



九年义务教育

English 英语

教学参考资料

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(试用本)

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编写说明

课程目标

《英语(牛津上海版)》系列教材(小学部分)按照《上海市中小学英语课程标准》(以下统称《课程标准》)编写而成,旨在通过选取符合学生生理特点和心理特点的素材,采用适当的表现形式,为学生提供具有生活性、时代性和文化性的课程内容,激发和培养学生学习英语的兴趣,培养他们的自信心和求知欲,使他们掌握一定的英语语音、词汇、句型等语言基础知识,初步掌握听、说、读、写等方面的语言技能以及这些技能的综合运用能力,从而为真实语言交际打下夯实的基础。同时,帮助他们掌握科学的学习方法,养成良好的学习习惯,形成良好的道德行为规范,树立团队合作的意识和乐于接受世界优秀文化的开放意识。

《学生用书》

《学生用书》采用模块建构式编写,将语言材料和语言技能有机结合,并注重各模块在横向学习内容上循序渐进,在纵向语言知识和技能上滚动和复现。模块建构的理论基础是学生的学习过程和学习能力是不断发展的,即学生已知的语言知识和已获得的语言技能将成为他们进一步开展语言学习的基础。

《学生用书》由内容相对独立但具内在联系的四个模块(Module)组成,每个模块包含三个单元(Unit)。模块内的材料都围绕一个主题展开,每个单元则集中讨论该主题下的一个具体话题,单元内各部分都围绕该话题展开。这些话题从帮助学生认识自我、了解家庭出发,逐步发展到谈论与学生的学习和生活密切相关的方方面面,符合学生的生理特点和心理特点。话题的选择符合《课程标准》中关于小学阶段学习内容的要求,符合小学生对周围世界的认知需求。

每个单元由若干学习栏目构成,并依据栏目功能的不同从各个角度呈现语言材料,以达到学习目的。这些栏目包括:

- Look and learn:** 单词学习。该栏目为主要学习内容,以呈现生词为主,辅之同类单词的复现与归纳。建议教师带领学生正确朗读这些单词,帮助他们理解其含义,并结合本单元的基本句型在实际交际情景中运用。

- Look and say:** 句型学习。该栏目为主要学习内容,以活泼、生动的情景为依托,呈现了新授和复现的句型。这些基本句型(含新授内容)均列在栏目标题下方,其目的之一是提示学生学习重点,目的之二是供教师把握教学重点。建议教师合理安排新授内容的导入、

学习与运用,帮助学生了解其含义和用法,并创造贴近学生生活的情景帮助学生活学活用。

- Say and act:** 角色扮演活动。该栏目是在学习Look and say的基础上,为教学提供新的情景,使学生通过角色扮演巩固所学知识,并适当拓展少量词汇和句型。如果时间和学生能力允许,教师可以利用这个活动,鼓励学生以对子活动、小组活动和表演等形式进行学习反馈。

- Look and read:** 拓展阅读。该栏目围绕单元主题,提供了综合的语言学习材料,复现本单元的核心单词和句型,并在此基础上进行一定的拓展。建议教师引导学生积极阅读并完成相关练习,帮助他们拓展语言知识,提高阅读能力。此部分出现的生词和新句型均不要求学生掌握,教师只需让学生了解其大意即可。

- Ask and answer:** 问答练习。该栏目为帮助学生巩固新学知识提供对话范例,让学生在互动的过程中操练新知识和技能。建议教师鼓励学生尽量使用已学的英语进行问答与描述,以训练他们的会话技能。

- Read a story:** 故事欣赏。该栏目是以配图小故事的形式进行语言学习的巩固和拓展。建议教师从激发学生的兴趣出发,帮助他们理解故事的含义,进而体会到英语学习的乐趣。此部分出现的生词和新句型只需让学生了解其大意即可。

- Play a game:** 游戏活动。该栏目让学生通过做游戏来操练和巩固本单元的单词和句型。建议教师在教学活动中充分调动学生的积极性,让他们在玩中学,学中玩,并感受语言。

- Listen and enjoy:** 儿歌或歌曲。这些儿歌或歌曲都和本单元的主题有关,主要目的是希望学生通过视听、诵读儿歌或演唱歌曲等轻松愉快的活动活跃课堂气氛,同时再次感受英语语言。由于这部分的生词和句型不是主要学习内容,教师只需让学生了解歌词大意即可。

- Do a survey:** 调查活动。该栏目以小组调查的形式为学生使用本单元单词和句型创设条件。建议教师在引导学生做调查的同时,也注重培养学生倾听他人的表述、礼貌待人等积极的情感态度。

- Learn the sound(s):** 语音学习。该栏目的目的是让学生初步了解英语语音知识,了解字母和字母组合在单词中的发音。本册《学生用书》的该栏目主要是音标学习。

以上栏目根据各单元内容的不同灵活安排。教师应根据各栏目的功能,设计有针对性的教学活动,以完成各单元的教学任务。需要注意的是,各栏目几乎都涉及了听、说、读三个语言技能的综合操练,教师应该利用好磁带和其他教具,启发和引导学生操练语言。教师要

引导和帮助学生从听、说、读、写四个方面掌握核心栏目的单词和句型，要注意引导学生模仿标准的语音语调朗读句子和语段。

五年级第二学期《学生用书》的模块四（Module 4）为拓展内容，其目的是增加学生的阅读量，并从学科知识、中外文化习俗和故事等三方面培养学生的语言学习兴趣和跨文化意识。

模块四的三个单元的学习栏目包括：

- **Look and learn:** 单词学习。该栏目主要呈现单元中出现的核心词汇。建议教师引导学生朗读这些单词，帮助他们了解其含义以及在实际交际情景中的运用。

- **Listen and say:** 句型学习。该栏目以生动的情景为依托，呈现与主题相关的句型。这些句型基本上是复现的句型，建议教师让学生了解其含义和在实际情景中的运用即可。

- **Say and act:** 角色扮演活动。该栏目旨在让学生通过角色扮演巩固所学知识。建议教师让学生通过结对或分组进行的角色扮演活动来体验和感受语言。

- **Make and play:** 手工活动。该栏目通过动手制作与本单元主题相关的小手工，让学生进一步了解单元主题，并体验丰富的语言文化。

- **Listen and enjoy:** 儿歌或歌曲。这些儿歌或歌曲都与单元的主题有关，旨在让学生通过儿歌感受英语语言，其中的生词和句型不要求学生掌握，因此教师只需让学生了解其大意即可。

- **Look and read:** 拓展阅读。该栏目提供了与单元主题相关的综合语言材料。建议教师引导学生积极阅读并完成相关练习，帮助他们拓展语言文化知识，提高阅读能力。

- **Read a story:** 故事欣赏。该栏目包含与单元主题相关的配图小故事。教师可以引导学生阅读，帮助他们理解故事的含义。

- **Ask and answer:** 问答练习。建议教师鼓励学生使用已学的句型进行问答，以训练他们的会话技能。

- **Think and write:** 该栏目要求学生根据主题想一想并写一写，教师应鼓励学生积极思考，培养学生的口头表达能力。

教师可根据教学实际灵活安排模块四的教学要求和教学时间。例如，教师可以根据学生的语言水平来决定是否安排以及怎样组织这部分的教学。虽然模块四出现在课本的末尾，但在实际教学中教师可以根据需要安排该模块各单元的教学时间。例如本册 Module 4 的 Unit 3 Story time，教师可以根据需要随时安排这个单元的教学，还可以在学校即将开展英语小品或短剧表演活动时教学。

原则上，模块四不出现新授句型或语言点，而是在复习和综合已学知识的基础上对词汇、日常用语等作少量拓展。这部分中出现的一些生词在以后的教材中将安排正式学习，因此教师在教学时不必对学生作要求。模块四对应的《练习部分》中的练习也仅供教师根据教学实际使用，不作要求。

《学生用书》还包含四个课题（Project）。其目的是让学生综合运用在本册《学生用书》中学到的知识与技能，提高他们的英语综合运用能力。因此，课题涉及了多种形式，其主题也与之前的学习内容有所联系。从根本上来说，课题首先是个人活动，然后是对子活动或小组活动。学生要互相协作，一步步地完成课题中的每个任务。例如，本册《学生用书》的第一个课题让学生先将展示动物或昆虫成长阶段的图片连线配对，再画出自己喜欢的三种动物或昆虫，并填空描述它们的外观及其喜欢的食物，然后与同学一起分组活动，选择一种动物或昆虫，观察它的成长过程并作记录，最后完成一份科学调查报告。

此外，《学生用书》的最后提供了生词表（Word list），其中包含了各单元的核心词汇（用粗体标识），即《学生用书》目录页的 Vocabulary 一栏中列出的单词，方便学生学习和记忆单词。同时，该生词表还收入了各单元中出现的其他词汇，仅供学生参考，不作要求。

《练习部分》

《练习部分》为《学生用书》各单元的学习内容提供各种活动和练习，以帮助学生巩固所学语言知识，并进一步操练语言技能。具体内容包括听力活动、读写活动、听说读写综合训练活动（Task）和模块复习活动（Module Revision）。

- 听力活动。这部分活动都是以听录音并反馈为基本要求。例如：Listen and circle（听录音，圈出听到的内容）；Listen and write（听录音，填空完成短文）；Listen and choose（听录音，选出正确的应答）等等。教师可根据实际教学情况控制录音，延长词与词、句与句的间隔时间，或用重复播放的方法让学生逐渐适应。

- 读写活动。这部分活动主要是针对单词、句子和篇章的练习。活动一般分为两种类型：一类是为帮助学生巩固本单元新授单词或句型而安排的读写单项类活动，如本册《练习部分》第 4 页的 E、F 题。另一类是为培养学生阅读和写段能力而安排的读写综合类活动，如本册《练习部分》第 5 页的 G 题和第 6 页的 H 题。

- 综合训练活动（Task）。这个活动是单元综合练习，帮助学生操练各单元所学语言。教师可以在结束一个单元的教学后，让学生开展单元复习活动。如果学生

独立完成有困难，教师可以通过生生活动或师生活动给予必要的帮助。

- 模块复习活动 (Module Revision)。这部分活动为学生提供以模块内容为主的综合练习，以帮助学生操练每个模块所学语言，巩固所学知识。教师可以在结束一个模块的教学后，开展模块复习活动。

建议教师根据课堂实际，借鉴《教学参考资料》中的教学建议，把《练习部分》中的练习内容作为课堂中的教学活动适时安排学生在课堂中完成。

《教学参考资料》

《教学参考资料》为《学生用书》的内容提供了具体的指导意见。各单元内容包括：

1. 单元教学目标 (Tasks in this unit, Language focus, Language skills)：概述本单元的教学任务、语言知识重点和语言技能。建议教师在准备每个单元的教学之前仔细阅读这部分内容，以便对单元教学目标有一个整体认识，了解本单元的教学重点和所涉及的语言技能。

2. 建议教学计划表 (Scheme of work)：列出建议课时分配及可以使用的教学资源。根据《课程标准》，五年级的英语课时安排为每周五课时 (Period)。本教材每个单元的各个课时均列出了具体的新授教学内容，第五课时 (Period 5) 主要围绕单元复习展开。教师在此课时中可以开展单元复习活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型。教师也可以根据学生的实际情况，调整各课时教学内容。教学资源列出了建议教师使用的《学生用书》和《练习部分》的页码。

3. 教学建议：根据建议教学计划表为五个课时分别提供了比较详尽的教学活动建议，按照其教学顺序和功能的不同分为：

- 导入活动 (Pre-task preparations)：教师可以选用这些活动，创设适当的语境，或用挂图、玩偶等多种教具帮助学生复习前面学过的内容，为导入新单词和句型作准备。

- 新授活动 (While-task procedures)：教师可以选用这些活动，帮助学生学习生词和句型，也可通过创设比较简单的语境，帮助他们体验和使用所学语言。为激发学生的学习积极性，教师应组织有效的活动，例如结对、小组或班级活动，让他们参与其中。

- 后续活动 (Post-task activities)：教师可以选用这些活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型，达到提高学生语言运用能力的目的。同时，教师也可以参考使用《练习部分》的内容，帮助学生巩固所学的语言知识和技能。

这些活动设置了丰富的情景，为学生提供了用不同

方式操练语言的机会，同时也提示教师使用其它教学资源如挂图、玩偶、单词图片卡等等完成教学任务。由于学校之间、教师之间及学生之间存在着具体差异，建议教师在教学中根据实际情况灵活使用这些活动。例如，虽然有些活动建议是以对子形式完成，但可以改为小组或男女生大组活动等等。另外，教师应该根据教学需要调整活动形式。例如，当教授新语言时，应该比较突出教师的主导作用，尽可能地为学生的学习过程创设合适、丰富的情景和愉快的学习环境，并提供多样化的活动；当进行语言操练时，应该更加突出学生的主体作用。

对于《学生用书》中的课题，《教学参考资料》提供了这些课题所涉及的具体单元的语言知识和语言技能，并对呈现和开展课题活动提出了具体建议。

《教学参考资料》中的具体指导意见旨在为教师提供有实际情景的教学活动指导。教师应依据教学需要，创造性地设计贴近学生实际的教学活动，吸引和组织他们积极参与，让学生通过体验、参与、实践、讨论、交流和合作等方式学习和使用英语，完成学习任务。如果教师认为某个活动太难，可以扩展活动的步骤，增加几个准备性或提示性的活动，以达到降低活动难度的目的。如果活动太容易，教师可以对原有的活动进行延伸。由于客观条件的差异、学生能力的差异以及具体教学实际情况的差异，教师要注意调整教学方法，采用最适合实际教学需要的方法和步骤。只有这样，才能达到因材施教的目的。

《教学参考资料》中还设有一个备注 (Notes) 栏目。该栏目主要为教师提供了一些和教学相关的信息，包括与各单元相关的文化背景、语言背景、语言知识等方面材料，以及一些教学活动的补充说明，如对教参中第一次出现的游戏活动作解释等，供教师参考。

多媒体课件光盘

《教学参考资料》附有一套多媒体课件光盘，供教师在课堂上使用。该光盘采用模块化设计原则，针对大部分学校现有的教学条件，提供了完整的教学课件。教学课件由以下各个部分组成：

1. 模块 (Modules)：该部分将课文各栏目的内容以多媒体形式呈现，激发学生的学习兴趣。课文部分有文字版、动画版等多种呈现模式，教师可以根据课堂教学的需要选用不同模式教学。文字版提供了对话的中文译文，供教师参考。该部分还包含生词 (New words) 板块，通过“单词浏览”和“单词游戏”等形式，帮助学生通过直观交互式的活动学习和操练单词。建议教师根据教学实际选用生词板块的内容，来帮助学生记忆单词。

2. 课题 (Projects) : 将课本中的课题以多媒体互动形式呈现出来。教师可以通过听、说、画等多种形式的活动帮助学生运用课本中学到的知识与技能, 提高其英语综合运用能力。

3. 日常用语 (Daily expressions) : 将课本中出现的主要日常用语在新设计的场景中呈现。教师可让学生举一反三, 在不同语境中操练语言。

4. 生词表 (Word list) : 将课本中的生词表以多媒体形式呈现, 教师可根据教学实际参考使用。

5. 人物 (Characters) : 课本中主要人物的汇总。教师可帮助学生理顺课本中出现的人物关系, 为其以后的学习打下基础。

6. 素材库 (Database) : 包含课本中的人物造型、场景和相关物品图片, 单词和对话录音以及一些音效。建议教师根据需要选取其中的素材, 设计符合教学实际要求的课件。

教师可依据教学需要使用多媒体课件光盘来辅助教学, 还可以利用素材库的资源创造性地设计具有个人风格的教学课件。教师在课件使用过程中应始终把学生作为英语学习的主体, 充分考虑学生的心理特点和语言学习规律, 激发学生学习兴趣, 调动他们学习的积极性, 让他们积极参与学习, 达到教学目的。

教学评价建议

教师应做好教学全过程的评价和反馈记录。教师的评价要关注学生语言综合运用能力的发展过程以及学习的效果, 应采用形成性评价与终结性评价相结合的方式。要体现学生在评价中的主体地位, 通过评价, 使学生在英语学习过程中不断体验进步与成功, 认识自我, 建立自信, 促进学生综合语言运用能力的全面发展。要注重形成性评价对学生发展的作用。形成性评价的任务是对学生日常学习过程中的表现、所取得的成绩以及所反应出的情感、态度、策略等方面的发展做出评价。其形式可以有多种, 如课堂学习活动评比、学习效果自评、学习档案、问卷调查、访谈、家长对学生学习情况的反馈与评价、平时测验等。例如, 学习档案可包含以下内容: (1) 入学考试情况记录。(2) 学生学习行为记录, 如朗读课文、朗诵儿歌、把课文分角色演出等。(3) 书写作业的样本, 通常由学生自己决定收入自认为最满意的作品。(4) 教师与家长对学生学习情况的观察评语。(5) 平时测验, 由教师评分或在教师指导下同学评分或自己评分。(6) 自己或同学对其学习态度、方法与效果的评价意见。

另外, 教师也应做好教与学过程的评价和反馈记录, 掌握学生的进步和表现。例如, 在认读单词方面可

分为: 反应迅速准确; 独立准确; 帮助后基本准确等几个等级。在使用日常用语方面可分为: 习惯或善于用英语和他人对话; 在适当引导下能用英语和他人对话。在使用所学句型方面可分为: 能熟练运用所学句型, 并能用连续的几句话表达自己的想法; 能用所学句型表达自己的想法; 能在老师或同学的引导或启发下用所学句型表达自己的想法等几个等级。教师要注意根据学生的年龄特征和学习风格的差异采用适当的评价方式, 要根据评价结果与学生进行不同形式的交流, 充分肯定学生的进步, 鼓励学生自我反思、自我提高。同时教师也要注重评价结果对教学效果的反馈作用, 要根据评价的反馈信息, 及时调整教学计划和方法。

课堂教学环境创设建议

以下提供的三种方法能够起到增强学生学习兴趣的作用, 并为他们提供富有乐趣的学习环境:

1. 标签

在教室里的课桌、黑板等用品上贴上书写清晰的标签, 营造英语学习的气氛。学生可以在每堂课结束后揭去标签, 供下次使用。

2. 图表

生日图表、天气和季节图表等可以帮助学生主动参与课堂活动, 也可以在完成图表的过程中利用所学语言解决某个贴近学生生活的实际问题。此外通过更换教室中的图表内容, 可以为学生创造更多说英语的机会。

3. 展示

确保学生的作业, 在学生完成课内活动的基础上, 无论是书面 (听力解答, 填表或写单词) 还是画图, 都能以不同方式展示出来, 如在教室的壁板或走廊的橱窗中展示。同时, 要保证学生的积极参与, 并保证展出的作业是所有学生的而不仅仅是优秀学生的。定期更换展示内容能够使学生保持兴趣。还可以鼓励学生从家里带一些物品参与展示, 并且针对这些展示开展相关课堂讨论。为进一步提高学生参与度, 教师还可让学生带一些英语杂志、图片、明信片、书及玩具。

课堂教学活动的组织建议

在课堂教学中应该有多种组织形式相配合。例如: 结对活动, 小组活动, 班级活动。不同的组织形式各有特点: 结对活动可以使学生在基本掌握语言的基础上, 通过对话强化语言的操练; 小组活动的特点在于学生的互动和互补。通过小组活动, 能力强的学生可以带动能力较弱的学生参与语言活动; 班级活动通常用于新授单词或句型, 使学生在教师的引导下共同感受和学习语言知识。

课堂用语建议

学生在英语课中应尽可能地接触并使用英语。简单的课堂用语能扩大学生对英语的接触面，创造良好的使用英语的环境。

以下课堂用语供教师参考使用。

Why are you late?

It's time to start our class.

Let's begin with some listening/speaking/reading/writing.

Open your book at page 15.

Pay attention, please.

Is that loud enough?

How do you say the first word?

What does ... mean?

Let's try it with the books open/closed.

There's one set of pictures for each group.

Could you share with *Jack*, please?

Is there anybody without a copy?

Do you get it?/Is everything clear?

Say it in English, please.

Can you all see the blackboard?

Have a guess. It starts with the letter 'J'.

Who can tell me the answer?

Now you can all have a try. Go!

Start now. I'll give you two minutes.

Whose turn is it now?

What do you think?

Please speak more slowly.

Let me show you how to do it.

Now show me how to do it.

Who will be the first person/group/team/pair/one?

Who wants to go first?

Does anybody need help?

Could you share your book with *Peter* today?

Work on your own.

Work (together) with your friend/partner.

Who has no partner?

Could you get into groups of six?

Group leaders, raise your hands.

Two points for Group A.

The first group with ten points wins.

It's time to stop.

Take your time. Try it one more time.

Don't worry. It doesn't matter.

Say it a bit louder, please.

Almost. Try again!

That's a good point.

Let's give him/her a big hand! /Congratulations!

Excellent!/Amazing!/That's perfect!

See you soon!

Have a nice day/weekend/vacation!

教材配套资源

1. 学生资源

- 学生用书
- 练习部分
- 音频文件

2. 教师资源

- 教学参考资料
- 教学挂图
- 磁带
- 音频光盘
- 多媒体课件光盘

Introduction

Description of materials

English (Oxford Shanghai Edition) is a 12-year programme, specifically designed for use in Shanghai primary and secondary schools. The package reflects the current trends in language teaching and learning.

The **English (Oxford Shanghai Edition)** learning materials are based on a series of topics universal to all students, developing from the familiar themes of self, family and home, into more challenging themes relating to students' gradually developing and expanding experience. A 'building-blocks' approach links content and skills, whereby each aspect, both linguistic and conceptual, is introduced, integrated, revisited and developed within each level and from level to level.

A wide and useful package of materials is available for learners and teachers.

Student's resources

- Student's Book
- Workbook
- Audio files

Teacher's resources

- Teacher's Book
- Wall picture
- Cassettes
- Audio CD
- CD-ROMs

Student's Book

The *Student's Book* contains core language learning material, using a wide variety of text-types and activities to introduce language. Stories, cartoons, dialogues and practical tasks all engage the student on a personal level. This language preparation provides students with the means to carry out successfully the subsequent learning tasks, which are fully described in the *Teacher's Book*.

A lively group of characters: Ben and Kitty, their friends and parents, Sam the dog and Miss

Fang the teacher, all provide models to make language learning stimulating, enjoyable and relevant to students' lives.

Workbook

The *Workbook* provides further activities and exercises to reinforce the language learnt in the *Student's Book*. It consists of various activities and exercises in listening, speaking, reading and writing as well as tasks. Methods of use for these exercises are suggested in the *Teacher's Book*.

Teacher's Book

The *Teacher's Book* aims to provide teachers with full support in using this material successfully.

In this book, teachers will find:

- 1 An introduction that describes:
 - a the organization and rationale of the learning package
 - b its general objectives
- 2 A unit overview that introduces the tasks, language focus and learning skills.
- 3 A suggested scheme of work which lists:
 - a suggested teaching periods
 - b the grammar, expressions and new language patterns to be taught in each period
 - c the new words and sounds to be learnt in each unit
 - d the materials that can be used in each period
- 4 Suggested activities for the teachers' reference in each stage and period:
 - a Pre-task preparations: two activities are suggested for teachers' use and adaptation to review previous lessons, set the scene, or introduce new language.
 - b While-task procedures: four activities are suggested for teachers to teach new words and patterns, and help students understand the meaning and the usage of the language through practice.
 - c Post-task activities: two activities are suggested for teachers to help students consolidate their knowledge of the language patterns learnt in this lesson, or

to create a language environment in which students may use the language.

5 Notes that offer additional information or references.

Two CD-ROMs are attached to the *Teacher's Book*. The CD-ROMs contain multimedia courseware designed to assist the teacher in class. The courseware presents dialogues, stories, games, songs, rhymes and so on from the *Student's Book*, allowing students to learn in a fun and exciting way. The software includes interactive games designed to help students learn and review new vocabulary and animated scenes which allow them to practise and revise new expressions and sentence patterns. The CD-ROMs also offer a rich database of pictures, text files and sound clips allowing teachers to personalize their lessons.

'Building-blocks' approach

The new primary English language syllabus has a clear, standardized aim, supported by a series of specific learning targets and language objectives which provide a benchmark for teaching and learning. These are embedded in **English (Oxford Shanghai Edition)**, laying a firm foundation for language development through its carefully constructed content.

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, developing and expanding progressively.

The development of thematic content through

related modules ensures the development of language by constantly revisiting and recycling, thus building from a strong base within levels, and from level to level. In the knowledge that language and content are developed and revisited progressively throughout the package, vocabulary and structures are introduced and practised through tasks at a controlled pace steady enough to involve students' interest while ensuring constant consolidation.

At lower levels, care has been taken to ensure that students are learning within familiar contexts so that the language is appropriate to their needs and interests. At higher levels, students' knowledge of the world is also taken into account. Student involvement is encouraged throughout **English (Oxford Shanghai Edition)** by tasks and activities that focus on interaction: teacher to student(s), in groups and in pairs. This collaboration ensures communication and practical use of English.

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, fluency and practice.

Modules, units and tasks

The *Student's Book* is divided into four modules. Each module is organized around a basic topic and is divided into three units which are thematically related; the themes and topics are further explored through tasks. Each unit is

further divided into language preparation and/or task presentation, reflecting the integration of skills at each level.

The sections of a unit may include:

- **Look and learn** introduces the key words of the unit.
- **Look and say** contains the key language patterns that students should learn.
- **Say and act** is a role-play which reinforces the key patterns of the unit.
- **Look and read** provides a short passage that contains the key words and patterns of the unit, and may be used as a supplementary reading material.
- **Ask and answer** practises different types of questions and answers.
- **Read a story** has an illustrated story that allows students to read more about the topic.
- **Play a game** helps students learn English while playing a fun game.
- **Listen and enjoy** has a rhyme or song that reviews the topic of the unit.
- **Do a survey** has students work in groups to exchange ideas.
- **Learn the sound(s)** contains the sounds that help students get to know the pronunciation of different letters in words.

The varied, integrated tasks contained in a unit, intended to keep the students motivated and stimulated, are carefully controlled to achieve a good balance between productive and receptive learning.

Module 4 More things to learn (optional)

Module 4 of *Student's Book 5B* is composed of three optional units. Unit 1 presents information about museums. Unit 2 introduces Western holidays. Unit 3 offers an interesting story for students to read.

The sections of these three units may include:

- **Look and learn**
- **Listen and say**
- **Say and act**
- **Make and play**

- **Listen and enjoy**
- **Look and read**
- **Read a story**
- **Ask and answer**
- **Think and write**

This optional module serves as a medium for students to further develop both their language knowledge and language skills. Teachers can decide the learning objectives, schemes and teaching methods according to the students' abilities and time available. For classes with less able students, teachers can simply ignore Module 4 and focus on the first three modules of *Student's Book 5B*. Alternately, teachers may merely play for students the CD-ROMs for Module 4 to give them a general idea about the information and language in it. For classes with more able students, teachers can organize additional learning activities and carry out related tasks beyond those present in *Student's Book 5B*. Suggested tasks, skills, schemes and activities are available in the *Teacher's Book*.

Projects

There are four projects at the end of the *Student's Book*, which give further consolidation of the language learnt through the tasks and more importantly help develop students' ability to inquire, communicate, conceptualize, reason and solve problems, either individually or collaboratively.

These projects are designed for students to work at their own individual pace and illustrate the extent of interest in their own learning. However, these projects may be used at any time during the term. Full instructions are given to facilitate introducing project work into the classroom in the *Teacher's Book*.

Using the Teacher's Book

Comprehensive activities are provided with the relevant *Student's Book* pages given. This gives teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate to the class as a whole and also to particular

individuals. Each unit starts with a simple checklist containing the suggested number of lessons for that unit, the language to be introduced and used, the targets covered by the lesson(s), what the teacher should prepare in order to teach successfully, and the materials required to carry out the tasks and/or activities.

First, there is a **Pre-task preparations** section. This will include a review of previous lessons, but more importantly it aims to set the scene, to give the students a framework to which they can bring some of their own knowledge.

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

The **While-task procedures** section links 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.

In the **Post-task activities** section, the vocabulary and structure(s) learnt in the lesson are recycled in a different context through lively follow-up tasks such as games or other practical tasks. These are all intended to stimulate the active 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.

Assessment

Careful observation and simple record keeping by the teacher will ensure that each student's progress and performance is monitored, particularly with a view to solving recurring problems and extending ability.

Teachers may select tasks to provide informal assessment information, but day to day monitoring of students' performance will give the best results.

Module 1 Using my five senses

Unit 1 What a mess!

Tasks in this unit:

- Use nouns to identify the objects in a classroom
- Use wh-questions to ask about the possession of objects
- Use possessive pronouns to identify the possession of objects

Language focus:

- Using the key words in context
e.g., *school bag, brush, glue, paints, crayon, notebook, tape*
- Using wh-questions to ask about the possession of objects
e.g., *Whose school bag is this?*
- Using possessive pronouns to identify the possession of objects
e.g., *It's mine/yours/his/hers/ours/theirs.*
- Identifying the pronunciation of the sounds /eɪ/ and /aɪ/ in words
e.g., *baby, grade, rain, May, eight, pilot, line, fly, light, die*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *school bag, brush, glue, paints, crayon, notebook, tape*
- Understanding wh-questions asking about the possession of objects
e.g., *Whose school bag is this?*
- Understanding possessive pronouns expressing the possession of objects
e.g., *It's mine/yours/his/hers/ours/theirs.*
- Identifying the pronunciation of the sounds /eɪ/ and /aɪ/ in words
e.g., *baby, grade, rain, May, eight, pilot, line, fly, light, die*

Speaking

- Pronouncing the key words correctly
e.g., *school bag, brush, glue, paints, crayon, notebook, tape*
- Using wh-questions to ask about the possession of objects
e.g., *Whose school bag is this?*
- Using possessive pronouns to express the possession of objects
e.g., *It's mine/yours/his/hers/ours/theirs.*
- Pronouncing the sounds /eɪ/ and /aɪ/ correctly in words
e.g., *baby, grade, rain, May, eight, pilot, line, fly, light, die*

Reading

- Understanding dialogues talking about the possession of objects
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and

intonation

Writing

- Writing the key words correctly
e.g., *school bag, brush, glue, paints, crayon, notebook, tape*
- Writing the key sentences correctly
e.g., *Whose ...?*
It's/They're mine/yours/his/hers/ours/theirs.
- Writing several sentences to describe the possession of objects

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		school bag brush glue paints crayon notebook tape		SB: p. 3
2	Whose ...? It's/They're mine/yours/his/ hers/ours/theirs.	put		SB: pp. 2 and 5
3				SB: pp. 4 and 5 WB: pp. 3 Part C and 4 Part F
4				SB: pp. 6 and 7 WB: p. 6 part H
5			/eɪ/, /aɪ/	SB: pp. 3 and 5 WB: pp. 5 Part G and 7 Task

Period I**Language focus:**

- Using the key words in context
e.g., *school bag, brush, glue, paints, crayon, notebook, tape*

Materials:*Student's Book 5B, p. 3*

Cassette 5B

Flashcards 5B (*school bag, brush, glue, paints, crayon, notebook, tape*)

Pictures of different stationery items and people

Pre-task preparations**Activity I**

Say the chant 'Whose puppy is this?' and have the students listen, follow and chant together.

e.g.,

Whose, whose, whose puppy is this?

It's Min's. It's Min's. It's Min's puppy.

Whose, whose, whose dress is this?

It's Mum's. It's Mum's. It's Mum's dress.

Whose, whose, whose hat is this?

It's Dad's. It's Dad's. It's Dad's hat.

Whose, whose, whose doll is this?

It's Jin's. It's Jin's. It's Jin's doll.

Activity 2

Collect some stationery items from the students. Then have the students answer your questions to find out the owners of these items.

e.g.,

T: (*pick up a pencil*) *Whose pencil is this? Is it your pencil, (S1's name)?*

S1: Yes, it's my pencil.

...

While-task procedures

Activity 1

Point to objects in the classroom and have the students name them. Then ask them to repeat and spell the words *school bag, brush, glue, paints, crayon, notebook* and *tape* one by one after you.

e.g.,

T: *What's on my desk?*

S1: *There are two notebooks on it.*

T: Yes. N-O-T-E-B-O-O-K, *notebook.*

Ss: *Notebook. N-O-T-E-B-O-O-K, notebook.*

...

Activity 2

Flash the cards for the words in 'Look and learn' on page 3 of the *Student's Book*. Have the students identify the objects. Then ask them to write the words down as fast as they can.

Activity 3

Write some possessive pronouns such as *my, your, his, her, our* and *their* on the blackboard. Have the students say the following chant together.

e.g.,

My book, your book. They are our books.

His book, her book. They are their books.

My notebook, your notebook. They are our notebooks.

His crayon, her crayon. They are their crayons.

Then have the students point to the objects on their desks and make a new chant in groups of four.

Activity 4

Have the students play a matching game. Put the pictures of different stationery items and different people on the blackboard. Then say the following sentences and ask the students to match the pictures of the people to the things belonging to them.

e.g.,

1 *Peter has a big school bag.*

2 *This is Kitty's brush.*

3 *This is Danny's notebook.*

4 *Look at the green crayons. They're Alice's.*

...

Post-task activities

Activity 1

Divide the students into groups of four. Have the students make a new dialogue talking about the objects belonging to them in groups.

e.g.,

S1: *Is this your pink crayon, (S2's name)?*

S2: Yes, it is.

S3: (*to S2*) *Is this your book or his book?*

S2 & S4: *It's our book.*

...

Activity 2

Ask the students to describe their classroom.

e.g.,

S1: *There's a blackboard in the classroom. There are some chairs. ...*

Next, write the following sentences on the blackboard. Then have the students fill in the blanks with some nouns they have learnt.

e.g.,

1 *I have some _____ and _____ in my pencil case. I have some _____ too.*

2 *There is a _____, some _____ and many _____*

in my school bag.

Period 2

Language focus:

- Using wh-questions to ask about the possession of objects
e.g., *Whose school bag is this?*
- Using possessive pronouns to identify the possession of objects
e.g., *It's mine.*

Materials:

Student's Book 5B, pp. 2 and 5

Cassette 5B

Flashcards 5B (*school bag, brush, glue, paints, crayon, notebook, tape*)

Pictures of messy classrooms

Pre-task preparations

Activity 1

Have the students answer your questions about the objects belonging to them.

e.g.,

T: *Oh, what a nice school bag! Is it your school bag, (S1's name)?*

S1: *No, it isn't.*

T: *Whose school bag is it?*

S2: *It's my school bag.*

T: *(point to S3) Is this his/her book?*

S4: *(point to S5) No. It's his/her book.*

...

Activity 2

Play the recording for 'Listen and enjoy' on page 5 of the *Student's Book* and have the students listen and repeat after it.

While-task procedures

Activity 1

Invite four students (two boys and two girls) to come to the front. Put their books as well as yours on your desk. Then have the students look at the five books and find out your book by asking and answering some questions.

e.g.,

T: *I can't find my book. Can you help me?*

S1: *(hold one book) Is this your book?*

T: *No. It's not mine. (point to S2) It's his book. It's his.*

S2: *(hold another book) Is this your book?*

T: *No, it's not mine. Whose book is it?*

S3: *It's my book.*

T: *(point to S3) It's her book. It's hers.*

S3: *(hold another book) Is this your book?*

T: *Yes, it's my book. It's mine.*

Then write the key patterns *Whose book is this?*

It's my/his/her/their book. It's mine/his/hers/theirs.

on the blackboard. Ask the students to practise the patterns in pairs.

e.g.,

S1: *Whose pencil is this?*

S2: *It's my pencil. It's mine.*

Activity 2

Write the key patterns *Whose ...? and It's/They're mine/yours/his/hers/ours/theirs.* on the blackboard. Ask the students to repeat them after you. Then collect some objects from the students and ask them to identify the owner of each object.

e.g.,

T: *Whose book is this?*

Ss: *It's (S1's name)'s.*

T: *(point to S1) Yes, it's his book. It's his.*

T: *Whose rulers are these?*

Ss: *They're (S2's name) and (S3's name)'s.*

T: *(point to S2 and S3) Yes, they're their rulers.*

These rulers are theirs.

Then have the students ask and answer questions in groups of boys and girls according to the given words *mine, yours, theirs, etc.*

e.g.,

Bs: *Whose pencils are these?*

Gs: *They're ours.*

Bs: *Whose rulers are these?*

Gs: *They're yours.*

...

Activity 3

Have the students look at the picture for 'Look and say' on page 2 of the *Student's Book* and

listen to the recording. Then ask them some questions to check their understanding.

e.g.,

T: Whose school bag is this?

S1: It's Peter's.

T: Whose notebook is this? Is it Kitty's?

S2: Yes, it's hers.

Activity 4

Play the recording for 'Look and say' again and have the students repeat after the recording.

Then have them role-play the dialogue in pairs.

Finally, invite several pairs to role-play it in front of the class.

Post-task activities

Activity I

Divide the students into groups of four. Give each group a picture of a messy classroom. Have the students discuss how to tidy up the classroom. Then ask them to make a dialogue about it. You may also ask the students to draw pictures by themselves and then make dialogues. Finally, invite some groups to act out their dialogues in front of the class.

e.g.,

S1: Look at the classroom. What a mess! Whose notebooks are these? Are they yours, (S2's name)?

S2: Yes, they're mine.

S1: Please put them in your school bag, (S2's name).

S2: OK.

S1: Whose brushes are these?

S3: They're (S4's name)'s, I think.

S1: Are these crayons yours too, (S4's name)?

S4: No, they're not mine. (point to S3) They're his/hers.

S1: Please put them in your pencil cases.

S3 & S4: All right.

Activity 2

Invite several students to introduce some things that belong to them one by one.

e.g.,

S1: Look at my crayon. It's new.

S2: This is my pencil. It's long. It's yellow.

S3: Look at my notebook. It's blue.

Then collect the things from them and play a guessing game with the class. Put the objects together and ask the students to say whose they are.

e.g.,

T: (hold a crayon) Whose crayon is this?

Ss: (point to S1) It's his/her crayon. It's his/hers.

T: (hold a pencil) Whose pencil is this? (point to S1) Is it his/hers?

Ss: No. (point to S2) It's his/hers.

...

Period 3

Language focus:

- Using wh-questions to ask about the possession of objects
e.g., *Whose ball is this?*
- Using possessive pronouns to identify the possession of objects
e.g., *It's mine.*

Materials:

Student's Book 5B, pp. 4 and 5

Workbook 5B, pp. 3 Part C and 4 Part F

Cassette 5B

Pre-task preparations

Activity I

Play the recording for 'Listen and enjoy' on page 5 of the *Student's Book*. Have the students answer the questions below to review the patterns.

e.g.,

T: Whose scarf is this?

S1: It's her scarf. This scarf is hers.

...

Then ask the students to say the chant together.

Activity 2

Ask the students some questions about the objects in the classroom and make a new chant.

e.g.,

T: Whose storybook is this?

Ss: It's her storybook. This storybook is hers.

...

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 4 of the *Student's Book* and ask them some questions to check their understanding.

e.g.,

T: *Whose ball is it?*

S1: *It's Paul's.*

T: *Yes, it's his.*

...

Activity 2

Have the students listen to the recording for 'Say and act' on page 4 of the *Student's Book*. Then write several questions about the dialogue on the blackboard and have the students read and choose the correct answers.

e.g.,

1 *Whose ball is it? It's _____.*

- A. Peter's B. Paul's C. Sally's

2 *Is the blue T-shirt Peter's?*

- A. Yes, it is. B. It's Paul's. C. No.

3 *What colour is Dad's T-shirt?*

- A. Blue. B. Yellow. C. Red.

Activity 3

Play the recording for 'Say and act' again and have the students repeat after the recording. Then ask them to role-play the dialogue in groups of three.

Activity 4

Have the students do Part C 'Listen and write' on page 3 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students make a dialogue about tidying up a room in groups of four. Have one student act as Mum and three students act as the children. Ask them to use the words and sentence patterns they have learnt previously. Then invite several groups to role-play the

dialogue in front of the class.

Activity 2

Have the students do Part F 'Look, read and complete' on page 4 of the *Workbook*. Then check the answers with them.

Period 4

Language focus:

- Using possessive pronouns to identify the possession of objects

e.g., *Is this box yours, Dad? Yes, it's mine.*

Materials:

Student's Book 5B, pp. 6 and 7

Workbook 5B, p. 6 Part H

Cassette 5B

Pieces of paper with sentences from 'Read a story'

A gap-fill passage

Pre-task preparations

Activity 1

Help the students review the key words and possessive pronouns with the following chant.

e.g.,

My book, your book. These are our books.

His book, her book. Those are their books.

This is mine. That is yours. These are ours.

This is his. That is hers. Those are theirs.

...

Activity 2

Collect some things from the students. Then play a game with them. Pick one or two items at a time and ask the students questions to find out the owners.

e.g.,

T: (*hold a rubber*) *Whose rubber is this?*

S2: *It's mine.*

T: (*hold two school bags*) *Whose school bags are these?*

S3 & S4: *They're ours.*

While-task procedures

Activity 1

Have the students read the story on pages 6 and 7 of the *Student's Book* and do 'Complete the sentences' on page 7. Then check the answers with them. Have the students repeat the words and phrases such as *in his father's workshop*, *fall onto*, *a magic stone* and *stick to* after you.

Activity 2

Play the recording for 'Read a story' on pages 6 and 7 of the *Student's Book* and have the students repeat after it. Then have the students judge whether the following statements are true or false. Check the answers with the students and encourage them to give a correct statement if a statement is false.

e.g.,

- 1 Jim sees a box in his father's workshop. (T)
- 2 There are some rulers in the box. (F)
- 3 The black stone is hard and rough. (F)
- 4 The nails stick to the black stone. (T)

Activity 3

Divide the students into groups of four. Give each group several pieces of paper. On each piece of paper there is a sentence from the story. Ask the students to put the sentences in the correct order.

e.g.,

- (6) The stone is hard and smooth.
- (4) The nails are on the floor.
- (5) Jim's father gives him a black stone.
- (3) The box falls onto the floor.
- (1) Jim sees a box in his father's workshop.
- (7) Jim puts the stone near the nails.
- (9) The floor is clean again.
- (8) All the nails stick to the stone.
- (2) There are a lot of nails in the box.

Activity 4

Have the students fill in the blanks to complete the following summary of the story 'A magic stone'. Then encourage them to retell the story.

e.g.,

Jim sees a box in his father's workshop. There are a

lot of nails in the box. The box falls onto the floor. The nails are on the floor. Jim's father gives him a stone. It's black. It's hard and smooth. Jim puts the stone near the nails. All the nails stick to the stone. The floor is clean again.

Post-task activities

Activity 1

Have the students do Part H 'Read and complete' on page 6 of the *Workbook*. Then check the answers with them.

Activity 2

Play the game 'Find the owner'. Invite one student to come to the front and face the blackboard. Make sure that he/she cannot see the class. Borrow something such as a pencil from another student. Then give it to the student in the front and ask him/her to turn around and find out the owner of the thing by asking questions.

e.g.,

- S1: (point to S2) Is this pencil yours?
S2: No, it isn't. Mine is blue.

- S1: (point to S3) Is this his/hers?
Ss: Yes, it is.

Period 5

Language focus:

- Using modelled sentences to talk about the possession of objects
- Identifying the pronunciation of the sounds /eɪ/ and /aɪ/ in words
e.g., baby, grade, rain, May, eight, pilot, line, fly, light, die

Materials:

Student's Book 5B, pp. 3 and 5

Workbook 5B, pp. 5 Part G and 7 Task

Cassette 5B

Flashcards 5B (*school bag, brush, glue, paints, crayon, notebook, tape*)

Wall picture 5B

Phonetic flashcards (/eɪ/, /aɪ/)

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 5 of the *Student's Book*. Then have them say the chant in two groups. Ask one group to read the questions and the other group to read the answers.

e.g.,

G1: Whose scarf is this?

G2: It's her scarf. This scarf is hers.

...

Then have the students replace the nouns in the chant with other words and make a new chant.

e.g.,

Whose book is that?

It's my book.

That book is mine.

Whose pencils are these?

They're his pencils.

These pencils are his.

...

Activity 2

Take objects from the students. Ask questions to elicit the possessive pronouns *mine, yours, his, hers, ours* and *theirs* from the students.

e.g.,

Is this pencil yours?

Is that bag his/hers?

Whose crayons are these?

Whose books are those?

While-task procedures

Activity 1

Have the students look at the picture for 'Think and write' on page 3 of the *Student's Book* and ask them some questions.

e.g.,

T: (point to Jill) What does Jill have?

S1: She has a pencil case and a ball.

T: (point to the pencil case) Is this Jill's pencil case?

S2: Yes, it's hers.

After that, put the wall picture on the blackboard and have the students ask and answer questions in pairs.

e.g.,

S1: Whose school bag is this?

S2: It's Sally's. It's hers.

Then have the students do 'Think and write'.

Finally, check the answers with them.

Activity 2

Divide the students into groups of four to six. Have each group collect objects (such as rulers, pencils, etc.) from the members. Then ask the students to make a dialogue about the objects. Finally, invite several groups to act out their dialogues in front of the class.

e.g.,

S1: Whose notebooks are these? Are they (S3's name)'s?

S2: No, they're not his/hers. They're mine.

S1: Please put them in your school bag.

S2: OK.

Activity 3

Show the flashcards for the sounds /eɪ/ and /aɪ/. Ask the students to repeat the words in 'Learn the sounds' on page 5 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: a, /eɪ/, baby, favourite.

Ss: a, /eɪ/, baby, favourite.

...

T: i, /aɪ/, pilot, tiger.

Ss: i, /aɪ/, pilot, tiger.

...

Encourage the students to think of more words with the sounds.

e.g., *paper, face, tail, play, hi, nice, my, high, tie*

Activity 4

Play the recording for 'Learn the sounds' on page 5 of the *Student's Book*. Have the students practise them in pairs and then do 'Listen and circle' while listening to the recording. Then check the answers with them.

Post-task activities

Activity 1

Have the students do Part G 'Look, read and complete' on page 5 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students do Task 'Tidy up the classroom' on page 7 of the *Workbook*. First, have the students do Part A by writing the letters a—d in the boxes in the picture. Then have the students do Part B in groups of four by asking and answering questions according to the picture in Part A.

e.g.,

S1: Whose notebooks are these?

S2: They're John's.

S1: Put them on his desk, please.

S3: OK.

S1: Is this school bag yours?

S2: No. I think it's Jane's.

S3: Please put it on her desk.

S4: All right.

Finally, have the students complete the passage in Part C by writing about how to tidy up the classroom.

Note:

Primary students only need to know the meanings of the possessive pronouns *mine*, *yours*, etc.

Module 1 Using my five senses

Unit 2 Watch it grow!

Tasks in this unit:

- Use nouns to identify some insects and animals
- Use the simple present tense and the simple past tense to describe the growth of some insects and animals
- Use adjectives to describe some insects and animals

Language focus:

- Using the key words in context
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, puppy, dog*
- Using the simple past tense to talk about past states
e.g., *It was a white egg. The silkworms were small.*
- Using the simple present tense to talk about present states
e.g., *Now it is a green caterpillar.*
- Using adjectives to describe some insects and animals
e.g., *Now it is a beautiful blue butterfly.*
- Identifying the pronunciation of the sounds /ɪə/ and /eə/ in words
e.g., *hear, here, deer, hair, where, wear*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, puppy, dog*
- Understanding modelled sentences describing the growth of some insects and animals
e.g., *It was a white egg. Now it is a green caterpillar. It has many legs.*
- Identifying the pronunciation of the sounds /ɪə/ and /eə/ in words
e.g., *hear, here, deer, hair, where, wear*

Speaking

- Pronouncing the key words correctly
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, puppy, dog*
- Using the simple past tense to talk about past states
e.g., *It was a white egg. The silkworms were small.*
- Using the simple present tense to talk about present states
e.g., *Now it is a green caterpillar.*
- Using adjectives to describe some insects and animals
e.g., *Now it is a beautiful blue butterfly.*
- Pronouncing the sounds /ɪə/ and /eə/ correctly in words
e.g., *hear, here, deer, hair, where, wear*

Reading

- Understanding passages describing the growth of some insects and animals

- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *caterpillar, chicken, duckling, puppy*
- Writing the key sentences correctly
e.g., *It was a white egg. Now it is a green caterpillar.*
- Writing several sentences to describe the growth of some insects and animals

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		caterpillar chicken duckling puppy		SB: pp. 9 and 11
2	... was ...	egg cocoon grow fly was		SB: pp. 8, 9 and 11
3	... were ...	were		SB: pp. 10 and 11 WB: p. 10 Part F
4				SB: pp. 11, 12 and 13
5			/ɪə/, /eə/	SB: p. 11 WB: p. 13 Task

Period I

Language focus:

- Using the key words in context
e.g., *caterpillar, chicken, duckling, puppy*

Materials:

Student's Book 5B, pp. 9 and 11

Cassette 5B

Flashcards 5B (*caterpillar, chicken, duckling, puppy*)

Pictures or photos of different animals and insects

Pre-task preparations

Activity I

Have the students listen to the recording for

'Listen and enjoy' on page 11 of the *Student's Book*.

Activity 2

Have the students look at several pictures of different animals and insects and name them as fast as they can. Then ask the students to divide the pictures of animals into three different groups: wild animals/farm animals/insects.

While-task procedures

Activity I

Show the flashcards for the words in 'Look and learn' on page 9 of the *Student's Book*. Ask the students to read and spell the words after you.

Activity 2

Show the students some pictures of farm animals. Have the students do a role-play with you to help baby animals find their mothers.

e.g.,

T: I'm a chick. Where are you, Mum?

Ss: I'm a hen. Here I am.

Then have the students play the game in pairs.

e.g.,

S1: Hello, I'm a duckling. Where are you, Mum?

S2: Here I am. I'm a duck.

Activity 3

Write several questions about insects on the blackboard and have the students read and choose the correct answers.

e.g.,

1 Which of the following is not an insect?

- A. ant B. dog C. ladybird

2 Which insect only has two wings?

- A. ladybird B. fly C. butterfly

Then have the students talk about their favourite insect in pairs.

e.g.,

S1: I like butterflies. They have two pairs of beautiful wings. They can fly in the sky.

Activity 4

Show the pictures or photos of a caterpillar, a butterfly, some chicks, etc. Ask some students to identify the pictures.

e.g.,

T: What's this?

S1: It's a butterfly.

T: What are these?

S2: They're chicks.

Post-task activities

Activity 1

Display the pictures of animals and insects on the blackboard. Write several groups of jumbled letters on the blackboard. Have the students put them in the correct order to make words.

e.g.,

1 *kcud* 2 *fylettrub* 3 *ckihcen* 4 *ypupp*

5 *ingldcku* 6 *dgo* 7 *cickh* 8 *tercallarpi*

Then ask the students to match the words to the pictures. Finally, check the answers with them.

e.g.,

1 *duck* 2 *butterfly* 3 *chicken* 4 *puppy*

5 *duckling* 6 *dog* 7 *chick* 8 *caterpillar*

Period 2

Language focus:

- Using the simple past tense to talk about past states

e.g., *It was a white egg.*

- Using the simple present tense to talk about present states

e.g., *Now it is a green caterpillar.*

- Using adjectives to describe some insects and animals

e.g., *Now it is a beautiful blue butterfly.*

Materials:

Student's Book 5B, pp. 8, 9 and 11

Cassette 5B

Flashcards 5B (*caterpillar, chicken, duckling, puppy*)

Wall picture 5B

Photos or pictures of a caterpillar, a cocoon and a butterfly

Pictures or photos of different animals and insects

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 11 of the *Student's Book*. Then ask the students some questions about the pictures.

e.g.,

T: (point to the caterpillar) What is it?

S1: A caterpillar.

T: (point to the butterfly) What's this?

S3: It's a butterfly.

Activity 2

Show the pictures of some animals and insects such as a chick, a chicken, a caterpillar and a

butterfly. Ask the students to put the pictures in groups as follows:

*chick—chicken duckling—duck
caterpillar—butterfly*

Then ask the students to describe the animals and insects.

While-task procedures

Activity 1

Have the students look at the pictures in 'Look and say' on page 8 of the *Student's Book* and listen to the recording. Then ask the students some questions about the pictures.

e.g.,

T: (point to picture 1) Is this a butterfly or an egg?

S1: It's an egg.

T: (point to picture 2) Is this a butterfly or a caterpillar?

S2: It's a caterpillar.

T: (point to picture 4) What can you see?

S3: I can see a butterfly.

...

After that, show the students the four pictures in a random order. Have the students describe them with several sentences.

e.g.,

S1: It's an egg. It's white and small.

S2: It's a cocoon. It's brown.

S3: It's a butterfly. It's blue. It's beautiful. It can fly.

S4: It's a caterpillar. It's green. It has many legs. It likes eating leaves.

Then have the students put the pictures into the correct order and spell the words *egg*, *caterpillar*, *cocoon*, *butterfly* one by one.

Activity 2

Put the wall picture on the blackboard. Have the students describe one of the life stages of the butterfly to elicit the new pattern *It was ...*

e.g.,

T: What is it?

S1: It's a caterpillar.

T: Yes. A caterpillar, a green caterpillar. It's a green caterpillar.

Ss: A caterpillar, a green caterpillar. It's a green caterpillar.

T: Look! What was it? An egg, a white egg. It was a white egg.

Ss: An egg, a white egg. It was a white egg.

T: It was a white egg. Now it's a green caterpillar.

Ss: It was a white egg. Now it's a green caterpillar.

Activity 3

Play the recording for 'Look and say' again and have the students repeat after the recording.

Then write the key patterns *It was ...* and *Now it is ...* on the blackboard and have the students look at the other two pictures and chant in groups.

e.g.,

(Picture 3)

G1: A cocoon, a brown cocoon. It was a brown cocoon.

G2: A butterfly, a blue butterfly. It's a blue butterfly.

G1: It was a brown cocoon.

G2: Now it's a blue butterfly.

Activity 4

Have the students look at the pictures in 'Think and write' on page 9 of the *Student's Book* and complete the sentences to describe the pictures. You may ask them some questions about the pictures to help them understand.

e.g.,

T: It was an egg. What is it now?

Ss: Now it's a chick.

T: It was a chick. What is it now?

Ss: Now it's a chicken.

Finally, ask some students to read the completed sentences.

Post-task activities

Activity 1

Ask the students to talk about the life cycle of a butterfly according to 'Look and say' in groups of four. Then invite several groups to speak in front of the class.

e.g.,

T: Butterflies are beautiful. How does a butterfly grow up? Do you know?

S1: (point at picture/on page 8) It's an egg. It's white. It's small too.

S2: It was a white egg. Now it's a green caterpillar. It has many legs. It likes eating leaves.

S3: It was a green caterpillar. Now it's a brown cocoon.

S4: It was a brown cocoon. Now it's a beautiful blue butterfly. It can fly.

Activity 2

Have the students look at the pictures of some animals at different life stages, such as a puppy, a dog, an egg, a chick, a kitten and a cat. First, ask the students to group the pictures.

e.g.,

kitten—cat egg—chick puppy—dog

Then write several sentences on the blackboard and ask the students to fill in the blanks with *was* or *is*.

e.g.,

1 It was a duckling. Now it is a duck.

2 It was a kitten. Now it is a cat.

3 It was a puppy. Now it is a dog.

4 It was a lamb. Now it is a sheep.

Period 3

Language focus:

- Using the simple past tense to talk about past states

e.g., *The silkworms were small.*

- Using the simple present tense to talk about present states

e.g., *Now they are big.*

Materials:

Student's Book 5B, pp. 10 and 11

Workbook 5B, p. 10 Part F

Cassette 5B

Flashcards 5B (*caterpillar, chicken, duckling, puppy*)

Pictures of an egg, a caterpillar, a cocoon, and a butterfly

Pictures of animals and insects at different life stages

Pre-task preparations

Activity 1

Show the pictures for 'Listen and enjoy' on page 11 of the *Student's Book* and have the students say the rhyme together. Then ask them to answer some questions to review the words and patterns that they have learnt previously.

e.g.,

T: Look, what was it?

S1: It was a caterpillar.

T: What is it now?

S2: It is a butterfly.

Activity 2

Display the pictures of an egg, a caterpillar, a cocoon and a butterfly on the blackboard in a random order. Ask the students to put them in the right order according to the life stages of a butterfly. Then invite several students to describe the life stages.

e.g.,

S1: (point to the picture of an egg) It's an egg. It's small. (point to the picture of a caterpillar) It was an egg. Now it's a caterpillar. ...

While-task procedures

Activity 1

Draw two white eggs on the blackboard, and then two green caterpillars. Have the students describe them with the patterns *They were ...* and *Now they are ...* after you.

e.g.,

T: Look! What can you see?

S1: I can see two eggs.

T: What are they now?

S2: They're caterpillars.

T: Yes. They were eggs. They were white eggs.

Ss: They were eggs. They were white eggs.

T: They were white eggs. Now they're green caterpillars.

Ss: They were white eggs. Now they're green caterpillars.

Then show the students several pictures of some animals and have them practise the new patterns in pairs.

e.g.,

S1: They were chicks.

S2: Now they're chickens. They were ducklings.

S1: Now they're ducks.

Activity 2

Have the students look at the pictures in 'Look and read' on page 10 of the *Student's Book* and listen to the recording. Then ask questions about each picture.

e.g.,

(Picture 1)

What are they?

Are they small or big?

What colour are they?

(Picture 2)

Are the silkworms small or big?

What do they eat?

What do they do?

(Picture 3)

What are they now?

(Picture 4)

What do the cocoons do?

What comes out of the cocoons?

Activity 3

Have the students read the diary in 'Look and read' on page 10 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

T: (point to picture 2) The silkworms were small.

What are they like now?

S1: They're big.

T: What do the silkworms eat every day?

S2: They eat leaves.

T: (point to picture 3) They were silkworms. What are they now?

S3: They're cocoons.

...

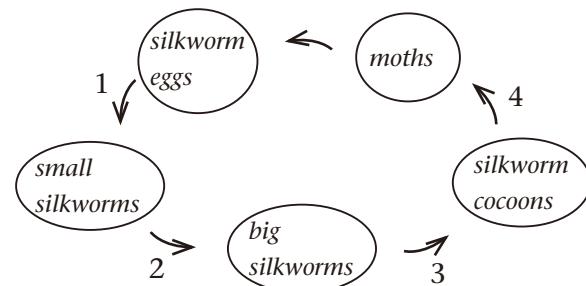
After that, play the recording for 'Look and read' again and have the students repeat after the recording.

Activity 4

Have the students complete the chart about the life cycle of silkworms. Then ask them to fill in

the blanks to complete the descriptions of each stage.

e.g., How do silkworms grow?



- 1 They were silkworm eggs. Now they are white silkworms. They are small. They have many legs. They eat leaves.
- 2 The silkworms were small. Now they are big. They eat a lot of leaves.
- 3 They were big silkworms. Now they make white silkworm cocoons.
- 4 They were in the cocoons. Then they came out. Now they are moths. They have wings. They can fly and lay eggs.

Post-task activities

Activity 1

Write the key words and patterns such as *silkworm eggs*, *white silkworms*, *leaves*, *cocoons*, *moths*, *wings*, *lay eggs*, *They were ...* and *They are ...* on the blackboard. Have the students work in groups of four to discuss the life cycle of silkworms. Then invite several groups to give a report in front of the class.

e.g.,

They were small silkworm eggs. Now they're white silkworms. They're small. They have many legs.

They eat leaves.

They were small. Now they're big. They eat a lot of leaves.

They were big silkworms. Now they make white silkworm cocoons.

They were in the cocoons. Now they're moths. They have wings.

Activity 2

Have the students do Part F 'Read, choose and complete' on page 10 of the *Workbook*. Then check the answers with them.

Period 4**Language focus:**

- Using adjectives to describe some animals and insects
e.g., *He is small and black.*

Materials:

Student's Book 5B, pp. 11, 12 and 13

Cassette 5B

Flashcards 5B (*caterpillar, chicken, duckling, puppy*)

Pictures of a tadpole and a log

Word puzzle

Pictures of different animals and insects

Pre-task preparations**Activity 1**

Have the students look at the word puzzle, find and spell the words that they have learnt in this unit: *butterfly, chick, duck, duckling, puppy, dog, egg, caterpillar, cocoon, chicken*.

N	T	W	T	Y	E	L	E	J	C
H	B	G	F	G	K	E	G	C	A
D	U	C	K	L	I	N	G	O	T
A	T	H	R	S	C	M	V	C	E
B	T	I	E	B	D	C	W	O	R
D	E	C	Z	X	P	C	Y	O	P
H	R	K	G	M	Q	W	X	N	I
D	F	E	B	P	U	P	P	Y	L
U	L	N	H	G	C	Z	X	P	L
C	Y	T	I	D	O	G	M	Q	A
K	F	B	C	H	I	C	K	A	R

Activity 2

Play the recording for 'Listen and enjoy' on page 11 of the *Student's Book* and have the students review the rhyme by reading aloud together. Then say the following verse and ask the students to repeat after you.

e.g.,

*Once I was a tadpole,
Swimming in a pond,
But now I am a big green frog,
Croaking happily on my log.*

Explain the meaning of the words *tadpole, croak* and *log* with the help of pictures.

While-task procedures**Activity 1**

Have the students read the story in 'Read a story' on pages 12 and 13 of the *Student's Book*. Then have them judge whether the following statements are true or false. Check the answers with the students and encourage them to give a correct statement if a statement is false.

e.g.,

- 1 *Little Justin was born in a river in winter.* (F)
- 2 *Little Justin's mother has a big mouth and four legs.* (T)
- 3 *The turtle is Little Justin's mother.* (F)
- 4 *Finally, Little Justin becomes a frog.* (T)

Activity 2

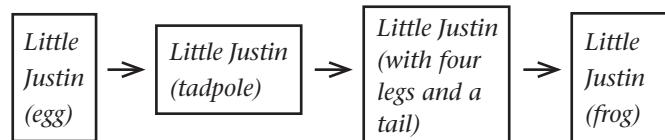
Have the students repeat after the recording for 'Read a story' on pages 12 and 13 of the *Student's Book*. Then ask the students to discuss the question in 'Think and say' in pairs. After that, ask several pairs to give their answers in front of the class.

e.g.,

First, Little Justin is small and black. Next, he has a tail. Then, he has four legs. Finally, he is green. He has no tail.

Activity 3

Ask the students to read the story in 'Read a story' on pages 12 and 13 of the *Student's Book* again. Draw the following chart on the blackboard to show the growth of Little Justin.



Stick the four pictures for the story one by one below the boxes. Then ask the students to

describe the pictures using the patterns of this unit.

e.g.,

Little Justin was an egg. He had no tail.

Little Justin had no tail. Now he has a tail.

Little Justin had no legs. Now he has four legs.

Little Justin was small and black. Now he is green.

Little Justin was a tadpole. Now he is a frog.

Activity 4

Have the students role-play the story in groups.

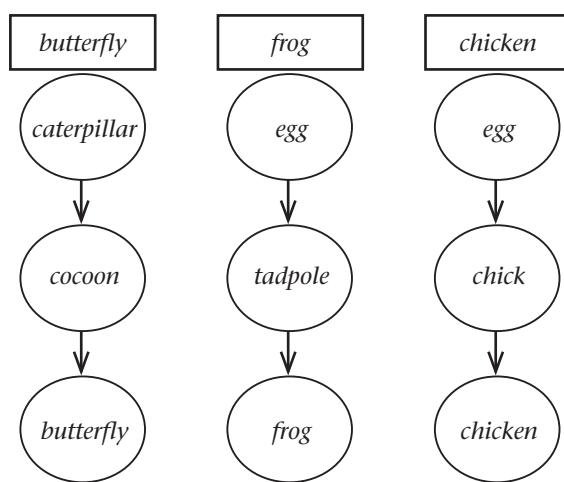
Walk around the classroom and help the students if necessary.

Post-task activities

Activity I

Draw a chart on the blackboard. Have the students look at the pictures of animals and insects such as a caterpillar, a cocoon, a butterfly, an egg, a tadpole, a frog, a chick and a chicken. Ask them to stick the pictures into the circles on the chart to show the growth of the insects and animals. Then check the answers with them. Finally, ask the students to say some sentences about the chart.

e.g.,



S1: *It was an egg. Now it's a chick.*

It was a chick. Now it's a chicken.

Activity 2

Put the students into groups. Each group can choose and tell a story about the growth of an animal or an insect. Then ask the groups to write their stories down and invite several

groups to share them with the class. You can give the students some key patterns.

e.g.,

How does a/an ... grow?

First, it ... Next, it ... Then, it ... Finally, it ...

Period 5

Language focus:

- Using the key words and sentences to talk and write about the growth of animals and insects
- Identifying the pronunciation of the sounds /ɪə/ and /eə/ in words
e.g., *hear, here, deer, hair, where, wear*

Materials:

Student's Book 5B, p. 11

Workbook 5B, p. 13 Task

Cassette 5B

Pictures showing the life cycle of a butterfly or a silkworm

Pictures of different animals and insects

Pieces of paper with sentences about a butterfly's life cycle

Phonetic flashcards (/ɪə/, /eə/)

Pre-task preparations

Activity I

Play the recording for 'Listen and enjoy' on page 11 of the *Student's Book* and have the students say the rhyme aloud in groups. Then encourage them to create new rhymes.

e.g.,

Once I was a puppy,

Playing happily with a ball,

But now I am a dog,

Running fast along the wall.

Once she was a chick,

Cheeping every day,

But now she is a hen,

Laying eggs every day.

Activity 2

Show the pictures of the life cycle of a butterfly or a silkworm and write the key patterns *It was ...* and *They were ...* on the blackboard. Have

the students choose one set of pictures and talk about it in groups of four.

e.g.,

S1: It's a white egg.

S2: It was an egg. Now it's a green caterpillar. It has many legs. It likes eating leaves.

S3: It was a caterpillar. Now it's a brown cocoon.

*S4: It was a cocoon. Now it's a beautiful butterfly.
It's blue. It can fly.*

While-task procedures

Activity 1

Show the students some pictures of a ladybird, a bee, a caterpillar, a butterfly, etc. Have the students describe them with the given patterns *It was ... and Now it is ...* in pairs.

e.g.,

S1: It was a chick. Now it's a chicken.

S2: It was a green caterpillar. Now it's a brown cocoon.

...

Then write the patterns *It was ... Now it is ... They were ... and Now they are ...* on the blackboard. Have the students make sentences with them.

e.g.,

*S1: It was a puppy. Now it's a dog. It was small.
Now it's big.*

...

Activity 2

Divide the students into groups of four. Give each group a piece of paper with sentences describing a butterfly's life cycle. The sentences should be in a random order. Have the students discuss in groups and try to number the jumbled sentences in the correct order.

e.g.,

(2) *It lays some eggs on a leaf.*

(1) *A butterfly is an insect.*

(4) *The eggs become small caterpillars.*

(5) *The small caterpillars eat leaves and grow.*

(8) *The cocoons are brown.*

(6) *The caterpillars are big and fat.*

(3) *The eggs are small and white.*

(7) *They make cocoons.*

(9) *Then the cocoons open and butterflies come out.*

Then ask the students to read the sentences in the correct order. Show the pictures for the story in a random order and ask the students to place them in the correct order according to the life stages of a butterfly.

Activity 3

Show the phonetic flashcards for the sounds /ɪə/ and /eə/. Ask the students to read the words in 'Learn the sounds' on page 11 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: ear, /ɪə/, hear, near; ere, /ɪə/, here; eer, /ɪə/, deer, cheer.

Ss: ear, /ɪə/, hear, near; ere, /ɪə/, here; eer, /ɪə/, deer, cheer.

T: air, /eə/, hair, pair; ere, /eə/, where, there; ear, /eə/, wear, bear.

Ss: air, /eə/, hair, pair; ere, /eə/, where, there; ear, /eə/, wear, bear.

Activity 4

Play the recording for 'Learn the sounds' on page 11 of the *Student's Book*. Ask the students to do 'Listen and circle' on the same page. Then check the answers with them.

Post-task activities

Activity 1

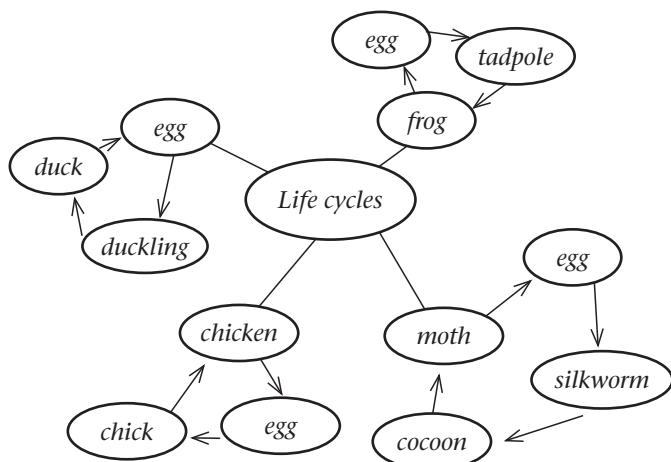
Show the students a mind map of life cycles as below. Have them choose one branch of the mind map and talk about it in groups of four.

e.g.,

How does a chicken grow?

*First, it was a small egg. Then it was a little chick.
Finally, it's a chicken.*

Then have the students make their own mind map in groups of four and then write down the descriptions of the mind map.



Activity 2

Have the students do Task 'My Diary' on page 13 of the *Workbook*. First, have them do Part A by drawing some pictures showing the growth of an insect they like. Then ask them to describe the growth of the insect using the patterns given in Part B. Finally, ask them to complete the diary in Part C by writing about how the insect grows.

Module 1 Use your five senses

Unit 3 How noisy!

Tasks in this unit:

- Use nouns to identify different noises
- Use wh-questions to find out specific information
- Use the simple past tense to talk about past states and activities

Language focus:

- Using the key words to identify different noises
e.g., *motorbike, lorry, drill*
- Using wh-questions to find out specific information
e.g., *What's that noise?*
- Using the simple past tense to talk about past activities
e.g., *Kitty and Ben sat on the sofa and watched a cartoon.*
- Using the simple past tense to describe past states
e.g., *Kitty and Ben were at home.*
- Identifying the pronunciation of the sounds /ɔɪ/ and /ʊə/ in words
e.g., *boy, noise, sure, tour, poor*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *motorbike, lorry, drill*
- Understanding wh-questions asking for specific information
e.g., *What's that noise?*
- Understanding modelled sentences describing past states and activities
e.g., *Kitty and Ben were at home. Kitty and Ben sat on the sofa and watched a cartoon.*
- Identifying the pronunciation of the sounds /ɔɪ/ and /ʊə/ in words
e.g., *boy, noise, sure, tour, poor*

Speaking

- Pronouncing the key words correctly
e.g., *motorbike, lorry, drill*
- Using wh-questions to find out specific information
e.g., *What's that noise?*
- Using the simple past tense to talk about past states
e.g., *Kitty and Ben were at home.*
- Using the simple past tense to describe past activities
e.g., *Kitty and Ben sat on the sofa and watched a cartoon.*
- Pronouncing the sounds /ɔɪ/ and /ʊə/ correctly in words
e.g., *boy, noise, sure, tour, poor*

Reading

- Understanding short narratives about people's actions taking place in the past
- Understanding the main idea of a story about noises
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *motorbike, lorry, drill*
- Writing the key sentences correctly
e.g., *Kitty and Ben sat on the sofa and watched a cartoon.*
- Writing several sentences to describe different noises

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		drill lorry motorbike		SB: p. 15 WB: p. 14 Part A
2	What's that noise? It's (did) ...	outside another noise sleep heard sat		SB: pp. 14, 15 and 17 WB: p. 16 Part E
3	Not at all.			SB: p. 16 WB: pp. 15 Part C and 17 Part G
4				SB: pp. 17, 18 and 19 WB: p. 18 Part H
5			/ɔɪ/, /ʊə/	SB: p. 17 WB: pp. 16 Part F and 19 Task

Period I

Language focus:

- Using the key words in context
e.g., *motorbike, lorry, drill*

Materials:

Student's Book 5B, p. 15

Workbook 5B, p. 14 Part A

Cassette 5B

Flashcards 5B (*bus, car, motorbike, lorry, drill*)

Recording of some noises on the street, on a farm, etc.

Pre-task preparations

Activity I

Have the students sing the song 'Here it comes' on page 13 of *Student's Book 2B*.

Activity 2

Play the recording of some noises you can hear on the street or on a farm. Have the students guess what they can hear.

e.g.,

T: *What can you hear?*

S1: *I can hear a bus.*

While-task procedures

Activity 1

Show the flashcards for *drill*, *lorry* and *motorbike* in 'Look and learn' on page 15 of the *Student's Book* and ask the students to read and spell the words after you.

e.g.,

T: (*show the flashcard for drill*) *Drill. D-R-I-L-L, drill.*

Ss: *Drill. D-R-I-L-L, drill.*

Activity 2

Play the game 'Quick response' with the students to help them remember the new words. Flash the cards for the new words and have the students respond quickly.

e.g.,

T: (*show the flashcard for motorbike*)

Ss: *Motorbike.*

Then hold the flashcard for one word but say another. Have the students identify your mistake and correct it. Repeat the same procedure with the other words.

e.g.,

T: (*show the flashcard for bus*) *A lorry.*

Ss: *No. It's a bus.*

Activity 3

Play a guessing game. Invite individual students to pick one flashcard without letting the others see it. The other students can ask questions to guess what it is.

e.g.,

S1: (*pick the flashcard for drill*)

S2: *Is it big?*

S1: *No, it isn't.*

S2: *Can you see it on the street?*

S1: *Yes.*

S2: *Is it sharp?*

S1: *Yes.*

S2: *Is it a drill?*

S1: *Yes!*

Activity 4

Have the students do Part A 'Listen and number' on page 14 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups of four. Ask the students to talk about what they can hear in a park or other places. Then ask them to write a report about it.

e.g.,

S1: *We're in a park. What can you hear?*

S2: *I can hear a bird.*

S1: *Is it loud?*

S2: *No, it isn't.*

S1: *Do you like it?*

S2: *Yes, I do.*

...

S1: *We're in the park. There are many _____, _____ and _____ in it. _____ (S2's name) can hear _____. It's _____. He likes it.*

...

Activity 2

Play the game 'Noise walk' with the students. Tell the students to imagine that they are walking outside and they can hear different noises. Have a group of students walk around the classroom. Then play the recording of different noises and ask the students to say what noises they hear and where these noises are from.

e.g.,

T: (*play the recording of the noises made by cars and motorbikes*) *What noises can you hear?*

Ss: *We can hear cars and motorbikes.*

T: *Where are you now?*

Ss: *We're in the street.*

...

Period 2

Language focus:

- Using wh-questions to find out specific information
e.g., *What's that noise?*
- Using the simple past tense to talk about past states and activities
e.g., *It was Saturday afternoon. Kitty and Ben sat on the sofa and watched a cartoon.*

Materials:

Student's Book 5B, pp. 14, 15 and 17

Workbook 5B, p. 16 Part E

Cassette 5B

Wall picture 5B

A gap-fill passage

Recording of different noises

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 17 of the *Student's Book*. Encourage them to say the rhyme after the recording.

Activity 2

Put the wall picture on the blackboard. Then play the recording of different noises. Ask some students to point to the things in the picture and answer your questions.

e.g.,

T: *What can you hear?*

S1: (point to the drill in the picture) I can hear a drill.

T: *How is it?*

S1: It's loud.

While-task procedures

Activity 1

Have the students look at the pictures for 'Look and say' on page 14 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

T: *Where were Kitty and Ben?*

S1: They were at home.

T: *What was on the bridge?*

S2: A lorry.

T: *What was in the street?*

S3: A drill.

Activity 2

Have the students listen to the recording for 'Look and say' on page 14 of the *Student's Book* and repeat after it. Write the key pattern ... (*did*) ... on the blackboard. Ask the students to answer your questions about each picture. Give them some key words as hints if necessary.

e.g.,

(Picture 1)

What did Kitty want to do? (She wanted to read a book.)

What did she hear? (She heard a lorry.)

(Picture 2)

What did Kitty want to do then? (She wanted to do her homework.)

What did she hear? (She heard a drill.)

(Picture 3)

Where did they sit? (They sat on the sofa.)

What did they do? (They watched a cartoon.)

Write the words *wanted*, *heard*, *sat* and *watched* on the blackboard. Ask the students to read the words after you.

Activity 3

Play the recording for 'Look and say' again and have the students repeat after the recording. Then have them practise the dialogue in pairs. Invite several pairs to act it out in front of the class.

Activity 4

Have the students do 'Tick and say' on page 15 of the *Student's Book*.

Post-task activities

Activity 1

Have the students complete the following passage.

It was Saturday afternoon. Kitty and Ben were at home. Kitty wanted to read a book. But she heard a loud noise. It was a lorry. Then Kitty wanted to do

her homework. But she heard another loud noise. It was a drill. Finally, it was quiet. Kitty and Ben watched a cartoon.

Activity 2

Ask the students to do Part E 'Look, read and complete' on page 16 of the *Workbook*. Then check the answers with them.

Period 3

Language focus:

- Using the simple past tense to talk about past activities
e.g., *Ben enjoyed the loud music very much.*

Materials:

Student's Book 5B, p. 16

Workbook 5B, pp. 15 Part C and 17 Part G

Cassette 5B

Posters of some famous pop stars or groups

Recording of different musical instruments

Pre-task preparations

Activity 1

Have the students sing the song 'The music man' from page 51 of *Student's Book 4B*.

Activity 2

Play the recording of some sounds of different musical instruments and ask the students to listen and identify the instruments.

e.g.,

T: (*play the sound of a piano*) What's that?

S1: It's a piano.

T: Do you like the piano?

S1: Yes, I do.

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 16 of the *Student's Book*. Then ask them some questions.

e.g.,

T: Who was at City Square?

S1: A pop group.

T: What did they do?

S2: They played some loud music.

T: Did Kitty like the music?

S3: No, she didn't.

T: Did Ben like the music?

S4: Yes, he did.

...

Activity 2

Play the recording for 'Say and act' again and have the students repeat after it. Then have them practise the dialogue in groups of three.

Activity 3

Have the students role-play the dialogue in groups of three. One student acts as the narrator and the other two act as Ben and Kitty. Then invite several groups to come to the front and act it out.

Activity 4

Have the students do Part C 'Listen and complete' on page 15 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students work in pairs and retell 'Say and act'. Give them some key words if necessary.
e.g., *pop group, loud music, enjoy, play some loud music*

Activity 2

Have the students do Part G 'Look and complete' on page 17 of the *Workbook*. Then check the answers with them.

Period 4

Language focus:

- Using modelled sentences to give specific information
e.g., *They hear the songs of the birds and the river.*

Materials:

Student's Book 5B, pp. 17, 18 and 19

Workbook 5B, p. 18 Part H

Cassette 5B

Slips of paper with paragraphs from 'Read a story'

Recording of different sounds and noises

Pre-task preparations

Activity 1

Have the students work in groups and say the rhyme in 'Listen and enjoy' on page 17 of the *Student's Book*. Then invite some groups to act it out in front of the class.

Activity 2

Have the students listen to the recording of different sounds and noises. Ask them to say what sounds they like.

e.g.,

T: What's that sound?

S1: It's the sound of water.

T: Do you like it?

S1: Yes, I do.

While-task procedures

Activity 1

Have the students listen to the story on pages 18 and 19 of the *Student's Book*. Then give them the mixed-up paragraphs from the story and have them put them in the correct order.

Activity 2

Have the students read the story by themselves. Ask them to underline the words they do not understand. Then ask the students some questions to check their understanding.

e.g.,

1 *Who likes making noise? (People in the Noise Kingdom like making noise.)*

2 *Do they do things loudly? (Yes, they do.)*

3 *Whose birthday is coming? (The king's.)*

4 *What must all the people do? (They must shout together at twelve o'clock on the king's birthday.)*

5 *What do the people do on the king's birthday? (They open their mouths and listen.)*

6 *What do they hear? (They hear the songs of the birds and the sound of the river.)*

7 *Do they like the sounds? (Yes, they do.)*

8 *What happens in the end? (People do everything quietly.)*

Write the new words such as *shout*, and *quietly* on the blackboard. Explain the meaning of them to the students and have the students read them after you.

Activity 3

Have the students read after the recording for 'Read a story' sentence by sentence. Ask them to answer the questions on page 19 of the *Student's Book*.

Activity 4

Have the students role-play the story in groups. Walk around the classroom and help the students if necessary.

Post-task activities

Activity 1

Write some key words from the story on the blackboard and have the students retell the story according to the key words.

Activity 2

Have the students do Part H 'Read and answer' on page 18 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to talk and write about noises
- Identifying the pronunciation of the sounds /ɔɪ/ and /ʊə/ in words
e.g., *boy, noise, sure, tour, poor*

Materials:

Student's Book 5B, p. 17

Workbook 5B, pp. 16 Part F and 19 Task

Cassette 5B

Flashcards 5B (*drill, lorry, motorbike*)

Wall picture 5B

Recordings of different noises

Phonetic flashcards (/ɔɪ/, /ʊə/)

Pre-task preparations

Activity 1

Have the students say the rhyme on page 17 of the *Student's Book*. Encourage them to create a new rhyme and say it in groups.

Activity 2

Put the wall picture on the blackboard. Play the recording of different noises. Flash the cards and ask the students to respond quickly.

e.g.,

T: (flash the card for drill) *What's that noise?*

S1: *It's a drill.*

While-task procedures

Activity 1

Play the recording of noises made by cars, aeroplanes, drills, etc. Have the students listen to the noises and answer some questions.

e.g.,

T: *What's that noise?*

S1: *It's a car.*

T: *Is it loud?*

S1: *Yes, it is.*

Activity 2

Show the flashcards for the sounds /ɔɪ/ and /ʊə/. Ask the students to repeat the words in 'Learn the sounds' on page 17 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: *oy, /ɔɪ/, boy, toy, joy, enjoy.*

Ss: *oy, /ɔɪ/, boy, toy, joy, enjoy.*

...

T: *ure, /ʊə/, sure; our, /ʊə/, tour; oor, /ʊə/, poor.*

Ss: *ure, /ʊə/, sure; our, /ʊə/, tour; oor, /ʊə/, poor.*

Activity 3

Have the students listen to the recording for 'Listen and circle' and circle the words. Then check the answers with the students.

Activity 4

Have the students do some exercises to practise the sounds they have learnt.

e.g.,

Read and circle

- | | | |
|-------------------|-----------------|--------------------|
| 1 A. <u>noisy</u> | B. <u>toy</u> | C. <u>boat</u> (C) |
| 2 A. <u>wear</u> | B. <u>hear</u> | C. <u>pair</u> (B) |
| 3 A. <u>tail</u> | B. <u>pilot</u> | C. <u>fly</u> (A) |
| 4 A. <u>pear</u> | B. <u>where</u> | C. <u>here</u> (C) |

Post-task activities

Activity 1

Have the students do Part F 'Read, choose and complete' on page 16 of the *Workbook*. Then check the answers with them. Finally, ask them to read the dialogue in pairs.

Activity 2

Have the students do Task 'Sounds at school' on page 19 of the *Workbook*. First, have the students do a survey and fill in the blanks. Then ask them to give a report according to the survey. Finally, ask the students to complete the passage in Part C by introducing what they can hear in the school.

Module 2 My favourite things

Unit 1 Food and drinks

Tasks in this unit:

- Use nouns to identify various kinds of food items
- Use the simple past tense to talk about past events
- Use the simple present tense to describe habitual actions
- Use determiners to express indefinite quantities

Language focus:

- Using the key words in context
e.g., *pork, beef, chicken, fish, tomato, potato, carrot*
- Using wh-questions to find out specific information
e.g., *What did you have for breakfast, Danny?*
- Using the simple past tense to talk about past events
e.g., *I had a hamburger and a large cola.*
- Using the simple present tense to describe habitual actions
e.g., *They watch too much TV and eat too much sweet food.*
- Using determiners to express indefinite quantities
e.g., *They eat a lot of fruit and vegetables.*
- Identifying the pronunciation of the sounds /əʊ/ and /aʊ/ in words
e.g., *no, those, show, out, how*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *pork, beef, chicken, fish, tomato, potato, carrot*
- Understanding wh-questions asking for specific information
e.g., *What did you have for breakfast, Danny?*
- Understanding modelled sentences talking about past events
e.g., *I had a hamburger and a large cola.*
- Understanding modelled sentences describing habitual actions
e.g., *They watch too much TV and eat too much sweet food.*
- Understanding determiners expressing indefinite quantities
e.g., *They eat a lot of fruit and vegetables.*
- Identifying the pronunciation of the sounds /əʊ/ and /aʊ/ in words
e.g., *no, those, show, out, how*

Speaking

- Pronouncing the key words correctly
e.g., *pork, beef, chicken, fish, tomato, potato, carrot*
- Using wh-questions to find out specific information
e.g., *What did you have for breakfast, Danny?*

- Using the simple past tense to talk about past events
e.g., *I had a hamburger and a large cola.*
- Using the simple present tense to describe habitual actions
e.g., *They watch too much TV and eat too much sweet food.*
- Using determiners to express indefinite quantities
e.g., *They eat a lot of fruit and vegetables.*
- Pronouncing the sounds /əʊ/ and /aʊ/ correctly in words
e.g., *no, those, show, out, how*

Reading

- Understanding a dialogue and a passage talking about healthy and unhealthy eating habits
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *pork, beef, chicken, fish, tomato, potato, carrot*
- Writing the key sentences correctly
e.g., *What did you have for ...?*
I had ...
- Writing several sentences to describe a healthy lifestyle

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		meat pork beef chicken fish fruit vegetable tomato potato carrot cabbage bean rice milk		SB: pp. 21 and 23
2	What did you have for ...? I had ...	had eat did healthy keep ... away		SB: pp. 20, 21 and 23 WB: pp. 26 Part C and 27 Part E
3	They eat a lot of fruit and vegetables.			SB: p. 22 WB: p. 28 Part G
4				SB: pp. 24 and 25 WB: p. 29 Part H
5			/əʊ/, /aʊ/	SB: pp. 22 and 23 WB: p. 30 Task

Period 1

Language focus:

- Using the key words in context

e.g., *pork, beef, chicken, fish, vegetable, tomato, potato, carrot*

Materials:

Student's Book 5B, pp. 21 and 23

Cassette 5B

Flashcards 5B (*pork, beef, chicken, fish, vegetables, grapes, bananas, oranges, tomatoes, potatoes, carrots, cabbages, beans, rice*)

Wall picture 5B

Recording of a boy talking about food

Sentence halves for matching exercise

Paper plates with mixed-up letters

Pre-task preparations

Activity 1

Show the picture for 'Listen and enjoy' on page 23 of the *Student's Book* and have the students answer your questions.

e.g.,

T: What can you find in the fridge?

Ss: Juice, milk, water, eggs, ...

Then play the recording for the rhyme and ask the students to repeat after it.

Activity 2

Ask the students what they usually see in a fridge. With the help of the students, compile a list of food items they usually find in a fridge.

e.g.,

T: What can you find in a fridge?

S1: I can find some eggs, some milk and some juice.

...

While-task procedures

Activity 1

Show the flashcards for *pork, beef, chicken* and *fish* one by one. Ask the students to read and spell the words after you. Tell them they are all meat. Then ask them some questions about meat.

e.g.,

T: What kind of meat do you like eating?

S1: I like eating beef and chicken.

...

Have the students look at the 'Fruit' and 'Vegetables' sections of the table in 'Look and learn' on page 21 of the *Student's Book*. Ask them to read the words after you. Then flash the cards of fruit and vegetables such as *grapes, bananas, oranges, tomatoes, potatoes* and *carrots*. Have the students read the words out and put them into the right sections 'Fruit/Vegetables'.

e.g.,

T: (show the flashcard for potatoes) What are they?

Are they fruit or vegetables?

Ss: They're potatoes. They're vegetables.

Activity 2

Show the flashcards for the words *rice, noodles* and *bread* and have the students read them after you. Then have the students talk about their favourite drinks.

e.g.,

S1: What drink do you like?

S2: I like juice. What drink do you like?

S1: I like milk.

...

Finally, show the flashcards for *juice, water, milk* and *tea*. Have the students read the words after you.

Activity 3

Put the wall picture on the blackboard. Have the students read all the words in the picture. Then play a guessing game with them. Have the students guess words in each section according to the hints you give them.

e.g.,

T: It's a kind of drink. Its first letter is 't'.

Ss: t, T-E-A, tea.

T: It's a kind of meat. Its first letter is 'b'.

Ss: b, B-E-E-F, beef.

T: They're a kind of fruit. Monkeys like them very much. What are they?

Ss: Are they bananas?

...

Show the students several paper plates with mixed-up letters on them. Have the students make words of different food using the letters on each plate. Then have them give each plate a name and write it down in the middle such as *meat*, *fruit*, *vegetables*, *rice*, *noodles*, *bread* and *drinks*.

Activity 4

Ask some students what they want to have for dinner. Have the other students listen and retell.
e.g.,

T: What kind of meat do you want to have for dinner, (S1's name)?

S1: I want to have some beef.

T: How about vegetables?

S1: I want to have some potatoes and beans for dinner.

...

Then have the students read and chant with you using the words of food items.

T: What do you want to have for dinner? Carrots or potatoes?

Ss: Potatoes, potatoes. We want to have some potatoes for dinner.

T: What do you want to have for dinner? Beef or pork?

Ss: Beef, beef. We want to have some beef for dinner.

Post-task activities

Activity 1

Show the students several pictures and words of food items at random. Have them look, read and match the words with the pictures. Then have the students talk about what they usually have for their breakfast/lunch/dinner using these words by asking and answering questions in pairs.

e.g.,

S1: I usually have some bread and milk for breakfast. What do you usually have for breakfast, (S2's name)?

S2: I usually have a bowl of noodles and an egg for breakfast.

...

Activity 2

Play the recording and have the students listen to a boy talking about food. Then have the students match the sentence halves below to make true sentences about the boy.

Owen is a boy. His favourite food is chicken. He likes eating strawberries and grapes. He doesn't like potatoes. He usually has an egg and some ham for breakfast. He is only nine years old, so he can't cook.

e.g.,

a) His favourite food is	chicken.
b) He likes	strawberries and grapes.
c) He doesn't like	potatoes.
d) He usually has	an egg and some ham for breakfast.
e) He can/can't	cook.

Then ask the students to make sentences about themselves using the patterns in the table.

Finally, have the students share their sentences with their classmates.

e.g.,

My favourite food is ...
I like ...
I do not like ...
I usually have ... for breakfast/lunch/dinner.
I can/can't cook.

Period 2

Language focus:

- Using the key words and phrases in context
e.g., *had, eat, did, healthy*
- Using the simple past tense to talk about past events
e.g., *I had a hamburger and a large cola.*
- Using wh-questions to find out specific information
e.g., *What did you have for breakfast, Danny?*

Materials:

Student's Book 5B, pp. 20, 21 and 23
Workbook 5B, pp. 26 Part C and 27 Part E
Cassette 5B
Flashcards 5B (*pork, beef, chicken, fish, tomatoes, potatoes, carrots, rice, cabbages, beans*)
Pictures of different food items
A survey form

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 23 of the *Student's Book* and have the students repeat after the recording. Then divide the students into two groups to read the rhyme. Have group A read the first and the third verses and group B read the second and the fourth verses.

Activity 2

Have the students look at the pictures of different food items and tell you about the food they like.

e.g.,

T: What do you like eating?

Do you often have ... for breakfast/ lunch/ dinner?

Is it good or bad for you?

...

While-task procedures

Activity 1

Have the students make a sentence using *I usually have ... for breakfast/lunch/dinner.*

e.g.,

S1: I usually have a glass of milk for breakfast.

S2: I usually have a bowl of rice for dinner.

...

Write the words *today* and *yesterday* on the blackboard. Then write the corresponding dates below *today* and *yesterday*. Make sure the students understand the meaning of the two words. Then write *I had ... for breakfast/lunch/ dinner yesterday.* on the blackboard and ask the students to say sentences using the pattern.

e.g.,

T: I had some rice, some salad and some beef for lunch yesterday. What about you?

S1: I had some rice and some fish for lunch yesterday.

...

Activity 2

Have the students look at the picture for 'Look and say' on page 20 of the *Student's Book* and listen to the recording. Ask the students to judge whether the following statements are true or false. Check the answers with them and have them give a correct statement if a statement is false.

e.g.,

1 *Danny had a hamburger and a glass of milk for breakfast. (F)*

2 *Jill didn't have breakfast because she wasn't hungry. (T)*

3 *Breakfast is very important. (T)*

4 *Alice had some cakes, a glass of milk and an orange for breakfast. (F)*

Explain the meaning of the new words *unhealthy* and *important* to the students.

Activity 3

Play the recording for 'Look and say' again and have the students repeat after it. Then ask the students to practise the dialogue in 'Look and say' in groups of three. After that, invite several groups to act out the dialogue in front of the class.

Activity 4

Have the students do Part C 'Listen and complete' on page 26 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students do Part E 'Look and write' on page 27 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students do 'Ask and answer' on page

21 of the *Student's Book* in pairs and complete the survey form below.

Name	Breakfast	Lunch	Dinner

e.g.,

S1: *What did you have for breakfast yesterday?*

S2: *I had ...*

S1: *That sounds/doesn't sound healthy.*

S2: *What did you have for breakfast yesterday?*

S1: *I had ...*

Period 3

Language focus:

- Using the simple present tense to describe habitual actions
e.g., *These children like running, jumping and playing.*
- Using the simple present tense to describe present states
e.g., *They are healthy.*
- Using determiners to express indefinite quantities
e.g., *They eat a lot of fruit and vegetables.*

Materials:

Student's Book 5B, p. 22

Workbook 5B, p. 28 Part G

Cassette 5B

Jumbled letters

A gap-fill passage

A survey form

Pre-task preparations

Activity 1

Give the students several groups of jumbled letters. Have them put the letters in the correct order to spell food items. Then have them ask and answer questions in pairs using the words.

e.g.,

e a r b d—bread

S1: *What did you have for breakfast yesterday?*

S2: *I had some bread.*

Activity 2

Have the students say the following rhyme after you.

I like chicken.

I like rice.

I like vegetables.

They are very nice.

I like ice cream.

I like eggs.

But best of all I like

The cakes my mum makes.

Ask the students to write new rhymes about the food they like. Then invite some students to read out their rhymes in front of the class.

While-task procedures

Activity 1

Have the students read the text in 'Look and read' on page 22 of the *Student's Book*. Then ask them to listen to the recording. Ask them some questions to check their understanding.

e.g.,

T: *What do healthy children like doing?*

S1: *They like running, jumping and playing.*

T: *Do they eat a lot of sweet food every day?*

S2: *No, they don't.*

T: *What do unhealthy children drink?*

S3: *They drink a lot of soft drinks.*

...

Activity 2

Have the students read the text in 'Look and read' again and do 'True or false' on page 22 of the *Student's Book*. Ask them to give a correct statement if a statement is false. After that, have the students read the text by themselves. Finally, give the students more statements and ask them to judge them true or false according to the text.

e.g.,

1 *Vegetables are good for us. (T)*

2 *A lot of sweets and chocolate are good for us. (F)*

3 *A lot of fruit is bad for us. (F)*

Activity 3

Have the students look at the pictures in 'Look and read'. Then ask them to read the passage below and fill in the blanks with the help of the given letters.

e.g.,

Healthy children have some bread, rice and noodles every day. They eat a lot of fruit and vegetables.

They have some meat and milk. They like running and jumping.

Unhealthy children eat too much sweet food. They drink a lot of soft drinks. They don't like bread, rice or fruits. These children watch too much TV and don't like to play sport.

Activity 4

Show the students some statements on the blackboard. Have them play the game 'To be a healthy child' by reading and matching.

e.g.,

Would you like to be a healthy child? Watch out!

Dos	Watch too much TV. Play sport. Drink a lot of water. Eat a lot of fruit and vegetables.
Don'ts	Drink too many soft drinks. Have too much sweet food. ...

Then ask the students to think of more ideas or advice on how to be a healthy child.

e.g.,

Don't eat too much junk food.

Don't play too many computer games.

Do exercise every day.

...

Post-task activities

Activity 1

Have the students do a survey about their classmates' diets in groups. First, ask the students to complete the form by writing about what food they have every day. Then ask them to talk about their diet with their classmates.

e.g.,

My diet	
A lot of	
Some	

S1: What do you eat every day?

S2: I eat/drink a lot of ..., some ... and ... every day.
I have a healthy diet/an unhealthy diet.

Activity 2

Have the students do Part G 'Look, write and tick' on page 28 of the Workbook. Then check the answers with them.

Period 4

Language focus:

- Using the simple present tense to describe present states
e.g., *He is strong and healthy.*
- Using the simple present tense to talk about habitual actions
e.g., *Matt never does any exercise. He always eats too much.*

Materials:

Student's Book 5B, pp. 24 and 25

Workbook 5B, p. 29 Part H

Cassette 5B

A gap-fill passage

Pre-task preparations

Activity 1

Give some descriptions about different food and drinks and have the students guess what food or drinks you are talking about.

e.g.,

T: It's a kind of drink. It can be bitter. It can be sweet. Sometimes it's black. Sometimes it's white. Don't drink it at night, or you can't sleep right. What is it?

S1: It's coffee.

...

Activity 2

Have several students tell the class about

the food they often have or what they had yesterday.

e.g.,

What's your favourite fruit/ drink/ ...?

What do you usually have for breakfast?

What did you have for breakfast/lunch/dinner yesterday?

...

Then have the students ask and answer these questions in pairs or in groups. Finally, invite some students to report to the class.

e.g.,

S1: (S2's name) had a glass of milk, some bread and an apple for breakfast. He/She had some rice, beef and vegetables for lunch yesterday.

While-task procedures

Activity 1

Have the students listen to the recording for 'Read a story' on pages 24 and 25 of the *Student's Book*. Then have the students make a sentence about Jim and Matt using the given phrases to check their understanding.

e.g.,

live in a small hole, strong and healthy, do some exercise, eat too much, never do any exercise, become very fat

S1: Jim and Matt live in a small hole.

S2: Matt always eats too much.

...

Activity 2

Have the students read the story in 'Read a story' on pages 24 and 25 of the *Student's Book*. Then ask them to answer the question on page 25.

Activity 3

Have the students look at the pictures for 'Read a story' on pages 24 and 25 of the *Student's Book* and describe the healthy mouse and unhealthy one. Write some phrases on the blackboard as hints.

e.g.,

Jim: often do exercise, strong and healthy. ...

Matt: eat too much, never does any exercise, very fat, ...

Then act as Matt and have the students give Matt some advice using the pattern *You should .../You shouldn't*

e.g.,

S1: Matt, you should do exercise every day. You shouldn't eat too much.

S2: You should eat a lot of fruit and vegetables. You shouldn't drink too many soft drinks.

...

Activity 4

Show the following table on the blackboard and tell the students it is Matt's diet last week.

Sunday	a lot of chocolate a lot of milk
Monday	a lot of sweets a lot of ham
Tuesday	a lot of beef some cola
Wednesday	a lot of cakes some cola
Thursday	a lot of sweets a lot of chicken
Friday	a lot of ice creams
Saturday	some meat

Then have the students talk about Matt's diet in groups of four.

e.g.,

S1: What did Matt have last week?

S2: He had a lot of soft drinks. He had a lot of chocolate. He had a lot of sweets.

Finally, have the students suggest a healthy diet for Matt.

Post-task activities

Activity 1

Show the pictures for 'Read a story' on pages 24 and 25 of the *Student's Book* and the short play below. Have the students fill in the blanks to complete the story and then role-play it.

e.g.,

Narrator: Jim and Matt live in a small hole in the wall.

- Jim: I'm strong and healthy. I do some exercise every day.
- Matt: I like eating sweet food. Chocolate is my favourite food. I eat a lot every day. I never do any exercise.
- Jim: You shouldn't eat so much, Matt. You should do some exercise.
- Narrator: Matt doesn't listen and he becomes very fat. One day a cat comes. Jim and Matt both run back to the hole in the wall. Jim runs quickly into the hole. Matt cannot run fast. He runs very slowly.
- Jim: Oh! I'm safe.
- Matt: Oh no! I can't run fast. Help! Help!
- Narrator: Matt cannot run fast. The cat catches Matt.

Activity 2

Have the students do Part H 'Read and answer' on page 29 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to describe healthy eating habits
- Identifying the pronunciation of the sounds /əʊ/ and /aʊ/ in words
e.g., *no, those, show, coat, out, how*

Materials:

Student's Book 5B, pp. 22 and 23

Workbook 5B, p. 30 Task

Cassette 5B

Pictures of different food

Phonetic flashcards (/əʊ/, /aʊ/)

Pre-task preparations

Activity I

Have the students look at the picture in 'Listen and enjoy' on page 23 of the *Student's Book*. Ask them to make a new rhyme using words of other food items. Then invite some students to read their new rhymes.

- e.g.,
Midge, Midge,
What's in the fridge?
What's in the fridge?
There's some milk.
There's some fresh milk.
There's some milk in the fridge.
Midge, Midge,
What's in the fridge?
What's in the fridge?
There are some tomatoes.
There are some nice tomatoes.
There are some tomatoes in the fridge.

Activity 2

Show some pictures of food on the blackboard. Have the students spell the words according to the given pictures. Then ask them to make a short dialogue according to the food items in pairs.

- e.g.,
S1: What did you have for breakfast yesterday?
S2: I had some noodles. What do you usually have for breakfast?
S1: I usually have some bread and a glass of milk for breakfast.

While-task procedures

Activity I

Have the students look at the pictures for 'Look and read' on page 22 of the *Student's Book* and describe the healthy children and unhealthy ones. Write some key phrases on the blackboard.
e.g.,

Dos: often play sports, eat a lot of fruit and vegetables, have some milk, ...

Don'ts: eat too much sweet food, watch too much TV, drink a lot of soft drinks, ...

- Then have the students give the unhealthy children some advice using the pattern *They should .../They shouldn't*
e.g.,
S1: They should play sport every day. They shouldn't watch too much TV.

S2: They should have some milk. They shouldn't drink too many soft drinks.

...

Activity 2

Have the students listen to the recording of a girl talking about her diet and then tick the food items they hear in the following tables.

I'm Lily. I usually have an egg, a glass of milk and some bread for breakfast. I usually have some rice, some chicken or pork and some vegetables for lunch. Sometimes I have noodles for lunch. I usually have some rice and some fish for dinner. I eat a lot of fruit every day. Grapes are my favourite fruit.

e.g.,

pork	✓
beef	
chicken	✓
fish	✓

eggs	✓
milk	✓
grapes	✓
apples	

rice	✓
noodles	✓
bread	✓

Then have the students listen to the recording again and write down the food in the table below.

e.g.,

For breakfast	She has ...
For lunch	She has ...
For dinner	She has ...

Activity 3

Show the flashcards for the sounds /əʊ/ and /aʊ/. Ask the students to read the words in 'Learn the sounds' on page 23 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: o, /əʊ/, no, ago, photo, go; o_e, /əʊ/, those, home, close, hole; ...

Ss: o, /əʊ/, no, ago, photo, go; o_e, /əʊ/, those, home, close, hole; ...

...

Activity 4

Play the recording for 'Learn the sounds' on page 23 of the *Student's Book*. Ask the students to do 'Listen and circle'. Then check the answers with them. Have the students do some exercises to practise the sounds they have learnt.

e.g.,

Listen and complete

1 sh o_w 2 h o_u se 3 fl o_w er

4 c o_a t 5 th o se 6 c o_w

7 bl o_u se 8 c l o_u d 9 n o_ e

(1 show 2 house 3 flower 4 coat 5 those
6 cow 7 blouse 8 cloud 9 nose)

Post-task activities

Activity I

Have the students work in groups of four to design a healthy diet for themselves or the one for their school canteen using the pattern *We have ... for breakfast./We have ... on Monday.*

Activity 2

Have the students do Task 'Good eating and living habits' on page 30 of the *Workbook*. First, ask them to think about their own diet and complete the sentences in Part A. Then have them ask and answer questions in pairs to find out their classmates' diet. Ask them to use the patterns given in Part B. Finally, ask them to complete the passage in Part C by describing their classmates' diet and giving suggestions.

Module 2 My favourite things

Unit 2 Films

Tasks in this unit:

- Use nouns to identify things in a cinema
- Use modelled sentences to make suggestions
- Use modelled sentences to express intention

Language focus:

- Using nouns to identify things in a cinema
e.g., *entrance, exit, seat*
- Using modelled sentences to make suggestions
e.g., *Shall we go to see a film this afternoon?*
- Using modelled sentences to express intention
e.g., *I want to see Little Tadpoles.*
- Identifying the pronunciation of the sounds /m/, /n/ and /ŋ/ in words
e.g., *milk, night, sing, bank, hungry*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *entrance, exit, ticket, seat*
- Understanding modelled sentences making suggestions
e.g., *Shall we go to see a film this afternoon?*
- Understanding modelled sentences expressing intention
e.g., *I want to see Little Tadpoles.*
- Identifying the pronunciation of the sounds /m/, /n/ and /ŋ/ in words
e.g., *milk, night, sing, bank, hungry*

Speaking

- Pronouncing the key words correctly
e.g., *entrance, exit, ticket, seat*
- Using modelled sentences to make suggestions
e.g., *Shall we go to see a film this afternoon?*
- Using modelled sentences to express intention
e.g., *I want to see Little Tadpoles.*
- Pronouncing the sounds /m/, /n/ and /ŋ/ correctly in words
e.g., *milk, night, sing, bank, hungry*

Reading

- Understanding dialogues talking about going to see a film
- Understanding the main idea of the story 'Snow White'
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *entrance, exit, ticket, seat*
- Writing the key sentences correctly
e.g., *Shall we ...?*
- Writing several sentences to make suggestions

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	Shall we ...?	film funny princess see a film		SB: pp. 26 and 27 WB: p. 33 Part F
2		ticket		SB: pp. 28 and 29 WB: p. 34 Part G
3		ticket entrance exit seat		SB: pp. 27 and 29 WB: pp. 32 Part C and 33 Part E
4				SB: pp. 27, 30 and 31 WB: p. 35 Part H
5			/m/, /n/, /ŋ/	SB: pp. 27 and 29 WB: p. 36 Task

Period I

Language focus:

- Using modelled sentences to make suggestions
e.g., *Shall we go to see a film this afternoon?*
- Using modelled sentences to express intention
e.g., *I want to see Snow White too.*

Materials:

Student's Book 5B, pp. 26 and 27

Workbook 5B, p. 33 Part F

Cassette 5B

Wall picture 5B

A survey form

Pre-task preparations

Activity 1

Ask the students some questions related to their daily life to elicit the topic 'films'. Encourage the students to talk more on the topic.

e.g.,

T: What do you usually do at weekends?/What do you like doing at weekends?

S1: I usually read books at weekends./I like reading books at weekends.

T: Do you like seeing films? Are there any cinemas near your home? What's your favourite film?

Activity 2

Have the students work in groups of six and give

each group a copy of the survey form. Explain how to complete it. Have the students fill in the survey form and then report to the class.

Name	Likes ... (doing) at weekends
S2's name	playing the piano

e.g.,

S1: Hello, (S2's name). What do you like doing at weekends?

S2: I like playing the piano at weekends.

...

While-task procedures

Activity 1

Show the picture for 'Look and say' on page 26 of the *Student's Book* and ask the students some questions about the picture.

e.g.,

T: (point to the picture) Who are they?

S1: They're Ben, Kitty and their mum.

T: What's in Mum's hand?

S2: A newspaper.

T: Right.

Write some statements about the dialogue on the blackboard. Then play the recording for 'Look and say' and ask the students to judge whether the statements are true or false.

e.g.,

- 1 They are talking about seeing a film. (T)
- 2 There are four films on at City Cinema. (F)
- 3 Kitty wants to see Snow White. (T)
- 4 The film Snow White is on at one o'clock. (F)

Activity 2

Play the recording for 'Look and say' again and have the students repeat after the recording. Then write the key pattern *Shall we ...?* on the blackboard. Ask the students to repeat it after you. Then give the students some situations and practise the pattern with them.

e.g.,

T: It's Saturday today. Shall we go to the zoo this afternoon?

Ss: Great!

T: Shall we go there by underground?

Ss: OK.

Activity 3

Practise the dialogue in 'Look and say' with the students. Then have the students role-play the dialogue in groups of three. Finally, invite several groups to role-play it in front of the class.

Activity 4

Put the wall picture on the blackboard. Have the students look at the table in 'Ask and answer' on page 27 of the *Student's Book*. Then have them make short dialogues with each other using the given patterns.

e.g.,

S1: Shall we see Little Tadpoles?

S2: OK. Let's see Little Tadpoles.

or

S1: Shall we see Little Tadpoles?

S2: I want to see Rabbit Run. Shall we see Little Tadpoles next time?

...

Post-task activities

Activity 1

Have the students walk around the classroom and make short dialogues with each other.

e.g.,

S1: Hello, (S2's name). I like seeing films at weekends. How about you?

S2: I like reading books.

S1: Hello, (S3's name). I like seeing films at weekends. How about you?

S3: Oh, really? I like seeing films too.

S1: Cool. Shall we go to see a film this Saturday?

S3: Great! I want to see Harry Potter.

S1: I want to see Harry Potter too.

Activity 2

Have the students do part F 'Look, read and complete' on page 33 of the *Workbook*. Then check the answers with them. After that, ask the students to read the completed dialogues in pairs.

Period 2

Language focus:

- Using the key words in context
e.g., *ticket*
- Using modelled sentences to make suggestions
e.g., *Shall we get some drinks?*

Materials :

Student's Book 5B, pp. 28 and 29

Workbook 5B, p. 34 Part G

Cassette 5B

A picture of a cinema

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 29 of the *Student's Book*. Then have them read the rhyme in pairs.

Activity 2

Ask the students some questions about films in order to elicit the topic 'buying a ticket'.

e.g.,

T: *What's your favourite film?*

S1: *It's ...*

T: *What is it about?*

S1: *It's about ...*

T: *What must you do before you see a film at the cinema?*

S2: *We must buy the tickets.*

...

While-task procedures

Activity 1

Play the recording for 'Say and act' on page 28 of the *Student's Book*. Have the students listen to the dialogue with their books closed and then ask them some questions.

e.g.,

T: *Where are Ben, Kitty and Mrs Li?*

S1: *They're at the cinema.*

T: *Are they seeing a film now?*

S2: *No, they aren't.*

T: *Right. They're at the cinema. Mrs Li is buying the tickets.*

Activity 2

Have the students listen to the recording for 'Say and act' again. Write the following sentences on the blackboard and ask the students to give the correct choices. Then play the recording again to check the answers with them. After that, have the students read the dialogues.

e.g.,

1 *Mrs Li wants to buy _____ (three/four) tickets for Snow White.*

2 *Mrs Li buys tickets for _____ (one/two) child(ren) and _____ (one/two) adult(s).*

3 *The tickets are _____ (80/100) yuan altogether.*

4 *Kitty wants to get some _____ (drinks/hamburgers) first.*

5 *The film starts in _____ (four/five) minutes.*

Activity 3

Have the students read the second part of the dialogue in 'Say and act'. Then ask the students to make a short dialogue about buying tickets in pairs. One student acts as the customer, the other as the clerk.

e.g.,

S1: *Excuse me, can I have four tickets for Little Tadpoles? Two adults and two children.*

S2: *Sure.*

S1: *How much are they?*

S2: *They're 120 yuan.*

S1: *OK. Here you are.*

S2: *Here are the tickets.*

S1: *Thanks.*

Activity 4

Have the students role-play the dialogues in 'Say and act' on page 28 of the *Student's Book*. Then invite some students to act out the dialogues in front of the class.

Post-task activities

Activity 1

Have the students do Part G 'Read, choose and

'write' on page 34 of the *Workbook*. Then check the answers with them.

Activity 2

Ask the students to role-play the dialogues in Part G 'Read, choose and write' in groups of three. Then invite several groups to role-play the dialogues in front of the class.

Period 3

Language focus:

- Using nouns to identify things in a cinema
e.g., *entrance, exit, seat*
- Using modelled sentences to make suggestions
e.g., *Shall we go to see a film this afternoon?*

Materials:

Student's Book 5B, pp. 27 and 29

Workbook 5B, pp. 32 Part C and 33 Part E

Cassette 5B

Flashcards 5B (*cinema, ticket, entrance, exit, seat*)

A picture of a cinema

Film posters

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 29 of the *Student's Book*. Then ask the students to read it in groups. Have them create a new rhyme in groups of four.

e.g.,

Shall we go and see a film?

Yes, let's go and have a look.

What film is on?

The Clever Little Duck.

...

Activity 2

Show the picture of a cinema. Ask the students some questions about the cinema.

e.g.,

T: (point to the entrance of the cinema) This is the entrance of the cinema.

While-task procedures

Activity 1

Have the students look at the picture in 'Look and learn' on page 27 of the *Student's Book*. Ask them to read and spell the words *ticket, entrance, exit* and *seat* after you. Play a guessing game with the students to check their understanding of the new words.

e.g.,

T: You can see it at a cinema. You get out from there.

What is it?

Ss: It's the exit.

Activity 2

Ask the students to answer some questions in order to review what they have learnt in previous lessons.

e.g.,

T: What do Ben, Kitty and Mrs Li want to do this afternoon?

S1: They want to see a film.

T: What film do they want to see?

S2: They want to see Snow White.

T: Yes. Then they go to the cinema. What does Mrs Li do?

S3: She buys three tickets.

T: Right. Where does she buy the tickets?

...

Activity 3

Have the students do Part C 'Listen, read and choose' on page 32 of the *Workbook*. Then check the answers with them.

Activity 4

Divide the students into groups of four. Display some film posters and set the scene of a cinema. Ask the students to do a role-play about 'Seeing a film'. Give the students some hints to help them role-play.

Scene 1 Which film? (at home)

Scene 2 Buying tickets

Scene 3 Talking about the film (in the cinema)

Post-task activities

Activity 1

Invite some groups to act out their dialogues in front of the class. Have the students vote for the best group.

Activity 2

Have the students do Part E 'Read, choose and complete' on page 33 of the *Workbook*. Then check the answers with them.

Period 4

Language focus:

- Using modelled sentences to give specific information
e.g., *The queen has a magic mirror.*

Materials:

Student's Book 5B, pp. 27, 30 and 31

Workbook 5B, p. 35 Part H

Cassette 5B

Pictures for 'Read a story'

Pre-task preparations

Activity 1

Have the students look at the table in 'Ask and answer' on page 27 of the *Student's Book* and talk about the films in pairs.

e.g.,

S1: What's your favourite film?

S2: My favourite film is ... It's about ... How about yours?

S1: It's ... It's about ...

Then ask the students to give a report to the class.

e.g.,

S1: (S2's name)'s favourite film is ... It's about ...

Activity 2

Show a picture of Snow White and the seven dwarfs. Ask the students whether they know about the story or not. Then, elicit the name of the story and write it on the blackboard. Tell the students that Kitty, Ben and their mother are seeing the film *Snow White* now. Ask them to

guess and discuss what the story is like.

While-task procedures

Activity 1

Play the recording for 'Read a story' on pages 30 and 31 of the *Student's Book*. After that, ask the students some questions to elicit the setting and the main characters of the story. Write them on the blackboard.

Activity 2

Have the students read the story 'Snow White' on pages 30 and 31 of the *Student's Book*. Ask them to underline the new words. Then list some words and their explanations on the blackboard. Have the students match the words to the explanations. After that, ask the students to read the words after you and make sure they understand their meanings.

Activity 3

Have the students read the story again. Ask them some questions to check their understanding.

e.g.,

What does the queen have?

What can the magic mirror do?

Does the queen want to kill Snow White?

...

Then ask the students to do 'True or false' on page 31 of the *Student's Book*. Finally, check the answers with them. Ask them to give a reason if a statement is false.

Activity 4

Ask the students whether they know the ending of the story or not. Have the students work in groups of four and talk about the ending of the story. Finally, show some pictures of the (last part of the) story and tell the whole story in your own words.

Post-task activities

Activity 1

Have the students write a short play according to the story 'Snow White'. Give them help if necessary. Then have the students act out the

play in groups of ten. Finally, invite one group to give a show in front of the class.

e.g.,

T: (act as the narrator) The queen has a magic mirror. It can talk.

S1: (act as the queen) I'm the queen. I'm very beautiful. (mime looking at a mirror) Mirror, mirror on the wall, who's the fairest of all?

S2: (act as the magic mirror) Snow White.

S1: What!? (to the hunter) Kill Snow White!

S3: (act as the hunter) Yes, my Queen.

S4: (act as Snow White) Where are we going, Sir?

S3: To the forest.

...

Activity 2

Have the students do Part H 'Read and complete' on page 35 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using modelled sentences to talk and write about films
- Identifying the pronunciation of the sounds /m/, /n/ and /ŋ/ in words
e.g., *milk, night, sing, bank, hungry*

Materials:

Student's Book 5B, pp. 27 and 29

Workbook 5B, p. 36 Task

Cassette 5B

Wall picture 5B

Phonetic flashcards (/m/, /n/, /ŋ/)

Film posters

Pre-task preparations

Activity 1

Ask the students to say the rhyme in 'Listen and enjoy' on page 29 of the *Student's Book*. Show some film posters to the students and ask them to make a new rhyme or dialogue according to the posters.

e.g.,

S1: Shall we go to see a film this afternoon?

S2: Yes, let's go to City Cinema. What film is on?

S1: The Ugly Duckling.

Activity 2

Play the game 'Whispers'. Have some students sit or stand in a line. Whisper a sentence to the first student. They must whisper it to the next person in the line, and so on. If the last student in the line says the same sentence as the first student, they win.

e.g.,

T: (whisper to S1) Shall we go to City Cinema and see Little Tadpoles?

S1: (whisper to S2) ...

...

S5: (to S1) Shall we go to City Cinema and see Little Tadpoles?

S1: He's/She's right.

While-task procedures

Activity 1

Put the wall picture on the blackboard. Tell the students that these four films are on at the cinema. Ask the students to look at the table and talk about the films.

e.g.,

T: What films are on today?

S1: Snow White, Little Tadpoles, Swan Lake and Rabbit Run.

T: What is Little Tadpoles about?

S2: It's about some little tadpoles. They look for their mother. It's funny, I think.

...

Activity 2

Have the students make a dialogue in pairs according to the table in 'Ask and answer' on page 27 of the *Student's Book*.

e.g.,

S1: Shall we see Snow White this evening?

S2: What's it about?

S1: It's about a beautiful princess and seven dwarfs.

S2: That sounds interesting. I want to see the princess. What time is it on?

S1: It's on at seven thirty. Let's leave home at seven o'clock.

S2: OK.

Activity 3

Show the flashcards for the sounds /m/, /n/ and /ŋ/. Ask the students to repeat the words in 'Learn the sounds' on page 29 of the *Student's Book* after you until they can pronounce the sounds correctly. Then ask them to think of more words with the sounds.

e.g.,

T: m, /m/, milk, mouse, room, cream.

Ss: m, /m/, milk, mouse, room, cream.

T: n, /n/, night, find, win, in.

Ss: n, /n/, night, find, win, in.

...

Activity 4

Play the recording for 'Learn the sounds' on page 29 of the *Student's Book*. Ask the students to read the words after the recording. Then ask them to listen to the recording and do 'Listen and circle'. After that, check the answers with them.

Post-task activities

Activity I

Divide the students into groups of four. Have the students talk about their favourite cinemas

and favourite films. Have them take some notes while others are talking.

Name	Favourite cinema	Favourite film

Then invite some students to give a report in front of the class.

Activity 2

Have the students do Task 'Let's go to see a film' on page 36 of the *Workbook*. First, have the students fill in the survey form in Part A individually. Then ask them to ask and answer questions in pairs using the patterns given in Part B to find out what films their classmates want to see. After that, ask them to complete the passage in Part C according to the information they get from their classmates.

Note:

'Snow White' is a well-known fairy tale written by Brothers Grimm. Their book has over 200 fairy tales, including other ones like 'Cinderella', 'Sleeping Beauty', 'The Frog Prince' and 'Hansel and Gretel'.

Module 2 My favourite things

Unit 3 School subjects

Tasks in this unit:

- Use proper nouns to identify school subjects
- Use modelled sentences to state a certain action at a certain time
- Use wh-questions to get information about school subjects

Language focus:

- Using the key words in context
e.g., English, Chinese, Maths, Art, IT, Music, PE
- Using modelled sentences to state a certain action at a certain time
e.g., It's time for Chinese class.
- Using wh-questions to find out specific information
e.g., What classes do we have today?
- Using modelled sentences to introduce one's timetable
e.g., We have Chinese, Maths, English and IT in the morning.
- Identifying the pronunciation of the sounds /j/, /h/ and /w/ in words
e.g., yes, he, who, we, when

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., English, Chinese, Maths, Art, IT, Music, PE
- Understanding modelled sentences stating a certain action at a certain time
e.g., It's time for Chinese class.
- Understanding wh-questions asking for specific information
e.g., What classes do we have today?
- Understanding modelled sentences introducing one's timetable
e.g., We have Chinese, Maths, English and IT in the morning.
- Identifying the pronunciation of the sounds /j/, /h/ and /w/ in words
e.g., yes, he, who, we, when

Speaking

- Pronouncing the key words correctly
e.g., English, Chinese, Maths, Art, IT, Music, PE
- Using modelled sentences to state a certain action at a certain time
e.g., It's time for Chinese class.
- Using wh-questions to find out specific information
e.g., What classes do we have today?
- Using modelled sentences to introduce one's timetable
e.g., We have Chinese, Maths, English and IT in the morning.

- Pronouncing the sounds /j/, /h/ and /w/ correctly in words
e.g., *yes, he, who, we, when*

Reading

- Understanding dialogues talking about school subjects
- Understanding a passage talking about a timetable
- Understanding the main idea of a story set in an Art class
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *Maths, Art, Science, IT, Music, PE*
- Writing the key sentences correctly
e.g., *It's time for Chinese class.*
- Writing several sentences to introduce one's timetable

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		subject English Chinese Maths Art Music IT PE		SB: p. 33 WB: p. 39 Part E
2	It's time for ...	class		SB: pp. 32 and 35 WB: p. 37 Part A
3				SB: p. 34 WB: pp. 38 Part C and 39 Part F
4				SB: pp. 35, 36 and 37 WB: pp. 39 Part E and 41 Part H
5			/j/, /h/, /w/	SB: pp. 33 and 35 WB: p. 42 Task

Period I

Language focus:

- Using the key words in context
e.g., *Chinese, English, Maths, Art, Music, IT, PE*

Materials:

Student's Book 5B, p. 33
Workbook 5B, p. 39 Part E
Cassette 5B

Flashcards 5B (*Chinese, English, Maths, Art, Music, IT, PE*)

Wall picture 5B

Blank timetables

Strips of paper with sentences about subjects

A survey form

Pre-task preparations

Activity 1

Have the students play a guessing game to elicit the topic 'school subjects'. Draw five lines on the blackboard. The word is *school*. Draw a big fish under the lines. Draw six small fish in front of the big one. Then have the students guess the letters to form the word. The six small fish represent the students' six chances to guess the word. If the students cannot guess the word in six tries, the big fish will eat all the small fish and the students lose the game.

e.g.,

T: This word has six letters. Guess. What is it?

S1: Is there an 'a'?

T: No, there is not an 'a'. (erase a fish which means it has been eaten by the big fish)

S2: Is there an 'o'?

T: Yes, there are two 'o's. (write down two 'o's in their position)

...

Activity 2

Have the students talk about their school life.

Give them some guide questions.

e.g.,

What do you usually do at school?

When/Where do you eat lunch?

How many classes do you have every day?

What time do you go home?

How do you go home?

While-task procedures

Activity 1

Show the flashcards for *Chinese, English, Maths, Art, Music, IT* and *PE* in 'Look and learn' on page 33 of the *Student's Book*. Ask the students

to read and spell the words after you. Then flash the cards one by one and ask the students to say the corresponding words.

Activity 2

Put the wall picture on the blackboard. Ask the students about their favourite subjects.

e.g.,

T: What's your favourite subject?

S1: My favourite subject is ...

After setting an example, have the students ask and answer the question in pairs.

e.g.,

S1: What's your favourite subject?

S2: My favourite subject is ...

Finally, invite several students to give a report in front of the class.

e.g.,

S1: (S2's name)'s favourite subject is Art. He/She likes drawing and painting.

Activity 3

Prepare some strips of paper with descriptions of school subjects. Give the strips to the students and have them work in pairs. Ask one student to read the sentences on the paper, and the other guess what the subject is.

1 *I am having a class. I am drawing a picture with my crayons. (Art)*

2 *I am having a class. I am reading an English story. (English)*

3 *I have this class twice a week. I usually run and jump and play ball games in this class. (PE)*

4 ...

e.g.,

S1: I am having a class. I am reading an English story. What subject is it?

S2: It's English.

S1: Yes, you're right.

Activity 4

Have the students do Part E 'Read and write' on page 39 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups of four. Give each group a blank timetable. Ask them to finish this timetable for a day.

e.g.,

S1: The first class on Thursday is Chinese.

S2: The second one is English.

S3: The third class on Thursday is Maths.

...

Then ask each group to give a report to the class.

Activity 2

Have the students work individually first. Ask them to think about the following questions:

What is your favourite subject? Why do you like it?

What do you usually do in that class?

Then have the students work in groups of four and ask each other about their favourite subject. Ask each group to fill in the following survey form.

Name	Favourite subject	Reason	Things he/she can do

After that, choose one student from each group to give a report.

Period 2

Language focus:

- Using modelled sentences to state a certain action at a certain time
e.g., *It's time for Chinese class.*
- Using wh-questions to get specific information
e.g., *What classes do we have today?*

Materials:

Student's Book 5B, pp. 32 and 35

Workbook 5B, p. 37 Part A

Cassette 5B

A timetable

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 35 of the *Student's Book*. Then ask them questions.

e.g.,

What do you do in English class?

What do you do in PE class?

Then play the recording for the 'Listen and enjoy' again and ask the students repeat after the recording.

Activity 2

Have the students work in pairs. Every student should talk about their favourite subject and the reason they like it. Then invite several students to give a report.

While-task procedures

Activity 1

Draw a timetable on the blackboard. Ask the students to read the names of the subjects on the timetable. Write the patterns *What classes do we/you have?* and *We have ... (in the morning/afternoon)* on the blackboard and practise them with the students.

e.g.,

T: What classes do you have today?

S1: We have ...

Then ask the students to talk about their timetable for the whole week. Encourage them to practise the patterns in pairs.

e.g.,

S1: What classes do we have on Monday morning/afternoon?

S2: We have ...

Activity 2

Play the recording for 'Look and say' on page 32 of the *Student's Book*. Then ask the students some questions.

e.g.,

Do they have PE class in the morning?

What classes do they have in the afternoon?

How many classes do they have on Monday?

Then show the timetable for 'Look and say' on page 32 of the *Student's Book*. Play the recording again and have the students repeat after the recording.

Activity 3

Show a timetable which includes names of subjects and the start and end time of each class on the blackboard. Write the key pattern *It's time for ...* on the blackboard. Have the students practise it according to the timetable.

e.g.,

S1: It's eight thirty.

S2: It's time for Chinese class.

S1: It's one o'clock in the afternoon.

S2: It's time for Maths class.

...

Activity 4

Have the students do Part A 'Listen and match' on page 37 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students role-play the dialogue in 'Look and say' on the page 32 of the *Student's Book* in groups of three. Then invite several groups to act it out in front of the class.

Activity 2

Divide the students into groups of four. Have the students make a new dialogue following 'Look and say' according to their timetable. Ask the students to use the patterns *What classes do we have today? We have ... It's time for ...* and *My favourite subject is ...* in their new dialogue. Give the students some time to prepare. Then invite several groups to act out their dialogues in front of the class.

Period 3

Language focus:

- Using modelled sentences to give specific information

e.g., *In the morning, we have four classes.*

- Using modelled sentences to introduce one's timetable
e.g., *From 11.30 to 13.00, we have a lunch break.*

Materials:

Student's Book 5B, p. 34

Workbook 5B, pp. 38 Part C and 39 Part F

Cassette 5B

Wall picture 5B

A tick sheet

Pre-task preparations

Activity 1

Ask the students what subjects they have on Monday. Write the subjects on the blackboard. Ask about the other days and make a timetable in English for the week.

Activity 2

Play a guessing game with the students. Give the class some information and let them guess what subject you are talking about.

e.g.,

T: I'm having a class. I can surf on the Internet and draw pictures with the computer in this class.

S1: Is it IT class?

T: Yes, you're right.

...

While-task procedures

Activity 1

With the help of the students, write their timetable for that day on the blackboard. Explain the meaning of *lunch break* to the students and then ask them to repeat after you. Then have the students practise the pattern *From ... to ..., we have ... class.* according to the timetable.

e.g.,

Timetable for Monday	
Time	Subject
8.30–9.05	Chinese
9.15–9.50	English

10.10–10.45	IT
10.55–11.30	Maths
11.30–13.00	Lunch break
13.00–13.35	Music
13.45–14.20	Art

S1: From 8.30 to 9.05, we have Chinese class.

S2: From 9.15 to 9.50, we have English class.

...

Activity 2

Play the recording for 'Say and act' on page 34 of the *Student's Book*. Ask the students to do the following exercise according to what they have heard.

Jack has _____ (six/seven/eight) classes on Monday.	
In the morning:	In the afternoon:
Chinese <input type="checkbox"/>	Chinese <input type="checkbox"/>
PE <input type="checkbox"/>	PE <input type="checkbox"/>
Maths <input type="checkbox"/>	Maths <input type="checkbox"/>
Music <input type="checkbox"/>	Music <input type="checkbox"/>
IT <input type="checkbox"/>	IT <input type="checkbox"/>
English <input type="checkbox"/>	English <input type="checkbox"/>
Art <input type="checkbox"/>	Art <input type="checkbox"/>

Then check the answers with the students. After that, put the wall picture on the blackboard and ask several students to introduce Jack's timetable.

e.g.,

S1: Jack has six classes on Monday. In the morning, he has ... classes. They are ... In the afternoon, he has ... classes. They are ...

Activity 3

Have the students repeat after the recording for 'Say and act' on page 34 of the *Student's Book*. Then ask the students to read the passage together. Finally, ask the students some questions to check their understanding.

e.g.,

Does Jack like English?

Does Jack have a break after each class?

What is Jack doing at 9.45?

What time does he have lunch break?

What's Jack's favourite subject?

Explain to the students the meaning of *break*. Ask the students what they do at break time and how many breaks they have in a day.

Activity 4

Have the students do Part C 'Listen and complete' on page 39 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity I

Have the students read their timetable for a week day (e.g., Wednesday). Then guide them to write down the exact time each class begins and ends. After that, have the students say something about their timetable following 'Say and act' on page 34 of the *Student's Book*. Give them some guide questions if necessary.

e.g.,

How many classes do you have on Wednesday?

What classes/subjects do you have on Wednesday?

Which subject(s) do you like (best)?

...

Activity 2

Have the students do Part F 'Look and complete' on page 39 of the *Workbook*. Then check the answers with them. Finally, invite several students to read their completed passages.

Period 4

Language focus:

- Using modelled sentences to describe one's likes and dislikes
e.g., *I don't like Art class.*

Materials:

Student's Book 5B, pp. 35, 36 and 37

Workbook 5B, pp. 39 Part E and 41 Part H

Cassette 5B

Flashcards 5B (*Chinese, English, Maths, Art, Music, IT, PE*)

Cards with verb phrases

A gap-fill passage

Pre-task preparations

Activity 1

Put the flashcards on the blackboard. Prepare some cards with verb phrases on them. Have the students read the cards together, and then ask one student to put the card beside the corresponding subject card.

e.g.,

add numbers	sing and dance
read English stories	play basketball
read Chinese stories	draw and paint pictures
jump and run	...

Activity 2

Have the students listen to the rhyme in 'Listen and enjoy' on page 35 of the *Student's Book* again. Then ask them to read after the recording. After that, ask the students to read the rhyme together.

While-task procedures

Activity 1

Have the students look at the pictures on pages 36 and 37 of the *Student's Book* to get a rough idea about the story. Then ask them to read the story silently. Finally, ask them to answer the questions on page 37.

Activity 2

Play the recording for 'Read a story' on pages 36 and 37 of the *Student's Book*. Have the students read the text after it. Explain the meaning of the words *lines* and *dots* to the students. Then ask them some questions to check their understanding.

e.g.,

What does Peter draw at first?

What do Peter's lines and dots look like?

Why is Peter happy?

Activity 3

Have the students role-play the story in pairs. Then invite several pairs to act out the story in front of the class.

Activity 4

Ask the students some questions about their favourite subjects.

e.g.,

What's your favourite subject?

Why do you like it?

What do you usually do in this class?

Then have the students talk about their favourite subjects in groups. Ask them to take Part E 'Read and write' on page 39 of the *Workbook* as an example. They can add more information about a subject they like.

Post-task activities

Activity 1

Ask the students to complete the following passage according to the story.

e.g.,

Peter is in Art class. He is not happy. He does not like drawing. He just draws some lines and dots on the paper. Danny sees Peter's lines and dots. 'They look like rain,' says Danny. So Peter wants to draw a house in the rain. He draws and colours his picture. He enjoys doing that.

Activity 2

Have the students do Part H 'Read and complete' on page 41 of the *Workbook*. Then check the answers with them. Finally, have them read the four short passages in pairs.

Period 5

Language focus:

- Using the key words and sentences to talk and write about school subjects and timetables
- Identifying the pronunciation of the sounds /j/, /h/ and /w/ in words
e.g., *yes, who, we, when*

Materials:

Student's Book 5B, pp. 33 and 35
Workbook 5B, p. 42 Task
Cassette 5B
Phonetic flashcards (/j/, /h/, /w/)

Pre-task preparations

Activity 1

Have the students say the following chant after you.

What time is it?

It's seven o'clock.

It's time for breakfast.

What time is it?

It's eight thirty.

It's time for Chinese class.

What time is it?

It's twelve o'clock.

It's time for lunch.

Encourage the students to make a new chant.

Then invite some students to share their new chants.

Activity 2

Show the timetable for 'Ask and answer' on page 33 of the *Student's Book*. Ask the students to read the timetable and say something about it.

e.g.,

S1: There are six classes today. The first class is ...

It's from ... to ...

While-task procedures

Activity 1

Use the timetable in 'Ask and answer' on page 33 of the *Student's Book* again. Have the students ask and answer questions according to the table.

e.g.,

S1: It's nine fifteen/a quarter past nine.

S2: It's time for Maths.

S1: Do you like Maths?

S2: Yes, it's my favourite subject. /No. I like ...

Activity 2

Ask the students to write a passage introducing the timetable in 'Ask and answer' on page 33 of

the *Student's Book*. Then invite some students to read their passages in front of the class.

e.g.,

S1: I have six classes today. In the morning, I have Chinese, Maths, IT and English. I like Maths and English. I have a short break after each class. From 11.30 to 13.00, I have a lunch break. In the afternoon, I have Art and Music. Music is my favourite subject, because I like singing and playing the piano.

Activity 3

Show the phonetic flashcards for the sounds /j/, /h/ and /w/. Ask the students to repeat the words in 'Learn the sounds' on page 35 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: y, /j/, yes, you, yellow, year.

Ss: y, /j/, yes, you, yellow, year.

T: h, /h/, he, hat; wh, /h/, who, whose.

Ss: h, /h/, he, hat; wh, /h/, who, whose.

Finally, play the recording for 'Learn the sounds' and ask the students to do 'Listen and circle' on page 35 of the *Student's Book*. Then check the answers with them.

Activity 4

Show the phonetic flashcards for the sounds the students have learnt in previous units. Have them read together. Have the students play a game. Put the pile of phonetic flashcards on the desk. Ask the students to take turns to read them out. They may collect a card if they can read the sound on it correctly and give a word with that sound. The student who has the most cards at the end wins the game.

Post-task activities

Activity 1

Have the students do Part A of Task 'My timetable' on page 42 of the *Workbook*. In this part, students are asked to complete a timetable for a day they like. You can put the flashcards of the subjects on the blackboard for reference. After they have finished, ask the students to talk

about their timetable in pairs to find out their classmates' timetable. Finally, have the students do Part C by writing about the timetable for their classmates' favourite day.

Activity 2

Have the students give a report about their favourite school day. Guide them to talk about their ideal timetable. Encourage them to use the pattern and expressions they have learnt in this unit to express themselves. Then have them

do pair work. Ask them to take notes while listening to each other's timetable. Finally, invite several students to talk about his/her classmate's ideal timetable according to the notes they have taken.

Note:

Children in the UK study many of the same subjects as children in China. They usually learn foreign languages such as French and Spanish.

Module 3 Things around us

Unit 1 Signs

Tasks in this unit:

- Use nouns to identify signs
- Use imperatives to express prohibitions
- Use modelled sentences to give instructions

Language focus:

- Using nouns to identify signs
e.g., *telephone, toilet, restaurant, exit, entrance*
- Using imperatives to express prohibitions
e.g., *No smoking!*
Don't litter!
- Using wh-questions to find out specific information
e.g., *What does this sign mean?*
- Using modelled sentences to give instructions or express prohibitions
e.g., *You can't ride your bicycle here.*
- Identifying the pronunciation of the sounds /l/ and /r/ in words
e.g., *like, black, radio, grow*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *telephone, swimming, smoking*
- Understanding imperatives expressing prohibitions
e.g., *No smoking!*
- Understanding wh-questions asking for specific information
e.g., *What does this sign mean?*
- Understanding modelled sentences giving instructions or expressing prohibitions
e.g., *You can't ride your bicycle here.*
- Identifying the pronunciation of the sounds /l/ and /r/ in words
e.g., *like, black, radio, grow*

Speaking

- Pronouncing the key words correctly
e.g., *telephone, smoking, swimming*
- Using imperatives to express prohibitions
e.g., *No smoking!*
Don't litter!
- Using wh-questions to find out specific information
e.g., *What does this sign mean?*
- Using modelled sentences to give instructions or express prohibitions
e.g., *You can't ride your bicycle here.*

- Pronouncing the sounds /l/ and /r/ correctly in words
e.g., *like, black, radio, grow*

Reading

- Understanding dialogues talking about signs and rules
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *telephone, swimming, smoking*
- Writing the key sentences correctly
e.g., *What does this sign mean?*
- Writing several sentences to describe signs and rules

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	Modal verbs: can, can't, shouldn't, mustn't	sign walk		SB: pp. 38, 39 and 41 WB: pp. 50 Part E and 51 Part F
2	What does this sign mean/ say? It means/says ...	smoking swimming telephone		SB: pp. 39 and 41 WB: p. 48 Parts A and B
3				SB: p. 40 WB: p. 51 Part G
4				SB: pp. 42 and 43
5			/l/, /r/	SB: p. 41 WB: pp. 52 Part H and 53 Task

Period I

e.g., *Look at the sign.*

Language focus:

- Using modelled sentences to express prohibitions
e.g., *You can't ride your bicycle here.*
- Using imperatives to give instructions

Materials:

Student's Book 5B, pp. 38, 39 and 41
Workbook 5B, pp. 50 Part E and 51 Part F
Cassette 5B
Flashcards 5B (signs)

Wall picture 5B

Drawing paper

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book*.

Activity 2

Put the wall picture on the blackboard. To elicit the topic, have the students look at the signs in the picture and answer your questions.

e.g.,

T: *What can you see?*

S1: *I can see some signs.*

T: *Where can you find the signs?*

S1: *In the park.*

While-task procedures

Activity 1

Tell the students that Peter and Danny are in the park. Let them listen to the recording for 'Look and say' on page 38 of the *Student's Book*. Then have the students repeat after it and answer some questions.

e.g.,

T: *What is the boy doing?*

What does the girl have with her?

What signs can you see in the park?

...

Activity 2

Show the flashcards of the signs in 'Look and say' and ask the students to say the meaning of each sign. Then write the key patterns *Don't...* and *You can't ...* on the blackboard. Finally, tell the students the other two patterns to express prohibitions *You shouldn't/mustn't ...* and ask them to repeat after you.

Activity 3

Show the flashcards of signs which express prohibitions in 'Look and learn' on page 39 of the *Student's Book*. Have the students use the different patterns to express prohibitions.

e.g.,

T: (*show the flashcard for No smoking!*) *Look at the sign! Can I smoke here?*

Ss: *No. You mustn't smoke here!*

Activity 4

Have the students do Part F 'Read and complete' on page 51 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students practise in pairs the dialogues in 'Look and say' on page 38 of the *Student's Book*.

Activity 2

Have the students do Part E 'Look and complete' on page 50 of the *Workbook*. After checking the answers with them, encourage the students to make dialogues about the signs in the park.

Period 2

Language focus:

- Using the key words to identify signs
e.g., *telephone, toilet, restaurant, exit, entrance*
- Using modelled sentences to give instructions
e.g., *We can find a restaurant here.*
- Using wh-questions to find out specific information
e.g., *What does this sign mean?*

Materials:

Student's Book 5B, pp. 39 and 41

Workbook 5B, p. 48 Parts A and B

Cassette 5B

Flashcards 5B (*telephone, toilet, restaurant, exit, entrance*)

Wall picture 5B

Pictures of signs

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's*

Book. Encourage them to say the rhyme.

Activity 2

Show the flashcards of the signs. Ask some students to choose a sign and explain what the sign means.

While-task procedures

Activity 1

Explain that some signs show prohibitions and some signs give instructions. Show the signs which give instructions in 'Look and learn' on page 39 of the *Student's Book*. Then have the students read the signs. Finally, show the flashcards and ask the students to respond quickly.

Activity 2

Ask the students to look at the signs in 'Look and learn' and answer your questions.

e.g.,

T: What does this sign mean?

S1: It means we can/can't ...

T: Where can we find it?

S1: We can find it in/on/at ...

Then write the key patterns on the blackboard.

Activity 3

Put the wall picture on the blackboard. Have the students read 'Ask and answer' on page 39 of the *Student's Book*. Then have the students make a dialogue according to the signs in the picture.

e.g.,

S1: What does this sign mean?

S2: It means we can/can't ...

S1: Where can we find it?

S2: We can find in/on/at ...

Activity 4

Have the students do Part A 'Listen and number' and Part B 'Listen and choose' on page 48 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Draw two boxes on the blackboard. One box represents the signs which express prohibitions.

The other one represents the signs which give instructions. Give some students some pictures of signs and ask them to stick the signs in the correct box on the blackboard. While each student is sticking the sign, have the others ask him or her some questions.

e.g.,

Ss: What does this sign mean?

S1: It means we can/can't/shouldn't/mustn't ...

Ss: Where can we find it?

S1: We can find it in/on/at ...

Activity 2

Give the students several situations: in a park, at a cinema, in a museum, etc. Have the students make dialogues about signs in these places in pairs. Then invite several pairs to act out their dialogues in front of the class.

Period 3

Language focus:

- Using modelled sentences to express prohibitions
e.g., *But the sign means you mustn't pick the flowers, Mary!*
- Using wh-questions to find out specific information
e.g., *And what does that sign say, John?*

Materials:

Student's Book 5B, p. 40

Workbook 5B, p. 51 Part G

Pictures of signs and a park

Cassette 5B

A gap-fill passage

Pre-task preparations

Activity 1

Show the pictures of different signs one by one and ask the students to say the correct meanings quickly.

Activity 2

Show the picture of a park and ask the students some questions.

e.g.,

T: Do you like parks?

What can/can't you do in the park?

...

Then have the students choose the signs that can be seen in a park and stick them onto the picture.

While-task procedures

Activity 1

Tell the students that Mary and John are going to have a picnic in the park. Then have the students listen to the recording for 'Say and act' on page 40 of the *Student's Book* and repeat after it.

Activity 2

Ask the students to read the text by themselves. Show the picture for 'Say and act' and ask the students to answer your questions.

e.g.,

T: What signs do they see in the park? What do they mean?

S1: First, they see the sign 'Entrance'. It means they can get into the park there.

...

Activity 3

Ask the students to practise the dialogue in pairs. Then invite several pairs to role-play it in front of the class.

Activity 4

Have the students complete the following passage and then read it aloud.

e.g.,

Mary and John want to have a picnic in the park. They see a sign. It says 'Entrance'. It means they can get in there. Mary sees some beautiful flowers. She wants to pick some. But John sees a sign. It means they mustn't pick the flowers. Then Mary wants to have a picnic on the grass. But there is another sign. It means they can't walk on the grass. After that, Mary sees the sign 'Exit'. Mary does not want to go out of the park. Finally, they have their picnic on the bench.

Post-task activities

Activity 1

Have the students do Part G 'Look and complete' on page 51 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students work in pairs and make a new dialogue using the pictures in Part G 'Look and complete' on page 51 of the *Workbook*. Invite several pairs to act out their dialogues in front of the class.

Period 4

Language focus:

- Using the simple past tense to describe past activities

e.g., *I dropped some stones on the way.*

Materials:

Student's Book 5B, pp. 42 and 43

Cassette 5B

Pictures from 'Read a story'

Pre-task preparations

Activity 1

Have the students retell the story of Mary's picnic in the park. Then ask them to review the signs that can be seen in a park.

Activity 2

Show different signs in public places on the blackboard. Ask the students to explain what the signs mean or say.

e.g.,

T: (show the sign for Don't eat or drink!) What does the sign mean?

S1: It means we mustn't eat or drink there.

While-task procedures

Activity 1

Show the pictures for 'Read a story' on pages 42 and 43 of the *Student's Book*. Introduce the characters in the story.

Activity 2

Divide the students into groups of four. Give them the copies of the mixed-up pictures from the story. Then have the students listen to the recording for 'Read a story' and arrange the pictures in the correct order.

Activity 3

Ask the students to read the story by themselves and answer the questions on page 43 of the *Student's Book*. Check the answers with them. Then have the students read the story aloud in four groups in the roles of narrator, stepmother, Hansel and Gretel.

Activity 4

Ask the students to act out the story in groups. Then invite several groups to act it out in front of the class.

Post-task activities

Activity 1

Have the students answer some questions about the story. Then encourage them to retell the story according to the answers.

e.g.,

Does Hansel and Gretel's stepmother like them?

What does the stepmother want to do?

What does Hansel do when he hears her?

What does the stepmother do the next day?

What does Hansel do on the way to the forest?

What does their stepmother say to them in the middle of the forest?

Is Hansel afraid?

How do the children find their way back home?

Activity 2

Ask the students what the special sign in the story is, and what it is used for. Then ask the students to think about more special signs and their uses.

Period 5

Language focus:

- Using the key words and sentences to describe signs and rules

- Identifying the pronunciation of the sounds /l/ and /r/ in words
e.g., *like, late, radio, red*

Materials:

Student's Book 5B, p. 41

Workbook 5B, pp. 52 Part H and 53 Task

Cassette 5B

Phonetic flashcards (/l/, /r/)

Pre-task preparations

Activity I

Have the students follow the recording for 'Listen and enjoy' on page 41 of the *Student's Book* and say the rhyme together. Then have the students replace the signs or rules in the rhyme with others in this unit and make a new rhyme.
e.g.,

Hey, you! Look at the sign!

You mustn't ride your bicycle here.

Hey, you! Look at the sign!

You shouldn't play football here.

...

Activity 2

Show the pictures and key words for the story on pages 42 and 43 of the *Student's Book*. Have the students retell the story in groups.

While-task procedures

Activity I

Have the students look at several pictures of different signs and make a short dialogue in pairs. Then invite several pairs to act out their dialogues in front of the class.
e.g.,

S1: Hey, you! Don't ride your bicycle here.

S2: Why?

S1: Look at the sign!

S2: What does it mean?

S1: It means we can't ride bicycles here.

S2: I'm sorry.

Activity 2

Have the students do Part H 'Read and choose' on page 52 of the *Workbook*. Then check the

answers with them.

Activity 3

Show the phonetic flashcards for the sounds /l/ and /r/. Ask the students to repeat the words in 'Learn the sounds' on page 41 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: l, /l/, like, late, black, blouse.

Ss: l, /l/, like, late, black, blouse.

T: r, /r/, radio, red, grow, grass.

Ss: r, /r/, radio, red, grow, grass.

Activity 4

Have the students listen to the recording for 'Learn the sounds' and repeat after it. Ask them to think of more words with the sounds.

e.g., let, black read, grey

Have the students do 'Listen and circle'.

Then check the answers with them.

Post-task activities

Activity 1

Have the students do Task 'Signs for our school' on page 53 of the *Workbook*. First, have them design three signs for the school. Then have them ask and answer the questions in Part B to find out what the signs mean. Finally, have them write several sentences to describe the signs their classmates have drawn.

Activity 2

Have the students share their designs with their classmates. Then invite several students to introduce their designs and stick them on the blackboard. Finally have the students choose the best design in the class.

Note:

'Hansel and Gretel' is a very famous fairy tale from Germany. The tale has been told to children for hundreds of years. The story was first written down in 1812 by the Brothers Grimm.

Module 3 Things around us

Unit 2 Weather

Tasks in this unit:

- Use adjectives to describe the weather
- Use wh-questions to find out specific information
- Use the simple past tense to talk about past states and activities
- Use the simple present tense to talk about present states

Language focus:

- Using adjectives to describe the weather
e.g., *snowy, stormy, foggy, cloudy, sunny, rainy, windy*
- Using wh-questions to find out specific information
e.g., *What's the weather like today?*
- Using the simple past tense to talk about past states
e.g., *It was rainy yesterday.*
- Using the simple past tense to talk about past activities
e.g., *George planted some rice.*
- Using the simple present tense to talk about present states
e.g., *It's windy today.*
- Identifying the pronunciation of the sounds /θ/ and /ð/ in words
e.g., *third, they*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g. *snowy, stormy, foggy, cloudy, sunny, rainy, windy*
- Understanding the meaning of wh-questions asking about the weather
e.g., *What's the weather like today?*
- Understanding modelled sentences talking about past states
e.g., *It was rainy yesterday.*
- Understanding modelled sentences talking about past activities
e.g., *George planted some rice.*
- Identifying the pronunciation of the sounds /θ/ and /ð/ in words
e.g., *third, they*

Speaking

- Pronouncing the key words correctly
e.g., *snowy, stormy, foggy, cloudy, sunny, rainy, windy*
- Using wh-questions to find out specific information
e.g., *What's the weather like today?*
- Using the simple past tense to talk about past states
e.g., *It was rainy yesterday.*

- Using the simple past tense to talk about past activities
e.g., *George planted some rice.*
- Using the simple present tense to talk about present states
e.g., *It's windy today.*
- Pronouncing the sounds /θ/ and /ð/ correctly in words
e.g., *third, they*

Reading

- Understanding dialogues about weather and a weather report
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *snowy, stormy, foggy, cloudy, sunny, rainy, windy*
- Writing the key sentences correctly
e.g., *What's the weather like today?*
- Writing several sentences to describe the weather

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		snow snowy storm stormy fog foggy cloud rain degree		SB: p. 45 WB: p. 56 Part E
2	What's the weather like today? It's ... What was the weather like yesterday? It was ...	weather make yesterday		SB: pp. 44 and 47 WB: p. 55 Part D
3				SB: pp. 46 and 47 WB: p. 55 Part C
4				SB: pp. 48 and 49 WB: p. 57 Part G
5			/θ/, /ð/	SB: pp. 45, 46 and 47 WB: pp. 58 Part H and 59 Task

Period 1

Language focus:

- Using the key words in context

e.g., *snowy, stormy, foggy, cloud, snow, storm, degree*

Materials:

Student's Book 5B, p. 45

Workbook 5B, p. 56 Part E

Cassette 5B

Flashcards 5B (*snowy, stormy, foggy, cloudy, sunny, rainy, windy, thirty degrees*)

A thermometer

Pre-task preparations

Activity 1

Have the students say the rhyme on page 26 of *Student's Book 4A* to review the words *hot, cold, dry, wet, warm* and *cool*.

Activity 2

Show the flashcards for weather on the blackboard to elicit the words *sun/sunny, rain/rainy, cloud/cloudy* and *wind/windy*. Have the students read the words. Then ask them to match the pictures to the words.

While-task procedures

Activity 1

Show the flashcard for *stormy* to elicit the word *stormy*. Have the students repeat after you.

e.g.,

T: (*show the flashcard for stormy*) *Stormy. S-T-O-R-M-Y, stormy.*

Ss: *Stormy. S-T-O-R-M-Y, stormy.*

T: *How's the weather in summer?*

S1: *Sometimes it's hot and sunny. Sometimes it's wet and stormy.*

Show the other flashcards to teach *snowy, foggy, etc.*

Activity 2

Show the flashcards for *snow/snowy, storm/stormy, fog/foggy, cloud/cloudy, sun/sunny, rain/rainy* and *wind/windy*. Have the students respond quickly.

e.g.,

T: *What can you see?*

S1: *I can see snow.*

T: *How's the weather?*

S2: *It's snowy.*

Activity 3

Show the thermometer and introduce the temperature.

e.g.,

T: (*show the thermometer*) *Look at the thermometer.*

What's the temperature?

S1: *It's 25 degrees.*

Ask the students to repeat this together. Then show pictures of different temperatures and have the students ask and answer in pairs.

Activity 4

Have the students do Part E 'Look and complete' on page 56 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students choose one season they like and ask and answer questions in pairs.

e.g.

S1: *What season do you like?*

S2: *I like winter.*

S1: *How's the weather in winter?*

S2: *It's cold, windy, cloudy and snowy.*

S1: *What do you like doing in winter?*

S2: *I like going skiing and making snowmen.*

Activity 2

Have the students introduce their partner's favourite season.

e.g.

S1: (*S2's name*) likes winter. It's cold, windy, cloudy and snowy in winter. He/She likes going skiing and making snowmen in winter.

Period 2

Language focus:

- Using wh-questions to find out specific information

e.g., *What's the weather like today?*

- Using adjectives to describe the weather

e.g., *It's rainy.*

- Using the simple past tense to talk about past states

e.g., *It was rainy yesterday.*

Materials:

Student's Book 5B, pp. 44 and 47

Workbook 5B, p. 55 Part D

Cassette 5B

Wall picture 5B

Pictures of different weather

A survey form

A blank table

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 47 of the *Student's Book*.

Activity 2

Show the pictures of different weather. Ask some students to choose a picture and answer your questions.

e.g.,

T: *How's the weather?*

S1: *It's sunny.*

T: *Do you like the sun?*

S1: *Yes/No. ...*

While-task procedures

Activity 1

Play the recording for 'Look and say' on page 44 of the *Student's Book* and have the students read after the recording sentence by sentence.

Give the students some time to look at the pictures. Then ask them some questions about each picture.

e.g.,

(Picture 1)

What's the date?

What's the weather like?

Does Kitty like the rain?

What does the farmer like? Why?

(Picture 2)

What's the weather like?

What does Ben like? Why?

Does the farmer like the wind? Why?

(Picture 3)

What's the weather like?

What does Ben's father like?

What does the farmer like? Why?

Activity 2

Put the wall picture on the blackboard. Write the key pattern *What's the weather like?* on the blackboard. Ask the students to answer your questions.

e.g.,

T: *What's the weather like today?*

S1: *It's rainy.*

Then practise the dialogue with the students.

Activity 3

Have the students draw smiling faces on the following table according to 'Look and say' on page 44 of the *Student's Book*.

(:))	Ben	Kitty	Mr Li	Farmer
rain			(:))	(:))
sun		(:))		(:))
wind	(:))		(:))	

Then ask them to ask and answer questions in pairs.

e.g.,

S1: *What does Ben like?*

S2: *He likes the wind.*

Activity 4

Play the recording for 'Look and say' again and have the students repeat after the recording.

Then have them practise the dialogue in pairs.

Invite several pairs to act it out in front of the class.

Post-task activities

Activity 1

Have the students do Part D 'Think and say' on page 55 of the *Workbook*.

Activity 2

Have the students do a survey in groups of four and complete the survey form. Then invite some students from each group to give a report.

Name	Favourite season	Weather	Activity

e.g.,

S1: *What season do you like?*

S2: *I like spring.*

S1: *What's the weather like in spring?*

S2: *It's warm and wet.*

S1: *What do you like doing in spring?*

S2: *I like playing football.*

...

Period 3

Language focus:

- Using the simple past tense to talk about past states
e.g., *The temperature was thirty-two degrees.*
- Using the simple present tense to talk about present states
e.g., *It's cloudy today. It's wet too.*

Materials:

Student's Book 5B, pp. 46 and 47

Workbook 5B, p. 55 Part C

Cassette 5B

A weather report and a form

A gap-fill passage

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 47 of the *Student's Book*. Have the students repeat after the recording. Then ask them to say the chant in two groups.

Activity 2

Play a guessing game with the students.

e.g.,

T: *It is sunny, rainy, wet and warm. I can see green trees and beautiful flowers. What season is it?*

S1: *It's spring.*

T: *Yes. It's spring.*

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 46 of the *Student's Book*. Then have them answer your questions.

e.g.,

T: *What was the weather like yesterday?*

S1: *It was hot and sunny.*

T: *What was the temperature yesterday?*

S2: *It was thirty-two degrees.*

...

Activity 2

Play the recording for 'Say and act' again and have the students repeat after the recording. Then write *temperature*, *typhoon* and *the East China Sea* on the blackboard. Explain the meaning of the words and ask the students to read them after you.

Activity 3

Have the students read the weather report together. Then have some students act as the weather reporter and give the weather report.

Activity 4

Have the students do Part C 'Listen and complete' on page 55 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students complete the following passage. Then ask them to retell the report.
e.g.,

Here's the weather report for Friday, the fourteenth of June. Yesterday it was hot and sunny. The temperature was thirty-two degrees. It is cloudy and wet today. It will be windy tonight. A typhoon is coming. We will have heavy rain and a strong wind

tomorrow.

Activity 2

Read a weather report for different cities in China and have the students fill in the form below. Then ask them to talk about the weather in groups.

City	Day	Date	Weather	Temperature
Wuhan	Monday	June 2	hot, sunny	32°C

e.g.,

S1: *What's the weather like in Wuhan today?*

S2: *It's hot and sunny.*

S1: *What's the temperature?*

S2: *It's 32°C.*

Period 4

Language focus:

- Using adjectives to describe the weather
e.g., *It was warm and wet.*
- Using the simple past tense to talk about past activities
e.g., *George planted some rice.*

Materials:

Student's Book 5B, pp. 48 and 49

Workbook 5B, p. 57 Part G

Cassette 5B

A table

A gap-fill passage

Pre-task preparations

Activity 1

Have the students give a weather report.

e.g.,

Here's the weather report for ... It was ... yesterday.

The temperature was ... It is ... today.

Activity 2

Have the students look at the pictures on page 48 of *Student's Book*. Then ask the students some questions about the pictures.

e.g.,

T: *What can you see on the farm?*

S1: *I can see some ducks.*

...

While-task procedures

Activity 1

Introduce the farmer, George. Then have the students make sentences with the given words.

e.g.,

A long time ago, there was a farmer.

Give the students some time to look at the pictures on pages 48 and 49 of the *Student's Book*. Ask about the weather in each season to review the adjectives describing the weather.

Activity 2

Have the students read the first paragraph of the story. Then ask them to tick the correct boxes in the following table.

e.g.,

What animals did George have on his farm?			
horses		sheep	
a cat		cows	
a goose		ducks	
a dog		chickens	
pigs		fish	

Activity 3

Have the students read the story and answer the questions on page 49 of the *Student's Book*.

Then write *have—had, is—was, plant—planted, grow—grew, build—built, cut—cut, put—put* on the blackboard and ask the students to read them after you.

Activity 4

Have the students read after the recording for 'Read a story' sentence by sentence. Then have them ask and answer questions in pairs.

e.g.,

S1: *What was the weather like in spring?*

S2: *It was warm and wet.*

S1: *What did George do?*

S2: *He planted some rice.*

Post-task activities

Activity 1

Have the students complete the following passage. Then ask them to retell the story.

e.g.,

A long time ago, there was a farmer. His name was George. George had some pigs, some ducks and some chickens on his farm. He had a dog and a cat too. It was spring. It was warm and sunny. George planted some rice. It was summer. It was hot and sunny. George built a new house. It was autumn. It was cool and dry. George cut the rice and put it in his house. Then winter came. It was cold and snowy. George was in his house. It was warm.

Activity 2

Have the students do Part G 'Look, read and complete' on page 57 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to talk and write about the weather
- Identifying the pronunciation of the sounds /θ/ and /ð/ in words
e.g., *third, they*

Materials:

Student's Book 5B, pp. 45, 46 and 47

Workbook 5B, pp. 58 Part H and 59 Task

Cassette 5B

Pre-task preparations

Activity 1

Have the students say the chant on page 47 of the *Student's Book*. Encourage them to create a new chant and say it in groups.

Activity 2

Flash the cards for weather and ask the students to respond quickly.

e.g.,

T: (flash the card for stormy) What's the weather like?

S1: It's stormy.

While-task procedures

Activity 1

Have the students do 'Write, ask and answer' on page 45 of the *Student's Book*. First, ask them to complete the table about the weather in a week. Then have them make a dialogue about weather in pairs.

e.g.,

S1: What's the weather like today?

S2: It's ...

S1: What was the weather like yesterday?

S2: It was...

S1: Do you like the ...?

S2: Yes/No. ...

Activity 2

Have the students write a weather report for your city following the one in 'Say and act' on page 46 of the *Student's Book*. Then invite some groups to give a report. Encourage them to use pictures to show weather conditions. Give them some guide questions.

e.g.,

What day is it today?

What's the date today?

What was the weather like yesterday?

What was the temperature?

Activity 3

Show the phonetic flashcards for the sounds /θ/ and /ð/. Ask the students to repeat the words in 'Learn the sounds' on page 47 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: th, /θ/, third, think, month, mouth.

Ss: th, /θ/, third, think, month, mouth.

T: th, /ð/, they, these, mother, father.

Ss: th, /ð/, they, these, mother, father.

Activity 4

Have the students listen to the recording for 'Learn the sounds' and repeat after it. Then encourage them to think of more words with

the sounds.

e.g., *thin, moth, those, with*

Have the students listen to the recording for 'Listen and circle' and circle the words they hear. Then check the answers with them.

Post-task activities

Activity 1

Have the students do Part H 'Read and judge' on page 58 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students do Task 'A weather report' on page 59 of the *Workbook*. First, have the

students do a survey about the weather on that day and fill in the blanks. Then ask them to ask and answer the questions in Part B in pairs according to the survey. Finally, ask the students to complete the weather report in Part C.

Note:

The weather in the UK is very changeable. Within one day it may be sunny in the morning and rainy in the afternoon! In summer, the average temperature is about 20 °C and in winter, 6 °C. People in the UK often start a conversation by talking about the day's weather.

Module 3 Things around us

Unit 3 Changes

Tasks in this unit:

- Use nouns to identify the furniture in a room
- Use imperatives to give simple instructions
- Use the simple present tense to express present states
- Use the simple past tense to talk about past states
- Use wh-questions to find out position
- Use prepositions to indicate position

Language focus:

- Using nouns to identify the furniture in a room
e.g., *mirror, cushion, cupboard, bed, lamp, sofa*
- Using imperatives to give simple instructions
e.g., *Let's move the furniture!*
- Using the simple present tense to express present states
e.g., *Now it is under the window.*
- Using the simple past tense to talk about past states
e.g., *The sofa was under the shelf.*
- Using wh-questions to find out position
e.g., *Where was it?*
- Using prepositions to indicate position
e.g., *next to the window*
- Identifying the pronunciation of the sounds learnt in the previous units
e.g., *crayon, noisy, sky, cheer*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *mirror, cushion, cupboard, bed, lamp, sofa*
- Understanding modelled sentences expressing present states
e.g., *Now it is under the window.*
- Understanding modelled sentences talking about past states
e.g., *The sofa was under the shelf.*
- Understanding wh-questions to find out position
e.g., *Where was it?*
- Understanding prepositions indicating position
e.g., *next to the window*
- Identifying the pronunciation of the sounds learnt in the previous units
e.g., *crayon, noisy, sky, cheer*

Speaking

- Pronouncing the key words correctly

e.g., *mirror, cushion, cupboard, bed, lamp, sofa*

- Using the simple present tense to express present states
e.g., *Now it is under the window.*
- Using the simple past tense to talk about past states
e.g., *The sofa was under the shelf.*
- Using wh-questions to find out position
e.g., *Where was it?*
- Pronouncing the sounds learnt in the previous units correctly in words
e.g., *crayon, noisy, sky, cheer*

Reading

- Understanding dialogues about the changes from the past to the present
- Understanding the main idea of a story about the changes of a city
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *mirror, cushion, cupboard, bed, lamp, sofa*
- Writing the key sentences correctly
e.g., *The sofa was under the shelf.*
- Writing several sentences to describe the changes of a room, a city or a person

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		mirror cushion bookshelf cupboard bed lamp sofa		SB: pp. 51 and 53 WB: p. 62 Part E
2	Let's ... (imperatives)	next move give furniture window wall		SB: p. 50 WB: p. 62 Part F
3	Where was it? ... was is ...			SB: pp. 51, 52 and 53 WB: p. 63 Part G
4				SB: pp. 53, 54 and 55 WB: p. 64 Part H
5			<i>Revision</i>	SB: pp. 51 and 53 WB: p. 65 Task

Period I

Language focus:

- Using the key words in context
e.g., *mirror, cushion, bookshelf, cupboard, bed, lamp, sofa*

Materials:

Student's Book 5B, pp. 51 and 53

Workbook 5B, p. 62 Part E

Cassette 5B

Flashcards 5B (*mirror, cushion, bookshelf, cupboard, bed, lamp, sofa*)

A picture of furniture in a room

Pre-task preparations

Activity 1

Have the students listen to the recording for the chant on page 53 of the *Student's Book*.

Activity 2

Show the picture of a room with some furniture and ask the students some questions.

e.g.,

T: *What's in your room?*

S1: *There's a desk and a bed in my room.*

Then have the students describe what they can see in the room.

e.g.,

S1: *There's a table in the room. It's big. It's in front of the sofa.*

S2: *I can see a box. It's on the table. It's nice.*

While-task procedures

Activity 1

Point to the picture in 'Look and learn' on page 51 of the *Student's Book* and ask the students to identify the things in the picture. Then show the flashcards for *mirror, cushion, bookshelf, cupboard, bed, lamp* and *sofa*. Ask the students to read and spell the words after you.

e.g.,

T: (*point to the mirror in the picture of the room*)

What can you see?

S1: A mirror.

T: Yes. It's a mirror. (*show the flashcard for mirror*)

Mirror. M-I-R-R-O-R, mirror.

Ss: *Mirror. M-I-R-R-O-R, mirror.*

Activity 2

Show the picture of a room with a mirror, a cushion, a bookshelf, a cupboard, a bed, a lamp and a sofa. Have the students answer your questions.

e.g.,

T: *Where's the sofa?*

S1: *It's next to the window.*

Then have the students practise in pairs.

Activity 3

Play a guessing game. Put the flashcards for *mirror, cushion, bookshelf, cupboard, bed, lamp* and *sofa* together. Invite some students to pick one of them and try to describe it. The other students guess what it is. You may provide an example first.

e.g.,

T: (*pick up the flashcard for sofa*) *It's big. It's soft.*

You can sit on it.

S1: *Is it a sofa?*

T: (*show the flashcard*) *Yes!*

Then have the students play this game in pairs.

Activity 4

Have the students do Part E 'Look and write' on page 62 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Show the picture of a room and have the students talk about the furniture in the room in pairs.

Activity 2

Divide the students into groups of four and have them draw a room they like. Then have the students introduce the room they have drawn to the class.

e.g.,

This is our room. It's big and clean. There's a sofa in the room. It's big and nice. There are some cushions on the sofa. They're soft and warm. ...

Period 2

Language focus:

- Using imperatives to give simple instructions
e.g., *Let's move the furniture!*
- Using prepositions to indicate position
e.g., *next to the wall*

Materials:

Student's Book 5B, p. 50
Workbook 5B, p. 62 Part F
Cassette 5B
Wall picture 5B
Some pictures of untidy rooms

Pre-task preparations

Activity 1

Play a guessing game with the students to help them review the words for furniture, such as *mirror*, *cushion*, *cupboard* and *lamp*.

e.g.,

T: *It has four letters. It begins with the letter 'T'.*

What is it?

S1: *Is it lamp?*

T: Yes.

Activity 2

Review the prepositions the students have learnt previously using objects in the classroom.

e.g.,

T: *(stand beside the door) Look! I'm beside/next to the door.*

Invite some students to come out and play an action game. Give an instruction containing a preposition and have the students act out the instructions to show their understanding.

e.g.,

T: *Stand next to the window.*

Ss: *(stand next to the window)*

While-task procedures

Activity 1

Have the students look at the picture for 'Look and say' on page 50 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

T: *Who's in the picture?*

S1: *Kitty, Ben and Mum.*

T: *Where are they?*

S2: *They're in the living room.*

Activity 2

Have the students listen to the recording for 'Look and say' on page 50 of the *Student's Book* and repeat after it. Ask the students to answer your questions.

e.g.,

T: *Where can they put the sofa?*

S1: *They can put the sofa under the window.*

T: *Where can they put the table?*

S2: *They can put the table next to the wall.*

...

Activity 3

Play the recording for 'Look and say' again and have the students repeat after the recording. Then have them practise the dialogue in groups of three. Invite several groups to act it out in front of the class.

Activity 4

Have the students do Part F 'Read, choose and complete' on page 62 of the *Workbook*. After checking the answers with them, have the students read the dialogue in pairs.

Post-task activities

Activity 1

Put the wall picture on the blackboard. Have the students look at the picture and make a new dialogue.

e.g.,

S1: *Let's put the chair beside the big table.*

S2: *All right. And we can put the clock on the small table.*

S3: *Good idea! Let's put the small lamp on the shelf.*

Activity 2

Divide the students into groups of four. Give them some pictures. In the pictures there are some untidy rooms. Then ask them to choose one picture and rearrange the room in the

picture with the pattern *Let's put/move ...*

Period 3

Language focus:

- Using the simple present tense to express present states
e.g., *Now it's next to the shelf.*
- Using the simple past tense to talk about past states
e.g., *The sofa was under the shelf.*
- Using wh-questions to find out position
e.g., *Where was it?*

Materials:

Student's Book 5B, pp. 51, 52 and 53

Workbook 5B, p. 63 Part G

Cassette 5B

Wall picture 5B

A gap-fill passage

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 53 of the *Student's Book*. Encourage them to say the chant.

Activity 2

Have the students review the simple past tense. Show them some pairs of pictures and ask them to tell the difference between each pair of pictures.

e.g.,

S1: It was rainy. Now it's cloudy. ...

S2: It was an egg. Now it's a little duckling.

While-task procedures

Activity 1

Put the wall picture on the blackboard. Ask the students to compare the two rooms in the picture and find out the differences between them.

e.g.,

T: Where is the clock in room 1?

Ss: It's on the shelf.

T: Where is the clock in room 2?

Ss: It's on the small table.

Activity 2

Have the students listen to the recording for 'Say and act' on page 52 of the *Student's Book*. Then ask them to answer your questions.

e.g.,

T: Where was the sofa?

S1: It was next to the wall.

T: Where is the sofa now?

S2: It's under the window.

...

Then ask some students to describe the changes of the position of the furniture.

e.g.,

S1: The clock was on the shelf. Now it is on the small table.

S2: The mirror was behind the chair. Now it is next to the shelf.

Activity 3

Play the recording for 'Say and act' again and have the students repeat after the recording. Then have them practise the dialogue in pairs.

Activity 4

Have the students do Part G 'Look and write' on page 63 of the *Workbook*. Then check the answers.

Post-task activities

Activity 1

Have the students fill in the blanks to complete the following passage.

e.g.,

Kitty's mum moved the furniture in the living room.

The sofa was next to the wall. Now it is under the window. The mirror was behind the chair. Now it is next to the shelf. The clock was on the shelf. Now it is on the small table.

Activity 2

Show the students two pictures of a room. One should show what the room was like a year ago and the other how it looks now. Have them write several sentences to describe the differences between the pictures. Then invite

some students to report to the class.

e.g.,

S1: This is Bob's room. Last year the bed was next to the window. Now it's next to the cupboard. ...

Period 4

Language focus:

- Using the simple past tense to talk about past states
e.g., *Many years ago, Shanghai was a small village.*
- Using the simple present tense to express present states
e.g., *Today, Shanghai is a big city.*

Materials:

Student's Book 5B, pp. 53, 54 and 55

Workbook 5B, p. 64 Part H

Cassette 5B

Some pictures of Shanghai and China

Pre-task preparations

Activity 1

Have the students say the chant in 'Listen and enjoy' on page 53 of the *Student's Book*. Then invite some groups to act it out in front of the class.

Activity 2

Show some pictures of famous places in Shanghai and ask the students some questions.

e.g.,

T: What famous places do you know in Shanghai?

S1: Nanjing Road.

T: What's on Nanjing Road?

S1: There are many shops and restaurants.

Then have the students talk about Shanghai in their own words.

e.g., *I live in Shanghai. It's big and modern. There are many famous places in Shanghai. Nanjing Road is a famous road in Shanghai. ...*

While-task procedures

Activity 1

Have the students look at the pictures in 'Look

and read' on page 54 of the *Student's Book* and answer your questions.

e.g.,

T: What can you see in picture 1?

Ss: We can see some boats.

...

Activity 2

Have the students read the passage in 'Look and read' by themselves. Ask them to underline the words they do not understand. Then ask them to do 'Answer the questions' on page 55. After checking the answers with them, have them listen to the recording again and repeat after it.

Activity 3

Point to picture 4 and ask the students some questions to check their understanding.

e.g.,

T: Where can you learn the story of Shanghai?

S1: At the Shanghai History Museum.

T: What can you see in the museum?

S2: We can see old houses, old boats and many photos of old Shanghai.

Then have the students read the passage together.

Activity 4

Divide the students into groups of four. Have the students retell the passage using their own words.

Post-task activities

Activity 1

Have the students do Part H 'Read and complete' on page 64 of the *Workbook*. Then check the answers with them.

Activity 2

Give the students some pictures of China in the past and now. Divide the students into groups of four. Then ask them to describe the changes in China.

e.g.,

There were many villages in China. Now there are many cities and towns. Many people were farmers.

They lived in the countryside. Now many people live

in cities. They are workers, doctors, teachers, ...

Period 5

Language focus:

- Using the key words and sentences to talk and write about changes
- Identifying the pronunciation of the sounds learnt in the previous units
e.g., *crayon, noisy, milk*

Materials:

Student's Book 5B, pp. 51 and 53

Workbook 5B, p. 65 Task

Cassette 5B

Flashcards for furniture

Pictures of shadows on page 12 of *Student's Book 4B*

Pre-task preparations

Activity 1

Have the students say the rhyme on page 53 of the *Student's Book*. You may encourage them to create a new rhyme and say it in groups.

Activity 2

Show the cards for furniture and ask the students to respond quickly.

e.g.,

T: (*show the card for sofa*) What is this?

S1: It's a sofa.

While-task procedures

Activity 1

Change the position of some things in the classroom. Ask the students some questions.

e.g.,

T: Where was the chair?

S1: It was next to the door.

T: Where is it now?

S1: It's in front of the blackboard.

Then have the students practise in pairs.

Activity 2

Have the students look at the pictures in 'Make and play' on page 51 of the *Student's Book*. Then

demonstrate how to play the game. After that, ask the students to play the game in pairs.

Activity 3

Show the flashcards for 'Learn the sounds' on page 53 of the *Student's Book*. Ask the students to repeat them after you and then read by themselves.

Activity 4

Play the recording for 'Learn the sounds' on page 53 of the *Student's Book*. Have the students repeat after the recording. Then give the students some exercises to help them practise the sounds.

e.g.,

A Listen and circle

1 hear hair

2 where here

3 noon moon

4 yellow hello

(1 hair 2 where 3 moon 4 yellow)

B Listen and complete

1 th *ə* se 2 sh *ə* w 3 sh *ə* u t 4 b *ə* e *ə* r

5 *ə* n i g h t 6 ba *ə* n k 7 n *ə* i s e 8 p *ə* o o r

(1 those 2 show 3 shout 4 bear 5 night

6 bank 7 noise 8 poor)

Post-task activities

Activity 1

Divide the students into groups of four to six. Give the students some pictures showing shadows. Ask the students to work in groups and talk about the changes in the pictures. Encourage them to write about the changes using the patterns they have learnt.

e.g.,

S1: (*hold the picture of a tree's shadow in the morning*) The tree's shadow was on the bench. It was long.

S2: (*hold the picture of a tree's shadow at noon*) Now the tree's shadow is on the bench. It's short.

The sun was behind the hill in the morning. The tree's shadow was long. It was on the lawn.

At noon, the sun is high in the sky. The tree's shadow is short. It is on the bench.

Activity 2

Have the students do Task 'My changes' on page 65 of the *Workbook*. First, have the students

complete the table in Part A. Then have them ask and answer the questions in Part B in pairs. Finally, ask the students to complete the passage in Part C by introducing the changes of one of their classmates.

Module 4 More things to learn (optional)

Unit 1 Museums

Tasks in this unit:

- Use noun phrases to identify different kinds of museums
- Use wh-questions to find out specific information
- Use modelled sentences to talk about museums

Language focus:

- Using the key phrases to identify different kinds of museums
e.g., *science museum, history museum, art museum, insect museum, car museum, railway museum*
- Using wh-questions to find out specific information
e.g., *Which museum do you want to visit?*
- Using the simple past tense to talk about past activities
e.g., *I saw a lot of insects.*
- Using the modal verb 'can' to indicate abilities
e.g., *He can play the piano very well.*
They can help firefighters put out fires.

Language skills:

Listening

- Identifying the key phrases by listening to the pronunciation
e.g., *science museum, history museum, art museum, insect museum, car museum, railway museum*
- Understanding wh-questions asking for specific information
e.g., *Which museum do you want to visit? What did you see there?*
- Understanding modelled sentences talking about abilities
e.g., *He can play the piano very well.*
They can help firefighters put out fires.

Speaking

- Pronouncing the key phrases correctly
e.g., *science museum, history museum, art museum, insect museum, car museum, railway museum*
- Using wh-questions to find out specific information
e.g., *Which museum do you want to visit? What did you see there?*
- Using the simple past tense to talk about past activities
e.g., *I saw a lot of insects.*
- Using modelled sentences to indicate abilities
e.g., *He can play the piano very well.*
They can help firefighters put out fires.

Reading

- Understanding dialogues talking about various museums
- Understanding the main idea of a passage about the Louvre Museum

- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key phrases correctly
e.g., *science museum, history museum, art museum, insect museum, car museum, railway museum*
- Writing several sentences to describe a museum

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	Which museum do you want to visit?	science museum history museum art museum insect museum car museum railway museum	SB: pp. 57 and 59 WB: p. 73 Part E
2	modal verb: can (ability)	useful dance perform really	SB: pp. 56 and 59 WB: p. 73 Part F
3			SB: pp. 58 and 59 WB: p. 72 Part C
4			SB: pp. 59, 60 and 61 WB: p. 75 Part H
5			SB: p. 59 WB: pp. 74 Part G and 76 Task

Period I

Language focus:

- Using the key phrases to identify different kinds of museums
e.g., *science museum, history museum, art museum, insect museum, car museum, railway museum*

art museum, etc.)

Wall picture 5B

A video of a museum

A survey form

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 59 of the *Student's Book*.

Activity 2

Play the video of a museum. To elicit the topic,

Materials:

Student's Book 5B, pp. 57 and 59

Workbook 5B, p. 73 Part E

Cassette 5B

Flashcards 5B (*science museum, history museum,*

have the students answer your questions.

e.g.,

T: *This is a museum. What can you see in it?*

Ss: *We can see paintings there.*

While-task procedures

Activity 1

Use the flashcard to review the word *museum*.

Ask the students to read it after you.

e.g.,

T: *Alice sees many interesting things in the museum.*

(show the flashcard for museum) *Museum. At the museum. Visit the museum.*

Ss: *Museum. At the museum. Visit the museum.*

Activity 2

Use the flashcards to introduce the new words in 'Look and learn' on page 57 of the *Student's Book*. Ask the students to read the words after you.

e.g.,

T: *There are many insects in the museum. It's an insect museum. Insect museum.*

Ss: *Insect museum.*

Activity 3

Put the flashcards on the blackboard. Then describe each museum and have the students guess what museum it is.

e.g.,

T: *I can see many cars there. Some are old and some are new. What museum is it?*

Ss: *It's a car museum.*

Activity 4

Put the wall picture on the blackboard. Have the students answer your questions.

e.g.,

T: *What museum do you want to visit?*

S1: *I want to visit an insect museum.*

T: *Why?*

S1: *Because I like insects.*

Then have the students make a dialogue according to the given information in pairs.

e.g.,

S1: *What museum do you want to visit?*

S2: *I want to visit an art museum.*

S1: *Why?*

S2: *Because I want to see beautiful paintings.*

Post-task activities

Activity 1

Have the students do Part E 'Read, write and match' on page 73 of the *Workbook*. Then check the answers with them.

Activity 2

Ask the students to draw the following form on a piece of paper. Then divide the students into groups of four and ask them to complete the form.

e.g.,

S1: *Which museum do you want to visit?*

S2: *I want to visit ... Museum.*

S1: *Why?*

S2: *Because ...*

Name	Which museum?	Why?

Period 2

Language focus:

- Using modelled sentences to indicate abilities
e.g., *He can play the piano very well.*

Materials:

Student's Book 5B, pp. 56 and 59

Workbook 5B, p. 73 Part F

Cassette 5B

Pictures of different museums

A gap-fill passage

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 59 of the *Student's Book*. Encourage them to say the chant.

Activity 2

Show the pictures of different museums. Ask some students to choose a picture and answer your questions.

e.g.,

T: Which museum do you want to visit?

S1: I want to visit ...

T: What's in the ...?

S1: There are ...

While-task procedures

Activity 1

Have the students look at the pictures for 'Listen and say' on page 56 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

(Picture 1)

Where are Kitty and Ben?

What do they want to see first?

(Picture 2)

What is the robot's name?

What can he do?

(Picture 3)

What can these robots do?

(Picture 4)

What can these robots do?

Activity 2

Have the students listen to the recording for 'Listen and say' on page 56 of the *Student's Book* and repeat after it. Ask the students to answer your questions.

e.g.,

T: What can the robots do?

S1: They can play the piano.

S2: They can help firefighters put out fires too.

Activity 3

Have the students work in pairs and role-play the dialogue.

Activity 4

Have the students complete the following passage and then read it aloud.

e.g.,

Kitty and Ben are at the Science Museum. They go

to see 'The World of Robots' first. There are many robots there. One robot can play the piano very well. Some robots can perform Beijing Opera. Some robots can help firefighters put out fires. It is an interesting museum.

Post-task activities

Activity 1

Have the students do Part F 'Read, choose and complete' on page 73 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students work in groups of four. Ask each group to choose one museum and then make a new dialogue following 'Listen and say'. Finally, invite several groups to act out their dialogues in front of the class.

Period 3

Language focus:

- Using the simple past tense to talk about past activities
e.g., *I saw a lot of insects.*

Materials:

Student's Book 5B, pp. 58 and 59

Workbook 5B, p. 72 Part C

Cassette 5B

Pictures of museums and robots

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 59 of the *Student's Book*. Divide the students into four groups and ask each group to read two lines at a time.

Activity 2

Have the students choose a museum and hold a picture of it. Have them use several sentences to introduce the museum.

e.g.,

S1: Look at this museum. It's a piano museum.

There are many pianos in it. They're from different countries. Some are old. Some are

beautiful. It's an interesting museum.

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 58 of the *Student's Book*. Ask some questions to help them understand the dialogue.

e.g.,

T: What does Alice have?

S1: She has a toy insect.

T: Where did she buy the toy?

S2: She bought it at the Insect Museum.

Activity 2

Play the recording for 'Say and act' on page 58 of the *Student's Book*. Have the students repeat after it. Then practise the dialogue with them.

Activity 3

Have the students role-play the dialogue in pairs. One student acts as Alice and the other one acts as Danny. Then invite several pairs to come to the front and act it out.

Activity 4

Have the students do Part C 'Listen, read and choose' on page 72 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students work in pairs and choose one museum to make a new dialogue following 'Say and act'.

e.g.,

S1: Hi (S2's name)! What's that?

S2: It's a toy train. I bought it at the Railway Museum yesterday.

S1: Cool! What did you see there?

S2: I saw many trains there. Some were very old, and some were very new.

S1: That's interesting. I love trains.

...

Activity 2

Have the students use several sentences to

introduce the museums they like in groups of four. Then invite several groups to come to the front and give an introduction.

e.g.,

This is ...

It's in/on/at ...

There is/are ...

Look at the ...

It's/they're ...

Period 4

Language focus:

- Using modelled sentences to give specific information

e.g., *There are thousands of paintings in the museum.*

Materials:

Student's Book 5B, pp. 59, 60 and 61

Workbook 5B, p. 75 Part H

Cassette 5B

Pictures of different museums

Pictures of some museums including the Louvre Museum

A photo of the *Mona Lisa*

Pre-task preparations

Activity 1

Have the students say the rhyme from 'Listen and enjoy' on page 59 of the *Student's Book*.

Activity 2

Show the flashcards for different museums and ask the students to say something about them.

e.g.,

T: (show the flashcard for art museum)

S1: This is an art museum. It's interesting. There are many paintings in the museum. They're from different countries. Some are old. Some are new.

While-task procedures

Activity 1

Show the pictures of some famous museums including the Louvre Museum. Then show the photo of the famous painting, the *Mona Lisa*.

Give some information and have the students guess which museum you are describing.

e.g.,

T: This museum is in Paris. It's a great art museum.

In the museum, you can see a lot of paintings. Do you know about this painting? You can see it in the museum. Which museum is it?

S1: It's the Louvre Museum.

Then have the students repeat the name after you.

Activity 2

Have the students listen to the recording for the first paragraph of 'Look and read' on page 60 of the *Student's Book*. Then have them give more specific information.

e.g.,

Name: The Louvre

Location: Paris / France

Things in the museum: paintings

Activity 3

Have them read the rest of the text by themselves and answer your questions.

e.g.,

(Paragraph 2)

What is in the museum?

What can people learn there?

(Paragraph 3)

How many paintings are there?

What is the world's most famous painting?

(Paragraph 4)

Why do many visitors come again and again?

Activity 4

Have the students read the whole text again and do 'True or false' on page 61 of the *Student's Book*. Then check the answers with them.

Post-task activities

Activity 1

Write the key words or phrases from 'Look and read' on the blackboard. Then divide the students into groups of four and have them introduce

the Louvre Museum.

Activity 2

Have the students do Part H 'Read and answer' on page 75 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key phrases and sentences to talk and write about museums

Materials:

Student's Book 5B, p. 59

Workbook 5B, pp. 74 Part G and 76 Task

Cassette 5B

Flashcards 5B (*science museum, history museum, art museum, etc.*)

Wall picture 5B

A3 paper

Pre-task preparations

Activity 1

Show the flashcards. Say something about each museum and ask the students to guess what museum it is.

e.g.,

T: There are many insects in it. You can see beautiful butterflies and ugly bugs there.

Ss: It's an insect museum.

Activity 2

Divide the students into two big groups. Each group should read four lines of the rhyme on page 59 of the *Student's Book* together.

While-task procedures

Activity 1

Have the students look at the picture for 'Listen and enjoy' on page 59 of the *Student's Book*. Then ask them some 'True or false' questions

about the picture.

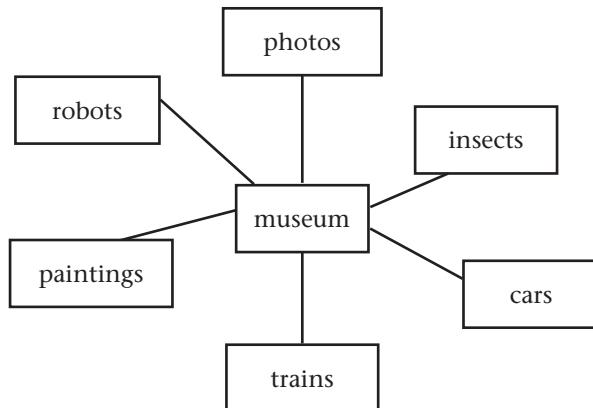
e.g.,

- 1 Alice is in a museum. (T)
- 2 There are many things in the museum. (T)
- 3 There aren't any robots in the museum. (F)
- 4 The cars are on the third floor. (F)
- 5 There is a gift shop in the museum. (T)

Activity 2

Write 'museum' in the middle of the blackboard.

Have the students brainstorm information related to it. Then ask the students who offer ideas to say a complete sentence about the museum.



e.g.,

S1: There are many cars in the museum.

Activity 3

Have the students do Part G 'Read, choose and complete' on page 74 of the *Workbook*. Then check the answers with them.

Activity 4

Put the wall picture on the blackboard. Then divide the students into groups of six. Each one in the group should choose a museum in the picture and make a new mind map about it. Then have the students share their mind maps with the rest of their group.

Post-task activities

Activity I

Regroup the students to make posters of their mind maps. First, put the students who choose the same museum together and give each group a piece of A3 paper. Then have the groups share their opinions and complete a big mind map together. Finally, invite several groups to give a presentation introducing the museum with their mind map.

Activity 2

Have the students do Task 'A visit to a museum' on page 76 of the *Workbook*. First, have them do a survey about the museums their classmates want to visit. Ask them to complete the table in Part A according to their survey results. Then have them ask and answer the questions in Part B in pairs. Finally, ask them to complete the passage in Part C by introducing the museum they want to visit.

Module 4 More things to learn (optional)

Unit 2 Western holidays

Tasks in this unit:

- Use nouns to identify holidays in Western countries
- Use verb phrases to identify holiday activities
- Use modelled sentences to give specific information about holidays
- Use wh-questions to find out specific information

Language focus:

- Using nouns to identify holidays in Western countries
e.g., *Christmas, Thanksgiving*
- Using wh-questions to find out specific information
e.g., *What do you do at Thanksgiving?*
- Using modelled sentences to give specific information about holidays
e.g., *We usually eat turkey at dinner with our families.*
- Using the key phrases to talk about different activities on different holidays
e.g., *decorate a tree, eat turkey and pumpkin pie*

Language skills:

Listening

- Identifying the key words and phrase by listening to the pronunciation
e.g., *Christmas, Thanksgiving, turkey, pumpkin pie*
- Understanding wh-questions asking for specific information
e.g., *What do you do at Thanksgiving?*
- Understanding modelled sentences giving specific information
e.g., *We usually eat turkey at dinner with our families.*
- Identifying the key phrases talking about different activities on different holidays
e.g., *decorate a tree, eat turkey and pumpkin pie*

Speaking

- Pronouncing the key words and phrase correctly
e.g., *Christmas, Thanksgiving, turkey, pumpkin pie*
- Using wh-questions to find out specific information
e.g., *What do you do at Thanksgiving?*
- Using modelled sentences to give specific information about holidays
e.g., *We usually eat turkey at dinner with our families.*
- Using the key phrases to talk about different activities on different holidays
e.g., *decorate a tree, eat turkey and pumpkin pie*

Reading

- Understanding the dialogues and the passage talking about the activities on specific holidays
- Understanding the main idea of a story about Christmas
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words and phrase correctly
e.g., *Christmas, Thanksgiving, turkey, pumpkin pie*
- Writing the key sentences correctly
e.g., *When's this holiday? It's on ...*
What do people/children do on this holiday?
- Writing several sentences to introduce one's favourite holidays

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	When's Thanksgiving? It's on ...	Christmas Thanksgiving pumpkin turkey holiday	SB: pp. 62 and 63 WB: pp. 77 Part A and 79 Part E
2	What do people/children do on this holiday? People/Children ...	present	SB: pp. 64 and 65 WB: p. 80 Part F
3			SB: pp. 66 and 67 WB: p. 81 Part G
4			SB: pp. 63 and 65 WB: p. 78 Parts C and D
5			SB: pp. 64 and 65 WB: p. 82 Task

Period 1

Language focus:

- Using nouns to identify Western holidays
e.g., *Christmas, Thanksgiving*
- Using wh-questions to find out specific information
e.g., *When's Thanksgiving?*

- Using modelled sentences to give specific information
e.g., *It's on ...*

Materials:

Student's Book 5B, pp. 62 and 63
Workbook 5B, pp. 77 Part A and 79 Part E
Cassette 5B

Flashcards 5B (*Christmas, Thanksgiving, turkey, pumpkin pie*)

Pictures of the holidays

Wall picture 5B

Recording of the song 'We wish you a merry Christmas'

Pre-task preparations

Activity 1

Have the students listen to the song 'We wish you a merry Christmas'.

e.g.,

We wish you a merry Christmas.

We wish you a merry Christmas.

We wish you a merry Christmas and a happy New Year.

Glad tidings we bring, to you and your kin.

Glad tidings for Christmas and a happy New Year!

...

Activity 2

Ask the students some questions about the song to elicit the topic of this unit.

e.g.,

T: What holiday can you hear in the song?

S1: I can hear Christmas.

T: When's this holiday?

S2: It's on the 25th of December.

While-task procedures

Activity 1

Show the flashcards for the words in 'Look and learn' on page 63 of the *Student's Book* and ask the students to repeat them after you.

e.g.,

T: Christmas.

Ss: Christmas.

...

Activity 2

Have the students listen to the recording for 'Listen and say' on page 62 of the *Student's Book*. Put the wall picture on the blackboard. Then ask the students to give a brief introduction to the holidays.

e.g.,

S1: Christmas is on the 25th of December. People give presents to each other on this holiday.

...

Activity 3

Show the flashcards and have the students answer your questions.

T: (show the flashcard for Christmas) When's this holiday?

S1: It's on the 25th of December.

Write the pattern on the blackboard and have the students practise it in pairs.

e.g.,

S1: When's Thanksgiving?

S2: It's on ...

Activity 4

Have the students do Part A 'Listen and match' on page 77 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students ask and answer questions in pairs to find out their classmates' favourite holiday or festival.

e.g.,

S1: What's your favourite holiday/festival?

S2: My favourite holiday/festival is ...

S1: When's this holiday/festival?

S2: It's on ...

S1: What do people do on this holiday/at this festival?

S2: People ...

Activity 2

Have the students do Part E 'Look and write' on page 79 of the *Workbook*. Then check the answers with them.

Period 2

Language focus:

- Using wh-questions to find out specific information

e.g., *What's your favourite holiday?*

What do you do at Thanksgiving?

- Using modelled sentences to give specific information
e.g., *We usually eat turkey at dinner with our families.*

Materials:

Student's Book 5B, pp. 64 and 65

Workbook 5B, p. 80 Part F

Cassette 5B

Flashcards 5B (*Christmas, Thanksgiving, turkey, pumpkin pie*)

A gap-fill passage

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 65 of the *Student's Book*. Encourage them to sing along.

Activity 2

Flash the cards for *Christmas, Thanksgiving, turkey* and *pumpkin pie*. Ask the students to respond quickly.

e.g.,

T: (*show the flashcard for Christmas*)

Ss: *Christmas*.

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 64 of the *Student's Book* and ask them to fill in the blanks.

	Favourite festival	Activities
Kitty		
Laura		

Activity 2

Have the students fill in the blanks to complete the following passage.

The Dragon Boat Festival is Kitty's favourite festival. She usually watches the dragon boat races and eats rice dumplings. Laura likes Thanksgiving best. She usually eats turkey at dinner with her families on that day. She also makes thank-you cards.

Activity 3

Encourage the students to act out the dialogue in 'Say and act' on page 64 of the *Student's Book*.

Activity 4

Have the students make a new dialogue in pairs. Then invite several pairs to act out their dialogues in front of the class.

Post-task activities

Activity 1

Have the students do Part F 'Look, read and complete' on page 80 of the *Workbook*. Then check the answers with them.

Activity 2

Divide the students into groups of four to six to do a survey about the holidays and festivals their classmates like. Then ask them to give a report to the class.

Period 3

Language focus:

- Using the simple past tense to talk about past activities
e.g., *Rudolf took Father Christmas to the children.*

Materials:

Student's Book 5B, pp. 66 and 67

Workbook 5B, p. 81 Part G

Cassette 5B

Flashcards 5B (*Christmas, Thanksgiving, turkey, pumpkin pie*)

Pre-task preparations

Activity 1

Play the recording for the song 'Jingle bells' and have the students listen, follow and sing it together.

Activity 2

Have the students choose a holiday and brainstorm information related to the holiday. Encourage them to say a complete sentence about the holiday.

e.g.,

S1: *Christmas is on the 25th of December. People give presents to each other at Christmas.*

While-task procedures

Activity 1

Ask the students to read the story in 'Read a story' on pages 66 and 67 of the *Student's Book*. Then ask the students to do 'True or false' on page 67. Check the answers with them. If a statement is false, ask them to correct it. Finally, play the recording for 'Read a story' on pages 66 and 67 of the *Student's Book* and have the students read after the recording.

Activity 2

Have the students read the story by themselves. Explain the meaning of the new words and phrases, such as *bright*, *could*, *took* and *laugh at*. After that, ask the students some questions to check their understanding.

e.g.,

What did Rudolf's nose look like?

Did Rudolf like his nose at the beginning of the story? Why?

How was the weather on Christmas Eve?

What did Rudolf do to help Father Christmas?

...

Activity 3

Divide the students into groups of four and have them ask and answer questions about the story.

S1: *What did Father Christmas do?*

S2: *Father Christmas gave presents to children on Christmas Eve.*

...

Activity 4

Write some key words on the blackboard and have the students describe the pictures for 'Read a story' one by one using the key words.

Post-task activities

Activity 1

Have the students do Part G 'Read and answer' on page 81 of the *Workbook*. Then check the

answers with them.

Activity 2

Have the students choose a holiday and talk about it in pairs. Then ask them to write several sentences about the holiday.

Period 4

Language focus:

- Using wh-questions to find out specific information
e.g., *What do people/children do on this holiday? People/Children ...*
- Using the verb phrases to identify different activities on different holidays
e.g., *decorate a tree, eat turkey and pumpkin pie*

Materials:

Student's Book 5B, pp. 63 and 65

Workbook 5B, p. 78 Parts C and D

Cassette 5B

Flashcards 5B (*Christmas, Thanksgiving, turkey, pumpkin pie*)

Pictures of holidays and children

Pre-task preparations

Activity 1

Have the students sing the song 'Jingle bells' on page 65 of the *Student's Book*. Then ask them some questions about the song.

e.g.,

T: What holiday is this song about?

S1: It's about Christmas.

Describe some holidays and have the students guess what holidays they are.

e.g.,

T: It's on the fourth Thursday in November in the US. People eat turkey at dinner on this holiday. What holiday is it?

Ss: It's Thanksgiving.

Activity 2

Have the students do a matching game. Put the pictures for some holidays and some children on the blackboard. Read several sentences about

the holidays and ask the students to match the holiday pictures with the children.

e.g.,

- 1 May's favourite holiday is Christmas. What does she do at Christmas? She buys a Christmas tree and gives presents to her friends.
 - 2 Jack's favourite holiday is Thanksgiving. He eats turkey and pumpkin pie at Thanksgiving.
- ...

While-task procedures

Activity 1

Write *buy/decorate a Christmas tree, eat turkey and pumpkin pie* on the blackboard. Ask the students when people do these things.

e.g.,

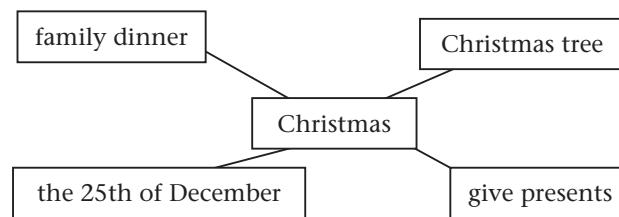
T: When do people decorate a Christmas tree?

S1: People decorate a Christmas tree at Christmas.

Activity 2

Have the students brainstorm about a holiday (such as Christmas). Draw a mind map on the blackboard.

e.g.,



Then ask them some questions about the holiday.

e.g.,

T: When's Christmas?

S1: It's on the 25th of December.

T: What do people/children do at Christmas?

S2: People/Children buy and decorate a Christmas tree and give presents to each other.

Activity 3

Have the students do 'Ask and answer' on page 63 of the *Student's Book*.

Activity 4

Have the students do Part D 'Complete and say' on page 78 of the *Workbook* and make a dialogue in pairs.

e.g.,

S1: What do you know about Western holidays?

S2: Thanksgiving is a special holiday in the US.

S1: When's this holiday?

S2: It's on the fourth Thursday in November.

S1: What do children do on this holiday?

S2: Children make thank-you cards on this holiday.

Post-task activities

Activity 1

Encourage the students to talk about their favourite holidays. Then ask them to write about the holidays.

Activity 2

Have the students do Part C 'Listen and complete' on page 78 of the *Workbook*. After checking the answers with the students, ask them to make a dialogue about Christmas.

e.g.,

S1: What do children do at Christmas?

S2: Children decorate a tree and give presents to each other.

Period 5

Language focus:

- Using the key words and sentences to talk and write about different holidays

Materials:

Student's Book 5B, pp. 64 and 65

Workbook 5B, p. 82 Task

Cassette 5B

Flashcards 5B (*Christmas, Thanksgiving, turkey, pumpkin pie*)

Wall picture 5B

A survey form

Pictures of some Chinese festivals

Pre-task preparations

Activity 1

Have the students sing the song 'Jingle bells' on page 65 of the *Student's Book* together.

Activity 2

Put the wall picture on the blackboard. Have the students work in pairs. One gives information about holidays while the other guesses the holidays.

e.g.,

S1: This holiday is on the fourth Thursday in November in the US. People have a family dinner. They eat pumpkin pie and turkey. What holiday is it?

S2: Is it Thanksgiving?

S1: Yes, it is.

...

While-task procedures

Activity 1

Have the students talk about the holidays they like in pairs. Then ask some students to come to the front and introduce the holiday their classmates like best.

e.g.,

S1: (S2's name) likes Christmas best. It's on the 25th of December. People often decorate a tree and give presents to each other.

Activity 2

Have the students do a survey in groups to find out their classmates' favourite Chinese festivals or Western holidays. Ask them to complete the survey form below.

Name	Favourite festival/holiday	Date	Activities

e.g.,

S1: What's your favourite Chinese festival?

S2: My favourite festival is the Spring Festival.

S1: When's this festival?

S2: It's in January or February.

S1: What do you do at the Spring Festival?

S2: I visit my relatives with my parents.

Activity 3

Have the students report their survey results and talk about the most popular festival/holiday in their groups.

Activity 4

Divide the students into groups of six. Have each group make a poster for a Western holiday and write a short passage about it. Tell them that they can use pictures from newspapers or magazines. Collect their work to make a book about Western holidays.

Post-task activities

Activity 1

Have the students do Task 'Festivals and holidays this year' on page 82 of the *Workbook*. First, have them think and complete the table in Part A. Then ask them to ask and answer the questions in Part B to find out their classmates' favourite holidays/festivals. Finally, ask them to complete the passage in Part C by introducing the holiday or festival their classmates like.

Activity 2

Ask the students to find out more information about Western holidays. Then show the pictures of some Chinese festivals such as the Spring Festival and the Mid-Autumn Festival. Ask the students to compare a Chinese festival and a Western holiday. Encourage them to find out the similarities between them and write a short report.

Note:

Thanksgiving began as a way for people to 'give thanks' for a good harvest. It was first celebrated by Native Americans to celebrate the end of the harvest. The Europeans who later came to America also had similar celebrations.

Thanksgiving is celebrated primarily in the United States and Canada. In Canada, Thanksgiving is celebrated on the second Monday in October and in the United States, it is celebrated on the fourth Thursday in November.

Module 4 More things to learn (optional)

Unit 3 Story time

Tasks in this unit:

- Use nouns to identify people and places
- Use adjectives to describe things
- Use imperatives to give simple instructions

Language focus:

- Using nouns to identify people and places
e.g., *giant, castle*
- Using adjectives to describe things
e.g., *He had a beautiful garden.*
- Using modelled sentences to give specific information
e.g., *They had a good time.*
- Using imperatives to give simple instructions
e.g., *Get out!*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *giant, castle*
- Understanding adjectives describing things
e.g., *He had a beautiful garden.*
- Understanding modelled sentences giving specific information
e.g., *They had a good time.*
- Understanding imperatives giving simple instructions
e.g., *Get out!*

Speaking

- Pronouncing the key words correctly
e.g., *castle, giant*
- Using adjectives to describe things
e.g., *He had a beautiful garden.*
- Using modelled sentences to give specific information
e.g., *They had a good time.*
- Using imperatives to give simple instructions
e.g., *Get out!*

Reading

- Understanding the main idea of the story 'The giant's garden'
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1		giant castle	SB: p. 68
2			SB: pp. 68 and 69
3			SB: pp. 68, 69 and 70 WB: p. 84 Part C
4			SB: pp. 68–72 WB: p. 85 Part E
5			SB: pp. 68–72 WB: pp. 86 Part F, 87 Parts G and H and 88 Task

Period I

Language focus:

- Using nouns to identify people and places
e.g., *giant, castle*
- Using adjectives to describe things
e.g., *He had a beautiful garden.*
- Using imperatives to give simple instructions
e.g., *Get out!*
- Using modelled sentences to give specific information
e.g., *They had a good time.*

Materials:

Student's Book 5B, p. 68

Cassette 5B

Flashcards 5B (*giant, castle*)

Wall picture 5B

e.g.,

T: He's big and tall. His head is big. His hair is short. His mouth and eyes are big too. He's strong. Who is he?

Ss: He's a giant.

T: The giant lives in a big house. It's a large building with thick walls. What is it?

Ss: It's a castle.

Activity 2

Show the flashcards for *giant* and *castle*. Have the students read and spell the words after you. Then have them describe the giant and the castle.

S1: The giant is big and tall. He has a big mouth and two big eyes. He lives in the castle.

S2: The castle is very big. It has thick walls and many rooms. A giant lives in the castle.

Pre-task preparations

Activity I

Give the students some clues to elicit the new words *giant* and *castle*.

While-task procedures

Activity I

Put the wall pictures on the blackboard. Point

to each picture and ask the students some questions.

e.g.,

(Picture 1)

- 1 *What can you see in the picture? (I can see some children, a garden and a castle.)*
- 2 *Whose castle is this? (It's the giant's castle.)*
- 3 *Where are the children? (They are in the giant's garden.)*

(Picture 2)

- 1 *What can you see in the picture? (I can see a giant and some children.)*
- 2 *Is the giant happy? (No. He is very angry.)*
- 3 *What is he doing? (He is sending the children out.)*
- 4 *How do the children feel? (They are afraid.)*

Activity 2

Play the recording for pictures 1 and 2 in 'Listen and enjoy' on page 68 of the *Student's Book*. Have the students read the text after the recording. Explain the meaning of the new words such as *have a good time*, *get out*, *shout* and *run away* to them.

Activity 3

Have the students read the parts for pictures 1 and 2 in 'Listen and enjoy' of the *Student's Book* in pairs and underline the words and phrases they do not understand. Explain the meaning of these words or phrases. Then ask them some questions to check their understanding.

e.g.,

T: *Who lived in the castle?*

S1: *A giant lived in the castle.*

T: *What did he have?*

S2: *He had a beautiful garden.*

T: *Who came and played in his garden?*

S3: *Some children came and played in his garden.*

T: *Was the giant happy?*

S4: *No. He was angry.*

T: *What did he shout?*

S5: *He shouted 'Get out!'*

Activity 4

Write the key words for pictures 1 and 2 on the

blackboard. Then have the students retell the story using the key words.

e.g.,

Picture 1: live, a beautiful garden, go out, children, have a good time

Picture 2: come back, angry, shout, afraid, run away

Post-task activities

Activity I

Have the students ask and answer questions about pictures 1 and 2 in pairs.

e.g.,

S1: Who lived in the castle?

S2: A giant lived in the castle.

S1: What did he have?

S2: He had a beautiful garden.

...

Activity 2

Invite some students to act as the giant and the children. Have them role-play the story in front of the class.

Period 2

Language focus:

- Using the simple past tense to express actions in the past
- e.g., *Miss Spring arrived. She brought beautiful flowers and birds.*

Materials:

Student's Book 5B, pp. 68 and 69

Cassette 5B

Flashcards 5B (*giant, castle*)

Wall picture 5B

Pre-task preparations

Activity I

Have the students read the story for pictures 1 and 2 aloud in groups.

Activity 2

Have the students look at the wall pictures and retell the story for pictures 1 and 2. Encourage them to say as much as possible.

While-task procedures

Activity 1

Put the wall pictures on the blackboard. Point to the sign in picture 3 and ask the students to guess who put up the sign. Tell them the giant put up the sign and Miss Spring saw the sign. Point to Miss Spring in picture 4 and ask the students some questions.

e.g.,

- 1 *What season was it? (It was spring.)*
- 2 *What did Miss Spring see on the castle wall? (She saw a sign.)*
- 3 *What did the sign say? (It said 'Keep out!')*
- 4 *What does it mean? (It means people mustn't go into the garden.)*

Activity 2

Play the recording for pictures 3 and 4 in 'Listen and enjoy' on page 69 of the *Student's Book* while the students look at the pictures. Have them read after the recording. Then explain the meaning of the new words and phrases such as *put up* and *bring* to the students.

Activity 3

Have the students read the story for pictures 3 and 4 in 'Listen and enjoy' on page 69 of the *Student's Book* in pairs and underline the words and phrases they do not understand. Explain the meaning of these words or phrases. Then ask them some questions to check their understanding.

e.g.,

Why did the giant build a tall wall and put up a sign?

Who saw the sign on the castle wall?

Activity 4

Write the key words for pictures 3 and 4 on the blackboard. Have the students retell the story using the key words.

e.g.,

Picture 3: build, put up

Picture 4: arrive, bring, see the sign

Post-task activities

Activity 1

Have the students read the story for pictures 1 to 4 in groups. Then have them retell the story in groups of four. Invite some students to act it out in front of the class.

Activity 2

Encourage the students to imagine what the characters in the story may say and act it out.

Period 3

Language focus:

- Using the simple past tense to express a state in the past
e.g., *There was snow everywhere.*
- Using adjectives to describe feelings
e.g., *He felt very cold and very sad.*

Materials:

Student's Book 5B, pp. 68, 69 and 70

Workbook 5B, p. 84 Part C

Cassette 5B

Flashcards 5B (*giant, castle*)

Wall picture 5B

Pre-task preparations

Activity 1

Have the students read the story for pictures 1 to 4 aloud in groups.

Activity 2

Ask the students some questions about pictures 1 to 4 and have them respond quickly.

e.g.,

What did the giant build?

What did he put up on the wall?

...

While-task procedures

Activity 1

Put the wall pictures on the blackboard. Have the students answer your questions according to the pictures.

e.g.,

(Picture 5)

1 What was everywhere in the giant's garden? (There was snow everywhere.)

2 How did he feel? (He felt very cold and very sad.)

(Picture 6)

1 Who was in front of the castle? (Miss Spring, Miss Summer and Miss Autumn.)

2 Did they come to the castle? (No, they didn't.)

Activity 2

Have the students read after the recording for pictures 5 and 6 in 'Listen and enjoy' on page 70 of the *Student's Book*. Explain the meaning of the new words and phrases to the students.

Activity 3

Divide the students into groups of four and have them read the story for pictures 5 and 6 in groups.

Activity 4

Have the students do Part C 'Listen and complete' on page 84 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups of four. Have them retell the story using their own words.

Activity 2

Have the students act out the story from pictures 1 to 6 in groups. Then invite several groups to act it out in front of the class.

Period 4

Language focus:

- Using adjectives to describe feelings

e.g., *The giant was happy and looked out of the window.*

- Using the simple past tense to express actions in the past

e.g., *They brought Miss Spring into his garden!*

Materials:

Student's Book 5B, pp. 68–72

Workbook 5B, p. 85 Part E

Cassette 5B

Flashcards 5B (*castle, giant*)

Wall picture 5B

Pre-task preparations

Activity 1

Review the story by asking the students what happens in the previous parts of the story from pictures 1 to 6. Ask the students to read the text for each picture. Have the students choose one character in the story, such as the giant, and describe them.

Activity 2

Show the flashcard for *giant* and ask the students some questions about the giant to help them review what they have learnt in the previous lessons.

e.g.,

What was the weather like in the giant's garden?

Did Miss Summer come to the garden? Why?

While-task procedures

Activity 1

Put the wall pictures on the blackboard. Ask the students to look at pictures 7, 8 and 9 and answer your questions.

e.g.,

(Picture 7)

1 *What did the giant hear? (He heard a bird.)*

2 *How did the giant feel? (He was happy.)*

(Picture 8)

What did the giant see? (He saw some children.)

(Picture 9)

Could the children play in the giant's garden? (Yes, they could.)

Activity 2

Ask the students to read the text for pictures 7, 8 and 9. Then ask them some questions to check their understanding.

e.g.

- 1 *What did the giant smell? (He smelt the flowers.)*
- 2 *Who did the children bring into the giant's garden? (They brought Miss Spring into his garden.)*
- 3 *What did the giant do finally? (He broke down the wall.)*

Then play the recording for pictures 7, 8 and 9 and ask the students to read after it.

Activity 3

Invite a student to role-play the giant in the story. Have the other students read the narrative text for pictures 7, 8 and 9.

Activity 4

Have the students read the whole story again and do Part E 'Look, read and complete' on page 85 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups and have them act out the story. Give them some help if necessary. Then invite several groups to act out the story in front of the class.

Activity 2

Show pictures 1 to 9 one by one. Have the students describe each picture according to the story.

Period 5

Language focus:

- Using the simple past tense to express actions in the past

e.g., *They came into the garden through a hole.*

Materials:

Student's Book 5B, pp. 68–72

Workbook 5B, pp. 86 Part F, 87 Parts G and H and 88 Task

Cassette 5B

Flashcards 5B (*castle, giant*)

Wall picture 5B

Pre-task preparations

Activity 1

Put the wall pictures on the blackboard. Ask the students some questions about the story 'The giant's garden'. Have the students answer your questions according to the pictures.

e.g.,

- How did the children get into the giant's garden?
Who brought Miss Spring into the giant's garden?
How did the giant feel?*

...

Activity 2

Have the students look at pictures 1 to 9 in the *Student's Book*. Ask them to ask and answer questions about the pictures in pairs.

e.g.,

- S1: Who lived in the castle?
S2: A giant lived in the castle.
S1: Who came and played in his garden?
S2: Some children came and played in his garden.*

While-task procedures

Activity 1

Stick the pictures for the story 'The giant's garden' at random on the blackboard. Retell the story and have the students arrange the pictures in the correct order.

e.g.,

- 1 *Long long ago, a giant lived in the castle. The giant had a garden.*
- 2 *The giant built a tall wall and put up a sign. It said 'Keep out!'*
- 3 *Miss Spring saw the sign. So she didn't come to the garden.*
- 4 *The giant was very cold and very sad.*
- 5 *Then, Miss Summer and Miss Autumn didn't come to the garden either.*
- 6 *The children came into the garden through a hole in the wall. They brought Miss Spring into the giant's garden.*
- 7 *The giant was happy. He broke down the wall. The children could play in his garden again.*

Activity 2

Have the students imagine what they would

say to the giant if they were Miss Spring or the children. Ask them what they would do with the giant. Then encourage them to play the roles of the characters in the story and act out the story.

Activity 3

Have the students read the story in Part F 'Read and act' on page 86 of the *Workbook*. Ask them some questions to check their understanding. Then ask them to do Part G 'Read and judge' on page 87 of the *Workbook*. Finally, check the answers with them.

Activity 4

Divide the students into groups of four and have them act out the story in Part F 'Read and act' on page 86 of the *Workbook*. Walk around the classroom to help them if necessary.

Post-task activities

Activity 1

Have the students do Part H 'Read and number'

on page 87 of the *Workbook*. Encourage them to retell the story in the *Workbook*. Invite some students to retell it in front of the class. Give them some help if necessary.

Activity 2

Have the students do Task 'Story time' on page 88 of the *Workbook*. First, have them look at the pictures in Part A and think about the stories they have learnt in previous textbooks. Then have them ask and answer questions about the stories to find out which story their classmates like best. Finally, have the students complete the passage in Part C by introducing the story their classmates like best.

Note:

This is a story from a book of children's fairy tales by the famous Irish writer, Oscar Wilde. The story is called 'The Selfish Giant'.

Project 1 A science project

Language focus:

- Using the key words in context
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, silkworm, leaves, corn*
- Using the past tense to talk about past states
e.g., *It was a white egg.*
- Using the simple present tense to talk about present states
e.g., *Now it is a green caterpillar.*
- Using modelled sentences to describe animals' or insects' likes
e.g., *It likes eating leaves.*

Language skill:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, silkworm, leaves, corn*
- Understanding modelled sentences describing the growth of animals or insects
e.g., *It was a white egg. Now it is a green caterpillar.*
- Understanding modelled sentences describing animals' or insects' likes
e.g., *It likes eating leaves.*

Speaking

- Pronouncing the key words correctly
e.g., *caterpillar, butterfly, chick, chicken, duckling, duck, silkworm, leaves, corn*
- Using modelled sentences to describe the growth of animals or insects
e.g., *It was a white egg. Now it is a green caterpillar.*
- Using modelled sentences to describe animals' or insects' likes
e.g., *It likes eating leaves.*

Writing

- Writing the key words correctly
e.g., *caterpillar, butterfly, chick, chicken,*

duckling, duck, silkworm, leaves, corn

- Organizing phrases, sentences and small paragraphs by putting words in a logical order
- Writing several sentences to describe the growth of animals or insects

Materials:

Student's Book 5B, pp. 73, 74 and 75

Flashcards of animals and insects

Some pictures of animals or insects at different stages of growth

Preparation

- Show the flashcards of animals or insects and have the students ask and answer questions in pairs using the patterns *What is it? It's ...*
- Put the four pictures showing the growth of an insect or an animal, such as the pictures of an egg, a caterpillar, a cocoon and a butterfly at random on the blackboard. Have the students talk about the four stages.
e.g.,
S1: It's an egg. It's white and small.
S2: It's a caterpillar. It's green. It has many legs.
It likes eating leaves.
S3: It's a cocoon. It's brown.
S4: It's a butterfly. It's blue. It's beautiful. It can fly.

Procedures

- Have the students do Part 1 on page 73 of the *Student's Book*. First, ask them to look at the pictures and write the correct words below the pictures. Then divide the students into groups. Ask them to discuss what each egg will change into and match the pictures to show the different stages of growth of a hen, a butterfly and a duck. Finally, invite some groups to describe the growth stages of one animal or insect using the patterns *It was ... and Now it is ...*

e.g.,

S1: It was a white egg. Now it is a caterpillar. It was a caterpillar. Now it is a butterfly.

S2: It was an egg. Now it is a duckling. It was a duckling. Now it is a duck.

S3: It was an egg. Now it is a chick. It was a chick. Now it is a chicken.

- 2 Show the flashcards of different animals or insects. Ask some students to answer your questions.

e.g.,

T: Which animal likes corn? (chicken)

Which animal likes fish? (duck)

Which insect likes leaves? (silkworm)

Then have the students do Part 2 on page 74 of the *Student's Book*. First, have them draw the animals or insects they like and write about them by describing their colour and the food they like eating. Then ask the students to talk about these animals and insects in pairs.

3 Divide the students into groups of four to six. Ask each group to choose an animal or insect to study. Ask them to find out the changes the animal or insect goes through and find two pictures or photos of different stages of its life cycle.

4 Have the students finish the science report on page 75 of the *Student's Book*. In groups, the students stick the photos or pictures in the boxes and complete the captions for the pictures. Then invite some groups to talk about the animal or insect they studied in front of the class.

e.g.,

S1: How does a chicken grow? Do you know?

S2: Look, we had a chick.

S3: It was yellow and small. It liked eating corn.

S4: Now it's a chicken.

S5: It's red and brown. It likes eating corn and worms.

Project 2 A group talent show

Language focus:

- Using nouns to identify different subjects
e.g., Maths, Art, Music, IT, PE
- Using modelled sentences to express one's abilities
e.g., *I can play the violin very well.*
- Using modelled sentences to express needs
e.g., *We need some paints and brushes.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., Maths, Art, Music, IT, PE
- Understanding modelled sentences expressing one's abilities
e.g., *I can play the violin very well.*

Speaking

- Pronouncing the key words correctly
e.g., Maths, Art, Music, IT, PE
- Using modelled sentences to express one's abilities
e.g., *I can play the violin very well.*
- Using modelled sentences to express needs
e.g., *We need some paints and brushes.*

Writing

- Writing the key words correctly
e.g., Maths, Art, Music, IT, PE
- Organizing phrases, sentences and small paragraphs by putting words in a logical order.
- Writing a report to introduce a group talent show

Materials:

Student's Book 5B, pp. 76, 77 and 78

A3 paper

A camera

Preparation

Have the students read the questions which are shown in Part 1 on page 76 of the *Student's Book*. Ask them to think about what they are good at and then write it down.

Procedures

- Show Kitty's poster in Part 2 on page 76 of the *Student's Book* to the students. Ask the students to complete their own posters by themselves.
- Explain what 'talent show' means to the students. Have the students stick their posters on the blackboard. Invite all the students to read the cards and find out who they are interested in. Then ask the students to work in groups of four to discuss. Students should form the groups according to similar talents. Have the students discuss the questions in Part 3 on page 77 of the *Student's Book*. Provide the students with some blank paper so they can write their plans down.

A plan for our talent show performance

Group name: _____

Talents: _____

Time length: _____

Things we need: _____

Remind the students to keep their plans to help them do further preparation. Give the students some time to practise and prepare their performance.

- Have all the groups perform their part of the talent show in front of the class. Take pictures of each group and print them after class. Then give every student a photo of their performance. Have them stick the photo in the box in Part 4 on page 77 of the *Student's Book*.
- Have the students think about their talent show performance. Then discuss with the students what they want to write about the

- performance. After that, invite one student from each group to talk about their group's performance. Finally, have all the students write about their own performances.
- 5 Have the students think about all the talent shows. Encourage them to write about one of

the groups and finish the report on page 78 of the *Student's Book*. The students may work in groups of four. Finally, have each group introduce their report and the whole class decide which group is the most popular.

Project 3 Our school

Language focus:

- Using the key words in context
e.g., *playground, classroom, gym*
- Identifying signs and expressing prohibitions or giving instructions
e.g., *exit, entrance ...*
You can/can't ... here.
- Using wh-questions to find out specific information
e.g., *What does this sign mean?*
- Asking wh-questions to find out location
e.g., *Where can we find it?*
- Using modelled sentences to give specific information
e.g., *There was/were ... Now there is/are ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *playground, classroom, gym*
- Identifying signs, rules and instructions by listening to the pronunciation
e.g., *exit, entrance*
You (We) can/can't ... here.
- Understanding wh-questions asking for specific information
e.g., *What does this sign mean?*
Where can we find it?
- Understanding modelled sentences giving specific information
e.g., *There was/were ... Now there is/are ...*

Speaking

- Pronouncing the key words correctly
e.g., *playground, classroom, gym*
- Identifying signs and expressing prohibitions or giving instructions
e.g., *exit, entrance ...*
You can/can't ... here.
- Using wh-questions asking for specific information

e.g., *What does this sign mean?*

Where can we find it?

- Using modelled sentences giving specific information
e.g., *There was/were ... Now there is/are ...*

Writing

- Writing the key words correctly
e.g., *playground, classroom, gym*
- Organizing phrases and sentences by putting words in a logical order

Materials:

Student's Book 5B, pp. 46, 79, 80 and 81

Flashcards for different places and signs

Pictures of the school in the past and now

Crayons and felt pens

Preparation

Ask the students to say the rhyme on page 46 of the *Student's Book*. Then use the flashcards to help them review the signs.

e.g.,

T: (show the flashcard for a sign)

What does this sign mean?

S1: It means ...

T: Where can we find it?

S1: We can find it in/on/at ...

Procedures

- Ask the students to do Part 1 on page 79 of the *Student's Book*. Ask them to think about what signs they can find at school. Then have the students choose four signs, draw the signs and write down their meanings.
- Have the students ask questions about their classmates' signs.
e.g.,
S1: What does this sign mean?
S2: It means ...
S1: Where can we find it?
S2: We can find it in/on/at ...
- Have the students look at the picture of

their school library. Then ask them to say something about it.

e.g.,

S1: This is the library in our school. It is big ...

After that, have the students look at the picture of the library in the past and say something about it.

For weaker classes, give the students some key words to help them make simple statements if necessary.

e.g.,

two years ago

small

not many books

now

big

many books

S1: Two years ago, there were not many books.

Now there are many books.

For more able students, encourage them to summarize the changes by themselves.

e.g.,

S1: Two years ago, the library opened from 1.00 p.m. to 4.00 p.m. It didn't open in the morning or at noon. Now it opens from 9.00 a.m. to 4.00 p.m. ...

- 4 Show more pictures of the school (now/in the past). Divide the students into groups of six. Give each group some pictures. Have the students look at the pictures and discuss the changes in their school.
- 5 Have the students write a short passage about the changes in their school according to their discussion. Tell them that they can write about several aspects of the changes. Give them some hints.

Project 4 Visiting a museum

Language focus:

- Using nouns to identify the museums in Shanghai.
e.g., *art museum, insect museum, car museum, railway museum, science museum*
- Using wh-questions to find out specific information
e.g., *Which museum do you want to visit?
Where is it?
How do you go there?
What can you see and do there?*
- Using modelled sentences to give specific information about museums
e.g., *I want to visit ... It's on ... road.
I go there by ... I can ... in the museum.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *art museum, insect museum, car museum, railway museum, science museum*
- Understanding wh-questions asking for specific information
e.g., *Which museum do you want to visit?
Where is it?
How do you go there?
What can you see and do there?*
- Understanding modelled sentences giving specific information
e.g., *I want to visit ... It's on ... road.
I go there by ... I can ... in the museum.*

Speaking

- Pronouncing the key words correctly
e.g., *art museum, insect museum, car museum, railway museum, science museum*
- Using wh-questions to find out specific information
e.g., *Which museum do you want to visit?
Where is it?
How do you go there?*

What can you see and do there?

- Using modelled sentences to give specific information about festivals
e.g., *I want to visit ... It's on ... road.
I go there by ... I can ... in the museum.*

Writing

- Writing the key words and phrases correctly
e.g., *Shanghai Museum, art museum, insect museum, car museum, railway museum, science museum*
- Writing several sentences to describe a visit to a museum

Materials:

Student's Book 5B, pp. 82, 83 and 84

Flashcards of different museums

Photos of the students' visit

Preparation

Show the flashcards for different museums and have the students identify them.

e.g.,

T: What is this?

S1: It's a ... museum.

Procedures

- Have the students look at the pictures on page 82 of the *Student's Book* and ask and answer questions in pairs.
e.g.,
*S1: Which museum do you want to visit?
S2: I want to visit ...
S1: Where is it?
S2: It's ...
S1: How do you get there?
S2: I get there by ...
S1: What can you see there?
S2: I can see ...*
- Have one volunteer give some information about a museum, and have the other students guess what museum it is.

e.g.,

S1: You can see many cars there.

S2: It's a car museum.

- 3 Divide the students into groups of four. Have them discuss which museum they will visit and complete the plan for the visit on page 83 of the *Student's Book*.
- 4 Have the groups interview each other and exchange information.

e.g.,

S1: Which museum do you want to visit?

S2: We want to visit ...

S1: Where is it?

S2: It's on ...

S1: When do you want to visit it?

S2: We want to visit it on ...

S1: How do you get there?

S2: We get there by ...

S1: What can you see and do there?

S2: We can ...

- 5 Ask the students to stick some photos of their visit in the boxes on page 84 of the *Student's Book*. Then ask them to introduce their photos in groups of four and complete the passage about their visit.

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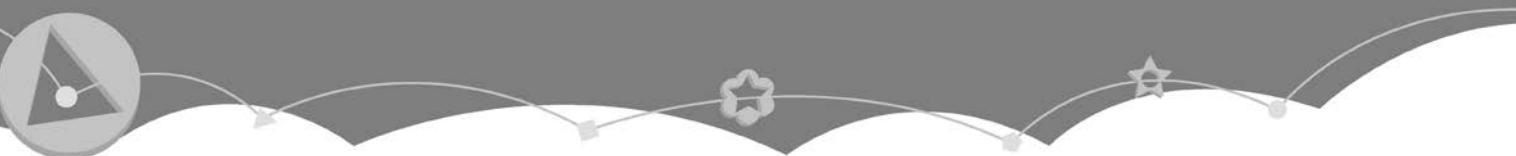
Tapescripts and answer key 录音材料及参考答案

2
8
14
20

48
54
60
66

71
77
83
89
94





Module 1 Using my five senses

1 What a mess!

A Listen and choose (听录音, 选出听到的内容)

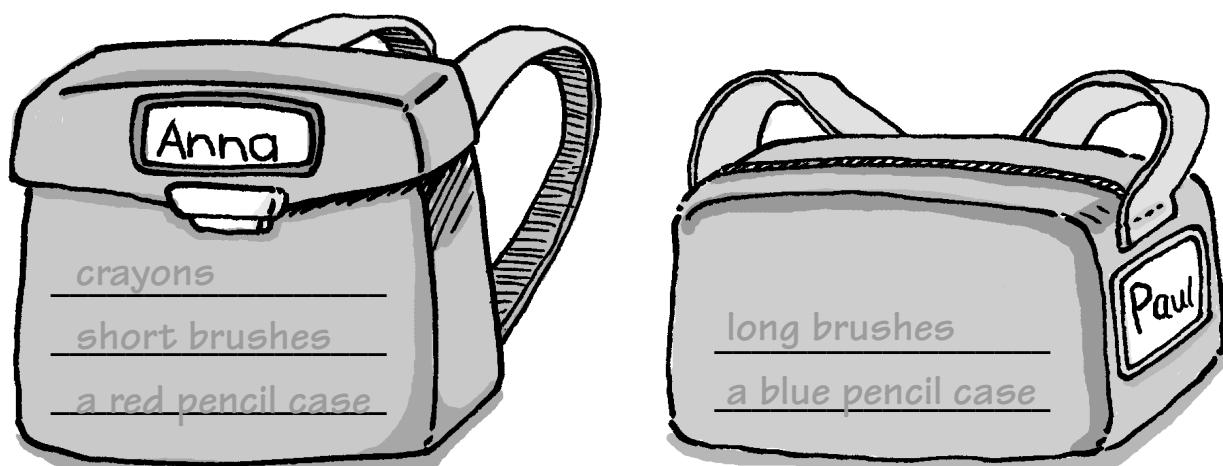
- (c) ① a who b who's c whose
- (c) ② a nine b my c mine
- (b) ③ a your pencil b your paints c our paints
- (a) ④ a on the desk b in the desk c under the desk
- (a) ⑤ a Don't put the glue on the floor.
 b Don't put the glue on the table.
 c Don't put the glue behind the door.
- (a) ⑥ a Whose gloves are these on the chair?
 b Whose glove is this on the chair?
 c Whose gloves are those under the chair?

B Listen and choose (听录音, 选出正确的应答)

- (c) ① a It's mine. b It's hers. c Jenny.
- (b) ② a It's in the classroom.
 b They're in the classroom.
 c They're desks and chairs.
- (a) ③ a Yes, they are.
 b Yes, it is.
 c They're Peter's.
- (a) ④ a There are some paints.
 b It's a desk.
 c They're in the school bag.
- (b) ⑤ a Yes, they're mine.
 b They're mine.
 c It's mine.

C Listen and write (Anna和Paul正在收拾东西。听录音，把物品的名称写在相应的书包上)

long brushes a blue pencil case crayons
short brushes a red pencil case



D Look and say (想一想，根据练习C的内容与同学互相问答)

Whose ... is this/that?
Whose ... are these/those?



Is this/that ...?
Are these/those ...?

It's/They're ...



Yes./No. ...

E Choose, complete and colour (读一读, 选词填空完成对话, 然后给球涂上相应的颜色)

mine theirs hers ours his yours

Whose ball is this?
Is it yours, Sally and Peter?

No, it's not ours.
Ours is black.

Is it Joe's?
No, it's not his.
His is blue.

Is it Jill's?
No, it's not hers.
Hers is yellow.

Is it Ben and Kitty's?
No, it's not theirs.
Theirs is brown.
That white ball is mine.

F Look, read and complete (看图读一读, 填空完成对话)

① Whose pencils and crayons
are these? Are they yours, Kitty
and Alice?

Yes, they are.

Here you are.

Thank you very much.

② Whose glue and
tape are these? Are
they yours, Peter?

No. They're Danny's.

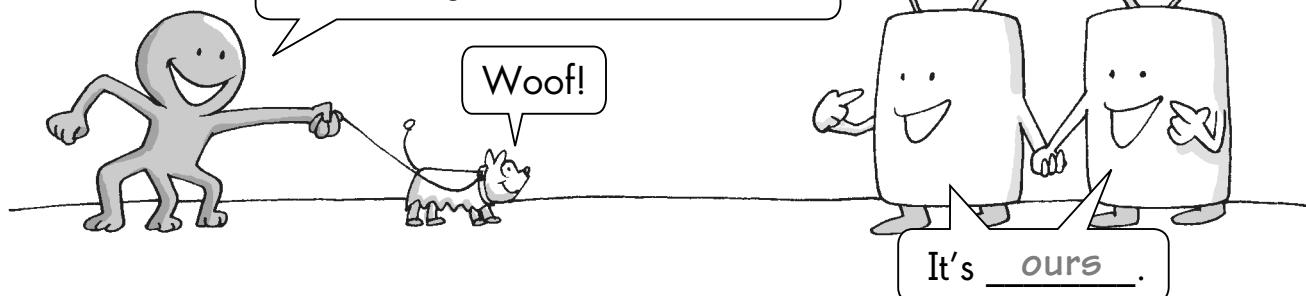
OK. Give them to him.

All right.

G Look, read and complete (看图读一读, 填空完成对话)

1

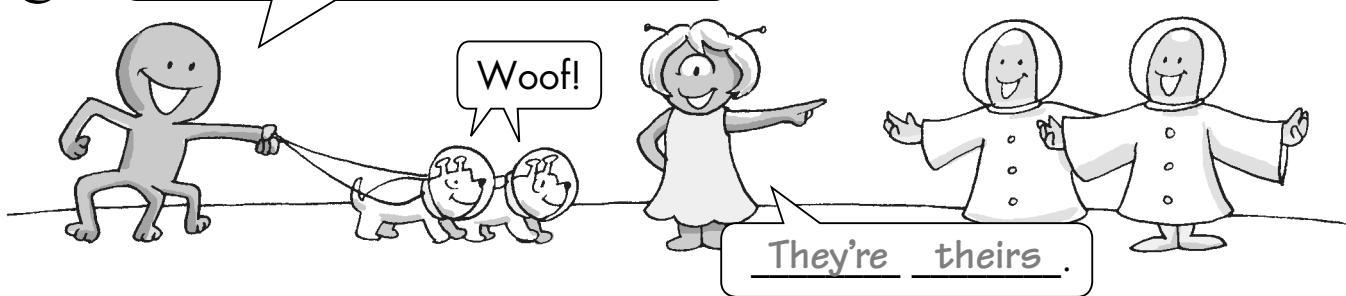
Whose dog is this ?



It's ours.

2

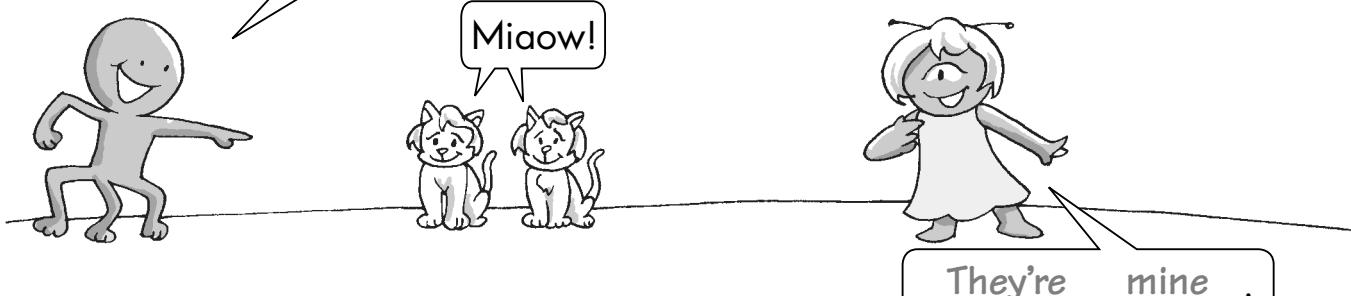
Whose dogs are these?



They're theirs.

3

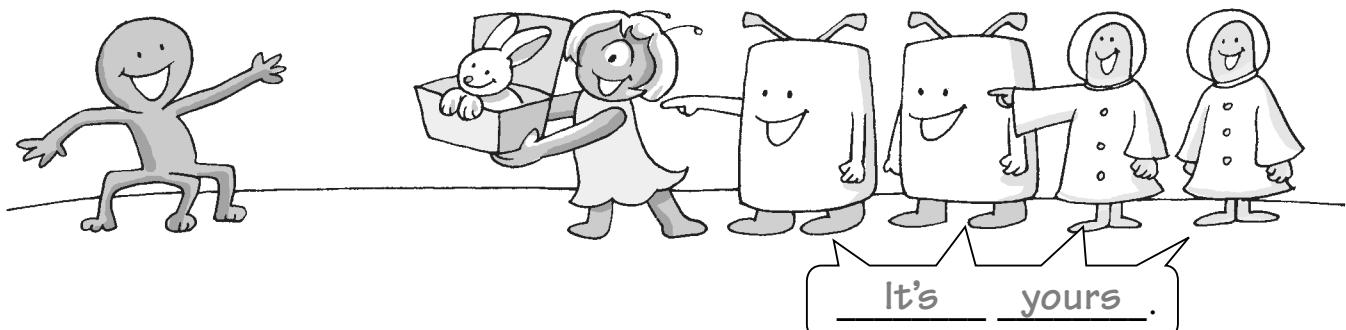
Whose cats are those?



They're mine.

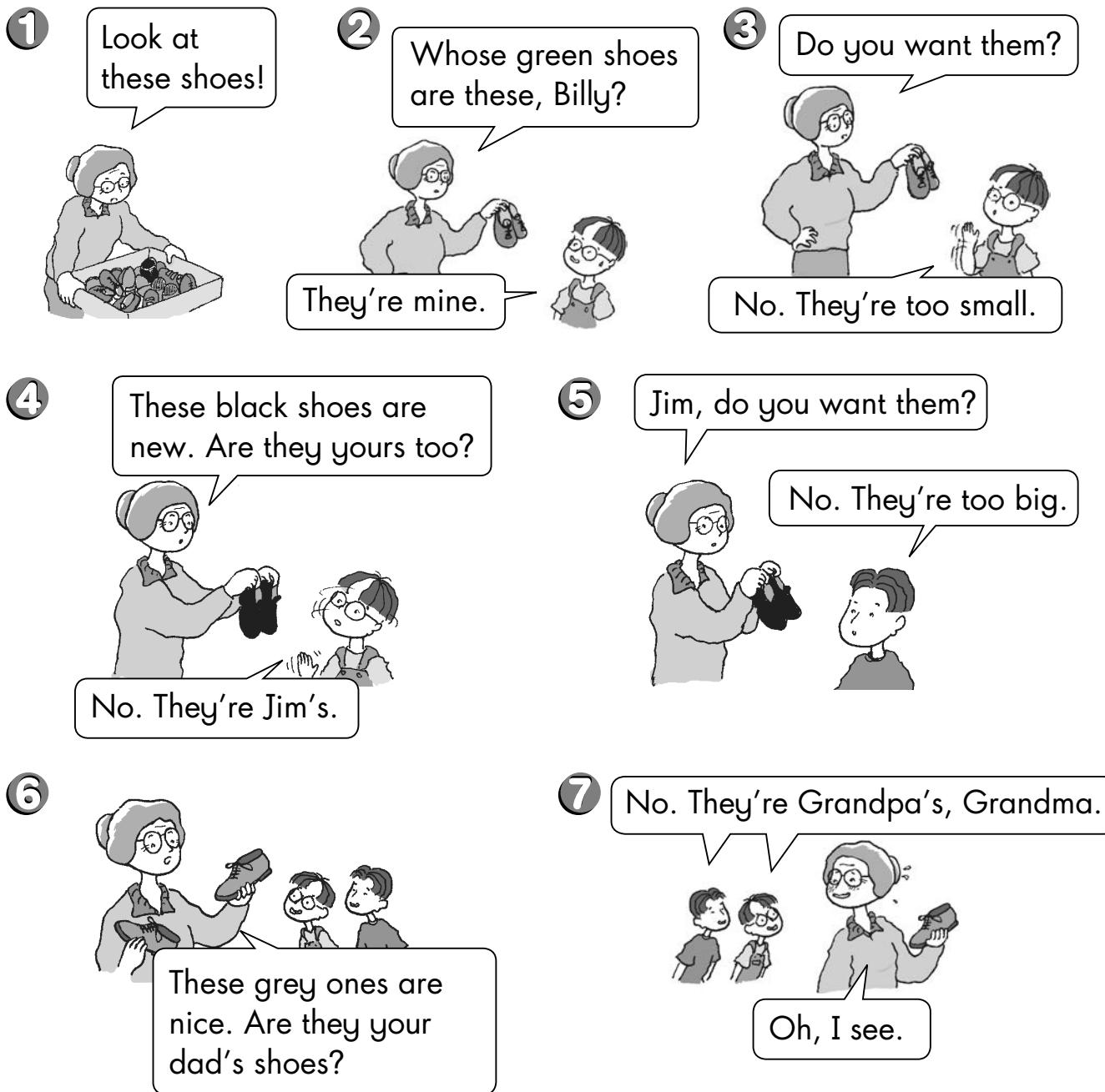
4

Whose rabbit is that ?



It's yours.

H Read and complete (读故事，然后填空完成句子)

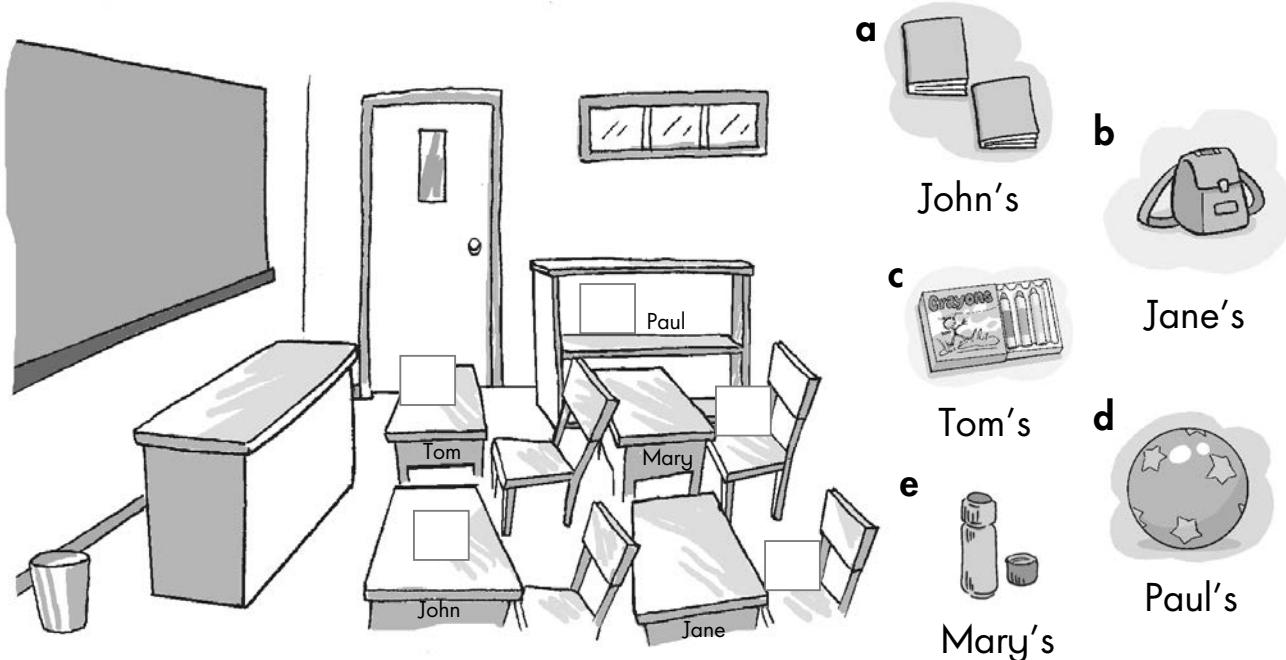


There are some shoes in the box. Whose shoes are they?

- The green ones are Billy's.
- The black ones are Jim's.
- The grey ones are Grandpa's.

Task: Tidy up the classroom (整理教室)

A Look and match (看图, 标出物品的正确位置)



B Ask and answer (想一想, 根据提示与同学互相问答)

Whose ... is this/that?
Whose ... are these/those?

Is this/that ...?
Are these/those ...?

Where can we put ...?

C Think and write (想一想, 然后写一写该如何摆放练习A中的物品)

There are _____. They are _____ (whose).

We can put _____

2 Watch it grow!

A Listen and choose (听录音, 选出听到的内容)

- (c) ① a fly b bird c butterfly
- (a) ② a puppy b paper c pupil
- (b) ③ a a lovely duck b a lovely duckling
c have a duckling
- (c) ④ a The caterpillar is eating a leaf.
b The caterpillar is on a leaf.
c The caterpillar eats a lot of leaves.
- (b) ⑤ a It was a white egg. Now it is a white silkworm.
b It was a white silkworm. Now it is a cocoon.
c It was a cocoon. Now it is a moth.
- (a) ⑥ a They were ducklings. Now they are ducks.
b It was a duckling. Now it is a duck.
c There were some ducklings. Now there are some ducks.

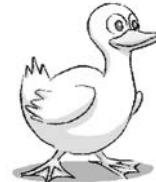
B Listen and number (听录音, 根据顺序给下面的图编号)



(5)



(2)



(4)

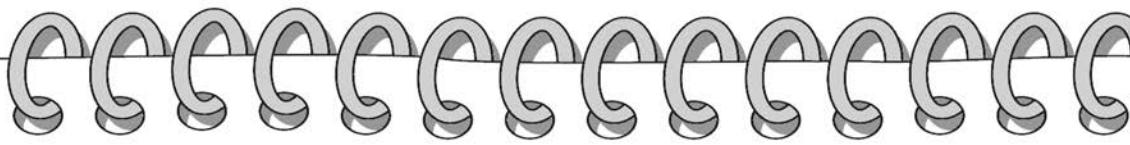


(1)



(3)

C Listen and complete (听录音, 填空完成短文)



Tuesday, 5th July

Mother Hen lays an egg. It is small.

Tuesday, 26th July

The egg opens. A little chick comes out! She is very small. She is yellow. I call her Pipi.

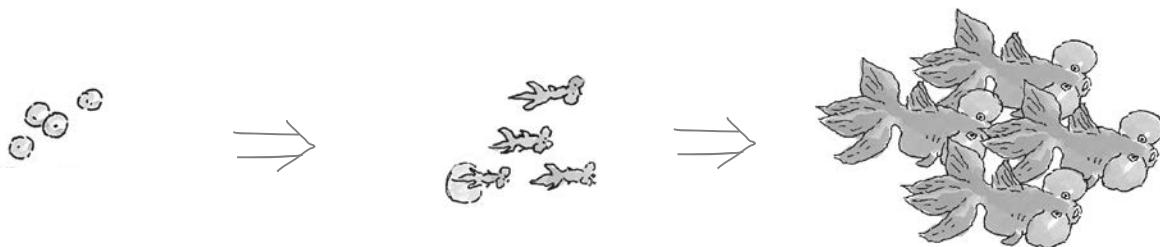
Sunday, 14th August

Pipi was small. Now she is big. She is still yellow. She eats a lot of rice and worms.

Friday, 11th November

Pipi was a chick. She is a hen now! She is fat.

D Look and say (看图, 根据提示说一说小金鱼的生长过程)

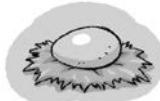


First
Then
Finally

They were ...
They are ...
They have ...
They can ...

E Look and circle (看图，在字谜中圈出相应的单词)

d	z	e	q	p	s	w	e	g	g
u	x	i	v	k	p	u	y	o	j
c	g	d	f	i	i	m	v	s	k
k	t	p	k	t	s	w	t	i	h
l	b	u	t	t	e	r	f	l	y
i	o	p	q	e	r	l	m	k	u
n	h	p	a	y	t	r	y	w	u
g	q	y	a	v	j	f	s	o	y
m	k	l	r	d	y	b	i	r	o
n	c	h	i	c	k	d	v	m	b



F Read, choose and complete (读一读，选词填空完成对话)

Mr Lin: Welcome to my insect corner. Let me show you around. Look, here are some butterflies. Do you know how they grow? First, they were (are/were) small eggs. Then they became green caterpillars. The caterpillars ate (ate/eat) leaves. After two weeks, they became (become过去式) brown cocoons. Now they are (are/were) colourful butterflies.

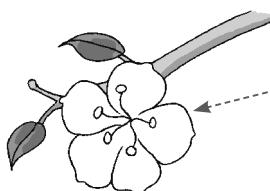
Jane: Amazing (令人惊奇的)! Oh, I see (seeing/see) some ladybirds over there.

Mr Lin: Yes, I have (have/having) five ladybirds. This one is my favourite. It has seven spots (斑点)! It was (was/were) a birthday present from my friend.

Jane: It's beautiful!

G Look, colour and write (看图, 根据提示给图上色, 然后填空完成句子)

1



white

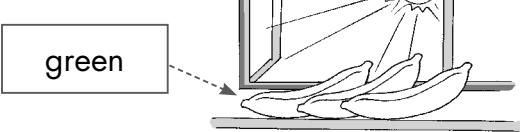


pink

It was a white flower.

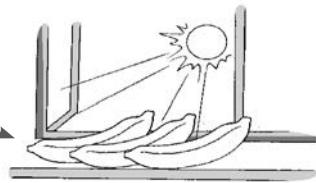
Now it is a pink peach.

2



green

yellow



They were green bananas.

Now they are yellow bananas.

H Look, choose and write (看图读一读, 选择并写出相应的句子)

One caterpillar makes a cocoon.

The eggs become small caterpillars.

A butterfly comes out of the cocoon.

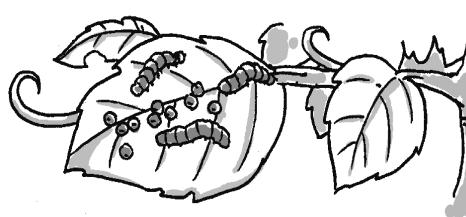
A butterfly lays some eggs.

1



A butterfly lays some eggs.

2



The eggs become small caterpillars.

3



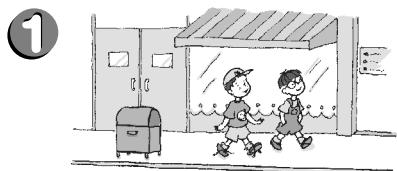
One caterpillar makes a cocoon.

4



A butterfly comes out of the cocoon.

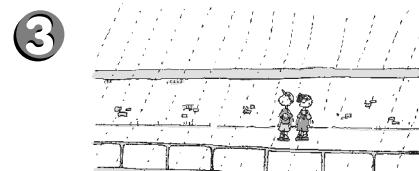
I Read and judge (读故事，判断下列句子，相符的写T，不符的写F)



It is Saturday. Billy and Ken are in the street.



The sky was blue.
Now it is grey.



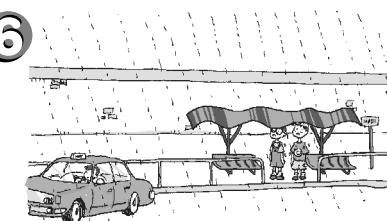
It is raining. Billy and Ken do not have umbrellas.



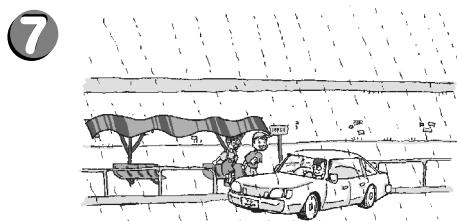
Their T-shirts were dry. Now they are wet.



They are hungry.
They are cold too.



Here comes a taxi.
But it does not stop.
The boys are sad.



A white car stops beside them. It is Mr Chen's car. Mr Chen is their teacher.



Mr Chen opens the door and says, 'Get in.' They are happy now. They can go home.

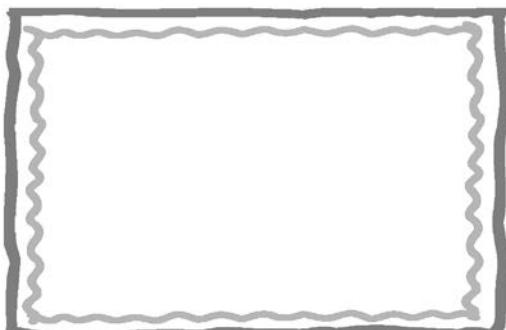


- 1 The sky was grey. It is blue now.
- 2 Billy's and Ken's T-shirts are wet.
- 3 They are full now.
- 4 A taxi stops, and they can go home.
- 5 They are happy now, because their teacher takes them home.

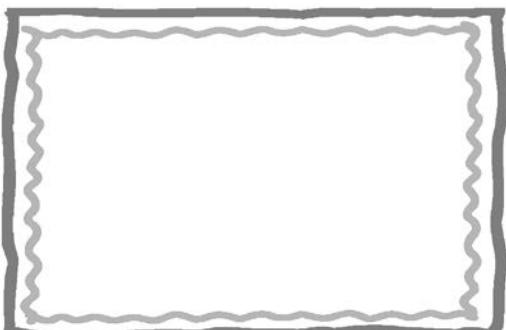
Task: My diary (我的昆虫成长观察日记)

A Find and stick (找一种昆虫成长过程中不同阶段的照片, 然后贴在下面方框中)

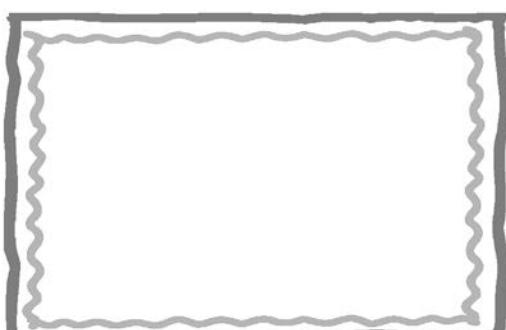
①



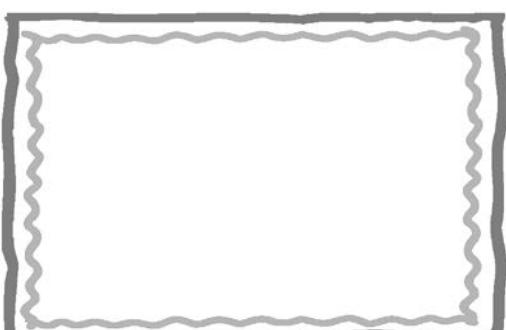
②



③



④



B Think and say (想一想, 根据提示介绍一下昆虫的成长过程)

It was a/an ...
It was ...
It had ...



Now it is a/an ...
It is ...
It has ...
It eats ...
It can ...

C Think and write (想一想, 写一篇昆虫成长观察日记)

Date _____ Weather _____

It was a/an _____. It was _____.
It had _____.

Now it _____.
It _____.

3> How noisy!

A Listen and number (听录音, 根据顺序给下面的图编号)

①



(3)



(4)



(2)



(1)

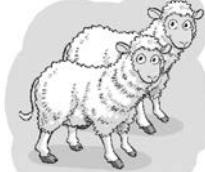
②



(2)



(3)



(1)



(4)

B Listen and choose (听录音, 选出正确的应答)

- (b) ① a I can hear a lorry.
b It's a lorry.
c Yes, it's a lorry.

- (a) ② a Yes, it's loud.
b It's loud.
c It's quiet.

- (c) ③ a Yes, I do.
b He likes loud music.
c Yes, he does.

- (a) ④ a She wanted to sleep.
b Yes, she did.
c She wanted a hamburger.

C Listen and complete (听录音，填空完成短文)

Peter and Sally were at the supermarket. They looked at the toys. There were a lot of people. They talked loudly. It was noisy.

Soon (很快地) Sally and Peter were back at home. They sat on the sofa and watched TV. Their little brother Paul played with a toy bear in his bedroom. It was quiet.

D Think, write and say (想一想你在公园里或马路上能听到的声音，写P或S，然后根据提示与同学互相问答)

lorries		cats	
buses		dogs	
drills		birds	
motorbikes		cars	
Others: _____			

(P=Park, S=Street)

S1: What sounds/noises can you hear in the park/street?

S2: I can hear ...

S1: Can you hear ...?

S2: Yes, I can./No, I can't.

S1: Do you like that sound?

S2: Yes, it's .../No. It's ...

E Look, read and complete (看图读一读, 填空完成对话)

①



— What is Sam doing?
— He's sleeping.

②



— Does Kitty like loud music?
— No, she doesn't.

③



— What did the boys do yesterday (昨天) afternoon?
— They played football in the playground.

④



— What did/do you want to do this morning, Ben?
— I wanted/want to ride my bicycle.

F Read, choose and complete (读一读, 选择正确的单词并用其适当形式填空完成句子)

be have want like do

- ① — Where was Jane yesterday morning?
— She was at school.
- ② Mum is tired. She wants to go to bed now.
- ③ They had great fun at the party yesterday.
- ④ Ginger likes fish. She usually has four small fish every day.
- ⑤ Sam was a puppy. Now he is a dog.
- ⑥ My parents and I were at home yesterday. We wanted to have a picnic. But it was rainy.

G Look and complete (看图, 填空完成对话)

1

Listen, what's
that sound ?



It's the cat.

Miaow!

2

Listen, what's
that sound ?



Tweet!

It's the bird. It's for my
grandfather. He likes birds
very much.

3

Oh, what's that
sound/noise? It's loud.



It's a lorry.

Oh dear! It's too noisy.

4

Oh, what's that
sound/noise? It's noisy.
I can't sleep.



It's the clock.
You must get up,
Kitty. It's time for school!

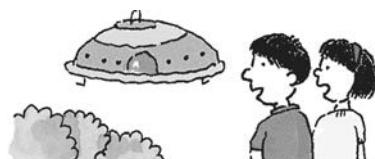
H Read and judge (读故事，判断下列句子，相符的写T，不符的写F)

The little green man

John and Mary heard a strange (奇怪的) noise — hsss. It was from the garden.



They went (go 过去式) into the garden. There was a small, round spaceship (宇宙飞船) in the garden.



There was a noise — hmmmm. John and Mary were afraid. A little, green man came (come 过去式) out. He looked at John and Mary.



The little green man was afraid too. So he jumped back into his spaceship.



The spaceship flew (fly过去式) into the sky. John and Mary were surprised (感到惊讶的). What a strange day!



- 1 The strange sound came from the garden.
- 2 The spaceship was a big rectangle.
- 3 The little green man shouted at John and Mary.
- 4 The little green man, John and Mary were all afraid.
- 5 Finally, the little green man made friends with John and Mary.

Task: Sounds at school (学校里的声音)

A Think and tick (想一想, 你在学校会听见什么声音? 勾一勾或者写一写)

At school, I can hear:

- | | | |
|---------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> school bells | <input type="checkbox"/> radios | <input type="checkbox"/> televisions |
| <input type="checkbox"/> telephones | <input type="checkbox"/> doorbells | <input type="checkbox"/> drills |
| <input type="checkbox"/> cars | <input type="checkbox"/> buses | |

Others: _____

B Ask and answer (根据提示与同学互相问答, 看看他们在学校能听到哪些声音以及他们是否喜欢这些声音)

S1: What sounds can you hear at school?

S2: I can hear ...

S1: Can you hear ...?

S2: Yes, I can./No, I can't.

S1: Do you like these sounds?

S2: Yes, I like .../No, I don't like ...

C Think and write (想一想, 根据提示写一写你们对这些声音的感受)

Sounds are around us everywhere.

At school, we can hear _____.

We like the sounds of _____.

They are _____.

We don't like the sounds of _____.

They are _____.



Module Revision (1)

A Listen and choose (听录音，选出听到的内容)

- (b) ① a in the desk b on the desk c on the notebook

(b) ② a a black cocoon b a brown cocoon
c a brown coat

(c) ③ a too loud b too noisy
c too much noise

(a) ④ a The silkworms are eating leaves.
b The moths are eating leaves.
c The silkworms are on the leaves.

(c) ⑤ a Here's a school bag. Whose is it?
b Here's a bag. Whose is this?
c Here's a pencil case. Whose is it?

(b) ⑥ a John wanted to do some housework in the afternoon.
b John wanted to do his homework in the afternoon.
c John wants to do his homework this afternoon.

B Listen and choose (听录音, 选出正确的应答)

- (a) ① a It's his.
b They're his.
c It's his notebook.

(b) ③ a Thank you.
b OK.
c It's my pleasure.

(a) ⑤ a Leaves.
b Silkworms.
c Yes, they do.

(a) ② a Yes, they are.
b Yes, it is.
c They're mine.

(a) ④ a A motorbike.
b Yes, it's a motorbike.
c I can see a motorbike.

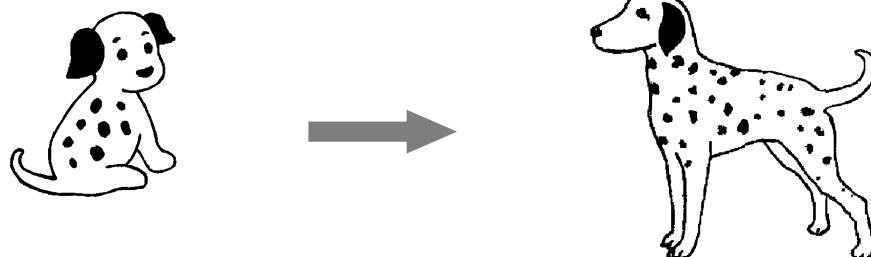
(c) ⑥ a I like it.
b Yes. But I don't like
pop music.
c Yes, I do.

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

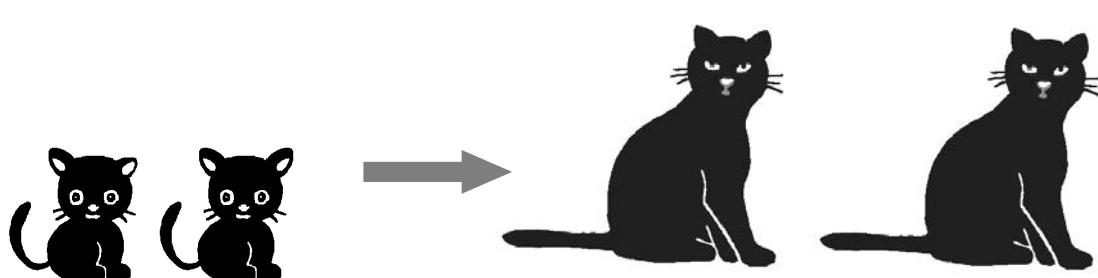
- T ① Mr Zhang went for a walk this morning.
- F ② He heard a noisy bird at first.
- T ③ He didn't like the drill, because it was so noisy.
- T ④ The motorbike was noisy too.
- F ⑤ He didn't hear an aeroplane.
- T ⑥ Jenny wanted to see Mr Zhang's puppy.

D Look and say (看图, 根据提示说一说)

①



②



It was a .../They were ...
It was .../They were ...

It is a .../They are ...

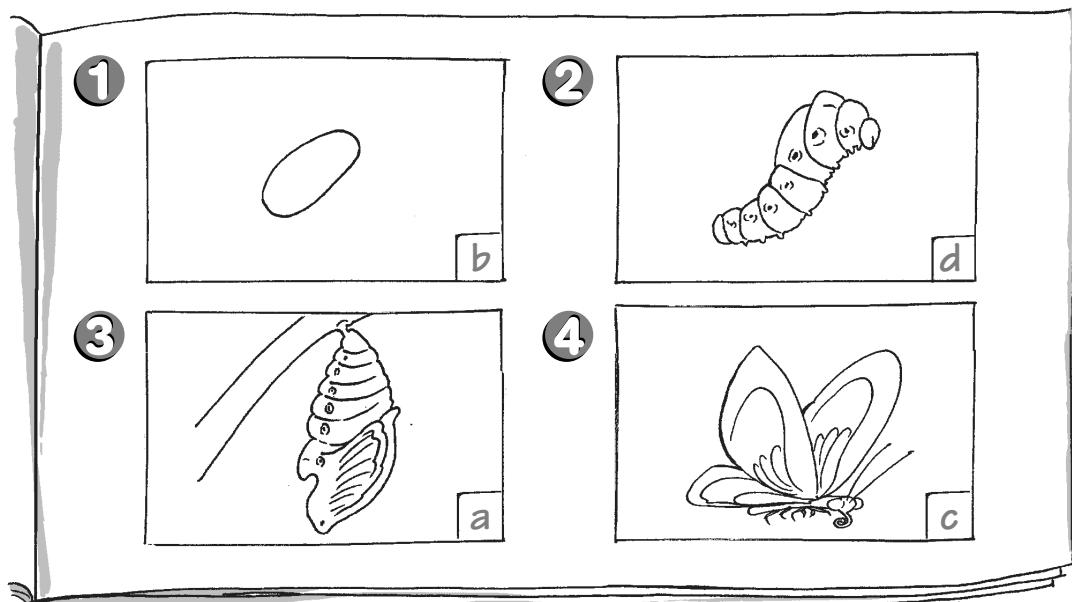
It is .../They are ...
It likes .../They like ...
It can .../They can ...

E Read, choose and complete (读一读, 选词填空完成句子)

- ① Mr Li's bicycle is new. But my (mine/my) bicycle is old.
- ② Their skirts are blue. Ours (Ours/Our) are pink.
- ③ Peter and Ben have two robots. The robots can walk and sing.
They (Theirs/They) are super.
- ④ — What did you (yours/you) have for lunch?
— I had some rice and some chicken.
- ⑤ How many notebooks do we (we/us) have?
- ⑥ I (I/My) like cheese (奶酪), but there isn't much cheese on this pizza.

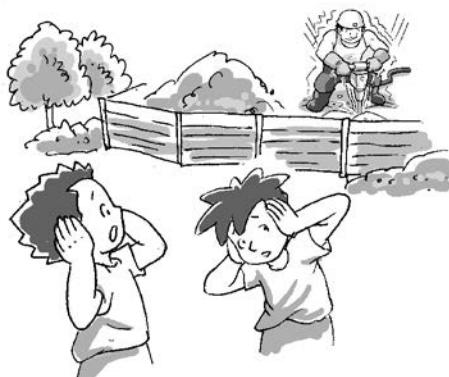
F Read, match and colour (读一读, 将图与相应的句子配对, 然后给图上色)

- a It was a green caterpillar. Now it is a brown cocoon.
- b It is a white egg. It is small.
- c It was a brown cocoon. Now it is a blue and pink butterfly.
- d It was a white egg. Now it is a green caterpillar.



G Look, read and complete (看图读一读, 填空完成句子)

1



Peter and Paul were in the street. They heard a drill. It was very loud/noisy.

2



Peter and Paul were in the park. They heard a bird singing. They liked its song.

3



There was a pop group in the park. Peter and Paul both liked/enjoyed the music.

4



There were many flowers in the park. Paul wanted to pick some.

5



Peter said, 'Don't pick the flowers here!'

6



Now Peter and Paul are at home. They are watching TV/cartoons.

H Read and choose (读短文，选出正确的答案)

Jack and Bob are brothers. They share a bedroom.

Jack always keeps all his things tidy (整洁的). But Bob always leaves ¹⁾ _____ things everywhere (到处).

One morning, Bob cannot find his socks.

Bob: Where ²⁾ _____ my socks? They were in the basket.

Then he sees a pair of blue socks on the chair.

Bob: Oh, there are my socks!

Jack: No. They're ³⁾ _____. Yours are black ⁴⁾ _____ white.

Bob: All right. But ⁵⁾ _____ are my socks?

Jack helps Bob.

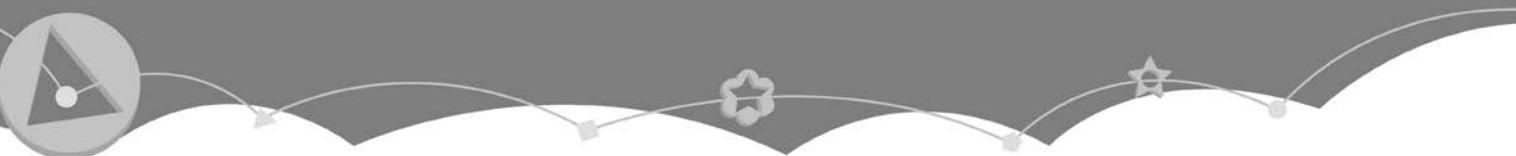
Jack: Look! ⁶⁾ _____ are under your bed.

Bob: Thank you, Jack.

Jack: That's all right. You should keep your things tidy!



- | | | | | |
|-------|---|----------|----------|---------|
| (a) | 1 | a his | b theirs | c its |
| (b) | 2 | a is | b are | c was |
| (a) | 3 | a mine | b my | c our |
| (c) | 4 | a but | b or | c and |
| (c) | 5 | a who | b whose | c where |
| (b) | 6 | a Theirs | b They | c Their |



Module 2 My favourite things

1 Food and drinks

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a chick b chicken c kitchen
- (c) ② a salty food b soft drinks c sweet food
- (a) ③ a had some beef b had some biscuits
c had some bread
- (a) ④ a What did you have for dinner yesterday?
b What did you have for lunch yesterday?
c What do you usually have for dinner?
- (c) ⑤ a We shouldn't eat too much meat every day.
b We should eat some vegetables every day.
c We should eat some fruit every day.
- (b) ⑥ a I had a lot for dinner, because I was hungry.
b I didn't have dinner, because I wasn't hungry.
c I didn't have dinner, because I didn't want to.

B Listen and choose (听录音, 选出正确的答案)

- (a) ① a He has two bottles of water.
b He has some grape juice.
c He has one large bottle of water.
- (c) ② a Some carrots. b Some tomatoes only.
c Some tomatoes and potatoes.
- (b) ③ a He only had some French fries yesterday.
b He had too much for dinner yesterday.
c He didn't have dinner yesterday.
- (c) ④ a She had some bread and milk.
b She had some noodles and milk.
c She had some noodles.

C Listen and complete (听录音, 填空完成对话)

May, what did you have
for breakfast this morning?



I had some cakes and some
juice. That's my favourite
breakfast. What about you?

I had some bread, some
milk and an apple.
I like apples.



That sounds very healthy.

D Think and say (想一想, 根据表格和提示与同学互相问答)

	Breakfast	Lunch	Dinner
Joe's meals yesterday	Some bread An egg A glass of milk	Some salad A hamburger A lot of French fries A large cola	A bowl of noodles Some beef Some chicken Some strawberries

What did Joe have for ...?



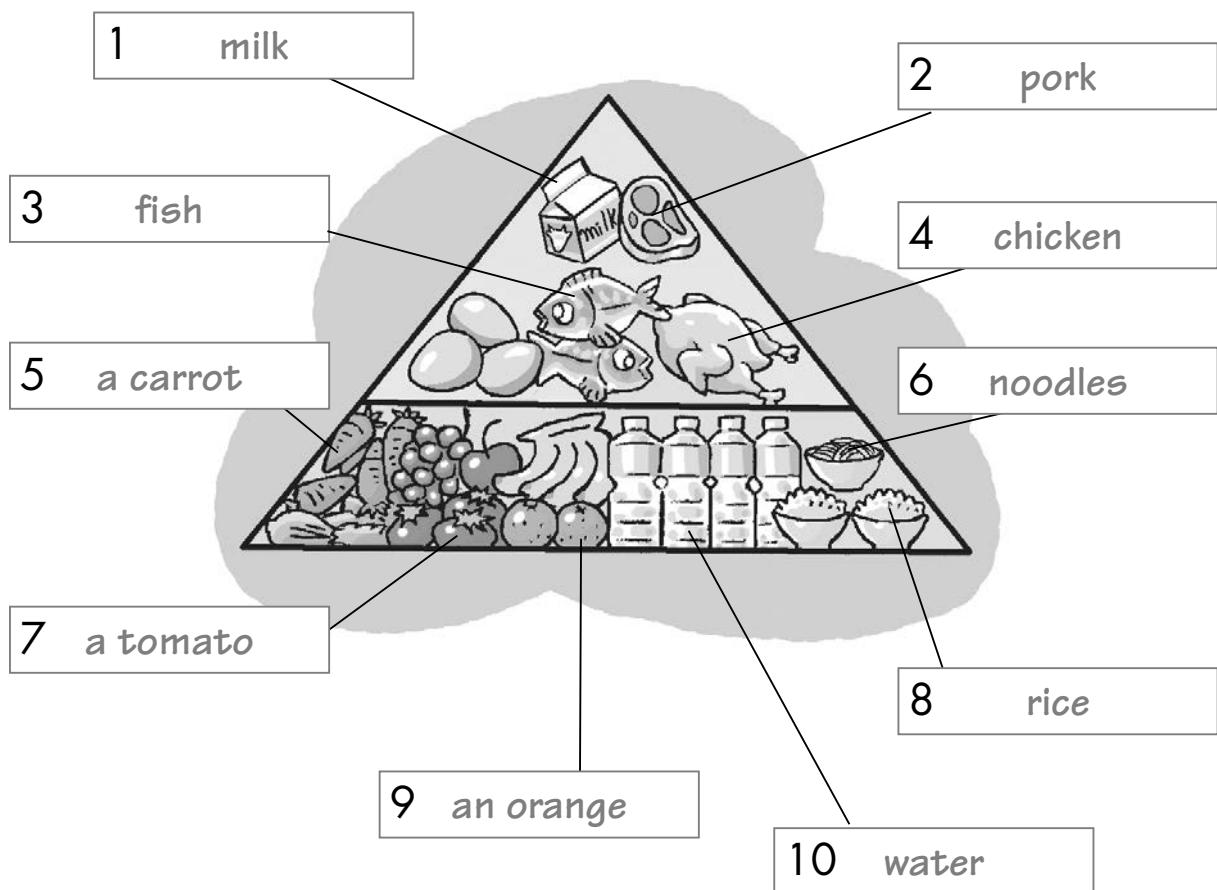
He had ...



Is that healthy or unhealthy?

That's ... (He should ...)

E Look and write (看图, 写出相应的单词)



F Read, choose and complete (读一读, 选词填空完成句子)

- ① — What did do/did you have for dinner yesterday?
— I had had/have some chicken and some cabbage.
- ② We should should/like brush our teeth every night.
- ③ Jim eats too much many/much ice cream.
- ④ Healthy children eat a lot of a lot of/many fruit and vegetables.
- ⑤ — I had a pizza, some some/any French fries and a cola for dinner.
— That doesn't sound healthy.

G Look, write and tick (看图, 根据提示写出相应的句子, 然后勾一勾)

①



(dinner)

- What did you have for dinner?
— I had three hamburgers, some French fries and a cola.

Healthy Unhealthy

②



(breakfast)

- What did you have for breakfast ?
— I had some bread, an egg and some milk.

Healthy Unhealthy

③



(lunch)

- What did you have for lunch?
— I had some/a bowl of rice, some beans, some fish and some/a bowl of soup.

Healthy Unhealthy

④



(yesterday afternoon)

- What did you have yesterday afternoon?
— I had a lot of chocolate and sweets.

Healthy Unhealthy

H Read and answer (读短文，然后回答问题)

Tim is fat. He doesn't like sport. He likes watching TV at home. Ellen is his friend. She is strong and healthy. She often dances and plays badminton at weekends.

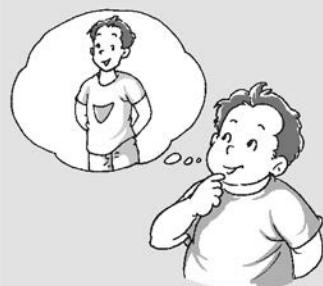
One day, Ellen and Tim are having lunch.

'What do you like eating?' asks Ellen.

'I like eating pizzas, hamburgers and French fries. And I like drinking cola very much,' says Tim.

'Oh, that's bad for your health. I like eating rice, fruit and vegetables. And I have some milk every day. I never drink soft drinks,' says Ellen, 'You should eat healthy food. You will (将会) be healthy and strong.'

'OK, I will,' says Tim.



1 Does Tim like sport?

No, he doesn't.

2 What does Tim like doing?

He likes watching TV at home.

3 What does Ellen often do at weekends?

She often dances and plays badminton (at weekends).

4 What does Tim like eating?

He likes eating pizzas, hamburgers and French fries.

5 Does Ellen drink soft drinks?

No, she doesn't.

Task: Good eating and living habits (良好的饮食生活习惯)

A Think and complete (想一想, 填空完成下面的信息)

I usually have _____ for breakfast.

I usually have _____ every day.

I usually _____ every day.

I often/usually/sometimes _____ at weekends.

B Ask and answer (根据提示与同学互相问答, 了解同学的生活和饮食习惯)

What do you usually/always have/do ...?

Do you ...?

How many times do you ...?

Why?

C Think and write (想一想, 对某位同学的生活和饮食习惯提出一些建议)

_____ has _____ (healthy/unhealthy) living/eating habits.

He/She usually _____.

He/She _____.

He/She should _____.



2> Films

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a my favourite film b a funny film
 c a funny book
- (b) ② a at the entrance b at the exit
 c at the cinema
- (b) ③ a Four films are on at the cinema this week.
 b There are four films on at City Cinema this week.
 c There are five films on this week.
- (c) ④ a Shall we see *Rabbit Run* this evening?
 b Can we see *Rabbit Run* this afternoon?
 c Shall we see *Rabbit Run* this afternoon?
- (b) ⑤ a Be quick! The film starts at five.
 b Be quick! The film starts in fifteen minutes.
 c Be quick! The film is starting.

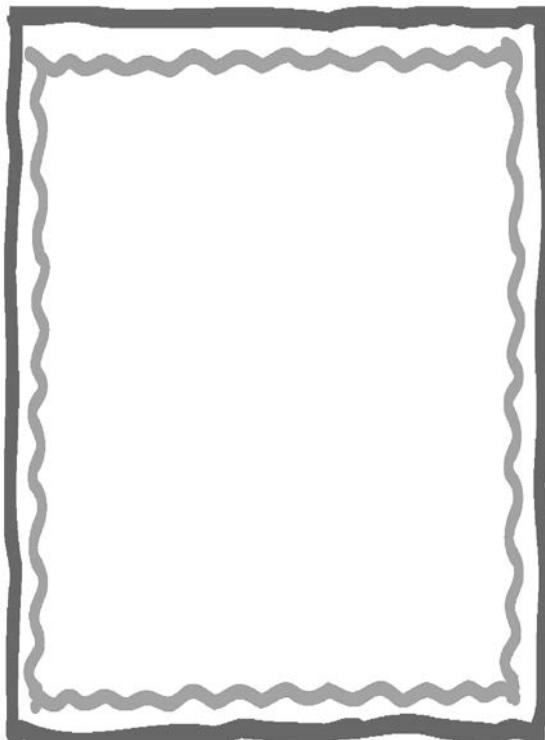
B Listen and choose (听录音, 选出正确的应答)

- (c) ① a Yes, we do. b This weekend. c Good idea.
- (b) ② a This Friday. b At a quarter to five.
 c Five minutes.
- (b) ③ a Two tickets, please. b Twenty yuan.
 c Two children.
- (a) ④ a OK. Sixty yuan, please.
 b Two tickets for *Snow White*.
 c Yes, please.
- (c) ⑤ a Yes, I do.
 b I want to buy a notebook.
 c I want to buy the green one.

C Listen, read and choose (听录音, 读问题, 然后选出正确的答案)

- (a) ① Where are Danny and his mum going?
a To Garden Cinema. b To a big garden.
c To City Cinema.
- (c) ② Which film does Danny want to see?
a Rat Run. b Robot Run.
c Rabbit Run.
- (c) ③ Who buys the tickets?
a Danny and his mum. b Danny.
c Danny's mum.
- (b) ④ What time does the film start?
a At half past two. b At three o'clock.
c At half past three.

D Draw and say (找一张本月上映的电影海报图, 然后根据提示与同学说一说)



This is a poster of the film ...
The film is about ... (what)
It is on at ... (where)
I want to see it because ... (why)
Shall we go and see it together
... (when)?

E Read, choose and complete (读一读, 选择正确的单词并用其适当形式填空完成句子)

entrance ticket seat film exit cinema

- ① Can I have six tickets for Little Tadpoles?
- ② I want to see two films this month.
- ③ There are twenty-five seats on the bus.
- ④ The students of Class Five were at Rainbow Cinema this morning.
- ⑤ An entrance is the way in and an exit is the way out.

F Look, read and complete (看图读一读, 填空完成对话)

① Shall we go to see a film this Saturday?



That's great!

② Shall we go and ride a skateboard together?



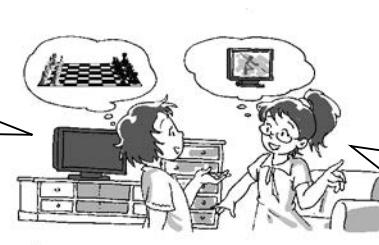
I want to fly a kite.

③ Shall we have some fish and vegetables for dinner?



That's a good idea.

④ Shall we play chess?



I want to watch TV.

G Read, choose and write (读一读, 选择正确的句子填空完成对话)

- a Can we see *Superbaby*?
- b What films are on today?
- c What time does the film start?
- d Can I have two children's tickets for *Superbaby*?
- e Let's see *Superbaby* then.

(At home)

Peter: Hello, Danny. 1) What films are on today?

Danny: There are three films on at Garden Cinema. They're *Superbaby*, *Little Justin* and *Snow White*.

Peter: I want to see *Little Justin*. It's funny.

Danny: 2) Can we see *Superbaby*? It's exciting (令人兴奋的), I think. It's about a super baby. He fights against (与……斗争) bad people.

Peter: Really? 3) Let's see *Superbaby* then.

(At the cinema)

Danny: 4) Can I have two children's tickets for *Superbaby*?

Lady: Sure. That's twenty yuan, please.

Danny: Here you are.

Lady: Thanks. Here are your tickets.

Peter: 5) What time does the film start?

Danny: At a quarter to four.

Peter: Great! Let's get some drinks first.



H Read and complete (读短文，填空完成句子)

My name is George. I am a student at No. 5 Primary School. I like seeing films very much. My favourite cinema is Star Cinema. It is not far away from my home. It is big and clean. The seats in Star Cinema are very comfortable (舒适的). I sometimes go to see films with my cousins and friends.

Last Sunday, I went to see the film *Little Tadpoles*. It is about some little tadpoles. They look for their mother. The film was funny.



- 1 George likes seeing films very much.
- 2 George's favourite cinema is Star Cinema.
- 3 George likes the cinema, because it is not far from his home/it is big and clean/the seats there are very comfortable.
- 4 George sometimes goes to see films with his cousins and friends.
- 5 The film *Little Tadpoles* was about some little tadpoles. It was funny.

Task: Let's go to see a film (我们去看电影吧)

A Do a survey (调查一下近期有什么电影上映, 完成下面的表格)

Cinema		
Time	Film	About

There are _____ films on at _____ Cinema this week.
I want to see _____.

B Ask and answer (根据提示与同学互相问答, 了解他们想看哪部电影)

What films are on at ... Cinema?

What is the film about?

Which one do you want to see?

Why?

Shall we go and see it together?

C Think and write (想一想, 根据提示写一写某位同学想看的电影)

There are _____ films on at _____ Cinema this week.

_____ wants to see _____.

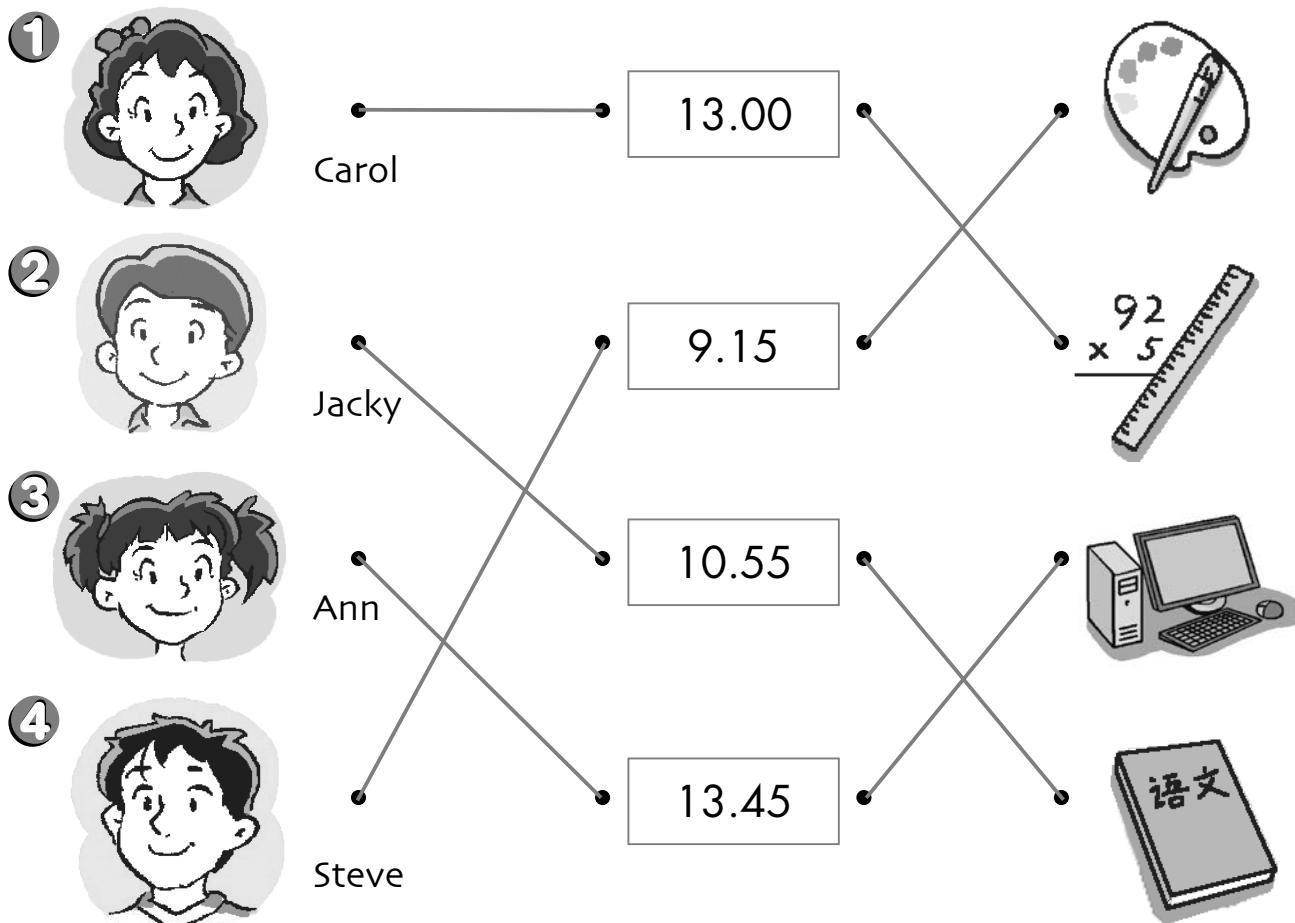
The film is about _____.

He/She wants to see it, because _____

_____.

3> School subjects

A Listen and match (听录音, 将人物和相应的时间及课程连起来)



B Listen and choose (听录音, 选出正确的答案)

- (b) ① a Three. b Four. c Five.
- (a) ② a PE. b Chinese. c Art.
- (b) ③ a Half past eleven. b Twelve o'clock.
c Ten o'clock.
- (c) ④ a Yes, school is over.
b No. School is over.
c No. It's lunch break.
- (c) ⑤ a It's on Tuesday.
b It's on Wednesday.
c It's on Thursday.

C Listen and complete (听录音, 填空完成Joyce周五的课程表)

Joyce's Timetable for Friday

Time	Subject
8.30 – 9.05	1) <u>Chinese</u>
9.15 – 9.50	2) <u>Music</u>
10.10 – 10.45	3) <u>Maths</u>
10.55 – 11.30	IT
	4) <u>Lunch break</u>
13.00 – 13.35	5) <u>English</u>
13.45 – 14.30	6) <u>Art</u>

D Think and say (想一想, 为自己的周末制定一份时间表, 然后根据提示向同学作介绍)

Timetable for _____	
Time	Activity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Look at my timetable for ...
At ..., I ...
It's ... It's time for ...
I usually/often/always ...
I like ...
I want to ...
I can ...



E Read and write (读一读, 写出相应的课程名称)

① We can sing in this class. It is great fun.

This subject is Music.

② In this class, we often run, jump and play ball games. Many students like this class.

This subject is PE.

③ We draw and paint pictures in this class. We can see many beautiful things too.

This subject is Art.

④ We learn numbers in this class.

This subject is Maths.

F Look and complete (看时间表, 填空完成短文)

Jacky's Timetable for Saturday

Time	Activities
8.00 – 9.30	get up, brush my teeth, wash my face and have breakfast
9.30 – 11.30	read some English books
11.30 – 12.30	have lunch
13.30 – 15.30	go to the park and fly a kite
16.00 – 17.00	go back home and take a shower
17.00 – 18.00	watch TV



Look at my timetable for this Saturday. At 8.00, I get up. Then I brush my teeth, wash my face, and have breakfast. After that, I read some English books for two hours. I like English very much. At 11.30, I have lunch. In the afternoon, I go to the park and fly a kite. I go back home at 16.00. Then I take a shower. From 17.00 to 18.00, I watch TV.

G Look and write (看图, 写出相应的句子)

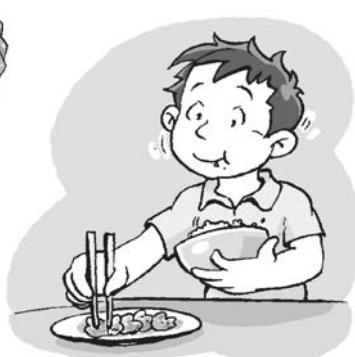
1



2



3



4



5



6



- 1 It is eight o'clock in the morning. It is time for school.
- 2 It is five to nine/8.55 in the morning. It is time for IT class.
- 3 It is twelve o'clock/12.00. It is time for lunch.
- 4 It is half past two/2.30 in the afternoon. It is time for Chinese class.
- 5 It is half past six/6.30 in the evening. It is time for homework.
- 6 It is nine o'clock/9.00 in the evening. It is time for bed.

H Read and complete (读对话，填空完成Ken和Henry周一的课程表)

Henry: Good morning, Ken. How do you come to school?

Ken: By school bus.

Henry: What's that in your school bag?

Ken: It's my sports clothes. My sixth class is PE.

Henry: Is that your triangle?

Ken: Yes. It's for my Music class. It's my fifth class. Do you have a Music class today?

Henry: Yes. It's my third class. But I don't like Music. I like Art. It's my second class.

Ken: What's in your hand? Is that a photograph?

Henry: Yes. It's for my IT class. It's my fourth class.

Ken: I like my fourth class. It's English.

Henry: I have an English class too. It's my sixth class.



Monday	
1	Chinese
2	IT
3	Maths
4	English
5	Music
6	PE

Ken

Monday	
1	Chinese
2	Art
3	Music
4	IT
5	Maths
6	English

Henry

Task: My timetable (我的课程表)

A Think and write (想一想, 填写自己最喜欢的一天的课程表)

Day: _____

Time							
Subject							

B Ask and answer (根据提示与同学互相问答, 了解他们最喜欢哪天的课程)

Which day is your favourite?

How many classes do we have?

What are they?

Which subject is your favourite? Why?

What can we do in that class?

C Think and write (想一想, 根据提示写一写某位同学喜欢的那一天的课程)

_____ is _____'s favourite day.

On this day, we have _____ classes.

They are _____.

_____ is/are his/her favourite class(es).

Because _____.



Module Revision (2)

A Listen and choose (听录音, 选出正确的应答)

- (a) ① a A cup of tea.
c Yes, he did.
- b He had lunch.
- (b) ② a It is at the cinema.
c Yes, it does.
- b It starts at one o'clock.
- (c) ③ a IT is my favourite subject.
b Chinese and Maths.
c I have six classes.
- (a) ④ a My favourite subject is Music.
b Our music room.
c Mary's favourite class is Music.
- (c) ⑤ a They often watch TV.
b They often eat a lot of sweets.
c They often eat a lot of vegetables.

B Listen and complete (听录音, 填空完成句子)

- ① I often go to see a film with my parents at weekends.
- ② You shouldn't eat too much sweet food.
- ③ It's time for English class.
- ④ From 9.15 to 9.50, we have a PE class. We all like it.
- ⑤ Breakfast is very important. We should eat it every morning.
- ⑥ I had a glass of juice and a small cake for lunch.

C Listen and complete (听录音, 填空完成句子)

- ① Jennifer and I are in the same class.
- ② Jennifer never eats too much ice cream.
- ③ IT is Jennifer's favourite subject.
- ④ Jennifer and I sometimes go to see films together at weekends.
- ⑤ Jennifer's favourite film is Swan Lake.

D Think, complete and say (想一想, 根据提示完成表格, 然后与同学互相问答)

My favourite things

Favourite colour(s): _____

Favourite food: _____

Favourite drink(s): _____

Favourite toy(s): _____

Favourite subject(s): _____

Favourite film(s): _____

Hi, ... What's your favourite ...?
Why?



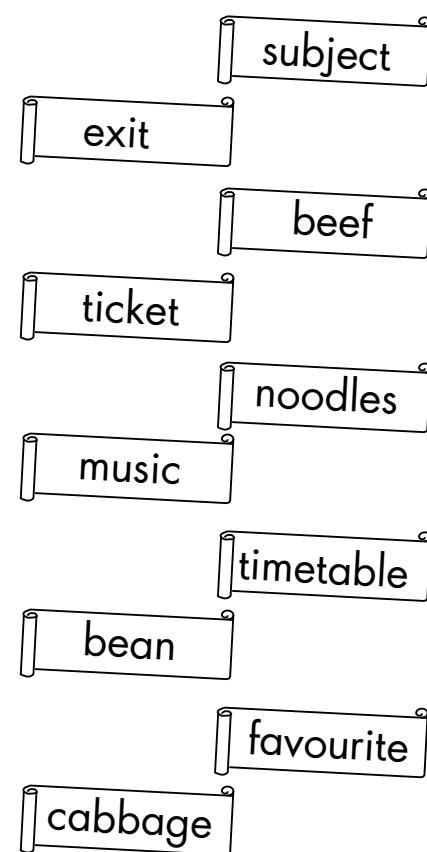
My favourite ...
Because ...
What about you?



...

E Look and circle (看图, 在字谜中圈出相应的单词)

t	i	c	k	e	t	f	c	x	z
k	t	i	m	e	t	a	b	l	e
e	m	l	j	n	m	v	c	c	i
b	e	e	f	o	o	o	v	a	f
r	x	j	u	o	t	u	j	b	b
c	i	a	q	d	a	r	t	b	e
y	t	t	o	l	b	i	b	a	a
s	u	b	j	e	c	t	y	g	n
q	y	l	c	s	z	e	s	e	n
m	u	s	i	c	t	e	r	e	t



F Read, tick and write (读一读, 勾出健康的生活方式, 然后填空完成短文)

- ① I eat a lot of fruit and vegetables.
- ② I don't have breakfast in the morning.
- ③ I drink a lot of water every day.
- ④ I like drinking soft drinks.
- ⑤ I eat some rice or noodles every day.
- ⑥ I have some meat and milk every day.

A healthy diet is very important.

We should eat a lot of fruit and vegetables.

We should drink a lot of water every day.

We should eat some rice or noodles every day.

We should have some meat and milk every day.

G Look, think and write (看图想一想, 连词成句)

1



Shall we go to the playground and
play badminton ?

(go to the playground, play
badminton, shall we, and)



OK. Let's go .

(go, let's, OK)

2



Do you have a PE class on Monday ?

(you, a PE class, on Monday, do, have)



Yes. It's the second class in the
morning .

(yes, the second class,
morning, in, it's, the)

3



What did you have for dinner yesterday ?

(did, yesterday, have, what, you, for dinner)

I had some chicken, some potatoes
and some tomato soup .

(had, and, some chicken, I, some
potatoes, some tomato soup)



That sounds very healthy .

(sounds, that, healthy, very)



H Read and answer (读短文，然后回答问题)

Miss Luo is our English teacher. She is tall and beautiful.

Miss Luo has many hobbies. She likes singing very much. She can sing both Chinese and English songs very well. She likes reading too. We often see her at the book shop. She also likes seeing films. She knows a lot about films. She often goes to the cinema with her daughter.

Miss Luo is good at cooking. Sometimes she invites us to her home. She bakes (烘焙) yummy cakes for us. We all like her cakes.

We love Miss Luo. She is both a good teacher and a good cook.



1 What does Miss Luo do?

She is an English teacher.

2 What does Miss Luo like doing?

She likes singing, reading and seeing films.

3 What does Miss Luo know a lot about?

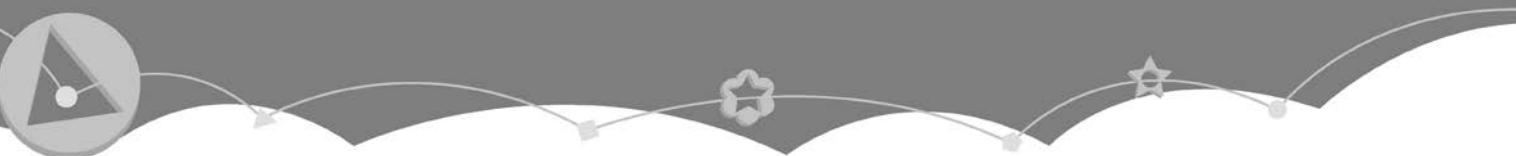
She knows a lot about films.

4 Does Miss Luo cook well?

Yes, she does.

5 Why do the students love Miss Luo?

Because she is both a good teacher and a good cook.



Module 3 Things around us

1 Signs

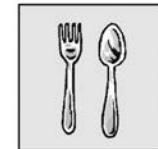
A Listen and number (听录音, 根据顺序给下列标志编号)



(8)



(3)



(6)



(7)



(1)



(9)



(4)



(2)



(5)

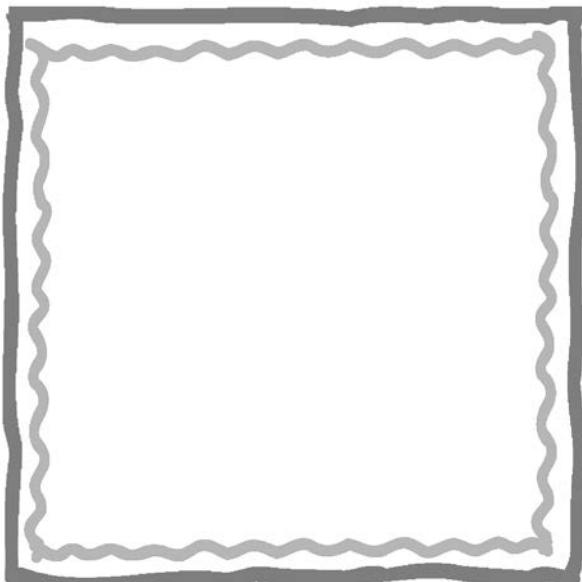
B Listen and choose (听录音, 选出正确的应答)

- (c) ① **a** Yes, it does. **b** It's a sign.
c It means we can't walk our dogs here.
- (b) ② **a** Not at all.
b Look at the sign. It means 'no smoking'.
c No, you can't.
- (a) ③ **a** The entrance is over there.
b We can get into the cinema now.
c There is the exit.
- (c) ④ **a** Yes, we can see the toilets.
b There are the toilets.
c They're on the first floor.

C Listen and choose (听录音, 选出正确的答案)

- (c) ① We can see signs _____.
a in streets and in parks b in schools
c in streets, parks and schools
- (a) ② Signs tell us _____.
a different things b the same things
c nothing
- (b) ③ _____ means 'restaurant'.
a A cup and a bottle of water
b A knife and a fork
c A telephone
- (c) ④ Signs tell us _____.
a what we can do b what we cannot do
c both what we can do and what we cannot do
- (c) ⑤ We can see the sign 'Don't pick the flowers!' _____.
a in cinemas b in libraries
c in parks

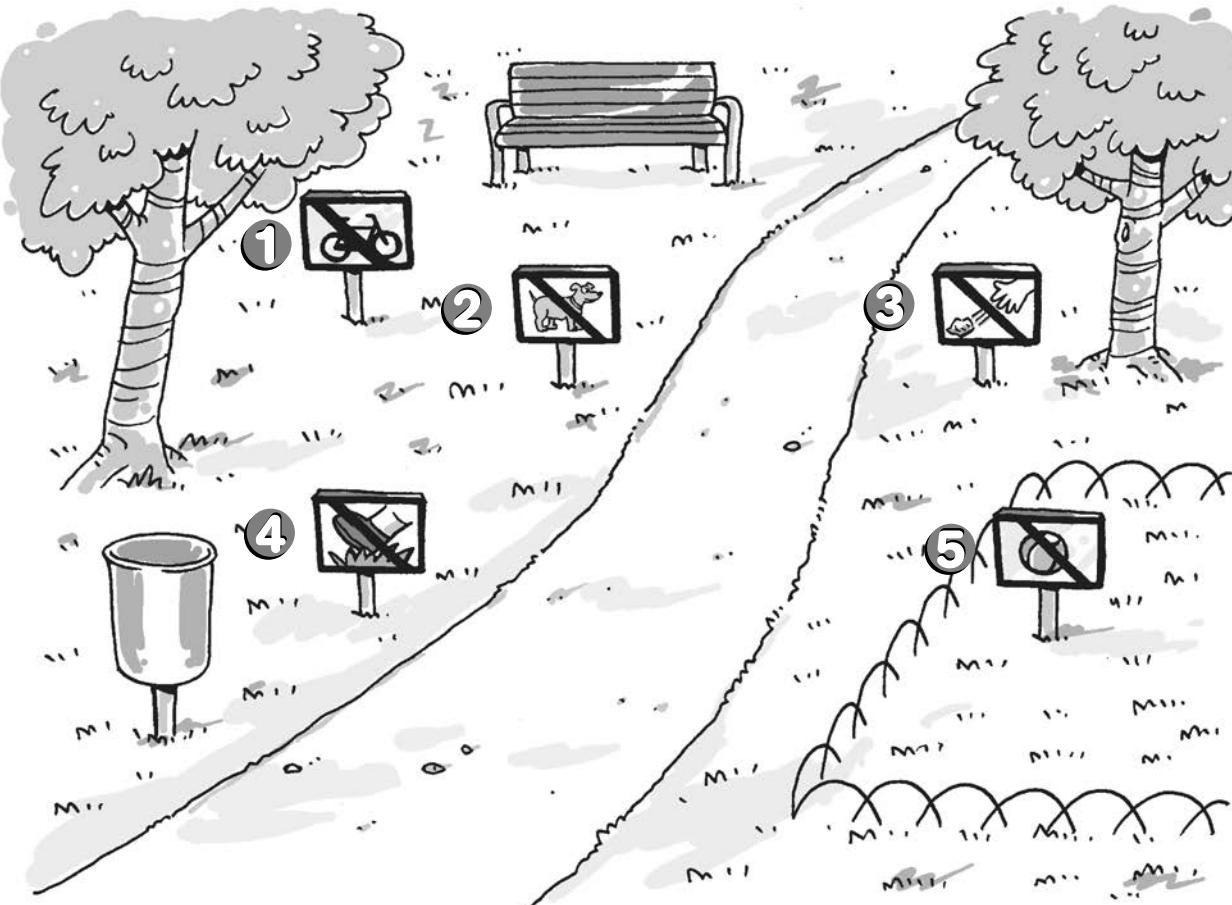
D Stick and say (贴一张你在公共场所找到的标志牌的照片, 然后根据提示与同学互相问答)



S1: What does the sign
mean/say?

S2: It means/says ...

E Look and complete (看图, 填空完成句子)



Signs in the park

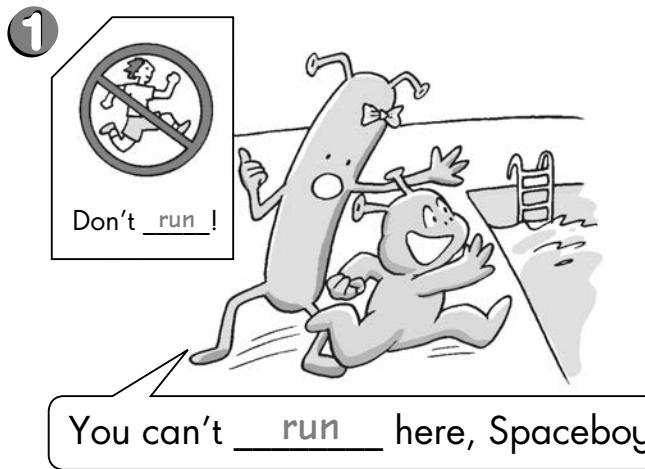
- ① Don't ride bicycles here!
- ② Don't walk dogs here!
- ③ Don't litter !
- ④ Don't walk on the grass !
- ⑤ Don't play ball games here!

F Read and complete (读一读，选词填空完成句子)

can/can't must/mustn't should/shouldn't

- ① Look at the sign! You can't/mustn't play football here.
- ② We should/must have breakfast in the morning. It is important.
- ③ The wind is blowing strongly. We can/should fly our kites now.
- ④ Children mustn't/shouldn't/can't play near fires.
- ⑤ You shouldn't/mustn't/can't eat too much sweet food. It is unhealthy.
- ⑥ She is not feeling well. She should/must go to see the doctor.

G Look and complete (看图，填空完成标志和对话)



H Read and judge (读短文，判断下列句子，相符的写T，不符的写F)

Tim and Coco want to have a picnic at Cloud Park.

Tim: Here comes the bus. Let's get on!

Coco: No, Tim. We can't jump the queue (插队).

Tim: Oh, I'm sorry.



They are in the park now.

Tim: Let's play football!

Coco: No, we can't.

Tim: Why?

Coco: Look at the sign. It means we can't play football here.

Tim: What a pity!

Coco: We can play football in the school playground tomorrow.



Tim and Coco have a good time in the park. They see many beautiful flowers. They hear the birds singing happily. They enjoy the sunshine too. It's time to go home.

Coco: Where's the exit?

Tim: Look at the map. It's over there.

Coco: OK. Let's go.



1 Tim and Coco want to see a film. F _____

2 Tim wants to jump the queue. T _____

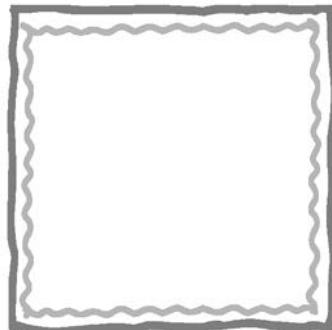
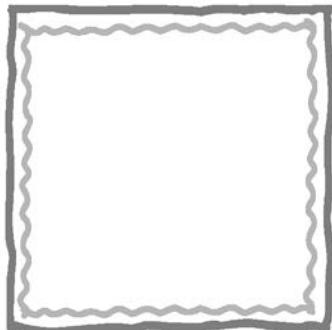
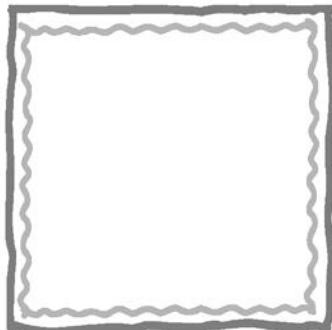
3 Tim and Coco can play football on the grass. F _____

4 Coco sees the sign 'Don't pick the flowers!'. F _____

5 They cannot find the exit. F _____

Task: Signs for our school (学校的标志牌)

- A Draw and write (为学校设计三个常用的标志牌，然后写一写它们的含义)



- B Ask and answer (根据提示与同学互相问答，了解他们设计了什么标志牌)

S1: What does this sign mean?

S2: It means ...

S1: Where can we put it?

S2: We can put it ...

S1: Why?

S2: Because ...

- C Think and write (想一想，根据提示写一写某位同学设计的一个标志牌)

Look at the sign. There is/are _____ on it.

It means _____.

We can put it _____.

We put it there, because _____.



2 Weather

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a blow b grow c glove
- (a) ② a blowing gently b blowing strongly
c growing fast
- (c) ③ a It isn't windy tonight. b It is rainy tonight.
c It is windy tonight.
- (c) ④ a Where is the big storm?
b Here is a big storm tonight.
c There is a big storm outside.
- (b) ⑤ a I don't like snow, because it is so cold.
b I like snow, because it is soft and clean.
c I like snow, because it is white and clean.
- (c) ⑥ a What's the weather like today, stormy or cloudy?
b How's the weather today, snowy or foggy?
c What's the weather like today, snowy or foggy?

B Listen and choose (听录音, 选出正确的应答)

- (a) ① a I like sunny weather. b The rain is coming.
c Yes, I like rainy weather.
- (a) ② a It's blowing strongly.
b There's a wind outside.
c I don't like the wind.
- (b) ③ a It was foggy. b It's foggy today.
c That's great.
- (c) ④ a Yes, it does. b Yes, it is.
c Yes, it was.
- (b) ⑤ a It's twenty-three degrees now.
b It was twenty-three degrees this morning.
c It was sunny and hot this morning.

C Listen, choose and complete (听录音, 将星期及天气情况写在横线上)

Thursday	rainy	dry
Tuesday	sunny	wet
Wednesday	cold	windy
Saturday	cool	stormy



Date: 13th April

Day: Wednesday

Weather:

sunny

cool

dry

Temperature:

18 °C

Date: 20th June

Day: Thursday

Weather:

cool

windy

stormy

Temperature:

23 °C

Date: 3rd October

Day: Saturday

Weather:

cold

windy

wet

rainy

Temperature:

14 °C

D Think and say (想一想, 根据练习C的内容和提示说一说)

What's the weather like
on ...?/How's the
weather on ...?

It's ... (and ...)

Do you like the ...?

Yes, I like .../No, I don't
like ... Because ...



E Look and complete (看图, 填空完成句子)

①



It was sunny yesterday. The temperature was thirty degrees.

②



It was snowy yesterday. The temperature was five degrees.

③



It was rainy last Sunday. The temperature was twenty-five degrees.

④



It was windy last Thursday. The temperature was twenty degrees.

F Look and write (看图, 连词成句)

①



It's raining.

(raining, it's)

I don't like rainy weather.

(don't, weather, like, I, rainy)

②



It's cloudy today.

(cloudy, today, it's)

I like cool weather.

(cool, like, I, weather)

③



It's a sunny day.

(day, sunny, it's, a)

I enjoy the sunshine very much.

(very much, enjoy, the sunshine, I)

④



The wind is blowing strongly.

(blowing, is, strongly, the wind)

A storm is coming, I think.

(coming, is, storm, a, I think)

G Look, read and complete (看图读一读, 填空完成对话)

①

It's rainy today.
I like the rain.



I don't like the rain.
I like the sun. I can enjoy
the sunshine on the beach.

②

It's windy today. I like the
wind. I want to fly
my/a kite in the park.



I don't like the wind.
It blows my balloon away.

③

It's hot and sunny today. I don't
like the sun. I like the
wind. It's cool.



But I like the sun.
I can have/eat ice cream.

H Read and judge (读对话，判断下列句子，相符的写 T，不符的写 F)

The students have a new classmate, Jin Xin, from Beijing. They are talking in the school garden.

Ken: Jin Xin, what's the weather like in Beijing?

Jin Xin: In winter, it's very cold. In summer, it's very hot. I like autumn there. It's cool.

Billy: Do you like the weather here in Shanghai?

Jin Xin: Yes. I like the weather in Shanghai. In winter, it's not very cold.

Ada: But there are storms in summer! You can't go out.

Jin Xin: I don't mind (介意). I like watching the rain.

Ivy: Do you like your neighbours (邻居) here, Jin Xin?

Jin Xin: Yes. They are friendly (友好的).

Betty: Do you like our school?

Jin Xin: Yes. The teachers are nice. You're nice too.



1 In Beijing, it is cool in autumn.

T _____

2 In Shanghai, it is very cold in winter.

F _____

3 Jin Xin doesn't like the rain.

F _____

4 Jin Xin's neighbours are friendly.

T _____

5 The teachers and the classmates are all nice to Jin Xin.

T _____

Task: A weather report (一份天气报告)

A Survey and complete (调查并记录今天的天气状况, 然后填空完成表格)

Date: _____

Day: _____

Weather Today:

Morning: _____

Temperature: _____

Afternoon: _____

Temperature: _____

Night: _____

Temperature: _____

B Ask and answer (根据练习A的记录和提示与同学互相问答, 核查昨天记录的数据是否准确)

S1: What was the weather like yesterday ...? S2: It was ... Right?

S1: Yes, it was./No, it wasn't. It was ... S2: It was ...

What was the temperature?

S1: Yes, it was./No, it wasn't. It was ...

C Think and write (想一想, 根据提示写一份昨天的天气报告)

It was _____ (date) yesterday. It was _____ (day).

It was _____ in the morning.

The temperature was _____.

It was _____ in the afternoon.

The temperature was _____.

It was _____ at night.

The temperature was _____.

I like _____,

because _____.

I don't like _____,

because _____.



3 Changes

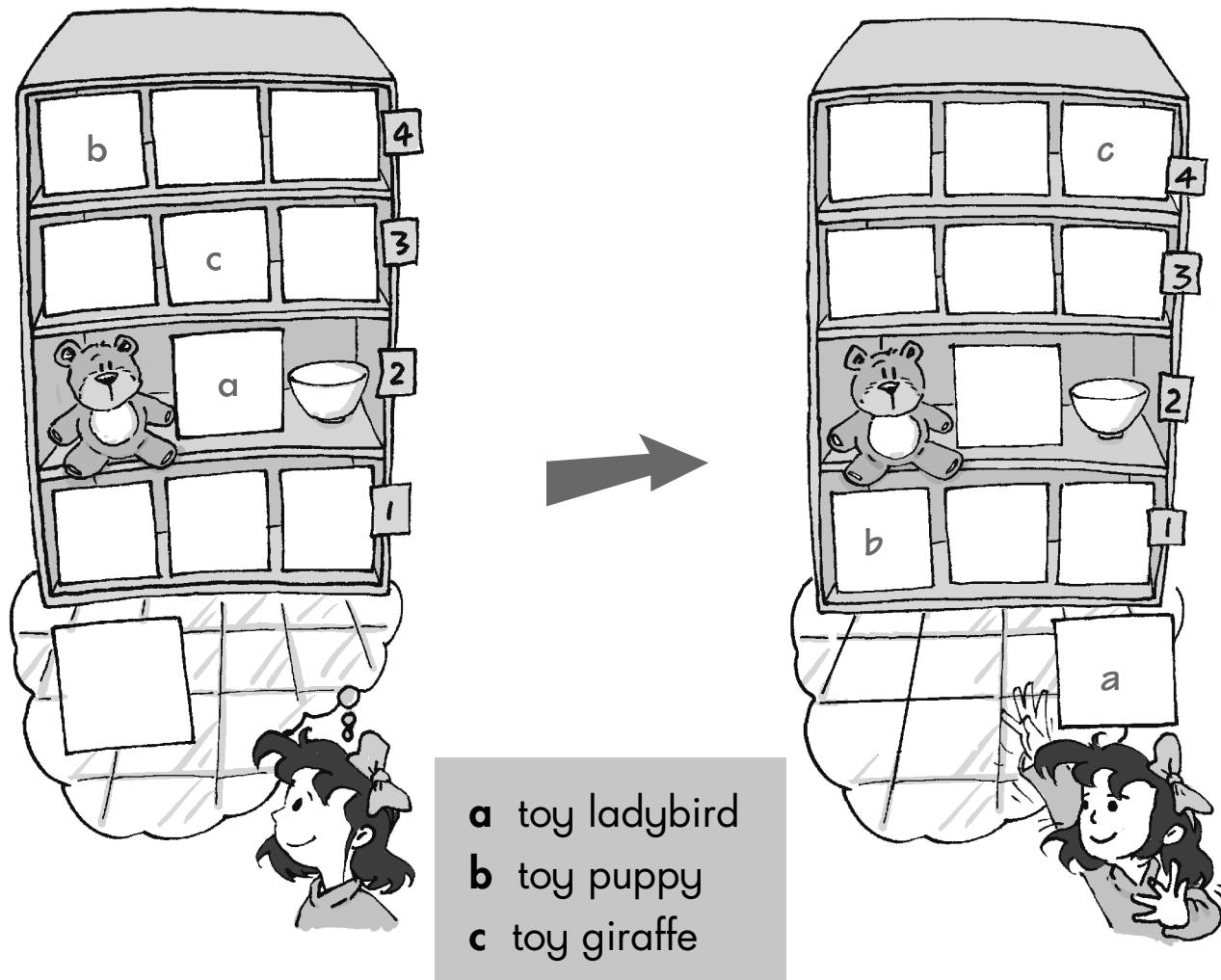
A Listen and choose (听录音, 选出听到的内容)

- (b) ① a blackboard b cupboard c skateboard
(b) ② a super b surprise c sunrise
(a) ③ a the small lamp
 b the same lamp
 c the yellow lamp
(c) ④ a We can't move the sofa first.
 b We must move the sofa first.
 c We can move the sofa first.
(b) ⑤ a I want to move the cupboard.
 b I want to move the lamp.
 c I want to buy the lamp.
(a) ⑥ a The picture was beside the window. Now it is next to the mirror.
 b The picture was beside the mirror. Now it is next to the window.
 c The picture was between the shelf and the window. Now it is beside the mirror.

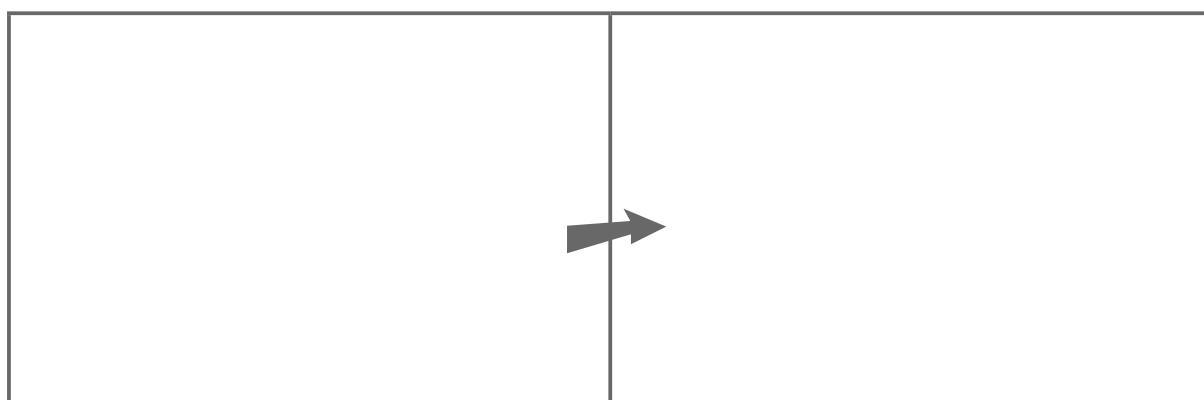
B Listen and choose (听录音, 选出正确的应答)

- (c) ① a It was beside the table. b Yes, it is.
 c It's beside the sofa.
(c) ② a We can move the furniture. b Yes, we can.
 c OK.
(a) ③ a Sure.
 b Let's put the mirror on the table.
 c The mirror is on the table now.
(b) ④ a Yes. We can move the lamp.
 b Yes. The lamp was beside the cupboard. It is beside my bed now.
 c Let's move the furniture.

C Listen and write (听录音, 根据物品的位置变化填编号)



D Draw and say (画一画房间的布置变化, 然后根据提示说一说)



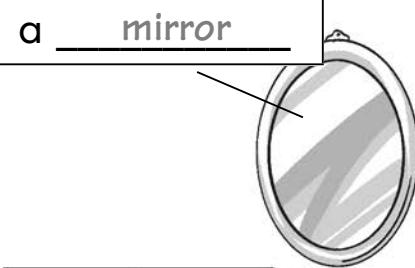
S: Look at this room. There are some changes.

... was/were ... But now it's/they're ...

E Look and write (看图, 写出相应的单词)

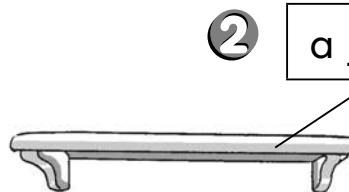
①

a ____ mirror



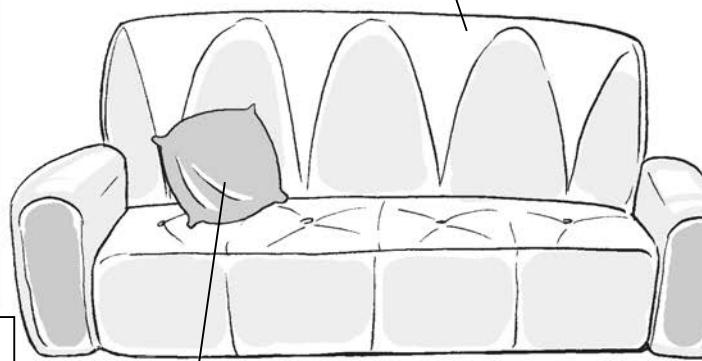
②

a ____ shelf



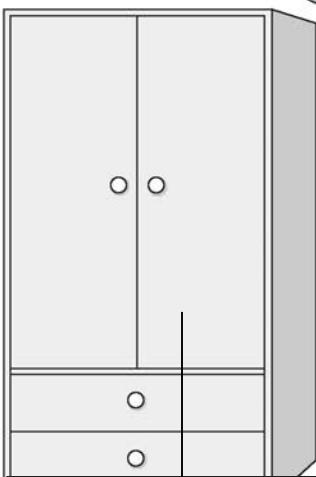
③

a ____ sofa



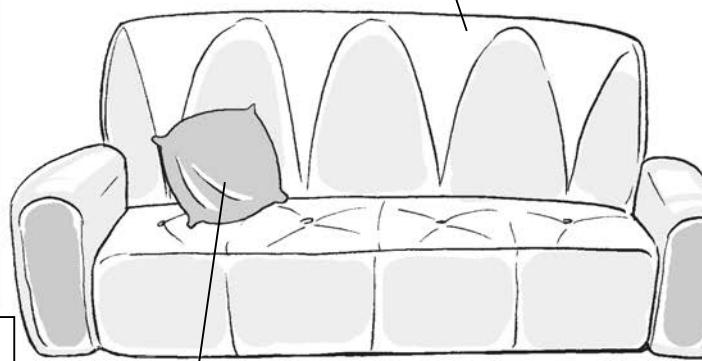
④

a ____ cupboard



⑤

a ____ cushion



⑥

a ____ lamp



F Read, choose and complete (读一读, 选词填空完成对话)

put move do want give

Mum: Dad is coming home this Saturday. Let's ¹⁾ give him a surprise!

Mary: Great, Mum. But what can we ²⁾ do ?

Mum: We can make some changes in the living room. Let's ³⁾ move the furniture.

Mary: Sounds fun. What shall we do first?

Mum: Let's ⁴⁾ put the sofa beside the window first.

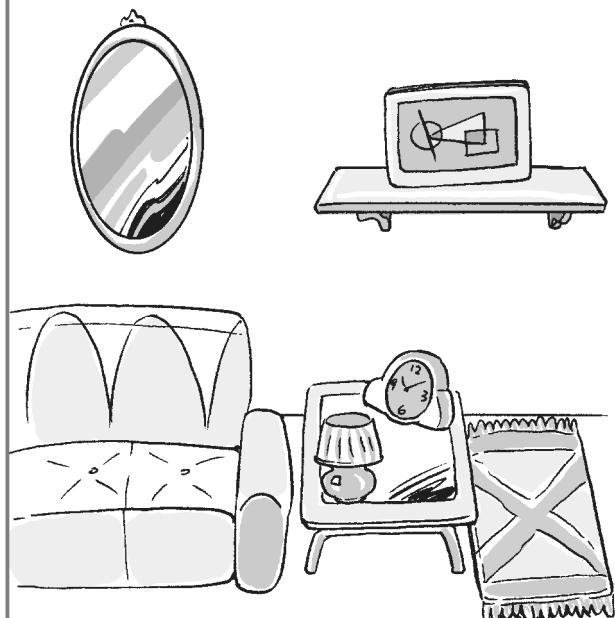
Mary: OK. Shall we move the bookshelf too?

Mum: Yes, let's put it next to the wall. And I ⁵⁾ want to put the lamp on the shelf.

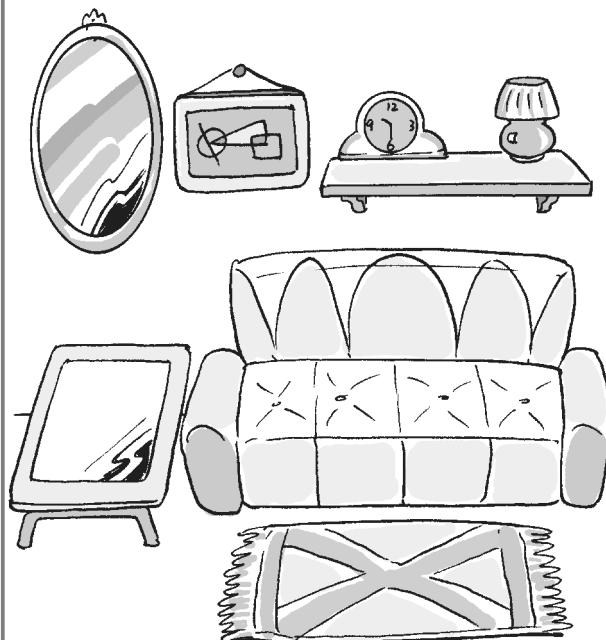
Mary: All right.

G Look and write (看图, 根据提示写出相应的句子)

Yesterday



Today

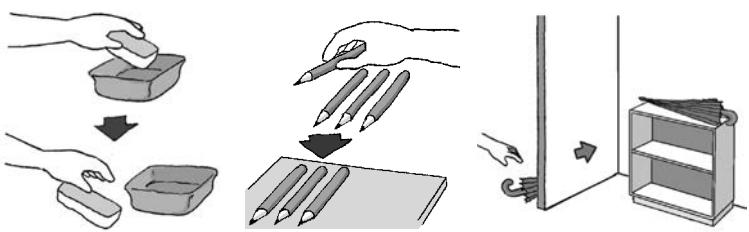


- ① Yesterday the table was under the shelf (shelf).
Today it is under the mirror (mirror).
- ② Yesterday the lamp was on the table (table).
Today it is on the shelf (shelf).
- ③ Yesterday the sofa was under the mirror. (sofa; mirror)
Today it is under the shelf. (shelf)
- ④ Yesterday the picture was on the shelf. (picture; shelf)
Today it is between the mirror and the shelf. (mirror, shelf)
- ⑤ Yesterday the clock was on the table. (clock; table)
Today it is on the shelf. (shelf)

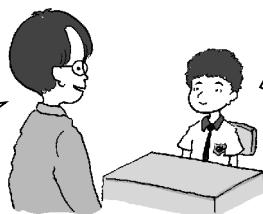
H Read and complete (读故事，填空完成句子)



Class, let's play a game. Close your eyes.



Open your eyes now. What's different, Tom?



The rubber was in the box. Now it's beside the box.



Yes, you're right.

There were two pencils on the teacher's desk. Now there are three pencils.

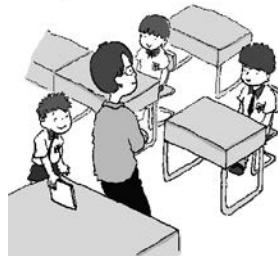
There was an umbrella behind the door. Now it's on the shelf.



No. There were four.



Good.



And your book was on your desk. Now it's not there.



Really! Where's my book?



Look! Here it is.



What's different?

1 The rubber was in the box.
Now it is beside the box.

2 There were four pencils on the teacher's desk.
But now there are three.

3 The umbrella was behind the door.
Now it is on the shelf.

Task: My changes (我的变化)

- A Think and complete (想一想, 与去年相比你现在有什么变化? 填空完成表格)

Name: _____	Changes	
	Last year	Now
Height (身高)	cm	cm
Weight (体重)	kg	kg
Grade		
Deskmate		
English/... teacher		

- B Ask and answer (根据提示与同学互相问答, 了解他们这一年里的变化)

How tall were you last year? How about now?

How heavy (重的) were you last year? How about now?

Who was your deskmate/... teacher last year? How about now?

Do you like these changes? Why?

- C Think and write (想一想, 根据提示写一写某位同学的变化)

_____’s changes

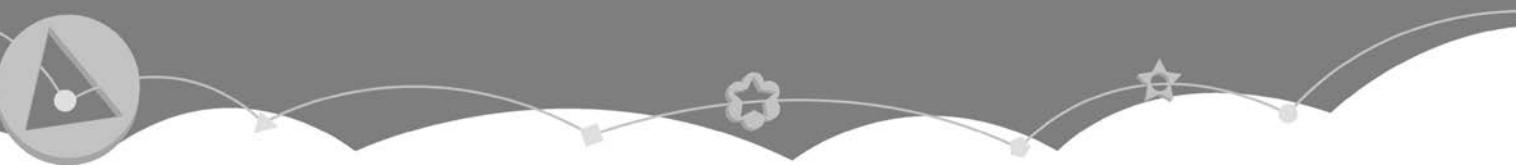
_____ was _____. Now he/she is _____.

He/She was _____. Now _____.

He/She was in Grade _____. Now _____.

His/Her _____.

He/She likes/doesn’t like these changes, because _____.



Module Revision (3)

A Listen and choose (听录音, 选出听到的内容)

- (a) ① a cushion b cupboard c picture
- (c) ② a frog b fog c foggy
- (a) ③ a litter b little c letter
- (b) ④ a The sofa was beside the door. Now it is behind the table.
b The sofa was under the shelf. Now it is beside the door.
c The table was behind the sofa. Now it is beside the window.
- (c) ⑤ a The temperature was only six degrees last night.
b The temperature is sixteen degrees today.
c The temperature was sixteen degrees last night.
- (a) ⑥ a You can't smoke here.
b You can skate here.
c You can't swim here.

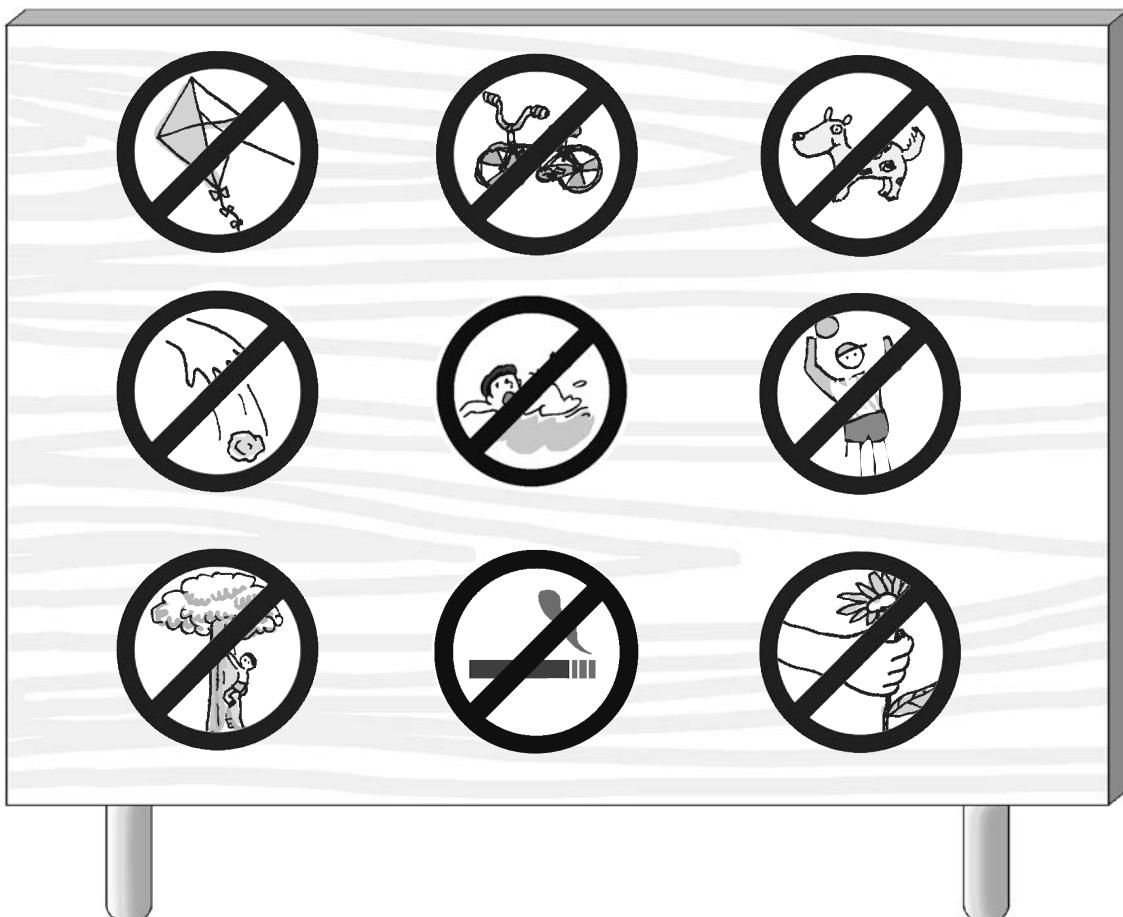
B Listen and choose (听录音, 选出正确的应答)

- (a) ① a It's stormy. b There's a storm.
c I don't like stormy weather.
- (b) ② a She likes playing the piano.
b She's making a phone call.
c She's in her bedroom.
- (a) ③ a It was on the shelf. b It's on the shelf.
c There was a book.
- (c) ④ a Look at the sign.
b There's a sign over there.
c We mustn't smoke here.
- (c) ⑤ a There's the entrance.
b We can get out of here now.
c There's the exit.

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- (F) ① Mr Smith is playing badminton in the park.
- (F) ② Mr Smith's son is not tired at all.
- (T) ③ Mr Smith and his son want to have a rest on the bench.
- (T) ④ Mr Smith sits on the bench. But his son doesn't.
- (T) ⑤ The paint on the bench is wet.

D Look, think and say (看图想一想, 根据提示与同学互相问答)



What's the weather like today?

Where do you want to visit?

Which signs above can you see there?

What do the signs mean?

E Think and write (想一想, 根据提示将下列单词归类)

sofa

cloudy

cushion

rainy

stormy

cupboard

foggy

shelf

bed

sunny

bookshelf

windy

At home

sofa cushion

cupboard shelf

bed bookshelf

About the weather

cloudy stormy

foggy sunny

rainy windy

F Look, read and complete (看图读一读, 填空完成短文)

What's that ¹⁾ sound/noise?

Let me have a look.



Oh dear! What a ²⁾ mess! The ³⁾ clock was on the wall. Now it's on the ⁴⁾ shelf. The flower was on the shelf. Now it's on the ⁵⁾ floor. The photo ⁶⁾ was in the middle of the shelf. Now it ⁷⁾ is on the left. Naughty puppy! I should put a ⁸⁾ sign here: 'No puppies!'

G Read, choose and complete (读一读, 选词填空完成 Steven的日记)

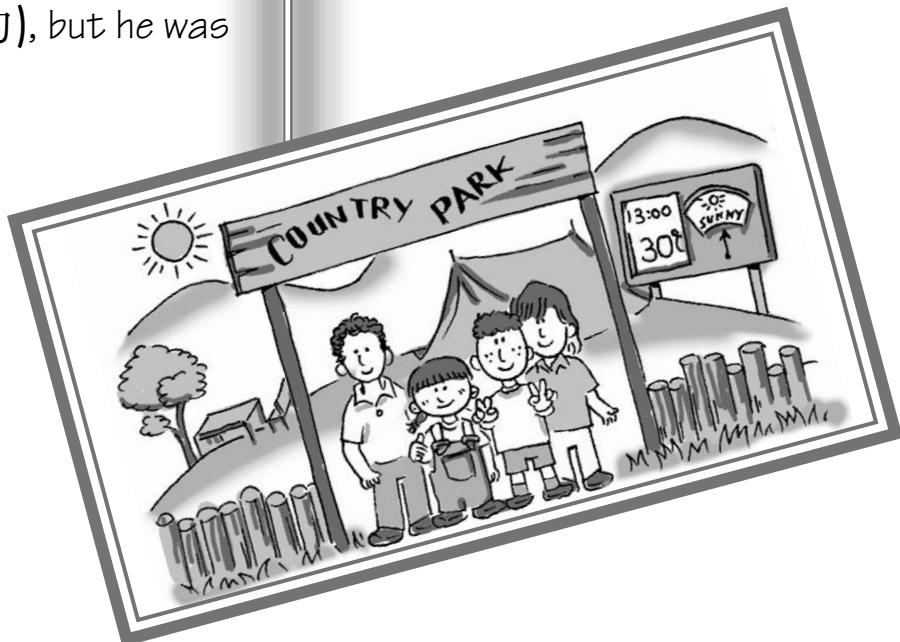
was sunny on hot wet
rainy likes sun rain at
a farmer near his grandfather thirty degrees

Saturday

We went to Country Park today. The sun shone in the sky. The weather was sunny and hot. The temperature was thirty degrees. We had lunch near the fountain. The table was under the tree. Dad told (**tell** 过去式) us a story about his grandfather. He was a farmer. He was poor (贫穷的), but he was happy.

Sunday

This morning the weather was rainy and wet. It was heavy rain. I like listening to the rain. Mum doesn't like the rain. She likes the sun. Here is a photograph of us at Country Park on Saturday.



H Read, number and draw (读短文，根据顺序给下面的图编号，并在钟面上画出时间)

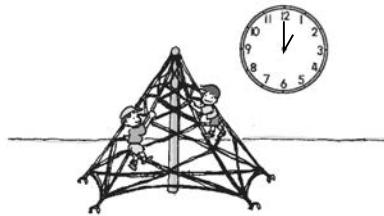
It is twenty past ten. Tommy and Billy are at City Park. They are playing near the pond. 'Quack! Quack!' The ducks there are happy.

At a quarter past twelve, they are having lunch. Tommy is having a hamburger and Billy is having some bread.

It is one o'clock. They are in the children's playground. They are playing happily on the climbing frame (攀爬架).

It is half past three. They are at the fountain. Tommy jumps into the fountain. Billy says, 'No! Look at the sign! You can't play in the fountain!'

It is ten past four. It begins to rain. They want to go home. They are tired, but they are happy.



(3)



(1)



(5)

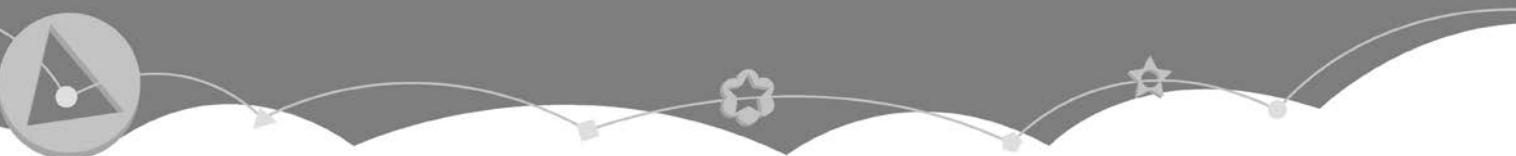


(2)



(4)





Module 4 More things to learn

1 Museums

A Listen and choose (听录音，选出听到的内容)

- (b) ① a music b museum c milk
- (a) ② a science b signs c size
- (c) ③ a dancing happily b singing beautifully
c dancing beautifully
- (c) ④ a The 'Piano Prince' can play the piano!
b The 'Piano Princess' is really cool!
c The 'Piano Prince' is really cool!
- (a) ⑤ a Where's the Railway Museum?
b Where's the railway station?
c Where are the museums?
- (a) ⑥ a The robots can help firefighters put out fires.
b The robots can help people start fires.
c The robots can help firefighters save people.

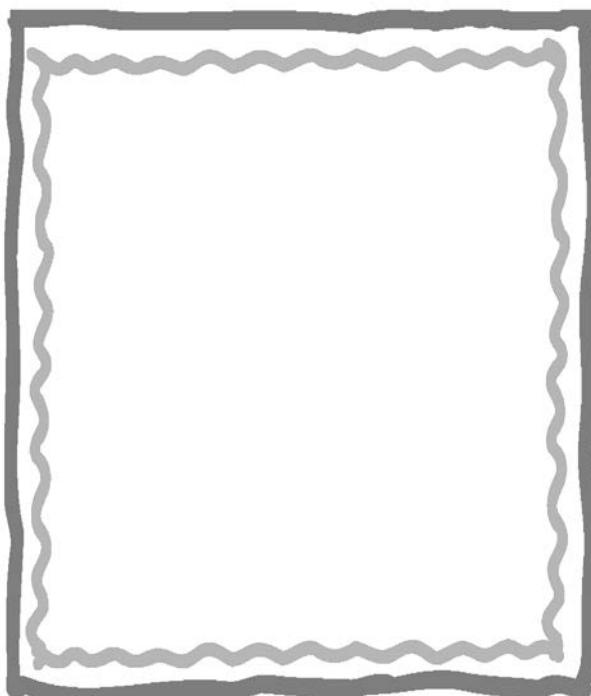
B Listen and choose (听录音，选出正确的应答)

- (c) ① a I want to visit the museum.
b Yes, I want to visit the Art Museum.
c I want to visit the Art Museum.
- (a) ② a Take Bus No. 203 and get off at Green Road.
b You can see the History Museum.
c It's on Garden Road.
- (c) ③ a Yes, it is.
b Yes, it can draw and paint very well.
c It can draw very well.
- (c) ④ a There are a lot of cars and buses.
b The Insect Museum is over there!
c There are a lot of insects.

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

- (c) ① Where are Kitty and Ben?
a They are at the Insect Museum.
b They are at the cinema.
c They are at the Science Museum.
- (a) ② What can the 'Piano Prince' do?
a He can play the piano very well.
b He can make pianos.
c He can play the violin very well.
- (a) ③ Where is the 'Opera Queen'?
a She is next to the 'Piano Prince'.
b She is behind the 'Piano Prince'.
c She is in front of the 'Piano Prince'.
- (b) ④ What can the 'Opera Queen' do?
a She can play pop music.
b She can perform Beijing Opera.
c She can do both.

D Stick and say (贴一张你去过的博物馆的照片, 然后根据提示向同学们介绍一下)



Look at the picture.

It's ... (what)

It's ... (where)

It's ... (how)

You can go there ... (how)

You can see ... there.

It's/They're ...

It/They can ...



E Look, write and match (看图写出相应的博物馆名称, 然后与相应的对话连起来)

①



railway
museum

②



art
museum

③



car
museum

④



insect
museum

a — What's this?

— It's the wheel (轮子) of
a train.

b — Wow! So many
butterflies and bees!

— Yes! There are a lot of
ladybirds too.

c — Amazing! This car has
only three wheels!

— Yes, it is really cool!

d — So many nice pictures.
I like this one. What
about you?

— I like all the pictures
here!

F Read, choose and complete (读一读, 选词填空完成句子)

① — Which (Which/Where) museum do you want to visit this Sunday?

— We want to visit the Car Museum. Would (Would/Do) you like to come with us?

— Yes, I'd love to.

② — How (Who/How) can I get to the Science Museum?

— You can (can/must) take the underground and get off at Garden Road Station.

③ There are (They are/There are) a lot of insects in the museum.

④ The museum has (have/has) a lot of interesting things.

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- a Shall we go together?
- b What's in the museum?
- c Where are you going, Anna?
- d Where's the Insect Museum?
- e What do you want to do in the museum?

Joe: 1) Where are you going, Anna?

Anna: I'm going to the Insect Museum. I'm doing a school project.

Joe: Sounds great!

2) Where's the Insect Museum?

Anna: It's on Brown Street. I can go there by underground.

Joe: 3) What's in the museum?

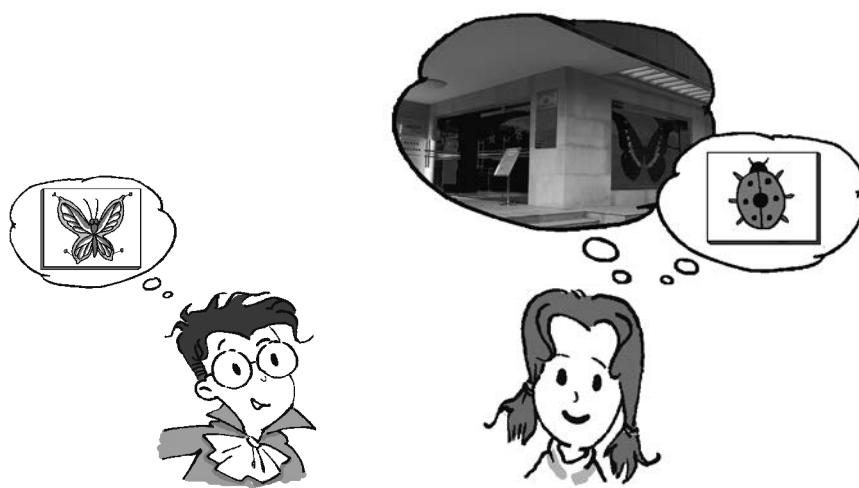
Anna: There are many butterflies, bees and ladybirds.

Joe: Cool! 4) What do you want to do in the museum?

Anna: I want to collect some information (信息) about ladybirds. I want to know how a ladybird grows up.

Joe: That's really interesting. I want to see the beautiful butterflies there. 5) Shall we go together?

Anna: Sure! Let's go!



H Read and answer (读短文，然后回答问题)

Kiki's Diary

Saturday, 18th March

It was fine today. Lily and I visited the Science Museum. It is far away from our homes, so we met (meet 过去式) at my house and went there by underground together.

We arrived at the museum at 9 o'clock. At the museum, we saw a lot of interesting things. We touched a wall, and it became a window. The robots there were amazing too!

We met some classmates and friends there. We learnt a lot about science.

We left (leave 过去式) the museum at 4 o'clock in the afternoon. We enjoyed ourselves very much.



① What museum did Lily and Kiki visit?

They visited the Science Museum.

② How did they go there?

They went there by underground./By underground.

③ What time did they arrive at the museum?

They arrived at the museum at 9 o'clock./At 9 o'clock.

④ What did the wall become when they touched it?

It became a window./A window.

⑤ Who did they meet in the museum?

They met some classmates and friends there./Some classmates and friends.

Task: A visit to a museum (参观博物馆)

A Do a survey (调查同学想去什么博物馆, 然后填空完成表格)

Museums	How many students want to go?	Where is it?
_____ Museum		

B Ask and answer (根据提示与同学互相问答, 了解他们想去的博物馆以及该博物馆的概况)

S1: Which museum do you want to visit? Why?

S2: I want to visit ... Because ...

S1: Where is it?

S2: It's ...

S1: What's in there?

S2: There is/are ...

S1: When do you want to visit ...?

S2: I want to visit it ...

C Think and write (想一想, 根据提示写一写你和同学们都想去的博物馆)

We want to visit _____ together. Because _____

It is _____ (*where*).

There is/are _____ (*what*).

We'd like to visit it _____ (*when*).

2 Western holidays

A Listen and match (听录音, 将人物与相应的节日及活动连起来)

①



Christmas

eat turkey and
pumpkin pie



②



Thanksgiving

make a nice card



B Listen and choose (听录音, 选出正确的应答)

(b) ① a Mooncakes.

b Turkey and pumpkin pie.

c Rice dumplings.

(b) ② a I'm sorry.

b It was great, thanks.

c It was Christmas.

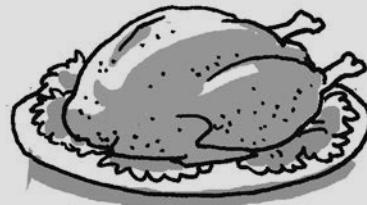
(c) ③ a Because I wear new clothes and get red envelopes.

b Because we talk about our favourite moments of the last year.

c Because we give presents to each other.

C Listen and complete (听录音，填空完成短文)

Today, let's talk about some Western holidays. Thanksgiving is on the fourth Thursday in November in the US. People usually eat turkey and pumpkin pie. Christmas is on the 25th of December. People decorate their Christmas trees and give presents to each other.



D Complete and say (填空完成节日信息卡，然后根据提示与同学互相问答)

A Chinese festival

When: _____

Activities: _____

A Western holiday

When: _____

Activities: _____

S1: What do you know about Chinese festivals/Western holidays?

S2: ...

S1: When is it?

S2: It's on ...

S1: What do people usually do then?

S2: ...

E Look and write (看图写出物品的名称，然后将它们的编号写到相应的位置)

①

Christmas trees



②

a turkey



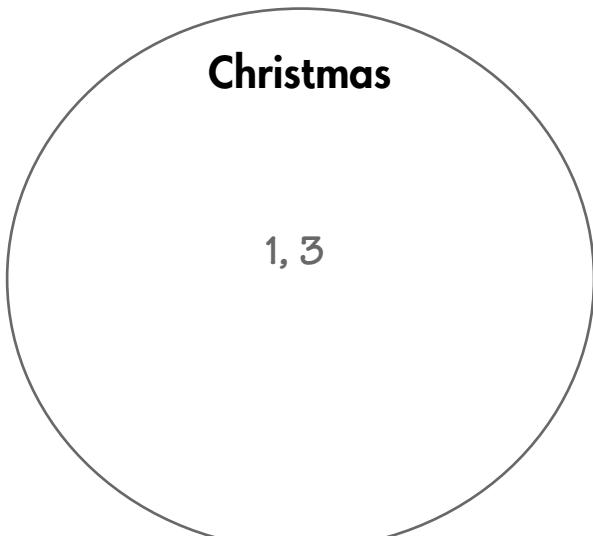
③

Christmas presents



④

pumpkin pie

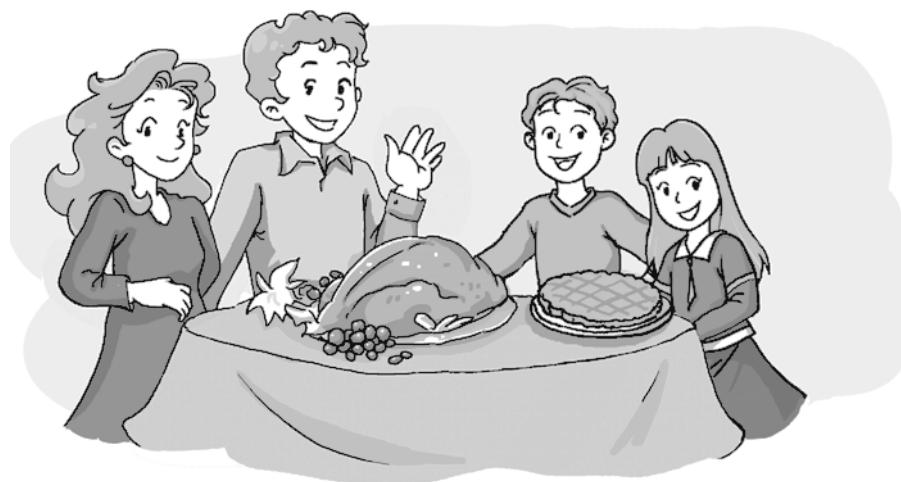


Thanksgiving

2, 4

F Look, read and complete (看图读一读, 填空完成句子)

1



It is the fourth Thursday in November (date).

It is Thanksgiving (holiday) in the US.

People usually eat turkey and pumpkin pie.

They also talk about their favourite moments of the last year.

2



It is the 25th of December (date).

It is Christmas (holiday).

People usually give presents to each other.

They also like to decorate a tree and put it up in their homes.

G Read and answer (读对话，然后回答问题)

Miss Fang: There are many holidays and festivals around the world. Families usually get together to celebrate them. What holidays do you know of?

Kitty: We have the Spring Festival, the Mid-Autumn Festival, the Dragon Boat Festival, the Double Ninth Festival ...

Peter: Oh, I love the Spring Festival. I like playing with my cousins and getting red envelopes.

Jill: I like the Mid-Autumn Festival. I enjoy looking at the moon and eating mooncakes with my family.

Miss Fang: Me too. That's a really nice festival.



Alice: In Western countries, there's Christmas. People decorate their houses and have a special dinner with their family. They also exchange presents.

Peter: There's Thanksgiving in North America. People eat turkey with their families. And they make thank-you cards on that day.



1 What does Jill like doing at the Mid-Autumn Festival?

She likes looking at the moon and eating mooncakes with her family.

2 What Western holidays are mentioned (提及) in the dialogue?

Christmas and Thanksgiving.

3 Do Western people usually eat turkey with their families at Thanksgiving?

Yes, they do.

Task: Festivals and holidays this year (今年的节假日)

A Think and write (想一想, 今年这些节假日分别在哪一天? 填空完成表格)

Festival	Date	Holiday	Date
the Spring Festival		Thanksgiving	
the Mid-Autumn Festival		Christmas	
the Dragon Boat Festival			
the Double Ninth Festival			

B Ask and answer (根据提示与同学互相问答, 了解他们喜欢的节假日以及活动安排)

Which festival/holiday is your favourite?

When is it this year?

Why do you like this festival/holiday?

What do you want to do at/during ...?

C Think and write (想一想, 根据提示介绍某位同学最喜欢的节日)

_____ likes _____ best.

He/She likes this festival/holiday, because _____.

People usually _____.

This year, it is on _____. He/She wants to _____ at/during this festival/holiday.



3 Story time

A Listen and choose (听录音, 选出听到的内容)

- (a) ① a giant b lion c gym
(b) ② a come b came c comes
(a) ③ a back b bag c black
(c) ④ a The children built a wall around the castle.
 b The lion built a wall all around his park.
 c The giant built a wall all around his garden.
(a) ⑤ a The giant put up a sign in front of his garden.
 b The giant put up a sign in his garden.
 c The giant put up a board in front of his garden.
(c) ⑥ a Miss Spring did not go to the castle.
 b Miss Summer did not want to go to the castle.
 c Miss Autumn did not go to the castle.

B Listen and choose (听录音, 根据课文故事情节选出正确的应答)

- (c) ① a A small castle. b A tall castle.
 c A tall wall.
(a) ② a Because she saw the wall and the sign.
 b Because she didn't want to.
 c Because the children ran away.
(c) ③ a He was happy. b He was angry.
 c He was sad.
(b) ④ a They got into the garden through a forest.
 b They got into the garden through a hole in the wall.
 c They got into the garden through a hole on the sign.

C Listen, read and choose (听录音, 读问题, 然后选出正确的答案)

(c) ① What is Kitty doing?

- a She is watching a cartoon.
- b She is playing in a big garden.
- c She is reading a storybook.

(a) ② What is the story about?

- a It is about a giant and some children.
- b It is about Kitty.
- c It is about some children.

(b) ③ Did the giant want the children to play in his garden?

- a Yes, he did.
- b No, he didn't.
- c Not mentioned (提及的).

(c) ④ What did the giant do then?

- a He played with the children.
- b He built a garden.
- c He built a tall wall.

(b) ⑤ Does Ben want to read the story?

- a No.
- b Yes.
- c He wants to watch the film.

D Look, think and act (看图想一想, 根据提示与同学们一起表演“巨人花园”的故事)



Who:

giant
children
Miss Spring
Miss Summer
Miss Autumn

Key words:

castle garden
wall sign
hole

E Look, read and complete (看图读一读, 根据首字母提示填空完成句子)

①



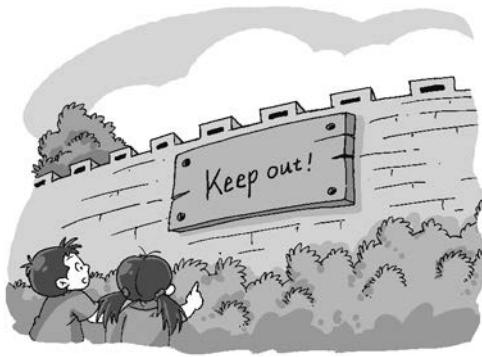
②



A giant had ad a beautiful garden. Children liked playing in his garden.

The giant saw the children in his garden. He was very angry.

③



④



The giant built a wall and put up a sign. Nobody could go into his garden.

Miss Spring, Miss Summer and Miss Autumn saw the sign and they did not go into the garden.

⑤



The giant broke down the wall. Children could play in his garden again. Miss Spring, Miss Summer and Miss Autumn never came came late again.

F Read and act (读故事，并演一演)

1

My leg is hurt (受伤).
Tom is taking me home.



Tom was a big boy. He had many friends. He always helped his friends. They all liked Tom.

2

I'm too big. I can't hide myself.



This rope is too short.

Tom liked all his friends too. But he could not play with them. He was sad.

3

Why are you so sad?

I'm too big. I can't play with my friends.



I have an idea!

Eddie the elephant was Tom's good friend. He wanted to help Tom.

4

We can play together!

Hooray!



Eddie helped Tom with his long trunk (象鼻). Tom could play with all his friends.

G Read and judge (读一读, 根据练习F的故事判断下列句子, 相符的写T, 不符的写F)

- ① Tom always helped his friends. T
- ② Tom did not like playing with his friends. F
- ③ Eddie was an elephant. T
- ④ Tom and Eddie were good friends. T
- ⑤ Eddie was sad. Tom wanted to help Eddie. F
- ⑥ Tom still could not play with all his friends. F

H Read and number (读一读, 根据练习F的故事, 按顺序给下列句子排序)

Eddie helped Tom with his long trunk.

4

Tom was sad. His friend Eddie wanted to help him.

3

Tom was a big boy. He liked helping his friends.

1

Tom was too big. He could not play with his friends.

2

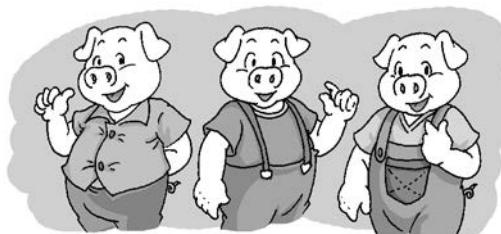
Tom could play with all his friends. He was very happy.

5



Task: Story time (故事时间)

- A Do you remember? (还记得下面这些故事吗? 你能说出故事的名字吗?)



- B Ask and answer (根据提示与同学互相问答, 了解他们最喜欢哪个故事。为什么?)

Which story is your favourite?

What is the story about?

Who are the characters?

Why do you like the story?

Can you retell (复述) the story?

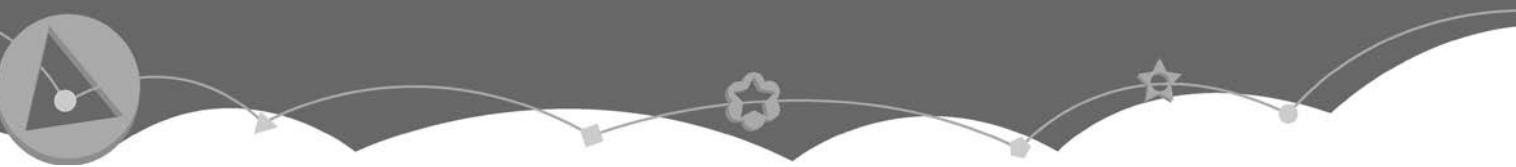
- C Think and write (想一想, 根据提示写一写某位同学最喜欢的故事)

_____ likes the story '_____ ' best.

It is a story about _____.

The characters (人物) are _____.

He/She likes it, because _____.



Module Revision (4)

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a the Railway Museum b the Piano Museum
c the Art Museum
- (c) ② a big and tall b bad and strong
c big and strong
- (a) ③ a There are so many super robots.
b There is so much sugar in the jar.
c There are so many lanterns.
- (c) ④ a People usually give presents to their friends at Christmas.
b People never give presents to each other.
c People always give presents to each other at Christmas.

B Listen and choose (听录音, 选出正确的应答)

- (a) ① a It's on the fourth Thursday in November.
b It's on the fourth Tuesday in November.
c It's on the fourth Thursday in December.
- (b) ② a In the Railway Museum.
b In the Science Museum.
c In the cinema.
- (a) ③ a Eat turkey.
b Decorate Christmas trees.
c Give presents to each other.
- (c) ④ a Apples.
b Hamburgers.
c Christmas.
- (a) ⑤ a The Car Museum.
b My grandma.
c Century Park.

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- (T) ① The Louvre Museum is in Paris.
- (F) ② There is only one hall in the Louvre Museum.
- (T) ③ There are many interesting things in the Louvre Museum.
- (F) ④ People can learn about science there.
- (F) ⑤ The Mona Lisa is not in the Louvre Museum.

D Think, complete and say (想一想, 你最近一次参观的是上海哪座博物馆? 填空完成信息卡, 然后根据提示与同学互相问答)

_____	Museum
Where is it? _____	
When did you visit it? _____	
What can people see there? _____	

S1: Which museum in Shanghai did you visit?

S2: ...

S1: Where is it?

S2: It's ...

S1: When did you visit it?

S2: I ...

S1: What did you see/hear in the museum?

S2: I saw/heard ...

S1: Why do you like the museum?

S2: Because ...

E Think and write (想一想，根据提示写出相应的同类词)

Fruit

apple

banana

grape

watermelon

pineapple

Toys

doll

skateboard

toy bear

robot

puzzle

School subjects

English

Maths

Chinese

Music

Art

Places

cinema

park

supermarket

bank

hospital

Furniture

table

shelf

sofa

cushion

cupboard

Weather

windy

hot

wet

cloudy

rainy

Festivals/Holidays

the Spring Festival

the Mid-Autumn Festival

the Double Ninth Festival

Christmas

Thanksgiving

Animals/Insects

elephant

giraffe

lion

ladybird

butterfly

Four seasons

spring

summer

autumn

winter

F Read and write (读一读, 根据例子写出相应单词)

①	do → does	live → <u>lives</u>	have → <u>has</u>
	go → <u>goes</u>	come → <u>comes</u>	play → <u>plays</u>
	see → <u>sees</u>	leave → <u>leaves</u>	start → <u>starts</u>
②	do → doing	run → <u>running</u>	put → <u>putting</u>
	blow → <u>blowing</u>	feel → <u>feeling</u>	think → <u>thinking</u>
	write → <u>writing</u>	make → <u>making</u>	move → <u>moving</u>
③	do → did	am → <u>was</u>	are → <u>were</u>
	is → <u>was</u>	have → <u>had</u>	

G Read, choose and complete (读一读, 选词填空完成句子)

- ① The giant lived (live/lived) in a big castle.
- ② Peter comes (come/comes) to school by bus every day.
- ③ We like playing (play/playing) in the school garden.
- ④ Who can draw (draw/draws) a flower?
- ⑤ Linda likes (like/likes) playing games with Kitty.
- ⑥ My grandfather was (is/was) a teacher 20 years ago.
Now he is (is/was) retired (退休的).
- ⑦ Listen! My mother is singing (sings/is singing) in the kitchen.
- ⑧ Look at the photographs. Danny and Ben were (was/were) babies. Now they are (is/are) students.
- ⑨ — Look! Jim and Tom are playing (is playing/are playing) computer games.
— Let's play (playing/play) with them.
- ⑩ Come and fly (fly/flying) a kite with me!

H Read, choose and complete (读一读, 选择正确的单词填空完成对话)

Mary is talking about Christmas with her friend, Sally.

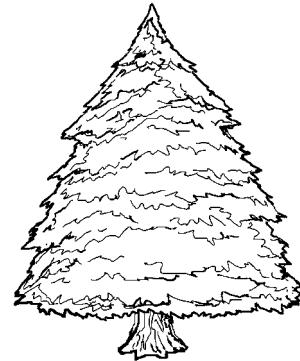
Mary: Christmas is ¹⁾ _____. I like it very much.

Sally: What can we do ²⁾ _____ Christmas?

Mary: ³⁾ _____ we decorate a Christmas tree?

Sally: That's a good idea! What do we need?

Mary: We ⁴⁾ _____ some lights, a tree and some colourful ribbons (丝带). First, we put up the tree. Then we decorate it ⁵⁾ _____ the colourful ribbons and lights. Finally, we put some presents under the tree.



Sally: Sounds fun! Let's ⁶⁾ _____ it.



(b) 1 a come b coming c comes

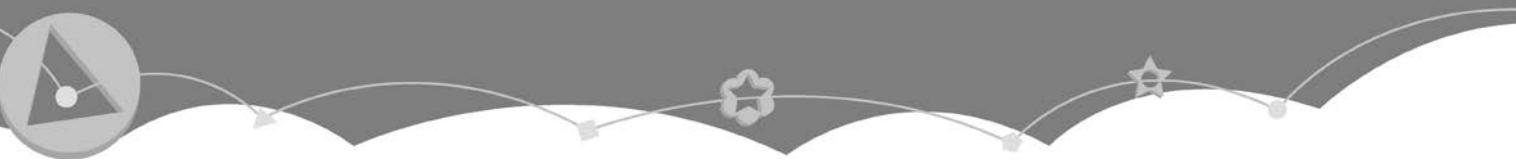
(c) 2 a of b in c at

(a) 3 a Shall b Would c Must

(c) 4 a have b like c need

(b) 5 a beside b with c near

(b) 6 a doing b do c does



Tapescripts and answer key

录音材料及参考答案

M1U1 What a mess!

A Listen and choose (听录音, 选出听到的内容)

- 1 Whose crayon is this? (c)
- 2 This jacket is mine. (c)
- 3 Here are your paints. (b)
- 4 Put the storybooks on the desk. (a)
- 5 Don't put the glue on the floor. (a)
- 6 Whose gloves are these on the chair? (a)

B Listen and choose (听录音, 选出正确的应答)

- 1 Jerry, who's your sister? (c)
- 2 Where are the desks and chairs? (b)
- 3 Are these pens Peter's? (a)
- 4 What's in the school bag? (a)
- 5 Lucy, whose notebooks are those? (b)

C Listen and write (Anna和Paul正在收拾东西。听录音, 把物品的名称写在相应的书包上)

Anna: Give me my crayons, please.

Paul: Here you are.

Anna: Thank you. This blue pencil case is nice. Is it yours, Paul?

Paul: Yes, it's mine. These brushes are short. Are they yours?

Anna: Yes. The long brushes beside the books are yours. Oh, where's my pencil case?

Paul: Is it red?

Anna: Yes, it is.

Paul: It's under your school bag.

Anna: Thank you!

(Anna's school bag: crayons, short brushes, a red pencil case)

(Paul's school bag: long brushes, a blue pencil case)

D Look and say (想一想, 根据练习C的内容与同学互相问答) (略)

E Choose, complete and colour (读一读, 选词填空完成对话, 然后给球涂上相应的颜色)

(yours, ours, Ours, his, His, hers, Hers, theirs, Theirs, mine)

F Look, read and complete (看图读一读, 填空完成对话)

- 1 pencils, crayons, yours, they are
- 2 Whose glue and tape, they yours, No, They're, him)

G Look, read and complete (看图读一读, 填空完成对话)

- 1 is this, ours 2 dogs are, They're theirs
- 3 Whose cats are, They're mine

4 Whose rabbit is that, It's yours)

H Read and complete (读故事, 然后填空完成句子)

(Billy's, Jim's, Grandpa's)

Task: Tidy up the classroom (整理教室) (略)

M1U2 Watch it grow!

A Listen and choose (听录音, 选出听到的内容)

- 1 A butterfly is an interesting insect. (c)
- 2 The brown puppy is so lovely. (a)
- 3 What a lovely duckling! (b)
- 4 The caterpillar eats a lot of leaves. (c)
- 5 It was a white silkworm. Now it is a cocoon. (b)
- 6 They were ducklings. Now they are ducks. (a)

B Listen and number (听录音, 根据顺序给下面的图编号)

- 1 The caterpillar is eating a leaf.
- 2 The cat has a lovely kitten.
- 3 — Can you see a kitten?
— No. I can see a puppy.
- 4 It was a duckling. Now it is a duck.
- 5 The little chick is so cute.

(5, 2, 4, 1, 3)

C Listen and complete (听录音, 填空完成短文)

Tuesday, 5th July

Mother Hen lays an egg. It is small.

Tuesday, 26th July

The egg opens. A little chick comes out! She is very small. She is yellow. I call her Pipi.

Sunday, 14th August

Pipi was small. Now she is big. She is still yellow. She eats a lot of rice and worms.

Friday, 11th November

Pipi was a chick. She is a hen now! She is fat.

D Look and say (看图, 根据提示说一说小金鱼的生长过程) (略)

E Look and circle (看图, 在字谜中圈出相应的单词)

(Across: egg, butterfly, chick

Down: duckling, puppy, silkworm)

F Read, choose and complete (读一读, 选词填空完成对话)

(were, ate, are, see, have, was)

G Look, colour and write (看图, 根据提示给图上色, 然后填空完成句子)

(1 white flower, pink peach

2 They were green bananas. Now they are yellow bananas.)

H Look, choose and write (看图读一读, 选择并写出相应的句子)

- (1) A butterfly lays some eggs.
- (2) The eggs become small caterpillars.
- (3) One caterpillar makes a cocoon.
- (4) A butterfly comes out of the cocoon.)

I Read and judge (读故事, 判断下列句子, 相符的写T, 不符的写F)

(1) F 2 T 3 F 4 F 5 T)

Task: My diary (我的昆虫成长观察日记) (略)

M1U3 How noisy!

A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 It's very noisy outside. The drill is loud. And there are a lot of cars. Motorbikes are loud too. Oh dear, here comes a lorry. (3, 4, 2, 1)
- 2 There are a lot of animals on the farm. Listen! 'Baa! Baa!' Those are sheep. 'Cluck! Cluck!' Those are hens. 'Miaow! Miaow!' Those are cats. 'Nay! Nay!' Those are horses. (2, 3, 1, 4)

B Listen and choose (听录音, 选出正确的应答)

- 1 What's that noise? (b)
- 2 Is the sound of the drills loud? (a)
- 3 Does Peter like loud music? (c)
- 4 What did Kitty want to do? (a)

C Listen and complete (听录音, 填空完成短文)

Peter and Sally were at the supermarket. They looked at the toys. There were a lot of people. They talked loudly. It was noisy.

Soon Sally and Peter were back at home. They sat on the sofa and watched TV. Their little brother Paul played with a toy bear in his bedroom. It was quiet.

D Think, write and say (想一想你在公园里或马路上能听到的声音, 写 P 或 S, 然后根据提示与同学互相问答) (略)

E Look, read and complete (看图读一读, 填空完成对话)

- (1) is, sleeping 2 Does, No, doesn't 3 did, do, played football
- 4 did/do, want, wanted/want to)

F Read, choose and complete (读一读, 选择正确的单词并用其适当形式填空完成句子)

- (1) was, was 2 is, wants 3 had 4 likes, has 5 was, is 6 were, wanted, was)

G Look and complete (看图, 填空完成对话)

- (1) sound, cat
- 2 what's, sound, bird
- 3 that sound/noise, lorry, noisy
- 4 what's that sound/noise, sleep, the clock, get up)

H Read and judge (读故事, 判断下列句子, 相符的写 T, 不符的写 F)

(1 T 2 F 3 F 4 T 5 F)

Task: Sounds at school (学校里的声音) (略)

Module Revision (1)

A Listen and choose (听录音, 选出听到的内容)

- 1 Is your notebook on the desk? (b)
- 2 It was a brown cocoon. (b)
- 3 There is too much noise in the street. (c)
- 4 The silkworms are eating leaves. (a)
- 5 Here's a pencil case. Whose is it? (c)
- 6 John wanted to do his homework in the afternoon. (b)

B Listen and choose (听录音, 选出正确的应答)

- 1 Whose school bag is that? (a)
- 2 Are those storybooks yours? (a)
- 3 Please put the skateboard beside the toy box. (b)
- 4 What can you hear? (a)
- 5 What do silkworms eat? (a)
- 6 Do you like pop music? (c)

C Listen and judge (听录音, 判断下列句子, 相符的写 T, 不符的写 F)

Mr Zhang went for a walk this morning. What did he hear? He heard a bird singing. It was beautiful. It was quiet. He heard a drill. It was so noisy! He didn't like it at all. He saw a motorbike. It was very fast. It was noisy too. Then, he heard an aeroplane. It was high in the sky. He went back home. He heard the telephone. 'Who's that calling?' he said to himself. 'Hello, Mr Zhang. This is Jenny. How's your puppy? Can I come to see him?' 'Of course,' he answered.

(1 T 2 F 3 T 4 T 5 F 6 T)

D Look and say (看图, 根据提示说一说) (略)

E Read, choose and complete (读一读, 选词填空完成句子)

(1 my 2 Ours 3 They 4 you 5 we 6 I)

F Read, match and colour (读一读, 将图与相应的句子配对, 然后给图上色)

(1 b 2 d 3 a 4 c)

G Look, read and complete (看图读一读, 填空完成句子)

(1 drill, loud/noisy 2 were, heard 3 was, both liked/enjoyed 4 wanted to
 5 Don't pick 6 are, watching TV/cartoons)

H Read and choose (读短文, 选出正确的答案)

(1 a 2 b 3 a 4 c 5 c 6 b)

M2U1 Food and drinks

A Listen and choose (听录音, 选出听到的内容)

- 1 I had some chicken for lunch. (b)
- 2 Don't eat too much sweet food. (c)
- 3 My sister had some beef for dinner. (a)
- 4 What did you have for dinner yesterday? (a)
- 5 We should eat some fruit every day. (c)
- 6 I didn't have dinner, because I wasn't hungry. (b)

B Listen and choose (听录音, 选出正确的答案)

- 1 Danny: I have one large bottle of grape juice and two hamburgers. What do you have, Ben?
Ben: I have two bottles of water, four oranges and a pizza.
Question: How much water does Ben have? (a)
- 2 Mum: Are there any carrots, Alice?
Alice: No. But there are some tomatoes and potatoes.
Mum: Give me two potatoes, please.
Alice: Sure. Here you are.
Question: What vegetables do they have? (c)
- 3 Peter: I'm not feeling well. I had three hamburgers and a lot of French fries for dinner yesterday.
Jill: You shouldn't eat so much!
Question: Why isn't Peter feeling well? (b)
- 4 Kitty: Hello, Jill. What did you have for breakfast?
Jill: I had some noodles. What about you, Kitty?
Kitty: I had some bread and milk. That's my favourite breakfast.
Question: What did Jill have for breakfast? (c)

C Listen and complete (听录音, 填空完成对话)

- Joe: May, what did you have for breakfast this morning?
May: I had some cakes and some juice. That's my favourite breakfast. What about you?
Joe: I had some bread, some milk and an apple. I like apples.
May: That sounds very healthy.

D Think and say (想一想, 根据表格和提示与同学互相问答) (略)

E Look and write (看图, 写出相应的单词)

- (1) milk (2) pork (3) fish (4) chicken (5) a carrot (6) noodles (7) a tomato
(8) rice (9) an orange (10) water)

F Read, choose and complete (读一读, 选词填空完成句子)

- (1) did, had (2) should (3) much (4) a lot of (5) some)

G Look, write and tick (看图, 根据提示写出相应的句子, 然后勾一勾)

- (1) three hamburgers, some French fries and a cola —— Unhealthy
- (2) have for breakfast, had some bread, an egg and some milk —— Healthy
- (3) What did you have for lunch? I had some/a bowl of rice, some beans, some fish and some/a bowl of soup. —— Healthy
- (4) What did you have yesterday afternoon? I had a lot of chocolate and sweets. —— Unhealthy)

H Read and answer (读短文, 然后回答问题)

- (1) No, he doesn't.
- (2) He likes watching TV at home.
- (3) She often dances and plays badminton (at weekends).
- (4) He likes eating pizzas, hamburgers and French fries.
- (5) No, she doesn't.)

Task: Good eating and living habits (良好的饮食生活习惯) (略)

M2U2 Films

A Listen and choose (听录音, 选出听到的内容)

- 1 Little Tadpoles is a funny film. (b)
- 2 Let's wait for him at the exit. (b)
- 3 There are four films on at City Cinema this week. (b)
- 4 Shall we see Rabbit Run this afternoon? (c)
- 5 Be quick! The film starts in fifteen minutes. (b)

B Listen and choose (听录音, 选出正确的应答)

- 1 Shall we go to see a film this weekend? (c)
- 2 What time does the film start? (b)
- 3 How much are two children's tickets? (b)
- 4 Can I have four tickets for Snow White? (a)
- 5 Which notebook do you want to buy? (c)

C Listen, read and choose (听录音, 读问题, 然后选出正确的答案)

Danny and his mum are on their way to Garden Cinema. Danny wants to see the new film, *Rabbit Run*. It is a story about some rabbits. It is half past two now. Mum buys the tickets and then gets some drinks. At three o'clock, the film starts. It is very funny. Both Danny and his mum like it very much.

- (1) a 2 c 3 c 4 b)

D Draw and say (画一张本月上映的电影海报, 然后根据提示与同学说一说) (略)

E Read, choose and complete (读一读, 选择正确的单词并用其适当形式填空完成句子)

- (1) tickets 2 films 3 seats 4 Cinema 5 entrance, exit)

F Look, read and complete (看图读一读, 填空完成对话)

- (1) see a film 2 Shall we, want to

3 Shall we, fish and vegetables

4 Shall we play chess, watch TV)

G Read, choose and write (读一读, 选择正确的句子填空完成对话)

(1) b What films are on today?

2 a Can we see *Superbaby*?

3 e Let's see *Superbaby* then.

4 d Can I have two children's tickets for *Superbaby*?

5 c What time does the film start?)

H Read and complete (读短文, 填空完成句子)

(1) seeing films very much 2 Star Cinema

3 it is not far away from his home/it is big and clean/the seats there are very comfortable

4 his cousins and friends

5 some little tadpoles, funny)

Task: Let's go to see a film (我们去看电影吧) (略)

M2U3 School subjects

A Listen and match (听录音, 将人物和相应的时间及课程连起来)

1 I'm Carol. It's one in the afternoon. It's time for Maths.

2 I'm Jacky. It's five to eleven now. It's time for Chinese class.

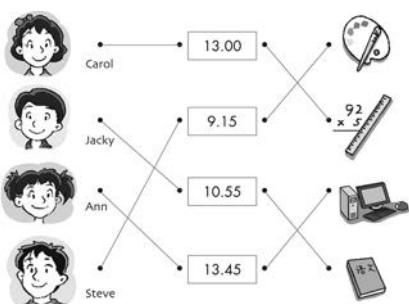
3 — What time is it now, Ann?

— It's 1.45 p.m. It's time for IT class.

— OK. Thank you.

4 — What's your next class, Steve?

— It's Art. It starts at a quarter past nine.



B Listen and choose (听录音, 选出正确的答案)

1 On Wednesday morning, Jane has Music, Maths, Chinese and IT.

Question: How many classes does Jane have on Wednesday morning? (b)

2 Many of my classmates like Art. But my favourite subject is PE.

Question: What's the boy's favourite subject? (a)

3 — Oh, my watch stopped.

— It's twelve o'clock. It's time for lunch.

Question: What time is it now? (b)

- 4 It's lunch break now. Some students are talking to each other. Some students are reading books.

Question: Are the students having class now? (c)

- 5 Look at the timetable. IT is on Thursday, and Music is on Tuesday.

Question: Is IT on Thursday or on Tuesday? (c)

C Listen and complete (听录音, 填空完成Joyce周五的课程表)

I'm Joyce, a Grade Five student. Today is Friday. I have four classes in the morning. Chinese is the first class. Then, Music starts at a quarter past nine. It is my favourite subject. The third class is Maths. And the fourth class is IT. At half past eleven, I have lunch. After the lunch break, I have English and Art. English starts at one o'clock. At half past two, I go home.

- (1 Chinese 2 Music 3 Maths 4 Lunch break 5 English 6 Art)

D Think and say (想一想, 为自己的周末制定一份时间表, 然后根据提示向同学作介绍) (略)

E Read and write (读一读, 写出相应的课程名称)

- (1 Music 2 PE 3 Art 4 Maths)

F Look and complete (看时间表, 填空完成短文)

(have breakfast, read some English books, have lunch, fly a kite, 16.00)

G Look and write (看图, 写出相应的句子)

- (1 eight, school
2 five to nine/8.55, IT class
3 twelve o'clock/12.00, time for lunch
4 half past two/2.30 in the afternoon, It is time for Chinese class.
5 It is half past six/6.30 in the evening. It is time for homework.
6 It is nine o'clock/9.00 in the evening. It is time for bed.)

H Read and complete (读对话, 填空完成Ken和Henry周一的课程表)

(Ken: 4 English 5 Music 6 PE

Henry: 2 Art 3 Music 4 IT 6 English)

Task: My timetable (我的课程表) (略)

Module Revision (2)

A Listen and choose (听录音, 选出正确的应答)

- 1 What did your father have after lunch? (a)
2 When does the film start? (b)
3 How many classes do you have today? (c)
4 What's your favourite subject, Mary? (a)
5 What do healthy children often eat? (c)

B Listen and complete (听录音, 填空完成句子)

- 1 I often go to see a film with my parents at weekends.
2 You shouldn't eat too much sweet food.

- 3 It's time for English class.
- 4 From 9.15 to 9.50, we have a PE class. We all like it.
- 5 Breakfast is very important. We should eat it every morning.
- 6 I had a glass of juice and a small cake for lunch.

C Listen and complete (听录音, 填空完成句子)

Jennifer is my good friend. She is tall. We are in the same class. Her favourite food is ice cream. But she never eats too much. Her favourite subject is IT. She often talks to her friends on the Internet. She often writes e-mails to her grandparents too. At weekends, Jennifer and I sometimes go to see films together. Her favourite film is *Swan Lake*.

- (1 the same 2 ice cream 3 IT 4 go to see films 5 *Swan Lake*)

D Think, complete and say (想一想, 根据提示完成表格, 然后与同学互相问答)
(略)

E Look and circle (看图, 在字谜中圈出相应的单词)

(Across: ticket, timetable, beef, subject, music)

(Down: exit, noodles, favourite, cabbage, bean)

F Read, tick and write (读一读, 勾出健康的生活方式, 然后填空完成短文)

- (1, 3, 5, 6)

eat a lot of fruit and vegetables

drink a lot of water every day

We should eat some rice or noodles every day.

We should have some meat and milk every day.)

G Look, think and write (看图想一想, 连词成句)

- (1 Shall we go to the playground and play badminton

OK. Let's go

- 2 Do you have a PE class on Monday

Yes. It's the second class in the morning

- 3 What did you have for dinner yesterday

I had some chicken, some potatoes and some tomato soup. (答案次序仅供参考)

That sounds very healthy)

H Read and answer (读短文, 然后回答问题)

- (1 She is an English teacher.

2 She likes singing, reading and seeing films.

3 She knows a lot about films.

4 Yes, she does.

5 Because she is both a good teacher and a good cook.)

M3U1 Signs

A Listen and number (听录音, 根据顺序给下列标志编号)

- 1 Here's a telephone. We can call for help.

- 2 You can't smoke here!

- 3 This is the entrance.
 - 4 There's an exit. We can go out there.
 - 5 Look, the toilets are over there.
 - 6 There's a restaurant. We can have lunch there.
 - 7 No swimming!
 - 8 Look at the sign. Don't walk on the grass!
 - 9 Don't litter! Let's put the rubbish in the bin.
- (8, 3, 6, 7, 1, 9, 4, 2, 5)

B Listen and choose (听录音, 选出正确的应答)

- 1 What does the sign mean? (c)
- 2 Why can't I smoke here? (b)
- 3 Where can we get into the cinema? (a)
- 4 Where are the toilets? (c)

C Listen and choose (听录音, 选出正确的答案)

We can see signs in streets, in parks and in schools. Signs tell us different things. Some signs tell us what we can do. The sign with a fork and a knife means 'restaurant'. It means we can eat and drink there. Some signs tell us what we cannot do. In parks, we can see the sign 'Don't pick the flowers!'.

(1 c 2 a 3 b 4 c 5 c)

D Stick and say (贴一张你在公共场所找到的标志牌的照片, 然后根据提示与同学互相问答) (略)

E Look and complete (看图, 填空完成句子)

- (1 ride bicycles 2 walk dogs 3 litter 4 walk on the grass
5 play ball games)

F Read and complete (读一读, 选词填空完成句子)

- (1 can't/mustn't 2 should/must 3 can/should 4 mustn't/shouldn't/can't
5 shouldn't/mustn't/can't 6 should/must)

G Look and complete (看图, 填空完成标志和对话)

- (1 run, run 2 eat, can't/mustn't eat here
3 Don't litter! You can't/mustn't litter here.
4 Don't play ball games! You can't/mustn't play ball games here.)

H Read and judge (读短文, 判断下列句子, 相符的写T, 不符的写F)

(1 F 2 T 3 F 4 F 5 F)

Task: Signs for our school (学校的标志牌) (略)

M3U2 Weather

A Listen and choose (听录音, 选出听到的内容)

- 1 The rain helps my plants grow. (b)
- 2 The wind is blowing gently. (a)
- 3 It is windy tonight. (c)

- 4 There is a big storm outside. (c)
- 5 I like snow, because it is soft and clean. (b)
- 6 What's the weather like today, snowy or foggy? (c)

B Listen and choose (听录音, 选出正确的应答)

- 1 Do you like sunny weather or rainy weather? (a)
- 2 How's the wind now? (a)
- 3 What's the weather like today? (b)
- 4 Was it snowy in Shanghai yesterday? (c)
- 5 What was the temperature this morning? (b)

C Listen, choose and complete (听录音, 将星期及天气情况写在横线上)

Weather woman: Hello. Here's the weather for Wednesday, the thirteenth of April.

Today is sunny. It's cool and dry. The temperature is eighteen degrees.

Weather woman: Hello. Here's the weather for Thursday, the twentieth of June. It's cool and windy. The temperature is twenty-three degrees. A storm is coming.

Weather woman: Hello. Here's the weather for Saturday, the third of October. It's cold and windy this afternoon. It's wet and rainy too. The temperature is fourteen degrees.

Date: 13th April	Date: 20th June	Date: 3rd October
Day: <u>Wednesday</u>	Day: <u>Thursday</u>	Day: <u>Saturday</u>
Weather:	Weather:	Weather:
<u>sunny</u>	<u>cool</u>	<u>cold</u>
<u>cool</u>	<u>windy</u>	<u>windy</u>
<u>dry</u>	<u>stormy</u>	<u>wet</u>
Temperature:	Temperature:	Temperature:
<u>18</u> °C	<u>23</u> °C	<u>14</u> °C

D Think and say (想一想, 根据练习C的内容和提示说一说) (略)

E Look and complete (看图, 填空完成句子)

- (1) sunny, thirty degrees
- (2) snowy, five degrees
- (3) rainy, twenty-five degrees
- (4) windy, twenty degrees)

F Look and write (看图, 连词成句)

- 1 It's raining. I don't like rainy weather.
- 2 It's cloudy today. I like cool weather.
- 3 It's a sunny day. I enjoy the sunshine very much.
- 4 The wind is blowing strongly. A storm is coming, I think.

G Look, read and complete (看图读一读, 填空完成对话)

- (1) rainy, the rain, sun, the sunshine
- (2) windy, fly my/a kite, like the wind, my balloon
- (3) sunny, the wind, like the sun, have/eat ice cream)

H Read and judge (读对话, 判断下列句子, 相符的写T, 不符的写F)

(1 T 2 F 3 F 4 T 5 T)

Task: A weather report (一份天气报告) (略)

M3U3 Changes

A Listen and choose (听录音, 选出听到的内容)

- 1 Let's put the cupboard beside the window. (b)
- 2 Shall we give Dad a surprise? (b)
- 3 Where was the small lamp? (a)
- 4 We can move the sofa first. (c)
- 5 I want to move the lamp. (b)
- 6 The picture was beside the window. Now it is next to the mirror. (a)

B Listen and choose (听录音, 选出正确的应答)

- 1 The chair was beside the table. Where is it now? (c)
- 2 Let's move the furniture in the room. (c)
- 3 Can I put the mirror on the table? (a)
- 4 Are there any changes in your bedroom? (b)

C Listen and write (听录音, 根据物品的位置变化填编号)

Joe: Let's play a game, May. Look at the cupboard. Then close your eyes. OK. Now open your eyes. Are there any changes?

May: Yes. The toy ladybird was on the second shelf. It was between the bear and the bowl. Now it's on the floor.

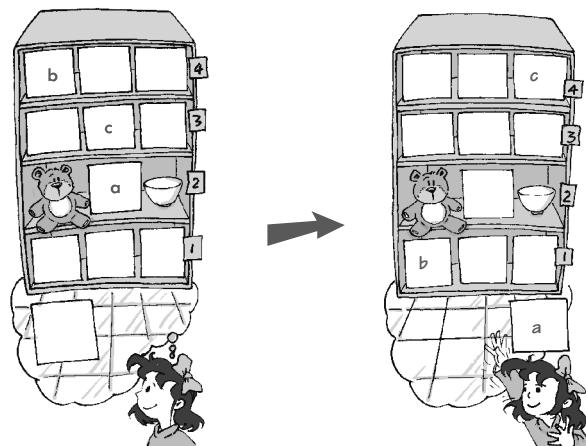
Joe: Yes, you're right. What about the toy puppy?

May: It was on the right of the third shelf. Now it's on the first shelf. It's under the bear.

Joe: No. It was on the left of the fourth shelf.

May: Mmm ... And the toy giraffe was in the middle of the third shelf. Now it's on the right of the fourth shelf.

Joe: Yes. Very good, May.



D Draw and say (画一画房间的布置变化, 然后根据提示说一说) (略)

E Look and write (看图, 写出相应的单词)

(1 mirror 2 shelf 3 a sofa 4 a cupboard 5 a cushion 6 a lamp)

F Read, choose and complete (读一读, 选词填空完成对话)

(1 give 2 do 3 move 4 put 5 want)

G Look and write (看图, 根据提示写出相应的句子)

(1 under the shelf, under the mirror

(2 was on the table, it is on the shelf

(3 Yesterday the sofa was under the mirror. Today it is under the shelf.

4 Yesterday the picture was on the shelf. Today it is between the mirror and the shelf.

5 Yesterday the clock was on the table. Today it is on the shelf.)

H Read and complete (读短文, 填空完成句子)

(1 in, beside 2 four, three 3 behind the door, on the shelf)

Task: My changes (我的变化) (略)

Module Revision (3)

A Listen and choose (听录音, 选出听到的内容)

1 I don't like the colour of the cushion. (a)

2 Oh, it's foggy outside. (c)

3 Don't litter! Put the rubbish in the bin, please. (a)

4 The sofa was under the shelf. Now it is beside the door. (b)

5 The temperature was sixteen degrees last night. (c)

6 You can't smoke here. (a)

B Listen and choose (听录音, 选出正确的应答)

1 What's the weather like today? (a)

2 What's Kitty doing? (b)

3 Where was the book? (a)

4 What does the sign mean? (c)

5 Where can we get out of here? (c)

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

Mr Smith and his son are playing football in the park. They are both tired. They want to have a rest on a bench. Mr Smith walks to the bench. His son follows him. Then, his son says, 'Oh no! Don't sit on the bench, Dad! Look at the sign!' But it is too late. Mr Smith sits on the bench. He doesn't see the sign 'Wet Paint!'.

(1 F 2 F 3 T 4 T 5 T)

D Look, think and say (看图想一想, 根据提示与同学互相问答) (略)

E Think and write (想一想, 根据提示将下列单词归类)

At home: sofa, cushion, cupboard, shelf, bed, bookshelf

About the weather: cloudy, stormy, foggy, sunny, rainy, windy)

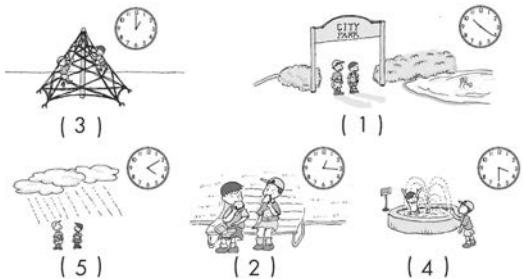
F Look, read and complete (看图读一读, 填空完成短文)

(1 sound/noise 2 mess 3 clock 4 shelf 5 floor 6 was 7 is 8 sign)

G Read, choose and complete (读一读, 选词填空完成Steven的日记)

(sun, sunny/hot, hot/sunny, thirty degrees, near, his grandfather, a farmer, rainy/wet, wet/rainy, was, rain, likes, at, on)

H Read, number and draw (读短文, 根据顺序给下面的图编号, 并在钟面上画出时间)



M4U1 Museums

A Listen and choose (听录音, 选出听到的内容)

- 1 Miss Fang and her students are at the Car Museum. (b)
- 2 I want to visit the Science Museum. (a)
- 3 The robot is dancing beautifully. (c)
- 4 The 'Piano Prince' is really cool! (c)
- 5 Where's the Railway Museum? (a)
- 6 The robots can help firefighters put out fires. (a)

B Listen and choose (听录音, 选出正确的应答)

- 1 Which museum do you want to visit? (c)
- 2 How can I get to the History Museum? (a)
- 3 Can the robot draw or paint? (c)
- 4 What's in the Insect Museum? (c)

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

Kitty and Ben are at the Science Museum now. There are many robots. First, they see the 'Piano Prince'. He can play the piano very well. He is cool. Next to the 'Piano Prince', there is another robot, the 'Opera Queen'. She can perform Beijing Opera. She is amazing!

- (1 c 2 a 3 a 4 b)

D Stick and say (贴一张你去过的博物馆的照片, 然后根据提示向同学们介绍一下)
(略)

E Look, write and match (看图写出相应的博物馆名称, 然后与相应的对话连起来)

- (1 railway museum—a 2 art museum—d 3 car museum—c 4 insect museum—b)

F Read, choose and complete (读一读, 选词填空完成句子)

- (1 Which, Would 2 How, can 3 There are 4 has)

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- (1 c Where are you going, Anna?
- 2 d Where's the Insect Museum?
- 3 b What's in the museum?
- 4 e What do you want to do in the museum?

5 a Shall we go together?)

H Read and answer (读短文, 然后回答问题)

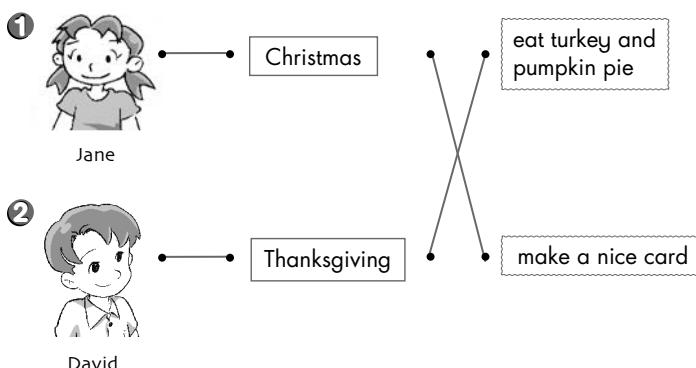
- (1) They visited the Science Museum.
- (2) They went there by underground./By underground.
- (3) They arrived at the museum at 9 o'clock./At 9 o'clock.
- (4) It became a window./A window.
- (5) They met some classmates and friends there./Some classmates and friends.)

Task: A visit to a museum (参观博物馆) (略)

M4U2 Western holidays

A Listen and match (听录音, 将人物与相应的节日及活动连起来)

- 1 I'm Jane. It's Christmas today. I want to make a nice card for my mum.
- 2 I'm David. My family is eating turkey and pumpkin pie. It's Thanksgiving today.



B Listen and choose (听录音, 选出正确的应答)

- 1 What do people usually eat at Thanksgiving? (b)
- 2 How was your Christmas, Jane? (b)
- 3 Why is Christmas your favourite holiday, Laura? (c)

C Listen and complete (听录音, 填空完成短文)

Today, let's talk about some Western holidays. Thanksgiving is on the fourth Thursday in November in the US. People usually eat turkey and pumpkin pie. Christmas is on the 25th of December. People decorate their Christmas trees and give presents to each other.

D Complete and say (填空完成节日信息卡, 然后根据提示与同学互相问答) (略)

E Look and write (看图写出物品的名称, 然后将它们的编号写到相应的位置)

- (1) Christmas trees (2) a turkey (3) Christmas presents (4) pumpkin pie

Thanksgiving: 2, 4

Christmas: 1, 3

F Look, read and complete (看图读一读, 填空完成句子)

- (1) the fourth Thursday in November, Thanksgiving, turkey and pumpkin pie, talk about their favourite moments of the last year
- (2) the 25th of December, Christmas, give presents to each other, decorate a tree and put it

up in their homes)

G Read and answer (读对话, 然后回答问题)

- (1 She likes looking at the moon and eating mooncakes with her family.
2 Christmas and Thanksgiving.
3 Yes, they do.)

Task: Festivals and holidays this year (今年的节假日) (略)

M4U3 Story time

A Listen and choose (听录音, 选出听到的内容)

- 1 In the castle lived a giant. (a)
2 Some children came and played in his garden. (b)
3 The giant came back and saw the children. (a)
4 The giant built a wall all around his garden. (c)
5 The giant put up a sign in front of his garden. (a)
6 Miss Autumn did not go to the castle. (c)

B Listen and choose (听录音, 根据课文故事情节选出正确的应答)

- 1 What did the giant build all around his garden? (c)
2 Why didn't Miss Spring go to the castle? (a)
3 The giant saw snow everywhere in his garden. How did he feel? (c)
4 How did the children get into the garden again? (b)

C Listen, read and choose (听录音, 读问题, 然后选出正确的答案)

Ben: What are you reading, Kitty?

Kitty: I'm reading a storybook.

Ben: What's the story about?

Kitty: It's about a giant and some children. The giant had a big garden. The children often went and played there. But the giant didn't like that.

Ben: What did the giant do then?

Kitty: He built a tall wall. The children couldn't come in.

Ben: Sounds interesting. Can I have a look?

Kitty: Sure.

- (1 c 2 a 3 b 4 c 5 b)

D Look, think and act (看图想一想, 根据提示与同学们一起表演“巨人花园”的故事) (略)

E Look, read and complete (看图读一读, 根据首字母提示填空完成句子)

- (1 had 2 was 3 put 4 saw 5 came)

F Read and act (读故事, 并演一演) (略)

G Read and judge (读一读, 根据练习F的故事判断下列句子, 相符的写T, 不符的写F)

- (1 T 2 F 3 T 4 T 5 F 6 F)

H Read and number (读一读, 根据练习F的故事, 按顺序给下列句子排序)

(4, 3, 1, 2, 5)

Task: Story time (故事时间) (略)

Module Revision (4)

A Listen and choose (听录音, 选出听到的内容)

- 1 Let's go to the Piano Museum together. (b)
- 2 The giant is big and strong. (c)
- 3 There are so many super robots. (a)
- 4 People always give presents to each other at Christmas. (c)

B Listen and choose (听录音, 选出正确的应答)

- 1 When's Thanksgiving in the US? (a)
- 2 Where can you see robots? (b)
- 3 What do people do at Thanksgiving? (a)
- 4 What's your favourite Western holiday? (c)
- 5 Which museum do you want to visit? (a)

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

The Louvre Museum is in Paris. There are many different halls in it. You can see many interesting things there. People can learn about history and different cultures. There are a lot of paintings in the Louvre Museum. The famous painting, the *Mona Lisa* is one of them.

(1 T 2 F 3 T 4 F 5 F)

D Think, complete and say (想一想, 你最近一次参观的是上海哪座博物馆? 填空完成信息卡, 然后根据提示与同学互相问答) (略)

E Think and write (想一想, 根据提示写出相应的同类词)

Fruit: banana, grape, watermelon, pineapple, ...

Toys: doll, skateboard, toy bear, robot, puzzle, ...

School subjects: English, Maths, Chinese, Music, Art, ...

Places: cinema, park, supermarket, bank, hospital, ...

Furniture: table, shelf, sofa, cushion, cupboard, ...

Weather: windy, hot, wet, cloudy, rainy, ...

Festivals/Holidays: the Spring Festival, the Mid-Autumn Festival, the Double Ninth Festival, Christmas, Thanksgiving, ...

Animals/Insects: elephant, giraffe, lion, ladybird, butterfly, ...

Four seasons: spring, summer, autumn, winter)

F Read and write (读一读, 根据例子写出相应单词)

- (1 lives, has, goes, comes, plays, sees, leaves, starts
- 2 running, putting, blowing, feeling, thinking, writing, making, moving
- 3 was, were, was, had)

G Read, choose and complete (读一读, 选词填空完成句子)

(1 lived 2 comes 3 playing 4 draw 5 likes 6 was, is
7 is singing 8 were, are 9 are playing, play 10 fly)

H Read, choose and complete (读一读, 选择正确的单词填空完成对话)

(1 b 2 c 3 a 4 c 5 b 6 b)

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