



九年义务教育

# English 英语

教学参考资料

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## 编写说明

### 课程目标

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

### 《学生用书》

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Learn the sound(s):** 语音学习。该栏目的目的是让学生初步了解英语语音知识,了解元音、辅音字母以及字母组合在单词中的发音。本册《学生用书》的该栏主要是元音字母组合在单词中的发音。

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

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

四年级第二学期《学生用书》的模块四（Module 4）为拓展内容，其目的是增加学生的阅读量，并从学科、中外文化习俗和故事等三方面培养学生的语言学习兴趣和跨文化意识。

模块四的三个单元的学习栏目包括：

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

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

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

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

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

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

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

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

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

教师可根据教学实际灵活安排模块四的教学要求和教学时间。例如，教师可以根据学生的语言水平来决定是否安排以及怎样组织这部分的教学。虽然模块四出现在课本的末尾，但在实际教学中教师可以根据需要安排该模块的教学时间。例如本册的 Unit 3 Story time，教师可以根据需要随时安排这个单元的教学，还可以在学校

即将开展英语小品或短剧表演活动时教学。

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

《学生用书》还包含四个课题（Project）。其目的是让学生综合运用在本册《学生用书》中学到的知识与技能，提高他们的英语综合运用能力。因此，课题涉及了多种形式，其主题也与之前的学习内容有所联系。从本质上来说，课题首先是个个人活动，然后是对子活动或小组活动。学生要互相协作，一步步地完成课题中的每个任务。例如，本册《学生用书》的第二个课题让学生先粘贴最喜爱的运动的图片，然后调查同学所喜欢的运动，最后与同学一起设计一幅运动俱乐部的海报。

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

## 《练习部分》

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

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

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

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

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

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

### 《教学参考资料》

《教学参考资料》为《学生用书》的内容提供了具体的指导意见。各单元内容包括：

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

2. 建议教学计划表 (Scheme of work)：列出建议课时分配及可以使用的教学资源。根据《课程标准》，四年级的英语课时安排为每周五课时 (Period)。本教材每个单元的各个课时均列出了具体的新授教学内容，第五课时 (Period 5) 主要围绕单元复习展开。教师在此课时中可以开展单元复习活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型。教师也可以根据学生的实际情况，调整各课时教学内容。教学资源列出了建议教师使用的《学生用书》和《练习部分》的页码。

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

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

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

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

这些活动设置了丰富的情景，为学生提供了用不同方式操练语言的机会，同时也提示教师使用其它教学资源如挂图、玩偶、单词图片卡等等完成教学任务。由于

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

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

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

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

### 多媒体课件光盘

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

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

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

活动帮助学生运用课本中学到的知识与技能，提高其英语综合运用能力。

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

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

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

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

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

## 教学评价建议

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

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

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

## 课堂教学环境创设建议

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

### 1. 标签

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

### 2. 图表

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

### 3. 展示

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

## 课堂教学活动的组织建议

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

### 课堂用语建议

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

以下课堂用语供教师参考使用。

—How are you doing, Susan?

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

Is everybody ready for class?

Today we are going to learn about '...'.  
Take out your ...

All books closed, please.

Turn to the next page.

Come and stand by the blackboard.

Come and write the word on the blackboard.

Everyone, look at the blackboard, please.

Read out the words and sentences on the blackboard.

Let's read the words on the blackboard together.

Let's read the text aloud.

Read the first sentence aloud.

Take/Copy this down in your notebooks.

Underline the new words.

Let's listen to the tape now.

Can you all hear?

Let's listen to it once more.

Listen again and say it after me.

Let's look at some pictures.

Come and point to ... on the map.

Read the text by yourself.

I'll read it to you first.

Now let's role-play this dialogue.

Who wants to be Peter?

You are/will be Miss Fang, Mary.

Now you can change your role.

Please do Exercise A.

Answer the first four questions.

Mark the right answer.

Let's check the answers.

Now we'll play a guessing game.

Guess what this is.

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

Work in groups of three/four/five.

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

Do you want to sing now?

Say the words after me.

Let's sing together.

Sing along with the tape.

Let's take a break.

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

See you tomorrow/next week.

### 教材配套资源

#### 1. 学生资源

- 学生用书
- 练习部分
- 音频文件

#### 2. 教师资源

- 教学参考资料
- 教学挂图
- 磁带
- 音频光盘
- 多媒体课件光盘

# Introduction

## Description of materials

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

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

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

## Student's resources

- Student's Book
- Workbook
- Audio files

## Teacher's resources

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

## Student's Book

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

A lively group of characters: Ben and Kitty, their friends and parents, Sam the dog and Miss Fang the teacher, all provide models to make

language learning stimulating, enjoyable and relevant to students' lives.

## Workbook

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

## Teacher's Book

The *Teacher's Book* aims to provide teachers with full support in using this material successfully. In this book, teachers will find:

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

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

## 5 Notes that offer additional information or references.

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

### 'Building-blocks' approach

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

### **English (Oxford Shanghai Edition)**

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

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

The development of thematic content through

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

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

### Task-based learning

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

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

### Modules, units and tasks

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

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

The sections of a unit may include:

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

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

## **Module 4 More things to learn (optional)**

Module 4 of *Student's Book 4B* is composed of three optional units. Unit 1 presents information about other school subjects and activities. Unit 2 introduces Chinese festivals. Unit 3 offers an interesting story for students to read.

The sections of these three units may include:

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

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

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

## **Projects**

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

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

## **Using the Teacher's Book**

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

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

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

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

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

- progress towards the learning targets for English
- opportunities for interaction, particularly among students

- natural use of language in a wide variety of activities.

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

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

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

## **Assessment**

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

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

# Module 1 Using my five senses

## Unit 1 What can you smell and taste?

### Tasks in this unit:

- Use nouns to identify different fruits
- Use alternative questions to find out specific information
- Use imperatives to give simple instructions
- Use wh-questions to find out the smell and taste of different food and drinks

### Language focus:

- Using the key words in context  
e.g., *watermelon, grape, plum, cherry, strawberry*
- Using alternative questions to find out specific information  
e.g., *Is it cherry juice or watermelon juice?*
- Using imperatives to give simple instructions  
e.g., *Now smell it.*
- Using wh-questions to find out how different food and drinks taste  
e.g., *How does it taste?*
- Identifying the pronunciation of '-ar', '-ar-', '-ue' and '-oo-' in words such as *car, park, blue* and *school*  
e.g., *car, park, blue, school*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *watermelon, grape, plum, cherry, strawberry*
- Understanding alternative questions asking for specific information  
e.g., *Is it cherry juice or watermelon juice?*
- Understanding imperatives giving simple instructions  
e.g., *Now smell it.*
- Understanding wh-questions asking about the taste of different food and drinks  
e.g., *How does it taste?*
- Identifying the pronunciation of '-ar', '-ar-', '-ue' and '-oo-' in words such as *car, park, blue* and *school*  
e.g., *car, park, blue, school*

#### Speaking

- Pronouncing the key words correctly  
e.g., *watermelon, grape, plum, cherry, strawberry*
- Using alternative questions to find out specific information  
e.g., *Is it cherry juice or watermelon juice?*
- Using imperatives to give simple instructions  
e.g., *Now smell it.*

- Using wh-questions to find out how different food and drinks taste  
e.g., *How does it taste?*
- Pronouncing the sounds '-ar', '-ar-', '-ue' and '-oo' correctly in words such as *car, park, blue* and *school*  
e.g., *car, park, blue, school*

### Reading

- Understanding dialogues about the smell and taste of different food and drinks
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *watermelon, grape, plum, cherry, strawberry*
- Writing the key sentences correctly  
e.g., *Is it cherry juice or watermelon juice?*  
*It's watermelon juice.*
- Writing several sentences to describe the smell and taste of different food and drinks

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		watermelon grape plum cherry strawberry		SB: p. 3 WB: p. 4 Part E
2	Is it ... or ...? It's ... Yes, you are right. ..., I think.	a glass of juice		SB: pp. 2 and 3 WB: p. 3 Part D
3	How about ...?			SB: pp. 4 and 6 WB: p. 3 Part C
4	Yum!			SB: p. 5 WB: p. 6 Part H
5			-ar (car) -ar- (park) -ue (blue) -oo- (school)	SB: p. 6 WB: p. 7 Task

### Period 1

#### Language focus:

- Using the key words in context

e.g., *watermelon, grape, plum, cherry, strawberry*

- Using adjectives to describe fruits  
e.g., *It's sweet and nice.*

## Materials:

*Student's Book 4B, p. 3*

*Workbook 4B, p. 4 Part E*

*Cassette 4B*

*Flashcards 4B (watermelon, grape, plum, cherry, strawberry)*

*Pictures of some fruits and a fruit shop*

## Pre-task preparations

### Activity 1

Have the students sing the song 'Apple tree' on page 33 of *Student's Book 1A*.

e.g.,

*Apple red,*

*Apple round,*

*Apple juicy,*

*Apple sweet.*

*Apple, apple, I love you.*

*Apple sweet, I love to eat.*

Then write the adjectives in the song such as *red, round, juicy* and *sweet* on the blackboard and ask the students some questions.

e.g.,

*T: What colour is the apple?*

*Ss: It's red.*

*T: How does it taste?*

*Ss: It's sweet.*

### Activity 2

Put the pictures of some fruits such as apples, pears, pineapples, lemons and oranges on the blackboard. Tell some riddles about the fruits and have the students guess the answers.

e.g.,

*T: It's red and round. Smell it. It's nice.*

*Taste it. It's sweet and juicy. What is it?*

*Ss: It's an apple.*

## While-task procedures

### Activity 1

Show the flashcards for *watermelon, grape, plum, cherry* and *strawberry* in 'Look and learn' on page 3 of the *Student's Book* and ask the students to read and spell the words after you.

e.g.,

*T: (show the flashcard for watermelon)*

*Watermelon. W-A-T-E-R-M-E-L-O-N,*

*watermelon.*

*Ss: Watermelon. W-A-T-E-R-M-E-L-O-N,*

*watermelon.*

### Activity 2

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

e.g.,

*T: (show the flashcard for grape)*

*Ss: Grape.*

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

e.g.,

*T: (show the flashcard for cherry) A plum.*

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

*T: (show the flashcard for grape) A cherry.*

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

...

### Activity 3

Play a guessing game. Put the flashcards for *watermelon, grape, plum, cherry* and *strawberry* together. Invite individual students to pick up one of them without letting the others see it. The other students can ask questions to get information about the fruits.

e.g.,

*S1: (pick up the flashcard for watermelon and hide it)*

*S2: Is it round?*

*S1: Yes.*

*S3: Is it red?*

*S1: No.*

*S4: Is it green and black?*

*S1: Yes.*

*S5: Is it a watermelon?*

*S1: (show the flashcard) Yes!*

### Activity 4

Have the students create new songs about other fruits using the new words.

e.g.,

*Cherry red,  
Cherry round,  
Cherry juicy,  
Cherry sweet.*

*Cherry, cherry, I love you.  
Cherry sweet, I love to eat.*

Then divide the students into groups to sing the songs.

## Post-task activities

### Activity 1

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

### Activity 2

Show the picture of a fruit shop. Have the students choose the fruit they like best and describe it. Then have the students write some sentences about it.

e.g.,

*This is a plum. It is purple. It is small. Touch it. It is soft and smooth. Smell it. It is nice. Taste it. It is sweet. We often eat it in summer.*

## Period 2

### Language focus:

- Using alternative questions to find out specific information  
e.g., *Is it cherry juice or watermelon juice?*
- Using imperatives to give simple instructions  
e.g., *Now smell it.*
- Using wh-questions to find out how different food and drinks taste  
e.g., *How does it taste?*

### Materials:

*Student's Book 4B*, pp. 2 and 3

*Workbook 4B*, p. 3 Part D

Cassette 4B

Wall picture 4B

Flashcards for *sweet, sour, salty, bitter*, etc.

A bag, an apple, a grape, a plum, a cherry, a

strawberry, a glass of water, fruit juice, milk or coffee

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Have the students guess some riddles about fruit to review the new words.

e.g.,

*It's small.*

*It's rough and soft.*

*It's red and sweet.*

*We often eat it in spring.*

*What is it? (A strawberry.)*

If the answer is correct, stick the flashcard for the fruit on the blackboard. Then ask the students to read the word together.

### Activity 2

Bring some food or pictures of food to class.

Stick the flashcards for the adjectives describing smell and taste such as *sweet, sour, salty* and *bitter* on the blackboard. Then have them answer your questions to review the adjectives.

e.g.,

*T: (point to the strawberry) Smell the strawberry.*

*How does it smell?*

*S1: It's nice.*

*T: (point to the coffee) Taste the coffee. How does it taste?*

*S2: It's bitter.*

## While-task procedures

### Activity 1

Put some fruits such as an apple, a grape, a plum, a cherry and a strawberry in a bag. Ask the students to guess what you have. You may give them some hints.

e.g.,

*T: I have some fruit in the bag. (take a cherry in your hand) What do I have? It's small and round.*

*It's red and sweet. Is it an apple or a cherry?*

*S1: It's a cherry.*

*T: Yes! (take out the cherry and show it to the class)*

*Write the sentences Is it an apple or a cherry? It's*

a cherry. on the blackboard. Then have the students repeat after you.

### Activity 2

Have the students listen to the recording for 'Look and say' on page 2 of the *Student's Book*. Then have them look at the pictures and answer your questions.

e.g.,

T: (point to the glass in Picture 2) This is a glass of juice. What colour is the juice?

Ss: It's purple.

T: What is it?

Ss: It's grape juice.

Play the recording again and ask the students to repeat after it. Then have the students practise the dialogue in pairs.

### Activity 3

Put the wall picture on the blackboard. Have the students listen to the recording for 'Ask and answer' on page 3 of the *Student's Book*. Then ask the students to take out the food they bring to class and play the game in pairs.

e.g.,

S1: What do you have, (S2's name)?

S2: Close your eyes. Smell it. Is it a strawberry or a grape?

S1: It's a grape, I think.

S2: Now taste it. How does it taste?

S1: It's sweet.

S2: What is it?

S1: It's a strawberry.

### Activity 4

Have the students do Part D 'Look, ask and answer' on page 3 of the *Workbook*. Ask them to make a dialogue according to the picture.

e.g.,

S1: What do you have? What colour is it?

S2: It's ... Close your eyes. Smell it. Is it ... or ...?

S1: It's ... I think.

S2: Now taste it. How does it taste?

S1: It's ...

S2: What is it?

S1: It's a/an ...

## Post-task activities

### Activity I

Have the students put the things they have such as their stationery items in the bag and play a guessing game in pairs.

e.g.,

S1: What do you have?

S2: Close your eyes. Please touch it. How does it feel?

S1: It's smooth and hard.

S2: Is it a ruler or a book?

S1: It's a ruler.

### Activity 2

Divide the students into groups of four. Each group has four glasses filled with different kinds of juice, such as lemon juice, orange juice, strawberry juice and watermelon juice. Have the students distinguish them by looking at, smelling and tasting them.

e.g.,

S1: Look! (point to Glass 1) It's yellow. Is it lemon juice or orange juice?

S2: It's lemon juice, I think.

S1: (S3's name), please taste it. How does it taste?

S3: It's sweet. It's orange juice.

...

Then have the students finish the report in groups.

e.g.,

The juice in Glass 1 is yellow (colour). It is sweet (smell or taste). It is orange juice.

...

## Period 3

### Language focus:

Using wh-questions to find out how different food and drinks taste

e.g., How does the red apple taste?

### Materials:

*Student's Book 4B*, pp. 4 and 6

*Workbook 4B*, p. 3 Part C

Cassette 4B

A picture of a bakery or a fruit shop

Some food such as cakes and biscuits

## Pre-task preparations

### Activity 1

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

### Activity 2

Show the students some food and have them answer your questions.

e.g.,

T: (*show a cake*) Look! What can you see?

S1: I can see a cake.

Then have some students close their eyes. Have them smell, feel and taste the food and then answer some questions.

e.g.,

T: Smell it. How does it smell?

S1: (*smell the cake*) It's nice.

T: Taste it. How does it taste?

S1: (*taste the cake*) It's sweet.

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Say and act' on page 4 of the *Student's Book* and answer your questions.

e.g.,

T: Look at the picture. What's on the plate?

S1: There's some fruit on it.

T: What are they?

S2: They're grapes, plums and apples.

T: Yes. There are grapes, plums and apples on the plate. Do you like red apples or green apples?

S3: I like red apples.

...

### Activity 2

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

e.g.,

T: Where's Kitty?

S1: She's at Alice's home.

T: Are there apples and grapes on the plate?

S2: Yes. There are grapes, plums and apples.

T: What does Kitty like?

S3: She likes red apples.

T: How does the red apple taste?

S4: It's sweet.

...

Then practise the dialogue with the students.

### Activity 3

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

e.g.,

S1: Look, I have some grapes, plums and apples.

What do you like?

S2: I like apples.

...

### Activity 4

Have the students do Part C 'Listen and match' on page 3 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the pictures.

## Post-task activities

### Activity 1

Ask the students to bring some food such as biscuits, sweets or fruits to class or hand out the food to the students. Have the students make a dialogue in pairs.

e.g.,

S1: Look, I have some sweets. These sweets are yellow. Those sweets are orange. Do you like yellow ones or orange ones?

S2: I like yellow ones.

S1: OK. A yellow sweet for you and an orange sweet for me.

S2: Thanks.

S1: How does the yellow one taste?

S2: It's sweet. It's nice and soft. How about the orange one?

S1: It's sweet too. But it's hard.

## Activity 2

Show the picture of a bakery or a fruit shop. Divide the students into groups of three or four. Have the students talk about what they can see, smell and taste in the bakery or the fruit shop. Then ask them to write a report about it.

e.g.,

S1: I'm hungry.

S2: I'm hungry too. Look, there's a bakery over there.

Let's go and buy some bread and cakes.

S1: What's this?

S2: It's an apple pie.

S1: How does it taste?

S2: It's sweet.

S1: Oh, I like apple pies. How about you, (S2's name)?

S2: I like apple pies too. But I want a strawberry cake. It's nice.

...

Group 1's report:

We are in the Yum Yum Bakery. There are some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ in it. (S1's name) likes \_\_\_\_\_. They are \_\_\_\_\_. (S2's name) likes \_\_\_\_\_. They are \_\_\_\_\_. (S3's name) and (S4's name) like \_\_\_\_\_. They are \_\_\_\_\_.

## Period 4

### Language focus:

Using alternative questions to find out specific information

e.g., Are the grapes purple or green?

### Materials:

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

*Workbook 4B*, p. 6 Part H

Cassette 4B

Fox and bird masks

Pictures of grapes, a fox and a bird

### Pre-task preparations

#### Activity 1

Stick the pictures of grapes, a fox and a bird one by one on the blackboard. Say the riddles about grapes, the fox and the bird and have the students guess the answers.

e.g.,

Riddle 1: They're round and purple. They're smooth.

They're juicy. We often eat them in summer. What are they? (Grapes.)

Riddle 2: It's orange. It has a big and long tail. It likes meat. It can run fast. What is it? (A fox.)

Riddle 3: It can fly in the sky. It goes 'tweet ... tweet ...'. What is it? (A bird.)

## Activity 2

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

(Picture 1)

T: What can the fox see?

S1: He can see some grapes.

T: What colour are the grapes?

S2: They're purple.

(Picture 2)

T: Can the bird eat the grapes?

S2: Yes.

...

## While-task procedures

### Activity 1

Have the students read the story on page 5 of the *Student's Book* by themselves. Then ask them to do 'Answer the questions' on the same page in pairs. Finally, check the answers with them.

### Activity 2

Have the students listen to the recording for 'Read a story' on page 5 of the *Student's Book*. Then ask them some questions to check their understanding.

e.g.,

T: Can the bird eat the grapes?

S1: Yes.

T: Can the fox eat the grapes too?

S2: No, he can't.

T: Are the grapes sweet or sour?

S3: They're sweet.

After that, have the students listen to the recording again and repeat after it.

### Activity 3

Have the students put on the fox and bird masks and role-play the story in pairs. Then invite several pairs to act it out in front of the class. Have the class vote for the best pair.

### Activity 4

Have the students make a new dialogue by role-playing Mr Fox and Miss Bird in the story in pairs. Encourage them to use the key patterns they have learnt.

e.g.,

S1: (act as Mr Fox) Oh, grapes! They're purple and round. They're sweet, I think.

S2: (act as Miss Bird) What nice grapes! I like them.

S1: Good morning, Miss Bird!

S2: Good morning, Mr Fox.

S1: How do the grapes smell?

S2: Oh, they're nice.

S1: How do they taste?

S2: They're very sweet. Yum, yum!

S1: The vine is tall. I can't eat the grapes. Can you give me some grapes, Miss Bird?

S2: Sorry, I can't.

S1: (go away) Those grapes are sour. They are not sweet at all. I don't like those grapes!

## Post-task activities

### Activity 1

Have the students act as the fox and describe his day according to the story. You may ask them to complete the following passage if necessary.

e.g.,

Hello. I am Mr Fox. I see some nice grapes. They are round and purple. I like grapes! I want to eat them! But they are on the vine. The vine is tall. I cannot eat them. I am sad. Those grapes are sour, I think. They are not sweet at all.

### Activity 2

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

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about how different food and drinks smell and taste
- Identifying the pronunciation of '-ar', '-ar-', '-ue' and '-oo-' in words such as *car, park, blue* and *school*  
e.g., *car, park, blue, school*

### Materials:

*Student's Book 4B*, p. 6

*Workbook 4B*, p. 7 Task

Cassette 4B

Flashcards 4B (*car, park, blue, school*)

Some fruits, food and drinks

## Pre-task preparations

### Activity 1

Have the students say the rhyme on page 6 of the *Student's Book*. You may encourage them to create a new rhyme and say it in groups.

### Activity 2

Flash the cards for some fruit and food and ask the students to respond quickly.

e.g.,

T: (flash the card for cake) Is it a cake or a biscuit?

S1: It's a cake.

## While-task procedures

### Activity 1

Prepare some fruits, such as apples, oranges, cherries or pears before class and put them in a bag. Have the students close their eyes, smell them and answer your questions.

e.g.,

T: Smell it. How does it smell?

S1: It's nice.

T: Is it an apple or a pear?

S1: It's an apple.

...

### Activity 2

Divide the students into groups of four to play a guessing game. Each group prepares a plate of

food, such as cakes, biscuits, sweets and chocolate. The students in each group take turns to smell, taste and identify the food.

e.g.,

*S1: (S2's name), smell it. How does it smell?*

*S2: It's nice.*

*S3: Taste it. How does it taste? What is it?*

*S2: It's bitter and sweet. It's chocolate.*

...

### Activity 3

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

e.g.,

*T: -ar, car. -ar-, park.*

*Ss: -ar, car. -ar-, park.*

*T: -ue, blue. -oo-, school.*

*Ss: -ue, blue. -oo-, school.*

Then encourage them to think of more words with the sounds.

e.g., *farmer, far, hard, arm, glue, room, zoo, cool, too, tooth, moon, noon, noodles*

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sounds' and repeat after it. Then ask them to read the rhyme in pairs or groups.

## Post-task activities

### Activity 1

Have the students write about their favourite fruit or food. Ask them to describe the colour, smell and taste of the fruit or food they like.

e.g.,

*I like apples. Look at these apples. They're red and round. Smell them. They're nice. Taste them. They're sweet and juicy. Look at those apples. They're green and round. They're sweet and crunchy.*

### Activity 2

Have the students do Task 'We like fruit juice' on page 7 of the *Workbook*. First, have the students talk about the fruit juice they like drinking in different seasons. Then ask them to complete the table in Part B by filling in the blanks with the information they get from their classmates.

Finally, ask the students to complete the passage in Part C by introducing the juice one of their classmates likes.

# Module 1 Using my five senses

## Unit 2 How does it feel?

### Tasks in this unit:

- Use adjectives to describe how things feel
- Use wh-questions to find out about ownership
- Use possessive forms of nouns to indicate possession
- Use imperatives to give simple instructions
- Use wh-questions to find out how things feel

### Language focus:

- Using the key words in context  
e.g., *hard, soft, rough, smooth, sharp, blunt, thick, thin*
- Using wh-questions to find out about ownership  
e.g., *Whose knife is this?*  
*Whose pencils are these?*
- Using possessive forms of nouns to indicate possession  
e.g., *It's Danny's.*  
*They're Peter's.*
- Using adjectives to describe how things feel  
e.g., *It's very sharp.*
- Using imperatives to give simple instructions  
e.g., *Put your hand in the bag.*
- Using wh-questions to find out how things feel  
e.g., *How does it feel?*
- Identifying the pronunciation of '-ir-', '-ur-', '-au-' and '-oor' in words such as *skirt, purse, Laura* and *floor*  
e.g., *skirt, purse, Laura, floor*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *hard, soft, rough, smooth, sharp, blunt, thick, thin*
- Understanding wh-questions asking about ownership  
e.g., *Whose knife is this?*  
*Whose pencils are these?*
- Understanding possessive forms of nouns to indicate possession  
e.g., *It's Danny's.*  
*They're Peter's.*
- Understanding modelled sentences describing how things feel  
e.g., *It's very sharp.*
- Understanding imperatives giving simple instructions  
e.g., *Put your hand in the bag.*
- Understanding wh-questions asking about how things feel

e.g., *How does it feel?*

- Identifying the pronunciation of '-ir-', '-ur-', '-au-' and '-oor' in words such as *skirt, purse, Laura* and *floor*  
e.g., *skirt, purse, Laura, floor*

### Speaking

- Pronouncing the key words correctly  
e.g., *hard, soft, rough, smooth, sharp, blunt, thick, thin*
- Using wh-questions to find out about ownership  
e.g., *Whose knife is this?*  
*Whose pencils are these?*
- Using possessive forms of nouns to indicate possession  
e.g., *It's Danny's.*  
*They're Peter's.*
- Using adjectives to describe how things feel  
e.g., *It's very sharp.*
- Using imperatives to give simple instructions  
e.g., *Put your hand in the bag.*
- Using wh-questions to find out how things feel  
e.g., *How does it feel?*
- Pronouncing the sounds '-ir-', '-ur-', '-au-' and '-oor' correctly in words such as *skirt, purse, Laura* and *floor*  
e.g., *skirt, purse, Laura, floor*

### Reading

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

### Writing

- Writing the key words correctly  
e.g., *hard, soft, rough, smooth, sharp, blunt, thick, thin*
- Writing the key sentences correctly  
e.g., *Whose pencils are these?*  
*They're Peter's.*
- Writing several sentences to describe how things feel

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		hard soft rough smooth sharp blunt thick thin		SB: pp. 8 and 11

(续表)

2	Whose ... is this/that/are these/those? It's/They're ...	knife    pencil pencil case		SB: pp. 7, 8 and 11 WB: p. 10 Part F
3	Ouch!			SB: p. 9 WB: p. 9 Part C
4				SB: p. 10 WB: p. 12 Part H
5			-ir- (skirt) -ur- (purse) -au- (Laura) -oor (floor)	SB: p. 11 WB: p. 13 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *hard, soft, rough, smooth, sharp, blunt, thick, thin*
- Using adjectives to describe how things feel  
e.g., *It's very sharp.*

### Materials:

*Student's Book 4B*, pp. 8 and 11

Cassette 4B

Flashcards 4B (*hard, soft, rough, smooth, sharp, blunt, thick, thin*)

Some toys, fruit, drinks, stationery items

### Pre-task preparations

#### Activity I

Have the students say the rhyme on page 6 of *Student's Book 2B* to review the adjectives describing how things feel.

e.g.,

*A bag, a doll,*

*I can see.*

*Soft and nice,*

*For you and me.*

*A pen, a pencil,*

*I can see.*

*Hard and smooth,*

*For you and me.*

Then take out an apple, a plum and other things and have the students use the old rhyme as a model to create new rhymes.

e.g.,

*An apple, a plum.*

*I can see.*

*Smooth and nice,*

*For you and me.*

#### Activity 2

Have the students look around the classroom and pick out the things that feel hot, cold, hard, soft, rough or smooth. Encourage them to describe how the things feel.

e.g.,

*S1: My book is smooth.*

*S2: The blackboard is hard and smooth.*

...

### While-task procedures

#### Activity I

Show the students two pencils: one is sharp and the other is blunt. Invite one student to touch the points of the sharp pencil and the blunt one respectively and answer your questions.

e.g.,

*T: Touch this pencil. How does it feel? Is it sharp?*

*S1: Yes, it is.*

*T: Touch that pencil. Is it sharp too?*

*S1: No. It's blunt.*

Then introduce the new words *thick* and *thin* by asking the students to touch a thick book and a thin book respectively.

e.g.,

T: Touch this book. It's thick.

Ss: It's thick.

T: Touch that book. Is it thick too?

Ss: No, it isn't.

T: It's not thick. It's thin.

Show the flashcards for *sharp*, *blunt*, *thick* and *thin* in 'Look and learn' on page 8 of the *Student's Book* and ask the students to read and spell the words after you. Tell the students that *sharp* and *blunt*, *thick* and *thin*, *rough* and *smooth*, *soft* and *hard* are opposites.

### Activity 2

Take out a thin book and a thick book and ask the students some questions.

e.g.,

T: Look at them. What are they?

S1: They're books.

T: Touch them. How do they feel?

S1: They're smooth.

T: Are they thick?

S1: (point to the thick book) This one is thick, (point to the thin book) but that one is thin.

Ask the students to make a dialogue in pairs using the things they have. Then invite several pairs to act it out in front of the class.

### Activity 3

Have the students take out some stationery items and play a guessing game in pairs. You may play the game with a student first.

e.g.,

T: Close your eyes, (S1's name). Touch it. How does it feel?

S1: It's smooth.

T: Is it thin?

S1: Yes, it is.

T: What is it?

S1: Is it a book?

T: Yes.

### Activity 4

Have the students listen to the recording for

'Listen and enjoy' on page 11 of the *Student's Book*. Encourage them to repeat after the recording. Then ask the students to say it in groups.

## Post-task activities

### Activity 1

Have the students touch and feel different objects in the classroom. Then have them ask and answer questions in pairs.

e.g.,

S1: Touch the desks. How do they feel?

S2: They're hard and smooth.

### Activity 2

Show a bag with two pencils, two books, an apple and a ball in it. Ask the students to guess what is in the bag. If they guess an item correctly, take it out.

e.g.,

T: Close your eyes. Touch it. How does it feel?

S1: It's smooth and hard.

T: Taste it. Is it sweet?

S1: Yes, it is.

T: What is it?

S1: It's an apple.

Then divide the students into groups to play the game.

## Period 2

### Language focus:

- Using wh-questions to find out about ownership  
e.g., *Whose knife is this?*  
*Whose pencils are these?*
- Using possessive forms of nouns to show possession  
e.g., *It's Danny's.*  
*They're Peter's.*
- Using imperatives to give simple instructions  
e.g., *Put your hand in the bag.*

### Materials:

*Student's Book 4B*, pp. 7, 8 and 11

Workbook 4B, p. 10 Part F

Cassette 4B

Some stationery items

## Pre-task preparations

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 11 of the *Student's Book* to review the adjectives they have learnt previously. Then take out some stationery items and have the students answer your questions.

e.g.,

T: Touch the book. How does it feel?

S1: It's smooth and thin.

...

### Activity 2

Play the game 'Noughts and Crosses' with the students to practise the adjectives *hard*, *thick*, etc. First, draw a 'Noughts and Crosses' grid on the blackboard. Write one word in each of the nine squares. Then divide the class into two teams to play the game. One team will be Noughts ('O'), and the other team will be Crosses ('X'). Have a student from one team choose one of the squares. If they can give a correct sentence using the word, draw an 'O' or an 'X' in that square. Then let a student from the other team choose a square, and so on. The first team to get three squares in a row wins.

e.g.,

<del>hard X</del>	thick X	thin
soft O	<del>blunt X</del>	smooth O
sharp O	cold	<del>rough X</del>

T: Choose one square, (S1's name).

S1: Hard.

T: Make a sentence with the word.

S1: This desk is hard.

T: (draws an 'X' on S1's square) Right.

T: Choose one square, (S2's name).

S2: Soft.

T: Make a sentence with the word.

S2: That cake is soft.

T: (draws an 'O' on S2's square)

...

S7: Rough. My grandpa's hands are rough.

T: (draws a fourth 'X') Great. The Crosses Team wins.

## While-task procedures

### Activity 1

Collect some stationery items from the students. Pick up some of the items and tell the students the owner of each item.

e.g.,

T: It's (S1's name)'s pencil.

These are (S2's name)'s rubbers.

It's (S3's name)'s pen.

...

Write the key pattern *Whose ... is this/that/are these/those? It's/They're ...* on the blackboard and have the students repeat after you. Then have the students answer your questions.

e.g.,

T: (hold S1's pencil) Whose pencil is it?

S1: It's (S1's name)'s pencil.

T: (hold S2's rubbers) Whose rubbers are these?

S2: They're (S2's name)'s rubbers.

...

### Activity 2

Have the students listen to the recording for 'Look and say' on page 7 of the *Student's Book*. Then have them look at the pictures and answer some questions.

e.g.,

T: Is that knife Danny's?

S1: Yes, it is.

T: Is it sharp or blunt?

S2: It's very sharp.

T: Whose pencils are these?

S3: They're Peter's.

T: Are they sharp?

S4: No. They're blunt.

Play the recording again and ask the students to repeat after it. Then ask them to practise the dialogue in pairs.

### Activity 3

Have the students walk around the classroom and borrow stationery items or books from their classmates. Then ask the students to make a dialogue in pairs using the things they have borrowed.

e.g.,

*S1: Touch these pencils. Are they sharp?*

*S2: Yes, they are. Whose pencils are these?*

*S1: They're (S3's name)'s.*

...

### Activity 4

Have the students look at 'Play a game' on page 8 of the *Student's Book*. Play the game with the students first.

e.g.,

*T: Please put your hand in this bag. Touch one thing. How does it feel?*

*S1: It's big. It's round. It's smooth. It's hard. It's a ball.*

*T: Yes, you're right. Whose ball is it?*

*S1: It's (S3's name)'s (ball).*

Then have the students take out the things they bring to class and play the game in small groups.

### Post-task activities

#### Activity 1

Have the students do Part F 'Look, read and complete' on page 10 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the picture.

e.g.,

*S1: Whose ruler is this?*

*S2: It's Alice's ruler.*

*S1: Are these pencils Alice's too?*

*S2: No. They're Danny's pencils.*

#### Activity 2

Divide the students into groups of four to play a guessing game. Ask each group to put four different things in a big box. The students in each group take turns to put their hands in the box to feel and identify the things.

e.g.,

*S1: (S2's name), put your hand in the box. Touch one thing. Feel it. How does it feel?*

*S2: It's sharp and hard. It's a pencil. (take out the pencil)*

*S1: Whose pencil is it?*

*S2: It's (S3's name)'s.*

*S4: No. It's my pencil.*

...

### Period 3

#### Language focus:

Using adjectives to describe how things feel

e.g., *It's hard.*

#### Materials:

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

*Workbook 4B, p. 9 Part C*

*Cassette 4B*

*Wall picture 4B*

Some stationery items such as books, rulers, rubbers and pencils

### Pre-task preparations

#### Activity 1

Have the students say the rhyme on page 9 of *Student's Book 3B* with some gestures.

e.g.,

*I have two hands.*

*I have ten fingers.*

*I can touch and feel*

*With my hands and fingers.*

*I have two eyes.*

*I have two ears.*

*I can see and hear*

*With my eyes and ears.*

#### Activity 2

Borrow some stationery items and books from the students and ask the students some questions.

e.g.,

*T: This is a book. Whose book is it? Is it (S2's name)'s?*

*S1: No. It's (S3's name)'s.*

*T: Whose pencils are those?*

*S2: They are (S1's name)'s.*

You may put the wall picture on the blackboard and have the students make a dialogue in pairs.

e.g.,

*S1: Whose pencil case is that?*

*S2: It's Jill's.*

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Say and act' on page 9 of the *Student's Book*. Write the words *beach*, *sand* and *key* on the blackboard and make sure the students understand the meanings of the words.

Have the students listen to the recording for 'Say and act' on page 9 of the *Student's Book*. Then ask them some questions to check their understanding.

e.g.,

*T: How does the sand feel?*

*S1: It's very soft.*

*T: How does the key feel?*

*S2: It's hard.*

### Activity 2

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

### Activity 3

Ask the students to collect things such as a thin/thick book, a sharp/blunt pencil, a long/short ruler. Then have them make a dialogue following 'Say and act'.

### Activity 4

Have the students do Part C 'Listen, choose and write' on page 9 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the picture.

## Post-task activities

### Activity 1

Give the students some situations and have them make a dialogue in pairs. Remind them to

use the key pattern *Whose ... is this/are these?*

e.g.,

*S1: Look! What's on the floor, (S2's name)?*

*S2: It's a letter.*

*S1: Whose letter is it?*

*S2: Let me see. Oh, it's (S3's name)'s.*

*S1: Let's give it to him/her.*

### Activity 2

Divide the students into groups of five. Have the students put their stationery items together and play the game 'Lost property' in groups. Each student should take out one thing and pretend it is lost. Ask the students to find the owners of the lost things. The student who looks for the owner should describe the thing he or she 'finds'.

e.g.,

*S1: It's a pencil. It's hard and sharp. It's red. Whose pencil is it? (S2's name), is it your pencil?*

*S2: No. My pencil is blunt.*

*S1: (S3's name), is this your pencil?*

*S3: Yes, it is. Thank you.*

...

Then have the students fill out the table below and write a report about the things.

What	How does it/do they feel?				Whose
	thin/ thick	sharp/ blunt	hard/ soft	rough/ smooth	
pencil		sharp	hard		S3's
book					
ruler					
...					

e.g.,

*This is a pencil. It's sharp and hard. It's (S3's name)'s.*

...

## Period 4

### Language focus:

- Using adjectives to describe how things feel  
e.g., *The elephant is smooth and hard.*
- Using wh-questions to find out how things feel

e.g., *How does it feel?*

## Materials:

*Student's Book 4B*, p. 10

*Workbook 4B*, p. 12 Part H

Cassette 4B

A picture of an elephant

...

Write the word *blind* on the blackboard and explain the meaning of the word to the students.

e.g.,

*T: The four brothers are blind. They can't see anything.*

## Activity 2

Have the students read the story on page 10 of the *Student's Book* by themselves. Then ask them to do 'Answer the question'. After checking the answer with them, have the students listen to the recording again and repeat after it.

## Activity 3

Point to Picture 4 of the story and ask the students some questions to check their understanding.

e.g.,

*T: (point to the tooth of the elephant) This is the elephant's tooth. How does it feel?*

*Ss: It's smooth and hard.*

*T: (point to the leg of the elephant) What's this? How does it feel?*

*Ss: It's the elephant's leg. It's big and thick.*

Have the students retell the story using their own words. You may give them some hints if necessary.

## Activity 4

Have the students role-play the story in groups of five by acting as the four brothers and the owner of the elephant. Encourage them to use the key patterns they have learnt.

e.g.,

*S1: (act as Brother 1) I can hear an animal. What is it?*

*S2: (act as the owner of the elephant) It's an elephant.*

*S1: An elephant. What is an elephant?*

*S2: You can touch it. How does it feel?*

*S1: Oh, the elephant is smooth and hard.*

*S2: No, no, no. The elephant's teeth are smooth and hard.*

...

## Pre-task preparations

### Activity 1

Have the students touch and feel the things they have in pairs.

e.g.,

*S1: Touch the desk, (S2's name). How does it feel?*

*S2: It's smooth and hard.*

...

### Activity 2

Show the picture of an elephant and ask the students some questions about the elephant.

e.g.,

*T: Look at the elephant. What colour is it?*

*S1: It's grey.*

*T: Is it big or small?*

*S2: It's big.*

*T: What does it have?*

*S3: It has a big head/two big ears/...*

*T: How about its tail?*

*S4: It's long.*

...

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Read a story' on page 10 of the *Student's Book* while they listen to the recording. You may ask them some questions to check their understanding.

e.g.,

(Picture 1)

1 *How many men are there in this picture?*

2 *Where are they now?*

3 *Are they brothers?*

(Picture 2)

1 *(point at the elephant) What's this?*

2 *Can the four brothers see the elephant?*

3 *Can they hear it?*

## Post-task activities

### Activity 1

Have the students complete the following passage according to the story.

e.g.,

*There are four brothers. They cannot see anything. They are blind. One day a man comes with his elephant. The four brothers cannot see the elephant, but they can touch and feel it. One brother touches the elephant's tooth and says the elephant is smooth and hard. Another brother touches its leg and says it is big and thick. Another brother touches its ear and says it is big and soft. The last brother touches its tail and says the elephant is long and thin.*

### Activity 2

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

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about ownership and possession
  - Identifying the pronunciation of '-ir-', '-ur-', '-au-' and '-oor' in words such as *skirt, purse, Laura* and *floor*
- e.g., *skirt, purse, Laura, floor*

### Materials:

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

*Workbook 4B, p. 13 Task*

*Cassette 4B*

*Flashcards 4B (skirt, purse, Laura, floor)*

*Wall picture 4B*

*Some fruit, toys and stationery items*

## Pre-task preparations

### Activity 1

Have the students create a rhyme with the words *hard, soft, rough, smooth, sharp, blunt, thick* and *thin*. Then invite some students to say their rhymes in front of the class.

e.g.,

*Some toys are hard. Some toys are soft.*

*Some fruit is rough. Some fruit is smooth.*

*Some pencils are sharp. Some pencils are blunt.*

*Some books are thick. Some books are thin.*

### Activity 2

Play the game 'Quick response' with the students. Show some fruit, toys and stationery items and ask the students to touch them and respond quickly.

e.g.,

T: (*show a pineapple*) Touch it. Is it rough or smooth?

S1: (*touch the pineapple*) It's rough.

T: (*show a sharp pencil*) Touch it. How does it feel?

S2: (*touch the pencil*) It's sharp.

## While-task procedures

### Activity 1

Put the wall picture on the blackboard. Have the students answer your questions.

e.g.,

T: (*point to the books in the picture*) Whose books are these? Are they Danny's books, (S1's name)?

S1: No. They're Miss Fang's.

...

### Activity 2

Play a guessing game with the students. Collect some things from them. Then invite several students to come to the front and stand with their backs facing the rest of the class. Ask them to guess whom the things belong to. They can ask questions to get specific information.

e.g.,

T: (*pick up a pencil and show it to the rest of the class*) It's a pencil.

S1: What colour is it?

Ss: It's yellow.

S1: Is it sharp?

Ss: No. It's blunt.

S1: Is it long?

Ss: Yes. Whose pencil is it?

S1: Is it (S2's name)'s?

Ss: Yes, it's (S2's name)'s pencil.

You may divide the students into groups to play the game.

### Activity 3

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

e.g.,

T: -ir-, shirt. -ur-, purse.

Ss: -ir-, shirt. -ur-, purse.

T: -au-, Laura. -oor, floor.

S: -au-, Laura. -oor, floor.

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

e.g., girl, T-shirt, dirty, nurse, hamburger, autumn, door

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sounds' and repeat after it.

After that, encourage them to read the rhyme in pairs or groups.

## Post-task activities

### Activity I

Divide the students into groups of four. Ask each member to draw a picture according to the topics you give them, such as pencils and T-shirts. Then have each student write several sentences to describe the things. The other members should read the descriptions and find the corresponding pictures.

e.g.,

S1: (write) I have a pencil. It is green. It is long. It is sharp.

S2: (write) I have a pencil. It is yellow. It is short. It is blunt.

S3: (write) My pencil is new. It is red and black. It is long.

S4: (write) My pencil is blue. It is long and sharp.

(The students read the descriptions)

S1: (show S2's picture) Whose picture is it?

Ss: It's (S2's name)'s.

### Activity 2

Have the students do Task 'A picnic' on page 13 of the *Workbook*. First, have the students think and draw what they have for the picnic. Then ask them to ask and answer questions in pairs to find out what their classmates have for the picnic. Finally, have them complete the passage in Part C by writing about what they have for the picnic.

### Notes:

- 1 To avoid repetition, sometimes the noun after a possessive noun can be omitted if it is understood from the context.  
e.g., *Whose knife is this? It's Danny's (knife).*
- 2 To play the game 'Noughts and Crosses' with the students, you have the following alternatives:
  - Have the students write the words in the grid on the blackboard themselves, to practise their spelling.
  - You can use the flashcards, by sticking them to the blackboard.
  - Get the students to throw a ball at the grid to choose a word. They must use the word in the square the ball hits. This makes choosing the word a bit more difficult.
  - Make the students' sentences contain a minimum number of words, for example, eight words, so their sentences must contain ten words or more, including the target word. This produces longer sentences.

# Module 1 Using my five senses

## Unit 3 Look at the shadow!

### Tasks in this unit:

- Use the simple present tense to express simple facts
- Use prepositions to indicate positions
- Use adjectives to describe things

### Language focus:

- Using prepositions to indicate positions  
e.g., *It is on the lawn.*
- Using the simple present tense to express simple facts  
e.g., *The sun goes down in the evening.*
- Using adjectives to describe things  
e.g., *The tree's shadow grows short.*
- Identifying the pronunciation of '-ee', '-ea', '-eer' and '-ear' in words such as *bee, tea, deer* and *tear*  
e.g., *bee, tea, deer, tear*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *hill, lawn, path, bench*
- Understanding prepositions indicating positions  
e.g., *It is on the lawn.*
- Understanding the simple present tense expressing simple facts  
e.g., *The sun goes down in the evening.*
- Understanding adjectives describing things  
e.g., *The tree's shadow grows short.*
- Identifying the pronunciation of '-ee', '-ea', '-eer' and '-ear' in words such as *bee, tea, deer* and *tear*  
e.g., *bee, tea, deer, tear*

#### Speaking

- Pronouncing the key words correctly  
e.g., *hill, lawn, path, bench*
- Using prepositions to indicate positions  
e.g., *It is on the lawn.*
- Using the simple present tense to express simple facts  
e.g., *The sun goes down in the evening.*
- Using adjectives to describe things  
e.g., *The tree's shadow grows short.*
- Pronouncing the sounds '-ee', '-ea', '-eer' and '-ear' correctly in words such as *bee, tea, deer* and *tear*  
e.g., *bee, tea, deer, tear*

**Reading:**

- Understanding a passage describing the changes of a tree's shadow in a day
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

**Writing**

- Writing the key words correctly  
e.g., *hill, lawn, path, bench*
- Writing the key sentences correctly  
e.g., *In the morning, it rises behind the hill. The tree's shadow is long.*
- Writing several sentences to describe the changes of shadows in a day

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		hill lawn path bench		SB: p. 13
2	It ... (does)	(the) sun rise shadow at noon go down		SB: pp. 12, 13 and 16 WB: p. 15 Part D
3				SB: pp. 14 and 16 WB: p. 17 Part G
4				SB: pp. 15 and 16 WB: p. 18 Part H
5			-ee (bee) -ea (tea) -eer (deer) -ear (tear)	SB: p. 16 WB: p. 19 Task

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

Using the key words to identify different things  
e.g., *hill, lawn, path, bench*

**Materials:**

*Student's Book 4B*, p. 13

Cassette 4B

Flashcards 4B (*hill, lawn, path, bench*)

A picture of a park

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

Have the students say the rhyme on page 2 of *Student's Book 2B*.  
e.g.,

*I see green.*

*I see yellow.*

*I see blue.*

*I see purple.*

*I see the beautiful rainbow,  
Shining over there,*

*Outside my window.*

### **Activity 2**

Show the picture of a park and ask the students some questions.

e.g.,

*T: What's in the picture?*

*S1: There are many trees and flowers.*

Then have the students describe what they can see and do in the park.

e.g.,

*This is a big park. We can see many trees and flowers. We can ride bicycles there. ...*

### **While-task procedures**

#### **Activity 1**

Show the flashcards for *hill*, *lawn*, *path* and *bench* in 'Look and learn' on page 13 of the *Student's Book* and ask the students to read and spell the words after you.

e.g.,

*T: (point to the hill in the picture of the park) Look! What is it?*

*S1: It's a mountain.*

*T: No. It's small. It's a hill. (show the flashcard for hill) Hill. H-I-L-L, hill.*

*Ss: Hill. H-I-L-L, hill.*

#### **Activity 2**

Show the picture of a park with a hill, a lawn, a path and a bench. Have the students answer your questions.

e.g.,

*T: Where's the bench?*

*Ss: It's under the tree.*

#### **Activity 3**

Have the students play a guessing game. Put the flashcards for *hill*, *lawn*, *path* and *bench* together. Invite some students to pick up one of them and try to describe it. The others guess what it is. You may provide an example first.

e.g.,

*T: (pick up the flashcard for bench) You can sit on it. It's hard and smooth. You can see it in a park. What is it?*

*S1: It's a bench.*

*T: (show the flashcard) Yes!*

Then have the students play this game in pairs.

### **Activity 4**

Have the students draw a park and then talk about their drawings in pairs.

e.g.,

*S1: This is a park. It's small, but it's nice.*

*S2: Oh, there's a lawn. It's nice and big.*

### **Post-task activities**

#### **Activity 1**

Show the picture of a park and have the students talk about it in pairs. Make sure that in the picture there is a hill, a lawn, a path and some benches.

e.g.,

*S1: There's a lawn in the park. It's in front of the hill.*

*S2: The lawn is big. The grass is green. We can have a picnic on the lawn in spring.*

#### **Activity 2**

Divide the students into groups of four and have them draw a park they like. Then have the students introduce the park they have drawn to the class.

e.g.,

*This is our park. It's nice and big. There's a lawn, a fountain, a path, many trees and flowers in it. The fountain is beside the lawn. We can play there. The path is between the trees. We can walk on the path. ...*

### **Period 2**

#### **Language focus:**

- Using prepositions to indicate positions  
e.g., *It is on the lawn.*
- Using the simple present tense to express simple facts  
e.g., *The sun goes down in the evening.*
- Using adjectives to describe things  
e.g., *The tree's shadow grows short.*

#### **Materials:**

*Student's Book 4B*, pp. 12, 13 and 16

Workbook 4B, p. 15 Part D

Cassette 4B

Flashcards 4B (*hill, lawn, path, bench*)

Wall picture 4B

Paper, crayons and scissors

An electric torch

## Pre-task preparations

### Activity 1

Review the prepositions the students have learnt previously using objects in the classroom.

e.g.,

T: (*stand in front of the teacher's desk*) Look! I'm in front of my desk. (*stand next to the desk*) Now I'm beside my desk. (*stand behind the desk*) Now I'm behind my desk.

Invite some students to come out and play an action game. Give an instruction containing a preposition and have the students act out the instructions to show their understanding.

e.g.,

T: Stand beside the window.

Ss: (*stand beside the window*)

### Activity 2

Have the students listen to the recording for the song in 'Listen and enjoy' on page 16 of the *Student's Book*. Encourage them to sing the song. Then by having them guess what the song is about elicit *shadow*.

e.g.,

T: Sometimes it's big and tall.

Sometimes it's short and small.

Sometimes it's on the wall.

Sometimes it's on the floor.

And when the light goes off,

You won't see it any more.

What is it?

## While-task procedures

### Activity 1

Write the word *shadow* on the blackboard and ask the students to repeat it after you. Use an electric torch to show the students how to make a shadow. Put an object on the teacher's desk

and shine the torch on it. Point to the shadow cast by the object. Shine the torch on the object from other angles to make a long shadow and a short shadow. Point to the long shadow and say *The shadow is long*. Point to the short one and say *The shadow is short*.

### Activity 2

Have the students listen to the recording for 'Look and say' on page 12 of the *Student's Book*. Have them look at the pictures and answer your questions.

e.g.,

(Picture 1)

T: Where's the sun in the morning?

Ss: It's behind the hill.

T: Is the tree's shadow long or short? Where is it?

Ss: It's long. It's on the lawn.

(Picture 2)

T: Where's the sun at noon?

Ss: It's high in the sky.

T: Is the tree's shadow long or short? Where is it?

Ss: It's short. It's on the bench.

You may have the students ask and answer questions about pictures 2 and 3 in pairs.

### Activity 3

Play the recording for 'Look and say' again and ask the students to repeat after it. Have some students read the descriptions for each picture. Then put the wall picture on the blackboard and have the students talk about the shadows as follows.

e.g.,

It's morning/noon/evening, the sun rises/is/goes ...

The tree's shadow is/grows ...

### Activity 4

Have the students look at the pictures in 'Make and say' on page 13 of the *Student's Book*. Then show them how to make a shadow step by step. After that, divide the students into groups of four to make different shadows. Ask them to talk about the shadows using the given patterns.

e.g.,

*In the morning/At noon/In the evening, the sun rises/is/goes ... The tree's shadow is/grows ...*

## Post-task activities

### Activity 1

Divide the students into groups of four. Have them use the pictures in 'Look and say' on page 12 of the *Student's Book*, shine the torch as the sun and make shadows. Then ask them to make a dialogue in pairs.

e.g.,

*S1: Can you see the sun?*

*S2: Yes, I can.*

*S1: What colour is it?*

*S2: It's red.*

*S1: Where is it?*

*S2: It's behind the hill.*

*S1: Can you see the tree's shadow?*

*S2: Yes, I can.*

*S1: Is it long or short?*

*S2: It's very long.*

*S1: Where is it?*

*S2: It's on the lawn.*

### Activity 2

Have the students do Part D 'Look and say' on page 15 of the *Workbook*. Ask them to talk about the shadows according to the picture.

e.g.,

*S1: It's evening. The ...'s shadow is ...*

Have the students write some sentences about the shadows of different things in the picture.

e.g.,

*It is evening. The sun goes down. The tree's shadow is ...*

## Period 3

### Language focus:

- Using prepositions to indicate positions  
e.g., *Sometimes my shadow stays behind me.*
- Using the simple present tense to express simple facts  
e.g., *My shadow often goes with me.*
- Using adjectives to describe things

e.g., *Sometimes, my shadow grows short and small.*

### Materials:

*Student's Book 4B*, pp. 14 and 16

*Workbook 4B*, p. 17 Part G

Cassette 4B

### Pre-task preparations

#### Activity 1

Have the students sing the song in 'Listen and enjoy' on page 16 of the *Student's Book*. Then ask them how the shadow is at different times to review the times and the adjectives.

e.g.,

*T: It's morning. How is the shadow?*

*S1: It's long.*

*T: It's noon. How is the shadow?*

*S1: It's short.*

*T: It's evening. How is the shadow?*

*S1: It's long.*

#### Activity 2

Have the students listen to your description and guess the time.

e.g.,

*T: The sun rises behind the hill. The tree's shadow is long. When is it?*

*S1: It's morning.*

Then have the students play the guessing game in pairs.

### While-task procedures

#### Activity 1

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

e.g.,

*(Picture 1)*

*T: Who is she?*

*S1: She's Alice.*

*T: Who's Alice's friend?*

*S2: Her shadow is her friend.*

*(Picture 3)*

*T: Where's Alice's shadow?*

*S1: It's behind her.*

Then have the students ask and answer questions in pairs about Alice's shadow.

### Activity 2

Play the recording for 'Say and act' again and have the students repeat after the recording. Then have them practise the dialogue in pairs, one acting as Alice and the other acting as Alice's shadow. Then invite some pairs to act it out in front of the class.

### Activity 3

Have the students introduce Alice's shadow in pairs. You may ask them to complete the following passage if necessary.

e.g.,

*This is Alice's shadow. It is Alice's friend. Alice goes to school at seven o'clock in the morning. Her shadow often goes with her. Sometimes her shadow stays behind her. Sometimes her shadow walks in front of her. At noon, her shadow grows short and small. Alice likes her shadow.*

### Activity 4

Have the students do Part G 'Look, read, draw and answer' on page 17 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the pictures.

## Post-task activities

### Activity 1

Have the students talk about the changes of their shadows at different times of the day in pairs.

e.g.,

*S1: Is your shadow long in the morning?*

*S2: Yes, it is.*

*S1: Is your shadow long and big at noon?*

*S2: No, it isn't. It's short and small at noon.*

Then ask them to write down the short passage about their shadows.

e.g.,

*It is morning. The sun rises. My shadow is long.*

*It is noon. The sun is high in the sky. My shadow grows short.*

*It is evening. The sun goes down. My shadow grows long.*

### Activity 2

Have the students introduce their shadows in groups of four and then try to write down some sentences.

e.g.,

*I have a friend. He is my shadow. Sometimes he stays behind me. Sometimes he walks in front of me. Sometimes he grows short and small. Sometimes he grows long and big. I like my shadow.*

## Period 4

### Language focus:

- Using the simple present tense to express simple facts  
e.g., *Henry hears a sound.*
- Using adjectives to describe things  
e.g., *Is it a big black dog?*

### Materials:

*Student's Book 4B*, pp. 15 and 16

*Workbook 4B*, p. 18 Part H

Cassette 4B

An electric torch

## Pre-task preparations

### Activity 1

Have the students sing the song for 'Listen and enjoy' on page 16 of the *Student's Book* with gestures.

### Activity 2

Use a torch to make shadows and have the students answer your questions.

e.g.,

*T: What colour is the shadow?*

*S1: It's black.*

*T: Are you afraid of the shadow?*

*S2: No, I'm not.*

*T: The shadow is short. When is it?*

*S3: It's noon.*

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Read a story' on page 15 of the *Student's Book* while they listen to the recording. Then ask them some questions to check their understanding.

e.g.,

(Picture 1)

T: What's the dog's name?

S1: Its name's Henry.

(Picture 2)

T: What's the black shape?

S2: It's Henry's shadow.

### Activity 2

Have the students read the story by themselves and do 'True or false' on the same page. Then check the answers with them.

### Activity 3

Put the pictures for the story on the blackboard in random order. Read the story slowly with some gestures and have the students put the pictures in the correct order.

e.g.,

T: It is a sunny day. Henry the dog walks down the road. Henry hears a sound. He looks back and sees a black shape behind him. He is afraid. ...

### Activity 4

Divide the students into groups of four and have them draw some shadows of different animals. Then ask each group to describe the shadows and have the other groups guess the animals.

e.g.,

It is morning. The shadow is long and big. It has two long ears. It has four long legs. It has a round tail. Oh, the shadow can jump. What animal is it? (It's a rabbit.)

## Post-task activities

### Activity 1

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

### Activity 2

Have each student draw his or her own shadow according to his or her figure. Ask the students to cut their shadows out and show them to their partners and talk about them in pairs.

e.g.,

S1: Look! This is my shadow.

S2: Oh, it's just like you.

S1: Yes. We both have two big hands, two long legs and two small ears.

Then ask them to write a passage about their shadows as follows.

e.g.,

I like playing with my shadow. My shadow is just like me. We both have two hands, two legs and a head. We can run together. We can play together. ...

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about shadows
- Identifying the pronunciation of 'ee', '-ea', '-eer' and '-ear' in words such as *bee, tea, deer* and *tear*

e.g., *bee, tea, deer, tear*

### Materials:

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

*Workbook 4B, p. 19 Task*

*Cassette 4B*

*Wall picture 4B*

*Flashcards 4B (*bee, tea, deer, tear*)*

## Pre-task preparations

### Activity 1

Have the students say a rhyme about shadows with some gestures.

e.g.,

*This is my shadow.*

*Sometimes it's big and tall.*

*Sometimes it's short and small.*

*Sometimes it's here.*

*Sometimes it's there.*

## Activity 2

Review the prepositions *in*, *on*, *under*, *in front of*, *behind* and *beside* with the students. Select some students to come out and form a group. Tell the students that they are going to pose for a group photo. Give the students some instructions.

e.g.,

*T: (S1's name) stands beside (S2's name). (S3's name) stands behind (S2's name). (S4's name) stands in front of (S2's name). (S5's name) sits on the chair in front of (S1's name).*

When everybody is in the right position, take a photo of the group. Continue the activity with another group.

## While-task procedures

### Activity 1

Take out a box and use a torch to make different shadows. Have the students answer your questions.

e.g.,

*T: The sun rises in the morning. Is the box's shadow long?*

*S1: Yes, it is.*

*T: Is it beside the box or behind the box?*

*S2: It's behind the box.*

### Activity 2

Put the wall picture on the blackboard. Have the students look at the picture and complete the following table by filling in the blanks in pairs.

When	Where is the sun?	Is the tree's shadow long or short?	Where is the tree's shadow?
In the morning	behind the hill	long	on the lawn
At noon			
In the evening			

Then have them ask and answer questions in pairs according to the completed table.

e.g.,

*S1: Where's the sun in the morning?*

*S2: It's behind the hill.*

*S1: Is the tree's shadow long or short?*

*S2: It's long.*

*S1: Where is it?*

*S2: It's on the lawn.*

## Activity 3

Show the flashcards for 'Learn the sounds' on page 16 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sounds correctly.

e.g.,

*T: -ee, bee. -ea, tea.*

*Ss: -ee, bee. -ea, tea.*

*T: -eer, deer. -ear, tear.*

*Ss: -eer, deer. -ear, tear.*

Then encourage them to think of more words with the sounds.

e.g., *meet, feet, teacher, leaves, eat, ear, dear, near*

## Activity 4

Play the recording for the rhyme in 'Learn the sounds' on page 16 of the *Student's Book*. Ask the students to read the rhyme after the recording. Then have the students read it aloud in pairs.

## Post-task activities

### Activity 1

Have the students read the passage below and draw a picture accordingly in groups of four.

*The sun rises behind the hill in the morning. The boy's shadow is long.*

*The sun is high in the sky at noon. The boy's shadow is short.*

*The sun goes down in the evening. The boy's shadow is long.*

Then have the students ask and answer questions in pairs according to the picture.

e.g.,

*S1: Where's the sun in the morning?*

*S2: It's behind the hill.*

### Activity 2

Have the students do Task 'This is our school' on page 19 of the *Workbook*. First, ask them to stick or draw a picture of their school in the box in Part A. Then ask them to talk about the shadows of different places in the school at different times of the day.

e.g.,

*S1: The sun rises in the morning. Is the classroom building's shadow long or short?*

*S2: It's long.*

After that, ask them to complete the passage in Part B by describing the classroom building's shadow at different times of the day.

# Module 2 My favourite things

## Unit 1 Sports

### Tasks in this unit:

- Use verb phrases to indicate sports
- Use modelled sentences to describe a person's likes and dislikes
- Use yes/no questions to find out a person's likes and dislikes
- Use formulaic expressions to accept invitations

### Language focus:

- Using verb phrases to indicate sports  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Does Alice like playing badminton?*
- Using modelled sentences to describe a person's likes and dislikes  
e.g., *She likes playing volleyball, basketball and table tennis.*
- Using formulaic expressions to accept invitations  
e.g., *Oh, sure.  
I'd love to.*
- Identifying the pronunciation of '-i-' and '-ie' in words such as *five* and *pie*  
e.g., *five, pie*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Understanding the meaning of yes/no questions  
e.g., *Does Alice like playing badminton?*
- Understanding modelled sentences describing a person's likes and dislikes  
e.g., *She likes playing volleyball, basketball and table tennis.*
- Understanding formulaic expressions replying to invitations  
e.g., *Oh, sure.  
I'd love to.*
- Identifying the pronunciation of '-i-' and '-ie' in words such as *five* and *pie*  
e.g., *five, pie*

#### Speaking

- Pronouncing the key words correctly  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Does Alice like playing badminton?*
- Using modelled sentences to describe a person's likes and dislikes  
e.g., *She likes playing volleyball, basketball and table tennis.*

- Using formulaic expressions to accept invitations  
e.g., *Oh, sure.*  
*I'd love to.*
- Pronouncing the sound '-i-' and '-ie' correctly in words such as *five* and *pie*  
e.g., *five, pie*

**Reading**

- Understanding dialogues about people's favourite sports
- Understanding a notice for a swimming class
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

**Writing**

- Writing the key words correctly  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Writing the key sentences correctly  
e.g., *Does Alice like playing badminton?*  
*Yes, she does!*
- Writing several sentences to describe a person's favourite sports

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		play football play table tennis play volleyball play badminton play basketball		SB: p. 18 WB: p. 27 Part E
2	Does ... like ... (doing)? Yes, ... does. /No, ... doesn't.	sport poster club join		SB: pp. 17 and 21 WB: p. 26 Part C
3	Would you like to ...? Oh, sure. I'd love to.			SB: pp. 19 and 21 WB: p. 28 Part G
4				SB: p. 20 WB: p. 29 Part H
5			-i- (five) -ie (pie)	SB: pp. 18 and 21 WB: p. 30 Task

## Period 1

### Language focus:

Using verb phrases to indicate sports

e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*

### Materials:

*Student's Book 4B*, p. 18

*Workbook 4B*, p. 27 Part E

Cassette 4B

Flashcards 4B (*play football, play table tennis, play volleyball, play badminton, play basketball*)

Flashcards for *sing, paint*, etc.

A football, a table tennis ball, a volleyball, a shuttlecock, a basketball

### Pre-task preparations

#### Activity 1

Have the students say the rhyme on page 39 of *Student's Book 1B*. Ask them to do the corresponding actions.

e.g.,

*Play, play, play football.*

*Skip, skip, skip rope.*

*Fly, fly, fly a kite.*

*Ride, ride, ride a bicycle.*

#### Activity 2

Ask the students what they can do and stick the flashcards for the verbs on the blackboard to review the words the students have learnt.

e.g.,

*T: What can you do? Can you sing?*

*S1: Yes, I can.*

*T: Who can paint?*

*S2: (S3's name) can paint.*

...

### While-task procedures

#### Activity 1

Show the flashcards for the phrases such as *play football* and *play badminton* in 'Look and learn' on page 18 of the *Student's Book*, and say *I can ....* Have the students read and spell the words after you.

e.g.,

*T: (show the flashcard for play football) Football, play football, I can play football.*

*Ss: Football, play football, I can play football.*

*T: F-O-O-T-B-A-L-L, football.*

*Ss: F-O-O-T-B-A-L-L, football.*

#### Activity 2

Show the students a football and mime kicking the football, and then tell the students you like playing football. Have the students who like playing football mime the action and repeat after you.

e.g.,

*T: (mime kicking the ball) I like playing football.*

*Ss: (mime kicking the ball) I like playing football.*

Then have the students make sentences according to their hobbies.

e.g.,

*I like (doing) \_\_\_\_\_.*

#### Activity 3

Tell the students about your hobbies, do the actions and have the students guess what you like doing.

e.g.,

*T: (mime playing badminton) What do I like playing?*

*S1: Do you like playing tennis?*

*T: No, I don't.*

*S2: Do you like playing badminton?*

*T: Yes, I do.*

Then have the students play a guessing game in pairs to find out about their partners' hobbies.

e.g.,

*S1: (mime playing volleyball)*

*S2: Do you like playing volleyball?*

*S1: Yes, I do.*

#### Activity 4

Have the students do Part E 'Look and write' on page 27 of the *Workbook*. After checking the answers with them, ask the students to make a dialogue according to the pictures.

e.g.,

*S1: What do you like doing?*

S2: I like playing football.

## Post-task activities

### Activity 1

Divide the students into four groups. Have them do a survey about their group members' favourite sports and complete the following table.

Name Sports				
Football				
Badminton				
Table tennis				
Volleyball				
Basketball				

e.g.,

S1: What do you like doing, (S2's name) and (S3's name)?

S2: I like playing football.

S3: I like playing basketball.

...

Then ask each group to complete the report below.

- \_\_\_\_\_ students like playing football.
- \_\_\_\_\_ students like playing volleyball.
- \_\_\_\_\_ students like playing basketball.
- \_\_\_\_\_ students like playing badminton.
- \_\_\_\_\_ students like playing table tennis.

### Activity 2

Have the students introduce themselves as follows. Then encourage them to write an introduction to their hobbies.

e.g.,

I am \_\_\_\_\_.

I can \_\_\_\_\_ (and \_\_\_\_\_).

I like (doing) \_\_\_\_\_ (and \_\_\_\_\_).

They are so much fun!

e.g., Does Alice like playing badminton?

Yes, she does.

## Materials:

*Student's Book 4B*, pp. 17 and 21

*Workbook 4B*, p. 26 Part C

Cassette 4B

Flashcards 4B (*play football, play table tennis, play volleyball, play badminton, play basketball*)

## Pre-task preparations

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 21 of the *Student's Book*. Encourage them to repeat after the recording.

### Activity 2

Flash the cards for the words in 'Look and learn' on page 18 of the *Student's Book* and have the students respond as quickly as possible.

e.g.,

T: (show the flashcard for *play volleyball*)

Ss: *Play volleyball. V-O-L-L-E-Y-B-A-L-L,*  
*volleyball.*

## While-task procedures

### Activity 1

Show the flashcard for *play badminton* and have the students answer your questions.

e.g.,

T: (show the flashcard for *play badminton* to S1)

*Do you like playing badminton, (S1's name)?*

S1: Yes. I like playing badminton.

T: (to the class) Does (S1's name) like playing badminton? Yes, he/she does. (S1's name) likes playing badminton.

Write the key patterns *Does ... like ... (doing)? Yes, he/she does./No, he/she doesn't.* on the blackboard and have the students repeat after you. Then ask the students some questions to help them understand the key patterns.

e.g.,

T: *Do you like playing volleyball, (S2's name)?*

S2: No, I don't. I like playing basketball.

T: (to the class) Does (S2's name) like playing volleyball?

## Period 2

### Language focus:

Using *yes/no* questions to elicit a positive or negative response

*Ss:* No, he/she doesn't.

*T:* Does he/she like playing basketball?

*Ss:* Yes, he/she does.

## Activity 2

Use the badminton club poster on page 17 of the *Student's Book* to elicit the words *poster* and *club*. Write *join a badminton club* on the blackboard and explain the phrase to the students. Have the students listen to the recording for 'Look and say' on page 17 of the *Student's Book* and repeat after it. Then ask them to answer your questions.

e.g.,

*T:* Does Peter like playing badminton?

*S1:* Yes, he does.

*T:* Does Alice like playing badminton?

*S2:* Yes, she does.

Then practise the dialogue with the students.

## Activity 3

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

## Activity 4

Have the students do Part C 'Listen and complete' on page 26 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the passage.

e.g.,

*S1:* Does he like ...?

*S2:* Yes, he does. / No, he doesn't.

*S1:* He likes ... and ...

## Post-task activities

### Activity 1

Have the students play a guessing game in groups of three. S1 tells S2 what sports he or she likes and S3 guesses.

e.g.,

*S1:* (whisper to S2) I like playing table tennis.

*S3:* Does (S1's name) like playing basketball?

*S2:* No, she doesn't. She likes playing table tennis.

### Activity 2

Have the students do a survey in groups of four

and fill in the table below.

e.g.,

*S1:* What do you like doing after class, (S2's name)?

*S2:* I like swimming.

*S1:* Do you like playing football?

*S2:* No, I don't.

*S3:* Does (S2's name) like playing football, (S1's name)?

*S1:* No, he/she doesn't. He/She likes swimming.

...

Name	likes	doesn't like
S2's name	swimming	playing football

Then have the students write a report according to their survey.

e.g.,

(S2's name) likes swimming. He/She doesn't like playing football. (S3's name) likes ...

## Period 3

### Language focus:

- Using yes/no questions to elicit a positive or negative response  
e.g., Does she like playing badminton? No, she doesn't.
- Using modelled sentences to describe a person's likes and dislikes  
e.g., She likes playing volleyball, basketball and table tennis.
- Using formulaic expressions to express and accept invitations  
e.g., Would you like to come with us?  
Oh, sure. I'd love to.

### Materials:

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

*Workbook 4B*, p. 28 Part G

Cassette 4B

Flashcards for *read*, *paint*, *table tennis*, etc.

Paper

Two puppets

A picture of a famous athlete

## Pre-task preparations

### Activity 1

Have the students create a new rhyme according to 'Listen and enjoy' on page 21 of the *Student's Book*. Then ask them to practise it in pairs or in small groups. Encourage them to replace the verbs with their own hobbies and favourite sports.

e.g.,

*In my spare time, I draw and paint,  
Run and jump, read and write.*

*These are all my hobbies.*

*Oh, they are so much fun!*

*In my spare time, I play football,  
or table tennis, or volleyball.*

*I like playing all these sports.*

*Yes, they are so much fun!*

### Activity 2

Show the picture of a famous athlete, and ask the students some questions.

e.g.,

T: Who's he?

S1: He's ...

T: Does he like playing basketball?

S2: Yes, he does.

T: Yes. ... likes playing basketball. And he can play it very well.

Show more pictures of famous athletes and have the students introduce them as follows.

e.g.,

Ss: He's/She's \_\_\_\_\_.  
He/She likes \_\_\_\_\_ (doing).

He/She can play it very well.

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Say and act' on page 19 of the *Student's Book* and listen to the recording. Then ask them some questions to check their understanding.

e.g.,

T: Does Alice like playing badminton?

S2: Yes, she does.

T: Does Kitty like playing badminton too?

Ss: No, she doesn't. She likes playing volleyball.

### Activity 2

Have the students repeat after the recording for 'Say and act' on page 19 of the *Student's Book*. Explain the meaning of the formulaic expressions *Would you like to ...? Oh, sure. I'd love to.* to the students. You may give them some examples to help them understand.

e.g.,

T: (hold puppet A) Hello, Peggy. Would you like to go to the cinema with me?

(hold puppet B) Oh, sure. I'd love to. Let's go.

T: (hold puppet A) Hi, Peggy. I want to join the Swimming Club. Would you like to come with me?

(hold puppet B) I'd love to, but I can't swim.

Then have the students practise the dialogue in groups of three. After that, invite several groups to role-play it in front of the class.

e.g.,

S1 & S2: Hello, Alice.

S3: Hi, Peter and Danny.

S1: There's a badminton club in our school. Peter and I want to join it. Would you like to come with us?

S3: Oh, sure. I'd love to.

S2: Will Kitty come too? Does she like playing badminton?

S3: No, she doesn't. She never plays badminton. She likes playing volleyball, basketball and table tennis.

### Activity 3

Have the students make a dialogue based on 'Say and act'. Encourage them to use the key patterns they have learnt previously.

e.g.,

S1 & S2: Hello, (S3's name).

S3: Hi, (S1's name) and (S2's name).

S1: There's a swimming club in our school. (S2's name) and I want to join it. Would you like to come with us?

S3: Oh, sure. I'd love to.

S2: Will (S4's name) come too? Does he/she like swimming?

*S3: No, he/she doesn't. He/She can't swim. He/She likes playing basketball.*

#### Activity 4

Have the students do Part G 'Read, choose and complete' on page 28 of the *Workbook*. After checking the answers with them, ask them to act out the dialogue in pairs.

### Post-task activities

#### Activity 1

Have the students make a poster about a sports match in pairs. On the poster, there should be the match's name, location and time. Then divide the students into groups of four and ask them to make a dialogue in groups.

e.g.,

*S1: Look at the poster. There's a football match on Wednesday afternoon.*

*S2: Where is it?*

*S3: It's in the playground.*

*S4: What time?*

*S1: At two o'clock. Would you like to go with me?*

*S2: Sure. Let's all go and watch it together.*

*S1, S3 & S4: OK!*

#### Activity 2

Have the students fill in the blanks and introduce their hobbies as well as their friends' hobbies and the clubs they would like to join.

e.g.,

*I am \_\_\_\_\_ (name). I like \_\_\_\_\_ (doing).*

*It is so much fun. I would like to join a \_\_\_\_\_ club.*

*My friend is \_\_\_\_\_. He/She likes \_\_\_\_\_ (doing). It is so much fun. He/She would like to join a \_\_\_\_\_ club.*

### Period 4

#### Language focus:

Using imperatives to give simple instructions  
e.g., *Do warm-up exercises.*

#### Materials:

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

*Workbook 4B, p. 29 Part H*

#### Cassette 4B

A swimsuit, a swimming cap and a pair of swimming goggles

### Pre-task preparations

#### Activity 1

Have the students talk about the things they like doing after class.

e.g.,

*T: Children, what do you like doing after class?*

*S1: I like painting.*

*S2: I like playing table tennis.*

*S3: I like reading books.*

#### Activity 2

Show the picture of a girl wearing a swimsuit and have the students guess what she likes doing.

e.g.,

*S1: Does she like playing badminton?*

*S2: Does she like painting?*

*S3: Does she like playing computer games?*

*T: No. She likes swimming.*

### While-task procedures

#### Activity 1

Have the students look at the pictures in 'Look and read' on page 20 of the *Student's Book* while they listen to the recording. You may ask them some questions about the pictures.

e.g.,

*T: What do you need for a swimming class?*

Then show a swimsuit, a swimming cap and a pair of swimming goggles to the class as the students say the name of each thing. Have the students read after you the word *a swimsuit* and the phrases *a swimming cap* and *a pair of swimming goggles*.

#### Activity 2

Have the students read the passage in 'Look and read' on page 20 of the *Student's Book* by themselves and do 'Read and complete' on the same page. Explain the meaning of the two questions to the students. Then check the answers with them.

### Activity 3

Have the students read the text in 'Look and read' on page 20 of the *Student's Book* again. Then have them fill in the blanks to complete the following passage.

e.g.,

*For a swimming class, I need a swimsuit and a swimming cap. The suit cannot be too big or too small. I also need a pair of swimming goggles. So the water does not get in my eyes.*

*I usually do warm-up exercises and clean my body before I go into the water. I clean my body after swimming too. Swimming is fun. It makes me healthy and strong.*

### Activity 4

Have the students do Part H 'Look, read and match' on page 29 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Give the students some posters for different clubs such as a painting club and a music club and have them talk about them in pairs.

e.g.,

*S1: Do you like painting, (S2's name)?*

*S2: Yes, I do.*

*S1: There's a painting club in our school. I want to join it. Would you like to come with me?*

*S2: Sure. I'd love to.*

*S1: Does (S3's name) like painting too?*

*S2: No, he/she doesn't.*

### Activity 2

Have the students work in groups of four and make a poster about what they need for some classes such as a painting class and a football class. You may give them the following as a model.

e.g.,

*What do we need for a football class? We need:*

- 1 A football.
- 2 Some sports clothes. The clothes cannot be too small.
- 3 A pair of football shoes.

4 A bottle of water. You can drink the water after class.

5 A pair of gloves. They are only for the goalkeeper.

## Period 5

### Language focus:

- Using yes/no questions to elicit a positive or negative response

e.g., *Does ... like playing badminton?*

*Yes, he/she does./No, he/she doesn't.*

- Identifying the pronunciation of '-i-' and '-ie' in words such as *five* and *pie*

e.g., *five, pie*

### Materials:

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

*Workbook 4B*, p. 30 Task

Cassette 4B

Flashcards 4B (*five, pie*)

Wall picture 4B

## Pre-task preparations

### Activity 1

Show some flashcards for the verbs or verb phrases to the students. Then put them face down on the desk. Invite individual students to choose one card and answer the other students' questions.

e.g.,

*S1: (pick a flashcard and tell S2 in a low voice) I like ...*

*S2: (mime the action)*

*S3: Does (S1's name) like ...?*

*S2: Yes, ... does./No, ... doesn't.*

### Activity 2

Have the students ask and answer questions about their hobbies in pairs.

e.g.,

*S1: Hello, (S2's name). Do you like singing?*

*S2: No, I don't. I like playing badminton.*

Then have the students introduce their partners' hobbies.

e.g.,

*S1: (S2's name) likes playing badminton. She*

*doesn't like singing.*

## While-task procedures

### Activity 1

Have the students look at the table for 'Ask and answer' on page 18 of the *Student's Book*. Ask them to ask and answer questions in pairs.

e.g.,

S1: Does ... like...?

S2: Yes, ... does./No, ... doesn't.

### Activity 2

Put the wall picture on the blackboard.

Describe one of the children in the table and have the students guess who you are talking about.

e.g.,

T: She likes playing volleyball, basketball and table tennis, but she doesn't like playing badminton or football. Who is she?

S1: She's Kitty.

Then ask the students to play the guessing game in pairs.

e.g.,

S1: He/She likes playing ... and ..., but he/she doesn't like playing ... or ... Who is he/she?

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

### Activity 3

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

e.g.,

T: -i-, five.

Ss: -i-, five.

T: -ie, pie.

Ss: -ie, pie.

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

e.g., nine, mice, fine, knife, lie

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it.

Then encourage them to read the rhyme in groups.

## Post-task activities

### Activity 1

Tell the students they are going to set up different sports clubs. Divide the students into groups of four to six. Have the students in each group make a poster for their club and introduce it to the class. Then ask them to walk around the classroom and invite other classmates to join their club. Give the students some help if necessary.

You may ask the students to have a competition. The group that enrolls the most members for their club wins.

e.g.,

S1: Hello, (S2's name). I'm from the Basketball Club. Do you like playing basketball?

S2: No, I don't. I like playing badminton.

S1: Does (S3's name) like playing basketball?

S2: Yes, she does. You can go and ask her.

S1: Thank you. (to S3) Do you like playing basketball?

S3: Yes, I do. It's my favourite sport.

S1: Really? Would you like to join our basketball club?

S3: Oh, sure. I'd love to.

### Activity 2

Have the students do Task 'My family love sports!' on page 30 of the *Workbook*. First, have the students write the names of the sports their family members like in Part A. Then ask them to ask and answer questions in pairs according what they have written in Part A.

e.g.,

S1: What sports do you like?

S2: I like playing table tennis.

S1: What sports does your father like?

S2: He likes playing table tennis too.

Finally, ask them to invite a classmate to play sports with their family and complete the dialogue in Part C.

# Module 2 My favourite things

## Unit 2 Cute animals

### Tasks in this unit:

- Use nouns to talk about small animals and the food they like
- Use wh-questions to find out specific information
- Use modelled sentences to give specific information
- Use the simple present tense to express simple facts

### Language focus:

- Using the key words to identify small animals and the food they like  
e.g., *bone, cat food, fish, dog food, parrot, tortoise*
- Using wh-questions to find out specific information  
e.g., *What does she eat?*
- Using modelled sentences to give specific information  
e.g., *He/She likes/doesn't like ...*
- Using the simple present tense to express simple facts  
e.g., *She eats fish.*
- Identifying the pronunciation of '-oe', '-oa-' and '-o' in words such as *Joe, goat* and *Flo*  
e.g., *Joe, goat, Flo*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *bone, cat food, fish, dog food, parrot, tortoise*
- Understanding wh-questions asking for specific information  
e.g., *What does she eat?*
- Understanding modelled sentences giving specific information  
e.g., *He/She likes/doesn't like ...*
- Identifying the pronunciation of '-oe', '-oa-' and '-o' in words such as *Joe, goat* and *Flo*  
e.g., *Joe, goat, Flo*

#### Speaking

- Pronouncing the key words correctly  
e.g., *bone, cat food, fish, dog food, parrot, tortoise*
- Using wh-questions to find out specific information  
e.g., *What does she eat?*
- Using modelled sentences to give specific information  
e.g., *He/She likes/doesn't like ...*
- Pronouncing the sound '-oe', '-oa-' and '-o' correctly in words such as *Joe, goat* and *Flo*  
e.g., *Joe, goat, Flo*

#### Reading

- Understanding dialogues about small animals

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

### Writing

- Writing the key words correctly  
e.g., *bone, cat food, fish, dog food, parrot, tortoise*
- Writing the key sentences correctly  
e.g., *What does Sam like?*
- Writing several sentences to describe what a small animal eats or likes

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		bone    cat food fish    dog food parrot    tortoise		SB: p. 23 WB: p. 34 Part F
2	What does ... (do)? ... (does) ...	cute		SB: p. 22 WB: p. 33 Part E
3				SB: pp. 24 and 26 WB: p. 32 Part C
4				SB: pp. 25 and 26 WB: p. 35 Part G
5			-oe (Joe) -oa- (goat) -o (Flo)	SB: pp. 23 and 26 WB: p. 36 Task

### Period I

#### Language focus:

- Using the key words to identify small animals  
e.g., *parrot, tortoise*
- Using the key words to identify the food small animals like  
e.g., *bone, dog food, cat food*

#### Materials:

- Student's Book 4B, p. 23*  
*Workbook 4B, p. 34 Part F*  
*Cassette 4B*  
*Flashcards 4B (bone, cat food, fish, dog food, parrot, tortoise)*  
*Wall picture 4B*  
*Some pictures of animals and the food they eat*

## Pre-task preparations

### Activity 1

Have the students answer some riddles about animals. If their answers are right, put the pictures of the animals on the blackboard one by one.

e.g.,

T: *It is small. It is soft. It has two big eyes. It has a long tail. It likes eating fish and mice. What is it?*

S1: *Is it a cat?*

T: *Yes, it is. (put the picture of a cat on the blackboard)*

### Activity 2

Show the pictures of some animals and play the recording of different animal sounds. Ask the students to listen carefully and answer your questions.

e.g.,

T: *(point to the picture of a hen) What can you see?*

S1: *I can see a hen.*

T: *What do hens like?*

S2: *They like corn.*

T: *(play the recording of the sound of a tiger) What do you hear?*

S3: *I hear a tiger.*

T: *What do tigers like?*

S4: *They like meat.*

Then have the students divide these animals into three groups according to the places they live in.

e.g.,

S1: *The tiger lives in a jungle.*

S2: *The cow lives on a farm.*

S3: *The cat lives in a house.*

## While-task procedures

### Activity 1

Show the flashcards for *tortoise* and *parrot* in 'Look and learn' on page 23 of the *Student's Book*. Ask the students to read and spell the words after you.

e.g.,

T: *Tortoise. T-O-R-T-O-I-S-E, tortoise.*

Ss: *Tortoise. T-O-R-T-O-I-S-E, tortoise.*

### Activity 2

Show the flashcards for *bone*, *cat food*, *fish*, and *dog food* in 'Look and learn' on page 23 of the *Student's Book* and ask the students to read and spell the words after you.

### Activity 3

Put the wall picture on the blackboard. Have the students talk about the food the animals like eating in pairs. Then ask them some questions.

e.g.,

T: *What do cats like eating?*

S1: *They like eating fish and cat food.*

T: *What do dogs like eating?*

S2: *They like eating bones and dog food.*

### Activity 4

Write the sentence *The cat likes fish.* on the blackboard and ask the students to repeat after you. Then put the pictures of some animals and the food the animals eat such as bone, fish, cat food, corn, hay and meat on the blackboard. Have the students match the food with the animals and make sentences as follows.

e.g.,

S1: *The cat likes fish and cat food.*

S2: *The parrot likes corn.*

## Post-task activities

### Activity 1

Have the students do Part F 'Read and tick' on page 34 of the *Workbook*. Then check the answers with the students and encourage them to write some sentences about the dogs and cats.

### Activity 2

Have the students introduce their pets in pairs as follows. Then encourage them to write a passage about the pets they have or want to have.

e.g.,

*I have a \_\_\_\_\_. It is \_\_\_\_\_(age). It is \_\_\_\_\_(size).  
It is \_\_\_\_\_(colour). It can \_\_\_\_\_. It likes eating  
\_\_\_\_\_. I like it very much.*

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What does she eat?*
- Using modelled sentences to give specific information  
e.g., *She eats fish.*

### Materials:

*Student's Book 4B, p. 22*

*Workbook 4B, p. 33 Part E*

Cassette 4B

Flashcards 4B (*bone, cat food, fish, dog food, parrot, tortoise*)

Wall picture 4B

Some pictures of animals and the food they eat

### Pre-task preparations

#### Activity 1

Show the flashcards or pictures of some animals such as *cat, dog, parrot* and *tortoise*. Have the students say a rhyme as follows.

e.g.,

*I like cats.*

*I like dogs.*

*I like parrots.*

*I like tortoises.*

*Cats and dogs,*

*Parrots and tortoises.*

*Lovely and cute.*

*I like them all.*

#### Activity 2

Show the pictures of your favourite animals to elicit the topic 'cute animals'.

e.g.,

*T: I like cats and dogs. They're my friends. They're cute. Do you like them?*

Have the students ask you some questions about your favourite animals. You can provide some modelled questions if necessary.

e.g.,

*What can they do?*

*What do they like eating?*

### While-task procedures

#### Activity 1

Write the key patterns *What does ... eat/like? ... eats/likes ...* on the blackboard and ask the students to repeat after you. Show the pictures for some animals and the food they eat. Then ask the students some questions and match the animals with the food they eat or like.

e.g.,

*T: What do the parrots eat/like?*

*S2: They eat/like corn. (match the picture of parrots with the picture of corn)*

*T: What does the dog eat/like?*

*S1: It eats/likes bones. (put the picture of bones beside the picture of a dog)*

Then have the students take turns to ask each other questions using the key patterns.

e.g.,

*S1: What does the ... eat/like?*

*S2: It eats/likes ... What does the ... eat/like?*

*S1: It eats/likes ...*

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 22 of the *Student's Book* and repeat after it. Then ask the students to answer your questions.

e.g.,

*T: What's the cat's name?*

*S1: Her name's Ginger.*

*T: Is she cute?*

*S2: Yes, she is.*

*T: What does Ginger eat?*

*S3: She eats fish.*

*T: What else does Ginger eat?*

*S4: She eats cat food too.*

Then have the students read after the recording again.

### Activity 3

Have the students role-play the dialogue in 'Look and say' on page 22 of the *Student's Book* in pairs. Then invite several pairs to act out the dialogue in front of the class.

### Activity 4

Put the wall picture on the blackboard and have the students talk about the food the animals eat/like in pairs.

e.g.,

S1: *What does the parrot eat?*

S2: *It eats corn.*

S1: *Does it like meat?*

S2: *No, it doesn't. It doesn't eat meat at all.*

## Post-task activities

### Activity 1

Have the students do Part E 'Look, read and complete' on page 33 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the pictures.

### Activity 2

Have the students choose an animal they like and introduce it as follows.

e.g.,

*I like \_\_\_\_\_.*

*He/She is \_\_\_\_\_. (age)*

*He/She is \_\_\_\_\_. (size/colour)*

*He/She eats/likes \_\_\_\_\_. (food)*

*He/She doesn't eat/like \_\_\_\_\_. (food)*

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What do you have?*
- Using the simple present tense to express simple facts  
e.g., *The apple falls down.*

### Materials:

*Student's Book 4B*, pp. 24 and 26

*Workbook 4B*, p. 32 Part C

Cassette 4B

## Pre-task preparations

### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 26 of the *Student's Book*. Encourage them to sing along with the recording.

### Activity 2

Show the pictures of some animals and have the students ask and answer questions in pairs.

e.g.,

S1: *Does the cat like grass?*

S2: *No, it doesn't. It likes fish.*

S1: *What does the dog like?*

S2: *It likes bones.*

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Say and act' on page 24 of the *Student's Book* and answer your questions about Min and Mog.

e.g.,

T: *What does Mog have?*

*Does Min like the fish?*

*Are Min and Mog friends?*

Then ask them some questions about Milly and Ella.

T: *What does Milly want to eat? Can she get it?*

*What does Ella do?*

*What do Milly and Ella eat?*

### Activity 2

Have the students listen to the recording for 'Say and act' on page 24 of the *Student's Book* and repeat after the recording. Then practise the dialogue with them.

### Activity 3

Have the students role-play the dialogue in pairs.

e.g.,

S1: *What do you have, Mog?*

S2: *I have a fish. Do you want the fish, Min?*

S1: *Yes. It smells nice. I like it.*

S2: *Let's eat it together!*

S1: *Thank you, Mog.*

## Activity 4

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

## Post-task activities

### Activity 1

Have the students talk about the stories of Min and Mog, Milly and Ella. Then have them fill in the blanks to complete the following passage.

e.g.,

*Min is a cat. Mog is a cat too. They are friends. Min likes fish. Mog likes fish too. Mog has a fish. He and Min eat the fish together.*

*Milly is a mouse. She sees an apple on the tree. Ella is an elephant. She shakes the apple tree and the apple falls down. Some leaves fall down too. Milly eats the apple and Ella eats the leaves. They are friends now. They are happy.*

### Activity 2

Have the students discuss their friends in groups of four. Have them ask and answer questions in groups.

e.g.,

*S1: Who is your friend?*

*S2: ... is my friend. He's/She's ...*

*S1: What does he/she like?*

*S2: He/She likes ...*

*S1: What do you and your friend do together?*

*S2: We ...*

...

Then invite some students to talk about their friends as follows.

e.g.,

*\_\_\_\_\_ and I are friends. We like to be together. We go to school together. We have lunch together. We play basketball together.*

## Period 4

### Language focus:

Using the simple present tense to express simple facts

e.g., *The cat wakes up and sees the mouse.*

## Materials:

*Student's Book 4B*, pp. 25 and 26

*Workbook 4B*, p. 35 Part G

Cassette 4B

Wall picture 4B

## Pre-task preparations

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 26 of the *Student's Book* in groups. Then invite some groups to act it out in front of the class.

### Activity 2

Have the students guess two riddles to elicit *cat* and *mouse*.

e.g.,

*T: It has two small ears and two big eyes. It has four legs. It has a long tail. It can run fast. It can climb trees. It likes fish. What is it?*

*Ss: It's a cat.*

*T: It's grey. It has two small ears. It has sharp teeth. It has four short legs. It has a long tail. It can run fast. It likes eating rice. What is it?*

*Ss: It's a mouse.*

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Read a story' on page 25 of the *Student's Book*. Ask questions about each picture to help them understand the main idea of the story.

e.g.,

*(Picture 1)*

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

*S1: I can see a cat and a mouse.*

*(Picture 2)*

*T: How does the mouse feel?*

*S2: He's hungry.*

...

### Activity 2

Have the students read the story by themselves and do 'Read and complete' on the same page. Then ask the students some questions to check their understanding. After that, have the students

listen to the recording and repeat after it.

e.g.,

T: *What does the mouse eat?*

S1: *He eats the cat food.*

T: *The cat wakes up and sees the mouse. How does the mouse feel? What does the mouse do?*

S2: *He's afraid. He runs away.*

...

T: *Who is happy now? Who is angry? Why?*

### Activity 3

Put the pictures for the story on the blackboard in random order. Read the story slowly and have the students arrange the pictures in the correct order.

### Activity 4

Have the students role-play the story in pairs. Then invite several pairs to act out the story in front of the class.

## Post-task activities

### Activity 1

Have the students complete the following summary of the story. Then encourage them to retell the story.

e.g.,

*One day, a cat is sleeping in his basket. A mouse comes and sees the cat food. The mouse is hungry and he eats the food. The cat wakes up and sees the mouse. The mouse is afraid and runs away. The cat chases the mouse. The mouse climbs onto a door. Then he jumps off the door and runs away again. The cat is tired. He cannot catch the mouse. The mouse goes back to his hole. He is happy, but the cat is angry.*

### Activity 2

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

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about small animals

- Identifying the pronunciation of '-oe', '-oa-' and '-o' in words such as *Joe, goat* and *Flo*  
e.g., *Joe, goat, Flo*

## Materials:

*Student's Book 4B*, pp. 23 and 26

*Workbook 4B*, p. 36 Task

Cassette 4B

Flashcards 4B (*Joe, goat, Flo*)

Flashcards for some small animals

## Pre-task preparations

### Activity 1

Have the students sing the song in 'Listen and enjoy' on page 26 of the *Student's Book*. Encourage them to create a new song in pairs using the names of their classmates. Then invite several pairs to sing in front of the class.

### Activity 2

Show the flashcards for some small animals and have the students ask and answer questions in pairs.

e.g.,

S1: *What does the dog like?*

S2: *It likes bones and dog food.*

S3: *Does the dog like cat food?*

S4: *No, it doesn't.*

## While-task procedures

### Activity 1

Have the students look at the table in 'Do a survey' on page 23 of the *Student's Book*. Ask the students to do a survey and complete the table.

e.g.,

S1: *What animals do you like?*

S2: *I like ...*

S1: *What food does ... eat?*

S2: *It eats ...*

S1: *Does ... like ...?*

S2: *Yes./No.*

### Activity 2

Divide the students into groups of four. Have the students take turns to describe their pets and let the others guess what pets they have.

e.g.,

S1: It's small. It's green and black. It likes rice and small fish. It doesn't like cat food. What is it?

S2: Is it a tortoise?

S1: Yes.

### Activity 3

Show the flashcards for 'Learn the sound' on page 26 of the *Student's Book* and have the students repeat the words several times after you until they can pronounce the sound correctly.

e.g.,

T: -oe, Joe.

Ss: -oe, Joe.

T: -oa-, goat.

Ss: -oa-, goat.

T: -o, Flo.

Ss: -o, Flo.

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

e.g., toe, coat, road, go, no

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it.

Then encourage them to read the rhyme in pairs or groups.

## Post-task activities

### Activity 1

Show a picture of some animals. Have the

students choose the animals they like and make a dialogue in pairs as follows.

e.g.,

S1: What can you see in the picture?

S2: I can see a/some ...

S1: What colour is it/are they?

S2: It's/They're ...

S1: What does it/do they like?

S2: It likes/They like ...

### Activity 2

Have the students do Task 'We like small animals!' on page 36 of the *Workbook*. First, have the students draw an animal they like and complete the information card in Part A. Then ask them to make a dialogue in pairs using the patterns given in Part B. Finally, ask the students to complete the passage in Part C by describing the small animals their classmates like.

e.g.,

S1: What animal do you like?

S2: I like ...

S1: Do you have a pet?

S2: Yes, I do. I have a/an ...

S1: What's his/her name?/How old is he/she?/What colour is he/she?

S2: ...

S1: What does he/she like eating?

S2: He/She likes ...

## Module 2 My favourite things

### Unit 3 Home life

#### Tasks in this unit:

- Use nouns to identify different places at home
- Use the present continuous tense to describe an action taking place at the time of speaking
- Use prepositions to indicate positions
- Use wh-questions to find out positions

#### Language focus:

- Using the key words to identify different places at home  
e.g., *bedroom, living room, bathroom, kitchen*
- Using the present continuous tense to describe an action taking place at the time of speaking  
e.g., *I'm making a model plane.*
- Using prepositions to indicate positions  
e.g., *I'm in my bedroom.*
- Using wh-questions to find out positions  
e.g., *Where are you?*
- Identifying the pronunciation of '-oy' and '-oi-' in words such as *toy* and *noise*  
e.g., *toy, noise*

#### Language skills:

##### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *bedroom, living room, bathroom, kitchen*
- Understanding the present continuous tense describing an action taking place at the time of speaking  
e.g., *I'm making a model plane.*
- Understanding prepositions indicating positions  
e.g., *I'm in my bedroom.*
- Understanding wh-questions asking for positions  
e.g., *Where are you?*
- Identifying the pronunciation of '-oy' and '-oi-' in words such as *toy* and *noise*  
e.g., *toy, noise*

##### Speaking

- Pronouncing the key words correctly  
e.g., *bedroom, living room, bathroom, kitchen*
- Using the present continuous tense to describe an action taking place at the time of speaking  
e.g., *I'm making a model plane.*
- Using prepositions to indicate positions  
e.g., *I'm in my bedroom.*
- Using wh-questions to find out positions  
e.g., *Where are you?*

- Pronouncing the sound '-oy' and '-oi-' correctly in words such as *toy* and *noise*  
e.g., *toy, noise*

### Reading

- Understanding dialogues about people's actions taking place at the time of speaking
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words and phrases correctly  
e.g., *bedroom, living room, bathroom, kitchen, model plane, dinner*
- Writing the key sentences correctly  
e.g., *I'm making a model plane.*
- Writing several sentences to describe the things that the family members are doing

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		bedroom living room bathroom kitchen		SB: p. 28
2	... am/is/are ... (doing)	homework model plane wash dinner		SB: pp. 27, 28 and 31 WB: p. 39 Part F
3				SB: pp. 29 and 31 WB: p. 41 Part H
4				SB: p. 30 WB: p. 40 Part G
5			-oy (toy) -oi- (noise)	SB: p. 31 WB: p. 42 Task

### Period 1

#### Language focus:

- Using the key words to identify different places at home  
e.g., *bedroom, living room, bathroom, kitchen*
- Using prepositions to indicate positions  
e.g., *I'm in my bedroom.*

#### Materials:

- Student's Book 4B, p. 28*  
*Cassette 4B*  
*Flashcards 4B (bedroom, living room, bathroom, kitchen)*  
*Flashcards for verbs such as walk, talk, read and cook*

A floor plan of a flat  
A picture of a boy  
Pictures of different places at home

## Pre-task preparations

### Activity 1

Have the students sing the song on page 17 of *Student's Book 2B*. Ask them to do the corresponding actions.

e.g.,  
*Sing, sing, sing with me.*  
*I like singing ---*  
*Do-re-mi.*  
...

### Activity 2

Have the students talk about things they like doing in their daily life. The students do the actions when they answer the questions.

e.g.,  
*T: What do you like doing at home?*  
*S1: I like reading.*  
*S2: I like playing with my dog.*  
...

## While-task procedures

### Activity 1

Show the floor plan of a flat. Point to the different places in the flat such as the bedroom, living room and bathroom to elicit the new words. Then show the flashcards for *bedroom*, *living room*, *bathroom* and *kitchen* in 'Look and learn' on page 28 of the *Student's Book* and ask the students to read and spell the words after you.

e.g.,  
*T: Bedroom. B-E-D-R-O-O-M, bedroom.*  
*Ss: Bedroom. B-E-D-R-O-O-M, bedroom.*

### Activity 2

Mix up the flashcards for the words in 'Look and learn' and ask the students to pick a card and respond quickly.

e.g.,  
*S1: (pick the flashcard for kitchen)*  
*T: Where are you?*  
*S1: (show the flashcard) I'm in the kitchen.*

### Activity 3

Show pictures of a bedroom, a bathroom, a kitchen, and a living room. Then stick a picture of a boy on these pictures and ask the students some questions.

e.g.,  
*T: (put the picture of the boy on the picture of a bedroom) Where's the boy?*  
*S1: He's in the bedroom.*  
*T: (put the picture of the boy on the picture of a bathroom) Where's he now?*  
*S2: He's in the bathroom.*

### Activity 4

Show the flashcards for *bedroom*, *living room*, *bathroom* and *kitchen*. Mime an action and have the students guess where you are.

e.g.,  
*T: (mime cooking) Where am I?*  
*Ss: You're in the kitchen.*  
*T: Yes. (show the flashcard for kitchen)*  
Then ask a student to take your place and continue the game.  
e.g.,  
*S1: (mime reading) Where am I?*  
*Ss: You're in the living room.*  
*S1: No. I'm in my bedroom.*

## Post-task activities

### Activity 1

Have the students play a matching game. Ask them to match the flashcards for activities with the pictures of different places at home. Then have them ask and answer questions in pairs.

e.g.,  
*cook dinner—in the kitchen*  
*S1: Where does your mother cook dinner?*  
*S2: In the kitchen.*

### Activity 2

Have the students draw the floor plan of their flat and introduce it to the class as follows.

e.g.,  
*S1: There are five rooms in my flat—two bedrooms, a living room, a kitchen and a toilet. I read books and sleep in my bedroom. I watch TV in*

*the living room. My mother cooks dinner in the kitchen. ...*

## Period 2

### Language focus:

Using the present continuous tense to describe actions taking place at the time of speaking  
e.g., *I'm making a model plane.*

### Materials:

*Student's Book 4B*, pp. 27, 28 and 31

*Workbook 4B*, p. 39 Part F

Cassette 4B

Flashcards 4B (*bedroom, living room, bathroom, kitchen*)

Flashcards for verbs and verb phrases such as *walk, talk, read, cook, watch TV, do homework, wash hair, make a model plane* and *cook dinner*

Wall picture 4B

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 31 of the *Student's Book* and repeat after it.

#### Activity 2

Have the students play a guessing game in pairs to review the new phrases. You may model it for them first.

e.g.,

*T: (mime dancing) What am I doing?*

*S1: You are dancing.*

*T: Yes, I'm dancing.*

Then have the students play the game in pairs.

### While-task procedures

#### Activity 1

Put the wall picture on the blackboard. Write the key pattern *I'm ... (doing)*. on the blackboard. Ask the students to look at the pictures and say sentences using the pattern.

e.g.,

*T: I'm in the bathroom. I'm washing my hair.*

*S1: I'm in my bedroom. I'm doing my homework.*

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 27 of the *Student's Book*. Have them look at the pictures and answer your questions.

e.g.,

*T: Where's Ben?*

*S1: He's in his bedroom.*

*T: What's he doing?*

*S2: He's making a model plane.*

Play the recording again and ask the students to repeat after it. Then practise the dialogue with the students. Finally, have the students practise the dialogue in pairs.

#### Activity 3

Have the students look at the pictures in 'Think and write' on page 28 of the *Student's Book*. Then have the students ask and answer questions in pairs.

e.g.,

*S1: Where's Mrs Chen?*

*S2: She's in her bedroom. She's reading a book.*

#### Activity 4

Have the students do Part F 'Look, read and complete' on page 39 of the *Workbook*. Ask them to make a dialogue according to the pictures.

e.g.,

*S1: Where's David?*

*S2: He's in the bedroom. He's making a model plane.*

### Post-task activities

#### Activity 1

Have the students play a game in pairs. Give them some useful expressions for making phone calls before they play the game. Tell them they are going to make a phone call to each other. Ask them to get information about what their partner's family are doing. Then invite several pairs to act out their dialogues in front of the class.

e.g.,

*S1: (mime dialling a phone number) Hello! This is*

(S1's name) speaking.

S2: Hello, (S1's name). This is (S2's name).

S1: What are you doing now?

S2: I'm making a model plane in the living room.

S1: What's that sound? It's loud.

S2: Oh, my mother's cooking dinner in the kitchen.

S1: Where's your dad? What's he doing?

S2: He's in the bathroom. He's washing his hair.

## Activity 2

Have the students talk about their home life. If possible, ask them to bring some photos to school. Then encourage them to write a passage about it.

e.g.,

*It is seven o'clock in the evening. We are busy. My father is \_\_\_\_\_ in the bathroom. My mother is \_\_\_\_\_ in the kitchen. I am \_\_\_\_\_ in my bedroom.*

## Period 3

### Language focus:

- Using the present continuous tense to describe an action taking place at the time of speaking  
e.g., *My dad is telling me a lot about stars.*
- Using the simple present tense to describe daily activities  
e.g., *I usually watch TV with my parents at night.*

### Materials:

*Student's Book 4B*, pp. 29 and 31

*Workbook 4B*, p. 41 Part H

Cassette 4B

Flashcards 4B (*bedroom, living room, bathroom, kitchen*)

Wall picture 4B

### Pre-task preparations

#### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 31 of the *Student's Book*. Then encourage them to say the rhyme in pairs.

## Activity 2

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

e.g.,

T: (point to the picture of Kitty doing her homework)

Where's Kitty? What's she doing?

S1: She's in her bedroom. She's doing her homework.

## While-task procedures

#### Activity 1

Show a timetable and have the students read prepositional phrases such as *in the morning, in the afternoon, at night* and *before bedtime*. Then have the students answer your questions.

e.g.,

T: What do you usually do in the evening?

S1: I usually do my homework in the evening.

S2: I usually watch TV in the evening.

#### Activity 2

Have the students listen to the recording for 'Say and act' on page 29 of the *Student's Book*.

Write the phrase *Earth Hour* on the blackboard and explain the meaning of it. Ask the students some questions to check their understanding.

e.g.,

T: What does Alice usually do at night?

S1: She usually watches TV with her parents.

T: Is she watching TV now?

S2: No, she isn't. She's looking at the stars.

#### Activity 3

Play the recording for 'Say and act' again and have the students repeat after the recording. Then have them read the text in groups of four. Ask the students to role-play it in groups. Then invite several groups to act it out in front of the class.

#### Activity 4

Have the students talk about what their family members usually do in the evening or before bedtime.

e.g.,

S1: It's eight o'clock in the evening. My father usually watches TV in the living room.

## Post-task activities

### Activity 1

Have the students do Part H 'Read and choose' on page 41 of the *Workbook*. After checking the answers with them, ask them to make a dialogue in pairs according to the passage.

e.g.,

*S1: What time is it?*

*S2: It's eight o'clock in the evening.*

*S1: What do you usually do?*

*S2: I usually do my homework in my bedroom.*

*S1: What are you doing now?*

*S2: I'm making a model ship in the living room.*

### Activity 2

Divide the students into groups of four. Have them finish the table below and then ask them to introduce what their family members usually do and what they are doing on a Sunday morning/afternoon/evening. Finally, encourage them to write a passage about it.

e.g.,

Who	What time	What he/she usually does on weekdays	What he/she is doing now
Mum	8.30 a.m.	goes to work	washing clothes

*It is seven o'clock in the morning. I usually go to school, but today I'm running in the park. My mother usually goes to work, but now she is washing clothes. ...*

## Period 4

### Language focus:

- Using the present continuous tense to describe actions taking place at the time of speaking  
e.g., *The Chens are having a holiday on the beach in Sanya.*
- Using wh-questions to find out specific information  
e.g., *Where's Paul?*

## Materials:

*Student's Book 4B*, p. 30

*Workbook 4B*, p. 40 Part G

Cassette 4B

Pictures of a beach and a park

## Pre-task preparations

### Activity 1

Flash the cards for *do homework*, *wash hair*, *make a model plane* and *cook dinner* and ask the students to respond quickly.

e.g.,

*T: (show the card for wash my hair) What are you doing?*

*S1: I'm washing my hair.*

### Activity 2

Show the picture of a beach and describe the picture to elicit the word *beach*.

e.g.,

*The sand is soft. The sky is blue. The water is blue. What a beautiful beach!*

## While-task procedures

### Activity 1

Have the students look at the picture in 'Look and read' on page 30 of the *Student's Book*. Then ask them some questions to help them understand the passage.

e.g.,

*T: Where's Sally? What's Sally doing?*

*S1: She's in the sea. She's swimming.*

...

### Activity 2

Have the students read the passage by themselves and do 'Answer the questions' in pairs. Then check the answers with them. After that, have the students listen to the recording and repeat after it.

### Activity 3

Have the students role-play the dialogue in pairs. Encourage them to make a dialogue according to the picture. Then invite several pairs to act it out in front of the class.

e.g.,

S1: *How is the weather?*

S2: *It's sunny.*

S1: *Let's make a sandcastle.*

S2: *OK.*

S3: (*S1's name*) and (*S2's name*), what are you doing?

S1 & S2: *We're making a sandcastle. It's fun!*

...

#### Activity 4

Have the students talk about the Chens' day according to the dialogue. You may ask them to complete one of the following passages if necessary.

e.g.,

*Passage A:*

*The Chens are having a holiday on the beach in Sanya. The sky is blue. The water is blue. The sand is soft. Peter is collecting shells. Paul is playing beach ball. Sally is swimming in the sea.*

*Passage B:*

*Hello. I am Sally. This is a picture of my family. We are having a holiday on the beach in Sanya. It is sunny and hot. My mother is sitting in a chair. I am swimming in the sea. ...*

### Post-task activities

#### Activity 1

Have the students do Part G 'Look, label and complete' on page 40 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the pictures.

e.g.,

S1: *Where is Kitty?*

S2: *She is in her bedroom. She's making a doll.*

#### Activity 2

Show the picture of a park and have the students talk about their experiences in the park on a sunny day. You may provide a model first if necessary.

e.g.,

*Today is sunny. We're in the park. The leaves are green and the grass is green too. The flowers are beautiful. I'm flying a kite on the grass. My father*

*is helping me. My mother is sitting under a big tree. What a nice day!*

### Period 5

#### Language focus:

- Using the key words and sentences to talk and write about people's present actions
- Identifying the pronunciation of '-oy' and '-oi-' in words such as *toy* and *noise*  
e.g., *toy, noise*

#### Materials:

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

*Workbook 4B, p. 42 Task*

*Cassette 4B*

*Flashcards 4B (*toy, noise*)*

*A school timetable*

*Pictures of people doing different things*

### Pre-task preparations

#### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 31 of the *Student's Book*. Then have them make a new rhyme in pairs.

#### Activity 2

Write some verbs and nouns such as *play, do, make, wash, fly, model planes, homework, dinner, hair* and *kites* on the blackboard. Have the students match the verbs with the nouns to make phrases to review what they have learnt. Encourage them to say a sentence using the phrase they make.

e.g.,

T: *What are you doing?*

S1: (*match the verb do with homework*) *I'm doing my homework.*

S2: (*match the verb wash with hair*) *I'm washing my hair.*

S3: (*match the verb play with volleyball*) *I'm playing volleyball.*

### While-task procedures

#### Activity 1

Show a school timetable and ask the students to

answer your questions.

e.g.,

T: (point to Monday) It's Monday. It's eight o'clock in the morning. What are you doing?

S1: I'm reading in the classroom.

T: It's ten o'clock in the morning. What are you doing?

S2: I'm running on the playground.

T: It's four o'clock in the afternoon. What are you doing?

S3: I'm going home.

...

### Activity 2

Show the pictures of people doing different activities and have the students talk about the pictures in pairs. Then ask the students to answer your questions.

e.g.,

T: (point to a man) Look at Mr Li. What's he doing?

S1: He's singing.

T: It's ten o'clock. What's the girl doing?

S2: She's reading in the classroom.

T: Is the boy painting?

S3: Yes, he's painting.

### Activity 3

Show the flashcards for 'Learn the sound' on page 31 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sound correctly.

e.g.,

T: -oy, toy.

Ss: -oy, toy.

T: -oi-, noise.

Ss: -oi-, noise.

### Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' on page 31 of the *Student's Book* and repeat after it. Then

encourage them to read the rhyme in pairs or groups.

## Post-task activities

### Activity I

Have the students read the following table. Then ask them to talk about what the Chens usually do and what they are doing.

When	Who	What he/she usually does	Where	What he/she is doing now	Where
six o'clock in the evening	Mr Chen	reads a book	bedroom	watching TV	living room
	Mrs Chen	cooks dinner	kitchen	washing her hair	bathroom
	Kitty	does her homework	bedroom	making a doll	bedroom
	Ben	does his homework	bedroom	making a model plane	living room

e.g.,

S1: What does Mr Chen usually do in the evening?

S2: He usually reads a book in his bedroom.

S1: What's he doing now?

S2: He's watching TV in the living room.

### Activity 2

Have the students do Task 'Saturday morning' on page 42 of the *Workbook*. First, have the students think and draw what their family members are doing on Saturday morning. Then have them ask and answer questions about their drawings in pairs. Have them use the key patterns given in Part B. Finally, ask the students to complete the passage in Part C by describing what they and their family members are doing on Saturday morning.

### Note:

You can tell the students that *TV* is the abbreviation of the word *television*.

# Module 3 Things around us

## Unit 1 Sounds

### Tasks in this unit:

- Use adjectives to describe sounds
- Ask *yes/no* questions to elicit a positive or negative response
- Use formulaic expressions to get attention, express warnings and give simple instructions

### Language focus:

- Using the key words in context  
e.g., *bell, television, quiet, loud*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Are they playing basketball?*  
*Yes, they are.*
- Using formulaic expressions to get attention, express warnings and give simple instructions  
e.g., *Excuse me.*  
*Be careful!*  
*Be quiet!*
- Identifying the pronunciation of '-are', '-ear' and '-air' in words such as *square, bear* and *hair*  
e.g., *square, bear, hair*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *bell, television, quiet, loud*
- Understanding the meaning of *yes/no* questions  
e.g., *Are they playing basketball?*  
*Yes, they are.*
- Understanding formulaic expressions for getting attention, expressing warnings and giving simple instructions  
e.g., *Excuse me.*  
*Be careful!*  
*Be quiet!*
- Identifying the pronunciation of '-are', '-ear' and '-air' in words such as *square, bear* and *hair*  
e.g., *square, bear, hair*

#### Speaking

- Pronouncing the key words correctly  
e.g., *bell, television, quiet, loud*
- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Are they playing basketball?*  
*Yes, they are.*

- Using formulaic expressions to get attention, express warnings and give simple instructions  
e.g., *Excuse me.*  
*Be careful!*  
*Be quiet!*
- Pronouncing the sound '-are', '-ear' and '-air' correctly in words such as *square*, *bear* and *hair*  
e.g., *square*, *bear*, *hair*

### Reading

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

### Writing

- Writing the key words correctly  
e.g., *bell*, *television*, *quiet*, *loud*
- Writing the key sentences correctly  
e.g., *Is the doorbell ringing? No, it isn't.*
- Writing several sentences to describe sounds

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Is/Are ... (doing)? Yes, ... is/are./No, ... isn't/aren't.	quiet    loud    bell television (TV)    noisy ring    watch TV		SB: pp. 32, 33 and 36
2	Excuse me. Be quiet! Be careful!			SB: pp. 34 and 36 WB: p. 50 Part E
3				SB: p. 35 WB: p. 51 Part G
4				SB: pp. 33 and 36 WB: p. 52 Part H
5			-are (square) -ear (bear) -air (hair)	SB: p. 36 WB: p. 53 Task

## Period 1

### Language focus:

- Using the key words in context  
e.g., *bell, television*
- Using adjectives to describe sounds  
e.g., *quiet, loud*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Are they playing basketball? Yes, they are.*

### Materials:

*Student's Book 4B*, pp. 32, 33 and 36

Cassette 4B

Flashcards 4B (*quiet, loud, bell, television*)

Wall picture 4B

Some pictures of people doing different things

Recordings of the sounds of different vehicles such as bicycles, trains, cars and ships

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 36 of the *Student's Book*. Have the students listen and repeat after the recording.

#### Activity 2

Play the recordings of the sounds of different vehicles such as bicycles, trains, ships and cars. Ask the students to identify the sounds.

e.g.,

T: (*play the recording for the sound of a bicycle*)

*Listen! What can you hear?*

Ss: *I can hear a bicycle.*

### While-task procedures

#### Activity 1

Show the flashcards for *bell* and *television* in 'Look and learn' on page 33 of the *Student's Book* and have the students read and spell the two new words.

e.g.,

T: (*show the flashcard for bell*) *This is a bell. Bell.*

*B-E-L-L, bell.*

Ss: *Bell. B-E-L-L, bell.*

T: (*show the flashcard for television*) *This is a*

*television. Television. T-E-L-E-V-I-S-I-O-N,*  
*television.*

Ss: *Television. T-E-L-E-V-I-S-I-O-N, television.*

#### Activity 2

Use a small bell to illustrate 'quiet' and 'loud' sounds. Hold the bell so that it does not ring and then shake it. Say *I can't hear the bell. It's too quiet.* Ring the bell and say *Now I can hear the bell. It's loud.* After that, show the flashcards for *quiet* and *loud*. Ask the students to read and spell the words after you.

e.g.,

T: *Loud. L-O-U-D, loud.*

Ss: *Loud. L-O-U-D, loud.*

Play the recording of a song and turn the volume button to maximum or minimum, asking the students to say whether the sound is loud or quiet.

e.g.,

T: (*turn the volume button to maximum*) *Can you hear the music?*

Ss: *Yes.*

T: *Is it loud or quiet?*

Ss: *It's loud.*

T: (*turn the volume button to minimum*) *Can you hear the music now? Is it loud or quiet?*

Ss: *It's quiet.*

#### Activity 3

Have the students listen to the recording for 'Look and say' on page 32 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

(Picture 1)

*Where's Tony?*

*Who's outside?*

*What are they doing?*

(Picture 2)

*What's the noise?*

*Who's watching TV?*

*What's ringing?*

Then write the pattern drills *Is/Are ... (doing)?*

*Yes, ... is/are/No, ... isn't/aren't.* on the blackboard. Put the wall picture on the

blackboard and practise the patterns with the students.

e.g.,

T: Are the students playing basketball/football?

Ss: Yes, they are./No, they aren't.

T: Is the doorbell ringing?

Ss: No, it isn't. It's the television.

#### **Activity 4**

Have the students listen to the recording for 'Look and say' on page 32 of the *Student's Book* and read after the recording again sentence by sentence. Then have them role-play the dialogues in pairs.

#### **Post-task activities**

##### **Activity 1**

Have the students play a game in pairs. First, ask S1 in each pair to turn back. Then play the recording and show S2 in each pair a picture. Finally, S1 asks S2 a question according to what he or she has heard and S2 answers.

e.g.,

T: (play the recording) What's Ben doing?

S1: Is he riding a bicycle?

S2: Yes, he is.

##### **Activity 2**

Show some pictures of people doing different things to the students and have them ask and answer questions in pairs.

e.g.,

T: (show a picture of a boy playing football)

S1: Is the boy playing football?

S2: Yes, he's playing football.

T: (show a picture of some girls eating)

S1: Are the girls drinking?

S2: No. They're eating.

#### **Period 2**

##### **Language focus:**

- Using adjectives to describe sounds  
e.g., Your bell is too quiet!
- Using formulaic expressions to get attention, express warnings and give simple instructions

e.g., Excuse me.

Be careful!

Be quiet!

#### **Materials:**

*Student's Book 4B*, pp. 34 and 36

*Workbook 4B*, p. 50 Part E

Cassette 4B

Flashcards 4B (*quiet, loud, bell, television*)

#### **Pre-task preparations**

##### **Activity 1**

Invite some students to come to the front and imitate the sounds of different animals or different objects. Have the other students talk in pairs.

e.g.,

(A student imitates the sound of a cat.)

S1: What do you hear?

S2: I hear a cat.

S1: Is it loud?

S2: No. It's quiet.

(A student imitates the sound of a bell.)

S1: What do you hear?

S2: I hear a bell.

S1: Is it quiet?

S2: No. It's too loud.

##### **Activity 2**

Ask the students to look at the picture for 'Listen and enjoy' on page 36 of the *Student's Book* and answer some questions about the picture.

e.g.,

Where is the girl? (She's in the park.)

What is she doing? (She's riding her bicycle.)

What is the sound of the bell? (Ting ... ting.)

Where are the two ladies? (They're on the bench.)

Are they happy or angry? (They're angry.)

Why? (The bell is loud.)

What do the ladies say? ('Sh ...! Be quiet!')

#### **While-task procedures**

##### **Activity 1**

Have the students look at the pictures for 'Say and act' on page 34 of the *Student's Book*. Tell

the students that Peter is riding his bicycle in the park. Then ask the students to think about the following questions.

e.g.,

*Is the bell on Peter's bicycle old or new?*

*Can the girl hear the bell? Why/Why not?*

*Can the old man hear the bell? Why/Why not?*

*Can the two old ladies hear the bell? How do they feel?*

Then have the students read the text after the recording.

### Activity 2

Play the recording for 'Say and act' on page 34 of the *Student's Book* again. Have the students read sentence by sentence after the recording. Then have the students look at the pictures and answer the following questions.

(Picture 1)

*How does the girl feel?*

*What does she say about Peter's bell?*

(Picture 2)

*How does the old man feel?*

*What does the old man say about Peter's bell?*

(Picture 3)

*What are the two old ladies doing?*

*Where is Ginger?*

(Picture 4)

*How do the two old ladies feel?*

*What do they say about Peter's bell?*

*What does Peter say to them?*

### Activity 3

Write *Be careful!* and *Be quiet!* on the blackboard. Give some examples to help the students understand. You can set some scenes in which the students can use the two formulaic expressions.

e.g.,

T: (show a cup of hot tea) *Be careful! The tea is hot.*  
(show a picture of a sleeping baby) *Be quiet! The baby is sleeping.*

Ask one student to pretend to be asleep and say *Be quiet, children. (S1's name) is sleeping.*

Introduce the expression *Excuse me.* and show the students a context in which it is used to get

people's attention, for example, asking people to make way in a crowded area.

### Activity 4

Have the students role-play the dialogues in pairs. Then invite several pairs to act out the dialogues. Use a bell to provide sound effects demonstrating loud and quiet sounds.

## Post-task activities

### Activity I

Have the students role-play the dialogues in 'Say and act' on page 34 of the *Student's Book* in groups. Encourage them to use the sentence patterns they have learnt previously.

### Activity 2

Have the students do Part E 'Look and write' on page 50 of the *Workbook*. Then check the answers with them.

## Period 3

### Language focus:

- Using adjectives to describe sounds  
e.g., *It's too loud.*
- Using modelled sentences to describe things  
e.g., *The pond is quiet again.*

### Materials:

*Student's Book 4B*, p. 35

*Workbook 4B*, p. 51 Part G

Cassette 4B

Flashcards 4B (*quiet, loud, bell, television*)

Wall picture 4B

## Pre-task preparations

### Activity I

Put the wall picture on the blackboard. Then ask the students some questions, such as *What can you hear? Is the bird singing? Is the bird happy?* Then write the pattern drills *Is the bird singing? Yes, the bird is singing.* on the blackboard and ask the students to repeat after you.

### Activity 2

Invite some students to come to the front and

ask them to mime different actions. Ask some *yes/no* questions and encourage the other students to give a positive or negative response.

e.g.,

T: Look at (S1's name)! Is he swimming?

Ss: Yes, he is. He's swimming.

T: Look at (S2's name). Is she swimming?

Ss: No, she isn't. She's dancing.

...

## While-task procedures

### Activity 1

Play the recording for 'Read a story' on page 35 of the *Student's Book*. While the students are listening to the recording, write the new words and phrases such as *has a bath*, *fly away*, *mine*, *has a nap* on the blackboard. Explain the meaning of the new words and phrases, and then have the students repeat after you.

### Activity 2

Show the pictures for 'Read a story' on page 35 of the *Student's Book*. Have the students look at the pictures carefully and ask them some questions. You can write down the new words and phrases on the blackboard.

e.g.,

(Picture 1)

*What animal can you see in the picture?*

*Where does he live?*

(Picture 2)

*What animal comes?*

*Is the bird singing in the picture?*

*Does she like the pond?*

(Picture 3)

*Is the bird singing?*

*Is the tortoise happy?*

*Can you guess what it is saying to the bird?*

(Picture 4)

*Can you see the bird?*

*What happens?*

*Is the tortoise happy?*

### Activity 3

Have the students read the story by themselves. Ask them to think about the following

questions.

e.g.,

*Where does the old tortoise live?*

*Does the little bird like the pond?*

*Why does the bird fly away?*

*How does the tortoise feel? Why?*

Then have the students do 'Answer the questions' to check their understanding.

### Activity 4

Divide the students into groups of four. Ask each group to act out the story. Two students act as the tortoise and the bird, the others act as the narrators. Then invite several groups to role-play it in front of the class.

## Post-task activities

### Activity 1

Have the students complete the following passage about the story by filling in the blanks.

e.g.,

*I am a tortoise. I am old. I live by a small pond. It is nice and quiet. I like it very much. One day, a little bird comes. She likes the pond too and comes every day. She likes singing. But I don't like her songs. They are too loud. She flies away and the pond is quiet again. But I am not happy. It is too quiet now.*

### Activity 2

Have the students finish Part G 'Look, read and complete' on page 51 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

Using adjectives to describe sounds

e.g., *It's quiet.*

### Materials:

*Student's Book 4B*, pp. 33 and 36

*Workbook 4B*, p. 52 Part H

Cassette 4B

Flashcards 4B (*quiet, loud, bell, television*)

Pictures of different vehicles

Wind-bells

A recording of the sounds that can be heard in a school

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 36 of the *Student's Book*. Have the students sing along with the recording.

#### Activity 2

Show some pictures of different vehicles and have the students ask and answer questions about the pictures in pairs.

e.g.,

*S1: What can you see in the picture?*

*S2: I can see a bicycle.*

*S1: How does the bicycle go?*

*S2: It goes 'ting-ting'.*

*S1: Do you like the sound?*

*S2: Yes, I do./No, I don't.*

Talk about the different sounds. Ask some students to imitate different sounds and encourage the other students to ask and answer questions in pairs.

e.g.,

*S1: What do you hear?*

*S2: I hear an aeroplane.*

*S1: Do you like the sound?*

*S2: No, I don't. It's too loud.*

### While-task procedures

#### Activity 1

Bring a wind-bell and show it to the class. Ask the students to look at the pictures in 'Make and play' on page 33 of the *Student's Book*. Read the instructions and demonstrate how to make a wind-bell step by step. Then have the students make a wind-bell in groups.

#### Activity 2

Have the students talk about their wind-bells. You may have the students vote for the most beautiful wind-bells.

e.g.,

*S1: Look at my wind-bell. It's very nice. Listen!*

*Ding-ding! That's the sound of the wind bell.*

*It's loud. It's beautiful! Do you like my wind-bell?*

#### Activity 3

Ask the students to bring their wind-bells on a windy day and hang them by the window. Then have them listen to the sounds of the wind-bells and discuss them in groups.

e.g.,

*S1: Group A's wind-bell is too quiet. I can't hear it.*

*S2: Listen! Group B's wind-bell is loud.*

#### Activity 4

Play the recording of the sounds that people can hear in a school. Ask the students what they can hear.

e.g.,

*T: It's a school. What can you hear in this school?*

*S1: I can hear some children.*

*T: Guess! What are they doing? Are they playing basketball?*

*S1: Yes, they are. The sound is very loud.*

*T: What can you hear now?*

*S2: I can hear a bell.*

*T: Is it loud?*

*S2: Yes, it's very loud.*

### Post-task activities

#### Activity 1

Have the students do Part H 'Read and complete' on page 52 of the *Workbook*. Then check the answers with them.

#### Activity 2

Ask two students to come to the front. S1 mimes an action and S2 ask the other students what S1 is doing. The whole class gives a positive or negative response.

e.g.,

*(S2 mimics eating)*

*S1: Is he riding a bicycle?*

*Ss: No, he isn't riding a bicycle.*

*S1: Is he flying a kite?*

*Ss: Yes, he's flying a kite.*

...

Divide the students into groups of four. Have two of them do actions and the other two ask

and answer questions.

e.g.,

(*S1 and S2 mime running*)

*S3: Are they running?*

*S4: Yes, they're running.*

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about people's activities
- Identifying the pronunciation of '-are', '-ear' and '-air' in words such as *square, bear* and *hair*  
e.g., *square, bear, hair*

### Materials:

*Student's Book 4B*, p. 36

*Workbook 4B*, p. 53 Task

Cassette 4B

Flashcards 4B (*square, bear, hair*)

Pictures of a park, a street, etc.

A recording of the sounds of birds, dogs, trains, etc.

Pictures of people cooking, playing basketball, etc.

### Pre-task preparations

#### Activity 1

Show the students some pictures of different places such as a park, a street or a zoo. Have the students talk about the sounds they can hear in these places and whether they like the sounds or not.

e.g.,

*S1: In the park, I can hear a bird. It goes 'tweet-tweet.'*

*It's quiet and beautiful. I like it very much. I can hear a frog too. It goes 'glug-glug'. It's too loud. I don't like it.*

#### Activity 2

Play the recording of different sounds, such as the sounds of birds, dogs, trains and aeroplanes. Have the students ask and answer questions in pairs.

e.g.,

*S1: What can you hear?*

*S2: I can hear a bird.*

*S1: Is the bird singing?*

*S2: Yes, it is. It's singing.*

### While-task procedures

#### Activity 1

Show some pictures of people doing different things such as cooking, playing basketball and dancing. Have the students answer your questions.

e.g.,

*T: Are the children eating watermelons?*

*S1: Yes, they are.*

*T: Is the girl cooking?*

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

#### Activity 2

Write six verbs or verb phrases such as *ride a bicycle, read a book* and *dance* on the blackboard. Invite two students to come to the front. Cover S2's eyes with a blindfold. S1 chooses one verb or verb phrase and mimes the corresponding action. S2 asks yes/no questions to guess what S1 is doing. The other students answer 'Yes' or 'No'.

e.g.,

*S1: (choose the word cook)*

*S2: Is he making a model?*

*Ss: No, he isn't.*

*S2: Is he doing a puzzle?*

*Ss: No, he isn't.*

*S2: Is he cooking?*

*Ss: Yes, he is. He's cooking.*

#### Activity 3

Show the flashcards for 'Learn the sound' on page 36 of the *Student's Book*. Ask the students to read the words after you until they can pronounce the sound correctly.

e.g.,

*T: -are, square.*

*Ss: -are, square.*

*T: -ear, bear.*

*Ss: -ear, bear.*

T: -air, hair.

Ss: -air, hair.

#### Activity 4

Play the recording for 'Learn the sound' on page 36 of the *Student's Book*. Ask the students to read the rhyme after the recording. You may ask them to repeat some phrases after you first.

e.g.,

T: Near that square.

Ss: Near that square.

T: See a bear.

Ss: See a bear.

T: Long, brown hair.

Ss: Long, brown hair.

e.g.,

S1: What sound do you like?

S2: I like the sound of the wind-bell. It's quiet.

S1: What sound don't you like?

S2: I don't like the sound of the toy car. It's too loud.

#### Activity 2

Have the students do Task 'Animal sounds' on page 53 of the *Workbook*. First, have them listen to the recording and number the animal sounds they hear. Then ask them to make a dialogue according to the sounds they hear in Part A. Finally, ask them to complete the passage in Part C by describing the animal sounds their classmates hear.

#### Note:

Tell the students that the word *bike* in 'Listen and enjoy' on page 36 of the *Student's Book* is the short form of *bicycle*.

### Post-task activities

#### Activity 1

Divide the students into groups of four to six. Ask them to take out the things that can make different sounds such as a toy car, an alarm clock and a wind-bell. Have the students do a survey about the sounds their group members like and dislike and complete the table below.

Name	He/She likes the sound of ...	The sound is ...	He/She doesn't like the sound of ...	Why not
S2's name	the wind-bell	quiet	the toy car	loud

# Module 3 Things around us

## Unit 2 Time

### Tasks in this unit:

- Use phrases to indicate time and activities
- Use wh-questions to find out specific information
- Use modelled sentences to indicate present activities
- Use formulaic expressions to ask for the time, express one's opinion, and reply to requests

### Language focus:

- Using phrases to indicate time  
e.g., *seven o'clock, a quarter past seven, half past seven*
- Using phrases to indicate activities  
e.g., *get up, wash my face, have breakfast*
- Using modelled sentences to indicate present activities  
e.g., *I'm brushing my teeth.*
- Using wh-questions to find out specific information  
e.g., *What are you doing?*
- Using formulaic expressions to ask for the time, express one's opinion, and reply to requests  
e.g., *What time is it?  
It's so much fun.  
All right.*
- Identifying the pronunciation of '-ou-' and 'ow-' in words such as *mouse* and *owl*  
e.g., *mouse, owl*

### Language skills:

#### Listening

- Identifying the key phrases by listening to the pronunciation  
e.g., *seven o'clock, a quarter past seven, half past seven, get up, wash my face, have breakfast*
- Understanding modelled sentences indicating present activities  
e.g., *I'm brushing my teeth.*
- Understanding wh-questions asking for specific information  
e.g., *What are you doing?*
- Understanding formulaic expressions for asking for the time, expressing one's opinion, and replying to requests  
e.g., *What time is it?  
It's so much fun.  
All right.*
- Identifying the pronunciation of '-ou-' and 'ow-' in words such as *mouse* and *owl*  
e.g., *mouse, owl*

#### Speaking

- Pronouncing the key phrases correctly  
e.g., *seven o'clock, a quarter past seven, half past seven, get up, wash my face, have breakfast*
- Using modelled sentences to indicate present activities  
e.g., *I'm brushing my teeth.*

- Using wh-questions to ask for specific information  
e.g., *What are you doing?*
- Using formulaic expressions to ask for the time, express one's opinion, and reply to requests  
e.g., *What time is it?*  
*It's so much fun.*  
*All right.*
- Pronouncing the sound '-ou-' and 'ow-' correctly in words such as *mouse* and *owl*  
e.g., *mouse, owl*

### Reading

- Understanding dialogues about what people are doing at certain times
- Understanding the main idea of a story
- Reading the key phrases, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key phrases correctly  
e.g., *seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast*
- Writing the key sentences correctly  
e.g., *What are you doing? I'm brushing my teeth.*
- Writing several sentences to describe one's activities at certain times

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		seven o'clock a quarter past seven half past seven a quarter to eight get up   brush my teeth wash my face have breakfast		SB: pp. 38 and 41 WB: p. 56 Part F
2	What are you doing? I'm ... What time is it?			SB: p. 37 WB: p. 56 Part E
3	It's time for ... It's so much fun. All right.			SB: p. 39 WB: p. 57 Part G
4				SB: pp. 40 and 41 WB: p. 58 Part H
5			-ou- (mouse) ow- (owl)	SB: pp. 38 and 41 WB: p. 59 Task

## Period I

### Language focus:

- Using noun phrases to indicate time  
e.g., *seven o'clock, a quarter past seven, half past seven*
- Using verb phrases to indicate activities  
e.g., *get up, wash my face, have breakfast*

### Materials:

*Student's Book 4B, pp. 38 and 41*

*Workbook 4B, p. 56 Part F*

*Cassette 4B*

*Flashcards 4B (seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast)*

*A paper clock with movable hands*

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Then ask them some questions, such as *What can you hear in the song?* to elicit *A clock*. Show the students a clock and ask *What is it?* to elicit *It's a clock*. Explain to the students that there are two hands on a clock, one short and one long. The short hand shows the hour and the long hand shows the minute. Ask the students to keep quiet and listen to the sound of the clock. Ask them to imitate the sound they heard, and then write the words *Tick-tock! Tick-tock!* on the blackboard. Ask the students to repeat the word after you.

#### Activity 2

Say a riddle about a clock and then ask the students some questions about a clock.

e.g.,

*T: It has two hands. One hand is long, the other hand is short. It works all day and all night. It goes 'tick-tock, tick-tock'. And it can tell us the time. What is it?*

*Ss: It's a clock.*

*T: Yes, it's a clock. Do you have a clock at home? What sound does your clock make? Is it loud or*

*quiet? Do you like the sound?*

...

### While-task procedures

#### Activity I

Stick a paper clock with movable hands on the blackboard. Ask the students to look at it and read the numbers clockwise from 1 to 12. Then move the clock hands to show different times.  
e.g.,

*T: (move the clock hands to show one o'clock) It's one o'clock. (move the short hand to two) It's two o'clock. (move the clock hands to show half past seven) It's half past seven. ...*

Make two lists of expressions showing hour and half-hour times in two columns (e.g., *one o'clock to twelve o'clock* and *half past one to half past twelve*) on the blackboard. Then say a time listed on the blackboard and invite a student to set the clock to the right time.

e.g.,

*T: Ten o'clock.*

*S1: (move the clock hands to show ten o'clock)*

*T: What time is it?*

*Ss: It's ten o'clock.*

Move the long hand of the clock from 12 to 3 and say *It's a quarter*. Set the time at 7:15 and say *It's a quarter past seven*. Then set the time at 7:45 and say *It's a quarter to eight*.

Finally, show the flashcards for the phrases in 'Look and learn' on page 38 of the *Student's Book* and have the students repeat after you.

e.g.,

*T: (show the flashcard for seven o'clock) Seven o'clock.*

*Ss: Seven o'clock.*

#### Activity 2

Show a clock with movable hands. Move the clock hands to show different times and have the students tell you what they usually do at those times.

e.g.,

*T: (show the flashcard for a quarter past seven) What time is it?*

*Ss: It's a quarter past seven.*

*T: What do you do at a quarter past seven, (S1's name)?*

*S1: I wash my face at a quarter past seven.*

Or you may draw some clocks showing different times on the blackboard and ask the students to talk about their activities at those times.

### Activity 3

Introduce your day to your students like this:

e.g.,

*T: I get up at a quarter to seven in the morning every day. I brush my teeth and wash my face at seven o'clock. I always wash my face with warm water. I have my breakfast at a quarter past seven. I like having milk and bread for breakfast. I come to school at half past seven.*

Write the times and activities on the blackboard. Ask the students to read the times and verb phrases after you.

### Activity 4

Have the students do Part F 'Look and write' on page 56 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Ask the students to read a passage about 'My busy morning' by themselves and fill out the table below.

Time	Activity
half past six	get up

e.g.,

*Hello, everyone! I am a school boy. I get up at half past six. At a quarter to seven, I brush my teeth and wash my face. I like washing my face with cold water. I have breakfast at seven o'clock. I like having milk, bread and eggs for breakfast. I go to school at a quarter past seven.*

### Activity 2

Divide the students into groups of four to six. Tell them to draw some clocks showing different times. Then have them take turns to look at a clock, tell the time and talk about their activities at that time.

e.g.,

*S1: (look at Clock 1) It's seven o'clock. I get up at seven o'clock.*

*S2: (look at Clock 2) It's a quarter past seven. I go to school at a quarter past seven.*

*S3: (look at Clock 3) It's ten past seven. I have my breakfast at ten past seven.*

*S4: (look at Clock 4) It's half past seven. I go to school at half past seven.*

...

## Period 2

### Language focus:

- Using formulaic expressions to ask for the time  
e.g., *What time is it?*
- Using modelled sentences to tell the time  
e.g., *It's a quarter past seven.*
- Using wh-questions to find out specific information  
e.g., *What are you doing?*
- Using modelled sentences to indicate activities  
e.g., *I'm brushing my teeth.*

### Materials:

*Student's Book 4B, p. 37*

*Workbook 4B, p. 56 Part E*

*Cassette 4B*

*Flashcards 4B (seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast)*

## Pre-task preparations

### Activity 1

Show the phrase cards for times and activities quickly. Have the students read them aloud. Then have them say what they usually do at those times.

e.g.,

S1: I get up at half past six.

S2: I brush my teeth at a quarter past seven.

## Activity 2

Move the hands of a paper clock, having the students tell the time and say what they are doing at this time. You may model the activity for them first.

e.g.,

T: It's seven o'clock. I'm having my breakfast.

S1: It's nine o'clock. I'm reading a book.

S2: It's half past eleven. I'm having my lunch.

...

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Look and say' on page 37 of the *Student's Book* and ask them about the activities Kitty is doing at those times.

e.g.,

T: What time is it?

S1: It's a quarter past seven.

T: Is Kitty sleeping?

S1: No. She's getting up.

Then have the students listen and read after the recording.

## Activity 2

Play the recording for 'Look and say' on page 37 of the *Student's Book*. Write the key patterns *What time is it? It's ... What are you doing? I'm ...* on the blackboard. Then show the flashcards for times and activities, asking the students to answer your questions.

e.g.,

T: (show the flashcard for seven o'clock) What time is it?

S1: It's seven o'clock.

T: What are you doing, (S1's name)?

S1: (pick the flashcard for wash my face) I'm washing my face.

Then have the students read after the recording sentence by sentence.

## Activity 3

Practise the dialogue with the students. Then divide the students into groups of three and have them role-play the dialogue. One student acts as the narrator, and the others act as Kitty and Mrs Li. Then invite several groups to act it out in front of the class.

## Activity 4

Have the students work in pairs. One student asks for the time and about what the other student is doing. The other student draws a clock to show the time and answers the questions.

e.g.,

S1: What time is it?

S2: (draw a clock face showing half past seven) It's half past seven in the evening.

S1: What are you doing?

S2: I'm watching TV.

## Post-task activities

### Activity 1

Draw six clocks showing different times and stick the flashcards for different activities on the blackboard. Invite six students to come to the front. Ask them to stick the cards for what they want to do beside the clocks and answer their classmates' questions.

e.g.,

Ss: What time is it?

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

Ss: What are you doing?

S1: (stick the card for run beside the corresponding clock) I'm running.

Ss: What time is it?

S2: It's two o'clock in the afternoon.

Ss: What are you doing?

S2: (stick the card for play football beside the corresponding clock) I'm playing football.

## Activity 2

Have the students do Part E 'Read and match' on page 56 of the *Workbook*. Then check the answers with them.

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What are you doing, Kitty?*
- Using modelled sentences to tell the time  
e.g., *It is five forty-five.*
- Using modelled sentences to indicate activities  
e.g., *I'm doing a puzzle.*
- Using formulaic expressions to express one's opinion and reply to requests  
e.g., *It's so much fun.*

*All right.*

### Materials:

*Student's Book 4B*, p. 39

*Workbook 4B*, p. 57 Part G

Cassette 4B

Flashcards 4B (*seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast*)

Wall picture 4B

A paper clock with movable hands

### Pre-task preparations

#### Activity 1

Read a passage and ask the students to write the times and activities in the table. Then check the answers with them.

e.g.,

*Hi, I am Linda. I am a school girl. It is a quarter to seven now. I am getting up. It is seven o'clock. I am brushing my teeth. It is half past seven. I am having my breakfast. It is eight o'clock. I am going to school.*

You should read the passage slowly to give the students enough time to write.

What time is it?	What is Linda doing?
a quarter to seven	getting up

#### Activity 2

Have the students do pair work. S1 says what he or she is doing at a certain time. S2 writes down the time and corresponding activities. You may walk around the classroom and help the students if necessary.

Or you may put the wall picture on the blackboard and ask the students to make a dialogue in pairs.

e.g.,

*S1: What time is it?*

*S2: It's a quarter past seven.*

*S1: What are you doing?*

*S2: I'm brushing my teeth.*

### While-task procedures

#### Activity 1

Have the students look at the pictures for 'Say and act' on page 39 of the *Students' Book*. Ask questions to help them understand the dialogue.

e.g.,

*(Picture 1)*

*What's Kitty doing?*

*(Picture 2)*

*What are the Lis doing?*

*(Picture 3)*

*What's Kitty doing?*

*Does she like it?*

*(Picture 4)*

*What's Kitty doing?*

#### Activity 2

Play the recording for 'Say and act' on page 39 of the *Students' Book*. Have the students write down the time and Kitty's corresponding activities. Then ask questions to check their understanding.

e.g.,

*(Picture 1)*

*What time is it?*

*What's Kitty doing?*

*(Picture 2)*

*What time is it?*

*Are the Lis having dinner?*

(Picture 3)

*What time is it?*

*Is Kitty doing her homework?*

*Is Kitty happy?*

(Picture 4)

*What time is it?*

*What's Kitty doing?*

You can explain the expression *It's so much fun.* to the students and ask them to make some sentences by looking at some pictures.

e.g.,

*S1: I'm playing chess with Peter. It's so much fun!*

*S2: I'm watching TV. It's so much fun!*

Then ask the students to read the dialogue after the recording sentence by sentence.

### Activity 3

Divide the students into groups of four. Have the students role-play the dialogue. One student acts as the narrator, the other students act as Miss Fang, Kitty and Mum. Then invite several groups to act it out in front of the class.

### Activity 4

Write the following sentences on four slips of paper and then hand them out to the students. Have the students complete the sentences and then put them in the correct order.

- a *The Lis are having dinner at six thirty. There is rice, fish, vegetables and soup on the table.*
- b *At seven thirty, Kitty is doing a puzzle. She likes it very much.*
- c *Mrs Li comes back home at five forty-five. Kitty is doing her homework.*
- d *At nine fifteen, Kitty is watching TV on the sofa. She likes the cartoon.*

## Post-task activities

### Activity I

Divide the students into groups of four. Have each group make a dialogue based on 'Say and act' on page 39 of the *Student's Book*. Walk around the classroom and give the students help if necessary. Then invite several groups to act out their dialogues in front of the class. You may have them make a paper clock with

movable hands to show the time.

e.g.,

*S1: (act as the narrator and move the clock hands to show six o'clock) It's six o'clock in the evening. Dad is back home from work. (S2's name) is making a model plane in my bedroom.*

*S2: (mime making a model plane)*

*S3: (act as Dad) (S2's name), where are you? What are you doing? Are you doing your homework?*

*S2: No, I'm not. I'm making a model plane.*

*S1: (move the clock hands to show half past six) It's half past six. Mum is cooking dinner in the kitchen. Dad is reading a book in the living room. (S2's name) is doing her homework in her bedroom.*

...

### Activity 2

Have the students do Part G 'Look, read and complete' on page 57 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

- Using modelled sentences to give specific information  
e.g., *Tom is reading a storybook.*
- Using imperatives to give simple instructions  
e.g., *Put a new battery in your clock.*

### Materials:

*Student's Book 4B*, pp. 40 and 41

*Workbook 4B*, p. 58 Part H

Cassette 4B

Flashcards 4B (*seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast*)

## Pre-task preparations

### Activity I

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book* and sing along with it. Encourage them to sing in groups.

## Activity 2

Show the flashcards for different verb phrases and have the students respond quickly.

e.g.,

T: (*show the flashcard for wash my face*) *What are you doing?*

S1: *I'm washing my face.*

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Read a story' on page 40 of the *Student's Book* and ask them some questions to help them understand the story.

e.g.,

(*Picture 1*)

*What is Tom doing?*

(*Picture 2*)

*What time is it now?*

(*Picture 4*)

*What time is it?*

Then ask the students to read the story by themselves.

### Activity 2

Have the students read the story in 'Read a story' on page 40 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

(*Picture 1*)

*What is Tom doing?*

*What does Tom's mother say to him?*

(*Picture 2*)

*The next morning, what happens to Tom?*

*What does Tom say?*

(*Picture 3*)

*Does Tom eat breakfast? Why not?*

(*Picture 4*)

*How does Tom go to school?*

*Is Tom late?*

*What's wrong with Tom's clock?*

### Activity 3

Write the key words for each picture in 'Read a story' on the blackboard and encourage the

students to retell the story.

e.g.,

*Picture 1: reading, a new battery*

*Picture 2: wakes up, at eight*

*Picture 3: runs, doesn't eat breakfast*

*Picture 4: six thirty, not late*

## Activity 4

Divide the students into groups of three.

Have them role-play the story in groups. You may walk around the classroom and help the students if necessary.

## Post-task activities

### Activity 1

Have the students do Part H 'Read and number' on page 58 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students complete the following passage. Then ask them to retell the story.

e.g.,

*On Monday morning, Tom wakes up and looks at his clock. It is ten thirty. Tom is late. He does not eat breakfast and runs to school. He gets to school and sees the clock on the wall. It is only six thirty. Tom is not late. He is early. His clock stopped at ten thirty last night!*

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about present activities
- Identifying the pronunciation of '-ou-' and 'ow-' in words such as *mouse* and *owl*  
e.g., *mouse, owl*

### Materials:

*Student's Book 4B, pp. 38 and 41*

*Workbook 4B, p. 59 Task*

*Cassette 4B*

*Flashcards 4B (seven o'clock, a quarter past seven, half past seven, a quarter to eight, get up, brush my teeth, wash my face, have breakfast, mouse, owl)*

## Pre-task preparations

### Activity 1

Play the game 'Quick response' with the students. Invite six students to come to the front. Give them a time and have the students say what they are doing at that time quickly. If the student gives an unsuitable response, he or she loses the game and goes back to his or her seat.

e.g.,

T: *It's seven o'clock in the morning.*

S1: *I'm having breakfast.*

T: *It's a quarter to eight in the evening.*

S2: *I'm going to school.*

(S2 goes back to his/her seat)

### Activity 2

Have the students make a dialogue in pairs. S1 draws a watch on his or her wrist. S2 asks S1 for the time.

e.g.,

S1: *I'm hungry. What time is it, (S2's name)?*

S2: *(look at his/her 'watch') Oh, it's half past twelve.*

S1: *It's time for lunch. Let's go.*

S2: *OK.*

## While-task procedures

### Activity 1

Show different clock faces and ask the students to respond quickly.

T: *(point to a clock showing a quarter past seven)*

*What time is it?*

Ss: *It's a quarter past seven.*

T: *What are you doing, (S1's name)?*

S1: *I'm washing my face.*

### Activity 2

Have the students look at the pictures in 'Play a game' on page 38 of the *Student's Book*. Then help them make time cards and play the game in pairs.

e.g.,

S1: *It's half past six. What are you doing?*

S2: *I'm getting up. What are you doing?*

S1: *I'm sleeping.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 41 of the *Student's Book*. Ask the students to read the words after you until they can pronounce the sound correctly.

e.g.,

T: *-ou-, mouse.*

Ss: *-ou-, mouse.*

T: *ow-, owl.*

Ss: *ow-, owl.*

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

e.g., *mouth, out, our, hour, house, cow, down, brown*

### Activity 4

Play the recording for 'Learn the sound' on page 41 of the *Student's Book*. Ask the students to read the rhyme after the recording. You may ask them to repeat some phrases after you first.

e.g.,

T: *A tiny little mouse.*

Ss: *A tiny little mouse.*

T: *A big brown owl.*

Ss: *A big brown owl.*

## Post-task activities

### Activity 1

Have the students play a game in groups of four to six. Ask each student to make time cards following 'Play a game' on page 38 of the *Student's Book*. The group leader mixes up the cards. Then the students take turns to pick up a card and ask the other members questions.

e.g.,

S1: *(pick up a time card) It's seven o'clock. I'm washing my face. What are you doing?*

S2: *(pick up another time card) I'm having breakfast. What are you doing, (S3's name)?*

S3: *(pick up another time card) I'm sleeping.*

...

### Activity 2

Have the students do Task 'My day' on page 59 of the *Workbook*. First, have the students complete the timetable in Part A. Then ask

them to make a dialogue according to their completed timetables in pairs. Ask them to use the patterns given in Part B. Finally, ask them to complete the passage in Part C by describing what their partners do at different times of the day.

**Note:**

Tell the students that there are two ways to give

the time. You may use the time expressions in 'Look and say' on page 37 of the *Student's Book* as examples.

e.g.,

*It's a quarter past seven. = It's seven fifteen.*

*It's half past seven. = It's seven thirty.*

*It's a quarter to eight. = It's seven forty-five.*

Remind the students that they cannot say *half past seven o'clock*.

# Module 3 Things around us

## Unit 3 Days of the week

### Tasks in this unit:

- Use nouns to refer to the days of a week
- Use adverbs to indicate frequency
- Use modelled sentences to talk about the frequency of certain activities
- Use the simple present tense to describe daily routines

### Language focus:

- Using adverbs to indicate frequency  
e.g., *always, usually, often, sometimes, never*
- Using modelled sentences to talk about the frequency of certain activities  
e.g., *He often goes to the school library on Monday afternoon.*
- Identifying the pronunciation of '-ay' and '-ai-' in words such as *May* and *wait*  
e.g., *May, wait*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *always, usually, often, sometimes, never*
- Understanding modelled sentences talking about the frequency of certain activities  
e.g., *He often goes to the school library on Monday afternoon.*
- Identifying the pronunciation of '-ay' and '-ai-' in words such as *May* and *wait*  
e.g., *May, wait*

#### Speaking

- Pronouncing the key words correctly  
e.g., *always, usually, often, sometimes, never*
- Using modelled sentences to talk about the frequency of certain activities  
e.g., *He often goes to the school library on Monday afternoon.*
- Pronouncing the sound '-ay' and '-ai-' correctly in words such as *May* and *wait*  
e.g., *May, wait*

#### Reading

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

#### Writing

- Writing the key words correctly  
e.g., *always, usually, often, sometimes, never*
- Writing the key sentences correctly  
e.g., *I often go to the school library on Monday afternoon.*
- Writing several sentences to describe one's daily routine

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1		always usually often sometimes never		SB: p. 42 WB: p. 62 Part F
2	... always/usually/ often/sometimes ...	Monday Tuesday Wednesday Thursday Friday Saturday Sunday Chinese chess at weekends		SB: pp. 42 and 43 WB: p. 63 Part G
3				SB: p. 44 WB: p. 63 Part H
4				SB: p. 45 WB: p. 64 Part I
5			-ay (May) -ai- (wait)	SB: p. 46 WB: p. 65 Task

**Period 1****Language focus:**

Using adverbs to indicate frequency  
e.g., *always, usually, often, sometimes, never*

**Materials:**

*Student's Book 4B*, p. 42  
*Workbook 4B*, p. 62 Part F  
Cassette 4B  
Flashcards 4B (*always, often, never, usually, sometimes*)

**Pre-task preparations****Activity 1**

Play the recording for 'Listen and enjoy' on page 42 of the *Student's Book*. Have the students repeat after the recording.

**Activity 2**

Ask seven students to come to the front and give each student a word card with one day of the week on it. Play the recording for 'Listen and enjoy' on page 42 of the *Student's Book*.

Point to the students who have the cards for *Saturday* and *Sunday* while the recording is playing *And I'm never busy on Saturday and Sunday*. Play the recording once more and have the students sing along with the recording. Have them point to the student with the card which has the same word as the recording.

**While-task procedures****Activity 1**

Put the picture for 'Look and learn' on page 42 of the *Student's Book* on the blackboard and

write the adverbs of frequency beside it. Make sure the students understand the meaning of the words. Then have the students read and spell the words after you.

e.g.,

T: Always. A-L-W-A-Y-S, always.

Ss: Always. A-L-W-A-Y-S, always.

### Activity 2

Write the new words *always*, *usually*, *often*, *sometimes* and *never* on the blackboard. Read a passage about your daily routine to the students and have them respond quickly.

e.g.,

*I am a teacher. I always get up at half past six. I usually go to work at seven o'clock. I often get to school at a quarter to eight. I am never late for work. I always eat lunch at school. I usually go home at half past four. I sometimes go to the supermarket after work. I often cook dinner for my family. Sometimes I eat at a restaurant.*

Write the phrases such as *go to work*, *get to school* and *cook dinner* on the blackboard while you are reading the passage. Then ask the students some questions.

e.g.,

T: Do I always or sometimes get up at half past six?

Ss: Always.

### Activity 3

Show the flashcards for the adverbs of frequency and different activities and ask the students to make sentences.

e.g.,

T: (show the flashcards for always and play football)

S1: I always play football on Monday.

### Activity 4

Have the students make sentences using *always*, *usually*, *often*, *sometimes* and *never*.

e.g.,

S1: I always get up at seven o'clock. I often play basketball with my friends after school. I sometimes have bread and milk for breakfast.

## Post-task activities

### Activity I

Divide the students into groups of four. Have them introduce how often they do the activities in the table below and tick the corresponding boxes.

Name	always	usually	often	sometime	never	Activity
						play table tennis
						play basketball
						play tennis
						play football
						play badminton

Then have the students give a report to the class.

e.g.,

S1: In my group, two students always play table tennis. They are Jack and Rose. Two students never play football. They are Rose and Linda.

### Activity 2

Have the students do Part F 'Look and complete' on page 62 of the *Workbook*. Then check the answers with them.

## Period 2

### Language focus:

- Using adverbs to indicate frequency  
e.g., *always*, *usually*, *often*, *sometimes*, *never*
- Using modelled sentences to talk about the frequency of certain activities  
e.g., *He often goes to the school library on Monday afternoon.*

### Materials:

*Student's Book 4B*, pp. 42 and 43

*Workbook 4B*, p. 63 Part G

Cassette 4B

Flashcards 4B (*always*, *often*, *never*, *usually*, *sometimes*)

Wall picture 4B

## Pre-task preparations

### Activity 1

Show the flashcards for *always*, *usually*, *often*, *sometimes* and *never* quickly. Have the students respond as quickly as they can.

e.g.,

T: (*show the flashcard for always*)

Ss: *Always*.

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 42 of the *Student's Book*. Ask them to say the rhyme in groups.

## While-task procedures

### Activity 1

Play the recording for 'Look and say' on page 43 of the *Student's Book* and have the students read after the recording sentence by sentence. Then ask them some questions to check their understanding.

e.g.,

T: *What does Peter often do on Monday afternoon?*

S1: *He often goes to the school library on Monday afternoon.*

### Activity 2

Put the wall picture on the blackboard. Write the key words for each picture in 'Look and say' on the blackboard. Then have the students say a sentence with the key words to describe each picture.

e.g.,

Picture 1: *go to school, from Monday to Friday*

Picture 2: *often, go to the library, Monday afternoon*

Picture 3: *always, play basketball, Tuesday afternoon*

Picture 4: *usually, go to the Chinese Chess Club, Wednesday and Thursday afternoon*

Picture 5: *often, play at home, Friday afternoon*

Picture 6: *sometimes, go to Rainbow Park, at weekends*

S1: *Peter goes to school from Monday to Friday.*

*He often goes to the school library on Monday afternoon. ...*

### Activity 3

Have the students read the text for 'Look and say' by themselves. Then write the key pattern ... *always/usually/often/sometimes/never* ... on the blackboard. Show the flashcards for different activities and have the students say how often they do these activities using the key pattern.

e.g.,

T: (*show the flashcard for play badminton*)

S1: *I often play badminton on Monday.*

S2: *I sometimes play badminton with Linda after class.*

S3: *I never play badminton.*

### Activity 4

Divide the students into groups to play the game 'Quick response'. Have one student introduce his or her daily life while the others respond as quickly as possible.

e.g.,

S1: *I always watch TV at eight o'clock in the evening.*

S2: *He always watches TV at eight o'clock in the evening.*

S1: *I sometimes sing, but I never dance.*

S3: *He sometimes sings, but he never dances.*

## Post-task activities

### Activity 1

Have the students finish Part G 'Look and write' on page 63 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students talk about their weekly routines following 'Look and say'. Then invite some students to come to the front and introduce their routines.

## Period 3

### Language focus:

- Using modelled sentences to tell the frequency of certain activities  
e.g., *I usually play badminton with my father.*

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

## Materials:

*Student's Book 4B*, p. 44

*Workbook 4B*, p. 63 Part H

Cassette 4B

Flashcards 4B (*always, often, never, usually, sometimes*)

Wall picture 4B

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Ask the students to retell Peter's week according to the picture in pairs.

e.g.,

*Peter is a school boy. He goes to school from Monday to Friday. He often goes to the school library on Monday afternoon. He always plays basketball with his classmates on Tuesday afternoon. He usually goes to the Chinese Chess Club on Wednesday and Thursday afternoons. He goes home at two thirty on Friday afternoon. He often plays with Sally and Paul at home. At weekends, he sometimes goes to Rainbow Park with his family.*

### Activity 2

Invite two students to come to the front and talk about what they often/always/sometimes do during a week. Ask the other students to retell what the two students often/always/sometimes do. Then have the students play the game in groups. Encourage them to write a short report.

## While-task procedures

### Activity 1

Show the following table to the class and have the students ask yes/no questions.

Danny's week

	always	usually	often	sometimes	never
Sun.	play table tennis				go to school
Mon.			go to the library		
Tue.		do a puzzle		watch cartoons	
Wed.	read English				
Thur.			go to the Chinese Chess Club		
Fri.			go to the park		
Sat.				go shopping	go to school

e.g.,

*S1: Does Danny play table tennis on Sunday?*

*S2: Yes, he always does.*

*S1: Does he go fishing on Tuesday?*

*S2: No, he doesn't.*

### Activity 2

Have the students read the passage about Mike's week and complete the following sentences.

e.g.,

*I am Mike. I often go to the library on Monday afternoon. On Tuesday evening I sometimes watch cartoons. On Wednesday evening I always read English. I often go to the Chinese Chess Club on Thursday afternoon. On Friday afternoon I often go to the park. On Saturday I sometimes go shopping with my mum. I always play table tennis with my father on Sunday morning. I never go to school on Saturday and Sunday.*

- Mike often goes to the library on Monday afternoon.
- He sometimes watches cartoons on Tuesday evening.
- He always reads English on Wednesday evening.
- He often goes to the park on Friday afternoon.
- He never goes to school on Saturday and Sunday.

Then have the students ask yes/no questions in pairs. One of them acts as Mike.

e.g.,

S1: Do you like playing table tennis?

S2: (act as Mike) Yes, I do. I often play table tennis on Sunday morning.

### Activity 3

Have the students look at 'Do a survey' on page 44 of the *Student's Book*. Then have them walk around in the classroom and do the survey. Finally, ask them to report to the class.

e.g.,

S1: What do you usually do at weekends?

S2: I usually play badminton with my cousin.

...

S1: (report to the class) (S2's name) usually plays badminton with his/her cousin at weekends.

### Activity 4

Have the students ask their friends what they always/usually/often/sometimes/never do in a week and write down the activities. Then invite individual students to come to the front and have the other students ask them some questions.

e.g.,

S1: Who's your friend?

S2: (S4's name) is my friend.

(S4 stands up)

S3: Does (S4's name) often play table tennis on Saturday?

S2: Yes, he/she does.

(If S2 is right, S4 says 'Yes, I do.' If S2 is wrong, S4 says 'No, I don't. I often play basketball on Saturday.'

...

## Post-task activities

### Activity 1

Have the students write a short passage on the topic 'My friend's weekends' according to the survey they have just done.

### Activity 2

Have the students do Part H 'Read and complete' on page 63 of the *Workbook*. Then

check the answers with them.

## Period 4

### Language focus:

Using modelled sentences to indicate frequency

e.g., He always smiles.

### Materials:

*Student's Book 4B*, p. 45

*Workbook 4B*, p. 64 Part I

Cassette 4B

Flashcards 4B (*always, often, never, usually, sometimes*)

## Pre-task preparations

### Activity 1

Talk about subjects, classes and the timetable with the students.

e.g.,

T: What subject do you like?

S1: I like English.

T: How many English classes do you have every week?

S1: We have five English classes.

T: When do you have English classes?

S1: We have an English class in the morning from Monday to Friday.

### Activity 2

Have the students talk about their English classes according to their school timetable.

e.g.,

S1: We have five English classes every week. We have an English class on Monday morning.

On Tuesday we have no English classes. On Wednesday we have two English classes. They are both in the morning. We also have English classes on Thursday afternoon and Friday morning.

## While-task procedures

### Activity 1

Play the recording for 'Read a story' on page 45 of the *Student's Book* and have the students read after the recording.

## Activity 2

Have the students read 'Read a story' on page 45 of the *Student's Book*. Then ask them some questions to check their understanding.

e.g.,

*How many days are there in a week?*

*What are they?*

*What does Mr Sunday have?*

*How is Mr Monday? What does he like?*

*How is Mr Tuesday? What does he love doing?*

## Activity 3

Divide the students into groups of eight. Have them read in roles and do corresponding actions. Then have the students act out the story by role-playing the characters. Invite several groups to perform in front of the class.

e.g.,

*S1: I'm Mr Sunday. I have a black coat and hat. (bow to S2) How do you do, Mr Monday?*

*S2: How do you do?*

...

## Activity 4

Have the students make a timetable for what they do after class during the week and then talk about it in pairs. Give them the following timetable as a model.

Day	Activity
Monday	play basketball
Tuesday	play table tennis
Wednesday	go to the library
Thursday	go to the cinema
Friday	go swimming
Saturday	go shopping
Sunday	go to the park

e.g.,

*S1: What do you usually do after class on Monday?*

*S2: I usually play basketball after class.*

## Post-task activities

### Activity I

Have the students do Part I 'Read and complete' on page 64 of the *Workbook*. Then check the answers with them.

## Activity 2

Have the students look at the Lis' housework chart and complete the following sentences with adverbs of frequency.

Our housework chart — Who does what?				
Day	Feed the dog	Take the dog for a walk	Wash the dishes	Cook dinner
Monday	Ben	Dad	Kitty	Mum
Tuesday	Kitty	Dad	Kitty	Mum
Wednesday	Kitty	Dad	Kitty	Mum
Thursday	Ben	Dad	Mum	Dad
Friday	Mum	Dad	Mum	Dad
Saturday	Kitty	Kitty	Kitty	Mum
Sunday	Mum	Kitty	Kitty	Mum

e.g.,

*1 Ben and Mum sometimes feed the dog.*

*2 Dad often takes the dog for a walk.*

*3 Kitty often washes the dishes.*

*4 Mum sometimes washes dishes.*

*5 Mum often cooks dinner.*

*6 Dad sometimes cooks dinner.*

*7 Kitty and Ben never cook dinner.*

*8 Ben never washes dishes.*

## Period 5

### Language focus:

- Using the key words and sentences to talk and write about one's routine
- Identifying the pronunciation of '-ay' and '-ai-' in words such as *May* and *wait*  
e.g., *May, wait*

### Materials:

*Student's Book 4B, p. 46*

*Workbook 4B, p. 65 Task*

*Cassette 4B*

*Flashcards 4B (May, wait)*

## Pre-task preparations

### Activity I

Have the students talk about their weekly routines in class.

e.g.,

*S1: I always go to school from Monday to Friday. I always go to school on foot. I often go to the library on Monday afternoon. I like reading. I sometimes go shopping with my mother at weekends.*

## Activity 2

Have the students ask and answer questions about their weekly routines in pairs.

e.g.,

*S1: Do you often go to the library?*

*S2: Yes, I do.*

*S1: When do you go to the library?*

*S2: I go to the library on Monday, Tuesday, Wednesday and Friday.*

...

## While-task procedures

### Activity 1

Show the flashcards for 'Learn the sound' on page 46 of the *Student's Book*. Have the students read the words after you until they can pronounce the sound correctly.

*T: -ay, May.*

*Ss: -ay, May.*

*T: -ai-, wait.*

*Ss: -ai-, wait.*

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

e.g., *hay, day, play, today, birthday*

### Activity 2

Play the recording for the rhyme in 'Learn the sound' on page 46 of the *Student's Book*. Ask the students to read the rhyme after the recording.

Then encourage them to read the rhyme in groups.

### Activity 3

Have the students read the timetable in 'Read and say' on page 46 of the *Student's Book*. Then have them read Jill's words and check with the poster. Ask the students some questions to check their understanding.

e.g.,

*T: Does Jill have Music classes on Tuesday? What*

*time does she have the classes? Are there music shows in the Music Club? Where do they have their meetings?*

Have the students look at the timetable of the Music Club activities and introduce it to their partners.

### Activity 4

Have the students write their own timetables following 'Read and say' on page 46 of the *Student's Book*. Then have them ask and answer questions in pairs.

e.g.,

*S1: Do you have a Chinese chess class on Tuesday?*

*S2: Yes, I do.*

*S1: What time do you have the Chinese chess class?*

*S2: I have the Chinese chess class at three o'clock in the afternoon.*

*S1: Where do you have the Chinese chess class?*

*S2: I have the Chinese chess class in Room 201.*

...

Walk around the classroom and help the students if necessary.

## Post-task activities

### Activity 1

Have the students make a timetable for their hobby club and then talk about it in pairs.

e.g.,

*S1: I'm in the Badminton Club. On Monday afternoon, we always have badminton classes in the gym. On Wednesday afternoon, we sometimes have a match. On Friday afternoon, we often watch videos of badminton matches in the classroom.*

### Activity 2

Have the students do Task 'A busy week' on page 65 of the *Workbook*. First, have them complete the table in Part A. Then ask them to make a dialogue about what they do in a week in pairs. Finally, ask them to complete the passage in Part C by describing what they and their classmates do in a week.

# Module 4 More things to learn (optional)

## Unit 1 A Music class

### Tasks in this unit:

- Use nouns to identify musical instruments
- Use prepositions to identify positions
- Use wh-questions to find out specific information
- Use modelled sentences to give specific information

### Language focus:

- Using nouns to identify musical instruments  
e.g., *piano, violin, triangle, drum*
- Using prepositions to identify positions  
e.g., *behind, beside*
- Using wh-questions to find out specific information  
e.g., *Whose drum is it?*  
*Where's my drum?*
- Using modelled sentences to give specific information  
e.g., *It's Danny's drum.*  
*It's beside the piano.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *piano, violin, triangle, drum*
- Understanding wh-questions asking for specific information  
e.g., *Whose drum is it?*  
*Where's my drum?*
- Understanding modelled sentences giving specific information  
e.g., *It's Danny's drum.*  
*It's beside the piano.*

#### Speaking

- Pronouncing the key words correctly  
e.g., *piano, violin, triangle, drum*
- Using wh-questions to find out specific information  
e.g., *Whose drum is it?*  
*Where's my drum?*
- Using modelled sentences to give specific information  
e.g., *It's my drum.*  
*It's beside the piano.*

#### Reading

- Understanding dialogues about musical instruments

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

### Writing

- Writing the key words correctly  
e.g., *piano, violin, triangle, drum*
- Writing the key sentences correctly  
e.g., *Whose drum is it? It's Danny's drum.*  
*Where's my drum? It's beside the piano.*

### Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1		piano violin triangle drum	SB: pp. 48 and 51 WB: p. 73 Parts E and F
2	Whose ... is this? It's ...'s ... Where's ...? It's ...		SB: p. 47 WB: p. 72 Part D
3			SB: pp. 49 and 51 WB: p. 74 Part G
4			SB: p. 50 WB: p. 75 Part H
5			SB: pp. 48 and 51 WB: pp. 72 and 76 Part C and Task

### Period I

#### Language focus:

Using nouns to identify musical instruments  
e.g., *piano, violin, triangle, drum*

#### Materials:

*Student's Book 4B*, pp. 48 and 51

*Workbook 4B*, p. 73 Parts E and F

Cassette 4B

Pictures of musical instruments such as pianos and violins

Flashcards 4B (*piano, violin, triangle, drum*)

#### Pre-task preparations

##### Activity 1

Play the recording for the song on page 51 of the *Student's Book*. Encourage the students to sing along with the recording. Ask the students what the song is about.

##### Activity 2

Show the pictures of some musical instruments such as drums, pianos and violins, and then

introduce them to the students.

e.g.,

*T: What's this? It's a piano. Where can you see it?  
Can you play the piano?*

Imitate the sound of each instrument to introduce the onomatopoeic words that mimic the sounds of the instruments.

e.g.,

*T: Listen. The piano goes 'ding-ding'. The triangle goes 'ting-ting'. The violin goes 'zing-zing'. The drum goes 'boom-boom'.*

## While-task procedures

### Activity 1

Show the flashcards for the words in 'Look and learn' on page 48 of the *Student's Book* and have the students read and spell the words after you.

e.g.,

*T: (show the flashcard for piano) Piano. P-I-A-N-O,  
piano.*

*Ss: Piano. P-I-A-N-O, piano.*

### Activity 2

Have the students listen to the sounds made by a piano, a violin, a triangle and a drum. Ask them which sound they like and why. Then have the students read and spell the words after you.

e.g.,

*T: This is a piano. P-I-A-N-O, piano.*

*Ss: This is a piano. P-I-A-N-O, piano.*

### Activity 3

Write the phrases *play the piano*, *play the violin*, etc. on the blackboard. Ask the students to repeat after you.

e.g.,

*T: I can play the piano.*

*Ss: I can play the piano.*

Then have the students play a guessing game in pairs. Have one student mime playing a musical instrument and the other student guess.

e.g.,

*S1: (mime playing the piano) What can I play?*

*S2: You can play the piano.*

### Activity 4

Have the students do Part E 'Look and write' on page 73 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity I

Have the students do Part F 'Look, choose and complete' on page 73 of the *Workbook*. Then check the answers with them.

### Activity 2

Divide the students into groups of four to six. Have the students do a survey in their groups and fill out the following table.

e.g.,

*S1: What can you play?*

*S2: I can play the piano.*

Name	Play the piano	Play the violin	Play the triangle	Play the drum

Then ask some students to report to the class.

e.g.,

*S1: In our group, two students can play the piano.*

*They're ... and ....*

## Period 2

### Language focus:

- Using wh-questions to find out specific information

e.g., *Whose drum is it?*

*Where's my drum?*

- Using modelled sentences to give specific information

e.g., *It's Danny's drum.*

*It's over there.*

### Materials:

*Student's Book 4B, p. 47*

*Workbook 4B, p. 72 Part D*

*Cassette 4B*

*Flashcards 4B (piano, violin, triangle, drum)*

## Pre-task preparations

### Activity 1

Flash the cards for *piano*, *violin*, *triangle* and *drum* quickly and have the students read and spell the words.

e.g.,

T: (show the card for piano) *What is it?*

S1: *It's a piano.*

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

S1: *P-I-A-N-O, piano.*

### Activity 2

Stick the flashcards for *piano*, *violin*, *triangle* and *drum* on the blackboard. Play the recording for the sounds of these musical instruments, pausing at the end of each sound. Ask some students to come to the front and point to the correct musical instrument to match each sound and answer your questions.

e.g.,

T: *What can you hear?*

S1: *I can hear a piano.*

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

S1: *P-I-A-N-O, piano.*

T: *Do you like the sound of a piano?*

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

## While-task procedures

### Activity 1

Have the students imagine that they are in a music room. Every student can choose one musical instrument they like. Then have the students mime actions according to your instructions.

e.g.,

T: *Now, play the piano!*

Ss: (the students who choose the piano mime playing the piano) *Ding-ding!*

T: *What are you doing?*

Ss: *We are playing the piano. Ding-ding!*

T: *Now, play the violin!*

Ss: (the students who choose the violin mime playing the violin) *Zing-zing!*

T: *What are you doing?*

Ss: *We are playing the violin. Zing-zing!*

### Activity 2

Show the pictures for 'Listen and say' on page 47 of the *Student's Book*. Then ask the students some questions.

e.g.,

(Picture 1) *Who are the two girls?*

(Picture 2) *What can they play?*

(Picture 3) *What do they see? Is it Alice's drum?*

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

### Activity 3

Practise the dialogue in 'Listen and say' with the students.

e.g.,

T: *It's time for Music class. Do you like music, Alice?*

S1: *Yes, I do.*

T: *Me too. I have a violin. I can play the violin. What can you play?*

S1: *I can play the drum.*

...

Then divide the students into groups of three to make a dialogue.

e.g.,

S1: *It's time for Music class. Do you like music, (S2's name)?*

S2: *Yes, I do.*

S1: *Me too. I have a triangle. I can play the triangle. What can you play?*

S2: *I can play the piano.*

...

### Activity 4

Have the students read 'Listen and say' again and fill in the blanks to complete the following passage.

e.g.,

*It is time for Music class. Alice and Kitty are in the music room. They like music. Alice can play the drum, and Kitty can play the violin. They see a drum beside the piano, but it is not Alice's. Alice's drum is small. This drum is big. It is Danny's drum.*

## Post-task activities

### Activity 1

Have the students do Part D 'Look and say' on page 72 of the *Workbook*. Ask them to make a dialogue in pairs using the given pattern.

### Activity 2

Divide the students into groups to play a guessing game. First, ask them to draw some musical instruments on paper. Then mix up their pictures and ask each student to pick one picture and ask the other group members questions to find out its owner.

e.g.,

*S1: (pick the picture of a brown violin) This is a violin. Whose violin is it? Is it your violin, (S2's name)?*

*S2: No. My violin is yellow. This violin is brown. Is it (S3's name)'s violin?*

*S3: Yes, it's my violin. Thank you.*

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *Whose drum is this?*
- Using modelled sentences to give specific information  
e.g., *It's Alice's drum.*

### Materials:

*Student's Book 4B*, pp. 49 and 51

*Workbook 4B*, p. 74 Part G

Cassette 4B

Flashcards 4B (*piano, violin, triangle, drum*)

Wall picture 4B

Some toy musical instruments

Tables

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 51 of the *Student's Book*. Have the students sing along. Encourage them to mime playing the musical instruments and imitate the sounds

of the instruments while singing.

### Activity 2

Play the recording of the sounds made by different musical instruments and ask the students to listen and respond quickly.

e.g.,

*T: What's the sound? Is it a piano?*

*S1: Yes/No. It's ...*

Talk about Music classes with the students. Have the students answer your questions.

e.g.,

*T: Do you like Music classes?*

*How many Music classes do you have every week?*

*What do you usually do in Music classes?*

*What musical instruments can you play?*

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Say and act' on page 49 of the *Student's Book*. Point to the pictures and ask them some questions.

e.g.,

*T: What's Peter doing?*

*Ss: He's playing the triangle.*

*T: What's Miss Fang doing?*

*Ss: She's playing the piano.*

### Activity 2

Have the students read the dialogue in 'Say and act' on page 49 of the *Student's Book* and complete the table in 'Ask and answer' on the same page. Then check the answers with them. Ask them some questions to check their understanding.

e.g.,

*T: Whose drum is this?*

*S1: It's Danny's drum.*

### Activity 3

Put the wall picture on the blackboard. Have the students do pair work according to the picture using the key patterns *Whose ... is this?* *It's ....*

e.g.,

S1: Whose triangle is this?

S2: It's Peter's (triangle).

S1: Is he playing the ...?

S2: Yes, he is. / No, he isn't.

#### Activity 4

Divide the students into groups of five and have them role-play the dialogue in 'Say and act'. You can walk around the classroom and help the students if necessary.

### Post-task activities

#### Activity 1

Have the students do Part G 'Look, read and complete' on page 74 of the *Workbook*. Then check the answers with them.

#### Activity 2

Collect a few toy musical instruments from the students. If no toys are available, collect a few stationery items such as a pencil, a book and a bag. Label the items with the owners' names like this: \_\_\_\_'s bag. Hold up the items in turn and ask the students to answer your questions.

e.g.,

T: (hold up S1's bag) Whose bag is this?

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

Then divide the students into groups to play the game.

### Period 4

#### Language focus:

Using modelled sentences to give specific information

e.g., *The man plays beautiful music.*

#### Materials:

*Student's Book 4B*, p. 50

*Workbook 4B*, p. 75 Part H

Cassette 4B

Flashcards 4B (*piano, violin, triangle, drum*)

Some music CDs

### Pre-task preparations

#### Activity 1

Play some music CDs for the students. Have them say the names of the instruments they hear.

e.g.,

T: (play some violin music) What's the sound?

S1: It's the sound of a violin.

T: (play some piano music) What's the sound?

S2: It's the sound of a piano.

#### Activity 2

Ask the students who can play musical instruments some questions.

e.g.,

T: Who can play the piano?

Ss: (S1's name) can play the piano.

Invite the students who can play musical instruments to come to the front. Have the other students ask them some questions.

e.g.,

S1: What can you play, (S2's name)?

S2: I can play the piano.

S3: Do you play the piano every day?

S2: Yes, I do. I usually play the piano in the evening.

S4: Do you like playing the piano?

S2: Yes, I do.

...

### While-task procedures

#### Activity 1

Show the pictures for 'Read a story' on page 50 of the *Student's Book* one by one and ask the students to answer your questions.

e.g.,

(Picture 1) What can you see in the picture?

(Picture 2) What does the man want?

(Picture 3) What happens?

...

#### Activity 2

Have the students read the story by themselves.

Ask them to underline the words they do not

understand. Then ask the students questions to check their understanding.

e.g.,

*What happens in the city of Hamelin? (There are a lot of mice in the city.)*

*How does the piper help the people there? (He plays beautiful music and the mice walk away from the city.)*

*What does the piper want in return? (He wants a bag of gold.)*

*Do the people in Hamelin give the gold to the piper? (No, they don't.)*

*What does the piper do? (He plays beautiful music again.)*

*What happens? (All the children of the city walk behind the piper. They walk away from the city.)*

Write the new words and phrases, such as *mice*, *gold*, *piper* and *walk away* on the blackboard.

Explain them to the students and have the students read them after you.

### Activity 3

Have the students read after the recording for 'Read a story' sentence by sentence. Ask them to talk about the story in pairs. You may give them some questions to think about.

e.g.,

*Why does the piper play beautiful music again?*

*Do you like the piper? Why or why not?*

### Activity 4

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

## Post-task activities

### Activity 1

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

### Activity 2

Have the students do Part H 'Read and judge' on page 75 of the *Workbook*. Then check the answers with them.

## Period 5

### Language focus:

- Using wh-questions to find out specific information  
e.g., *Whose drum is it?*  
*Where's my drum?*
- Using modelled sentences to give specific information  
e.g., *It's Danny's drum.*  
*It's beside the piano.*

### Materials:

*Student's Book 4B*, pp. 48 and 51

*Workbook 4B*, pp. 72 and 76 Part C and Task Cassette 4B

Flashcards 4B (*piano, violin, triangle, drum*)

Wall picture 4B

## Pre-task preparations

### Activity I

Put the wall picture on the blackboard. Say some riddles about the musical instruments in the picture and ask the students to guess.

e.g.,

*Riddle 1: I have a big body. It's black. I have many teeth. They're black and white. I can play music. It goes 'ding-ding'. (A piano.)*

*Riddle 2: I have a long body. It's brown. I have four strings on my body. They're thin and long. I can play music. It goes 'zing-zing'. (A violin.)*

*Riddle 3: My face is a triangle. I have no eyes. I have no legs. I have no hands. I can play music. It goes 'ting-ting'. (A triangle.)*

*Riddle 4: My face is big and round. It's smooth too. I have no hands. I have no legs. I have no eyes. I can play music. It goes 'boom-boom'. (A drum.)*

Then have the students say something about the musical instruments they like best.

e.g.,

*S1: I like the piano best. A piano can make very beautiful sounds. I play the piano every day.*

## Activity 2

Review the prepositions *in*, *under*, *on*, *beside* and *in front of* with the students. Write the prepositions on the blackboard. Ask the students questions to elicit answers containing the prepositions.

e.g.,

T: *Where's your book, (S1's name)?*

S1: *It's on my desk.*

## While-task procedures

### Activity 1

Have the students look at the picture for 'Ask and answer' on page 48 of the *Student's Book*. Then ask them some questions about the picture.

e.g.,

T: *Where's Alice's drum?*

Ss: *It's beside Danny's drum.*

T: *Where's Kitty's violin?*

Ss: *It's on her desk.*

Then put the wall picture on the blackboard and ask the students to do 'Ask and answer' in pairs.

e.g.,

S1: *Where's Peter's triangle?*

S2: *It's in his bag.*

### Activity 2

Have the students do Part C 'Listen and write' on page 72 of the *Workbook*. Then check the answers with them.

### Activity 3

Have the students look at the pictures for 'Make and play' on page 51 of the *Student's Book*. Discuss with the students what they need if they want to make a musical instrument. Then explain the steps to make a musical instrument and demonstrate the procedures for making it.

e.g.,

T: *Look! This is my musical instrument. To make it, I need a pencil case, some rubbers and some rubber bands. First, I tie the rubber bands on the pencil case. Then I put some rubbers under the*

*rubber bands. Now it's a special musical instrument! I can play it. Do you like the sound? Is it loud or quiet?*

### Activity 4

Have the students make a musical instrument and talk about it in pairs.

e.g.,

S1: *How is my musical instrument?*

S2: *It's nice!*

S1: *Listen! Can you hear the sound?*

S2: *Yes, I can.*

S1: *Do you like the sound?*

S2: *Yes. It's quiet.*

...

## Post-task activities

### Activity 1

Divide the students into groups of six to make a music book. Have the students collect the pictures of different musical instruments before class. Ask them to identify the instruments and write a short description for each picture. Then the students in each group combine their work to make a book. You may invite some groups to display and introduce their 'books'.

### Activity 2

Have the students do Task 'Our band' on page 76 of the *Workbook*. First, have the students think and draw the musical instruments they can play in the box in Part A. Then divide them into groups of four to six and ask them to make a dialogue about what musical instruments they can play. Finally, ask them to complete the passage in Part C by introducing their 'band'.

### Note:

Tell the students that we say *play the piano* instead of *play a piano*. We must use the definite article before the name of a musical instrument when the verb is *play*. And we say *play football* instead of *play a/the football*.

e.g., *play the violin/triangle/drum/guitar;*

*play football/basketball/volleyball/table tennis*

# Module 4 More things to learn (optional)

## Unit 2 Festivals in China

### Tasks in this unit:

- Use nouns to identify festivals in China
- Use modelled sentences to give specific information about festivals
- Use wh-questions to find out specific information
- Use formulaic expressions to greet old people at the Double Ninth Festival

### Language focus:

- Using nouns to identify festivals in China  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Using wh-questions to find out specific information  
e.g., *What festivals do you like?*  
*What do you usually do during the Spring Festival?*
- Using modelled sentences to give specific information  
e.g., *Chinese people usually eat mooncakes.*
- Using formulaic expressions to greet old people at the Double Ninth Festival  
e.g., *Happy the Double Ninth Festival.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Understanding wh-questions asking for specific information  
e.g., *What festivals do you like?*  
*What do you usually do during the Spring Festival?*
- Understanding modelled sentences giving specific information  
e.g., *Chinese people usually eat mooncakes.*
- Understanding formulaic expressions for greeting old people at the Double Ninth Festival  
e.g., *Happy the Double Ninth Festival.*

#### Speaking

- Pronouncing the key words correctly  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Using wh-questions to find out specific information  
e.g., *What festivals do you like?*  
*What do you usually do during the Spring Festival?*
- Using modelled sentences to give specific information  
e.g., *Chinese people usually eat mooncakes.*
- Using formulaic expressions to greet old people at the Double Ninth Festival  
e.g., *Happy the Double Ninth Festival.*

**Reading:**

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

**Writing**

- Writing the key words and phrases correctly  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Writing the key sentences correctly  
e.g., *What do you usually do during the Spring Festival?*  
*Chinese people usually eat mooncakes.*

**Scheme of work:**

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	What festivals do you like? What do you do at/during ...?	the Spring Festival the Dragon Boat Festival the Mid-autumn Festival the Double Ninth Festival	SB: p. 52 WB: p. 78 Part C
2	Happy the Double Ninth Festival.		SB: p. 53 WB: p. 81 Part G
3			SB: p. 54 WB: p. 80 Part F
4			SB: pp. 55 and 56 WB: p. 79 Part E
5			SB: p. 56 WB: p. 82 Task

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

- Using nouns to identify festivals in China  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Using wh-questions to find out specific information  
e.g., *What festivals do you like?*

*What do you do at/during ...?*

- Using modelled sentences to give specific information  
e.g., *I like the Spring Festival.*  
*I usually visit my grandparents and relatives.*

**Materials:**

*Student's Book 4B*, p. 52  
*Workbook 4B*, p. 78 Part C

Cassette 4B

Flashcards 4B (*the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*)

Wall picture 4B

## Pre-task preparations

### Activity 1

Have the students sing the song 'Happy New Year' on page 45 of *Student's Book 1B*.

### Activity 2

Put the wall picture on the blackboard. Point to the picture in which people are celebrating the Mid-autumn Festival and ask the students some questions to introduce the festival.

e.g.,

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

S1: *I can see some mooncakes and the big moon.*

T: *What are the people doing?*

S2: *They are eating mooncakes and watching the moon.*

T: *Why are they eating mooncakes?*

S3: *It's the Mid-autumn Festival.*

...

## While-task procedures

### Activity 1

Show the flashcard for the words in 'Look and learn' on page 52 of the *Student's Book* and ask the students to repeat after you.

e.g.,

T: *The Dragon Boat Festival.*

Ss: *The Dragon Boat Festival.*

Show a calendar and circle the dates of the Dragon Boat Festival, the Spring Festival, the Mid-autumn Festival and the Double Ninth Festival on the calendar and introduce the festivals.

T: (*circle the date of the Dragon Boat Festival on the calendar*) *The Dragon Boat Festival is on the fifth day of the fifth lunar month. It comes in summer.*

### Activity 2

Play the recording for 'Listen and say' on page 52 of the *Student's Book*. Ask the students to repeat after the recording. Write the new words and phrases such as *visit my grandparents and relatives, eat rice dumplings* on the blackboard. Show the pictures to help the students understand. Then ask them some questions. e.g.,

T: *What festival does Kitty like?*

S1: *She likes the Dragon Boat Festival.*

T: *What does she eat at the Dragon Boat Festival?*

S2: *She eats rice dumplings at the Dragon Boat Festival.*

### Activity 3

Have the students listen to the recording for 'Listen and say' on page 52 of the *Student's Book*. Then ask them some questions to check their understanding.

e.g.,

T: *What are they talking about? What do Chinese people do at the Mid-autumn Festival? Does Peter like the Mid-autumn Festival? Who likes the Spring Festival?*

Then have the students read after the recording sentence by sentence.

### Activity 4

Have the students do Part C 'Listen and complete' on page 78 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students talk about the festivals they like and what they do at different festivals in pairs. Then invite several pairs to act out their dialogues in front of the class.

### Activity 2

Divide the students into groups of four. Have them talk and write about the festival they like best. You may ask them to collect some pictures about the festival and write descriptions for these pictures.

## Period 2

### Language focus:

- Using formulaic expressions to greet old people at the Double Ninth Festival  
e.g., *Happy the Double Ninth Festival.*
- Using wh-questions to find out specific information  
e.g., *What do you do every day, Grandma Li?*
- Using modelled sentences to give specific information  
e.g., *We have some classes here.*

### Materials:

*Student's Book 4B*, p. 53

*Workbook 4B*, p. 81 Part G

Cassette 4B

Flashcards 4B (*the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*)

### Pre-task preparations

#### Activity 1

Describe some festivals and have the students guess what festivals they are.

e.g.,

*T: This festival usually comes in May or June. It's hot. Sometimes it's sunny, and sometimes it's rainy. We always eat rice dumplings at this festival. We can watch dragon boat races. What festival is it?*

*S1: It's the Dragon Boat Festival.*

...

#### Activity 2

Tell the students that some festivals are for certain kinds of people. Write *Children's Day, Mother's Day* and *Teacher's Day* on the blackboard and ask the students to answer your questions.

e.g.,

*T: Children's Day is a festival for children.*

*When is Children's Day?*

*What do you do on Children's Day?*

Then show the flashcard for *the Double Ninth Festival* and have the students repeat after you.

e.g.,

*T: The Double Ninth Festival.*

*Ss: The Double Ninth Festival.*

Tell the students that the Double Ninth Festival is a festival for old people.

### While-task procedures

#### Activity 1

Discuss the Double Ninth Festival with the students and ask them what they usually do for old people on that day.

e.g.,

*What do you know about the Double Ninth Festival?*

*Is it a festival for old people?*

*Which season is it in?*

*What do you do for your grandparents at the festival?*

*Some old people live in an old people's home. What can you do for them?*

...

#### Activity 2

Write *the Double Ninth Festival* on the blackboard. Have the students brainstorm information related to the Double Ninth Festival.

e.g.,

Double Ninth cakes

climb mountains

the Double Ninth Festival

old people

autumn

Then ask the students who write the information to say a complete sentence.

e.g.,

*S1: (write autumn) The Double Ninth Festival is in autumn.*

*S2: (write Double Ninth cakes) People often eat Double Ninth cakes at the festival.*

#### Activity 3

Play the recording for 'Say and act' on page 53 of the *Student's Book*. Have the students read after the recording sentence by sentence. Then ask them some questions to check their understanding.

e.g.,

T: What do Kitty and her classmates do at the Double Ninth Festival?  
Where does Grandma Li live?  
Is she happy?

#### Activity 4

Have the students read 'Say and act' and ask them some questions to check their understanding.

e.g.,

T: Where do many old people live?  
What do the students of Class 3 Grade 4 often do at the Double Ninth Festival?  
What do the students give to Grandma Li? ...

Have the students act out the dialogue in 'Say and act' in groups.

### Post-task activities

#### Activity 1

Have the students talk about what they do at the Double Ninth Festival. If possible, ask them to write a passage about what they do.

#### Activity 2

Have the students do Part G 'Read and judge' on page 81 of the *Workbook*. Then check the answers with them.

### Period 3

#### Language focus:

Using modelled sentences to give specific information

e.g., People buy new clothes and traditional food before the Spring Festival.

#### Materials:

*Student's Book 4B*, p. 54

*Workbook 4B*, p. 80 Part F

Cassette 4B

Flashcards 4B (*the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*)

#### Pre-task preparations

Show the flashcard for *the Spring Festival* and

have the students repeat after you. Then show some pictures of people doing different activities during the Spring Festival. Ask the students to answer your questions.

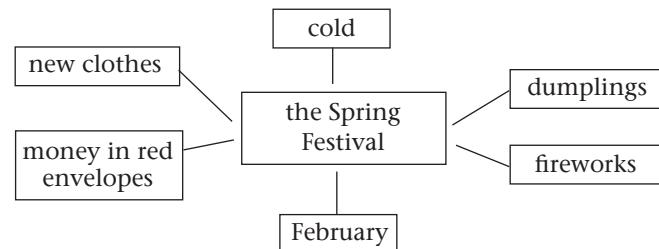
e.g.,

T: What festival is it?  
S1: It's the Spring Festival.  
T: Do you like the Spring Festival?  
S1: Yes, I do.  
T: What do you do during the Spring Festival?  
...

#### Activity 2

Write *the Spring Festival* on the blackboard. Have the students brainstorm information related to the festival.

e.g.,



Then ask the students who offer information to say a complete sentence about the Spring Festival.

e.g.,

S1: (write cold) It's cold during the Spring Festival.  
S2: (write dumplings) People often eat dumplings during the Spring Festival.

### While-task procedures

#### Activity 1

Play the recording for 'Look and read' on page 54 of the *Student's Book* and have the students read after the recording sentence by sentence. Explain the new words and phrases, such as *traditional food*, *relatives* and *get money in red envelopes*. Then ask the students to do 'True or false' on the same page. Check the answers with them. If a statement is false, ask them to correct it.

#### Activity 2

Have the students read the story by themselves.

After that, ask the students some questions to check their understanding.

e.g.,

T: Is the Spring Festival in spring?

What do people buy before the Spring Festival?

When do families have a big dinner together?

What do they often eat?

What can children get during the Spring Festival?

...

### Activity 3

Divide the students into groups of four and have them ask and answer questions about the story.

e.g.,

S1: How's the weather during the Spring Festival?

S2: It's often cold and rainy.

S1: What do people eat?

S3: They eat dumplings.

...

### Activity 4

Write some key words on the blackboard and have the students describe the pictures for 'Look and read' using the key words.

## Post-task activities

### Activity 1

Have the students complete the following short passage about the Spring Festival.

e.g.,

The Spring Festival is always in January or February.

The weather is usually cold and dry. During the Spring Festival, people often buy new clothes and traditional food. On New Year's Eve, families have a big dinner together. People like watching the beautiful fireworks. Children can get money in red envelopes.

We all like the Spring Festival very much.

### Activity 2

Have the students do Part F 'Read, choose and complete' on page 80 of the *Workbook*.

## Period 4

### Language focus:

- Using wh-questions to find out specific

information

e.g., When is ... Festival?

What do you do at/during ...?

- Using modelled sentences to give specific information

e.g., We usually eat rice dumplings and watch dragon boat races.

## Materials:

*Student's Book 4B*, pp. 55 and 56

*Workbook 4B*, p. 79 Part E

Cassette 4B

Flashcards 4B (*the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*)

## Pre-task preparations

### Activity 1

Flash the cards for *the Dragon Boat Festival, the Spring Festival, the Mid-autumn Festival, the Double Ninth Festival* and ask the students to respond quickly.

e.g.,

T: (show the card for the Double Ninth Festival)

Ss: The Double Ninth Festival.

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 56 of the *Student's Book*. Encourage them to say the rhyme in groups.

## While-task procedures

### Activity 1

Put the wall picture on the blackboard. Point to the pictures and ask the students some questions.

e.g.,

T: (point to the picture of the Dragon Boat Festival)

Look! What can you see?

S1: I can see two boats.

T: They're dragon boats. People are having a dragon boat race.

Ask the students to look at the pictures in 'Ask and answer' on page 55 of the *Student's Book*.

Then ask them to read the information beside

each picture and answer your questions.

e.g.,

T: When is the Double Ninth Festival?

S1: It's in September or October.

T: Is it hot?

S2: No. It's cool.

...

### Activity 2

Ask the students to do 'Ask and answer' in pairs using the given patterns.

e.g.,

S1: When is the Dragon Boat Festival? Is it hot or cold?

S2: It's in June. It's hot.

S1: What do you do at the Dragon Boat Festival?

S2: We often watch dragon boat races.

S1: What food do you eat at the Dragon Boat Festival?

S2: We often eat rice dumplings.

...

### Activity 3

Show the pictures of the four seasons and ask the students what festivals Chinese people celebrate in different seasons.

e.g.,

T: Look! What season is it?

S1: It's autumn.

T: What festivals are in autumn?

S2: The Mid-autumn Festival and the Double Ninth Festival.

...

### Activity 4

Have the students talk about the festivals they like in pairs. Then ask some pairs to come to the front and introduce the festival their partners like best.

e.g.,

S1: What festivals do you like?

S2: I like the Mid-autumn Festival.

S1: When is the Mid-autumn Festival?

S2: It's in September or October.

S1: How's the weather at the Mid-autumn Festival?

S2: It's cool and dry.

S1: What do you do at the Mid-autumn Festival?

S2: I eat mooncakes and watch the beautiful moon with my family.

### Post-task activities

#### Activity 1

Divide the students into groups to do a survey about the festivals their classmates like. Then ask them to report to the class.

#### Activity 2

Have the students do Part E 'Look and write' on page 79 of the *Workbook*. Then check the answers with them.

### Period 5

#### Language focus:

Using the key words and sentences to talk and write about different festivals

#### Materials:

*Student's Book 4B*, p. 56

*Workbook 4B*, p. 82 Task

Cassette 4B

Flashcards 4B (*the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*)

Wall picture 4B

### Pre-task preparations

#### Activity 1

Put the wall picture on the blackboard. Have the students tell riddles about the festivals and guess the answers in groups of four.

e.g.,

S1: This festival comes in autumn. It is cool and dry. Families get together. In the evening, people like watching the bright moon and eating mooncakes. What festival is it?

S2: Is it the Mid-autumn festival?

S1: Yes, it is!

#### Activity 2

Have the students talk about the festivals they like in pairs. Then ask some students to come to the front to introduce the festival their partners like best.

## While-task procedures

### Activity 1

Have the students listen to the passage below and write the information in the table. Then check the answers with them.

Family members	Festival he/ she likes	Why

e.g.,

T: *My father likes the Dragon Boat Festival. He likes watching dragon boat races. My mother likes the Mid-autumn Festival. She likes eating mooncakes at the festival. My grandparents like the Double Ninth Festival. It's a festival for old people. I like the Spring Festival best. I like watching the beautiful fireworks and visiting my relatives.*

### Activity 2

Have the students walk around the classroom and ask their classmates what festivals they like and why. Write the information in the table.

Name	The festival he/ she likes	Why
S2's name	the Spring Festival	I like watching the fireworks.

e.g.,

S1: *What festivals do you like, (S2's name)?*

S2: *I like the Spring Festival.*

S1: *Why do you like the Spring Festival?*

S2: *I like watching the fireworks at night.*

...

### Activity 3

Put the wall picture on the blackboard. Have the students talk about the festivals and write

down the key words for the four festivals. Have the students walk around the classroom and find a person who likes the same festival as themselves. Then invite some pairs to come to the front and have the other students ask them questions.

e.g.,

Ss: *What festivals do you like?*

S1 & S2: *We like the Spring Festival.*

Ss: *What special food do you eat during the Spring Festival?*

S1: *We eat dumplings during the Spring Festival.*

Ss: *What do you do during the Spring Festival?*

S1: *I sometimes go to the park with my family.*

S2: *I usually visit my grandparents and relatives with my family.*

...

### Activity 4

Have the students do 'Think and write' on page 56 of the *Student's Book*. Ask them to choose a festival they like best and complete the passage introducing the festival by filling in the blanks.

## Post-task activities

### Activity 1

Divide the students into groups of six. Have the students make a poster for their favourite festival and write a short passage about it following 'Look and read' on page 54 of the *Student's Book*. They can use pictures from newspapers or magazines. You may compile their work to make a book about Chinese festivals for future use.

### Activity 2

Have the students do Task 'Festivals I like' on page 82 of the *Workbook*. First, have them do a survey about their classmates' favourite festivals in groups. Then ask them to complete the table in Part B according to their survey. Finally, ask them to complete the passage in Part C by introducing a classmate's favourite festival.

# Module 4 More things to learn (optional)

## Unit 3 Story time

### Tasks in this unit:

- Use nouns to identify animals
- Use adjectives to describe things and feelings
- Use prepositions to indicate positions
- Use imperatives to give simple instructions

### Language focus:

- Using nouns to identify animals  
e.g., *duckling, swan*
- Using adjectives to describe things and feelings  
e.g., *They are green and small.*  
*Mother Duck is happy.*
- Using prepositions to indicate positions  
e.g., *The eggs are in the nest.*
- Using modelled sentences to give specific information  
e.g., *The eggs open.*
- Using imperatives to give simple instructions  
e.g., *Come and play.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *duckling, swan, nest*
- Understanding adjectives describing things and feelings  
e.g., *They are green and small.*  
*Mother Duck is happy.*
- Understanding prepositions indicating positions  
e.g., *The eggs are in the nest.*
- Understanding modelled sentences giving specific information  
e.g., *The eggs open.*
- Understanding imperatives giving simple instructions  
e.g., *Come and play.*

#### Speaking

- Pronouncing the key words correctly  
e.g., *duckling, swan, nest*
- Using adjectives to describe things and feelings  
e.g., *They are green and small.*  
*Mother Duck is happy.*

- Using prepositions to indicate positions  
e.g., *The eggs are in the nest.*
- Using modelled sentences to express specific information  
e.g., *The eggs open.*
- Using imperatives to give simple instructions  
e.g., *Come and play.*

### Reading

- Understanding the main idea of the story 'The ugly duckling'
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	They are ... ( <i>adj.</i> ) The ... is/are in/on ... There are ... in ...	duckling swan nest	SB: pp. 57 and 58
2			SB: pp. 58 and 59
3			SB: pp. 59 and 60
4			SB: p. 61
5			SB: pp. 57, 58, 59, 60 and 61 WB: pp. 83, 84, 85, 86, 87 and 88 Parts A, B and Task

### Period 1

#### Language focus:

- Using nouns to identify animals  
e.g., *duckling, swan*
- Using adjectives to describe things and feelings  
e.g., *They're green and small.*  
*Mother Duck is happy.*
- Using prepositions to indicate positions  
e.g., *The eggs are in the nest.*

#### Materials:

*Student's Book 4B, pp. 57 and 58*

Cassette 4B

Flashcards 4B (*duckling, swan, nest*)

Wall picture 4B

#### Pre-task preparations

##### Activity I

Show the pictures for *duck, duckling* and *swan*. Ask the students what animals they are. Have them read the words after you. Then have the students choose one of them and describe it.  
e.g.,

*S1: A duck is on the farm. It can swim.*

*S2: A swan is beautiful. It can fly.*

## Activity 2

Show the flashcards for *duckling*, *swan* and *nest* and have the students read and spell the words after you. Then say some riddles to elicit the words *duck*, *duckling* and *swan*.

e.g.,

T: *They're farm animals. They can walk and swim.*

*They like eating corn and fish. They have wings but they can't fly high. What animals are they?*

Ss: *They're ducks.*

T: *They're small and lovely. They can walk and swim too. They're the babies of ducks. What animals are they?*

Ss: *They're ducklings.*

T: *They're beautiful. They look like ducks. They have long necks. They can fly very high. They like eating fish. What animals are they?*

Ss: *They're swans.*

## While-task procedures

### Activity 1

Put the wall pictures on the blackboard. Point to each picture and ask the students some questions.

e.g.,

(Picture 1)

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

S1: *I can see a duck, three eggs and a nest.*

T: (point to the yellow duck and the green eggs)

*What colour is the duck? What colour are the eggs? Where are they?*

S2: *The duck is yellow. The eggs are green. They are in the nest.*

(Picture 2)

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

S1: *I can see a nest and three eggs.*

(Picture 3)

T: *How many eggs can you see in the nest?*

S2: *I can see four eggs.*

T: *What colour is the big egg? What colour are the small eggs?*

S3: *The big egg is white. The small eggs are green.*

(Picture 4)

T: *Where's the yellow duck sitting?*

Ss: *It's sitting on the nest.*

## Activity 2

Play the recording for pictures 1 to 4 in 'Listen and enjoy' on pages 57 and 58 of the *Student's Book* while the students look at the pictures. Have them read sentence by sentence after the recording. Explain the new words, such as *make a nest* and *babies* to the students.

## Activity 3

Have the students read the story from pictures 1 to 4 in 'Listen and enjoy' on pages 57 and 58 of the *Student's Book* in pairs and underline the words or phrases they do not understand. Explain the meaning of these words or phrases. Then ask them some questions to check their understanding.

e.g.,

T: *What season is it?*

Ss: *It's spring.*

T: *What's Mother Duck doing?*

Ss: *She's making a nest.*

T: *How many eggs are there in the nest?*

Ss: *There are four eggs. Three eggs are small and green. They're Mother Duck's babies. One egg is big and white.*

## Activity 4

Write the key words for pictures 1 to 4 on the blackboard. Have the students retell the story using the key words.

e.g.,

Picture 1: *spring, make a nest, three eggs*

Picture 2: *in the nest, three eggs, green, small*

Picture 3: *four eggs, big, white*

Picture 4: *Mother Duck, sit*

## Post-task activities

### Activity 1

Have the students ask and answer questions about pictures 1 to 4 in pairs.

e.g.,

S1: *What season is it?*

S2: *It's spring.*

S1: *How's the weather?*

S2: *It's warm.*

## Activity 2

Invite some students to act as Mother Duck and the four eggs. Have them role-play the story while the other students are reading the story.

## Period 2

### Language focus:

- Using adjectives to describe things and feelings  
e.g., *Three ducklings are yellow and lovely.*
- Using verbs to give specific information  
e.g., *Mother Duck feeds her babies with small worms.*

### Materials:

*Student's Book 4B*, pp. 58 and 59

Cassette 4B

Wall picture 4B

Flashcards 4B (*duckling, swan, nest*)

## Pre-task preparations

### Activity 1

Have the students read the story from pictures 1 to 4 aloud in groups.

### Activity 2

Have the students look at the wall pictures and retell the story from pictures 1 to 4. Encourage the students to say as much as possible.

## While-task procedures

### Activity 1

Put the wall pictures on the blackboard. Point to the cracking eggs in Picture 5 and ask the students to guess what are in the eggs. Tell them there are ducklings in the eggs. Point to the ducklings in Picture 6 and ask the students some questions.

e.g.,

T: *How many ducklings can you see?*

S1: *I can see four ducklings.*

T: *What colour are the small ducklings?*

S2: *They're yellow.*

T: *Are they beautiful?*

S3: *Yes, they are.*

T: *What colour is the big duckling? Is it beautiful or ugly?*

S4: *It's grey. It's ugly.*

### Activity 2

Play the recording for pictures 5 to 7 in 'Listen and enjoy' on pages 58 and 59 of the *Student's Book* while the students look at the pictures. Have them read sentence by sentence after the recording. Then explain the meaning of the new words, such as *lovely, ugly, worm* and *feed* to the students.

### Activity 3

Have the students read the story from pictures 5 to 7 in 'Listen and enjoy' on pages 58 and 59 of the *Student's Book* in pairs and underline the words or phrases they do not understand. Then ask the students some questions to check their understanding.

e.g.,

T: *How many ducklings does Mother Duck see?*

*What colour are they? How does Mother Duck feel? ...*

Then invite some students to come to the front and role-play the story while the other students are reading the story.

### Activity 4

Write the key words for pictures 5 to 7 on the blackboard. Have the students retell the story using the key words.

e.g.,

*Picture 5: open, happy*

*Picture 6: four, yellow and lovely, big and grey, ugly*

*Picture 7: feed ... with ..., worm, eat, all of*

## Post-task activities

### Activity 1

Have the students read the story from pictures 1 to 7 in groups. Then have them role-play the story in groups of six. Invite some groups to perform in front of the class.

### Activity 2

Encourage the students to imagine what the characters in the story may say and to speak it out.

## Period 3

### Language focus:

- Using adjectives to describe things and feelings  
e.g., *The ugly duckling is sad and lonely.*
- Using prepositions to indicate positions  
e.g., *Mother Duck swims in the pond.*
- Using verbs and verb phrases to give specific information  
e.g., *The ugly duckling swims away.*

### Materials:

*Student's Book 4B*, pp. 59 and 60

Cassette 4B

Wall picture 4B

Flashcards 4B (*duckling, swan, nest*)

### Pre-task preparations

#### Activity 1

Have the students read the story from pictures 1 to 7 aloud in groups.

#### Activity 2

Ask the students some questions about pictures 1 to 7 and have the students respond quickly.

e.g.,

T: *How many eggs does Mother Duck have?*

*What colour are the eggs?*

...

### While-task procedures

#### Activity 1

Put the wall pictures on the blackboard. Have the students answer your questions according to the pictures.

e.g.,

(Picture 8)

*Look at the picture, what is Mother Duck doing?*

*How many ducklings are sitting on Mother Duck's back?*

*Where's the ugly duckling now?*

(Picture 9)

*What are the yellow ducklings doing?*

*Are the yellow ducklings happy or sad?*

*Is the ugly duckling happy or sad?*

(Picture 10)

*What does the ugly duckling do? Why?*

(Picture 11)

*What season is it?*

*How's the weather?*

#### Activity 2

Have the students read after the recording for pictures 8 to 11 in 'Listen and enjoy' on pages 59 and 60 of the *Student's Book*. Explain the new words and phrases, such as *heavy, swim away* and *stay with* to the students.

#### Activity 3

Divide the students into groups of four. Have them read the story from pictures 8 to 11 in roles in groups.

#### Activity 4

Write the key words for pictures 8 to 10 on the blackboard. Have the students retell the story using the key words.

e.g.,

*Picture 8: sits on her back, heavy, behind*

*Picture 9: play together, happy, sad*

*Picture 10: swim away, stay with*

*Picture 11: winter, a house, an old woman, drive ... away*

### Post-task activities

#### Activity 1

Divide the students into groups of four. Have them role-play the story from pictures 1 to 11.

#### Activity 2

Retell the story to the students. Encourage the students to imagine what will happen to the ugly duckling.

## Period 4

### Language focus:

- Using adjectives to describe feelings  
e.g., *He is very happy.*
- Using prepositions to indicate positions  
e.g., *The ugly duckling is in the grass.*
- Using imperatives to give simple

instructions

e.g., *Hello, come and play.*

## Materials:

*Student's Book 4B*, p. 61

Cassette 4B

Wall picture 4B

Flashcards 4B (*duckling, swan, nest*)

## Pre-task preparations

### Activity 1

Review the story by asking the students questions about what happened in the previous parts of the story from pictures 1 to 11. Ask the students to read the narrative text for each picture. You may have the students choose one character in the story, such as the ugly duckling, and describe it.

### Activity 2

Show the flashcard for *swan* and ask the students some questions about swans.

e.g.,

*T: What colour is a swan? Is it beautiful? Where can you see swans? Do you like swans?*

## While-task procedures

### Activity 1

Put the wall picture on the blackboard. Ask the students to look at pictures 12 and 13 and answer your questions.

e.g.,

*T: (point to Picture 12) How many swans can you see?*

*S1: Two.*

*T: What colour are the swans?*

*S2: They're white.*

*T: Where are the swans swimming?*

*S3: They're swimming in a pond.*

*T: (point to Picture 13) How many swans can you see?*

*S4: Three.*

### Activity 2

Ask the students to read the narrative text for pictures 12 and 13. Then ask them some

questions to check their understanding.

e.g.,

*T: What do the two swans say to the ugly duckling?*

*S1: 'You're a beautiful swan.'*

*T: Is the ugly duckling ugly now?*

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

*T: Is the ugly duckling happy or sad?*

*S3: He's happy.*

Then play the recording for pictures 12 and 13 and ask the students to read after it.

### Activity 3

Invite three students to role-play the two swans and the ugly duckling in the story. Have the other students read the narrative text for pictures 12 and 13 and have the three students act out the story.

### Activity 4

Have the students read the whole story again and do 'Read and tick' on page 61 of the *Student's Book*.

## Post-task activities

### Activity 1

Divide the students into groups and have them act out the story. Give them some help if necessary. Then invite several groups to act out the story in front of the class.

### Activity 2

Show pictures 1 to 13 one by one. Have the students retell the story according to the pictures.

## Period 5

### Language focus:

- Using adjectives to describe things and feelings  
e.g., *They are green and small.*  
*Mother Duck is happy.*
- Using prepositions to indicate positions  
e.g., *The eggs are in the nest.*

### Materials:

*Student's Book 4B*, pp. 57, 58, 59, 60 and 61

Workbook 4B, pp. 83, 84, 85, 86, 87 and 88  
 Parts A, B and Task  
 Cassette 4B  
 Wall picture 4B

## Pre-task preparations

### Activity 1

Put the wall pictures on the blackboard. Ask the students some questions about the story 'The ugly duckling'. Have the students answer your questions according to the pictures.

e.g.,

*T: How many eggs does Mother Duck have?*

*What colour are the eggs?*

...

### Activity 2

Have the students look at pictures 1 to 13 on pages 57 to 61 of the *Student's Book*. Ask them to ask and answer questions about the pictures in pairs.

e.g.,

*S1: What can you see in Picture 1?*

*S2: I can see a duck and three green eggs.*

*S1: Where are the eggs?*

*S2: They're in a nest.*

...

## While-task procedures

### Activity 1

Stick the pictures for the story 'The ugly duckling' at random on the blackboard. Retell the story and have the students arrange the pictures in the correct order.

e.g.,

1 *It is spring. It's warm. Mother Duck is making a nest.*

2 *There are three eggs in the nest. They are green and small.*

3 *Now there are four eggs in the nest. Three eggs are green. One egg is big and white.*

4 *Mother Duck is sitting on the nest.*

5 *Look! The eggs are opening. Mother Duck is happy.*

6 *Four ducklings come out of the eggs. The three small ducklings are beautiful. The big duckling is ugly.*

...

## Activity 2

Have the students imagine what they would say to the ugly duckling if they were Mother Duck or the three ducklings. Ask them what they would do with the ugly duckling. Encourage them to role-play the characters in the story and make dialogues.

### Activity 3

Have the students read the story in Part A 'Read and act' on pages 83 to 86 of the *Workbook*. Ask them some questions to check their understanding. Then ask them to do Part B 'Think and number' on page 87 of the *Workbook*. Finally, check the answers with them.

### Activity 4

Divide the students into groups of four and have them act out the story on pages 83 to 86 of the *Workbook*. Walk around the classroom and help them if necessary.

## Post-task activities

### Activity 1

Have the students do Task 'The ugly duckling' on page 88 of the *Workbook*. First, have them complete the sentences in Part A. Then have the students talk about the story using the patterns given in Part B. Finally, have the students retell the story 'The ugly duckling'. Invite some students to retell it in front of the class.

### Activity 2

Have the students read the story 'The ugly duckling' again and write several sentences about the story. Give them some help if necessary.

# Project 1 An outing

## Language focus:

- Using the key words in context  
e.g., *watermelon, grape, plum, cherry, strawberry, hard, soft, rough, smooth*
- Using modelled sentences to describe the things in the park  
e.g., *I can see/hear/touch ... in the park.*
- Using wh-questions to find out how things taste and feel  
e.g., *How does it taste? How does it feel?*
- Using wh-questions to ask for specific information  
e.g., *What fruit do you take?  
What can you see/hear/touch in the park?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *watermelon, grape, plum, cherry, strawberry, hard, soft, rough, smooth*
- Understanding modelled sentences describing the things in the park  
e.g., *I can see/hear/touch ... in the park.*
- Understanding wh-questions asking about how things taste and feel  
e.g., *How does it taste? How does it feel?*
- Understanding wh-questions asking for specific information  
e.g., *What fruit do you take?  
What can you see/hear/touch in the park?*

### Speaking

- Pronouncing the key words correctly  
e.g., *watermelon, grape, plum, cherry, strawberry, hard, soft, rough, smooth*
- Using modelled sentences to describe the things in the park  
e.g., *I can see/hear/touch ... in the park.*
- Using wh-questions to find out how things taste and feel  
e.g., *How does it taste?  
How does it feel?*

- Using wh-questions to ask for specific information  
e.g., *What fruit do you take?  
What can you see/hear/touch ... in the park?*

### Writing

- Writing the key words correctly  
e.g., *watermelon, grape, plum, cherry, strawberry*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order
- Writing several sentences to describe the things you can see/hear/feel in a park

### Materials:

*Student's Book 4B, pp. 62, 63 and 64*

Crayons and felt pens

Flashcards for food, fruit, drinks, etc.

### Preparation

Review the words for food, fruit and other things that the students have learnt. Ask questions to help the students review the key words and key patterns.

e.g.,

T: *What fruit do you take?*

S1: *I take ....*

T: *How does it taste?*

S1: *It tastes ...*

...

### Procedures

- 1 Have the students do Part 1 on page 62 of the *Student's Book*. Ask them to draw or stick pictures of the food, fruit, drinks and other things they want to take for an outing.
- 2 Ask one student to answer your questions in class first.  
e.g.,  
T: *What fruit/drink do you take?*  
S1: *I take ...*

T: *How does it taste?*

S1: *It tastes ...*

T: *What other things do you take?*

S1: *I take ...*

Then ask the students to talk about the things they want to take for an outing in pairs. Remind them to use the patterns given in Part 2 on page 62 of the *Student's Book*.

- 3 Encourage the students to draw and tick what they can see, hear and touch in the park. And then invite some students to describe the park in front of the class using

the patterns given in Part 3 on page 63 of the *Student's Book*.

e.g.,

S1: *I can see ... in the park. It's ...*

*I can hear ... in the park. It's loud/quiet.*

*I can touch ... in the park. It's ...*

- 4 Have the students ask and answer questions about the things they can see, hear and touch in the park using the patterns given in Part 4 on page 64 of the *Student's Book*.
- 5 Have the students complete the passage in Part 5 on page 64 of the *Student's Book* by writing several sentences about what they can see, hear and touch in the park.

## Project 2 Sports clubs

### Language focus:

- Using verb phrases to indicate sports  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Using yes/no questions to find out one's likes and dislikes  
e.g., *Do you like playing badminton?*  
*Yes, I do./ No, I don't.*
- Using wh-questions to find out specific information  
e.g., *What are the club activities?*  
*When do you do these activities?*  
*Where do you do these activities?*  
*What do club members need for the club?*

### Language skills:

#### Listening

- Identifying the key phrases by listening to the pronunciation  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Understanding yes/no questions asking about one's likes and dislikes  
e.g., *Do you like playing badminton?*  
*Yes, I do./ No, I don't.*
- Understanding wh-questions asking for specific information  
e.g., *What are the club activities?*  
*When do you do these activities?*  
*Where do you do these activities?*  
*What do club members need for the club?*

#### Speaking

- Pronouncing the key phrases correctly  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like playing badminton?*  
*Yes, I do./ No, I don't.*
- Using wh-questions to find out specific information  
e.g., *What are the club activities?*

*When do you do these activities?*

*Where do you do these activities?*

*What do club members need for the club?*

#### Writing

- Writing the key phrases correctly  
e.g., *play football, play table tennis, play volleyball, play badminton, play basketball*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

#### Materials:

*Student's Book 4B, pp. 65, 66 and 67*

Flashcards for sports vocabulary

#### Preparation

Use the flashcards to review the sports vocabulary that the students have learnt. Ask the students what their favourite sports are.

e.g.,

*T: What are your favourite sports?*

*S1: My favourite sports are ...*

....

#### Procedures

- Have the students stick the pictures of their favourite sports in the box in Part 1 on page 65 of the *Student's Book*. Ask them to write down the names of the sports below the pictures.
- Encourage the students to walk around the classroom and survey their classmates about the sports they like. Ask them to tick the boxes in Part 2 on page 66 of the *Student's Book* and then count the numbers.  
e.g.,  
*S1: Do you like ...?*  
*S2: Yes, I do./ No, I don't.*  
....
- Ask the students to design a poster for a sports club in groups. Ask them to discuss the questions in Part 3 on page 67 of the *Student's Book* first. Then ask them to make a

club poster following the patterns given in Part 3.

e.g.,

*What is the name of the sports club?*

*What are the club activities?*

*When do you do these activities?*

*Where do you do these activities?*

...

- 4 Have the students display their club posters.

Then ask them to walk around the classroom looking at the posters made by different groups. Encourage the students to ask and answer questions about the clubs.

e.g.,

*S1: What are the club activities? When do you do these activities?*

*S2: ...*

# Project 3 My home life

## Language focus:

- Using adverbs of frequency  
e.g., *always, usually, often, sometimes, never*
- Using modelled sentences to talk about the frequency of certain activities  
e.g., *My mother/My father ... often/usually/ always/sometimes ... on ...*
- Using wh-questions to find out specific information about people's activities  
e.g., *When do you get up?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *always, usually, often, sometimes, never*
- Understanding modelled sentences talking about the frequency of certain activities  
e.g., *My mother/My father ... often/usually/ always/sometimes ... on ...*
- Understanding wh-questions finding out specific information about people's activities  
e.g., *When do you get up?*

### Speaking

- Pronouncing the key words correctly  
e.g., *always, usually, often, sometimes, never*
- Using modelled sentences to talk about the frequency of certain activities  
e.g., *My mother/My father ... often/usually/ always/sometimes .. on ....*
- Using wh-questions to find out specific information  
e.g., *When do you get up?*

### Writing

- Writing the key words correctly  
e.g., *always, usually, often, sometimes, never*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order
- Writing several sentences to introduce what you and your family do on holiday

## Materials

*Student's Book 4B, pp. 68, 69 and 70*

Photos of your family

## Preparation

Show a photo of your family and encourage the students to ask you some questions. Review the adverbs of frequency and the key patterns the students have learnt.

e.g.,

*S1: How many people are there in your family?*

*T: There are ...*

*S2: Who are they?*

*T: They're ...*

...

## Procedures

- 1 Have the students stick a photo of their family in the box in Part 1 on page 68 of the *Student's Book*. Then ask them to introduce their family to their classmates.  
e.g., *This is a photo of my family. There are .... people in my family. This is my ... He/She is ... (job/age). He/She likes ... He/She can ...*
- 2 Have the students look at the table in Part 2 on page 68 of the *Student's Book*. Ask them to think about what time they and their family do different things and then complete the table.
- 3 Have the students look at the table they have completed and make a dialogue in pairs. Remind them to use the key patterns given in Part 3 on page 69 of the *Student's Book*.  
e.g.,  
*S1: When do you get up?*  
*S2: I ... get up at ...*  
*S1: When does your father/mother/... get up?*  
*S2: He/She ... gets up at ...*
- 4 Have the students say the rhyme in 'Listen and enjoy' on page 42 of the *Student's Book*. Ask the students what they and their family

usually do in a week. Then have the students complete the table in Part 4 on page 69 of the *Student's Book*. Finally, encourage them to talk about it in pairs.

e.g.,

*S1: My mother/My father/... usually/always/*

*sometimes ... on ...*

*She/He ... usually ... on ...*

- 5 Have the students stick in a holiday photo of their family in Part 5 on page 70 of the *Student's Book*. Then ask them to write about it. Invite some students to read their completed passages to the class.

# Project 4 Festivals in China

## Language focus:

- Using nouns to identify festivals in China  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Using wh-questions to find out specific information  
e.g., *What do people do at the Dragon Boat Festival?*
- Using modelled sentences to introduce people's activities  
e.g., *People usually eat rice dumplings and watch dragon boat races.*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Understanding wh-questions asking for specific information  
e.g., *What do people do at the Dragon Boat Festival?*
- Understanding modelled sentences introducing people's activities  
e.g., *People usually eat rice dumplings and watch dragon boat races.*

### Speaking

- Pronouncing the key words correctly  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Using wh-questions to find out specific information  
e.g., *What do people do at the Dragon Boat Festival?*
- Using modelled sentences to introduce people's activities  
e.g., *People usually eat rice dumplings and watch dragon boat races.*

### Writing

- Writing the key words and phrases correctly  
e.g., *the Spring Festival, the Dragon Boat Festival, the Mid-autumn Festival, the Double Ninth Festival*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order
- Writing several sentences to introduce the students' favourite festivals

### Materials

*Student's Book 4B*, pp. 71, 72 and 73  
Flashcards for the words of months and festivals  
A calendar

### Preparation

Show a calendar and ask the students what festivals Chinese people have in different months and what they usually eat or do during those festivals.

e.g.,  
*T: Look! What month is it?*  
*S1: It's March.*  
*T: Do we have the Spring Festival in March?*  
*S2: No, we don't. We have the Spring Festival in January or February.*

*T: What do you eat at the Mid-autumn Festival?*  
*S3: We eat mooncakes.*

...

### Procedures

- Have the students look at the table in Part 1 on page 71 of the *Student's Book*. Ask them to write the words of festivals in the correct months.
- Ask the students to do Part 2 on page 71 of the *Student's Book*. Have the students look at the pictures and write the things they can see during those festivals.
- Ask the students to stick in a photo or draw a picture of their family at the festival in the

box in Part 3 on page 72 of the *Student's Book*. Then ask them to introduce their pictures or photos in groups of four.

e.g.,

*S1: My favourite festival is the Spring Festival.  
It is in January or February.  
I usually visit my grandparents and relatives  
during this festival.  
Look at the photo. I'm eating dumplings.  
...*

- 4 Have the students do a survey in groups to find out their classmates' favourite festivals. Ask them to complete the table in Part 4 on

page 73 of the *Student's Book*.

- 5 Ask the students to introduce their favourite festivals and the things they like doing during the festivals. Then ask the students to write several sentences on the topic 'Our favourite festival' in Part 5 on page 73 of the *Student's Book*.

e.g.,

*Our favourite festival is ...  
It is in/on ... (month/date)  
We usually ..., ... and ... at/during this festival.  
...*



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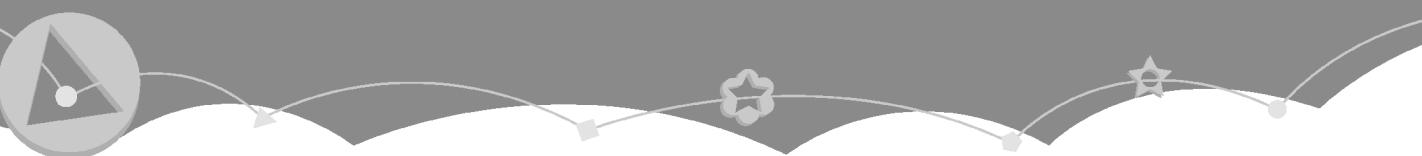
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# Module 1 Using my five senses

## 1 What can you smell and taste?

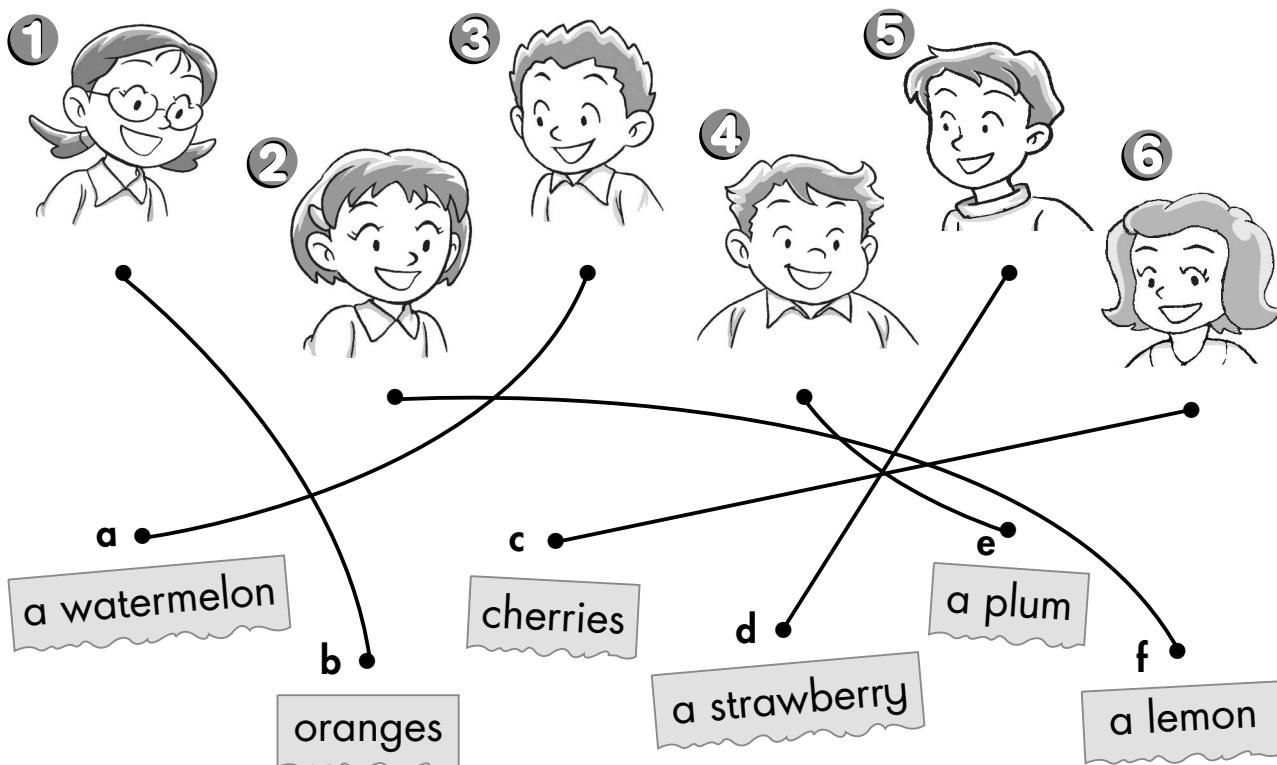
### A Listen and choose (听录音, 选出听到的内容)

- ( a ) ① a watermelon      b grape      c strawberry  
( b ) ② a cherries      b plums      c jelly  
( b ) ③ a peach juice      b grape juice      c apple juice  
( c ) ④ a What a nice apple!  
          b What nice grapes!  
          c What a nice strawberry!  
( b ) ⑤ a I have some grass.  
          b I have two glasses.  
          c I have ten glasses.  
( c ) ⑥ a Touch it. Is it a pear or a banana?  
          b Taste it. Is it a plum or an apple?  
          c Taste it. Is it a cherry or a plum?

### B Listen and choose (听录音, 选出正确的应答)

- ( a ) ① a It's grape juice.      b It's sweet.  
          c Yes, it's strawberry juice.  
( a ) ② a It's a strawberry.      b The apple is nice.  
          c They're apples.  
( c ) ③ a It's a cherry.      b Yes, it's sour.  
          c It's sour.  
( b ) ④ a You're welcome.      b Sure. Here you are.  
          c Have some peach juice, please.  
( b ) ⑤ a Here you are.      b Thank you. They're sweet.  
          c They're cherries, I think.  
( c ) ⑥ a I like sour grapes.      b They're salty.  
          c They're sweet.

## C Listen and match (听录音, 将人物和相应的水果连起来)



## D Look, ask and answer (看图, 根据提示与同学互相问答)



—What do you have?

—Close your eyes. Smell it. Is it ... or ...?

—It's ..., I think.

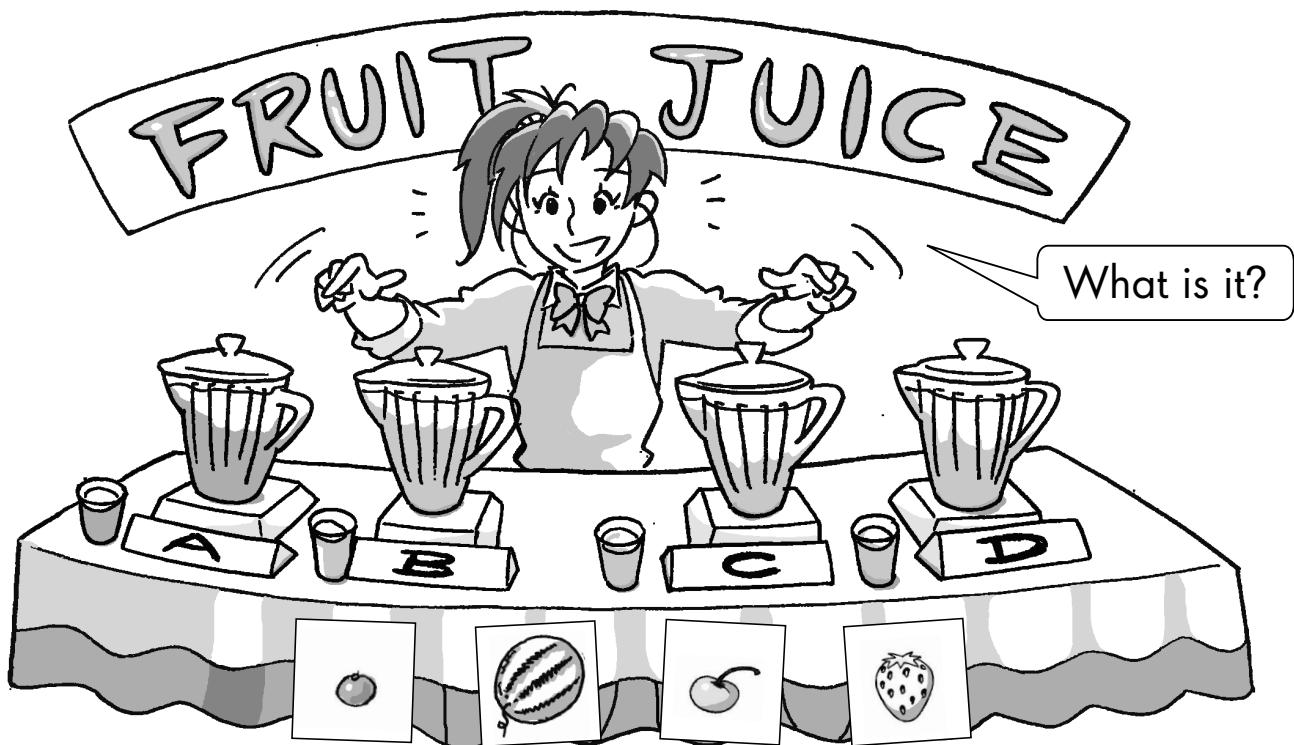
—Now taste it. How does it taste?

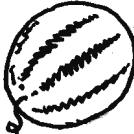
—It's ...

—What is it?

—It's a/an ...

**E Read, write and draw** (读一读, 写出相应的单词或词组, 然后在方框内画出相应的水果)



Fruit A is big. It is round and smooth. It is green. Its juice is red and sweet. A is <sup>(1)</sup> <u>watermelon</u> juice.	<b>Fruit A</b>   (draw)	Fruit B is small. It is round and smooth. It is red. It is sweet. B is <sup>(2)</sup> <u>cherry</u> juice.	<b>Fruit B</b>   (draw)
Fruit C is small. It is smooth. It is purple or green. It is sweet or sour. C is <sup>(3)</sup> <u>grape</u> juice.	<b>Fruit C</b>   (draw)	Fruit D is small. It is rough. It is red. It is sweet. D is <sup>(4)</sup> <u>strawberry</u> juice.	<b>Fruit D</b>   (draw)

## F Read and write (读一读, 按序排列单词完成句子)

① —Smell this. Is it an apple or a pineapple ?

—It's a pineapple.      apple    pineapple    a    an    or

② —Taste the lemon. Is it sweet or sour ?

—It's sour.      sweet    sour    or

③ —Smell this. Is it watermelon juice or peach juice ?

—It's peach juice.      watermelon    peach    juice    juice    or

④ —I have some fruit. Do you like cherries or strawberries ?

—I like strawberries.      cherries    strawberries    or    like

## G Read, choose and complete (读一读, 选择适当的句子, 填空完成对话)

a Can you guess?

b Is it a lemon or an orange?

c How does it taste?

d Can I taste it, Kitty?

Kitty: Hello, Tony! Who am I? Am I Alice?

Tony: No, you aren't Alice. You're Kitty.

Kitty: You're right.

Tony: What do you have in your picnic bag, Kitty?

Kitty: Close your eyes. Smell and touch it. <sup>(1)</sup> Can you guess?

Tony: I can smell it with my nose. It's nice.

I can touch it with my hands. It's small and rough.

(2) Can I taste it, Kitty?

Kitty: Yes, you can. <sup>(3)</sup> How does it taste?

Tony: Oh! It's sour.

(4) Is it a lemon or an orange?

Tony: It's a lemon.

## H Read and judge (读故事，判断下列句子，与故事内容相符的写T，不符的写F)

Every day, Mr Smith sees a man near his home. The man has a pair of sunglasses (太阳镜) and sits on the ground. In front of the man, there is a hat with some money (钱) in it. Beside the man, there is a dog. Around the dog's neck, there is a board (牌子). It says 'I'm blind'. Mr Smith gives the man some money every afternoon on his way home. One day, Mr Smith walks by the man, but he does not give him any money.

'Why don't you give me money today?' the man asks.

Mr Smith is very surprised (惊讶的).

'Aren't you a blind man?' he asks.

'No, I'm not. But my dog is blind (瞎的),' the man says.



- 1 Mr Smith sees a man. He sits on a chair. F
- 2 There is a board around the dog's neck. T
- 3 Mr Smith never (从不) gives the man any money on his way home. F
- 4 The man is blind. F
- 5 The dog is blind. T

## Task: We like fruit juice (我们喜欢果汁)

A Ask and answer (与同学互相问答, 了解他们在不同季节喜欢的果汁)

S1: What fruit juice do you like in ...?

S2: I like ... and ... in ... Do you like ... or ...?

S1: I like ... It's ...

B Think and complete (根据练习A的结果写出同学的名字, 完成表格)

juice \ season name	Spring	Summer	Autumn	Winter
watermelon				
cherry				
strawberry				
pear				
apple				
orange				
grape				

C Think and write (想一想, 写一段话介绍某位同学在不同季节喜欢的果汁)

In spring, it is \_\_\_\_\_ (weather). \_\_\_\_\_ (name) likes \_\_\_\_\_ . It is \_\_\_\_\_ (taste).

In \_\_\_\_\_, it is \_\_\_\_\_ (weather). He/She likes \_\_\_\_\_.

## 2 How does it feel?

## A Listen and choose (听录音, 选出听到的内容)

- ( a ) ① a whose      b who's      c who

( c ) ② a I      b me      c my

( c ) ③ a thin      b tick      c thick

( b ) ④ a in the box      b in the boxes      c in the desk

( b ) ⑤ a Mrs Zhang has some nice scarves.  
b Mrs Zhang has many soft scarves.  
c Miss Zhang has many socks.

( c ) ⑥ a Is the pencil short or long?  
b Are the pencils sharp or blunt?  
c Is the pencil sharp or blunt?

## B Listen and choose (听录音，选出正确的应答)

- ( a ) ① a Yes, Dad.  
c Thank you.

( c ) ② a That bottle is big.  
c It's Kitty's bottle.

( a ) ③ a Yes, it is.  
c This is a new bag.

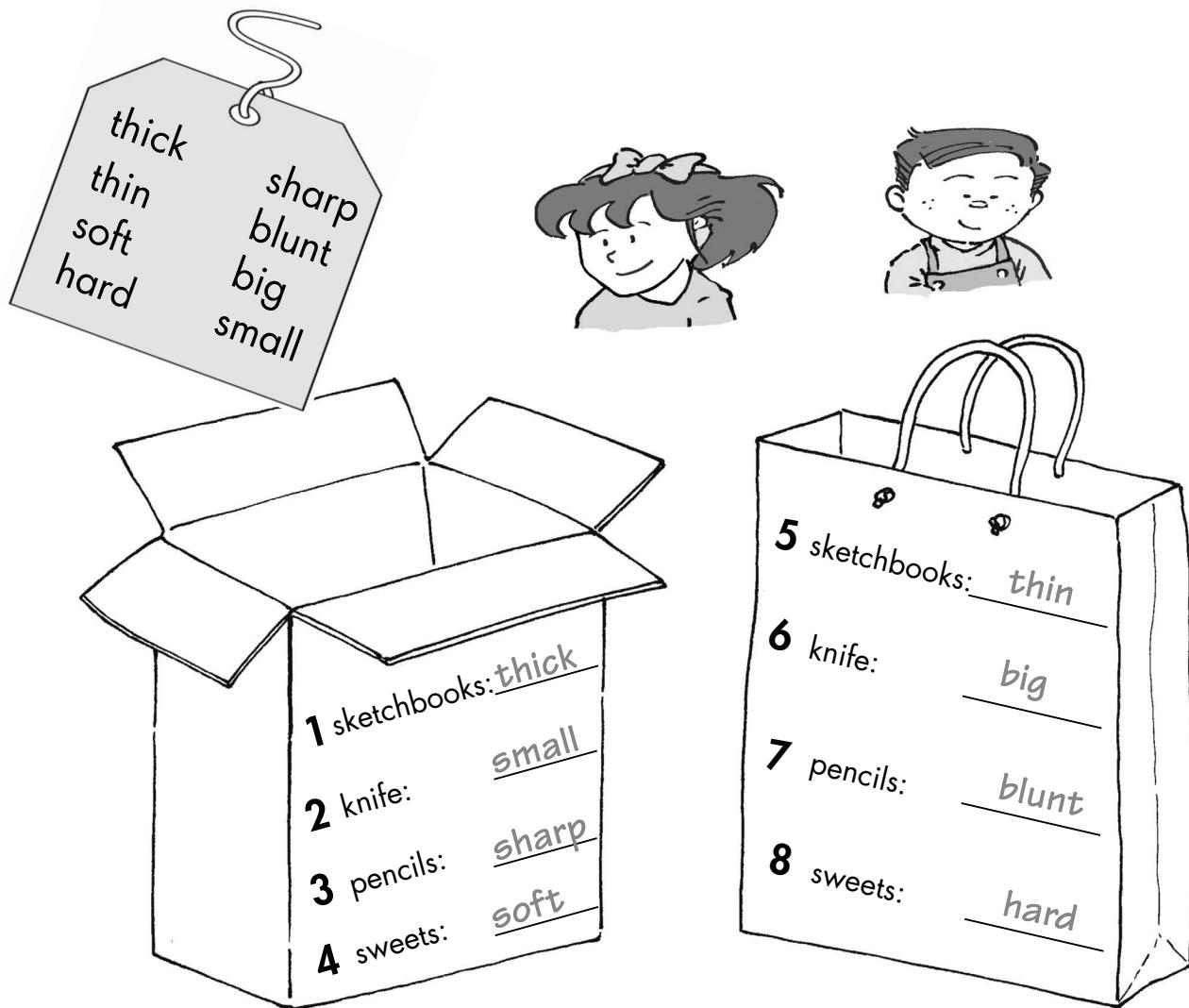
( c ) ④ a Yes, they're Kitty's.  
c They're Kitty's.

( b ) ⑤ a These pencils are sharp.  
c They have some pencils.

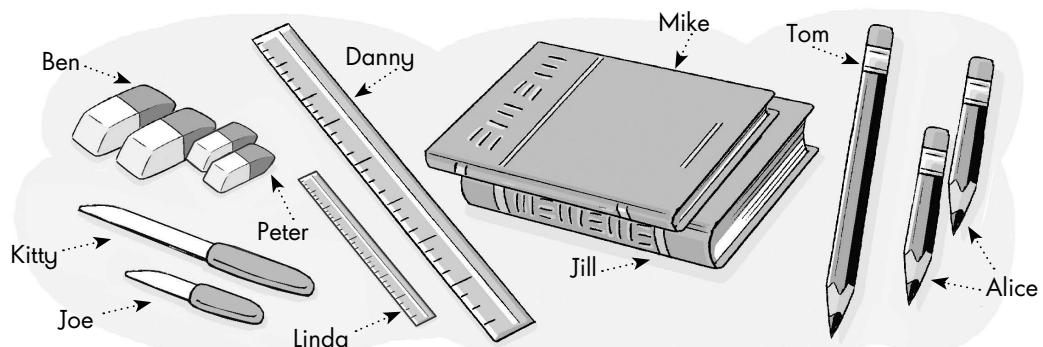
( b ) ⑥ a It's black and white.  
c It's sweet and sour.

b They're on the desk.  
  
b That's a big bottle.  
  
b My bag is new.  
  
b No, they aren't.  
  
b They're David's.  
  
b It's hard and smooth.

## C Listen, choose and write (听录音, 选择并填入正确的形容词来描述物品)



## D Look, ask and answer (看图, 根据提示与同学互相问答)



S1: Whose ... is this/that?

S2: It's ...

S1: Is it ... or ...?

S2: It's ...

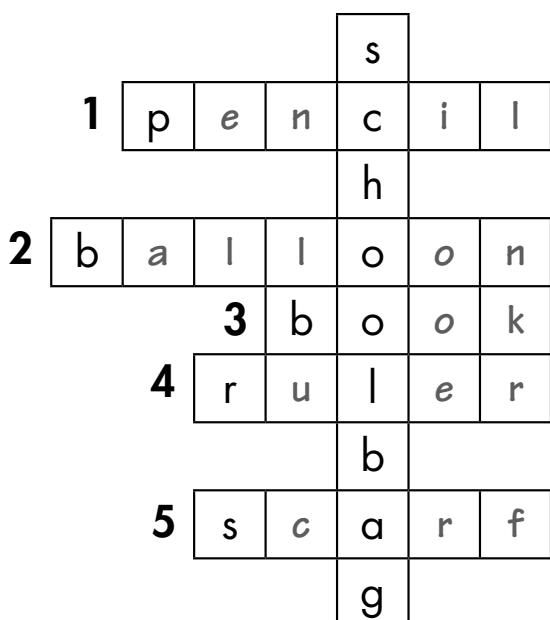
S1: Whose ... are these/those?

S2: They're ...

S1: Are they ... or ...?

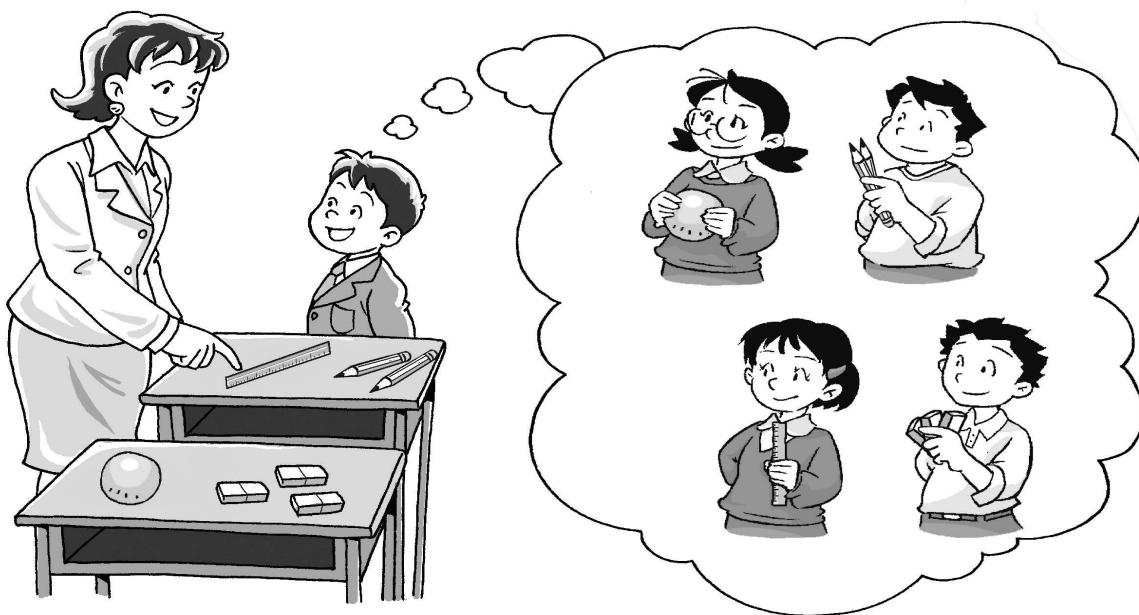
S2: They're ...

## E Look, write and tick (看图完成字谜，并勾出正确的形容词)



- |   |  |   |  |
|---|--|---|--|
| 1 |  | <input checked="" type="checkbox"/> sharp | <input type="checkbox"/> blunt             |
| 2 |  | <input type="checkbox"/> rough            | <input checked="" type="checkbox"/> smooth |
| 3 |  | <input checked="" type="checkbox"/> thick | <input type="checkbox"/> thin              |
| 4 |  | <input checked="" type="checkbox"/> long  | <input type="checkbox"/> short             |
| 5 |  | <input checked="" type="checkbox"/> soft  | <input type="checkbox"/> hard              |

## F Look, read and complete (看图读一读，填空完成对话)



- ① Miss Fang: Whose ruler is this?  
Mike: It's Alice's ruler.
- ② Miss Fang: Whose ball is that?  
Mike: It's Kitty's ball.
- ③ Miss Fang: Whose pencils are these?  
Mike: They're Danny's pencils.
- ④ Miss Fang: Whose rubbers are those?  
Mike: They're Peter's rubbers.

## G Look, read and complete (看图读一读, 选择适当的句子, 填空完成对话)

- a Put your pencils in your pencil case, please.
- b Is this your book, Tom?
- c Whose pencils are these?
- d My pencils are sharp.

Mr Zhang: Whose book is this? Is this your book, Ben?

Ben: No, it isn't. My book is thin. But this book is thick.  
It's Tom's book.

Mr Zhang: (1) Is this your book, Tom?

Tom: Yes, it is. Thank you, Mr Zhang.

Mr Zhang: (2) Whose pencils are these?

They're blunt. Are they yours (你的), Tom?

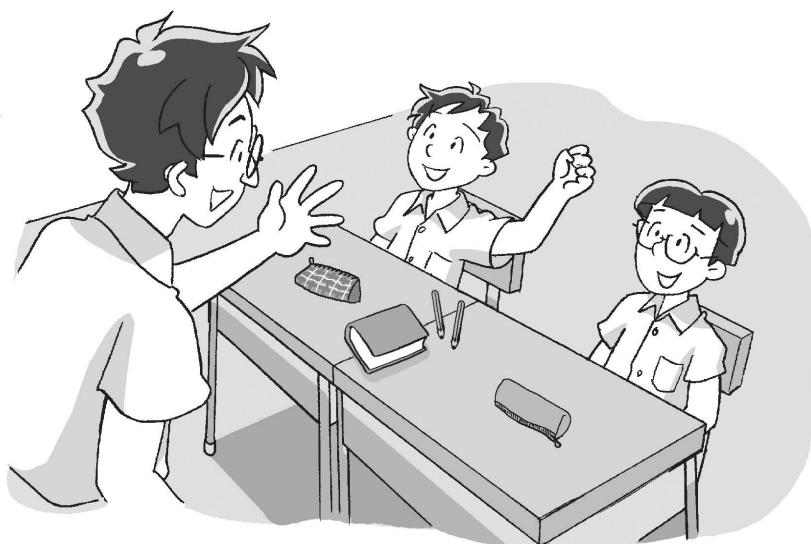
Tom: No. (3) My pencils are sharp.

And they're in my pencil case.

Ben: Oh, they're my pencils.

Mr Zhang: (4) Put your pencils in your pencil case, please.

Ben: All right, Mr Zhang.



## H Read and write (读故事, 填空完成句子)

Is this your picture, Jim? It's nice.

①



Yes, it's my picture.  
Thanks, Billy.

Your pencils are new.

②



They're not my pencils. They're Helen's. My pencils are old.

Look at these brushes (笔刷). They're thick. Are they Helen's brushes too?

③



No. They're Mary's brushes.  
Helen's brushes are thin.

Hey! These are my felt pens (毡头笔).

④



No, Billy. These are my felt pens. My felt pens are long. Those are your felt pens. Your felt pens are short.

⑤

Whose crayons (蜡笔) are these? They're blunt.

⑥

They're your crayons, Billy.



1 Jim's pencils are old.

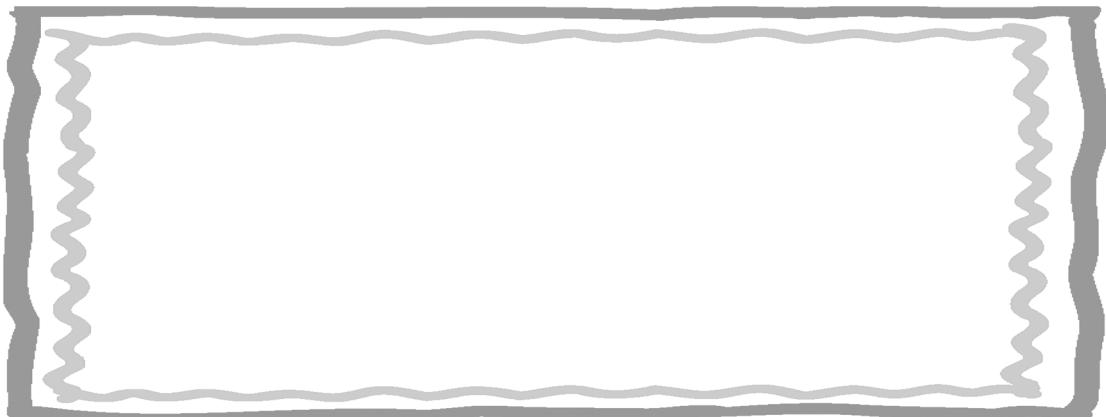
2 Mary's brushes are thick.

3 Billy's felt pens are short.

4 Billy's crayons are blunt.

## Task: A picnic (一次野餐)

- A Think and draw (假设你正在野餐, 你都带了些什么? 在方框里画一画)



- B Ask and answer (你的同学都带了些什么? 根据提示与同学互相问答, 并完成表格)

S1: Whose ... is this/that/are these/those?

S2: It's/They're ... Touch it. How does it feel?

S1: It's ...

S2: Smell and taste it. Is it ... or ...?

S1: It's ...

Name	Food	Drinks		

- C Think and write (根据练习A和B的结果写一写)

It is \_\_\_\_\_ (weather). We have a picnic in the park.

I have \_\_\_\_\_.

It is/They are \_\_\_\_\_.

\_\_\_\_\_ (name) has \_\_\_\_\_.

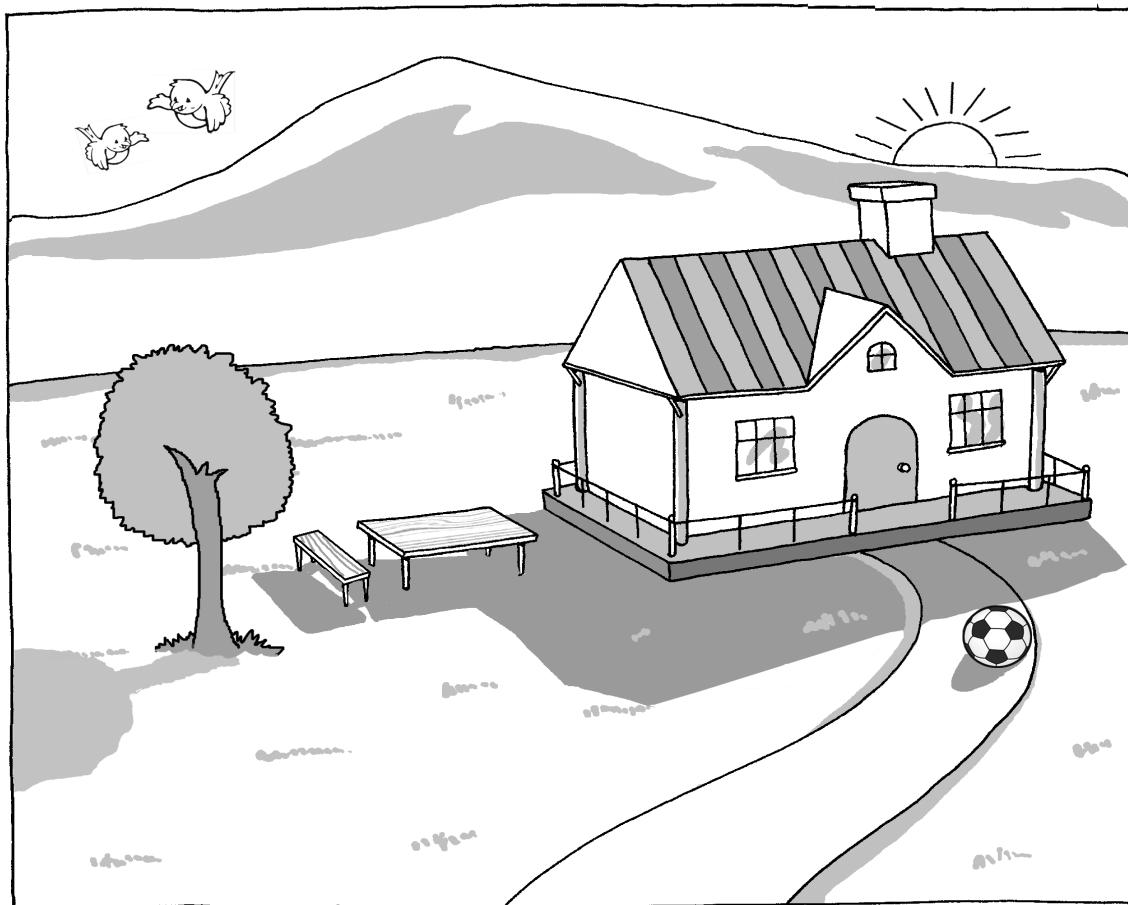
It is/They are \_\_\_\_\_.

# 3 → Look at the shadow!

## A Listen and choose (听录音，选出听到的内容)

- ( b ) ① a beach      b bench      c peach  
( a ) ② a lawn      b path      c hill  
( a ) ③ a path      b park      c pear  
( c ) ④ a behind the mountain  
          b beside the hill  
          c behind the hill  
( c ) ⑤ a rises      b goes up      c goes down  
( b ) ⑥ a In the morning, the sun rises.  
          b At noon, the sun is high in the sky.  
          c At noon, the sun shines in the sky.

**B Listen and draw** (听录音，在图中画出相应的景物)



## C Listen and write (听录音, 填空完成短文)

In the morning, the sun rises. Mr Li does some exercises (锻炼) under the tree in his garden. Then he has breakfast and goes to work (工作).

The sun goes down in the evening. Mr Li goes home. After dinner (晚餐), Mr and Mrs Li take a walk on the path near their house.

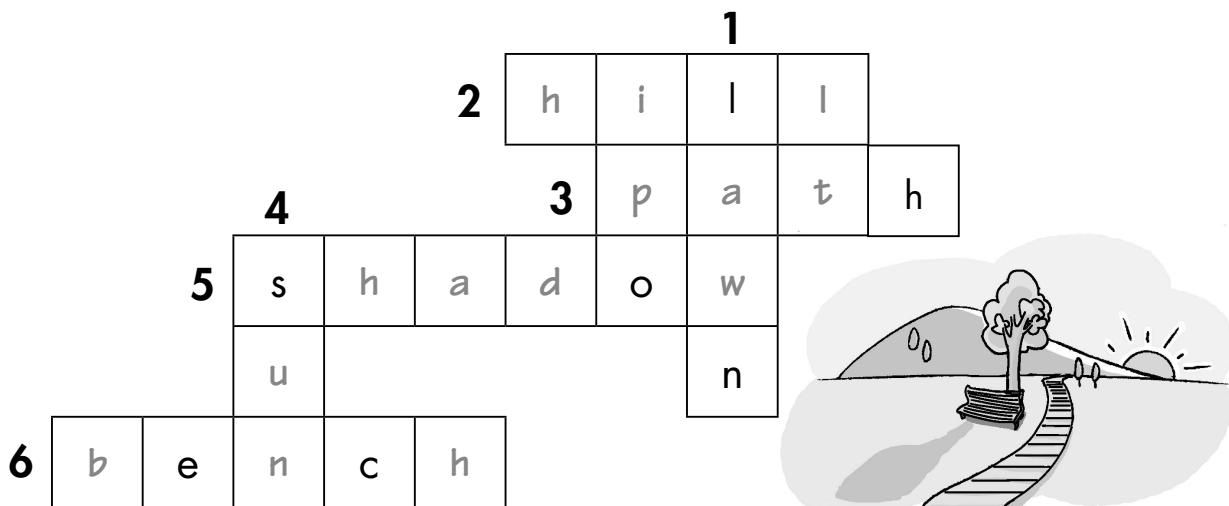
## D Look and say (看图, 根据提示说一说)



It's evening. The sun ...  
The ...'s shadow is/grows ...



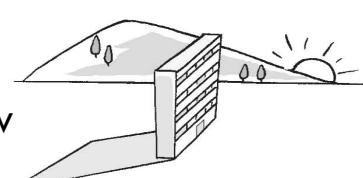
## E Look, think and write (看图想一想, 填空完成字谜)



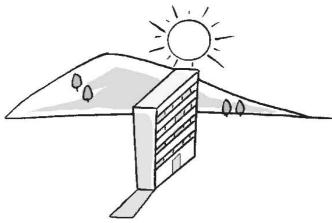
## F Look, read and complete (看图读一读, 选词填空完成短文)

long	short	in front of	behind	high
rises	hill	goes down	beside	grows

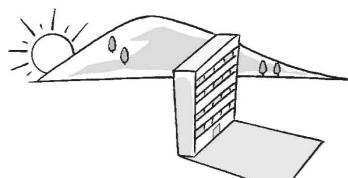
① The sun rises behind the hill in the morning. The building's shadow is long. It is behind the building.



② The sun is high in the sky at noon. The building's shadow grows short. It is beside the building.



③ The sun goes down in the evening. The building's shadow grows long again. It is in front of the building.



## G Look, read, draw and answer (看图读一读, 在图中画出汽车影子, 然后回答问题)

①



The sun rises in the east (东方). It is red. The car's shadow is very long.

What time of day is it?

It is morning.

②

The sun is high in the sky, and the car's shadow grows very short.

Is it in the morning?

No, it isn't.

What time of day is it?

It is noon.



③



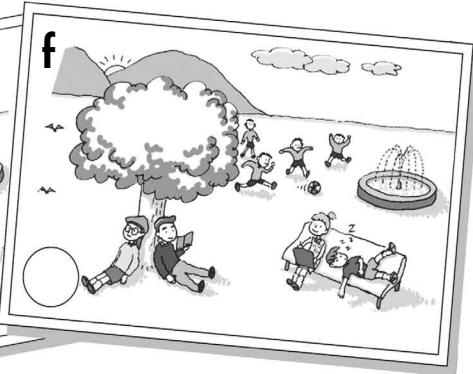
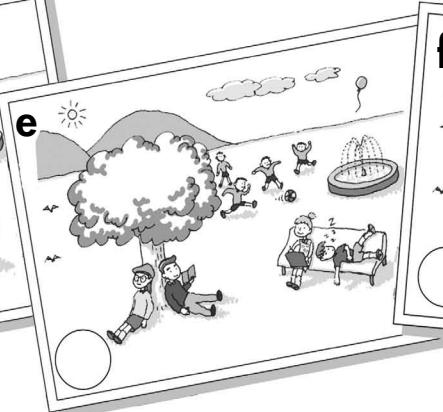
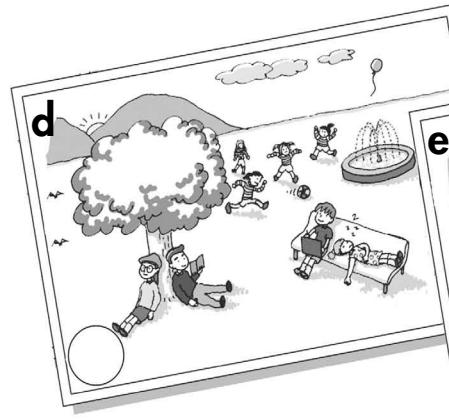
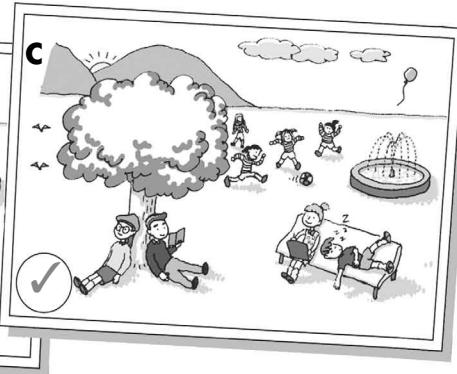
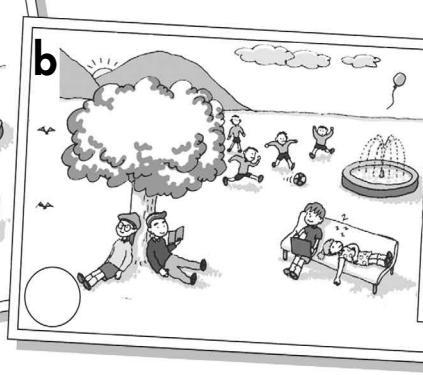
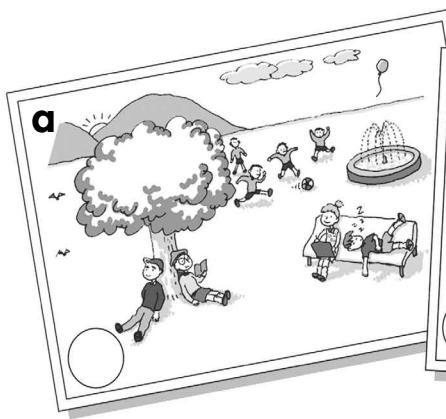
It is evening. The sun goes down in the west (西方).

Does the car's shadow grow short or long?

It grows long.

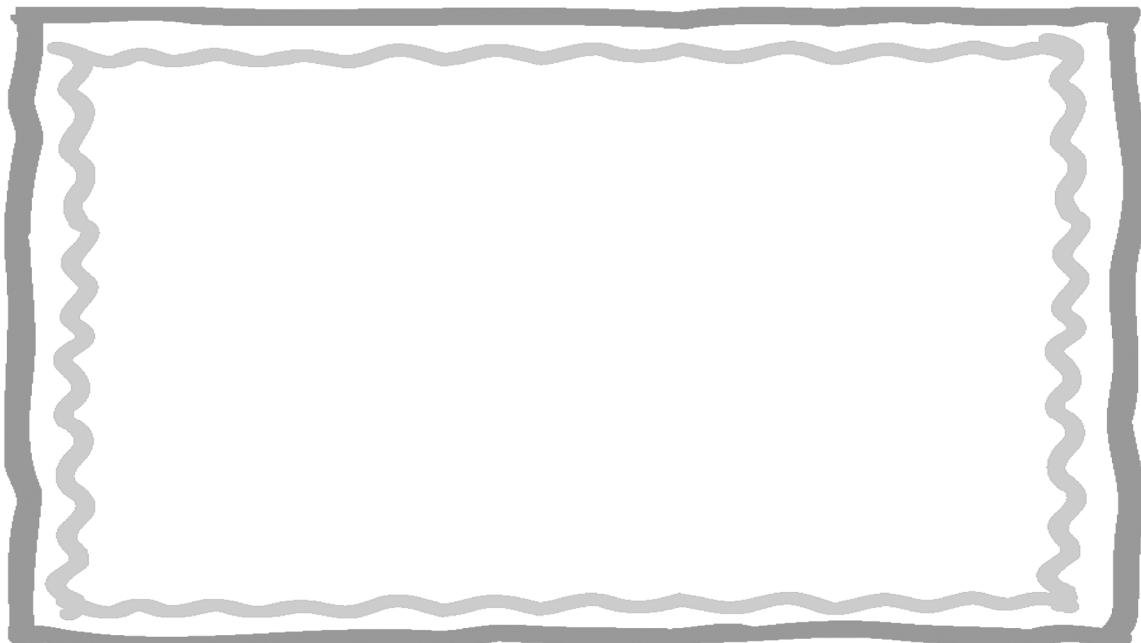
## H Look, read and tick (看图读短文, 分辨下面六幅图中哪一幅与短文的描述一致, 将它勾出来)

The Lins live near a nice park. They often go to the park at weekends (周末). Mr and Mrs Lin like sitting under a big tree. Mr Lin always reads there and Mrs Lin often watches the birds. There is a bench in the park. Ivy often sits on the bench and paints pictures. She likes painting. Her brother does not like painting. He likes sleeping. He always sleeps beside his sister on the bench. There is a nice fountain in the park too. Some girls often play football near the fountain. Look! There is a balloon above (在……上方) the fountain! Whose balloon is that?



## Task: This is our school (这是我们的学校)

- A Stick or draw, think and say (贴或画一张学校主教学大楼的图片, 想一想, 不同时间它在地面的影子是怎样的? 然后根据提示与同学互相问答)



What time of day is it?

Is it short or long?

How is ...'s shadow?

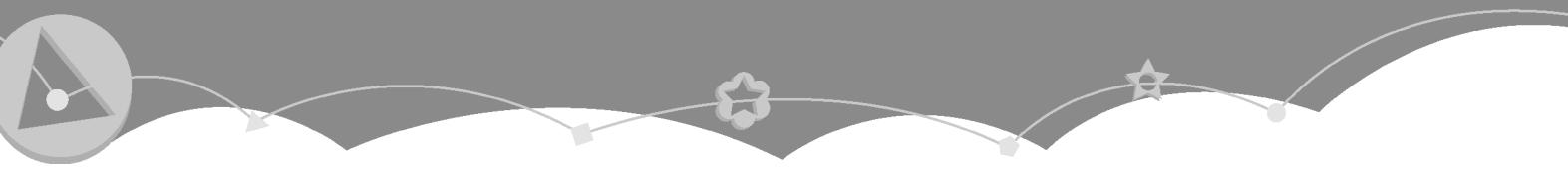
- B Think and write (想一想, 写一写早晨、中午和下午学校主教学大楼影子的变化)

This is our classroom building.

In the morning, \_\_\_\_\_

At noon, \_\_\_\_\_

In the evening, \_\_\_\_\_



# Module Revision (1)

## A Listen and choose (听录音, 选出听到的内容)

- ( b ) ① a smell and taste    b smell and touch    c touch and eat
- ( c ) ② a blunt pens    b brown pencils    c blunt pencils
- ( a ) ③ a round and purple grapes    b sour and purple grapes  
c round and green grapes
- ( b ) ④ a Are these sketchbooks Kitty's or Jill's?  
b Are these storybooks Kitty's or Jill's?  
c Are those storybooks Kitty's or Jill's?
- ( a ) ⑤ a The tree's shadow is on the path.  
b The tree's shadow is on the lawn.  
c The tree's shadow isn't on the path.
- ( c ) ⑥ a The sun goes down behind the hill.  
b The sun rises high in the sky.  
c The sun goes down in the evening.

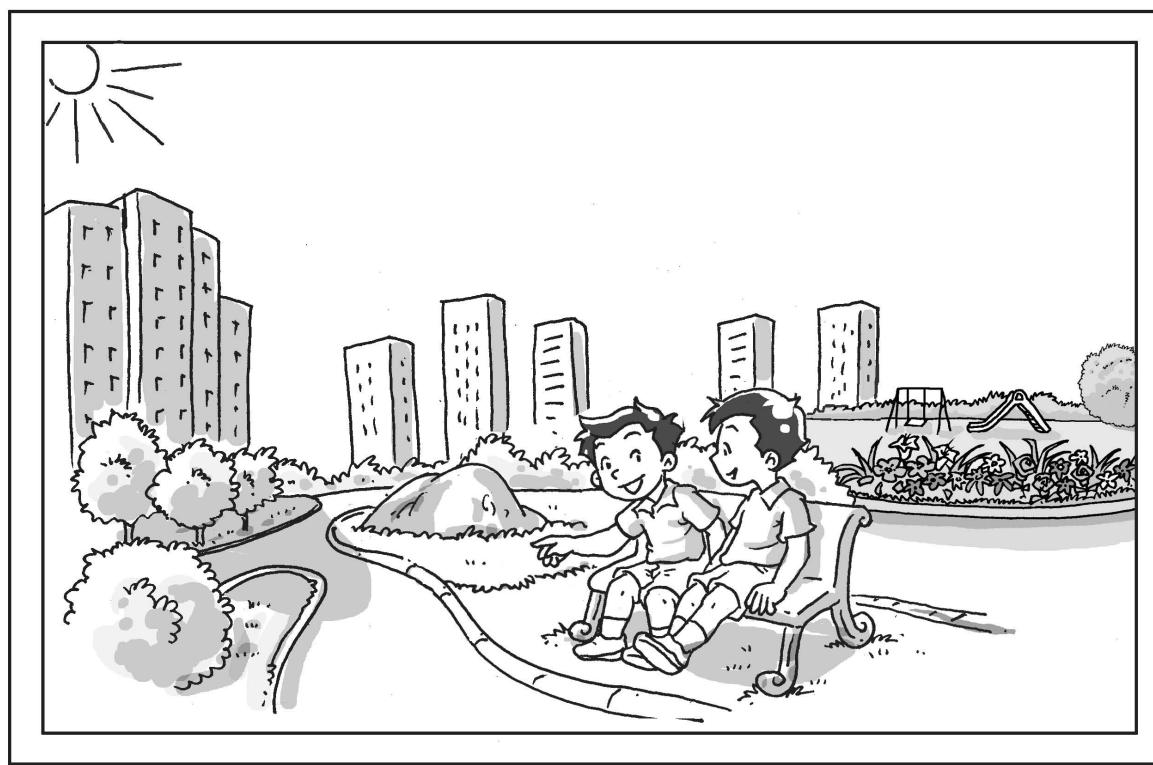
## B Listen and choose (听录音, 选出正确的应答)

- ( a ) ① a It's a plum, I think.    ( c ) ② a It's sweet and sour.  
b Yes, it's a plum.    b It's strawberry juice.  
c No. It's a plum.    c It's hard and rough.
- ( a ) ③ a They're Mark's.    ( b ) ④ a Thank you.  
b He's Mark.    b Sure. Here you are.  
c They're chocolates.    c You're welcome.
- ( b ) ⑤ a It's a bench.    ( c ) ⑥ a It's me.  
b It's short.    b I have a schoolbag.  
c It's the afternoon.    c It's my schoolbag.

### C Listen and choose (听录音, 选出正确的答案)

- ( a ) ① a She has a sweet.    b A rubber.    c She has a bag.
- ( b ) ② a It's Peter's.    b They're Jill's.    c They're Peter's.
- ( a ) ③ a It's soft and smooth.  
b It's hard and smooth.  
c It's hard and rough.
- ( c ) ④ a In the sky.  
b On the tree.  
c On the path.

### D Look and say (看图, 根据提示介绍图中的小区花园)



This garden is beautiful.

There is/are ... It's/They're ...

Look! The sun is ... It's ...

...'s shadow is ...



## E Look, tick and complete (看图勾一勾, 填空完成句子)



thick					✓		
thin				✓			
sharp							✓
blunt						✓	
big		✓					
small	✓						
long						✓	
short							✓

- ① Kitty: These rubbers are small.  
Alice: Those rubbers are big.
- ② Kitty: These sketchbooks are thin.  
Alice: Those sketchbooks are thick.
- ③ Kitty: These pencils are long and blunt.  
Alice: Those pencils are short and sharp.

## F Look, read and complete (看图读一读, 填空完成对话)

① Take one thing.  
What is it?



Whose book  
is it?

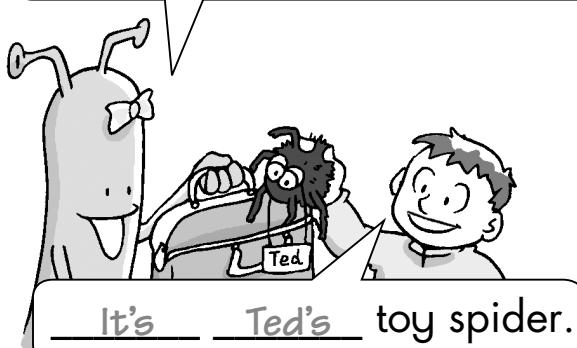
It's Mark's book.

② Take one thing. What  
is it?



It's a ruler.  
It's Mark's too.

③ Wow! It's a toy  
spider! Is it Ben's  
or Ted's?



It's Ted's toy spider.

④ Whose rubber is this?



It's Ben's rubber.

## G Read and write (读一读, 根据提示词填空完成句子)

① The girl is tired. She likes sitting on the bench (bench).

② At noon, the sun is high in the sky (sky).

③ The sun goes down in the evening (evening).  
The building's shadow grows long.

④ —Taste it. Is it a watermelon or a lemon (watermelon, lemon)?  
—It's sweet. It's a watermelon.

⑤ — Whose knife is it/this (whose)?  
—It's my knife.

## H Read and complete (读短文，填空完成句子)

### Dogs are colour-blind (色盲的)

Dogs are man's good friend. Some dogs are big, and some dogs are small. Dogs are very clever, but they cannot see colours. They are colour-blind. In a dog's eyes, everything is black, white and grey.



How can a dog hunt (捕猎) for food then? Dogs can run very fast. They can hear and smell very well too.

Many animals cannot see colours. Lions, tigers, cats, cows and sheep are all colour-blind. But monkeys can see colours. Many birds, fish and insects can see colours too.



- 1 In a dog's eyes, everything is black, white and grey.
- 2 Dogs cannot see colours, but they can hear and smell very well.
- 3 Dogs, lions, tigers, cats, cows and sheep cannot see colours.
- 4 Monkeys and many birds, fish and insects can see colours.



# Module 2 My favourite things

## 1 Sports

### A Listen and choose (听录音, 选出听到的内容)

- ( a ) ① a badminton      b basketball      c swimming
- ( c ) ② a football      b basketball      c volleyball
- ( b ) ③ a draw      b join      c play
- ( b ) ④ a playing volleyball      b playing football  
c playing basketball
- ( a ) ⑤ a on the path      b on the lawn      c on the hill
- ( c ) ⑥ a a volleyball match      b a badminton match  
c a basketball match

### B Listen and choose (听录音, 选出正确的应答)

- ( a ) ① a I like playing badminton.  
b Yes, I often play badminton.  
c She likes playing badminton.
- ( c ) ② a She likes skipping.      b No, he doesn't.  
c No, she doesn't.
- ( a ) ③ a Yes, he does.  
b He likes playing table tennis.  
c He often plays table tennis in the evening.
- ( b ) ④ a Jill likes playing volleyball.  
b It's Jill's, I think.  
c She doesn't like playing volleyball.
- ( c ) ⑤ a Kitty wants to join the club.  
b Kitty is in the library.  
c I don't know. Let's go and ask her.
- ( b ) ⑥ a I like playing football.      b Sure. I'd love to.  
c Yes, I like it.

## C Listen and complete (听录音, 根据首字母提示填空完成短文)

There are many clubs in my school. They are the Badminton Club, Table Tennis Club, Swimming Club, Running Club, Singing Club, Dancing Club and Painting Club. I like playing badminton and playing table tennis. I like swimming in the pool and running in the playground. I like sports. I like singing and dancing. I like painting beautiful pictures too! They are so fun! Can I join all these clubs?

## D Complete and say (填空完成下列表格, 介绍你的同学喜欢和不喜欢的运动, 然后互相问答)

Name ↙ ↘	table tennis	badminton	football	volleyball	basketball	

... likes..., but he/she  
doesn't like ...



S1: Does ... like ...?

S2: Yes, ... does./No, ... doesn't.

## E Look and write (看图, 写出相应的单词或词组)

①



play volleyball

②



play basketball

③



play badminton

④



swim

⑤



play table tennis/  
ping-pong

⑥



play football

## F Read and complete (读一读, 用所给动词的适当形式填空完成句子)

- ① — Does (do) Jill like playing basketball, Danny?  
— Yes, she does (do).

- ② — Do (do) you like playing volleyball?  
— No, I don't (do). I like playing (play) table tennis.

- ③ Mike likes (like) running on the path with his father in the morning.

- ④ Ben likes (like) playing basketball and he wants to join (join) the school basketball club.

- ⑤ — Does (do) your mother play sports at weekends?  
— Yes, she does (do). She likes (like) playing table tennis with her friends.

## G **Read, choose and complete** (读一读, 选择适当的句子, 填空完成对话)

- a Would you like to join it too?
- b How about you, Mark? Do you like sports?
- c Can you help me?
- d What do you like, then?

Mark: What do you like doing after school, Ted?

Ted: I often play badminton with my father at weekends. I like playing badminton in the garden.

(1) How about you, Mark? Do you like sports?

Mark: No, I don't. Sports make me feel tired.

Ted: (2) What do you like, then?

Mark: I like chocolates, sweets and biscuits. They're tasty (美味的).

Ted: Don't eat so many sweet things. It's not good for you. You need exercise. There are many sports clubs in our school. I want to join the Basketball Club.

(3) Would you like to join it too?

Mark: I'd love to, but I can't play basketball very well.

(4) Can you help me?

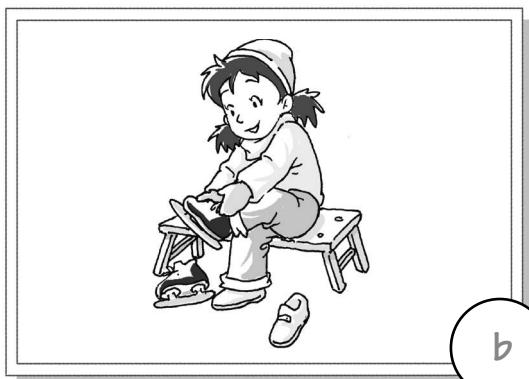
Ted: Yes, of course.

Mark: OK. I can have a try (试一试).

## H Look, read and match (看图读一读，将相应的文字与图配对)

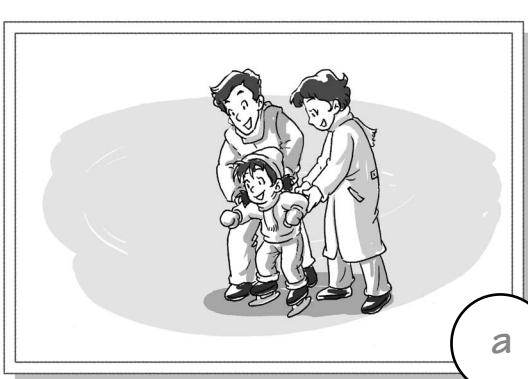
- a Try to stand up on the ice. You can ask your parents to help you.
- b Put on your ice skates.
- c Now you can ice-skate with your friends. Isn't it fun?
- d Try to move and stop on the ice. You can use the rail (栏杆) to help you.

1



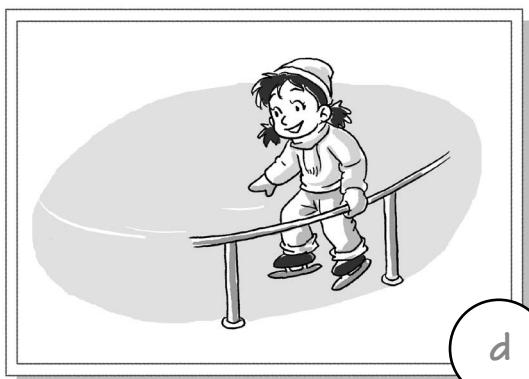
b

2



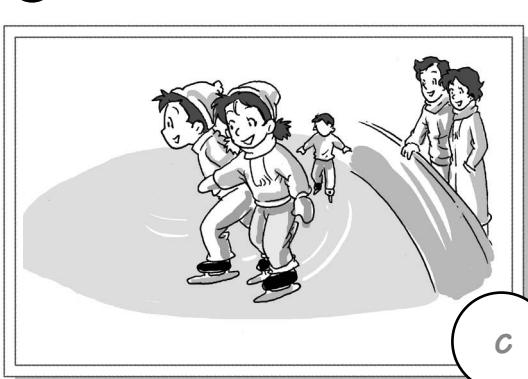
a

3



d

4



c

## Task: My family love sports! (我们全家爱运动!)

### A Think and write (写一写你家人和亲戚喜欢的运动)

Grandfather	_____	Grandmother	_____
Father	_____	Mother	_____
Brother	_____	Sister	_____
Uncle	_____	Aunt	_____
Me	_____	Cousin	_____

### B Ask and answer (根据提示与同学交流, 看看他们的家人喜欢什么运动)

Can your ...?

Does ... like ...?

What can ...?

What sports does your ... like?

Do you like playing ...?

### C Think and write (邀请某位同学及其家人下个周末一起锻炼。请将邀请时的对话写下来)

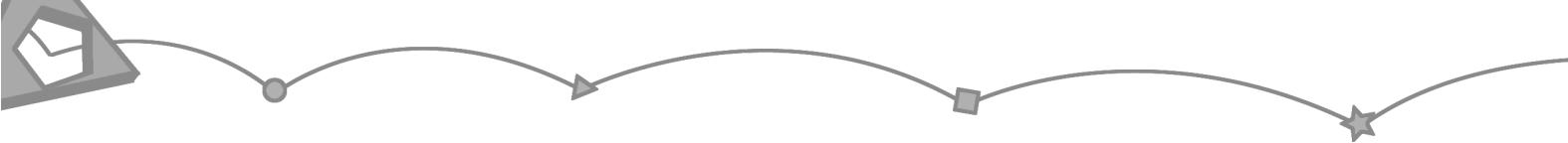
\_\_\_\_\_: Do you like playing \_\_\_\_\_?

\_\_\_\_\_: \_\_\_\_, I \_\_\_\_\_.  
\_\_\_\_\_: Does your \_\_\_\_ like \_\_\_\_\_?

\_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_: My \_\_\_\_ likes \_\_\_\_\_ too.

Would you \_\_\_\_\_?  
\_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_: What about \_\_\_\_\_?  
\_\_\_\_\_: \_\_\_\_\_



## 2 Cute animals

## A Listen and choose (听录音, 选出听到的内容)



## **B Listen and choose** (听录音, 选出正确的应答)

- ( a ) ① a Sam likes bones and meat.      b Sam likes fish.  
c I like Sam.

( c ) ② a They don't like milk.                  b Yes, they don't like grass.  
c They like meat.

( a ) ③ a Yes, she likes playing ball games with Peter.  
b She likes playing ball games with Peter.  
c She likes eating fish and meat.

( c ) ④ a He likes dog food.                  b Yes, he likes cat food.  
c No, he doesn't like dog food at all.

( a ) ⑤ a A cat eats fish.                  b No, it doesn't.  
c The cat likes sleeping.

( b ) ⑥ a He has cats, fish and parrots.  
b He likes dogs, cats and parrots.  
c He wants dogs, fish and tortoises.

## C Listen and complete (听录音, 填空完成短文)

Tim's grandfather has a pet <sup>(1)</sup> dog. Her name is Pangpang. She is <sup>(2)</sup> two years old. Pangpang likes eating <sup>(3)</sup> meat and cakes. She likes drinking <sup>(4)</sup> milk and juice. Pangpang can play ball games with Tim's <sup>(5)</sup> grandfather.

Tim's grandmother <sup>(6)</sup> doesn't like Pangpang. Pangpang often puts her books on the floor. Pangpang is naughty.

## D Look, ask and answer (看图, 根据提示与同学互相问答)

Name: Rex Age: 2  
Colour: brown and yellow  
Food: bones, dog food

Name: Giny Age: 1  
Colour: red and white  
Food: fish food

Name: Buddy Age: 1  
Colour: yellow  
Food: rice, bird food

Name: Ratty Age: 3  
Colour: grey  
Food: rice, corn

Name: Ruby Age: 2  
Colour: white  
Food: carrots, grass

Name: Kitty Age: 3  
Colour: white  
Food: fish, cat food

Does ... like ...?

How old is ...?

What colour is ...?

What food does ... eat?

Which animal do you like?

What's his/her name?

## E Look, read and complete (看图读一读, 填空完成对话)

Mr Liu has some animals. The children like these animals.

①

Hello, Mr Liu! This fish is cute. What's its name?

Its name is Milly.



②

Hello, Mr Liu! This rabbit is cute. What's its name?

Its name is Joey.



What does Milly  
eat, rice or meat?

She eats  
fish food.

What does Joey eat?

He eats carrots.

③

Hello, Mr Liu!  
Polly is naughty.

Yes, she is.



What does she  
like doing?

She likes singing.

④

Hello, Mr Liu! Does  
Bobby like bananas?

Yes, he does.



What else does  
he eat?

He eats peaches too.

**F Read and tick** (读一读两位小朋友关于各自宠物的描述，在正确的图下打√)

①

I have a pet dog.  
He is black.  
He is very brave.  
He can run fast.  
He can jump high.  
He likes bones and milk.  
He has long legs and a short tail.  
I like him very much.

Philip

a



( )

b



( )

c



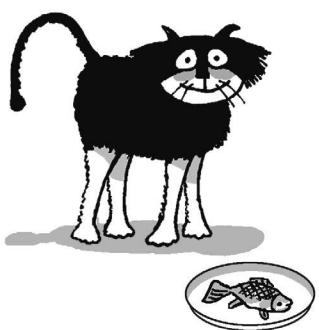
( ✓ )

d

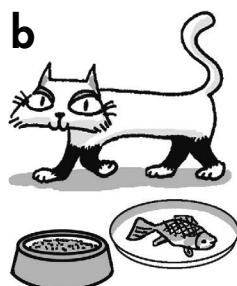


( )

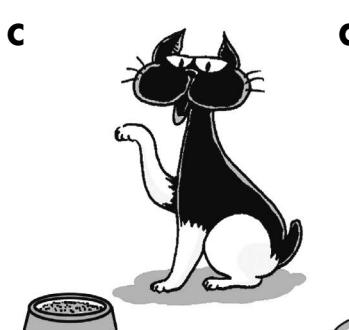
②



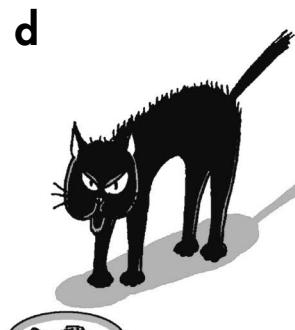
( ✓ )



( )



( )



( )

What is my pet?

She is a cat.

Her eyes are big.

Her teeth are sharp.

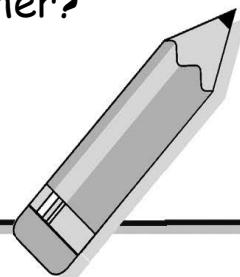
She has a long tail.

Her body is black, but her legs are white.

She likes fish very much, but she does not like cat food at all.

Do you like her?

Ivy



## G Read and answer (读短文，回答问题)

### The tortoise and the rabbit

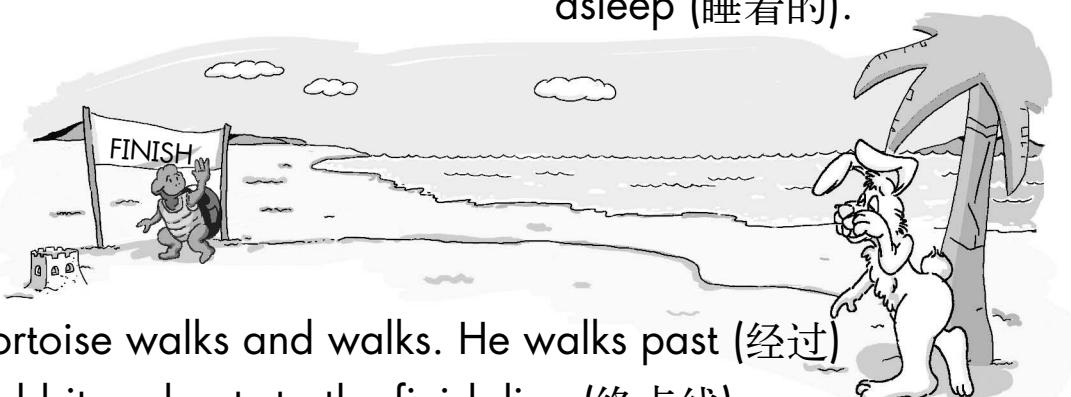
1



2



3



Tortoise walks and walks. He walks past (经过) Rabbit and gets to the finish line (终点线).

Tortoise wins!



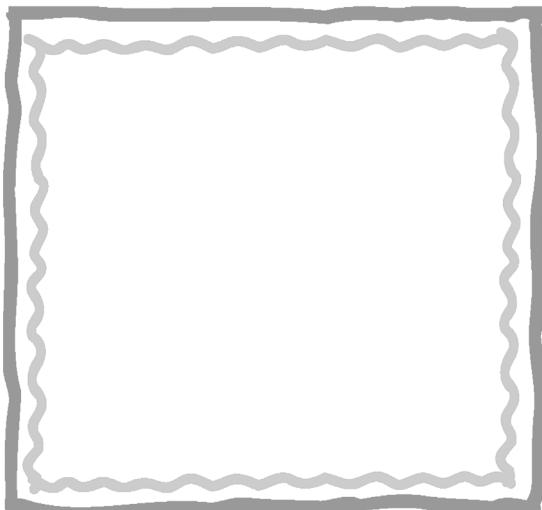
1 What does Rabbit love? Rabbit loves running.

2 Who runs fast, Rabbit or Tortoise? Rabbit.

3 Who wins the race? Tortoise.

## Task: We like small animals! (我们喜欢小动物! )

- A Draw and complete (请画出你喜欢的小动物, 假设它是你的宠物, 为它填写信息卡)



Animal:	_____
Name:	_____
Age:	_____
Colour:	_____
Favourite food:	_____
_____	

- B Ask and answer (根据提示与同学互相问答, 了解同学喜欢哪些小动物以及它们的相关信息)

S1: What animal do you like?

S2: I like ...

S1: Do you have a pet?

S2: Yes, I do.

S1: What's its name? / How old is ...? / What colour is ...?

S2: ...

S1: What does he/she like eating?

S2: ... likes ...

S1: And what doesn't he/she like eating?

S2: ... doesn't like ...

- C Think and write (根据练习B的结果, 写一写某位同学喜欢的动物)

\_\_\_\_\_ likes \_\_\_\_\_.  
Its name is \_\_\_\_\_.  
He/She is \_\_\_\_\_ (age). He/She is \_\_\_\_\_ (colour).  
His/Her favourite food is \_\_\_\_\_.  
He/She does not like \_\_\_\_\_ at all.



## 3> Home life

### A Listen and circle (听录音, 圈出听到的内容)

- ① I'm **making a model ship**/flying a model plane in my bedroom.
- ② Grandma is cooking **dinner**/breakfast in the kitchen.
- ③ Mum and Dad are **running**/**walking** on the path.
- ④ Joe is doing his homework in **the living room**/**his bedroom**.
- ⑤ My mother is **looking at**/**washing** a dress.
- ⑥ The cat is **sitting**/**sleeping** beside Grandmother.

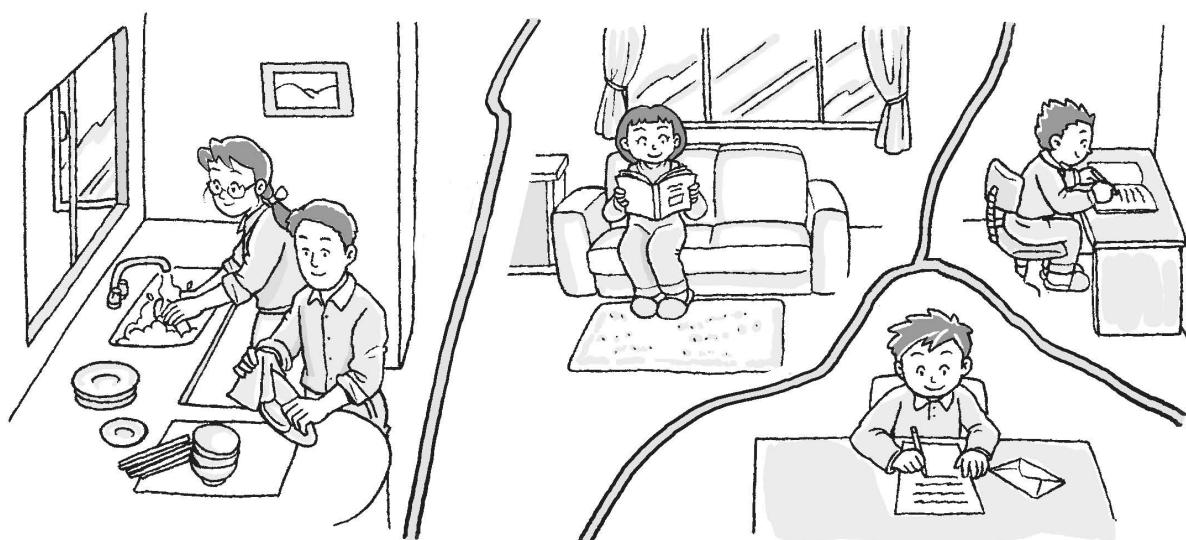
### B Listen and choose (听录音, 选出正确的答案)

- ( a ) ① a He's doing his homework.  
b He's in his bedroom.  
c He's making a model plane.
- ( c ) ② a She's cooking dinner.  
b Come and help Maggie.  
c She's in the kitchen.
- ( a ) ③ a Jessie is playing badminton with her mother.  
b Jessie is riding a bicycle in the park.  
c Jessie likes playing badminton and riding a bicycle.
- ( b ) ④ a He's playing basketball on the playground.  
b He's washing the dishes in the kitchen.  
c He's a good boy.

## C Listen and complete (听录音, 填空完成下面的表格)

	usually	today
Father	watches TV	(1) <u>is cooking</u> dinner
Jacky	makes <sup>(2)</sup> <u>models</u>	(3) <u>is washing</u> the dishes in the <sup>(4)</sup> <u>kitchen</u>
Mary	does her homework	is cleaning the table
Mother	washes the dishes	(5) <u>is reading</u> a book in the <sup>(6)</sup> <u>living room</u>

## D Look and say (看图, 根据提示说一说)



S1: What's ... doing?

S2: ... is ...

## E Read, choose and complete (读一读, 选词填空完成句子)

- ① In spring, they usually play (play/playing) games outside.
- ② We are making (is making/are making) sandwiches at home.
- ③ My brother is making (is making/make) a model car in the living room.
- ④ We usually do (are doing/do) our homework in the evening.
- ⑤ My mother is cooking (cook/is cooking) dinner in the kitchen.
- ⑥ Grandfather is telling (tell/is telling) us a fairy tale. We like it very much.

## F Look, read and complete (看图读一读, 选词填空完成句子)

bedroom  
bathroom

living room  
kitchen

making  
doing

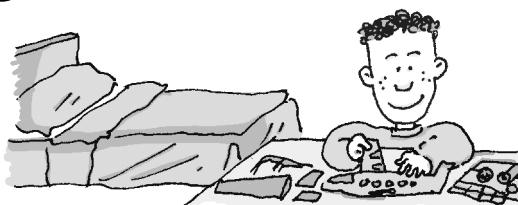
cooking  
washing

①



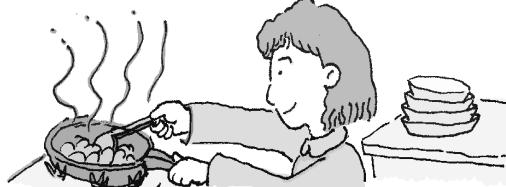
Kasha is in the living room.  
She is doing a puzzle.

②



David is in the bedroom.  
He is making a model plane.

③



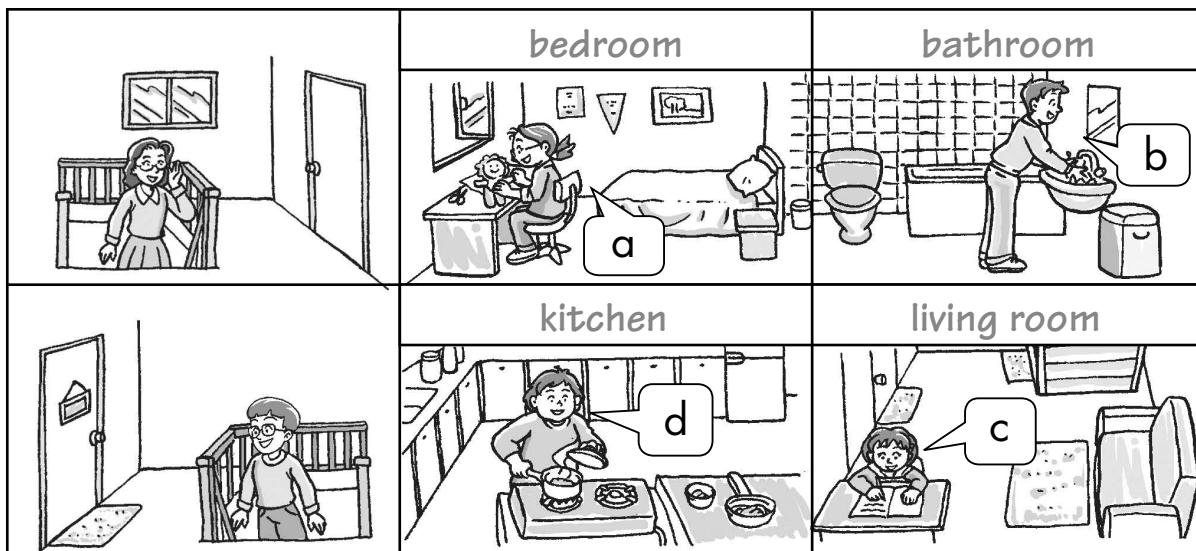
Mrs Lin is in the kitchen.  
She is cooking dinner for her family.

④



Mr Lin is in the bathroom.  
He is washing his hands.

## G Look, label and complete (看图, 标出人物所在房间, 然后填空完成对话)



① Kitty! <sup>(1)</sup>Where are you?

a I'm in the <sup>(2)</sup>bedroom.  
I'm <sup>(3)</sup>making a doll.

Ben! Where <sup>(4)</sup>are you?

b I'm in the <sup>(5)</sup>bathroom.  
I'm <sup>(6)</sup>washing my hands.

② Alice! <sup>(7)</sup>Where are you?

c I'm <sup>(8)</sup>in the living room.  
I'm <sup>(9)</sup>doing my <sup>(10)</sup>homework.

Mum! <sup>(11)</sup>Where are you?

d I'm <sup>(12)</sup>in the kitchen. I'm <sup>(13)</sup>cooking dinner.

## H Read and choose (读短文，选词填空完成短文)

### Friday evening

It is Friday evening.

I usually <sup>(1)</sup> my homework in my bedroom after dinner, but today I am <sup>(2)</sup> a model ship in the living room. My father is sitting next to me. He <sup>(3)</sup> helping me. My grandfather and grandmother always <sup>(4)</sup> out for a walk, but today they are <sup>(5)</sup> TV in the living room. My mother usually <sup>(6)</sup> the room after dinner, but today <sup>(7)</sup> is reading some interesting books.

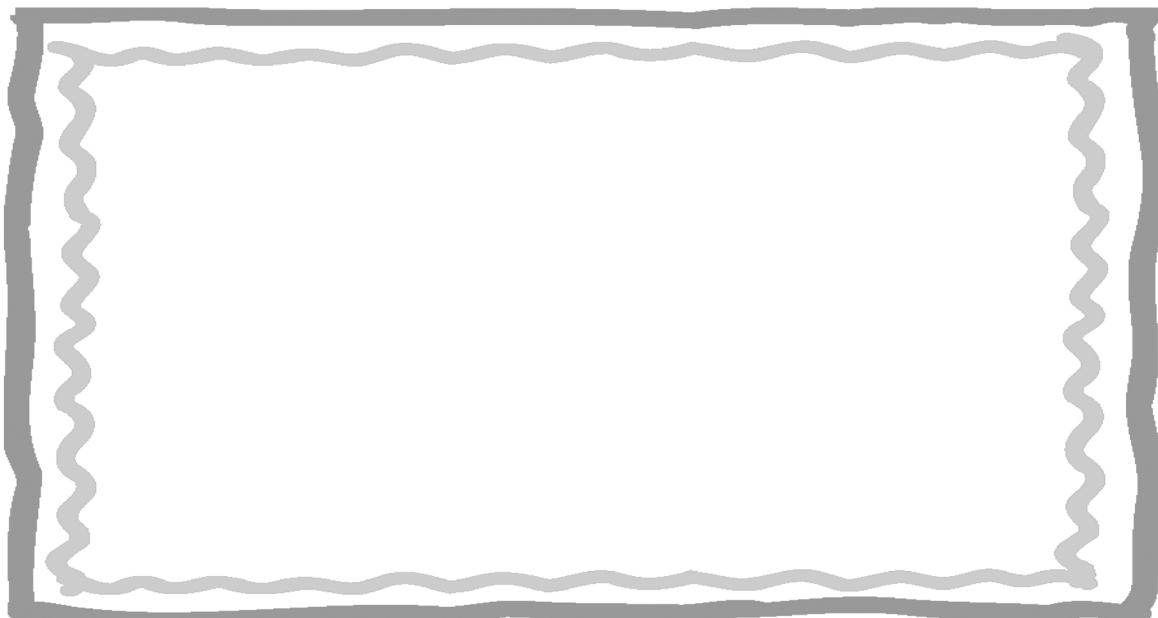
Look at our lovely dog! Her name is Puffy. She is busy now. She is <sup>(8)</sup> a ball beside the table.



- |                        |              |             |
|------------------------|--------------|-------------|
| ( a ) 1 a do           | b does       | c doing     |
| ( c ) 2 a make         | b makes      | c making    |
| ( b ) 3 a am           | b is         | c are       |
| ( a ) 4 a go           | b goes       | c going     |
| ( b ) 5 a watch        | b watching   | c watches   |
| ( c ) 6 a clean        | b cleaning   | c cleans    |
| ( a ) 7 a she          | b he         | c it        |
| ( a ) 8 a playing with | b plays with | c play with |

## Task: Saturday morning (周六上午)

- A Think and draw (想一想, 画一画你家人周六上午都在忙什么?)



- B Ask and answer (根据练习A的图与同学互相问答)

S1: It's Saturday morning. What's your ... doing?

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

S1: Is ... (doing)?

S2: Yes, he/she is./No, he/she isn't.

S1: Does ... like ... (doing)?

S2: Yes, he/she does./No, he/she doesn't.

- C Think and write (想一想, 写一写你家周六上午的生活)

It is Saturday morning now.

Look! My father is \_\_\_\_\_.

My \_\_\_\_\_.

My \_\_\_\_\_.

And I am \_\_\_\_\_.



# Module Revision (2)

### A Listen and choose (听录音，选出听到的内容)

- ( c ) ① a path                          b room                          c gym

( b ) ② a Basketball Club      b Football Club      c Volleyball Club

( c ) ③ a a pair of sunglasses                          b a pair of glasses  
c a pair of swimming goggles

( c ) ④ a Sam does not like cat food at all.  
b Sam likes dog food.  
c Sam does not like dog food at all.

( b ) ⑤ a It's his favourite food.                          b It's his favourite sport.  
c Sam likes running in the garden.

( a ) ⑥ a Mr Chen is playing football with Peter in the garden.  
b Mr Chen is playing basketball in the garden.  
c Mr Chen is playing badminton with Sally in the garden.

## **B Listen and choose** (听录音, 选出正确的应答)

- ( a ) ① a I'm making a kite in my bedroom.  
b Yes, I'm making a kite in the bedroom.  
c He's making a kite in the bedroom.

( b ) ② a She's flying a kite outside.  
b He's riding his bicycle in the park.  
c We're doing exercises outside.

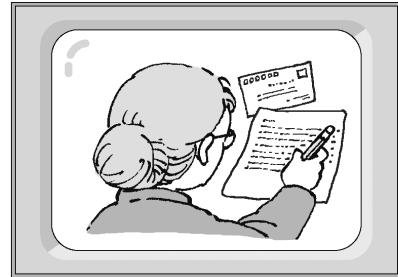
( a ) ③ a Min likes fish. b Min looks happy. c Min is a cat.

( c ) ④ a Yes, she can. b She helps Milly. c Yes, she does.

( c ) ⑤ a I'm a student. b I'm reading books. c Me too.

( b ) ⑥ a I like playing basketball.  
b He likes playing table tennis in the gym.  
c He doesn't like skipping.

**C Listen and write** (听录音, 分辨录像中的人是谁, 将其身份填在横线上)



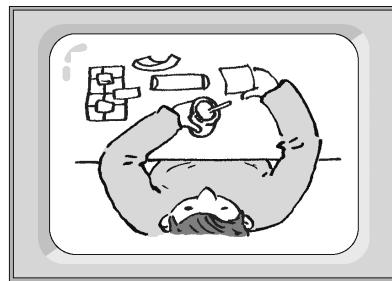
May's <sup>(1)</sup> aunt

May's <sup>(2)</sup> grandmother



May's <sup>(3)</sup> cousin

May's <sup>(4)</sup> mother



May's <sup>(5)</sup> uncle

**D Look and say** (看图, 根据提示说一说)



S: They're at the beach.  
It's beautiful.  
... is/are ... (doing)  
They are having a  
good time.

## E Read, choose and complete (读一读, 根据上下文选出正确的词, 并用其适当形式填空完成句子)

do like make cook play wash jump

1

Jill is doing her homework in her bedroom.

2

Mum is cooking dinner in the kitchen.

3

Danny is making a model plane in the living room.

4

Dad is washing his hair in the bathroom.

5

Peter likes playing volleyball and football.

6

—Does Kitty like playing table tennis?  
—Yes, she does.

7

—What does Joe like?  
—Joe likes playing football and table tennis.

8

—What does Superfrog like doing?  
—Superfrog likes jumping high.

9

—What does Ginger like?  
—Ginger likes fish.

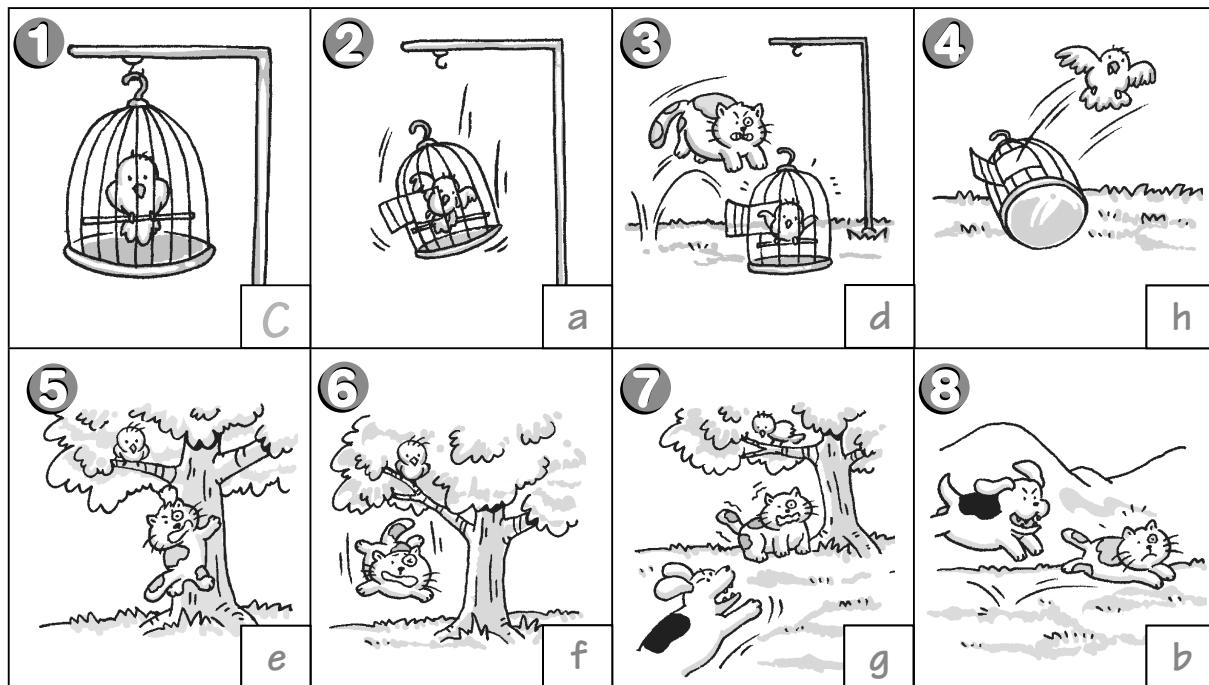
10

—Does Sam like dog food?  
—No, he doesn't like it at all.

## F Look, read, match and write (看图读一读, 将图与相应的句子配对, 然后按顺序写一写)

- a The cage is falling.
- b The dog is chasing the cat.
- c The bird is in the cage (笼子).
- d The cat is jumping.

- e The cat is chasing the bird.
- f The cat is falling.
- g The dog is running.
- h The bird is flying.



1 The bird is in the cage.

2 The cage is falling.

3 The cat is jumping.

4 The bird is flying.

5 The cat is chasing the bird.

6 The cat is falling.

7 The dog is running.

8 The dog is chasing the cat.

## G Read and answer (读短文，然后回答问题)

Sports are good for people's health (健康). Many people like sports.

Old people usually do exercises in the morning. Some like walking and dancing. Some like Taichi (太极拳).

Students play different sports at school. They can join sports clubs. They can play with their classmates. They can play basketball, table tennis, badminton and volleyball. Sports can help students grow tall and strong.

Many people play sports at weekends. They go to parks and gyms. But some people just run on a running machine (跑步机) at home.



1 What sports do old people like?

Walking, dancing and Taichi.

2 What sports do students play at school?

Basketball, table tennis, badminton and volleyball.

3 Where do people play sports?

At school, in parks and gyms and at home.



# Module 3 Things around us

## 1 Sounds

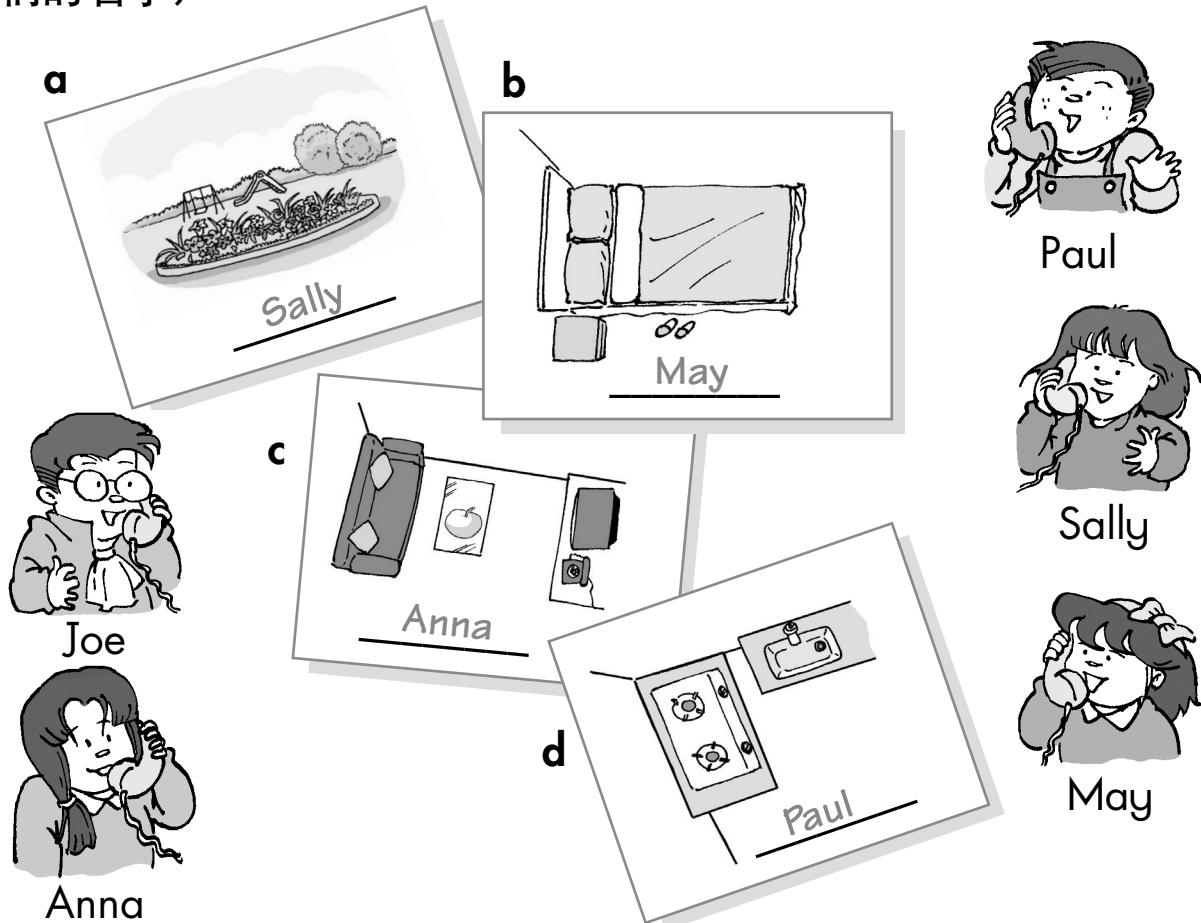
### A Listen and circle (听录音, 圈出正确的内容)

- ① Is he **washing his hands**/**watching TV**?
- ② Where's your father? Is he in the **living room**/**bathroom**?
- ③ Oh! It's **noisy**/**quiet** outside.  
Are they **reading books**/**playing volleyball**?
- ④ There is a new **bell**/**ball** on the **bicycle**/**chair**.
- ⑤ Are the students **having lunch**/**having a picnic** in the park now?
- ⑥ The bell is **quiet**/**loud**. The old man **cannot**/**can** hear it.

### B Listen and choose (听录音, 选出正确的应答)

- ( b ) ① a Yes, it's quiet.      b It's loud.      c No. It's quiet.
- ( a ) ② a It's a bell.      b It's a duck.      c It's a bird.
- ( c ) ③ a They're my parents.      b They're tall.  
c They're in the garden.
- ( b ) ④ a Yes, they're dozing.      b Yes, they are.  
c They're watching TV.
- ( b ) ⑤ a Yes, it's quiet.      b It's loud.  
c No, it's not loud at all.
- ( a ) ⑥ a Yes, they are.      b They're playing football.  
c They're children.

**C Listen and write** (听录音, 分辨人物各自在哪里, 写上他们的名字)



**D Write and say** (写一写不同动物发出的声音, 填空完成表格, 然后仿照例子说一说)

Animal	Sound	quiet/loud	😊 / 😞
bird	'Tweet-tweet!'	quiet	😊



Listen to the bird! 'Tweet-tweet!'  
It's singing, I think. It's quiet. I  
like the sound.

## E Look and write (看图, 填空完成句子)

1



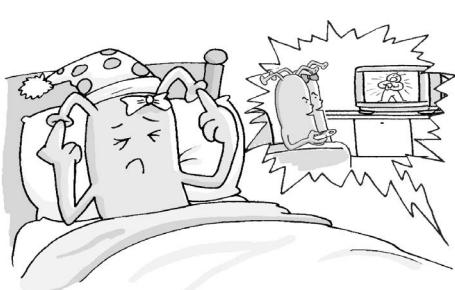
2



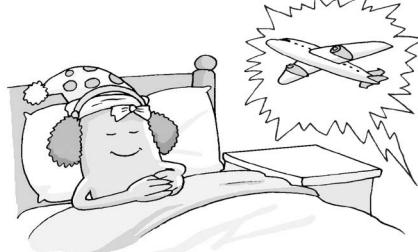
Some children are playing  
basketball outside. It is loud.

The doorbell is  
ringing. It is loud.

3



4



Skygirl's parents are watching  
television/TV in the living  
room. It is loud.

An aeroplane is flying  
in the sky. It is loud/noisy.  
But Skygirl cannot hear it.  
She can have a nice sleep.

## F Read, choose and complete (读一读, 选词填空完成句子。单词可多次选用)

is      are      do      does

1 Listen to the pigs! They are so loud! Are they hungry?

2 —Do you like birds, Amy?

—Yes, I do. Listen! 'Tweet-tweet!'

—Are they singing?

—Yes, they are.

3 —What is that sound? Is it a bird?

—No. It is a duck.

4 —Is this your dog, Mary?

—Yes, it is.

5 —Does your cat sleep in your bedroom?

—No, he does not. He sleeps in his basket in the living room.

## G Look, read and complete (看图读一读, 填空完成对话)

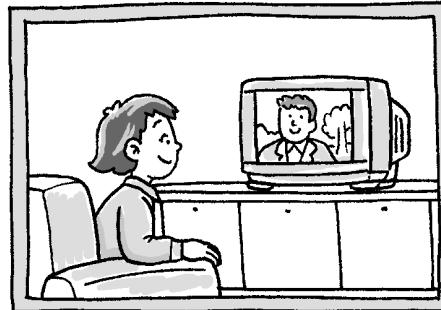
①



—Is he washing his face?

—Yes, he is.

②



—Is she listening  
to music?

—No. She is  
watching TV.

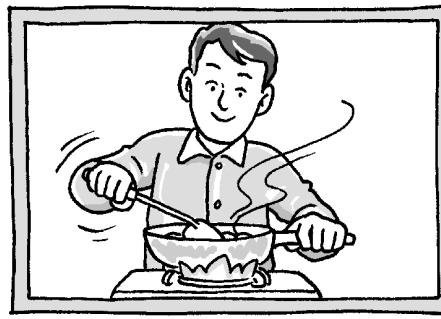
③



—Is she doing her  
homework?

—Yes, she is.

④



—Is he cooking?

—Yes, he is cooking  
in the kitchen.

⑤



—Is he  
washing the dishes?

—Yes, he is.

⑥



—Is she reading a book?

—No, she  
isn't. She is  
writing a letter.

## H Read and complete (读对话，填空完成下列句子)



Hello, Billy. Are you doing your homework?



No, Mum. I'm reading a storybook.



Where are Cindy and Helen?



They're in the playground. They're playing badminton.



I see. Where's Grandpa? Is he watching TV?



No. He's sleeping in his bedroom. He's tired.



What's that sound? It's loud.



That's Jim's radio (收音机). He's listening to music.



Is your father at home?



Yes. He's in the kitchen. He's cooking lunch for us.



Is your grandmother cooking in the kitchen too?



No. She's washing her hair. Where are you, Mum?



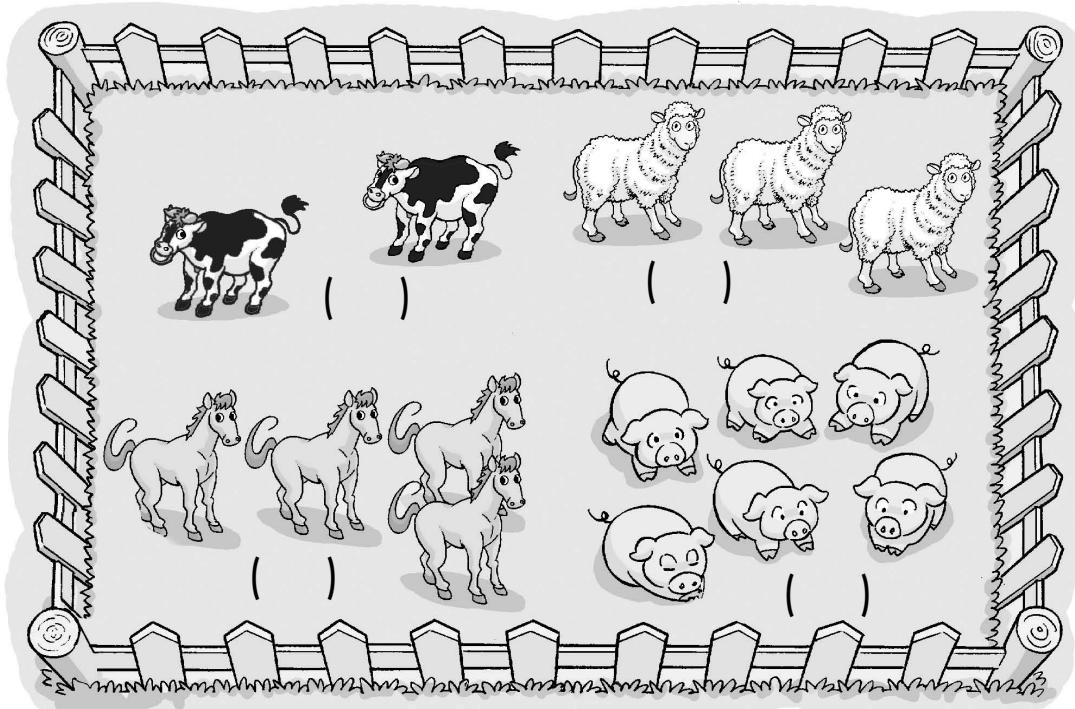
I'm in the supermarket. I'm shopping.



- 1 Billy is reading a storybook.
- 2 Cindy and Helen are playing badminton in the playground.
- 3 Jim is listening to music.
- 4 Father is cooking in the kitchen.
- 5 Grandmother is washing her hair.
- 6 Mother is shopping in the supermarket.

## Task: Animal sounds (动物的叫声)

### A Listen and number (听录音, 给动物的叫声排序)



### B Ask and answer (根据练习A及下列提示与同学互相问答)

S1: What do you hear?

S2: I hear ...

S1: What's its sound like?

S2: It goes ...

### C Think and write (根据提示写一写同学听到的动物的叫声)

Listen to the sound of \_\_\_\_\_. It is/They are \_\_\_\_\_.

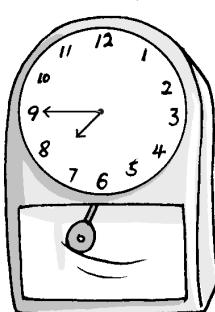
The sound is \_\_\_\_\_ (loud/quiet). \_\_\_\_\_.

I \_\_\_\_\_.

## 2 Time

### A Listen, draw and match (听录音, 画出正确的时间并和相应的词组连起来)

1



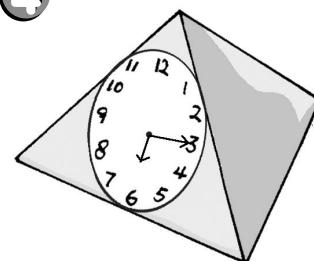
2



3



4



a

◦ having a computer class

b

◦ playing table tennis

c

◦ having dinner

d

◦ going to school

### B Listen and choose (听录音, 选出正确的应答)

( b ) ① a Yes, I'm brushing my teeth.  
b I'm brushing my teeth.  
c She's brushing her teeth.

( c ) ② a It's one o'clock in the afternoon.  
b It's half past three.  
c It's a quarter to eight in the morning.

( a ) ③ a She's sleeping in her basket.      b She can climb a tree.  
c She likes sleeping in the tree.

( a ) ④ a I'm watching TV.  
b I'm late for school.  
c I'm in the living room.

( b ) ⑤ a Yes, it's early.  
b No. It's too late.  
c It's half past eleven.

( a ) ⑥ a Yes, we are.  
b No, you aren't.  
c Yes, we're having breakfast.

## C Listen and complete (听录音, 填空完成表格)

What time is it?	(1) <u>7.15</u>	8.30		(7) <u>10.15</u>	1.45
Who is he/she?	Mr Chen	(4) <u>Mrs Chen</u>	Peter	Paul	(9) <u>Sally</u>
Where is he/she?	in the (2) <u>kitchen</u>	in the living room	in his (6) <u>bedroom</u>	in his bedroom	in the garden
What is he/she doing?	is making (3) <u>breakfast</u>	(5) <u>is cleaning</u> the windows	is doing his homework	(8) <u>is doing</u> a puzzle	is playing with (10) <u>Ginger</u>

## D Look and say (根据练习C的表格及下面的提示与同学互相问答)

S1: What time is it?

S2: It's ...

S1: Where's ...?

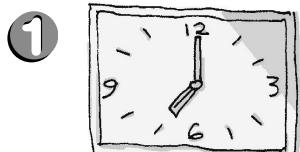
S2: He's/She's ...

S1: What's ... doing?

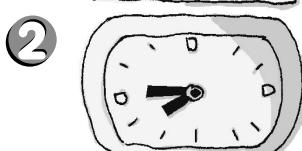
S2: He's/She's ...



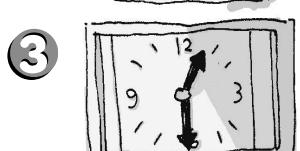
## E Read and match (读一读, 将图与相应的句子配对)



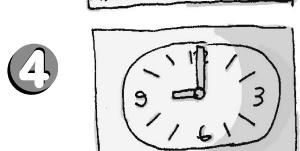
It is half past twelve.



It is seven o'clock.



It is nine o'clock.



It is a quarter to eight.

Go to bed.

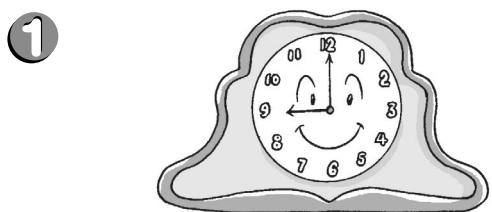
Let's have lunch.

Go to school.

Get up.

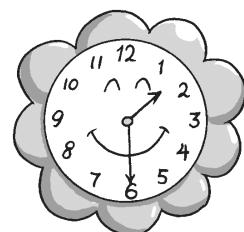
## F Look and write (看图, 写出相应的时间)

What time is it?



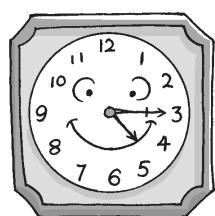
It is nine o'clock.

②



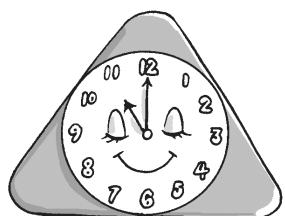
It is half past one./It is one thirty.

③



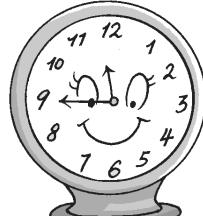
It is a quarter past four./It is four fifteen.

④



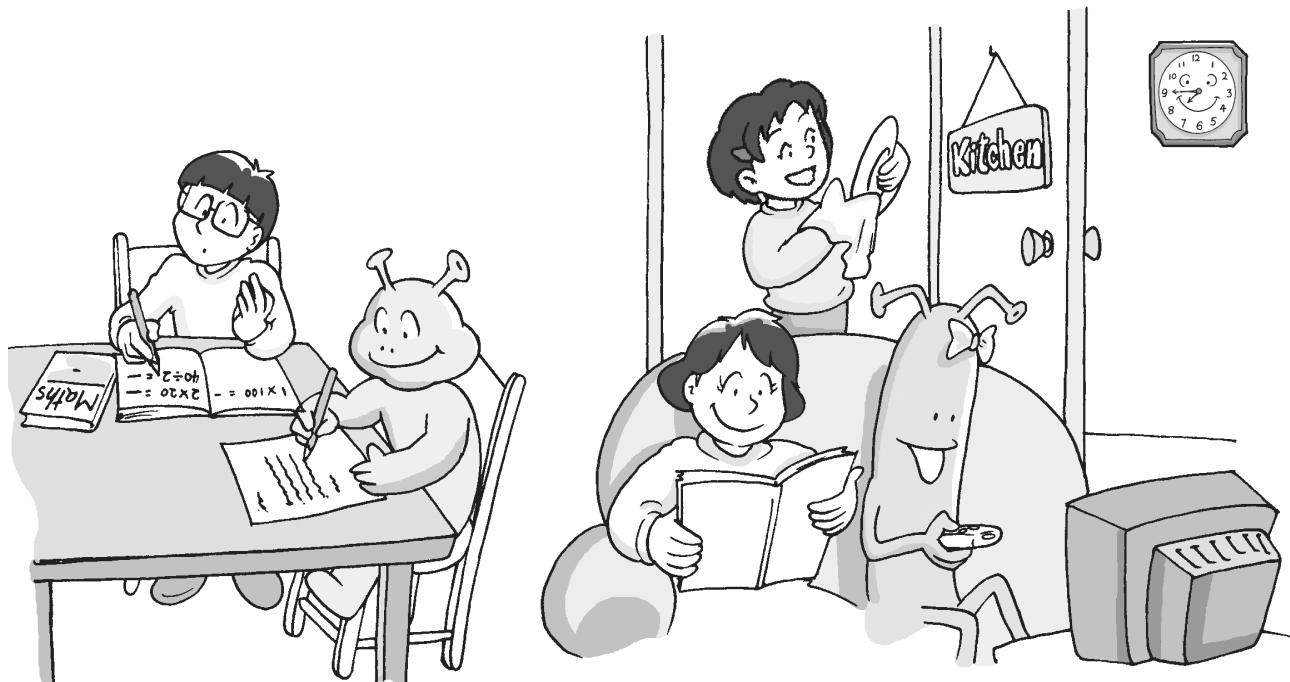
It is eleven o'clock.

⑤



It is a quarter to twelve./It is eleven forty-five.

## G Look, read and complete (看图读一读, 填空完成对话)



① —What time is it now?

—It's a quarter to eight./It's seven forty-five.

② —What's Mrs Wang doing?

—She's reading a book.

③ —What's Tom doing?

—He's doing his homework.

④ — What's Alice doing ?

— She's drying the dishes.

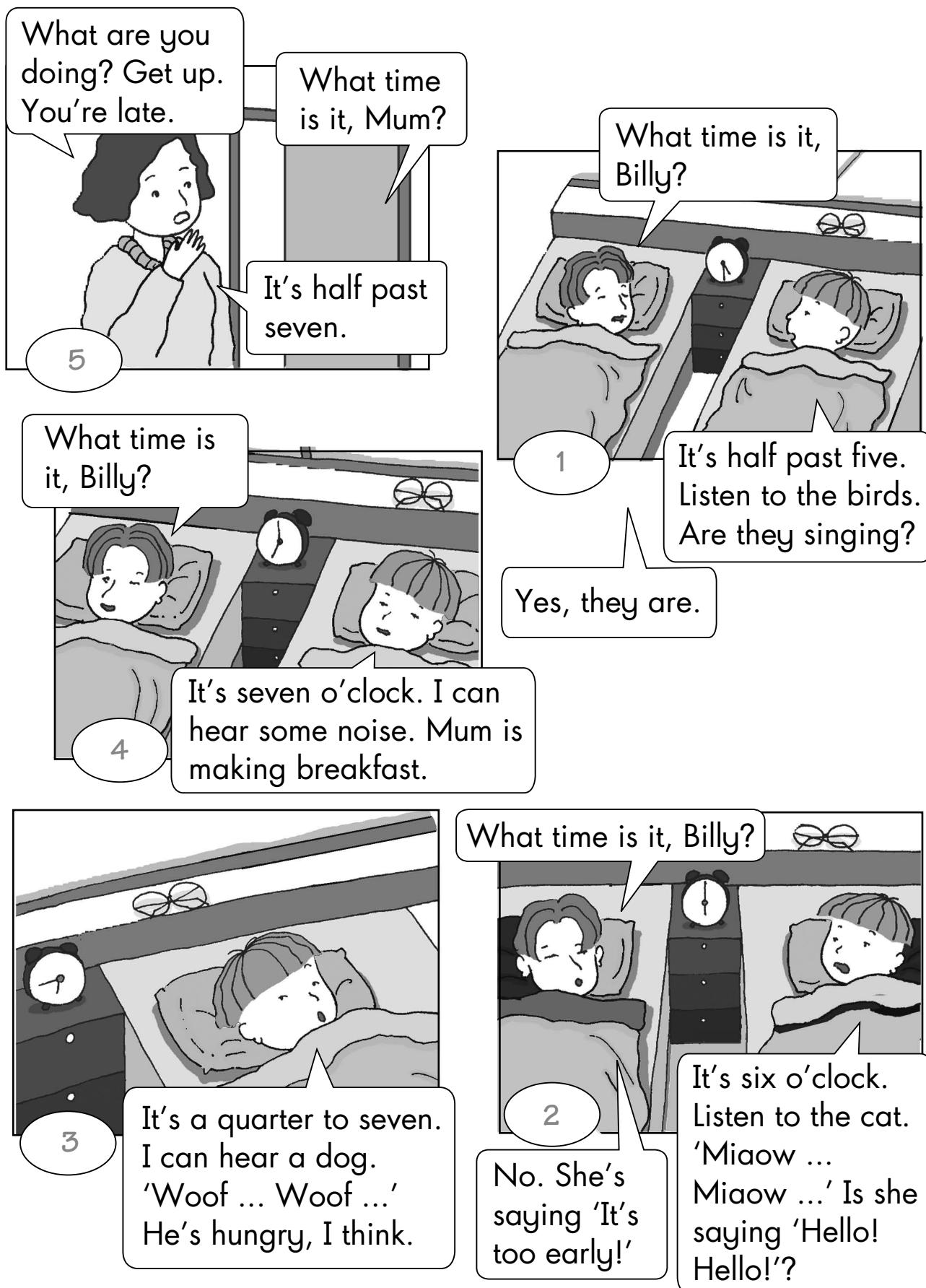
⑤ —What's Spaceboy doing?

—He's writing a letter.

⑥ —What's Skygirl doing?

—She's watching television/TV.

## H Read and number (看图读对话, 然后按顺序给图片编号)



## Task: My day (我的一天)

- A Think and complete (想一想, 填空完成你一天的时间表)

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

Time	I am ... ( <i>doing</i> )

- B Ask and answer (根据练习A的表格与同学互相问答)

S1: What time is it?

S2: It's ....

S1: What are you doing?

S2: I'm ...

S1: Are you ... (*doing*) in ...?

S2: Yes, I am./No, I'm not.

...

- C Think and write (想一想, 写一篇短文描述你同桌一天的生活)

He/She is \_\_\_\_\_ (*name*). He/She is \_\_\_\_\_ (*age*).

It is \_\_\_\_\_ (*time*). He/She is \_\_\_\_\_ (*doing*).

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## 3 Days of the week

### A Listen and choose (听录音, 选出听到的内容)

- ( b ) ① a Sunday morning      b Sunday afternoon  
c Saturday afternoon
- ( a ) ② a goes to the gym      b goes to the library  
c walks to the gym
- ( b ) ③ a go to the Reading Club      b go to the Chinese Chess Club  
c go to the Swimming Club
- ( a ) ④ a Henry often washes his car on Monday.  
b Henry sometimes washes his car on Monday.  
c Henry always washes the car for me.
- ( c ) ⑤ a This Tuesday is my father's birthday.  
b This Thursday is my brother's birthday.  
c This Tuesday is my brother's birthday.
- ( b ) ⑥ a Does she always play badminton on Monday?  
b Does she often play basketball on Monday?  
c Does she sometimes play volleyball on Monday?

### B Listen and choose (听录音, 选出正确的应答)

- ( a ) ① a Yes, I do.      b Yes, she does.      c No, you don't.
- ( c ) ② a I never go to the park on Saturday.  
b I sometimes go to the computer lab on Saturday.  
c I usually go to the library.
- ( b ) ③ a Yes, he does.      b No, she doesn't.      c Yes, I do.
- ( a ) ④ a It's Sunday.      b It's Sunday morning.  
c It's a sunny day.
- ( b ) ⑤ a No, I don't.      b Yes, we do.      c He likes it.
- ( a ) ⑥ a I usually play basketball.  
b We go to school together.  
c I have an English class on Tuesday morning.

## C Listen and circle (听录音，圈出正确的单词完成Lily的自我介绍)

I am Lily, a student at Green Primary School. I go to school from **Monday/Sunday** to **Saturday/Friday**. I **sometimes/often** go to the school library on Monday afternoon. I **often/always** go to the Music Club on **Thursday/Tuesday**. I **sometimes/always** go home early on Wednesday afternoon. I like playing Chinese chess. I **often/sometimes** go to the Chinese Chess Club with my classmates on Thursday **afternoon/evening**. I go home at two thirty on **Tuesday/Friday** afternoon. I always play **tennis/table tennis** with my friends then. I enjoy my school life.

## D Think and say (想一想，根据提示说一说你是否经常做下面的事)

go to the library

sing

dance

skate

skip

go to the Chinese Chess Club

ride a bicycle

fly a kite

play football

play table tennis

play basketball

I usually/often/sometimes ... on ...



## E Look and circle (看一看，在字谜中圈出单词)

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

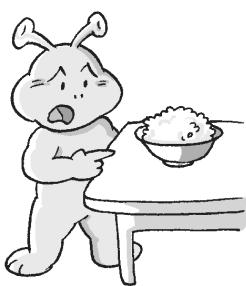
## F Look and complete (看图，根据提示词填空完成句子)

① never

② sometimes

③ always

④ usually



1 Spaceboy: I never eat rice.

2 Skygirl: I sometimes go to the cinema.

3 Tom: I always read books on Friday evening.

4 Peter: I usually play basketball on Tuesday afternoon.

## G Look and write (看信息表, 写出相应的句子)

Name	How often	Activity	When
Jim	always	play basketball	after school
May	often	go to the library	at weekends
Linda	sometimes	go swimming	on Friday evening
Dan	often	play badminton with Anna	on Saturday afternoon
Mark and Sandy	usually	play football	on Monday afternoon

- ① Jim always plays basketball after school.
- ② May often goes to the library at weekends.
- ③ Linda sometimes goes swimming on Friday evening.
- ④ Dan often plays badminton with Anna on Saturday afternoon.
- ⑤ Mark and Sandy usually play football on Monday afternoon.

## H Read and complete (读一读, 根据上下文填空完成对话)

May: What do you usually do at weekends?

Jane: I always go to the Painting Club.

May: What does your mother usually do at weekends?

Jane: She usually goes to the supermarket on Saturday.  
What about your family?

May: I usually play Chinese chess with my father.  
Sometimes we have a picnic in the park on Sunday afternoon.

Jane: That sounds interesting.

# I Read and complete (读短文，填空完成句子)

The students are talking on the telephone.

I like painting. I have painting classes every Sunday. Sometimes I go to the park with my friends and paint pictures there.



Anna

I like English. I go to the English Club every Friday afternoon. I often go to the English Corner (英语角) at Rainbow Park too.



May

My brother Bob and I love sports. We always play football together after school. Sometimes we play football on Sunday afternoon too.



Paul

I am a school volunteer (志愿者). I often help others. Sometimes I help the teachers clean the school library, and sometimes I help Grandma Zhang with the housework. I usually visit Grandma Zhang on Saturday.



Joe

Tomorrow is Saturday. We are free. Can we go with you, Joe? We want to help Grandma Zhang too!



Of course. Let's go together.



- 1 Anna has painting classes every Sunday.
- 2 May goes to the English Club every Friday afternoon.
- 3 Paul and his brother Bob always play football after school. Sometimes they play on Sunday afternoon.
- 4 Joe often helps others. He usually visits Grandma Zhang on Saturday and helps her with the housework.

## Task: A busy week (忙碌的一周)

- A Think and complete (一周七天, 你会做什么事? 想一想, 然后填空完成表格)

	always	usually	often	sometimes	never
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

- B Ask and answer (根据练习A的表格及下列提示与同学互相问答, 了解他们平时都在做些什么)

S1: What do you usually do on ...?

S2: I always/usually/often/sometimes ... on ...

S1: Do you always/usually/often/sometimes ... on ...?

S2: Yes, I do./No, I don't.

- C Think and write (想一想, 写一写你和同学一周内做的不同的事)

This is a busy week. I \_\_\_\_\_ on \_\_\_\_\_.  
\_\_\_\_\_  
(name) is \_\_\_\_\_.



# Module Revision (3)

## A Listen and choose (听录音，选出听到的内容)



## **B Listen and choose** (听录音, 选出正确的应答)

- ( c ) ① a No. It's too loud.  
c No. It's too quiet.

( a ) ② a I'm brushing my teeth.  
c I often play table tennis.

( a ) ③ a We usually go to the park.  
b We're going to the park.  
c We're in the park.

( b ) ④ a It's seven o'clock.  
b It's a quarter to twelve.  
c It's half past four.

( a ) ⑤ a No. I'm watching TV.  
b No. I'm doing my homework.  
c Yes, I'm watching TV.

( c ) ⑥ a No. It's too loud.  
b Be careful!  
c I'm sorry.

**C Listen and judge** (听录音, 判断下列句子, 与短文内容相符的写T, 不符的写F)

- ① Mr and Mrs White often go to City Park at weekends. ( T )
- ② It's Saturday morning. ( T )
- ③ Mrs White is sitting on a bench. ( T )
- ④ Mr White is having a rest under the tree. ( F )
- ⑤ It's ten to ten now. Mr and Mrs White are having a picnic. ( F )

**D Think, complete and say** (你最喜欢一周中的哪一天? 写一写当天的日程表, 然后根据提示与同学交流)

Day: \_\_\_\_\_

Time	Activities



I like ... (day).  
I always/often/sometimes/usually ...

## E Look, read and complete (看图读一读, 根据提示填空完成句子)

1



WED  
8:30

2



THUR  
6:15

It is Wednesday (day).

It is half past eight/eight thirty (time).

The girl is in the living room.

She is watching TV.

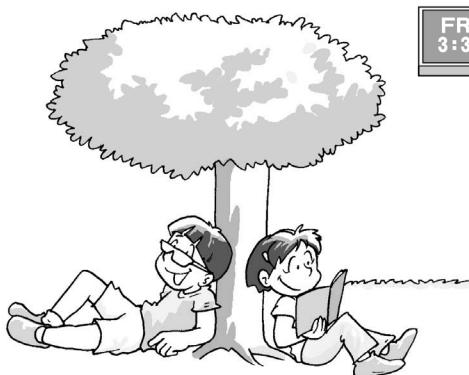
It is Thursday (day).

It is a quarter past six/six fifteen (time).

The boy is in the kitchen.

He is washing the dishes.

3



FRI  
3:35

4



SUN  
6:00

It is Friday (day).

It is twenty-five to four/three thirty five (time).

Tom and Alice are under the tree.

Alice is reading a book.

It is Sunday (day).

It is six o'clock (time).

Tom and Spaceboy are having dinner.

## F Think and write (想一想, 连词成句)

1 always students badminton the play gym the in  
The students always play badminton in the gym.

2 sometimes TV Kitty watches weekends at  
Kitty sometimes watches TV at weekends.

3 is the cooking Mum dinner in kitchen  
Mum is cooking dinner in the kitchen./Is Mum cooking dinner in the kitchen?

4 doing living room the Grandpa what in is  
What is Grandpa doing in the living room?

## G Read, choose and complete (读一读, 选择适当的句子, 填空完成短文)

- a I usually do my homework at home, but today I am watching TV in a hotel
- b he's driving the car
- c I'm sitting in a car
- d We usually have lunch at home, but today we're having lunch in a restaurant

It's eight o'clock in the morning. I usually have a class at school, but today <sup>(1)</sup> I'm sitting in a car. My father often reads newspapers at this hour (小时) now, but today <sup>(2)</sup> he's driving the car. My mother usually teaches at school, but today she's sitting in the car too.

It's nine o'clock. My father, mother and I are in the park.

It's ten o'clock. We're flying kites on the lawn.

It's twelve o'clock. <sup>(3)</sup> We usually have lunch at home, but today we're having lunch in a restaurant.

It's four o'clock in the afternoon. <sup>(4)</sup> I usually do my homework at home, but today I am watching TV in a hotel.



## H Read and complete (读短文，填空完成表格)

1



2



Peter is in the park. He is listening to a bird. 'Tweet-tweet!' He likes this beautiful sound.

Mum is cooking lunch. Peter and Sally are eating. Yummy!

3



Peter and Paul are watching TV. It is so much fun!

4



Sh ...! Peter and Kitty are reading in the library. They are quiet!

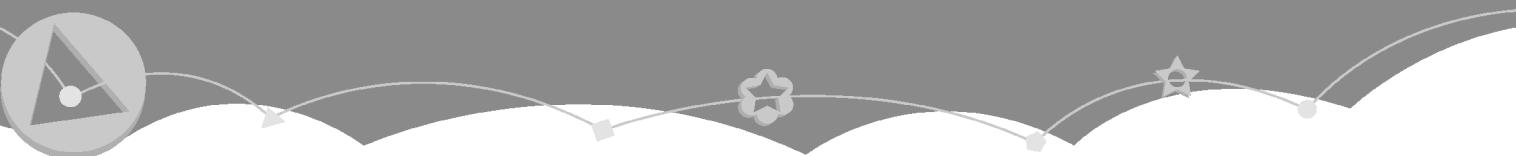
5



Peter is in his bedroom. He is writing a letter.



Time	What is Peter doing?
9.00	He is <sup>(1)</sup> listening to a bird.
11.30	He is <sup>(2)</sup> eating/having lunch with Sally.
2.30	He is <sup>(3)</sup> watching TV with Paul.
<sup>(4) 4.00</sup>	He is reading in the library.
4.30	He is <sup>(5)</sup> writing a letter.



# Module 4 More things to learn

## 1 A Music class

### A Listen and choose (听录音, 选出听到的内容)

- ( b ) ① a play the piano      b play the violin      c play the music
- ( c ) ② a beside the drum      b between the pianos      c beside the piano
- ( c ) ③ a Alice's drum      b Peter's drum      c Danny's drum
- ( b ) ④ a Listen to the music.      b Listen to the sound.      c Listen, there is a sound.
- ( b ) ⑤ a It is my triangle.      b I have a triangle.      c There is a rectangle.
- ( c ) ⑥ a Whose volleyball is this?      b Whose basketball is this?      c Whose football is this?

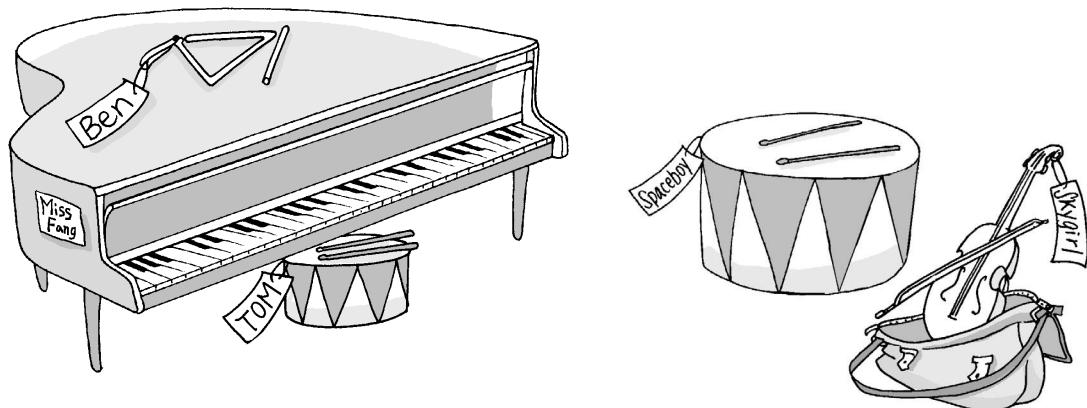
### B Listen and choose (听录音, 选出正确的应答)

- ( b ) ① a Look at me.      b Look, it's over there.      c I can see it.
- ( b ) ② a I play football.      b I play the drum.      c I play Chinese chess.
- ( c ) ③ a It's Peter's triangle.      b It's a triangle.      c It's my triangle.
- ( a ) ④ a It's in his schoolbag.      b Yes, it is.      c It's a triangle.
- ( c ) ⑤ a Yes, I can.      b Yes, it's Mary's violin.      c Yes, it is. I can play it well.
- ( b ) ⑥ a I like the piano.      b It's a piano, I think.      c I can play the piano.

**C Listen and write** (听录音, 分辨乐器分别属于哪个小朋友, 在方框内写出名字)



**D Look and say** (看图, 根据提示说一说)



S1: Whose ... is this?

S2: It's ...'s ...

S1: Where's ...?

S2: It's ...

## E Look and write (看图, 填空完成句子)

What can you play?

①

I can play the drum.

②

I can play the violin.

③

I can play the piano.

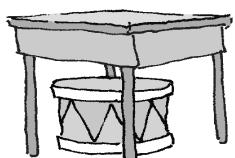
④

I can play the triangle.

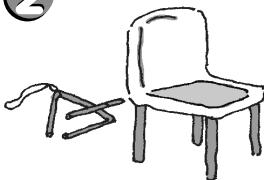
## F Look, choose and complete (看图, 选词填空完成句子)

on      under      behind      beside

①



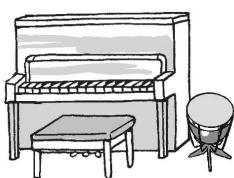
②



1 The drum is under the table.

2 The triangle is behind the chair.

③



④



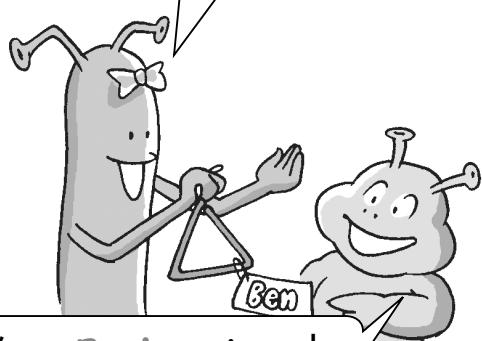
3 The piano is beside the drum.

4 The violin is on the table.

## G Look, read and complete (看图读一读, 填空完成对话)

1

Whose triangle is this?



It's Ben's triangle.

2

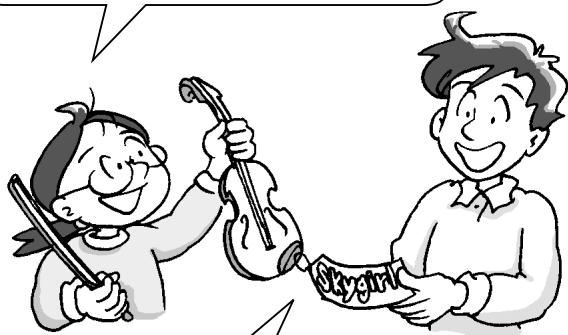
Look! I am playing the drum.



Great! But it's Spaceboy's drum.

3

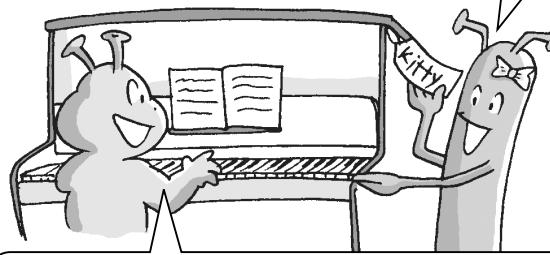
Look! A new violin.  
Whose is it?



Oh, it's Skygirl's violin.

4

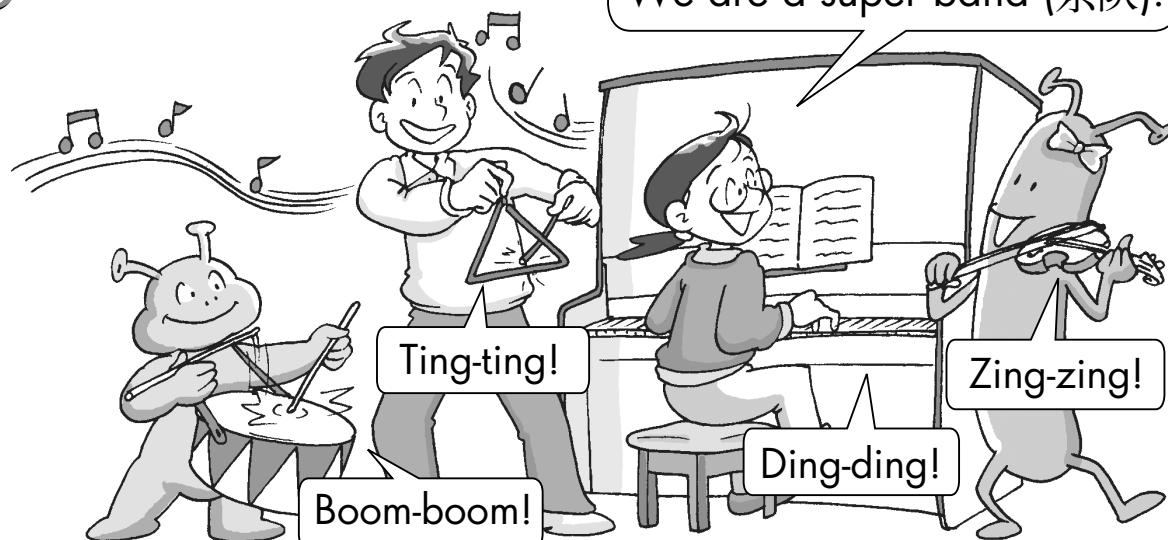
Is this your piano?



No, it isn't. It's Kitty's piano. She plays it well.

5

We are a super band (乐队).



## H Read and judge (读故事，判断下列句子，与故事内容相符的写T，不符的写F)

① Boys and girls, this is our music room. Let's begin our first (第一) Music class.



② This is a new piano. It sounds nice. Listen!



Ding-ding!

③ Touch it. How does it feel? It's hard and smooth.



Can you play the piano, Ivy?

Yes, I can.

④ Here's a guitar (吉他).



It's not a guitar, Ken. It's a violin.

⑤ Can you play the violin, Billy?

Yes, I can.

⑥ Miss Tan! Listen, please!

Oh, yes! It's my birthday today. Thank you.

Happy Birthday to you!



1 This is the students' first Music class.

T

2 The piano is hard and old.

F

3 Ivy can play the piano.

T

4 There is a guitar in the music room.

F

5 Ken can play the violin.

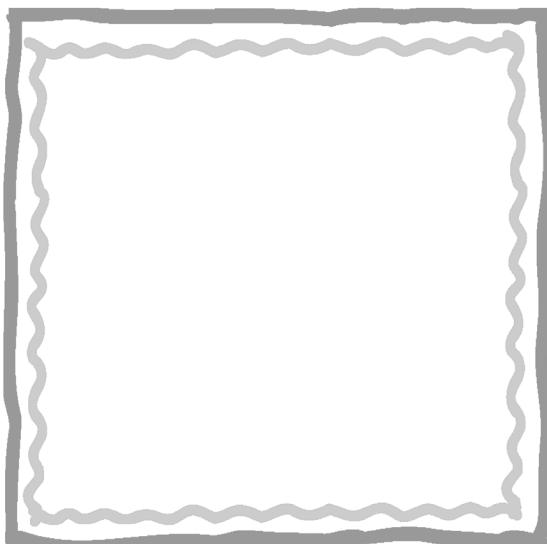
F

6 It is Ivy's birthday today.

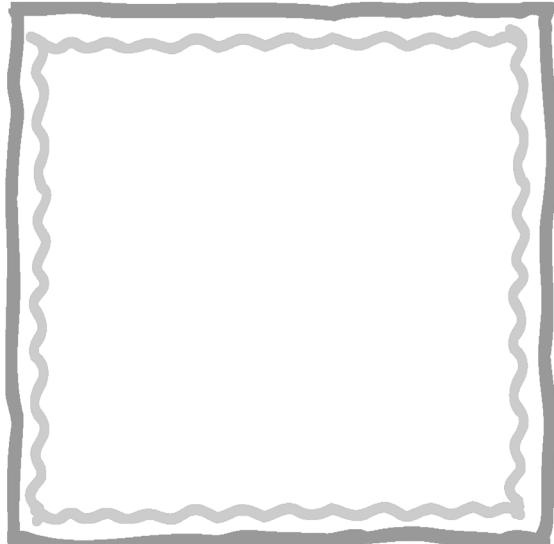
F

## Task: Our band (我们的乐队)

- A Think and draw (想一想, 你会演奏什么乐器? 你喜欢什么乐器? 画一画, 写一写)



I can play the \_\_\_\_\_.



I like playing the \_\_\_\_\_.

- B Ask and answer (根据提示与同学互相问答, 了解他们会演奏什么乐器及他们喜欢什么乐器)

S1: What can you play?

S1: Can you play ...?

S2: I can play ...

S2: Yes, I can./No, I can't.

S1: What do you like playing?

S2: I like ...

- C Think and write (想一想, 你能和哪些同学组成一个小乐队? 写一写乐队成员各自演奏的乐器)

\_\_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ and \_\_\_\_ can play in our band.

I can play the violin. \_\_\_\_ can \_\_\_\_\_.

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## 2 Festivals in China

### A Listen and match (听录音, 将人物和相应的节日连起来)

①



②



③



④

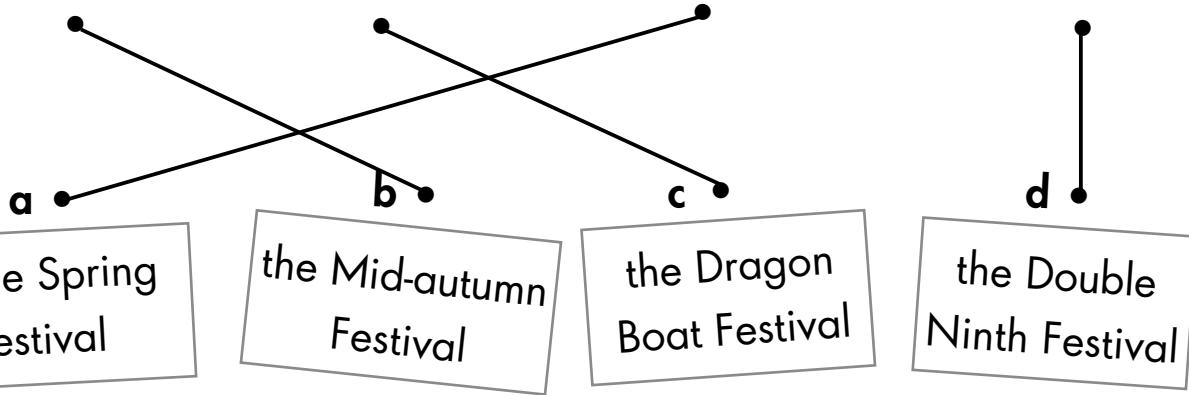


a  
the Spring Festival

b  
the Mid-autumn Festival

c  
the Dragon Boat Festival

d  
the Double Ninth Festival



### B Listen and choose (听录音, 选出正确的应答)

( b ) ① a Winter.      b Autumn.      c Spring.

( a ) ② a Watch dragon boat races.      b Watch fireworks.  
c Visit old people.

( c ) ③ a It's in winter.  
b I like the Mid-autumn Festival.  
c It's usually cool and dry.

( b ) ④ a At the Mid-autumn Festival.  
b At the Dragon Boat Festival.  
c At the Double Ninth Festival.

( a ) ⑤ a We like the Spring Festival.      b It's the Spring Festival.  
c We can have a good time during the Spring Festival.

( c ) ⑥ a It's in April or May.      b It's in May or June.  
c It's in January or February.

## C Listen and complete (听录音, 填空完成信息卡)

1

the Spring Festival

Month:

January or February

Weather:

cold and dry

Activity:

have a big dinner together

2

the Dragon Boat Festival

Month:

May or June

Weather:

hot, sunny or rainy

Activities:

- watch dragon boat races
- eat rice dumplings

3

the Mid-autumn Festival

Month:

September or October

Weather:

cool and dry

Activities:

- look at the big and bright moon
- eat mooncakes

## D Think and say (想一想, 根据练习C的内容, 说一说你喜欢的节日)

I like ...

It's in ... (month)

It's ... (weather)

People usually ... (activity)

People usually eat ... (food)

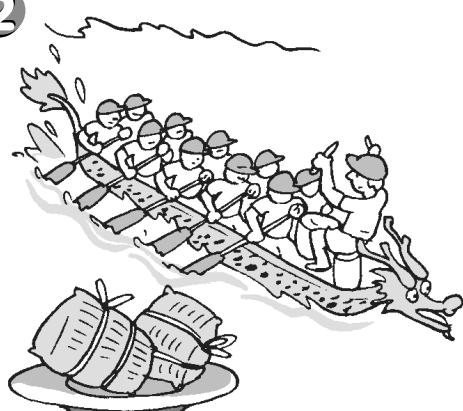


## E Look and write (看图, 写出节日名称, 然后根据提示写一写)

①



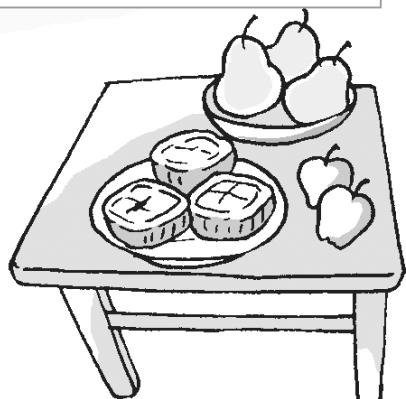
②



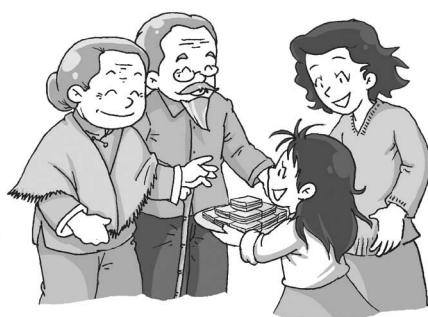
the Mid-autumn Festival

the Double Ninth Festival

③



④



◦ cool and dry

◦ warm and wet

◦ eat rice dumplings

◦ look at the beautiful moon

◦ September or October

◦ May or June

◦ October

◦ cold and dry

◦ visit relatives and friends

◦ visit old people

◦ January or February

◦ hot, sunny or rainy

The \_\_\_\_\_ Festival

It is in \_\_\_\_\_ (month). It is \_\_\_\_\_ (weather).

I usually \_\_\_\_\_.

## F Read, choose and complete (读一读, 选词填空完成短文)

red envelopes	usually	during	clothes
Spring Festival	food	fireworks	visit



The <sup>(1)</sup> Spring Festival is coming. My parents and I go shopping today. We buy some new <sup>(2)</sup> clothes and traditional <sup>(3)</sup> food. We <sup>(4)</sup> usually have a big dinner on New Year's Eve.

<sup>(5)</sup> During the Spring Festival, we often <sup>(6)</sup> visit our relatives and friends. I also get some money in <sup>(7)</sup> red envelopes from my uncles and aunts. We watch colourful <sup>(8)</sup> fireworks at night.

## G Read and judge (读短文，判断下列句子，与短文内容相符的写T，不符的写F)

Today is the Lantern Festival (元宵节). The Lantern Festival comes after the Spring Festival.

The weather is often cold. You can see a full moon (满月) in the sky.

At the Lantern Festival, you can see many beautiful lanterns in the street. The streets and shops are bright and colourful at night.

People like guessing the riddles on the lanterns. They also eat yuanxiao for dinner. Yuanxiao is a kind of Chinese food for this festival.



Children often light (点亮) beautiful lanterns for fun.



1 The Lantern Festival comes before the Spring Festival.

F

2 You can see a full moon in the sky at the Lantern Festival.

T

3 There are many lanterns in the street at the Lantern Festival.

T

4 People often eat rice dumplings at the Lantern Festival.

F

5 Children often light beautiful lanterns for fun at the festival.

T

## Task: Festivals I like (我喜爱的节日)

### A Ask and answer (根据提示, 了解同学喜欢的节日)

S1: Which festival do you like?

S2: I like ...

S1: When is ...?

S2: It's in ...

S1: What special food do you eat at/during ...?

S2: I eat ...

S1: What do you usually do at/during ...?

S2: I ...

### B Think and complete (根据练习A的结果填空完成下面表格)

Name	Favourite Festival	When? (Month)	What does he/she eat?	What does he/she do?

### C Think and write (根据练习B的表格, 写一写某位同学最喜欢的节日)



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

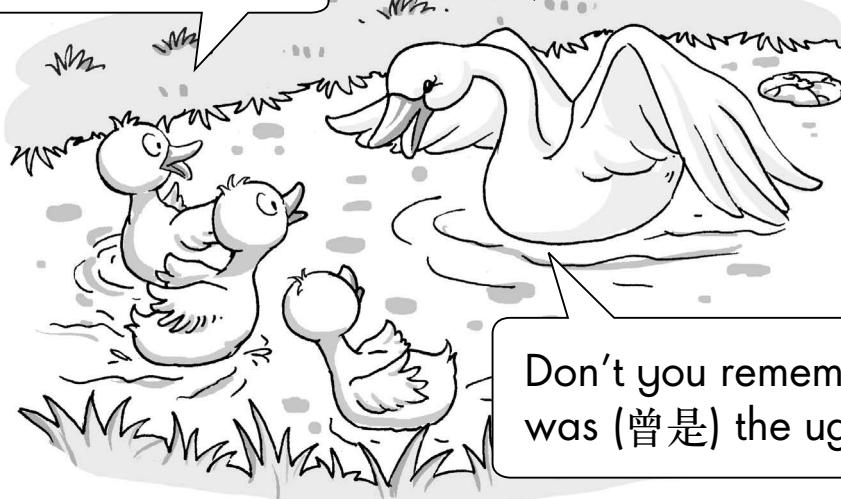
## 3 Story time

### A Read and act (读故事，并演一演)

1

Hello! Who are you?

Hello!



Don't you remember me? I was (曾是) the ugly duckling!

It is spring again now. The weather is warm. The beautiful swan goes back to the pond.

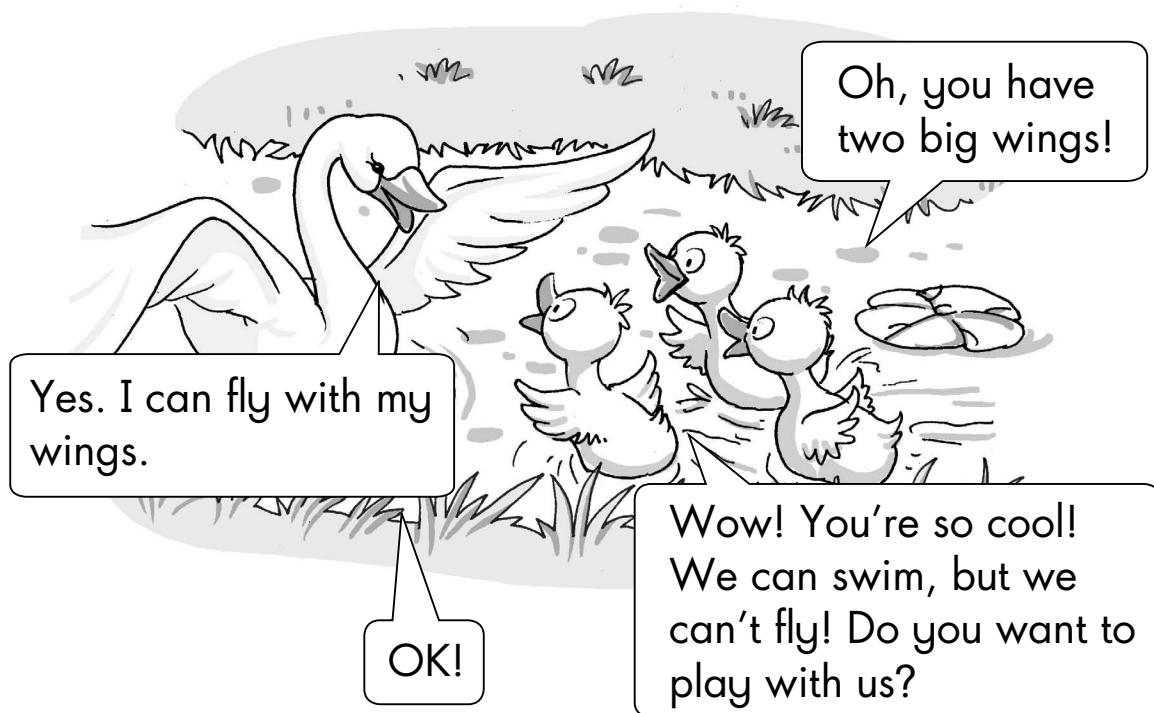
2

The ugly duckling?! He's grey, but you're white!



The three ducks are so surprised. They do not believe (相信) their eyes.

③



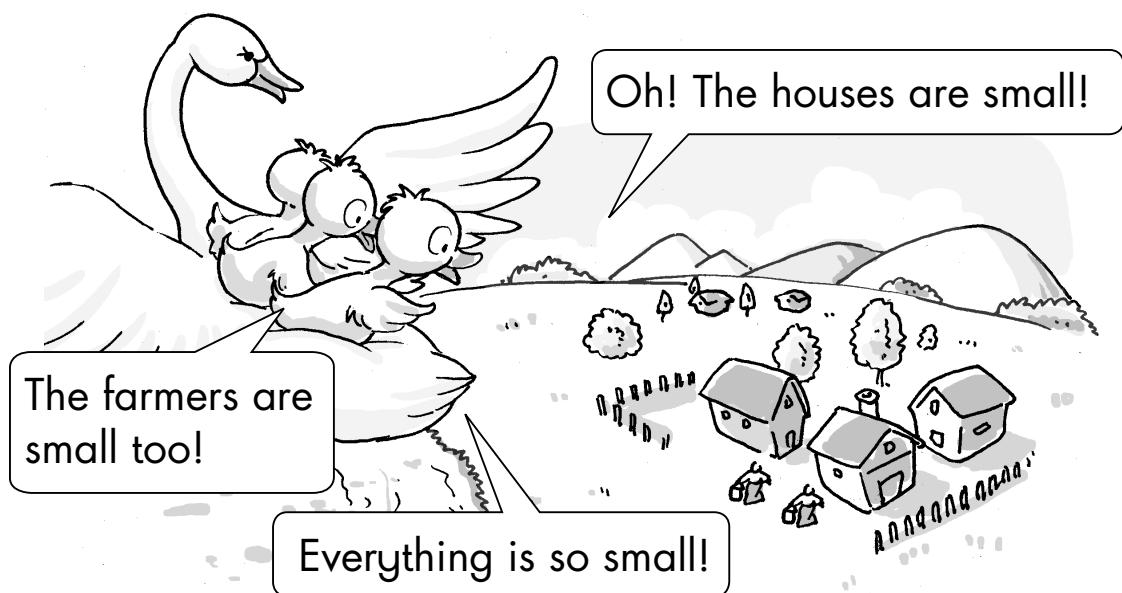
The ducks like the swan's wings. The swan is very cool, they think.

④



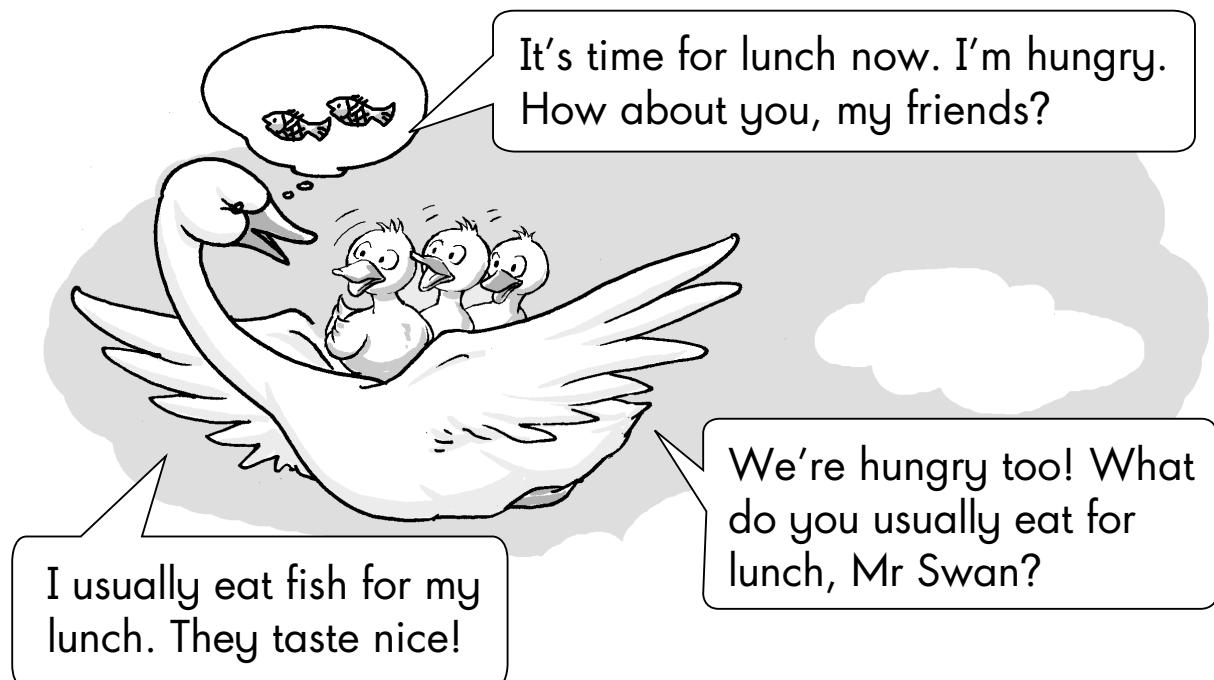
The three ducks feel very happy. They can 'fly' in the sky.

5



The three ducks are sitting on the swan's back. They are flying in the sky now.

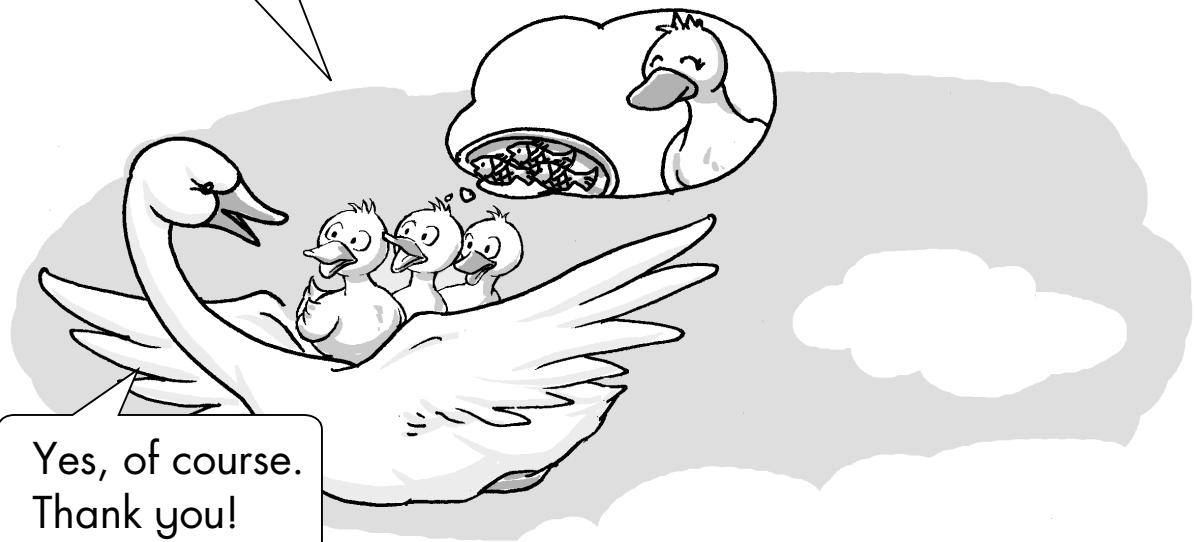
6



They are all very hungry. It is time for lunch.

7

We like fish too. We have some fish at home.  
Do you want to eat with us?



Yes, of course.  
Thank you!

The three ducks invite (邀请) the beautiful white swan to have lunch together.

8

Yummy! Yummy! I have  
a nice day today!

We have a nice  
day today too!

They are eating and talking. They all have a good time today.

## B Think and number (想一想，根据故事内容，给下列句子排序)

The swan and the three ducks are eating lunch.

5

The swan is showing his big wings.

2

The swan and the three ducks are going back to the farm.

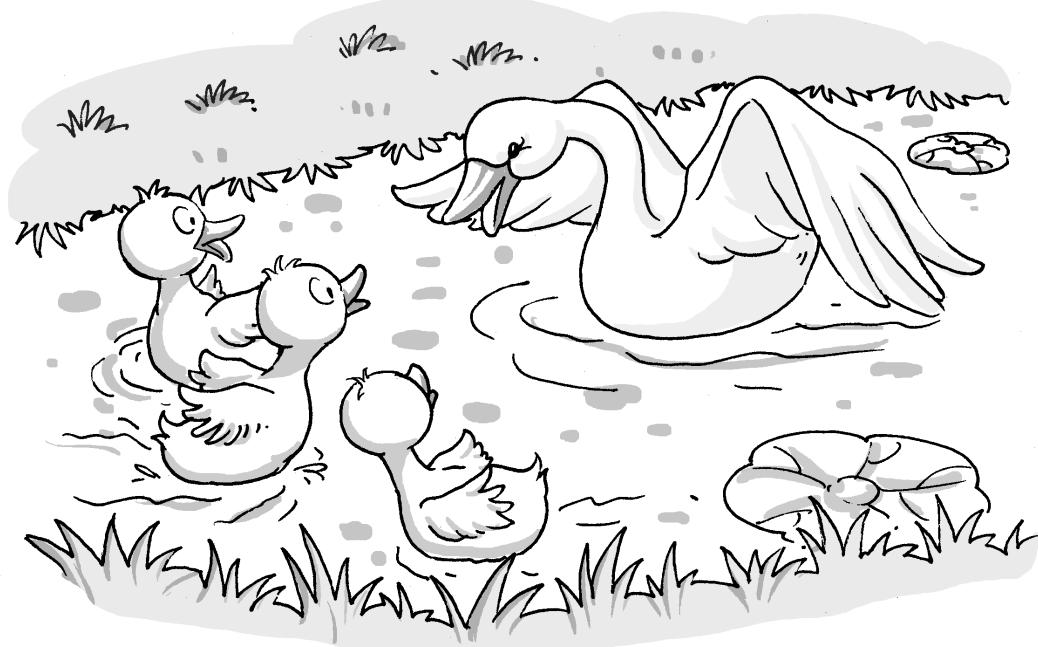
4

The swan and the three ducks are 'flying' in the sky.

3

The swan goes back to the ducks. They are talking in the pond.

1

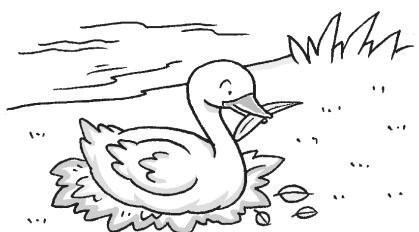


## Task: The ugly duckling (丑小鸭)

### A Choose and write (选词填空完成下列句子)

opening      playing      crying      making

①



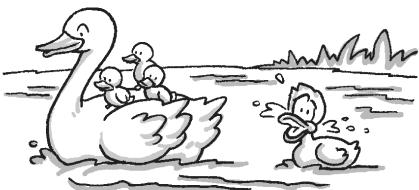
Mother Duck is making a nest.

②



The eggs are opening.

③



The ugly duckling is sad.  
It is crying.

④



The ducklings are playing.

### B Ask and answer (根据故事内容, 与同学互相问答)

What colour is ... ?

Is/Are ... happy or sad?

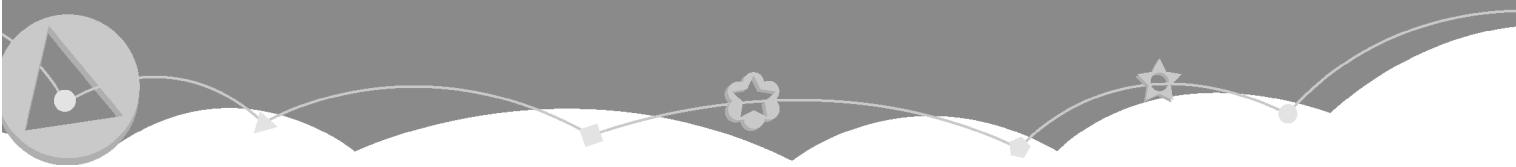
Where is/are ... ?

What season is it?

What happens?

Is/Are ... big/small?

### C Retell the story (复述丑小鸭的故事)



# Module Revision (4)

## A Listen and circle (听录音, 圈出听到的内容)

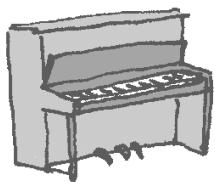
- ① The **little birds/little ducklings** are **in/on** the nest.
- ② Do you eat **cakes/rice dumplings** at the **Double Ninth Festival/the Dragon Boat Festival?**
- ③ It is always cold and dry **during the Spring Festival/at the Mid-autumn Festival.**
- ④ Mother Duck is **making a nest/making a home** for her **eggs/babies**.
- ⑤ She feeds the **ducks/ducklings** with **worms/some bread**.
- ⑥ My grandmother always **plays the piano/plays the violin** on **Saturday/Sunday**.

## B Listen and choose (听录音, 选出正确的应答)

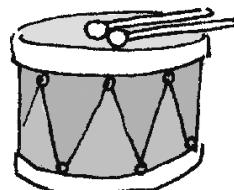
- ( c ) ① a Yes, it's a watermelon.  
b It's a lemon.  
c It's a watermelon.
- ( b ) ② a In the grass.  
b In the pond.  
c In the nest.
- ( b ) ③ a They like eating.  
b They're singing, I think.  
c They're flying.
- ( c ) ④ a They're Mother Swan's.  
b They're Mother Hen's.  
c They're Mother Duck's.
- ( a ) ⑤ a Eat mooncakes.  
b Watch fireworks.  
c Eat rice dumplings.
- ( a ) ⑥ a It's Mike's.  
b It's an old bicycle.  
c Mike has a bicycle.

## C Listen and write (听录音, 回答问题)

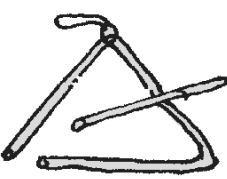
1



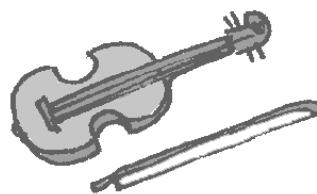
2



3



4



1 It's Paul's piano.

2 It's Andy's drum.

3 It's May's triangle.

4 It's Anna's violin.

## D Complete and say (这些乐器的声音是什么样的? 完成表格, 然后根据练习C的内容及提示与同学互相问答)

	drum	violin	piano	triangle
Sound				

S1: Listen to the ... It goes ... Do you like it?

S2: Yes, I do./No, I don't.

S1: Whose ... is it?

S2: It's ...

S1: Can you play ...?

S2: Yes, I can./No, I can't.

S1: What can you play?

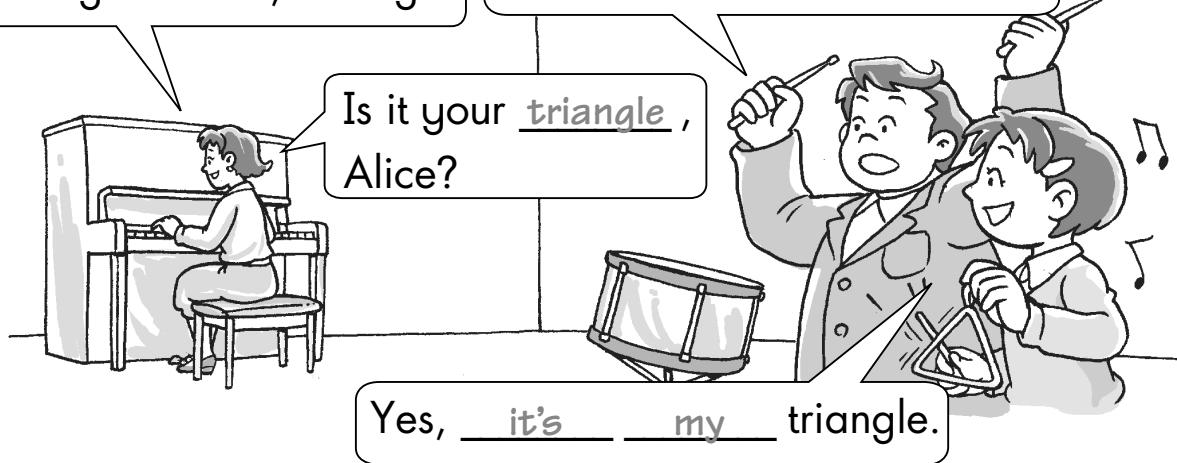
S2: I can ...

## E Look, read and complete (看图读一读, 填空完成对话)

①

I can hear some sounds.  
Is it your drum, Danny?

No, it isn't my drum.

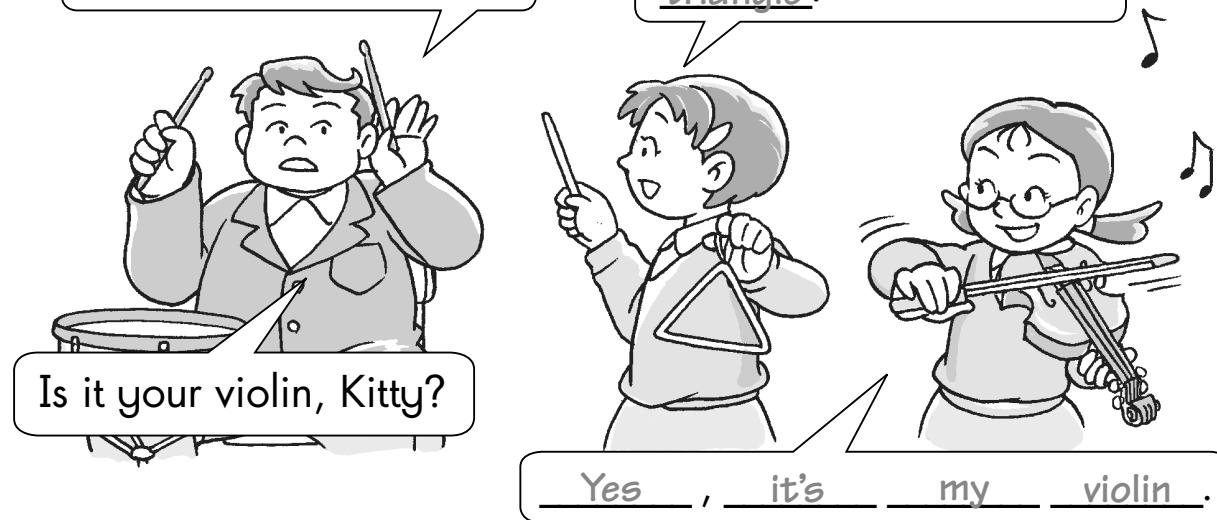


Yes, it's my triangle.

②

What's that sound? Is it  
your triangle, Alice?

No, it isn't my  
triangle.

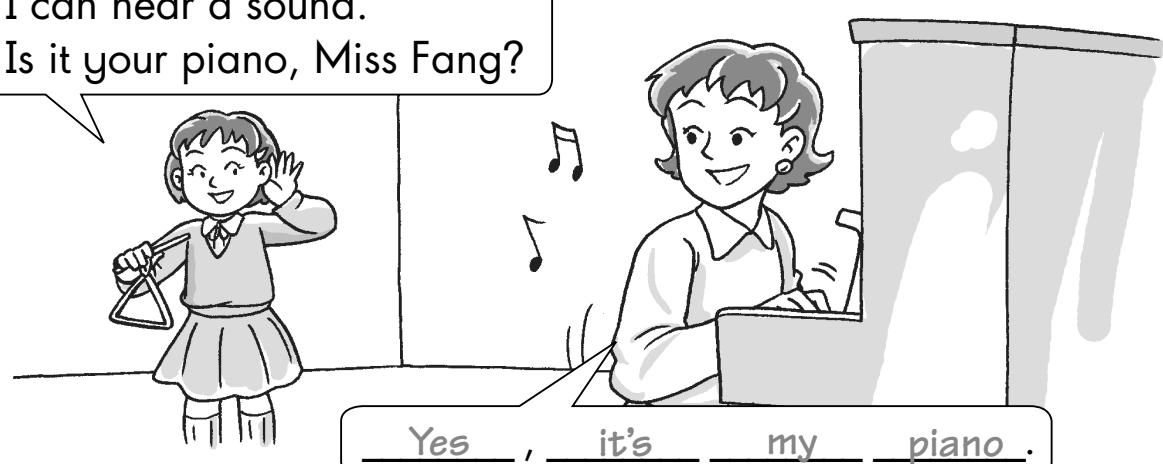


Is it your violin, Kitty?

Yes, it's my violin.

③

I can hear a sound.  
Is it your piano, Miss Fang?

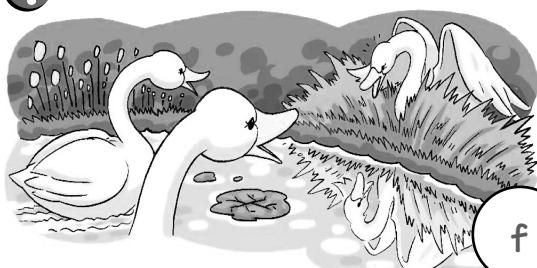


Yes, it's my piano.

## F Read and match (看图读一读，将图片和相应的文字配对)

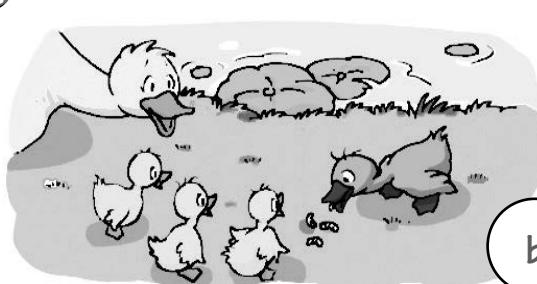
- a Mother Duck is making a nest for her eggs.
- b Mother Duck is feeding her babies. The big grey duckling is eating all the worms.
- c The three ducks are sitting on Mother Duck's back. The ugly duckling is behind them.
- d The three ducklings are playing together. The ugly duckling is sad.
- e An old woman is driving the ugly duckling away.
- f The beautiful swan is looking into the pond.

①



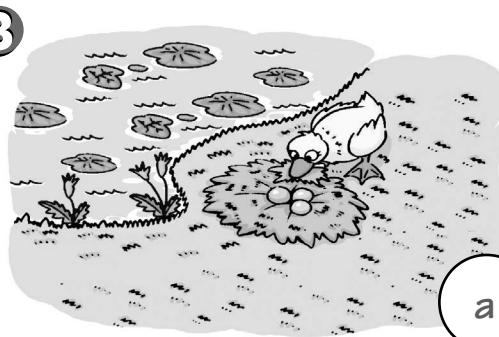
f

②



b

③



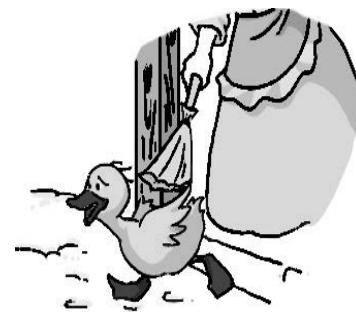
a

④



d

⑤



e

⑥



c

## G Read and answer (读短文，然后回答问题)

Today is Saturday. It is a nice day. The Hus are at Century Park. Mr and Mrs Hu are sitting under a tree. Above the tree, there is a balloon. Mr Hu is reading a book. Mrs Hu is watching some birds. They are flying in the blue sky.

Ivy is sitting on the lawn. The grass is soft. She is drinking strawberry juice and listening to music. Her brother Andy is on the lawn too. He is eating a strawberry cake. Beside him, there is a dog. The dog is playing with a ball.



1 What day is it today?

It is Saturday.

2 Where are the Hus?

They are at Century Park.

3 What are they doing?

Mr Hu is sitting under a tree/reading a book.

Mrs Hu is sitting under a tree/watching some birds.

Ivy is sitting on the lawn/drinking strawberry juice and listening to music.

Andy is sitting on the lawn/eating a strawberry cake.

The dog is playing with a ball.



## Tapescripts and answer key

### 录音材料及参考答案

#### M1U1 What can you smell and taste?

##### A Listen and choose (听录音, 选出听到的内容)

- 1 That watermelon is round and big. (a)
- 2 These are my plums. (b)
- 3 —Is it pineapple juice or grape juice? —It's grape juice. (b)
- 4 What a nice strawberry! (c)
- 5 —What do you have? —I have two glasses. (b)
- 6 Taste it. Is it a cherry or a plum? (c)

##### B Listen and choose (听录音, 选出正确的应答)

- 1 Taste it. What is it? (a)
- 2 Smell it. Is it an apple or a strawberry? (a)
- 3 Close your eyes. Taste it. How does it taste? (c)
- 4 I'm thirsty. May I have some peach juice, Mum? (b)
- 5 Have some cherries, please. (b)
- 6 Are the grapes sweet or sour? (c)

##### C Listen and match (听录音, 将人物和相应的水果连起来)

- 1 —They're round. They're orange. They smell nice. What are they, Kitty?  
—Oh, they're oranges. I like sweet oranges very much. (b)
- 2 —What do you have, Alice?  
—Close your eyes. Now taste it. How does it taste?  
—It's sour. Is it a lemon?  
—Yes, you're right. (f)
- 3 —I'm thirsty. What do you have, Peter?  
—Look. A big watermelon!  
—Wow, great! I like watermelons! (a)
- 4 —What do you have in your bag, Danny?  
—Close your eyes. Taste it. Is it a plum or an apple?  
—It's a plum, I think.  
—Yes, it's a plum. Do you like plums?  
—Yes, I do. (e)
- 5 —Close your eyes, Ben. Touch it. Is it a strawberry or a cherry?  
—It's small and rough, and it smells nice too. It's a strawberry.  
—You're right, Ben. (d)
- 6 —What do you like, Jill? Strawberries or cherries?  
—Guess. They're juicy. They're red, round and smooth.  
—Are they cherries?  
—Yes. I like cherries. (c)

**D Look, ask and answer** (看图, 根据提示与同学互相问答) (略)

**E Read, write and draw** (读一读, 写出相应的单词或词组, 然后在方框内画出相应的水果)

(1 watermelon 2 cherry 3 grape juice 4 strawberry juice)

**F Read and write** (读一读, 按序排列单词完成句子)

(1 an apple or a pineapple/a pineapple or an apple 2 sweet or sour/sour or sweet

3 watermelon juice or peach juice/peach juice or watermelon juice 4 like cherries or strawberries/like strawberries or cherries)

**G Read, choose and complete** (读一读, 选择适当的句子, 填空完成对话)

(1 a 2 d 3 c 4 b)

**H Read and judge** (读故事, 判断下列句子, 与故事内容相符的写T, 不符的写F)

(1 F 2 T 3 F 4 F 5 T)

**Task: We like fruit juice** (我们喜欢果汁) (略)

## M1U2 How does it feel?

**A Listen and choose** (听录音, 选出听到的内容)

1 —Whose bag is this? —It's Kitty's bag. (a)

2 —Whose books are these, Jill? —They're my books. (c)

3 —Whose picture books are those? They're thick. —They're Peter's. (c)

4 Please put your toys in the boxes over there. (b)

5 Mrs Zhang has many soft scarves. (b)

6 Is the pencil sharp or blunt? (c)

**B Listen and choose** (听录音, 选出正确的应答)

1 Look at your room! Put your books on the desk. (a)

2 Whose bottle is that? (c)

3 Is this your bag? (a)

4 Are these toys Danny's or Kitty's? (c)

5 Whose pencils are these? (b)

6 Touch the watermelon. How does it feel? (b)

**C Listen, choose and write** (听录音, 选择并填入正确的形容词来描述物品)

1 Paul: What do you have, May?

May: I have two sketchbooks. They're thick. They're in the box.

Paul: My sketchbooks are in the bag. They're thin.

2 May: What do you have, Paul?

Paul: I have two knives. The small one is in the box. The big one is in the bag.

3 May: My pencils are blunt. They're in the bag. Where are your pencils, Paul?

Paul: My pencils are in the box. They're sharp.

4 Paul: Look at these sweets. They're hard.

May: Look at those sweets. They're soft.

Paul: Let's put the hard ones in the bag, and put the soft ones in the box.

May: OK.

(1 thick 2 small 3 sharp 4 soft 5 thin 6 big 7 blunt 8 hard)

**D Look, ask and answer** (看图, 根据提示与同学互相问答) (略)

**E Look, write and tick** (看图完成字谜, 并勾出正确的形容词)

(1 pencil  sharp 2 balloon  smooth 3 book  thick 4 ruler  long  
5 scarf  soft)

**F Look, read and complete** (看图读一读, 填空完成对话)

(1 It's, ruler 2 Whose, is, Kitty, ball 3 Whose, these, Danny, pencils

4 Whose, are those, They're Peter's rubbers)

**G Look, read and complete** (看图读一读, 选择适当的句子, 填空完成对话)

(1 b 2 c 3 d 4 a)

**H Read and write** (读故事, 填空完成句子)

(1 old 2 thick 3 short 4 blunt)

**Task: A picnic** (一次野餐) (略)

### M1U3 Look at the shadow!

**A Listen and choose** (听录音, 选出听到的内容)

- 1 The bird likes singing on the bench. (b)
- 2 Look, there are two boys on the lawn. They're happy. (a)
- 3 My parents like walking on the path in the evening. (a)
- 4 Is there a river behind the hill? (c)
- 5 The sun goes down in the evening. (c)
- 6 At noon, the sun is high in the sky. (b)

**B Listen and draw** (听录音, 在图中画出相应的景物)

- 1 In the morning, the sun rises behind the hill.
- 2 Two birds fly high in the sky.
- 3 A tall tree is on the lawn. It is near the table.
- 4 A bench is between the table and the tree.
- 5 The shadows of the tree, the bench and the table are long.
- 6 A football is on the path. It is in front of the house.

**C Listen and write** (听录音, 填空完成短文)

In the morning, the sun rises. Mr Li does some exercises under the tree in his garden. Then he has breakfast and goes to work.

The sun goes down in the evening. Mr Li goes home. After dinner, Mr and Mrs Li take a walk on the path near their house.

**D Look and say** (看图, 根据提示说一说) (略)

**E Look, think and write** (看图想一想, 填空完成字谜)

(1 lawn 2 hill 3 path 4 sun 5 shadow 6 bench)

**F Look, read and complete** (看图读一读, 选词填空完成短文)

(1 rises, hill, long, behind 2 high, short, beside 3 goes down, long, in front of)

**G Look, read, draw and write** (看图读一读, 在图中画出汽车影子, 然后回答问题)

(1) It is morning. (2) No, it isn't. It is noon. (3) It grows long.)

**H Look, read and tick** (看图读短文, 分辨下面六幅图中哪一幅与短文的描述一致, 将它勾出来)

(c)

**Task: This is our school** (这是我们的学校) (略)

## Module Revision (1)

**A Listen and choose** (听录音, 选出听到的内容)

- 1 The blind man cannot see the flowers. But he can smell and touch them. (b)
- 2 Whose blunt pencils are these on the table? (c)
- 3 Those round and purple grapes are for my grandmother. (a)
- 4 Are these storybooks Kitty's or Jill's? (b)
- 5 The tree's shadow is on the path. (a)
- 6 The sun goes down in the evening. (c)

**B Listen and choose** (听录音, 选出正确的应答)

- 1 Now smell it. Is it a cherry or a plum? (a)
- 2 Touch it. How does it feel? (c)
- 3 Whose chocolates are these? (a)
- 4 I'm thirsty. May I have some juice, please? (b)
- 5 Is the bench's shadow long or short at noon? (b)
- 6 Whose schoolbag is this? (c)

**C Listen and choose** (听录音, 选出正确的答案)

- 1 —What do you have in your bag, Kitty?  
—Guess. Is it a rubber or a sweet?  
—It's a rubber, I think.  
—Put your hand in my bag and touch it.  
—Oh, it's hard. It's a sweet.  
Question: What does Kitty have in her bag? (a)
- 2 —Look at the classroom. Whose football is this?  
—It's Peter's.  
—Whose books are these?  
—They're Jill's.  
—Put the football in the box and put the books on Jill's desk.  
Question: Whose books are these? (b)
- 3 —Danny, put your hand in the bag. Touch one thing. How does it feel?  
—It's not big. It's soft and smooth.  
—What is it?  
—It's a pencil case.  
—Yes, you're right.

Question: How does the pencil case feel? (a)

- 4 At noon, the sun is high in the sky. Jill and Alice are walking on the path. The trees' shadows are short.

Question: Where are Jill and Alice? (c)

**D Look and say** (看图, 根据提示介绍图中的小区花园) (略)

**E Look, tick and complete** (看图勾一勾, 填空完成句子)

thick					✓		
thin				✓			
sharp						✓	
blunt						✓	
big			✓				
small	✓						
long						✓	
short							✓

- (1 small, rubbers, big    2 These, thin, Those sketchbooks, thick    3 These, long, blunt,  
Those pencils, short, sharp)

**F Look, read and complete** (看图读一读, 填空完成对话)

- (1 a book, Whose book    2 Take, What, It's, ruler    3 It's a, Is it, or,  
It's Ted's    4 Whose rubber, Ben's rubber)

**G Read and write** (读一读, 根据提示词填空完成句子)

- (1 on the bench    2 in the sky    3 in the evening    4 Is it a watermelon or a lemon?/Is it  
a lemon or a watermelon?    5 Whose knife is it/this?)

**H Read and complete** (读短文, 填空完成句子)

- (1 black, white    2 hear, smell    3 lions, tigers, cats, cows, sheep    4 Monkeys, birds,  
fish)

## M2U1 Sports

**A Listen and choose** (听录音, 选出听到的内容)

- 1 There is a badminton club in our school. (a)
- 2 Volleyball is my favourite sport. (c)
- 3 Jill wants to join the Table Tennis Club. (b)
- 4 —Does Peter like playing football? —Yes, he does. (b)
- 5 I like running on the path in the morning. (a)
- 6 There is a basketball match this afternoon in the gym. (c)

**B Listen and choose** (听录音, 选出正确的应答)

- 1 What do you like playing, Alice? (a)
- 2 Does Jill like skipping? (c)

- 3 Does your father like playing table tennis? (a)
- 4 Whose volleyball is that? (b)
- 5 Does Kitty want to join the club? (c)
- 6 Would you like to come with us? (b)

**C Listen and complete** (听录音, 根据首字母提示填空完成短文)

There are many clubs in my school. They are the Badminton Club, Table Tennis Club, Swimming Club, Running Club, Singing Club, Dancing Club and Painting Club. I like playing badminton and playing table tennis. I like swimming in the pool and running in the playground. I like sports. I like singing and dancing. I like painting beautiful pictures too! They are so fun! Can I join all these clubs?

**D Complete and say** (填空完成下列表格, 介绍你的同学喜欢和不喜欢的运动, 然后互相问答) (略)

**E Look and write** (看图, 写出相应的单词或词组)

- (1 play volleyball 2 play basketball 3 play badminton 4 swim  
5 play table tennis/ping-pong 6 play football)

**F Read and complete** (读一读, 用所给动词的适当形式填空完成句子)

- (1 Does, does 2 Do, don't, playing 3 likes 4 likes, joins 5 Does, does, likes)

**G Read, choose and complete** (读一读, 选择适当的句子, 填空完成对话)

- (1 b 2 d 3 a 4 c)

**H Look, read and match** (看图读一读, 将相应的文字与图配对)

- (1 b 2 a 3 d 4 c)

**Task: My family love sports!** (我们全家爱运动!) (略)

## M2U2 Cute animals

**A Listen and choose** (听录音, 选出听到的内容)

- 1 Dogs like bones and cats like fish. (c)
- 2 Tortoises like swimming in the water. (b)
- 3 The clever parrot can say 'How are you?' (c)
- 4 We buy dog food in the supermarket. (a)
- 5 Ginger eats a large bowl of cat food every day. (c)
- 6 —What does your dog like? —He likes bones and meat. (a)

**B Listen and choose** (听录音, 选出正确的应答)

- 1 What does little dog Sam like? (a)
- 2 What do tortoises like? (c)
- 3 Does Ginger like playing ball games? (a)
- 4 Does the parrot like dog food? (c)
- 5 What does a cat eat? (a)
- 6 What animals does Danny like? (b)

### C Listen and complete (听录音, 填空完成短文)

—Does your grandfather have a pet, Tim?

—Yes. He has a dog. Her name is Pangpang. She's two years old. She's cute.

—What does Pangpang like eating?

—Pangpang likes eating meat and cakes.

—What does Pangpang like drinking?

—She likes drinking milk and juice.

—What can she do?

—She can play ball games with my grandfather. They're good friends.

—Does your grandmother like Pangpang?

—No, she doesn't. Pangpang often puts Grandmother's books on the floor.

She's naughty!

(1 dog 2 two 3 meat 4 milk 5 grandfather 6 doesn't)

### D Look, ask and answer (看图, 根据提示与同学互相问答) (略)

### E Look, read and complete (看图读一读, 填空完成对话)

(1 What does, eat 2 What's, does, eats 3 does, likes 4 Does, does it, eats)

### F Read and tick (读一读两位小朋友关于各自宠物的描述, 在正确的图下打√)

(1 c 2 a)

### G Read and answer (读短文, 回答问题)

(1 Rabbit loves running.

2 Rabbit.

3 Tortoise.)

**Task: We like small animals!** (我们喜欢小动物!) (略)

## M2U3 Home life

### A Listen and circle (听录音, 圈出听到的内容)

1 I'm making a model ship in my bedroom.

2 Grandma is cooking dinner in the kitchen.

3 Mum and Dad are walking on the path.

4 Joe is doing his homework in his bedroom.

5 My mother is washing a dress.

6 The cat is sleeping beside Grandmother.

### B Listen and choose (听录音, 选出正确的答案)

1 — Where are you, Joe?

— I'm in my bedroom, Dad. I'm doing my homework.

Question: What is Joe doing? (a)

2 — Are you in the kitchen, Maggie?

— Yes, I'm cooking dinner. Please come and help me.

— All right.

Question: Where is Maggie? (c)

- 3 On Sundays, Jessie usually rides a bicycle in the park. But today she's playing badminton with her mother.

Question: What is Jessie doing today? (a)

- 4 —Where's Paul? Is he in the kitchen?

—Yes, he is. He's washing the dishes. He's a good boy.

Question: What is Paul doing? (b)

**C Listen and complete** (听录音, 填空完成下面的表格)

I am Mary. Today is Mother's Day. My father usually watches TV after work, but today he is cooking dinner. After dinner, my brother Jacky usually makes models in his bedroom, but today he is washing the dishes in the kitchen. I usually do my homework in the living room, but today I am cleaning the table. My mother usually washes the dishes, but today she is reading a book in the living room.

(1 is cooking 2 models 3 is washing 4 kitchen 5 is reading 6 living room)

**D Look and say** (看图, 根据提示说一说) (略)

**E Read, choose and complete** (读一读, 选词填空完成句子)

(1 play 2 are making 3 is making 4 do 5 is cooking 6 is telling)

**F Look, read and complete** (看图读一读, 选词填空完成句子)

(1 living room, doing 2 bedroom, making 3 kitchen, cooking

4 bathroom, washing)

**G Look, label and complete** (看图, 标出人物所在房间, 然后填空完成对话)

(1 Where 2 bedroom 3 making 4 are you 5 bathroom 6 washing

7 Where are you 8 in the living room 9 doing 10 homework 11 Where are you 12 in the kitchen 13 cooking)

**H Read and choose** (读短文, 选词填空完成短文)

(1 a 2 c 3 b 4 a 5 b 6 c 7 a 8 a)

**Task: Saturday morning** (周六上午) (略)

## Module Revision (2)

**A Listen and choose** (听录音, 选出听到的内容)

1 —What does Alice like playing? —She likes playing badminton in the gym. (c)

2 Peter and I want to join the Football Club. (b)

3 Does Jill have a pair of swimming goggles? (c)

4 Sam does not like dog food at all. (c)

5 —Does Sam like running on the lawn? —Yes, he does. It's his favourite sport. (b)

6 Mr Chen is playing football with Peter in the garden. (a)

**B Listen and choose** (听录音, 选出正确的应答)

1 What are you doing, Danny? (a)

2 Where's Ben, Maggie? (b)

3 What does Min like? (a)

- 4 Does Ella like eating leaves? (c)  
5 I like singing and dancing. What about you? (c)  
6 What sports does your father like, Jill? (b)

**C Listen and write** (听录音, 分辨录像中的人是谁, 将其身份填在横线上)

Paul: Who's that, May?  
May: That's my mother. She's driving a car.  
Paul: She's cool. Who's that?  
May: That's my uncle. He likes making models.  
Paul: Where's he now?  
May: He's in the living room. He's making a new model plane.  
Paul: Who's that old lady?  
May: That's my grandmother. She likes singing very much.  
Paul: Where is she?  
May: She's writing a letter in her bedroom.  
Paul: Who's that boy? Is he your brother?  
May: No. He's my cousin.  
Paul: What does he like doing?  
May: He likes painting very much. But he's reading a book now.  
Paul: Who's that?  
May: That's my aunt.  
Paul: Where is she?  
May: She's washing my cousin's toy dog in the bathroom.

(1 aunt 2 grandmother 3 cousin 4 mother 5 uncle)

**D Look and say** (看图, 根据提示说一说) (略)

**E Read, choose and complete** (读一读, 根据上下文选出正确的词, 并用其适当形式填空完成句子)

(1 doing 2 cooking 3 making 4 washing 5 playing 6 does 7 playing  
8 jumping 9 likes 10 doesn't like)

**F Look, read, match and write** (看图读一读, 将图与相应的句子配对, 然后按顺序写一写)

- |                                  |                                  |
|----------------------------------|----------------------------------|
| (1 c                             | 2 a The cage is falling.         |
| 3 d The cat is jumping.          | 4 h The bird is flying.          |
| 5 e The cat is chasing the bird. | 6 f The cat is falling.          |
| 7 g The dog is running.          | 8 b The dog is chasing the cat.) |

**G Read and answer** (读短文, 然后回答问题)

- (1 Walking, dancing and Taichi.  
2 Basketball, table tennis, badminton and volleyball.  
3 At school, in parks and gyms and at home.)

## M3U1 Sounds

### A Listen and circle (听录音, 圈出正确的内容)

- 1 Is he watching TV?
- 2 Where's your father? Is he in the living room?
- 3 Oh! It's noisy outside. Are they playing volleyball?
- 4 There is a new bell on the bicycle.
- 5 Are the students having a picnic in the park now?
- 6 The bell is quiet. The old man cannot hear it.

### B Listen and choose (听录音, 选出正确的应答)

- 1 Listen to the bell. Is it quiet or loud? (b)
- 2 'Ting-ting!' What's that sound? (a)
- 3 Where are your parents? (c)
- 4 Are they watching TV? (b)
- 5 Is the television loud or quiet? (b)
- 6 Look over there! Are the children playing football? (a)

### C Listen and write (听录音, 分辨人物各自在哪里, 写上他们的名字)

1 Paul: Hello. This is Paul speaking.

Anna: Hi, Paul. This is Anna.

Paul: What's that sound? It's loud.

Anna: Oh! It's the television. My grandfather and I are watching a football match.

2 Sally: Hello, this is Sally.

Anna: Hi, Sally. This is Anna. Where are you? I can hear some birds.

Sally: My parents and I are in the park.

Anna: Are you having a picnic?

Sally: Yes, we are.

Anna: That sounds nice! Have a good time!

3 May: Hello. This is May.

Joe: Hi, May. This is Joe. What's that sound? It's loud.

May: Oh! My mother is cooking dinner in the kitchen.

Joe: What are you doing then?

May: I'm playing with my cat in my bedroom.

4 Paul: Hi, Joe. This is Paul.

Joe: Hi, Paul. Where are you? I can hear some noise.

Paul: I'm in the kitchen. I'm helping my mum.

(a) Sally   (b) May   (c) Anna   (d) Paul)

### D Write and say (写一写不同动物发出的声音, 填空完成表格, 然后仿照例子说一说)

(略)

### E Look and write (看图, 填空完成句子)

- (1) playing basketball
- (2) doorbell is ringing, loud
- (3) watching television/TV, loud
- (4) aeroplane is flying, loud/noisy

**F Read, choose and complete** (读一读, 选词填空完成句子。单词可多次选用)

(1 are, Are 2 Do, do, Are, are 3 is, Is, is 4 Is, is 5 Does, does)

**G Look, read and complete** (看图读一读, 填空完成对话)

(1 washing, he is 2 Is she, No, She is 3 doing her homework, she is 4 he cooking, kitchen 5 Is he washing, he is 6 No, she isn't, writing a letter)

**H Read and complete** (读对话, 填空完成下列句子)

(1 reading, storybook 2 playing badminton, playground 3 listening to 4 cooking, kitchen 5 washing her hair 6 shopping, supermarket)

**Task: Animal sounds** (动物的叫声) (略)

**A Listen and number** (听录音, 给动物的叫声排序)

1 'Oink ... Oink ...' 2 'Baa ... Baa ...' 3 'Moo ... Moo ...' 4 'Neigh ... Neigh ...'  
(3, 2, 4, 1)

## M3U2 Time

**A Listen, draw and match** (听录音, 画出正确的时间并和相应的词组连起来)

- 1 It is a quarter to eight. We are going to school. (d)
- 2 It is half past nine. We are having a computer class. (a)
- 3 It is ten o'clock. We are playing table tennis. (b)
- 4 It is a quarter past six. We are having dinner. (c)

**B Listen and choose** (听录音, 选出正确的应答)

- 1 What are you doing, Kitty? (b)
- 2 Peter is having breakfast. What time is it? (c)
- 3 Where's Ginger? What's she doing? (a)
- 4 It's so noisy. I can't hear you, Mary. What are you doing? (a)
- 5 Can I have lunch at half past one? (b)
- 6 It's twelve o'clock. Are you having lunch? (a)

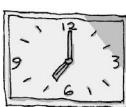
**C Listen and complete** (听录音, 填空完成表格)

Today is Saturday. Mr Chen, Mrs Chen and their three children, Peter, Paul and Sally are at home. It is seven fifteen. Mr Chen is making breakfast in the kitchen. It is half past eight now. Mrs Chen is cleaning the windows in the living room. Peter is doing his homework in his bedroom. It is a quarter past ten. Paul is doing a puzzle in his bedroom. He likes doing puzzles very much. It is a quarter to two now. Sally is playing with their cat Ginger in the garden. Look! She is so happy!

(1 7.15 2 kitchen 3 breakfast 4 Mrs Chen 5 is cleaning 6 bedroom  
7 10.15 8 is doing 9 Sally 10 Ginger)

**D Look and say** (根据练习C的表格及下面的提示与同学互相问答) (略)

## E Read and match (读一读, 将图与相应的句子配对)

- |   |   |                             |                     |
|---|---|-----------------------------|---------------------|
| 1 |  | • It is half past twelve.   | • Go to bed.        |
| 2 |  | • It is seven o'clock.      | • Let's have lunch. |
| 3 |  | • It is nine o'clock.       | • Go to school.     |
| 4 |  | • It is a quarter to eight. | • Get up.           |

## F Look and write (看图, 写出相应的时间)

- 1 nine o'clock
- 2 It is half past one./It is one thirty.
- 3 It is a quarter past four./It is four fifteen.
- 4 It is eleven o'clock.
- 5 It is a quarter to twelve./It is eleven forty-five.

## G Look, read and complete (看图读一读, 填空完成对话)

- (1 It's a quarter to eight./It's seven forty-five.    2 reading a book    3 He's doing his homework.    4 What's, doing, She's drying    5 He's writing a letter.    6 She's watching television/TV.)

## H Read and number (看图读对话, 然后按顺序给图片编号)

(5, 1, 4, 3, 2)

## Task: My day (我的一天) (略)

## M3U3 Days of the week

### A Listen and choose (听录音, 选出听到的内容)

- 1 We like going to the library on Sunday afternoon. (b)
- 2 Jane often goes to the gym on Thursday. (a)
- 3 It's eight now. Let's go to the Chinese Chess Club. (b)
- 4 Henry often washes his car on Monday. (a)
- 5 This Tuesday is my brother's birthday. (c)
- 6 Does she often play basketball on Monday? (b)

### B Listen and choose (听录音, 选出正确的应答)

- 1 Do you always play Chinese chess on Monday? (a)
- 2 What do you usually do on Sunday? (c)
- 3 Does your mother often watch TV in the evening? (b)
- 4 What day is it today? (a)
- 5 Do your family sometimes go to the park at weekends? (b)
- 6 What do you usually do after school? (a)

### C Listen and circle (听录音, 圈出正确的单词完成Lily的自我介绍)

I am Lily, a student at Green Primary School. I go to school from Monday to Friday. I sometimes go to the school library on Monday afternoon. I often go to the Music Club on Tuesday. I always go home early on Wednesday afternoon. I like playing Chinese chess. I sometimes go to the Chinese Chess Club with my classmates on Thursday evening. I go home at two thirty on Friday afternoon. I always play table tennis with my friends then. I enjoy my school life.

### D Think and say (想一想, 根据提示说一说你是否经常做下面的事) (略)

### E Look and circle (看一看, 在字谜中圈出单词)

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

### F Look and complete (看图, 根据提示词填空完成句子)

- (1) never eat    2) sometimes go to the cinema    3) always read books    4) usually play basketball)

### G Look and write (看信息表, 写出相应的句子)

- 2) May often goes to the library at weekends.
- 3) Linda sometimes goes swimming on Friday evening.
- 4) Dan often plays badminton with Anna on Saturday afternoon.
- 5) Mark and Sandy usually play football on Monday afternoon.

### H Read and complete (读一读, 根据上下文填空完成对话)

(do, I, go to, What does, usually do, She, on, play, with, have a)

### I Read and complete (读短文, 填空完成句子)

- (1) Sunday    2) Friday afternoon    3) always, Sometimes    4) often, usually, Saturday)

### Task: A busy week (忙碌的一周) (略)

## Module Revision (3)

### A Listen and choose (听录音, 选出听到的内容)

- 1) Listen! The doorbell is ringing. (b)
- 2) Do you have a computer class on Tuesday? (b)
- 3) It's half past seven. Get up, Joe. (b)
- 4) It's a quarter to eight now. (c)
- 5) I'm brushing my teeth in the bathroom. (a)
- 6) What do you usually do on Sunday evening? (c)

7 We always go to City Park at weekends. (b)

8 Are the cats dozing in the trees? (a)

**B Listen and choose** (听录音, 选出正确的应答)

1 Can you hear the bird, Mary? (c)

2 May, it's a quarter past seven now! What are you doing? (a)

3 What do you usually do on Sunday afternoon? (a)

4 Kitty is having lunch. What time is it? (b)

5 Are you doing your homework, Kitty? (a)

6 Be quiet! Your bell is too loud! (c)

**C Listen and judge** (听录音, 判断下列句子, 与短文内容相符的写T, 不符的写F)

Mr and Mrs White often go to City Park at weekends. They sometimes go on Saturday morning, and sometimes on Sunday afternoon.

It is Saturday morning. It is a nice day. The sky is blue and the clouds are white. Mr and Mrs White are at City Park. Mrs White is sitting on a bench. 'Tweet-tweet!' She can hear some birds in the trees. Mr White is taking some photos. He likes beautiful flowers and tall green trees.

It is ten past ten. Mr and Mrs White are having a picnic. They are having a good time.

(1 T 2 T 3 T 4 F 5 F)

**D Think, complete and say** (你最喜欢一周中的哪一天? 写一写当天的日程表, 然后根据提示与同学交流) (略)

**E Look, read and complete** (看图读一读, 根据提示填空完成句子)

1 Wednesday, half past eight/eight thirty, living room, watching TV

2 Thursday, a quarter past six/six fifteen, kitchen, washing the dishes

3 Friday, three thirty-five/twenty-five to four, under the tree, reading a book

4 Sunday, six o'clock, having dinner

**F Think and write** (想一想, 连词成句)

1 The students always play badminton in the gym.

2 Kitty sometimes watches TV at weekends.

3 Mum is cooking dinner in the kitchen./Is Mum cooking dinner in the kitchen?

4 What is Grandpa doing in the living room?

**G Read, choose and complete** (读一读, 选择适当的句子, 填空完成短文)

(1 c 2 b 3 d 4 a)

**H Read and complete** (读短文, 填空完成表格)

(1 listening to the bird 2 eating/having lunch with Sally 3 watching TV with Paul

4 4.00 5 writing a letter)

## M4U1 A Music class

**A Listen and choose** (听录音, 选出听到的内容)

1 Can you play the violin? (b)

2 The big drum is beside the piano. (c)

3 —Alice, where's Danny's drum? —It's over there. (c)

4 Listen to the sound. Is it a violin? (b)

5 I have a triangle. I can play it. (b)

6 —Whose football is this? —It's Peter's. (c)

**B Listen and choose** (听录音, 选出正确的应答)

1 I can't see my English book. Where is it? (b)

2 What do you play in Music class, Danny? (b)

3 Whose triangle is it, Peter? (c)

4 Where's Peter's triangle? (a)

5 Is that your violin, Mary? (c)

6 What's that sound, Peter? (b)

**C Listen and write** (听录音, 分辨乐器分别属于哪个小朋友, 在方框内写出名字)

May: Hi, Joe. What's that?

Joe: It's a piano.

May: Whose piano is that?

Joe: It's Paul's piano. And the drum is Jenny's. She can play it well.

May: Can you play the drum?

Joe: No, I can't. But I can play the triangle. Is there a triangle?

May: Yes, there's one on the piano. Whose is it?

Joe: Let me see. Oh, it's Anna's.

May: Look! There's a violin beside the piano.

Joe: It's Sally's violin. She likes it very much.

May: I like playing the violin too. It sounds very nice.

(1) Anna (2) Paul (3) Jenny (4) Sally)

**D Look and say** (看图, 根据提示说一说) (略)

**E Look and write** (看图, 填空完成句子)

(1) the drum (2) I can play the violin (3) I can play the piano (4) I can play the triangle)

**F Look, choose and complete** (看图, 选词填空完成句子)

(1) under (2) behind (3) beside (4) on)

**G Look, read and complete** (看图读一读, 填空完成对话)

(1) triangle, Ben's (2) playing the drum, Spaceboy's drum (3) violin, Whose, it's Skyygirl's violin (4) your, it isn't, Kitty's)

**H Read and judge** (读故事, 判断下列句子, 与故事内容相符的写T, 不符的写F)

(1) T (2) F (3) T (4) F (5) F (6) F)

**Task: Our band** (我们的乐队) (略)

## M4U2 Festivals in China

**A Listen and match** (听录音, 将人物和相应的节日连起来)

1 I'm Peter. My family are eating mooncakes and looking at the moon together. It's big and round. (b)

- 2 I'm Alice. My family are eating rice dumplings. We want to watch the dragon boat races after lunch. (c)
- 3 I'm Jill. Today I get some money in red envelopes. My family are watching beautiful fireworks together. (a)
- 4 I'm Danny. Today my parents and I are visiting my grandparents. We want to climb a mountain together. (d)

**B Listen and choose** (听录音, 选出正确的应答)

- 1 Which season is the Double Ninth Festival in? (b)
- 2 What do people usually do at the Dragon Boat Festival? (a)
- 3 How's the weather at the Mid-autumn Festival in Shanghai? (c)
- 4 At which festival do people eat rice dumplings? (b)
- 5 Which festival do you like? (a)
- 6 When is the Spring Festival? (c)

**C Listen and complete** (听录音, 填空完成信息卡)

- 1 The Spring Festival is in January or February. The weather is cold and dry. Families usually have a big dinner together.
- 2 The Dragon Boat Festival is in May or June. The weather is hot, sunny or rainy. People usually eat rice dumplings.
- 3 The Mid-autumn Festival is in September or October. The weather is cool and dry. People usually look at the big and bright moon and eat mooncakes.

(1) Spring, January, dry    (2) Dragon Boat, May, sunny, rainy, rice dumplings  
(3) Mid-autumn, October, cool, moon, mooncakes)

**D Think and say** (想一想, 根据练习C的内容, 说一说你喜欢的节日) (略)

**E Look and write** (看图, 写出节日名称, 然后根据提示写一写) (略)

- (1) the Spring Festival    (2) the Dragon Boat Festival    (3) the Mid-autumn Festival  
(4) the Double Ninth Festival)

**F Read, choose and complete** (读一读, 选词填空完成短文)

(1) Spring Festival    (2) clothes    (3) food    (4) usually    (5) During    (6) visit  
(7) red envelopes    (8) fireworks)

**G Read and judge** (读短文, 判断下列句子, 与短文内容相符的写T, 不符的写F)

(1) F    (2) T    (3) T    (4) F    (5) T)

**Task: Festivals I like** (我喜爱的节日) (略)

### M4U3 Story time

**A Read and act** (读故事, 并演一演) (略)

**B Think and number** (想一想, 根据故事内容, 给下列句子排序)

(5, 2, 4, 3, 1)

**Task: The ugly duckling** (丑小鸭) (略)

**A Choose and write** (选词填空完成下列句子)

(1) making    (2) opening    (3) crying    (4) playing)

## Module Revision (4)

### A Listen and circle (听录音, 圈出听到的内容)

- 1 The little birds are in the nest.
- 2 Do you eat rice dumplings at the Dragon Boat Festival?
- 3 It is always cold and dry during the Spring Festival.
- 4 Mother Duck is making a nest for her eggs.
- 5 She feeds the ducklings with worms.
- 6 My grandmother always plays the piano on Sunday.

### B Listen and choose (听录音, 选出正确的应答)

- 1 It's sweet and juicy. Is it a watermelon or a lemon? (c)
- 2 Where are Mother Duck and her babies swimming? (b)
- 3 'Quack ... Quack ...' Listen! What are the ducks doing? (b)
- 4 The eggs are small and green. Whose eggs are those? (c)
- 5 What do you usually do at the Mid-autumn Festival? (a)
- 6 This bicycle is old and dirty. Whose is it? (a)

### C Listen and write (听录音, 回答问题)

- 1 —('Ding-ding!') Listen! Is it nice?  
—Yes, it is.  
—What's that sound?  
—It's Paul's piano.  
Q: Whose piano is it? (It's Paul's piano.)
- 2 —('Boom-boom!') Are you playing the drum, Joe?  
—No, it's not me.  
—Whose drum is it?  
—It's Andy's drum.  
Q: Whose drum is it? (It's Andy's drum.)
- 3 —Listen to May's triangle. ('Ting-ting!') Is it nice?  
—Yes, it is.  
Q: Whose triangle is it? (It's May's triangle.)
- 4 —('Zing-zing!') Whose violin is it?  
—It's Anna's violin.  
—Do you like the sound?  
—Yes, it's nice.  
Q: Whose violin is it? (It's Anna's violin.)

### D Complete and say (这些乐器的声音是什么样的? 完成表格, 然后根据练习C的内容及提示与同学互相回答) (略)

### E Look, read and complete (看图读一读, 填空完成对话)

- (1) No, drum, triangle, it's my    2 isn't my triangle, Yes, it's my violin  
(3) Yes, it's my piano)

**F Read and match** (看图读一读, 将图片和相应的文字配对)

(1 f 2 b 3 a 4 d 5 e 6 c)

**G Read and answer** (读短文, 然后回答问题)

(1 It is Saturday. 2 They are at Century Park. 3 sitting under a tree/reading a book, sitting under a tree/watching some birds, sitting on the lawn/drinking strawberry juice and listening to music, sitting on the lawn/eating a strawberry cake, playing with a ball)

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修订人员(按姓氏笔画排列): 车建琴 朱 虹 陈一明 陆静娴 鲁 勤 傅 璞

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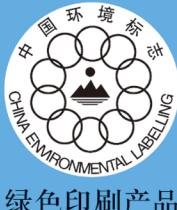
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