



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,了解元音、辅音字母以及字母组合在单词中的发音。本册《学生用书》的该栏主要是辅音字母组合在单词中的发音。

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。

《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。从本质上来说，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为自己的新朋友制作信息卡，然后思考所给问题，并写一段话描述自己的一个新朋友。接着学生口头介绍自己的朋友，最后与同学结对互相问答，了解各自新朋友的情况。

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 number (听录音，根据顺序给下面的图片编号)；Listen and write (听录音，填空完成表格)；Listen and circle (听录音，圈出正确的应答) 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》，四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，并对如何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。课文部分有文字版和动画版呈现模式，教师可以根据课堂教学的需要选用不同模式教学。文字版提供了课文的中文译文，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，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、写、画等多种形式的活动来帮助学生运用课本中学到的知识与技能，提高他们的英语综合运用能力。

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综合语言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，等等。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。

—How are you doing, Susan?

—Not (too) bad./Very well./Great!... How about you?/What about you?

Is everybody ready for class?

Today we are going to learn about ‘...’

Take out your ...

All books closed, please.

Turn to the next page.

Come and stand by the blackboard.

Come and write the word on the blackboard.

Everyone, look at the blackboard, please.

Read out the words and sentences on the blackboard.

Let's read the words on the blackboard together.

Let's read the text aloud.

Read the first sentence aloud.

Take/Copy this down in your notebooks.

Underline the new words.

Let's listen to the tape now.

Can you all hear?

Let's listen to it once more.

Listen again and say it after me.

Let's look at some pictures.

Come out and point to ... on the map.

Read the text by yourself.

I'll read it to you first.

Now let's role-play this dialogue.

Who wants to be Peter?

You are/will be Miss Fang, Mary.

Now you can change your role.

Please do Exercise A.

Answer the first four questions.

Mark the right answer.

Let's check the answers.

Now we'll play a guessing game.

Guess what this is.

Let's play a spelling/miming/counting game.

Work in groups of three/four/five.

Well done, Team 5. You're the winners.

Do you want to sing now?

Say the words after me.

Let's sing together.

Sing along with the tape.

Let's take a break.

That's all for this morning/afternoon/class.

See you tomorrow/next week.

### 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 pictures
- 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, 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 and rhymes 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 related 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 of productive and receptive learning.

## 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 for the class in general and also for 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 content framework to which they 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, practical tasks all intended to stimulate the use of language in the classroom.

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

## 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' performances will give the best results.

# Module 1 Getting to know you

## Unit 1 Meeting new people

### Tasks in this unit:

- Use numbers to talk about a person's age
- Use formulaic expressions to greet new people, respond to greetings and take leave
- Use modelled sentences to introduce a person's name, age and student number

### Language focus:

- Using the key words in context  
e.g., *eleven, twelve, thirteen, fourteen, fifteen, sixteen*
- Using modelled sentences to introduce a person's name  
e.g., *Her name is Sally. His name is Paul.*
- Using modelled sentences to introduce a person's age and student number  
e.g., *She's ten years old. Her student number is sixteen.*
- Using formulaic expressions to greet new people, respond to greetings and take leave  
e.g., *Nice to meet you.*  
*Nice to meet you too.*  
*See you.*
- Identifying the pronunciation of '-sk' in words such as *desk* and *mask*  
e.g., *desk, mask*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *eleven, twelve, thirteen, fourteen, fifteen, sixteen*
- Understanding modelled sentences introducing a person's name  
e.g., *Her name is Sally. His name is Paul.*
- Understanding modelled sentences introducing a person's age and student number  
e.g., *She's ten years old. Her student number is sixteen.*
- Understanding formulaic expressions greeting new people, responding to greetings and taking leave  
e.g., *Nice to meet you.*  
*Nice to meet you too.*  
*See you.*
- Identifying the pronunciation of '-sk' in words such as *desk* and *mask*  
e.g., *desk, mask*

#### Speaking

- Pronouncing the key words correctly  
e.g., *eleven, twelve, thirteen, fourteen, fifteen, sixteen*
- Using modelled sentences to introduce a person's name  
e.g., *Her name is Sally. His name is Paul.*

- Using modelled sentences to introduce a person's age and student number  
e.g., *She's ten years old. Her student number is sixteen.*
- Using formulaic expressions to greet new people, respond to greetings and take leave  
e.g., *Nice to meet you.*  
*Nice to meet you too.*  
*See you.*
- Pronouncing the sound '-sk' correctly in words such as *desk* and *mask*  
e.g., *desk, mask*

### Reading

- Understanding dialogues introducing a person's name, age and abilities
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *eleven, twelve, thirteen, fourteen, fifteen, sixteen*
- Writing the key sentences correctly  
e.g., *Her name is Sally. His name is Paul.*
- Writing several sentences to describe a person

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		eleven    twelve thirteen fourteen fifteen    sixteen		SB: pp. 3 and 6 WB: p. 4 Part E
2	His/Her name is ... He's/She's ... (age) This is ... See you.	classmate		SB: pp. 2 and 6 WB: pp. 2 and 4 Parts A and F
3	He's/She's ... years old. Her student number is sixteen. – Nice to meet you. – Nice to meet you too.			SB: p. 4 WB: p. 2 Part B
4				SB: p. 5 WB: p. 6 Part H
5			-sk (desk, mask)	SB: pp. 3 and 6 WB: p. 7 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *eleven, twelve, thirteen, fourteen*
- Using modelled sentences to introduce one's name and age  
e.g., *My name is ... I'm ...*

### Materials:

*Student's Book 4A*, pp. 3 and 6

*Workbook 4A*, p. 4 Part E

Cassette 4A

Flashcards 3A (*one, two, three, four, five, six, seven, eight, nine, ten*)

Flashcards 4A (*eleven, twelve, thirteen, fourteen, fifteen, sixteen*)

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 6 of the *Student's Book*. Then have them answer the questions below to review some patterns that they have already learnt.

e.g.,

T: *What's your name? What can you do?*

S1: *My name is (S1's name). I can draw and dance.*

T: (point to S1 and ask S2) *Who's he/she? What can he/she do?*

S2: *He's/She's ... He/She can ...*

#### Activity 2

Play a counting game to review numbers *one* to *ten*. Draw a rectangle on the blackboard. Then add lines to it step by step. Have the students count the shapes they see at each step and show the flashcards for *one* to *ten* accordingly.

e.g.,

Step 1:



T: *Look and count. How many rectangles?*

S1: *One.*

Step 2:



T: *How many rectangles now?*

S1: *Three.*

...

#### While-task procedures

##### Activity 1

Draw six cakes on the blackboard. Then draw a candle in the shape of a number on each cake to elicit the numbers *eleven* to *sixteen*. Show the flashcards for *eleven, twelve, thirteen, fourteen, fifteen* and *sixteen* in 'Look and learn' on page 3 of the *Student's Book* and have the students read and spell the words after you.

e.g.,

T: *(draw a candle in the shape of 11 on a cake)*  
*Eleven.*

Ss: *Eleven.*

T: *(show the flashcard for eleven)* *Eleven. E-L-E-V-E-N, eleven.*

Ss: *Eleven. E-L-E-V-E-N, eleven.*

...

Finally, have the students match the flashcards with the candles on the blackboard.

##### Activity 2

Write some addition problems on the blackboard. Have the students read the numbers and do sums.

e.g.,

T: *(write '5+7=?' on the blackboard)* *Five and seven is twelve.*

Ss: *Five and seven is twelve.*

T: *(write '5+8=?' on the blackboard)*

Ss: *Five and eight is thirteen.*

##### Activity 3

Show the picture for 'Listen and enjoy' on page 6 of the *Student's Book* and have the students listen to the recording. Then ask the students some questions about the picture.

T: *Who are they?*

S1: *They're Joe and Rose.*

T: *How do you spell 'Joe'?*

S2: *J-O-E, Joe.*

T: *What about 'Rose'?*

S3: *R-O-S-E, Rose.*

Have the students play the role of Joe or Rose

and make a self-introduction. You can give an example first.

T: *Hello. My name is Joe. J-O-E, Joe. I'm thirteen.*

S1: *Hello. My name is Rose. R-O-S-E, Rose. I'm twelve.*

Write the sentences *My name is ... I'm ...* on the blackboard. Have the students introduce themselves to each other in pairs.

e.g.,

S1: *Hello. My name is (S1's name). I'm ten.*

S2: *Hello. My name is (S2's name). I'm eleven.*

#### Activity 4

Have the students do Part E 'Look and write' on page 4 of the *Workbook*. Then check the answers with them. After that, have the students make a dialogue using the pictures.

#### Post-task activities

##### Activity 1

Divide the students into groups of six. Ask the students to make some name cards and write the numbers 11 to 16 on the back of each card. Then ask them to play a game using the name cards.

e.g.,

S1: *Hello. My name is ...*

S2: *Hello. My name is ... How old are you?*

S1: *I'm twelve. How old are you?*

S2: *I'm fifteen. Today is my birthday!*

S1: *Happy Birthday!*

S2: *Thank you.*

##### Activity 2

Have the students write a passage to introduce themselves. Give the students some hints if necessary. Then invite some students to introduce themselves to the class.

e.g.,

S1: *Hello. My name is (S1's name). I'm your new classmate. I'm eleven years old. I can play basketball. I can dance too.*

#### Period 2

##### Language focus:

- Using modelled sentences to introduce a

person's name

e.g., *Her name is Sally. His name is Paul.*

- Using modelled sentences to introduce a person's age  
e.g., *She's twelve.*
- Using formulaic expressions to introduce a person to others or take leave  
e.g., *This is my sister.*

*See you.*

#### Materials:

*Student's Book 4A*, pp. 2 and 6

*Workbook 4A*, pp. 2 and 4 Parts A and F

Cassette 4A

A glove puppet

Wall picture 4A

#### Pre-task preparations

##### Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 6 of the *Student's Book* again. Then have them role-play the rhyme in pairs. Encourage them to make a new rhyme using their own names.

##### Activity 2

Use a glove puppet to review sentences for self-introduction with the students.

e.g.,

T: (*hold a glove puppet*) *Hello. My name is Peggy. I'm fifteen years old. Nice to meet you. What's your name? How old are you?*

S1: *My name's (S1's name). I'm eleven years old.*

#### While-task procedures

##### Activity 1

Have the students look at the picture for 'Look and say' on page 2 of the *Student's Book* and listen to the recording. Ask them some questions.

e.g.,

T: (*point to Peter in Picture 2*) *Who is he?*

S1: *He is Peter.*

T: (*point to Sally in Picture 2*) *She is Peter's sister. What's her name?*

S2: *Sally.*

T: Yes. Her name is Sally.

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

## Activity 2

Write the key patterns *His/Her name is ...* on the blackboard. Ask the students to repeat after you. Then put the wall picture on the blackboard and ask the students some questions about the picture.

e.g.,

T: (point to Paul in the picture) Look. He is Peter's brother. What's his name?

S1: His name is Paul.

Then practise the dialogue in 'Look and say' with the students.

e.g.,

T: Good morning, Peter.

S1: Good morning, Kitty. (point to S2) This is my sister. Her name is Sally. She's twelve. (point to S3) And this is my brother. His name is Paul. He's only six.

T: (to S2 & S3) Hi, Sally. Hi, Paul. My name is Kitty. I'm Peter's classmate.

S2 & S3: Hi, Kitty.

S1, S2 & S3: We're going to the park. Goodbye, Kitty.

T: See you.

## Activity 3

Have the students role-play the dialogue in groups of four. Then invite several groups to role-play in front of the class.

e.g.,

S1: Good morning, Peter.

S2: Good morning, Kitty. (point to S3) This is my sister. Her name is Sally. She's twelve. (point to S4) And this is my brother. His name is Paul. He's only six.

S1: (to S3 & S4) Hi, Sally. Hi, Paul. My name is Kitty. I'm Peter's classmate.

S3 & S4: Hi, Kitty.

S2, S3 & S4: We're going to the park. Goodbye, Kitty.

S1: See you.

## Activity 4

Have the students do Part A 'Listen and circle' on page 2 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students make a dialogue in groups following 'Look and say' on page 2 of the *Student's Book*.

e.g.,

S1: Good morning/afternoon, (S2's name).

S2: Good morning/afternoon, (S1's name).

S1: (point to S3) This is my friend/sister/brother/...

His/Her name is (S3's name). He/She is ... (age).

S2: Hello, (S3's name). My name is (S2's name).

I'm (S1's name)'s classmate.

S3: Hi, (S2's name).

...

S2: Goodbye!

S1 & S3: See you.

## Activity 2

Have the students do Part F 'Read, choose and write' on page 4 of the *Workbook*. Then check the answers with them.

## Period 3

### Language focus:

- Using modelled sentences to introduce a person's age and student number  
e.g., *She's ten years old.*  
*Her student number is sixteen.*
- Using formulaic expressions to introduce others  
e.g., *This is your new classmate.*
- Using formulaic expressions to greet new people and respond to greetings  
e.g., *Nice to meet you. Nice to meet you too.*
- Using modelled sentences to introduce a person's age  
e.g., *She's ten years old.*

### Materials:

*Student's Book 4A*, p. 4

Workbook 4A, p. 2 Part B

Cassette 4A

A glove puppet

## Pre-task preparations

### Activity 1

Play a counting game. Have the students count some stationery items such as pencils and rulers with you to review the numbers *one* to *sixteen*. Then have them count the numbers two by two, or three by three.

e.g.,

*One, three, five, ...*

*Two, four, six, ...*

### Activity 2

Show the glove puppet. Play the role of the puppet and make a brief self-introduction.

e.g.,

*T: (hold a glove puppet) Hello. My name is Jack Black. You can call me Jack.*

Then write the sentence *My name is ...* on the blackboard and invite some students to introduce their names using the modelled sentences.

e.g.,

*S1: My name is Linda Smith. You can call me Linda.*

## While-task procedures

### Activity 1

Elicit the new word *student* by introducing some students in your class.

e.g.,

*T: This is (S1's name). He's a student. This is (S2's name). She's a student too.*

Write *student* on the blackboard. Read it and write S1's name and his/her student number on the blackboard. Have the class repeat the phrase *student number* after you. Then have some students tell the class their student numbers.

Help the students if they are not able to say the number in English.

e.g.,

*S1: My student number is ...*

*T: (point to S1) His/Her student number is ...*

### Activity 2

Have the students look at the pictures for 'Say and act' on page 4 of the *Student's Book* and listen to the recording. Ask them some questions to check their understanding. e.g.,

*T: (point to Miss Fang) Who is she?*

*S1: She's Miss Fang.*

*T: (point to Jill) Who's this girl?*

*S2: She's Jill.*

*T: Yes. Jill is Kitty's new classmate. How old is she?*

*S3: She's ten years old.*

*T: What's her student number?*

*S4: Her student number is sixteen.*

After that, play the recording for 'Say and act' again and have the students repeat after the recording. Then practise the formulaic expressions *Nice to meet you. Nice to meet you too.* with the students.

e.g.,

*T: Hello. I am Miss Fang. I'm your new teacher.*

*Nice to meet you.*

*S1: Hi, I'm (S1's name). Nice to meet you too.*

Finally, practise the dialogue with the students.

e.g.,

*T: Good morning, class.*

*Ss: Good morning, Miss Fang.*

*T: This is your new classmate. Her name's Jill. She's ten years old. Her student number is sixteen.*

*S1: Hi, I'm Jill.*

...

### Activity 3

Ask the students to role-play the dialogue in groups of three. Then invite several groups to role-play it in front of the class.

### Activity 4

Have the students do Part B 'Listen and circle' on page 2 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Set a scene in which Jill invites Kitty to her house and introduces Kitty to her mother. Have

the students make a dialogue in groups of three. Then invite several groups to role-play the dialogue.

e.g.,

*S1: (act as Jill) Mum, this is my new classmate. Her name is Kitty.*

*S2: (act as Kitty) Nice to meet you, Mrs Xu. I'm Kitty.*

*S3: (act as Jill's mother) Hello, Kitty. Nice to meet you too. How old are you?*

*S2: I'm nine years old.*

## Activity 2

Have the students write the information on the front side of the following card. Then have them exchange information with each other by asking and answering questions. Ask the students to write down the information they get on the back of their cards. Then collect some cards and compare the information on the cards to check whether the students have exchanged the information successfully.

### Card (Front)

My friend
Name: _____
Age: _____
Student number: _____

### Card (Back)

's friend
Name: _____
Age: _____
Student number: _____

e.g.,

*S1: What's your friend's name?*

*S2: His/Her name is (S3's name).*

*S1: How old is he/she?*

*S2: He's/She's eleven.*

*S1: What's his/her student number?*

*S2: His/Her student number is fourteen.*

## Period 4

### Language focus:

- Using modelled sentences to describe a person's likes  
e.g., *She likes reading.*
- Using the modal verb *can* to describe a person's abilities  
e.g., *She can play basketball.*

### Materials:

*Student's Book 4A, p. 5*

*Workbook 4A, p. 6 Part H*

*Cassette 4A*

A map of the area around your school

Photos of children and information cards

### Pre-task preparations

#### Activity I

Show a photo of a child and introduce him/her to the students.

e.g.,

*T: This is ... He/She is twelve. He/She is thin. He/She can ...*

Then invite several students to introduce their friends or classmates in front of the class.

e.g.,

*S1: (show a photo) This is my friend, (S1's friend's name). He is eleven. He is tall and thin. He can play basketball. He likes skating.*

#### Activity 2

Show a map of the area around your school and ask the students to point out where they live to elicit the idea of living near the school. Write *Do you live near our school?* on the blackboard. Have the students report whether they live near their school or not. Write *He/She lives near our school.*

*He/She walks to school every day.* on the blackboard and have the students repeat after you.

### While-task procedures

#### Activity I

Have the students read the text for 'Look and read' on page 5 of the *Student's Book* and finish 'True or false' on the same page. Then check the

answers with them. If a statement is false, ask the students to say the right sentence.

### Activity 2

Have the students look at the pictures for 'Look and read' on page 5 of the *Student's Book* and listen to the recording. Ask them some questions to check their understanding.

e.g.,

*What's Kitty's new classmate's name?*

*How old is Jill?*

*What can she do?*

### Activity 3

Collect some photos of children and write the information such as name, age, abilities and likes on the back of each photo. Hand out the photos to the students. Invite some of them to introduce the children following 'Look and read'.

e.g.,

Name: Andy
Age: 11
Likes: singing
Can: play football, swim

*S1: I have a new friend. His name is Andy. He is eleven years old. He likes singing. He can play football. He can swim too.*

### Activity 4

Have the students fill in the blanks in the following passages according to 'Look and read'.

e.g.,

*Passage A:*

*My name is Jill. I'm Kitty's new classmate. I'm ten years old. I live near our school. I walk to school every day. I like reading. I can play basketball. I can dance too.*

*Passage B:*

*I have a new classmate. Her name is Jill. She is ten years old. She lives near our school. She walks to school every day. She likes reading. She can play basketball. She can dance too.*

## Post-task activities

### Activity I

Play the guessing game 'Who is it?' Divide the students into groups of four to six. Ask each group to complete an information card for each member. On each card there is some information such as a member's age, student number, abilities and so on.

e.g.,

Name: _____
-------------

Age: 11

Student number: 14

Home: near our school

Can: play football and basketball

Have each student pick one card. Have the other students in the group ask him or her questions to work out who the information is about.

e.g.,

*S1: (pick a card)*

*S2: Is that a boy?*

*S1: Yes.*

*S3: How old is he?*

*S1: He's eleven years old.*

*S4: What's his student number?*

*S1: His student number is fourteen.*

*S2: Is he ...?*

*S1: (show the card) Yes!/No. He's ...*

### Activity 2

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

## Period 5

### Language focus:

- Using the key words and sentences to communicate with others in the appropriate situations
- Identifying the pronunciation of '-sk' in words such as *desk* and *mask*  
e.g., *desk, mask*

## Materials:

*Student's Book 4A*, pp. 3 and 6

*Workbook 4A*, p. 7 Task

Cassette 4A

Flashcards 4A (*desk, mask*)

Strips of coloured paper

## Pre-task preparations

### Activity 1

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 a pencil (or other things) from another student. Then give the pencil to the student in the front and ask him/her to turn around and find out the owner of the pencil by asking questions 'Is this his/her pencil?'

e.g.,

*S1: (point to S2) Is this her pencil?*

*T: No, it isn't.*

*S1: (point to S3) Is this his pencil?*

*T: Yes, it's his pencil.*

### Activity 2

Show the class a photo of one of your friends and introduce him or her to the class.

e.g.,

*T: This is my friend. His/Her name's ... He's/She's  
... He/She can ...*

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Ask and answer' on page 3 of the *Student's Book*. Ask them to practise the dialogue in pairs. After that, ask the students to take out the photos of their friends, brothers or sisters and describe them in pairs.

e.g.,

*S1: This is my sister. Her name is May. She is  
thirteen years old. She can dance.*

*S2: This is my friend. His name is Robert. He is  
fourteen. He can play football.*

### Activity 2

Play a guessing game with the students.

Describe a student and ask the others to guess who he or she is.

e.g.,

*T: He's tall and thin. He's eleven years old. His  
student number is 12. He can run. He can swim  
too. What's his name?*

*S1: His name is ....*

Then have the students play this game in groups of four.

### Activity 3

Show the flashcards for 'Learn the sound' on page 6 of the *Student's Book*. Ask the students to repeat after you until they can pronounce the sound correctly.

e.g.,

*T: -sk, desk, mask.*

*Ss: -sk, desk, mask.*

Encourage them to think of more words with the sound.

e.g., *ask, task, disk*

### Activity 4

Play the recording for 'Learn the sound' on page 6 of the *Student's Book*. Ask the students to read the rhyme after the recording. Then encourage them to read it in groups.

## Post-task activities

### Activity 1

Divide the students into groups of five. Prepare five strips of coloured paper and write a key word on the back of each strip, such as *friend, Bob, thirteen, tall* and *swim*. Have each student in the group choose one strip of coloured paper and make a sentence using the word on it.

e.g.,

*S1: (hold the strip with the word friend) I have a  
new friend.*

*S2: (hold the strip with the word Bob) His name is  
Bob.*

*S3: (hold the strip with the word thirteen) He's  
thirteen years old.*

*S4: (hold the strip with the word tall) He's tall.*

*S5: (hold the strip with the word swim) He can  
swim.*

Then have each group write a short paragraph with these sentences.

e.g.,

*This is my new friend. His name is Bob. He's thirteen years old. He's tall. He can swim.*

### **Activity 2**

Have the students do Task 'Meeting new friends' on page 7 of the *Workbook*. First, have them ask and answer the questions given in Part A in pairs. Then ask them to fill out the

table in Part A. After that, ask them to draw in the box in Part B the boy or girl they want to become friends with. Finally, ask them to write several sentences describing the boy or girl.

#### **Note:**

Tell the students that people often say *Nice to meet you (too)*, when they meet for the first time. When people meet again, they usually say *Nice to see you (too)*.

# Module 1 Getting to know you

## Unit 2 Abilities

### Tasks in this unit:

- Use the modal verb *can* and its negative form *can't* to express abilities
- Use the adverbs to modify a verb
- Use connectives to link ideas

### Language focus:

- Using the key words in context  
e.g., *paint, draw, read, write, swim, jump*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *She can swim.*
- Using the adverbs to modify a verb  
e.g., *I can run very fast.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Can she swim? Yes, she can swim very well.*
- Using wh-questions to find out a person's abilities  
e.g., *What can you do?*
- Using connectives to link ideas  
e.g., *I can swim very well, and I can fly very high.*
- Identifying the pronunciation of '-sp' in words such as *wasp* and *crisps*  
e.g., *wasp, crisps*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *paint, draw, read, write, swim, jump*
- Understanding modelled sentences introducing a person's abilities  
e.g., *She can swim.*
- Understanding the meaning of yes/no questions  
e.g., *Can she swim?*
- Understanding wh-questions asking for specific information  
e.g., *What can you do?*
- Identifying the pronunciation of '-sp' in words such as *wasp* and *crisps*  
e.g., *wasp, crisps*

#### Speaking

- Pronouncing the key words correctly  
e.g., *paint, draw, read, write, swim, jump*
- Using modelled sentences to describe a person's abilities  
e.g., *She can swim.*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Can she swim? Yes, she can swim very well.*
- Using wh-questions to find out a person's abilities  
e.g., *What can you do?*
- Using connectives to link ideas  
e.g., *I can swim very well, and I can fly very high.*
- Pronouncing the sound '-sp' correctly in words such as *wasp* and *crisps*  
e.g., *wasp, crisps*

### Reading

- Understanding an interview about abilities
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *paint, draw, read, write, swim, jump*
- Writing the key sentences correctly  
e.g., *Can she swim? Yes, she can swim very well.*
- Writing several sentences to describe a person's abilities

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		paint draw read write swim jump		SB: p. 7 WB: p. 8 Part A
2	Can he/she ...? Yes, he/she can. /No, he/ she can't.	fast picture very well fly high		SB: pp. 7 and 8 WB: p. 9 Part C
3	What can you do? Welcome to ...			SB: p. 9 WB: p. 12 Part G
4				SB: pp. 7 and 10 WB: p. 11 Part F
5			-sp (wasp, crisps)	SB: p. 11 WB: pp. 10 and 13 Part E and Task

## Period I

### Language focus:

Using the key words in context

e.g., *paint, draw, read, write, swim, jump*

### Materials:

*Student's Book 4A, p. 7*

*Workbook 4A, p. 8 Part A*

*Cassette 4A*

*Flashcards 1A—3B (sing, dance, ski, ice-skate, ...)*

*Flashcards 4A (paint, draw, read, write, swim, jump)*

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 17 of *Student's Book 1A*. Have the students sing along. Stick the flashcard for *draw* on the blackboard. Then ask the students what they can do to review the verbs they have learnt before. Stick or write the words accordingly on the blackboard.

e.g.,

T: *What can you do?*

S1: *I can ski.*

T: *What can you do?*

S2: *I can dance.*

#### Activity 2

Have the students play a guessing game in pairs. Have one student express abilities by mimicking an action such as singing and have the other student guess what he or she can do by asking questions with *can*. You may give an example before having the students play the game.

e.g.,

S1: (*mime singing*)

T: *Can you sing well?*

S1: *Yes, I can.*

S2: (*mime writing*)

T: *Can you draw well?*

S2: *No, I can't. I can write.*

## While-task procedures

### Activity 1

Show the flashcards for *paint, draw, read, write, swim* and *jump* in 'Look and learn' on page 7 of the *Student's Book* and have the students read and spell the words after you. Then have the students say the words and do the actions.

e.g.,

T: (*show the card for paint*) *Paint. P-A-I-N-T, paint.*

Ss: *Paint. P-A-I-N-T, paint.*

### Activity 2

Show the cards of verbs and ask the students to answer your questions.

e.g.,

T: (*show the card for draw*) *Can you draw, (S1's name)?*

S1: *Yes, I can.*

T: *What can (S1's name) do?*

Ss: *He/She can draw.*

### Activity 3

Have the students do Part A 'Listen and match' on page 8 of the *Workbook*. Then check the answers with them.

### Activity 4

Write the key pattern *Can you ...?* on the blackboard. Have the students ask and answer questions in pairs.

e.g.,

S1: *Can you sing well?*

S2: *No, I can't.*

S1: *What can you do?*

S2: *I can paint. Can you paint?*

S1: *Yes, I can.*

Then invite some pairs to make a dialogue in front of the class.

## Post-task activities

### Activity 1

Divide the students into groups of four and have the students introduce their abilities to see who can do the most things in each group.

e.g.,

S1: I can sing. I can paint.

S2: I can read and draw. I can swim.

S3: I can write. I can draw.

S4: I can read and write. I can't swim.

S2 can do the most things in the group.

## Activity 2

Write down the lyrics of the song 'I can draw' on page 17 of *Student's Book 1A*.

e.g., I can draw. I can draw. I can draw a flower.

Have the students compose new rhymes with other verbs they have learnt. You can give them some hints such as *a picture, a book, A B C, very well, very high*, etc.

e.g., I can paint. I can paint. I can paint a picture.

I can read. I can read. I can read a book.

I can write. I can write. I can write A, B, C.

I can swim. I can swim. I can swim very well.

I can jump. I can jump. I can jump very high.

Then have the students use the melody of 'I can draw' to sing the song. This way they can practise the new words.

## Period 2

### Language focus:

- Using the modal verb *can* to express abilities  
e.g., She can swim.
- Using the adverbs to modify a verb  
e.g., She can run fast.
- Using yes/no questions to elicit a positive or negative response  
e.g., Can she swim? Yes, she can swim very well.

### Materials:

*Student's Book 4A*, pp. 7 and 8

*Workbook 4A*, p. 9 Part C

Cassette 4A

### Pre-task preparations

#### Activity 1

Review the verbs that the students have learnt, and then have the students read the following rhyme after you.

I can, you can, everybody can

Sing, dance, jump and run.

He can, she can, everybody can

Skip, hop, sit and stand.

You can, they can, everybody can

Cook, clean, wash the pan.

We can, you can, everybody can

Draw, play and have a lot of fun!

#### Activity 2

Have the students look at the picture for 'Listen and enjoy' on page 7 of the *Student's Book*. Ask the students what they can see in the picture and what the boy and the animals can or can't do.

e.g.,

T: What can you see?

S1: I can see a boy, a pony, a cat, a fish and a frog.

T: Can the cat climb trees?

S3: Yes, he can.

T: What can the pony do?

S2: He can run.

Then play the recording and have the students repeat after the recording.

### While-task procedures

#### Activity 1

Ask the students to look at the poster for 'Look and say' on page 8 of the *Student's Book* and talk about it.

e.g.,

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

S1: They're Supergirl and Superdog.

T: What can Supergirl do?

S2: She can run.

T: What else can she do?

S3: She can swim and fly.

When the students answer the questions, write the phrases *run fast, swim very well, paint a picture, fly high* on the blackboard and have the students read after you.

#### Activity 2

Play the recording for 'Look and say' and have the students repeat after the recording. Write the key patterns *Can he/she ...?* on the

blackboard. Then ask the students some questions.

e.g.,

T: *Can Supergirl run fast?*

Ss: *Yes, she can.*

T: *Can she swim?*

Ss: *Yes, she can. She can swim very well.*

### Activity 3

Have the students practise the dialogue in pairs.

Then invite several pairs to role-play the dialogue in front of the class.

e.g.,

S1: *Can Supergirl paint a picture?*

S2: *No, she can't, but she can run fast.*

S1: *Can she swim?*

S2: *Yes, she can swim very well.*

...

Ask which students can run fast, swim very well or paint a picture.

### Activity 4

Have the students do Part C 'Listen and tick' on page 9 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity I

Divide the students into groups of four. Have each group design a poster for the film *Supergirl and Superdog*. They should describe Supergirl and Superdog in the poster according to the pictures they have drawn.

e.g.,

*Superdog is coming! He can run fast. He can swim very well. He can fly high. He can't climb trees.*

### Activity 2

Have the students draw a picture of one of their classmates and write what they can and cannot do. Then have the students exchange information in pairs by asking and answer yes/no questions. Finally, have the students fill out the table according to the information they get from their partners.

e.g.,

S1: *(point to the picture) This student is a tall boy.*

*His name is Jack.*

S2: *Can he paint a picture?*

S1: *Yes, he can.*

S2: *Can he swim?*

S1: *No, he can't.*

(S2 fill out the table below)

He/She can't _____.
He/She can _____.
He/She can _____.
His/Her name is _____.

### Period 3

#### Language focus:

- Using yes/no questions to elicit a positive or negative response  
e.g., *Can Superdog fly too?*
- Using wh-questions to find out specific information  
e.g., *What can you do?*
- Using the connective *and* to link ideas  
e.g., *I can swim very well, and I can fly very high.*

#### Materials:

*Student's Book 4A, p. 9*

*Workbook 4A, p. 12 Part G*

*Cassette 4A*

*Flashcards 4A (paint, draw, read, write, swim, jump)*

*A video of a talk show*

### Pre-task preparations

#### Activity I

Stick the flashcards for *paint, draw, read, write, swim* and *jump* on the blackboard. Have the students introduce themselves using the key patterns.

e.g.,

*I can \_\_\_\_\_. I can \_\_\_\_\_, and I can \_\_\_\_\_. I am super.*

#### Activity 2

Play a video of a talk show interviewing different people. Help the students understand

the words *talk show*, *on TV* and *guest*. Have the students repeat the word *guest* after you.

### While-task procedures

#### Activity 1

Have the students look at the pictures for 'Look and read' on page 9 of the *Student's Book* and talk about the pictures.

e.g.,

T: Who's this girl?

Ss: She's Kitty.

T: What's Kitty doing? She's sleeping. She's having a good dream. In her dream, where is she?

Ss: She's on TV.

Write *dream*, *interview*, *guest*, *welcome* and *Super Time* on the blackboard and ask the students to repeat after you.

#### Activity 2

Have the students read the text for 'Look and read' on page 9 of the *Student's Book* and do 'Read and write' on the same page. Then check the answers with them.

#### Activity 3

Have the students repeat after the recording for 'Look and read' on page 9 of the *Student's Book*. Ask them to role-play the dialogue in groups of three. Then invite several groups to role-play it in front of the class.

#### Activity 4

Have the students do Part G 'Look, read and judge' on page 12 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Have the students fill in the blanks and finish the report below. You may give them some hints if necessary.

I'm Kitty. Two guests are at today's 'Super Time'. They are Supergirl and Superdog. Supergirl can run very fast. She can swim very well, and she can fly very high. She is super. Superdog is super too. He can fly. I like them very much.

#### Activity 2

Have the students role-play a talk show about abilities in groups of three. Have one student act as the host and two students act as the guests. Encourage them to use the words and sentence patterns they have learnt before. Then invite several groups to role-play their talk show in front of the class.

### Period 4

#### Language focus:

- Using yes/no questions to elicit a positive or negative response  
e.g., *Can you swim?*
- Using the connective *but* to link contrasting ideas  
e.g., *He can swim well, but he can't skip.*

#### Materials:

*Student's Book 4A*, pp. 7 and 10

*Workbook 4A*, p. 11 Part F

Cassette 4A

Flashcards 4A (*paint*, *draw*, *read*, *write*, *swim*, *jump*)

Wall picture 4A

### Pre-task preparations

#### Activity 1

Have the students say the rhyme for 'Listen and enjoy' on page 7 of the *Student's Book* in pairs. Then invite several pairs to act the rhyme in front of the class.

e.g.,

S1: *Can your pony sing?*

S2: *No, he can't.*

S1: *Can your fish read?*

S2: *No, he can't. No, he can't.*

...

#### Activity 2

Put the wall picture on the blackboard. Ask the students to answer your questions. Then have them make a dialogue in pairs.

e.g.,

T: (point to the picture of Kitty) Can she swim?

S1: No, she can't.

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Play a game' on page 10 of the *Student's Book* and ask them some questions about Danny.

e.g.,

T: What's the boy's name?

S1: His name is Danny.

T: What can he do?

S4: He can swim.

T: Can he skip?

S5: No, he can't.

### Activity 2

Describe a student in the class and ask the students to guess who he or she is.

e.g.,

T: This student is a boy. He's tall. He can play football.

S1: Is he ...?

T: Yes, he is./No, he isn't.

Divide the students into groups of four to play the guessing game.

### Activity 3

Divide the students into groups of four to six.

Have the students do a survey about their classmates' abilities and complete an information card about their classmates.

e.g.,

S1: Can you swim, (S2's name)?

S2: Yes, I can.

My classmate

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Student number: \_\_\_\_\_

He/She is tall/short/...

He/She can \_\_\_\_\_.

He/She can't \_\_\_\_\_.

Have one student describe a group member according to the information card and have the others guess who he or she is describing.

e.g.,

S1: This student is a girl. She's ten. She's thin and tall. Her student number is eight. She can sing and dance, but she can't paint. Who is she?

S2: Is she ... (one girl's name)?

S1: Yes, she is. /No, she isn't.

### Activity 4

Have the students do Part F 'Look, read and complete' on page 11 of the *Workbook*. Then check the answers with them. After that, ask them to make a dialogue according to the pictures.

## Post-task activities

### Activity 1

Divide the students into groups of four. Have each student recommend a super student from their class and have the other three students in the group decide whether to accept the recommendation or not by asking questions with *can*.

e.g.,

S1: I think Linda (one student's name) is a super student.

S2: Can she sing very well?

S1: Yes, she can.

S3: Can she jump high?

S1: Yes, she can.

### Activity 2

Have the students create a new rhyme following 'Listen and enjoy' on page 7 of the *Student's Book*. Invite some students to act the rhyme in front of the class.

## Period 5

### Language focus:

- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Can a monkey climb trees?*
- Identifying the pronunciation of '-sp' in words such as *wasp* and *crisps*  
e.g., *wasp, crisps*

## Materials:

*Student's Book 4A*, p. 11

*Workbook 4A*, pp. 10 and 13 Part E and Task

Flashcards 4A (*wasp, crisps*)

Cassette 4A

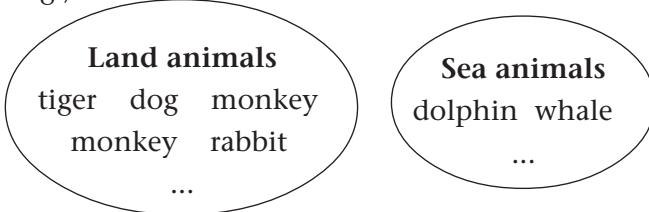
Some word cards for animals, such as *tiger, dog, dolphin, monkey* and *rabbit*

## Pre-task preparations

### Activity 1

Stick some word cards for animals such as *tiger, dog, dolphin, monkey, rabbit* and *whale* on the blackboard. Draw two circles on the blackboard and write *Land animals* and *Sea animals* in each circle. Ask some students to put the cards in the corresponding circle.

e.g.,



### Activity 2

Tell the students that they are going to vote for the king of the animals. Have the students choose the animal they like best and explain the reasons for their choice. Remind the students to use the modal verb *can*.

e.g.,

S1: *I like monkeys. They can swing. They can climb trees. They are clever.*

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Ask and answer' on page 11 of the *Student's Book*. Then have them discuss what each animal can and cannot do by asking and answering questions.

e.g.,

S1: *Can a rabbit hop?*

S2: *Yes, it can, but it can't swim.*

### Activity 2

Have the students write a report about the king of the animals.

e.g.,

*A tiger can run very fast. It can jump high. It can swim very well. It is the king of the animals.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 11 of the *Student's Book*. Ask the students to repeat after you until they can pronounce the sound correctly.

T: -sp, *wasp*.

Ss: -sp, *wasp*.

T: -sp, *crisps*.

Ss: -sp, *crisps*.

### Activity 4

Play the recording for the rhyme in 'Learn the sound' on page 11 of the *Student's Book*. Ask the students to read after the recording. You may ask them to repeat some phrases after you first. Then ask them to practise it in pairs or in groups.

## Post-task activities

### Activity 1

Have the students do Part E 'Read and write' on page 10 of the *Workbook*. Then check the answers with them.

### Activity 2

Ask the students to do Task 'Our abilities' on page 13 of the *Workbook*. First, ask them to fill in the table in Part A. Then ask them to ask and answer questions according to the table. Finally, ask them to write about what they and their friends can do.

### Note:

Tell the students that the symbol '&' in the poster on page 8 of the *Student's Book* means 'and'.

# Module 1 Getting to know you

## Unit 3 How do you feel?

### Tasks in this unit:

- Use predicative adjectives to describe feelings
- Use *yes/no* questions to find out a person's feelings
- Use wh-questions to find out how people feel
- Use imperatives to give simple instructions or make suggestions
- Use formulaic expressions in context

### Language focus:

- Using the key words in context  
e.g., *sad, happy, hungry, full, thirsty, tired*
- Using modelled sentences to describe feelings  
e.g., *I'm happy.*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Are you hungry? Yes, we are.*
- Using wh-questions to find out how people feel  
e.g., *How do you feel?*
- Using formulaic expressions in context  
e.g., *I have an idea!*
- Identifying the pronunciation of '-st' in words such as *toast, postman* and *lamp post*  
e.g., *toast, postman, lamp post*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *sad, happy, hungry, full, thirsty, tired*
- Understanding wh-questions asking about how people feel  
e.g., *How do you feel?*
- Understanding the meaning of *yes/no* questions  
e.g., *Are you hungry? Yes, we are.*
- Understanding formulaic expressions in context  
e.g., *I have an idea!*
- Identifying the pronunciation of '-st' in words such as *toast, postman* and *lamp post*  
e.g., *toast, postman, lamp post*

#### Speaking

- Pronouncing the key words correctly  
e.g., *sad, happy, hungry, full, thirsty, tired*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Are you hungry? Yes, we are.*
- Using wh-questions to find out how people feel  
e.g., *How do you feel?*

- Using formulaic expressions in context  
e.g., *I have an idea!*
- Pronouncing the sound '-st' correctly in words such as *toast, postman* and *lamp post*  
e.g., *toast, postman, lamp post*

### Reading

- 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., *sad, happy, hungry, full, thirsty, tired*
- Writing the key sentences correctly  
e.g., *How do you feel? I'm full.*
- Writing several sentences to describe people's feelings

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	I'm ... ( <i>adjective</i> )	happy hungry thirsty sad full tired		SB: pp. 13 and 16 WB: p. 14 Part A
2	How do you feel? I'm/We're ... Are you ...? – Have some ... – Thank you.	new back biscuit then		SB: pp. 12 and 16 WB: p. 15 Part C
3	He's ... Drink some milk. ( <i>imperative</i> ) Sorry.			SB: p. 14 WB: p. 16 Part E
4	I have an idea!			SB: p. 15 WB: p. 18 Part G
5			-st ( <i>toast, postman, lamp post</i> )	SB: p. 16 WB: pp. 17 and 19 Part F and Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *happy, sad, hungry, full, thirsty, tired*
- Using modelled sentences to describe feelings  
e.g., *I'm happy.*

### Materials:

*Student's Book 4A*, pp. 13 and 16

*Workbook 4A*, p. 14 Part A

Cassette 4A

Flashcards 4A (*happy, sad, hungry, full, thirsty, tired*)

Wall picture 4A

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 16 of the *Student's Book*. Point to the pictures and ask questions.

e.g.,

T: *Is the girl hungry?*

S1: *Yes, she is.*

T: *Is the boy hungry too?*

S2: *No, he isn't. He's thirsty.*

#### Activity 2

Put the wall picture on the blackboard. Point to the pictures showing different feelings to elicit *happy, thirsty* and *hungry*. Ask the students to repeat after you.

e.g.,

T: *(point to the picture for hungry) She is hungry.*

Ss: *Hungry.*

### While-task procedures

#### Activity 1

Show the flashcards for *sad, happy, hungry, full, thirsty* and *tired* in 'Look and learn' on page 13 of the *Student's Book* and 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

Write the key pattern *I'm happy.* on the blackboard. Have the students pick cards and do the corresponding actions. Ask them to describe their feelings according to the cards.  
e.g.,

T: *(show the flashcard for thirsty) I'm thirsty. I want some juice.*

S1: *(pick the flashcard for sad) I'm sad.*

S2: *(pick the flashcard for tired) I'm tired.*

#### Activity 3

Ask the students to look at the pictures for 'Play a game' on page 13 of the *Student's Book*. Invite two students to come to the front and play a guessing game with them.

e.g.,

T: *(show the word card for happy to S1)*

S2: *How do you feel, (S1's name)?*

S1: *(smile happily to S2) Wow!*

T: *How does (S1's name) feel, (S2's name)?*

S2: *Is he/she happy?*

S1: *Yes.*

Then divide the students into groups of six.

Have them make word cards and play the guessing game.

e.g.,

S1: *(show the word card for sad to S2)*

S2: *(frown or mime crying)*

S1: *How does (S2's name) feel, (S3's name)?*

S3: *Is he/she tired?*

S1: *No.*

S2: *Is he/she sad?*

S1: *Yes. (show the card)*

#### 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

Have the students brainstorm what they do when they are happy, sad, hungry, thirsty or tired. Write some example sentences on the blackboard to help the students make sentences.

e.g.,

*I am happy. I sing a song.***Activity 2**

Divide the students into groups of four. Have each student talk about how he or she would feel and what he or she would do in different situations using the given pattern.

e.g.,

*S1: I have a new book. I am happy. I sing a song.**S2: I run and run. I am tired. I sit on the chair.*

Then ask each group to finish the table below.

Name	I ...	I am ...	I ...
S1's name	have a new book	happy	sing a song

**Period 2****Language focus:**

- Using predicative adjectives to describe feelings  
e.g., *He's happy.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Are you hungry? Yes, we are.*
- Using wh-questions to find out how people feel  
e.g., *How do you feel?*

**Materials:***Student's Book 4A, pp. 12 and 16**Workbook 4A, p. 15 Part C**Cassette 4A***Pre-task preparations****Activity 1**

Have the students listen to the recording for 'Listen and enjoy' on page 16 of the *Student's Book* and repeat after it.

**Activity 2**

Give the students some flashcards and ask them some questions about their feelings.

e.g.,

*T: (give the flashcard for bicycle to S1) You have a**new bicycle. Are you happy, (S1's name)?**S1: Yes, I'm happy.**T: (give the flashcard for run to S2) You run and run. Are you tired, (S2's name)?**S2: Yes, I am.***While-task procedures****Activity I**

Have the students do the game 'Quick response' according to your instructions. You can do the actions along with the students.

e.g.,

*T: Run, run, run fast. Jump, jump, jump high.**Swim, swim, swim very well. Climb, climb, climb the trees.**Ss: (do the actions)*

After finishing 'Quick response', tell the students that you are tired to elicit the sentences *How do you feel? I'm tired.* Write the two sentences on the blackboard and ask the students to repeat after you.

**Activity 2**

Show the pictures for 'Look and say' on page 12 of the *Student's Book* and ask the students some questions about the pictures.

e.g.,

*T: (point to Picture 1) Who are they?**S1: They're Kitty and Ben.**T: What does Kitty have? How does she feel?**S2: She has a new skateboard. She's happy.**T: Is Ben happy too?**S3: No, he isn't. He's sad.**T: (point to Picture 2) Are Ben and Kitty tired?**S4: Yes, they are.*

...

**Activity 3**

Play the recording for 'Look and say' and have the students repeat after the recording. Then write the key pattern on the blackboard. Ask the students to repeat after you and then practise it with them.

e.g.,

*T: How do you feel, (S1's name)?**S1: I'm sad.*

T: How do you feel, (S2's and S3's names)?

S2 & S3: We're happy.

#### Activity 4

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

e.g.,

S1: I'm happy. I have a new skateboard.

S2: I'm sad. Look at my bicycle!

...

#### Post-task activities

##### Activity 1

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

##### Activity 2

Divide the students into groups of four and have them do a survey.

e.g.,

S1: How do you feel, (S2's name)?

S2: I'm tired.

S1: What do you want to do?

S2: I want to sit on the chair.

S1: Are you hungry?

S2: No, I'm not.

...

Then ask the students to finish the following table.

Name	He/She is ...	He/She wants to ...
S1's name	tired	sit on the chair

After that, have the students give a report about a classmate according to the survey.

e.g.,

S2: (S1's name) is tired. He/She wants to sit on the chair. He/She is not hungry. ...

#### Period 3

##### Language focus:

- Using modelled sentences to describe feelings  
e.g., *Sam is thirsty.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Are you thirsty too, Ginger?*
- Using formulaic expressions to express apology  
e.g., *Sorry.*

##### Materials:

*Student's Book 4A*, p. 14

*Workbook 4A*, p. 16 Part E

Cassette 4A

Flashcards 4A (*happy, sad, hungry, full, thirsty, tired*)

#### Pre-task preparations

##### Activity 1

Have the students show different facial expressions or do different actions to show their feelings and ask and answer questions in pairs.

e.g.,

S2: How do you feel?

S1: (smile) I'm happy.

##### Activity 2

Play the game 'Apple tree' with the students to help them review the words for feelings. You may divide the class into two groups and let them compete. The group that gets the most correct words wins.

#### While-task procedures

##### Activity 1

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

e.g.,

T: (point to Picture 3) Is Sam thirsty?

S1: Yes.

T: (point to Picture 4) Is Ginger thirsty?

S1: Yes, Ginger is thirsty.

T: (point to Picture 5) They don't like each other.

Write *They don't like each other.* on the blackboard and read it aloud. Then have the students repeat after you.

### Activity 2

Have the students repeat after the recording for 'Say and act' on page 14 of the *Student's Book*. Then have them ask and answer questions in pairs. Remind them to use the key patterns.

e.g.,

S1: How does Sam feel in Picture 4?

S2: He is happy.

### Activity 3

Have the students role-play the dialogue in groups of five. Then invite several groups to act it in front of the class.

### Activity 4

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

### Post-task activities

#### Activity I

Have the students fill in the blanks to describe the pictures for 'Say and act'. You may give them some hints if necessary.

*Ben, Kitty and Sam go to Peter's home at noon.*

*Sam is thirsty. He drinks Ginger's water. The water is nice and Sam is happy, but Ginger is not happy.*

*She is thirsty too. Peter gives Ginger some water and now Ginger is happy, but she does not like Sam.*

#### Activity 2

Have the students play the game 'Information gap' in pairs. Each student has one of the following passages with blanks. Have the students ask their partners questions to find out the information to fill in the blanks. You may teach the word *angry* first and ask the students to repeat after you.

*Passage A:*

*Peter and Ginger go to Ben and Kitty's home in the*

*afternoon. It is dinner time. Ginger is hungry. She eats Sam's dinner. Sam is angry. He chases Ginger. Ginger is afraid. Then Sam eats his dinner. Sam is full and happy, but Ginger is hungry and sad. They don't like each other!*

*Passage B:*

*Peter and Ginger go to Ben and Kitty's home in the afternoon. It is dinner time. Ginger is hungry. She eats Sam's dinner. Sam is angry. He chases Ginger. Ginger is afraid. Then Sam eats his dinner. Sam is full and happy, but Ginger is hungry and sad. They don't like each other!*

e.g.,

S1: (have Passage B) *It's dinner time. How does Ginger feel?*

S2: (have Passage A) *She is hungry.*

S1: (write hungry in the blank in Passage B)

### Period 4

#### Language focus:

- Using predicative adjectives to describe feelings  
e.g., *I'm thirsty and tired.*
- Using formulaic expressions in context  
e.g., *I have an idea.*

#### Materials:

*Student's Book 4A, p. 15*

*Workbook 4A, p. 18 Part G*

Cassette 4A

A mask of a crow

A crow puppet

A glass bottle and some pebbles

### Pre-task preparations

#### Activity I

Show the crow puppet. Teach the students the word *crow*. Have the students describe the crow's colour, appearance and abilities.

e.g.,

*This is a crow. It's black. Its wings are big. It can fly.*

#### Activity 2

Take out a bottle with a long and thin neck.

Describe the bottle by saying *This is a bottle.* *How does it look?* to elicit *The bottle is long and thin.* Write the sentence *It is long and thin.* on the blackboard. Then put some drinking water in the bottle till it is half full. Hold the crow puppet and say *I'm thirsty. I want to drink some water.* Then put the crow puppet's beak in the neck of the bottle and say *I can't drink the water.* *What can I do?* Ask the students to discuss in pairs about how to help the crow drink the water.

## While-task procedures

### Activity 1

Have the students read the story in 'Read a story' on page 15 of the *Student's Book* and do 'Read, choose and write' on the same page. Then check the answers with them. Tell the students how to use the formulaic expression *I have an idea.* You can give them examples to help them understand.

e.g.,

T: (*show the drawing of a tree*) *I want to colour the tree. But I don't have green paint. What can I do?* (*look up and scratch your head*) *Ah! I have an idea!* (*mix the blue paint and yellow paint*) *Now I have green paint.*

### Activity 2

Play the recording for 'Read a story' on page 15 of the *Student's Book* and have the students repeat after it. Then have the students judge whether the statements below are true or false. Check the answers with the students and encourage them to give a reason if a statement is false.

e.g.,

- (F) 1. *The crow is thirsty and hungry.*
- (T) 2. *There is some water in the bottle.*
- (F) 3. *The bottle is short and thin.*
- (T) 4. *The crow can put the pebbles in the bottle.*
- (T) 5. *The crow can drink the water. It is clever.*

### Activity 3

Divide the students into groups of four. Each group can have five pieces of paper. On each

piece of paper there are several sentences. Ask the students to put the sentences in order.

e.g.,

- 1 *There is a crow in the forest. It is hot and dry today. The crow is thirsty and tired.*
- 2 *Oh! The crow sees a bottle. It has some water in it.*
- 3 *The bottle is too long and thin. The crow cannot drink the water. What can he do?*
- 4 *The crow sees some pebbles. He puts the pebbles into the bottle.*
- 5 *One, two, three, ... There are many pebbles in the bottle now, and the crow can drink the water!*  
*How happy the crow is!*

### Activity 4

Have the students role-play the story in pairs. Have one student act as the crow and the other act as the narrator. Then invite several pairs to act in front of the class.

e.g.,

#### Scene 1

S1: (*act as the narrator*) *This is a crow. Today, it is hot and dry.*

S2: (*put on the mask of a crow and act as flying happily*) *I'm a crow. I can fly.*

S1: *The crow is thirsty and tired.*

S2: (*act as being thirsty and tired*) *It's hot. I'm thirsty and tired.*

S1: *The crow sees a bottle. There is some water in it, but the bottle is too long and thin. The crow can't drink the water. What can he do?*

S2: (*see the bottle*) *Oh! There is a bottle. It has some water in it. I'm so thirsty, but I can't drink it. The bottle is too long and thin.*

#### Scene 2

S2: (*look round and see the pebbles*) *Oh, here are some pebbles. (think for a while) I have an idea!* (*put the pebbles in the bottle*) *One, two, three, ...*

S1: *The crow puts the pebbles in the bottle.*

S2: *Great! There are many pebbles in the bottle now. I can drink the water. How happy I am!*

S1: *The crow can drink the water now. He is clever!*

If the students have difficulties, you may act as the narrator yourself.

## Post-task activities

### Activity 1

Have the students do Part G 'Look, read and judge' on page 18 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students complete the following summary of the story 'A thirsty crow'. Then encourage them to retell the story.

e.g.,

*It is a hot day today. There is a crow in the forest. The crow flies and flies. He is thirsty and tired. Then he sees a bottle. There is some water in it. The crow wants to drink the water, but the bottle is too long and thin. The crow cannot drink the water. He can see some pebbles. He puts the pebbles into the bottle. One, two, three, ... There are many pebbles in the bottle now, and the crow can drink the water. How happy the crow is!*

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about feelings
- Identifying the pronunciation of '-st' in words such as *toast, postman* and *lamp post*  
e.g., *toast, postman, lamp post*

### Materials:

*Student's Book 4A, p. 16*

*Workbook 4A, pp. 17 and 19 Part F and Task Cassette 4A*

*Flashcards 4A (happy, sad, hungry, full, thirsty, tired, toast, postman, lamp post)*

*Wall picture 4A*

### Pre-task preparations

### Activity 1

Stick the flashcards for *sad, happy, hungry, full, thirsty*, and *tired* on the blackboard. Have the students say a new rhyme after you.

e.g.,

*Happy, happy. I sing and dance.*

*Hungry, hungry. He wants some noodles.*

*Tired, tired. I go to bed.*

*Sad, sad. She cries and cries.*

### Activity 2

Put the wall picture on the blackboard. Ask the students to answer your questions and point to corresponding pictures.

e.g.,

*T: How do you feel?*

*S1: (point to Picture 1) I'm sad.*

*T: How do you feel? Are you hungry?*

*S2: (point to Picture 3) No. I'm full.*

## While-task procedures

### Activity 1

Divide the students into groups of six. Ask them to draw faces showing different feelings and play a guessing game.

e.g.,

*S1: (pick the picture of a smiling face)*

*S2: Are you hungry?*

*S1: No.*

*S3: Are you happy?*

*S1: (show the picture) Yes, I am happy.*

### Activity 2

Have the students do Part F 'Look, read and complete' on page 17 of the *Workbook*. Then check the answers with them. After that, ask them to practise the dialogues in pairs.

### Activity 3

Show the flashcards for 'Learn the sound' on page 16 of the *Student's Book* and have the students repeat the three words after you until they can pronounce the sound correctly.

e.g.,

*T: -st, toast.*

*Ss: -st, toast.*

*T: -st-, postman.*

*Ss: -st-, postman.*

*T: -st, lamp post.*

*Ss: -st, lamp post.*

Then encourage the students to think of more words with the sound.

e.g., *list, taste, dentist, guest, forest*

## Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it. Then encourage them to read the rhyme in groups.

## Post-task activities

### Activity 1

Divide the students into groups of five or six. Have each student write a sentence describing their feelings on a card and draw things they want or write a sentence expressing what they want to do on another card. Then ask them to mix the sentence cards and play a matching game.

e.g.,

S1: *How do you feel?*

S2: *(pick the card with the sentence I'm hungry. on it) I'm hungry.*

S1: *(pick the card with a loaf of bread on it) Here is some bread. Have some bread, please.*

S2: *Thank you.*

Or:

S1: *(pick the card with the sentence I'm hungry. on it)*

S2: *How do you feel?*

S1: *I'm hungry.*

S2: *(pick the card with the sentence I want some bread. on it and give it to S1)*

S1: *I want some bread.*

### Activity 2

Have the students do Task 'Our feelings' on page 19 of the *Workbook*. First, ask them to identify the feeling each picture in Part A represents. Then ask them to look at the picture in Part B and complete the passage by filling in the blanks. Finally, ask them to make a dialogue according to the passage in Part B.

## Module 2 Me, my family and friends

### Unit 1 Jill's family

#### Tasks in this unit:

- Use nouns to identify the relatives in a family
- Use *yes/no* questions to elicit a positive or negative response
- Use wh-questions to find out a person's identity
- Use formulaic expressions to express surprise and make suggestions

#### Language focus:

- Using nouns to identify the relatives in a family  
e.g., *uncle, aunt, cousin*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Do you have any uncles?*  
*Yes, I do./No, I don't.*
- Using wh-questions to find out a person's identity  
e.g., *Who's that man?*
- Using modelled sentences to give specific information  
e.g., *That's my uncle.*
- Using formulaic expressions to express surprise and make suggestions  
e.g., *Really?*  
*Let's have some mooncakes and watch the beautiful moon in the garden.*
- Identifying the pronunciation of '-sh' in words such as *dish, fish* and *wash*  
e.g., *dish, fish, wash*

#### Language skills:

##### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *uncle, aunt, cousin*
- Understanding the meaning of *yes/no* questions  
e.g., *Do you have any uncles?*
- Understanding wh-questions inquiring about a person's identity  
e.g., *Who's that man?*
- Understanding modelled sentences giving specific information  
e.g., *That's my uncle.*
- Understanding formulaic expressions expressing surprise and making suggestions  
e.g., *Really?*

*Let's have some mooncakes and watch the beautiful moon in the garden.*

- Identifying the pronunciation of '-sh' in words such as *dish, fish* and *wash*  
e.g., *dish, fish, wash*

##### Speaking

- Pronouncing the key words correctly  
e.g., *uncle, aunt, cousin*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you have any brothers and sisters?*  
*Yes, I do./No, I don't.*
- Using wh-questions to find out a person's identity  
e.g., *Who's that man?*
- Using modelled sentences to give specific information  
e.g., *That's my uncle.*
- Using formulaic expressions to express surprise and make suggestions  
e.g., *Really?*  
*Let's have some mooncakes and watch the beautiful moon in the garden.*
- Pronouncing the sound '-sh' correctly in words such as *dish, fish* and *wash*  
e.g., *dish, fish, wash*

### Reading

- 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., *uncle, aunt, cousin*
- Writing the key sentences correctly  
e.g., *Do you have any uncles?*  
*Yes, I do./No, I don't.*
- Writing several sentences to describe one's family members and relatives

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		uncle aunt cousin		SB: pp. 18 and 21 WB: p. 25 Part A
2	Do you have ...? Yes, I do./No, I don't.	police officer		SB: p. 17 WB: p. 28 Part G
3	Really?			SB: pp. 19 and 21 WB: p. 27 Part F
4	Let's ...			SB: p. 20 WB: p. 29 Part H
5			-sh (dish, fish, wash)	SB: pp. 18 and 21 WB: p. 30 Task

## Period I

### Language focus:

- Using nouns to identify the relatives in a family  
e.g., *uncle, aunt, cousin*
- Using modelled sentences to give specific information  
e.g., *I have one uncle.*

### Materials:

*Student's Book 4A*, pp. 18 and 21

*Workbook 4A*, p. 25 Part A

Cassette 4A

Flashcards 3A (*grandmother, grandfather, father, mother*)

Flashcards 4A (*uncle, aunt, cousin*)

Wall picture 4A

### Pre-task preparations

#### Activity 1

Play the recording for the rhyme on page 21 of the *Student's Book*. Encourage the students to repeat the sentences together.

e.g.,

*Who's that? Who's that?*

*Who's that girl?*

*Who's that?*

*Who's that girl*

*In the short black dress?*

*That's my cousin, Bess.*

...

*That's my uncle in the bright green shirt.*

#### Activity 2

Show the flashcards for *aunt, uncle* and *cousin*, and ask the students to read and spell the words after you.

e.g.,

T: (show the flashcard for aunt) *Aunt. A-U-N-T, aunt.*

Ss: *Aunt. A-U-N-T, aunt.*

### While-task procedures

#### Activity 1

Show Jill's family tree on the wall picture. Point to a family member on the family tree and ask

questions.

e.g.,

T: (point to Jill's uncle) *Who's he?*

Ss: *He's Jill's uncle.*

T: *Yes, he is Jill's uncle. He is Jill's mother's brother.*

#### Activity 2

Have the students act as Jill and introduce the family.

e.g.,

S1: *I am Jill. This is my family tree. I have one uncle. He is my mother's brother. I have one aunt. She has long hair. This is my cousin.*

#### Activity 3

Show a family tree and give each family member a name. Have the students ask and answer questions in pairs by using the chant as follows.

e.g.,

S1: *Who is that? Who is that?*

*Is he your uncle? Yes or no?*

S2: (act as one family member) *He is Jack. He is Jack.*

*Yes, he is. He's my uncle Jack.*

#### Activity 4

Have the students do Part A 'Listen and circle' on page 25 of the *Workbook* and then check the answers with them.

### Post-task activities

#### Activity 1

Have the students draw their family trees on a piece of paper and introduce their family trees to each other in groups of four.

e.g.,

*This is my family tree. I have two uncles. They are*

...

#### Activity 2

Have the students tell the others how many aunts/uncles/cousins they have. First, have the students work in pairs.

e.g.,

S1: *Look! I have three uncles and two aunts. I have three cousins. They're Jerry, Jack and Susan.*

Then divide the students into groups of four

and have them tell how many aunts/uncles/cousins their deskmate has.

e.g.,

*S2: (show S1's family tree) Look, this is (S1's name)'s family tree. He/She has three uncles and two aunts. And he/she has three cousins. They are Jerry, Jack and Susan.*

## Period 2

### Language focus:

- Using nouns to identify the relatives in a family  
e.g., *uncle, aunt, cousin*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you have any uncles?*  
*Yes, I do./No, I don't.*
- Using wh-questions to find out a person's identity  
e.g., *Who's that man?*
- Using modelled sentences to give specific information  
e.g., *That's my uncle.*

### Materials:

*Student's Book 4A, p. 17*

*Workbook 4A, p. 28 Part G*

*Cassette 4A*

*Flashcards 3A & 4A (grandmother, grandfather, father, mother, uncle, aunt, cousin)*

### Pre-task preparations

#### Activity 1

Show your family tree to help the students review the words for relatives. You can ask the students some questions and have them respond quickly.

e.g.,

*T: She's my aunt. Her hair is long. What's her name?*

*S1: Her name is ...*

Then show the flashcards and ask the students to read and spell the words.

e.g.,

*T: Aunt. A-U-N-T, aunt.*

*Ss: Aunt. A-U-N-T, aunt.*

#### Activity 2

Ask the students some questions about the relatives in your family and encourage them to respond as quickly as possible.

e.g.,

*T: He is my father's brother. Who is he?*

*S1: He's your uncle.*

*T: She is my father's sister. Who is she?*

*S2: She is your aunt.*

Then have the students do the same in pairs.

### While-task procedures

#### Activity 1

Play the recording for 'Look and say' on page 17 of the *Student's Book*. Have the students repeat after the recording sentence by sentence.

#### Activity 2

Show the pictures for 'Look and say' on page 17 of the *Student's Book*. Have the students look at the pictures carefully and answer your questions according to the pictures.

e.g.,

*Who's this girl?*

*Who's this boy?*

*Who's that man?*

*Is he Jill's mother's brother?*

*How many cousins does Jill have?*

Then write the key pattern *Do you have ...?* on the blackboard and have the students repeat after you. Practise the key pattern with the students.

e.g.,

*T: Do you have any uncles, (S1's name)?*

*S1: Yes, I do. I have one uncle.*

*T: Do you have any aunts, (S2's name)?*

*S2: No, I don't.*

#### Activity 3

Practise the dialogue with the students. Then divide the students into groups of three and have them role-play the dialogue.

#### Activity 4

Show the pictures and ask the students to make

a new dialogue according to the pictures. You can write some pattern drills on the blackboard such as the following.

e.g.,

*Who's that man?*

*Do you have any uncles/aunts/...?*

*Yes, I do./No, I don't.*

*I have ... uncles and ... aunts.*

## Post-task activities

### Activity 1

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

### Activity 2

Ask the students to make a dialogue about their family members and relatives in pairs.

e.g.,

*S1: Do you have a big family or a small family?*

*S2: I have a big family.*

*S1: Do you have any brothers and sisters?*

*S2: No, I don't. But I have two cousins.*

*S1: Do you have any uncles and aunts?*

*S2: Yes. I have two uncles and three aunts.*

...

## Period 3

### Language focus:

- Using formulaic expressions to welcome guests and express surprise

e.g., *Welcome to my home.*

*Really?*

- Using modelled sentences to give specific information

e.g., *He's my cousin. He can swim very fast.*

### Materials:

*Student's Book 4A*, pp. 19 and 21

*Workbook 4A*, p. 27 Part F

Cassette 4A

### Pre-task preparations

#### Activity 1

Ask questions and have the students respond quickly.

e.g.,

*T: Do you have any uncles?*

*S1: Yes, I do.*

*T: How many uncles do you have?*

*S1: I have three uncles.*

If a student does not have any uncles, you can ask him or her about his or her other family members.

#### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 21 of the *Student's Book* and sing along.

### While-task procedures

#### Activity 1

Show the pictures for 'Say and act' on page 19 of the *Student's Book*. You can ask the students some questions about the pictures.

e.g.,

*(Picture 1): Who are they? Where are they?*

*(Picture 2): Who is this boy? How old is he? Is he in the swimming pool? Is he Jill's brother?*

...

Teach the new words and phrases such as *really* and *swimming pool* while you are introducing the pictures and asking the questions. Then ask the students to read the dialogue together after the recording.

#### Activity 2

Play the recording for 'Say and act' on page 19 of the *Student's Book*. Then ask the students some questions to check their understanding.

e.g.,

*Who is Jill's cousin?*

*Is he tall or short?*

*How old is he?*

*What can he do?*

*Who is Jill's uncle?*

*What can he do?*

...

Then practise the dialogue with the students.

#### Activity 3

Have the students role-play the dialogue in 'Say and act' in pairs. You can walk around in the

classroom and give them help if necessary.

### **Activity 4**

Show the pictures for 'Say and act' and give some key words for each picture, and then encourage the students to make a new dialogue in pairs. You can walk around in the classroom and give them some help if necessary. Then invite some pairs to come to the front and do a role-play.

### **Post-task activities**

#### **Activity 1**

Have the students do Part F 'Look, read and complete' on page 27 of the *Workbook* and check the answers with them. Then have the students ask and answer questions in pairs according to the family tree.

e.g.,

S1: Who is Betty?

S2: She is David and Lily's grandmother.

#### **Activity 2**

Divide the students into groups of four. Have the students ask and answer questions about their family photos. You can write some questions on the blackboard for them to use.

e.g.,

Who's that man/woman/boy/girl?

What's his/her name?

How old is he/she?

What can he/she do?

Is he/she ...?

### **Period 4**

#### **Language focus:**

Using imperatives to make suggestions

e.g., Let's have some mooncakes and watch the beautiful moon in the garden.

#### **Materials:**

*Student's Book 4A*, p. 20

*Workbook 4A*, p. 29 Part H

Cassette 4A

### **Pre-task preparations**

#### **Activity 1**

Make some riddles about some special things for Mid-autumn Day, and then have the students guess.

e.g.,

T: It's yellow in the sky. You can see it at night. It's big and bright on Mid-autumn Day. What is it?

Ss: It's the moon.

T: It's food. It's round and sweet. We eat it on Mid-autumn Day. What is it?

Ss: It's a mooncake.

#### **Activity 2**

Ask some questions about Mid-autumn Day and encourage the students to think and respond quickly.

e.g.,

Do you like Mid-autumn Day?

Which season is it in?

What do you eat on Mid-autumn Day?

What do you like doing on Mid-autumn Day?

...

### **While-task procedures**

#### **Activity 1**

Show the pictures for 'Read a story' on page 20 of the *Student's Book* and ask the students some questions. Encourage them to answer according to the pictures.

e.g.,

How many people can you see?

Where are they?

What do they eat?

...

Play the recording for 'Read a story' and have the students repeat after the recording. Tell them the meaning of *have mooncakes*.

#### **Activity 2**

Have the students read the story and do 'True or False' on page 20 of the *Student's Book*. You can ask some more questions according to the story and have the students write down the answers in their exercise books.

### Activity 3

Show the pictures for 'Read a story' on page 20 of the *Student's Book* and play the recording. Encourage the students to repeat what they hear. Then explain the meaning of some of the sentences, such as *Let's have mooncakes and watch the beautiful moon in the garden*.

### Activity 4

Ask the students to role-play the story in groups. Encourage them to use the key patterns they have learnt before.

e.g.,

#### Scene 1

S1: (act as Jill) Hello, Grandpa and Grandma!

S2 & S3: (act as Jill's grandfather and grandmother) Hello, Jill! Come in, please.

S4 & S5: (act as Jill's father and mother) How are you, Mum and Dad?

S2 & S3: Fine, thank you.

#### Scene 2

S4: Look! The moon is big and bright. Let's have mooncakes and watch the beautiful moon in the garden.

S1, S2, S3 & S5: Great!

S4: Jill, please come and help me.

S1: OK.

...

## Post-task activities

### Activity 1

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

### Activity 2

Have the students talk about how they celebrate Mid-autumn Day at home. You can give them some patterns such as the following.

e.g.,

On Mid-autumn Day, my family get together.

We have ... (food)

We have ... (drinks)

We can/(do)/... (activities)

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about one's family members and relatives
- Identifying the pronunciation of '-sh' in words such as *dish, fish* and *wash*  
e.g., *dish, fish, wash*

### Materials:

*Student's Book 4A*, pp. 18 and 21

*Workbook 4A*, p. 30 Task

Flashcards 4A (*dish, fish, wash*)

Cassette 4A

### Pre-task preparations

### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 21 of the *Student's Book* and sing along. Then encourage them to create a new rhyme using other words for clothes and relatives.

e.g.,

*Who's that? Who's that?*

*Who's that boy? Who's that?*

*Who's that boy*

*In the orange T-shirt?*

*That's my brother, Pat.*

### Activity 2

Have one student come to the front and ask him or her to act as another person and do a self-introduction. Have other students interview him or her.

e.g.,

S1: *Hi, everybody! Nice to meet you! I come from the UK. And I have a big family. I have two brothers and two sisters.*

S2: *Do you have any cousins?*

S1: *Yes, I do. I have three cousins.*

S3: *Do you have any uncles?*

S1: *Yes. I have one uncle.*

S4: *Do you have any aunts?*

S1: Yes. I have one aunt.

...

## While-task procedures

### Activity 1

Have the students look at 'Do a survey' on page 18 of the *Student's Book*. Then ask them to walk around in the classroom to survey other classmates about their relatives and complete the table.

e.g.,

S1: Do you have any uncles and aunts?

S2: Yes, I have one uncle and one aunt.

S1: Do you have any cousins?

S2: Yes. I have one cousin.

Invite several students to give their reports in front of the class.

e.g.,

S1: (S2's name) has one uncle and one aunt. He/She has one cousin.

### Activity 2

Have the students ask and answer questions about their relatives in pairs. Encourage them to use the sentence patterns they have learnt before.

e.g.,

S1: Do you have any uncles/aunts?

S2: Yes. I have one uncle/aunt.

S1: What's his/her name?

S2: His/Her name's ...

S1: Can he/she ...?

S2: Yes, he/she can./No, he/she can't.

### Activity 3

Show the flashcards for 'Learn the sound' on page 21 of the *Student's Book*. Ask the students to repeat after you until they can pronounce the sound correctly.

e.g.,

T: -sh, dish.

Ss: -sh, dish.

T: -sh, fish.

Ss: -sh, fish.

T: -sh, wash.

Ss: -sh, wash.

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

e.g., *splash, cash, English, rubbish*

### Activity 4

Play the recording for 'Learn the sound' on page 21 of the *Student's Book*. Ask the students to read the rhyme after the recording. You may ask them to repeat some phrases after you first.

e.g.,

T: Wash the fish, on a dish.

Ss: Wash the fish, on a dish.

## Post-task activities

### Activity 1

Have the students do Task 'My family' on page 30 of the *Workbook*. First, have the students write the answers to the questions in Part A. Then ask them to complete the table in Part B according to their family information. Finally, ask them to write a passage introducing their family.

### Activity 2

Have the students work in pairs. Have one student introduce his/her family by reading what he/she has written about his/her family and the other draw a family tree for him/her. Then ask the one who is listening and drawing to introduce his/her partner's family to the class.

### Note:

In English, the word *uncle* can be used to refer to the brother of one's father or mother, or the husband of one's aunt; and the word *aunt* can be used to refer to the sister of one's father or mother, or the wife of one's uncle. And the word *cousin* can be used to refer to the child of one's uncle or aunt.

## Module 2 Me, my family and friends

### Unit 2 Jobs

#### Tasks in this unit:

- Use nouns to identify people's jobs
- Use wh-questions to find out a person's job
- Use yes/no questions to elicit a positive or negative response
- Use modelled sentences to identify a person's job
- Use formulaic expressions to respond to thanks

#### Language focus:

- Using nouns to identify people's jobs  
e.g., *doctor, firefighter, cook*
- Using wh-questions to find out a person's job  
e.g., *What does he do? What does your father do?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he a bus driver?*  
*Yes, he is./No, he isn't.*
- Using modelled sentences to identify a person's job  
e.g., *He is a firefighter.*
- Using formulaic expressions to respond to thanks  
e.g., *You're welcome.*
- Identifying the pronunciation of 'dr-' and 'pr-' in words such as *dress* and *princess*  
e.g., *dress, princess*

#### Language skills:

##### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *doctor, firefighter, cook*
- Understanding wh-questions asking about a person's job  
e.g., *What does your father do?*
- Understanding the meaning of yes/no questions  
e.g., *Is he a bus driver?*
- Understanding formulaic expressions responding to thanks  
e.g., *You're welcome.*
- Understanding modelled sentences giving specific information  
e.g., *He is a firefighter.*
- Identifying the pronunciation of 'dr-' and 'pr-' in words such as *dress* and *princess*  
e.g., *dress, princess*

##### Speaking

- Pronouncing the key words correctly  
e.g., *doctor, firefighter, cook*
- Using wh-questions to find out a person's job

e.g., *What does your father do?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he a bus driver?*

*Yes, he is./No, he isn't.*

- Using modelled sentences to give specific information  
e.g., *He's Jill's father. He is a firefighter.*
- Using formulaic expressions to respond to thanks  
e.g., *You're welcome.*
- Pronouncing the sounds 'dr-' and 'pr-' correctly in words such as *dress* and *princess*  
e.g., *dress, princess*

### Reading

- Understanding dialogues about people's jobs
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *doctor, firefighter, cook*
- Writing the key sentences correctly  
e.g., *What does your father do?*  
*He is a firefighter.*
- Writing several sentences to introduce a person's job

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	He/She is a/an ...	doctor    nurse teacher    student firefighter    cook bus driver		SB: pp. 22 and 23
2	What does ... do? He/She is ...			SB: p. 23 WB: p. 31 Part A
3	Is he/she ...?			SB: p. 24 WB: pp. 32 and 34 Parts C and F
4	You're welcome.			SB: pp. 22 and 25 WB: p. 35 Part G
5			dr- (dress) pr- (princess)	SB: p. 26 WB: p. 36 Task

## Period I

### Language focus:

- Using nouns to identify people's jobs  
e.g., *doctor, nurse, teacher, police officer, firefighter, cook, bus driver*
- Using modelled sentences to introduce a person's job  
e.g., *He is a firefighter.*

### Materials:

*Student's Book 4A, pp. 22 and 23*

Cassette 4A

Flashcards 4A (*doctor, nurse, teacher, student, police officer, firefighter, cook, bus driver*)

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 22 of the *Student's Book*. You can ask the students to guess the meaning of each sentence. Point to the firefighters in the picture to elicit the word *firefighter*. Explain the sentences when necessary. Then ask the students to repeat after the recording sentence by sentence.

#### Activity 2

Show the picture and play the recording for 'Listen and enjoy' on page 22 of the *Student's Book*. Ask the students to look at the picture and listen to the recording carefully. Then ask them some questions.

e.g.,

*Look at the people in the picture.*

*Are they afraid? Why?*

*Who can help them?*

Guide the students to come to the conclusion:

*'There is a big fire. People are afraid. Some firefighters come and help them.'*

### While-task procedures

#### Activity 1

Show the flashcards for 'Look and learn' on page 23 of the *Student's Book* to teach the words *doctor, nurse, teacher, student, police officer, firefighter, cook* and *bus driver*. Ask the students

to read and spell these words after you. Then number the cards and stick them on the blackboard. You say a number and have the students say the corresponding word.  
e.g.,

*T: It's number 5.*

*S1: I see a firefighter.*

Then ask the students to do the same in pairs.

#### Activity 2

Show the pictures of things which stand for the following: doctor, nurse, teacher, student, police officer, firefighter, cook, and bus driver. Point to each picture and introduce the jobs they stand for.

e.g.,

*T: Look! This is a uniform for a police officer. (show the word card) Police officer. So this uniform is for a ... (wait for several seconds to encourage the students to say the word police officer)*

Ask the students to read and spell the words after you. Show the pictures to the students again. Point to each picture and ask 'Who is this for?' Encourage the students to answer with *It's for a firefighter/police officer/cook/student/....*

#### Activity 3

Introduce your family members and their jobs using your family tree.

e.g.,

*T: Look! This is my family tree. This is my father. He's a teacher. This is my mother. She's a nurse. This is my uncle. He's a cook. This is my cousin. She's a doctor. This is me. I am a teacher.*

Then ask the students some questions about your family and encourage them to respond quickly.

e.g.,

*T: Who is this?*

*S1: This is your mother.*

*T: Yes, she is my mother. Is she a doctor?*

*S2: No, she isn't. She's a nurse.*

#### Activity 4

Introduce your family members again.

e.g.,

*T: Look! This is my family. I have a big family.*

*There are seven people in my family. This is my father. He is very tall and strong. He likes reading very much. He works in a school. What does he do? (wait for several seconds to encourage the students to say the word teacher) This is my mother. She is tall and thin. She can cook well. She likes cooking, but she works in a hospital. She can help sick people. She is a ... (wait for several seconds to encourage the students to say the word nurse/doctor) . ....*

Then ask the students some questions and encourage them to respond quickly.

e.g.,

T: *He is very tall and strong. He likes reading very much. Who is he?*

Ss: *He's your father.*

T: *He works in a school. Is he a teacher?*

Ss: *Yes, he is a teacher.*

## Post-task activities

### Activity 1

Ask the students to complete the table below about their own family. Then ask them to introduce their family members and their jobs to the class.

My ...	He/She is ...	He/She can ...	He/She is a/an ...
father	tall	drive a bus	a bus driver

e.g.,

S1: *Hello, I have a big/small family.*

*This is my father. He is tall. He can drive a bus.*

*He is a bus driver.*

### Activity 2

Have the students make a dialogue in pairs using their family trees.

e.g.,

S1: *Who is he?*

S2: *He is my uncle.*

S1: *Is he a police officer?*

S2: *No, he isn't. He is a firefighter.*

## Period 2

### Language focus:

- Using wh-questions to find out a person's job  
e.g., *What does your father do?*
- Using modelled sentences to identify a person's job  
e.g., *He is a firefighter.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he a bus driver?*  
*Yes, he is./No, he isn't.*

### Materials:

*Student's Book 4A, p. 23*

*WorkBook 4A, p. 31 Part A*

*Cassette 4A*

*Flashcards 4A (doctor, nurse, teacher, student, police officer, firefighter, cook, bus driver)*

*Photos of a cook, a bus driver, etc.*

## Pre-task preparations

### Activity 1

Show the flashcards for *doctor, nurse, teacher, student, police officer, firefighter, cook* and *bus driver*, and then take one card away and have the students say which word is missing.

### Activity 2

Show the photos of some people doing different jobs. Ask the students to introduce them in pairs.

e.g.,

T: (*show the photos of Mr Li who is cooking and Mr Zhang who is driving a bus.*)

S1: *This/That is Mr Li. He is a cook.*

S2: *This/That is Mr Zhang. He is a bus driver.*

## While-task procedures

### Activity 1

Play the recording for 'Look and say' on page 23 of the *Student's Book*. Ask the students some questions about the pictures.

e.g.,

*T: Who's this man?**Ss: He is Jill's father.**T: What does he do? Is he a teacher?**Ss: No, he isn't. He is a firefighter.***Activity 2**

Write the key patterns *What does ... do? He/She is ...* on the blackboard and ask the students to repeat after you.

Have the students write their parents' jobs on a piece of paper. Then ask the students to answer your questions and show their paper to the class.

e.g.,

*T: What does your father do?**S1: He is a/an ...**T: What does your mother do?**S2: She is a/an ...***Activity 3**

Practise the dialogue in 'Look and say' with the students. Then ask the students to role-play the dialogue in pairs.

**Activity 4**

Have the students do Part A 'Listen and circle' on page 31 of the *Workbook*. Then check the answers with them.

**Post-task activities****Activity I**

Have the students play the game 'Act and guess' in pairs. Have one student do actions which stand for his or her father's or mother's job and have the other student guess by asking questions as follows until he or she gets the correct answer.

e.g.,

*S1: What does your father do?**S2: (mime driving) Guess.**S1: Is he a cook?**S2: No, he isn't.**S1: Is he a driver?**S2: Yes, he is a bus driver.***Activity 2**

Have the students complete the following table in class and make a dialogue in pairs.

	grandfather	grandmother	father	mother
doctor				
nurse				
police officer				
fire-fighter				
cook				
driver				
...				

e.g.,

*S1: What does your grandfather/grandmother/father/mother do?**S2: He/She is a/an ...***Period 3****Language focus:**

- Using wh-questions to find out a person's job  
e.g., *What does Mrs White do?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he a bus driver?*  
*Yes, he is./No, he isn't.*

**Materials:***Student's Book 4A, p. 24**Workbook 4A, pp. 32 and 34 Parts C and F**Cassette 4A**Flashcards 4A (doctor, nurse, teacher, student, police officer, firefighter, cook, bus driver)**Photos of a nurse, a teacher, a doctor, etc.***Pre-task preparations****Activity I**

Write down the words for jobs on the blackboard, and then do a survey on the students' parents' jobs. Have the students calculate the number of people for each job and report the result of the survey as follows.

In our class, \_\_\_\_\_ students' mothers are teachers; \_\_\_\_\_ students' fathers are drivers. ...

### Activity 2

Show some photos of people doing different jobs and have the students respond quickly.

e.g.,

T: (show the photo of a firefighter) What does he do?

Ss: He is a firefighter.

T: (show the photo of a teacher) What does she do?

Ss: She is a teacher.

### While-task procedures

#### Activity 1

Have the students look at 'Play a game' on page 24 of the *Student's Book*. First, ask them to say which jobs the pictures stand for.

e.g.,

T: (point to the picture of a police hat) This is a hat. It is a hat for ...

Ss: A police officer.

Demonstrate how to play the game. Then ask the students to make cards and play the game in pairs.

e.g.,

S1: (turn over the card for Mr Zhang) What does Mr Zhang do? Is he a driver?

S2: (turn over the card with a car on it) Yes, he is a driver.

#### Activity 2

Have the students make more picture cards for jobs in groups of four. Ask one student to choose one of the cards and have the other students guess what the job is by asking questions.

e.g.,

S1: (pick the card with a cook's hat on it) What does Mr Wang do? Guess!

S2: Is he a bus driver?

S1: No, he isn't.

S3: Is he a cook?

S1: (show the card) Yes, he is a cook.

#### Activity 3

Divide the students into groups of six and have

them talk about their family member's jobs.

e.g.,

S1: My father is a bus driver. He drives a bus every day. What does your father do, (S2's name)?

S2: My father is a cook. He can cook very well.

What does your father do, (S3's name)?

S3: He is a police officer.

...

### Activity 4

Have the students do Part C 'Listen and match' on page 32 of the *Workbook*. Then check the answers with them. Encourage them to make a dialogue using the pictures.

e.g.,

S1: What does Robert do?

S2: He's a firefighter.

### Post-task activities

#### Activity 1

Divide the students into groups of four to six. Have the students make some picture cards for different jobs and play a guessing game. The students take turns to pick cards and describe the jobs accordingly. The other members should guess what the jobs are.

e.g.,

S1: (pick the card with a police hat) I work in a police station. I am strong. I'm tall. What do I do?

Ss: You're a police officer.

S1: (show the card) Yes, I am.

#### Activity 2

Have the students do Part F 'Look, read and write' on page 34 of the *Workbook*. Then check the answers with them.

### Period 4

#### Language focus:

- Using wh-questions to find out a person's job  
e.g., *What does your father do?*
- Using modelled sentences to introduce a person or a place

e.g., *This is Mr Xu. He's Jill's father.*

*This is a fire station.*

- Using formulaic expressions to respond to thanks  
e.g., *You're welcome.*

## Materials:

*Student's Book 4A*, pp. 22 and 25

*Workbook 4A*, p. 35 Part G

Cassette 4A

Pictures of people in uniforms or with things that they use at work

## Pre-task preparations

### Activity 1

Have the students say the rhyme on page 22 of the *Student's Book* together.

### Activity 2

Have the students introduce their family members' jobs to each other in pairs. Then invite several students to introduce their families to the class.

e.g.,

*S1: This is my grandfather. He's a doctor.*

*S2: This is my mother. She's a nurse.*

Or you may play a spelling game with the students.

e.g.,

*T: D.*

*S1: D-O.*

*S2: D-O-C.*

*S3: D-O-C-T.*

*S4: D-O-C-T-O.*

*S5: D-O-C-T-O-R.*

*Ss: D-O-C-T-O-R, doctor.*

## While-task procedures

### Activity 1

Play the recording for 'Look and read' on page 25 of the *Student's Book*. You can introduce the new words *dangerous* and *fire engine*. Then have the students read the text themselves and do 'Read and tick' on the same page. Then check the answers with them.

### Activity 2

Point to the pictures for 'Look and read' on page 25 of the *Student's Book* and ask the students some questions to check their understanding. Have them respond as quickly as possible.

e.g.,

*(Picture 1): What place is it? Who is this man?*

*What does he do?*

*(Picture 2): What's this? Is it big?*

*(Picture 3): Is fire dangerous? Is Mr Xu afraid?*

*Why not?*

*(Picture 4): What does Mr Xu say to the children?*

### Activity 3

Divide the students into groups of four. Have them role-play the dialogue. You can also give the students some key words for each picture and ask them to make a new dialogue based on these words.

e.g.,

*(Picture 1): fire station, Mr Xu*

*(Picture 2): fire engine*

*(Picture 3): dangerous, help people*

...

### Activity 4

Ask the students to complete the following passage according to 'Look and read'.

e.g., *Today we visit a fire station. Jill's father works there. He is a firefighter. Fire is dangerous, but Mr Xu is not afraid. He likes his job. He likes helping people.*

## Post-task activities

### Activity 1

Have the students do Part G 'Look, read and write' on page 35 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students play a matching game in groups. First, divide the class into three groups. Give each group a passage describing a person. Then show some pictures of people in different uniforms or with things that they use at work.

Ask them to match the passage with the right picture.

**Passage A:**

*Mr Han is tall and strong. He has a blue jacket. He can swim very well. He works at a fire station. He is a firefighter.*

**Passage B:**

*This is Mrs Lin. She is tall and thin. She has a green dress. She has a pair of glasses. She works in our school. She teaches us English. We like her very much.*

**Passage C:**

*This is Mr Liang. He has a black jacket. He is tall. He has short hair. He works at a police station. He is a police officer.*

*Picture 1: (a police officer)*

*Picture 2: (a firefighter)*

*Picture 3: (a woman teacher)*

*Picture 4: (a nurse)*

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about people's jobs
- Identifying the pronunciation of 'dr-' and 'pr-' in words such as *dress* and *princess*  
e.g., *dress, princess*

### Materials:

*Student's Book 4A, p. 26*

*Workbook 4A, p. 36 Task*

*Flashcards 4A (*dress, princess*)*

*Cassette 4A*

*Wall picture 4A*

### Pre-task preparations

#### Activity I

Ask two boys and two girls to stand in front of the class. Give each student a picture for a job and have the students make a rhyme about their jobs.

e.g.,

*What does, what does, what does Jack do?*

*He is, he is, he is a firefighter.*

*What does, what does, what does Mary do?*

*She is, she is, she is a doctor.*

*What does, what does, what does Mike do?*

*He is, he is, he is a teacher.*

*What does, what does, what does Grace do?*

*She is, she is, she is a nurse.*

Then ask another four students to come to the front and have the students make a new rhyme.

#### Activity 2

Put the wall picture on the blackboard. Point to the people wearing different uniforms and ask the students to respond quickly.

e.g.,

*T: (point to the police officer) What does he do?*

*S1: He is a police officer.*

#### While-task procedures

#### Activity I

Have the students do 'Ask and answer' on page 26 of the *Student's Book*. Have them do a survey about the jobs their classmates' parents do, and then report the results to the class.

e.g.,

*S1: What does your father do, (S2's name)?*

*S2: He is a teacher.*

*S1: What does your mother do, (S3's name)?*

*S3: My mother is a nurse.*

...

*S1: (report to the class) (S2's name)'s father is a teacher. (S3's name)'s mother is a nurse.*

...

#### Activity 2

Have the students play a guessing game in groups of four to six. Give each group four to six pictures of people wearing different uniforms or with things that they use at work. One student in each group picks a picture and describes the person. The other students guess what job the person does.

e.g.,

*S1: Steven works at a fire station. He is not afraid of fire. What does Steven do?*

*S2: He is a firefighter.*

*S3: Susan works in a school. She teaches English. Her students like her very much. What does*

*Susan do?*

*Ss: She is a teacher./She is an English teacher.*

### **Activity 3**

Show the flashcards for the words in 'Learn the sounds' on page 26 of the *Student's Book*. Ask the students to repeat after you.

e.g.,

*T: dr-, dress.*

*Ss: dr-, dress.*

*T: pr-, princess.*

*Ss: pr-, princess.*

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

e.g., *dream, driver, draw, price*

### **Activity 4**

Play the recording for 'Learn the sounds' on page 26 of the *Student's Book* and ask the students to repeat the rhyme after you. You may ask them to repeat some phrases after you first.

e.g.,

*T: A pretty dress.*

*Ss: A pretty dress.*

## **Post-task activities**

### **Activity 1**

Have the students do Task 'The Blacks have different jobs' on page 36 of the *Workbook*. First, have them look at the family tree of the Blacks and complete the table. Then have them ask and answer questions according to the table in Part A. Finally, have them write several sentences introducing the Blacks.

### **Activity 2**

Have the students make a family tree of their family and write several sentences about their family.

e.g.,

*I have a big family. My grandfather is a teacher. He is tall. My grandmother is a doctor. She is thin. My mother is a nurse. My father is a police officer. He is tall.*

# Module 2 Me, my family and friends

## Unit 3 I have a friend

### Tasks in this unit:

- Use nouns to identify clothing items
- Use modelled sentences to indicate possession
- Use predicative adjectives to identify the colours of things

### Language focus:

- Using nouns to identify clothing items  
e.g., *coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts*
- Using modelled sentences to indicate possession  
e.g., *He has a green T-shirt.*
- Using predicative adjectives to identify the colours of things  
e.g., *It's red and white.*
- Identifying the pronunciation of 'br-' and 'cr-' in words such as *bread* and *ice cream*  
e.g., *bread, ice cream*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts*
- Understanding modelled sentences indicating possession  
e.g., *He has a green T-shirt.*
- Understanding modelled sentences identifying the colours of things  
e.g., *It's red and white.*
- Identifying the pronunciation of 'br-' and 'cr-' in words such as *bread* and *ice cream*  
e.g., *bread, ice cream*

#### Speaking

- Pronouncing the key words correctly  
e.g., *coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts*
- Using modelled sentences to indicate possession  
e.g., *He has a green T-shirt.*
- Using predicative adjectives to identify the colours of things  
e.g., *It's red and white.*
- Pronouncing the sounds 'br-' and 'cr-' correctly in words such as *bread* and *ice cream*  
e.g., *bread, ice cream*

#### Reading

- 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., coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts
- Writing the key sentences correctly  
e.g., He has a green T-shirt.
- Writing several sentences to describe a friend

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		coat shirt blouse T-shirt skirt sweater jeans shorts		SB: p. 28 WB: p. 37 Part A
2	He/She has ...	friend pink		SB: p. 27 WB: p. 37 Part B
3				SB: pp. 28 and 30 WB: p. 40 Part G
4				SB: p. 29 WB: p. 41 Part H
5			br- (bread) cr- (ice cream)	SB: p. 31 WB: p. 42 Task

**Period I****Language focus:**

- Using nouns to identify clothing items  
e.g., coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts
- Using modelled sentences to indicate possession  
e.g., He has ...
- Using predicative adjectives to describe the colours of things  
e.g., It's red and white.

**Materials:**

*Student's Book 4A, p. 28*  
*Workbook 4A, p. 37 Part A*  
Cassette 4A  
Flashcards 4A (coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts)  
Wall picture 4A  
A picture of a clothes shop  
A doll

**Pre-task preparations****Activity I**

Have the students listen to the recording for the

rhyme on page 25 of *Student's Book 3B*. Then ask them what clothing items they heard in the rhyme and what colour these clothes are. Write down the words for clothes on the blackboard.

e.g.,

*What are those?*

*What are those?*

*They're yellow gloves.*

*They're for my hands.*

*Not for my toes.*

...

## Activity 2

Show some pictures of clothes and ask the students some questions about these clothes to help them recall the words they have learnt before.

e.g.,

*T: What's this?*

*Ss: It's a skirt.*

*T: What are these?*

*Ss: They are gloves.*

## While-task procedures

### Activity 1

Show the picture of a clothes shop. Introduce *coat, shirt, blouse, T-shirt, skirt, sweater, jeans* and *shorts* one by one. Then show the flashcards for 'Look and learn' on page 28 of the *Student's Book* and ask the students to read and spell the words after you.

### Activity 2

Show the students a doll and tell the class the following story. Elicit the new words by showing the students corresponding clothes for the doll.

e.g.,

*T: Look at this doll! Her name is Lily. Lily is pretty. She has a lot of clothes. Look! This is her new coat. It's a purple and white coat. Lily can wear this coat in spring and autumn. In cold weather, Lily likes to wear this — a sweater. It's very warm. In summer, Lily sometimes wears a white T-shirt and a pair of black shorts. She looks very cool. Sometimes she wears a pink blouse and a*

*yellow and blue skirt. Sometimes she wears a shirt and a pair of jeans too. Do you like Lily?*

As you tell the story, show the flashcards for clothes and stick them on the blackboard one by one. After you finish the story, have the students read and spell these words after you. Then ask them which clothes they like.

e.g.,

*T: Do you like this coat?*

*S1: Yes, I do. I like the coat. It's purple and white. It's nice.*

*S2: No, I don't. I like the jeans. They're blue. They are cool.*

...

Make sure the students use *is* and *are* correctly.

### Activity 3

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

### Activity 4

Put the wall picture on the blackboard and have the students answer the following questions.

*Who has a skirt/shirt/... in the picture?*

*What colour is it/are they?*

Encourage the students to give the answers as follows.

e.g.,

*S1: Sally has a skirt. It is pink. Tom has a pair of shorts. It is blue.*

## Post-task activities

### Activity 1

Show the pictures of different clothes to the students. Have the students choose and talk about the clothes using the given patterns.

e.g.,

*S1: Look at these skirts! They are nice.*

*S2: I like this skirt. It's red and white. It's beautiful.*

*S3: I like this skirt. It's green and white. It's beautiful too.*

### Activity 2

Have the students draw a wardrobe and some clothes they have with felt pens. Then have the students talk about the clothes they have.

e.g.,

S1: Look! This is my skirt. It's red and blue. I have a pair of jeans. It's blue. It's cool.

## Period 2

### Language focus:

- Using modelled sentences to indicate possession  
e.g., *I have a friend.*  
*He has a green T-shirt.*
- Using the modal verb *can* to indicate a person's abilities  
e.g., *He can skate.*

### Materials:

*Student's Book 4A*, p. 27

*Workbook 4A*, p. 37 Part B

Cassette 4A

Flashcards 4A (*coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts*)

Pictures of clothes

Photos of the students' friends or family members

### Pre-task preparations

#### Activity 1

Ask some students to stand in front of the class and give each student a picture of clothes. Then play the game 'Quick response'. Say a word and have the student who has the corresponding picture respond quickly by saying *I have ....*

e.g.,

T: *Shirt.*

S1: (*hold the picture of a blue and white shirt*) *I have a shirt. It's blue and white. /I have a blue and white shirt.*

#### Activity 2

Show the flashcards for clothes and have the students respond quickly by describing the clothes.

e.g.,

T: (*show the flashcard for coat*) *What's this?*

S1: *It's a coat. It's long. It's blue. I like this coat.*

Encourage the students to say as much as possible.

### While-task procedures

#### Activity 1

Show the pictures for 'Look and say' on page 27 of the *Student's Book*. Ask the following questions and have the students answer them. Write down the answers on the blackboard.

e.g.,

*What's his name? (His name is Tom.)*

*Is he tall? (Yes. He is tall and thin.)*

*What does he have? (He has a T-shirt and a pair of shorts.)*

*What colour is his T-shirt? (His T-shirt is green.)*

*What can he do? (He can skate.)*

Then have the students read after the recording.

#### Activity 2

Play the recording several times and have the students fill out the following table.

Name	He/She is ...	He/She has ...	He/She can ...

Show the pictures for 'Look and say' on page 27 of the *Student's Book* again and have the students talk about the children in the pictures using the information in the table. Then have the students read the text by themselves.

#### Activity 3

Show the pictures for 'Look and say' one by one and have the students introduce Alice's and Danny's friends.

e.g.,

S1: *This is Peter. He has an orange T-shirt. He can ride a bicycle. He is Danny's friend.*

S2: *This is Alice's friend. His name is Tom. He has a green T-shirt and a pair of blue shorts. He can skate.*

#### Activity 4

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

## Post-task activities

### Activity 1

Have the students bring some photos of their friends or family members and talk about their appearance and clothes in pairs.

e.g.,

*S1: This is my father. He is tall and thin. He has a white sweater and a pair of blue jeans.*

*S2: This is my mother. She is thin. She has a dress. It's white.*

### Activity 2

Have the students write about a friend according to his or her photo as follows.

e.g.,

*This is my friend. His name is Jack. He is a student. He is tall and thin. He has a blue T-shirt and a pair of blue jeans. He can swim well.*

## Period 3

### Language focus:

Using modelled sentences to indicate possession

e.g., *He has a green T-shirt.*

### Materials:

*Student's Book 4A, pp. 28 and 30*

*Workbook 4A, p. 40 Part G*

*Flashcards 4A (coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts)*

*Cassette 4A*

*Photos of children*

*A picture of some people*

### Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 30 of the *Student's Book*. Have the students sing along with the recording together. You may have the students read the long sentences after you first.

e.g.,

*T: Short shorts today, they're wearing short shorts today.*

*Ss: Short shorts today, they're wearing short shorts today.*

### Activity 2

Show some photos of children having different toys and ask the students some questions.

e.g.,

*T: What toy does this boy have?*

*S1: He has a skateboard.*

*T: What toy does this girl have?*

*S1: She has a doll.*

...

### While-task procedures

### Activity 1

Have the students show the photo of one of their family members and introduce him or her to the class.

e.g.,

*He is my ...*

*He is ... (appearance)*

*He has ... (clothes)*

*He can ...*

### Activity 2

Have the students read the text in 'Play a game' on page 28 of the *Student's Book*. Ask them to identify the people the four children describe.

e.g.,

*S1: I have a friend. She has a dress. It's red and white. Who is she?*

*Ss: She's Kitty.*

### Activity 3

Have the students play the game in groups of four. Ask them to take turns to describe one of the group members. The other members must listen carefully and guess who is being described.

e.g.,

*S1: I have a friend. He has a shirt. It is blue and white. He has a pair of black shorts. Who is he?*

*S2: Is he (S3's name)?*

*S1: Yes, he is./No, he isn't.*

### Activity 4

Have the students do Part G 'Look, read and write' on page 40 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Show the class a picture of some people. Introduce these people or simply name them by letters such as Mr A, Miss B, Mrs C, etc. Divide the students into groups of four. Have each student describe a person in the picture and have the other students in the group guess who the student is describing.

e.g.,

*S1: He is tall and thin. He has a black T-shirt and a pair of blue jeans. Who is he?*

*Ss: He is Mr A.*

*S1: Yes! You are right!*

### Activity 2

Have the students complete the following table with words for colours. Then ask them to introduce their parents to each other in pairs.

	In winter				In summer		
	gloves	hat	coat	scarf	shorts	shirt	hat
Father	blue	brown	black				
Mother	red		grey	pink			

e.g.,

*S1: My father has hats and gloves in winter. He has a black coat too.*

*S2: My father has a blue coat.*

Finally, have them write a short paragraph about their parents.

e.g.,

*It is winter. My father has a black coat. He has a brown hat and a pair of blue gloves. The gloves are warm. My mother has a coat. It is grey. She has a scarf. It is pink. She has a pair of gloves too. They are red.*

## Period 4

### Language focus:

Using modelled sentences to give specific information

e.g., *It is afraid. It has big teeth.*

### Materials:

*Student's Book 4A, p. 29*

*Workbook 4A, p. 41 Part H*

*Flashcards 4A (coat, shirt, blouse, T-shirt, skirt, sweater, jeans, shorts)*

*Cassette 4A*

## Pre-task preparations

### Activity 1

Have a free talk with the students on the topic of animals.

e.g.,

*What animals do you like? Why?*

*What animals are in the zoo?*

*What animals are on the farm?*

### Activity 2

Make some riddles about animals and ask the students to guess.

e.g.,

*T: It's a small animal. It's white. It has two long ears. It has two red eyes and a short tail. It likes eating grass and carrots. What is it?*

*Ss: It's a rabbit.*

You can divide the students into groups of four and have them make some riddles in groups.

## While-task procedures

### Activity 1

Play the recording for the story 'The lion and the mouse' on page 29 of the *Student's Book*. Introduce the new words *teeth*, *sharp* and *bite* and help the students understand their meaning. Then have them read the story and do 'Read, choose and write' on the same page.

### Activity 2

Ask the students some questions about the story to check their understanding.

e.g.,

*Where is the lion?*

*What does the lion have?*

*In Picture 3, where is the lion? How does it feel?*

Then ask some students to describe the lion and the mouse using the pattern *It has ....*

e.g.,

*S1: The mouse is small. It has sharp teeth. It can bite.*

S2: *The lion is big. It is strong. It has big teeth.*

### Activity 3

Copy the story on five cards and have the students read the sentences carefully. Then have the students match the cards with the corresponding pictures.

### Activity 4

Show the pictures for 'The lion and the mouse' and have the students retell the story using their own words.

## Post-task activities

### Activity 1

Have the students do Part H 'Look, read and match' on page 41 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students work in groups of three. Encourage them to role-play the story. You may write a short play according to the story and help the students act it.  
e.g.,

T: (*act as the narrator*) *This is a lion. It is big. It is strong. It has big teeth.*

S1: (*put on the mask of a lion*) *I'm a lion. My name is Leon. I'm big. I'm strong. (point to the teeth) Look! I have big teeth.*

T: *This is a mouse. It is small. It has small but sharp teeth.*

S2: (*put on the mask of a mouse*) *I'm a mouse. I'm small. (point to the teeth) I have small teeth. They are sharp.*

S1: *Ah ... It's morning. I'm hungry. (see the mouse) A mouse! I want to eat it.*

S2: *Oh, no! Please don't eat me!*

S1: (*mime being trapped in a net*) *Oh, no! Help, help! I'm afraid.*

S2: (*mime being scared*) *I'm afraid too.*

T: *The lion is in a net. It is afraid. The mouse is afraid too.*

S2: (*mime biting the net*) *I can bite. I can help you.*

T: *Look! The mouse can bite. It can help the lion.*

S1: (*mime coming out of the net*) *I'm not afraid.*

*I'm happy now. Thank you. You're my friend now.*

S2: (*jump high*) *You're welcome. I'm happy too.*

T: *The lion and the mouse are happy. They are friends now.*

You may invite several groups to role-play the story in front of the class and have the students vote for the best group.

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about one's friends
- Identifying the pronunciation of 'br-' and 'cr-' in words such as *bread* and *ice cream* e.g., *bread, ice cream*

### Materials:

*Student's Book 4A*, p. 31

*Workbook 4A*, p. 42 Task

Flashcards 4A (*bread, ice cream*)

Cassette 4A

## Pre-task preparations

### Activity 1

Stick some pictures of clothes on the blackboard and ask the students some questions about these clothes.

e.g.,

*What clothes are for boys?*

*What clothes are for girls?*

*What clothes do you have for spring/summer autumn/winter?*

*What clothes do you like best? Why?*

### Activity 2

Ask one student to talk about his or her wardrobe and the others to listen carefully to say what clothes the student has and fill out the table below.

Name	Clothes				

e.g.,

S1: In my wardrobe, there are three dresses — one is blue and two are pink. I have a blouse too. It is green. I have a T-shirt and a skirt. They are white.

S2: (S1's name) has a blue dress and two pink dresses.

S3: (S1's name) has a green blouse.

S4: (S1's name) has a white T-shirt and a white skirt.

## While-task procedures

### Activity 1

Have five girls and five boys come to the front. Have the other students describe one of the ten students and have the class guess who is being described.

e.g.,

S1: She is tall and thin. She has long hair. Her eyes are big. She has a blue and white coat. She can sing very well. She likes listening to music. Who is she?

Ss: Is she (S2's name)?

S1: No, she isn't.

Ss: Is she (S3's name)?

S1: Yes, she is.

### Activity 2

Have the students do 'Think and write' on page 31 of the *Student's Book*. First, ask them to write about a friend in the class on a card. Then divide them into groups of five and have them mix their cards to play a guessing game.

### Activity 3

Show the flashcards for the words in 'Learn the sounds' on page 31 of the *Student's Book*. Ask the students to repeat after you until they can

pronounce the sounds correctly.

e.g.,

T: br-, bread.

Ss: br-, bread.

T: cr-, ice cream.

Ss: cr-, ice cream.

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

e.g., brown, bright, crayon, cry

### Activity 4

Play the recording for the rhyme in 'Learn the sounds'. Have the students repeat the rhyme after you. Then invite several students to act the rhyme.

## Post-task activities

### Activity 1

Divide the students into groups to play a game. Give each group a picture with several people in it. Each student chooses a person and writes several sentences to describe the person. Ask the other group members to identify who he or she is describing as quickly as possible.

e.g.,

S1: He is short. He is fat. He has short hair. He has a blue shirt. He has a pair of brown shoes. Who is he?

S2: Is he ...?

S1: Yes, he is./No, he isn't.

### Activity 2

Have the students do Task 'A good friend' on page 42 of the *Workbook*. First, have them ask and answer questions in pairs to find out each other's friends. Then ask them to draw each other's friends. Finally, have them write a passage describing their partner's friend.

# Module 3 Places and activities

## Unit 1 In our school

### Tasks in this unit:

- Use nouns to identify different places in a school
- Use prepositions to identify positions
- Use modelled sentences to describe existence
- Use wh-questions to find out specific information
- Use formulaic expressions to show concern, express disagreement or encouragement

### Language focus:

- Using nouns to identify different places in a school  
e.g., *canteen, computer lab, office, gym*
- Using prepositions to identify positions  
e.g., *behind, in front of*
- Using modelled sentences to describe existence  
e.g., *There is/are ...*
- Using wh-questions to find out specific information  
e.g., *What's on this floor?*
- Using formulaic expressions to show concern, express disagreement or encouragement  
e.g., *What's the matter?*  
*I don't think so.*  
*Come on!*
- Identifying the pronunciation of 'fr-', 'gr-' and 'tr-' in words such as *fruit, grandpa* and *tree*  
e.g., *fruit, grandpa, tree*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *canteen, computer lab, office, gym, behind, in front of*
- Understanding modelled sentences describing existence  
e.g., *There is/are ...*
- Understanding wh-questions asking for specific information  
e.g., *What's on this floor?*
- Understanding formulaic expressions showing concern, expressing disagreement or encouragement  
e.g., *What's the matter?*  
*I don't think so.*  
*Come on!*
- Identifying the pronunciation of 'fr-', 'gr-' and 'tr-' in words such as *fruit, grandpa* and *tree*  
e.g., *fruit, grandpa, tree*

## Speaking

- Pronouncing the key words and phrases correctly  
e.g., *canteen, computer lab, office, gym, behind, in front of*
- Using modelled sentences to describe existence  
e.g., *There is/are ...*
- Using wh-questions to find out specific information  
e.g., *What's on this floor?*
- Using formulaic expressions to show concern, express disagreement or encouragement  
e.g., *What's the matter?  
I don't think so.  
Come on!*
- Pronouncing the sounds 'fr-', 'gr-' and 'tr-' in words such as *fruit, grandpa* and *tree*  
e.g., *fruit, grandpa, tree*

## Reading

- Understanding descriptions of different places and their functions in a school
- 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 and phrases correctly  
e.g., *canteen, computer lab, office, gym, behind, in front of*
- Writing the key sentences correctly  
e.g., *There are many computers in it.*
- Writing several sentences to describe different places in a school

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		canteen office computer lab gym behind in front of		SB: p. 32 WB: p. 49 Part E
2	There is/are ...	building lunch		SB: pp. 32 and 33 WB: p. 47 Part A
3	What's on this floor?	lesson		SB: p. 34 WB: pp. 48 and 51 Parts C and H
4	What's the matter? I don't think so. Come on! Have a try!			SB: p. 35 WB: p. 50 Part G
5			fr- (fruit) gr- (grandpa) tr- (tree)	SB: pp. 32 and 36 WB: p. 52 Task

## Period I

### Language focus:

- Using nouns to identify different places in a school  
e.g., *canteen, computer lab, office, gym*
- Using prepositions to identify positions  
e.g., *behind, in front of*

### Materials:

*Student's Book 4A, p. 32*

*Workbook 4A, p. 49 Part E*

*Flashcards 4A (canteen, computer lab, office, gym, behind, in front of)*

*Cassette 4A*

*Wall picture 4A*

*A map of your school*

### Pre-task preparations

#### Activity 1

Put the wall picture on the blackboard. Point to some places and ask questions to help the students recall the words for places in a school they have already learnt.

e.g.,

*T: (point to a classroom in the picture) What's this?*

*S1: It's a classroom.*

*T: (point to the library in the picture) Is this a classroom?*

*Ss: No. It's the library.*

#### Activity 2

Say some riddles about places in a school and ask the students to guess.

e.g.,

*T: You can see many books there. You can read and write in it, but you can't sing or talk in it. What is it?*

*Ss: It's a library.*

*T: It's a big room. Students can sing and dance in it. What is it?*

*Ss: It's a hall.*

...

Then encourage the students to say what they can do in these places.

e.g.,

*S1: I can read and write in the classroom.*

*S2: We can have a party in the hall.*

### While-task procedures

#### Activity 1

Show the map of your school and introduce the places. Then have the students read and spell the new words after you.

e.g.,

*T: Look! This is a canteen. You have lunch here every day. Now follow me. Canteen. C-A-N-T-E-E-N, canteen.*

*Ss: Canteen. C-A-N-T-E-E-N, canteen.*

#### Activity 2

Show the photos of the canteen, a computer lab, an office, the gym in your school and number the pictures. Then describe a place and ask the students which picture it is.

e.g.,

*T: It's a room for teachers. Teachers work in this room. Which picture am I talking about?*

*S1: It's Picture 1.*

*T: Yes. It's the office.*

Then have the students read and spell the words after you.

#### Activity 3

Show the map of your school. Point to each place and ask 'What is it?/What are they?' Have the students respond quickly. Then describe the positions of the places and have the students repeat after you.

e.g., *The gym is in front of the playground. The canteen is behind the playground.*

#### Activity 4

Introduce the new words *behind* and *in front of* by referring to the positions of different places in a school. Have the students repeat after you.

e.g.,

*T: The gym is behind the playground.*

*Ss: The gym is behind the playground.*

Then ask the students to identify the positions of different places.

e.g.,

T: *Where is the gym?*

S1: *It's behind the playground.*

T: *Where is the canteen?*

S2: *It's in front of the garden.*

Then have the students practise in pairs.

## Post-task activities

### Activity 1

Have the students do Part E 'Look and write' on page 49 of the *Workbook*. After checking the answers with them, ask the students to ask and answer questions in pairs using the picture.

### Activity 2

Show the students a map or a picture of your school. Divide the students into groups of four. Have them introduce their school in groups.

e.g.,

*Our school is very nice. It has a big playground. It is in front of the classroom building. We have a garden. It's behind the playground. It's small but beautiful. We can see many beautiful flowers in it. Look! That is the canteen. It's behind the garden. We have lunch there every day.*

## Period 2

### Language focus:

Using modelled sentences to describe existence  
e.g., *There are many computers in it.*

### Materials:

*Student's Book 4A*, pp. 32 and 33

*Workbook 4A*, p. 47 Part A

Flashcards 4A (*canteen, computer lab, office, gym, behind, in front of*)

Cassette 4A

A map of your school

### Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 32 of the *Student's Book*. Then ask the students what places they can hear in the rhyme.

e.g.,

T: *What places can you hear in this rhyme?*

S1: *I can hear a 'canteen'.*

S2: *I can hear a 'lab'.*

...

Write the words mentioned by the students on the blackboard. Ask the students to read the words together. Then play the recording for 'Listen and enjoy' again and have the students repeat after the recording sentence by sentence.

### Activity 2

Stick a map of a school on the blackboard and number all the places in the school. Play the recording for 'Listen and enjoy' and ask the students to circle the places they can hear in the rhyme. Point to different places and have the students respond as quickly as possible.

e.g.,

S1: *What is Number 1?*

S2: *It's a canteen.*

S1: *What do you do in the canteen?*

S2: *We have lunch in the canteen.*

...

## While-task procedures

### Activity 1

Show a picture of your school and introduce the places using the key patterns *There is/are ...*

e.g.,

T: *Look, children. This is our school. It is very big and nice. There is a gym in our school. The students can play basketball in the gym. This is our classroom building. There are twenty-four classrooms in this building. The students have lessons here. ...*

Write the example sentences on the blackboard.

e.g.,

*This is our school. There is a gym in our school.*

*This is our classroom building. There are twenty-four classrooms in this building.*

Have the students read the sentences after you. Then guide them to introduce their school using the sentence patterns.

### Activity 2

Ask the students some questions to introduce *There is/are ...* and have the students read after

you.

e.g.,

*T: Is our school big and nice?*

*Ss: Yes, it is.*

*T: What's this?*

*Ss: It's a/the canteen.*

*T: Yes. There is a canteen in our school. What do you do in the canteen?*

*Ss: We have lunch in the canteen.*

Write *There is a canteen in our school. We have lunch in the canteen.* on the blackboard. Have the students repeat after you, and then encourage them to introduce the other places using the key patterns on the blackboard.

### Activity 3

Play the recording for 'Look and say' on page 33 of the *Student's Book*. Ask the students to repeat after the recording. Then ask some questions and have the students respond quickly.

e.g.,

*What's the name of the school?*

*What do the students do in the classroom building?*

*What's in the reading room?*

...

Write *There are a lot of books in it.* on the blackboard. Make sure that the students understand the meaning of the phrase *a lot of*. Then encourage them to make sentences with the phrase. Tell them that they can use *a lot of* instead of *many* or *much*.

e.g.,

*There are many books in the library. = There are a lot of books in the library.*

*There is much salt in the bag. = There is a lot of salt in the bag.*

### Activity 4

Have the students finish Part A 'Listen and circle' on page 47 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity I

Divide the students into groups of four. Have

them introduce 'Rainbow Primary School'.

You can ask them to write several sentences to describe the school first.

e.g.,

*Rainbow Primary School is very big. There is a classroom building. It is tall. There is a computer lab. ...*

### Activity 2

Have the students introduce their classroom. Encourage them to say as much as they can about what they can see in the classroom.

e.g.,

*S1: This is our classroom. There are two blackboards in our classroom. The teachers can write and draw on the blackboard. There is a TV in our classroom. It's very big. ...*

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What's on this floor?*
- Using modelled sentences to describe existence  
e.g., *There is a computer lab on this floor.*
- Using modelled sentences to describe the students' activities in certain places in a school  
e.g., *We have computer lessons in it.*

### Materials:

*Student's Book 4A, p. 34*

*Workbook 4A, pp. 48 and 51, Parts C and H*

*Cassette 4A*

## Pre-task preparations

### Activity I

Have the students talk about their school using the key patterns *There is/are ....*

e.g.,

*T: (write on the blackboard) What's in our school?*

*S1: There is a library in our school.*

*S2: There is a canteen in our school.*

*S3: There are four offices in our school.*

## Activity 2

Have the students answer the questions.

e.g.,

T: *(put a picture of a school on the blackboard)*

*What's on the blackboard?*

S1: *There is a picture on the blackboard.*

Ss: *(repeat) There is a picture on the blackboard.*

Then have the students ask and answer questions in pairs.

e.g.,

S1: *What's on the wall?*

S2: *There is a blackboard on the wall.*

S1: *What's in front of the playground?*

S2: *There is a gym in front of the playground.*

## While-task procedures

### Activity 1

Play the recording for 'Say and act' on page 34 of the *Student's Book*. You can write the key sentences and the new words on the blackboard while the students listen to the recording, such as *have computer lessons, cupboard, You're welcome!* Make sure the students understand the meanings of the words, phrases and sentences and ask them to repeat after you. Then have the students read after the recording sentence by sentence.

### Activity 2

Show the pictures for 'Say and act'. Have the students look at the pictures carefully and ask them some questions. Write the new words, phrases and sentences on the blackboard.

e.g.,

*(Picture 1): Can you see the garden? What's behind the garden? (write classroom building on the blackboard)*

*(Picture 2): What do you do in the computer lab?*

*(Picture 3): What's in the classroom? How is it? (write cupboard on the blackboard)*

*(Picture 4): What does Mr Black say? (write a nice school on the blackboard) Do you like Rainbow Primary School?*

Then play the recording for 'Say and act' and have the students repeat after it sentence by sentence.

## Activity 3

Divide the students into groups of four. Have three students play the roles of Mr Black, Peter and Alice, and have the fourth student act as the narrator. Have the students practise the dialogue in their groups first, and then invite some groups to perform it in front of the class.

## Activity 4

Have the students do Part C 'Listen and number' on page 48 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students ask and answer questions about the pictures for 'Say and act'.

e.g.,

S1: *What's on this floor?*

S2: *There is a computer lab.*

S1: *What can students do in the computer lab?*

S2: *They can have computer lessons in it.*

### Activity 2

Have the students do Part H 'Look, read and judge' on page 51 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

- Using formulaic expressions to show concern, express disagreement or encouragement

e.g., *What's the matter?*

*I don't think so.*

*Come on!*

- Using modelled sentences to describe existence

e.g., *There is/are ...*

### Materials:

*Student's Book 4A, p. 35*

*Workbook 4A, p. 50 Part G*

*Cassette 4A*

*Wall picture 4A*

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Have the students ask and answer questions in pairs using modelled sentences.

e.g.,

*S1: What's on/in/in front of ...?*

*S2: There is/are ...*

### Activity 2

Have the students look at the pictures for 'Read a story' on page 35 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

*T: (point to Picture 1) Look! What's this?*

*Ss: It's Animal School.*

*T: (point to Picture 4) This is Little Rabbit. Look at him. Is he happy?*

*Ss: No, he isn't. He's sad.*

## While-task procedures

### Activity 1

Have the students read the story on page 35 of the *Student's Book* by themselves and finish the exercise 'True or false'. Then check the answers with them. If a statement is false, ask them to say the right one.

### Activity 2

Play the recording for 'Read a story' on page 35 of the *Student's Book*. While the students are listening to the recording, you can write the new words and sentences on the blackboard, such as *only*, *forest*, *What's the matter? I don't think so. Come on! Have a try!* Make sure the students understand the meaning of these words and sentences. Then have them repeat after you.

### Activity 3

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

e.g.,

*What's in Animal School?*

*What animals can you see?*

*What can Little Rabbit do?*

*What can't Little Rabbit do?*

Have the students read the sentences *What's the matter? I don't think so. Come on! Have a try!* after you. Encourage them to make a dialogue using these sentences if possible.

### Activity 4

Divide the students into groups of four. Have them role-play the story in their groups first, and then invite several groups to act it in front of the class.

## Post-task activities

### Activity 1

Have the students complete the following passage by filling in the blanks.

e.g.,

*This is Animal School. There are no classrooms in it, but there is a big forest and a small river. Little Rabbit is a student in the school. He cannot climb trees. He cannot swim. He is sad. Mr Owl is Little Rabbit's teacher. He asks Little Rabbit to run. Little Rabbit can run very fast. He is the first. He is happy.*

### Activity 2

Have the students do Part G 'Look, read and circle' on page 50 of the *Workbook*. Then check the answers with them.

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about different places in a school
- Identifying the pronunciation of 'fr-', 'gr-' and 'tr-' in words such as *fruit*, *grandpa* and *tree*

e.g., *fruit, grandpa, tree*

### Materials:

*Student's Book 4A*, pp. 32 and 36

*Workbook 4A*, p. 52 Task

Cassette 4A

Flashcards 4A (*fruit, grandpa, tree*)

Wall picture 4A

Maps of schools

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 32 of the *Student's Book*. Have the students say the rhyme in groups.

### Activity 2

Put the wall picture on the blackboard and introduce the school. Encourage the students to answer your questions using modelled sentences.

e.g.,

T: This is Rainbow Primary School. There is a library on the first floor. It is big and clean.  
What's in the library?

S1: There are a lot of books.

T: Where is the computer lab?

S2: It's behind the library.

## While-task procedures

### Activity 1

Show the map of another school and ask the students to answer your questions.

e.g.,

T: What's this?

S1: It's a computer lab.

T: What's in the computer lab?

S2: There are a lot of computers.

...

### Activity 2

Put the wall picture on the blackboard. Have the students do 'Ask and answer' on page 36 of the *Student's Book* according to the wall picture.

e.g.,

S1: What's in your school?

S2: There is a gym, a playground, a library and many classrooms.

S3: What's in your classroom?

S1: There are many desks and chairs.

Then have the students ask and answer questions about the things they have, such as their stationery items.

### Activity 3

Show the flashcards for 'Learn the sounds' on

page 36 of the *Student's Book*. Ask the students to repeat after you until they can pronounce the sounds correctly.

e.g.,

T: fr-, fruit.

Ss: fr-, fruit.

T: gr-, grandpa.

Ss: gr-, grandpa.

T: tr-, tree.

Ss: tr-, tree.

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

e.g., frog, grass, grow, green, grey, train, try, trousers

### Activity 4

Play the recording for 'Learn the sounds' on page 36 of the *Student's Book* and ask the students to repeat the rhyme after it. Then encourage them to say the rhyme in groups.

## Post-task activities

### Activity 1

Divide the students into groups of six. Give each group a map of a school. Then ask them to ask and answer questions about the schools using the key patterns they have learnt.

e.g.,

S1: This is ... School. It's big.

S2: Where is the classroom building?

S1: It's behind the playground.

S2: What's on this floor?

S1: There is a library and a computer lab.

...

Then invite some students to introduce their 'schools' in front of the class.

### Activity 2

Have the students do Task 'We love our school' on page 52 of the *Workbook*. First, have them think and write about what they do at different places in their school. Then have them stick a photo or draw a picture of their school in the box in Part B. Finally, ask them to write several sentences to describe their school life.

# Module 3 Places and activities

## Unit 2 Around my home

### Tasks in this unit:

- Use nouns to identify different places in a neighbourhood
- Use prepositions to identify positions
- Use *yes/no* questions to elicit a positive or negative response
- Use modelled sentences to describe existence
- Use wh-questions to find out location
- Use formulaic expressions to respond to thanks

### Language focus:

- Using nouns to identify different places in a neighbourhood  
e.g., *supermarket, post office, restaurant*
- Using modelled sentences to identify positions  
e.g., *It's behind my home.*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Is there a park near your home?*  
*Yes, there is./No, there isn't.*
- Using modelled sentences to describe existence  
e.g., *There are many shops near my home.*
- Using wh-questions to find out location  
e.g., *Where is your home, Jill?*
- Using formulaic expressions to respond to thanks  
e.g., *It's our pleasure.*
- Identifying the pronunciation of 'sl-', 'sn-' and 'sw-' in words such as *slide, snake* and *swing*  
e.g., *slide, snake, swing*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *supermarket, post office, restaurant, next to*
- Understanding the meaning of *yes/no* questions  
e.g., *Is there a park near your home?*
- Understanding modelled sentences identifying positions  
e.g., *It's behind my home.*
- Understanding modelled sentences describing existence  
e.g., *There are many shops near my home.*
- Understanding wh-questions inquiring about location  
e.g., *Where is your home, Jill?*
- Understanding formulaic expressions responding to thanks  
e.g., *It's our pleasure.*
- Identifying the pronunciation of 'sl-', 'sn-' and 'sw-' in words such as *slide, snake* and *swing*  
e.g., *slide, snake, swing*

#### Speaking

- Pronouncing the key words and phrases correctly

e.g., *supermarket, post office, restaurant, next to*

- Using prepositions and modelled sentences to identify positions  
e.g., *It's behind my home.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is there a park near your home?*
- Using modelled sentences to describe existence  
e.g., *There are many shops near my home.*
- Using wh-questions to find out location  
e.g., *Where is your home, Jill?*
- Using formulaic expressions to respond to thanks  
e.g., *It's our pleasure.*
- Pronouncing the sounds 'sl-', 'sn-' and 'sw-' correctly in words such as *slide, snake* and *swing*  
e.g., *slide, snake, swing*

### Reading

- Understanding descriptions of the positions of different places in a neighbourhood
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words and phrases correctly  
e.g., *supermarket, post office, restaurant, next to, between*
- Writing the key sentences correctly  
e.g., *Is there a supermarket? Yes, there is./No, there isn't.*
- Writing several sentences to describe different places around one's home

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		supermarket post office restaurant    next to between		SB: pp. 38 and 41
2	Is/Are there ...? Yes, there is/are./No, there isn't/aren't.	street    many shop    near city    some		SB: p. 37 WB: pp. 53 and 54 Parts A and D
3				SB: p. 40 WB: p. 57 Part H
4	Excuse me. Let me see. It's our pleasure.			SB: pp. 39 and 41 WB: p. 56 Part G
5			sl- (slide) sn- (snake) sw- (swing)	SB: pp. 38 and 41 WB: p. 58 Task

## Period I

### Language focus:

- Using nouns to identify different places in a neighbourhood  
e.g., *supermarket, post office, restaurant*
- Using prepositions to identify positions  
e.g., *next to, between*
- Using modelled sentences to describe existence  
e.g., *There are many shops near my home.*

### Materials:

*Student's Book 4A, pp. 38 and 41*

Flashcards 4A (*supermarket, post office, restaurant, next to, between*)

Cassette 4A

A map of the area around your school

A map of your neighbourhood

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Then ask them some questions, such as *What places can you hear in the rhyme?* to elicit the places mentioned. Write these places and their locations such as *your home — next to the school and the school — in front of the trees* on the blackboard. Have the students repeat these words and phrases after you, and then repeat after the recording sentence by sentence.

#### Activity 2

Ask the students some questions to elicit some words for places they have already learnt.

e.g.,

T: *You have lessons in this place. What is it?*

S1: *It's a school/classroom.*

T: *You can see fire engines in this place. What is it?*

S2: *It's a fire station.*

Write these words on the blackboard. Then ask the students to make sentences as follows.

e.g.,

*There is a school near my home. It is big and clean.*

### While-task procedures

#### Activity 1

Show the map of the area around your school. Introduce each place and write the corresponding word beside it.

e.g.,

*Look! This is our school. There is a park next to our school. It's very big. People like to go there. Look, there are two restaurants. Between the restaurants, there is a supermarket. Do you know this place? You can send a letter in it. Yes! It's a post office.*

#### Activity 2

Show the flashcards for 'Look and learn' on page 38 of the *Student's Book*. Have the students read and spell the new words and phrases *supermarket, post office, restaurant, next to* and *between* after you. Ask the students the locations of the places on the map and have the students respond quickly.

e.g.,

T: *Where is our school?*

S1: *It's next to the supermarket.*

#### Activity 3

Show a map of your neighbourhood. Make sure it includes a supermarket, a post office, some restaurants and other places. You can use some pictures to stand for certain places, for example, 'a bowl' can stand for 'a restaurant'. Introduce each place and ask some students to come to the front and point it out on the map. If the student is correct, have him or her write down the word beside it.

e.g.,

T: *If you are hungry, you can go to this place and have a big meal. What place is it?*

S1: *(come to the front and point to a restaurant)*

T: *Yes, that's it! It's a restaurant.*

S1: *(write restaurant on the blackboard)*

#### Activity 4

Use the map again, but remove the pictures standing for particular places. Introduce the places and have the students stick the flashcards on the map.

e.g.,

T: People go there to have a meal. What place is it?

S1: It's a restaurant.

T: Yes.

S1: (come to the front and choose the flashcard for restaurant)

T: Where is the restaurant? It's next to the school.

S1: (stick the flashcard in the right place)

## Post-task activities

### Activity 1

Show a map of a neighbourhood and have the students look at the map and say something about it. Then have the students talk in pairs.

e.g.,

S1: Where is the post office?

S2: It's next to the supermarket.

### Activity 2

Have the students draw their neighbourhoods and talk in pairs.

e.g.,

S1: This is my neighbourhood. There is a small garden next to my home.

S2: This is my home. There is a post office behind my home.

## Period 2

### Language focus:

- Using nouns to identify different places in a neighbourhood  
e.g., *supermarket, post office, restaurant*
- Using modelled sentences to identify positions  
e.g., *It's at No. 126 Garden Street.*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is there a park near your home?*  
*Yes, there is.*
- Using modelled sentences to describe existence  
e.g., *There are many shops near my home.*

### Materials:

*Student's Book 4A*, p. 37

*Workbook 4A*, pp. 53 and 54 Parts A and D

Flashcards 4A (*supermarket, post office, restaurant, next to, between*)

Cassette 4A

## Pre-task preparations

### Activity 1

Show the flashcards for places quickly, getting the students to read them aloud and spell them out. Or you may ask the students to play the game 'Apple tree' with you. Then put the flashcards for places on the blackboard and ask them to read and spell the words.

### Activity 2

Introduce some places and ask the students to quickly say what places they are. Then have them spell out the words. You may ask them to write the words in their exercise books.

e.g.,

T: Where can you have a big meal, in a supermarket or in a restaurant?

Ss: In a restaurant. R-E-S-T-A-U-R-A-N-T,  
restaurant.  
(write down the word *restaurant*)

## While-task procedures

### Activity 1

Show the flashcard for *post office* and say *There is a post office near my home*. Then ask the students *Is there a post office near your home?*

Have the students respond with *Yes, there is.* or *No, there isn't.* Write the patterns on the blackboard. Then have the students ask and answer questions in pairs.

e.g.,

S1: Is there a supermarket near your home?

S2: Yes, there is.

### Activity 2

Play the recording for 'Look and say' on page 37 of the *Student's Book*. Ask the students to write down what places they heard in the recording. Then play the recording again, and encourage the students to say the address mentioned in the recording. If they can't, give

them some help.

Write the sentences *Where is your home? It's at No. 126 Garden Street.* on the blackboard.

Have the students ask and answer questions in pairs using the sentence patterns.

e.g.,

*S1: Where is your home?*

*S2: It's at No. ... Street/Road.*

### Activity 3

Introduce your home and the places around it.

Then have the students ask you some questions.

e.g.,

*S1: Where is your home?*

*T: It's at No. 3 Lily Road.*

*S2: Is there a post office near your home?*

*T: Yes, there is.*

Have the students make similar dialogues in pairs.

### Activity 4

Have the students finish Part A 'Listen and circle' on page 53 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Hold the flashcards in your hand and walk around the classroom. Show a flashcard and ask one of the students *Is there a post office near your home? Is there a park near our school?* Have the student respond with *Yes, there is.* or *No, there isn't.* Then divide the students into groups of four and have them do a survey about their neighbourhood, asking questions such as *Is there a restaurant near your home?*

### Activity 2

Have the students do Part D 'Look, ask and answer' on page 54 of the *Workbook* in pairs. Then ask them to give a report.

e.g.,

*Look at the picture. There is a park on Park Street. It's big and nice. ...*

## Period 3

### Language focus:

Using yes/no questions to elicit a positive or negative response

e.g., *Is Nanjing Road busy?*

### Materials:

*Student's Book 4A, p. 40*

*Workbook 4A, p. 57 Part H*

*Cassette 4A*

### Pre-task preparations

#### Activity 1

Read the following passage and ask the students to write the places and their numbers on a piece of paper. Read slowly to give the students enough time to write. Then check the answers with them.

e.g.,

*Welcome to Sun Street! It is a very busy street. There is a post office on this street. Next to the post office, there is a fruit stand. Where is Hello School? It is between a park and a supermarket. There are many shops on Sun Street too. There is a book shop, two toy shops and three flower shops.*

#### Activity 2

Describe some places and have the students write the correct words. Then check the answers with them.

e.g.,

*T: You can send a letter in this place. What is it?*

*Ss: (write post office)*

*T: There are many trees and flowers in it. People like to go there to have a walk or rest. What is it?*

*Ss: (write park)*

## While-task procedures

### Activity 1

Have the students make a dialogue about their neighbourhood in pairs using the following patterns.

e.g.,

*S1: Is there a post office near your home?*

*S2: Yes, there is.*

S1: *Where is it?*

S2: *It's at No. 11 Zhangyang Street.*

### Activity 2

Play the recording for 'Look and read' on page 40 of the *Student's Book*, asking the students to write down the places mentioned in the recording. Then have the students read the text by themselves and answer the questions on the same page.

### Activity 3

Have the students read the text again. Ask them some questions to check their understanding.  
e.g.,

*Is there a supermarket on Nanjing Road?*

*What can you buy on Nanjing Road?*

*Are there any restaurants on Nanjing Road?*

### Activity 4

Show the picture of 'Look and read' on page 40 of the *Student's Book*. Have the students talk about Nanjing Road first, and then have the students read the text.

## Post-task activities

### Activity 1

Have the students work in groups of four and draw a busy street in your city or town on a piece of paper. Then ask them to introduce it to the class.

e.g.,

Ss: *This is a busy street in our city. There are two schools. One is next to the park and the other is in front of the park. There are two libraries. They are big. You can find many books in the libraries. There are some shops — two toy shops, three fruit shops and a flower shop. In front of the flower shop, there is a small garden.*

### Activity 2

Have the students do Part H 'Look, read and write' on page 57 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

- Using yes/no questions to elicit a positive or negative response  
e.g., *Is there a supermarket?*  
*Yes, there is./No, there isn't.*
- Using formulaic expressions to respond to thanks  
e.g., *It's our pleasure.*

### Materials:

*Student's Book 4A*, pp. 39 and 41

*Workbook 4A*, p. 56 Part G

Cassette 4A

Wall picture 4A

A map of the area around your school

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Have the students say the rhyme in groups.

### Activity 2

Have the students describe the places around their home or school. You may write the sentence patterns on the blackboard to help them.

e.g.,

S1: *There is a supermarket near my home.*

S2: *There are two restaurants next to our school.*

## While-task procedures

### Activity 1

Show a map of the area around your school and have the students make a dialogue in pairs as follows.

e.g.,

S1: *Is there a park near your school?*

S2: *Yes, there is.*

S1: *Is it big?*

S2: *Yes, it's very big.*

*S1: Where is the park?*

*S2: It's between a supermarket and a restaurant.*

...

Or you may put the wall picture on the blackboard and have the students make a dialogue.

### Activity 2

Play the recording for 'Say and act' on page 39 of the *Student's Book*. Ask the students to repeat after the recording. Then ask them some questions to check their understanding.

### Activity 3

Tell the students how to use the formulaic expressions *Let me see.* and *It's our pleasure.* You can give them examples to help them understand.

e.g.,

*T: (show a box to the students) Is there a pencil in the box? Let me see. (look inside the box and show the pencil to the students) Oh, yes. There is a pencil. What's next to our school? Let me see. (look up and scratch your head) I think there is a park.*

Practise the dialogue with the students. Then have them practise the dialogue in groups of three.

### Activity 4

Divide the students into groups of three or four. Ask them to make a dialogue following 'Say and act'. Encourage them to use the words and sentences they have learnt before.

e.g.,

*S1: Excuse me, boys. Is there a supermarket here?*

*S2: Yes, there is. It's next to the post office.*

*S1: Is there a toy shop too? I want to buy some toys.*

*S3: Let me see. Yes. There is one between the bookshop and the flower shop.*

*S1: Oh, I see. Thank you very much.*

*S2 & S3: It's our pleasure.*

## Post-task activities

### Activity 1

Have the students do Part G 'Look, think and answer' on page 56 of the *Workbook*. Then

check the answers with them.

### Activity 2

Have the students make a dialogue according to the map in Part H 'Look, read and write' on page 57 of the *Workbook*. Encourage them to use the key patterns they have learnt.

e.g.,

*S1: Excuse me. Is there a toy shop? I want to buy a toy.*

*S2: Yes, there is. It is at No. 11 Green street. It's next to the bookshop.*

*S1: Is there a flower shop too? I want to buy some flowers.*

*S2: Yes, there is. It is on Star Street. It is next to the supermarket.*

You may invite several pairs to role-play their dialogues in front of the class.

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about one's neighbourhood
- Identifying the pronunciation of 'sl-', 'sn-' and 'sw-' in words such as *slide, snake* and *swing*

e.g., *slide, snake, swing*

### Materials:

*Student's Book 4A, pp. 38 and 41*

*Workbook 4A, p. 58 Task*

*Flashcards 4A (*slide, snake, swing*)*

*Cassette 4A*

*Wall picture 4A*

*A picture of a neighbourhood*

### Pre-task preparations

#### Activity 1

Show the picture of a neighbourhood. Describe some places and have the students say what places they are.

*T: It is big. There are many shelves in it. We can buy a lot of things there. What place is it?*

*Ss: Is it a supermarket?*

*T: Yes, it is.*

## Activity 2

Put the wall picture on the blackboard. Ask the students some questions to help them review what they have learnt.

e.g.,

*T: I want to send a letter. Is there a post office?*

*Ss: Yes, there is a post office.*

*T: I want to eat and drink something. Is there a restaurant on Sky Street?*

*Ss: Yes, there is. It's behind the post office.*

## While-task procedures

### Activity 1

Have the students look at 'Draw and say' on page 38 of the *Student's Book*. Ask them to draw a map of their neighbourhood and then talk about it in pairs.

e.g.,

*S1: There are many shops near my home. There is a park behind my home.*

*S2: Is there a post office?*

*S1: Yes, there is.*

### Activity 2

Have the students walk around the classroom and ask their classmates some questions about their homes.

e.g.,

*S1: Where is your home?*

*S2: It's at No. 12 Lancun Road.*

*S1: Is it a busy road?*

*S2: Yes. There are many shops on it. There are two bookshops, two shoe shops and four clothes shops.*

*S1: Is there a supermarket?*

*S2: Yes, there is a supermarket too.*

### Activity 3

Show the flashcards for 'Learn the sounds' on page 41 of the *Student's Book* and have the students repeat after you until they can pronounce the sounds correctly.

e.g.,

*T: sl-, slide.*

*Ss: sl-, slide.*

*T: sn-, snake.*

*Ss: sn-, snake.*

*T: sw-, swing.*

*Ss: sw-, swing.*

Then encourage them to think of more words with the sounds.

e.g., *slow, sleep, snow, snack, swan, swim*

## Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sounds' and repeat after it. Then encourage them to read the rhyme in groups.

## Post-task activities

### Activity 1

Have the students do Task 'My home is here' on page 58 of the *Workbook*. First, have the students draw and write about their neighbourhood in Part A. Then ask them to ask and answer questions about each other's neighbourhood to fill out the information card in Part B. Finally, have them introduce each other's neighbourhood.

### Activity 2

Have the students write a passage describing a street in their neighbourhood following 'Look and read' on page 40 of the *Student's Book*.

e.g.,

*Huaihai Road is a busy road. There are many shops and restaurants. There is a post office at No. 1045, Huaihai Road.*

### Note:

The expression *Let me see.* can mean 'Let me have a look.' or 'Let me think.' You can give the students more examples to help them understand the expression.

# Module 3 Places and activities

## Unit 3 In the shop

### Tasks in this unit:

- Use noun phrases to refer to the quantity of things
- Use wh-questions to find out the price of things
- Use modelled sentences to give the price of things
- Use formulaic expressions in context

### Language focus:

- Using noun phrases to refer to the quantity of things  
e.g., *a packet of sweets, a loaf of bread, a bowl of noodles, a bar of chocolate, a bottle of water*
- Using wh-questions to find out the price of things  
e.g., *How much is it/are they?*
- Using modelled sentences to give the price of things  
e.g., *It's/They're ... yuan.*
- Using formulaic expressions in context  
e.g., *Don't worry.*
- Identifying the pronunciation of 'sm-', 'sp-' and 'st-' in words such as *smoke, spider* and *star*  
e.g., *smoke, spider, star*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *a packet of sweets, a loaf of bread, a bowl of noodles*
- Understanding wh-questions asking about the price of things  
e.g., *How much is it/are they?*
- Understanding modelled sentences giving the price of things  
e.g., *It's/They're ... yuan.*
- Understanding formulaic expressions in context  
e.g., *Don't worry.*
- Identifying the pronunciation of 'sm-', 'sp-' and 'st-' in words such as *smoke, spider* and *star*  
e.g., *smoke, spider, star*

#### Speaking

- Pronouncing the key words and noun phrases correctly  
e.g., *a packet of sweets, a loaf of bread, a bowl of noodles*
- Using wh-questions to find out the price of things  
e.g., *How much is it/are they?*
- Using modelled sentences to give the price of things  
e.g., *It's/They're ... yuan.*
- Using formulaic expressions in context  
e.g., *Don't worry.*

- Pronouncing the sounds 'sm-', 'sp-' and 'st-' correctly in words such as *smoke*, *spider* and *star*  
e.g., *smoke*, *spider*, *star*

### Reading

- Understanding dialogues about shopping
- 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 and phrases correctly  
e.g., *a packet of sweets*, *a loaf of bread*, *a bowl of noodles*
- Writing the key sentences correctly  
e.g., *How much is it/are they?*  
*It's/They're ... yuan.*
- Writing several sentences to introduce the price of things

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		a packet of sweets a loaf of bread a bowl of noodles a bar of chocolate a packet of biscuits a bottle of water		SB: p. 42 WB: p. 61 Part E
2	How much is it/are they? It's/They're ... yuan.			SB: p. 43 WB: p. 59 Part A
3				SB: p. 44 WB: p. 60 Part C
4	Don't worry.			SB: pp. 42 and 45 WB: p. 63 Part G
5			sm- ( <i>smoke</i> ) sp- ( <i>spider</i> ) st- ( <i>star</i> )	SB: pp. 42 and 46 WB: p. 64 Task

## Period I

### Language focus:

Using noun phrases to refer to the quantity of things

e.g., *a packet of sweets, a loaf of bread, a bowl of noodles, a bar of chocolate, a bottle of water*

### Materials:

*Student's Book 4A, p. 42*

*Workbook 4A, p. 61 Part E*

*Flashcards 4A (a packet of sweets, a loaf of bread, a bowl of noodles, a bar of chocolate, a packet of biscuits, a bottle of water)*

*Cassette 4A*

### Pre-task preparations

#### Activity 1

Talk with the students about their favourite food to review the words about food they have already learnt.

e.g.,

*T: What do you like eating for lunch?*

*Ss: I like eating ...*

Write the words which the students say on the blackboard. Have them read the words together.

#### Activity 2

Ask the students to draw their favourite food on the paper and describe it.

e.g.,

*S1: I like ice creams. They're cold and nice. They're very sweet.*

*S2: I like oranges. They are juicy and sweet. They smell nice.*

### While-task procedures

#### Activity 1

Have the students answer your questions to elicit the new phrases. First, ask them the following questions.

e.g.,

*T: Where do you buy sweets/chocolate/toy trains/...?*

*S1: In the supermarket/toy shop/...*

Then show the picture of a supermarket and ask the students to tell you what they can see.

e.g.,

*T: What can you see?*

*S1: I can see sweets/biscuits/...*

*T: Yes. We can see packets of sweets/biscuits/... in the supermarket.*

Then write *a packet of ...* on the blackboard.

Teach *a packet of ...* by showing the students a packet of sweets or biscuits. Then ask the students to repeat *a packet of sweets* and *a packet of biscuits* after you.

Show the students a loaf of bread and write *a loaf of bread* on the blackboard. Show the students a bar of chocolate and write *a bar of chocolate* on the blackboard. Ask the students to repeat the phrases after you.

#### Activity 2

Have the students do 'Quick response' with the new phrases they have just learnt.

e.g.,

*T: (show a picture of a bowl of noodles on the table) What can you see?*

*S1: I can see a bowl of noodles.*

*Ss: (repeat) I can see a bowl of noodles.*

*T: Yes, there is a bowl of noodles on the table.*

#### Activity 3

Have the students read the phrases in 'Look and learn' on page 42 of the *Student's Book* and then ask them to answer your questions.

e.g.,

*T: You are hungry. What do you want?*

*S2: I want a bowl of noodles.*

*T: You are thirsty. What do you want?*

*S2: I want a bottle of orange juice.*

#### Activity 4

Draw the following table on the blackboard and ask the students what they can see in different shops.

The food shop	The toy shop	The fruit shop	The stationery shop
<i>some packets of sweets some bars of chocolate some loaves of bread</i>			

e.g.,

T: *What can you see in the food shop?*

S1: *I can see some packets of sweets.*

S2: *I can see some bars of chocolate.*

S3: *I can see some loaves of bread.*

Write down these things and encourage the students to ask and answer questions in pairs according to the table.

e.g.,

S1: *What can you see in the food shop?*

S2: *I can see some packets of sweets.*

...

## Post-task activities

### Activity 1

Write the phrases *a bottle of*, *a bar of*, *a bowl of*, etc. on the blackboard. Divide the students into groups of four. Give each group some pictures of food such as water, juice, chocolate and sweets. Ask them to make phrases.

e.g.,

S1: *(show the picture of milk)*

S2: *A bottle of milk.*

S1: *(show the picture of chocolate)*

S3: *A bar of chocolate.*

...

You may divide the class into two groups to have a competition. The group that says the most phrases correctly wins.

### Activity 2

Have the students do Part E 'Look and write' on page 61 of the *Workbook*. Then check the answers with them. After that, have the students make a dialogue according to the pictures.

e.g.,

S1: *I'm thirsty. I want some water.*

S2: *I have a bottle of water. Here you are.*

S1: *Thank you.*

S2: *You're welcome.*

## Period 2

### Language focus:

- Using wh-questions to find out the price of

things

e.g., *How much is it/are they?*

- Using modelled sentences to give the price of things

e.g., *It's/They're ... yuan.*

### Materials:

*Student's Book 4A*, p. 43

*Workbook 4A*, p. 59 Part A

Flashcards 4A (*a packet of sweets, a loaf of bread, a bowl of noodles, a bar of chocolate, a packet of biscuits, a bottle of water*)

Cassette 4A

Wall picture 4A

Some foods with price tags

### Pre-task preparations

#### Activity 1

Show the flashcards for 'Look and learn' on page 42 of the *Student's Book*. Have the students respond as quickly as they can.

e.g.,

T: *(show the flashcard for a bar of chocolate)*

*What do you see?*

Ss: *I see a bar of chocolate.*

#### Activity 2

Show the picture of some shops and ask the students what they can see in different shops.

e.g.,

T: *What can you see in a fruit shop?*

S1: *I can see apples and bananas.*

S2: *I can see oranges and melons.*

...

T: *What can you see in a food shop?*

S3: *I can see some bars of chocolate.*

S4: *I can see some packets of biscuits.*

### While-task procedures

#### Activity 1

Show a packet of sweets with a price tag. Ask *How much is it?* to elicit *It's six yuan*. Write the sentences on the blackboard and ask the students to repeat after you. Show two packets of sweets with a price tag on one of them. Ask *How much are they?* to elicit *They are ten yuan*.

Write the sentences on the blackboard and ask the students to repeat after you.

Show some other foods with price tags and have the students ask and answer questions in pairs as follows.

e.g.,

*S1: What's that?*

*S2: It's a packet of biscuits.*

*S1: How much is it?*

*S2: It's eight yuan.*

...

*S1: What are those?*

*S2: They're apples.*

*S1: How much are they?*

*S2: They're ten yuan.*

## Activity 2

Play the recording for 'Look and say' on page 43 of the *Student's Book*. Have them answer the questions *Where are Peter and Kitty? What do they want?* Write the answers on the blackboard. Then play the recording again and ask them *How much is the small packet of sweets? How much are the two ice creams?* Write the questions and the answers on the blackboard.

e.g.,

*T: How much is the small packet of sweets?*

*Ss: It's twelve yuan.*

*T: How much are the two ice creams?*

*Ss: They're five yuan.*

## Activity 3

Put the wall picture on the blackboard. Have the students ask and answer questions in pairs as follows.

e.g.,

*S1: How much is the book?*

*S2: It's six yuan.*

*S1: How much are the two dolls?*

*S2: They are sixteen yuan.*

## Activity 4

Have the students finish Part A 'Listen and circle' on page 59 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity I

Divide the students into groups of four. Have them ask about the prices of their classmates' stationery items, and then note them down.

e.g.,

*S1: How much is your pencil case, (S2's name)?*

*S2: It's ten yuan.*

*S1: How much is your ruler, (S3's name)?*

*S3: It's two yuan.*

*S1: How much are your pencils, (S4's name)?*

*S4: They are five yuan.*

Then have a student from each group give a short report.

e.g.,

*S1: (S2's name) has a pencil case. It's ten yuan.*

*(S3's name) has a ruler. It's two yuan. (S4's name) has two pencils. They're five yuan.*

### Activity 2

Have the students make a dialogue in pairs, one acting as a shop assistant and the other as a customer.

e.g.,

*S1: (act as a shop assistant) Can I help you?*

*S2: (act as a customer) A loaf of bread, please.*

*S1: Here you are.*

*S2: Thank you. How much is it?*

*S1: It's seven yuan, please.*

## Period 3

### Language focus:

- Using wh-questions to find out the price of things  
e.g., *How much is it/are they?*
- Using modelled sentences to give the price of things  
e.g., *It's/They're six yuan.*
- Using formulaic expressions to ask for permission  
e.g., *May I have ...?*

### Materials:

*Student's Book 4A*, p. 44

Workbook 4A, p. 60 Part C

Cassette 4A

## Pre-task preparations

### Activity 1

Talk about supermarkets with the students first. Ask them some questions.

e.g.,

*Are there any supermarkets near your home?*

*How many supermarkets are there?*

*Do you like shopping in the supermarket? Why?*

*What can you buy in the supermarket?*

Introduce some sections in a supermarket, such as *the bakery section* and *the fruit section*.

### Activity 2

Introduce the supermarket on page 44 of the *Student's Book* to the students and tell them there are many sections in a supermarket, such as *the fruit section* and *the bakery section*. Have the students ask and answer questions about the price of things in this supermarket.

e.g.,

*S1: How much is a small bar of chocolate?*

*S2: It's six yuan.*

*S1: How much are six eggs?*

*S2: They're four yuan.*

## While-task procedures

### Activity 1

Play the recording for 'Say and act' on page 44 of the *Student's Book*. Write the key words on the blackboard, such as *the bakery section*, *a loaf of bread*, *fifteen yuan*, *the fruit section* and *a small bar of chocolate*. Have the students read the phrases after you first, and then read the dialogue after the recording sentence by sentence.

### Activity 2

Play the recording for 'Say and act' several times. Then ask the students some questions and have them respond quickly. Write the new phrases such as *the bakery section* on the blackboard while the students are listening to the recording.

e.g.,

*(At the bakery section) Where are Kitty and her mum? What does Mrs Li want? What does Kitty want? How much are they?*

*(At the fruit section) How much are the apples and the oranges?*

*(At the snack section) What does Kitty want? Can she have it? What does Mrs Li say?*

### Activity 3

Have the students read the dialogue. First have them read in pairs, and then have the boys read Mrs Li's lines and the girls read Kitty's lines.

### Activity 4

Have the students finish Part C 'Listen and write' on page 60 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Show a picture of another supermarket. Have the students make a dialogue following 'Say and act' on page 44 of the *Student's Book*.

### Activity 2

Ask the students to imagine they are shopping in a supermarket with their parents. Divide the students into groups of three and have them make a new dialogue using other words for things.

e.g.,

*S1: (act as Mum) (S2's name), here's the fruit section. Let's have a packet of oranges.*

*S2: May I have some pears too?*

*S1: Of course. How much are they?*

*S2: Ten yuan.*

*S3: (act as Dad) Look at these apples. They are big and red. Let's have some apples too.*

*S1: OK. Let's go to the drink section. I want some apple juice.*

*S3: Let's go.*

*S2: Mum, may I have a bottle of orange juice?*

*S1: OK. How much is it?*

*S2: It's five yuan.*

...

## Period 4

### Language focus:

- Using formulaic expressions in context  
e.g., *Don't worry.*
- Using wh-questions to find out the price of things  
e.g., *How much is a big pair of glasses?*
- Using modelled sentences to give the price of things  
e.g., *Sixteen forest yuan.*

### Materials:

*Student's Book 4A*, pp. 42 and 45

*Workbook 4A*, p. 63 Part G

Cassette 4A

Wall picture 4A

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 42 of the *Student's Book*. Have the students sing along with the recording.

#### Activity 2

Put the wall picture on the blackboard. Ask the students to answer your questions.

e.g.,

T: (*point to the bowl of noodles*) What is it?

S1: It's a bowl of noodles.

T: How much is it?

S2: It's five yuan.

### While-task procedures

#### Activity 1

Play the recording for 'Read a story' on page 45 of the *Student's Book*. Ask the students some questions about the pictures.

e.g.,

T: Look at the small glasses. How much is a small pair of glasses?

S1: Eleven forest yuan.

T: How much is a big pair of glasses?

S2: Sixteen forest yuan.

#### Activity 2

Have the students read the story by themselves

and do 'True or false' on the same page. Then check the answers with them.

#### Activity 3

Have the students read the story again in pairs and underline the new words. Write the new words on the blackboard and have the students repeat after you. Then have them read after the recording sentence by sentence.

Tell the students how to use the formulaic expression *Don't worry*. You can give them examples to help them understand.

e.g.,

T: (*show the picture of a boy*) Look at the boy. He is crying. He can't find his mum. What can you say to him? (wait for a while) 'Don't worry! We can help you.' (*show the fourth picture on page 29 of the Student's Book*) Look at the lion. He is in the net. He is afraid. What does the mouse say to him? 'Don't worry! I can bite. I can help you.'

#### Activity 4

Divide the students into groups of five and have them role-play the story. Walk around the classroom and give them help if necessary. Then invite several groups to role-play it in front of the class.

### Post-task activities

#### Activity 1

Ask the students to play a guessing game in pairs using the things they have such as their stationery items.

e.g.,

S1: I have a new ruler.

S2: How much is it?

S1: Guess.

S2: Is it four yuan?

S1: Yes, it is.

#### Activity 2

Have the students do Part G 'Read and write' on page 63 of the *Workbook*. Then check the answers with them. After that, have them make a dialogue according to the pictures in Part G.

## Period 5

### Language focus:

- Using the key words and sentences to communicate with others while shopping
- Identifying the pronunciation of 'sm-', 'sp-' and 'st-' in words such as *smoke*, *spider* and *star*  
e.g., *smoke*, *spider*, *star*

### Materials:

*Student's Book 4A*, pp. 42 and 46

*Workbook 4A*, p. 64 Task

Flashcards 4A (*smoke*, *spider*, *star*)

Cassette 4A

A picture of a supermarket

### Pre-task preparations

#### Activity 1

Ask the students to sing the song in 'Listen and enjoy' on page 42 of the *Student's Book*.

#### Activity 2

Show a picture of a big supermarket. Ask the students some questions.

e.g.,

*How is the supermarket?*

*What can you see in the bakery section?*

*How much is the bread?*

*How much are the cakes?*

...

### While-task procedures

#### Activity 1

Ask the students to read 'Play a game' on page 46 of the *Student's Book*. Show some cards and demonstrate how to play the game. Then ask the students to make some cards and play the shopping game in groups. Invite some groups to play the game in front of the class. Then have the students vote for the best group.

#### Activity 2

Ask the students to play the game 'Let's go shopping' in groups of six. Help them set up different shops and ask them to walk around in the classroom to 'go shopping'.

e.g.,

*S1: (act as a shop assistant) Good morning.*

*Welcome to Happy Toy Shop. Can I help you?*

*S2: (act as a customer) A toy bear, please.*

*S1: Look at this one. Do you like it?*

*S2: No. It's small. I want a big toy bear.*

*S1: This toy bear is big. Do you like it?*

*S2: Yes. How much is it?*

*S1: It's sixteen yuan.*

*S2: Here you are.*

*S1: Thank you.*

#### Activity 3

Show the flashcards for 'Learn the sounds' on page 46 of the *Student's Book* and have the students repeat after you until they can pronounce the sounds correctly.

e.g.,

*T: sm-, smoke.*

*Ss: sm-, smoke.*

*T: sp-, spider.*

*Ss: sp-, spider.*

*T: st-, star.*

*Ss: st-, star.*

Then encourage them to think of more words with the sounds.

e.g., *small*, *smell*, *spoon*, *spring*, *story*, *stand*, *stick*

#### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sounds' and repeat after it. Then encourage them to read the rhyme in groups.

### Post-task activities

#### Activity 1

Hand out copies of the following passages to the students.

*Passage A:*

*Today is New Year's Day. I am shopping with my mum. We are in a toy shop. I want a toy boat. It is sixteen yuan. Then we go to a bakery. My mum wants a loaf of bread and four small cakes. The bread is eight yuan and the cakes are twelve yuan.*

*Passage B:*

*Today I am shopping with my parents. We buy*

some apples and pears in a fruit shop. The apples are six yuan and the pears are eight yuan. We then go to a bookshop. I buy three storybooks there. They are sixteen yuan. After that, we have lunch at a restaurant. Mum has a bowl of rice, a bowl of soup and some salad. They are fifteen yuan together. Dad has a bowl of noodles. It is ten yuan. I have a bowl of noodles and a bottle of orange juice. They are twelve yuan together.

Then ask the students to make a dialogue according to either passage.

e.g.,

S1: Good morning. Can I help you?

S2: A toy boat, please. How much is this toy boat?

S1: It's sixteen yuan, please.

S2: Here you are.

...

## Activity 2

Have the students do Task 'Shopping for our class party' on page 64 of the *Workbook*. First, have them complete the shopping list for the class party in Part A. Then ask them to talk about their shopping lists in pairs or groups. Finally, ask them to report their shopping plan to the class.

### Note:

The story on page 45 of the *Student's Book* is a fairy tale and it is not real. The magic glasses that can do 'magic' in the story are like magnifying and reducing glasses in real life.

## Module 4 The natural world

### Unit 1 A visit to a farm

#### Tasks in this unit:

- Use uncountable nouns to identify farm animals' food
- Use imperatives to express prohibitions or make suggestions
- Use wh-questions to find out specific information about farm animals

#### Language focus:

- Using the key words in context  
e.g., *hay, grass, corn, meat*
- Using imperatives to express prohibitions or make suggestions  
e.g., *Don't litter on the farm.*  
*Please put the rubbish in the rubbish bin.*
- Using wh-questions to find out specific information about farm animals  
e.g., *What do they eat?*
- Identifying the pronunciation of 'sc-' and 'sk-' in words such as *scarf* and *skateboard*  
e.g., *scarf, skateboard*

#### Language skills:

##### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *hay, grass, corn, meat*
- Understanding imperatives expressing prohibitions or making suggestions  
e.g., *Don't litter on the farm.*  
*Please put the rubbish in the rubbish bin.*
- Understanding wh-questions asking for specific information  
e.g., *What do they eat?*
- Identifying the pronunciation of 'sc-' and 'sk-' in words such as *scarf* and *skateboard*  
e.g., *scarf, skateboard*

##### Speaking

- Pronouncing the key words correctly  
e.g., *hay, grass, corn, meat*
- Using imperatives to express prohibitions or make suggestions  
e.g., *Don't litter on the farm.*  
*Please put the rubbish in the rubbish bin.*
- Using wh-questions to find out specific information about farm animals  
e.g., *What do they eat?*
- Pronouncing the sound 'sc-' and 'sk-' correctly in words such as *scarf* and *skateboard*  
e.g., *scarf, skateboard*

## Reading

- Understanding dialogues and a passage about a farm
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *hay, grass, corn, meat*
- Writing the key sentences correctly  
e.g., *Don't litter.*
- Writing several sentences to express prohibitions

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Don't ... Let's ...	Don't litter. Don't walk on the grass. Don't pick flowers. Don't throw stones. rubbish bin visit farm		SB: pp. 47 and 48 WB: p. 69 Part B
2	What do they eat? These are ...	hay grass corn meat		SB: pp. 47, 48 and 49
3	They like ...			SB: pp. 47, 49 and 50 WB: p. 71 Part F
4				SB: p. 51 WB: p. 73 Part H
5			sc- (scarf) sk- (skateboard)	SB: pp. 47 and 51 WB: p. 74 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *rubbish, bin, visit, farm*
- Using imperatives to express prohibitions  
e.g., *Don't litter.*
- Using imperatives to make suggestions  
e.g., *Now let's visit the farm.*

### Materials:

- Student's Book 4A, pp. 47 and 48*  
*Workbook 4A, p. 69 Part B*  
*Cassette 4A*  
*Flashcards 4A (Don't litter. Don't walk on the grass. Don't pick flowers. Don't throw stones.)*  
*Wall picture 4A*  
*A picture of Mr MacDonald's farm*

## Pre-task preparations

### Activity 1

Imitate the sounds of farm animals and have the students match the sounds with the animals.

e.g.,

*T: Quack ... Quack! What can you hear?*

*S1: I can hear some ducks.*

Then have the students imitate the sounds of the animals.

e.g.,

*Ss: We're cows. Moo ... Moo ...*

After that, play the recording for 'Listen and enjoy' on page 47 of the *Student's Book* and have the students listen carefully.

### Activity 2

Show the picture of Mr MacDonald and his farm and say '*This is Mr MacDonald. He has a farm.*' Tell the students that Mr MacDonald wants them to visit his farm. Show Mr MacDonald's invitation and read it.

e.g.,

*Dear children,*

*It is spring, a nice season. I would like to invite you to visit my farm this Sunday. My animals and I are waiting for you!*

*Yours,*

*Old MacDonald*

Have the students repeat *visit* after you. Then have the students listen to the recording for 'Listen and enjoy' on page 47 of the *Student's Book* and sing along.

## While-task procedures

### Activity 1

Show the flashcards for *Don't litter. Don't walk on the grass. Don't pick flowers. and Don't throw stones.* in 'Look and learn' on page 48 of the *Student's Book*. First, show the flashcard for *Don't litter.* and write the sentence on the blackboard. Have the students repeat after you. Then repeat these steps for the other flashcards.

### Activity 2

Put the flashcards for different rules on the blackboard. Ask the students to repeat after

you. Then flash the cards and have the students respond as quickly as possible.

e.g.,

*T: (show the flashcard for Don't pick flowers.)*

*Ss: Don't pick flowers.*

Have the students do Part B 'Listen and number' on page 69 of the *Workbook*. Then check the answers with them.

### Activity 3

Point to the pictures in 'Look and say' on page 48 of the *Student's Book* and say something about them.

e.g.,

*T: (point to Mr MacDonald's picture) This is Mr MacDonald. He has a farm. Miss Fang and her students are visiting his farm.*

Play the recording and have the students listen and repeat after it. Write the new words *rubbish, bin, farm* and *visit* on the blackboard and have the students repeat after you.

### Activity 4

Have the students role-play the dialogue in groups of four. Then invite several groups to act it in front of the class.

e.g.,

*S1: (act as Mr MacDonald) Good morning, children. Good morning, Miss Fang.*

*S2, S3 & S4: Good morning, Mr MacDonald.*

*S2: (act as Miss Fang) Don't litter on the farm. Please put the rubbish in the rubbish bin.*

*S3 & S4: Yes, Miss Fang.*

...

## Post-task activities

### Activity 1

Have the students role-play a dialogue following 'Look and say' in groups of four. Then invite several groups to act it in front of the class.

e.g.,

*S1: (act as Mr MacDonald) Good morning, children.*

*S2 & S3: Good morning, Mr MacDonald.*

*S1: Please don't throw stones.*

S2 & S3: OK, Mr MacDonald.  
 S2: Don't walk on the grass, (S3's name).  
 S3: OK.  
 ...  
 S1: Now let's visit the farm.  
 S2 & S3: Great! Let's go!

## Activity 2

Divide the students into groups of four. Have them talk about the other rules they should obey on the farm.

e.g.,

*Don't feed the birds.*

*Don't climb the trees.*

*Don't play on the grass.*

Have them discuss and make some signs for Mr MacDonald's farm. Then ask them to draw a map of the farm and stick the signs in the correct places on the map.

e.g.,

*S1: This is the grass.*

*S2: We can't walk on the grass.*

*S1: OK. The sign is 'Don't walk on the grass'.*

(S1 & S2 make the sign and stick it on the map)

## Period 2

### Language focus:

- Using the key words in context  
e.g., *hay, grass, corn, meat*
- Using wh-questions to find out specific information  
e.g., *What do they eat?*
- Using modelled sentences to give specific information  
e.g., *These are my horses. They eat hay.*

### Materials:

*Student's Book 4A, pp. 47, 48 and 49*

*Cassette 4A*

*Masks for farm animals*

*Wall picture 4A*

*Flashcards 4A (hay, grass, corn, meat)*

*A picture of Mr MacDonald's farm*

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 47 of the *Student's Book* and ask the students to sing along with it. You may write *On his farm, he has ...* on the blackboard and invite the students to say what they hear in the song.

e.g.,

*S1: On his farm, he has five ducks.*

*S2: On his farm, he has three sheep.*

...

### Activity 2

Put the wall picture on the blackboard. Point to the signs for *Don't litter. Don't climb trees. Don't walk on the grass. Don't pick flowers. and Don't throw stones.* one by one and ask the students to respond quickly.

e.g.,

*T: We are in a park. (show the sign for Don't walk on the grass.)*

*Ss: Don't walk on the grass.*

## While-task procedures

### Activity 1

Invite two students to put on dog masks, and have the other students sing the song 'Old MacDonald has a farm' on page 47 of the *Student's Book*.

e.g.,

*Ss: (sing) Old MacDonald has a farm. E-i-e-i-o. On his farm he has two dogs. E-i-e-i-o. E-i-e-i-o. A woof-woof here! A woof-woof there! Here a woof! There a woof! Everywhere a woof-woof! Old MacDonald has a farm. E-i-e-i-o.*

*T: (towards the two students acting as dogs) Dogs, dogs, are you hungry?*

*S1 & S2: Yes.*

*T: (give the card for meat to S1 and S2) Here's some meat. Dogs like meat. M-E-A-T, meat.*

Write the word *meat* on the blackboard and have the students read after you together.

Repeat the steps and show the flashcards for *hay*, *grass* and *corn* in 'Look and learn' on page 48 of the *Student's Book* and ask the students to read and spell the words after you.

### Activity 2

Play the recording for 'Say and act' on page 49 of the *Student's Book*. Ask the students to listen and repeat after it. Write the key patterns *These are ... Here are ... What do they eat? They eat ...* on the blackboard and ask the students to repeat after you. Then practise the dialogue with them.

### Activity 3

Have the students role-play the dialogue in groups of four. Then invite several groups to act it in front of the class.

### Activity 4

Have the students match the food with the animals. Invite some students to put the flashcards for *meat*, *hay*, *grass* and *corn* beside the words *dogs*, *cows*, *horses*, *sheep* and *pigs*. After that, have the students introduce what the animals like eating.

e.g.,

S1: Sheep like (eating) grass.

S2: Pigs like (eating) corn.

## Post-task activities

### Activity 1

Divide the students into groups of four. Have three students from each group act as the farm animals, and the fourth student ask them whether they like a particular kind of food.

e.g.,

S1, S2 & S3: (act as pigs) Oink ... Oink ... We're pigs.

S4: Pigs, pigs, do you like hay?

S1, S2 & S3: No. We like corn.

### Activity 2

Have the students write a report to introduce Mr MacDonald and his farm animals. Give the students some hints if necessary.

e.g.,

This is Mr MacDonald. He has five ducks on his

farm. The ducks go 'quack-quack'. They like corn. He has three sheep. The sheep go 'baa-baa'. They like grass.

## Period 3

### Language focus:

- Using modelled sentences to give specific information  
e.g., *They like grass.*
- Using imperatives to express prohibitions or give simple instructions  
e.g., *Don't throw stones.*

*Close the gate.*

### Materials:

*Student's Book 4A*, pp. 47, 49 and 50

*Workbook 4A*, p. 71 Part F

Cassette 4A

Flashcards 4A (*hay*, *grass*, *corn*, *meat*)

Dice

Pictures of farm animals

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 47 of the *Student's Book* and ask the students to sing along.

### Activity 2

Stick the flashcards for *hay*, *grass*, *corn* and *meat* on the blackboard and read them. Ask the students to act as different animals and choose the food they like in pairs.

e.g.,

S1: (act as a tiger) I'm a tiger. I like meat.

S2: (give S1 the flashcard for meat) Here's some meat.

## While-task procedures

### Activity 1

Have the students do 'Think and write' on page 49 of the *Student's Book*. Then have them ask and answer questions in pairs.

e.g.,

S1: What do cows like?

S2: They like grass.

## Activity 2

Show the pictures of ducks, cows, horses, sheep, pigs and hens and have the students describe the animals they like. You may give them some help if necessary.

e.g.,

*Here are some \_\_\_\_\_ (animals). They are \_\_\_\_\_ (colour). They are \_\_\_\_\_ (size). They can \_\_\_\_\_ (abilities). I like them.*

Then ask the students what the animals eat.

e.g.,

*T: What do ducks eat?*

*S1: They eat corn.*

Write the sentences on the blackboard.

## Activity 3

Ask the students to look at the picture for 'Play a game' on page 50 of the *Student's Book*.

Explain the rules of the game and demonstrate how to play the game. Tell the students the meanings of the directions, such as *Throw the dice again*. *Miss a turn*. Then play the game with several students in front of the class. Finally, divide the students into groups of four and have them play the game. Ask them to say the sentences while they play the game.

## Activity 4

Have the students do Part F 'Read, choose and complete' on page 71 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity I

Show the masks of animals and the pictures of different food. Have the students ask and answer in pairs. Ask them to put ticks or crosses in the following table.

e.g.,

*S1: These are horses. What do horses like?*

*S2: They like hay.*

*S1: Do they like grass?*

*S2: Yes, they like grass.*

*S1: Do they like corn?*

*S2: Yes, they like corn.*

*S1: Do they like meat?*

*S2: No, they don't like meat.*

Animal	hay	corn	grass	meat
horses	✓	✓	✓	✗
cows				
sheep				
pigs				
hens				
ducks				

## Activity 2

Have the students choose an animal they like and write a passage about it.

e.g.,

*I love \_\_\_\_\_ (animal). They are \_\_\_\_\_ (colour). They are \_\_\_\_\_ (size). They can \_\_\_\_\_ (abilities). They like \_\_\_\_\_ (food), but they don't like \_\_\_\_\_ (food).*

Then invite some students to read their passages in front of the class.

## Period 4

### Language focus:

Using modelled sentences to give specific information

e.g., *Big likes eating corn.*

### Materials:

*Student's Book 4A, p. 51*

*Workbook 4A, p. 73 Part H*

*Cassette 4A*

*Flashcards 4A (hay, grass, corn, meat)*

Some biscuits and a bottle of water

## Pre-task preparations

### Activity I

Take out some biscuits and a bottle of water. Ask the students whether they are hungry or thirsty. Then give them some biscuits and water.

e.g.,

*T: Are you hungry?*

*S1: Yes, I am.*

*T: Here are some biscuits.*

*S1: Thank you.*

T: Are you thirsty?

S2: Yes, I am.

T: Here's a bottle of water.

S2: Thank you.

Write the sentences *Here are some biscuits.* and *Here's some water.* on the blackboard. Have the students read them. Make sure that the students understand how to use countable and uncountable nouns properly.

## Activity 2

Show the pictures of some animals and the flashcards for *hay*, *grass*, *corn* and *meat*. Invite some students to count the animals in the pictures and answer your questions.

e.g.,

T: How many ducks?

S1: Ten.

T: What do they like eating?

S2: They like eating corn.

## While-task procedures

### Activity 1

Ask the students to do 'Read and match' on page 51 of the *Student's Book*. First, ask them to read the text and try to match each passage with the right picture. Then check the answers with them.

### Activity 2

Have the students read the text of 'Read and match' by themselves. Then point to the pictures and ask the students some questions to check their understanding.

e.g.,

T: (point to Picture 1) What is it?

Ss: It's a pig.

T: Yes. Its name is Big. Where is Big?

Ss: It is in a pen.

T: (point to Picture 2): How does Big feel? Is it happy?

Ss: No, it isn't. It is hungry.

...

### Activity 3

Have the students listen to the recording for

'Read and match' on page 51 of the *Student's Book* and repeat after the recording. Then have them ask and answer questions about the text in pairs.

e.g.,

S1: Where does Big live?

S2: He lives in a pen.

S1: What does he like eating?

S2: He likes eating corn.

## Activity 4

Ask the students to read the story again. Then invite some students to retell the story in their own words.

## Post-task activities

### Activity 1

Have the students fill in the blanks to complete the following passage.

Old MacDonald has a pig. Its name is Big. Big lives in a pen. It likes eating corn. One day, Big is hungry. The corn is outside Big's pen, so Big cannot eat it. It is angry. Old MacDonald soon comes. He feeds Big with the corn. Big is full and happy.

### Activity 2

Have the students do Part H 'Look, read and write' on page 73 of the *Workbook*. Then check the answers with them.

## Period 5

### Language focus:

- Using the key words and sentences in context
- Identifying the pronunciation of 'sc-' and 'sk-' in words such as *scarf* and *skateboard*  
e.g., *scarf*, *skateboard*

### Materials:

*Student's Book 4A*, pp. 47 and 51

*Workbook 4A*, p. 74 Task

Cassette 4A

Flashcards 4A (*scarf*, *skateboard*)

A picture of Mr MacDonald's farm

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Point to the signs and ask the students to respond quickly.

e.g.,

T: (*point to the sign for Don't swim.*)

Ss: *Don't swim.*

### Activity 2

Say some riddles for animals such as cows, ducks, horses, sheep and pigs. Ask the students to guess.

e.g.,

T: *They are black and white. They are big. They eat grass. They give us milk. What are they?*

Ss: *They're cows.*

T: *It is fat. It is pink. It has four short legs. It goes 'oink ... oink'. It likes eating corn. What is it?*

Ss: *Is it a pig?*

T: *Yes.*

## While-task procedures

### Activity 1

Show the picture of Mr MacDonald's farm and elicit the rules on the farm from the students. Point to the open gate to elicit *Don't open the gate.* and *Close the gate.* Point to the pond to elicit *Don't play in the pond.* Have the class repeat each rule after you.

### Activity 2

Tell the students they are going to visit a farm. Put the cards for animals and the food they eat on different desks to set the scene of a farm. Draw and put some signs in different sections of the classroom. Ask the students to act as the farmer and visitors to the farm.

e.g.,

S1: (*act as the farmer*) *Good morning. I'm Bob Brown. This is my farm. Welcome to my farm.*

S2, S3 & S4: (*act as visitors*) *Good morning, Mr Brown.*

S1: *Please don't litter on the farm.*

S2, S3 & S4: *Yes, Mr Brown.*

S3: (*mime throwing a stone*)

S2: *Don't throw stones, (S3's name).*

S3: *Sorry.*

S4: *Oh, here are some cows. What do they eat, Mr Brown?*

S1: *They eat grass.*

...

### Activity 3

Show the flashcards for 'Learn the sound' on page 51 of the *Student's Book* and have the students repeat after you until they can pronounce the sound correctly.

e.g.,

T: *sc-, scarf.*

Ss: *sc-, scarf.*

T: *sk-, skateboard.*

Ss: *sk-, skateboard.*

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

e.g., *skate, sketchbook, ski, skirt*

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it. Then encourage them to read the rhyme in groups.

## Post-task activities

### Activity 1

Have the students work in groups of four to write a notice for Mr MacDonald's farm. You may give them some help if necessary.

e.g.,

### Notice

*Welcome to my farm!*

*My farm is clean. Please don't litter. Put the rubbish in the rubbish bin.*

*The grass is growing. Please don't walk on the grass.*

*The flowers are beautiful. Please don't pick the flowers.*

*The ducks are in the pond. Please don't throw stones.*

*Old MacDonald*

## Activity 2

Have the students do Task 'Getting ready for a farm visit' on page 74 of the *Workbook*. First, have the students do Part A. Then have them do Part B. Have each student draw some signs and write down the sentences/rules. Then ask them to talk and write about what they can do and can't do on the farm.

### Notes:

- 1 Tell the students that it is polite to add *please* when you ask someone not to do something.  
e.g.,  
*Please don't litter.*  
*Please don't walk on the grass.*
- 2 Tell the students that the plural form of the word *sheep* is the same as its singular form.  
e.g., *a sheep, two sheep*

- 3 To help the students play the game on page 50 of the *Student's Book*, you may explain the rules of the game as follows:
  - \* The game can be played by two or more players. Each player uses a counter to represent himself/herself on the 'board'. The players take turns to throw the dice and proceed according to the number on the dice.
  - \* The counters are placed and moved on the 'board' according to the rules of the game. For example, when a player moves his/her counter to Square 3, he/she should say 'Don't walk on the grass.' and miss a turn according to the rule.
  - \* The first player to reach Square 16 wins the game.

# Module 4 The natural world

## Unit 2 At Century Park

### Tasks in this unit:

- Use nouns to identify things
- Use wh-questions to find out location
- Use prepositions to indicate positions
- Use imperatives to express prohibitions in a park

### Language focus:

- Using the key words in context  
e.g., *sketchbook, cap, camera, aviary, fountain, pond*
- Using wh-questions to find out location  
e.g., *Where is Century Park?*
- Using modelled sentences to indicate positions  
e.g., *He is beside the fountain.*
- Using imperatives to express prohibitions  
e.g., *Don't feed the birds.*
- Identifying the pronunciation of 'th-' in words such as *this* and *that*  
e.g., *this, that*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *sketchbook, cap, camera, aviary, fountain, pond*
- Understanding wh-questions asking about location  
e.g., *Where is Century Park?*
- Understanding modelled sentences indicating positions  
e.g., *He is beside the fountain.*
- Understanding imperatives expressing prohibitions  
e.g., *Don't feed the birds.*
- Identifying the pronunciation of 'th-' in words such as *this* and *that*  
e.g., *this, that*

#### Speaking

- Pronouncing the key words correctly  
e.g., *sketchbook, cap, camera, aviary, fountain, pond*
- Using wh-questions to find out location  
e.g., *Where is Century Park?*
- Using modelled sentences to indicate positions  
e.g., *He is beside the fountain.*
- Using imperatives to express prohibitions  
e.g., *Don't feed the birds.*

- Pronouncing the sound 'th-' correctly in words such as *this* and *that*  
e.g., *this*, *that*

### Reading

- Understanding dialogues about a class picnic and descriptions of photos
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *sketchbook*, *cap*, *camera*, *aviary*, *fountain*, *pond*
- Writing the key sentences correctly  
e.g., *Where is the greenhouse? It's here.*
- Writing several sentences to describe the positions of people or things

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		sketchbook cap camera		SB: p. 52 WB: p. 76 Part C
2	Where is ...? It's ... Are you ready?	far away road take		SB: p. 53 WB: p. 75 Part B
3	Of course.	aviary fountain pond		SB: p. 54 WB: p. 77 Part E
4				SB: p. 55 WB: p. 79 Part G
5	Don't feed the birds.		th- (this, that)	SB: pp. 52 and 56 WB: p. 80 Task

### Period I

#### Language focus:

Using the key words in context  
e.g., *sketchbook*, *cap*, *camera*

#### Materials:

*Student's Book 4A*, p. 52

*Workbook 4A*, p. 76 Part C

Cassette 4A

Flashcards 4A (*sketchbook*, *cap*, *camera*)

A picnic basket, some food, a sketchbook, two caps and a camera

#### Pre-task preparations

#### Activity I

Have the students look at the picture for 'Listen and enjoy' on page 52 of the *Student's Book*. Ask them some questions about the picture to elicit *picnic basket*.

e.g.,

T: *What's this?*

S1: *It's a picnic basket.*

T: *What's in the picnic basket?*

S2: *There's some peanut butter and some candy.*

### **Activity 2**

Play the recording for 'Listen and enjoy' and have the students sing along. Show the flashcards for food and drinks to help them review the words they have learnt before.

### **While-task procedures**

#### **Activity 1**

Take out a picnic basket. Have the students guess the things you have in the picnic basket.

e.g.,

T: *Guess! What do I have?*

S1: *You have some crisps.*

T: *Yes.*

Take out the food if the answer is right. Then have the students ask and answer questions in pairs.

e.g.,

S1: *What do you have?*

S2: *I have a hamburger.*

#### **Activity 2**

Ask the students what else they need for a picnic besides food to elicit *sketchbook*, *cap* and *camera*. Show the flashcards for 'Look and learn' on page 52 of the *Student's Book* and have the students read and spell the words after you.

e.g.,

T: *Sketchbook. S-K-E-T-C-H-B-O-O-K, sketchbook.*

Ss: *Sketchbook. S-K-E-T-C-H-B-O-O-K, sketchbook.*

#### **Activity 3**

Have the students discuss what they can do with a sketchbook, a cap, a camera, etc.

e.g.,

S1: *I have a sketchbook. I can draw pictures on it.*

S2: *I have a camera. I can take photos.*

#### **Activity 4**

Have the students do Part C 'Listen and tick' on page 76 of the *Workbook*. Then check the

answers with them.

### **Post-task activities**

#### **Activity 1**

Tell the students that they are going to have a class picnic and they need to get ready for the picnic. Divide the students into groups of four. Have them ask and answer questions, and then finish their plans for the picnic.

e.g.,

S1: *Where can we have a class picnic?*

S2: *We can have a class picnic at Century Park.*

S3: *What do you have?*

S4: *I have some biscuits.*

#### A picnic plan

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Things we can take: \_\_\_\_\_

Things we can do: \_\_\_\_\_

#### **Activity 2**

After the groups finish the picnic plans, have them report their plans to the class. Then have the students vote for the best plan. You can help them give a report using the following patterns.

e.g.,

*We can have a class picnic at Century Park.*

*We can see many trees and flowers there.*

*We have some biscuits, some crisps, some sandwiches, some bottles of water, some sketchbooks and a camera.*

*We can eat and drink.*

*We can draw on the sketchbooks.*

*We can take photos.*

### **Period 2**

#### **Language focus:**

Using wh-questions to find out location

e.g., *Where is Century Park?*

#### **Materials:**

*Student's Book 4A, p. 53*

*Workbook 4A, p. 75 Part B*

## Cassette 4A

A map of Shanghai

A map of the area around your school

## Pre-task preparations

### Activity 1

Show a map of the area around your school. Ask the students some questions about where they live.

e.g.,

*T: My home is far away from our school. Is your home far away from our school?*

*S1: No. My home is at No. ..., ... Street/Road. It's near our school.*

### Activity 2

Invite some students to locate their home on the map and describe different places near their home.

e.g.,

*S1: This is my home. There are many shops near my home.*

You may ask the students further questions to know more about their neighbourhoods.

e.g.,

*T: Is there a post office near your home?*

*S1: No, there isn't.*

## While-task procedures

### Activity 1

Show the map of the area around your school. Point to the different places on the map and tell the students their positions.

e.g.,

*T: The park is far away from our school.*

Then have the students repeat the prepositions *far away from*, *near*, *between* and *next to* after you. Write the key patterns *Where is ...? It's ...* on the blackboard and ask the students to repeat after you. Then have the students answer your questions.

e.g.,

*T: Where is the post office?*

*S1: It's near our school.*

*T: Where is the park?*

*S2: It's far away from our school.*

### Activity 2

Have the students look at the map of Shanghai and try to find the position of Century Park.

e.g.,

*T: Where is Century Park?*

*S1: It's in Pudong. It's far away from our school.*

Have the students listen to the recording for 'Look and say' on page 53 of the *Student's Book* and repeat after it. Then ask them to answer your questions.

e.g.,

*T: How do the students go to Century Park?*

*S1: They take the school bus there.*

*T: What does Danny have?*

*S2: He has a cap and a bottle of water.*

### Activity 3

Have the students role-play the dialogue in groups of three. Then invite several groups to act it in front of the class.

### Activity 4

Have the students do Part B 'Listen and circle' on page 75 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students work in pairs. In each pair, the two students have two different maps. One student is going to Century Park and the other student is going to Shanghai Zoo. They must ask and answer questions to find out the location of the park and the zoo, and the best way to go.

e.g.,

*S1: Where is Century Park?*

*S2: It's on Jinxiu Road.*

*S1: Where is Jinxiu Road?*

*S2: It's in Pudong (District). You can take a No. 640 bus there.*

### Activity 2

Have the students discuss and write a report about the positions of Century Park and Shanghai Zoo and the best way to go there. You

may give them some hints if necessary.

e.g.,

*Century Park is far away from our school. It is on Jinxiu Road, in Pudong (District). We can take a No. 640 bus there.*

## Period 3

### Language focus:

- Using the key words in context  
e.g., *aviary, fountain, pond*
- Using wh-questions to ask the way and find out the positions  
e.g., *Where is the greenhouse?*
- Using prepositions to indicate positions  
e.g., *It's next to the aviary.*

### Materials:

*Student's Book 4A, p. 54*

*Workbook 4A, p. 77 Part E*

Cassette 4A

Flashcards 4A (*aviary, fountain, pond*)

A map of Century Park in Shanghai

A map of Shanghai

A map of China

Wall picture 4A

### Pre-task preparations

#### Activity 1

Show the map of Century Park in Shanghai. Tell the students that this is a map of the park. Have the students say *a map of the park* after you. Show the maps of Shanghai and China and have the students say the sentences.  
e.g.,

*S1: This is a map of Shanghai/China.*

#### Activity 2

Show the map of Century Park in Shanghai again. Have the students talk about it to elicit the new words *greenhouse, aviary, fountain* and *pond*.

e.g.,

*T: Is Century Park big?*

*S1: Yes, it is.*

*T: What do you see in Century Park?*

*S2: I see many beautiful flowers and plants.*

*S3: I see a greenhouse.*

### While-task procedures

#### Activity 1

Stick the flashcards for *aviary, fountain* and *pond* on the blackboard and have the students read and spell the words after you. Then have them choose the proper words to fill in the blanks.

e.g.,

*An aviary is a home for birds.*

*Water goes up and down in a fountain.*

*The ducks can swim in a pond.*

*We can see many beautiful flowers and plants in a greenhouse.*

#### Activity 2

Write the prepositions *next to, between, in front of* on the blackboard. Have the students read after you. Then put the wall picture on the blackboard. Point to the *aviary, fountain, pond*, and *greenhouse* on the wall picture and ask the students about the positions of these places.

e.g.,

*T: Where is the greenhouse?*

*S1: It's next to the aviary.*

*T: Where is the aviary?*

*S2: It's between the greenhouse and the pond.*

*T: Where is the fountain?*

*S3: It's in front of the greenhouse.*

#### Activity 3

Have the students look at the pictures for 'Say and act' on page 54 of the *Student's Book* and repeat after the recording. Then have them practise the dialogue in groups. Invite several groups to act it out in front of the class.

#### Activity 4

Have the students do Part E 'Read, choose and write' on page 77 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Have the students look at the wall picture on

the blackboard and discuss in pairs the places they want to visit. Remind them to give reasons for their choices and to say where the places are.

e.g.,

*S1: I like the ducks. They can swim. They are lovely. Where are the ducks?*

*S2: Look. The ducks are in the pond.*

*S1: Where is the pond?*

*S2: It's near the aviary.*

*S1: Can we go and have a look?*

*S2: Of course. Let's go.*

## Activity 2

Show the map of Century Park to the students. Have the students design the best route for visiting Century Park in pairs.

e.g.,

*1 Go to the fountain. It is in front of the greenhouse.*

*2 Go to the greenhouse. It is between the fountain and the aviary. We can see the beautiful flowers and plants.*

*3 Go to the aviary. It is next to the greenhouse. There are many birds in the aviary.*

*4 Go to the pond. It is behind/next to the aviary. We can see the lovely ducks.*

*5 Go to the playground. There is a swing on the grass. We can play on the swing and have a picnic on the grass!*

## Period 4

### Language focus:

- Using prepositions to indicate positions  
e.g., *Kitty is beside the pond.*
- Using modelled sentences to give specific information  
e.g., *He is tired.*

### Materials:

*Student's Book 4A, p. 55*

*Workbook 4A, p. 79 Part G*

*Cassette 4A*

*Wall picture 4A*

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Ask the students which place in the park they like best and where it is.

e.g.,

*T: Which place do you like? Where is it?*

*S1: I like the aviary. It is between the greenhouse and the pond.*

### Activity 2

Have the students talk about the things they can do in the park.

e.g.,

*T: What can you do in the park?*

*S1: We can have a picnic in the park.*

*S2: We can play on the swings.*

*S3: We can take photos.*

## While-task procedures

### Activity 1

Have the students read 'Look and read' on page 55 of the *Student's Book* and do 'Read and write' on the same page. Then check the answers with them.

### Activity 2

Play the recording for 'Look and read' and have the students repeat after it. Then ask them some questions to check their understanding.

e.g.,

*T: Where is Danny?*

*S1: He is beside the fountain.*

*T: Where is Alice?*

*S2: She's on the swing.*

### Activity 3

Have the students read the text again. Then have them ask and answer questions about the text in pairs.

e.g.,

*S1: What does Danny have?*

*S2: He has a cap.*

*S1: Where is he?*

*S2: He is near the fountain.*

## Activity 4

Play a matching game with the students. Put the pictures of Danny, Alice, Kitty and Peter on the blackboard and number the pictures. Then describe one picture and ask the students to tell the number of the picture. You may also have the students do the matching game in groups.

## Post-task activities

### Activity 1

Ask the students to fill in the blanks to complete the following passage.

*Today is Sunday. We have a class picnic at Century Park. I take many photos with my new camera.*

*Look at this photo. This is Peter. He is under the tree. He is tired. Look at that photo. Jill is in the aviary. She is happy.*

### Activity 2

Have the students do Part G 'Look, read and judge' on page 79 of the Workbook. Then check the answers with them.

## Period 5

### Language focus:

- Using prepositions to indicate positions  
e.g., *Kitty is beside the pond.*
- Using imperatives to express prohibitions in a park  
e.g., *Don't feed the birds.*
- Identifying the pronunciation of 'th-' in words such as *this* and *that*  
e.g., *this, that*

### Materials:

*Student's Book 4A*, pp. 52 and 56

*Workbook 4A*, p. 80 Task

Cassette 4A

Flashcards 4A (*this, that*)

Flashcards 4A (*Don't litter. Don't walk on the grass. Don't pick flowers. Don't throw stones.*)

Some signs

## Pre-task preparations

### Activity 1

Have the students say the rhyme for 'Listen and

enjoy' on page 52 of the *Student's Book*. Ask them to say it in groups.

### Activity 2

Show the flashcards for *Don't pick flowers. Don't walk on the grass.*, etc. and ask the students to respond quickly.

e.g.,

*T: (show the flashcard for Don't pick flowers.)*

*Ss: Don't pick flowers.*

## While-task procedures

### Activity 1

Show the picture for 'Think and write' on page 56 of the *Student's Book* and ask the students some questions.

e.g.,

*T: Where is Danny?*

*S1: Look! He is in the pond.*

*T: Yes. He is playing in the pond. Can he do that?*

*Ss: No, he can't.*

*T: What can we say to Danny?*

*Ss: Don't play in the pond.*

Then have the students write the proper letters of the signs in the picture.

### Activity 2

Have the students look at the picture and ask and answer in pairs.

e.g.,

*S1: Where is Alice?*

*S2: Look! She is in the aviary.*

*S1: What can you say to her?*

*S2: Don't feed the birds.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 56 of the *Student's Book* and have the students repeat after you until they can pronounce the sound correctly.

e.g.,

*T: th-, this, that.*

*Ss: th-, this, that.*

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

e.g., *these, those, their, the, they*

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it. Then ask them to read the rhyme in groups.

### Post-task activities

#### Activity 1

Have the students draw a map of a park near their school or home and make a dialogue in pairs. Encourage them to draw the things they like at different places on the map. Then they should ask their partners to tell them where these things are.

e.g.,

S1: *Where is my camera? I can't find it.*

S2: *It's beside the pond/under the tree.*

#### Activity 2

Have the students do Task 'Planning an outing' on page 80 of the *Workbook*. First, have the students look at the picture in Part A and describe the park. Then ask them to talk about the places in the park they would like to go to in pairs. Finally, ask them to think and complete the passage about their plan for an outing.

# Module 4 The natural world

## Unit 3 Weather

### Tasks in this unit:

- Use adjectives to describe the weather
- Use wh-questions to inquire about the weather
- Use modelled sentences to give specific information about the weather

### Language focus:

- Using the key words in context  
e.g., *sunny, rainy, cloudy, windy, warm, hot, wet, dry*
- Using modelled sentences to describe the weather  
e.g., *In May and June, it's always cool here.*
- Using wh-questions to inquire about the weather  
e.g., *How's the weather in Australia now?*
- Identifying the pronunciation of 'th-' and '-th' in words such as *thin* and *path*  
e.g., *thin, path*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *sunny, rainy, cloudy, windy, warm, hot, wet, dry*
- Understanding modelled sentences describing the weather  
e.g., *In May and June, it's always cool here.*
- Understanding wh-questions inquiring about the weather  
e.g., *How's the weather in Australia now?*
- Identifying the pronunciation of 'th-' and '-th' in words such as *thin* and *path*  
e.g., *thin, path*

#### Speaking

- Pronouncing the key words correctly  
e.g., *sunny, rainy, cloudy, windy, warm, hot, wet, dry*
- Using modelled sentences to describe the weather  
e.g., *In May and June, it's always cool here.*
- Using wh-questions to inquire about the weather  
e.g., *How's the weather in Australia now?*
- Pronouncing the sound 'th-' and '-th' correctly in words such as *thin* and *path*  
e.g., *thin, path*

#### Reading

- Understanding dialogues and a passage about the weather in different months, seasons and places
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *sunny, rainy, cloudy, windy, warm, hot, wet, dry*
- Writing the key sentences correctly  
e.g., *How's the weather in Australia now? It's cool and windy.*
- Writing several sentences to describe the weather in different months, seasons and places

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	How's the weather? It's ...	sunny rainy cloudy windy warm hot wet dry		SB: p. 58
2	How's the weather in ... (month)? It's ... What are they?	January February March April May June July August September October November December China Australia always		SB: pp. 57, 58 and 61 WB: p. 82 Part C
3	There are ...			SB: p. 59 WB: p. 84 Part F
4	Merry Christmas!			SB: pp. 60 and 61 WB: p. 85 Part G
5			th- (thin) -th (path)	SB: pp. 59 and 61 WB: p. 86 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *sunny, rainy, cloudy, windy, warm, hot, wet, dry*
- Using modelled sentences to describe the weather  
e.g., *It's sunny.*

- Using wh-questions to inquire about the weather  
e.g., *How's the weather?*

### Materials:

*Student's Book 4A, p. 58*  
*Cassette 4A*  
*Flashcards 4A (sunny, rainy, cloudy, windy, warm, hot, wet, dry)*  
*Pictures of spring, summer, autumn and winter*

## Pre-task preparations

### Activity 1

Have the students say the rhyme on page 26 of *Student's Book 2B*.

e.g.,

*Spring, spring,  
Nice and warm.  
Spring, spring,  
I like spring.  
Summer, summer,  
Sunny and hot.  
Summer, summer,  
I like summer.*

...

While the students are saying the rhyme, show the corresponding cards for *warm*, *cold*, etc.

### Activity 2

Draw the sun, rain, clouds, and wind on the blackboard to elicit the words *sunny*, *rainy*, *cloudy* and *windy*. Have the students repeat after you. Then show the flashcards for *sunny*, *rainy*, *cloudy* and *windy* and have the students read and spell the words after you.

e.g.,

*T: (show the flashcard for sunny) Sunny. S-U-N-N-Y, sunny.*

*Ss: Sunny. S-U-N-N-Y, sunny.*

Then have the students match the flashcards with the pictures on the blackboard.

## While-task procedures

### Activity 1

Show the pictures of spring, summer, autumn and winter to teach the words *warm*, *hot*, *wet* and *dry*. Have the students repeat after you.

Then show the flashcards for *warm*, *hot*, *wet* and *dry* in 'Look and learn' on page 58 of the *Student's Book* and have the students read and spell the words after you.

e.g.,

*T: (show the flashcard for warm) Warm. W-A-R-M, warm.*

*Ss: Warm. W-A-R-M, warm.*

Then take one flashcard away and have the students say which one is missing.

e.g.,

*T: (take away the flashcard for dry) What is missing?*

*Ss: Dry. D-R-Y, dry.*

### Activity 2

Put the pictures of the four seasons on the blackboard. Then show the flashcards one by one and have the students say something about the pictures using the words they have learnt.

e.g.,

*T: (show the flashcard for warm)*

*S1: Spring is warm.*

*T: (show the flashcard for hot)*

*S2: Summer is hot.*

### Activity 3

Mix up the flashcards for the new words and pick one of them, and then have the students guess how the weather is on the flashcard.

e.g.,

*T: (pick the card for windy) How's the weather?*

*S1: (guess) Is it sunny?*

*T: (look at the flashcard) No.*

*S2: (guess) It's windy.*

*T: (show the flashcard for windy) Yes, it's windy.*

You may give them some hints such as *It is spring*, or *The clouds are grey*.

### Activity 4

Write the sentence *How's the weather?* on the blackboard and have the students read after you. Then encourage the students to look at the flashcards and talk about the weather in pairs.

e.g.,

*S1: How's the weather?*

*S2: It's cloudy.*

## Post-task activities

### Activity 1

Have the students draw one season on a piece of paper. Then have them use the question *How's the weather?* to ask each other what season other students have drawn. Draw the following table on the blackboard and have the students complete it.

Season				
Weather				
cloudy				
sunny				
rainy				
windy				
hot				
warm				
wet				
dry				

S1: (ask S2) *How's the weather?*

S2: (look at his or her own picture) *It's sunny, rainy, warm and wet. What season is it?*

S1: (guess) *It's spring.*

S2: Yes.

## Activity 2

Have the students write a report describing the weather in different seasons, according to the table they have completed.

e.g.,

*It is spring. It's sunny, rainy, warm and wet.*

*It is summer. It's sunny, rainy, hot and wet.*

*It is autumn. It's sunny, cloudy, cool and dry.*

*It is winter. It's cloudy, windy, cold and dry.*

## Period 2

### Language focus:

- Using modelled sentences to describe the weather  
e.g., *In May and June, it's always cool here.*
- Using wh-questions to inquire about the weather  
e.g., *How's the weather in Australia now?*

### Materials:

*Student's Book 4A*, pp. 57, 58 and 61

*Workbook 4A*, p. 82 Part C

Cassette 4A

Flashcards 4A (*sunny, rainy, cloudy, windy, warm, hot, wet, dry*)

A map of the world

## Pre-task preparations

### Activity 1

Show the flashcards and have the students respond quickly.

e.g.,

T: (show the card for sunny) *How's the weather?*

S1: *It's sunny.*

### Activity 2

Show a calendar and talk about the months of a year.

e.g.,

T: *How many months are there in a year?*

S1: *There are twelve months.*

T: *What are they? They're January, February, March, April, May, June, July, August, September, October, November and December.*

Then play the recording for 'Listen and enjoy' on page 61 of the *Student's Book* and ask the students to repeat after it.

## While-task procedures

### Activity 1

Show the pictures for 'Ask and answer' on page 58 of the *Student's Book*. Write the key pattern *How's the weather in ...?* on the blackboard and have the students repeat after you. Then ask them to answer your questions.

e.g.,

T: *How's the weather in January?*

S1: *It's cloudy.*

S2: *It's windy, cold and dry.*

Then have the students do 'Ask and answer' in pairs.

e.g.,

S1: *How's the weather in July?*

S2: *It's sunny, rainy, hot and wet.*

### Activity 2

Have the students look at the pictures for 'Look and say' on page 57 of the *Student's Book* and talk about the two girls.

e.g.,

T: *What's the girl's name in Picture 1?*

S1: Her name is Jill.

T: Where does she live?

S2: She lives in China.

T: What's her friend's name?

S3: Her friend's name is Amy.

T: Where is Amy from?

S4: She's from Australia.

Then show the map of the world and locate China and Australia on the map. Help the students understand that Australia is far away from China.

### Activity 3

Play the recording for 'Look and say' and have the students repeat after the recording. Then have the students ask and answer questions in pairs.

e.g.,

S1: (point to Picture 3) How's the weather in May in China?

S2: It's sunny and warm.

S1: How's the weather in May in Australia?

S2: It's cool and windy.

After that, have the students role-play the dialogue in pairs. Then invite several pairs to role-play it in front of the class.

### Activity 4

Have the students do Part C 'Listen and number' on page 82 of the Workbook. Then check the answers with them.

### Post-task activities

#### Activity I

Divide the students into groups of four. Have them discuss and judge which months belong to spring, summer, autumn and winter.

e.g.,

S1: How's the weather in December?

S2: It's cloudy, windy, cold and dry.

S1: What season is it?

S3: It's winter.

Ask them to complete the following table showing their results.

(S4 writes December in the table as follows)

Season	Month		
Spring			
Summer			
Autumn			
Winter	December		

### Activity 2

Have the students give a report according to the table they have completed.

e.g.,

In Shanghai, it is cloudy, windy, cold and dry in December, January and February. December, January and February are winter months. ...

### Period 3

#### Language focus:

- Using wh-questions to inquire about the weather  
e.g., How's the weather in spring?
- Using modelled sentences to give specific information  
e.g., I like autumn. It's ... I can ...

#### Materials:

Student's Book 4A, p. 59

Workbook 4A, p. 84 Part F

Cassette 4A

Flashcards 4A (sunny, rainy, cloudy, windy, warm, hot, wet, dry)

Pictures of spring, summer, autumn and winter

### Pre-task preparations

#### Activity I

Stick the flashcards for sunny, rainy, cloudy, windy, warm, hot, wet and dry on the blackboard and read the words. Then show the pictures of the four seasons and have the students talk about the weather in different seasons in pairs.

e.g.,

S1: How's the weather in summer?

S2: It's sunny, rainy, hot and wet.

**Activity 2**

Point to the pictures of the four seasons and ask the students some questions about them.

e.g.,

*T: There are four seasons in a year. What are they?*

*S1: They are spring, summer, autumn and winter.*

*T: Do you like spring?*

*S1: Yes, I do.*

*T: Why do you like it?*

*S1: I can see many beautiful flowers in spring.*

**While-task procedures****Activity 1**

Have the students look at the pictures for 'Say and act' on page 59 of the *Student's Book* and listen to the recording. Then ask them some questions about the pictures.

e.g.,

*T: How's the weather in spring?*

*S1: It's warm. It's not cold. The plants grow and grow. The leaves and the grass are green.*

**Activity 2**

Play the recording for 'Say and act' again and have the students repeat after it. Then practise the dialogue with them.

**Activity 3**

Have the students role-play the dialogue in groups. Then invite several groups to role-play it in front of the class.

**Activity 4**

Have the students do Part F 'Look, read and match' on page 84 of the *Workbook*. Then check the answers with them.

**Post-task activities****Activity 1**

Have the students do a survey in pairs. Then ask them to complete the following table. You may list the questions if necessary.

e.g.,

*S1: Do you like spring?*

*S2: Yes, I like spring.*

*S1: How's the weather in spring?*

*S2: It's sunny and warm.*

*S1: Is it dry?*

*S2: No. It's wet.*

*S1: What can you see in spring?*

*S2: I can see the green grass.*

*S1: What can you do in spring?*

*S2: I can have a picnic.*

Name	Favourite season	Weather	Things we see	Things we do
S2's name	spring	sunny, windy, warm and wet	green grass	have a picnic

**Activity 2**

Have each student fill in the blanks and introduce the season he or she likes in groups.

e.g.,

*I like \_\_\_\_\_ (season).*

*In \_\_\_\_\_ (season), it's \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (weather).*

*I can \_\_\_\_\_ (activities).*

**Period 4****Language focus:**

Using modelled sentences to give specific information

e.g., *In Australia, summer comes in December, January and February.*

**Materials:**

*Student's Book 4A, pp. 60 and 61*

*Workbook 4A, p. 85 Part G*

*Cassette 4A*

**Pre-task preparations****Activity 1**

Have the students listen to the recording for 'Listen and enjoy' on page 61 of the *Student's Book* and repeat after it. Then ask them to read it in groups.

**Activity 2**

Have the students read a rhyme about the weather in each season.

e.g.,

*Spring is warm. Summer is hot. Autumn is cool.  
Winter is cold.*

Then have them look at the table and try to list the months that each season includes. Set an example for them first.

e.g.,

*T: Spring comes in March, April and May.*

Season	Month		
Spring	March	April	May
Summer	June	July	August
Autumn	September	October	November
Winter	December	January	February

## While-task procedures

### Activity 1

Have the students read the text for 'Look and read' on page 60 of the *Student's Book* and answer the questions on the same page.

### Activity 2

Play the recording for 'Look and read' and have the students read the text after it. Then ask them some questions to check their understanding.

e.g.,

*T: How's the weather at Christmas in Australia?*

*S1: It's hot and sunny.*

*T: What do Amy and her parents do at Christmas?*

*S2: They go to the beach.*

### Activity 3

Ask the students to read the text again. Then have them ask and answer questions according to the text.

e.g.,

*S1: How's the weather in November in Australia?*

*S2: It's warm.*

### Activity 4

Have the students look at the following table and make a dialogue in pairs.

## Weather in November

	✓	sunny	rainy	warm	cold	cool
Beijing		✓		✓		
Wuhan	✓					✓
Tokyo	✓					✓
London		✓			✓	

e.g.,

*S1: How's the weather in November in Beijing?*

*S2: It's rainy and cold.*

## Post-task activities

### Activity I

Ask the students to write an e-mail to Amy. Tell them they can follow 'Look and read' if necessary.

### Activity 2

Have the students do Part G 'Look, read and tick' on page 85 of the *Workbook*. Then check the answers with them.

## Period 5

### Language focus:

- Using wh-questions to inquire about the weather  
e.g., *How's the weather on Sunday?*
- Identifying the pronunciation of 'th-' and '-th' in words such as *thin* and *path*  
e.g., *thin, path*

### Materials:

*Student's Book 4A*, pp. 59 and 61

*Workbook 4A*, p. 86 Task

Cassette 4A

Flashcards 4A (*thin, path*)

Pictures of Chinese New Year's Day, Mother's Day, Children's Day and Mid-autumn Day

## Pre-task preparations

### Activity I

Ask the students '*Which month is your birthday in? How's the weather in ...?*' Have the students

answer the questions to review the words for months and weather.

### **Activity 2**

Give the students the following table and have them ask and answer questions in pairs.

	sunny	rainy	cloudy	windy
Sunday	✓			
Monday		✓		
Tuesday				✓
Wednesday			✓	
Thursday		✓		✓

Remind them that the preposition *on* is used when we talk about days of a week and festivals.

Write the key pattern on the blackboard and have the students read after you.

e.g.,

*S1: How's the weather on Sunday?*

*S2: It's sunny.*

### **While-task procedures**

#### **Activity I**

Ask the students to do a survey according to 'Do a survey' on page 59 of the *Student's Book*. First, ask them to draw pictures or write about the weather in the table. Then have them make a dialogue in pairs according to their tables.

e.g.,

*S1: How's the weather on Wednesday?*

*S2: It's windy.*

#### **Activity 2**

Show the pictures of Chinese New Year's Day, Mother's Day, Children's Day and Mid-autumn Day. Divide the students into groups of four. Have them choose one of the festivals and talk about it.

e.g.,

*S1: Which month is Children's Day in?*

*S2: It's in June.*

*S1: How's the weather on Children's Day?*

*S3: It's sunny and hot.*

*S2: What can we do on Children's Day?*

*S4: We can have a picnic in the park.*

Then invite several groups to introduce the festivals they have chosen.

e.g.,

*Winter comes in December, January and February.*

*Chinese New Year's Day is in January or February.*

*It often snows on Chinese New Year's Day. So it's cold and windy. We often clean and decorate our houses. It's fun!*

#### **Activity 3**

Show the flashcards for 'Learn the sound' on page 61 of the *Student's Book*. Have the students repeat the words after you until they can pronounce the sound correctly.

e.g.,

*T: th-, thin.*

*Ss: th-, thin.*

*T: -th, path.*

*Ss: -th, path.*

Encourage the students to think about more words with the sound.

e.g., *think, thank, tooth, mouth, moth*

#### **Activity 4**

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it. Then encourage them to read the rhyme in groups.

### **Post-task activities**

#### **Activity I**

Have the students read the following passage and judge whether the statements that follow are true or false.

*I am Pan. I live in Japan. In my city, spring comes in March, April and May. In spring, it is warm and wet. It is not cold. We can see many flowers in the park. The grass is green. Summer comes in June, July and August. It is hot. It is rainy too. We like going to the beach in summer. We can swim in the sea. Autumn comes in September, October and November. In autumn, it is cool and windy. We can eat many fruits. We can fly kites in the park. Winter comes in December, January and February.*

*It is always cold and dry. We can go skiing and make snowmen.*

- (F) 1 *Pan is from the UK.*
- (F) 2 *In Pan's city, spring comes in February, March and April.*
- (T) 3 *In Pan's city, it is warm in May.*
- (F) 4 *In Pan's city, it is hot in September.*
- (F) 5 *Pan can go skiing in November.*

### **Activity 2**

Have the students do Task 'The weather in Shanghai' on page 86 of the *Workbook*. First,

have the students talk about the weather in Shanghai in pairs. Then ask them to write an e-mail to Betty, a girl in Australia, telling her how the weather in Shanghai is and what they like doing in different seasons.

**Note:**

You can tell the students that the seasons in China and Australia are the opposite. When it is winter in China, it is summer in Australia.

# Project 1 My new friends

## Language focus:

- Using the key words in context  
e.g., *eleven, twelve, paint, draw, read, happy, thirsty*
- Using modelled sentences to introduce a person's name, age and feelings  
e.g., *Her name is ... She's ... years old. She is happy.*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *She can swim.*
- Using wh-questions to find out specific information  
e.g., *What's his name?*  
*What can he do?*  
*How does he feel in the photo?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he sad?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *eleven, twelve, paint, draw, read, happy, thirsty*
- Understanding modelled sentences introducing a person's name, age and feelings  
e.g., *Her name is... She's ... years old. She is happy.*
- Understanding the modal verb *can* and its negative form *can't* expressing abilities  
e.g., *She can swim.*
- Understanding wh-questions asking for specific information  
e.g., *What's his name?*  
*What can you do?*  
*How does he feel in the photo?*
- Understanding the meaning of yes/no questions  
e.g., *Is he sad?*

### Speaking

- Pronouncing the key words correctly  
e.g., *eleven, twelve, paint, draw, read, happy, thirsty*
- Using modelled sentences to introduce a person's name, age and feelings  
e.g., *Her name is ... She's ... years old. She is happy.*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *She can't swim.*
- Using wh-questions to find out specific information  
e.g., *What's his name?*  
*What can he do?*  
*How does he feel in the photo?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is he sad?*

### Writing

- Writing the key words correctly  
e.g., *eleven, twelve, paint, draw, read, happy, thirsty*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

### Materials:

*Student's Book 4A*, pp. 62, 63 and 64  
Crayons and felt pens  
A picture of the characters in the *Student's Book*

### Preparation

Review the words for numbers and feelings and the key sentences that the students have learnt. Use a picture of the main characters in the *Student's Book* to help the students review the key patterns *What is his/her name? His/Her name is ...*, etc.

e.g.,

T: (*stick the picture of Peter, Sally, Ben and Kitty on the blackboard and point to Sally*) *She is Peter's*

sister. What's her name?

S1: Her name is Sally.

T: How old is she?

S2: She's twelve.

...

## Procedures

- 1 Have the students draw pictures or stick photos of their friends and complete the information cards in Part 1 on page 62 of the *Student's Book*.
- 2 Ask the students to think about the questions in the box in Part 2 on page 63 of the *Student's Book*, and then write a passage about one of their new friends in the blanks. You may ask some students to answer the questions in class.

e.g.,

T: Is he/she your classmate? What's his/her

name?

S1: Yes, he/she is my classmate. His/Her name is ...

T: How old is he/she?

S1: He's/She's ... years old.

- 3 Invite some students to describe their new friends in front of the class following the patterns given in Part 3 on page 64 of the *Student's Book*.

e.g.,

S1: Hi, ...! Look at the photo! This is my new friend. His/Her name is ... He's/She's ... years old.

...

- 4 Have the students ask and answer questions about their friends in pairs using the patterns given in Part 4 on page 64 of the *Student's Book*.

# Project 2 My family

## Language focus:

- Using the key words in context  
e.g., *uncle, cousin, doctor, nurse, coat, shirt*
- Using modelled sentences to give specific information  
e.g., *I have ... He is ...*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you have any brothers/sisters/...?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *uncle, cousin, doctor, nurse, coat, shirt*
- Understanding the meaning of yes/no questions  
e.g., *Do you have any brothers/sisters/...?*
- Understanding modelled sentences giving specific information  
e.g., *I have ... He is ...*

### Speaking

- Pronouncing the key words correctly  
e.g., *uncle, cousin, doctor, nurse, coat, shirt*
- Using modelled sentences to give specific information  
e.g., *I have ... He is ...*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you have any brothers/sisters/...?*

### Writing

- Writing the key words correctly  
e.g., *uncle, cousin, doctor, nurse, coat, shirt*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

## Materials:

*Student's Book 4A*, pp. 65, 66 and 67  
Flashcards for the words of family members, jobs and clothes

## Preparation

Use the flashcards to review the key words that the students have learnt. Have the students say the rhyme on page 21 of the *Student's Book*.

## Procedures

- Have the students draw or stick a family tree in the box in Part 1 on page 65 of the *Student's Book*. Ask them to write down the job of each family member.
- Have the students fill out the table in Part 2 on page 65 of the *Student's Book*. Then ask them to ask and answer questions in pairs according to their family trees.  
e.g.,  
*S1: Do you have any uncles?*  
*S2: Yes. I have one uncle.*  
*S1: What does he do?*  
*S2: He is a/an ...*
- Have the students do Part 3 on page 66 of the *Student's Book*. First, ask them to colour the pictures. Then have them think about what job each picture stands for and write the words below the pictures. Finally, check the answers with them.
- Have the students show their family photos and introduce their family to each other using the patterns given in Part 4 on page 66 of the *Student's Book*. Then invite several students to introduce their family to the class.  
e.g.,  
*S1: I have a big family. There are six people in it. They are ... This is ... He/She is ... He/She can ...*
- Have the students bring and stick their family photos in the boxes in Part 5 on page 67 of the *Student's Book*. Then have them complete the descriptions below the boxes. Encourage them to talk about their family in pairs.

If possible, have the students write a short passage according to the information they get from their partners.

# Project 3 My everyday life

## Language focus:

- Using the key words in context  
e.g., *library, canteen, between, ...*
- Using modelled sentences to give specific information  
e.g., *There is/are ... in/on/between/... We can ...*
- Using wh-questions to find out positions  
e.g., *Where is ...?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is/Are there ...?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *library, canteen, between, ...*
- Understanding modelled sentences giving specific information  
e.g., *There is/are ... in/on/between/... We can ...*
- Understanding wh-questions asking for specific information  
e.g., *Where is ...?*
- Understanding the meaning of yes/no questions  
e.g., *Is/Are there ...?*

### Speaking

- Pronouncing the key words correctly  
e.g., *library, canteen, between, ...*
- Using modelled sentences to give specific information  
e.g., *There is/are ...*
- Using wh-questions to find out positions  
e.g., *Where is ...?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is/Are there ...?*

### Writing

- Writing the key words correctly  
e.g., *library, canteen, between, ...*
- Organizing phrases and sentences by putting

words in a logical order

## Materials:

*Student's Book 4A*, pp. 68, 69 and 70

Flashcards for words for different places and prepositions

Crayons and felt pens

## Preparation

Ask the students to say the rhyme on page 41 of the *Student's Book*. Then use the flashcards to help them review the key words for different places and prepositions.

e.g.,

T: (*show the flashcard for post office*) *What is it?*

Ss: *It's a post office.*

T: *What can you do in a post office?*

Ss: ...

## Procedures

- 1 Have the students read the words in Part 1 on page 68 of the *Student's Book*. Then ask them to write 'S' beside the words for places in their school and write 'H' beside the words for places around their homes. Then ask them to say a sentence with each word using the pattern *There is ...*

e.g.,

*library — There is a library in our school.*

*cinema — There is a cinema near my home.*

- 2 Have the students look at the map in Part 2 on pages 68 and 69 of the *Student's Book*. First, ask them to look at the map 'In my school' and write the names of the buildings the numbers 1 to 7 stand for. Then ask them to write the names of the buildings and streets on the map 'Around my home'.
- 3 Ask the students to do Part 3 on page 69 of the *Student's Book*. Ask them to look at the pictures and think about where they can find these things. Then have the students choose and draw the things on paper, cut them out and stick in proper places on the maps in Part 2.

- 4 Have the students think about what they want to see at their school or around their homes. Then ask them to fill in the blanks in Part 4 on page 70 of the *Student's Book*. Finally, invite some students to read their completed passages to the class.

e.g.,

*I want to see a ... at my school/around my home. It is ... There is/are ... in it.*

- 5 Have the students talk with their partners according to their completed passages in Part 4.

e.g.,

*S1: I want to see a ... It is ...*

*S2: Is/Are there ... in it?*

*S1: Yes. There is/are ... in it. We can ...*

**Notes:**

- 1 As a library can be both at one's school and around one's home, the students can write both 'S' and 'H' beside 'library' in Part 1.
- 2 If the layout of your school is quite different from the map 'In my school' in Part 2, you may give the students copies of the map of your school and ask them to write the names of the buildings on the map. If the map 'Around my home' in Part 2 does not match with the students' neighbourhood, have the students draw maps by themselves and write the names of different places around their own homes.

# Project 4 The natural world

## Language focus:

- Using the key words in context  
e.g., *hay, grass, sketchbook, sunny, ...*
- Using modelled sentences to give specific information  
e.g., *There is/are ... in/on/between/...*
- Using wh-questions to find out specific information  
e.g., *Where is ...?*  
*How's the weather in ...?*  
*What do they eat?*
- Using imperatives to express prohibitions  
e.g., *Don't litter on the farm.*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *hay, grass, sketchbook, sunny, ...*
- Understanding modelled sentences giving specific information  
e.g., *They eat ...*
- Understanding wh-questions asking for specific information  
e.g., *Where is ...?*  
*How's the weather in ...?*  
*What do they eat?*
- Understanding imperatives expressing prohibitions  
e.g., *Don't litter on the farm.*

### Speaking

- Pronouncing the key words correctly  
e.g., *hay, grass, sketchbook, sunny, ...*
- Using modelled sentences to give specific information  
e.g., *There is/are ...*  
*They eat ...*
- Using wh-questions to find out specific information  
e.g., *Where is ...?*  
*How's the weather in ...?*  
*What do they eat?*

- Using imperatives to express prohibitions  
e.g., *Don't litter on the farm.*

## Writing

- Writing the key words correctly  
e.g., *hay, grass, sketchbook, sunny, ...*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

## Materials:

*Student's Book 4A*, pp. 71, 72 and 73

Flashcards for words describing the weather and the food that different animals eat

Crayons and felt pens

## Preparation

Ask the students to go to the library and read books about farm animals. Have them collect some pictures of the food that different animals eat. Ask them some questions to help them review the key patterns they have learnt.  
e.g.,

*T: (show the cards for meat and grass) What do cows eat?*

*Ss: They eat grass.*

## Procedures

- 1 Have the students look at the table in Part 1 on page 71 of the *Student's Book*. Ask them to colour the pictures of the animals first, and then write down the names of the animals and the food they eat.
- 2 Divide the students into groups of four. Ask them to do Part 2 on page 72 of the *Student's Book*. First, ask them to design a farm and a zoo by cutting the words out and sticking them on the 'farm' or the 'zoo'. Then ask them to talk about their work in groups.  
e.g.,  
*S1: These are ...*  
*S2: What do they eat?*  
*S1: They eat ...*

S2: *Where are ...?*

S1: *They're on the farm/at the zoo.*

- Tell the students they may stick the corresponding pictures of animals on their 'farm' or 'zoo'.
- 3 Ask the students to look at the pictures in Part 3 on page 73 of the *Student's Book*. Explain the procedures for making a weather

chart. Then ask them to make a weather chart in groups.

- 4 Have the students play with the weather chart and write about the weather by filling in the blanks in Part 4 on page 73 of the *Student's Book*. Then have them make a dialogue in pairs.



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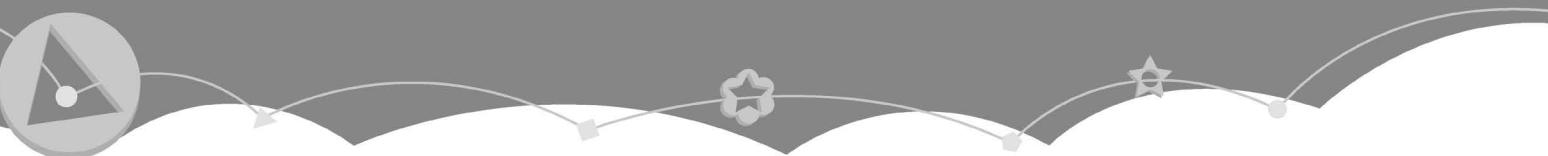
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Tapescripts and answer key 录音材料及参考答案





# Module 1 Getting to know you

## 1 Meeting new people

### A Listen and circle (听录音, 圈出正确的单词)

① This is my **cat/dog**.

**His/Her** name is Sandy.

Sandy is **two/three**.

② This is my **friend/classmate**, Lin.

Lin is **sixteen/fifteen**.

**He's/She's** tall.

③ Andy is **your/my** new classmate.

He's **nine/ten**.

His student number is **fifteen/sixteen**.

④ This is my **friend/sister**, Linda.

She's **twelve/thirteen**.

Her student number is **thirteen/fourteen**.

### B Listen and circle (听录音, 圈出正确的应答)

① a Yes, she is.

b Kitty is eleven.

c Yes, he is.

③ a Her name is Sally.

b His name is Jack.

c I'm Joan.

⑤ a Yes, I am.

b I'm twelve.

c He's fourteen.

② a Her name is Joan.

b His name is John.

c My name is Jack.

④ a Nice to meet you.

b Fine, thank you.

c I'm Paul.

⑥ a Nice to meet you.

b Good morning.

c See you.

## C Listen and choose (听录音, 选择正确的答案)

- ( b ) ① a Her name's Kitty.  
b His name's Jack.  
c His name's Mike.
- ( a ) ② a She's twelve.  
b She's eleven.  
c He's twelve.
- ( b ) ③ a She's sixteen.  
b She's thirteen.  
c He's eleven.
- ( b ) ④ a Yes, it is.  
b No, it isn't.  
c Today is Grandpa's birthday.

## D Complete and say (填空完成下面的名片, 并根据提示和同学互相介绍)

Name: Kitty  
Student number: 15  
Age: 9  
can: sing

Name: \_\_\_\_\_  
Student number: \_\_\_\_\_  
Age: \_\_\_\_\_  
can: \_\_\_\_\_

Name: \_\_\_\_\_  
Student number: \_\_\_\_\_  
Age: \_\_\_\_\_  
can: \_\_\_\_\_

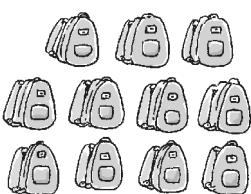


My name is Kitty. I'm nine years old.  
My student number is fifteen. I can sing.  
This is my classmate/friend/...  
His/Her name is ... He/She is ... years old.  
His/Her student number is ...  
He/She can ...

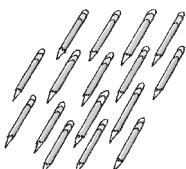
## E Look and write (看图, 填空完成句子)

① —What can you see?

—I can see eleven bags.



②



—How many pencils can you see?

—Sixteen pencils.

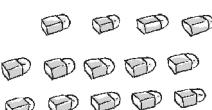
③

—How old are you?

—I'm twelve years old.



④



Look! There are fourteen rubbers.

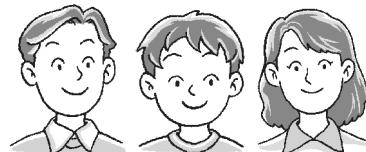
## F Read, choose and write (读一读, 选词填空完成句子。 单词可多次选用)

My      His      He's      Her      She's      our

① This is my mother. Her name's Nancy.

This is my father. His name's Albert.

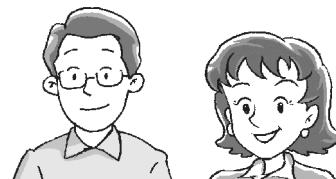
This is me. My name's Daniel.



② This is Mr Zhang. He's our teacher.

This is Miss Fang. She's our teacher too.

She's young.



③ This is my good friend.

His name's Peter.

He's ten years old.

His student number is thirteen.



## G Look, read and complete (看图读一读, 填空完成句子)

①

Jenny

- twelve
- tall
- short hair



This is my new classmate.

Her name is Jenny.

She's twelve. She's tall.

Her hair is short.

②

Jim

- nine
- short
- big eyes



This is my new friend.

His name is Jim.

He's nine. He's short.

His eyes are big.

③

Alan

- eleven
- tall
- short hair
- red bicycle



This is my brother.

His name is Alan.

He's eleven. He's tall.

His hair is short.

His bicycle is red.

④

May

- ten
- short
- long hair
- blue skateboard



This is May.

She's ten (years old).

She's short.

Her hair is long.

Her skateboard is blue.

## H Read and complete (读Ben写给Ivy和Billy的信，完成下面的表格)

Hi Ivy and Billy,

3 September

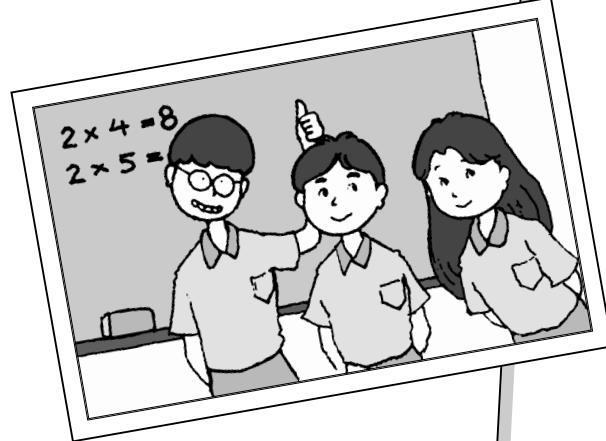
How are you?

Look at the picture. Can you see two boys and a girl? They are my new classmates.

David is eleven. His student number is fifteen. He's tall. He can run fast, but he can't draw well. Andy is eleven too. His student number is sixteen. He can draw very well, but he can't sing well. The girl is Karen. She's twelve years old. Her student number is thirteen. She cannot swim, but she can draw well. She can sing English songs too.

I like my new classmates. Do you have new classmates? Write and tell me about them.

Ben



Name	Age	Student number	can (do well)	cannot (do well)
David	11	15	run	draw
Andy	11	16	draw	sing
Karen	12	13	draw and sing	swim

## Task: Meeting new friends (结识新朋友)

A Ask and write (向你的同学询问他/她的好朋友, 然后填表格)

What's his/her name?

Is he/she tall/short?

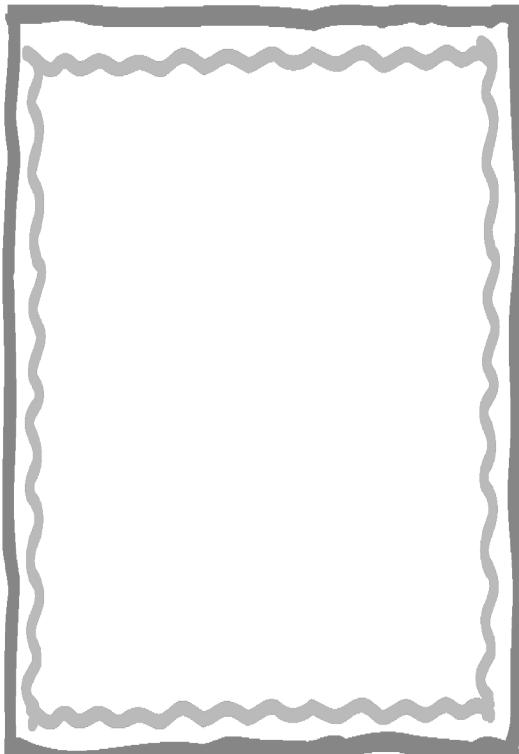
How old is he/she?

Is he/she big/thin?

What can he/she do?

Name	Age	tall/short/big/thin	can ...

B Think, draw and write (你想和谁交朋友? 想一想, 画一画, 然后写一段话介绍他/她)



\_\_\_\_\_ (Name)

This is \_\_\_\_\_.

You can call him/her \_\_\_\_\_.

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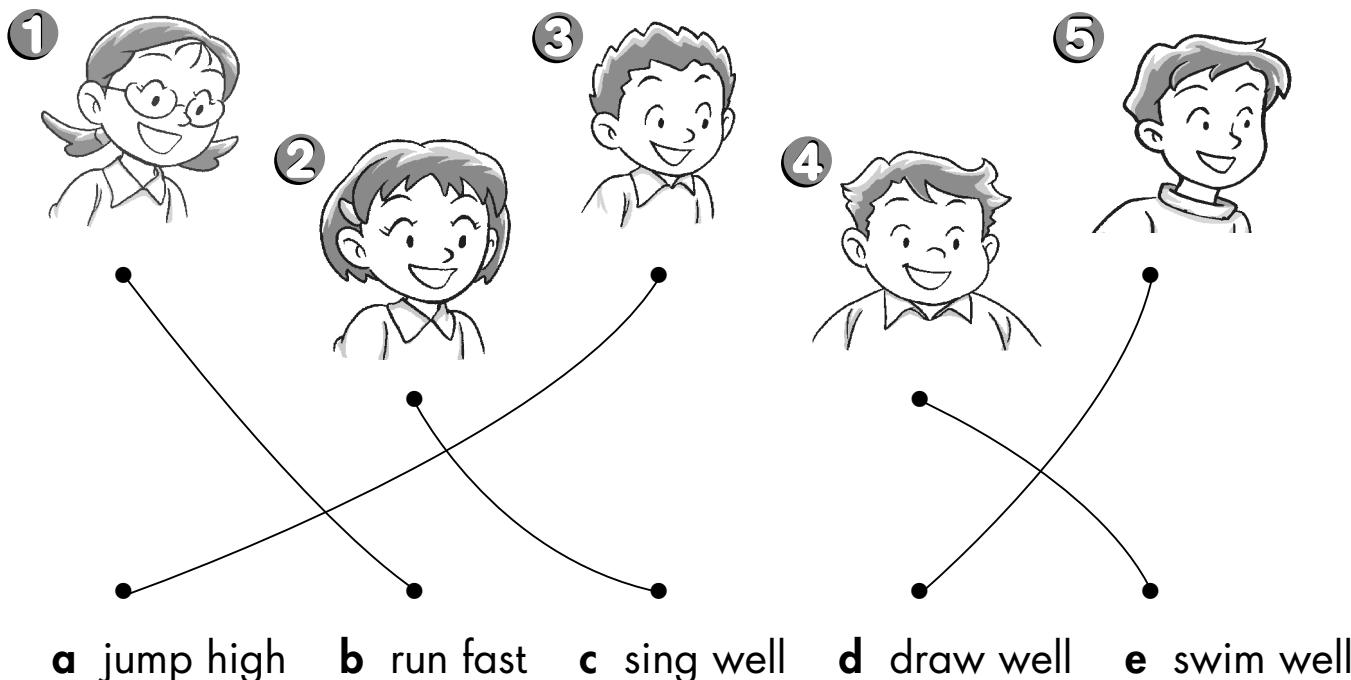
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## 2 Abilities

### A Listen and match (听录音, 把人物和他们能做的事连起来)



### B Listen and circle (听录音, 圈出正确的应答)

- ① a Yes, she can draw.  
b No, she can't.  
c She can paint pictures too.
- ② a I can sing well.  
b Yes, I can swim well.  
c Yes, I can.
- ③ a No, he can't.  
b He can't swim.  
c Yes, he can sing well.
- ④ a She can paint.  
b Yes, she can ride a bicycle.  
c No, she can't paint well.
- ⑤ a Yes, she can.  
b Yes, she is.  
c She can draw well.
- ⑥ a I can dance well.  
b No, I can't.  
c Yes, I can sing well.

## C Listen and tick (听录音, 根据描述勾一勾)

1



Carol

This is my  friend  classmate.  
She's  big  thin.  
She can  draw well  swim.

2

This is my  brother  classmate.  
He's  big  thin.  
He can  jump high  swim.



Joe

3



Ann

This is my  friend  sister.  
She's  tall  short.  
She can  paint  run fast  jump high.

4

This is my  friend  classmate.  
He's  tall  short.  
He can  draw well  swim.



Charlie

5



Alan

This is my  friend  brother.  
He's  eleven  thirteen.  
He can  run fast  paint well.

## D Tick, ask and answer (勾一勾, 完成下面的表格, 然后根据提示与同学互相问答)

<input checked="" type="checkbox"/>						
Name	paint	write	draw well	read	run fast	swim well

Can he/she ...?



Yes, he/she can.  
No, he/she can't. He/She can ...



## E Read and write (读一读, 用can或can't填空完成句子)

- ① A dolphin (海豚) can't run, but it can jump very high.



- ②  A monkey can climb trees, but it can't fly.

- ③ A rabbit can run fast, but it can't sing.



- ④  A bird can't write, but it can fly.

- ⑤ – Can a tiger fly?  
– No, it can't.



## F Look, read and complete (看图读一读, 填空完成对话)

① —Can he paint?

—Yes, he can.



②



—Can she dance?

—Yes, she can.

③ —Can she swim?

—Yes, she can.



④



—Can she swim?

—No, she can't. She can run.

⑤ —Can he jump?

—Yes, he can.



⑥



—Can she fly?

—No, she can't.

## G Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)



This is my friend. Her name is Supergirl. She has long hair. She can run very fast. She can swim and dive too. She can fly very high in the sky, but she cannot cook (烹饪). She has a dog. His name is Superdog. He can fly too. Supergirl and Superdog are good friends.



- 1 Supergirl can swim, but she can't fly.
- 2 Supergirl's hair is long.
- 3 Supergirl has a cat.
- 4 Superdog can't fly.
- 5 Superdog is Supergirl's good friend.

F

T

F

F

T

## Task: Our abilities (我们的能力)

### A Think, write and tick (想一想, 勾出你和你的朋友会做的事)

Name	Age	swim	draw	run	skip	paint	...
_____	_____						
_____	_____						
_____	_____						
_____	_____						

### B Ask and answer (根据练习A的表格和同学互相问答, 猜各自朋友的名字)

S1: My friend is a boy/girl. He's/She's ... (age)

S2: Can he/she ...?

S1: Yes./No.

...

S2: Is he/she ... (name)?

S1: Yes./No. He's/She's ... (name)

### C Write and say (根据练习A的表格, 描述和介绍你和你的朋友会做和不会做的事)

I am a \_\_\_\_\_ (boy/girl).

I can \_\_\_\_\_

I cannot \_\_\_\_\_

\_\_\_\_\_ is my classmate. He/She is \_\_\_\_\_.  
He/She/We can \_\_\_\_\_

He/She/We cannot \_\_\_\_\_



## 3> How do you feel?

### A Listen and number (听录音, 根据顺序给下面的图片编号)



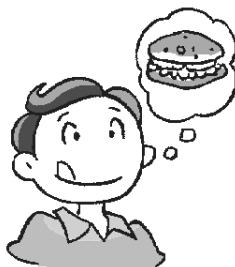
( 2 )



( 1 )



( 5 )



( 3 )



( 4 )

### B Listen and circle (听录音, 圈出正确的应答)

①  a I'm sad.

b Yes, I'm angry.

c No, I'm hungry.

③  a Yes, I do.

b No. I'm full.

c I'm hungry.

⑤  a Thank you.

b Have some noodles, please.

c Have some juice, please.

⑦  a I'm happy.

b We're tired.

c We're good friends.

②  a Here's your coat.

b I have a cake for you.

c Come here and sit down.

④  a She's happy.

b No. She's happy.

c No. She's angry.

⑥  a He's sad.

b He's angry.

c He's happy.

⑧  a I'm hungry.

b I like biscuits.

c No, thanks.

## C Listen, choose and write (听录音, 选择填空完成对话)

full      tired      angry      happy      sad  
Yes, we can.      No, we can't.      No, I can't.

①



Miss Duck: Can you swim?

Mr Cat: No, I can't.

I'm tired.

Miss Duck is sad.

②

Miss Duck: Can you swim?

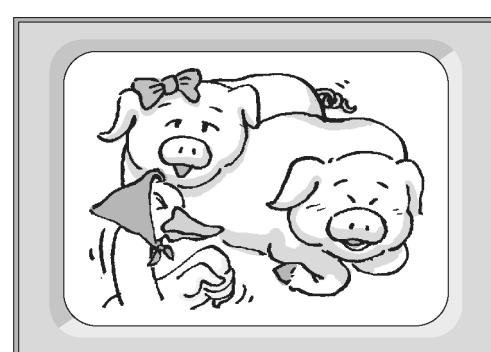
Miss Mouse: No, I can't.

I'm afraid (害怕的).

Miss Duck is sad.



③



Miss Duck: Can you swim?

Mr Pig and Miss Pig: No, we can't.

We're full.

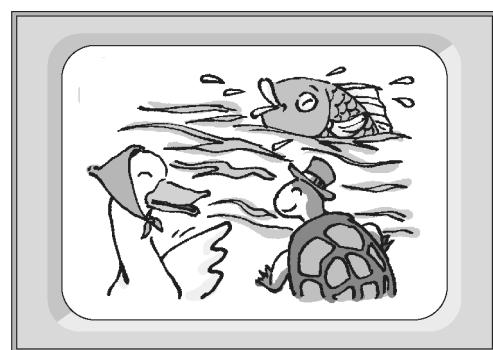
Miss Duck is angry.

④

Miss Duck: Can you swim?

Mr Turtle and Mrs Fish: Yes, we can.

Miss Duck is happy.



## D Look, tick, ask and answer (看图勾一勾, 然后根据提示和同学互相问答)

I'm angry.						
I'm tired.						
I'm thirsty.						
I'm happy.						
I'm full.						
I'm hungry.						



How do you feel?

I'm ...



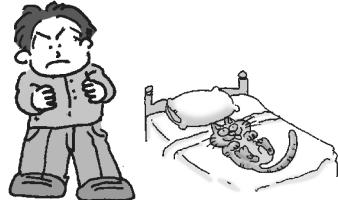
## E Look, read and complete (看图读一读, 填空完成句子)

- ① I have a new bicycle.



I'm happy.

- ② —How does Bill feel?



—He's angry.

- ③ —How do you feel?



—I'm hungry.



- ④ Linlin is full. She doesn't want a hamburger.



- ⑤ Tina wants to drink some water. She's thirsty.



- ⑥ Tim is in bed.  
He is tired.

## F Look, read and complete (看图读一读, 填空完成短文)

1



I'm happy.

You can skate very well.

Alice and Spaceboy are in the park. Alice likes her skateboard. She is happy. Spaceboy is happy too.

2

Alice is tired.

Spaceboy is happy.

He likes his bicycle.



I'm tired.

I'm happy.

3

Look at my bicycle.

I'm sad.



I'm sorry.

Look at Spaceboy's bicycle.

Alice and Spaceboy cannot ride it.

They are sad.



I'm happy.

Let's play together.

4

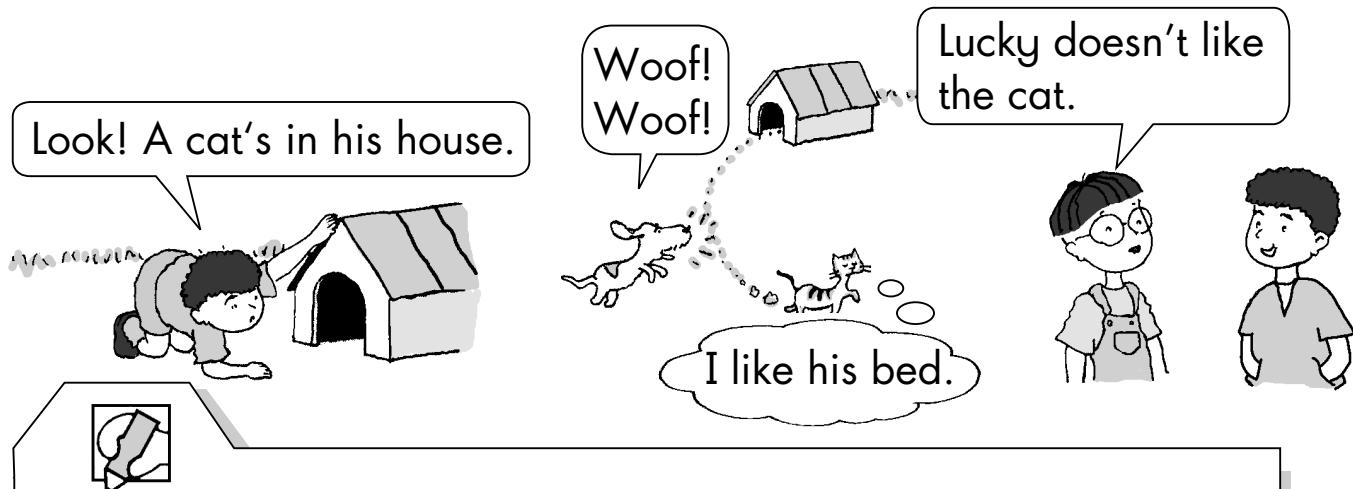
Alice likes playing football.

Spaceboy likes playing football too.

They are playing together.

They are happy.

## G Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)



- |  |  |
|--|--|
|  |  |
|--|--|
- 1 Lucky is not happy.
  - 2 Lucky likes bones.
  - 3 Lucky is hungry.
  - 4 Lucky is thirsty.
  - 5 Lucky is tired.
  - 6 Lucky is angry.
  - 7 The cat likes Lucky's bed.
  - 8 Lucky likes the cat.

T
T
F
F
F
T
T
F

## Task: Our feelings (我们的感受)

### A Think and write (想一想, 写出下列图片表示的感受)



full



happy



sad



tired

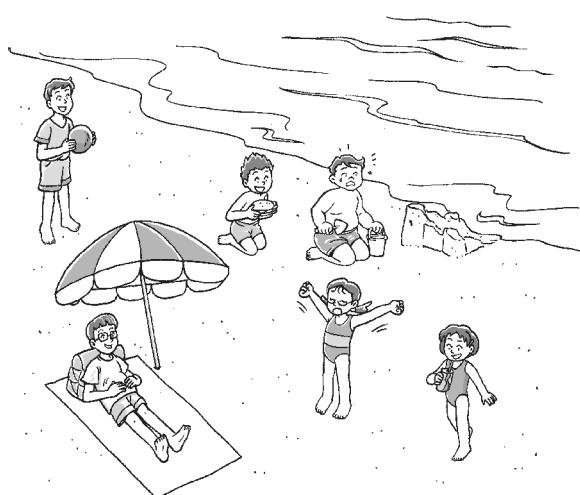


thirsty



hungry

### B Look, read and complete (看图读一读, 填空完成短文)



It is a sunny day. Kitty and her friends are at the beach. Look, Kitty is tired. Her brother Ben is happy. He has a new ball. Danny is sad. Water washes his sandcastle away (冲走). Alice is thirsty. She is drinking some pineapple juice.

Peter is hungry. He has a hamburger in his hands. Tom is not hungry. He is full. He is taking a rest under an umbrella.

### C Act, ask and answer (扮演Kitty和她的朋友, 互相问答)

S1: (act as Kitty) Are you hungry, Peter?

S2: (act as Peter) Yes, I am. How do you feel, Kitty?

S1: I'm tired.



# Module Revision (1)

## A Listen and circle (听录音, 圈出听到的内容)

- |   |   |                 |                   |
|---|---|-----------------|-------------------|
| ① | a he's  | b his           | c he              |
| ② | a his   | b her           | c he              |
| ③ | a full  | b four          | c five            |
| ④ | a jump  | b swim          | c write           |
| ⑤ | a fourteen girls  | b fifteen girls | c sixteen girls   |
| ⑥ | a draw a picture  | b paint a tree  | c paint a picture |
| ⑦ | a Sally is hungry and tired.<br>b Sally is thirsty and tired.<br>c Sally is hungry and sad. |                 |                   |
| ⑧ | a I can swim very well.<br>b I can run very fast.<br>c I can swim in the sea.               |                 |                   |

## B Listen and circle (听录音, 圈出正确的应答)

- |   |   |                  |                |
|---|---|------------------|----------------|
| ① | a She's thirteen years old.<br>b He's fourteen years old.<br>c Her name's Jill.       |                  |                |
| ② | a I can skate.  | b I can swim.    | c I can read.  |
| ③ | a Yes, she can.   | b No, she can't. | c Yes, he can. |
| ④ | a Have some orange juice then.<br>b Drink some water then.<br>c Have some cakes then. |                  |                |
| ⑤ | a I'm sad.  | b I'm happy.     | c I'm full.    |
| ⑥ | a Yes, I can write.<br>b Yes, I can.<br>c I can paint a tree.                         |                  |                |

## C Listen and number (听录音, 根据顺序给下面的图片编号)



( 4 )



( 3 )



( 6 )



( 1 )



( 5 )



( 2 )

## D Complete, ask and answer (根据你好朋友的情况填空, 然后根据提示互相问答)

My friend	
Name:	_____
Age:	_____
can:	_____
can't:	_____

S1: ... is my friend.  
S2: How old is he/she?  
S1: He/She is ...  
S2: Can he/she ...?  
S1: Yes, he/she can./  
No, he/she can't.



## E Look, read and complete (看图读一读, 填空完成对话)

1

Good morning, Tom.

This is my sister.

Her    name's Sally.

She's    twelve.

Good    morning, Peter.

Hi, Sally. My    name's  
Tom. I'm twelve too.

2

Good morning, Kitty.

This    is    my friend.

Her    name's    Annie.

She's    ten.

Good morning, Alice.

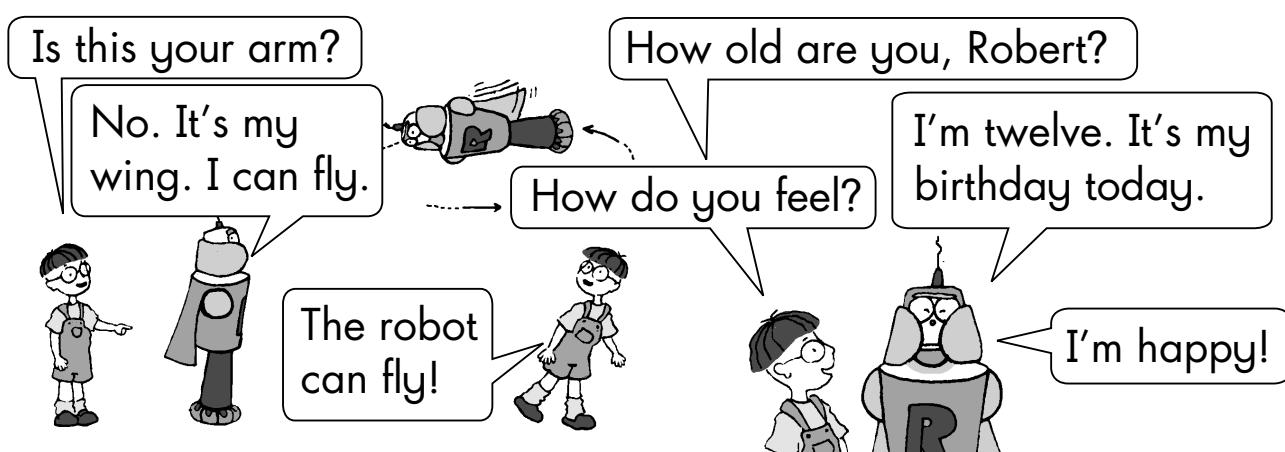
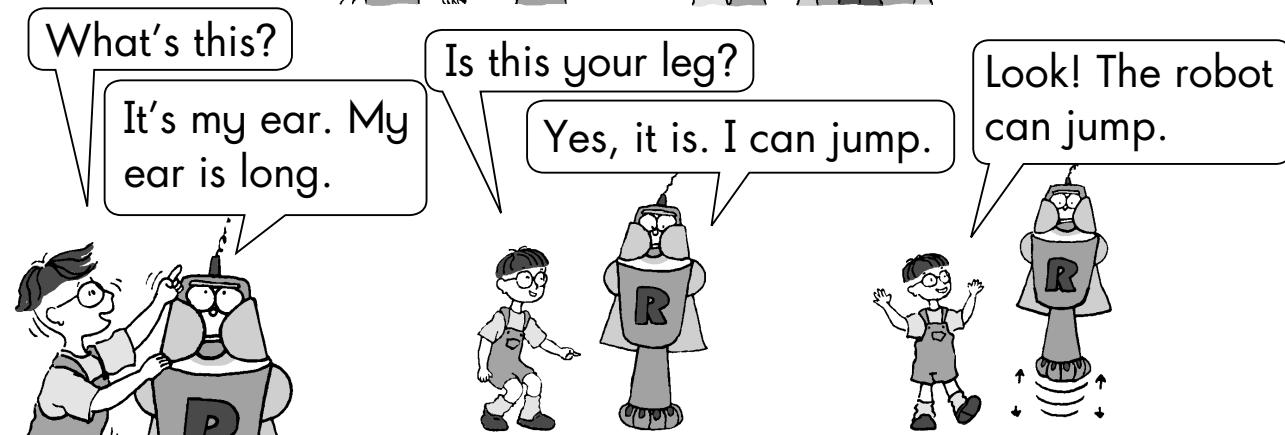
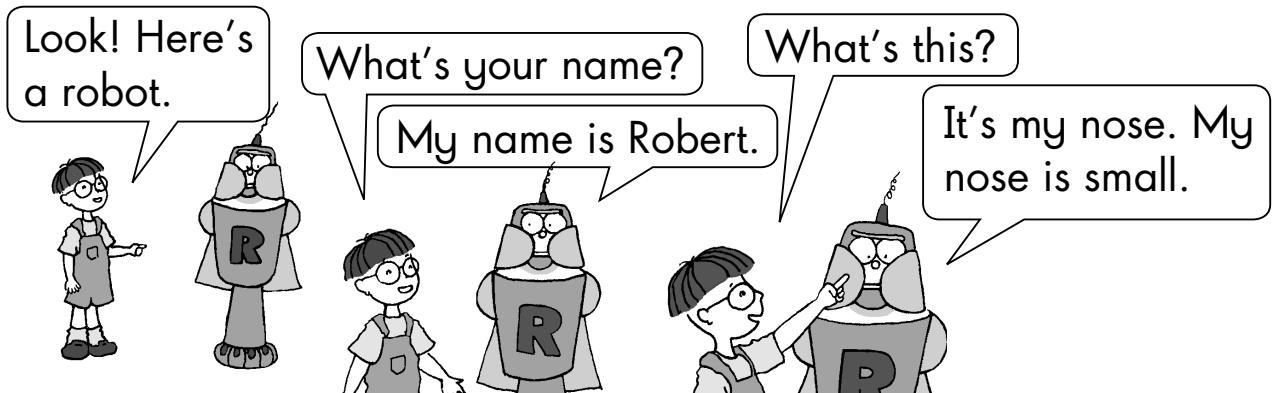
Hi, Annie.    My    name's  
   I    am    Kitty. I'm  
Alice's    classmate/friend.

3

Who's that boy?

He's Tom.    He's    my  
brother.    He's    twelve.

## F Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)



- |                                     |         |
|-------------------------------------|---------|
|                                     |         |
| 1 Robert has two legs. He can jump. | F _____ |
| 2 Robert has two arms.              | F _____ |
| 3 Robert can fly.                   | T _____ |
| 4 It is Robert's birthday today.    | T _____ |
| 5 Robert is thirteen years old.     | F _____ |

## G Read and circle (读Ivy和Billy写给Ben的信，圈出正确的单词或短语，完成句子)

Dear Ben,

15 September

How are you?

We have two new classmates. They are Li Ming and Li Zhi. They are brothers. They have two robots. The tall robot has long legs. The short robot has long arms. Li Ming and Li Zhi have a big dog too. We like Li Ming and Li Zhi, but we don't like the dog.



We have two new teachers too. They are Mr Chen and Miss Tan. Mr Chen is thin. He can swim and dive. He has a white car. Miss Tan is beautiful. She has long hair and a round face. She can sing and dance well. We like our new teachers.

Yours,

Ivy and Billy



- 1 Ivy and Billy have **two/three/four** new classmates.
- 2 Ivy and Billy have **two/three/four** new teachers.
- 3 Li Ming and Li Zhi have **two robots and two dogs/one robot and two dogs/two robots and one dog**.
- 4 Ivy and Billy don't like **Li Ming and Li Zhi/the two robots/the dog**.
- 5 Mr Chen has a **blue/white/red** car.
- 6 Miss Tan can **swim/sing** and **dive/dance**.



# Module 2 Me, my family and friends

## 1 Jill's family

### A Listen and circle (听录音，圈出听到的内容)

- 1 **a** father      **b** mother      **c** brother  
2 **a** aunt      **b** sister      **c** uncle  
3 **a** Sue and Ron      **b** Mary and John      **c** Sue, Ron and John  
4 **a** three cousins      **b** six cousins      **c** three brothers  
5 **a** I have two uncles and three aunts.  
**b** I have two aunts and one uncle.  
**c** I have two uncles and one aunt.  
6 **a** Do you have a big family?  
**b** Do you have a big party?  
**c** Do you have a big garden?

### B Listen and circle (听录音，圈出正确的应答)

- 1 **a** Yes, I have two brothers.  
**b** Yes, I have one uncle.  
**c** I have two aunts.  
2 **a** She's my aunt.  
**b** She's sixteen.  
**c** He's my cousin.  
3 **a** I have long hair.  
**b** Yes, I do.  
**c** My hair is short.  
4 **a** I'm John.  
**b** I'm your father.  
**c** Yes, I am.  
5 **a** Yes, I do.  
**b** I have a blue dress.  
**c** Yes, it's a dress.  
6 **a** No. He's a police officer.  
**b** Yes, he is.  
**c** Yes, he's tall.

## C Listen and write (听录音, 填空完成表格)

	aunt(s)	uncle(s)	brother(s)	sister(s)	cousin(s)
	2	1	1	1	4
	1	1	0	0	1
	2	1	0	0	1

## D Read, think and write (读一读, 想一想, 写出Linda的问句)

- ① Linda: Do you have any uncles?  
Nancy: Yes, I do. I have two uncles.
- ② Linda: Do you have any cousins?  
Nancy: Yes, I have two cousins.
- ③ Linda: Do you have a bicycle?  
Nancy: No, I don't have a bicycle.
- ④ Linda: Do you have a skateboard?  
Nancy: No, I don't have a skateboard.
- ⑤ Linda: Do you have any dolls?  
Nancy: Yes, I do. I have two dolls.
- ⑥ Linda: Do you have a dog?  
Nancy: No, I don't have a dog, but I have a cat.

## E Complete, ask and answer (根据你自己的实际情况填空完成表格, 然后与同学互相问答)

	uncle(s)	aunt(s)	brother(s)	sister(s)	cousin(s)
How many					

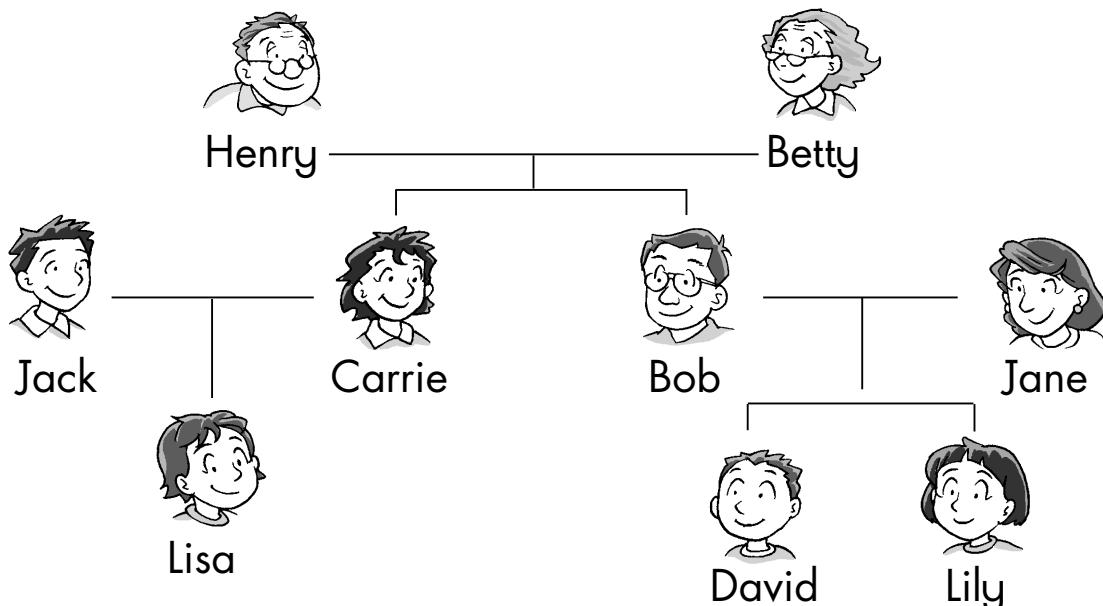
Do you have any uncles/aunts/...?



Yes. I have .../No, I don't.

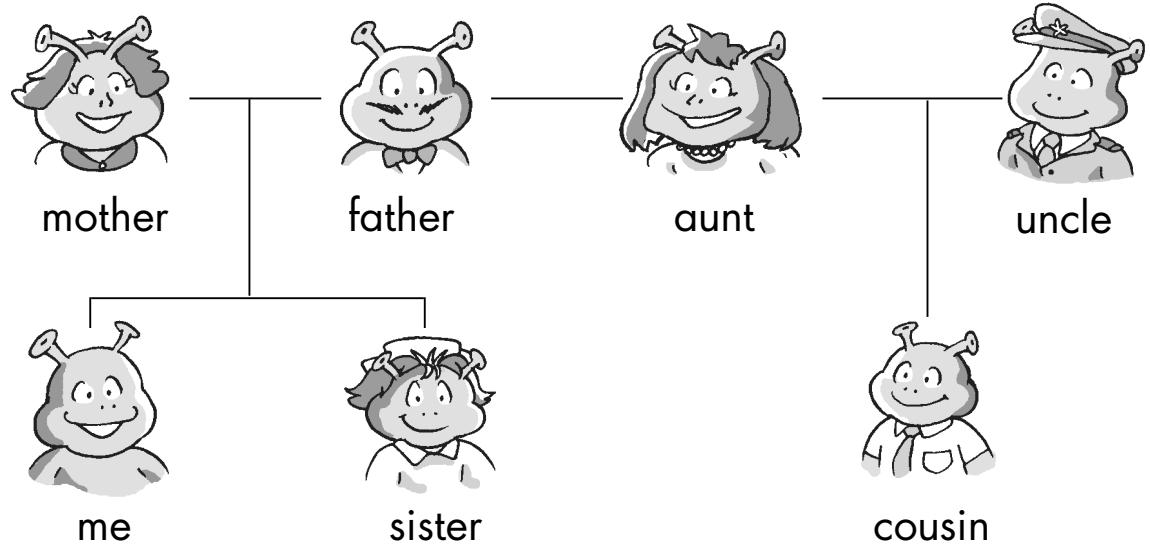


## F Look, read and complete (看图读一读, 填空完成句子)

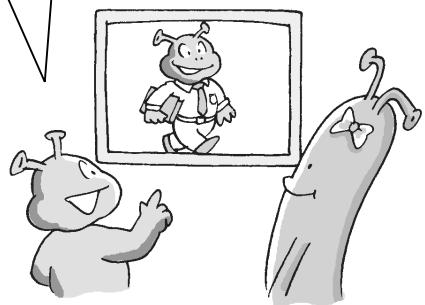


- 1 Henry is David's grandfather. He has two children. They are Carrie and Bob.
- 2 Betty is Lisa's grandmother. She is Carrie's mother.
- 3 Jack is Lisa's father. He is David and Lily's uncle.
- 4 Carrie is David and Lily's aunt. She is Bob's sister.
- 5 David is Lily's brother.
- 6 Lisa is David and Lily's cousin.

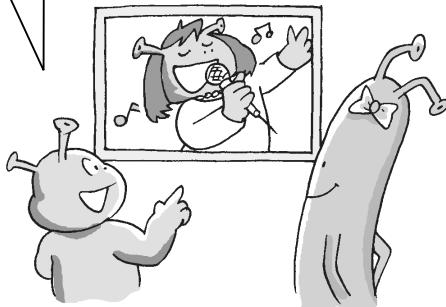
## G Look and complete (看图, 填空完成句子)



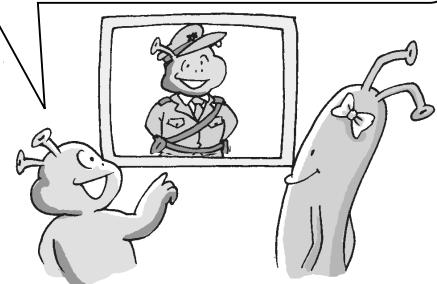
1 This is my cousin.  
He's a student.



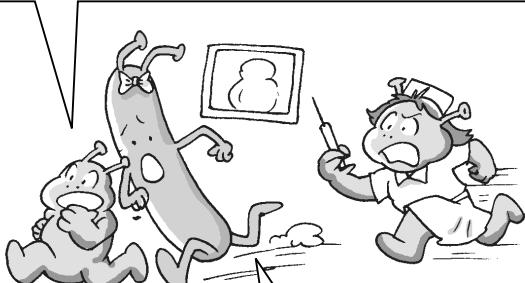
2 This is my aunt.  
She can sing.



3 This is my uncle.  
He's a police officer.



4 This is my sister.  
She's a nurse (护士).



Goodbye.

## H Read and circle (读短文，圈出正确的单词完成句子)



My name is Sue. I am a student. I like singing. My father is tall and strong. He is a police officer. He can swim. My mother is tall and thin. She is beautiful. She likes reading.

I have two uncles. Uncle Sam is a firefighter (消防员). He is very brave (勇敢的). Uncle Mike is a teacher. He is very nice. I have two aunts, Aunt Molly and Aunt Jane. They both can sing very well.

I have two cousins. They are Jessie and Tim. They are both ten years old. Jessie is short and thin. She can paint very well. Tim is tall and strong. He likes playing basketball.



- 1 Sue has **two/three/four** uncles.
- 2 Sam is Sue's **father/uncle/brother**.
- 3 Jane is Sue's **sister/cousin/aunt**.
- 4 Sue is Jessie's **sister/cousin/aunt**.
- 5 Jessie is **nine/ten/eleven** years old.
- 6 Tim can **paint/dive/play basketball** very well.

## Task: My family (我的家庭)

### A Answer the questions (请根据你的家庭情况回答问题)

1 How many people are there in your family?

---

2 Who are they?

---

3 Do you have any uncles and aunts?

---

### B Think and complete (想一想, 填一填家人的情况)

My _____
Name: _____
Age: _____
can: _____
cannot: _____

My _____
Name: _____
Age: _____
can: _____
cannot: _____

My _____
Name: _____
Age: _____
can: _____
cannot: _____

My _____
Name: _____
Age: _____
can: _____
cannot: _____

My _____
Name: _____
Age: _____
can: _____
cannot: _____

My _____
Name: _____
Age: _____
can: _____
cannot: _____

### C Write about your family (写一段话介绍你的家庭)

I have a \_\_\_\_\_ family. There are \_\_\_\_\_

---

---

---

---

---



## 2 Jobs

### A Listen and circle (听录音, 圈出正确的单词)

- ① —What does your brother/sister do?  
—He's/She's a police officer/firefighter.
- ② My mother/aunt is tall/short.  
She's a nurse/driver.
- ③ —What does you father/mother do?  
—He's/She's a teacher/docto.
- ④ Lucy is a student/nurse.  
She has a small ball/doll in her hands.
- ⑤ —What does your uncle/aunt do?  
—He's/She's a teacher/cook.
- ⑥ —Are you a firefighter/bus driver, Mr Li?  
—No. I'm a doctor/teacher.

### B Listen and circle (听录音, 圈出正确的应答)

- |                             |                          |
|-----------------------------|--------------------------|
| ① a He's a cook.            | ② a I'm a teacher.       |
| b He can dive.              | b Yes, I'm a bus driver. |
| c He likes swimming.        | c No. I'm a doctor.      |
| ③ a She's young.            | ④ a No, he can't.        |
| b She's a nurse.            | b Yes, he is.            |
| c Yes, she is.              | c He's a firefighter.    |
| ⑤ a She's a doctor.         | ⑥ a Yes, she's my aunt.  |
| b She's old.                | b No, she isn't.         |
| c She's my mother's mother. | c She's a nurse.         |

## C Listen and match (听录音, 把人物和相应的职业连起来)



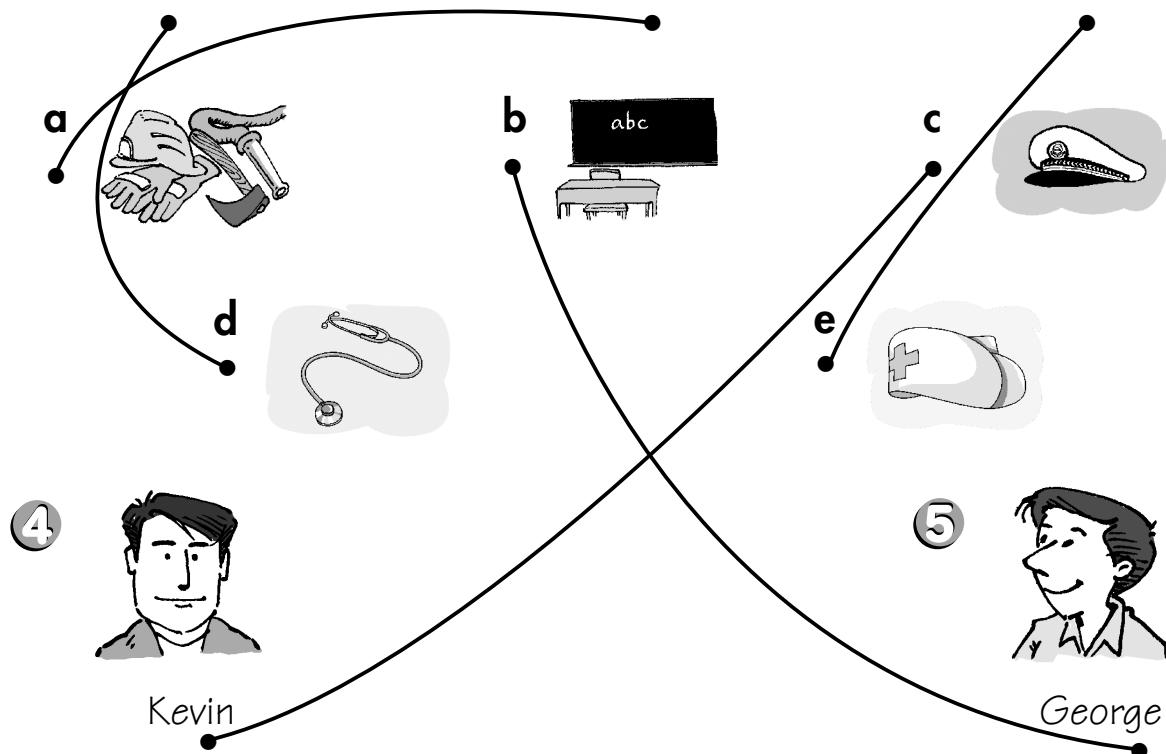
Mark



Robert



Rosa



## D Tick, ask and answer (在表格中打√, 并根据提示互相问答)

<input checked="" type="checkbox"/>	firefighter	police officer	doctor	nurse	teacher	_____	_____
Father							
Mother							
Uncle							
Aunt							

S1: What does your father/mother/... do?

S2: He's/She's a/an ... What does your father/mother/... do?

S1: He's/She's a/an ... He/She can ...

## E Look, read and complete (看图读一读, 填空完成句子)

①

No, she isn't.

Is your mother a nurse, Peter?

What does your mother do?

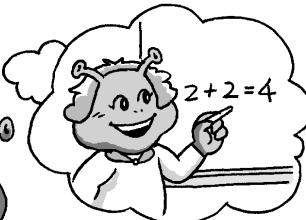
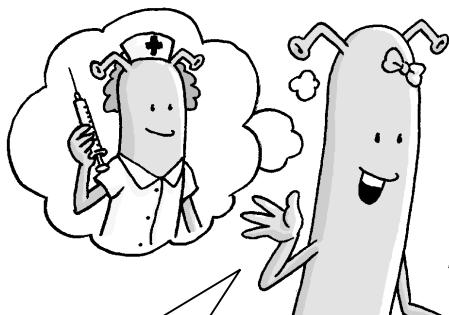
She's a doctor.



②

What does your mother do?

She's a teacher. Is your mother a teacher too?



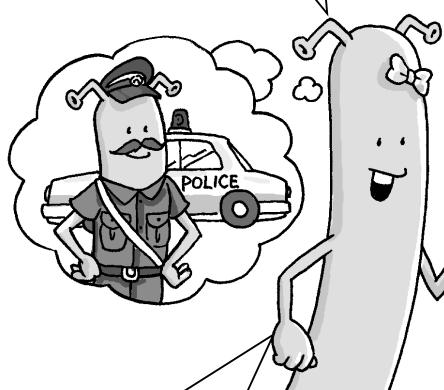
No, she isn't.

She's a nurse.

③

What does your father do?

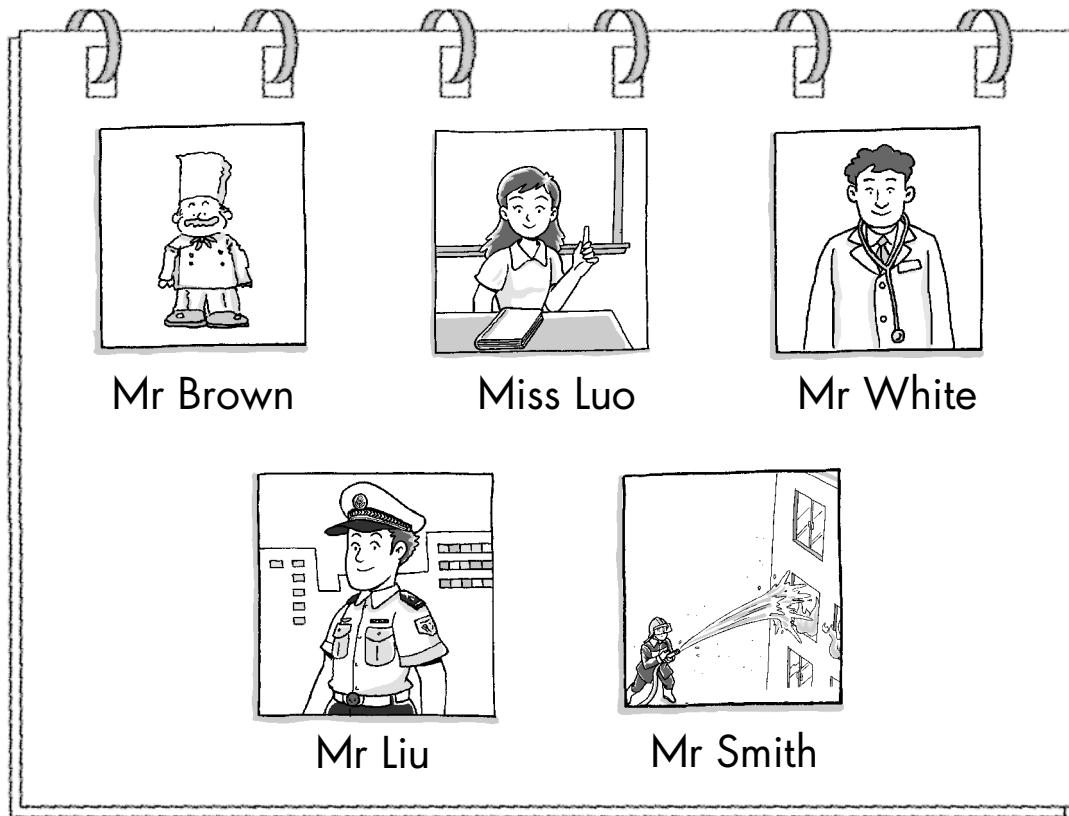
He's a firefighter.



He's a police officer.

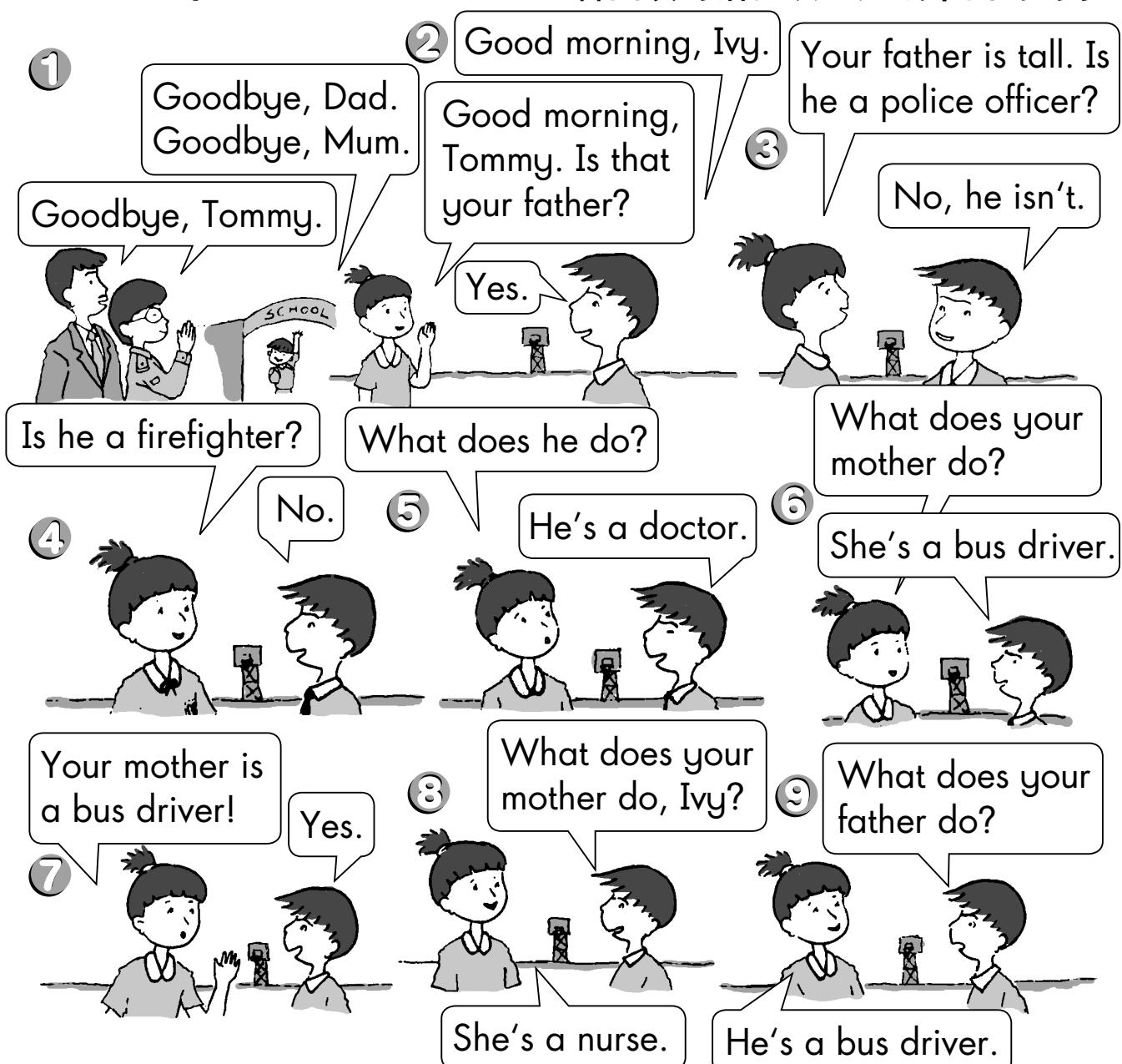
What does your father do?

## F Look, read and write (看图读一读, 写出下面各段所描述的人物名字和他们的职业)



- ① Look! A police car is coming! I can see Mr Liu.  
He is a police officer.
- ② Miss Luo is 25 years old. She is my aunt. She works in a school. Her students like her. She is a teacher.
- ③ Mr Brown works in a restaurant (餐馆). He cooks food. He is a cook.
- ④ Look at the man. He is putting out (扑灭) the fire. He is not afraid. He is Mr Smith. He is a firefighter.
- ⑤ Mr White works in a hospital (医院). He helps sick (生病的) people. He is a doctor.

## G Look, read and write (看图读对话, 填空完成下面的句子)



This is Tommy.

His father is a doctor.

His mother is a bus driver.



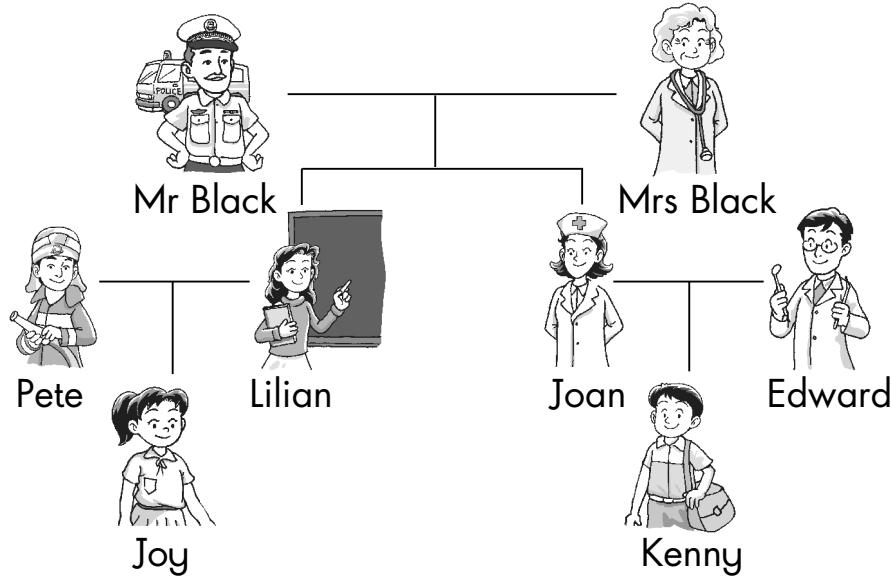
This is Ivy.

Her father is a bus driver.

Her mother is a nurse.

## Task: The Blacks have different jobs (布莱克一家从事不同职业)

A Look and complete (根据布莱克一家的家谱完成表格)



Name	Joy's ...	job

B Ask and answer (根据练习A的图表与同学互相问答)

Does Joy have ...?

What does Joy's father/mother/... do?

How many uncles/aunts does Joy have?

C Write about the Blacks (写一段话介绍布莱克一家)

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## 3> I have a friend

### A Listen and circle (听录音, 圈出听到的内容)

- ① a skirts                      b shirts                      c shorts  
② a class                      b dress                      c blouse  
③ a pink shorts              b green skirts              c blue shirts  
④ a green and orange      b grey and green      c green and blue  
⑤ a Miss Fang has a blue dress.  
    b Miss Fang has a blue blouse.  
    c Miss Tang has a white dress.  
⑥ a Danny has a blue shirt.  
    b Danny has a black T-shirt.  
    c Danny has a black shirt.

### B Listen and match (听录音, 把人物和相应的服装连起来)

1



a



2



b



3



c



4



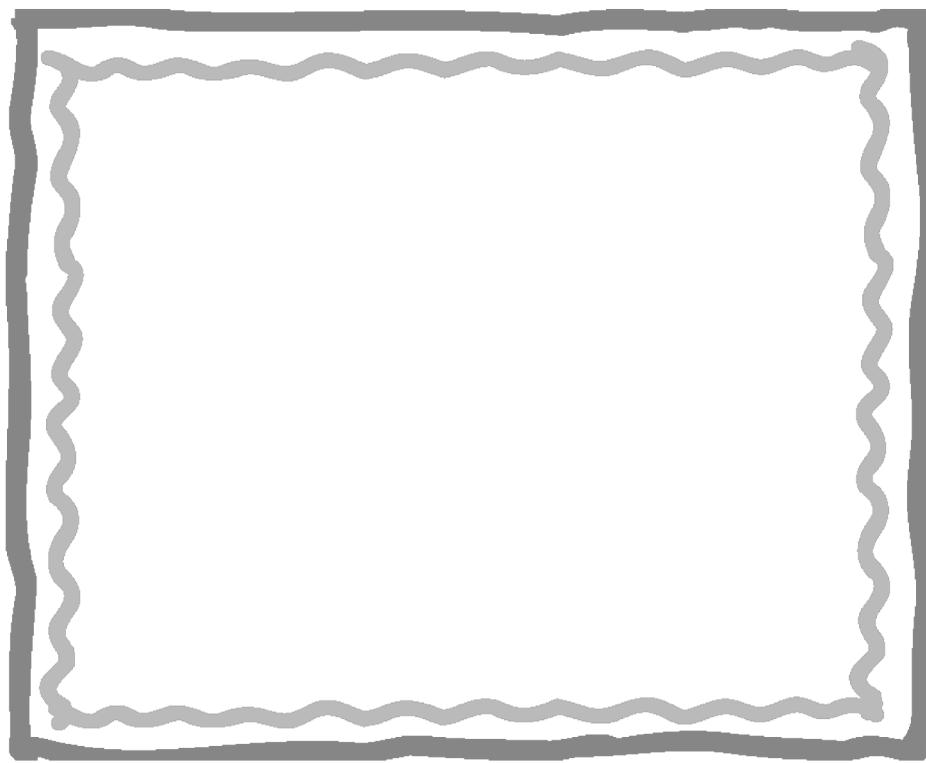
d



## C Listen and choose (听录音, 选择正确的答案)

- ( b ) ① a Blue and white.  
b Purple and white.  
c Blue and purple.
- ( b ) ② a It's pink.  
b It's blue.  
c It's red.
- ( b ) ③ a It's summer.  
b It's winter.  
c It's cold.
- ( c ) ④ a Happy and tired.  
b Hungry and tired.  
c Thirsty and tired.
- ( a ) ⑤ a It's a skirt.  
b It's a T-shirt.  
c It's a sweater.

## D Draw and say (画一画你的好朋友, 根据提示说一说)



S: I have a friend. His/Her name's ...  
He/She has ... hair/face/...  
He/She has a ... coat/shirt/blouse/...  
He/She can ...  
He/She likes ...

## E Look, choose and complete (看图, 选词填空完成句子)

has have jeans T-shirt friends

Roy, Arthur, Daisy, Tina, May and Dan are my friends.



① Roy has short hair.



He has a bicycle.

② Arthur has a grey T-shirt.



He has a skateboard.

③ Daisy has a blue T-shirt.



Tina has a blue T-shirt too.

They have a white cat.

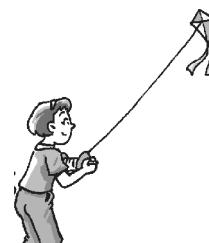
④ May has long hair.



She has a blue skirt.

She has a dog.

⑤ Dan has short hair.



He has a grey T-shirt and a pair of black jeans.

He has a kite.

## F Look, think and write (看图想一想, 然后写一写)

① He has a bicycle.



He can ride a bicycle.

②  They have a kite.

They can fly a kite.

③ He has a ball.



He can play ball games.

④  She has a skateboard.

She can skate.

## G Look, read and write (看图读一读, 把相应的人物名字和物品名称写在横线上)

① My friend's a girl. Her name's Polly. She's eight. She's short. She has short hair. She has a blue dress. She has a cat.



② My friend's a boy. His name's Mark. He's eleven. He's short. He has long hair. He has a pair of jeans. He likes riding a bicycle.



③ My friend's a boy. His name's Bill. He's ten. He's tall. He has short hair. He has grey shorts. He has a skateboard.



④ My friend's a girl. Her name's Amy. She's twelve. She's tall. She has long hair. She has a blue skirt. She can fly a kite.



Bill



Polly



Alan



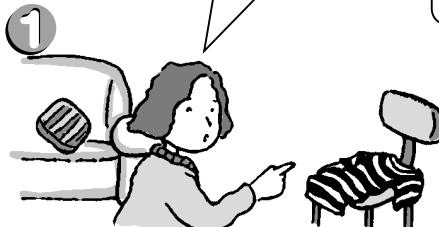
Amy



Mark

## H Look, read and match (看图读对话, 根据对话内容连线)

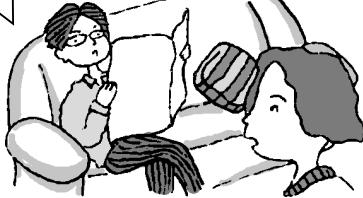
There's a T-shirt on the chair. Whose T-shirt is it?



Is it your T-shirt?

No. I don't have any T-shirts.

②



③

Is this your T-shirt, Billy?



No, it isn't. My T-shirt is white.

Is this your brother's T-shirt?



Mary, is this your T-shirt?



No, it isn't. My T-shirt is small.

Where's my T-shirt, Billy?



Is this your T-shirt, Grandma?



Yes, it is.

It's my new T-shirt. I like black and white. It's beautiful! Do you like it, Billy?



1 Jim's T-shirt

is black and white.

2 Grandma's T-shirt

is small.

3 Billy's T-shirt

is white.

4 Mary's T-shirt

is black.

## Task: A good friend (一个好朋友)

A Ask and answer (与同学互相问答, 猜一猜彼此的好朋友)

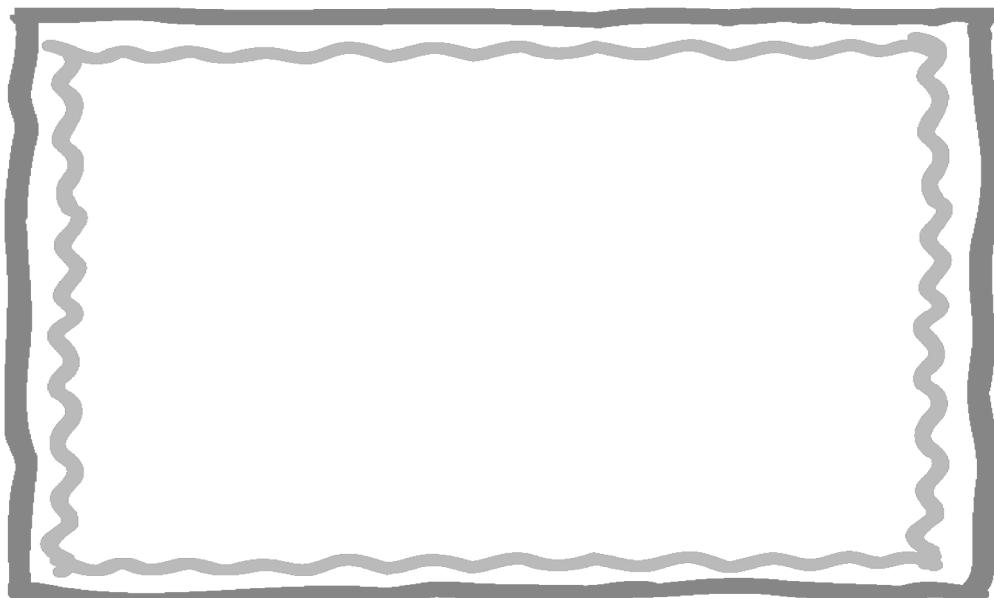
Is your friend a boy or a girl?

Does he/she have ... (clothes)?

What colour is/are his/her ... (clothes)?

Is he/she ... (name)?

B Think and draw (想一想, 画一画同学的好朋友)



C Write and say (写一段话介绍同学的好朋友, 然后说一说)

\_\_\_\_\_ has a good friend. He/She has \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

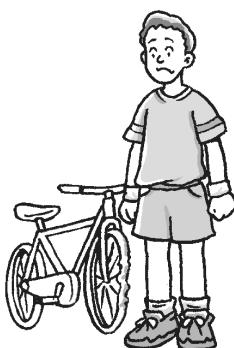
\_\_\_\_\_



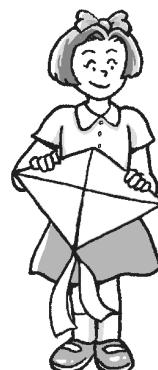
# Module Revision (2)

## A Listen and number (听录音, 根据顺序给下面的图片编号)

①



( 2 )

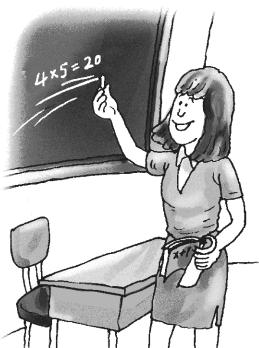


( 3 )



( 1 )

②



( 1 )



( 3 )



( 2 )

## B Listen and circle (听录音, 圈出正确的应答)

①  a No, I don't.

b Yes, I am.

c Yes, I have two cousins.

②  a He can cook.

b He's a firefighter.

c He can swim.

③  a Yes, I do.

b I have two brothers.

c Yes, I have.

④  a She's a teacher.

b She's tall.

c She's my aunt.

⑤ a No. I'm a police officer.

b Yes, I do.

c Yes, I am.

⑥ a No, he can't.

b Yes, he is.

c Yes, he's a firefighter.

## C Listen and write (听录音, 填空完成表格)

Annie's ...	Job
father	doctor
mother	teacher
brother	student
uncle	police officer
aunt	nurse
cousin	cook



## D Look, ask and answer (根据练习C的表格和同学互相问答)

The illustration shows two children, a boy and a girl, facing each other. The boy is on the left, and the girl is on the right. They are both smiling and appear to be in the middle of a conversation. The boy has a speech bubble above him containing the question "Who is ... ?". The girl has a speech bubble above her containing the response "He/She is Annie's ...". Below the boy is another speech bubble containing the question "What does he/she do?". Below the girl is another speech bubble containing the response "He/She is a/an ...".

## E Match, read and circle (将文字框与图片配对, 然后圈出相应的单词, 完成句子)

1

He is nine.  
She is eight.

He has a kite.  
She has a ball.

He is tall.  
She is short.

He has long hair.  
She has short hair.



b



2

They are ten.  
She is eleven.

They are tall.  
She is short.

They have long hair.  
She has short hair.

They have a cat.  
She has a kite.



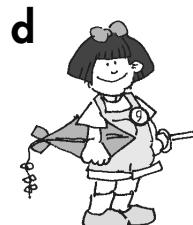
3

He is tall.  
They are short.

He has long hair.  
They have short hair.

He is nine.  
They are eight.

He has a doll.  
They have a ball.



4

He is tall.  
She is short.

He is nine.  
She is ten.

He has long hair.  
She has short hair.

He has a cat.  
She has a bicycle.



## F Read, choose and complete (读一读, 选词填空完成句子)

have Do does Is isn't has Are am

① — Do you have any aunts?

— Yes, I have three aunts.

② — What does Mr Li do? Is he a firefighter?

— No, he isn't. He's a police officer.

③ I have a blue dress. Kitty has a pink dress.

④ — Are you a nurse?

— Yes, I am.

⑤ — I'm thirsty. Do you have any water?

— Yes. Here you are.

## G Read and judge (读对话，判断下面句子的正误，正确的用“T”表示，错误的用“F”表示)

- ① Amy: Welcome to my birthday party, Billy!  
Billy: Happy Birthday to you, Amy! This is for you!  
Amy: Oh, a beautiful doll! I like it. Thank you!
- ② Amy: Billy, this is my mother. She is a doctor.  
Billy: Nice to see you, Mrs Brown!  
Amy: Mum, this is Billy. He's my classmate. He's my good friend too.  
Mrs Brown: Welcome to our home, Billy!
- ③ Billy: Who's that woman in the long blue skirt?  
Amy: She's my aunt. Her name's Wendy.  
Billy: What does she do?  
Amy: She's a teacher.
- ④ Billy: Hello. I'm Billy. I'm Amy's classmate. Are you Amy's brother?  
Bob: No. I'm her cousin. My name's Bob. Look! I have a skateboard. Do you want to skate?  
Billy: Sure! I like skating!



- 1 Today is Billy's birthday.
- 2 Mrs Brown is a doctor.
- 3 Wendy is Amy's cousin.
- 4 Wendy is a nurse.
- 5 Bob is Amy's brother.
- 6 Billy likes skating.

F

T

F

F

F

T



# Module 3 Places and activities

## 1 In our school

### A Listen and circle (听录音, 圈出听到的内容)

- ① **a** coffee      **b** canteen      **c** can
- ② **a** office      **b** orange      **c** class
- ③ **a** behind the chair      **b** behind the boy      **c** behind the desk
- ④ **a** in the gym      **b** behind the gym      **c** in the classroom
- ⑤ **a** There are a lot of books in the library.  
**b** There are many books in the reading room.  
**c** There are many books in the teachers' office.
- ⑥ **a** We have lunch in the canteen.  
**b** We have lessons in the classroom.  
**c** We can read in the classroom.

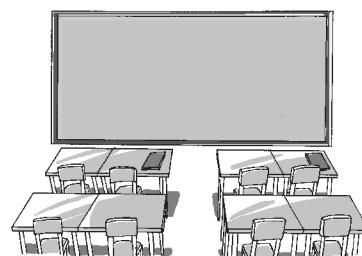
### B Listen and circle (听录音, 圈出正确的应答)

- ① **a** It's in front of the playground.      **b** It's the classroom.  
**c** It's in front of the school.
- ② **a** I see a gym.  
**b** This is a gym.  
**c** There is a gym.
- ③ **a** Some computers.  
**b** We have computers.  
**c** They're computers.
- ④ **a** You're welcome.  
**b** That's nice.  
**c** Thank you.
- ⑤ **a** We like playing ball games.  
**b** We play ball games.  
**c** We can play ball games.
- ⑥ **a** It's the computer lab.  
**b** It's the canteen.  
**c** It's the library.

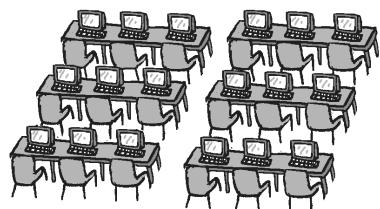
## C Listen and number (听录音，根据顺序给下面的图片编号)



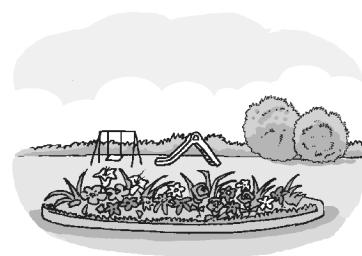
( 2 )



( 1 )

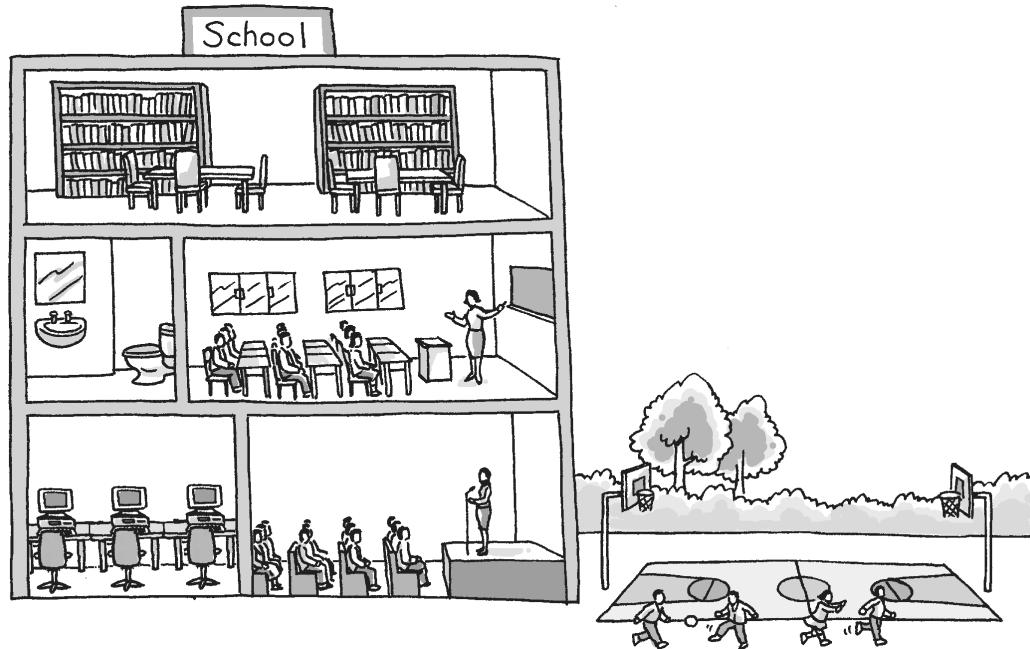


( 4 )



( 3 )

## D Look, ask and answer (看图，根据提示和同学互相问答)



S1: What's in your school/classroom/...?

S2: There is/are ... in ...

S1: What can you do in ...?

S2: We can ... in it/there.

## E Look and write (看图, 在方框内填上相应的单词)

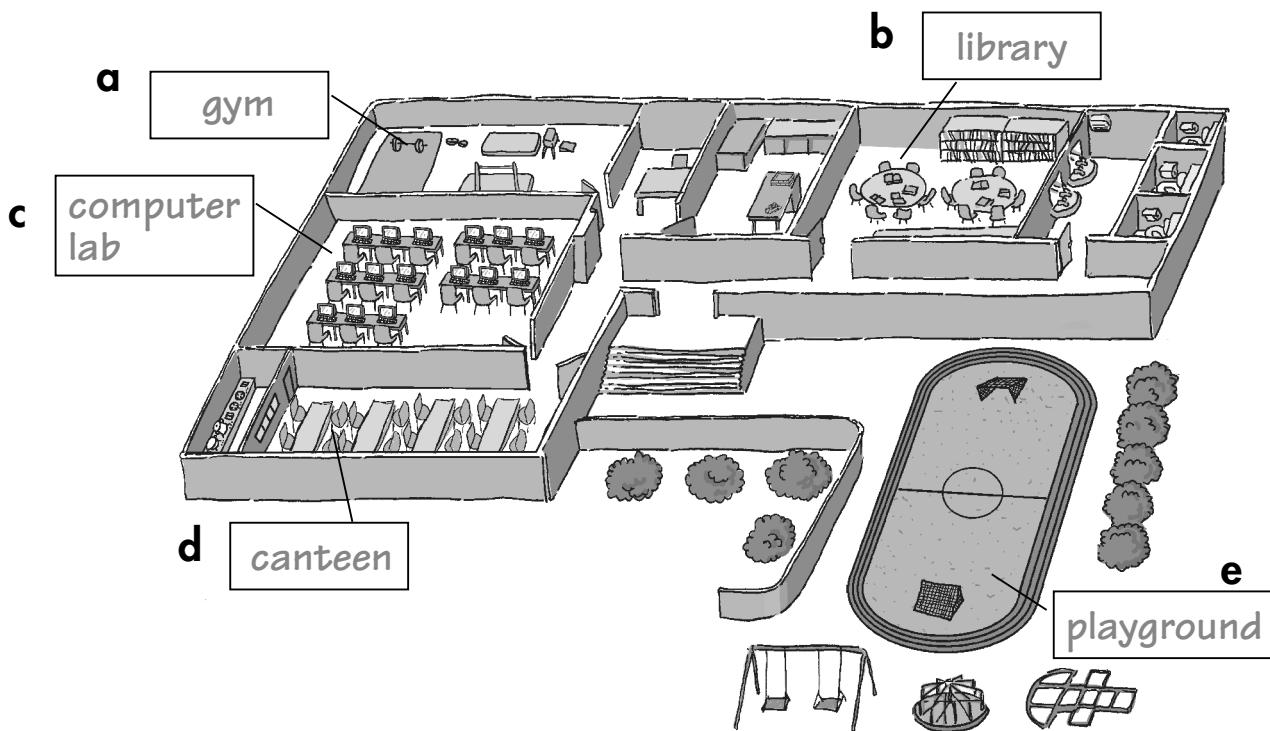
playground

canteen

library

gym

computer lab



## F Read, choose and complete (读一读, 选词填空完成句子)

the canteen    the school garden    the library    a classroom

- ① It is clean and tidy. There are many desks and chairs in it. There is a blackboard. There is a cupboard and a bookshelf too. The students have lessons there. It is a classroom.
- ② Look! It is a very big room. There are a lot of books in it. The students can read books in it. It is the library.
- ③ It is in front of the playground. There are many flowers and plants in it. It is beautiful. It is the school garden.
- ④ It is big. There are many tables and chairs in it. We come here at noon and have lunch in it. It is the canteen.

## G Look, read and circle (看图读短文，圈出正确的单词或短语，完成句子)

### Animal School

Hello, boys and girls. Welcome to Animal School!

In Animal School, you can see many animals. They are happy.

How many animals? There are twenty (二十) monkeys, fourteen rabbits, sixteen ducks, twelve dogs and nine cats. The monkeys and the cats can climb trees. The rabbits and the dogs can run. The ducks can swim very well.

We have a big panda. His name is Du Du. How old is he? He is two. He is black and white. He can swim and climb trees too.

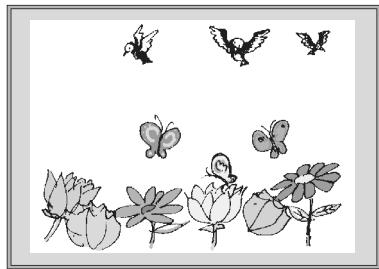
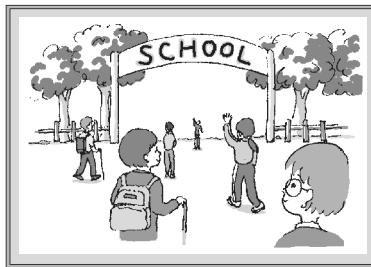
There are five parrots. They are red and blue. They can sing! They can speak English!



- 1 There are **twenty/sixteen** ducks.
- 2 There are **twelve/nine** dogs.
- 3 The monkeys can **dance/climb trees/sing**.
- 4 There is a big **lion/elephant/panda** in Animal School.
- 5 Du Du can **swim/dance/sing** and **climb trees/jump**.
- 6 There are **six/five/four** parrots. They can **sing/dance**.

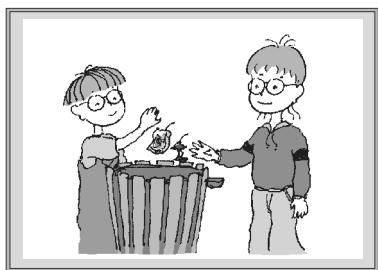
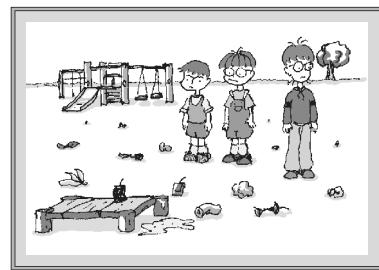
## H Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

This is a big school.

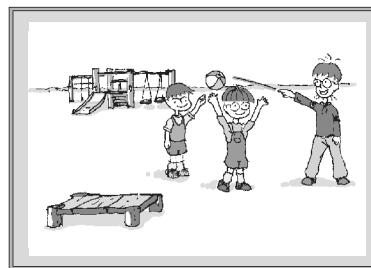


There are many beautiful flowers in the school garden. They are red, yellow and white. The butterflies are blue and black. The birds are black and white. They are happy.

Look at the playground. There are a lot of leaves and rubbish on the ground. Look at the children. They are sad.



The children put the rubbish in the rubbish bin. They clean the playground.



Now they can play ball games there. They are happy.

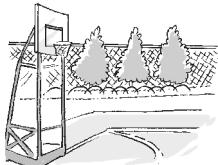


- 1 The school is big.
- 2 There are many trees in the school garden.
- 3 The flowers are black and white.
- 4 The birds are happy.
- 5 The children put the rubbish in the rubbish bin.
- 6 They can play ball games in the playground now.

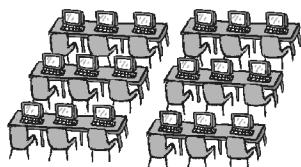
## Task: We love our school (我们爱学校)

A Think and write (想一想, 你们在学校的 different 场所做些什么? 然后写一写)

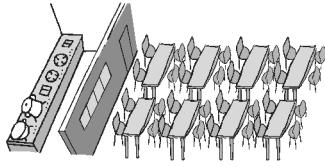
①



②



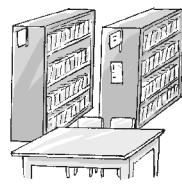
③



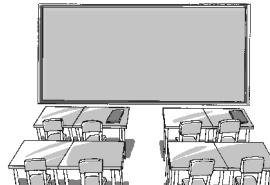
④



⑤



⑥



1 We play basketball in the playground.

2 \_\_\_\_\_

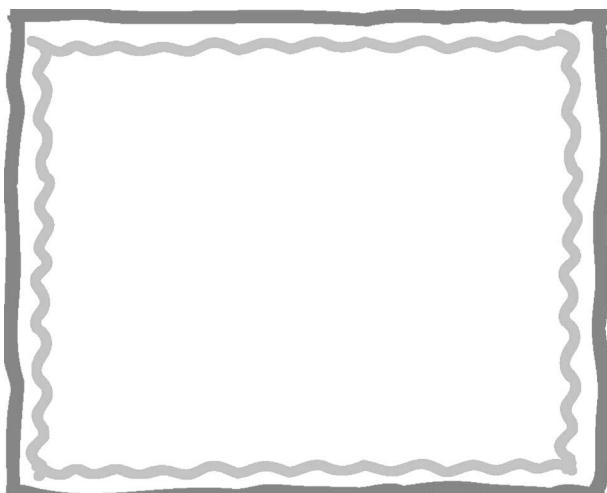
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

B Stick or draw, and write (贴一张学校的照片或画一画, 然后描述一下学校生活)



This is our school.

In our school, there is \_\_\_\_\_.

There are \_\_\_\_\_.



## 2 Around my home

### A Listen and circle (听录音, 圈出听到的内容)

- 1 a restaurant      b park      c zoo  
2 a supermarket      b street      c school  
3 a behind my school      b behind my home  
c next to my school  
4 a shops and restaurants      b shops and schools  
c parks and restaurants  
5 a Is there a post office near the park?  
b Is there a supermarket near the park?  
c Is there a restaurant near the park?  
6 a The fruit shop is between the park and the school.  
b The fruit shop is between the post office and the school.  
c The fruit shop is between the post office and the supermarket.

### B Listen and circle (听录音, 圈出正确的应答)

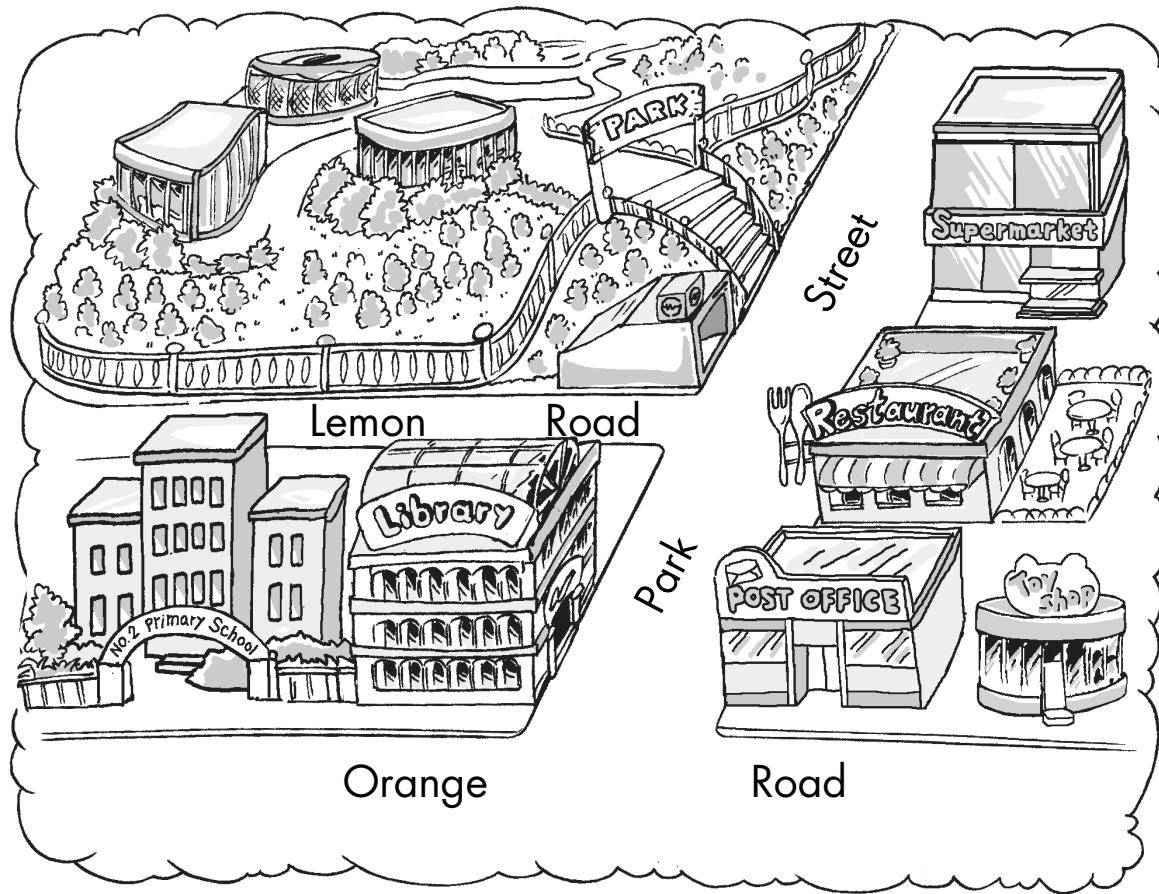
- 1 a There is a supermarket.  
b It's a supermarket.  
c It's on a busy street.  
2 a It's on Rainbow Street.  
b It's a big school.  
c There are many shops.  
3 a There is a supermarket.  
b No. It's a post office.  
c Yes, there is.  
4 a Yes, it is.  
b No, there isn't.  
c There is a post office.  
5 a It's next to the park.  
b It's big.  
c There is a park.  
6 a There are some shops.  
b There is a big school.  
c There are many books.

## C Listen, choose and write (听录音, 选词填空完成短文)

restaurant	post office	Street	library
school	park	shops	home

I'm Jim. My home is at No.10 Apple Street. There are some shops, a supermarket and a post office on the street. My school is at No.40 Tree Street. There is a park behind my school. I like playing there. Next to the park, there is a toy shop and a restaurant. There is a library next to the toy shop. I like reading books in it.

## D Look, ask and answer (看图, 根据提示和同学互相问答)



S1: Is there a ...?

S2: Yes, there is./No, there isn't.

S1: Where is ...?

S2: It's on/between/behind/next to ...

## E Read, choose and complete (读一读, 选词填空完成句子)

- ① The Li family have a picnic in the park (restaurant/park).
- ② Is there a post office (bookshop/post office) here? I want to send a letter.
- ③ Look! There is a fruit shop (bakery/fruit shop). Let's go and buy some apples.
- ④ It is Mother's Day today. Daniel wants to buy some carnations for his mother in the flower shop (flower shop/park).
- ⑤ Ah! It smells nice in the bakery (bakery/garden).  
There are some cakes and bread.
- ⑥ I am hungry. Let's go to the restaurant (supermarket/restaurant) and have lunch.
- ⑦ There is a swing in the school garden (school garden/library).  
Let's go and play!

## F Read, choose and complete (读一读, 选择适当的句子完成对话)

Old man: Excuse me. Is there a supermarket here?

a Yes, there is.

Lily: Yes, there is.

b Excuse me.

It's next to the post office.

c Is there a bakery too?

Old man: Where is the post office?

d You're welcome!

Lily: It's on Apple Street.

e Can you see the tall building?

Can you see the tall building?

Apple Street is in front of it.

Old man: Oh, I see. Is there a bakery too?

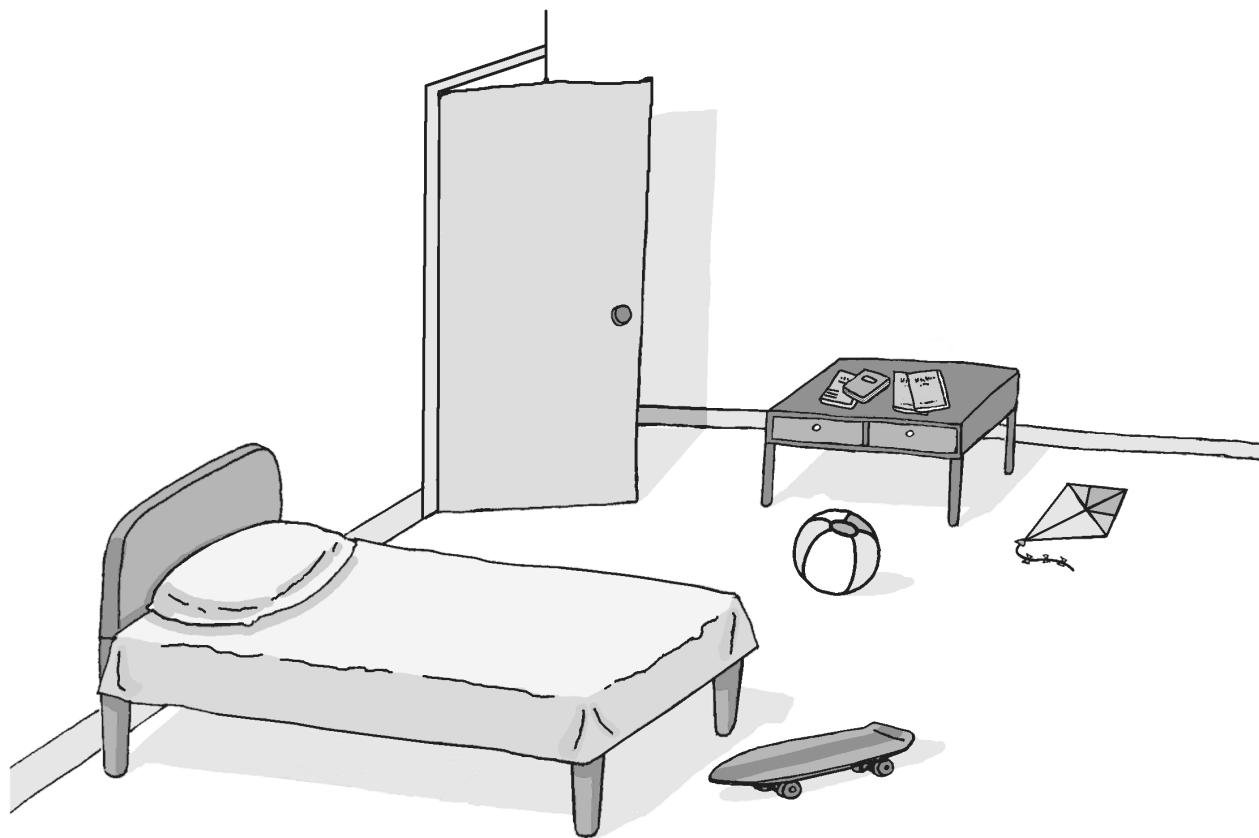
I want to buy some bread.

Lily: Yes, there is. It's behind the supermarket.

Old man: Thank you, little girl!

Lily: You're welcome!

## G Look, think and answer (看图, 回答问题)



① Is there a skateboard in the room?

Yes, there is.

② Is there a photo on the wall?

No, there isn't.

③ Is there a table in the room?

Yes, there is.

④ Where are the books?

They are on the table.

⑤ Where is the skateboard?

It is in front of the bed/on the floor.

⑥ Is there a ball?

Yes, there is.

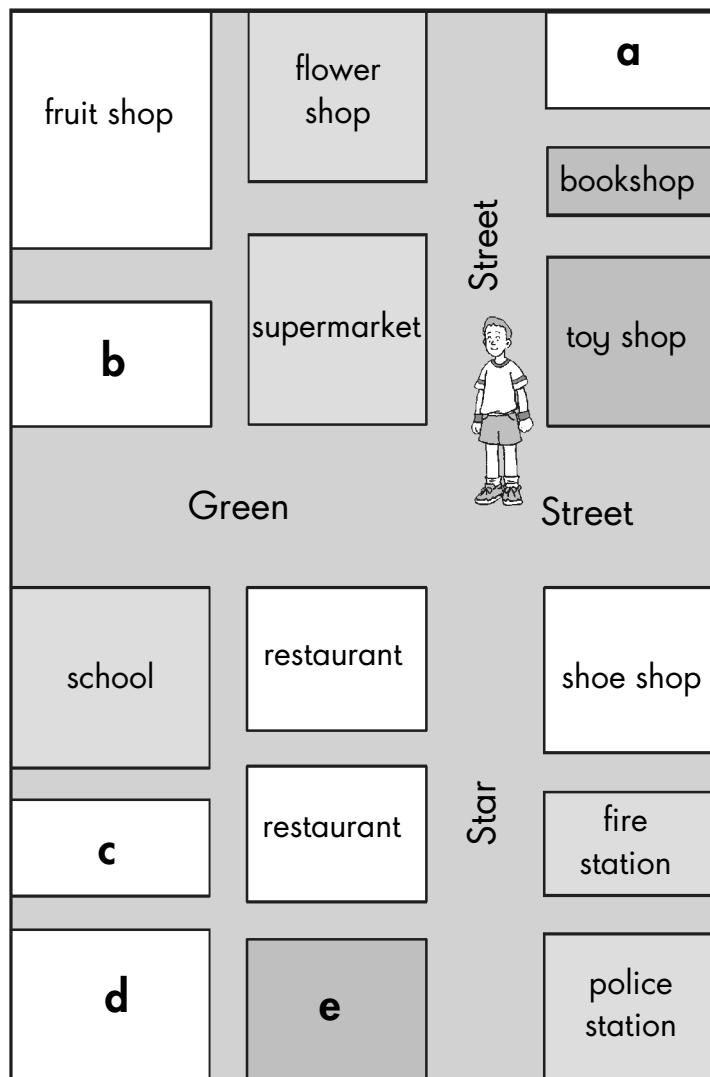
⑦ Where is the kite?

It's next to the table/near the ball/near the table/on the floor.

## H Look, read and write (看图读短文，写出地图上a—e所代表的场所)



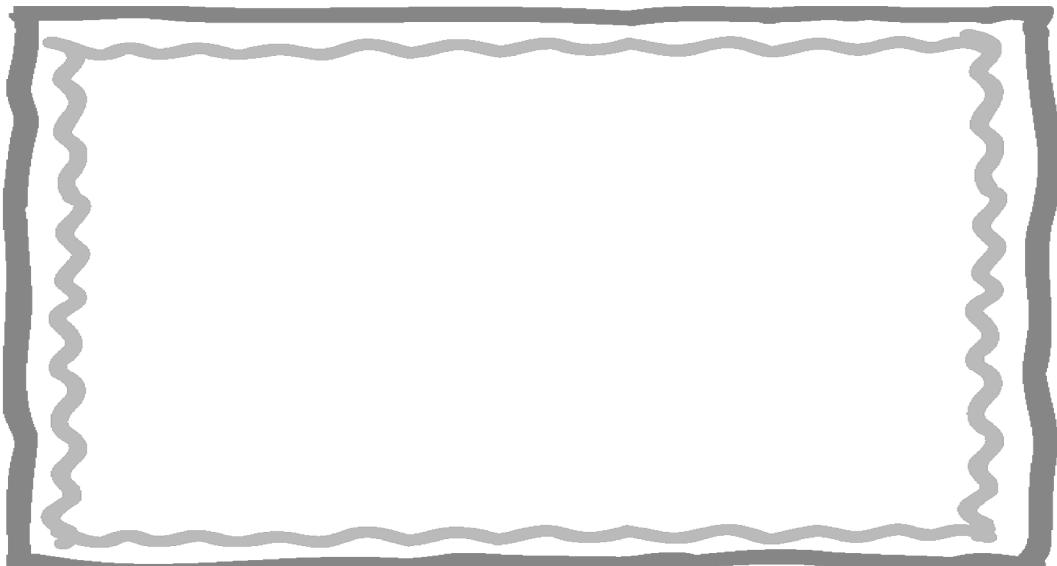
- a restaurant
- b bakery
- c post office
- d cinema
- e park



I am Alan. My home is at No. 25 Star Street. It is a busy street in our city. There are some shops and restaurants. There is a supermarket and a park too. There is a fruit shop and a bakery behind the supermarket. The park is next to a restaurant. It is in front of a cinema. There is a bookshop on Star Street. It is between a restaurant and a toy shop. My school is at No. 15 Green Street. It is in front of a post office.

## Task: My home is here (我家在这里)

- A Draw and write about your neighbourhood (画一画并写一写你家附近的情况)



I live at \_\_\_\_\_ Street. \_\_\_\_\_

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- B Ask and answer. Then fill in the card (根据提示与同学互相问答, 了解同学家的位置及周边信息, 并填写信息卡)

Name: \_\_\_\_\_  
His/Her home is at \_\_\_\_\_  
Around his/her home:  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

Where is your home?

Is/Are there ...?

- C Introduce your classmate's neighbourhood (根据练习B的信息卡介绍同学家附近的情况)

My classmate \_\_\_\_\_ lives at ...

There is/are ...



## 3 In the shop

### A Listen and circle (听录音, 圈出听到的内容)

- |                                 |                      |            |
|---------------------------------|----------------------|------------|
| ① a bar                         | b ball               | c bowl     |
| ② a noodles                     | b chocolate          | c biscuits |
| ③ a a packet of chocolate       | b a packet of sweets |            |
| c a packet of biscuits          |                      |            |
| ④ a a bowl of soup              | b a bottle of milk   |            |
| c a bottle of water             |                      |            |
| ⑤ a Is there a bowl of noodles? |                      |            |
| b Is there a packet of sweets?  |                      |            |
| c Is there a bowl of soup?      |                      |            |
| ⑥ a How much is the sweet?      |                      |            |
| b How much are the sweets?      |                      |            |
| c How much are the biscuits?    |                      |            |

### B Listen and match (听录音, 把食品和相应的价格连起来)

①	a 16 yuan
②	b 8 yuan
③	c 6 yuan
④	d 9 yuan
⑤	e 5 yuan

## C Listen and write (听录音, 填空完成对话)

Lucy: Wow! The supermarket is so big!

Mum: Yes, Lucy! Here's the bakery section. What do you want?

Lucy: Mum, let's have a loaf of bread and four small cakes.

Mum: OK! How much are they?

Lucy: The bread is five yuan. The cakes are ten yuan.  
They are fifteen yuan together (一起; 总共).

Mum: Do you want anything (任何东西) else?

Lucy: May I have some chocolate, Mum?

Mum: It's not good for your teeth, but you can have a small  
bar.

Lucy: Thank you, Mum!

## D Look, complete and say (看图, 填空完成购物单, 然后根据购物单说一说)



3 yuan



8 yuan



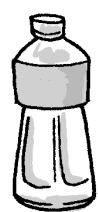
5 yuan



7 yuan



4 yuan



3 yuan



4 yuan



5 yuan

Shopping list	
_____	packet(s) of biscuits
_____	bottle(s) of milk
_____	bottle(s) of water
_____	ice cream(s)
_____	
_____	

S1: ..., please.

S2: Here you are.

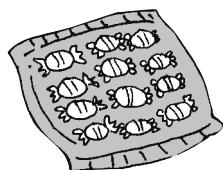
S1: How much is it/are they?

S2: It's/They're ... yuan.

## E Look and write (看图, 填空完成短语)

packet bottle bowl loaf

1



stsewe

2



eijcu

a packet of sweets

a bottle of juice

3



cutibiss

4



aeck

a packet of biscuits

a cake

5



cei emcar

6

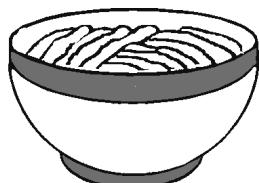


traew

an ice cream

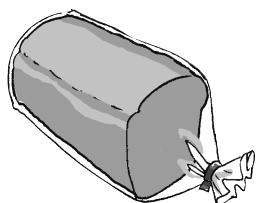
a bottle of water

7



edenols

8



arbed

a bowl of noodles

a loaf of bread

## F Look, read and complete (看图读一读, 填空完成对话)

1

A small packet of biscuits, please.

How much  
is it?



Twelve yuan, please.

2

A big bottle of water, please.

How much  
is it?

Here you are.

Six yuan, please.

3

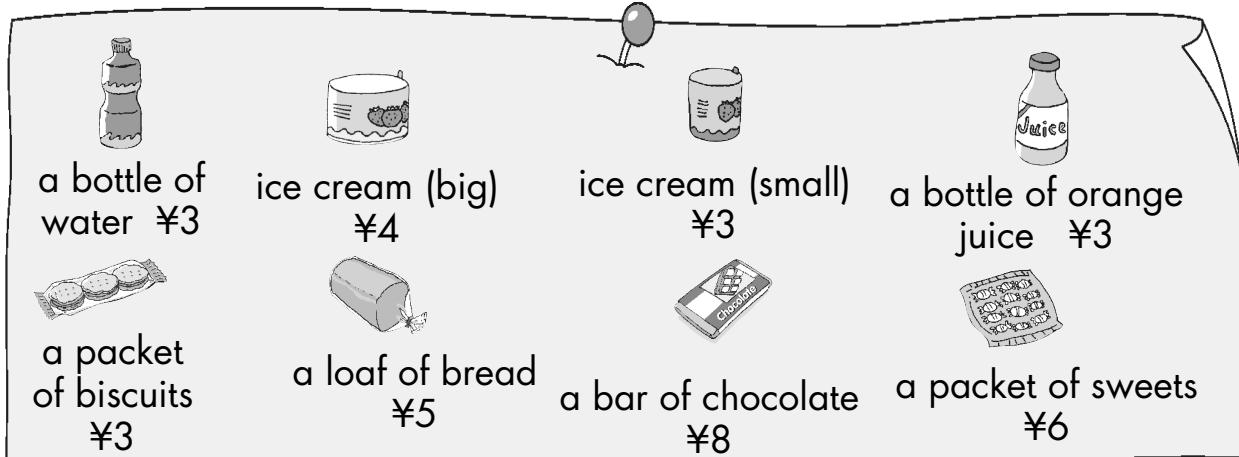
Two small ice creams and one packet of sweets, please.

How much  
are they?

Here you are.

Fourteen yuan, please.

## G Read and write (读价目表, 然后填空完成对话)



Hello. Can I help you?

Fourteen yuan, please.



I have a packet of sweets and a bar of chocolate. How much are they?



I have some water and some ice creams.



Two bottles of water and three small ice creams. Fifteen yuan, please.



What do you have?

I have some bread and some biscuits. How much are they?



Two loaves of bread and one packet of biscuits. Thirteen yuan, please.



I have a bottle of orange juice and a loaf of bread.



A bottle of orange juice and a loaf of bread. Eight yuan, please.

## Task: Shopping for our class party (为班级聚会采购)

- A Make a shopping list (根据食品价目表, 为班级聚会做一份购物单)

a packet of biscuits	5 yuan
a packet of sweets	4 yuan
a bar of chocolate	6 yuan
a bottle of water	3 yuan
a bottle of juice	3 yuan
a loaf of bread	5 yuan
oranges	7 yuan/kilo
apples	6 yuan/kilo

Shopping list		
What	How many	How much
sweets	3 packets	

- B Talk and fill (和同学作问答, 在购物单中填入价格)

S1: How much is one packet of sweets?

S2: It's four yuan.

S1: How much are three packets of sweets?

S2: They're twelve yuan.

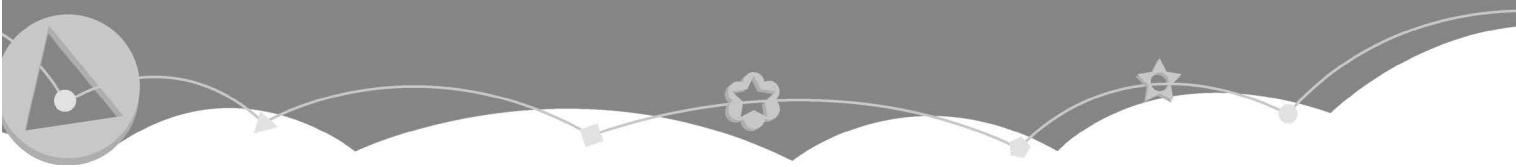
- C Report to the class (向全班汇报你们的采购计划)

S: We want/need ...

It's/They're ... yuan.

...





# Module Revision (3)

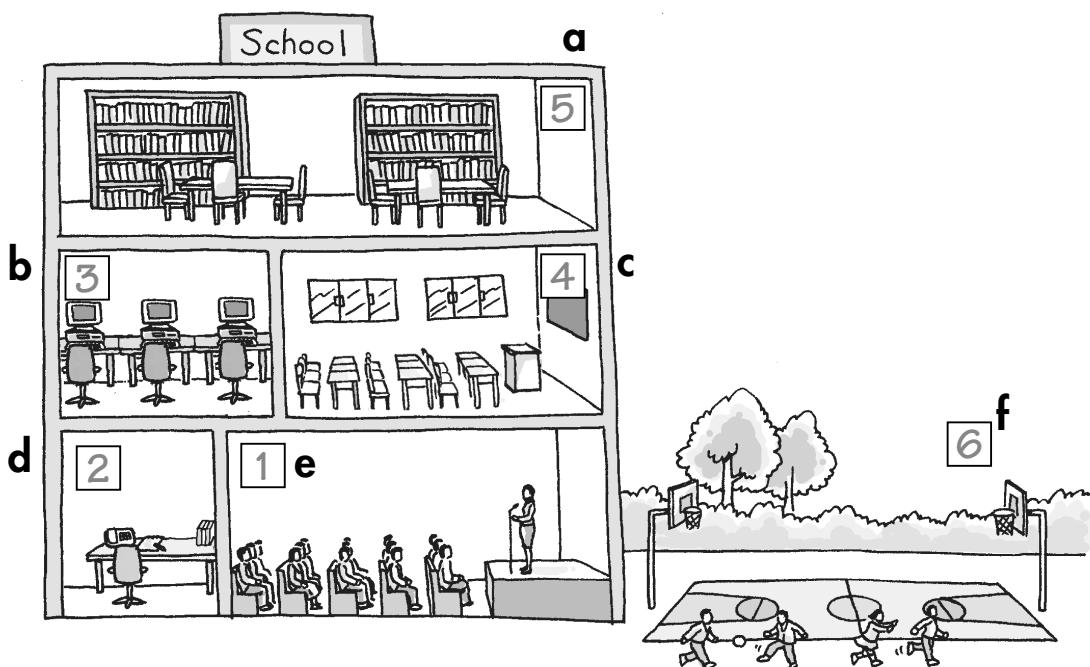
## A Listen and circle (听录音, 圈出听到的内容)

- ① a restaurant      b classroom      c canteen  
② a post office      b supermarket      c restaurant  
③ a a packet of sweets      b three packets of biscuits  
c a packet of biscuits  
④ a next to the computer lab      b next to the gym  
c between the computer lab and the gym  
⑤ a Is there a restaurant?  
b Is there a supermarket?  
c Is there a post office?  
⑥ a There is a park near my home.  
b There is a park behind my home.  
c There is a supermarket behind my home.

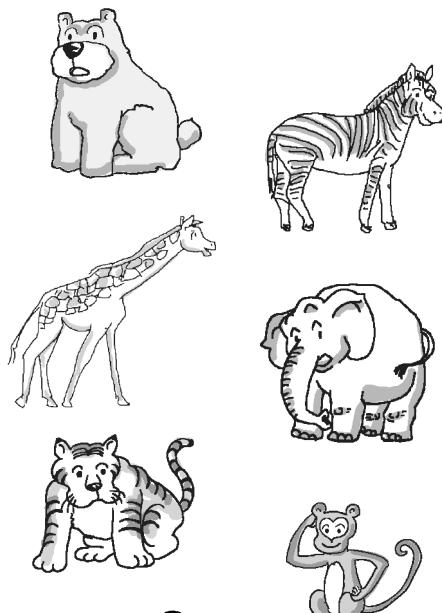
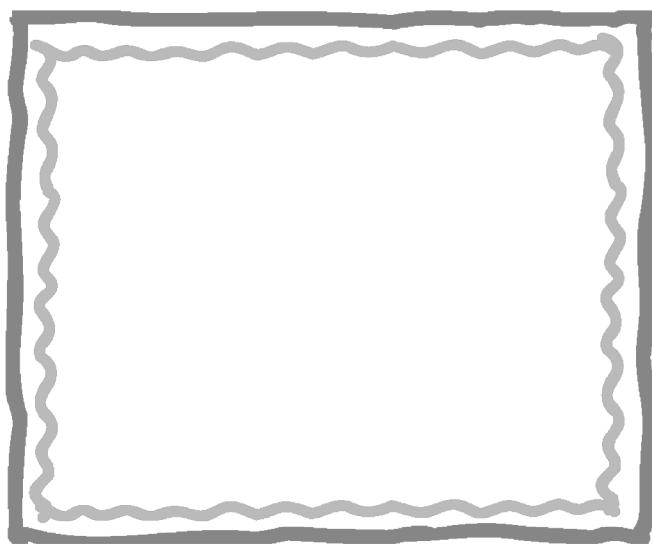
## B Listen and circle (听录音, 圈出正确的应答)

- ① a Yes, it's our classroom.  
b No, it isn't.  
c It's our gym.  
② a There are three packets.  
b It's four yuan.  
c They're sixteen yuan.  
③ a There is a post office.  
b No, it isn't.  
c Yes, there is.  
④ a It's my toy bear.  
b It's fifteen yuan.  
c It's lovely.  
⑤ a Yes, there is.  
b You are welcome.  
c There is a blackboard.  
⑥ a It is on Apple Street.  
b There is a park near my home.  
c There are some shops near my home.

## C Listen and number (听录音, 根据对话编号)



## D Think, draw, ask and answer (想一想, 画一画动物 城里有什么, 并和同学互相问答)



S1: There is/are ... in the Animal Town.

S2: Is there a ...?

Are there ...?



S1: Yes, there is/are. It's next to/behind ...

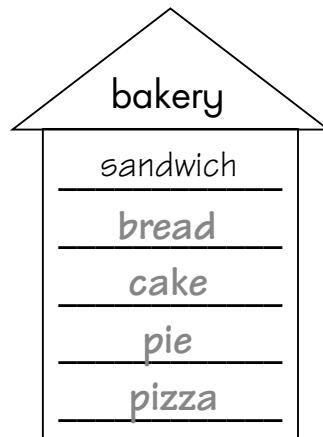
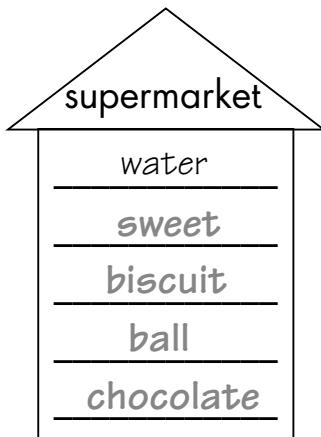
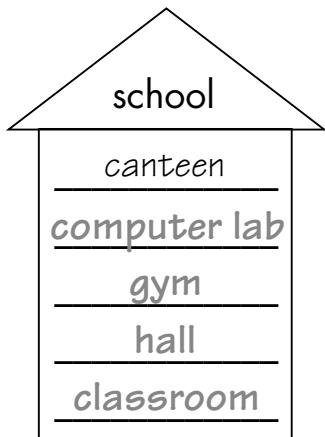
No, there isn't/aren't.

S2: What's in ...?

S1: There is/are ...



## E Think and write (想一想，在这些场所你能看见什么？根据提示在每条横线上写一种)



## F Read and complete (读一读，填空完成对话)

Little Elephant (LE) and Little Mole (LM) play ball games together.  
Now they are thirsty.

LE: Let's buy some water. Is there a supermarket nearby (附近)?

LM: Yes, <sup>(1)</sup> there is. It's behind the tall tree over there.

Let's go.

In the supermarket (SA = Shop assistant)

SA: Good afternoon!



LE: Good afternoon! I have a big <sup>(2)</sup> bottle of water.



LM: And I <sup>(3)</sup> have a small bottle of water.

SA: They are nine forest yuan together.

LE: How <sup>(4)</sup> much is this big bottle of water?

SA: It's six forest yuan.

LE & LM: We want to go Dutch (AA制；各付各的).

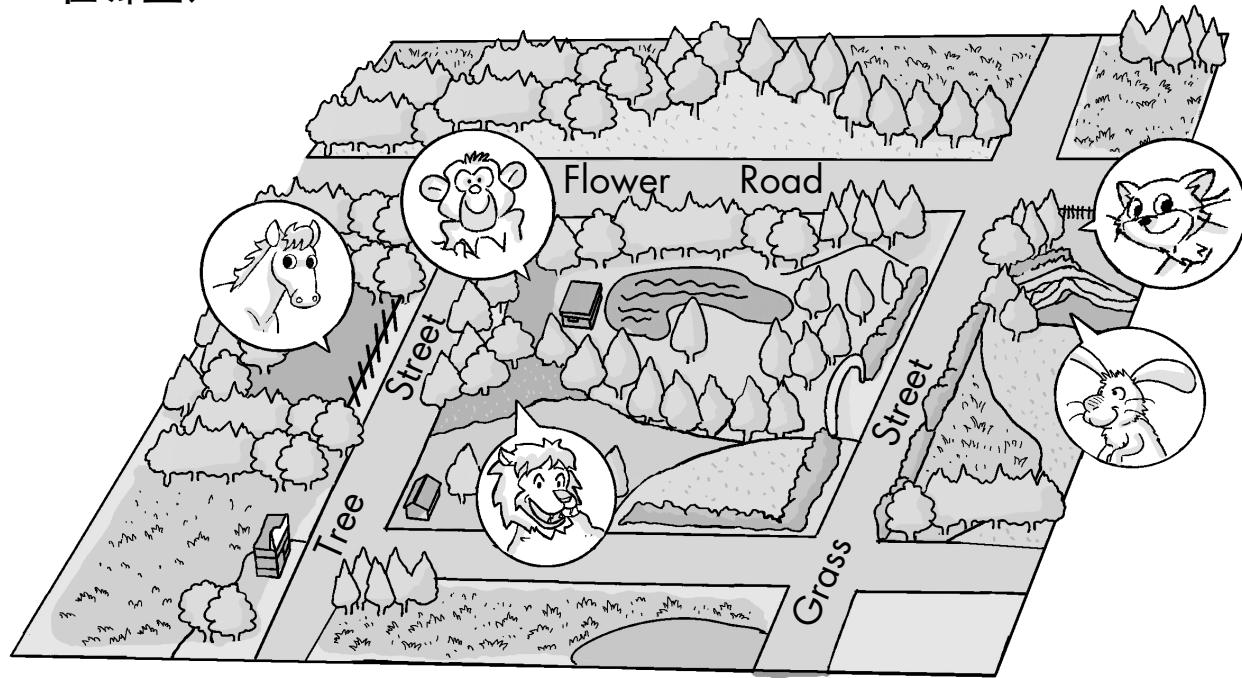
SA: All right.

LE: Here is <sup>(5)</sup> six forest yuan.

LM: And here is <sup>(6)</sup> three forest yuan.

SA: Thank you.

## G Look, read and write (看图读短文, 写出每个动物的家在哪里)



Many animals live here. They are friends. They play together and help each other.

Mr Lion lives at No. 25 Tree Street. There is a bakery near his home. He likes eating cookies.

Mr Monkey and Mr Horse live on Tree Street too. Mr Monkey's home is next to Animal School. Mr Horse's home is near the post office.

Miss Cat's home is at No. 35 Grass Street. Miss Rabbit's home is next to Miss Cat's home.

- 1 Mr Lion's home is at No. 25 Tree street.
- 2 Mr Monkey's home is next to Animal School.
- 3 Mr Horse's home is near the post office.
- 4 Miss Cat's home is at No. 35 Grass Street.
- 5 Miss Rabbit's home is next to Miss Cat's home.



# Module 4 The natural world

## 1 A visit to a farm

### A Listen and circle (听录音, 圈出听到的内容)

①  a litter

b letter

c let

③ a corn and hay

b grass and corn

c grass and hay

⑤ a Don't feed the hens.

b Don't feed the cows.

c Don't pick flowers.

② a class

b glass

c grass

④ a cows and hens

b cows and horses

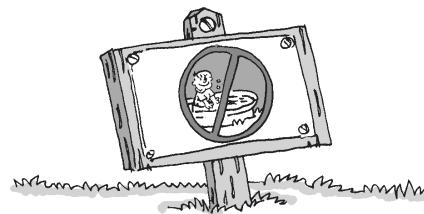
c hens and ducks

⑥ a Please don't walk on the grass.

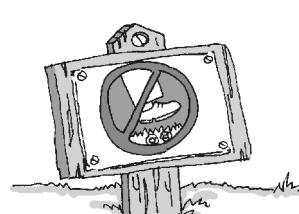
b Please don't throw stones.

c Please don't close the window.

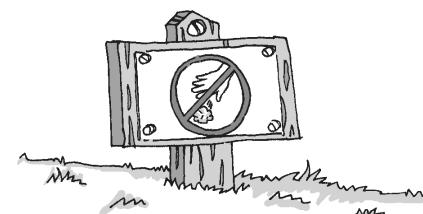
### B Listen and number (听录音, 根据顺序给下面的图片编号)



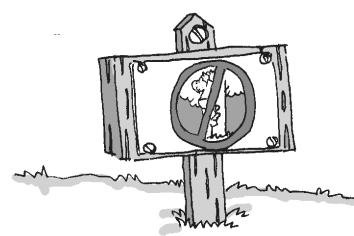
( 2 )



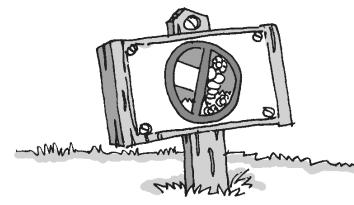
( 1 )



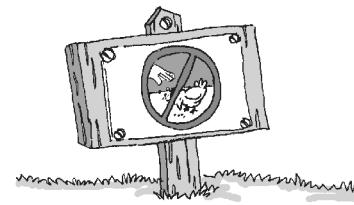
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( 4 )



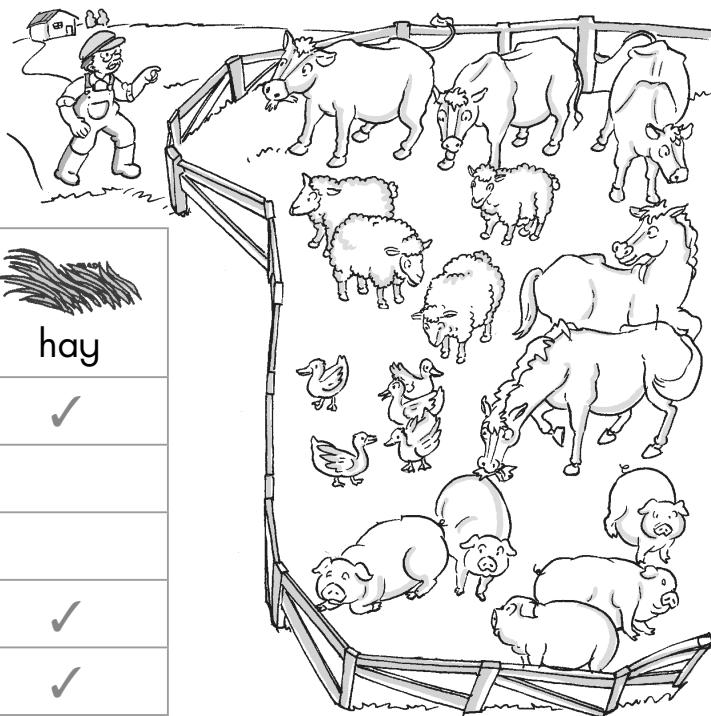
( 3 )



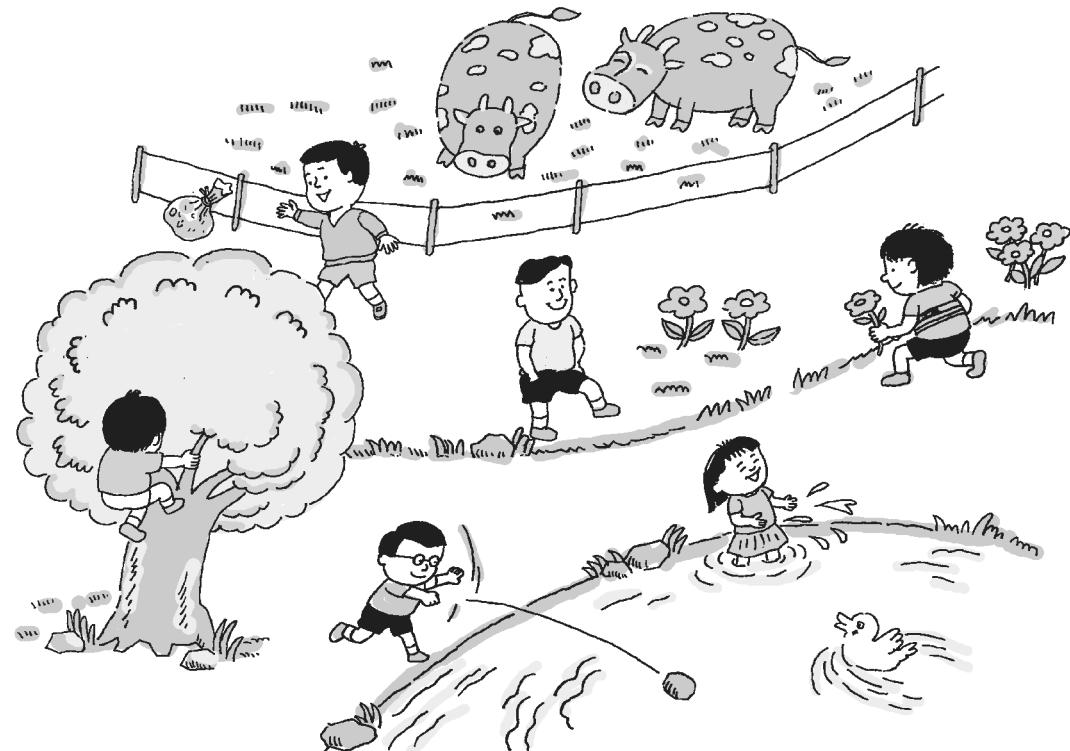
( 6 )

**C Listen and tick** (听录音, 看看各种动物分别喜欢吃什么, 在表格相应的一栏内打√)

✓	 grass	 corn	 hay
cows	✓	✓	✓
pigs		✓	
ducks		✓	
horses	✓		✓
sheep	✓		✓



**D Look and say** (看一看下图中小朋友的行为是否妥当, 你应该对他们说什么? )



S: Don't ...

## E Look, read and write (看图, 填空完成句子)



Mr Horse likes hay.  
Mr Pig likes corn.  
Miss Sheep likes grass.  
Mr Cow likes grass.  
Miss Duck likes corn.

## F Read, choose and complete (读一读, 选词填空完成句子)

Close	rubbish	sorry	Don't
feed	walk	pick	OK

① Miss Fang: Don't walk on the grass, Danny!

Danny: I'm sorry, Miss Fang.

Miss Fang: That's all right.

② Miss Fang: Close the gate, Peter.

Peter: OK, Miss Fang.

③ Miss Fang: Don't litter. Put the rubbish in the rubbish bin.

Alice: I'm sorry, Miss Fang.

④ Miss Fang: Don't pick the flowers.

Kitty: OK, Miss Fang.

⑤ Miss Fang: Don't feed the birds.

Jill: I'm sorry, Miss Fang.

## G Look, choose and complete (看图, 选择适当的句子, 填空完成对话)



Don't throw stones!

Don't litter!

Don't walk on the grass!

Don't feed the ducks!

Don't climb the tree!

Don't pick the flowers!

①

Don't pick the flowers!

②

Don't feed the ducks!

I'm sorry.

I'm sorry.

③

Don't throw stones!

I'm sorry.

Don't climb the tree!

I'm sorry.

⑤

Don't litter!

I'm sorry.

⑥

Don't walk on the grass!

I'm sorry.

That's all right.

## H Look, read and write (看图读故事, 填空完成下面的短文)

1

This is a farm.  
Don't feed the animals.

What's this, Mr Chen?

2

It's corn.  
Hens like it.

Here's some grass.

3

It isn't grass. It's  
hay. Horses like it.



What do  
cows like?

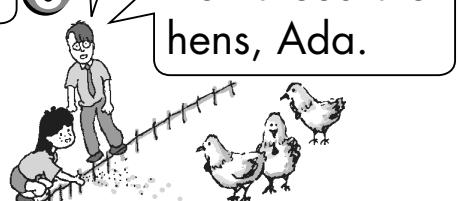
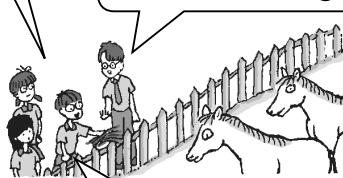
Have some hay, horses.

4

They like grass.

Don't feed the  
horses, Billy.

5



Here are some hens.  
Have some corn.

6  
Don't feed the  
hens, Ada.

I'm sorry.

I'm sorry.

7  
That's all right.

Look at the ducks.  
They're lovely.

8  
Don't touch the  
ducks, Mr Chen.



### A visit to a farm

We are at a farm today. On the farm, there are some animals.

There are cows, horses, hens and ducks. The cows like  
grass. The horses like hay. The hens like corn.

I like the hens. Billy likes the horses. Mr Chen likes the ducks.

Ada Wang

## Task: Getting ready for a farm visit (准备去参观农场)

### A Look and write (看一看农场动物喜欢吃什么, 写一写)



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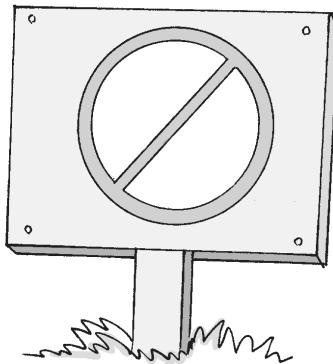
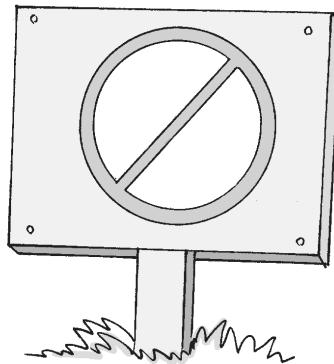
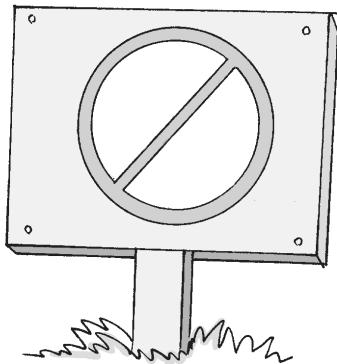
1 \_\_\_\_\_ like \_\_\_\_\_.

2 \_\_\_\_\_ like \_\_\_\_\_.

3 \_\_\_\_\_

4 \_\_\_\_\_

### B Draw and write (请为农场设计一些警示牌)



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### C Talk and write (和同学说一说在农场要遵守哪些规定, 然后写下来)

#### Things we can do on the farm

We can \_\_\_\_\_.

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#### Things we can't do on the farm

We can't \_\_\_\_\_.

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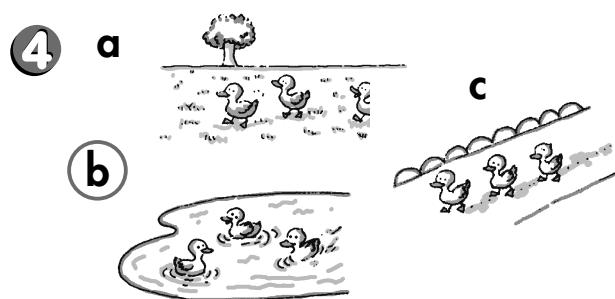
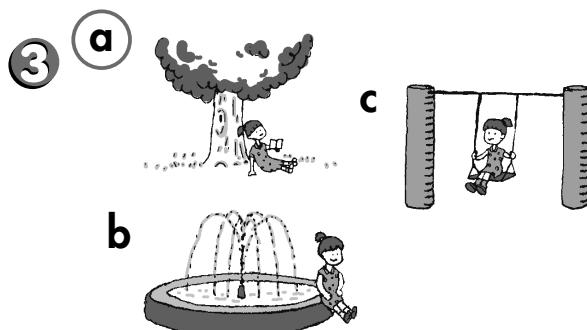
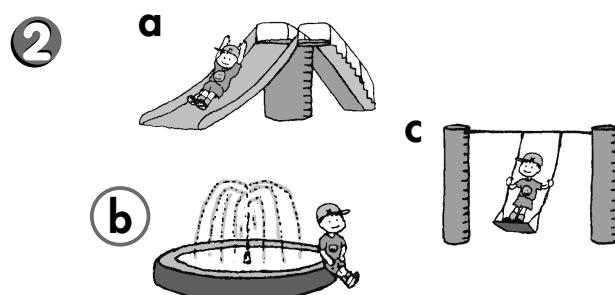
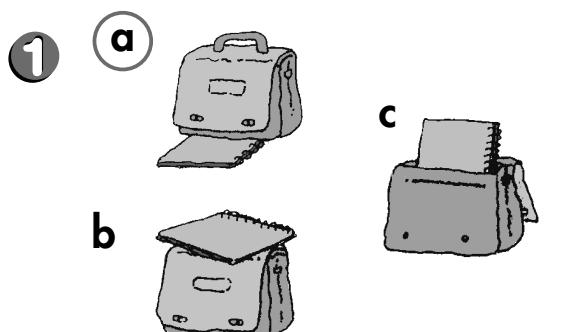


## 2 At Century Park

### A Listen and circle (听录音, 圈出听到的内容)

- 1 a cat                      b camera                      c class  
2 a park                      b pond                      c aviary  
3 a a pair of trousers      b a pair of shorts      c a cap  
4 a a bottle of milk        b a bottle of water      c a packet of biscuits  
5 a I can see many flowers in the park.  
    b I can see many birds in the tree.  
    c I can see many birds in the aviary.  
6 a Alice is in the greenhouse.  
    b Alice is in front of the greenhouse.  
    c Alice is behind the greenhouse.

### B Listen and circle (听录音, 圈出相应的图片)



**C Listen and tick** (听录音, 分辨下列物品分别属于哪个小朋友, 在表格相应的一栏内打√)



	skateboard	bicycle	sketchbooks	black kite	white kite	camera	doll
Andy	✓					✓	
Joe		✓					
Anna				✓			✓
May			✓		✓		

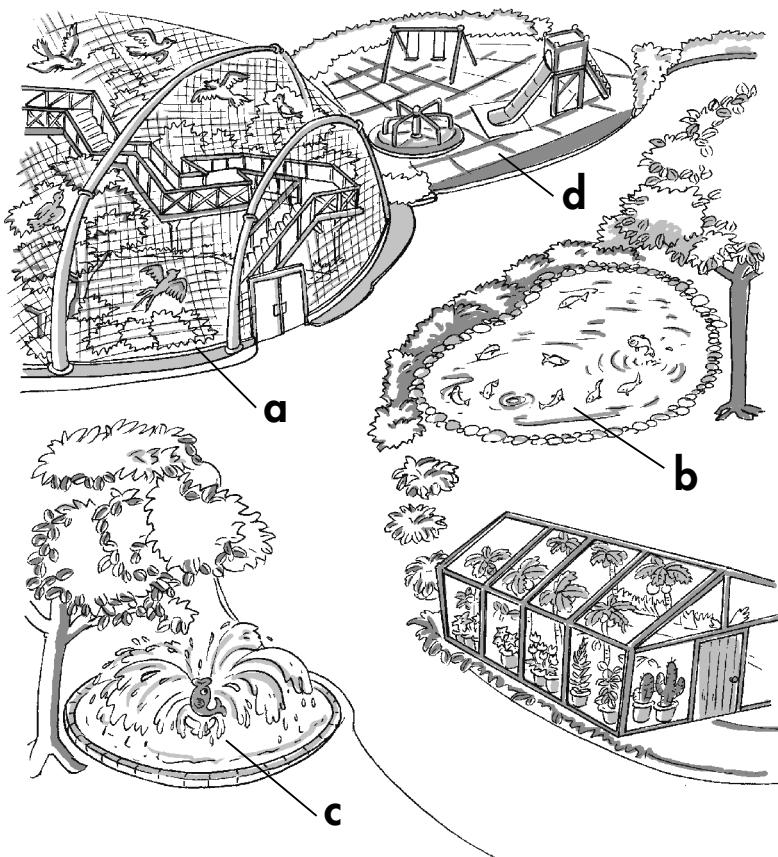
## D Look, label, ask and answer (看图写出相应的单词, 根据提示互相问答)

a aviary

b pond

c fountain

d playground



S1: Where is the ...?

S2: It's near/behind ...

## E Read, choose and write (读一读, 选词填空完成句子)

greenhouse cap camera aviary pond

1 —Do you have a camera, Alice?

—Yes. Let's take a photo here.

2 —This is a photo of Jill. Look! She is in the aviary. She can see many birds. They are lovely.

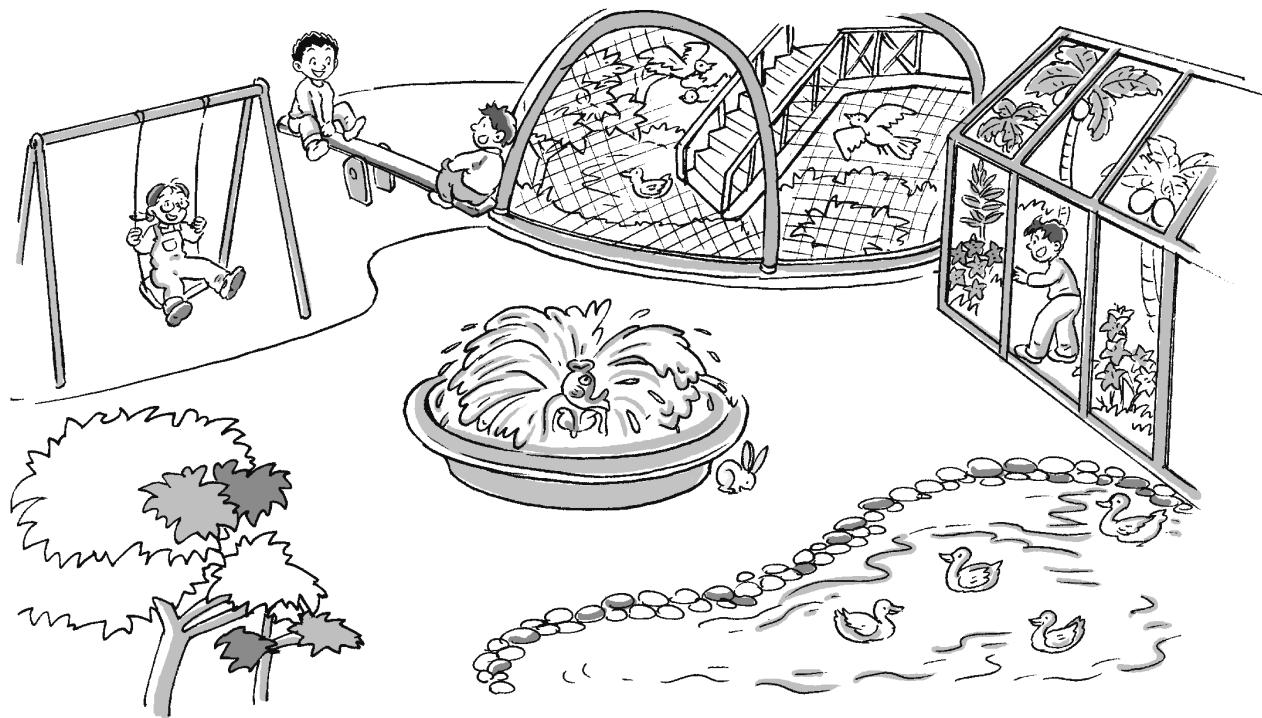
3 It is a hot summer day. Mr Zhang is at the beach. He has a cap.

4 There are some fish, frogs and ducks in the pond. Tom likes those beautiful fish very much.

5 —Where is Peter?

—He is in the greenhouse. There are many beautiful flowers and plants in it.

## F Look, read and complete (看图读一读, 填空完成句子)



- ① Where is the fountain? It is in the park.
- ② Where are the ducks? They are in the pond.
- ③ Where is Kitty? She is on the swing.
- ④ Where are the birds? They are in the aviary.
- ⑤ Where is Ben? He is in the greenhouse.
- ⑥ Where is the rabbit? It is beside the fountain.
- ⑦ Where is Peter? He is on the seesaw (跷跷板).



## G Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

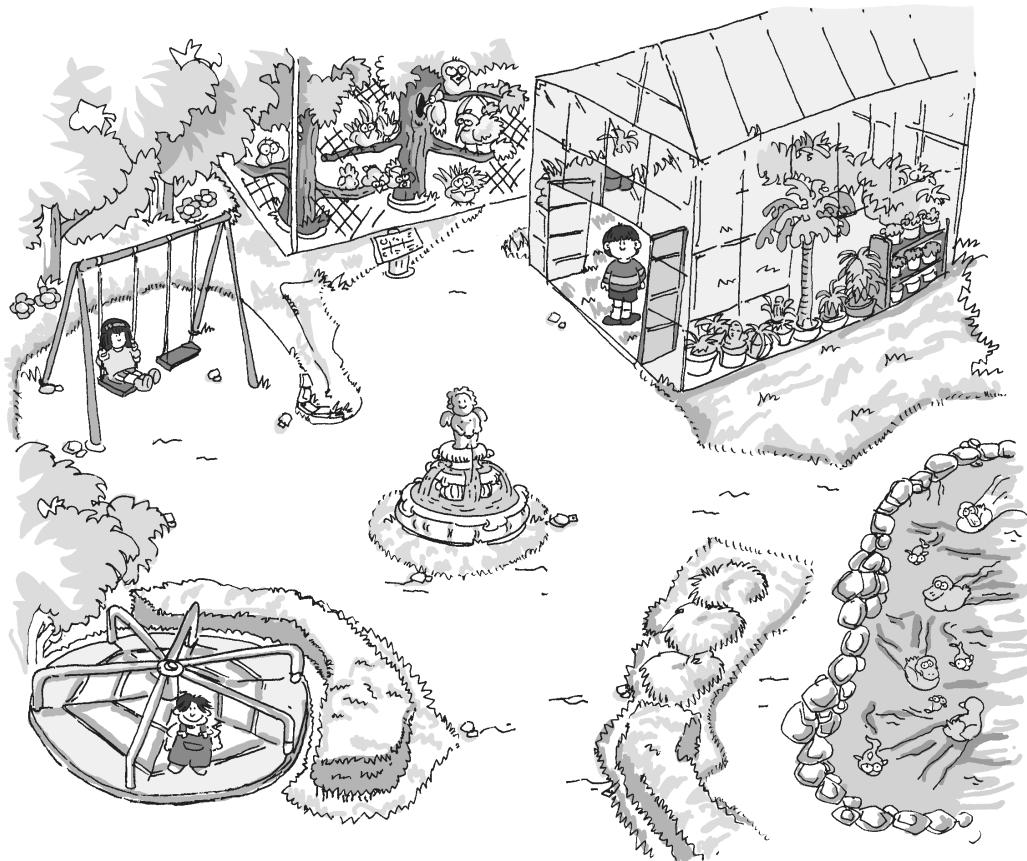


- 1 The park is big. Henry likes the park.
- 2 Ken is on the slide.
- 3 Ivy is in the pond.
- 4 There are some ducks on the grass.
- 5 Henry's hat is in his bag.
- 6 Tommy is beside the fountain.

T	_____
T	_____
F	_____

## Task: Planning an outing (计划出游)

### A Look and describe (根据图片描述一下公园)



S: It's a park. There is/are ...

### B Ask, answer and circle (与同学讨论游览地点，并在练习A的图上圈一圈)

S1: Let's go to ...

S2: Where is it?

S1: It's ...

### C Think and write (想一想，写一写出游计划)

This Sunday, we can go to the park. We can go to \_\_\_\_\_.

There is \_\_\_\_\_.

Then we can go to \_\_\_\_\_.

There are \_\_\_\_\_.

\_\_\_\_\_



## 3 Weather

### A Listen and circle (听录音, 圈出听到的内容)

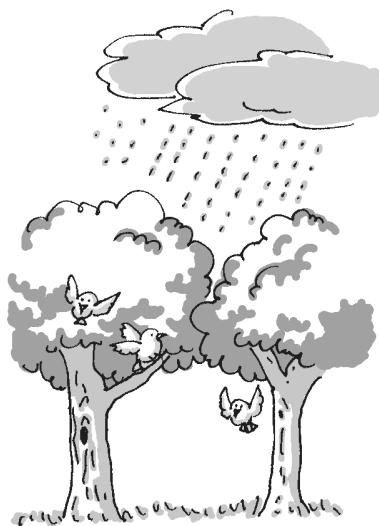
- 1**  a rainy       b sunny       c windy
- 2**  a August       b autumn       c summer
- 3**  a sunny and hot       b rainy and cold       c windy and cool
- 4**  a go to the post office       b go to the cinema  
 c go to the supermarket
- 5**  a What can you see in winter?  
 b How's the weather in summer?  
 c How's the weather in winter?
- 6**  a We can see plants in spring.  
 b We can see flowers in spring.  
 c We can see flowers and trees in spring.

### B Listen and tick (听录音, 在表格相应的一栏内打√)

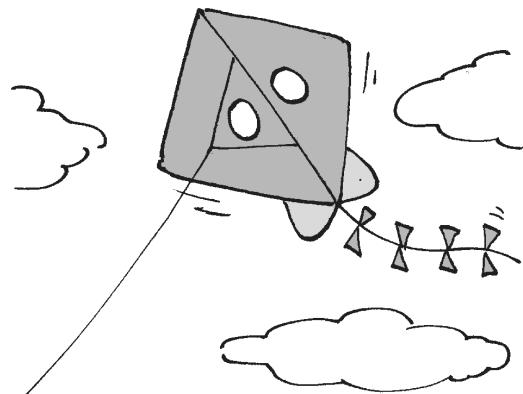
✓	sunny	rainy	windy	hot	wet	dry
Sunday	✓			✓		
Monday		✓	✓			
Tuesday		✓			✓	
Wednesday		✓			✓	
Thursday			✓			
Friday				✓		✓
Saturday				✓		✓

**C Listen and number** (听录音，分辨各段描述的是哪幅图，按顺序编号)

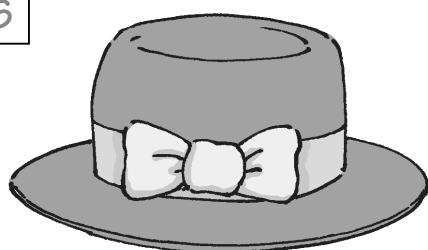
5



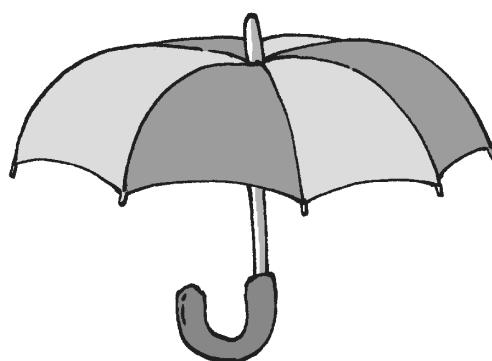
3



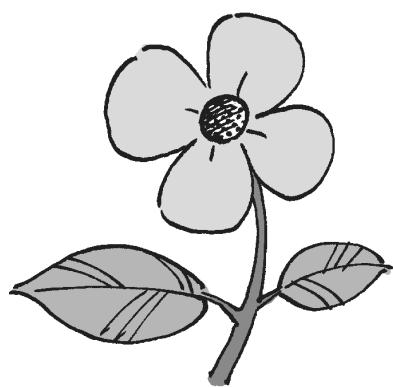
6



1



2



4



## D Look, write, ask and answer (写出每幅图表示的天气和冷暖干湿情况, 然后根据提示和同学互相问答)

sunny	rainy	cloudy	windy	warm	hot	cool	wet	cold	dry

— How's the weather in summer/January/...?

— In summer/January/..., it's ...

## E Look, choose and complete (看图, 选词填空完成句子)

cold cool warm hot dry wet sunny rainy cloudy windy

① In spring, it is warm and wet.

In spring, it is often rainy.

② In winter, it is cold and dry.

In winter, it is windy and cloudy.

③ In summer, it is hot and wet.

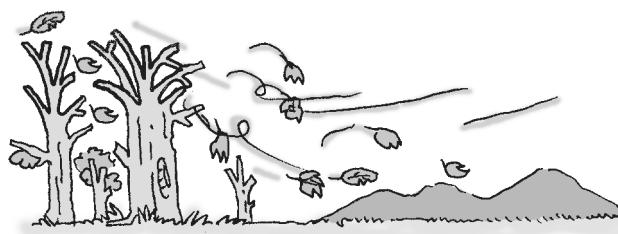
In summer, it is sunny.

④ In autumn, it is cool and dry.

In autumn, it is sunny and windy.

## F Look, read and match (看图读一读, 将文字与图片配对)

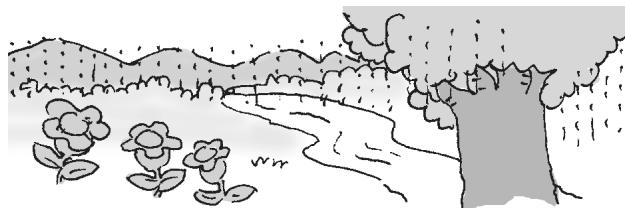
a



b



c



d



1

Spring comes in March, April and May. It is warm and rainy. Plants grow and grow in spring. There are many beautiful flowers in the park. The leaves are green.

c

3

Autumn comes in September, October and November. It is cool and windy. The leaves are red, brown and yellow. They fall and fall.

a

2

Summer comes in June, July and August. It is hot and sunny. I can go to the beach. Many people like swimming in the sea.

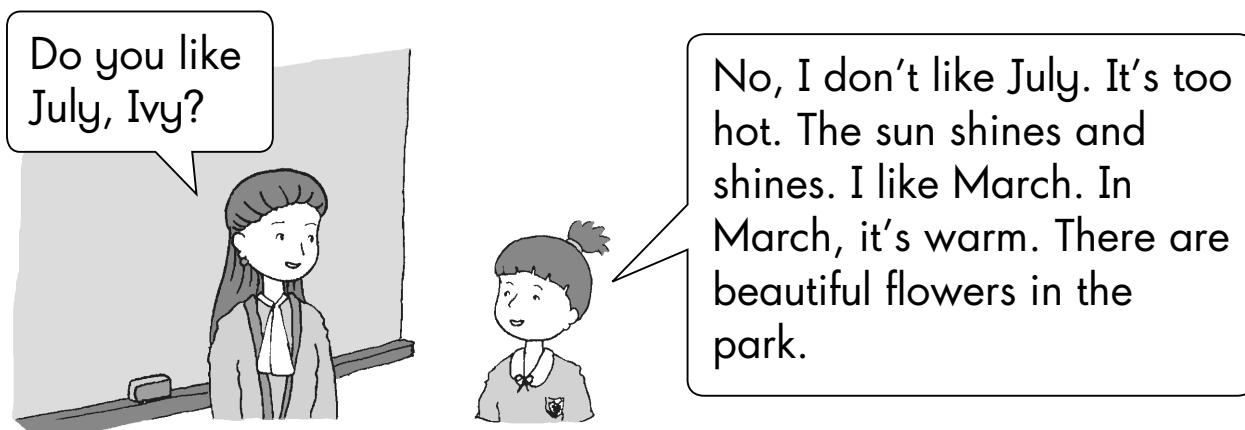
d

4

Winter comes in December, January and February. It is very cold and windy. I can hear the wind. It blows and blows.

b

## G Look, read and tick (看图读对话, 在下面相应的空格内打√)

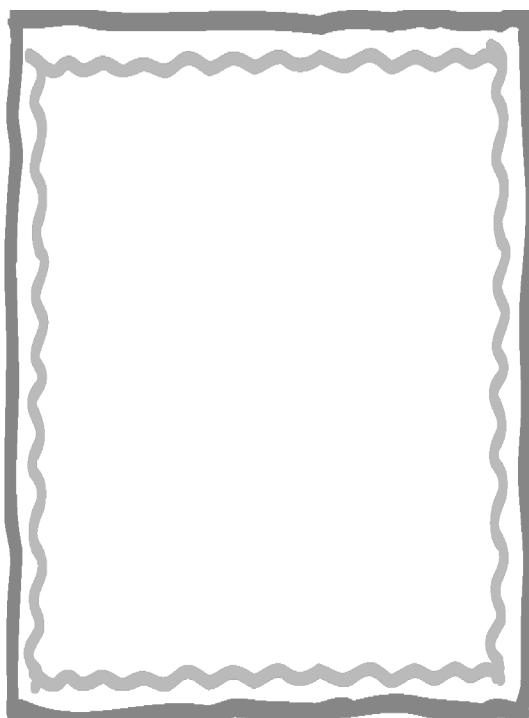


**How is the weather?**

	Sun	Clouds	Rain	Fire & Water	Fire & Water	Person	Person
March			✓		✓		✓
July	✓						✓
October	✓			✓		✓	

## Task: The weather in Shanghai (上海的天气)

### A Think, draw and talk (想一想, 画一画, 说一说)



Which season do you like?

How's the weather?

What can you do?

I like spring/summer/autumn/winter.

In spring/summer/autumn/winter, it's ...

I can ...

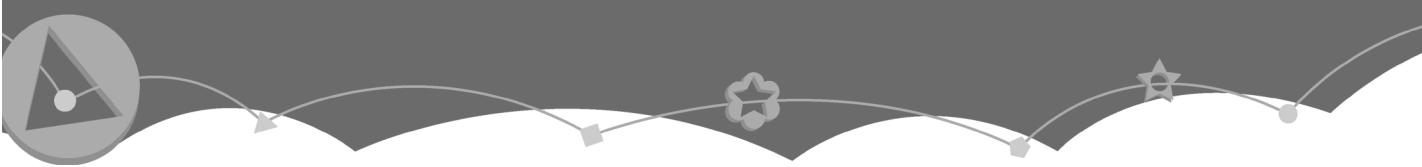
### B Think and write (请写一封邮件给澳洲的小朋友Betty, 告诉她上海的气候特征和你喜欢做的事情)

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Hi Betty,  
How are you doing?  
\_\_\_\_\_  
\_\_\_\_\_

Best wishes,  
\_\_\_\_\_



# Module Revision (4)

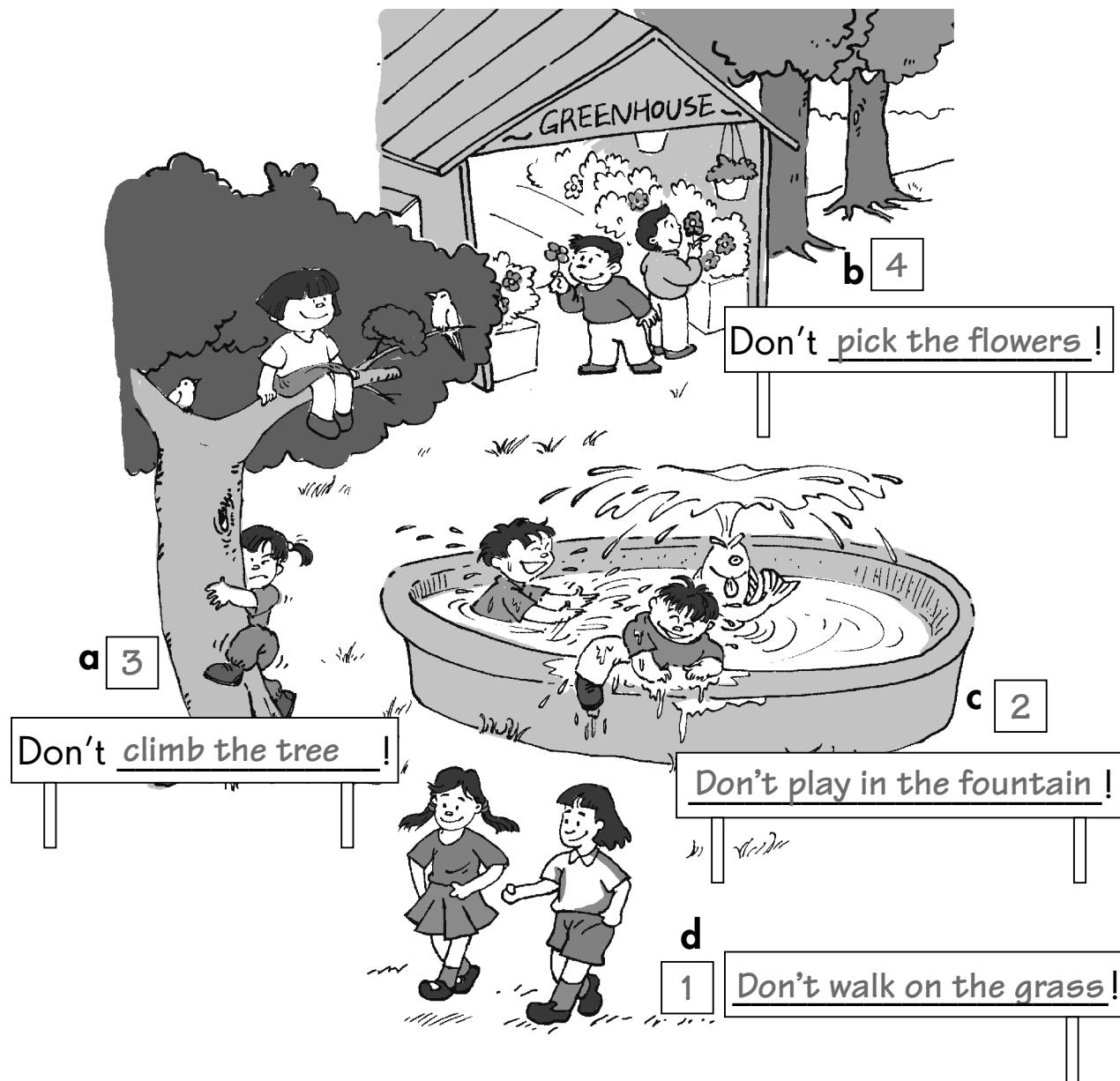
## A Listen and circle (听录音，圈出听到的内容)

- 1  a stones       b flowers       c cap
- 2  a come       b some       c sun
- 3  a in the pond       b next to the pond       c in the greenhouse
- 4  a sunny and warm       b sunny and windy       c sunny and hot
- 5  a How's the weather in October?  
 b How's the weather in November?  
 c How's the weather in December?
- 6  a The greenhouse is near the aviary.  
 b The greenhouse is next to the aviary.  
 c The greenhouse is behind the aviary.

## B Listen and circle (听录音，圈出正确的应答)

- 1  a It's cold.  
 b It's hot.  
 c It's cool.
- 2  a No, I don't.  
 b Thank you.  
 c I'm sorry.
- 3  a I like spring.  
 b I like winter.  
 c Yes, I do.
- 4  a It's sunny and warm.  
 b I have a camera and some food.  
 c You can see many flowers.
- 5  a It's on Apple Street.  
 b It's beautiful.  
 c It's big and nice.
- 6  a They are beautiful.  
 b They are blue.  
 c They are in the aviary.
- 7  a They like grass.  
 b They eat grass.  
 c They are big.
- 8  a There is a pond.  
 b There is a fountain.  
 c No, there isn't.

**C Listen, number and write** (听录音, 分辨小朋友们违反了什么规定, 按顺序编号, 然后填空完成标志牌)



**D Listen and judge** (听录音, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

- |   |   |
|---|---|
| ① It's sunny and windy today.           | F |
| ② Danny has a cap.                      | T |
| ③ Jill wants to see the birds.          | F |
| ④ Jill likes flowers and plants.        | T |
| ⑤ The aviary is next to the greenhouse. | T |

## E Look, read and complete (看图读一读, 填空完成对话)

①

How's the weather in January?



In January, it's cloudy and windy.

②

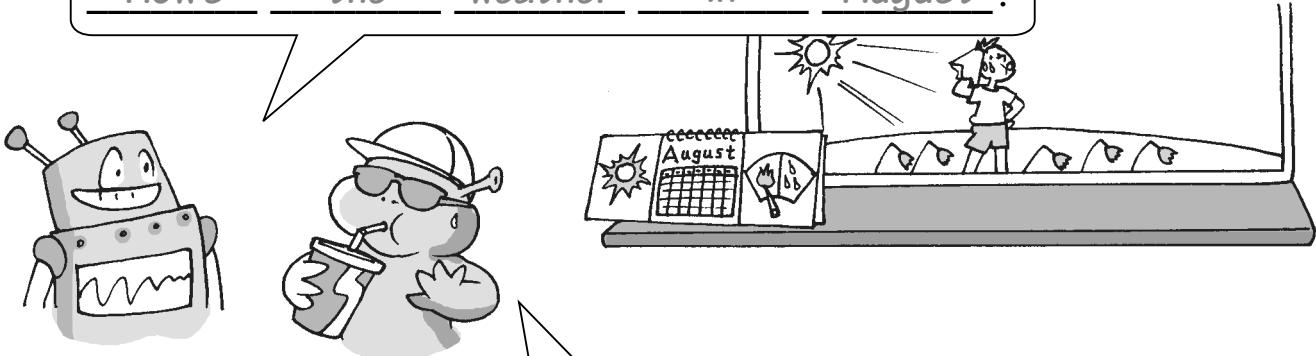
How's the weather in July?



In July, it's sunny and rainy.

③

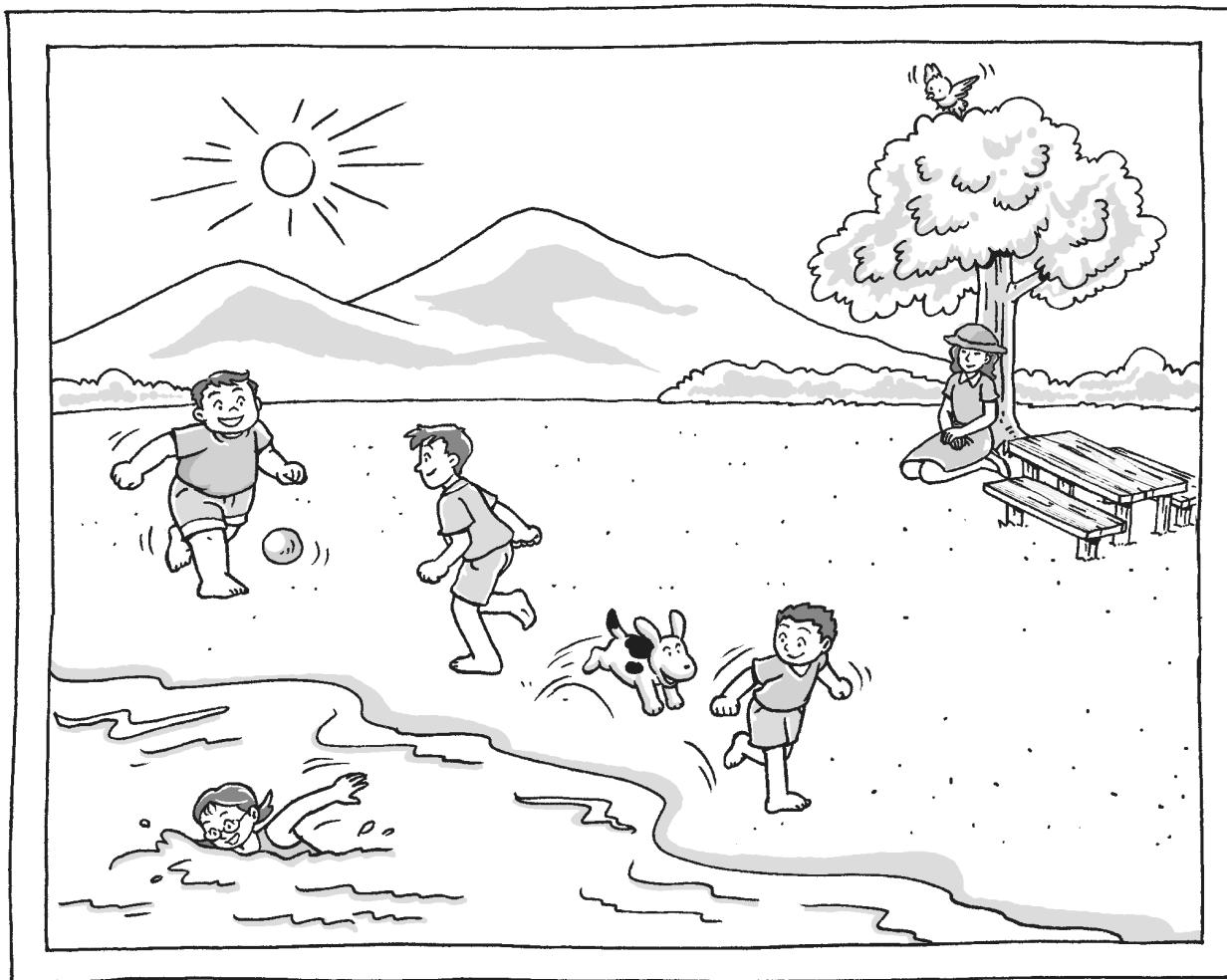
How's the weather in August?



In August, it's hot and dry.

## F Look, choose and complete (看图, 选词填空完成短文。单词可多次选用)

behind beside under are has on is in



It is a hot summer day. Kitty and her friends are at the beach. Look! They are happy.

Kitty is swimming in the sea. Danny and Ben are playing ball games. Peter is running. Sam is behind Peter. He is running too.

There is a tree at the beach. There is a bird on the tree. It is singing. Mrs Li is sitting under the tree. She has a hat. There is a table and two benches (长凳) beside the tree.

## G Look, read and write (看图读Kitty写给笔友Cathy的信, 从方框中选择适当的句子填空, 完成这封信)



Dear Cathy,

How are you doing?

It is spring now. It is warm and sunny today. The sky is blue.

(1) The clouds are white. I go to Rainbow Park with my parents. We plant trees and have a picnic in the park. We take some photos too. I see many beautiful flowers there.

(2) They are red, white and yellow. I can smell the flowers too. (3) They are nice. There are butterflies and bees. (4) I like butterflies.

They are beautiful.

(5) I like spring. How about you?

Best wishes,  
Kitty





## Tapescripts and answer key

录音材料及参考答案

### M1U1 Meeting new people

#### A Listen and circle (听录音, 圈出正确的单词)

- 1 This is my dog. Her name is Sandy. Sandy is two.
- 2 This is my friend, Lin. Lin is sixteen. He's tall.
- 3 Andy is my new classmate. He's nine. His student number is sixteen.
- 4 This is my friend, Linda. She's thirteen. Her student number is fourteen.

#### B Listen and circle (听录音, 圈出正确的应答)

- 1 Is Kitty's brother eleven? (c)
- 2 What's his name? (b)
- 3 What's your sister's name? (a)
- 4 How are you? (b)
- 5 How old are you? (b)
- 6 Goodbye, Joe. (c)

#### C Listen and choose (听录音, 选择正确的答案)

- 1 Jill: Hi, Kitty.  
Kitty: Hi, Jill.  
Jill: This is Jack. He's our new classmate. He's nine years old.  
He's from Beijing.  
Kitty: Nice to meet you, Jack.  
Jack: Nice to meet you, Kitty.  
Question: What's the boy's name? (b)
- 2 Peter: Hi, Danny. Today is my sister's birthday.  
Danny: How old is your sister, Peter?  
Peter: She's twelve years old.  
Question: How old is Peter's sister? (a)
- 3 This is my brother. His name is Ray. He's eleven. He can play football.  
This is my sister. Her name's Anna. She's thirteen. She can play cards.  
Question: How old is Anna? (b)
- 4 Kitty: Happy Birthday, Grandpa!  
Grandpa: Thank you, Kitty.  
Kitty: Here's a gift for you.  
Grandpa: Wow! A card! Thank you.  
Question: Is it Kitty's birthday? (b)

#### D Complete and say (填空完成下面的名片, 并根据提示和同学互相介绍) (略)

#### E Look and write (看图, 填空完成句子)

- (1 eleven 2 Sixteen 3 twelve 4 fourteen)

**F Read, choose and write** (读一读, 选词填空完成句子。单词可多次选用)

- (1) Her, His, My (2) He's, our, She's (3) His, He's, His)

**G Look, read and complete** (看图读一读, 填空完成句子)

- 1 This is my new classmate.

Her name is Jenny.

She's twelve. She's tall.

Her hair is short.

- 2 This is my new friend.

His name is Jim.

He's nine. He's short.

His eyes are big.

- 3 This is my brother.

His name is Alan.

He's eleven. He's tall.

His hair is short.

His bicycle is red.

- 4 This is May.

She's ten (years old).

She's short.

Her hair is long.

Her skateboard is blue.

**H Read and complete** (读Ben写给Ivy和Billy的信, 完成下面的表格)

Name	Age	student number	can (do well)	cannot (do well)
David	11	15	run	draw
Andy	11	16	draw	sing
Karen	12	13	draw and sing	swim

**Task: Meeting new friends** (结识新朋友) (略)

**M1U2 Abilities**

**A Listen and match** (听录音, 把人物和他们能做的事连起来)

- 1 —Can Kitty run fast?

—Yes, she can. (b)

- 2 —Can Alice draw well?

—No, she can't. But she can sing well. (c)

- 3 —Can Peter jump high?

—Yes, he can. (a)

- 4 —Can Danny draw well?

—No, he can't. But he can swim very well. (e)

- 5 —Can Ben sing well?

—No, he can't. But he can draw well. (d)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 Can Supergirl paint a picture? (b)

- 2 Can you sing well, Kitty? (c)

- 3 Can he swim? (a)

- 4 What can Jill do? (a)

- 5 Can she draw a tree? (a)

- 6 Can you dance well, Peter? (b)

### C Listen and tick (听录音, 根据描述勾一勾)

- 1 —Who's this, Sally?  
—This is my classmate. Her name's Carol. She's thin. She can draw well.  
—Super! Can she swim?  
—No, she can't.
- 2 —Look! That's Joe.  
—Is he your classmate?  
—No. He's my brother. He's big.  
—Can he swim?  
—No, he can't. But he can jump high.
- 3 —David, is this Ann?  
—Yes. She's my sister. She's short.  
—Can she paint?  
—No, she can't.  
—Can she run fast?  
—Yes, she can run fast. She can jump high too.
- 4 —Who's he, Joe?  
—He's my friend. His name's Charlie. He's tall.  
—Can he draw well?  
—No, he can't. But he can swim.
- 5 —Who's he, Anna?  
—He's my friend. His name's Alan. He's eleven.  
—Can he paint well?  
—Yes! He can paint very well.

(1 classmate, thin, draw well 2 brother, big, jump high 3 sister, short, run fast, jump high 4 friend, tall, swim 5 friend, eleven, paint well)

### D Tick, ask and answer (勾一勾, 完成下面的表格, 然后根据提示与同学互相问答) (略)

### E Read and write (读一读, 用can或can't填空完成句子)

(1 can't, can 2 can, can't 3 can, can't 4 can't, can 5 Can, can't)

### F Look, read and complete (看图读一读, 填空完成对话)

(1 paint, he, can 2 dance, she, can 3 swim, she, can 4 Can, she, can't, run  
5 jump, Yes, he, can 6 fly, No, she, can't)

### G Look, read and judge (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

(1 F 2 T 3 F 4 F 5 T)

### Task: Our abilities (我们的能力) (略)

## M1U3 How do you feel?

### A Listen and number (听录音, 根据顺序给下面的图片编号)

1 —How do you feel?

—I'm tired.

2 —How do you feel?

—I'm sad.

3 —Are you hungry?

—Yes, I'm hungry.

4 —How does he feel?

—He is thirsty.

5 —Is she happy?

—No. She is angry.

(2, 1, 5, 3, 4)

### B Listen and circle (听录音, 圈出正确的应答)

1 How do you feel? (a)

2 I'm tired, Mum. (c)

3 Are you hungry? (b)

4 Is Ginger happy? (c)

5 I'm not hungry. I'm thirsty. (c)

6 Simon has a new bicycle. How does he feel? (c)

7 How do you feel, Ben and Kitty? (b)

8 Have some biscuits, Tom. (c)

### C Listen, choose and write (听录音, 选择填空完成对话)

1 Miss Duck likes water. She can swim.

Miss Duck: Hi, Mr Cat.

Mr Cat: Hi, Miss Duck.

Miss Duck: Can you swim?

Mr Cat: No, I can't. I'm tired.

Miss Duck is sad.

2 Miss Duck: Hi, Miss Mouse.

Miss Mouse: Hi, Miss Duck.

Miss Duck: Can you swim?

Miss Mouse: No, I can't. I'm afraid.

Miss Duck is sad.

3 Miss Duck: Hi, Mr Pig. Hello. Miss Pig.

Mr Pig and Miss Pig: Hi, Miss Duck.

Miss Duck: Can you swim?

Mr Pig and Miss Pig: No, we can't. We're full.

Miss Duck is angry.

4 Mr Turtle and Mrs Fish: Hi, Miss Duck!

Miss Duck: Hello, Mr Turtle. Hi, Mrs Fish. Can you swim?

Mr Turtle and Mrs Fish: Yes, we can.

Miss Duck: Great! Let's swim together.

Miss Duck is happy.

- (1) No, I can't. tired, sad    2 No, I can't. sad    3 No, we can't. full, angry  
4 Yes, we can. happy)

**D Look, tick, ask and answer** (看图勾一勾, 然后根据提示和同学互相问答) (略)

**E Look, read and complete** (看图读一读, 填空完成句子)

- (1 happy    2 angry    3 hungry    4 full    5 thirsty    6 tired)

**F Look, read and complete** (看图读一读, 填空完成短文)

- (1 happy, happy    2 is, tired, is, happy    3 are, sad    4 are, happy)

**G Look, read and judge** (看图读故事, 判断下面句子的正误, 正确的用“T”表示,  
错误的用“F”表示)

- (1 T    2 T    3 F    4 F    5 F    6 T    7 T    8 F)

**Task: Our feelings** (我们的感受)

- (A full, happy, sad, tired, thirsty, hungry    B tired, happy, sad, thirsty, hungry, full  
C (略) )

## Module Revision (1)

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 I have a brother. He's eleven. (a)
- 2 This is my new classmate. Her name's Linda. (b)
- 3 —How do you feel?  
—I'm full. (a)
- 4 —Can Supergirl swim?  
—Yes, she can. (b)
- 5 There are fifteen girls in my class. (b)
- 6 Can your mother paint a picture? (c)
- 7 Sally is hungry and tired. (a)
- 8 I can run very fast. (b)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 How old is your sister? (a)
- 2 What can you do in the classroom? (c)
- 3 Can Supergirl fly in the sky? (a)
- 4 I'm hungry, Mum. (c)
- 5 You like skateboards. And you have a new skateboard. How do you feel? (b)
- 6 Can you draw a tree? (b)

**C Listen and number** (听录音, 根据顺序给下面的图片编号)

- 1 This is my friend. His name's Tom. He's twelve years old. He can paint.
- 2 That boy is my friend. His name's Danny. He's big. He likes riding his bicycle.

- 3 Look, this is my new classmate, Rose. She is eight years old. Today is her birthday. She's happy.
- 4 This is my new classmate. Her name's Joan. She can swim.
- 5 That boy is David. His student number is fifteen. He can run very fast.
- 6 I have a new friend. Her name's Sally. Look, she can skip.  
(4, 3, 6, 1, 5, 2)

**D Complete, ask and answer** (根据你好朋友的情况填空, 然后根据提示互相问答)  
(略)

**E Look, read and complete** (看图读一读, 填空完成对话)

- 1 Good, morning, Her, She's, name's
- 2 This, is, Her, name's, She's, My name's/I am, classmate/friend
- 3 He's, He's

**F Look, read and judge** (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

- (1 F 2 F 3 T 4 T 5 F)

**G Read and circle** (读Ivy和Billy写给Ben的信, 圈出正确的单词或短语, 完成句子)

- (1 two 2 two 3 two robots and one dog 4 the dog 5 white 6 sing, dance)

## M2U1 Jill's family

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 My father is tall and strong. (a)
- 2 My uncle likes playing basketball very much. (c)
- 3 I'm Sue. Mary and John are my parents. (b)
- 4 I have three cousins. (a)
- 5 I have two uncles and one aunt. (c)
- 6 Do you have a big family? (a)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 Do you have any brothers and sisters? (a)
- 2 Who is she? (a)
- 3 Do you have long hair? (b)
- 4 Are you Uncle John? (c)
- 5 Do you have a new dress, Aunt Mary? (a)
- 6 Is your father a police officer? (b)

**C Listen and write** (听录音, 填空完成表格)

- 1 Jill: Peter, do you have any uncles?

Peter: Yes, I have one uncle. How about you, Jill?

Jill: I have one uncle too.

- 2 Danny: Jill, do you have any aunts?

Jill: Yes, I have one aunt. Do you have any aunts, Danny?

Danny: Yes, I have two aunts. How about you, Peter?

Peter: I have two aunts too.

- 3 Danny: Peter, do you have any brothers and sisters?

Peter: Yes, I have one brother and one sister. Do you have any brothers and sisters?

Danny: No, I don't. But I have one cousin.

	aunt(s)	uncle(s)	brother(s)	sister(s)	cousin(s)
	2	1	1	1	4
	1	1	0	0	1
	2	1	0	0	1

**D Read, think and write** (读一读, 想一想, 写出Linda的问句)

- (2) Do you have cousins? (3) Do you have a bicycle? (4) Do you have a skateboard?

- (5) Do you have any dolls? (6) Do you have a dog?)

**E Complete, ask and answer** (根据你自己的实际情况填空完成表格, 然后与同学互相问答) (略)

**F Look, read and complete** (看图读一读, 填空完成句子)

- (1) grandfather, two, Carrie, Bob (2) grandmother, mother (3) father, uncle

- (4) aunt, sister (5) brother (6) cousin)

**G Look and complete** (看图, 填空完成句子)

- 1 This is my cousin. He's a student. 2 This is my aunt. She can sing.

- 3 This is my uncle. He's a police officer. 4 This is my sister. She's a nurse.

**H Read and circle** (读短文, 圈出正确的单词完成句子)

- (1) two (2) uncle (3) aunt (4) cousin (5) ten (6) play basketball)

**Task: My family** (我的家庭) (略)

## M2U2 Jobs

**A Listen and circle** (听录音, 圈出正确的单词)

- 1 —What does your brother do?

—He's a police officer.

- 2 My mother is tall. She's a nurse.

- 3 —What does your mother do?

—She's a teacher.

- 4 Lucy is a student. She has a small ball in her hands.

- 5 —What does your uncle do?

—He's a cook.

- 6 —Are you a firefighter, Mr Li?

—No. I'm a doctor.

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 What does your uncle do? (a)
- 2 Are you a police officer? (c)
- 3 What does your mother do? (b)
- 4 Is your father a firefighter? (b)
- 5 What does your grandmother do? (a)
- 6 Is your aunt a nurse? (b)

**C Listen and match** (听录音, 把人物和相应的职业连起来)

1 May: This is my uncle. His name's Mark. He's strong.

Anna: Is he a police officer?

May: No.

Anna: What does he do?

May: He's a doctor.

2 Paul: Is your father a firefighter, Joe?

Joe: Yes.

Paul: Super! What's his name?

Joe: His name's Robert.

3 Danny: This is my aunt. Her name's Rosa.

Jill: What does she do? Is she a doctor?

Danny: No, she isn't. She's a nurse.

4 Peter: Who's that man, Linda?

Linda: He's my uncle, Kevin.

Peter: What does he do?

Linda: He's a police officer.

5 Kitty: Do you have any uncles and aunts, Tim?

Tim: Yes, I have one uncle. His name's George.

Kitty: What does he do?

Tim: He's a teacher.

(1 d 2 a 3 e 4 c 5 b)

**D Tick, ask and answer** (在表格中打√, 并根据提示互相问答) (略)

**E Look, read and complete** (看图读一读, 填空完成句子)

(1 she, isn't, does, do, a, doctor 2 does, your, do, a, teacher, teacher, No, she, isn't, a, nurse 3 What, does, your, do, He's, a, firefighter, What, does, your, do, He's, a, police, officer)

**F Look, read and write** (看图读一读, 写出下面各段所描述的人物名字和他们的职业)

(1 Mr Liu, police officer 2 Miss Luo, teacher 3 Mr Brown, cook  
4 Mr Smith, firefighter 5 Mr White, doctor)

**G Look, read and write** (看图读对话, 填空完成下面的句子)

(doctor, bus driver, bus driver, nurse)

## **Task: The Blacks have different jobs** (布莱克一家从事不同职业) (略)

### **M2U3 I have a friend**

#### **A Listen and circle** (听录音, 圈出听到的内容)

- 1 We have shorts for summer. (c)
- 2 Kitty has a pink dress. (b)
- 3 Do you have blue shirts? (c)
- 4 My sweater is grey and green. (b)
- 5 Miss Fang has a blue blouse. (b)
- 6 Danny has a black shirt. (c)

#### **B Listen and match** (听录音, 把人物和相应的服装连起来)

- 1 Mr Zhang has a white shirt. (b)
- 2 Alice has a new skirt. (c)
- 3 I am Kitty. I need a new dress for my birthday party. (d)
- 4 Peter has a pair of shorts. (a)

#### **C Listen and choose** (听录音, 选择正确的答案)

- 1 Alice: Look at Miss White. She has a beautiful coat.  
Tom: Is it a blue and white coat?  
Alice: No. It's a purple and white coat.  
Question: What colour is Miss White's coat? (b)
- 2 Peter: What do you have for the party, Alice?  
Alice: I have a long blue dress. And Kitty has a long pink dress.  
Question: What colour is Alice's dress? (b)
- 3 Jill: It's cold today. I have a coat and a scarf.  
Danny: I have a coat too.  
Question: What season is it? (b)
- 4 Miss Li: How do you feel, Mary?  
Mary: I'm thirsty and tired, Miss Li.  
Miss Li: Oh, come here and sit down. Have some water, please.  
Mary: Thank you, Miss Li.  
Question: How does Mary feel? (c)
- 5 Mum: Lisa, today is your birthday. I have a gift for you.  
Lisa: What is it, Mum? Is it a T-shirt?  
Mum: No, it isn't. Open it and see.  
Lisa: Oh, it's a pink skirt. Thank you, Mum.  
Question: What is Lisa's gift? (a)

#### **D Draw and say** (画一画你的好朋友, 根据提示说一说) (略)

#### **E Look, choose and complete** (看图, 选词填空完成句子)

(friends 1 has, has 2 has, has 3 T-shirt, has, have 4 has, has, has  
5 has, jeans, has)

**F Look, think and write** (看图想一想, 然后写一写)

- 1 He has a bicycle. He can ride a bicycle.
- 2 They have a kite. They can fly a kite.
- 3 He has a ball. He can play ball games.
- 4 She has a skateboard. She can skate.

**G Look, read and write** (看图读一读, 把相应的人物名字和物品名称写在横线上)

- (1 Polly, cat 2 Mark, bicycle 3 Bill, skateboard 4 Amy, kite)

**H Look, read and match** (看图读对话, 根据对话内容连线)

- 1 Jim's T-shirt is black.
- 2 Grandma's T-shirt is black and white.
- 3 Billy's T-shirt is white.
- 4 Mary's T-shirt is small.)

**Task: A good friend** (一个好朋友) (略)

**Module Revision (2)**

**A Listen and number** (听录音, 根据顺序给下面的图片编号)

- 1 1) May has a skateboard. She's happy.
  - 2) Alan is not happy. He is sad.
  - 3) Jenny is happy. She has a new kite. (2, 3, 1)
- 
- 2 1) —Is your aunt a doctor?  
—No. She is a teacher.
  - 2) —What does your father do, Bill?  
—He is a firefighter.
  - 3) —What does your uncle do? Is he a firefighter?  
—No. He's a police officer. (1, 3, 2)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 Do you have any uncles, Lily? (a)
- 2 What does your brother do? (b)
- 3 Do you have any brothers and sisters? (a)
- 4 What does your aunt do? (a)
- 5 Are you a police officer? (c)
- 6 Is your father a bus driver? (b)

**C Listen and write** (听录音, 填空完成表格)

Annie: Hi, Bill. This is a photo of my family.

Bill: Look at the man. He has a blue shirt. Is he your father?

Annie: Yes, he's my father. He's a doctor.

Bill: Is this your mother?

Annie: No. She's my aunt. She's a nurse. This is my mother. She has a red dress.

Bill: What does your mother do?

Annie: She's a teacher.

Bill: Who's this man? Is he your uncle?

Annie: Yes, he's my uncle, Sam. He's a police officer.

Bill: Who's this boy? Is he your brother, Fred?

Annie: That's right. Fred is a student.

Bill: Is this girl your sister?

Annie: No. She's my cousin. Her name's Sandy. She likes dogs.

Bill: What does she do?

Annie: She's a cook. She can cook very well!

Bill: Annie, you have a big family!

(mother—teacher, brother—student, uncle—police officer, cousin—cook)

**D Look, ask and answer** (根据练习C的表格和同学互相问答) (略)

**E Match, read and circle** (将文字框与图片配对, 然后圈出相应的单词, 完成句子)

1 (d) She is nine. She has a kite. She is short. She has short hair.

2 (a) They are eleven. They are tall. They have short hair. They have a cat.

3 (c) He is short. He has short hair. He is nine. He has a ball.

4 (b) He is tall. He is ten. He has long hair. He has a bicycle.)

**F Read, choose and complete** (读一读, 选词填空完成句子)

1 —Do you have any aunts?

—Yes, I have three aunts.

2 —What does Mr Li do? Is he a firefighter?

—No, he isn't. He's a police officer.

3 I have a blue dress. Kitty has a pink dress.

4 —Are you a nurse?

—Yes, I am.

5 —I'm thirsty. Do you have any water?

—Yes. Here you are.

**G Read and judge** (读对话, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

(1 F 2 T 3 F 4 F 5 F 6 T)

## M3U1 In our school

**A Listen and circle** (听录音, 圈出听到的内容)

1 This is our canteen. (b)

2 Miss Fang is in the office. (a)

3 The chair is behind the desk. (c)

4 The students can play basketball in the gym. (a)

5 There are many books in the reading room. (b)

6 We have lunch in the canteen. (a)

**B Listen and circle** (听录音, 圈出正确的应答)

1 Where is your school garden? (a)

- 2 What's on this floor? (c)
- 3 What can you see in the computer lab? (a)
- 4 Your school is beautiful. (c)
- 5 What can you do in the playground? (c)
- 6 It is very big. You can see many books there. What is it? (c)

**C Listen and number** (听录音, 根据顺序给下面的图片编号)

- 1 It's clean and tidy. There are many desks and chairs in it. There is a blackboard too. We have lessons there. What is it?
- 2 It's big. There are a lot of books in it. We can read books there. What is it?
- 3 It's beautiful. There are many flowers and plants in it. What is it?
- 4 It's big and nice. There are many computers in it. We have computer lessons in it. What is it?  
(2, 1, 4, 3)

**D Look, ask and answer** (看图, 根据提示和同学互相问答) (略)

**E Look and write** (看图, 在方框内填上相应的单词)

(a) gym (b) library (c) computer lab (d) canteen (e) playground)

**F Read, choose and complete** (读一读, 选词填空完成句子)

(1) a classroom (2) the library (3) the school garden (4) the canteen)

**G Look, read and circle** (看图读短文, 圈出正确的单词或短语, 完成句子)

(1) sixteen (2) twelve (3) climb trees (4) panda (5) swim, climb trees (6) five, sing)

**H Look, read and judge** (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

(1) T (2) F (3) F (4) T (5) T (6) T)

**Task: We love our school** (我们爱学校) (略)

## M3U2 Around my home

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 There is a park near my home. (b)
- 2 Where is the supermarket? (a)
- 3 There is a post office next to my school. (c)
- 4 There are some shops and restaurants near my home. (a)
- 5 Is there a restaurant near the park? (c)
- 6 The fruit shop is between the post office and the school. (b)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 What's that? (b)
- 2 Where is your school? (a)
- 3 Is there a supermarket? (c)
- 4 Is there a post office near your home? (b)
- 5 Where is your home, Danny? (a)
- 6 What's in the library? (c)

### C Listen, choose and write (听录音, 选词填空完成短文)

I'm Jim. My home is at No. 10, Apple Street. There are some shops, a supermarket and a post office on the street. My school is at No. 40, Tree Street. There is a park behind my school. I like playing there. Next to the park, there is a toy shop and a restaurant. There is a library next to the toy shop. I like reading books in it.

### D Look, ask and answer (看图, 根据提示和同学互相问答) (略)

### E Read, choose and complete (读一读, 选词填空完成句子)

- (1 park 2 post office 3 fruit shop 4 flower shop 5 bakery 6 restaurant  
7 school garden)

### F Read, choose and complete (读一读, 选择适当的句子完成对话)

- (b, a, e, c, d)

### G Look, think and answer (看图, 回答问题)

- (1 Yes, there is. 2 No, there isn't. 3 Yes, there is. 4 They are on the table.  
5 It's in front of the bed/on the floor. 6 Yes, there is.  
7 It's next to the table/near the ball/near the table/on the floor.)

### H Look, read and write (看图读短文, 写出地图上a–e所代表的场所)

- (a restaurant b bakery c post office d cinema e park)

### Task: My home is here (我家在这里) (略)

## M3U3 In the shop

### A Listen and circle (听录音, 圈出听到的内容)

- 1 Give me a bowl, please. (c)  
2 Taste the noodles, please. (a)  
3 I have a packet of sweets. (b)  
4 A bottle of water, please. (c)  
5 Is there a bowl of soup? (c)  
6 How much are the sweets? (b)

### B Listen and match (听录音, 把食品和相应的价格连起来)

- 1 —A loaf of bread, please.  
—Here you are.  
—How much is it?  
—Eight yuan, please.  
2 —Two bottles of water, please. How much are they?  
—They're six yuan.  
3 —How much is a small packet of sweets?  
—It's five yuan.  
4 —A bowl of noodles, please. How much?  
—Nine yuan.  
5 —How much are two bars of chocolate?  
—They're sixteen yuan.

(1 b 2 c 3 e 4 d 5 a)

**C Listen and write** (听录音, 填空完成对话)

Lucy: Wow! The supermarket is so big!

Mum: Yes, Lucy! Here's the bakery section. What do you want?

Lucy: Mum, let's have a loaf of bread and four small cakes.

Mum: OK! How much are they?

Lucy: The bread is five yuan. The cakes are ten yuan. They are fifteen yuan together.

Mum: Do you want anything else?

Lucy: May I have some chocolate, Mum?

Mum: It's not good for your teeth, but you can have a small bar.

Lucy: Thank you, Mum!

**D Look, complete and say** (看图, 填空完成购物单, 然后根据购物单说一说) (略)

**E Look and write** (看图, 填空完成短语)

(2 bottle, juice 3 packet, biscuits 4 cake 5 ice cream 6 water

7 bowl, noodles 8 loaf, bread)

**F Look, read and complete** (看图读一读, 填空完成对话)

(1 is, it, Twelve, yuan 2 bottle, How, much, is, it, Six, yuan 3 ice, creams, packet, of, How, much, are, they, Fourteen, yuan)

**G Read and write** (读价目表, 然后填空完成对话)

(Fourteen, Fifteen, Thirteen, Eight)

**Task: Shopping for our class party** (为班级聚会采购) (略)

### Module Revision (3)

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 We have lunch in the canteen. (c)
- 2 There is a post office near my school. (a)
- 3 I have a packet of biscuits. (c)
- 4 Our classroom is next to the gym. (b)
- 5 Is there a supermarket? (b)
- 6 There is a park behind my home. (b)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 Is this your canteen? (b)
- 2 How much are the sweets? (c)
- 3 Is there a post office near your home? (c)
- 4 How much is the toy bear? (b)
- 5 What's in your classroom? (c)
- 6 Where is your home, Anna? (a)

**C Listen and number** (听录音, 根据对话编号)

Alice: Welcome to our school, Mr Wang.

Mr Wang: Is that the hall, Alice?

- Alice: Yes, it is, and this is the teachers' office.
- Mr Wang: It's nice and clean. What's on this floor, Alice?
- Alice: There is a computer lab on this floor. Look! This is our computer lab. We have computer lessons here.
- Mr Wang: Oh, it's big. There are a lot of computers in it.
- Alice: This is our classroom. We have lessons here.
- Mr Wang: What's this?
- Alice: It's our library. There are many books in it.
- Mr Wang: It's clean and tidy. Is there a gym in your school?
- Alice: No. But we have a big playground.

(a 5 b 3 c 4 d 2 e 1 f 6)

**D Think, draw, ask and answer** (想一想, 画一画动物城里有什么, 并和同学互相问答) (略)

**E Think and write** (想一想, 在这些场所你能看见什么? 根据提示在每条横线上写一种) (供参考)

school: canteen, computer lab, gym, hall, classroom

supermarket: water, sweet, biscuit, ball, chocolate

bakery: sandwich, bread, cake, pie, pizza

**F Read and complete** (读一读, 填空完成对话)

(1 there, is 2 bottle, water 3 have, a, bottle, of 4 much, is 5 six 6 three)

**G Look, read and write** (看图读短文, 写出每个动物的家在哪里)

- (1 Mr Lion's home is at No. 25, Tree Street.)
- (2 Mr Monkey's home is next to Animal School.)
- (3 Mr Horse's home is near the post office.)
- (4 Miss Cat's home is at No. 35, Grass Street.)
- (5 Miss Rabbit's home is next to Miss Cat's home.)

## M4U1 A visit to a farm

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 Please don't litter. (a)
- 2 Here is some grass. (c)
- 3 The sheep like grass and hay. (c)
- 4 Are there any cows and horses on the farm? (b)
- 5 Don't pick flowers. (c)
- 6 Please don't throw stones. (b)

**B Listen and number** (听录音, 根据顺序给下面的图片编号)

- 1 Don't walk on the grass.
- 2 Don't play in the pond.
- 3 Don't pick flowers.
- 4 Don't climb the tree.

5 Don't litter.

6 Don't feed the hens.

(2, 1, 5, 4, 3, 6)

**C Listen and tick** (听录音, 看看各种动物分别喜欢吃什么, 在表格相应的一栏内打√)

1 Peter: What do cows like, Mr MacDonald? Do they like corn?

Mr MacDonald: Yes, they like corn.

Peter: Do they like hay?

Mr MacDonald: Yes, they like hay.

Peter: Do they like meat?

Mr MacDonald: No, they don't. They like grass.

Peter: Here's some grass.

Mr MacDonald: Thank you.

2 Alice: What do pigs like?

Mr MacDonald: They like corn.

Alice: What do ducks like?

Mr MacDonald: Ducks like corn too. They don't like hay and grass.

Alice: How about horses? Do they like corn?

Mr MacDonald: No, they don't like corn. They like grass.

Alice: Do horses like hay?

Mr MacDonald: Yes, they like hay.

Alice: What do sheep like?

Mr MacDonald: They like grass and hay too.

✓	 grass	 corn	 hay
cows	✓	✓	✓
pigs		✓	
ducks		✓	
horses	✓		✓
sheep	✓		✓

**D Look and say** (看一看下图中小朋友的行为是否妥当, 你该对他们说什么?) (略)

**E Look, read and write** (看图, 填空完成句子)

(hay, corn, grass, grass, corn)

**F Read, choose and complete** (读一读, 选词填空完成句子)

(1 walk, sorry, 2 Close, OK 3 Don't, rubbish, rubbish, sorry 4 Don't, pick  
5 feed)

**G Look, choose and complete** (看图, 选择适当的句子, 填空完成对话)

(1 Don't pick the flowers!

2 Don't feed the ducks!

- 3 Don't throw stones!
- 4 Don't climb the tree!
- 5 Don't litter!
- 6 Don't walk on the grass!)

**H Look, read and write** (看图读故事, 填空完成下面的短文)

(horses, hens, ducks, grass, hay, corn, horses, ducks)

**Task: Getting ready for a farm visit** (准备去参观农场) (略)

## M4U2 At Century Park

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 I have a camera and a sketchbook. (b)
- 2 The birds are in the aviary. (c)
- 3 Jim has a cap. (c)
- 4 Do you have a bottle of water? (b)
- 5 I can see many birds in the aviary. (c)
- 6 Alice is in front of the greenhouse. (b)

**B Listen and circle** (听录音, 圈出相应的图片)

- 1 Ben: Where is my sketchbook?  
Kitty: It's under your bag. (a)
- 2 Sally: Is Tim on the slide?  
Jim: No. He's beside the fountain. (b)
- 3 Kitty: Where is Minnie?  
Peter: She's under the tree. (a)
- 4 Alice: Look at the ducks.  
Danny: Oh, they're in the pond. They're lovely. (b)
- 5 Mum: Sam, don't climb the tree.  
Sam: Yes, Mum. (a)

**C Listen and tick** (听录音, 分辨下列物品分别属于哪个小朋友, 在表格相应的一栏内打✓)

- 1 Andy: Joe, I have a new skateboard. I'm happy.  
Joe: That's good, Andy.
- 2 May: Is that your bicycle, Joe?  
Joe: Yes.
- 3 Andy: Joe, count the kites. How many kites are there?  
Joe: There are two kites. I see a black kite. Whose kite is it?  
Anna: It's my kite.  
Andy: Yes, it's Anna's kite.  
Joe: There's a white kite on my bicycle. Is it your kite, May?  
May: Yes.
- 4 May: Where are my sketchbooks? Can you see my sketchbooks, Joe?

- Joe: Are your sketchbooks brown, May?  
 May: Yes.  
 Joe: Look! They're in front of my bicycle.
- 5** Andy: Can you see the doll?  
 Joe: Yes. It has long hair.  
 Andy: It has a pink dress too. It's beautiful. Is it your doll, Anna?  
 Anna: Yes, it is.
- 6** Andy: Where's my camera? Can you see my camera, May?  
 May: Is it black, Andy?  
 Andy: Yes.  
 May: It's on the grass.

	skateboard	bicycle	sketchbooks	black kite	white kite	camera	doll
Andy	✓					✓	
Joe		✓					
Anna				✓			✓
May			✓		✓		

**D Look, label, ask and answer** (看图写出相应的单词, 根据提示互相问答)

(a aviary b pond c fountain d playground)

**E Read, choose and write** (读一读, 选词填空完成句子)

(1) camera (2) aviary (3) cap (4) pond (5) greenhouse)

**F Look, read and complete** (看图读一读, 填空完成句子)

(2) are, in (3) is, is, on (4) are, are, in (5) Where, is, He, is, in

(6) Where, is, is, beside (7) Where, is, He is, on)

**G Look, read and judge** (看图读故事, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

(1) T (2) T (3) F (4) F (5) F (6) F)

**Task: Planning an outing** (计划出游) (略)

## M4U3 Weather

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 In spring, it is warm and rainy. (a)
- 2 We like flying kites in autumn. (b)
- 3 In Australia, summer is sunny and hot. (a)
- 4 Mum and I go to the supermarket on Sunday. (c)
- 5 How's the weather in winter? (c)
- 6 We can see flowers in spring. (b)

**B Listen and tick** (听录音, 在表格相应的一栏内打√)

- 1 —How's the weather on Sunday?  
—It's sunny and hot on Sunday.
- 2 —How's the weather on Monday?  
—It's windy and rainy on Monday.
- 3 —How's the weather on Tuesday and Wednesday?  
—It's rainy on Tuesday and Wednesday. It's wet.
- 4 —How's the weather today?  
—Today is Thursday. It's windy.
- 5 —How's the weather on Friday and Saturday?  
—It's hot and dry on Friday and Saturday.

✓	sunny	rainy	windy	hot	wet	dry
Sunday	✓			✓		
Monday		✓	✓			
Tuesday		✓			✓	
Wednesday		✓			✓	
Thursday			✓			
Friday				✓		✓
Saturday				✓		✓

#### C Listen and number (听录音, 分辨各段描述的是哪幅图, 按顺序编号)

- 1 The rain comes down and I go up. I open my arms on rainy days. What am I? (an umbrella)
- 2 I am beautiful. I like bees and butterflies. I smell nice. I go to the flower shop. What am I? (a flower)
- 3 It's windy in April. It's windy in October too. I am a toy. I have a long tail. I like the wind. I can fly. What am I? (a kite)
- 4 I see my friends in July and August. It's hot and wet. They are swimming and collecting my shells. What am I? (a beach)
- 5 It's a hot summer day. It's rainy. We can see some birds. We can hear them. They are singing. What are we? (trees)
- 6 It's cold in November and December. I am on my friend's head. What am I? (a hat)  
(5, 3, 6, 1, 2, 4)

#### D Look, write, ask and answer (写出每幅图表示的天气和冷暖干湿情况, 然后根据提示和同学互相问答)

sunny	rainy	cloudy	windy	warm	hot	cool	wet	cold	dry

**E Look, choose and complete** (看图, 选词填空完成句子)

(1) warm, wet, rainy    2) cold, cloudy    3) hot, sunny    4) cool, dry, windy)

**F Look, read and match** (看图读一读, 将文字与图片配对)

(1 c   2 d   3 a   4 b)

**G Look, read and tick** (看图读对话, 在下面相应的空格内打√)

How is the weather?								
March			✓		✓		✓	
July	✓							✓
October	✓			✓		✓		

**Task: The weather in Shanghai** (上海的天气) (略)

**Module Revision (4)**

**A Listen and circle** (听录音, 圈出听到的内容)

- 1 Please don't throw stones. (a)
- 2 There are some lovely ducks in the pond. (b)
- 3 The boys are in the greenhouse. (c)
- 4 It's sunny and hot today. (c)
- 5 How's the weather in November? (b)
- 6 The greenhouse is near the aviary. (a)

**B Listen and circle** (听录音, 圈出正确的应答)

- 1 It's July. How's the weather in Shanghai? (b)
- 2 Please don't play in the pond. (c)
- 3 Do you like spring? (c)
- 4 What do you have for the picnic? (b)
- 5 Where is the zoo? (a)
- 6 Where are the birds? (c)
- 7 What do cows like? (a)
- 8 Is there a pond in the park? (c)

**C Listen, number and write** (听录音, 分辨小朋友们违反了什么规定, 按顺序编号, 然后填空完成标志牌)

- 1 Where are the tall girls? They're on the grass. The man's angry: 'Don't walk on the grass.' (d, Don't walk on the grass!)
- 2 Where are the fat boys? They're in the fountain. Their teacher's angry: 'Don't play in the fountain.' (c, Don't play in the fountain!)
- 3 Where are the short girls? One girl's in the tree. One girl's under the tree. Their mother's angry: 'Don't climb the tree.' (a, climb the tree)
- 4 Where are the short boys? They're in the greenhouse. Their father's angry: 'Don't pick the flowers.' (b, pick the flowers)

**D Listen and judge** (听录音, 判断下面句子的正误, 正确的用“T”表示, 错误的用“F”表示)

Danny: Hi, Jill. It's warm and sunny. Let's have a picnic in the park.

Jill: That's great. What do you have, Danny?

Danny: Look. I have a cap, two packets of biscuits and some colas. What do you have, Jill?

Jill: I have a hat, a camera, some bread and water.

Danny: I want to see the birds. Where is the aviary?

Jill: It's near the fountain. Let's go there.

Danny: Look at the birds. They're beautiful.

Jill: Yes. I like flowers and plants. Where is the greenhouse, Danny?

Danny: It's next to the aviary. Look, here it is!

(1 F 2 T 3 F 4 T 5 T)

**E Look, read and complete** (看图读一读, 填空完成对话)

1 cloudy, windy

2 How's, the, In, July, it's, sunny, rainy

3 How's, the, weather, in, August, In, August, it's, hot, and, dry)

**F Look, choose and complete** (看图, 选词填空完成短文。单词可多次选用)

(are, in, behind, is, is, on, under, has, beside)

**G Look, read and write** (看图读Kitty写给笔友Cathy的信, 从方框中选择适当的句子填空, 完成这封信)

1 The clouds are white.

2 They are red, white and yellow.

3 They are nice.

4 I like butterflies.

5 I like spring.)

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