



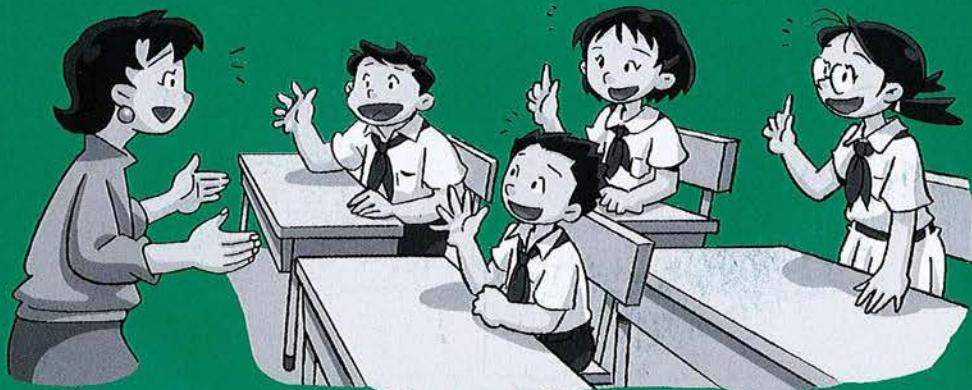
九年义务教育

English

教学参考资料

英
语

牛津上海版 OXFORD Shanghai Edition



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五年级

第一学期

(试用本)

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编写说明

课程目标

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

《学生用书》

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

好磁带和其他教具，启发和引导学生操练语言。教师要引导和帮助学生从听、说、读、写四个方面掌握核心栏目的单词和句型，要注意引导学生模仿标准的语音语调朗读句子和语段。

《学生用书》还包含四个课题 (Project)。其目的是让学生综合运用在本册《学生用书》中学到的知识与技能，提高他们的英语综合运用能力。因此，课题采用了多种形式，其主题也与之前的学习内容有所联系。从本质上来说，课题首先是个人活动，然后是对子活动或小组活动。学生要互相协作，一步步地完成课题中的每个任务。例如，本册《学生用书》的第一个课题让学生先通过小组问答调查同学的生日并完成表格；根据调查结果为即将过生日的同学做一份生日聚会的计划；通过与同学问答，确定聚会需邀请的客人名单；接着填空完成一份邀请函，写出到达同学家（聚会地点）的路线；最后与同学讨论生日聚会的具体活动内容，了解他 / 她的生日愿望，并将这些信息记录下来。

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

《练习部分》

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

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

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

- 综合训练活动 (Task)。这个活动是单元综合练习，帮助学生操练各单元所学语言。教师可以在结束一个单元的教学后，让学生开展单元复习活动。如果学生独立完成有困难，教师可以通过生生活动或师生活动给予必要的帮助。

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

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

《教学参考资料》

《教学参考资料》为《学生用书》的内容提供了具体的指导意见。各单元内容包括：

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

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

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

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

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

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

这些活动设置了丰富的情景，为学生提供了用不同方式操练语言的机会，同时也提示教师使用其它教学资

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

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

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

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

多媒体课件光盘

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

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

2. 课题 (Projects)：将课本中的课题以多媒体互动形式呈现出来。教师可以通过听、说、写、画等多种形

式的活动来帮助学生运用课本中学到的知识与技能，提高他们的英语综合运用能力。

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

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

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

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

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

教学评价建议

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

另外，教师也应做好教与学过程的评价和反馈记录，掌握学生的进步和表现。例如，在认读单词方面可分为：反应迅速准确；独立准确；帮助后基本准确等几个等级。在使用日常用语方面可分为：习惯或善于用英

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

课堂教学环境创设建议

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

1. 标签

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

2. 图表

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

3. 展示

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

课堂教学活动的组织建议

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

课堂用语建议

学生在英语课中应尽可能地接触并使用英语。简单

的课堂用语能扩大学生对英语的接触面，创造良好的使用英语的环境。

以下课堂用语供教师参考使用。

What's the matter with *Mary*? Is she sick?

Why are you late?

It's time to start our class.

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

Open your book at page 15.

Pay attention, please.

Is that loud enough?

How do you say the first word?

What does ... mean?

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

There's one set of pictures for each group.

Could you share with *Jack*, please?

Is there anybody without a copy?

Do you get it?/Is everything clear?

Say it in English, please.

Can you all see the blackboard?

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

Who can tell me the answer?

Now you can all have a try. Go!

Start now. I'll give you two minutes.

Whose turn is it now?

What do you think?

Please speak more slowly.

Let me show you how to do it.

Now show me how to do it.

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

Who wants to go first?

Does anybody need help?

Could you share your book with *Peter* today?

Work on your own.

Work (together) with your friend/partner.

Who has no partner?

Could you get into groups of six?

Group leaders, raise your hands.

Two points for Group A.

The first group with ten points wins.

It's time to stop.

Take your time. Try it one more time.

Don't worry. It doesn't matter.

Say it a bit louder, please.

Almost. Try again!

That's a good point.

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

Excellent!/Amazing!/That's perfect!

See you soon!

Have a nice day/weekend/vacation!

2. 教师资源

- 教学参考资料
- 教学挂图
- 磁带
- 音频光盘
- 多媒体课件光盘

教材配套资源

1. 学生资源

- 学生用书
- 练习部分
- 音频文件

Introduction

Description of materials

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

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

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

Student's resources

- Student's Book
- Workbook
- Audio files

Teacher's resources

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

Student's Book

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

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

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

Workbook

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

Teacher's Book

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

In this book, teachers will find:

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

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

5 Notes that offer additional information or references.

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

'Building-blocks' approach

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

English (Oxford Shanghai Edition)

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

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

The development of thematic content through

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

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

Task-based learning

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

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

Modules, units and tasks

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

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

The sections of a unit may include:

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

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

Projects

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

These projects are designed for students to work at their own individual pace and illustrate the

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

Using the Teacher's Book

Comprehensive activities are provided with the relevant *Student's Book* pages given. This gives teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate for the class in general and also for particular individuals. Each unit starts with a simple checklist containing the suggested number of lessons for that unit, the language to be introduced and used, the targets covered by the lesson(s), what the teacher should prepare in order to teach successfully, and the materials required to carry out the tasks and/or activities.

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

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

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

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

Depending on the maturity of each learner, a

degree of teacher support will be required during a task. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance.

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

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

Assessment

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

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

Module 1 Getting to know you

Unit 1 My birthday

Tasks in this unit:

- Use ordinal numbers to refer to dates
- Use modelled sentences to find out specific information
- Use prepositions to indicate dates
- Use formulaic expressions in context

Language focus:

- Using the key words in context
e.g., *first, second, third, fourth, fifth, sixth*
- Using prepositions to indicate dates
e.g., *It's on the 19th of September.*
- Using wh-questions to find out specific information
e.g., *When's your birthday?*
- Using formulaic expressions in context
e.g., *That sounds interesting. I can't wait!*
- Identifying the pronunciation of the sounds /i:/ and /ɪ/ in words
e.g., *she, these, bee, sea, fish*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *first, second, third, fourth, fifth, sixth*
- Understanding prepositions indicating dates
e.g., *It's on the 19th of September.*
- Understanding wh-questions asking for specific information
e.g., *When's your birthday?*
- Understanding formulaic expressions in context
e.g., *That sounds interesting. I can't wait!*
- Identifying the pronunciation of the sounds /i:/ and /ɪ/ in words
e.g., *she, these, bee, sea, fish*

Speaking

- Pronouncing the key words correctly
e.g., *first, second, third, fourth, fifth, sixth*
- Using prepositions to indicate dates
e.g., *It's on the 19th of September.*
- Using wh-questions to find out specific information
e.g., *When's your birthday?*
- Using formulaic expressions in context
e.g., *That sounds interesting. I can't wait!*

- Pronouncing the sounds /i:/ and /ɪ/ correctly in words
e.g., *she, these, bee, sea, fish*

Reading

- Understanding dialogues introducing a person's birthday
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *first, second, third, fourth, fifth, sixth*
- Writing the key sentences correctly
e.g., *When's your birthday?*
It's on the 19th of September.
- Writing several sentences to introduce someone's birthday

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		first second third fourth fifth sixth		SB: pp. 3 and 6 WB: p. 4 Part E
2	When's your birthday? It's on ...	party begin bring wear favourite		SB: pp. 2 and 6
3				SB: pp. 4 and 6 WB: p. 5 Part G
4				SB: p. 5 WB: p. 6 Part H
5			/i:/, /ɪ/	SB: pp. 3 and 6 WB: p. 7 Task

Period I

Language focus:

Using the key words in context
e.g., *first, second, third, fourth, fifth, sixth*

Materials:

Student's Book 5A, pp. 3 and 6
Workbook 5A, p. 4 Part E
Cassette 5A
Wall picture 5A

Flashcards 5A (*first, second, third, fourth, fifth, sixth*)

A picture of a birthday cake with candles

A calendar with separate pages for each month

Pre-task preparations

Activity 1

Put the wall pictures on the blackboard and ask the students some questions about the months of the year. If the students are not sure of the answer, point to the months and say them aloud.

e.g.,

T: *How many months are there in a year?*

S1: *There are twelve months.*

T: *What are they?*

Ss: *They're January, February, March, ...*

...

Activity 2

Play the recording for 'Listen and enjoy' on page 6 of the *Student's Book*. Ask the students to listen and repeat after the recording.

While-task procedures

Activity 1

Put the wall pictures on the blackboard. Have the students look at the calendar for September and recognize the new words *first, second, third, fourth, fifth* and *sixth*. Then ask them to repeat and spell the new words after you.

e.g.,

T: *Look at the calendar! What's the date today? It's the first day of September. It's September the first.* (show the flashcard for first) *First. F-I-R-S-T, first.*

Ss: *First. F-I-R-S-T, first.*

...

Activity 2

Use the flashcards for *first* to *sixth* to play a game with the students. Shuffle the cards and have each student pick a card at random until the cards have run out. Tell the students they need to put the cards on the blackboard in the correct order, starting from *first*. Call out one

ordinal number at a time and ask the student with the card to come out and place the card on the blackboard in the correct order.

Activity 3

Have the students look at the picture of a birthday cake. Ask them to count the candles and say the number of the candles.

e.g.,

T: *Look at the cake. There are some candles on the cake. How many candles are there on the cake?*
Let's count. 1, 2, 3, 4, 5, 6.

S1: *There are six.*

T: *What colour are the candles?*

S2: *They're red, blue, green, pink, yellow and white.*

T: *The red candle is the first one. So the blue candle is the ...?*

S3: *It's the second.*

T: *How about the white one?*

S4: *It's the third.*

...

Activity 4

Write some random names on the calendar (on random days and months). Have the students look at the calendar and talk about their birthdays. Then have them repeat and spell the new words *eighth, ninth, twelfth, twentieth* and *thirtieth* after you.

e.g.,

T: *(write Mindy on the calendar) Look at the calendar. When's Mindy's birthday? It's on the ninth of September. Ninth. N-I-N-T-H, ninth.*

Ss: *Ninth. N-I-N-T-H, ninth.*

T: *Mindy's birthday is on the ninth of September.*

Ss: *Mindy's birthday is on the ninth of September.*

Repeat the procedure with the other names on the calendar. Then play a memory game with the students. Cover the calendar and have the students review the ordinal numbers.

e.g.,

T: *Do you remember Mindy's birthday?*

Ss: *It's on the ninth of September.*

T: *Eddie's birthday is in October. Do you remember the date?*

S1: *It's on the ...*

Post-task activities

Activity 1

Have the students do Part E 'Look and write' on page 4 of the *Workbook* orally in pairs. Then ask them to write the answers individually.

Activity 2

Divide the students into groups of six. Ask them to write their birthdays on a card, and then stick the cards on some paper. Then ask the students to remember their group members' birthdays. Finally, invite a student to give a report on the birthdays of his/her group members to the class.

e.g.,

S1: (S2's name)'s birthday is on ... (S3's name)'s birthday is on ...

Period 2

Language focus:

- Using wh-questions to find out specific information
e.g., *When's your birthday?*
- Using prepositions to indicate dates
e.g., *It's on the 19th of September.*
- Using formulaic expressions in context
e.g., *That sounds interesting. I can't wait!*

Materials:

Student's Book 5A, pp. 2 and 6

Cassette 5A

Flashcards 5A (*first, second, third, fourth, fifth, sixth*)

A calendar

A survey form

Pre-task preparations

Activity 1

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

e.g.,

T: *How many months are there in a year?*

S1: *There are twelve.*

T: *January is the first month of the year. How about February, March, April, ...?*

S2: *February is the second month of the year.*

S3: *March is the third month of the year.*

...

Activity 2

Review the ordinal numbers using the flashcards. Write *My birthday is on the ... of ...* on the blackboard. Show the calendar and ask some students to come out and point out their birthdays on the calendar. Then ask them to complete the sentence *My birthday is on the ____ of ____.*

e.g.,

S1: *My birthday is on the fourth of October.*

S2: *My birthday is on the sixth of June.*

While-task procedures

Activity 1

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

e.g.,

T: *When's Peter's birthday?*

S1: *It's on the 19th of September.*

T: *Is he going to have a party?*

S2: *Yes.*

Activity 2

Have the students listen to the recording for 'Look and say' again and repeat after it. Ask the students to find out what time the party begins. Write the question *What time does the party begin?* on the blackboard.

e.g.,

T: *What time does the party begin?*

S1: *It begins at two in the afternoon.*

Explain the meaning of the new words *bring*, *wear* and *favourite* to the students. Give the students some examples to help them understand the formulaic expressions *That sounds interesting.* and *I can't wait!* Then practise the dialogue with the students.

Activity 3

Write the key patterns *When's your birthday?* and *It's on ...* on the blackboard. Ask the students to repeat after you. Then ask several students about their birthdays.

e.g.,

T: When's your birthday?

S1: My birthday's on the fourth of October.

Then have them ask and answer questions in pairs.

e.g.,

S1: When's your birthday?

S2: It's on ...

...

Finally, have the students role-play the dialogue in pairs.

Activity 4

Ask the students why Peter wants to have an 'orange' party to elicit the theme party.

e.g.,

T: Why does Peter want to have an 'orange' party?

S1: Orange is his favourite colour.

T: Do you want to have a birthday party? What party do you want to have?

S1: I want to have a 'blue' party. Blue is my favourite colour.

Post-task activities

Activity 1

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

e.g.,

S1: Hi, (S2's name). Can you come to my birthday party?

S2: Sure. When's your birthday party?

S1: It's on the fifth of June.

S2: I see. What time does the party begin?

S1: It begins at three o'clock in the afternoon.

...

Activity 2

Divide the students into groups of four. Have the students ask and answer questions about their group members' birthdays and birthday

parties. Then ask them to complete the form below. Finally, ask several groups to give a report in class.

e.g.,

S1: When's your birthday?

S2: It's on the 4th of October.

S1: Are you going to have a birthday party?

S2: Yes, I am.

S1: What time does the party begin?

S2: It begins at one o'clock in the afternoon. It's a 'blue' party.

Name	Birthday	The party
S2's name	the 4th of October	It begins at one o'clock in the afternoon. It is a 'blue' party.

Period 3

Language focus:

- Using wh-questions to find out specific information
e.g., *What do you have?*
- Using ordinal numbers to refer to dates
e.g., *It is Sunday, the 19th of September.*

Materials:

Student's Book 5A, pp. 4 and 6

Workbook 5A, p. 5 Part G

Cassette 5A

Pictures of birthday parties (including Peter's 'orange' party)

Two passages followed by questions

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 6 of the *Student's Book* and say the rhyme after it.

Activity 2

Show some pictures of birthday parties. Have the students answer some questions to elicit the 'orange' party.

e.g.,

Which picture do you like best?

What can you see at the party?

Whose party is the 'orange' party?

While-task procedures

Activity 1

Have the students look at the picture and read the first paragraph for 'Say and act' on page 4 of the *Student's Book* and talk about it.

e.g.,

T: What day is it today? And what's the date today?

S1: It's Sunday, the 19th of September.

T: What's Peter's favourite colour?

S2: It's orange.

T: It's an 'orange' party. What orange things can you see in the picture?

...

Activity 2

Play the recording for 'Say and act' on page 4 of the *Student's Book* and have the students repeat after it. Then ask them to answer some questions based on the dialogue to check their understanding.

e.g.,

T: When's the birthday party?

S1: It's on Sunday, the 19th of September.

T: Who's at the party?

S2: Peter, Jill, Kitty, Danny and Alice.

T: What do they have for Peter's birthday?

...

Then ask the students to think about what they want to take or wear if they go to Peter's birthday party. Write the key pattern *I have ...* on the blackboard.

e.g.,

S1: I have an orange birthday card.

S2: I have an orange dress.

...

Activity 3

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

Activity 4

Have the students look at 'Make a birthday invitation' on page 4 of the *Student's Book*. Ask the students to read Peter's birthday invitation. Then ask them some questions to help them know what they need to write on an invitation.

e.g.,

What time does the party begin?

Where does Peter have his party?

Then ask them to make their own birthday invitations. Walk around the classroom to give them hints and advice if necessary.

e.g.,

Who would you like to invite to your birthday party?

What time does your party begin?

Where do you have the party?

Post-task activities

Activity 1

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

Activity 2

Have the students do an 'Information exchange' activity in pairs. Each student has one of the following passages followed by some questions. Have the students read the passages and answer the questions from their partners.

Passage A:

It is Saturday, the 21st of October. It is Maria's birthday. Her friends are at her birthday party. It is a 'pink' party. Pink is Maria's favourite colour. At the party, there is pink everywhere. There are a lot of pink balloons and pink flowers in the living room. Kitty has a pink hat. Jill has a pink blouse. Danny has a pink toy car. Maria is wearing a beautiful pink dress and a pair of pink shoes!

Questions (for passage B):

1 Whose birthday party is it?

- 2 What day is it?
- 3 What is Billy's favourite colour?
- 4 How many friends does Billy have?
- 5 What do they have for the party?

Passage B:

It is Friday, the 31st of July. It is Billy's birthday. It is a 'blue' party. Blue is Billy's favourite colour.

Sam, David, Peter and Lucy are at the party. There are some blue pictures on the wall. The table is blue. The boxes on the table are blue too. Sam has a blue T-shirt. David and Peter have blue caps.

Look at Lucy! She has a beautiful blue dress and a pair of blue shoes.

Questions (for passage A):

- 1 Whose birthday party is it?
- 2 What day is it?
- 3 What is Maria's favourite colour?
- 4 How many friends does Maria have?
- 5 What do they have for the party?

Period 4

Language focus:

- Using wh-questions to find out details about a story
e.g., *When is Tommy's birthday?*
- Using ordinal numbers to refer to dates
e.g., *Today is the 4th of October.*

Materials:

- Student's Book 5A, p. 5*
Workbook 5A, p. 6 Part H
Wall picture 5A
Cassette 5A
Pictures of birthday presents
Pictures from 'Read a story'
A gap-fill passage

Pre-task preparations

Activity 1

Put the wall pictures on the blackboard. Have the students talk about the dates of their birthdays and the parties they want to have.
e.g.,

S1: My birthday is on the 4th of October. I want to have a 'blue' party.

Activity 2

Show one of your birthday presents or some pictures of birthday presents to introduce the word *present*. Then ask the students what presents they want for their birthdays.

e.g.,

T: (show a scarf) Look, it's a scarf. It's my birthday present. What presents do you want for your birthdays this year?

While-task procedures

Activity 1

Have the students look at the pictures for 'Read a story' on page 5 of the *Student's Book* and answer some questions about the pictures.

e.g.,

T: (point to picture 1) What can you see in the picture?

S1: I can see a man, a boy and some hats.

T: (point to picture 2) Is the boy happy or sad?

S1: He's sad.

Activity 2

Stick the four pictures for the story on page 5 of *Student's Book* at random on the blackboard.

Have the students listen to the recording for the story. Then ask the students to put the pictures in the correct order.

Activity 3

Have the students read the story on page 5 of the *Student's Book*. Then ask them to answer some questions to check their understanding.

e.g.,

What does Mr Hatter do?

When is Tommy's birthday?

Why is Tommy sad?

What is Tommy's birthday present?

Explain the meaning of the new words *late* and *smart* to the students.

Activity 4

Have the students talk about the story in groups. Give them some questions for discussion. Then invite several groups to give a report in front of the class.

e.g.,

*Tommy is sad at first. Why?**Does Tommy's father love him? How do you know?**How does Tommy feel on his birthday? Why?*

Post-task activities

Activity 1

Have the students complete the following passage. Then check the answers with them.

e.g.,

Tommy's father, Mr Hatter, makes hats for people. He is always very busy. He never makes hats for Tommy. Tommy is very sad. One night, Mr Hatter works very late. The next morning, Tommy sees a smart new hat on his bed. It is the 4th of October. It is Tommy's birthday. The hat is a birthday present from his father.

Activity 2

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

Period 5

Language focus:

- Using modelled sentences to talk about dates of birthdays
- Identifying the pronunciation of the sounds /i:/ and /ɪ/ in words
e.g., *she, these, bee, sea, fish*

Materials:

Student's Book 5A, pp. 3 and 6

Workbook 5A, p. 7 Task

Wall picture 5A

Cassette 5A

Ordinal number cards from *first* to *thirty-first*

Phonetic symbol cards (/i/, /ɪ/)

A survey form

Pre-task preparations

Activity 1

Put the wall pictures on the blackboard. Invite several students to come out and point to the dates of their birthdays on the calendar and say

the sentence *My birthday's on the ... (date) of ... (month)*. Then have them ask another student about his/her birthday.

e.g.,

S1: (point to the date of his/her birthday) My birthday's on the 4th of October. When's your birthday, (S2's name)?

S2: (point to the date of his/her birthday) My birthday's on the 6th of July. When's your birthday, (S3's name)?

...

Activity 2

Put the calendar on the blackboard. Ask the students to point out the dates of their family members' birthdays or the dates of some festivals.

e.g.,

S1: My grandmother's birthday is on the 7th of March.

S2: Teacher's Day is on the 10th of September.

While-task procedures

Activity 1

Have the students look at 'Ask and answer' on page 3 of the *Student's Book*. First, put the ordinal number cards on the blackboard in the correct order. Ask the students to read the ordinal numbers from *first* to *thirty-first* after you. Then have the students ask and answer questions in pairs to find out their partners' birthdays.

e.g.,

S1: When's your birthday?

S2: My birthday's on the ... of January/February/March/April/May/...

Finally, divide the students into groups of six and distribute a survey form to each group. Ask them to fill in the form.

e.g.,

Month	Number of birthdays (one ☺ represents one student's birthday)
January	☺ ☺
February	

March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Activity 2

Have the students send their birthday invitations to their classmates and invite them to the birthday party.

e.g.,

S1: Hello.

S2: Hello. Can you come to my birthday party?

S1: Sure. When's your birthday?

S2: My birthday is on ...

S1: What time does the party begin?

S2: It begins at ... Here's an invitation.

S1: Thank you.

S2: It's a ... party. Can you bring or wear ... to the party?

...

Activity 3

Show the phonetic symbol cards for the sounds /i:/ and /ɪ/. Have the students read the words in 'Learn the sounds' on page 6 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: e, /i:/, she, me; e_e, /i:/, these, Chinese;
ee, /i:/, bee, sweet; ea, /i:/, sea, read.

Ss: e, /i:/, she, me; e_e, /i:/, these, Chinese;
ee, /i:/, bee, sweet; ea, /i:/, sea, read.

T: i, /ɪ/, it, this, drill, fish.

Ss: i, /ɪ/, it, this, drill, fish.

Ask the students to think of more words with

the sounds /i:/ and /ɪ/.

Activity 4

Ask the students to do 'Listen and circle' on page 6 of the *Student's Book*. Then check the answers with them.

Post-task activities

Activity I

Divide the students into groups of six. Have the students ask and answer questions about their classmates' birthdays, and then record the dates of birth in a report. Then invite several groups to present their reports in front of the class.

A report

1 ____'s birthday is on the ____ of ____.

2 ____'s birthday is on the ____ of ____.

3 ____'s birthday is on the ____ of ____.

4 ____'s birthday is _____. _____

5 _____

6 _____

e.g.,

S1: In our group, ...'s birthday is on the ...

Activity 2

Have the students do Task 'A birthday party' on page 7 of the *Workbook*. First, have them think about their family members' birthdays and complete the table in Part A. Then have them ask questions to find out what one of their family members likes and plan a birthday party for him/her. Finally, have the students think about the party and complete the passage in Part C by describing what the party is like.

Note:

In Western countries, parties often have a theme. The theme can be anything you like. It could be about your favourite animal or favourite colour. Then people dress up in special clothes (and do things) for the theme. For example, people often have a 'theme' party for Halloween. They dress up like monsters and ghosts and scare each other.

Module 1 Getting to know you

Unit 2 My way to school

Tasks in this unit:

- Use nouns to identify different vehicles and traffic facilities
- Use wh-questions to find out means of transport
- Use prepositions to indicate means of transport
- Use formulaic expressions to give positive responses
- Use modelled sentences to describe the journey to school or other places

Language focus:

- Using the key words in context
e.g., *taxi, underground, zebra crossing, traffic lights, pavement*
- Using wh-questions to find out means of transport
e.g., *How do you come to school?*
- Using prepositions to indicate means of transport
e.g., *I come to school by bus.*
- Using wh-questions to find out time
e.g., *When do you leave home?*
- Using formulaic expressions to give positive responses
e.g., *That's correct.*
- Identifying the pronunciation of the sounds /e/ and /æ/ in words
e.g., *pet, any, bread, back, apple*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *taxi, underground, zebra crossing, traffic lights, pavement*
- Understanding modelled sentences indicating means of transport
e.g., *I come to school by bus.*
- Understanding wh-questions asking for means of transport
e.g., *How do you come to school?*
- Understanding wh-questions asking for time
e.g., *When do you leave home?*
- Understanding formulaic expressions giving positive responses
e.g., *That's correct.*
- Identifying the pronunciation of the sounds /e/ and /æ/ in words
e.g., *pet, any, bread, back, apple*

Speaking

- Pronouncing the key words correctly
e.g., *taxi, underground, zebra crossing, traffic lights, pavement*
- Using modelled sentences to indicate means of transport

e.g., *I come to school by bus.*

- Using wh-questions to find out means of transport
e.g., *How do you come to school?*
- Using wh-questions to find out time
e.g., *When do you leave home?*
- Using formulaic expressions to give positive responses
e.g., *That's correct.*
- Pronouncing the sounds /e/ and /æ/ correctly in words
e.g., *pet, any, bread, back, apple*

Reading

- Understanding dialogues talking about the means of transport and rules about crossing the road
- Understanding the main idea of a passage about Mr Black's journey to work
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *taxi, underground, zebra crossing, traffic lights, pavement*
- Writing the key sentences correctly
e.g., *How do you come to school?*
I come to school by ...
When do you leave home?
- Writing several sentences to introduce someone's journey to school

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	I come to school on foot.	taxi on foot underground		SB: p. 7
2	How do you come to school? I come to school by ...	live leave arrive (at)		SB: pp. 7 and 8 WB: p. 11 Part G
3	That's correct.	zebra crossing traffic lights pavement cross		SB: pp. 7 and 9
4				SB: p. 10 WB: p. 12 Part H
5			/e/, /æ/	SB: pp. 7 and 11 WB: p. 13 Task

Period I

Language focus:

- Using the key words in context
e.g., *taxi, underground*
- Using prepositions to indicate means of transport
e.g., *I come to school by underground.*

Materials:

Student's Book 5A, p. 7

Cassette 5A

Flashcards 5A (*taxi, underground*)

Wall picture 5A

A picture of a street

A survey form

Blank cards

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 7 of the *Student's Book* and repeat after it.

Activity 2

Show the picture of a street to the students. Ask the students to say what they can see in the street to elicit the words of vehicles they have learnt before. Write the words on the blackboard and ask the students to read and spell the words together.

e.g.,

T: *What can you see in the street?*

S1: *I can see some cars and buses.*

...

While-task procedures

Activity 1

Show the flashcards for the new words *underground* and *taxis* in 'Look and learn' on page 7 of the *Student's Book*. Ask the students to read and spell them after you.

e.g.,

T: (*show the flashcard for underground*)

*Underground. U-N-D-E-R-G-R-O-U-N-D,
underground.*

Ss: *Underground. U-N-D-E-R-G-R-O-U-N-D,
underground.*

Activity 2

Show the picture for 'Listen and enjoy' on page 7 of the *Student's Book*. Point to Ben in the picture to introduce the new pattern *I go to school*

e.g.,

T: *Ben is a middle school student. He always rides to school. He goes to school by bicycle.*

Write the sentence *I go to school by underground.* on the blackboard. Have the students repeat it after you. Then ask a student who walks to school every day to answer your question to introduce the prepositional phrase *on foot*.

e.g.,

T: *Kitty always walks to school. She goes to school on foot. Do you walk to school?*

S1: *Yes, I do. I come to school on foot too.*

Activity 3

Write the key pattern *I come to school ...* on the blackboard. Show the flashcards for different vehicles such as *car, bicycle* and *bus*. Have the students identify them. Then ask the students to pick the cards and say how they come to school.

e.g.,

T: (*pick the card for bicycle*) *I come to school by bicycle. How about you?*

S1: (*pick the card for underground*) *I come to school by underground.*

S2: (*pick the card for bus*) *I come to school by bus.*

...

Activity 4

Put the wall picture on the blackboard. Ask the students some questions about the picture.

e.g.,

T: (*point to Jill*) *Does Jill go to school by bus?*

Ss: *No. She goes to school by underground.*

Then have the students talk about how they come to school every day in pairs.

e.g.,

S1: *I come to school by bus. How about you?*

S2: *I come to school on foot.*

Post-task activities

Activity 1

Distribute some blank cards to the students. Ask them to write a name, a place and a vehicle on each card. Then have the students play a game in groups of four. The students should take turns to pick a card and make a sentence with the words on the card.

e.g.,

Card 1:	Tom school underground
Card 2:	Eddie cinema taxi

S1: (pick card 1) Tom goes to school by underground.

S2: (pick card 2) Eddie goes to the cinema by taxi.

Activity 2

Divide the students into groups of four. Have the students say how they travel to school. Ask one student of each group to fill in the form below and give a report.

e.g.,

✓	S1's name	S2's name	S3's name	S4's name
underground				
bus				
on foot				

S1: I come to school by bus.

S2: I come to school by underground.

S3: I come to school on foot.

...

S1: In our group, (S2's name) comes to school by ...
 (S3's name) comes to school by ...

Period 2

Language focus:

- Using wh-questions to find out means of transport
e.g., *How do you come to school?*
- Using prepositions to indicate means of transport
e.g., *I come to school by bus.*

Materials:

Student's Book 5A, pp. 7 and 8

Workbook 5A, p. 11 Part G

Cassette 5A

Flashcards 5A (*taxi, underground*)

Pictures of different places and vehicles

A gap-fill passage

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 7 of the *Student's Book*. You may ask them some questions about the rhyme to help the students understand it. Then ask them to repeat the rhyme after the recording sentence by sentence.

e.g.,

T: Does Ben go to school by bus?

S1: No, he doesn't. He rides his bicycle to school every day. He goes to school by bicycle.

T: Does Kitty ride to school?

S2: No, she doesn't. She walks to school.

...

Activity 2

Put the pictures of different places and vehicles on the blackboard. Have the students look at the pictures and make a dialogue in pairs.

e.g.,

S1: I go to the park by bus. How about you?

S2: I go to the park by underground.

While-task procedures

Activity 1

Have the students listen to the recording for 'Look and say' on page 8 of the *Student's Book*.

Then ask them some questions based on the dialogue to help them understand it.

e.g.,

T: Does Alice come to school by bus?

S1: No. She comes to school on foot.

T: Does Peter come to school on foot?

S2: No. He comes to school by bus.

Activity 2

Write the key patterns *How do you come to school?* and *I come to school ...* on the blackboard. Ask the students to repeat them after you. Then practise the patterns with the students.

e.g.,

T: How do you come to school?

S1: I come to school by bus.

Give an example to compare the verbs *come* and *go*.

e.g.,

(S1's name) comes to school by bus. He goes home by bus.

Explain the difference between *come* and *go* to the students.

e.g.,

T: Look at (S1's name). He's in the classroom now.

So we can say 'He comes to school by bus.' We can't say 'He goes to school by bus.' But we can say 'He goes home by bus'. ... is a student of ... School. We can say 'He/She goes to school by bus.'

Activity 3

Ask the students to read after the recording for 'Look and say' on page 8 of the *Student's Book*. Divide the students into groups of four. Ask them to complete the following passage according to 'Look and say' to check their understanding.

e.g.,

Alice lives near school. She walks to school every day. She leaves home at a quarter to eight. Kitty comes to school on foot. She always walks to school with Alice. Peter doesn't live near school. He comes to school by bus. He leaves home at about seven thirty and arrives at school at about eight o'clock.

Activity 4

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

Post-task activities

Activity 1

Have the students do Part G 'Look and write' on page 11 of the *Workbook*. Then check the answers with them.

Activity 2

Divide the students into groups of four. Have the students ask their group members some questions about how and when they come to school. Then ask them to write a report.

e.g.,

Do you live near school?

How do you come to school?

When do you leave home?

When do you arrive at school?

Period 3

Language focus:

- Using the key words in context
e.g., zebra crossing, traffic lights, pavement
- Using the simple present tense to describe habitual actions
e.g., We wait on the pavement for the green light.
- Using wh-questions to find out specific information
e.g., Where do you cross the road?
How do you cross the road?

Materials:

Student's Book 5A, pp. 7 and 9

Cassette 5A

Flashcards 5A (zebra crossing, traffic lights, pavement)

A picture of a street

A poster with blanks

A gap-fill passage

Pre-task preparations

Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 7 of the *Student's Book*.

Encourage them to make a new rhyme by using the names of their classmates. Then ask the students some questions to help them review the patterns they have learnt.

e.g.,

T: How do you come to school every day?

S1: I come to school by underground.

S2: I come to school on foot.

Activity 2

Ask the students to think about what they can see in the street. Write their answers on the blackboard.

e.g.,

T: What can you see in the street?

Show the picture of a street. Give the students some time to look at the picture and answer your questions. Circle the things that the students mentioned in the picture. Then point to the zebra crossings, the pavement and traffic lights in the picture to introduce the new words.

While-task procedures

Activity 1

Show the flashcards for *zebra crossing*, *traffic lights* and *pavement* in 'Look and learn' on page 7 of the *Student's Book*. Have the students repeat and spell the new words one by one after you.

e.g.,

T: (show the flashcard for traffic lights) Traffic lights. T-R-A-F-F-I-C, traffic, L-I-G-H-T-S, lights, traffic lights.

Ss: Traffic lights. T-R-A-F-F-I-C, traffic, L-I-G-H-T-S, lights, traffic lights.

Activity 2

Divide the students into groups of six. Have them look at the poster in 'Say and act' on page 9 of the *Student's Book* and discuss how to cross the road. Write the questions on the blackboard to give the students some hints.

e.g.,

Where do you cross the road?

Where do you wait for the green light?

What do you do before you cross the road?

Activity 3

Play the recording for 'Say and act' on page 9 of the *Student's Book*. Then ask the students some questions to check their understanding. Write the answers on the blackboard.

e.g.,

Where do you cross the road? (We cross the road at zebra crossings or at traffic lights.)

Where do you wait for the green light? (We wait on the pavement for the green light.)

What do you do before you cross the road? (We look left and then look right before we cross the road.)

Then practise the dialogue with the students.

Activity 4

Have the students role-play the dialogue in 'Say and act' in pairs. Walk around the classroom and give them help if necessary.

Post-task activities

Activity 1

Have the students fill in the blanks to help them understand the dialogue better and practise the new words they have learnt.

e.g.,

We cross the road at traffic lights or at zebra crossings. We wait on the pavement for the green light. We look left and then look right before we cross the road. We walk quickly.

Check the answers with the students. Then ask them to read it aloud together.

Activity 2

Divide the students into groups of six. Ask them to discuss what else they can and cannot do before and when they cross the road. Have the students make a poster. Invite several groups to stick their posters on the blackboard and introduce them to the class. You may give a copy of the following poster to each group and ask them to complete it in groups.

Crossing the road

You can cross the road at:

- traffic lights
- zebra crossings

At traffic lights:

Wait for the green light. Cross the road. Walk quickly.

At zebra crossings:

Watch the traffic. Cross the road. Walk quickly.

- Always wait on the pavement!
- Look left!
- Look right!
- Don't run!
- Don't play!

*This is the way we stop at the lights,
On our way to school.*

*This is the way we look left and right,
Look left and right,
Look left and right.*

*This is the way we look left and right,
On our way to school.*

*This is the way we cross the road,
Cross the road,
Cross the road.*

*This is the way we cross the road,
On our way to school.*

Period 4

Language focus:

- Using the simple present tense to describe habitual actions
e.g., *He stays on the bus for about fifteen minutes and gets off at Rainbow Road Bus Stop.*
- Using connectives to show the time relationship between two actions
e.g., *He gets off the train at Park Street Station and then takes Bus No. 12.*

Materials:

Student's Book 5A, p. 10

Workbook 5A, p. 12 Part H

Cassette 5A

A gap-fill passage

Pre-task preparations

Activity 1

Stick the poster in 'Say and act' on page 9 of the *Student's Book* on the blackboard. Play the music of *This is the way* and have the students sing the following song after you. Then encourage them to sing it in groups.

e.g.,

*This is the way we stop at the lights,
Stop at the lights,
Stop at the lights.*

Activity 2

Have the students answer some questions about their journeys to school.

e.g.,

T: Do you live near school?

S1: Yes, I do./No, I don't.

T: How do you come to school every day?

S2: I come to school by ... /on foot.

T: What do you see/do on your way to school?

While-task procedures

Activity 1

Have the students read the passage in 'Look and read' on page 10 of the *Student's Book*. Then point to the pictures and ask the students some questions to check their understanding.

e.g.,

(Picture 1) Is there an underground station near Mr Black's home?

How does he go to the underground station?

(Picture 2) Where does he get on the bus?

Which bus does he take?

(Picture 3) How long does he stay on the bus?

(Picture 4) How does he go to school from the bus stop?

Activity 2

Write the following sentences on the blackboard. Have the students listen to the recording for 'Look and read' on page 10 of the *Student's Book*. Ask them to do a 'True or false'

exercise. Then check the answers with them.

e.g.,

1 *Mr Black is a teacher.* (T)

2 *He lives near school.* (F)

3 *He goes to school by bicycle.* (F)

4 *He stays on the bus for about thirty minutes.* (F)

5 *He walks from the bus stop to the school.* (T)

Activity 3

Point to pictures 1 and 2 and help the students understand the phrases *underground station* and *gets off*, and the patterns *He takes the train.* and *He takes Bus No. 12.* Write them on the blackboard.

e.g.,

T: Does Mr Black walk to school?

S1: No, he doesn't.

T: Right. He goes to school by underground first. He gets on the train and gets off at Park Street Station. Then he takes Bus No. 12.

Activity 4

Have the students discuss in pairs and complete the map on page 10 of the *Student's Book*. Then check the answers with them. After that, encourage the students to introduce Mr Black's journey to work according to their completed map.

Post-task activities

Activity 1

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

e.g.,

Mr Black is a teacher. He lives far away from his school. There is an underground station near his home. So he walks there and takes the train to Park Street Station. Then he gets off the train and goes to school by bus. He stays on the bus for about fifteen minutes. Finally, he walks to school from Rainbow Road Bus Stop.

Activity 2

Have the students do Part H 'Read and choose' on page 12 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to talk and write about means of transport and routes of travelling from one place to another
- Identifying the pronunciation of the sounds /e/ and /æ/ in words
e.g., *pet, any, bread, back, apple*

Materials:

Student's Book 5A, pp. 7 and 11

Workbook 5A, p. 13 Task

Cassette 5A

Flashcards 5A (*taxis, underground, zebra crossing, traffic lights, pavement*)

Phonetic symbol cards (/e/, /æ/)

Wall picture 5A

A map of your city

Pre-task preparations

Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 7 of the *Student's Book*. Put the wall picture on the blackboard and encourage the students to make a new rhyme according to the picture.

e.g.,

Tom always goes to school by underground.

Tom never rides.

He does not have a bicycle.

So he never rides.

...

Activity 2

Show the map of your city. Have the students work in pairs and talk about where they want to visit in the city and how they would go to those places.

e.g.,

S1: Where do you want to go?

S2: I want to go to City Zoo.

S1: How do you go there?

S2: I go there by underground.

While-task procedures

Activity 1

Have the students do the survey on page 11 of the *Student's Book*. First, ask the students to ask and answer questions in pairs. Then invite several pairs to give a report in front of the class.

e.g.,

S1: *How do you come to school?*

S2: *I come to school by bus.*

S1: *When do you leave home?*

S2: *I leave home at seven twenty.*

...

S1: (*S2's name*) comes to school by bus. He/She leaves home at seven twenty. He/she arrives at school at about ...

Activity 2

Ask the students to draw the routes they take to come to school. Then ask them to make a dialogue about their routes in pairs.

e.g.,

S1: *Where do you live?*

S2: *I live near/at/on ...*

S1: *How do you come to school?*

S2: *I come to school by bus. I walk to the bus stop near my home and take Bus No. 19. I stay on the bus for about thirty minutes and get off at ... Bus Stop. Then I walk from the bus stop to our school.*

Finally, invite several students to introduce their journeys to school in front of the class.

Give them the patterns as follows:

I live ... school. I come to school ... First, I walk to ... I take the train/school bus/bus to ... I get off at ... Then I get on ... I get off ... at ... Finally,

e.g.,

I live far away from school. I come to school by bus. First, I walk to the bus stop near my home and take Bus No. 19. I stay on the bus for about thirty minutes and get off at ... Bus Stop. Finally, I walk from the bus stop to school.

Activity 3

Show the phonetic symbol cards for the sounds /e/ and /æ/. Have the students read the words in 'Learn the sounds' on page 11 of the *Student's*

Book after you until they can pronounce the sounds correctly.

e.g.,

T: *e, /e/, bed, pet; a, /æ/, any, many; ea, /e/, head, bread.*

Ss: *e, /e/, bed, pet; a, /æ/, any, many; ea, /e/, head, bread.*

T: *a, /æ/, dad, back, apple, black.*

Ss: *a, /æ/, dad, back, apple, black.*

Ask the students to think of more words with the sounds /e/ and /æ/.

Activity 4

Play the recording for 'Learn the sounds' on page 11 of the *Student's Book*. Ask the students to do 'Listen and circle'. Then check the answers with them. You may give the students more exercises to practise the sounds they have learnt.

e.g.,

A Listen and circle

1 *bed bad did (bad)*

2 *bean bin Ben (bin)*

3 *meat met mat (meat)*

4 *big bag beg (beg)*

B Listen and judge

1 *read (F) 2 big (F) 3 happy (T) 4 mat (F)*

(1 red 2 bag 3 happy 4 meet)

Post-task activities

Activity 1

Divide the students into groups of six. Have the students design a route map from their school to some places they want to go. Explain the following steps to the students:

1 Choose one place they want to go.

2 Design the route map.

3 Discuss and write about how to go there.

Then invite several group leaders to show and introduce their route maps in front of the class.

Activity 2

Have the students do Task 'Looking round Shanghai' on page 13 of the *Workbook*. First, ask them to tick the places they want to visit with their friends on the coming Sunday. Then have

them ask and answer questions in pairs to find out each other's plan for the trip. Finally, ask them to complete the passage in Part C by introducing their partner's plan.

Note:

In the UK, people drive on the left. In the UK, we should look right first, and then look left before we cross the road. It is the same in Hong Kong, China.

Module 1 Getting to know you

Unit 3 My future

Tasks in this unit:

- Use nouns to identify people's jobs
- Use wh-questions to find out the job a person wants to do
- Use modelled sentences to identify the job that a person wants to do

Language focus:

- Using the key words in context
e.g., *worker, pilot, farmer, cook, shop assistant*
- Using modelled sentences to identify the job a person wants to do
e.g., *I want to be a doctor.*
- Using wh-questions to find out the job a person wants to do
e.g., *What do you want to be?*
- Identifying the pronunciation of the sounds /p/, /b/, /t/, /d/, /k/ and /g/ in words
e.g., *pick, book, tape, date, kite, picnic, duck, game*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *worker, pilot, farmer, cook, shop assistant*
- Understanding modelled sentences identifying the job a person wants to do
e.g., *I want to be a doctor.*
- Understanding wh-questions asking about the job a person wants to do
e.g., *What do you want to be?*
- Identifying the pronunciation of the sounds /p/, /b/, /t/, /d/, /k/ and /g/ in words
e.g., *pick, book, tape, date, kite, picnic, duck, game*

Speaking

- Pronouncing the key words correctly
e.g., *worker, pilot, farmer, cook, shop assistant*
- Using modelled sentences to identify the job a person wants to do
e.g., *I want to be a doctor.*
- Using wh-questions to find out the job a person wants to do
e.g., *What do you want to be?*
- Pronouncing the sounds /p/, /b/, /t/, /d/, /k/ and /g/ correctly in words
e.g., *pick, book, tape, date, kite, picnic, duck, game*

Reading

- Understanding dialogues about people's dream jobs
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *worker, pilot, farmer, cook, shop assistant*
- Writing the key sentences correctly
e.g., *What do you want to be? I want to be a doctor.*
- Writing several sentences to introduce people's dream jobs

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		worker pilot farmer cook shop assistant		SB: p. 13 WB: p.16 Part E
2	What do you want to be? I want to be a/an ...	fly help sick moon		SB: p. 12 WB: p. 14 Part A
3				SB: p. 14 WB: p. 17 Part G
4				SB: p. 15 WB: p. 18 Part H
5			/p/, /b/, /t/, /d/, /k/, /g/	SB: p. 16 WB: p. 19 Task

Period 1

Language focus:

Using the key words in context

e.g., *worker, pilot, farmer, cook, shop assistant*

Materials:

Student's Book 5A, p. 13

Workbook 5A, p. 16 Part E

Cassette 5A

Flashcards 5A (*worker, pilot, farmer, cook, shop assistant*)

Wall picture 5A

Pictures of job items and places

Picture of people doing different jobs

Pre-task preparations

Activity 1

Play the recording for the rhyme in 'Listen and enjoy' on page 22 of *Student's Book 4A*. Have the

students read it together. Then ask them some questions.

e.g.,

T: *Who do you hear about in the rhyme?*

S1: *I hear about firefighters.*

T: *What do firefighters do?*

S2: *They put out fires.*

T: *What do you think of firefighters?*

S3: *They're very brave.*

Activity 2

Make a list of jobs on the blackboard by having the students give the words. Then put the wall picture on the blackboard and have the students answer your questions according to the picture.

e.g.,

T: (*point to the picture of a teacher*) *What does she do?*

S1: *She's a teacher.*

...

While-task procedures

Activity 1

Show the flashcards for *worker*, *pilot*, *farmer*, *cook* and *shop assistant* in 'Look and learn' on page 13 of the *Student's Book*. Have the students repeat and spell the new words after you.

T: (*show the flashcard for farmer*) *Farmer. F-A-R-M-E-R, farmer.*

Ss: *Farmer. F-A-R-M-E-R, farmer.*

Activity 2

Put the wall picture on the blackboard. Ask the students to look at the pictures of people doing different jobs and identify their jobs.

e.g.,

T: (*point to the picture of a farmer*) *What does he do?*

S1: *He's a farmer.*

T: (*point to the picture of a shop assistant*) *What does she do?*

S1: *She's a shop assistant.*

You may show pictures of the objects people often use at work or the clothes/uniforms they often wear at work and have the students guess

the jobs.

Activity 3

Show the pictures of people doing different jobs and ask the students more questions to help them know the jobs well.

e.g.,

T: (*show the picture of a farmer*) *Look at this man.*

He has some cows, sheep and some fields of vegetables. He's a farmer. What does a farmer do? A farmer works on a farm and grows vegetables.

Activity 4

Have the students do 'Think and write' on page 13 of the *Student's Book*. Then check the answers with them. Ask the students some questions to check their understanding of different jobs.

e.g.,

T: *He flies an aeroplane. What's his job?*

S1: *He's a pilot.*

T: *What's his name?*

S2: *His name's John.*

T: *What does a pilot do?*

S3: *A pilot flies an aeroplane.*

Then ask the students to repeat this procedure in pairs.

Post-task activities

Activity 1

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

Activity 2

Divide the students into groups of three. Have them play a guessing game in groups. Ask one student to describe the thing a person does at work and have the other two students guess the job to review the new words.

e.g.,

S1: *She works in a shop. She sells things to people.*

What's her job?

S2: *She's a shop assistant.*

Period 2

Language focus:

- Using modelled sentences to identify the job that a person wants to do
e.g., *I want to be a pilot.*
- Using wh-questions to find out the job a person wants to do
e.g., *What do you want to be?*

Materials:

Student's Book 5A, p. 12

Workbook 5A, p. 14 Part A

Cassette 5A

Flashcards 5A (*worker, pilot, farmer, cook, shop assistant*)

Wall picture 5A

A survey form

Pre-task preparations

Activity 1

Show the flashcards for *worker, pilot, farmer, cook* and *shop assistant* and ask the students to respond as quickly as possible. Then take one card away and have the students say which word is missing.

Activity 2

Put the wall picture on the blackboard. Point to the people doing different jobs in the picture and ask the students to answer your questions.
e.g.,

T: (point to the picture of a shop assistant) What's her job?

S1: She's a shop assistant.

T: What does she do in the shop?

S2: She sells things to people.

Then have the students ask and answer questions by repeating this procedure in pairs.

While-task procedures

Activity 1

Play the recording for 'Look and say' on page 12 of the *Student's Book*. Ask the students to repeat after the recording.

Activity 2

Write the key patterns *What do you want to be?* and *I want to be a/an ...* on the blackboard and ask the students to repeat them after you. Have the students write down their dream jobs on some paper. Then ask them to answer the questions and show their answers to the class.
e.g.,

T: *What do you want to be?*

S1: *I want to be a/an ...*

Activity 3

Have the students answer the questions according to the dialogue on page 12 of the *Student's Book*.

e.g.,

What does Peter want to be? (He wants to be a pilot.)

What does Kitty want to be? (She wants to be a doctor.)

What does Danny want to be? (He wants to be a cook.)

Practise the dialogue in 'Look and say' with the students. Then ask them to role-play the dialogue in groups of four.

Activity 4

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

Post-task activities

Activity 1

Put the wall picture on the blackboard. Have the students ask and answer questions about the jobs they want to do in pairs.

e.g.,

S1: *What do you want to be?*

S2: *I want to be a/an ... I want to ...*

Activity 2

Divide the students into groups of four. Have the students ask and answer questions to find out what jobs their classmates want to do. Ask them to fill in the form below. Finally, ask several group leaders to give reports in front of the class.

e.g.,

*S1: What do you want to be?**S2: I want to be a doctor. I want to help sick people.*

Name	He/She wants to be ...	He/She wants to ... (do)
S2's name	a doctor	help sick people

S1: In our group, ... wants to be a/an ... He/She wants to ...

Period 3

Language focus:

- Using wh-questions to find out a person's job
e.g., *What's your job?*
- Using wh-questions to find out the job a person wants to do
e.g., *What do you want to be in the future?*
- Using modelled sentences to identify the job that a person wants to do
e.g., *I want to be a teacher.*

Materials:

*Student's Book 5A, p. 14**Workbook 5A, p. 17 Part G**Cassette 5A**A calendar for this year**A calendar for ten years' time**A survey form*

Pre-task preparations

Activity 1

Write down some jobs on the blackboard and then survey the students on their dream jobs.

Count the number of the students for each job and report the result of the survey as follows:

In our class, _____ students want to be teachers.

_____ students want to be ...

Activity 2

Show the calendar for this year and the calendar for ten years' time to introduce the word *future*. Have the students make sentences with the phrase *in the future*.

e.g.,

*T: Kitty is a student. She wants to be a doctor in the future. What do you want to be in the future?**S1: I want to be a pilot in the future.*

While-task procedures

Activity 1

Play the recording for 'Say and act' on page 14 of the *Student's Book*. Write the key sentences and new words on the blackboard while the students listen to the recording.

e.g.,

*What's your job?**What's your dream job?**traveller, travel around the world*

Make sure the students understand the meaning of the new words, phrases and the sentences and ask them to repeat them after you. Then have them read the dialogues sentence by sentence.

Activity 2

Have the students listen to the recording for 'Say and act' on page 14 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

*What are they doing? (They are doing a survey.)**What does the girl want to be in the future? (She wants to be a teacher.)**What is the young man's job and what's his dream job? (He is a shop assistant. He wants to be a writer.)*

Activity 3

Divide the students into groups of six. Have the students role-play the dialogues. Then invite several groups to perform them in front of the class.

Activity 4

Have the students make a new dialogue in pairs

following 'Say and act' on page 14 of the *Student's Book*. Encourage them to use more patterns they have learnt previously.

e.g.,

S1: What's your job? Are you a teacher?

S2: Yes, I am.

S1: What's your dream job?

S2: I want to be a traveller. I want to travel around the world.

Post-task activities

Activity 1

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

Activity 2

Have the students do a survey like the one that Peter and his classmates do in 'Say and act'. Ask them to interview some people in the street or other places and complete the survey form. You can also ask the students to interview their family members such as their parents, and then complete the form below. Then have them write a report about the people's dream jobs.

Name	Job	Dream job	Why? (... wants to ...)

e.g.,

What's your job now?

What's your dream job? (What do you want to be in the future?)

What do you want to do?

S1: My father is a doctor, but he wants to be a traveller. He wants to travel around the world.

My mother is a nurse. She likes her job. But she also wants to be a teacher. She wants to give lessons to students.

Period 4

Language focus:

Using modelled sentences to identify the job that a person wants to do

e.g., *Froggy wants to be a pilot.*

Materials:

Student's Book 5A, p. 15

Workbook 5A, p. 18 Part H

Cassette 5A

Wall picture 5A

Pictures of lifeguards

A gap-fill passage

Pre-task preparations

Activity 1

Put the wall picture on the blackboard. Have the students say a chant with the words for jobs.

e.g.,

What do you, what do you, what do you want to be?

I want to, I want to, I want to be a pilot.

What do you, what do you, what do you want to be?

I want to, I want to, I want to be a doctor.

...

Activity 2

Show some pictures of lifeguards to introduce the word *lifeguard*.

e.g.,

T: Look at these people. Where can you see them?

S1: We can see them at the swimming pool.

S2: We can see them on the beach.

T: What do they do? They are lifeguards. They work at the swimming pool or on the beach.

They save people's lives.

Have the students read the word *lifeguard* after you.

While-task procedures

Activity 1

Have the students look at the pictures in 'Read a story' on page 15 of the *Student's Book*.

Introduce Froggy to the students. Then ask them some questions to help them understand the main idea of the story.

e.g.,

T: (point to Froggy) What's his name?

S1: His name is Froggy.

T: Yes. Froggy is a frog. What can frogs do?

S2: They can swim very well.

S3: They can jump.

Activity 2

Have the students read the story 'Froggy's new job' on page 15 of the *Student's Book* and do the 'True or false' exercise on the same page. Then check the answers with them. Ask the students to correct the false statements. Write the sentences *He is afraid of flying.* and *He is not good at singing.* on the blackboard. Help the students understand the meaning of the new words and phrases *singer, star, save, cry, be afraid of ...* and *be good at*

Activity 3

Have the students answer some questions about the story to help them understand it.

e.g.,

(Picture 1) What does Froggy want to be?
Does he like flying?

(Picture 2) What does Froggy want to be?
Can he sing well?

(Picture 3) What does Froggy hear?
What does he do?

(Picture 4) What does Froggy want to be now?
Does he like his new job?

Activity 4

Ask the students to finish the following summary of the story on page 15 of the *Student's Book*.

e.g.,

Froggy wants to be a pilot. He wants to fly an aeroplane. But he is afraid of flying. He wants to be a singer. But he cannot sing well. One day, he sees a chick in the lake. The chick is crying for help.

Froggy jumps into the lake with a lifeguard and saves the chick. He then becomes a lifeguard and he likes his new job.

Post-task activities

Activity 1

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

Activity 2

Divide the students into groups of six. Ask them to discuss their future jobs. Give the students some questions to think about.

e.g.,

What's your name?

How old are you?

What can you do?

What do you like doing?

What do you want to be in the future?

Why?

Then ask the students to complete the passage.

My name is _____ . I am _____ years old. I can _____ . I like _____ . I want to be a/an _____ in the future. I want to _____ .

Period 5

Language focus:

- Using the key words and sentences to talk and write about people's dream jobs
- Identifying the pronunciation of the sounds /p/, /b/, /t/, /d/, /k/ and /g/ in words e.g., *pick, book, tape, date, kite, picnic, duck, game*

Materials:

Student's Book 5A, p. 16

Workbook 5A, p. 19 Task

Cassette 5A

Flashcards 5A (worker, pilot, farmer, cook, shop assistant)

Phonetic symbol cards (/p/, /b/, /t/, /d/, /k/, /g/)

Pictures of people doing different jobs

A survey form

Pre-task preparations

Activity 1

Have the students say a chant with the words

and patterns in this unit. Hand out the flashcards for jobs to the students. Ask them to show the cards for the relevant jobs while they are saying.

e.g.,

What do you, what do you, what do you want to be?

I want to, I want to, I want to be a/an ...

What do you, what do you, what do you want to be?

I want to, I want to, I want to be a/an ...

Activity 2

Have the students collect pictures of people doing different jobs before class and share them with their classmates in pairs. Invite several students to give a brief introduction of the people. Encourage the other students to ask questions.

e.g.,

S1: This is Mr Han. He's a firefighter. He works at a fire station.

Ss: What does he usually do?

S1: He puts out fires. He is brave.

Ss: Does he like his job?

S1: Yes, he does. He likes to help people. I want to be a firefighter too. I want to help people too.

While-task procedures

Activity 1

Have the students look at 'Do a survey' on page 16 of the *Student's Book*. Ask them to do a survey in groups of four. Then invite some students to give a report to the class.

e.g.,

S1: What do you want to be?

S2: I want to be a pilot. I want to fly an aeroplane.

S3: I want to be a/an ...

...

S1: (S2's name) wants to be a pilot. He wants to fly an aeroplane. (S3's name) wants to be a/an ...

Activity 2

Have the students think about their dream jobs and their friends' dream jobs. Ask them to complete the following form.

e.g.,

About me

Name: _____

Age: _____

Can: _____

Like: _____

Want to be: _____

Want to do: _____

About my friend

Name: _____

Age: _____

Can: _____

Likes: _____

Wants to be: _____

Wants to do: _____

Invite some students to come to the front and say something about their dream jobs and their friend's dream jobs as follows:

My name is ... I am ... years old.

I can ... I like ...

I want to be a/an ... I want to ...

This is my friend.

His/Her name is ... He/She is ... years old.

He/She can ... He/She likes ...

He/She wants to be a/an ...

He/She wants to ...

Activity 3

Show the phonetic symbol cards for the sounds /p/ and /b/. Have the students read the words in 'Learn the sounds' on page 16 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: p, /p/, pick, map.

Ss: p, /p/, pick, map.

T: b, /b/, book, job.

Ss: b, /b/, book, job.

Ask the students to think of more words with the sounds /p/ and /b/.

Show the phonetic symbol cards for the sounds /t/ and /d/. Have the students read the words after you.

e.g.,

T: t, /t/, tape, fruit.

Ss: t, /t/, tape, fruit.

T: d, /d/, date, bad.

Ss: d, /d/, date, bad.

Ask the students to think of more words with the sounds /t/ and /d/.

Show the phonetic symbol cards for the sounds /k/ and /g/. Have the students read the words after you.

e.g.,

T: k, /k/, kite, work.

Ss: k, /k/, kite, work.

T: c, /k/, cook, picnic.

Ss: c, /k/, cook, picnic.

T: ck, /k/, clock, duck.

Ss: ck, /k/, clock, duck.

T: g, /g/, game, big.

Ss: g, /g/, game, big.

Ask the students to think of more words with the sounds /k/ and /g/.

Activity 4

Have the students do 'Listen and circle' on page 16 of the *Student's Book*. Then check the answers with them. After that, have them read all the words after you.

Post-task activities

Activity I

Have the students make a dialogue following

'Say and act' on page 14 of the *Student's Book*. Encourage them to use the patterns they have learnt in this unit.

e.g.,

S1: Excuse me. Can I ask you some questions?

S2: Of course.

S1: What can you do? What do you like doing?

S2: I can ... I like ...

S1: What do you want to be in the future?

S2: I want to be a/an ... (job). I want to ... (do).

Activity 2

Have the students do Task 'Our dream jobs' on page 19 of the *Workbook*. First, have them interview some students of different grades in their school to get information about their dream jobs. Ask them to use the questions given in Part A. Then ask them to complete the table in Part B according to their interview. Finally, ask them to complete the passage in Part C by describing the dream job one of their interviewees wants to do.

Module 2 Me, my family and friends

Unit 1 Grandparents

Tasks in this unit:

- Use verb phrases to talk about things people usually do
- Use modelled sentences to express the frequency of certain actions
- Use wh-questions to ask about the frequency of certain actions
- Use formulaic expressions in context

Language focus:

- Using verb phrases in context
e.g., *write an e-mail, go shopping, play chess*
- Using modelled sentences to express the frequency of certain actions
e.g., *I visit them once a week.*
- Using wh-questions to ask about the frequency of certain actions
e.g., *How often do you visit them?*
- Using formulaic expressions in context
e.g., *Who's there?
Are you all right?
I'm OK.*
- Identifying the pronunciation of the sounds /a:/ and /ʌ/ in words
e.g., *ask, sharp, club, other*

Language skills:

Listening

- Identifying the key verb phrases by listening to the pronunciation
e.g., *write an e-mail, go shopping, play chess*
- Understanding wh-questions asking about the frequency of certain actions
e.g., *How often do you visit them?*
- Understanding modelled sentences expressing the frequency of certain actions
e.g., *I visit them once a week.*
- Understanding formulaic expressions in context
e.g., *Who's there?
Are you all right?
I'm OK.*
- Identifying the pronunciation of the sounds /a:/ and /ʌ/ in words
e.g., *ask, sharp, club, other*

Speaking

- Pronouncing the key verb phrases correctly
e.g., *write an e-mail, go shopping, play chess*
- Using wh-questions to ask about the frequency of certain actions
e.g., *How often do you visit them?*

- Using modelled sentences to express the frequency of certain actions
e.g., *I visit them once a week.*
- Using formulaic expressions in context
e.g., *Who's there?*
Are you all right?
I'm OK.
- Pronouncing the sounds /ɑ:/ and /ʌ/ correctly in words
e.g., *ask, sharp, club, other*

Reading

- Understanding dialogues about the frequency of certain actions
- Understanding a passage about the Double Ninth Festival
- Understanding the main idea of a story
- Reading the key verb phrases, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key verb phrases correctly
e.g., *write an e-mail, go shopping, play chess*
- Writing the key sentences correctly
e.g., *How often do you visit them?*
I visit them once a week.
- Writing several sentences to express the frequency of certain actions

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		write an e-mail go shopping play chess		SB: p. 18 WB: p. 27 Part E
2	How often ...?	once twice talk (the) Internet		SB: p. 17 WB: p. 27 Part F
3	Who's there? Are you all right? I'm OK.			SB: p. 19 WB: p. 29 Part H
4				SB: pp. 20 and 21 WB: p. 28 Part G
5			/ɑ:/, /ʌ/	SB: pp. 18 and 21 WB: p. 30 Task

Period I

Language focus:

Using verb phrases in context

e.g., *write an e-mail, go shopping, play chess*

Materials:

Student's Book 5A, p. 18

Workbook 5A, p. 27 Part E

Cassette 5A

Flashcards 5A (write an e-mail, go shopping, play chess, etc.)

Wall picture 5A

Pictures of people doing different things

A survey form

Pre-task preparations

Activity 1

Play the music for *This is the way* and show some flashcards for the verb phrases the students have learnt. Have the students sing the song according to the flashcards.

e.g.,

T: (*show the flashcards for read a book, draw a picture and write a letter*)

Ss: *This is the way I read a book, read a book, read a book. This is the way I read a book on Monday afternoons.*

This is the way I draw a picture, draw a picture, draw a picture. This is the way I draw a picture on Sunday afternoons.

This is the way I write a letter, write a letter, write a letter. This is the way I write a letter on Sunday afternoons.

Activity 2

Ask the students some questions about their daily life.

e.g.,

T: *What do you often do on Saturday mornings?*

S1: *I often ... on Saturday mornings.*

T: (*point to S1 and ask S2*) *What does he/she often do on Saturday mornings?*

S2: *He/She often ... on Saturday mornings.*

T: (*to S2*) *What do you usually do on Saturday mornings?*

S2: *I usually ...*

T: (*point to S2 and ask S3*) *What does he/she usually do on Saturday mornings?*

S3: *He/She usually ... on Saturday mornings.*

While-task procedures

Activity 1

Show the flashcards for *write an e-mail, go shopping* and *play chess* in 'Look and learn' on page 18 of the *Student's Book*. Have the students read and spell the phrases after you.

e.g.,

T: (*show the flashcard for write an e-mail*) *Write an e-mail.*

Ss: *Write an e-mail.*

T: *How do you spell 'e-mail'?*

Ss: *E-M-A-I-L, e-mail.*

Show some pictures of people doing different things such as writing letters, writing e-mails and ask the students some questions.

e.g.,

T: (*show the picture of a boy writing an e-mail*) *Is he writing a letter?*

S1: *No. He's writing an e-mail.*

Activity 2

Have the students answer wh-questions according to the flashcards.

e.g.,

T: (*show the flashcard for go shopping*) *What do you often do at weekends?*

S1: *I often go shopping with my mother at weekends.*

T: (*show the flashcard for play chess*) *What do you do in the evening?*

S2: *I sometimes play chess in the evening.*

...

Activity 3

Show four flashcards of verb phrases such as *go to the cinema, play badminton* and *play the violin*. Have the students play a guessing game.

e.g.,

Step 1:

T: (*hold the flashcards*) *Please choose one.*

S1: (*choose the flashcard for clean the house*)

Step 2:

S1: (*mime cleaning the house*) What do I often do on Sundays?

S2: Do you often ...?

S1: (*answer according to the card*) Yes, I do./No, I don't.

Activity 4

Put the wall picture on the blackboard. Ask the students some questions about the picture.

e.g.,

T: (*point to Alice in the picture*) What's Alice doing?

Ss: She's playing chess with her grandfather.

...

Then have the students say what they usually do with their grandparents.

e.g.,

T: What do you usually do with your grandparents?

S1: I usually ...

T: (*point to S1 and ask S2*) What does he/she usually do with his/her grandparents?

S2: He/She usually ...

Post-task activities**Activity I**

Have the students ask and answer questions in pairs. First, give the students the following form.

Name	What?		When?
S2's name	write e-mails to friends	✓	in the evening
	watch TV with your grandparents		
	play chess with your grandfather		
	...		
	...		

e.g.,

S1: (*write down S2's name and ask S2*) Do you often write e-mails to your friends?

S2: Yes, I often write e-mails to them.

S1: (*tick the box and ask S2*) When do you often write e-mails?

S2: I often write e-mails in the evening.

S1: (*write in the evening in the neighbouring box*) Finally, invite several students to give reports in front of the class.

e.g.,

Hello. ... often writes e-mails to ... in the evening.

He/She ...

Activity 2

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

Period 2**Language focus:**

- Using wh-questions to ask about the frequency of certain actions
e.g., *How often do you visit them?*
- Using modelled sentences to express the frequency of certain actions
e.g., *I visit them once a week/twice a year.*

Materials:

Student's Book 5A, p. 17

Workbook 5A, p. 27 Part F

Cassette 5A

Wall picture 5A

Flashcards 5A (*write an e-mail, go shopping, play chess, etc.*)

A listening activity form

Cards with adverbial phrases

Pre-task preparations**Activity I**

Show the flashcards of verb phrases, such as *write an e-mail, watch TV, play chess, clean the house* and *go shopping*. Have the students read the phrases. Then put the students into pairs. S1 asks a question and then reports S2's answer.

e.g.,

S1: Do you often play chess?

S2: Yes, I do. I often play chess with my father.

S1: (*S2's name*) often plays chess with his/her father.

Activity 2

Ask the students who live with their

grandparents some questions about what they do with their grandparents.

e.g.,

T: Do you live with your grandparents?

S1: Yes, I do.

T: What do you usually do with them?

S1: ...

While-task procedures

Activity 1

Have the students look at the picture for 'Look and say' on page 17 of the *Student's Book* and listen to the recording. Ask them some questions.

e.g.,

Does Alice/Danny/Kitty/Peter live with his/her grandparents?

If not, where do his/her grandparents live?

Explain the meaning of the new words and phrases such as (*the*) *Internet*, *once a week* and *twice a year*.

Activity 2

Put the wall picture on the blackboard. Have the students look at the picture and listen to the recording for 'Look and say' again. Ask them to fill in the form below.

Name	How often?	What?
Alice		play chess with her grandpa
Peter	twice a year	
Kitty		go to the park

After that, have the students give a report according to the form.

e.g.,

S1: Peter visits his grandparents in Beijing twice a year. He often writes e-mails to them.

Sometimes he talks to them on the Internet.

Then write the key pattern *How often ...?* on the blackboard and have the students repeat it after you. Practise the pattern with the students by asking them questions about the text.

e.g.,

T: How often does Alice visit her grandparents?

S1: She visits her grandparents once a week.

T: How often does Peter visit his grandparents in

Beijing?

S2: He visits them twice a year.

Activity 3

Have the students work in pairs. Give each pair some cards with adverbial phrases. There is one phrase of frequency on each card. Have one student ask questions and the other student answer according to the cards he/she picks. Ask the students to choose the card according to how often they visit their grandparents.

e.g.,

once a week	twice a week	once a month
four times a year	every Friday	
four times a month	twice a year	

S1: How often do you visit your grandparents?

S2: (pick the card with twice a week) I visit them twice a week. How about you?

S1: (pick the card with four times a year) I visit them four times a year.

Activity 4

Have the students do Part F 'Read and write' on page 27 of the *Workbook*. Then check the answers with them. Invite some students to read out the dialogues.

Post-task activities

Activity 1

Have the students ask and answer questions in pairs. Ask the students to remember their classmates' answers.

e.g.,

S1: Do you live with your grandparents?

S2: Yes./ No.

S1: What do you do with them?/How often do you visit your grandparents?

S2: I ...

After that, invite several students to give a report.

e.g.,

... lives with his/her grandparents. He/She ... with them.

(... doesn't live with his/her grandparents. He/She visits them ... He/She ... with them.)

Activity 2

Have the students write a short passage to introduce what they do with their grandparents. Give the students some hints if necessary. Then invite several students to read out their passages to the class.

e.g.,

S1: I don't live with my grandparents. They live ... I visit them ... I often ... with them.

Period 3

Language focus:

Using formulaic expressions in context

e.g., *Who's there?*

Are you all right?

I'm OK.

Materials:

Student's Book 5A, p. 19

Workbook 5A, p. 29 Part H

Cassette 5A

Character pictures from story

Character name cards from story

Copies of pictures from 'Say and act'

Slips of paper with sentences

Pre-task preparations

Activity 1

Have the students say the following chant. Ask the students to clap their hands to the music.

e.g.,

How often, how often, how often do you visit your grandma?

Once a week, once a week, I visit her once a week.

How often, how often, how often do you visit your grandpa?

Twice a month, twice a month, I visit him twice a month.

How often, how often, how often do you visit your uncle?

Twice a year, twice a year, I visit him twice a year.

Activity 2

Show the students the pictures of Grandma, Little Red Riding Hood, the wolf and the hunter

on page 19 of the *Student's Book*. Then show them the name cards. Stick the character pictures on the blackboard. Have the students match the names to the pictures. Then ask the students: *In which story do you see these characters?* After that, write the title of the story 'Little Red Riding Hood' on the blackboard.

While-task procedures

Activity 1

Give each student a piece of paper with the pictures from 'Say and act' on page 19 of the *Student's Book*. The pictures are not in the right order. Have the students put the pictures in the correct order. After that, check the order with them. Then encourage the students to say one sentence about each picture.

Activity 2

Have the students read the first part of the story themselves. Ask them the following questions and encourage them to answer.

e.g.,

Where is Little Red Riding Hood going?

Who runs to Grandma's house first?

Activity 3

Give the students some slips of paper with sentences from the story.

Who's there?

Oh, I want to eat you!

Your grandchild, Little Red Riding Hood.

Grandma, you sound very strange.

Grandma, what strong arms you have!

Oh, I have a cold, my dear.

Oh, I want to hug you, my dear.

Grandma, what sharp teeth you have!

Help!

Have the students read the sentences in pairs and put the sentences in the correct order.

Then have the students read the second part of the story and check their answers.

Activity 4

Have the students listen to the recording and repeat the whole story after it. Explain the meaning of the new words and phrases. Then divide the students into five groups and have them role-play the story.

Post-task activities

Activity 1

Invite several groups to role-play the story in front of the class.

Activity 2

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

Period 4

Language focus:

- Using the simple present tense to express simple truths
e.g., *It usually comes in October.*
- Using adverbs to indicate the frequency of certain actions
e.g., *On this day, people usually go on an outing or climb mountains.*

Materials:

Student's Book 5A, pp. 20 and 21

Workbook 5A, p. 28 Part G

Cassette 5A

Pictures of the Double Ninth Festival activities

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 21 of the *Student's Book*.

Talk about the rhyme with the students.

e.g.,

T: What is this rhyme about?

Then have the students listen to the recording and repeat after it.

Activity 2

Talk about Chinese festivals with the students to elicit *the Double Ninth Festival*.

e.g.,

T: What's your favourite festival?

How many traditional Chinese festivals do you know?

What do you know about the Double Ninth Festival?

While-task procedures

Activity 1

Have the students read the text in 'Look and read' on page 20 of the *Student's Book*. Ask them to answer the questions on the same page.

e.g.,

When is the Double Ninth Festival?

What do people usually do at this festival?

Ask several students to answer the questions.

Activity 2

Have the students read the text in 'Look and read' on page 20 of the *Student's Book*. After that, have the students match the verbs to the nouns to make phrases.

e.g.,

eat	flower shows
see	Double Ninth cakes
climb	old people
visit	mountains

Activity 3

Play the recording for 'Look and read' on page 20 of the *Student's Book* and have the students repeat after it. Then have the students judge whether the following statements are true or false. After that, check the answers with them. If a statement is false, ask the students to say the correct one.

e.g.,

1 *The Double Ninth Festival is also a Japanese festival. (F)*

2 *The Double Ninth Festival is a festival for old people. (T)*

3 *People usually climb mountains with their grandparents at the festival. (F)*

4 *People usually eat sweet cakes at the festival. (T)*

Activity 4

Show some pictures of flower shows, Double

Ninth cakes, people climbing mountains, etc.

Ask the students to talk about the Double Ninth Festival according to these pictures.

e.g.,

T: (show the pictures) Here are some pictures of the Double Ninth Festival. Can you say something about this traditional Chinese festival?

After that, invite several students to introduce the festival to the class.

Post-task activities

Activity 1

Have the students work in pairs. Ask them to talk about what they do for/with their grandparents or other old people at the Double Ninth Festival.

e.g.,

S1: What do you do for/with your grandparents/old people at the Double Ninth Festival?

S2: I usually ... for/with them. How about you?

S1: I usually ... for/with them.

Activity 2

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

Period 5

Language focus:

- Using the key phrases and sentences to talk and write about the frequency of certain actions
- Identifying the pronunciation of the sounds /ə:/ and /ʌ/ in words
e.g., *ask, sharp, club, other*

Materials:

Student's Book 5A, pp. 18 and 21

Workbook 5A, p. 30 Task

Cassette 5A

Photos of students' grandparents

A table

A survey form

Phonetic symbol cards (/ə:/, /ʌ/)

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 21 of the *Student's Book*. Ask them to say the rhyme in groups.

Activity 2

Ask the students to talk about their grandparents with the help of the photos they have brought to class. Encourage other students to ask questions.

e.g.,

S1: Look, this is my grandpa and this is my grandma. They don't live with me. They live far away from my home.

S2: How often do you visit them? What do you do with them?

S1: I visit them once a month. I usually go to the park with them.

While-task procedures

Activity 1

Have the students do 'Think and write' on page 18 of the *Student's Book*. After that, invite some students to read their completed sentences to the class. Then ask the students to ask and answer questions in pairs.

e.g.,

S1: Do you live with your grandparents?

S2: No.

S1: How often do you visit them?

S2: I visit them twice a month.

...

Activity 2

Do a survey in class. Draw the following table on the blackboard. Ask the students how often they do these things.

Things I do with my family			
go to the supermarket	play football	go to the cinema	go to the park
have breakfast	watch television	go shopping	have a walk
wash the dishes	play chess		

Then ask the students to complete the following form and make a dialogue in pairs.
e.g.,

Things I do	With whom?	How often?
go to the supermarket	mother	once a week

S1: *How often do you go to the supermarket?*

S2: *I go to the supermarket with my mother once a week.*

Activity 3

Show the phonetic symbol cards for the sounds /ɑ:/ and /ʌ/. Ask the students to read the words in 'Learn the sounds' on page 21 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: *a, /ɑ:/, class, past, ask, bath; ar, /ɑ:/, arm, park, sharp, large.*

Ss: *a, /ɑ:/, class, past, ask, bath; ar, /ɑ:/, arm, park, sharp, large.*

T: *u, /ʌ/, us, club, duck, puzzle; o, /ʌ/, other, son, love, colour.*

Ss: *u, /ʌ/, us, club, duck, puzzle; o, /ʌ/, other, son, love, colour.*

Ask the students to think of more words with the sounds /ɑ:/ and /ʌ/.

Activity 4

Play the recording for 'Learn the sounds' on page 21 of the *Student's Book*. Ask the students

to do 'Listen and circle'. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups of four. Ask the students to ask their classmates about what their grandparents like doing and how often they do those things.

e.g.,

S1: *What do your grandparents like doing?*

S2: *My grandpa likes playing chess. My grandma likes going shopping.*

S1: *How often does your grandpa play chess?*

S2: *He plays chess three times a week.*

Then ask the students to write a passage about their grandparents.

e.g.,

My grandparents live ______. My grandpa likes _____ and my grandma likes _____. My grandpa often _____. My grandma _____.

Activity 2

Have the students do Task 'Our grandparents' on page 30 of the *Workbook*. First, ask them to stick a photo of their grandparents in the box in Part A and talk about their grandparents in pairs. Then have them ask and answer the questions given in Part B in pairs. After that, ask them to complete the passage in Part C according to the information they get from their partners.

Module 2 Me, my family and friends

Unit 2 Friends

Tasks in this unit:

- Use the pronouns in context
- Use adjectives to describe objects
- Use formulaic expressions to congratulate others and give responses
- Use modelled sentences to express the similarities between friends

Language focus:

- Using the key words in context
e.g., *same, different, both, all*
- Using modelled sentences to describe the similarities between friends
e.g., *Alice and I both go to Rainbow Primary School.*
- Use formulaic expressions to congratulate others
e.g., *Congratulations!*
- Identifying the pronunciation of the sounds /u:/ and /ʊ/ in words
e.g., *rule, room, sugar, book*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *same, different, both, all*
- Understanding modelled sentences describing the similarities between friends
e.g., *Alice and I both go to Rainbow Primary School.*
- Understanding formulaic expressions congratulating others
e.g., *Congratulations!*
- Identifying the pronunciation of the sounds /u:/ and /ʊ/ in words
e.g., *rule, room, sugar, book*

Speaking

- Pronouncing the key words correctly
e.g., *same, different, both, all*
- Using modelled sentences to describe the similarities between friends
e.g., *Alice and I both go to Rainbow Primary School.*
- Using formulaic expressions to congratulate others
e.g., *Congratulations!*
- Pronouncing the sounds /u:/ and /ʊ/ correctly in words
e.g., *rule, room, sugar, book*

Reading

- Understanding a passage about friends
- Understanding a dialogue about a football match
- Understanding introductions about people's general information and hobbies

- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *same, different, both, all*
- Writing the key sentences correctly
e.g., *Alice and I both like helping other people. We are in the same class.*
- Writing several sentences to introduce oneself and one's friend(s)

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		same different both all		SB: p. 23 WB: p. 31 Part B
2	... both (do) ...	class each other together		SB: pp. 22, 23 and 26 WB: p. 33 Part E
3				SB: pp. 25 and 26 WB: p. 35 Part H
4	Let's wait and see! Congratulations!			SB: p. 24 WB: p. 34 Part G
5			/u:/, /ʊ/	SB: p. 26 WB: pp. 32 Part D and 36 Task

Period 1

Language focus:

Using the key words in context
e.g., *same, different, both, all*

Materials:

Student's Book 5A, p. 23

Workbook 5A, p. 31 Part B

Cassette 5A

Flashcards 5A (*same, different, both, all*)

Some orange juice, apples, biscuits and toy cars

'Spot the difference' pictures

Pictures with descriptions

Pictures of your friends

Pictures to illustrate *same* and *different*

Pre-task preparations

Activity I

Show the pictures of some of your friends to elicit the topic 'friends' of this unit.

e.g.,

T: (*show the picture of a friend of yours*) This is ...

He/She likes playing badminton. We often play badminton together. He's/She's my best friend.

Then ask the students some questions about their friends.

e.g.,

T: Who's your best friend?

S1: (S2's name) is my best friend.

T: What do you often do with him/her?

S1: I often play chess with him/her.

Activity 2

Have the students work in pairs. Ask them to introduce their friend(s) to each other.

e.g.,

S1: I have a friend. His name is Jason. He likes playing chess. I often play chess with him.

S2: I have two friends. Their names are Elaine and Ellen. Elaine likes swimming. Ellen likes playing football.

While-task procedures

Activity 1

Show two identical objects you collect from the students to introduce the word *same*. Collect and show two different objects to introduce the word *different*.

e.g.,

T: (show two identical books) This is an English book and this is an English book too. They're the same. (show two different books) This is an English book and this is a Chinese book. They're different.

Show the flashcards for *same*, *different*, *both* and *all* in 'Look and learn' on page 23 of the *Student's Book*. Ask the students to read and spell the words after you.

e.g.,

T: (show the flashcard for same) Same. S-A-M-E, same.

Ss: Same. S-A-M-E, same.

Activity 2

Have the students play the game 'Spot the difference'. Prepare several pairs of pictures. In each pair, the two pictures may be the same or different. Show two pictures (one pair) on the blackboard at a time. Ask the students to say whether the pictures are the same or not.

e.g.,

T: (show a pair of pictures) Look at the two

pictures. Are they the same or different?

S1: They're the same.

T: Yes, you're right. They are the same.

T: (show another pair of pictures) Look at these pictures. Are they the same or different?

S2: They're different.

T: How can you tell that?

S2: In Picture 1, there are six kites. In Picture 2, there are seven kites. They're different.

T: You're right.

Activity 3

Display different things on your desk such as two glasses of orange juice, one green apple and one red apple, two biscuits and two toy cars of different colours and shapes. First, ask a student to come out and taste the two glasses of juice and answer your questions.

e.g.,

T: (point to two glasses of juice) Taste these drinks. Are they the same or different?

S1: (taste the juice) They're the same. They're both orange juice.

Ask several pairs of students to come to the front and make dialogues about the things on your table.

e.g.,

S1: (point to the apples) They are both apples. Are they the same or different?

S2: This apple is red and that apple is green. They're different.

Activity 4

Ask the students to do Part B 'Listen, choose and write' on page 31 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Have the students play a matching game in pairs. Prepare five pictures and write a description for each picture. Prepare enough sets of pictures and descriptions for all the pairs and put them in envelopes. Give each pair an envelope and ask them to match the pictures to the descriptions. Monitor the students and

make sure that the key words *same*, *different*, *both* and *all* are used in the descriptions.

e.g.,

Picture A

Description 1

Five pencils of the same length.

There are five pencils. All the pencils are long. They are the same.

Activity 2

Prepare some pictures. Set an example for the students using the key words.

e.g.,

two red cars

three small balls

eight yellow kites

two black bicycles

two English books (one thin, one thick)

five pandas (two small, three big)

ten teachers (four women, six men)

T: (pick one picture at random) *There are two books in this picture. They're both English books. One book is thick. The other book is thin. They're not the same. They're different.*

Then divide the students into groups of four. Have each group member pick one picture and say something about it. Ask the other group members to listen carefully and encourage them to ask questions.

e.g.,

S1: (pick the picture of two black bicycles) *There are two bicycles in the picture. They're both black. They're the same.*

Period 2

Language focus:

- Using modelled sentences to describe similarities
e.g., *Alice and I both go to Rainbow Primary School.*
- Using modelled sentences to give specific information
e.g., *We're in the same class.*

Materials:

Student's Book 5A, pp. 22, 23 and 26

Workbook 5A, p. 33 Part E

Cassette 5A

Word cards with vocabulary and phrases

Wall picture 5A

Pictures from 'Look and say'

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 26 of the *Student's Book*. Then ask them some questions to help them understand the rhyme.

e.g.,

What does Brett have?

What does Dee like?

Activity 2

Ask the students to show and talk about their things in pairs. Ask them to use the new words they have just learnt.

e.g.,

S1: These are my pencils. This pencil is green and this pencil is yellow. They're different.

S2: I have two rubbers. This rubber is a star and this rubber is a star too. They're both red. They're the same.

While-task procedures

Activity 1

Write the key pattern *We both/all ... (do)* on the blackboard. Have the students practise it according to the word cards you show to them.

e.g.,

T: (show the card for both and go to the park)

Ss: *We both go to the park.*

T: (show the card for all and watch TV in the evening)

Ss: *We all watch TV in the evening.*

Activity 2

Stick the pictures for 'Look and say' on page 22 of the *Student's Book* on the blackboard in a random order. Have the students listen to the recording for 'Look and say' and then number the pictures. Then check the answers with them.

Activity 3

Play the recording for 'Look and say' on page 22 of the *Student's Book*. Ask the students to repeat after the recording. After that, put the wall picture on the blackboard and have the students answer some questions.

e.g.,

Do Alice and Kitty both go to Rainbow Primary School? (Yes, they do.)

Are they in the same class? (Yes, they are.)

Do they both like sports? (Yes, they do.)

Do they both like playing badminton? (No, they don't.)

Activity 4

Have the students do the survey on page 23 of the *Student's Book*. First, ask them to ask and answer questions in pairs and tick the table. Then invite several students to report the results of their survey.

e.g.,

S1: (S2's name) has a friend. His/Her name is ...

They're in the same class. They both like sports.

They both like tigers. They both play chess very well.

Post-task activities

Activity 1

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

Activity 2

Give each student a blank sheet of paper and ask them to draw their friends and themselves. Then ask them to write several sentences to introduce their friends following 'Look and say' on page 22 of the *Student's Book*.

e.g.,

This is my friend. His/Her name is ... We both go to ... School. We are in the same/different class(es).

(He/She is in Class ... I am in Class ...) We both like ... We often ...

Finally, invite several students to introduce their friends to the class.

Period 3

Language focus:

Using modelled sentences to express one's likes
e.g., *I like skating and riding bicycles.*

Materials:

Student's Book 5A, pp. 25 and 26

Workbook 5A, p. 35 Part H

Cassette 5A

Information cards about the new students in your school

A survey form

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 26 of the *Student's Book* again. Then ask them to read after the recording. After that, ask the students to read it together.

Activity 2

Invite several students to come to the front and introduce themselves. Ask them some questions.

e.g.,

S1: Hi! I'm (S1's name).

T: How old are you? What do you like doing?

S1: I'm ten years old. I like playing football.

While-task procedures

Activity 1

Have the students look at the pictures for 'Look and read' on page 25 of the *Student's Book* and read the text. Then ask them some questions about the four characters in the pictures.

e.g.,

Where does Johnny live?

How old is Johnny?

What does Johnny like doing?

...

Activity 2

Play the recording for 'Look and read' and ask the students to repeat after it. Then divide the students into four groups and have each group read one verse.

Activity 3

Have the students do 'Write about you' on page 25 of the *Student's Book*. Ask them to complete the verse with their own information. Then invite several students to read their completed verses to the class.

Activity 4

Tell the students that there are four new students in your school. Give the students the information cards about the new students and ask them to write a verse, like the one on page 25 of the *Student's Book*, for one of them. Then invite several students to read their completed verses to the class.

Name: John Class: 2C Age: 8 Likes: swimming	Name: Mike Class: 6A Age: 12 Likes: football and tennis
Name: Lisa Class: 3B Age: 8 Likes: dancing	Name: Simon Class: 4D Age: 9 Likes: singing and reading

e.g.,

S1: *Hi! I'm John from Class 2C. I am eight years old. I like swimming. How about you?*

Post-task activities

Activity 1

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

Activity 2

Have the students walk around the classroom and make friends with each other. Give each student a form to fill in with the information they get from their new friends.

Name	Room	Age	likes ... (doing)

Then, using the text of 'Look and say' on page 22 of the *Student's Book* as an example, ask the students to say and write something about their friends. Remind the students to use the words *same*, *different*, *both* and *all* properly.

Period 4

Language focus:

- Using modelled sentences to describe the similarities between friends
e.g., *Danny and Peter are both members of the school's football club.*
- Using formulaic expressions to congratulate others
e.g., *Congratulations!*
- Using imperatives in context
e.g., *Let's wait and see!*

Materials:

Student's Book 5A, p. 24

Workbook 5A, p. 34 Part G

Cassette 5A

Flashcards 5A

Recording of the song 'Waving Flag' from the 2010 World Cup

A video clip of a football match

A table

A gap-fill passage

Pre-task preparations

Activity 1

Have the students think about what they and their friends like doing and fill in the following table by ticking the boxes in the right column.

My friend(s) and I both (all) like ...	Yes	No
playing football		
playing volleyball		
playing basketball		
watching football matches		
watching volleyball matches		
watching basketball matches		

Then ask them to give a report.

e.g.,

S1: My friend and I both like playing basketball.

We don't like playing football.

S2: My friends and I all like playing basketball. We all like watching basketball matches.

...

Activity 2

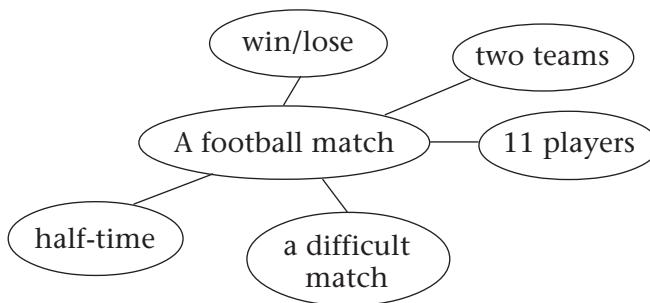
Have the students listen to the recording of the song 'Waving Flag' from the 2010 World Cup. Ask them to sing along with it if they can. Then play the video clip of a football match and introduce the phrases *score a goal* and *half-time*.

While-task procedures

Activity 1

Draw an oval on the blackboard and write *a football match* in it. Elicit the new words and phrases by finishing a mind map.

e.g.,



T: *What do you know about football? It's a team sport. How many teams are there in a football match?*

S1: *Two.*

T: *(write two teams in an oval) Yes, there are two teams. How many players are there in each team?*

S2: *Eleven players.*

T: *(write 11 players in another oval) Yes, there are eleven players in each team.*

...

After explaining the meaning of the new words and expressions, ask the students to read them after you.

Activity 2

Have the students look at the pictures for 'Say and act' on page 24 of the *Student's Book* and

listen to the recording. Ask them some questions to check their understanding.

e.g.,

1 What are the names of the two football teams? (Golden Boys and Heroes.)

2 Are Peter and Danny in the same team? (No. They are in different teams.)

3 Who gives Danny some water at the half-time? (Peter gives Danny some water at the half-time.)

4 Which team wins? (Golden Boys win.)

5 What does Peter say to Danny? (Peter says 'Congratulations').

Activity 3

Explain the meaning of the formulaic expressions *Let's wait and see!* and *Congratulations!* to the students. Then put the students into pairs and have them practise the dialogue by acting as Danny and Peter in 'Say and act'.

e.g.,

S1: (act as Danny) Golden Boys always win!

S2: (act as Peter) Heroes always win!

S1: Let's wait and see!

S2: Sure!

...

S2: Congratulations! Your team plays very well.

S1: Thanks. Your team plays well too.

Activity 4

Play the recording for 'Say and act' on page 24 of the *Student's Book*. Ask the students to read it after the recording. Then divide the class into three groups. Each group takes one part of the dialogue (Narrator, Danny, Peter). Then ask the three groups to read 'Say and act' in roles. Finally, ask the students to role-play the dialogue in groups of three. Invite several groups to role-play it in front of the class.

Post-task activities

Activity 1

Ask the students to complete the following passage according to 'Say and act' on page 24 of the *Student's Book*. After that, check the answers with them.

e.g.,

Peter and Danny are both in the school's football club. They are in different teams. Danny is in Golden Boys and Peter is in Heroes. There is a match between the two teams. It is a difficult match for both teams. At the half-time, Peter gives Danny some water. At last, Golden Boys score a goal and win. Peter says 'Congratulations' to Danny.

Activity 2

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

Period 5

Language focus:

- Using modelled sentences to describe the similarities between friends
- Identifying the pronunciation of the sounds /u:/ and /ʊ/ in words
e.g., rule, room, sugar, book

Materials:

Student's Book 5A, p. 26

Workbook 5A, pp. 32 Part D and 36 Task

Cassette 5A

Phonetic symbols cards (/u:/, /ʊ/)

Photographs of students' friends

Two passages about two friends

Flashcards with words

Pre-task preparations

Activity 1

Have the students say a chant to the music.

Show the lyrics of the chant on the blackboard and play the music.

e.g.,

Friends, friends, I have three friends.

Same, same, we are in the same school.

Different, different, we are in different classes.

Play, play, we all like playing.

Read, read, we all like reading.

Activity 2

Invite some students to introduce their friends. Ask them to show a photo of a friend and

introduce him/her to the class.

e.g.,

*S1: This is my friend. His/Her name is ... He/She likes ... He/She can ...
We both like ...*

While-task procedures

Activity I

Draw the following table on the blackboard and have the students say sentences according to

Who	likes ... (doing)
Alice, Peter	painting
Alan, Molly, Emily	playing volleyball
Elaine, Tony, Jimmy	watching TV
Fanny, Ken	riding bicycles

e.g.,

*T: Alice likes painting. Peter likes painting too.
They both like painting.*

S1: Alan likes playing volleyball. Molly and Emily like playing volleyball too. They all like playing volleyball.

Activity 2

Have the students look at the table in Part D 'Read and say' on page 32 of the *Workbook*.

First, ask them to ask and answer questions in pairs.

e.g.,

S1: Does Molly go to Flower School?

S2: Yes, she does.

S1: Does Susan go to Flower School too?

S2: Yes, she does.

S1: Are Molly and Susan in the same class?

S2: No, they aren't.

Then ask them to introduce Molly and Susan according to the table. Ask them to use the key patterns. Invite several students to introduce them in front of the class.

e.g.,

*S1: Molly and Susan are good friends. They go to the same school./They both go to Flower School.
They're in different classes. Molly is in ...*

...

Activity 3

Play the recording for 'Learn the sounds' on page 26 of the *Student's Book*. Show the phonetic symbol cards for /u:/ and /ʊ/. Ask the students to read the words after you until they can pronounce the sounds correctly. Then ask the students to read the words themselves.

e.g.,

T: u, /u:/, rule; oo, /u:/, too, school, room, tooth.

Ss: u, /u:/, rule; oo, /u:/, too, school, room, tooth.

T: u, /ʊ/, sugar, full, put, pull; oo, /ʊ/, book, look, cook, foot.

Ss: u, /ʊ/, sugar, full, put, pull; oo, /ʊ/, book, look, cook, foot.

Ask the students to think of more words with the sounds /u:/ and /ʊ/.

Activity 4

Have the students do 'Listen and circle' on page 26 of the *Student's Book*. After that, check the answers with the students. Then write six words with the sounds /i:/, /ɪ/, /u:/, /ʊ/, /ə:/ and /ʌ/ on the blackboard. Put more flashcards of words with these sounds at random on the blackboard. Ask the students to group the words with the same sounds. Finally, ask them to read the words together.

e.g.,

1 it 2 sleep 3 cool 4 book 5 arm 6 duck
(cook, leaf, moon, big, fifth, bee, tooth, sweet, look, sixth, park, fish, this, eat, us, brush, touch, room, school, sharp, put, full, father, club, mother, garden, colour)

1 it (big, fifth, sixth, fish, this)

2 sleep (leaf, bee, sweet, eat)

3 cool (moon, tooth, room, school)

4 book (cook, look, put, full)

5 arm (park, sharp, father, garden)

6 duck (touch, club, mother, colour)

Post-task activities**Activity 1**

Have the students work in pairs. Give each pair two passages about two friends and ask them to introduce them using the key patterns.

e.g.,

Passage A:

I am Joe. I am ten years old. I go to Xinhua School. I am in Class 4A. I live near my school and I walk to school every day. I like playing badminton and swimming. I have a dog. His name is Bobby.

Passage B:

I am Jason. I am ten years old. I go to Garden School. I am in Class 4C. I go to school on foot every day. I like playing basketball. I like swimming too. I have a dog. His name is Don.

S1: Joe and Jason are good friends. They're both ten years old. They're in different schools. They both go to school on foot every day. They both like sports/swimming. They both have a dog.

Activity 2

Have the students do Task 'My good friend and I' on page 36 of the *Workbook*. First, ask them to draw a picture or stick a photo of their friends in the box in Part A and talk about their friends in pairs. Then ask them to complete the table in Part B. Finally, have the students complete the passage in Part C by describing the similarities and differences between themselves and their friends.

Note:

In British English the bottom floor of a building at street level is called the *ground floor* and the one above it is the *first floor*. In American English the floor at street level is called the *first floor* and the one above it is the *second floor*.

Module 2 Me, my family and friends

Unit 3 Moving home

Tasks in this unit:

- Use adverbs to show directions
- Use modelled sentences to ask for reasons
- Use modelled sentences to give reasons

Language focus:

- Using adverbs to show directions
e.g., *north, south, east, west*
- Using wh-questions to ask for reasons
e.g., *Why do you like it?*
- Using modelled sentences to give reasons
e.g., *Because it's quiet.*
- Identifying the pronunciation of the sounds /f/, /v/, /θ/ and /ð/ in words
e.g., *food, van, think, that*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *north, south, east, west*
- Understanding wh-questions asking for reasons
e.g., *Why do you like it?*
- Understanding modelled sentences giving reasons
e.g., *Because it's quiet.*
- Identifying the pronunciation of the sounds /f/, /v/, /θ/ and /ð/ in words
e.g., *food, van, think, that*

Speaking

- Pronouncing the key words correctly
e.g., *north, south, east, west*
- Using wh-questions to ask for reasons
e.g., *Why do you like it?*
- Using modelled sentences to give reasons
e.g., *Because it's quiet.*
- Pronouncing the sounds /f/, /v/, /θ/ and /ð/ correctly in words
e.g., *food, van, think, that*

Reading

- Understanding dialogues about moving home
- Understanding the main idea of a passage about wild geese
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *north, south, east, west*
- Writing the key sentences correctly
e.g., *Why do you like it? Because it's quiet.*
- Writing several sentences to describe a flat

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		north south east west study a lot of		SB: pp. 27 and 28
2	Why ...? Because ...			SB: pp. 29 and 31 WB: pp. 38 part C and 39 Part F
3				SB: pp. 28 and 31 WB: p. 40 Part G
4				SB: pp. 30 and 31 WB: p. 41 Part H
5			/f/, /v/, /θ/, /ð/	SB: p. 31 WB: p. 42 Task

Period I

Language focus:

- Using adverbs to indicate directions
e.g., *north, south, east, west*
- Using wh-questions to ask for reasons
e.g., *Why do you like it?*
- Using modelled sentences to give reasons
e.g., *Because it's quiet.*

Materials:

Student's Book 5A, pp. 27 and 28
Cassette 5A

Flashcards 5A (*north, south, east, west*)

A compass

A table

Pre-task preparations

Activity I

Have the students say a chant after you. Write the words on the blackboard and play the music. Ask the students to clap their hands to the music and say the chant.

e.g.,

How many rooms are there in the house? Let's count!

*One room, two rooms, three rooms, four rooms.
There are four rooms in the house.
How many beds are there in the room? Let's count!
One bed, two beds.
There are two beds in the room.*

...

Encourage the students to change the words as they like.

Activity 2

Have the students play a guessing game. Say some riddles about different places at home and ask the students to guess.

e.g.,

T: It's a room. There's a bed in it. You sleep in this room. What room is it?

S1: Is it a bedroom?

T: Yes. You're right. It's a bedroom.

Say more riddles about *bathroom*, *kitchen* or *living room* and review the words with the students.

While-task procedures

Activity I

Show the picture in 'Look and learn' on page 28 of the *Student's Book* and ask the students to read and spell the words.

e.g.,

T: (point to the point of south) South.

Ss: South.

T: Please spell it.

Ss: S-O-U-T-H, south.

...

Use a compass to teach the four basic directions. Explain how, on a compass, each of the four directions is represented by the first letter: North is 'N'. East is 'E'. South is 'S'. West is 'W'. Hold the compass and turn in a circle. Have the students note how the compass arrow always points to north no matter which way you face. This will teach them where north is located in relation to the direction they are facing. Then teach the students how to find east. Instruct them to stand so that the arrow rests on the 'N' mark. Have them turn to the right until the arrow hits the 'W' mark. Tell the

students they are now facing east. Repeat the procedure to teach the other three directions.

Activity 2

Have the students play the game 'What's missing?'. Ask the students to read the four new words together according to the flashcards. Then pick one out and hide it. Ask the students to guess which one is missing.

e.g.,

T: (show the flashcards) Let's read the words in a rising tone and falling tone.

Ss: (read together)

T: (hide one card) Let's read the cards.

Ss: (read the rest together in a rising tone and falling tone)

T: What's missing?

S1: Is it south?

T: No. It's not south.

S2: Is it north?

T: Yes. It's north.

...

After that, have the students read all the words and spell them.

Activity 3

Have the students listen to the recording for 'Look and say' on page 27 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

Do the Chens have a new home? (Yes.)

Does Sally like their new home? (Yes.)

Does Peter like their new home? (Yes.)

Explain the meaning of the new words *study* and *sunshine* to the students. Play the recording for 'Look and say' on page 27 of the *Student's Book* again. Ask the students to repeat after it. Then ask them some questions about the dialogue.

e.g.,

T: Sally likes the living room. Why?

S1: Because it's very big and there's a lot of sunshine.

Activity 4

Have the students listen to the recording for

'Look and say' again and ask them to tick the correct boxes in the following table. Then check the answers with them.

e.g.,

Reasons	Dad	Sally	Peter
the garden			
the study			
the living room			

After that, ask the students to say something according to the table using the following pattern.

Dad likes their new home because _____.

Sally likes their new home because _____.

Peter likes their new home because _____.

e.g.,

Sally likes their new home because the living room is big and there's a lot of sunshine.

Peter likes the new home because there is a big garden. He and Paul can play there.

Dad likes their new home because he likes the study. It is quiet and he can read books there.

Write the key patterns *Why ...?* and *Because ...* on the blackboard and have the students repeat them after you. Practise the patterns with the students.

e.g.,

T: Do you like your home?

S1: Yes.

T: Which room do you like?

S1: I like the study very much.

T: Why do you like it?

S1: Because it's big and quiet. I like reading books in it.

After that, divide the students into three groups. Ask each group to read the dialogue in 'Look and say' in different roles (narrator, Dad, Sally).

Post-task activities

Activity 1

Divide the students into groups of four. Ask the students to role-play the dialogue in 'Look and say' on page 27 of the *Student's Book*. Then invite several students to role-play it in front of the class.

Activity 2

Have the students ask and answer questions in pairs to get information about their classmates' homes.

e.g.,

S1: Which room do you like in your home?

S2: I like ...

S1: Why do you like it?

S2: Because ...

S1: Which room does your father like?

S2: He likes ...

S1: Why?

S2: Because ...

Then divide the students into groups of four. Ask the students to tell their group members the information they have got from their classmates.

e.g.,

S1: (S2's name) likes ... because ...

Period 2

Language focus:

- Using wh-questions to ask for reasons
e.g., *Why do you like it?*
- Using modelled sentences to give reasons
e.g., *Because it faces south.*

Materials:

Student's Book 5A, pp. 29 and 31

Workbook 5A, pp. 38 Part C and 39 Part F

Cassette 5A

Flashcards 4B (*living room, bedroom, kitchen, bathroom*)

Pictures of different rooms

Dialogue sentence strips

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 31 of the *Student's Book* and ask them to repeat after the recording.

Activity 2

Play a guessing game with the students. Ask one student to come to the front and show

him/her a picture of a room. Then ask the student to describe the picture and have the other students guess what it is.

e.g.,

T: (show S1 the picture of a study)

S1: It's a room. There are many books in it. You can read books or do your homework there.

S2: Is it a living room?

S1: No.

S3: Is it a study?

S1: Yes, it's a study.

...

While-task procedures

Activity 1

Play the recording for 'Say and act' on page 29 of the *Student's Book*. Ask the students some questions to check their understanding.

e.g.,

T: How many bedrooms are there in Peter's new home?

Ss: Three bedrooms.

T: Does Peter like his room? Why?

Ss: Yes, he does. Because his room faces south.

Activity 2

Have the students do jigsaw reading. Photocopy the dialogue for 'Say and act' on page 29 of the *Student's Book*. Cut it into strips. Shuffle the strips. Then have the students work in pairs. Each pair reads the sentences on the strips and puts them in the correct order. Then play the recording for 'Say and act' and ask the students to check their answers.

How's your new home, Peter?
It's very nice.
How many bedrooms are there?
There are three bedrooms.
Paul and I share one bedroom. My mum and dad have a bedroom. Sally has a bedroom.
Do you like your room?
Yes, it's great.
Why do you like it?
Because it faces south. The sun shines through the window in the morning.
That's nice. Is your new home far from school?
No. It only takes 20 minutes by bus.
It sounds great.

Finally, ask the students to read the dialogue in pairs.

Activity 3

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

Activity 4

Ask the students to do Part C 'Listen and answer' on page 38 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Ask the students to talk about their own homes in pairs.

e.g.,

S1: How many bedrooms are there in your home?

S2: There are two bedrooms in my home. My mum and dad have one bedroom. I have one bedroom.

...

Then ask them to write a few sentences about their flats.

Activity 2

Have the students do Part F 'Read and write' on page 39 of the *Workbook*. Then check the answers with them. After that, have them practise the dialogues in pairs.

Period 3

Language focus:

- Using wh-questions to ask for reasons
e.g., *Why?*
- Using modelled sentences to give reasons
e.g., *Because ...*

Materials:

Student's Book 5A, pp. 28 and 31

Workbook 5A, p. 40 Part G

Cassette 5A

Flashcards 5A (*north, south, east, west*)

Wall picture 5A

A survey form

Pre-task preparations

Activity 1

Have the students say the rhyme for 'Listen and enjoy' on page 31 of the *Student's Book*.

Activity 2

Ask the students some questions based on 'Look and say' and 'Say and act' on pages 27 and 29 of the *Student's Book*. Ask them individually.

e.g.,

T: Why does Sally like the living room?

S1: Because it is big.

T: Why does Peter like his room?

S2: Because it faces south.

While-task procedures

Activity 1

Have the students look at the pictures for 'Ask and answer' on page 28 of the *Student's Book*. Ask them some questions about the homes in the pictures.

e.g.,

How many rooms are there in Mary's/John's home?

Is there a big living room in Mary's/John's home?

Which rooms face south in Mary's/John's home?

Activity 2

Ask the students to do 'Ask and answer' in pairs. Remind the students to use the key patterns.

e.g.,

S1: Do you like Mary's home or John's home?

S2: I like ...

S1: Why?

S2: Because ...

Put the wall picture on the blackboard and ask the students to talk about the floor plans in the picture in pairs.

Activity 3

Have the students draw a floor plan of their homes. Ask them to draw beds, tables, chairs and cupboards on the plan to indicate the function of the rooms. Then ask them some questions about their homes.

e.g.,

Where's your home?

How many rooms are there in your home?

How many bedrooms?

How many people live in your home?

Then ask the students to write about their homes according to the model you give. Ask several students to introduce their homes in front of the class.

e.g.,

My home is _____. There are _____ room(s) in my flat/house. There is/are _____ bedroom(s), _____ living room, _____ kitchen and _____ bathroom(s). _____ people live in my home.

Activity 4

Divide the students into groups of four to six. Have the students share their floor plans in groups. Ask them to talk about the reasons why they like or do not like the flats/houses.

e.g.,

S1: I like this home because it has a big living room.

S2: I don't like this home because the living room faces north.

Post-task activities

Activity 1

Have the students do a survey about their classmates' homes. Give a copy of the following form to each student. Set an example to the students first. Then ask them to walk around the classroom, survey two or three classmates and fill in the form.

e.g.,

Name	How many ... are there in your home?				
	study	kitchen	bedroom	bathroom	living room
S2's name	1(?)	1	3	2	1

S1: Hello, (S2's name). How many bedrooms are there in your home?

S2: There are three bedrooms.

...

S1: Which room do you like?

S2: I like the study.

S1: Why?

S2: Because it's quiet. I like reading books in it.
Ask the students to prepare a report according to the survey. Then invite several students to give a report in front of the class.

e.g.,

S1: There are three bedrooms and two bathrooms in S2's home. There is a study and a living room. He/She likes the study because he/she likes reading books there.

Activity 2

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

Period 4

Language focus:

Using wh-questions to ask for reasons

e.g., *Why do wild geese change homes?*

Materials:

Student's Book 5A, pp. 30 and 31

Workbook 5A, p. 41 Part H

Cassette 5A

A passage about ants

Pre-task preparations

Activity 1

Have the students listen to the rhyme for 'Listen and enjoy' on page 31 of the *Student's Book* again. Encourage them to create a new rhyme in pairs. Then invite several pairs to read out their new rhymes in front of the class.

Activity 2

Ask the students some questions to elicit the topic of 'Look and read' on page 30 of the *Student's Book*.

e.g.,

T: Where do the Chens move to?

S1: They move to a new flat.

T: People sometimes move home. Do animals change homes?

S2: Yes. Some animals change homes.

T: What animals change homes every year?

S3: Some birds change homes.

T: Yes. You're right. Some birds change homes every year.

While-task procedures

Activity 1

Have the students look at the pictures for 'Look and read' on page 30 of the *Student's Book* and read the passage 'Why do wild geese change homes?' to get the main idea. Ask them some questions to check their understanding.

e.g.,

- 1 *How often do wild geese change homes? (They change homes twice a year.)*
- 2 *Where do they fly to in autumn? (They fly to the south in autumn.)*
- 3 *Where do they live in winter? (They live in the south in winter.)*

Activity 2

Have the students read the passage in 'Look and read' on page 30 of the *Student's Book* again and do 'True or false' on the same page. Then check the answers with them. After that, play the recording for this passage and ask the students to read after it.

Activity 3

Have the students read the passage in 'Look and read' and answer your questions. Explain the meaning of the new words and expressions if necessary.

e.g.,

T: Why do wild geese change homes?

S1: Because in winter, they cannot find enough food in the north. And in spring, they miss their home in the north and fly back.

Activity 4

Hand out a copy of the passage about ants' changing homes to each student.

Sometimes ants change homes too.

Why do ants change homes? Maybe it is because:

- *The rain is coming. They must move to a higher place.*
- *They have a big family and they need more food and space.*

- *They have enemies near their home.*

Ask the students to read the passage and answer your questions.

e.g.,

T: Do ants change homes?

Ss: Yes.

T: Why?

Ss: Because ...

After that, have the students discuss other possible reasons why ants change homes.

Post-task activities

Activity 1

Show the video of animals migrating from one place to another or have the students search on the Internet to get information about the movement of other animals. Then have them discuss the reasons why these animals move.

Activity 2

Ask the students to do Part H 'Read and answer' on page 41 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using modelled sentences to talk and write about a flat
- Identifying the pronunciation of /f/, /v/, /θ/ and /ð/ in words

e.g., *food, van, think, that*

Materials:

Student's Book 5A, p. 31

Workbook 5A, p. 42 Task

Cassette 5A

Wall picture 5A

Phonetic symbol cards (/f/, /v/, /θ/, /ð/)

Strips of paper with guide words

Two passages followed by a form

Pre-task preparations

Activity 1

Put the wall picture on the blackboard. Ask the students some questions about the flats in the picture.

e.g.,

T: (point to Mary's home) How many rooms are there in Mary's home?

S1: There are six rooms.

T: How many bedrooms?

S2: Two.

T: Which room do you like?

S3: I like the living room.

T: Why do you like it?

S3: Because it's big.

Activity 2

Ask the students some questions about their homes to review the things they have learnt in the previous lessons.

e.g.,

Is your home big or small?

How many rooms are there? What are they?

Is there a supermarket near your home?

While-task procedures

Activity 1

Have the students talk about their own homes. Give them some guide questions to help them think about what to say.

e.g.,

Where is your home?

What is your home like?

How many rooms are there in your home?

Which room do you like in your home? Why?

Activity 2

Divide the students into groups of four. Prepare four strips of paper with some guide words on each strip, such as *Annie's home/near her school, two bedrooms/a living room/a bathroom/a study, school bus, a supermarket/a bank/some restaurants*.

Have each student of the group choose one strip and make a sentence.

e.g.,

S1: (hold the strip with Annie's home/near her school) Annie's home is near her school.

S2: (hold the strip with two bedrooms/a living room/a bathroom/a study) There are two bedrooms, a living room, a study and a bathroom in her home.

S3: (hold the strip with school bus) *Annie takes the school bus to school.*

S4: (hold the strip with a supermarket/a bank/some restaurants) *There is a supermarket, a bank and some restaurants near her home.*

Activity 3

Show the phonetic symbol cards for the sounds /f/, /v/, /θ/ and /ð/. Ask the students to read the words in 'Learn the sounds' on page 31 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: f, /f/, food, roof; v, /v/, van, live.

Ss: f, /f/, food, roof; v, /v/, van, live.

T: th, /θ/, think, tooth; th, /ð/, that, with.

Ss: th, /θ/, think, tooth; th, /ð/, that, with.

Ask the students to think of more words with the sounds /f/, /v/, /θ/ and /ð/.

Activity 4

Play the recording for 'Learn the sounds' on page 31 of the *Student's Book*. Ask the students to repeat after the recording. Then invite some students to read the words in this part.

Finally, have the students do 'Listen and circle' on the same page. After that, check the answers with the students.

Post-task activities

Activity 1

Have the students work in pairs. Hand out two passages to each pair of students. Ask them to read the passages and then fill in the following form with information about each room.

e.g.,

Passage A:

I am Tony. I live with my parents and grandparents. In our home there are three bedrooms. My grandparents have one bedroom. It faces south. My parents have one bedroom. It faces south too. I have one bedroom. It faces north. There is a living room. It is big. It faces south. I like reading in it. In the morning the sun shines through the window. It is warm. There is a dining room. It faces north. It is big too.

Passage B:

I am Jenny. I live with my parents. There are four bedrooms, two bathrooms, a living room and a study in my house. There is a kitchen too. All the bedrooms face south. The living room faces south too. I love the sunshine in the morning. There is a garden in front of my house. Mum likes it very much. She grows flowers and plants there. It is a beautiful garden.

	Tony's home	Jenny's home
living room	big, faces south	faces south
bedroom		
dining room		
kitchen		
study		
bathroom		
garden		

Then ask the students to ask and answer questions about Jenny's home and Tony's home in pairs. Tell them to use the key patterns *Why ...?* and *Because ...* to find out why their partners like or do not like Jenny's home or Tony's home.

e.g.,

S1: *Do you like Jenny's home or Tony's home?*

S2: *I like Jenny's home.*

S1: *Why?*

S2: *Because there's a study. I like reading books in the study. And there's a garden too. I like flowers and plants.*

Activity 2

Have the students do Task 'Our dream houses' on page 42 of the *Workbook*. First, ask them to think and draw their dream houses in the box in Part A. Then have them ask and answer questions in pairs to get information about their classmates' dream houses. Finally, ask the students to write several sentences to introduce the dream house of one of their classmates.

Module 3 Places and activities

Unit 1 Around the city

Tasks in this unit:

- Use nouns to identify places
- Use modelled sentences to ask for directions
- Use imperatives to give directions
- Use formulaic expressions to confirm an answer is correct

Language focus:

- Using the key words in context
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Using wh-questions to ask for directions
e.g., *How do I get to the zoo, please?*
- Using imperatives to give directions
e.g., *Walk along Green Road. Turn left at the first crossing.*
- Using formulaic expressions to confirm an answer is correct
e.g., *Right?*
- Identifying the pronunciation of the sounds /s/, /z/, /ts/ and /dz/ in words
e.g., *city, visit, lights, cards*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Understanding wh-questions asking for directions
e.g., *How do I get to the zoo, please?*
- Understanding imperatives giving directions
e.g., *Walk along Green Road. Turn left at the first crossing.*
- Understanding the meaning of formulaic expressions
e.g., *Right?*
- Identifying the pronunciation of the sounds /s/, /z/, /ts/ and /dz/ in words
e.g., *city, visit, lights, cards*

Speaking

- Pronouncing the key words correctly
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Using wh-questions to ask for directions
e.g., *How do I get to the zoo, please?*
- Using imperatives to give directions
e.g., *Walk along Green Road. Turn left at the first crossing.*
- Using formulaic expressions to confirm an answer is correct
e.g., *Right?*

- Pronouncing the sounds /s/, /z/, /ts/ and /dz/ correctly in words
e.g., *city, visit, lights, cards*

Reading

- Understanding dialogues asking for and giving directions
- Understanding the details of a passage
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Writing the key sentences correctly
e.g., *How do I get to the zoo, please?*
Walk along Green Road. Turn left at the first crossing.
- Writing several sentences to describe positions and give directions

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		hotel bank hospital bakery museum cinema		SB: p. 33
2	How do I get to ..., please? Walk along ... Right?	along turn		SB: pp. 32, 33 and 36 WB: p. 50 Part E
3				SB: pp. 34 and 36
4				SB: pp. 35 and 36 WB: p. 52 Part H
5			/s/, /z/, /ts/, /dz/	SB: pp. 32 and 36 WB: p. 53 Task

Period I

Language focus:

Using the key words to identify different places
e.g., *hotel, bank, hospital, bakery, museum, cinema*

Materials:

Student's Book 5A, p. 33

Cassette 5A

Flashcards 5A (*hotel, bank, hospital, bakery, museum, cinema*)

Wall picture 5A

Pictures of symbols or images for different places (a red cross, bread, a film poster, a doctor, etc.)

A map of the area around the school

Simple maps showing streets and different places

Pre-task preparations**Activity 1**

Play the game 'Simon says' with the students. Give the students some commands and have them respond quickly, but only if you say 'Simon says ...' before the command.

e.g.,

T: Stand up./Touch your arms./Turn left./Raise your right hand./...

Ss: (do not do any actions)

T: Simon says: Open your book and turn to page 5./ Simon says: Put your hands on the desk./...

Ss: (do the corresponding actions)

Activity 2

Say the rhyme *How do you go there?* and have the students listen and then chant it together.

e.g.,

How do you go to the zoo?

By bus? No!

By car? No!

By underground? Yes!

I go to the zoo by underground.

How do you go to the park?

By bus? No!

By underground? No!

By bicycle? Yes!

I go to the park by bicycle.

Then have the students answer your questions.

e.g.,

T: How do you come to school?

S1: By bus.

T: How do you go home?

S2: On foot.

T: How do you come to school? By underground or by bus?

S3: By underground.

...

While-task procedures**Activity 1**

Show the pictures of symbols, things and people (such as a red cross, bread, a film poster, a doctor, etc.) that the students can see at different places. Ask the students where they can see them to elicit the new words (*hotel*, *hospital*, etc.). Then show the flashcards for the new words *hotel*, *bank*, *hospital*, *bakery*, *museum* and *cinema* one by one. Ask the students to repeat and spell them after you.

e.g.,

T: What can you see?

Ss: A doctor.

T: Where can you see a doctor?

Ss: In the hospital.

T: (show the flashcard for hospital) Yes. Hospital.

H-O-S-P-I-T-A-L, hospital.

Ss: Hospital. H-O-S-P-I-T-A-L, hospital.

Activity 2

Show the students some pictures of the area around the school. Have them name the different places in the pictures.

e.g.,

S1: This is a park.

S2: This is a hotel.

Activity 3

Show the map of the area around the school. Have the students answer your questions about how they go to the different places on the map to review the new words.

e.g.,

T: How do you go to the cinema?

S1: I go to the cinema by bus.

T: How do you go to the bakery?

S2: I go to the bakery on foot.

Then have the students ask and answer questions in pairs.

e.g.,

S1: How do you go to the bakery?

S2: I go to the bakery on foot. How do you go to the museum?

S1: I go to the museum by bus.

...

Activity 4

Have the students work in pairs. Give each pair a copy of the simple map showing streets and different places. Have the students talk about the positions of different places according to the map.

e.g.,

S1: Where's the cinema?

S2: It's next to the bank. Where's the bakery?

S1: It's between the bank and the post office.

...

Post-task activities

Activity 1

Put the wall picture on the blackboard. Have the students look at the map carefully and complete some sentences according to the map.

e.g.,

There is a museum on Garden Street.

There is a hospital, a post office and a bookshop on Park Road.

There is a bank and a restaurant on Flower Road.

...

Then divide the students into groups of four and have them introduce the places on the map.

S1: There's a museum on Garden Street. There's a hospital, a post office and a bookshop on Park Road. ...

Activity 2

Have the students work in pairs. Have them look at the map in 'Ask and answer' on page 33 of the *Student's Book* and make a dialogue according to the map.

e.g.,

S1: Where's City Cinema?

S2: It's on Park Road.

...

Period 2

Language focus:

- Using wh-questions to ask for directions
e.g., *How do I get to the zoo, please?*
- Using imperatives to give directions

e.g., *Walk along Green Road.*

- Using formulaic expressions to confirm an answer is correct
e.g., *Right?*

Materials:

Student's Book 5A, pp. 32, 33 and 36

Workbook 5A, p. 50 Part E

Cassette 5A

Flashcards 5A (*hotel, bank, hospital, bakery, museum, cinema*)

Wall picture 5A

A puppet

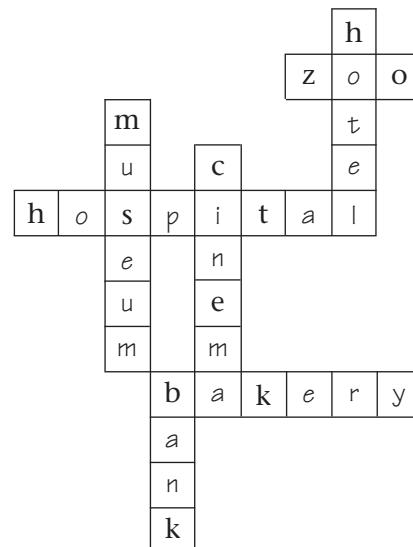
A word puzzle

Pre-task preparations

Activity 1

Have the students review the new words *hotel, bank, hospital, bakery, museum* and *cinema* by reading and spelling them. Then ask them to finish a word puzzle as quickly as possible.

e.g.,



Activity 2

Play the recording for the rhyme in 'Listen and enjoy' on page 36 of the *Student's Book*. Ask the students to read after it. You may ask them to repeat some phrases after you first. Ask them some questions about their favourite animals.

e.g.,

T: What are your favourite animals at the zoo?

S1: *The elephants.*

S2: *The giraffes.*

While-task procedures

Activity 1

Have the students look at the map for 'Look and say' on page 32 of the *Student's Book* and listen to the recording. Then ask them some questions about the map.

e.g.,

T: *What places can you see on the map?*

S1: *I can see a hotel/a restaurant/an underground station/a zoo.*

T: *Where's the zoo?*

S2: *It's on Green Road.*

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

Explain the meaning of the new words and phrases such as *cross*, *walk along* and *turn left* to the students.

Activity 2

Write the key patterns *How do I get to ..., please?* and *Walk along ...* on the blackboard. Ask the students to repeat them after you. Then draw a sketch of the map in 'Look and say' on the blackboard. Use a puppet and move it over the map, asking and answering questions about directions to help the students understand the key patterns.

e.g.,

T: *(hold the puppet) I'm on Green Road. How do I get to the restaurant? (move the puppet along Green Road on the map) I walk along Green Road. The restaurant is on my right. How do I get to the hotel? (move the puppet across Green Road) I turn left. Now I'm in front of the hotel.*

Then point to the map on the blackboard and ask the students some questions.

e.g.,

T: *(hold the puppet) Look. Kitty is on Green Road. How can she get to the zoo?*

S1: *Walk along Green Road and turn left at the first crossing. Then cross Park Street.*

T: *Yes, that's right. The zoo is next to the underground station.*

Draw a line on the map to show the correct route to the zoo. Then practise the dialogue in 'Look and say' with the students. You can give the students some examples to help them understand the formulaic expression '*Right?*'

Activity 3

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

Activity 4

Put the wall picture on the blackboard.

Ask the students some questions about the picture.

e.g.,

T: *(point to the man and the boy in the picture) Where are they?*

S1: *They're on Brown Street.*

T: *Where's City Cinema?*

S2: *It's on Park Road.*

Have the students look at the picture for 'Ask and answer' on page 33 of the *Student's Book*. Then practise the dialogue with them.

Finally, have the students work in pairs and make a new dialogue according to the map.

Encourage them to draw the routes on the map too.

e.g.,

S1: *Excuse me. How do I get to Sun Bank?*

S2: *It's far away. You can ...*

Post-task activities

Activity 1

Have the students make a new dialogue in groups following 'Look and say' on page 32 of the *Student's Book*.

e.g.,

S1: *Excuse me. How do I get to the hotel, please?*

S2: *Walk along Green Road. Turn left at the first crossing. You can see the hotel in front of you.*

S1: *Go along Green Road and turn left at the first crossing. Right?*

S2: *Yes, that's right.*

S1: *Great. Thank you very much.*

S2: *You're welcome.*

Invite several pairs to act out their dialogues in front of the class. Have the other students listen and draw the route. Then have the students write down the directions to the four places on the map. Give them some key patterns.

e.g.,

Excuse me, how do I get to the restaurant/hotel/underground station/museum? Walk along .../Turn left at .../You can see .../...

Activity 2

Have the students do Part E 'Look, write and match' on page 50 of the *Workbook*. Then check the answers with them.

Period 3

Language focus:

Using the modal verb *can* to give suggestions

e.g., *We can walk along Summer Lane and then turn right.*

Materials:

Student's Book 5A, pp. 34 and 36

Cassette 5A

A map of a real zoo

Pre-task preparations

Activity 1

Demonstrate the use of prepositions using classroom objects. Stand on the left side of your desk, facing the blackboard, and say '*I'm on the left.*' Ask the students to wave their left hands. Go to the other side of your desk, facing the blackboard, and say '*I'm on the right.*' Ask the students to wave their right hands.

Then invite some students to come to the front of the class. Give the students some instructions and have them do the corresponding actions quickly.

e.g.,

T: Stand up./Touch your arms./Turn left./Raise your right hand./Walk along this line.

Ss: (do the corresponding actions)

Activity 2

Play the recording for the rhyme in 'Listen and enjoy' on page 36 of the *Student's Book*. Ask the students to repeat after it. Then ask them to practise it in pairs or in groups.

While-task procedures

Activity 1

Have the students look at the map of the zoo in 'Say and act' on page 34 of the *Student's Book*. Ask them what animals they want to see at the zoo.

e.g.,

T: There are many different animals at the zoo.

What do you want to see?

S1: I want to see the lions.

T: Do you like lions?

S1: Yes, I like lions. They're strong. They can run fast.

T: What do you want to see?

S2: I want to see the monkeys. They're very clever. They can jump and climb trees.

Then have the students take turns to point to the animals and say the names in pairs.

Activity 2

Have the students look at the picture for 'Say and act' on page 34 of the *Student's Book* and listen to the recording. Then ask them some questions to check their understanding.

e.g.,

1 Who's at the zoo? (Kitty, Alice and Peter.)

2 What do they want to see? (They want to see the monkeys, birds and crocodiles.)

3 Where can they see the animals? (They can see the monkeys and the birds on Spring Lane, and the crocodiles on Winter Lane.)

After that, play the recording for 'Say and act' again and have the students repeat after the recording.

Activity 3

Ask the students some questions about where the animals are at the zoo and how to get there.

e.g.,

T: Where are the birds?

S1: They're on Spring Lane.

T: I'm here. How do I get there?

S2: Walk along Summer Lane and then turn right.

Walk along Spring Lane. You can see the birds on your right.

Then have the students work in pairs. Have them take turns to ask and answer questions and write down the route to the animals while answering the questions.

Activity 4

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

e.g.,

S1: What do you want to see?

S2: I want to see the monkeys.

S3: I want to see the birds.

S1: I want to see the crocodiles. OK. We can walk along Summer Lane and then turn right. We can see the monkeys on our right.

...

Post-task activities

Activity 1

Have the students choose the animals they want to see at the zoo and make a new dialogue in groups of three following 'Say and act' on page 34 of the *Student's Book*.

e.g.,

S1: I want to see the lions. What do you want to see?

S2: I want to see the lions too.

S3: I want to see the elephants.

S1: We can walk along Summer Lane and then turn left. We can see the elephants there.

S2: After that, we can cross Summer Lane and walk along Spring Lane. We can see the lions on our left.

S1: Great! Let's go!

Activity 2

First, divide the students into groups of four and give each group a map of a real zoo, such as 'Shanghai Zoo'. Ask them to discuss what animals they want to see. Then ask them to

locate the animals and find out the correct routes to them. Finally, ask them to write the routes. Give the students a model.

e.g.,

I meet my friends at the zoo. We want to see ... We are on ... We can walk along ... Cross/Turn right/ Turn left at ... Then we can see ...

Period 4

Language focus:

Using imperatives to give directions

e.g., Go along Green Road and turn right at the first crossing.

Materials:

Student's Book 5A, pp. 35 and 36

Workbook 5A, p. 52 Part H

Cassette 5A

Pictures of animals such as sharks, dolphins, turtles, parrots and pandas

Strips of paper with sentences

A gap-fill passage

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 36 of the *Student's Book* and have the students listen and chant together.

Activity 2

Show some pictures of animals such as sharks, dolphins, turtles, parrots and pandas. Ask the students which animals they can see at Changfeng Ocean World and list their answers on the blackboard.

e.g.,

T: What can we see at Changfeng Ocean World?

S1: We can see sharks and dolphins there.

S2: We can see some turtles too.

Do a simple survey among the students to find out who has been to Changfeng Ocean World. Ask those who have been there to share their experiences, for example, who they went with, how they went there and what they saw and did there.

e.g.,

T: Where's Changfeng Ocean World?

S1: It's ...

T: How do you go to Changfeng Ocean World?

S1: I go there by bus/underground/...

...

While-task procedures

Activity 1

Have the students read the text for 'Look and read' on page 35 of the *Student's Book* and do 'Answer the questions' on the same page. Then check the answers with them.

Activity 2

Play the recording for 'Look and read' on page 35 of the *Student's Book* and have the students repeat after it. Then have the students judge whether the following statements are true or false. Check the answers with the students and ask them to give a reason if a statement is false.

e.g.,

1 It is a nice and warm Sunday. (T)

2 The Wangs are going to City Zoo. (F)

3 Alice and Tom both like sharks. (F)

4 Tom likes dolphins. They are cute and clever. (T)

5 The Wangs walk along Green Road and turn left at the second crossing. (F)

6 The Wangs have lunch at twelve o'clock. (F)

Activity 3

Divide the students into groups of four. Give each group five strips of paper. On each strip of paper are several sentences about the story. Ask the students to put the sentences in order according to the story.

e.g.,

1 It is Sunday. It is a nice, warm day. The Wangs are going to Ocean World.

2 There are many sea animals at Ocean World. First Alice and Tom see a shark. Alice is afraid.

3 Then Alice and Tom see some dolphins. They are cute and clever. Alice and Tom both like them.

4 It is 12.15. Alice and Tom are hungry. The Wangs are looking for a restaurant.

5 A man tells them to go along Green Road and

turn right at the first crossing. Then they can see some restaurants.

Activity 4

Have the students role-play the story in groups of six. Then invite several groups to act it out in front of the class.

e.g.,

S1: (act as the narrator) It is Sunday. The Wangs are going to Ocean World.

S2: (act as Alice) Wow, what a nice day! Let's go to Ocean World.

S3: (act as Mr Wang) OK. Let's go.

S1: There are many sea animals at Ocean World. Alice and Tom see a shark. Alice is afraid.

S3: Look at the shark, Tom and Alice.

S2: I'm afraid. I don't like sharks!

S4: (act as Tom) I like sharks.

S1: Then they see some dolphins. They are jumping and swimming in a big pool.

S5: (act as Mrs Wang) Do you like dolphins, Tom and Alice?

S4: Yes. They're cute and clever. I like them.

S2: Me too.

S1: It is 12.15. Alice and Tom are hungry.

S2 & S4: We're hungry.

S1: The Wangs are looking for a restaurant. Mr Wang asks a man.

S3: Is there a restaurant near here?

S6: (act as the man) Yes. Go along Green Road and turn right at the first crossing. You can see some restaurants there.

S3: Thanks a lot.

S6: You're welcome.

Post-task activities

Activity 1

Have the students complete the following summary of the passage 'A visit to Ocean World'. Then check the answers with them.

e.g.,

It is a nice Sunday/day. The Wangs go to Ocean World. There are many sea animals at Ocean World. First Alice and Tom see a shark. Alice is afraid. Then they see some dolphins in a big pool. They are cute and clever. Alice and Tom like them.

It is 12.15. Alice and Tom are hungry. The Wangs look for a restaurant. They go/walk along Green Road and turn right at the first crossing. Then they see some restaurants.

Activity 2

Have the students do Part H 'Read, choose and write' on page 52 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using modelled sentences to talk and write about directions
- Identifying the pronunciation of the sounds /s/, /z/, /ts/ and /dz/ in words
e.g., *city, visit, lights, cards*

Materials:

Student's Book 5A, pp. 32 and 36

Workbook 5A, p. 53 Task

Cassette 5A

A map of Shanghai

Phonetic symbol cards (/s/, /z/, /ts/, /dz/)

Anna's party invitation with blanks

A map of the area around Anna's home

Pre-task preparations

Activity 1

Have the students make a new chant like the chant *How do you go there?*

e.g.,

How do I get to the park?

Cross the street? No!

Turn right? No!

Turn left? Yes!

You should turn left!

How do I get to the park?

Turn left at the first crossing? No!

Turn left at the second crossing? No!

Turn left at the third crossing? Yes!

You should turn left at the third crossing!

Activity 2

Write several sentences giving different directions on the blackboard and have the

students read and judge them true or false according to the picture in 'Look and say' on page 32 of the *Student's Book*.

e.g.,

- 1 *Walk along Green Road. Then turn left at the first crossing. You can see a hotel. (✓)*
- 2 *Cross Park Street at the hotel. Then you can see a restaurant. (✗)*

While-task procedures

Activity 1

Show a street map of Shanghai. Ask the students to look at the map and write the routes to the different places on the map. Have them work in groups after setting an example first.

e.g.,

T: Excuse me. How do I get to the cinema, please?

S1: Go along ... and turn left at the third crossing.

The cinema is on your left.

Activity 2

Have the students work in pairs. Ask them to design a map and play the game 'Showing the way'. One student acts as a tourist and the other student gives directions. Have each pair make a dialogue like the one in 'Look and say' on page 32 of the *Student's Book*. Then invite several pairs to act out their dialogues in front of the class.

e.g.,

S1: Excuse me. How do I get to City Cinema, please?

S2: Walk along Star Road. Turn left at the first crossing. You can see a hotel there. Then cross Moon Street. You can see a museum. City Cinema is behind the museum.

S1: Go along Star Road. Cross Star Road first, and then cross Moon Street. Right?

S2: Yes, that's right.

S1: Great. Thank you very much.

S2: You're welcome.

Activity 3

Show the phonetic symbol cards for the sounds /s/, /z/, /ts/ and /dz/. Read the words in 'Learn the sounds' on page 36 of the *Student's Book*.

Ask the students to repeat after you until they can pronounce the sounds correctly.

e.g.,

T: s, /s/, sign, bus; c, /s/, city, nice.

Ss: s, /s/, sign, bus; c, /s/, city, nice.

T: z, /z/, zoo, size; s, /z/, visit, is.

Ss: z, /z/, zoo, size; s, /z/, visit, is.

T: ts, /ts/, lights, parts, boats, rabbits; ds, /dz/, cards, clouds, hands, beds.

Ss: ts, /ts/, lights, parts, boats, rabbits; ds, /dz/, cards, clouds, hands, beds.

Ask the students to think of more words with the sounds /s/, /z/, /ts/ and /dz/.

e.g., sun, maps, mice, face, zebra, rose, noisy, busy, students, cats, words

Activity 4

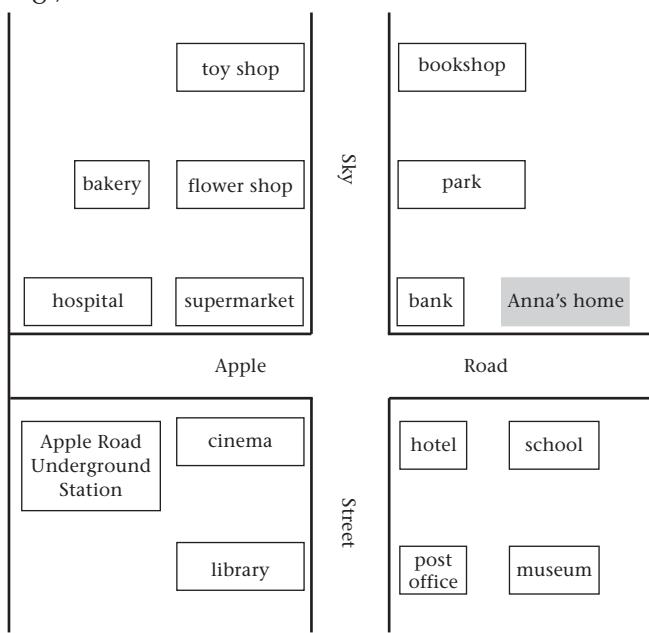
Play the recording for 'Learn the sounds' on page 36 of the *Student's Book*. Ask the students to do 'Listen and circle'. Then check the answers with them. After that, ask them to read the words.

Post-task activities

Activity 1

Set a scene: Anna is going to have a party. She is writing invitations to her friends. Have the students help her complete the directions about how to get to her home according to the map below.

e.g.,



Hi Mike,

Can you come to my party on Saturday, the 10th of October? It begins at three o'clock. Here's how to get to my home:

Take Underground Line 3 and get off at the Apple Road Underground Station. Walk along Apple Road. Then cross Sky Street. You can see a bank on the left. My home is beside the bank!

See you on Saturday!

Yours

Anna

Then ask each student to write an invitation to one of his/her friends. Ask the students to find out their friends' homes and then give directions about how to get to their own homes. Ask them to draw a map if they like.

Activity 2

Have the students do Task 'Showing the way' on page 53 of the *Workbook*. First, have them think and draw a street plan of their neighbourhood in the box of Part A. Then ask them to introduce their neighbourhood to each other in pairs. Finally, ask them to complete the dialogue in Part C by showing a newcomer the way to different places in their neighbourhood.

Module 3 Places and activities

Unit 2 Buying new clothes

Tasks in this unit:

- Use nouns to identify the details about clothes
- Use wh-questions to find out people's preference
- Use modelled sentences to describe one's preference
- Use formulaic expressions to ask for and express opinions

Language focus:

- Using the key words in context
e.g., *button, zip, pocket*
- Using wh-questions to find out people's preference
e.g., *Which dress do you like, the blue one or the pink one?*
- Using modelled sentences to describe one's preference
e.g., *I like the blue one.*
- Using formulaic expressions to ask for and express opinions
e.g., *What do you think, ...?*
Good idea!
- Identifying the pronunciation of the sounds /ɔ:/ and /ɒ/ in words
e.g., *short, hall, autumn, door, office, what*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *button, zip, pocket*
- Understanding wh-questions asking about preference
e.g., *Which dress do you like, the blue one or the pink one?*
- Understanding modelled sentences describing one's preference
e.g., *I like the blue one.*
- Understanding formulaic expressions asking for and expressing opinions
e.g., *What do you think, ...?*
Good idea!
- Identifying the pronunciation of the sounds /ɔ:/ and /ɒ/ in words
e.g., *short, hall, autumn, door, office, what*

Speaking

- Pronouncing the key words correctly
e.g., *button, zip, pocket*
- Using wh-questions to find out people's preference
e.g., *Which dress do you like, the blue one or the pink one?*
- Using modelled sentences to describe one's preference
e.g., *I like the blue one.*

- Using formulaic expressions to ask for and express opinions
e.g., *What do you think, ...?*
Good idea!
- Pronouncing the sounds /ɔ:/ and /ɒ/ correctly in words
e.g., *short, hall, autumn, door, office, what*

Reading

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

Writing

- Writing the key words correctly
e.g., *button, zip, pocket*
- Writing the key sentences correctly
e.g., *Which dress do you like, the blue one or the pink one?*
I like the blue one.
- Writing several sentences to describe clothes

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		button zip pocket		SB: pp. 38 and 41 WB: p. 56 Part E
2	Which ... do you like, the ... one or the ... one? I like the ... one. Good idea!	need put on try on		SB: pp. 37 and 41 WB: p. 55 Part C
3	What do you think, ...?			SB: p. 39 WB: p. 57 Part G
4				SB: pp. 40 and 41 WB: p. 58 Part I
5			/ɔ:/, /ɒ/	SB: pp. 38 and 41 WB: p. 59 Task

Period I

Language focus:

Using the key words in context
e.g., *button, zip, pocket*

Materials:

Student's Book 5A, pp. 38 and 41

Workbook 5A, p. 56 Part E

Cassette 5A

Flashcards 5A (*button, zip, pocket*)

Pictures of clothes

Wall picture 5A

A passage about clothes

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 41 of the *Student's Book* and have the students look at the picture. Ask the students what they can see in the picture. Then explain the meaning of *polka dot* to introduce the topic 'clothes'.

e.g.,

T: *What can you see?*

S1: *I can see a house.*

T: *Yes. It's a polka dot house. What's in the house?*

S2: *There are some clothes in it.*

T: *Yes. We can see polka dot sweaters and polka dot hats.*

S3: *We can see polka dot skirts, shirts and T-shirts.*

S4: *And a polka dot cat too.*

T: *Good. There are many polka dots. It's a polka dot party.*

Ss: *A polka dot party.*

Then play the recording again and have the students sing along with it. You may have the students repeat some sentences after you first.

Activity 2

Show the students some pictures of clothes and have them answer your questions or ask and answer questions in pairs.

e.g.,

T: *Is it a T-shirt or a shirt?*

S1: *It's a T-shirt.*

T: *What colour is it?*

S2: *It's pink.*

T: *Do you like the red dress or the yellow dress?*

S3: *I like the red dress.*

T: *What clothes are you wearing today?*

S4: *I'm wearing a pair of green trousers.*

While-task procedures

Activity 1

Draw a shirt and a pair of trousers on the blackboard. Introduce the parts of the clothes by pointing at the drawings. Then name the parts of the clothes and have the students repeat the new words *button, zip* and *pocket* one by one after you.

e.g.,

T: *What's this? It's a pocket. Pocket. P-O-C-K-E-T, pocket.*

Ss: *Pocket. P-O-C-K-E-T, pocket.*

T: *How many pockets are there on this shirt?*

S1: *Two pockets.*

Activity 2

Stick the pictures of different clothes on the left side of the blackboard and write the new words on the right side. Ask individual students to come to the front and match the pictures to the words. Have the students say the words quickly. Then ask them to give a quick response according to the words given by you.

e.g.,

T: *Pocket. A big pocket.*

Ss: *(point to the pocket on their own clothes) Pocket. A big pocket.*

T: *Zip. A long zip.*

Ss: *(point to the zip on their own clothes) Zip. A long zip.*

Activity 3

Put the wall pictures on the blackboard. Give a description for each picture. Have the students read and choose the correct descriptions to match the pictures.

e.g.,

a *A T-shirt. It has six buttons.*

b *A T-shirt. It has three buttons.*



Then write some sentences with some words missing and the possible words on the blackboard. Have the students look at the pictures, read the sentences and fill in the blanks.
e.g.,

<i>buttons</i>	<i>zip</i>	<i>pockets</i>	<i>small</i>	<i>big</i>
----------------	------------	----------------	--------------	------------

- 1 *The T-shirt is too big for Peter. He needs a small one.*
 - 2 *This T-shirt has six buttons.*
 - 3 *Do you like the pockets on the blue dress?*
- ...

Activity 4

Read a passage about clothes to the students. Ask them to listen carefully. Then give the students some pictures of clothes and ask them to find the corresponding pictures.

e.g.,

T: I am Alan. I have a blue shirt. It has three white buttons. I have a white jacket. It has a long zip. It has two big pockets too. I have a pair of jeans. They have four pockets. (show the picture of a blue shirt with four buttons) Is this Alan's shirt?

S1: No. (pick the picture of a blue shirt with three buttons) This is Alan's shirt. It has three white buttons.

Post-task activities

Activity 1

Have the students do Part E 'Look, find and write' on page 56 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students draw clothes on some paper and share their drawings in pairs. Then ask them to introduce the clothes they have drawn to each other.

e.g.,

S1: Look! My jacket has two pockets.

S2: ...

Period 2

Language focus:

- Using wh-questions to find out people's preference about clothes
e.g., *Which dress do you like, the blue one or the pink one?*
- Using modelled sentences to describe one's preference
e.g., *I like the blue one.*

Materials:

Student's Book 5A, pp. 37 and 41

Workbook 5A, p. 55 Part C

Cassette 5A

Flashcards 5A (*button, zip, pocket*)

Wall picture 5A

Pre-task preparations

Activity 1

Have the students sing the song in 'Listen and enjoy' on page 41 of the *Student's Book* in groups.

Activity 2

Put the wall pictures on the blackboard. Have the students listen to your descriptions and match them to the corresponding clothes.

e.g.,

T: It's a T-shirt. It has two pandas on it.

S1: (point to the corresponding T-shirt in the picture) The T-shirt has two pandas on it.

Then have the students describe the clothes one by one.

e.g.,

S1: The blue dress has three buttons.

S2: The blue shorts have two pockets.

...

While-task procedures

Activity 1

Have the students look at the pictures for 'Look and say' on page 37 of the *Student's Book* and listen to the recording. Ask them some questions to check their understanding.

e.g.,

T: (point to picture 1) Is Kitty's dress too small?

S1: Yes.

T: (point to picture 2) Where are Kitty and her mother?

S2: They're at a clothes shop.

T: Does Kitty like the pink dress or the blue dress?

S3: She likes the blue dress.

After that, write the new words and phrases *need, pretty, lovely, put on* and *try on* on the blackboard and have the students repeat them after you.

Activity 2

Play the recording for 'Look and say' again and have the students repeat after it. Write the key patterns *Which ... do you like, the ... one or the ... one?* and *I like the ... one.* on the blackboard and ask the students to repeat them after you. Then put the wall picture on the blackboard and ask the students some questions about the clothes.

e.g.,

T: (point to the skirts) Which skirt do you like, the pink one or the black one (*S1's name*)?

S1: I like the pink one.

T: (point to the shirts) Which shirt do you like, the white one or the blue one?

S2: I like the blue one.

Activity 3

Practise the dialogue with the students. Then have the students role-play the dialogue in pairs. Invite several pairs to role-play it in front of the class.

e.g.,

S1: Mum, my dress is too small!

S2: Yes. You need a new dress, I think.

Which dress do you like, the blue one or the pink one?

S1: I like the blue one. It has pockets. It's pretty.

...

Activity 4

Have the students do Part C 'Listen and judge' on page 55 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Ask the students to make a new dialogue in pairs following 'Look and say'. Then invite several pairs to act out their dialogues in front of the class.

e.g.,

S1: My shirt is too small!

S2: Yes. You need a new shirt, I think. My shirt is too short. I need a new shirt too. Let's go to buy new shirts.

S1: Great! Let's go!

S2: Which shirt do you like, the white one or the blue one?

S1: I like the blue one. It has two big pockets.

...

Activity 2

Have the students draw some different types of clothes on paper. Then divide the students into groups of four. Have them make dialogues about their pictures.

e.g.,

S1: Look! Which pair of shorts do you like?

S2: I like the blue pair. They have big pockets.

S3: Me too.

S4: I like the brown pair. They're nice.

Period 3

Language focus:

- Using wh-questions to find out people's preference
e.g., *Which one do you want?*
- Using formulaic expressions in context
e.g., *What do you think, ...?*

Materials:

Student's Book 5A, p. 39

Workbook 5A, p. 57 Part G

Cassette 5A

Flashcards 5A (*button, zip, pocket*)

Pictures of clothes

Pre-task preparations

Activity 1

Have the students look at some pictures of clothes and talk about what they like in pairs. You should set an example first.

e.g.,

T: Which dress do you like, the red one or the pink one?

S1: I like the red one.

T: Do you like the brown pair of jeans?

S2: No. I like the black pair.

...

Activity 2

Have the students say a chant after you with the help of some pictures and phrases.

e.g.,

Which, which, which shirt do you like?

White, white, white buttons.

The one with white buttons.

I like the one with white buttons.

Which, which, which shirt do you like?

Little, little, little dots.

The one with little dots.

I like the one with little dots.

...

Then have the students make a new rhyme in groups of four. Invite several groups to say their chants in front of the class.

While-task procedures

Activity 1

Have the students look at the pictures for 'Say and act' on page 39 of the *Student's Book* and listen to the recording. Ask them some questions to check their understanding.

e.g.,

T: How many dresses does Kitty try on?

S1: Two.

T: Which one does Kitty like?

S2: She likes the blue one.

T: How much is the blue dress?

S3: It's 80 yuan.

Write the new words and phrases such as *want* and *try on* on the blackboard and explain their meaning to the students. After that, play the

recording for 'Say and act' again and have the students repeat after it.

Activity 2

Start a dialogue with the students using pictures to illustrate the formulaic expression *What do you think?* Then have the students use the expression in pairs or in groups.

e.g.,

T: (show two dresses) Which dress do you like?

S1: I like the pink one. What do you think?

T: They both look great on you.

S1: Which dress do you like?

T: I like the red one. What do you think?

S1: I like the red one too.

Activity 3

Practise the dialogue in 'Say and act' with the students. Then ask the students to role-play the dialogue in groups of three. After that, invite several groups to act it out in front of the class.

e.g.,

S1: Can I help you?

S2: Can I try on these dresses?

S1: Sure.

S2: Thanks.

...

Activity 4

Divide the students into groups of three and have them make a new dialogue like the one in 'Say and act' on page 39 of the *Student's Book*.

e.g.,

S1: (act as the shop assistant) Can I help you?

S2: (act as a customer) I want to buy a shirt.

S1: Which one do you like?

S2: I like the blue one and the white one. Can I try them on?

S1: Sure.

S2: Thanks.

S2: What do you think, (S3's name)?

S3: They both look great on you. Which one do you want?

S2: They're both pretty. But I want the white one. I like the buttons. (to S1) How much is it?

S1: It's 40 yuan.

Post-task activities

Activity 1

Divide the students into groups of four. Give each group a task, such as buying a hat or a dress. Have the students make a dialogue in groups. Ask the students to use the key patterns they have learnt in this unit.

Activity 2

Have the students do Part G 'Look, colour and complete' on page 57 of the *Workbook*. Then check the answers with them. After that, invite several students to act out the dialogues in the exercise.

Period 4

Language focus:

Using modelled sentences to describe one's possessions

e.g., *I have some magic clothes.*

Materials:

Student's Book 5A, pp. 40 and 41

Workbook 5A, p. 58 Part I

Cassette 5A

Flashcards 5A (*button, zip, pocket*)

Three cards with key words and sentences

A gap-fill passage

Pre-task preparations

Activity 1

Have the students sing the song in 'Listen and enjoy' on page 41 of the *Student's Book*.

Encourage them to create a new song by replacing the word *polka dot* with *yellow, red* or *orange*. Ask the students to practise it in pairs or in groups.

e.g.,

Yellow sweaters with yellow skirts.

Yellow slippers and yellow shirts.

Yellow raincoats and a yellow blouse.

...

Activity 2

Ask the students some questions about clothes.

e.g.,

What clothes do you want to buy?

What are your favourite clothes?

...

Then have the students write a few lines according to their answers.

e.g.,

It's fine today.

I want to go shopping.

I want a T-shirt.

How much is it?

It's 75 yuan.

While-task procedures

Activity 1

Have the students read the story 'The emperor's new clothes' in 'Read a story' on page 40 of the *Student's Book* and do 'Answer the questions' on the same page. Then check the answers with them. Explain the meaning of the new words *emperor, magic, nod* and *silent*.

Activity 2

Play the recording for 'Read a story' on page 40 of the *Student's Book* and have the students repeat after it. Write the following sentences on the blackboard and have the students read and choose the correct answers.

e.g.,

1 *A man visits the emperor with A.*

- A. *some new clothes*
- B. *some magic coats*
- C. *some beautiful boxes*

2 *'Only C can see the magic clothes,' says the man.*

- A. *young people*
- B. *old people*
- C. *clever people*

3 *C can see the emperor's new clothes.*

- A. *Everyone*
- B. *The child*
- C. *Nobody*

...

Illustrate the use of the preposition *with*. Write the following phrases on the blackboard and have the students read and match them.

e.g.,

visit the emperor — *with my parents*

nod — *with some new clothes*

go to the park — *with a big smile*

Activity 3

Divide the students into groups of four. Each group has one of the three cards with several key words and patterns. Ask the students to complete the sentences and then read them aloud.

e.g.,

Scene 1 In the palace
One day, ... visits ... with ...

One day, a man visits the emperor with some new clothes.

Scene 2 In the palace
The man has ..., clever, ... cannot see ...,
but ... nods with ...
a lot of money

The man has some magic clothes for the emperor.
Only clever people can see them.
The emperor cannot see any clothes.
But he nods with a big smile.
The emperor gives the man a lot of money.

Scene 3 In the street
puts on, keep silent, cries out

The emperor puts on the magic clothes and walks down the street.
People keep silent.
But a child cries out, 'He has nothing on!'
After that, have the groups read the sentences of the three scenes.

Activity 4

Have the students role-play the story in groups of four. Have one student act as the man, one as the emperor, one as the child and another as the narrator. Then invite several groups to act it out in front of the class.

e.g.,

S1: (act as the narrator) One day, a man visits the emperor with some new clothes.

*S2: (act as the man) I have some magic clothes.
They're very beautiful. But only clever people can see them!*

S1: The man opens his box. The emperor cannot see

any clothes, but he nods with a big smile.

S3: (act as the emperor) They're so beautiful!

S1: So the emperor gives the man a lot of money and puts on the new clothes. He walks down the street. People keep silent. But a child cries out.

S4: (act as the child) Look! He has nothing on!

Post-task activities

Activity 1

Have the students complete the following summary of the story 'The emperor's new clothes'.

e.g.,

One day, a man visits the emperor with some new clothes. The man also has some magic clothes.

Only clever people can see them. The emperor cannot see any clothes in the box. But he nods with a big smile and says, 'They're so beautiful!' Then he gives the man a lot of money. He puts on the magic clothes and walks down the street. People keep silent. But a child cries out, 'Look! He has nothing on!'

Activity 2

Have the students do Part I 'Read and answer' on page 58 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using wh-questions to ask about people's preference
e.g., *Which ... do you like?*
- Using modelled sentences to describe one's preference
e.g., *I like the ... one.*
- Identifying the pronunciation of the sounds /ɔ:/ and /ɒ/ in words
e.g., *short, hall, autumn, door, office, what*

Materials:

Student's Book 5A, pp. 38 and 41

Workbook 5A, p. 59 Task

Cassette 5A

Phonetic symbol cards (/ɔ:/, /ɒ/)

Pictures of people with names
Strips of paper with sentences
Pictures of different things such as toy cars, clothes and sweets

Pre-task preparations

Activity 1

Have the students create a new song following the one in 'Listen and enjoy' on page 41 of the *Student's Book*. Invite some students to sing their new songs in front of the class.

Activity 2

Show the pictures of different things such as toy cars, clothes and sweets. Tell the students they are going shopping and have the students make a dialogue in pairs using the patterns they have learnt.

e.g.,

S1: Let's go shopping.

S2: Great! What do you want?

S1: I want a new toy car. Let's go to the toy shop.

S2: Look at these toy cars. They're nice. Which one do you like?

S1: I like the red one. How much is it?

S2: It's ten yuan.

While-task procedures

Activity 1

Have the students look at the pictures for 'Ask and answer' on page 38 of the *Student's Book* and make a dialogue in pairs. Set an example first.

e.g.,

T: Look at these trousers. Which one do you like?

S1: I like the white ones. I like the pockets on them.

T: There are two dresses. Which one do you like, the pink one or the blue one?

S2: I like the pink one. It has a cat on it.

T: How much is it?

S2: It's 70 yuan.

Activity 2

Show seven pictures of people with their names. Hand out seven strips of paper with descriptions of the pictures to the students.

Have them read the descriptions and match them with the pictures by writing the names beside the descriptions. Set an example to help the students.

e.g.,

I'm Jack. I'm wearing a T-shirt, a pair of jeans and a pair of black shoes. My jeans have two pockets.

I'm Jessica. I'm wearing a coat, a pair of trousers and a pair of red shoes. My coat has a zip and my trousers have two pockets.

Activity 3

Show the phonetic symbol cards for the sounds /ɔ:/ and /ɒ/. Read the words in 'Learn the sounds' on page 41 of the *Student's Book*. Ask the students to repeat after you until they can pronounce the sounds correctly.

e.g.,

T: or, /ɔ:/, short, horse; al, /ɔ:/, hall, fall; au, /ɔ:/, autumn, naughty; oor, /ɔ:/, door, floor.

Ss: or, /ɔ:/, short, horse; al, /ɔ:/, hall, fall; au, /ɔ:/, autumn, naughty; oor, /ɔ:/, door, floor.

T: o, /ɒ/, office, box, off, wrong; a, /ɒ/, what, want, watch.

Ss: o, /ɒ/, office, box, off, wrong; a, /ɒ/, what, want, watch.

Ask the students to think of more words with the sounds /ɔ:/ and /ɒ/.

e.g., *for, tortoise, tall, Paul, fox, hot*

Activity 4

Play the recording for 'Learn the sounds' on page 41 of the *Student's Book*. Ask the students to do 'Listen and circle'. Then check the answers with them.

Post-task activities

Activity 1

Have the students draw their favourite clothes and then label them. Then set a scene for buying new clothes in a clothes shop. Have the students make a shopping list first according to their drawings. Then divide the students into

groups of four to make a dialogue about shopping. Finally, ask the students to write several sentences about it.

e.g.,

Summer is coming soon. I want to buy a hat and some new T-shirts. I usually go shopping at Betty's Clothes Shop. There are a lot of nice T-shirts there. I like the pink one and the yellow one. I want to buy them both.

Activity 2

Have the students do Task 'New Year's Eve costume' on page 59 of the *Workbook*. First, ask the students to think about what costume they would like to wear for a New Year's Eve Party.

Then ask them to draw the costume and introduce it to their classmates. Finally, have them complete the passage in Part C by describing the costume one of their classmates has drawn.

Note:

The Emperor's New Clothes is a short tale by Hans Christian Andersen. Andersen was a Danish author, fairy tale writer and poet. Some of his most famous fairy tales include: *The Little Match Girl*, *The Little Mermaid*, *The Princess and the Pea* and *The Ugly Duckling*.

Module 3 Places and activities

Unit 3 Seeing the doctor

Tasks in this unit:

- Use nouns to identify illnesses
- Use wh-questions to ask for suggestions and advice
- Use modelled sentences to give suggestions and advice
- Use formulaic expressions to express concern

Language focus:

- Using nouns to identify illnesses
e.g., *fever, toothache, cough, cold*
- Using wh-questions to ask for suggestions and advice
e.g., *What else should I do?*
- Using modelled sentences to give suggestions and advice
e.g., *You should take some medicine.*
- Using formulaic expressions to express concern
e.g., *What's the matter?*
- Identifying the pronunciation of the sounds /ɜ:/ and /ə/ in words
e.g., *her, bird, nurse, work, teacher, panda*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *fever, toothache, cough, cold*
- Understanding wh-questions asking for suggestions and advice
e.g., *What else should I do?*
- Understanding modelled sentences giving suggestions and advice
e.g., *You should take some medicine.*
- Understanding formulaic expressions expressing concern
e.g., *What's the matter?*
- Identifying the pronunciation of the sounds /ɜ:/ and /ə/ in words
e.g., *her, bird, nurse, work, teacher, panda*

Speaking

- Pronouncing the key words correctly
e.g., *fever, toothache, cough, cold*
- Using wh-questions to ask for suggestions and advice
e.g., *What else should I do?*
- Using modelled sentences to give suggestions and advice
e.g., *You should take some medicine.*
- Using formulaic expressions to express concern
e.g., *What's the matter?*

- Pronouncing the sounds /ɜ:/ and /ə/ correctly in words
e.g., *her, bird, nurse, work, teacher, panda*

Reading

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

Writing

- Writing the key words correctly
e.g., *fever, toothache, cough, cold*
- Writing the key sentences correctly
e.g., *What should I do?*
You should take some medicine.
- Writing several sentences to describe illnesses and give suggestions

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		fever toothache cough cold		SB: pp. 43 and 46 WB: p. 62 Part E
2	What should I do? You should ... How can I help you? You will be better soon.	well medicine		SB: pp. 42 and 43 WB: p. 63 Part G
3	What's the matter? Oh dear!			SB: p. 44
4				SB: p. 45 WB: p. 64 Part I
5			/ɜ:/, /ə/	SB: pp. 43 and 46 WB: p. 65 Task

Period I

Language focus:

Using nouns to identify illnesses
e.g., *fever, toothache, cough, cold*

Workbook 5A, p. 62 Part E

Cassette 5A

Flashcards 5A (fever, toothache, cough, cold)

Wall picture 5A

A picture of a doctor

Pictures of different people

Materials:

Student's Book 5A, pp. 43 and 46

Pre-task preparations

Activity 1

Show the picture of a doctor and ask the students some questions.

e.g.,

T: What does he/she do?

Ss: He/She is a doctor.

T: What do doctors do?

Ss: They help sick people.

Play the recording for 'Listen and enjoy' on page 46 of the *Student's Book*. Have the students say the rhyme after the recording.

Activity 2

Have a free talk with the students about health conditions to elicit the topic 'seeing the doctor'.

e.g.,

T: How do you feel when you are ill? Do you sometimes cough? (mime coughing)

Ss: Yes.

T: Who do you go to for help?

Ss: The doctor.

T: Yes. When we're ill, we go to see the doctor.

...

While-task procedures

Activity 1

Show the flashcards for the words in 'Look and learn' on page 43 of the *Student's Book*. Have the students read the new words after you. Then have them talk about the symptoms of the illnesses.

e.g.,

T: He isn't feeling well today. He has a cold. When you have a cold, how do you feel?

S1: Sometimes I have a fever.

S2: Sometimes I have a cough.

...

Activity 2

Show the flashcards for the words in 'Look and learn' on page 43 of the *Student's Book*. Have the students read and spell the new words after you.

e.g.,

T: (show the flashcard for fever) She has a fever.

Fever. F-E-V-E-R, fever.

Ss: Fever. F-E-V-E-R, fever.

Activity 3

Play a matching game with the students. Put the flashcards for the new words and pictures of different people on the blackboard. Have the students match the illnesses to the people according to what you say.

e.g.,

T: Miss Wang has a toothache.

S1: (match the flashcard for toothache to the picture of Miss Wang) Miss Wang has a toothache.

...

Activity 4

Put the wall picture on the blackboard and write the corresponding suggestions and advice for different illnesses on the blackboard too. Have the students answer your questions according to these suggestions.

e.g.,

T: When you have a cold, what do you usually do?

S1: I go to see the doctor.

T: When you have a fever, what do you usually do?

S2: I take some medicine and drink a lot of water.

...

Post-task activities

Activity 1

Have the students do Part E 'Look and write' on page 62 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students make a dialogue about illnesses in pairs according to the tips in 'Ask and answer' on page 43 of the *Student's Book*.

e.g.,

S1: You have a ... What do you do?

S2: I ...

...

Period 2

Language focus:

- Using wh-questions to ask for suggestions
e.g., *What else should I do?*
- Using modelled sentences to give suggestions and advice
e.g., *You should take some medicine.*
- Using formulaic expressions to ask about health conditions or express concern
e.g., *How can I help you?*

Materials:

Student's Book 5A, pp. 42 and 43

Workbook 5A, p. 63 Part G

Cassette 5A

Flashcards 5A (*fever, toothache, cough, cold*)

A form

Pre-task preparations

Activity 1

Show the flashcards for the words in 'Look and learn' on page 43 of the *Student's Book* and have the students read the new words. Then take away a flashcard and ask the students to say which word is missing.

Activity 2

Show the flashcards for the words *fever, toothache, cough* and *cold* and have the students answer some questions and spell the words correctly.

e.g.,

T: (*show the flashcard for fever*) *What's the matter with him?*

Ss: *He has a fever.*

T: (*write the letters for the word fever in the wrong order on the blackboard*) *Can you spell the word correctly?*

S1: *Fever. F-E-V-E-R, fever.*

T: (*write the word fever on the blackboard*)

While-task procedures

Activity 1

Have the students listen to the recording for 'Look and say' on page 42 of the *Student's*

Book. Ask them some questions to check their understanding.

e.g.,

T: *How is Kitty feeling?*

S1: *She is not feeling well.*

T: *What's the matter?*

S2: *She has a fever. She has a cough too.*

T: *Does she have a cold?*

S3: *Yes, she does.*

Write the new words and phrases such as *medicine, not feeling well, go to the hospital, have a look, have a cold* and *have a rest* on the blackboard. Explain the meaning of them and ask the students to repeat after you. Then ask them to read the dialogue and complete the form below.

e.g.,

Kitty has a _____. 1 She has a _____. 2 She has a _____. 1 She should have _____. 2 She should drink _____. 3 She should take _____.	
---	--

Then check the answers with the students.

Activity 2

Have the students listen to the recording for 'Look and say' again and repeat after it. Write the key patterns *What should I do?* and *You should ...* on the blackboard and ask the students to repeat them after you. Then practise the key patterns with the students.

e.g.,

T: *I have a cold. What should I do?*

S1: *You should wear warm clothes.*

S2: *You should drink a lot of water.*

Activity 3

Write the pattern *She has a fever.* on the blackboard. Ask the students to repeat it after you. Then have the students play a guessing game. Ask several students to mime actions showing the symptoms of certain illnesses and

have the other students guess what illnesses they have.

e.g.,

S1: (*mime coughing*)

Ss: You have a cough.

S2: (*hold his chin and frown*) I can't eat.

Ss: You have a toothache.

Activity 4

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

e.g.,

S1: (*act as the narrator*) Kitty is not feeling well today. She goes to the hospital with her mum.

S2: (*act as the doctor*) How can I help you?

S3: (*act as Kitty*) I have a cough.

S4: (*act as Kitty's mother*) She has a fever too.

S2: Open your mouth and let me have a look. Say 'Ah ...'.

S3: Ah ...

S2: You have a cold. You should take some medicine.

S3: I see. What else should I do?

S2: You should drink a lot of water and have a good rest. You will be better soon.

S3: All right.

S4: Thank you, Doctor.

S2: You're welcome.

Post-task activities

Activity 1

Have the students play the game 'Seeing the doctor' in pairs. Ask one student to act as a patient and the other as a doctor. The 'patient' should describe his/her symptoms and the 'doctor' should tell his/her 'patient' what illness they have and give appropriate advice. Encourage them to make a dialogue following 'Look and say' on page 42 of the *Student's Book*.

e.g.,

S1: How can I help you?

S2: I have a fever and I have a cough. What should I do?

S1: You have a cold. You should wear warm clothes

and drink a lot of water.

S2: What else should I do?

S1: You should have a good rest.

S2: All right. Thank you, Doctor.

S1: You're welcome.

Activity 2

Have the students do Part G 'Look, read and complete' on page 63 of the *Workbook*. Then check the answers with them.

Period 3

Language focus:

- Using wh-questions to ask for suggestions and advice
e.g., *What should I do now?*
- Using modelled sentences to give suggestions and advice
e.g., *You should take some medicine.*
You shouldn't drink too many soft drinks either.
- Using formulaic expressions to express concern
e.g., *What's the matter?*

Materials:

Student's Book 5A, p. 44

Cassette 5A

Flashcards 5A (*fever, toothache, cough, cold*)

Pictures of food

Pre-task preparations

Activity 1

Have the students play a guessing game in pairs. Ask one student to describe his/her symptoms and the other student to guess what illness his/her partner has.

e.g.,

S1: I'm not feeling well. I have a fever. What's the matter with me?

S2: You have a cold.

Activity 2

Show some pictures of food and talk about healthy food with the students.

e.g.,

T: Look. Here are some pictures of different foods.

What do you like eating?

S1: I like eating vegetables.

S2: I like eating fruit. It's good for us.

S3: I like eating sweets.

T: Don't eat too many sweets. They're bad for your teeth.

While-task procedures

Activity 1

Show the pictures in 'Say and act' on page 44 of the *Student's Book*. Ask the students some questions about the pictures.

e.g.,

T: It's lunchtime. But Peter isn't feeling well today.

What's the matter with him? Why?

Activity 2

Have the students listen to the recording for 'Say and act' on page 44 of the *Student's Book* and answer your questions.

e.g.,

T: What's the matter with Peter?

S1: He has a toothache.

T: Why does he have a toothache?

S2: Because he eats too many sweets and drinks too many soft drinks.

T: What does the doctor say?

S3: 'He shouldn't drink too many soft drinks.'

S4: 'He shouldn't eat too many sweets.'

Activity 3

Play the recording for 'Say and act' again and ask the students to repeat after it. Then have them practise the dialogue in pairs.

Activity 4

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

Post-task activities

Activity 1

Have the students discuss what they should do to take good care of their teeth. Write their suggestions on the blackboard. You can divide

them into groups of four and ask them to make a poster about tooth care in groups.

e.g.,

S1: We should brush our teeth in the morning and in the evening every day.

S2: We shouldn't eat too many sweets.

S3: We shouldn't drink too many soft drinks.

...

Activity 2

Have the students make a new dialogue in groups of four following 'Say and act' on page 44 of the *Student's Book*.

e.g.,

S1: (act as Mum) Dinner is ready.

S2: I'm coming. What's for dinner?

S1: Vegetables, meat and fish. What's the matter, (S3's name)?

S3: I have a toothache. I can't eat.

S1: Oh dear! Let's go to see the dentist.

S4: (act as the dentist) How can I help you?

S3: I have a toothache.

S4: Let me look at your teeth. Do you often eat sweet food?

S3: Yes. I like eating sweets.

S4: They're bad for your teeth. You shouldn't drink too much cola or eat too much chocolate either.

S3: I see. What should I do now?

S4: You should take some medicine.

S3: OK. Thank you.

Period 4

Language focus:

Using wh-questions asking for advice

e.g., What shall we do?

Materials:

Student's Book 5A, p. 45

Workbook 5A, p. 64 Part I

Cassette 5A

Flashcards 5A (fever, toothache, cough, cold)

Wall picture 5A

Pictures of different animals and the food they eat

Pictures of a tiger and a toothless tiger

Materials for making masks (card, string, pens, etc.)

Pre-task preparations

Activity 1

Put the wall picture on the blackboard. Have the students play a matching game. Show some incomplete phrases and sentences, such as *Wear ...*, *Drink ...* and *Have* Ask the students to complete the phrases according to what you say. e.g.,

T: *Look at the boy. He has a cold. What should he do? (show the words warm clothes, water, medicine)*

S1: *He should wear warm clothes, drink a lot of water and take some medicine.*

Activity 2

Introduce the title of the story 'The toothless tiger' on page 45 of the *Student's Book*. Show two pictures of the tiger on the blackboard. In one picture the tiger has many sharp teeth. In the other picture the tiger has no teeth. Ask the students to say the difference between the two pictures and answer your questions.

e.g.,

T: *Look at picture 1. What's the tiger like?*

Ss: *He is big and strong.*

T: *What's in his mouth?*

S2: *Many sharp teeth.*

T: *Look at picture 2. Does the tiger have any teeth?*

S3: *No, he doesn't.*

T: *How does the tiger feel?*

S4: *He's sad.*

T: *Yes. He's sad because he's toothless.*

...

While-task procedures

Activity 1

Have the students read the story on page 45 of the *Student's Book* by themselves. Then have them answer some questions.

e.g.,

T: *What's the story about? Can you guess?*

S1: *It's about a tiger.*

T: *What's the matter with the tiger?*

S2: *The tiger has a toothache.*

...

Explain the meaning of the word *toothless*. Ask the students to do 'Answer the questions' on the same page and then check the answers with them.

Activity 2

Play the recording for 'Read a story' on page 45 of the *Student's Book* and have the students repeat after it. Explain the meaning of the new words and phrases such as *the king of the forest*, *hide*, *have a meeting*, *cave* and *pull out*.

Activity 3

Write the following sentences at random on the blackboard. Ask the students to number them according to the story.

e.g.,

(3) *The fox gives the tiger a large packet of sweets.*

(6) *The animals pull out all the tiger's teeth.*

(1) *The tiger is the king of the forest.*

(7) *He becomes a toothless tiger.*

(5) *Very soon, the tiger has a toothache.*

(2) *All the other animals are afraid of him.*

(4) *The tiger eats sweets every day.*

Activity 4

Have the students work in pairs. Tell them that the tiger goes to see the dentist and gets some advice from the dentist. Have them make a dialogue between the tiger and the dentist. Encourage them to use the patterns they have learnt.

e.g.,

S1: *(act as the dentist) How can I help you?*

S2: *(act as the tiger) I have a toothache.*

S1: *Can you eat?*

S2: *No, I can't.*

S1: *Let me have a look at your teeth. Oh, you have a lot of bad teeth. You shouldn't eat too many sweets.*

S2: *Why not? I like sweets very much.*

S1: *You have a toothache because you eat too many sweets. They're bad for your teeth.*

S2: *I see. What should I do now?*

...

Post-task activities

Activity 1

Have the students make masks for the characters in the story and then put on the masks to act as the characters and introduce themselves. Then have the students role-play the story in groups.

Activity 2

Have the students do Part I 'Read and judge' on page 64 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to describe illnesses and give advice
- Identifying the pronunciation of the sounds /ɜ:/ and /ə/ in words
e.g., *her, bird, nurse, work, teacher, panda*

Materials:

Student's Book 5A, pp. 43 and 46

Workbook 5A, p. 65 Task

Cassette 5A

Flashcards 5A (*fever, toothache, cough, cold*)

Phonetic symbol cards (/ɜ:/ and /ə/)

Wall picture 5A

Materials for making a poster (A3 paper, etc.)

Pre-task preparations

Activity 1

Have the students make a dialogue about seeing the doctor/dentist in pairs.

e.g.,

S1: *Let me look at your teeth. You have a toothache, I think.*

S2: *Why?*

S2: *You have a toothache because you eat too many sweets.*

S1: *What should I do?*

S2: *You should take some medicine.*

Activity 2

Have the students say the rhyme in 'Listen and enjoy' on page 46 of the *Student's Book*.

While-task procedures

Activity 1

Show the phonetic symbol cards for the sounds /ɜ:/ and /ə/. Read the words in 'Learn the sounds' on page 46 of the *Student's Book* and ask the students to repeat after you until they can pronounce the sounds correctly.

e.g.,

T: *er, /ɜ:/, her, term; ir, /ɜ:/, bird, third; ur, /ɜ:/, nurse, turn; or, /ɜ:/, work, word.*

Ss: *er, /ɜ:/, her, term; ir, /ɜ:/, bird, third; ur, /ɜ:/, nurse, turn; or, /ɜ:/, work, word.*

T: *er, /ə/, teacher, paper, driver, farmer; a, /ə/, panda, banana, again, along.*

Ss: *er, /ə/, teacher, paper, driver, farmer; a, /ə/, panda, banana, again, along.*

Ask the students to think of more words with the sounds /ɜ:/ and /ə/.

e.g., *skirt, purple, after, above*

Activity 2

Play the recording for 'Learn the sounds' on page 46 of the *Student's Book* and ask the students to do 'Listen and circle'. Then check the answers with them.

You may give the students more exercises to practise and compare the sounds they have learnt.

e.g.,

A *Read and circle*

1 first nurse water (*water*)

2 door doctor what (*door*)

3 office watch old (*old*)

4 third farmer teacher (*third*)

B *Listen and write*

1 autumn 2 girl 3 horse 4 tall 5 work

6 short

(1 *autumn* 2 *girl* 3 *horse* 4 *tall* 5 *work*
6 *short*)

Activity 3

Have the students look at 'Ask and answer' on page 43 of the *Student's Book*. Have them ask and answer questions following the given patterns. You may set an example first.

e.g.,

T: I have a cold. What should I do?

S1: You should have a good rest in bed. You should go to see the doctor.

Then have the students do 'Ask and answer' in pairs. Encourage them to use more patterns they have learnt previously.

e.g.,

S1: I have a toothache. What should I do?

S2: You should go to see the dentist. You shouldn't eat before bed. You should take some medicine.

...

Activity 4

Put the wall picture on the blackboard. Point to the people with different illnesses and ask the students to give them some advice.

e.g.,

T: (point to the picture of the boy who has a cold)

He has a cold. What should he do?

S1: He should drink a lot of water.

S2: He should wear warm clothes.

S3: He should eat a lot of vegetables and fruit.

...

Post-task activities

Activity 1

Divide the students into groups of six. Ask

them to make a poster about how to stay healthy or how to take care of themselves when they are ill according to what they have learnt in this unit. Then have them display their posters in the classroom. You can give them some topics such as *How to stay healthy/How to fight against a cold/a headache/a toothache* and *Get well soon!*

Activity 2

Have the students do Task 'Health advice' on page 65 of the *Workbook*. First, have the students do a survey about 'Living habits and health' in class. Then ask them to write down the results in the table in Part A.

e.g.,

S1: Excuse me. I have some questions for you about your living habits. Do you often eat sweet food?

S2: Yes, I do./No, I don't.

S1: Do you often do sport?

S2: Yes, I do./No, I don't.

S1: Do you often watch TV?

S2: Yes, I do./No, I don't.

Have the students complete the letter in Part B on page 65 of the *Workbook* by giving some advice on health and good living habits to their friends.

Module 4 The natural world

Unit 1 Water

Tasks in this unit:

- Use adverbs to indicate sequences
- Use imperatives to give simple instructions
- Use the simple present tense to express simple truths
- Use formulaic expressions in context
- Use the present continuous tense to describe actions taking place at the time of speaking.

Language focus:

- Using adverbs to indicate sequences
e.g., *first, next, then, finally*
- Using the present continuous tense to describe actions taking place at the time of speaking
e.g., *I'm making some tea.*
- Using wh-questions asking for specific information
e.g., *What's next?*
- Using formulaic expressions in context
e.g., *Would you like some?*
It tastes great!
- Identifying the pronunciation of the sounds /tʃ/, /dʒ/, /ʃ/ and /ʒ/ in words
e.g., *cheap, age, share, usually*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *boil, tea, pour, drink*
- Understanding modelled sentences indicating sequences
e.g., *First, ... Next, ... Then, ...*
- Understanding wh-questions asking for specific information
e.g., *What's next?*
- Understanding the meaning of formulaic expressions
e.g., *Would you like some?*
It tastes great!
- Identifying the pronunciation of /tʃ/, /dʒ/, /ʃ/ and /ʒ/ in words
e.g., *cheap, age, share, usually*

Speaking

- Pronouncing the key words correctly
e.g., *boil, tea, pour, drink*
- Using modelled sentences to indicate sequences
e.g., *First, ... Next, ... Then, ...*
- Using the present continuous tense to describe actions taking place at the time of speaking
e.g., *I'm making some tea.*

- Using wh-questions to ask for specific information
e.g., *What's next?*
- Using formulaic expressions in context
e.g., *Would you like some?*
It tastes great!
- Pronouncing the sounds /tʃ/, /dʒ/, /ʃ/ and /ʒ/ correctly in words
e.g., *cheap, age, share, usually*

Reading

- Understanding a dialogue about how to make tea
- Understanding a passage about the use of water
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *boil, tea, pour, drink*
- Writing the key sentences correctly
e.g., *First, ... Next, ... Then, ...*
- Writing several sentences about the use of water

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	First, ... Next, ... Then, ... Finally, ... What's next? Would you like some? It tastes great!	first next then finally boil tea pour drink		SB: pp. 47 and 48 WB: p. 73 Part E
2				SB: pp. 48 and 51 WB: p. 74 Part G
3				SB: p. 49 WB: p. 73 Part F
4				SB: p. 50 WB: p. 75 Part H
5			/tʃ/, /dʒ/, /ʃ/, /ʒ/	SB: p. 51 WB: pp. 72 Part C and 76 Task

Period I

Language focus:

- Using the key words in context
e.g., *boil, tea, pour, drink*
- Using adverbs to indicate sequences
e.g., *First you must boil the water.*
- Using the present continuous tense to describe actions taking place at the time of speaking
e.g., *I'm making some tea.*
- Using formulaic expressions in context
e.g., *Would you like some?*
It tastes great!

Materials:

Student's Book 5A, pp. 47 and 48

Workbook 5A, p. 73 part E

Cassette 5A

Flashcards 5A (*first, next, then, finally*)

Pictures of waterfalls, ponds, swimming pools, etc.

Pre-task preparations

Activity 1

Show the pictures of waterfalls, rivers, fountains, etc. Say a riddle about water and have the students guess to elicit the topic.

e.g.,

It has no taste.

It has no smell.

It's in the waterfall,

the fountain and the pond.

It's everywhere around us.

It's in the sea, in the rain, in the river and in the sea again.

What is it?

Activity 2

Show the pictures of waterfalls, ponds, swimming pools, etc. Ask the students what they can see in the pictures to elicit the word *water*.

e.g.,

T: (hold the picture of a swimming pool) This is a swimming pool. What's in it?

Ss: There's water in it.

Then ask the students some questions about water.

e.g.,

Can you taste water?

Can you smell it?

Where is water?

Finally, have the students repeat the following poem after you.

Water has no taste at all.

Water has no smell.

Water's in the waterfall,

The fountain and the pond as well.

Water's everywhere around us.

Water's in the sea,

In the rain, in the river

And in the sea again.

While-task procedures

Activity 1

Show the flashcards for *first, next, then* and *finally* in 'Look and learn' on page 48 of the *Student's Book*. Ask the students to read and spell the new words after you.

e.g.,

T: (show the flashcard for first) First. F-I-R-S-T, first.

Ss: First. F-I-R-S-T, first.

Activity 2

Show the picture in 'Look and say' on page 47 of the *Student's Book*. Ask the students the following questions to raise their interest in the dialogue.

Who can you see in this picture?

Where are they?

What are they doing?

Play the recording for 'Look and say' and ask the students to listen and repeat after it.

Explain the meaning of the new words *boil, tea, pour* and *drink* to the students.

Activity 3

Have the students look at the picture and listen to the recording for 'Look and say' on page 47 of the *Student's Book*. Ask them to pay attention

to the steps for making tea. Then ask them some questions to check their understanding.
e.g.,

T: What does Grandma do first?

Ss: First, she boils the water.

T: What does she do next?

Ss: Next, she puts some tea in the teapot.

Have the students discuss in pairs and decide how many steps there are. Then list the steps on the blackboard.

e.g.,

First, Grandma boils the water.

Next, Grandma puts some tea in the teapot.

Then, Grandma pours the hot water into the teapot.

Finally, Grandma and Kitty pour the tea into the cups and drink the tea.

After that, have some students retell the steps.

Activity 4

Practise the dialogue in 'Look and say' with the students. Then have the students act it out in pairs. Invite several pairs to act it out in front of the class.

e.g.,

S1: What are you doing, Grandma?

S2: I'm making some tea. Would you like some?

S1: Yes, please. How do you make tea, Grandma?

S2: Well, first we must boil the water.

...

Post-task activities

Activity I

Show the flashcards for the new words *first*, *next*, *then* and *finally*. Pick one card and ask the students to say a sentence containing the word.
e.g.,

T: (pick the card for first)

S1: First, I boil the water.

T: (pick the card for next)

S2: Next, I put some tea in the teapot.

Then have the students play the game in pairs.

e.g.,

S1: (pick the card for first) First, I brush my teeth.

S2: (pick the card for next) Next, I wash my face.

...

Activity 2

Have the students do Part E 'Read, write and number' on page 73 of the *Workbook*. Then check the answers with them. After that, have the students read the sentences in the correct order together.

Period 2

Language focus:

- Using wh-questions to ask for specific information
e.g., *What do you do first?*
- Using adverbs to indicate sequences
e.g., *First, we ...*

Materials:

Student's Book 5A, pp. 48 and 51

Workbook 5A, p. 74 Part G

Cassette 5A

Wall picture 5A

Word cards for *boil*, *pour*, etc.

Materials for making a 'rainbow'

Strips of paper with sentences

Pre-task preparations

Activity I

Make some word cards for the new words *boil*, *pour*, etc. Say a word and ask the students to pick the corresponding card and say a phrase containing the word.

e.g.,

T: Boil.

S1: (picking out the card for boil) Boil the water.

Then have the students play the game in pairs. Give each pair a set of the cards.

Activity 2

Have the students say a rhyme after you. You may show the pictures for the rhyme if possible to help the students get the main idea of the rhyme.

e.g.,

Polly puts the kettle on.

Polly puts the kettle on.

...

Polly puts the kettle on.

We'll all have tea.

Sukey takes it off again.

Sukey takes it off again.

Sukey takes it off again.

They've all gone away.

While-task procedures

Activity 1

Put the wall picture on the blackboard. Have the students look at the picture. Ask them to pay attention to the steps of making tea. Then ask them some questions based on the picture.
e.g.,

T: Let's make some tea. What do we do first?

Ss: First, we boil the water.

T: What do we do next?

Ss: Next, we put some tea in the cup.

Activity 2

Have the students do 'Ask and answer' on page 48 of the *Student's Book* in pairs.

e.g.,

S1: What do we do first?

S2: First, we boil the water.

Then have the students say something about the pictures.

e.g.,

S1: First, we boil the water. Next, we put some tea in the cup. ...

Activity 3

Have the students look at the pictures in 'Make a rainbow' on page 51 of the *Student's Book*. Explain the four steps of making the rainbow to the students. Have the students talk about the steps in pairs.

e.g.,

S1: What should we do first?

S2: First, we should get a glass of water and a piece of white paper.

...

Activity 4

Divide the students into groups of four and ask them to make their own rainbow. Then invite some students to explain their procedures for

making the rainbow to the class. Encourage the students to use the patterns *First, ... Next, ... Then, ... and Finally,*

Post-task activities

Activity 1

Have the students do Part G 'Look, match and write' on page 74 of the *Workbook*. Then check the answers with them.

Activity 2

Show some strips of paper with one sentence on each strip. Shuffle the strips of paper. Divide the students into groups of four. Ask them to read the sentences and put them in order. Then ask them to use the given words, such as *first, next, then* and *finally* to link the sentences.

e.g.,

Write 'Happy Birthday!' on your card.

Fold the paper.

Take a piece of paper.

Draw some flowers and a birthday cake on the card.
--

Put your card in an envelope.

S1: First, take a piece of paper. Next, fold the paper.

...

Period 3

Language focus:

Using adverbs to indicate sequences

e.g., *First, it starts high in the mountains in the west of China.*

Materials:

Student's Book 5A, p. 49

Workbook 5A, p. 73 Part F

Cassette 5A

Pre-task preparations

Activity 1

Ask the students some questions about how to make tea to help them review what they have learnt previously.

e.g.,

T: Peter is thirsty. He wants to have a cup of tea.

Can you make tea for him?

Ss: Yes, we can.

T: What do you do first?

S1: First, we boil the water.

...

Activity 2

Ask the students to say a chant after you. Encourage them to create a new chant by themselves.

e.g.,

What do you, what do you want?

I want, I want, I want some tea.

What are you, what are you doing?

I'm making, I'm making some tea.

Making tea?

Yes, making tea.

What do you do first?

Boil the water.

What do you do next?

Pour the water.

...

While-task procedures

Activity 1

Show the picture in 'Say and act' on page 49 of the *Student's Book*. Ask the students some questions about the pictures.

e.g.,

T: (point to the Yangtze River) This is a river. Is it long?

S1: Yes, it is.

Have the students listen to the recording for 'Say and act' on page 49 of the *Student's Book* and answer your questions.

e.g.,

T: Where does the Yangtze River start?

S1: It starts in the west of China.

...

Activity 2

Have the students read the dialogue in 'Say and act' and then complete the following sentences and put them in order. Finally, ask them to read the sentences in the correct order.

e.g.,

(2) Next, it runs down the mountains and through the beautiful Three Gorges.

(4) Finally, it runs into the sea.

(1) First, it starts high in the mountains in the west of China.

(3) Then, it meets more water from many other lakes and rivers.

Activity 3

Play the recording for 'Say and act' again and ask the students to repeat after it. Then practise the dialogue with the students.

Activity 4

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

Post-task activities

Activity 1

Ask the students to read books or surf the Internet to find more information about the Yangtze River before class. Divide them into groups of five and ask them to talk about the Yangtze River in groups. Then invite some group leaders to give a short report.

Activity 2

Have the students do Part F 'Look, choose and write' on page 73 of the *Workbook*. Then check the answers with them.

Period 4

Language focus:

Using modelled sentences to give specific information

e.g., *Little Water Drop falls down to the ground.*

Materials:

Student's Book 5A, p. 50

Workbook 5A, p. 75 Part H

Cassette 5A

Pictures of the sea and rain

Pre-task preparations

Activity 1

Show the pictures of the sea and rain and ask the students some questions.

e.g.,

T: (show the picture of the sea) What is the sea?

S1: It's water.

*T: Yes. The sea is water. (show the picture of rain)
How about this picture? What is rain? Is it water too?*

S2: Yes, it is.

T: That's right. The rain is water too.

Activity 2

Ask the students some questions to introduce the new word *journey*.

e.g.,

T: Do you like travelling?

Which city do you like to visit?

Is it a long journey?

Is it a nice journey?

Then explain the meaning of the word *journey* and have the students repeat it after you.

While-task procedures

Activity 1

Draw a picture of Little Water Drop on the blackboard. Introduce him to the students.

Next, write the title of the story 'The journey of Little Water Drop' on the blackboard. Then ask the students to look at the pictures in 'Read a story' on page 50 of the *Student's Book* and predict what the story is about. Encourage them to discuss in pairs or in groups.

Activity 2

Ask the students to read the story on page 50 of the *Student's Book* and do 'Think and number' on the same page. Then check the answers with them.

Activity 3

Play the recording for 'Read a story' and ask the students to repeat after it. Ask the students some questions to help them understand the story better.

e.g.,

Where does Little Water Drop live at first? (In the sea.)

What does Little Water Drop want to do? (He wants to go up to the sky.)

Why does Little Water Drop rise up to the sky? (Because the sun shines and he gets hot.)

What does Little Water Drop see one day? (He sees some trees.)

Who drinks Little Water Drop? (A tree drinks him.)

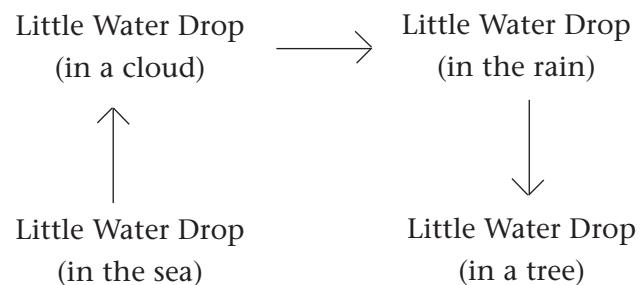
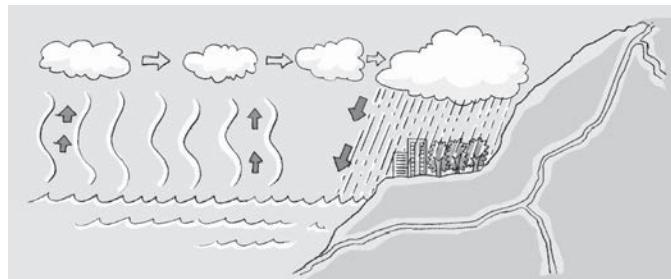
Activity 4

Put the four pictures for 'Read a story' on page 50 of the *Student's Book* at random on the blackboard. Retell the story slowly and ask several students to rearrange the pictures in the correct order.

Post-task activities

Activity 1

Draw the following picture on the blackboard.



Ask the students to talk about the journey of Little Water Drop in pairs. Encourage them to use the patterns *First, ... Next, ... Then, ... and Finally,* Finally, ask the students to complete the following passage.

e.g.,

First, Little Water Drop is in the sea. Next, he rises up to the sky. Then, he is in a cloud. Finally, he falls down to the ground.

Activity 2

Have the students do Part H 'Read and choose' on page 75 of the *Workbook*. Then check the answers with them. After that, have the students read the completed passage together.

Period 5

Language focus:

- Using the key words and sentences to talk and write about the sequences of certain actions
- Identifying the pronunciation of the sounds /tʃ/, /dʒ/, /ʃ/ and /ʒ/ in words
e.g., *cheap, age, share, usually*

Materials:

Student's Book 5A, p. 51

Workbook 5A, pp. 72 Part C and 76 Task

Cassette 5A

Flashcards 5A

Phonetic symbol cards (/tʃ/, /dʒ/, /ʃ/, /ʒ/)

Pictures of water, ice and steam

Strips of paper with different tasks

Pre-task preparations:

Activity 1

Have the students say a rhyme about water after you. You may use pictures of water, ice and steam to help them understand.

e.g.,

Heat the water.

Heat the water.

I see steam.

Cool down the water.

Cool down the water.

I see ice.

Heat the ice.

Heat the ice.

I see water again.

Activity 2

Ask the students what fruit juice they like. List their answers on the blackboard. Ask the students to say something about each type of juice.

e.g.,

S1: I like apple juice. It's sweet.

S2: I like orange juice. It's sweet and a little bit sour.

While-task procedures

Activity 1

Have the students do Part C 'Listen, read and choose' on page 72 of the *Workbook*. Then check the answers with them.

Activity 2

Ask the students to listen to the passage in Part C 'Listen read and choose' on page 72 of the *Workbook* again. Ask the students to think about how to make apple juice or orange juice. Then ask them to discuss in groups of four and write the steps of making different types of juice. Invite some students to give a report in front of the class.

Activity 3

Show the phonetic symbol cards for the sounds /tʃ/, /dʒ/, /ʃ/ and /ʒ/. Ask the students to read the words in 'Learn the sounds' on page 51 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: ch, /tʃ/, cheap, rich, China, each.

Ss: ch, /tʃ/, cheap, rich, China, each.

...

Ask the students to think of more words with the same sounds.

e.g., *chick, chicken, chopstick, Jack, jungle, short, show*

Activity 4

Ask the students to do 'Listen and circle' on page 51 of the *Student's Book*. Then check the answers with them.

Post-task activities

Activity 1

Divide the students into groups of four. Give each group a strip of paper with a different task on it. Ask them to discuss in the group and later share their ideas on how to complete the task in front of the class. Remind them to use

the key patterns *First*, ... *Next*, ... *Then*, ... and *Finally*,

e.g.,

You need some hot water. What should you do?
You want to make a puppet. What should you do?
...

Activity 2

Have the students do Task 'Juice we like' on page 76 of the *Workbook*. First, have them stick a photo of their favourite juice in the book and

then complete the information table in Part A. Then ask them to ask and answer questions in pairs to find out what juice their classmates like. Ask them to use the questions given in Part B. Finally, ask the students to think and complete the passage in Part C by writing about the juice they like and how to make the juice.

Note:

It would give students a clear idea when we teach *first*, *next*, *then* and *finally* in a fixed sequence, though native speakers use *next* and *then* interchangeably.

Module 4 The natural world

Unit 2 Wind

Tasks in this unit:

- Use adverbs to describe manner
- Use modelled sentences to describe things and conditions
- Use the present continuous tense to express actions happening at the time of speaking

Language focus:

- Using the key words in context
e.g., *gently, strongly, slowly, quickly*
- Using modelled sentences to describe the wind
e.g., *It is blowing gently/strongly.*
- Identifying the pronunciation of the sounds /tr/ and /dr/ in words
e.g., *tree, train, dress, drink*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *gently, strongly, slowly, quickly*
- Understanding modelled sentences describing the wind
e.g., *It is blowing gently/strongly.*
- Identifying the pronunciation of the sounds /tr/ and /dr/ in words
e.g., *tree, train, dress, drink*

Speaking

- Pronouncing the key words correctly
e.g., *gently, strongly, slowly, quickly*
- Using modelled sentences to describe the wind
e.g., *It is blowing gently/strongly.*
- Pronouncing the sounds /tr/ and /dr/ correctly in words
e.g., *tree, train, dress, drink*

Reading

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

Writing

- Writing the key words correctly
e.g., *gently, strongly, slowly, quickly*
- Writing the key sentences correctly
e.g., *It is blowing gently/strongly.*

- Writing several sentences to describe the wind and the things we can do or we cannot do on windy days

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		gently strongly slowly quickly		SB: p. 53
2	It is blowing gently/ strongly.	blow happily		SB: pp. 52 and 53 WB: p. 79 Part E
3				SB: p. 54 WB: p. 80 Part G
4				SB: p. 55 WB: p. 81 Part H
5			/tr/, /dr/	SB: p. 56 WB: pp. 78 Part D and 82 Task

Period I

Language focus:

Using adverbs to describe manner
e.g., *gently, strongly, slowly, quickly*

Materials:

Student's Book 5A, p. 53

Cassette 5A

Flashcards 5A (*gently, strongly, slowly, quickly*)

Wall picture 5A

Recording of wind sounds

Video clips or pictures of different windy conditions (a gentle wind, a strong wind, etc.)

Pre-task preparations

Activity 1

Ask the students to listen to the recording of wind sounds. Ask the students what they can hear to elicit the topic 'wind'.

e.g.,

T: What can you hear?

S1: I can hear the wind.

Put the wall picture on the blackboard. Point to the picture of a windmill and ask the students some questions to introduce the new word *windmill*.

e.g.,

T: Look at the picture. Do you know what it is? It's a windmill.

Activity 2

Say a rhyme about the wind. Have the students say the rhyme after you.

e.g.,

Winter is cold.

The wind is blowing and blowing. Whoo-Whoo!

It is blowing on my face. Ohh-ohh!

It is blowing on my nose. A-choo.

While-task procedures

Activity 1

Have the students watch the video or look at the pictures of different windy conditions and answer your questions.

e.g.,

T: How's the weather now?

S1: It's windy.

T: Yes. The wind is blowing gently. Gently. G-E-N-T-L-Y, gently.

Ss: Gently. G-E-N-T-L-Y, gently.

T: The windmill is moving slowly. Slowly. S-L-O-W-L-Y, slowly.

Ss: Slowly. S-L-O-W-L-Y, slowly.

Then show the flashcards for 'Look and learn' on page 53 of the *Student's Book* to teach the words *gently*, *strongly*, *slowly* and *quickly*. Ask the students to read and spell these words after you. Then put the flashcards on the blackboard.

Point to the flashcards one by one and have the students say the corresponding word.

Walk as slowly as you can in the classroom and say *I'm walking slowly*. Walk as quickly as you can and say *I'm walking quickly*. Or you can do the actions and ask the students to say what you are doing.

e.g.,

T: (walk slowly) What am I doing?

Ss: You're walking.

T: Am I walking slowly or quickly?

Ss: You're walking slowly.

Activity 2

Have the students watch the video of different windy conditions again. Write the pattern *The wind blows strongly*. on the blackboard and ask the students to say the pattern after you.

e.g.,

T: It's spring. The wind is blowing gently.

It's winter. The wind is blowing and blowing. It is blowing strongly.

Activity 3

Invite several students to come to the front. Play the game 'Simon says' with the students.

Ask the students to act according to your commands only if you say 'Simon says ...' before the command.

e.g.,

T: Walk quickly.

Ss: (do not move)

T: Simon says: Walk slowly.

Ss: (walk as slowly as they can)

Activity 4

Ask the students to look at the pictures in 'Think and write' on page 53 of the *Student's Book*. Then ask them some questions.

T: (point to Picture 2) How's the wind now?

Ss: It is blowing strongly.

T: What can the children do?

S1: They can fly kites.

Then put the wall picture on the blackboard and have the students ask and answer questions in pairs.

Post-task activities

Activity 1

Have the students look at different flashcards or pictures of windy weather. Ask the students to say the corresponding sentences as quickly as possible.

e.g.,

T: (show the card for gently)

Ss: The wind is blowing gently.

Activity 2

Divide the students into two groups. Ask each group to discuss what people can and cannot do, and what they should and should not do when the wind is blowing gently or strongly.

e.g.,

Group 1

The wind is blowing gently.

People can/should ...

They can't/shouldn't ...

Group 2

The wind is blowing strongly.

People can/should ...

They can't/shouldn't ...

Period 2

Language focus:

Using modelled sentences to describe the wind
e.g., *It is blowing gently/strongly.*

Materials:

Student's Book 5A, pp. 52 and 53

Workbook 5A, p. 79 Part E

Cassette 5A

Flashcards 5A (*gently, strongly, slowly, quickly*)

Wall picture 5A

Two passages followed by questions

Pre-task preparations

Activity 1

Have the students say the following chant after you. Have the students who are wearing the corresponding clothes stand up while saying the chant.

e.g.,

*Who is wearing a T-shirt? A T-shirt, a T-shirt!
Who is wearing a T-shirt? Please stand up!
Who is wearing a jacket? A jacket, a jacket!
Who is wearing a jacket? Please stand up!
Who is wearing a dress? A dress, a dress!
Who is wearing a dress? Please stand up!
Here comes a big wind! A big wind, a big wind.
Here comes a big wind! It is blowing away the clothes!*

Activity 2

Play a guessing game with the students. Mix the flashcards for *gently, strongly, slowly* and *quickly*. Invite several students to come to the front of the classroom. Ask them to pick a card and mime certain actions. Then ask the other students some questions about what they see.

e.g.,

S1: (pick the card for slowly and mime walking slowly)

T: Is he walking quickly?

Ss: No. He's walking slowly.

While-task procedures

Activity 1

Show the pictures for 'Look and say' on page 52 of the *Student's Book*. Have the students look at

the pictures carefully and answer your questions according to the pictures.

e.g.,

T: (point to the first picture for 'Look and say')

How's the wind in this picture? Is it blowing strongly?

S1: No. It is blowing gently.

...

Activity 2

Write the pattern *It is blowing gently/ strongly.* on the blackboard. Then ask the students to read the text for 'Look and say' and answer your questions to check their understanding.

e.g.,

T: How's the wind in Picture 1?

S1: It is blowing gently.

T: Is the windmill moving slowly or quickly?

S2: It is moving slowly.

...

Activity 3

Divide the students into groups of four. Have them read the text for 'Look and say' on page 52 of the *Student's Book* in their groups. Then have the students describe the two pictures. You may give them some key words.

e.g., *gently, dance, strongly, fly kites*

Activity 4

Ask the students some questions about the pictures in 'Think and write' on page 53 of the *Student's Book*.

e.g.,

T: The wind is blowing strongly. What can the children do?

Ss: They can fly kites.

T: The wind is blowing strongly. Is the windmill moving slowly or quickly?

Ss: It is moving quickly.

Ask the students to complete the sentences. Then check the answers with them.

Post-task activities

Activity 1

Have the students do Part E 'Look and complete' on page 79 of the *Workbook*. Then

check the answers with them.

Activity 2

Have the students do an 'Information exchange' activity in pairs. Each student has one of the following passages. Have them ask their partners questions to find out the correct information and then write down the answers.

Passage A:

It is February. Alex goes back to his hometown Shenyang. It is very cold outside in winter. Sometimes the wind blows strongly. Sometimes it snows heavily too. Every day, Alex plays with his friends. They go skiing, ice-skating and make snowmen.

Questions (for Passage B):

- 1 Where does Jenny come from?
- 2 What season is it in Australia in February?
- 3 How is the weather there?
- 4 What can Jenny do when the wind is blowing gently?
- 5 What do people do when the wind is blowing strongly?

Passage B:

It is February. Jenny goes back to her hometown. It is in Australia. It is summer in Australia in February. The sun is high in the sky. Sometimes the wind blows gently, so she goes fishing. Sometimes the wind blows strongly. Some people go windsurfing. It is very exciting.

Questions (for Passage A):

- 1 Where does Alex come from?
- 2 What season is it in Shenyang in February?
- 3 How is the weather there?
- 4 How are the wind and snow?
- 5 What does Alex do there?

Period 3

Language focus:

- Using modelled sentences to talk about weather conditions
e.g., *It's raining heavily.*
- Using imperatives to express suggestion
e.g., *Let's watch the weather on TV.*

Materials:

Student's Book 5A, p. 54
Workbook 5A, p. 80 Part G
Cassette 5A
Pictures of a rainy day
A gap-fill passage

Pre-task preparations

Activity 1

Have the students say a poem about the weather after you.

e.g.,

*Weatherman, weatherman,
How will the weather be?
How will the weather be tomorrow?
Will it rain?*

No, no.

Will the sun come out?

Yes, yes.

Then ask the students some questions about the weather.

e.g.,

T: How's the weather today?

S1: It's ...

T: Do you like the weather? Why?

S2: Yes, I do. Because ...

S3: No, I don't. Because ...

Activity 2

Show some pictures of a rainy day. Divide the students into groups of four. Have the students discuss what they can do on rainy days. You can write some questions on the blackboard to help them.

e.g.,

Do you like rainy days?

What can you do on rainy days?

What can you not do on rainy days?

What do you often do on rainy days?

While-task procedures

Activity 1

Play the recording for 'Say and act' on page 54 of the *Student's Book*. Have the students read the dialogue after the recording. Then ask the

students to answer some questions according to the dialogue.

e.g.

What does Ben want to do?

Can he go out and play football?

What is the weather like?

How is the weather tomorrow?

What does Ben want to do tomorrow?

Activity 2

Explain the meaning of the new words *heavily*, *strong* and *heavy* to the students. Ask them to repeat the words after you. Then practise the dialogue with them.

Activity 3

Divide the students into groups of four. Have them role-play the dialogue. Then encourage some groups to act out the dialogue in front of the class.

Activity 4

Have the students complete the short passage according to the dialogue.

e.g.,

It is a rainy day. The wind is blowing strongly and it is raining heavily. Ben wants to go out and play football, but he cannot. Ben and Kitty watch TV at home. It will be fine tomorrow. They can go out and play then.

Then have them read the passage together.

Post-task activities

Activity 1

Divide the students into groups of four. Ask them to make a dialogue. Write some key words on the blackboard to give the students some hints.

e.g.,

windy, rainy, strongly, go, play, watch TV, fine

Then invite several groups to act out their dialogues in front of the class.

e.g.,

S1: Mum, how's the weather today?

S2: (act as Mum) It's windy. The wind is blowing strongly.

S1 & S3: Great! We can go out and fly kites!

S2: No, you can't. Look out of the window. It's raining.

...

Activity 2

Have the students do Part G 'Look, read and write' on page 80 of the *Workbook*. Then check the answers with them. After that, ask the students to ask and answer questions in pairs according to the pictures.

e.g.,

S1: How's the wind?

S2: It's blowing strongly.

S1: What are Peter and Paul doing?

S2: ...

Period 4

Language focus:

Using adverbs to describe manner

e.g., *The wind blows gently.*

Materials:

Student's Book 5A, p. 55

Workbook 5A, p. 81 Part H

Cassette 5A

Story pictures

Pre-task preparations

Activity 1

Have the students draw wind, rain, or snow to show different weather. Then ask them to share their drawings and talk in pairs.

e.g.,

S1: How's the weather?

S2: It's windy. Look! The wind is blowing strongly.

People can fly kites.

...

Activity 2

Show the pictures for 'Read a story' on page 55 of the *Student's Book*. Ask the students some questions to elicit the characters in the story.

e.g.,

T: What can you see in the pictures?

S1: We can see some wind-bells.

S2: I can see a monkey, a duck, ...

While-task procedures

Activity 1

Have the students read the story on page 55 of the *Student's Book* and try to answer the questions on the same page. You can ask more questions based on the story and have the students find the correct answers in the story.

e.g.,

T: The wind is blowing gently. What does Little Monkey hear?

S1: He hears the sound of the wind/wind-bell.

...

Activity 2

Have the students read the story again. Then ask the students some questions about the story.

e.g.,

Where is Little Monkey's wind-bell?

What does Little Monkey hear?

Where is Little Duck's wind-bell?

What does Little Rabbit hear?

What does Little Pig want to hear?

Can Little Pig hear the sound of the wind?

Activity 3

Put the pictures for the story on page 55 of the *Student's Book* at random on the blackboard. Read the story and ask several students to put the pictures in the correct order.

Activity 4

Show the pictures for 'Read a story' on page 55 of the *Student's Book* and play the recording. Have the students repeat after it. Explain the meaning of some sentences if necessary. Finally, encourage them to retell the story.

Post-task activities

Activity 1

Divide the students into groups of five to role-play to story. In each group one student acts as the narrator and the other four students act as the four characters in the story. Encourage them to make sound effects to demonstrate the sound of the wind. Then invite several groups to act out the story in front of the class.

Activity 2

Have the students do Part H 'Read and answer' on page 81 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to talk and write about the wind
- Identifying the pronunciation of the sounds /tr/ and /dr/ in words
e.g., *tree, train, dress, drink*

Materials:

Student's Book 5A, p. 56

Workbook 5A, pp. 78 Part D and 82 Task

Cassette 5A

Wall picture 5A

Pictures of different kinds of windmills

A ready-made windmill

Phonetic symbol cards (/tr/, /dr/)

Materials for making a paper windmill (paper, scissors, etc.)

Pre-task preparations

Activity 1

Say a poem about the wind and ask the students to repeat after you.

e.g.,

A gentle wind comes.

It is blowing gently.

A strong wind comes.

It is blowing strongly.

Activity 2

Show a paper windmill and ask the students to think about what is needed to make a windmill. Then show the materials for making a paper windmill and introduce them to the students.

While-task procedures

Activity 1

Ask the students to read 'Make a windmill' on page 56 of the *Student's Book*. Explain the procedures for making a windmill and demonstrate how to make one.

Activity 2

Have the students make a windmill in groups of four and then play with the windmills. If possible, let the students play with their windmills outside, asking them questions about the wind while they are playing.

e.g.,

T: How's the wind?

S1: It's blowing gently.

T: Is your windmill moving quickly?

S2: No. It's moving slowly.

Activity 3

Show the phonetic symbol cards for the sounds /tr/ and /dr/. Ask the students to read the words in 'Learn the sounds' on page 56 of the *Student's Book* after you until they can pronounce the sounds correctly.

e.g.,

T: tr, /tr/, tree, train.

Ss: tr, /tr/, tree, train.

T: dr, /dr/, dress, drink.

Ss: dr, /dr/, dress, drink.

Ask the students to think of more words with the sounds /tr/ and /dr/.

Activity 4

Have the students do 'Listen and circle' on page 56 of the *Student's Book*. Then check the answers with them. After that, have them read the words after you.

You may give the students more exercises to practise the sounds they have learnt.

e.g.,

A Listen and write

1 dr ink 2 trunk 3 dress 4 tree

5 short 6 cheap 7 fish 8 each

(1 drink 2 trunk 3 dress 4 tree 5 short

6 cheap 7 fish 8 each)

B Read and circle

1 garden great giraffe (giraffe)

2 orange give juice (give)

3 usually television sure (sure)

4 chair child toothache (toothache)

Post-task activities

Activity 1

Have the students do Part D 'Look and say' on page 78 of the *Workbook*. Ask them to talk about the pictures in pairs.

Activity 2

Have the students do Task 'What's the weather like?' on page 82 of the *Workbook*. First, have them think about and say what they usually see in different kinds of weather. Then ask them to talk in pairs to find out what their classmates usually see and do in different kinds of weather. Finally, have them complete the passage in Part C by describing what their classmates see and do in different kinds of weather.

Module 4 The natural world

Unit 3 Fire

Tasks in this unit:

- Use imperatives to express prohibitions
- Use modelled sentences to express obligations and prohibitions
- Use the simple present tense to express simple truths

Language focus:

- Using imperatives to express prohibitions
e.g., *Don't play with matches!*
- Using modelled sentences to express obligations and prohibitions
e.g., *People must be careful. At home, children mustn't play near fires.*
- Using the simple present tense to express simple truths
e.g., *Fire gives us heat and light.*
- Reviewing the pronunciation of the sounds learnt in the previous units

Language skills:

Listening

- Understanding imperatives expressing prohibitions
e.g., *Don't play with matches!*
- Understanding modelled sentences expressing obligations and prohibitions
e.g., *People must be careful. At home, children mustn't play near fires.*
- Identifying the pronunciation of the sounds learnt in the previous units

Speaking

- Using imperatives to express prohibitions
e.g., *Don't play with matches!*
- Using modelled sentences to express obligations and prohibitions
e.g., *People must be careful. At home, children mustn't play near fires.*
- Pronouncing the sounds learnt in the previous units correctly

Reading

- Understanding dialogues about fire safety introducing things we must do and must not do
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

Writing

- Writing the key words correctly
e.g., *smoke, start, match, poster*
- Writing the key sentences correctly
e.g., *People must be careful.*
At home, children mustn't play near fires.
Don't play with matches.

- Writing several sentences about fire safety

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	Don't ...	smoke start campfire match		SB: p. 58 WB: p. 83 Part B
2	We must/mustn't ...	safety careful		SB: pp. 57 and 61 WB: p. 86 Part G
3				SB: p. 59 WB: pp. 84 Part D and 85 Part E
4				SB: pp. 60 and 61 WB: p. 87 Part H
5			revision	SB: pp. 58 and 61 WB: pp. 84 Part C and 88 Task

Period I

Language focus:

- Using the key words in context
e.g., *smoke, start, campfire, match*
- Using imperatives to express prohibitions
e.g., *Don't play with matches!*

Materials:

Student's Book 5A, p. 58

Workbook 5A, p. 83 Part B

Cassette 5A

*Flashcards 5A (Don't smoke! Don't start campfires!
etc.)*

Pictures of people breaking fire safety rules

Different public signs

Pre-task preparations

Activity I

Play the game 'Apple tree' to elicit the word *fire*.

Draw a tree with ten apples on it on the blackboard, then draw four lines and ask the students to guess the letters.

e.g.,

T: It's a word with four letters. Guess a letter.

S1: Is there an 'a'?

T: No. There isn't an 'a'. (erase an apple from the apple tree)

S2: Is there an 'i'?

T: Yes. There's an 'i'. (write the letter 'i' in its proper position.)

S3: Is there an 'f'?

T: Yes. There's an 'f'. (write the letter 'f' in its proper position)

...

If the students can guess the word within ten tries, they win. If not, write the answer for them. After that, ask the students to read and spell the word *fire*.

Activity 2

Ask the students to say something about fire. Help them by asking some questions.

e.g.,

T: *What can you do with fire? Is fire dangerous?*

Ss: ...

T: *Fire gives us heat and light. We can cook with fire. But fire is very dangerous. We must be very careful with it.*

While-task procedures

Activity 1

Show the flashcards for *Don't smoke!* *Don't start campfires!* *Don't play near fires!* and *Don't play with matches!* in 'Look and learn' on page 58 of the *Student's Book*. First, show the flashcard for *Don't smoke!* and then write the words on the blackboard. Have the students read them after you. Then repeat these steps with the other flashcards.

Activity 2

Play the game 'Quick response' with the students. Flash the flashcards for prohibition signs quickly and ask the students to respond quickly with the corresponding imperatives.

e.g.,

T: (*flash the card for Don't smoke!*)

Ss: *Don't smoke!*

Activity 3

Ask the students to give suggestions on how to be careful with fire. If they cannot think of any, write some sentences on the blackboard, such as *Put rubbish in the bin. Cook with your parents around.* Then have the students repeat the sentences after you.

Activity 4

Have the students do Part B 'Listen, number and complete' on page 83 of the *Workbook*. Then check the answers with them.

Post-task activities

Activity 1

Show the students pictures of people breaking fire safety rules. Pictures should show: some

children playing near a fire, some children preparing to start a campfire, a boy playing with matches, etc. Ask the students to discuss in pairs what they would say to those people. Then encourage them to tell the class.

e.g., *Don't start campfires!*

Activity 2

Divide the students into groups of four. Have them talk about the prohibition signs to warn people against fire in different places.

e.g.,

Don't smoke!

Don't start campfires!

Don't play near fires!

Have the students discuss these signs and try to think of other prohibition signs. Then have them draw some signs for the countryside, home, school, park, etc. Finally, have several groups come to the front of the class to explain the meaning of their signs.

Period 2

Language focus:

Using modelled sentences to express obligations and prohibitions

e.g., *People must be careful.*

We mustn't play with matches.

Materials:

Student's Book 5A, pp. 57 and 61

Workbook 5A, p. 86 Part G

Cassette 5A

Picture or photo of a firefighter

A 'Fire Safety' poster

Different signs

Wall picture 5A

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 61 of the *Student's Book* and ask the students to read after it. Then have them read it by themselves.

Activity 2

Put the wall picture on the blackboard. Have the students look at the prohibition signs to warn people against fire. Ask them some questions to check their understanding.

e.g.,

T: Where can you see fire at home?

S1: We can see fire in the kitchen.

T: What do you do with fire in the kitchen?

S2: We cook food with fire.

T: Yes. You can cook food with fire, but you mustn't play near fires. It's dangerous.

Then write the sentence *Don't play near fires.* on the blackboard. Ask the students to repeat it after you.

While-task procedures

Activity 1

Show the picture of a firefighter and ask the students some questions.

e.g.,

T: What does he do?

S1: He's a firefighter.

T: What does he do at work?

S2: He puts out fires.

T: What do you think of him?

S3: He's very brave.

Then have the students listen to the recording for 'Look and say' on page 57 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

T: Who's a firefighter?

S1: Mr Xu, Jill's father.

T: Where is he?

S2: He's at Rainbow Primary School.

T: What's he talking about?

Ss: He's talking about fire safety.

Activity 2

Put the wall picture on the blackboard and ask the students to identify the signs they know. Then write the key pattern *We must/mustn't ...* on the blackboard and ask the students to repeat it after you. Point to different signs and say sentences using the key pattern. Ask the

students to repeat after you.

e.g.,

T: What does this sign say?

Ss: Don't start campfires.

T: Yes. We mustn't start campfires.

Ss: We mustn't start campfires.

Activity 3

Play the recording for 'Look and say' on page 57 of the *Student's Book*. Have the students repeat after it. Ask the students some questions about fire safety to check their understanding.

e.g.,

T: Can you tell me about fire safety? What must we do? What mustn't we do?

S1: We must be careful. We mustn't smoke.

Then ask the students to talk about fire safety in pairs.

Activity 4

Have the students identify all the signs in the poster in 'Look and say' on page 57 of the *Student's Book*. Then give them each a sheet of paper and ask them to complete the sentence for each sign by writing the word *mustn't* in the blanks. After that, check the answers with them.

e.g.,

1 *We mustn't smoke.*

2 *We mustn't start campfires.*

3 *We mustn't play near fires.*

4 *We mustn't play with matches.*

Post-task activities

Activity 1

Have the students do Part G 'Look, match and write' on page 86 of the *Workbook*. Then check the answers with them.

Activity 2

Show different signs that the students can see in the parks or other public places. Elicit sentences using *must* and *mustn't* from the students. Then have the students give you an alternative for each of the sentences.

e.g.,

1 *Don't smoke!*

- (*We mustn't smoke.*)
- 2 *Don't play with matches!*
(*We mustn't play with matches.*)
- 3 *Put rubbish in the bin.*
(*We must put rubbish in the bin.*)
- 4 *Don't pick the flowers!*
(*We mustn't pick the flowers!*)

Period 3

Language focus:

Using modelled sentences to express

prohibitions

e.g., *Don't start campfires.*

Materials:

Student's Book 5A, p. 59

Workbook 5A, pp. 84 Part D and 85 Part E

Cassette 5A

A video of a forest fire

Pre-task preparations

Activity 1

Have the students say the rhyme on page 22 of *Student's Book 4A*.

e.g.,

Look at the fire.

Fire, fire, fire!

Call the fire station,

One, one, nine!

Bring the fire engine,

Engine, engine, engine!

The brave firefighters

Put out the fire!

Activity 2

Play the video of a forest fire and elicit 'a big fire' from the students. Write the question *How does the fire start in the forest?* on the blackboard. Have the students discuss possible causes in pairs. Then encourage them to share their ideas with the class.

e.g.,

S1: The fire starts because some people start a campfire.

...

While-task procedures

Activity 1

Have the students listen to the recording for paragraph 1 of 'Read and match' on page 59 of the *Student's Book*. Ask the students some questions to check their understanding.
e.g.,

T: How does this fire start?

S1: It starts because people start a campfire.

T: Is there anyone hurt in the fire?

S2: No, there isn't.

Activity 2

Have the students listen to the recording for paragraphs 2 and 3 of 'Read and match' on page 59 of the *Student's Book*. Write the following sentences on the blackboard as they listen. Then ask them to judge whether the sentences are true or false. After that, ask the students to correct the false statements.

e.g.,

1 The fire starts in a house. (F)

2 There is thick smoke everywhere. (T)

3 The helicopters drop water on the fire. (T)

4 No firefighters come to fight the fire. (F)

5 Finally, the fire dies down. (T)

Activity 3

Have the students look at Picture 4 of 'Read and match' on page 59 of the *Student's Book*. Then ask them to answer some questions.

e.g.,

1 What does the first sign mean? (We mustn't smoke.)

2 What does the second sign mean? (We mustn't start campfires.)

Activity 4

Ask the students to match the pictures with the paragraphs. Then check the answers with them. Finally, have the students read the four paragraphs in the correct order together.

Post-task activities

Activity 1

Have the students do Part E 'Think and complete' on page 85 of the *Workbook*. Then

check the answers with them.

Activity 2

Divide the students into six groups. Have them do Part D 'Think, match and say' on page 84 of the *Workbook*.

e.g.,

T: *Fire can start in the forest, at school and at home. We must be careful.*

In the forest what mustn't you do?

At school what mustn't you do?

At home what mustn't you do?

Have the students discuss in groups. After that, encourage some students to give a report to the class.

Period 4

Language focus:

Using the simple present tense to express simple truths

e.g., *Fire gives us heat and light.*

Materials:

Student's Book 5A, pp. 60 and 61

Workbook 5A, p. 87 Part H

Cassette 5A

A video about the Stone Age

A gap-fill passage

Pre-task preparations

Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 61 of the *Student's Book* after listening to the recording.

Activity 2

Show the video about the Stone Age to the students. Ask the students some questions to help them understand what the Stone Age is.

e.g.,

1 *Where do people live in the Stone Age? (They live in caves.)*

2 *Do they have fires in their caves? (Yes, they do.)*

While-task procedures

Activity 1

Have the students look at picture 1 of 'Read a story' on page 60 of the *Student's Book*. Ask the students to read the first paragraph and answer your questions.

e.g.,

1 *What's the boy's name? (His name is Yaz.)*

2 *When does he live? (He lives in the Stone Age.)*

3 *Does he live in a house? (No, he doesn't. He lives in a cave.)*

4 *What makes Yaz and his family warm? (Fire.)*

Activity 2

Have the students read paragraph 2 and answer your questions.

e.g.,

1 *Do they eat raw meat or cooked meat? (Raw meat.)*

2 *Who likes eating raw meat? (Yaz's parents and his sister.)*

3 *Does Yaz like eating raw meat? Why? (No. It doesn't taste good at all.)*

Explain the meaning of the new words *raw* and *hate* to the students.

e.g.,

T: *Yaz and his family get heat and light from fire.*

They never cook meat. They eat raw meat. (write the word raw on the blackboard)

Activity 3

Ask the students to read the text for pictures 3 to 5 in 'Read the story' on page 60 of the *Student's Book*. Have the students answer your questions.

e.g.,

1 *Yaz does not like raw meat. What does he do? (He throws the meat into the fire.)*

2 *What happens then? (The fire cooks the meat and the meat smells very nice.)*

3 *What do Yaz and his family do with the cooked meat? (They all eat it.)*

Activity 4

Have the students answer the questions on page 60 of the *Student's Book*.

e.g.,

- 1 *Where does Yaz live? (He lives in a cave.)*
- 2 *Does Yaz like raw meat? (No, he doesn't.)*
- 3 *What does Yaz do with the raw meat? (He throws the meat into the fire.)*
- 4 *How does the cooked meat smell and taste? (It smells very nice and tastes great.)*

Post-task activities

Activity 1

Have the students read the story again. Then ask them to read and complete the following passage according to the story.

e.g.,

Yaz and his family live in the Stone Age. They live in a cave. They have a fire in the cave. Fire gives them heat and light. Yaz's parents and sister like raw meat. But Yaz does not like raw meat. He throws the raw meat into the fire. The fire cooks the meat. They taste the cooked meat. It is very nice. Then they always cook meat on the fire.

Check the answers with the students and then ask them to read the completed passage.

Activity 2

Have the students do Part H 'Read and answer' on page 87 of the *Workbook*. Then check the answers with them.

Period 5

Language focus:

- Using the key words and sentences to talk and write about fire safety
- Reviewing all the sounds learnt in the previous units

Materials:

Student's Book 5A, pp. 58 and 61

Workbook 5A, pp. 84 Part C and 88 Task

Cassette 5A

Phonetic symbol cards for the sounds learnt in the previous units

Materials for making posters (A3 paper, pens, etc.)

Pre-task preparations

Activity 1

Play the recording for 'Listen and enjoy' on page 61 of the *Student's Book*. Ask the students to repeat after the recording and then act out the rhyme in pairs.

Activity 2

Show different signs that can be seen in parks, zoos, cinemas, etc. Ask the students to look at the signs and answer your questions.

e.g.,

T: (show the sign for 'Don't climb trees!') What mustn't we do?

S1: We mustn't climb trees.

T: (show the sign for 'Don't litter!') What mustn't we do?

S2: We mustn't litter. We must put our rubbish in the bin.

While-task procedures

Activity 1

Ask the students to look at the 'Fire safety' poster in 'Ask and answer' on page 58 of the *Student's Book*. Ask them questions about what people must not do for fire safety according to the pictures.

e.g.

T: For fire safety, what mustn't we do?

S1: We mustn't smoke.

S2: We mustn't start campfires.

S3: We mustn't play with matches.

...

Then have the students ask and answer the questions at the bottom of page 58, using the hints given. Finally, have the students swap partners and repeat the exercise.

Activity 2

Have the students do Part C 'Listen and number' on page 84 of the *Workbook*. Then check the answers with them.

Activity 3

Show the phonetic symbol cards for the sounds that the students have learnt in the previous units and ask the students to read them. Then ask them to read the words in 'Learn the sounds' on page 61 of the *Student's Book*. Have them repeat after you.

e.g.,

T: /i:/, sheep; /ɪ/, ship.

Ss: /i:/, sheep; /ɪ/, ship.

...

Activity 4

Have the students listen and complete the words they hear. Before doing the exercise ask them to read the phonetic symbols by themselves first.

e.g.,

1 /i:/	s l <u>e</u> <u>e</u> p	l <u>e</u> a f
2 /ɪ/	t h <u>i</u> n	t h <u>i</u> c k
3 /e/	p <u>e</u> t	b r <u>e</u> <u>a</u> d
4 /æ/	h <u>æ</u> t	ə p p l e

...

Post-task activities

Activity 1

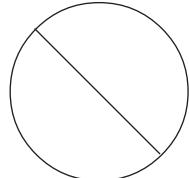
Have the students do Task 'Fire safety in the countryside' on page 88 of the *Workbook*. First, ask the students to think of and draw three signs for fire safety they can see in the

countryside. Then ask them to write the meanings of the signs. After that, have them share the signs with their partners by asking and answering questions given in Part B. Finally, ask the students to complete the passage in Part C by writing rules for fire safety in the countryside.

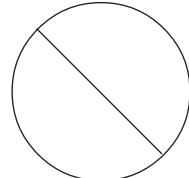
Activity 2

Divide the students into six groups. Each group can choose a place such as a park, a cinema, a school, or a zoo and make some signs for fire safety at that place. Then invite several groups to show their posters to the class and introduce the signs with the sentence *We mustn't* Encourage the students to find different signs for their posters.

Fire Safety



Don't _____.



Don't _____.

We must not _____.

We must not _____.

Project 1 A birthday party

Language focus:

- Using the key words in context
e.g., *first, second, underground*
- Using modelled sentences to give specific information
e.g., *My birthday is on ...*
- Using wh-questions to find out specific information
e.g., *When's your birthday?*
What can we do at the birthday party?

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *first, second, underground*
- Understanding modelled sentences giving specific information
e.g., *My birthday is on ...*
- Understanding wh-questions asking for specific information
e.g., *When's your birthday?*
What can we do at the birthday party?

Speaking

- Pronouncing the key words correctly
e.g., *first, second, underground*
- Using modelled sentences to give specific information
e.g., *My birthday is on ...*
- Using wh-questions to find out specific information
e.g., *When's your birthday?*
What can we do at the birthday party?

Writing

- Writing the key words correctly
e.g., *first, second, underground*
- Organizing phrases, sentences and short paragraphs by putting words in a logical order

Materials:

Student's Book 5A, pp. 62, 63 and 64

Flashcards for ordinal numbers

Crayons and felt pens

Preparation

Show the flashcards for ordinal numbers from 1st to 31st quickly and ask the students to say the corresponding words.

e.g.,

T: (quickly show the flashcard for 22nd)

Ss: Twenty-second.

Then have the students answer some questions to help them review the key patterns they have learnt.

e.g.,

When's your birthday?

Do you have a birthday party for your birthday?

What do you and your friends do at your birthday party?

Procedures

- 1 Divide the students into groups of four. Ask the students to find out their group members' birthdays and fill in the table in Part 1 on page 62 of the *Student's Book*.
- 2 Have the groups work out whose birthday is coming soon. Then ask them to plan a birthday party for him/her.
- 3 Have the students in each group discuss who he/she wants to invite to his/her birthday party and complete the guest list in Part 3 on page 63 of the *Student's Book*. Then have the students complete the invitation for the birthday party. Ask them to draw pictures on the invitation, and then write down some information such as the date of the party, the place, time, and so on.
- 4 Have the students discuss how to get to their classmate's home for the party. Have the students describe the route to their classmate's home in Part 4 on page 64 of *Student's Book*. They can also draw the route map on some blank paper to go with the invitation.

e.g.,

S1: Do you want to come to the party?

S2: Yes, I do. How can I get to his/her home?

S1: You can get to his/her home by ...

- 5 Have the students discuss birthday activities in groups. Ask them to write the activities in Part 5 on page 64 of the *Student's Book*.

e.g.,

S1: What can we do at the birthday party?

S2: We ...

- 6 Have the students ask their classmates about their birthday wishes and then write them down in Part 6 on page 64 of the *Student's Book*.

Project 2 My new home

Language focus:

- Using the key phrases in context
e.g., *play chess, go shopping*
- Using wh-questions to find out specific information
e.g., *What do you usually do with your parents?*
How do you go to school from your new home?
- Using modelled sentences to give specific information
e.g., *My mother's favourite room is ...*

Language skills:

Listening

- Identifying the key phrases by listening to the pronunciation
e.g., *play chess, go shopping*
- Understanding wh-questions asking for specific information
e.g., *What do you usually do with your parents?*
How do you go to school from your new home?
- Understanding modelled sentences giving specific information
e.g., *My mother's favourite room is ...*

Speaking

- Pronouncing the key words correctly
e.g., *play chess, go shopping*
- Using wh-questions to find out specific information
e.g., *What do you usually do with your parents?*
How do you go to school from your new home?
- Using modelled sentences to give specific information
e.g., *My mother's favourite room is ...*

Writing

- Writing the key words correctly
e.g., *play chess, go shopping*
- Organizing phrases, sentences and short

paragraphs by putting words in a logical order

Materials:

Student's Book 5A, pp. 65, 66 and 67

Flashcards for verb phrases (*play chess, go shopping, etc.*)

Preparation

Use the flashcards to review the verb phrases for different activities that the students have learnt.

e.g.,

T: (*show the flashcard for go shopping*) Do you often go shopping with your parents?

S2: Yes/No.

Then ask the students some questions about their homes to help them review the key patterns they have learnt.

e.g.,

T: Where do you live? How do you come to school?

S1: I live ... I come to school by ...

Procedures

- 1 First, ask the students to imagine that their grandparents are coming to live with them and they have to move to a new home. Have them think about their new homes, discuss in groups and then answer the questions in Part 1 on page 65 of the *Student's Book*.

e.g.,

S1: How many rooms does your new home have? What rooms are they?

S2: It has eight rooms. They're ...

S3: What do you want to have near your home? A supermarket or a park?

S2: A supermarket, I think.

S3: Why?

S2: Because my grandparents like going shopping.

- 2 Ask the students to draw a floor plan of their new home in the box in Part 2 on page 65 of

the *Student's Book*. Then ask them to draw the rooms their family members like on page 66 of the *Student's Book*.

- 3 Have the students describe their lives in their new homes to their classmates. Have them ask each other the questions given in Part 3 on page 67 of the *Student's Book*.

e.g.,

S1: What do you usually do with your parents?

S2: I usually go to the park near my home with my parents on Sunday. We usually go for a walk there. ...

- 4 Have the students do Part 4 on page 67 of the *Student's Book*. Ask them to think and write about their new homes and their lives there. Then invite several students to read out their completed passages.

Project 3 How do I get there?

Language focus:

- Using the key words in context
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Using wh-questions to ask for directions
e.g., *How do I get to ..., please?*
- Using formulaic expressions to give directions
e.g., *Walk along ... Turn right/left at ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Understanding wh-questions asking for directions
e.g., *How do I get to ..., please?*
- Understanding formulaic expressions giving directions
e.g., *Walk along ... Turn right/left at ...*

Speaking

- Pronouncing the key words correctly
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Using wh-questions to ask for directions
e.g., *How do I get to ..., please?*
- Using formulaic expressions to give directions
e.g., *Walk along ... Turn right/left at ...*

Writing

- Writing the key words correctly
e.g., *hotel, bank, hospital, bakery, museum, cinema*
- Organizing phrases, sentences and short paragraphs by putting words in a logical order

Materials:

Student's Book 5A, pp. 68, 69 and 70

Flashcards for public places (*hotel, bank, hospital, cinema, bakery, museum*)

Preparation

Use the flashcards for public places in a city to review the words that the students have learnt. Then use the map in 'Look and say' on page 32 of the *Student's Book* to help the students review the key patterns *How do I get to..., please? Walk along... Turn right/left at ..., etc.*

e.g.,

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

S1: It's a hotel.

T: Excuse me. How do I get to the hotel, please?

S1: Walk along Green Road. Turn left at the first crossing. You can see the hotel in front of you.

T: Go along Green Road and then turn left. Right?

S1: Yes, that's right.

T: Great. Thank you very much.

S1: You're welcome.

...

Procedures

- Have the students do Part 1 on page 68 of the *Student's Book*. Ask them to read the descriptions and write the names of the places. Then ask them to draw the places or symbols that represent the places in the boxes.
 - Divide the class into pairs. Have one student in each pair look at map A on page 69 of the *Student's Book*, and the other student look at map B on page 70.
 - Write some questions asking for the way on the blackboard and have the students practise saying them.
e.g.,
Excuse me. How do I get to ..., please?
Excuse me. How can I get to ...?
Excuse me. Could you please tell me how to get to ...?
- Tell the students that they should ask their partner the way to the four places that are

missing from their maps. The names of the missing places are given with each map. After finding out the way, they should write the names of the places on their maps.

e.g.,

S1: (hold map B) Excuse me. How can I get to the bank?

S2: (hold map A) Walk along Park Street to Green Road. Then cross Green Road. You can see the bank on your right.

When the pairs have completed their maps, have the students check each other's map to make sure they put the names in the correct positions.

- 4 Ask the students to think about the different places near their homes and what they do at those places. Then ask them to complete the passage in Part 3 on page 70 of the *Student's Book* by writing about the places near their homes.

Project 4 Visiting a fire station

Language focus:

- Using the key words in context
e.g., *fire, smoke*
- Using wh-questions to find out specific information
e.g., *What mustn't we do at school?*
- Using modelled sentences to give specific information
e.g., *We mustn't ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *fire, smoke*
- Understanding wh-questions asking for specific information
e.g., *What mustn't we do at school?*
- Understanding modelled sentences giving specific information
e.g., *We mustn't ...*

Speaking

- Pronouncing the key words correctly
e.g., *fire, smoke*
- Using wh-questions to find out specific information
e.g., *What mustn't we do at school?*
- Using modelled sentences to give specific information
e.g., *We mustn't ...*

Writing

- Writing the key words correctly
e.g., *fire, smoke*
- Organizing phrases, sentences and short paragraphs by putting words in a logical order

Materials:

Student's Book 5A, pp. 71, 72 and 73

Different prohibition signs

Preparation

Show different signs the students can see at different places such as schools, cinemas or parks. Have the students answer your questions to help them review the key words and key patterns they have learnt.

e.g.,

T: (show the sign for Don't smoke!) What does this sign mean?

Ss: Don't smoke!/We must not smoke.

Procedures

- 1 Have the students do Part 1 on page 71 of the *Student's Book*. Divide them into groups of five. Ask them to discuss in groups and plan a visit to a fire station.
- 2 Have the students look at the notice in Part 2 on page 71 of the *Student's Book* and complete the sentences according to their plan of the visit.
- 3 Have the students look at the picture in Part 3 on page 72 of the *Student's Book*. First, have the students ask and answer questions in pairs to identify the things in the picture. Then ask them to colour and label them in the picture.
e.g.,
S1: What's this?
S2: It's a fire engine.
- 4 Have the students do Part 4 on page 73 of the *Student's Book*. First, divide the students into groups of four to six. Ask them to discuss fire safety rules at school.
e.g.,
S1: What mustn't we do at school?
S2: We mustn't ...

...

Then have the students draw signs for fire safety and write the rules that the signs stand for. Finally, have the students fill in the blanks to complete the fire safety rules for their school.

《练习部分》答案

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Tapescripts and answer key 录音材料及参考答案

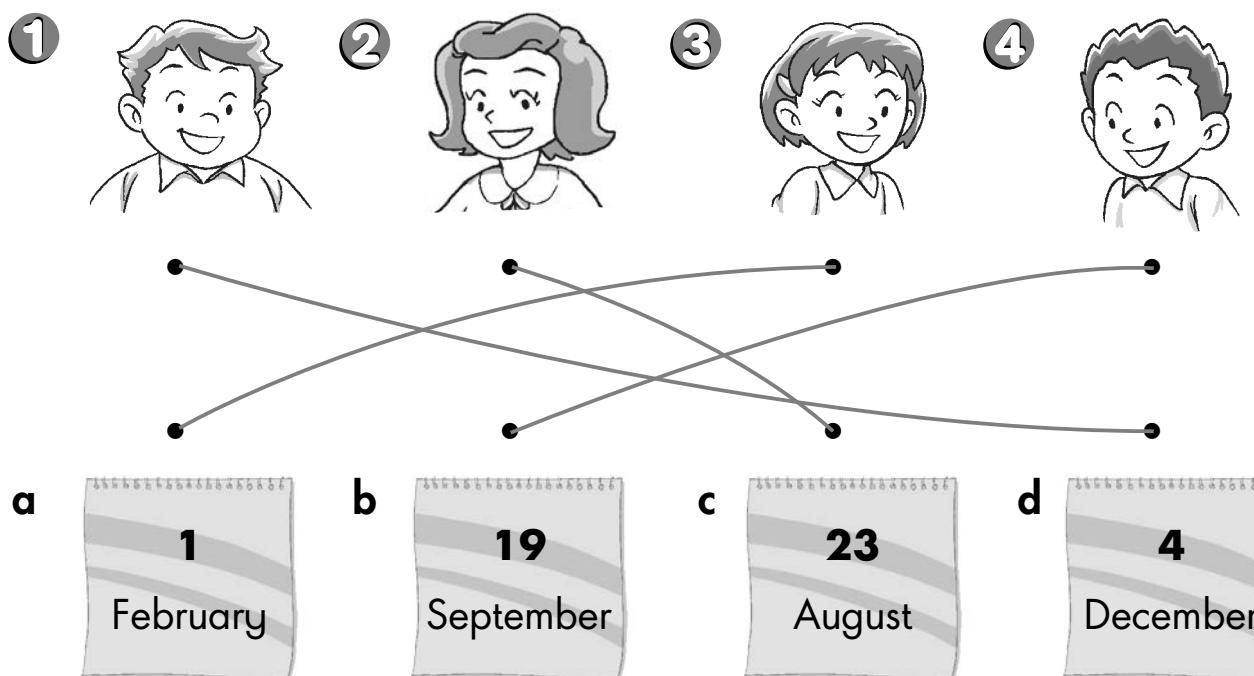
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Module 1 Getting to know you

1 My birthday

A Listen and match (听录音, 把人物和生日日期连起来)



B Listen and choose (听录音, 选出正确的应答)

- (c) ① a At 2.30 p.m.
c On the 22nd of April.
- (a) ② a Sure.
c No, I'm not.
- (b) ③ a She has an orange T-shirt.
c I like oranges.
- (b) ④ a OK. I'm coming.
c You're cooking.
- (c) ⑤ a It's my favourite.
c It's Ben's.
- (a) ⑥ a At 7.00 in the morning.
c On the 31st of August.
- b On a sunny day.
 b Yes, I do.
 b I have some oranges.
 b I'm having lunch.
 b It looks nice.
 b On Friday.

C Listen, circle and match (听录音, 圈出生日期并和相应的人物连起来)

①



Anna

②



Joe

③



May

FEBRUARY

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	28

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

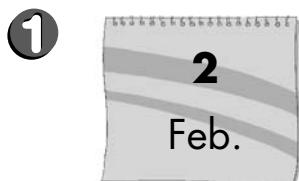
D Draw, write and say (画一画你想要送给好朋友的生日礼物，并写出他/她的生日，然后根据提示说一说)



...’s birthday’s on ...
Here’s a/Here are ... for
him/her.
It’s/They’re ...



E Look and write (看图, 写出下列日期的完整形式)



2

Feb.



3

Apr.



5

Jun.



21

Sept.



24

Nov.



26

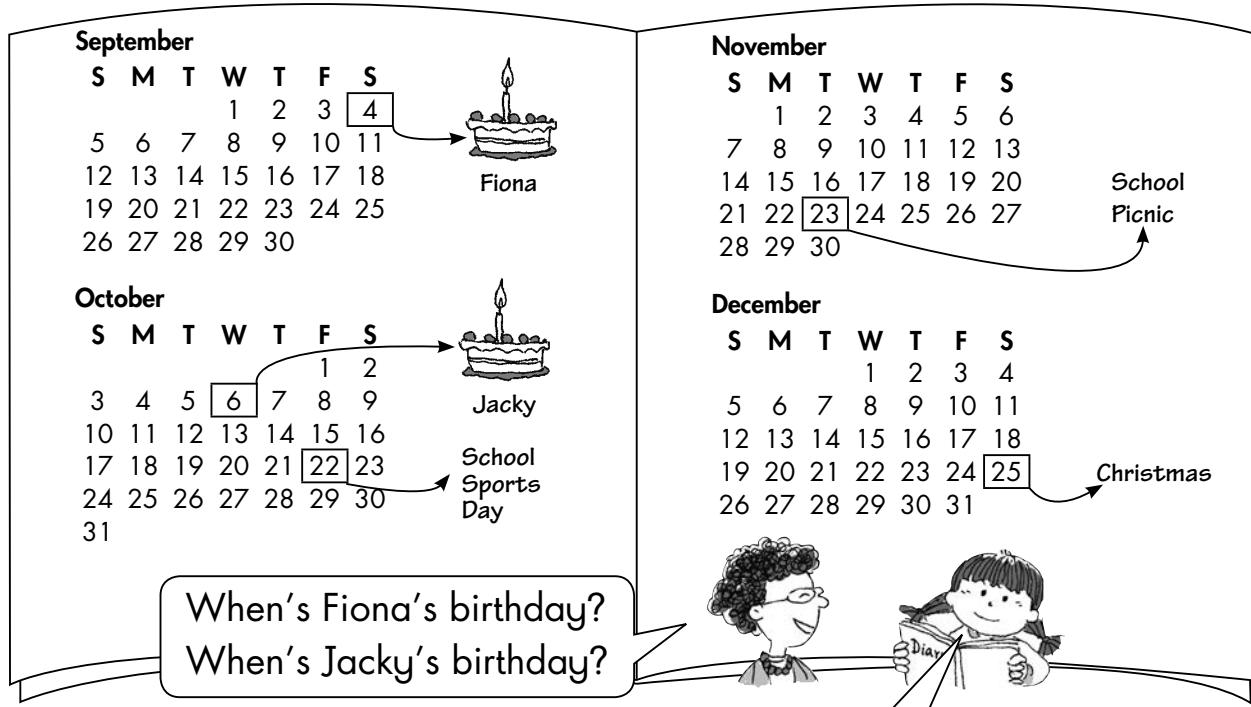
Dec.

the twenty-first
of September

the twenty-fourth
of November

the twenty-sixth
of December

F Look and complete (看图, 填空完成对话)



- 1 Fiona's birthday is on the 4th/fourth of September.
Jacky's birthday is on the 6th/sixth of October.

- 2 Grandma: When's your School Sports Day?
Carol: It's on the 22nd/twenty-second of October.
- 3 Grandma: When's your School Picnic?
Carol: It's on the 23rd/twenty-third of November.
- 4 Grandma: When's Christmas, Carol?
Carol: It's on the 25th/twenty-fifth of December.

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- a Would you like to come to my birthday party, Tony?
- b Is your birthday on Sunday?
- c How about a butterfly kite?
- d What would you like for your birthday, Monica?
- e What time does the party begin?

Tony: Hi, Monica. (1) Is your birthday on Sunday?

Monica: No. My birthday's next Monday, the 30th of September. But my birthday party is on Sunday.

Tony: I see.

Monica: (2) Would you like to come to my birthday party, Tony?

Tony: Sure. I'd love to. (3) What time does the party begin?

Monica: At 3.30 in the afternoon.

Tony: OK. (4) What would you like for your birthday, Monica?

Monica: I'd like a kite. I like flying kites.

Tony: (5) How about a butterfly kite?

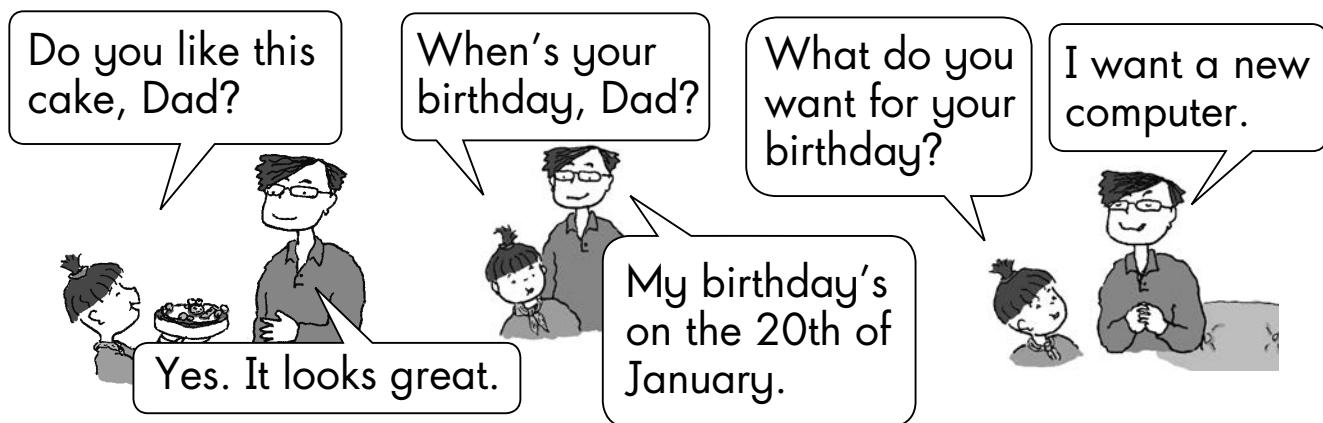
Monica: Great! I love butterfly kites.

Tony: See you on Sunday.

Monica: See you.



H Read and match (读一读, 将相应的内容配对成句)



- 1 Susan's birthday is on
- 2 The cake is for
- 3 Dad likes
- 4 Dad's birthday is on
- 5 Dad wants
- 6 Mum's birthday is on

- a the birthday cake.
- b the 7th of December.
- c the 30th of March.
- d a new computer.
- e the 20th of January.
- f Susan's birthday.

Task: A birthday party (一次生日聚会)

A Think and complete (想一想, 填写家庭成员的生日)

Grandfather		Grandmother	
Father		Mother	
Uncle		Aunt	
Cousin		...	

S1: When's your ...'s birthday?

S2: It's on ...

B Ask and answer (通过问答了解一位家庭成员的喜好)

What's your favourite colour?

What do you like to do on
your birthday?

What do you want for
your birthday?

C Think and write (想一想, 根据提示写一写)

_____ is _____'s birthday.

We want to have a birthday party for him/her.

It is a/an _____, because (因为) _____ is
his/her favourite colour.

At the party, we have _____.

We can _____.



2 My way to school

A Listen and choose (听录音, 选出听到的内容)

- (a) ① a light b bright c right
- (c) ② a ground b playground c underground
- (a) ③ a cross the road b walks on the road
c cross the street
- (c) ④ a by taxi b buy a toy bus
c by bus
- (b) ⑤ a Kitty waits for her father in the classroom.
b Kitty waits for her brother at the school gate.
c Kitty wants to see her brother now.
- (c) ⑥ a Mr Brown walks to his office.
b Mrs Brown works in an office.
c Mrs Brown walks to the office.

B Listen and choose (听录音, 选出正确的应答)

- (a) ① a I come to school by underground.
b I come to school at 8.00.
c No. I come to school by underground.
- (b) ② a At traffic lights. b On the pavement.
c By underground.
- (b) ③ a Yes, it does. b Yes, it is.
c Yes, they do.
- (c) ④ a Yes, she always goes to the park on foot.
b No. She always goes to school by underground.
c Yes, she always goes to school by underground.

C Listen and choose (听录音, 选出正确的答案)

- (b) ① Anna goes to her grandparents' home by _____.
a underground b bus c bicycle
- (a) ② Paul goes to his grandparents' home by _____.
a underground b bus c bicycle
- (c) ③ Paul and his grandparents go to Rainbow Park
_____.
a by underground b by bus c on foot
- (c) ④ Rainbow Park is _____ Paul's grandparents' home.
a next to b far away from c near
- (b) ⑤ Anna goes to Rainbow Park by _____.
a underground b bus c bicycle

D Ask, answer and say (根据提示, 与同学互相问答, 然后说一说)

Do you live near our school?

When do you leave home?

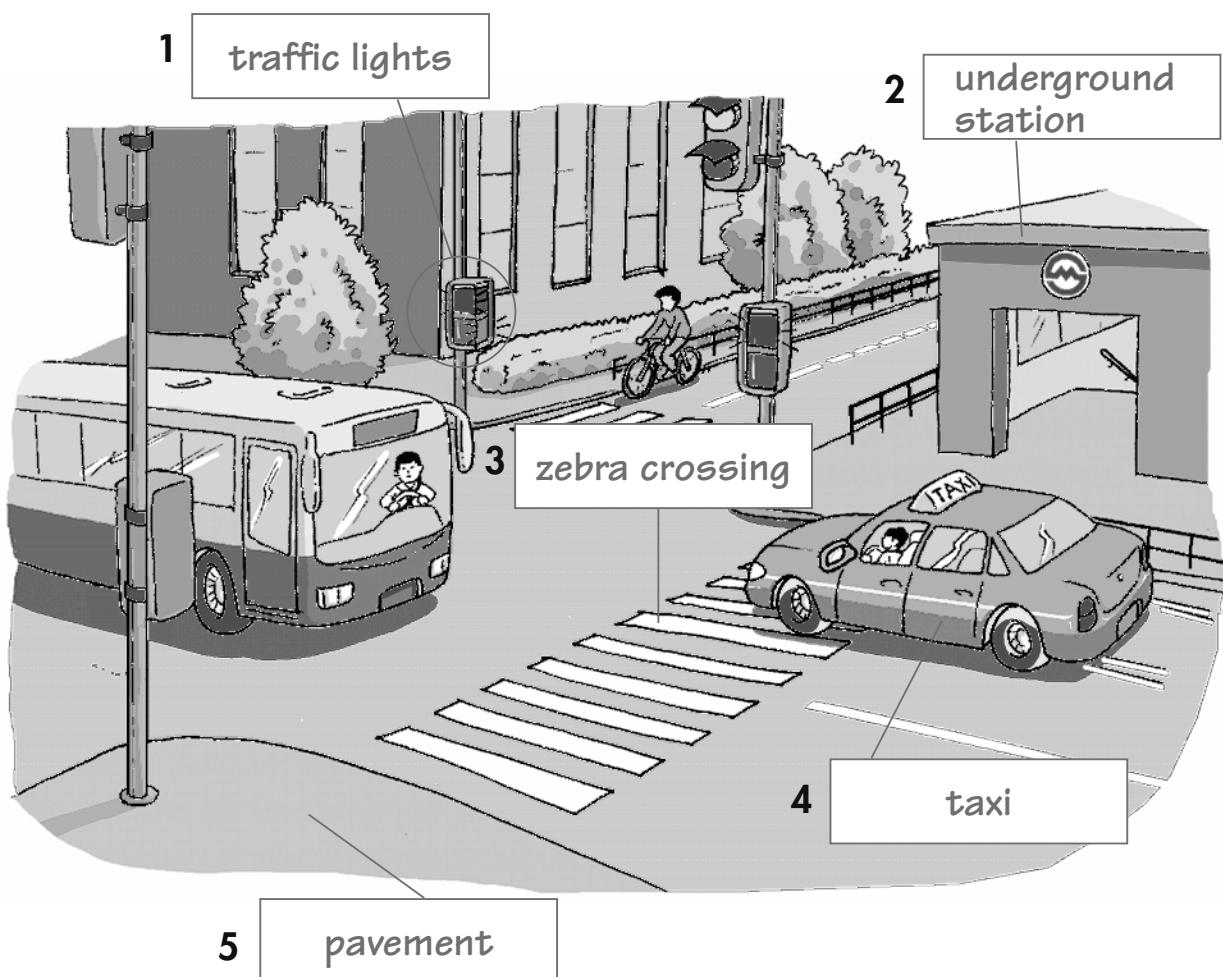
How do you come to school?

When do you arrive at school?

... is my ...
He/She lives ...
He/She comes to school ...
He/She leaves/arrives ...



E Look and write (看图, 写出相应的单词或词组)



F Read, choose and write (读一读, 选词填空完成句子)

- ① Kitty comes to (to/at) school on (by/on) foot every day.
- ② We cross the road at (at/on) traffic lights or at (on/at) zebra crossings.
- ③ Danny and I like walking in (on/in) the school garden after (after/for) lunch.
- ④ — How do you go home, Ben?
— By (By/On) bicycle.
- ⑤ Jason's new office is beside (between/beside) the post office.

G Look and write (看一看, 根据表格中的提示完成句子)

Who?	How?
Kitty and Alice	
Paul	
Joe	
Anna	
Ben and Sally	

- ① — How do Kitty and Alice go to school?
 — They go to school on foot.
- ② — How does Paul go to school ?
 — He goes to school by car.
- ③ — How does Joe go to school ?
 — He goes to school by bus.
- ④ — How does Anna go to school ?
 — She goes to school by underground.
- ⑤ — How do Ben and Sally go to school?
 — They go to school by bicycle.

H Read and choose (读对话，选出正确的答案)

Kitty: Where do you live, Jenny?

Jenny: I live in Pudong. It's quite far away from school.

Kitty: How do you come to school?

Jenny: I usually come to school by bus. Sometimes I come to school by car. What about you, Kitty?

Kitty: I walk to school. I live near school. How long (多久) do you stay on the bus?

Jenny: Half an hour.

Kitty: When do you leave home?

Jenny: I leave home at 7.00.

Kitty: So you get up early, right?

Jenny: Yes.

Kitty: Do you go home by bus too?

Jenny: No. My father meets me at the school gate.
I go home by car.



(b) ① Jenny usually goes to school _____.

- a by car b by bus c by taxi

(c) ② Jenny leaves home at _____.

- a 8.30 b 7.30 c 7.00

(a) ③ Jenny stays on the bus for about _____ minutes.

- a thirty b twenty c fifteen

(c) ④ Jenny _____ early in the morning.

- a walks to school b goes home c gets up

(b) ⑤ Jenny goes home _____.

- a by taxi b by car c by bus

Task: Looking round Shanghai (上海游)

A Think, tick or write (想一想, 周日你想和朋友去哪里玩?)

- | | | |
|--|--|------------------------------------|
| <input type="checkbox"/> Shanghai Zoo | <input type="checkbox"/> Shanghai Museum | <input type="checkbox"/> Yu Garden |
| <input type="checkbox"/> Nanjing Road | <input type="checkbox"/> Zhongshan Park | <input type="checkbox"/> the Bund |
| <input type="checkbox"/> Jin Mao Tower | <input type="checkbox"/> Oriental Pearl TV Tower | |
| <input type="checkbox"/> | _____ | |

B Ask, answer and complete (根据提示与同学互相问答, 了解他们想去哪里? 怎么去? 在那里做什么? 然后填空完成表格)

Where do you want to go?

How do you get there?

What can you do there?

Who?	Where?	How?	What?

C Think and write (想一想, 根据练习B的结果和提示写一写)

_____ (who) wants to go to _____ (where).

It is/They are _____.

He/She _____ (how).

He/She can _____

_____ (what).

My future

A Listen and match (听录音，将人物和将来可能从事的职业连起来)

- 1  John

2  Steve

3  Jacky

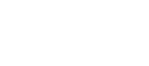
4  Ann

5  Carol

a  cook

b  pilot

c  farmer

d  nurse

e  teacher

B Listen and choose (听录音, 选出正确的应答)

- (a) ① a Yes, I want to fly an aeroplane.
b Yes, I want to make a model aeroplane.
c No. I want to be a pilot.

(b) ② a In the future.
b A cook.
c To cook nice food.

(b) ③ a It's a dream.
b I want to be a pilot.
c A student.

(c) ④ a I want to help sick people.
b I like cooking.
c I'm a farmer. I grow vegetables.

C Listen and choose (听录音, 选出正确的答案)

- (c) ① a He wants to be a pilot.
b She wants to be a traveller.
c He wants to travel around the world.
- (b) ② a He likes making hamburgers.
b He likes cooking nice food.
c He likes eating nice food.
- (a) ③ a She wants to have a restaurant.
b He wants to work in a restaurant.
c She works in a restaurant.
- (c) ④ a He has a lot of model aeroplanes.
b He wants to be a teacher.
c He wants to be a pilot.

D Think, write and say (想一想, 完成信息卡, 然后根据提示说一说自己的理想职业)

Name: _____

Age: _____

I can: _____

I like: _____

Dream job: _____

My name's ... I'm ... years old.

I can ...

I like ...

I want to be ... in the future.

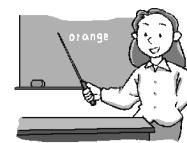
I want to ...



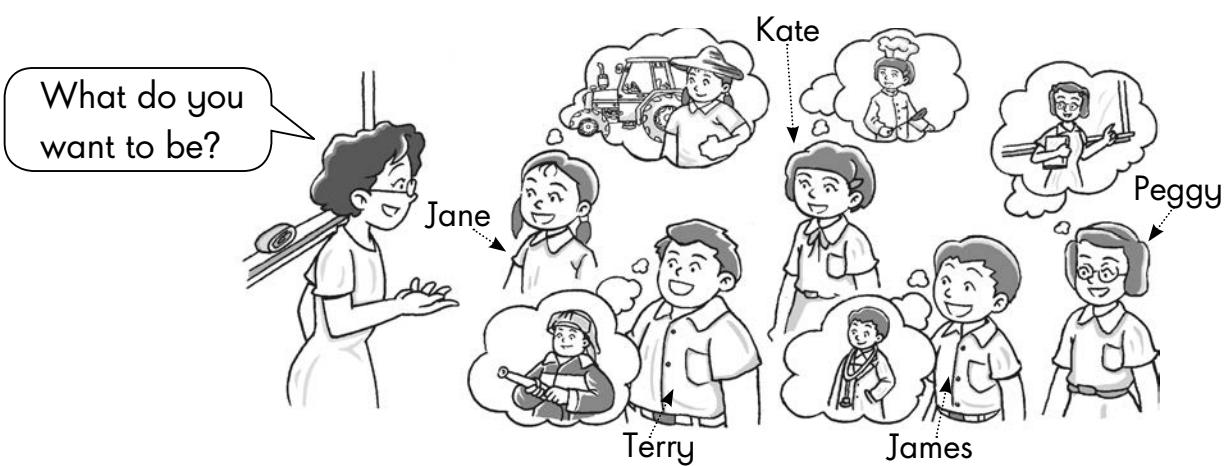
E Look and circle (看图，在字谜中圈出相应的单词)



n	v	e	s	r	k	a	l	f	p
o	x	h	j	k	k	s	d	a	v
r	b	p	i	l	o	t	w	r	m
s	r	b	b	t	y	b	o	m	n
e	c	x	z	e	e	o	r	e	c
d	o	c	t	o	r	n	k	r	y
w	o	a	k	e	r	a	e	u	b
o	k	r	o	u	k	u	r	z	o
q	a	s	t	e	a	c	h	e	r
c	p	a	w	o	o	t	s	r	c



F Look and write (看图，选择适当的词组填空完成句子)



cook nice food
grow vegetables

put out fires (灭火)
give lessons to students

help sick people

- ① Jane wants to be a farmer.
She wants to grow vegetables.
- ② Kate wants to be a cook.
She wants to cook nice food.
- ③ Peggy wants to be a teacher.
She wants to give lessons to students.
- ④ Terry wants to be a firefighter.
He wants to put out fires.
- ⑤ James wants to be a doctor.
He wants to help sick people.

G Look, read and complete (看图读一读, 填空完成对话)

1

What's your job, Madam?

I'm a shop assistant.

Do you have a dream job?

Yes, I want to be
a cook. I'm
good at cooking.



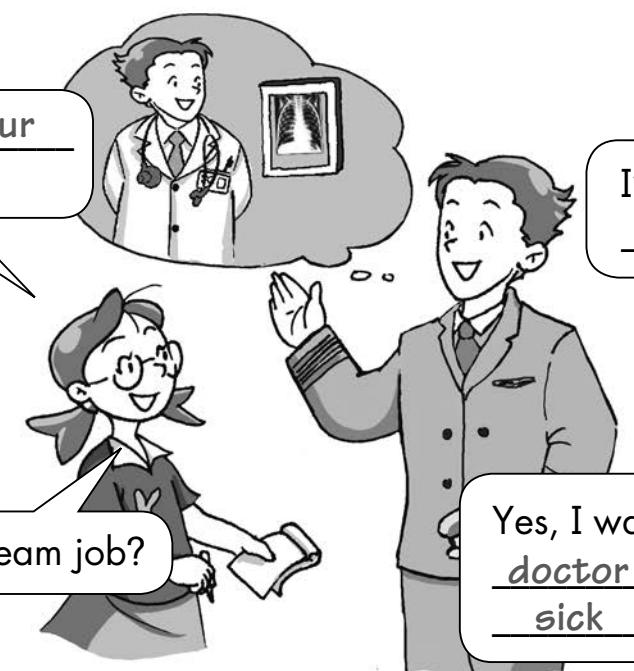
2

Hello, what's your
job?

I'm a pilot. I fly
an aeroplane.

Do you have a dream job?

Yes, I want to be a
doctor. I want to help
sick people.



3

Who's he?

He's my uncle. He's
a worker. He
works in a factory(工厂).

Does he have
a dream job?

Yes, he wants to be a
writer. He likes writing stories.



H Read and choose (读一读，选出正确的答案填空完成短文)



My name is Leo. I am eight years old. I am (1) _____ the UK. I like (2) _____ model aeroplanes. I want to be a pilot. I (3) _____ to fly an aeroplane.

There are six people in my family. My parents are both (都) (4) _____. I have two brothers, John and Jack. They are both students at middle school. John is good at (5) _____. He wants to help people at sea in the future. Jack paints very (6) _____. He wants to be a painter (画家). I have a sister too. Her name is Daisy. She likes (7) _____ and dancing very much. She (8) _____ to be a singer (歌手).



- | | | | | |
|-------|---|-------------|-----------|------------|
| (b) | 1 | a of | b from | c in |
| (c) | 2 | a make | b makes | c making |
| (c) | 3 | a wants | b likes | c want |
| (c) | 4 | a a teacher | b teaches | c teachers |
| (a) | 5 | a swimming | b swims | c swim |
| (c) | 6 | a good | b much | c well |
| (b) | 7 | a sing | b singing | c sings |
| (a) | 8 | a wants | b want | c like |

Task: Our dream jobs (我们梦想的职业)

- A Ask and answer (根据提示对不同年级的同学进行采访, 了解他们梦想的职业)

What's your name?

How old are you?

What can you do?

What are you good at?

What do you want to be?

What do you want to do?

- B Look and complete (根据练习A的结果填空完成下面的表格)

Name	Grade	He/She is good at ...	He/She wants to be ...	He/She wants to ...

- C Think and write (根据练习B的表格, 写一写其中一位同学的梦想)

_____ (name) is _____ years old.

He/She is in Grade _____.

He/She can _____.

He/She is good at _____.

He/She wants to be _____.

He/She wants to _____.

Module Revision (1)

A Listen and choose (听录音，选出听到的内容)

B Listen and choose (听录音, 选出正确的应答)

- (c) ① a It's Saturday today. b It's in June.
c It's on the 1st of January.

(b) ② a At the school gate. b At 8.00.
c On Tuesday.

(c) ③ a Yes, I do. b Yes, I am. c Yes, I can.

(a) ④ a Yes, it's on the 25th of December.
b Yes, it's Christmas Day today.
c No. It's Jason's birthday.

(a) ⑤ a He wants to be a pilot.
b He wants to be a shop assistant.
c He wants to be a firefighter.

C Listen and choose (听录音, 选出正确的答案)

- (c) ① Mr Li is a _____.
a teacher b pilot c doctor
- (b) ② He usually takes the _____ to work.
a bus b underground c car
- (c) ③ John's birthday is on _____.
a the 1st of June b the 21st of June
c the 21st of July
- (c) ④ Mr Li buys a _____ for John.
a toy ship b toy car c toy aeroplane
- (b) ⑤ John wants to be a(an) _____ in the future.
a cook b pilot c teacher

D Think and say (想一想, 根据提示作自我介绍)

My name's ...

I'm ... years old.

My birthday's ...

I live ...

It's ... my school.

I come to school by ...

I like ...

I'm good at ...

I want to be ...

I want to ...

...



E Look, read and complete (看图读一读, 选词填空完成短文)



Look, this is a picture of my good friend.

His _____ (His/Her) name is Charlie. He lives _____ (is living/lives) far away from school. He comes to school _____ by _____ (by/on) bus every day.

He likes aeroplanes very much. He wants _____ (wants/want) to be a pilot in the future. He wants to _____ fly _____ (fly/flying) an aeroplane. His birthday is on the _____ nineteenth (nineteenth/nineteen) of September.

F Read and write (读一读, 回答问题)



I'm Miss Tian. I'm a teacher in No.2 Primary School. Every day, I walk to the bus stop near my home. Then I take a bus and get off at Happy Road Station. Then I take the underground. I get off the train at Park Street Station. Then I walk to school.

① How does Miss Tian get to the bus stop?

She walks to the bus stop.

② Where does she get off the bus?

She gets off the bus at Happy Road Station.

③ Where does she get off the train?

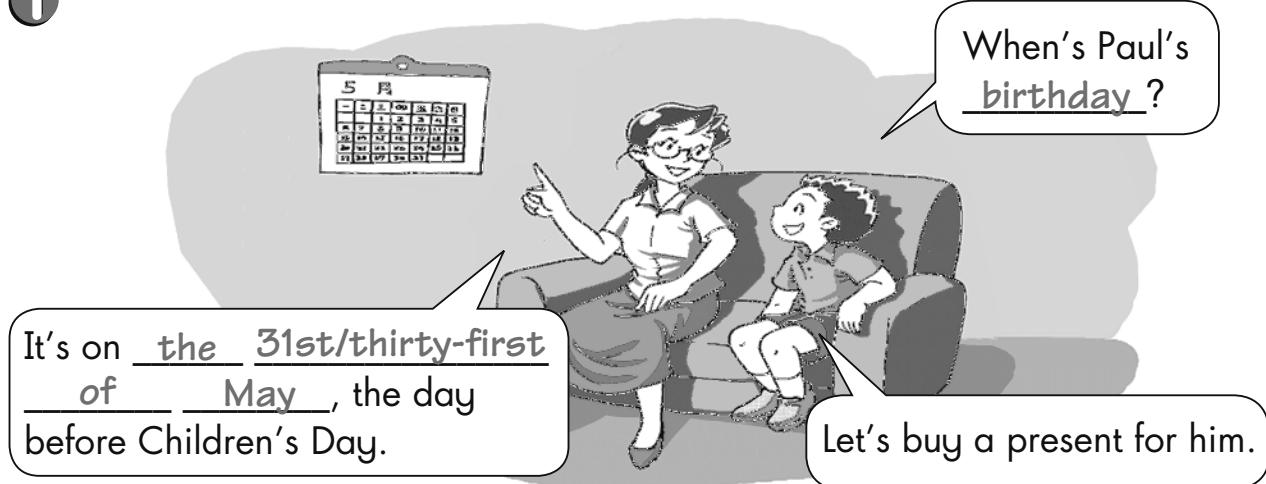
She gets off the train at Park Street Station.

④ How does Miss Tian go to school every day?

She goes to school on foot first, then by bus, then by underground, and then on foot again.

G Look, read and complete (看图读一读, 填空完成对话)

1



2



3



H Read and answer (读对话，回答问题)

Danny: Ben, who's the boy in the photo?

Ben: He's my new classmate from the USA(美国), Jason.

Danny: How old is he?

Ben: He's fourteen years old.

Danny: Where are you?

Ben: We're in Jason's house. It's his birthday on the 5th of October.
We're having a birthday party.

Danny: Is Jason's house far away from your school?

Ben: No. We go there on foot.

Danny: It's a 'green' party! You're both wearing green party hats!

Ben: Yes! And we're all wearing green clothes too.

Danny: That's interesting! Look, Jason has a basketball.

Ben: It's his birthday present. He plays basketball very well. He wants to be a basketball player(运动员).

Danny: Wow, that's great!



1 Who is Jason?

He is Ben's new classmate (from the USA).

2 When is Jason's birthday?

It is on the 5th of October./On the 5th of October.

3 How does Ben go to Jason's birthday party?

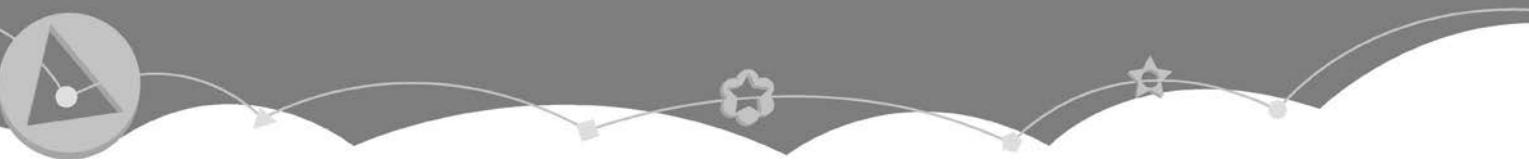
He goes there on foot./On foot.

4 What is Jason's birthday present?

It is a basketball./A basketball.

5 What does Jason want to be?

He wants to be a basketball player./A basketball player.



Module 2 Me, my family and friends

1 Grandparents

A Listen and match (听录音, 将人物活动和相应的频率连起来)

① Tom visits his grandparents

— a

every Sunday

② Elaine goes to the chess club

— b

three times a year

③ Tony writes a letter to his grandparents

— c

once a week

④ Henry sends postcards (明信片) to his grandparents

— d

once a month

B Listen and choose (听录音, 选择相应的词组编号填空完成句子)

a watch TV with

e every week

b go to see

f twice a month

c write an e-mail to

g every evening

d go for a walk

h every day

1



I'm Ann. I live with my parents and grandparents. I watch TV with my grandparents every evening.

2

I'm Steve. My grandparents live in the UK.
I write an e-mail to them every week.



3



I'm Jacky. I don't live with my grandparents.
I go to see them twice a month.

4

I'm Carol. I live with my grandparents. We go for a walk after dinner every day.

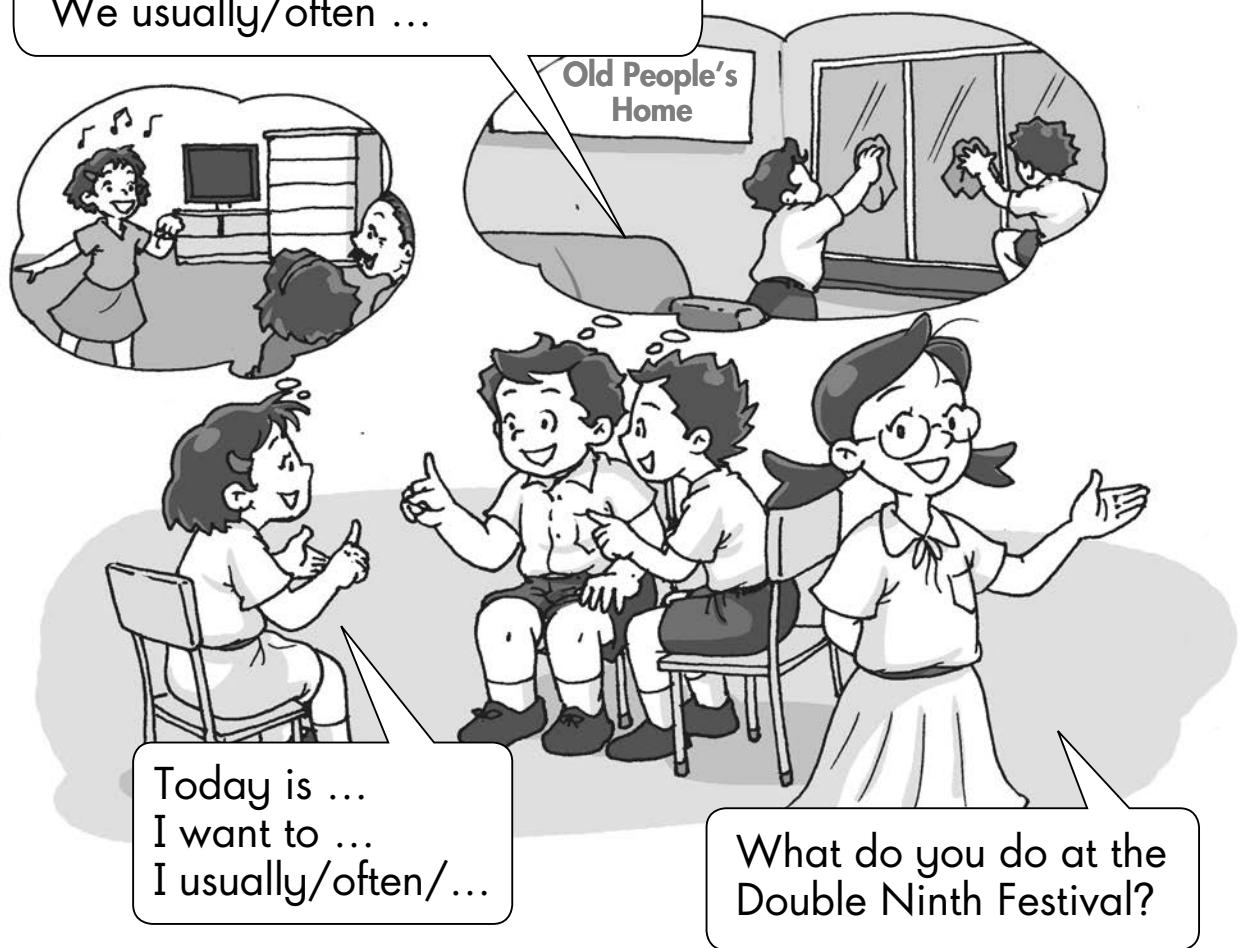


C Listen and complete (听录音, 填空完成表格)

Eric's grandmother <ul style="list-style-type: none">usually ⁽¹⁾ <u>watches TV</u> in the afternoon	Eric <ul style="list-style-type: none">always helps his grandparents ⁽⁴⁾ <u>do the housework</u>
Eric's grandfather <ul style="list-style-type: none">⁽²⁾ <u>plays chess</u> with his friends ⁽³⁾ <u>twice</u> a week	<ul style="list-style-type: none">often ⁽⁵⁾ <u>writes e-mails</u> to his parentssometimes talks to his cousin Eva ⁽⁶⁾ <u>on the Internet</u>

D Look, think and say (看图想一想, 根据提示说一说)

Today is ... It's the Double Ninth Festival. Danny and I want to go to ... We want to ... for them. We usually/often ...



E Look, read and complete (看图读一读, 填空完成句子)

① Eddie visits his grandfather every two weeks.

He often plays chess with him.



② Jack and his classmates go to the old people's home once a month.

They always talk with them.



③ Jessie always visits her grandparents at the Double Ninth Festival.

She usually does the housework for them.



④ Henry often writes e-mails to David.

They are friends.



F Read and write (读一读, 根据表格中的提示完成句子)

Who?	How often?	What?
grandparents	every week	usually go to the park with them
aunt and uncle	once a month	often play badminton with my uncle
grandmother	twice a month	sometimes do the housework for her

① — How often do you visit your grandparents ?

What do you do with them?

— I visit them every week. I usually go to the park with them.

② — How often do you visit your aunt and uncle ?

What do you do with them ?

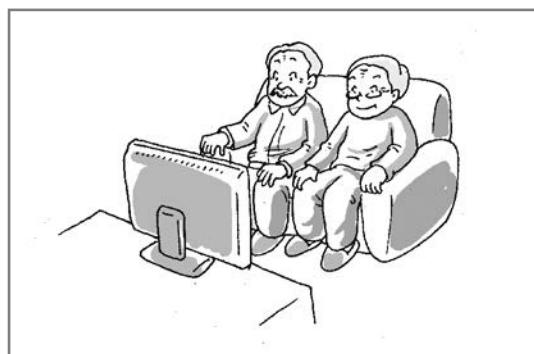
— I visit them once a month. I often play badminton with my uncle.

③ — How often do you visit your grandmother ? What do you do with her ?

— I visit her twice a month. I sometimes do the housework for her.

G Read, complete and match (看图读一读, 根据上下文填空完成短文, 然后与相应的图配对)

a



b



c



d



①

My grandparents often get up at 6.00 in the morning. Grandma cooks breakfast, and Grandpa waters (浇水) the plants.

c

②

After breakfast, Grandma and Grandpa often go to the park. They sing and dance with other old people there.

b

③

In the afternoon, Grandma and Grandpa sometimes play chess.

Sometimes they talk with their friends.

d

④

In the evening, Grandma and Grandpa always watch TV at home.

a

H Read and answer (读短文，回答问题)

Grandma Li lives in an old people's home. She is sixty-five (六十五) years old. She likes painting very much. She has painting lessons every Tuesday and Thursday. She can paint very well.

Some students of No.16 Primary School often visit her at weekends. Sometimes they give her presents. Sometimes they sing and dance for her. At the Double Ninth Festival, the students take Grandma Li to the countryside (郊外). They climb a mountain and eat Double Ninth cakes. Grandma Li has a good time and feels very happy.



1 Where does Grandma Li live?

She lives in an old people's home./In an old people's home.

2 What does Grandma Li like?

She likes painting.

3 How often does Grandma Li have painting lessons?

She has painting lessons every Tuesday and Thursday/twice a week./Every Tuesday and Thursday./Twice a week.

4 Who often visits Grandma Li at weekends?

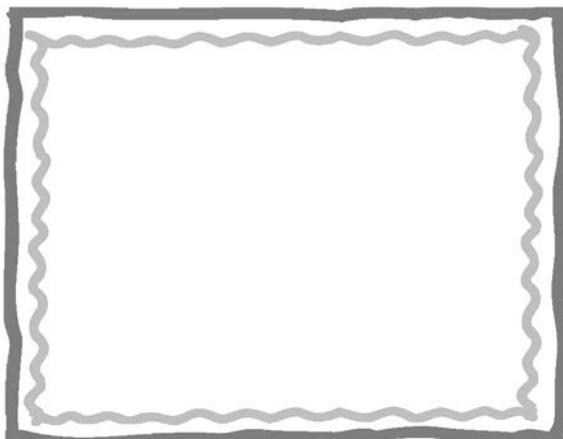
Some students of No.16 Primary School (often visit her).

5 What do the students and Grandma Li do at the Double Ninth Festival?

They go to the countryside. They climb a mountain and eat Double Ninth cakes.

Task: Our grandparents (我们的祖父母/外祖父母)

- A Stick and say (贴一张你祖父母/外祖父母的照片, 根据提示介绍一下他们的情况)



This is/These are my ...
We live/don't live together.
I visit them/him/her ...
I always/usually/often/
sometimes ...
I want to ... this Double Ninth
Festival.

- B Ask and answer (根据提示与同学互相问答, 了解同学祖父母/外祖父母的情况)

Do you live with your
grandparents?

What do you do with them?

How often do you visit
them/him/her?

What do you want to do for
them/him/her this Double
Ninth Festival?

- C Think and write (想一想, 根据练习B的结果写一写)

_____ lives/does not live with _____.

(He/She visits them/him/her _____.)

He/She often/sometimes/always _____.

He/She wants to _____ this Double Ninth Festival.



2 Friends

A Listen and choose (听录音, 选出听到的内容)

- (c) ① a book b cook c cool
- (a) ② a school b sugar c good
- (b) ③ a run fast b swim fast c swim slowly
- (c) ④ a play badminton
b buy a volleyball
c play volleyball
- (b) ⑤ a They both like helping old people.
b They all like helping old people.
c They help old people cross the road.
- (b) ⑥ a Are you in the same class?
b Are you all in the same class?
c Do you all study at the same school?

B Listen, choose and write (听录音, 选词填空完成句子)

the same different

- ① Those umbrellas are the same.
- ② Tom and his brother have different hobbies.
- ③ My friend and I are at the same school.
- ④ Henry and his friend are not in the same class.

C Listen and choose (听录音, 选出正确的答案)

- (c) ① Willie and Felix are at (in) the same _____.
a class b room c school
- (b) ② Willie is _____.
a short and thin b tall and fat c tall and thin
- (b) ③ Willie and Felix often play _____ together after school.
a football b basketball c volleyball
- (a) ④ Willie and Felix both like the colour _____.
a blue b yellow c red
- (a) ⑤ Willie and Felix are _____.
a friends b brothers c cousins

D Read and say (根据表格和提示介绍Molly和Susan这对好朋友)

	Molly	Susan
School	Flower School	Flower School
Class	Class 5B	Class 5A
Favourite sport	swimming	table tennis
Hobby	painting	doing puzzles

S: Molly and Susan are good friends. They're both at ...
They're in ... classes. Molly is in ... Susan is in ...
They both like sports. Molly likes ... Susan likes ...
They have ... hobbies. Molly likes ... Susan likes ...

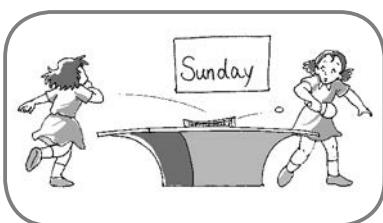
E Read, choose and write (读一读, 选词填空完成句子)

both all the same different

- ① I am Tony. Jimmy is my friend. We both work at the post office.
- ② Sandy has four good friends. They are all twelve years old. They are at the same school. They often go to school together.
- ③ I am Lily. I have a friend. Her name is Daisy. We both like singing. We are in different classes. I am in Class A, and she is in Class C.
- ④ I have three dogs. They are the same colour. They are all black. We always play together. I like them. They all like me too.

F Look and write (看图, 用both或all写句子)

①



play table tennis

They both play table tennis on Sundays.

②

They all play football on Saturdays.



play football

③

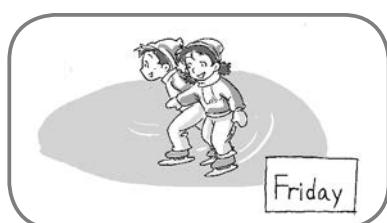


have a Music class

They all have a Music class on Tuesdays.

④

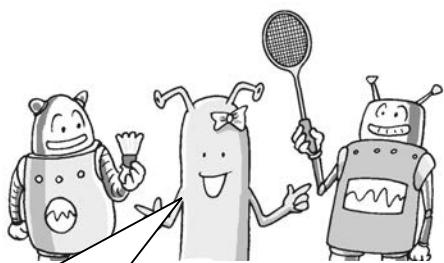
They both go skating on Fridays.



go skating

G Look, read and complete (看图读一读, 填空完成句子)

1



Ron and Hon are two robots. They are both my good friends. I like playing badminton with them.

2



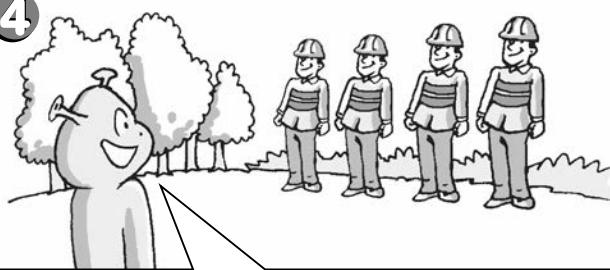
I have three kites. I like all of them. I want to fly with the kites.

3



These bicycles are both super. I want to buy them both.

4



Look at those firefighters. They are all so cool! I want to be a firefighter in the future too.

I have three ice creams. They have different colours. Do you want one?

5



Yes. Thank you so much. I like ice cream very much. They all look delicious.

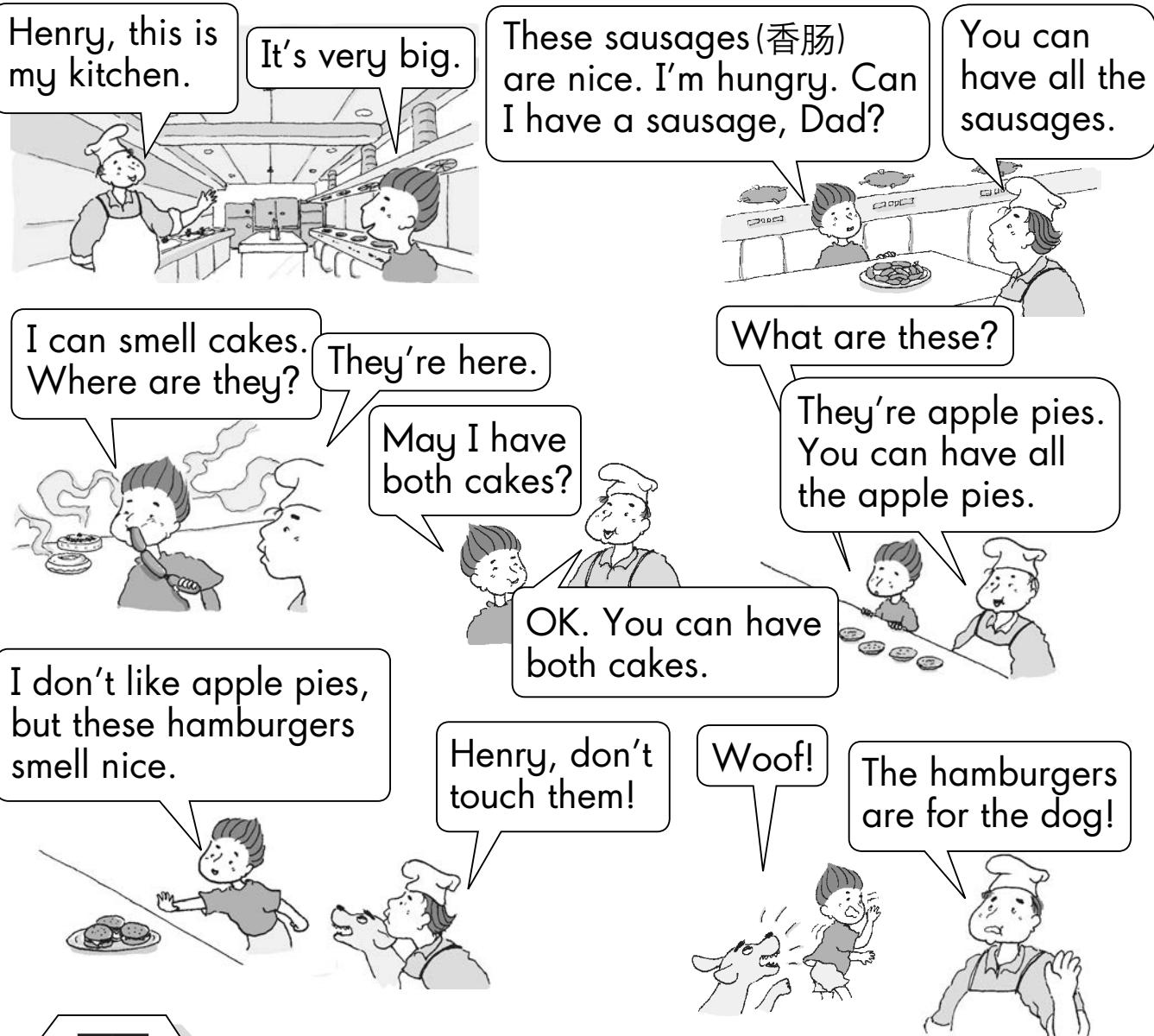
Look! These pandas are both lovely! They are nice and soft too. Can I have both of them?

6



Yes, you can have them both.

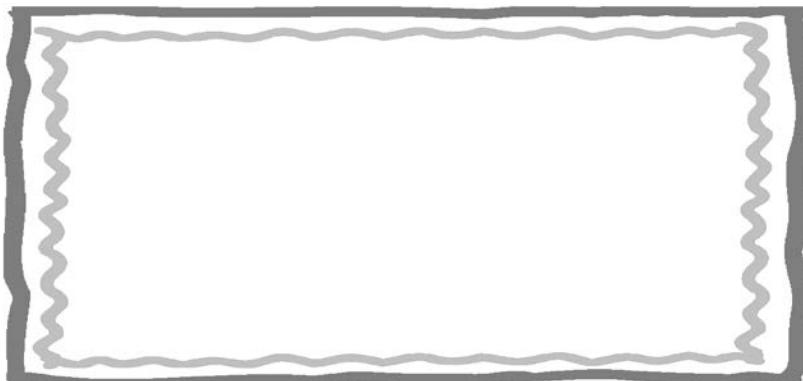
H Read and complete (读一读，填空完成短文)



Henry is in his father's kitchen. His father is a cook. The kitchen is very big. Henry sees some sausages, two cakes and some apple pies. He is hungry. He eats all the sausages and both of the cakes. He does not like apple pies. Then he sees some hamburgers. He wants to eat them too. A dog comes and barks (吠) at him. It is angry. The hamburgers are for the dog.

Task: My good friend and I (我和我的好朋友)

- A Draw or stick, and say (画一画或贴一张你和好朋友的合影, 然后根据提示说一说)



This is my friend.
He/She is ...
He/She likes ...
He/She can ...
We both ...

- B Think and complete (想一想, 把你和好朋友的有关情况填入表格)

About my good friend and I

	My friend	I
Name		
Age		
Birthday		
Favourite sport		
Hobby		
Dream job		

- C Think and write (根据练习B的表格, 写一写你和他/她的相同和不同之处)

_____ is my good friend. He/She is _____.

We both _____,

but we have different _____.

He/She _____.



3 Moving home

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a favourite b very c sorry
- (b) ② a their b thick c thank
- (b) ③ a faces north b faces south
c faces west
- (c) ④ a All the books are in your bedroom.
b Both books are in the study.
c Both books are in your bedroom.
- (a) ⑤ a What do you often do at weekends, Judy?
b What do you often do in the afternoon, Judy?
c What do you always do in the city centre, Judy?
- (c) ⑥ a I like the bedroom, because there is a lot of sunshine.
b I don't like the bedroom, because there isn't a lot
of sunshine.
c I don't like the bedroom, because it is too small.

B Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- (T) ① Peter likes playing football, because it makes him strong.
- (F) ② Kitty likes reading in the study, because it is bright
and quiet.
- (T) ③ Joe and his brother share one bedroom.
- (F) ④ The woman does not like the house, because the study is
too small.
- (F) ⑤ Leo likes his bedroom, because it faces south.

C Listen and answer (听录音, 填空回答问题)

① What rooms does the house have?

On the ground floor (一楼) :

There are two bedrooms,
one living room, one dining room,
one kitchen and two bathrooms.



On the first floor (二楼) :

There is one study and one bedroom. The study faces south.

② Why does David like the house?

Because the house is big and it is near his school. There are some shops and a supermarket near it too.

D Think and say (想一想, 根据提示介绍你家的各个房间)

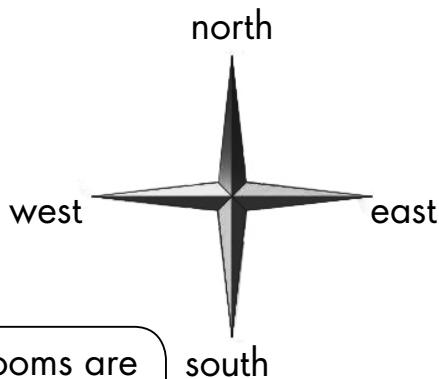
My home has:

living room
dining room
kitchen
bedroom
study
bathroom

It is/They are:

warm bright
cool dry
hot wet
cold

The ... face(s) ...



How many rooms are there in your home?
What are they?



There are ...
They are ...

I like/don't like ...
Because ...

Do you like ...? Why?



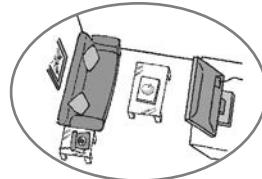
E Read, choose and complete (读一读, 选择适当的词组并用其正确形式填空完成句子)

read books
do my homework

cook food
wash the dishes

watch TV
have a rest

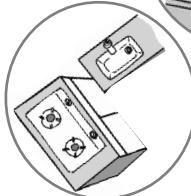
- ① This is our living room. We usually watch TV and have a rest here.



- ② This is our study. I always do my homework and read books here.



- ③ This is our kitchen. Mum usually cooks food and washes the dishes here.



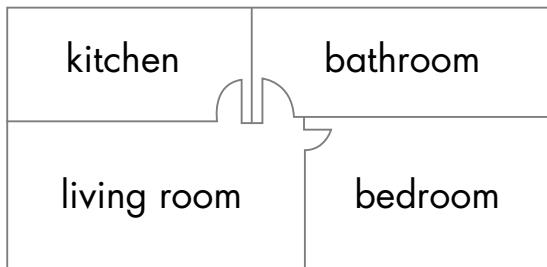
F Read and write (读一读, 根据表格中的提示完成句子)

Name	Likes ...	Because ...
Kitty	doing puzzles	interesting
Mrs Li	her new home	has a big kitchen
Alice	writing stories	wants to be a writer
Peter	his new home	near his school

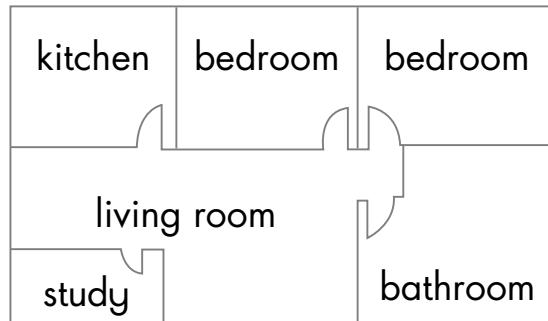
- ① — Why does Kitty like doing puzzles ?
— Because it is interesting .
- ② — Why does Mrs Li like her new home ?
— Because it has a big kitchen .
- ③ — Why does Alice like writing stories ?
— Because she wants to be a writer.
- ④ — Why does Peter like his new home?
— Because it is near his school.

G Look, read and answer (看图读一读, 回答问题)

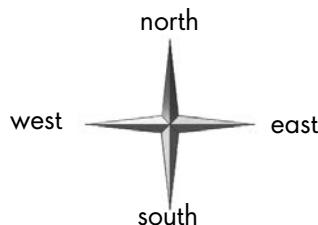
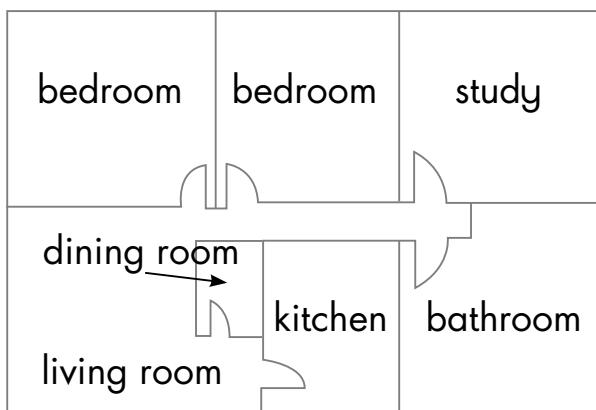
Room 802



Room 906



Room 203



There are six rooms
in my home. My
bedroom faces north.



There are four rooms
in my home. My
bedroom faces south



There are seven rooms in my home. My bedroom faces north too.



- ① Who lives in Room 203? Kitty lives in Room 203.

② Who lives in Room 906? Alice lives in Room 906.

③ Who lives in Room 802? Miss Fang lives in Room 802.

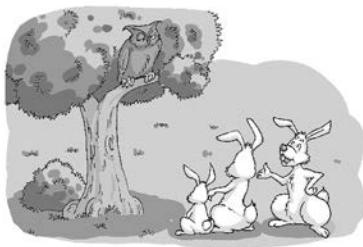
④ Whose bedroom faces north?
Alice's and Kitty's bedrooms (face north).

⑤ Whose bedroom faces south?
Miss Fang's bedroom (faces south).

H Read and answer (读故事, 回答问题)

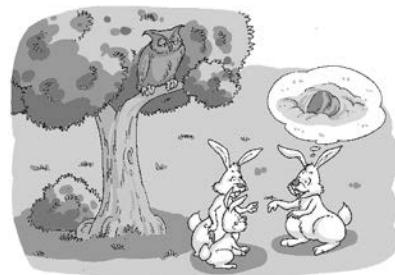
A noisy neighbour (邻居)

The rabbits live near a tree. In that tree lives an owl (猫头鹰). The owl is not a good neighbour. Every night the owl makes a lot of noise. The rabbits cannot sleep.



One morning, the rabbits wake (叫醒) up the owl. 'Please don't make noise at night!' they say, 'We can't sleep.' But the owl does not listen.

The rabbits are very tired. They cannot sleep near the tree. One rabbit has an idea.



'Let's dig (挖) a hole.
We can sleep there.
It's very quiet underground (在地下).' The rabbits dig a big hole and sleep there. Now all rabbits sleep in holes.



1 Where do the rabbits live?

They live near a tree./Near a tree.

2 What does the owl do every night?

The owl makes a lot of noise.

3 Why are the rabbits very tired?

Because they cannot sleep at night.

4 What idea does one of the rabbits have?

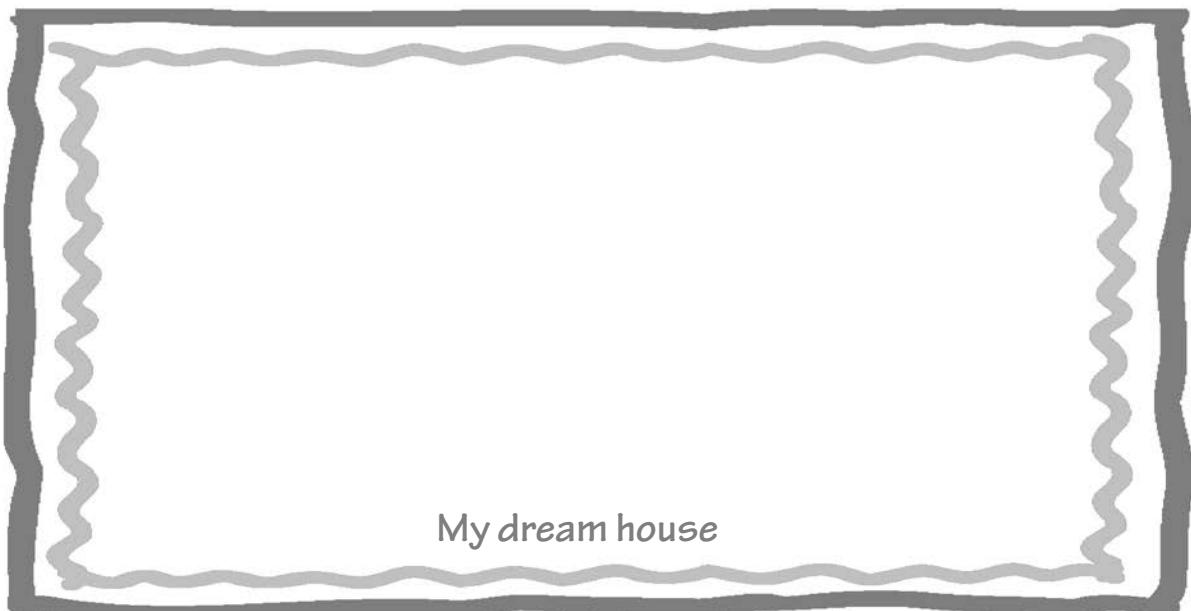
They can sleep in a hole underground.

5 Where do the rabbits sleep now?

They sleep in holes./In holes.

Task: Our dream houses (我们梦想中的房子)

A Think and draw (想一想, 将自己梦想中的房子画下来)



B Ask and answer (根据提示互相问答, 了解同学梦想中的房子是什么样子的)

Where is your dream house?

How many rooms are there?

What are they?

What is near your house?

Why do you like it?

C Think and write (想一想, 根据提示介绍某位同学梦想中的房子)

_____’s dream house _____.

It _____.

There is/are _____.

There is/are _____.

He/She likes the dream house, because _____.

_____.



Module Revision (2)

A Listen and choose (听录音, 选出听到的句子)

- (b) ① a I visit my grandparents at weekends.
b I visit my grandparents twice a week.
c I visit my grandparents every week.
- (c) ② a Henry often talks to his cousin on the Internet.
b Henry often talks to his cousin on telephone.
c Henry often plays chess with his cousin on the Internet.
- (a) ③ a Sally and Betty can both play table tennis very well.
b Sally and Betty can both play badminton very well.
c Sally and Betty can both play volleyball very well.
- (b) ④ a Do you go to school by bus?
b Do you both come to school by bus?
c Do you both go home by bus?
- (b) ⑤ a Why do you like reading books in the study?
b Why do you like reading books in the library?
c Why do you like listening to music in the study?

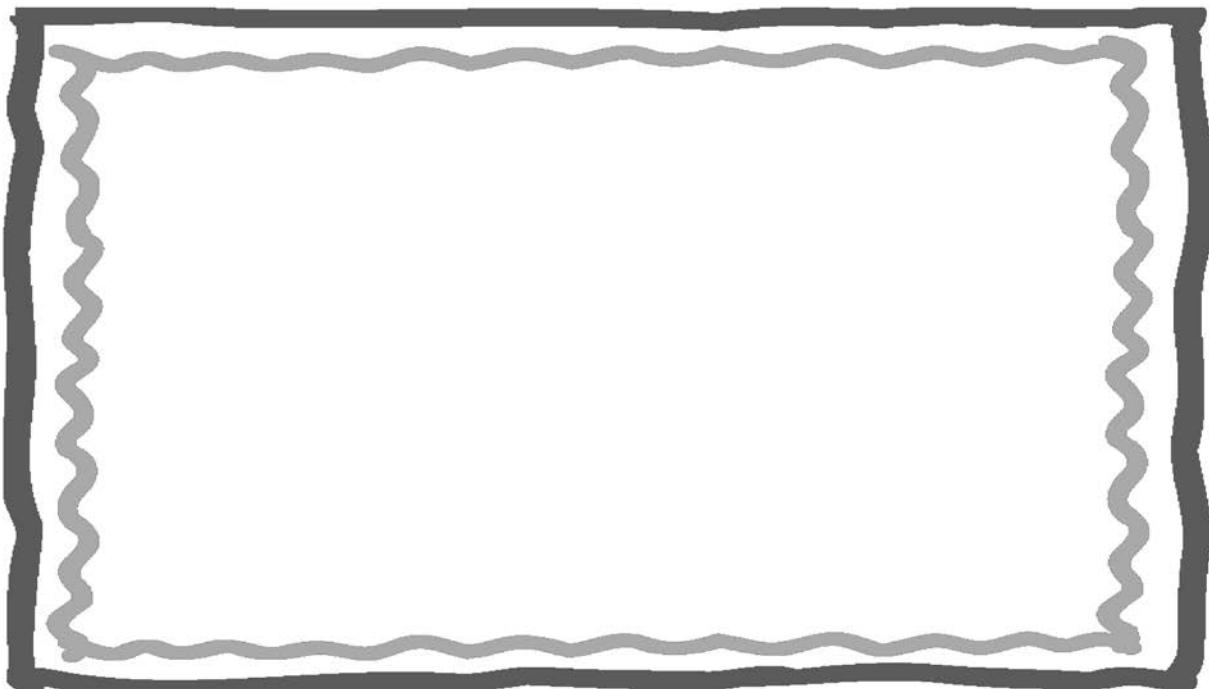
B Listen and complete (听录音, 填空完成句子)

- ① I don't live with my grandparents.
- ② — How often do you visit your grandparents in Beijing?
— I visit them four times a year. I usually talk to them on the Internet.
- ③ My cousin and I are the same age. But we study at different schools.
- ④ There are two bedrooms and a study in my home.
- ⑤ My bedroom faces south. There is a lot of sunshine in the morning.

C Listen and complete (听录音, 填空完成句子)

- ① The house has two floors.
- ② There are four rooms on the ground floor.
- ③ There are three bedrooms on the first floor. They all face south.
- ④ There is a big garden in front of the house.
- ⑤ Roy's grandson (孙子/外孙) always plays chess with him at weekends.

D Draw and say (画一画你家房间布局的简图, 然后根据提示作介绍)



There is/are ... in my home.
It is/They are ...
The ... face(s) ...
... always/often/usually ...
I like/don't like the ..., because ...



E Read and circle (读一读，在字谜中圈出相应的单词)

t	s	h	v	e	z	s	c	x	z
k	a	o	n	i	n	o	g	e	d
e	m	m	j	h	a	u	c	a	i
s	e	e	j	r	o	t	v	l	f
r	s	t	u	d	y	h	j	l	f
g	b	o	t	h	j	b	t	h	e
y	u	z	o	l	u	s	b	v	r
d	b	p	i	t	h	t	y	d	e
q	y	l	(c	h	e	s	s	w	n
a	r	l	y	r	(t	a	l	k	t

chess

talk

both

all

same

south

study

home

different

F Read and complete (读一读，用练习E中单词的适当形式填空完成句子)

- ① Mr Black's living room faces south. He always enjoys the sunshine in the morning.
- ② Kitty's family have a new home.
- ③ My brother and I both have a bicycle. Our bicycles are the same colour. They are blue.
- ④ Peter often talks to his friends on the Internet.
- ⑤ Lisa, Bell and Anna all like singing and dancing. They often sing and dance together.
- ⑥ My father often reads books in the study at night.
- ⑦ My grandfather likes playing chess very much.

G Read and write (读一读，连词成句完成对话)

1



How often do you visit your grandparents ?

(how often, you, do, your grandparents, visit)

I visit them once a week .

(visit, I, once, a, week, them)



2



What do you and your friend both like doing ?

(you and your friend, what, like, both, do, doing)

We both like climbing
mountains .

(both, climbing mountains,
we, like)



3



Do you like the study in your home ?

(the study, do, like, in your home, you)

Yes, it is bright and quiet .

(bright, it, quiet, yes, is, and)



H Read and choose (读一读，选词填空完成短文)

My friend Cindy

My friend Cindy and I are the same age. We are at the (1) _____ school too. We (2) _____ like sports. But she likes playing football, and I like playing volleyball.

Cindy and her parents (3) _____ a new home this spring. It is very big. Cindy likes it, (4) _____ it is near school. There is also a big park near her home. She likes going there with her parents (5) _____ weekends. They fly kites there.

Cindy doesn't live with her grandparents. They live (6) _____ Suzhou. They like living there, because it is a beautiful city. Cindy (7) _____ them once a month. Sometimes she (8) _____ her grandparents do the housework. Her grandparents both love her very much.



(b) 1 a both

b same

c different

(c) 2 a all

b together

c both

(a) 3 a have

b has

c having

(b) 4 a or

b because

c but

(a) 5 a at

b in

c of

(b) 6 a at

b in

c of

(c) 7 a goes

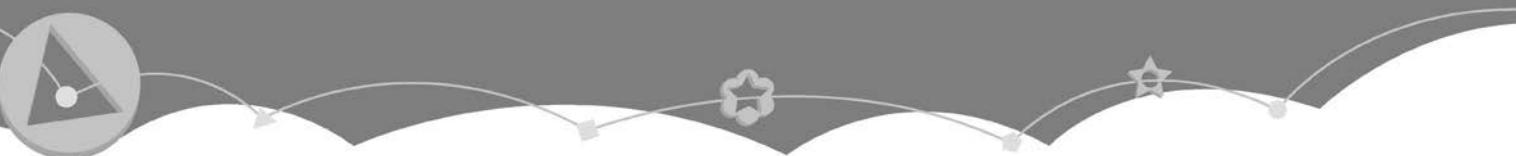
b talks

c visits

(a) 8 a helps

b help

c helping



Module 3 Places and activities

1 Around the city

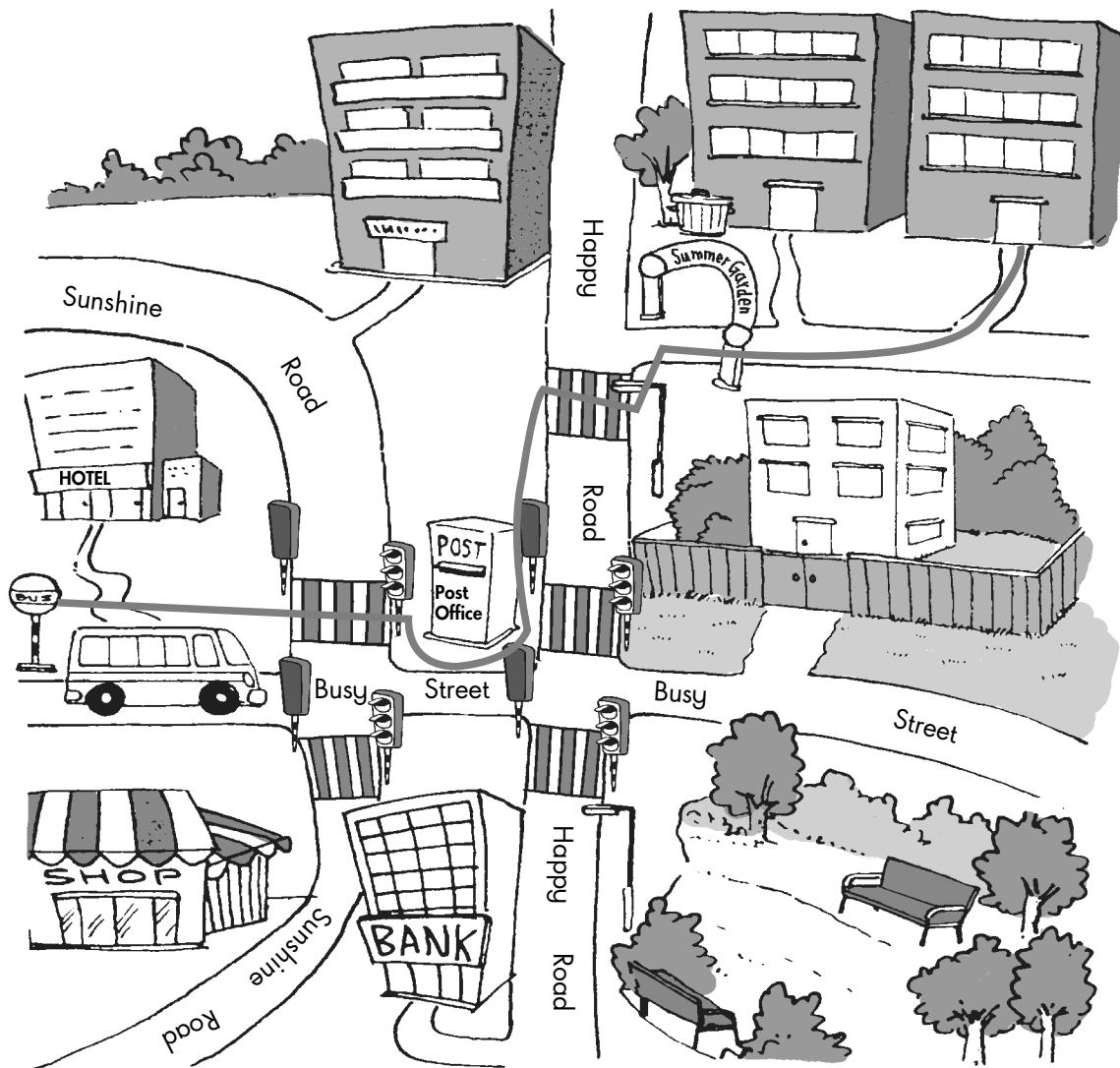
A Listen and choose (听录音, 选出听到的内容)

- (b) ① a get to the hotel b get to the hospital
 c back to the hospital
- (a) ② a near the bakery b near the bank
 c next to the bakery
- (c) ③ a How do I get to the post office on Flower Road?
 b How do I get to the bank on Flower Street?
 c How do I get to the park on Flower Road?
- (b) ④ a Let's go to the bank over there.
 b Let's go to the bank on Clare Street.
 c Let's go to Clare Street.
- (a) ⑤ a Please turn right at White Street.
 b Please turn right at the white building.
 c Please turn left at White Street.
- (c) ⑥ a Walk on a long road. b Walk on the road.
 c Walk along the road.

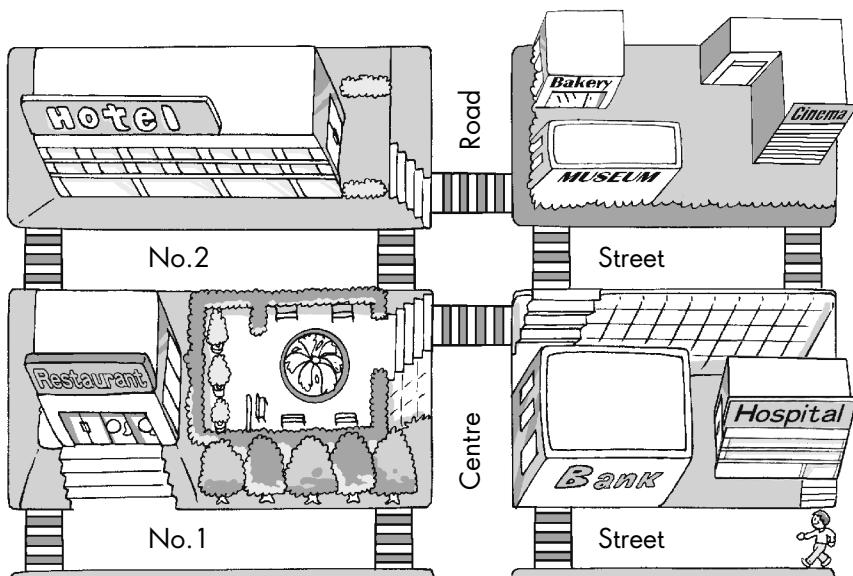
B Listen and choose (听录音, 选出正确的应答)

- (a) ① a It's next to the bookshop. b It's beside the bus stop.
 c It's a bus stop.
- (b) ② a It's on River Street.
 b Take the underground and get off at River Street Station.
 c You can go to the City Museum.
- (c) ③ a Yes, I want to go to the supermarket.
 b I want to walk there.
 c I want to go to the supermarket.
- (b) ④ a Yes, it's a cinema. b Yes, there is.
 c Yes, I'd like to.

C Listen and draw (听录音, 画出通往Joe家的正确路线)



D Look, ask and answer (看图, 根据提示互相问答)



S1: How do I get to ...?

S2: ...

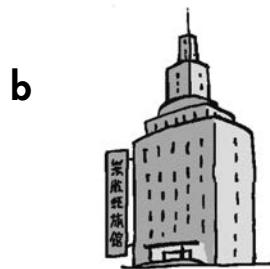
S1: Thank you.

S2: You're welcome.

E Look, write and match (看图读一读, 写出正确的单词, 然后配对)



bakery



hotel



museum



bank



hospital



cinema

d

1 You keep your money there.

f

2 You see films there.

a

3 You buy bread and cakes there.

e

4 You see the doctor there.

b

5 You can stay there for some time. You pay (付费) and then eat and sleep there.

c

6 You can see and learn about many interesting things there.

F Read, choose and complete (读一读, 选词填空完成短文)

take

walk

turn

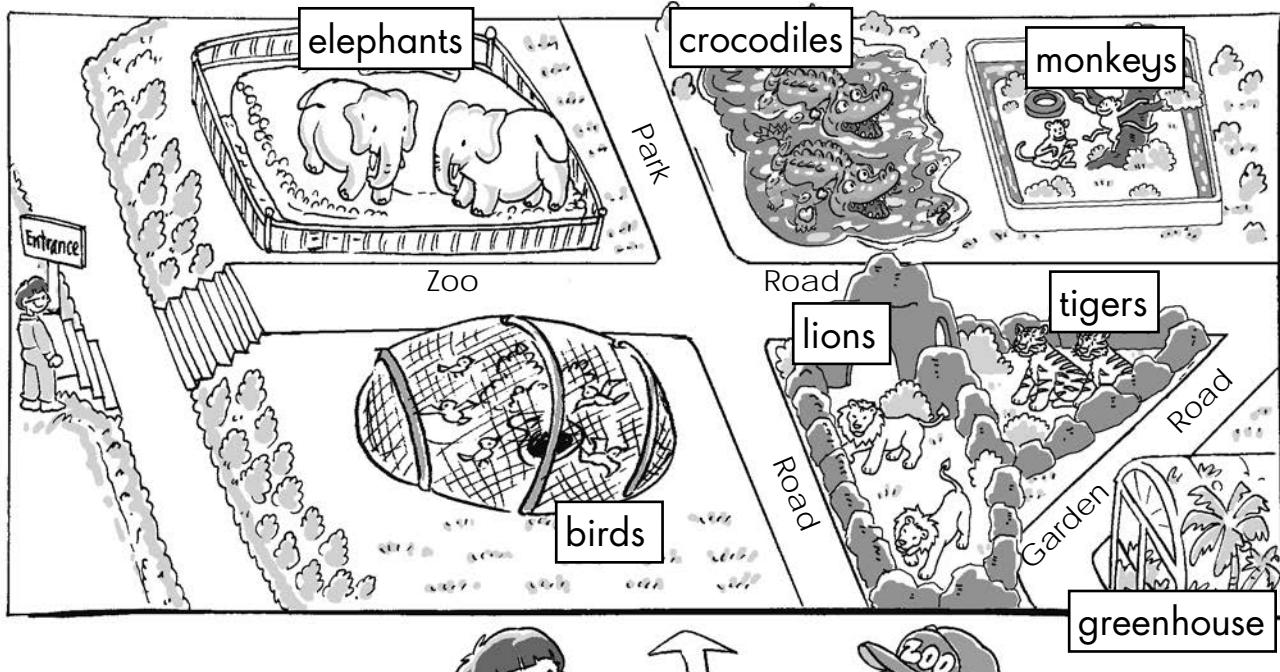
cross

go



My parents and I often go to Ocean World at weekends. We walk along Fruit Road. Then we cross White Street and turn left at Flower Road. There's a bus stop there. We take Bus No.207 and get off at Ocean World.

G Look, read and complete (看图读一读, 填空完成对话)



1

Excuse me. I want to see the birds. Where are they?

Walk/Go along Zoo Road.
The birds are on the right.

2

How do I get to the crocodiles?

Walk along Zoo Road.
Cross Park Road. The
crocodiles are on the left.

3

How do I get
to the greenhouse?

Walk along Zoo Road. Cross Park
Road. Turn right at Garden Road
and walk along it. The greenhouse is
on the left.

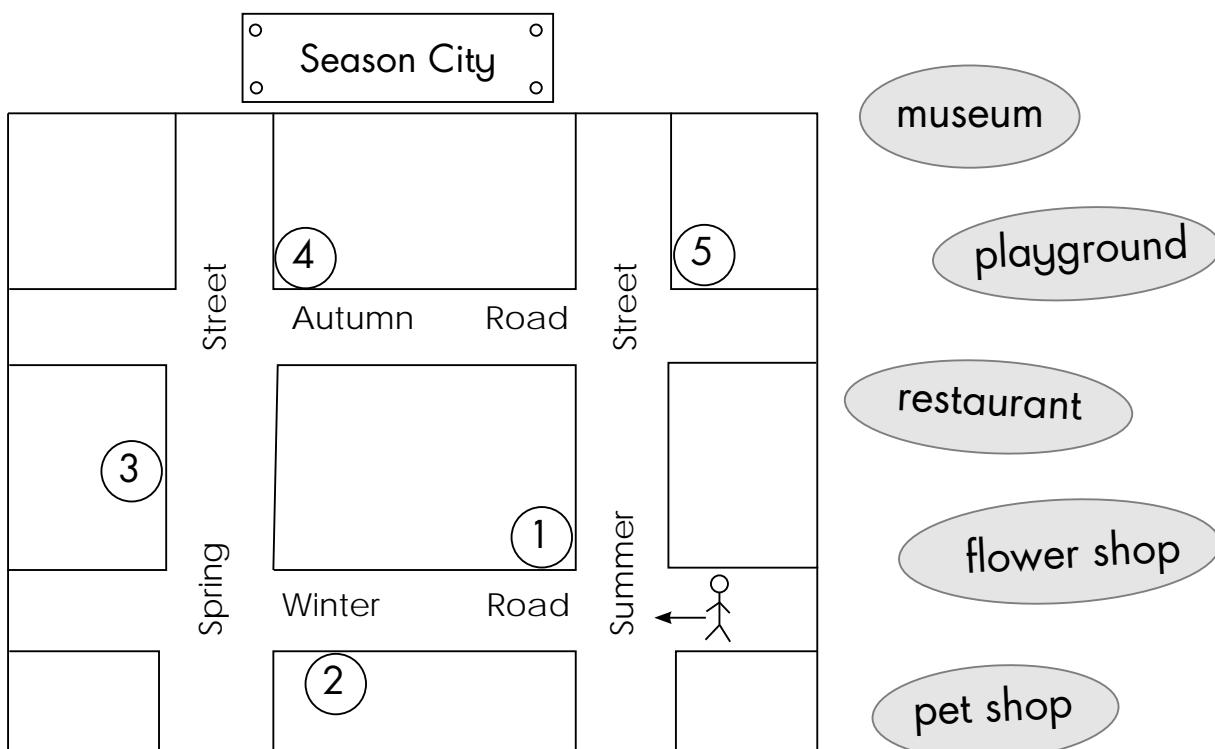
H Read, choose and write (读短文，写出正确的地点名称)

Welcome to Season City.

Look! There is a playground at Summer Street and Winter Road. Walk along Winter Road. There is a pet shop on the left. You can see some puppies (小狗), kittens (小猫) and turtles.

Now turn right and walk along Spring Street. On the left is a flower shop. There are many beautiful flowers. Then cross Autumn Road. Can you see the museum? It is on your right.

Are you hungry? Let's go to the restaurant. How do we get there? Go along Autumn Road and cross Summer Street.



1 playground

2 pet shop

3 flower shop

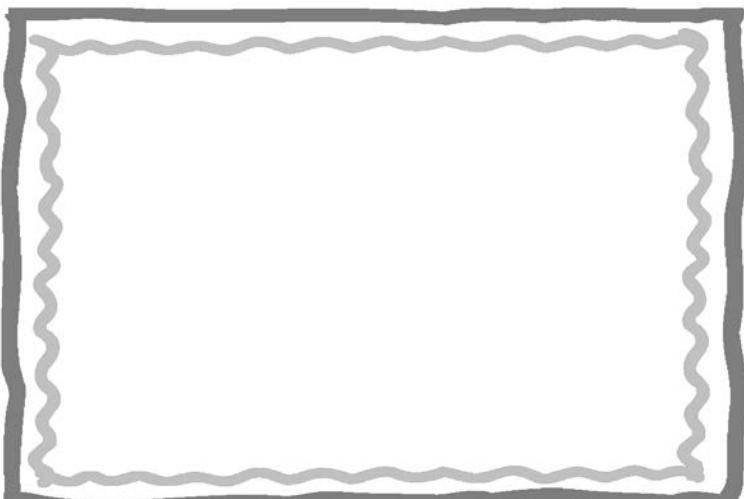
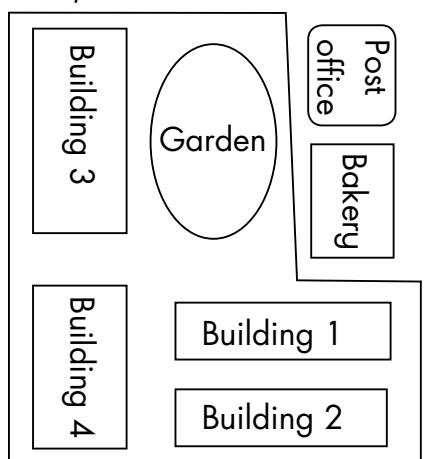
4 museum

5 restaurant

Task: Showing the way (指路)

- A Think, draw and write (想一想, 根据示例为你居住的小区四周画一张简易地图)

Example:



- B Look and say (根据练习A的图, 向同学介绍你居住的小区)

I live ...

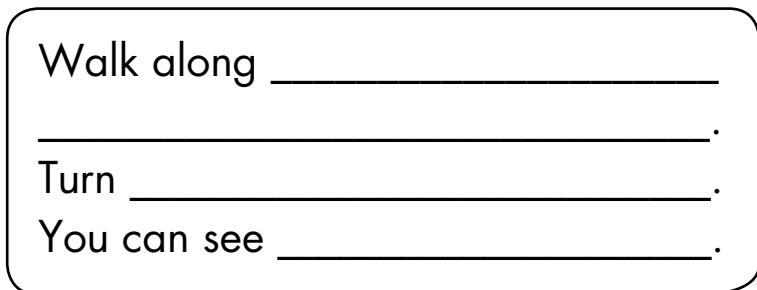
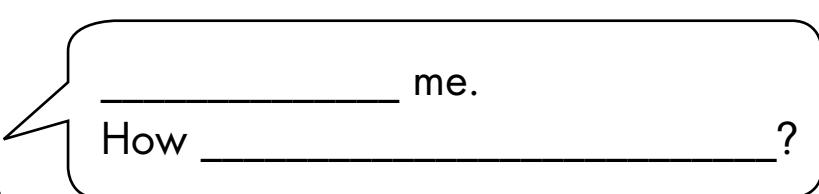
You can see ...

There is/are ...

I can ...

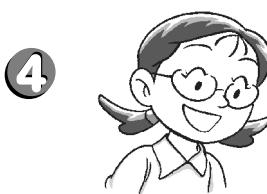
I often/usually/always/sometimes ...

- C Think and write (Mr Liang是新搬来这个小区的居民, 你该如何为他指路? 想一想, 然后根据提示写一写)

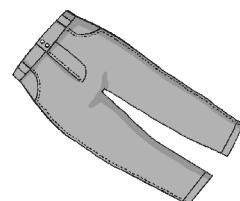


2 Buying new clothes

A Listen, match and write (听录音, 把人物和相应的物品连起来, 然后填入所缺单词)



- a
- b
- c
- d



It has no
buttons.

They have two
pockets.

It has a long
zip.

It has three
buttons.

B Listen and choose (听录音, 选出正确的应答)

- (b) ① a I have a pair of shoes.
b I want to try on this pair of shoes.
c It's a pair of shoes.

- (c) ② a Yes, I do.
b I like oranges.
c I like the orange one.

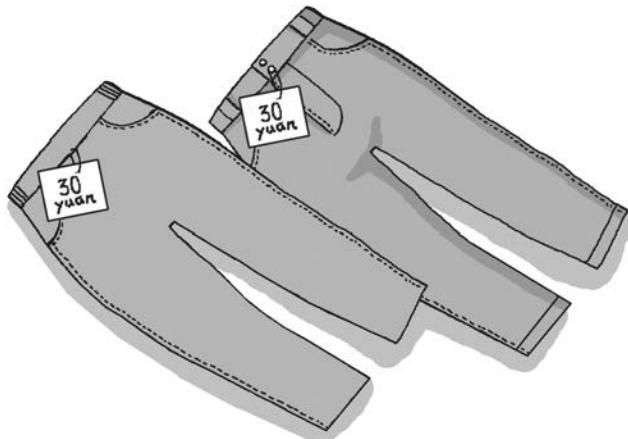
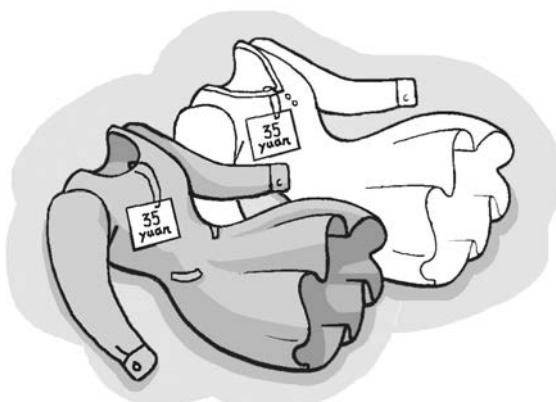
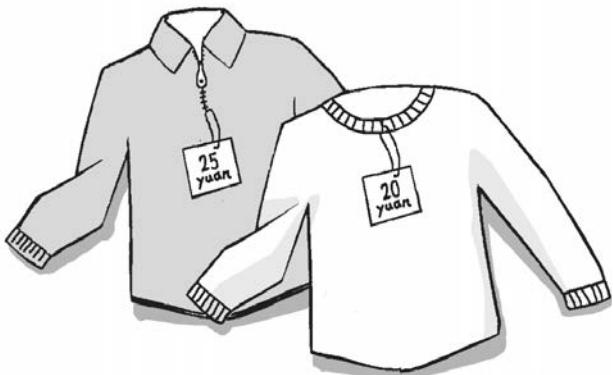
- (a) ③ a They are ten yuan.
b There are ten.
c It's ten yuan.

- (a) ④ a Yes, I do.
b Yes, I like it.
c No. I like the skirt.

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- (T) ① Kitty and Ben are buying clothes.
- (T) ② Kitty likes the pink blouse.
- (T) ③ There aren't any blue T-shirts in the clothes shop.
- (F) ④ Ben buys a yellow T-shirt. It has three buttons.
- (F) ⑤ They both buy the blue jeans.

D Look, ask and answer (看图, 根据提示互相问答)



S1: Look at the ...

Which ... do you like,
... or ...?

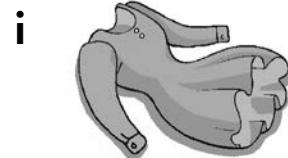
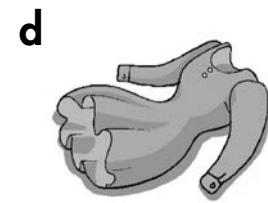
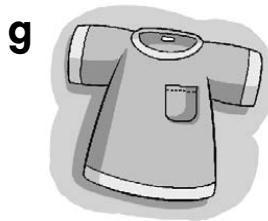
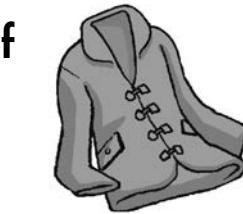
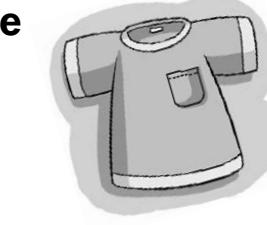
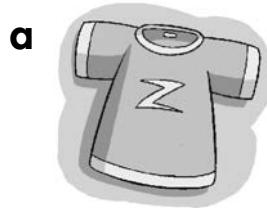
S2: I like ... It ...

S1: How much ...?

S2: It's/They're ...



E Look, find and write (看图, 找出完全相同的服装, 然后写出它们的共同点)



① b and h are the same.

They are both jackets. They have pockets and (long) zips.

② d and i are the same.

They are both dresses. They have buttons.

③ e and g are the same.

They are both T-shirts. They have pockets.

F Read and write (读一读, 用所给单词的适当形式填空)

① Grandma is wearing/wears (wear) a new coat. It has two big pockets (pocket).

② Your skirt (skirt) looks nice. How much is (be) it?

③ What a nice red dress (dress)! It looks (look) great on you!

④ Which jacket do you like (like)? What about the grey one (one)?

⑤ Why not try (try) on that pair of black shoes (shoe)?

G Look, colour and complete (看图涂颜色, 然后填空完成对话)

① Which kite do you like?



I like the yellow one.

② Which hat do you like?



I like the pink one.
I like its yellow buttons too.

③ Which toy bear do you like?



I like the brown one.
How much is it?

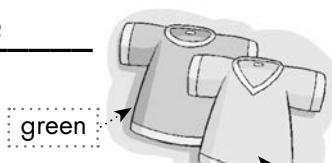
brown

It's thirty/30 yuan.

H Look, read and complete (看图读一读, 填空完成句子)

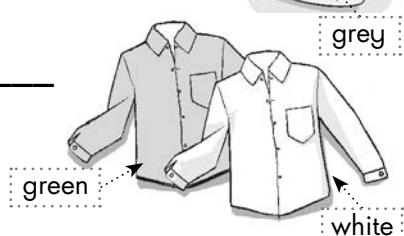
① — Which T-shirt do you like, the green one
or the grey one?

— I like the green one.



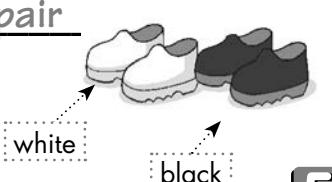
② — Does Mr Wang like the green shirt
or the white shirt?

— He likes both.



③ — Which pair of shoes do you want, the black pair
or the white pair?

— I want the black/white pair.



I Read and answer (读对话，回答问题)

Anna, Joe, May and Paul are buying new clothes.



Anna

Look! Here's a pink dress. It has four small white buttons. It's so nice. I like it.



Joe



May

I like this pair of brown trousers. But I don't like the black pair. The pockets are too small.

I want a blouse and a skirt. I like these blouses. But the red one is too big. The orange one fits (合身) me well. I like the skirt and its white belt (皮带) very much.



Paul

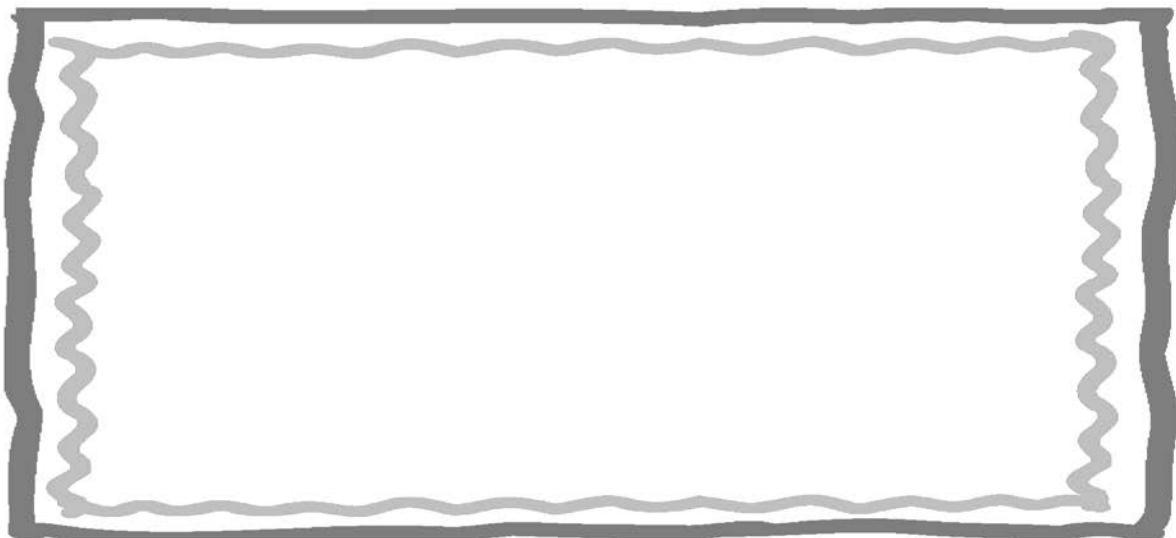
I like sports. I want to buy a T-shirt and a pair of sneakers (运动鞋). Look! I like this yellow T-shirt. And it's only twenty yuan. I like that pair of white sneakers too. They're cool.



- 1 Are there any buttons on Anna's dress? Yes, there are (four white buttons).
- 2 Which pair of trousers does Joe like?
He likes the brown pair./The brown pair.
- 3 Which blouse does May like? She likes the orange blouse/one./The orange blouse/one.
- 4 What colour is the belt on May's skirt? It is white./White.
- 5 How much is Paul's T-shirt? It is twenty yuan./Twenty yuan.

Task: New Year's Eve costume (新年晚会礼服)

- A Think and draw (想一想, 设计一套自己喜欢的礼服去参加新年晚会)



- B Think and say (根据提示, 向同学介绍一下你设计的礼服)

Look! This is my New Year's Eve costume.

This is a

It's ... (colour)

It has ...



- C Think and write (你最喜欢谁设计的礼服? 想一想, 然后根据提示写一写)

I like _____'s costume for New Year's Eve.

It is a _____. It is _____ (colour).

It has _____.

I like it, because _____

_____.

Do you like this New Year's Eve costume?



3 Seeing the doctor

A Listen and choose (听录音, 选出正确的应答)

- (c) ① a I feel sick.
b She has a fever.
c He isn't feeling well.
- (c) ② a You should go to see the dentist.
b You shouldn't do any exercise.
c You should have a good rest.
- (b) ③ a I'm having lunch.
b OK. Mum.
c I'm hungry.
- (a) ④ a You should wear warm clothes.
b You should go to see the dentist.
c You should play sport.
- (a) ⑤ a I brush my teeth twice a day.
b Yes. I brush my teeth every day.
c I brush my teeth in the morning.

B Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- (T) ① Peter has a fever.
- (T) ② Grandma is not feeling well.
- (F) ③ Miss Fang has a cold.
- (F) ④ Peter has a cough.
- (T) ⑤ Alice feels tired and she needs a good rest.

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

(b) ① Why is Ben not at school?

- a Because he goes to the park.
- b Because he is not feeling well.

(a) ② What's the matter with Ben?

- a He has a cold.
- b He has a toothache.

(a) ③ How does Ben feel?

- a He feels tired and does not want to eat.
- b He has a fever and feels bad.

(a) ④ What should Ben do?

- a He should drink a lot of water and have a good rest.
- b He should eat a lot of food and take some medicine.

(b) ⑤ Can Ben go to school now?

- a Yes, he can.
- b No, he can't.

D Look, ask and answer (看图, 根据提示互相问答)



S1: How can I help you?

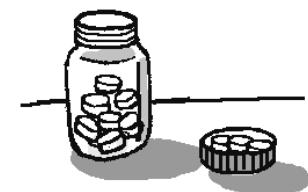
S2: I have ... What should I do?

S1: You should ...

You shouldn't ...

E Look and write (看图, 写出相应的单词)

①



medicine

②



toothache

③



fever

④



cold

⑤



cough

⑥



sleep

F Read and complete (读一读, 填空完成表格)

What's the matter?	What should you do?
Cold	<ul style="list-style-type: none"> • Go to see ⁽¹⁾ the doctor. • Wear ⁽²⁾ warm clothes. • Drink ⁽³⁾ a lot of water. • Have a ⁽⁴⁾ good rest.
Toothache	<ul style="list-style-type: none"> • Go to see ⁽⁵⁾ the dentist once a year. • Don't eat before ⁽⁶⁾ bed. • Don't eat too many ⁽⁷⁾ sweets. • Don't ⁽⁸⁾ drink too many soft drinks.

G Look, read and complete (看图读一读, 根据上下文填空完成对话)

Doctor: How can I help you?

Spaceboy: I have a fever.

Doctor: Let me take your temperature (体温).

Oh, it's 38 degrees (度). Do you
have a cough too?

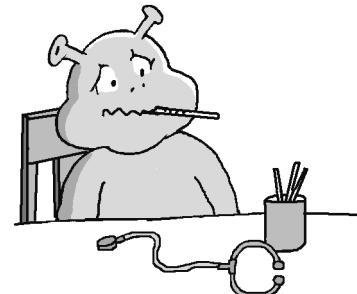
Spaceboy: Yes, I do.

Doctor: You have a cold.

Spaceboy: What should I do then?

Doctor: You should wear warm clothes and drink a lot of water. You should have a good rest too.

Spaceboy: All right. Thank you, Doctor.



H Look, read and complete (看图读一读, 填空完成对话)

①



Spaceboy: I have a cough.

Skygirl: You shouldn't eat too much ice cream.

②



Spaceboy: I have a toothache.

Danny: You shouldn't eat too many sweets.

③



Spaceboy: I have a fever.

What should I do ?

Ben: You should take some medicine and have a good rest.

I Read and judge (读故事, 判断下列句子, 相符的写T, 不符的写F)

Sam the dog looks very unhappy, but Kitty does not know what is the matter with him.

'Do you have a cold?' she asks, but Sam does nothing.

'Do you have a fever?' she asks, but Sam still does nothing.
Kitty takes Sam to the doctor.

'Doctor, can you help Sam? He's sick, I think.'

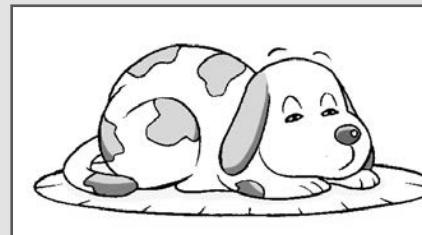
'But I'm not a vet (兽医)!' says the doctor.

Now Kitty and Sam both look sad. The doctor thinks for a minute. 'I know!' he says. He throws a small red ball to Sam.

Sam plays with the ball happily.

'Oh, he likes the ball! He isn't sick.'

He just wants to play!' Kitty says.



- 1 Both Kitty and Sam are sick.
- 2 Kitty takes Sam to the vet.
- 3 Sam has a cold.
- 4 Sam doesn't like playing with the ball at all.
- 5 Sam just wants to play.

Task: Health advice (健康忠告)

A Ask and complete (在你的家人或朋友中做一个关于生活习惯的调查, 把结果记录在表格里)

A survey about living habits

Do you always/often ...?

have too much food

wash your hands

do some exercise

read books in bed

eat too many sweets

eat fruit and vegetables

Name	Good habit ☺	Bad habit ☹

B Think and write (根据练习A的调查表格, 写一份“健康忠告”给某位家人或朋友)

Dear _____,

You have some good habits.

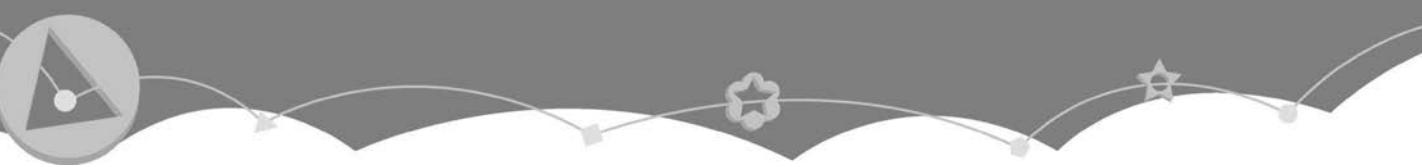
But you also have some bad habits and I have some advice for you.

You should not _____.

You should _____.

Wishing you good health.

Yours,



Module Revision (3)

A Listen and choose (听录音, 选出听到的内容)

- (b) ① a around b along c again
- (a) ② a what b walk c warm
- (c) ③ a lights b beds c roads
- (c) ④ a Get off the bus. b Get on the bus.
c Here comes the bus.
- (b) ⑤ a Walk along and then turn left at Spring Lane.
b Walk along Spring Lane and then turn left.
c Walk along Winter Lane and then turn right.

B Listen and choose (听录音, 选出正确的应答)

- (c) ① a I'm in the hospital. b I have a coat.
c I have a cold.
- (c) ② a I like the coats. b I like brown.
c I like the brown one.
- (c) ③ a It's far away.
b I want to go to the restaurant.
c You can take Bus No.25 there.
- (a) ④ a You should drink a lot of water.
b I should wear warm clothes.
c You should eat sweet food.
- (a) ⑤ a Good idea! b I can try on the skirt.
c Yes. I like the yellow shirt.
- (c) ⑥ a There are some tall buildings.
b Go along Green Road.
c It's on Green Road.

C Listen and complete (听录音, 填空完成句子)

1



Dora

I always have lunch with my grandparents on Sundays. Our favourite restaurant is on Pink Road.

2



Kevin

I usually go to the Great Cinema to see films.

3



Ada

Green Park is near my home. My friends and I sometimes have a picnic there.

D Think and act (想一想, 根据情景编对话并演一演)

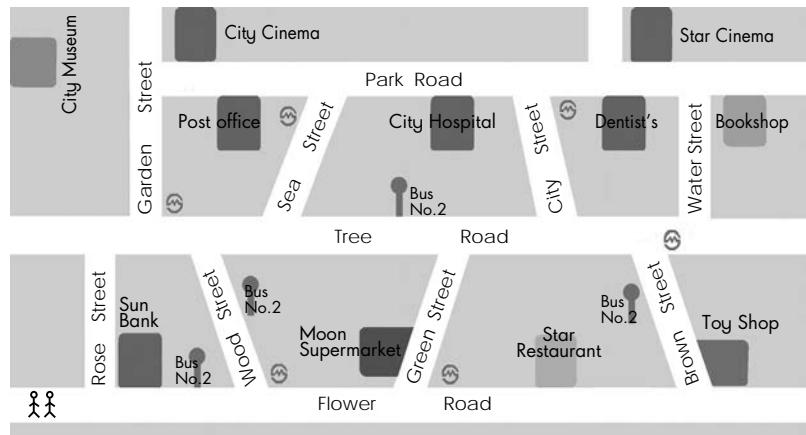
In the Street

Tourist: Excuse me. How do I get to the dentist's, please?

Police officer: ...

Tourist: Thank you.

Police officer: You're welcome.



At the dentist's



Tourist: I have ... I can't ...

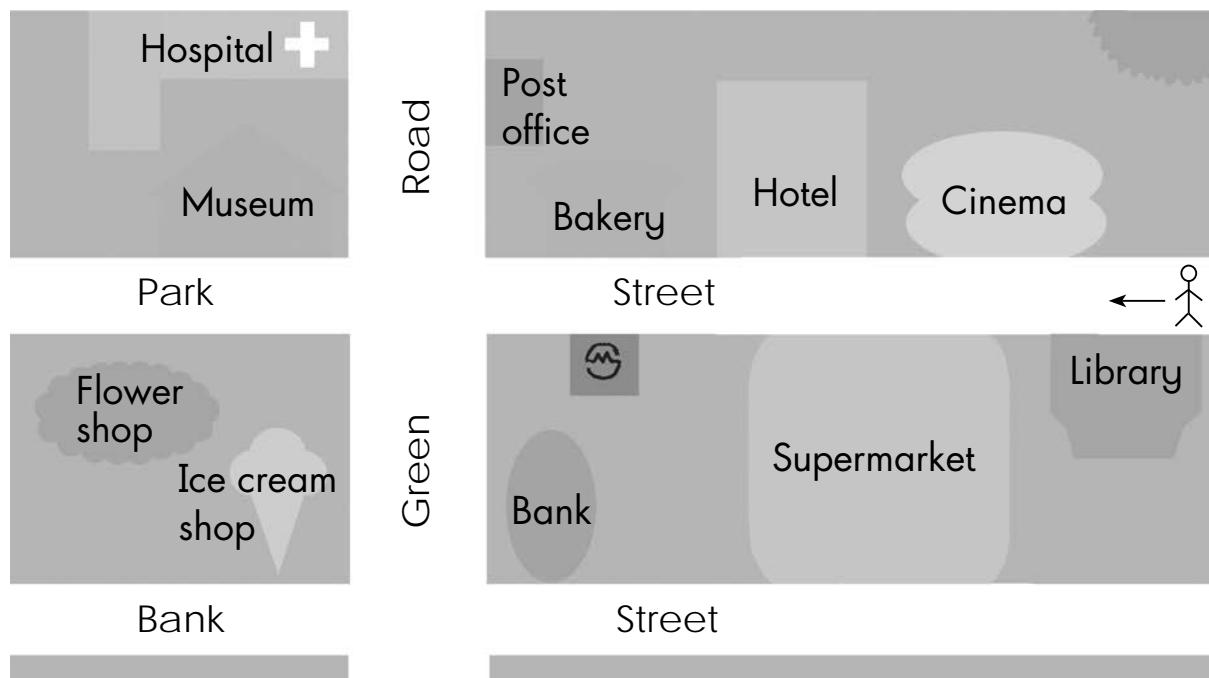
Dentist: Let me have a look.

...

Tourist: What should I do then?

Dentist: You should/shouldn't ...

E Look, read and choose (看图读一读, 选出正确的答案)



- (a) ① Walk along Park Street. There is a hotel _____ a cinema.
- a next to
 - b in
 - c in front of
 - d on
- (a) ② The supermarket is _____ the underground station and the library.
- a between
 - b on the left of
 - c next to
 - d in front of
- (c) ③ The _____ is at Green Road and Park Street.
- a hospital
 - b bank
 - c museum
 - d ice cream shop
- (d) ④ Walk along Park Street. Then turn right and walk along Green Road. There is a post office _____.
- a beside the hotel
 - b on the left
 - c next to the museum
 - d on the right
- (a) ⑤ Walk along Park Street. Then turn left and walk along Green Road. You can see an ice cream shop _____.
- a on the right
 - b on the left
 - c on Park Street
 - d behind the flower shop

F Read and match (读一读, 将人物的对话配对)



- 1 I often have a toothache.
- 2 I sometimes have a cough.
- 3 I don't sleep well.
- 4 In winter, I often have a cold.
- 5 I sometimes have a fever.



- a You shouldn't eat too much cold food.
- b You should wear warm clothes.
- c You shouldn't drink tea or coffee before bed.
- d You should have a good rest in bed.
- e You should go to see the dentist once a year.

1 e 2 a 3 c 4 b 5 d

G Look, read and complete (看图读一读, 填空完成对话)

Shop assistant: Can I ⁽¹⁾ help you ?

Mrs Zhang: Yes. I'd like to buy a blouse.

Shop assistant: Here are some new arrivals (新款). What colour ⁽²⁾ do you like?

Mrs Zhang: I like green.

Shop assistant: OK. Do you like this one? These white ⁽³⁾ buttons are cool.

Mrs Zhang: No. I like this one. It has two ⁽⁴⁾ pockets. I can put small things there. Can I ⁽⁵⁾ try on the blouse?

Shop assistant: Sure.

Mrs Zhang: Thanks.

Shop assistant: ⁽⁶⁾ You're welcome.



H Read and judge (读短文，判断下列句子，相符的写T，不符的写F)

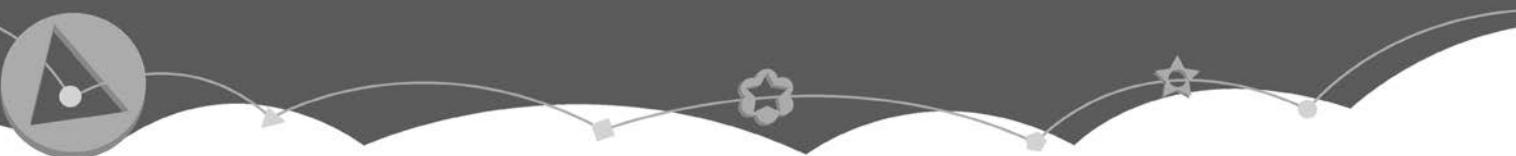
Frank works in a five-star hotel, the Beach Hotel. The hotel is near a beach. Many people go to visit the beach during the holidays.

Frank usually tells them:

- First, you should not go to the beach at noon, because it is very hot then. You should go to the beach in the morning or in the late afternoon.
- Second, you should not stay in the sun for too long. It is bad for your skin(皮肤).
- Third, you should not swim right after(……之后马上) meals(饭；餐).
- Last(最后), do not take too much money with you.



- | | |
|--|------------------------|
| 1 Frank works in a five-star hotel. | <input type="text"/> T |
| 2 The beach is far away from the hotel. | <input type="text"/> F |
| 3 People should go to the beach only in the evening. | <input type="text"/> F |
| 4 People shouldn't stay in the sun for a long time. | <input type="text"/> T |
| 5 People should not swim when they are full. | <input type="text"/> T |



Module 4 The natural world

1 Water

A Listen and choose (听录音, 选出听到的内容)

- (c) ① a pour the water b boil the tea
 c boil the water
- (b) ② a have some tea b make some tea
 c drink some tea
- (a) ③ a The Yangtze River is very, very long.
 b The Huangpu River is very long.
 c The Yangtze River and the Huangpu River are both very long.
- (c) ④ a The Yangtze River runs into the sea.
 b The Huangpu River is in Shanghai.
 c The Huangpu River flows into the Yangtze River at Wusong Port.
- (b) ⑤ a Don't put the tea in the glass.
 b Don't pour the hot water into the glass.
 c Don't pour the cold water into the cup.

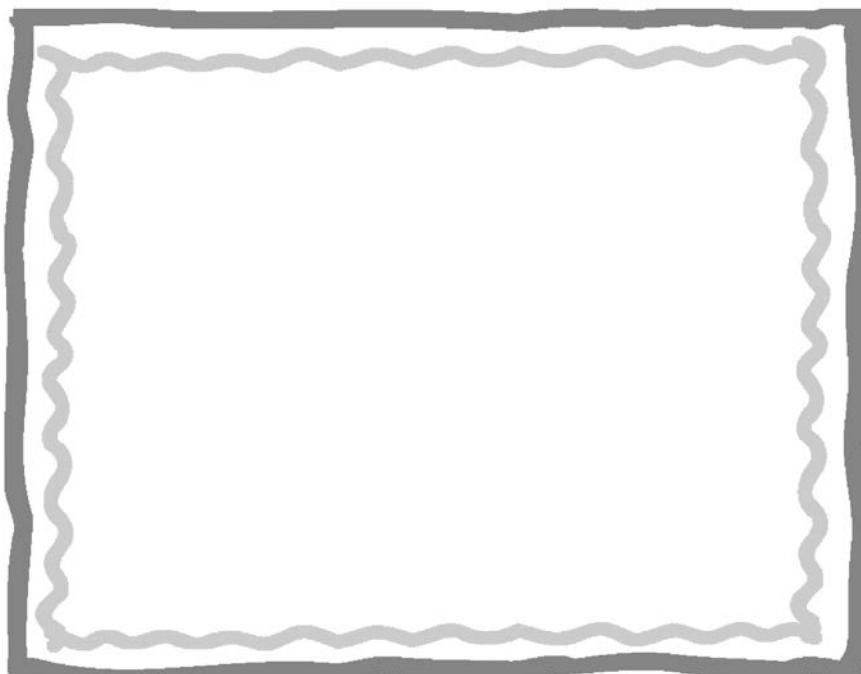
B Listen and choose (听录音, 选出正确的应答)

- (b) ① a Yes, it does. b Yes, it is.
 c The water is boiling.
- (b) ② a I'm in the kitchen. b I'm making some juice.
 c Yes, I am.
- (a) ③ a No, it doesn't. b The juice tastes nice.
 c Yes. It's juice.
- (c) ④ a It tastes bitter. b Some coffee, please.
 c Yes, please.
- (b) ⑤ a Yes, it is. b Next, we boil the water.
 c It's next to the cup.

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

- (b) ① What does Ben want to make for his family?
a Coffee. b Milk tea. c Juice.
- (a) ② What does he do first?
a He puts some tea in a teapot.
b He pours some milk into the cups.
c He pours hot water into the cups.
- (c) ③ Where does he pour the hot water?
a Into the cups. b Into the tea. c Into the teapot.
- (b) ④ How many cups does Ben get?
a Three. b Four. c Five.
- (a) ⑤ What does he put into the cups finally?
a Some milk and sugar.
b Some juice and sugar.
c Some milk and water.

D Think, draw and say (根据练习C的内容想一想并画一画你想制作的果汁或其他饮料, 然后根据提示说一说制作过程)



first
then
next
finally

boil
put ... in ...
put ... into ...
pour ... into ...

E Read, write and number (读一读, 选词填空完成句子, 然后按泡茶的顺序给句子编号)

First Next Then Finally

(2) Next, put some tea in the teapot.

(1) First, boil the water.

(4) Finally, pour the tea into the cup.

(3) Then, pour the hot water into the teapot.

F Look, choose and write (看图读一读, 选词填空完成句子)

tastes boils make drinking
pours ... into ... puts ... in ...

①



The lady wants to make some coffee. First, she boils the water.

②



Next, she puts some coffee powder (粉) in the cup.

③



Then, she pours the hot water into the cup. She puts some sugar and milk into the cup too.

④

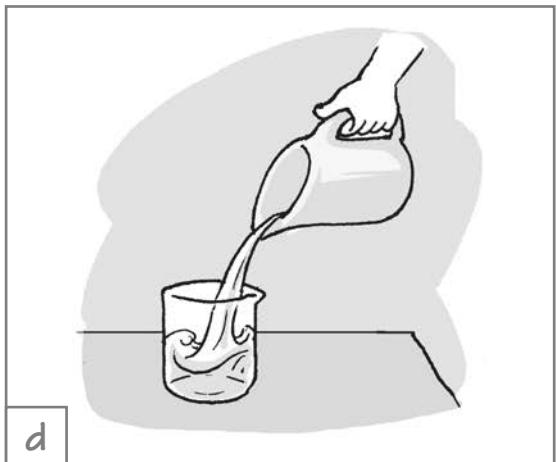


She is now drinking coffee in the living room. It tastes great!

G Look, match and write (看图, 将图与相应的句子配对, 然后填空完成实验过程)

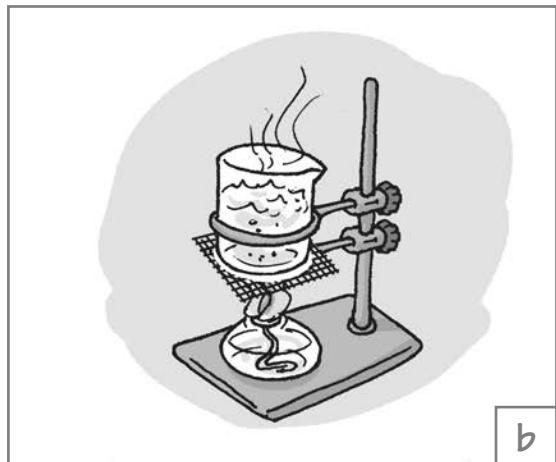
- a put some ice in the hot water
- b boil the water
- c the ice becomes water
- d pour some water into a glass

①



d

②



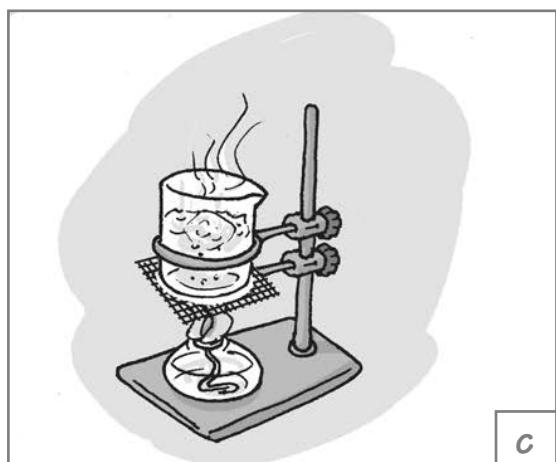
b

③



a

④



c

- 1 First, pour some water into a glass.
- 2 Next, boil the water.
- 3 Then, put some ice in the hot water.
- 4 Finally, the ice becomes water.

H Read and choose (读一读，选出正确的答案填空完成短文)

I am a little raindrop. It is autumn. It is raining now. I
(1) _____ from the sky into a river. I (2) _____ in the river
every day.

Then (3) _____ comes. It is cold. People (4) _____ wear
thick clothes. I become ice. I am hard and smooth.

It is spring now. It (5) _____ warm. Trees are green and
flowers are colourful. I (6) _____ water again.

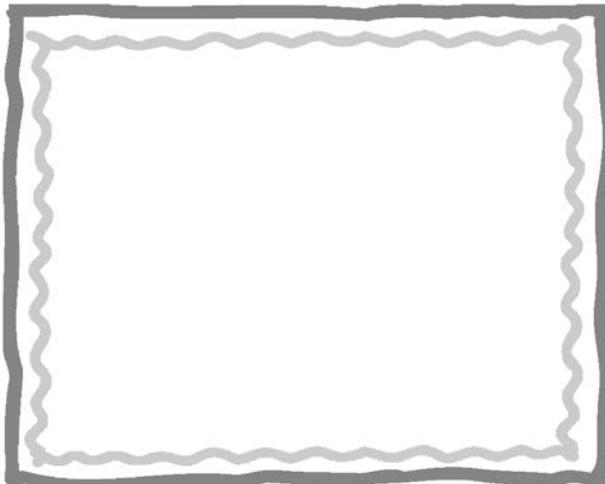
(7) _____ comes. The sun is high in the sky. It shines and I
get very hot. Soon I rise up to the (8) _____ and live in
a cloud.



- | | | | | |
|-------|---|-----------|--------------|------------|
| (a) | 1 | a fall | b falls | c falling |
| (c) | 2 | a playing | b am playing | c play |
| (c) | 3 | a spring | b summer | c winter |
| (b) | 4 | a every | b all | c both |
| (b) | 5 | a am | b is | c are |
| (b) | 6 | a becomes | b become | c becoming |
| (a) | 7 | a Summer | b Spring | c Winter |
| (a) | 8 | a sky | b cloud | c sun |

Task: Juice we like (我们喜欢的果汁)

- A Think, stick and complete (想一想, 你最喜欢喝的果汁是什么?
贴一张它的照片, 然后填空完成信息表)



My favourite juice is
_____.

Taste: _____

Colour: _____

- B Ask and answer (想一想, 根据提示和同学互相问答, 了解他们喜欢喝的饮料)

What is your favourite juice?

How does it taste?

What colour is it?

Can you make it?

- C Think and write (想一想, 然后写一写你和某位同学都很喜欢喝的饮料及其制作方法)

_____ and I both like drinking _____.

It tastes _____. It is _____.

Do you want to make it?

First, _____.

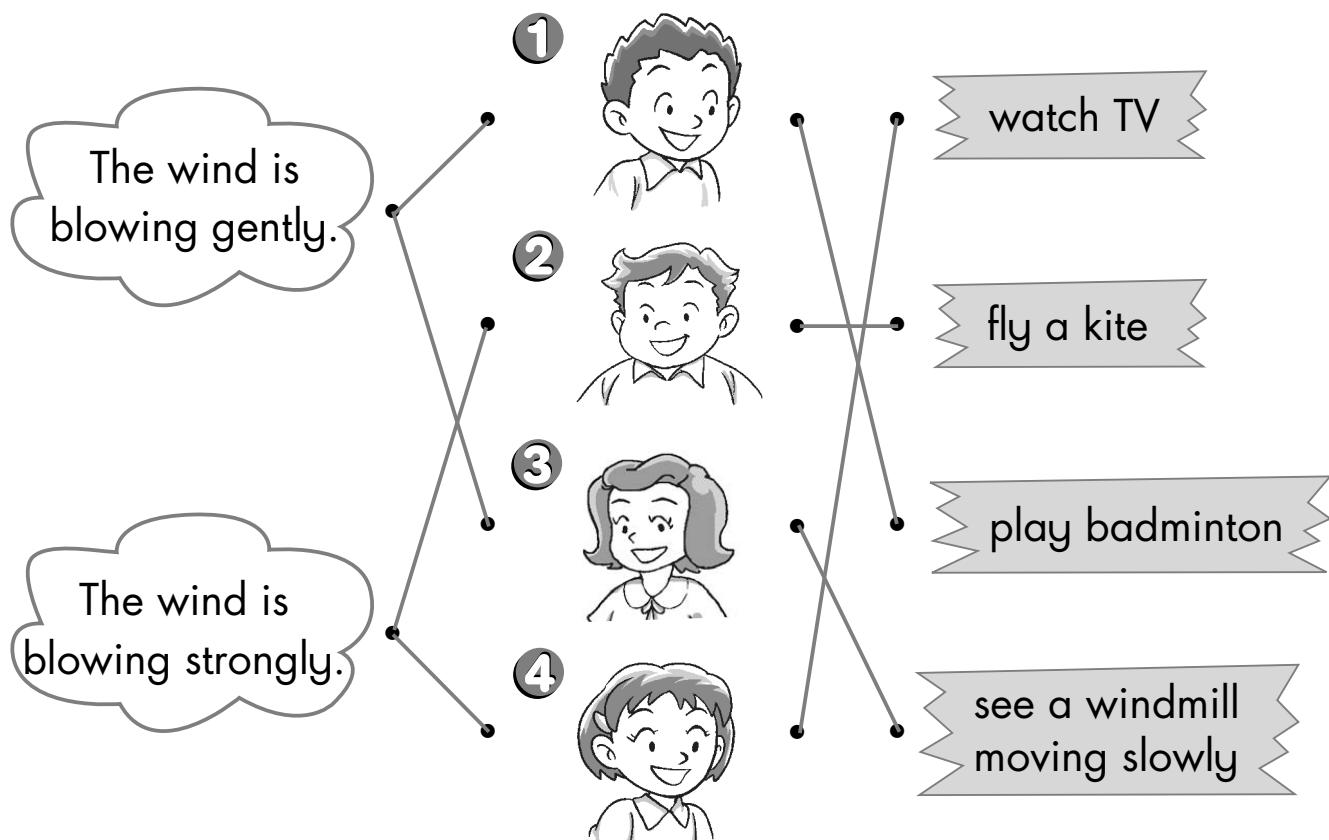
Next, _____.

Then, _____.

Finally, _____.

2 Wind

A Listen and match (听录音, 将相关的内容连起来)



B Listen and choose (听录音, 选出正确的应答)

- (c) ① a I'm playing football.
b I go out and play football.
c I can go out and play football.
- (a) ② a We should stay at home. b We should go out.
c We should go shopping.
- (b) ③ a Yes, it does. b It is moving quickly.
c It is moving.
- (b) ④ a It is the wind. b It is blowing gently.
c It is smooth.
- (a) ⑤ a In the park. b They can fly kites.
c Yes, they can.

C Listen and complete (听录音, 填空完成对话)

Paul: Hello, John. How are you?

John: I'm sad. I can't play football today! It's raining heavily and the wind is strong. How is the weather there?

Paul: It's sunny, but the wind is blowing gently. I can't fly my kite today!

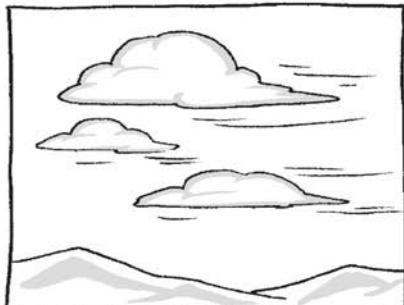
John: Oh dear. What should we do?

Paul: We should watch the weather on TV.

John: Good idea!

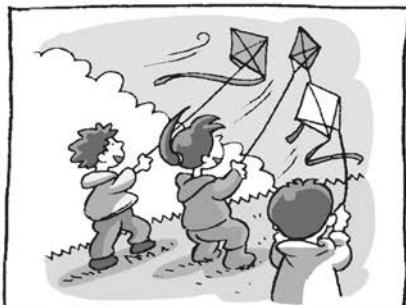
D Look and say (看图, 根据提示说一说)

①



clouds/move/quickly

②



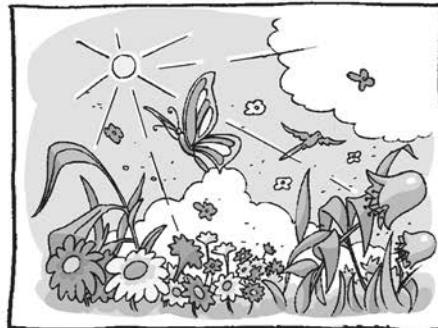
children/fly kites/happily

③



windmill/move/slowly

④



flowers and grass/dance/softly

In Picture ..., the wind is blowing ...
... (doing) ...

E Look and complete (看图, 用所给单词的适当形式填空完成对话)

①



It's a nice day today. The wind is blowing gently (gentle). What can you see on windy (wind) or rainy (rain) days?

②



The clouds are moving quickly (quick) in the sky.

③



The rain is heavy (heavy). People in the streets are going home quickly (quick).

④



The wind is blowing strongly (strong). Some leaves are falling to the ground.

F Read, choose and complete (读一读, 选择正确的单词填空完成句子)

① It is raining heavily (heavily/heavy). You should stay at home.

② The lion is happy (happy/happily). It has a new friend.

③ The weather today is nice. The sun is shining, and the wind is blowing gently (gentle/gently).

④ The car is going quickly (quick/quickly).

⑤ The man is strong (strong/strongly). He can lift up (举起) the two big boxes.

G Look, read and write (看图读一读, 选择正确的句子填空完成短文)

- a An hour later, the wind becomes strong.
- b Then, it rains heavily too.
- c After the wind and rain, there is a lot of rubbish on the ground.
- d The wind is blowing gently.



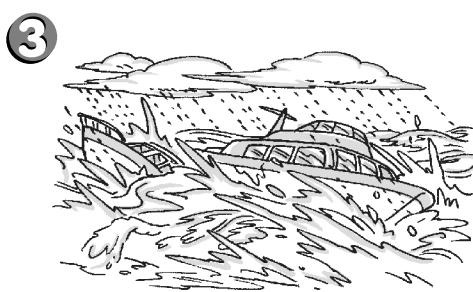
The wind is blowing gently.

Peter and Paul are in a park near their home.
They like the park.



An hour later, the wind becomes strong.

The clouds are moving quickly.
They go home quickly.



Then, it rains heavily too.

There are big waves (海浪) in the sea.



After the wind and rain, there is a lot of rubbish on the ground.

Some street cleaners (环卫工人) are cleaning the streets.

H Read and answer (读短文，回答问题)

It is the winter holiday. The children go to different places for their holiday. Paul and Ann are talking about their holiday on the telephone.



I go back to my hometown Harbin. It's very cold there. The wind often blows strongly. Sometimes it snows heavily. But I have a good time with my friends there. We go skiing, go ice-skating and make snowmen.



That's great! I go to New Zealand (新西兰) for my holiday. It is summer there. The sun shines brightly (明亮地). Sometimes the wind blows gently. We go fishing on a small river. Sometimes the wind blows strongly. My parents and I go to the beach then.



That's so nice! I want to go there too.



1 Does the wind often blow strongly in Harbin?

Yes, it does.

2 What do Paul and his friends do in Harbin?

They go skiing, go ice-skating and make snowmen.

3 What season is it in New Zealand?

It is summer (in New Zealand).

4 What is the wind like in New Zealand?

Sometimes it blows gently, and sometimes it blows strongly.

5 Where does Paul want to go in the future?

He wants to go to New Zealand (in the future)./New Zealand.

Task: What's the weather like? (天气怎么样?)

- A Think and say (想一想, 根据提示说一说在不同天气情况下, 你会在街上看见什么?)

What's the weather like?

What can we do?

How is the wind?

What can you see in/at ...?

- B Ask and complete (调查一下同学们在不同天气里会在街上看见些什么, 能做些什么, 然后填空完成表格)

Weather	I see ...	It is/They are ...	I can ...

- C Think and write (想一想, 根据练习B, 写一写你在不同的天气里的所见所为)

It is a _____ and _____ day.

The wind _____.

I can see _____.

We can _____.

3 Fire

A Listen and choose (听录音, 选出听到的内容)

- (a) ① a smoke b small c smell
- (a) ② a watch b much c match
- (b) ③ a start a fire b start campfires c start fires
- (c) ④ a Don't start fires. b Don't smoke here.
c Don't stop your car here!
- (a) ⑤ a Can you tell me about fire safety?
b Can you tell me about firefighters?
c Can you tell me about fires?
- (c) ⑥ a Children mustn't play with matches.
b Children mustn't start campfires.
c Children mustn't play near fires.

B Listen, number and complete (听录音, 给下列禁令标志编号, 然后填空完成句子)



3

Don't start
campfires!



5

Don't play
with matches!



4

Don't smoke!



1

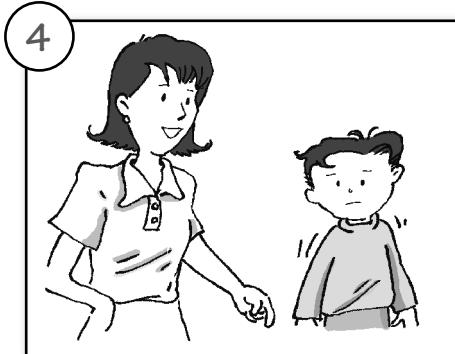
Don't play near fires!



2

Don't climb trees!

C Listen and number (听录音, 根据顺序给下面的图编号)



D Think, match and say (想一想, 在这些场景中该如何保证消防安全, 将序号写在方框内, 然后根据提示说一说)

In the forest

a b c

At home

a b d

At school

a b

- a** Don't smoke.
- b** Don't play with matches.
- c** Don't start campfires.
- d** Don't play near fires.

Fire can start in/at ...
We must be careful.
In/At ..., we mustn't ...



E Think and complete (想一想, 用must或must not填空完成海报)

Fire safety

- Children ⁽¹⁾ must not play near fires.
- We ⁽²⁾ must not start campfires.
- People ⁽³⁾ must smoke in the smoking room.
- We ⁽⁴⁾ must not play with matches.
- We ⁽⁵⁾ must be careful both in the forest and at home.

F Read, choose and complete (读一读, 选词填空完成句子)

start litter play fight throw

- ① We must not start fires in the forest.
- ② You shouldn't throw stones into the fountain.
- ③ Don't litter on the farm, please.
- ④ We must not play with fire or matches.
- ⑤ The firefighters always fight fires bravely(勇敢地).

G Look, match and write (看图读一读, 将图与相应的文字配对连线, 然后写一写)



Don't smoke!

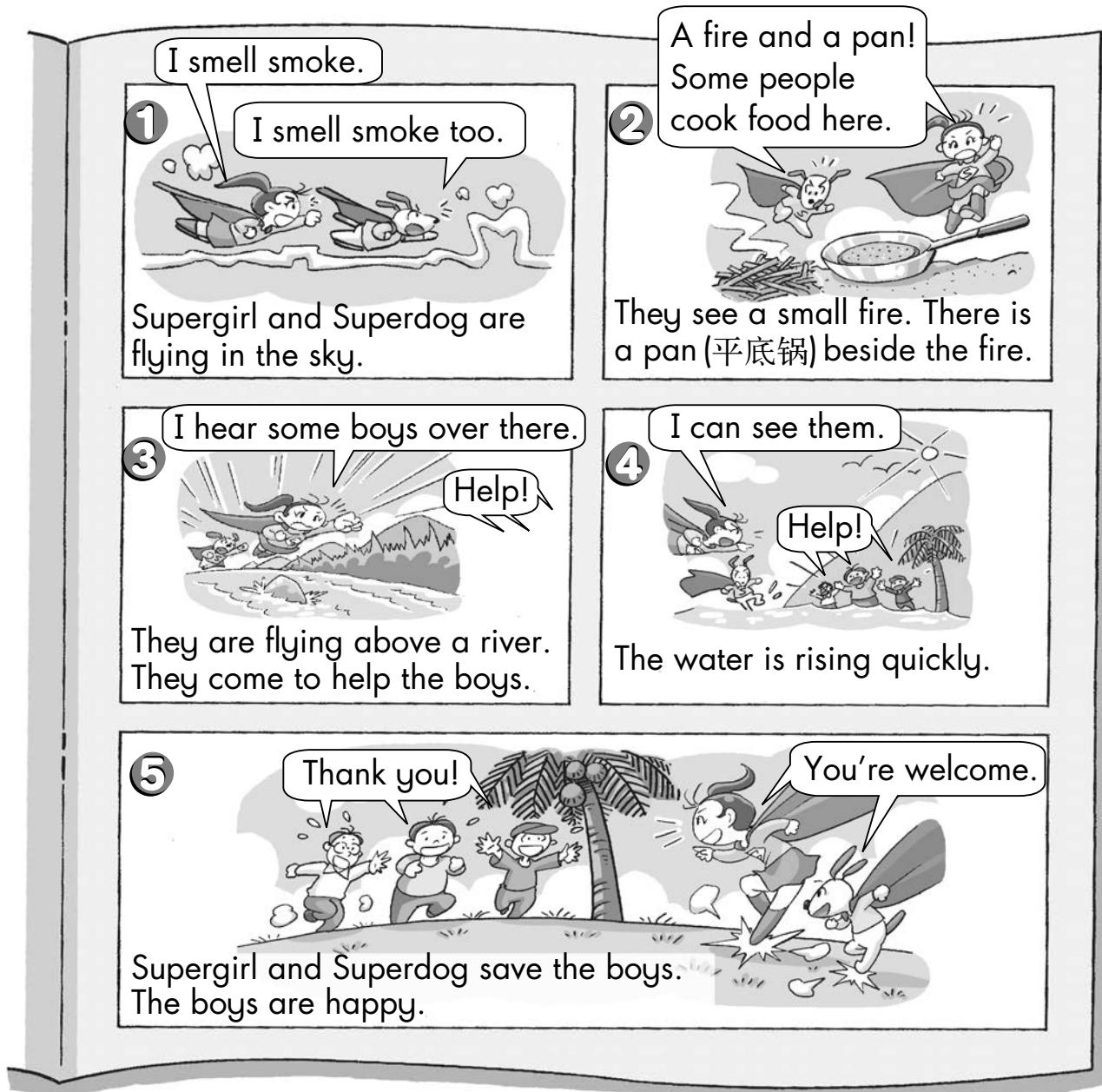
Don't play
with matches!

Don't start
campfires!

Don't play
near fires!

- 1 We must not play near fires.
- 2 We must not start campfires.
- 3 We must not play with matches.
- 4 We must not smoke.

H Read and answer (读故事，回答问题)



1 What do Supergirl and Superdog smell?

They smell smoke.

2 Where is the pan?

It is beside a small fire./Beside a small fire.

3 Is the water rising quickly or slowly?

The water is rising quickly.

4 Who saves the boys?

Supergirl and Superdog (save the boys).

Task: Fire safety in the forest (森林防火)

- A** Think, draw and write (想一想, 画两个森林必须的防火警示牌, 然后写出它们的含义)



Don't _____!

Don't _____!

- B** Ask and answer (你的同学都画了哪些警示牌? 根据提示与同学交流)

S1: What does this sign mean?

S2: It means 'Don't .../We mustn't/shouldn't ...'

S1: Can we ...?

S2: Yes, we can./No, we can't.

- C** Think and write (想一想, 根据练习A和B的结果, 写一写在森林中防火的注意事项)

In the forest

We must not _____



Module Revision (4)

A Listen and choose (听录音, 选出听到的内容)

- (a) ① a dream b tree c free
- (c) ② a rich b match c age
- (c) ③ a in the tea b into the teapot c in the teapot
- (b) ④ a make some tea b drink some tea
c have some coffee
- (a) ⑤ a People come back to the beach.
b People sit on the bench.
c People see a lot of branches.
- (b) ⑥ a Does the Yangtze River run through the Three Gorges?
b Does the Yangtze River run through Shanghai?
c Does the Huangpu River run through Shanghai?

B Listen and choose (听录音, 选出正确的应答)

- (c) ① a Yes, we are. b No, we don't.
c No, we can't.
- (a) ② a We should close the window quickly.
b We should go out and play badminton.
c We should open the window now.
- (a) ③ a We must not play with matches.
b We should not play with matches.
c We cannot play with matches.
- (b) ④ a It's the sound of the wind. b It is blowing strongly.
c It's windy today.

C Listen and choose (听录音, 选出正确的答案)

- (b) ① a It is sunny. b It is cloudy. c It is rainy.
- (a) ② a It is blowing gently. b There is no wind. c It is blowing strongly.
- (c) ③ a They are having a picnic in the park.
b They are playing football in the park.
c They are cooking food in the park.
- (a) ④ a He puts all the rubbish in the bin.
b He puts water on the fire.
c He puts out the fire.
- (c) ⑤ a Sam puts some water on the fire.
b Paul puts some water on the fire.
c May puts some water on the fire.

D Think, write and say (想一想, 寒假想去哪里游玩? 为了保证自己的安全, 你应该和必须怎么做呢? 写一写, 然后根据提示和同学交流一下)

Winter holiday

Where do you want to go?

How do you get there?

What do you want to do?

I want to go ... for my winter holiday.

I can get there by ...

The weather there is ...

First/Next/Then/Finally, ...

I can ... I want to ...

I should/shouldn't ...

I must/mustn't ...



E Look and complete (看图, 填空完成句子)

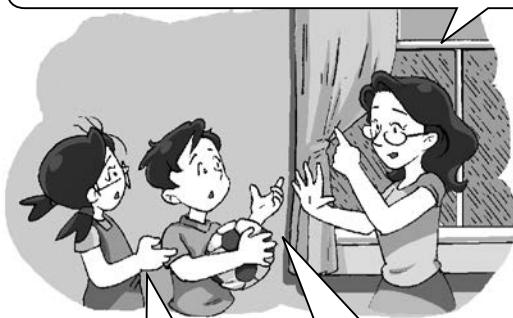
1



John, we mustn't start
campfires in the forest.

2

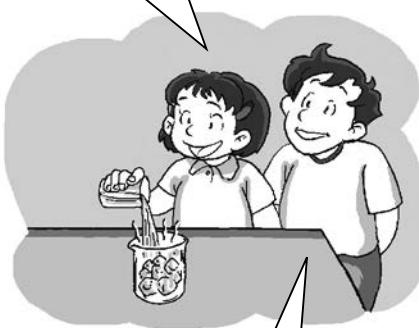
Look! It's raining heavily outside?



Yes. We can't go out
and play.

Let's pour the hot water
into the glass.

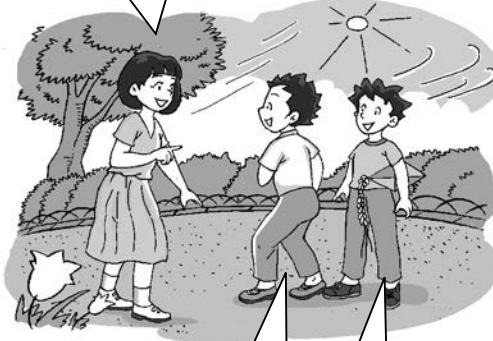
3



Look! The ice becomes
water too.

What do you want to do ?

4



The wind is strong. We want to
fly a kite.

F Read, choose and write (读一读, 选词填空完成句子)

in with near about on

- 1 The helicopter is dropping water on the fire.
- 2 Don't play near fires. They're dangerous!
- 3 We mustn't play with matches at home.
- 4 Can you tell them about fire safety in the forest?
- 5 Let's put some tea in the teapot.

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- a Is it windy?
- b How does it taste?
- c How is the weather today?
- d How about you?
- e How do you make it?

Alice: (1) How is the weather today?

Danny: It's hot.

Alice: (2) Is it windy?

Danny: Yes, the wind is blowing strongly. Let's stay at home and make some iced (冰镇的) fruit juice.

Alice: All right. (3) How do you make it?

Danny: First, let's make some ice. Pour the water into the box. Put the box in the freezer (冰柜). The water becomes ice. Then pour some orange juice into the glasses. Finally, put the ice in the glasses. It's ready.

(4) How does it taste?

Alice: Oh, it's nice.



H Read and answer (读短文，回答问题)

Today is Saturday. The wind is blowing strongly and the rain is heavy. Michael's family cannot go out for their picnic. They all stay at home. Michael is doing his homework. His father is reading a book. His mother is cooking lunch. Michael's brother John is helping her in the kitchen.

'Mum, can I cook for you?' asks John.

'No. You're young. It's dangerous,' says Mum.

'But I like cooking very much. Can I have a try?' asks John.

'Well, you can wash the vegetables for me,' says Mum.

'All right, Mum,' says John.

John has a great time in the kitchen.



1 Is it windy today?

Yes, it is.

2 What are the wind and the rain like today?

The wind is blowing strongly and the rain is heavy.

3 What can Michael's family not do?

They cannot go out for their picnic.

4 What is Michael's father doing?

He is reading a book./Reading a book.

5 What can John do for his mum?

He can wash the vegetables for her./Wash the vegetables.



Tapescripts and answer key

录音材料及参考答案

M1U1 My birthday

A Listen and match (听录音, 把人物和生日日期连起来)

- 1 I'm Danny. It's my birthday today. It's the 4th of December. (d)
- 2 — When's your birthday, Jill? — It's on the 23rd of August. (c)
- 3 I'm Alice. It's my birthday today. It's the 1st of February. (a)
- 4 I'm Peter. My birthday is on the 19th of September. (b)

B Listen and choose (听录音, 选出正确的应答)

- 1 When's your birthday? (c)
- 2 Can you come to my birthday party? (a)
- 3 What do you have, Jenny? (b)
- 4 What are you doing? (b)
- 5 Whose T-shirt is this? (c)
- 6 What time do you get up? (a)

C Listen, circle and match (听录音, 圈出生日期并和相应的人物连起来)

Joe: Hi, Anna. Hi, May.

Anna & May: Hi, Joe.

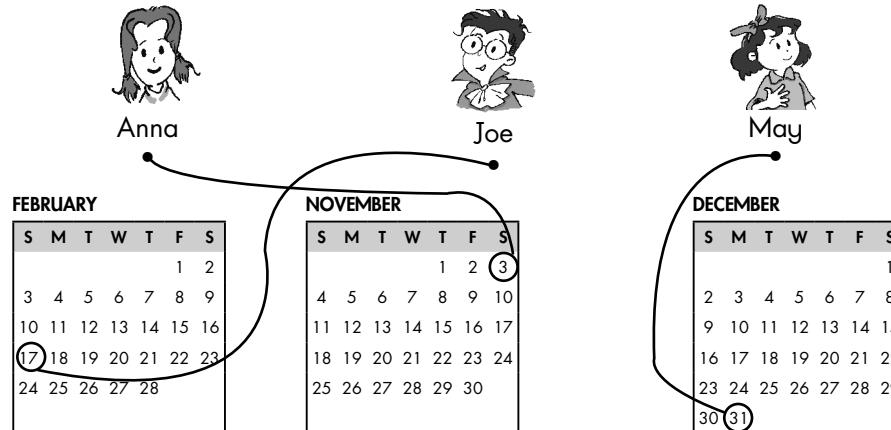
Joe: What are you doing?

Anna: We're making some invitation cards. My birthday is on the 3rd of November. That's a Saturday. Would you like to come to my birthday party?

Joe: Sure. Thank you, Anna. When's your birthday, May?

May: My birthday is on the 31st of December. What about you, Joe?

Joe: My birthday is on the 17th of February.



D Draw, write and say (画一画你想要送给好朋友的生日礼物，并写出他/她的生日，然后根据提示说一说) (略)

E Look and write (看图, 写出下列日期的完整形式)

- (2) the third of April
- (3) the fifth of June
- (4) the twenty-first of September
- (5) the twenty-fourth of November
- (6) the twenty-sixth of December

F Look and complete (看图, 填空完成对话)

- (1) 4th/fourth, September, is on the 6th/sixth of October 2 on the 22nd/twenty-second of October 3 School Picnic, on the 23rd/twenty-third of November
4 When's Christmas, It's on the 25th/twenty-fifth of December.)

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- (1) b Is your birthday on Sunday?
2 a Would you like to come to my birthday party, Tony?
3 e What time does the party begin?
4 d What would you like for your birthday, Monica?
5 c How about a butterfly kite?)

H Read and match (读一读, 将相应的内容配对成句)

- (1) b 2 f 3 a 4 e 5 d 6 c)

Task: A birthday party (一次生日聚会) (略)

M1U2 My way to school

A Listen and choose (听录音, 选出听到的内容)

- 1 Look at the light. (a)
2 I take the underground to the park. (c)
3 Don't cross the road now. There's a red light. (a)
4 Peter usually comes to school by bus. (c)
5 Kitty waits for her brother at the school gate. (b)
6 Mrs Brown walks to the office. (c)

B Listen and choose (听录音, 选出正确的应答)

- 1 How do you come to school? (a)
2 Where do you wait for the green light? (b)
3 Is Jenny's home far away from her school? (b)
4 Does Ann always go to school by underground? (c)

C Listen and choose (听录音, 选出正确的答案)

- Paul: How do you go to your grandparents' home, Anna?
Anna: I go there by bus. How about you, Paul?
Paul: I go to my grandparents' home by underground.
Anna: What do you often do with your grandparents?
Paul: I often go to Rainbow Park with them. It's beautiful. We like it very much.
Anna: Oh, really? My grandparents and I sometimes go there too. How do you go there?
Paul: We go there on foot. It's not far from my grandparents' home. How about you?
Anna: We go there by bus.
(1) b 2 a 3 c 4 c 5 b)

D Ask, answer and say (根据提示, 与同学互相问答, 然后说一说) (略)

E Look and write (看图, 写出相应的单词或词组)

- (1) traffic lights 2 underground station 3 zebra crossing 4 taxi 5 pavement)

F Read, choose and write (读一读, 选词填空完成句子)

(1 to, on 2 at, at 3 in, after 4 By 5 beside)

G Look and write (看一看, 根据表格中的提示完成句子)

(1 on foot 2 go to school, goes to school by car

3 does Joe go to school, goes to school by bus

4 does Anna go to school, She goes to school by underground.

5 How do Ben and Sally go to school? They go to school by bicycle.)

H Read and choose (读对话, 选出正确的答案)

(1 b 2 c 3 a 4 c 5 b)

Task: Looking round Shanghai (上海游) (略)

M1U3 My future

A Listen and match (听录音, 将人物和将来可能从事的职业连起来)

1 I'm John. I want to fly an aeroplane. (b)

2 Steve wants to have a farm and grow vegetables there. (c)

3 Jacky wants to cook nice food. (a)

4 Ann likes children very much. She wants to work in a school. (e)

5 Carol likes helping others. She wants to help sick people in the future. (d)

B Listen and choose (听录音, 选出正确的应答)

1 Do you want to fly an aeroplane? (a)

2 What do you want to be in the future? (b)

3 What's your dream job, Bob? (b)

4 What's your job now? (c)

C Listen and choose (听录音, 选出正确的答案)

1 Alice: I want to be a shop assistant in the future. How about you, Tom?

Tom: I want to travel around the world.

Question: What does Tom want to do? (c)

2 Peter: Oh, Ben. You're making a hamburger. Are you good at cooking?

Ben: No. But my father is. He likes cooking nice food.

Question: What does Ben's father like doing? (b)

3 Ben: Hello, Jenny. What does your mother do?

Jenny: She works in a restaurant. And she wants to have a restaurant in the future.

Question: What does Jenny's mother want to have? (a)

4 Kitty: Danny, do you have any cousins?

Danny: Yes, I have one. He's tall and strong.

Kitty: What does he want to be in the future?

Danny: He wants to be a pilot. He has a lot of model aeroplanes in his room.

Kitty: That's cool!

Question: What does Danny's cousin want to be in the future? (c)

D Think, write and say (想一想, 完成信息卡, 然后根据提示说一说自己的理想职业) (略)

E Look and circle (看图, 在字谜中圈出相应的单词)

(Across: pilot, doctor, teacher

Down: cook, worker, farmer)

F Look and write (看图, 选择适当的词组, 仿照例句填空完成句子)

(2 a cook, cook nice food

3 wants, a teacher, wants to give lessons to students

4 wants to be a firefighter, He wants to put out fires.

5 wants to be a doctor, He wants to help sick people.)

G Look, read and complete (看图读一读, 填空完成对话)

(1 a cook, cooking

2 your job, an aeroplane, a doctor, sick people

3 a worker, Does, have, wants to)

H Read and choose (读一读, 选出正确的答案填空完成短文)

(1 b 2 c 3 c 4 c 5 a 6 c 7 b 8 a)

Task: Our dream jobs (我们梦想的职业) (略)

Module Revision (1)

A Listen and choose (听录音, 选出听到的内容)

1 big (a)

2 head (c)

3 Look left first, and then look right. (a)

4 — When's your birthday, Kelly? — It's on the 23rd of June. (c)

5 Kitty always walks to school. (a)

6 We wait on the pavement for the green light. (a)

B Listen and choose (听录音, 选出正确的应答)

1 When's New Year's Day? (c)

2 When do you arrive at school in the morning? (b)

3 Can you fly a kite? (c)

4 Is Jason's birthday on Christmas Day? (a)

5 Peter wants to fly an aeroplane. What does he want to be? (a)

C Listen and choose (听录音, 选出正确的答案)

Mr Li is a doctor. He lives far away from his hospital. He has a car, but he usually goes to work by underground. Today, the 21st of July, is his son John's birthday. He buys a toy aeroplane for him. John wants to be a pilot in the future. He wants to fly an aeroplane. 'What a nice dream!' Mr Li always says to John. It is his dream too.

(1 c 2 b 3 c 4 c 5 b)

D Think and say (想一想, 根据提示作自我介绍) (略)

E Look, read and complete (看图读一读, 选词填空完成短文)

(His, lives, by, wants, fly, nineteenth)

F Read and write (读一读, 回答问题)

- 1 walks 2 gets off the bus at Happy Road Station 3 gets off the train at Park Street Station 4 foot, bus, underground, on foot)

G Look, read and complete (看图读一读, 填空完成对话)

- 1 birthday, the 31st/thirty-first of May
2 how, we, On foot, pavement, left, right
3 What, buy, painting, wants)

H Read and answer (读对话, 回答问题)

- 1 He is Ben's new classmate (from the USA).
2 It is on the 5th of October./On the 5th of October.
3 He goes there on foot./On foot.
4 It is a basketball./A basketball.
5 He wants to be a basketball player./A basketball player.)

M2U1 Grandparents

A Listen and match (听录音, 将人物活动和相应的频率连起来)

- 1 — How often do you visit your grandparents, Tom?
— I visit my grandparents every Sunday. (a)
2 — How often do you go to the chess club, Elaine?
— I go to the chess club once a week. (c)
3 — How often do you write a letter to your grandparents, Tony?
— I write a letter to my grandparents once a month. (d)
4 — How often do you send postcards to your grandparents, Henry?
— I send postcards to them three times a year. (b)

B Listen and choose (听录音, 选择相应的词组编号填空完成句子)

- 1 I'm Ann. I live with my parents and grandparents. I watch TV with my grandparents every evening. (a, g)
2 I'm Steve. My grandparents live in the UK. I write an e-mail to them every week. (c, e)
3 I'm Jacky. I don't live with my grandparents. I go to see them twice a month. (b, f)
4 I'm Carol. I live with my grandparents. We go for a walk after dinner every day. (d, h)

C Listen and complete (听录音, 填空完成表格)

Eric is a Grade Five student. He lives with his grandparents. Eric's grandmother likes watching TV. She usually watches TV in the afternoon. Eric's grandfather likes playing chess. He plays chess with his friends twice a week. Eric loves his grandparents. He always helps them do the housework. Eric's parents are in the UK. Eric often writes e-mails to them. Eric has a cousin. Her name is Eva. She lives in Beijing. Eric sometimes talks to Eva on the Internet.

- (1) watches TV (2) plays chess (3) twice (4) do the housework (5) writes e-mails
(6) on the Internet)

D Look, think and say (看图想一想, 根据提示说一说) (略)

E Look, read and complete (看图读一读, 填空完成句子)

- (1) plays chess (2) talk (3) does the housework (4) writes e-mails)

F Read and write (读一读, 根据表格中的提示完成句子)

- (1) your grandparents, do you do, every week, usually go to the park with
2 do you visit your aunt and uncle, do you do with them,
visit them once a month, often play badminton with my uncle
3 How often do you visit your grandmother, What do you do with her,
I visit her twice a month, I sometimes do the housework for her)

G Read, complete and match (看图读一读, 根据上下文填空完成短文, 然后与相应的图配对)

- (1) cooks breakfast (c) (2) go to the park (b) (3) play chess (d)
4 watch TV (a))

H Read and answer (读短文, 回答问题)

- (1) She lives in an old people's home./In an old people's home.
2 She likes painting.
3 She has painting lessons every Tuesday and Thursday/twice a week./
Every Tuesday and Thursday./Twice a week.
4 Some students of No.16 Primary School (often visit her).
5 They go to the countryside. They climb a mountain and eat Double Ninth cakes.)

Task: Our grandparents (我们的祖父母/外祖父母) (略)

M2U2 Friends

A Listen and choose (听录音, 选出听到的内容)

- 1 cool (c)
2 school (a)
3 My father and mother can both swim fast. (b)
4 Here are David and Jason. They both play volleyball very well. (c)
5 They all like helping old people. (b)
6 Are you all in the same class? (b)

B Listen, choose and write (听录音, 选词填空完成句子)

- 1 — Look at those umbrellas. Are they the same?
— Yes, they are. (the same)
2 Tom likes sports. His brother Tim likes reading. (different)
3 I am a student of Red Primary School. My friend Paul is also at Red Primary School. We
are at the same school. (the same)
4 — Henry, are you and your friend in the same class?
— No. We are in different classes. (the same)

C Listen and choose (听录音, 选出正确的答案)

My name is Willie. I am twelve years old. My good friend Felix is eleven years old. He lives near my home. We are at the same school, but we are in different classes. I am tall and fat. Felix is short and thin. We both like playing basketball. We often play basketball after school. Felix and I both like the colour blue. We both have a lot of blue pencils and rubbers. Sometimes we talk on the Internet in the evening.

(1 c 2 b 3 b 4 a 5 a)

D Read and say (根据表格和提示介绍Molly和Susan这对好朋友) (略)

E Read, choose and write (读一读, 选词填空完成句子)

(1 both 2 all, the same 3 both, different 4 the same, all, all)

F Look and write (看图, 用both或all写句子)

(2 They all play football on Saturdays.

3 They all have a Music class on Tuesdays.

4 They both go skating on Fridays.)

G Look, read and complete (看图读一读, 填空完成句子)

(1 both, playing badminton with 2 three kites, all 3 both, I want

4 firefighters, all, want to 5 three ice creams, different, all 6 both, Yes, you can)

H Read and complete (读一读, 填空完成短文)

(kitchen, cook, cakes, apple pies, all, both, hamburgers, angry)

Task: My good friend and I (我和我的好朋友) (略)

M2U3 Moving home

A Listen and choose (听录音, 选出听到的内容)

1 very (b)

2 thick (b)

3 — Which room do you like, Mum? Why?

— The living room. Because it faces south. (b)

4 — Where are my English book and Chinese book, Dad?

— Both books are in your bedroom. (c)

5 — What do you often do at weekends, Judy?

— I often go to City Library with my friends. (a)

6 I don't like the bedroom, because it is too small. (c)

B Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

1 — Why do you like playing football, Peter?

— Because it makes me strong. (T)

2 — Why do you like reading in the library, Kitty?

— Because it's bright and quiet. (F)

3 — How many bedrooms are there in your home, Joe?

— There are two. My parents have one bedroom. My brother and I share one bedroom. (T)

4 — Do you like this house, Madam? It has a big kitchen and two bedrooms.

— No, I don't like it, because there's no study. (F)

5 Leo is not happy with his bedroom, because it faces north. (F)

C Listen and answer (听录音, 填空回答问题)

Hello, I'm David. My family have a new house. It has two floors. On the ground floor, there are two bedrooms, one living room, one dining room, one kitchen and two bathrooms. On the first floor, there is a study and a bedroom. The study faces south. It is bright. And there are a lot of books in it. I often read there. I like our new house because it is big and it is near my school. There are some shops and a supermarket near it too.

(1 two, dining room, bathrooms, study, south 2 near his school, supermarket)

D Think and say (想一想, 根据提示介绍你家的各个房间) (略)

E Read, choose and complete (读一读, 选择适当的词组并用其正确形式填空完成句子)

(1 watch TV, have a rest 2 do my homework, read books

3 cooks food, washes the dishes)

F Read and write (读一读, 根据表格中的提示完成句子)

(1 doing puzzles, it is interesting

2 does Mrs Li like her new home, it has a big kitchen

3 does Alice like writing stories, Because she wants to be a writer.

4 Why does Peter like his new home? Because it is near his school.)

G Look, read and answer (看图读一读, 回答问题)

(1 Kitty lives in Room 203. 2 Alice lives in Room 906.

3 Miss Fang lives in Room 802. 4 Alice's and Kitty's bedrooms (face north).

5 Miss Fang's bedroom (faces south).)

H Read and answer (读故事, 回答问题)

(1 They live near a tree./Near a tree.

2 The owl makes a lot of noise.

3 Because they cannot sleep at night.

4 They can sleep in a hole underground.

5 They sleep in holes./In holes.)

Task: Our dream houses (我们梦想中的房子)(略)

Module Revision (2)

A Listen and choose (听录音, 选出听到的句子)

1 I visit my grandparents twice a week. (b)

2 Henry often plays chess with his cousin on the Internet. (c)

3 Sally and Betty can both play table tennis very well. (a)

4 Do you both come to school by bus? (b)

5 Why do you like reading books in the library? (b)

B Listen and complete (听录音, 填空完成句子)

- 1 I don't live with my grandparents.
- 2 — How often do you visit your grandparents in Beijing?
— I visit them four times a year. I usually talk to them on the Internet.
- 3 My cousin and I are the same age. But we study at different schools.
- 4 There are two bedrooms and a study in my home.
- 5 My bedroom faces south. There is a lot of sunshine in the morning.

C Listen and complete (听录音, 填空完成句子)

Hello, I'm Roy. I am sixty-five years old. I live with my son's family. Our house has two floors. On the ground floor, there is a kitchen, a bathroom, a living room and a dining room. On the first floor, there are three bedrooms and a bathroom. The bedrooms all face south. They are bright. There is a big garden in front of the house. I grow flowers in the garden. At weekends, my grandson always plays chess with me.

- (1 two 2 four 3 bedrooms, south 4 in front of 5 plays chess)

D Draw and say (画一画你家房间布局的简图, 然后根据提示作介绍) (略)

E Read and circle (读一读, 在字谜中圈出相应的单词)

(Across: study, both, chess, talk

Down: same, home, south, all, different)

F Read and complete (读一读, 用练习E中单词的适当形式填空完成句子)

- (1 south 2 home 3 both, same 4 talks 5 all 6 study 7 chess)

G Read and write (读一读, 连词成句完成对话)

- 1 How often do you visit your grandparents

I visit them once a week

- 2 What do you and your friend both like doing

We both like climbing mountains

- 3 Do you like the study in your home

Yes, it is bright and quiet)

H Read and choose (读一读, 选词填空完成短文)

- (1 b 2 c 3 a 4 b 5 a 6 b 7 c 8 a)

M3U1 Around the city

A Listen and choose (听录音, 选出听到的内容)

- 1 Excuse me, how do I get to the hospital? (b)
- 2 The cinema is near the bakery. (a)
- 3 How do I get to the park on Flower Road? (c)
- 4 Let's go to the bank on Clare Street. (b)
- 5 Please turn right at White Street. (a)
- 6 Walk along the road. (c)

B Listen and choose (听录音, 选出正确的应答)

- 1 Where's the bus stop? (a)
- 2 How do I get to the City Museum? (b)
- 3 Where do you want to go? (c)
- 4 Is there a cinema near this hotel? (b)

C Listen and draw (听录音, 画出通往Joe家的正确路线)

Paul: Hello, this is Paul.

Joe: Hi, Paul. This is Joe. I have a new puzzle. Come and play together.

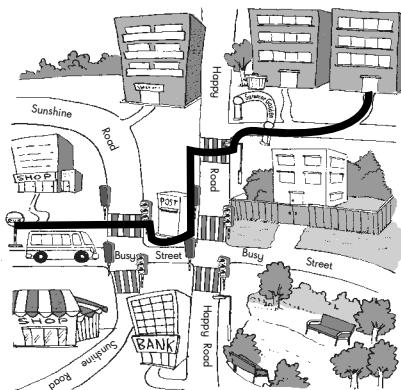
Paul: That's great! But how do I get to your home?

Joe: I live in Summer Garden, on Happy Road. You can come by bus and get off at Busy Street. There's a hotel near the bus stop. Cross Sunshine Road at the first crossing.

Paul: Are there any shops around?

Joe: No. But there's a post office. Then walk along Busy Street. Turn left at Happy Road. Walk along Happy Road and you can see Summer Garden on the right. There are two buildings. I live in the one on the right.

Paul: All right. See you soon.



D Look, ask and answer (看图, 根据提示互相问答) (略)

E Look, write and match (看图读一读, 写出正确的单词, 然后配对)

- (1 d bank 2 f cinema 3 a bakery 4 e hospital 5 b hotel
6 c museum)

F Read, choose and complete (读一读, 选词填空完成短文)

(go, walk, cross, turn, take)

G Look, read and complete (看图读一读, 填空完成对话)

- (1 Where, Walk/Go along, right 2 Zoo Road, Cross, left
3 do, get to, along, Cross, Turn right, on the left)

H Read, choose and write (读短文, 写出正确的地点名称)

- (1 playground 2 pet shop 3 flower shop 4 museum 5 restaurant)

Task: Showing the way (指路) (略)

M3U2 Buying new clothes

A Listen, match and write (听录音, 把人物和相应的物品连起来, 然后填入所缺单词)

- 1 I'm Danny. My jeans have two pockets. (b pockets)
- 2 I'm Miss Fang. This is my new blouse. It has three buttons. (d buttons)
- 3 This is Peter. He has a jacket. It has a long zip. (c zip)
- 4 This is Kitty. She has a T-shirt. It has no buttons. (a buttons)

B Listen and choose (听录音, 选出正确的应答)

- 1 Can I help you? (b)

2 Which dress do you like, the pink one or the orange one? (c)

3 How much are these shoes? (a)

4 Do you need a new skirt? (a)

C Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

Kitty and Ben are at a clothes shop. They want to buy some new clothes. Kitty likes the pink blouse. Ben wants to buy a T-shirt. He likes blue. But there aren't any blue T-shirts in the shop. So he buys a yellow one. It has two buttons and a small pocket. Then, both Kitty and Ben buy jeans. Kitty buys a pair of blue jeans, and Ben buys a pair of black jeans.

(1 T 2 T 3 T 4 F 5 F)

D Look, ask and answer (看图, 根据提示互相问答) (略)

E Look, find and write (看图, 找出完全相同的服装, 然后写出它们的共同点)

1 b, h, jackets, pockets and (long) zips

2 d, i, dresses, buttons

3 e, g, T-shirts, pockets) (答案次序仅供参考)

F Read and write (读一读, 用所给单词的适当形式填空)

1 is wearing/wears, pockets 2 skirt, is 3 dress, looks 4 like, one

5 try, shoes)

G Look, colour and complete (看图涂颜色, 然后填空完成对话)

1 Which, do, like

2 Which, do you like, pink one, yellow buttons

3 Which, do you like, the brown one, How much, thirty/30 yuan)

H Look, read and complete (看图读一读, 填空完成句子)

1 the green one, the grey one

2 the green shirt, the white shirt

3 Which pair of shoes, the black pair, the white pair, I want the black/white pair)

I Read and answer (读对话, 回答问题)

1 Yes, there are (four white buttons).

2 He likes the brown pair./The brown pair.

3 She likes the orange blouse/one./The orange blouse/one.

4 It is white./White.

5 It is twenty yuan./Twenty yuan.)

Task: New Year's Eve costume (新年晚会礼服) (略)

M3U3 Seeing the doctor

A Listen and choose (听录音, 选出正确的应答)

1 What's the matter with Tom? (c)

2 I have a cold. What should I do? (c)

3 Peter, come and have lunch. (b)

4 I have a fever and a cough. What should I do? (a)

5 How often do you brush your teeth? (a)

B Listen and judge (听录音, 判断下列句子, 相符的写T, 不符的写F)

- 1 — What's the matter, Peter?
— I have a fever. (T)
- 2 — How is Grandma? She doesn't look very well.
— She's ill. She has a cold. (T)
- 3 — Where's Miss Fang?
— She is at the dentist's. She has a toothache. (F)
- 4 — Peter, do you have a cough?
— No, Mum. Paul has a cough. (F)
- 5 — What's the matter, Alice?
— I feel tired. I need a good rest. (T)

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

Ben is not at school today, because he is ill. He has a cold. He feels tired and does not want to eat. He has a cough too. He should have a good rest at home and take some medicine. He should also drink a lot of water and wear warm clothes.

(1 b 2 a 3 a 4 a 5 b)

D Look, ask and answer (看图, 根据提示互相问答) (略)**E Look and write** (看图, 写出相应的单词)

(1 medicine 2 toothache 3 fever 4 cold 5 cough 6 sleep)

F Read and complete (读一读, 填空完成表格)

(1 the doctor 2 warm clothes 3 a lot of water 4 good rest 5 the dentist
6 bed 7 sweets 8 drink)

G Look, read and complete (看图读一读, 根据上下文填空完成对话)

(have a fever, have a, a cold, should I do, warm clothes, a lot of water, have a)

H Look, read and complete (看图读一读, 填空完成对话)

- 1 a cough, eat too much ice cream
- 2 have a toothache, eat too many sweets
- 3 have a fever, should I do, take some medicine, a good rest)

I Read and judge (读故事, 判断下列句子, 相符的写T, 不符的写F)

(1 F 2 F 3 F 4 F 5 T)

Task: Health advice (健康忠告) (略)**Module Revision (3)****A Listen and choose** (听录音, 选出听到的内容)

1 along (b) 2 what (a) 3 roads (c)

4 Here comes the bus. (c)

5 Walk along Spring Lane and then turn left. (b)

B Listen and choose (听录音, 选出正确的应答)

1 What's the matter? (c)

2 Which coat do you like? (c)

3 How do I get to the restaurant, please? (c)

4 I have a fever. What should I do? (a)

5 Why not try on the yellow skirt? (a)

6 Where is your home? (c)

C Listen and complete (听录音, 填空完成句子)

1 Hi, I am Dora. I always have lunch with my grandparents on Sundays. We usually go to our favourite restaurant on Pink Road. We also like shopping there. (always, restaurant)

2 Hi, I am Kevin. I like going to the cinema at weekends. I usually go to the Great Cinema. I like it because it's not too far away from my home. (usually, Cinema)

3 Hi, I am Ada. Green Park is near my home. It is big and beautiful. My friends and I sometimes have a picnic in the park. (Park, sometimes)

D Think and act (想一想, 根据情景编对话并演一演) (略)

E Look, read and choose (看图读一读, 选出正确的答案)

(1 a 2 a 3 c 4 d 5 a)

F Read and match (读一读, 将人物的对话配对)

(1 e 2 a 3 c 4 b 5 d)

G Look, read and complete (看图读一读, 填空完成对话)

(1 help you 2 do you like 3 buttons 4 pockets 5 try on

6 You're welcome)

H Read and judge (读短文, 判断下列句子, 相符的写T, 不符的写F)

(1 T 2 F 3 F 4 T 5 T)

M4U1 Water

A Listen and choose (听录音, 选出听到的内容)

1 Boil the water, please. (c)

2 It's cold. Let's make some tea. (b)

3 The Yangtze River is very, very long. (a)

4 The Huangpu River flows into the Yangtze River at Wusong Port. (c)

5 Don't pour the hot water into the glass. (b)

B Listen and choose (听录音, 选出正确的应答)

1 Is the water boiling? (b)

2 What are you doing, Mum? (b)

3 Does the juice taste nice? (a)

4 Would you like some coffee? (c)

5 What's next? (b)

C Listen, read and choose (听录音, 读问题, 选出正确的答案)

Ben wants to make some milk tea for his family. First, he puts some tea in a teapot. Next, he pours hot water into the teapot. Then, he gets four cups. He pours the tea into the cups. Finally, he puts some milk and sugar into the cups. The milk tea is ready. It tastes nice! The

Lis enjoy the milk tea very much!

(1 b 2 a 3 c 4 b 5 a)

D Think, draw and say (根据练习C的内容想一想并画一画你想制作的果汁或其他饮料, 然后根据提示说一说制作过程) (略)

E Read, write and number (读一读, 选词填空完成句子, 然后按泡茶的顺序给句子编号)

(2—Next, 1—First, 4—Finally, 3—Then)

F Look, choose and write (看图读一读, 选词填空完成句子)

(1 make, boils 2 puts, in 3 pours, into 4 drinking, tastes)

G Look, match and write (看图, 将图与相应的句子配对, 然后填空完成实验过程)

(d, b, a, c)

1 pour some water into a glass

2 boil the water

3 put some ice in the hot water

4 the ice becomes water)

H Read and choose (读一读, 选出正确的答案填空完成短文)

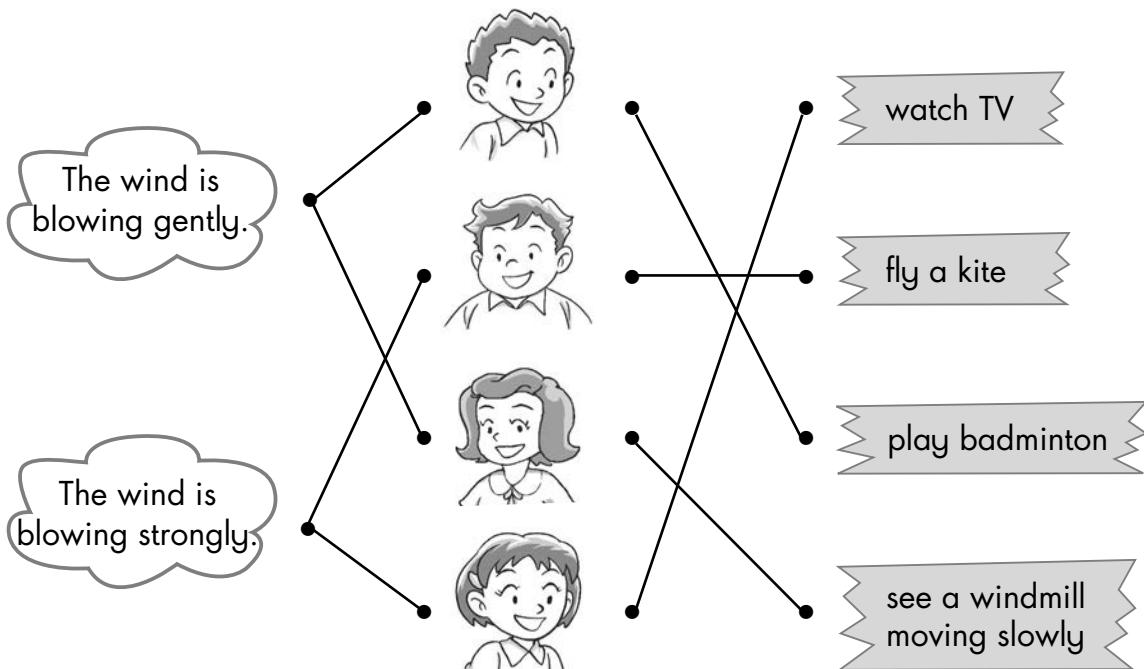
(1 a 2 c 3 c 4 b 5 b 6 b 7 a 8 a)

Task: Juice we like (我们喜欢的果汁) (略)

M4U2 Wind

A Listen and match (听录音, 将相关的内容连起来)

- 1 The wind is blowing gently. Peter can go out and play badminton.
- 2 The wind is blowing strongly. Danny is flying a kite in the park.
- 3 The wind is blowing gently. Jill can see the windmill. It is moving slowly.
- 4 The wind is blowing strongly. And the rain is heavy too. Alice can only watch TV at home.



B Listen and choose (听录音, 选出正确的应答)

- 1 It is a sunny day. What can you do? (c)
- 2 It is raining heavily. What should we do? (a)
- 3 The wind is blowing strongly. Is the windmill moving slowly or quickly? (b)
- 4 How is the wind today? (b)
- 5 Where can they fly kites? (a)

C Listen and complete (听录音, 填空完成对话)

Paul: Hello, John. How are you?

John: I'm sad. I can't play football today! It's raining heavily and the wind is strong. How is the weather there?

Paul: It's sunny, but the wind is blowing gently. I can't fly my kite today!

John: Oh dear. What should we do?

Paul: We should watch the weather on TV.

John: Good idea!

D Look and say (看图, 根据提示说一说) (略)**E Look and complete** (看图, 用所给单词的适当形式填空完成对话)

- (1) gently, windy, rainy 2 quickly 3 heavy, quickly 4 strongly)

F Read, choose and complete (读一读, 选择正确的单词填空完成句子)

- (1) heavily 2 happy 3 gently 4 quickly 5 strong)

G Look, read and write (看图读一读, 选择正确的句子填空完成短文)

(1) d The wind is blowing gently.

2 a An hour later, the wind becomes strong.

3 b Then, it rains heavily too.

4 c After the wind and rain, there is a lot of rubbish on the ground.)

H Read and answer (读短文, 回答问题)

(1) Yes, it does.

2 They go skiing, go ice-skating and make snowmen.

3 It is summer (in New Zealand).

4 Sometimes it blows gently, and sometimes it blows strongly.

5 He wants to go to New Zealand (in the future)./New Zealand.)

Task: What's the weather like? (天气怎么样?) (略)**M4U3 Fire****A Listen and choose** (听录音, 选出听到的内容)

- 1 Don't smoke here. (a)
- 2 Look! There's a watch on the ground. (a)
- 3 We mustn't start campfires in the forest. (b)
- 4 Don't stop your car here! (c)
- 5 Can you tell me about fire safety? (a)
- 6 Children mustn't play near fires. (c)

B Listen, number and complete (听录音, 给下列禁令标志编号, 然后填空完成句子)

- 1 Don't play near fires! They're dangerous!
- 2 You mustn't climb the trees here!
- 3 For fire safety, please don't start campfires here.
- 4 You mustn't smoke in the forest.
- 5 Matches can start fires. Don't play with them.

(3—campfires, 5—matches, 4—smoke, 1—fires, 2—climb)

C Listen and number (听录音, 根据顺序给下面的图编号)

Susan and her classmates have a picnic at Country Park today. They all have a good time. At noon, Andy and Susan help Miss Hong cook food on the fire. The children eat happily. They like the food very much. But after lunch, Andy throws a bottle into the fire. Then Miss Hong talks about fire safety. Andy feels sorry.

(2, 3, 4, 1)

D Think, match and say (想一想, 在这些场景中该如何保证消防安全, 将序号写在方框内, 然后根据提示说一说) (略)

(In the forest: a, b, c)

At home: a, b, d

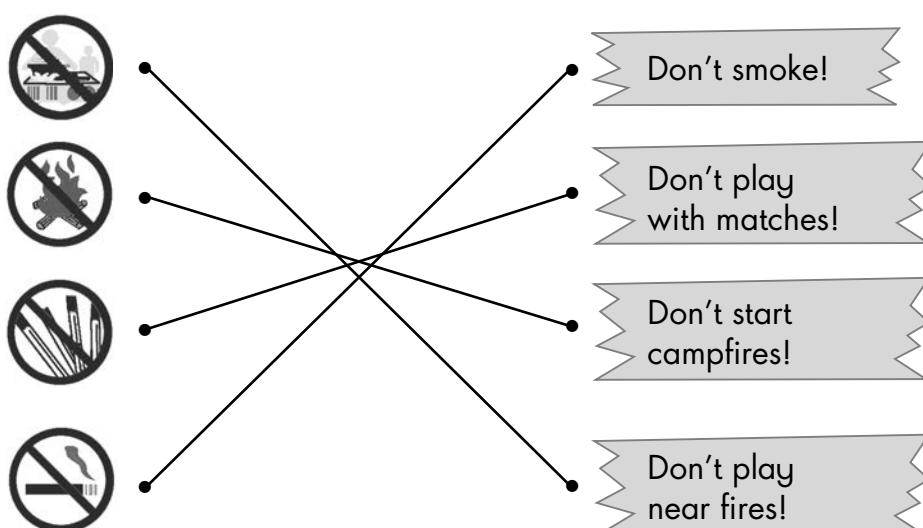
At school: a, b)

E Think and complete (想一想, 用must或must not填空完成海报)

(1 must not 2 must not 3 must 4 must not 5 must)

F Read, choose and complete (读一读, 选词填空完成句子)

(1 start 2 throw 3 litter 4 play 5 fight)

G Look, match and write (看图读一读, 将图与相应的文字配对连线, 然后写一写)

- (1) play near fires
- 2 start campfires
- 3 We must not play with matches.
- 4 We must not smoke.)

H Read and answer (读故事, 回答问题)

- (1) They smell smoke.
- (2) It is beside a small fire./Beside a small fire.
- (3) The water is rising quickly.
- (4) Supergirl and Superdog save the boys./Supergirl and Superdog.)

Task: Fire safety in the forest (森林防火) (略)

Module Revision (4)

A Listen and choose (听录音, 选出听到的内容)

- 1 dream (a)
- 2 age (c)
- 3 What's that in the teapot? (c)
- 4 Would you like to drink some tea? (b)
- 5 People come back to the beach. (a)
- 6 Does the Yangtze River run through Shanghai? (b)

B Listen and choose (听录音, 选出正确的应答)

- 1 Can we play with matches in the school garden? (c)
- 2 The wind is blowing strongly. What should we do? (a)
- 3 What must we not do? (a)
- 4 How is the wind today? (b)

C Listen and choose (听录音, 选出正确的答案)

It is a cloudy day today. The wind is blowing gently. Paul, May and Sam are at a park. They are cooking food. They eat a lot of things and drink a lot of juice. They have a good time. It is time to go home. Paul puts all the rubbish in the bin. Sam puts out the fire. Finally, May puts some water on the fire.

Questions:

- 1 How is the weather? (b)
- 2 How is the wind? (a)
- 3 What are they doing in the park? (c)
- 4 Where does Paul put all the rubbish? (a)
- 5 Who puts some water on the fire? (c)

D Think, write and say (想一想, 寒假想去哪里游玩? 为了保证自己的安全, 你应该和必须怎么做呢? 写一写, 然后根据提示和同学交流一下) (略)

E Look and complete (看图, 填空完成句子)

- (1) start campfires (2) raining, go out (3) pour, into, water
(4) do, do, strong, fly a kite)

F Read, choose and write (读一读, 选词填空完成句子)

- (1) on (2) near (3) with (4) about (5) in)

G Read, choose and complete (读一读, 选择正确的句子填空完成对话)

- (1) c How is the weather today?

2 a Is it windy?

3 e How do you make it?

4 b How does it taste?)

H Read and answer (读短文，回答问题)

(**1** Yes, it is.

2 The wind is blowing strongly and the rain is heavy.

3 They cannot go out for their picnic.

4 He is reading a book./Reading a book.

5 He can wash the vegetables for her./Wash the vegetables.)

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