



九年义务教育

English

英
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



六年级

第一学期
(试用本)

Introduction

Aims of the course

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

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

The approach

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

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

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

Task-based learning

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

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

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

List of the materials

Student's resources

- *Student's Book 6A*
- *Workbook 6A*
- Online audio 6A

Teacher's resources

- *Teacher's Book 6A* (including photocopiable material for implementing the learning tasks and *Workbook 6A Answer Key*)
- Cassette 6A
- Multimedia Materials 6A

Organization of *Student's Book*

How a module is organized

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

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

Reading

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

Listening and speaking

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

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

Writing

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

Language

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

Now listen

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

Using English

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

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

More practice

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

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

Project

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

Using the Teacher's Book

About the Teacher's Book

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

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

- 4 Suggestions for classroom management; ways of organizing tasks and activities and facilitating language learning and use in typical teaching environments.
- 5 Additional resources; photocopiable pages of survey sheets, poems, songs and illustrations will help teachers address the area of student differentiation within the language class. Templates and cut-outs for practical tasks and activities are included.
- 6 Suggested allocation of time to help teachers plan effectively.

Teaching procedures

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

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

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

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

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

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

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

前 言

《英语（牛津上海版）六年级第一学期》（学生用书）

一、框架结构

见目录 (Contents)。

二、栏目的简要介绍

项目	内容和特色
Reading	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。 提供和输入新的语言材料，包括单词、词组、句型、对话、短文、诗歌、信件、请柬、时刻表、图片说明、生日卡片、菜单、图表、标志、影集和地图等内容。
Listening and speaking	提供贴近学生日常生活的语言材料，如情景小对话、小诗、短文、故事及学生感兴趣的其他话题，让学生通过诵读、问答、复述、讨论、角色表演等语言活动，以提高听力和口头表达能力。
Writing	通过制作家谱、影集、卡片，填写表格、请柬或购物单，填空完成句子和小诗以及回答问题等任务，为培养学生的写作能力打下初步的基础。
Language	归纳本单元主要的词汇和句型，通过模仿和替换等句型操练形式，达到语言积累的目的。
Word box	单元词汇表呈现本单元的核心词汇和拓展词汇（标有*号，只要求理解），按其出现的先后顺序排列，便于学生查询和学习。
Notes	注释包括： <ul style="list-style-type: none"> • 对较重要的词汇、句型、语言功能或其他语法现象的说明或用法提示； • 对个别难句的中文注释或说明； • 对一些暂时只要求了解的词汇的注释。
Now listen	设立于每个Module后，通过填词、选择、问答等形式，进一步强化听力技能的训练，提升听力水平。
Using English	设立于每个Module后，内容包括：了解和学会按首字母顺序编排词汇、理解和使用常用的缩略词和学习利用蛛网图 (Spidergram)，旨在提高学生自学能力和使用英语的技能，全面提高学生的综合素质，为学生的终身学习打下良好的基础，提高思维和学习能力。
More practice	设立于每个Module后，内容包括： <ul style="list-style-type: none"> • 与本Module 主题相关的学习材料，以对话为主要形式，旨在强化听说训练，培养学生初步的交际能力； • 语音练习，对已学的音标和读音规则进行复习和巩固，提高学生的拼读能力乃至自学单词的能力。
Project	结合本册所学的主题和内容（倡导人与自然的和谐），让学生用英语完成真实的生活、学习、工作等任务，从而达到不仅提高学生运用英语的能力，同时进一步加强环境保护意识。
Word bank	总词汇表包括： <ul style="list-style-type: none"> • 单词表（按首字母顺序排列，标有词性、词义和出处）； • 词组表（按首字母顺序排列，标有词性、词义和出处）； • 不规则动词表（按首字母顺序排列）。

说明：国际音标、读音规则和基本语调的教学虽然已经在小学基本完成，但初中阶段，尤其是初中起始年级仍需进行经常性的复习、操练和巩固，以达到能认读全部元音和辅音音素、熟悉读音规则和基本语调，并能借助音标拼读单词的目的。在此基础上，通过对课文录音的模仿等，逐步学习并掌握连读和不完全爆破等基本的朗读技巧。

三、关于音频

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

《练习部分（六年级第一学期）》

《练习部分》系与《英语（牛津上海版）六年级第一学期》相配套，兼顾基础知识和基本技能的训练，形式多样，图文并茂，并具有可选择性，凡标有星号(*)的内容，供选用。

《教学参考资料（六年级第一学期）》

一、框架结构

项 目	内容和特色
前言	分中、英文两部分，从不同角度介绍本课程目标、本册教材框架结构和各栏目特征。中文前言里根据《上海市中小学英语课程标准（征求意见稿）》要求，提出每学期17周，每周4课时共68节课的课时安排。
教学建议	包含学生用书内容，并有详细的教学过程的建议和学生用书练习答案供教师参考，并附有学生用书各单元听力部分以及《练习部分》听力训练的录音文字稿。
补充教学建议	内容包括： • 对一部分教材内容的教学地位进行分析，提出轻重缓急处理的指导性意见，以避免对教学内容和要求的随意拓宽和加深而导致学生负担的加重； • 提出对重点和难点的教学要求的建议。
总词汇表	同学生用书中的总词汇表
活页	供教师选用，配合课堂活动展开。
《练习部分》参考答案	提供《练习部分》的参考答案。

二、课时安排建议

Module	Unit	Suggested time (period)
1 Family and friends	1 Family and relatives	5
	2 I have a good friend	5
	3 Spending a day out together	5 (含Now listen)
	Using English	2
	More practice	2
2 Places and activities	4 What would you like to be?	4
	5 Open Day	5
	6 Going to school	4
	7 Rules round us	5 (含Now listen)
	Using English	2
	More practice	2
3 Food and drink	8 The food we eat	5
	9 Picnics are fun	5
	10 Healthy eating	6
	*11 Let's make a pizza	5 (含Now listen)
	Using English	2
	More practice	2
*Project	The environment	2
Total		68

注：凡标有星号 (*) 的内容均为选学要求，教师可根据实际情况决定是否选用。

三、多媒体课件的设计和使用说明

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

1. 课件的设计

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

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

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

2. 课件的板块

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

板块一——【Piggy bank】

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

板块二——【Gold mine】

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

板块三——【Treasure box】

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

除学生用书的课件之外,每个单元还另有一套《练习部分》校对课件。教师可以根据各课时的需要,选用该课件进行《练习部分》的校对工作。(注:课本中的Now Listen、More practice的朗读内容和课本练习部分的听力内容均已列入本课件中。)

3. 课件光盘的组成

本套课件针对的是课堂教学,而实施教学的是一线教师。因此,我们制作了两张光盘,一张供教师学习使用,另一张用于课堂教学播放。

《教师备课版》给出了每个环节的设计思路,任务目的以及操作手法。对于各个链接、使用方法以及资料库中资源的选取都提供了必要的提示,可以帮助教师使用好《课堂教学版》。

《课堂教学版》的总体框架与《教师备课版》一致,少了指导性内容,是教师在学习了《教师备课版》的基础上实施课堂教学的一个资源。教师可以整合其中各个环节的内容,展开课堂教学。

4. 课件的补充说明

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

Contents

Module	Unit	Reading	Listening and speaking
1 Family and friends	1 Family and relatives (p. 2)	A family tree (p. 2)	Family and relatives (p. 4)
	2 I have a good friend (p. 9)	• Good friends (p. 9) • Friends of the Earth (p. 12)	Winnie's visit to Garden City (p. 11)
	3 Spending a day out together (p. 16)	Green Island (p. 16)	Planning a visit (p. 19)
2 Places and activities	4 What would you like to be? (p. 26)	Interviewing a doctor (p. 28)	Different jobs (p. 26)
	5 Open Day (p. 32)	• Open Day programme (p. 32) • On Open Day (p. 35)	Planning an Open Day (p. 33)
	6 Going to school (p. 39)	• Travelling time to school (p. 39) • Simon's way to school (p. 41)	Going to different places (p. 40)
	7 Rules round us (p. 45)	Rules and signs (p. 45)	In the shopping centre (p. 47)
3 Food and drink	8 The food we eat (p. 55)	Dinner menu (p. 55)	Buying different food (p. 57)
	9 Picnics are fun (p. 62)	Planning a picnic (p. 62)	Having a picnic (p. 66)
	10 Healthy eating (p. 69)	Good diets and bad diets (p. 69)	Eating habits (p. 72)
	*11 Let's make a pizza (p. 77)	How to make a pizza (p. 77)	Ingredients for Jill's pizza (p. 79)

*Project: The environment (p. 86)

Word bank (p. 90)

Photocopiable pages (Php. I-II)

Workbook answer key (WB. I-7I)

注：打*部分为拓展性学习内容，供学有余力的学生选学。

Writing	Language	Now listen	Using English	More practice
My family (p. 6)	<ul style="list-style-type: none"> • <i>How</i> questions • <i>Wh-</i> questions • adverbs of frequency 	A nice holiday (p. 22)	Alphabetical order (p. 23)	*• Grandma's birthday is coming (p. 24) • Pronunciation (p. 25)
<ul style="list-style-type: none"> • My good friend (p. 10) • Our promises (p. 13) 	<ul style="list-style-type: none"> • adverbs of frequency and time • present perfect tense 			
My photo album (p. 18)	<ul style="list-style-type: none"> • <i>Wh-</i> questions • present perfect tense • <i>How</i> questions • simple future tense 'going to' 			
What would you like to be? (p. 29)	<ul style="list-style-type: none"> • modal verb: would/would not • <i>Wh-</i> questions • connective: because 	A survey on Miss Wang's job (p. 51)	Abbreviations (p. 52)	*• What would you like to be? (p. 53) • Pronunciation (p. 54)
<ul style="list-style-type: none"> • An invitation (p. 34) • Open Day at my school (p. 36) 	<ul style="list-style-type: none"> • simple future tense 'will' • adverbs of sequence • simple past tense • prepositions: at, on, in 			
On the way to school (p. 42)	<ul style="list-style-type: none"> • <i>How</i> questions • connective: when • a few, some, a lot of 			
Class rules (p. 48)	<ul style="list-style-type: none"> • modal verb: must/must not • imperatives 			
My favourite food (p. 59)	<ul style="list-style-type: none"> • <i>Wh-</i> questions • present perfect tense • prepositions: in, at 	Dinner tonight (p. 82)	Using a spidergram (p. 83)	*• In the supermarket (p. 84) • Pronunciation (p. 85)
Preparing for a picnic (p. 65)	<ul style="list-style-type: none"> • modal verbs: shall, would, may • connective: because 			
Suggestions for good eating habits (p. 74)	<ul style="list-style-type: none"> • a little, some, plenty of, a lot of • adjectives to make comparisons • modal verb: should/should not 			
My pizza (p. 80)	<ul style="list-style-type: none"> • noun phrases • adverbs of sequence • prepositions: on, in, above, below 			

Unit 1 Family and relatives



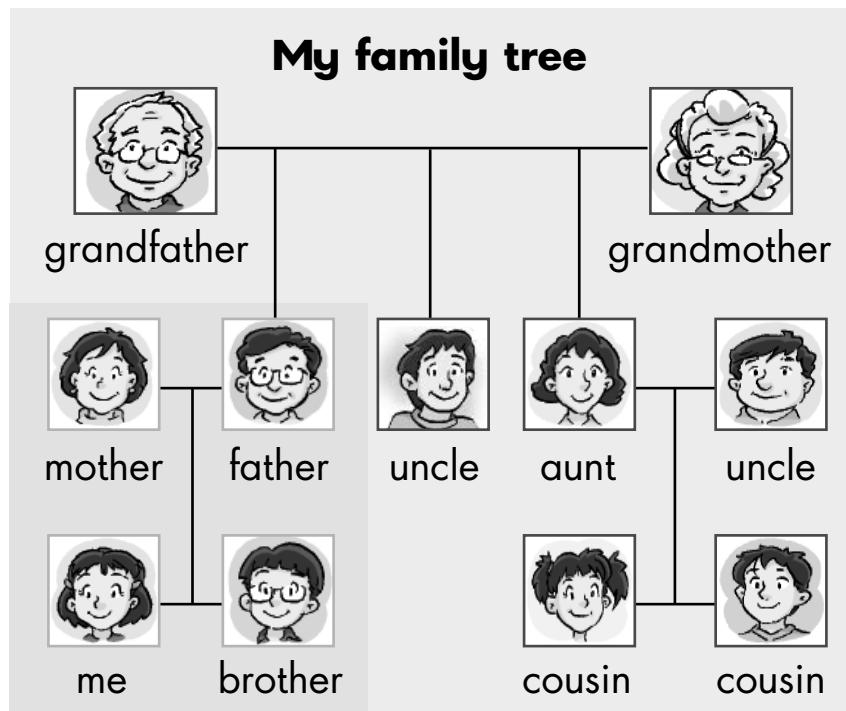
Reading: A family tree

Look and learn

My name is Alice. These are my family and relatives. This is my grandfather. This is my grandmother. This is ...



Review/Introduce family vocabulary items with/to the students.



Look and read

Remind the students that a person can have different family roles.



Module 1 Family and friends

Unit 1 Family and relatives

Tasks in this unit

Talking about one's family and relatives; writing greetings cards; talking about family leisure activities and frequency.

Language focus:

Using demonstratives to refer to people
e.g., *These are my family and relatives. This is my grandfather.*

Language skills:

Listening

Listen for specific information

Reading

Identify details that support a main idea

Writing

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

Materials:

- Student's Book 6A page 2
- Workbook 6A pages 1 and 2
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to look at the family tree in **Look and learn**. Play the cassette. The students listen.
- 2 In pairs, students take turns pointing to the family tree and asking: *Who's that?* to elicit: e.g., *That's Alice's grandmother.*
- 3 Give the students time to look at the pictures in **Look and read**. Play the cassette. The students repeat.
- 4 Select two students to read the first dialogue. Then ask each of them: *Who are you?* to elicit: *I'm their son/daughter.*
- 5 Select three pairs of students to read the second dialogue. Then ask the pairs: *Who are you?* to elicit: *We're their sons/grandsons/granddaughters.*

Consolidation

Workbook 6A pages 1 and 2

Pre-task preparation

Ask individual students about their family: e.g., *How many people are there in your family? Who are they?* to elicit: e.g., *My mother, my father, my sister, my brother and me.* Write the family members on the board to create a typical family tree.

Language focus:

Using formulaic expressions to express good wishes
e.g., *Happy birthday!*

Language skills:

Listening

Listen for specific information

Identify details that support a main idea

Speaking

Maintain an interaction in group activities

Reading

Identify details that support a main idea

Writing

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

Materials:

- *Student's Book 6A* page 3
- Cards to make birthday cards

Pre-task preparation

With the help of the students, draw and label a family tree. Include: *grandmother, grandfather, mother, father, sister, brother*. Then add drawings and labels for: *uncle, aunt, cousin*.

Write on the board: *daughter, granddaughter, son, grandson*. Say to individual students: *Point to grandmother. Now point to her daughter/son/granddaughter/grandson. Point to one of the children. Now point to his/her cousin.*

Ask: *Who has a birthday?* Sing *Happy Birthday* to them.

While-task procedure

- 1 Give the students time to look at **Look and read**. Ask the students: *Who are Alice's presents and birthday cards from?* to elicit: *They are from her family and relatives.*
- 2 In groups, students decide how to complete the four cards without writing. Ask individual students to read a card.
- 3 The students write the cards. Ask other students to read a completed card.
- 4 Distribute cards. The students make a card for someone in their family.
- 5 Make a display of some of the cards.

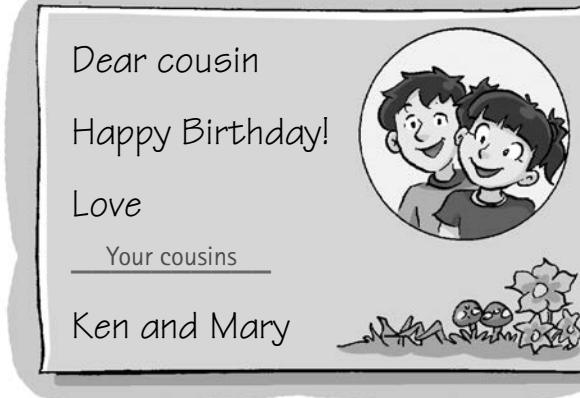
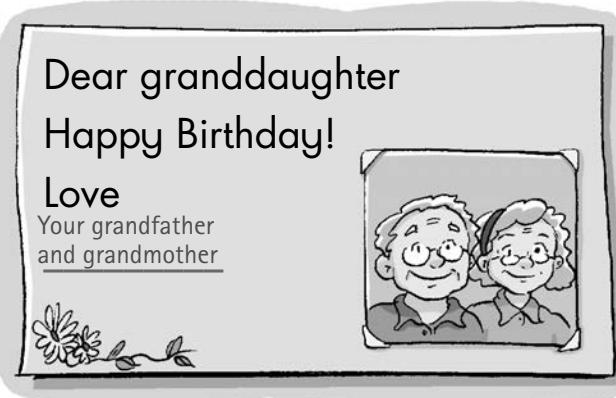
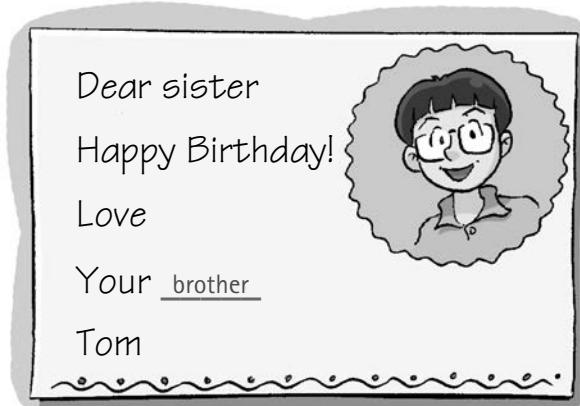
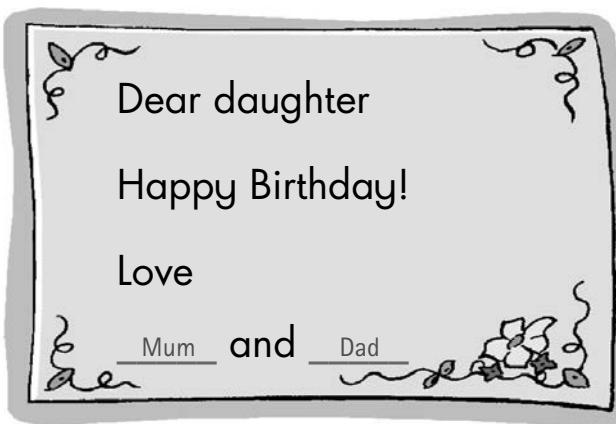
Look and read

Alice has got a lot of presents and birthday cards from her family and relatives.



Look, write and make

In pairs, decide who Alice's birthday cards are from.



Make a birthday card for one of your family members or relatives.



Listening and speaking: Family and relatives

Listen and say

1

Are they your family and relatives, Alice?



Yes, they are. This is my grandfather. This is my grandmother. These are my uncles and this is my aunt. These are my cousins.



2

I have two uncles.

How many uncles do you have?

I only have one aunt.
How many aunts do you have?



I have one uncle.

I have one aunt, too.

Ask and answer

In pairs, talk about each other's family members/relatives and complete the table.

S1: This is my brother(s).
These are my sister(s).
cousin(s).
uncle(s).
aunt(s).

S2: How many brothers do you have?
sisters
cousins
uncles
aunts

S1: I only have one ____./
I have (number) ____.

Family member/relative	Me	My classmate
brother		
sister		
uncle		
aunt		
grandfather		
grandmother		
cousin		

Language focus:

Using demonstratives to refer to people
e.g., *This is my grandfather. These are my uncles ...*
Asking *How* questions to find out quantity
e.g., *How many uncles do you have?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

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

Materials:

- Student's Book 6A page 4
- Workbook 6A pages 3 and 5
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Review family vocabulary. Ask individual students: *How many brothers/sisters/uncles/aunts/cousins do you have?* to elicit: e.g., *I have one brother./I don't have any brothers.*

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students listen and repeat with their books closed.
- 3 In pairs, students practise the dialogues. Select pairs to read one of the dialogues.
- 4 In pairs, students write the numbers of family members in the second column of the table. They then ask each other the questions in **Ask and answer** and complete the third column of the table.
- 5 Ask individual students the questions in **Ask and answer**.
- 6 *Workbook 6A* page 5
 - a Give the students time to read the dialogues and look at the table.
 - b Play the recording. The students complete the dialogues.
 - c Play the recording again. The students write correct numbers in the table.

Workbook tapescript

- Narrator: The students are doing a survey. Listen and complete their dialogues and the survey.
Dialogue One.
- Jill: Peter, do you have any aunts?
Peter: Yes, I have two aunts. How many aunts do you have, Jill?
Jill: I have one aunt. Do you have any uncles?
Peter: Yes, I have two uncles.
- Narrator: Dialogue Two.
- Jill: Joe, do you have any brothers?
Joe: Yes, I have four brothers. How many brothers do you have, Jill?
Jill: I don't have any brothers. Do you have any cousins?
Joe: Yes, I have three cousins.

Consolidation

Workbook 6A page 3

Language focus:

Using adverbs of frequency

e.g., *I usually go shopping with my aunt.*

Using the simple present tense to describe habitual actions

e.g., *I sometimes play badminton with her.*

Using pronouns to identify people

e.g., *What else do you do with her?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, asking questions, adding or giving information

Reading

Identify details that support a main idea

Materials:

- *Student's Book 6A page 5*
- *Workbook 6A page 4*
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students repeat.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Read **Ask and answer**. Start by asking individual students questions, e.g., *What do you do with your mother?* to elicit: e.g., *I always go shopping with my mother.* Ask: *What else do you do with her?* to elicit: e.g., *I sometimes go to a restaurant with her.*
- 5 In pairs, students continue the practice.

Consolidation

Workbook 6A page 4

Pre-task preparation

With the help of the students, compile a list of after-school activities on the board: e.g., *I play football. I go to the playground.* Ask about each activity: e.g., *Who do you play football with?*

Write on the board: *always, usually, sometimes.* Ask individual students a further question: e.g., *How often do you play football?* to elicit: e.g., *I sometimes play football.*

Listen and say

Review the adverbs of frequency with the students first.



Ask and answer

What do you do with your family and relatives? Talk to a classmate, like this:

S1: What do you do with your _____?

S2: I <u>always</u> <u>usually</u> <u>sometimes</u>	play games/football/badminton with my go shopping/swimming/cycling go to a restaurant/the park watch TV/a film	father. mother. brother(s). sister(s). uncle(s). aunt(s). cousin(s). grandfather(s). grandmother(s).
---	---	--

These vocabulary items were initially introduced in primary school.

Encourage the more able students to name some other activities they do with their family and relatives.

S1: What else do you do with him?
her?
them?

S2: I sometimes ... with him.
her.
them.



Writing: My family

Look, think and tick

Think about what you are *in your family*. Then complete the table.

I'm a daughter, a sister,
a granddaughter and a
cousin in my family.



	Alice	Me
son		
daughter	✓	
brother		
sister	✓	
grandson		
granddaughter	✓	
cousin	✓	

Think and write

Put a photo of your family and relatives on a blank piece of paper. Write sentences about them.

My family

These are my family and relatives.

This is ...

These are ...

I always ... with ...

I usually ... with ...

I sometimes ... with ...



Language

► relatives

grandfather/grandmother
grandson/granddaughter
uncle/aunt
cousin

► family members

father/mother
son/daughter
brother/sister

► always/usually/sometimes

► How many ____ do you have?

► What do you do with your ____?

► What else do you do with your ____?

Language focus:

Using demonstratives to refer to people
e.g., *This is my father.*

Using adverbs of frequency
e.g., *I always ... with ...*

Language skills:**Writing**

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

Materials:

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

Preparation:

Ask the students to bring photos of their family and relatives.

Pre-task preparation

Review: *son, daughter, brother, sister, grandson, granddaughter, cousin*. Write the vocabulary on the board.

While-task procedure

- 1 Give the students time to read **Look, think and tick**.
- 2 Ask individual students: *What are you in your family?* to elicit: *I'm a daughter, a sister and a granddaughter in my family.*
- 3 The students tick the blanks in the column for 'Me' in the table.
- 4 Read **Think and write**. The students introduce the family members and relatives in their photos, and write sentences about the photos. Ask individual students to read their sentences.

Post-task activities

Workbook 6A page 7

- a The students draw three pictures or stick three photos of the activities they do with their family members and relatives.
- b The students write the sentences according to the pictures or photos.
- c Select individual students to show one of their pictures or photos and read their description.

Consolidation

Workbook 6A page 6

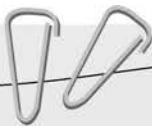
Word box



relative /'relətɪv/	<i>n.</i>	亲戚；亲属
family tree	<i>n.</i>	家谱
granddaughter /'grændɔ:tə(r)/	<i>n.</i>	孙女；外孙女
grandson /'grænsʌn/	<i>n.</i>	孙子；外孙
only /'əʊnlɪ/	<i>adv.</i>	仅仅
member /'membə(r)/	<i>n.</i>	成员；会员
*classmate /'kla:smeɪt/	<i>n.</i>	同班同学
shop /ʃɒp/	<i>v.</i>	购物
go shopping		去购物
else /els/	<i>adv.</i>	别的；其他的
*badminton /'bædmɪntən/	<i>n.</i>	羽毛球
cycle /'sɜ:kəl/	<i>v.</i>	骑自行车
go cycling		去骑自行车



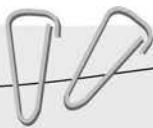
Word box



relative /'relətɪv/	n.	亲戚；亲属
family tree	n.	家谱
granddaughter /'grændɔ:tə(r)/	n.	孙女；外孙女
grandson /'grænsʌn/	n.	孙子；外孙
only /'əʊnlɪ/	adv.	仅仅
member /'membə(r)/	n.	成员；会员
*classmate /'kla:smeɪt/	n.	同班同学
shop /ʃɒp/	v.	购物
go shopping		去购物
else /els/	adv.	别的；其他的
*badminton /'bædmɪntən/	n.	羽毛球
cycle /'saɪkl/	v.	骑自行车
go cycling		去骑自行车



Notes



Page 2

- 1 These are my family and relatives. 这些是我的家人和亲戚。

这里的family是指核心家庭概念，包括父母子女。而My family tree中的family是指广义的家庭概念，包括父母子女和近亲。

Page 5

- 1 What else do you do with her? 你和她一起还做些什么?

what else 别的什么

with 后接人称代词时，要用其宾格形式，又如：with me/you/him/her/it/us/them。



Notes

Page 2

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Additional teaching suggestions

Page 5

1 what else 作为词组进行教学，对else一词不必作过多的讲解和引申。

2 with和人称代词宾格的连用是学生学习的难点，在教学中应予以重视。

Unit 2 I have a good friend

Tasks in this unit

Talking about activities and frequency; describing a person's character; talking about places one has visited in Garden City; talking about the environment and how to protect it.

Language focus:

Using adverbs of frequency

e.g., *I always talk to her, but she doesn't talk at all.*

Using the simple present tense to express preferences

e.g., *She likes to play.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 6A page 9*
- *Workbook 6A pages 8 and 10*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask individual students: *Do you have a friend? What do you do together?* Compile a list of the activities mentioned on the board. Ask: e.g., *How often do you play games?* to elicit: e.g., *We sometimes play games.*

While-task procedure

- 1 Give the students time to read the poem silently. Play the cassette. The students listen. Then ask individual students to read a verse.
- 2 Ask questions about the poem: e.g., *What is Alice's friend? Is she big or small? How old is she? How often do they go to the park? What do they sometimes watch? Does the dog go out at night?*
- 3 Select other students to read a verse.
- 4 The students read about Alice and Kitty silently. Play the cassette. The students listen. Ask individual students to read a sentence.
- 5 Read **About you**. The students write two or three sentences. Ask individual students to read one of their sentences.

Consolidation

Workbook 6A pages 8 and 10

Unit 2 I have a good friend



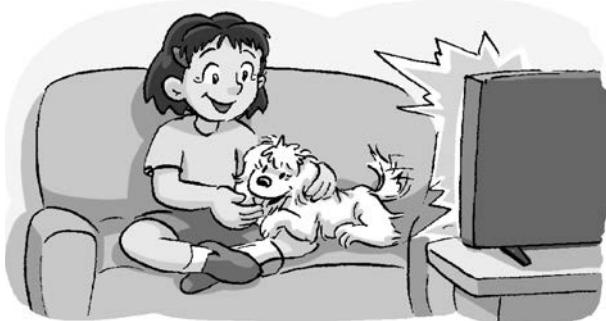
Reading: Good friends

Read a poem

I have a friend

I have a friend.
She is very small.
I always talk to her.
But she doesn't talk at all.

I have a friend.
She likes to play.
We go to the park
Almost every day.



Look and read

Alice and Kitty are good friends.
They like to be together.
They always walk to school together
And always play together.
They always eat their lunch together
And always share their food.
They always help each other.
They always help other people, too.

I have a friend.
She can't read or write.
She sometimes watches TV
And never goes out at night.

I like my friend
And my friend likes me.
My friend is a little dog
And she is only three.

Remind the students
that the use of
punctuation marks,
capital letters and
small letters is
different in poems
and rhymes from how
it is in other pieces of
writing.



About you

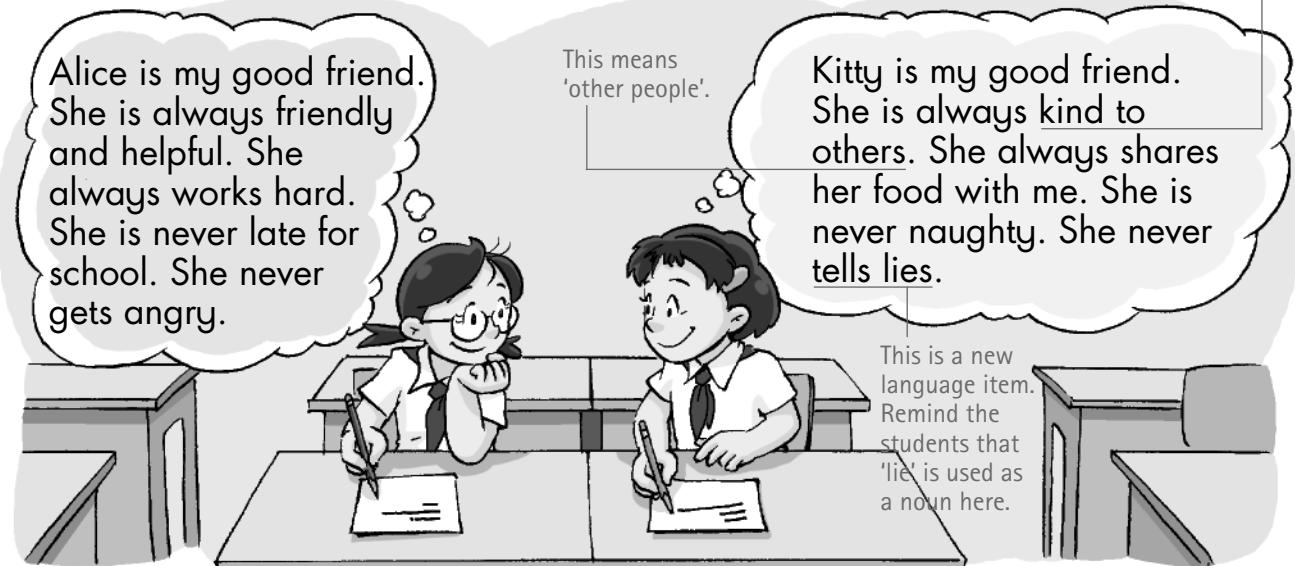
What do you always do with your friend? Write some sentences.

_____ and I are good friends.
We like to be together.
We always ...



Writing: My good friend

Read and write



Alice

Things I like about her:

- Always: friendly and helpful
works hard
- Never: late for school
gets angry

Kitty

Things I like about her:

- Always: kind to others
shares food with me
- Never: naughty
tells lies

Think and write

Who is your good friend? What do you like about him/her? Make a list.

_____ (name)

Things I like about him/her:

Always: _____

Never: _____

Write

Read your list again. Write some sentences about your good friend.

My good friend

_____ is my good friend.

He/She is always ...

He/She always ...

He/She is never ...

He/She never ...

Provide the students with more adjectives to choose from if necessary.

Language focus:

Using adjectives to describe people
e.g., *She is always friendly and helpful.*

Using adverbs of frequency
e.g., *She always works hard.*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress to convey feelings

Reading

Read written language in meaningful chunks

Recognize recurrent patterns in language structure

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 6A page 10*
- *Workbook 6A pages 13 and 14*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Ask: *Are you always friendly/helpful/kind/angry/naughty?*
to elicit: *Yes, I am./No, I'm not.*

Ask: *Do you always work hard? Do you share your food? Do you tell lies? (Yes, I do./No, I don't.) Are you always late for school? (Yes, I am./No, I'm not.)*

While-task procedure

- 1 Play the cassette for **Read and write**. The students listen.
- 2 Give the students time to read the text silently. Select individual students to read a sentence.
- 3 Ask questions: *Why does Kitty like Alice? Why does Alice like Kitty?*
- 4 In pairs, students read the card about Alice and complete the card about Kitty.
- 5 Read **Think and write**. The students make the list.
- 6 Read **Write**. Ask individual students to say a sentence about their friend, and then write some sentences about him/her.
- 7 *Workbook 6A page 13*
 - a Give the students time to look at **Listen and tick**.
 - b Play the recording. The students listen and tick.

Workbook tapescript

Narrator: What does Spaceboy like about Skygirl, Ben, Alice and Kitty? Listen to Spaceboy and tick the correct answers.
 Spaceboy: I like Skygirl. She is my good friend. She is always friendly and helpful. She never tells lies.
 I like Ben. He is my good friend. He is always kind to others. He is never late for school.
 I like Alice. She is my good friend. She is always kind to others. She never gets angry.
 I like Kitty. She is my good friend. She always works hard. She is never late for school.

- 8 *Workbook 6A page 13*
 - a Give the students time to read the passage in **Read and write**.
 - b In pairs, students complete the sentences.
 - c Select individual students to read a sentence.

Post-task activities

Workbook 6A page 14 (for more able students)

- a The students do **Find and write** and complete the table.
- b Select individual students to read the sentences about his/her classmate's friend (from the class) without mentioning the friend's name. Ask the class to guess who the friend is.

Language focus:

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

e.g., *Have you been to Ocean Park yet, Winnie?*

Using adverbs of time

e.g., *No, I haven't been to Ocean Park yet.*

Using adverbs of place

e.g., *Yes, I've already been there.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 11
- *Workbook 6A* pages 9 and 11
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to name some places in your city. With the help of the students compile a list of places to visit. Write the places on the board. Ask about the places: e.g., *Have you been to the zoo? Which animals have you seen?*

While-task procedure

- 1 Give the students time to read **Listen and say** aloud.
- 2 Play the cassette. The students listen and repeat.
- 3 In groups of three, students practise the dialogue section. Select groups to read the dialogue.
- 4 Ask questions: e.g., *Where does Winnie live? Has she visited Garden City before? Has she been to Ocean Park/Garden City Zoo/North City Park/Water World yet?* to elicit: *Yes, she has./No, she hasn't.*
- 5 In pairs, students practise **Ask and answer**. Select pairs to say a dialogue.

Consolidation

Workbook 6A pages 9 and 11



Listening and speaking: Winnie's visit to Garden City

Listen and say

Remind the students that we must add the article 'the' before 'USA'.

Kitty's cousin lives in the USA. Her name is Winnie. Winnie is visiting Garden City for the first time.

Make sure the students know the places mentioned in the passage and on the calendar.

Kitty and Alice are asking Winnie about where she has been in Garden City.

Kitty: Have you been to Ocean Park yet, Winnie?

Winnie: No, I haven't been to Ocean Park yet.

Alice: Have you been to Garden City Zoo yet?

Winnie: Yes, I've just been to Garden City Zoo.

Kitty: Have you been to North City Park yet?

Winnie: Yes, I've already been there.

Alice: What about Water World? Have you been there yet?

Winnie: No, I haven't been there yet. I'm going there on Saturday.



Ask and answer

Look at Winnie's calendar. Work with a classmate. Pretend that you and your classmate are Winnie and Alice. Talk about where Winnie has been in Garden City, like this:

S1: Have you been to _____ yet?

S2: Yes, I have | already | been to _____.
| just | been there.

No, I haven't | been to _____| yet.
| been there |



Reading: Friends of the Earth

Look and read

1

What do Friends of the Earth do? Do you know?

Tell the students that this is the name of an organization. That is why we use capital letters for it.



2



3



Friends of the Earth look after the environment. The environment is all the things round us.

Make sure the students can pronounce this word correctly.

Sometimes people pollute the environment. We have air pollution, water pollution and land pollution.

4



5



Friends of the Earth help keep the environment clean. They pick up rubbish.

They put rubbish into rubbish bins and tell people not to leave rubbish.

Answer

- 1 What is the environment? The environment is all the things round us.
- 2 What do people sometimes do to the environment?
- 3 How do Friends of the Earth keep the environment clean? They pick up rubbish.
- 4 What do they tell people to do? They tell people not to leave rubbish.

People sometimes pollute the environment.

Language focus:

Using proper nouns to refer to organizations
e.g., *Friends of the Earth*

Using the simple present tense to express simple truth
e.g., *The environment is all the things round us.*

Language skills:**Listening**

Listen for specific information
Identify details that support a main idea

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 12
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to guess what Friends of the Earth do. Why? Explain that they are people who look after the environment. Write 'Environment' on the board.

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Play the cassette. The students follow in their books.
- 3 Ask: *What do Friends of the Earth do?* Then ask individual students to read a sentence each.
- 4 Ask questions about the pictures: e.g., *What can you see in picture one?*
- 5 Ask the questions in **Answer**.

Language focus:

Using the simple present tense to express feelings and opinions

e.g., *I promise not to leave rubbish.*

Using proper nouns to refer to organizations

e.g., *Friends of the Earth*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by responding to others' opinions

Reading

Read written language in meaningful chunks

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

Writing

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

Materials:

- *Student's Book 6A page 13*
- *Workbook 6A pages 12*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Do you want to be friends of the Earth? What can you do to protect the environment? What can you do at school/at home/in the street/in the park/in the playground?*

While-task procedure

- 1 Play the cassette for **Read and say**. The students listen and repeat.
- 2 In groups of five, students practise the dialogue. Select groups to read the dialogue.
- 3 Read 'Our promises'. Ask: *What do Class One promise to do?* to elicit: *They promise to keep their school clean, etc.*
- 4 Read **Discuss and write**. In groups, students discuss and then compile a report. Ask a representative from each group to read their report.

Consolidation

Workbook 6A page 12

Read and say

Miss Guo, we want to be friends of the Earth.
We want to look after the environment.



All right. What do you promise to do? What do you promise not to do? Discuss it with your classmates.

I promise to keep our school clean.

Remind the students that 'promise' can be a verb and a noun.

I promise not to leave rubbish.

I promise to reuse shopping bags.

I promise not to pollute the air.

Our promises

Class 1

- We promise to keep our school clean.
- We promise not to leave rubbish.
- We promise to reuse shopping bags.
- We promise not to pollute the air.



Writing: Our promises

Discuss and write

You want to look after the environment. In groups, discuss what you promise to do and what you promise not to do. Write a report.

S1: I promise to ...

S2: I promise not to ...

Our promises

Class _____

- We promise to _____.
• We promise not to _____.
• We promise ...



Language

- We like to ... together.
- He/She is always/never _____.
► He/She always/never ...
- Have you been to ____ yet?
- I have just been to _____.
already there
- I haven't been to ____ yet.
there
- We promise to ...
not to ...

Provide more prompt words for the students if necessary.

Word box



almost /'ɔ:lmoʊst/	<i>adv.</i>	几乎
never /'nevə(r)/	<i>adv.</i>	从不
other /'ʌðə(r)/	<i>pron.</i>	另外；其他
	<i>adj.</i>	其他的
each other /i:tʃ 'ʌðə(r)/	<i>pron.</i>	互相
friendly /'frendlɪ/	<i>adj.</i>	友好的
helpful /'helpf1/	<i>adj.</i>	有帮助的
kind /kaɪnd/	<i>adj.</i>	友好的；宽容的
*naughty /'nɔ:tɪ/	<i>adj.</i>	淘气的
*lie /laɪ/	<i>n.</i>	谎言
ocean /'əʊʃn/	<i>n.</i>	洋；海洋；大海
yet /jet/	<i>adv.</i>	尚；还；仍然
just /dʒʌst/	<i>adv.</i>	刚才；方才
already /ɔ:l'redɪ/	<i>adv.</i>	已经
Earth /ɜ:θ/	<i>n.</i>	地球
look after		照顾；照看
environment /ɪn'veərnəmənt/	<i>n.</i>	环境
pollute /pə'lju:t/	<i>v.</i>	污染
pollution /pə'lju:ʃn/	<i>n.</i>	污染
land /lænd/	<i>n.</i>	陆地；大地
keep /ki:p/	<i>v.</i>	保持
pick up		捡起；拾起
into /'ɪntu:/	<i>prep.</i>	到……里面
*rubbish bin /'rʌbɪʃ bɪn/	<i>n.</i>	垃圾箱
leave /li:v/	<i>v.</i>	留下
promise /'prɒmɪs/	<i>v.</i>	承诺；保证
	<i>n.</i>	承诺；诺言
discuss /dɪ'skʌs/	<i>v.</i>	讨论
reuse /ri:'ju:z/	<i>v.</i>	再利用



Word box



almost /'ɔ:lmoʊst/	<i>adv.</i>	几乎
never /'nevə(r)/	<i>adv.</i>	从不
other /'ʌðə(r)/	<i>pron.</i>	另外； 其他
	<i>adj.</i>	其他的
each other /i:tʃ 'ʌðə(r)/	<i>pron.</i>	互相
friendly /'frendlɪ/	<i>adj.</i>	友好的
helpful /'helpfl/	<i>adj.</i>	有帮助的
kind /kaɪnd/	<i>adj.</i>	友好的； 宽容的
*naughty /'nɔ:tɪ/	<i>adj.</i>	淘气的
*lie /laɪ/	<i>n.</i>	谎言
ocean /'əʊʃn/	<i>n.</i>	洋； 海洋； 大海
yet /jet/	<i>adv.</i>	尚； 还； 仍然
just /dʒʌst/	<i>adv.</i>	刚才； 方才
already /ɔ:l'redi/	<i>adv.</i>	已经
Earth /ɜ:θ/	<i>n.</i>	地球
look after		照顾； 照看
environment /ɪn'veɪrənmənt/	<i>n.</i>	环境
pollute /pə'lju:t/	<i>v.</i>	污染
pollution /pə'lju:ʃn/	<i>n.</i>	污染
land /lænd/	<i>n.</i>	陆地； 大地
keep /ki:p/	<i>v.</i>	保持
pick up		捡起； 拾起
into /'intu:/	<i>prep.</i>	到……里面
*rubbish bin /'rʌbiʃ bɪn/	<i>n.</i>	垃圾箱
leave /li:v/	<i>v.</i>	留下
promise /'prɒmɪs/	<i>v.</i>	承诺； 保证
	<i>n.</i>	承诺； 诺言
discuss /dɪ'skʌs/	<i>v.</i>	讨论
reuse /ri:'ju:z/	<i>v.</i>	再利用



Notes

Page 9

- 1 But she doesn't talk at all. 但是她什么也不说。
(not) at all (用于否定句) 一点也(不)/完全(不)
比较: A: Thank you very much. 非常感谢。
B: Not at all. 不用谢。
- 2 She sometimes watches TV 她有时看电视
And never goes out at night. 晚上从来不出去。
at night 在夜晚

Page 10

- 1 She is always friendly and helpful. She always works hard. She is never late for school. She never gets angry.
她总是友善待人，助人为乐。她总是勤奋学习，从不迟到，从不生气。
always和never是副词，常用于be动词后、行为动词前。
be late for ... 迟到
get angry 生气，动词get意为“(使)达到；处于”。
- 2 She is always kind to others. 她总是对人很友好。
(be) kind to 对……友好
others = other people

Page 11

- 1 Winnie's visit to Garden City 温妮的花园城之行
句中的visit作名词，意为“参观；游览”。
- 2 Kitty's cousin lives in the USA. 基蒂的表姐住在美国。
the USA 美国
- 3 Winnie is visiting Garden City for the first time. 温妮第一次来花园城。
句中的time意为“次数”。
- 4 —Have you been to North City Park yet? 你去过城北公园吗?
—Yes, I've already been there. 已经去过了。
have been to意为“去过某地”，但表示“去过那里”用have been there。
- 5 What about ...? 口语中用于提出建议，表示“……怎么样？”，如: What about a trip to Ocean Park? 去海洋公园玩怎么样？

Additional teaching suggestions

Page 9

- 1 But she doesn't talk at all.
要求学生理解(not) at all在此句中的意思，并注意它和Not at all.(不用谢)的区别。

Page 10

- 1 She is always friendly and helpful. She always works hard. She is never late for school. She never gets angry.
提醒学生注意always和never在句中的位置。
- 2 动词be + 形容词是本页的难点，须进行重点操练。

Page 11

- 1 have been to表示“曾经去过某处”。此处不必把它作为现在完成时作过多讲解。
- 2 I've just been to Garden City Zoo.
I've already been there.
Have you been there yet?
No, I haven't been there yet.
副词just和already用于肯定句，yet用于否定句和疑问句，此处只需将其与have been to放在一起操练。

Notes



Page 9

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always 和 never 是副词，常用于动词 be 后、行为动词前。
be late for ... 迟到
get angry 生气，动词 get 意为“(使) 达到；处于”。
- 2 She is always kind to others. 她总是对人很友好。
(be) kind to 对……友好
本句中的 others 相当于 other people.

Page 11

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句中的 visit 作名词，意为“参观；游览”。
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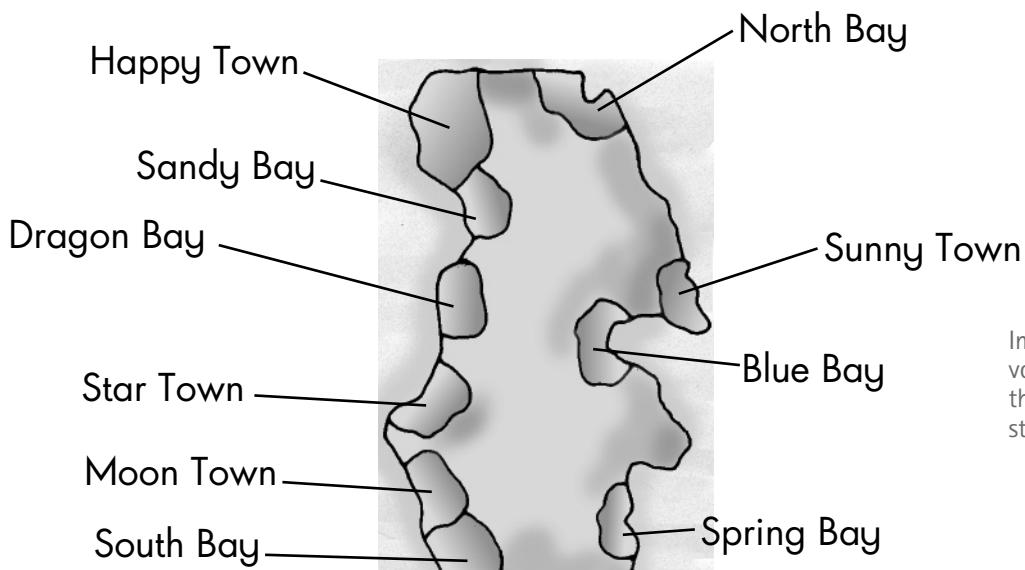
Unit 3 Spending a day out together



Reading: Green Island

Look and learn

Map of Green Island



Introduce all the vocabulary items on the map to the students first.

Remind the students that we either say 'at weekends' or 'at the weekend'.

Look and read



Ask and answer

Ask your classmates/teachers about what they usually do at weekends and where they do it, like this:

S1: What do you usually do at weekends?

S2: I usually ... in _____ (place).

S1: Is _____ near or far away from _____?

S2: It's near/far away from _____.

Unit 3 Spending a day out together

Tasks in this unit

Talking about places to visit in your city; talking about leisure activities and frequency; talking about past actions and describing them; writing captions for photos; making suggestions for leisure activities.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do you usually do at weekends?*

Using adverbs of frequency

e.g., *I usually go shopping in Sandy Bay.*

Using prepositional phrases to indicate place

e.g., *Is Sandy Bay near or far away from Spring Bay?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A page 16*
- *Workbook 6A page 15*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to name some places in your city. Write a list on the board. Ask about the places: e.g., *Have you been to _____? What can you see there? Is _____ near or far away from _____?*

While-task procedure

- 1 Give the students time to look at the map of Green Island. Play the cassette for **Look and learn**. The students repeat.
- 2 Play the cassette for **Look and read**. The students listen. Play the cassette again. The students repeat.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Ask students questions about the map: e.g., *Is North Bay near or far away from Moon Town?*
- 5 In groups, students practise **Ask and answer**.
- 6 Ask individual students the questions in **Ask and answer**.
- 7 *Workbook 6A page 15*
Let the students look at the map on page 16 of the *Student's Book* and complete the exercise.

Language focus:

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

e.g., *I've been to Seaside Town on Lucky Island.*

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

e.g., *We're having lunch together.*

Language skills:

Listening

Identify main ideas in a new topic

Identify details that support a main idea

Speaking

Use appropriate intonation and stress to convey intended meaning

Reading

Read written language in meaningful chunks

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 6A* page 17
- *Workbook 6A* page 17
- Cassette 6A
- Cassette player

Preparation:

If the students have photos of themselves in various places in your city, they can bring them to class.

Pre-task preparation

Ask: *Where have you been in _____?* to elicit: e.g., *I've been to _____.*

If any students have brought photos, ask them to show one to the class and say where they are: e.g., *This is me in _____.*

While-task procedure

- 1 Give the students time to look at the pictures in **Look and read.**
- 2 Play the cassette. The students listen.
- 3 Give the students time to read the page silently. Then ask individual students to read a sentence.
- 4 Ask questions about the pictures: e.g., *Picture one. Where has she been? What are they doing in the photo? Picture two. Where has she been? What are they doing? Picture three. Where has he been? What are they doing? Picture four. Where has she been? What are they doing?*
- 5 In pairs, students continue the practice, taking turns to point and ask a question.

Consolidation

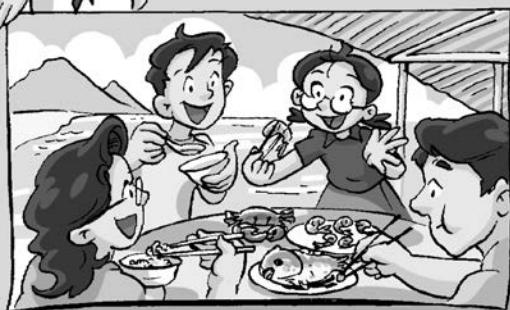
Workbook 6A page 17

Look and read



1

I've been to Seaside Town on Lucky Island. This is a photo of my family and me. We're having lunch together.



2

I've been to Green Market in Sunny Town. This is a photo of my mother and me. We're shopping together.



3

I've been to Space Museum in Moon Town. This is a photo of my brother and me. We're buying tickets together.



4

I've been to Ocean Park in Spring Bay. This is a photo of my sister and me. We're eating ice cream together.



Look and say

Bring some photos to class. Look at the photos and talk about them with your classmates.

Activity

- swim
- play tennis
football
basketball
badminton

- shop
- have a picnic
a barbecue
lunch
dinner

- fly kites
- ride bicycles
- make sandcastles
- collect shells

S1: Where have you been in _____?

S2: I've been to _____ (place) in/on _____ with my _____.
This is a photo of my _____ and me.

S1: What are you and your _____ doing together?

S2: We ... together.



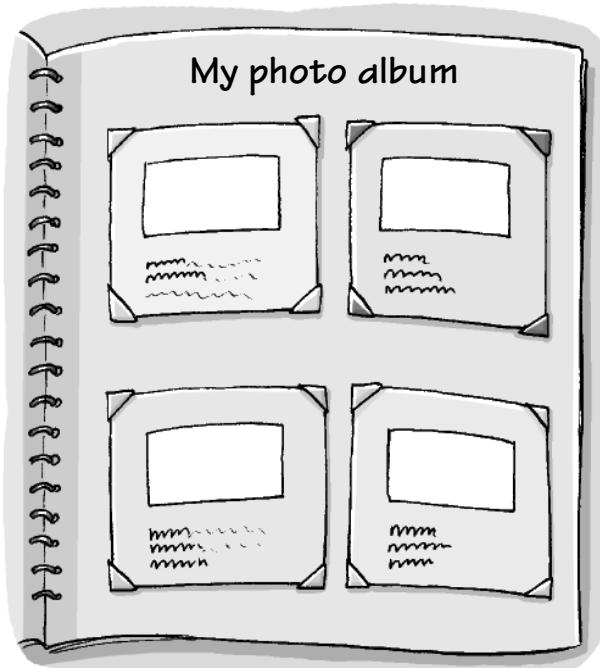
Writing: My photo album

Make an album

Now put your photos together and make an album. Write about each photo, like this:



I have been to Green Market in Sunny Town with my mother. This is a photo of my mother and me. We are shopping together.



Language focus:

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

e.g., *Where have you been in _____?*

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

e.g., *We are shopping together.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work using visual support

Materials:

- *Student's Book 6A* page 18
- *Workbook 6A* page 20
- The students' photos
- Drawing paper and scissors

Preparation:

Ask the students to bring photos of themselves in various places in your city.

Pre-task preparation

Have a quiz about places in your city. The class can be divided into two teams. Each team takes turns to ask the other team a question: e.g., *Where is the railway station?*

While-task procedure

- 1 Give the students time to look at **Look and say**.
- 2 Review/Introduce the activities in the list. Ask: e.g., *Where can you shop?* to elicit: *(You can shop) in/on ...*
- 3 Ask the students to practise the dialogue, using the photos they have brought to class.
- 4 Divide the class into groups of four. The students will need four photos or drawings to complete **Make an album**. Give drawing paper to those students who do not have enough/any photos. The students assemble their four photos/drawings.

Post-task activities

Workbook 6A page 20

- a The students stick their photos/drawings in the panels and write the description.
- b Ask individual students to show one of their photos/drawings to the class and read their description.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Which place shall we visit? What time on Saturday? When are we going to come back?*

Asking *How* questions to find out various kinds of information

e.g., *How about ten o'clock in the morning? How are we going to get there? How much does it cost?*

Using 'going to' to describe events that will occur quite soon

e.g., *We're going to come back at six o'clock.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by agreeing or disagreeing, replying, asking questions and adding or giving examples

Reading

Read written language in meaningful chunks

Writing

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

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6A page 19*
- *Workbook 6A pages 16, 18 and 19*
- Photocopiable page 1
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Review: *going to* and *How about ...?* Ask: *What are you going to do this evening?* to elicit: e.g., *I'm going to watch TV.* Ask: *How about doing your homework?* to elicit: e.g., *I'm going to do that (this afternoon).*

While-task procedure

- 1 Give the students time to look at the picture in **Listen and say**.
- 2 Play the cassette. The students listen with their books closed.
- 3 Ask questions about the dialogue: e.g., *When are they going to visit a place in Garden City? Which place are they going to visit? When are they going to go on Saturday? How are they going to get there? How much is it going to cost? When are they going to come back?*
- 4 In groups of four, students practise the dialogue. Select groups to read the dialogue.
- 5 In the same groups, students read **Discuss and write**. They discuss the questions and make notes. You can use Photocopiable page 1 here.
- 6 *Workbook 6A page 18*
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and tick.

Workbook tapescript

Narrator: Kitty and Ben are planning a trip. Listen to their conversation and tick the correct answers.

Ben: Let's visit a place in Garden City. Which place shall we visit?

Kitty: Let's go to Science Museum.

Ben: When shall we go?

Kitty: How about next Saturday?

Ben: What time on Saturday?

Kitty: How about one o'clock in the afternoon?

Ben: OK. How are we going to get there?

Kitty: Let's go by underground.

Ben: When are we going to come back?

Kitty: At five o'clock.

Ben: How much does it cost?

Kitty: It costs four yuan for the underground and twenty-four yuan for Science Museum.

Consolidation

Workbook 6A pages 16 and 19 (for more able students)



Listening and speaking: Planning a visit

Listen and say

Remind the students that 'going to' is used to refer to an event that will occur quite soon.

Kitty and her friends are planning to visit a place in Garden City.

Peter: It's my birthday on Saturday. Let's visit a place in Garden City.

Kitty: That's a good idea. Which place shall we visit?

Alice: Let's go to Ocean Park in Spring Bay.

Kitty: All right. What time on Saturday?

Alice: How about ten o'clock in the morning?

Kitty: Yes, that's a good time. How are we going to get there?

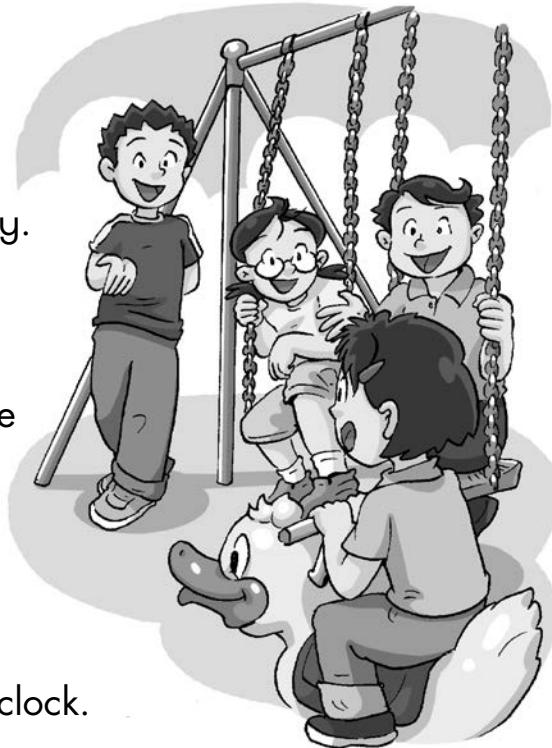
Peter: Let's go by bus.

Joe: How much does it cost?

Peter: Five yuan.

Kitty: When are we going to come back?

Alice: We're going to come back at six o'clock.



Discuss and write

You can use Photocopiable page 1 for this exercise.

Plan a trip with your classmates to a place in your city. Discuss the questions below, and then make some notes.

— Which place shall we visit?

— When shall we go there?

— What time?

— How are we going to get there?

— How much does it cost?

— When are we going to come back?

Offer help by providing the students with a map, a list of interesting places and details about public transport.

Our trip to: _____

Day of visit: _____

Time to go there: _____ a.m./p.m.

How to get there: on/by _____

Cost: _____

Time to come back: _____ a.m./p.m.

Language

- near/far away from
- Where have you been in ____?
- I have been to ____ (place) in/on ____ with ____.
- be going to

- Which place ...? ► How about ...?
- When ...?
- What time ...?
- How ...?
- How much ...?

Word box



spend /spend/	v.	度过
island /'aɪlənd/	n.	岛屿
bay /beɪ/	n.	海湾
* dragon /'drægən/	n.	龙
weekend /'wi:k'end/	n.	周末
seaside /'si:sайд/	n.	海边；海滨
lucky /'lʌki/	adj.	好运的；幸运的
market /'ma:kɪt/	n.	市场
space /speɪs/	n.	太空
museum /mju'zi:əm/	n.	博物馆
activity /æk'trɪvəti/	n.	活动
* barbecue /'ba:bɪkju:/	n.	烧烤
* kite /kaɪt/	n.	风筝
sandcastle /'sændkɑ:sl/	n.	沙堡
collect /kə'lekt/	v.	收集
album /'ælbəm/	n.	照片簿；集邮册
plan /plæn/	v.	计划
shall /ʃæl/	modal v.	将要；……好吗？
o'clock /ə'klɒk/	adv.	……点钟
cost /kɒst/	v.	花费
	n.	花费
trip /trip/	n.	旅行



Word box



spend /spend/	v.	度过
island /'ailənd/	n.	岛屿
bay /beɪ/	n.	海湾
*dragon /'drægən/	n.	龙
weekend /,wi:k'end/	n.	周末
seaside /'si:sайд/	n.	海边；海滨
lucky /'lʌki/	adj.	好运的；幸运的
market /'ma:kɪt/	n.	市场
space /speɪs/	n.	太空
museum /mju'zi:əm/	n.	博物馆
activity /æk'tivəti/	n.	活动
*barbecue /'ba:bikju:/	n.	烧烤
*kite /kaɪt/	n.	风筝
sandcastle /'sændka:sl/	n.	沙堡
collect /kə'lekt/	v.	收集
album /'ælbəm/	n.	照片簿；集邮册
plan /plæn/	v.	计划
shall /ʃæl/	modal v.	将要；……好吗？
o'clock /ə'klɒk/	adv.	……点钟
cost /kɒst/	v.	花费
trip /trɪp/	n.	花费
		旅行



Notes

Page 16

1 地图中的地名译为：

Happy Town 快乐城

Sandy Bay 沙湾

Dragon Bay 龙湾

Star Town 星星城

Moon Town 月亮城

South Bay 南部湾

North Bay 北部湾

Sunny Town 阳光城

Blue Bay 蓝色湾

Spring Bay 春天湾

2 What do you usually do at weekends? 你周末经常做什么?

at weekends 意为“在周末”，也可以说 at the weekend。

3 It's far away from Spring Bay. (沙湾) 离春天湾很远。

far away from 离……远

Page 19

1 How about ten o'clock in the morning? 上午十点怎么样?

How about ...? 常用于表示建议或提议。

2 How are we going to get there? 我们怎么去那里呢?

“be going to + 动词原形” 用于表示将来的动作。

3 a.m.和p.m.是拉丁语的缩写，分别表示上午和下午。

Additional teaching suggestions

Page 19

1 be going to 的结构为本单元新的知识点，教师要组织学生进行充分的操练。

Notes

Page 16

- 1 地图中的地名译为：

Happy Town 快乐城

Sandy Bay 沙湾

Dragon Bay 龙湾

Star Town 星星城

Moon Town 月亮城

South Bay 南部湾

North Bay 北部湾

Sunny Town 阳光城

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Spring Bay 春天湾

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- 3 It's far away from Spring Bay. (沙湾) 离春天湾很远。

far away from 离……远

Page 19

- 1 How about ten o'clock in the morning? 上午十点怎么样?

How about ...? 常用于表示建议或提议。

- 2 How are we going to get there? 我们怎么去那里呢?

“be going to + 动词原形” 用于表示将来的动作。

- 3 a.m. 和 p.m. 是拉丁语的缩写，分别表示上午和下午。

Now listen

A nice holiday

11 October (Monday)

Alice is my good friend. She has four/two cousins. She usually plays badminton/games with them. She usually goes swimming/shopping near Dragon Bay/Zhongshan Park. She has been to Ocean Park/Times Square in Dragon Bay/Spring Bay.

We are going to Ocean Park/Zhongshan Park next Saturday/Sunday. We will go there by underground/bus. We will get there at nine/ten o'clock in the morning. It will cost six/sixty yuan.

It will be a great day!



Now listen

- 1 Give the students time to read the text silently.
- 2 Play the recording. The students listen.
- 3 Play the recording again. Pause to give the students time to circle the correct words.
- 4 Play the recording again to allow the students to check their work.

Tapescript

Narrator: Listen to the conversation between Jill and Alice and complete Jill's diary on page 22.

Alice: Did you have a nice weekend, Jill?

Jill: Yes, thanks, Alice. It was really nice. We visited our relatives. Here's a photo of all of us. This is my uncle and aunt. This is my cousin. How many cousins do you have, Alice?

Alice: I have two cousins.

Jill: What do you usually do with your cousins?

Alice: I usually play badminton with them.

Jill: What other things do you usually do?

Alice: I usually go swimming near Zhongshan Park.

Jill: I've been to Zhongshan Park before. It's a nice park. I haven't been to Ocean Park yet. Alice, have you been to Ocean Park?

Alice: Yes, I've been there. It's in Spring Bay. Let's go to Ocean Park next Sunday. We can go there by bus and we'll arrive at Ocean Park at ten o'clock in the morning.

Jill: That sounds wonderful! How much will it cost to go to Ocean Park?

Alice: It will cost six yuan per person.

Jill: Let's go to Ocean Park next Sunday. I'm sure it'll be a great day!

Using English

Alphabetical order

- 1 Introduce the alphabet. Make sure the students know the difference between an alphabet (a group or a set of letters) and a letter (one of the alphabetic symbols representing a sound in speech, e.g., A, B, etc.).
- 2 Select individual students to recite the alphabet.
- 3 Tell the students that when words or names are listed according to the correct order of the alphabet, they are in alphabetical order. Ask: *Where can you find information presented in alphabetical order?* to elicit: e.g., *in a dictionary, in a telephone directory*. Ask: *Why are the words or names listed in alphabetical order?* to elicit: *It is a quick way to search for the word or name that you need.*, etc.
- 4 Give the students time to look at Exercises 1, 2 and 3. In pairs, students complete the exercise. Select individual students to read out their answers.
- 5 Give the students time to look at Exercise 4. Tell the students to refer to the word list in alphabetical order at the back of the *Student's Book* to find out how words are listed when they have the same first letter. Give the students time to read the rule. Do the exercise in class.
- 6 Give the students time to look at Exercise 5. Tell them to refer to the word list in alphabetical order at the back of the *Student's Book* to find out how words are listed when they have the same first two letters. Do the exercise in class. Ask the students to complete the rule.

1 Family and friends

Using English

Alphabetical order^①

In dictionaries, words and names are usually put in alphabetical order. Words starting with **a** are first. Words starting with **b** are second and so on until we reach **z**.

- 1** Put these letters in alphabetical order.

C S M B J L B, C, J, L, M, S

- 2** Put these words in alphabetical order.

relative ship	hear birthday	friendly uncle
------------------	------------------	-------------------

birthday, friendly, hear, relative, ship, uncle

- 3** Put these names in alphabetical order.

Alice Mary Ken Tom Alice, Ken, Mary, Tom

- 4** Sometimes all the words in a list start with the same letter. Read the rule and then put the following words in alphabetical order.

If words have the same first letter, the second letter decides the alphabetical order.

student	son	school
sport	shop	sister

school, shop, sister, son, sport, student

- 5** Sometimes all the words in a list start with the same two letters. Put the following words in alphabetical order and then complete the rule.

study stop start street step start, step, stop, street, study

If words have the same first two letters, the third letter decides the alphabetical order.

^① alphabetical order 字母顺序

More practice

***Grandma's birthday is coming**

- Mum: It's an important^① day tomorrow.
- Tom: Is it the Mid-autumn Festival?
- Mum: No, Tom. The Mid-autumn Festival is next Friday.
- Alice: Oh, I know. Is it Grandma's birthday?
- Mum: You're right, Alice. It will be Grandma's sixtieth birthday.
We're going to have a big birthday party. All your uncles, aunt and cousins will come.
- Tom: That's nice. We'll have a good time.
- Alice: Are you going to make something special^② for the party, Mum?
- Mum: Yes, I'm going to make a nice big birthday cake.
- Tom: Great! And we can play with our cousins.
- Mum: Now, we must get enough food for the party. I'm going to the supermarket. Are you coming with me?
- Tom and Alice: Yes! Let's go!



^① important adj. 重要的 ^② special adj. 特殊的；特别的

More practice

*Grandma's birthday is coming

Mum: It's an important^① day tomorrow.

Tom: Is it the Mid-autumn Festival?

Mum: No, Tom. The Mid-autumn Festival is next Friday.

Alice: Oh, I know. Is it Grandma's birthday?

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We're going to have a big birthday party. All your uncles,
aunt and cousins will come.

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Tom: Great! And we can play with our cousins.

Mum: Now, we must get enough food for the party. I'm going to the supermarket. Are you coming with me?

Tom and Alice: Yes! Let's go!



^① important adj. 重要的 ^② special adj. 特殊的，特别的

Look and read

a	/eɪ/ game	late	e	/i:/ he	these
	/æ/ cat	rat		/e/ let	bed
i(y)	/aɪ/ hi	kite	o	/əʊ/ go	nose
		my why		/ɒ/ lot	stop
	/ɪ/ sit	milk	u	/ju:/ super	use
		bus <i>y</i>		/u:/ blue	rule
		ladi <i>y</i>		/ʌ/ mum	but

Read and circle

Circle the word that does not belong to the group.

1	face	name	stand	lake
2	very	desk	we	shelf
3	with	kite	white	ride
4	no	so	those	from
5	sun	music	truck	but
6	June	jump	duck	cut

Read and match

Match the letters to the sounds.

butter	/aɪ/	end	/ɒ/
be	/æ/	uncle	/e/
van	/ɪ/	cost	/əʊ/
shape	/i:/	blue	/u:/
arrive	/ʌ/	unit	/ju:/
hill	/eɪ/	bone	/ʌ/

A tongue-twister

S1: Will you sit still, Bill?

S2: I'll sit as still as a hill.

Look and read

a	/eɪ/ game	late	e	/i:/ he	these
	/æ/ cat	rat		/e/ let	bed
i(y)	/aɪ/ hi	kite	o	/əʊ/ go	nose
		my why		/ɒ/ lot	stop
	/ɪ/ sit	milk	u	/ju:/ super	use
		busy lady		/u:/ blue	rule
				/ʌ/ mum	but

Read and circle

Circle the word that does not belong to the group.

1	face	name	stand	lake
2	very	desk	we	shelf
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hill	/eɪ/	bone	/ʌ/

A tongue-twister

S1: Will you sit still, Bill?

S2: I'll sit as still as a hill.

Unit 4 What would you like to be?



Listening and speaking: Different jobs

Look and learn



a secretary



a bank clerk



a policewoman



a dentist



a pilot



a fireman



a postman



a shop assistant

Look, listen and number



Module 2 Places and activities

Unit 4 What would you like to be?

Tasks in this unit

Talking about jobs and preferences; giving reasons for preferences; interviewing people about their jobs; reading a poem.

Language focus:

Using nouns to identify people
e.g., *a doctor, a dentist*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, adding or giving examples

Reading

Use knowledge of what words look or sound like to work out their meanings

Materials:

- *Student's Book 6A* page 26
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *What would you like to be?* to elicit: e.g., *I'd like to be a policeman.* Compile a list of jobs on the board as the students reply. Then go through the list asking individual students: e.g., *(Name), would you like to be a policeman?* to elicit: *Yes, I'd like to be a policeman./No, I'd like to be a teacher.*

While-task procedure

- 1 Play the cassette for **Look and learn**. The students listen and repeat.
- 2 Give the students time to look at the picture in **Look, listen and number**.
- 3 Play the cassette for **Look, listen and number**. The students listen and write the correct numbers in the boxes.

Tapescript

Narrator: Look at the picture. Listen to the recording and write the correct numbers in the boxes.
 Number One. A doctor.
 Number Two. A dentist.
 Number Three. A pilot.
 Number Four. A cook.
 Number Five. A secretary.
 Number Six. A policeman.
 Number Seven. Firemen.
 Number Eight. A postman.
 Number Nine. A bus driver.
 Number Ten. A policewoman.
 Number Eleven. A nurse.
 Number Twelve. A shop assistant.
 Number Thirteen. Workers.
 Number Fourteen. Bank clerks.

- 4 Play the cassette again. The students listen, repeat and check the answers.
- 5 Ask a few other individual students: *What would you like to be?* to elicit: e.g., *I'd like to be a pilot.*

Language focus:

Using modal verbs to express preferences
e.g., *Would you like to be a policeman?*
Asking *Wh-* questions to find out the reason
e.g., *Why/Why not?*
Using connectives to give reasons
e.g., *I'd like to be a policeman because I want to make our city a safe place.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, asking questions, explaining and using formulaic expressions where appropriate

Reading

Read for specific information

Materials:

- *Student's Book 6A page 27*
- *Workbook 6A pages 21, 22, 24 and 26*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Play a miming game. Ask the students to look at the jobs on *Student's Book* page 26 and choose one of the jobs. Ask for volunteers to come out and mime a job. The students guess: e.g., *Would you like to be a doctor?* The student who guesses correctly takes the next turn to mime a job.

While-task procedure

- 1 Give the students time to look at **Read and think**. The students write the jobs in the table and tick the ones they would like to do.
- 2 Ask questions about the table: e.g., *This person teaches children English. What is his/her job?* to elicit: *He/She is an English teacher.*
- 3 *Workbook 6A page 21*
 - a Read the sentences. The students match them with the pictures.
 - b Ask questions: e.g., *Look at picture one. What does this person do?*
- 4 Give the students time to read **Play a game**. Play the cassette. The students listen. Play the cassette again. The students repeat.
- 5 In pairs, students practise the dialogues. Select pairs to read a dialogue.

- 6 Ask individual students questions: e.g., *Would you like to be a doctor?* to elicit: *Yes, I would./No, I wouldn't.*

- 7 Write the beginning of two sentences on the board:
I would like to be a doctor because .../I wouldn't like to be a doctor because ... Ask the students to complete the sentences. Replace 'doctor' with other jobs and repeat the procedure.
- 8 The students practise in groups, taking turns to ask a member of the group: *Would you like to be a/an ...?*
- 9 *Workbook 6A page 24*
 - a Give the students time to look at the pictures.
 - b Play the recording. The students listen and match.

Workbook tapescript

- Narrator: Some people are talking about their jobs.
Match the pictures with the speakers. Write one to six in the boxes.
Speaker One.
Man 1: Some people say my job is interesting because I fly a plane in the sky.
Narrator: Speaker Two.
Woman 1: I work in a hospital. I take care of sick people.
Narrator: Speaker Three.
Man 2: I sometimes catch bad people in the street. I help make our city a safe place.
Narrator: Speaker Four.
Woman 2: I work in a shop. I like to sell things to people.
Narrator: Speaker Five.
Man 3: I collect letters and deliver letters to places all over the world.
Narrator: Speaker Six.
Woman 3: I work in a school. I teach children Maths.

Post-task activities

Workbook 6A page 26

- a In groups, students discuss different jobs and why they would or would not like to do them. They then write their own lists.
- b Ask a few individual students: *What job would/ wouldn't you like to do? Why?*
- c The students write the sentences. Ask individual students to read one of their sentences.

Consolidation

Workbook 6A page 22

Read and think

Read the sentences, find out what the jobs are, and tick (✓) the jobs you would like to do.

	Job	Tick (✓)
This person teaches children English.	English teacher	
This person makes sick people better.	doctor	
This person drives a bus.	bus driver	
This person puts out fires.	fireman	
This person cooks food for people.	cook	

Play a game



Explain to the students that 'because' is used here to connect two clauses together.



- S1: Would you like to be a/an _____?
S2: Yes, I would.
S1: Why?
S2: I'd like to be a/an _____ because I ...

- S1: Would you like to be a/an _____?
S2: No, I wouldn't.
S1: Why not?
S2: I wouldn't like to be a/an _____ because I ...



Reading: Interviewing a doctor

Look and read

Kitty is interviewing Samuel Han. She wants to find out if he likes his job.

Kitty: Hello. What's your name?

Samuel: My name's Samuel Han.

Kitty: How old are you?

Samuel: I'm forty-two years old.

Kitty: What's your job?

Samuel: I'm a doctor.

Kitty: Do you like your job?

Samuel: Yes, I do.

Kitty: Why?

Samuel: Because I like to make sick people better.

Kitty: When do you usually start work?

Samuel: I usually start work at half past eight in the morning.

Kitty: When do you usually finish work?

Samuel: I usually finish work at six o'clock in the evening.



Read and write

Read Kitty's notes about Samuel Han and help her complete her report.

Name:	Samuel Han
Age:	42
Job:	doctor
Likes his/her job?	yes
Why?	likes to make sick people better
Starts work at:	8.30 a.m.
Finishes work at:	6.00 p.m.

Point out that 'start' takes 's' whereas 'finish' takes 'es'.

likes to make sick people better

Report	
Samuel Han	Doctor
Samuel Han is <u>42</u> years old. He is a <u>doctor</u> . He <u>likes</u> his job because he <u> </u> . He usually starts work at <u>8.30</u> in the morning. He usually finishes work at <u>6.00</u> in the evening.	

Find out

You can use Photocopiable pages 2 and 3 here. You can ask the students to write their answers on page 27 of Workbook 6A.

Ask an adult about his/her job. Then write about him/her.

Remind the students to follow the questions in the model dialogue above.

Language focus:

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

Using connectives to give reasons

e.g., *Because I like to make sick people better.*

Using prepositions to indicate time

e.g., *I usually start work at half past eight in the morning.*

Language skills:**Listening**

Identify details that support a main idea

Speaking

Open an interaction by greeting someone in an appropriate manner

Maintain an interaction by replying, asking questions, explaining and using formulaic expressions where appropriate

Reading

Recognize the presentation of ideas through headings

Writing

Gather and share information by using strategies such as interviewing

Materials:

- *Student's Book 6A page 28*
- *Workbook 6A pages 23, 25 and 27*
- Photocopiable pages 2 and 3
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students about their daily routines: e.g., *When do you get up? When do you go to school? What is your favourite lesson? Why? What do you do after school? When do you go to bed?*

While-task procedure

- 1 Give the students time to look at the picture in **Look and read**.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students practise the dialogue. Select pairs to read a section of the dialogue.
- 4 Ask questions about the dialogue: e.g., *How old is Samuel Han? What's his job? Does he like his job? Why? When does he usually start/finish work?*
- 5 The students complete **Read and write**. Ask one or two students to read their completed reports.
- 6 *Workbook 6A page 25*
 - a In pairs, students practise the dialogue. Select pairs to read a section of the dialogue.
 - b The students complete the card at the bottom of page 25.
 - c Ask questions about the information on the card:
e.g., *What's the man's name?*
- 7 Read the instructions in **Find out**. You may want to use Photocopiable pages 2 and 3 here.

Post-task activities

Workbook 6A page 27 (for more able students)

The students can either interview an adult or complete the cards as follows:

- a In groups, students select a job and write notes about it, using their imagination.
- b The students each interview another member of the group and complete the card.
- c Select individual students to talk about the card:
e.g., *Miss Zhu is a bank clerk. She is twenty years old. She likes her job because she meets a lot of people. She starts work at nine o'clock in the morning. She finishes work at five o'clock in the afternoon.*
- d The students write about the person they have interviewed or imagined using the notes they have made.
- e Ask one or two students to read what they have written about the person to the class.

Consolidation

Workbook 6A page 23

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What would you like to be?*
Using modal verbs to express wishes
e.g., *I would like to be a pilot.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, asking questions, explaining and using formulaic expressions where appropriate

Reading

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

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 6A* page 29
- Drawing paper
- Cassette 6A
- Cassette player

Pre-task preparation

Ask individual students: *What would you like to be?* to elicit:
e.g., *I would like to be a policeman.* Ask: *Why?* to elicit:
Because I want to make our city a safe place.

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Play the cassette of the poem. The students listen. Play the cassette again. The students repeat.
- 3 Select individual students to read a verse of the poem.
- 4 Read **About you**. Distribute drawing paper. The students write their poems: e.g.,
What would you like to be?
What would you like to be?
I would like to be a dentist.
That's what I would like to be.
The students then draw a picture of the job.
- 5 Ask a few individual students to read their poems.
Display some of the poems.



Writing: What would you like to be?

Read a poem

What would you like to be?

What would you like to be?
What would you like to be?
I would like to be a pilot.
That's what I would like to be.

What would Kitty like to be?
What would Kitty like to be?
She would like to be a nurse.
That's what she would like to be.



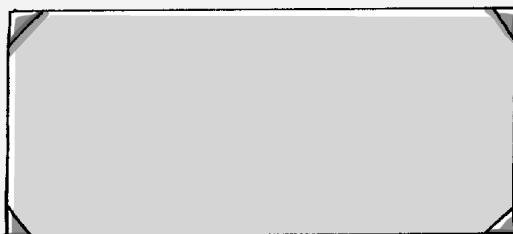
About you

Write a poem about what you would like to be, and draw a picture.

Make

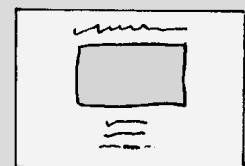
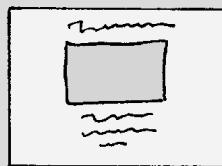
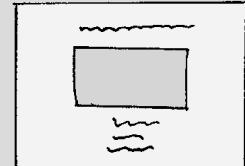
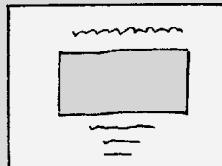
Now put all your classmates' poems together and stick them on a display board.

What would you like to be?



What would you like to be?
What would you ...?
I would like to be ...
That's what ...

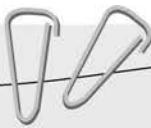
What would you like to be?



Language

- Would you like to be a/an ____?
Yes, I would./No, I wouldn't.
- Why/Why not?
- I would ('d) like ... because I ...
wouldn't like
- What would you like to be?
I would ('d) like to be a/an ____.

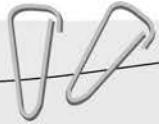
Word box



secretary /'sekretəri/	<i>n.</i>	秘书
bank /bæŋk/	<i>n.</i>	银行
*clerk /kla:k/	<i>n.</i>	职员
policewoman /pə'li:swʊmən/	<i>n.</i>	女警察
*dentist /'dentɪst/	<i>n.</i>	牙医
pilot /'paɪlət/	<i>n.</i>	飞行员
fireman /'faɪəmən/	<i>n.</i>	消防队员
postman /'pəʊstmən/	<i>n.</i>	邮递员
shop assistant /ʃɒp ə'sɪstənt/	<i>n.</i>	店员；售货员
person /'pɜ:sn/	<i>n.</i>	人
teach /ti:tʃ/	<i>v.</i>	教
put out		扑灭
interview /'ɪntəvju:/	<i>v.</i>	采访
find out		查明；弄清 (情况)
if /ɪf/	<i>conj.</i>	是否
finish /'fɪnɪʃ/	<i>v.</i>	结束
age /eɪdʒ/	<i>n.</i>	年龄



Word box

		
secretary /'sekretəri/	<i>n.</i>	秘书
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age /eɪdʒ/	<i>n.</i>	年龄



Notes

Page 27

- 1 表格中的 tick 作动词，意为“标记号；打上钩”。
- 2 I'd like to be a policeman because I want to make our city a safe place. 我想当警察，因为我想保障我们城市的安全。
would的缩略形式是'd, 如：I would的缩略形式为I'd。would like (to)表示意愿，意为“愿意；想要”。
句中的 make 作动词，意为“使得”。
- 3 a用于辅音前，an用于元音前。如：
a doctor 一位医生
an English teacher 一位英语老师
又如：a house, an hour.

Page 28

- 1 I'm forty-two years old. 我四十二岁。
... years old 表示“……岁”。
- 2 I usually start work at half past eight in the morning. 我通常在上午八点半开始工作。
介词at 用于表示具体时刻；表示在上午/下午/晚上，分别为in the morning/afternoon/evening。
句中的work作名词，意为“工作”。

Notes



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Unit 5 Open Day



Reading: Open Day programme

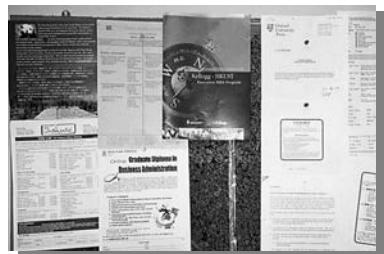
Look and learn



an entrance



a choir



a noticeboard

Look and read

Miss Guo and her students are planning the programme for their Open Day.

Review/Introduce the time adverbs with/to the students.

Miss Guo: Your parents will arrive at two o'clock.

I'll meet them at the entrance.

Introduce the new way of talking about time to the students. Give them some more examples to practise, e.g., 1.20, 2.25, 3.45.

What will they do first?

Kitty: First, they'll visit our classroom at two fifteen.

Miss Guo: What will they do next?

Joe: Next, they'll look at our class projects.

Miss Guo: Where will they do this?

Alice: In the Arts and Crafts room at two thirty.

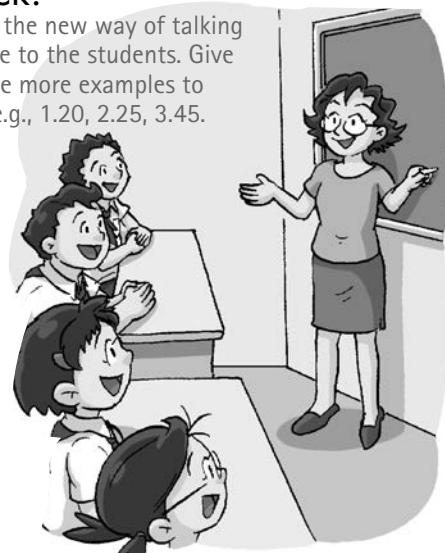
Miss Guo: What will they do then?

Jill: Then they'll listen to the school choir in the hall at three ten.

Miss Guo: What will they do after that?

Peter: After that, they'll look at our English Club noticeboard in the library at four. Finally, what will they do?

Miss Guo: Finally, they'll have tea and cakes with the teachers in the Music room at four twenty-five.



Write

Write the time for Miss Guo.

Open Day programme

Parents arrive	2.00 p.m.
Visit classroom	2.15 p.m.
Look at projects	2.30 p.m.
Listen to choir	3.10 p.m.
Look at noticeboard	4.00 p.m.
Meet the teachers	4.25 p.m.

Unit 5 Open Day

Tasks in this unit

Talking about future events; planning events; sequencing activities; writing invitations; reading captions; writing a description of events.

Language focus:

Using the simple future tense to talk about future events
e.g., *Your parents will arrive at two o'clock.*

Using adverbs of time
e.g., *What will they do first?*

Language skills:

Listening

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

Speaking

Use appropriate intonation and stress to convey intended meanings and feelings

Reading

Read written language in meaningful chunks

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6A* page 32
- *Workbook 6A* pages 28 and 29
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students: *What do we do on Open Day? What do parents do?* Write a list on the board as the students mention activities.

Play the cassette for **Look and learn**. The students repeat.

While-task procedure

- 1 Give the students time to read **Look and read** silently.
- 2 Play the cassette. The students follow in their books.
- 3 In groups of six, students practise the dialogue. Select groups to read the dialogue.
- 4 In pairs, students complete the programme with the correct time.
- 5 Ask questions about the programme: e.g., *What time will the parents arrive? What will they do first/next/then/after that/finally? When?*
- 6 Select other groups to read the dialogue.
- 7 Ask further questions: e.g., *Where will they meet their parents? What will they look at in the classroom and the Arts and Crafts room? What will they do in the hall? What will they look at in the library? What will they have in the Music room?*

Consolidation

Workbook 6A pages 28 and 29

Language focus:

Using the simple future tense to talk about future events e.g., *I'll be in classroom 6A.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by agreeing

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 33
- *Workbook 6A* page 31
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Review: *ground/first/second/third floor*. Ask: *Where is the library/hall/Arts and Crafts room?* to elicit: e.g., *It's on the first floor.*

While-task procedure

- 1 Give the students time to look at the floor plan of the school. Ask individual students to read the names of the rooms. Ask: *Where is the Arts and Crafts room?* to elicit: *It's on the third floor.* etc.
- 2 Play the cassette for **Look and listen**. The students listen. Ask: *Where will Kitty be?* to elicit: *She'll be in the Arts and Crafts room.* etc.
- 3 Select students to be Kitty, Peter, Alice and Jill. Ask: *Where will you be, Kitty?* etc. to elicit: *I'll be on the third floor.*
- 4 In pairs, students practise **Ask and answer**.
- 5 *Workbook 6A* page 31
 - a Give the students time to look at the pictures.
 - b Play the recording. The students listen and match.

Workbook tapescript

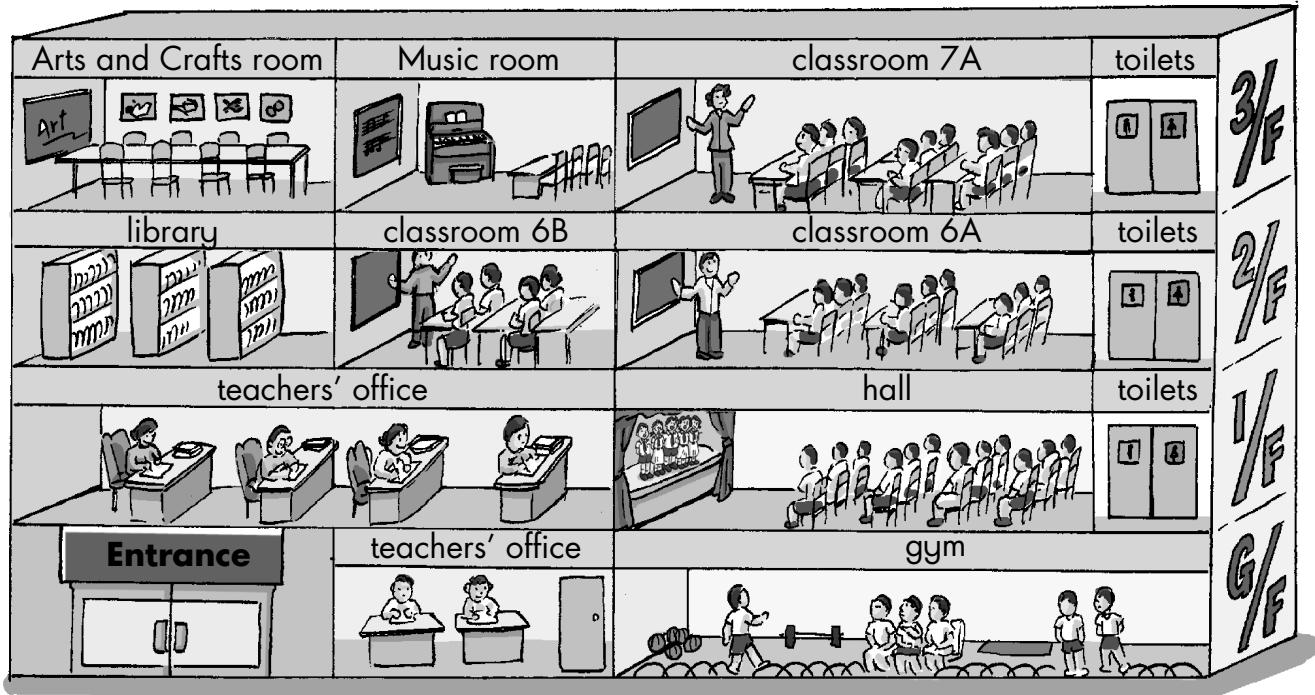
Narrator: Where will Miss Guo and her students be on Open Day? Listen and write the letters in the correct boxes.
Miss Guo: Joe, where will you be on Open Day?
Joe: I'll be in the gym. It's on the ground floor.
Miss Guo: What about you, Peter?
Peter: I'll be in the library. It's on the second floor.
Miss Guo: Where will you be, Alice?
Alice: I'll be in the teachers' office. It's on the first floor.
Miss Guo: Kitty, what about you?
Kitty: I'll be in the hall. It's on the first floor.
Where will you be, Miss Guo?
Miss Guo: I'll be in the Music room with your parents.
It's on the third floor.



Listening and speaking: Planning an Open Day

Look and listen

Miss Guo wants some students to welcome the parents on the Open Day.



Boys and girls, I want you to welcome the parents in different places.

I'll be in classroom 6A. It's on the second floor.

Very good! Kitty will be in the Arts and Crafts room. Peter will be in the hall. Jill will be in the Music room.



Ask and answer

Look at the floor plan of the school. In pairs, discuss where the students will be, like this:

S1: Where will ____ be?

S2: He/She'll be in ____.

S1: Where is it?

S2: It's on the **ground** floor.

first
second
third

the Arts and Crafts room

the library

the Music room

the hall

classroom ____

Plan and speak

Plan an Open Day for your school. Use the table to make a programme.

- S1: What will our parents do first?
S2: First, they'll ...
S1: What time will they do this?
S2: At ...
S1: Where will they do this?
S2: In the ...
S1: What will our parents do next/then/after that/finally?
S2: ...

Programme		
Activity	Time	Place

Offer help and guidance to the students if necessary.



Writing: An invitation

Read, think and write

Help Kitty write an invitation to her parents.

Note that
the
students
need to
think of a
date here.

INVITATION	
Dear Mum and Dad	
Please come to our Open Day at my school on	_____ (date) to meet my teachers and
classmates.	
It will start at _____ a.m./p.m. (time)	
It will finish at _____ a.m./p.m. (time)	
Yours	
Kitty	Remind the students to refer to page 32 to find the answers.



Write

Invite your parents to your Open Day. Write an invitation.

INVITATION	
Dear _____	
Please come to ...	
Yours	



Language focus:

Using the simple future tense to talk about future events
e.g., *What will our parents do first?*

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

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying

Reading

Recognize format and language features when reading
non-narrative texts

Writing

Develop written texts by using appropriate format,
conventions and language features

Materials:

- *Student's Book 6A* page 34
- *Workbook 6A* pages 32 and 34
- Cassette 6A
- Cassette player

While-task procedure

- 1 Read the outline of the dialogue in **Plan and speak**. Ask the students to suggest a list of five activities. Write them on the board.
- 2 In pairs, students decide on the activities and complete the programme. They then practise the dialogue.
- 3 Ask individual students about their programme using the questions in **Plan and speak**.
- 4 Give the students time to read **Read, think and write**. In groups, students discuss how to complete the invitation. Ask a representative from each group to read their invitation.
- 5 The students write the invitation to their parents. Ask individual students to read their invitations.

Consolidation

Workbook 6A pages 32 and 34

Pre-task preparation

Talk about invitations. Ask: *When do you send invitations?* to elicit: e.g., *For a birthday party*. Try to get the students to mention other occasions.

Language focus:

Using the simple past tense to talk about past activities
e.g., *The parents arrived at Rose Garden School at two o'clock.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying

Reading

Identify details that support a main idea

Writing

Develop written texts by presenting main and supporting ideas

Materials:

- *Student's Book 6A* page 35
- Cassette 6A
- Cassette player

Pre-task preparation

Introduce the past forms of the verbs on this page. Write the verbs on the board: *arrive – arrived; visit – visited; look – looked; listen – listened; have – had*. Ask: *What time did you arrive at school?* to elicit: e.g., *I arrived at school at eight o'clock.* Continue with: *When did you visit your grandparents? When did you look at the noticeboard? What time did you have your breakfast?*

While-task procedure

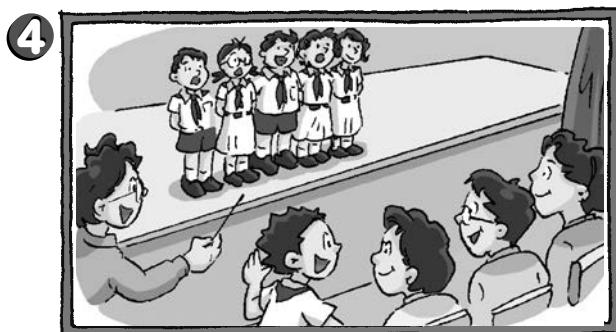
- 1 Give the students time to look at the pictures in **Read and match**.
- 2 Play the cassette. The students follow in their books.
- 3 In pairs, students match the pictures and sentences. Ask individual students to read a sentence in the correct order.



Reading: On Open Day

Read and match

Kitty and her classmates took some photos for the English Club on the Open Day.



- a The parents listened to the school choir at three ten in the hall. 4
- b They visited our classroom at two fifteen. 2
- c The parents arrived at Rose Garden School at two o'clock. 1
- d They had tea and cakes at four twenty-five in the Music room with the teachers. 6
- e They looked at the English Club noticeboard at four o'clock in the library. 5
- f They looked at our projects at two thirty in the Arts and Crafts room. 3



Writing: Open Day at my school

Read and write

Help Kitty complete this article for the English Club about her Open Day. Use 'first', 'next', 'then', 'after that' and 'finally'.

_____ (date)

Open Day at Rose Garden School

Yesterday was Open Day at Rose Garden School. Our parents arrived at the school at two o'clock in the afternoon.

First, they visited our classroom on the second floor at two fifteen.

Next, they looked at our projects in the Arts and Crafts room on the third floor at two thirty.

Then they listened to the school choir in the hall on the first floor at three ten.

After that, they looked at the English Club noticeboard in the library on the second floor at four o'clock.

Finally, they had tea and cakes in the Music room on the third floor with the teachers at four twenty-five.

Our parents had a great time!

Kitty Li

Write

Write an article about your Open Day.



Language

► First, .../Next, .../Then .../After that, .../Finally, ...

► will arrive
 visit
 do
 look at
 listen to

► arrived
 visited
 looked at
 listened to
 had

► at two fifteen
 three ten

► on the ____ floor
► in the hall
 the Music room
 classroom 6A

_____ (date)

Yesterday was Open Day at _____ School.

Our parents ...

Language focus:

Using the simple past tense to talk about past activities
e.g., *Yesterday was Open Day at Rose Garden School.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying, and giving or adding examples

Reading

Identify details that support a main idea

Writing

Develop written texts by presenting main and supporting ideas

Plan and organize information by deciding on the sequence of content

Materials:

- *Student's Book 6A* page 36
- *Workbook 6A* pages 30 and 33

Pre-task preparation

Look back at page 32 of the *Student's Book*. Ask questions to elicit the simple past tense in the answers: e.g., *What time did the parents arrive/visit the classroom/look at the projects/listen to the choir/look at the noticeboard/meet the teachers?*

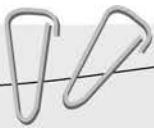
While-task procedure

- 1 Give the students time to prepare **Read and write** without writing. Ask individual students to say a sentence each.
- 2 The students complete the article. Select individual students to read the completed sentences.
- 3 In groups, students discuss the programme for an Open Day at your school. Then make a list of activities, times and places.
- 4 The students write the article on a piece of paper. Select students to read their articles.

Consolidation

Wordbook 6A pages 30 and 33

Word box



programme /'prəʊgræm/	<i>n.</i>	活动安排
entrance /'entrəns/	<i>n.</i>	入口处
*choir /'kwaɪə(r)/	<i>n.</i>	合唱队
noticeboard /'nəʊtɪsbɔ:d/	<i>n.</i>	布告栏
parent /'peərənt/	<i>n.</i>	父或母
arrive /ə'raɪv/	<i>v.</i>	到达
first /fɜ:st/	<i>adv.</i>	首先
classroom /'kla:sru:m/	<i>n.</i>	教室
next /nekst/	<i>adv.</i>	紧接着；随后
project /'prɒdʒekɪt/	<i>n.</i>	习作项目
craft /krɑ:ft/	<i>n.</i>	工艺
club /klʌb/	<i>n.</i>	俱乐部
finally /'faɪnəlɪ/	<i>adv.</i>	最后
ground /graʊnd/	<i>n.</i>	地；地面
invitation /,ɪnvɪ'teɪʃn/	<i>n.</i>	请柬
yesterday /'jestədeɪ/	<i>n.</i>	昨天



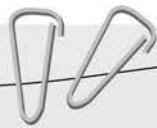
Word box



programme /'prəʊgræm/	<i>n.</i>	活动安排
entrance /'entrəns/	<i>n.</i>	入口处
*choir /'kwaɪə(r)/	<i>n.</i>	合唱队
noticeboard /'nəʊtɪsbɔ:d/	<i>n.</i>	布告栏
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Notes



Page 32

1 Your parents will arrive at two o'clock. 你们的父母将在两点到达。

“will+动词原形”用于表示将来的动作或状态。will的缩略形式是'll, 如: they will的缩略形式为they'll。

2 What will they do first? 他们首先将做什么?

句中的first作副词, 意为“首先”。

3 What will they do next? 紧接着他们将做什么?

句中的next作副词, 意为“紧接着; 随后”。

4 the Arts and Crafts room 美术劳技教室

5 after that 用于表示顺序, 意为“从那以后”。

Page 33

1 图中的gym意为“健身房; 体育馆”。

2 It's on the second floor. 在三楼。

表示在具体某一楼层时, 用介词on。

在表示楼层时, 英式英语与美式英语有一定的区别:

	英式	美式
一楼	the ground floor	the first floor
二楼	the first floor	the second floor

其余以此类推。

Page 35

1 Kitty and her classmates took some photos for the English Club on the Open Day. 基蒂和她的同学在学校开放日为英语俱乐部拍了一些照片。

take photos拍照

take在本课作动词, 意为“拍(照)”。

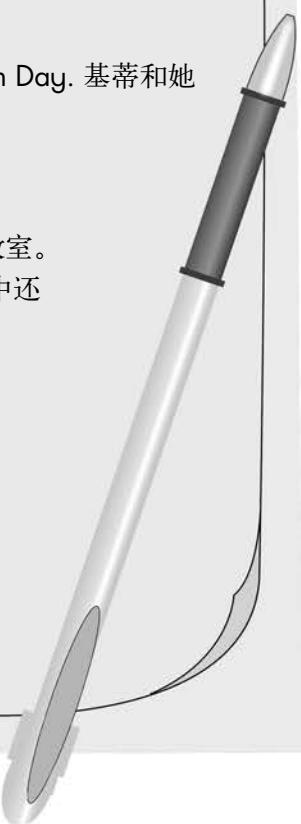
2 They visited our classroom at two fifteen. 他们在两点十五分参观了我们的教室。

句中visited是visit的过去式, 表示这个动作发生在过去。同样的词在本单元中还有listened、arrived和looked。注意have的过去式是had。

Page 36

1 Our parents had a great time! 我们的父母(那天)过得很快乐!

have a great time还可以说成have a good time。



Notes

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Page 36

1 Our parents had a great time! 我们的父母(那天)过得很快乐!

have a great time还可以说成have a good time。

Additional teaching suggestions

Page 32

1 本单元首次出现一般将来时“will+动词原形”的结构, 要求学生初步了解其含义和结构。在6B Unit 5, 本结构将再一次出现。

Page 33

1 向学生解释楼层平面图中G和F的含义, G代表ground, F代表floor。

Page 35

1 本单元首次出现一般过去时。只要求学生了解其含义并掌握本单元出现的listened、arrived、looked、visited及had五个过去式动词。不必作其他扩充。

Unit 6 Going to school

Tasks in this unit

Talking about means of transport; talking about distances and time taken travelling; talking about indefinite quantities.

Language focus:

Using prepositions to indicate place

e.g., *Simon lives near school.*

Using *How* questions to find out specific information

e.g., *How do you go to school? How long does it take?*

Language skills:

Listening

Listen for details that support a main idea

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Writing

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

Materials:

- *Student's Book 6A page 39*
- *Workbook 6A pages 35 and 38*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Review: *near/far away from*. Give an example in relation to your school: e.g., *(Place A) is near our school. (Place B) is far away from our school.* Ask the students to produce further examples.

While-task procedure

- 1 Give the students time to look at the pictures in **Look and read**.
- 2 Play the cassette. The students follow in their books.
- 3 Give the students time to read the text silently. Ask individual students to read a sentence each.

- 4 Ask questions about each of the characters: e.g., *Does Simon live near or far away from school? How does he go to school? How long does it take him?*
- 5 Read **A survey**. In pairs, students practise the dialogue. Select pairs to read their dialogue. Ask individual students the questions in the dialogue.
- 6 In groups of three, students complete the table. They then draw a chart of their travelling times.
- 7 *Workbook 6A page 38*
 - a Give the students time to read the page.
 - b Play the recording. The students listen and write.
 - c Select individual students to read out their sentences.

Workbook tapescript

Narrator: Miss Guo is asking her students about their journeys to school. Listen to their conversations and fill in the blanks below.
Conversation One.
Miss Guo: Do you live near or far away from school, Jill?
Jill: I live far away from school.
Miss Guo: How do you go to school?
Jill: I go to school by ferry.
Miss Guo: How long does it take?
Jill: It takes about forty minutes.
Narrator: Conversation Two.
Miss Guo: Do you live near or far away from school, Alice?
Alice: I live near school.
Miss Guo: How do you go to school?
Alice: I go to school on foot.
Miss Guo: How long does it take?
Alice: It takes about five minutes.
Narrator: Conversation Three.
Miss Guo: Do you live near or far away from school, Simon?
Simon: I live far away from school.
Miss Guo: How do you go to school?
Simon: I go to school by bus.
Miss Guo: How long does it take?
Simon: It takes about half an hour.

Consolidation

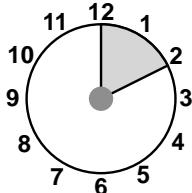
Workbook 6A page 35

Unit 6 Going to school



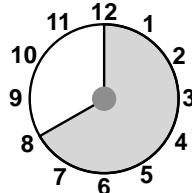
Reading: Travelling time to school

Look and read

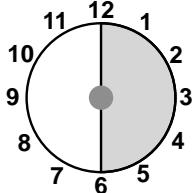
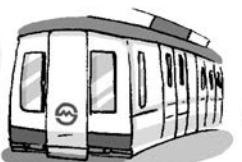


Simon lives near school.
He goes to school by bus.
It takes him about ten minutes.

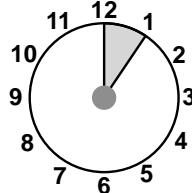
Go over the different ways of talking about distance with the students. Note that the students have already learnt 'near' and 'far away from' in 6A Unit 3.



Jill lives far away from school.
She goes to school by ferry. It takes her about forty minutes.



Joe lives far away from school. He goes to school by underground. It takes him about half an hour.



Alice and Kitty live near school.
They go to school on foot. It takes them about five minutes.

A survey

Find out how your classmates go to school and the amount of time they spend travelling to school.

Name			
Transport			
Time			

S1: Do you live near or far away from school?

S2: I live near school.
far away from

S1: How do you go to school?

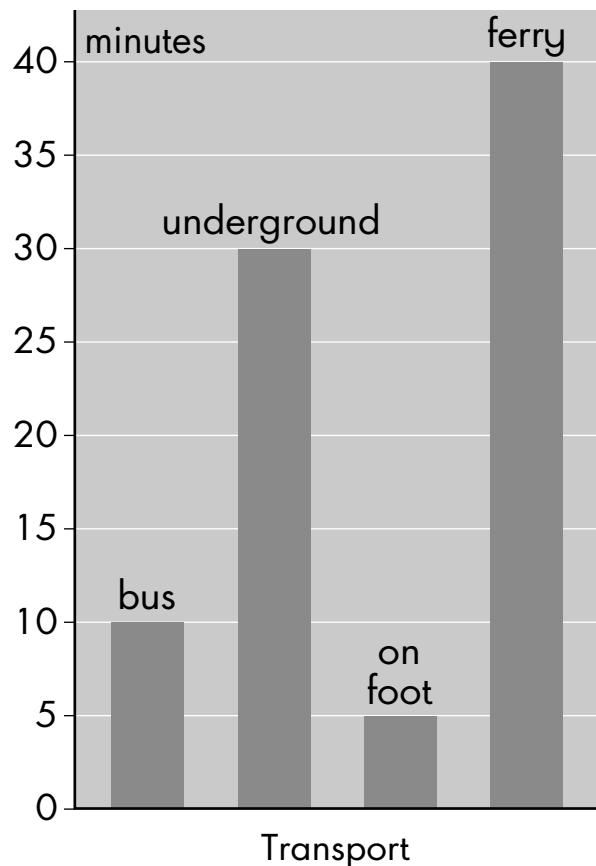
S2: I go to school by _____ /on foot.

S1: How long does it take?

S2: It takes about _____ minutes.
half an hour.
an hour.

Make sure the students know how to read the bar chart.

Travelling time to school





Listening and speaking: Going to different places

Listen and say

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

1

Mum, how long does it take you to get to the supermarket?



It takes me about ten minutes to get there.



2

Dad, how long does it take you to get to your office?



It takes me about half an hour to get there.



Ask and answer

With a classmate, ask and answer questions, like this:

S1: How long does it take you to get to ...?

S2: It takes me about _____ minutes to get there.
____ hour(s)

Places

- the supermarket
- the park
- the post office
- the library

Ask and report

Ask your family and relatives about the amount of time they spend travelling to the following places. Report in class.

	father	mother	sister/brother	cousin
The school/ office	__ hr(s) __ min(s)			
The market	__ hr(s) __ min(s)			
The cinema	__ hr(s) __ min(s)			
The bank	__ hr(s) __ min(s)			

It takes my father about _____ to get to _____.
It takes my ...

Language focus:

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

e.g., *Mum, how long does it take you to get to the supermarket?*

Using noun phrases to indicate time

e.g., *It takes me about ten minutes to get there.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

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

Materials:

- *Student's Book 6A* page 40
- *Workbook 6A* pages 36, 39 and 41
- Cassette 6A
- Cassette player

Pre-task preparation

Write some places known to the students on the board: e.g., *park, supermarket, post office, library*. Ask: e.g., *How long does it take you to get to the park?* to elicit: e.g., *It takes me 10 minutes.*

While-task procedure

- 1 Play the cassette for **Listen and say**. The students repeat.
- 2 In pairs, students practise the dialogues. Select pairs to read a dialogue.
- 3 Ask questions about the dialogues: e.g., *How long does it take Kitty's mum to get to the supermarket?* to elicit: *It takes her about 10 minutes to get there.*
- 4 In pairs, students practise **Ask and answer** with the places in the list. Select pairs to say a dialogue.
- 5 Give the students time to look at **Ask and report**. Ask the students to calculate times for their family and relatives and complete the table. They then make a report in class.

Post-task activities

Workbook 6A page 41 (for more able students)

- a The students complete the table about six family members.
- b The students then write the report. Ask individual students to read a sentence from their report.

Consolidation

Workbook 6A pages 36 and 39

Language focus:

Using connectives to show the time relationship between two actions

e.g., *I see ... when I'm walking to school.*

Using determiners to indicate indefinite quantities

e.g., *I see some restaurants, a few shops and a lot of people when I'm on the bus.*

Language skills:

Listening

Understand the connection between ideas by recognizing linking words

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Identify details that support a main idea

Materials:

- *Student's Book 6A* page 41
- *Workbook 6A* page 37
- Cassette 6A
- Cassette player

Pre-task preparation

Review/Introduce: *a lot of, some, a few*. Demonstrate using examples in the classroom: e.g., *There are a lot of books in the classroom. There are some posters. There are a few pictures.*

Ask the students to produce further examples.

Play the cassette for **Look and learn**. The students repeat.

While-task procedure

- 1 Give the students time to look at the pictures in **Look and read**.
- 2 Play the cassette. The students listen. Ask individual students to read a sentence each.
- 3 Ask questions: e.g., *How does Simon go to school? What does he see when he is on the bus/walking to school?*
- 4 In pairs, students continue practising in **Look, ask and answer**.
- 5 Ask individual students: *How do you go to school? What do you see when you are on the bus/walking to school?*

Consolidation

Workbook 6A page 37



Reading: Simon's way to school

Look and learn



a restaurant



a hotel



an advertisement board

Look and read

Ask the students to pay attention to the use of singular and plural nouns. Each noun must match its quantifier, e.g., a restaurant, some restaurants.

My name's Simon. I go to school by bus, then on foot. I see some restaurants, a few shops and a lot of people when I'm on the bus.



Look, ask and answer

In pairs, talk about what Simon sees on his way to school.

S1: How does Simon go to school?

S2: He goes to school by _____, then ...

S1: What does Simon see when he is **on the bus?**
walking to school?

S2: Simon sees **a lot of** _____ when he is ...
some
a few



Writing: On the way to school

Ask and answer

Talk with a classmate about the things you see on your way to school.

Transport	Things	Review/Introduce the vocabulary items with/to the students first.
bus	trees	flowers
school bus	supermarkets	housing estates
taxi	schools	advertisement boards
underground	department stores	gardens
light rail	restaurants	factories
ferry	kindergartens	police stations
	hotels	swimming pools
		grass shops temples offices banks parks markets

S1: How do you go to school?

S2: I go to school by _____/on foot.

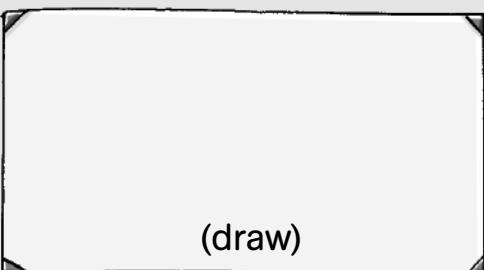
S1: What do you see when you are

on the _____?
walking to school?

S2: I see a lot of _____ when I am ...
some
a few

Draw and write

Draw the things you see on your way to school. Write about them.

On the way to school  (draw)
I see a lot of _____ when I am ... I see some _____ when ... I see a few _____ when ...



Language

- near/far away from
- How long does it take you to get to ...?

It takes me about _____ minutes
him/her
them
half an hour
an hour

to get there.

- I see a lot of _____

when I am on the underground.
on the bus.
walking to school.

Language focus:

Using connectives to show the time relationship between two actions
e.g., *What do you see when you are walking to school?*

Language skills:**Listening**

Listening for specific information

Speaking

Maintain an interaction by replying

Reading

Read written language in meaningful chunks

Writing

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

Materials:

- *Student's Book 6A* page 42
- *Workbook 6A* page 40

Pre-task preparation

Review transport. Say: *How do you go to school?* to elicit: *I go by bus.*, etc. List the means of transport on the board.

While-task procedure

- 1 Give the students time to read **Ask and answer**. Ask the students to say the words. Go round the class.
- 2 Ask one or two students the questions in **Ask and answer**. In pairs, students continue the practice.
- 3 Ask other students the questions.
- 4 Read **Draw and write**. You may ask the students to write their answers on page 40 of the *Workbook*.

Post-task activities

Workbook 6A page 40

- a In pairs, students discuss the questions and write some sentences about their journey to school.
- b The students draw two pictures of the things they see on their way to school.
- c Select individual students to show their pictures and read out the sentences.

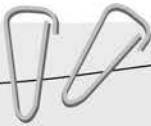
Word box



travel /'trævl/	v.	行走；旅行
about /ə'baut/	adv.	大约
minute /'minit/	n.	分钟
*ferry /'ferɪ/	n.	渡船
hour /'auə(r)/	n.	小时
half an hour		半小时
hotel /həʊ'tel/	n.	旅馆
advertisement /əd'veɪtɪsmənt/	n.	广告
board /bɔ:d/	n.	栏；板
a few		几个
a lot of		许多
when /wen/	conj.	当……的时候
light rail /'laɪt reɪl/	n.	轻轨
department store /dɪ'pa:tment stɔ:(r)/	n.	百货商店
*kindergarten /'kɪndəgə:tən/	n.	幼儿园
housing estate /'haʊzɪŋ ɪ'steɪt/	n.	居民区
temple /'templ/	n.	庙宇



Word box



travel /'trævl/	v.	行走；旅行
about /ə'baut/	<i>adv.</i>	大约
minute /'minit/	<i>n.</i>	分钟
*ferry /'feri/	<i>n.</i>	渡船
hour /'auə(r)/	<i>n.</i>	小时
half an hour		半小时
hotel /həʊ'tel/	<i>n.</i>	旅馆
advertisement /əd'veɪtɪsmənt/	<i>n.</i>	广告
board /bɔ:d/	<i>n.</i>	栏；板
a few		几个
a lot of		许多
when /wen/	<i>conj.</i>	当……的时候
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department store /dɪ'pa:tment stɔ:(r)/	<i>n.</i>	百货商店
*kindergarten /'kɪndəgə:tн/	<i>n.</i>	幼儿园
housing estate /'haʊzɪŋ ɪ'steɪt/	<i>n.</i>	居民区
temple /'templ/	<i>n.</i>	庙宇



Notes



Page 39

- 1 by bus/ferry/underground 坐公交车/轮渡/地铁
on foot 步行
- 2 It takes him about ten minutes. 他大约花费十分钟。
句中的 take 作动词，意为“花费”。
- 3 表格中的 transport 意为“旅行方式”。

Page 40

- 1 Mum, how long does it take you to get to the supermarket? 妈妈，你去超市要花多少时间啊?
get to 意为“到达……”，表示“到达那里”用 get there。

Page 41

- 1 I see some restaurants, a few shops and a lot of people when I'm on the bus. 在公共汽车上的时候，我看到几家饭店、一些商店和很多人。
when 在小学课本中作副词，意为“什么时候”；本句中的 when 作连词，意为“当……的时候”。
a few 意为“有一些；几个”，与可数名词复数形式连用。
a lot of 意为“许多”，既可与可数名词的复数形式连用，也可与不可数名词连用。



Notes

Page 39

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a lot of 意为“许多”，既可与可数名词的复数形式连用，也可与不可数名词连用。

Additional teaching suggestions

Page 41

- 1 I see some restaurants, a few shops and a lot of people when I'm on the bus.
句中 when ... 的用法，只需了解句子意义，不必作时间状语从句的语法讲解。

Unit 7 Rules round us

Tasks in this unit

Talking about rules (orders and prohibitions) in different places; interpreting signs; understanding strict instructions (*must*); understanding rules in the classroom.

Language focus:

Using prepositions to indicate places
e.g., *We have rules on the road.*

Using modal verbs to express obligation and prohibition
e.g., *We must wait for the green man. We must not leave rubbish.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A page 45*
- *Workbook 6A page 42*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Where do we have rules?* List the places the students mention on the board. Then ask them to suggest some rules for the different places. Write them on the board.

While-task procedure

- 1 Give the students time to look at the pictures in **Look and read**. Play the cassette. The students repeat.
- 2 Ask individual students to read the rules in **Read, think and match**.
- 3 In pairs, students match the rules with the places.
Ask: *Where do we have these rules?* Read the rules one by one so that the students can answer.

Consolidation

Workbook 6A page 42

Unit 7 Rules round us



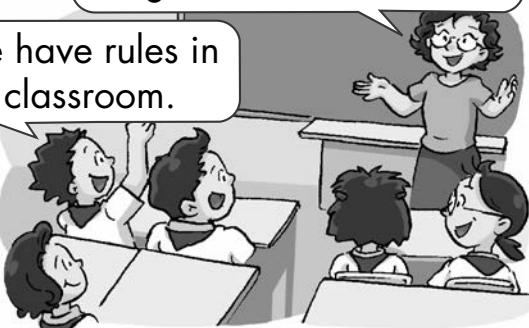
Reading: Rules and signs

Look and read

1

Where do we have rules?
Do you know?

We have rules in
the classroom.

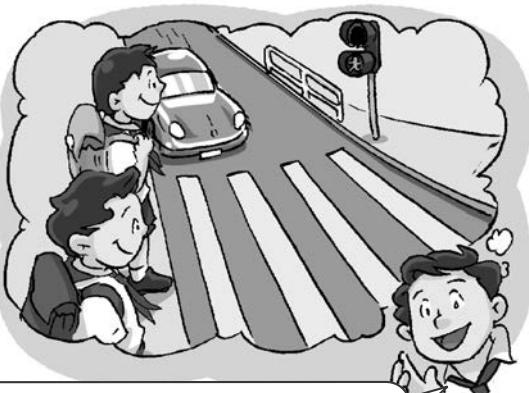


2

We have rules in the library.



3



We have rules on the road.

4



We have rules in the park.

Read, think and match

Where do we have these rules?

a In the library b In the classroom

c On the road d In the park

1 We must not walk on the grass.

d

2 We must not play basketball.

a/b/c
a/b/
c/d

3 We must not leave rubbish.

a/b

4 We must not eat or drink.
5 We must wait for the green man.

c

6 We must keep quiet.

a

7 We must listen to our teachers.

b

8 We must not draw on our desks.

a/b

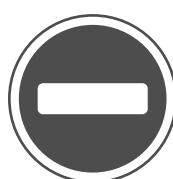
9 We must not run across the road.

c

10 We must not pick the flowers.

d

Discuss and match



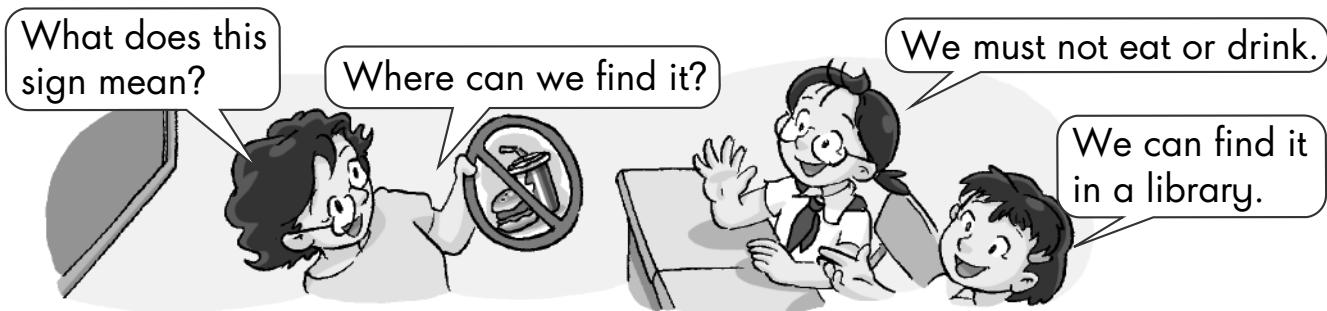
- 1 Don't walk on the grass.
- 2 Don't leave rubbish.
- 3 Don't enter.
- 4 Don't eat or drink.

b
 g
 d
 f

- 5 Don't climb the trees.
- 6 Don't talk loudly.
- 7 Don't turn left.
- 8 Don't run.

c
 h
 a
 e

Look and read



Speak and write

Look at the above signs again. In pairs, discuss their meaning and write about them.

S1: What does Sign **a** mean?

S2: We must not ...

S1: Where can we find it?

S2: We can find it in a library.
in a park.
on a road.

Sign **a**

We must not turn left.

We can find it on a road.

Sign **b**

We must not walk on the grass. We can find it
in a park.

Sign **c**

We must not climb the trees. We can find it in
a park.

Language focus:

Using imperatives to express prohibition
e.g., *Don't walk on the grass.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Develop written text using picture clues and common knowledge

Materials:

- *Student's Book 6A page 46*
- *Workbook 6A pages 43, 46 and 47*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Write: *Don't!* on the board. Ask the students to produce some commands beginning with *Don't ...!* Ask: *Where can you see a sign for that?*

While-task procedure

- 1 In pairs, students look at the signs in **Discuss and match** and discuss what they mean. Play the cassette. The students listen and repeat. They then match the signs and the sentences.
- 2 Ask: e.g., *What does Sign 'a' mean?* to elicit: *Don't turn left.*
- 3 Give the students time to look at the pictures in **Look and read**. Play the cassette for **Look and read**. The students repeat.
- 4 Ask questions about the signs. The students continue the practice.
- 5 *Workbook 6A page 46*
 - a Give the students time to look at the page.
 - b Play the recording. The students listen, match and tick.

Workbook tapescript

- Narrator: Listen to Alice and Joe talking about signs. Match the signs with the correct numbers. Then tick the places where we can find them.
- Number One.
- Alice: What does this sign mean?
Joe: We must not eat or drink. We can find it in a library. We can also find it in a classroom.
- Narrator: Number Two.
- Joe: What does this sign mean?
Alice: We must not run. We can find it in a library or in a classroom.
- Narrator: Number Three.
- Joe: What does this sign mean?
Alice: We must not turn left. We can find it on a road.
- Narrator: Number Four.
- Alice: What does this sign mean?
Joe: We must not leave rubbish. We can find it in a library, in a classroom, in a park or on a road.
- Narrator: Number Five.
- Joe: What does this sign mean?
Alice: We must not talk loudly. We can find it in a library.
- Narrator: Number Six.
- Alice: What does this sign mean?
Joe: We must not walk on the grass. We can find it in a park.
- Narrator: Number Seven.
- Joe: What does this sign mean?
Alice: We must not climb the trees. We can also find it in a park.

Consolidation

Workbook 6A pages 43 and 47

Language focus:

Using modal verbs to express obligation
e.g., *Which door must we use?*
Using adverbial phrases to indicate position
e.g., *on the left, on the right, in the middle.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A page 47*
- *Workbook 6A page 44*
- Cassette 6A
- Cassette player

Pre-task preparation

Introduce: *on the right, on the left*. Ask questions to illustrate the difference: e.g., *Which side of the road do cars drive on in Shanghai? Who is sitting on your right/left?* Introduce: *in the middle*. Demonstrate using examples in the classroom: e.g., *Who is sitting in the middle of the classroom?* Ask the students to produce further examples.

Play the cassette for **Look and learn**. The students repeat.

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue for one picture.
- 4 In groups, students discuss **Find out**. Ask questions: e.g., *Where do you find the signs Entrance and Exit/the arrows pointing up and down/the red and white sign/the pictures of a man and a woman?*

Consolidation

Workbook 6A page 44



Listening and speaking: In the shopping centre

Look and learn



a lift



an escalator

Listen and say

1



Where must we leave our bicycles?

We must leave them on the right.

2

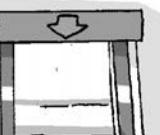
Entrance

Exit

We're entering the centre. Which door must we use?

We must use the one on the left.

3



We're going upstairs. Which escalator must we use?

We must use the one in the middle.

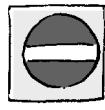
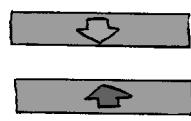
4

Which lift must we use?

We must use the one on the left.

Find out

With your classmates, discuss the meaning of these signs and where you can find them.





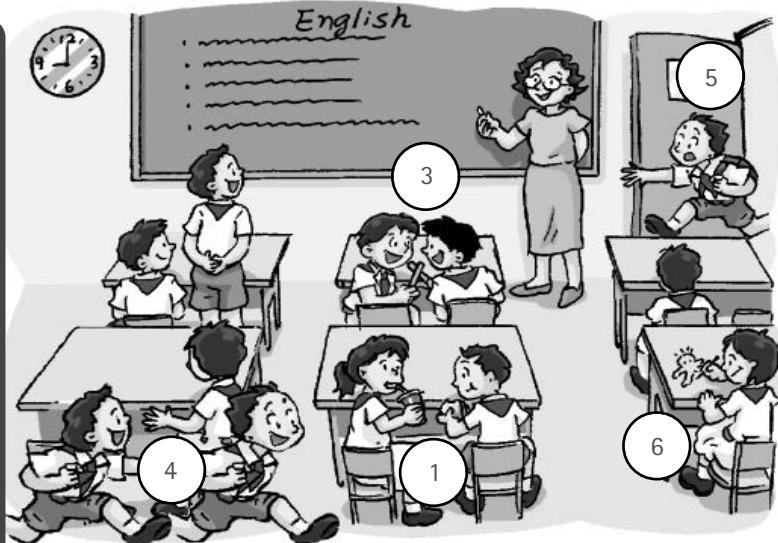
Writing: Class rules

Match and say

Which class rules are the students breaking? Write the numbers in the circles.

Class rules

- 1 We must not eat or drink in the classroom.
- 2 We must keep quiet.
- 3 We must not play in the classroom.
- 4 We must not chase each other.
- 5 We must not be late for school.
- 6 We must not draw on the desks.
- 7 We must listen to our teachers in class.



Think and write

Complete the class rules.

- 1 Don't eat or drink in the classroom!
- 2 Keep quiet!
- 3 Don't play in the classroom !
- 4 Don't chase each other!
- 5 Don't be late for school!
- 6 Don't draw on the desks!
- 7 Listen to our teachers in class!

Talk and write

Talk to your classmates or your teacher. Find out your class rules.

Class _____
Our class rules
1 We must not _____.
2 We must _____.
3 _____



Language

- must/must not
- Don't ...
- in a library
- a park

- on a road
- the one on the left/right
- the one in the middle
- Where can we find it?

- What does this sign mean?
- Which ...?

Language focus:

Using modal verbs to express prohibition
e.g., *We must not eat or drink in the classroom.*
Using imperatives to express prohibition
e.g., *Don't eat or drink in the classroom.*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Gather and share information through strategies such as brainstorming and interviewing

Materials:

- *Student's Book 6A* page 48
- *Workbook 6A* pages 45 and 48
- Cassette 6A
- Cassette player

While-task procedure

- 1 Play the cassette for **Match and say**. The students listen and repeat.
- 2 Ask individual students to read the rules in **Match and say**.
- 3 In pairs, students find out which rules the students in the picture are breaking.
- 4 Complete **Think and write** orally.
- 5 *Workbook 6A* page 45
The students write the sentences. Ask individual students to read a sentence.
- 6 In groups, students discuss and find out their class rules. They then write the rules in **Talk and write**.
- 7 Ask a representative from each group to read the class rules.

Post-task activities

Workbook 6A page 48

- a Ask the students to write one or two rules for each of these places.
- b The students share their ideas in groups.
- c Ask a representative from each group to read the rules in class.

Pre-task preparation

Discuss class rules. Ask the students to produce some rules. Write them on the board.

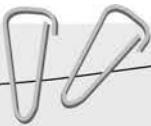
Word box



rule /ru:l/	<i>n.</i>	规则
wait for		等待
enter /'entə(r)/	<i>v.</i>	进入
loudly /'laʊdli/	<i>adv.</i>	大声地
mean /mi:n/	<i>v.</i>	表示……的意思
lift /lɪft/	<i>n.</i>	电梯
*escalator /'eskəleɪtə(r)/	<i>n.</i>	自动扶梯
on the left/right		在左/右边
centre /'sentə(r)/	<i>n.</i>	中心；中央
*exit /'eksit/	<i>n.</i>	出口
upstairs /'ʌp'steəz/	<i>adv.</i>	向楼上；在楼上
middle /'mɪdl/	<i>n.</i>	中间；中央
in the middle		在中间；在中央
chase /tʃeɪs/	<i>v.</i>	追赶



Word box



rule /ru:l/	<i>n.</i>	规则
wait for		等待
enter /'entə(r)/	<i>v.</i>	进入
loudly /'laʊdli/	<i>adv.</i>	大声地
mean /mi:n/	<i>v.</i>	表示……的意思
lift /lɪft/	<i>n.</i>	电梯
*escalator /'eskəleɪtə(r)/	<i>n.</i>	自动扶梯
on the left/right		在左/右边
centre /'sentə(r)/	<i>n.</i>	中心；中央
*exit /'eksit/	<i>n.</i>	出口
upstairs /'ʌp'steəz/	<i>adv.</i>	向楼上；在楼上
middle /'mɪdl/	<i>n.</i>	中间；中央
in the middle		在中间；在中央
chase /tʃeɪs/	<i>v.</i>	追赶



Notes



Page 45

1 We must not leave rubbish. 我们不可以乱扔垃圾。

We must keep quiet. 我们必须保持安静。

must 意为“必须”，表示必要或很重要。

must not 意为“不准”，表示不允许或禁止。

Page 46

1 Don't enter. 不得进入！

Don't 不得，不要

该句为祈使句的否定形式。



Notes

Page 45

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Page 46

1 Don't enter. 不得进入！

Don't 不得，不要

该句为祈使句的否定形式。

Now listen

- 1 Give the students time to read **A survey**.
- 2 Play the recording. The students listen.
- 3 Play the recording again. Pause to give the students time to write.
- 4 Play the recording again to allow the students to check their answers.

Tapescript

Narrator: Listen to the conversation between Peter and Kitty and complete Peter's survey form on page 51.

Kitty: Hi, Peter, where did you go this morning?

Peter: I went to a junior high school and talked to a teacher there. Her name is Mary Wang.

Kitty: That sounds interesting. How old is Mary? Does she like her job?

Peter: Mary is twenty-six years old. She likes her job because she likes to teach children.

Kitty: When does Mary start and finish work?

Peter: She starts work at half past seven in the morning and finishes at four o'clock in the afternoon.

Kitty: I guess Mary has to get up early every day. Does Mary live near her school?

Peter: Yes, she lives quite near her school and she goes to school on foot every day. It takes her only ten minutes to walk to her school.

Kitty: I'd like to be a teacher too when I grow up. How about you, Peter?

Peter: No, I wouldn't. I'd like to be a policeman. I'm going home by bus now. See you tomorrow, Kitty.

Kitty: Goodbye, Peter.

Now listen

A survey on Miss Wang's job

A survey

- 1 What is your name? Mary Wang.
- 2 How old are you? 26.
- 3 What is your job? Teacher.
- 4 Do you like your job? Yes.
- 5 Why? Because I like to teach children.
- 6 When do you start work?
At half past seven in the morning.
- 7 When do you finish work?
At four o'clock in the afternoon.
- 8 Do you live near or far away from your school?
 near far away
- 9 How do you go to school?
 by bus by underground on foot
- 10 How long does it take?
Only ten minutes



2 Places and activities

Using English

Abbreviations^①

Sometimes we make some words shorter, so we can write them more quickly. For example, we usually write *12m* instead of *12 metres*. We call these shortened forms **abbreviations**.

Can you match the pictures with their abbreviations?

a AI
e PRC

b PC
f www

c kg
g UN

d CD
h cm

1



2



e the People's Republic of China

g the United Nations

3



4



a Artificial Intelligence

d compact disc

5



6



b personal computer

f World Wide Web

7



8



h centimetre

c kilogram

① abbreviation n. 缩略形式

Using English

Abbreviations

- 1 Explain what an abbreviation is.
- 2 Give the students time to read page 52 of the *Student's Book*. Explain any new words to them if necessary.
- 3 In pairs, students complete the exercise. Select individual students to read out their answers.
- 4 Tell the students that abbreviations are useful in note-taking. Ask the students whether they use any abbreviations in note-taking in class.
- 5 Introduce more examples of abbreviations to the students: e.g., *UK*, *DIY*.
- 6 Ask the students to give further examples of abbreviations.

More practice

*What would you like to be?

John: Look at the photo of my father and me in front of a new restaurant.

Mary: Wow, it's a nice restaurant!

John: Yes, it is. My father works there.

Mary: Really? What job does your father do?

John: He's a cook.

Mary: Does he like his job?

John: Yes, very much. He likes cooking delicious food.

Mary: Would you like to be a cook, too?

John: Oh, no! I like eating but I don't like cooking.

Mary: Then what would you like to be?

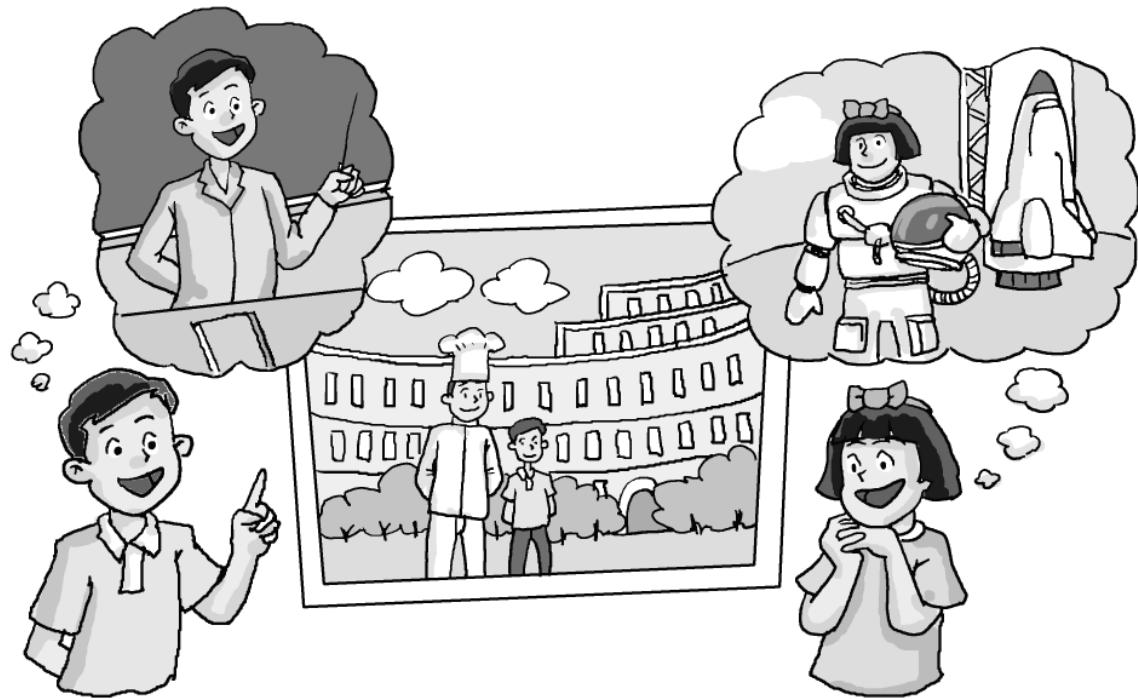
John: I'd like to be a teacher.

Mary: Why?

John: I'd like to be a teacher because I want to teach children. How about you?
What job would you like to do?

Mary: I don't know yet. Maybe I'll become an astronaut^①.

John: That sounds great!



^① astronaut n. 宇航员

More practice

*What would you like to be?

John: Look at the photo of my father and me in front of a new restaurant.

Mary: Wow, it's a nice restaurant!

John: Yes, it is. My father works there.

Mary: Really? What job does your father do?

John: He's a cook.

Mary: Does he like his job?

John: Yes, very much. He likes cooking delicious food.

Mary: Would you like to be a cook, too?

John: Oh, no! I like eating but I don't like cooking.

Mary: Then what would you like to be?

John: I'd like to be a teacher.

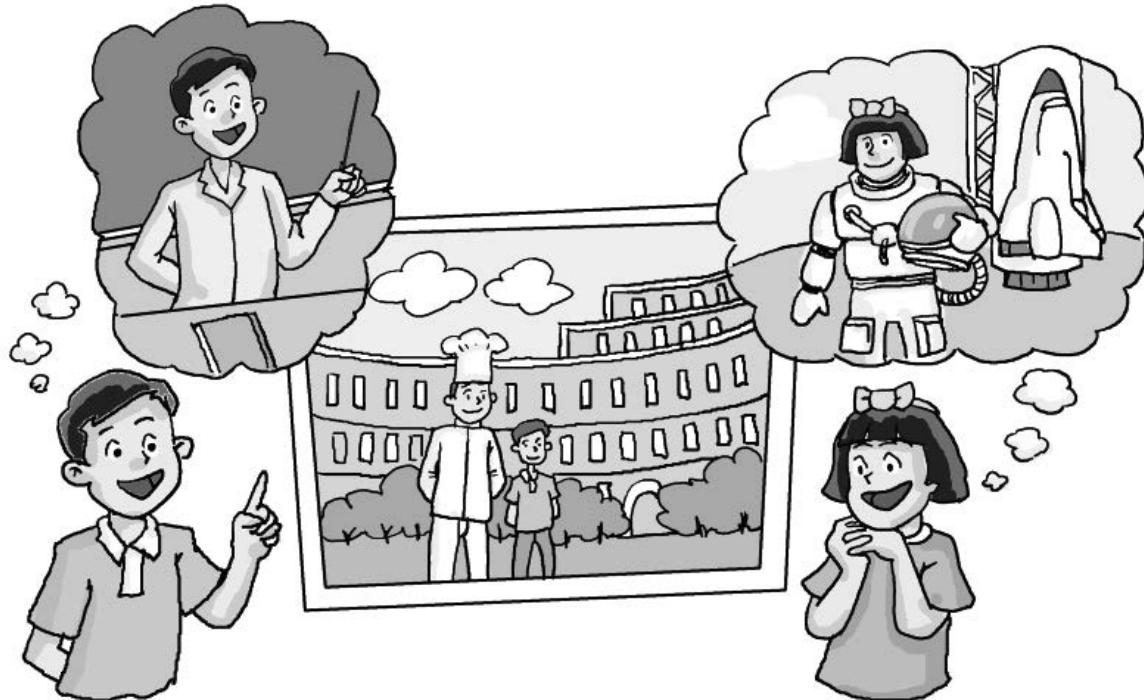
Mary: Why?

John: I'd like to be a teacher because I want to teach children. How about you?

What job would you like to do?

Mary: I don't know yet. Maybe I'll become an astronaut^①.

John: That sounds great!



① astronaut n. 宇航员

Look and read

ar	/ɑ:/	car	park	er	/ɜ:/	her	term
	/ɔ:/	warm	quarter	ir	/ɜ:/	bird	shirt
or	/ɔ:/	for	short	ur	/ɜ:/	nurse	turn
	/ɜ:/	work	worker				

Read and circle

Circle the word that matches the sound.

1 /wɜ:k/	walk	work	4 /ʃɜ:t/	short	shirt
2 /'pɜ:pl/	pupil	purple	5 /pɔ:k/	park	pork
3 /tɜ:m/	term	time	6 /fa:m/	farm	form

Think and write

Write the letter according to the sound.

/i:/	th_e_se	/əʊ/	g__
/e/	m__n	/ɜ:/	g__l
/ju:/	_se	/a:/	f__
/ʌ/	_p	/ɔ:/	f__ty
/aɪ/	l__ke	/eɪ/	t__ste
/ɪ/	l__ttle	/ɜ:/	t__n

Tongue-twisters

- 1 The people here hear a dear and clear voice near the house.
- 2 S1: Where is their pear? S2: Their pear is on the chair.

Look and read

ar	/ɑ:/ car	park	er	/ɜ:/ her	term
	/ɔ:/ warm	quarter	ir	/ɜ:/ bird	shirt
or	/ɔ:/ for	short	ur	/ɜ:/ nurse	turn
	/ɜ:/ work	worker			

Read and circle

Circle the word that matches the sound.

1	/wɜ:k/ walk	work	4	/ʃɜ:t/ short	shirt
2	/'pɜ:pl/ pupil	purple	5	/pɔ:k/ park	pork
3	/tɜ:m/ term	time	6	/fa:m/ farm	form

Think and write

Write the letter according to the sound.

/i:/	th <u>e</u> se	/əʊ/	g <u>o</u>
/e/	m <u>e</u> n	/ɜ:/	g <u>ir</u> l
/ju:/	<u>u</u> se	/a:/	f <u>ar</u>
/ʌ/	<u>u</u> p	/ɔ:/	f <u>or</u> ty
/aɪ/	l <u>i</u> ke	/eɪ/	t <u>a</u> ste
/ɪ/	l <u>i</u> ttle	/ɜ:/	t <u>ur</u> n

Tongue-twisters

- 1 The people here hear a dear and clear voice near the house.
- 2 S1: Where is their pear? S2: Their pear is on the chair.

Module 3 Food and drink

Unit 8 The food we eat

Tasks in this unit

Reading about different dishes; compiling a dinner menu and a shopping list; reading price lists and selecting the cheapest places to buy food items.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What would you like for dinner tonight?*

Using modal verbs to make an offer
e.g., *Would you like rice or noodles?*

Using modal verbs to indicate preferences
e.g., *I'd like steamed prawns with garlic.*

Using connectives to express alternatives
e.g., *Would you like meat or seafood?*

Language skills:

Listening

Identify main ideas in a topic
Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Writing

Gather and share information and ideas by brainstorming and listing

Materials:

- Student's Book 6A page 55
- Workbook 6A pages 49 and 52
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Ask: *What would you like for dinner tonight?* Compile a list of the students' preferences on the board.

While-task procedure

- 1 Give the students time to read **Look, learn and read** silently.
- 2 Play the cassette. The students follow in their books.
- 3 In groups of three, students practise the dialogue. Select groups of three to read the dialogue.
- 4 In groups of three, students re-read the dialogue and then prepare the dinner menu without writing. Select individual students to say the menu.
- 5 The students write the menu. Select individual students to read the completed menu.
- 6 In pairs, students prepare the shopping list without writing. Select individual students to read their lists.
- 7 *Workbook 6A* page 52
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and tick.

Workbook tapescript

Narrator: Miss Guo is at a restaurant. The waiter is asking her what she wants. Listen and help the waiter complete the set lunch order.
Waiter: What would you like for lunch?
Miss Guo: I'd like set lunch B.
Waiter: Would you like rice or noodles?
Miss Guo: I'd like steamed prawns with rice.
Waiter: What kind of soup would you like?
Miss Guo: I'd like cabbage soup.
Waiter: What kind of fruit would you like?
Miss Guo: I'd like strawberries.
Waiter: What kind of drink would you like?
Miss Guo: I'd like tea.
Waiter: All right. I'll bring the food and drink to you soon.
Miss Guo: Thank you.

Consolidation

Workbook 6A page 49

Unit 8 The food we eat



Reading: Dinner menu

Look, learn and read



cabbage



tomato



garlic

Mrs Li: What would you like for dinner tonight?

Would you like rice or noodles?

Ben: I'd like rice for dinner.

Remind the students that 'I'd like' is always used in spoken form. It is the contracted form of 'I would like.'

Mrs Li: Would you like meat or seafood?

Kitty: I'd like steamed prawns with garlic.

I'd also like some soup.

Mrs Li: What kind of soup would you like?

Tomato or cabbage?

Ben: Let's have tomato. It's my favourite.

Mrs Li: All right, we'll have tomato and egg soup.

Kitty: I'd like fried eggs with bacon, too.

Ben: Mum, can we have some fruit after dinner, please?

Mrs Li: Yes, what kind of fruit would you like? Strawberries or apples?

Ben: I'd like strawberries.

Mrs Li: OK, but we need to buy some food first!



Write

You may invite three more able students to role play the conversations in class.

A Write a dinner menu for the Li family.

Dinner menu

- Rice
- Steamed prawns with garlic
- Tomato and egg soup
- Fried eggs with bacon
- Strawberries

B Mrs Li has some rice and eggs at home. What else does she need to buy for dinner? Complete her shopping list.

Shopping list

- | | |
|------------------|----------------------|
| • Prawns | • Bacon _____ |
| • Garlic _____ | • Strawberries _____ |
| • Tomatoes _____ | |

Look and read

Introduce the food items on the menu to the students first.

Menu

Vegetables

- fried cabbage
- salad

Eggs

- steamed eggs (with meat)
- fried eggs with bacon
- boiled eggs

Meat/Seafood

- fried chicken wings
- steamed fish
- steamed prawns with garlic

Soup

- chicken soup
- tomato and egg soup

Ask and answer

Look at the menu above. With a classmate, ask and answer questions to make a dinner menu for him/her.

S1: What would you like for dinner tonight?

S2: I'd like vegetables and seafood for dinner.

S1: What kind of vegetables would you like?

Would you like fried cabbage or salad?

S2: I'd like ...

S1: What kind of seafood would you like?

Would you like ... or ...?

S2: I'd like ...

You can use Photocopiable page 4 for the students to write their answers.

Language focus:

Using nouns to refer to countable/uncountable objects
e.g., *fried cabbage/boiled eggs*

Using prepositions to indicate addition
e.g., *steamed eggs with meat*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text to locate specific information

Materials:

- Student's Book 6A page 56
- Workbook 6A page 53
- Photocopiable page 4
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to read the menu.
- 2 Play the cassette. The students follow in their books.
- 3 Ask random questions about the menu: e.g., *What seafood is on the menu?*
- 4 In pairs, students practise dialogues based on the menu choices. Select pairs to say a dialogue.

Post-task activities

Photocopiable page 4

- a In pairs, students ask each other what he/she wants to eat for dinner tonight.
- b Give the students time to write his/her dinner menu.
- c Let the students draw the dishes he/she wants to eat.

Consolidation

Workbook 6A page 53

Pre-task preparation

Ask: *Do you like vegetables? Which is your favourite?* List the students' choices on the board under the heading: Vegetables. Do the same for Eggs/Meat/Seafood/Soup.

Language focus:

Asking *How* questions to find out prices
e.g., *How much are prawns in the market?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Materials:

- *Student's Book 6A* page 57

Pre-task preparation

Ask: *What snacks do you buy? Where do you buy it/them? How much does it/do they cost? Where is it/are they cheaper?*

While-task procedure

- 1 Give the students time to read the prices in the market and the supermarket.
- 2 Ask questions: e.g., *How much are prawns at the fish stall? How much are they in the supermarket? Where are they cheaper?* Continue with a few more examples.
- 3 In pairs, students take turns to ask and answer similar questions.
- 4 Select pairs to ask and answer questions.



Listening and speaking: Buying different food

Look and learn

Mrs Li is comparing the prices of food in the market and in the supermarket. Look at her shopping list on page 55 again. Where can she find the cheaper items?

The students should refer to page 55 for help with the names of the food.

In the market

①



the fish stall

②



the vegetable stall

③



the fruit stall

④



the meat stall

In the supermarket

ROSE GARDEN SUPERMARKET

Vegetable section

- tomatoes ¥5/kg
- cabbage ¥6/kg
- garlic ¥6/kg

Seafood section

- prawns ¥70/kg
- fish ¥38/kg

Fruit section

- strawberries ¥16/kg
- oranges ¥8/kg
- bananas ¥12/kg

Meat section

- bacon ¥25/kg
- chicken ¥35/kg

Frozen food section

- ice cream ¥15/box
- jiaozi ¥9/packet



Look, listen and complete

Look at the picture. Listen and find out where Mrs Li bought the cheaper food and how much it was/they were. Then complete the table below.



Item	Place		Price
	Market	Supermarket	
Garlic	✓		¥ 5
Prawns		✓	¥ 70
Tomatoes		✓	¥ 5 _____
Bacon		✓	¥ 25 _____
Strawberries	✓		¥ 15 _____

Say and act

With your classmates, play the roles of Kitty, Ben and Mrs Li. Say where Mrs Li bought the cheaper food and how much it was/they were. Use the table above to help you.

S1: Have you bought any _____?

S2: Yes, I've bought some _____.

S1: Where did you buy it/them?

S2: In the market/supermarket, at the _____ stall/in the _____ section.

S3: How much was it/were they?

S2: It was/They were _____ yuan.

Language focus:

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

e.g., *Mum, have you bought any garlic?*

Asking *Wh-* questions to find out specific information

e.g., *Where did you buy it?*

Asking *How* questions to find out price

e.g., *How much was it?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6A* page 58
- *Workbook 6A* pages 50 and 51
- Cassette 6A
- Cassette player

Pre-task preparation

Review the present perfect tense. Ask: *What have you bought today? What have you eaten today?*

While-task procedure

1 Give the students time to look at the picture and the table in **Look, listen and complete**.

2 Play the cassette. The students listen and complete the table.

Tapescript

Narrator: Look at the picture. Listen and find out where Mrs Li bought the cheaper food and how much it was or they were. Then complete the table below.

Ben: Mum, have you bought any garlic?

Mum: Yes, I've bought some garlic.

Ben: Where did you buy it?

Mum: In the market, at the vegetable stall.

Ben: How much was it?

Mum: It was five yuan.

Kitty: Mum, have you bought any prawns?

Mum: Yes, I've bought some prawns.

Kitty: Where did you buy them?

Mum: In the supermarket, in the seafood section.

Kitty: How much were they?

Mum: They were seventy yuan.

Ben: Mum, have you bought any tomatoes?

Mum: Yes, I've bought some tomatoes.

Ben: Where did you buy them?

Mum: In the supermarket, in the vegetable section.

Ben: How much were they?

Mum: They were five yuan.

Kitty: Mum, have you bought any bacon?

Mum: Yes, I've bought some bacon.

Kitty: Where did you buy it?

Mum: In the supermarket, in the meat section.

Kitty: How much was it?

Mum: It was twenty-five yuan.

Ben: Mum, have you bought any strawberries?

Mum: Yes, I've bought some strawberries.

Ben: Where did you buy them?

Mum: In the market, at the fruit stall.

Ben: How much were they?

Mum: They were fifteen yuan.

3 Play the cassette again. The students listen, repeat and check the answers.

4 In groups of three, students practise the dialogue in **Say and act**. Select groups of three to read the dialogue.

Consolidation

Workbook 6A pages 50 and 51

Language focus:

Using nouns to refer to countable/uncountable objects
e.g., *fried rice/fried chicken wings*

Using modal verbs to indicate preferences
e.g., *I would like _____ for dinner.*

Language skills:

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Re-read to establish and confirm meaning

Writing

Gather and share information and ideas by brainstorming, listing and observing

Materials:

- *Student's Book 6A* page 59
- *Workbook 6A* page 54

Pre-task preparation

Ask: *What kind of food would you like for dinner?* Compile a list of the students' choices on the board.

While-task procedure

- 1 Give the students time to look at **Look and tick**.
- 2 Point to the pictures in **Look and tick** and ask:
What's that? Then ask the students to tick the food item in the list on the left.
- 3 Ask: *What would you like for dinner?* etc.
- 4 The students practise in pairs according to the food list in **Look and tick**.
- 5 The students write the sentences in **Think and write**. Ask individual students to read a completed sentence.
- 6 *Workbook 6A* page 54
 - a The students complete the answers to the questions and then choose dishes from the menu.
 - b Ask individual students to read their choices.



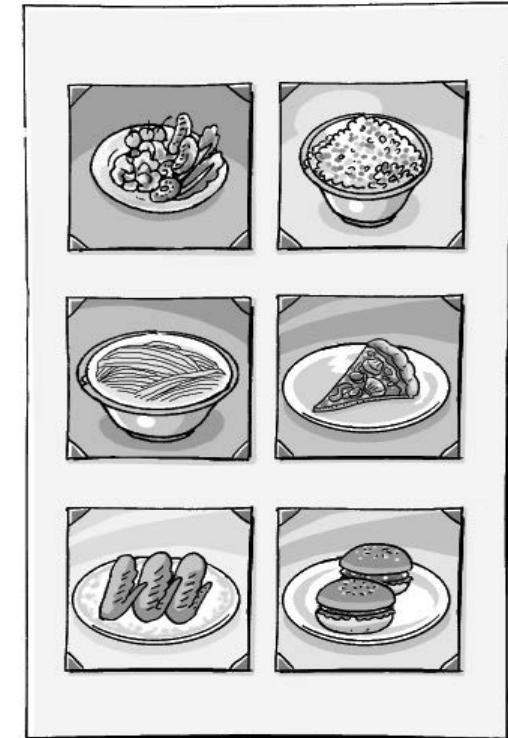
Writing: My favourite food

Look and tick

Look at the list of food. Tick the food items in the pictures.

Food

- fried rice
- fried chicken wings
- baked potatoes
- pizza
- noodles
- hamburgers
- sandwiches
- tomato soup
- cabbage soup
- fruit salad



Think and write

Write some sentences about what you would like for dinner. You can choose food items from the list above or you can think of other food that you like.

My favourite food

- I would like _____ for dinner.
- I would like _____.
- I would also like _____.

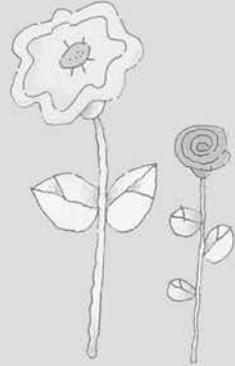


Language

- What would you like for dinner?
- Would you like _____ or _____?
- I'd like _____.
- What kind of _____ would you like?
- In the market/supermarket,
at the _____ stall/in the _____ section.
- I've bought _____.

Word box

* menu /'menju:/	n.	菜单
cabbage /'kæbɪdʒ/	n.	卷心菜
* garlic /'ga:lɪk/	n.	大蒜
* noodle /'nu:dł/	n.	面条
seafood /'si:fud/	n.	海鲜
steam /sti:m/	v.	蒸 (食物)
* prawn /prɔ:n/	n.	虾; 对虾
also /'ɔ:lsəʊ/	adv.	也
kind /kaɪnd/	n.	种类
fry /fraɪ/	v.	油炸; 油煎; 油炒
bacon /'beɪkən/	n.	咸肉; 熏肉
boil /bɔɪl/	v.	用沸水煮
wing /wɪŋ/	n.	翅膀
* stall /stɔ:l/	n.	摊位
section /'sekʃn/	n.	区域; 部门
frozen /'frəʊzn/	adj.	冰冻的
packet /'pækɪt/	n.	小包装
bake /beɪk/	v.	烘烤
* hamburger /'hæmbɜ:gə(r)/	n.	汉堡包



Word box

*menu /'menju:/	<i>n.</i>	菜单
cabbage /'kæbɪdʒ/	<i>n.</i>	卷心菜
*garlic /'ga:lɪk/	<i>n.</i>	大蒜
*noodle /'nu:dl/	<i>n.</i>	面条
seafood /'si:fʊ:d/	<i>n.</i>	海鲜
steam /sti:m/	<i>v.</i>	蒸 (食物)
*prawn /prɔ:n/	<i>n.</i>	虾; 对虾
also /'ɔ:lsəʊ/	<i>adv.</i>	也
kind /kaɪnd/	<i>n.</i>	种类
fry /fraɪ/	<i>v.</i>	油炸; 油煎; 油炒
bacon /'beɪkən/	<i>n.</i>	咸肉; 熏肉
boil /bɔɪl/	<i>v.</i>	用沸水煮
wing /wɪŋ/	<i>n.</i>	翅膀
*stall /stɔ:l/	<i>n.</i>	摊位
section /'sekʃn/	<i>n.</i>	区域; 部门
frozen /'frəʊzn/	<i>adj.</i>	冰冻的
packet /'pækɪt/	<i>n.</i>	小包装
bake /beɪk/	<i>v.</i>	烘烤
*hamburger /'hæmbɜ:gə(r)/	<i>n.</i>	汉堡包



Notes

Page 55

1 What would you like for dinner tonight? 今天晚饭你们想吃什么?

2 What kind of soup would you like? 你们想喝哪种汤?

3 steamed prawns with garlic 蒜蓉蒸虾

tomato and egg soup 番茄蛋汤

fried eggs with bacon 熏肉煎蛋

Page 56

1 fried cabbage 炒卷心菜

steamed eggs (with meat) (肉) 炖蛋

boiled eggs 水煮蛋

fried chicken wings 炸鸡翅

steamed fish 清蒸鱼

chicken soup 鸡汤

Page 58

1 —Mum, have you bought any garlic? 妈妈, 你买大蒜了吗?

—Yes, I've bought some garlic. 买了(一些大蒜)。

2 表格中的 item 意为“一件商品(或物品)”; price 意为“价格”。

Page 59

1 baked potatoes 烤土豆

fruit salad 水果色拉

Additional teaching suggestions

Page 55

1 以下菜名只需学生了解:

steamed prawns with garlic

Page 58

1 —Have you bought any garlic?

—Yes, I have bought some garlic.

以上内容只作句型操练, 不必就现在完成时进行扩充。

2 Where did you buy it/them?

How much was it/were they?

教师应提醒学生在使用上面的句型进行操练时, 注意不可数名词与可数名词(复数)相应的代词分别是 it 和 they/them。

Notes



Page 55

- 1 What would you like for dinner tonight? 今天晚饭你们想吃什么?
- 2 What kind of soup would you like? 你们想喝哪种汤?
- 3 steamed prawns with garlic 蒜蓉蒸虾
tomato and egg soup 番茄蛋汤
fried eggs with bacon 熏肉煎蛋

Page 56

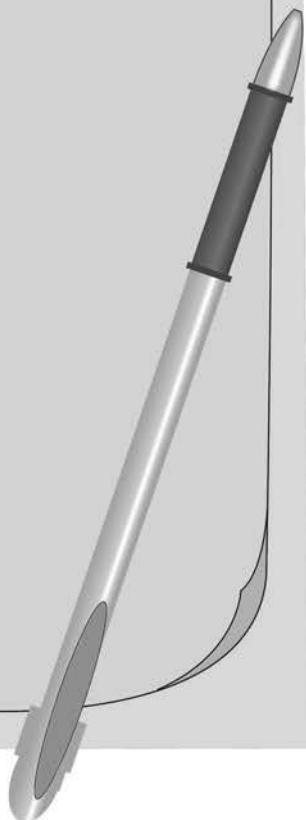
- 1 fried cabbage 炒卷心菜
steamed eggs (with meat) (肉) 炖蛋
boiled eggs 水煮蛋
fried chicken wings 炸鸡翅
steamed fish 清蒸鱼
chicken soup 鸡汤

Page 58

- 1 —Mum, have you bought any garlic? 妈妈, 你买大蒜了吗?
—Yes, I have bought some garlic. 买了(一些大蒜)。
- 2 表格中的 item 意为“一件商品(或物品)” ; price 意为“价格”。

Page 59

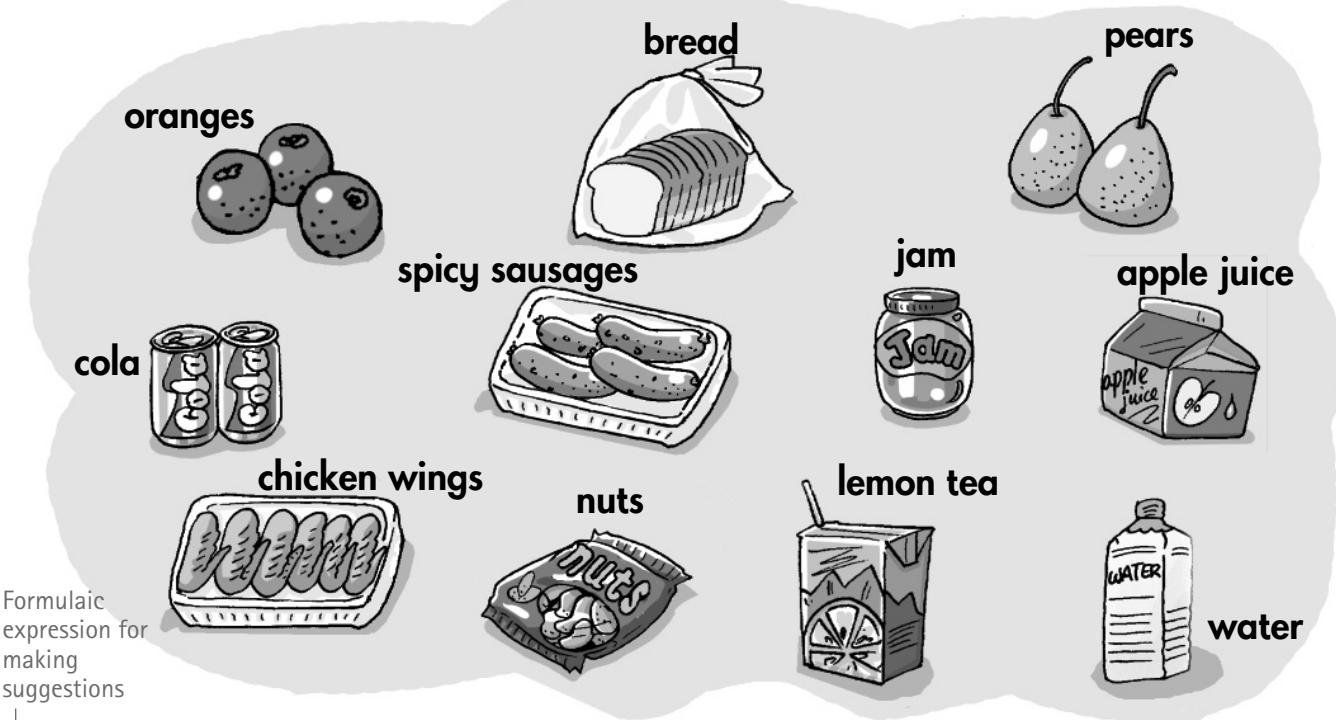
- 1 baked potatoes 烤土豆
fruit salad 水果色拉



Unit 9 Picnics are fun

Reading: Planning a picnic

Look and learn



Look and read

Let's have a picnic tomorrow.



Modal word to make suggestions

Joe: Shall we buy some meat?
I'd like to have some chicken wings.

Alice: Let's buy some bread and a bottle of jam. Bread tastes nice with jam.

Jill: Shall we buy some fruit?
I'd like to have some oranges.

Kitty: Shall we buy some snacks?
I'd like to have a packet of nuts.

That's a good idea. Shall we buy some soft drinks?
I'd like to have some apple juice and some cola.

Write

Make a list of the food items Kitty and her friends want to buy for the picnic.

Our picnic

- Some apple juice
- Some cola
- Some chicken wings
- Some bread
- A bottle of jam
- Some oranges
- A packet of nuts

Unit 9 Picnics are fun

Tasks in this unit

Learning about different foods; making suggestions for a picnic; compiling a shopping list; reading a poem about suggestions for a picnic; compiling shopping lists with quantities and prices; giving reasons for choices; writing reasons for likes and dislikes; reading about prices.

Language focus:

Using modal verbs to make suggestions
e.g., *Shall we buy some meat?*

Using modal verbs to indicate preference
e.g., *I'd like to have some chicken wings.*

Using formulaic expressions to make suggestions
e.g., *Let's buy some bread and a bottle of jam.*

Language skills:

Listening

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

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Re-read to establish and confirm meaning

Writing

Gather and share information and ideas through processes such as brainstorming

Materials:

- *Student's Book 6A page 62*
- *Workbook 6A page 55*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *What do you like to have at a picnic?* With the help of the students, compile a list of favourite food and drink for a picnic.

While-task procedure

- 1 Give the students time to look at **Look and learn**.
- 2 Play the cassette for **Look and learn**. The students repeat. Ask: *What's your favourite meat/fruit/snacks/drink?*
- 3 Give the students time to read the dialogue silently. Select groups of six to read the dialogue.
- 4 Ask questions about the dialogue: e.g., *What would Peter like? What would Joe like? What would Alice like? Why? What would Jill like? What would Kitty like?*
- 5 The students write the list of items mentioned in the dialogue. Ask individual students to read their lists.

Consolidation

Workbook 6A page 55

Language focus:

Using formulaic expressions to make suggestions
e.g., *Let's go to the supermarket to buy some food and drink for the picnic.*

Using modal verbs to make suggestions

e.g., *Shall we buy some apple juice?*

Using adjectives to describe taste

e.g., *sweet, salty, spicy, sour, bitter*

Asking *Wh-* questions to find out the reason

e.g., *Why do you like apple juice?*

Using connectives to give a reason

e.g., *I like it because it's sweet.*

Language skills:

Listening

Understand the connection between ideas by recognizing linking words

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Understand the connection between ideas by identifying linking words

Materials:

- *Student's Book 6A page 63*
- *Workbook 6A page 57*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *What's your favourite food/drink? Why do you like it/them?*

While-task procedure

- 1 Play the cassette for **Look and learn**. The students repeat. Write the adjectives on the board: *sweet/salty/spicy/sour/bitter*. Ask: *Which food is sweet/salty/spicy/sour/bitter?* List the food items on the board as the students mention them.
- 2 Give the students time to read the dialogues silently.
- 3 Play the cassette for **Look and read**. The students listen and repeat.
- 4 Select pairs to read the first dialogue. Ask: *What does Peter want to buy? Why?*
- 5 Select pairs to read the second dialogue. Ask: *What does Jill like? Why?*
- 6 Select pairs to read the third dialogue. *What does Peter want to buy? Why doesn't Joe like spicy sausages? What would Joe like to buy? Why?*

Consolidation

Workbook 6A page 57

Look and learn



cakes/sweet



nuts/salty



chillies/spicy



lemons/sour



coffee/bitter

Look and read

1

Let's go to the supermarket to buy some food and drink for the picnic.



2

Shall we buy some apple juice?

Why do you like apple juice?



I like it because it's sweet.

3



Kitty: Shall we buy some oranges?

Jill: Yes, I like oranges.

Kitty: Why do you like oranges?

Jill: I like them because they're sweet.

4



Peter: Let's buy some spicy sausages.

Joe: I don't like spicy sausages.

Peter: Why not?

Joe: They're too spicy.

Peter: What would you like, Joe?

Joe: I'd like some chicken wings. They're tasty.

Look, speak and write

The students can refer to pages 62 and 63 for food items.

You and your classmates are planning a picnic. Find out what food and drink you and your classmates like/dislike, and then write a shopping list.

S1: Shall we buy some ____?/Let's buy some ____.

S2: Yes, I like ____.

S1: Why do you like ____?

S2: It's/They're sweet/delicious.
tasty/spicy.

S3: No, I don't like ____.

S1: Why not?

S3: It's/They're too sweet.
(too) salty.
(too) spicy.
sour/bitter.

S1: What would you like?

S3: I'd like ____.
It's/They're ____.

The students can use Photocopiable page 5 here to conduct the discussion and write their answers.

Shopping list

Read a poem

Shall we have a picnic?

Shall we have a picnic?
Shall we have some bread?
Let's buy some jam
To spread on the bread.

Shall we have a picnic?
Picnics are nice.
Let's buy some soft drinks
And a big bag of ice!

Shall we have a picnic?
Shall we have some chicken wings?
Let's have a picnic
And eat a lot of things.

The students can choose as many items as they like.



Language focus:

Using modal verbs to make suggestions
e.g., *Shall we buy some ...?*

Using adjectives to describe taste
e.g., *sweet, delicious, tasty, spicy, salty, sour, bitter*
Asking *Wh-* questions to find out a reason
e.g., *Why do you like ...?*
Asking *Wh-* questions to find out specific information
e.g., *What would you like?*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Gather and share information and ideas through activities such as listing

Materials:

- *Student's Book 6A* page 64
- *Workbook 6A* page 56
- Photocopiable page 5
- Cassette 6A
- Cassette player

Pre-task preparation

Say: *Tell me which food is sweet/sour/spicy/salty/tasty/delicious/bitter.*

While-task procedure

- 1 In groups of three, students practise the dialogues and complete the shopping list in **Look, speak and write**. You can use Photocopiable page 5 for the students to conduct group discussion and write the shopping list.
- 2 Ask groups to say a dialogue. Ask individual students to read their shopping lists.
- 3 Give the students time to read the poem silently.
- 4 Play the cassette of the poem. The students listen. Select individual students to read a verse each.
- 5 Ask questions about the poem: e.g., *What do you spread on bread to make it tasty? Where do you put drinks to make them cold?*
- 6 Ask other individual students to read a verse of the poem.

Consolidation

Workbook 6A page 56

Language focus:

Asking *How* questions to find out quantities
e.g., *How much money have you got?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by responding to others' opinions

Reading

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

Writing

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

Materials:

- *Student's Book 6A* page 65
- *Workbook 6A* pages 60 and 61
- Photocopiable page 6
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to look at the pictures and read the dialogue silently.
- 2 Play the cassette. The students listen. Select groups of six to read the dialogue.
- 3 Ask questions about the price of the foods illustrated:
e.g., *How much are the chicken wings?* Then ask: *How much money has Alice got?* etc.
- 4 The students add up the cost of the food. Ask: *How much is the food? How much money have the children got? How much money do they need from Mr Li?*
- 5 In groups, students choose five items and complete the list. Select individual students to read their lists, the prices and the total cost.
- 6 You can use Photocopiable page 6 to give the students further practice.

Post-task activities

Workbook 6A page 61

- a In groups, students talk about what they are going to buy for the picnic.
- b Let the students write the shopping list.
- c The students talk about and write out their picnic plan according to the questions.

Consolidation

Workbook 6A page 60

Pre-task preparation

Ask: *What snacks and drink do you buy? How much do they cost?*



Writing: Preparing for a picnic

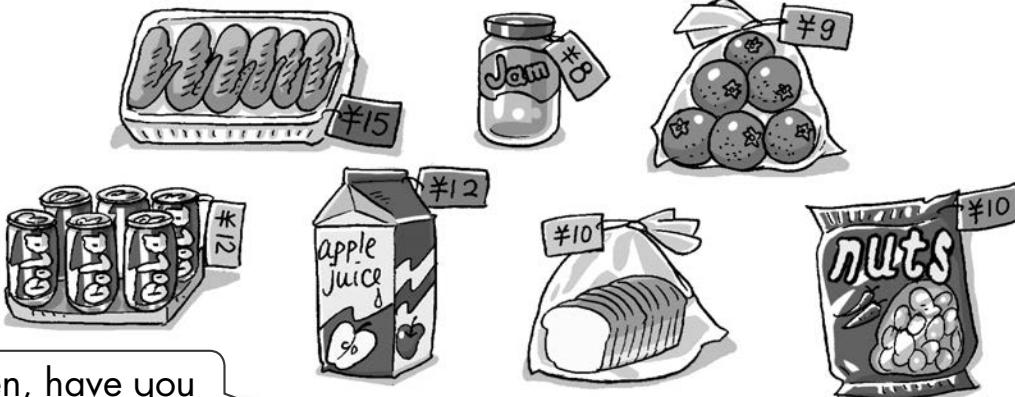
Look and read

Help the students by doing the calculations on the board.

Here are the items the children want to buy. Have they got enough money? How much money do they need from Mr Li?

Note that the total cost is ¥76.

No, the children have not got enough money. They need four yuan from Mr Li.



The children have got 72 yuan.
They need 4 yuan from Mr Li.

Choose and write

In groups, look at the pictures above and choose five items you and your classmates want to buy with ¥80 for a picnic. Complete the table.

You can use Photocopiable page 6 for the students to write their answers or to give the students further practice.

Item	Price
	¥
	¥
	¥
	¥
	¥
Total:	¥



Listening and speaking: Having a picnic

Listen and say

1



Alice: May I have some chicken wings, please?

Joe: OK. Here you are. Why do you like chicken wings?

Alice: I like chicken wings because they're delicious.

2



Jill: Would you like some cola, Kitty and Peter?

Peter: Yes, please. I like cola because it's sweet.

Kitty: No, thanks.

Jill: Why not?

Kitty: I don't want any cola because it's too sweet.

We use 'some' in affirmative sentences.

We use 'any' in negative sentences and questions.

Act out the story

With a classmate, choose different food or drink. Act out the above story.

S1: May I have some ___, please?

S2: OK. Here you are. Why do you like ___?

S1: I like ___ because it's/they're sweet/delicious/tasty/spicy/bitter.

S2: Would you like some ___?

S1: No, thanks.

S2: Why not?

S1: I don't want any ___ because it's/they're (too) sweet/salty/spicy/sour/bitter.



Language

- Shall we ...? / Let's ...
- tasty/delicious/sour/bitter/ (too) salty/(too) spicy
- Would you like some ___?
- Why do you like ...?
- May I have some ___, please?
- I like ... because ...

Language focus:

Using modal verbs to ask permission

e.g., *May I have some cola, please?*

Asking *Wh-* questions to find out specific information

e.g., *Why do you like chicken wings?*

Using connectives to give reasons

e.g., *I like chicken wings because they're delicious.*

Using formulaic expressions to decline an offer

e.g., *No, thanks.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

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

Materials:

- *Student's Book 6A page 66*
- *Workbook 6A pages 58 and 59*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students listen with their books closed.
- 3 Select groups of five to read the dialogue.
- 4 In pairs, students practise **Act out the story**. Select pairs to say a dialogue.
- 5 *Workbook 6A page 59*
 - a Give the students time to read the page.
 - b Play the recording. The students listen and tick.

Workbook tapescript

Narrator: The Li family are having a picnic. Listen to their conversation and tick the correct answers.

Kitty: I'm hungry! May I have some spicy sausages, please?

Mrs Li: Here you are. Why do you like spicy sausages, Kitty?

Kitty: I like them because they're delicious.

Mr Li: Would you like some nuts, Ben?

Ben: Yes, please. I like nuts because they're tasty.

Mr Li: Would you like some nuts, Kitty?

Kitty: No, thanks.

Mr Li: Why not?

Kitty: I don't want any nuts because they're too salty. May I have some chicken wings, please?

Mr Li: OK. Here you are.

Consolidation

Workbook 6A page 58

Pre-task preparation

Review: *May I ...?* Ask the students for items: e.g., *May I borrow your pencil?* to elicit: *Yes, here you are.* Then say: *Thank you.* Select individual students to ask for items.

Word box

fun /fʌn/	<i>n.</i>	有趣的事
* cola /'kəʊlə/	<i>n.</i>	可乐
* spicy /'spaɪsɪ/	<i>adj.</i>	辛辣的
nut /nʌt/	<i>n.</i>	坚果
* lemon /'lemən/	<i>n.</i>	柠檬
* snack /snæk/	<i>n.</i>	小吃；点心
salty /'sɔ:lɪ/	<i>adj.</i>	咸的
* chilli /'tʃili/	<i>n.</i>	辣椒
* sour /'saʊə(r)/	<i>adj.</i>	酸的
bitter /'bɪtə(r)/	<i>adj.</i>	苦的
tasty /'teɪstɪ/	<i>adj.</i>	美味的
* delicious /dɪ'lɪʃəs/	<i>adj.</i>	味道鲜美的
spread /spred/	<i>v.</i>	抹
prepare /prɪ'peə(r)/	<i>v.</i>	使做好准备；把……预备好
enough /ɪ'nʌf/	<i>adj.</i>	足够的



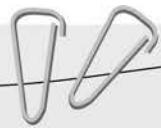
Word box



fun /fʌn/	<i>n.</i>	有趣的事
*cola /'kəʊlə/	<i>n.</i>	可乐
*spicy /'spaɪsɪ/	<i>adj.</i>	辛辣的
nut /nʌt/	<i>n.</i>	坚果
*lemon /'lemən/	<i>n.</i>	柠檬
*snack /snæk/	<i>n.</i>	小吃；点心
salty /'sɔ:lti/	<i>adj.</i>	咸的
*chilli /'tʃili/	<i>n.</i>	辣椒
*sour /'saʊə(r)/	<i>adj.</i>	酸的
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prepare /prɪ'peə(r)/	<i>v.</i>	使做好准备；把……预备好
enough /ɪ'nʌf/	<i>adj.</i>	足够的



Notes



Page 62

1 Let's have a picnic tomorrow. 我们明天去野餐吧!

Let's用于提出建议。如: Let's go to the park. 我们去公园吧!

2 Shall we buy some soft drinks? 我们买点(软)饮料好吗?

句中的 shall 表示提出或征求意见。

Shall we ...? 用于提出建议, 如: Shall we have some cola? 我们喝点可乐好吗? 如表示赞同, 常用OK.或That's a good idea.来应答。

some用于一般疑问句中表示期待得到对方的肯定回答。又如: Would you like some cola? 你想来点可乐吗?

soft drink 软饮料 (不含酒精)

Page 65

1 表格中的 total 作名词, 意为“总计; 合计”。

Page 66

1 May I have some chicken wings, please? 我可以来点鸡翅吗?

May I ...? 的句型常用于提出请求。回答时, 如表示允许, 常用OK./Sure./All right./Yes, you may.; 表示拒绝, 常用No, you may not./I'm afraid you can't.等。

2 Here you are. 给你。



Notes

Page 62

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Page 66

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2 Here you are. 给你。

Additional teaching suggestions

Page 65

1 数词是小学教学的内容, 在本课教学中要进行复习和梳理, 并作必要的操练。

Unit 10 Healthy eating

Tasks in this unit

Reading about the food pyramid; talking about eating habits; writing about healthy eating; reading a modern fable about eating habits; talking about food eaten the day before; talking about daily menus and completing a survey and a quiz.

Language focus:

Using the simple present tense to express needs
e.g., *We need a little fat, salt and sugar.*

Using adjectives to express quantities
e.g., *a little, some, plenty of, a lot of*

Asking *How* questions to find out quantities
e.g., *How much fruit do we need every day?*

Language skills:

Listening

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

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Materials:

- *Student's Book 6A page 69*
- *Workbook 6A page 62*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students what they know about healthy eating.
Ask: *Do we need a lot of sugar/salt/fat every day?*

While-task procedure

- 1 Give the students time to study the food pyramid.
Explain that we need less of the foods as we go up the pyramid.
- 2 Play the cassette for **Look and read**. The students listen.
- 3 Ask questions about the food pyramid: e.g., *How much rice, noodles and bread do we need every day?*
- 4 Play the cassette for **Look and say**. The students listen.
- 5 In pairs, students practise **Ask and answer**.

Consolidation

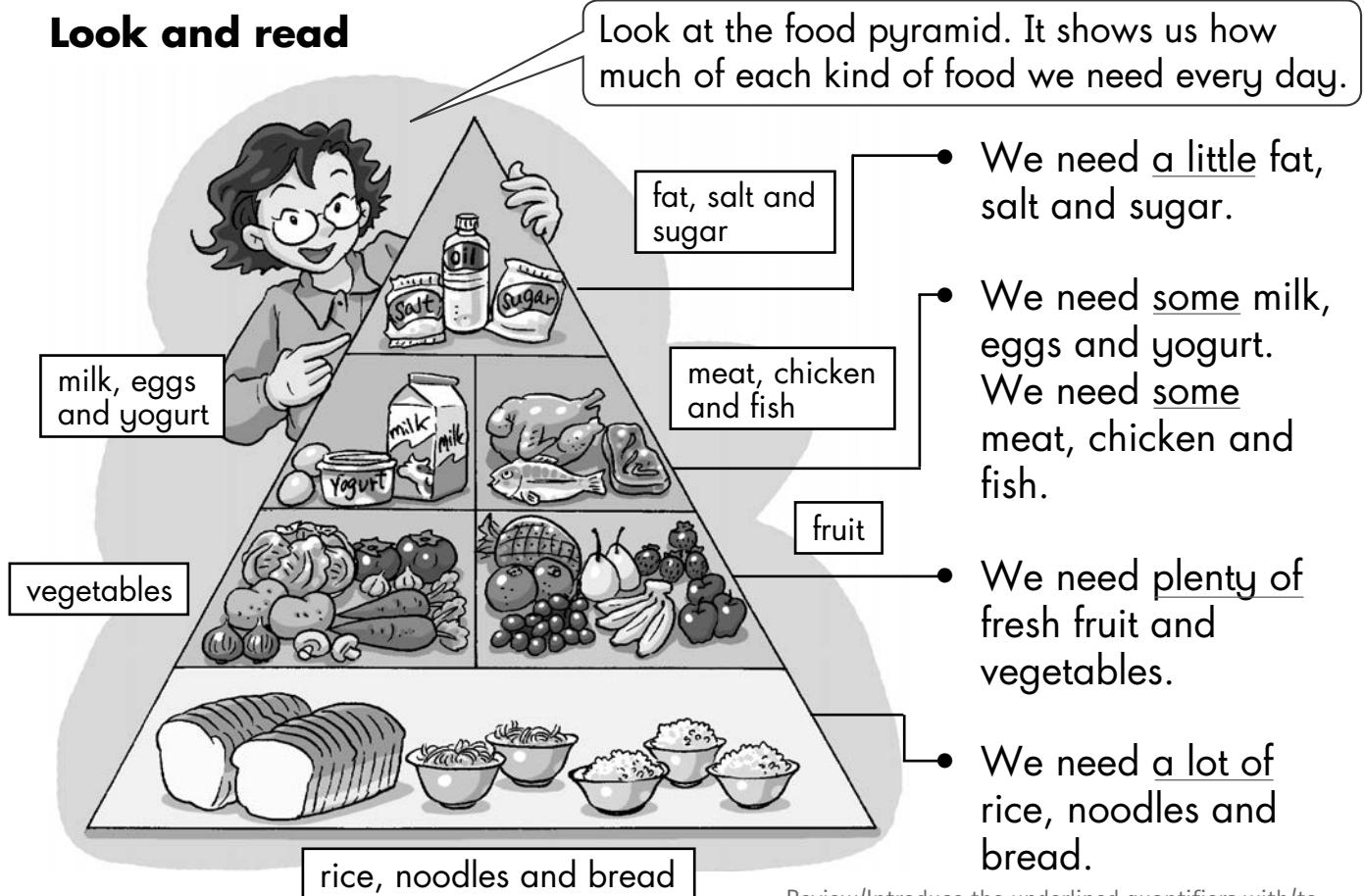
Workbook 6A page 62

Unit 10 Healthy eating



Reading: Good diets and bad diets

Look and read



Review/Introduce the underlined quantifiers with/to the students.

Look and say

1 How much fruit do we need every day?



We need plenty of fruit every day.

2 How much sugar do we need every day?



We need a little sugar every day.

Ask and answer

Look at the food pyramid again, and then talk about how much/many of each kind of food we need every day, like this:

S1: How much/many _____ do we need every day?

S2: We need ... every day.

a lot of/plenty of/
some/a little

Can only be used with uncountable nouns.

Simple present	Simple past
live is have do work go	lived was had did worked went

Simple present	Simple past
stay eat become	stayed ate became

Read a story

Mr Lin lived in the city. He was fat and unhealthy. He had an unhealthy diet and he did no exercise. Miss Chen was his cousin. She lived in the countryside. She was fit and healthy. She had a healthy diet and worked in her garden every day.

One day, Mr Lin went to visit Miss Chen and had lunch with her. 'What would you like for lunch?' asked Miss Chen.

'I'd like some pizza, some chips and some ice cream,' said Mr Lin.

'I don't have that kind of food in my house. I eat a lot of rice. I eat plenty of fresh fruit and vegetables. I also eat some meat and fish, but I only eat a little salt and sugar,' said Miss Chen.

Mr Lin stayed with his cousin for a few weeks. He worked in Miss Chen's garden. He ate a lot of rice, plenty of fresh fruit and vegetables, and some meat and fish. He became fit and healthy.



Answer

- 1 Why was Mr Lin fat and unhealthy? He had an unhealthy diet and he did no exercise.
- 2 What did Mr Lin like to have for lunch? He liked to have pizza, chips and ice cream.

- 3 What food did Miss Chen usually eat? She usually ate a lot of rice, plenty of fresh fruit and vegetables, some meat and fish, and a little salt and sugar.
- 4 How did Mr Lin become fit and healthy? He worked in Miss Chen's garden. He ate a lot of rice, plenty of fresh fruit and vegetables, and some meat and fish.

Language focus:

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

e.g., *Mr Lin lived in the city. One day Mr Lin went to visit Miss Chen and had lunch with her.*

Using adjectives to express quantities

e.g., *some, a little, a lot of, plenty of*

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

e.g., *Why was Mr Lin fat and unhealthy? What did Mr Lin like to have for lunch? How did Mr Lin become fit and healthy?*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 70
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *How do we keep fit? Do you play games? Do you walk a lot?*

While-task procedure

- 1 Give the students time to read the story silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read a sentence each.
- 4 Give the students time to prepare answers to the questions. Ask the questions.
- 5 Ask the students to do a role-play. The students play the roles of Mr Lin and Miss Chen and act out the story.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *Joe, what did you have for breakfast yesterday?*
Using the simple past tense to talk about past activities
e.g., *I had eggs and milk.*
Using adjectives to make comparisons
e.g., *healthier than, less healthy than, as healthy as, as unhealthy as*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize recurrent patterns in language structure

Writing

Use appropriate format, conventions and language features when writing non-narrative texts

Materials:

- *Student's Book 6A page 71*
- *Workbook 6A page 64*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

Pre-task preparation

Ask: *What did you eat for breakfast/lunch/dinner yesterday?*
On the board, compile lists of the food mentioned under the meals.

While-task procedure

- 1 Give the students time to read the dialogue silently.
- 2 Play the cassette. The students listen.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Ask: *What food and drink did Alice/Joe have yesterday for breakfast/lunch/dinner?*
- 5 The students complete the table. Ask the questions again.
- 6 In pairs, students practise the dialogue in **Ask and answer**. Select pairs to say a dialogue.
- 7 *Workbook 6A page 64*
 - a Give the students time to look at the page.
 - b Play the recording. The students listen, choose and write.

Workbook tapescript

Narrator: Joe, Peter and Kitty are talking about the food they ate yesterday. Listen to their conversation and write the correct letters in the blanks.
Kitty: What did you have for breakfast, Joe?
Joe: I had some noodles for breakfast. What did you have for breakfast, Kitty?
Kitty: I had a sandwich and a glass of milk for breakfast. What did you have for breakfast, Peter?
Peter: I had some bread and jam for breakfast. That's my favourite breakfast. What did you have for lunch yesterday, Kitty?
Kitty: I had a salad for lunch.
Peter: What about you, Joe?
Joe: I had a hamburger and some chips for lunch. What did you have, Peter?
Peter: I had steamed chicken with rice for lunch. For dinner, I had steamed fish and vegetables. What did you have for dinner yesterday, Kitty?
Kitty: I had steamed chicken and vegetable soup for dinner. What about you, Joe?
Joe: I had some pizza and fruit for dinner.

Read

Review the underlined phrases. They were introduced in primary school.

Alice: Joe, what did you have for breakfast yesterday?

Joe: I had eggs and milk. That's my favourite breakfast. What did you have for breakfast, Alice?

Alice: I had some porridge. What did you have for lunch?

Joe: I had three hamburgers, a lot of chips and a lot of cola for lunch. What did you have for lunch?

Alice: I had steamed chicken with rice and some vegetable soup. I also had a little tea. What did you have for dinner?

Joe: I had pizza and chips. Then I had a lot of ice cream. What did you have for dinner?

Alice: I had some steamed fish, some rice and a lot of boiled vegetables for dinner. Joe, your diet is unhealthy.



Write

What food and drink did Alice and Joe have yesterday? Complete the table.

	Breakfast	Lunch	Dinner
Alice's diet	porridge	steamed chicken, rice, vegetable soup, tea	steamed fish, rice, boiled vegetables
Joe's diet	eggs, milk	hamburgers, chips, cola	pizza, chips, ice cream

Ask and answer

Ask and answer questions about the food and drink Joe and Alice had yesterday, like this:

S1: Were Alice's and Joe's diets healthy or unhealthy?

S2: Both diets were healthy/unhealthy.

One was _____ and the other was _____.

S1: Which one was healthier/less healthy?

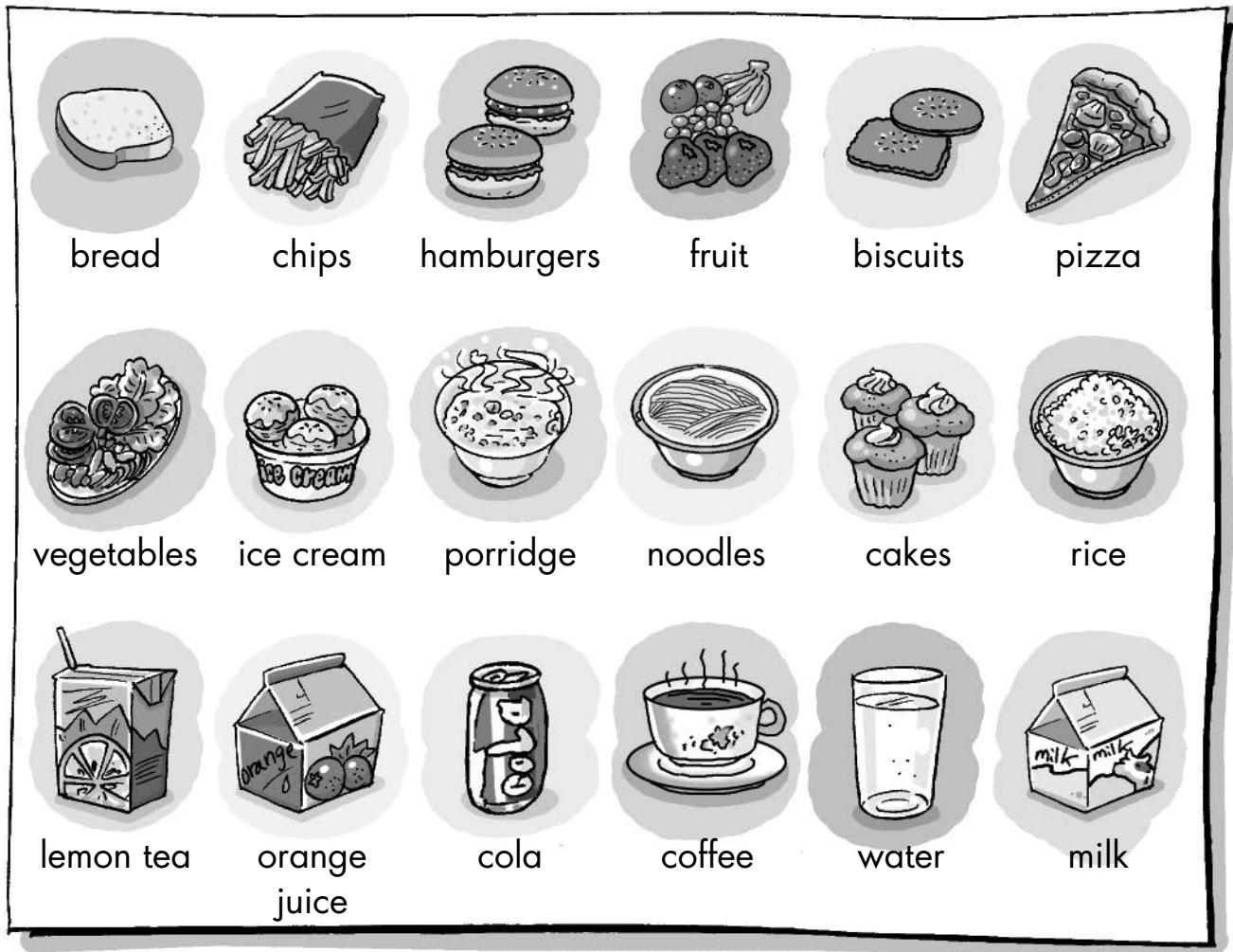
S2: _____'s diet was healthier than less healthy than as healthy as as unhealthy as _____'s diet.

| Explain these phrases.



Listening and speaking: Eating habits

Listen and say



Think and say

Look at the pictures of food and drink above. What do you usually have? In pairs, ask and answer questions, like this:

S1: What do you usually have for breakfast/lunch/dinner?

S2: I usually have a lot of/plenty of ...
some ...
a little ...

What do you usually have for breakfast/lunch/dinner?

S1: I usually have ... for breakfast/lunch/dinner.

S2: Your diet is healthier than my diet.
less healthy than
as healthy as
as unhealthy as

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do you usually have for breakfast?*

Using adverbs of frequency

e.g., *I usually have ...*

Using adjectives to make comparisons

e.g., *healthier than, less healthy than, as healthy as, as unhealthy as*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Scan a text for specific information

Materials:

- *Student's Book 6A page 72*
- *Workbook 6A pages 63 and 66*
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *What do you usually have for breakfast/lunch/dinner?*

While-task procedure

- 1 Give the students time to look at **Listen and say**.
- 2 Play the cassette for **Listen and say**. The students repeat.
- 3 In pairs, students practise the dialogue in **Think and say**. Select pairs to say a dialogue.

Post-task activities

Workbook 6A page 66

- a In pairs, students discuss the food pyramid and where to put the food they eat.
- b The students complete the table with the food they usually have. Ask individual students: *What do you usually have?* The students then write food names in the food pyramid.
- c Select individual students to say what they have in the food pyramid.
Ask them: *Is your diet healthy or unhealthy?* The students write their answers.

Consolidation

Workbook 6A page 63

Language focus:

Using inverted word order to ask questions
e.g., *Do you drink a lot of water every day?*

Language skills:

Listening

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

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Recognize the presentation of ideas through headings

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6A* page 73
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *What do you eat every day? Do you eat a lot or a little?*

While-task procedure

- 1 Play the cassette for **Listen and say**. The students listen and repeat with their books closed.
- 2 Select pairs to read the dialogue.
- 3 Play the cassette for **Do a quiz**. The students listen.
- 4 Ask individual students to answer the questions in the quiz.
- 5 The students read the questions in the quiz and tick their answers.
- 6 In pairs, students take turns to ask and answer the questions in the quiz.

Listen and say



Do a quiz

Do you have good eating habits? Tick Yes or No.

Quiz	Yes	No
1 Do you drink a lot of water every day?	<input type="checkbox"/>	<input type="checkbox"/>
2 Do you eat a lot of spicy food?	<input type="checkbox"/>	<input type="checkbox"/>
3 Do you watch TV when you eat?	<input type="checkbox"/>	<input type="checkbox"/>
4 Do you talk when you eat?	<input type="checkbox"/>	<input type="checkbox"/>
5 Do you brush your teeth before you go to bed?	<input type="checkbox"/>	<input type="checkbox"/>
6 Do you wash your hands before you eat?	<input type="checkbox"/>	<input type="checkbox"/>
7 Do you eat plenty of fruit and vegetables?	<input type="checkbox"/>	<input type="checkbox"/>
8 Do you eat a lot of fried food?	<input type="checkbox"/>	<input type="checkbox"/>
9 Do you eat breakfast, lunch and dinner?	<input type="checkbox"/>	<input type="checkbox"/>
10 Do you eat a lot of sweet food?	<input type="checkbox"/>	<input type="checkbox"/>



Ask and answer

With a classmate, take turns to ask and answer the questions in the quiz.

Score and answer

Your score!

Score 1 point for each correct answer.

- 1 Yes.
2 No.
3 No.
4 No.
5 Yes.

- 6 Yes.
7 Yes.
8 No.
9 Yes.
10 No.

Total points: _____

Help the students work out their scores, if necessary.

Do you have good eating habits?

- | | |
|------|-----------|
| 9–10 | Very good |
| 7–8 | Good |
| 5–6 | Average |
| 3–4 | Fair |
| 1–2 | Poor |

How many points did you score in the quiz? Which questions did you get right? Which questions did you get wrong?

I got _____ right answer(s).

I got _____ wrong answer(s).

You can use Photocopiable page 7 here for the students to write their promises.



I should drink a lot of water every day.
I should not eat too much spicy food.



Writing: Suggestions for good eating habits

What should you do to improve your eating habits? Write sentences.

Suggestions for good eating habits

1 I should _____
_____.

2 I should not _____
_____.



Language

- a little/some/plenty of/a lot of
- healthier than
less healthy than
as healthy as
as unhealthy as
- How much/many ___ do we need?
- What do you usually have for breakfast/lunch/dinner?
- should/should not

Language focus:

Using inverted word order to ask questions
e.g., *Do you have good eating habits?*

Using modal verbs to express obligation
e.g., *I should drink a lot of water every day.*

Language skills:**Listening**

Recognize differences in the use of intonation

Speaking

Maintain an interaction by asking and responding to others' opinions

Reading

Scan a text for specific information

Writing

Use appropriate format, conventions and language features when writing non-narrative texts

Materials:

- *Student's Book 6A* page 74
- *Workbook 6A* page 65
- Cassette 6A
- Cassette player
- Photocopiable page 7

Pre-task preparation

- 1 The students work out how many points they got, and write their total. Ask individual students: *Do you have good eating habits?*
- 2 Ask the questions in **Score and answer**.

While-task procedure

- 1 Ask individual students: *What should you do to improve your eating habits?*
- 2 The students write the suggestions. Select individual students to read their suggestions.
- 3 You can use Photocopiable page 7 for the students to write down their promises.

Consolidation

Workbook 6A page 65

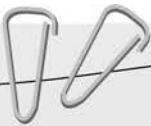
Word box



healthy /'helθɪ/	<i>adj.</i>	健康的
eating /'i:tɪŋ/	<i>n.</i>	吃； 饮食
diet /'daɪət/	<i>n.</i>	(日常) 饮食； (日常) 食物
pyramid /'pɪrəmɪd/	<i>n.</i>	金字塔
salt /sɔ:lt/	<i>n.</i>	盐
*yogurt /'jɒgət/	<i>n.</i>	酸奶
a little		少量； 一些
plenty of		大量的； 充足的
fresh /fref/	<i>adj.</i>	新鲜的
unhealthy /ʌn'helθɪ/	<i>adj.</i>	不健康的
exercise /'eksəsaɪz/	<i>n.</i>	活动； 运动； 锻炼
countryside /'kʌntrɪsaɪd/	<i>n.</i>	乡村
fit /fit/	<i>adj.</i>	健康的
stay /steɪ/	<i>v.</i>	逗留
*porridge /'pɔ:rið/	<i>n.</i>	粥
than /ðən/	<i>conj.</i>	比
as ... as		像……一样； 如同
habit /'hæbit/	<i>n.</i>	习惯
*quiz /kwɪz/	<i>n.</i>	测试
before /bɪ'fɔ:(r)/	<i>conj.</i>	在……之前
should /ʃʊd/	<i>modal v.</i>	应该
suggestion /sə'dʒestʃən/	<i>n.</i>	建议



Word box



healthy /'helθɪ/	<i>adj.</i>	健康的
eating /'i:tɪŋ/	<i>n.</i>	吃；饮食
diet /'daɪət/	<i>n.</i>	(日常) 饮食； (日常) 食物
pyramid /'pɪrəmɪd/	<i>n.</i>	金字塔
salt /sɔ:lt/	<i>n.</i>	盐
*yogurt /'jɒgət/	<i>n.</i>	酸奶
a little		少量；一些
plenty of		大量的；充足的
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fit /fɪt/	<i>adj.</i>	健康的
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*porridge /'pɒrɪdʒ/	<i>n.</i>	粥
than /ðən/	<i>conj.</i>	比
as ... as		像……一样；如同
habit /'hæbit/	<i>n.</i>	习惯
*quiz /kwɪz/	<i>n.</i>	测试
before /bɪ'fɔ:(r)/	<i>conj.</i>	在……之前
should /ʃʊd/	<i>modal v.</i>	应该
suggestion /sə'dʒestʃən/	<i>n.</i>	建议



Notes



Page 69

- 1 We need a little fat, salt and sugar. 我们需要少量的脂肪、盐和糖。
a little 意为“少量；一些”，与不可数名词连用。
- 2 We need plenty of fresh fruit and vegetables. 我们需要充足的新鲜水果和蔬菜。
plenty of 意为“大量；充足”，与可数名词复数或不可数名词连用。

Page 71

- 1 less healthy than 不如……健康
如：Joe's diet is less healthy than Alice's. 乔的饮食不如艾丽斯的饮食健康。
- 2 as healthy as 像……一样健康
如：Alice's diet is as healthy as Kitty's. 艾丽斯的饮食和基蒂的饮食一样健康。

Page 74

- 1 Your score! 你的分数！
句中的 score 作名词，意为“分数”。
Score 1 point for each correct answer. 对一题得一分。
句中的 score 作动词，意为“计分”。
- 2 total points 总分
- 3 以下词汇可用于表示分数的不同等级：
Very good 非常好
Good 好
Average 中等
Fair 中下
Poor 差
- 4 I should drink a lot of water every day. I should not eat too much spicy food. 我每天都应该喝大量的水。我不应该吃太多的辛辣食物。
should 是情态动词，意为“应该”；should not 则表示“不应该”。



Notes

Page 69

- 1 We need a little fat, salt and sugar. 我们需要少量的脂肪、盐和糖。
a little 意为“少量；一些”，与不可数名词连用。
- 2 We need plenty of fresh fruit and vegetables. 我们需要充足的新鲜水果和蔬菜。
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Page 71

- 1 less healthy than 不如……健康
如: Joe's diet is less healthy than Alice's. 乔的饮食不如艾丽斯的饮食健康。
- 2 as healthy as 像……一样健康
如: Alice's diet is as healthy as Kitty's. 艾丽斯的饮食和基蒂的饮食一样健康。

Page 74

- 1 Your score! 你的分数!
句中的 score 作名词，意为“分数”。
Score 1 point for each correct answer. 对一题得一分。
句中的 score 作动词，意为“计分”。
- 2 total points 总分
- 3 以下词汇可用于表示分数的不同等级：
Very good 非常好
Good 好
Average 中等
Fair 中下
Poor 差
- 4 I should drink a lot of water every day. I should not eat too much spicy food. 我每天都应该喝大量的水。我不应该吃太多的辛辣食物。
should 是情态动词，意为“应该”；should not 则表示“不应该”。

Additional teaching suggestions

Page 71

- 1 教师应提醒学生：使用 as ... as 和 less ... than 操练时，应用形容词的原级。

* Unit 11 Let's make a pizza

Tasks in this unit

Talking about quantities; following a recipe and compiling a list of ingredients; reading steps in a recipe and a set of instructions; making an illustrated recipe.

Language focus:

Using modal verbs to make suggestions

e.g., *Shall we make one more?*

Using nouns to identify different kinds of food

e.g., *tomato sauce, sausages*

Using noun phrases to refer to the unit amount of something

e.g., *a few slices of ham*

Language skills:

Listening

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

Speaking

Open and maintain an interaction by asking and answering questions

Reading

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

Materials:

- *Student's Book 6A* page 77
- *Workbook 6A* pages 67 and 68
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Do you like pizza? What kind of pizza have you eaten?*

While-task procedure

- 1 Give the students time to read **Look and learn** and look at the pictures.
- 2 Play the cassette. The students listen.
- 3 Select pairs to read the dialogue.
- 4 Ask the students to read the ingredients and quantities.
- 5 In pairs, students practise the vocabulary. They take turns to point to a picture and ask: *What's that?/What are those?*

Consolidation

Workbook 6A pages 67 and 68

* Unit 11 Let's make a pizza



Reading: How to make a pizza

Look and learn

Kitty, this is my funny pizza.
Do you like it?



It looks very interesting. Shall we make one more?

OK. Let's look at the ingredients first.

Ingredients:

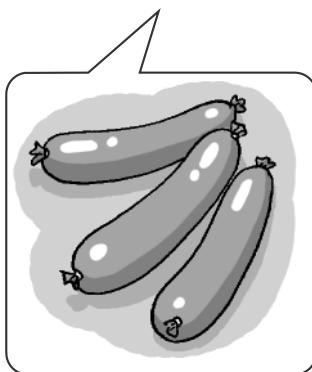
bread
ham
cherries

tomatoes
sausages

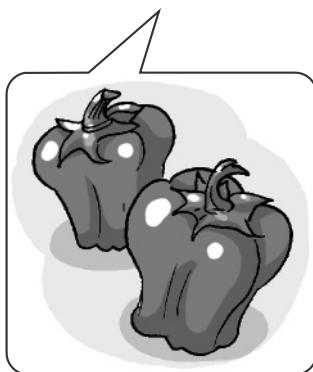
green peppers
tomato sauce



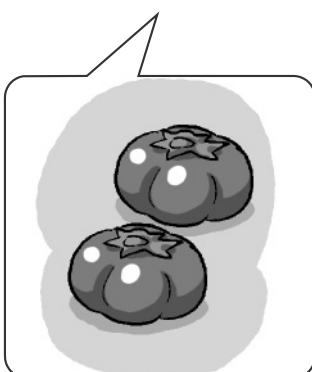
a few slices
of ham



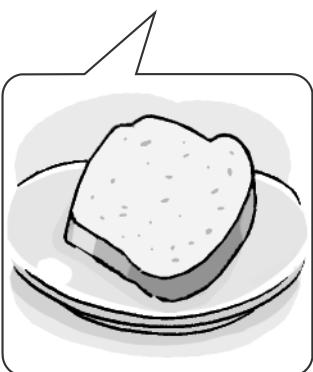
three sausages



two green peppers



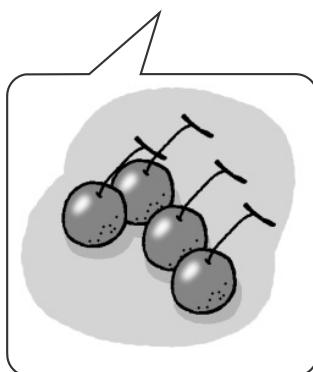
two tomatoes



a piece of bread



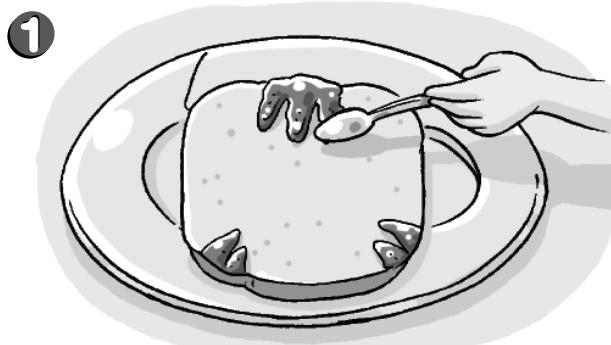
a small tin of
tomato sauce



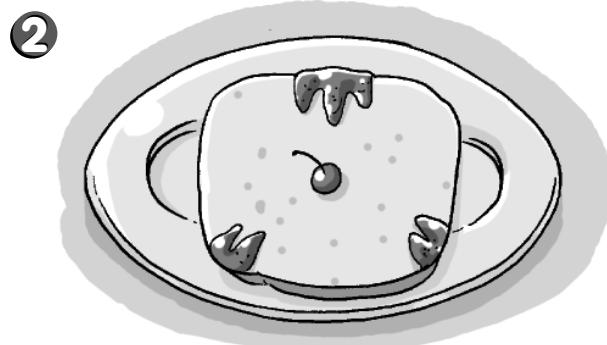
a few cherries

Look and read

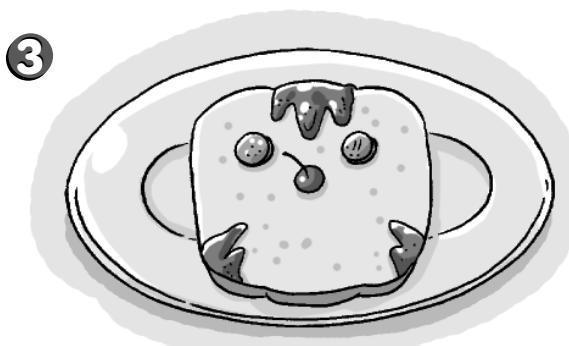
Review/Introduce the underlined adverbs and the boxed prepositions/prepositional phrases with/to the students.



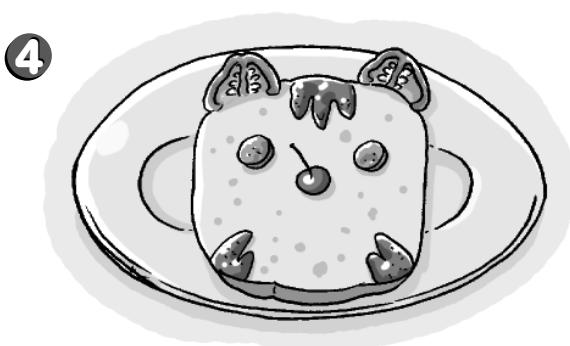
Firstly, use a thick piece of bread as the base. Put some tomato sauce on it.



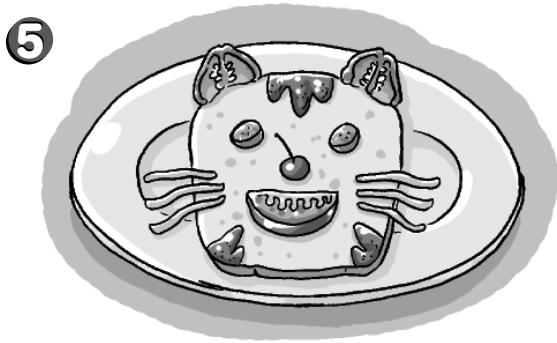
Secondly, put a cherry **in the middle**.



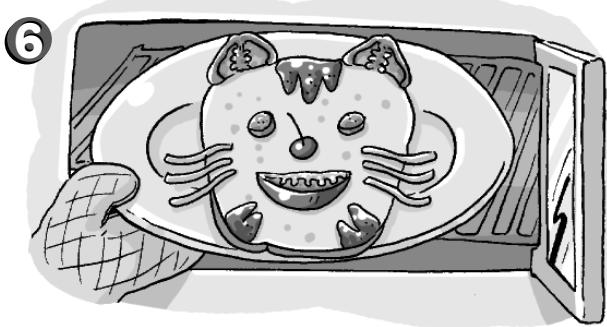
Next, put a slice of sausage **on the right** of the cherry, and another slice of sausage **on the left**.



Then put a slice of green pepper **above** each slice of sausage.



After that, put a slice of tomato **below** the cherry and some slices of ham **on both sides of** the bread.



Finally, put the pizza in a hot oven and bake it for 5 minutes.

Language focus:

Using adverbs of time sequence

e.g., *Firstly, Secondly*

Using imperatives to give instructions

e.g., *Put some tomato sauce on it.*

Using noun phrases to refer to the unit amount of a thing

e.g., *a thick piece of, a slice of*

Using prepositions to indicate position

e.g., *on, in the middle, above, below, on the left, on the right, on both sides of*

Language skills:**Listening**

Listen for specific information

Reading

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

Writing

Write out a piece of work when a framework is provided

Materials:

- *Student's Book 6A page 78*
- *Workbook 6A pages 69 and 70*
- Cassette 6A
- Cassette player
- Multimedia Material 6A

While-task procedure

- 1 Give the students time to read the recipe silently.
- 2 Play the cassette. The students follow in their books.
- 3 Select individual students to read a paragraph each.
- 4 *Workbook 6A page 69*
 - a Give the students time to look at the page.
 - b Play the recording. The students listen and write.

Workbook tapescript

Narrator: Alice is telling her friends how to make a funny face. Listen and choose the correct words to complete the sentences below.

Alice: Firstly, use a piece of bread as the base. Put a cherry in the middle of the bread. Secondly, put a slice of sausage on the right of the cherry, and another slice of sausage on the left. Next, put a sausage below the cherry. Then put some slices of ham round the bread. Finally, put the half piece of bread above the two slices of sausage to make a hat.

Consolidation

Workbook 6A page 70

Language focus:

Using nouns to identify different kinds of food

e.g., *chicken, sausage*

Using noun phrases to refer to the unit amount of a thing

e.g., *a thick piece of bread*

Language skills:

Speaking

Maintain an interaction by responding to questions

Reading

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

Writing

Gather and share information and ideas through processes such as sequencing and listing

Materials:

- *Student's Book 6A* page 79
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Have you made any pizza before? What do you like on your pizza?*

While-task procedure

- 1 Give the students time to read **Listen and tick**.
- 2 Play the cassette. The students listen and tick the items Jill wants on her pizza.

Tapescript

Narrator: Jill is making a pizza. Listen to Jill and tick what she would like to have as the base of her pizza and what she would like to have on her pizza.

Jill: Firstly, use a thick piece of bread as the base. Spread some tomato sauce on it. Secondly, put a strawberry in the middle. Next, put some slices of sausage on the right of the strawberry, and some slices of mushroom and green pepper on the left. Then put some slices of tomato above the strawberry and some slices of ham below it. After that, put some slices of cheese on top. Finally, put the pizza in a hot oven and bake it for ten minutes.

- 3 Play the cassette again to let the students check their answers.
- 4 In pairs, students practise the dialogue in **Ask and answer**.



Listening and speaking: Ingredients for Jill's pizza

Listen and tick

A What would Jill like to have as the base of her pizza? Tick (✓).



pastry



a thick piece of bread

B What would Jill like on her pizza? Tick (✓) and write.

	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
Other:							
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

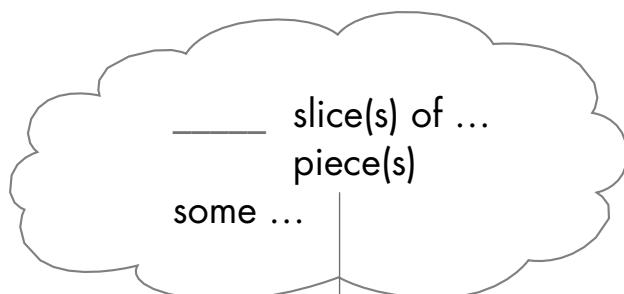
Ask and answer

S1: What would you like to have as the base of your pizza?

S2: I would like ...

S1: What would you like on your pizza?

S2: I would like ... on my pizza.



Ask the students to think of some other quantifiers.



Writing: My pizza

Think, draw and write

Now you are going to make your pizza. What will it look like? Draw your pizza and write the recipe.

My pizza

(Draw)

The students may refer to page 79 for help with the names of the ingredients before they write the recipes for their pizzas.

- 1 Firstly, _____.
- 2 Secondly, _____.
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Language

► a slice/_ slices of
a tin/_ tins of
a piece/_ pieces of

► Firstly, ...
Secondly, ...
Next, ...
Then ...
After that, ...
Finally, ...

► in the middle of
on the right/left of
on both sides of
above
below

Language focus:

Using adverbs of time sequence

e.g., *Firstly, Secondly*

Using noun phrases to refer to the unit amount of a thing

e.g., *a piece of, a slice of*

Language skills:**Listening**

Listen for specific information

Reading

Scan a text for specific information

Writing

Develop written texts by expressing own ideas

Materials:

- *Student's Book 6A* page 80
- *Workbook 6A* page 71

While-task procedure

- 1 Using page 79 for reference, the students draw their pizza and write the recipe.
- 2 Select individual students to read their recipes.

Post-task activities

Workbook 6A page 71

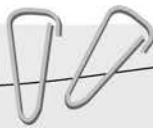
- a The students write their list of ingredients and then write out the steps in making their sandwich.
- b Select individual students to read their recipe.

Additional teaching suggestions

Page 77

- 1 Shall we make one more? 只要求学生理解句意，不作语法讲解。
- 2 量词的学习和使用是本课的难点，教师须引起重视，进行适当的操练。

Notes



Page 77

1	funny /'fʌni/	adj.	有趣的
	ingredient /ɪn'grɪ:dɪənt/	n.	成分; (尤指烹饪) 原料
	ham /hæm/	n.	火腿
	cherry /'tʃerɪ/	n.	樱桃
	green pepper /'grɪ:n 'pepə(r)/	n.	青椒
	slice /slais/	n.	薄片
	tin /tɪn/	n.	听; 罐头

2 Shall we make one more? 我们要不要再做一个 (比萨)?

3 a tin of 一听

a slice of 一 (薄) 片

注意英语量词的表达方法, 如: a tin of beans (一罐青豆); two slices of ham (两片火腿)。

Page 78

1	firstly /'fɜ:stli/	adv.	第一; 首先
	as /æz/	prep.	作为
	base /beɪs/	n.	底部
	secondly /'sekəndlɪ/	adv.	第二
	another /ə'nʌðə(r)/	adj.	另外的
	below /bɪ'ləʊ/	prep.	在……下方
	side /saɪd/	n.	边
	oven /'ʌvn/	n.	烤箱

2 Firstly, use a thick piece of bread as the base. 首先, 用一块厚面包作为底部。

Page 79

1	pastry /'peɪstri/	n.	面皮
	cheese /tʃi:z/	n.	奶酪
	onion /'ʌnjən/	n.	洋葱
	beef /bi:f/	n.	牛肉
	mushroom /'mʌʃrʊm/	n.	蘑菇

Now listen

Dinner tonight

The Wangs are talking about what they would like for dinner tonight.

- 1 Alice and Tom would like **noodles/pizza/hamburgers** for dinner.
- 2 Alice likes the food because it is **delicious/spicy/tasty**.
- 3 Tom likes the food because it is **delicious/spicy/tasty**.
- 4 The Wangs are going to **American Pizza/Italian Pizza/French Pizza**.



The Wangs are ordering food and drink. Help the waiter complete the list.

Order list

Drinks

tea	<input checked="" type="checkbox"/>	coffee	<input type="checkbox"/>	orange juice	<input checked="" type="checkbox"/>
milk	<input type="checkbox"/>	cola	<input checked="" type="checkbox"/>	lemonade	<input type="checkbox"/>
lemon tea	<input type="checkbox"/>	water	<input checked="" type="checkbox"/>	apple juice	<input type="checkbox"/>

Pizza

chilli	<input type="checkbox"/>	ham	<input checked="" type="checkbox"/>	beef	<input type="checkbox"/>	cheese	<input checked="" type="checkbox"/>
egg	<input type="checkbox"/>	pineapple	<input type="checkbox"/>	chicken	<input checked="" type="checkbox"/>	onion	<input type="checkbox"/>
prawn	<input type="checkbox"/>	green pepper	<input checked="" type="checkbox"/>	sausage	<input type="checkbox"/>	tomato	<input checked="" type="checkbox"/>

Now listen

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

Tapescript

Narrator: The Wangs are talking about what they would like for dinner tonight. Listen to their conversation and circle the correct answers.

Mrs Wang: What would you like for dinner?

Mr Wang: Let's eat at a restaurant tonight.

Tom and Alice: Great!

Mrs Wang: What kind of food would you like to eat?

Alice: I'd like pizza. It's tasty.

Tom: I'd like pizza, too. It's delicious.

Mr Wang: OK. Then let's go to Italian Pizza tonight.

Narrator: The Wangs are at the restaurant now. They are ordering food and drink. Help the waiter complete the list.

Waiter: Good evening.

The Wangs: Good evening.

Waiter: Here is the menu. What would you like to drink?

Alice: I'd like orange juice, please. It's healthy.

Tom: Cola, please.

Mr Wang: Tea is my favourite.

Mrs Wang: Water is fine for me. What pizza do you want, children?

Tom: Let's have a pizza with ham, chicken, cheese, tomato and green pepper.

Alice: That sounds nice!

Using English

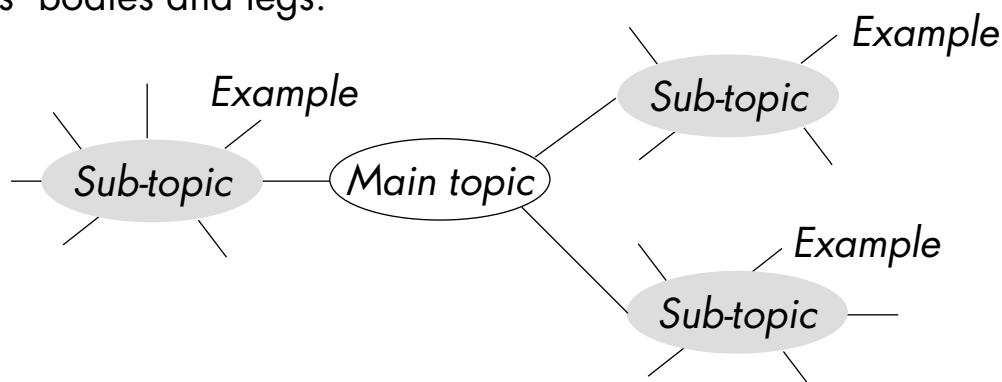
Using a spidergram

- 1 The word *spidergram* comes from *spider* and the suffix *-gram*, which means something written or drawn, such as a *diagram*. It is a simple and informal way of arranging ideas. A spidergram usually starts with bigger, more general ideas, and moves out to smaller, more specific details. Some students may find that it is easier to use a spidergram than a traditional plan.
- 2 Your aim is to encourage the students to make an overall plan and list some key words before they start writing. It helps them have a clear outline in mind and organize their ideas logically.
- 3 Ask the students to read the example on page 83 of the *Student's Book*. Ask the students: *What is the spidergram about?*
- 4 Draw the exercise on the board. Ask questions like: *What does 'Meat section' make you think of?* Encourage the students to volunteer anything that comes to mind. Complete the spidergram on the board with the information given by the students.
- 5 Prepare some topics before class. Ask the students to work in groups and each group draws a spidergram about one of the topics.

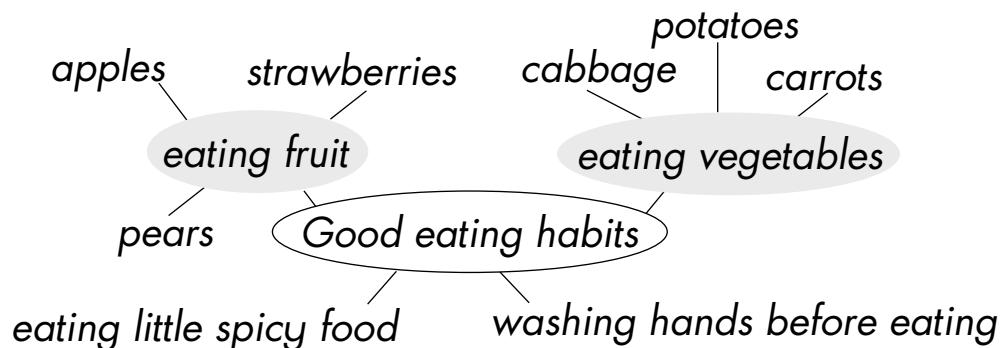
Using English

Using a spidergram^①

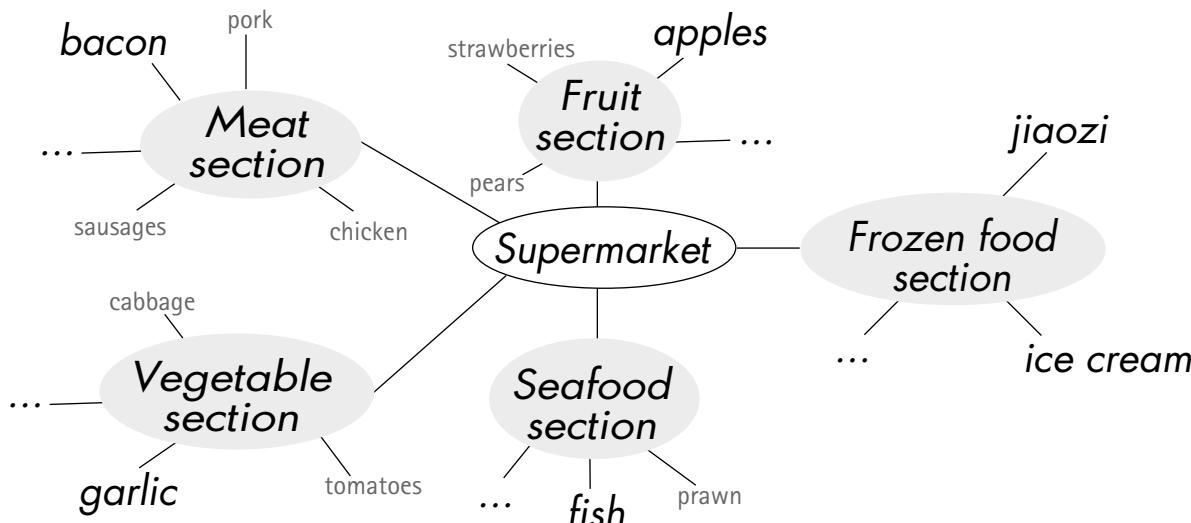
Spidergrams are very useful. They can help you organize^② your ideas and plan your writing. When you want to make a spidergram, you start in the middle with the main topic^③. Then think of your next sub-topics^④ and add some examples. The following is a spidergram. It looks like some spiders' bodies and legs.



You can organize your ideas in different ways. Look at the example below.



Now, can you complete the spidergram by yourself?



^① spidergram n. 蜘蛛网状图 ^② organize v. 组织 ^③ main topic 主题 ^④ sub-topic 次主题

More practice

***In the supermarket**

Ben: Here we are.

Kitty: Where is the shopping list, Mum?

Mum: Here it is. Ben, can you go and get a trolley, please?

Ben: We need to buy some drinks.

We can get some cola in the drink section. I like cola.

Kitty: There is plenty of fruit in the fruit section. Shall we buy some apples, oranges and bananas?

Ben: I'd also like to have some grapes and strawberries.

Mum: We need some bacon, chicken and beef. Let's go to the meat section.

Ben: Mum, I can see some ice cream in the frozen food section. Can I go and get some?

Mum: Sure. Ice cream is your favourite.

Kitty: I can smell some nice bread and cookies. Where is the bakery section?

Mum: It's over there^①, next to^② the snack section.

Ben: This supermarket is so big. I like shopping here.



^① over there 在那边 ^② next to 紧邻；在……旁

More practice

*In the supermarket

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Kitty: Where is the shopping list, Mum?

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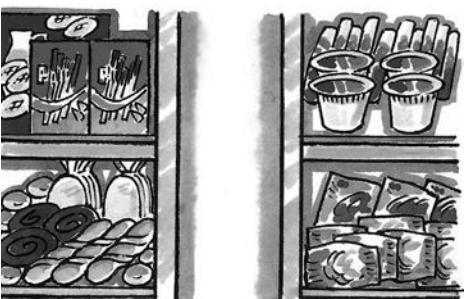
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Ben: This supermarket is so big. I like shopping here.



^① over there 在那边 ^② next to 紧邻；在……旁

Look and read

ai	/eɪ/	rain	paint	au	/ɔ:/	sauce	autumn
ay		stay	away	aw		draw	strawberry
al	/ɔ:/	talk	walk	ea	/i:/	season	meat
	/ɔ:l/	always	also		/e/	heavy	weather
oo	/u:/	food	choose	ee	/i:/	tree	sweet
	/ʊ/	good	look	ou	/aʊ/	round	loudly
ow	/aʊ/	flower	cow		/u:/	group	you
	/əʊ/	throw	slowly		/ʌ/	young	cousin
					/ʊ/	could	would

Read and circle

Circle the word that does not belong to the group.

1	how	down	now	grow
2	tall	walk	always	talk
3	country	shout	south	ground
4	meat	breakfast	bean	mean
5	pool	soon	cool	cook
6	enough	young	cousin	about
7	food	good	foot	look
8	bread	head	health	leaf

Read and circle

Circle the word that matches the sound.

1	/su:n/	son	soon	sign	6	/weɪt/	wait	white	what
2	/li:v/	leave	live	love	7	/bəʊt/	but	boat	boot
3	/raɪd/	read	road	ride	8	/hæt/	hat	hut	hot
4	/tɔ:l/	tell	tall	tail	9	/bʊk/	book	back	bake
5	/bʌt/	bat	but	bit	10	/pa:k/	pack	pick	park

Look and read

ai	/eɪ/	rain	paint
ay		stay	away

au	/ɔ:/	sauce	autumn
aw		draw	strawberry

al	/ɔ:/	talk	walk
	/ɔ:1/	always	also

ea	/i:/	season	meat
ea	/e/	heavy	weather
ee	/i:/	tree	sweet

oo	/u:/	food	choose
	/ʊ/	good	look

ou	/aʊ/	round	loudly
	/u:/	group	you
	/ʌ/	young	cousin
	/ʊ/	could	would

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4	/tɔ:1/	tell	tall	tail	9	/bʊk/	book	back	bake
5	/bʌt/	bat	but	bit	10	/pa:k/	pack	pick	park

* Project

The environment

A survey

Look at the area near your school to find out what kind of pollution there is.

Write a report

Near our school we saw

* Project

The environment

Language focus:

Asking *Wh-* questions to find out specific information about a thing or a place

Using the simple past tense to describe events and activities that happened in the past

Language skills:

Listening

Listen for specific information

Speaking

Open an interaction by eliciting a response or providing information on a topic

Maintain an interaction by asking and responding to others' opinions

Writing

Gather and share information and ideas by using strategies such as brainstorming, listing and observing
Plan and organize information and ideas by identifying purpose and audience for a writing task and by deciding on the sequence of content

Develop written texts by presenting main and supporting ideas

Develop written texts by expressing own ideas and feelings, writing text which presents ideas logically, using appropriate format, conventions and language features

Materials:

- *Student's Book 6A* page 86

Pre-task preparation

- 1 Write the following kinds of pollution on the board:
Water, Air, Land, Noise.
- 2 Ask the students to name things that can be considered pollution. After several items have been called out, ask some students to come to the board and write one of those items under the correct category heading. After one or more items have been entered under each category, proceed with the task.

While-task procedure

- 1 The students go outside and spend five minutes in the area near your school. On their survey sheets, the students write down the various things they can see that are polluting the environment. They must then categorize these things into types of pollution by ticking off whether the item represents water, air, land or noise pollution. Encourage the students to cooperate and tell each other what they have found, in order to get as many items as possible on their survey sheets in the five-minute time limit.
- 2 The students then, individually, write up a report based on the findings that they have written onto their survey sheets. Go round the class, giving assistance to the less able students.
- 3 Invite some students to read their reports to the class. Ask the students to add any information that was not mentioned in any of the reports.
- 4 Collect the reports for marking, or bind them into a booklet about pollution in the city.

Language focus:

Using modal verbs to make suggestions
Using modal verbs to express preferences
Using formulaic expressions to show agreement and disagreement
Asking *Wh-* questions to find out specific information
Asking *Wh-* questions to make choices
Using the simple present tense to express simple truths
Using adjectives to describe the Earth's natural attributes/pollution
Using connectives to give additional information

Language skills:

Speaking

Maintain an interaction by asking and responding to others' opinions
Listen for specific information
Maintain an interaction by taking one's turn at the right moment and recognizing others' desire to speak
Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

Writing

Gather and share information and ideas by using strategies such as brainstorming, listing and observing
Plan and organize information and ideas by identifying purpose and audience for a writing task and by deciding on the sequence of content
Develop written texts by presenting main and supporting ideas
Develop written texts by expressing own ideas and feelings, writing text which presents ideas logically, using appropriate format, conventions and language features

Materials:

- *Student's Book 6A* page 87

Pre-task preparation

- 1 Ask the students if they have ever been involved in an awareness campaign, or if they know of any awareness campaigns. Invite the students to talk about their experiences.
- 2 To prompt the students, talk about organizations such as Friends of the Earth, and what specific things they do to make people aware of their causes. If possible, bring examples of this to class, such as advertisements for events, radio or television commercials and posters.

While-task procedure

- 1 Ask the students if they know of ways they can stop people polluting the Earth. Tell them that they must work together in small groups to discuss the kinds of things they can do to increase the awareness of pollution, and to stop people polluting the Earth. They must take notes of this discussion.
- 2 Ask the students to choose a representative from each group to present their notes to the class. Ask the students what they think of the ideas in the notes, after they have been read. The class can then vote on which group has the best ideas.
- 3 Photocopy one set of notes from each group and put them onto a display board about pollution. Put a sticker on the best set of ideas to distinguish it from the others.

Talk and write

*How can you stop people polluting the Earth? Discuss with your classmates.
Make notes.*

Let's make a poster.

Let's write a _____ to a newspaper.

What will we _____?

What will we _____?

Notes

On the Earth _____

Draw and write

Draw a poster. Tell people to stop polluting the Earth.

Stop polluting the Earth

(The pollution round us)

Our promises

We must

We must not

Language focus:

Asking *Wh-* questions to find out specific information about a place, an activity and a thing
 Using the imperative to express obligations
 Using adjectives to describe the Earth's natural attributes/pollution
 Using the simple present tense to express simple truths

Language skills:**Writing**

Gather and share information and ideas by using strategies such as brainstorming, listing and observing
 Plan and organize information and ideas by identifying purpose and audience for a writing task and by deciding on the sequence of content
 Develop written texts by presenting main and supporting ideas
 Develop written texts by expressing own ideas and feelings, writing text which presents ideas logically, using appropriate format, conventions and language features
 Write out a piece of work by presenting writing using appropriate layout and visual support including illustrations, tables and charts where necessary

Materials:

- *Student's Book 6A* pages 87 and 88

Pre-task preparation

Ask the students if they have any posters at home, with English words on them. Ask them if they know of any such posters in your school. Invite the students to talk about the posters they have or have seen: *What the poster is about, the kinds of pictures it has on it, what it says in English*, etc.

While-task procedure

- 1 Individual students draw a poster telling people to stop polluting the Earth. Allow them to choose from a variety of media: using paints, pencils, coloured paper, pictures cut from magazines or newspapers, and photographs, for instance. Tell them to refer back to their notes from the previous lesson on page 87.
- 2 Ask some students to come forward to show their posters and explain their work as an artist: to explain their choice of words, pictures and media, and to explain the theme or the key message.
- 3 Collect the posters and display them in class or in a more public area of the school to raise awareness of the problem of pollution.

Language focus:

Asking *Wh-* questions to find out specific information about a place, an activity and a thing
Using the imperative to express obligations
Using the simple past tense to describe events and activities that happened in the past

Language skills:

Writing

Gather and share information and ideas by using strategies such as brainstorming, listing and observing
Plan and organize information and ideas by identifying purpose and audience for a writing task and by deciding on the sequence of content
Develop written texts by presenting main and supporting ideas and by writing paragraphs which present ideas logically
Revise and edit short written texts by making changes to incorrect spelling, punctuation and grammar in response to suggestions from the teacher and peers

Materials:

- *Student's Book 6A* pages 87 and 89

Pre-task preparation

- 1 Ask the students if they have ever written English letters to 'The Editor' or letters to friends and family. If they have, invite them to share their experiences with the class. Ask them to talk about the format of the letter and what they wrote. Ask them to bring in some letters they have received to show the class, or to look in an English publication for a real letter to 'The Editor'.

- 2 Review the format of a letter with the students. Explain the differences between an informal letter and a formal letter to 'The Editor'. Tell the students that a letter to 'The Editor' should include the sender's name and address at the top right corner of the page, then the receiver's position (*The Editor*) and address on the left side of the page. The greeting (*Dear Sir/Madam*), body, complimentary close (*Yours sincerely*) and writer's signature follow.

While-task procedure

- 1 Divide the students into small groups and tell them they are going to write a letter to 'The Editor' about pollution in their city. They are going to discuss their experiences of pollution and also suggest ways to stop people from polluting their city. Tell them they must make notes of their discussion, and can also refer to the previous lesson on page 87.
- 2 Individual students then write the letter to the editor of a newspaper telling him/her about pollution in their city. The students must refer to their notes from the group discussion for ideas about what can be written in the body of the letter. The students are encouraged to write about something they have encountered as part of a school outing, if possible. The students are reminded to use the past tense when they describe activities and events that occurred in the past.
- 3 The students work in pairs to read and edit each other's letters. Offer guidance and assistance to the less able students.
- 4 Invite some of the students to come forward and read their letters to the class. Make photocopies of well-written letters and bind them into a book. Put it in the class library. Encourage the students to borrow it for leisure reading.

Write

Write a letter to the editor of a newspaper. Tell him/her about pollution in your city. Suggest ways to stop people polluting the city.

The Editor

Dear Sir/Madam

Yours sincerely

Class _____

School

Word bank

Word list

A a

about	<i>adv.</i>	大约	U6
activity	<i>n.</i>	活动	U3
advertisement	<i>n.</i>	广告	U6
age	<i>n.</i>	年龄	U4
album	<i>n.</i>	照片簿；集邮册	U3
almost	<i>adv.</i>	几乎	U2
already	<i>adv.</i>	已经	U2
also	<i>adv.</i>	也	U8
arrive	<i>v.</i>	到达	U5

B b

bacon	<i>n.</i>	咸肉；熏肉	U8
*badminton	<i>n.</i>	羽毛球	U1
bake	<i>v.</i>	烘烤	U8
bank	<i>n.</i>	银行	U4
*barbecue	<i>n.</i>	烧烤	U3
bay	<i>n.</i>	海湾	U3
before	<i>conj.</i>	在……之前	U10
bitter	<i>adj.</i>	苦的	U9
board	<i>n.</i>	栏；板	U6
boil	<i>v.</i>	用沸水煮	U8

C c

cabbage	<i>n.</i>	卷心菜	U8
centre	<i>n.</i>	中心；中央	U7

chase	v.	追赶	U7
*chilli	n.	辣椒	U9
*choir	n.	合唱队	U5
*classmate	n.	同学	U1
classroom	n.	教室	U5
*clerk	n.	职员	U4
club	n.	俱乐部	U5
*cola	n.	可乐	U9
collect	v.	收集	U3
cost	v. & n.	花费	U3
countryside	n.	乡村	U10
craft	n.	工艺	U5
cycle	v.	骑自行车	U1

D d

*delicious	adj.	味道鲜美的	U9
*dentist	n.	牙医	U4
department store	n.	百货商店	U6
diet	n.	(日常) 饮食; (日常) 食物	U10
discuss	v.	讨论	U2
*dragon	n.	龙	U3

E e

each other	pron.	互相	U2
Earth	n.	地球	U2
eating	n.	吃; 饮食	U10
else	adv.	别的; 其他的	U1

enough	<i>adj.</i>	足够的	U9
enter	v.	进入	U7
entrance	<i>n.</i>	入口处	U5
environment	<i>n.</i>	环境	U2
*escalator	<i>n.</i>	自动扶梯	U7
exercise	<i>n.</i>	活动; 运动; 锻炼	U10
*exit	<i>n.</i>	出口	U7

F f

family tree	<i>n.</i>	家谱	U1
*ferry	<i>n.</i>	渡船	U6
finally	<i>adv.</i>	最后	U5
finish	v.	结束	U4
fireman	<i>n.</i>	消防队员	U4
first	<i>adv.</i>	首先	U5
fit	<i>adj.</i>	健康的	U10
fresh	<i>adj.</i>	新鲜的	U10
friendly	<i>adj.</i>	友好的	U2
frozen	<i>adj.</i>	冰冻的	U8
fry	v.	油炸; 油煎; 油炒	U8
fun	<i>n.</i>	有趣的事	U9

G g

*garlic	<i>n.</i>	大蒜	U8
granddaughter	<i>n.</i>	孙女; 外孙女	U1
grandson	<i>n.</i>	孙子; 外孙	U1
ground	<i>n.</i>	地; 地面	U5

H h

habit	<i>n.</i>	习惯	U10
*hamburger	<i>n.</i>	汉堡包	U8
healthy	<i>adj.</i>	健康的	U10
helpful	<i>adj.</i>	有帮助的	U2
hotel	<i>n.</i>	旅馆	U6
hour	<i>n.</i>	小时	U6
housing estate	<i>n.</i>	居民区	U6

I i

if	<i>conj.</i>	是否	U4
interview	<i>v.</i>	采访	U4
into	<i>prep.</i>	到……里面	U2
invitation	<i>n.</i>	请柬	U5
island	<i>n.</i>	岛屿	U3

J j

just	<i>adv.</i>	刚才；方才	U2
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K k

keep	<i>v.</i>	保持	U2
kind	<i>adj.</i>	友好的；宽容的	U2
	<i>n.</i>	种类	U8
*kindergarten	<i>n.</i>	幼儿园	U6
*kite	<i>n.</i>	风筝	U3

L l

land	<i>n.</i>	陆地；大地	U2
leave	<i>v.</i>	留下	U2

*lemon	<i>n.</i>	柠檬	U9
*lie	<i>n.</i>	谎言	U2
lift	<i>n.</i>	电梯	U7
light rail	<i>n.</i>	轻轨	U6
loudly	<i>adv.</i>	大声地	U7
lucky	<i>adj.</i>	好运的; 幸运的	U3

M m

market	<i>n.</i>	市场	U3
mean	<i>v.</i>	表示……的意思	U7
member	<i>n.</i>	成员; 会员	U1
*menu	<i>n.</i>	菜单	U8
middle	<i>n.</i>	中间	U7
minute	<i>n.</i>	分钟	U6
museum	<i>n.</i>	博物馆	U3

N n

*naughty	<i>adj.</i>	淘气的	U2
never	<i>adv.</i>	从不	U2
next	<i>adv.</i>	紧接着; 随后	U5
*noodle	<i>n.</i>	面条	U8
noticeboard	<i>n.</i>	布告栏	U5
nut	<i>n.</i>	坚果	U9

O o

ocean	<i>n.</i>	洋; 海洋; 大海	U2
o'clock	<i>adv.</i>	……点钟	U3
only	<i>adv.</i>	仅仅	U1

other	<i>adj.</i>	其他的	U2
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P p

packet	<i>n.</i>	小包装	U8
parent	<i>n.</i>	父或母	U5
person	<i>n.</i>	人	U4
pilot	<i>n.</i>	飞行员	U4
plan	<i>v.</i>	计划	U3
policewoman	<i>n.</i>	女警察	U4
pollute	<i>v.</i>	污染	U2
pollution	<i>n.</i>	污染	U2
*porridge	<i>n.</i>	粥	U10
postman	<i>n.</i>	邮递员	U4
*prawn	<i>n.</i>	虾；对虾	U8
prepare	<i>v.</i>	使做好准备；把……预备好	U9
programme	<i>n.</i>	活动安排	U5
project	<i>n.</i>	习作项目	U5
promise	<i>v.</i>	承诺；保证	U2
	<i>n.</i>	承诺；诺言	U2
pyramid	<i>n.</i>	金字塔	U10

Q q

*quiz	<i>n.</i>	测试	U10
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R r

relative	<i>n.</i>	亲戚；亲属	U1
reuse	<i>v.</i>	再利用	U2
*rubbish bin	<i>n.</i>	垃圾箱	U2

rule	<i>n.</i>	规则	U7
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S s

salt	<i>n.</i>	盐	U10
salty	<i>adj.</i>	咸的	U9
sandcastle	<i>n.</i>	沙堡	U3
seafood	<i>n.</i>	海鲜	U8
seaside	<i>n.</i>	海边；海滨	U3
secretary	<i>n.</i>	秘书	U4
section	<i>n.</i>	区域；部门	U8
shall	<i>modal v.</i>	将要；……好吗？	U3
shop	<i>v.</i>	购物	U1
shop assistant	<i>n.</i>	店员；售货员	U4
should	<i>modal v.</i>	应该	U10
*snack	<i>n.</i>	点心；小吃	U9
*sour	<i>adj.</i>	酸的	U9
space	<i>n.</i>	太空	U3
spend	<i>v.</i>	度过	U3
*spicy	<i>adj.</i>	辛辣的	U9
spread	<i>v.</i>	抹	U9
*stall	<i>n.</i>	摊位	U8
stay	<i>v.</i>	逗留	U10
steam	<i>v.</i>	蒸（食物）	U8
suggestion	<i>n.</i>	建议	U10

T t

tasty	<i>adj.</i>	美味的	U9
teach	<i>v.</i>	教	U4

temple	<i>n.</i>	庙宇	U6
than	<i>conj.</i>	比	U10
travel	<i>v.</i>	行走；旅行	U6
trip	<i>n.</i>	旅行	U3

U u

unhealthy	<i>adj.</i>	不健康的	U10
upstairs	<i>adv.</i>	向楼上；在楼上	U7

W w

weekend	<i>n.</i>	周末	U3
when	<i>conj.</i>	当……的时候	U6
wing	<i>n.</i>	翅膀	U8

Y y

yesterday	<i>n.</i>	昨天	U5
yet	<i>adv.</i>	尚；还；仍然	U2
*yogurt	<i>n.</i>	酸奶	U10

Phrase list

a few	几个	U6
a little	少量的；一些	U10
a lot of	许多	U6
as ... as	像……一样；如同	U10
find out	查明；弄清（情况）	U4
go cycling	去骑自行车	U1
go shopping	去购物	U1
half an hour	半小时	U6
in the middle	在中间；在中央	U7
look after	照顾；照看	U2
on the left/right	在左/右边	U7
pick up	捡起；拾起	U2
plenty of	大量的；充足的	U10
put out	扑灭	U4
wait for	等待	U7

Irregular verbs

Base form	Past form	Past participle
be (am, is)	was	been
become	became	become
buy	bought	bought
do	did	done
eat	ate	eaten
get	got	got
go	went	gone
have	had	had
say	said	said
take	took	taken

Photocopiable pages

Module 1: Family and friends

Unit 3 Photocopiable page 1

Module 2: Places and activities

Unit 4 Photocopiable pages 2–3

Module 3: Food and drink

Unit 8 Photocopiable page 4

Unit 9 Photocopiable pages 5–6

Unit 10 Photocopiable page 7

Supplementary Materials

Classroom language Photocopiable pages 8–11

Think and write

With your classmates, plan a trip to a place in your city.
Answer these questions.

1 Which place shall we visit?

2 When shall we go there?

3 What time are we going to go there?

4 How are we going to get there?

5 How much does it cost?

6 When are we going to come back?

Find out and write

Interview two adults about their jobs. Complete the survey cards.

Name:



Age:

Job:

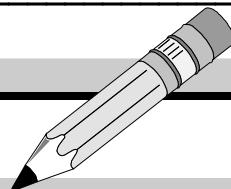
Likes the job?

Why/Why not?



Starts at:

Finishes at



Name:



Age:

Job:

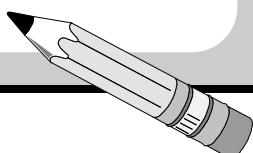
Likes the job?

Why/Why not?



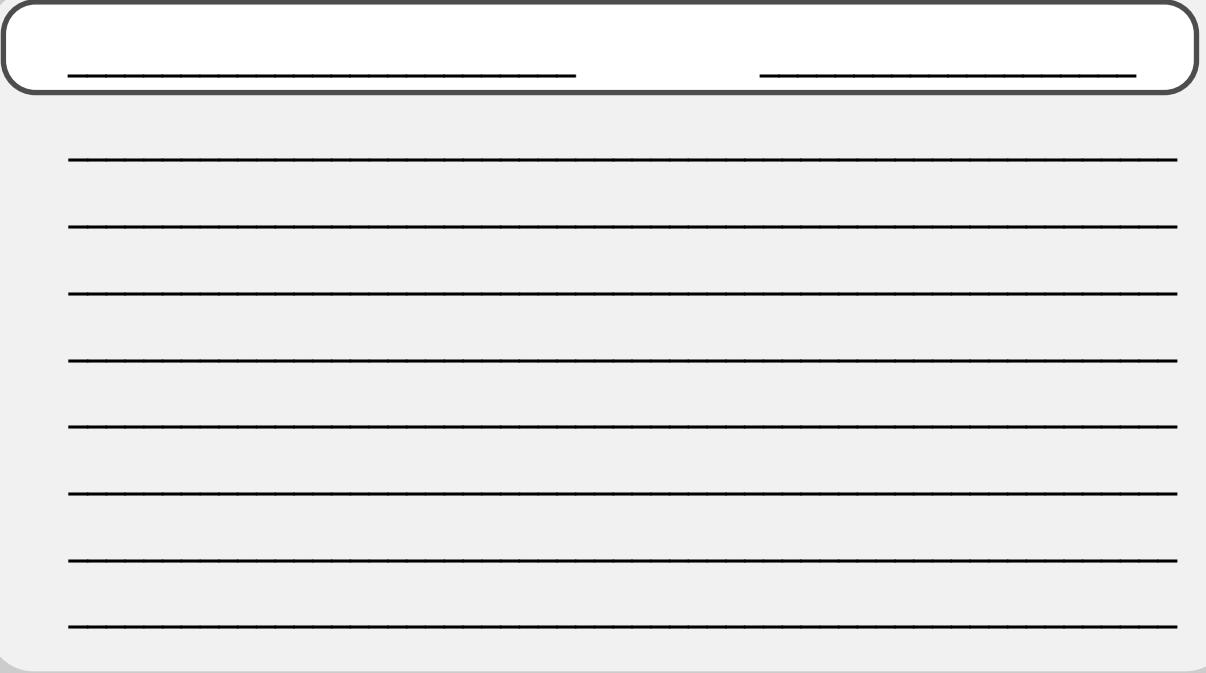
Starts at:

Finishes at

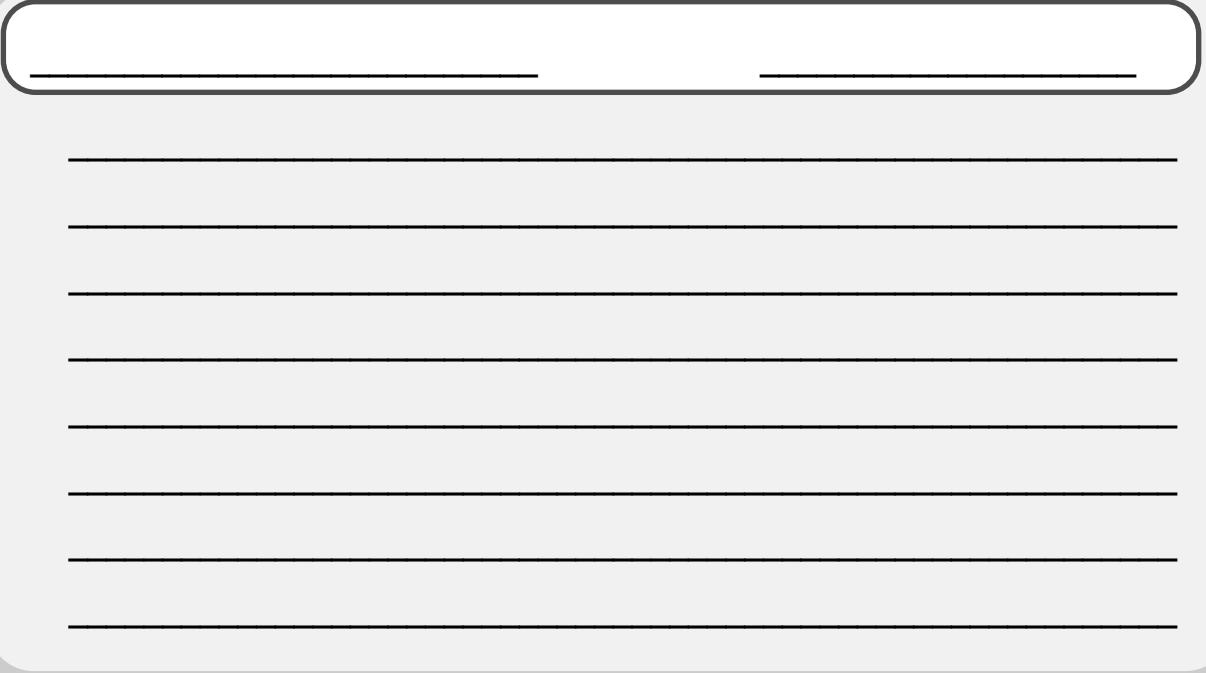


Write

Write about each person that you have interviewed. Use the information you wrote on the survey cards on Photocopiable page 2 to help you.



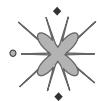
This section contains two identical large rectangular writing frames, one above the other. Each frame is designed for handwriting practice, featuring a top bar with a rounded rectangular cutout and a series of horizontal lines for writing. The frames are set against a light gray background with a dark gray border around the entire page.



This section contains two identical large rectangular writing frames, one above the other. Each frame is designed for handwriting practice, featuring a top bar with a rounded rectangular cutout and a series of horizontal lines for writing. The frames are set against a light gray background with a dark gray border around the entire page.

Think and write

Ask a classmate what he/she wants to eat for dinner tonight.
Write his/her dinner menu and draw the dishes.



My classmate's dinner menu

(draw)

Vegetables:

- _____

Eggs:

- _____

Soup:

- _____

Meat/Seafood:

- _____

Fruit:

- _____

Think and write

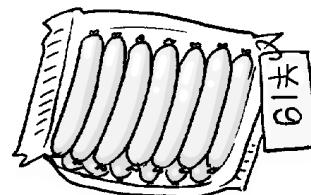
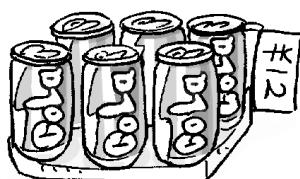
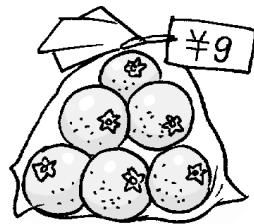
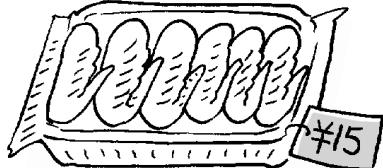
There will be a picnic next week. Working in groups of five, find out what food and drink your group members would like to have at the picnic, and why. Each member fills in one item to complete the table.

Name of member	Food/drink we like	Why?
1		
2		
3		
4		
5		



Think and write

Your group has ¥80 to buy food and drink for a picnic. What will your group buy? Choose from the pictures. Complete the table.



Food/drink	Cost
	¥
	¥
	¥
	¥
	¥
Total cost	¥ _____

Think and write

Look at your score on page 74 of the Student's Book. Which questions in the quiz did you get correct? What must you do/not do to have good eating habits? Write some sentences.

I got _____ correct in the quiz.

I got _____ wrong in the quiz.

Now I should/should not ...

My promises

1 I should _____.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

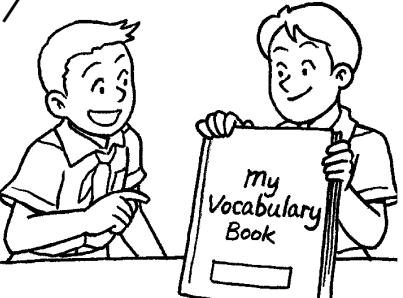


Classroom language

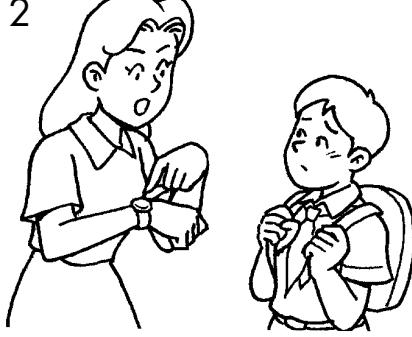
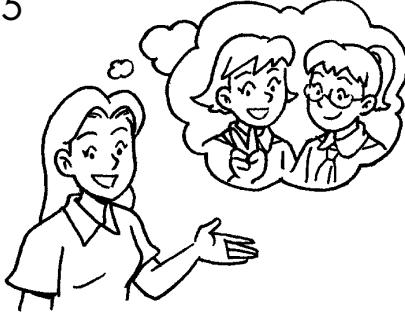
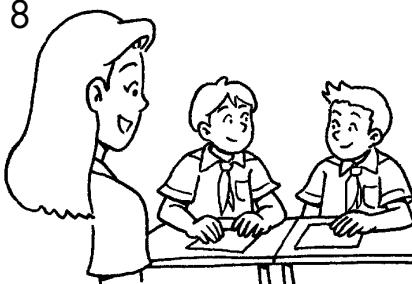
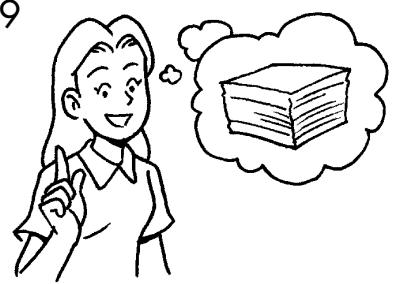
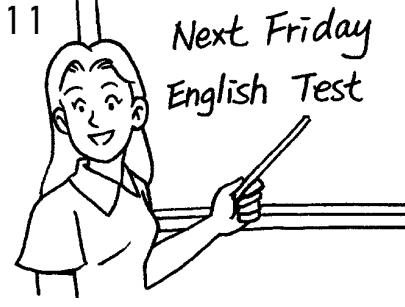
Listen to your teacher.	Speak to your classmates.
Listen.	It's my turn.
Read.	It's your turn now.
Write.	You're right.
Speak louder, please.	You're wrong.
Draw and colour.	Please do it.
Open your book.	I'll do it.
Close your book.	Is it OK?
Pair work.	Hurray!
Group work.	I win.
Be quiet.	I'm sorry. I don't understand.
Make a list.	Please speak more slowly.
Give me a ruler.	I know the answer.
Pay attention, please.	I have an idea.
Queue up.	Great! It's a good idea.
Pass me your workbooks.	Pardon.
Well done!	Can I help you?
Lower your voices.	Can you lend me your ruler?
Time's up.	Can he borrow your glue?
Be neat and tidy.	Hold the paper, please.
Be careful!	I can do the drawing.
Don't disturb your classmate.	I can do the writing.
Get into groups of four.	Can you collect the pencils, please?
Group leader, raise your hand.	Sure.
Group members, raise your hands.	What's the matter?

Listen to your teacher.	Speak to your classmates.
Come in.	Can you say it again, please?
Come over here and help me.	How do you spell 'apple'?
Congratulations!	How do you say this word?
Whose ruler is this?	What does this word mean?
Can you do it again?	Can I ask a question?
Say it together.	Excuse me.
Now show me how to do it.	What do you think?
Let me show you how to do it.	That's wonderful!
Do the exercise on page 2 now.	What a shame!
How are you getting on?	I see.
Don't worry. You'll be fine.	Wait a minute! I can't write that fast.
That's a good point.	I'm sorry. It's my fault.
Open your book at page 15.	Why don't you join in?
Come out and write it on the board.	Who wants to be Cinderella?
Finish this off at home.	Shall we change over?
I would like you to write this down.	What if I play the doctor?
Does anybody need any help?	May I try?
Two points for Group A.	Will you try, Flora?
The first group with ten points wins.	Hurry up.
Say it in English, please.	Is there anybody who hasn't got a copy?
Can you all see the board?	I'm afraid there aren't enough for everybody.
Have a guess. It begins with the capital letter 'J'.	Have you got any coloured pencils?
Almost. Try again!	Let's do it this way.
Could you share your book with Peter today?	Like this, not like that.

Speak to your classmates.

 <p>1</p> <p>Let's cut out the role-play cards first.</p>	 <p>2</p> <p>We don't have much time left.</p>	 <p>3</p> <p>Who wants to be our speaker and report our findings to the class?</p>
 <p>4</p> <p>Have you collected any information from your parents?</p>	 <p>5</p> <p>Let's check the meaning in the dictionary.</p>	 <p>6</p> <p>Let's go to the public library and find some information for our project.</p>
 <p>7</p> <p>Can I look at your vocabulary book? That's very nice!</p>	 <p>8</p> <p>Group Singing Contest</p> <p>Don't worry! We can do it!</p>	 <p>9</p> <p>Can I help you? / Do you need any help?</p>

Listen to your teacher.

 <p>1 Would you like a break?</p>	 <p>2 Why are you so late?</p>	 <p>3 It takes me almost 40 minutes to get to school. Class, please say this sentence after me.</p>
 <p>4 Write on every other line.</p>	 <p>5 Please find a partner.</p>	 <p>6 There should be four students in a group.</p>
 <p>7 Don't ask your neighbour for help.</p>	 <p>8 Don't let your partner see the card.</p>	 <p>9 I'd like to collect the tasksheets now.</p>
 <p>10 Prepare pages 8 and 9 for dictation next Monday.</p>	 <p>11 There will be a test next Friday.</p>	 <p>12 Terrific!</p>

Contents

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Module 3 Food and drink

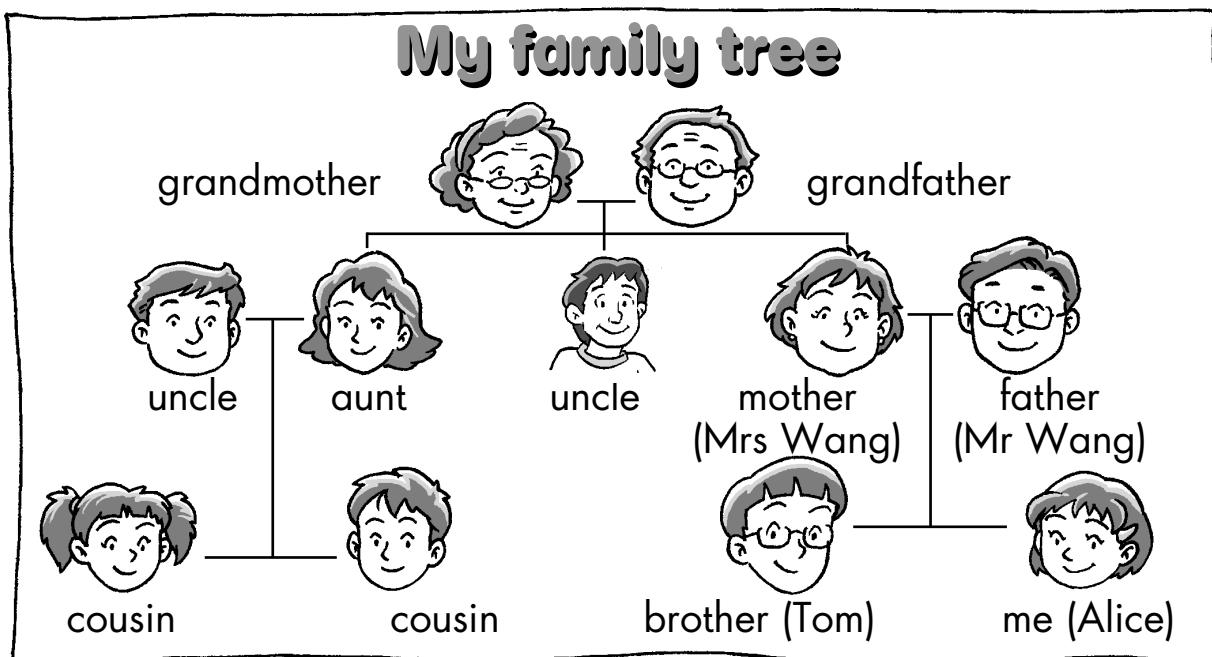
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1 Family and friends

Unit 1 Family and relatives

Language

Look, think and write



- daughter granddaughters son cousin

An illustration showing two groups of people. On the left, under the number 1, there are two women with short, dark hair, both smiling. On the right, under the number 2, there are two women with long, dark hair tied back in ponytails, both smiling. The background is plain white.

We're their daughters. We're their granddaughters

③ I'm their cousin.
④ I'm their cousin.

I'm their cousin.

I'm their cousin.

The image consists of two separate speech bubbles. The left bubble, labeled with a large number 5, features a girl with dark, shoulder-length hair and a gentle smile. The right bubble, labeled with a large number 6, features a boy with short hair and glasses, also smiling. Both characters are shown from the chest up.

I'm their daughter.

I'm their son

Look

This is my father .

I'm his daughter .

Look and write

1



father



This is my father.

I'm his daughter.

2



mother



This is my mother.

I'm her son .

3



grandfather



This is my grandfather .

I'm his granddaughter .

4



grandmother



This is my grandmother .

I'm her granddaughter .

5



cousins



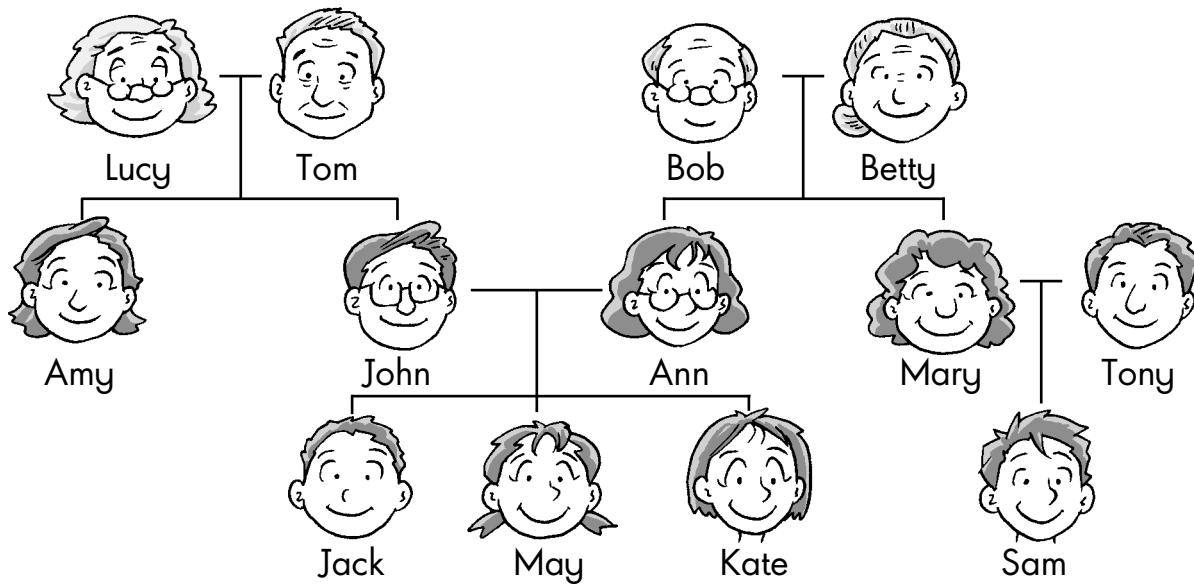
These are my cousins .

I'm their cousin .

Look

I	have	a/one	grandfather	.
		three	cousins	

Look and write



- 1 Sam: I have a grandfather and a grandmother.
I have three cousins.
- 2 Ann: I have one son and two daughters.
- 3 Tom: I have one son and one daughter.
I have two granddaughters and one grandson.
- 4 Jack: I have two grandfathers and two grandmothers. I have one cousin.

Write

Write about yourself.

I have (Students' own answers).

Look

I	always	go to the cinema with my grandmother	.
	usually	watch TV with my father	
	sometimes	play tennis with my aunt	

Look and write

What does Jill do with her family and relatives?

	always	usually	sometimes
1	play tennis		uncle
2	go to the library		father
3	go shopping		aunt
4	watch TV		cousins
5	play games	mother	
6	cook		grandmother

1 I sometimes play tennis with my uncle.

2 I usually go to the library with my father

3 I sometimes go shopping with my aunt

4 I usually watch TV with my cousins.

5 I always play games with my mother.

6 I sometimes cook with my grandmother.



Listening

Listen and write

The students are doing a survey. Listen and complete their dialogues and the survey.

1

Peter, do you have any aunts?

I have one aunt.
Do you have any uncles?



Yes, I have two aunts.

How many aunts do you have, Jill?

Yes, I have two uncles.



2

Joe, do you have any
brothers?

I don't have any brothers.
Do you have any cousins?



Yes, I have four brothers.

How many brothers do you
have, Jill?

Yes, I have three cousins.



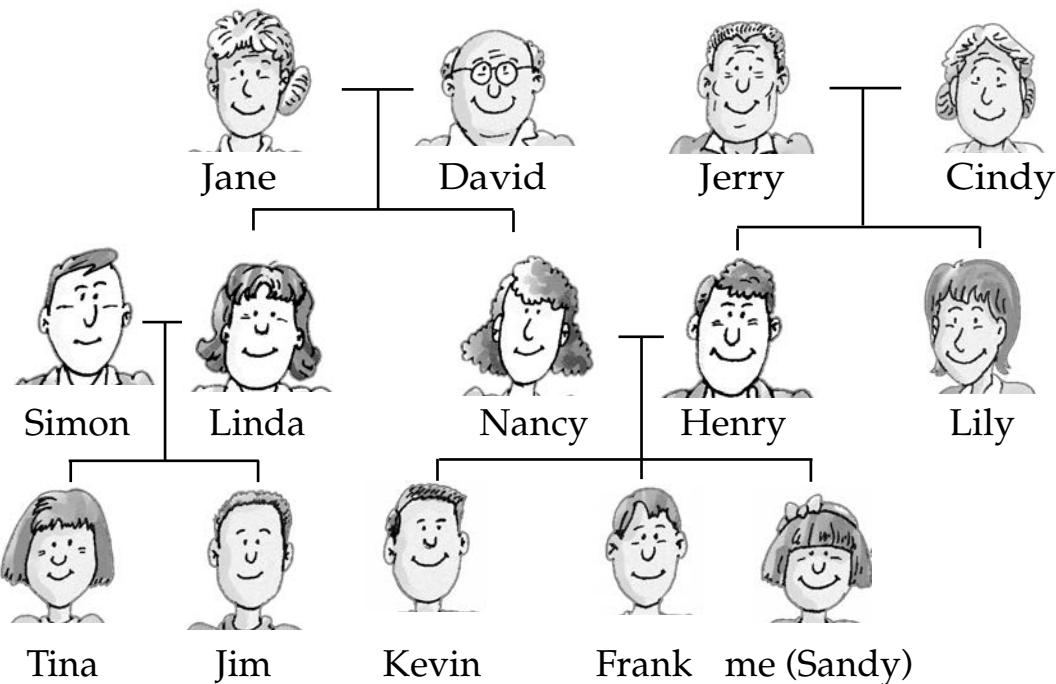
A Survey

Name	aunt(s)	uncle(s)	brother(s)	cousin(s)
Peter	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>
Joe	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>
Jill	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>

Reading

Read and write

Read Sandy's family tree and complete the sentences.



These are my family and relatives. I have two grandfathers and two grandmothers. I have two aunts and only have one uncle. I have two brothers, but I don't have any sisters. I have two cousins. I always go shopping with my mother. I sometimes watch TV with my father. I usually tell Aunt Lily about school.

- 1 David and Jerry are Sandy's grandfathers. Jane and Cindy are Sandy's grandmothers. Tina and Jim are Sandy's cousins.
- 2 Sandy has two aunts and one uncle. She has two brothers, but she does not have any sisters.
- 3 Sandy always goes shopping with her mother. She sometimes watches TV with her father. She usually tells Aunt Lily about school.

Writing

Think and write

What do you do with your family and relatives? Find some photographs and write about them.

Family and relatives

1

Stick your photograph here.

I usually (Students' own answers)

2

Stick your photograph here.

3

Stick your photograph here.

Unit 2 I have a good friend

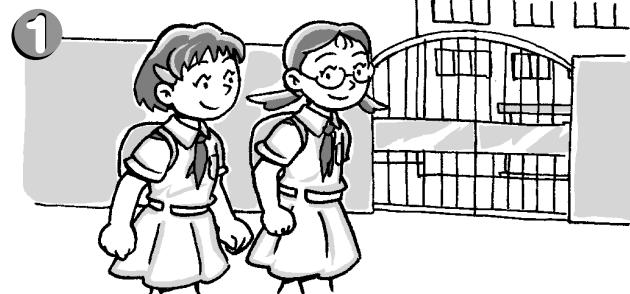
Language

Look and write

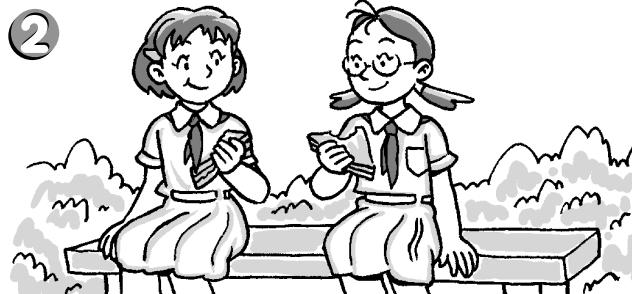
① help each other
play

help other people
share their food

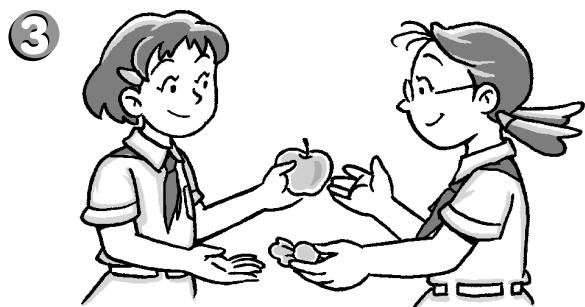
walk to school
eat their lunch



Kitty and Alice always walk to
school together.



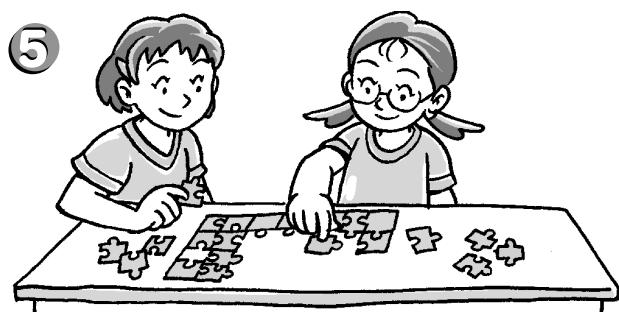
They always eat their lunch
together.



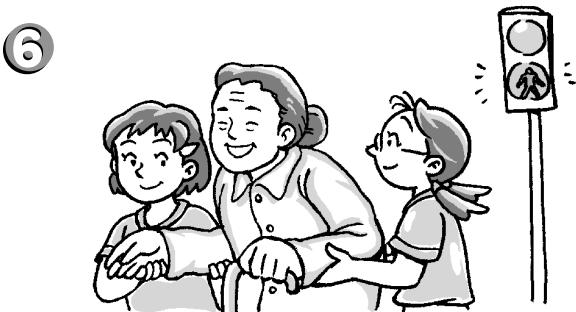
They always share their food
_____.



They always help each other
_____.



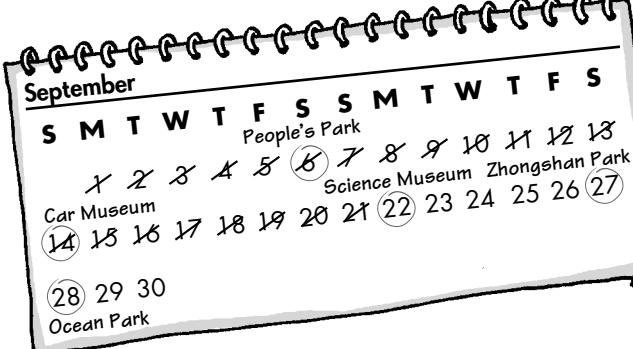
They always play together.
_____.



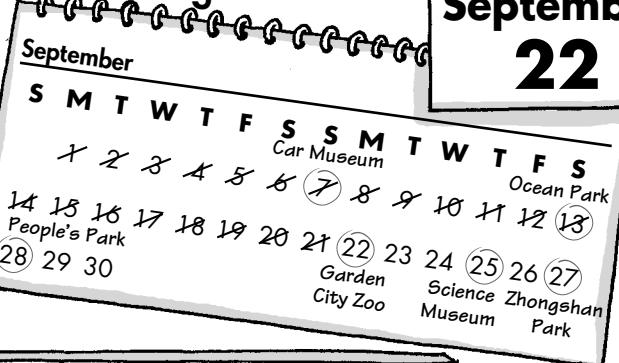
They always help other people.
_____.

Look, read and write

Peter's calendar

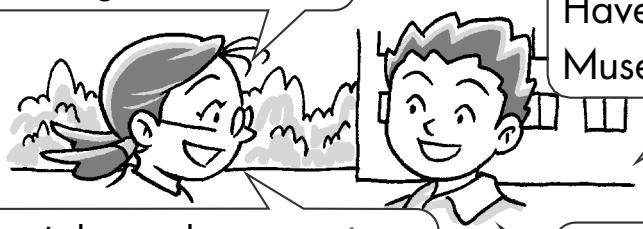


Kitty's calendar



already just yet

1 Have you been to Car Museum yet, Peter?



Yes, I've already been there. Have you been to Science Museum yet, Kitty?

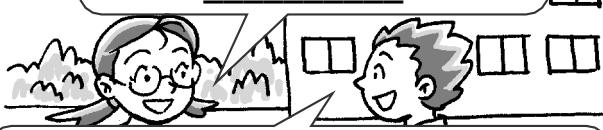
No, I haven't been there yet. Have you been there yet?

Yes, I've just been there. I went there this morning.

2 I've just been to Garden City Zoo. I went there this morning.



3 I want to go to People's Park. Have you been there yet?



Yes, I've already been there.

4 I want to go to Ocean Park. Have you been there yet?



5 Let's go to Zhongshan Park on Saturday.



Good idea. I haven't been there yet.

Yes, I've already been there.

Look

We like to go to the supermarket together .

Skygirl and Kitty are good friends .

They like to go shopping together .

Look and write

What do they like to do together?

go shopping
ride bicycles
dance
play

- 1 We like to go to the supermarket together.



Skygirl and Kitty are good friends.
They like to go shopping together.



- 2 We like to play football together.



Spaceboy and Ben are good friends.
They like to play together.



- 3 We like to dance together .



Skygirl and Spaceboy are good friends .
They like to dance together .



- 4 We like to ride bicycles together.



Ben and Skygirl are good friends .
They like to ride bicycles together .



Look

Have	you	been	to	Zhongshan Park	yet	?
------	-----	------	----	----------------	-----	---

Yes	,	I've	already	been	to Zhongshan Park there	.
-----	---	------	---------	------	----------------------------	---

No	,	I	haven't	been	to Zhongshan Park there	yet	.
----	---	---	---------	------	----------------------------	-----	---

Look, read and write



1	Zhongshan Park	Yes	No	
2	Garden City Zoo		Yes	No
3	Ocean Park		No	Yes
4	People's Park	No		Yes

1 Miss Guo: Have you been to Zhongshan Park yet?

Ben: Yes, I've already been to Zhongshan Park/there.

Spaceboy: No, I haven't been to Zhongshan Park/there yet.

2 Miss Guo: Have you been to Garden City Zoo yet ?

Skygirl: Yes, I've already been to Garden City Zoo/there .

Kitty: No, I haven't been to Garden City Zoo/there yet .

3 Miss Guo: Have you been to Ocean Park yet ?

Skygirl: No, I haven't been to Ocean Park/there yet .

Spaceboy: Yes, I've already been to Ocean Park/there .

4 Miss Guo: Have you been to People's Park yet?

Ben : No, I haven't been to People's Park/there yet.

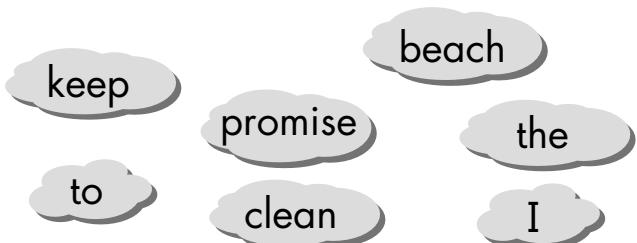
Kitty: Yes, I've already been to People's Park/there.

Look

I	promise	to	keep	the	beach	clean	.
	not to		pollute	the	beach		

Look and write

What does Skygirl promise to do?



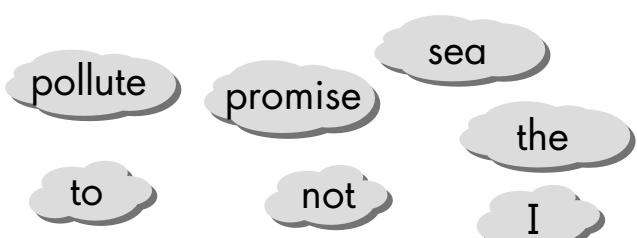
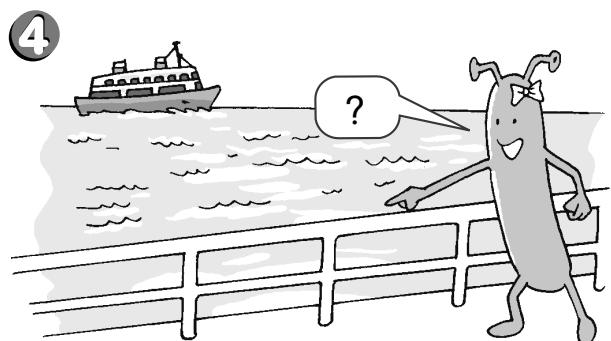
I promise to keep the beach clean
_____.



I promise not to leave rubbish
_____.



I promise to reuse shopping bags.
_____.



I promise not to pollute the sea.
_____.

Listening

Listen and tick

What does Spaceboy like about Skygirl, Ben, Alice and Kitty? Listen to Spaceboy and tick the correct answers.

	Skygirl	Ben	Alice	Kitty
always friendly and helpful	✓			
always kind to others		✓	✓	
always works hard				✓
never late for school		✓		✓
never tells lies	✓			
never gets angry			✓	

Reading

Read and write

Mary has a good friend. Her name is Sandy. Mary likes Sandy because Sandy is kind and friendly. Sandy likes Mary because Mary is always helpful. Mary and Sandy are at the same school and in the same class. They like to be together. They always walk to school together. They always play badminton together. They always eat their lunch together and they often share their food. Mary always helps Sandy with her Maths and Sandy always helps Mary with her English. They also like to help other people.

Mary and Sandy are good friends. Sandy is kind and friendly. Mary is always helpful. They are in the same class. They like to be together. They like to walk to school together. They like to play badminton together. They like to eat together and often share their food. They always help each other. They also like to help other people.

* Writing

Find and write (Students' own answers)

Ask your classmates about their good friends. What do they like about their good friends? What do they always do with their good friends?

Classmate	Name of their good friend	What do they like about their good friend?	What do they always do with their good friend?
		1 _____ 2 _____ 3 _____	
		1 _____ 2 _____ 3 _____	
		1 _____ 2 _____ 3 _____	
		1 _____ 2 _____ 3 _____	

Unit 3 Spending a day out together

Language

Look

I usually go shopping in Dragon Bay .

Is Dragon Bay near or far away from Sandy Bay ?

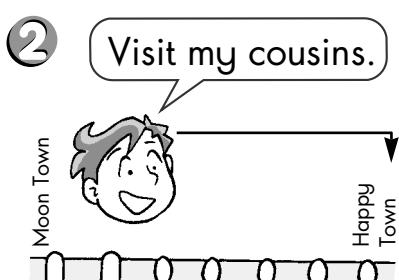
It's near Sandy Bay .

Look and write



Kitty: I usually go shopping in Dragon Bay.
Spaceboy: Is Dragon Bay near or far away from Sandy Bay?

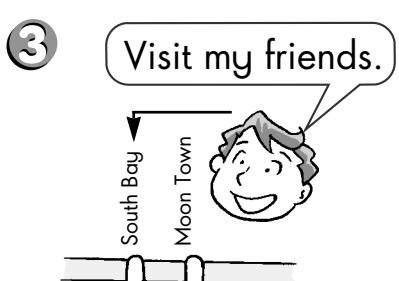
Kitty: It's near Sandy Bay.



Ben: I sometimes visit my cousins in Happy Town.

Skygirl: Is Happy Town near or far away from Moon Town?

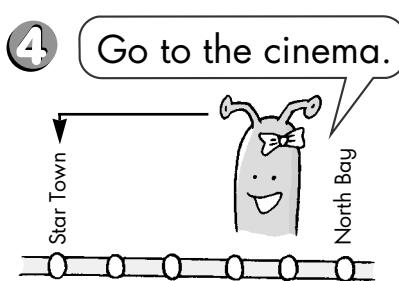
Ben: It's far away from Moon Town.



Joe: I always visit my friends in South Bay on Saturdays.

Spaceboy: Is South Bay near or far away from Moon Town ?

Joe: It's near Moon Town.



Skygirl: I sometimes go to the cinema in Star Town.

Ben: Is Star Town near or far away from North Bay?

Skygirl: It's far away from North Bay.

Read and write

Plan a trip to Car Museum on Saturday afternoon from 1 o'clock to 4 o'clock. Go by underground.

- The trip on the underground costs ¥4.
- The ticket for Car Museum costs ¥18.



① Let's visit a place in Garden City.
Which place shall we visit?



Let's go to Car
Museum.

② How are we going to get there?

Let's go by underground.

③ When shall we go there?

On Saturday (afternoon).

④ What time on Saturday?

At one o'clock (in the
afternoon).

⑤ When are we going to
come back?

At four o'clock (in the
afternoon).

⑥ How much does it cost?

It costs four yuan for the
underground and eighteen yuan
for Car Museum.

Look

I've been to Times Shopping Centre in Dragon Bay .

This is a photo of my mother and me .

We're shopping together .

Look and write



Times Shopping Centre/Dragon Bay/
my mother/shopping

I've been to Times Shopping Centre in Dragon Bay. This is a photo of my mother and me. We're shopping together.



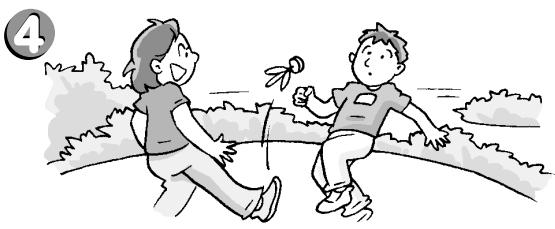
People's Park/Happy Town/
my father/flying kites

I've been to People's Park in Happy Town.
This is a photo of my father and me.
We're flying kites together



Blue Bay/Green Island/
my sister/collecting shells

I've been to Blue Bay on Green Island.
This is a photo of my sister and me.
We're collecting shells together.



Zhongshan Park/Moon Town/
my cousin/playing games

I've been to Zhongshan Park in Moon Town.
This is a photo of my cousin and me.
We're playing games together.

Listening

Listen and tick

Kitty and Ben are planning a trip. Listen to their conversation and tick the correct answers.

1 Which place are they going to visit?

- Art Museum.
- Science Museum.
- Car Museum.

2 When are they going to go there?

- Next Monday.
- Next Saturday.
- Next Sunday.

3 How are they going to get there?

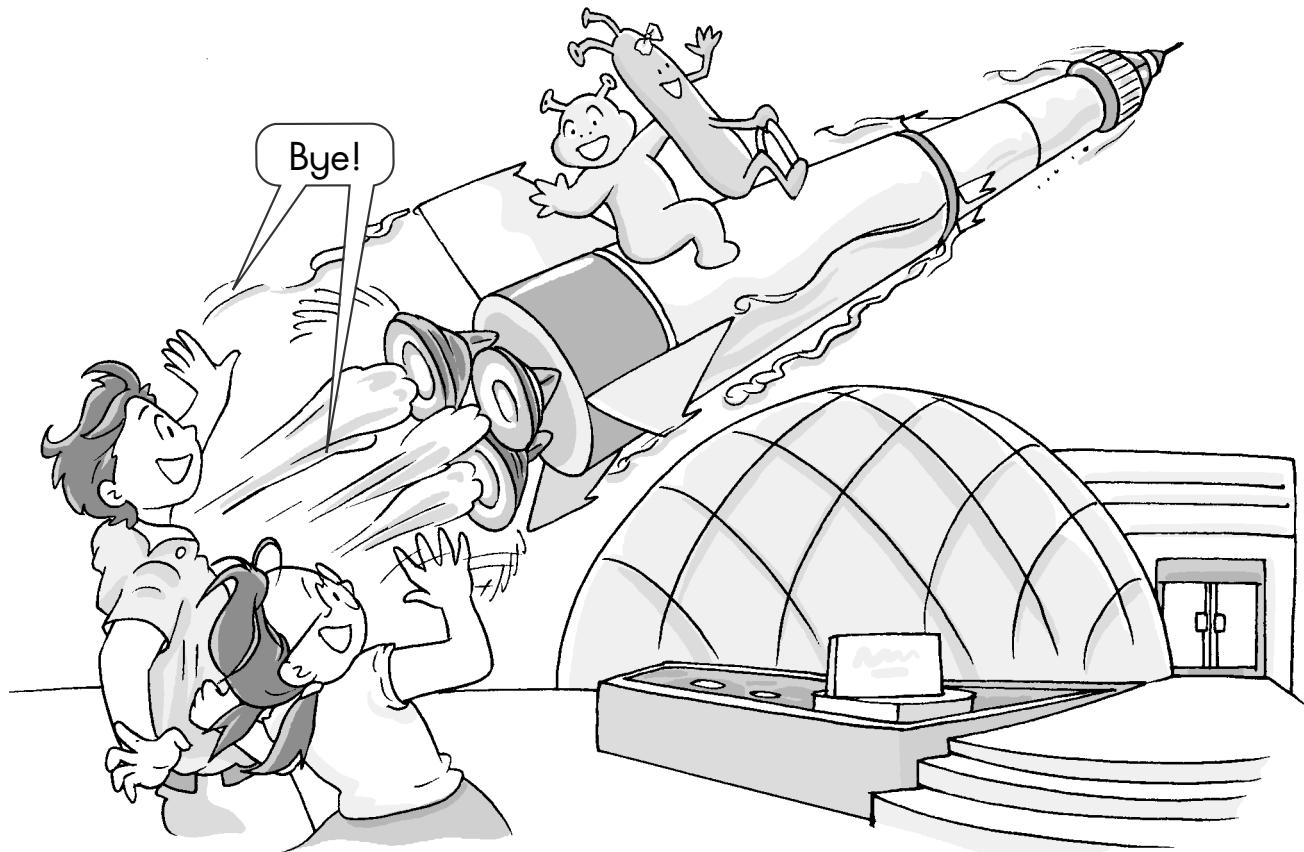
- By underground.
- On foot.
- By bus.

4 When are they going to come back?

- At 1.00 p.m.
- At 3.00 p.m.
- At 5.00 p.m.

5 How much does it cost for the museum?

- ¥20.
- ¥24.
- ¥22.



* Reading

Read and write

Spaceboy's friend, John, is going to visit Garden City next Saturday. Spaceboy is writing to John to tell him the visiting plan.

Dear John

This is my plan for next Saturday. We are going to visit Garden City Zoo at nine o'clock in the morning. It is near my flat, so we can walk there. It costs ten yuan to visit Garden City Zoo. We are going to spend two hours there and then leave at eleven o'clock. Next, we are going to visit Art Museum. You can see a lot of beautiful paintings there. It is free to go there. It is far away from Garden City Zoo, so we are going to go there by underground. The underground costs four yuan. In the afternoon, we are going to go to Lucky Island by underground. There are some beautiful beaches there. It also costs four yuan for the underground. We are going to come back at five o'clock in the afternoon. The underground back costs five yuan.

We will have a wonderful time!

Yours

Spaceboy

Answer the following questions.

1 How are they going to get to Garden City Zoo?

They are going to get there on foot./They are going to walk there.

2 Is Art Museum near or far away from Garden City Zoo?

It is far away from Garden City Zoo.

3 Which place are they going to visit in the afternoon?

They are going to visit Lucky Island.

4 When are they going to come back?

They are going to come back at five o'clock in the afternoon.

5 How much does the underground back cost?

It costs five yuan.

Writing

Make an album

Stick your photos in the boxes to make an album. Write about each photo.

(Students' own answers)

My photo album

1

Stick your photo here.

I have been to _____
_____ in/on
_____.

This is a photo of my
_____ and me. We
are _____
together.

2

Stick your photo here.

3

Stick your photo here.

Unit 4 What would you like to be?

Language

Read, match and write

- 1 This person makes sick people better.
- 2 This person works in an office.
- 3 This person cooks food for people.
- 4 This person drives a bus.
- 5 This person teaches children.



 a cook	 a doctor
 a bus driver	 a secretary
 a teacher	

Look

Would you like to be a cook ?

Yes	,	I	would	.
No	,	I	wouldn't	.

I'd like to be a cook because I want to cook food for people .

I wouldn't like to be a cook because I don't like cooking .

Look and write

1



Would you like to be a secretary?



Yes, I would. I'd like to be a secretary because I want to work in an office.

2

Would you like _____ to be a taxi driver?

✗ drive a taxi



No, I wouldn't. I wouldn't like to be a taxi driver because I don't want to drive a taxi. I'd like to be a bus driver.

3

Would you like to be _____ a pilot?

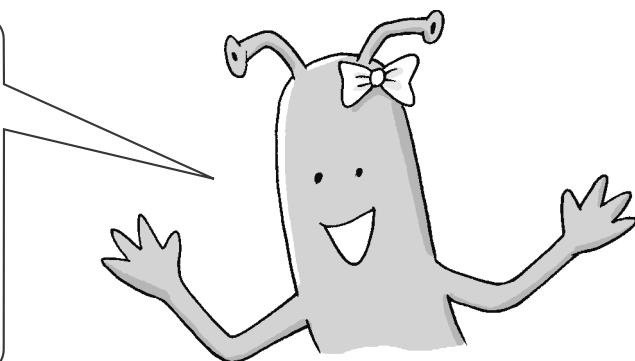
✓ fly a plane



Yes, I would. I'd like to be a pilot because I want to fly a plane.

Look

What's your name?
How old are you?
What's your job?
Do you like your job?
Why?
When do you usually start work?
When do you usually finish work?



Read and write



What's your name ?

My name's Annie Huang.

How old are you?

I'm twenty-four years old.

What's your job?

I'm a teacher.

Do you like your job?

Yes, I like my job.

Why?

I like my job because
I like to teach children.



When do you usually
start work?

I usually start work at eight
o'clock in the morning.

When do you usually
finish work?

I usually finish work at half past
four in the afternoon.

Write

Kitty's report

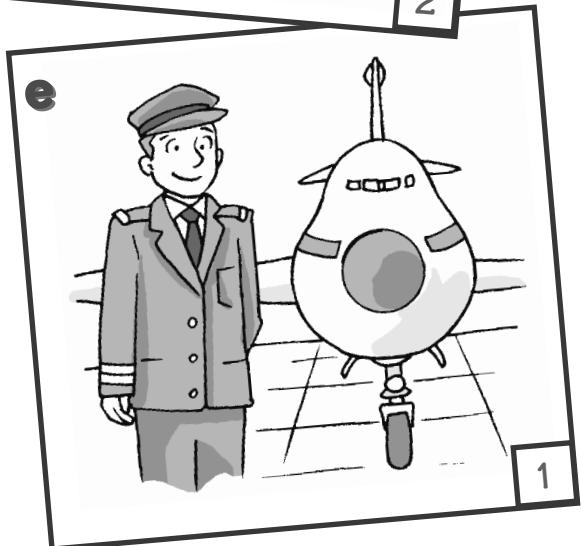
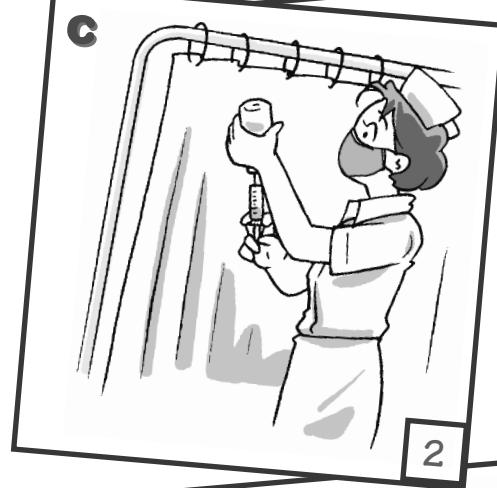
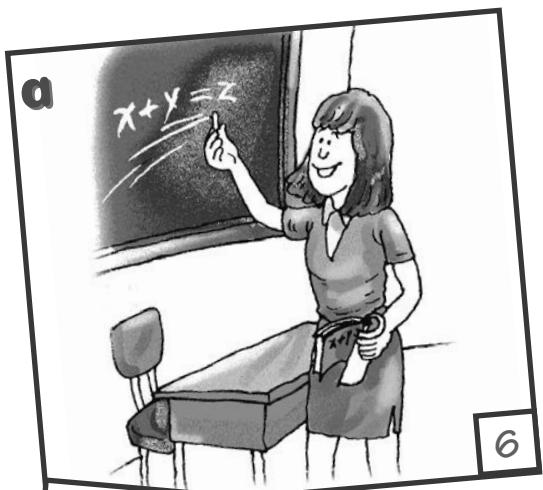
Annie Huang: Teacher

Annie Huang is twenty-four years old. She is a teacher.
She likes her job because she likes to teach children.
She usually starts work at eight o'clock in the morning.
She usually finishes work at half past four in the afternoon.

Listening

Listen and match

Some people are talking about their jobs. Match the pictures with the speakers. Write one to six in the boxes.



Reading

Read and write

Jill is interviewing Mr Zhou. Read the dialogue and help Jill write her notes.

Jill: Hello. What's your name?
Mr Zhou: My name's David Zhou.

Jill: How old are you?
Mr Zhou: I'm forty years old.

Jill: What's your job, Mr Zhou?
Mr Zhou: I'm a cook.

Jill: Do you like your job?
Mr Zhou: Yes, I do.

Jill: Why?
Mr Zhou: Because I like to cook food for people.

Jill: When do you usually start work?
Mr Zhou: I usually start work at ten o'clock in the morning.

Jill: When do you usually finish work?
Mr Zhou: I usually finish work at nine o'clock in the evening.



Name: David Zhou

Age: 40

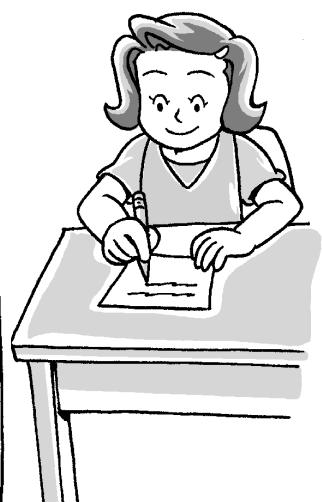
Job: Cook

Likes his/her job? Yes

Why? Because he likes to cook food for
people.

Starts work at: 10.00 a.m.

Finishes work at: 9.00 p.m.



Writing

Think and write

Make a list of the jobs you would like to do. Then make a list of the jobs you would not like to do.

Jobs I would like to do
(Students' own answers)

Jobs I would not like to do

Write

Write about the jobs you would like to do and the jobs you would not like to do. Give reasons.

Jobs I would like to do. Why?

(Students' own answers)

- I would like to be a/an _____ because I want to _____.
- _____
- _____
- _____

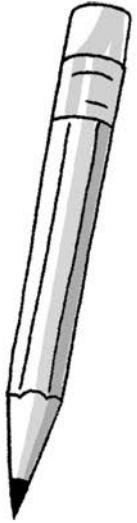
Jobs I would not like to do. Why not?

- I would not like to be a/an _____ because I do not want to _____.
- _____
- _____
- _____

* **Find out and write**

Interview an adult about his/her job. Make notes.

Name:	(Students' own answers)
Age:	
Job:	
Likes his/her job?	
Why/Why not?	
Starts work at:	
Finishes work at:	



Write

Write about the person that you interviewed. Use your notes above to help you.

_____	_____
(Students' own answers)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Unit 5 Open Day

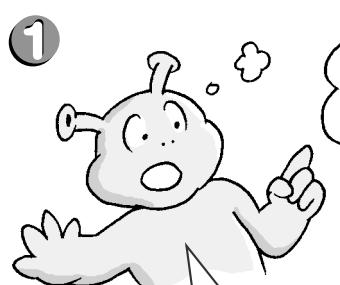
Language

Look

It's	one twenty
	one thirty-five



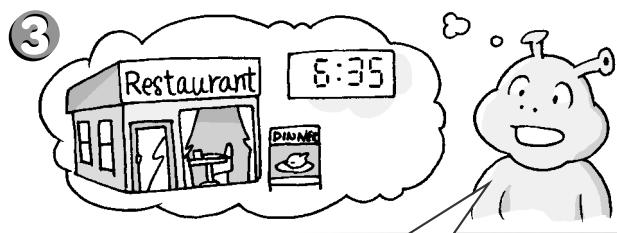
Look and write



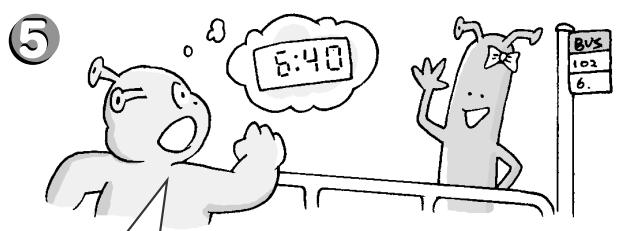
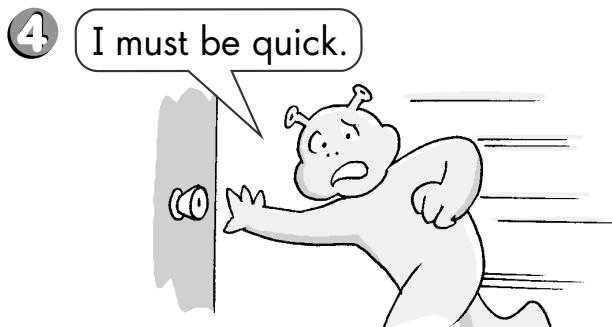
Oh! It's six fifteen now.



I'm going to meet Skygirl at the bus stop at six twenty-five.



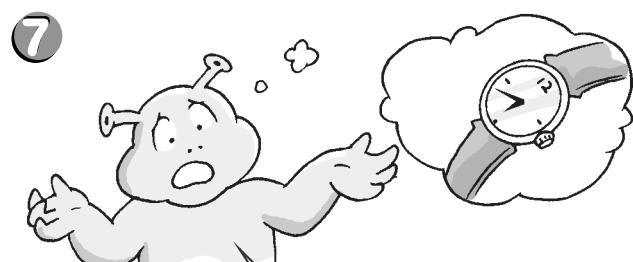
We're going to have dinner with our friends at six thirty-five.



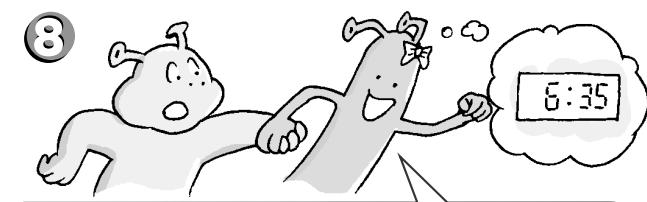
Sorry, I'm late. It's six forty now. The dinner has already started.



You're not late. It's only six twenty. Look at your watch.



Oh! My watch is fast.



Poor Spaceboy! Don't be sad! Let's go to the restaurant now. The dinner will start at six thirty-five.

Look

First,				two fifteen	
Next,	they'll	...	at	two thirty	
Then	we'll			two forty-five	.
Finally,				two fifty	

Read and write

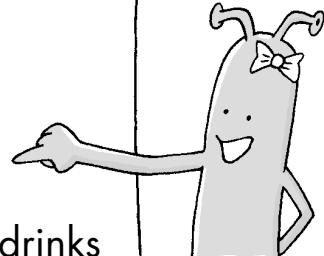
Open Day at the hospital



Doctor Chen is having an Open Day at the hospital. She has asked Ben and Kitty to visit the hospital. What does she plan to do?

Open Day Programme

- 9.15 arrive at the hospital
- 9.30 talk to Doctor Chen
- 9.50 visit some sick people
- 10.40 see the new babies
- 11.25 go to the restaurant for some cakes and drinks



1 What time will Ben and Kitty arrive at the hospital?

They'll arrive at nine fifteen.

2 What will they do first?

First, they'll talk to Doctor Chen at nine thirty.

3 What will they do next?

Next , they'll visit some sick people at nine fifty.

4 What will they do then?

Then they'll see the new babies at ten forty.

5 Finally, what will they do?

Finally, they'll go to the restaurant for some cakes and drinks at eleven twenty-five.

Read and write

Open Day Programme

- | | |
|---------|--|
| 9.15 | arrive at the hospital |
| 9.30 | talk to Doctor Chen |
| 9.50 | visit some sick people |
| 10.40 | see the new babies |
| a 11.25 | go to the restaurant for some cakes and drinks |

Kitty's diary

Sunday, 13 Nov

Yesterday was Open Day at the hospital.

Ben and I arrived at the hospital at nine fifteen.

First, we talked to Doctor Chen at nine thirty.

Next , we visited some sick people
at nine fifty.

Then we saw the new babies
at ten forty.

Finally , we went to the restaurant for some cakes and drinks
at eleven twenty-five.



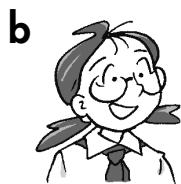
Listening

Listen and match

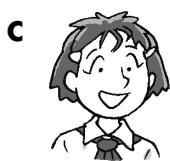
Where will Miss Guo and her students be on Open Day? Listen and write the letters in the correct boxes.



Miss Guo



Kitty



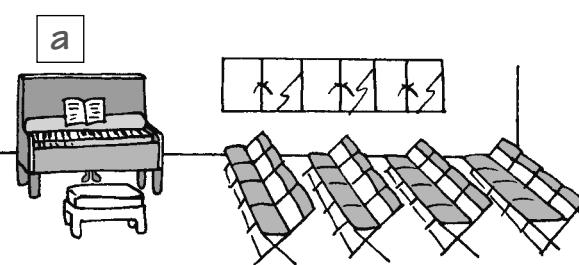
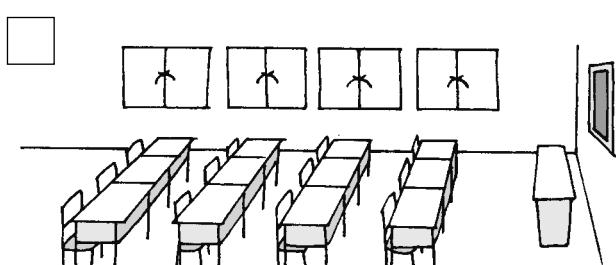
Alice



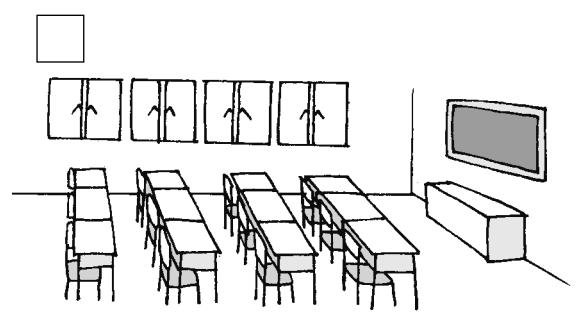
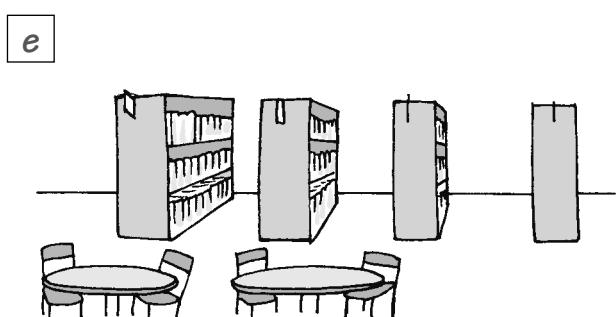
Joe



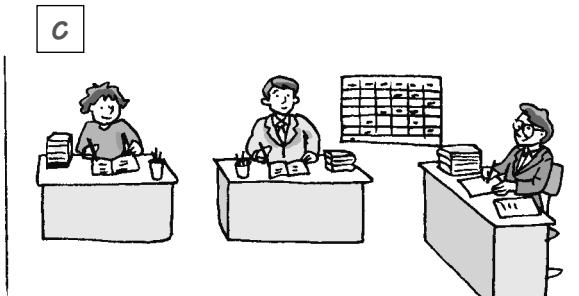
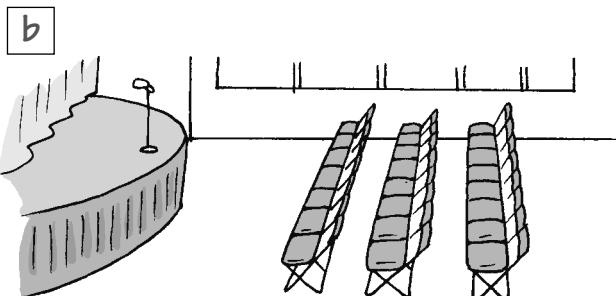
Peter



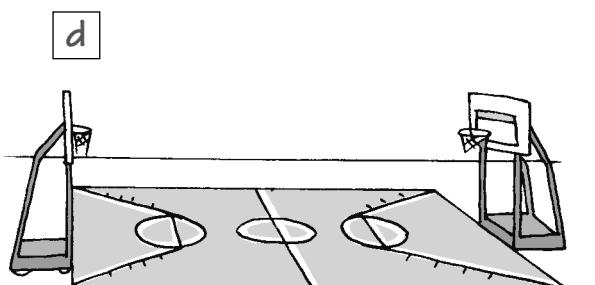
3



2



1



G

Reading

Read and write

Mandy wrote a letter to her friend about the Open Day at her school. Read Mandy's letter and help her write a programme for the Open Day at her school.

Dear Amy

Next Tuesday will be the Open Day at my school. The parents will arrive at three o'clock. My teacher will meet them at the entrance.

First, they will look at our class projects at three fifteen in the classroom. Next, they will listen to the school choir at three thirty in the hall. Then they will look at the English Club noticeboard at four ten in the library. After that, they will meet the teachers at four thirty in the hall. Finally, they will have tea and cakes at five in the Music room.

Yours
Mandy



Programme

Activity	Time	Place
parents arrive	3.00 p.m.	at the entrance
look at projects	3.15 p.m.	in the classroom
listen to school choir	3.30 p.m.	in the hall
look at English Club noticeboard	4.10 p.m.	in the library
meet the teachers	4.30 p.m.	in the hall
have tea and cakes	5.00 p.m.	in the Music room

Read and answer

Complete Mandy's diary about the Open Day at her school yesterday. Read Mandy's letter on page 32 for information. Then answer the questions.

_____ (date)

Yesterday was Open Day at my school. The parents arrived _____ at the school at three o'clock _____ in the afternoon. Our teachers met _____ them at the entrance _____.

First, they looked at our class projects _____ at three fifteen _____ in our classroom _____.

Next, they listened to _____ the school choir at three thirty _____ in the hall _____.

Then they looked at _____ the English Club noticeboard at four ten _____ in the library _____. After that _____, they met the teachers at four thirty _____ in the hall. Finally _____, they had tea and cakes at five in the Music room _____.

- 1 When did the parents arrive at school on the Open Day?
At three o'clock.

- 2 Who met them at the entrance?
The teachers.

- 3 What did they do first?
They looked at the class projects first.

- 4 Where did they listen to the school choir?
In the hall.

- 5 What did they do finally?
Finally, they had tea and cakes in the Music room.

Writing

Write

Mandy wants to invite her parents to the Open Day at her school. Help her write the invitation.

Dear Mum and Dad

Please come to the Open Day at my school _____ (place)
on _____ (date) to meet my teachers and
classmates.

It will start at 3.00 p.m. (time).

It will finish at 5.00 p.m. (time).

Yours

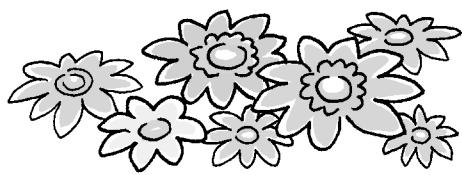
Mandy



Write

Invite your parents to an Open Day at your school. Write an invitation.

(Students' own answers)



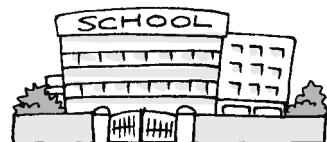
Unit 6 Going to school

Language

Look

He	lives	near	school	.	It	takes	him	about	ten minutes	.
She		far away from		.			her		an hour	.

Look and write



(10 minutes)

Ben lives near school.

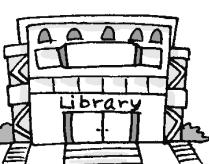
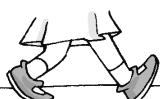
It takes him about ten minutes to get to school.



(5 minutes)

Spaceboy lives near the supermarket.

It takes him about five minutes to get to the supermarket.



(10 minutes)

(15 minutes)

(20 minutes)

Kitty lives far away from the library.

It takes her about forty-five minutes to get to the library.



(15 minutes)

(20 minutes)

(23 minutes)

Skygirl lives far away from her grandmother's house.

It takes her about an hour to get to her grandmother's house.

Look

Where are you going, Ben? I'm going to the beach.

How long does it take you to get to the beach?

It takes me about an hour to get there.

Look and write

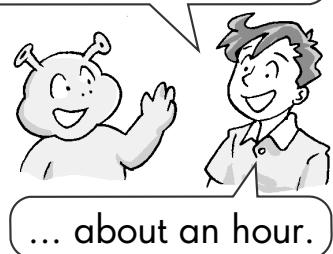
1 Spaceboy: Where are you going, Ben?

Ben: I'm going to the beach.

Spaceboy: How long does it take you to get to
the beach?

Ben: It takes me about an hour to get there.

... going to the beach.



... about an hour.

2 ... going to the park. Miss Guo: Where are you going, Kitty?



Kitty: I'm going to the park.

Miss Guo: How long does it take you to get to
the park?

Kitty: It takes me about five minutes.

3 Ben: Where are you going, Skygirl?

... going to school.

Skygirl: I'm going to school.

Ben: How long does it take you to get to
school?



Skygirl: It takes me about half an hour.

... about half an hour.

4 ... going to my friend's house.



Kitty: Where are you going, Spaceboy?

Spaceboy: I'm going to my friend's house.

Kitty: How long does it take you to get to
your friend's house?

Spaceboy: It takes me about twenty minutes.

Look

What does Ben see when he is walking to school ?

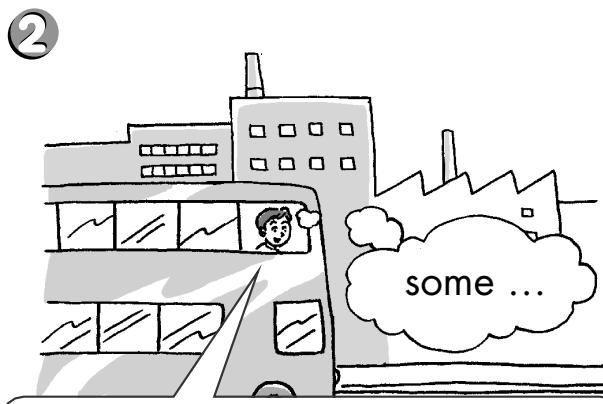
Ben sees some shops when he is walking to school .

Look and write

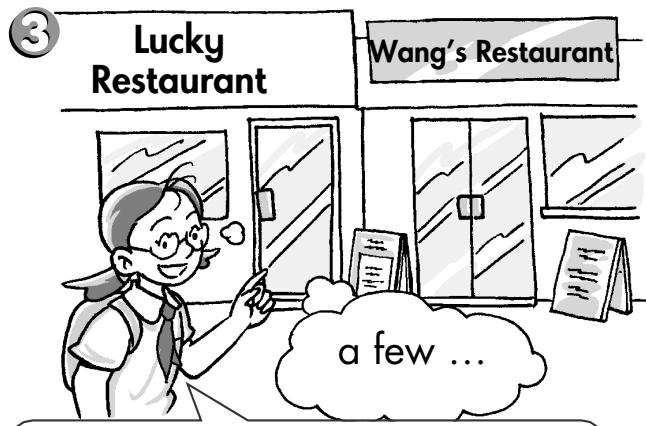
What do you see on the way to school?



I see a lot of people when I'm on the underground.



I see some factories when I'm on the bus.



I see a few restaurants when I'm walking to school.



I see a lot of students when I'm walking to school.

Listening

Listen and write

Miss Guo is asking her students about their journeys to school.
Listen to their conversations and fill in the blanks below.

1

Do you live near or far away from school, Jill?

How do you go to school?

How long does it take?



I live far away from school.

I go to school by ferry.

It takes about forty minutes.



2

Do you live near or far away from school, Alice?

How do you go to school?

How long does it take?



I live near school.

I go to school on foot.



It takes about five minutes.

3

Do you live near or far away from school, Simon?

How do you go to school?

How long does it take?



I live far away from school.

I go to school by bus.



It takes about half an hour.

Reading

Read and write

Amy is writing a report about the amount of time she and her classmates spend travelling to different places. Read the report and complete the table below.

Report

I live near school. I go to school on foot. It takes me only ten minutes. I live far away from the library. I get there by bus. It takes me about half an hour. I live far away from City Park. I get there by underground. It takes me about twenty minutes.

Sarah lives far away from school. She goes to school by underground. It takes her about half an hour. She lives near the library. She walks there. It takes her about five minutes. She lives far away from City Park, too. She gets there by bus. It takes her about twenty-five minutes.

Andy lives near school. He goes to school by bus. It takes him about fifteen minutes. He lives far away from the library. He gets there by underground. It takes him about twenty minutes. He also lives far away from City Park. He gets there by underground. It takes him about half an hour.

		School	Library	City Park
Amy	How?	<u>on foot</u>	<u>by bus</u>	<u>by underground</u>
	Travelling time?	<u>10</u> minutes	<u>30</u> minutes	<u>20</u> minutes
Sarah	How?	<u>by underground</u>	<u>on foot</u>	<u>by bus</u>
	Travelling time?	<u>30</u> minutes	<u>5</u> minutes	<u>25</u> minutes
Andy	How?	<u>by bus</u>	<u>by underground</u>	<u>by underground</u>
	Travelling time?	<u>15</u> minutes	<u>20</u> minutes	<u>30</u> minutes

Writing

Think, write and draw

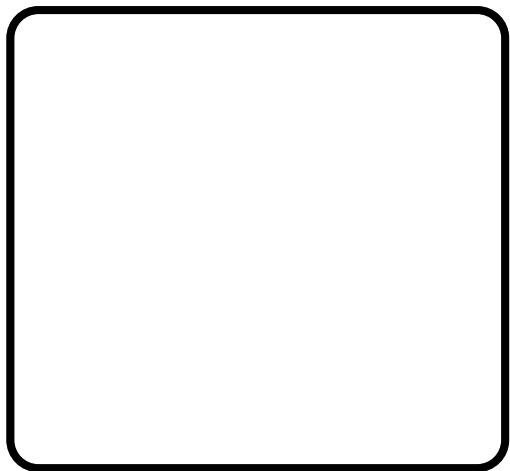
Think about the following questions and write some sentences about your journey to school. Then draw two pictures of the things you see on your way to school.

- 1 Do you live near or far away from school?
- 2 How do you go to school?
- 3 How long does it take?
- 4 What do you see on your way to school?

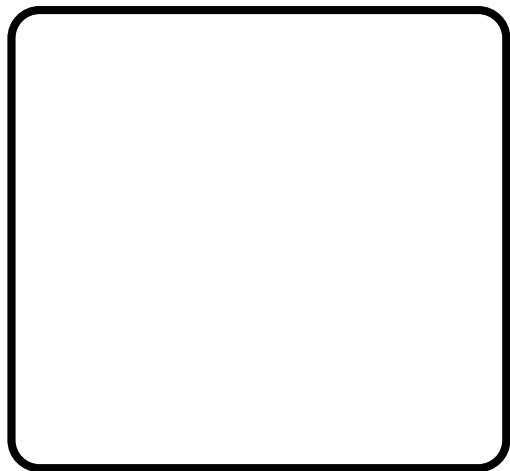
Going to school

(Students' own answers)

1



2



* Find out and write

Find out how much time your family spend in travelling in one day.
Complete the table. Work out your family's total travelling time.

(Students' own answers)

Time my family spent on travelling on _____ (date)					
Mum	Dad				
mins (to)					
Total	Total	Total	Total	Total	Total

It takes _____
_____.
_____.

hours minutes

(Total) _____

Unit 7 Rules round us

Language

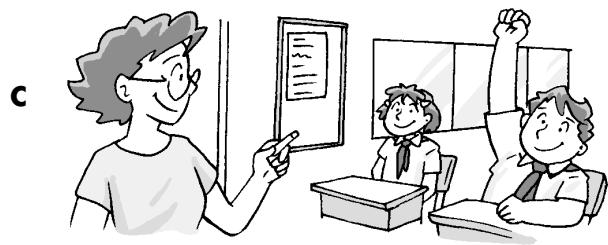
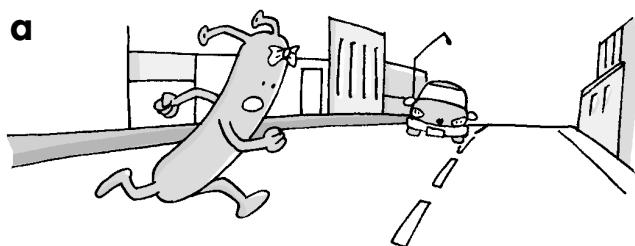
Look

We must	wait for the green man	.
We must not	walk on the grass	

Read and write

	The rule	The place
1	Don't pick the flowers!	In the park
2	Put your hands up when you ask questions!	In the classroom
3	Keep quiet!	In the library
4	Don't run across the road!	On the road

Write and match



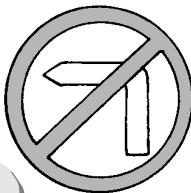
- 1 We must not pick the flowers in the park. b
- 2 We must put our hands up when we ask questions in the classroom. c
- 3 We must keep quiet in the library. d
- 4 We must not run across the road. a

Look

What does this sign mean ?

We must not turn left .

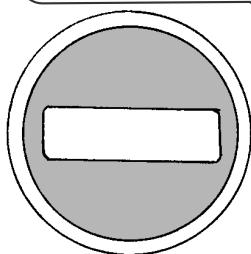
We can find this sign on a road .



Look and write

on a road in a park
in a classroom in a library

① What does this sign mean?



We must not enter .



We can find this sign on a road .

② What does this sign mean ?



We must not walk on the grass .



We can find this sign in a park .

③ What does this sign mean?

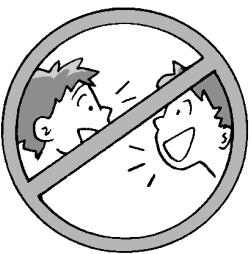


We must not run .



We can find this sign in a classroom/library.

④ What does this sign mean?



We must not talk loudly .



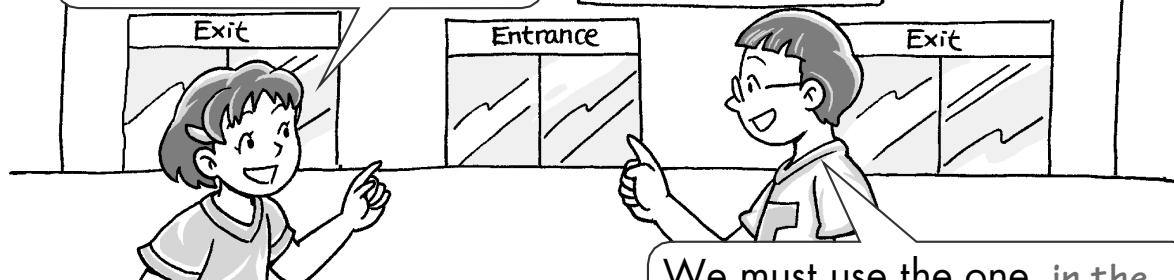
We can find this sign in a library.

Look, read and write

①

Which door must we use?

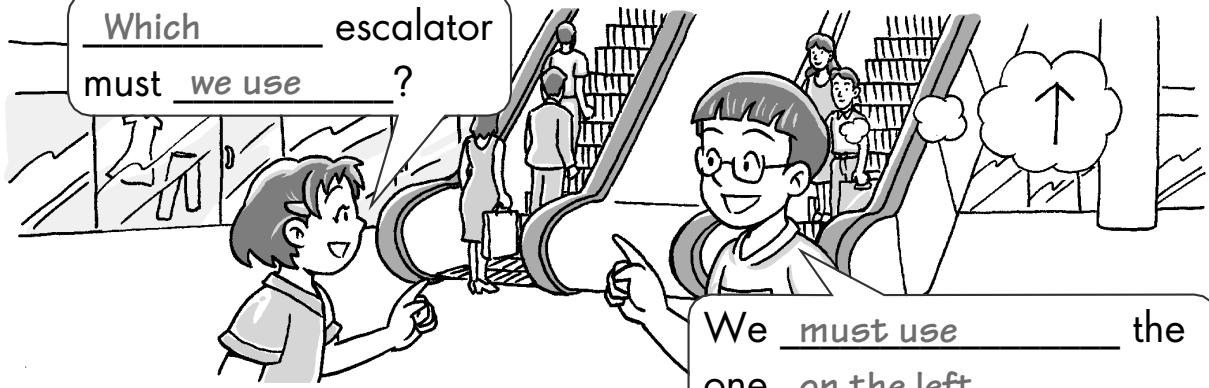
Shopping centre



We must use the one in the middle when we enter.

②

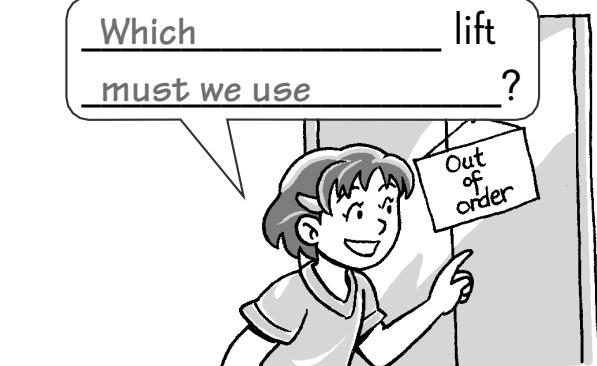
Which escalator must we use ?



We must use the one on the left.

③

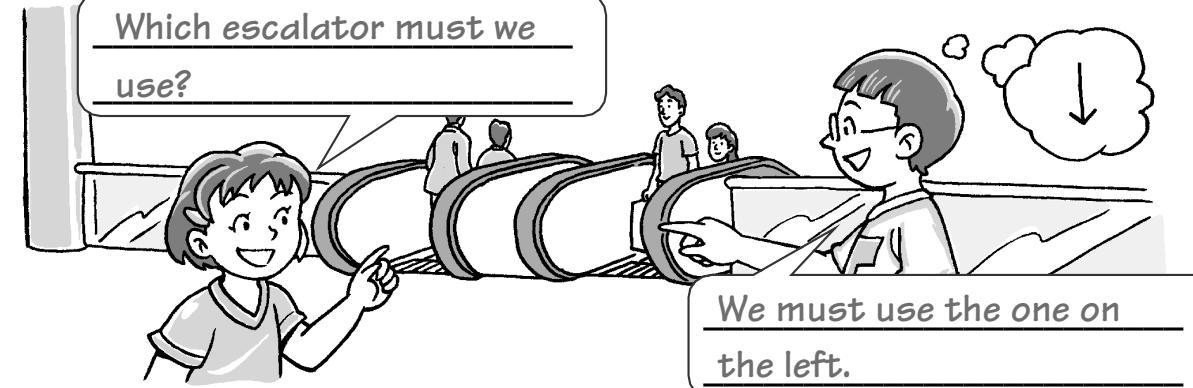
Which lift must we use ?



We must use the one on the right.

④

Which escalator must we use?



We must use the one on the left.

Read, think and write

Our class rules

- 1 You must not talk with others in class.
- 2 You must not listen to music in class.
- 3 You must not sleep in class.
- 4 You must not shout in the classroom.
- 5 You must not bring food into the classroom.

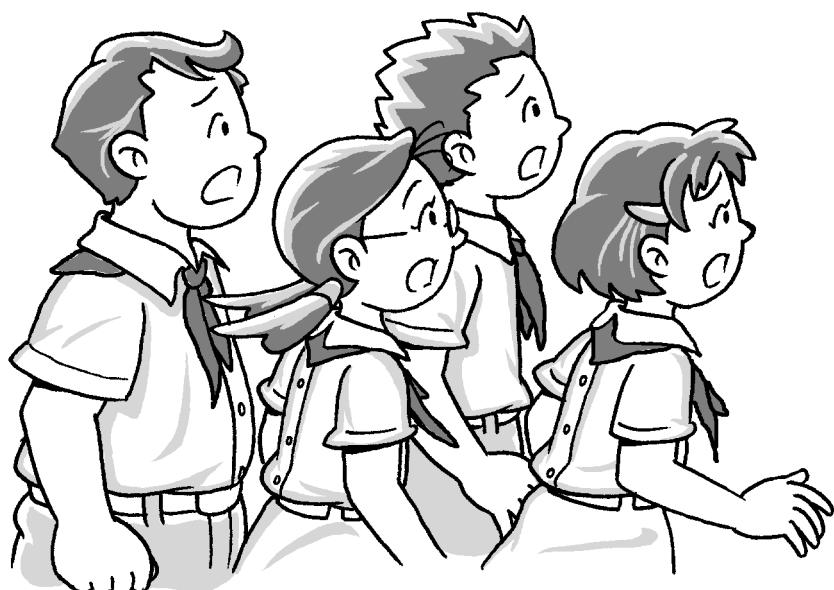
① Don't talk with others in class!

② Don't listen to music in class !

③ Don't sleep in class!

④ Don't shout in the classroom!

⑤ Don't bring food into the classroom!



Listening

Listen, match and tick

Listen to Alice and Joe talking about signs. Match the signs with the correct numbers. Then tick the places where we can find them.

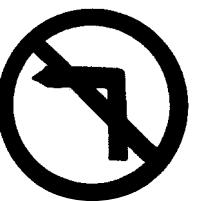
a



b



c



d



e



f



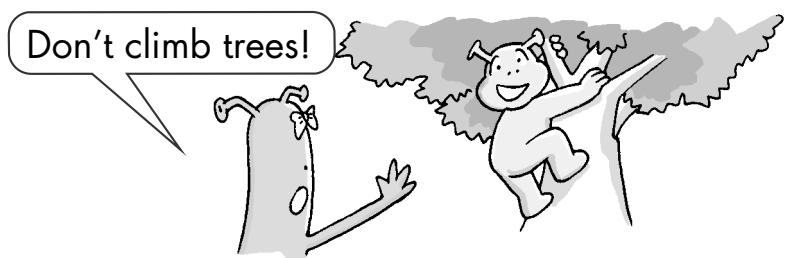
g



Sign		Where can we find it?		
1	e	<input checked="" type="checkbox"/> In a library. <input type="checkbox"/> In a park.	<input checked="" type="checkbox"/> In a classroom. <input type="checkbox"/> On a road.	
2	f	<input checked="" type="checkbox"/> In a library. <input type="checkbox"/> In a park.	<input checked="" type="checkbox"/> In a classroom. <input type="checkbox"/> On a road.	
3	c	<input type="checkbox"/> In a library. <input type="checkbox"/> In a park.	<input type="checkbox"/> In a classroom. <input checked="" type="checkbox"/> On a road.	
4	d	<input checked="" type="checkbox"/> In a library. <input checked="" type="checkbox"/> In a park.	<input checked="" type="checkbox"/> In a classroom. <input checked="" type="checkbox"/> On a road.	
5	g	<input checked="" type="checkbox"/> In a library. <input type="checkbox"/> In a park.	<input type="checkbox"/> In a classroom. <input type="checkbox"/> On a road.	
6	d	<input type="checkbox"/> In a library. <input checked="" type="checkbox"/> In a park.	<input type="checkbox"/> In a classroom. <input type="checkbox"/> On a road.	
7	b	<input type="checkbox"/> In a library. <input checked="" type="checkbox"/> In a park.	<input type="checkbox"/> In a classroom. <input type="checkbox"/> On a road.	

Reading

Look



Read and write

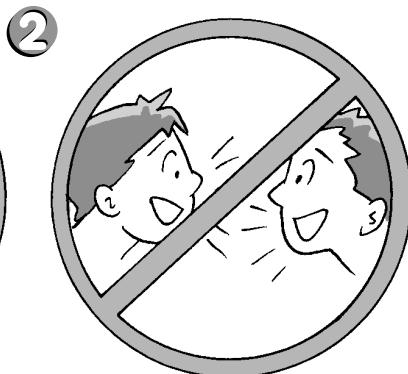
One day Skygirl went to the library with Spaceboy. She was very happy. She took a hamburger and a cola with her. She wanted to run, to have some food and drink and to talk to Spaceboy. Skygirl was not happy when she saw the signs in the library. What do the signs mean?



Library rules



1 Don't run!



2 Don't talk loudly!



3 Don't eat or drink!

Write

- 1 In the library, we must not run.
- 2 In the library, we must not talk loudly.
- 3 In the library, we must not eat or drink.

Writing

Think and write (Students' own answers)

Write one or two rules for each of these places.

<u>At school</u>	<u>In a classroom</u>
_____	_____
_____	_____
_____	_____
<u>In a library</u>	<u>In a park</u>
_____	_____
_____	_____
_____	_____
<u>In a cinema</u>	<u>On a road</u>
_____	_____
_____	_____
_____	_____
<u>At home</u>	
_____	_____
_____	_____
_____	_____

3**Food and drink****Unit 8 The food we eat****Language****Look**

Would you like chicken or fish ?

I'd like fish .

I'd like fish.

**Look and write**

Would you like chicken or prawns for dinner?



I'd like prawns .



What kind of vegetable would you like?
Cabbage or tomatoes ?



I'd like tomatoes .

And I'd like cabbage , so we'll have both. Would you like rice or noodles ?



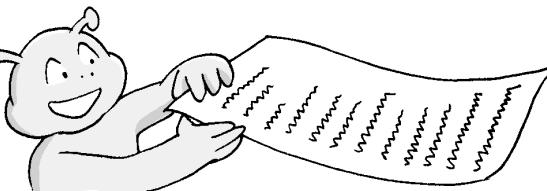
I'd like noodles .

Would you like bananas or strawberries after dinner?



I'd like strawberries .

Here's the shopping list.



Look, think and write



Shopping list

tomatoes	¥5 (M)
prawns	¥70 (S)
bananas	¥28 (M)
M=market	S=supermarket

- ① Mum, have you bought any tomatoes?
- ② Where did you buy them?
- ③ How much were they?
- ④ Have you bought any prawns?
- ⑤ Where did you buy them?
- ⑥ How much were they?

Yes, I've bought some tomatoes.

In the market, at the vegetable stall.

They were five yuan.

Yes, I've bought some prawns.

In the supermarket, in the seafood section.

They were seventy yuan.

Look

Ben, have you bought any apples ?

Yes, I've bought some apples .

Where did you buy them ?

In the market , at the fruit stall .

How much were they ?

They were twenty yuan .

Look and write

1



Mrs Li: Ben, have you bought any oranges ?

Ben: Yes, I've bought some oranges .

Mrs Li: Where did you buy them?

Ben: In the market, at the fruit stall .

Mrs Li: How much were they ?

Ben: They were fifteen yuan.

2



Mrs Li: Kitty, have you bought any ice cream ?

Kitty: Yes, I've bought some ice cream .

Mrs Li: Where did you buy it ?

Kitty: In the supermarket , in
the frozen food section.

Mrs Li: How much was it ?

Kitty: It was ten yuan .

Listening

Listen and tick

Miss Guo is at a restaurant. The waiter is asking her what she wants.
Listen and help the waiter complete the set lunch order.

Set lunch A

- roast chicken with
 rice noodles
- soup
 tomato soup
 cabbage soup
- fruit
 strawberries
 bananas
- drinks
 orange juice tea
 coffee



Set lunch B

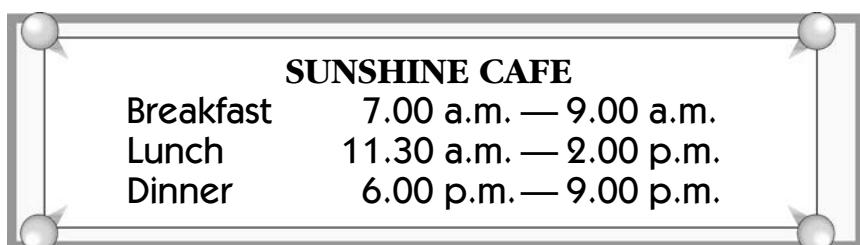
- steamed prawns with
 rice noodles
- soup
 tomato soup
 cabbage soup
- fruit
 strawberries
 bananas
- drinks
 orange juice
 coffee

tea



Reading

Read and tick



Sunshine Cafe Menu					
Breakfast		Lunch		Dinner	
cakes		sandwiches		salad	
milk		soup		noodles	
bread and jam		chicken wings		chicken	
eggs		fried rice		fish	
		cabbage		bacon	

- 1 You cannot have _____ for breakfast at Sunshine Cafe.
 cakes noodles milk
- 2 What kind of vegetable can people have for lunch at Sunshine Cafe?
 Salad. Cabbage. Tomatoes.
- 3 There are _____ kinds of food for dinner at Sunshine Cafe.
 three four five
- 4 You can go to Sunshine Cafe for a meal at _____.
 8.30 a.m. 2.30 p.m. 10.00 p.m.
- 5 Sunshine Cafe serves food for _____ hours a day.
 7.5 8.5 9.5

Writing

Read, think and write

You and your family are in a Chinese restaurant. What kind of food would you like to order?

- 1 How many people are there in my family? (Students' own answers)
- 2 Would we like some meat/seafood? _____
- 3 Would we like some soup? _____
- 4 What would my family members like to eat? _____



I'd like _____

_____.



Menu

Meat/Seafood

- steamed fish
- sausages
- fried chicken wings
- steamed prawns with garlic

Vegetables

- fried cabbage (with pork)
- fried potato (with chicken)

Soup

- tomato and egg soup
- cabbage soup with beef
- chicken soup



Unit 9 Picnics are fun

Language

Look and write



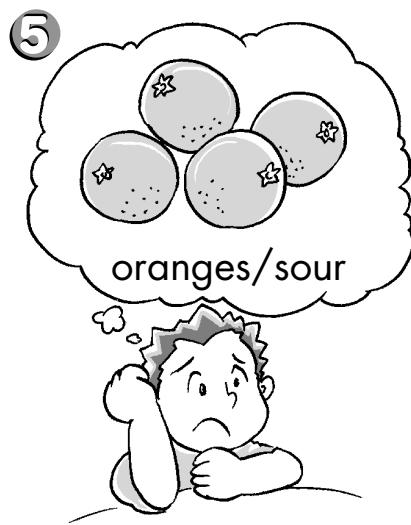
- 1 Joe: Shall we buy some nuts ?
- 2 Kitty: Shall we buy some bananas ?
- 3 Alice: Shall we buy some chocolate and spicy sausages ?
- 4 Jill: Shall we buy some cola ?
- 5 Peter: Shall we buy some bread and biscuits ?

Look and write

What do they like? What don't they like?



- 1 Kitty likes bananas because they are sweet.
- 2 Joe likes chicken wings because they are tasty.
- 3 Jill likes spicy sausages because they are spicy.



- 4 Ben does not like coffee because it is too bitter.
- 5 Peter does not like oranges because they are too sour.
- 6 Joe does not like chocolate because it is too sweet.

Look

Let's buy some sausages .

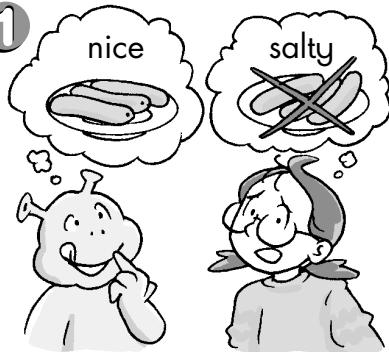
Why do you like sausages ? I like them because they're nice .

I don't like sausages . Why not ? They're too salty .

Look and write

What do they like? What don't they like?

①



Spaceboy: Let's buy some sausages.
Kitty: Why do you like sausages?
Spaceboy: I like them because they're nice .
Kitty: I don't like sausages.
Spaceboy: Why not ?
Kitty: They're too salty .

②



Skygirl: Let's buy some spicy chicken wings.
Ben: Why do you like spicy chicken wings ?
Skygirl: I like them because they're delicious .
Ben: I don't like spicy chicken wings .
Skygirl: Why not ?
Ben: They're too spicy .

③



Kitty: Let's buy some orange juice.
Spaceboy: Why do you like orange juice ?
Kitty: I like it because it's tasty .
Spaceboy: I don't like orange juice .
Kitty: Why not ?
Spaceboy: It's too sour .

Look

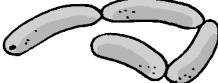
I	don't	want	any	sausages coffee	because	they're it's	too salty too bitter	.
---	-------	------	-----	--------------------	---------	-----------------	-------------------------	---

May I have some cola, please?

OK. Here you are.

Why do you like cola? I like cola because it's sweet.

Look and write

1		2		3	
	 (delicious)	 (sweet)	 (tasty)		
	 (bitter)	 (salty)	 (spicy)		

- 1 Spaceboy: I don't want any coffee because it's too bitter.
 May I have some cola, please?
 Skygirl: OK. Here you are. Why do you like cola?
 Spaceboy: I like cola because it's delicious.
- 2 Kitty: I don't want any sausages because they're too salty.
 May I have some strawberries, please?
 Skygirl: OK. Here you are. Why do you like strawberries?
 Kitty: I like strawberries because they're sweet.
- 3 Ben: I don't like (spicy) chicken wings because they're too spicy.
 May I have some fish, please?
 Skygirl: OK. Here you are. Why do you like fish?
 Ben: I like fish because it's tasty.

Listening

Listen and tick

The Li family are having a picnic. Listen to their conversation and tick the correct answers.



1 Would Kitty like some spicy sausages?

- Yes, she would.
 No, she wouldn't.

2 What would Ben like?

- Chocolate.
 Nuts.

3 Why would Ben like them?

- Because they're tasty.
 Because they are sweet.

4 Does Kitty like nuts?

- Yes, she does.
 No, she doesn't.

5 What else would Kitty like?

- Biscuits.
 Chicken wings.

Reading

Read and write

It's Mum's birthday next week. We'll buy some presents for her. Have we got enough money?

- Ben: I've got eighty-seven yuan.
How much money have you got?
Kitty: I've got forty-five yuan.
Skygirl: I've got forty yuan.
Spaceboy: I've got twenty-eight yuan.
Ben: We've got two hundred yuan altogether.

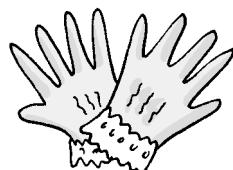


Look, read and complete

a birthday cake a pair of gloves

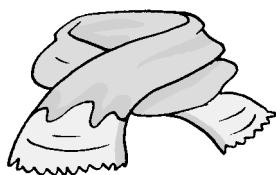


¥70



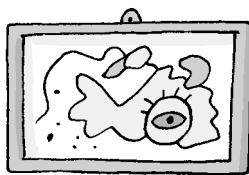
¥52

a scarf



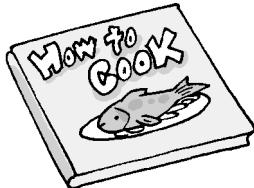
¥66

a picture



¥48

a book



¥30

a box of chocolates



¥39

Let's spend all our money and buy four birthday presents for Mum. Look at these presents. What can we buy?



Present	Cost
1 a birthday cake	¥ 70
2 a pair of gloves	¥ 52
3 a picture	¥ 48
4 a book	¥ 30
Total cost	¥ 200

Writing

Think and write

You and your friends are going to have a picnic. List what you are going to buy for the picnic.



Read and write

Think about the following questions and write a picnic plan.

- When are you going to have a picnic?
- Where are you going to have a picnic?
- Who are you going to have a picnic with?
- What food and drink are you going to take?

(Students' own answers)

Unit 10 Healthy eating

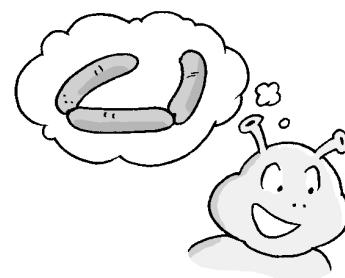
Language

Look

How	much	fruit/rice/meat/sugar	do	we	need	every day	?
-----	------	-----------------------	----	----	------	-----------	---

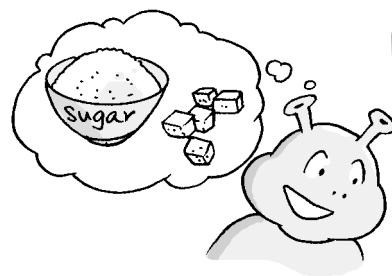
We	need	plenty of	fruit	every day	.
		a lot of	rice		
		some	meat		
		a little	sugar		

Look and write



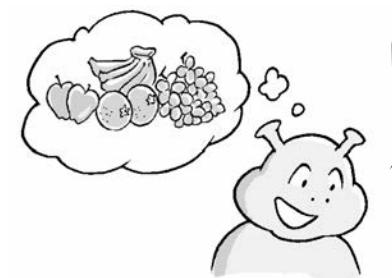
How much meat do we need every day?

We need some meat every day.



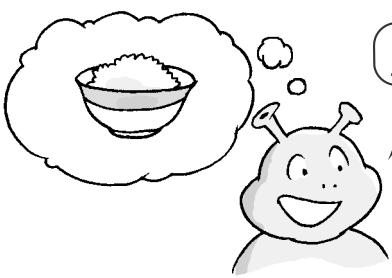
How much sugar do we need every day?

We need a little sugar every day.



How much fruit do we need every day ?

We need plenty of fruit every day.



How much rice do we need every day?

We need a lot of rice every day.



Look

I	usually	have	a lot of	
			plenty of	
			some	...
			a little	

I usually have a lot of ice cream.

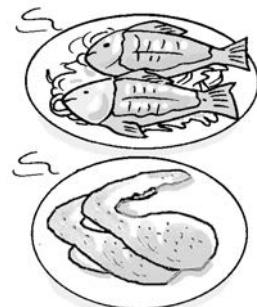


Your	diet	is	as healthy as	my	diet	.
			healthier than			
			less healthy than			
			as unhealthy as			

Look and write

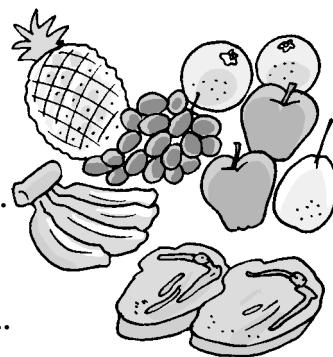
①  plenty of steamed fish  a lot of fried chicken

- Kitty: I usually have plenty of steamed fish.
 Spaceboy: I usually have a lot of fried chicken.
 Kitty: Your diet is less healthy than my diet.
 Spaceboy: Your diet is healthier than my diet.



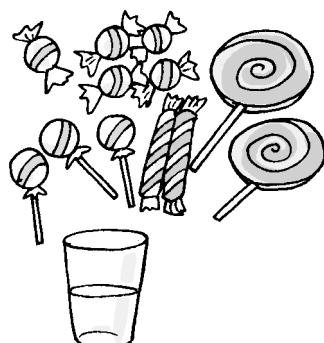
②  plenty of fruit  some meat

- Ben: I usually have plenty of fruit.
 Kitty: I usually have some meat.
 Ben: Your diet is as healthy as my diet.



③  a lot of sweets  a little water

- Skygirl: I usually have a lot of sweets.
 Spaceboy: I usually have a little water.
 Skygirl: Your diet is as unhealthy as my diet.



Listening

Listen, choose and write

Joe, Peter and Kitty are talking about the food they ate yesterday.
Listen to their conversation and write the correct letters in the blanks.

- | | | | |
|---|---------------------------|---|--------------|
| a | steamed chicken with rice | h | noodles |
| b | steamed chicken | i | fruit |
| c | vegetable soup | j | steamed fish |
| Ø | d sandwich | k | hamburger |
| e | bread and jam | l | vegetables |
| f | salad | m | pizza |
| g | milk | n | chips |



Joe



Peter

Breakfast: h

Lunch: k, n

Dinner: i, m

Breakfast: e

Lunch: a

Dinner: j, l



Kitty

Breakfast: d, g

Lunch: f

Dinner: b, c

Reading

Read and write

Spaceboy's answers

- | | | |
|---|---|-----|
| 1 | Do you drink a lot of water every day? | No |
| 2 | Do you eat hamburgers every day? | Yes |
| 3 | Do you eat spicy sausages every day? | Yes |
| 4 | Do you eat plenty of fruit every day? | No |
| 5 | Do you drink cola every day? | Yes |
| 6 | Do you eat a lot of vegetables every day? | No |
| 7 | Do you eat rice every day? | No |
| 8 | Do you eat fried chicken wings every day? | Yes |

Spaceboy's diet is not healthy. What should he do?
Write some suggestions for him.



Suggestions for good eating habits

- 1 He should drink a lot of water every day.
- 2 He should not eat hamburgers every day.
- 3 He should not eat spicy sausages every day.
- 4 He should eat plenty of fruit every day.
- 5 He should not drink cola every day.
- 6 He should eat a lot of vegetables every day.
- 7 He should eat rice every day.
- 8 He should not eat fried chicken wings every day.

Writing

Think, draw and write

What do you usually eat and drink? Complete the table and draw your food pyramid.

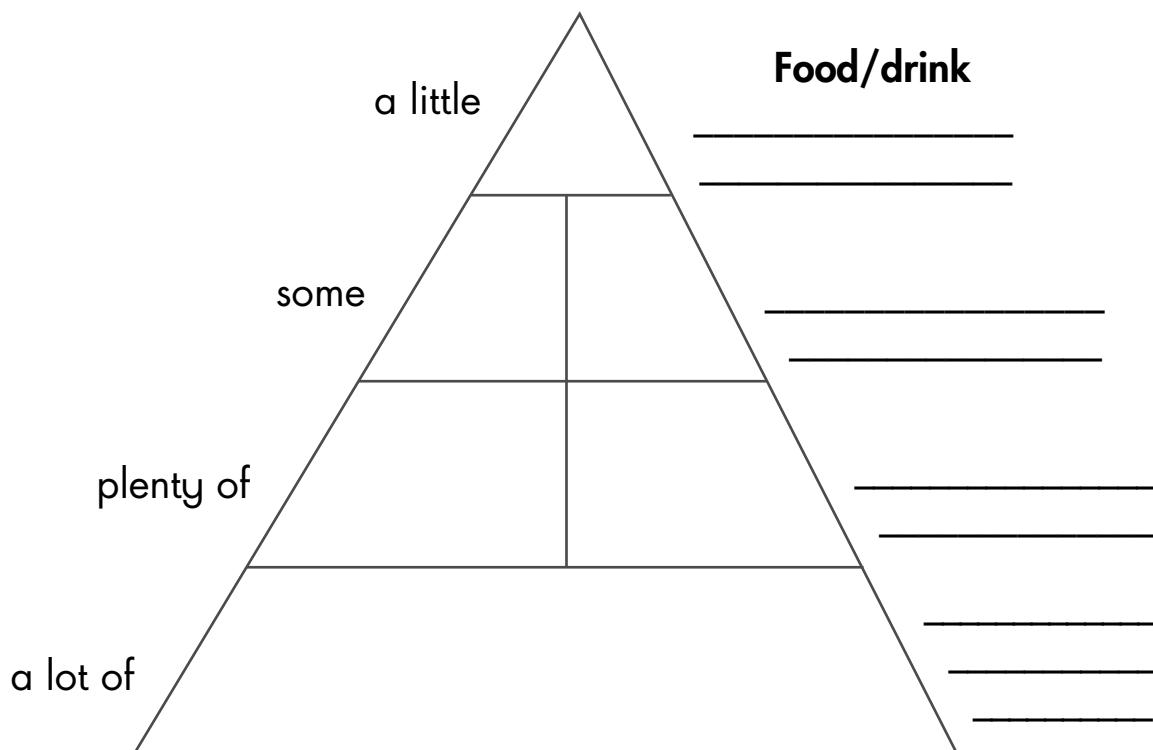
My diet

I usually have ...

(Students' own answers)

How much?	Food/drink
a little	
some	
plenty of	
a lot of	

My food pyramid



Is your diet healthy or unhealthy?

My diet is _____.

* **Unit 11 Let's make a pizza**

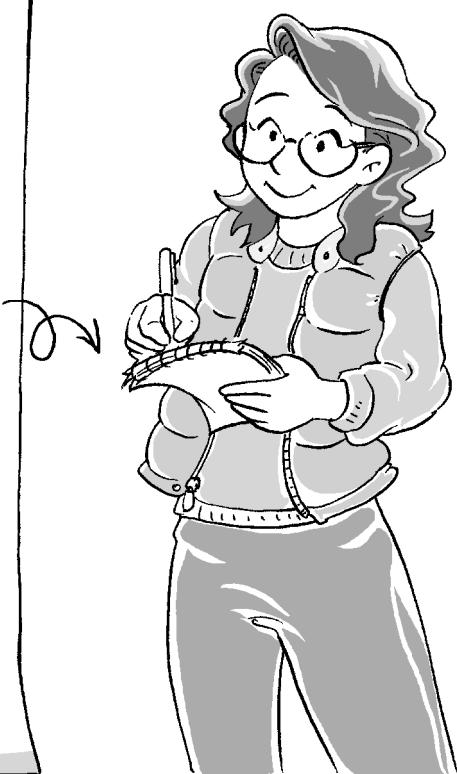
Language

Look, circle and write



Ingredients

- 1 a few pieces/bags of bread
- 2 three sausages
- 3 a bottle/piece of cheese
- 4 two green peppers
- 5 a plate/bag of cherries
- 6 a tin/glass of tomato sauce
- 7 a packet/tin of beans



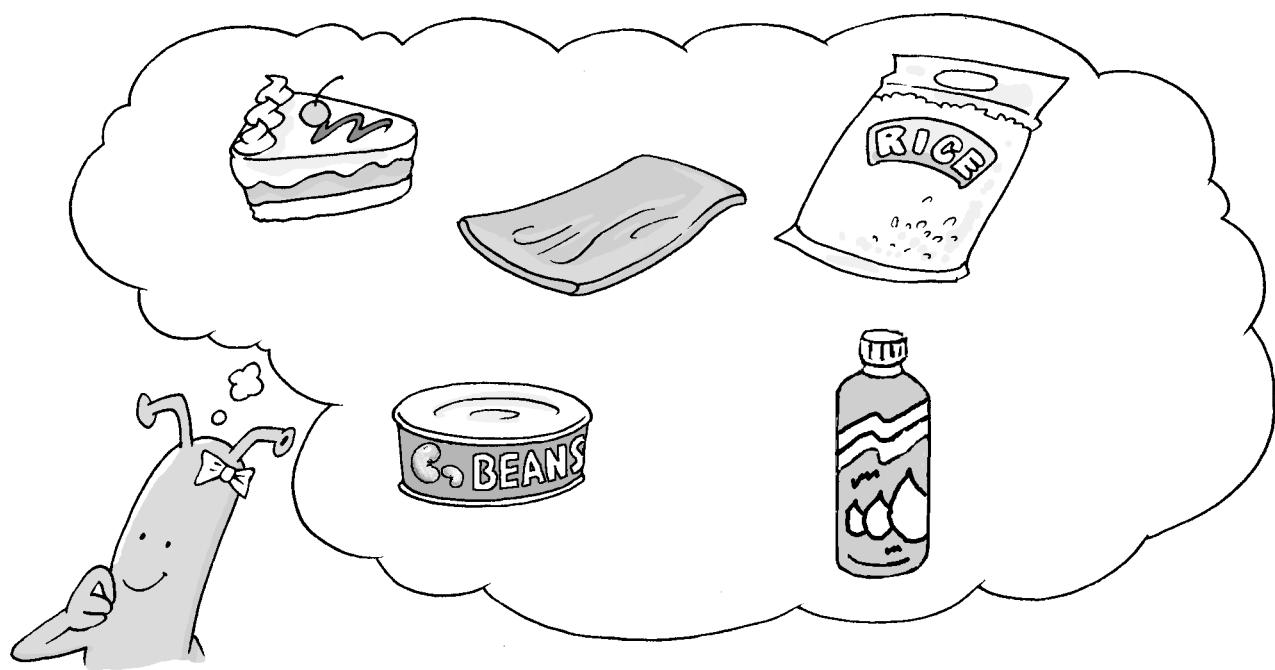
Look

A	piece bag tin slice bottle	of	bread rice beans ham water	.
---	--	----	--	---

I want to buy a bag of rice.



Look and write



Skygirl's shopping list

- 1 a piece of cake
- 2 a slice of ham
- 3 a bag of rice
- 4 a tin of beans
- 5 a bottle of water

Listening

Listen, choose and complete

Alice is telling her friends how to make a funny face. Listen and choose the correct words to complete the sentences below.

in the middle of above
secondly next then finally
on the left below
on the right of

- ① Firstly, use a piece of bread as the base. Put a cherry
in the middle of the bread.
- ② Secondly, put a slice of sausage
on the right of the cherry, and another slice
of sausage on the left.
- ③ Next, put a sausage below the cherry.
- ④ Then put some slices of ham round the bread.
- ⑤ Finally, put the half piece of bread above
the two slices of sausage to make a hat.

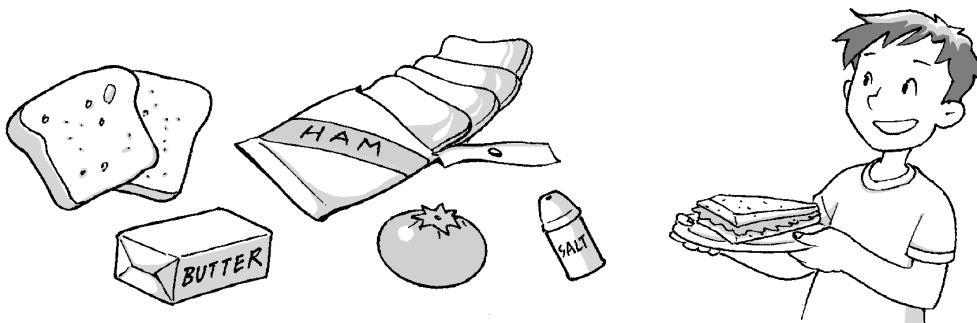
Reading

Read and number

Ben is showing his friends how to make a ham sandwich. Put the sentences in the correct order to make a recipe.

To make a ham sandwich,...

- (2) Secondly, put a slice of ham on one piece of bread.
- (4) Then sprinkle some salt over the tomato.
- (1) Firstly, spread some butter on two pieces of bread.
- (3) Next, put four slices of tomato on top of the ham.
- (6) Finally, cut the sandwich in two.
- (5) After that, put the other piece of bread on top of the tomato to make a sandwich.



Do you know what ingredients Ben has used for his sandwich? Write a list of ingredients.

An illustration of a long sandwich filled with lettuce and cheese. Below it is a list of ingredients in a scroll-like frame.

Ingredients

- two pieces of bread
- some butter
- a slice of ham
- four slices of tomato
- some salt

Writing

Think, draw and write

Now you are going to make your own sandwich. What will you put in it? Write a list of ingredients and the recipe.

My sandwich

Ingredients

(Students' own answers)

- 1 Firstly, _____.
- 2 Secondly, _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

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