be about?*
Which factory/company are you going to visit?
Who would you like to interview?
- 2 The students write the letter. Select one or two individual students to read out their letters.

Consolidation

Workbook 7A page 80



Writing: A letter for the food project

Read and write

Kingfisher Frozen Food Factory

12 Wood Road
New Town
Garden City

25 March _____

Dear Sir/Madam

I am a Grade 7 student at Rose Garden School. I am doing a school project about food. My favourite food is fish. I am going to talk about frozen fish for my food project.

Full form in formal letters
I would like to interview someone at your factory. What date will be convenient for me to visit your factory? Please write to me at Class 1, Grade 7, Rose Garden School, Garden City.

I look forward to hearing from you soon.

Ask the students to pay attention
to this formulaic expression:
'look forward to verb+ing'.

Yours sincerely
Peter Chen

Write a letter to the manager of the place you would like to visit for your food project. Use the letter above as a guide.

(the address of the factory/company)

(date)

Dear _____

Yours _____



Reading: An interview at the frozen food factory

Read

Peter has written some questions for his interview at the frozen food factory.

Review the question words

Always in singular, and plural noun 'fishes' is not common.



Questions for the frozen food factory

- 1 Where do you get the fish from?
- 2 What do you do to the fish before you freeze them?
- 3 Why do you freeze the fish?
- 4 How do you get the frozen fish to the shops?

Look and read

The manager of the frozen food factory is answering Peter's questions about frozen fish.

1

Where do you get the fish from?



We get the fish from fishermen.
They catch the fish in the sea.

2

What do you do to the fish
before you freeze them?



We take away the skin
and bones.

3

Why do you freeze the fish?



We freeze the fish because we want
to keep them fresh for a long time.

4

How do you get the
frozen fish to the shops?



We get the frozen fish to the
shops in refrigerated trucks.



Language

- I'm going to talk about ...
- My favourite food is ...
- I like ... best.
- My project is going to be about ...
- I need to ...
- Where/What/Why/How ...?

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Where do you get the fish from?*

Asking *How* questions to find out specific information
e.g., *How do you get the frozen fish to the shops?*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking questions

Reading

Recognize format and language features in non-narrative texts

Writing

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

Materials:

- *Student's Book 7A* page 86
- *Workbook 7A* pages 81, 82, 84 and 86
- Cassette 7A
- Cassette player

Pre-task preparation

Say: *Think about your food project.*

Ask: *What questions would you ask in the interview?*

While-task procedure

- 1 Give the students time to read the questions in **Read** and the dialogue in **Look and read**.
- 2 Play the cassette. The students listen.
- 3 Select pairs to read out the dialogue.
- 4 Ask the questions in **Read**.
- 5 *Workbook 7A* page 82
 - a In pairs, students read page 86 of *Student's Book 7A* again and complete the answers.
 - b Select pairs to ask and answer the questions.
- 6 *Workbook 7A* page 84
 - a In pairs, students prepare the questions and practise the answers.
 - b Select pairs to ask and answer the questions.

Post-task activities

Workbook 7A page 86

- a The students decide on a topic for their own food project and write their questions.
- b Select one or two individual students to read out their questions.

Consolidation

Workbook 7A page 81

Additional teaching suggestions

Page 85

1 I look forward to hearing from you soon.

提醒学生 look forward to 后要跟 v+ing 形式，并对这一用法作适当操练。

Notes

Page 83

1 talk about

讨论；谈论；商谈

Page 84

1 I need to interview someone at a dairy. 我需要采访乳品公司的人。

本句中的 dairy 作名词，意为“乳品公司”。

Page 85

1 madam /'mædəm/

n.

夫人；女士

2 What date will be convenient for me to visit your factory? 我什么时候去你们工厂参观方便？

3 I look forward to hearing from you soon. 我期待着不久得到您的回信。

look forward to doing something 意为“期待、盼望做某事”，如：I look forward to meeting you. 我盼望着和你见面。

Page 86

1 freeze /fri:z/ v. (使)冻结；结冰

skin /skɪn/ n. 皮；皮肤

refrigerate /rɪ'frɪdʒəreɪt/ v. 使冷却；冷藏

2 We take away the skin and bones. 我们去掉（鱼的）皮和骨头。

3 We get the frozen fish to the shops in refrigerated trucks. 我们用冷藏车把冰冻鱼运到商店里。
refrigerated truck 冷藏车

Now listen

Planning an international food festival

1 What are we going to do to raise money for the SPCA?

Have an international food festival.

2 When are we going to have it?

- Saturday, 9 January Sunday, 10 January
 Sunday, 1 March

3 Where are we going to have it?

- in a park in the library in the playground

4 What time are we going to have it?

- 10.00 a.m. 11.00 a.m. 11.30 a.m.

5 What do we need to buy?

- | | | |
|--|--|---------------------------------------|
| <input checked="" type="checkbox"/> some balloons | <input type="checkbox"/> some candles | <input type="checkbox"/> some chalk |
| <input type="checkbox"/> some posters | <input checked="" type="checkbox"/> some flowers | <input type="checkbox"/> some pencils |
| <input checked="" type="checkbox"/> some batteries | <input type="checkbox"/> some ribbons | <input type="checkbox"/> some paper |

6 What food shall we have at the festival?

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> pineapple fried rice | <input checked="" type="checkbox"/> hot dogs | <input checked="" type="checkbox"/> prawn cakes |
| <input checked="" type="checkbox"/> raisin scones | <input checked="" type="checkbox"/> hamburgers | <input type="checkbox"/> fish and chips |
| <input type="checkbox"/> moon cakes | <input type="checkbox"/> apple pies | <input checked="" type="checkbox"/> zongzi |

7 Who is going to help us?

Our mums.



Now listen

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

Tapescript

Narrator: The children are discussing a food festival.
 Let's see what they are going to do.

Peter: What are we going to do to raise money for the SPCA this year?

Kitty: We had a flag-selling day last year. How about having an international food festival this time? We can sell foods from different countries in the world.

Peter: Yes, that'll be fun. When are we going to have it? Where are we going to have it?

Joe: Let's have it in the playground. How about Sunday, the tenth of January?

Jill: Sunday is good. It's a holiday, so our fathers and mothers can all come. What time are we going to have it?

Alice: Let's have it at ten o'clock in the morning.

Peter: Right, in the playground ... Sunday, the tenth of January ... ten o'clock in the morning. OK. What food shall we have at the festival?

Kitty: I'm going to sell raisin scones.

Joe: I like pineapple fried rice and prawn cakes best. I'll sell them at the food festival.

Alice: I'm going to sell hot dogs and hamburgers. What about you, Jill?

Jill: I like Chinese food best. I'm going to sell zongzi.

Peter: That sounds great! How are we going to make the different foods?

Joe: We can ask our mums to help us.

Alice: What do we need to buy?

Kitty: Let me think ... We'll need to decorate our playground with balloons and flowers, so we need to buy some balloons and flowers.

Peter: We'll also take some photographs, so we need to buy some batteries too.

Using English

Finding information on the Internet

- 1 This section suggests some ways in which the students could do the research. Discuss the four points at the top of the page. Sometimes it is easier to find information in a book or by talking to someone than by using the Internet. All four methods have their advantages and disadvantages. In every class there will be some students who are very good at using computers. It is a good idea to get those students who are good at using computers to share their knowledge with the class: it can motivate them to be accepted as 'experts'.
- 2 Discuss the advice on using search engines with your class. The students should know how to use the method.
- 3 There are problems in recommending websites in a Teacher's Book such as this because websites may disappear or change their content. If possible, teachers should check that websites are suitable for children. Most school computers will probably have filter software which will prevent students from accessing unsuitable sites. However, we cannot control children's home computer use.
- 4 If possible, arrange a lesson in your IT room and ask the students to search for sites which are relevant to Chinese food recipes. If this is not possible, ask the students to use other computers or other means of finding information mentioned at the top of the page. Set a limit on the time that the students have to spend on this assignment. It is easy to waste time using the Internet and fail to find anything useful.
- 5 Ask the students to give an oral or written report to the class about one website, book, magazine, etc., about Chinese food recipes. You could make this into a class directory or wall display. The reports could include answers to basic questions such as these:
*What is the website address?/What is the book's title?
Is the site easy to use?
What language is it in? Is the language easy to understand?
Is it for children or adults?
What can we see there?/What is in the book/magazine?
Who made this website? Children? Adults? A company?
Who wrote the book?
Is it for information, or is it selling things?*

Using English

Finding information on the Internet

When you want to find information, you have many different ways:

- Ask people: your friends, parents, neighbours, teachers, etc.
- Use your eyes: look at the world around you and think about it.
- Read newspapers, magazines and books. Go to libraries.
- Use the Internet.

Among the four ways above, which do you like best?

The Internet is a fast and useful way to find information. Do you agree?

How can I find things on the Internet?

The Internet has millions of websites^①. Some are good but some are not very useful. You should use a search engine^② to help you find the right ones.

What is a search engine?

It searches many useful website addresses for you. There are a lot of different search engines on the Internet.

How do I do a search?

You can search by key words^③. On the search engine's home page, you can type some important words.

For example, if you are interested in finding websites about Chinese food recipes, you can just type Chinese Food Recipe and the search engine will give you a list of websites.

Now, use a search engine to find information about Chinese food recipes. Tell your class about any useful websites that you find.

^① website *n.* 网站 ^② search engine 搜索引擎 ^③ key word 关键词

More practice

*A surprise party on Mother's Day

It will be Mother's Day on Sunday. You are planning a surprise party for your mother. Tell your classmates what you are going to do for your mother. The following questions may help you.

What does your mother like?

What is her favourite food and drink?

Are you going to buy or make some presents for your mother?

What else do you want to do for her?

...



*Making jiaozi

Your class is going to have a food festival. What kind of food can you make? What ingredients do you need and how are you going to make your food? Teach your classmates.



To make jiaozi, you will need some flour and meat. First, ...



1 mix water in the flour



2 use your hands to make it into a dough



3 make the dough into small and thin pieces



4 put meat on the pieces and make jiaozi



5 cook them in boiling water



6 enjoy the jiaozi

Listen and read

a	/eɪ/ name /æ/ bad /a:/ grass /ɒ/ what	lake map ask want	e	/i:/ me /e/ set	scene ten
i(y)	/aɪ/ hi /ɪ/ by /ɔ:/ six /ʌ/ tidy	bike type brick dirty	o	/əʊ/ so /ɒ/ got /ʌ/ love /u:/ who	smoke block other move

Read and circle

Circle the word that does not belong to the group.

1	glass	grass	stand	ask
2	very	desk	we	shelf
3	with	kite	white	ride
4	block	note	shop	from
5	puzzle	June	jump	brush
6	palace	save	fan	stamp

Read and match

Match the letters to the sounds.

come	/aɪ/	end	/ɒ/
he	/æ/	sugar	/e/
plan	/ɪ/	cost	/əʊ/
last	/i:/	ruler	/u:/
finally	/ʌ/	student	/ju:/
drink	/a:/	bone	/ʊ/

*Project

Planning a birthday party

Look and choose

In groups, find out your classmates' dates of birth and plan a party for a classmate whose birthday is coming soon.

Name of classmate	Date of birth

We are going to celebrate _____'s birthday.
His/Her birthday is on _____ (date).

Write

What activities would you like to do at the party? Discuss them with your classmates. Write down some ideas and draw pictures of them.

1 _____	(draw)
2 _____	(draw)
3 _____	(draw)

*Project

Planning a birthday party

Language focus:

Asking *Wh-* questions to find out specific information
 Using formulaic expressions to make suggestions
 Using modal verbs to ask for suggestions
 Using formulaic expressions to show agreement and disagreement

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Writing

Gather and share information and ideas through processes such as brainstorming
 Write out a piece of work using visual support, including illustrations

Materials:

- *Student's Book 7A* page 92

Pre-task preparation

Ask: *When is your birthday?*
Are you going to have a party?
What will you do at your party?

While-task procedure

- 1 In groups of five, students complete the list of birthdays.
- 2 The students discuss their ideas for a birthday party.
- 3 The students draw the pictures of their planned activities.
- 4 Select a spokesperson from each group to report to the class: e.g., *We would like to play games.*

Language focus:

Asking *Wh-* questions to find out specific information
Using formulaic expressions to make suggestions
Using modal verbs to ask for suggestions
Using formulaic expressions to show agreement and disagreement

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Gather and share information through processes such as brainstorming

Materials:

- *Student's Book 7A* page 93

Pre-task preparation

Ask: *What's your favourite food/drink?* Compile a list of favourites on the board with the help of the students.

While-task procedure

- 1 In groups, students discuss their favourite foods and drinks.
- 2 The students write their own shopping lists. Help any students who are not sure of the English for their choices.

Discuss and write

What would you like to eat or drink at the party? Name the items of food or drink you need to buy or make for the party. Write your shopping list.

SHOPPING LIST

Food

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Drink

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Discuss and write

Your group is going to make a birthday cake for the party. Decide what kind of cake you will make. Write the ingredients you may need.

Ingredients:

- _____
- _____
- _____
- _____
- _____
- _____

Write

Write a recipe for the cake.

How to make a _____ cake

A recipe

Firstly, _____

Secondly, _____

Next, _____

Then _____

After that, _____

Finally, _____

Language focus:

Asking *Wh-* questions to find out specific information
Using imperatives to give instructions
Using adverbs of sequence

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 visual support, including illustrations

Materials:

- *Student's Book 7A* page 94

Pre-task preparation

- 1 Ask: *What do you need to make a cake?* List the students' suggestions on the board.
- 2 Ask: *Do you know how to make a cake?*

While-task procedure

- 1 The students discuss the ingredients of their cake and complete the list.
- 2 Select a spokesperson from each group to read out their list of ingredients.
- 3 In groups, students discuss the steps used for making the cake on page 94.
- 4 The students write steps of the recipe.
- 5 Select individual students to read out a step of the recipe.

Language focus:

Using formulaic expressions to make suggestions, agree and disagree
Using modal verbs to ask for suggestions

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Writing

Gather and share information and ideas through processes such as brainstorming

Materials:

- *Student's Book 7A* page 95

Pre-task preparation

Ask: *What would you do before having a party?* Write the students' suggestions on the board.

While-task procedure

- 1 In groups, students discuss and then write about the things to do before a party. Select individual students to read out a suggestion.
- 2 The students discuss and write about the things to buy and make. Select individual students to read out a suggestion.
- 3 Groups write out the programme. Select one or two students to read out their programme.

Discuss and write

Discuss with your classmates what you will have to prepare for the party. Then write a party programme.



Things to do before the party

- _____
- _____
- _____
- _____

Things to prepare for the party

To buy:

To make:

Party programme

Time (a.m./p.m.)	Activity

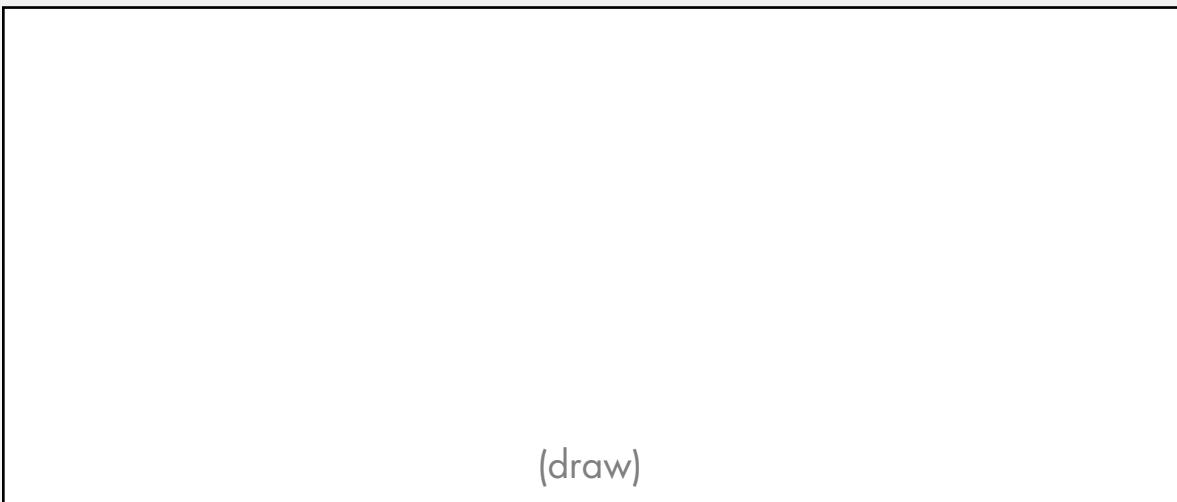
Write and draw

Think of some people you and your classmates would like to invite to your party. Design an invitation and fill in the necessary information.

Guest list

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

INVITATION



(draw)

Dear _____

We are going to have a birthday party for _____.

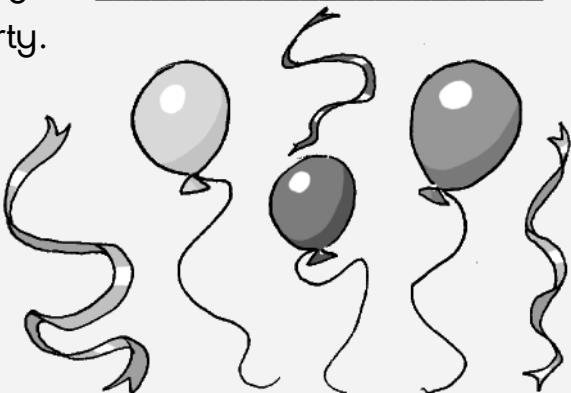
We would like to invite you to the party.

Date: _____

Place: _____

Time: _____ (a.m./p.m.)

Yours



Language focus:

Asking *Wh-* questions to find out specific information
Using prepositions to indicate place, time and date
Using modal verbs to ask for suggestions and express preferences

Language skills:**Listening**

Listen for specific information

Speaking

Asking for and responding to others' opinions

Reading

Recognize presentation through headings, etc.

Writing

Use appropriate format, conventions and language features when writing non-narrative texts

Materials:

- *Student's Book 7A* page 96

Pre-task preparation

Ask: *Who would you invite to your birthday party?*

While-task procedure

- 1 In pairs, students complete their guest list for a joint birthday party.
- 2 The students select one guest and complete the invitation. Select individual students to read out their invitation.

Word list

A a

accident	<i>n.</i>	(交通) 事故 ; 意外遭遇	U4
add	<i>v.</i>	增加 ; 添加	U9
agency	<i>n.</i>	代理机构	U5
agent	<i>n.</i>	代理人 ; 经纪人	U1
*ambulance	<i>n.</i>	救护车	U4
ancient	<i>adj.</i>	古老的	U1
another	<i>pron.</i>	另一 (事物或人)	U1
architect	<i>n.</i>	建筑师	U4
arm	<i>n.</i>	臂 ; 手臂 ; 上肢	U4
armchair	<i>n.</i>	扶手椅	U5
as	<i>prep.</i>	作为 ; 当作	U2
ask	<i>v.</i>	要求 ; 请求	U9N
Australia	<i>n.</i>	澳大利亚	U3
Australian	<i>n. & adj.</i>	澳大利亚人 ; 澳大利亚 (人) 的	U3

B b

*baking tray	<i>n.</i>	烤盘	U9
*balcony	<i>n.</i>	阳台	U5
balloon	<i>n.</i>	气球	U10
bar	<i>n.</i>	条 ; 块	U8
basket	<i>n.</i>	篮 ; 筐 ; 篓	U2
bathroom	<i>n.</i>	浴室	U5
battery	<i>n.</i>	电池	U10
beat	<i>v.</i>	(用叉等) 快速搅拌 , 打	U10
bedroom	<i>n.</i>	卧室	U5

注：出处带 “N” 的单词出现于相应单元的 Notes 页上。

*blanket	<i>n.</i>	毯子	U2
blind	<i>adj.</i>	瞎的；失明的	U2
block	<i>n.</i>	(一幢) 楼房	U4
*booklet	<i>n.</i>	小册子	U2
bottom	<i>n.</i>	底部	U6
brick	<i>n.</i>	砖	U1
bring	<i>v.</i>	带来；引导；引领	U2N
*Britain	<i>n.</i>	英国	U3
*British	<i>adj.</i>	英国(人)的	U3
*Briton	<i>n.</i>	英国人	U3
*brochure	<i>n.</i>	资料手册	U1
broken	<i>adj.</i>	伤残的；破损的	U4

C c

call	<i>v.</i>	把……叫作	U3N
camp	<i>v.</i>	宿营；露营	U7
	<i>n.</i>	度假营	U8N
Canada	<i>n.</i>	加拿大	U3
Canadian	<i>n. & adj.</i>	加拿大人；加拿大(人)的	U3
care	<i>n.</i>	照料；照顾	U2
carry	<i>v.</i>	搬；扛；抱；运送	U4
cartoon	<i>n.</i>	动画片；卡通片	U8
cave	<i>n.</i>	山洞；洞穴	U2
change	<i>v.</i>	改变	U8N
*charcoal	<i>n.</i>	炭；木炭	U10
*chess	<i>n.</i>	国际象棋	U10
*chew	<i>v.</i>	咀嚼	U2
choose	<i>v.</i>	选择；挑选	U5
church	<i>n.</i>	教堂	U6
*clinic	<i>n.</i>	诊所	U2

company	<i>n.</i>	公司	U4
construction	<i>n.</i>	建筑	U4
convenient	<i>adj.</i>	方便的	U6
cool	<i>v.</i>	(使) 变凉, 冷却	U10N
*crisp	<i>n.</i>	炸薯片	U8
crowded	<i>adj.</i>	拥挤的	U3
cruelty	<i>n.</i>	残酷	U2
cupboard	<i>n.</i>	橱柜; 食物柜	U5

D d

decorate	<i>v.</i>	装饰; 装潢	U10
deliver	<i>v.</i>	分发; 递送	U4
*dice	<i>n.</i>	骰子	U7
direction	<i>n.</i>	方向; 方位	U7
*dough	<i>n.</i>	生面团	U9
*DVD	<i>n.</i>	数字影碟	U8

E e

empty	<i>v.</i>	倒空; 腾空	U4N
engine	<i>n.</i>	发动机; 引擎	U4
estate	<i>n.</i>	地产; 住宅区	U5
everybody	<i>pron.</i>	每人; 人人	U10
example	<i>n.</i>	例子	U3
exciting	<i>adj.</i>	令人激动的; 使人兴奋的	U6
expensive	<i>adj.</i>	昂贵的	U1

F f

financial	<i>adj.</i>	金融的; 财政的	U6
fire engine	<i>n.</i>	消防车; 救火车	U4
firstly	<i>adv.</i>	第一; 首先	U9

flour	<i>n.</i>	面粉	U9
foreigner	<i>n.</i>	外国人	U3
*fork	<i>n.</i>	叉子	U10
forward	<i>adv.</i>	向前; 向将来	U10
*fountain	<i>n.</i>	喷泉	U6
from	<i>prep.</i>	(表示防止) 使免遭, 使免受	U2N

G g

*glove	<i>n.</i>	(分手指的) 手套	U6
guard	<i>v.</i>	守卫; 保卫	U2

H h

have	<i>v.</i>	组织; 举办	U9N
hear	<i>v.</i>	听说	U9N
helper	<i>n.</i>	帮手; 助手	U5
*hike	<i>v.</i>	去……远足; 做徒步旅行	U7
history	<i>n.</i>	历史	U1
hold	<i>v.</i>	容纳	U1N
holiday	<i>n.</i>	假期	U1
homeless	<i>adj.</i>	无家的	U9
hunt	<i>v.</i>	猎取; 猎杀	U2
hurt	<i>adj.</i>	受伤的	U4
	<i>v.</i>	感到疼痛	U8N

I i

*icing	<i>n.</i>	糖霜; 糖衣	U10
*India	<i>n.</i>	印度	U3
*Indian	<i>n. & adj.</i>	印度人; 印度(人)的	U3
ingredient	<i>n.</i>	原料; 成分	U10
instruction	<i>adj.</i>	说明用法的; 操作指南的	U7

interest	<i>n.</i>	吸引力; 趣味	U1
international	<i>adj.</i>	国际的	U3
invite	<i>v.</i>	邀请	U1

J j

*Japanese	<i>n. & adj.</i>	日本人; 日本(人)的	U3
junior	<i>adj.</i>	初等的; 初级的	U3

K k

*karaoke	<i>n.</i>	卡拉OK	U10
keep	<i>v.</i>	饲养; 养	U2N

L l

land	<i>v.</i>	落; 降落	U7
last	<i>adj.</i>	上一个的	U8
leave	<i>v.</i>	遗弃	U2N
*lemonade	<i>n.</i>	柠檬味汽水	U8
living room	<i>n.</i>	客厅; 起居室	U5
lovely	<i>adj.</i>	可爱的; 有吸引力的	U2
luck	<i>n.</i>	运气	U7

M m

magazine	<i>n.</i>	杂志	U3
male	<i>n.</i>	男性; 雄性	U3
manager	<i>n.</i>	经理	U4
matter	<i>n.</i>	问题	U5
meeting	<i>n.</i>	会议	U4
*millilitre	<i>n.</i>	毫升; 千分之一升	U9
miss	<i>v.</i>	错过	U7
missing	<i>adj.</i>	失踪的	U2

mixture	<i>n.</i>	混合物	U9
motorcyclist	<i>n.</i>	骑摩托车的人	U4
mountain	<i>n.</i>	高山；山岳	U1
move	<i>v.</i>	搬（家）	U5N
much	<i>adv.</i>	……多；更	U5N

N n

national	<i>adj.</i>	国家的	U1
nationality	<i>n.</i>	国籍	U3
neighbour	<i>n.</i>	邻居	U4
neighbourhood	<i>n.</i>	街区；城区	U6
neither	<i>adv.</i>	也不	U8
noisy	<i>adj.</i>	吵闹的；嘈杂的	U6
note	<i>n.</i>	笔记	U4N

O o

officer	<i>n.</i>	官员；高级职员	U2
opposite	<i>prep.</i>	与……相对；在……对面	U5
*outing	<i>n.</i>	(集体) 出外游玩；远足	U8
oven	<i>n.</i>	烤箱	U9
over	<i>prep.</i>	多于；超过	U3N

P p

*parcel	<i>n.</i>	包裹	U4
peaceful	<i>adj.</i>	平静的	U6
penfriend	<i>n.</i>	笔友	U3
pie	<i>n.</i>	果馅饼；果馅派	U9
*pity	<i>n.</i>	遗憾；可惜	U10
plan	<i>n.</i>	计划；打算	U1N

	<i>n.</i>	设计图；平面图	U4N
player	<i>n.</i>	游戏者；参赛选手	U7
pleasant	<i>adj.</i>	令人愉快的	U6
police	<i>n.</i>	警方	U2
pour	<i>v.</i>	倾倒；倒出	U9
*powder	<i>n.</i>	粉末；细面	U10
prefer	<i>v.</i>	更喜欢	U2
prevention	<i>n.</i>	预防；防止；防范	U2
*puppy	<i>n.</i>	小狗；幼犬	U2

R r

raise	<i>v.</i>	提升；举起	U1
	<i>v.</i>	筹募；征集	U9N
*raisin	<i>n.</i>	葡萄干	U9
regularly	<i>adv.</i>	有规律地；正常地	U8
relaxing	<i>adj.</i>	令人放松的	U6
removal	<i>n.</i>	搬迁；迁移	U4
rescue	<i>v.</i>	营救	U4
*roll	<i>v.</i>	(使)翻转；滚动	U7
*rug	<i>n.</i>	小地毯；垫子	U5

S s

safely	<i>adv.</i>	安全地	U2
*scene	<i>n.</i>	现场；地点	U4
*scone	<i>n.</i>	烤饼；司康饼	U9
secondly	<i>adv.</i>	第二；其次	U9
*self-raising flour	<i>n.</i>	自发面粉（含有发酵粉）	U9
set	<i>n.</i>	电视机	U5
sex	<i>n.</i>	性别	U3

sheet	<i>n.</i>	一张 (纸)	U8
silence	<i>n.</i>	寂静; 无声	U7
*sincerely	<i>adv.</i>	真诚地	U9
smoke	<i>v.</i>	抽烟	U7N
society	<i>n.</i>	社团; 协会	U2
*sofa	<i>n.</i>	长沙发	U5
someone	<i>pron.</i>	某人	U2
soon	<i>adv.</i>	不久; 很快; 马上	U1
sound	<i>v.</i>	听起来好像	U10
*soya milk	<i>n.</i>	豆浆; 豆奶	U10
special	<i>adj.</i>	特殊的; 特别的	U2
spring roll	<i>n.</i>	春卷	U10
*sprinkle	<i>v.</i>	撒; 洒	U9
*statue	<i>n.</i>	雕塑; 雕像	U6
*steep	<i>adj.</i>	陡的	U6
step	<i>n.</i>	台阶	U6
stir	<i>v.</i>	搅动; 搅和; 搅拌	U10
stone	<i>n.</i>	石头; 石料; 岩石	U1
storybook	<i>n.</i>	儿童故事书; 童话书	U6
*suburb	<i>n.</i>	郊区; 城外	U5
sunshine	<i>n.</i>	阳光; 日光	U5
*swan	<i>n.</i>	天鹅	U1

T t

take	<i>v.</i>	带去; 引领	U1N
	<i>v.</i>	记录; 摘录; 记下	U4N
*Thai	<i>adj.</i>	泰国的	U9
*thief	<i>n.</i>	窃贼; 小偷	U2
thirdly	<i>adv.</i>	第三	U10

*thirsty	<i>adj.</i>	口渴的	U2
*tidy	<i>v.</i>	使整洁；使整齐	U5
	<i>adj.</i>	整洁的；整齐的	U5
*Toronto	<i>n.</i>	多伦多	U3
towards	<i>prep.</i>	朝着；向着	U4
turn	<i>n.</i>	(依次轮到的) 机会	U7N
type	<i>v.</i>	打字	U4

U u

unkind	<i>adj.</i>	不友善的	U2
*untidy	<i>adj.</i>	不整洁的；不整齐的	U5
used to	<i>modal v.</i>	过去常常	U8
useful	<i>adj.</i>	有用的；实用的；有帮助的	U7

V v

*vet	<i>n.</i>	兽医	U2
------	-----------	----	----

W w

walk	<i>n.</i>	步行；散步	U2N
war	<i>n.</i>	战争	U8
*wardrobe	<i>n.</i>	衣柜；衣橱	U5
warning	<i>adj.</i>	警告的；警示的	U7
wide	<i>adj.</i>	宽度为……的；宽的	U9
wonderful	<i>adj.</i>	精彩的；令人高兴的	U1

Y y

yourself	<i>pron.</i>	你自己	U3
----------	--------------	-----	----

Phrase list

add ... to ...	加上	U10
at least	至少	U8
at the end of (August)	在 (八月) 底	U1
both ... and ...	……两者都	U4
catch fire	着火	U4
for example	例如	U3
go camping	去露营	U7
hear from	收到……的来信、电话等	U9
keep ... from ...	保护；使免受	U2N
knock down	撞倒	U4
look forward to	期待着	U10
next to	紧邻；在……近旁	U5
not ... any longer	不再	U8
of course	当然	U9
run away	逃跑	U4
take care of	照看；照料；照顾	U2
take notes	记笔记	U4
take turns	依次；轮流	U7
talk to	说话；讲话；谈话	U1
*tidy up	使……整齐	U5

Irregular verbs

Base form	Past form	Past participle
be (am, is, are)	was were	been been
bear	bore	born
beat	beat	beaten
become	became	become
blow	blew	blown
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept
leave	left	left
lose	lost	lost
make	made	made
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sink	sank/sunk	sunk
take	took	taken
teach	taught	taught
write	wrote	written

Photocopiable pages

Module 1: Relationships

Unit 1	Photocopiable page 1
Unit 3	Photocopiable page 2

Module 2: My neighbourhood

Unit 4	Photocopiable page 3
Unit 5	Photocopiable pages 4–5

Module 3: Diet and health

Unit 8	Photocopiable pages 6–7
Unit 9	Photocopiable pages 8–9
Unit 10	Photocopiable pages 10–11
Unit 11	Photocopiable page 12

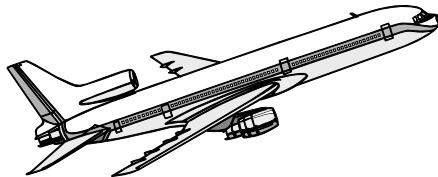
Supplementary materials

Classroom language	Photocopiable pages 13–15
--------------------	---------------------------

Find out and write

Your cousin, Julia, has invited you to visit her on Hainan Island. Collect brochures from a travel agent's. Find out how much it costs to travel to Hainan Island by plane/ship. Then write a letter to Julia.

_____ (date)



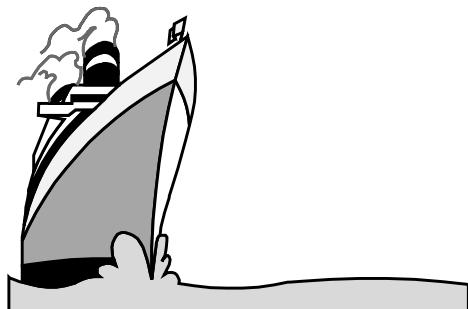
Dear Julia

Thank you for _____ me to visit you. I would like to visit Hainan Island very much. I am going to travel to Hainan Island on _____ (date). I am going to stay with you for _____ weeks.

My mum will go with me, too. We are going to travel by plane because the _____ is too _____. It only takes _____ hours to get to Hainan Island by plane. The plane is more _____, but it is _____.

See you soon!

Love



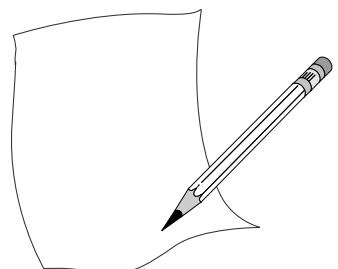
Think and tick

Tick the things you want to know about your penfriend. Then number them (the most important thing comes first).

	(✓)	1, 2, 3, ...
nationality		
address		
age		
height		
what he/she looks like		
family members		
school		
things he/she is good at		
subject he/she likes		
interests		
favourite food		

The most important things I want to know about my penfriend are:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



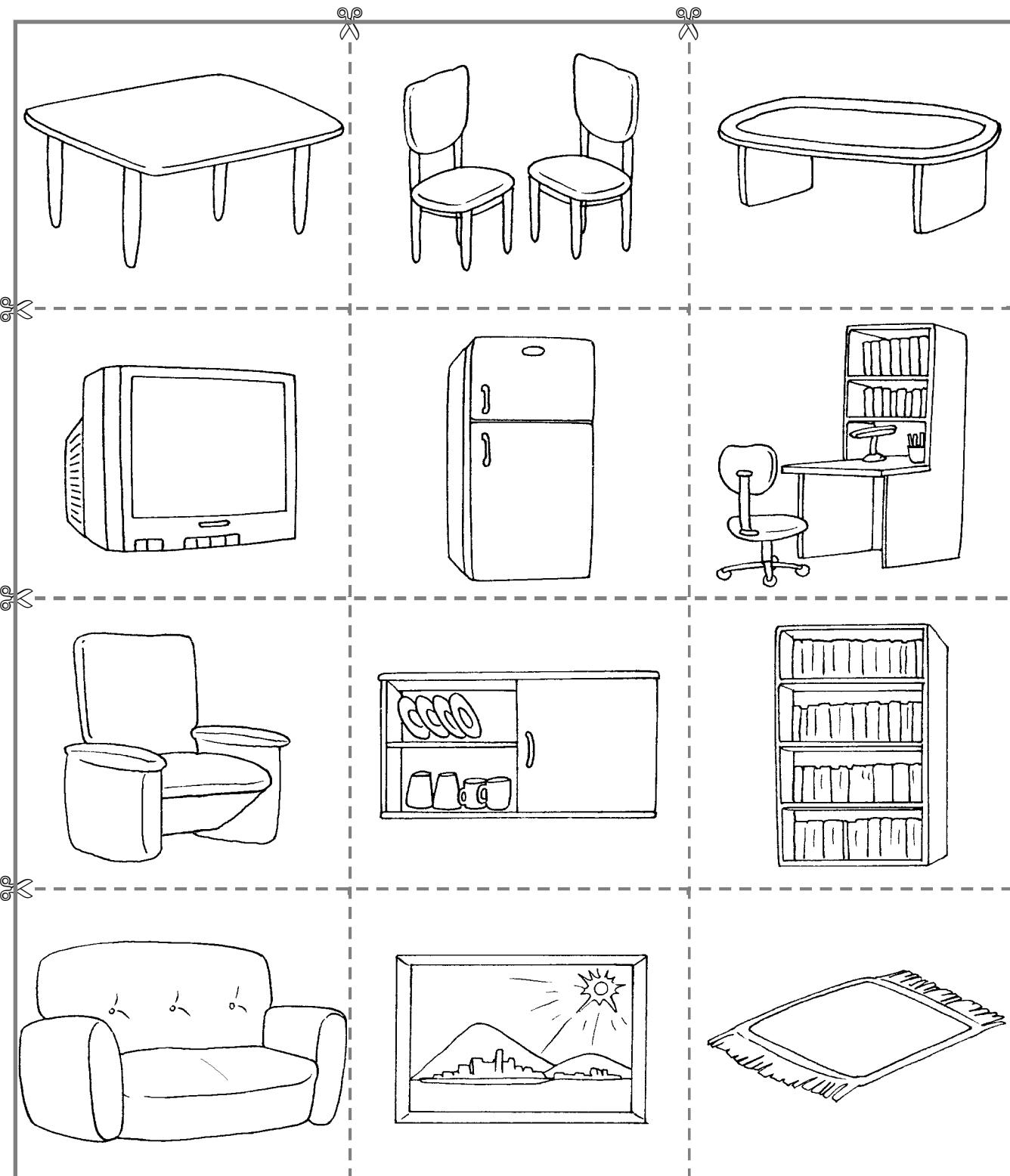
Cut out, write and say

Cut the cards out. In groups, each student picks a card and writes about the job on the card. Then each student reads the description aloud and asks other group members to guess his/her job.

1 <hr/> <hr/> <hr/> <hr/> <p>(a doctor)</p>	2 <hr/> <hr/> <hr/> <hr/> <p>(a secretary)</p>
<hr/>	
3 <hr/> <hr/> <hr/> <hr/> <p>(a fireman)</p>	4 <hr/> <hr/> <hr/> <hr/> <p>(an architect)</p>
<hr/>	
5 <hr/> <hr/> <hr/> <hr/> <p>(a removal man)</p>	6 <hr/> <hr/> <hr/> <hr/> <p>(a postman)</p>

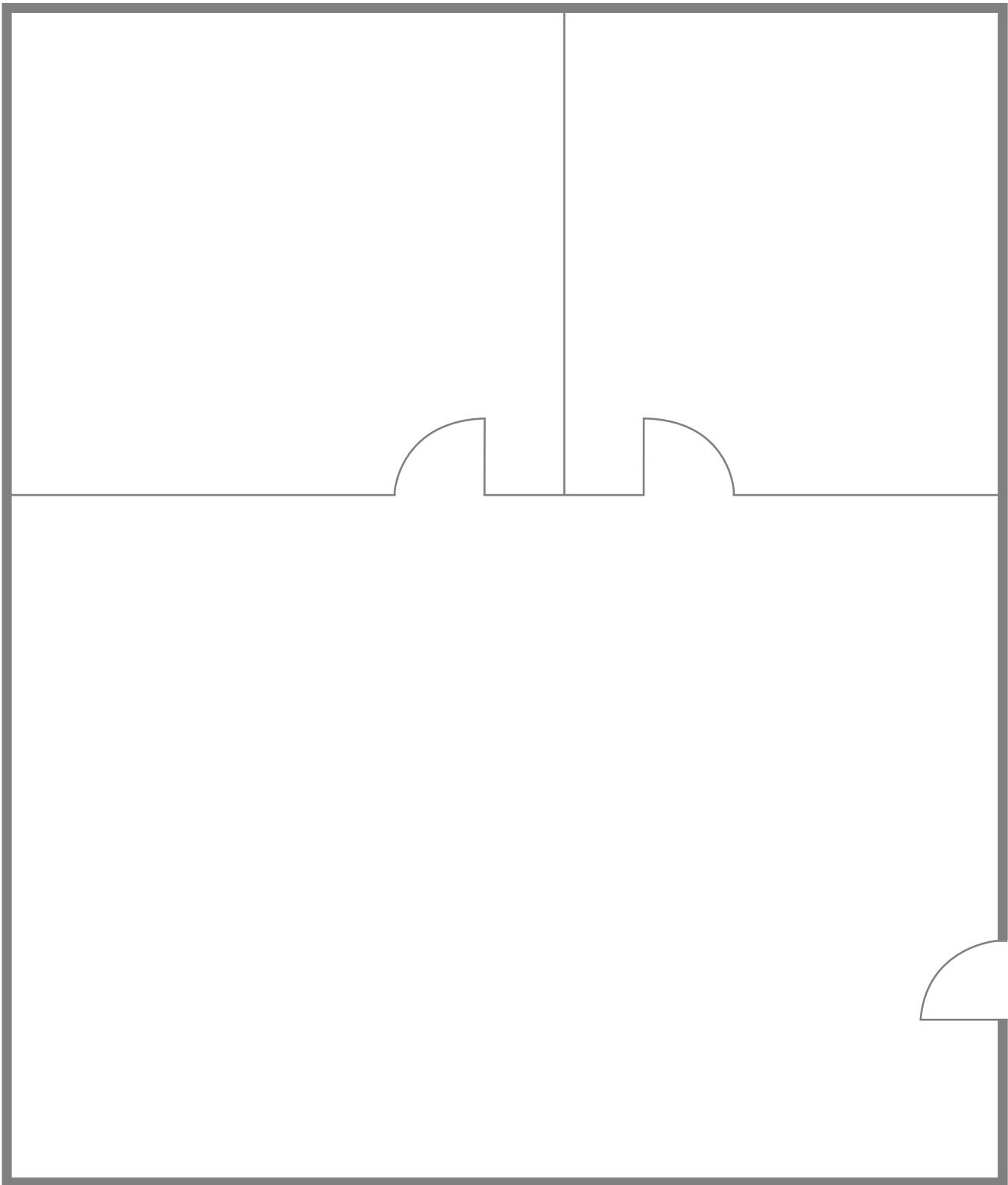
Cut and stick

Cut the picture cards out. In groups, discuss where you would like to put the things in the new flat on Photocopiable page 5. Stick the cards onto the plan.



Enlarge and stick

Make an enlarged copy of the plan below. Where would you like to put the things? Stick them onto the plan.



Discuss and write

You will go on an outing with your friends on Sunday. Discuss with your classmates and write a programme of activities.

Our Outing

Date: _____

Place: _____

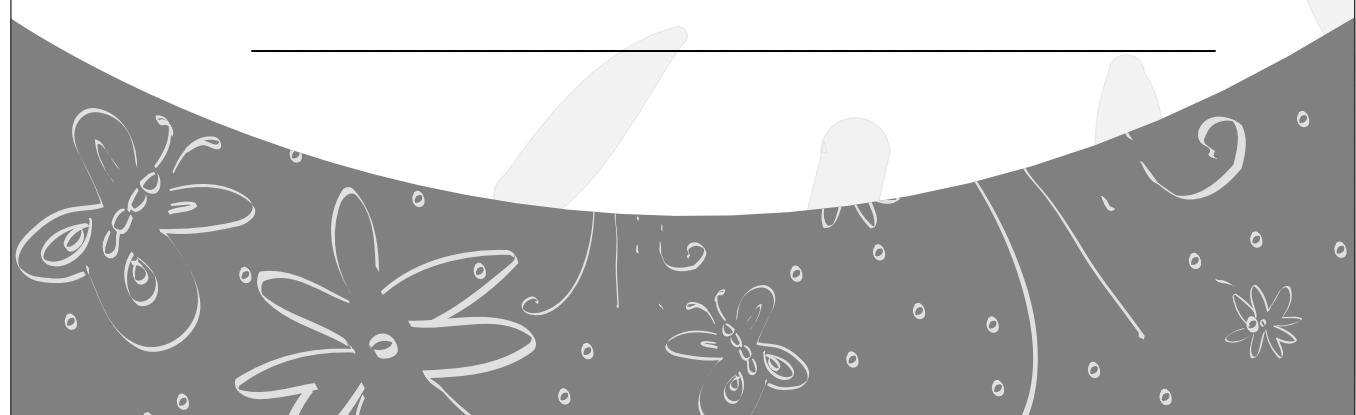
Activities

A) _____

B) _____

C) _____

D) _____



Draw and write

Design a poster to tell your schoolmates what we should do to stay healthy.

How to stay healthy ...

If we want to stay healthy, ...

We should _____.

We should not _____.

Think, discuss and write

Your group is planning an international food festival. Answer the questions in note form and write your plan in detail.

1 What are we going to do?

Have an international food festival

2 Why are we going to have it?

3 When are we going to have it?

4 What time are we going to have it?

5 Where are we going to have it?

6 How are we going to do it?

7 Who is/are going to help us?

OUR PLAN



We are going to have _____.

Because _____.

We are going to have it at _____ on _____.

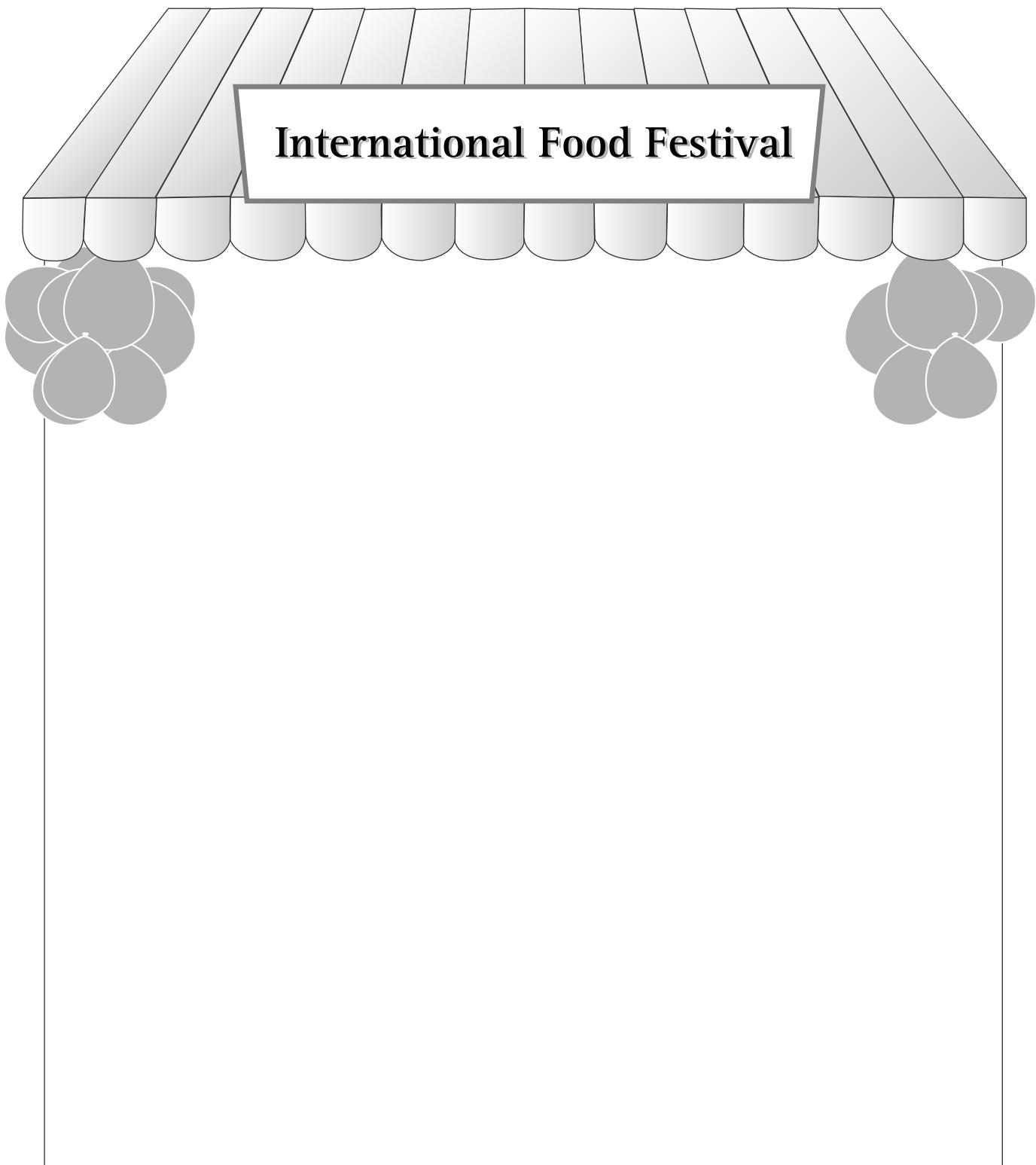
We will have it in _____.

We are going to _____.

_____ going to help us.

Think and design

Draw the food items that your group wants to sell on this page and design your own international food festival stall. Display it so that other students can buy food from your stall.



Discuss, write and draw

You are going to organize a party. Discuss with your classmates what food and drink you and your classmates would like at your party. Make a party plan.

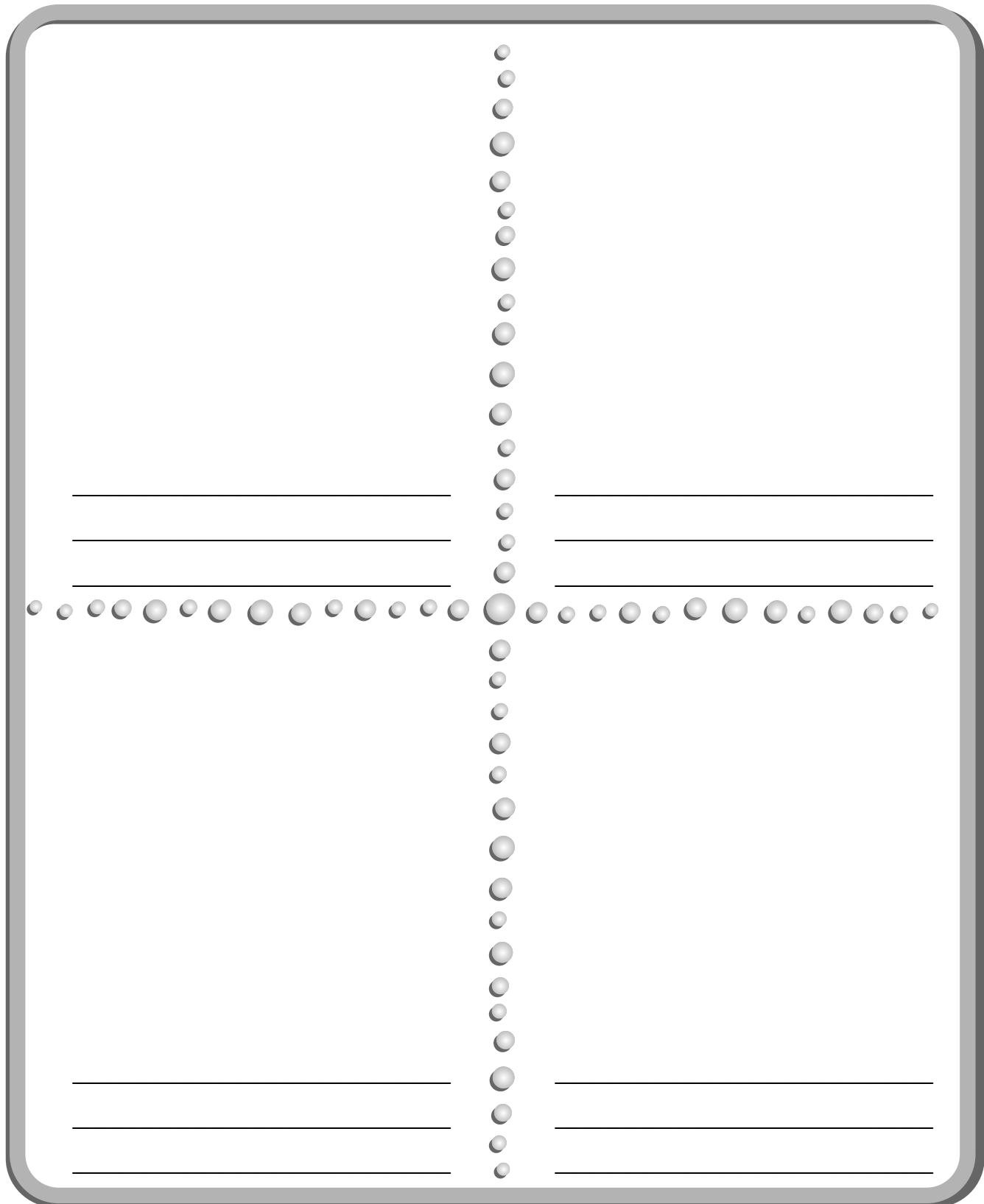


The template features a central title "Party Plan" with decorative balloons and confetti. On the left, a large box is labeled "(Draw)". On the right, two sections are labeled "Food" and "Drink", each with five horizontal lines for writing.

Food
Drink

Draw and write

Draw pictures of one of your birthday parties and write about them.



Discuss and write

You and your classmates are going to do a project on how food is made. Discuss the following questions and complete the table.

What food are you going to talk about for your project?
Who do you need to interview for your project?

Name	Food to investigate	Who to interview

Report:

1 _____ is going to talk about _____, so
he/she needs to interview _____.

2 _____

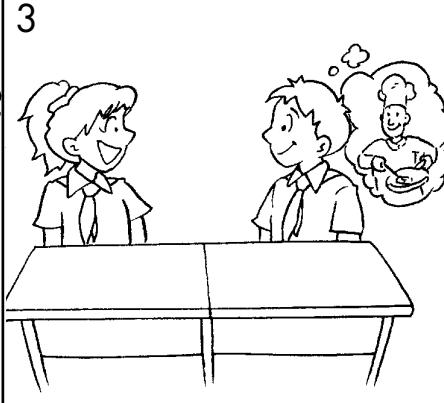
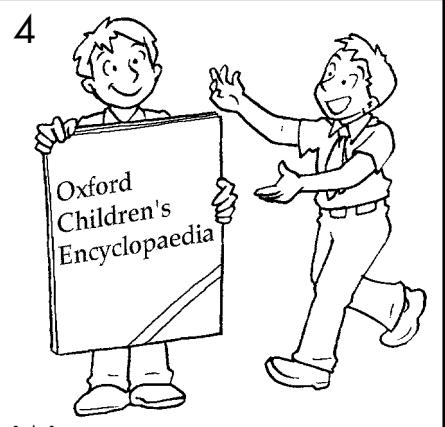
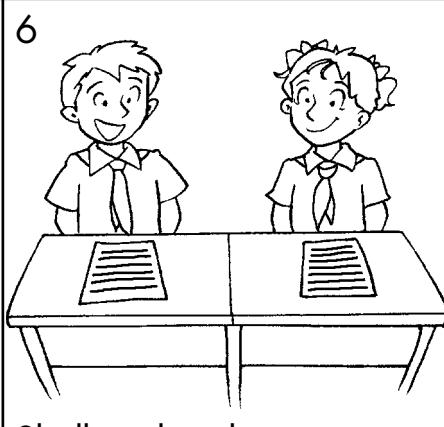
3 _____

4 _____

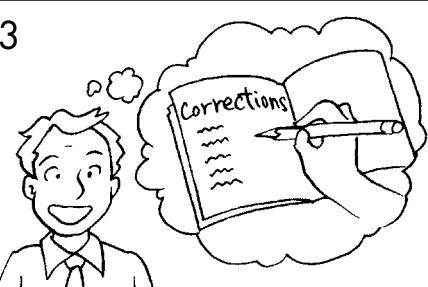
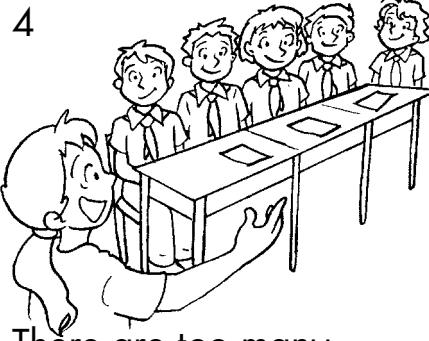
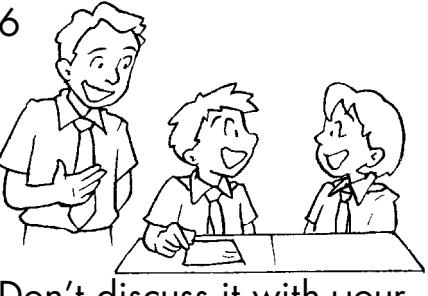
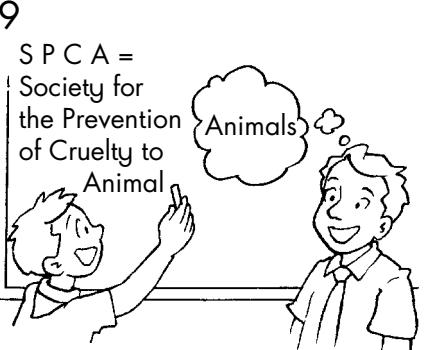
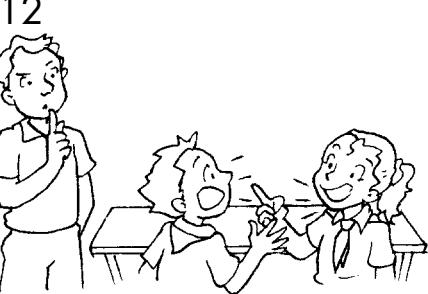
Classroom language

Listen to your teacher.	Speak to your classmates.
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 a 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.
Would you like a break?	Let's cut out the role-play cards first.
Why are you so late?	We don't have much time left.
Class, please say this sentence after me.	Who wants to be our speaker and report our findings to the class?
Write on every other line.	Have you collected any information from your parents?
Please find a partner.	Why don't we check the meaning in the dictionary?
There should be four students in each group.	Let's go to the public library and find some information for our project.
Don't ask your neighbour for help.	Can I look at your vocabulary book? That's very nice!
Don't let your partner see the card.	Don't worry! We can do it!
I'd like to collect the task sheets now.	Can I help you? / Do you need any help?
Prepare pages 8 and 9 for dictation next Monday.	
There will be a test next Friday.	
Terrific!	

Speak to your classmates.

 <p>1</p> <p>Your picture dictionary is very nice. How did you make it?</p>	 <p>2</p> <p>What's your project going to be about?</p>	 <p>3</p> <p>Who are you going to interview?</p>
 <p>4</p> <p>We can use an encyclopaedia to find some information.</p>	 <p>5</p> <p>I don't agree with you. I think ...</p>	 <p>6</p> <p>Shall we hand in our survey results to Miss/Mr _____ now?</p>
 <p>7</p> <p>Let's think of a title for our report together.</p>	 <p>8</p> <p>Alice: Kitty:</p> <p>Which role would you like to play? Kitty or Alice?</p>	 <p>9</p> <p>Can you slow down, please? I can't follow you.</p>

Listen to your teacher.

 <p>1 Please repeat after me. Environment</p>	 <p>2 Sorry, I can't hear you. Speak up, please.</p>	 <p>3 Use a pencil to do your corrections.</p>
 <p>4 There are too many members in your group.</p>	 <p>5 Would you like to join this group?</p>	 <p>6 Don't discuss it with your neighbour. Try to do it by yourself.</p>
 <p>7 Please go to the staff room and get the worksheets.</p>	 <p>8 Then, <i> </i> Finally, <i> </i> First, <i> </i> Next, <i> </i></p> <p>Put the sentences into the correct order.</p>	 <p>9 S P C A = Society for the Prevention of Cruelty to Animal Animals</p> <p>You nearly got it correct.</p>
 <p>10 You can do better. Try harder next time.</p>	 <p>11 You've done a good job.</p>	 <p>12 Would you please keep quiet for a moment?</p>

Contents

Module 1 Relationships

Unit 1 Relatives in Beijing	1
Unit 2 Our animal friends	9
Unit 3 Friends from other countries	15

Module 2 My neighbourhood

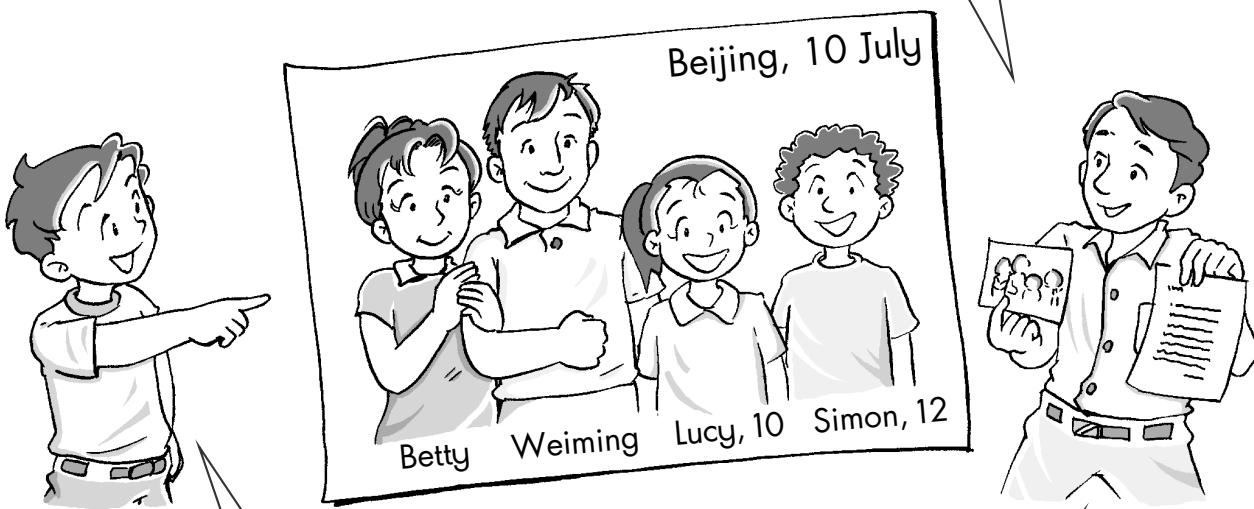
Unit 4 Jobs people do	22
Unit 5 Choosing a new flat	29
Unit 6 Different places	36
Unit 7 Signs around us	44

Module 3 Diet and health

Unit 8 Growing healthy, growing strong	51
Unit 9 International Food Festival	61
Unit 10 A birthday party	70
*Unit 11 My food project	79

1**Relationships****Unit 1 Relatives in Beijing****Language****Look, think and write**

Look, I've got a letter and a photograph.



1 Who is the letter from?

It's from Weiming, your uncle.

2 Who are they?

They're your cousins.

3 What are their names?

They're Lucy and Simon.

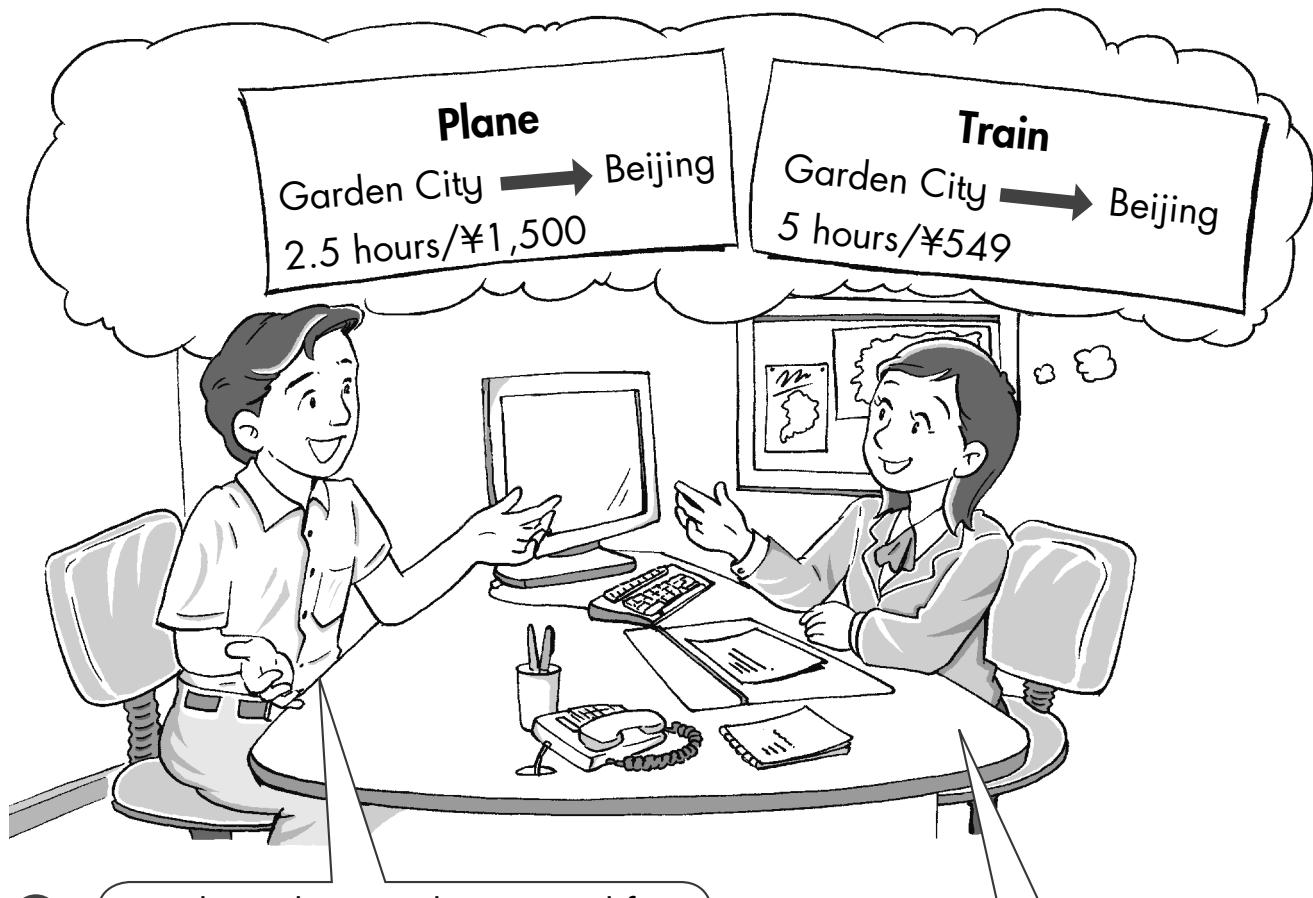
4 How old are they?

Lucy is ten and Simon is twelve.

5 Where do they live?

They live in Beijing.

Read and write



① How long does it take to travel from Garden City to Beijing by plane?

It takes about two and a half hours.

② How much does it cost?

One thousand five hundred yuan.

③ That's expensive.

④ How long does it take to travel from Garden City to Beijing by train?

It takes about five hours.

⑤ How much does it cost?

Five hundred and forty-nine yuan.

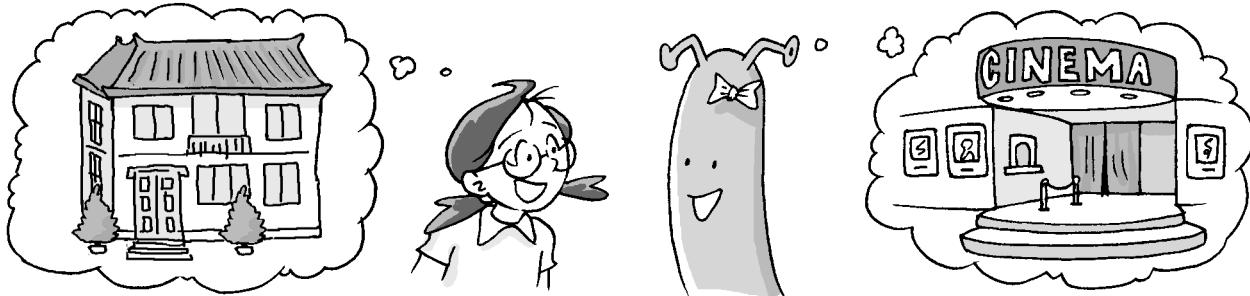
⑥ That's cheap.

Look

I	have	got	...
She	has	invited	

We're	going	to	...
I'm			

Read and write



Kitty: Julie is my good friend. She lives in Happy Town. She has invited me to her house this Saturday.

got
seen
found
bought

Skygirl: That's nice. What are you going to bring her?

Kitty: I have bought a box of chocolates for her. I hope she will like them.

Skygirl: Is her house big?

Kitty: Yes. There are many rooms in her house. She has got a big bedroom.

Skygirl: What are you going to do there?

Kitty: I have found some information about a museum near her house. We're going to visit the museum in the morning.

Skygirl: Are you going to the cinema, too?

Kitty: No. She has seen most of the films at the cinema. We're going to have dinner with Julie's grandmother in the evening. What are you going to do on Saturday, Skygirl?

Skygirl: I have bought/got two tickets for the cinema.

I'm going to meet Spaceboy at twelve o'clock.

We're going to see a film together.

Look

I am going to travel by plane because the train is too slow .

The plane is more expensive , but it is much faster .

Read



Write

Kitty's letter to her cousin in Beijing

1 August _____

Dear Lucy

Thank you for your letter and your invitation. I am going to travel on 16 August. I am going to stay with you until the end of August. I am going to travel by plane because the train is too slow. The plane is more expensive, but it is much faster.

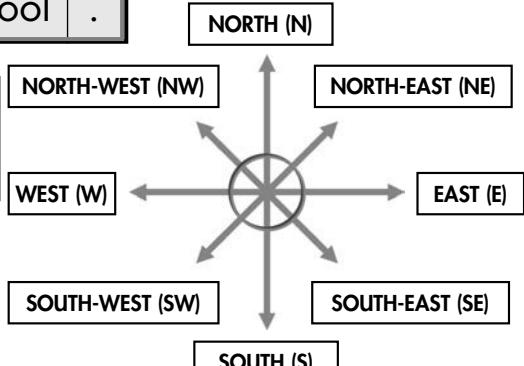
I am very excited about my trip.

Love
Kitty

Look

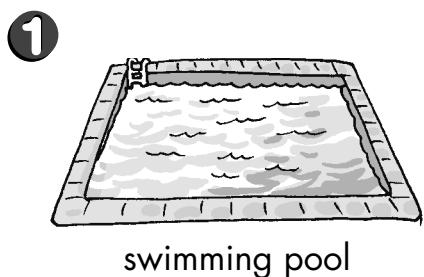
I'm going to go to the swimming pool .

It's in the north-west centre of Happy Town .

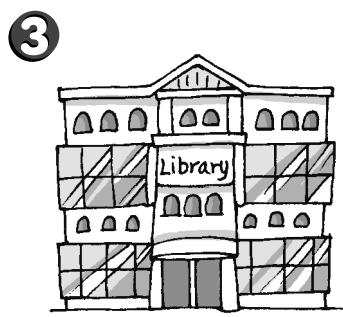


Look and write

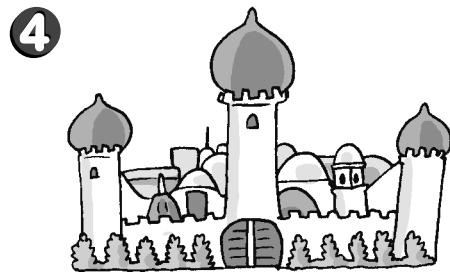
Happy Town



swimming pool



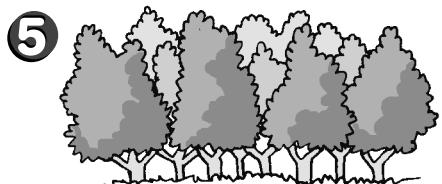
library



Happy Palace



park



wood

1 I'm going to go to the swimming pool.

It's in the north-west of Happy Town.

2 I'm going to go to the park

It's in the south-west of Happy Town.

3 I'm going to go to the library

It's in the centre of Happy Town.

4 I'm going to go to Happy Palace

It's in the east of Happy Town.

5 I'm going to go to the wood.

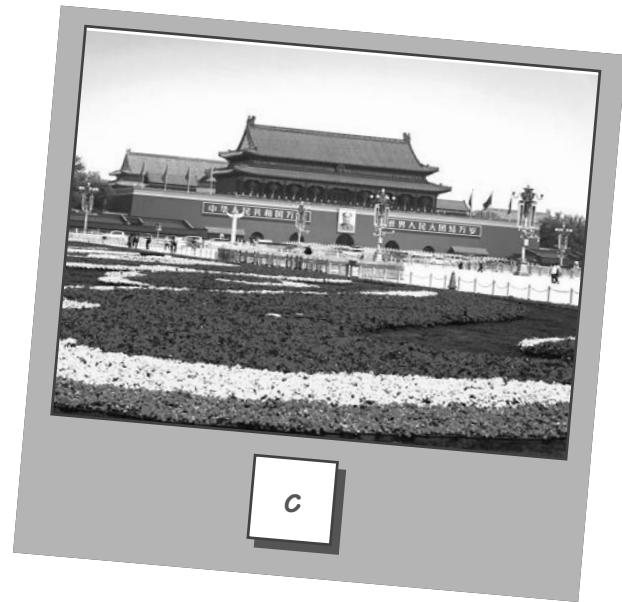
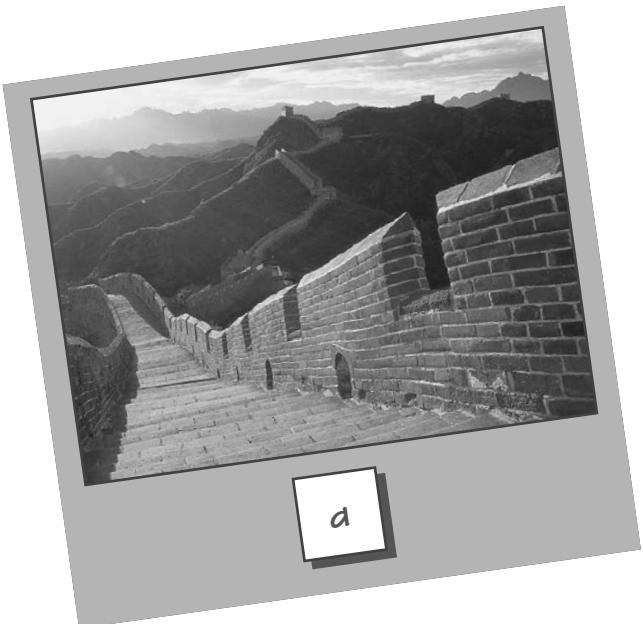
It's in the south-east of Happy Town.

Listening

Listen, write and match

Listen to the descriptions of three places of interest in Beijing. Complete the sentences below and write the name of each place. Then match the places with the correct photos.

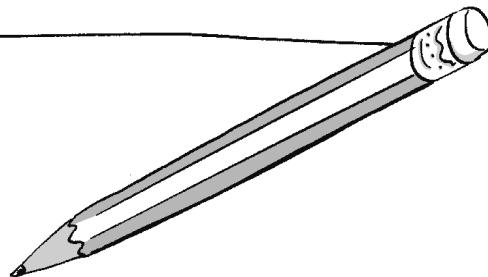
- a It is north of Beijing. It is a long wall with towers on it. People built it with bricks and stones a long time ago. the Great Wall
- b It is in the north-west of Beijing. There is a beautiful lake. We can see swans swimming on the lake. the Summer Palace
- c It is in the centre of Beijing. It can hold more than one million people. It is a huge open area. Tian'anmen Square



Reading

Read, look and write

It is the first day that the Li family is in Beijing. Kitty is writing a travel plan for the following two weeks. Read Kitty's plan and complete the information below.



16 August _____ (year)

It is the first day in Beijing. We are going to stay with Uncle Weiming's family for two weeks, and we are going to return to Garden City on 29 August. In the following two weeks, Lucy and Simon will show us around Beijing.

We are going to visit the Palace Museum on 18 August. We can learn about the history of China there. We are going to visit the Summer Palace on 21 August. We can see a lot of old buildings and temples at the palace. On 24 August, we plan to watch the soldiers raising the Chinese national flag at Tian'anmen Square. We are going to visit the Great Wall on 26 August. We can see beautiful mountains from the wall.

I look forward to visiting these places. We will have a great time in Beijing.

The Li family arrives in Beijing on 16 August and they will return to Garden City on 29 August. This is their travel plan.

Date	Place	Activity
18 August	the Palace Museum	learn about <u>the history</u> of China
21 August	the Summer Palace	see a lot of <u>old buildings</u> and temples
24 August	Tian'anmen Square	watch the soldiers raising <u>the Chinese national flag</u>
26 August	the Great Wall	see <u>beautiful mountains</u> from the wall

Writing

Write

You are Lucy. Write a letter to Kitty about your holiday plans for the Spring Festival.

(Students' own answers)

_____ (date)

Dear Kitty

Hi. How are you? I received your letter. I am glad that you enjoyed your holiday.

I would like to visit you in Garden City during the Spring Festival.

_____ is/are going to go with me. I am going to arrive in Garden City on _____ (date). I am going to stay there for _____. I am going to travel by _____. That is _____. I would like to visit

See you soon!

Love

Lucy

- Who is going to travel to Garden City with me?
- When am I going?
- How long am I going to stay?
- How am I going to travel to Garden City?
- Which places would I like to visit?



Unit 2 Our animal friends

Language

Look

Which one do you like best ?

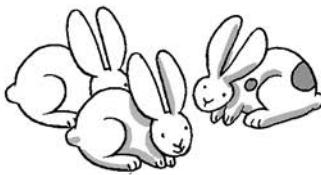
I	prefer	the	white	one	.
		black and white			

Look and write

1



white



black and white

Skygirl: Look at the rabbits. Which one do you like best ?

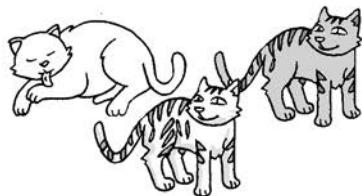
Ben: I prefer the black and white one.

Kitty: I prefer the white one.

2



white



white and orange

Kitty: Look at the cats. Which one do you like best ?

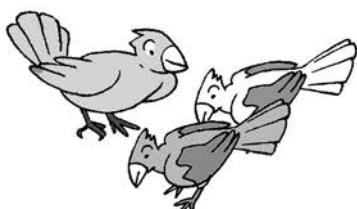
Skygirl: I prefer the white one.

Ben: I prefer the white and orange one.

3



green



blue and green

Skygirl: Look at the birds. Which one do you like best ?

Spaceboy: I prefer the green one.

Kitty: I prefer the blue and green one.

Look

Feed him/her ...
Give him/her ...
Hold him/her ...
Play with him/her ...
Take him/her ...



Write and match

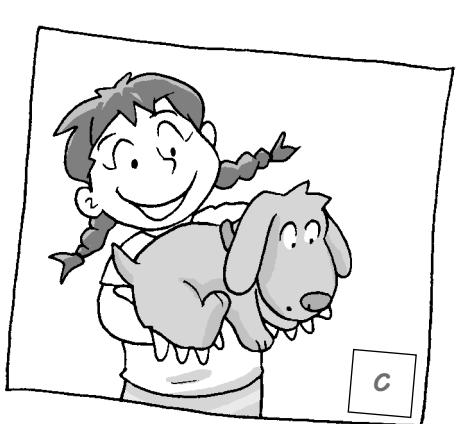
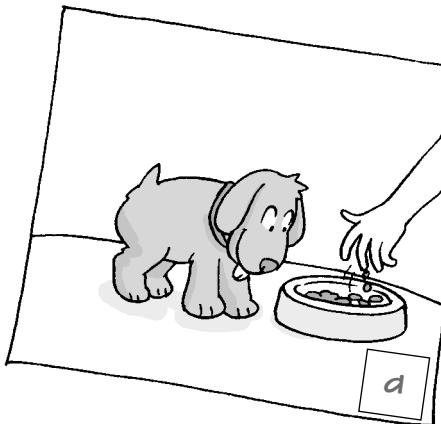
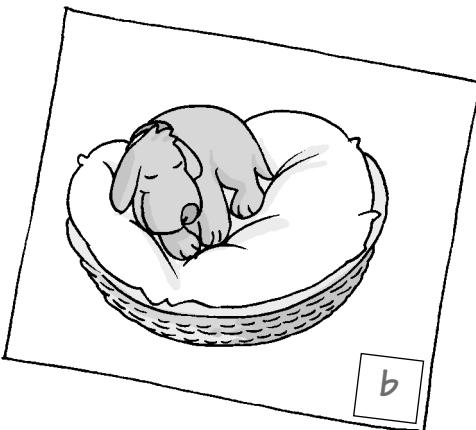
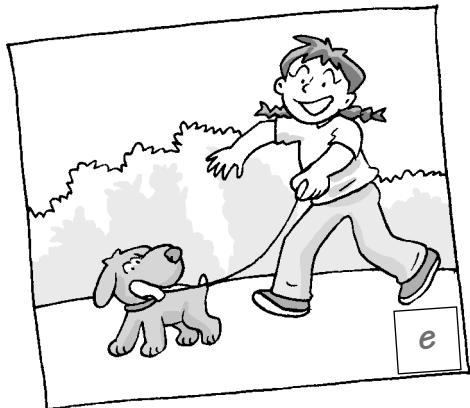
a Feed him/her three times every day.

b Give him/her a basket to sleep in.

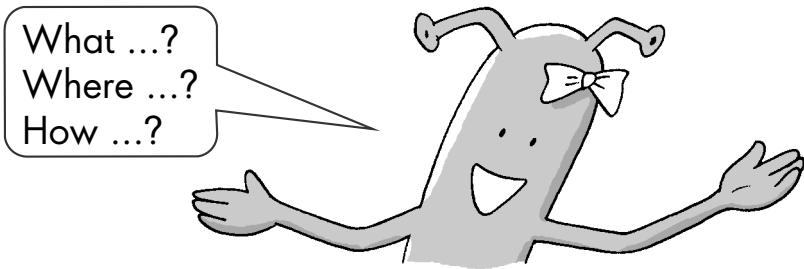
c Hold him/her carefully with both hands.

d Play with him/her every day.

e Take him/her for a walk every day.

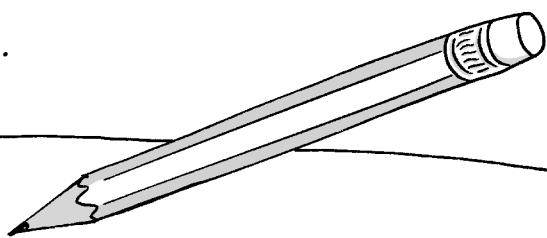


Look



Read, think and write

Read page 12 of Student's Book 7A again.
Complete the quiz about the SPCA.



A quiz

- 1 What do unkind people do to their pets?

They do not look after their pets and leave them in the street.

- 2 What do SPCA officers do to save animals?

They take the animals to the SPCA and then help them find new homes.

- 3 What must people promise to do when they get a pet from the SPCA?

They must promise to take care of their new pet.

- 4 How does the SPCA take care of sick animals?

The SPCA has clinics for sick animals and the vets there can take care of them.

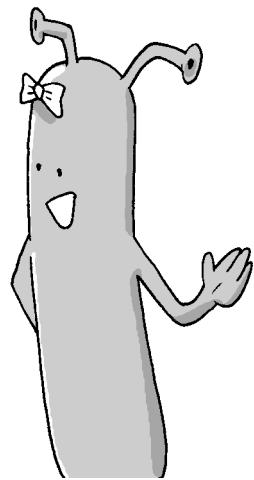
Listening

Listen and write

Peter is telling Skygirl about his new puppy. Complete what Peter says and his shopping list below.

My puppy is one month old. I need to:

- 1 feed him 3–4 times every day;
- 2 give him special dog food for puppies;
- 3 give him a bowl of water to drink;
- 4 give him a basket to sleep in;
- 5 give him a blanket to keep him warm;
- 6 play with him.



Shopping list

- a water bowl
- a basket
- a blanket
- some special dog food
for puppies

Reading

Read and write

Many, many years ago, dogs were already people's pets. They lived in caves with people. Dogs were very good helpers. They guarded the caves and kept people safe from danger.

Nowadays, dogs are also people's pets. But some people are unkind to their dogs. They do not look after them and leave them in the street. We should be kind to dogs. They are our friends. They can help us do many things. They help the police catch thieves and find missing people. They also help blind people cross the road safely.

- 1 Where did dogs live many, many years ago?

They lived in caves.

- 2 How did dogs help people many, many years ago?

They guarded the caves and kept people safe from danger.

- 3 Nowadays, what do some people do to their dogs?

They do not look after their dogs and leave them in the street.

- 4 How should we be to dogs?

We should be kind to dogs.

- 5 How can dogs help the police?

They can help the police catch thieves and find missing people.

- 6 How can dogs help blind people?

They can help blind people cross the road safely.

Writing

Find out, draw and write

Read page 13 of Student's Book 7A again. Find books about dogs from the library. Draw pictures and write about how they help different people.

(Students' own answers)

Dogs are my best friends

1



2



3



Unit 3 Friends from other countries

Language

Look

What do we call people from the USA ?

We call them Americans .

Read and write



1 C A N A D I A N S

4

M
E
R

2 A U S T R A L I A N S

5

B
R
I
T
O
N

3 I N D I A N S

Across

- 1 What do we call people from Canada?

We call them Canadians.

- 2 What do we call people from Australia ?

We call them Australians .

- 3 What do we call people from India ?

We call them Indians.

Down

- 4 What do we call people from the USA?

We call them Americans.

- 5 What do we call people from the UK?

We call them Britons.

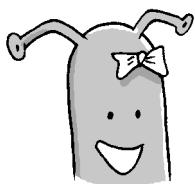
Look

Which	country	have	you	visited read about	?
-------	---------	------	-----	-----------------------	---

I've	visited read about	...	It's	near far away from	China	.
------	-----------------------	-----	------	-----------------------	-------	---

Look and write

1



read about/the UK

Mr Hu: Which country have you read about?

Skygirl: I've read about the UK.
It's far away from China.

2



visit/India

Mr Hu: Which country have you visited?

Spaceboy: I've visited India.
It's near China.

3



read about/Japan

Mr Hu: Which country have you read about?

Kitty: I've read about Japan.
It's near China.

4



visit/Canada

Mr Hu: Which country have you visited?

Ben: I've visited Canada.
It's far away from China.

5



visit/the USA

Mr Hu: Which country have you visited?

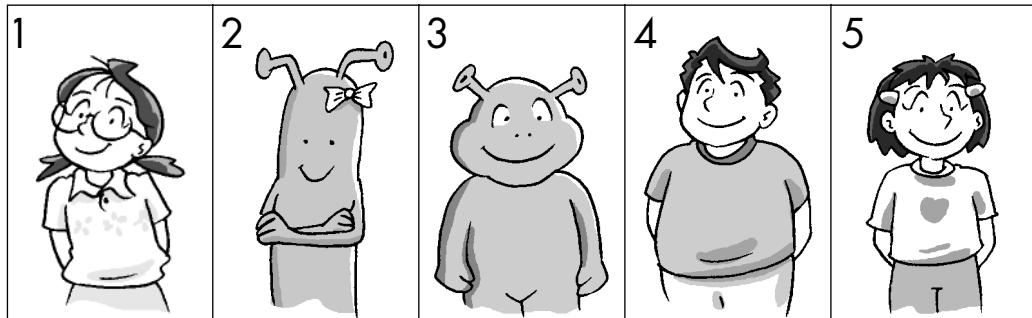
Joe: I've visited the USA.
It's far away from China.

Look

Kitty would like to write to a boy .

She would like to know his age .

Look and write



Sex	M	✓		✓	✓	
	F		✓			✓
Nationality			✓			
Age		✓				
Favourite outdoor activity				✓		
Favourite food					✓	
Favourite film						✓

1 Kitty would like to write to a boy.

She would like to know his age.

2 Skygirl would like to write to a girl .

She would like to know her nationality .

3 Spaceboy would like to write to a boy .

He would like to know his favourite outdoor activity .

4 Joe would like to write to a boy .

He would like to know his favourite food .

5 Alice would like to write to a girl .

She would like to know her favourite film .

Listening

Listen, tick (✓) and write

Listen to the report about people in Garden City. Tick the correct answers and complete the table below.

- 1 More than _____ people come from Canada.
 27,000 28,000 29,000
- 2 There are more than _____ Americans in Garden City.
 27,000 29,000 31,000
- 3 More than 25,000 people come from _____.
 France Italy the UK
- 4 More than _____ people come from India.
 20,000 23,000 25,000
- 5 There are more than 20,000 people from _____.
 Thailand Japan Australia
- 6 There are more than _____ Japanese in Garden City.
 19,000 20,000 21,000

People in Garden City

Country	People
Canada	<u>Canadians</u> _____
<u>the USA</u>	Americans
the UK	<u>Britons</u> _____
India	<u>Indians</u> _____
Australia	<u>Australians</u> _____
<u>Japan</u> _____	Japanese

Reading

Read and write

Read Kelly's letter to Kitty and complete Kelly's information below.

55 Park Road
San Francisco
CA 94118
the USA
12 July _____

Dear Kitty

Penfriends International sent your name to my school. I would like to be your penfriend.

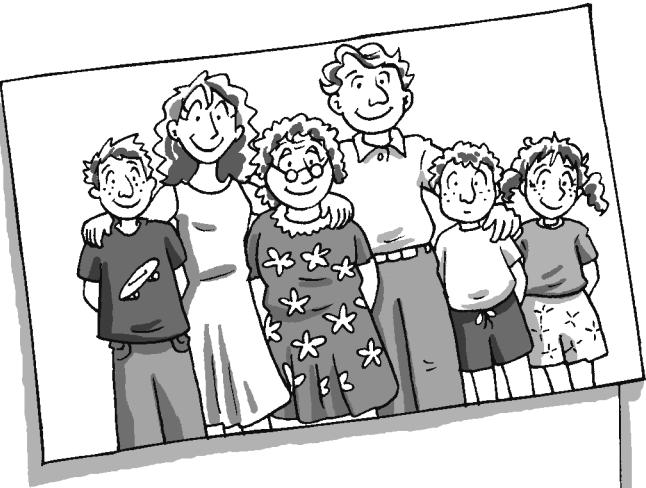
I am a girl and I am twelve years old. I live in San Francisco in the USA. I am American.

There are six people in my family. Look at my family photo. They are my grandma, my mum and dad, and my brothers, Tony and John, and me. I am in Grade 6 at San Francisco School. English is my favourite subject. I like singing and swimming.

Please write soon and tell me about yourself.

Yours

Kelly Winters



Kelly's list

age	12
sex	female
nationality	American
family members	Grandma, Mum and Dad, 2 brothers
school	San Francisco School
favourite subject	English
interests	singing, swimming

*Writing

About you

Complete a *list about yourself*.

(Students' own answers)

's list

age _____

sex _____

nationality _____

(your photo)

family members _____

pet _____

school _____

favourite subject _____

interests _____

other _____

Think and write

Read the table on page 19 of Student's Book 7A again. Who would you like to write to? Use the information about yourself on page 20 to complete the letter below.

(Students' own answers)

_____ (date)

Dear _____

How are you? I would like to be your _____.

I am a _____ (sex) from China. I am _____
(nationality). I am _____ years old. There are _____ people in
my family. They are _____

I go to _____ School. I am in Grade _____.

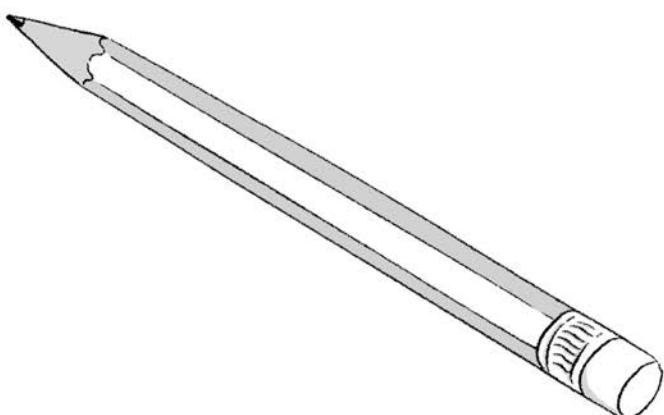
My favourite subjects are _____.

I like _____

_____ (interests).

Please write soon and tell me all about you.

Yours



Unit 4 Jobs people do

Language

Look, read and write

architect
makes

doctor
draws

removal man
types

secretary
moves

1

Who's that? What does he/she do?



That's Mr Wang. He's an architect.
He draws plans of buildings.



Mr Wang

2

That's Miss Tan.
She's a secretary.
She types letters.



Miss Tan

3

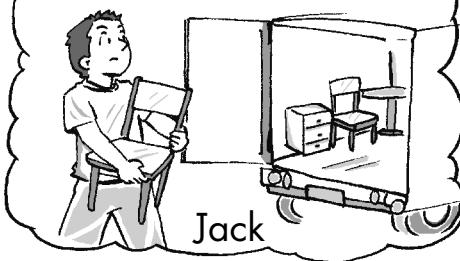
That's Mrs Qian.
She's a doctor.
She makes sick people better.



Mrs Qian

4

That's Jack.
He's a removal man.
He moves furniture to people's new homes.



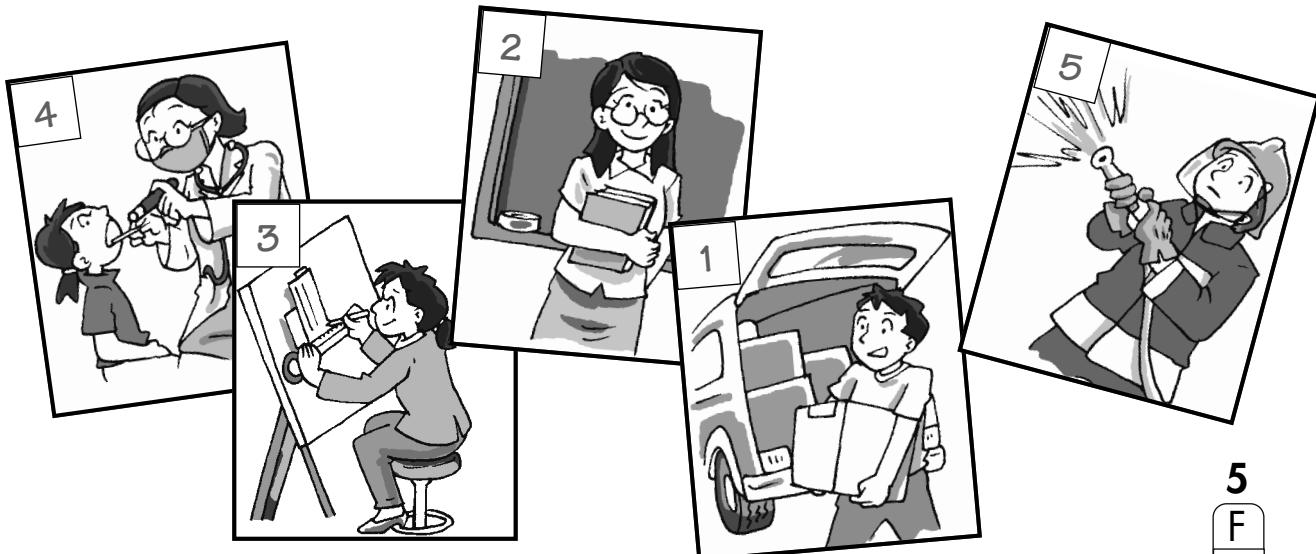
Jack

Look

He	works	in	a shop	.
She		for	a construction company	.

He	sells	things	.
She	types	letters	.

Read, write and match



5

F
I
R
E
M
N

Across

1 He works for a removal company.

He moves furniture.

2 She works in a school.

She teaches students Maths.

Down

3 She works for a construction company.

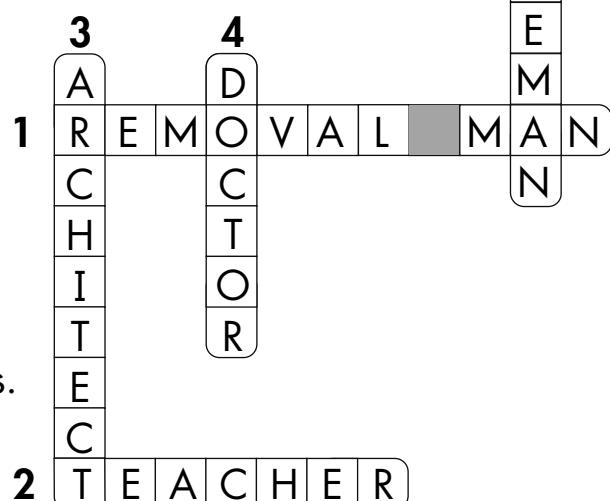
She draws plans of buildings.

4 She works in a hospital.

She makes sick people better.

5 He works outdoors.

He puts out fires.



Look

They put out fires .

They wear uniforms .

wear put make
work walk take drive
rescue catch

Write and match

1 They are firemen. They put out fires.

They sometimes rescue people.

They wear uniforms.

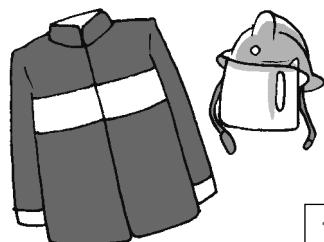


4

2 He is an ambulance worker.

He drives sick people quickly to the hospital.

He wears a uniform.



1

3 She is a nurse. She works in a hospital.

She takes care of sick people.

She wears a uniform.

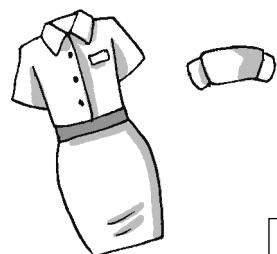


5

4 They are doctors. They work in hospitals.

They make sick people better.

They wear uniforms.



3

5 She is a policewoman. She works at a police station.

She walks around the streets.

She catches thieves.

She wears a uniform.



2

Look

Every morning, Spaceboy sees Mr Wang selling bread and cakes.

When does he start work? He starts work early.

Mr Wang is a baker.

Look and write

1



(sell)

Skygirl: Every morning, Spaceboy sees Mr Chen selling fruit.

Kitty: When does he start work?

Skygirl: He starts work early.

2



(sweep)

Skygirl: Every morning, Spaceboy sees Mr Li sweeping the streets.

Ben: When does he start work?

Skygirl: He starts work early.

Write

1 Mr Chen is a fruit seller.

2 Mr Li is a street cleaner.

Listening

Listen and circle

Listen to Kitty's report about her neighbour, Miss Tang, and circle the correct answers.

Miss Tang, the architect

Miss Tang is my **neighbour/aunt**. We live in the same **housing estate/block of flats**. She is an **architect/engineer**. She works for a construction company in the **city centre/suburbs**. She draws plans of **buildings/bridges**. Sometimes, she goes to **office/meetings** with her colleagues^① and they **draw/discuss** the plans. She **does not wear/wears** a uniform at work. She likes her job because it is very **important/interesting** and she enjoys **drawing plans of buildings/working** for people.



① colleague *n.* 同事

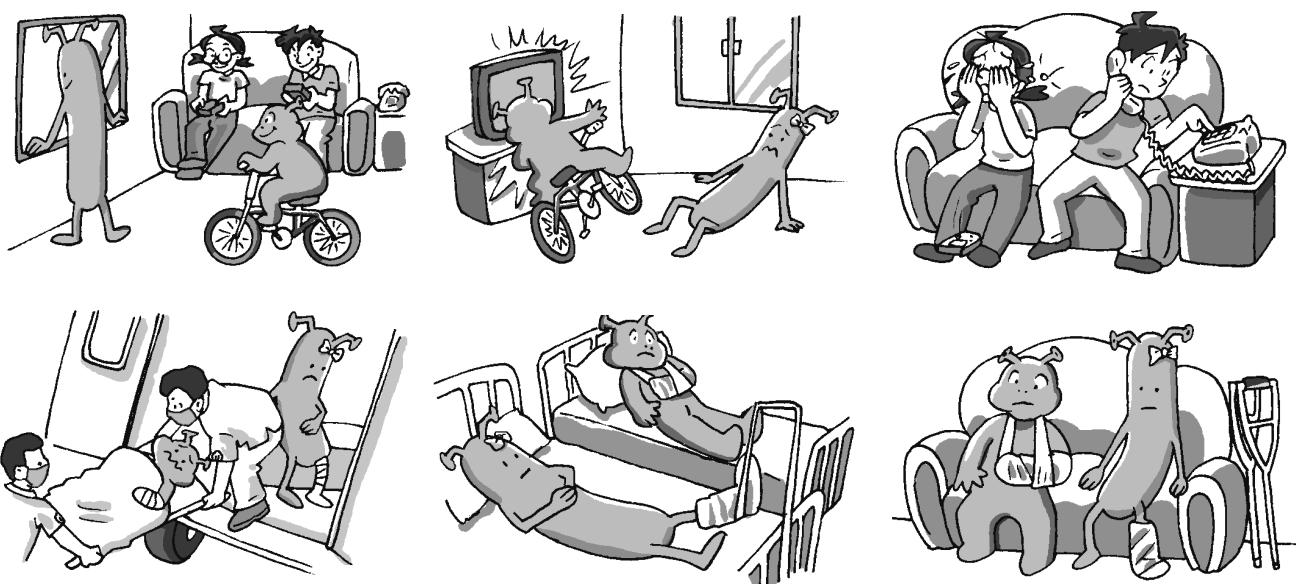
Reading

Look

Present tense	Past tense
is/are	was/were
has/have	had
stop	stopped
stay	stayed
knock	knocked

Present tense	Past tense
fall	fell
call	called
go	went
drive	drove
carry	carried

Look and write



One day, Spaceboy was cycling at home. His bicycle knocked Skygirl down. Then Spaceboy fell from the bicycle. He was hurt. Skygirl was hurt, too. Kitty was afraid. Ben called an ambulance.

The ambulance stopped outside their home. Two ambulance workers carried Skygirl and Spaceboy into the ambulance. They drove quickly to the hospital. Skygirl had a broken leg and Spaceboy had a broken arm. Skygirl and Spaceboy stayed in hospital for two days. After two days, they went home.

Writing

About you

Take some photographs or draw some pictures of the people you see every day on your way to school. Write about them.

(Students' own answers)

On my way to school

1



I see _____

2



I see _____

3



4



Unit 5 Choosing a new flat

Language

Look

What kind of flat would you like ?	I'd like a flat with ...
Where would you like to live ?	I'd like to live in / near ...

Look and write



Kitty: What kind of flat would you like?
Spaceboy: I'd like a flat with a big bedroom and a balcony.
Kitty: Where would you like to live?
Spaceboy: I'd like to live near an underground station.



Kitty: What kind of flat would you like ?
Mrs Li: I'd like a flat with two bathrooms and a big kitchen.
Kitty: Where would you like to live ?
Mrs Li: I'd like to live near a supermarket.



Kitty: What kind of flat would you like ?
Skygirl: I'd like a flat with a balcony and a big kitchen.
Kitty: Where would you like to live ?
Skygirl: I'd like to live near the beach.



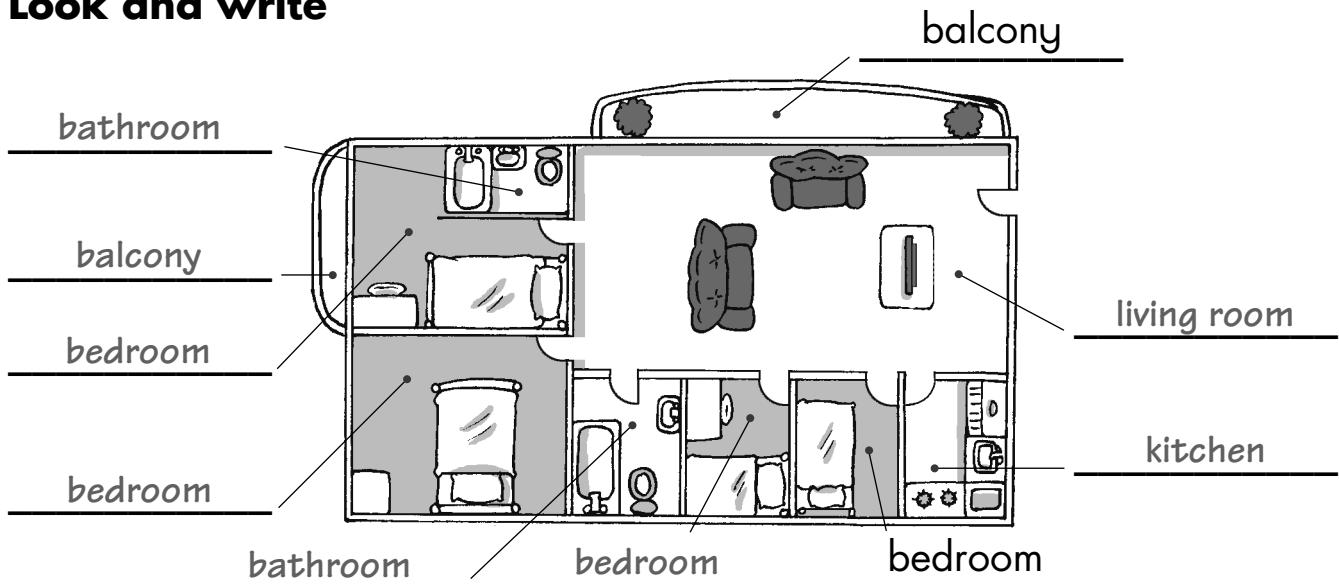
Kitty: What kind of flat would you like ?
Ben: I'd like a flat with four bedrooms and two bathrooms.
Kitty: Where would you like to live ?
Ben: I'd like to live in the suburbs.

Look

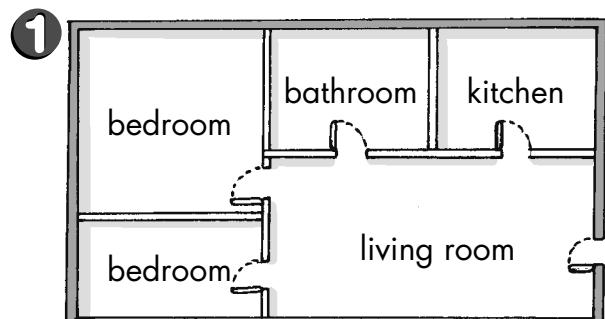
It has three bedrooms, a living room, a bathroom and a kitchen.

It is near the beach in the suburbs.

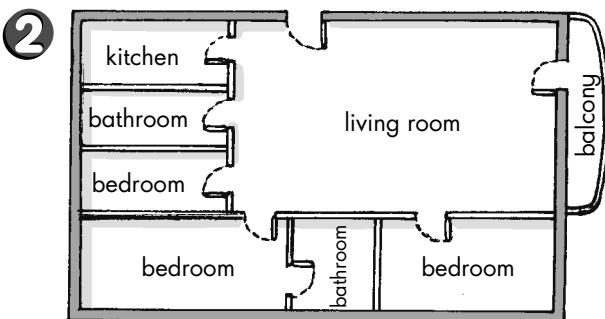
Look and write



Look and write



- near an underground station



- in the suburbs

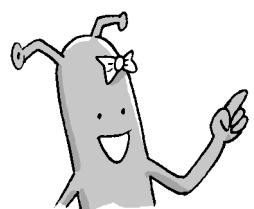
It has two bedrooms, a bathroom, a kitchen and a living room.
It is near an underground station.

It has three bedrooms, two bathrooms, a kitchen, a living room and a balcony. It is in the suburbs.

Look

Put	the	...	near		
			next to		
			opposite		
			in front of		
			between		
			on		

Read and label



Put the bed in front of the window.



Put the desk near the bed and
put the radio on the desk.

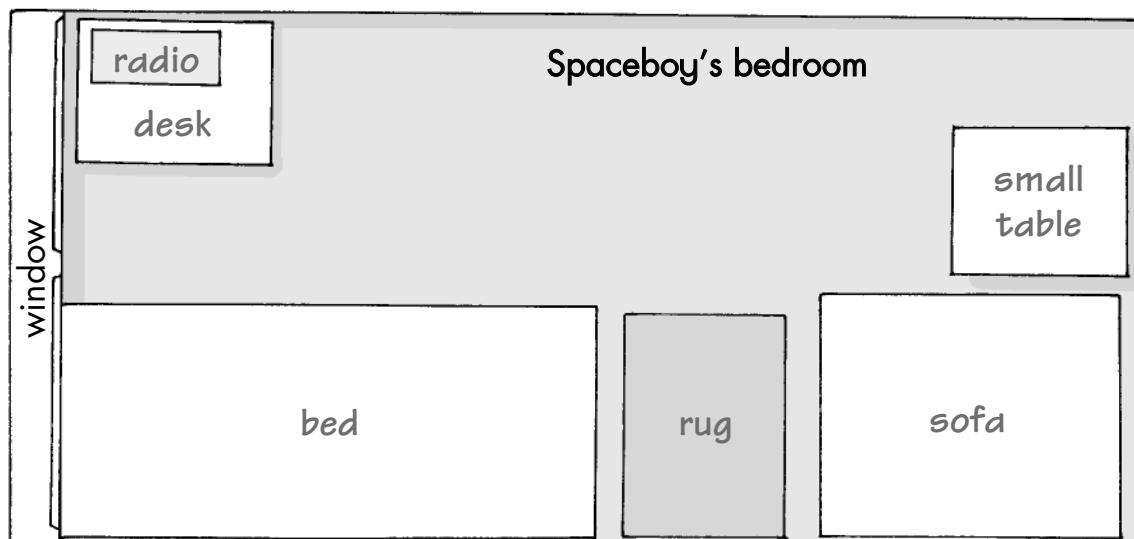


Put the sofa opposite the bed.

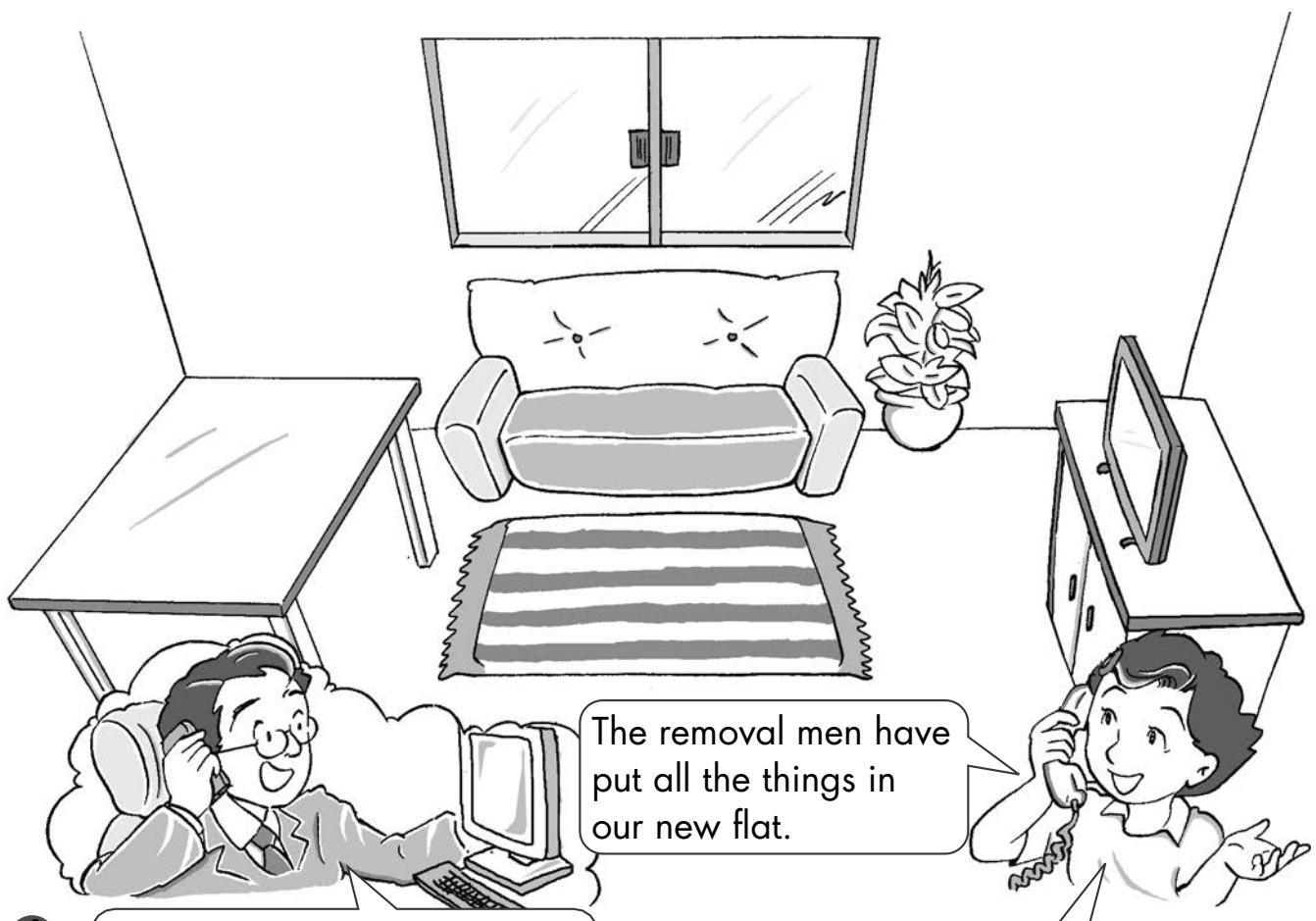


Put the rug on the floor between
the bed and the sofa.

Put the small table next to the sofa.



Look and write



1 Where did they put the sofa?

The removal men have
put all the things in
our new flat.

They put it near
the window.

2 Where did they put the plant?

They put it next to the sofa.

3 Where did they put the TV set?

They put it on
 the cupboard.

4 Where did they put the table?

They put it opposite
 the cupboard.

5 Where did they put the rug?

They put it between the table and the cupboard.

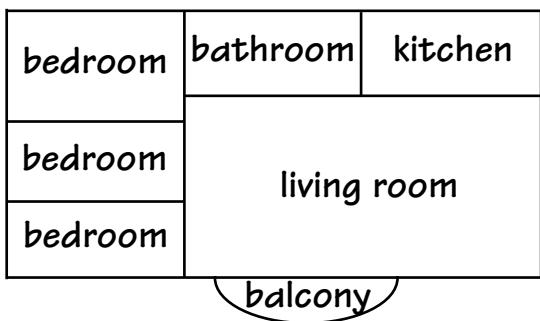
Listening

Listen and write

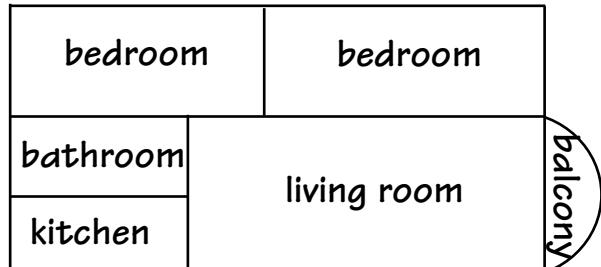
Spaceboy is talking about his new flat. Complete what he says below and choose his new flat. Then write the names of places near Spaceboy's new flat on the map.

Spaceboy: I've just moved into my new flat. My new flat is in the city centre. It has one big living room, three bedrooms, one bathroom, one kitchen and one big balcony. My new flat is between the supermarket and the shopping centre. The post office is next to the shopping centre. The bank is near the supermarket. The playground is in front of my new flat. The underground station is opposite the post office.

A



B



1 supermarket

Spaceboy's
new flat

2 shopping centre

post
office

bank

3 playground

4 underground
station

Reading

Read, think and choose

The Wangs are at the estate agency. Which flat would they like?

What kind of flat would you like?
Where would you like to live?



This flat has a big **A**
living room, three big
bedrooms, a small
kitchen, two bathrooms
and a balcony. It is
near a supermarket.

This flat has a big **B**
living room, three
big bedrooms, a big
kitchen, a balcony, two
bathrooms, and a
garden. It has sea views
and mountain views.
It is near a supermarket
and an underground
station.

This flat is in the **C**
suburbs. It has a big
living room, three small
bedrooms, a big
kitchen, a bathroom
and a balcony. It has
sea views. It is near
schools.

- a big living room
- a big kitchen
- more bedrooms
- near a supermarket

- a big flat
- near an
underground
station

- big
bedrooms
- near the
mountains
- a garden
- a big flat

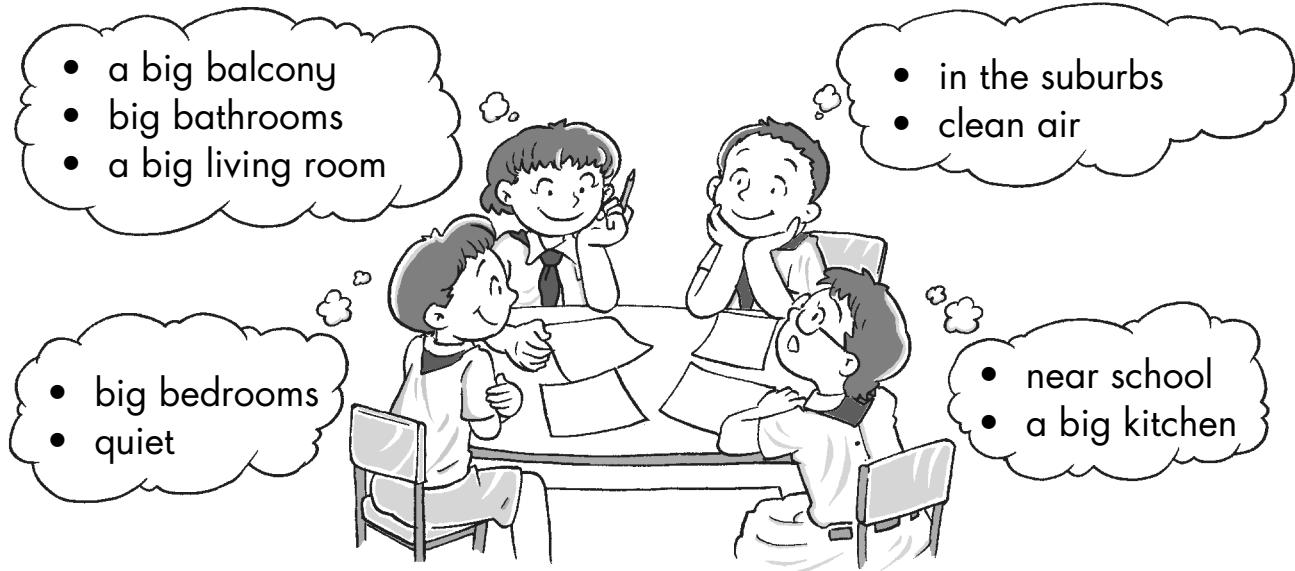
- near the beach
- a big kitchen
- more bathrooms
- a balcony

We'd like to have Flat **B**. It's a flat with a big
 living room, three big , a big kitchen, a balcony, two
 bathrooms and a garden. It has and .
It's a supermarket and an underground station.

*Writing

Think, draw and write

What kind of flat would you like? Draw a plan and write about it.



(Students' own answers)

I would like a flat with _____

Unit 6 Different places

Language

Look

Where is your school? It's in the city centre.

How do you get to school?

I take the underground and a bus.

How long does it take? It takes about 30 minutes.

Look and write

Name	School	Transport	Time
John	Old Town	 and 	about 30 minutes
Alan	Water Bay	 and 	about 45 minutes
Sally	Happy Estate	 and 	about 40 minutes

Reporter: Where is your school?

John: It's in Old Town.

Reporter: How do you get to school?

John: I take the underground and a bus.

Reporter: How long does it take?

John: It takes about 30 minutes.

Reporter: Where is your school?

Alan: It's in Water Bay.

Reporter: How do you get to school?

Alan: I take the ferry and a bus.

Reporter: How long does it take?

Alan: It takes about 45 minutes.

Reporter: Where is your school?

Sally: It's in Happy Estate.

Reporter: How do you get to school?

Sally: I take the underground and a bus.

Reporter: How long does it take?

Sally: It takes about 40 minutes.



Look

Do you live in the city centre or the suburbs ?

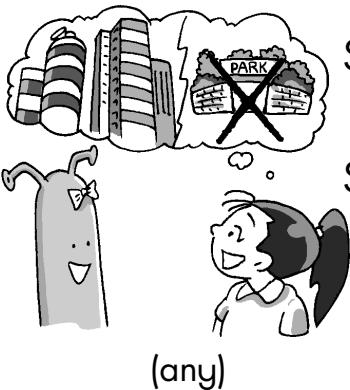
I live in the city centre .

Tell me about your neighbourhood , please .

It's very noisy/quiet . There's a lot of/not much traffic .

There are some/a lot of shops . There aren't any parks .

Look and write



Skygirl: Do you live in the city centre or the suburbs ?

Lucy: I live in the city centre .

Skygirl: Tell me about your neighbourhood, please.

Lucy: It's very noisy . There aren't any parks .

(any)

Spaceboy: Do you live in the city centre or
the suburbs ?

David: I live in the suburbs .

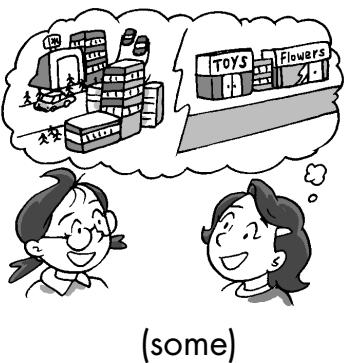
Spaceboy: Tell me about your neighbourhood,
please .

David: It's very quiet .

There's not much traffic .



(not much)



Kitty: Do you live in the city centre or
the suburbs ?

Karen: I live in the city centre .

Kitty: Tell me about your neighbourhood, please .

Karen: It's very noisy. There are some shops.

(some)

Look

When they lived in the city centre, they got up late.

Look and write

What did they do when they lived in the ...?

study
have
go
walk

1



city centre/library

2

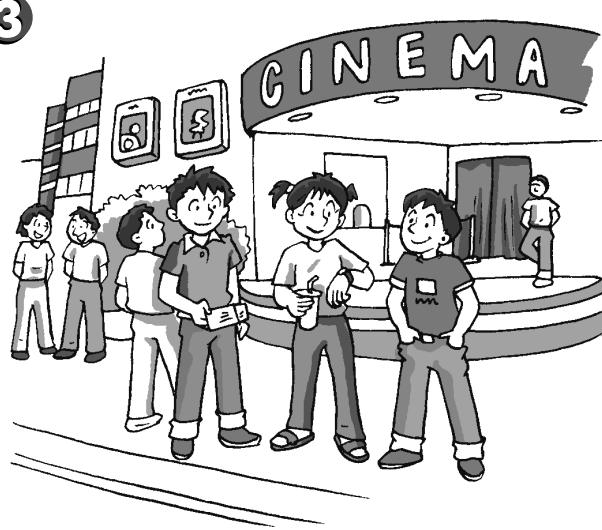


suburbs/beach

When they lived in the city centre,
they studied in the library.

When they lived in the suburbs,
they walked to the beach.

3



city centre/cinema

4



suburbs/barbecues

When they lived in the city centre,
they went to the cinema every month.

When they lived in the suburbs,
they had barbecues at weekends.

Look and write

When we lived in the city centre

1



2



We swam in a
swimming pool.

We took Sam (the dog) to
the park.

3



We went to a restaurant for dinner.

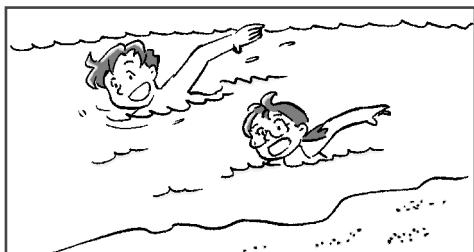
Now we live in the suburbs

4



We have barbecues (at
weekends).

5



We swim in the sea.

6



We take Sam to the beach.

Look

It is summer because people are eating ice cream .

Look and write

What season is it?

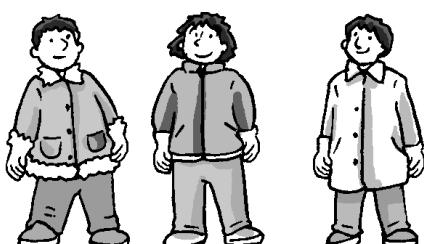
- people are swimming in the sea
- the leaves are falling
- people are wearing warm clothes and gloves
- the birds are making nests in the trees

1



It is summer because
people are swimming in the sea.

2



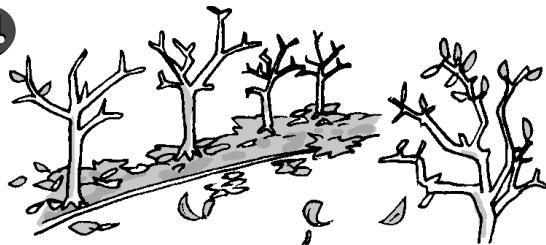
It is winter because people are wearing
warm clothes and gloves.

3



It is spring because the birds are
making nests in the trees.

4



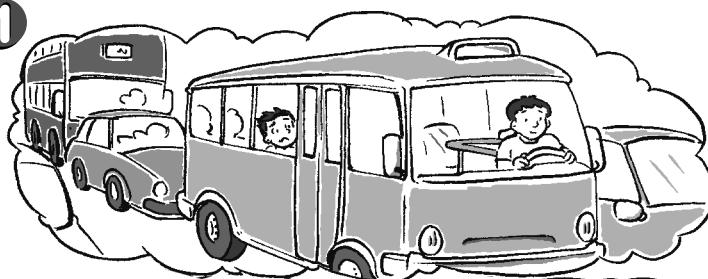
It is autumn because the
leaves are falling.

Listening

Listen and write

Look at the pictures. Listen to the recording and complete what the boy says.

1



2



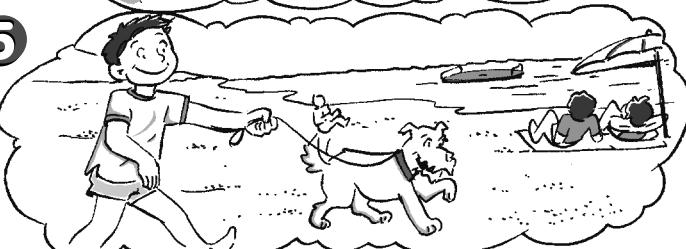
3



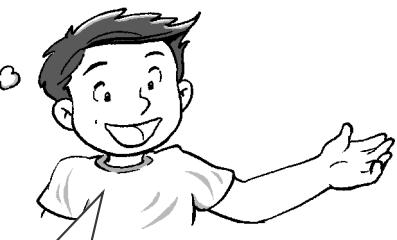
4



5



6



When we lived in the suburbs,
it took me one hour to _____
get to school.

Now we live in the city centre,
it takes me five minutes to
walk to school.

When we lived in the suburbs,
we had barbecues _____
at weekends.

Now we live in the city centre,
we go to _____
a restaurant for dinner.

When we lived in the suburbs, I
took my dog to the beach
near my home.

Now we live in the city centre, I
take my dog to the park _____
for walks.

Reading

Read and answer

Read the dialogue between Spaceboy and Skygirl. Then answer the questions below.

Skygirl: Do you like your new flat, Spaceboy?

Spaceboy: Yes. I like living in the city centre. It's very exciting.

Skygirl: What do you do at weekends?

Spaceboy: Sometimes, I go to the park and fly my kite. Sometimes, I go to the library. There are a lot of storybooks and magazines there.

Skygirl: How do you get to the library?

Spaceboy: I walk there. It takes me about ten minutes. But when I lived in the suburbs, it took me an hour to get there by bus.

Skygirl: Are there any shops near your flat?

Spaceboy: Yes. There is a supermarket and some other shops near my flat. It's very convenient to go shopping. I go to the supermarket twice a week.

1 Where is Spaceboy's new flat?

It is in the city centre.

2 What does Spaceboy do in the park?

He flies his kite.

3 What are there in the library?

There are a lot of storybooks and magazines in the library.

4 How does Spaceboy get to the library?

He walks there.

5 How long did it take Spaceboy to get to the library when he lived in the suburbs?

It took him an hour.

6 How often does Spaceboy go shopping?

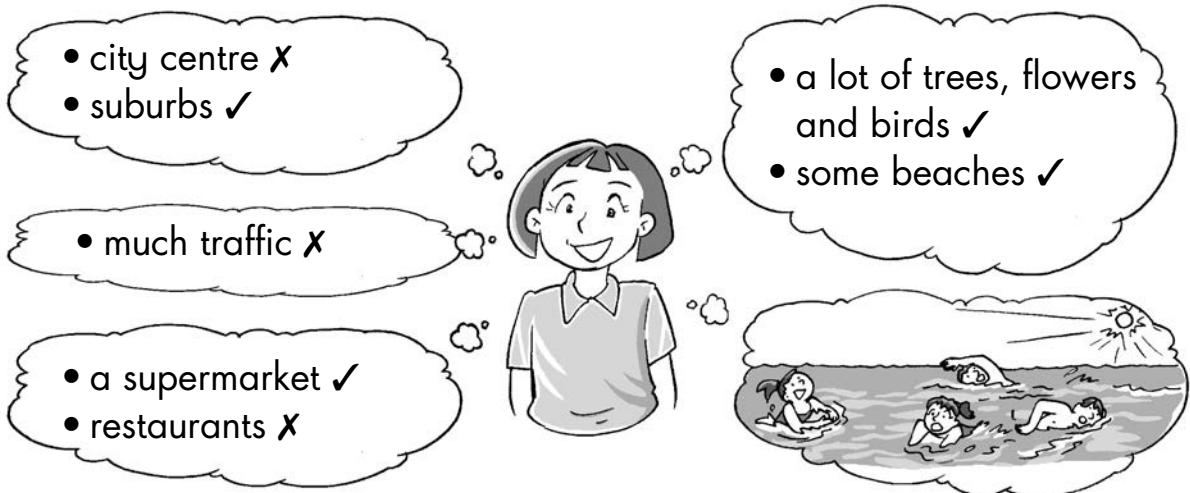
He goes shopping twice a week.

Writing

Think and write

Look at what Sally is thinking about. Help her complete her report about her neighbourhood.

My neighbourhood



I live in the suburbs. There is not much traffic, so it is very quiet. There is a supermarket. There are not any restaurants. There are a lot of trees, flowers and birds. There are some beaches. This is a photo of my neighbourhood. It is summer because people are swimming in the sea.

About you (Students' own answers)

Write a report about your neighbourhood. Draw a picture or collect a photo of your neighbourhood. Then write about it.

I live in _____. There is _____ traffic, so _____. There is a/an _____. There are not any _____. There are a lot of _____. There are some _____.

This is a _____ of my neighbourhood. It is _____ because _____.

Unit 7 Signs around us

Language

Look

What	does	this	sign	mean	?
It	means	:	We	can must must not	...

It's	a	warning	sign	.
		direction		
an		information		
		instruction		

Look and write

have a barbecue here

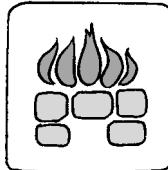
park our car here

stop our car here

fish here

turn right and go to Green Mountain

1



A: What does this sign mean?

B: It means: We can have a barbecue here.
It's an information sign.

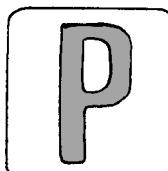
2



A: What does this sign mean ?

B: It means: We can turn right and go to Green Mountain.
It's a direction sign.

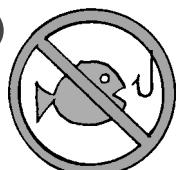
3



A: What does this sign mean ?

B: It means: We can park our car here.
It's an information sign.

4



A: What does this sign mean ?

B: It means: We must not fish here.
It's a warning sign.

5



A: What does this sign mean ?

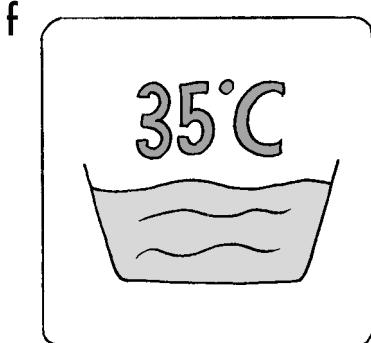
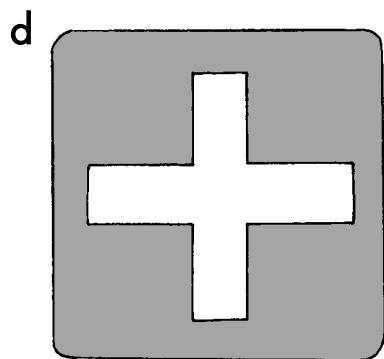
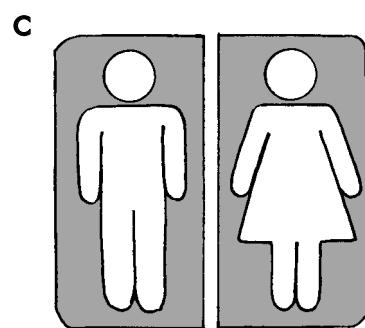
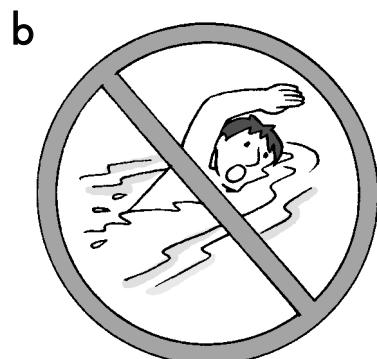
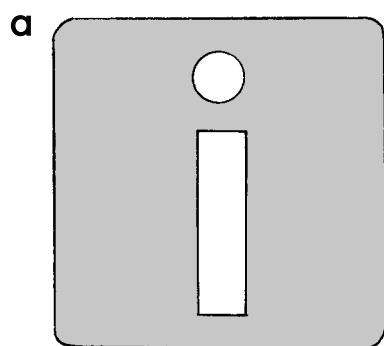
B: It means: We must stop our car here.
It's an instruction sign.

Look

There	is	...
	are	

We	can	...
	must (not)	

Match and write



- 1 There is _____ a hospital here. d
- 2 We can _____ get information here. a
- 3 We must not _____ swim here. b
- 4 There are _____ toilets here. c
- 5 We must _____ wash these clothes in warm water. f
- 6 We must _____ keep quiet. e

Look

Where can we find this sign ?

In a park/the countryside/a school .

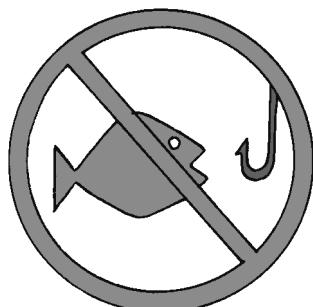
On a road .

Look and write

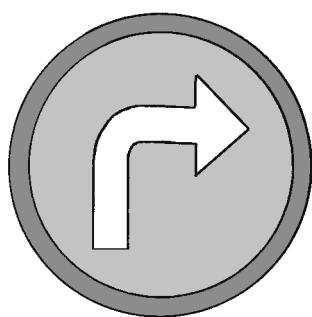
1



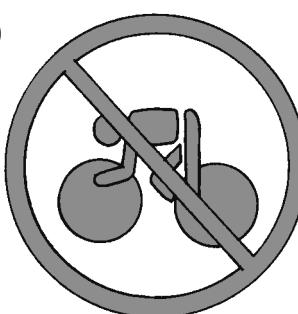
2



3



4



5



1 Spaceboy: Where can we find this sign?

Skygirl: In a school .

2 Spaceboy: Where can we find this sign ?

Skygirl: In the countryside/a park .

3 Spaceboy: Where can we find this sign ?

Skygirl: On a road.

4 Spaceboy: Where can we find this sign ?

Skygirl: In a park./On a road.

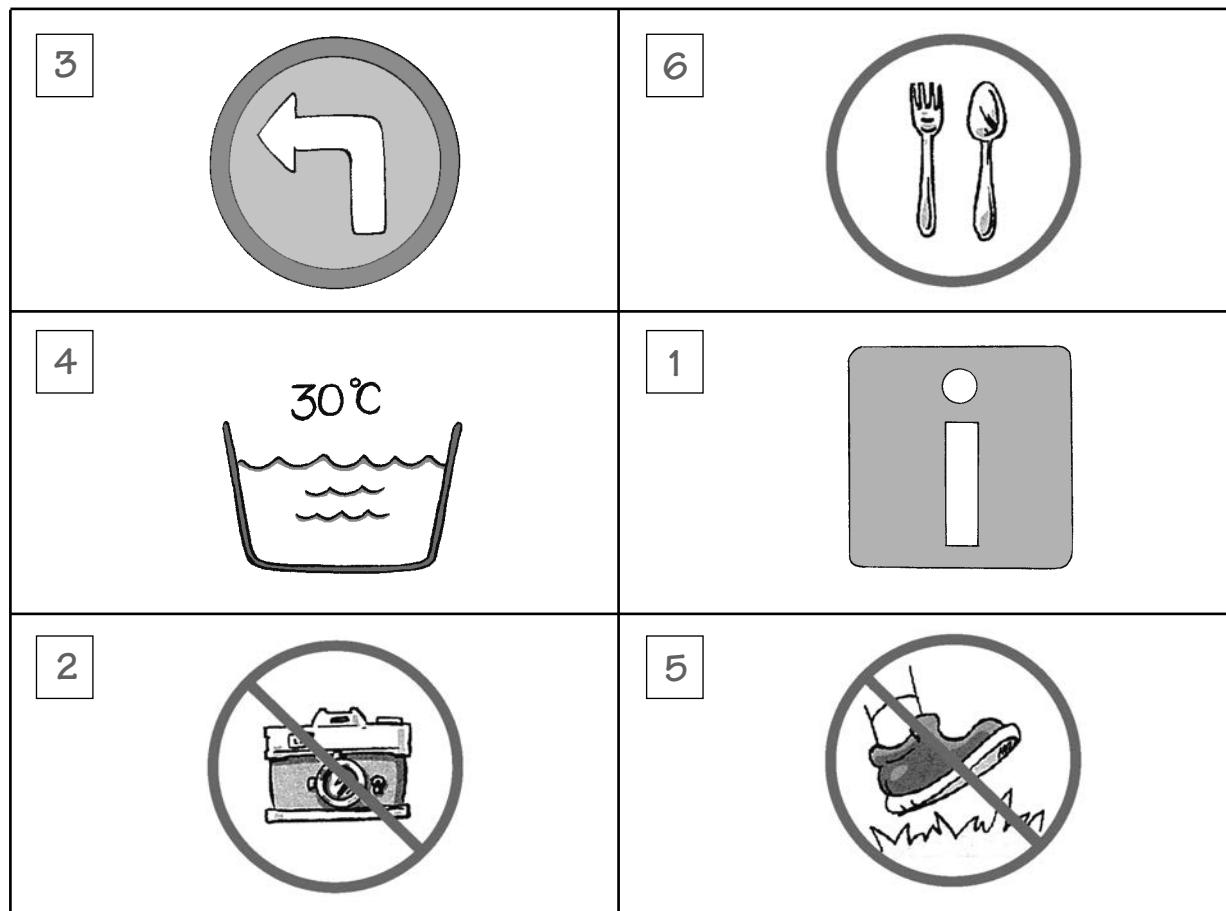
5 Spaceboy: Where can we find this sign ?

Skygirl: In a school.

Listening

Listen, think and write

Kitty and Ben are talking about the signs. Help them find the correct signs and write the numbers of the signs in the correct boxes and columns.



Warning	Instruction	Information	Direction
<u>2, 5</u>	<u>4</u>	<u>1, 6</u>	<u>3</u>

Reading

Read

Jane, Bill and Tom are in a country park. Read the dialogues below and number the pictures.

1 Bill: Look! There are so many fish in the pond. We can catch some.

Tom: No. Look at the sign. It means: We must not fish here.

2



2 Bill: Look! These flowers are beautiful.

Tom: Yes, they are. Can I pick one?

Jane: No, you can't. We must not pick the flowers in the park.

3



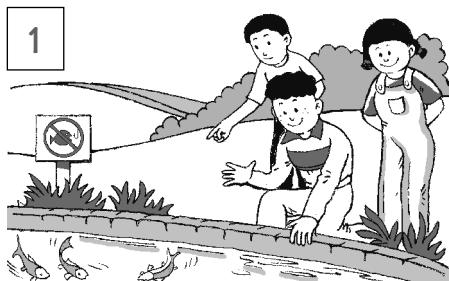
3 Bill: Oh, I can see a lot of people over there. What happened?

Tom: Let's go and have a look.

Jane: No. We must not walk on the grass in the park. Look at the sign. It says: Don't walk on the grass.

Tom: I'm sorry. I didn't see it.

1



4 Tom: Wow, what a big tree! I can climb onto the top.

Bill: Stop! Don't climb the tree.

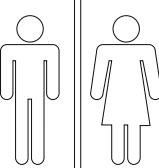
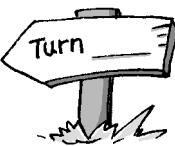
Jane: Yes, here is another sign. It means: We must not climb the trees.

4



*Read and write

A walk in the country park

	10	11	12	The end.
	We can <u>have a barbecue here</u> .		We must not <u>go camping here</u> .	
			We must not <u>climb the trees.</u>	
9 There is a <u>shelter</u> <u>here</u> .	<input type="radio"/> have a barbecue <input type="radio"/> climb the trees <input type="radio"/> go camping <input type="radio"/> shelter			
	8		We must not <u>walk on the grass</u> .	7 
			You can use that <u>phone</u> <u>for help.</u>	
	<input type="radio"/> pick the flowers <input type="radio"/> toilets <input type="radio"/> walk on the grass <input type="radio"/> phone			
Turn <u>right</u> <u>here</u> .	4	5	6	
	We <u>must not pick the flowers</u> .		There are <u>toilets</u> <u>here</u> .	
	<input type="radio"/> useful information <input type="radio"/> fish <input type="radio"/> left <input type="radio"/> right			
We must not <u>fish</u> <u>here.</u>	2		1	Start here.
	Turn <u>left here</u> .		We can get <u>useful information</u> <u>here.</u>	

Writing

Look, think and write

Look at the pictures. Are these people doing anything wrong? Write about each picture, following the example below.

1



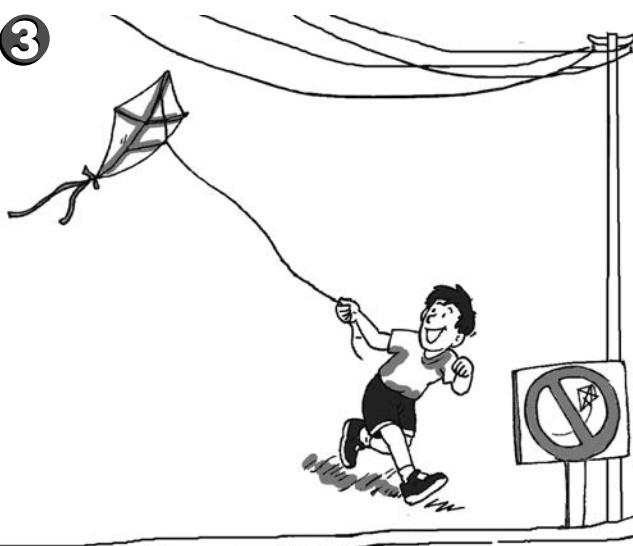
2



He cannot pick the flowers. The sign means: We must not pick the flowers here. It is a warning sign.

He must not ride his bike here. The sign means: We must not ride a bike here. It is a warning sign.

3



He cannot fly a kite here. The sign means: We must not fly kites here. It is a warning sign.

4



He cannot eat food here. The sign means: We must not eat or drink here. It is a warning sign.

3 Diet and health

Unit 8 Growing healthy, growing strong

Language

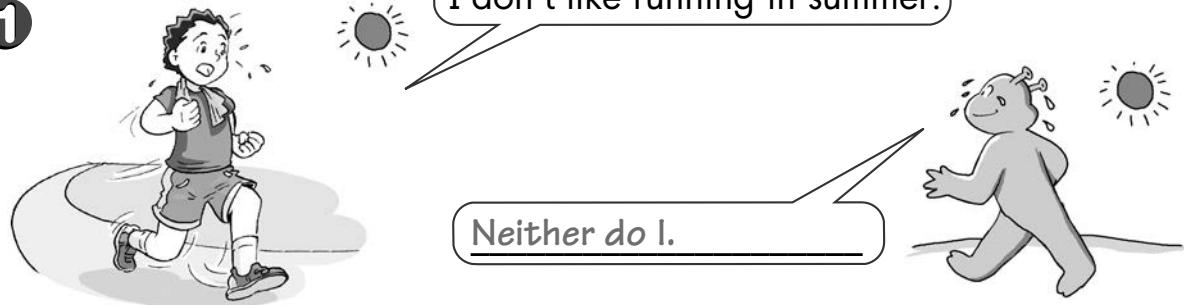
Look

I like having barbecues . So do I .

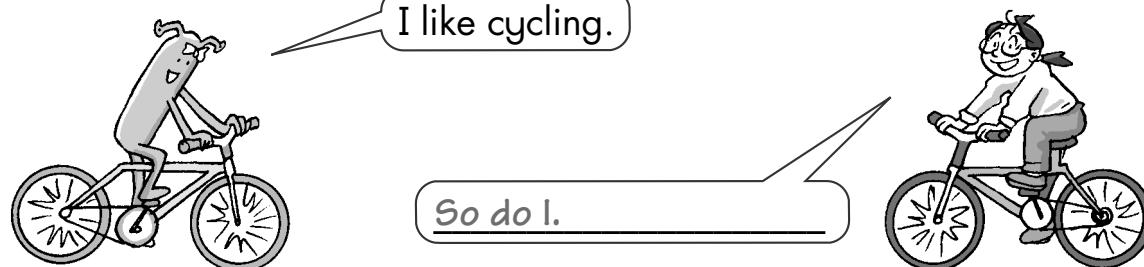
I don't like going to the market . Neither do I .

Look and write

1



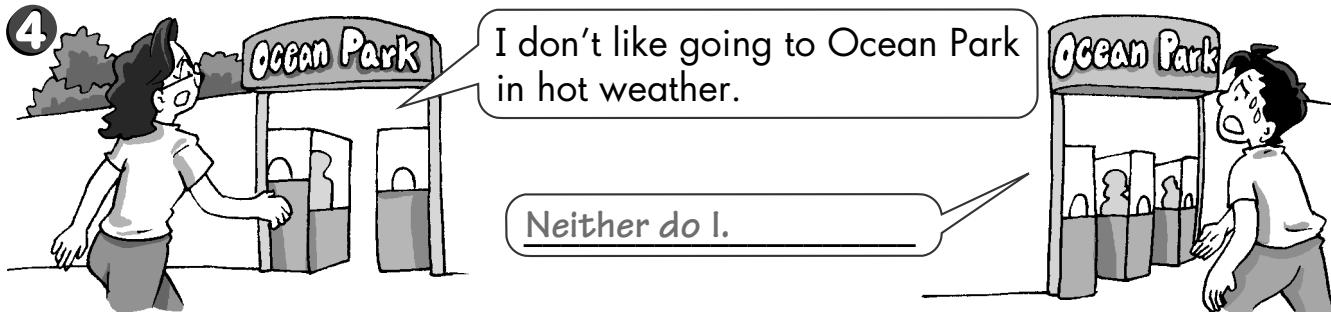
2



3



4



Look and write

Kitty, Alice, Peter and Joe are planning some activities for an outing.

1

What are we going to do first ?

Shall we go swimming? I like swimming.

No, I don't like swimming.

Neither do I . Shall we play some games? I like playing games.

So do I . Let's play some games.

2

What shall we do next ?

Shall we make some sandcastles? I like making sandcastles.

No, I don't like making sandcastles.

Neither do I . Shall we collect some shells? I like collecting shells.

So do I . Let's collect some shells.

Look

If	you	want	to	stay	healthy	,	you	should	...
								should not	

Read and write

A healthy child

Across

- 1 You should drink lots of __ every day.
- 2 If you want to stay __, you should get up early.
- 3 You should eat lots of __ every day.
- 4 You should not eat too much __ food.

Down

- 5 You should not drink too many __ drinks.
- 6 You should go to bed __ every night.
- 7 You should __ every day.
- 8 You should drink at least __ glasses of water every day.

5

S
O
F

1 W A T E R

A
R

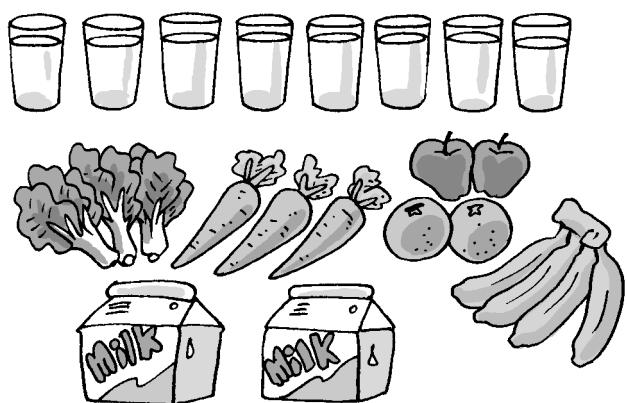
2 H E A L T H Y

X
Y

3 F R U I T

4 S W E E T

I
G
H
T



Look

Last week I watched too much TV.

I'm going to watch less TV.

Look and write

1



watched TV for 20 hours

too much too many
didn't ... enough
less more fewer

Last week I watched
too much TV. I'm
going to watch less
TV.



2



only drank two glasses of water

Last week I didn't drink
enough water.
I'm going to drink more water.

3



ate a lot of crisps

Last week I ate too many crisps.
I'm going to eat fewer crisps.

4



only ate 2 apples

Last week I didn't eat enough
fruit.
I'm going to eat more fruit.

Look

He	used	to	smoke eat a lot of crisps	.
----	------	----	------------------------------	---

He doesn't	smoke eat a lot of/too many crisps	any longer	.
------------	---------------------------------------	------------	---

Look and write

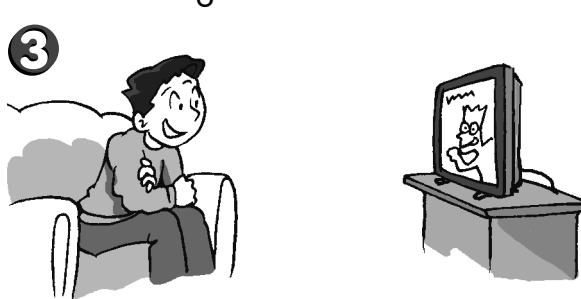


She used to get up late.
She doesn't get up late any longer.

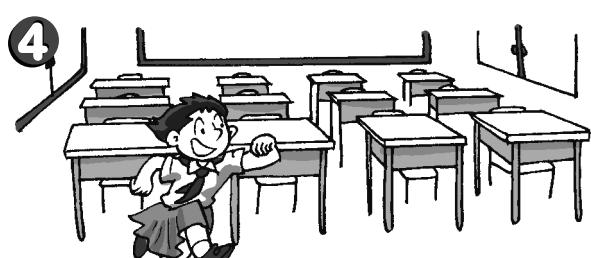


He used to buy a lot of snacks

He doesn't buy a lot of/too many snacks any longer.



He used to watch a lot of TV
He doesn't watch a lot of/too much TV any longer



She used to run in the classroom.
She doesn't run in the classroom
any longer.

Listening

Listen and tick (✓)

Why is Spaceboy ill and what can he do to get better? Listen and tick the correct answers.

1 What is wrong with Spaceboy?

- He has a headache. He has toothache.
 He has a sore throat. He has a stomach ache.
 His eyes hurt.

2 When did Spaceboy go to bed last night?

- He went to bed at 9 o'clock.
 11 o'clock.
 12 o'clock.

3 How long did Spaceboy exercise last week?

- He exercised for ten minutes.
 half an hour.
 one hour.

4 What did Spaceboy eat last week?

- Two packets of sweets. Some vegetables.
 Three packets of crisps. A lot of chips.
 Two boxes of ice cream. Some fruit.
 Four bars of chocolate. Five hamburgers.

5 What did Spaceboy drink last week?

- A lot of soft drinks. Three glasses of milk.
 Two cups of coffee. Two glasses of water.

6 What are Kitty's suggestions?

- Spaceboy should go to bed early and get up late.
 go to bed early and get up early.
 exercise regularly.
 exercise once a week.
 eat more fruit and vegetables.
 eat less sweet food.
 drink at least ten glasses of water every week.
 drink at least eight glasses of water every day.
 drink fewer soft drinks.

Reading

Read and write

Read the report about things Johnny did last week.

A report

- Johnny ate three bars of chocolate and exercised for five minutes last Sunday.
- He watched TV for five hours and ate four hamburgers last Monday.
- He drank a lot of soft drinks and ate a lot of fried food last Tuesday.
- He watched TV for four hours and ate some fruit last Wednesday.
- He drank a glass of water and ate four packets of crisps last Thursday.
- He ate a box of ice cream and watched TV for four hours last Friday.
- He ate some vegetables and drank four bottles of lemonade last Saturday.

Complete the following sentences about Johnny's bad habits.

- 1 Johnny ate too many hamburgers and crisps.
- 2 He ate too much fried food and ice cream.
- 3 He drank too many soft drinks.
- 4 He drank too much lemonade.
- 5 He did not eat enough fruit or vegetables.
- 6 He did not drink enough water.
- 7 He did not exercise regularly.
- 8 He watched too much TV.

Johnny wants to change his bad habits. Complete what he says.

- 1 I'm going to eat fewer hamburgers and crisps.
- 2 I'm going to eat less fried food and ice cream.
- 3 I'm going to drink fewer soft drinks.
- 4 I'm going to drink less lemonade.
- 5 I'm going to eat more fruit and vegetables.
- 6 I'm going to drink more water.
- 7 I'm going to exercise more regularly.
- 8 I'm going to watch less TV.



Writing

Think, draw and write

Make a table to show the things you did last week.

Things I did last week		Wed	(Students' own answers)
Sun		Thu	
Mon		Fri	
Tue		Sat	

About you

Make a list of the bad habits you had in the past.

(Students' own answers)

My bad habits in the past

- I used to _____.
I do not _____ any longer.
Now I _____.
- _____
- _____
- _____
- _____
- _____
- _____
- _____



A survey (Students' own answers)

Ask your family members about the bad habits they had in the past and the good habits they have now.

Family member	Bad habit in the past	Good habit now

Write

Write a report about the bad and good habits of your family members.

(Students' own answers)

A report—bad and good habits

1 My _____ used to _____.
He/She does not _____ any longer.
Now he/she _____.

2 My _____ used to _____.
He/She does not _____ any longer.
Now he/she _____.

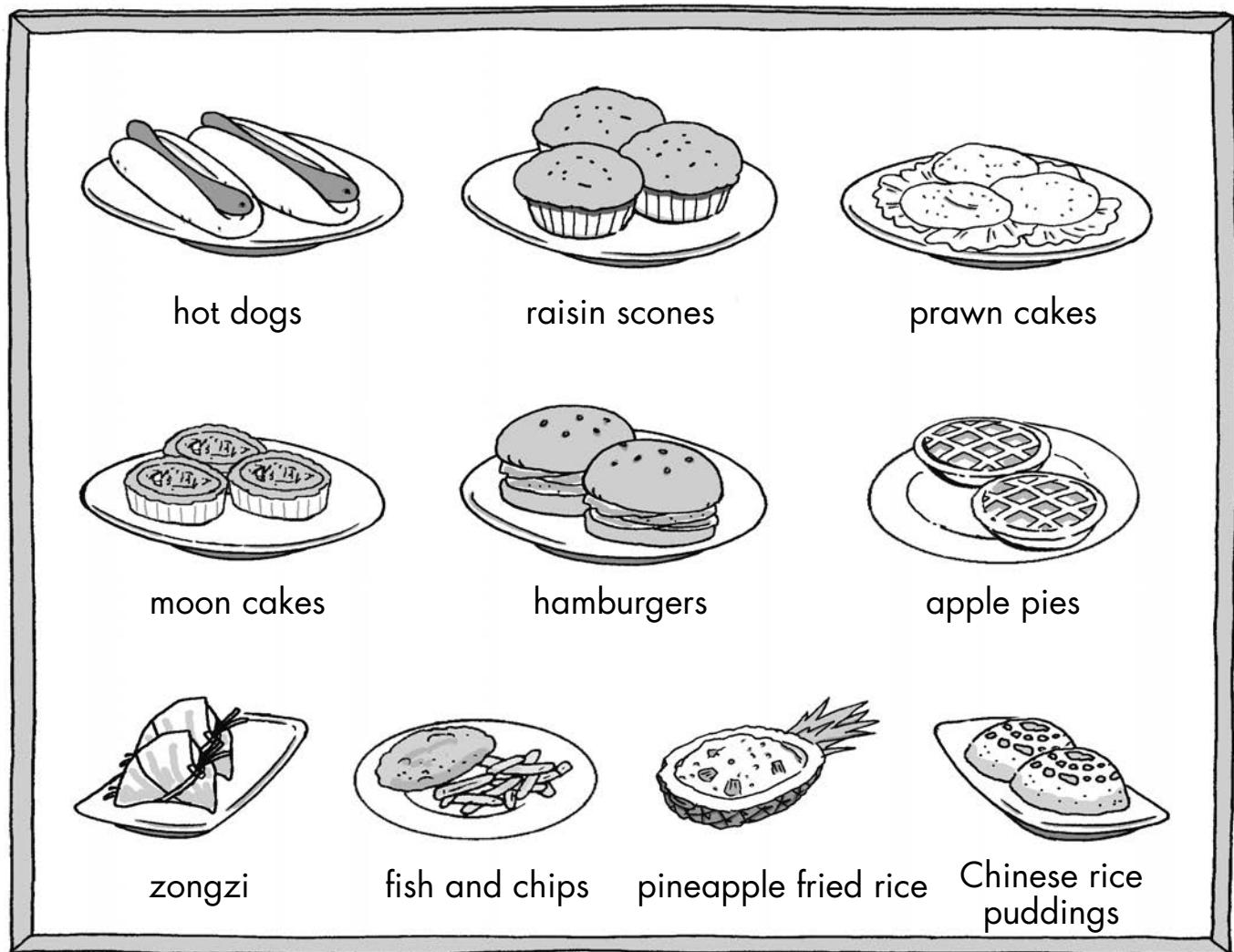
3 _____

4 _____

Unit 9 International Food Festival

Language

Look, match and write



Kind of food	Name of dish
Chinese food	moon cakes, zongzi, Chinese rice puddings
American food	hot dogs, hamburgers, apple pies
English food	raisin scones, fish and chips
Thai food	prawn cakes, pineapple fried rice

Read and write

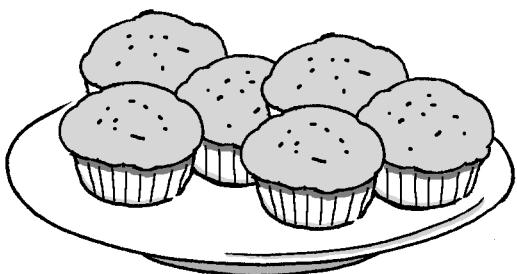
Mrs Li has told Kitty how to make raisin scones. Read page 70 of Student's Book 7A again and help Kitty write the recipe for raisin scones.



A recipe

Ingredients

- 50 g of butter
- 200 g of self-raising flour
- a little salt
- a little sugar
- some raisins
- 150 ml of milk

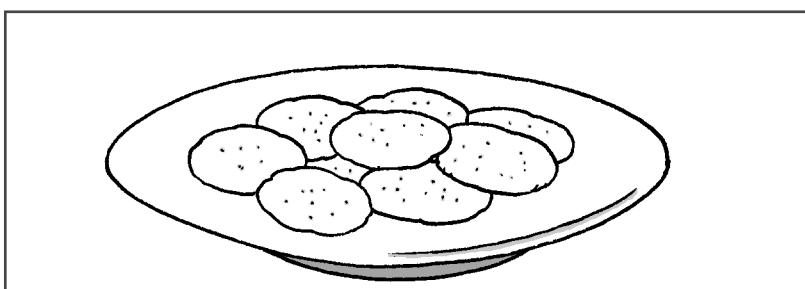
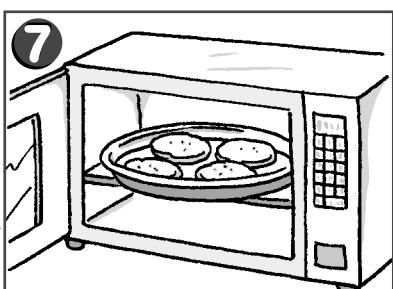
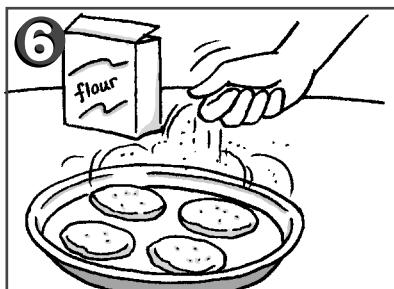
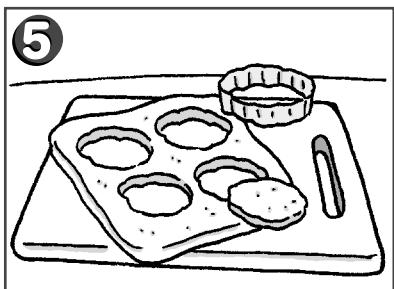
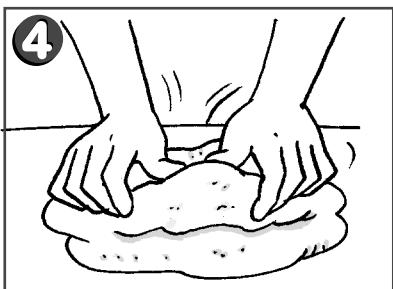
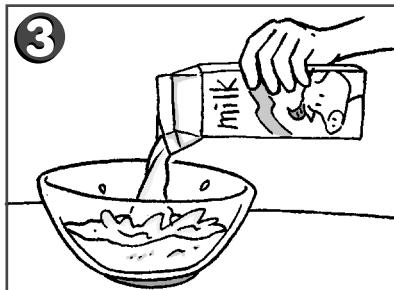
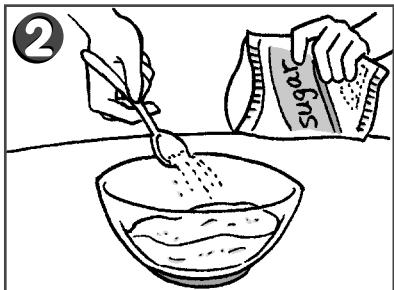
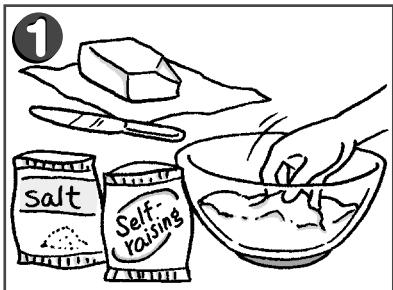


How to make raisin scones:

- 1 Firstly, mix 50 grams of butter, 200 grams of self-raising flour and a little salt together
- 2 Secondly, add a little sugar and some raisins and pour in 150 millilitres of milk
- 3 Next, use your hands to make the mixture into a dough
- 4 Then make shapes about 5 centimetres wide and put them on a baking tray
- 5 After that, sprinkle the shapes with flour
- 6 Finally, bake them in an oven for 15 minutes at 200°C

Look, match and write

Making biscuits

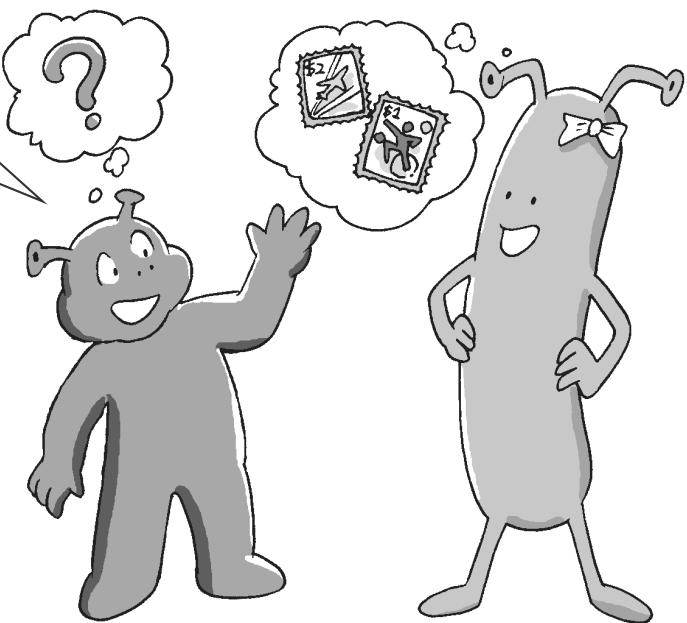


How to make biscuits:

- 4 Use your hands to make the mixture into a dough.
- 6 Put the shapes on a baking tray and sprinkle them with flour.
- 1 Mix the self-raising flour, the salt and the butter together.
- 7 Bake them in a hot oven for 15 minutes.
- 2 Add the sugar.
- 5 Make shapes about 5 centimetres wide.
- 3 Pour in the milk.

Look

What are we going to do?
Who is going to help us?
How are we going to do it?
Where are we going to have it?
Why are we going to have it?
When are we going to have it?



Read and write

1 Spaceboy: What are we going to do ?

Skygirl: We're going to have an international stamp festival.

2 Spaceboy: Why are we going to have it?

Skygirl: We're going to raise money for more school computers.

3 Spaceboy: Where are we going to have it?

Skygirl: We're going to have it in the school hall.

4 Spaceboy: When are we going to have it?

Skygirl: We're going to have it on Sunday, 12 February.

5 Spaceboy: How are we going to do it?

Skygirl: We're going to bring and sell stamps from different countries.

6 Spaceboy: Who is going to help us?

Skygirl: The students and teachers are going to help us.

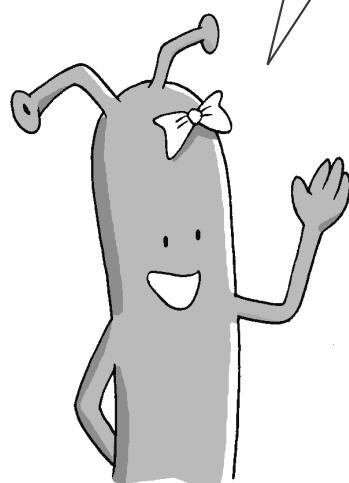
Look

He's	going	to	sell	Chinese	food	.
				Thai		
				English		
				American		

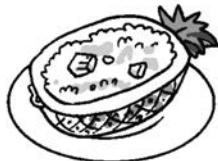
He's going to sell hamburgers and cola .

Look and write

My friend, Mr Wang, is going to open a new shop. He's going to sell ...

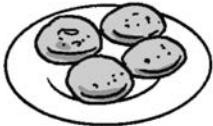


1



pineapple
fried rice

2



prawn cakes



raisin
scones



fish and chips

3



moon cakes

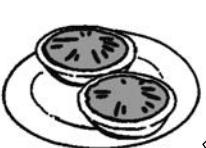
4



zongzi



hot dogs



apple pies

1 He's going to sell Thai food.

He's going to sell pineapple fried rice and prawn cakes.

2 He's going to sell English food.

He's going to sell raisin scones and fish and chips .

3 He's going to sell Chinese food .

He's going to sell moon cakes and zongzi .

4 He's going to sell American food.

He's going to sell hot dogs and apple pies .

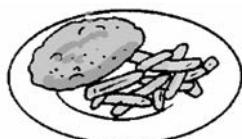
Look

How	much	does	it	cost	?
		do	they		

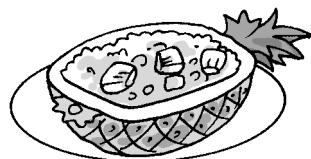
A ... costs ... yuan and ... jiao .

A plate of ... costs ... yuan and ... jiao .
A piece bowl

Look and write



fish and chips (¥11.50/plate)



pineapple fried rice (¥8.20/bowl)



hot dogs (¥11.20/each)



apple pie (¥5.60/piece)

- 1 Spaceboy: May I have two hot dogs, please? How much do they cost?
Mr Wang: A hot dog costs eleven yuan
and two jiao.

2 Spaceboy: May I have two pieces of apple pie, please?
How much do they cost ?
Mr Wang: A piece of apple pie costs five yuan and
six jiao.

3 Spaceboy: May I have a bowl of pineapple fried rice, please?
How much does it cost ?
Mr Wang: A bowl of pineapple fried rice costs eight yuan and
two jiao.

4 Spaceboy: May I have a plate of fish and chips, please?
How much does it cost ?
Mr Wang: A plate of fish and chips costs eleven yuan and five jiao

Listening

Listen and write

Mr Wang is asking Alice about the international food festival. Listen and complete the poster and then match the different dishes with the right person.

International Food Festival

Rose Garden School is having
an international food festival to
raise money for the SPCA



Date: 2 February (Saturday)

Time: 10.00 a.m. – 3.00 p.m.

Place: In the playground



- a Chinese rice puddings
- b pineapple fried rice
- c zongzi
- d fish and chips
- e raisin scones

- f prawn cakes
- g hamburgers
- h moon cakes
- i apple pies
- j hot dogs



Name	Kind of food	Name of dish
Alice	American food	g, j, i
Peter	Chinese food	a, c, h
Kitty	English food	e, d
Joe	Thai food	f, b

Reading

Read, think and write

Read the dialogues and complete the table below.

Miss Guo: Hello. I'd like to buy some food. What food are you selling, Peter?

Peter: I'm selling moon cakes and zongzi, Miss Guo. They're Chinese food.

Miss Guo: How much do they cost?

Peter: A moon cake costs eight yuan and eight jiao. A zongzi costs three yuan and five jiao.

Miss Guo: May I have a moon cake and three zongzi, please?

Peter: Yes, of course. That'll be nineteen yuan and three jiao.

Mr Hu: Hello. What food are you selling, Kitty?

Kitty: I'm selling raisin scones and fish and chips, Mr Hu. They're English food.

Mr Hu: How much do they cost?

Kitty: A raisin scone costs three yuan and five jiao. A plate of fish and chips costs nine yuan and three jiao.

Mr Hu: May I have two raisin scones, please?

Kitty: Yes, of course. That'll be seven yuan.

	Item	Price (each)	Amount	Cost (total)
Miss Guo	moon cake	¥ 8.80	1	¥ 8.80
	zongzi	¥ 3.50	3	¥ 10.50
Mr Hu	raisin scone	¥ 3.50	2	¥ 7.00

Writing

Think and write

Think about the following questions. Read page 69 of Student's Book 7A again and help Kitty write the letter to her penfriend, Gary.



8 February _____

Dear Gary

How are you and your family? I am very well. My school had an international food festival last week. My classmates and I wanted to raise money for the SPCA.

We sold foods from different countries. Peter sold moon cakes, zongzi and Chinese rice puddings. They are Chinese food. Alice sold hot dogs, apple pies and hamburgers. They are American food. Joe sold pineapple fried rice and prawn cakes. They are Thai food. I sold raisin scones and fish and chips. They are English food.

We raised ¥1,000 for the SPCA. We hope the money will help the animals at the SPCA.

I hope to hear from you soon.

Yours sincerely

Kitty

Unit 10 A birthday party

Language

Look

What are we going to do at the party ?

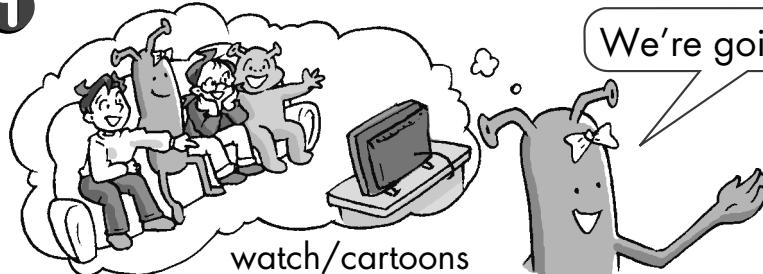
We're going to ...

Look and write

It's Kitty's birthday party on Sunday afternoon.
What are we going to do at the party?



1



We're going to watch cartoons.

watch/cartoons

2

We're going to sing karaoke.



sing/karaoke

3



We're going to have a barbecue.

have/barbecue

4

We're going to eat pizza.



eat/pizza

Look

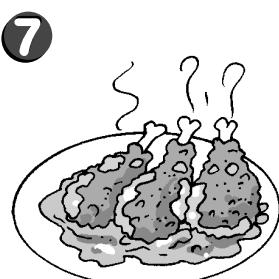
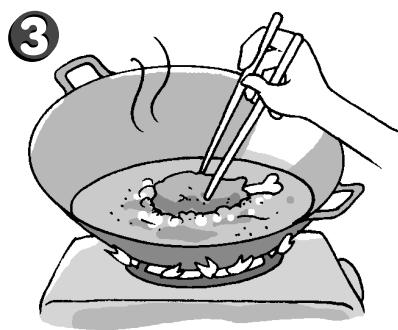
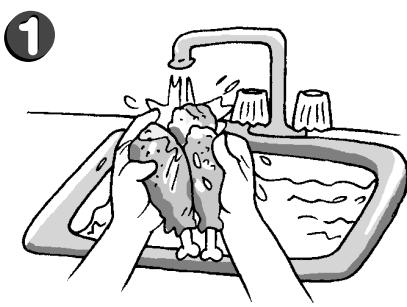
Firstly, ... → Secondly, ... → Thirdly, ... → Next, ... → Then ... →

After that, ... → Finally, ...

Look, match and write

Drumsticks in mango sauce

You need: some drumsticks, a bottle of mango sauce



3 Thirdly _____, fry the drumsticks in the hot oil.

1 Firstly _____, wash the drumsticks. Add a little salt and pepper to the drumsticks.

5 Then _____ heat the mango sauce. Add a little salt and sugar, and some water to the sauce.

6 After that _____, add the drumsticks to the sauce.

2 Secondly _____, heat up some oil.

4 Next _____, take out the drumsticks and leave them for later use.

7 Finally _____, put the cooked drumsticks on a plate.

Look, think and write

Mrs Wang is going to bake a cake for Tom. Help Mrs Wang complete the lists of ingredients.



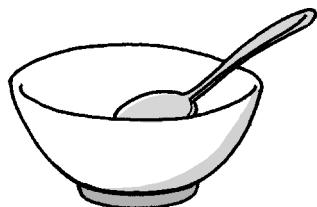
Ingredients for a chocolate cake

- some butter
- some flour
- some chocolate powder
- some sugar
- some eggs



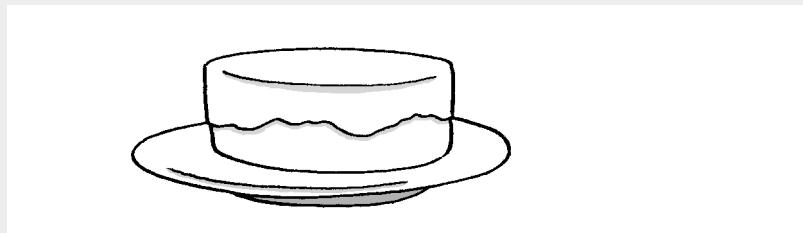
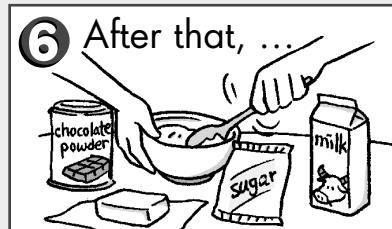
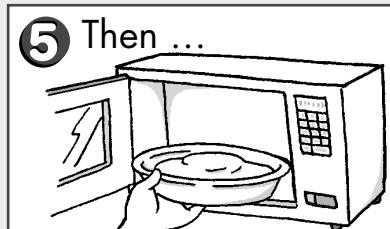
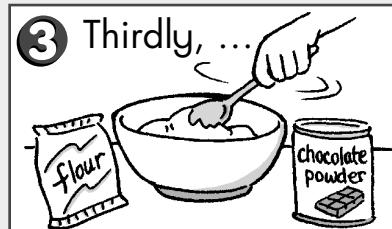
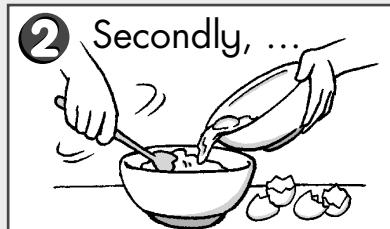
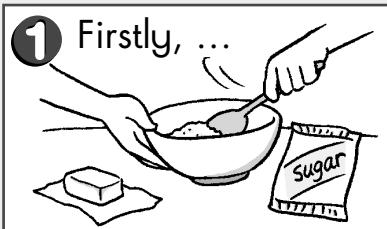
Ingredients for the icing

- some chocolate powder
- some butter
- some milk
- some icing sugar



Read, match and write

A recipe



6 After that, make the icing. Mix together 50 grams of butter, 100 grams of icing sugar, some chocolate powder and some milk.

2 Secondly, beat two eggs and add them to the sugar and the butter.

3 Thirdly, put 200 grams of flour and some chocolate powder in the bowl. Stir the mixture.

1 Firstly, mix 100 grams of sugar and 100 grams of butter together in a bowl.

5 Then put the mixture in an oven and bake it for 20 minutes at 180°C.

4 Next, pour the mixture into a baking tray.

7 Finally, wait for the cake to cool. Put the icing on top of the cake.

Look

What	food	shall	we	have	at	the	party	?
	drink							

Let's	have	some	sausages	.	Shall	we	have	some	sausages	?
-------	------	------	----------	---	-------	----	------	------	----------	---

No,	I	don't	like	sausages	very	much	.
-----	---	-------	------	----------	------	------	---

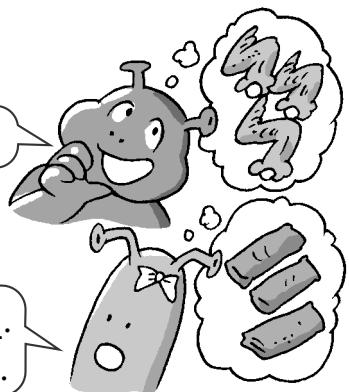
I'd	rather	have	some	chicken wings	.
-----	--------	------	------	---------------	---

Look and write

1 What food shall we have at the party?



Let's have some chicken wings.



No, I don't like chicken wings very much.
I'd rather have some spring rolls.

2 What drink shall we have at the party ?



Shall we have some orange juice ?



No, I don't like orange juice very much.
I'd rather have some cola.

3 What food shall we have at the party ?



Shall we have some sausages?/
Let's have some sausages.



No, I don't like sausages very much.
I'd rather have some pizza.

Look

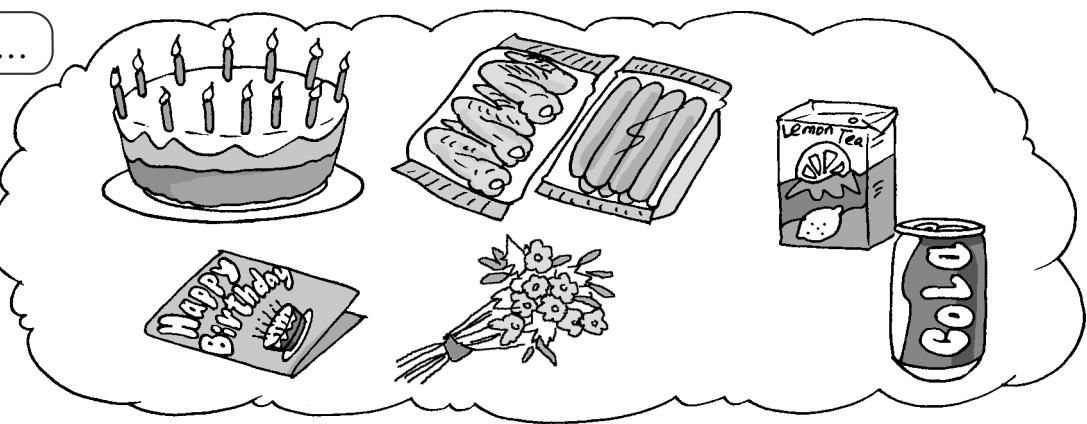
What does Ben need to buy ?

He needs to buy a cake .

We don't have any candles , so he needs to buy some candles .

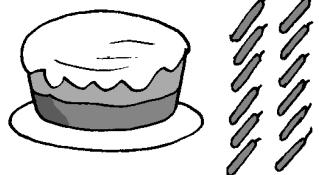
Look and write

I need to buy ...



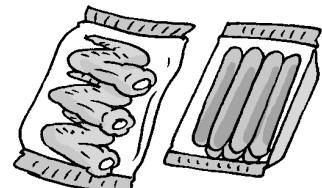
1 Kitty: What does Ben need to buy?

Mrs Li: He needs to buy a cake. We don't have any candles, so he needs to buy some candles.



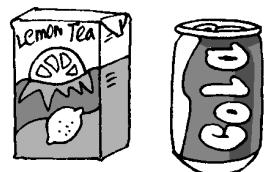
2 Kitty: What does Ben need to buy ?

Mr Li: He needs to buy some chicken wings .
We don't have any sausages ,
so he needs to buy some sausages .



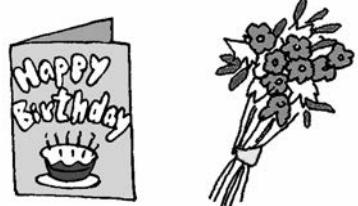
3 Kitty: What does Ben need to buy ?

Skygirl: He needs to buy some lemon tea .
We don't have any cola ,
so he needs to buy some cola .



4 Kitty: What does Ben need to buy ?

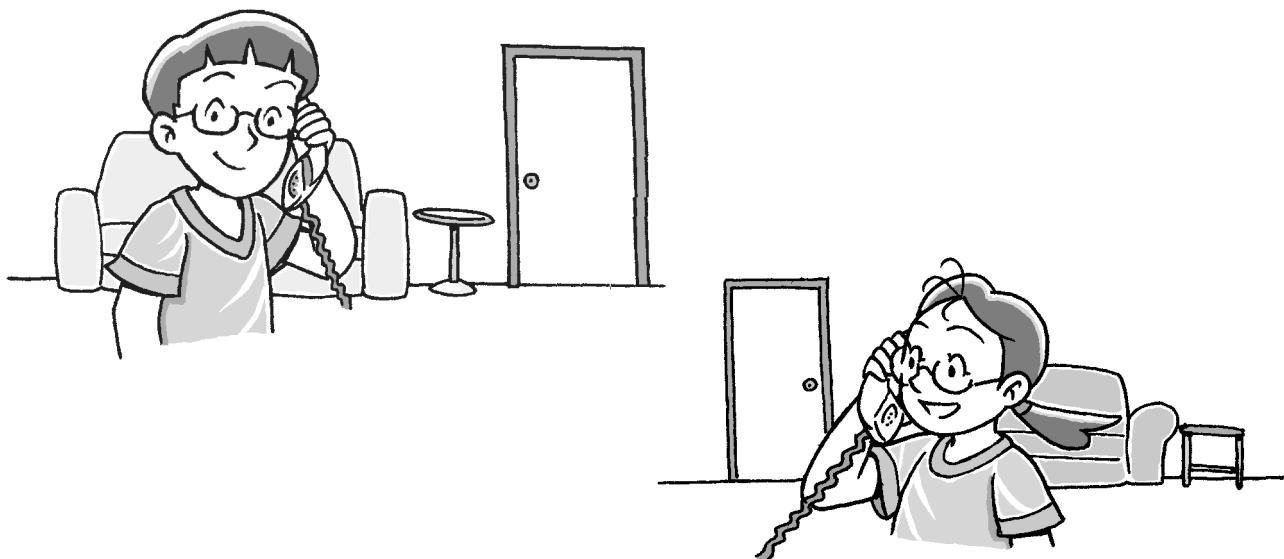
Mrs Li: He needs to buy a birthday card .
We don't have any flowers ,
so he needs to buy some flowers .



Listening

Listen and write

Tom and Kitty are planning a birthday party for Alice. Listen to their telephone conversation and complete the table below.



Alice's birthday party

Time	on <u>Sunday</u> , at <u>one o'clock</u> in the afternoon
Place	Tom's <u>flat</u>
Activity	<ul style="list-style-type: none">• enjoy <u>a lot of</u> delicious <u>food</u> and <u>drink</u>• <u>sing</u> <u>karaoke</u>• watch <u>DVDs</u>• have <u>a barbecue</u>

Reading

Read and write

Tom is discussing what he needs to buy for Alice's birthday party with his friends. Read their discussion and complete the sentences below.

- Tom: What food and drink shall we have at the party?
- Kitty: Shall we have some spring rolls?
- Joe: No, I don't like spring rolls very much. I'd rather have some chicken wings.
- Tom: Shall we have some orange juice?
- Ben: Yes, that's a good idea. Let's have some orange juice.
- Kitty: Shall we have some noodles?
- Peter: Yes, that's a good idea. Let's have some noodles.
- Tom: Shall we have some soya milk?
- Joe: No, I don't like soya milk. I'd rather have some cola.
- Ben: We're going to have a barbecue. Tom, do you have any forks and charcoal in your home?
- Tom: Yes, I do. I'd like to take some photos, so I need to buy some batteries for my camera.
- Kitty: Would you like to decorate your flat for the party, Tom?
- Tom: Yes, of course. I need to buy some balloons.
- Peter: You can also buy some flowers.
- Tom: Yes, that's a good idea. Let's go to the supermarket.

What does Tom need to buy?

- Food

He needs to buy some chicken wings and noodles.

- Drink

He needs to buy some orange juice and cola.

- Other things

He needs to buy some batteries, some balloons and some flowers.

He can buy all these things at the supermarket.

Writing

Look, read and write

Tom would like to write an e-mail to Spaceboy to tell him about Alice's birthday party. Look at the photos and think about the following questions. Then help Tom write his e-mail.



- 1 When was Alice's birthday?
- 2 Who came to the birthday party?
- 3 What did the children do at the birthday party?
- 4 How did they feel about the birthday party?

To:	<input type="text"/>	<input checked="" type="checkbox"/>
Subject:	<input type="text"/>	<input checked="" type="checkbox"/>
Dear Spaceboy		
(Students' own answers)		
<hr/> <hr/> <hr/> <hr/> <hr/>		
Yours		
Tom		

* **Unit 11 My food project**

Language

Look

I like fish best .

My favourite food is fish .

I'm going to talk about frozen fish .

I need to interview someone at a frozen food factory .

Look, write and match

- a I need to interview someone at a bakery.
- b I need to interview someone at a juice factory.
- c I need to interview someone at a chocolate factory.
- d I need to interview someone at a dairy.

1

I like yogurt best.

I'm going to talk about yogurt.

d



2

My favourite drink is orange juice .

I'm going to talk about orange juice .

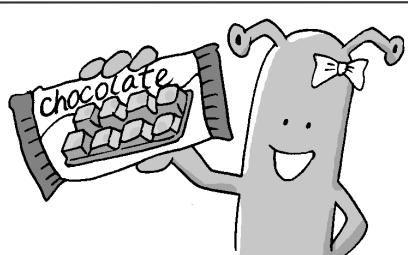
b



3

I like chocolate best . I'm going to talk about chocolate .

c



4

My favourite food is bread.

I'm going to talk about bread.

a



Look

I am doing a school project about food .

My project is going to be about ...

I would like to visit your
interview someone ...

What date will be convenient for me to visit ... ?

Read and write

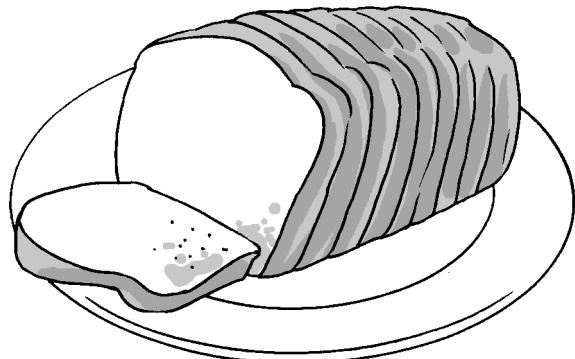
Flower Bakery

River Street

New Town

Garden City

20 February _____



Dear Sir/Madam

I am a Grade 7 student at Rose Garden School. I am doing a
school project about food. My project is going to
be about bread.

I would like to visit your bakery. I would like to interview
someone about making bread.

What date will be convenient for me to visit your bakery?

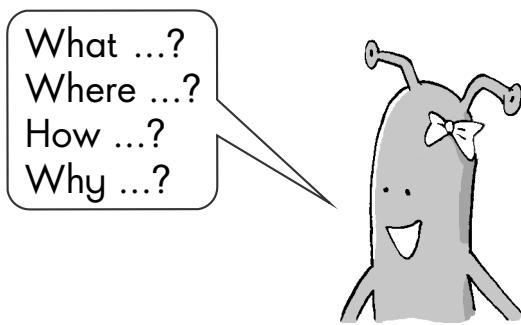
Please write to me at Class 1, Grade 7, Rose Garden
School, Garden City.

I look forward to hearing from you.

Yours sincerely

Kitty Li

Look



Read and write

At a frozen vegetable factory



Answer and write

Peter has interviewed the manager of a frozen food factory. He made some notes during the interview. Help Peter complete his notes. Read page 86 of Student's Book 7A for information.



Food project: How frozen fish is made

Place to visit: Frozen food factory

Questions for the frozen food factory:

1 Where do you get the fish from?

From fishermen

2 What do you do to the fish before you freeze them?

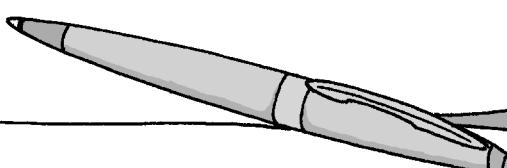
Take away the skin and bones

3 Why do you freeze the fish?

Because we want to keep them fresh for a long time

4 How do you get the frozen fish to the shops?

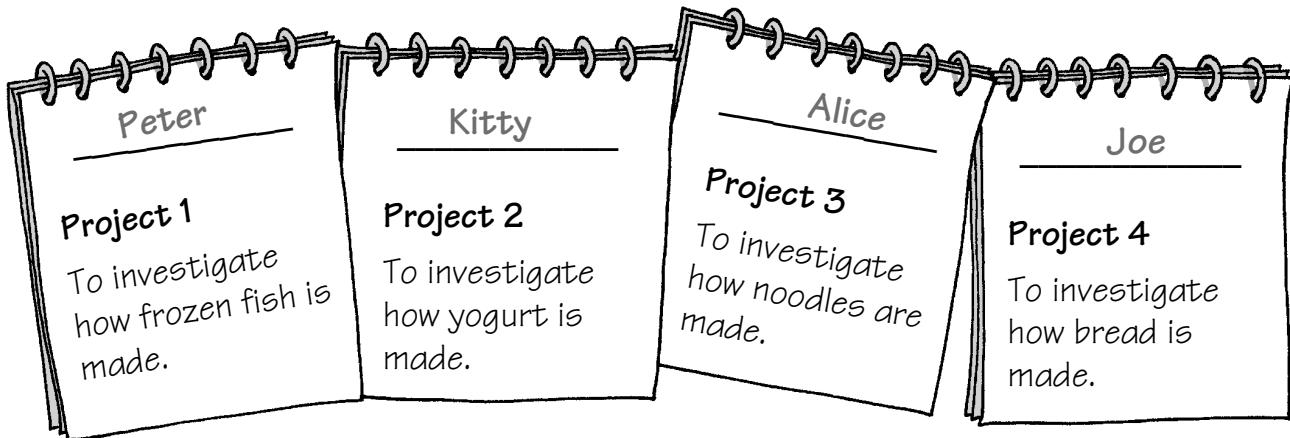
In refrigerated trucks



Listening

Listen, match and write

Mr Hu is asking the students about their food projects. Match the student with the correct project. Then complete the table below.



Food projects

Project 1	<p><u>Peter</u>'s project is going to be about <u>frozen fish</u>. He needs to _____ interview someone at a frozen food factory.</p>
Project 2	<p><u>Kitty</u>'s project is going to be about <u>yogurt</u>. She needs to _____ interview someone at a dairy.</p>
Project 3	<p><u>Alice</u>'s project is going to be about <u>noodles</u>. She needs to _____ interview someone at a noodle factory.</p>
Project 4	<p><u>Joe</u>'s project is going to be about <u>bread</u>. He needs to _____ interview someone at a bakery.</p>

Reading

Read, think and write

Spaceboy interviewed someone at a frozen food factory. He has written a report about how frozen prawns are made. Read the report and complete the questions that he asked in the interview.



- 1 Where do you get the prawns from?
- 2 What do you do to the prawns before you freeze them?
- 3 What do you do next?
- 4 What size bags have you got?
- 5 Why do you freeze the prawns?
- 6 How do you get the frozen prawns to the shops?

Frozen food factory

- They get the prawns from fishermen. The fishermen catch the prawns in the sea.
- They take away the shells of the prawns in the factory.
- They put the prawns into plastic bags.
- They have got large and small bags.
- They freeze the prawns to keep them fresh for a long time.
- They get the frozen prawns to the shops in refrigerated trucks.

Writing About you

My food project

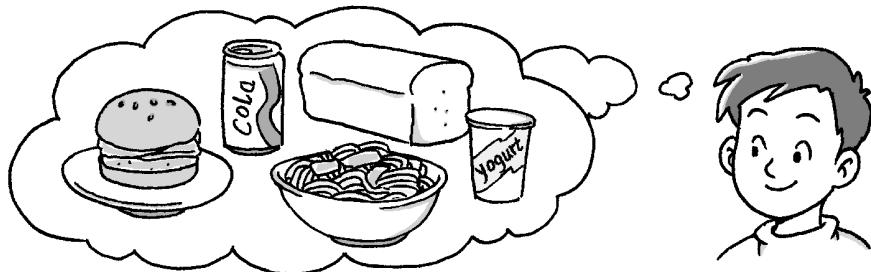
(Students' own answers)

(Draw your favourite food.)

1 What is your favourite food?

2 What is your project going to be about?

3 Who do you need to interview for your project?



Write

Make a list of questions for the interview for your food project.

(Students' own answers)

Food project: _____

Place to visit: _____

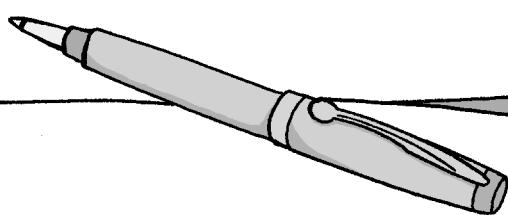
Questions for _____

1 _____

2 _____

3 _____

4 _____



图书在版编目 (CIP) 数据

英语 (牛津上海版) 教学参考资料 . 七年级 . 第一学期：
试用本 / 上海市中小学 (幼儿园) 课程改革委员会编写 .
—2 版 . —上海：上海教育出版社，2021.6 (2023.6 重印)
ISBN 978-7-5444-1980-2

I . ①英⋯⋯ II . ①上⋯⋯ III. ①英语课－初中－教学参考
资料 IV. ①G633.413

中国版本图书馆 CIP 数据核字 (2021) 第 046634 号

说 明

本册教材根据上海市中小学 (幼儿园) 课程改革委员会制订的课程方案和《上海市中小学英语课程标准 (征求意见稿)》编写，供九年义务教育七年级第一学期试用。

本教材经上海市中小学教材审查委员会审查准予试用。

《英语 教学参考资料 (牛津上海版)》(试用本)

主 编：沃振华

原 作 者：Ron Holt

改 编 人 员：沃振华 朱维庭 施安吉 李绍贤 施志红

奚翠华 卢 璐 张 瑶

牛津大学出版社 (中国) 有限公司英语教材编写委员会

修 订 主 编：施志红

修 订 人 员 (按姓氏笔画排列)：丁永花 卢 璐 朱 萍 朱世玮

张 瑶 祝智颖

责 任 编 辑：倪雅菁 缪珺羚

插 图：Balic Choi 周允达 王 捷

© 牛津大学出版社 (中国) 有限公司和上海市中小学 (幼儿园) 课程改革委员会 2008
Oxford 为牛津大学出版社的注册商标。

未经牛津大学出版社 (中国) 有限公司和上海市中小学 (幼儿园) 课程改革委员会书面许可，不得在任何地区以任何形式、任何媒介、任何文字翻印、仿制或转载本书的文字、图片或音频。

欢迎广大师生来电来函指出教材的差错和不足，提出宝贵意见。出版社电话：021-64319241。

本册教材图片提供信息：

123RF (P7 一幅图, P25 一幅图, P32 一幅图, P36 一幅图) ; Society for the Prevention of Cruelty to Animals (P12 三幅图) ; 壹图网 (P25 一幅图) ; 图虫·创意 (P25 一幅图)。

声明 按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付报酬。著作
权人如有关于支付报酬事宜可及时与出版社联系。



经上海市中小学教材审查委员会
审查准予试用 准用号Ⅱ-CJ-2016002

责任编辑 倪雅菁 缪珺羚

九年义务教育
英 语 (牛津上海版)
教学参考资料
七年级第一学期
(试用本)

上海市中小学(幼儿园)课程改革委员会

上海世纪出版股份有限公司
上 海 教 育 出 版 社 出 版

(上海市闵行区号景路159弄C座 邮政编码:201101)
上海新华书店发行 上海中华印刷有限公司印刷

开本 890×1240 1/16 印张 18
2008年8月第2版 2023年6月第16次印刷
ISBN 978-7-5444-1980-2/G · 1604

定价: 58.00元 (含1盒磁带, 1张音频光盘, 1张课件光盘)

此书如有印、装质量问题, 请向本社调换 上海教育出版社电话: 021-64373213

绿色印刷产品

