



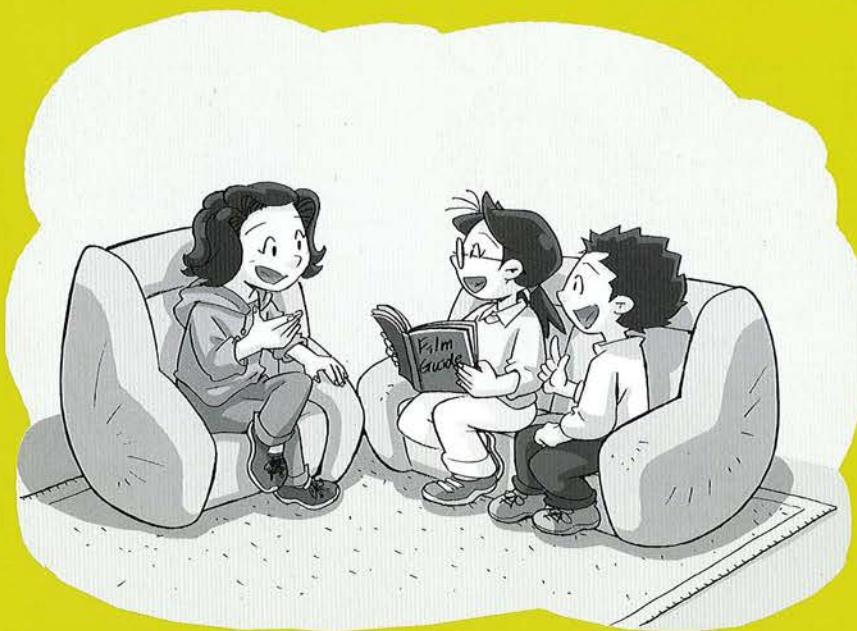
九年义务教育

English

英
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



学
习

七年级

第二学期
(试用本)

Introduction

Aims of the course

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

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

The approach

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

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

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

Task-based learning

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

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

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

List of the materials

Student's resources

- *Student's Book 7B*
- *Workbook 7B*
- Online audio 7B

Teacher's resources

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

Organization of Student's Book

How a module is organized

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

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

Reading

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

Listening and speaking

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

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

Writing

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

Language

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

Now listen

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

Using English

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

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

More practice

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

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

Project

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

Using the Teacher's Book

About the Teacher's Book

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

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

organizing tasks and activities and facilitating language learning and use in typical teaching environments.

- 5 Additional resources; photocopiable pages of survey sheets, poems, songs and illustrations will help teachers address the area of student differentiation within the language class. Templates and cut-outs for practical tasks and activities are included.
- 6 Suggested allocation of time to help teachers plan effectively.

Teaching procedures

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

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

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

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

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

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

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

前 言

《英语（牛津上海版）七年级第二学期》（学生用书）

一、框架结构

见目录 (Contents)。

二、栏目的简要介绍

项目	内容和特色
Reading	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料，包括对话、短文、故事、诗歌、图片说明、图表、小实验演示、信件、地图、海报和电影排片表等内容。
Listening and speaking	提供贴近学生日常生活的语言材料，如情景小对话及学生感兴趣的其他话题（如购物，谈论标志、学校生活、游览景点、机场快线、未来生活，讨论风筝制作等），让学生通过诵读、问答、复述、讨论、角色表演等语言活动，以提高听力和口头表达能力。
Writing	通过写旅游指南、填写出行路线、撰写各类调查表或调查报告（如职业、服装、优秀学生事迹和电的重要性等）、模仿学写小诗、填写表格、填空完成句子和回答问题等形式，为培养学生的写作能力打下初步的基础。
Language	归纳本单元主要的词汇和句型，通过模仿和替换等句型操练形式，达到掌握运用的目的。
Word box	单元词汇表呈现本单元的核心词汇和拓展词汇（标有*号的词，只要求理解），按其在课文中出现的先后顺序排列，便于学生查询和学习。
Notes	1 对较重要的词汇、句型、语言功能或其他语法现象的说明或用法提示； 2 对个别难句的中文注释或说明； 3 对一词多义及兼类词现象作出说明； 4 对一些暂时只要求了解的词汇的注释。
Now listen	设立于每个 Module 后，通过填词、选择、问答等形式，进一步强化听力技能的训练，提升听力水平。
Using English	设立于每个 Module 后，内容包括：学会合理安排时间、学会头脑风暴这一思维方式和学习掌握图书查阅方法，旨在提高学生自学能力和使用英语的技能，全面提高学生的综合素质，为学生的终身学习打下良好的基础，提高思维和学习能力。本部分中的个别单词，以脚注形式加注，只要求学生了解。
More practice	设立于每个 Module 后，内容包括： 1 与本 Module 主题相关的学习材料，以信件、小诗、对话和图表等为主要形式，旨在强化听说训练，培养学生初步的交际能力。 2 语音练习，对已学的音标和读音规则进行复习和巩固，提高学生的拼读能力乃至自学单词的能力。
Project	结合本册所学的主题和内容（电），让学生用英语完成真实的生活、学习、工作等任务，从而不仅提高学生运用英语的能力，同时使他们进一步认识电的重要性并增强节约用电和安全用电的意识。
Word bank	1 单词表（含核心词汇、拓展词汇和上述 Notes 第 3 点提及的词汇，按首字母顺序排列）； 2 词组表（按首字母顺序排列） 3 不规则动词表（按首字母顺序排列）。 注：核心词汇指的是《上海市中小学英语课程标准（征求意见稿）》所规定的初中词汇及其在教材中出现的变化形式。

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

三、关于音频

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

《练习部分（七年级第二学期）》

《练习部分》系与《英语（牛津上海版）七年级第二学期》相配套，兼顾基础知识和基本技能的训练，形式多样，图文并茂，并具有可选择性，凡标有星号(*)的内容，供选用。

《教学参考资料 (七年级第二学期)》

一、框架结构

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

二、课时安排建议

Module	Unit	Suggested time (period)
1 Garden City and its neighbours	1 Writing a travel guide	6
	2 Going to see a film	6
	3 A visit to Garden City	4
	4 Let's go shopping	6 (含Now listen)
	Using English	1
	More practice	1
2 Better future	5 What can we learn from others?	5
	6 Hard work for a better life	5
	7 In the future	4
	8 A more enjoyable school life	5 (含Now listen)
	Using English	1
	More practice	1
3 The natural elements	9 The wind is blowing	7
	10 Water Festival	6
	*11 Electricity	6 (含Now listen)
	Using English	1
	More practice	1
*Project	The importance of electricity	2
Total		68

注：1 凡标有*号的内容（除拓展词汇外）均为选学要求，教师可根据实际情况决定是否选用。

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

三、多媒体课件的设计和使用说明

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

1. 课件的设计

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

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

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

2. 课件的板块

本课件以模块为单位,每个单元(Unit)由若干模块组成。每个模块又分为三个板块。板块与板块之间可以让教师自己组合,任意切换,做到随取随用。

板块一——【Piggy bank】

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

板块二——【Gold mine】

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

板块三——【Treasure box】

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

除学生用书的课件之外,每个单元还配有《练习部分》的课件。教师可以根据各课时的需要,选用该课件核对《练习部分》的答案。(注:课本中的Now listen、More practice的朗读内容和《练习部分》的听力内容均已列入本课件中。)

3. 课件的补充说明

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

Contents

Module	Unit	Reading	Listening and speaking
1 Garden City and its neighbours	1 Writing a travel guide (p. 2)	Shanghai—an interesting city (p. 4)	Tour suggestions (p. 2)
	2 Going to see a film (p. 9)	Choosing a film (p. 9)	The way to the cinema (p. 12)
	3 A visit to Garden City (p. 16)	Relatives and their jobs (p. 16)	Visiting Garden City (p. 18)
	4 Let's go shopping (p. 21)	Going shopping (p. 21)	Trying on clothes (p. 25)
2 Better future	5 What can we learn from others? (p. 32)	The happy farmer and his wife (p. 32)	Model students (p. 34)
	6 Hard work for a better life (p. 38)	• A poem (p. 38) • The grasshopper and the ant (p. 40)	About the seasons (p. 39)
	7 In the future (p. 44)	Our hopes (p. 46)	Talking about the future (p. 44)
	8 A more enjoyable school life (p. 49)	My ideal school (p. 49)	Ideas about the future of our school (p. 51)
3 The natural elements	9 The wind is blowing (p. 59)	Mr Wind and Mr Sun (p. 59)	Our kites (p. 61)
	10 Water Festival (p. 67)	Preparing for the Water Festival (p. 67)	A game about signs (p. 70)
	*II Electricity (p. 74)	• Electricity around us (p. 74) • The Airport Express (p. 77)	Public transport using electricity (p. 78)
*Project: The importance of electricity (p. 86)			
Word bank (p. 92)			
Photocopiable pages (Php. 1-10)			
Workbook answer key (WB 1-80)			

注：打*部分为拓展性学习内容，供学有余力的学生选学。

Writing	Language	Now listen	Using English	More practice
A travel guide (p. 6)	<ul style="list-style-type: none"> • <i>Wh-</i> questions • modal verb: can • connective: if 	A holiday plan (p. 28)	Managing your time (p. 29)	<ul style="list-style-type: none"> * • A one-day tour plan (p. 30) • Pronunciation (p. 31)
The shortest routes (p. 13)	<ul style="list-style-type: none"> • prepositions: into, along • So .../Neither ... 			
A report about jobs (p. 17)	<ul style="list-style-type: none"> • prepositions: for, since • present perfect tense 			
The clothes I like (p. 24)	<ul style="list-style-type: none"> • prepositional phrases and adjectives to describe objects • simple present tense 			
Learning from model students (p. 35)	<ul style="list-style-type: none"> • connective: although 	Changes in ten years' time (p. 55)	Brainstorming (p. 56)	<ul style="list-style-type: none"> * • When the sun shines (p. 57) * • A more enjoyable school life (p. 57) • Pronunciation (p. 58)
Things in different seasons (p. 39)	<ul style="list-style-type: none"> • adjectives to describe events • start <i>doing</i> 			
Life in the future (p. 45)	<ul style="list-style-type: none"> • simple future tense 'will' • agreement and disagreement 			
Changes of the classroom (p. 52)	<ul style="list-style-type: none"> • modal verb: would • reflexive pronouns to identify people 			
When the wind blows (p. 63)	<ul style="list-style-type: none"> • adjectives to make comparisons and describe people • adverbs of sequence • pronouns to identify possession 	*At the electrical appliance store (p. 81)	Finding books in a library (p. 82)	<ul style="list-style-type: none"> * • The solar system (p. 84) • Pronunciation (p. 85)
Water safety (p. 71)	<ul style="list-style-type: none"> • connective: when • imperatives • prepositions: near, at 			
The importance of electricity (p. 75)	<ul style="list-style-type: none"> • <i>Wh-</i> questions • <i>How</i> questions 			

Unit 1 Writing a travel guide



Listening and speaking: Tour suggestions

Listen and say

Kitty and her classmates have just been to Shanghai. They have decided to take part in a competition.



Write

Kitty is making a note of her classmates' suggestions. With a classmate, help her complete it.

Places for tourists to visit in Shanghai

Place	Reason
People's Square	They can see the beautiful fountains and pigeons.
Yu Garden	They can eat different local snacks.
Nanjing Road	They can buy things in large department stores.

Introduce these places to the students first by showing them some pictures.

Module 1 Garden City and its neighbours

Unit 1 Writing a travel guide

Tasks in this unit

Talking about places of interest in Shanghai and what tourists can do in those places; writing about the places and compiling a travel guide.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Where can tourists go in Shanghai?*

Using modal verbs to make suggestions
e.g., *They can go to People's Square.*

Language skills:

Listening

Identify details that support the main idea

Speaking

Maintain an interaction by replying to questions

Reading

Recognize recurrent patterns in language structure

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 7B* page 2
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *Where do you like to go in Shanghai?* Compile a list of places the students like to visit on the board. Ask: e.g., *Why do you like to visit (place)?*

While-task procedure

- 1 Play the cassette of the dialogue. The students listen with their books closed.
- 2 Ask questions about the dialogue:
e.g., *Where can tourists go in Shanghai?*
What can they do there?
- 3 Play the cassette again. The students follow in their books.
- 4 Select groups of four to read the dialogue.
- 5 In pairs, students discuss **Write**. Ask the students to suggest reasons for tourists to visit the places.
- 6 The students write the reasons. Ask individual students to read out one of their answers.
- 7 Encourage the students to list more places for tourists to visit and give their reasons as well.

Language focus:

Using proper nouns to refer to places

e.g., *People's Square*

Asking *Wh-* questions to find out specific information

e.g., *Where can tourists go in Shanghai?*

Using modal verbs to make suggestions

e.g., *They can see ...*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 7B* page 3
- *Workbook 7B* pages 1 and 3
- Multimedia material 7B

Pre-task preparation

Ask: *Where can you go in Shanghai?*

What can you do there?

Write the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the page.
- 2 In pairs, students match the places with their location on the map.
- 3 Ask: *Where can tourists go in Shanghai?*
Where is it?
What can tourists do there?

- 4 The students complete the list of places to visit.
- 5 Pairs practise the dialogues. Select pairs to say one of their dialogues.
- 6 *Workbook 7B* page 3
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and choose the right pictures.
 - c Play the recording again. The students listen and complete the sentences.

Workbook tapescript

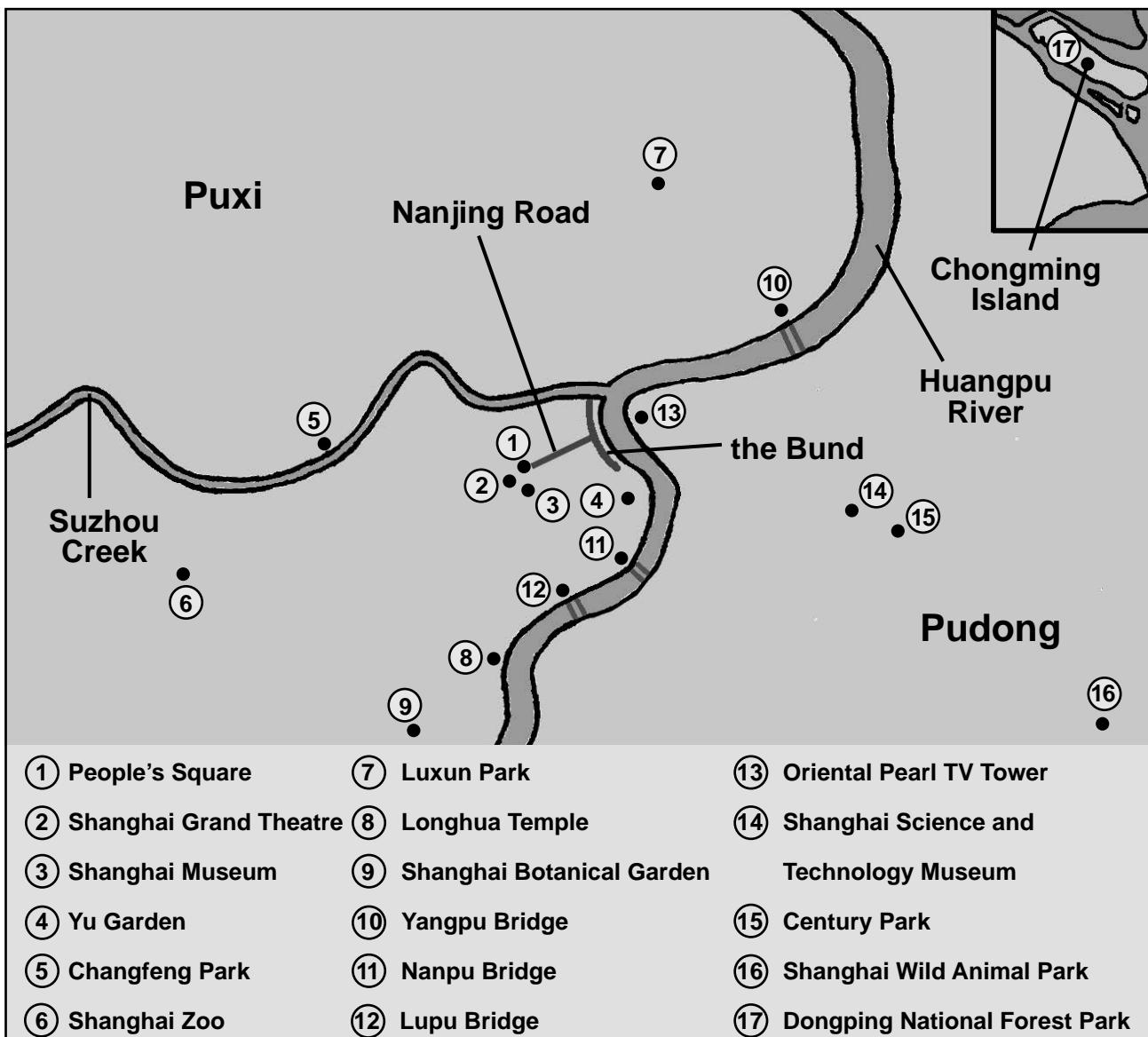
- Narrator: Miss Guo is asking her students where tourists can go in Shanghai. Listen to their conversation. Then match the picture with the right person and fill in the blanks.
- Miss Guo: Where can tourists go in Shanghai and what can they do there, Peter?
- Peter: They can go to Nanjing Road. They can go shopping there.
- Miss Guo: Yes, they can buy things in large department stores. What's your suggestion, Alice?
- Alice: They can go to Yu Garden. They can eat different local snacks.
- Miss Guo: That's nice. What about you, Joe?
- Joe: Tourists can go to the Bund. They can see many old buildings.
- Miss Guo: Kitty, what's your suggestion?
- Kitty: Tourists can go to Pudong New District. They can visit the Century Park.

Consolidation

Workbook 7B page 1

Discuss and write

In groups, look at the map below and discuss. Make a list of places for tourists to visit in Shanghai.



Make sure the students know how to pronounce each place correctly.

S1: Where can tourists go in Shanghai?

S2: They can go to ____.

S1: Where is ____?

S2: It's in the centre/south/... of Shanghai.
on Chongming Island.

S1: What can they do there?

S2: They can see ...
eat
buy
visit

Any reasonable
suggestion is
acceptable.

Places to visit

for sightseeing:

for shopping:

for eating:



Reading: Shanghai—an interesting city

Look and say



Look and read

Shanghai—an interesting city

Make sure the students know the difference between 'its' and 'it's'.

Shanghai is in the east of China. It is an international city. Shanghai is famous for its night views. It is one of the largest cities in the world. It is also known as a 'Shopping Paradise' because there are a lot of department stores and huge shopping centres. Therefore, it is not surprising that many tourists come to visit Shanghai every year to shop!

Explain to the students that 'shop' is used as a verb in this context.

People's Square Practise this language structure with the students:
If ... (simple present tense) ..., ... (simple future tense) ...

People's Square is known as 'the centre of Shanghai'. If you go there, you will see a huge open area with green grass, trees, fountains and pigeons. There are many new buildings around the square. You will find Shanghai Grand Theatre and Shanghai Museum there.



Language focus:

Using prepositions to indicate positions
e.g., *Shanghai is in the east of China.*

Using connectives to express conditions
e.g., *If you go there, you will see ...*

Using the introductory *there* to express facts
e.g., *There are many new buildings around the square.*

Using proper nouns to refer to places
e.g., *Shanghai Grand Theatre*

Language skills:**Listening**

Identify details that support a main idea

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

Speaking

Maintain an interaction by replying

Reading

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

Recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation

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

Materials:

- *Student's Book 7B* page 4
- Cassette 7B
- Cassette player

Pre-task preparation

Introduce 'Shopping Paradise'. Ask the students to guess what it means and, if possible, give the reasons why Shanghai is known as such.

While-task procedure

1 Give the students time to read **Look and say**. Play the cassette. The students follow in their books. Play the cassette again. The students repeat.

2 Tell the students that the text on page 4 is the first part of the travel guide. Give the students time to read the text on page 4 silently.

3 Play the cassette for page 4 only. The students follow in their books.

4 Select individual students to read out a sentence each.

5 Ask questions about page 4:

e.g., *Where is Shanghai?*

What is Shanghai famous for?

What is Shanghai known as? Why?

Where is People's Square?

What will you see if you go there?

Language focus:

Using connectives to express conditions

e.g., *If you go to Pudong, you can see the Oriental Pearl TV Tower and Shanghai Science and Technology Museum.*

Using prepositions to indicate positions

e.g., *Pudong New District is in the east of Shanghai.*

Using proper nouns to refer to places

e.g., *the Bund, Sheshan State Resort*

Language skills:

Listening

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

Understand the connection between ideas by recognizing linking words and phrases

Speaking

Use appropriate intonation and stress, and vary volume, tone of voice, and speed to convey intended meanings and feelings

Connect ideas by using linking words or phrases

Reading

Read written language in meaningful chunks

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

Understand the connection between ideas by identifying linking words or phrases

Writing

Gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7B* pages 4 and 5
- *Workbook 7B* pages 2, 4 and 5
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *How many of you have been to the Oriental Pearl TV Tower/Shanghai Science and Technology Museum? Where is it? etc.*

While-task procedure

- 1 Tell the students that the text on page 5 is the second part of the travel guide. Give the students time to read the text on page 5 silently.
- 2 Play the cassette for page 5 only. The students follow in their books.
- 3 Select individual students to read out a sentence each.
- 4 Ask questions about page 5:
e.g., *Where is Pudong New District?*
Is it convenient to travel between Pudong and Puxi?
Why?
What can you see in Pudong?
- 5 Play the cassette of the whole text. The students listen and repeat.
- 6 Show the students the contents page of a book. Tell them that a contents page outlines what a book is about. Give the students time to look at the contents page in **Think and write**.
- 7 Tell the students that they have to help Kitty complete her travel guide. Remind them to refer to pages 4 and 5 of the *Student's Book* for relevant information.
- 8 In groups, students discuss and then complete Kitty's travel guide. Ask a representative from each group to read their completed travel guide. See how many different answers the students can come up with.

Post-task activities

Workbook 7B pages 4 and 5

- a Give the students time to read the passage on page 4. Explain any new words to them if necessary.
- b In pairs, students discuss the questions on page 5.
- c Ask individual students questions to check the answers.
- d The students write the answers.

Consolidation

Workbook 7B page 2



2

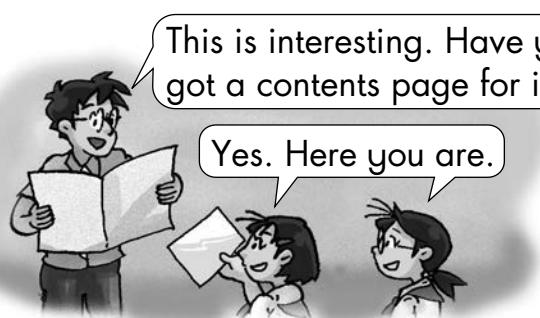
Pudong New District

Pudong New District is in the east of Shanghai. There are many bridges and tunnels, so it is convenient to travel between Pudong and Puxi. If you go to Pudong, you can see the Oriental Pearl TV Tower and Shanghai Science and Technology Museum. The Maglev takes you to the international airport in about eight minutes.

Sheshan

If you go to Sheshan about 30 km southwest of the city, you will see Sheshan State Resort. It has a huge park. You can see many birds in the park. You will also find a famous church and an observatory. Tourists usually go there for sightseeing and fun.

Think and write



Tell the students that we always find the contents page at the beginning of a book. It outlines what the book is about.

Contents

- | | |
|------------------------------------|--------|
| 1 Places to visit in Puxi | Page 1 |
| 2 Places to visit in Pudong | Page 2 |
| 3 Places to visit outside the city | Page 2 |



Good. Can you think of some more interesting places?



Place

- Xujiahui
- the Bund
- Shanghai Wild Animal Park

Reason

- | | |
|---|--|
| —Xujiahui Park | a lot of trees and flowers around the park |
| —the Huangpu River | Huangpu River cruises and floating restaurants |
| —tigers, monkeys, lions, elephants, bears | |



Can you help Kitty add some information to her travel guide?

a lot of trees and flowers around the park

- | |
|---|
| • If you go to Xujiahui, you will see Xujiahui Park. There are ... |
| • If you go to the Bund, you will find the Huangpu River. It is a popular place. Tourists can go on Huangpu River cruises |
| • If you go to Shanghai Wild Animal Park, you will see many animals there. |



Writing: A travel guide

Think, discuss and write

You may give Photocopiable pages 1–3 to the students so that they can make the travel guide.

In groups, make your own travel guide. Introduce tourists to some interesting places in Shanghai.

Travel Guide

Shopping:

If you go to Nanjing Road, you will see a lot of department stores and huge shopping centres.

If you go to _____, you will _____.
_____.

Eating:

If you go to _____, you will _____.
_____.

If you go to _____, you will _____.
_____.

Sightseeing:

If you go to _____, you will _____.
_____.

If you go to _____, you will _____.
_____.



Language

- Where can tourists go in Shanghai?
They can go to __ (place).
- in the centre/south/... of Shanghai
on Chongming Island

- If you go to __, you will **see** **find** ...

Language focus:

Using connectives to express conditions
e.g., *If you go to ..., you will ...*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* pages 3, 4, 5 and 6
- *Workbook 7B* page 6
- Photocopyable pages 1–3

While-task procedure

- 1 In groups, students prepare the sentences without writing. Select individual students to say a sentence.
- 2 The students write the sentences. Select individual students to read out a completed sentence.
- 3 *Workbook 7B* page 6
 - a In pairs, students discuss how to complete the letter.
 - b The students write the letter.
 - c Ask individual students to read out the completed letter.

Post-task activities

- 1 Distribute a copy of photocopyable pages 1–3 to each group.
- 2 In groups of five, students make their own travel guides. To complete this task, students need to design a cover, use the contents page provided as a guide and collect some photos. They also need to think of and add one more activity which tourists can do in Shanghai apart from shopping, eating and sightseeing.
- 3 After the groups have completed their travel guides, tell them to cut the pages out and bind them into their unique travel guides.
- 4 Invite a representative from each group to come forward and talk the whole class through their travel guide. Encourage other students to give some comments or suggestions. After all the groups have presented their travel guides, the whole class can vote for the best one.
- 5 The completed travel guides can be kept in the class library for future reference.

Pre-task preparation

The students re-read pages 3, 4 and 5 silently.

Word box



guide /gaɪd/	n.	指南；手册
tour /tʊə(r)/	n.	旅行；旅游
take part in		参加（活动）
*pigeon /'pɪdʒɪn/	n.	鸽子
reason /'ri:zn/	n.	原因；理由
*creek /kri:k/	n.	小河；小溪
*bund /bʌnd/	n.	堤岸
grand /grænd/	adj.	(用于大建筑物等的名称) 大
theatre /'θɪətə(r)/	n.	剧院
*botanical garden /bə'tænɪkl 'ga:dɪn/	n.	植物园
*oriental /'ɔ:rɪ'entl/	adj.	东方的
*pearl /pɜ:l/	n.	珍珠
century /'sentʃəri/	n.	世纪
technology /tek'nɒlədʒɪ/	n.	科技；工艺；工程技术
sightseeing /'saɪtsi:ɪŋ/	n.	观光；游览
get on with		进展
(be) famous for		以……而著名
view /vju:/	n.	景色；风景
(be) known as		被认为；誉为……
*paradise /'pærədaɪs/	n.	天堂
therefore /'ðeəfɔ:(r)/	adv.	因此；所以
surprising /sə'praɪzɪŋ/	adj.	令人惊奇的
district /'dɪstrɪkt/	n.	地区；区域
*Maglev /'mæglev/	n.	磁悬浮列车
state /steɪt/	adj.	国家的
*resort /rɪ'zɔ:t/	n.	度假胜地
*observatory /ə'b'zɜ:vətri/	n.	天文台
*cruise /kru:z/	n.	乘船游览
floating /'fləʊtɪŋ/	adj.	浮动的
think of		想出



Notes

Page 2

- 1 People's Square 人民广场 Yu Garden 豫园

Page 3

- | | |
|--|---------------------------------|
| 1 Suzhou Creek 苏州河 | the Bund 外滩 |
| Shanghai Grand Theatre 上海大剧院 | Shanghai Botanical Garden 上海植物园 |
| Oriental Pearl TV Tower 东方明珠电视塔 | Century Park 世纪公园 |
| Shanghai Science and Technology Museum 上海科技馆 | |
| Shanghai Wild Animal Park 上海野生动物园 | |
| Dongping National Forest Park 东平国家森林公园 | |
- 2 in the centre/south/... of Shanghai 在上海的中/南/……部

Page 4

- 1 Therefore, it is not surprising that many tourists come to visit Shanghai every year to shop! 所以，每年有许多游客来上海购物也就不足为奇了。

Page 5

- 1 There are many bridges and tunnels, so it is convenient to travel between Pudong and Puxi.
众多的桥梁和隧道使浦东和浦西之间的交通往返变得方便。
句中的 it 是指 to travel between Pudong and Puxi.
- 2 Sheshan State Resort 佘山国家旅游度假区

Additional teaching suggestions

Page 3

- 1 本页中出现了大量表示地点的专有名词，要求学生能正确朗读，并参照课文中的范例运用这些专有名词进行对话。除核心词汇以外，表示地点的专有名词可以不作拼写要求。

Page 4

- 1 It is one of the largest cities in the world.
one of 后接可数名词的复数形式是学生学习中容易出错的知识点，本句中的名词 cities 被形容词最高级所修饰，这两个知识点在教学中都应提醒学生注意。
- 2 Therefore, it is not surprising that many tourists come to visit Shanghai every year to shop!
本句中出现了以 that 引导的主语从句。主语从句是高中阶段的教学要求，本课只需让学生了解句意，不必对主语从句作语法分析。
- 3 If 引导的条件状语从句在 6B Unit 9 中曾经出现，在教授本课时可以进行适当的复习巩固。条件状语从句的归纳和总结将在 9A 的教学中出现。

Page 5

- 1 ..., so it is convenient to travel between Pudong and Puxi.
本句中 it 用作形式主语，在教学中可将此作为句型进行操练，但不必作语法分析。

Unit 2 Going to see a film

Tasks in this unit

Talking about different kinds of films and children's likes and dislikes; writing a film guide; finding one's way on street plans and writing about the way to get to a particular place.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Kitty, which film would you like to see this Saturday?*

Using modal verbs to express preferences
e.g., *I'd like to see 'The Stupid Clown'.*

Using the simple present tense to express likes
e.g., *I like funny films.*

Using formulaic expressions to express agreement/disagreement

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

Using formulaic expressions to make suggestions
e.g., *Let's see 'Space Wars'.*

Language skills:

Listening

Recognize differences in the use of intonation

Speaking

Maintain an interaction by answering questions

Reading

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

Materials:

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

Pre-task preparation

Ask: *Do you go to the cinema?*

What kind of film do you like?

Do you watch films on TV?

Which films have you watched?

While-task procedure

1 Give the students time to read the dialogue silently.

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

3 In groups of three, students practise the dialogue.

Select groups to read out the dialogue.

4 Ask questions:

e.g., *What is Kitty looking at?*

What would she like to see?

What does Peter like?

Does Jill like films about clowns?

Why not?

What is the film 'Police Story' about?

What is the film 'Space Wars' about?

Would Kitty like to see it?

Which film do they decide to see?

Consolidation

Workbook 7B page 7

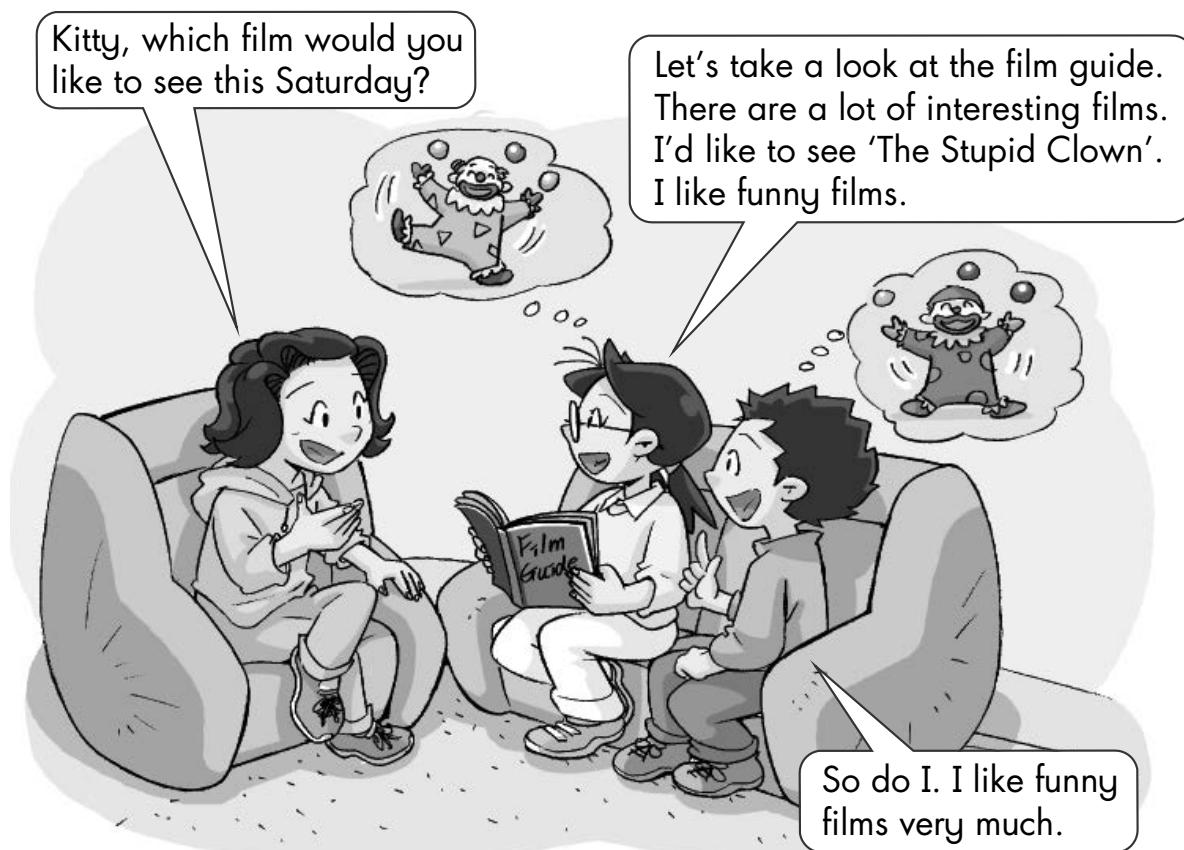
Unit 2 Going to see a film



Reading: Choosing a film

Look and read

Kitty, Peter and Jill want to see a film. They are reading a film guide and discussing which film to see.



Jill: I don't like films about clowns. They're stupid. What about 'Police Story'? It's an action film and it's very exciting.

Peter: What is the film about?

Jill: It's about policemen and robbers.

Kitty: I hate action films, but I like films about adventures. Let's see 'Space Wars'. It's about the adventures of some astronauts in space.

Jill: I don't like films about adventures.

Peter: Neither do I.

Kitty: Shall we see 'Swan Lake' then? It's a cartoon. It's a love story about a swan princess and a prince.

Peter: OK. Let's see 'Swan Lake'.

= how long the film lasts

Read and discuss

In groups, read the film guide below. Choose a film which all your group members would like to see.

City Cinema		UA Cinema	
Swan Lake	Duration: 80 mins	¥25	
11:15 a.m. 2:45 p.m. 5:40 p.m. 7:30 p.m.			
The greatest cartoon of the year. It is a love story about a swan princess and a prince.			
Sunny Cinema		Grand Cinema	
Space Wars	Duration: 75 mins	¥40	
4:00 p.m. 6:30 p.m. 9:30 p.m.			
A great adventure about astronauts in space.			
Lucky Cinema		Happy Cinema	
Monkey King	Duration: 95 mins	¥25	
2:40 p.m. 5:45 p.m. 9:45 p.m.			
Don't miss this cartoon. It's very exciting.			
Country Road			
The Stupid Clown	Duration: 90 mins	¥25	
2:30 p.m. 5:45 p.m. 7:30 p.m.			
A film about stupid clowns in the circus. Full of laughter and fun.			
Police Story			
Country Road	Duration: 120 mins	¥40	
12:40 p.m. 2:20 p.m. 5:30 p.m. 7:45 p.m.			
A film with a lot of action. The most exciting film of the year.			
Happy Cinema			
Country Road	Duration: 120 mins	¥40	
12:50 p.m. 4:30 p.m. 9:45 p.m.			
A film about cowboys in a small town far away.			

S1: Which film would you like to see?

S2: I'd like to see _____. It's a/an _____ film./It's a film about _____.

S3: I like _____ films./
I like films about _____.

S4: So do I.

Introduce the different kinds of films to the students, e.g., cartoon, action film, cowboy story, horror film, police story.

S3: I don't like _____ films./
I don't like films about _____.

S4: Neither do I.

S1: Shall we see _____?

S2: OK. Let's see _____.

Language focus:

Asking *Wh-* questions to find out specific information
 e.g., *Which film would you like to see?*
 Using adjectives to describe objects
 e.g., *A film about stupid clowns in the circus.*
 Using adjectives to make comparisons
 e.g., *The greatest cartoon of the year.*
 Using formulaic expressions to express agreement/disagreement
 e.g., *So do I./Neither do I.*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress
 Open and maintain an interaction by asking and answering questions

Reading

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

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 10
- *Workbook 7B* pages 8 and 11

Pre-task preparation

Ask: *Did you see any films last week?
 What were the films about?
 Did you like the films?*

While-task procedure

- 1 Give the students time to read **Read and discuss**.
- 2 In groups, students take turns to read out the description of each film.
- 3 Ask questions about the films:
 e.g., *How long does 'Swan Lake' last?
 How much does a ticket cost?
 What is the film about?
 When does the show start?*
 Ask similar questions about the other films.
- 4 Read the dialogue at the bottom of the page. Groups discuss their choices of film. Select groups to say a dialogue.

Consolidation

Workbook 7B pages 8 and 11

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Where are the children going to see the film?*

Asking *How* questions to find out length of time and quantity

e.g., *How long is the film?*

How much are they going to pay for the tickets altogether?

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* page 11
- *Workbook 7B* page 12
- A film guide from a newspaper

Pre-task preparation

Ask: *What do you usually do on Saturdays?* Compile a list of activities on the board from the students' suggestion.

While-task procedure

1 In pairs, students read the diaries and work out the best time for the children to see the film.

Ask: *What is Kitty/Peter/Jill going to do on Saturday?*

What is the best time for the children to see the film?

2 Give pairs time to prepare the answers to the questions in **Read, think and answer**. Ask the questions.

3 Choose suitable films from the newspaper film guide, tell students about the films and write the titles, duration and ticket price on the board. The students decide which film they would like to see and write about it.

Post-task activities

Workbook 7B page 12

- a Ask the students to complete the film guide at home.
- b Invite individual students to show and read their film guides.

Read, think and answer

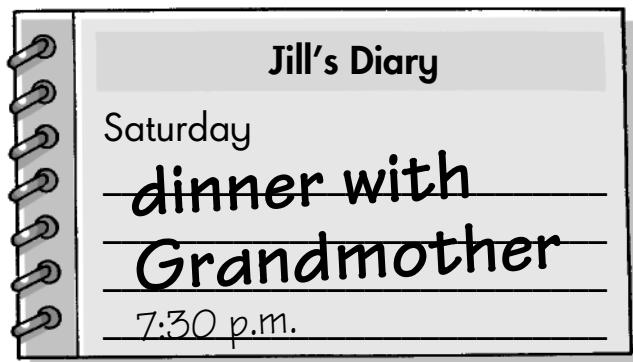
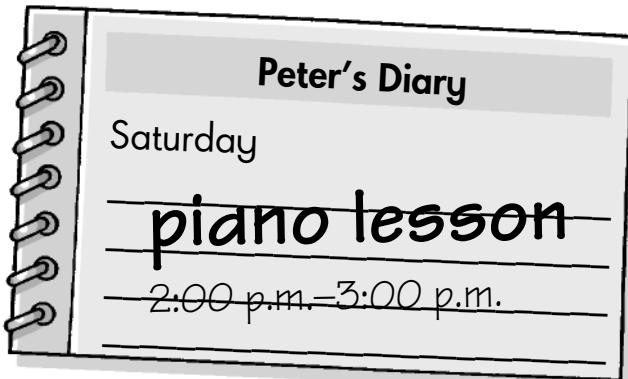
Look at the film guide and the children's diaries for Saturday. With a classmate, answer the questions.

City Cinema

Swan Lake Duration: 80 mins ¥25

11:15 a.m. 2:45 p.m. 5:40 p.m. 7:30 p.m.

The greatest cartoon of the year. It is a love story about a swan princess and a prince.



- Where are the children going to see the film? City Cinema
- What is the name of the film? Swan Lake
- What kind of film is it? A cartoon and a love story
- How long is the film? 80 minutes
- What is the best time for the children to see the film? 5:40 p.m.
- How much are they going to pay for the tickets altogether? 75 yuan

*Discuss and write

With your classmates, choose a film you would like to see from a newspaper. Write a short film guide.

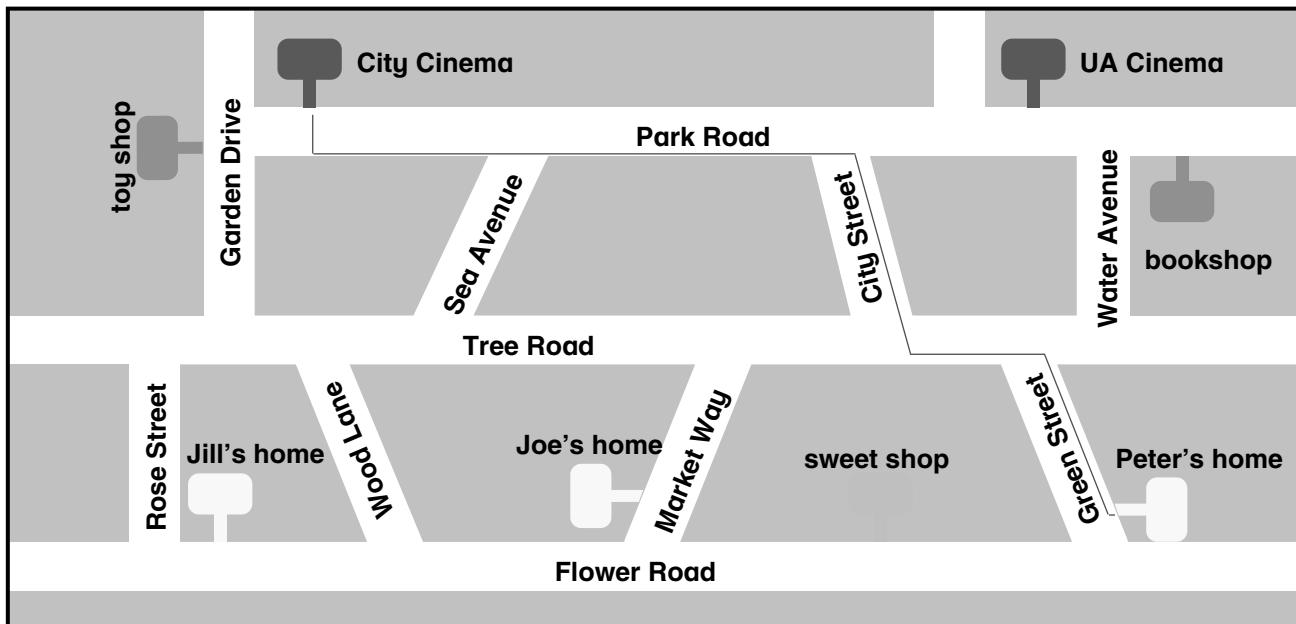
Name of film:	
Duration: _____ mins	Ticket price: ¥ _____
What is the film about? _____ _____	
(draw)	



Listening and speaking: The way to the cinema

Listen and say

Teach the students how to pronounce the names of the roads/streets if necessary.



What's the name of the cinema we are going to?

How can I get there from my home?

City Cinema.

Review the underlined words with the students.

It's near your home. You can walk there. First, turn right. Walk along Green Street. Next, turn left into Tree Road and walk along Tree Road. Then turn right into City Street and walk along City Street. Finally, turn left into Park Road and walk along Park Road. You'll find City Cinema on your right.

Think and say

With a classmate, help Kitty tell Jill how to get to City Cinema.

Kitty, how can I get to City Cinema from my home?

First, ...

Language focus:

Using adverbs of time
e.g., *First, turn right.*

Using imperatives to give instructions
e.g., *Walk along Green Street.*

Using connectives to link similar ideas
e.g., *Next, turn left into Tree Road and walk along Tree Road.*

Using prepositions to indicate positions
e.g., *You'll find City Cinema on your right.*

Language skills:**Listening**

Listen for specific information
Understand the connection between ideas by recognizing linking words

Speaking

Connect ideas by using linking words
Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 12
- *Workbook 7B* pages 9 and 13
- Cassette 7B
- Cassette player

Pre-task preparation

Ask the students to say how they can get to a place near the school. Write: *First/Next/Then/Finally* on the board. Ask the students to use them in their description.

While-task procedure

- 1 Give the students time to look at the plan.
- 2 Play the cassette of the dialogue. The students listen.
- 3 Play the cassette again. The students trace the route to City Cinema with their fingers.
- 4 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 5 In pairs, students prepare and practise the dialogue between Jill and Kitty in **Think and say**. Select pairs to say the dialogue.

Consolidation

Workbook 7B pages 9 and 13

Language focus:

Using adverbs of time

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

Using prepositions to indicate positions and directions

e.g., *Joe, City Cinema is not far away from your home.*

Walk along Market Way.

Using imperatives to give instructions

e.g., *First, turn left.*

Language skills:

Listening

Listen for specific information

Speaking

Connect ideas by using linking words

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B page 13*

- *Workbook 7B page 10*

- Cassette 7B

- Cassette player

- Multimedia material 7B

Pre-task preparation

Ask: *How do you get to the playground/hall/office/toilets from this classroom?* The students give directions.

While-task procedure

1 Give the students time to read **Listen, write and draw.**

2 Play the cassette. The students listen.

Tapescript

Narrator: Joe would like to go to see 'Swan Lake' with Kitty. However, he does not know where City Cinema is. Listen to Kitty's instructions and finish the notes below. Then draw Joe's route on the map.

Kitty: Joe, City Cinema is not far away from your home. You can walk there. First, turn left. Walk along Market Way. Next, turn left into Tree Road and walk along Tree Road. Then turn right into Sea Avenue and walk along Sea Avenue. Finally, turn left and walk along Park Road. You will see City Cinema on your right.

3 Play the cassette again, pausing for the students to write their answers.

4 Play the cassette again to let the students check their answers.

5 Select individual students to read out the text.

6 In pairs, students take turns to read the instructions while their partner draws the route.

7 In pairs, students prepare **Think and write**. Select individual students to say the instructions.

8 *Workbook 7B* page 10

a Give the students time to look at the page.

b Play the recording. The students listen and draw the routes.

c Play the recording again to let the students check their answers.

Workbook tapescript

Narrator: Next Saturday, the children are going to see a film at UA Cinema. After that, they are going to the sweet shop and the toy shop. Listen to Kitty's instructions and draw the routes.

From UA Cinema to the sweet shop.

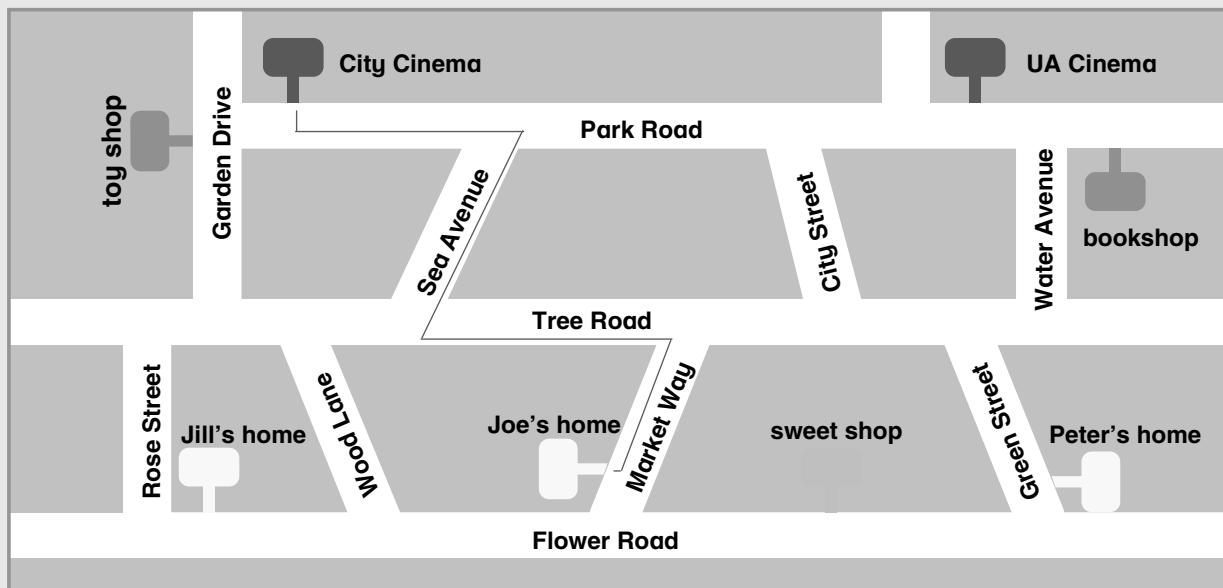
Kitty: Leave UA Cinema. Turn left and walk along Park Road. Turn right into Water Avenue and walk along Water Avenue. Turn right into Tree Road and walk along Tree Road. Then turn left into Green Street and walk along Green Street. Turn right into Flower Road and walk along Flower Road. The sweet shop is on the right.

Narrator: From the sweet shop to the toy shop.

Kitty: Now you are at the sweet shop. Leave the sweet shop. Turn right and walk along Flower Road. Turn right into Wood Lane and walk along Wood Lane. Turn left into Tree Road and walk along Tree Road. Turn right into Garden Drive and walk along Garden Drive. You will see the toy shop on your left.

Listen, write and draw

Joe would like to go to see 'Swan Lake' with Kitty. However, he does not know where City Cinema is. Listen to Kitty's instructions and finish the notes below. Then draw Joe's route on the map.



Joe, City Cinema is not far away from your home. You can walk there. First, turn left. Walk along Market Way. Next, turn left into Tree Road and walk along Tree Road. Then turn right into Sea Avenue and walk along Sea Avenue. Finally, turn left and walk along Park Road. You will see City Cinema on your right.



Writing: The shortest routes



Language

Think and write

The children want to go to the sweet shop and then go to the bookshop after the film. Show them the shortest routes to get to these places.

City Cinema → sweet shop

Turn right. Walk along Park Road.

Turn left into Garden Drive and walk along Garden Drive.

Turn left into Tree Road and walk along Tree Road.

Turn right into Wood Lane and walk along Wood Lane.

Turn left and walk along Flower Road.

The sweet shop is on the left.

► I like funny films.
So do I.

► I don't like films about adventures.
Neither do I.

► Which film would you like to see?
I'd like to see ____.

► It's a/an ____ film./It's a film about ____.

► Turn left into ____ (street/road) ...
right

► Walk along ____.

Turn left. Walk along Flower Road.

Turn left into Green Street and walk along Green Street.

Turn right and walk along Tree Road.

Turn left into Water Avenue and walk along Water Avenue.

Turn right and walk along Park Road.

The bookshop is on the right.

Now write down the route from the sweet shop to the bookshop.

Word box



take a look

stupid /'stju:pɪd/	<i>adj.</i>
*clown /klaʊn/	<i>n.</i>
action /'ækʃn/	<i>n.</i>
action film	<i>n.</i>
robber /'rɒbə(r)/	<i>n.</i>
hate /heɪt/	<i>v.</i>
*adventure /əd'ventʃə(r)/	<i>n.</i>
princess /'prɪn'ses/	<i>n.</i>
prince /prɪns/	<i>n.</i>
duration /dju'reiʃn/	<i>n.</i>
*circus /'sɜ:kəs/	<i>n.</i>
full of	
laughter /'la:ftə(r)/	<i>n.</i>
cowboy /'kaʊbɔɪ/	<i>n.</i>
diary /'daɪəri/	<i>n.</i>
pay /peɪ/	<i>v.</i>
pay for	
altogether /ɔ:lto'geðə(r)/	<i>adv.</i>
price /praɪs/	<i>n.</i>
*avenue /'ævənju:/	<i>n.</i>
lane /leɪn/	<i>n.</i>
bookshop /'bʊkʃɒp/	<i>n.</i>
route /ru:t/	<i>n.</i>

看一看

愚蠢的；笨的

小丑

动作

动作片；武打片

盗贼

讨厌；不喜欢

冒险；奇遇

公主

王子

持续时间

马戏团

充满；挤满

笑；笑声

牛仔

(工作日程) 记事簿

付费

为……付钱

总共；一共

价格

大街

小巷；胡同

书店

路线



Notes

Page 9

1 What about 'Police Story'? 去看《警察故事》(这部电影) 怎么样?

注意: What about ...? 用于表示提建议, 与 How about ...? (6A Unit 3) 用法相同。

2 in space 在太空

3 Shall we see 'Swan Lake' then? 那么我们看《天鹅湖》好吗?

句中的 then 作副词, 意为“那么”。

Page 11

1 How much are they going to pay for the tickets altogether? 他们总共要花多少钱买这些票?

pay ... for ... 表示“花……钱买……”, 又如: I need to pay 40 yuan for the train ticket to Hangzhou. 我要花 40 元购买去杭州的火车票。

Page 12

1 Garden Drive 花园路

drive 也可作名词用于路名中, 首字母大写, 意为“路; 大道”。

2 Kitty, how can I get to City Cinema from my home? 基蒂, 从我家到城市影院怎么走?

句型 How can I get to ...? 常用于问路。

回答可以是: Turn left/right (into) ..., 向左 / 右转 (进入) ……, turn 作动词, 意为“转向”。还可以这样回答: Walk along ..., You'll find/see ... on your left/right. 等等。

Additional teaching suggestions

Page 9

1 So do I. 和 Neither do I. 在 7A Unit 8 曾经出现, 在教学中可作适当的归纳和操练。是否要扩大到其他助动词和时态可以视学生的情况而定。

Page 12

1 在本单元中出现了“问路”的语言情景, 在教学中应加以重视, 设计场景, 进行足够的操练。

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

Unit 3 A visit to Garden City



Reading: Relatives and their jobs

Read

Review the present perfect tense

Kitty's cousins, Lucy and Simon, have come to Garden City to visit the Li family.

Lucy: What's Aunt Maggie's job?

Kitty: My mother is a teacher. She teaches Maths in a school.

Lucy: How long has she been a teacher? New structure

Kitty: She has been a teacher since 2007. She has been a teacher for quite a few years.

Make sure the students know the difference between 'for' and 'since'.

Lucy: What's Uncle David's job?

Kitty: My father is a policeman. He has been a policeman for twelve years. He catches thieves and helps keep the city safe. Aunt Betty works in a company in Beijing, doesn't she?

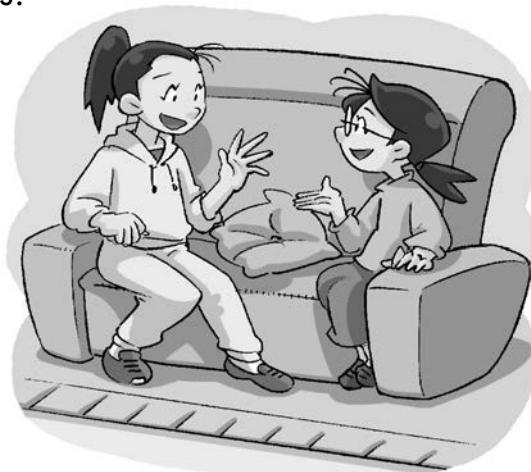
Lucy: Yes, you're right. My mother is an architect. She has been an architect for ten years.

Kitty: What does an architect do?

Lucy: An architect draws plans of buildings.

Kitty: I know Uncle Weiming is an engineer. He works in a company and designs machines.

Lucy: That's right. My father has been an engineer since 2004. He has been an engineer for many years.



Think and write

Name	Job	What does he/she do?	For how long?
Mr Li (David)	policeman	He catches thieves and helps keep the city safe.	12 years
Mrs Li (Maggie)	teacher	She teaches Maths in a school.	since 2007
Uncle Weiming	engineer	He designs machines.	since 2004
Aunt Betty	architect	She draws plans of buildings.	10 years

Unit 3 A visit to Garden City

Tasks in this unit

Reading and writing about jobs that people do in Garden City.

Language focus:

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

Asking *How* questions to find out a period of time
e.g., *How long has she been a teacher?*

Using the simple present tense to describe habitual actions

e.g., *An architect draws plans of buildings.*

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

e.g., *She has been a teacher since 2007.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 16
- *Workbook 7B* pages 14, 15 and 19
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What jobs do people do?* Compile a list of jobs on the board with the help of the students. Ask: *What does a (e.g., policeman) do?*

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students practise the dialogue. Select pairs to read out the dialogue.

- 4 Ask questions about the dialogue:

e.g., *What's Aunt Maggie's job?*

How long has she been a teacher?

What's Uncle David's job?

How long has he been a policeman?

What's Aunt Betty's job?

How long has she been an architect?

What's Uncle Weiming's job?

How long has he been an engineer?

- 5 Select pairs to read out the dialogue again. They then complete **Think and write**.

Post-task activities

Workbook 7B page 19

The students complete the survey at home. Ask individual students to read out one of their entries.

Consolidation

Workbook 7B pages 14 and 15

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What does a farmer do?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Develop written texts by using appropriate linking words

Materials:

- *Student's Book 7B* page 17
- *Workbook 7B* page 18
- Photocopiable pages 4 and 5
- Scissors to make job cards

Pre-task preparation

Ask questions about jobs: e.g., *What does a doctor/teacher/cook do?*

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Select pairs to read out the dialogue.
- 3 Ask questions about the jobs: e.g., *What does a cook do?* to elicit: *A cook cooks food.* In pairs, students complete **Find out and write.**
- 4 Distribute sufficient cards to pairs to make the job cards. You can also give the job cards on Photocopiable pages 4 and 5 to the students so that they can play the game.
- 5 The students play the game in pairs. The job cards are placed face down. The students take turns to pick up a card and ask the question.
- 6 Give the students time to read **A report.**
- 7 In pairs, students talk about their parents' jobs.
- 8 Give the students some time to complete the report.
- 9 Select individual students to read out their completed reports.

Consolidation

Workbook 7B page 18



Writing: A report about jobs

Play a game



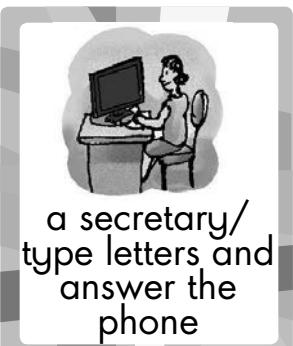
a cook/cook food



a waiter/bring food



a farmer/grow vegetables



a secretary/type letters and answer the phone



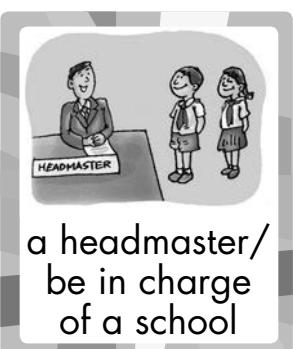
a postman/deliver letters



a coach/train someone in sport



a bus driver/drive a bus



a headmaster/be in charge of a school

I've got 'a farmer'. What does a farmer do?



A farmer grows vegetables in fields.

You can give the job cards on Photocopiable pages 4 and 5 to the students so that they can play the game.

Find out and write

With a classmate, find out what the people below do.

Job	What does he/she do?
a cook	cooks food for people
a waiter	brings food
a secretary	types letters and answers the phone
a postman	delivers letters
a coach	trains someone in sport
a bus driver	drives a bus
a headmaster	is in charge of a school

A report

In pairs, talk about your parents' jobs and write a report about their jobs.

My father is a/an _____.
A/An _____.
He has been _____ since _____. He has been _____ for _____.
My mother ...



Listening and speaking: Visiting Garden City

Look, listen and say

Kitty is shopping with Lucy and Simon.



Listen and write

Listen to the phone call between Lucy and her friend John. Then help Lucy complete her e-mail to her father in Beijing.

To:	Dad
Subject:	Visiting Garden City
<p>Dear Dad</p> <p>Yesterday, we took the cable car to the top of a hill. A cable car is used for carrying people <u>up a hill</u>. The view from the top of the hill was fantastic.</p> <p>We have been in Garden City for <u>a week</u> and we have bought a lot of <u>interesting things</u>. I have bought <u>a beautiful watch</u>. Simon has bought a key ring for you. It's <u>nice</u>. We are having a good time in Garden City.</p> <p>Love Lucy</p>	

Language

- for year(s)
- since (a specific year)

- A watch is used for telling the time.

- has been
have bought

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What's a key ring?*
Using the simple past tense to refer to past events
e.g., *Yesterday, we took the cable car to the top of a hill.*
Using the present perfect tense to relate past events to the present
e.g., *We have been in Garden City for a week ...*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work by putting words in a logical order to make meaningful sentences

Materials:

- Student's Book 7B page 18
- Workbook 7B pages 16 and 17
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Ask: *Have you got a watch? What is a watch used for?*
to elicit: *A watch is used for telling the time.*

While-task procedure

- 1 Give the students time to read **Look, listen and say** silently.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to read out the dialogue.
- 4 Ask: *What's a watch/key ring?*
- 5 Give the students time to look at **Listen and write**.
- 6 Play the cassette. The students listen.

Tapescript

Narrator: Listen to the phone call between Lucy and her friend John. Then help Lucy complete her e-mail to her father in Beijing.

John: Lucy, where did you go yesterday?
Lucy: We took the cable car to the top of a hill yesterday.
John: What's a cable car?
Lucy: A cable car carries people up a hill. The view from the top of the hill was fantastic.
John: That's interesting. You must be having a good time in Garden City.
Lucy: Yes. We have been in Garden City for a week and we have bought a lot of interesting

things. I have bought a beautiful watch.

Simon has bought a key ring.

John: A key ring?

Lucy: Yes. It is a very nice key ring. Simon wants to send it to my father as a gift.

- 7 Play the cassette again to let the students write their answers.
- 8 Play the cassette again to let the students check their answers.
- 9 Select individual students to read out a paragraph each.
- 10 Ask questions about the e-mail:
e.g., *What did Lucy do yesterday?*
What's a cable car?
How long has Lucy been in Garden City?
What has she bought?
What has Simon bought?
Is Lucy happy?
- 11 *Workbook 7B* page 17
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and number the pictures.

Workbook tapescript

Narrator: Listen and number the pictures.
Number One. It has legs. It is used for sitting.
Number Two. It has hands. It is used for telling the time.
Number Three. It has bristles. It is used for brushing teeth.
Number Four. It has an eye. It is used for sewing.
Number Five. It has four legs. It is used for sleeping.
Number Six. He has a large red nose and wears funny clothes. He works in a circus and makes people laugh.
Number Seven. He wears a uniform. He brings food to people at a restaurant.
Number Eight. He works in an office. He draws plans for buildings.
Number Nine. He works in fields. He grows vegetables.
Number Ten. He works for a removal company. He moves people's furniture to their new flats.

Consolidation

Workbook 7B page 16

Word box



since /sɪns/	<i>prep.</i>	从……以来；自从
quite /kwaɪt/	<i>adv.</i>	相当；十分
quite a few		相当多；不少
machine /mə'ʃi:n/	<i>n.</i>	机器；机器装置
waiter /'weɪtə(r)/	<i>n.</i>	服务员；侍者
coach /kəʊtʃ/	<i>n.</i>	(体育运动的)教练
train /treɪn/	<i>v.</i>	训练；培训
*headmaster /'hed'ma:stə(r)/	<i>n.</i>	校长
charge /tʃa:dʒ/	<i>n.</i>	主管；掌管
in charge of		负责掌管
field /fī:ld/	<i>n.</i>	田地
tell the time		报时
key /ki:/	<i>n.</i>	钥匙
ring /rɪŋ/	<i>n.</i>	小环；小圈
key ring	<i>n.</i>	钥匙圈；钥匙环
cable /'keɪbl/	<i>n.</i>	缆绳
cable car	<i>n.</i>	缆车
*fantastic /fæn'tæstɪk/	<i>adj.</i>	极好的
have a good time		过得愉快



Notes

Page 16

1 She has been a teacher since 2007. 自从2007年以来，她一直是一名教师。

She has been a teacher for quite a few years. 她当教师已经有好些年了。

请注意，since 后接“一个时间点”，如：since last Monday/three o'clock 等；而 for 后则接“一段时间”，如：for two hours/weeks 等，又如：Aunt Judy and Uncle Mike have lived in Los Angeles for six years. (6B Unit 2)。

2 Aunt Betty works in a company in Beijing, doesn't she? 贝蒂姨妈在北京一家公司工作，对吗？

Page 17

1 A farmer grows vegetables in fields. 农民在田地里种蔬菜。

句中的 grow 作动词，意为“种植”。

Page 18

1 A watch is used for telling the time. 手表是用来了解时间的。

be used for 可用于表示“(某物)被用来……”。

Additional teaching suggestions

Page 16

1 since 后接“一个时间点”，for 后接“一段时间”，这两个词都可以和现在完成时连用。这是本课的教学重点和难点，对此教师要加以重视，适当进行比较和操练。

2 现在完成时在 6A 至 7B 的教材中已多次出现，此处应进行足够的操练，让学生进一步熟悉这一语言现象。现在完成时作为语法项目的归纳将在 9A 中正式出现。

3 Aunt Betty works in a company in Beijing, doesn't she?

反意疑问句首次出现，在 8A 中将作为一个语法项目进行全面介绍。本课中可简单介绍反意疑问句的结构，使学生有个初步了解，对其归纳总结和操练则可留待 8A 中进行。

Page 17

1 A farmer grows vegetables in fields.

本句中的 grow 作动词，意为“种植”。注意提醒学生在 6B Unit 5 中曾经出现 growing bigger (系动词接形容词)，grow 意为“长大”；在 6B Unit 6 中还出现了 Many flowers grow in the garden., 句中的 grow 意为“生长”。

Page 18

1 A watch is used for telling the time.

当一个物品作主语时，常用 be used for doing something 表示，而不说 be used to do something。试比较：A fireman uses a hose to put out fires. (6B Unit 11)

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

Unit 4 Let's go shopping

Tasks in this unit

Reading and writing about needs, where to buy things that people need and how they make their choices.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Which shops are you going to, Mum?*

Using noun phrases to refer to quantity
e.g., *Yes, I need a new pair of jeans.*

Using the simple present tense to express needs
e.g., *I need to buy a lot of things.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 21
- *Workbook 7B* page 20
- Cassette 7B
- Cassette player

Pre-task preparation

Suppose you and your mother are going shopping.
Ask: *What do you need to buy?* Compile a list of things the students need to buy on the board.

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask the students to role play the dialogue.
- 4 Ask questions:
e.g., *Where is Mrs Wang going?*
What does Alice/Tom/Mr Wang/Mrs Wang need?
- 5 In pairs, students discuss which shops Mrs Wang, Alice and Tom will go to and complete the table. Check the answers with the students.

Consolidation

Workbook 7B page 20

Unit 4 Let's go shopping



Reading: Going shopping

Read

Mrs Wang: Alice and Tom, I'm going to the shops today. Would you like to come?

Alice: Which shops are you going to, Mum?

Mrs Wang: I'm going to many different shops. I need to buy a lot of things. Do you need anything from the shops?

Alice: Yes, I need a new pair of jeans.

Tom: I need a new shirt.

Mrs Wang: All right. Alice, let me buy you a pair of jeans. Tom, let me buy you a shirt.

Tom: Thanks, Mum. What do you need to buy at the shops?

Mrs Wang: I need to buy a computer book for your dad and a pair of shoes for myself. I also need to buy some food for dinner tonight.



Look, speak and write

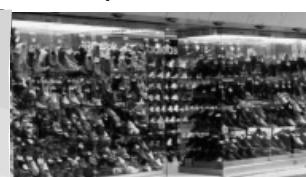
Look at the photographs of different shops below. Which shops will Mrs Wang, Alice and Tom go to? Discuss with a classmate and complete the table.



a toy shop



a clothes shop



a shoe shop



a furniture shop



a bookshop



a supermarket

What?	Which shop?
a pair of jeans	a clothes shop
a shirt	a clothes shop
a computer book	a bookshop
a pair of shoes	a shoe shop
some food	a supermarket

Look and read

In the shopping centre

Sunny Shopping Centre INFORMATION			
Ground floor	1st floor	2nd floor	3rd floor
City Furniture	Top Shoes	Cool Clothes	Dragon Flowers
Sam's Supermarket	Girls' Fashion	Old Jack's Bakery	Computer World
Toys for Kids	Tasty Food	Super Shoes	Clothes for Kids
Tommy's Books	Charles' Watches	China Carpets	Fun Videos



Ask and answer

Read the table on page 21. You are Tom, Alice and Mrs Wang. Ask and answer questions about where you will go shopping.

- S1: Where will we go to buy the _____?
- S2: We'll go to _____ (, _____ and _____).
- S3: Will we go to _____?
- S2: No, we won't. We don't need to buy anything there.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Where will we go to buy the jeans?*

Using the simple future tense to talk about future actions

e.g., *We'll go to Girls' Fashion ...*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided
Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 7B* page 22
- *Workbook 7B* pages 21, 25 and 26
- Cassette 7B
- Cassette player

Pre-task preparation

Suppose you are in a shopping centre.

Ask: *What do you need? Where can you buy it/them?*

While-task procedure

- 1 Give the students time to look at the information board.
- 2 Ask random questions: e.g., *Where can you find furniture?* to elicit: *At City Furniture.* Ask: *Which floor is it on?* to elicit: *It's on the ground floor.*
- 3 Play the cassette of the dialogue. The students follow in their books.
- 4 In groups of three, students practise the dialogue. Select groups to read out the dialogue.
- 5 The students practise **Ask and answer** in groups of three. Select groups to say one of their dialogues.

Post-task activities

Workbook 7B page 26

- a In pairs, students talk about the things they need to buy in Sunny Shopping Centre.
- b The students write their shopping list.
- c Select individual students to say the sentences about one of their items.
- d The students write their sentences. Select individual students to read out their sentences about one item in their lists.

Consolidation

Workbook 7B pages 21 and 25

Language focus:

Using the simple present tense to express likes
e.g., *I like the ones with the blue belt.*

Using prepositional phrases to describe objects
e.g., *I like the one with the short sleeves.*

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* page 23
- *Workbook 7B* pages 22 and 24
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Ask: *What clothes do you like?*

Do you like shirts/blouses with the long sleeves or the short sleeves?

While-task procedure

- 1 Give the students time to read the dialogues.
- 2 Play the cassette of the dialogues. The students listen.
- 3 In pairs, students practise the dialogues. Select pairs to read out a dialogue.

- 4 In pairs, students practise **Look, ask and answer.**

Select pairs to say one of their dialogues.

- 5 *Workbook 7B* page 24

a Give the students time to look at the page.

b Play the recording. The students listen and tick.

Workbook tapescript

- Narrator: Spaceboy and Skygirl are at a clothes shop. They are choosing the clothes they would like to buy. Listen to their conversation and tick the correct answers.
- Skygirl: I need to buy a pair of jeans for myself.
- Spaceboy: Do you like the jeans with the red belt or the ones with the blue belt?
- Skygirl: I like the ones with the red belt. I also need to buy a sweater. I prefer the one with the V-neck. What do you need to buy, Spaceboy?
- Spaceboy: I need to buy a pair of trousers.
- Skygirl: Look at these trousers. Do you like the trousers with the checks or the ones with the stripes?
- Spaceboy: I have two pairs of trousers with the checks. I'd better buy the trousers with the stripes.
- Skygirl: Next Saturday is my aunt's birthday. I'd like to buy a dress for her.
- Spaceboy: These dresses look nice. Do you like to buy the dress with the yellow spots or the one with the green spots?
- Skygirl: Green is my aunt's favourite colour. I'll take the one with the green spots. Is there anything else that you need to buy, Spaceboy? Any T-shirts?
- Spaceboy: No. I have too many T-shirts. I don't want to buy any more.
- Skygirl: OK. Then let's try on the clothes first.

Consolidation

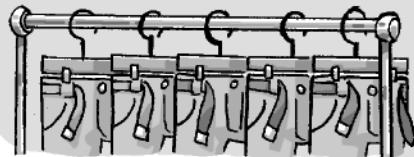
Workbook 7B page 22

Look and read

1

New
structure

Alice, do you like the jeans
with the yellow belt or the
ones with the blue belt?

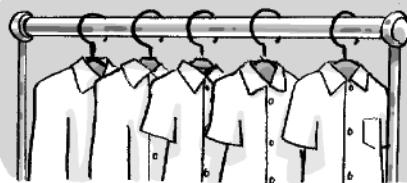


= the jeans (plural)

I like the ones
with the blue belt.

2

Tom, do you like the shirt
with the long sleeves or the
one with the short sleeves?



= the shirt (singular)

I like the one with
the short sleeves.

Look, ask and answer

Go over the different kinds of clothes
with the students first if necessary.

Look at the pictures of clothes below. Ask and answer questions.



dress/blue spots



T-shirt/short sleeves



sweater/V-neck



trousers/checks



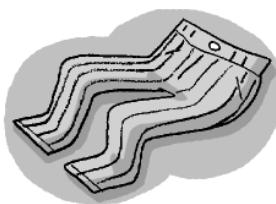
dress/red spots



T-shirt/long sleeves



sweater/round neck



trousers/striipes

S1: Do you like the ____ with the ____ or the one/ones with the ____ ?

S2: I like the one/ones with the ____ .



Writing: The clothes I like

Draw and write

Draw some clothes that you like wearing and write about them.

The clothes I like

1



(draw)

I like the sweater with
the V-neck.

2

(draw)

I like _____.

3

(draw)

4

(draw)

5

(draw)

6

(draw)

Language focus:

Using the simple present tense to express likes
e.g., *I like the jeans with the blue belt.*

Using prepositional phrases to describe objects
e.g., *I like the T-shirt with the short sleeves.*

Language skills:**Writing**

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* page 24

While-task procedure

- 1 In pairs, students discuss the clothes they like.
e.g., *S1: Do you like ____ with the ____ or the one/ones with the ____?*
S2: I like the one/ones with the ____.
- 2 The students draw pictures and write about them.
- 3 Select individual students to show their pictures and read out their sentences.

Post-task activities

- 1 In groups, students draw the school uniforms they like and write some sentences about their uniforms.
- 2 Ask a representative from each group to show and describe their uniforms.
- 3 Make a display board of all the uniforms.

Pre-task preparation

Ask: *What clothes do you like?*

Language focus:

Using formulaic expressions to interrupt someone/
grant permission/apologize

e.g., *Excuse me./Certainly./Sorry.*

Using modal verbs to make requests

e.g., *Can I try on the jeans with the blue belt, please?*

Using adverbs of degree

e.g., *These jeans are too long and loose.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

Scan a text for specific information

Materials:

- *Student's Book 7B* page 25
- *Workbook 7B* page 23
- Cassette 7B
- Cassette player

Pre-task preparation

Review/introduce adjectives: *long, short, loose, tight, small medium, large.*

Ask: e.g., *Do you like long or short sleeves/loose or tight jeans?*
What size of T-shirts do you wear?

While-task procedure

- 1 Play the cassette of the dialogues. The students listen with their books closed.
- 2 Ask questions:
e.g., *What kind of jeans would Alice like to try on?*
Are the jeans in her size?
What size does Alice wear?
- 3 Play the cassette again. The students follow in their books.
- 4 In pairs, students practise the dialogues. Select pairs to read out a dialogue.
- 5 The students practise the dialogue in **Look, ask and answer**. Select pairs to say one of their dialogues.

Consolidation

Workbook 7B page 23



Listening and speaking: Trying on clothes

Look, listen and say

1

Excuse me. Can I try on the jeans with the blue belt, please?

Certainly. The changing rooms are over there.



2

Are they OK?

These jeans are too long and loose.



3

These jeans are too short and tight. Do you have them in my size? I wear medium.

Pay attention to the use of the preposition 'in' here.

Sorry, we don't have them in your size.



Look, ask and answer

Look at the clothes on page 23. With a classmate, ask and answer questions about them.

S1: Excuse me. Can I try on the ____ with the ____, please?

S2: Certainly. The changing rooms are over there.

Is it OK?/Are they OK?

S1: This ____ is/These ____ are too long/short/loose/tight.

Do you have it/them in my size?

I wear small/medium/large.

S2: Yes, we do./Sorry, we don't have it/them in your size.



Language

- Where will we go to buy __?
- need to buy __
- the __ (a clothing item) with the __

► too long
 short
 loose
 tight

► small
 medium
 large

Word box

anything /'enɪθɪŋ/	<i>pron.</i>	任何东西
*jeans /dʒi:nz/	<i>n.</i>	牛仔裤
myself /maɪ'self/	<i>pron.</i>	我自己
kid /kɪd/	<i>n.</i>	小孩
fashion /'fæʃn/	<i>n.</i>	时尚；流行
super /'su:pə(r)/	<i>adj.</i>	超级的
carpet /'kɑ:pɪt/	<i>n.</i>	地毯
spot /spɒt/	<i>n.</i>	斑点；点
*sweater /'swetə(r)/	<i>n.</i>	毛线衫；针织套衫
V-neck /'vi: nek/	<i>n.</i>	V形领；鸡心领
neck /nek/	<i>n.</i>	衣领；领子
check /tʃek/	<i>n.</i>	方格图案；格子；方格
*stripe /straɪp/	<i>n.</i>	条纹
try on		试穿（衣物）
excuse /ɪk'skju:z/	<i>v.</i>	原谅
excuse me		劳驾；请原谅
certainly /'sɜ:tnlɪ/	<i>adv.</i>	当然；行
changing room	<i>n.</i>	试衣间
over there		在那边
loose /lu:s/	<i>adj.</i>	宽松的
tight /taɪt/	<i>adj.</i>	紧身的；紧的
medium /'mi:dɪəm/	<i>adj.</i>	中等的；中号的



Notes

Page 21

1 Would you like to come? 你们一起去吗?

请注意, 英语中表示主语到对方那边去, 有时不用 go 而用 come, 又如: I'll come to see you tomorrow. 我明天去看你。

2 I need to buy a computer book for your dad and a pair of shoes for myself. 我要给你们爸爸买一本电脑书, 给我自己买一双鞋。

Page 22

1 We'll go to Girls' Fashion and Cool Clothes. 我们要去“少女时装店”和“酷装店”看看。

注意此句中 Girls' Fashion 和 Cool Clothes 都是商店的名称。此处 cool 作形容词, 意为“酷的”。

Page 23

1 —Alice, do you like the jeans with the yellow belt or the ones with the blue belt? 艾丽斯, 你喜欢配黄色皮带的牛仔裤呢, 还是配蓝色皮带的(牛仔裤)?

—I like the ones with the blue belt. 我喜欢配蓝色皮带的(牛仔裤)。

这是一组选择疑问句的问答句, 问句用 or 连接供选择的两个对象, 回答时不用 Yes 或 No。

注意句中的 ones 指代 jeans, 所以要用复数形式。

Page 25

1 购物用语

Excuse me. Can I try on the jeans with the blue belt, please? 劳驾, 我可以试穿一下这条配蓝色皮带的牛仔裤吗?

Certainly. The changing rooms are over there. 当然可以。试衣间在那边。

Do you have them in my size? I wear medium. 你们有我(穿)的尺码吗? 我穿中号。

小号 (small)、中号 (medium)、大号 (large) 的缩写为 S、M、L。

Sorry, we don't have them in your size. 对不起, 我们没有你穿的尺码。

Additional teaching suggestions

Page 21

1 **Read** 中出现的 need 均为实义动词。到目前为止尚未出现 need 作为情态动词的用法, 在教学中可暂时不作介绍。

Page 25

1 本页出现了不少“购物”用语, 在教学中要注意创设情境, 让学生多加操练, 达到熟练运用的目的。

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

Now listen

A holiday plan

A plan for Uncle Wilson

- 1 First, go to Yunnan Road and have delicious food there.
- 2 Next, go to the Bund and see many old buildings. See the Oriental Pearl TV Tower and Jinmao Tower from there, too.
- 3 Then go to Nanjing Road to buy a shirt and a pair of shoes.
- 4 Finally, go to see 'Space Wars'. It is an adventure film.



Now listen

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

Tapescript

Narrator: Uncle Wilson is coming to visit Shirley in Shanghai. Shirley is thinking of some places where they can go eating, sightseeing and shopping. Listen to Shirley's letter to Uncle Wilson and finish the notes in her plan on page 28.

Shirley: Dear Uncle Wilson. (pause) How are you? I'm glad that you are coming to Shanghai next week. I've already thought of some interesting places. We can go eating, sightseeing and shopping there. I know you like local snacks very much. I suggest we go to Yunnan Road first. We'll find some restaurants and enjoy delicious food there. We can then go sightseeing on the Bund. We can see many old buildings there. We can see the Oriental Pearl TV Tower and Jinmao Tower from the Bund, too. In your last letter you said that you needed to buy a new shirt and a pair of shoes. After that, we can go to Nanjing Road to do some shopping. The adventure film 'Space Wars' is on now. We can go to see the film together in the evening. Hope you like my plan for you. I look forward to seeing you soon. Shirley.

Using English

Managing your time

In this section, we are trying to get the students to think about their own time management, so that they can make their own decisions about how to lead a balanced life.

- 1 We are not trying to tell them that they ought to work all the time. The students also need suitable exercise and leisure interests. However, many students waste time or fail to manage their time sensibly. Many students may not have thought about this topic at all.
- 2 In Exercise A, get the students to list some categories describing how they spend their time. Write these on the board, using the examples as a starting point. Develop a list on the board which everyone can use, and which includes all main types of activities.
- 3 In Exercise B, ask the students to keep a time diary for one day (or one week, which would provide more reliable statistics). Make sure everyone collects this data in the same way. (For example, decide whether the time-keeping record should begin when students get up and go to bed, or whether it is for 24 hours.)
- 4 When the students have completed their time diaries, continue with Exercise C and ask them to make simple bar charts demonstrating how they spend their time. On the left axis, each unit (e.g., one centimetre) represents an hour. On the right axis, the students should list the activities. Show the students on the board how to do this, so that all of their charts are produced to the same scale and format.
- 5 Ask the students to work in groups and to compare and contrast their bar charts. The students can consider whether they are happy with their present time management or not, and can discuss this using sentences such as:
I spend X hours a day/week playing computer games/doing my homework.
I spend enough/too much/too little time on homework/recreation, etc.
I should spend more/less time on ...

- 6 If you wish, ask the students to write a short report about their own bar charts, showing what they have learnt from this exercise.
- 7 You may also wish to discuss the topic 'when we work best'. For example, many people work well in the morning but have a natural 'dip' in their energy levels after lunch and in the early evenings. Therefore, it is sensible to have short rest periods, and not to try to do our most difficult types of work, during these times.
- 8 Research shows that some people who work very long hours do not, in fact, achieve very much. It is often better to work for short periods, when we are feeling awake and alert and can concentrate well. People who regularly work late at night, and deprive themselves of sleep, may be harming their health and may achieve less in the end.
- 9 You may also wish to discuss general questions about how the students can start to tackle a big or difficult piece of work such as a project. Here are some good strategies to help the students:
 - Break down big, or difficult tasks into smaller chunks.
 - Estimate realistically how long the whole task will take.
 - Make a plan and write down when you will do each part of the whole task.
 - Start immediately! By taking one little part of the task at a time, it will not seem so difficult.

1 Garden City and its neighbours

Using English

Managing your time

Time is valuable^①. Are you using it in the best way?

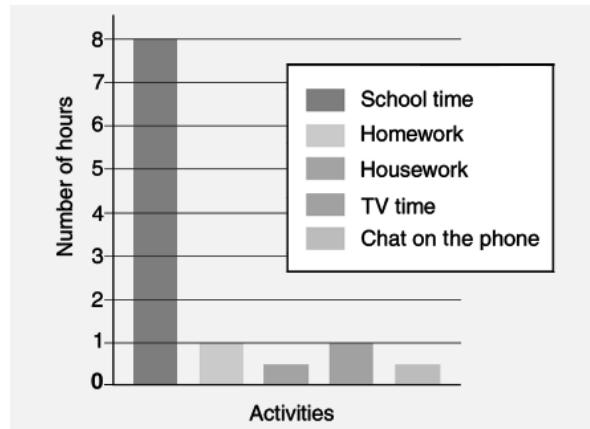
A What are the different ways you spend your time during the week? Use this example as a guide and make a list of your own.

Work	Exercise	Meals
<ul style="list-style-type: none"> • School hours • Homework 	<ul style="list-style-type: none"> • Walk/Run to bus stop • Run around in the playground 	<ul style="list-style-type: none"> • Breakfast • Lunch • Dinner
Travel	Recreation ^②	Rest
<ul style="list-style-type: none"> • Bus to school • Underground home 	<ul style="list-style-type: none"> • Listen to music • Watch TV 	<ul style="list-style-type: none"> • Sleep

B Keep a time diary for one day. Write down how you spend your time. Use this example as a guide.

Time	Activity	Time	Activity
7.00 a.m.	Go to school	6.30 p.m.	Dinner
7.30 a.m.–3.30 p.m.	At school	7.00 p.m.	Watch TV
4.00 p.m.	Go home	8.00 p.m.	Science homework
4.15 p.m.	Buy things for Mum	8.30 p.m.	Chat ^③ with Chris on the phone
4.45 p.m.	Play sports	9.00 p.m.	Read news on the Internet
6.00 p.m.	Maths homework	10.00 p.m.	Go to bed

C Now, study your time diary. Calculate the total number of hours you spend on the different activities. Then make a bar chart. Use the example on the right as a guide.



D Work in groups of four. Study each other's bar charts. Discuss whether you spend your time well or not. Then suggest ways of making better use of your time.

^① valuable adj. 宝贵的 ^② recreation n. 娱乐活动 ^③ chat v. 聊天

More practice

*A one-day tour plan

Read the e-mail from your penfriend and give some suggestions for his or her visit to Shanghai.

To:	
Subject:	Suggestions I need
<p>Dear _____</p> <p>How are you? I have a short holiday next week and have decided to visit Shanghai. I have booked^① a room in the Peace Hotel. I hear it is on the Bund and has a good view of the famous Huangpu River. I will arrive on the night of 27 March and leave early on 29 March. I would like to visit some of the most famous places, such as^② Nanjing Road, Yu Garden and the Site of the First National Congress of the CPC^③.</p> <p>Can you give me some suggestions for my visit to Shanghai? I have only one day to look around Shanghai. I will be very happy if you can make a tour plan for me.</p> <p>I am looking forward to your reply.</p> <p>Yours</p> <hr/>	

A one-day tour plan

Time	Place to visit	How to get there	What to do
9.00 a.m.–11.00 a.m.	Yu Garden	By taxi	take photos have local snacks ...
11.30 a.m.–2.30 p.m.	Shanghai Museum	By taxi	see the exhibition

^① book v. 预订 ^② such as 例如 ^③ Site of the First National Congress of the Communist Party of China (CPC)
中国共产党第一次全国代表大会会址

Listen and read

/ɑ:/	card	charge	/ɜ:/	person	prefer
ar	/ɔ:/	war	warn	driver	quarter
	/ə/	sugar	dollar		
/ɔ:/	corn	story	/ɜ:/	third	dirty
or	/ɜ:/	homework	worse	burn	church
	/ə/	actor	forget	surprise	Saturday

Read and circle

Circle the word that matches the sound.

1 /ho:s/ house	horse	4 /skɜ:t/ skirt	skate
2 /ha:d/ hard	hold	5 /hɜ:t/ hurt	heart
3 /fa:m/ form	farm	6 /hɜ:/ here	her

Think and write

Write the letter(s) according to the sound.

/i:/	r <u>e</u> a <u>d</u>	/əʊ/	b <u>oa</u> t
/e/	r <u>e</u> d	/ɜ:/	b <u>ir</u> d
/ju:/	st <u>u</u> dent	/a:/	sh <u>ar</u> k
/ʌ/	cl <u>u</u> b	/ɔ:/	f <u>or</u> k
/ɪ/	l <u>i</u> ve	/eɪ/	t <u>a</u> sty
/aɪ/	l <u>i</u> fe	/ɜ:/	t <u>ur</u> key

Unit 5 What can we learn from others?



Reading: The happy farmer and his wife

Read

The happy farmer and his wife

Long ago, there was a poor farmer called Fred. Fred and his wife, Doris, lived in an old small hut. One winter night, the Luck Fairy visited them.

Note contracted forms in speech.

'Fred, you're a good and hard-working farmer. I'd like to give you three wishes,' said the Luck Fairy.

Fred and Doris smiled at each other, and said, 'Thank you very much. We don't need any wishes. Although we're old, we work in the fields every day.' New structure

'You don't earn much. I can give you some gold coins,' said the Fairy.

'Although we're poor, we live happily,' said Doris.

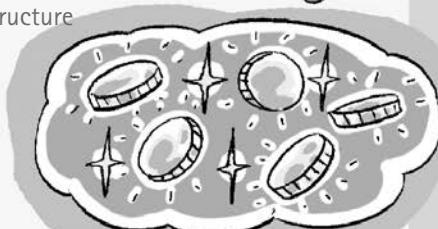
'Your hut is old and small. I can give you a big new house,' said the Fairy.

'Although our hut is old and small, it's very comfortable. I like this hut very much. I've lived here with Doris for many years,' replied Fred.

'How about some beautiful clothes?' asked the Fairy.

'Although our clothes are old, they're still comfortable. They keep us warm in winter,' answered Doris.

'You're not greedy. I like you very much. I hope other people will learn from you. I wish you happiness and health forever,' said the Fairy. Then she disappeared.



Module 2 Better future

Unit 5 What can we learn from others?

Tasks in this unit

Reading a fable with a moral message; reading and writing about the qualities of model students.

Language focus:

Using adjectives to describe people

e.g., *Long ago, there was a poor farmer called Fred.*

Using the simple past tense to talk about past events

e.g., *One winter night, the Luck Fairy visited them.*

Using connectives to express conditions

e.g., *Although we're old, we work in the fields every day.*

Language skills:

Listening

Follow a simple narrative with the help of pictures and other means

Speaking

Maintain an interaction by replying

Reading

Predict the likely development of a topic by recognizing key words, and making use of context and knowledge of the world.

Materials:

- *Student's Book 7B page 32*
- *Workbook 7B pages 27 and 29*
- Cassette 7B
- Cassette player

Pre-task preparation

Review adjectives. Write them on the board: *poor, old, small, good, hard-working, comfortable, beautiful, warm.* Ask the students to tell you the opposite of: poor (rich), old (new), small (big), good (bad), hard-working (lazy), comfortable (uncomfortable), beautiful (ugly), warm (cold).

While-task procedure

- 1 Give the students time to read the story silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read out a paragraph each.
- 4 Write questions on the board for the students to find the answers:

e.g., *What was Fred?*

Where did Fred and his wife live?

Who visited them?

What would the Luck Fairy like to give them?

What did the Luck Fairy finally wish Fred and his wife?

- 5 *Workbook 7B page 29*
 - a The students read the story silently.
 - b In pairs, students prepare the sentences without writing. Select individual students to say a sentence.
 - c The students then write the sentences. Select other individual students to read out a completed sentence.

Consolidation

Workbook 7B page 27

Language focus:

Using the simple past tense to talk about past events
e.g., *He and his wife, Doris, lived in an old small hut.*

Using adjectives to describe people and objects
e.g., *You're poor. Your hut is old and small.*

Using connectives to express conditions
e.g., *Although our hut is ..., it's ...*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* pages 32 and 33

Pre-task preparation

- 1 The students re-read the story on page 32 silently.
- 2 In groups of four, students role play the story.
- 3 In pairs, students ask each other questions about the story.

While-task procedure

- 1 In groups of four, students prepare the sentences without writing. Select groups to say the dialogue.
- 2 The students write the sentences.
- 3 Select other groups of three to act out the dialogue.
- 4 Write the key words: long ago, poor farmers, Luck Fairy, three wishes, happiness and health, disappear ... on the blackboard. The students work in pairs and retell the story with their books closed.
- 5 Select individual students to retell the story in class.

Write, say and act

Jill and her classmates are going to act out the story. Finish their script and act the parts.

The happy farmer and his wife



: Long ago, there was a poor farmer called Fred. He and his wife, Doris, lived in an old small hut.



: Fred, you're a good and hard-working farmer. I'm going to give you three wishes.



: Thank you very much. We don't need any wishes. Although we're old, we work in the fields every day.



: You're poor. I can give you some gold coins.



: Although we're poor, we live happily.



: Your hut is old and small. I can give you a big new house.



: Although our hut is old and small, it's very comfortable.



: How about some beautiful clothes?



: Although our clothes are old, they're still comfortable.



: You're not greedy. I wish you happiness and health forever.



: Then the Luck Fairy disappeared.

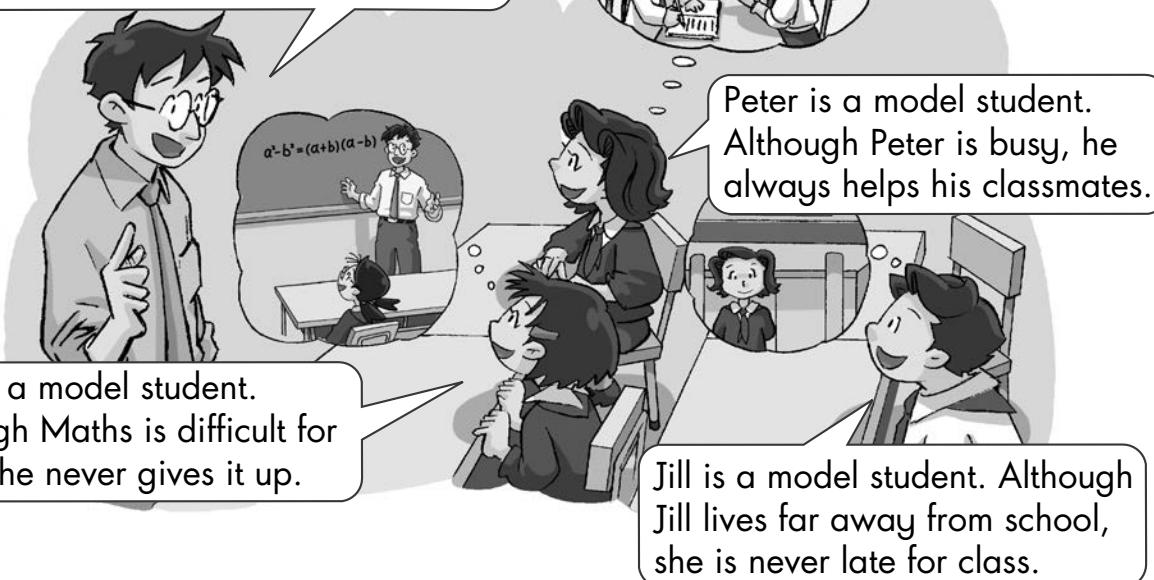


Listening and speaking: Model students

Listen and say

Mr Hu is asking his students what they can learn from their classmates.

We're going to vote for model students.
Who do you think is a model student?
What can we learn from him or her?



Look and say

With a classmate, talk about the students on the poster.

Model students in Class 7A



Alice/not strong/always/help her teacher
Although Alice is not strong, she always helps her teacher.



Simon/a lot of pocket money/never/waste it
Although Simon gets a lot of pocket money, he never wastes it.



Joe/busy with his studies/exercise/regularly
Although Joe is busy with his studies, he exercises regularly.

S1: What can we learn from Alice/Simon/Joe?

S2: Although ..., he/she ...

Language focus:

Using connectives to express conditions

e.g., *Although Peter is busy, he always helps his classmates.*

Using adverbs of frequency

e.g., ... *she is never late for class.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Understand the connection between ideas by identifying linking words

Materials:

- *Student's Book 7B* page 34
- *Workbook 7B* page 28
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Ask: *Do you help your family?*

What do you do?

Do you wash the dishes?

Do you tidy your room?

...

While-task procedure

- 1 Play the cassette. The students listen and repeat.
- 2 Play the cassette again. Select individual students to repeat a speech.
- 3 Ask: *Why is Peter/Kitty/Jill a model student?* to elicit:
Although ...

- 4 Give the students time to read **Look and say.**
- 5 In pairs, students prepare the dialogues. Select pairs to say a dialogue.
- 6 *Workbook 7B* page 28
 - a Play the recording. The students listen.
 - b Play the recording again, pausing for the students to complete the sentences.
 - c Play the recording again to let the students check their answers.

Workbook tapescript

- Narrator: Miss Guo is asking her students what they can learn from their classmates. Listen and complete the sentences.
- Miss Guo: Who do you think is a model student in our class? What can you learn from him or her?
- Joe: I think Kitty is a model student. Although Maths is difficult for her, she never gives it up.
- Kitty: Alice is a model student. Although she is not strong, she always helps the teacher.
- Alice: Simon is a model student. Although he gets a lot of pocket money, he never wastes it.
- Simon: I think Joe is a model student. Although he is busy with his studies, he exercises regularly.

Language focus:

Using connectives to express conditions
e.g., *Although ...*

Language skills:

Speaking

Connect ideas by using linking words

Reading

Scan a text to locate specific information

Writing

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

Develop written texts by using appropriate linking words

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* pages 34 and 35
- *Workbook 7B* page 30
- Students' photos (optional)

Pre-task preparation

Give the students time to re-read page 34 silently.

Ask: *Who is a model student? Why?* to elicit: e.g., ... (*Name*) is a model student. *Although he is busy, he always helps his classmates.*

While-task procedure

- 1 In groups, students complete the survey. Ask individual students to read out an entry from their survey.
- 2 Groups make the poster. If they do not have photos, they can do drawings. Ask individual students to read out one of their sentences.

Post-task activities

Workbook 7B page 30

- a Groups discuss the people they regard as models and prepare sentences about them. Ask individual students to say a sentence about one of their choices.
- b The students draw pictures and write the sentences. Ask other students to read out a completed sentence.



Writing: Learning from model students

A survey

In groups, find out some things you can learn from your classmates.

Name	Things we can learn from him/her

Find out and write

In groups, make a poster of the model students in your class. Write down what you can learn from them.

Model students in Class

Name: _____	Name: _____
(photo)	(photo)
Although _____, he/she _____.	_____
Name: _____	Name: _____
(photo)	(photo)
_____	_____
_____	_____



Language

- Although ..., ...

Word box



learn from		向……学习
wife /waif/	<i>n.</i>	妻子
long ago		很久以前
*hut /hʌt/	<i>n.</i>	小屋
*fairy /'feəri/	<i>n.</i>	仙子；小精灵
hard-working /ha:d 'wɜ:kɪŋ/	<i>adj.</i>	工作努力的；辛勤的
although /ɔ:l'ðəʊ/	<i>conj.</i>	虽然；尽管；即使
earn /ɜ:n/	<i>v.</i>	挣得；挣钱
gold /gəuld/	<i>n.</i>	金；金子；黄金
coin /kɔɪn/	<i>n.</i>	硬币
comfortable /'kʌmftəbl/	<i>adj.</i>	舒服的
reply /rɪ'plaɪ/	<i>v.</i>	回答
*greedy /'grɪ:dɪ/	<i>adj.</i>	贪婪的
happiness /'hæpɪnɪs/	<i>n.</i>	幸福
*forever /fə'revə(r)/	<i>adv.</i>	永远
disappear /,dɪsə'pɪə(r)/	<i>v.</i>	消失
vote /vəʊt/	<i>v.</i>	投票；表决；选举
vote for		表决（支持）；投票（赞成）
give up		放弃
pocket /'pɒkɪt/	<i>n.</i>	口袋
pocket money	<i>n.</i>	零花钱；零用钱



Notes

Page 32

- 1 What can we learn from others? 我们可以向他人学习什么?
I hope other people will learn from you. 我希望其他人能向你们俩学习。
在这两个句子中, others 与 other people 同义。
- 2 Long ago, there was a poor farmer called Fred. 很久以前, 有一个贫穷的农民叫作弗雷德。
在 6B Unit 5 中学了 (be) poor at, 其中的 poor 意为“不擅长的”。本句中的 poor 意为“贫穷的”。
- 3 I'd like to give you three wishes. 我想满足你们三个愿望。
句中的 wish 作名词, 意为“心愿; 愿望”。
- 4 Although we're old, we work in the fields every day. 虽然我们老了, 但是还能够每天在田里劳动。
although 意为“虽然”, 注意不能和 but 连用。这句话也可以说成: We're old, but we work in the fields every day.
- 5 You don't earn much. 你们挣钱不多。
句中的 much 作代词, 意为“许多(钱)”, 相当于 much money。
- 6 I wish you happiness and health forever. 我祝你们永远快乐健康。
句中的 wish 作动词, 意为“祝; 祝愿”。

Page 34

- 1 We're going to vote for model students. 我们要投票选举模范学生。
句中的 model 作名词, 意为“模范”。在 6B Unit 4 中学了 making a model, model 作名词, 意为“模型”。

Additional teaching suggestions

Page 32

- 1 although 引导的状语从句在 9B 中会作重点介绍。在本单元中要强调此句中英文的差别, 帮助学生了解 although 不能和 but 连用。
- 2 You don't earn much.
提醒学生注意句中的 much 为代词, 指代 much money, 意为“许多钱”。
- 3 I wish you happiness and health forever.
提醒学生注意在本句中 wish 作动词, 意为“祝愿”。而在 We don't need any wishes. 中, wish 则是名词, 意为“心愿; 愿望”。
- 4 本课教学中, 如时间允许, 可指导学生将故事改编为课本剧进行表演, 以进一步提高学生的学习兴趣和口头表达能力。

Page 34

- 1 本课教学中, 可引导学生寻找周围的模范学生, 并发掘和谈论他们身上的闪光点。
- ★ 本单元的 poor、model 属一词多义, much、wish 属兼类词, 虽不列入本单元的 Word box, 但列入 Word bank, 属核心词汇, 要求学生掌握运用。

Unit 6 Hard work for a better life

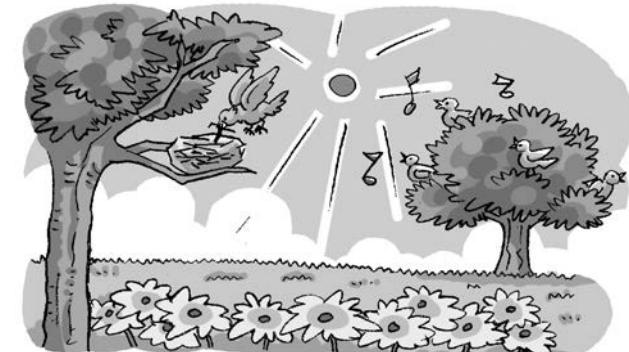


Reading: A poem

Read a poem

The four seasons

The sun starts shining.
Plants start growing.
Flowers start opening.
Birds start singing
And making their nests.
Spring is here.



The hot sun's shining.
We start having fun.
We start swimming.
We start eating ice cream.
The holidays are coming.
Summer is here.



The wind starts blowing.
Kites start flying.
Leaves start falling.
We start having barbecues.
The holidays are ending.
Autumn is here.



The snow starts falling.
Animals start sleeping.
Dark days are coming.
The temperature's dropping.
We start shivering.
Winter is here.



Unit 6 Hard work for a better life

Tasks in this unit

Reading a poem about seasons; talking about the things associated with the changing seasons; reading a story based on the seasons.

Language focus:

Using gerunds to express events

e.g., *The sun starts shining. Plants start growing.*

Using the present continuous tense to describe events taking place at the time of speaking

e.g., *The hot sun's shining.*

Language skills:

Listening

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

Speaking

Maintain an interaction by replying

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 38
- *Workbook 7B* pages 31 and 35
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Ask: *What can you see in spring/summer/autumn/winter?*

Compile lists on the board with the help of the students.

While-task procedure

- 1 Give the students time to read the poem silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read out a verse each.

- 4 Ask questions about the poem:

e.g., *What does the sun start doing in spring?*

What do the plants/flowers/birds start doing?

What is the sun doing in summer?

What do we start doing?

What are coming?

What starts blowing in autumn?

What are kites/leaves doing?

What do we start doing?

What are ending?

What starts falling in winter?

What do animals do?

What are coming?

What is the temperature doing?

What do we start doing?

- 5 Select other students to read out a verse of the poem again.

- 6 *Workbook 7B* page 35

a Give the students time to look at the page.

b Play the recording. The students listen and write.

c Select individual students to read out a verse each.

Workbook tapescript

Narrator: Listen and complete the poem.

Footprints

In the winter

Watch us go.

Making footprints

In the snow.

In the spring

My boots are wet.

See how deep

The puddles get.

In the summer

By the sea.

Sandy footprints

Made by me.

In the autumn

Trees are brown

I kick the leaves

All over town.

Consolidation

Workbook 7B page 31

Language focus:

Using the simple present tense to express thoughts
e.g., *Spring makes me think of rain.*

Using adjectives to describe events
e.g., *It's awful to walk in the wet and dirty streets.*

Language skills:

Listening

Identify details that support the main idea
Listen for specific information

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

Scan a text for specific information

Writing

Develop written texts by expressing own ideas
Develop written texts using visual support including
illustrations

Materials:

- *Student's Book 7B* page 39
- *Workbook 7B* pages 32, 33, 34 and 37
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What does spring/summer/autumn/winter make you think of?* Compile lists of the students' ideas on the board.

While-task procedure

- 1 Play the cassette. The students listen and repeat with their books closed.
- 2 Ask the question. Select individual students to read out the three answers.
- 3 Play the cassette again. The students follow in their books.
- 4 Select groups of four to read the dialogue.
- 5 In pairs, students complete **Think, write and say**.
Ask individual students: *What does spring/summer/autumn/winter make you think of?*
- 6 The students complete **Write**. Ask individual students to read out one of their entries.

Post-task activities

Workbook 7B page 37

- a In pairs, students discuss their feelings about the different seasons.
- b The students draw pictures and write the sentences.
- c Select individual students to read out the sentences for one of their pictures.

Consolidation

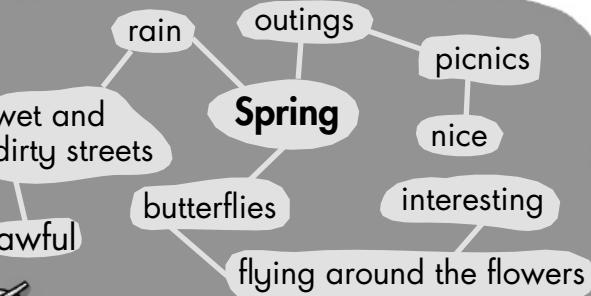
Workbook 7B pages 32, 33 and 34



Listening and speaking: About the seasons

Listen and say

Look at the blackboard.
What does spring make
you think of?



New structure

Spring makes me think of
rain. It's awful to walk in
wet and dirty streets.

Spring makes me think of
butterflies. It's interesting to see
them flying around the flowers.

Spring makes me think of
outings. It's nice to have
picnics in the park.



Writing: Things in different seasons

Think, write and say

Think about the things you can find during each season. Write them down in the table. With a classmate, ask and answer questions, like this:

S1: What does _____ (season) make
you think of?

S2: _____ makes me think of _____.

It's awful/bad to ...
nice/good
interesting/fun

The four seasons

Season	Things you think of
Spring	
Summer	
Autumn	
Winter	

Write

Write down your feelings about the different seasons.

You can ask the students to write their answers on page 37 of Workbook 7B.

The four seasons

- Spring makes me think of _____. It is _____ to _____.
- Summer makes me think of _____. It is _____ to _____.
- Autumn _____.
- Winter _____.



Reading: The grasshopper and the ant

Read

Read the story.

Present	Past	Present	Past	Present	Past	Present	Past
live	lived	make	made	ask	asked	look	looked
be	was	come	came	say	said	find	found
sit	sat	work	worked	laugh	laughed	feel	felt
sing	sang	collect	collected	stay	stayed	hear	heard
		take	took	have	had	answer	answered
						thank	thanked
						promise	promised



1 The grasshopper and the ant lived in a forest. The grasshopper was lazy and the ant was hard-working. All summer, the grasshopper sat in the sun and sang happily all the time. The ant made a house under the ground.

2 Autumn came and the ant worked harder. She collected food and took it into her house. 'Why do you work so hard?' asked the grasshopper. 'Winter is coming soon. It'll be very cold and it'll snow, too. It'll be difficult to find any food,' said the ant. 'Don't be silly, my friend,' laughed the grasshopper. 'There will be plenty of food in the forest in winter. Let's sing and play.'

3 At last, winter came. The ant stayed in her warm house. She had a lot of food. The grasshopper was outside in the snow. He looked for food everywhere, but he found nothing. He felt cold, hungry and disappointed.

4 The ant heard the grasshopper and came out of her house. 'What's the matter, my friend?' asked the ant. 'I'm cold and hungry,' answered the grasshopper sadly. 'Come into my house,' said the ant. 'It's warm inside and I've got enough food for both of us.' The grasshopper thanked the ant and promised, 'When spring comes, I'll work hard like you.'

Language focus:

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

e.g., *The grasshopper and the ant lived in a forest.*

The ant made a house under the ground.

Using adjectives to describe people and objects

e.g., *The grasshopper was lazy ...*

The ant stayed in her warm house.

Using prepositions to indicate direction

e.g., *She collected food and took it into her house.*

Using adverbs of manner

e.g., *When spring comes, I'll work hard like you.*

Language skills:**Listening**

Follow a simple narrative with the help of pictures and other means

Speaking

Maintain an interaction by replying

Reading

Predict the likely development of a topic by recognizing key words, and making use of the context and knowledge of the world

Materials:

- Student's Book 7B page 40
- Cassette 7B
- Cassette player
- Pictures of a grasshopper and an ant

While-task procedure

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

2 Read the sentences below to the students and ask them to tell whether they are true or false:

e.g., *The grasshopper and the ant lived in a forest. (T)*

The grasshopper made a house under the ground in summer. (F)

The ant sat in the sun and sang happily. (F)

The ant collected food and took it home in summer. (F)

The grasshopper was hard-working in autumn. (F)

The grasshopper felt cold, hungry and disappointed in winter. (T)

The ant invited the grasshopper to her home when she saw him. (T)

The grasshopper promised to work as hard as the ant. (T)

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

4 Ask the students to read the story again and help them fill in the table. (Draw the table below on the blackboard before class.)

	Grasshopper	Ant
What did he/she do in summer?	sat in the sun and sang happily	made a house
What did he/she do in autumn?	sang and played	collected food
How was his/her life in winter?	felt cold, hungry and disappointed	stayed in the warm house and had enough food
What do you think of him/her?	lazy	hard-working
What can you learn from the story?		

5 Ask the students to talk about the grasshopper and the ant according to the table.

Pre-task preparation

- 1 Show the pictures of a grasshopper and an ant to the students.
- 2 Ask the students some questions about grasshoppers and ants.
e.g., *Have you ever seen a grasshopper/an ant?*
Which do you like better, the grasshopper or the ant?
Why?
- 3 List the verbs (both in the present tense and in the past tense) in the story on the blackboard before class. Ask the students to read the verbs.

Language focus:

Asking *Wh-* questions to find out specific information:
e.g., *What did the ant and the grasshopper do in summer?*
Where did the ant stay in winter?
Why did the ant come out of her house?

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* pages 40 and 41
- *Workbook 7B* page 36

Pre-task preparation

Ask the students to read the story on page 40 again.

While-task procedure

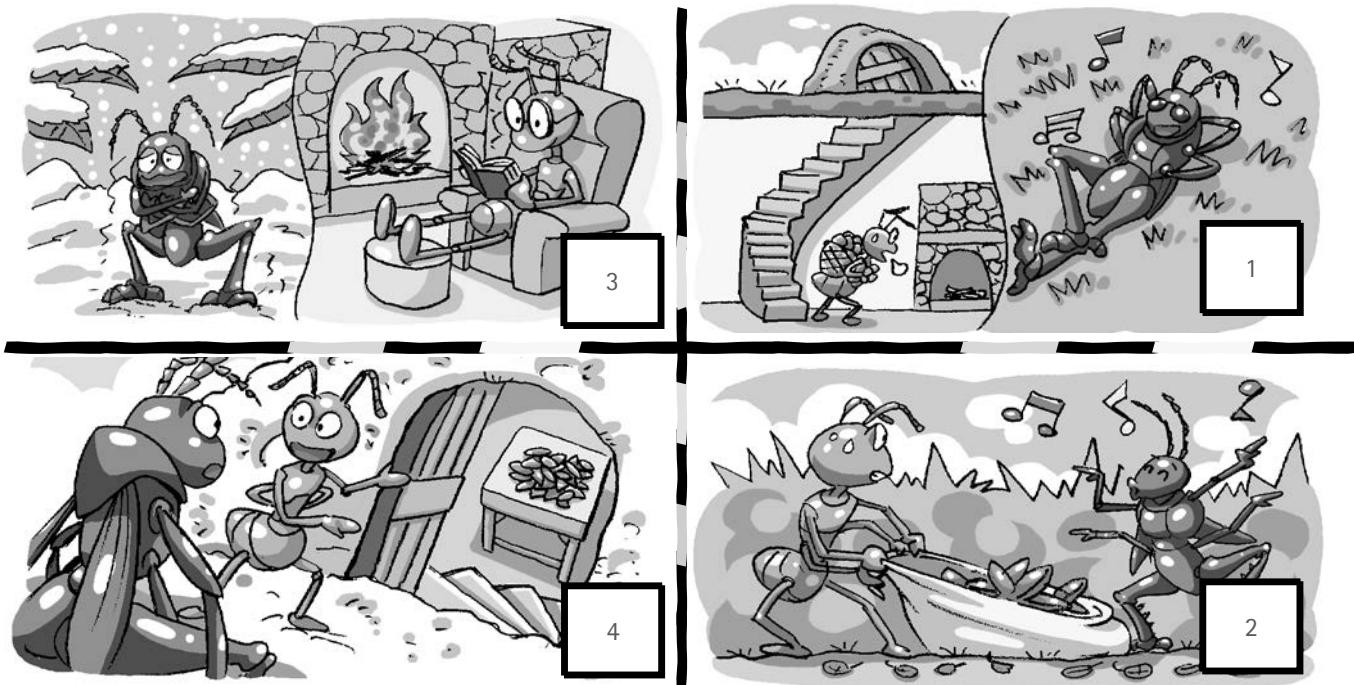
- 1 In pairs, students discuss the pictures and match the paragraphs on page 40 (1–4) with the pictures by writing the paragraph numbers in the boxes. Check orally.
- 2 The students prepare the answers to the questions in **Read and answer**.
- 3 Ask individual students the questions to check their answers.
- 4 *Workbook 7B* page 36
 - a In pairs, students prepare the story without writing. Select individual students to say a sentence.
 - b The students then write the verbs. Select other individual students to read out a completed sentence.

Post-task activities

- 1 Ask the students to act out the story in groups of three.
- 2 Ask individual students to act as the grasshopper/ant and make a speech. They may begin like this:
Hello, everybody! I'm a grasshopper/an ant. ...

Look and match

Look at the pictures below. Match them with the paragraphs on page 40.



Read and answer

Read the story on page 40 again. With a classmate, answer the questions.

The grasshopper and the ant

- 1 What did the ant and the grasshopper do in summer?
- 2 What did the ant do in autumn?
- 3 Where did the ant stay in winter?
- 4 What did the grasshopper do in winter?
- 5 Why did the ant come out of her house?
- 6 What did the ant give the grasshopper?
- 7 What did the grasshopper promise the ant?



► start shining
growing
singing

► It's awful/bad
nice/good
interesting/fun
to ...

► ___ makes me think of ...

- 1 The ant made a house under the ground. The grasshopper sat in the sun and sang happily all the time.
- 2 The ant collected food and took it into her house.
- 3 The ant stayed in her warm house under the ground.
- 4 The grasshopper looked for food everywhere.
- 5 Because she heard the grasshopper.
- 6 The ant gave the grasshopper food and shelter.
- 7 He promised to work hard when spring came.

Word box

poem /'pəʊɪm/	<i>n.</i>	诗；韵文
end /end/	<i>v.</i>	结束
temperature /'temprətʃə(r)/	<i>n.</i>	气温；温度
drop /drɒp/	<i>v.</i>	降低；减少
*shiver /'ʃɪvə(r)/	<i>v.</i>	发抖
blackboard /'blækbɔ:d/	<i>n.</i>	黑板
awful /'ɔ:f'l/	<i>adj.</i>	糟糕的；极讨厌的
*grasshopper /'gra:shɒpə(r)/	<i>n.</i>	蚱蜢
*ant /ænt/	<i>n.</i>	蚂蚁
*lazy /'leɪzɪ/	<i>adj.</i>	懒惰的
all the time		一直；总是
silly /'sɪlɪ/	<i>adj.</i>	愚蠢的；傻的
at last		终于；最终
everywhere /'evrɪweə(r)/	<i>adv.</i>	到处；处处
nothing /'nʌθɪŋ/	<i>pron.</i>	没有什么；没有东西
disappointed /,dɪsə'pɔɪntɪd/	<i>adj.</i>	失望的；沮丧的
out of		从……里出来
sadly /'sædli/	<i>adv.</i>	伤心地



Notes

Page 38

1 The holidays are coming. 假期就要来了。

The holidays are ending. 假期就要结束了。

注意：句中的现在进行时用来表示短期内将要发生的动作。

Page 39

1 — What does spring make you think of? 春天使你想到了什么?

— Spring makes me think of rain. 春天使我想到了雨。

make somebody do something 表示“使/让某人干某事”，make 意为“促使；使得”。

think of 意为“联想到”。

2 It's awful to walk in wet and dirty streets. 在又湿又脏的路上行走真是糟糕透了。

句中的 it 是指 to walk in wet and dirty streets 这件事。

Page 40

1 All summer, the grasshopper sat in the sun ... 整个夏天，蚱蜢都在阳光下闲坐着……
in the sun 意为“在阳光下”。

2 The grasshopper was outside in the snow. 蚱蜢在外面的雪地里。

句中的 outside 作副词，意为“在外面；户外”。

3 It's warm inside ... 里面很暖和，……

句中的 inside 作副词，意为“在（或向）里面”。

Additional teaching suggestions

Page 38

1 在教学中，对诗歌的学习要求不宜过高，以了解诗歌特点（如押韵等）和模仿朗读为主。

Page 39

1 在教学中，要充分利用 brainstorming 这一训练形式，谈论一年四季的变化，以激发学生的发散性思维。

Page 40

1 The grasshopper was outside in the snow.

提醒学生注意在本句中 outside 作副词，意为“在外面；户外”，而在 A strong wind may blow away flower pots outside people's flats. (6B Unit 8) 中，outside 是介词，意为“在……外面”。

2 It's warm inside.

提醒学生注意在本句中 inside 是副词，意为“在里面”，而在 We should take flower pots inside our flats. (6B Unit 8) 中，inside 是介词，意为“在……里面”。

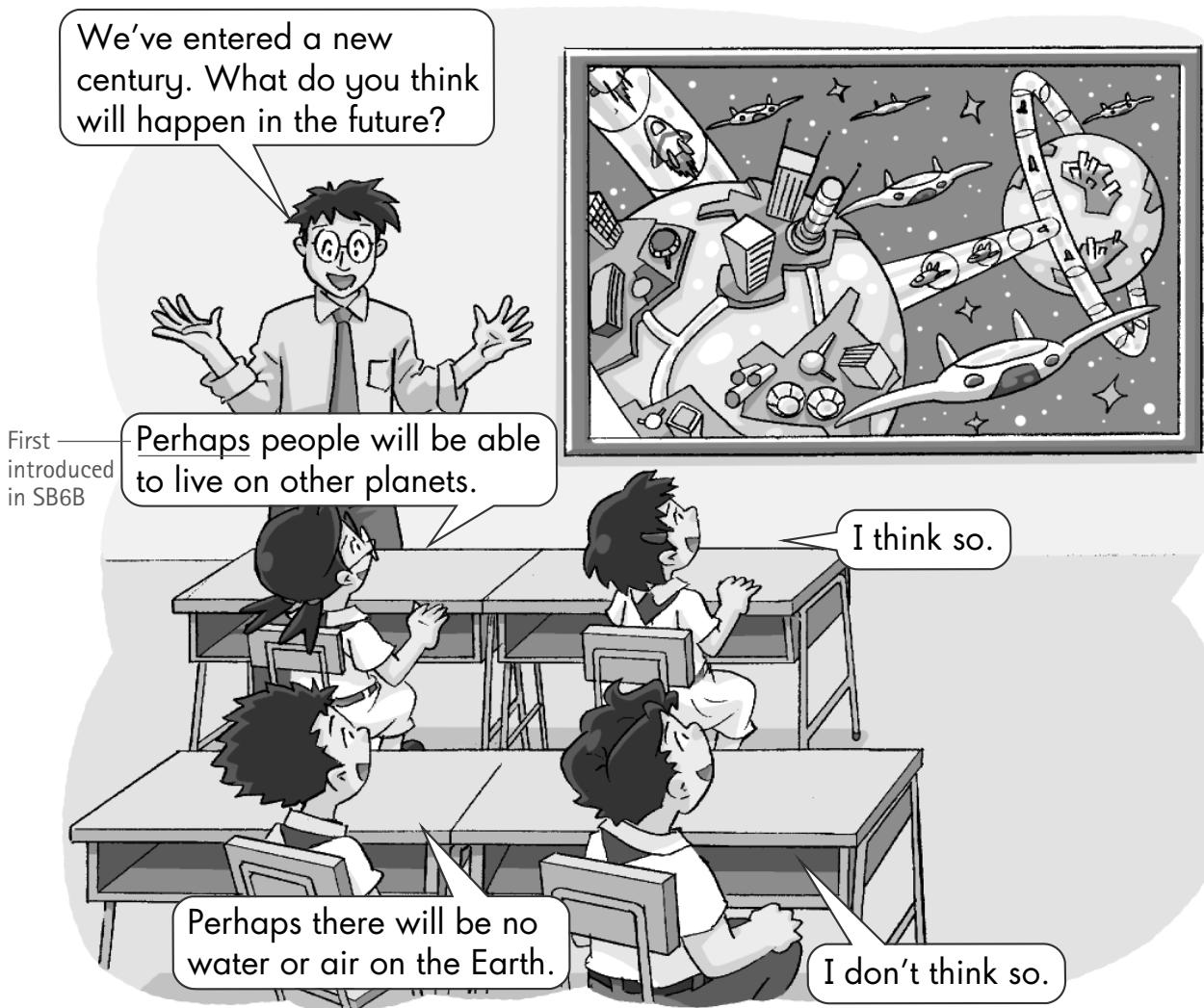
3 本课教学中，如时间允许，可指导学生将故事改编为课本剧进行表演，以进一步提高学生的学习兴趣和口头表达能力。

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

Unit 7 In the future

Listening and speaking: Talking about the future

Listen and say



Kitty: Perhaps there will not be enough food for everybody.

Peter: I don't think so.

Alice: Perhaps people will be able to grow vegetables in space stations.

Joe: I think so.

Peter: Perhaps there will be no summer or winter. Then the weather will never be too hot or too cold.

Alice: I don't think so.

Kitty: Perhaps people in different countries will all be able to speak the same language. Then people will be able to understand each other better.

Joe: I think so.

Unit 7 In the future

Tasks in this unit

Reading and writing about what life may be like in the future and how it may be different.

Language focus:

Using the simple future tense to talk about future events
e.g., *Perhaps there will not be enough food for everybody.*
Using formulaic expressions to show agreement/disagreement
e.g., *I think so./I don't think so.*

Language skills:

Listening

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

Speaking

Maintain an interaction by agreeing or disagreeing

Reading

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

Writing

Write out a piece of work when a framework is provided

Materials:

- Student's Book 7B page 44
- Workbook 7B pages 38 and 41
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Review the simple future tense. Ask: *What will you do next weekend?*

While-task procedure

- 1 Play the cassette. The students listen and repeat.
- 2 Ask questions: e.g., *Will people be able to live on other planets?* The students agree or disagree by saying: *I think so./I don't think so.*
- 3 Select students to read out the dialogue.
- 4 Ask: *What do you think will happen in the future?* The students make suggestions beginning: *Perhaps ...*
- 5 *Workbook 7B* page 41
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and write.
 - c Play the recording again to let the students check their answers.

Workbook tapescript

- | | |
|-----------|--|
| Narrator: | Miss Guo is asking the students what will happen in the future. Listen and complete their dialogues. |
| Miss Guo: | What do you think will happen in the future, Peter? |
| Peter: | Perhaps people will live in cities under the sea. |
| Kitty: | I don't think so. Perhaps there will be terrible air pollution. |
| Jill: | I think so, Kitty. |
| Miss Guo: | What about you, Alice? |
| Alice: | Perhaps people will be able to live on other planets. Do you agree with me, Joe? |
| Joe: | Yes, I think so. Perhaps we will be able to talk to our animal friends. |
| Peter: | I don't think so. |

Consolidation

Workbook 7B page 38

Language focus:

Using the simple future tense to talk about future events
e.g., *Perhaps people will be able to ...*

Using formulaic expressions to show agreement/
disagreement
e.g., *I think so./I don't think so.*

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

Scan a text for specific information

Writing

Develop written texts by expressing own ideas and
feelings

Write out a piece of work using visual support including
illustrations

Materials:

- *Student's Book 7B* page 45
- *Workbook 7B* pages 43 and 44

Pre-task preparation

Ask: *What will life be like in the future?* Compile a list of the students' suggestions on the board.

While-task procedure

In groups of three, students talk about life in the future.
They use the pictures and vocabulary provided to practise
the dialogue. Select individual students to say a sentence
beginning: *Perhaps ...*

Post-task activities

Workbook 7B pages 43 and 44

Groups draw and write captions. Ask individual students to
read out one of their captions.

Discuss

In groups, talk about things that will happen in the future.

Life in the future



cities under the sea



connect our minds
to the Internet



take pills for meals



travel to other planets
in spacecraft



robots in hospitals



terrible air pollution

S1: What do you think will happen in the future?

Ask the students to suggest more ideas.

S2: Perhaps people will be able to ... /

Perhaps there will (not) be ...

S3: I think so./I don't think so.



Writing: Life in the future

Draw and write

Make a book with pictures to show what you think will happen in the future.

Write about them.

You can ask the students to use page 43 of Workbook 7B to complete this task.

Life in the future



(draw)



(draw)

Perhaps _____.

_____.



Reading: Our hopes

Look and read

1

What do you hope will happen in ten years' time? Let's make a time box.



That's fun. We can keep the time box in a secret place. After ten years, we can open the box and see how things have changed.



2

I hope that there will be enough food for everyone.
Peter

3



Write down your hopes on pieces of paper and sign them.

Put the pieces of paper in a box. Close the box and seal it with tape.

4

I hope that there will be enough food for everyone.

Peter



I hope that people will not pollute the Earth.

Alice



I hope that I will become an astronaut.

Kitty



Write and make

With your classmates, make a time box.

Write about your hopes. You can ask the students to write their hopes on page 45 of Workbook 7B.

I hope that _____
_____.
(name)



Language

- What do you think will happen in the future?
- Perhaps people will be able to ... / Perhaps there will (not) be ...
- I think so./I don't think so.
- I hope that ...

Language focus:

Using prepositional phrases to indicate a period of time
e.g., *What do you hope will happen in ten years' time?*
Using the simple present tense to express hopes
e.g., *I hope that there will be enough food for everyone.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7B page 46*
- *Workbook 7B pages 39, 40, 42 and 45*
- Cassette 7B
- Cassette player
- A cardboard shoe box

Pre-task preparation

Ask: *What do you hope will happen in the future?* Compile a list of the students' hopes on the board.

While-task procedure

- 1 Give the students time to read **Look and read** silently.
- 2 Play the cassette. The students listen and repeat.
- 3 Select individual students to read out a paragraph each.
- 4 Ask: *What does Peter/Alice/Kitty hope?*
- 5 *Workbook 7B page 45*
 - a The students prepare the sentences without writing.
Ask individual students to say a sentence.
 - b The students then write the sentences. Select individual students to read out a sentence.
 - c The students complete **About you**. They can then write their hope, sign it and deposit it in the cardboard shoe box.

Consolidation

Workbook 7B pages 39, 40 and 42

Word box



talk about		讨论；谈论；商谈
able /'eɪbl/	<i>adj.</i>	有能力的
(be) able to		能够；有能力
planet /'plænɪt/	<i>n.</i>	行星
space station	<i>n.</i>	航天站；宇宙空间站
pill /pil/	<i>n.</i>	药丸；药片
meal /mi:l/	<i>n.</i>	餐；一顿饭
hope /həʊp/	<i>n.</i>	希望；期望
	<i>v.</i>	希望，期望（某事发生）
secret /'si:kret/	<i>adj.</i>	秘密的；保密的
sign /saɪn/	<i>v.</i>	签（名）；签字
*seal /si:l/	<i>v.</i>	密封
everyone /'evriwʌn/	<i>pron.</i>	每人；人人



Notes

Page 44

- 1 What do you think will happen in the future? 你们认为将来会发生什么?
- 2 I think so. 和 I don't think so. 分别用于表示同意或不同意别人的意见。

Page 45

- 1 take pills for meals 服药片代替吃饭
take 意为“服(药)”。

Page 46

- 1 What do you hope will happen in ten years' time? 你们希望十年以后会发生哪些变化?
- 2 We can keep the time box in a secret place. 我们可以把时间盒放在一个秘密的地方。
句中的 keep 作动词, 意为“存放”。
- 3 After ten years, we can open the box and see how things have changed. 十年以后, 我们可以打开盒子看看已经发生了哪些变化。
- 4 Close the box and seal it with tape. 合上盒子, 用胶带封好。
句中的 tape 作名词, 意为“胶带”。tape 也可解释为“磁带”, 如: Listen to the tape, please. 请听磁带。

Additional teaching suggestions

Pages 44 and 46

- 1 What do you think will happen in the future?
What do you hope will happen in ten years' time?
句中 do you think/hope 为插入语, 在教学中不必对此语言现象作过多讲解, 只需要求学生理解整个句子, 并能模仿使用即可。
- ★ 本单元的 take、keep、tape 属一词多义, 虽不列入本单元的 Word box, 但列入 Word bank, 属核心词汇, 要求学生掌握运用。

Unit 8 A more enjoyable school life

Tasks in this unit

Reading and writing about possible changes that would improve school life; making suggestions for improvements.

Language focus:

Asking *Wh-* questions to find out specific information e.g., *What changes would you like to see in our school?*

Using modal verbs to make suggestions
e.g., *I'd like to have a swimming pool in our school.*

Language skills:

Listening

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

Speaking

Use appropriate intonation and stress

Reading

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 7B* page 49
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What would you like to change in our school?* Compile a list of the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the page silently.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogues/sentences. Select pairs/individual students to read out a dialogue/sentence.

Post-task activities

- 1 In groups, students discuss ideas for changes in school and each group selects one suggestion.
- 2 Ask groups to report their chosen suggestions. Write them on the board.
- 3 The students select the five most popular suggestions.
- 4 Give the students time to write a letter to the headmaster. Tell him/her about the suggestions.

Unit 8 A more enjoyable school life



Reading: My ideal school

Look and read

Mr Hu wants his students to conduct a survey for the school.

1

Children, I want you to find out what changes the younger students would like to see in our school.

That's a good idea.



2

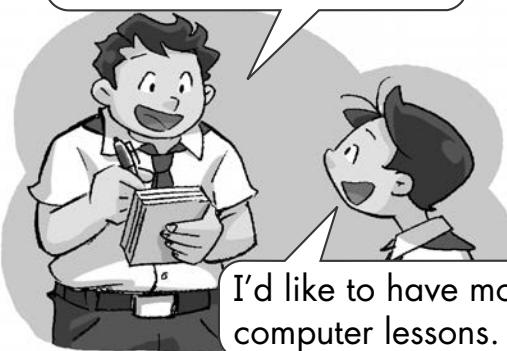
What changes would you like to see in our school?



I'd like to have a swimming pool in our school.

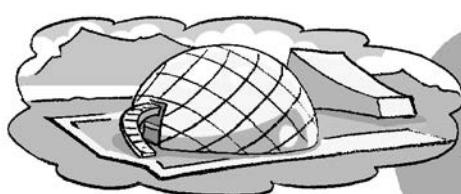
3

What changes would you like to see in our school?



I'd like to have more computer lessons.

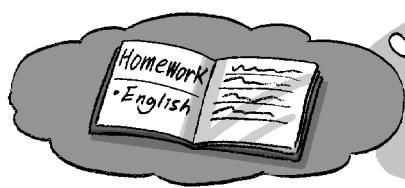
4



I'd like to have more activities and trips to other places.



I'd like to have an air-conditioned classroom.



I'd like to have less homework.

Remind the students that 'less' is used with uncountable nouns.

Ask and answer

In groups, ask and answer questions to find out what changes your classmates would like to see in your school.

S1: What changes would you like to see in our school?

S2: I'd like to ...

S3: I'd like to ...

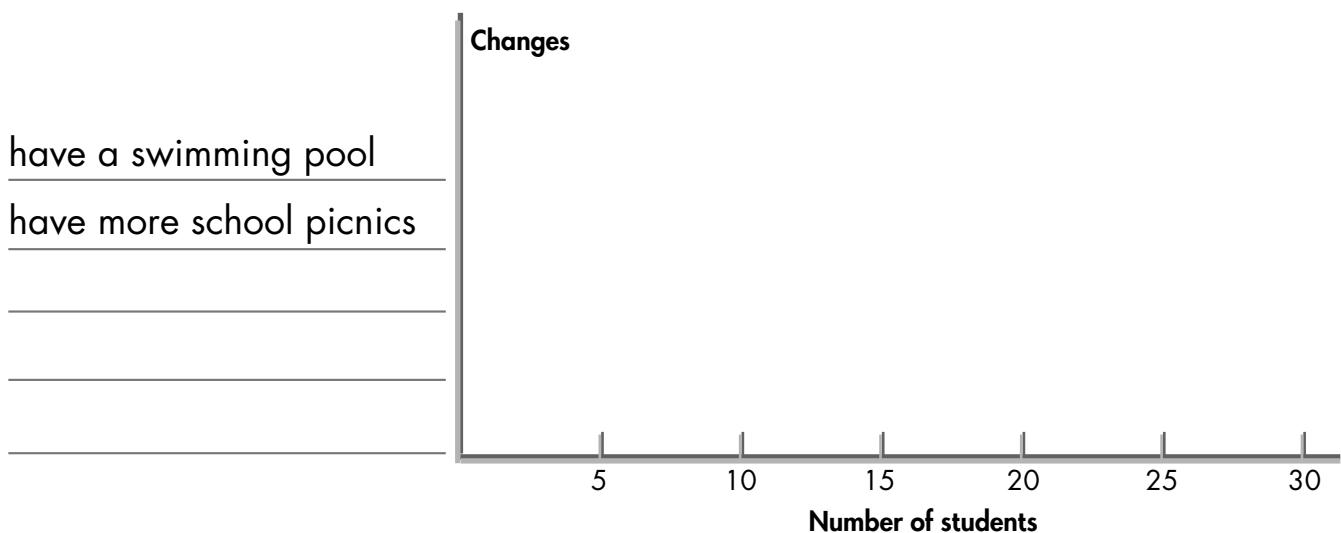
S4: I'd like to ...

Changes

- have a swimming pool
- have less homework
- have more school picnics
- have more books and magazines in the library
- have a bigger playground
- have more display boards
- have more P.E. lessons
- have modern science laboratories
- do more experiments
- organize more sports activities

A survey

Conduct a class survey. Find out the top five changes your classmates would like to see in your school. Draw a bar chart, and then write a report.



A report

- 1 _____ students would like to have a swimming pool.
- 2 _____ students would like to have more school picnics.
- 3 _____ students would like to _____.
- 4 _____
- 5 _____

Language focus:

Asking *Wh-* questions to obtain specific information
e.g., *What changes would you like to see in our school?*

Using modal verbs to make suggestions
e.g., *I'd like to ...*

Using adjectives to make comparisons
e.g., *I'd like to have a bigger playground.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize the presentation of ideas through headings, etc.

Writing

Gather and share information through activities such as brainstorming and listing

Write out a piece of work using visual support including charts

Materials:

- *Student's Book 7B* page 50
- *Workbook 7B* pages 46, 47 and 53

Pre-task preparation

In groups of four, students practise the dialogues in **Ask and answer**. Ask individual students: *What changes would you like to see in our school?*

While-task procedure

- 1 Conduct the class survey. Write up the first two suggestions and get the students to suggest three more. Write them in the list.
- 2 Ask for a show of hands for each suggestion: e.g., *How many students would like to have a swimming pool?* Write the number on the board. Repeat the procedure for the other four suggestions.
- 3 The students draw the bar chart and write the sentences.

Post-task activities

Workbook 7B page 53

- a The students write their suggestions.
- b Select individual students to read out one of their suggestions.

Consolidation

Workbook 7B pages 46 and 47

Language focus:

Asking *Wh-* questions to find out opinions
e.g., *What do you think of the suggestions?*

Using adjectives to describe events

e.g., *It would be possible/impossible to have ...*

Using modal verbs to make suggestions

e.g., *I'd like to ...*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Recognize the presentation of ideas through headings, etc.

Writing

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

Materials:

- *Student's Book 7B* page 51
- *Workbook 7B* pages 48 and 52
- Cassette 7B
- Cassette player

Pre-task preparation

Write: *Possible/Impossible* on the board. Ask the class to make suggestions for changes to the school. Ask about each suggestion: *Is that possible or impossible?*

While-task procedure

- 1 Play the cassette. The students listen and repeat.
- 2 Ask the question. Select individual students to read out the answers.
- 3 In groups, students write a list of suggested changes. They then talk about the suggested changes.

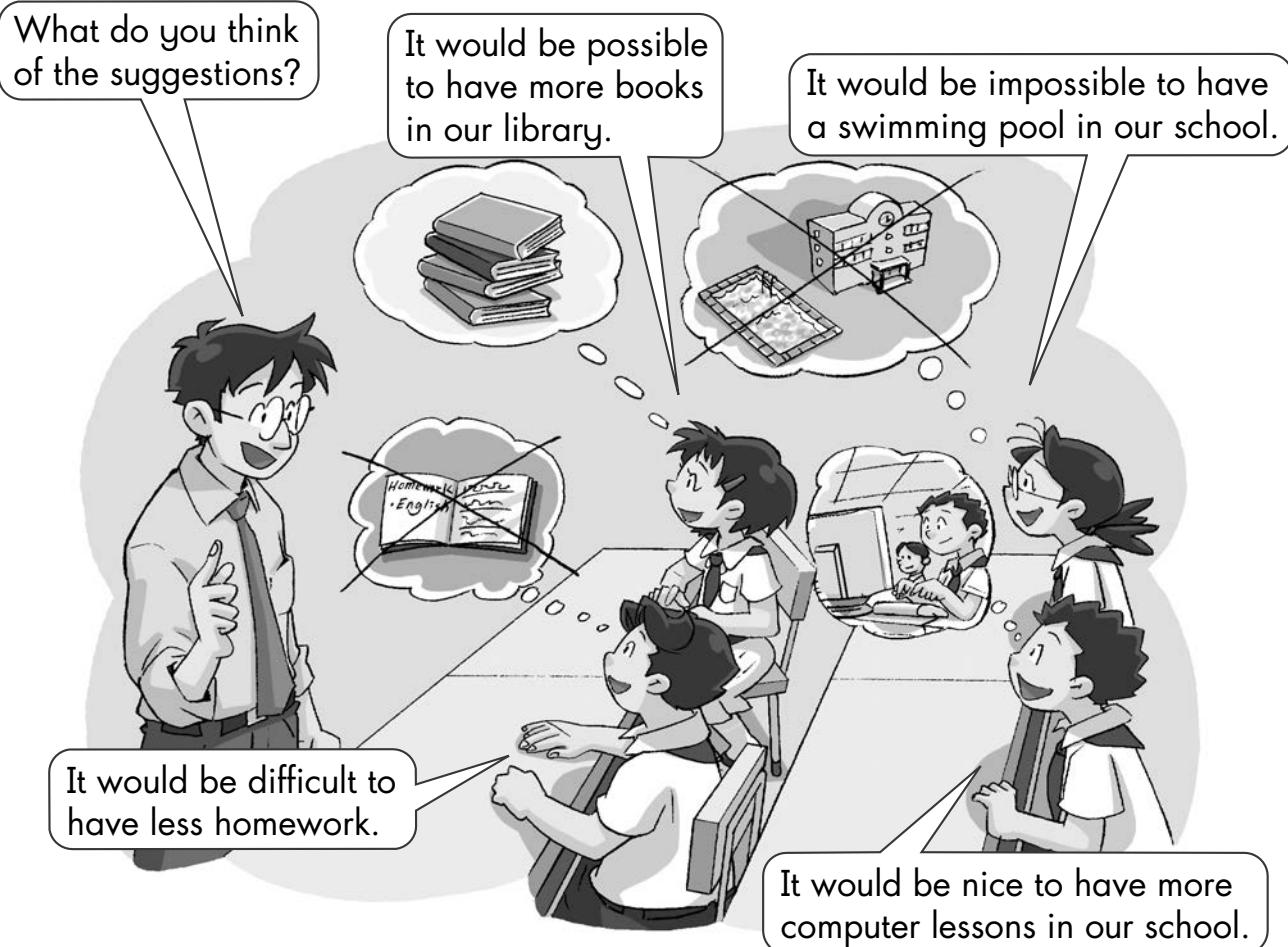
Consolidation

Workbook 7B pages 48 and 52



Listening and speaking: Ideas about the future of our school

Look, listen and say



Discuss and write

In groups, talk about your classmates' suggestions about the changes in your school.

- S1: What changes would you like to see in our school?
- S2: I'd like to ...
- S3: It would be possible/impossible
necessary/unnecessary
nice/difficult

Encourage the students to think of more adjectives.

Changes in our school



Writing: Changes of the classroom

Look and read

Introduce reflexive pronouns.

1

Our classroom looks old, untidy and uninteresting. Can you make some changes to it yourselves?



We can decorate the display board ourselves. Peter and Jill can put up some posters on the wall themselves.

2

I can sweep the floor myself. Alice can clean up the desks herself.



3

Shall we help Joe put the books on the shelves?



No. He can do it himself.

Discuss and write

With your classmates, discuss the changes you would like to make to your classroom. Write a report.

- S1: What changes can we make to our classroom?
- S2: We can ... ourselves.
- S3: Can you ... yourself?
- S4: I can ... myself.
- S5: _____ (person) can ... himself/herself.
- S6: _____ (persons) can ... themselves.

A report

I can _____ myself.

My classmates and I can _____

_____ ourselves.

_____ himself.

_____ herself.

_____ themselves.



Language

- What changes would you like to see in our school?
- I'd like to have ...
- It would be possible/impossible necessary/unnecessary nice/difficult to ...
- myself/yourself/himself/herself/yourselves/ourselves/themselves

Language focus:

Using pronouns to identify people
e.g., *Can you make some changes to it yourselves?*
Using modal verbs to talk about ability
e.g., *I can sweep the floor myself.*

Language skills:**Listening**

Identify details that support the main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 7B* page 52
- *Workbook 7B* pages 49, 50 and 51
- Cassette 7B
- Cassette player
- Multimedia material 7B

5 Workbook 7B page 51

- a Give the students time to look at the page.
- b Play the recording. The students listen and write.
- c Play the recording again to let the students check their answers.

Workbook tapescript

Narrator: Spaceboy and Skygirl have made a big ice cream cake. They are talking about how to share it. Listen and complete their dialogue.

Spaceboy: How many people would we need to eat such a big ice cream cake?

Skygirl: You could eat it yourself.

Spaceboy: I could eat it myself, but I don't want to.

Skygirl: You could give it to Kitty. She could eat it herself.

Spaceboy: No, she couldn't eat it herself. It's too big.

Skygirl: You could give it to Ben. He could eat it himself.

Spaceboy: He might get sick.

Skygirl: Well, I think that we could eat it ourselves.

Spaceboy: OK. Let's eat it now.

Consolidation

Workbook 7B pages 49 and 50

Pre-task preparation

Introduce reflexive pronouns: *myself, yourself, himself, herself, yourselves, ourselves, themselves*. Write sample sentences: e.g., *I can clean the blackboard myself.*

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students follow in their books.
- 3 Conduct a class discussion as in **Discuss and write**.
- 4 The students write the report. Select individual students to read out a sentence from their report.

Word box

enjoyable /ɪn'dʒɔɪəbl/	<i>adj.</i> 有乐趣的；使人快乐的；令人愉快的
*ideal /aɪ'di:əl/	<i>adj.</i> 理想的；完美的；最合适的
conduct /kən'dʌkt/	<i>v.</i> 组织；安排
modern /'mɒdn/	<i>adj.</i> 现代化的
laboratory /lə'bɒrətri/	<i>n.</i> 实验室
experiment /ɪk'sperɪmənt/	<i>n.</i> 实验；试验
organize /'ɔ:gənaɪz/	<i>v.</i> 组织；筹备
impossible /ɪm'pɒsəbl/	<i>adj.</i> 不可能存在（或做到）的；不可能的
necessary /'nesəsəri/	<i>adj.</i> 必需的；必要的
unnecessary /ʌn'nesəsəri/	<i>adj.</i> 不需要的；不必要的；多余的
uninteresting /ʌn'ɪntrəstɪŋ/	<i>adj.</i> 不吸引人的；无趣的；无聊的
yourselves /jɔ:'selvz/	<i>pron.</i> 你们自己
ourselves /aʊə'selvz/	<i>pron.</i> 我们自己 张贴；置……于明显处
put up	
themselves /ðəm'selvz/	<i>pron.</i> 他们自己；她们自己；它们自己
clean up	打扫（或清除）干净
herself /hɜ:'self/	<i>pron.</i> 她自己
himself /hɪm'self/	<i>pron.</i> 他自己



Notes

Page 49

- 1 Children, I want you to find out what changes the younger students would like to see in our school.
同学们，我想要你们去了解一下低年级学生所希望看到的学校变化。

Page 50

- 1 have more school picnics 学校举办更多的野餐活动
have more P.E. lessons 上更多的体育课
注意：have 除了表示“有”，也能和许多名词连用，表示一种活动或动作，常有比较灵活的译法。

Page 51

- 1 It would be possible to have more books in our library. 让我们学校的图书馆里有更多的书刊是可能的。
It would be impossible to have a swimming pool in our school. 在我们学校建一个游泳池是不可能的。
possible 和 impossible 是一对反义词，分别表示“可能的”和“不可能的”。
2 necessary 和 unnecessary 也是一对反义词，分别表示“有必要的”和“没有必要的”。

Page 52

- 1 Can you make some changes to it yourselves? 你们自己能对它作一些改变吗?
句中的 make 意为“使出现；使产生”。反身代词 yourselves 在本句起强调作用。出现于第 52 页的其他反身代词也起同样的作用。

Additional teaching suggestions

Page 51

- 1 It would be possible to have more books in our library.
it 在本句中作形式主语，指代 to have more books in our library。it 作形式主语是初中阶段必须掌握的语法项目之一，在6B-7B 中曾多次出现。如：
How long does it take to travel from Garden City to Beijing? (6B Unit 1)
It's awful to walk in wet and dirty streets. (7B Unit 6)
How much does it cost to travel from City Square Station to the airport for an adult? (7B Unit 11)
建议教师在现阶段仍将其作为句型进行教学，先不必从语法结构上作系统的总结和分析。
2 本课中出现了一些加前缀构成反义词的形容词，如：possible—impossible, necessary—unnecessary, interesting—uninteresting, tidy—untidy 等，在教学中应予以重视，并帮助学生进行小结，使之了解一些最基本的构词法规则，从而有效地扩大词汇量、降低记忆单词的难度。

Page 52

- 1 反身代词用作“强调”是本单元的教学重点之一，需充分操练并设计情境让学生掌握反身代词的用法。
★ 本单元的 make 属一词多义，虽不列入本单元的 Word box, 但列入 Word bank, 属核心词汇，要求学生掌握运用。

Now listen

- 1 Give the students time to look at the answer sheet.
- 2 Play the recording. The students listen.
- 3 Play the recording again, pausing for the students to write the answers.
- 4 Play the recording again, pausing for the students to check their work.

Tapescript

Miss Guo: Class, what do you hope will happen in ten years' time? Let's write down our hopes on a piece of paper and put it into this box.

Joe: That's fun! I hope we can have a swimming pool in our school. I'd like to have a bigger playground, too. P.E. lessons will be more interesting.

How about you, Jill? What have you written?

Jill: Let me see ... I think in ten years' time, there will be more books and magazines in the school library. Perhaps there will be cities under the sea and people will be able to travel to other planets in spacecraft!

Peter, what are your hopes?

Peter: I hope that there will be enough food for everyone. I also hope that I will become a doctor, so that I can help people.

Now listen

Changes in ten years' time



1

- I would like to have a swimming pool _____ in our school.
- I would like to have a bigger playground _____.

Joe

2

- Perhaps there will be more books and magazines _____ in the school library.
- Perhaps there will be cities _____ under the sea.
- Perhaps people travel to other planets _____ will be able to spacecraft. _____ in

Jill

3

- I hope that there will be enough food for everyone _____.
- I hope that I will become a doctor _____.

Peter

Using English

Brainstorming^①

What is 'brainstorming'?

It is a way of putting ideas together in a meeting. We use this when we want to get lots of interesting new ideas.



How do we do it?

Here are some rules for brainstorming in meetings:

- 1 Tell everyone the topic^②. Ask everyone to *think about it before the meeting*. They must bring at least one idea to the meeting.
- 2 In the meeting, *everyone must speak*. They must talk about their ideas.
- 3 No one must argue^③. You *must not say any ideas are bad*. This is important!
- 4 One person must *keep notes* of all the ideas.

When do we have brainstorming meetings?

We can use this idea any time. We can use it when we are doing many of the speaking or writing tasks in this book.

I'm afraid of
making mistakes!



Do not worry about making mistakes in a meeting like this. Tell people your ideas. You do not need to speak in complete sentences. You should try to relax and enjoy speaking in English.

You/We could smile.

You/We could give the alien something.

You/We could put out your/our hand or wave.

You/We could give the alien some flowers.

You/We could give the alien some water or food.

You/We could draw some pictures for the alien.

You/We could dance for the alien.

Work in pairs. Imagine that you are going to meet an alien^④ from another planet. You want to show the alien that you are friendly. What things could you do? Have a brainstorming meeting and make a list of ideas.

^① brainstorming n. 头脑风暴 ^② topic n. 题目 ^③ argue v. 争论 ^④ alien n. 外星人

Using English

Brainstorming

- 1 The technique known as 'brainstorming' is a good way of helping the students generate ideas for writing tasks. It is a technique which is used in the business world, especially in creative industries such as advertising and marketing. It is useful for the students to understand this technique as it helps them develop creativity.
- 2 The main feature of a brainstorming meeting is that it should be relaxed and free from pressure. Therefore, in the context of the classroom, it is important that both the teacher and the student's peer group should be supportive. In particular:

there should be no criticism of any ideas
all ideas should be received with interest
grammatical accuracy is not important
everyone is encouraged to think in an original way

If a group lacks maturity or tends to be critical and unsupportive, brainstorming can be unsuccessful. If this is the case, the teacher must work with the group on basic social skills such as being a good listener and offering encouragement before attempting a brainstorming session.
- 3 A brainstorming meeting should be different from other kinds of meetings. The aim is to produce lots of ideas. Someone should make a note of the ideas, but it is better to choose the best ideas later. If we try to evaluate the ideas during the brainstorming meeting, some people will feel that their ideas are rejected and may feel unhappy and stop contributing.
 Brainstorming meetings should encourage 'lateral thinking'. This means trying to think about a problem or topic in a completely new way.
- 4 Ask the students to do the task at the bottom of the page. They must imagine that they are going to meet an alien. How can they show the alien that they are friendly? Remind the students that the alien does not speak our language. They should discuss this and produce a list of ideas. To help the students express their ideas, suggest they use: 'You/We could ...'.

Additional activity:

This exercise gives the students further practice in brainstorming. This idea comes from the book *The Dog-Exercising Machine*, by Edward de Bono, an author who has written many books about thinking skills.

The Dog-Exercising Machine

Explain to the students that people who have a dog sometimes cannot give it enough exercise. This is especially true for people who live in a small flat or for people who are very busy. They must design a machine which will give a dog some exercise. Ask the students to have a brainstorming meeting, in groups, to get ideas. After discussing the problem for some time, each student must then work alone and produce a simple diagram or drawing of his/her idea for the machine, with some notes about how it will work. Encourage the students to produce unique machines. This activity should be enjoyable. You may wish to use some of these questions to help the students start thinking about their machine:

e.g., *Does the machine need electricity or other power?*

Does the dog itself make the power for the machine?

How does the power work?

Is the machine safe for the dog?

Why will the dog walk or run on this machine?

Will the dog be happy on the machine?

Can all dogs use the machine?

More practice

*When the sun shines

What can you see when the sun shines? Look at the pictures and read the poem below. Try working out the last verse yourself.

When the sun shines

When the sun shines,
People sweat
And go swimming
In the sea.



When the sun shines,
Clouds take a rest
Hide and play
High in the sky.



When the sun shines,
Bees and butterflies
Dance happily
Among the flowers.

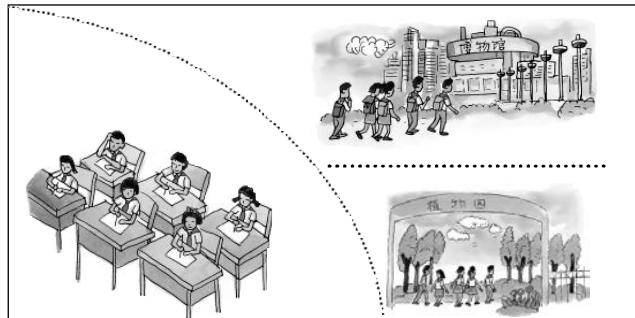


(draw)

*A more enjoyable school life

Is your school life enjoyable? What changes would you like to see in your school? What does your partner think about these changes? Have a discussion, like this:

- S1: We have computer lessons every week, but two students have to share a computer. I hope that everyone can have a computer at school. What do you think about my suggestion?
- S2: It would be ... to have a computer for everyone at school.
- ...



Listen and read

ai	/eɪ/	railway	paint	au	/ɔ:/	sauce	autumn
ay		delay	away	aw		hawker	raw
al	/ɔ:/	talk	walk	ea	/i:/	breathe	heat
	/ɔ:1/	already	also	ea	/e/	dead	feather
oo	/u:/	food	choose	ee	/i:/	beef	street
	/ʊ/	good	look				
ow	/aʊ/	flower	cow	ou	/aʊ/	around	loudly
	/əʊ/	throw	grow	ou	/u:/	group	soup
				ou	/ʌ/	young	cousin
				ou	/ʊ/	could	would

Read and circle

Circle the word that does not belong to the group.

1	how	crowded	now	grow
2	stall	walk	always	talk
3	country	without	count	ground
4	Easter	breakfast	stream	peach
5	pool	soon	cool	cook
6	enough	young	cousin	about
7	food	good	foot	look
8	ready	heavy	feather	leap

Circle the word that matches the sound.

1	/su:n/	son	soon	sign	6	/weɪt/	wait	white	what
2	/li:v/	leave	live	love	7	/həʊm/	home	ham	him
3	/raɪd/	read	road	ride	8	/hɜ:t/	heat	hurt	hot
4	/tɔ:1/	tell	tall	tail	9	/bʊk/	book	back	bake
5	/ru:t/	rat	write	root	10	/pɔ:k/	pack	pork	park

Module 3 The natural elements

Unit 9 The wind is blowing

Tasks in this unit

Reading and writing a story about the wind and the sun; making a storybook; writing a letter about weather and the results; making a kite; describing and comparing kites; reading and writing a poem about the wind.

Language focus:

Using adjectives to make comparisons

e.g., *I think Mr Sun is stronger than Mr Wind.*

Asking *Wh-* questions to find out specific information

e.g., *What kind of person was Mr Wind?*

Using imperatives to give instructions

e.g., *Put them in the correct order.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 7B* page 59
- Cassette 7B
- Cassette player

Pre-task preparation

Write: *wind/sun* on the board. Ask: *What can the wind/sun do?* Write the students' suggestions on the board.

While-task procedure

- 1 Ask questions:

Have you ever read the story 'Mr Sun and Mr Wind'?

Did they have a competition one day? Why?

What did they do in the competition?

Who was stronger?

- 2 Give the students time to read the dialogue.

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

- 4 In groups of four, students practise the dialogue. Select groups to read out the dialogue.

- 5 Ask the students to read the questions and try to keep them in mind.

Unit 9 The wind is blowing



Reading: Mr Wind and Mr Sun

Read

1

Class, have you read the story about the competition between Mr Wind and Mr Sun?



Yes, I have. I think Mr Sun is stronger than Mr Wind.

I think Mr Wind is stronger than Mr Sun. He blows down trees and houses.

2

Here are the paragraphs of the story. Put them in the correct order. Then answer the questions on the blackboard.



Mr Wind and Mr Sun

- 1
- 2
- 3
- 4

Answer

Keep the questions below in mind and answer them after reading the story on page 60.

Mr Wind and Mr Sun

- 1 What kind of person was Mr Wind? A proud person.
- 2 What did Mr Wind like doing? Mr Wind liked showing off his strength all the time. They had a competition.
- 3 What did Mr Wind and Mr Sun do to find out who was stronger?
- 4 What did Mr Wind do to show his strength? Mr Wind blew and blew.
- 5 What did Mr Sun do to show his strength? Mr Sun shone brightly.
- 6 Who was stronger? Mr Sun was stronger.
- 7 Did Mr Wind and Mr Sun become friends in the end? Yes, they became friends.
- 8 What have you learnt from the story?

Encourage the students to think carefully about this question and to discuss it with their classmates.

Read and number

Read the paragraphs and put them in the correct order to make a story.

Mr Wind was very proud. He liked showing off his strength all the time. One day, Mr Wind met Mr Sun and said, 'People always think that we're as strong as each other. I think I'm stronger than you. Shall we have a competition?' 1

Mr Wind blew and blew. Soon his face became red. However, he still could not get the man's coat off. Mr Wind became very angry and he began to blow hard. The man held his coat more tightly in the wind because he was cold. Mr Wind felt very tired and looked disappointed. 3

'Don't feel sad,' said Mr Sun. 'Strength is not always important. I think we're as strong as each other. I can make plants grow and you can push boats forward. Let's be friends forever.'
'I agree,' said Mr Wind and he smiled. 5

'Can you see that man over there? Let's see who can get his coat off in the shortest time,' said Mr Wind.
'That's a good idea. You go first,' said Mr Sun. 2

'Let me try,' said Mr Sun. He shone brightly. Soon it became warmer and warmer. The man felt very hot and started sweating. He took off his coat. Mr Wind's face became red again.
'You win, Mr Sun,' said Mr Wind sadly. 'I'm not as strong as you.' 4

Make a storybook

In groups, write the five paragraphs on five pieces of paper. Draw a picture for each paragraph. Put them together to make a storybook.

Language focus:

Using adjectives to describe people
e.g., *Mr Wind was very proud.*

Using the simple past tense to talk about past events
e.g., *Mr Wind blew and blew.*

Using adjectives to make comparisons
e.g., *Soon it became warmer and warmer.*

Using connectives in comparisons
e.g., *I think I'm stronger than you.*
I'm not as strong as you.

Using adverbs of manner
e.g., *He shone brightly.*

Language skills:

Listening

Understand the speaker's intentions, attitudes and feelings through his/her choices of language

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Predict the likely development of a topic by recognizing key words and context

Write out a piece of work when a framework is provided

Materials:

- Student's Book 7B pages 59 and 60
- Workbook 7B pages 59 and 60
- Cassette 7B
- Cassette player
- Multimedia material 7B

4 Play the cassette. The students follow in their books (in the correct order).

5 Ask the questions on page 59 again and the students give the answers.

6 Workbook 7B page 60

- In pairs, students prepare the dialogues without writing anything down. Select pairs to say a dialogue.
- The students write the dialogues. Select other pairs to read out a completed dialogue.

7 Read **Make a storybook**. The students copy the paragraphs on separate pieces of paper, illustrate them and make them into a book.

8 Workbook 7B page 59

- Give the students time to look at the page.
- Play the recording. The students listen and write **T** or **F**.
- Play the recording again. Check the answers with the students.

Workbook tapescript

Narrator: Kitty has written a letter to her penfriend, Gary. Listen to Kitty's letter and decide if each of the following statements is true or false.

Kitty: Dear Gary

How are you? It is June now and the weather is very hot in Garden City. I visited the beach with my family last Saturday.

At first, the sun shone brightly. I felt very hot and I started sweating.

Suddenly, a strong wind blew. It blew my hat off. There were big waves in the sea. We could not swim because it was too cold. What is the weather like in Canada? Write and tell me.

Love

Kitty

Pre-task preparation

The students re-read page 59, paying special attention to the questions.

While-task procedure

- 1 The students read the paragraphs on page 60 and number them in the correct order. Check the order orally.
- 2 Select individual students to read out a paragraph each in the correct order.
- 3 Review the verb forms: *is/was; like/liked; meet/met; say/said; blow/blew; become/became; can/could; hold/held; feel/felt; look/looked; smile/smiled; shine/shone; start/startled; take/took.*

Language focus:

Using adverbs of time

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

Using adjectives to make comparisons

e.g., *Whose kite is the biggest?*

Using imperatives to give instructions

e.g., *First, use some thin sticks to make a frame.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

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

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B page 61*
- *Workbook 7B page 58*
- Cassette 7B
- Cassette player
- Kite-making materials (optional)

Pre-task preparation

Ask: *When can you fly a kite?*

Where can you fly a kite?

Do you know how to make a kite?

What do you need to make a kite?

While-task procedure

- 1 Play the cassette. The students listen and repeat.
- 2 Select individual students to read out a paragraph each.
- 3 Ask: *How do you make this kite?*
- 4 If materials are available, the students can make kites and compare them.

Consolidation

Workbook 7B page 58



Listening and speaking: Our kites

Look, listen and say

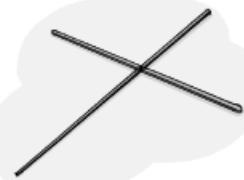
1

Today, I'm going to teach you how to make a kite. To make a kite, you need some thin sticks, some pieces of coloured paper and a reel of string.



a

Review the time adverbs underlined



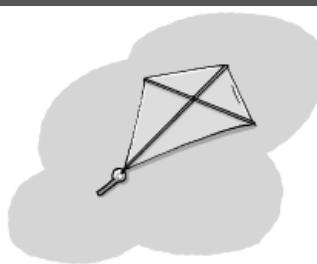
First, use some thin sticks to make a frame.

b



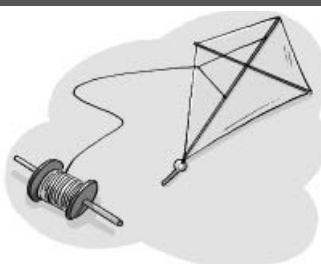
Next, stick a piece of coloured paper onto the frame.

c



Then put a tail on the end.

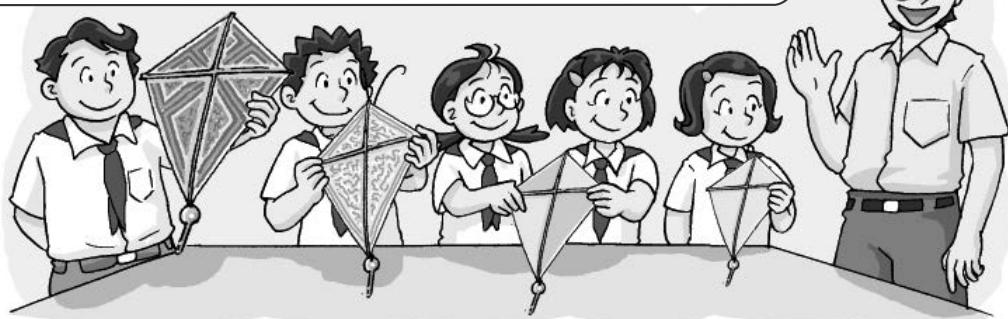
d



Finally, tie the frame to a reel of string.

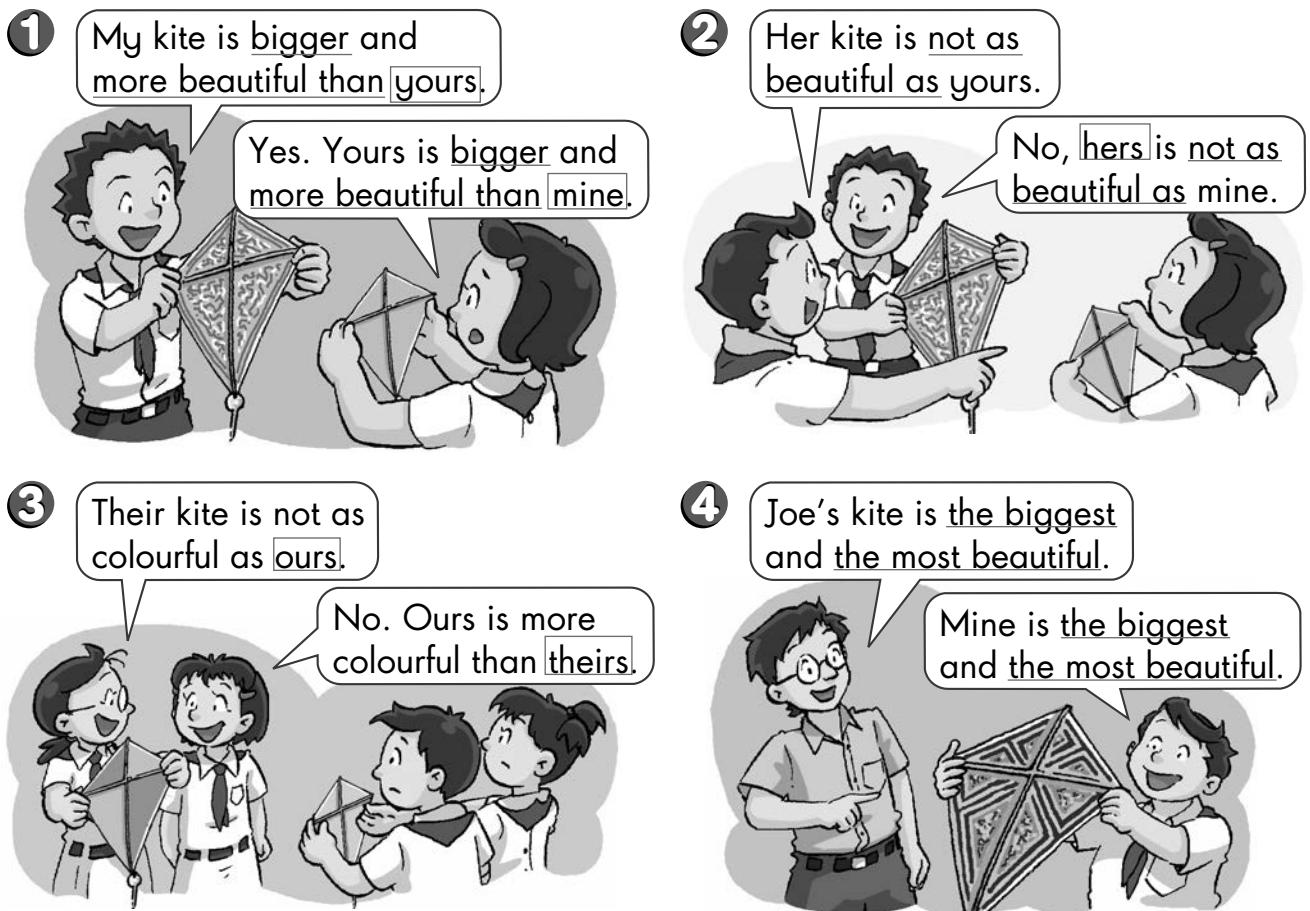
2

The children made the kites themselves. Whose kite is the biggest? Whose kite is the smallest? Whose kite is the most beautiful?



Listen and act

Introduce/Review comparisons and possessive pronouns.



Can you answer Mr Hu's questions on page 61?

Draw and talk

You can ask the students to draw their kites on photocopyable page 6.

Draw a kite and colour it. In groups, talk about one another's kites.

My kite	S1: My kite (Mine) is (not) as big as yours. Your kite (Yours) is small as mine. His kite (His) is beautiful as hers. Her kite (Hers) is colourful as his. Our kite (Ours) is as theirs. Their kite (Theirs) is as ours.
(draw)	S2: My kite (Mine) is bigger than yours. Your kite (Yours) is smaller than mine. His kite (His) is more beautiful than hers. Her kite (Hers) is more colourful than his. Our kite (Ours) is as theirs. Their kite (Theirs) is as ours.
	S3: ... is the biggest/smallest/ most beautiful/most colourful.

Language focus:

Using adjectives to make comparisons
e.g., *Her kite is not as beautiful as yours.*
Using pronouns to identify possession
e.g., *Hers is as big as mine.*

Language skills:**Listening**

Recognize the differences in the use of intonation

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* page 62
- *Workbook 7B* pages 54, 55, 56, 57 and 63
- Photocopyable page 6
- Cassette 7B
- Cassette player

Pre-task preparation

Review the formation of the comparative and superlative of adjectives:

big — bigger — the biggest; small — smaller — the smallest;
beautiful — more beautiful — the most beautiful; colourful — more colourful — the most colourful

Demonstrate by using real things in the classroom.

While-task procedure

- 1 Give the students time to read the dialogues silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select appropriate pairs, groups of three, and groups of four to act out the dialogues.
- 4 The students draw a kite in the panel of **Draw and talk**. Groups then talk about their drawings. You can also ask the students to draw their kites on photocopyable page 6.

Post-task activities

Workbook 7B page 63

- a Groups compare their pictures of kites and complete the survey.
- b The students answer the questions.

Consolidation

Workbook 7B pages 54, 55, 56 and 57

Language focus:

Using the simple present tense to describe habitual actions

e.g., *When the wind blows, leaves fly from the trees across the sky.*

Using prepositions to indicate place and direction

e.g., *When the wind blows, sailing boats lean and speed over the sea.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying to questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 7B* page 63
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What happens when it's windy?*
What do you do?

While-task procedure

- 1 Give the students time to read the poem silently.
- 2 Play the cassette. The students listen.
- 3 Select individual students to read out a verse each.
- 4 Ask: *What happens to leaves/kites/sailing boats/flags when the wind blows?*
- 5 Select other students to read out a verse each.

Post-task activities

- 1 Brainstorming. Ask: *What do you see when the wind blows?* Encourage the students to give as many answers as they can.
- 2 In groups, students write their own poems about the wind.
- 3 Select one student from each group to read out their poem in class.

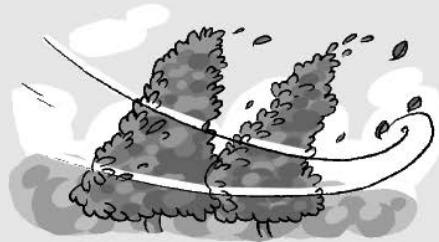


Writing: When the wind blows

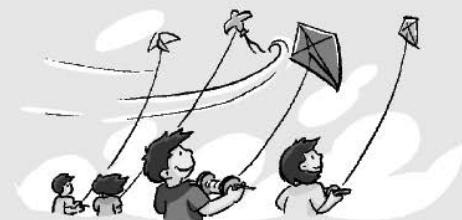
Read a poem

When the wind blows

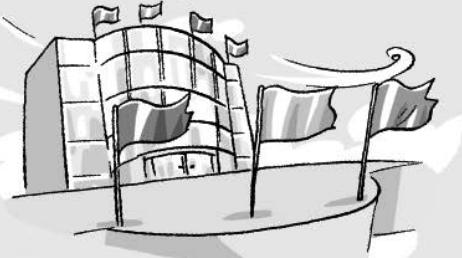
When the wind blows,
Leaves fly
From the trees
Across the sky.



When the wind blows,
Kites fly,
Rising and diving
High in the sky.



When the wind blows,
Flags flap
In the sky,
Near and far.



When the wind blows,
Sailing boats lean
And speed
Over the sea.



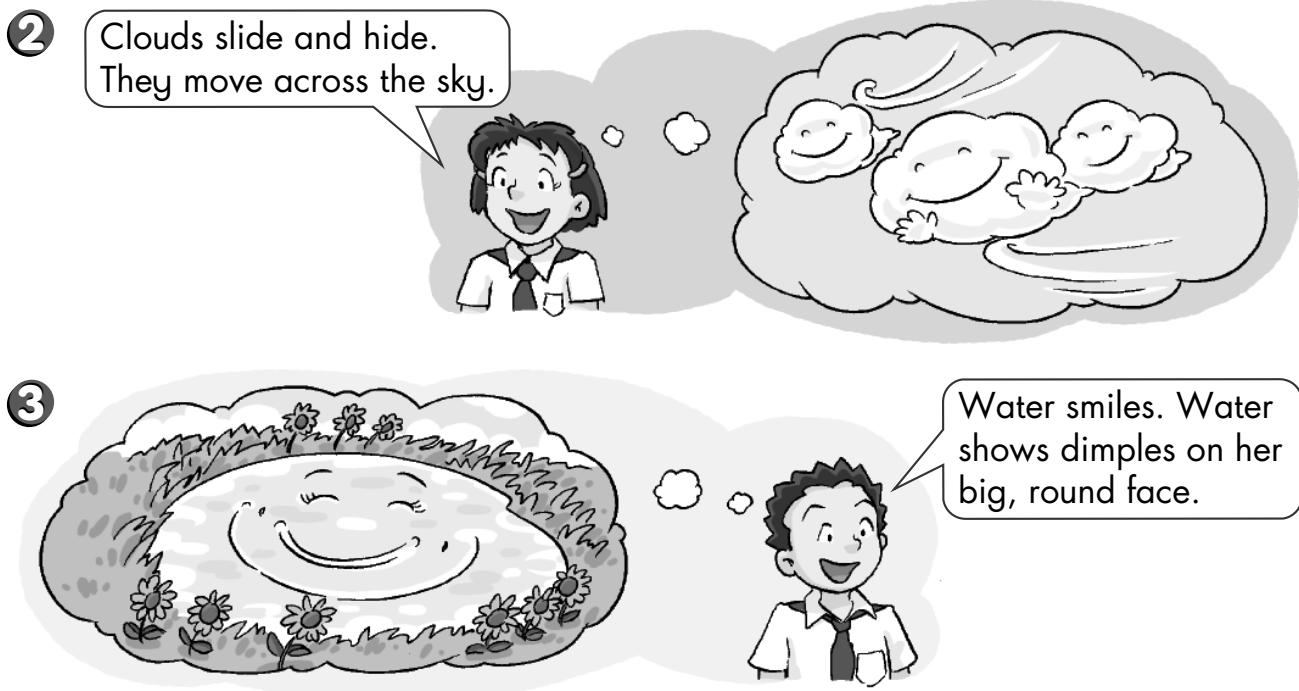
Look, read and write

Kitty, Alice and Peter are writing a poem about the wind.

1



Flowers bow and sway
among the grass.



When the wind blows

When the wind blows,
Flowers bow and sway,
Among the grass,
On a beautiful day.

When the wind blows,
Clouds slide and hide,
Moving across the sky,
Low and high.

When the wind blows,
Water smiles with a happy face,
Showing dimples
On her big, round face.

Language

- First,/Next,/Then/Finally, ...
- The children made the kites themselves.
- Whose kite is ...?

► mine	yours
his	ours
hers	theirs

- (not) as __ as
- bigger | more beautiful | than
- the | biggest | most beautiful

Language focus:

Using the simple present tense to describe habitual actions

e.g., *When the wind blows, ...*

Using prepositions to indicate direction

e.g., *They move across the sky.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* pages 63 and 64
- *Workbook 7B* pages 61 and 62
- Cassette 7B
- Cassette player

Pre-task preparation

Play the cassette of the poem on page 63. The students listen. Select individual students to read out a verse each.

While-task procedure

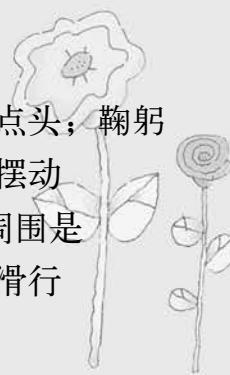
- 1 Give the students time to read **Look, read and write** silently.
- 2 Play the cassette of the dialogue. The students follow in their books.
- 3 In pairs, students complete the poem on page 64. Select individual students to read out a verse each.

Consolidation

Workbook 7B pages 61 and 62

Word box

		
paragraph /'pærəgra:f/	<i>n.</i>	段；段落
correct /kə'rekt/	<i>adj.</i>	准确无误的；精确的；正确的
order /'ɔ:də(r)/	<i>n.</i>	顺序；次序
strength /strenθ/	<i>n.</i>	体力；力气；力量
in the end		最后；终于
proud /praʊd/	<i>adj.</i>	骄傲的；自豪的；得意的
show off		炫耀；卖弄
brightly /'braɪtlɪ/	<i>adv.</i>	阳光灿烂地；光线充足地；明亮地
*sweat /swet/	<i>v.</i>	出汗；流汗
take off		脱下（衣服等）
stick /stɪk/	<i>n.</i>	棍；棒
	<i>v.</i>	粘；贴
coloured /'kʌləd/	<i>adj.</i>	有颜色的
*reel /ri:l/	<i>n.</i>	卷筒；卷盘
string /strɪŋ/	<i>n.</i>	线；绳
frame /freɪm/	<i>n.</i>	框架
onto /'ɒntə/	<i>prep.</i>	向；朝
tie /taɪ/	<i>v.</i>	系；绑
rise /raɪz/	<i>v.</i>	升起
*dive /daɪv/	<i>v.</i>	俯冲
*flap /flæp/	<i>v.</i>	(上下或左右) 拍打
sail /seɪl/	<i>v.</i>	(船) 航行；(人) 乘船航行
sailing boat	<i>n.</i>	帆船
lean /li:n/	<i>v.</i>	倾斜；屈身
speed /spi:d/	<i>v.</i>	快速前行
*bow /baʊ/	<i>v.</i>	(使) 弯曲；点头；鞠躬
*sway /swεɪ/	<i>v.</i>	(使) 摆摆；摆动
among /ə'maŋ/	<i>prep.</i>	在……中；周围是
slide /slaɪd/	<i>v.</i>	(使) 滑动；滑行
*dimple /'dɪmpl/	<i>n.</i>	酒窝



Notes

Page 59

- 1 Class, have you read the story about the competition between Mr Wind and Mr Sun?
同学们，你们阅读过关于风先生和太阳先生比赛的故事吗？

Page 60

- 1 Let's see who can get his coat off in the shortest time. 让我们看看谁能在最短的时间内使他脱掉外套。
2 You go first. 你先开始。
句中的 go 意为“开始”。
3 Soon it became warmer and warmer. 没过多久，天气变得越来越暖和。
用 and 连接两个形容词比较级的结构，意为“越来越……”，如：colder and colder 越来越冷，better and better 越来越好。

Page 61

- 1 Then put a tail on the end. 然后在（风筝的）末端加上一个尾巴。
句中的 end 作名词，意为“末端；尽头；末尾”。在本册 Unit 6 中学了 end 作动词，意为“结束”。

Page 62

- 1 Their kite is not as colourful as ours. 他们的风筝不如我们的（风筝）五彩缤纷。
句中的名词性物主代词 ours 相当于 our kite。colourful 意为“五彩缤纷的”。

Page 63

- 1 Flowers bow and sway among the grass. 花儿在草丛中摇曳。
介词 among 和 between 都意为“在……之中”，但是 among 用于三者或三者以上，而 between 用于两者之间。

Additional teaching suggestions

Page 62

- 1 本单元集中出现了多种形容词比较级句型，在教学中可组织形式多样的训练活动，帮助学生进一步熟悉这些句型的用法以及理解它们的具体含义。
2 名词性物主代词属小学词汇，但作为一个语法现象则是本单元的教学重点之一，也是学生学习中的一个难点，在教学中应予以重视，进行充分的操练。
★ 本单元的 go 属一词多义，end 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

Unit 10 Water Festival

Tasks in this unit

Reading a recipe for making ice cubes for fruit punch; talking about the different changes in water from ice to steam; reading and writing about making a water-powered boat; talking about safety signs found near water.

Language focus:

Asking *How* questions to find out manner
e.g., *How do you make iced fruit punch, Kitty?*

Using adverbs of sequence

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

Using imperatives to give instructions

e.g., *First, get a can of lemonade and different kinds of fruit juice.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Writing

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

Materials:

- *Student's Book 7B page 67*
- *Workbook 7B page 71*
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What's your favourite cold drink?* Compile a list of favourites on the board with the help of the students.

While-task procedure

- 1 Play the cassette. The students listen to the dialogue in **Look and read**. Ask: *What does Mr Hu suggest? What is Kitty going to make?*
- 2 Give the students time to read the recipe silently.
- 3 Play the cassette. The students follow in their books.
- 4 Select individual students to read out a paragraph each.
- 5 Ask: *What do you need to make iced fruit punch? How do you make iced fruit punch?*
- 6 Read **Think and discuss**. In pairs, students discuss and answer the two questions. Ask: *What can you see?*

Consolidation

Workbook 7B page 71

Unit 10 Water Festival



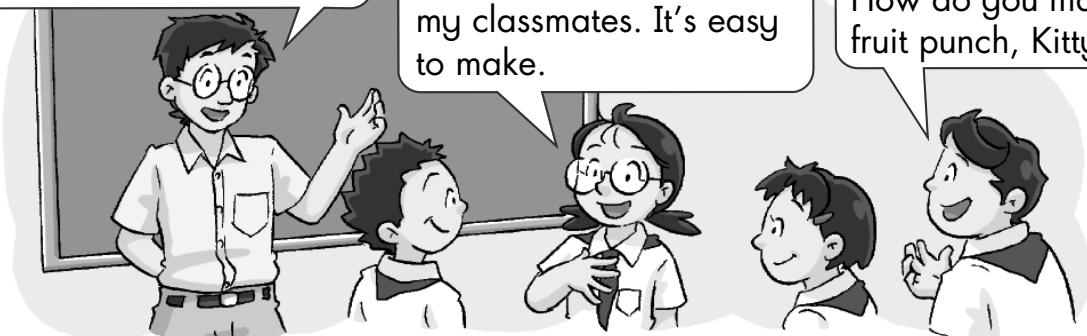
Reading: Preparing for the Water Festival

Look and read

Summer is coming soon.
Let's have a festival
about water.

That's a good idea. I can
make iced fruit punch for
my classmates. It's easy
to make.

How do you make iced
fruit punch, Kitty?

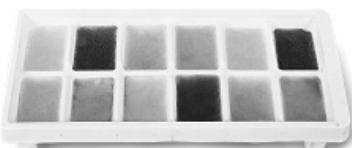


1



First, get a can of lemonade and
different kinds of fruit juice.

2



Next, make ice cubes out of the
different kinds of fruit juice.

3



Then pour the lemonade into a glass.

4



Finally, add the ice cubes to the
lemonade. The iced fruit punch is
ready.

Think and discuss



Look at Kitty's iced fruit punch.
What can you see in the fruit
punch? Look at the outside of
the glass. What can you see?

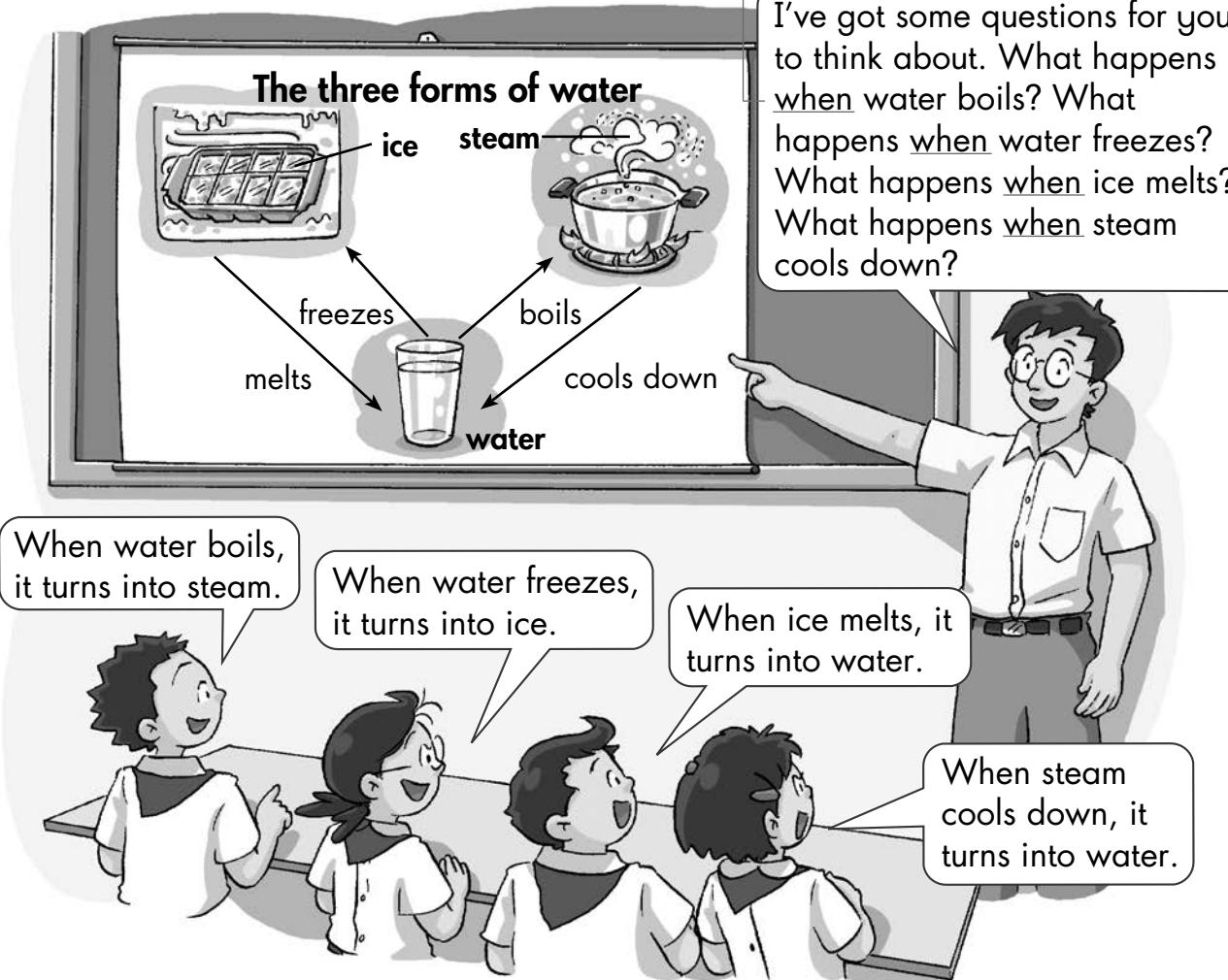
Ice cubes.

Drops of water.



Look and read

'When' is a connective to show the time relationship between two actions.



Read and answer

Water Quiz

- 1 What happens when water boils? It turns into steam.
- 2 What happens when water freezes? It turns into ice.
- 3 What happens when ice melts? It turns into water.
- 4 What happens when steam cools down? It turns into water.
- 5 Put a dry lid on a glass of hot water. Wait for ten seconds. Take the lid off. What is under the lid? Drops of water.
How does it happen? The hot water in the glass turns into steam. The steam turns into drops of water on the lid.
- 6 Put some ice cubes in a glass of water. Wait for two minutes. Look at the outside of the glass. What is on the glass? Drops of water.
How does it happen? The steam in the air turns into water on the cold glass.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What happens when water boils?*

Using connectives to show the time relationship
between two actions
e.g., *When water boils, it turns into steam.*

Language skills:**Listening**

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

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

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 7B* page 68
- *Workbook 7B* pages 64 and 70
- Cassette 7B
- Cassette player

Pre-task preparation

Write: *water/ice/steam* on the board. Ask: *How do you make ice? How do you make steam?* Write: *freeze/boil* on the board.

While-task procedure

- 1 Give the students time to read **Look and read** silently.
- 2 Play the cassette. The students follow in their books.
- 3 Ask individual students the questions: *What happens when water boils/freezes? What happens when ice melts/steam cools down?*
- 4 Give the students time to read the quiz silently and prepare the answers. Ask the questions. In pairs, students take turns to give an answer.

Consolidation

Workbook 7B pages 64 and 70

Language focus:

Using *be going to* to talk about future actions

e.g., *What are you going to do for the Water Festival, Peter?*

Using imperatives to give instructions

e.g., *Make a hole at the bottom of the paper cup ...*

Language skills:

Listening

Listen for specific information

Speaking

Use appropriate intonation and stress

Reading

Read for specific information

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B page 69*
- *Workbook 7B page 69*
- Cassette 7B
- Cassette player
- Multimedia material 7B
- Sufficient materials to demonstrate the experiment

Pre-task preparation

Ask: *How does a boat/a jet plane move?* Write the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the page silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read out a paragraph each.

4 Select students to read out the instructions, a sentence each, while you make the boat. If possible, show how the boat works in water.

5 *Workbook 7B page 69*

a Give the students time to look at the page.

b Play the recording, pausing for the students to complete the sentences.

c Play the recording again to let the students match the pictures and the sentences.

d Check the answers with the students.

Workbook tapescript

Narrator: Peter is teaching his friends how to make a water boat. Listen to his instructions and complete the sentences. Then match the pictures with the sentences.

Peter: All you need is a lunch box lid, a paper cup, a straw, some tape, some toothpicks and some pieces of coloured paper.

Firstly, make a hole at the bottom of the paper cup and on one side of the lunch box lid.

Secondly, connect the holes in the lid and the cup with the straw.

Then stick the cup and the lid together with the tape.

After that, use the coloured paper to make some small flags and stick them to the lid.

Finally, put your boat on the water and pour some water into the cup. Now the boat is moving.

Read and make

What are you going to do for the Water Festival, Peter?

I'm going to teach you how to make a water boat. You can make it move by pouring water into it.



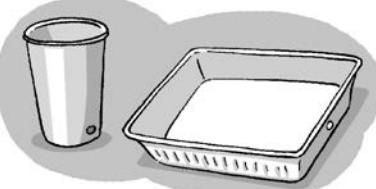
It sounds very interesting.

1



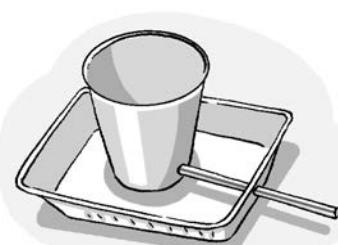
All you need is a lunch box lid, a paper cup, a straw, some tape, some toothpicks and some pieces of coloured paper.

2



Make a hole at the bottom of the paper cup and on one side of the lunch box lid.

3



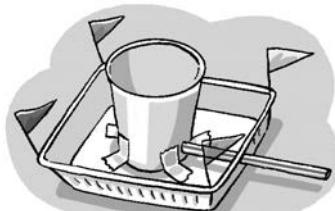
Connect the holes in the lid and the cup with the straw.

4



Stick the cup and the lid together with the tape.

5



Use the coloured paper to make some small flags and stick them to the lid.

6

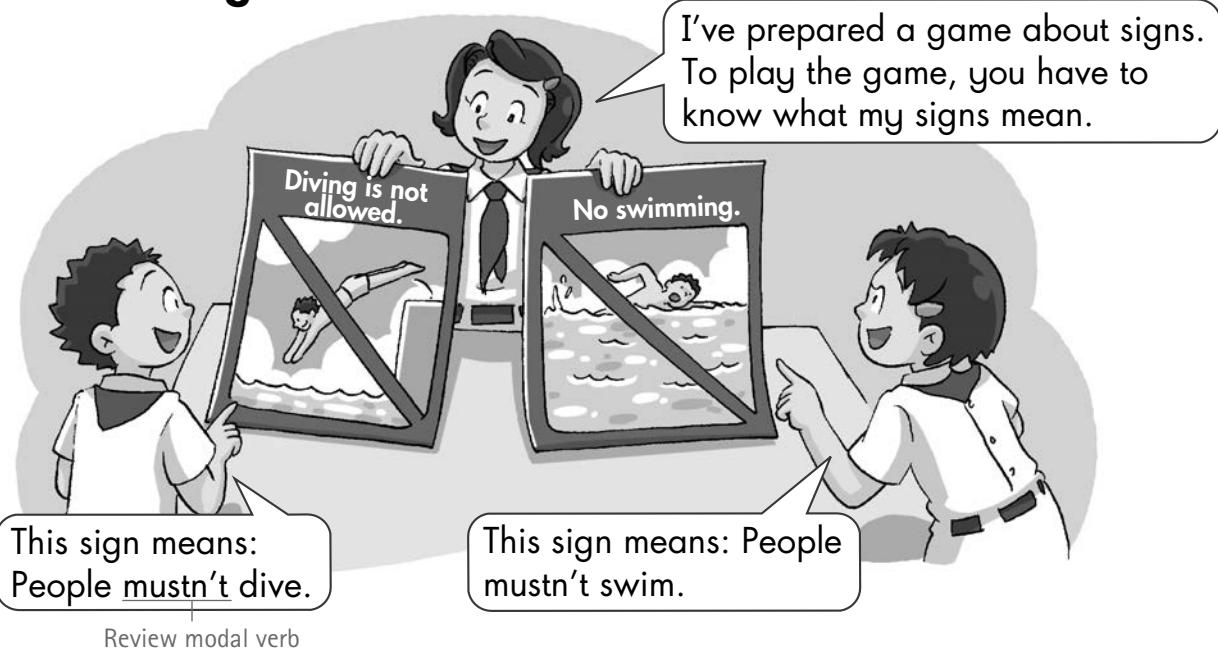


Put your boat on the water and pour some water into the cup. Now the boat is moving.



Listening and speaking: A game about signs

Listen and say



Look and say

Look at the signs and discuss them with your classmates.



S1: What does Sign 1 mean?

S2: It means: People mustn't ...

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What does Sign 1 mean?*

Using the simple present tense to express simple truth
e.g., *This sign means ...*

Using modal verbs to express prohibition
e.g., *People mustn't dive.*

Using imperatives to express prohibition
e.g., *Don't play with toy boats.*

Language skills:**Listening**

Recognize the differences in the use of intonation

Speaking

Use appropriate intonation and stress

Reading

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

Writing

Write out a piece of work using visual support including illustrations

Materials:

- *Student's Book 7B* page 70
- *Workbook 7B* pages 65, 66 and 67
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *What signs do you see near ponds/rivers/fountains?* Write the students' suggestions on the board.

While-task procedure

- 1 Play the cassette. The students listen and repeat. Select three students to read out the dialogue.
- 2 Ask the question about Sign 1 in **Look and say**: *What does Sign 1 mean? to elicit: No ball games./People mustn't play ball games./Playing ball games is not allowed./Don't play ball games.*
- 3 In groups, students practise with the other five signs in **Look and say** by using the different sentence patterns as below:
*No ...
... mustn't ...
... is not allowed.
Don't ...*

Consolidation

Workbook 7B pages 65, 66 and 67

Language focus:

Asking *Wh-* questions to find out location

e.g., *Where do you usually find this sign?*

Using prepositions to indicate positions

e.g., *We usually find this sign near a river or a lake.*

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Use appropriate intonation and stress

Reading

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

Writing

Write out a piece of work when a framework is provided

Write out a piece of work using visual support including illustrations

Materials:

- Student's Book 7B pages 70 and 71
- Workbook 7B pages 68 and 72
- Cassette 7B
- Cassette player
- Card paper to make signs and boxes

Pre-task preparation

Ask: *What signs do you see at a swimming pool/in a park/near a lake?* Write the students' suggestions on the board.

While-task procedure

- 1 In groups of four, students use cards to make signs that are found near water. They can use page 70 for reference.
- 2 Give the students time to read the dialogues.
- 3 Play the cassette. The students follow in their books.
- 4 In groups of four, students practise the dialogue. Select groups to act out the dialogues.
- 5 Groups put their signs in a box and play the game using the dialogue in **Listen and act**.

Post-task activities

Workbook 7B page 72

- a The students draw signs and write the sentences. This can be done at home.
- b Select individual students to show one of their signs and read out the sentence.

Consolidation

Workbook 7B page 68

Listen and act

- 1 I've put all the signs in this box. We can play a game now. Players have to pick a sign from the box and say where they usually find that sign.



a fountain	a pond
a beach	a river
a swimming pool	a lake

- 2 Kitty, let's start with you. Pick a sign from the box. Where do we usually find this sign?

We usually find this sign near a river or a lake.

Kitty, you're right.
You get one point.



- 3 Joe, it's your turn now. Where do we usually find this sign?

We usually find this sign near a beach.

Peter, you're right. You get one point.

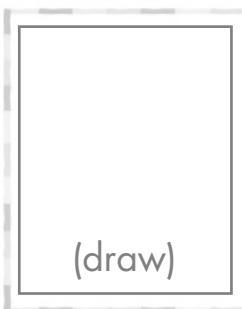
No, we usually find this sign at a swimming pool.



Writing: Water safety

Think and write

Find some signs in your neighbourhood. Draw and label them, then write what they mean and where you can find them.



This sign means: _____
_____.

(draw)

We usually find this sign
_____.



Language

- What happens when water boils?
when water freezes?
when ice melts?
when steam cools down?
- When ..., it turns into ____.
- No swimming.
- ____ is not allowed.
- Don't ____.
- mustn't
- near a river
at a swimming pool

Word box

*iced /aɪst/	<i>adj.</i>	冰镇的；加冰块的
*punch /pʌntʃ/	<i>n.</i>	潘趣酒；宾治酒
*ice cube /'aɪs kju:b/	<i>n.</i>	小冰块
form /fɔ:m/	<i>n.</i>	形态；形式
freeze /fri:z/	<i>v.</i>	(使)冻结，结冰
cool down		变凉；冷却下来
turn into		转变成；将……变成
*lid /lɪd/	<i>n.</i>	(容器的)盖；盖子
second /'sekənd/	<i>n.</i>	秒
*straw /strəʊ:/	<i>n.</i>	(喝饮料用的)吸管
*toothpick /'tu:θpɪk/	<i>n.</i>	牙签
hole /həʊl/	<i>n.</i>	洞；孔；坑
side /saɪd/	<i>n.</i>	边
connect /kə'nekt/	<i>v.</i>	(使)连接
allow /ə'lau/	<i>v.</i>	允许；准许
play with		玩耍
safety /'seɪfti/	<i>n.</i>	安全



Notes

Page 67

- 1 First, get a can of lemonade and different kinds of fruit juice. 首先, 取一听柠檬汁和多种不同的果汁。
句中的 get 意为“去取”。can 作名词, 意为“一听(的量)”。
- 2 Next, make ice cubes out of the different kinds of fruit juice. 接着, 用各种不同的果汁制作冰块。
make ... out of 意为“用……制作”。
- 3 Look at the outside of the glass. 看这个杯子的外部。
句中的 outside 作名词, 意为“外部; 外(表)面”。

Page 68

- 1 the three forms of water 意为“水的三态”, 分别指 ice (冰, 固态), water (水, 液态), steam (水蒸气, 气态)。
- 2 What happens when steam cools down? 当水蒸气冷却时会发生什么?
句中的 steam 作名词, 意为“水蒸气; 蒸汽”。

Page 70

- 1 This sign means: People mustn't dive. 这个标志表示: 严禁跳水。
句中的 dive 作动词, 意为“跳水”。在本册 Unit 9 中学了 dive 作动词, 意为“俯冲”。
- 2 Throwing coins is not allowed. 禁止扔硬币。
这句话也可以说成: We mustn't throw coins..

Additional teaching suggestions

Page 69

- 1 All you need is a lunch box lid, ...
句中的 All you need 是一个定语从句, 在教学中不必就定语从句进行语法讲解, 只需让学生理解句意即可。

Page 70

- 1 本单元出现了 play the game 和 play with toy boats, 在教学中应注意联系比较、举例说明, 帮助学生理解 play 和 play with 的区别。
 - 2 Fishing is not allowed.
此处可暂时将 be allowed 作为一个词组来教学, 待到 9A 时再进行被动语态专项语法的讲解。
- ★ 本单元的 get、dive 属一词多义, can、outside、steam 属兼类词, 虽不列入本单元的 Word box, 但列入 Word bank, 属核心词汇, 要求学生掌握运用。

* Unit 11 Electricity



Reading: Electricity around us

Look and learn



lightning



pylons

Sing a song

On a dark night, when lightning flashes.
On a dark night, when thunder crashes.

What do you see? An American, famous for this
Electricity! experiment. He proved that lightning
is a natural form of electricity.

When Benjamin Franklin flew a kite,
Something in the wire gave him a fright.
What could it be?
Electricity!

But we cannot use the lightning.
Doing that would be too frightening.
What do we need?
Electricity!

Boil some water, make some steam,
It can drive a big machine.
What does it make?
Electricity!

See the pylons carrying wires,
On the arms of their tall spires.
What do they bring?
Electricity!

Then it comes into our homes,
To plugs and lights in every room.
What do they use?
Electricity!



* Unit 11 Electricity

Tasks in this unit

Listening to and singing a song about electricity; reading and writing about electrical appliances and how they are used at home and at work; reading about the Airport Express.

Language focus:

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

Using the simple present tense to describe habitual actions
e.g., *On a dark night, when lightning flashes.*

Using imperatives to give instructions
e.g., *Boil some water, make some steam, ...*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 74
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *Where does our electricity come from?* Write the students' suggestions on the board.

While-task procedure

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

2 Play the cassette. The students listen and repeat the words of the song.

3 Select individual students to read out a verse each.

4 Ask questions:

e.g., *What flashes in a storm?*

What crashes in a storm?

What gave Benjamin Franklin a fright?

How do we make electricity?

What carries the wires to our homes?

Where does electricity go to in our homes?

5 Play the cassette of the song. The students sing along.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What electrical appliances do people use at home?*
Using the simple present tense to describe habitual actions
e.g., *They use ... at home.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

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

Materials:

- *Student's Book 7B* page 75
- *Workbook 7B* pages 73, 77, 78 and 80
- Cassette 7B
- Cassette player
- Multimedia material 7B

Pre-task preparation

Write the heading: *Electrical Appliances* on the board. Ask: *What electrical appliances do you have at home?* Compile a list of the items mentioned by the students on the board.

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat.
- 2 Ask questions about the items in **Look and learn**:
e.g., *What do we do with a microwave? (We cook food.)*
What do we do with a vacuum cleaner? (We clean the floor/flat/carpet.)
What do we do with a printer? (We print things.)
What do we do with a washing machine? (We wash clothes.)

- 2 Read the list of electrical appliances in **Discuss and write**. In groups, students practise the dialogue. Ask individual students the questions.
- 3 Give the students time to prepare the sentences in 'The importance of electricity'. Ask individual students to say a sentence. The students write the sentences. Select individual students to read out a completed sentence. You may also ask the students to write their answers on page 80 of *Workbook 7B*.
- 4 *Workbook 7B* page 77
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and write.
 - c Play the recording again to let the students check their answers.

Workbook tapescript

- Narrator: Listen to the dialogues and complete the sentences.
Dialogue One.
Ben: What electrical appliances do you use at home, Mum?
Mum: I use an electric kettle, a lamp and a vacuum cleaner.
Narrator: Dialogue Two.
Jill: What electrical appliances do you use at school, Mr Hu?
Mr Hu: I use lights and a computer.
Narrator: Dialogue Three.
Kitty: What electrical appliances do you use in your office, Dad?
Mr Li: I use an air conditioner, a printer and a fax machine.
Narrator: Dialogue Four.
Peter: What electrical appliances do you use at home, Miss Guo?
Miss Guo: I use a microwave, a TV set and a fridge.

Consolidation

Workbook 7B pages 73, 78 and 80



Writing: The importance of electricity

Look and learn



a microwave



a vacuum cleaner



a printer



a washing machine

Discuss and write

In groups, discuss why electricity is important.

Then write a report.

S1: What electrical appliances do people use at home?

S2: They use ... at home.

S1: What electrical appliances do people use at school?

S3: They use ... at school.

S1: What electrical appliances do people use in an office?

S4: They use ... in an office.

Electrical appliances

- lamps
- irons
- lights
- microwaves
- air conditioners
- vacuum cleaners
- TV sets
- radios
- electric kettles
- electric fans
- fridges
- printers
- heaters
- washing machines
- rice cookers
- computers

Accept all reasonable answers.

The importance of electricity

Today, electricity is very important. People use it in different places.

People use ... at home. People use ... at school. People use ... in an office.

Air conditioners and heaters make us feel comfortable in ^{summer} (season) and ^{winter} (season).

TV sets, ... and radios make our lives more enjoyable.

Lights, ... and microwaves make our lives more convenient.

Computers, ... and printers help us work more efficiently.

You may ask the students to write their answers
on page 80 of Workbook 7B.

A survey

Find out about the uses of electrical appliances in different places. With a classmate, talk about them.

Accept all reasonable answers.

At home:	At school:	In an office:
<ul style="list-style-type: none">• irons to iron clothes• _____• _____• _____	<ul style="list-style-type: none">• fans to keep us cool and comfortable• _____• _____• _____	<ul style="list-style-type: none">• computers to type letters• _____• _____• _____

S1: What do we/people use _____ to do at home?
at school?
in an office?

S2: We/People use _____ to ... at home.
at school.
in an office.

Find out and write

Make a list of electrical appliances you can find in your home. Find out about their uses and write about them. Draw pictures.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do we use ... to do at home?*
Using the simple present tense to describe habitual actions
e.g., *We use ... to ... at home.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

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

Materials:

- *Student's Book 7B* page 76
- *Workbook 7B* pages 74 and 75

Pre-task preparation

Ask: *What electrical appliances do we have at school?*
What electrical appliances do you have at home?
What electrical appliances do people have in an office?
The students can refer to page 75 for the names of the electrical appliances. Compile three lists on the board with the students' suggestions.

While-task procedure

- 1 In pairs, students complete the lists in **A survey**. Ask individual students the questions.
- 2 *Workbook 7B* page 75
 - a In pairs, students prepare the dialogues without writing. Select pairs to say a dialogue.
 - b The students write the dialogues. Select other pairs to read out a completed dialogue.

Consolidation

Workbook 7B page 74

Language focus:

Using modal verbs to express ability

e.g., *People can travel to the airport by the Airport Express.*

Using the simple present tense to express simple truth

e.g., *The Airport Express uses electricity to operate.*

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

e.g., *Yes, I have travelled on the Airport Express.*

Using adjectives to describe objects

e.g., *There are large, soft and comfortable seats on the trains*

...

Language skills:

Listening

Identify the main ideas of a new topic

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Scan a text to locate specific information

Writing

Gather and share information and ideas by brainstorming

Materials:

- *Student's Book 7B page 77*
- *Workbook 7B page 79*
- Cassette 7B
- Cassette player

Pre-task preparation

Ask: *Which transport uses electricity?* Compile a list of the students' suggestions on the board.

While-task procedure

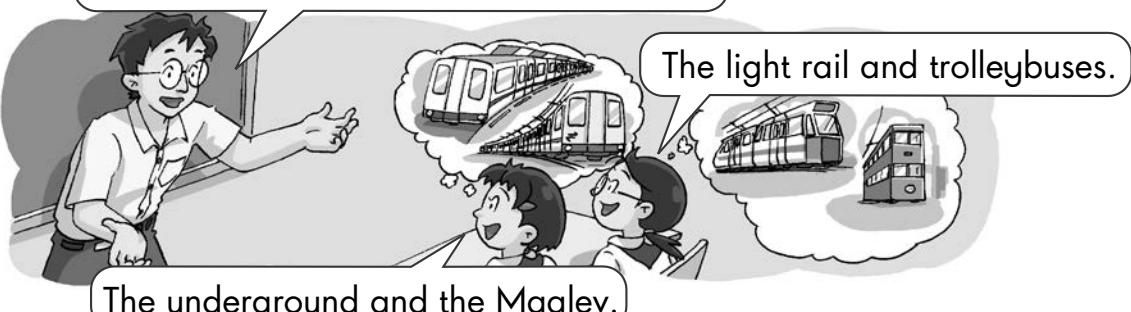
- 1 Review the present perfect tense. Ask: *What have you travelled on?* to elicit: e.g., *I have travelled on the underground.*
- 2 Play the cassette of the dialogues. The students listen.
- 3 In groups of three, students practise the dialogues. Select groups to read out the dialogues.
- 4 Give the students time to read the passage.
- 5 Play the cassette. The students follow in their books.
- 6 Ask questions about the text:
e.g., *Where is the airport?
How can you get there?
When did the Airport Express start operating?
What does the Airport Express use to operate?
Why is that a good thing?
What sends information to the drivers?
How long are the tunnels/the bridges?
How long is the Airport Express line?
How many stations are there?
What are the trains like?*
- 7 *Workbook 7B page 79*
 - a Give the students time to prepare the quiz without writing. Ask the questions.
 - b The students write the answers. Ask the questions again.



Reading: The Airport Express

Look and read

- 1 Some kinds of public transport in Garden City use electricity. What are they?



- 2 Yes. The Airport Express uses electricity, too. Have you travelled on it yet?



Read

The Airport Express

Garden City's airport is on Lucky Island. People can travel to the airport by the Airport Express. It started operating in 1998. The Airport Express uses electricity to operate. Computers send information to the drivers. Electricity makes the Airport Express fast and safe. The good thing about the Airport Express is that the use of electricity does not cause air pollution.

The Airport Express runs through tunnels for eight kilometres. It runs over bridges for six kilometres. It runs on the ground for twenty kilometres. The Airport Express has four stations. They are different from the underground stations. None of them are under the ground. They are all above ground. The station buildings are mainly made of glass, stone and metal. The stations are grey and white inside. They are modern and comfortable.

The trains of the Airport Express are very modern as well. There are large, soft and comfortable seats on the trains and there is a lot of room for passengers to put their suitcases and bags.



Listening and speaking: Public transport using electricity

Listen and write

Peter and his classmates are talking about the Airport Express. Listen and complete the students' conversation below. Then act out the conversation with your classmates.



Joe: How long is the Airport Express line?

Peter: It's 34 kilometres long.

Kitty: How long does it take to travel from City Square Station to the airport?

Peter: It takes 23 minutes.

Alice: How many passengers do the trains carry on a busy day?

Peter: They carry about 39,000 passengers on a busy day.

Alice: How many seats are there in each carriage?

Peter: There are about 64 seats in each carriage.

Joe: How many carriages are there in each train?

Peter: There are 6 carriages in each train.

Kitty: How many seats are there in each train?

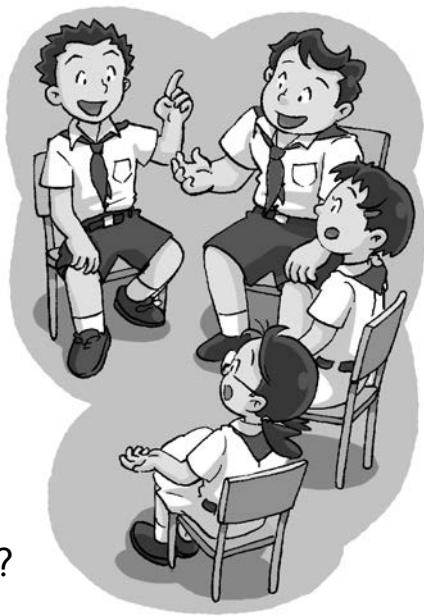
Peter: There are about 384 seats in each train.

Joe: How much does it cost to travel from City Square Station to the airport for an adult?

Peter: It costs 70 yuan.

Joe: What about a child?

Peter: Only 30 yuan.



A survey

You may ask the students to write their report on Photocopiable page 7.

With your classmates, find out some information on a kind of public transport that uses electricity and write a short report.



Language

► What electrical appliances do people use

at home?
at school?
in an office?

► What do we/people use ___ to do?

► When ...?
► How long/How many/How much ...?

Language focus:

Asking *How* questions to find out specific information
e.g., *How long is the Airport Express line?*
Using the impersonal *it* to express facts
e.g., *It's 34 kilometres long.*

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work when a framework is provided

Materials:

- Student's Book 7B page 78
- Workbook 7B page 76
- Cassette 7B
- Cassette player
- Photocopiable page 7

Tapescript

Narrator: Peter and his classmates are talking about the Airport Express. Listen and complete the students' conversation below. Then act out the conversation with your classmates.

- | | |
|--------|---|
| Joe: | How long is the Airport Express line? |
| Peter: | It's thirty-four kilometres long. |
| Kitty: | How long does it take to travel from City Square Station to the airport? |
| Peter: | It takes twenty-three minutes. |
| Alice: | How many passengers do the trains carry on a busy day? |
| Peter: | They carry about thirty-nine thousand passengers on a busy day. |
| Alice: | How many seats are there in each carriage? |
| Peter: | There are about sixty-four seats in each carriage. |
| Joe: | How many carriages are there in each train? |
| Peter: | There are six carriages in each train. |
| Kitty: | How many seats are there in each train? |
| Peter: | There are about three hundred and eighty-four seats in each train. |
| Joe: | How much does it cost to travel from City Square Station to the airport for an adult? |
| Peter: | It costs seventy yuan. |
| Joe: | What about a child? |
| Peter: | Only thirty yuan. |

Pre-task preparation

Ask the students to re-read page 77 and ask the class what they know about the Airport Express.

While-task procedure

- 1 Give the students time to read **Listen and write** silently.
- 2 Play the cassette. The students listen.

- 3 Play the cassette again, pausing for the students to write their answers.
- 4 Play the cassette again to let the students check their answers.
- 5 In groups of four, students prepare the dialogue. Select groups to read out the dialogue.

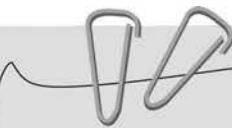
Post-task activities

Give the students time to read **A survey**. Divide the class into groups to complete the survey. The group chooses one particular form of public transport and gathers facts about it. They then write a short report. Select a spokesperson from each group to read their report. You may ask students to write their report on Photocopiable page 7.

Consolidation

Workbook 7B page 76

Notes



Page 74

1	electricity /ɪ'lek'trɪsəti/	n.	电；电能
	lightning /'laɪtnɪŋ/	n.	闪电
	pylon /'paɪlən/	n.	电缆塔
	flash /flæʃ/	v.	(使)闪耀；闪光
	thunder /'θʌndə(r)/	n.	雷；雷声
	crash /kræʃ/	v.	(使)发出巨响
	wire /'waɪə(r)/	n.	电线；导线
	fright /frait/	n.	惊吓；恐怖
	frightening /'fraitnɪŋ/	adj.	引起恐惧的；使惊恐的；骇人的
	carry /'kærɪ/	v.	支撑；承载
	arm /a:m/	n.	臂状物
	spire /'spaɪə(r)/	n.	尖顶
	plug /plʌg/	n.	(电源)插座；插头

2 on a dark night 在一个漆黑的夜晚

“在晚上”一般用 at night 表示，但表示具体的某个晚上要用介词 on。

3 Doing that would be too frightening. 那样做(是)太恐怖了。

4 It can drive a big machine. 它可以驱动一台大型机器。

本句中的 drive 作动词，意为“驱动；推动”。

Page 75

1	importance /ɪm'pɔ:tns/	n.	重要性
	microwave /'maɪkrəweɪv/	n.	微波炉
	vacuum cleaner /'vækjʊəm 'kli:nə(r)/	n.	真空吸尘器
	printer /'prɪntə(r)/	n.	打印机
	electrical /ɪ'lektrɪkl/	adj.	电的；用电的
	appliance /ə'plaɪəns/	n.	(家用)电器；器具
	air conditioner /'eə kən'diʃənə(r)/	n.	空调机；空调设备
	electric /ɪ'lektrɪk/	adj.	电的；用电的；电动的；发电的
	kettle /'ketl/	n.	(烧水用的)壶；水壶
	heater /'hi:tə(r)/	n.	加热炉；炉子；热水器
	cooker /'ku:kə(r)/	n.	厨灶；炉具
	iron /'aɪən/	n.	熨斗
	efficiently /ɪ'fɪʃntli/	adv.	效率高地



Page 76

1 iron /'aɪən/ v. 熨烫

Page 77

1 transport /'trænspɔ:t/	n.	交通工具
trolleybus /'trɒlibʌs/	n.	无轨电车
express /ɪk'spres/	n.	特快列车
operate /'ɒpəreɪt/	v.	运转；工作
through /θru:/	prep.	从……一端至另一端；穿过；贯穿
mainly /'meɪnlɪ/	adv.	主要地；总体上；大致
as well		除……之外；也；还
seat /si:t/	n.	座位；坐处

2 Electricity makes the Airport Express fast and safe. 电能使机场快线又快又安全。

3 The good thing about the Airport Express is that the use of electricity does not cause air pollution. 机场快线的优点是它使用电能，不造成空气污染。

4 The Airport Express runs through tunnels for eight kilometres. It runs over bridges for six kilometres. 机场快线穿越八千米隧道，跨过六千米大桥。

Page 78

1 line /laɪn/	n.	轨道；铁道；铁路的）段；线路
carriage /'kærɪdʒ/	n.	（火车的）客车厢

Now listen

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

Tapescript

Narrator: The Yang family is shopping at the electrical appliance store. What does each family member want to buy? Tick the correct item, then write down the reason.

Mr Yang: Hm, Thomas will be in Grade Eight soon. A computer can help him work more efficiently.

Mrs Yang: Sometimes, I come back from work late. A microwave can help me a lot. It can cook food quickly.

Lily: Hm, a smartphone will make my life more enjoyable. But Dad won't buy one because he is afraid that I may spend too much time playing games. An e-book would be nice. I enjoy reading books.

Thomas: It's so hot in summer. An air conditioner can make us feel more comfortable.

3

The natural elements

Now listen

*At the electrical appliance store

The Yang family is shopping at the electrical appliance store. What does each family member want to buy? Tick (✓) the correct item, then write down the reason.

1



Mr Yang

Mr Yang wants to buy:

- a computer
- an iron
- a printer
- an electric kettle

Why? (Suggested answer)

It can help Thomas work more efficiently.

2



Mrs Yang

Mrs Yang wants to buy:

- a vacuum cleaner
- a lamp
- a microwave
- a heater

Why? (Suggested answer)

It can cook food quickly.

3



Lily

Lily wants to buy:

- a TV set
- an e-book
- a smartphone
- a radio

Why? (Suggested answer)

Lily enjoys reading books.

4



Thomas

Thomas wants to buy:

- a fridge
- a washing machine
- a printer
- an air conditioner

Why? (Suggested answer)

It can make the Yang family more comfortable

in summer.

Using English

Finding books in a library



I'm a librarian^① in the school library. We have fiction^② books and non-fiction^③ books in our library.



This is a fiction book. It is called 'Lulu and the Magic Box'. Lulu is not a real person and there are no magic boxes in the real world. Fiction books tell stories about people and things that are not real.



This is a non-fiction book. It tells us about stamp collecting. Non-fiction books tell us about real people and things.

- A** The librarian wants you to help her put the books on the shelves. Can you tell which of the books shown below are fiction or non-fiction? Write **F** for fiction books and **N-F** for non-fiction ones.



1	<u> F </u>
2	<u> F </u>
3	<u> N-F </u>
4	<u> N-F </u>
5	<u> F </u>
6	<u> F </u>
7	<u> N-F </u>
8	<u> N-F </u>

- B** Can you help the librarian arrange these fiction books on the shelves in the library?



We put fiction books in alphabetical order by the writers' names.

3, 5, 7, 1, 6, 4, 2, 8

1	The Mystery of the Missing Millionaire	Jones, D.F.
2	Annie Goes to School	Smith, A.M.
3	The Ghost of Statue Square	Hope, I.
4	Bobby Wins a Gold Medal	Smith, A.E.
5	The War against the Robots	Jones, D.
6	Adventure at Sea	Ross, P.
7	The Man with Two Brains	Jones, D.C.
8	Treasure Mountain	Smith, M.

① librarian *n.* 图书管理员 ② fiction *n.* 虚构小说 ③ non-fiction *n.* 纪实文学

Using English

Finding books in a library

- 1 Give the students time to read the paragraphs silently.
- 2 Ask individual students to read out a paragraph.
- 3 Give the students time to look at the picture in Exercise A. Explain the following to the students:
 - a *Spiderwoman* is a comic book heroine. Other famous heroes or heroines include Superman, Batman, Spiderman, Flash Gordon and Wonder Woman.
 - b *Inventors* are people who make new things.
 - c The *World Cup* refers to football (soccer).
 - d The book entitled *Discover Chinese Food* is a cookery book.
- 4 The students do Exercise A. Select individual students to read out their answers.
- 5 For Exercise B, explain the following to the students first:
 - a We look at the writers' family names (surnames) first, and then at their first names or initials.
 - b The family name is always put at the end of an English name. When it is put on a book, writers often put their family names first and then their first names or their initials, separated by a comma.
- 6 In pairs, students complete Exercise B. Check the answers with them.

Teacher's Book 83

- 7 Do Exercise C with the students. Tell the students that we always arrange non-fiction books by subject and we give each subject a number. Then we put the books on the numbered shelves.
- 8 Give the students time to read the table first. Explain the following to the students:
 - a *Philosophy* is about important ideas.
 - b *Social Science* is about economics, public affairs and similar topics.
 - c *Pure Science* is about biology, physics, etc.
 - d *Applied Science* is about radios, computers, etc.
 - e *Biography* is the life stories of famous people.
- 9 In pairs, students complete Exercise C. Check the answers with them.
- 10 Ask the students what they need to find a book in the library. Then let them read what the librarian says at the bottom of the page.

C Now, help the librarian arrange the non-fiction books.

Non-fiction books can be about many different subjects. We give each subject a number. Then we put the book on the correct shelf according to the number. Here are the numbers for some different subjects.



Numbers	Subjects
000-099	General Works
100-199	Philosophy ^①
200-299	Religion ^②
300-399	Social Science ^③
400-499	Language

Numbers	Subjects
500-599	Pure Science ^④
600-699	Applied Science ^⑤
700-799	Arts and Sports
800-899	Literature ^⑥
900-999	Geography, History, Biography ^⑦

- | | |
|---|---|
| 1 <i>How to Play Football</i> | I can put it on the shelf numbered <u>700-799</u> . |
| 2 <i>Power Stations</i> | I can put it on the shelf numbered <u>600-699</u> . |
| 3 <i>Poems for Children</i> | I can put it on the shelf numbered <u>800-899</u> . |
| 4 <i>Italian for Beginners</i> | I can put it on the shelf numbered <u>400-499</u> . |
| 5 <i>How to Do Well in Maths</i> | I can put it on the shelf numbered <u>500-599</u> . |
| 6 <i>Horse Riding</i> | I can put it on the shelf numbered <u>700-799</u> . |
| 7 <i>Modern Music</i> | I can put it on the shelf numbered <u>700-799</u> . |
| 8 <i>The People of Asia</i> | I can put it on the shelf numbered <u>900-999</u> . |
| 9 <i>Road Safety</i> | I can put it on the shelf numbered <u>300-399</u> . |
| 10 <i>Famous TV Programmes</i> | I can put it on the shelf numbered <u>000-099</u> . |

Come to my library and look for a book you are interested in. Remember that you should know one of these three things:

- the topic of the book
- the title of the book
- the writer's name

I hope to see you in the library soon!



^① philosophy *n.* 哲学 ^② religion *n.* 宗教 ^③ social science 社会科学 ^④ pure science 纯科学

^⑤ applied science 应用科学 ^⑥ literature *n.* 文学 ^⑦ biography *n.* 传记

More practice

*The solar system^①

Read about the planets in the solar system. Then complete the following report.

The planets in our solar system			
Approximate distance ^② from the Sun	Diameter ^③	Time (Move around the Sun)	
Jupiter ^④ 780,420,000 km	142,500 km	11.9	Earth years
Venus ^⑤ 107,500,000 km	12,100 km	225	Earth days
Neptune ^⑥ 4,486,000,000 km	50,000 km	165	Earth years
Saturn ^⑦ 1,431,000,000 km	120,000 km	21.1	Earth years
Earth 150,000,000 km	12,742 km	365.25	Earth days
Uranus ^⑧ 2,877,000,000 km	52,000 km	84	Earth years
Mars ^⑨ 227,800,000 km	6,790 km	687	Earth days
Mercury ^⑩ 58,000,000 km	4,870 km	88	Earth days



The solar system

There are eight planets in the solar system. The Sun is at the centre of the solar system.

The Earth is one of the planets. It is one hundred and fifty million kilometres from the Sun.

Mercury is the smallest planet. Jupiter is the biggest planet.

Mercury is the closest planet to the Sun.

Neptune is the farthest planet from the Sun.

Neptune is the coldest planet because it is farthest from the Sun.

In pairs, ask and answer the questions.



- 1 Which is the smallest planet?
- 2 Which is the biggest planet?
- 3 Which is the closest planet to the Sun?
- 4 Which is the farthest planet from the Sun?
- 5 Which is the coldest planet?

^① solar system 太阳系 ^② approximate distance 近似的距离 ^③ diameter n. 直径 ^④ Jupiter n. 木星

^⑤ Venus n. 金星 ^⑥ Neptune n. 海王星 ^⑦ Saturn n. 土星 ^⑧ Uranus n. 天王星 ^⑨ Mars n. 火星

^⑩ Mercury n. 水星

Listen and read

c	/s/	city	nice	s	/s/	soup	else
	/k/	cold	picture		/z/	music	lose
g	/g/	girl	big	h	/h/	house	head
	/dʒ/	large	German		/ /	hour	exhibition
ch	/tʃ/	change	teach	th	/θ/	three	month
	/k/	school	chemistry		/ð/	they	with
wh	/w/	white	why	ng	/ŋ/	long	spring
	/h/	who	whose		/ŋg/	angry	English

Read and circle

Read the word and circle the correct sound for the coloured letter(s).

1 lightning	(/ŋ/) (/ŋg/)	7 slide	(/s/) (/z/)
2 electricity	(/k/) (/s/)	8 suitcase	(/k/) (/s/)
3 punch	(/tʃ/) (/k/)	9 Christmas	(/tʃ/) (/k/)
4 carriage	(/dʒ/) (/g/)	10 ground	(/dʒ/) (/g/)
5 through	(/θ/) (/ð/)	11 either	(/θ/) (/ð/)
6 whole	(/w/) (/h/)	12 while	(/w/) (/h/)

Read and write

Read the sounds and write the words.

1 /bɜ:d/	bird	7 /ri:d/	read
2 /lu:z/	lose	8 /kʌt/	cut
3 /tʃeə/	chair	9 /la:dʒ/	large
4 /wɒt/	what	10 /sɒŋ/	song
5 /ðæt/	that	11 /nju:z/	news
6 /pleɪt/	plate	12 /ʃɔ:t/	short

*Project

The importance of electricity

A survey

Look around your home. Tick (✓) the electrical appliances you can find.



an air conditioner



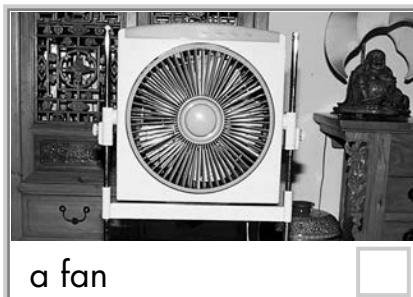
a fridge



a TV set



a rice cooker



a fan



a microwave



a computer



a blender^①



an iron



a washing machine



a vacuum cleaner



a hair dryer^②



an electric kettle



a toaster^③



a lamp

① blender n. 食物搅拌器 ② hair dryer 吹风机 ③ toaster n. 烤面包机

*Project

The importance of electricity

Language focus:

Asking *Wh-* questions to find out specific information
 Using prepositions to indicate place
 Asking *How* questions to find out quantity
 Using adjectives to make comparisons
 Using adjectives to express possession
 Using pronouns to refer to objects

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Open and maintain an interaction by asking and answering questions

Use appropriate intonation and stress

Reading

Scan a text to locate specific information

Materials:

- *Student's Book 7B* pages 86 and 87

Pre-task preparation

Review the names of rooms in a flat: *living room, bedroom, kitchen, bathroom*.

Ask individual students to read out the name of each electrical appliance. Ask questions about each item:
 e.g., *Have you got any air conditioners in your home?*

How many?

Which rooms are they in?

While-task procedure

1 Give the students time to look at the pictures on pages 86 and 87. Explain any new words to them if necessary.

2 The students tick the items they have got in their homes.

3 In pairs, students take turns to ask:

e.g., *Have you got any air conditioners in your home?*

How many?

Where is it/are they?

4 Ask other individual students about their home:

e.g., *Have you got a computer in your home?*

Which room is it in?

Do you use it often?

What do you do with it?

5 In groups, students take turns to talk about an item they have in their homes.

While-task procedure

- 1 Continue with the last three items of the survey from page 87.
- 2 The students complete **Find out and write**. The students draw and label any other items they have got in their home. Write any vocabulary that the students require on the board.
Ask individual students: *What other electrical appliances can you find in your home? How many? Do you use it/them often? What do you use it/them for?*
- 3 Review/Introduce the adjectives: *comfortable, enjoyable, easier* and the adverb: *efficiently*.
- 4 In groups, students discuss and then compile lists of electrical appliances. Help out with any vocabulary the students require. Write the words on the board.
- 5 Ask: *Which electrical appliances make people's lives more comfortable?, etc.*

Find out and write

What other electrical appliances can you find in your home? Take photographs or draw pictures of them. Say what they are.



Look at the electrical appliances on pages 86 and 87. Discuss with your classmates and answer the following questions.

Which electrical appliances make people's lives comfortable?

Which electrical appliances make people's lives enjoyable?

Which electrical appliances make people's lives easier?

Which electrical appliances help people work efficiently?

Find out and write

In groups, walk around your school. Look for some electrical appliances. See how many you can find. Fill in the table and write about their uses.

Name of appliance	No.	Name of appliance	No.
1		4	
2		5	
3		6	

1 At school, we can find _____ (number) _____
(name of appliance). We use it/them to _____

2 _____

3 _____

4 _____

5 _____

6 _____

Language focus:

Asking *How* questions to find out quantity
Using modal verbs to express ability
Using pronouns to refer to objects

Language skills:**Listening**

Recognize the differences in the use of intonation
Listen for specific information

Speaking

Open and maintain an interaction by asking and
answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 7B* page 88

Pre-task preparation

Ask: *What electrical appliances have we got in our school?*
With the help of the students compile a list on the board.
Ask questions about each one: e.g., *What do we use the photocopier(s) to do?*

While-task procedure

- 1 In groups, students list the appliances and the approximate number.
- 2 Groups discuss the appliances and their uses.
- 3 Select individual students to read out an entry from their lists.

Post-task activities

- 1 Ask the students to look for some electrical appliances at home. See how many they can find. Make a list and write about their uses.
- 2 In groups, students talk about how these electrical appliances change their lives.

Language focus:

Using adjectives to make comparisons
Using modal verbs to express ability
Asking *Wh-* questions to find out specific information
Using connectives to relate consequences

Language skills:

Listening

Recognize the differences in the use of intonation
Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided
Gather and share information and ideas by using strategies such as brainstorming, listing and questioning

Materials:

- *Student's Book 7B* page 89

Pre-task preparation

Review the adjectives and comparatives: *comfortable — less comfortable; easy — less easy/difficult; enjoyable — less enjoyable*. Write them on the board.

Ask: *How does electricity make our lives comfortable?*
(air conditioners, heaters, etc.)

How does electricity make our lives enjoyable? (televisions, DVD players, radios, etc.)

How does electricity make our lives easier? (washing machines, cookers, vacuum cleaners, etc.)

List items mentioned by the students on the board under the relevant adjectives.

While-task procedure

- 1 In groups, students discuss the three categories: *less comfortable — less enjoyable — less easy/difficult* without writing.
- 2 Take each category in turn. Ask: *Why would our lives be less comfortable/less enjoyable/less easy without electricity?*
- 3 Groups decide on answers and write the answers. Ask the questions again to check the students' answers and understanding.

Think, discuss and write

*Electricity is important to us. What would our lives be like without electricity?
Discuss this with your classmates.*

The importance of electricity

Electricity is very important in our lives today.

Without electricity, our lives would be less comfortable.

Why?

We would not be able to use _____ in summer.

We would not be able to _____.

Without electricity, our lives would be less _____.

Why?

We would not be able to watch _____.

Without electricity, our lives would be _____.

Why?

We would not be able to use _____.

Look, think and write

Look at the things the children on the poster do. Are the children doing the right things to save electricity? Discuss with your classmates and make suggestions about how to save electricity.

Saving electricity

1



This girl is leaving her home. She has not turned off the lights and the TV.

What should she do to save electricity?

2



This boy is going to wash a T-shirt and a pair of socks in a washing machine.

What should he do to save electricity?

3



The temperature is 24°C and it is windy outside. These children have closed all the windows and have turned on the air conditioner.

What should they do to save electricity?

4



This boy is boiling water in a big electric kettle to make a small cup of tea.

What should he do to save electricity?

Language focus:

Using the present continuous tense to describe events taking place at the time of speaking
Using the present perfect tense to relate past events to the present
Using *be going to* to talk about future events
Using modal verbs to express obligation

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and responding to others' opinions

Reading

Scan a text to locate specific information

Writing

Write out a piece of work when a framework is provided
Gather and share information and ideas by using strategies such as brainstorming and questioning

Materials:

- *Student's Book 7B* page 90

Pre-task preparation

Ask: *How can we save electricity?* List the students' suggestions on the board.

While-task procedure

- 1 Give the students time to read the page silently.
- 2 In groups, discuss the answers and then write them.
- 3 Read the descriptions and ask individual students the questions.

Post-task activities

- 1 Ask the students to write down their suggestions about how to save electricity individually.
- 2 In groups, students exchange their suggestions.
- 3 In groups, students think of more ways to save electricity and make a poster 'Rules for saving electricity'.

Language focus:

Using imperatives to express prohibitions
Using connectives to link similar ideas
Using prepositions to indicate place
Using the simple present tense to express simple truth
Using the present continuous tense to describe actions taking place at the time of speaking

Language skills:

Listening

Recognize the differences in the use of intonation

Speaking

Maintain an interaction by responding to questions

Reading

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

Writing

Write out a piece of work when a framework is provided
Write out a piece of work using visual support

Materials:

- *Student's Book 7B* page 91

Pre-task preparation

Ask: *Why should we be careful when we use electricity?*

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Ask: *What can you see in Picture Number One?*, etc. Write the vocabulary item on the board.
- 3 In pairs, students prepare the sentences without writing. Ask individual students to say a sentence.
- 4 Pairs complete number 6. Ask individual students to read out their sentences.

Post-task activities

- 1 Ask the students to write down suggestions about electricity safety.
- 2 In groups, students exchange their suggestions.
- 3 In groups, students make a poster 'Electricity safety'.

Think and write

How can people use electricity safely?

1

Don't touch any switches when your hands are _____.



2

Don't put any metal objects into a _____ when you use it.



3

Don't put a _____ near _____ or _____.



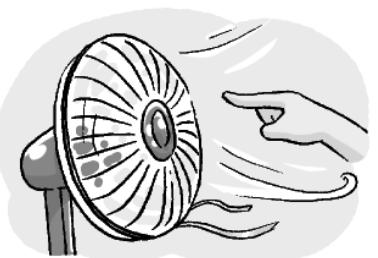
4

Don't leave an _____ on your _____ when you are talking to your friend on the phone.



5

Don't put your _____ into a _____ when it is working.



6

Word list

A a

able	<i>adj.</i>	有能力的	U7
action	<i>n.</i>	动作	U2
action film	<i>n.</i>	动作片；武打片	U2
*adventure	<i>n.</i>	冒险；奇遇	U2
allow	<i>v.</i>	允许；准许	U10
although	<i>conj.</i>	虽然；尽管；即使	U5
altogether	<i>adv.</i>	总共；一共	U2
among	<i>prep.</i>	在……中；周围是	U9
*ant	<i>n.</i>	蚂蚁	U6
anything	<i>pron.</i>	任何东西	U4
*avenue	<i>n.</i>	大街	U2
awful	<i>adj.</i>	糟糕的；极讨厌的	U6

B b

blackboard	<i>n.</i>	黑板	U6
bookshop	<i>n.</i>	书店	U2
*botanical garden	<i>n.</i>	植物园	U1
*bow	<i>v.</i>	(使)弯曲；点头；鞠躬	U9
brightly	<i>adv.</i>	阳光灿烂地；光线充足地；明亮地	U9
*bund	<i>n.</i>	堤岸	U1

C c

cable	<i>n.</i>	缆绳	U3
cable car	<i>n.</i>	缆车	U3

can	<i>n.</i>	一听 (的量)	U10N
carpet	<i>n.</i>	地毯	U4
century	<i>n.</i>	世纪	U1
certainly	<i>adv.</i>	当然; 行	U4
changing room	<i>n.</i>	试衣间	U4
charge	<i>n.</i>	主管; 掌管	U3
check	<i>n.</i>	方格图案; 格子; 方格	U4
*circus	<i>n.</i>	马戏团	U2
*clown	<i>n.</i>	小丑	U2
coach	<i>n.</i>	教练	U3
coin	<i>n.</i>	硬币	U5
coloured	<i>adj.</i>	有颜色的	U9
comfortable	<i>adj.</i>	舒服的	U5
conduct	<i>v.</i>	组织; 安排	U8
connect	<i>v.</i>	(使) 连接	U10
cool	<i>adj.</i>	酷的	U4N
correct	<i>adj.</i>	准确无误的; 精确的; 正确的	U9
cowboy	<i>n.</i>	牛仔	U2
*creek	<i>n.</i>	小河; 小溪	U1
*cruise	<i>n.</i>	乘船游览	U1

D d

diary	<i>n.</i>	(工作日程) 记事簿	U2
*dimple	<i>n.</i>	酒窝	U9
disappear	<i>v.</i>	消失	U5
disappointed	<i>adj.</i>	失望的; 沮丧的	U6
district	<i>n.</i>	地区; 区域	U1
*dive	<i>v.</i>	俯冲	U9
		跳水	U10N

Drive	<i>n.</i>	(用于路名) 路, 大道	U2N
drop	<i>v.</i>	降低; 减少	U6
duration	<i>n.</i>	持续时间	U2

E e

earn	<i>v.</i>	挣得; 挣钱	U5
end	<i>v.</i>	结束	U6
	<i>n.</i>	末端; 尽头; 末尾	U9N
enjoyable	<i>adj.</i>	有乐趣的; 使人快乐的; 令人愉快的	U8
everyone	<i>pron.</i>	每人; 人人	U7
everywhere	<i>adv.</i>	到处; 处处	U6
excuse	<i>v.</i>	原谅	U4
experiment	<i>n.</i>	实验; 试验	U8

F f

*fairy	<i>n.</i>	仙子; 小精灵	U5
*fantastic	<i>adj.</i>	极好的	U3
fashion	<i>n.</i>	时尚; 流行	U4
field	<i>n.</i>	田地	U3
*flap	<i>v.</i>	(上下或左右) 拍打	U9
floating	<i>adj.</i>	浮动的	U1
*forever	<i>adv.</i>	永远	U5
form	<i>n.</i>	形态; 形式	U10
frame	<i>n.</i>	框架	U9
freeze	<i>v.</i>	(使) 冻结, 结冰	U10

G g

get	<i>v.</i>	去取	U10N
go	<i>v.</i>	开始	U9N

gold	<i>n.</i>	金；金子；黄金	U5
grand	<i>adj.</i>	(用于大建筑物等的名称) 大	U1
*grasshopper	<i>n.</i>	蚱蜢	U6
*greedy	<i>adj.</i>	贪婪的	U5
grow	<i>v.</i>	种植	U3N
guide	<i>n.</i>	指南；手册	U1

H h

happiness	<i>n.</i>	幸福	U5
hard-working	<i>adj.</i>	工作努力的；辛勤的	U5
hate	<i>v.</i>	讨厌；不喜欢	U2
*headmaster	<i>n.</i>	校长	U3
herself	<i>pron.</i>	她自己	U8
himself	<i>pron.</i>	他自己	U8
hole	<i>n.</i>	洞；孔；坑	U10
hope	<i>n.</i>	希望；期望	U7
	<i>v.</i>	希望，期望（某事发生）	U7
*hut	<i>n.</i>	小屋	U5

I i

*ice cube	<i>n.</i>	小冰块	U10
*iced	<i>adj.</i>	冰镇的；加冰块的	U10
*ideal	<i>adj.</i>	理想的；完美的；最合适的	U8
impossible	<i>adj.</i>	不可能存在（或做到）的；不可能的	U8
inside	<i>adv.</i>	在（或向）里面	U6N

J j

*jeans	<i>n.</i>	牛仔裤	U4
--------	-----------	-----	----

K k

keep	v.	存放	U7N
key	n.	钥匙	U3
key ring	n.	钥匙圈；钥匙环	U3
kid	n.	小孩	U4

L l

laboratory	n.	实验室	U8
lane	n.	小巷；胡同	U2
laughter	n.	笑；笑声	U2
*lazy	adj.	懒惰的	U6
lean	v.	倾斜；屈身	U9
*lid	n.	(容器的)盖；盖子	U10
loose	adj.	宽松的	U4

M m

machine	n.	机器；机械装置	U3
*Maglev	n.	磁悬浮列车	U1
make	v.	促使；使得	U6N
	v.	使出现；使产生	U8N
meal	n.	餐；一顿饭	U7
medium	adj.	中等的；中号的	U4
model	n.	模范；典型	U5N
modern	adj.	现代化的	U8
much	pron.	许多	U5N
myself	pron.	我自己	U4

N n

necessary	adj.	必需的；必要的	U8
-----------	------	---------	----

neck	<i>n.</i>	衣领；领子	U4
nothing	<i>pron.</i>	没有什么；没有东西	U6

O o

*observatory	<i>n.</i>	天文台	U1
onto	<i>prep.</i>	向；朝	U9
order	<i>n.</i>	顺序；次序	U10
organize	<i>v.</i>	组织；筹备	U8
*oriental	<i>adj.</i>	东方的	U1
ourselves	<i>pron.</i>	我们自己	U8
outside	<i>adv.</i>	在外面；户外	U6N
	<i>n.</i>	外部；外（表）面	U10N

P p

*paradise	<i>n.</i>	天堂	U1
paragraph	<i>n.</i>	段；段落	U9
pay	<i>v.</i>	付费	U2
*pearl	<i>n.</i>	珍珠	U1
*pigeon	<i>n.</i>	鸽子	U1
pill	<i>n.</i>	药丸；药片	U7
planet	<i>n.</i>	行星	U7
pocket	<i>n.</i>	口袋	U5
pocket money	<i>n.</i>	零花钱；零用钱	U5
poem	<i>n.</i>	诗；韵文	U6
poor	<i>adj.</i>	贫穷的	U5N
price	<i>n.</i>	价格	U2
prince	<i>n.</i>	王子	U2
princess	<i>n.</i>	公主	U2

proud	<i>adj.</i>	骄傲的；自豪的；得意的	U9
*punch	<i>n.</i>	潘趣酒；宾治酒	U10

Q q

quite	<i>adv.</i>	完全；十分；相当	U3
-------	-------------	----------	----

R r

reason	<i>n.</i>	原因；理由	U1
*reel	<i>n.</i>	卷筒；卷盘	U9
reply	<i>v.</i>	回答	U5
*resort	<i>n.</i>	度假胜地	U1
ring	<i>n.</i>	小环；小圈	U3
rise	<i>v.</i>	升起	U9
robber	<i>n.</i>	盗贼	U2
route	<i>n.</i>	路线	U2

S s

sadly	<i>adv.</i>	伤心地	U6
safety	<i>n.</i>	安全	U10
sail	<i>v.</i>	(船)航行；(人)乘船航行	U9
sailing boat	<i>n.</i>	帆船	U9
*seal	<i>v.</i>	密封	U7
second	<i>n.</i>	秒	U10
secret	<i>adj.</i>	秘密的；保密的	U7
*shiver	<i>v.</i>	发抖	U6
side	<i>n.</i>	边	U10
sightseeing	<i>n.</i>	观光；游览	U1
sign	<i>v.</i>	签(名)；签字	U7
silly	<i>adj.</i>	愚蠢的；傻的	U6

since	<i>prep.</i>	从……以来；自从	U3
slide	<i>v.</i>	(使)滑行；滑动	U9
space station	<i>n.</i>	航天站；宇宙空间站	U7
speed	<i>v.</i>	快速前行	U9
spot	<i>n.</i>	斑点；点	U4
state	<i>adj.</i>	国家的	U1
steam	<i>n.</i>	水蒸气；蒸汽	U10N
stick	<i>n.</i>	棍；棒	U9
	<i>v.</i>	粘；贴	U9
*straw	<i>n.</i>	(喝饮料用的)吸管	U10
strength	<i>n.</i>	体力；力气；力量	U9
string	<i>n.</i>	线；绳	U9
*stripe	<i>n.</i>	条纹	U4
stupid	<i>adj.</i>	愚蠢的；笨的	U2
super	<i>adj.</i>	超级的	U4
surprising	<i>adj.</i>	令人惊奇的	U1
*sway	<i>v.</i>	(使)摇摆；摆动	U9
*sweat	<i>v.</i>	出汗；流汗	U9
*sweater	<i>n.</i>	毛线衫；针织套衫	U4

T t

take	<i>v.</i>	服(药)	U7N
tape	<i>n.</i>	胶带	U7N
technology	<i>n.</i>	科技；工艺；工程技术	U1
temperature	<i>n.</i>	气温；温度	U6
theatre	<i>n.</i>	剧院	U1
themselves	<i>pron.</i>	他们自己；她们自己；它们自己	U8
then	<i>adv.</i>	那么	U2N
therefore	<i>adv.</i>	因此；所以	U1

tie	<i>v.</i>	系；绑	U9
tight	<i>adj.</i>	紧身的；紧的	U4
*toothpick	<i>n.</i>	牙签	U10
tour	<i>n.</i>	旅行；旅游	U1
train	<i>v.</i>	训练；培训	U3
turn	<i>v.</i>	转向	U2N

U u

uninteresting	<i>adj.</i>	不吸引人的；无趣的；无聊的	U8
unnecessary	<i>adj.</i>	不需要的；不必要的；多余的	U8

V v

view	<i>n.</i>	景色；风景	U1
V-neck	<i>n.</i>	V形领；鸡心领	U4
vote	<i>v.</i>	投票；表决；选举	U5

W w

waiter	<i>n.</i>	服务员；侍者	U3
wife	<i>n.</i>	妻子	U5
wish	<i>n.</i>	心愿；愿望	U5N

Y y

yourselves	<i>pron.</i>	你们自己	U8
------------	--------------	------	----

Phrase list

all the time	一直； 总是	U6
at last	终于； 最终	U6
(be) able to	能够； 有能力	U7
(be) famous for	以……而著名	U1
(be) known as	被认为； 誉为……	U1
clean up	打扫（或清除）干净	U8
cool down	变凉； 冷却下来	U10
excuse me	劳驾； 请原谅	U4
full of	充满； 挤满	U2
get on with	进展	U1
give up	放弃	U5
have a good time	过得愉快	U3
in charge of	负责掌管	U3
in the end	最后； 终于	U9
learn from	向……学习	U5
long ago	很久以前	U5
out of	从……里出来	U6
over there	在那边	U4
pay for	为……付钱	U2
play with	玩耍	U10
put up	张贴； 置……于明显处	U8
quite a few	相当多； 不少	U3
show off	炫耀； 卖弄	U9
take a look	看一看	U2
take off	脱下（衣服等）	U9
take part in	参加（活动）	U1
talk about	讨论； 谈话； 商谈	U7
tell the time	报时	U3
think of	想出	U1
	联想到	U6N
try on	试穿（衣物）	U4
turn into	转变成； 将……变成	U10
vote for	表决（支持）； 投票（赞成）	U5

Irregular verbs

Base form	Past form	Past participle
be (am, is, are)	was were	been been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
take	took	taken
teach	taught	taught
write	wrote	written

Photocopiable pages

Module 1: Garden City and its neighbours

Unit 1 Writing a travel guide

Photocopiable pages 1–3

Unit 3 A visit to Garden City

Photocopiable pages 4–5

Module 3: The natural elements

Unit 9 The wind is blowing

Photocopiable page 6

*Unit 11 Electricity

Photocopiable page 7

Supplementary materials

Classroom language

Photocopiable pages 8–10

Think, design and write

Read the list you made on page 6 of the Student's Book. In groups of five, make your own travel guide. Collect some photos and design a cover for your travel guide.

(Cover of your travel guide)



Contents

1 Places to go shopping	Page _____
2 Places to go eating	Page _____
3 Places to go sightseeing	Page _____
4 Places to go _____	Page _____

Shopping

- If you go to _____,
you will find _____.
There are _____
_____.
- If you go to _____,
you will see _____.
You can _____
_____ there.

1



Eating

- If you go to _____,
you will find _____.
There are _____
_____.
- If you go to _____,
you will _____.
You can _____
_____ there.

2

Sightseeing

• If you go to _____,
you will see _____

There are _____
_____.

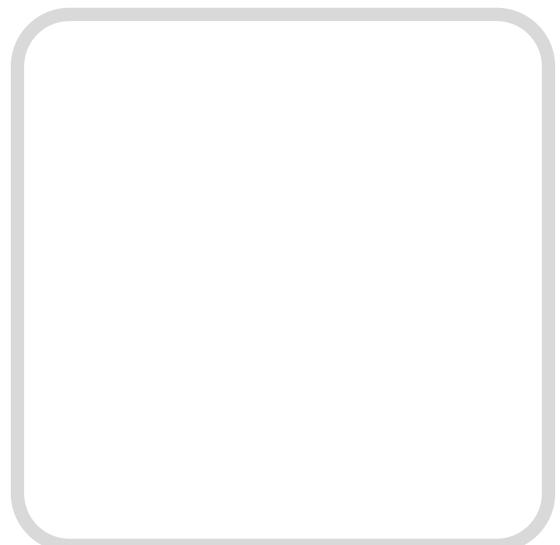
• If you _____,
you _____

There _____
_____.

3

• If you _____,
you will _____

There are _____
_____.

**4**

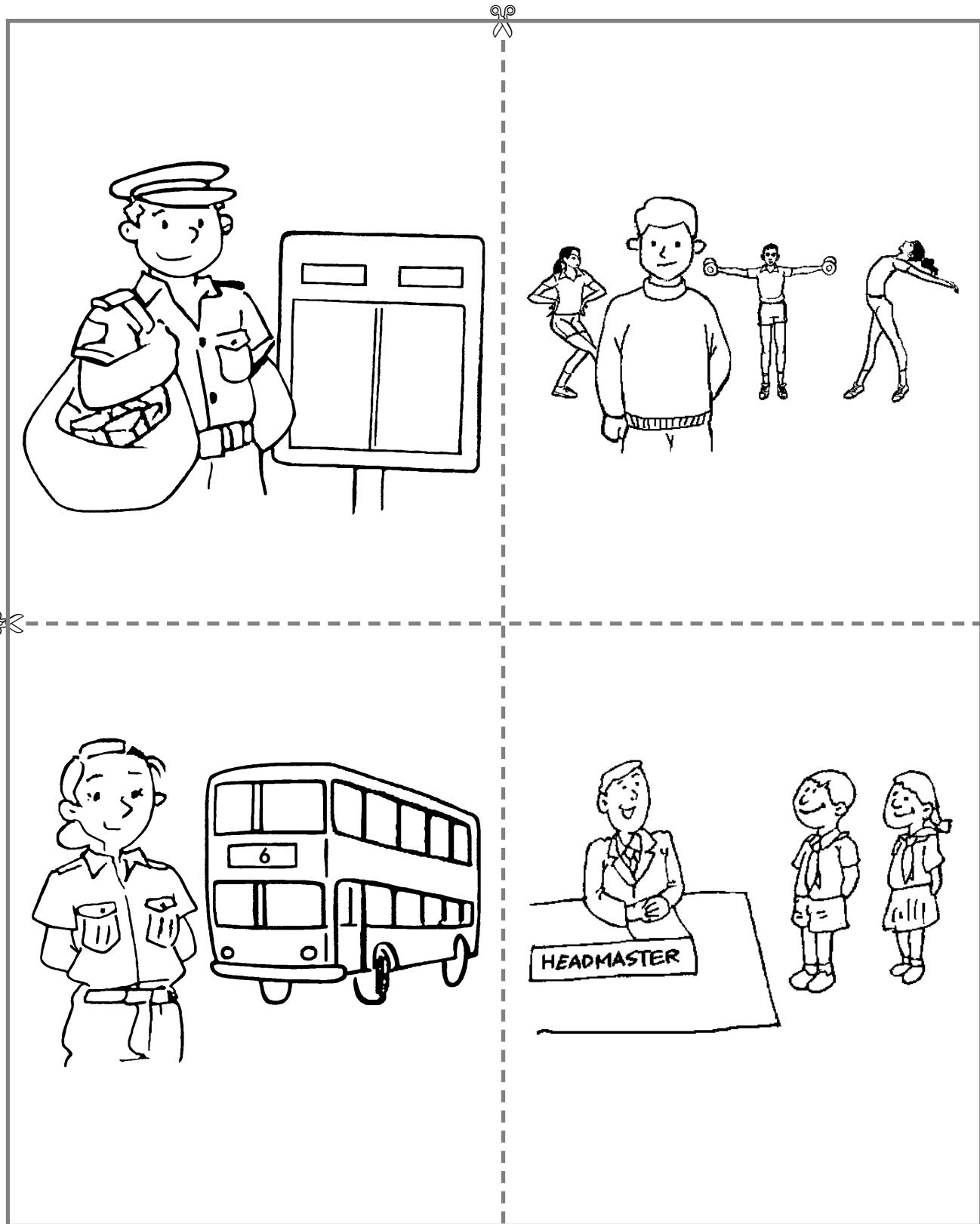
Cut and play

Colour the cards, cut them out along the dotted lines to play a card game.



Cut and play

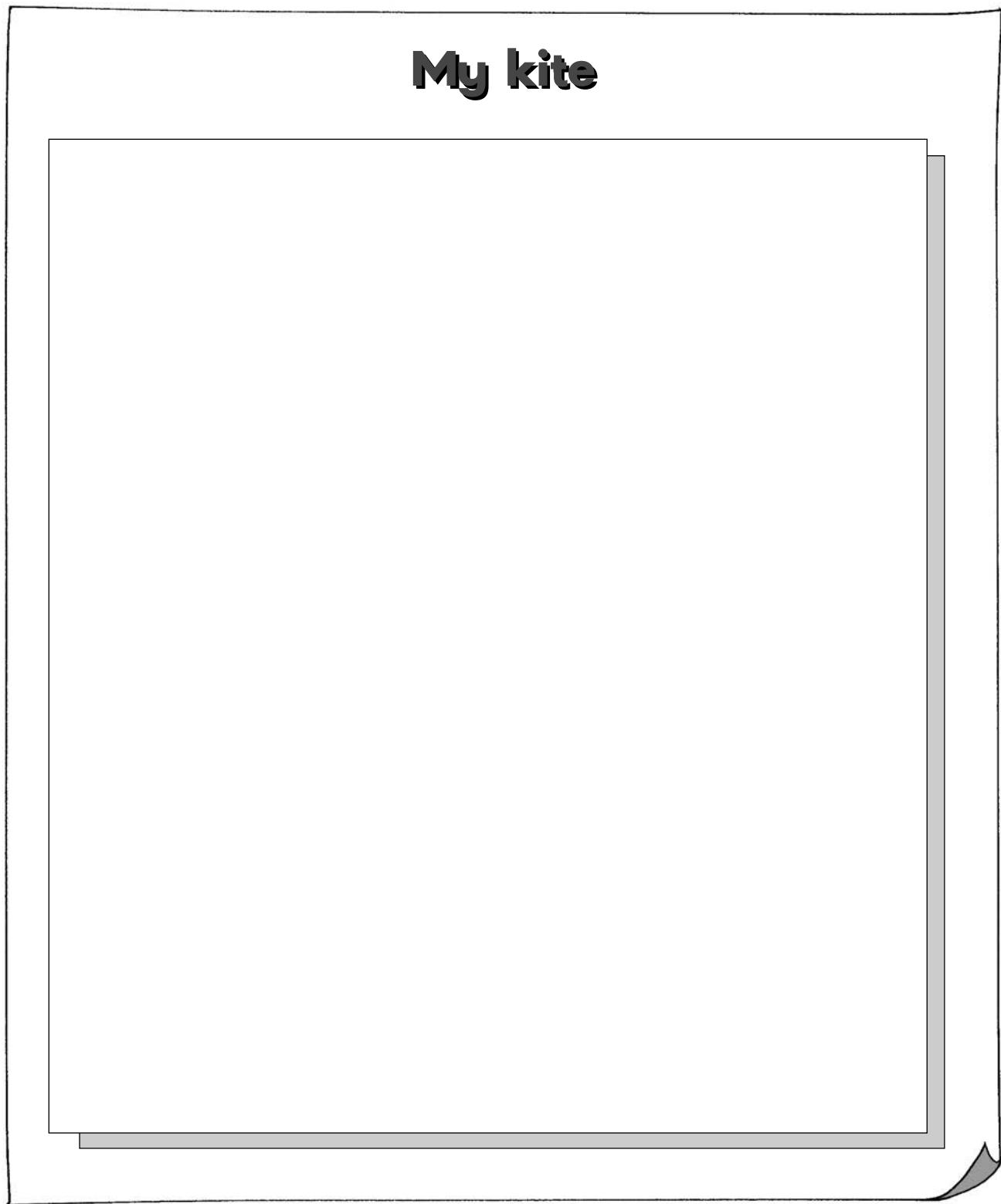
Colour the cards, cut them out along the dotted lines to play a card game.



Draw and talk

Draw a kite and colour it. In groups, talk about one another's kites.

My kite



Do a survey

With your classmates, find out some information about a kind of public transport that uses electricity. Draw the kind of transport in the space below and write a short report about it.

Our choice of transport: _____

Our report about _____

1 When did this kind of transport start operating?

2 How many lines are there?

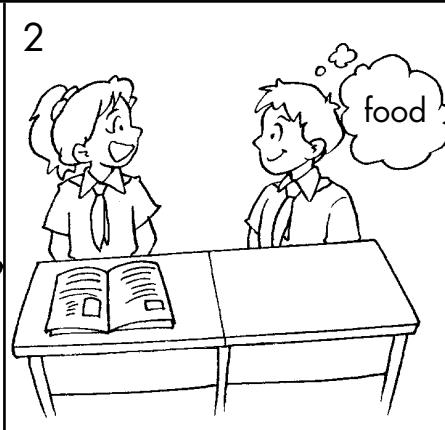
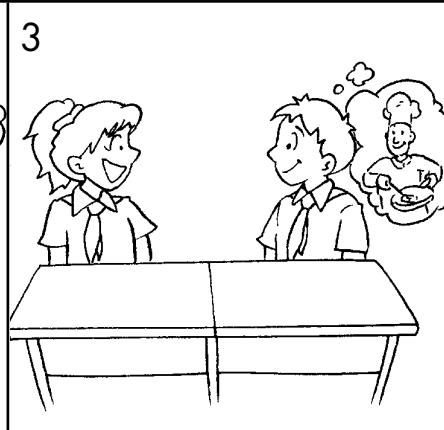
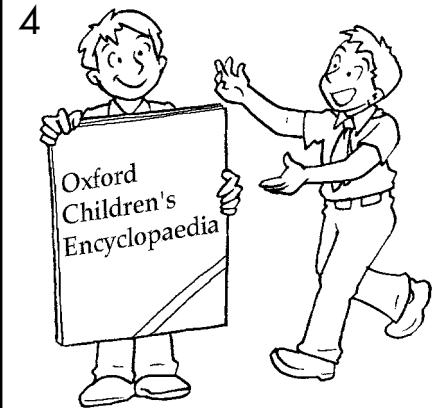
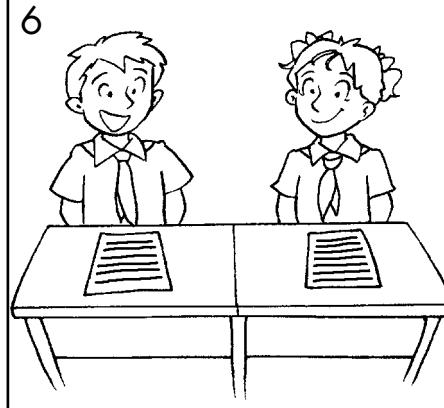
3 How many stations are there on each line?

4 How long does it take to travel from the first station to the last station?

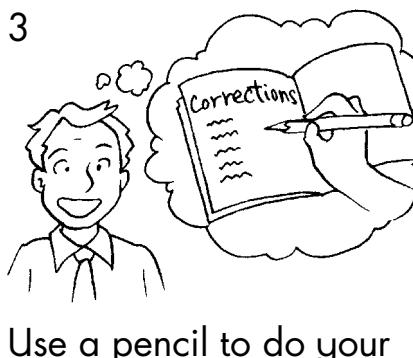
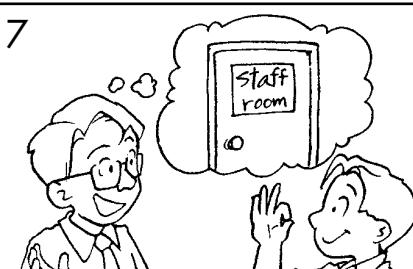
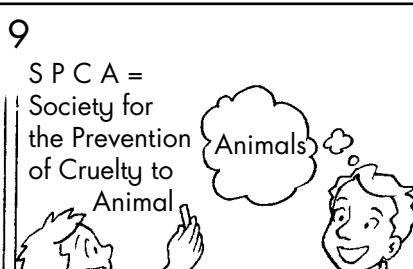
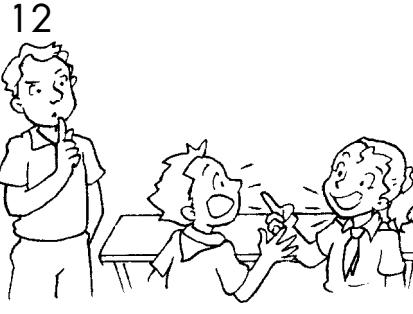
Classroom language

Listen to your teacher.	Speak to your classmates.
Open your book at page 15.	Why don't you join in?
Come out and write it on the board.	Who wants to be Cinderella?
Finish this off at home.	Shall we change over?
I would like you to write this down.	What if I play the doctor?
Does anybody need any help?	May I try?
Two points for Group A.	Will you try, Flora?
The first group with ten points wins.	Hurry up.
Say it in English, please.	Is there anybody who hasn't got a copy?
Can you all see the board?	I'm afraid there aren't enough for everybody.
Have a guess. It's spelt with a capital letter 'J'.	Have you got any coloured pencils?
Almost. Try again!	Let's do it this way.
Could you share your book with Peter today?	Like this, not like that.
Would you like a break?	Let's cut out the role-play cards first.
Why are you so late?	We don't have much time left.
Class, please say this sentence after me.	Who wants to be our speaker and report our findings to the class?
Write on every other line.	Have you collected any information from your parents?
Please find a partner.	Why don't we check the meaning in the dictionary?
There should be four students in each group.	Let's go to the public library and find some information for our project.
Don't ask your neighbour for help.	Can I look at your vocabulary book? That's very nice!
Don't let your partner see the card.	Don't worry! We can do it!
I'd like to collect the task sheets now.	Can I help you? / Do you need any help?
Prepare pages 8 and 9 for dictation next Monday.	
There will be a test next Friday.	
Terrific!	

Speak to your classmates.

 <p>1</p>	 <p>2</p>	 <p>3</p>
<p>Your picture dictionary is very nice. How did you make it?</p>	<p>What's your project going to be about?</p>	<p>Who are you going to interview?</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
<p>We can use an encyclopaedia to find some information.</p>	<p>I don't agree with you. I think ...</p>	<p>Shall we hand in our survey results to Miss/Mr _____ now?</p>
 <p>7</p>	 <p>8</p>	 <p>9</p>
<p>Let's think of a title for our report together.</p>	<p>Which role would you like to play? Kitty or Alice?</p>	<p>Can you slow down, please? I can't follow you.</p>

Listen to your teacher.

 <p>1 Please repeat after me.</p>	 <p>2 Sorry, I can't hear you. Speak up, please.</p>	 <p>3 Use a pencil to do your corrections.</p>
 <p>4 There are too many members in your group.</p>	 <p>5 Would you like to join this group?</p>	 <p>6 Don't discuss it with your neighbour. Try to do it by yourself.</p>
 <p>7 Please go to the staff room and get the worksheets.</p>	 <p>8 Then, Finally, First, Next,</p> <p>Put the sentences into the correct order.</p>	 <p>9 S P C A = Society for the Prevention of Cruelty to Animals</p> <p>You nearly got it correct.</p>
 <p>10 You can do better. Try harder next time.</p>	 <p>11 You've done a good job.</p>	 <p>12 Would you please keep quiet for a moment?</p>

Contents

Module 1 Garden City and its neighbours

Unit 1 Writing a travel guide	1
Unit 2 Going to see a film	7
Unit 3 A visit to Garden City	14
Unit 4 Let's go shopping	20

Module 2 Better future

Unit 5 What can we learn from others?	27
Unit 6 Hard work for a better life	31
Unit 7 In the future	38
Unit 8 A more enjoyable school life	46

Module 3 The natural elements

Unit 9 The wind is blowing	54
Unit 10 Water Festival	64
*Unit 11 Electricity	73

1**Garden City and its neighbours****Unit 1 Writing a travel guide****Language****Look**

They can go to Nanjing Road .

Where is Nanjing Road ?

It's in the centre of Shanghai .

What can they do there ?

They can go shopping .

Look and write

Some of my relatives live in Beijing.
They are visiting Shanghai for the first time next week. Where can they go?

**1**

Pudong New District/see/
the Oriental Pearl TV Tower

Ben: They can go to Pudong New District.

Joe: Where is Pudong New District ?

Ben: It's in the east of Shanghai .

Joe: What can they do there ?

Ben: They can see the Oriental Pearl TV Tower.

2

People's Square/visit/
Shanghai Grand Theatre

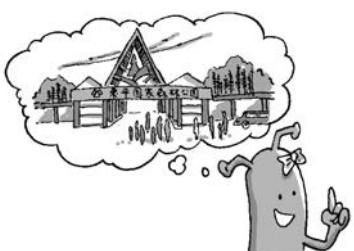
Kitty: They can go to People's Square .

Joe: Where is People's Square ?

Kitty: It's in the centre of Shanghai .

Joe: What can they do there ?

Kitty: They can visit Shanghai Grand Theatre.

3

Chongming Island/visit/
Dongping National Forest Park

Skygirl: They can go to Chongming Island .

Joe: Where is Chongming Island ?

Skygirl: It's in the north-east of Shanghai.

Joe: What can they do there?

Skygirl: They can visit Dongping National Forest Park.

Look

If	you	go	to	...	,	you	will	find see	...
----	-----	----	----	-----	---	-----	------	-------------	-----

Look and write

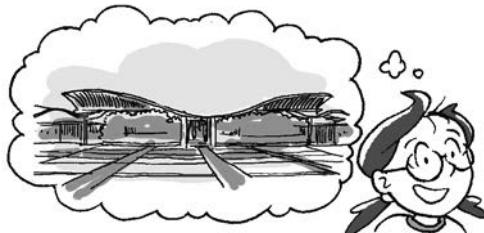
1



If you go to the Bund, you will see many old buildings.

the Bund/old buildings

2



If you go to Pudong New District, you will find the Century Park.

Pudong New District/the Century Park

3



If you go to Shanghai Wild Animal Park, you will find a lot of animals.

Shanghai Wild Animal Park/animals

4



If you go to Xujiahui, you will see many nice shops.

Xujiahui/many nice shops

Listening

Listen, choose and write

Miss Guo is asking her students where tourists can go in Shanghai. Listen to their conversation. Then match the picture with the right person and fill in the blanks.

a



b



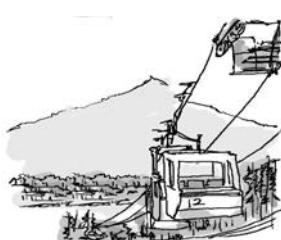
c



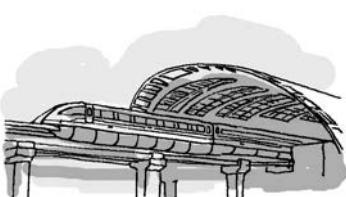
d



e



f



Where can tourists go in Shanghai
and what can they do there?

1



They can _____ go shopping .

2



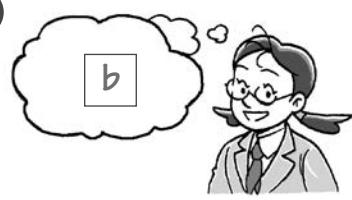
They can _____ eat different local snacks .

3



They can _____ see many old buildings .

4



They can _____ visit the Century Park .

*Reading

Read

Hong Kong—The City of Life

Hong Kong is an international city in the south of China. It is famous for its beautiful night views and shopping centres. Some people call it the 'Pearl of the Orient'. Some people call it a 'Shopping Paradise' because there are a lot of department stores and shops in Hong Kong. Therefore, it is not surprising that many tourists come to visit Hong Kong every year.

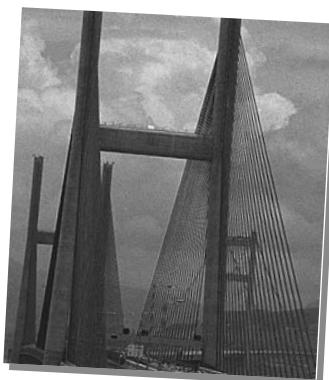
Aberdeen^①

If you go to Aberdeen on Hong Kong Island, you will see Ocean Park. It is a huge park with aquariums and cable cars. You will also see four lovely pandas in the park. You will find several floating restaurants in Aberdeen. Tourists usually go to the restaurants to have delicious seafood.



Tsing Yi Island^②

If you go to Tsing Yi Island, you will see Tsing Ma Bridge. It is 2,200 metres long. It is one of the longest suspension bridges in the world. Many cars, buses and trains travel across it every day.



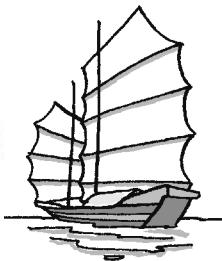
① Aberdeen n. (香港地名) 香港仔 ② Tsing Yi Island 青衣岛

Think and answer

How much do you know about Hong Kong?
Complete the quiz below. Read page 4 again
for information.



A quiz about Hong Kong



Answer the questions below. You may use short answers.
There may be more than one correct answer to a question.

1 Where is Hong Kong?

In the south of China.

2 What is Hong Kong famous for?

Its beautiful night views and shopping centres.

3 What do some people call Hong Kong?

The 'Pearl of the Orient'./A 'Shopping Paradise'.

4 Where do tourists go if they want to see pandas in Hong Kong?

Ocean Park.

5 What can you eat in Aberdeen?

Delicious seafood.

6 What transport can you take in Ocean Park?

Cable cars.

7 How long is Tsing Ma Bridge?

2,200 metres long.

8 Can trains travel across Tsing Ma Bridge?

Yes.

Writing

Read, think and write

Lisa's penfriend in England is coming to visit her in Shanghai. She is thinking of some places where they can go shopping, eating and sightseeing. Can you help Lisa finish the letter?

23 February

(Students' own answers)

Dear Amy

How are you? I'm glad to learn that you are coming to Shanghai next week. I've already thought of some interesting places to go shopping, eating and sightseeing here.

I know you like shopping very much. We can go to _____. There are many _____. I'm sure you can buy a lot of things there.

I remember you like trying new food, too. If we go to _____, we will _____. There. We can enjoy the delicious _____. Or we can go to _____ and enjoy the delicious _____.

We can also go sightseeing around Shanghai. We can go to _____. We can _____.

I look forward to seeing you soon!

Best wishes

Lisa

WELCOME!

Unit 2 Going to see a film

Language

Look

Which film would you like to see ?

I'd like to see a film about animals .

Look and write

1



(clowns)

Spaceboy: Which film would you like to see ?

Kitty: I'd like to see a film about clowns .

2



(cowboys)

Skygirl: Which film would you like to see ?

Ben: I'd like to see a film about cowboys

_____.

3



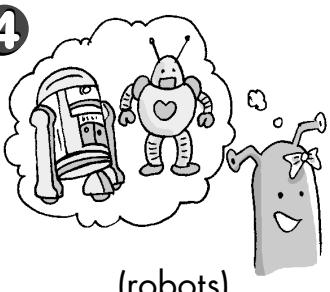
(adventures)

Ben: Which film would you like to see ?

Spaceboy: I'd like to see a film about adventures

_____.

4



(robots)

Kitty: Which film would you like to see?

Skygirl: I'd like to see a film about robots.

_____.

Look

I like funny films .

So do I .

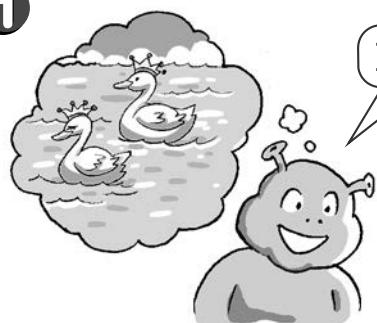
I don't like funny films .

Neither do I .

Look and write

love action funny adventure

1



I like _____ love _____ films.

So _____ do I .



2

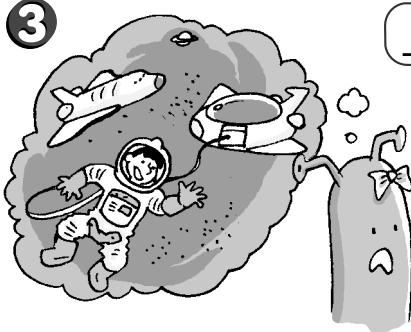


I don't _____ like action films .

Neither do I .



3



I don't like adventure films .

Neither do I .



4



I like funny films .

So do I .



Look

First , turn ... Walk along ...

Next , turn ... into ...

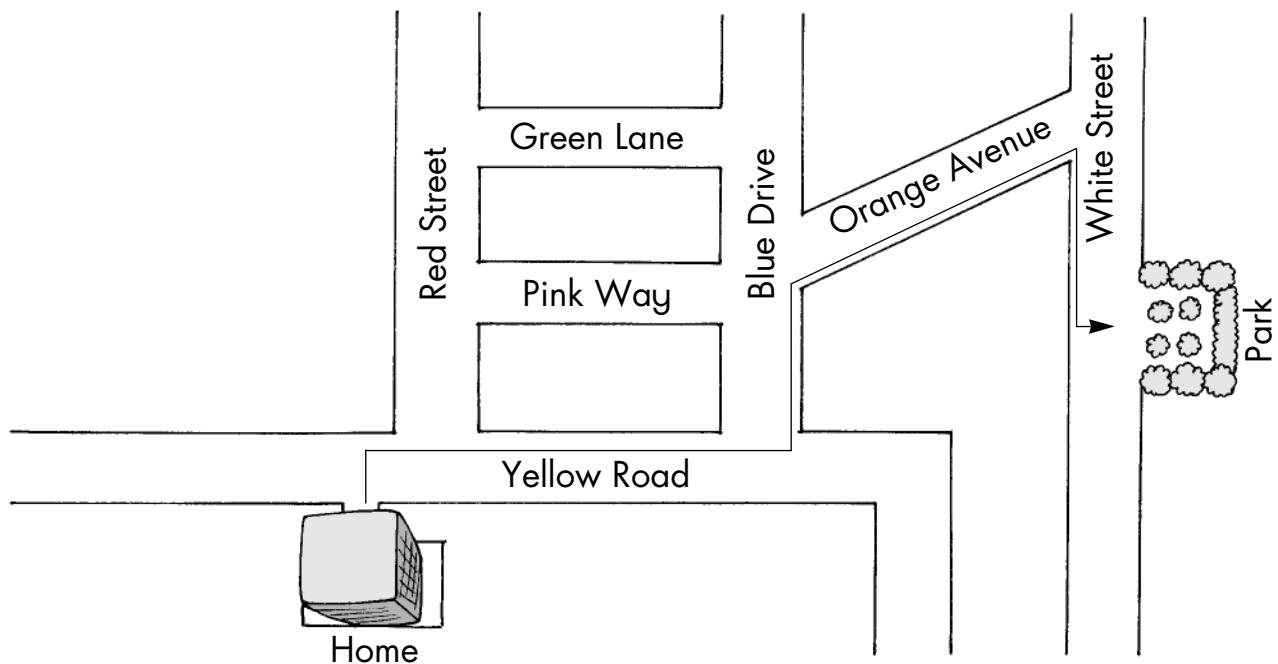
Then turn ... into ...

Finally , turn ... and walk along ...

You'll find ... on your ...

Look and write

I'm going to meet Jill at the park on White Street.
Ben, how can I get to the park from home?



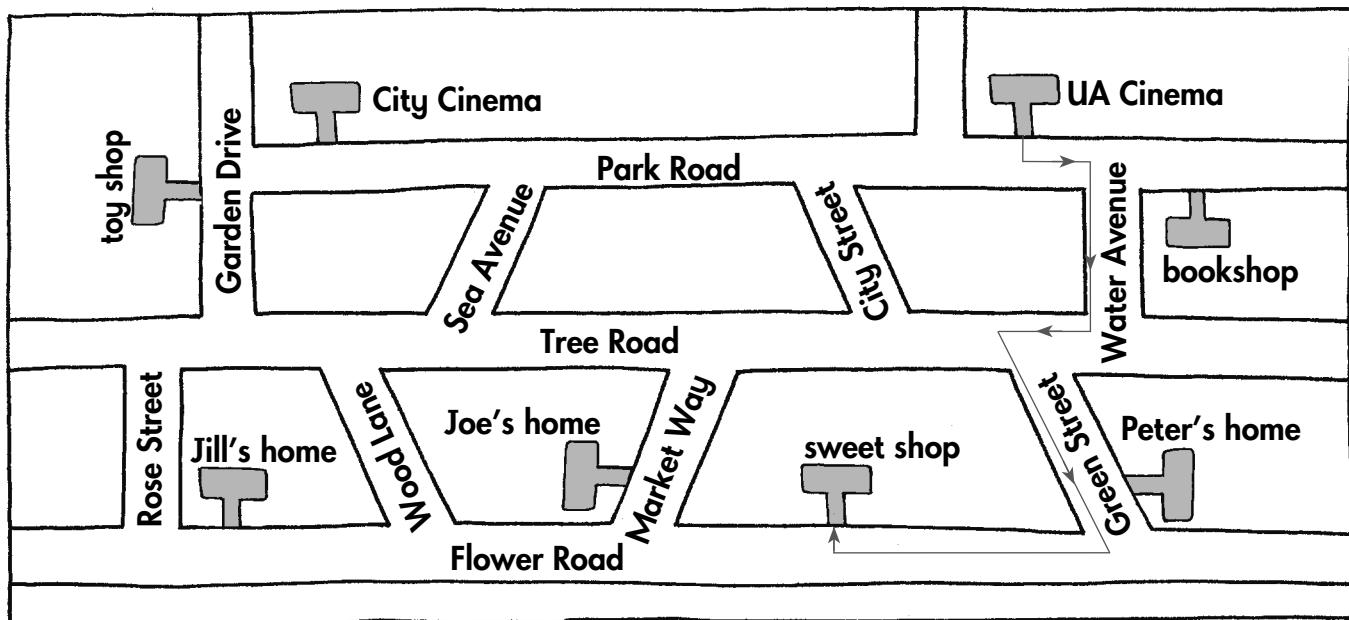
First, turn right. Walk along Yellow Road.
Next, turn left into Blue Drive.
Then turn right into Orange Avenue.
Finally, turn right and walk along White Street.
You'll see the park on your left.

Listening

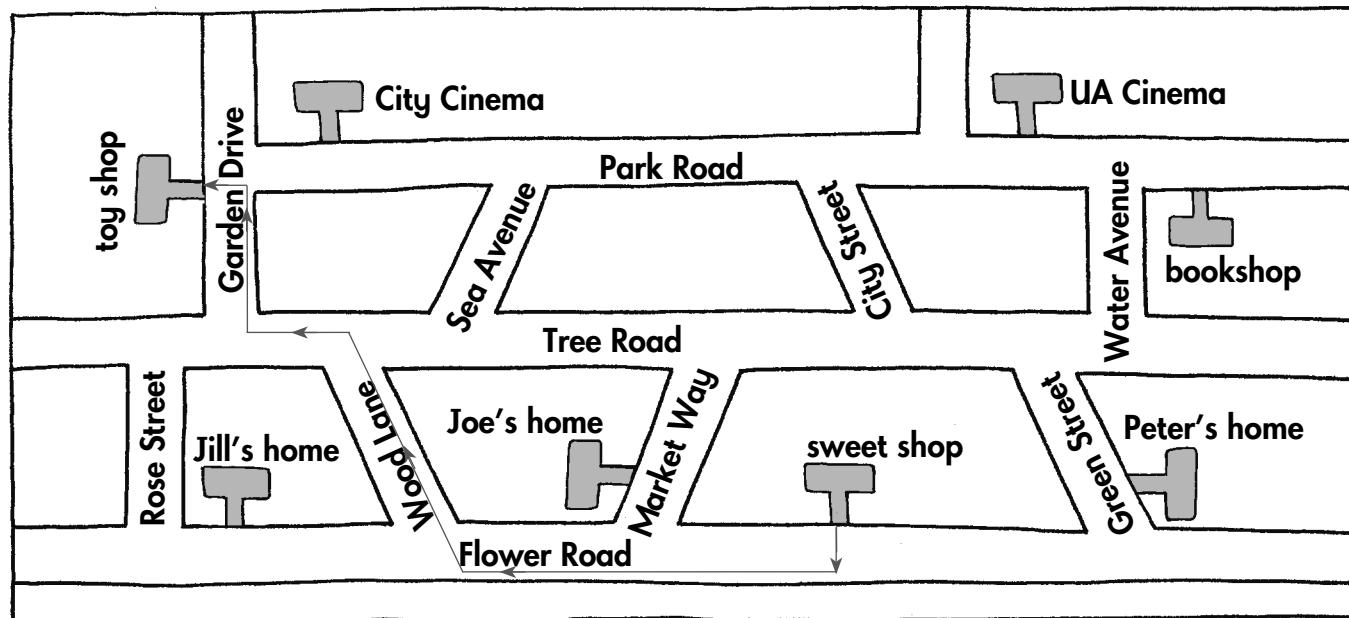
Look, listen and draw

Next Saturday, the children are going to see a film at UA Cinema. After that, they are going to the sweet shop and the toy shop. Listen to Kitty's instructions and draw the routes.

UA Cinema —————→ sweet shop



sweet shop —————→ toy shop



Reading

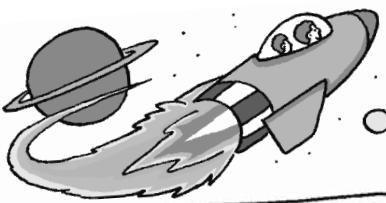
Look, read and write

Sunny Cinema

Space Wars

Duration: 75 mins
Ticket price: ¥40
4:00 p.m. 6:30 p.m.
9:30 p.m.

A great adventure about astronauts in space.



Grand Cinema

Police Story

Duration: 80 mins
Ticket price: ¥40
12:40 p.m. 2:20 p.m.
5:30 p.m. 7:45 p.m.

A film with a lot of action. The most exciting film of the year.



UA Cinema

The Stupid Clown

Duration: 90 mins
Ticket price: ¥25
2:30 p.m. 5:45 p.m.
7:30 p.m.

A film about stupid clowns in the circus. Full of laughter and fun.





Mrs Wang: Which film would you like to see?

Tom: I'd like to see 'The Stupid Clown'. It's a funny film. It's a film about clowns.

Alice: I don't like funny films.

Mr Wang: Neither do I. Shall we see 'Police Story'? It's an action film.

Mrs Wang: I don't like action films.

Alice: Neither do I. Shall we see 'Space Wars'? It's a film about adventures.

Tom: I like films about adventures.

Mr Wang: So do I.

Mrs Wang: OK. Let's see 'Space Wars'.

Writing

Discuss and write

Look at a newspaper with your family and choose two films you would all like to see. Write a short film guide for each one.

(Students' own answers)

Film guides

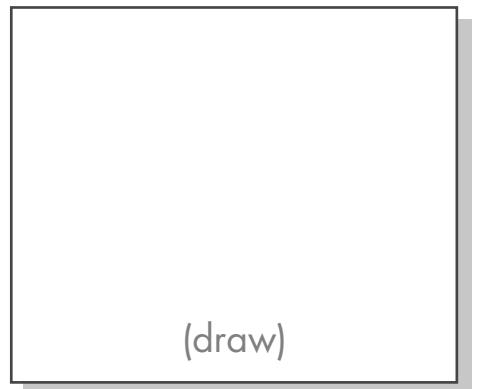
1

Name of film:

Duration: _____ mins

Ticket price: ¥_____

What is the film about?



(draw)

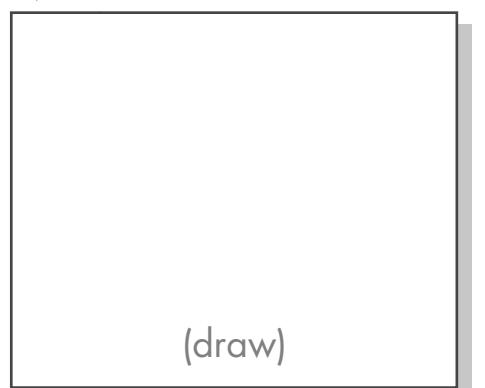
2

Name of film:

Duration: _____ mins

Ticket price: ¥_____

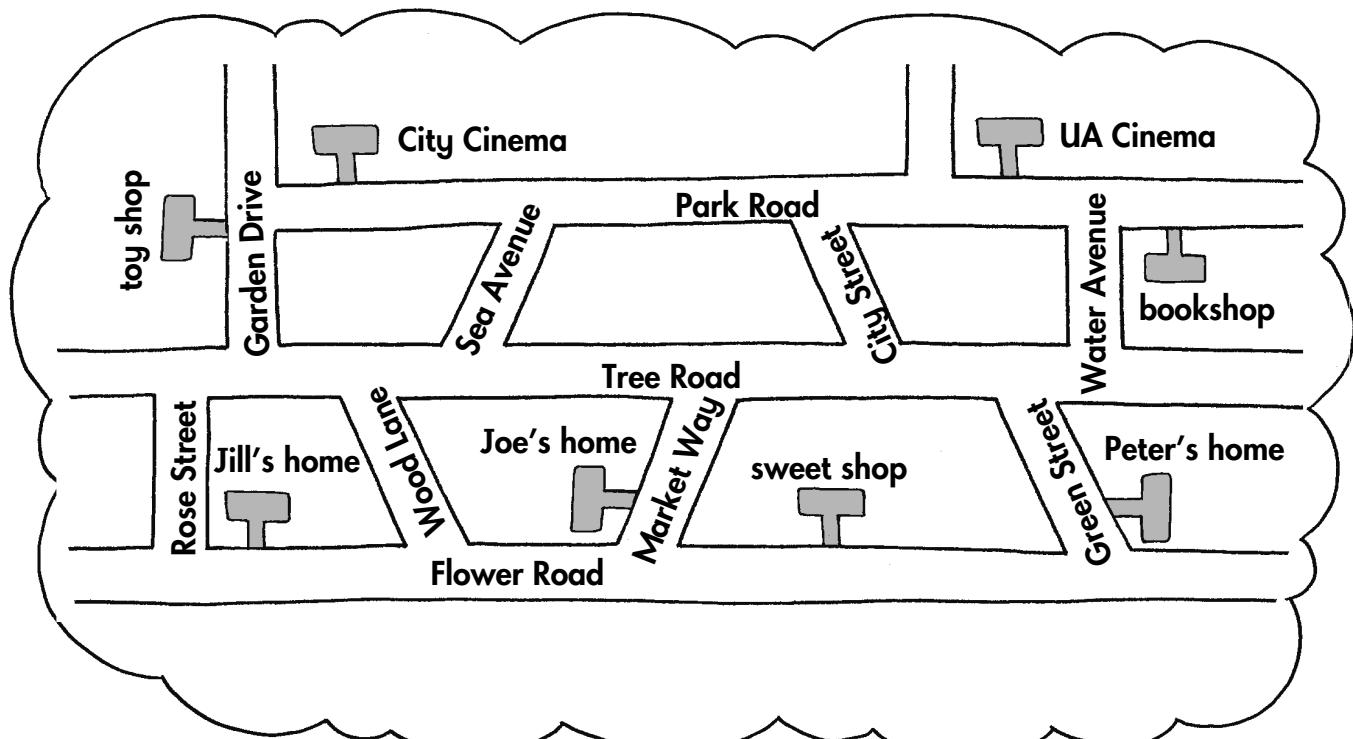
What is the film about?



(draw)

Look, read and write

Look at the map and complete Kitty's instructions to Jill below.



What is the name of the cinema we are going to?

City Cinema.

How can I get there from my home?

It's near your home. You can walk there. First, turn right. Walk along Flower Road. Second, turn right and walk along Rose Street. Next, turn right into Tree Road and walk along Tree Road. Then turn left into Garden Drive and walk along Garden Drive. Finally, turn right into Park Road and walk along Park Road. You'll find City Cinema on your left.

Unit 3 A visit to Garden City

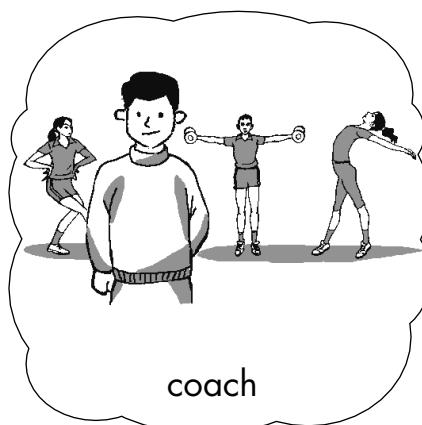
Language

Look

What	does	a/an	...	do	?
------	------	------	-----	----	---

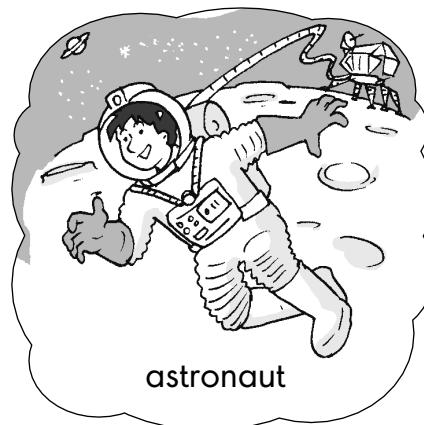
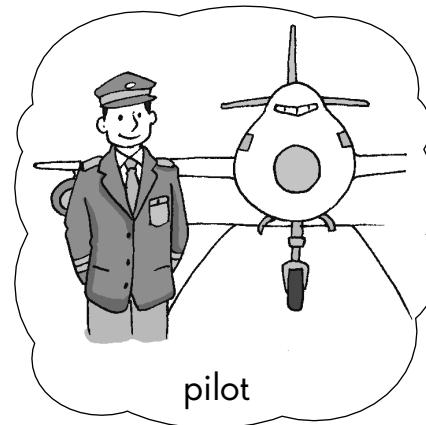
A/An	...	works	
		flies	...
		trains	

Write



What does a/an ... do?

- 1 A secretary works in an office.
- 2 A coach trains someone in sport.
- 3 A cook works in a kitchen.
- 4 A pilot flies a plane.
- 5 A headmaster is in charge of a school.
- 6 An astronaut flies a spacecraft.



Look

He	has	been	a	taxi driver	since 2000 for five years	.
----	-----	------	---	-------------	------------------------------	---

Look and write



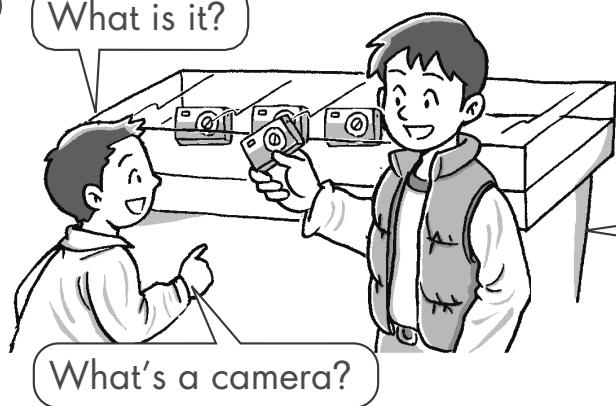
- 1 She has been a shop assistant since 1997.
- 2 He has been a teacher for seven years.
- 3 She has been an architect for two years.
- 4 She has been a nurse since 1999.
- 5 He has been a waiter for ten years.
- 6 He has been a postman since 2002.

Look, read and write

A/An ... is used for ...

1

What is it?



It's a camera.

A camera is used for
taking photographs.

What's a camera?

2

What is it ?

It's a key ring.

What's a key ring ?



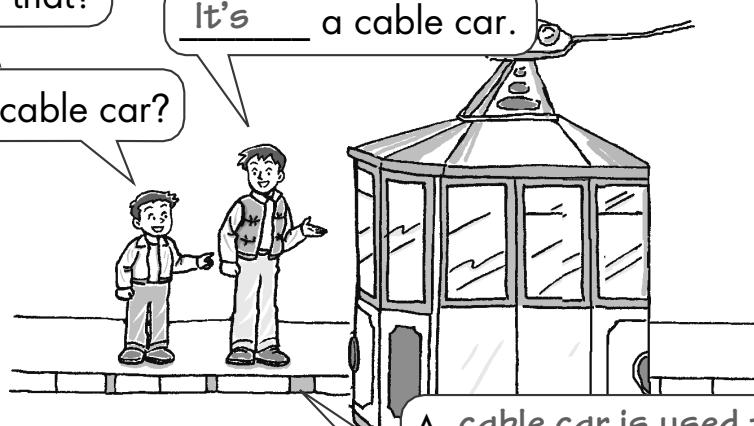
A key ring is used
for holding keys.

3

What's that?

It's a cable car.

What's a cable car?

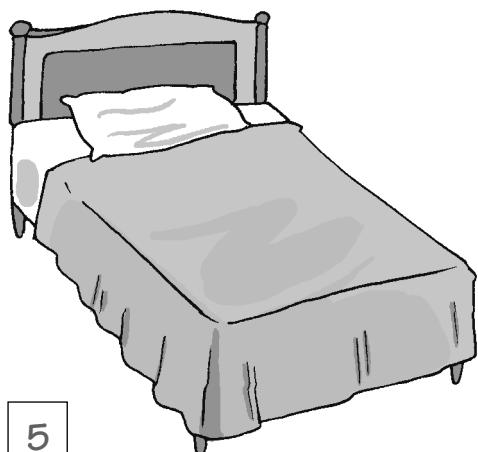


A cable car is used for carrying
people
up a hill.

Listening

Listen and match

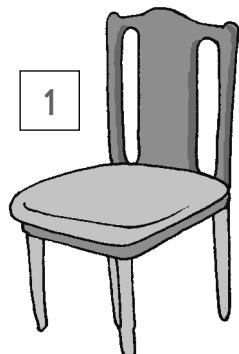
Listen and number the pictures.



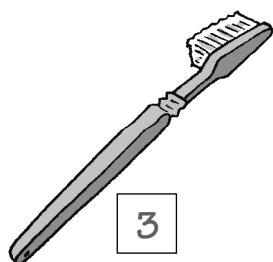
5



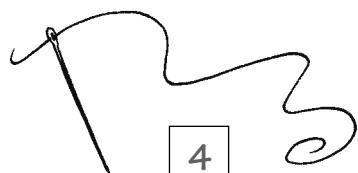
2



1



3



4



9



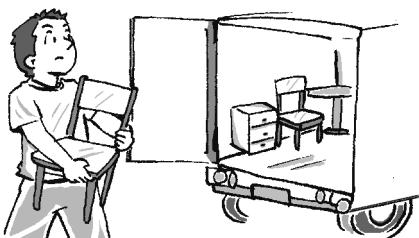
6



8



7



10

Reading

Read, match and write

What do they do?

- 1 This person works in a restaurant. She cooks food for people.
- 2 This person works in a school. He is in charge of a school.
- 3 This person works in a restaurant. He brings food.
- 4 This person works in a gym. He trains someone in sport.
- 5 This person works in fields. She grows crops and vegetables.
- 6 This person works in an office. He draws plans of buildings.
- 7 This person rides a bicycle. He delivers letters.
- 8 This person wears a uniform. She drives a bus.



a cook



a waiter



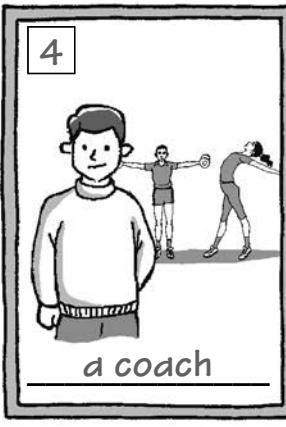
a farmer



an architect



a postman



a coach



a bus driver



a headmaster

Writing

A survey

Interview some relatives or neighbours. Find out what their jobs are, what they do, and how long they have been doing their jobs. Complete the table and then make sentences.

(Students' own answers)

Name	Job	What does he/she do?	For how long?
Mary	teacher	teach children	x years

1 Mary is a teacher. He/She has been a teacher since 1998. He/She has been a teacher for x years.

2 _____

3 _____

4 _____

Unit 4 Let's go shopping

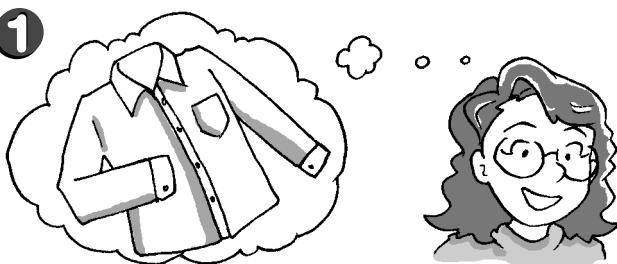
Language

Look

I need to buy a pair of shoes .

Look and write

1



We'll go shopping tomorrow.
I need to buy a shirt for your dad.
Do you know what you need to buy?

2

I need to buy a belt .



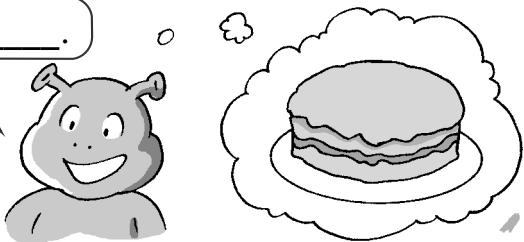
3

I need to buy a (fishing) book .



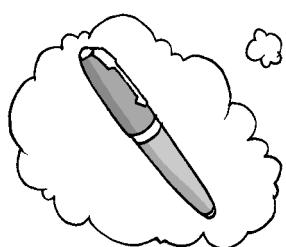
4

I need to buy a cake .



5

I need to buy a pen .

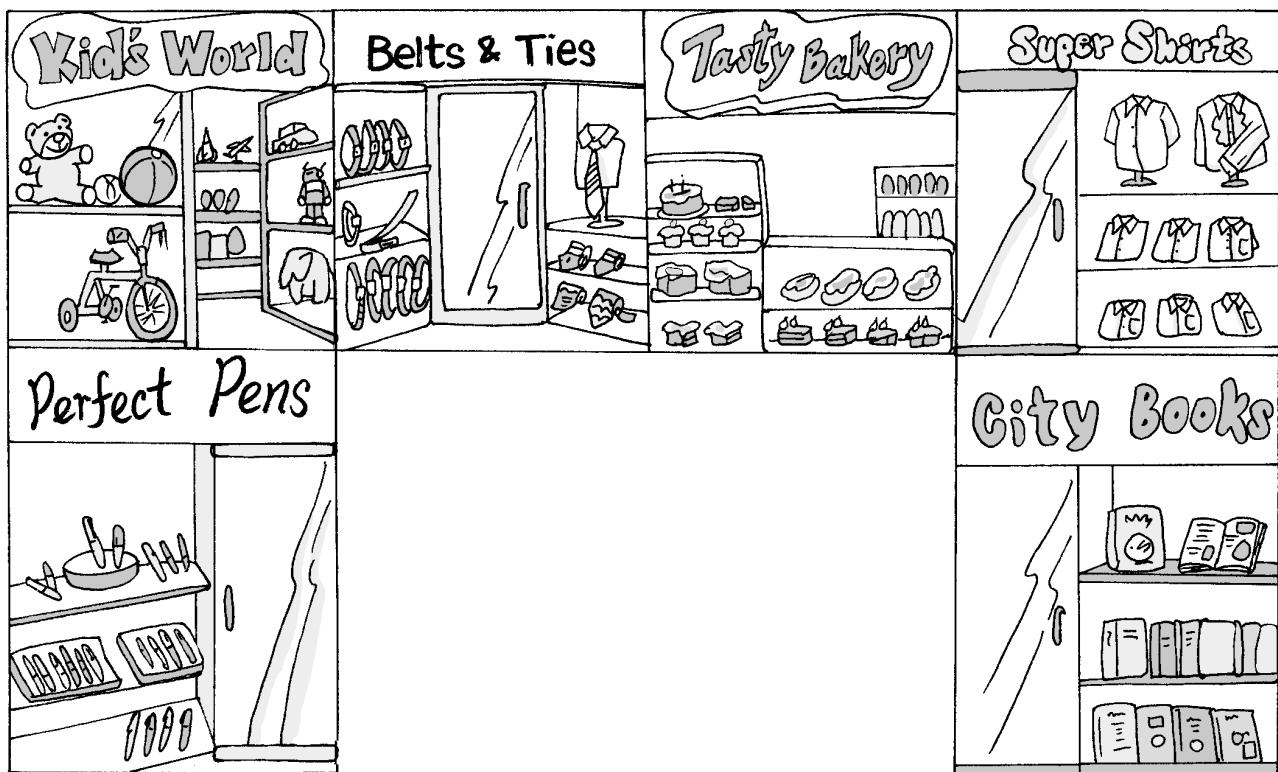


Look

Where will we go to buy the ... ?

We'll go to ...

Look and write



- 1 Spaceboy: Where will we go to buy the shirt?
Mrs Li: We'll go to Super Shirts.
- 2 Ben: Where will we go to buy the belt?
Mrs Li: We'll go to Belts & Ties.
- 3 Kitty: Where will we go to buy the fishing book?
Mrs Li: We'll go to City Books.
- 4 Spaceboy: Where will we go to buy the birthday cake?
Mrs Li: We'll go to Tasty Bakery.
- 5 Skygirl: Where will we go to buy the pen?
Mrs Li: We'll go to Perfect Pens.

Look

Do you like the skirt with the stripes or the one with the checks?

I like the one with the checks.

Look and write



I'd like to buy some new clothes for you. What do you like?



1



green belt



white belt

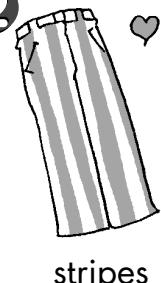
Mrs Li:

Do you like the dress with the green belt or the one with the white belt?

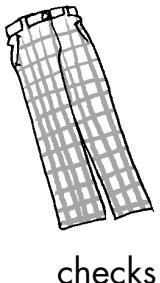
Kitty:

I like the one with the white belt.

2



stripes



checks

Mrs Li:

Do you like the trousers with the stripes or the ones with the checks?

Ben:

I like the ones with the stripes.

3



short sleeves



long sleeves

Mrs Li:

Do you like the shirt with the short sleeves or the one with the long sleeves?

Ben:

I like the one with the short sleeves.

4



round neck



V-neck

Mrs Li:

Do you like the T-shirt with the round neck or the one with the V-neck?

Kitty:

I like the one with the V-neck.

Look

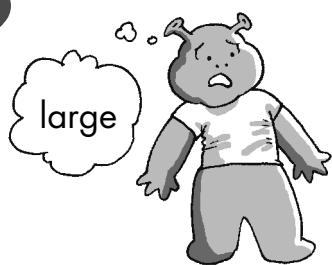
These trousers are	too	long	.
This dress is		short	

Do you have them in my size?

I	wear	small	.
		medium	.
		large	

Look and write

1



Spaceboy: This T-shirt is too tight.
Do you have it in my size?
I wear large.

long
loose

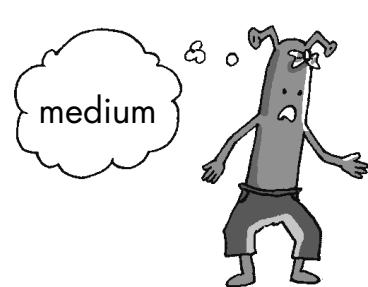
short
tight

2



Kitty: This dress is too long.
Do you have it in my size?
I wear small.

3



Skygirl: These jeans are too short.
Do you have them in my size?
I wear medium.

4

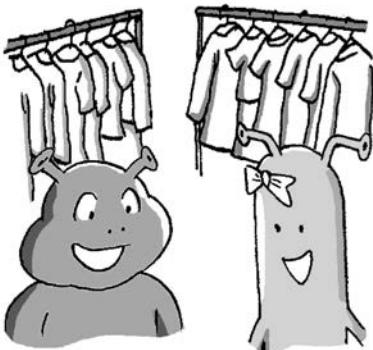


Ben: This sweater is too loose.
Do you have it in my size?
I wear small.

Listening

Listen and tick (✓)

Spaceboy and Skygirl are at a clothes shop. They are choosing the clothes they would like to buy. Listen to their conversation and tick the correct answers.



- 1 What kind of jeans will Skygirl buy?
 The jeans without belts.
 The jeans with the red belt.
 The jeans with the blue belt.
- 2 What else does Skygirl need to buy for herself?
 The sweater with the round neck.
 The sweater with the V-neck.
 The T-shirt with the V-neck.
- 3 What does Spaceboy need to buy?
 The trousers with the stripes.
 The trousers with the checks.
 The black trousers.
- 4 What will Skygirl buy for her aunt?
 The green dress.
 The dress with the yellow spots.
 The dress with the green spots.
- 5 Why does Spaceboy not want any T-shirts?
 Because he does not like to wear T-shirts.
 Because he has too many T-shirts already.
 Because he does not like the T-shirts in that shop.

Reading

Look, read and write

Sunny Shopping Centre Information

Ground floor

City Furniture

Sam's Supermarket

Toys for Kids

Tommy's Books

1st floor

Top Shoes

Girls' Fashion

Tasty Food

Charles' Watches

2nd floor

Cool Clothes

Old Jack's Bakery

Super Shoes

China Carpets

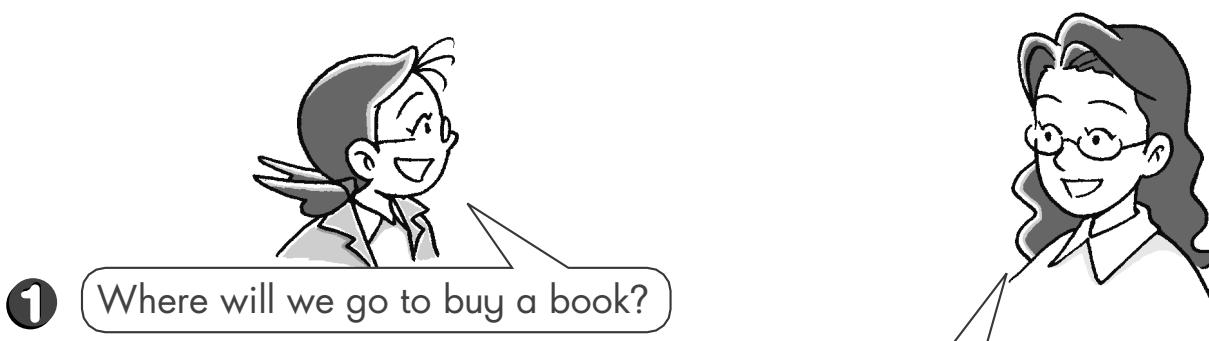
3rd floor

Dragon Flowers

Computer World

Clothes for Kids

Fun Videos



① Where will we go to buy a book?

We'll go to Tommy's Books.

② What will we buy at
Fun Videos?

We will buy some CDs.

③ Where will we go
to buy the shoes?

We'll go to Top Shoes and
Super Shoes.

④ On which floor will we buy
a mouse^①?

We will go to Computer World.
It's on the 3rd floor.

⑤ Where will we go to buy
the jeans?

We'll go to Girls' Fashion and
Cool Clothes.

① mouse n. 鼠标

Writing

Read, think and write

Think of four things you need to buy in Sunny Shopping Centre. Which shops will you go to? Look at the information board on page 25 again. Write a shopping list and then complete a plan.

Shopping list

- _____
(Students' own answers)
- _____
- _____
- _____

What do I need to buy?



My plan

(Students' own answers)

1 I need to buy _____.

I will go to _____.

2 _____

3 _____

4 _____

Unit 5 What can we learn from others?

Language

Look

Although Peter is busy, he always helps others.

Look and write



1 good is Although she at Kitty, at is other Maths . poor subjects

Although Kitty is poor at _____ other subjects,
she is good at Maths _____.

2 , helps Kitty with Mrs Li she . busy Although housework
is always the

Although Kitty is _____ busy, she always helps Mrs Li with
the housework _____.

3 models at doing . making is she is puzzles Although ,
good Kitty at poor

Although Kitty is poor at making _____ models,
she is good at doing puzzles _____.

4 happy is healthy rich Although , she Kitty not and . is
Although Kitty is _____ not rich, she is healthy/happy and
happy/healthy _____.

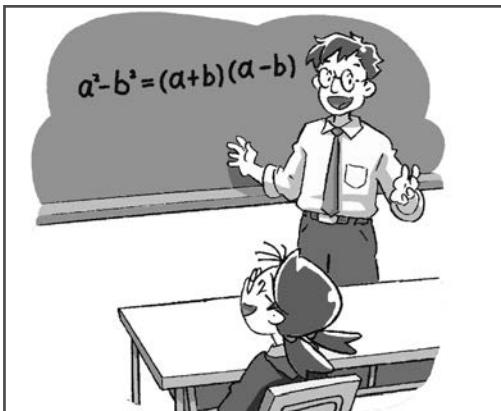
Listening

Look, listen and write

Miss Guo is asking her students what they can learn from their classmates.
Listen and complete the sentences.

Model students of Class 7A

①



②



Although Maths is difficult
for Kitty, she never gives it up.

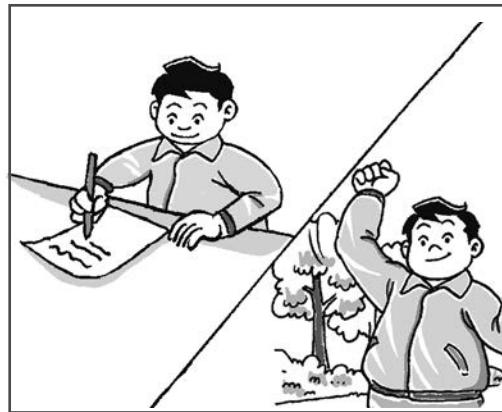
Although Alice is
not strong, she always
helps the teacher.

③



Although Simon gets
a lot of pocket money, he
never wastes it.

④



Although Joe is busy with his
studies, he exercises
regularly.

Reading

Read and write

Read the story about the happy farmer and his wife on page 32 of Student's Book 7B again. Then help the Luck Fairy finish a report to the King of the Fairies.

Names: Fred and Doris

Job: Farmers

My wish for them:
Happiness and health forever

Reasons for giving them this wish:

- Although Fred and Doris are old, they work in the fields every day.
- Although they are poor, they do not want any gold coins from me.
- Although their hut is old and small, they do not want a big new house from me.
- Although their clothes are old, they do not want any beautiful clothes from me.



Writing

Think and write

What can you learn from your parents, teachers or friends? Think and write about it. Put their pictures on your report.

(Students' own answers)

What can I learn from others?

①



②



Although _____

_____,
he/she _____.

Although _____

_____,
_____.

③



④



⑤



⑥



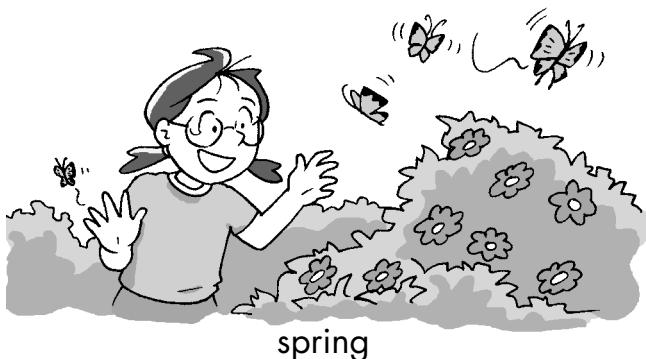
Unit 6 Hard work for a better life

Language

Look

The sun	starts	shining	.
Plants	start	growing	

Read and write



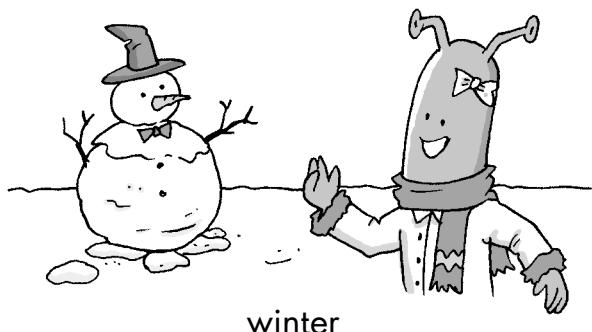
spring



summer



autumn



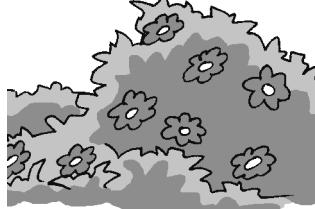
winter

- 1 The sun starts shining. spring
- 2 People start going to the beach. summer
- 3 People start putting on thick clothes. winter
- 4 The weather starts getting cooler. autumn
- 5 Birds start making their nests. (make) spring
- 6 The weather starts getting cold and dry. (get) winter
- 7 The weather starts getting hot. (get) summer
- 8 Leaves start falling from the trees. (fall) autumn
- 9 Plants start growing. (grow) spring
- 10 People start having barbecues. (have) autumn

Look

Spring					
Summer	makes	me	think	of	...
Autumn					
Winter					

Look and write



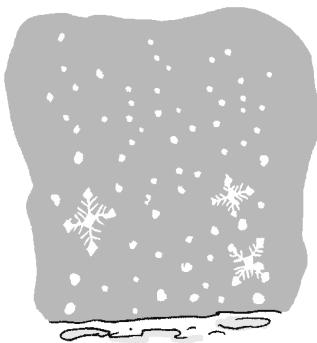
flowers



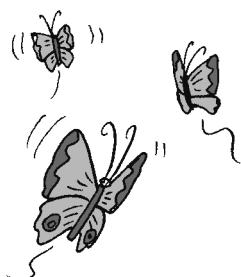
ice cream



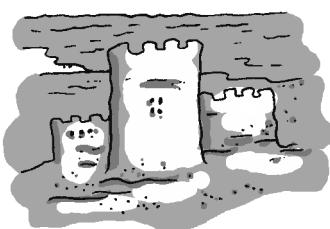
windy days



snow



butterflies



sandcastles



falling leaves

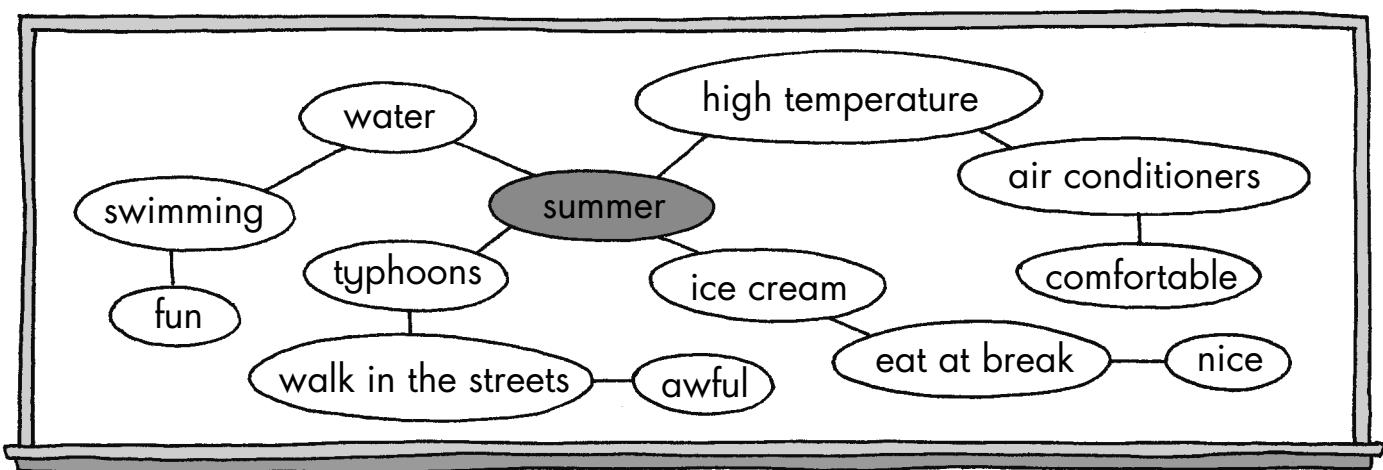
欢度春节

和顺门第增百福

合家欢乐纳千祥

- 1 Spring makes me think of flowers.
Spring makes me think of butterflies.
- 2 Summer makes me think of ice cream.
Summer makes me think of sandcastles.
- 3 Autumn makes me think of windy days.
Autumn makes me think of falling leaves.
- 4 Winter makes me think of snow.
Winter makes me think of Spring Festival.

Look, read and write

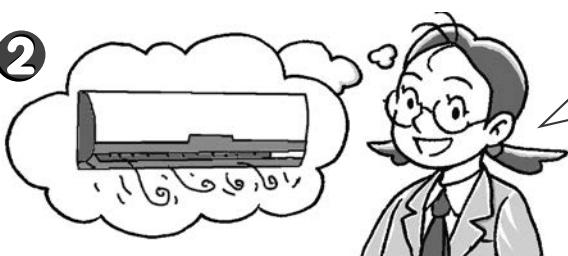


What does summer make you think of?

- 1 Summer makes me think of water.
It's fun to go swimming in the sea.



- 2 Summer makes me think of the high temperature. It's comfortable to turn on air conditioners.



- 3 Summer makes me think of typhoons. It's awful to walk in the streets.



- 4 Summer makes me think of ice cream. It's nice to eat ice cream at break.



Look

In summer , it's fun to ...

Look and write

1



In spring, it's nice to see flowers in the garden.

nice/see flowers/garden

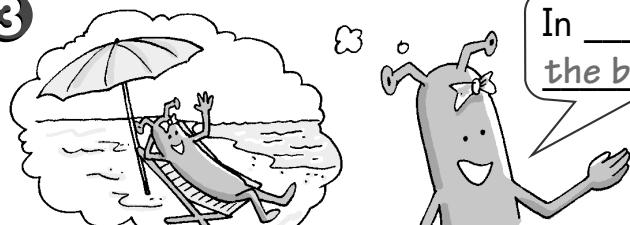
2

In winter, it's awful to shiver in the cold weather.



awful/shiver/cold weather

3

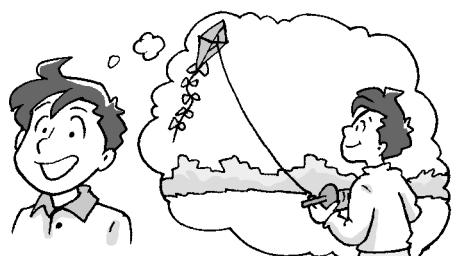


In summer, it's good to go to the beach.

good/go/beach

4

In autumn, it's fun to fly kites in the countryside.



fun/fly kites/countryside

5



In spring, it's interesting to watch birds make their nests.

interesting/watch birds/make their nests

Listening

Listen and write

Listen and complete the poem.

Footprints



In the winter
Watch us go,
Making footprints
In the snow.

In the spring
My boots are wet.
See how deep
The puddles get.



In the summer
By the sea,
Sandy footprints
Made by me.

In the autumn
Trees are brown,
I kick the leaves
All over town.



by Irene Rawnsley

Reading

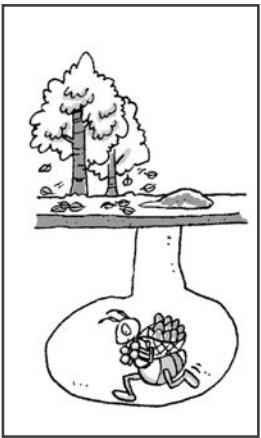
Read, choose and write

Choose the correct words from the box to complete the story. Some of the words might be used more than once.

came collected could felt stayed lived looked worked
play sang find sing sat had took was made

The grasshopper and the ant

- 1 The grasshopper and the ant lived in a forest. The grasshopper was lazy and the ant was hard-working.
- 2 All summer, the grasshopper sat in the sun and sang. The ant made a house under the ground.
- 3 Autumn came and the ant worked harder. She collected food and took it into her house.
- 4 Finally, winter came. The ant stayed in her warm house under the ground. She had a lot of food. The grasshopper was outside in the snow. He looked for food in the forest all day, but he could not find any food. He could not sing or play now. He felt cold and hungry.



Writing

Think, write and draw

Write down your feelings about the different seasons and draw pictures.

The four seasons

①

(Students' own answers)

(draw)

Spring makes me think of _____.

It is _____ to _____.

②

(draw)

Summer makes me think of _____.

It is _____ to _____.

③

(draw)

Autumn _____.

④

(draw)

Winter _____.

Unit 7 In the future

Language

Look

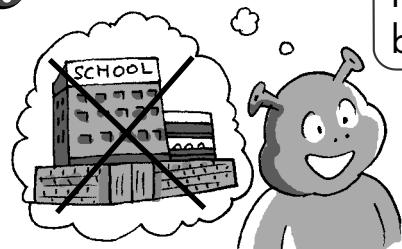
Perhaps	people will be able to ... there will (not) be
---------	---

I	think don't think	so .
---	----------------------	------

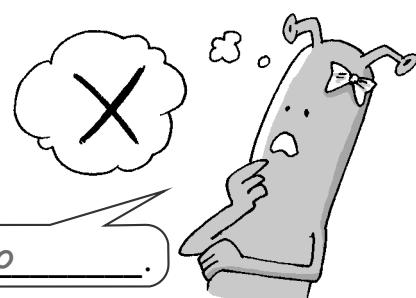
Look and write

What do you think will happen in the future?

1



Perhaps there will not be any schools.



I don't think so.

2



Perhaps people will be able to travel to the Moon.

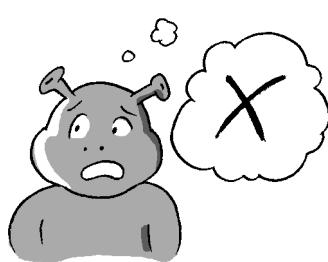


I think so.

3

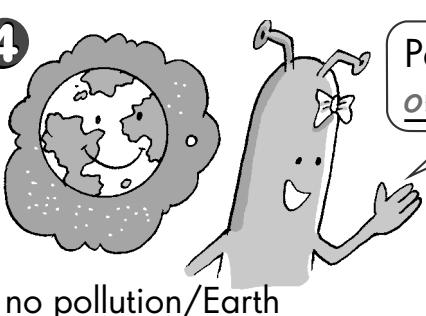


Perhaps people will be able to fly in the sky.



I don't think so.

4



Perhaps there will be no pollution on the Earth.



I don't think so.

Look

I hope that ...

Read and write

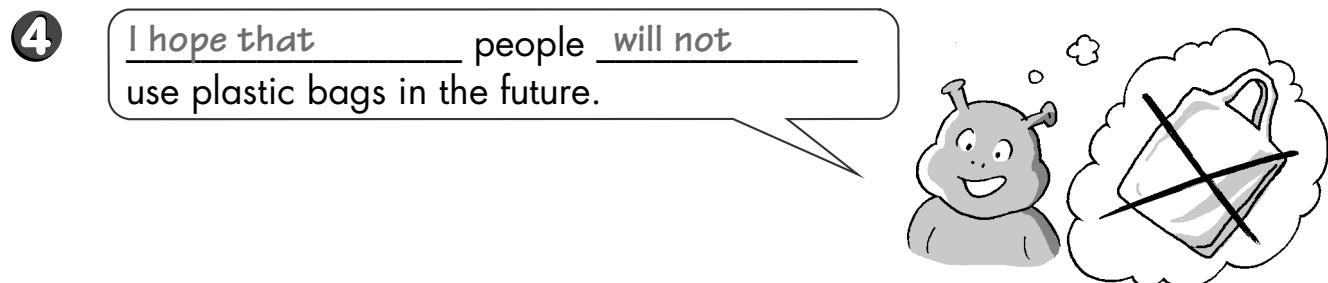
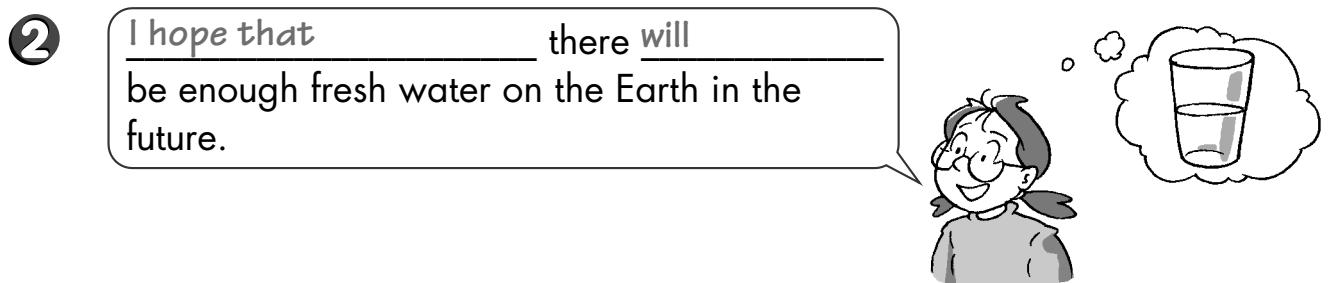
- I hope that I'll be good at Maths.
- I hope that I'll become a policeman.
- I hope that I'll have more interesting books.
- I hope that there'll be a swimming pool.



Look

I hope that ... will (not) ... in the future .

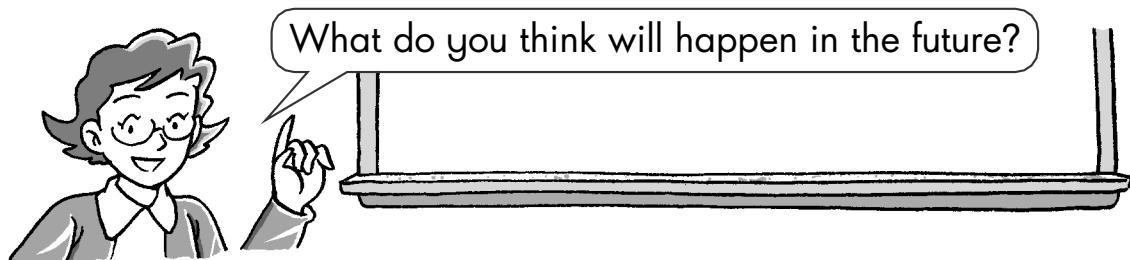
Write



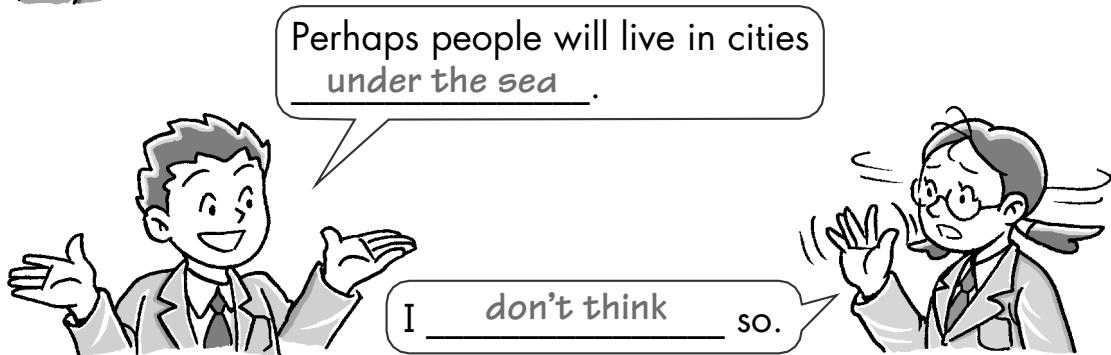
Listening

Listen and write

Miss Guo is asking the students what will happen in the future. Listen and complete their dialogues.

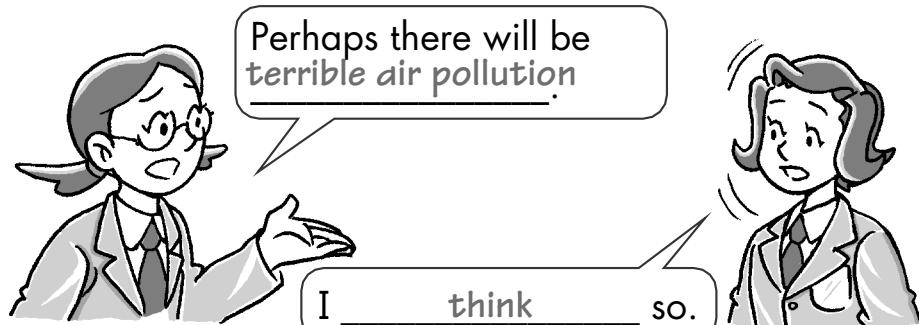


①



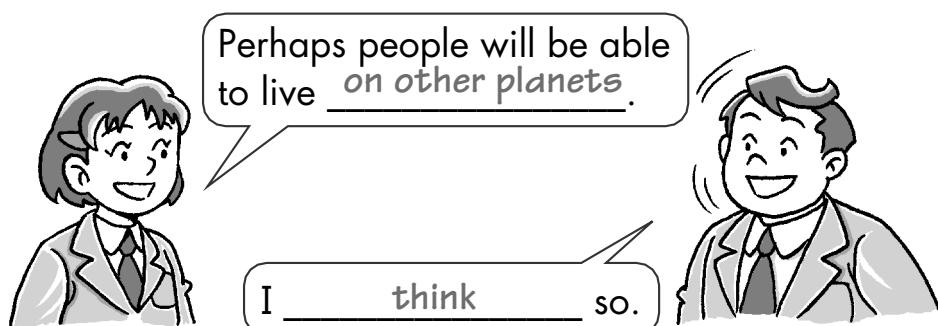
I don't think so.

②



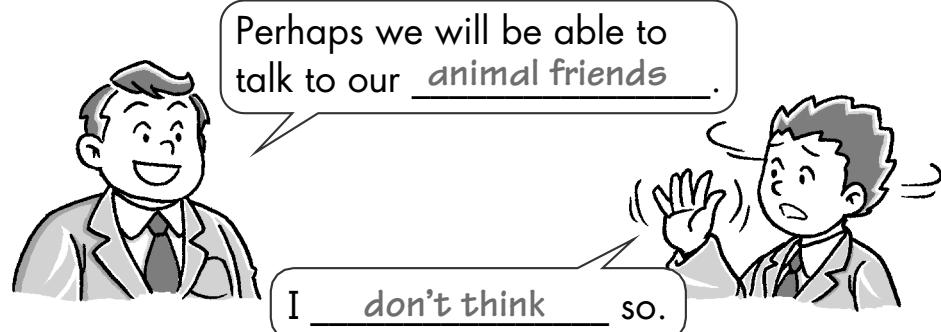
I think so.

③



I think so.

④



I don't think so.

Reading

Look, read and match



What do you think will happen
at the camp tomorrow?



- 1 Alice: Perhaps there will be a barbecue.
Kitty: Yes, I hope that there will be a barbecue.
- 2 Alice: Perhaps there will be a lot of games.
Kitty: Yes, I hope that there will be a lot of games.
- 3 Alice: Perhaps we will be able to catch some butterflies.
Kitty: Yes, I hope that we will be able to catch some butterflies.
- 4 Alice: Perhaps we will be able to go to bed late.
Kitty: Yes, I hope that we will be able to go to bed late.

1 c

2 b

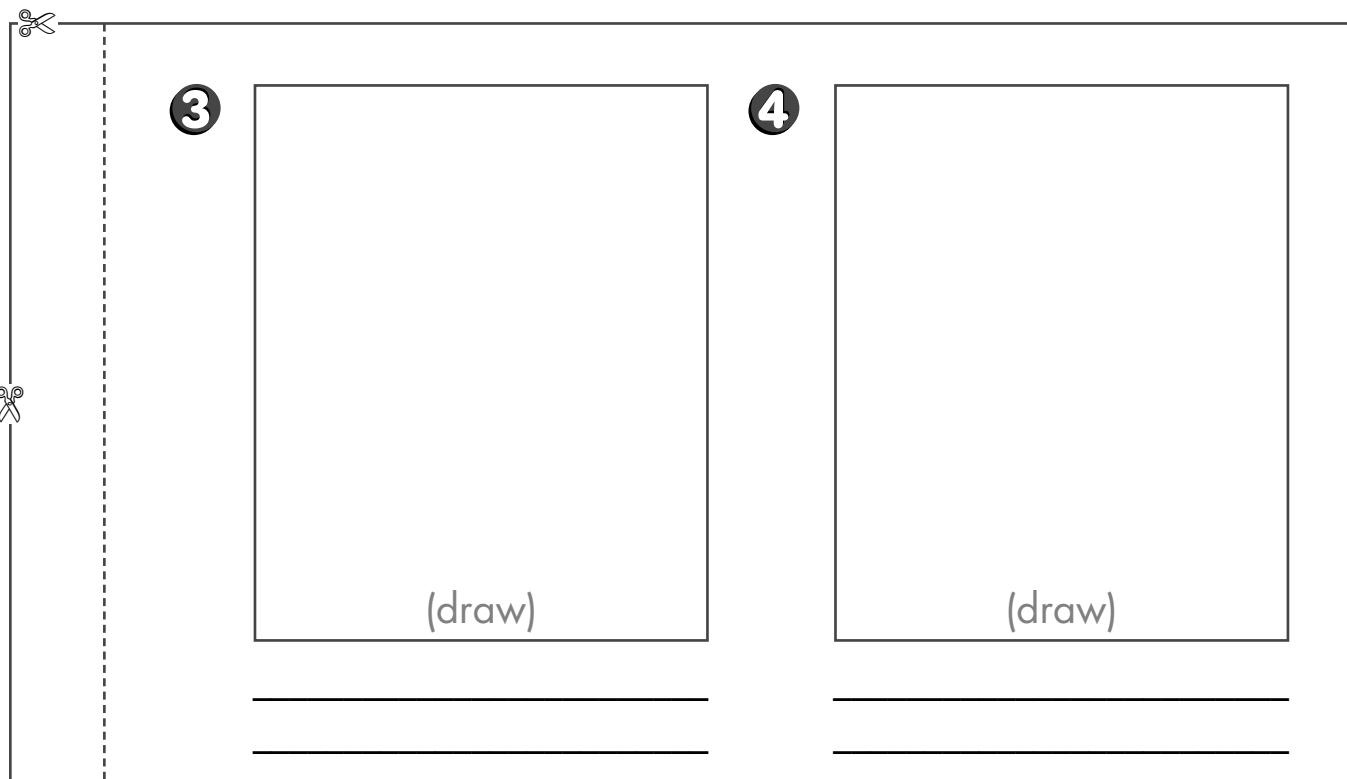
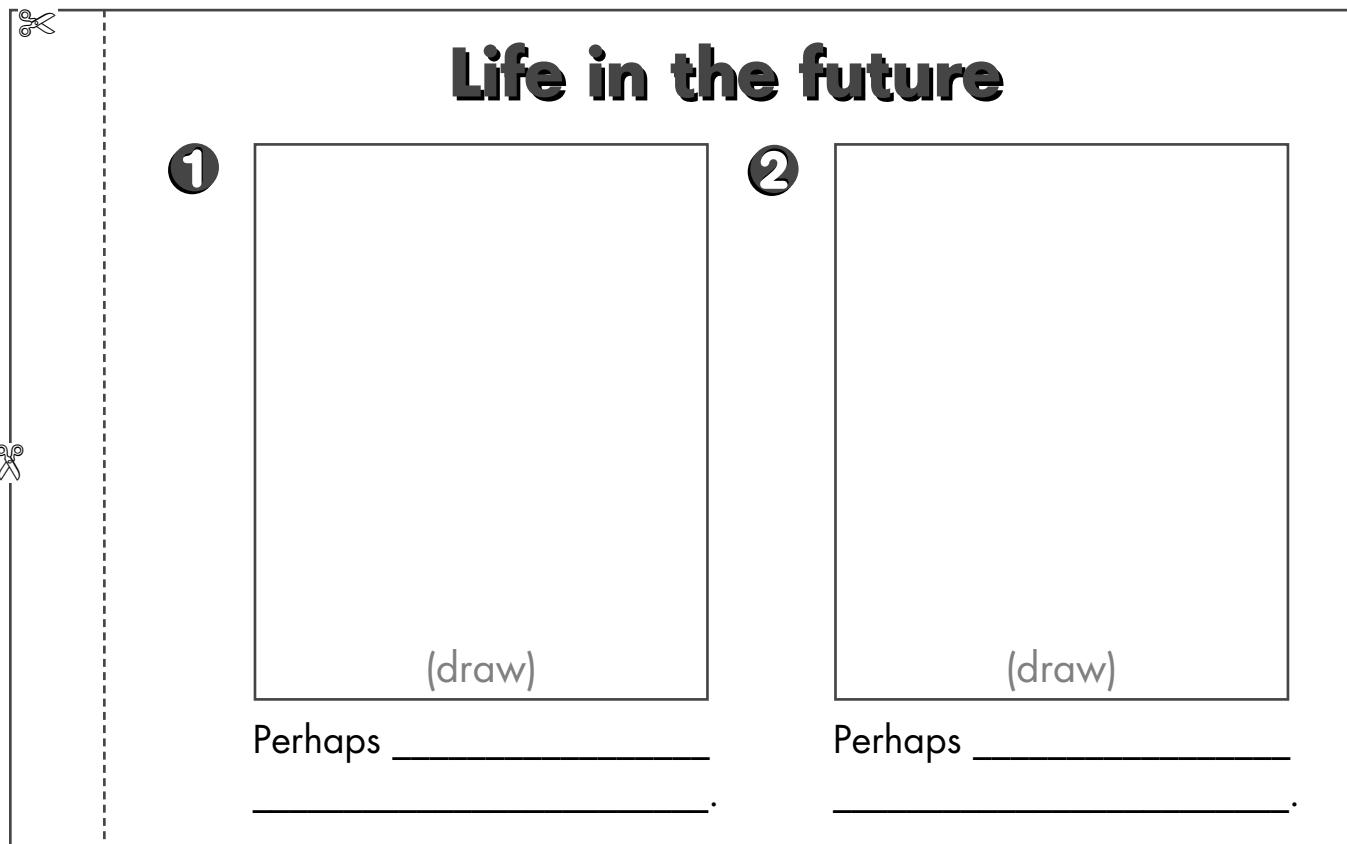
3 d

4 a

Writing

Draw and write (Students' own answers)

Make a book to show what you think will happen in the future. Draw pictures and write about them.



(Blank page for cutting out.)

Read and write

Joe and his classmates are going to make a time box. What do they hope will happen in ten years' time? Complete the notes for them.



About you (Students' own answers)

Write down what you hope will happen in ten years' time.

(your name)

Unit 8 A more enjoyable school life

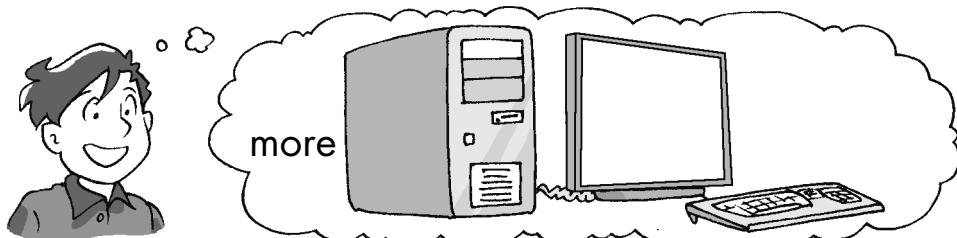
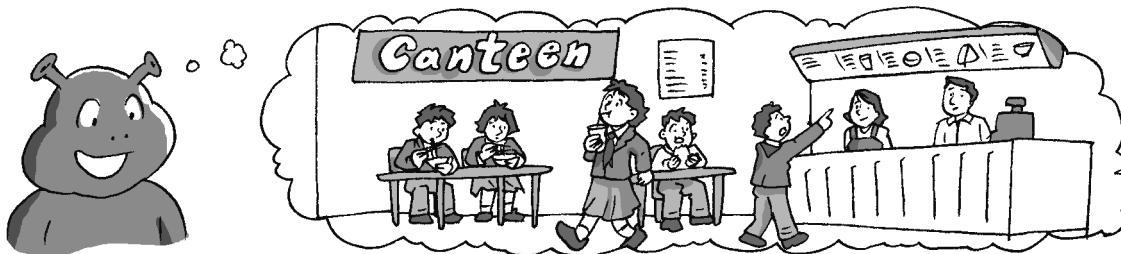
Language

Look

What changes would you like to see in our school ?

I'd like to have ...

Look, read and write



- 1 Kitty: What changes would you like to see in our school?
Spaceboy: I'd like to have a canteen in our school.
- 2 Kitty: What changes would you like to see in our school ?
Skygirl: I'd like to have two libraries in our school.
- 3 Kitty: What changes would you like to see in our school?
Ben: I'd like to have more computers in our school.

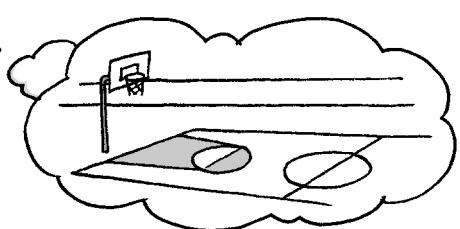
Look, read and write

school picnics
P.E. lessons

display boards
books

swimming pool
playground

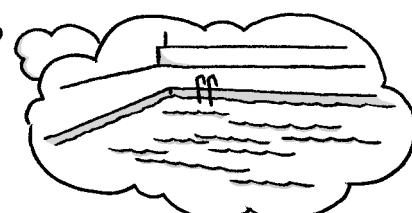
- 1 I'd like to have a bigger playground.



- 2 I'd like _____ to have _____ more display boards.



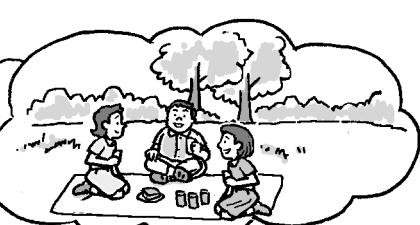
- 3 I'd like to have a swimming pool in our school.



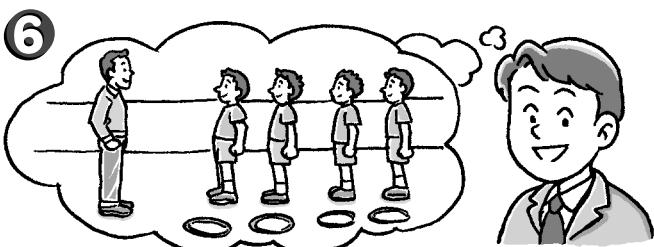
- 4 I'd like to have more books in the library.



- 5 I'd like to have more school picnics.



- 6 I'd like to have more P.E. lessons.



Look

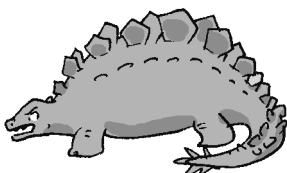
It would be impossible to have an elephant.

Look and write

Would you like to have a pet? Do you think you can have one of these?



a rabbit



a dinosaur



a dolphin

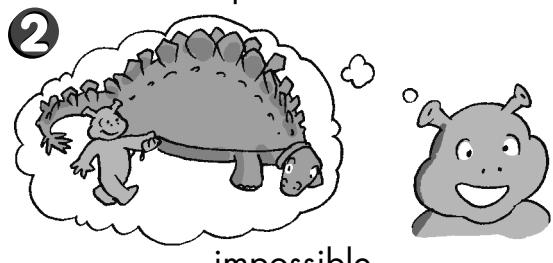


a bird



It would be possible to have a rabbit

_____.



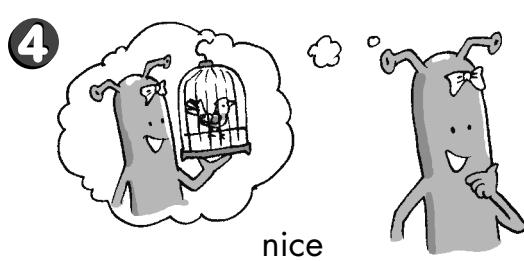
It would be impossible to have a dinosaur

_____.



It would be difficult to have a dolphin.

_____.



It would be nice to have a bird.

_____.

Look

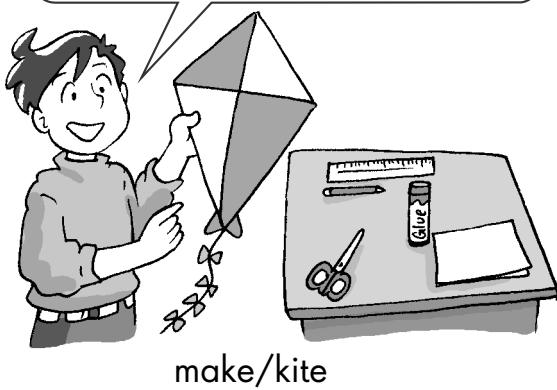
I can wash the dishes myself.

myself himself herself
yourselves ourselves themselves

Look and write

1

I can make a kite
myself.



2

He can clean the windows
himself.



3

You can bake a
cake yourselves.



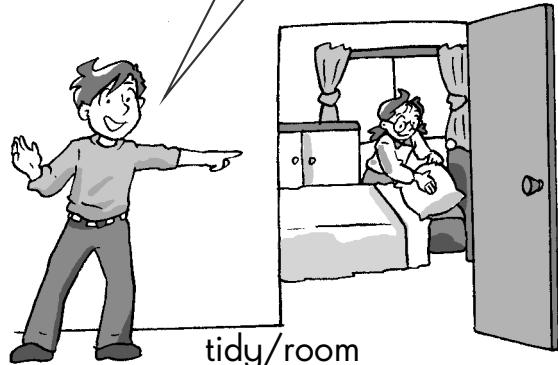
4

They can cook supper
themselves.



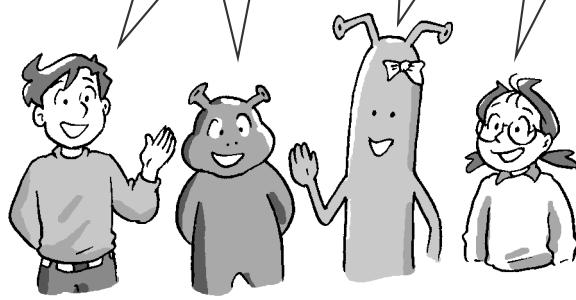
5

She can tidy her/the room
herself.

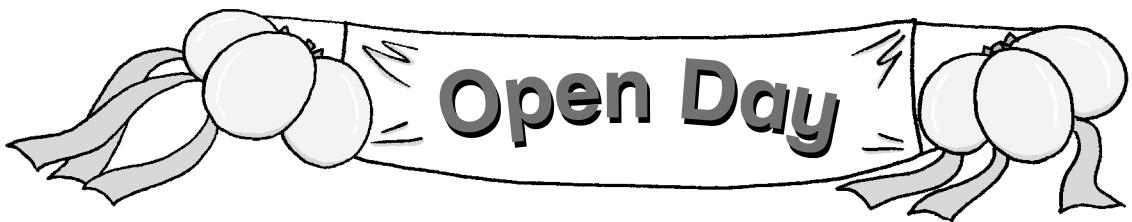


6

We can do the housework
ourselves.



*Look, read and write



1 Don't run. You'll hurt yourselves.

A teacher in a grey suit and glasses is pointing his finger and speaking to two students who are running towards him. One student has a speech bubble above his head.

2 This tea tastes nice. Who made it?

A teacher in a grey suit is holding a cup of tea and a teapot, talking to two students sitting at a table. The teacher has a speech bubble above his head.

Thanks. We made it ourselves.

3 Your picture is very beautiful.

A teacher in a grey suit is pointing at a student's drawing on a board. The drawing shows four children: Alice, Kitty, Joe, and Peter. The teacher has a speech bubble above his head.

Thanks, Mum. I drew it myself.
My classmates drew these pictures themselves.

4 This robot is great. Who made it?

A teacher in a grey suit is holding a small white robot on a stand, talking to two students. The teacher has a speech bubble above his head.

Kitty made it herself.

Thanks, Mum. I made it myself.

5 This plane is great. Who made it?

A teacher in a grey suit is holding a model airplane, talking to a student. The teacher has a speech bubble above his head.

Peter made it himself.

Listening

Listen and write

Spaceboy and Skygirl have made a big ice cream cake. They are talking about how to share it. Listen and complete their dialogue.



How many people would we need
to eat such a big ice cream cake?

You could eat it yourself.

I could eat it myself, but
I don't want to.

You could give it to Kitty. She
could eat it herself.

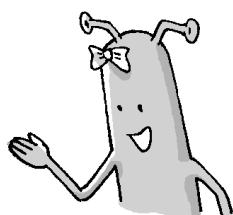
No, she couldn't eat it herself.
It's too big.

You could give it to Ben. He
could eat it himself.

He might get sick.

Well, I think that we could eat it
ourselves.

OK. Let's eat it now.



Reading

Read, discuss and write

Talk about Peter's suggestions about changes in the school. Complete the report with the words in the box.

• nice possible impossible necessary unnecessary difficult

What do you think of my suggestions?



A more enjoyable school life

Suggested changes:

I would like to ...

- have a swimming pool
- have birthday parties for the students
- go on a school picnic twice a year
- have escalators at school
- have more P.E. lessons

(Suggested answers)

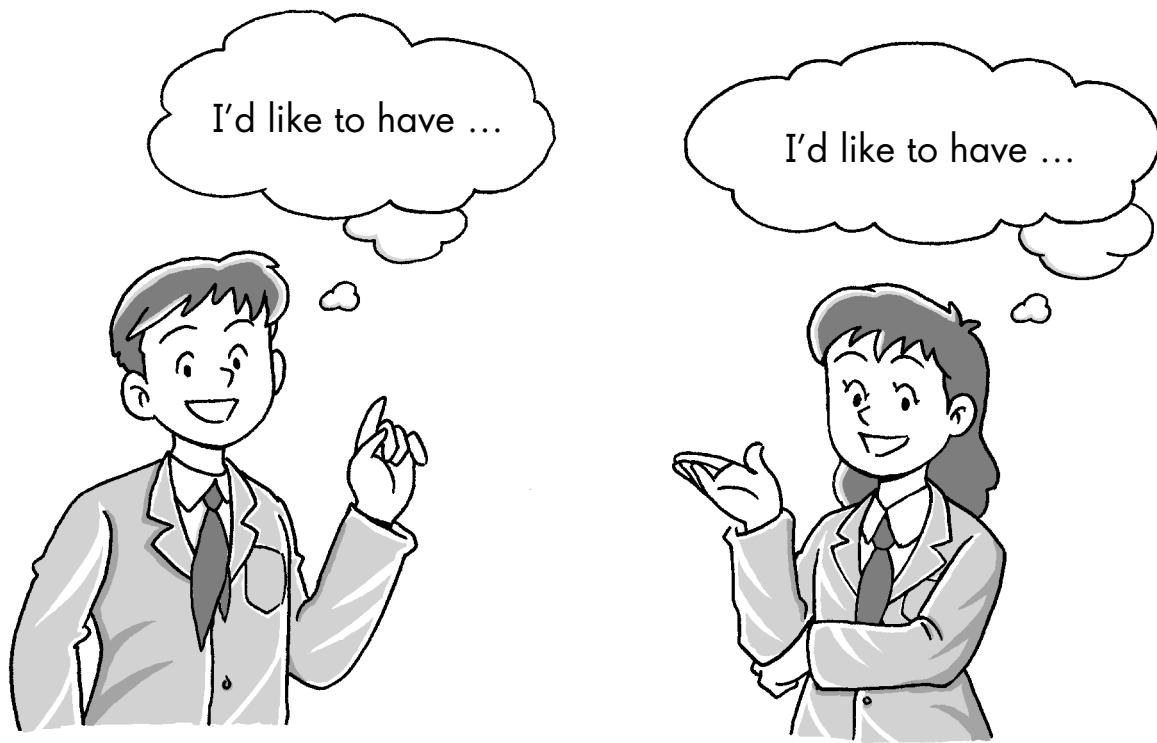
Possible conclusions

- It would be difficult/unnecessary to have a swimming pool.
- It would be nice to have birthday parties for the students.
- It would be nice/possible to go on a school picnic twice a year.
- It would be impossible to have escalators at school.
- It would be nice/possible/necessary to have more P.E. lessons.

Writing

About you

What changes would you like to see in your school? Think about it and complete the list.



(Students' own answers)

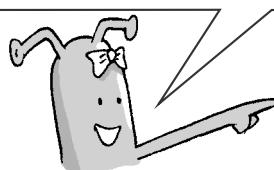
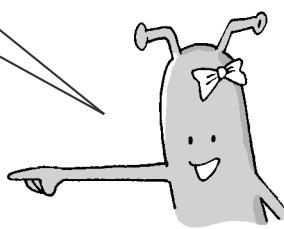
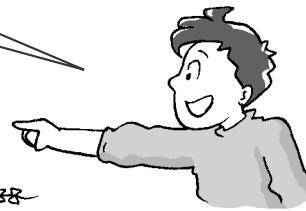
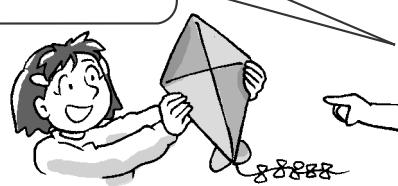
Changes I would like to see in my school

- I would like to have _____.
- I would like _____.
- I _____.
- _____.
- _____.
- _____.

3**The natural elements****Unit 9 The wind is blowing****Language****Look**

This	...	is	mine	.
That			his	
			hers	
			yours	
			ours	
			theirs	

This book is yours.

**Read and write****1**That cake is his.
He made it.I have finished making a cake.
This cake is mine.**2**Look, they have finished making a mask.
That mask is theirs.**3**Look, she has finished making a kite.
That kite is hers.**4**

We have finished making a storybook.

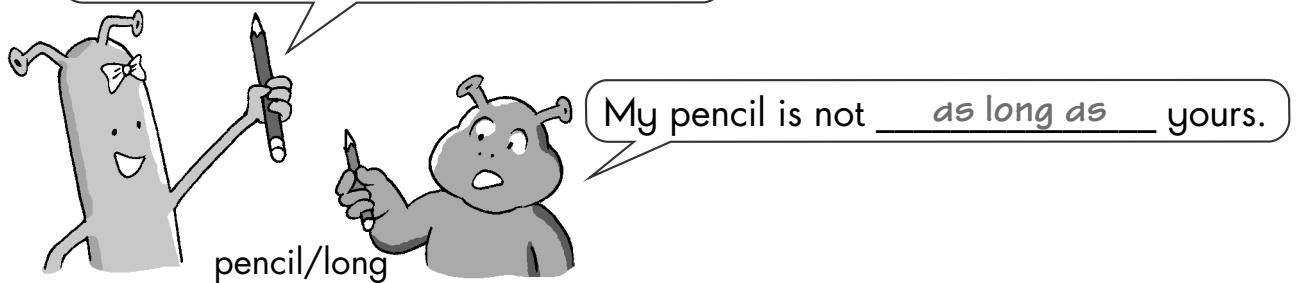
This storybook is ours.

Look

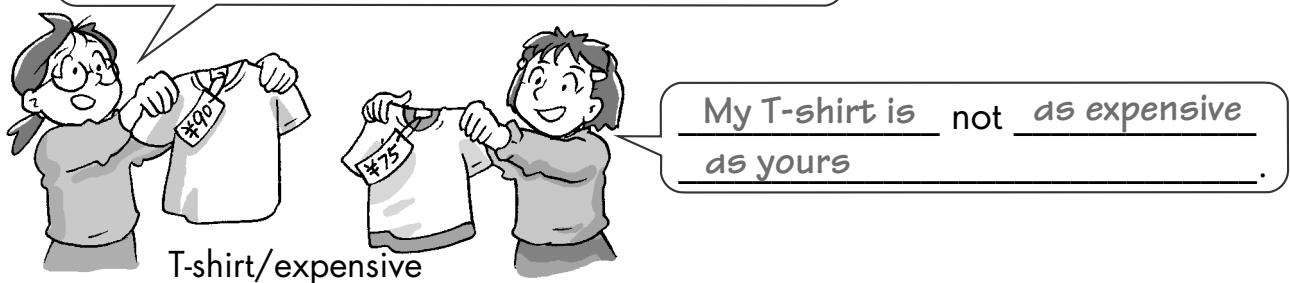
My	bag	is	not as ... as	yours	.
			smaller	than	
			more beautiful		

Look and write

- 1 My pencil is longer than yours.



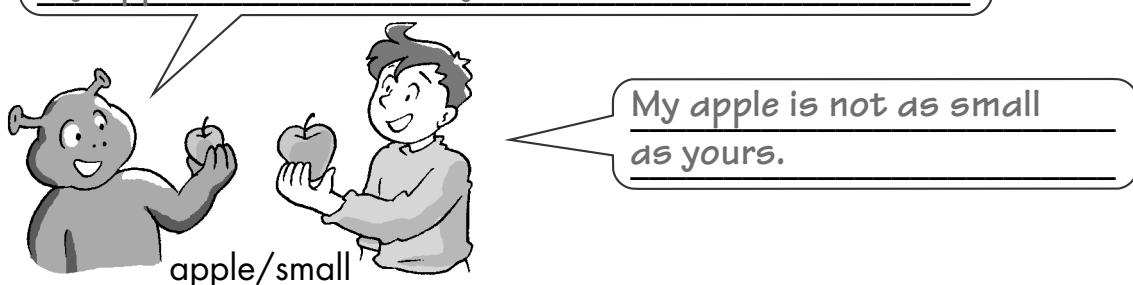
- 2 My T-shirt is more expensive than yours.



- 3 My cat is more beautiful than yours.



- 4 My apple is smaller than yours.

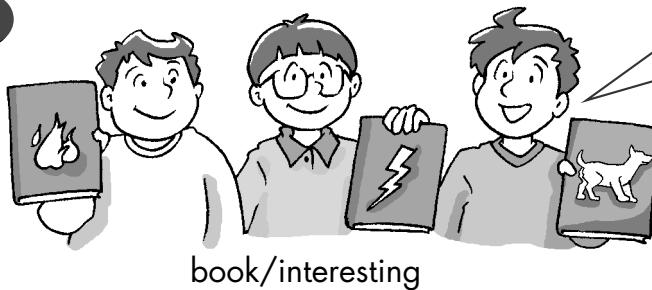


Look

My	bag	is	the	bigest	.
				most beautiful	

Look and write

1

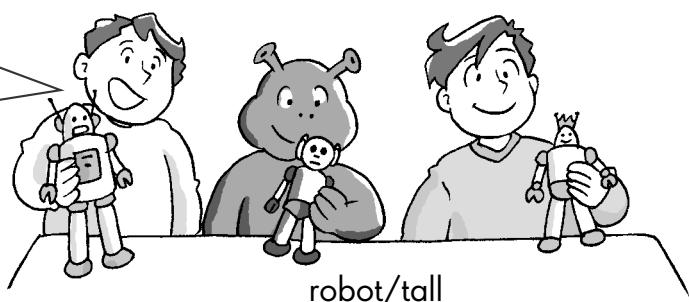


My book is the most
interesting.

book/interesting

2

My robot is the tallest



robot/tall

3



My hair is the longest.

hair/long

4

My ice cream is the most
delicious.



ice cream/delicious

5



My ears are the biggest.

ears/big

Look

My car	is	bigger	than	his car	.
Mine				his	

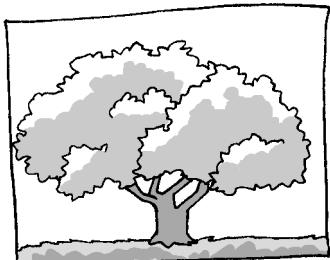
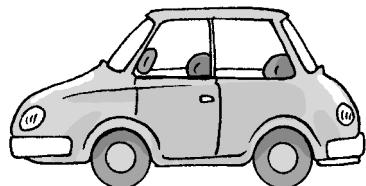
mine
his
ours

yours
hers
theirs

Read and write

My car is bigger than his car.

Mine is bigger than his.

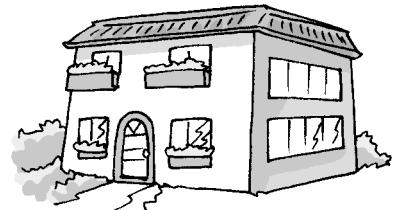


Your picture is more beautiful than her picture.

Yours is more beautiful than hers.

Their house is newer than our house.

Theirs is newer than ours.

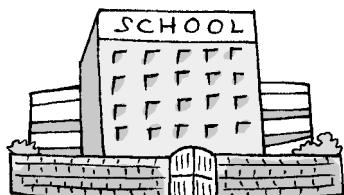
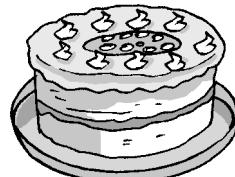


Her hair is longer than my hair.

Hers is longer than mine.

His cake is more expensive than their cake.

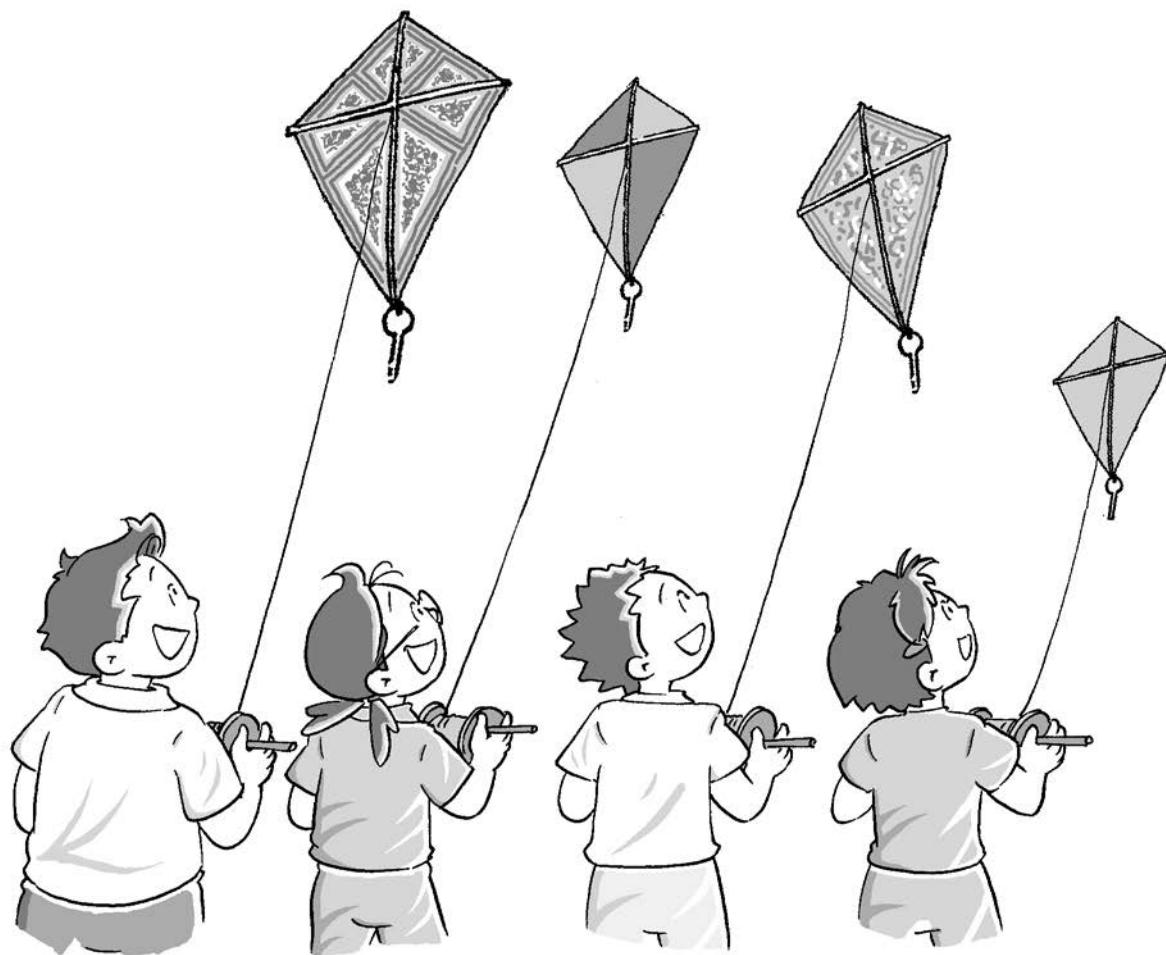
His is more expensive than theirs.



Our school is smaller than your school.

Ours is smaller than yours.

Look and write



1 Whose kite is bigger, Joe's or Peter's?

Joe's kite is bigger than Peter's.

2 Whose kite is the smallest?

Alice's kite is the smallest.

3 Whose kite is smaller, Kitty's or Joe's?

Kitty's kite is smaller than Joe's.

4 Whose kite is more beautiful, Peter's or Alice's?

Peter's kite is more beautiful than Alice's.

5 Whose kite is the biggest?

Joe's kite is the biggest.

6 Whose kite is the most beautiful?

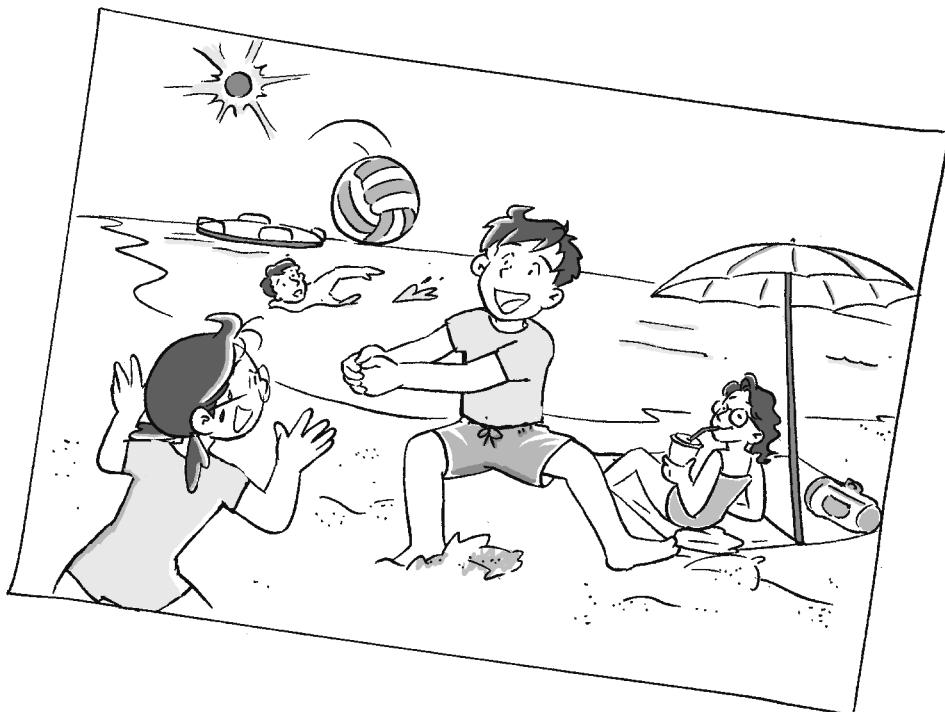
Joe's kite is the most beautiful.

Listening

Listen and write

Kitty has written a letter to her penfriend, Gary. Listen to Kitty's letter and decide if each of the following statements is true (**T**) or false (**F**).

- 1 The weather in June is very cool in Garden City.
- 2 Kitty visited the beach with her friends last Sunday.
- 3 At first, Kitty felt very hot and started sweating.
- 4 Suddenly the strong wind blew off Kitty's hat.
- 5 Kitty swam happily in the sea that day.
- 6 Kitty lives in Canada.



Reading

Read and write

Read the story on page 60 of Student's Book 7B again. Help the children answer the questions.

1



Kitty, what kind of person
was Mr Wind?



Mr Wind was very proud.

2

Joe, who wanted to
have a competition?



Mr Wind wanted
to have a competition.

3

Could Mr Wind get the
man's coat off, Alice?



No, he couldn't
get the man's coat off.

4

What did the man do when
he felt very hot, Peter?



The man (started sweating
and) took off his coat.

5

Who won the competition,
Jill?



Mr Sun
won the competition.

6

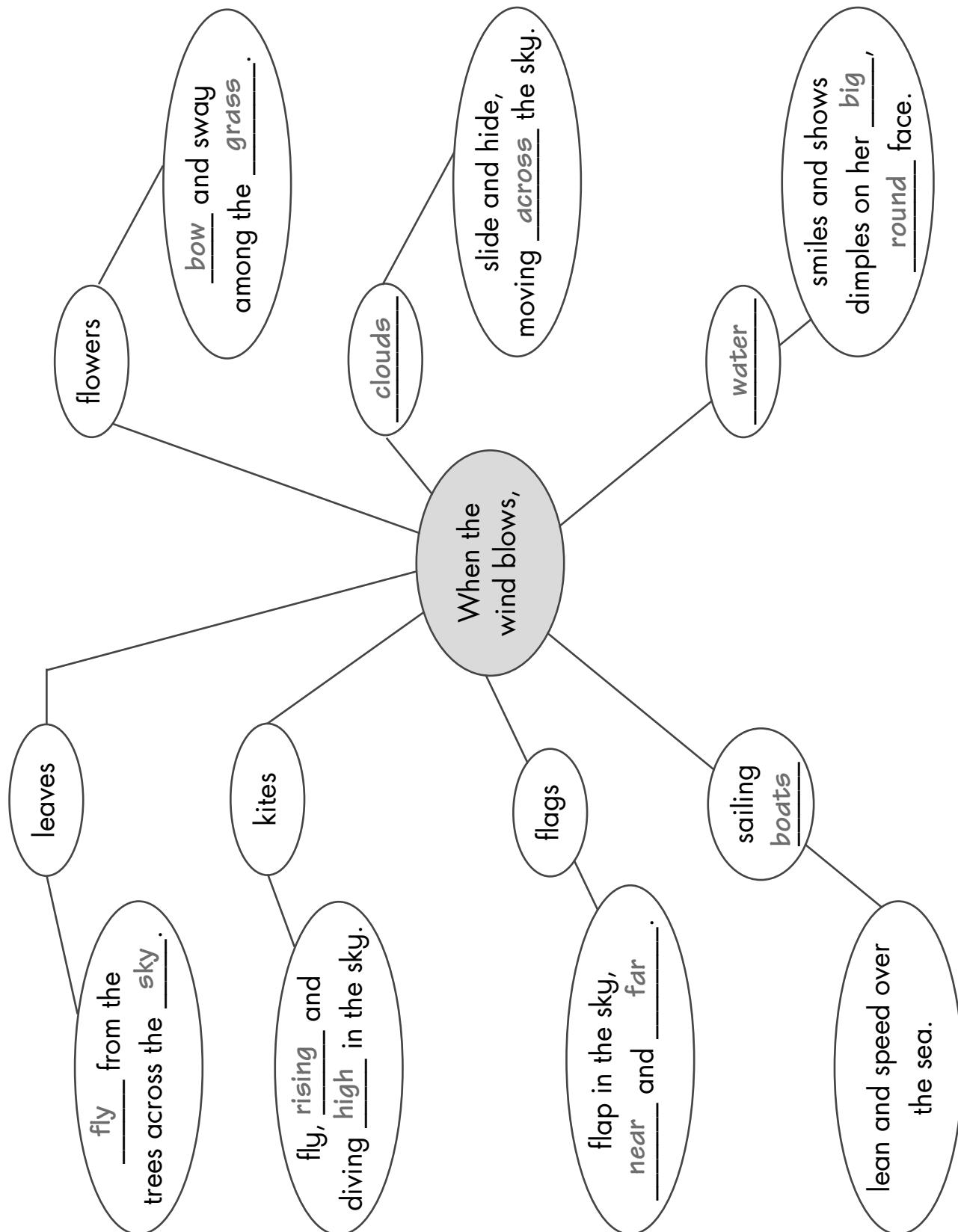
What would Mr Wind and Mr Sun
be at the end of the story, Kitty?



They would be friends
forever.

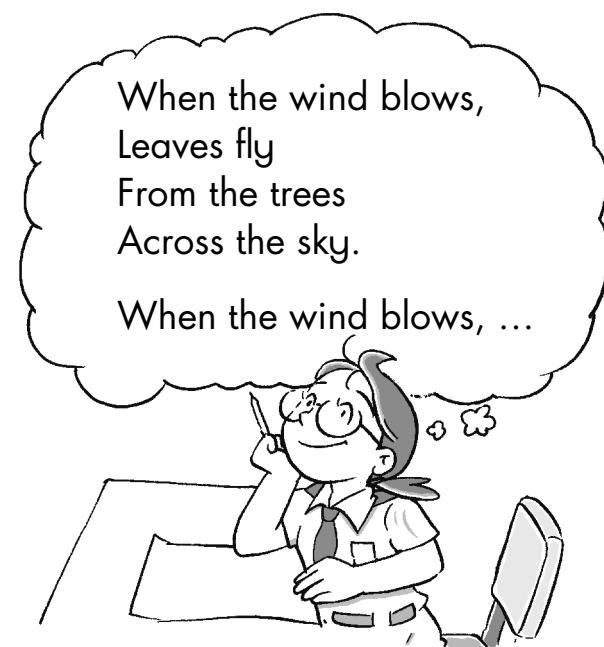
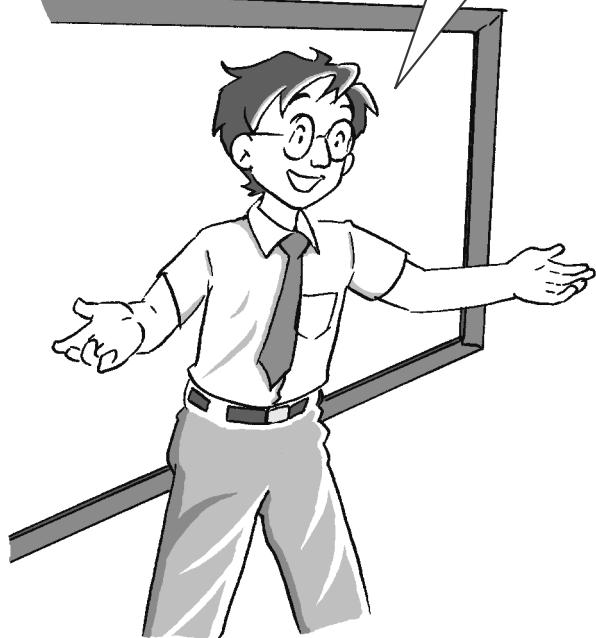
*Read and write

Read pages 63 and 64 of Student's Book 7B again. Write what happens to these when the wind blows.



Look, think and write

Can you write another poem?



When the wind blows,
Leaves fly
From the trees
Across the sky.

When the wind blows, ...

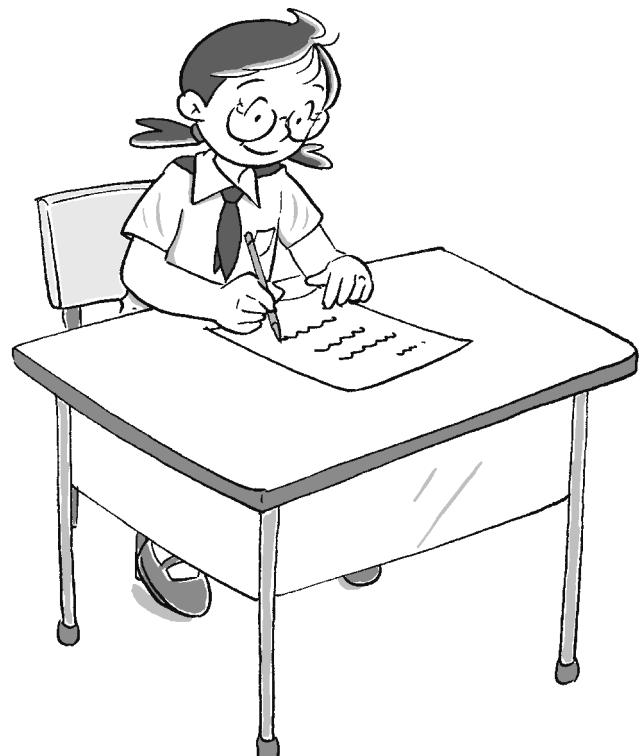
sleep sky sink stay blows sea

When a typhoon comes,
The strong wind blows
In the sky.

When a typhoon comes,
Big waves sink the boats
In the sea.

When a typhoon comes,
We stay at home
And sleep.

By: Kitty Li



*Writing

A survey (Students' own answers)

In groups, compare your kites and then write and tick (✓) to complete the survey.

A survey

kite	biggest	smallest	most beautiful	most colourful
_____ 's kite				
_____ 's kite				
_____ 's kite				
_____ 's kite				
_____ 's kite				
_____ 's kite				

1 Whose kite is the biggest?

_____ 's kite is the _____.

2 Whose kite is the smallest?

3 Whose kite is the most beautiful?

4 Whose kite is the most colourful?

Unit 10 Water Festival

Language

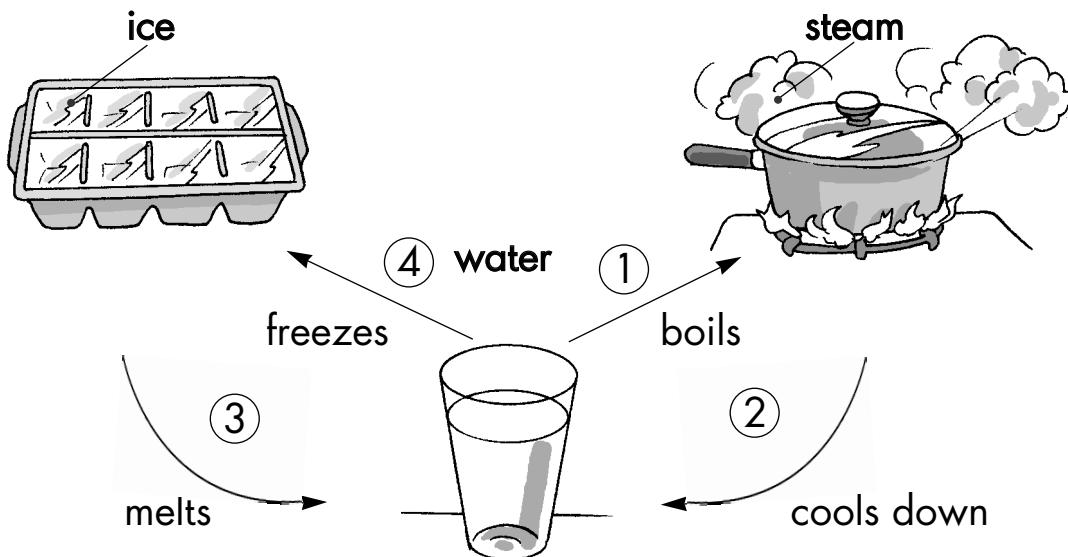
Look

What happens when water boils ?

When water boils , it turns into steam .

Look and write

The three forms of water

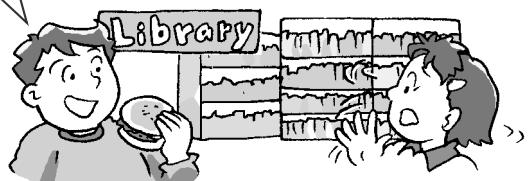


- 1 What happens when water boils?
When water boils , it turns into steam .
- 2 What happens when steam cools down ?
When steam cools down , it turns into water .
- 3 What happens when ice melts ?
When ice melts , it turns into water .
- 4 What happens when water freezes?
When water freezes , it turns into ice .

Look

No , you mustn't eat here .

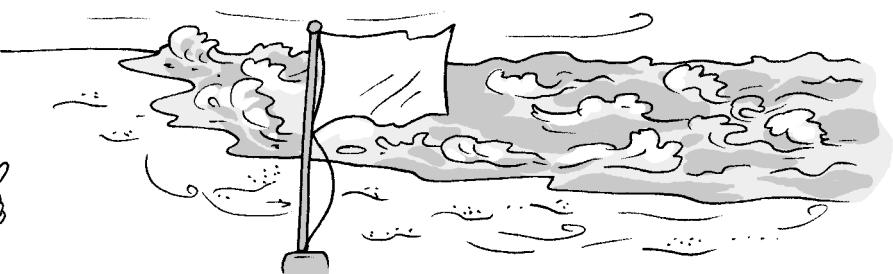
Can I eat here?



Look and write

1

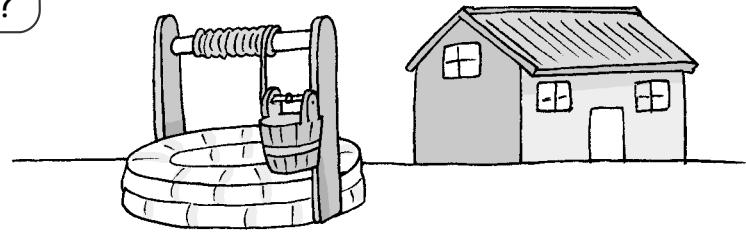
Can I swim here?



Alice: No, you mustn't swim here .

2

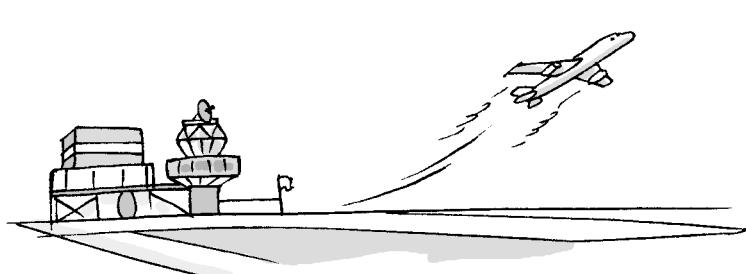
Can I drink the water here?



Alice: No, you mustn't drink the water here .

3

Can I fly my kite here?



Alice: No, you mustn't fly your kite here .

4

Can I fish here?



Alice: No, you mustn't fish here .

Look and write



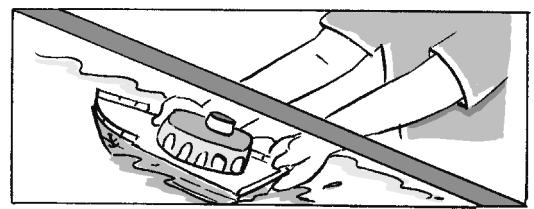
What do the signs mean, children?

1



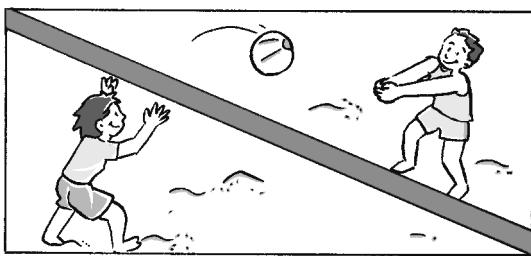
This sign means:
People mustn't play
with toy boats.

Don't play with toy boats

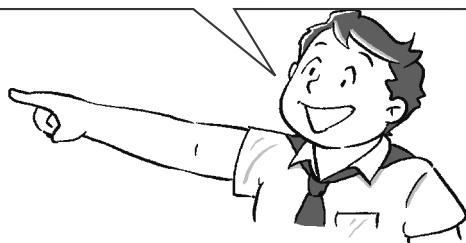


2

No ball games



This sign means: People mustn't
play ball games.

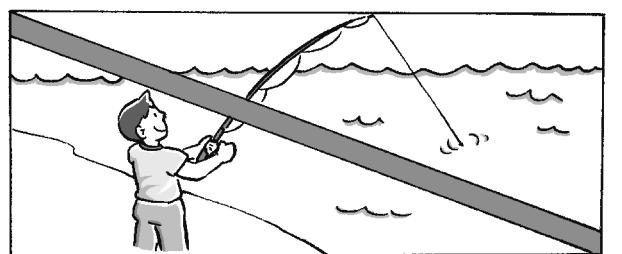


3

This sign means :
People mustn't fish.

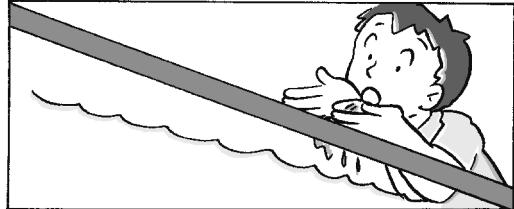


Fishing is not allowed.



4

Don't drink the water



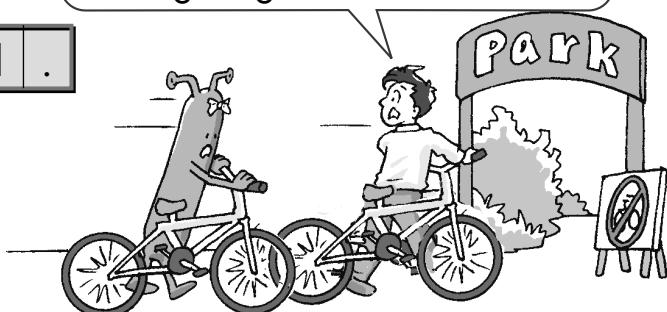
This sign means :
People mustn't drink
the water.



Look

Riding bicycles is not allowed.

Riding bicycles is not allowed.



Look and write

1



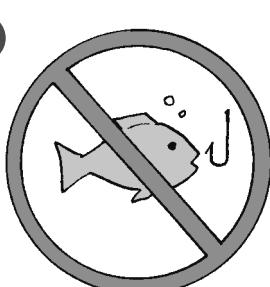
Smoking is not allowed.

2



Walking dogs is not allowed.

3



Fishing is not allowed.

4



Swimming is not allowed.

5



Throwing coins is not allowed.

Look

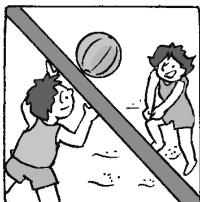
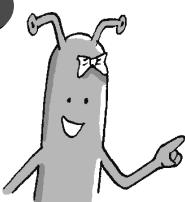
Where do we usually find this sign?

We usually find this sign at
near ...

Look and write

beach fountain pond
lake swimming pool river

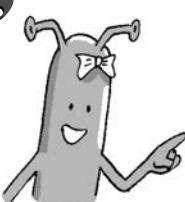
1



Skygirl: Where do we usually find
this sign?

Kitty: We usually find this sign near a
beach.

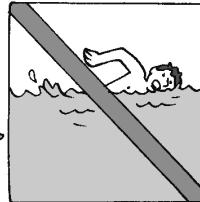
2



Skygirl: Where do we usually find this sign?

Kitty: We usually find this sign near a
fountain.

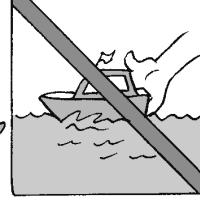
3



Skygirl: Where do we usually find this sign?

Kitty: We usually find this sign
near a river/lake.

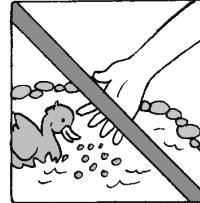
4



Skygirl: Where do we usually find this sign?

Kitty: We usually find this sign at a
swimming pool.

5



Skygirl: Where do we usually find this sign?

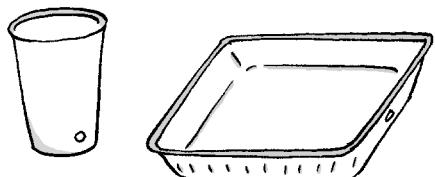
Kitty: We usually find this sign near
a pond.

Listening

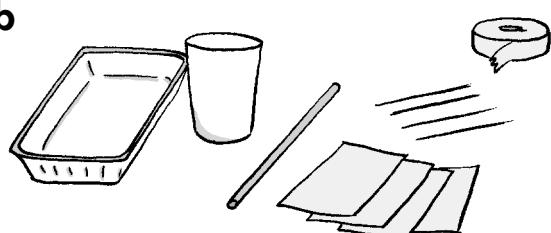
Listen, write and match

Peter is teaching his friends how to make a water boat. Listen to his instructions and complete the sentences. Then match the pictures with the sentences.

a



b

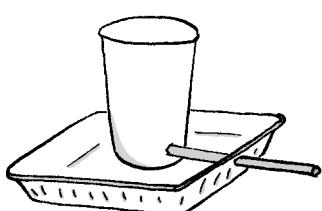


1 All you need is a lunch box lid, a paper cup, a straw, some tape, some toothpicks and some pieces of coloured paper.

b

2 Make a hole at the bottom of the paper cup and on one side of the lunch box lid.

c



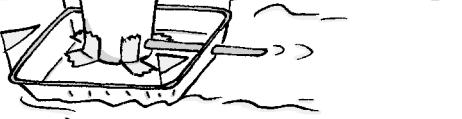
c

3 Connect the holes in the lid and the cup with the straw.

d

f

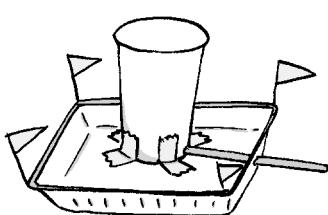
4 Stick the cup and the lid together with the tape.



e

e

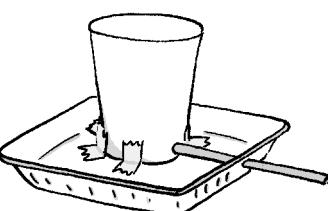
5 Use the coloured paper to make some small flags and stick them to the lid.



f

d

6 Put your boat on the water and pour some water into the cup. Now the boat is moving.



Reading

Read, circle and write

Experiment

The three forms of water

a



Pour some water into a cup.
Put the cup in a freezer for
three hours.
Take the cup out of the freezer.

What can you see?

steam

water

(ice)

b



Leave some ice cubes in a
bowl at room temperature.
Watch the ice cubes.

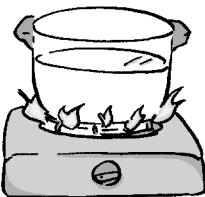
(An hour later)
What can you see?

steam

(water)

ice

c



(with an adult)
Put some water in a pot.
Boil the water. Watch it.

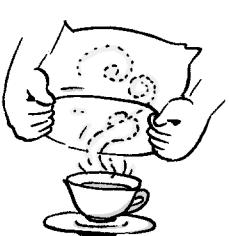
What can you see?

steam

water

ice

d



Hold a plastic bag above
a cup of hot water. Steam
gets into the plastic bag.

(Two minutes later)
What can you see?

steam

(water)

ice

1 What happens when water freezes?

When water freezes, it turns into ice _____.

2 What happens when ice melts?

When ice melts, it turns into water _____.

3 What happens when water boils?

When water boils, it turns into steam _____.

4 What happens when steam cools down?

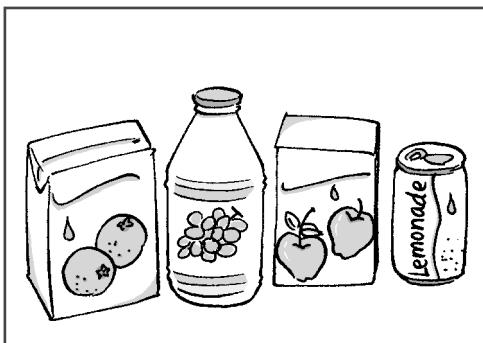
When steam cools down, it turns into water _____.

* Writing

Look, think and write

Iced fruit punch recipe

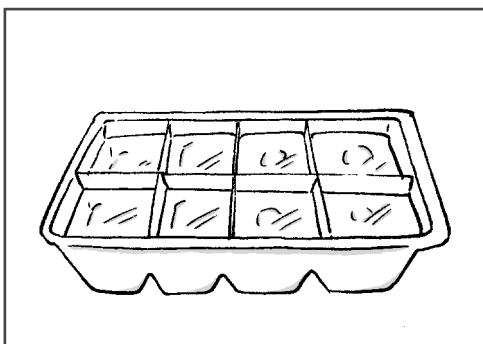
1



different fruit juice lemonade get kinds of and a can of and

First, get a can of lemonade and different kinds of fruit juice.

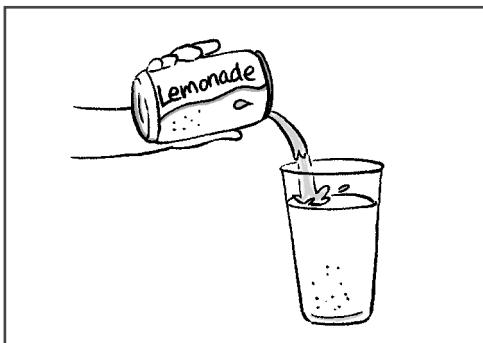
2



ice cubes out of fruit juice different kinds of make the

Next, make ice cubes out of the different kinds of fruit juice.

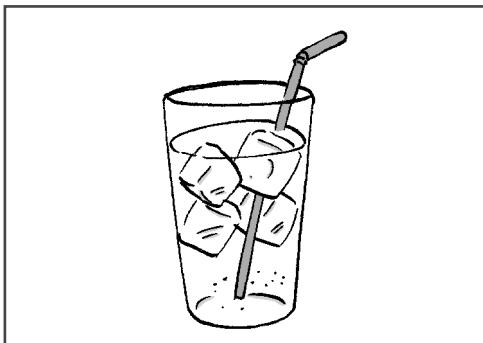
3



into the lemonade a glass pour

Then pour the lemonade into a glass.

4



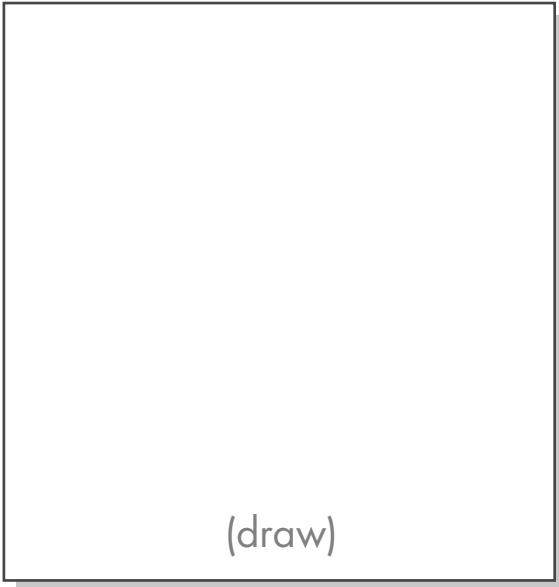
the to ready to ice cubes lemonade The iced fruit punch add the serve. is

Finally, add the ice cubes to the lemonade. The iced fruit punch is ready to serve.

Find, draw and write (Students' own answers)

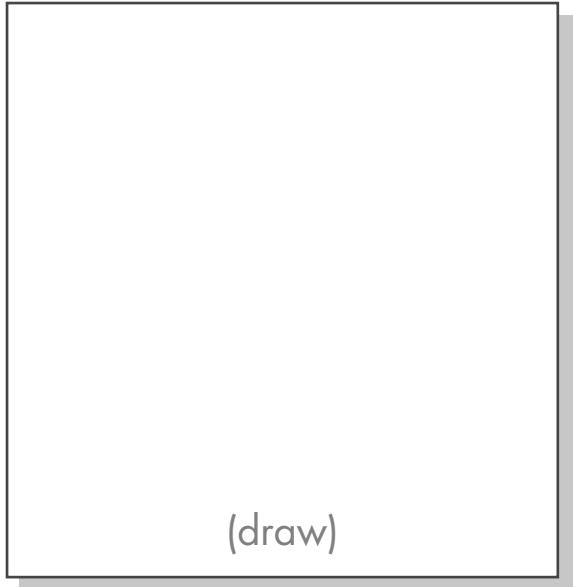
Find some signs in your neighbourhood. Draw and label them, then write what they mean and where you can find them.

1



(draw)

2

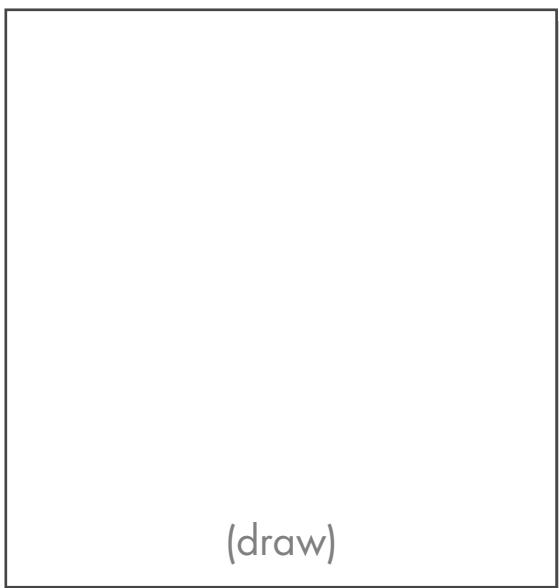


(draw)

This sign means: _____
_____.

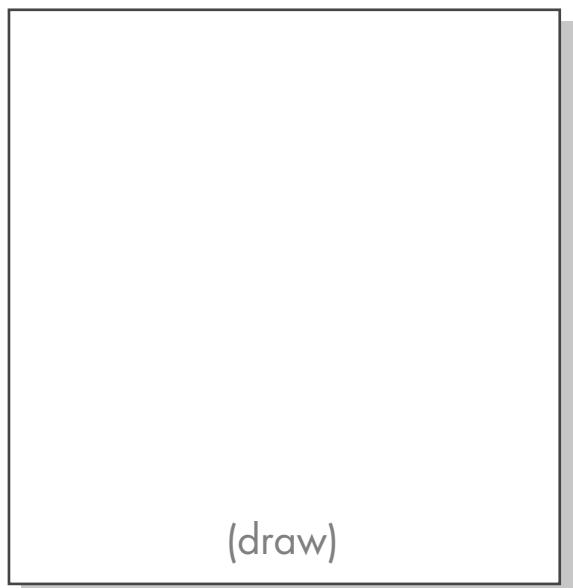
We usually find this sign _____
_____.

3



(draw)

4



(draw)

* Unit 11 Electricity

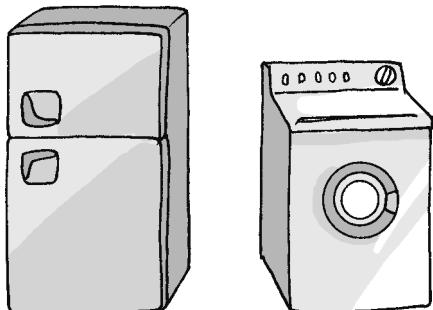
Language

Look

People	use	...	at home	
			at school	.
			in an office	

Look and write

1



What electrical appliances do people use at home?



Ben: People use fridges at home.

Kitty: People use washing machines at home.

2



What electrical appliances do people use at school?



Ben: People use air conditioners at school.

Kitty: People use vacuum cleaners at school.

3



What electrical appliances do people use in an office?



Ben: People use computers in an office.

Kitty: People use printers in an office.

Look

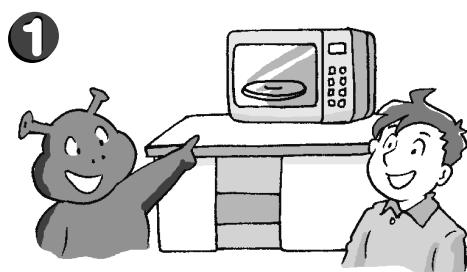
What do we use rice cookers to do ?

We use rice cookers to cook rice .

Look and write

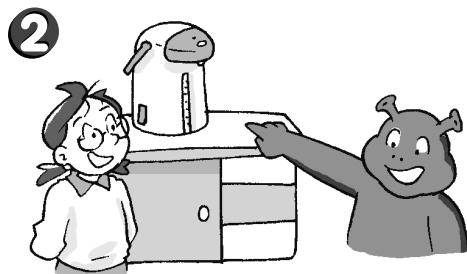
electric kettles
washing machines
microwaves

warm up food
wash clothes
boil water



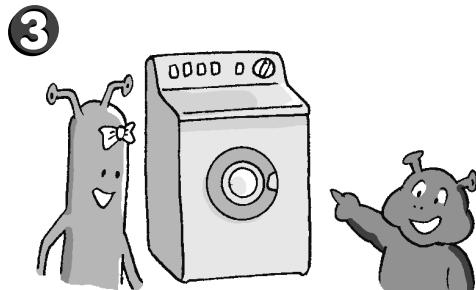
Spaceboy: What do we use microwaves to do?

Ben: We use microwaves to warm up food.



Spaceboy: What do we use electric kettles to do ?

Kitty: We use electric kettles to boil water.



Spaceboy: What do we use washing machines to do ?

Skygirl: We use washing machines to wash clothes.

Look, read and write

1

Tom, what do we use washing machines to do at home?

We use washing machines to wash clothes at home.

2

What do people use printers to do in an office?

People use printers to print things in an office.

3

What do we use vacuum cleaners to do at home?

We use vacuum cleaners to clean floors and rugs at home.

4

What do we use electric kettles to do at home?

We use electric kettles to boil water at home.



Look

When		
How long	...	?
How many		
How much		

Read, think and write

1



I'd like to see how much you know about the Airport Express, Kitty.



When did the Airport Express start operating?

In 1998.

2

How long does it take to travel from City Square Station to the airport?

It takes twenty-three minutes.

3

How many passengers do the trains carry on a busy day?

They carry about 39,000 passengers on a busy day.

4

How many carriages are there in each train?

There are six carriages in each train.

5

How many seats are there in each train?

There are about 384 seats in each train.

6

How much does it cost to travel from City Square Station to the airport for an adult?

It costs seventy yuan.

Very good, Kitty!

Listening

Listen and write

Listen to the dialogues and complete the sentences.

1

What electrical appliances do you use at home, Mum?



I use an electric kettle, a lamp and a vacuum cleaner.

2

What electrical appliances do you use at school, Mr Hu?



I use lights and a computer.

3

What electrical appliances do you use in your office, Dad?



I use an air conditioner, a printer and a fax machine.

4

What electrical appliances do you use at home, Miss Guo?



I use a microwave, a TV set and a fridge.

Reading

Read, think and write

heaters
fans

microwaves
computers

air conditioners
fridges

- 1 People use them in winter.
They keep us warm. What are they?

Heaters.

- 2 We can find them at home, at school and in an office. We turn them on when we feel hot. What are they?

Fans and air conditioners.

- 3 Many people use them at school and in an office. Some people use them for sending e-mails. What are they?

Computers.

- 4 People use them for cooking food in a short time. We can see them at home and in an office. What are they?

Microwaves.

- 5 They keep our food and drinks fresh and cold. We can see them at home, at school and in an office. What are they?

Fridges.



Think and write

Read page 77 of Student's Book 7B again and complete the quiz.

The Airport Express

- 1 Where is Garden City's airport?

It is on Lucky Island.

- 2 When did the Airport Express start operating?

It started operating in 1998.

- 3 What does the Airport Express use to operate?

The Airport Express uses electricity (to operate).

- 4 How many stations does the Airport Express have?

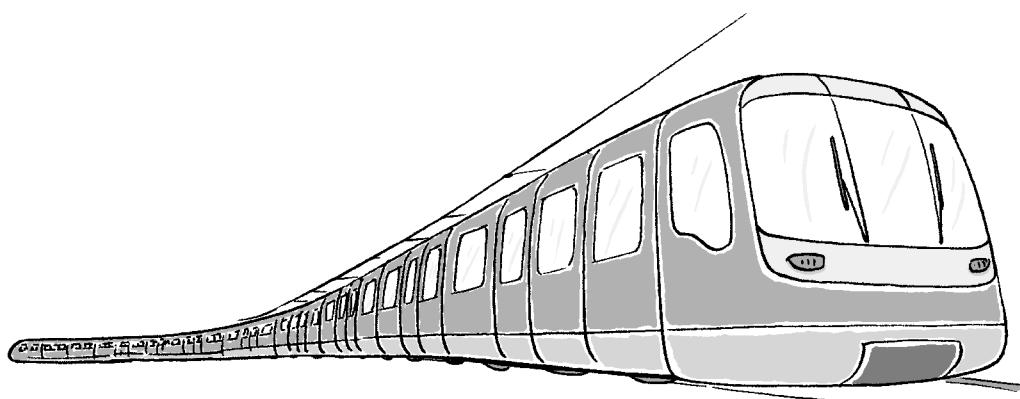
It has four stations.

- 5 Are the stations under the ground or above ground?

They are all above ground.

- 6 What are the trains like?

They are very modern.



Writing

Write a report

In groups, discuss why electricity is important. Then write a report.

(Students' own answers)

The importance of electricity

Today, electricity has become very important. People use it in different places.

People use _____ at home.

People use _____ at school.

People use _____ in an office.

Air conditioners and heaters make us feel comfortable in _____ (season) and _____ (season).

TV sets, _____ and _____ make our lives more enjoyable.

Lights, _____ and _____ make our lives more convenient.

Computers, _____ and _____ help us work more efficiently.



图书在版编目 (CIP) 数据

英语 (牛津上海版) 教学参考资料·七年级第二学期：
试用本 / 上海市中小学 (幼儿园) 课程改革委员会编写。
—2 版。—上海：上海教育出版社，2021.1 (2023.1 重印)
ISBN 978-7-5444-2170-6

I. ①英… II. ①上… III. ①英语课－初中－教学参考
资料 IV. ①G633.413

中国版本图书馆 CIP 数据核字 (2020) 第 222156 号

说 明

本册教材根据上海市中小学 (幼儿园) 课程改革委员会制订的课程方案和《上海市中小学英语课程标准 (征求意见稿)》编写，供九年义务教育七年级第二学期试用。

本教材经上海市中小学教材审查委员会审查准予试用。

《英语 教学参考资料 (牛津上海版)》(试用本)

主 编：沃振华

原 作 者：Ron Holt

改编人员：沃振华 朱维庭 李绍贤 施安吉 施志红

奚翠华 卢 璐 张 瑶

牛津大学出版社 (中国) 有限公司英语教材编写委员会

修订主编：施志红

修订人员 (按姓氏笔画排列)：丁永花 卢 璐 朱 萍 朱世玮

张 瑶 祝智颖

责任编辑：倪雅菁 缪珺羚

插 图：Balic Choi 周允达 王 捷

© 牛津大学出版社 (中国) 有限公司和上海市中小学 (幼儿园) 课程改革委员会 2009
Oxford 为牛津大学出版社的注册商标。

未经牛津大学出版社 (中国) 有限公司和上海市中小学 (幼儿园) 课程改革委员会书面许可，不得
在任何地区以任何形式、任何媒介、任何文字翻印、仿制或转载本书的文字、图片或音频。

欢迎广大师生来电来函指出教材的差错和不足，提出宝贵意见。出版社电话：021-64319241。

本册教材图片提供信息：

123RF (P86 两幅图)；图虫·创意 (P4 一幅图)。

声明 按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付报
酬。著作权人如有关于支付报酬事宜可及时与出版社联系。



经上海市中小学教材审查委员会
审查准予试用 准用号 II-CJ-2017002

责任编辑 倪雅菁 缪珺羚

九年义务教育
英 语 (牛津上海版)
教学参考资料
七年级第二学期
(试用本)

上海市中小学(幼儿园)课程改革委员会

上海世纪出版股份有限公司 出版
上 海 教 育 出 版 社

(上海市闵行区号景路159弄C座 邮政编码:201101)
上海新华书店发行 上海中华印刷有限公司 印刷

开本 890×1240 1/16 印张 16.5
2009年1月第2版 2023年1月第15次印刷
ISBN 978-7-5444-2170-6/G · 1745



定价: 56.50元 (含1盒磁带, 1张音频光盘, 1张课件光盘)

此书如有印、装质量问题, 请向本社调换 上海教育出版社电话: 021-64373213

