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义务教育教科书·英语

教师用书

（衔接三年级起点）

七年级下册

河北教育出版社

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［中　国］河北教育出版社
［加拿大］DC加拿大国际交流中心　合作编写



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致教师

出版者的话：

为了加速初中英语教学进程，适应不同地区英语教学的需要，我们组织国内外资深的英语教学专家，在河北教育出版社和 DC 加拿大国际交流中心合编的《学英语》 教材的基础上，改编成这套《英语》教材，供初中一年级至初中三年级使用。本套教材包括《教科书》、《活动手册》、《同步练习册》、《教师用书》、录音带等。

这套教材充分吸收了国际上新的外语教学理念和实践经验，注重对学生综合语言能力的培养和训练，强调以学生为主体的有意义的语言实践活动，为教学营造了轻松愉快、积极向上的氛围。教材还在教学中安排了大量生动有趣的活动内容，使英语学习变得“既容易又有趣”。

这套教材以主要人物的活动为主线，围绕最基本、最常用的英语词汇、句型、交际会话等，逐步展开教学内容和实践活动，符合中学生的年龄、心理特征和学习语言的规律。

这套教材的《教科书》语言信息含量大，涉及话题广泛，内容鲜活，富有时代感，既贴近学生生活，又展现中西方国家的不同文化背景；《活动手册》、《同步练习册》等设计了丰富多彩的练习活动，供学生们课堂或课后使用；《教师用书》则为教学提供了翔实具体的教学建议。

这套教材采用完成课题式的教学方法 (Project approach)， 把探究性学习引入外语学习中，使学生主动融入创造性的、有意义的整体语言学习中。教材在培养学生语言能力的同时，注重学科知识交叉，适当引入了其他学科的内容。

本册供 7 年级第二学期使用。

久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。对此，我们表示感谢。

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怎样使用《教师用书》？

从何处着手

首先阅读“《学英语》编写指导思想”和“英语课堂”两部分。这两部分介绍了关于本教材的编写指导原则，帮助您在课堂上最有效地发挥您作为教师的作用。

接下来，阅读《教师用书》中“教学技巧”这部分。“教学技巧”向您介绍了怎样用好这套教材，并提供了多种具体的教学方法。备课过程中，宜多查阅《教师用书》书末的这一部分。如先读这部分，会帮助您更顺利地备课。

课本

教科书分为 8 单元，共 48 课（每单元 6 课），每课由两部分组成，左面是内容丰富的课文，右面则是各种形式的活动。课文内容围绕单元话题、以主要人物的活动为主线展开。有些课里设计了 Culture Tip, Dig In, Learning Tip 等小板块，它们是对课文中所涉及的文化、背景、策略、知识等方面作出的说明或拓展，教师可以根据学生的学习情况选择使用。活动部分既有对语言知识的训练，又有对语言能力的培养，还兼具习题的特点，可以帮助教师即时、准确地判断学生的学习情况。

每单元所附单元复习课主要分为六个板块：词汇、语法、听说、综合活动、自我评价、拓展欣赏等，便于学生们对单元知识进行复习、巩固、归纳和反思。听说板块还总结了发音规则，帮助学生们逐步熟悉英语的发音规律。评价部分建议教师从起始阶段指导学生逐项完成，帮助学生逐步形成反思学习过程的习惯。

请注意每课所列举的掌握词语和表达法不是用于机械操练的，而是供教师在准备每课教学时参考的。每一课均遵循以下体例：

- 开始上课和复习
- 教学活动
- 结束课堂教学

参考《教师用书》书末有关部分

教学一般都牵涉到《教师用书》书末所附的有关教学方法：

- 词汇的介绍、练习、复习教学技巧。您可以根据具体教学适当选用这些技巧，以符合具体教学的需要。
- 语音教学技巧。

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- 制作诸如张贴画、手偶、展品等课堂所需教具的方法。
- 关键的语言学习游戏。提供了各种教学游戏活动的方法。
- 国际音标、发音规则、口形与发音及拼写与发音。
- 教科书中每课 Let ' s Do It! 部分及每单元复习课中的练习答案及听力原文。
- 课堂英语。提供了课堂上经常使用的英语指示语。

作适当调整

本《教师用书》根据《教科书》编排，各课中有意设计了较多的活动形式供您选用。备课时，宜标出课上时间不够用的情况下准备删去的活动。有些活动，您也不妨作些替换和调整，以符合学生的需要。例如：若您班的学生需要更多地练习某些单词或短语，可去掉某项创造性活动，留出更多的时间进行操练。不过，莫为求发音和理解上的完美而过多地操练，否则，可能会阻碍学生的语言发展。如今，越来越多的老师摒弃机械式操练，转而采用有意义的操练形式，如图片提示、单词替换、自由替换等。

本《教师用书》仅向您提供一些教学建议而已。您既可以遵循本书提供的教学步骤，也可以创造您自己的教学步骤。如果您有更有效的其他方法，也不妨加入到您的课堂教学当中。总之，宜依据自己的教学经验、学生的具体情况和手头可用的资料，对本《教师用书》加以调整和取舍。

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Philosophy of the *Learning English* Program

The *Learning English* program aims to help Chinese students learn to speak conversational English and to help Chinese teachers improve their own English and English-teaching skills.

The program stresses **communication and conversation.** It focuses on talk (listening and speaking). It gives the students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The students often role play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that the students can function in a variety of situations.

The program is **holistic and integrative.** At beginning levels, it stresses listening and speaking, but it also integrates reading and writing. It creates a balance among all language skills, which is key to language instruction and crucial to language development. Language development occurs in step with changes and growth in consciousness. The four language skills (reading, writing, speaking and listening) naturally reinforce each other in a child's language development. Children need to learn English the way they learned their own language: through listening to people around them speak words and phrases. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and also to play, experiment and use their imaginations.

The program models the **process** of children's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the program first exposes the children to new words and then lets them encounter and use these words again and again in different contexts throughout the class year.

The program stresses **active student-centred experiences.** It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop.

The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom but on what the students do within it.

The program stresses **meaningful learning situations.** The program engages the students in situations where they need English to cope with authentic English-speaking contexts: to make a request, to express a feeling, to accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses **thinking** as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view: to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses **language immersion.** Each lesson exposes the students to a lot of English, more than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words.

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Teachers should label items in the classroom with big cards showing the English words.

The program stresses **risk-taking** in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. **The students need lots of support and assistance to experiment with new language structures. They need praise for the content of what they say rather than constant correction of pronunciation and vocabulary.** Therefore, good language teachers give their students lots of praise and encouragement. They help the students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage the students to invent their own questions, responses and conversations, and they congratulate the students for taking risks.

The program stresses a **motivational classroom environment.** It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

Overall Goals of the *Learning English* Program

Each level of the program identifies specific objectives for mastering vocabulary, grammar, conversation, reading and writing. Teachers, however, need to treat these objectives as part of larger, life-long goals, not as isolated targets. The program aims to support the students as they continue to learn English throughout their schooling and throughout the rest of their lives.

Teaching with the *Learning English* Program

This program stresses:

- **Interactive conversation,** not just lists of vocabulary words and grammatical structures.
- **Flexible language use** in a wide range of situations, not just memorization and chanting.
- **Understanding and expressing overall meaning,** not just learning isolated parts of language.
- **Authentic real-world situations** where, for example, children play games, ask for and give information, and express likes and dislikes.
- **Everyday language among native English speakers.** Many informal expressions and common idioms are included in the curriculum, as well as formal structures demonstrating grammatical patterns.

The program provides:

- **An audiotape** of North American English speakers. The students become used to hearing and understanding a variety of inflections and tones, not just formal British accents.
- **Good-quality literature** that lets the students develop understanding of whole units of meaning, not just isolated words; that motivates the students' interest; and that provides moral instruction for character development. The lessons use translation of well-known Chinese stories as well as traditional and modern English stories.
- **Step-by-step instructions for innovative English-teaching methods** for the teachers to use in the classroom.
- **A wide variety of student-centred activities,** including dialogues, role-play, games, story-writing, small-group activities, TPR(Total Physical Response) activities and drills.
- **Ways to help Chinese teachers improve their own English** as they prepare for lessons. The teacher's guide is very detailed and contains many tips for teaching English.

What about Phonetics?

Pronunciation forms an important part of any language program. Young students mimic well. They often learn pronunciation by listening to, and imitating, good role models.

Too much emphasis on correct pronunciation, however, can make the students afraid to speak because they worry too much about pronunciation errors. Teachers must gently guide the students to understandable pronunciation, but never let pronunciation become more important than meaning and communication.

This program introduces pronunciation exercises when new vocabulary has sounds that Chinese children may find difficult to produce. The beginning level contains a few phonetic drills. Later levels offer more phonetic drills, such as minimal pairs. Older students, at later

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levels, learn symbols for certain sounds, so they can use a dictionary to pronounce unfamiliar words. As much as possible, the program presents these drills in the context of the **meaning** of words and phrases.

Teachers, however, need to pronounce words correctly. Teachers should check their pronunciation periodically with a tape recorder. Teachers should practice speaking English outside of the classroom whenever possible, preferably with a native speaker. Teachers can tune their ear to correct pronunciation by watching English television and movies.

We encourage Chinese teachers of English to learn the IPA so that they understand the distinctions and similarities among different sounds. The IPA also helps teachers to focus on individual sounds and examine ways to produce them. This helps teachers work out the best way to teach these sounds in their own classrooms.

What about Grammar?

This program introduces grammar naturally and gradually. At beginning levels, it teaches the students how to recognize and imitate certain grammatical structures and patterns, but it does not emphasize grammar. At more advanced levels, it explicitly presents points of grammar to help the students understand the patterns or certain structures.

The students should always learn and practice grammar rules as part of communicating meaning. Research has shown that isolated grammar drills and workbook exercises in which the students apply grammar rules by rote do not lead to effective language learning. The students learn the formulas for such exercises quickly and complete them without much thought. They often do not transfer the grammar they practice in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The program endorses teaching grammar through methods such as mini-lessons and games, and helping the students to edit their own creative writing and to keep diaries of their own grammar difficulties.

We remind teachers to avoid stressing correct grammar at the expense of their students' confidence. Teachers who idolize correct grammar intimidate the students and inhibit the willingness of the students to experiment and take risks with the new language. For example, a good teacher would never correct the grammar of a student trying to express meaning. In one notorious story, a teacher asks a student: "How is your family?"The student stammers: "I ... grandfa'... die." The well-meaning but insensitive teacher instantly replies: " Oh, your grandfather died? Now, listen carefully. 'My grandfather died.' Can you repeat that?"

Above all, communication counts, not correctness. *Learning English* aims to help the students experience the joy and comfort of being understood and of understanding others.

What about Memorization?

Memorization has its place in a foreign-language program; it is an important way, though not the only way, to learn new concepts. The students ultimately must memorize the vocabulary and structures of a foreign language before they can consistently produce these structures in conversation and writing. Memorization occurs through practice and games, recitation, repeated exposure, memory tools and individual study. The students also benefit from memorizing songs, chants and short passages in the new language.

English speakers refer to memorization as *learning by heart.* Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. The students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings.

We advise teachers to always help the students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

What about Translation?

Translating passages into a foreign language helps the students study that language. Translating reveals grammatical differences and allows the students to explore word choices and to practice using different idioms and structures correctly. Translation, however, is a difficult and precise art that requires specialized study to perfect. This program introduces a few translation exercises at advanced levels, but it does not emphasize translation for several reasons:

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from

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constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language.

Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

Too much translation also restricts the students to texts written by others. Teachers should encourage the students to create their own texts in the new language in a variety of forms: letters, short descriptions, little stories, poems, essays (at advanced levels) and many others. In such exercises, the students should redraft and revise their own writing several times until it is clear, vivid and correct. The students work harder on their own creative writing, drawn from their own experiences, rather than on translating other people's work.

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《学英语》编写指导思想

本套教材旨在帮助中国学生学说英语，并帮助中国英语教师提高自身的英语水平和教学能力。

本套教材强调交际和会话，重点在交谈（听和说）。教材为学生提供了大量的在各种不同交际情景中用英语进行交谈的机会：学生与学生、学生与小组、学生与教师及学生与全班等。学生能经常进行角色表演并自编对话。这些交谈有利于培养学生交流真情实感的能力，促进灵活的语言运用，使其在各种情景中都能自如地使用英语。

本套教材讲究系统性。在起始年级，既强调听与说，又兼顾读与写，从而达到各项语言技能之间的平衡。而这一点对于语言的教与学至关重要。学生语言能力的提高是随着学生感知能力的增强而同步发展的。语言的四项技能（听、说、读、写）在儿童的成长过程中自然地相互促进，相得益彰。儿童需要用习得母语的方法来学习英语：通过听周围的人讲出的词语去学习。上英语课时，孩子们需要大量机会，于各种不同的情景之中，探索、建构、表达意义；去澄清、反思各自的思想感情和经历；去发挥、试验、运用各自的想像力。

本套教材仿效儿童的语言发展过程。儿童是通过掌握新的词语而获得建构意义的方法的，这需要时间。语言习得的方式和速度，往往因人而异。好的教师一般都力求使其课堂活动适合不同学生的需要。一个单元学完，并非全班同学人人都能达到相同的流利程度。因此，本套教材先让孩子们接触新单词，然后，在整个学年里，让他们在不同的情景之中，反反复复地碰到并运用这些单词。

本套教材强调主动性的，以学生为中心的语言活动，频繁地让学生参与一对一和小组活动，并要求他们自编英语对话。教材提供了大量的游戏、歌曲及角色表演等，供学生用英语交流。教材强调学生的参与和能激发学生用英语作出个人评论性反应的活动。学生实实在在地用英语讲得越多，其语言能力提高也就越快。教师如能激励学生最大限度地用英语交谈，便达到了教材理想的教学指导效果。教师应指导、组织活动、表演、示范对话，必要时应纠正学生的错误。然而，本套教材重点不在于教师在教室前面干什么，而在于学生在教室里做什么。

本套教材强调有意义的学习情景。教材把学生置于特定的情景中，使其必须用英语应付真实的讲英语的环境：提出要求、表达感情、做成一件事、查到重要信息、完成一项任务等等。学生处在真实的环境中，学英语的劲头也就越大，而且学到的是自然的句型句式，而不是矫揉造作的课堂对话。

本教材强调思维是交际的重要组成部分。一个人要交流，必须有话可讲。本教材常常由教师设计让学生形成自己观点的课堂教学：思考并与他人交流彼此的经历；评价他人的思想和经历；运用语言来想像并形成新的观点。

本套教材强调沉浸式训练。每一课均让学生接触大量的英语，但并不都要求学生完全掌握或理解。教师必须尽可能地使学生处于英语的氛围中：教室内应张贴一系列的英语墙报、英文图典、英文报纸、书籍、字母、明信片、标记、杂志等，墙壁上应展示词汇图片和英语单词，教室内的物品宜用大卡片标出相应的英语名称。

本套教材强调鼓励性环境下的“冒险”。没有谁能够不犯错误而学会一门语言。如果学生惧怕失败，他们也就不愿尝试使用新学的词语和句型，自然也就无法取得进步。学生在尝试使用新学的语言结构时，往往需要极大的支持和帮助，他需要的是别人赞扬自己讲话的内容，而不是不断地纠正他的发音和用词。因此，一个好的教师总是极力表扬和鼓励学生，并通过提供大量的示范、表演和提示来帮助学生使用新词新语。他们频频鼓励学生创造各自的问答和对话，并对学生所作的冒险表示祝贺。

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本套教材强调能激发学习积极性的课堂氛围。教材提供了大量机会，让学生玩、唱歌、做游戏，获得惊喜，从而使课堂充满乐趣。本套教材目的在于培养学生学习的欲望，从而使学生课内专心致志，课外积极进行英语实践。

《学英语》总目标

本套教材的每一单元均确定了要掌握的词汇、语法、对话、读和写的具体目标。然而，教师宜将这些具体目标当作更大的、终身式的目标的一部分，而不是作为孤立的目标加以对待。本套教材旨在帮助学生不仅在读书期间，而且于毕业之后继续学好英语。

《学英语》教学法

本套教材教学侧重以下几点：

• 交互式会话，而不仅仅是一连串的单词和语法结构。

• 各种情景下的灵活的语言运用，而不仅仅是死记硬背或机械重复。

• 理解和表达完整的意思，而不仅仅是孤立的只言片语。

• 真实可信的生活情景，使学生得以进行诸如玩游戏、询问或提供信息、表达好恶等活动。

• 英语为母语者所讲的日常话语。教材不仅提供了体现出语法形式的规范结构，而且包括了很多非正式的日常用语和普通习语。

本套教材提供：

• 由北美人录制的录音带。学生会逐渐习惯听并且能听懂（英语的）千变万化的语音语调，而不仅仅是规范的英国口音。

• 高质量的文学作品。这些作品能够引导学生理解整体意思，而不是孤立的单词；激发学生的兴趣；给学生的个性成长提供道德指导。课文不仅仅是传统和现代的英语故事，而且选用一些中国著名故事的英译。

• 新颖的分步教学指导，供教师课堂使用。

• 丰富多彩的以学生为中心的课堂活动，包括对话、角色表演、游戏、写故事、小组活动、TPR（Total Physical Response）（全身反应）活动和操练。

• 帮助中国英语教师于备课过程中提高自身的英语水平的方法。《教师用书》写得十分详细，提供了众多的教学指点。

语　音

发音乃是任何语言教材的重要组成部分。学生善于模仿，他们常常能通过听标准的示范，模仿并练习新的语音而学会发音。

然而，过分强调发音的准确性有可能令他们因害怕发音错误而不敢开口。因此，应提倡听得懂的发音。切忌让发音凌驾于意义表达和交际之上。

每逢遇到可能令中国学生感到发音有困难的新词，本套教材总是自自然然地介绍一些发音练习和教学诀窍。教材在起始阶段引入了若干语音操练形式。在以后各级的教材中提供了更多的诸如 minimal pairs 之类的语音练习。到以后阶段，安排讲授一些语音符号，以便年龄稍大点儿的学生能借助词典学会拼读不熟悉的单词。所有这些练习均最大限度地置于所要拼读的词语的意义的大环境之中。

教师自身语音正确与否极其重要。教师宜使用录音机定期检查自己的发音，而且应于课堂之外抓住一切机会练习说英语——最好是与以英语为母语的人交谈。教师还可以通过看英语电视和电影训练耳朵辨别正确与错误的发音的能力。

我们也鼓励中国英语教师学好国际音标，从而能懂得不同语音之间的相同与不同之处。国际音标还能帮助教师专注个别声音并探究这些音的发音方式。这样，教师可以创造一些灵验的方法用于课堂教学，帮助学生发好这些音。

语　法

语法是自然地、逐渐地引入本套教材里的。在初级阶段，拟让学生知道怎样辨别并模仿一定的语法结构和句式。在以后各级里，将明明白白地把语法点提出来，以帮助学生理解怎样组织某些结构。

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语法规则应总是在交际的总体意义的背景下展示出来并加以练习的。研究表明,孤立的语法训练和书面作业在语言学习过程中并不怎么见效,因为这种情况之下,学生是在将语法条条应用于各种孤立的语句中。完成这种作业,学生很快就能掌握套路,做起来不动脑筋。学生往往不会将他正在练习的语法规则与说与写联系起来。本套教材提倡使用的语法教学法包括 mini-lessons 和语法游戏,教学生怎样修正自己的和同学的作文,让学生就各自的语法难弱项记日记。

在此,谨提醒教师们注意,不要因偏重语法正确而伤害了学生逐渐树立起来的使用英语的信心。课堂上过分推崇语法的超正确性的教师,势必令学生畏缩不前,最终使学生不愿意冒险尝试使用这门新语言。例如,好的教师就绝不会在学生正努力表达整体意思的时候,为纠正学生的语法错误而打断他的。有这样一个故事,说的是一位学生回答老师提的"你家人好吗?"这一问题。该生正结结巴巴地说:"I... grandfa'... die(我……爷爷……死)",那位心地颇好可不怎么通人情世故的老师马上回答说:"哦,你爷爷死了?喂,仔细听着:'My grandfather died.'好了,请重复一遍。"

最重要的当属交际,而不是正确性。本套教材主旨是帮助学生向别人表达意思,体验被人听懂,得到人回应的快乐和舒畅。

熟　记

熟记乃是学新概念的一条重要途径。学好一套外语教材,熟记虽不是惟一的办法,但其地位不容否定。从终极的意义上讲,学生必须记住一门外语的新词汇和语法结构,然后才能在对话和写作时得以运用。熟记不仅通过个人学习,而且通过练习、游戏、背诵、反复接触、记忆工具等完成。学生还可通过记这门新语言的歌曲、唱诗和短文而获益。

说英语的人称熟记为"用心学(learning by heart)"。熟记乃是将某物与自己的心连接起来,从而变成自己的东西。然而,死记硬背,或者说不理解主要意义的熟记,常常是无用之功。这样记住的东西只是作为一堆乱七八糟的、无意义的词储藏起来,并没有与学生的经历和个人思想感情之间形成丰富的联系。

本套教材建议教师经常帮助学生并建立与正在学习的课文和单词与其本人之间的联系,理解其意义,然后再用心去记。

翻　译

将短文从母语译成正在学习的外语,不失为一项有益的练习。翻译活动使学生有机会去考究语法差异,探索各种可能的遣词用句的方式,练习正确使用不同的习语和结构。但是,翻译活动是一项需要专门学习才能掌握的艰深的精确艺术。

本套教材到高级阶段,提供了一些翻译练习。然而,编者谨提醒教师们注意,本套教材不强调翻译,原因如下:

过分强调翻译势必妨碍学生自发地运用外语。我们的目标最终是让学生免除掉不断翻译其母语的过程,让学生们试着直接用英语建构思想,直接用英语表达。过多的翻译还可能误导学生认为理解每个词乃是阅读过程里至关重要的部分。事实并非如此。重要的是让学生学会迅速地抓住阅读内容的整体意义。将注意力过分集中于像单词一类的个别意义单位,会极大影响阅读速度。

过多的翻译往往还将学生禁锢于别人所创作的文本之中。应尽量鼓励学生用英语这门新语言以不同的形式创作各自的书面文本:信函、简短描写、小故事、诗、文章(到高级时)等等。此类练习,学生要多次打草稿,多次修改,直至清楚、生动、正确。练习写出自己的作品,较之翻译别人的东西,更容易激发学生的学习兴趣。

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Your English Classroom

Make Your Classroom Welcoming

Children need to feel safe. They need to trust that no one will make them feel stupid or ashamed. They need to feel like they belong. They like to feel surrounded by friends. They want to be active and to participate. They love to laugh and play. They love surprises. They want to feel special. And most of all, children need to feel cared for.

When your classroom environment provides for these needs, children will be motivated to learn and will work hard.

If you really care about each of your students, you will teach from your heart. That is the best way to create a genuinely caring community in your classroom. Here are some other practical suggestions for creating a stimulating learning environment:

- Keep a brisk pace throughout the class. Drills and question-and-answer periods should be very rapid.
- Allow lots of opportunity for the students to talk and play in pairs and small groups.
- Move throughout the classroom. Don't always stand at the front of the room! For some review sessions, stand at the back of the classroom or at the side. During your question-and-answer drills, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.
- Vary activities frequently: some demonstration, some oral question-and-answer, some small-group work, some song and game, some writing. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing words or making sentences that are unfamiliar. Remember, learning to speak a language involves lots of courage to take risks and making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.
- When offering correction, focus on one problem at a time(otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: **Good try!**
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practicing together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' drawings, posters and words on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

Make Your Classroom a Cultural Island

Many foreign-language teachers try to make their English classrooms places that surround the students with English culture. This gives the students a context for English words and phrases and adds a sense of adventure to learning English.

Try some of these ideas:

- Display maps and magazine pictures, English-language picture books, travel brochures, English magazines and newspapers, advertisements, objects and photographs showing the culture and lifestyle of native English-speaking people. You can hang items from the ceiling, post them on the walls or set up a table at the back of the room where the students can examine cultural objects. Many teachers collect these items through friends who travel or by requesting free brochures from government tourism departments, travel agencies or businesses in North America.
- Write English proverbs on strips of paper and hang them up. Find short poems to write in large letters and

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hang them on the walls.

- Play English pop songs on the tape recorder as the students are coming into the classroom and as they are leaving.
- Encourage the students to help make displays. Many teachers appoint a few of the students to stay after class to help make displays for each unit. For example, on the bulletin board, pin up magazine pictures of people. Add an empty speech bubble above each person. Ask the students to write sentences in the speech bubbles.
- Collect baby photographs of the students in the classroom. The students can write a sentence and put it beside any one of the photographs.
- Put cartoons without the punch lines on the wall. The students can make up punch lines of their own to add.

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营造美好的课堂氛围

孩子们往往需要有安全感、归属感，需要相信不会有人使其出洋相或难堪。孩子们总喜欢周围都是朋友，总想积极参与各种活动。他们喜欢笑，喜欢做游戏和意外的惊喜。他们总想有种与众不同的感觉。而最重要的是，他们需要关爱。

只要你的课堂氛围能满足这些需要，孩子们就会有学习的动力，就会专心致志。

假如你真的关心每一位学生，那么你就会全身心投入到教学中去的。这是营造课堂温暖的氛围的最佳途径。下面再提供一些建议：

• 课堂上自始至终保持轻快的节奏。练习和回答速度要快。

• 给学生提供大量的一对一、小组会话和游戏的机会。

• 绕教室四处走动。一定不要总站在教室的前面！每逢学生复习，最好站到教室后面或边上去；进行回答练习时，绕教室四处走动；观察学生自己练习时，切忌总站在一个地方不动。有老师站在身旁，学生就会特别用功。如果教室空间太挤，最好将课桌靠两面墙壁，使中间空出一个过道，便于教师四处走动，并能与学生保持较近距离的接触。

• 不断变换课堂活动：如演示、口头问答、分小组练习、唱歌、玩游戏、笔头练习等等。本套教材每一课，都是按这种思路设计的。

• 纠正学生错误时，一定要小心。重点应放在学生表现出的好的方面。尤其是学生大胆地尝试拼读所不熟悉的内容或用不熟悉的东西造句时，应充分地加以鼓励和表扬。记住，学好一种语言难免要鼓起大量勇气去冒险，犯错误。出错是语言学习的一个自然而经常的现象。帮助学生们理解这一点。

• 纠正错误时，一次纠正一个问题。挑最重要的错误予以纠正。不要去纠正学生讲的过程中所犯的每一个错误，否则，他们会感到难为情，害怕去讲。以一种淡淡的方式纠正，而不要死抓住该错误不放。而且别忘了用 Good try！之类的话表扬该生所作的努力。

• 如果某学生课堂回答问题不正确，让班上同学给予帮助。如可能，你本人在课前或课后私下给予该生正确答案，最好是借用大家在进行一对一练习的机会。千万注意不要在众人面前令某个学生难堪。

• 将学生所作的图画、张贴画、单词等张贴在墙上。这样能使学生体会到教室是他们的而不仅仅是你的，同时表明他们的创作非常重要。

让教室成为“文化小岛”

很多外语教师作出种种努力，使学生身处教室便有种置身于英语文化之中的感觉。这种做法给学生提供了英语词汇、语句的环境，并增添了英语学习的勇气。不妨做以下尝试：

• 展示表现英语国家的文化和生活方式的东西，如地图、杂志图片、英语画册、导游册、英语杂志、报纸、广告、照片、实物等。既可以挂出来，也可以贴在墙壁上，或者在教室后面摆张桌子，便于学生观看文化实物。很多老师是从一些出过国的朋友那里收集到这类东西的，或者从北美的政府旅游部门、旅行社和商务部门索取到免费手册之类的。

• 将英语谚语写成条幅挂出来。找些短诗，用大体字书写下来，挂于墙上。

• 学生进教室和离教室时，用录音机放些英语流行歌曲。

• 让学生帮忙布置教室。不少老师指定若干学生放学后留下来，帮助布置每个单元的图片展。例如，发动学生用图钉将杂志人物照片钉在布告板（牌）上。在每个人物上方加上一个空的语言框，请学生们往里面填些语句。

• 教室里收集些学生们婴儿时的照片。学生可以在任何一张照片边上写上一句话。

• 将漫画贴于墙上，让学生自己想些俏皮话写在上面。

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Unit 1: A Trip to the Silk Road

GENERAL OBJECTIVES

This unit introduces the students to some new concepts, as well as some review concepts. They will review how to ask for permission and learn to differentiate between polite language and non-polite language when asking for permission. Students will be able to use “will” to express something that is going to happen or something that he/she wants to do in the future. In addition, they will learn how to ask and answer questions related to distance while they learn about some of China’s most famous cities and places of interest.

1. 学会用英语表达请求许可。
2. 能用英语表达意图、计划、目的。
3. 能用英语谈论距离。
4. 学会使用数字。
5. 掌握一般将来时态。

SPECIFIC OBJECTIVES

<table>
<tr><td rowspan="5">语言知识</td><td rowspan="2">词汇</td><td>掌握词汇</td><td>trip, silk, road, lead, note, chance, send, news, exciting, along, kilometre, special, culture, arrive, leave, hit, ancient, ring, bell, enjoy, dish, tour, guide, move, group, bridge, cross, wide, another, main, sand, believe, sir, safe, fall, diary, last, few, hold, Olympics, thousand, instrument</td></tr>
<tr><td>接触词汇</td><td>Martin, Terra Cotta Warrior, Wild Goose Pagoda, drum, pit, sign, cheese, amazing, cave, Marco Polo, camel, onto, yay, clothing, nest, building, someday</td></tr>
<tr><td>短语和句型</td><td colspan="2">guess what, learn about, How far is it from... to...? climb up, No photos! go for a walk, take a picture, take a tour, be famous as..., fall off, all right, a few, thousands of</td></tr>
<tr><td>功能意念</td><td colspan="2">请求许可：May I...? Sure./ Yes, you may./No. Can we...? Sure.
表达意图、计划、目的 : Let’s go to the first pit. I want to sit on one of the horses!
谈论距离：How far is it from Beijing to Xi’an? It’s about 1 114 kilometres.</td></tr>
<tr><td>语法</td><td colspan="2">1. 数词；
2. 一般将来时态 will 的用法。</td></tr>
<tr><td rowspan="4">语言技能</td><td>听</td><td colspan="2">1. 能根据语音、语调的变化，判断句子意义的变化；2. 能听懂有关数字的信息；
3. 能听懂有关熟悉话题的对话和语段；4. 能借助提示听懂老师或同学讲的故事。</td></tr>
<tr><td>说</td><td colspan="2">1. 学习使用正确的语音、语调；2. 能模仿听到的录音；
3. 能在英语课堂上进行简单的口语表达；4. 能简单地讲述自己的旅行经历及感受。</td></tr>
<tr><td>读</td><td colspan="2">1. 能连贯、流畅地朗读课文；2. 能读懂简短的故事和短文。</td></tr>
<tr><td>写</td><td colspan="2">1. 能写出简单的词、词组和句子；2. 能参照范例用英语写出简单的旅行经历。</td></tr>
<tr><td>学习策略</td><td colspan="3">1. 制定详细的英语学习计划；2. 对所学内容能主动练习和实践；
3. 对所学内容能主动复习；4. 寻找适合自己的英语学习方法。</td></tr>
<tr><td>情感态度</td><td colspan="3">1. 能较好地保持浓厚的学习兴趣并树立正确的学习动机；2. 树立学好英语的信心和勇气；
3. 在学习中，敢于用英语进行交流。</td></tr>
<tr><td>文化意识</td><td colspan="3">1. 用恰当的方法表示请求，并对别人的请求做出恰当的反应；2. 对祖国的悠久文化和历史能有更深的了解；3. 了解旅游文化。</td></tr>
</table>

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Lesson 1: A Trip to China

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇 : trip, silk, road, lead, note, chance, send, news
◎接触词汇 : Martin
◎短语和句型 : guess what, learn about

RESOURCES

• audiotape • English-Chinese dictionary

LESSON STRUCTURE

CLASS OPENING

Greeting

Start the lesson by welcoming your students to English class. If you are a new teacher to the class, introduce yourself (with your English name) and write your name on the blackboard.

Say: Hello. Welcome to English class. My name is… You can call me Ms./Mr./Mrs. _____ (your family name). My English name is…

Then politely ask one student (Student A) if they have an English name.

Ask: Do you have an English name? May I know your name?

Then ask another student (Student B) if they have an English name using a command, or less polite language.

Ask: Do you have an English name? Tell me your name.

Ask the class if they notice a difference between how you spoke to Student A and B. Explain that you asked Student A for permission and you gave Student B a command. Point out that there is a difference between polite language and non-polite language. Asking for permission is part of polite language. Give some more examples in Chinese.

Review

Ask the class to list, from their memory, some more examples of when they might use "May I...?" and how they should respond to those questions.

Examples:

May I have some water?
May I go to the washroom?
May I borrow an eraser?
May I watch TV?
May I sit here?
Response: Yes, you may. /No, you may not.

KEY CONCEPTS

Focus Structures:

May I go with them?
You will learn about China.

STEP 1: PRESENT

Tell the students that today they will learn how to ask for permission and how to use the word "will" to express something that is going to happen or something you want to do in the future. Give an example of how to use "will".

Say: I am standing now. I will sit later.

Discuss this example and ask the class to give some of their own examples.

Examples:

I am at school now. I will go home later.
I am hungry now. I will eat some food soon.

STEP 2: LISTEN

INDEPENDENT WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 1 (*A Trip to China*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to independently complete *Let's Do It!* No. 1 while they listen.

3) Discuss the answers to *Let's Do It!* No. 1 as a class.

4) ►Play the audiotape a third time and have the class read aloud along with the tape.

STEP 3: BREAK IT DOWN

1) After you've listened to the lesson, review what was learned. Ask the students to point out the "May I...?" and "will" sentences in the lesson.

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Discuss: What will Jenny's class do? (*A: They will go to China and travel on the Silk Road.*)
What does Jenny ask permission to do? (*A: Jenny asks permission to go on the trip.*)
Who will lead the trip? (*A: Ms. Martin will lead the trip.*)
What will Jenny learn about? (*A: Jenny will learn about China.*)
2) GROUP WORK: Have the students read and answer the questions in *Let's Do It!* No. 2.
3) Discuss the answers to *Let's Do It!* No. 2 as a class.

STEP 4: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Read *Let's Do It!* No. 4 as a class, and then split the students into groups to complete the task. Two students should pretend to be the parents and the other student must ask them for permission. The students should take turns playing different roles so that every student in each group has a turn to ask for permission.
2) Choose some groups to present one of their dialogues in front of the class.

Example Dialogue:

Student: Mom and Dad, my class is doing a China study this term. They will go to China during the March Break. May I go with them?
Mom/Dad: When will you go?
Student: We will leave on March 5 and come back on March 15.
Mom/Dad: Who will lead the trip?
Student: Ms. Martin will lead the trip.
Mom/Dad: Sure, you may go on the trip.
Student: Yay! Thank you, Mom and Dad.

STEP 5: PRACTICE AND PLAY

CLASS/GROUP WORK: *Mother, May I?*

Play *Mother, May I?* to practice asking for permission, using some of the new vocabulary words. Write a list of words you want the students to use on the blackboard.
* See the "Games" section at the back of this guide for further instructions on how to play.

CLASS CLOSING

Assign homework:
• Complete *Let's Do It!* No. 3.
• Write a letter to your parents to ask permission for something (write 3 or 4 sentences; use "May I...?" and "will").

EXTENSION

PAIR WORK: *Translation Match-Up*

1) PAIR WORK: Ask the students to look at *Let's Do It!* No. 3 and find the Chinese translation for each word in the box. (Each pair of students should have an English-Chinese dictionary to complete this task.)

Example:

lead — 带领 chance — 机会

2) Have the students write every English word and its Chinese translation on separate pieces of paper. The students should end up with 12 separate pieces of paper (six for the English words and seven for the Chinese translations).
3) Instruct the students to mix up all the words and then match the correct Chinese translation to the correct English word. The pair that correctly matches up all the words the fastest wins.

LANGUAGE NOTES

1. **We're learning about the Silk Road this month in school.** 我们这个月在学校学习丝绸之路。
learn about 意为"了解，学习，得悉"。例如：
The students learned about Chinese history last week. 上星期学生们学习了中国历史。
I learned about the news on TV. 我是在电视上知道这个消息的。

2. **Mum and Dad, may I ask you a question?** 妈妈、爸爸，我能问你们一个问题吗？
May I...? 意为"我可以……吗？"句中 may 是情态动词，表示"可以"，后跟第一人称 I 或 we，对该问句的肯定回答为 Yes, you may./Sure, you may./Sure. 否定回答为 No, you may not./Sorry, you may not./Sorry. 例如：
May we go to the park? 我们可以去公园吗？
Yes, you may. 是的，可以去。

3. **My school is planning a trip around China with Li Ming's school.** 我们学校正在计划与李明的学校一起在中国旅游。
plan 在句中是动词，意为"计划"，与 make a plan for... 同义（此处 plan 作名词，也表示"计划"）。
around 意为"在……各处"，是介词。例如：

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We should plan our holiday. = We should make a plan for our holiday. 我们应该为假期作计划。
She wants to travel around the world. 她想环游世界。
4. **Who will lead the trip?** 谁将带领(你们)旅行呢？
lead 意为“带领，率领，领导，指挥”。例如：
Ms. Wang will lead us to the top of the mountain. 王老师将带领我们到山顶。
5. **Here is the note from my school.** 这儿有一张我们学校的通知。
Here is… 意为“这儿有……”。例如：
Here is a gift for you for your birthday. 这儿有一个给你的生日礼物。
Here are some flowers for our teachers. 这儿有一些给我们老师的花。
6. **I will send Li Ming an e-mail and tell him the good news.** 我将给李明发邮件告诉他这个好消息。
send 意为“送，传送，寄发”。send sb. sth. = send sth. to sb. 表示“把某物寄给某人”。news 意为“消息，新闻”，是不可数名词。例如：
Please send Lily the letter. = Please send the letter to Lily. 请把这封信寄给莉莉。
Do you believe all the news on the Internet? 你相信网上所有的新闻吗？

Lesson 2: Meet You in Beijing

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：exciting, along, kilometre, special, culture, arrive, leave
◎接触词汇：Terra Cotta Warrior
◎词组和句型：How far is it from... to...?

RESOURCES

• audiotape • number list

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. Nice to see you. How are you today?

Review

1) Homework check.
2) Ask some students to present their permission letters in front of the class.
3) Review the key structures from the previous lesson.
Ask: What is a polite way to ask for permission?
Show it by leading a dialogue such as:
Teacher: May I borrow your pen?
Student A: Yes, you may.
Teacher (to Student B): May I use your eraser?
Student B: Yes, please. Here it is.
Lead another dialogue to review the future tense.
Teacher: What did you eat for breakfast?
Student A: I ate porridge for breakfast.
Teacher: What will you eat for lunch/dinner?
Student A: I will eat noodles for lunch/dinner.
Remind your students that “will” is used to express something that is going to happen or that you want to do in the future.

KEY CONCEPTS

Focus Structures:

How far is it from Beijing to Xi’an?
It’s about 1 114 kilometres.

STEP 1: PRESENT

1) Tell the class that today they will identify when to use “will”, learn how to talk about distance, and understand how to read and create their own plan for a trip.
Ask: What does the word “distance” mean?
How can we describe/talk about distance? (*A: We can use words like: far, close, long, short, and numbers with units of measurement — 1 114 kilometres, 200 centimetres, etc.*)
Ask: Do you know how to say these words in Chinese?
2) Instruct the students to look at the Lesson 2 Dig In. Practice saying the numbers (one thousand and fourteen; six thousand five hundred)
3) Explain “kilometres”.

STEP 2: LISTEN

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CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 2 (*Meet You in Beijing*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the exercise.

3) Discuss the answers as a class.

STEP 3: BREAK IT DOWN

After you've listened to the lesson, review what was learned.

1) **we'll = we + will**

Ask your students to give you more examples like "we'll". Encourage the students to use their examples in a sentence.

Examples:

I'll = I + will (I'll see you tomorrow.)

you'll = you + will (You'll do well on the test.)

he'll = he + will (He'll sing a song at the show.)

she'll = she + will (She'll go on a trip to Hainan.)

they'll = they + will (They'll watch a movie this weekend.)

Other Examples:

don't = do + not (Don't eat that apple.)

can't = can + not (I can't swim.)

it's = it + is (It's time to go home.)

2) **How far is it from ____ to ____?**

Write this structure on the blackboard. Then ask several students to stand up and pick a spot in the room (i.e. the door). Then ask each student to walk from his/her desk to that spot and count his/her steps.

Example:

Student A picks the door. He/She walks from his/her desk to the door.

Ask: How far is it from your desk to the door? *(A: It's about 15 steps from my desk to the door./It's about 15 steps.)*

Explain that you are using "steps" as a unit of measurement like "kilometres".

STEP 4: PRACTICE

PAIR WORK: *Let's Do It!* No. 4

1) Read through *Let's Do It!* No. 4 as a class, and then split the class into pairs to complete the exercise.

2) Choose some pairs to present their dialogue in front of the class.

STEP 5: READ

1) Read the lesson as a class.

2) Look at the "Plan for the Trip" and ask the students questions about it.

Ask: What days will they (Li Ming and Jenny) visit/be in Xi'an? *(A: They will visit/be in Xi'an on Days 3 and 4.)*

How many days will they stay in Dunhuang? *(A: They will stay in Dunhuang for two days.)*

What will they do in Lanzhou? *(A: They will see/visit the Yellow River.)*

How many days is their trip? *(A: Their trip is ten days.)*

When will they come back to Beijing? *(A: They will come back to Beijing on Day 9.)*

STEP 6: TASK

INDEPENDENT WORK: *Create a 10-Day trip plan*

1) Instruct the students to create their own plans for a 10-Day trip. They may plan a trip within China or any other country of their choice. Students should use the plan in the student book as a guide, but their plans should include the following:

• names of cities

• places of interest

• at least two modes of transportation (i.e. train, bus, plane)

• Day 1 should include "Arrive in…" and Day 10 should include "Leave…"

• distance from one city to the next city for at least four cities (i.e. Shanghai to Hangzhou, and Guilin to Yangshuo) — *students will need the Internet to find this information.*

Plan for the Trip		
Day 1	Arrive in Shanghai and visit the New Pudong area	It's about 177 kilometres from Shanghai to Hangzhou.
Days 2 to 3	Take a train from Shanghai to Hangzhou *(In Hangzhou)* See West Lake Visit the Longjing Tea Village	
Days 4 to 5	Take a plane from Hangzhou to Guilin *(In Guilin)* Take a tour around Guilin City Visit the Taohua River	It's about 1 427 kilometres from Hangzhou to Guilin.

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Days 6 to 8	Take a bus from Guilin to Yangshuo *(In Yangshuo)* Visit Moon Hill Take a boat to Li River	It's about 72 kilometres from Guilin to Yangshuo.
Days 9 to 10	Take a plane from Yangshuo to Shanghai Leave Shanghai	It's about 1 610 kilometres from Yangshuo to Shanghai.

Sample 10-Day Trip Plan:

CLASS CLOSING

Assign homework:

• Complete *Let's Do It!* No. 2 and No. 3.

• Complete the 10-Day trip-plan and prepare a short presentation for the next class.

EXTENSION

GROUP WORK: *Number Translation*

1) Write the numbers "hundred and thousand" on the blackboard. Say the words with the class.

2) Write "3 892" on the blackboard and ask the class to write the number in words.

Ask: How do you write this number in words? *(A: three thousand eight hundred (and) ninety-two.)*

3) Write "four thousand one hundred and sixty-seven" on the blackboard and ask the class to write the number in Arabic numbers.

Ask: How do you write this number in Arabic numbers? *(A: 4 167)*

4) Split the class into groups. Give each group a list of numbers with a mix of Arabic numbers and number words. In their groups, the students practice writing the Arabic numbers in words and writing the words in Arabic numbers. Students should practice reading, writing and saying the numbers.

4 755
six thousand three hundred and twelve
9 441
two thousand one hundred and thirty-nine
3 168
five thousand eight hundred and one
1 907
seven thousand six hundred and eighty-eight

Sample Number List:

5) Once they have practiced reading and writing the numbers they may take turns saying and listening to the numbers. One student reads one number and the rest of the group listen and write the number in words or Arabic numbers.

LANGUAGE NOTES

1. **How exciting!** 多么令人兴奋啊！

这是一个感叹句。how 后面跟形容词或副词，表示"多么……啊！"exciting 是形容词，意为"（某事）令人兴奋"，excited 意为"（某人因某事而）感到兴奋"。例如：

The news is exciting. 这个消息令人兴奋。

We are excited about the news. 我们为这个消息感到兴奋。

How interesting! 多么有趣啊！

How fast! 多么快啊！

2. **How far is it from Beijing to Xi'an?** 北京离西安有多远？

how far 意为"（距离）多远"，it 指代"距离"，回答时用 it 作主语。例如：

How far is it from your home to school? 你家离学校多远？

It's about five kilometres. 大约五公里。

3. **The trip will be very special.** 这次旅行将会很特别。

will 表示"将要"，后跟动词原形，special 为形容词，所以 will 的后面跟 be 的原形。例如：

We will be very happy. 我们将会很快乐。

4. **Arrive in Beijing and take a train to Xi'an** 到达北京，坐火车去西安

arrive 意为"到达"，arrive in/at... 意为"到达……"，与 get to 同义。例如：

When will you arrive in (= get to) Handan? 你们什么时候到达邯郸？

I arrived at (= got to) school at 8:00 this morning. 我今天早晨八点到校。

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Lesson 3: A Visit to Xi'an

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：hit, ancient, ring, bell, enjoy, dish, tour, guide, move
◎接触词汇：Wild Goose Pagoda, drum, pit, sign
◎短语和句型：climb up, No photos!

RESOURCES

- audiotape
- Internet access or hard-copy research material
- Magazine or Internet print ads

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. Nice to see you.
1) Ask two or three students questions such as:
How far is it from your home to the school?
What will you do during the lunch time?
2) Homework check.
3) Choose some students to present their 10-day trip plan.

Review

1) Homework check.
2) Choose some students to present their 10-day trip plan.

KEY CONCEPTS

Focus Structures:

You can walk along the wall in the Walled City.
Let's go to the first pit!
Look at the sign, "No photos!"

STEP 1: PRESENT

Explain to the class that today they will learn about some famous places of interest in China. Activate the students' prior knowledge about Xi'an.
Say: Xi'an is a very famous city. Many people come from different countries to visit Xi'an. What do you know about Xi'an? Why do you think it is so special? Do you know any other places of interest in China? Write the students' answers on the blackboard and discuss.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
►Play the audiotape for Lesson 3: Part 1 *(Xi'an — the Walled City)* and complete the exercise.

STEP 3: LISTEN AND READ

►Play the audiotape for Lesson 3: Part 1 *(Xi'an — the Walled City)* a second time. Ask the class to listen and read aloud with the audiotape.

STEP 4: BREAK IT DOWN

1) After you've listened to Part 1 of the lesson, review what was learned. Explain to the class that Part 1 of the lesson is an advertisement for Xi'an.
Ask: What is an advertisement? *(A: An advertisement is something that attracts people's attention to promote some place or product.)*
Say: You can see advertisements (ads) on TV, hear them on the radio, or see them in newspapers, magazines, on buses or buildings and so on.
Can you think of an advertisement that you've seen? What was it for? Where did you see/hear it? *(A: I saw an advertisement for shoes in a magazine./I saw an ad for a new movie on TV.)*
2) Explain that an ad tells people something good or interesting about a place or product.
Ask: What does the ad about Xi'an tell us?
(A: The ad tells us about the things we can do and see in Xi'an.)
According to the ad, what interesting things can you do or see in Xi'an? *(A: You can walk along the wall in the Walled City; climb up the Big Wild Goose Pagoda; hit the ancient drum in the drum tower; ring the ancient bell in the Bell Tower; visit the famous Terra Cotta Warriors; eat delicious food and enjoy the special dishes of Xi'an.)*

STEP 5: LISTEN AND READ

►Play the audiotape for Lesson 3: Part 2 *(The Terra Cotta Warriors)*. Ask the class to listen and read aloud with the audiotape.

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STEP 6: TASK

PAIR WORK: *Let's Do It!* No. 4

1) Give the students class time to do some research on the Internet for *Let's Do It!* No. 4.

2) Your students can use the questions in *Let's Do It!* No. 4 and No. 5 to guide them in their research.

**Note: If your students cannot get access to the Internet at school, consider bringing in some hard-copy research material for the students to use.

STEP 7: PRACTICE

GROUP WORK: *Let's Do It!* No. 5

1) Give your students time to work in their groups and practice the role-play. Ideally, each student in every group will have a chance to play both the role of the student and the tour guide.

2) Write some key words or focus structures on the blackboard for them to use.

Include the following:

• Let's go to (name of place).
• I want to/I don't want to (see the…).
• — Can you (hear the music)?
  — Yes, I can./No, I can't.
• This is wonderful!
• May I (take a photo)?
• Please (do something)/Please don't (do something).

CLASS CLOSING

1) Choose some students to present their role-play in front of the class.

2) Assign homework:

• Complete *Let's Do It!* No. 2 and No. 3.

EXTENSION

SMALL GROUP WORK: *Ad Analysis*

1) Provide each small group with a selection of print advertisements (taken from magazines or off the Internet).

2) Ask the students to choose one advertisement and analyze it. They should look carefully at the ad and answer the following questions:

*What is this advertisement for? (What is it promoting?)

*Is it a good advertisement? (Does it attract your attention?)

*Why is it a good or bad advertisement? (Is it interesting, funny, cool, beautiful, etc.?)

*Would you buy what is being advertised?

*What would you change about this ad to make it better? (Would you use different colours, pictures, etc.?)

LANGUAGE NOTES

1. **A Visit to Xi'an** 西安之旅

visit 在此作名词，意为“游览，参观，访问”。visit 也可以作动词，表示“访问，拜访，参观”。例如：

This is my first visit to New York. 这是我第一次来纽约。

I will visit Paris next year. 明年我将去巴黎。

2. **Welcome to Xi'an — the Walled City.** 欢迎来西安——围墙之城。

① welcome to 意为“欢迎来……”，to 是介词。例如：

Welcome to our school. 欢迎来我们学校。

② walled 是过去分词，作定语，表示“被墙围绕的”。例如：

The Palace Museum is a walled palace. 故宫是一座被墙围绕的宫殿。

Do know the boy called Jim? 你认识名叫吉姆的男孩儿吗？

3. **Eat delicious Chinese food and enjoy the special dishes of Xi'an.** 吃美味的中餐，享受特色的西安菜肴。

dish 意为“一道菜”。另外，dish 可以表示“碟，盘”。例如：

Mum made a fish dish. 妈妈做了一盘鱼。

I want a glass dish to keep the fruit. 我想要个玻璃盘放水果。

4. **Look at the sign, "No photos!"** 看那个标志牌，上面写着“禁止拍照！”

No photos! 意为“禁止拍照！”，是警示用语。例如：

No noise! 禁止喧哗！

No swimming! 禁止游泳！

No smoking! 禁止吸烟！

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Lesson 4: A Visit to Lanzhou

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：group, bridge, cross, wide
◎接触词汇：cheese
◎短语和句型：go for a walk, take a picture

RESOURCES

• audiotape • sample scenario (see Step 3)
• a list (and pictures) of famous statues (see Step 5) • large piece of blank paper (optional)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. How are you?
Ask four or five students to reply.

Review

1) Homework check.
2) Review the key structures from the previous lesson. Choose one or two groups to present their role-play from the last lesson.
3) To start reviewing, ask the class questions such as:
May I borrow your pen/eraser/student book?
Will you please tell me your English name again?

KEY CONCEPTS

Focus Structures:

Later, they go for a walk along the Yellow River.
Let's go down this street and turn left at the traffic lights.
The Yellow River is about 5 400 kilometres long.
Can we take a picture in front of the statue?
Sure!

STEP 1: PRESENT

Ask the students to open their student books to Lesson 4 *(A Visit to Lanzhou)*.
Say: Last class we learned about Xi'an. In today's class we will learn about Lanzhou.
Where is Lanzhou? Does anyone know? Has anyone been there?
Activate the students' prior knowledge of Lanzhou and have a brief class discussion.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 4 *(A Visit to Lanzhou)* and complete the exercise.
2) Check the answers as a class.

STEP 3: PRACTICE AND PLAY

GROUP WORK: *Living Picture*
1) Play *Living Picture* to practice some of the key phrases/structures in this lesson. Write the key phrases/structures below on the blackboard, and review them with the class.
Key Phrases:
walk along
go down the street
turn left/right at...
It is... wide/long.
(something) beside (something)
— Can I/we… ? — Sure!/Yes, you can./No, you can't.
2) In groups, the students tell a story using the phrases/structures above. Describe a scenario (the scenarios may be the same or different for each group) and assign each student a role to play.
** See the "Games" section at the back of this guide for further instructions on how to play.

> *Sample Scenario:*
> Jack and Jill are friends. They plan to meet at the Town Bridge at 3:00 p.m. Right now it is 2:45 p.m. and Jack is lost — he can't find the bridge. He asks for directions from different people (i.e. police officer, shop clerk, civilian, etc.). Will Jack find the bridge? Play and find out!

STEP 4: READ AND DISCUSS

INDEPENDENT WORK: *Let's Do It!* No. 2
Ask the students to read Lesson 4 silently and complete the exercises. Discuss the answers as a class.

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STEP 5: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Have a brief class discussion about statues. Come prepared with a list of some famous statues from around the world (bring pictures of the statues if you can).

Ask: What is a statue? (Students may answer in Chinese.)

Do you know any famous statues? What are they? *(A: Yes, I know a famous statue. The Statue of Liberty.)*

2) Instruct the students to follow the instructions in the student book and draw a statue of their own. The students may draw in the student book or on separate (larger) pieces of paper.

CLASS CLOSING

1) Choose some groups to present their Living Picture story or their "My Statue" drawing (if it is complete).

2) Assign homework:

• Complete *Let's Do It!* No. 3 (and No. 4 if applicable).

EXTENSION

CLASS WORK: *Culture Tip*

Refer to the *Culture Tip* in Lesson 4. Discuss as a class.

LANGUAGE NOTES

1. **Later, they go for a walk along the Yellow River.** 之后，他们沿着黄河散步。

go for a walk 意为"去散步"，与 take a walk 同义。例如：

We usually go for a walk/take a walk/have a walk in the park after supper. 晚饭后，我们通常在公园散步。

2. **Let's go down this street and turn left at the traffic lights.** 我们沿着这条街走，在交通灯处向左转。

① go down... 意为"沿着……走"，还可以说 go up... 或 go along..., 一般而言，从北向南、从西向东、由高处向低处的方向时用 down，反之则用 up，go along = go up/down。例如：

Go down/along this river, you will find the bridge. 沿着这条河走，你就会找到那座桥。

② turn ... 意为"向……转"。例如：

turn right 向右转　turn back 向后转

3. **The Silk Road crossed the Yellow River.** 丝绸之路穿过黄河。

cross 意为"穿过，越过，横过，渡过"，主要表示在物体表面上横穿，与 go across 同义。例如：

Be careful when you cross the street. 过马路时要小心。

Cross the bridge, you will see a tall building. 过了这座桥你就会看到一栋大楼。

Lesson 5: Another Stop along the Silk Road

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：another, main, sand, believe, sir, safe, fall

◎接触词汇：amazing, cave, Marco Polo, camel, onto, yay

◎短语和句型：take a tour, be famous as, on one's way to, fall off, all right

RESOURCES

• audiotape • paper • colouring utensils
• scissors

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. Nice to see you.

Review

1) Homework check.

2) Play *Around and Around* to review some of the key phrases from the previous class.

Give directions that make use of the key phrases. Individual students take turns listening to your directions, answering your questions and moving around the classroom. Give directions such as:

Teacher: Please **walk along** the blackboard.

Please go to Student A's desk and then **turn**

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left/right.

Is this ruler **long**? Is this ruler **wide**?

Put your pencil **beside** your book.

Do you live **down the street**?

Teacher: Can I have an eraser?

Student A: Sure!

Teacher: Can I wear your shoes?

Student B: No, you can't. / No, you may not.

** See the "Games" section at the back of this guide for further instructions on how to play.

3) If time allows, choose some groups to present their "My Statue" drawing in front of the class.

KEY CONCEPTS

Focus Structures:

I can't believe it!

Is it safe?

You will be all right.

It will be fun!

STEP 1: PRESENT

1) Instruct the students to look at the pictures in Lesson 5.

Ask: Where are Danny and Jenny? *(A: They are in the desert city — Dunhuang.)*

How do you know they are in the desert? *(A: Because there is a lot of sand in the picture.)*

Say: Danny and Jenny are riding on camels. Camels live in the desert.

2) Ask the students to read the title of the lesson 5 *(Another Stop along the Silk Road).*

Ask: What is the Silk Road? Is it a road made of silk? *(A: No, it's not. It is a route that some people travelled on a long time ago. It gets its name from the silk trade.)*

Say: Marco Polo is a famous person who travelled on the Silk Road.

3) **Ask:** What does the word "stop" mean? *(A: "Stop" is the opposite of "go".)*

Explain that stop has two meanings. In this case, "a stop" means a place where you stop and not the opposite of "go". Give the example of bus stop or train stop.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 5 (*Another Stop along the Silk Road*). The students listen and complete the exercise. Check the answers as a class.

2) If time allows, play the audiotape a second time and ask the class to read aloud with the tape.

STEP 3: BREAK IT DOWN

After you've listened to the lesson, review what was learned.

Discuss: What is a "main stop"?

Can you guess why Dunhuang is famous as the City of Sands?

What does "I can't believe it!" mean?

What does "safe" mean?

What animal are Danny and Jenny riding on?

Where do they meet the "camel man"?

What does "on their way" mean?

Why is Danny afraid to ride the camel?

Why does Danny say, "Look at me. I'm Marco Polo!"?

STEP 4: PRACTICE

PAIR WORK: *Let's Do It!* No. 3

1) Instruct the students to read through Lesson 5 and complete *Let's Do It!* No. 3.

2) Check the answers as a class.

STEP 5: TASK

PAIR WORK: *Let's Do It!* No. 4

1) Students should follow the example in the student book to help them complete this activity.

2) You may want to ask two student volunteers to help you act out the example dialogue in the student book.

STEP 6: PRACTICE AND PLAY

GROUP/CLASS WORK: *Secret Word*

1) Play *Secret Word* to test the students' knowledge of key vocabulary or phrases, and to test their listening skills.

2) ►Play the audiotape for Lesson 5 and instruct the students to make a signal when they hear key vocabulary or phrases. To signal, students may put up a hand, stand up, make a noise, or perform an action.

** See the "Games" section at the back of this guide for further instructions on how to play.

CLASS CLOSING

1) Choose some pairs to present their dialogue in front of the class.

2) Assign homework:

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• Complete *Let's Do It!* No. 2.

EXTENSION

GROUP/CLASS WORK: *The Story Game*

Play *The Story Game* to review the words and phrases from this lesson. You can play this game in groups or as a class. Each student takes a turn adding a sentence to the story, but each sentence they add should make use of the key words or phrases from this lesson (and previous lessons).

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **They take a tour around the city.** 他们游览这座城市。

take a tour around... 意为"参观，游览，观光"。与 take a trip to... 和 visit 同义。例如：

We will take a tour around Hainan next year. 明年我们将游览海南。

2. **It's one of the main stops on the Silk Road.** 这是丝绸之路上最重要的地方之一。

"one of + 名词复数"表示"……之一"。例如：

One of the students will go to help Lily with her Chinese. 其中一名学生将要帮助莉莉学习中文。

You can choose one of the books. 你可以选其中一本书。

3. **It's famous as the City of Sands.** 它以沙之城而著名。

be famous as... 意为"作为……而著名"，后一般跟人。be famous for 表示"因为……而著名"，后跟事物。例如：

Edison is famous as a great scientist. 爱迪生作为一个伟大的科学家而闻名于世。

Edison is famous for his invention. 爱迪生以他卓越的发明而闻名于世。

4. **You will not fall off.** 你不会摔下来的。

fall off 意为"跌落，从……掉下来"。fall down 表示"摔倒，跌倒"。例如：

Look! The girl is falling off the bike. 看！那个女孩儿从自行车上摔下来了。

John fell down on the snow. 约翰跌倒在了雪地上。

5. **But you will be all right.** 但是你会很安全的。

all right 在句中意为"安全的"，与 safe 同义。all right 表示"好，顺利，健康，正确"等意思。例如：

Everything is all right in our school. 我们学校一切正常。

Are you feeling all right now? 你现在感觉还好吗？

The boy will be all right in a week. 这个男孩儿一周之后（病）就好了。

— Let's go to the park! 我们去公园吧！

— All right! 好吧！

Lesson 6: Jenny's Diary

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：diary, last, few, hold, Olympics, thousand, instrument

◎接触词汇：clothing, nest, building, someday

◎短语和句型：a few, thousands of

RESOURCES

• audiotape • list of key words/phrases
• colouring utensils • scissors

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. Nice to see you.

Review

1) Homework check.

2) Review the key vocabulary from the previous lesson.

GROUP/CLASS WORK: *Vocabulary exercise*

Provide the students with a list of words or phrases (write them on the board). Ask each group to choose two or three words/phrases to define (this number will vary depending on the number of words/phrases you'd like to review and the number of groups).

Each group will write three definitions for each word/phrase. They will write two false definitions and one

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true definition.

Ask the groups to share their definitions with the class. The group to guess the correct definitions for the most words wins.

KEY CONCEPTS

Focus Structures:

It is only a few years old.

Where else can you travel thousands of years back in time?

STEP 1: PRESENT

Instruct the students to look at the pictures in Lesson 6 *(Jenny's Diary)*.

Ask: Do you know these places? What city are they in?

Briefly review Danny, Jenny and Li Ming's trip. Can the students remember what they saw and did on their trip?

Say: This is the last day of Danny, Jenny and Li Ming's trip. They did a lot on their trip. Can you remember where they went, what they saw and what they did?

Discuss as a class.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 6 *(Jenny's Diary)* and ask the students to listen carefully and complete the exercise.

2) ►Play the audiotape a second time and have the class listen and read aloud along with the tape.

STEP 3: PRACTICE AND PLAY

PAIR WORK: *Let's Do It!* No. 3

1) Students should work in pairs to read the lesson again and complete the activity in *Let's Do It!* No. 3. (Instruct the student to draw and fill in the table on a separate, loose piece of paper.)

2) When they have completed the table, ask the students to cut the table along the rows and columns so that all of the 'places of interest' are separate from their corresponding "interesting facts".

3) Tell the students to trade their cut-up table with another pair of students. The pair to be able to match up the places of interest with the correct interesting facts wins.

4) You may also want to check and discuss the students' answers as a class.

STEP 4: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Brainstorm some places of interest in China that were not discussed in this unit with the class. Write the students' ideas on the blackboard.

2) Ask the students to complete *Let's Do It!* No. 4. They may use some of the ideas from the brainstorming session to help them get started.

CLASS CLOSING

1) Choose some groups to present their "Letter to Jenny" from *Let's Do It!* No. 4.

2) Assign homework:

• Complete *Let's Do It!* No. 2.

EXTENSION

GROUP WORK: *Helpful Travel Phrases*

1) In *Let's Do It!* No. 4, the students wrote a letter to Jenny, to tell her about other places in China she should visit. Now, ask the students to imagine that Jenny comes to China by herself (without her school or Li Ming). She will need to know some Chinese to get around. In their groups, have the students brainstorm some basic Chinese phrases that they can teach Jenny. Students must know the English translation for every Chinese phrase they want to teach Jenny.

2) Students should consider what phrases will be most useful to Jenny as a tourist (i.e. ordering food, asking for directions, talking about price, etc.).

LANGUAGE NOTES

1. **This is our last night in China.** 这是我们在中国的最后一个晚上。

last 在句中意为"最后的"，此外还可以表示"上一个"。例如：

We went to the U.S. last year. 去年我们去了美国。

December is the last month of the year 十二月是一年的最后一个月。

2. **It is only a few years old, but it is a very famous and beautiful building.** 它建成仅仅几年，但它是一座很著名、很漂亮的建筑。

a few 意为"一些，少数几个"，修饰可数名词。few 表示"少（几乎没有）"，含有否定的意思。例如：

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He has few friends. 他几乎没有朋友。
He has a few friends. 他有几个朋友。
3. **Danny looked for birds there.** 丹尼在那里找鸟。look for 意为“寻找”，侧重动作。find 表示“找到，发现”，侧重结果。例如：
I can't find my pen. I'm looking for it. 我找不到我的钢笔了。我正在寻找它。
4. **Where else can you travel thousands of years back in time?** 还有其他哪个地方你们能追溯数千年去旅游呢？
thousands of 意为“数以千计的，成千上万的，大量的”。如果 thousand 前面有数词，thousand 不可以用复数。例如：
The Yellow River is over five thousand kilometres long. 黄河五千多公里长。
The Yellow River is thousands of kilometres long. 黄河数千公里长。

Unit Review (1)

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. Nice to see you. Today we will review Unit 1.

Review

1) Homework check.
2) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.
• What does Jenny decide to do in Lesson One?
• What does her plan for the trip look like?
• What places has she visited in China?
• What is she most interested in on her trip?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Search for words from this unit and write them down.
Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that completes the word search the fastest, or finds the most words in the least amount of time wins.
II. Fill in the blanks with the correct forms of the words from this unit. The first letter is given.
First, the students fill in the blanks independently and then check the answers as a class.
III. Complete the passage with the words in the box.
Students complete the dialogue independently and then check the answers together.

GRAMMAR IN USE

I. Read the sentences and write the numbers in English.
In pairs, students take turns reading aloud to one another.
II. Complete the dialogues.
Students complete the dialogue independently, and then check the answers together.

LISTENING AND SPEAKING

I. Listen to the dialogues and write true (T) or false (F).
Ask the students to listen to the dialogue twice and write true (T) or false (F). Check the answers as a class. Remember to correct the false statements so that they are true.
II. Listen and repeat.
Instruct the students to listen, repeat the sounds, and then the words.
III. Work in groups. Imagine you work for a travel company. Write a plan for a 5-day trip and present it to the class. Use the plan to act out a dialogue. Some students can work for the travel company and some students can be customers.
1) Write a 5-day trip plan in groups.
2) In their groups, ask the students to use their plan to act out a dialogue.
3) Choose some groups to present their dialogue in front of the class.

PUTTING IT ALL TOGETHER

Solve the code and discover the hidden message.

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Then write your hidden message and see if your classmates can solve it.

1) Instruct the students to work in groups to write messages in code. Students should follow the example in the student book.

2) Split the class into two teams. Ask one student from each group to write their secret message on the blackboard. Each team should try to solve the other team's hidden message. Place a time limit on the exercise. The team that discovers the most hidden messages in the least amount of time wins.

SELF-EVALUATION

Instruct the students to complete Parts I, II, III, IV and V of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section.). Check the answers as a class.

CLASS CLOSING

Sing a song

1) ►Play the audiotape for *Packing for a Trip*. Ask the students to listen to the song.

2) Instruct the students to repeat the song line by line.

3) ►Play the audiotape for *Packing for a Trip*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

EXTENSION

Play a game

Play *The Trip Game* to review structures and other vocabulary from Unit 1. Students play this game in pairs. Student 1 is the "mother" or "father" and Student 2 is the child asking permission to go on a trip. Students who are granted permission to go on the trip join the "trip" group. In pairs, students may have a dialogue as follows:

Student 2: I want to go on a trip to _____ *(a city or country). May I please go?*

Student 1: Who will you go with?

Student 2: I will go with my friend Shao Li.

Student 1: What will you do there?

Student 2: I will _____ *(activities, sights, etc.).*

Student 1: How will you go there?

Student 2: I will _____ *(take the bus, go by plane, take the train, go by car).*

Student 1: OK. _____ *(a city or country)* is very close. Yes, you may go./_____ *(a city or country)* is very far. No, you may not go.

Once all the "trip" students have been given permission to go or not, the students switch roles and play the game again.

**See the "Games" section at the back of this guide for other variations of this game and further instructions on how to play.

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Unit 2: It's Show Time!

GENERAL OBJECTIVES

This unit builds on the concepts and themes from Unit 1. Students will review the storyline from Unit 1 and learn to point out and discuss highlights from a trip through a variety of different mediums. Students will learn to use the simple past tense and how to conjugate both regular and irregular verbs in the simple past. They will also learn to recognize and give praise and encouragement. In addition, they will learn how to ask and answer questions related to distance while they learn about some of China's most famous cities and places of interest.

1. 学会用英语表扬和鼓励。
2. 能用英语谈论过去发生的事情。
3. 能用英语描述某地或某物。
4. 掌握一般过去时态。

SPECIFIC OBJECTIVES

<table>
<tr><td rowspan="5">语言知识</td><td rowspan="2">词汇</td><td>掌握词汇</td><td>project, interest, still, anywhere, joke, age, Europe, Asia, journey, king, coal, discover, invent, other, describe, build, ago, army, important, tool, more, realize, rich, western, violin, online, especially, treasure, end, product, worth, taste, true, once, experience, alive, own, should, anyone, suggestion</td></tr>
<tr><td>接触词汇</td><td>Italy, goods, clay, soldier, desert, Lily, dancer, hand-made, Dora, Monica, supper, Paul, blog, yum</td></tr>
<tr><td>短语和句型</td><td colspan="2">places of interest, talk about, make a joke, work on, at the age of…, be new to, try one's best, a long time ago, well done, a little bit, make… from…, think about, can't wait to do, play music, I hope so. take part in, get back</td></tr>
<tr><td>功能意念</td><td colspan="2">表扬和鼓励：Good idea. Well done! That's a great idea! You will be a good erhu player. You are a good dancer. I like that idea! Your story is very interesting. They taste really good!</td></tr>
<tr><td>语法</td><td colspan="2">1. 规则动词和不规则动词；
2. 一般过去时。</td></tr>
<tr><td rowspan="4">语言技能</td><td>听</td><td colspan="2">1. 能辨认歌曲中的韵律；2. 能听懂学习活动中连续的指令和问题，并作出适当的反应；
3. 能听懂有关熟悉话题的语段；4. 能辨别辅音音素及辅音字母的发音。</td></tr>
<tr><td>说</td><td colspan="2">1. 能模仿听到的录音；2. 能在英语课堂活动中用简单的英语会话；
3. 能就熟悉的话题，用简单的英语交流。</td></tr>
<tr><td>读</td><td colspan="2">1. 能连贯、流畅地朗读课文；2. 能读懂简单的英语故事。</td></tr>
<tr><td>写</td><td colspan="2">1. 能写出简单的词、词组和句子；2. 能就熟悉的话题写几句话。</td></tr>
<tr><td>学习策略</td><td colspan="3">1. 在学习中积极思考，借助联想学习和记忆；2. 明确自己学习英语的目标；
3. 善于抓住用英语进行表达和交流的机会；4. 使用工具书查找所需要的信息。</td></tr>
<tr><td>情感态度</td><td colspan="3">1. 学会对他人进行表扬和鼓励；2. 能体会英语学习中的乐趣；
3. 能认识到学习英语的目的在于交流。</td></tr>
<tr><td>文化意识</td><td colspan="3">了解西方国家赞扬和鼓励他人的方式和习惯。</td></tr>
</table>

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Lesson 7: What's Your Project about?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：project, interest, still, anywhere, joke
◎短语和句型：places of interest, talk about, make a joke, work on

RESOURCES

• audiotape • pictures of places of interest along the Silk Road • a picture of a donut

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, class. How are you today? Today we are going to begin a new unit, but before we do that let's review what we learned in Unit 1.

Review

Review some of the key concepts and information from Unit 1.
Teacher: What places did Jenny and Danny visit in China?
Students: They visited...
Teacher: What did they learn about?
Students: They learned about Chinese history and culture.
Teacher: What did they do on their trip? Did they have fun?
Students: They visited many places of interest. Yes, they had fun.
Ask five or more students to answer.

KEY CONCEPTS

Focus Structures:

Did you have a good rest after our trip?
Are you ready for your project?
We heard a lot about him on the Silk Road.
I'm making a joke.

STEP 1: PRESENT

1) Introduce the new unit. Ask one student to read the title of the Unit 2 *(It's Show Time!)*
Teacher: What is the title of the Unit 2? Who can tell me?
Students: I can. It's Show Time!
Teacher: That's right. Do you know what "show time" means? It means it's time to put on a show. What is a show?
Students: A show is kind of presentation or performance.
Teacher: Yes. You can watch a show on TV, or see a show in a theatre. Is a movie a show?
Students: Yes, it is.
Teacher: Right. When you present something in front of the class that is a kind of show, too.
2) Instruct the students to read the title of Lesson 7 *(What's Your Project about?)*.
Teacher: Can you guess what Jenny and Danny talk about in this lesson?
Help the students answer the question.
Students: They talk about the trip and their projects.
Write *project* on the blackboard. The students should know the meaning of the word.
3) Show the pictures of the places of interest along the Silk Road.
Teacher: Do you know these places?
Students: Yes, they are places of interest.
Teacher: Right. They are places of interest along the Silk Road.
Write *places of interest* on the blackboard. The students should know the meaning of the term.
Teacher: What other places of interest do you know about in China or in the world?
Student A: The Summer Palace is a place of interest.
Student B: The Sydney Opera House is a place of interest.
4) Show the picture of a donut.
Teacher: Look! This is Danny's favourite food. It's a donut. Did he eat any donuts (when he travelled) on the Silk Road?
Students: No, he didn't.

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Teacher: Why not?
Help the students answer the question.
Students: Because they don't have donuts on the Silk Road.
Teacher: Can you find donuts in Canada?
Students: Of course you can.
Teacher: Yes. We can find donuts anywhere in Canada. What food can you find anywhere in China?
Students: We can find dumplings anywhere in China.
Write *anywhere* on the blackboard. Students should know the meaning of this word.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 7 *(What's Your Project about?).* Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise.
3) Check the answers as a class and correct any false statements.
** See the "Listening Material" section at the back of this guide for information.

STEP 3: READ

INDEPENDENT WORK: *Let's Do It!* No. 2
1) Instruct the students to read Lesson 7 silently, and answer the questions independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class. Make sure the students understand the word *joke* and the phrase *make a joke* after answering Question 2.

STEP 4: LISTEN AND READ

1) ►Play the audiotape a third time, and ask the class to listen and read aloud with the audiotape.
2) Remind students to do their best to imitate the pronunciation they hear.

STEP 5: PRACTICE

PAIR WORK: *Role-Play*
Instruct students to role-play the dialogue in this lesson in pairs.

STEP 6: READ AND RETELL

INDEPENDENT WORK: *Let's Do It!* No. 4
1) Ask students to read Lesson 7 again and complete the fill-in-the-blanks activity.
2) Check the answers as a class.
3) Read the short passage aloud together as a class. Then ask some volunteers to try and retell the passage in their own words.

STEP 7: TASK

GROUP WORK: *Let's Do It!* No. 5
1) Instruct students to discuss the following questions in groups.
Do you know any places of interest in your city?
Where is the place of interest?
What is the name of it?
Why is it special? How old is it?
2) Students should write a short passage answering the questions above. If time allows, students can include a drawing of the place of interest. Encourage them to be creative.
3) Ask some groups to present their passage to the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
First, students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• Role-play Lesson 7.
• A *Place of Interest*: Write about a place of interest in your city, in China, or in the world.
Include a drawing or picture of the place of interest.

EXTENSION

GROUP WORK: *Dig In — Jokes*
1) Read the *Dig In* (at the bottom of Lesson 7) as a class and discuss.
2) In groups, students can write one or two English jokes they know, or translate one or two Chinese jokes into English.
3) Students should take turns telling their jokes in groups, and then in front of the class.

LANGUAGE NOTES

1. **Did you have a good rest after our trip?** 旅行回来后你休息好了吗？
have a rest 意为"休息"，rest 作名词，也可以说成 take a rest。rest 也可以作动词，表示"休息"。例如：

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Davy needs to have a good rest on weekends. 大卫需要在周末好好休息。
Did you rest after the long walk? = Did you have a rest after the long walk? 走了很长的路后你休息了吗？
2. **Are you ready for your project?** 你准备好你的课题了吗？
be ready for... 意为“为……准备好”，侧重状态。get ready for... 表示“为……做准备”，侧重动作。例如：
The children are not ready for the math exam. They are getting ready for it. 孩子们没有准备好数学考试。他们正在做准备。
3. **We heard a lot about him on the Silk Road.** 我们在丝绸之路上听到了很多关于他的事情。
hear about 意为“听说，得知，听到关于……的事情（消息）”。例如：
I heard about the story last week. 上个星期我听说了这个故事。
4. **You can find donuts anywhere in Canada.** 在加拿大，你能在任何地方找到面包圈。
anywhere 用于肯定句，意为“任何地方，无论何处”。用于疑问句，表示“在任何地方”。用于否定句，表示“什么地方也（不）”。例如：
You can sit anywhere. 你可以坐在任何地方。
Is there a bookstore anywhere near here? 这附近有没有书店？
You can't find him anywhere on Sundays. 在星期天你什么地方也找不到他。
5. **I'm making a joke.** 我在开玩笑。
make a joke 意为“说笑话，开玩笑”。play a joke on sb. 表示“取笑某人，捉弄某人”。joke 也可以作动词，意为“开玩笑”。例如：
Don't make a joke. 别开玩笑。
Lucy likes to play jokes on her brother. 露西喜欢捉弄她的哥哥。
Are you joking? 你在开玩笑吗？
6. **Let's go to the library and work on our projects.** 我们去图书馆做我们的课题吧。
work on 意为“从事，做……，致力于……”。例如：
Mo Yan is working on a new story book now. 现在莫言正在写一部新的小说。

Lesson 8: Marco Polo and the Silk Road

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：age, Europe, Asia, journey, king, coal, discover, invent, other
◎接触词汇：Italy, goods
◎短语和句型：at the age of..., be new to

RESOURCES

• audiotape • a photo of Marco Polo • a world map • pictures of boats, horses, camels, cars, trains, planes, silk, paper, tea, and coal • a book called *The Travels of Marco Polo* • research material on Marco Polo

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and review structures from the previous unit.
Say: Good morning/afternoon, boys and girls. Did you all have a good rest last night? Are you ready for today's lesson? I have a joke for you. But before I tell you, who can tell me what a joke is? (*A: A joke is something you say to make people laugh.*)
You can tell a funny joke to your class in English. Ask the students if they can tell you why the joke is funny.

Review

Homework check.
• Role-play Lesson 7.
• Ask several students to present their passage *A Place of Interest* to the class.

KEY CONCEPTS

Focus Structures:

At the age of 17, he went to China. Together, they

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moved goods between Europe and Asia on the Silk Road.
The Chinese discovered coal and invented paper.

STEP 1: PRESENT

1) Discuss what is happening in this lesson.

Teacher: Jenny and Danny are working on their projects. What is Jenny's project about?

Students: It's about Marco Polo and the Silk Road.

Show the picture of Marco Polo and the world map. Point to the Silk Road on the map then write *Marco Polo* and *the Silk Road* on the blackboard.

Teacher: Look at the map. Can you name the continents?

Help the students name the continents: Asia, Europe, America, Australia and Africa.

Teacher: Where was the Silk Road?

Ask one student to come to the front and point to the Silk Road on the map.

Write the structure *between... and...* on the blackboard. Demonstrate the meaning of the structure "*between... and...*". Point out three students sitting next to one another.

Teacher: Student B is sitting between Student A and Student C. Student B is in the middle.

Teacher: So where was the Silk Road? What two continents was it between?

Students: It was here. It was between Asia and Europe.

Teacher: Look at this country. What country is it?

Help the students answer this question.

Students: It's Italy.

Teacher: Right! Marco Polo came from Italy. Italy is in Europe.

Students: (repeat) Marco Polo came from Italy. Italy is in Europe.

Write *Asia, Europe, between... and...*, and *Italy* on the blackboard.

2) Show some pictures of the goods that Marco Polo brought back to Italy with him, such as silk, tea, paper and coal.

Teacher: Look! What are these things?

Students: They are silk, tea, paper and coal.

Teacher: Right! We can call them "goods". Marco Polo brought tea, silk, paper and other goods back to Italy.

Point out the two different meanings between the noun *goods* (products for sale or possessions) and the adjective *good* (the opposite of *bad*). Write *goods*, *coal* and *other* on the blackboard. The students should learn the meaning of each word.

3) Show the pictures of coal and paper.

Teacher: Who discovered coal? Who invented paper?

Students: Chinese people (discovered coal and invented paper).

Write *discover* and *invent* on the blackboard. Make a list of other discoveries and inventions on the blackboard, such as the telephone, the television, the computer, fire, gunpowder, etc. Do the students know who discovered/invented these things?

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 8 (*Marco Polo and the Silk Road*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the exercise.

3) Read through the statements and check the answers as a class.

Ask several students to use the phrase in a sentence.

For example: At the age of six, I learned to ride a bike./I got my first hair cut at the age of three.

STEP 3: BREAK IT DOWN

INDEPENDENT/PAIR WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 8 silently, and answer the questions independently.

2) Students can check and correct their answers in groups then again as a class. Students should use the verb *last* properly answering Question 3. Point out the two different meanings between the verb *last* (continue or go on for a certain amount of time) and the adjective *last* (coming after all the others in order; final).

3) Instruct the students to skim over Lesson 8 again and ask each other more questions about the reading in pairs.

Example Questions:

• Whom did Marco Polo travel with on the Silk Road?
• Did Marco Polo travel to Beijing?
• Whom did Marco Polo work for? (The students

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should know the meaning of the word *king*.)

• What is Marco Polo's book about? (Present the book, *The Travels of Marco Polo*, to the class.)

STEP 4: TASK

GROUP WORK: *Lesson Jumble*

1) Ask the students to rewrite the lesson onto strips of paper: one sentence per one strip of paper.

2) Students can then mix up all their strips of paper (i.e. sentences from the lesson) and try to put them back in sequential, coherent order. The order does not have to exactly match that of the lesson, but the sequence of the sentences should still make sense. Put a time limit on this task. The group who first puts all the sentences back together in a correct or coherent order wins.

STEP 5: REPORT

CLASS/GROUP WORK: *Let's Do It!* No. 4

1) In groups, instruct the students to write a report about Marco Polo. Their report should answer the questions below and should include one more interesting fact (about Marco Polo) that is not in the lesson. (You will need to provide the students with some research material on Marco Polo or the book *The Travels of Marco Polo*.)

Report Questions:

What do you know about Marco Polo?

Where was he from?

How old was he when he came to China?

What did he do in China?

What amazing things did he learn about in China?

How long did he stay in China?

2) Select some groups to present their reports in front of the class.

CLASS CLOSING

Assign homework:

• Complete *Let's Do It!* No. 3.

• Find and write down at least three more interesting facts about Marco Polo.

EXTENSION

GROUP WORK: *The Future Tense*

1) Ask the students to pretend they are from the year 1210 and that they can tell the future. Then instruct them to rewrite Lesson 8 in the future tense, using "will".

2) Discuss how the spellings of the verbs change from past to future tense (i.e. past tense — *he travelled* VS. future tense — *he will travel*).

Sample Lesson 8 in the future tense:

Marco Polo **is** a man from Italy. At the age of 17, he **will go** to China. He **will** travel along the Silk Road with his father and uncle. Together, they **will** move goods between Europe and Asia on the Silk Road. Later, Marco Polo **will** travel with his brother. They **will** travel on boats, horses and camels. Their journey **will** last twenty years!

In 1275, Marco Polo **will** travel to Beijing. He **will** meet the king and (he **will**) work for him for 17 years, During those years, Marco Polo **will** learn about coal and paper. The Chinese **will** discover coal and invent paper. These things **will** be new to Marco Polo. He **will** bring some coal and paper back to Italy with him. He **will** also bring back a lot of silk, tea, and other goods.

Marco Polo **will** write a famous book about his travels to China.

LANGUAGE NOTES

1. **At the age of 17, he went to China.** 在他十七岁的时候，他去了中国。

at the age of... 意为"年龄在……时，在……岁的时候"，还可以说 at age...。例如：

George could swim at the age of 5 (= at age 5). 乔治在五岁时就会游泳。

2. **Together, they moved goods between Europe and Asia on the Silk Road.** 他们在欧洲和亚洲之间一起运送货物。

between... and... 意为"在……之间"。between 是介词，表示两者之间。例如：

Who's that girl between Lily and Lucy? 莉莉和露西之间的女孩儿是谁？

There is a small river between the two villages. 两个村子之间有一条小河。

3. **Their journey lasted about twenty years!** 他们的旅行持续了大约二十年！

last 在句中是动词，意为"持续，延续"。last 作形容词表示"最后的；上一次的，最近刚过去的"。last 作副词表示"上次；最后"。例如：

The rain will last three days. 这场雨将持续三天。

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That was my last time to see him. 那是我最后一次看见他。
What did you do last Sunday? 上周日你做了什么？
I will speak last at the meet. 我将在会上最后发言。
4. **The Chinese discovered coal and invented paper.** 中国人发现了煤，发明了纸。
discover 意为“发现”，指发现早已存在的东西，只是以前没有被人们看到或知道。find 也表示“发现”，是最普通的用词。例如：
Who discovered America first? 是谁最先发现了美洲？
He found a new book on his desk. 他在自己的课桌上发现了一本新书。

Lesson 9: Danny's School Project

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：describe, build, ago, army, important, tool, more
◎接触词汇：clay, soldier, desert, Lily
◎短语和句型：try one's best, a long time ago, well done, a little bit, make... from...

RESOURCES

• audiotape • pictures of the Terra Cotta Warriors, a camel • a silk shirt • Question flashcards (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. Nice to see you.

Review

1) Homework check.
2) Present your three interesting facts on Marco Polo.

KEY CONCEPTS

Focus Structures:

Just try your best.
People built them a long time ago.
Can you tell us a little bit more, please?

STEP 1: PRESENT

1) Introduce what will happen in this lesson.
Say: Jenny's project was about Marco Polo and the Silk Road. Today we are going to talk about Danny's project.
Show the picture of the Terra Cotta Warriors.
Teacher: Look! What are they?
Students: They are the Terra Cotta Warriors.
Teacher: Right! Can you describe them?
Write *describe* on the blackboard to help the students understand or recognize the meaning of the word. Then ask the students to describe the Terra Cotta Warriors. Help them respond.
Students: They are very old. People built them a long time ago. They look like an ancient army. They are clay soldiers and horses.
Write *a long time ago, build (built) look like, army* and *soldier* on the blackboard. The students should understand the meaning of the phrase *a long time ago* and the words *build (built)* and *army*. As well, students should understand the meaning of the words *clay* and *soldier*.
2) Show the picture of a camel in the desert.
Say: Look at this animal. What animal is this?/ What do you call this animal?
Students: It's a camel.
Teacher: Right. Can you describe it?
Students: It's big and tall.
Teacher: Well done! Very good! What else can you say about it?
Help the students answer this question.
Students: It's an important tool on the Silk Road. It lives in the desert.
Write *well done, an important tool*, and *in the desert* on the blackboard. The students should understand the meaning of each word and phrase.
3) Show the silk shirt.
Ask: What is this?

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Students: It's a shirt.
Teacher: What kind of shirt is it? What is it made from?
Students: It's made from silk. It's a silk shirt.
Teacher: Well done! Can you describe silk?
Help the students answer this question.
Students: It's very soft. It comes in many colours.
Teacher: Can you say a little bit more about silk, please?
Help the students respond.
Students: OK. We can make clothes from it.
Teacher: Do you like to wear silk shirts?
Students: Yes, they are very nice and soft.
Write *soft* and *a little bit more* on the blackboard.

STEP 2: LISTEN

INDEPENDENT WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 9 (*Danny's School Project*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the exercise.

3) Ask the students to name each animal, clothing item and place in each picture, first in pairs and then as a class.

** See the "Listening Material" section at the back of this guide for information.

STEP 3: LISTEN AND READ

1) Ask the students to read Lesson 9 silently. Then discuss the lesson (i.e. Danny's project) as a class.

2) ►Play the audiotape for Lesson 9 a third time, and ask the class to listen and read aloud along with the audiotape.

3) Remind the students to do their best to imitate the pronunciation they hear.

STEP 4: ROLE-PLAY

GROUP WORK: *Role-play the lesson*

1) Instruct the students to role-play the lesson in groups of five.

2) If time allows, select some groups to present their role-play in front of the class.

STEP 5: PRACTICE AND PLAY

GROUP/CLASS WORK: *Let's Do It!* No. 4

1) Play *Act and Guess*. Split the class into groups to brainstorm some ideas for things, people or places they can describe.

2) Play the game as a class. One student from each group describes something and the other groups try to guess what it is. Each group should have a chance to describe and every group should have a chance to guess.

CLASS CLOSING

1) Complete *Let's Do It!* No. 2 and No. 3.
First, students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• Write a description for some person, place or thing (other people should be able to guess what you are describing from reading your description).

EXTENSION

GROUP WORK: *Guess the Question*

1) Provide each student with flashcards that say **Who? What? When? Where? Why?** and **How?**

2) The flashcards should be in a stack, face down. Then each student takes a turn picking up a card and saying a sentence that answers the question on the card. The other players then guess the question on the card.

3) Explain to the students that their answers should reflect what they have learned in Unit 1 and 2.

Example:

For the card **Who?** — a player might say, "I am Marco Polo".
What? — a silk shirt
When? — in the year 1275
Where? — Dunhuang
Why? — to learn new things
How? — travelled by boat

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **Just try your best.** 只要尽力就可以。
try one's best 意为"尽最大努力；竭尽所能"，还可以说 do one's best，后接动词不定式 to do。例如：They are trying their best to help us and we should thank them. 他们在尽最大努力帮助我们，我们应

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该感谢他们。

2. **People built them a long time ago.** 人们在很久以前建造的它们。

...ago 意为“……（时间）以前”，在句子中表示过去的时间，句子需要用一般过去时态。例如：

We became friends five years ago. 我们五年前成为了朋友。

They visited our school a few weeks ago. 几个星期前他们参观了我们学校。

3. **Can you tell us a little bit more, please?** 你能再多告诉我一点儿吗？

① a little bit 表示“一点儿，少量”，与 a little, a bit 同义，修饰形容词、副词或者不可数名词。后跟形容词或副词的比较级时，表示“更……一点儿”。后跟名词时，a little bit 和 a bit 后需要接 of。例如：

It's a little bit (= a bit = a little) cold today. 今天有点儿冷。

Can you give me a little bit of (= a little = a bit of) water? 你能给我些水吗？

Lily is a little bit (= a little = a bit) older than Lucy. 莉莉比露西年龄大一点儿。

② more 意为“更多”，是 much 或 many 的比较级。例如：

The camel needs more food. 那只骆驼需要更多的食物。

We will buy more books. 我们将要买更多的书。

Lesson 10: Music and Dance

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：realize, rich, western, violin

◎接触词汇：dancer

◎短语和句型：think about, can't wait to do, play music, I hope so. take part in

RESOURCES

- audiotape
- a picture of *erhu* or a real *erhu*
- a picture of violin or a real violin

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, children.

Review

1) Homework check.

2) Play *Act and Guess*. Students should use the descriptions they wrote for homework to play.

KEY CONCEPTS

Focus Structures:

I feel the same way.

I want to learn to play the *erhu*.

I can't wait to learn to play music for all my friends. Then we can take part in the Spring Festival show together.

STEP 1: PRESENT

1) Show the pictures of *erhu* or the real *erhu* and violin.

Teacher: What are these things called?

Students: *Erhu* and violin.

Teacher: Right. They are musical instruments. Many western people call the *erhu* — the “Chinese violin”. Does anyone in our class know how to play the *erhu* or the violin?

Student A: I can play the *erhu.*

Student B: I can play the violin.

Teacher: Good! Next time, would you play the *erhu* or the violin for us in class?

Write *western, play the erhu* and *play the violin* on the blackboard. Students should understand the meaning of the words and phrases.

2) Instruct the students to look at the picture of Li Ming playing the *erhu* and Wang Mei dancing (in the student book).

Teacher: Look! What is Li Ming doing? Is he playing the violin?

Students: No, he is playing the *erhu* — the Chinese violin. He is playing music.

Teacher: What is Wang Mei doing?

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Students: She is dancing.
Teacher: Right! She is dancing to the music.
Write *music* and *dance* at the top of the blackboard.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 10 (*Music and Dance*). Play it once and ask the students just to listen.
2) Explain the meaning of the word *realize* before you play the audiotape again.
3) ►Play the audiotape a second time and ask the students to complete the exercise by ticking the correct answer.
4) Once they have completed the exercise, students can ask and answer the questions in pairs for extra practice.

STEP 3: READ

INDEPENDENT/PAIR WORK: *Let's Do It!* No. 2
1) Ask the students to read Lesson 10 silently and complete the exercise independently.
2) Students can check their answers in groups and then as a class. Remember to correct any false statements.
3) Students can read the lesson again in pairs, and ask each other questions about the lesson.
Example Questions:
• How does Li Ming feel about Chinese culture? How does Wang Mei feel about Chinese culture?
(**Note: Students should use the phrase *the same way* properly answering this question.)
• Why does Li Ming want to learn to play the *erhu*?
• Why does Li Ming want Wang Mei to learn a traditional Chinese dance? (Students should use the phrase *take part in* properly answering this question.)
• What will Wang Mei wear at the Spring Festival show?

STEP 4: LISTEN AND READ

1) ►Play the audiotape for Lesson 10 a third time, and ask the class to listen and read aloud along with the audiotape.
2) Remind the students to do their best to imitate the pronunciation they hear.

STEP 5: ROLE-PLAY

PAIR WORK: *Role-play the lesson*
1) Instruct the students to role-play the lesson in pairs.
2) If time allows, select some pairs to present their role-play in front of the class.

STEP 6: TASK

PAIR WORK: *Let's Do It!* No. 4
1) Instruct the students to discuss the following questions in pairs.
What are you good at? Can you sing or dance? Can you draw or play an instrument?
2) Then each pair should write a short passage about their talents together.
3) Select some pairs to read their passage and perform their talents in front of the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• Complete *Let's Do It!* No. 4.

EXTENSION

INDEPENDENT/PAIR WORK: *Dig In — Musical Instruments*
1) Read the *Dig In* (at the bottom of Lesson 10) as a class and discuss.
2) Independently or in pairs, students can make a list of three or four other instruments (Chinese or Western instruments) and draw a picture to go with each instrument.
3) If time allows, choose some students to present their list and drawings of musical instruments.

LANGUAGE NOTES

1. **And our culture is so rich and colourful.** 我们的文化如此丰富多彩。
rich 在句中意为“丰富的”，rich 还可以表示“富裕的”。例如：
Chinese is a rich language. 中文是一种丰富的语言。
The rich should help the poor. 富人应该帮助穷人。
2. **I feel the same way.** 我感觉一样。
the same 意为“同样的”，way 表示“方法，方式”。例如：
You can cook the fish in the same way. 你可以用同样的方法烹调鱼。
The twins look the same. 这对双胞胎长得一样。

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We find out a new way to work out the math problem. 我们找到了解出这道数学题的一种新方法。

3. **I can't wait to play music for all my friends.** 我都等不及为我所有的朋友演奏音乐了。

can't wait to do sth. 意为“急着 / 等不及去做某事”，表达一种迫不及待的心情。例如：

The child can't wait to open his present. 那个孩子迫不及待地要打开他的礼物了。

4. **Why don't you learn a traditional Chinese dance?** 为什么你不学习一种中国传统舞蹈呢？

Why don't you/we...? 意为“（你们 / 我们）为什么不……呢？”，表示建议的语气，还可以说 Why not...? 例如：

Why don't we take a walk in the park? = Why not take a walk in the park? 为什么我们不去公园散步呢？

5. **Then we can take part in the Spring Festival show together.** 然后我们就能一起参加春节演出了。

take part in 意为“参加”，指参加某种活动。例如：

Who will take part in your birthday party? 谁将参加你的生日晚会？

Lesson 11: Food in China

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇 : online, especially, treasure, end, product, worth, taste, true, once

◎接触词汇 : hand-made, Dora, Monica, supper, Paul

RESOURCES

• audiotape • pictures of Beijing Duck and Lanzhou noodles • colouring utensils

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone.

Review

1) Homework check.

2) Ask the students to present their “I am good at…” passage in groups, and then in front of the class.

KEY CONCEPTS

Focus Structures:

Everything was great — especially the food!

It takes a lot of work, but the product is worth it.

STEP 1: PRESENT

1) Explain to the class that today's lesson looks like an online chat room (*chat means talk*). Discuss how today's technology allows us to communicate in many different ways, and it allows us to do it much faster than ever before.

Ask: How do you communicate with other people when you can't see them in person?

Student A: I make telephone calls.

Student B: I go online.

Teacher: Right! You can go online. You can communicate in many different ways online. For example, you can send an e-mail. What else can you do online?

Student C: You can go on QQ or Ren Ren.

Write *go online* on the blackboard. Students should understand the meaning of the term.

2) Show the pictures of Beijing Duck and Lanzhou noodles.

Say: Look! What are these things in the pictures? Help the students answer this question.

Students: Beijing Duck and Lanzhou noodles.

Teacher: Yes. They are special kinds of food from China. They are special dishes in China, especially Beijing Duck. It's a real Chinese treasure. People all over the world know about this dish.

Write *food in China, dish/dishes, especially* and *treasure* on the blackboard. Students should understand the title of this lesson *(Food in China)* and be familiar with the subject of food.

3) **Say:** Today we are going to talk about food in China. What's your favourite food/dish?

Students: My favourite food/dish is… (egg and tomato with rice, cabbage and pork dumplings, porridge and pancakes, etc.)

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Teacher: What are Jenny's favourite Chinese foods/dishes?

Students: Beijing Duck and Lanzhou noodles.

Teacher: Why are these dishes special, do you know? Help the students answer this question.

Students: They have a lot of history behind them. Beijing Duck is a Chinese treasure. It takes a lot of work, but the end product is worth it. Lanzhou noodles are long hand-made noodles. They look good and taste great!

Ask more students to answer why these dishes are special until everyone has a good understanding of the reasons.

Write *a lot of history; treasure; It takes a lot of work, but the end product is worth it; long hand-made noodles; look good* and *taste great* on the blackboard. Students should use each word and phrase properly.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ▶Play the audiotape for Lesson 11 (*Food in China*). Play it once and ask the students just to listen.

2) ▶Play the audiotape a second time and ask the students to complete the exercise by answering true (T) or false (F).

3) Students can check their answers in groups and then as a class. Remember to correct any false statements.

STEP 3: READ AND RETELL

INDEPENDENT WORK: *Let's Do It!* No. 3

1) Ask the students to read Lesson 11 silently and complete the fill-in-the-blanks activity independently.

2) Students can check their answers in groups, and then as a class.

3) Ask some volunteers to try and retell the passage in their own words.

STEP 4: LISTEN AND READ

1) ▶Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.

2) Remind students to do their best to imitate the pronunciation they hear.

STEP 5: BREAK IT DOWN

Discuss the following questions as a class.

• What does Jenny think of her trip to the Silk Road?

• What did Dora see on TV?

• Dora says, "It was like magic." What does that mean?

• In China, some people eat noodles for breakfast, lunch or supper. Is this true?

• Where did Paul have Beijing Duck?

STEP 6: TASK

PAIR WORK: *Let's Do It!* No. 5

1) Instruct the students to work in pairs to talk about some other dishes they know. Students should follow the directions and example in the student book.

2) If time allows, ask the students to draw a picture to go with their dishes.

3) Select some pairs to present their dishes to the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 2 and No. 4.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• Write a few sentences about "My Favourite Dish", and draw a picture of or bring a photo of the dish.

EXTENSION

GROUP WORK: *Guess the Dish!*

Students take turns describing a dish. They should consider what ingredients are in the dish, how the dish is made and what part of China or the world this dish comes from. The other group members try to guess the name of the dish. The first group member to guess correctly then takes a turn to describe another dish, and so on.

LANGUAGE NOTES

1. **Everything was great — especially the food!** 一切都很棒——尤其是食物！

especially 意为"尤其，格外，特别"，作副词。例如：

I love music — especially Chinese traditional music. 我喜爱音乐——尤其是中国传统音乐。

2. **It takes a lot of work, but the end product is worth it.**（做北京烤鸭）很费工夫，但（你会觉得）最后成品是值得这些工夫的。

① take 意为"花费，占用"。例如：

The trip will take a long time. 这次旅行将要用很长时间。

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It doesn't take much room. 这东西不占多少地方。
② be worth... 意为“值得……”，后跟名词、代词或动名词。例如：
The product is worth the price. 这个产品值这个价钱。
The book is worth reading. 这本书值得一读。
3. **They look good and taste great!** 它们看起来好看，尝起来美味！
look 意为“看起来”，taste 意为“尝（吃，喝）起来”，是系动词，后跟形容词作表语。例如：
You look beautiful in the new dress. 你穿这条新裙子看起来很漂亮。
The soup tastes delicious. 这个汤很好喝。
4. **It was like magic!** 这就像魔术一样！
like 在句中作介词，意为“像，跟……一样”。例如：
Don't speak to me like that. 不要那样跟我讲话。
Davy looks like his father. 大卫长得像他的父亲。

Lesson 12: A Blog about the Silk Road

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：experience, alive, own, should, anyone, suggestion
◎接触词汇：blog, yum
◎短语和句型：get back

RESOURCES

• audiotape • a sample blog • pictures of Li Ming's trip on the Silk Road • vocabulary cards (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, everyone.

Review

1) Homework check.
2) Ask the students to present their “My Favourite Dish” passage in groups, and then in front of the class.

KEY CONCEPTS

Focus Structures:

Li Ming had a good time on his trip to the Silk Road.
I saw and experienced a lot on the trip.
The history of China is so alive in these places.
I saw my own history and culture in a new way.
Does anyone have any suggestions?

STEP 1: PRESENT

1) Show a sample blog and discuss.
Teacher: Look! What's this?
Students: It's a blog.
Teacher: That's right! A blog is like an online diary. Do you have a blog?
Students: Yes/No.
Teacher: What do people write about on a blog?
Student A: They can write about anything.
Teacher: Can you post (put up) pictures on a blog?
Student B: Yes, you can.
Teacher: People use blogs to share stories, ideas and information with other people all around the world. Can many people write on the same blog?
Student C: Yes, they can.
Teacher: Well done! Look at the title of Lesson 12. What do you think Li Ming's blog is about?
Students: It's about the Silk Road.
2) Look at the pictures of the trip to the Silk Road in the student book. Review the places Jenny, Danny, and Li Ming visited.
3) Talk about the pictures in Lesson 12.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 12 (*A Blog about the Silk Road*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise by ticking the correct pictures.
3) Students can check their answers in groups and then as a class.
** See the “Listening Material” section at the back of this guide for information.

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STEP 3: READ AND RETELL

INDEPENDENT WORK: *Let's Do It!* No. 2

1) Ask the students to read Lesson 12 silently and complete the fill-in-the-blanks activity independently.

2) Students can check their answers in groups, and then as a class.

3) Ask some volunteers to try and retell the passage in their own words.

STEP 4: BREAK IT DOWN

Discuss the following questions as a class.

• What does Li Ming think of this trip? (The students should use the word *own* properly answering this question.)

• Do you have any suggestions for Li Ming's next trip? (The students should use the word *suggestion* properly answering the question.)

STEP 5: REVIEW AND PLAY

CLASS WORK: *Tic-Tac-Toe*

Play *Tic-Tac-Toe* to review some of the main events from Jenny, Danny and Li Ming's trip on the Silk Road.

1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine of approximately equal size.

2) Split the class into two teams. Ask a player on Team 1 a question. If the player or team answers correctly, a player from that team may write an **X** in any square on the grid.

3) Team 2 now has a turn. If the team answers correctly, a player from that team may write an **O** in any square on the grid.

4) The object for each team is to obtain a row of three X's (or three **O**'s) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their X's or **O**'s to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

** See the "Games" section at the back of this guide for further instructions on how to play.

Sample Questions:

• What did Li Ming realize on his trip? (*A: He realized many things about China.*)

• What did Li Ming see in Xi'an? (*A: He saw the Terra Cotta Warriors.*)

• What did Danny and Jenny do in Dunhuang? (*A: They rode on camels.*)

• Where did they see the Big Wild Goose Pagoda? (*A: In Xi'an.*)

• Does Li Ming hope to travel more around China? (*A: Yes, he does.*)

• What did Li Ming see in a new way? (*A: He sees his own history and culture in a new way.*)

STEP 6: LISTEN AND READ

1) ►Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.

2) Remind students to do their best to imitate the pronunciation they hear.

STEP 7: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Instruct the students to work in groups to talk about a trip they each went on.

2) Once every student in the group has had a chance to share his or her trip experience, the groups can work together to write an e-mail to a friend to tell him or her about a trip.

3) Choose some groups to present their e-mails in front of the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.

The students should have a good grasp of the simple past tense to complete this exercise.

2) Assign homework:

• Write an e-mail to a friend "About My Trip". Include some photos from your trip.

EXTENSION

CLASS WORK: *What Happened?*

1) Divide the class into two teams. Ask each team to write some key words from this unit on slips of paper.

Example:

nouns: anywhere, Europe, Asia, journey, king, coal, violin

verbs: discover, invent, describe, build, realize, taste, experience

2) Write "today" and "yesterday" on the blackboard.

3) Ask one team to choose one key word (noun or verb) from the list on the blackboard, stand under "today" or "yesterday". Then say, "What happened?"

4) The students construct a correct sentence in the

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present tense for "today", or past tense for "yesterday" using one noun and one verb.

Examples:

Today/Yesterday, I play/played the violin.

Today/Yesterday, I build/built a house.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **Li Ming had a good time on his trip to the Silk Road.** 李明的丝绸之路旅行非常开心。

have a good time 意为"玩得开心，过得愉快"，还可以说 have a wonderful/great time 或者 have great/a lot of fun。例如：

The children had a great time (=had great fun) at the party. 晚会上孩子们玩得非常开心。

2. **I saw my own history and culture in a new way.** 我用一种新的方式来看待自己的历史和文化。

① own 在句中作形容词，意为"自己的"。own 还可以作动词，表示"拥有，占有"。例如：

I will not believe until I see with my own eyes. 我亲眼看到才会相信。

Cindy wants to own her own room. 辛迪想拥有自己的房间。

② in a... way 表示"用……方式 / 方法"。例如：

You can do the work in a different way. 你可以用不同的方法做这项工作。

3. **Does anyone have any suggestions?** 有人有什么建议吗？

any 用于一般疑问句表示"任何，任何人（或物），有多少人（或物）"。肯定句中用 some，表示"一些"。例如：

Do you need any help? 你需要什么帮助吗？

I need some help. 我需要帮助。

Do you have any storybooks? 你有故事书吗？

Unit Review (2)

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone. Did you have a good day yesterday? What did you do?

Ask five or six students to respond. Students should be using the past tense to answer these questions. Point out when students use regular and irregular verbs in their responses.

Review

1) Homework check.

2) Ask the students to present their "About My Trip" e-mails in front of the class.

3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

• In Lesson 7, Jenny and Danny were doing projects for school. Do you remember what their projects were about?

• What do we learn about Marco Polo in Lesson 8?

• What did we learn from Danny's School Project in Lesson 9?

• What do Li Ming and Wang Mei discuss in Lesson 10?

• What does Jenny write about in Lesson 11? Is Jenny writing an e-mail?

• What is a blog? What does Li Ming write about in his blog?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Search for words from this unit and fill in the missing letters.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that completes the word-search the fastest or finds the most words in the least amount of time wins.

II. Read the sentences and fill in the blanks. The first letter is given. Then tick the correct meaning for each word.

1) Students should complete this activity independently. First, they fill in the blanks with the correct word. (The first letter of each word is given as a hint.)

2) Then students tick the correct meaning for each fill-

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in-the-blank word.
3) Check the answers as a class.

GRAMMAR IN USE

Complete the chart with the correct forms of the verbs. Then use the chart to fill in the blanks.
1) Students should complete the chart independently. Check the answers as a class.
2) Students fill in the blanks (complete the dialogue) independently then read the dialogue in pairs.
3) Check the answers as a class.

LISTENING AND SPEAKING

I. Listen to the passage and match the people with the gifts they got.
1) ►Play the audiotape for this passage twice. Ask the students to listen and match the people with the gifts they received.
2) Check the answers as a class.
II. Listen and repeat.
Instruct the students to listen, repeat the sounds, and then the words.
III. Everyone travels every day. Think about places you often travel to, such as your home, work and the supermarket. What do you see on the way? What is happening around you? In groups, make up a dialogue.
1) Divide the class into groups to discuss this question and brainstorm some answers.
2) Then have the groups make up a dialogue (based on the questions and answers they discussed).
3) Students should act out their dialogues in their groups. If time allows, choose some groups to present their dialogue in front of the class.

PUTTING IT ALL TOGETHER

Work in groups. Why do people like to travel? What is good about travelling? Make a poster about travelling with the title "Why travel?" Include lots of information and pictures. Present your poster to the class.
1) Instruct the students to work in groups to discuss the questions.
2) Each group will make a poster, and then present it to the class.

SELF-EVALUATION

Instruct the students to complete Parts I, II and III of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section). Check the answers as a class.

CLASS CLOSING

Sing a song

1) ►Play the audiotape for *Smile, Smile, Smile.* Ask the students to listen to the song.
2) Instruct the students to repeat the song line by line.
3) ►Play the audiotape for *Smile, Smile, Smile* a second time. Ask the students to sing the whole song with the audiotape. Then try to sing the song without the audiotape.

EXTENSION

Play a game

Play *Opposites* to review word opposites from Units 1 and 2. The words you use for this game will depend on the vocabulary that you have covered. There are a few different ways you can play this game. (1) You can make a list of words to read out to the class. Ask the students to write down the opposite word for every word you call out. (2) Instruct the students to write down as many words and their opposites as they can on separate sheets of paper. Students can then trade their words with a partner and match each word with the correct opposite within a set time limit.
Suggested words from Unit 1 and 2:
arrive – leave
few – many
more – less
true – false
**For a possible list of words you can use and further instructions on how to play, see the "Games" section at the back of this guide.

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Unit 3: School Life

GENERAL OBJECTIVES

This unit covers vocabulary, phrases and concepts associated with school and students' life at school. Students will learn to talk about their life at school (i.e. favourite school subjects, class timetables, projects, etc.). They will also learn to recognize and use adverbs of frequency such as *always, often, usually, sometimes* and *never*. In addition, students will learn to express care and concern for others using relevant vocabulary and sentence structures. They will discuss and explore new concepts related to helping others and making a difference.

1. 学会用英语谈论学校的生活。
2. 能用英语表示关心、关爱和忧虑。
3. 能用英语描述做事情的频度。
4. 能用英语说出中国和西方国家学校生活的相同和不同之处。
5. 能用英语表达努力学习，创造美好未来的决心。

SPECIFIC OBJECTIVES

<table>
<tr><td rowspan="5">语言知识</td><td rowspan="2">词汇</td><td>掌握词汇</td><td>life, term, start, finish, twice, win, social, myself, middle, grade, print, guitar, fair, difference, village, yourself, drop, possible, never, future, terrible, happen, lose, fire, raise, prize, video, piece, visitor, teach, quite, nervous, comfortable, helpful</td></tr>
<tr><td>接触词汇</td><td>yeah, shop, Edmonton, Greenwood, wood, worm, silk worm, education, Jason Glen, Riverside High School, relaxed</td></tr>
<tr><td>短语和句型</td><td colspan="2">How is… going?, sports meet, twice a week/year, long/high jump, be good at, social studies, by oneself, on one's own, make a difference, give up, drop out of school, in the future, come up with, car wash, cookie sale, win first prize, be interested in..., a piece of, different kinds of, move from… to…</td></tr>
<tr><td>功能意念</td><td colspan="2">1. 谈论学校：We always have a big school sports meet twice a year. There are 400 students in my school.
2. 表达关心、关爱和忧虑：How is your school life going? You can make a good life for yourself. She does not want anyone to drop out of school.</td></tr>
<tr><td>语法</td><td colspan="2">频度副词。</td></tr>
<tr><td rowspan="4">语言技能</td><td>听</td><td colspan="2">1. 在听前根据图画预测听力内容；2. 能听懂有关熟悉话题的语段；
3. 能听懂课堂用语，并做出反应。</td></tr>
<tr><td>说</td><td colspan="2">1. 能用英语简单地叙述自己身边的人或事；2. 能看图片和实物进行简单的描述；
3. 能进行角色表演活动。</td></tr>
<tr><td>读</td><td colspan="2">1. 能连贯、流畅地朗读课文；2. 能读懂简单的短文。</td></tr>
<tr><td>写</td><td colspan="2">1. 注意英语语言规律，并能运用规律举一反三；2. 在学习中，集中注意力并积极思考；
3. 把握学习的主要内容。</td></tr>
<tr><td>学习策略</td><td colspan="3">1. 制定详细的英语学习计划；2. 在学习中集中注意力；3. 积极运用所学英语进行表达和交流；
4. 在课外英语学习活动中，敢于用英语与他人交流。</td></tr>
<tr><td>情感态度</td><td colspan="3">1. 能保持浓厚的学习兴趣和正确的学习动机；
2. 能在小组中积极与他人合作，相互帮助，共同完成学习任务。</td></tr>
<tr><td>文化意识</td><td colspan="3">1. 了解中西方学校生活的相同点和不同点；2. 学会用不同的方式去关心、关爱他人。</td></tr>
</table>

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Lesson 13: How Is School Going?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：life, term, start, finish, twice, win, social, myself

◎接触词汇：yeah, shop

◎短语和句型：How is... going? sports meet, twice a week/year, long/high jump, be good at, social studies, by oneself

RESOURCES

- audiotape
- a class timetable
- a Canadian class timetable
- Bristol board (see Unit Review)

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.

Say: Good morning/afternoon, class. How are you today?

Ask four or five students to respond.

2) Introduce the new unit. Draw a mind map on the blackboard and discuss the theme of Unit 3.

Teacher: Today we will start a new unit. Who can tell me the title of Unit 3?

Student: I can. It's "School Life".

Teacher: Very good. In this unit, we will learn to talk about all the things we do and learn at school. What are some things we do or learn at school?

Students may respond with some of the following answers:

We have lessons/classes.

We learn English, math, science, Chinese, etc.

We play games.

We do sports.

We have tests.

We read books.

We sing songs.

Review

Talk about different school subjects and discuss the students' favourite subjects.

Teacher: What's your favourite subject?

Students: My favourite subject is…

Teacher: What do you think of your school subjects?

Students: They are interesting/fun/difficult/easy.

Teacher: Well done!

KEY CONCEPTS

Focus Structures:

How is your school life going?

I am a little busy this term.

We always have a big sports meet twice a year.

Last term I won first place!

You're good at the long jump.

I made a bird house all by myself.

STEP 1: PRESENT

1) Show the class a timetable. If students have a copy of their own class timetable, ask them to take it out.

Teacher: How many subjects do you have this term? What are they?

Students: We have… They are…

Teacher: How many subjects do you have every day?

Students: We have…

Teacher: How often do you have English/Chinese/history…?

Students: We have it once/twice/three times… a week.

Teacher: When do you start/begin and finish school?

Students: I start school at… and finish school at…

Teacher: Good! Today we are going to talk about your school life. How is your school life going?

Students: ...

Help the students answer this question and give details about their school life (i.e. They may talk about any projects, tests or other assignments they are doing in school).

Write *once/twice/three times a week; start; How is your school life going?,* and *a little busy* on the blackboard. The students should use these words and phrases properly.

2) Discuss the students' timetable using the words and phrases above.

3) Show a Canadian class timetable.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:20	English	Social Studies	English	Social Studies	English
9:30 – 10:20	English	Social Studies	English	Social Studies	English
10:20 – 10:45	*Break*	*Break*	*Break*	*Break*	*Break*
10:45 – 11:35	Phys. Ed	Math	Phys. Ed	Math	Phys. Ed
11:35 – 12:30	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
12:30 – 1:20	Math	Shop	Math	Science	Math
1:30 – 2:20	Science	Shop	Science	Music/Art	Science
2:30 – 3:20	Computers	French	Computers	Music/Art	French
3:30 – 4:30	After school clubs	After school clubs	After school clubs	After school clubs	After school clubs

Teacher: Look! Here's Jenny's class timetable. How many subjects does Jenny have?
Students: She has _____ subjects.
Teacher: Yes. What classes does she have?
Students: Jenny has social studies, shop, etc.
Teacher: How often does she have social studies, shop, etc.?
Students: Once/Twice/Three time(s) a week.
Teacher: Good job!
Write *social studies* and *shop* on the blackboard. Explain what these subjects are. What do students do/learn in these two classes? Make sure the students should understand the meaning of these words.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 13 (*How Is School Going?*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise.
3) Check the answers as a class and point out the different subjects.

STEP 3: READ

INDEPENDENT WORK: *Let's Do It!* No. 2
1) Instruct the students to read Lesson 13 silently, and answer the questions independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class.

STEP 4: BREAK IT DOWN

Discuss the following questions as a class.
• What does Wang Mei think of her school days?
• When does Wang Mei start and finish school?
• How often does Wang Mei's school have a sports meet? (The students should use the phrases *have a sports meet* and *twice a week* properly answering this question.)
• What sport does Wang Mei take part in at the school sports meet? (The students should use the phrase *take part in* and the term *long jump* properly answering this question.)
• What place did Wang Mei win at the sports meet last year? (The students should use the phrase *won first place* and *last term* properly answering this question.)
• Did anyone help Jenny make the birdhouse? (The students should use the phrase *all by myself* properly answering this question.)

STEP 5: LISTEN AND READ

1) ►Play the audiotape for Lesson 13 a third time, and ask the class to listen and read aloud along with the audiotape.
2) Remind the students to do their best to imitate the pronunciation they hear.

STEP 6: ROLE-PLAY

PAIR WORK: *Role-play the lesson*
1) Instruct the students to role-play the lesson in pairs.
2) If time allows, select some pairs to present their role-play in front of the class.

STEP 7: TASK

PAIR WORK: *Let's Do It!* No. 4
1) Instruct the students to work in pairs to complete the timetable in the student book.
2) Students should use their completed timetable to make up a dialogue following the example in the student book.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.

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Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• Role-play Lesson 13.

• Think about what your school life is like. Then exchange your idea with your partner next class.

EXTENSION

SMALL GROUP/PAIR WORK: *Think Ahead*

Play *Think Ahead* to review and to practice describing different school subjects.

1) In small groups or pairs, students write eight different school subjects on separate slips of paper.

2) Instruct the students to place all the slips of paper face down in a pile.

3) Player 1 picks up a slip of paper and puts it on his or her forehead with the word (school subject) facing toward the other players. Player 1 tries to guess the school subject by asking others questions.

For example:

Do we have this school subject at our school?

Do we do sports in this class?

Do we learn how to draw pictures in this class?

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **How is your school life going?** 你们的学校生活怎么样?

How is... going? 意为"……怎么样?……如何?……还好吗?"。也可以直接说 How is...? 例如:

How is everything going recently? = How is everything recently? 最近一切都还好吗?

2. **I am a little busy this term.** 这个学期我有点儿忙。

a little 意为"一点儿",后跟形容词或副词。例如:

He feels a little thirsty. 他感觉有点儿渴。

You drive a little fast. Please slow down. 你开车有点儿快。请开慢些。

3. **We always have a big sports meet twice a year.** 我们每年举行两次大型的运动会。

① have a sports meet 意为"举行运动会",have 表示"举行"。例如:

We will have a class meeting this afternoon. 今天下午我们将举行班会。

Lingling had a birthday party last Sunday. 上周日玲玲举办了一个生日聚会。

② twice a/an... 意为"……两次",表示时间的频度。once 表示"一次",三次和三次以上用 times 表示次数。例如:

Li Hui played computer games once a week. 李辉每周玩儿一次电脑游戏。

My parents take me to visit my grandparents four times a month. 每月父母带我去看望我的祖父母四次。

4. **Last term I won first place!** 上个学期我获得了第一名!

win first place 意为"获得(赢得)第一名",与"win+比赛项目或竞赛项目"同义。例如:

All of the students are trying their best to win first place. 所有的学生都在为获得第一名而努力。

Which country won the soccer game? 哪个国家赢得了足球比赛的胜利?

5. **You're good at the long jump.** 你擅长跳远。

be good at 意为"擅长……,……(方面)做得好"。例如:

Tiantian is very good at art. 甜甜擅长美术。

6. **I made a bird house all by myself.** 我自己做了一个鸟舍。

all by oneself 意为"某人自己,单独,独自"。myself 表示"我自己"。例如:

I learned French all by myself. 我自学的法语。

The little girl stayed at home all by herself. 这个小女孩儿自己一人呆在家。

Lesson 14: Jenny's School Life

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇:middle, grade, print, guitar, fair

◎接触词汇:Edmonton, Greenwood, wood, worm, silk worm

◎短语和句型:on one's own

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RESOURCES

• audiotape • a Canadian class timetable
• a hand-made cup • a printed shirt
• a picture of an *erhu*, a violin and a guitar
• a picture of a person playing the guitar
Resources for Hands-on Activity (see Extension) • plain T-shirt • hard paper (i.e. cardboard) • scissors • ink or paint

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. Nice to see you.

Review

1) Homework check.
2) Role-play Lesson 13.
3) Ask several students to share their ideas about school life.

KEY CONCEPTS

Focus Structures:

Sometimes we make things with clay.
But sometimes we play on our own.

STEP 1: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 14 (*Jenny's School Life*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise.
3) Check the answers as a class.
** See the "Listening Material" section at the back of this guide for information.

STEP 2: PRESENT

1) Discuss the pictures in *Let's Do It!* No. 1.
Ask: What are these pictures about?
Students: They are about school life.
Teacher: Right. How is Jenny's school life going? Today we are going to talk about it.
Write *Jenny's School Life* on the blackboard.
2) Show the Canadian class timetable. Pretend it is Jenny's timetable.
Say: Look at Jenny's class timetable. What classes does she have?
Students: She has shop, social studies, art, music, science…
Encourage several students to answer.
3) Show the hand-made cup and discuss.
Teacher: What's this?
Students: It's a cup.
Teacher: Yes! Of course it is. Who made it? Can you guess?
Student A: _____ made it!
Student B: The teacher made it!
Teacher: You are so clever. That's right. I made this cup all by myself. I made it with clay.
Write the phrase *make… with…* on the blackboard. The students should learn the meaning of this phrase.
4) Show a printed shirt previously made by a student.
Teacher: Look at this shirt. What do you think of it?
Students: It's nice/beautiful/special/cool...
Teacher: Wonderful. Well, did you know your classmate A made it? He/She put a print on the shirt. That's why it's called a printed shirt. Isn't that cool!
Write the words *print* and *printed shirt* on the blackboard. Help the students understand the meaning of the words.
5) Show the pictures of the musical instruments.
Teacher: What are these musical instruments called?
Students: They are called the *erhu* and the violin.
Teacher (pointing to the guitar): What about this one?
Help the students answer this question.
Students: It's a guitar.
Show the picture of a person playing the guitar or the real guitar. (If it is a real guitar, ask one student to come to the front and play something.)
Teacher: What is he/she doing?
Students: He/She is playing the guitar.
Write *play the guitar* on the blackboard. The students should use this phrase properly.

STEP 3: READ

INDEPENDENT WORK: *Let's Do It!* No. 2
1) Instruct the students to read Lesson 14 silently, and

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answer the questions independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class. Students should use the phrases *as a class* and *on our own* properly answering Question 4.

STEP 4: BREAK IT DOWN

Discuss the following questions as a class.
• What is the name of Jenny's school? What grade is Jenny in?
• Who is her homeroom teacher?
• What does Jenny often do in shop class?
• What will she do this week in shop class?
• What did Jenny and her group do in social studies today?
• Why does Jenny want to take part in the school fair this year?

STEP 5: LISTEN, READ AND RETELL

1) ►Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.
2) Remind the students to do their best to imitate the pronunciation they hear.
3) In groups, ask them to read the lesson aloud to each other, and then try to retell the passage in their own words.

STEP 6: PRACTICE

PAIR WORK: *Let's Do It!* No. 4
1) Instruct the students to discuss their favourite school subjects and use the example in the student book to help them make up a dialogue.
2) Students should practice acting out the dialogue in pairs before they present it to the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• (If time does not allow for the Extension: *Hands-on Activity*) Draw a design or shape for your own printed T-shirt and write one or two sentences about it. Why did you draw that design or shape? Briefly describe your design or shape.

EXTENSION

INDEPENDENT WORK: *Hands-on Activity*
1) Ask each student to bring in a plain T-shirt. (The T-shirt can be any colour but it must not have any designs on it.)
2) Provide each student with a piece of hard paper (i.e. cardboard). Instruct them to draw a shape or design on the paper and then cut it out.
**Note: Inform your students not to make their designs or shapes too complicated. Simpler designs or shapes will turn out better.
3) Once they have cut their design or shape, they can dip it in some ink or paint, and then press it onto their T-shirt.
4) Be sure you let the ink or paint dry before students attempt to wear the T-shirts or take them home.

LANGUAGE NOTES

1. **There are 400 students in my school.** 我们学校有四百个学生。
句型“There is/are + 某物 + 某地”表示“某地有某物”。例如：
There is a big apple tree in front of the house. 房子前面有一棵很大的苹果树。
There are some people flying kites on the square. 广场上有一些人在放风筝。
2. **Once, we made a bird house from wood.** 曾经，我们用木头制作了一个鸟舍。
make... from... 意为“用……制成……”，指经过一个复杂的过程，制成某物，而且制成的物品的材质看起来与原来的材料有差别。make... with... 表示“用……制成……”，制成的物品的材质看起来与原来的材料很接近。例如：
People make paper from wood. 人们用木材制造纸张。
Can you make a model plane with paper? 你会用纸做一个模型飞机吗？
3. **But sometimes we play on our own.** 但是有时候，我们自己玩儿。
on one's own 意为“单独，独自地，独立地”，与 alone 和 by oneself 同义。例如：
I am on my own today. = I am alone today. 今天我是独自一人。

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She lives on her own. = She lives alone. = She lives by herself. 她独自一人过日子。
Tom can do it on his own. = Tom can do it by himself. 汤姆可以自己做这件事情。
4. **I want to take part in the fair with my project on silk worms.** 我想带着我的蚕项目参加这次展览会。
① take part in 意为“参加，参与”，指参加某种活动、会议等。join 指“参加，加入”，指参加某种组织、党派等。例如：
How many countries will take part in the World Cup? 有多少个国家将要参加世界杯？
When did your father join the Party? 你父亲什么时候入党的？
②句中 on 表示“关于，有关”，与 about 同义。例如：
Lily will give a talk on (= about) animals tomorrow. 莉莉明天将要做一个关于动物的演讲。

Lesson 15: Making a Difference

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：difference, village, yourself, drop, possible, never, future
◎接触词汇：education
◎短语和句型：make a difference, give up, drop out of school, in the future

RESOURCES

• audiotape • a list of sentences that use adverbs (see Step 5) • prepare a short story about someone who has made a difference in your life (see Step 6)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, everyone.

Review

1) Homework check.
2) If applicable, choose some students to present their printed T-shirt design.

KEY CONCEPTS

Focus Structures:

I wanted to give up my studies.
With a good education, you can make a difference.
She does not want anyone to drop out of school.
I want to make a difference in the future.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 15 (*Making a Difference*).
Write *making a difference* on the blackboard. Explain the meaning of the phrase. (If you like, you may ask the students to refer to the Dig In at the bottom of the lesson.)
Teacher: “Making a difference” means making a good change. You can help someone make a difference in his or her life or someone can help you make a difference in your own life. Do you think school makes a difference in your life? Does school help you or make you better?
Help the students answer these questions.
Students: Yes, we learn many important things at school.
Teacher: That’s right. School teaches you important skills that can help you do well in the future. What does “in the future” mean?
Write *in the future* on the blackboard. Explain the meaning of the phrase.
2) **Teacher:** School can help you get a good job later in your life. So teachers want their students to stay in school. They don’t want their students to drop out of school.
Write *drop out of* on the blackboard. Explain the meaning of the phrase.
Teacher: To “drop out of something or somewhere” means you stop doing something or you leave some place. Can you drop out of a music class?
Help the students answer this question.
Students: Yes, you can. It means you don’t go to that music class anymore.

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Teacher: Right. What if I say, "I give up"? Do you know what that means?

Write *give up* on the blackboard. Explain the meaning of the term.

Teacher: "Give up" means you stop trying to do something. What is something that you love doing and you will never give up?

Write *never* on the blackboard. Explain that *never* is the opposite of *always*. Then help the students answer the question.

Student A: I love singing. I will never give up singing.

Student B: I love drawing. I will never give up drawing.

Student C: I love reading. I will never give up reading.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 15 (*Making a Difference*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the exercise.

3) Check the answers as a class and correct any false statements.

STEP 3: READ

INDEPENDENT WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 15 silently, and fill in the blanks independently.

2) Students should check and correct their answers in groups.

3) Discuss the answers as a class.

STEP 4: LISTEN AND READ

1) ►Play the audiotape a third time, and ask the class to listen and read aloud with the audiotape.

2) Remind the students to do their best to imitate the pronunciation they hear.

STEP 5: PRACTICE AND PLAY

PAIR WORK: *Never Never*

Play *Never Never* to review adverbs of frequency. But first, you may want to write some key terms on the blackboard and explain.

1) Write: *every day or all the time = always*
most days or most of the time = usually
many days or many times = often
some days or some of the time = sometimes
no days or none of the time = never
(remind the students that *never* is the opposite of *always)*

2) Draw a table on the blackboard. Label each box with a day of the week, starting with Sunday. Divide the class into two teams and keep score. You say sentences that use the words *always, sometimes, usually and never.* Players from each team take turns writing check marks or Xs in the boxes to match what you say.

For example:

Teacher: You always eat lunch.

Student A: (*Put a check mark in every box.*)

Teacher: You never listen to the radio.

Student B: (*Put an X in every box.*)

Teacher: You usually/often watch TV in the evening.

Student C: (Use more than half of the check marks.)

Teacher: You sometimes take a bus to school.

Student D: (Use less than half of the check marks.)

	eat lunch	listen to the radio	watch TV	take a bus
Sunday	√	×	√	√
Monday	√	×	√	√
Tuesday	√	×	√	√
Wednesday	√	×	√	×
Thursday	√	×	×	×
Friday	√	×	×	×
Saturday	√	×	×	×

Students need to draw or copy a blank table to do this exercise.

** See the "Games" section at the back of this guide for further instructions on how to play.

STEP 6: TASK

PAIR WORK: *Let's Do It!* No. 4

1) Introduce this task by sharing a story of your own. Briefly tell the class about someone who has made a difference in your life.

2) Ask the students to work in pairs to share stories about someone they know who has made a difference in their lives or has made a difference in other people's lives. Students can follow the example in the student book.

3) Select some pairs to share their stories with the class.

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CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• *How I (Can) Make a Difference:* Think about how you have made or can make a difference in the future.

EXTENSION

GROUP WORK: *Dialogue role-play*
1) Instruct the students to make up a dialogue using the key words and phrases from this lesson.
2) Provide the students with the following scenario to help them get started.
3) One group member should play the role of the student (who wants to drop out), and the other group members play the roles of the teacher, friend(s) or parents.
4) Students should practice role-playing the dialogue. If time allows, ask some groups to present their dialogue to the class.

> *Sample Scenario:*
> A student wants to drop out of school. The student's teacher, friend(s) or parents show care and concern, and encourage him or her to stay in school. Each of them gives the student at least one reason why he or she should stay in school.

LANGUAGE NOTES

1. **Last year, I wanted to give up my studies.** 去年，我想要放弃我的学业。
give up 意为“放弃”，与 stop 同义。例如：
We will never give up our dreams. 我们永远不会放弃梦想。
I need to tell my father to give up smoking. 我需要告诉我爸爸要戒烟。
2. **With a good education, you can make a difference.** 有好的教育，你会有所作为。
make a difference 意为“有所不同，有所影响，有所作为”。例如：
One more try may make a difference. 再试一次可能会有所不同的。
Do all your best, and you will make a difference! 竭尽全力，你会有所作为的！
3. **You can make a good life for yourself.** 你可以为自己创造好的生活。
make sth. for sb. 意为“为某人制作 / 创造某物”，也可说成 make sb. sth.。例如：
Can you make some tea for me? = Can you make me some tea? 你能给我沏些茶吗？
Jim's mum made a big birthday cake for him. = Jim's mum made him a big birthday cake. 吉姆的妈妈给他做了一个大大的生日蛋糕。
4. **She does not want anyone to drop out of school.** 她不想让任何人辍学。
drop out of 意为“退出，不参与”。例如：
His parents wanted him to drop out of school. 他父母想让他辍学。
Do you know why those students dropped out of college? 你知道为什么那些学生辍学了呢？

Lesson 16: We Are With You!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：terrible, happen, lose, fire, raise
◎接触词汇：Jason Glen, Riverside High School
◎短语和句型：come up with, car wash, cookie sale

RESOURCES

- audiotape
- Sample Plan of Helping the children

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. How are you?
Ask four or five students to reply.

Review

1) Homework check.

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2) Choose some students to share their ideas on making a difference in front of the class.

KEY CONCEPTS

Focus Structures:

On the first day of school, something terrible happened.
Jason Glen and his family lost everything in a big house fire.
Jason's classmates heard the bad news.
In just three days, the school raised $1 200.

STEP 1: PRESENT

1) Introduce Lesson 16 (*We Are With You!*) by explaining/discussing some of the key terms to the class.

Teacher: Did you hear the bad news?
Help the students respond to this question. Write *hear the bad news* on the blackboard. Explain this phrase to the students by breaking it down.
Teacher: What does "hear" mean?
Students: It means to listen with your ears.
Teacher: What does "bad news" mean?
Students: "Bad" is the opposite of "good" and "news" is new information.
Teacher: (Repeat the question) Did you hear the bad news?
Help the students respond.
Students: No, I didn't hear the bad news. What happened?
Teacher: Something terrible happened!
Write *something terrible happened* on the blackboard. Explain the meaning of the phrase.
Teacher: "Something terrible" means something very bad. (Translate happen in Chinese, if necessary. Explain "happened" is the past tense of "happen". Repeat the statement.) Something terrible happened!
Help the students respond to this statement.
Students: Oh no! What happened?
Teacher: I lost all of your homework assignments. Can you help me find them?
Students: Of course!
Teacher: Thank you. You are such good students. But I am just joking. I have all of your assignments. What does "lost" mean?
Write *lose* and *lost* on the blackboard. Explain the meaning of the word *lost*. *Lost* is the past tense of the word *lose*. *Lose* is an irregular verb.
2) **Teacher:** Is the word "happen" a regular or irregular verb? How do you know?
Students: "Happen" is a regular verb because you just add -ed to the end of the word to make it past tense.
Teacher: That's right. The word "lost" is irregular because it does not follow the "add-ed" rule.
3) **Teacher:** Read the title of Lesson 16 and look at the first picture. Can you guess what happens in this lesson?
Help the students answer this question.
Students: Does something terrible happen?
Look at the first picture (A Big House Fire) and discuss.
Teacher: Yes, something terrible happens. There is a big house fire.

STEP 2: READ

PAIR WORK: *Let's Do It!* No. 1
1) Instruct the students to read Lesson 16 silently, and think about the questions on their own.
2) Ask the students to work in pairs and ask and answer the questions.
3) Check the answers as a class. (Students should understand the concept of *raising money* before answering Question 5.)

STEP 3: LISTEN AND READ

1) ▶Play the audiotape for Lesson 16 (*We Are With You!*). Play it once and ask the students just to listen.
2) ▶Play the audiotape a second time and ask the students to listen and read aloud with the audiotape.
3) Remind the students to do their best to imitate the pronunciation they hear.

STEP 4: TASK

GROUP WORK: *Let's Do It!* No. 4
1) Split the class into groups to discuss *Let's Do It!* No. 4 and brainstorm some answers to the questions.
2) Each group should define what the problem is and come up with two or three solutions to the problem. You may want to use the sample plan below as a guide.

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Sample Plan of Helping the Children

Problem: The poor children do not have enough warm clothes for the winter.

What Can We Do?

1. Ask people in the community to donate clothes.

2. Raise money.

How Can We Do It?

1. Make posters to tell people about the clothes donation. (People need to know what they can donate and where they can go to give the donations.)

2. A) To raise money we can… put together a show with the class. Every student in the class can take part in the show. They can sing a song, perform a dance, play instrument or tell jokes. People will buy tickets to see the show.

B) To raise money we can… have a bake sale. We can make cookies and cakes and sell them.

CLASS CLOSING

1) Complete *Let's Do It!* No. 2.

Check the answers as a class. If time permits, ask the students to write the words and definitions in this exercise on separate pieces of paper. Then in groups or in pairs, the students can play *Jumble and Match*. The student or group of students to match all the words with the correct definition wins.

2) Assign homework:

• What happened? Interview a friend or a family member about something that happened to them.

• Complete *Let's Do It!* No. 3.

EXTENSION

CLASS WORK: *Dig In*

Refer to the *Dig In* in Lesson 16. Discuss as a class.

LANGUAGE NOTES

1. **On the first day of school, something terrible happened.** 在开学的第一天，不幸发生了。

something 是不定代词，意为“某事，某物”。其他不定代词有 anything (任何事 / 物，一些事 / 物)，nothing (没有什么事 / 物，没有任何事 / 物)，everything (一切事 / 物，所有的事 / 物)。形容词修饰不定代词需要放在其后。例如：

I have something interesting to tell you. 我有一些有趣的事情告诉你。

Is there anything new in today's newspaper? 今天的报纸上有什么新消息吗？

2. **Jason, don't be afraid.** 杰森，不要害怕。

这是一个祈使句。afraid 是形容词，所以前面需要有动词原形 be。此外，如果是名词，同样需要把 be 放在名词前。例如：

Be nice to other people. 对其他人要友善。

Be a good child, Jack! 杰克，要做一个好孩子！

Don't be late for school! 不要上学迟到！

3. **So they came up with a plan.** 所以他们想出了一个计划。

come up with 意为“想出，产生，发现（方案、问题、答案等）”。例如：

We came up with an idea that day, so we had a science fair. 那天我们想出了一个主意，所以我们就举办了一次科学展览会。

4. **In just three days, the school raised $1 200.** 仅仅三天时间，学校就募集了 1 200 美元。

raise 是及物动词，在句中意为“募（款）”。此外，raise 还可以表示“举起，使升高”。例如：

They need to raise some money for the children to buy clothes. 他们需要为孩子们募集一些钱买衣服。

Every Monday morning, we raise the national flag. 我们每周一早晨升国旗。

Lesson 17: School Science Fair

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：prize, video, piece, visitor

◎短语和句型：win first prize, be interested in..., a piece of, different kinds of

RESOURCES

• audiotape

• a table of writing the ideas of Science Fair

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LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, boys and girls.

Review

1) Homework check.
2) Choose some students to present their *What Happened Interview* to the class.

KEY CONCEPTS

Focus Structures:

Are you ready for the big science fair next week?
I am really interested in this subject.
I have a small piece of old silk.
I will make ten different kinds of donuts.

STEP 1: PRESENT

1) Introduce the word *fair* by reading and discussing the *Learning Tip* at the bottom of Lesson 17 as a class.
2) **Ask:** What do people do at a school science fair? Help the students answer this question.
Students: At a school science fair, students present science projects and other people come to see the projects.
Teacher: That's right. The people that come to see the projects are called "visitors".
Write the word *visitor* on the blackboard and ask the students to repeat the word after you. Help students understand the meaning of this word.
Teacher: Let's find out what Jenny and Danny are going to do for the school science fair.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ▶Play the audiotape for Lesson 17 (*School Science Fair*). Play it once and ask the students just to listen.
2) ▶Play the audiotape a second time and ask the students to complete the true-or-false exercise.
3) Discuss the answers as a class and correct the false statements.

STEP 3: READ

PAIR WORK: *Let's Do It!* No. 2
1) Instruct the students to read Lesson 17 and answer the questions in pairs.
2) Students should check and correct their answers in groups.
3) Discuss the questions and answers as a class.
• Students should use the word *prize* properly answering Question 1.
• Students should use the phrases *be interested in, a piece* of and the word *video* properly answering Question 2.
• Students should use the phrase *different kinds of* properly answering Question 4.

STEP 4: LISTEN, READ AND ROLE-PLAY

1) ▶Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.
2) Remind the students to do their best to imitate the pronunciation they hear.
3) In pairs, ask them to role-play the dialogue. If time permits, ask some pairs to present the role-play to the class.

STEP 5: TASK

GROUP WORK: *Let's Do It!* No. 4
1) Instruct the students to brainstorm some ideas for a science project.
2) Ask students to copy the table into their notebooks. Students should follow the example in the student book and write their ideas for their group's science project in the table.
3) Once each group has their own idea for a science project, the groups should ask each other about their projects and write about it in the table.
**Note: Students may choose to draw some of their ideas in the table.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• *E-mail:* Write an e-mail to Jenny or Danny. Tell her or him what you think about their science project and tell them about your own science project.

EXTENSION

CLASS WORK: *Secret Word*

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Play *Secret Word* to review the words and phrases from this unit. Choose the vocabulary you want to review. Play the audiotape for the lessons that contain the vocabulary you want to review. Tell the students to signal when they hear the words or phrases. To signal, students can stand up, put up hand, make a noise or perform any other action.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **I hope to win first prize.** 我想获得一等奖。

hope 意为"希望，盼望，期望"，是不及物动词，后跟动词不定式 to do 的形式。hope 也可作名词，表示"希望，期望"。例如：

They hope to go to Hainan for their holiday. 他们希望去海南度假。

You will never lose hope. 你永远不要失去希望。

2. **I am really interested in this subject.** 我确实对这项研究感兴趣。

be interested in 意为"（某人）对……感兴趣"，interested 表示"感兴趣的"，interesting 表示"有趣的，引起兴趣的"。例如：

We are all interested in English. 我们都对英语感兴趣。

English is so interesting. 英语很有趣。

3. **I also have a silk worm for the visitors.** 我也给参观者准备了一只蚕。

visitor 意为"访问者，参观者，游客"，是动词 visit 后面加名词后缀 or 派生而来，有些动词后面加 er 变为名词。例如：

teach 教→ teacher 教师 work 工作→ worker 工人

Lesson 18: Teaching in China

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：teach, quite, nervous, comfortable, helpful

◎接触词汇：relaxed

◎短语和句型：move from... to...

RESOURCES

• audiotape • a list of key words/phrases (see Review) • colouring utensils • scissors

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. How are you?

Ask four or five students to respond.

Review

1) Homework check.

2) Ask some students to present their e-mail to Jenny or Danny.

KEY CONCEPTS

Focus Structures:

I was quite nervous then.

I feel quite comfortable and relaxed.

My students are wonderful and the other teachers are always helpful.

My students often teach me Chinese.

STEP 1: PRESENT

1) Introduce Lesson 18 by asking the students to read the title and look at the picture.

Teacher: This lesson is about an English teacher from Canada. She teaches English in China. What does she do?

Help the students answer this question.

Students: She is a teacher.

Teacher: Very good. A teacher teaches.

Write the word *teach* on the blackboard and ask the students to repeat the word after you. Help students understand this word.

Teacher: Do I teach you?

Students: Yes, you do.

Teacher: Right. What do I teach you?

Students: You teach us English.

Teacher: That's right. Well done. Now, let's listen and find out more about this teacher.

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STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 18 (*Teaching in China*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the true-or-false exercise.

3) Discuss the answers as a class and correct the false statements.

STEP 3: BREAK IT DOWN

PAIR WORK: *Let's Do It!* No. 2

Discuss the lesson.

- Who is Jane writing this e-mail to?
- Does Jane like China?
- How did Jane feel when she arrived (two months ago)? (Write the words *quite* and *nervous* on the blackboard. Students should use these words properly.)
- How does Jane feel now? (Write the word *comfortable* on the blackboard. Students should use this word properly. Explain that the word *relaxed* is the opposite of the word *nervous*.)
- Does Jane like her students?
- Does Jane like the other teachers? Why or why not? (Write the word *helpful* on the blackboard. Students should use this word properly.)

STEP 4: READ AND DISCUSS

PAIR/CLASS WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 18, and list some differences between schools in China and Canada in pairs. Explain that not all the answers are in the student book. The students will have to think to add some things to the list.

2) Write the students' answers on the blackboard and create a class list of the similarities and differences. Discuss the students' answers.

Sample List

Similarities:

- school starts at about 8:00 a.m.
- students and teachers work hard
- students learn math and P.E.
- teachers teach
- students learn

Differences:

China

- 60 (or more) students in a classroom
- teachers move from classroom to classroom
- Chinese students speak Chinese and English in school
- school finishes at about 5:00 p.m.

Canada

- about 35 students in a classroom
- students move from classroom to classroom
- Canadian students speak English (and French) in school
- school finishes at about 4:00 p.m.

STEP 5: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Instruct the students to work in groups and come up with a list of questions that they can ask their classmates. Students should use the example in the student book as a guide.

2) Each group should interview the other groups and record the findings in the table. Students can add more activities to the table, if time permits.

3) Ask the groups to present their findings to the class. Students should try to summarize the information in their table before presenting.

**Note: You may need to review words like *most, many, some* and *few* before students present.

For example:

Most students in this class **always** do their homework.
Many students in this class **sometimes** help out at home.
Some students in this class **usually** walk to school.
Few students in this class **never** play sports.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

- *Feeling Nervous:* Think about a time you felt nervous or scared. What happened? Did someone help you feel more comfortable? Share it with your

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classmates next class.

EXTENSION

CLASS WORK: *Word Bingo*

1) Play *Word Bingo* to review vocabulary from this unit.

2) Provide students with Bingo cards or ask them to make their own.

3) Write a list of vocabulary words from this unit on the blackboard. Then ask the students to copy those words onto their Bingo cards in any order.

4) Then call out a letter starting with "B" and a word. If students have placed that same word under the letter "B" they may mark it off. The first student to get a row in any direction (horizontal, vertical, diagonal) wins. But make sure you keep track of the words call and check the students' cards.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **I'm doing well.** 我很好。

此句与"I'm fine.（我很好。）"和"Everything is going on well.（一切都很顺利。）"同义。do well 意为"进展好，做得好，顺利"。

2. **And they move from classroom to classroom for their classes.** 他们从一个教室到另一个教室去上课。

move 意为"移动，挪动，搬动"。例如：

Don't move! 不要动！

They moved the desks and chairs into the classroom. 他们把桌椅搬到了教室里。

Unit Review (3)

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone. How do you feel today?

Ask five or six students to respond. Encourage the students to use more descriptive adjectives like happy, tired, excited, comfortable, nervous, etc.

Review

1) Homework check.

2) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

• Jenny and Wang Mei are talking about School. Are they talking to each other over the phone? What classes do they have?

• What is Jenny's favourite school subject? What does she do in social studies? What does Jenny want to take part in?

• What does "making a difference" mean? How does Hao Tongxin's teacher make a difference?

• What happened to Jason Glenn and his family on the first day of school? How do Jason's classmates help him and his family?

• What is a School Science Fair? What will Jenny and Danny present at the Science Fair?

• What are some of the differences between schools in China and Canada?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Search for words from this unit and write them down.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that completes the word search the fastest, or finds the most words in the least amount of time wins.

II. Read the passage and fill in the blanks with the correct forms of the phrases in the box.

The students read the passage and fill in the blanks independently. Then they may check their answers and read the passage again in groups or as a class.

GRAMMAR IN USE

Do you have good habits?

1) Students read and complete the statements independently.

2) Once they have completed all the statements, they can add up their stars (as is explained in the student

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book) and compare their scores with a partner.
3) In pairs, students can take turns asking and answering questions based on the statements in this exercise.

LISTENING AND SPEAKING

I. Listen to the passage and complete the timetable.
►Play the audiotape for this section of the Unit 3 Review. Ask the students to listen and complete the timetable using the information they hear. Check the answers as a class.
II. Listen and repeat.
Instruct the students to listen, repeat the sounds, and then the words.
III. Complete the dialogue with the sentences in the box.
1) Students should complete the dialogue independently.
2) In pairs, instruct the students to check their answers and role-play the completed dialogue.
3) Choose some pairs to present the dialogue in front of the class.

PUTTING IT ALL TOGETHER

Writing. Imagine there is a new student at your school. He is scared and nervous. Write a letter to tell him about your school and school life. Try to make the new student feel comfortable and welcome.
1) Instruct the students to work in groups to discuss the task tips and brainstorm some ideas.
2) Then the students independently write a letter to the new student.
3) Ask some students to present their letters to the class.

SELF-EVALUATION

Instruct the students to complete Parts I, II and III of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section. (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section.) Check the answers as a class.

CLASS CLOSING

Sing a song

1) ►Play the audiotape for *Usually, Sometimes*... Ask the students to listen to the song.
2) Instruct the students to repeat the song line by line.
3) ►Play the audiotape for *Usually, Sometimes*... again. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

EXTENSION

Play a game

Play *Stick It* to review vocabulary and structures from Unit 3 (you may choose to review words and structures from previous units as well). Divide the class into groups of six to ten or play this game as a class. If playing in groups, provide each group with a large piece of Bristol board. If playing as a class, you can use the blackboard.
Draw five columns on the blackboard or Bristol board. The heading of each column should be one of the adverbs of frequency learned in this unit (i.e. always, often, usually, sometimes, never). Then ask the students to write down all the school subjects and other activities (i.e. do homework, walk to school, play sports, help out at home, etc.) they learned in this unit on separate pieces of paper. Give the students a time limit and ask them to stick each piece of paper with the subject or activity on it under one of the columns. The first group to fill up the Bristol board wins. Once the groups have filled up the Bristol board, ask each to come to the front of class and create sentences using the adverbs, and school subjects and other activities in each column. See the example below.

Always	math class
Often	help out at home
Usually	walk to school
Sometimes	play sports
Never	music class

Sample sentences:
I always have math class in the morning.
I often help out at home.
I usually walk to school.
I sometimes play sports after school.
I never have music class in the morning.

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Unit 4: After-School Activities

GENERAL OBJECTIVES

This unit covers vocabulary, phrases and concepts associated with after-school activities. Students will learn to talk about their interests and what they like to do after school and on the weekends. They will learn about a variety of clubs, hobbies, sports and other activities and explore their own personal interests. Finally, they will learn to use "be going to" to express the future tense.

1. 学会用英语谈论课余生活。
2. 能用英语谈论自己的兴趣爱好。
3. 能用英语表述自己的打算和计划。
4. 能用英语与他人约定做某件事情的地点和时间。

SPECIFIC OBJECTIVES

<table>
<tr><td rowspan="5">语言知识</td><td rowspan="2">词汇</td><td>掌握词汇</td><td>activity, volleyball, practice, chess, club, both, nothing, join, improve, skill, meeting, act, useful, role, team, shape, level, pool, which, circle, add, score, relax, free, mind, active, must, without, bored, example, hurry, somewhere, Internet, housework, phone, anything, expensive, everybody</td></tr>
<tr><td>接触词汇</td><td>Steven, volunteer, bingo, thinking, challenge, type, following, quietly, actually, cooking, surf, bookworm, grocery, yummy</td></tr>
<tr><td>短语和句型</td><td colspan="2">come over, do well in…, make friends, at the same time, enjoy doing…, stay in shape, add up…, in one's free time, play an instrument, go on a trip, for example, have lunch, in a hurry to do…, surf the Internet, help… with…, I would love…, on the phone, have a great/good weekend, take a bus, It's… away from…</td></tr>
<tr><td>功能意念</td><td colspan="2">1. 谈论周末的活动：What are you going to do this weekend? I'm going to the countryside with my dad.
2. 谈论个人的兴趣爱好：I like to listen to music and relax. I usually draw and paint in my free time.</td></tr>
<tr><td>语法</td><td colspan="2">be going to 的用法。</td></tr>
<tr><td rowspan="4">语言技能</td><td>听</td><td colspan="2">1. 运用对话练习，听懂对方信息；2. 借助提示听懂老师或同学讲的英语故事；
3. 听懂有关熟悉话题的语段。</td></tr>
<tr><td>说</td><td colspan="2">1. 能在课堂活动中用英语进行交流；
2. 能就个人的兴趣爱好和课余生活话题进行简单的交际活动。</td></tr>
<tr><td>读</td><td colspan="2">1. 能连贯、流畅地朗读课文；
2. 能阅读教材以外的与所学内容水平相当的阅读材料。</td></tr>
<tr><td>写</td><td colspan="2">1. 能使用简单的图表或海报等形式传达信息；
2. 能简单地描述课余生活和个人的兴趣爱好。</td></tr>
<tr><td>学习策略</td><td colspan="3">1. 善于利用图画等非语言信息理解主题；2. 尝试阅读英语故事及其他课外读物；
3. 经常与老师、同学交流学习体会；4. 在交流中注意中外习俗的差异。</td></tr>
<tr><td>情感态度</td><td colspan="3">1. 学习合理安排课余生活；2. 在学习中，敢于用英语进行交流；3. 有学习英语的愿望并保持学习兴趣，乐于参与各种英语实践活动；4. 在实践活动中，敢于用英语进行交流。</td></tr>
<tr><td>文化意识</td><td colspan="3">1. 了解中外课余生活的相同和不同；2. 了解中外学生发展个人兴趣爱好的方式。</td></tr>
</table>

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Lesson 19: A Dinner Date

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：activity, volleyball, practice, chess, club, both, nothing
◎接触词汇：Steven, volunteer, bingo
◎短语和句型：come over, do well in...

RESOURCES

• audiotape • Lizzie's after-school schedule (see Step 1) • a picture of people playing volleyball • a chess game board with pieces or pictures of the game (see Step 1)
• My After-School Activity Schedule Template (see Homework)

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.
Say: Good morning/afternoon, class. How are you today?
Ask four or five students to respond.
2) Introduce the new unit. Write after-school activities on the blackboard and discuss.
• What are after-school activities? Can you name some?
Make a list of after-school activities on the blackboard. Students should use the word *activity* properly.
For example:
• Music (singing or learning to play an instrument)
• Dance (What style of dance?)
• Art (drawing, painting, sketching, etc.)
• Sports (badminton, basketball, volleyball, etc.)
• Spending time with friends or family
• What are some of your favourite after-school activities?
• Is it good to have after-school activities?

Review

Review adverbs of frequency.
Teacher: What after-school activities do you take part in?
Student A: I have dance class after school.
Student B: I take part in sports after school.
Student C: I have art class after school.
Teacher: How often do you have after-school activities?
Student A: I have dance class twice a week.
Student B: I always play basketball after school.
Student C: I usually have art class on Tuesdays and Thursdays.

KEY CONCEPTS

Focus Structures:

I have volleyball practice tomorrow.
I'm going to the chess club after school.
What are you going to do this weekend?

STEP 1: PRESENT

1) Show the class Lizzie's after-school schedule.

Lizzie's After-School Schedule			
	8:00 a.m. — 5:00 p.m.	5:00 p.m. — 6:00 p.m.	7:00 p.m. — 9:00 p.m.
Monday	School	Eat Dinner	Piano Lessons
Tuesday	School	Eat Dinner	
Wednesday	School	Volleyball Practice	Eat Dinner
Thursday	School	Eat Dinner	Volunteer at the Library
Friday	School	Chess Club	Eat Dinner
Saturday			
Sunday			

Teacher: This is Lizzie's after-school schedule. Let's have a look at it. What is Lizzie going to do every Monday to Friday?
Help the students answer this question. Write the structure *be going* to on the blackboard and explain the grammatical structure.
Teacher: How many after-school activities does Lizzie have this week?

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Students: She has four after-school activities this week.
Teacher: That's right. What activities does she take part in and when?
Student A: She has piano lessons on Monday.
Teacher: Very good. Does she do anything after school on Tuesday?
Student B: No, she doesn't do anything.
Teacher: Very good. Lizzie doesn't do anything after school on Tuesday. Or we can say Lizzie does nothing after school on Tuesday.
Write the word *nothing* on the blackboard. Ask the students to repeat the word after you. They should understand the meaning of this word.
Teacher: What does Lizzie do on Wednesday?
Student C: She goes to school, then she eats dinner, and then she has volleyball practice.
Teacher: Correct. What is volleyball practice?
Show the picture of people playing volleyball. Write the words *volleyball* and *practice* on the blackboard. Help the students understand the meaning of these words.
Teacher: Does Lizzie have any after-school activities on Thursday?
Student D: Yes, she does. She volunteers at the library on Thursday.
Teacher: Right. What does that mean?
Write the word *volunteer* on the blackboard. Make sure students understand the meaning of this word. Discuss some different ways people can volunteer (i.e. help at a hospital, library, help build a house, etc.).
Teacher: What day does Lizzie go to the Chess Club?
Student E: She goes to Chess Club on Friday.
Teacher: Yes. What is a chess club?
Show the chess game-board or pictures of a chess game. Write the words *chess* and *club* on the blackboard. Help the students understand the meaning of these words.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 19 (*A Dinner Date*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise.
3) Check the answers as a class and point out the different activities.

STEP 3: BREAK IT DOWN

Discuss the following questions as a class.
• What are Jim and Steven talking about?
• What sport does Steven play?
• When is Jim going to do after school on Wednesday?
• What does Steven usually do on Thursdays? (Discuss the *Learning Tip* at the bottom of this lesson.)
• Are Jim and Steven busy? (The students should use the word *both* properly answering this question.)
• Will Jim and Steven meet for dinner? When?

STEP 4: READ

INDEPENDENT WORK: *Let's Do It!* No. 2
1) Instruct the students to read Lesson 19 silently, and complete the activity independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class.

STEP 5: ROLE-PLAY

PAIR WORK: *Role-play the lesson*
1) Instruct the students to role-play the lesson in pairs.
2) If time allows, select some pairs to present their role-play in front of the class.

STEP 6: TASK

PAIR WORK: *Let's Do It!* No. 4
1) Instruct the students to each write down his or her schedule for the week.
2) Tell the students to use their schedules and make up a dialogue in pairs.
3) Ask some pairs to present their dialogues in front of the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• Role-play Lesson 19.
• *My After-School Activity Schedule:* Write your schedule for this month including after-school activities.

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My After-School Activity Schedule				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

EXTENSION

GROUP WORK: *Charades*

Play *Charades* to review and practice different after-school activities.

1) In groups, students act out different after-school activities. (You may want to provide each group with a list of activities.)

2) Player 1 chooses an activity without telling the rest of the group about the activity he or she has chosen. Then he/she acts out the activity, while the rest of the group members try to guess the activity. The first group member to guess the correct activity wins and then takes a turn acting out an activity, and so on.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **Would you like to come over for dinner tomorrow?** 明天你能来吃晚饭吗？

come over 意为"过来，顺便来访"。例如：

When can you come over? 你什么时候可以过来？

2. **I'm not doing well in math this year.** 今年我数学没有学好。

do well in... 意为"在……方面做得好，擅长……"，与 be good at... 同义。例如：

Betty does well in English. She often helps me with it. = Betty is good at English. She often helps me with it. 贝蒂英语学得好，她经常帮助我学英语。

3. **We're both busy all week.** 整个星期我们两个都很忙。

both 在句中是副词，意为"二者，（两者）都"，指两者。all 表示"都，全部"，指三者或三者以上。例如：

My parents are both teachers. 我的父母都是老师。

The students in our class all like music. 我们班所有的学生都喜欢音乐。

4. **How about coming over for dinner this evening?** 今天晚上来吃晚饭好吗？

How about...? 意为"……怎么样？……如何？"，与 What about...? 同义。后跟名词、代词或动名词，表示一种建议的语气。例如：

A: How are you today? 今天你好吗？

B: I am fine. How about you? 我很好。你呢？

I'm not free this morning. How about tomorrow afternoon? 我今天上午没空。明天下午好吗（怎么样）？

How about playing basketball after school? 放学后打篮球怎么样？

Lesson 20: Join Our Club!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：join, improve, skill, meeting, act, useful, role, team, shape, level, pool

◎接触词汇：thinking, challenge

◎短语和句型：make friends, at the same time, enjoy doing..., stay in shape

RESOURCES

- audiotape
- a picture of level diagram (see Step 3)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. Nice to see you.

Review

1) Homework check.

2) Role-play Lesson 19.

3) Ask some students to present their "My After-

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School Activity Schedule" to the class.

KEY CONCEPTS

Focus Structures:

Do you want to improve your thinking skills?
Do you want to make new friends?
You will learn and have fun at the same time.
Everyone can enjoy acting.
You can stay in shape and have a good time.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 20 (*Join Our Club!*).

Teacher: What is a club? (*A: A club is a group of people that get together to share the same interest or activity.*)

Teacher: What does "join" mean? (*A: To take part in something.)*

Write the words *club* and *join* on the blackboard. Students should have a good understanding of the words *club* and *join*.

2) Discuss the first picture in this lesson.

Teacher: What do you see in the first picture?

Students: I see a chess game.

Teacher: Very good. Chess is a thinking game. It makes you think. It can help you improve your thinking skills.

Write the words *improve* and *skills* on the blackboard. Help the students understand the meaning of these words.

Teacher: "A skill" is an ability or something you are able to (can) do. Singing is a skill. Can you think of another skill?

Student A: Reading. Reading is a skill. (Dancing, writing, drawing, cooking, swimming, etc.)

Teacher: Yes, it is. What are some other skills?

Ask five or six students to respond.

Teacher: Well done. "Improve" means to get better at something. For example, I can say, "I'm not good at cooking. I want to improve my cooking skills." Can you try to use "improve" and "skills" in a sentence?

Ask several students to make up a sentence.

3) Look at the next picture in this lesson.

Say: Look at the second picture. What do you see?

Students: I see students wearing interesting clothes.

Teacher: That's right. Those students are wearing costumes.

If necessary, translate the word *costumes.*

They are acting in a play. Do we do any acting in our English class?

Students: Yes, we do. We do role-play games.

Teacher: Yes! "Role-play" means you act out different characters or people in the scene.

Write the words *act* and *role* on the blackboard. Help the students understand the meaning of these words.

For example, the dialogue in Lesson 19 has two people (or two characters) in it. There are two roles in that dialogue: the role of Steven and the role of Jim. How many characters do you see in this picture?

Students: There are three characters.

Teacher: That's right. There are three people acting three different roles (or characters). Do you think acting is a useful skill?

Help the students respond to this question. Write *useful* on the blackboard. Help the students understand the meaning of this word properly.

Teacher: "Useful" is something that can be used often and helps you in some way. For example, a pencil is very useful at school because you always need to write something down. Can you give me another example of something useful?

Encourage several students to respond.

Students: An (a) eraser/notebook/car/backpack/bicycle is useful.

Teacher: Very good.

4) Look at the last picture in this lesson.

Teacher: Look at the last picture. It's a picture of a swimming pool. What is a swimming pool? What do you do there?

Write the word *pool* on the blackboard. The students should use this word properly.

Students: We go swimming in a swimming pool.

Teacher: That's right. What is a "swim team"?

Help the students answer this question. Write the word *team* on the blackboard. The students should use this word properly.

Teacher: A team is a group of people that work together. A "swim team" is a group of swimmers that swim together. Do other sports have teams?

Students: Yes. Basketball/football/volleyball has teams.

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Teacher: Well done. Swimming and other sports can help you stay in shape.

Write the phrase *stay in shape* on the blackboard. Students should use this phrase properly. Translate it if necessary.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 20 (*Join Our Club!*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to complete the exercise.

3) Check the answers as a class.

** See the "Listening Material" section at the back of this guide for information.

STEP 3: READ AND DISCUSS

INDEPENDENT WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 20 silently, and fill in the table independently.

2) Students should check their answers in groups.

3) Discuss the answers as a class.

Ask: What club do you want to join? Why? (You may want to write the students answers on the blackboard. Students should use the words *meeting* and *level* properly after discussing the answers. They should also understand the structures *make friends, at the same time* and *enjoy doing*...)

Sample Completed Table:

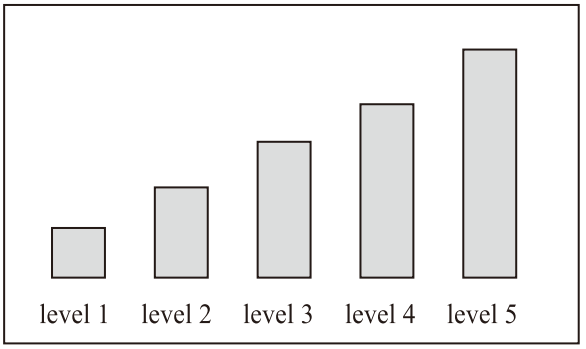
Club	What is good about this club?	Club Meeting Days
Chess Club	• It helps you improve thinking skills. • It helps you make new friends. • It challenges you and makes you think hard. • It helps you learn and have fun.	Tuesdays and Thursdays
Acting Group	• It is fun and useful. • It helps you meet lots of new people and improve social skills. • Everyone can enjoy acting.	Mondays, Wednesdays and Fridays
Swim Team	• It is a fun and good exercise. • It helps you stay in shape and have a good time. • It has lessons for different levels.	Monday to Friday (after school) weekends

**Note: When explaining the word *level* consider the following explanation:

Teacher: Different people have different levels of skills. "Levels" are different grades. For example, in school we have different grades. You are in grade 7. Your school level is higher than grade 4, but lower than grade 9.

You may want to show a picture of level diagram on the blackboard to help the students understand this word.

Sample Level Diagram:



STEP 4: LISTEN AND READ

1) ►Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.

2) Remind students to do their best to imitate the pronunciation they hear.

STEP 5: PRACTICE

GROUP WORK: *Let's Do It!* No. 4

1) Instruct the students to discuss the questions in the student book and make a list of clubs they have at school and a separate list for clubs they want to have at school.

2) Ask some groups to present their lists to the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• *Joining* a *Club*: Think about a club that you have joined or would like to join. You can bring or draw a picture related to the club activity.

- What club is it?
- What is good about the club?
- Do you enjoy it?

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• How often/what days do you go?

EXTENSION

GROUP WORK: *Definition Match-Up*

1) Assign each group three to four words from this lesson's mastery words (i.e. join, improve, skill, meeting, act, useful, role, team, shape, level, pool). Then ask each group to write three definitions for each word on separate pieces of paper. One definition should be correct and the other two incorrect. Students should try to write incorrect definitions that seem correct to trick the other groups.

For example:

Definitions for the word **team**

* A group of people that work together. (correct)
* A group of students. (incorrect)
* A group of people that work in the same place. (incorrect)

2) Instruct the groups to trade definitions. The first group to choose the correct definitions for all the words wins.

LANGUAGE NOTES

1. **Do you want to make new friends?** 你想要交新朋友吗？

make friends (with...) 意为“（与……）交朋友，（与……）友好”。be friends (with...) 意为“（与……）做朋友”。例如：

Let's be friends. 我们做朋友吧。

They made friends with each other and had a great time together. 他们互相交朋友，在一起玩儿得很开心。

2. **Join our chess club!** 加入我们的象棋俱乐部吧！

join 意为“加入，参加”，指加入某一组织、社团或军队等。take part in 指“参加”群众性的活动、会议等。例如：

He joined the Party three years ago. 他三年前入了党。

Will you take part in my birthday party tonight? 今天晚上你参加我的生日晚会吗？

3. **Everyone can enjoy acting.** 每个人都会喜欢表演。

everyone 是不定代词，意为“人人，每人”，与 everybody 同义，后面的谓语动词或系动词用单数。其他指人的不定代词有 someone/somebody（某人，有人），anyone/anybody（任何人，有人），no one/nobody（没人）。例如：

Everyone/Everybody is in the classroom. 每个人都在教室里。

Did you see anyone/anybody there? 你在那儿看到什么人了吗？

Someone/Somebody is at the door. 门口有人。

No one/Nobody should be late for school. 没有任何人应该上学迟到。

4. **You can stay in shape and have a good time.** 你可以保持一个好的体型并且会很开心。

stay in shape 意为“保持健康，保持体型”，可指身体状况良好。stay 表示“保持”，与 keep 同义。例如：

I like running. It can help me stay in shape (= stay/keep healthy). 我喜欢跑步。跑步使我保持健康。

Lesson 21: What Is Your Club Type?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：which, circle, add, score, relax, free, mind, active, must, without, bored, example

◎接触词汇：type, following, quietly

◎短语和句型：add up..., in one's free time, play an instrument, go on a trip, for example

RESOURCES

• audiotape
• English-Chinese dictionary (see Step 4)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone.

Review

1) Homework check.

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2) Choose some students to share their ideas on *Joining* a *Club* to the class.
3) Review and discuss the word *club* and the different activities associated with clubs. Make a list of activities on the blackboard.

KEY CONCEPTS

Focus Structures:

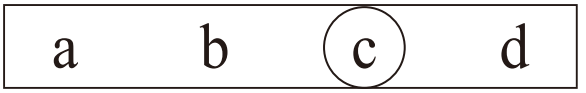
Then add up your score and find out your club type!
I usually draw and paint in my free time.
I stay in my room and listen to music or play an instrument.
You are going on a trip.

STEP 1: LISTEN

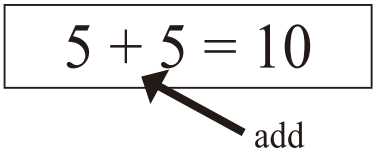
CLASS WORK: *Let's Do It!* No. 1
1) ►Play the audiotape for Lesson 21 (*What Is Your Club Type?*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to complete the exercise.
3) Check the answers as a class and discuss the pictures.
** See the "Listening Material" section at the back of this guide for information.

STEP 2: PRESENT

1) Explain that this lesson is not a story or a dialogue, but a quiz. Students will read the questions and answer them by choosing a, b, c or d.
Teacher: This quiz is all about you. What do you like to do and which club is right for you?
Write the word *which* on the blackboard. Help the students understand the meaning of this word. Discuss the meaning of "club type" and translate it into Chinese if necessary.
Teacher: To discover your club type, you will answer the questions. To answer the questions you can circle the letter next to the answer that matches what you like to do.
Write the word *circle* on the blackboard and draw an example. Help the students understand the meaning of this word.
Teacher: What letter did I circle?



2) Explain how students will add up their scores to discover their club type. Tell them to look at the bottom of the lesson and explain the words *add* and *score*.
Teacher: When you finish answering the questions you can add up your score and find out your club type. Look at the example in the student book.
Write the words *add, score* and *example* on the blackboard. Help students understand the meaning of these words.
Teacher: "Add" is a word we use in math.
Write an example on the blackboard.



STEP 3: LISTEN AND READ

1) ►Play the audiotape a third time, and ask the class to listen and read aloud with the audiotape.
2) Remind students to do their best to imitate the pronunciation they hear.

STEP 4: BREAK IT DOWN

GROUP/CLASS WORK: *Quiz*
1) Divide the class into four groups. Assign each group a question from the quiz in this lesson.
• Do you get enough exercise?
Help students understand the words *relax* and *mind*, and the phrase *in my free time*.
• What is your favourite school subject?
Help students understand the phrase *play an instrument.*
• What do you do on a cold snowy day?
Help students understand the meaning of words *must* and *active*.
• You are going on a trip. But you can only take one thing with you. What do you take?
Help students understand the meaning of the words *without* and *bored*.
2) In their groups, students should discuss the question and answers. They will need a dictionary to look up

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any words/phrases they do not understand.
3) Ask each group to explain their question and the answers to the class. Assist the students in understanding anything they had trouble with.

STEP 5: READ

INDEPENDENT WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 21 silently. They should complete the quiz, add up their scores, and complete the *Let's Do It!* No. 2 independently.
2) If time permits, discuss the answers as a class. Take a class poll and see how many students belong to each club type. Call out each club type (i.e. Sports, Music, Art, Reading) and ask the students to raise their hands if they belong to that club type. Write the results on the blackboard.

STEP 6: PRACTICE AND PLAY

GROUP WORK: *Let's Do It!* No. 3

1) Instruct the students to copy the form from the student book into their notebooks individually.
2) Students work in groups and interview their fellow classmates about their club types, following the example in the book.
3) Ask the groups to present their results in front of the class.

STEP 7: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Introduce this task by looking at Lesson 20 in the student book. Explain that each picture and passage in Lesson 20 is an advertisement for a club. Students can use these as more examples.
2) In groups, students should make their own advertisement for a club type (i.e. Sports, Music, Art, Reading). Student may also use a different club type that is not mentioned in the book for this assignment.
3) Remind your students to be creative!

CLASS CLOSING

1) Ask the groups to present their club advertisements in front of the class.
2) Assign homework:
• *More Club Types:* Research another club type that is not mentioned in the book and answer the following questions.
  • What's the club?
  • What do people like to do in this club?
  • What is good about this club?
  • Would you want to join this club?

EXTENSION

GROUP WORK: *The Story Game*

1) Play *The Story Game* to practice using the future tense "be going to".
2) Students take turns adding a sentence to a story. The story can be about anything, but they must try to use "be going to" and different activities and interests that have learned about in this Unit. Encourage the students to have fun and be creative.
3) Appoint a "secretary" before you begin (or be the secretary yourself). The secretary writes down the story as the students tell it and then reads the story at the end.
** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **Do you get enough exercise?** 你锻炼得多吗？
enough 在句中作形容词，意为"足够的，充足的"。enough 也可作副词，意为"足够地，充分地"，修饰形容词或副词时放在其后。例如：
Don't worry. We have enough time. 不要担心。我们有足够的时间。
The game is interesting enough for children. 这个游戏对孩子而言足够有趣。
2. **I must do something active inside.** 我必须在室内做做活动。
something 是不定代词，意为"某事（物）"，形容词修饰不定代词时放在其后。例如：
I have something important to tell you. 我有些重要的事情要告诉你。
3. **I can't go anywhere without them.** 没有它们我哪儿也去不了。
此句为双重否定句，由 can't 和 without 构成，表示肯定，语气较强。例如：
Without your help, I can't pass the exam. = With your help, I can pass the exam. 没有你的帮助，我就不能通过考试。
4. **I can draw a picture on the way.** 在路上我可以画画。
on the way (to...) 意为"在（去……的）路上"。

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on one's way (to...) 表示“在某人去……的路上”。例如：

I met Jason on the way to school. 在去上学的路上我遇见了杰森。

On his way home, he bought some vegetables. 在回家的路上，他买了一些蔬菜。

5. **I will be bored without a book.** 没有书我会感到无聊。

bored 意为“感到无聊的，感到厌倦的”，boring 指“令人厌倦的，令人厌烦的”。例如：

The students are bored listening to the same story every day. 学生们每天听同一个故事感到很厌烦。

The movie is boring. I don't want to watch it. 这部电影很无聊。我不想看了。

Lesson 22: Big Plans for the Weekend

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：hurry, somewhere, Internet, housework

◎接触词汇：actually, cooking, surf

◎短语和句型：have lunch, in a hurry to do..., surf the Internet, help... with..., I would love...

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. How are you?

Ask four or five students to reply.

Review

1) Homework check.

2) Choose some students to present their *More Club Types* passage in front of the class.

KEY CONCEPTS

Focus Structures:

Danny and Jenny are having lunch together.

Are you in a hurry to go somewhere?

I usually just stay home, read a book, surf the Internet, watch TV and help my mum with the housework.

I would love to come!

STEP 1: PRESENT

1) Introduce Lesson 22 (*Big Plans for the Weekend*) by pretending to be in a hurry.

Teacher (shuffle your papers quickly and run to the door like you are in a rush): I have to go. I'm in a hurry to go somewhere.

Write the word *hurry* on the blackboard. Ask the students to guess the meaning of the word. Then ask several students to act out the meaning of the word. Help students understand the meaning of this word.

Teacher: Can you show me “hurry”?

Write the word *somewhere* on the blackboard. Help students understand the meaning of this word.

2) Discuss the term *big plans* with the class.

Teacher: What does the word “big” mean?

Remind students that the word *big* is the opposite of *small.*

Teacher: What does the word “plans” mean? I have plans to see a movie later. What about you? Do you have any plans after school?

Ask several students to use the word *plans* in a sentence. Write the words *big plans* on the blackboard.

Student A: I have plans to go to dance class after school.

Student B: I have plans to play soccer after school.

Student C: I have plans to play the guitar after school.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ▶Play the audiotape for Lesson 22 (*Big Plans for the Weekend*). Play it once and ask the students just to listen.

2) ▶Play the audiotape a second time and ask the students to complete the exercise.

3) Check the answers as a class and discuss the pictures.

STEP 3: READ

INDEPENDENT WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 22 silently, and

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answer the questions independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class.
Students should use the words *Internet* and *housework* properly answering Question 3.
Refer to the *Learning Tip* at the bottom of this lesson for a further discussion of the phrase *surf the Internet*.

STEP 4: ROLE-PLAY

PAIR WORK: *Role-play the lesson*

1) Instruct the students to role-play the lesson in pairs.
2) If time allows, select some pairs to present their role-play in front of the class.

STEP 5: TASK

PAIR WORK: *Let's Do It!* No. 4

1) Instruct the students to complete the activity in pairs. Inform them that they may refer to other lessons in this unit to help them.
2) Ask a pair of students to share and compare their answers with another pair. Then ask some pairs to present in front of the class.
3) Discuss as a class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.
Students do the exercise independently, then check the answers in groups, and finally as a class.
2) Assign homework:
• *What are your plans for the weekend?* Ask a friend or family member about their plans for the weekend and write it down.
  • What is he or she going to do?
  • Does he or she have fun plans for the weekend?

EXTENSION

CLASS WORK: *What's Wrong?*

1) Play *What's Wrong?* to review grammar structures and correct common grammar errors.
2) Write sentences on the blackboard that contain errors (and some that don't contain errors).
3) Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence or answers incorrectly, the other team can try. Keep score.
4) Write sentences that pair concepts incorrectly, or that contain verb tense or plural errors.
For example:
  • She is not moving. She is staying still. (correct)
  • I surf the Internet on my computer. (correct)
  • Jacob likes sports so he joined a sports club. (correct)
  • Tomorrow, I am go to the park. (incorrect)
    ➔ Tomorrow, I am going to the park.
  • He was in a hurry so he walked to school. (incorrect)
    ➔ He was in a hurry so he ran to school.
  • Do you want to have lunch with me this evening? (incorrect)
    ➔ Do you want to have lunch with me this afternoon? /Do you want to have dinner with me this evening?
  • I do housework at school. (incorrect)
    ➔ I do housework at home.
  • Yesterday, Rachel is going to see a movie. (incorrect)
    ➔ Yesterday, Rachel went to see a movie.

** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. **You can't stay still today.** 今天你不能保持安静。still 是形容词，意为"静止的，不动的，平静的，寂静的"。still 也可作副词，表示"还，仍旧"。例如：
Please stay still. I'm going to take a photo for you. 请不要动。我准备给你照张相。
Is everyone still here? 大家都还在这里吗？
2. **Are you in a hurry to go somewhere?** 你是不是急着去什么地方呢？
in a hurry 意为"匆忙地，赶快"，hurry 是名词。hurry 也可作动词，表示"急忙，赶快，慌张"。例如：
Xiao Hua got up late, so he went to school in a hurry (= he hurried to school). 小华起床晚了，所以他匆匆忙忙地去上学。
No hurry! Take your time. 不着急！慢慢来。
3. **Really? I would love to come!** 真的吗？我很愿意来啊！
would love to... 表示"喜欢 / 愿意 / 很想做某事"，在对话中也可以省去 to 后面的动词，直接说 would love to。例如：
We would love to hear from you. 我们希望听到您的

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消息。
— Would you love to go to the cinema? 你想去看电影吗？
— Yes, I would love to (go). 想啊，我很想去看。
4. **I usually just stay home, read a book, surf the Internet, watch TV and help my mum with the housework.** 我通常只是呆在家，读读书，上上网，看看电视，帮我妈妈做家务。
help sb. with sth. 意为“帮助某人做某事”，也可以说 help sb. (to) do sth.。例如：
Cathy often helps me with my math. = Cathy often helps me (to) learn math. 凯西经常帮我学习数学。

Lesson 23: A Weekend with Grandma

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：phone, anything, expensive
◎接触词汇：bookworm, grocery
◎短语和句型：on the phone

RESOURCES

- audiotape
- English-Chinese dictionary (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, boys and girls.

Review

1) Homework check.
2) Choose some students to present their *What are your plans for the weekend?* passage to the class.

KEY CONCEPTS

Focus Structures:

She is talking to her grandma on the phone.

STEP 1: PRESENT

Introduce the class to look at the pictures in Lesson 23 (*A Weekend with Grandma*) and discuss.
Teacher: What are the people in these pictures doing? Help the students answer this question.
Students: They are talking on the phone.
Write the phrase *on the phone* on the blackboard and ask the students to repeat the phrase after you. Help students understand the meaning of this phrase.
Teacher: That’s right. Can you use the word “on” in another sentence?
Encourage several students to make up sentences using the word *on*.
Students: I like to play on the computer./I watch the news on TV./I heard a good song on the radio.
Teacher: Very good.

STEP 2: LISTEN

CLASS WORK: *Let’s Do It!* No. 1
1) ►Play the audiotape for Lesson 23 (*A Weekend with Grandma*). Play it once and ask the students just to listen.
2) ►Play the audiotape a second time and ask the students to tick the correct statements.
3) Discuss the answers as a class.

STEP 3: READ

PAIR WORK: *Let’s Do It!* No. 2
1) Instruct the students to read Lesson 23 and answer the questions in pairs.
2) Students should check and correct their answers in groups.
3) Discuss the questions and answers as a class.
Students should use the word *expensive* properly answering Question 2.
4) Explain the meaning of the word *anything*. Write the word on the blackboard and compare it to the words *everything, something, nothing*. Inform the students that the word *nothing* is the opposite of everything.

STEP 4: LISTEN, READ AND ROLE-PLAY

1) ►Play the audiotape a third time, and ask the class to listen and read aloud along with the audiotape.
2) Remind students to do their best to imitate the pronunciation they hear.
3) In pairs, ask them to role-play the dialogue. If time

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permits, ask some pairs to present the role-play to the class.

STEP 5: TASK

INDEPENDENT/PAIR WORK: *Let's Do It!* No. 3

1) Instruct the students to make a to-do list for the weekend independently.

2) Ask them to talk about their lists with a partner.

3) After they have discussed their to-do list with a partner, every student should write a report based on his or her weekend to-do list independently.

4) Ask the students to present their reports in front of the class.

CLASS CLOSING

Assign homework:

• *Talking about Weekend Plans:* Discuss your weekend plans with a friend or family member. Record the conversation on an audio device or write it down as a dialogue. Use the dialogue in Lesson 23 as an example.

EXTENSION

CLASS WORK: *Dig In*

1) Refer to the *Dig In* in Lesson 23. Discuss as a class.

2) Instruct the students to make a list of compound nouns with a partner. Students may look through the student book or a dictionary for help.

3) Ask the students to share their lists with the class. Make a class list of compound nouns on the blackboard. Encourage the students to give the definition or translation for every compound noun they contribute to the class list.

List of compound nouns:

• anywhere	• homework	• sometimes
• basketball	• housework	• somewhere
• countryside	• myself	• volleyball
• football	• nothing	• weekend
• grandparents	• something	• without

LANGUAGE NOTES

1. **The bookstore is just two bus stops away.** 书店只是两站地远（的距离）。

时间 / 距离 +away，指“……远（的距离）”。例如：

My home is about four kilometres away from my school. 我家离学校大约四千米远。

The post office is two blocks away. 邮局在两个街区远的地方。

The zoo is half an hour's drive away. 动物园开车半小时远（的距离）。

2. **I can get it for you.** 我可以（顺便）捎给你。

get sth. for sb. = get sb. sth. 意为“给某人拿 / 取 / 捎 / 带 / 买某物”，与 bring sb. sth. 和 bring sth. to sb. 同义。例如：

Can you get me a cup of tea? = Can you get a cup of tea for me? = Can you bring a cup of tea to me? = Can you bring me a cup of tea? 你能给我拿杯茶吗？

Lesson 24: How Was Your Weekend?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：everybody

◎接触词汇：yummy

◎短语和句型：have a great/good weekend, take a bus, It's... away from...

RESOURCES

• audiotape • a list of key words/phrases (see Review) • colouring utensils • scissors

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, Class. How are you?

Ask four or five students to respond.

Review

1) Homework check.

2) Ask some students to present their *Talking about Weekend Plans* dialogue in front of the class. Students can either present their audio recording of the conversation or their written dialogue.

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KEY CONCEPTS

Focus Structures:

I had a great weekend!
We are going to take a bus there.
It's three hours away from my house.
Did you have a good weekend?

STEP 1: PRESENT

1) Ask the students to read the title of Lesson 24 (*How Was Your Weekend?*) and discuss.

Teacher: What tense is the title in (i.e. past, present or future)?

Help the students answer this question.

Students: It's in the past tense.

Teacher: Very good. When you ask, "how was your weekend?" that means the weekend has past. Would you ask, "how was your weekend?" on a Saturday?

Students: No. Saturday is the weekend.

Teacher: That's right. What should you ask?

Students: How is your weekend going?

2) Write the statements *I had a great weekend* (past), *I am having a great weekend* (present), and *I am going to have/will have a great weekend* (future) on the blackboard. Ask the students to identify the tense for every statement.

STEP 2: LISTEN

CLASS WORK: *Let's Do It!* No. 1

1) ►Play the audiotape for Lesson 24 (*How Was Your Weekend?*). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to match the pictures with the questions.

3) Discuss the answers as a class.

STEP 3: READ

PAIR WORK: *Let's Do It!* No. 2

1) Instruct the students to read Lesson 24 and answer the questions in pairs.

2) Students should check and correct their answers in groups.

3) Discuss the questions and answers as a class.

• Students should use the phrase *take a bus* properly answering Question 3.

• Students should use the structure *It's... away from...* properly answering Question 4.

• Ask what the pronoun "*it*" is referring to in the sentence in Danny's e-mail (*It's three hours away from my house. "It" is referring to the mountain*). Encourage the students to make up their own sentences using this construction.

• **Ask:** How far is your house from school? How far is the supermarket from your school? How far is the park from school? etc.

• Students should use the word *everybody* properly answering Question 5. Inform the students that the word *everybody* is the opposite of *nobody*.

STEP 4: LISTEN AND PLAY

CLASS WORK: *Secret Word*

1) ►Play the audiotape a third time, and play *Secret Word* as a class.

2) Choose the vocabulary you want to review and inform the students.

3) Tell the students to signal when they hear the vocabulary. To signal, the students can put up a hand, stand up, make a noise or perform an action.

** See the "Games" section at the back of this guide for further instructions on how to play.

STEP 5: TASK

GROUP WORK: *Let's Do It!* No. 4

1) Instruct the students to work in groups and interview one another about past and future weekends. Remind students to follow the example in the student book. Students may want to copy the table into their own notebooks before filling it out.

2) Ask the groups to present their findings to the class.

CLASS CLOSING

1) Complete *Let's Do It!* No. 3.

Students do the exercise independently, then check the answers in groups, and finally as a class.

2) Assign homework:

• *Weekend Comic Strip:* Draw a comic strip of a past or future weekend. Every picture should include a dialogue or a caption. Students may choose to devote the comic strip to a single event (like in the birthday party example below) or the events of an entire day (did housework, made lunch, read a book, played basketball, watched a movie, etc.).

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Sample Weekend Comic Strip:

				
Last weekend I went to a birthday party.	I saw all my friends. We had so much fun.	We played games and ate pizza.	We ate birthday cake and sang songs.	After the party I took the bus home.

EXTENSION

LARGE GROUP WORK: *Broken Telephone*

1) Play *Broken Telephone* to review vocabulary, phrases and concepts from this unit.

2) Split the class into three or four large groups. The students should sit in a circle facing one another. Student 1 begins by whispering what he or she did last weekend or is going to do next weekend into Student 2's ear. Then Student 2 whispers what he/she heard into Student 3's ear, and so on. The last student in the circle to hear the statement must say it out loud. Then Student 1 confirms whether the statement said out loud is correct (matches what he or she originally said) or not correct (does not match what he or she originally said).

3) If the statement matches the original one, then that group gets a point. Then Student 2 whispers a new statement in Student 3's ear, and so on. The group with the most points wins. Students should be focused on pronouncing their words clearly and listening carefully in order to get the most points.

LANGUAGE NOTES

1. **Mountain climbing is so fun.** 爬山非常有趣。
mountain climbing 意为"爬山（运动）"，climbing 是动名词。例如：
Running is good exercise. 跑步是很好的锻炼。
Going to bed too late is bad for health. 太晚睡觉对健康不利。

2. **We are going to sing songs and play games on the bus.** 我们将在公共汽车上唱歌、做游戏。
on the bus 意为"在公共汽车上，乘坐公共汽车"，是介词短语。一般而言，如果乘坐大型的交通工具，用介词 on，乘坐小型交通工具则用 in。例如：
They were on a ship to Dalian. 他们在去大连的轮船上。
The children went to school in their father's car. 孩子们坐父亲的车去上学。

Unit Review (4)

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, Class. How are you?
Ask four or five students to respond.

Review

1) Homework check.
2) Ask some students to present their pictures of the comic strip of a past or future weekend to all the class.

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Write the full words for the days of the week.
Students write the full words for every day of week independently. Then compare their answers with a partner.

II. Search for sport and activity words from this unit, and write them down.
Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that completes the word search the fastest, or finds the most words in the least amount of time wins.

GRAMMAR IN USE

I. Complete the dialogue according to the responses.
1) Students read and complete the dialogue independently.
2) Once they have completed the dialogue, they can

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role-play the dialogue in pairs.

II. Rewrite the sentences in the future tense.

1) Independently, students rewrite the sentences in the future tense using "be going to".

2) In pairs, students can take turns asking and answering questions based on the sentences in this exercise.

For example:

Student 1: What did Tom do yesterday?

Student 2: Tom played volleyball with his friends yesterday.

Student 2: What will Tom do tomorrow?

Student 1: Tom will play volleyball with his friends tomorrow.

LISTENING AND SPEAKING

I. Listen and repeat.

Instruct the students to listen, repeat the sounds, and then the words.

II. Look at Jack's calendar and answer the questions.

1) Students should answer the questions independently.

2) Students can check and correct their answers in groups and then as a class.

PUTTING IT ALL TOGETHER

Work in groups. Look at the club schedule and create a poster for one of the clubs. Present your poster to the class.

1) Instruct the students to work in groups to discuss the **task tips** and brainstorm some ideas.

2) Students then design and create a club poster as a group. Encourage the students to be creative.

3) Ask the groups to present their posters to the class.

SELF-EVALUATION

Instruct the students to complete Parts I, II and III of the Self-Evaluation by adding more examples to each section. Inform the students that each example they are able to provide will earn them one star for that section (i.e. If they give four examples in Section I, they earn four stars for that section. If they give one example for Section II, they earn only one star for that section). Check the answers as a class.

CLASS CLOSING

Sing a song

1) ►Play the audiotape for *Can You Come Out and Play?* Ask the students to listen to the song.

2) Instruct the students to repeat the song line by line.

3) ►Play the audiotape for *Can You Come Out and Play?* Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

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Teaching Techniques

Ways to Introduce Vocabulary

Each lesson in this guide gives suggestions on how to introduce new English words and concepts to the students. We often combine several methods under one title: a mix of methods is the most effective way to help the students learn new words and phrases. This section describes some of the key methods. You should choose the methods that work best for your class.

Show an Object

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can.

Show a Picture

You can make some big vocabulary cards by yourself and use them in class. Your large vocabulary cards each present a picture to illustrate new words. Show other pictures, too. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

Draw a Picture

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his, her, he, she** and **they.** You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent **birthday party**, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent school. You can quickly draw a series of faces and expressions (for example, **happy, sad** and **scared**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like ___.** You can draw pictures to illustrate concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as colour or circle, or how to make letters of the alphabet.

Perform an Action

Always demonstrate when you can. You can easily demonstrate actions such as **walking, standing, sitting** and **reaching.** Use your face to demonstrate feelings (such as **mad, sad** and **tired**). Use your fingers to demonstrate numbers.

Role-play

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say **Br-r-r-r-r**, stamp your feet, hold your arms tight and say **Oh, I'm cold. I feel cold!** Ask a student to close the window, saying again **I'm so cold. It's cold here. Cold. Very cold.** Pretend to put on a sweater. When the window is closed, pretend to warm up and say **Oh, that's much better. I'm not cold now.**

You can also role-play with a student. For example, to show the concept of **May I have ___?,** show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say **May I have ___, please? May I? May I have ___, please?** After a moment of pretending to use the object, return the object to the student as you say **Thank you!** and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

Use the Student Book

The student book presents pictures in each lesson. After you have introduced the students to a new word through pictures or demonstration, ask the students to examine the picture and word in the student book. The students can practice pointing to the word when you call it out or when you ask **Where's the ___?** They can practice asking each other **What's this?** while pointing to pictures in the student book. The students can also

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practice saying the word while reading it after you model the pronunciation.

Write and Repeat

After you have introduced the students to a new word or structure through pictures or demonstration, write the word(s) on the blackboard. Point to the word and say **Look.** Then say the word slowly. Say **Say it, please.** Say **Again, please.** Repeat it at least four times as you point to the word and have the students say it slowly after you.

Translate

In some situations, use Chinese to explain a concept to the students. Abstract concepts, such as **friend** or **favourite,** may need some translation. Story discussions may also need some translation.

Compare

To teach related concepts such as antonyms (for example, **thin** and **fat, long** and **short, old** and **young, straight** and **curly, big** and **little**), some teachers present the two words together to show their opposite meanings.

Use Examples

Immediately after the students have learned a new word, show how to use it in different ways. You may find that the best examples make the concept personal to the students. For example, to teach **birthday,** ask the students about their own birthdays and what they do on their birthdays.

Start with structures the students have already learned. For example, if you teach a new action, such as **talk**, use it in familiar sentence patterns and questions. Then gradually extend the examples. Use actions and gestures to make the meaning clear. For example:

He is talking. Look at him! He is talking.
Is he talking? Is she talking?
What are you doing? Are you talking? No, you're not talking.
Are they talking? Look. Yes, they are talking.
I am talking now. I am tired of talking. I will stop talking.
Would you like to talk? Let's talk. You talk now.
Talk to your partner. Everyone, talk to a partner.
Listen—everyone, talk. Go! Everyone, talk.
Now—stop. Everyone, stop talking. Very good.

Sing a Song

Because songs use rhyme and repetition that make the new word(s) easy to remember, the students often learn new vocabulary and structures quickly through a song. For example, "Do the Hokey Pokey" teaches the students the structure **Put your ___ in** and **Take your ___ out** because they sing it many times. Action songs, such as "Do the Hokey Pokey" and "This Is the Way We Go to School," are excellent because the students do actions while they repeat new words and structures many times.

Tell a Story

The students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories. The student book contains dialogues that each presents a small story.

You can make up simple story dialogues, too. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept tired to the students, you might tell a little story like this, using actions and characters:

Danny: I am very tired today. I'm so tired.
Jenny: Poor Danny! Why are you tired?
Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.
Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?
Danny: I can't go to bed! I must go to school. I must go to my English class. *(Fall asleep and begin snoring loudly.)*
Jenny: *(Whisper.)* Danny! Danny! Wake up! This is English class! The teacher is talking to you.
Danny: *(Wake with a start.)* Oh—oh—oh! Where am I? What happened? Oh—I'm so tired. *(Go back to sleep.)*

Read a Story

Choose some stories for the students to read if you have time. Stories offer excellent opportunities to elicit language from the students in discussions of characters

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and plot. Remember, focus on the main ideas of the story. The students don't need to read every word; they only need to make sense of the main events and the characters in the story. Also remember that listening and reading are only part of the language experience.

A story-reading experience has three parts:

PREPARE TO READ

- Draw the students into the story by letting them talk about experiences in their own lives related to its theme.
- Look at the pictures in the story to establish its context. Have the students discuss where and when the story seems to take place, who is in the story and some of the important objects in the story.
- Lead the students into a discussion about the story by asking questions about the pictures. For example, **Who is this? Where is she? What is she doing? Why is she doing this? Why do you think she's smiling? Who else is in the picture? What do you think has just happened?** Remember, the predictions don't have to be right!
- Encourage the students to predict what the story is about.
- Teach the students some key vocabulary words that they need to understand the main idea of the story. Try to limit this to a maximum of three to five new words.

READ

- Read each line slowly. You can read while holding up the storybook and pointing to the pictures.
- Stop to check the students' comprehension frequently, to revise predictions and to make new predictions.
- Play the audiotape so the students can hear native English speakers read the story.
- Concentrate on the **main ideas.** Help the students avoid getting bogged down in the meaning of every word.
- Use questions and the pictures to encourage the students to make meaning of the story. Have the students listen and look for key words that they can recognize, as clues to meaning.

DISCUSS

- After you have read the story as a class, make sure everyone grasps the **main idea** of the story. Do not dwell on comprehension of individual words.
- Use questions to check the students' comprehension. Ask questions about what happened, what things the characters did, what choices the characters made and how the story ended.
- Encourage the students to make their own observations about the story. Ask the students to imagine how they would feel or behave in the situation the story describes. Ask the students to try to figure out why certain characters did certain things in the story. Ask the students for their opinions about the characters and their actions. Ask the students whether they liked the ending.
- Sometimes, instead of a discussion, teachers can have the students respond to a story in one of the following ways:
  - — Draw a picture of something that happened in the story.
  - — Write a sentence under the picture.
  - — Make a poster about the story.
  - — Make a collage of magazine pictures about the story.
  - — Change the ending of the story. Draw a picture to show the new ending.
  - — Make up a dialogue with another student to show one part of the story.
  - — Make up your own story about a main element of the story.

Ways to Practice and Review Vocabulary

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide:

Use the Activity Book

The activity book presents pencil-and-paper exercises to help the students practice the vocabulary and structures they learn in the lessons. These include word-and-picture matches, puzzles, drawing activities, fill-in-the-blanks and a test for each unit.

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If there is time in class, have the students do activity-book exercises in class. If time is short, you can assign the exercises for homework. Be sure to explain to the students what they must do in each exercise before they leave class. Some activity-book exercises require the students to listen to the audiotape. Make sure these are done in class.

Whenever possible, use the completed exercises to create conversation among your students.

Give Directions

Give the students directions and have them perform the actions. For example:

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your eraser on your book.

Draw a picture of ___.

All of these directions make the students participate and demonstrate their understanding of English words.

Practice in Pairs and Small Groups

Whenever you can, give the students a few minutes to practice a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practice, and then have them practice the structure with some limited substitution.

Sing a Song

Songs stimulate the students' attention, focus their listening and quickly review vocabulary. A song is well-suited for the opening and closing of most classes. You can also use a short lively song to motivate the students in the middle of a lesson.

The audiotape has all the songs in the program. Most songs have pictures and words in the student book. Play the audiotape, if you choose, and have the students follow words and pictures in their student books.

Then teach the song line by line to the students. You sing one line or part of a line and get your students to repeat after you. Use the pictures in the student book to help the students remember the words.

Finally, play the audiotape again and have your students sing along and do the actions.

Play a Game

There are many games in the *Learning English* program for vocabulary practice. Refer to the "Games" section in the back of this guide, which contains specific directions for playing games.

Make Up a Dialogue

After the students have practiced new vocabulary words and structures, they can create their own conversations. When you ask the students to do this, don't tell them exactly what they must say. You might, however, list some phrases and words on the blackboard to give them ideas of what to say. Also, model one or two dialogues to give them some ideas. Remind the students that they can repeat structures and words as much as they like in a dialogue.

Encourage the students to invent characters and situations for their dialogue. The students can use puppets or face masks.

Again, you might assist by helping the class to list various characters (WHO) and situations (WHAT) on the blackboard. The students can pick and mix these to produce their own imaginative scene. For example:

WHO

- Frog, butterfly, fish.
- Cowboy or other people from the past.
- Good queen.
- Heroes such as a courageous king.
- Movie stars or television actors.
- Monkey, fox, sheep, lion.
- Mickey Mouse or other cartoon characters.
- Farmer.
- Doctor, nurse, teacher.

WHAT

- Saving someone from a disaster.
- Hiding together.
- Mountain climbing.
- Trying to buy something.
- Storm at sea.
- Winning a contest.
- Playing in the park.
- Going on a long trip.
- Just after a hard examination.

With interesting situations, your class can use sounds and actions to make even simple structures into dramatic dialogues. For example, here's a way the students can create dramatic situations to practice **Hello, my name**

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is ___. How are you? I'm fine. What's your name? My name is ___. What's his/her name? Nice to meet you.

WHO Mr. Wolf, Mr. Sheep and Miss Monkey.

WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.

WHO A boss, a worker and a little boy or girl.

WHAT They are all stuck on an elevator that has stopped.

WHO A father, a mother, a son and the son's friend who is very strange.

WHAT The son is introducing his strange friend to his father and mother.

WHO Two aliens and a human being.

WHAT The aliens have just landed on Earth and are trying to make friends.

Use Puzzles and Riddles

The students may guess words through riddles like this:

I have four legs. I can stand up, but I can't sit down. What am I?(A desk.)

Drill

Here's a key rule: do not drill the students on words or structures unless they understand what they mean.

Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun Drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and Answer:** Ask questions of individual students, groups of students (for example, **This row answer**) or the whole class. Do not ask a question before you have shown the students how to respond to the question. Use a variety of questions:
  - — "Yes-No" Questions: **Is this a chair? (Yes/No.) Do you like noodles? (Yes/No.) Are you hot? (Yes/No.)**
  - — "Or" Questions: **Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?**
  - — "Wh" Questions: **What's this? Where is ___? What time is it? What colour is it?**
- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/she, and Student 4 answers the question. Student 5 starts the chain over again. For example:
  Student 1: What's your name?
  Student 2: My name is Du.
  Student 3: What's her name?
  Student 4: Her name is Du.
  Student 5: What's your name?
  After a few students, you can move the chain drill to another part of the classroom.
- **Repetition Drill:** This is very mechanical. The students may not know the meaning of what they are saying, but this allows them to practice pronunciation.
  Teacher: Let's read a book.
  Student: Let's read a book.
  Teacher: Let's draw a picture.
  Student: Let's draw a picture.
- **Drill with Substitution:** This is more difficult than straight repetition, but it is still mechanical.
  Teacher: You want to read.
  Student: Let's read a book.
  Teacher: You want to draw.
  Student: Let's draw a picture.
- **Drill with Single Word Prompts:** This is even more difficult. The students must be able to construct their own sentence.
  Teacher: Book.
  Student: Let's read a book.
  Teacher: Draw.
  Student: Let's draw a picture.
- **Drill with Picture Prompts:** This is more difficult still. The students must construct their own sentence with no English word to prompt them.
  Teacher: *(Hold up a picture of a park.)*
  Student: Let's ___.
- **Drill with Free Substitution:** This is the most difficult. The students must understand the meaning in order to participate.
  Teacher: What do you want to do? Where do you want to go?
  Student: **I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.**

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Ways to Check for Understanding

After the students have practiced a new concept, you need to check whether they understand.

As much as possible, avoid forcing very shy or reluctant students to speak out in class all by themselves. Ask for volunteers. For example, **What's this?**(Point to an object.) **Who can answer? Volunteer?** (Raise your hand to show what you want the students to do.) **Is there a volunteer?**

Obviously, if some students refuse to volunteer an answer even after several weeks of classes, you will need to encourage them more forcefully. If a student finds this impossible, you may need to meet privately with that student after class to check his or her understanding.

This guide uses some of the following methods to check for understanding in class:

Observe as the Students Practice

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a Checklist:** Some teachers make up a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students'names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student's name, you can place a mark to represent the student's mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write 1, 2 or 3 to show beginning, developing or mastery skill level.
- **Making Descriptive Records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:

  Li Hong – Cannot pronounce/θ/correctly.

  Xiu Jie – Confuse mouth, ears, eyes, nose.

  Yi Yuming – Drop final consonants on many words.

  When you have a large class (more than 40 students), you may need to focus your observation on those students who appear to be having the most difficulty. Remember to move to all parts of the classroom, including the back rows, when you observe.

Ask the Students to Present

When pairs or small groups of students have practiced a question-answer structure, call on three to five volunteer groups to demonstrate in front of the class.

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

Play a Game or Sing a Song

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

Check the Activities in *Let's Do It!*

You have choices in how to evaluate activities. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups.
- The students may exchange their activities with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activities at the end of the unit and check them. You might collect the activities by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.

Ways to Teach Pronunciation

This guide does not offer detailed methods for teaching pronunciation. Here, however, are a few guidelines:

Do not drill children on any word or structure unless

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they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching children the International Phonetic Alphabet (IPA) at the very beginning. Young students are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English.

IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say **thanks.**
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store.**
- Practice (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack.**
- When you teach an unfamiliar sound, teach a contrasting sound. For example when you teach /θ/ in **thin**, contrast it with **tin** and **din.**
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.
- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as possible, without mixing up the words.

  For example:

  The lips, the teeth, the tip of the tongue.

  Around the rugged rock the ragged rascal ran.

  She sells sea shells by the seashore.

  Look how high his Highness' horse holds his haughty head.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape of native English speakers whenever possible for children to practice imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

  Are you hungry? Do you like ice cream?
- Falling intonation occurs in statements and in questions that aren't answered yes/no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

  I like ice cream. Here is my pencil.
- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?,** write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

  Please? (3 times)

  Three books, please? (3 times)

  Have three books, please? (3 times)

  May I have three books, please? (3 times)

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教 学 技 巧

词汇教学方法

本《教师用书》的每一课都提供了怎样向学生教授新词和新概念的建议。编者常常将几种方法结合起来，统一于一个标题之下：不同方法的结合使用往往是帮助学生学会新词新语的最有效的途径。本节旨在描述一些关键方法。教师宜选择最适合本班的方法。

利用实物

一件实物，学生看得见，摸得着，因而往往能有力地表明一个新的概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量将实物带到课堂上来。

利用图片

教师可以在班上利用亲手制做的词汇大卡片，每一张词汇卡片均表明一个词。还可向学生展示一些其他图片。宜利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画出来

如果找不到图片展示（给学生看），可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表明诸如 his，he，she 和 they 之类的概念。可教会学生怎样辨认表示一些难以表明的名词的意义的简单图画。例如，画三个气球表示 birthday party，画一只碗外加筷子以代表 food，或者画幢大建筑物，其大门上方挂着一块牌子，以表示 school。你也可以快速地画一系列脸形和表情（如 happy，sad 和 scared），以表示不同的感情；可以画些脸形，以表现诸如 I like/I don't like ____之类的抽象概念；可画些画，表现如 crying或 singing 等概念；还可以画些画以表示学生正在进行的活动，如 colour 或 circle 或怎样制作字母等。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像行走、站立、坐和够着某物等诸类动作，是很容易表演的；可用自己的面部表情，表现情感（如愤怒，悲伤，疲倦等）；可用手指表示数字。

角色扮演

只要可能，不妨扩大表现范围，进行角色扮演。可以自己单独扮演。例如，要表示 I'm cold. 这一概念。可以（装做）发抖，皱眉头，发出 Br-r-r-r-r 的声音，跺脚，双臂紧抱身体等，边做动作边说：Oh，I'm cold. I feel cold！让一个学生关窗，再说一遍：Oh，I'm so cold. It's cold here. Cold. Very Cold. 然后假装穿毛衣。关上窗子之后，边假装感到暖和起来了，边说：Oh，that's much better. I'm not cold now.

教师还可以找个学生一起表演。例如，教师为说明 May I have ____？这一概念，可表现出需要某件东西，却找不到。接着走到某个自愿者身边，指着某物，伸出双手，显出你想借用那东西的表情。一边表演，一边说：May I have ____，please？May I？May I have ____，please？过一会儿，假装用完了，将该物还给那位同学，一边说：Thank you！一边做出一副很高兴的样子。

教师也可以用手偶进行表演。可一手拿个手偶，表演对话。学生既可同教师一起玩手偶，也可与其他同学一起玩。本《教师用书》关于手偶、张贴画章节，提供了大量的关于怎样制作、使用手偶的方法。

利用《教科书》

《教科书》（学生课本）每课都配有一些图片。通过图画和演示向学生介绍某个新词之后，请学生们仔细看课本上的该画和该词。教师每念一个词，问学生：Where is the ____？可请学生指到那个词。学生们边指着课本上的图画，可边

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互相提问：What's this？学生也可跟着教师朗读该词。

板书并重复

借助图片或演示向学生介绍完某个新词或新结构之后，将该词写在黑板上，指着该词说look，并且慢慢地念出该词。然后跟学生讲：Say it, please. Again, please！指着该词，让学生跟着慢慢念出来，至少重复四次。

翻译出来

有些情况下，可用汉语向学生解释某个概念。像 friend 和 favourite 这类抽象概念，可能需要翻译成汉语。讨论故事时也可能要借助翻译。

比较

在教授像反义词一类相互联系的概念（如 long 与 short，old 与 young，straight 与 curly，big 与 little）时，有些老师往往将两个词同时教给学生，以表现其相反的意义。

举例

学生一学到某个新词，就可教他们怎样以不同的方式进行运用。你会发现例子举得好，往往会使该概念变成学生自己的东西。例如，教 birthday 这个词时，不妨问学生的生日是哪一天，他们在生日那天做什么等。

先用学生已学过的结构（句式）举例（造句）。如，教某个新的表示动作的词 talk，可将该词用于学生已熟悉的句型和问话中，然后再逐渐扩展开来。用动作、姿势将意义说清楚。例如：

He is talking. Look at him！He is talking.

Is he talking？Is she talking？

What are you doing？Are you talking？No, you are not talking.

Are they talking？Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk？Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen—everyone, talk. Go！Everyone, talk.

Now—stop. Everyone, stop talking. Very good.

唱歌

歌曲大量运用韵律和重复，歌词易于记忆，而学生通过歌曲，往往能很快学会新词和新结构。例如，“Do the Hokey Pokey”目的就是教学生：Put your ____ in. Take your ____ out. 因为学生反复多次地唱，便于理解掌握。像“Do the Hokey Pokey”和“This Is the Way We Walk to School”这类动作歌就很好，这些歌儿使学生反复多次地边做动作边练习新词和新结构。

讲故事

听故事，尤其是重复较多或集中于某个关键词的故事，往往能使学生很快将新词学到手。故事赋予新词以意义；故事让学生听到新鲜的说法。学生既记得住又喜爱故事。课本中有些对话每篇都讲述个小故事。

你本人也可使用学生已知道的词汇和结构编些短小的故事式对话。同时，如可能，不妨插进些新词。既可用手偶（一手拿一个）帮你讲故事，也可以在黑板上简单几笔，勾勒出主要角色。轮到他或她说什么话时，就指向那个角色。例如，如果你准备向学生讲 tired 这一概念，不妨以角色对话的方式讲个像下面这样的故事：

Danny：I am very tired today. I'm so tired.

Jenny：Poor Danny！Why are you tired？

Danny：I don't know. I'm so tired. I'm so tired I can't keep my eyes open.

Jenny：Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep？

Danny：I can't go to bed！I must go to school. I must go to my English class.（入睡，接着开始打鼾）

Jenny：（悄悄地）Danny！Danny！Wake up！This is English class！The Teacher is talking to you.

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Danny：（猛地惊醒过来）Oh—oh—oh！Where am I？What happened？Oh—I'm so tired.（又倒头睡去）

读故事

时间允许的情况下，选择一些故事让学生读。故事常常提供极好的机会让学生讨论人物和情节，诱发学生的语言表达。记住：重点应放在故事的中心意思上。学生不必每个词都读完；只需大致了解故事的主要情节和人物。还请记住：听和阅读不过是语言经历的一部分。阅读故事包括三个部分：

阅读准备

• 让学生谈谈各自与故事的主题相关的经历，以将学生引入故事之中。

• 看故事里的插图，以确实其背景。让学生讨论故事可能发生在何时何地，故事的人物是谁，故事中有哪些重要的东西。

• 就插图进行提问，让学生就故事进行讨论。可提这类问题：这是谁？她在哪儿？她在干什么？她为什么要这么做？

• 你认为她为什么笑？图中还有谁？你认为刚发生了什么事？记住：这类预测不必非正确不可！

• 启发学生们推测本故事讲的是什么。

• 将理解本故事的中心大意所需的关键词教给学生。尽量将要教的新词限定在 3 至 5 个以内。

阅读

• 每行尽量读慢点。可以边拿着书指着插图边读。

• 频频停下来，检查学生的理解情况，修正所作的预测，并作出新的推断。

• 放录音，让学生听英美人是怎样朗读该故事的。

• 注意力放在中心意思上。帮助学生免于陷进逐词理解的泥沼而走不出来。

• 通过提问和插图，鼓励学生分析故事的意义，让学生听出或找出他们所认识的关键词，以作为故事意义的线索。

讨论

• 全班跟着你读完故事之后，检查一下是不是每个人都抓住了中心意思。不要纠缠于个别词汇的理解。

• 用提问的方式，检查学生的理解情况。可提以下问题：故事是怎样发生的，故事中的人物做了些什么，这些人物作出了什么选择，故事是怎样结束的。

• 激发学生就故事作出各自的评论。叫学生设身处地地想一下，如果换了他们，会有什么感受，会怎样做。让学生好好想想，故事中的人物为什么要那样行事。叫学生谈谈各自对故事中的人物和人物的行为的看法。问问学生是否喜欢故事的结局。

• 有些情况下，可以不进行讨论，而让学生以下列的任何一种方式对故事作出反应：

画幅故事里发生的事件的图画。

图下写几句话。

就故事搞图画展。

就故事收集各种杂志图片，搞成一幅拼贴画。

改变故事的结局。画幅画表现新的结局。

与另一位同学一起编篇对话，以表现故事的某个部分。

就故事的某个人或物编出各自的故事。

词汇练习和复习方法

教师需要不断地与学生一起练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就都掌握了该单元的词汇。学后边的单元时，反复不断地用学生所熟悉的结构练习新的单词；将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

利用《活动手册》

《活动手册》提供了笔头作业，帮助学生练

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习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画，又有填空以及每单元一次的测验。如课内有时间，就让学生在课堂上做《活动手册》上的作业。如时间不够，就作为家庭作业布置下去。记住，在学生离教室之前，一定对他们讲清楚每道题的要求。有些练习要求学生听录音。这些事情一定要在课堂上做好。

只要有可能，尽量让学生就他们已完成的作业相互之间进行对话。

给出指令

给学生一些指令，并让他们按指令去做。例如：

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your eraser on your book.

Draw a picture of ____.

这些指令能让学生参与活动，并表明他们对英语词汇理解的程度。

一对一和小组练习

只要可能，尽量给学生几分钟时间，让他们就刚学的新结构与同伴、同桌或分小组练习。一定要先让学生们理解并能够说该结构（句式），再让他们练习，然后要求他们就该结构进行有限的替换练习。

唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。多数课在开始和结束时，宜唱首歌。也可在一堂课的中间，唱支短小的劲歌，使学生振奋起来。本套教材里的所有歌曲均已录入磁带中。多数歌曲，都能在课本里找到图画和词汇。如你觉得有必要，可播放磁带，让学生翻开课本，看相应的词和画。然后，将歌曲一句一句地教给学生。教师唱一句或一句的一部分，让学生跟着你重复。利用课本上的图画来帮助学生记住歌词。最后，再放磁带，让学生跟着唱并跟着做动作。

做游戏

本套教材有很多供练习词汇的游戏。《教师用书》的书末关于词汇复习的游戏那一节，提供了怎样玩游戏的具体说明。

编对话

学生就新词新结构进行了一定的练习之后，便可以自行对话。叫学生自行对话时，不要告诉他们必须讲什么。不过，可以将一些短语和词汇列在黑板上，以便给他们一些提示。还可以示范一两个对话。别忘了告诉学生，任何结构和单词，他们想在对话中重复多少次都可以。

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。此外，你同样可以将不同人物（Who，谁）和情景（What，什么）写在黑板上，以启发全班同学。学生可以对这些人物和情景进行取舍或混合，以编出他们自己想像的情形。例如（注意将人物和情景分两栏列出，而且不配对）：

人物	情景
青蛙，蝴蝶，鱼。	救某人脱险。
牛仔或昔日其他什么人。	一起躲藏着。
贤明的女王。	爬山。
像勇敢的国王一类的英雄。	想买点什么。
电影明星或电视演员。	海上风暴。
猴子，狐狸，羊，狮子。	比赛争胜负。
米老鼠或其他卡通人物。	在公园玩耍。
农夫。	出门作长途旅行。
医生，护士，教师。	刚结束一门很难的考试。

只要情景设计得有趣，你班上的学生就可以通过声音和动作，将一些很简单的结构变成一些极富戏剧性的对话。例如：学生可用这种方式创造戏剧性情景，以练习：Hello，my name is ____. How are you? I'm fine. What's your name? My name is ____. What's his/her name? Nice to meet you.

人物：狼先生，羊先生和猴女士。

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情景：猴女士将狼先生介绍给羊先生，可羊先生很害怕狼先生。

人物：老板，工人，小男孩或小女孩。

情景：他们全都困在停住不动的电梯里了。

人物：父亲，母亲，儿子和儿子的一个怪怪的朋友。

情景：儿子将他那怪怪的朋友介绍给父母。

人物：两个外星人与一个地球人。

情景：两外星人刚在地球上着陆，正想法结交朋友。

利用智力测验和谜语

学生可以通过这类谜语猜词：

I have four legs. I can stand up but I can't sit down. What am I?（桌子）

操练

千万注意：一定要在学生弄懂了单词或结构的意义之后，再行操练。好的教师一般采用几种操练法，从而避免单词乏味并让学生不断动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一齐重复，链式重复，你本人向小组或全班提问，并请个别学生向你提问。

• 名词操练：可请学生指出你所提到的教室里的实物，或者由你向学生展示图片，让学生说出该实物的名称。

• 问答：向个别学生、小组（如 This row answer）或全班提问。一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

"是/否问句"：

Is this a chair?（Yes/No.）

Do you like noodles?（Yes/No.）

Are you hot?（Yes/No.）

"选择问句"：

Is this a chair or a desk?

Do you like noodles or rice?

Are you hot or cold?

"特殊问句"：

What's this?

Where is ____?

What time is it?

What colour is it?

• 链式操练法：可以从教室的任何一个地方开始。甲提问，乙回答；丙向丁提问，加进 He 或 She，丁回答。第五个同学又从头开始。如：

甲： What's your name?

乙： My name is Du.

丙： What is her name?

丁： Her name is Du.

甲 2：What's your name?

这部分学生轮完之后，可将链条接到另一部分学生那儿去。

• 重复操练：这种练法很机械。学生不一定知道自己在说什么，但可锻炼他们的发音。

教师：Let's read a book.

学生：Let's read a book.

教师：Let's draw a picture.

学生：Let's draw a picture.

• 替换练习：此法比直接重复稍难一些，但仍然是机械式的。

教师：You want to read.

学生：Let's read a book.

教师：You want to draw.

学生：Let's draw a picture.

• 单词提示法：此法比较难。学生需要自己造句。

教师：Book.

学生：Let's read a book.

教师：Draw.

学生：Let's draw a picture.

• 图片提示法：此法难度更大些。学生需在没有英语词提示的情况下自行造句。

教师：（举起一张公园照片）

学生：Let's ____.

• 自由替换法：此法最难。学生要想参加练习，需懂得其意义。

教师：What do you want to do? Where do you want to go?

学生：I want to go walking. Let's go

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walking. Let's go for a walk. Let's go to the park.

怎样检查学生的理解情况

学生练习了某个新概念之后,教师得检查一下,看他们是否理解其意。尽量不要迫使非常害羞和不情愿的学生独自当全班的面回答,问谁愿意回答。例如:What's this?(指着某物)Who can answer? Volunteer?(举起手表明你要学生怎么做)Is there a volunteer? 当然如果有些学生上了几星期课之后,依然拒绝主动回答,你得给予他们更有力的鼓励。如某学生觉得根本做不到,你可能需要在课后与该生面谈,检查其理解情况。

本《教师用书》使用以下方法在课堂上检查理解情况:

观察学生练习

无论何时,只要给学生时间,让他们一对一或分小组练习对话,或做《活动手册》上的作业,你都应在教室四处走动,仔细观察学生的练习情况。在这个过程中,尽量做到不干扰学生。

• 制作检查表:有些老师往往在连续几课的教学中就学生特别需要掌握的技能制作检查表,以了解情况。一般的做法是,将表夹在写字夹里,手拿写字夹,在课堂上四处走动,边听学生练习,边做笔记。表的一(左)边,列出全班学生的名字;另一边的顶上,分栏列出各项技能,可在学生名字的旁(右)边作记号,以表明该生掌握的情况。例如,用 + 或 – 表示令人满意或不满意,或用 1,2,3 表示技能掌握的程度。

• 作描述性记录:有些老师往往在学生练习过程中或课后,就某学生的情况作简单记录。例如:

李　红——/θ/音发得不准。

修　洁——mouth,ear,eyes,nose 分不清。

易玉明——词末辅音吞音现象严重。

如果教的班太大(多于 40 名学生),宜将注意力放在问题最多的那些学生身上。观察过程中,记住:教室的各个地方都要走到,包括后面几排。

让学生表演

学生们以一对一或小组练习的方式做完某个问题练习之后,点三至五对或组(自愿者)上台前表演。此外,学生练习对话时,有些情况下也不妨请几个自愿者当着全班表演。记住,学生花了时间自行对话之后,不一定每次都要请人上台前表演。如你每次都这么做,学生慢慢可能会认为其练习本身并非是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要寓学于乐,需要在自编对话的过程中发挥其想像力运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲,使你有机会观察到学生掌握词汇和指令的情况。请参阅为复习词汇而设的游戏那一节。

检查 *Let's Do It!* 中的活动完成情况

检查学生活动完成情况可有多种选择。具体办法可视情况而定:课堂上还剩多少时间;学生课文掌握的程度如何等。

• 可让学生在课堂上相互交流。学生可以与同伴(桌)或在小组内交流作业。

• 可让学生与同桌交流活动部分。将正确答案告诉全班,学生就对方的作业相互打分。

• 你也可以上完一个单元之后,将活动部分收集上来检查。可不定期地突然抽查;可选取特定的作业予以打分并予以记录;可"浏览"其他部分,仅查看学生是否做了,以及他们的具体困难在哪里。

语音教学方法

本书不提供详尽的语音教学方法。这里只提出几点基本的指导意见:

不管任何词或句子,如果学生不明白其意思,就不要让学生操练。这是一条总的原则。

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《学英语》教材不提倡一开始就教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己。而国际音标是另一套抽象记忆符号,会给培养学生流利、自信地用英语表达自己造成障碍。

然而,国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当教师能发这些音时,便可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议:

• 把生词的发音和学生所熟悉的汉语语音相比较。

• 说明发音器官(如舌、齿、唇、腭等)的动作。可用一种夸张的方式向学生展示发音器官的位置,并让他们以这种方式进行练习。如,把舌尖置于上下齿之间说:Thanks.

• 练习成组的元音发音相同的单词。如:boy,toy,soy 或 four,more,your,store 等。

• 练习有一个音不同,其他音相同的成对单词的发音。如:bit/bet, sit/set, bag/back, rag/rack 等。

• 当你在教学生不熟悉的语音时,可采取对比的方法。如教 thin 中/θ/的发音时,把/θ/和 tin 和 din 相比较。

• 在硬纸板上做一个大的人头侧面图像,展示齿、腭、唇和喉咙。然后,把口腔部位从硬纸板上剪下来。操作时,手上裹一块红布或戴上两指手套。当你在教一个新学的语音时,把手从口腔的部位伸出,表现舌的运动。

• 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。如:

The lips, the teeth,the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness's horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议:

• 在起始年级,重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头,也可用手势或其他方式帮助学生记忆。

• 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意:教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会使学生通过听说本族语的人的录音进行模仿。

• 用 yes-no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调,并在最后一个音节上明显上升:

Are you hungry? ↗

Do you like ice cream? ↗

• 陈述句和不用 yes-no 回答的问句用降调。其方式是在核心词或重读音节上提高音调,然后音调下降:

I like ice cream. ↘

Here is my pencil. ↘

• 可以采用"回链"的方式帮助学生学习自然的语流:把一个句子分成几个小部分,然后从后向前进行操练。如,在学习 May I have three books,please? 这样一个句子的正确的重读和语调时,先把整个句子写在黑板上,教师把手放在单词下面,学生同时说:

Please?(3 次)

Three books, please?(3 次)

Have three books, please?(3 次)

May I have three books, please?(3 次)

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Evaluating Students

Use these methods, or your own methods, to evaluate and record student progress at the end of each unit.

Note Particular Problems

Write down the names of students who seem very uncertain during the oral parts of the lesson.

Write down words that you think require more drill for the whole class in comprehension or pronunciation. Refer to these notes when making lesson plans in future units.

Grade the Test

Score the test by giving one point for each correct answer and one point if the student has followed all the directions correctly, including placing his or her name on the correct line.

Grade Oral Comprehension

Based on your observations of the students' participation in the test lesson and throughout the unit, award points as follows:

- 1 point to students who demonstrate little or no comprehension.
- 2 points to students who understand some words and can use some nonverbal signals to express meaning.
- 3 points to students who can understand and speak about sixty percent of the material. They may, however, still exhibit uncertainty or poor pronunciation.
- 4 points to students who can understand and speak about eighty percent of the material with reasonable pronunciation.
- 5 points to students who participate with confidence, and can speak and understand ninety percent or more of the material.

Grade the Activities

Award additional points (2 or 3) to students who have completed all the exercises that you assigned during the unit.

Calculate the Final Grade for Unit

Take half the score for the test. Add it to the total scores for oral comprehension and the activity book.

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学 生 成 绩 评 估

在每单元结束时，教师可以用以下方法或用自己的方法来评估和记录学生的学习进展情况。

注意特殊问题

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。这些记录可以供教师在以后各单元的备课中参考。

给测试评分

测试成绩按如下方式打分：每个正确答案均给 1 分；如果学生正确地遵照指示去做，包括将他们的名字写在正确的位置上，另给 1 分。

给口语理解评分

根据教师对学生在测试课和整个单元中学生课堂参与的表现，按如下方式打分：

- 1 分：理解很困难或完全不能理解的学生。
- 2 分：能够理解一些单词并能通过一些非语言动作表达意思的学生（如点头或手指事物）。
- 3 分：能够理解和表达三分之二内容的学生，但是显得信心不足或发音不准确的学生。
- 4 分：能够理解和用正确发音表达百分之八十内容的学生。
- 5 分：信心十足，积极参与，并且能够表达和理解百分之九十或更多内容的学生。

给活动评分

给那些能够完成该单元中教师所布置的作业的学生，再加几分（2 分或 3 分）。

计算总分

测试分数的一半加上口语理解和活动的分数便是该单元的总分。

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Puppets, Posters and More

Making and Using Puppets

Puppets are excellent language-learning tools. They capture the students' attention. They encourage the students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to the students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The students love to make puppets: it's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. The students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials.

Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellry, feathers, hair ribbons—anything colourful. Use your imagination and have fun!





This puppet has a ping-pong ball for a head and a square of fabric for a body. Cut a hole in the ping-pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the ping-pong ball a face and

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some personality!

Making and Using Posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays.

Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

Teaching Posters

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 1, Book 1, focuses on school objects. At the beginning of Unit 1, Book 1, you should post pictures related to this theme (such as a **desk, chair, pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.**)

Other themes in this guide include colours, clothes, foods, parts of the body, family, actions (such as **jumping, singing, laughing**) and feelings (such as **mad, sad, tired**). Make a poster for each of these themes.

Photograph Posters

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **He is standing. They are playing. Put your hand on your head.**

Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and art work on the classroom wall.

Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimetres long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/his/her name? My/His/Her name is ___,** make separate word-cards for:

What is
your
his
her
name?
My
His
Her
name is ___.

Make the word-cards about twenty-five centimetres long and twelve centimetres wide. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is ___.** in another pocket panel. Insert the other word-cards (**your, his, her, My, His, Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

How many ___ do you have?I have ___.
Do you like ___?Yes, I like ___.

Making and Using Flannel Boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre deep and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

Flannel sticks to flannel. This means you can attach pictures or word-cards to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in, on, under, between** and **beside.**

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You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms, legs, hands, feet** and **head**. You can also ask the students to work with the flannel board. For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of eyes, noses, mouths, ears, hair (different colours and styles) to create characters.

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手偶、张贴画及其他

制作和利用手偶

手偶是很好的语言学习工具，能吸引学生的注意力，能鼓励学生用语言来练习和玩耍，能帮助害羞的学生有勇气开口。

作为一名教师，你可以用手偶为学生演示对话。例如《教科书》中的那些对话，也可以用它向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today？I feel happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩。学生彼此用手偶练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。教师可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景。把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧钮扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶之前，教师应该教学生如何给手偶起名字，如何要需要的物品。在制作手偶期间，鼓励学生用英语交谈。

教师可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。教师可以用手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用钮扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给它添加色彩鲜艳的装饰品，诸如珠宝羽毛、发带等。运用你的想像力获取乐趣吧！





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这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让食指插进去。用一块四方布盖住手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

制作和利用张贴画

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，让学生们置身于英语环境中。

教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些东西，以帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学计划都有一个主题，集中归纳了学生要掌握的词汇。例如，第 1 单元着重讲述了学校物品。在第 1 单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这一主题（例如 desk，chair，pen 和 pencil）的图片。在每幅图画的旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句（例如：What's this? It's a desk.）。

在这本参考书中，其他的主题包括颜色、衣服、食物、身体部位、家庭、动作（如 jumping，singing，laughing）和感情（如 happy，sad，tired）。为每一个这样的主题制作一幅张贴画。

照片张贴画

拍下一些学生正在教室里活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如：He is standing. They are playing. Put your hand on your head.

学生张贴画

只要有可能，尽量让学生们自己制作词汇小张贴画，学生可以自己画，也可以从杂志上剪下图画，然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画，让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

制作和利用词卡袋

词卡袋是由一块约 12 厘米宽，50 厘米至 100 厘米长的硬纸板制成。上端开口，用胶带把它粘在墙上或钉在告示牌上，现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用，例如教 What's your/his /her name? My/His/Her name is ____时，制作下列单个词卡：

What is

your

his

her

name?

My

His

Her

name is ____.

制作的词卡大约 25 厘米长，12 厘米宽，用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中，把写在 name is ____. 的词卡插入另一个词卡袋中，再插入其他的词卡（your，his，her，My，His，Her），以便向学生展示这个结构是怎样构成的。

用同样的方法也可教问答结构。例如：

How many ____ do you have? I have ____.

Do you like ____? Yes，I like ____.

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制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。你需要一块便宜的法兰绒布(大约 1 米宽,2 米长)。一些教师把法兰绒布贴在墙上或告示栏上,一些教师把它盖在一块厚纸板上,以便能在教室不同的位置使用。

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块儿法兰绒,教师便能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助教师教给学生物品之间的关系。例如,教师可以把图画粘在法兰绒板上来展示 in,on,under,between 和 beside 这些概念。

教师也可用法兰绒板来制作图画。例如,当教给学生身体部位的名称时,随着教单词 arms,legs,hands,feet 和 head,就能逐步地在法兰绒板上构造出一个人的完整图像。教师也可以让学生用法兰绒板来做练习,例如,让一个学生把头安在身体上,让另外一个学生把一只胳膊从身上移开。

教师可以用法兰绒板为人头像制作脸部。例如,可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上,让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发(不同颜色和风格)来创造各种各样的人物脸型。

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Games

Children love to play games, and these games help them learn English!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

ALPHABET SCRAMBLE

A contest to review letters of the alphabet and any vocabulary.

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with *A*. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

AROUND AND AROUND

A game to review prepositions.

In this game, individual students take turns listening to your directions, answering your questions and moving around the classroom. Give directions such as:

Teacher: ___(*Student 1*), please walk to ___'s(*Student 2's*) desk. Where are you now? You are at ...

Student *1*: At ___ 's desk.

Teacher: Good! (*To Student 2.*) Please stand. (*To Student 1.*) Please sit at ___ 's desk. Where are you sitting?

Student *1*: At ___ 's (*Student 2's*) desk.

Teacher: Great! (*To Student 2.*) Please walk to ___'s (*Student 3's*) desk. Where are you going?

Student *2*: To ___ 's desk.

Teacher: Right! Stop! Please walk towards/around ___'s (*Student 4's*) desk. Where are you walking?

Student *2*: Towards/around ___ 's desk.

Teacher: Stop! Where are you now?

Student *2*: At ___ 's (*Student 5's*) desk.

Teacher: Good! (*To Student 5.*) Please stand. (*To Student 2.*) Please sit at ___ 's(*Student 5's*) desk.

Variation: Add other vocabulary to the game. For example, you could ask students to sit in, on or under another student's desk. You could also ask the students to jump, walk or run from desk to desk, and you could ask them to perform these actions quickly or slowly, loudly or quietly.

BEFORE AND AFTER

A game to review "before," "after" and other vocabulary.

Draw a big clock (without any hands) in the centre of the blackboard. Facing the clock, write the word "before" on the left side of the blackboard and the word "after" on the right. Ask for volunteers to come to the blackboard, one at a time. Ask each volunteer to draw hands on the clock and do an action to match your sentence. Then say a phrase based on **At ___(time), you ___** (*action*). For example:

At 7: 00 in the morning, you brush your teeth.

At 7: 15 in the morning, you go to school.

At 12: 00, you eat lunch.

At 2: 30, you draw a picture.

At 4: 00, you go outside. It is winter. It is cold!

At 6: 30 in the evening, you wash the dishes.

At 8: 30 in the evening, you read a book.

Then ask each volunteer to answer your questions by standing under the correct word and making up an answer. Ask questions based on:

What do you do before/after you ___?

The students have to think! They must give responses that fit the activity and time of day in your first sentence.

BINGO

To review any vocabulary.

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

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A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares). Block out the centre space: it's a free space. Write **B I N G O** across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class.)

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B.** The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example). If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I.** The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an X through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

CAN YOU FIND IT?

An action game to review any vocabulary.

This game is the most fun if you use real objects. For example, put a pile of clothing at the front of the classroom. Ask for a volunteer. Give the volunteer a few moments to study the clothing. Then ask the volunteer to leave the room. Remove one of the articles of clothing from the pile and give it to a student in the class to hide in his or her desk. The volunteer returns to the class and guesses the missing article of clothing. The class confirms or denies his or her guess as follows:

Volunteer: My ___ is lost!

Class: Yes/No!

When the volunteer correctly guesses the missing article of clothing, he or she roams the classroom, asking individual students for help as follows:

Volunteer: Can you find my ___?

Student *1*: No, I can't.

Volunteer: Is/Are my ___ near?

Student *2*: Yes/No, it/they is/are near/far.

When the volunteer finds the student with the item of clothing, the student says "Here it is!"

CHARADES

To review any vocabulary.

For this game, which is pronounced *shuh-rayds,* you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action ONLY, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In "Charades," the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this

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time on the blackboard.

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

1 – Clap your hands on your thighs.

2 – Clap your hands together.

3 – Clap your hands on your thighs.

Ask the students to clap with you as you all count **1-2-3** together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to review: **1-2-1**, **1-2-2**, **1-2-3**, **1-2-4**, **1-2-5**, **1-2-6**, **1-2-7**, **1-2-8**, **1-2-9**, **1-2-10**, **1-2-11**, **1-2-12**, **1-2-13**, **1-2-14**, **1-2-15**.

Repeat this a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DIAL A WORD

A telephone game to review any vocabulary.

On the blackboard, draw the telephone. Tell the students that when they "make a call" they can make words, too. If the students "make a call" with 2-1-8, for example, they spell "cat. "

Divide the class into pairs. The students take turns choosing a word and giving their partners the corresponding numbers to spell it. Each partner must guess the word, and spell it, to get a point. The word can be any length. If a student also spells other words with the numbers from his or her partner, he or she gets extra points.

DRAW AND GUESS

To review any vocabulary.

This game is like "Charades," only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: chair, desk, ear, scissors.

Difficult words: friend, favourite, eat, colour.

Phrases (difficult) : one big apple, sing a song, little tree.

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through drawing ONLY, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit) . When the team correctly guesses the word or phrase, record this time on the blackboard.

Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

DRAW ME

To review vocabulary for personal description.

Each student writes a description for a character. Write a list of characteristics you want the students to cover on the blackboard. The list could include questions such as:

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

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Does he or she have glasses?
What colour is his or her hair?
What colour are his or her eyes?
Is he or she mad?Scared?Happy?Sad?
How many legs (*or other parts of the body*) does he or she have? (*Only if you are drawing monsters!*)

Each student draws a picture to match his or her written description. Each student then trades his or her written description (but not the picture!) with a partner. Each student then tries to draw his or her partner's character from the written description. Does it match what his or her partner drew?

DRESS UP

An action game to review clothes and other vocabulary.

Put some real clothes at the front of the classroom in a pile. The clothes should be very big so that the students can put them on over their own clothes. If you can, bring more than one article of each type of clothing in different colours.

Divide the class into two teams and ask for a player from each team. Then describe the clothes each player should put on. Keep score.

You can use this game to review pronouns (he, she). Ask for a boy and girl to come to the front. Ask them to listen carefully and put on the right clothes when the sentence you say applies to them. For example:

She is wearing a ___(*colour*) skirt. (*The girl puts on the skirt.*)

He is wearing a ___(*colour*) hat. (*The boy puts on the hat.*)

If you can't get appropriate clothing, use pictures of clothes that you prepare in advance, or that you draw on the blackboard with a sheet of coloured paper above each one.

Variation: Use this game to review seasons. Put clothing at the front of the class that is appropriate for different seasons. When you call out a season, volunteers race for the appropriate clothing to put on. For example:

winter winter hat, winter scarf, mittens
spring umbrella, rain boots, rain jacket
summer shorts, T-shirt, sun glasses
fall sweater, jacket, pants

Note that the students do not need to name all the clothing to play the game. You may, however, want to write the seasons on the blackboard with corresponding weather adjectives. (For example, winter is cold and snowy, spring is cloudy and rainy, summer is hot and sunny, fall is cool and windy.)

If you can't get clothes for this game, you can play it with pictures of clothes. Divide the class into small groups and ask each group to draw a picture for each article of clothing. They then put these face up in centre of the group. When you call out a season, the students race to take the cards for the appropriate clothing.

FAVOURITES

A game to review pronouns, possessive pronouns and other vocabulary.

Draw quick pictures of different objects on the blackboard. Tape a sheet of coloured paper over each object, or write an adjective (slow/fast, big/little, loud/quiet) over each object. Ask for volunteers, one by one, to come to the blackboard and remain standing under the objects you call out. Each volunteer must then say "I like my ___(adjective) ___(object)" or, if someone is already standing under that object, "We like our ___ ___." Call out another object. The same volunteer must then correctly formulate a sentence about the student or students standing under that object ("He/She likes his/her ___ ___" or "They like their ___ ___.")

Hold an adjective and object in your own hands. When you call out your object, the volunteer must say "You like your ___ ___."

FIND THE CARD

To review any vocabulary.

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card so the students can't see the picture.

Ask for a volunteer. Say **Where's the ___?** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word on the card loudly.

If the card matches what you asked for, the student may call out the next word. The student says **Where's the ___?** and picks a volunteer to try to find the matching card.

If the card doesn't match, the student returns to his or her desk.

FIND THE LETTER

To review letters of the alphabet.

Have the students look around the classroom to find objects that begin with the letter A and then four to five

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other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter C.)

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

GO FISH

To review any vocabulary.

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can't see the pictures).

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

Each player checks the cards he or she chose for cards that match. Any player who finds a pair immediately puts it down in front of him or her. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has anymore matching cards, the game begins.

The players take turns asking each other **Do you have a ___?,** trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

GUESS THE QUESTION

A game to review standard questions.

Ask the students to take out their flashcards that **say Who?, What?, When?, Where?, Why? and How?** Divide the class into groups of four to six players. The students in each group combine their cards in a stack. The students then take turns picking up a card and saying a sentence that answers the question on the card. (For **Who?,** a player might say **I am a doctor.**) The other players then guess the question on the card, starting with the first player to the right. The player that guesses the word correctly gets a point. Then the next student picks up a card and makes up a sentence.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to each write two sentences. One sentence matches the vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and read one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **Yes** if the student stands under the correct face and **No** if not.

HIDE IT

An action game to review "where" questions and

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classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says **Where is my ___?** and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants **Where is his/her ___?** over and over while clapping.

When the student finds the object, he or she holds it up and says **There it is. Thanks!**

I SEE SOMETHING

To review adjectives.

Say in rhythm:

X X X X X | X X X X X |

I see some thing ___. I see some thing ___.

Fill in the blanks with a colour or other adjective. For example:

I see something green. *Or* I see something little.

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** and points to his or her guess. You answer **Yes** or **No.** The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something ___.** The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

JOINING GAME

An action game to review parts of the body.

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow,** one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!**

LETTERS

A spelling game to review any vocabulary.

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word "cow" has three blanks: _ _ _. The word "sheep" has five blanks: _ _ _ _ _.

The teams take turns guessing the letters that go in the other team's blanks. For example, Team 1 gets the card for "cow" and draws three blanks on the paper. Team 2 guesses the letter *O*. Team 1 writes *O* in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2's word.

The team that completes the most words wins.

LIVING PICTURE

A game to review action in a story.

In this game, you or a volunteer tell a story. Volunteers in the class play people in the story. They must do the actions you describe and say the words you tell them to say.

Each time we recommend this game in the teacher's guide, we give you sentences to say, or ask you to read from the student book or storybook. You can, however, make up your own story, or ask the students to make up a story.

Before you start the game, you need to assign a role to each student in the game. You can give the students names, or tell them to play objects, such as a phone. You also need to assemble any objects you want the players to use.

You can interrupt the story at any time and ask the players to say appropriate words. For example, if the story says a player visits another player, they should exchange a greeting.

Play the game with one group of volunteers in front of the whole class.

Variation: Divide the class into small groups, each with a set of players, and play the game with all the groups at the same time.

MEMORY CARD

To review any vocabulary.

Choose ten to fifteen words you want the class to

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review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** if the cards match or **Different!** if they don't. Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

MEMORY NAME

To review my/his/her and learn everyone's name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says **My name is** ___ (Hong, for example) .

The second person says **My name is** ___ (Yangsheng, for example) and **Her name is Hong.**

The third student says **My name is** ___ (Du, for example) and **His name is Yangsheng** (points to the second student) and **Her name is Hong** (points to the first student) .

The game continues down the row. You are the last person in the row and must remember all of the students' names!

MOTHER, MAY I?

An action game to practice asking permission and other vocabulary.

This is a game every North American student knows.

Divide the class into groups of about six. Each group appoints a "mother" or a "father." This student stands facing the group and the rest of the group stands several metres away, shoulder to shoulder in a line. The "mother" or "father"then requests each student in the rest of the group, one by one, to perform an action. These students must say"Mother/Father, may I?"before they do the action. The action always involves taking a specified number of steps forward in a specified manner. For example:

Mother/Father: ___(*name of Student 1*) , please take three big steps.

Student *1*: Mother/Father, may I?

Mother/Father: Yes, you may.

Student *1*: (*Take three big steps forward.*)

Any student who performs the action without saying "Mother/Father, may I?" or who performs the action incorrectly, returns to the starting line. The student who reaches the "mother" or "father" first wins.

You can use this game to practice simple or complex sentences. Brainstorm the sentences you want your class to use before you play the game. For example:

Please take nine (*or any number*) big/little steps.

Please take five(*or any number*) big/little, fast/slow, loud/quiet steps.

Please take two (*or any number*) big/little *(or a combination of adjectives)* steps in an airplane *(or other mode of transportation)* .

Please run (*jump, walk, skip*) one (*or any number*) big/little (*or a combination of adjectives*) step.

If you use modes of transportation, help the class agree on how to act them out.

Variation 1: You can adapt this game to review any action you would use in"Simon Says." When a student performs an action correctly (after first asking "Mother/Father, may I?") , he or she takes a step forward. Otherwise, he or she returns to the starting line.

Variation 2: Play the game with the whole class. Divide the class into teams. Appoint a scorekeeper. Request actions from each team, one by one. (You can use actions they can perform on the spot.) Each team asks"Mother, may we?" and then performs the action. The scorekeeper awards a point each time all the members of a team do everything correctly.

NAME IT

To review any vocabulary.

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry) .

The students add up the number of words they wrote

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down and then write down the points (one point for each word). When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with *E* as they can (for example, elbow, ear and eye).

The student with the most points at the end of the game wins.

Variation 1: Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

Variation 2: In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

NEVER NEVER

A game to review adverbs of frequency.

Draw seven boxes on the blackboard. Label each box with a day of the week, starting with Sunday. Divide the class into two teams and keep score.

You say sentences that use the words **always, sometimes, usually** and **never**. Players from each team take turns writing check marks or *X*s in the boxes to match what you say. For example:

Teacher: You always wear pants.

Student 1: (*Put a check mark in each box.*)

Teacher: You never eat sandwiches.

Student 2: (*Put an X in each box.*)

For **sometimes** and **usually**, the students have to think! They must use a combination of check marks and *X*s, but in any order. For **usually,** more than half the days should have check marks. For **sometimes**, less than half days should have check marks.

Variation: You can make the game harder by asking the students to draw pictures or write words that match the sentences you say. For example, if you say **You usually wear shorts. Sometimes you wear pants**, then the students draw (or write the word for) shorts in more than half the days, and pants in the rest of the days. If you say **It is never rainy**, the student should draw a sun (or write the word) in all the days of the week.

NUMBER GAME

To review numbers.

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

NUMBER ME

A card game to review heights, ages and addresses.

Divide the class into small groups. Each group uses a set of flashcards for the numbers 1 to 100. Each player needs a sheet of paper with three questions written across the top:

How old are you?

How tall are you?

What's your address?

Player 1 asks Player 2 (the player to his or her right) all three questions, one at a time but in any order. To answer each question, Player 2 picks up a card and substitutes the number on the card in the correct answering phrase. Give extra praise to students who act their "age." For the address, the students say the number, then the ordinal for the number followed by "road/street/avenue," whichever is appropriate for their actual address. So if a player draws 99, he or she says "My address is Ninety-ninth Street/Avenue." As each player answers each question with a number card, he or she puts the number card under the correct question on his or her paper.

When all the students in the group have had a turn, they compare ages and heights. Each makes a correct sentence about being older or younger, taller or shorter than another student in the group.

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Variation: Play only with the questions: "How old are you?" and "How tall are you?"

OPPOSITES

A card game to review opposites.

This game is like "Memory Card," except the students make pairs from opposites.

Ask the students to play with any of the cards below, depending on what vocabulary you have covered. Please note, there are two cards for some words ("old" and "slow").

fast, slow
quick, slow
easy, hard
fat, thin
loud, quiet
big, little
cold, hot
happy, sad
old, young
short, tall
old, new
clean, dirty
dry, wet
Chinese, Western
right, wrong
good, bad
strong, weak
healthy, sick
high, low
heavy, light
quickly, slowly
loudly, quietly
on, off
early, late

Variation 1: Play "Opposites" as a class with your large vocabulary cards. Post some of your cards at the front of the class, facing away from the students. The students try to make pairs of opposites. When they make a pair, they say the words and remove the cards from the front. Don't work with all the cards at once, but change them from time to time. Divide the class into two teams first and keep score. Teams get a point for making a pair correctly.

Variation 2: Put each word on a slip of paper in a box. Ask each student to draw a paper from the box and then find their "opposite" partner. Each student calls out his or her word and looks for the student calling out the opposite. When everyone has found their partner, ask each pair of students to say their words.

PEN PAL

A creative writing activity to review letter-writing format and any vocabulary.

A "pen pal" is a friend you make through writing letters. In Canada, teachers often organize pen pals from other provinces or other countries for their students. The students generally never meet their pen pals.

You can set up "pen pals" in your English class. It's a great way to encourage personal expression in English.

You need a "mailbox" made out of a cardboard box. It needs to be big enough to hold a letter or postcard from each of your students.

Give each student in the room an "address." For example, name each row in your room as a street, avenue, or road. Then number off the desks in each row. Each student then has an address like this: "Number ___, ___(ordinal) Street/Road/Avenue." You can also assign cities and countries to each row. Post the names for the streets, roads, avenues, countries and cities at the front or end of each row. This way, anyone can find the address for anyone else in the classroom.

The students can, if they want, make up English names for themselves. They can choose a name from the student book or storybook, or you can help them with other names.

Ask the students each to write their addresses (and names) on a slip of paper. Put all the paper in a box and pass it around the room. Each student takes a paper from the box (but never their own!). The student they draw becomes their "pen pal." Tell them to keep this address so they can find it again.

The students write postcards and letters to their pen pals and "mail" them in the mailbox. They can write about a pretend trip they are taking, or about themselves and their family, or anything else! To make the activity easier, assign a topic, and then brainstorm phrases and vocabulary with the class. You should also explain letter-writing format to the class as follows:

- Write the day at the top.
- Write "Dear ___,"
- Write the body of the message, with a capital letter at the beginning of each sentence and a period at the end.
- Write "Yours truly, ___(name)" at the bottom.

The students "mail" their letters or postcards in the

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"mailbox." Ask for volunteers to "deliver" the mail, during the same class, if you have time, or at the start of the next class. The students then read the correspondence from their pen pals to partners, small groups or to the class.

QUESTION TOSS

An action game to review any vocabulary.

Bring a ball to class, preferably a big, soft one. Divide the class into two teams. Start anywhere in class.

You call out a category. For example, in the sports unit, call out categories such as: **Clothes! Favourite sport! Heavy!**

A player then throws the ball to any player on the other team and asks a question that uses the category. The player who catches the ball must answer appropriately. Then that player throws the ball to the other team and the game continues. For example:

Teacher: Clothes!
Player *1*: (*Throw the ball*) Do you have any runners?
Player *2*: (*Catch the ball*) Yes, I have some runners/ No, I don't have any runners.
Teacher: Sports!
Player *2*: (*Throw the ball*) What's your favourite sport?
Player *3*: (*Catch the ball*) My favourite sport is ___.
Teacher: Light!
Student *3*: (*Throw the ball*) What is light?
Student *4*: (*Catch the ball*) A ping-pong ball.

You can keep score (award points for each good question and answer) or just play for fun. The game will move faster if you do not change the category for each throw, but allow a series of questions for each category.

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **Open the book! Close your mouth! Touch a window! Point to a clock!**

Ask the first person in each team to come to the front of the class. Give a command, such as **Please open the door**. The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation1: Post large vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

Variation 2: Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card first.

SANTA

A guessing game to practice adjectives and other vocabulary.

Draw a Christmas tree (without decorations) on the blackboard. Divide the class into two teams. Ask for a scorekeeper from each team. Give them each a different colour of chalk. When a scorekeeper's team gets a point, he or she draws a decoration on the Christmas tree. At the end of the game, count up the decorations in each colour to see which team won.

Play the game with one volunteer from each team at a time. One volunteer plays Santa, the other plays a child. The "child" names a category of object that he or she would like for Christmas. "Santa" must then come up with an object that fits the category. The players use the dialogue below, which you can write on the blackboard at first:

Santa: What would you like for Christmas?
Child: I would like something ___(*adjective*).
Santa: Here's a ___(*adjective*) thing. (*Pretend to give a gift to the "child."*) It's a ___ (*object*)!

Brainstorm some adjectives (and examples of objects) the students can use before you start the game. For example:

wet	sink, water, milk
hot	stove, tea, soup
cold	snow, ice, refrigerator
big	bus, house, elephant
small	eraser, pencil, pen
any colour	any object in the room

Give extra points to "Santas" who act out the size or temperature of their gift, or who embellish their role as Santa with "Ho! Ho! Ho!" or "Merry Christmas!"

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SECRET WORD

An action game to review any vocabulary.

Choose the vocabulary you want to review. Play the audiotape for any lesson or story that contains the vocabulary. Tell the students to signal when they hear the vocabulary. To signal, you could ask them to put up a hand, to stand, to make a noise or perform any other action. To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each.

SHOW AND TELL

A card game to review "show," "tell" and other vocabulary.

Every teacher in Canada knows "Show and Tell." It helps students, especially young students, practice formulating sentences and speaking in front of others. The students take turns bringing things to school to show the class and tell the class about.

You can adapt this activity to your class as a card game. Divide the class into small groups. Ask one student in each group to take out his or her flashcards for clothes, classroom objects and other objects, and place them in a stack in the centre of the group. The students take turns drawing a card from the stack. They then say (write these sentences on the blackboard):

I have (a/an) ___.

I want to show you my ___. (*Show the group the card.*)

I want to tell you about my ___.

The student then makes up a sentence about the object on the card. For example:

This is my favourite ___.

My ___ is ___ (*adjective*).

Variation: Play the game with the whole class. Put your large vocabulary cards in a stack at the front of the classroom. Ask for volunteers to come to the front of the class, one by one, and draw a card. Each student then says the sentences and makes up a sentence about the object on the card.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **Simon says** first. If you do not say **Simon says,** they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **Simon says do this.** The students imitate your action. Then perform another action and say **Simon says do this.** The students again imitate your action.

Now perform another action and say only **Do this.** The students must not imitate you.

Continue the game, mixing up **Simon says do this** and **Do this** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **Simon says point to your arm! Simon says shake your leg! Jump up and down!**

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

Variation 3: Split the class into two or three big groups for two or three simultaneous games of "Simon Says." Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

SMILE, FROWN

A game to review "and," "but," pronouns and possessive pronouns.

Divide the class into two teams. Ask for three volunteers from one team. Give each volunteer a vocabulary card for an adjective (colour, size or other adjective) and an object. Each of these students smiles or frowns to show like or dislike for the object on the card.

Call for a volunteer from the other team. This volunteer rearranges the smiling and frowning students, if necessary, so that frowning students stand together and smiling students stand together. This volunteer then constructs a sentence that describes the preferences of the smiling and frowning students. For example, if there is a smiling boy, then a smiling girl and then a frowning girl, the sentence goes like this:

He likes his ___ (*adjective*) ___(*object*) and she likes her ___ ___, but she doesn't like her ___ ___.

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To make the game simpler, use "you/your" instead of "he/his" and "she/her."

Award points for correct constructions.

Variation: Put three pairs of large vocabulary cards (each pair has an adjective and an object) at the front of the class in a row. Team 1 sends a player to stand next to the row of cards. A player from Team 2 moves the Team 1 player in front of each pair of cards. The Team 1 player smiles or frowns to show like or dislike for the objects described by the cards. The Team 2 player then constructs a sentence that describes the other player's preferences. For example:

He/She likes his/her ___ (*adjective*) ___ (*noun*) and ___ ___, but he/she doesn't like his/her ___ ___.

He/She doesn't like his/her ___ (*adjective*) ___ (*noun*) and ___ ___, but he/she likes his/her ___ ___.

He/She likes his/her ___ ___ and his/her ___ ___ and his/her ___ ___.

He/She doesn't like his/her ___ (*adjective*) ___ (*noun*) and his/her ___ ___ and his/her ___ ___.

Change the cards and continue playing.

To make the game simpler, use "you/your" instead of "he/his"and"she/her."

SPELL IT

To review spelling for any vocabulary.

This is like "Letters," but you play it as a class.

Divide the class into two teams. Write blanks for any word or phrase across the blackboard (leave spaces between words in phrases). The teams take turns guessing letters that go in the blanks. You, or a volunteer from the class, write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

SPELLING BEE

A game to review any vocabulary.

Divide the class into two teams and appoint a scorekeeper. Start with a player from either team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player on the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out. For example:

Teacher: Cat!

Team A, Player *1*: C-u-t.

Teacher: No!

Team B, Player *1*: C-i-t.

Teacher: No!

Team A, Player *2*: C-a-t!

Teacher: Yes! Tomorrow!

Team B, Player *2*: T-o-m-o-r-r-o-w.

Teacher: Yes! Noodles!

Team A, Player *3*: N-o-o-d-l-e-s.

Teacher: Yes!

STOP! GO!

An action game to review phrases of introduction.

Translate **Stop** and **Go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say **Go!**

When you say **Stop!**, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student *1*: Hello. My name is ___. What's your name?

Student *2*: My name is ___. Nice to meet you.

Student *1*: Nice to meet you.

When you say **Go!**, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

THE STORY GAME

A game to review any vocabulary.

In this game, the students take turns adding a sentence to a story. The story can be about anything! Encourage the students to have fun and be creative!

Appoint a "secretary" before you begin (or be the secretary yourself). The secretary writes down the story as the students tell it. At the end of the game, he or she reads the story from the beginning.

If you have set vocabulary you want to review, put words or phrases on slips of paper in a box. Each student draws a slip of paper from the box before he or she makes up a sentence to add to the story.

THINK AHEAD

To review any vocabulary.

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Tell the students to find partners or form small groups.

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

THIS THAT

A card game to review demonstrative pronouns and other vocabulary.

Ask the students to get out their flashcards for clothes or other objects. Ask the students to find partners. The partners arrange their cards in matching pairs, face down, in a row. Each student picks up one card, or a pair of cards, and shows it or them to his or her partner. Then the students take turns saying:

Student: (*Point to the cards he or she is holding.*) I (*don't*) like this/these ___. (*Point to the card(s) of his or her partner.*) I (*don't*) like that/those ___.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, **What's this? What colour is this? Is this a ___ or a ___? Where is the ___?** You can also give the whole team a command. For example, **Touch your head. Point to the blackboard. Show me an eraser.**

If the player or team answers or performs correctly, a player from the team may write an ***X*** in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an ***O*** in any square on the grid.

The object for each team is to obtain a row of three ***X***s (or three ***O***s) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their ***X***s or ***O***s to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large ***X*** on one side of each card and a large ***O*** on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an ***X***, it points to a student on the game board. That student holds the ***X*** card up high. Continue the game with the students holding up ***X*** and ***O*** cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

TRAVEL

To review vocabulary about countries.

Post a map for each country you want to review (China, the U. K., the U. S., Canada and Australia) around the room (or just post the words). Divide the class into as many groups as there are countries. Ask each group to stand under a "country" in a line. Start with any two students at the front of a line. Ask these students a question about the country they are "in." The first student to answer correctly "travels," clockwise, to the next country and stands beside the student at the front of the line. The game repeats.

Any "traveling" student who loses a turn goes to the back of the line of the country he or she is in.

Any student who completes a circuit of all the countries in one turn goes to the back of the line in his or her original country. You might want to have a little prize ready for such students!

Here are some questions you can ask:

What country is this?

Do you know the capital city of ___?

Is ___ north (*east, west, south*) of ___?

What do they/we speak in ___?

Do you speak ___?

Variation: You can adapt this game for any vocabulary. Just make it a contest about who can answer the most questions.

THE TRIP GAME

An action game to review "come," "go" and other vocabulary.

In this game, students join a "trip" to somewhere.

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Here's how it goes:

Student *1*: I want to go on a trip to ___ (*a city or country*) (*Point to Student 2.*) You come, too.

Student *2*: (*Join Student 1.*) Let's go!

(*Students 1 and 2 walk to Student 3.*)

Student *2*: (*To Student 3.*) You come, too.

Student *3*: (*Join Students 1 and 2.*) Let's go!

(*Repeat with as many students as you want.*)

Variation 1: Make the game more complicated. Ask every student to find a partner. One partner sits and one partner stands. The partner standing is the other student's "mother" or "father." Before any student can join the "trip," he or she must ask his or her partner, "Mother/Father, may I go?" If his or her partner says "Yes, you may go," the student joins the trip and says "Let's go!" If not, the student remains seated and the "trip" students say "Let's go!" and ask someone else.

Variation 2: Add modes of transportation to the game. Write the words for modes of transportation on the blackboard (car, bus, airplane, cab, bicycle). When the students are ready to say "Let's go!" point to one of the words. The students then say "Let's go by ___!" and "travel" to the next student in that manner.

WHAT DAY IS IT?

A game to review days of the week, months and ordinal numbers.

Write numbers (not ordinals) from one to thirty-one on the blackboard. Put your large vocabulary cards for months of the year and days of the week at the front of the class. Divide the class into two teams. Ask for a volunteer from each team. The volunteer from Team 1 indicates, in any order, a month, a day of the week and a number. This volunteer then asks "What day is it?" The volunteer from Team 2 tries to answer with the correct day of the week, then the month and the ordinal number. Two more volunteers come forward.

Keep score. Give a point for each part of the answer that is correct and another point for putting all parts of the answer in the correct order (for a maximum of four points).

WHAT HAPPENED?

A game to review past-tense verbs.

Divide the class into two teams. Assemble your large vocabulary cards for locations (restaurant, shop, school, classroom, gym, library, house, apartment), foods and colours. Explain that the different cards correspond with different verbs, as outlined below. Write "today" and "yesterday" on the blackboard. Then hold up vocabulary cards and stand under one of the words on the blackboard. Say "What happened (is happening)?" The students construct correct sentences.

food cards	Today/Yesterday, we eat/ate ___.
colour cards	Today/Yesterday, we see/saw ___.
location cards	Today/Yesterday, we go/went to the ___.

Variation: The students can play this game in small groups or pairs with their flashcards. They need a stack of cards for locations, colours and foods. They also need their flashcards for the letters *y* and *t* in a separate stack. Explain that *y* stands for "yesterday" and *t* stands for "today." The students then take turns drawing a card from each stack and making appropriate sentences.

WHAT TIME IS IT?

An action game to review times of day.

This game is like a chain drill. Start with any student in the classroom. After a student specifies a time, the next students count from one o'clock up to the time specified. As they count, they show the times with their arms as if their arms were hands on a clock.

Student *1*: What time is it?

Student *2*: (*Can say any time.*) It's four o'clock. (*Show four o'clock with his or her arms.*)

Student *3*: One o'clock. (*Show one o'clock with his or her arms.*)

Student *4*: Two o'clock.

Student *5*: Three o'clock.

Student *6*: Four o'clock. What time is it?

Student *7*: It's ___ (*any time*).

You can make the game more difficult by allowing the students to specify half-hours (then each student counts by half hours with arm actions) or quarter hours (then each student counts by quarter hours with arm actions).

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large vocabulary cards up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

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Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHAT'S THIS?

To review any vocabulary.

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player (s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

WHAT'S WRONG?

A game to correct common errors.

Write sentences on the blackboard that contain errors (and some that don't contain errors). Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

Write sentences that pair concepts incorrectly, or that contain errors about verb tense or plurals. For example:

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

To make the game easier, use only one category of errors and announce it before you begin.

THE WHEN GAME

A matching game for dates and times of day.

Play this game like "Go Fish."

Divide the class into small groups. Each group uses a set of flashcards for six events, meals (breakfast, lunch, supper), weather adjectives (sunny, rainy, windy, snowy, cloudy), the months and times of day(morning, afternoon, evening).

The players make appropriate pairs of cards. They have to think! "July" and "sunny" make a good pair, but "Spring Festival" and "evening" do not!

As they ask for a card, the students use this phrase: "Do you have a card for ___?" As they make a pair, they say one of these phrases:

When is ___(*event or meal*)? In/At ___(*month or time of day*).

When is it ___(*weather adjective*)? In ___(*month*).

Before the students start the game, brainstorm a list of ways to match weather adjectives and events with the months of the year. Write it on the blackboard.

WHERE IN THE WORLD?

To review vocabulary about countries of the world.

Divide the class into small groups. Each group should have at least as many players as there are countries in the game.

Ask each group to assign each player a country(they can repeat countries, but must have at least one player per country). Each player then cuts a sheet of paper into four pieces and makes cards for that country as follows:

- One card with the name of the country.
- One card with the language of the country.
- One card describing the direction of the country from China. (Write this on the blackboard to avoid confusion. Students making cards for China leave this card blank.)
- One card with the name of the capital city of the country(or just the words "capital city of ___").

The players then mix up their cards, face down. Each takes four cards.

The object of the game is to collect all four cards for one country. The players examine the cards they have drawn and, privately, choose a country. To collect the cards for that country, each player tries to trade cards, one at a time, with any other player. To trade, all players call out (at the same time!) the word(s) on a card they want to give away. As they call out, they listen to the other players and try to trade with players calling out the word(s) they want. No player has to make a trade, but a smart player will listen carefully and collect cards for a country that no one seems to want.

Any player may change the country he or she is collecting for at any time.

When a player has all the cards for a country, he or she calls out "I win!" The game stops and that player must show his or her cards.

To make the game harder, add more cards for each country. For example, add cards for famous features of each country.

This game can get quite noisy, which is part of its fun.

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To keep the noise down, however, ask the students to trade cards in whispers.

WHISPER

An action game to review actions and prepositions.

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on,** the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is ____?** (the student's name). Encourage the class to answer **He/She is on the ___.**

If you whisper an action, the student must perform the action. Say **What's he/she doing?** Encourage the class to answer **He/She is ___ ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WHO AM I?

A card game to review words that describe people.

This is a version of "Think Ahead."

Ask the students to get out their twelve flashcards that say "Who Am I?" Each of these cards shows a person and each card is different, in some way, from all the other cards.

Students play in pairs. They make a stack of one set of cards and they spread the other set of cards between them, face up. They take turns drawing a card from the stack and, without looking at it, placing on their foreheads face out. This way, the student who drew the card cannot see it, but his or her partner can. The student who drew the card then asks questions to determine which person he or she "is." The student looks at the cards spread out on the table to formulate questions such as:

Am I a woman?
Do I wear glasses?
Do I have black hair?
Do I have long hair?

WHY BECAUSE

An action game to review the question "Why?"

This game is like "Charades."

Write some phrases on slips of paper and put them at the front of the class. Divide the class into two teams. Ask for two players from one team at a time. One player acts out a phrase and the other player guesses the phrase until he or she arrives at the right answer. Then the two players repeat a "why-because" dialogue with the appropriate substitutions. If they do this within a time limit that you set, they win a point. If not, the other team takes a turn.

The players have to think! You can direct the players at times with questions of your own. Here is an example of the game for the phrase "eating noodles":

Player *1*: You are drinking.
Player *2*: No!
Player *1*: You are eating!
Player *2*: Yes!
Teacher: What is he/she eating?
Player *1*: Rice!
Player *2*: No!
Player *1*: Noodles!
Player *2*: Yes!
Player *1*: You are eating noodles. Why?
Player *2*: Because I am hungry.

Here are some other phrases and dialogues you can use:

Phrase: drinking tea
Dialogue: You are drinking tea. Why?/Because I'm thirsty.
Phrase: washing hands
Dialogue: You are washing your hands. Why?/Because my hands (they) are dirty.
Phrase: laughing
Dialogue: You are laughing. Why?/Because I'm happy.
Phrase: crying
Dialogue: You are crying. Why?/Because I'm sad.
Phrase: taking off a jacket
Dialogue: You are taking off your jacket. Why?/Because I'm hot.

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for **book**, two for **chair** and so on. You can use slips of paper instead of

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cards.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say **Go!**, the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

WRITE THE NUMBER

To review numbers.

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

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游　戏

孩子都喜欢做游戏，而这些游戏能帮助他们学习英语！

这个部分涵盖了《教师用书》中每课具体要求做的游戏，同时也包括了一些补充的游戏，教师可能会觉得这些游戏既有趣又有益。其中一些游戏着重复习词汇，其余的游戏着重动作。在开始上课时，可经常做些动作游戏。这些游戏有助于调动学生学习热情，吸引他们的注意力，促使他们认真听讲，激发他们的想像力和思考能力。

字母比赛

用来复习字母表中的字母和一些词汇。

让学生找各自的同伴，在一张纸的左侧写下字母表。

让学生和他们的同伴一起尽可能多地回忆英语单词。学生把单词写在与其词首字母相同的字母旁边，每个字母旁能写出三个单词，教师可以给出特殊种类的首选词汇，如有关食品或身体各个部位的词，若学生能写出这样的词汇，给双倍分数！

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从 A 开始读所写的单词。这样做时，让学生算出他们的各自得分，首选单词得 2 分，其他的得 1 分。

得分最多的组为胜方。

环绕游戏

用来复习介词。

在本游戏中，教师发出指令并提出问题。每个学生依次轮流听教师的指令，回答教师提出的问题，围着教室绕来绕去。教师可发出如下指令：

教师：____（学生甲），please walk to ____'s（学生乙）desk. Where are you now? You are at...

学生甲：At ____'s desk.

教师：Good!（学生乙）Please stand.（学生甲）Please sit at ____'s desk. Where are you sitting?

学生甲：At ____'s（学生乙的）desk.

教师：Great!（学生乙）Please walk to ____'s（学生丙的）desk. Where are you going?

学生乙：To ____'s desk.

教师：Right! Stop! Please walk towards/around ____'s（学生丁的）desk. Where are you walking?

学生乙：Towards/Around ____'s desk.

教师：Stop! Where are you now?

学生乙：At ____'s（学生戊的）desk.

教师：Good!（学生戊）Please stand.（学生乙）Please sit at ____'s（学生戊）desk.

变化形式：在游戏中加入其他词汇。例如，教师可以让学生坐在另一名学生的书桌里、书桌上或者书桌下。教师也可以让学生们在课桌上跳来跳去、走来走去或者跑来跑去，并且还可以让他们快速地、慢速地、大声地、小声地做这些动作。

在前与在后

用来复习 before，after 和其他词汇。

教师在黑板的中心画一个大的钟表（不要指针）。面向钟表，在黑板的左侧写上单词 before，在右侧写上单词 after。找自告奋勇的学生到黑板前面来，每次找一名学生。要求每名自告奋勇者在钟表上画上指针，并按照教师的句子做动作。然后，他们说出短语：At __（时间），you ____（动作）. 例如：

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

然后要求每名自告奋勇的学生站在正确的单词下面作答，并且说出答案。教师可提问如下问题：

What do you do before/after you ____?

学生们必须思考！他们必须在教师第一个句子中就活动内容及时间钟点作出反应。

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宾果游戏

用来复习词汇。

每个学生需要一张空白游戏纸和一枝铅笔，教师需要 24 张大词汇卡片。游戏纸是一大张方纸，均分为 5 个横栏和 5 个纵栏（形成了 25 个小方格）。画出中心部分作为自由空间。在第一排方格中写上B I N G O，每个字母在竖行的第一个方格中。（教师可以做一个宾果游戏纸，让学生复制它，也可以在班上教他们如何制作他们自己的游戏纸）

在黑板上写出任意 24 个词汇表单词，让学生把这些单词写到自己的游戏纸上，每个方块中写一个不同的单词。重要的是：每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样，这个游戏就没法玩了。

本游戏的目的是使每个学生在他们的游戏纸上找到，并标出和教师手中的词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生（不论朝哪个方向），为胜者。

当教师举起一张词汇卡并说 Under the B，学生查看其游戏纸上 B 栏的下方是否有与卡片相对应的单词。如果有，他们就用彩笔在方格中做一个标记。如果在 B 栏中没有找到这样的单词，就不要做任何标记。

当教师举起另一张卡片说 Under the I 时，学生查看其游戏纸 I 栏下方是否有与卡片相对应的单词，如果有，他们就用彩笔做一个标记；如果没有，就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如，可以在黑板上写下 B I N G O，当你喊出一张卡片后，可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词（不论任何方向），他可以喊出 Bingo！当该学生读出他标出的单词时，检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片，或者直到有一个学生喊出了 Bingo！如果没有人得到宾果，就把 24 张卡片的顺序打乱，用不同的顺序再次喊出它们，直到一个学生叫出 Bingo！

要求学生保留游戏纸，以便下次你能用不同的词汇再次做这个游戏。

变化形式 1：在宾果游戏纸上，让学生通过中心空白的地方设法完成一个 X。

变化形式 2：让学生设法在宾果游戏纸四周边上完成一个方块。

你能找到它吗？

用来复习词汇的动作游戏。

如果教师用实物来做这个游戏将是最有趣不过的了。例如，在教室前面放一堆衣服，教师找一名自告奋勇的学生，让这名学生仔细看会儿这些衣服，然后让他离开教室。教师取走那堆衣服中的任意一件，将它递给班上的一名学生，让他将这件衣服藏在其桌斗里。站在外面的学生回到教室里猜被藏衣服的名称。全班同学要做如下回答肯定或否定该生的猜测。

自告奋勇者：My ___ is lost!

全班：　　Yes/No!

如果这名学生猜对了被藏衣服的名称，他边在教室中走动，边用如下句子向单个学生寻求帮助：

自告奋勇者：Can you find my ___?

学生甲：　　No, I can't.

自告奋勇者：Is/Are my __ near?

学生乙：　　Yes/No, it/they is/are near/far.

当这名学生找到拿着衣服的学生时，拿着衣服的学生要说：Here it is!

猜字游戏

用来复习词汇。

这个游戏的名称，读音是 *Shuhrayds*。教师需要一块记时的秒表或时钟和一个容器，例如一个盒子或一顶帽子。在容器中，放入学生已学过的词汇的卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两队，指定某个学生为计时员。第一队推举一名选手到教室前面，从容器中抽出一张词汇卡或纸条。这名选手只能用动作表明词汇卡或纸条上的单词意思。第一队的学生要设法猜出那个词或短语。注意：第二队的学生必须保持安静。

在游戏中，要求选手不能说话，也不能手指某物或画出某物，选手只能用动作来表明单词或短语的含义。

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计时员记录下来每队猜单词或短语所需的时间。不能超过两分钟（也可用别的限定时间）。当这个队成功地猜出了单词或短语后，在黑板上写下此队所用的时间。

接下来，第二队派选手上前抽取纸条，用动作表演单词和短语。如果学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的队为胜方。

拍数游戏

用来复习数字单词。

让学生起立，用 1 –2 –3 的节奏教拍数游戏。

1 – 双手拍大腿。

2 – 双手齐拍。

3 – 双手拍大腿。

当教师和学生数数的时候，要求他们和教师一起按 1 –2 –3 的节奏拍数，直到大家都掌握为止。

用下面的顺序拍和数数，直至教师想复习的最大数字：1 –2 –1，1 –2 –2，1 –2 –3，1 –2 –4，1 –2 –5，1 –2 –6，1 –2 –7，1 –2 –8，1 –2 –9，1 –2 –10，1 –2 –11，1 –2 –12，1 –2 –13，1 –2 –14，1 –2 –15。

教师也可以用此节拍数：twen-ty-one，twen-ty-two，twen-ty-three 等等。当数到 thirty 时，双手拍一下大腿。继续拍数出 thir-ty-one，thir-ty-two 等等直至 100。比如说 seven-ty-one，seven-ty-two，seven-ty-three 等的数字也是如此。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘到黑板上：红的、蓝的、绿的和黄的，也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣：

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一个自告奋勇的学生走到黑板前，按照全班在说唱中指出的颜色指黑板上相应的彩纸。唱到歌曲的最后一行，教师举起一种出人意料的颜色，让该学生指着它说出其颜色的名称。让其他的学生重复做这个游戏。

拨单词游戏

用来复习任何词汇的电话游戏。

教师在黑板上画一个电话。告诉学生当他们“打电话”时，他们还可以拼写单词。例如，如果学生用 2 –1 –8“打电话”，他们便拼写出单词 cat。

将全班学生分为两人一组。学生轮流相互选出一个单词并且给出对方相应的数码，让对方拼出该单词。双方必须猜单词，拼出它，便可得分。单词多长都可以。如果学生用同伴的数字拼出不只一个单词，他便可以得到加分。

画画猜字

用来复习词汇。

该游戏类似上面的“Charades”游戏，只不过要学生通过画画来说明单词或短语的含义。

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片或写有单词和短语的纸条，纸条上的单词和短语必须是学生认识的。游戏的难易度教师可以自己掌握。例如：

容易的词：chair, desk, ear, scissors

难的词：friend, favourite, eat, colour

短语（难）：one big apple, sing a song, little tree

把全班学生分成两队，指定某个学生为计时员。第一队推举一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手只能通过画画设法说明纸条或词卡上单词的意思。第一队的学生设法猜出是什么单词或短语。注意：第二队必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或者写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每队猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个队成功地猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二队派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语。若学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的队为胜方。

画画我

用来复习描述人物的词汇。

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要求每名学生描述一个人物。教师在黑板上列举出这个人物应包括哪些特征，可以把它们写成问题的形式：

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

Does he or she have glasses?

What colour is his or her hair?

What colour are his or her eyes?

Is he or she mad? Scared? Happy? Sad?

How many legs（或身体的其他部位）does he or she have?（此句仅用于你所画为怪物的情况！）

要求学生为其描述配上图画。然后，每名学生和一个伙伴互相交换他们的文字描述（而非图画！）。然后，学生们试着根据此文字描述画出这个人物形象。画出的这张图和对方的一样吗？

盛装游戏

用来复习衣服类词汇及其他词汇的动作游戏。

在教师的前面摆放一堆衣服。这些衣服要大一些，以便学生能将这些衣服穿上去。如条件允许，教师最好同时拿几件不同种类且同类不同颜色的服饰。

将全班学生分成两组，并且每组找出一名选手。然后教师描述每名选手应该穿的衣服。计分。

教师可以利用这个游戏复习代词（he，she）。找一名男生和一名女生到教室前面。让他们仔细听教师讲并且正确地根据句子着装。例如：

She is wearing a ____（颜色）skirt.（女生穿上裙子）

He is wearing a ____（颜色）hat.（男生戴上帽子）

如果教师找不到合适的衣物，可以利用课前准备好的衣物图片，或者在黑板上画出图画并在每个图上面贴上彩纸。

变化形式：利用这个游戏来复习季节。在教室前面放上适合不同季节的服装。当教师说出季节名称时，自告奋勇的学生们比赛谁最快找到适合该季节的服装。例如：

winter	winter hat, winter scarf, mittens
spring	umbrella, rain boots, rain jacket
summer	shorts, T-shirt, sun glasses
fall	sweater, jacket, pants

注意，在游戏中，学生不必说出所有衣物的英文名称。但教师可以在黑板上写出季节的名称及相关季节的天气状况。（例如：冬天寒冷多雪，春天多云多雨，夏天炎热晴朗，秋天凉爽多风）

如果教师找不到衣服实物，可以用衣物的图片来做此游戏。将全班学生分为若干小组，要求每组学生给每件衣物都画一幅图。然后，将这些图正面朝上放在各组学生的中间。教师喊出季节的名称，学生比赛去取适合该季节的衣物。

最喜爱的东西

用来复习代词、物主代词和其他词汇的游戏。

在黑板上画一些不同物体的速描。在每件物体上方用胶带粘上一个彩纸条或者写上一个形容词（slow/fast, big/little, loud/quiet）。教师大声说出物体名称，顺次叫自告奋勇的学生站到黑板前该物体下面。这时，每名自告奋勇的学生必须要说出：I like my ___（形容词）___（物体）. 或者，如果有其他学生已经站在某物体下面，这名学生要说出：We like our ___ ___. 教师继续大声说出另一物体名称，这时，这名学生必须正确地说出关于一名学生或几名学生站在某物体下面的句子（He/She likes his/her ___ ___. 或 They like their ___ ___. ）。

教师手里拿一个“形容词”和一个物体，大声说出手中的物体名称，这时，自告奋勇者要说出：You like your ___ ___.

找词卡

用来复习词汇。

把 10 到 15 张大词汇卡片放到教室前面，把每张卡片翻过去使学生看不到卡片上的图画。

找一个自告奋勇的学生。教师说：Where's the ____（说出其中一张词汇卡上的单词）？学生走上前，挑出一张卡片，把它举起来，并大声读出词汇卡上的单词。如果这名学生挑对了卡片，他可以再说出下一个单词，然后说 Where's the ____？然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片，就让他回到他的座位上去。

找字母

用来复习字母表中的字母。

让学生环顾教室的四周，找出名称以字母 A

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打头的物体。然后再找出 4 个到 5 个名称以别的字母打头的物体。

教师说出更多的字母，但这次让学生翻看《教科书》来找这些单词。

当学生找到后，在黑板上写下这些单词。

几分钟后，停止这个游戏，指着黑板上的每个单词，让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词（比如 pencil，包含字母 c）。

把这些单词添加到黑板上的单词表上。几分钟以后，逐个指着单词让全班朗读。

选择一些单词，当你指着每个字母的时候，让全班学生拼读。

钓鱼游戏

用来复习词汇。

为了取得最好的结果，每个选手应该拥有并能读出 10 到 20 张小词汇卡片。注意，每个选手手中的词汇卡片必须相同。

把班里学生分成二人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多，谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们的全部卡片都混在一起，把卡片面朝下码成一大摞（令他们看不到图画）。

每个学生从这摞卡片上面取 4 张，确信别人看不到自己手中的卡片。

每人检查一下手中的卡片，看有没有可以配对的，只要发现配对的，就立即把这对卡片放到自己面前，然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时，游戏就开始了。

选手轮流问对方：Do you have a ____？设法使手中的牌配上对。在四人一组中，每个选手每次必须叫出组中具体人的名字。比如说，选手甲可能说 Rongji，do you have a hot dog？

如果 Rongji 的卡片中有 hot dog，他必须把这张卡片给选手甲，选手甲就用它和他的 hot dog 卡片配对，然后放下这对卡片，再去拿另外一张。

如果 Rongji 手中没有 hot dog 的卡片，他便说：Go Fish！选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同，选手甲就配成了一对，将这对卡片放下，并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片不配对，那么就该轮到选手乙了，选手乙继续重复这样的程序。

一直玩到这摞卡片被拿完为止。这时所有选手不能再拿了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确信选手们在游戏结束后都取回了自己的卡片。

猜问题

用来复习标准问句。

让学生取出写有 Who?、What?、When?、Where?、Why?、How? 的单词卡片。将全班学生分为四至六人一组。每组学生将所有组员的词卡放成一摞。然后每名学生轮流拿一张卡片，并就卡片上的问题说出一个句子。（例如，如果拿到的卡片上写有 Who?，该组员可以说出句子：I am a doctor.）其他的组员们要根据句子猜出卡片上写的问句，从组员右侧的另一名组员开始猜起。正确地猜对词卡上的句子的组员得 1 分。然后下一个学生拿一张卡片并说出句子让其他组员猜。以此类推。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat，thirsty/drink，she/girl，he/boy，breakfast/morning。

要求学生每人写两个句子，一个句子词汇搭配正确，如 In the morning，I eat breakfast. 另外一个句子词汇搭配不正确，如 He is a girl. 给学生们一些时间来完成句子。

在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他写的其中一个句子。让他站在黑板上画的一张脸的下面。他站在笑脸下面，意味着他的句子中词的搭配是正确的，他站在哭脸下面，意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes；如果站错了，就说 No。

藏东西

用来复习 Where 问题和教室用具名称的动作游

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戏。

解释一下这个游戏，然后让一个自告奋勇的学生离开教室，并告诉他你将用什么物品来做这个游戏。这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问：Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍巴掌。当他又远离了被藏物品时，全班轻声地拍巴掌，边拍巴掌边一遍一遍地说唱：Where is his/her ____?

当该生找到了被藏物品时，把它举起来，并说：There it is. Thanks.

我看见了某物

用来复习形容词。

教师有节奏地说：

X X X X X | X X X X X |

I see some thing ___. I see some thing ___.

用一种表示颜色的词或其他形容词填空。例如：I see something green 或者 I see something little。

学生要设法猜出你看见了什么。要想猜测，学生举起手，指着他猜测的东西问：Is it this? 你回答 Yes 或 No。学生们一直猜下去，直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他说：I see something ____. 其他人设法猜出他看见了什么。注意：如果有人猜对了，学生们必须诚实地承认，而且也不能中途改主意。

连接身体部位游戏

用来复习身体各部位名称的动作游戏。

学生一对一站立。当教师说出身体的两个部位时，两个伙伴必须以最快的速度连接这两个部位。例如，如果教师说 Finger and elbow，其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时，就会出现有意思的场面，看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子：Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

字母游戏

用来复习词汇的拼写游戏。

把全班分成四人一组的若干小组，每组有两人组成的两个队：甲队和乙队。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞，放在中间。

每队从这摞卡片上抓一张，并在一张白纸上为卡片上的单词的每个字母画一个空格，例如，单词 cow 有三个空格__ __ __，单词 sheep 有五个空格__ __ __ __ __。

两个队轮流猜对方画的空格上应该是什么字母。例如，甲队抓到的卡片上有单词 cow，他们便在一张纸上画出三个空格。乙队猜中字母 O，甲队便把 O 填入正确的（第二个）空格中，乙队继续往下猜，直到猜对为止。如果猜错，甲队便在空格的下面写上不正确的字母，然后就轮到甲队猜乙队单词中的字母了。

猜对单词数目最多的队为胜方。

活画面

用来复习故事中的动作词汇。

在本游戏中，教师或者一名自告奋勇的学生讲述一个故事。让自告奋勇的学生们扮演故事中的人物。他们必须按照教师描述的动作做出动作，教师让他们说单词时，他们要说出单词。

当《教师用书》中建议使用本游戏时，均给教师提供了一些可供选用的句子，或者要求教师读《教科书》或《故事书》中的句子。当然，教师可以自编故事或让学生编故事。

在开始游戏前，教师需先安排给每位学生在游戏中扮演的角色。教师可以给学生起名，或让他们扮作某件物体，如电话等。教师还需提前将游戏者所需的道具发给他们。

教师可以随时打断故事并要求游戏者说出恰当的单词。例如，如果故事中说一名游戏者去访问另一名游戏者，他们需互相问候对方。

教师和一组自告奋勇的学生在全班学生面前做游戏。

变化形式：将全班学生分为若干小组，每组学生均参加游戏。各组学生同时做此游戏。

记卡片

用来复习词汇。

挑选 10 个到 15 个教师想让学生复习的单词，让每个学生找出自己有这些单词的小词汇

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卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起，把它们面朝下平铺在课桌上，卡片不能互相接触，更不能叠加在一起。

学生轮流翻卡片，每次翻开两张。他们翻开卡片时，必须读出卡片上的单词，如果两张卡片相同，他们还要说 Same！如果不同，说 Different！选手必须既要读对单词，又要说正确 Same！或 Different！

如果两张卡片一样，而且选手说的也对，他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了，就得把两张卡片再倒扣在桌子上。这时，轮到他的对手来翻卡片。

最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。

做完游戏后，教师要确信学生都取回了自己的卡片。

记名字

用来复习 my/his/her 和熟悉每个人的名字。

让 10 名自告奋勇的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____（比如说红）.

第二个人说：My name is ____（比如说杨生）. Her name is Hong.

第三个人说：My name is ____（比如说杜）. His name is Yang Sheng（指着第二位学生）. Her name is Hong（指着第一位学生）.

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

妈妈，我能这样做吗？

用来练习请求允许和其他词汇的动作游戏。

这是所有北美学生熟知的游戏。将全班分成大约六个组。每组委任一名“妈妈”或“爸爸”。这名学生面向组员，其他组员均站在离这名学生几米远的地方，肩并肩地站成一排。然后，“妈妈”或“爸爸”要求组里的其他学生依次表演一个动作。这些学生在做动作前必须先说：Mother/Father，may I？这些动作常包括要求学生向前迈出步子的具体数字和具体方式。例如：

妈妈/爸爸：___（学生甲的名字），please take three big steps.

学生甲：Mother/Father，may I？

妈妈/爸爸：Yes，you may.

学生甲：（向前迈出三大步）

只做动作没有说 Mother/Father，may I？的学生或者做错动作的学生，将被罚重新回到起始线上。最先到达“妈妈”或“爸爸”位置的学生为优胜者。

教师可以用本游戏来练习简单的或复杂的句子。做此游戏前，教师需和学生一起即席想出一些在游戏中要用到的句子。例如：

Please take nine（或任一数字）big/little steps.

Please take five（或任一数字）big/little，fast/slow，loud/quiet steps.

Please take two（或任一数字）big/little（或形容词组合）steps in an airplane（或其他交通方式）.

Please run（jump，walk，skip）one（或其他数字）big/little（或形容词组合）step（s）.

如果教师运用表示交通方式的词汇，先和全班就如何表演出这种交通方式达成一致。

变化形式 1：教师可以改编此游戏，用来复习任何能够用于“Simon Says”游戏的动作。如果学生正确地做出动作（问了 Mother/Father，may I？后），他可以向前走一步。反之，则必须重新回到起始线上。

变化形式 2：和全班一起做此游戏。将全班分成若干小组。委派一名计分员。一个一个地给各组发出动作指令。（教师可选用当场能表演的动作）每组学生一起问：Mother，may we？然后表演出动作。每次小组组员均正确地根据指令做出动作时，计分员给该组加 1 分。

说出名字

用来复习词汇。

每个学生需要一张纸和一枝铅笔。

教师说出颜色名称和词汇的类别，比如食品、动物或者教室物品。例如，Red：foods！这时学生必须写下他们所能想起来的红色的食品（如：肉、苹果和草莓）。

学生把他们所写下的单词数目累加起来，然后记下得分（每词 1 分），当他们完成以后，教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色，例如，E：body！学生必须写下身体各部位

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中以 E 开头的单词(如 elbow,ear 和 eye)。

最后得分最高的学生为胜方。

变化形式 1:允许学生分成小组来做这个游戏。在一个小组中,每个学生都写下他能回忆起来的与字母类别配对的单词。然后,小组数一下集体想出的不同的词汇有多少个,这个总数即是小组的得分。

变化形式 2:在 4 人到 8 人的小组中,学生可以小范围地做此游戏。每组准备 4 张纸条。每张纸条上面写一个字母(或一种颜色)和一个单词类别。每组派一个代表大声读出纸条上的内容,然后每个组员写出与字母和类别配对的单词。在每个类别做完之后,由小组宣布一名获胜者。

从不游戏

用来复习频度副词。

在黑板上画 7 个盒子,从周日开始,依次在每个盒子上标上一个星期名称。将全班学生分为两组,计分。

教师说出带有频度副词 always, sometimes, usually, never 的句子。各组选手根据教师说出的句子轮流在盒子上打对勾或画 X。例如:

教师: You always wear pants.

学生甲:(在每个盒子上画上对勾)

教师: You never eat sandwiches.

学生乙:(在每个盒子上画 X)

对于 sometimes 及 usually,学生就要动脑筋思考!他们既需要打勾,又要画 X,顺序任意。对于单词 usually,一半以上的天数要打对勾。对于单词 sometimes,半数以下的天数要打对勾。

变化形式:教师可以要求学生根据句子画出图画或写出单词,以加大游戏难度。例如:如果教师说:You usually wear shorts. Sometimes you wear pants. 那么,学生需在半数以上的天数上画上短裤(或写上单词 shorts),在其余的天数上画上裤子或写上 pants。如果教师说:It is never rainy. 学生则应在每一天画上太阳(或写下单词)。

数字游戏

用来复习数字单词。

把全班分成两队,每队派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。告诉学生可在各自圆圈的任何地方写下这些数字,然后回到座位上。

让另外两个学生到黑板上记分。

从每个队中选出一名参赛者站在黑板前,告诉他们,当你开始说从 1 到 15 之间的数字时,假若黑板上有这个数字,就擦掉它;如果没有,就补上它。第一个在圆圈中写下数字的学生,能为他的队挣 1 分。

让这些选手自己挑选下一个选手参赛,重复这个游戏直到所有的人都能轮上。

得分最多的队为胜方。

我的数字

用来复习身高、年岁和地址的词卡游戏。

将全班分成若干小组。每组用一套数字 1~100 的词卡。每名学生需准备一张纸,在纸的上方横排写出如下三个问题:

How old are you?

How tall are you?

What's your address?

学生甲分别提问学生乙(学生甲右边的学生)上述三个问题,一次只能问一个,但可以按任何顺序来问。学生乙挑出一张词卡,用词卡上的数字说出正确的句子做出回答。教师要给表演出"年岁"的学生以特殊的表扬和鼓励。对于地址,学生要先说出数字,然后再用序数词后跟 road/street/avenue,来表述他们的地址。因此,如果一名学生抽出 99,他便说:My address is Ninety-ninth Street/Avenue. 当每名学生用数字卡片回答每个问题时,学生需将数字卡片放在他的纸上所对应问题的下面。

当小组中每个学生都轮换一遍后,对比年龄和身高。每名学生就其和同组的另一名学生相比是年岁大还是年岁小,是高还是矮造句子。

变化形式:仅用 How old are you? 和 How tall are you? 问句来做此游戏。

反义词

用来复习反义词的词卡游戏。

本游戏做法与"Memory Card"游戏类似,所不同的是学生需用反义词来组对。

教师根据所学内容,要求学生选用任何以下词汇的词卡做本游戏。注意,个别单词有两张词卡(比如 old, slow)。

fast, slow

quick, slow

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easy, hard
fat, thin
loud, quiet
big, little
cold, hot
happy, sad
old, young
short, tall
old, new
clean, dirty
dry, wet
Chinese, Western
right, wrong
good, bad
strong, weak
healthy, sick
high, low
heavy, light
quickly, slowly
loudly, quietly
on, off
early, late

变化形式1：用教师卡片让全班一起来做本游戏。教师将一些词卡字面背朝着学生摆放在教室前面。学生要尽力找反义词配对。当他们找到一对时，说出单词并将这两张词卡拿走。教师不要一次摆出所有词卡，而要不时地换一换词卡。先将全班分为两组并且记分。各组每正确地找到一组反义词，该组得1分。

变化形式2：将写有单词的纸条放入盒中。要求每名学生从盒子中取出一张，然后寻找他们的“反义词”同伴。学生大声说出他的单词并且寻找大声喊出其反义词的学生。当所有学生都找到同伴时，要求每对学生说出单词。

笔友

用来复习信件写作格式和词汇的一项富于创造力的写作活动。

“笔友”是通过写信而结交的朋友。在加拿大，教师经常组织学生同其他省市或其他国家的学生结交笔友。一般说来，笔友之间未曾见过面。

教师在英语课堂上可以组建“笔友”。这是鼓励学生用英语来表达自己情感的一种极佳的方式。

教师需要制做一个纸“邮箱”。这个邮箱需能盛下班上所有学生的信件或明信片。

给每名学生指定一个“地址”。例如，将班内的一排指定为一条街道、大街或马路。然后给每列的每桌编号。于是，每名学生便得到一个地址：Number ___, ___（序数词）Street/Road/Avenue。教师还可以给各排指定城市名和国名。将给各排所定的街道、马路、大街、国家和城市名称贴到此排的前面或后面，这样，大家都能找到其他人的地址。

学生可以自愿给自己编英语名字。他们可以选用《教科书》或《故事书》中的英文名字，或者由教师来帮助他们取其他的名字。

要求每名学生在一张纸条上写下他们的地址（和名字）。将这些纸条放进一个盒子里，在班上传这个盒子。每名学生从盒子中拿出一张纸条，（不要拿自己的那张！）学生拿到谁的纸条谁便成为其“笔友”。让他们保存这个地址以便能再次找到它。

学生给自己的笔友写明信片和信件并且将他们放在邮箱中“邮”出去。他们可以写一次假想的正在进行的旅行，或者写一写自己和家庭。总之，写什么都可以！如果教师想使活动简单些，给学生一个话题，然后同全班一起即席想出一些短语和词汇。同时，教师需要向全班说明信件的写作格式：

- 在上方写上日期。
- 写下：Dear ___,
- 写出主要内容。句首字母应大写，句末有句号。
- 在下端写下：Yours truly,___（名字）

学生将自己的信件或明信片放进邮箱中“邮发”出去。教师可以请自告奋勇的学生在本节课中或者在下节课的开始时“传递”信件。之后，学生向自己的伙伴、小组或全班读出所收到的笔友的来信。

掷猜问题

用来复习词汇的动作游戏。

教师将一个球带到班上，最好是又大又软的球。将全班学生分为两组。教师可以从任意一名学生处开始此游戏。

教师大声说出某一类别，例如，在讲运动项目的那个单元，教师可以大声说出：Clothes! Favourite sport! Heavy!

于是，其中一组的一名学生将球扔给另一

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组的一名学生并就这个类别提问一个问题。接到球的学生必须恰当地作出回答，然后将球扔回另一组继续此游戏。例如：

教师：　Clothes!

选手甲：（掷球）：Do you have any runners?

选手乙：（接球）：Yes, I have some runners/ No, I don't have any runners.

教师：　Sports!

选手乙：（掷球）What's your favourite sport?

选手丙：（接球）：My favourite sport is ____.

教师：　Light!

选手丙：（掷球）：What is light?

选手丁：（接球）：A ping-pong ball.

教师可以记分（每个好的问句和答句均可得分），也可只仅为娱乐做此游戏。如果教师不是每次投球都更换类别，游戏的节奏要快一些，但允许每个种类提问一些问题。

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个队，每队派一名代表按照你的指令比赛做动作。比如：Open the book! Close your mouth! Touch a window! Point to a clock!

让每队的第一名学生到教室前面来。教师发出一个指令，比如 Please open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的队赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每队各加 1 分。

用其他指令让队中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条"不许跑"的规则。如果有的队员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每队的选手比赛看谁能首先摸到正确的卡片。

变化形式 2：把全班分成若干小组，让每个小组拿出词汇卡片，面朝上放在课桌上，大家围坐在课桌四周。教师说出单词，每个小组的学生比赛看谁能第一个摸到正确的卡片。

圣诞老人

用来练习形容词以及其他词汇的猜词游戏。

在黑板上画一棵圣诞树（不加饰品）。将全班学生分为两组，每组选出一名记分员。给每名记分员各一枝不同颜色的粉笔。当一组得分时，记分员在圣诞树上画上一个小饰品。游戏结束时，数一数圣诞树上不同颜色饰物的数量来判断胜方。

做游戏时，每次每组各出一名自各奋勇的学生，其中一名扮作圣诞老人，另一名扮作孩子。"孩子"说出一种他想要的圣诞礼物的类型，然后"圣诞老人"必须说出和这一种类相匹配的一种物品。学生可使用如下对话，教师可将对话先写在黑板上。

圣诞老人：What would you like for Christmas?

孩子：　I would like something ____（形容词）.

圣诞老人：Here's a ____（形容词）thing.（装作给"孩子"礼物）It's a ____（物品名称）.

在游戏开始前先和学生一起想出一些游戏中要用到的形容词（以及物品名称）。例如：

wet	sink, water, milk
hot	stove, tea, soup
cold	snow, ice, refrigerator
big	bus, house, elephant
small	eraser, pencil, pen
any colour	any object in the room

给那些表演出圣诞礼物的大小及温度的"圣诞老人"额外加分。给那些表演圣诞老人时说出 Ho! Ho! Ho! 或者 Merry Christmas! 使圣诞老人更形象化的学生额外加分。

秘密词汇

用来复习词汇的动作游戏。

教师选出想要进行复习的词汇。播放任意包含这些词汇的课文或故事的录音。要求学生一听到这些词就发出信号。教师可以让学生举手、起立、发生声音或表演任何动作来作为信号。如果想要使本游戏更复杂些，可以一次复习多个单词或短语，让学生针对不同的单词和短语发出不同的信号。

展示 讲述

用来复习单词 show 和 tell 及其他词汇的词卡游戏。

加拿大的老师都知道这个游戏。此游戏帮助学生，特别是小学生练习造句及在他人面前说话。学生轮流将一些东西带到学校，将它们展示给全班学生并向全班讲出名称。

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教师可以将此活动更改为词卡游戏。将全班学生分为若干小组。要求每组的一名学生将其有关衣物名称、教室物品以及其他物品的词卡取出，并将这些词卡摞在一起放在小组中央。学生们轮流抽出一张词卡。然后他们说出如下句子（教师将这些句子写在黑板上）：

I have（a/an）____.

I want to show you my ____.（向本组展示卡片）

I want to tell you about my ____.

然后，学生就词卡上的物品名称造句。例如：

This is my favourite ____.

My ____ is ____（形容词）.

变化形式：全班学生一起做此游戏。教师将教师卡片摞成一摞放在教室前面，让自告奋勇的学生挨个到教室前面，每人抽一张卡片。然后，每名学生说出句子并就卡片上的物品造句。

SIMON 说话

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用它来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头时用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this. 学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体的命令。例如，Simon says point to your arm！Simon says shake your leg！Jump up and down！

变化形式 2：让单个学生引导做这个游戏。起初，学生们可能觉得很难，所以缩短每一轮的时间——不超过 1 至 2 分钟。

变化形式 3：把全班分成二个或三个大组，一起来做“Simon Says”游戏，每个组指定一名指挥员，此游戏能使学生注意力集中并提高听力技能。

微笑、皱眉

用来复习 and，but，代词和物主代词。

将全班分成两组。从一组中找 3 名自告奋勇的学生。给每名自告奋勇的学生写有某个形容词（表示颜色、尺寸或其他形容词）和一件物品的词卡。每名学生要用微笑或皱眉来表达喜欢或不喜欢其词卡上的物品。

从另一组中叫起一名自告奋勇的学生。如有必要，这名学生可以将微笑的学生和皱眉的学生重新排列，这样，微笑着的学生站在一起，皱眉头的学生站在一起。然后，这名学生就通过造句来描述微笑学生和皱眉学生的喜好。例如：如果有一名微笑的男孩，一名微笑的女孩和一名皱眉的女孩，所造句子可为：

He likes his ___（形容词）___（物品名称）and she likes her ___ ___, but she doesn't like her ___ ___.

可以用 you/your 来替换 he/his 和 she/her，这样会使此游戏更简单些。

造句正确的得分。

变化形式：教师将 3 对词汇卡片（每对均包括一个形容词和一件物品）排成一排放在教室前面。甲组派一名选手站在这排词卡的旁边。乙组的一名选手推动甲组选手分别站在每对词卡前面。甲组这名选手微笑或皱眉来表达喜欢或不喜欢各组词卡所形容的物品。然后乙组选手就描述对方选手的喜好造句。例如：

He/She likes his/her ___（形容词）___（名词）and ___ ___, but he/she doesn't like his/her ___ ___.

He/She doesn't like his/her ___（形容词）___（名词）and ___ ___, but he/she likes his/her ___ ___. He/She likes his/her ___ ___ and his/her ___ ___ and his/her ___ ___.

He/She doesn't like his/her ___（形容词）___（名词）and his/her ___ ___ and his/her ___ ___.

替换词卡，继续游戏。

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可以用 you/your 来替换 he/his 和 she/her，这样会使此游戏更简单些。

拼读游戏

用来复习词汇的拼读。

本游戏做法类似于“Letters”游戏，只不过全班要在一起做。

将全班分成两组。教师在黑板上画上空白线表示任意单词或短语（短语中的词与词之间留出距离）。两组学生轮流猜空白处应填入的字母。猜对一个字母，教师或者班上一名自告奋勇的学生写在相应的位置上。学生可以先猜单词或短语，然后必须从头到尾正确地拼读出整个单词或短语。最先拼读正确的一组为获胜者。

拼读游戏

用来复习任何词汇。

将全班学生分为两组，并选派一名记分员。从任何一组的一名组员开始，教师说出一个单词，然后这名学生必须拼写出这个单词，如果拼写错误，另一组的学生便可试着拼出此单词，一组试拼一次，直到正确地将单词拼读出来。那么该组赢得一分。如果拼读正确该组即可得一分，便轮到另一组拼读教师大声说出的另一个新单词。例如：

教师：	Cat!
A 组，选手甲：	C-u-t.
教师：	No!
B 组，选手甲：	C-i-t.
教师：	No!
A 组，选手乙：	C-a-t!
教师：	Yes! Tomorrow!
B 组，选手乙：	T-o-m-o-r-r-o-w.
教师：	Yes! Noodles!
A 组，选手丙：	N-o-o-d-l-e-s.
教师：	Yes!

停止！走步！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 Stop 和 Go 的意思。

告诉学生，当你说 Go！的时候，他们要低头看着地板在教室里快步行走。

当你说 Stop！时，他们要停下来，抬起头来，每人和站在最近的同学结成一对站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is ____. What's your name?

学生乙：My name is ____. Nice to meet you.

学生甲：Nice to meet you.

当你说 Go！的时候，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次 10 个人参加。

故事接力

用来复习任何词汇。

在本游戏中，学生轮流给故事加一句话。什么样的故事都可以！鼓励学生从中获得乐趣并激发其创造力。

在开始此游戏前先选派一名“文秘”（可由教师担当）。在学生们讲述故事时，“文秘”记下故事。游戏结束后，“文秘”从故事开始读出故事。

如果教师有固定的想要学生复习的词汇，分别将这些单词和短语写在小纸条上，放进一个盒子里。每名学生在接故事造句前，先从盒子中抽出一张纸条。

猜画游戏

用来复习词汇。

告诉学生找伙伴或者结成小组。

每对学生或者每个小组需要准备一套你要复习词汇的卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额，卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如，他问：Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

如果选手甲猜对了，就轮到下一个选手来做这个游戏。

这个 那个

用来复习指示代词以及其他词汇的词卡游戏。

要求学生取出他们的有关衣服或其他物品名称的词汇卡片。让他们找各自的伙伴，一起将他们二人的单词卡片配对，字面朝下排成一排。每名学生取走一张或者一对卡片，并且将这张或这对卡片出示给同伴看。之后，学生轮流说出如下句子：

学生：（指着自己拿的卡片）I（don't）like this/these ___.（指着同伴的卡片）I（*don't*）like that/those ___.

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排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有3个横栏和3个纵栏，形成尺寸大致相等的9个小方块。

把全班学生分成两队，向第一队的一名选手提问一个问题。例如：What's this? What colour is this? Is this a ____ or a ____? Where is the ____? 你也可以向整个队发一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser. 如果这名选手或整个队回答或者表演正确的话，那么从队中走出一名选手，在大表格中任意一个小方块中画一个×。

现在轮到第二队了。如果该队回答或表演正确的话，可以在任意一个小方块中画一个O。

每个队的目标是在大表格的任意方向上：不管是平行方向，垂直方向，还是对角方向获得三个×（或三个O）。当然，每个队都想填入自己的×或O，以阻止对方完成目标。第一个完成的队赢得一分，然后继续做这个游戏。

变化形式1：准备9张大卡片或几张硬纸，在每张卡片的一面写一个大×，在另一面写一个大O。在教室前面放一排三把椅子，让九名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一队选择×时，指着一个在前面的学生，该生就高举起写着×的卡片。继续做这个游戏，让九名学生举出写着×和O的卡片来表明每个队的选择。

变化形式2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再彼此提问那些要复习的问句。

旅行

用来复习关于国名的词汇。

教师把要复习的各个国家的地图贴在教室周围（例如：China, the U. K., the U. S., Canada, Australia 等）（或只贴单词）。复习几个国家就将全班分成几个小组。要求每组学生均排成一列站在一个"国家"下面。教师从其中任何一列的前两名学生开始，就他们所"在"国家的有关情况进行提问。首先回答问题正确的学生开始"旅行"，按顺时针方向旅行至下一个国家并且站在这个国家第一名学生的旁边。游戏如此重复。

那些在"旅行"中失利的学生站到他所在国家学生的最后，重新排队等待。

完成各国一周旅行的学生重新回到他所在的国家的最后排队等待。教师可以给这些学生准备小小的奖品。

教师可以提问如下问题：

What country is this?

Do you know the capital city of ___?

Is ___ north (*east*, *west*, *south*) of ___?

What do they/we speak in ___?

Do you speak ___?

变化形式：教师可以改编此游戏用以复习各种词汇，使之成为一个比赛，看谁回答问题最多。

旅程

用来复习 come, go 和其他词汇的动作游戏。

在本游戏中，学生加入去某地的"旅程"。按如下方式进行：

学生甲：I want to go on a trip to ___（一个城市或一个国家）.（指着学生乙）You come, too.

学生乙：（加入学生甲）Let's go!

（学生甲和学生乙走向学生丙）

学生乙：（对学生丙）You come, too.

学生丙：（加入学生甲和学生乙）Let's go!

（教师可找数名学生如此重复）

变化形式1：此游戏还可以更复杂一些。要求每两名学生结伴，一个站着，一个坐着。站着的学生扮作另一名学生的"母亲"或"父亲"。在每位学生加入这次"旅程"前，他必须先问其伙伴：Mother/Father, may I go? 如果其伙伴说：Yes, you may go. 这名学生便可以加入旅程并且说：Let's go! 否则，这个学生还要原处坐着，"旅程"中的学生们便说：Let's go! 并且再找其他学生。

变化形式2：在游戏中加入表示交通方式的名词。将这些词（car, bus, airplane, cab, bicycle）写在黑板上。当学生们准备好说 Let's go! 时，教师指向黑板上的一个单词，然后学生说：Let's go by ___! 并且用这种方式旅行到另一名同学那里。

今天是几号？

用来复习星期名称、月份和序数词的游戏。

将1至31的数字（非序数词）写在黑板上。

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把关于月份名称和星期名称的教师卡片放在教室前面。将全班分成两组，每组各找一名自告奋勇的学生。甲组的这名自告奋勇的学生不按顺序任意指出一个月份名称、一个星期名称和一个数字，然后问：What day is it？乙组中的自告奋勇的学生需给出正确的星期名称、月份和序数词来作答。再如此找两名自告奋勇的学生到前面来继续本游戏。

计分：每说对一部分名称给 1 分，如果顺序正确再给 1 分（满分为 4 分）。

发生过什么事儿？

用来复习动词过去式的游戏。

将全班分成两组。教师将表示处所（restaurant，shop，school，classroom，gym，library，house，apartment）、食品名称和颜色名称的单词卡片放在一起。说明不同的词卡对应不同的动词，如下所示。教师在黑板上写上 today 和 yesterday，然后举起一张词卡，站在其中一词的下面。教师问：What happened（is happening）？学生用正确的句子作答。

food cards	Today/Yesterday，we eat/ate ___.
colour cards	Today/Yesterday，we see/saw ___.
location cards	Today/Yesterday，we go/went to the ___.

变化形式：可将学生分成若干小组或二人一组，让他们用学生卡片做此游戏。他们需要准备一摞表示处所名称、颜色名称和食品名称的词卡。他们还需将 y 和 t 的字母卡片另外摞放在一起，并说明 y 代表 yesterday，t 代表 today。然后学生轮流从两摞词卡中各抽出一张，造出恰当的句子。

现在是几点钟？

用来复习一天中时间钟点的动作游戏。

本游戏类似于链式操练，可以从教室里的任何一名学生开始做此游戏。当这名学生指定一个时间钟点后，其他的学生从一点钟开始数到被指定钟点。学生一边数钟点一边将自己的胳膊当作指针指示出时间。

学生甲：What time is it？

学生乙：（可说出任一时间钟点）It's four o'clock.（用其胳膊指为 4 点钟）

学生丙：One o'clock.（用其胳膊指成 1 点钟）

学生丁：Two o'clock.

学生戊：Three o'clock.

学生己：Four o'clock. What time is it？

学生庚：It's ___（任何时间）.

教师可以允许学生以几时半为指定钟点（然后每名学生按每半点钟的数并用胳膊指示出时间）或者几时几刻为指定钟点（然后每名学生按每刻钟的数并用胳膊指示出时间）以加大游戏的难度。

哪个不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。提问每个学生让其说出移走的卡片的名称，直到猜对正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。那名猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

这是什么？

用来复习词汇。

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴，或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片，把它举起来问另一位选手（或其他的选手们）What's this？其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时，他要问三次 What's this？这个问题。让他的伙伴或小组中的其他成员作出回答。这个游戏可以持续做几分钟。

错在哪里？

用来更正常见错误的游戏。

教师在黑板上写出一些带有错误的句子（也包括一些正确的句子）。将全班学生分为两组。各组依次轮流更正每个句子。学生们擦掉错误

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的单词，并写上正确的。如果哪一组不能更正句子或是改错了，另一组可以试着去改。记分。尽量去写一些含有搭配不当，或者时态、单复数有错误的句子。例如：

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

教师可以使用只含有一类错误的句子做游戏，并在游戏开始前告诉学生错误类型，以使游戏变得简单些。

什么时候？

将一天中日期和时间搭配组句的游戏。

本游戏类似“Go Fish”。将全班分成若干小组。每组使用一套包含有 6 个事件一日三餐（breakfast，lunch，supper）、描写天气状况的形容词（sunny，rainy，windy，snowy，cloudy）、月份名称和时间（morning，afternoon，evening）的单词卡片。

参加游戏的选手将这些卡片恰当地组合在一起。学生必须认真思考！July 和 sunny 可以很好地搭配，而 Spring Festival 和 evening 则不搭配！

当学生想获取卡片时，要使用这个短语：Do you have a card for ___？当他们配好一对时，他们要说出如下任一句子：

When is ___（一件事或一日三餐中一种）？

In/At ___（月份名称或者时间）.

When is it ___（描写天气状况的形容词）？

In ___（月份名称）.

在游戏开始前，教师需和学生一起设计构思一系列可以将天气形容词、事件和月份搭配组合的方法。将这些组合写在黑板上。

世界的哪个国家？

用来复习关于世界上各国家名称的词汇。

将全班分成若干小组。每组参赛选手数至少同本游戏用到的国名的数目相同。

要求每组给其每名参赛选手指定一个国家名称（可以重复使用国名，但至少一个国家对应一名选手）。然后，每名选手裁下一张纸，将纸分成 4 份，按以下要求做 4 张和自己对应国家相关的卡片。

- 一张卡片写有国名。
- 一张卡片写有该国使用的语言。
- 一张卡片描述该国相对中国的地理方位。（为避免混淆，教师需将此项内容写在黑板上。代表中国的选手做一张空白卡片）
- 一张卡片写有该国的首都（或只写出 capital city of ___（国名）即可）。

然后选手们将所有卡片字面朝下混在一起。每名选手各取 4 张卡片。

本游戏的目的是将代表一个国家的 4 张卡片收集在一起。选手们仔细阅读自己抽到的卡片，心里默定一个国家。为收集到有关这个国家的卡片，选手需试着同其他选手互换卡片，一次只能换一张。交换卡片时，选手们要（同时）大声读出他们想放弃的卡片。讲的同时，要仔细听其他选手讲话并努力换取自己想要的卡片。谁都不会被迫去进行交易，但是聪明选手总是认真听并且收集那些似乎其他选手都不愿意收集的国家的卡片。

选手们可以随时更换他们想收集卡片的国家。

当选手得到有关同一国家的所有卡片时，他要大声喊出：I win！游戏就此停止，这名选手必须给全班展示自己的卡片。

如果想增加此游戏的难度，可以给每个国家多写几张卡片。如第 1 册第 8 单元所述，增加关于各个国家显著特征的卡片。

本游戏会使全班喧闹起来，这也是本游戏有趣的一面。不过，如果想使课堂保持安静，可以要求学生在交易卡片时悄悄说话。

耳语游戏

用来复习动词和介词的动作游戏。

找一名自告奋勇的学生，在其耳边轻声说一个动词或一个介词。例如：wave，stamp，clap，in，on，under。

如果悄声说的是 on，这个学生就站在或坐在教室里的某个东西上面，如一把椅子或桌子上。然后教师说：Where is ____？（该学生的名字），鼓励全班学生回答：He/She is on the ____.

如果悄声说的是一个动词，该生必须表演这个动作，然后教师说：What's he/she doing？鼓励全班学生回答：He/She is ____ing.

让其他学生重复做这个游戏，每个学生都必须用不同的方式来演示这个词汇，鼓励学生做富有创造性的表演！

我是谁？

用来复习描述人物词汇的游戏。

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本游戏是“Think Ahead”游戏的变化形式。

要求学生拿出他们的写有Who Am I?的12张词汇卡片。每张词卡上都展示各自不同的人物形象。

学生两人一组做本游戏。他们将一套卡片码起来，将另一套卡片字面朝上在两人中间摊开。他们轮流从码起的卡片中取出一张卡片，自己不能看，将它放在额头上方，字面朝着同伴。这样，拿词卡的学生自己看不到单词，而其伙伴可以。之后，这名学生要通过向对方提出问题来判断词卡中的人物。这名学生可以看着摊在桌子上的卡片，提出如下问题：

Am I a woman?

Do I wear glasses?

Do I have black hair?

Do I have long hair?

因果关联

用来复习问句 Why? 的动作游戏。

此游戏做法类似于游戏“Charades”。

分别在纸条上写一些短语并将这些纸条放在教室前面。将全班学生分为两人一组。每次从一组学生中找两名学生。其中一名学生做出动作，另一名学生猜出短语，直至猜出正确短语。然后这两名学生用恰当的替换重复一组“因果关联”对话。如果他们在教师规定的时间内完成这些内容，则得一分。否则，将轮到另一组学生。

学生们必须思考！教师可以不时地提问问题指导游戏者。如下列举了游戏中一个关于短语 eating noodles 的例子：

选手甲：You are drinking.

选手乙：No!

选手甲：You are eating!

选手乙：Yes!

教师：　What is he/she eating?

选手甲：Rice!

选手乙：No!

选手甲：Noodles!

选手乙：Yes!

选手甲：You are eating noodles. Why?

选手乙：Because I am hungry.

教师可利用如下短语及对话：

短语：drinking tea

对话：You are drinking tea. Why? /Because I'm thirsty.

短语：washing hands

对话：You are washing your hands. Why? / Because my hands (they) are dirty.

短语：laughing

对话：You are laughing. Why? /Because I'm happy.

短语：crying

对话：You are crying. Why? /Because I'm sad.

短语：taking off a jacket

对话：You are taking off your jacket. Why? /Because I'm hot.

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 名多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数还少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 book 的卡片，两张 chair 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片的序列打乱，使得相同的单词不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，使他们分散站在教室的各处。

当教师说 Go！的时候！所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他说一样单词的同学。

写数字

用来复习数字。

学生一对一配对或三人一个小组，每个学生都需要有一张纸。

说出数字单词，每个学生都要争取第一个写下相应的阿拉伯数字。

在黑板上写下正确的阿拉伯数字，使学生能检查各自的答案。

当你决定停止此游戏时，得正确答案最多的学生为胜者。

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IPA Symbols

IPA symbols show you how to pronounce words. Here are the IPA symbols you need to know.

Consonants 辅 音

/p/	**p**aint	/b/	**b**uild
/t/	**t**each	/d/	**d**oor
/k/	**k**ite	/ɡ/	**g**et
/f/	**f**uture	/v/	**v**ery
/s/	**s**tudent	/z/	**z**ero
/ʃ/	**sh**all	/ʒ/	mea**s**ure
/θ/	**th**ing	/ð/	**th**at
/r/	**r**uler	/h/	**h**ave
/l/	**l**ady	/m/	**m**eaning
/n/	**n**oise	/ŋ/	alo**ng**
/w/	**w**ear	/j/	**y**es
/tʃ/	**ch**air	/dʒ/	**j**oin

Vowels 元 音

/i:/	s**ee**	/ɪ/	r**i**ch
/e/	b**e**d	/æ/	h**a**t
/ə/	**a**long	/ɜ:/	g**ir**l
/ʌ/	s**u**n	/ɑ:/	p**ar**ty
/ɒ/	l**o**t	/ɔ:/	st**or**e
/ʊ/	p**u**t	/u:/	f**oo**d
/aɪ/	tr**y**	/eɪ/	d**a**te
/ɔɪ/	n**oi**se	/aʊ/	h**ow**
/əʊ/	n**o**	/ɪə/	**ear**
/eə/	h**air**	/ʊə/	p**oor**

新旧英式英语音标对照

新旧英式英语音标对照表

旧式	i:	i	e	æ	ə	ə:	ʌ	ɑ:	ɔ	ɔ:
新式	~	ɪ	~	~	~	ɜ:	~	~	ɒ	~
旧式	u	u:	ai	ei	ɔi	au	əu	iə	ɛə	uə
新式	ʊ	~	aɪ	eɪ	ɔɪ	aʊ	əʊ	ɪə	eə	ʊə

【注】• 此表为新英式英语音标与旧英式英语音标元音音标变化对照表。
• 新英式英语音标与旧英式英语音标辅音音标基本上没有变化。
• 本套教材采用了 Daniel Jones 的 *Cambridge English Pronouncing Dictionary* 第 15 版的国际音标标音符号。

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Rules of Reading　元音字母和元音字母组合读音规则表

a	Stressed Syllable	/eɪ/	n**a**me	er**a**ser	c**a**ke
		/æ/	**a**m	**a**nd	c**a**t
		/ɑ:/	gl**a**ss	ban**a**na	f**a**ther
		/ɒ/	wh**a**t	w**a**nt	w**a**tch
		/e/	m**a**ny	**a**ny	
	Unstressed Syllable	/ə/	breakf**a**st	Canad**a**	Chin**a**
		/ɪ/	or**a**nge	cabb**a**ge	
e	Stressed Syllable	/i:/	sh**e**	h**e**	w**e**
		/e/	p**e**n	d**e**sk	y**e**s
		/ɪ/	**E**nglish	pr**e**tty	
	Unstressed Syllable	/ə/	children	op**e**n	diff**e**rent
		/ɪ/	**e**leven	**e**raser	
i	Stressed Syllable	/aɪ/	**I**	l**i**ke	h**i**
		/ɪ/	s**i**t	**i**s	**i**t
		/i:/	mach**i**ne	pol**i**ce-man	
	Unstressed Syllable	/ɪ/	Engl**i**sh	diff**i**cult	
o	Stressed Syllable	/əʊ/	n**o**	g**o**	cl**o**se
		/ɒ/	**o**n	b**o**x	n**o**t
		/ʌ/	s**o**me	st**o**mach	M**o**nday
		/u:/	d**o**	t**o**	wh**o**se
		/ʊ/	w**o**man		
	Unstressed Syllable	/ə/	t**o**day	**o**'colck	welc**o**me
u	Stressed Syllable	/ju:/	**u**nit	T**u**esday	exc**u**se
		/ʌ/	**u**s	**u**p	**u**ncle
		/u:/	bl**u**e	r**u**ler	
		/ʊ/	p**u**t	f**u**ll	
y	Stressed Syllable	/aɪ/	m**y**	b**y**e	fl**y**
	Unstressed Syllable	/ɪ/	ver**y**	man**y**	twenty

ai	/eɪ/	ch**ai**n	w**ai**ter	w**ai**tress
ay	/eɪ/	d**ay**	m**ay**	ok**ay**
ea	/i:/	**ea**t	m**ea**t	t**ea**
	/e/	br**ea**d	h**ea**d	br**ea**kfast
ee	/i:/	m**ee**t	s**ee**	thr**ee**
ei	/eɪ/	**ei**ght	**ei**ghteen	**ei**ghty
oo	/u:/	b**oo**t	f**oo**d	z**oo**
	/ʊ/	b**oo**k	l**oo**k	g**oo**d
ou	/aʊ/	h**ou**se	m**ou**th	**ou**r
ow	/aʊ/	br**ow**n	d**ow**n	n**ow**
	/əʊ/	borr**ow**	sh**ow**	yell**ow**
ar	/ɑ:/	h**ar**d	c**ar**	f**ar**m
er	/ɜ:/	h**er**	h**er**s	c**er**tainly
	/ə/	finger	lett**er**	lat**er**
ir	/ɜ:/	g**ir**l	sk**ir**t	sh**ir**t
or	/ɔ:/	f**or**	**or**	sh**or**t
ur	/ɜ:/	h**ur**t	p**ur**ple	t**ur**n
air	/eə/	ch**air**	h**air**	p**air**
ing	/ɪŋ/	even**ing**	feel**ing**	s**ing**

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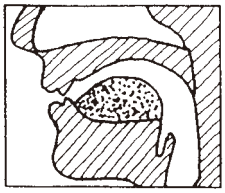
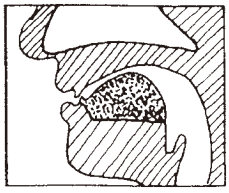
口形及发音方法

/ɪ/



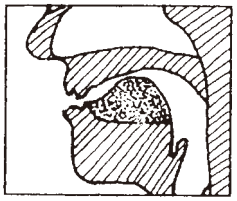
/ɪ/是短元音。发音时舌尖抵下齿，舌前部抬高，舌两侧抵上齿两侧；口形扁平。例如：**E**nglish，pr**e**tty，**e**leven 等。

/i:/



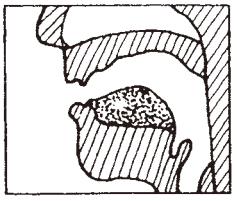
/i:/是长元音。发音时舌尖抵下齿，前舌尽量抬高，舌位高于/ɪ/；口形扁平。例如：mach**i**ne，pol**i**ceman，m**ea**t 等。

/e/



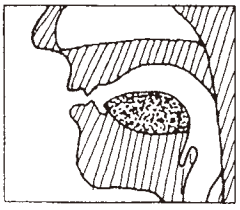
/e/是短元音。发音时舌尖抵下齿，舌前部稍抬起，舌位比/i:/低；开口度比/i:/大。例如：br**ea**kfast，m**a**ny，br**ea**d 等。

/æ/



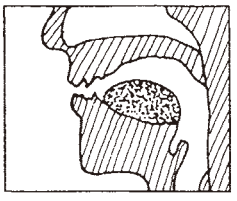
/æ/是短元音。发音时舌尖抵下齿；舌前部稍抬高，舌位比/e/更低；双唇平伸，成扁平形。例如：C**a**nada，r**a**bbit，f**a**shion 等。

/ə/



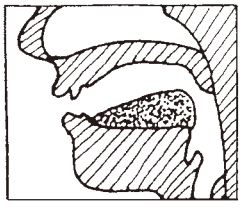
/ə/是短元音。发音时舌身平放，舌中部略隆起，双唇扁平。例如：b**a**nana，**a**round，driv**er** 等。

/ɜ:/



/ɜ:/是长元音。发音时舌中部比发/ə/音时略高，双唇扁平。例如：b**ir**thday，ch**ur**ch，c**er**tainly 等。

/ʌ/



/ʌ/是短元音。发音时舌尖和舌端两侧轻触下齿，舌后部靠前部分稍抬起；唇形稍扁，开口度较大，与/æ/相似。例如：**u**ncle，st**o**mach，M**o**nday 等。

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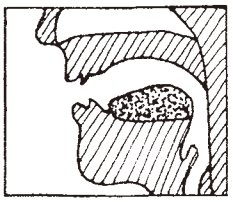
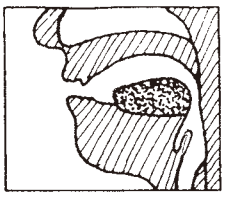
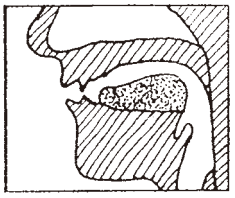
/ɒ/ 

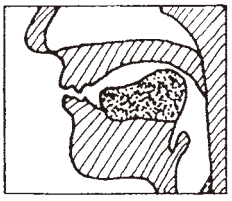
/ɒ/是短元音。发音时口张大，舌身尽量降低并后缩，双唇稍稍收圆。例如：w**a**tch，b**o**x，wh**a**t 等。

/ɔ:/ 

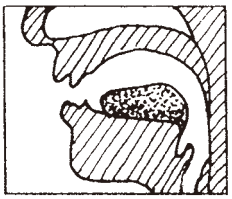
/ɔ:/是长元音。发音时舌后部抬得比/ɒ/高，双唇收得更圆更小，并向前突出。例如：h**or**se，d**oor**，sh**or**t 等。

/ʊ/ 

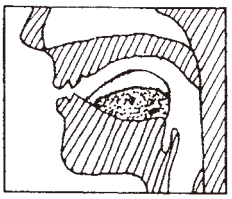
/ʊ/是短元音。发音时舌后部抬起，舌身后缩，舌尖离开下齿。双唇收圆，稍突出。例如：w**o**man，f**u**ll，b**oo**k 等。

/u:/ 

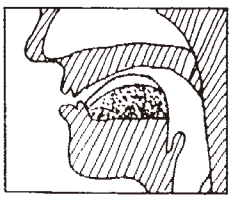
/u:/是长元音。发音时舌后部尽量抬起，舌位比/ʊ/高。双唇收圆并突出。口形比/ʊ/稍小。例如：wh**o**se，r**u**ler，bl**u**e 等。

/ɑ:/ 

/ɑ:/是长元音。发音时口张大，舌身压低并后缩，后舌稍隆起，舌尖不抵下齿。双唇稍收圆。例如：ban**a**na，f**ar**m，**a**sk 等。

/aɪ/ 

/aɪ/为双元音。先发/a/音，然后滑向/ɪ/音。舌尖抵住下齿。发此音的关键是要把/a/音发足，注意从开到合的滑动。例如：l**i**ke，wh**i**te，sh**y** 等。

/eɪ/ 

/eɪ/为双元音。先发/e/音，然后滑向/ɪ/音。双唇稍扁，口形从半开到合。例如：pl**ay**，compl**ai**n，sh**a**pe 等。

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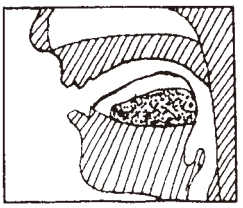
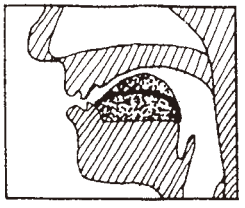
/ɔɪ/



/ɔɪ/是双元音。发音时双唇从圆到扁，口形从开到合。发好这个音的关键是首先要把后元音/ɒ/发足，然后滑向/ɪ/音。例如：b**oy**，s**oi**l，p**oi**nt 等。

/ɪə/



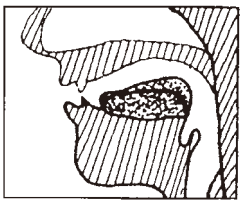
/ɪə/为双元音。从/ɪ/音滑向/ə/音。前面的/ɪ/发得较清楚，后面的/ə/较弱。双唇始终半开。此音一定要发足。例如：cl**ear**，h**ere**，d**ear** 等。

/eə/



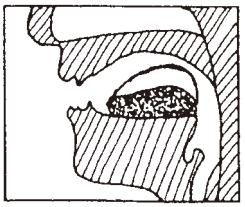
/eə/为双元音。从/e/音滑向/ə/音。发音时舌端抵下齿，前舌略抬起，双唇半开，此音中的/e/有似于/e/音，/ə/音较轻。例如：f**air**，ch**air**，rep**air** 等。

/ʊə/



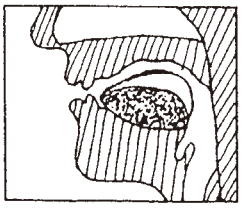
/ʊə/是双元音。发音时，嘴唇从收圆到半开。发好这个音的关键是首先要把/ʊ/音发足，然后滑向/ə/音。例如：p**oor**，s**ure** 等。

/aʊ/



/aʊ/是双元音。由前元音/a/滑向后元音/ʊ/。舌位由低到高，口形由大到小。注意将音发足。例如：sh**ou**t，c**ow**，m**ou**th 等。

/əʊ/



/əʊ/是双元音。由中元音/ə/滑向后元音/ʊ/，舌位由半低到高，口形由半开到小。注意将音发足。例如：g**o**，c**o**ld，c**oa**t 等。

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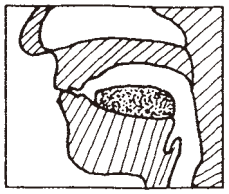
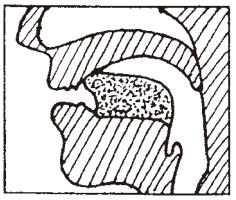
/p/
/b/



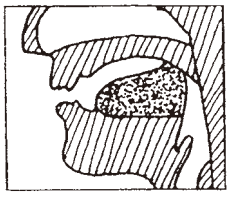
发音时双唇紧闭，憋住气，然后突然分开，气流冲出口腔，发出爆破音。/p/是清辅音，声带不振动；/b/是浊辅音，声带振动。例如：hel**p**，**p**ower，**p**lease；**b**ook，**b**uild，**b**est。

/t/
/d/



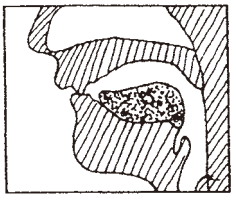
发音时舌尖抵上齿龈，憋住气，然后突然分开，使气流冲出口腔，发出爆破音。/t/是清辅音，声带不振动；/d/是浊辅音，声带振动。例如：**t**eacher，studen**t**，**t**alk；gla**d**，stan**d**，**d**own。

/k/
/g/



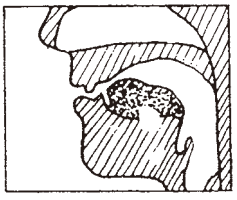
发音时舌后部隆起紧贴软颚，憋住气，然后突然分开，气流送出口腔，形成爆破音。/k/是清辅音，声带不振动；/g/是浊辅音，声带振动。例如：ma**k**e，**k**ind，**c**apital；**g**ate，le**g**，**g**randfather。

/f/
/v/



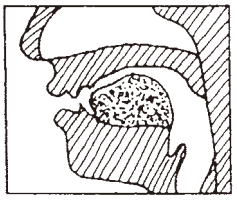
发音时下唇轻触上齿，气流由唇齿间通过，形成摩擦音。/f/是清辅音，声带不振动；/v/是浊辅音，声带振动。例如：**f**amily，**f**avourite，tele**ph**one；**v**ery，e**v**ery，**v**illage。

/s/
/z/



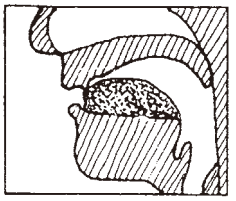
发音时舌端靠近齿龈，气流由舌端齿龈间送出，形成摩擦音。/s/是清辅音，声带不振动；/z/是浊辅音，声带振动。例如：advi**c**e，**s**orry，**s**tudent；**z**ero，**z**oo，hi**s**。

/ʃ/
/ʒ/



发音时舌端靠近齿龈后部，舌身抬起靠近上颚，双唇稍收圆并略突出。气流通过时形成摩擦音。/ʃ/是清辅音，声带不振动；/ʒ/是浊辅音，声带振动。例如：**sh**ow，fla**sh**，**sh**arp；mea**s**ure，plea**s**ure，televi**s**ion。

/θ/
/ð/



发音时舌尖轻触上齿背，气流由舌齿间送出，形成摩擦音。/θ/是清辅音，声带不振动；/ð/是浊辅音，声带振动。例如：**th**ank，mon**th**，sou**th**；**th**is，**th**ose，lea**th**er。

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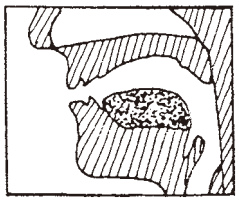
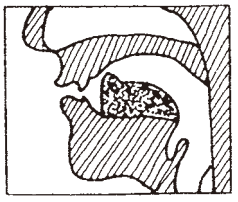
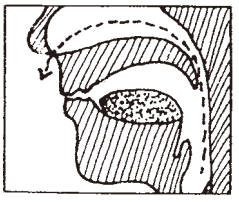
/h/ 

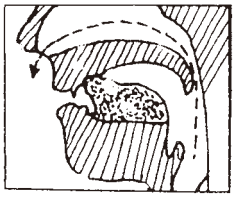
发音时气流送出口腔，在通过声门时发出轻微摩擦；口形随其后的元音而变化。/h/是清辅音，声带不振动。例如：**h**igh，**h**elp，**h**ope 等。

/r/ 

发音时舌尖卷起，靠近上齿龈后部。舌两侧稍收拢。双唇略突出。气流通过舌尖和齿龈形成轻微摩擦。浊辅音，声带振动。例如：**r**ight，g**r**een，**r**emember 等。

/m/ 

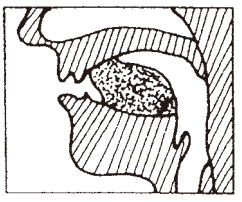
发音时软颚下垂，双唇紧闭，气流从鼻腔送出。例如：na**m**e，ho**m**e，**m**essage 等。

/n/ 

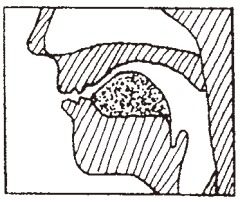
发音时舌尖抵上齿龈，软颚下垂，气流从鼻腔送出。例如：**n**ew，ski**n**，**n**eighbour 等。

/ŋ/ 

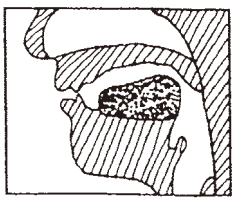
发音时软颚下垂，堵住口腔通道，气流从鼻腔送出。声带振动。例如：morni**ng**，nothi**ng**，so**ng** 等。

/l/ 

发音时舌尖及舌端紧贴上齿龈，当/l/位于元音前时，叫做清晰音。舌前向硬颚抬起，气流从舌的旁边送出。当此音在辅音前或为尾音时，叫做含糊音。将舌端抵住上齿龈，舌前下陷，舌后上抬，舌面形成凹形。浊辅音，声带振动。例如：**l**ady，bott**l**e，**l**augh 等。

/j/ 

发音时舌前部向硬颚尽量抬起，舌位较高，双唇伸展成扁平状。/j/是浊辅音，声带振动。例如：**y**ellow，**y**esterday，**y**oung 等。

/w/ 

发音时舌后部向软颚抬起，舌位高。双唇收小并向前突出，声带振动。发音短促，立刻滑向其后的元音。例如：**w**eather，**w**atch，**w**indow 等。

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Spelling and Pronunciation 拼法和发音

元音字母和元音字母组合在重读和非重读音节中的读音

Spelling	Stressed Syllable				Unstressed Syllable			
a	/eɪ/	n**a**me	er**a**ser	c**a**ke	/ə/	breakf**a**st	Can**a**da	Chin**a**
	/æ/	**a**m	**a**nd	c**a**t	/ɪ/	or**a**nge		
	/ɑ:/	gl**a**ss	ban**a**na	f**a**ther				
	/ɒ/	wh**a**t	w**a**nt	w**a**tch				
	/e/	m**a**ny	**a**ny					
e	/i:/	sh**e**	h**e**	w**e**	/ə/	children	op**e**n	
	/e/	p**e**n	d**e**sk	y**e**s	/ɪ/	**e**leven	**e**raser	
	/ɪ/	**E**nglish	pr**e**tty					
i	/aɪ/	**I**	l**i**ke	h**i**	/ɪ/	Engl**i**sh	fam**i**ly	
	/ɪ/	s**i**t	**i**s	**i**t				
	/i:/	mach**i**ne	policeman					
o	/əʊ/	n**o**	g**o**	cl**o**se	/ə/	t**o**day	**o**'clock	welc**o**me
	/ɒ/	**o**n	b**o**x	n**o**t				
	/ʌ/	s**o**me	st**o**mach	M**o**nday				
	/u:/	d**o**	t**o**	wh**o**se				
u	/ju:/	**u**nit	T**u**esday	exc**u**se				
	/ʌ/	**u**s	**u**p	**u**ncle				
	/u:/	bl**u**e	r**u**ler					
	/ʊ/	p**u**t	f**u**ll					
y	/aɪ/	m**y**	b**y**e	fl**y**	/ɪ/	ver**y**	man**y**	twent**y**
ai	/eɪ/	ch**ai**n	w**ai**ter	w**ai**tress				
al	/ɔ:/	sm**all**	t**al**k	**al**l				
au	/ɔ:/	**Au**gust	d**au**ghter					
ay	/eɪ/	d**ay**	m**ay**	ok**ay**				
ea	/i:/	**ea**t	m**ea**t	t**ea**				
	/e/	br**ea**d	h**ea**d	br**ea**kfast				
ee	/i:/	m**ee**t	s**ee**	thr**ee**				
ei	/eɪ/	**ei**ght	**ei**ghteen	**ei**ghty				
ew	/ju:/	n**ew**	f**ew**	rev**iew**				

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Spelling	Stressed Syllable			Unstressed Syllable		
oa	/əʊ/ c**oa**t	s**oa**p	b**oa**t			
oe	/əʊ/ t**oe**					
	/u:/ sh**oe**					
oy	/ɔɪ/ b**oy**	t**oy**	j**oy**			
oo	/u:/ b**oo**t	f**oo**d	z**oo**			
	/ʊ/ b**oo**k	l**oo**k	g**oo**d			
ou	/aʊ/ h**ou**se	m**ou**th	**ou**r			
ow	/aʊ/ br**ow**n	d**ow**n	n**ow**	/əʊ/ borr**ow**	yell**ow**	
	/əʊ/ sh**ow**	kn**ow**				
ar	/ɑ:/ **ar**e	c**ar**	f**ar**m			
er	/ɜ:/ h**er**	h**er**s	c**er**tainly	/ə/ fing**er**	lett**er**	lat**er**
ir	/ɜ:/ g**ir**l	sk**ir**t	sh**ir**t			
or	/ɔ:/ f**or**	**or**	sh**or**t	/ə/ f**or**get		
ur	/ɜ:/ h**ur**t	p**ur**ple	t**ur**n			
air	/eə/ ch**air**	h**air**	p**air**			
ing	/ɪŋ/ spr**ing**	s**ing**		/ɪŋ/ feel**ing**	morn**ing**	even**ing**
igh	/aɪ/ h**igh**	r**igh**t				
ere	/eə/ th**ere**	wh**ere**				
	/ɪə/ h**ere**					
ear	/eə/ p**ear**	w**ear**				
	/ɜ:/ h**ear**d	**ear**ly				
	/ɪə/ **ear**	h**ear**	d**ear**			
oor	/ɔ:/ d**oor**	fl**oor**				
our	/aʊə/ h**our**	**our**				
	/ɔ:/ f**our**	y**our**	f**our**teen			
ore	/ɔ:/ m**ore**	bef**ore**	st**ore**			

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辅音字母和辅音字母组合的读音

b	/b/	**b**ed	**b**ox	ta**b**le	**w**	/w/	**w**e	**w**ant	**w**ith
c	/k/	**c**ake	**c**at	pi**c**ture	**x**	/ks/	si**x**	bo**x**	e**x**ercise
	/s/	**c**ity	pen**c**il	ni**c**e	**y**	/j/	**y**ear	**y**ellow	**y**oung
d	/d/	**d**og	be**d**	han**d**	**z**	/z/	**z**ebra	**z**oo	
f	/f/	**f**ish	**f**rom	**f**ifty	**ch**	/tʃ/	cat**ch**	Fren**ch**	lun**ch**
g	/g/	**g**irl	do**g**	En**g**lish	**ck**	/k/	bla**ck**	chi**ck**en	si**ck**
	/dʒ/	a**g**e	**g**iraffe	oran**g**e	**dr**	/dr/	**dr**ess	**dr**ink	chil**dr**en
h	/h/	**h**air	**h**ave	**h**ello	**gh**	/－/	hi**gh**	li**gh**t	dau**gh**ter
j	/dʒ/	**j**ust	**J**uly	**j**uice		/f/	lau**gh**		
k	/k/	**k**ey	li**k**e	mil**k**	**kn**	/n/	**kn**ee	**kn**ow	**kn**ife
l	/l/	**l**ater	**l**et	**l**ive	**ng**	/ŋ(g)/	feeli**ng**	eveni**ng**	E**ng**land
	/ɬ/	o**l**d	fu**ll**	peop**l**e	**ph**	/f/	**ph**rase	ele**ph**ant	tele**ph**one
m	/m/	**m**y	nu**m**ber	na**m**e	**qu**	/k/	**qu**estion	**qu**een	re**qu**est
n	/n/	**n**eed	**n**ine	**n**urse	**sh**	/ʃ/	**sh**e	**sh**ort	wa**sh**
p	/p/	**p**aper	**p**lay	ma**p**	**th**	/θ/	**th**ree	**th**ank	**th**ird
r	/r/	**r**ead	**r**ed	f**r**iend		/ð/	**th**en	**th**is	bro**th**er
s	/s/	**s**ame	**s**ee	plu**s**	**tr**	/tr/	**tr**ee	**tr**uck	**tr**ousers
	/z/	era**s**er	excu**s**e	hi**s**	**wh**	/w/	**wh**at	**wh**ere	**wh**ite
t	/t/	**t**ea	shir**t**	thirs**t**y		/h/	**wh**o	**wh**ose	
v	/v/	**v**ery	lo**v**e	**v**egetable	**dz**	/dz/	frien**ds**	hea**ds**	
ts	/ts/	ca**ts**	studen**ts**						

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四种音标对照表

旧英式英语音标	新英式英语音标	美式英语音标(韦氏)	加拿大英语音标
Old Br. E. IPA	New Br. E. IPA	Am. E. IPA	Ca. E. Phonetics
iː	~	~	~
i	ɪ	i	ɪ
			i
e	~	~	~
æ	~	~	~
ə	~	ə (ər)	~
əː	ɜː	əː(əːr)	ɜr
ʌ	~	~	~
aː	ɑː	ɑː(ɑːr)	ɑr
ɔ	ɒ	ɑ	ɒ
ɔː	~	əː(ɔr;ɔːr)	ɔr
u	ʊ	u	ʊ
uː	~	uəː(uːr)	~
ai	aɪ	ai	ai
ei	eɪ	ei	ei
ɔi	ɔɪ	ɔi	ɔi
			əi (might, pipe)
au	aʊ	au	au
			ʌu (house)
əu	əʊ	ou	oː
iə	ɪə	ir (iːr)	
ɛə	eə	ɛr (ɛːr)	
uə	ʊə	ur (uːr)	
		air	
		aur	

【注】• 本套教材采用了 Daniel Jones 的 *Cambridge English Pronouncing Dictionary* 第 15 版的国际音标标音符号。

• 加拿大英语发音介乎英国英语和美国英语之间，在标音符号上兼有英音与美音的特点。对中国学习者来说，听懂加拿大英语较连贯的语段没有太大问题，但需指出的是，IPA 中，/aɪ/和/aʊ/两个双元音在加拿大英语中明显体现出加拿大英语的特点，在绝对开音节中，仍读作/aɪ/和/aʊ/，否则分别读作/əi/和/ʌu/。例如：pipe 读作/pəip/，might 读作/məit/，house 读作/hʌus/，mouth 读作/mʌuθ/；why 仍读作/waɪ/，my 仍读作/maɪ/，how 仍读作/haʊ/，cow 仍读作/kaʊ/。

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Keys & Listening Materials (Student Book)

《英语》答案及听力材料

Keys

Unit 1

Lesson 1

① 1. T 2. F 3. T

② 1. Her school is planning a trip around China with Li Ming's school. 2. Ms. Martin. 3. It is a good chance to learn about China. 4. She will tell him the good news.

③ 1. trip 2. news 3. travel 4. lead 5. chance 6. note

Lesson 2

① 1. 6 500 kilometres. 2. No. 3. The history and culture of China. 4. A trip plan. 5. About ten days.

② along, kilometres, special, culture

③ 1. will, leave 2. will arrive 3. will visit 4. will take 5. will give 6. Will, come

Lesson 3

① 第 1 幅图、第 2 幅图、第 3 幅图

② 1. It is about 12 kilometres long and over 600 years old. 2. The Big Wild Goose Pagoda, the Drum Tower, the Bell Tower and the Terra Cotta Warriors. 3. He wants to sit on one of the horses. No, he can't. 4. She wants to take photos. No, she can't.

③ 1. ring 2. move 3. hit 4. enjoy 5. ancient

Lesson 4

① 1. walks 2. first 3. a statue of a mother with a baby 4. can

② 1. The Yellow River is about 5 400 kilometres long. 2. The Mother River. 3. The Mother River Statue is beside the Yellow River. 4. Cheese.

③ go for a walk, cross, go down, turn right, over, in front of

Lesson 5

① 1. T 2. T 3. F

② main, Sands, same, safe

③ 1. rides 2. believe 3. another 4. is famous as 5. safe 6. on my way to 7. main

Lesson 6

① 第 1 幅图、第 4 幅图、第 5 幅图

② 1. She loved the music and the colourful clothing. 2. They went to the Great Wall. 3. The 2008 Olympics. 4. The *erhu*.

Unit Review

Building Your Vocabulary

I. bridge, news, note, dish, diary, sand, bell

II. 1. excited 2. arrived 3. believe 4. instrument 5. dishes

III. trip, culture, ancient, instrument

Grammar in Use

I. 2. two hundred and six 3. six thousand and three hundred

II. 1. may, May, may not 2. will, do, will help, will go, will climb, Will, come

Listening and Speaking

I. 1. T 2. F 3. F 4. T

Unit 2

Lesson 7

① 1. F 2. T 3. F

② 1. His project is about some places of interest in China. 2. He can't find donuts on the Silk Road. 3. The Silk Road is about history and culture.

③ joke — something people say to make others laugh, project — a task for school, history — things that happened in the past, culture — the traditions and beliefs of a group of people, anywhere — any place

④ trip, slept, projects, history, culture

Lesson 8

① 1. seventeen 2. Europe and Asia 3. coal and paper

② 1. Italy. 2. They travelled on boats, horses and camels. 3. Their journey lasted about twenty years. 4. In 1275. 5. He brought some coal, paper, silk, tea and other goods.

③ 1. goods 2. coal 3. journey 4. hoped 5. discovered

Lesson 9

① 1. 第 3 幅图 2. 第 1 幅图 3. 第 1 幅图

② 1. army — a group of soldiers, ancient — very very old, soft — not hard, describe — to explain

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something, ago — some time before

③ 2. IR 3. IR 4. R 5. IR

Lesson 10

① 1. China has a long history and rich culture.

2. He wants to learn to play the *erhu*. 3. A traditional Chinese dance.

② 1. T 2. F 3. F

③ 1. realized 2. Western 3. dancer 4. player 5. take part in

Lesson 11

① 1. T 2. T 3. T

② 1. dishes — special kinds of meals or food 2. treasure — something very special 3. taste — to eat a little bit of food 4. product — result from working

③ food, history, treasure, taste

Lesson 12

① 第 2 幅图、第 3 幅图

② experienced, long, rich, alive, hoped

Unit Review

Building Your Vocabulary

I. realize, experience, journey, discover, coal, describe, still, hide

II. 1. Asia a continent 2. journey a long road

3. discovered to find for the first time 4. realized to understand something clearly 5. rich to be full of special and different things

Grammar in Use

1. Did, bring 2. have, did 3. saw, gave 4. did, get, got 5. sent, read 6. heard

Listening and Speaking

I. Mum — silk, Dad — tea, Friends — postcards, Family — chopsticks

Unit 3

Lesson 13

① Wang Mei's subjects: Chinese, history, P.E.; Jenny's subjects: social studies, shop, French, art; the same subjects: English, math

② 1. She is a little busy. 2. She has six classes every day. 3. Her favourite subject is P.E. 4. Her favourite subject is shop. 5. She made a bird house in shop class last week.

③ 1. am good at 2. finish 3. take part in 4. subjects 5. life

Lesson 14

① 3-1-5-2-4

② 1. There are 400 students in her school. 2. They do a lot of projects in social studies. 3. She always draws and paints in art class. 4. No, they usually play songs as a class.

③ 1. wood 2. print 3. shop 4. silk 5. fair 6. guitar

Lesson 15

① 1. F 2. T 3. T 4. T 5. F

② 1. drop out of 2. give up 3. made a difference 4. in the future

③ 2. She sometimes helps out at home.

3. They never walk to school.

4. My father usually reads the newspaper.

5. I often visit my grandparents.

Lesson 16

① 1. He is 12. 2. They lost everything in a big house fire. 3. It happened on the first day of school.

4. Jason's classmates helped him and his family.

5. They brought clothes and food from their homes. The school also had a car wash and a cookie sale to raise money.

② terrible — very very bad, everything — the opposite of nothing, hear — listen, cookie — something sweet to eat, raise — collect money

③ 1. news 2. fire 3. lost 4. raised 5. happened

Lesson 17

① 1. T 2. F 3. F 4. F

② 1. She hopes to win first prize. 2. She made a video about silk worms. 3. It's about donuts. 4. He will make ten different kinds of donuts.

③ 1. am interested in 2. different kinds of 3. am ready for 4. a piece of 5. did a great job

Lesson 18

① 1. F 2. T 3. F 4. T

② China: There are many students in a class. The teachers move from classroom to classroom.

Canada: There are usually only 35 students in a class. The students move from classroom to classroom for their classes.

③ 1. friendly 2. wonderful 3. nervous 4. teach 5. relaxed

Unit Review

Building Your Vocabulary

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I. Cross: my, visitor, comfortable, video, quite, even, nervous Down: we, difference, math, relaxed, term
II. is interested in, came/come up with, take part in, give up, make a difference
Listening and Speaking
I. English, art, P.E.
III. CAEBD

Unit 4

Lesson 19

① 第 1 幅图和第 4 幅图。

② Monday — He is going to have dinner with Jim, Tuesday — He has volleyball practice, Thursday — He will volunteer at the Old Age Home, Friday — He has math classes

③ 1. are going to have 2. is going to borrow 3. is going 4. are going to make 5. am going to be

Lesson 20

① Li Lin — Swim Team, Zhang Lei — Chess Club, Wang Tao — Acting Group

②

Club	What is good about this club?	Club Meeting Days
Chess Club	• It helps you improve thinking skills. • It helps you make new friends. • It challenges you and makes you think hard. • It helps you learn and have fun.	Tuesdays and Thursdays
Acting Group	• It is fun and useful. • It helps you meet lots of new people and improve social skills. • Everyone can enjoy acting.	Mondays, Wednesdays and Fridays
Swim Team	• It is a fun and good exercise. • It helps you stay in shape and have a good time. • It has lessons for different levels.	Monday to Friday (after school) weekends

③ 1. swimming 2. join 3. skills 4. level 5. pool

Lesson 21

① 1-4-3-2

Lesson 22

① 第 3 幅图

② 1. Because he has big plans. He can't wait. It's going to be a good weekend.

2. Jenny usually just stays home, reads a book, surfs the Internet, watches TV and helps her mum with the housework.

3. She will join Danny to make donuts this weekend.

③ stay still — don't move, actually — in fact, hurry — the wish to go some place quickly, somewhere — to some place

Lesson 23

① She is going to buy some books at the bookstore. She is going to read an English story to her grandma. She is going to visit her grandparents. She is going to have dumplings with her grandparents.

② 1. It's just two bus stops away. 2. She always buys her groceries at the morning market. The vegetables are fresh and not too expensive. 3. Hanyu and her grandparents are going to have dumplings tomorrow.

Lesson 24

① What did Danny do last weekend? — 第 2 幅图 , What is Danny going to do next weekend? —第 1 幅图

② 1. Danny's mum taught him to make donuts.
2. Fresh home-made donuts are so delicious.
3. He is going to the mountain by bus.
4. The mountain is three hours away from Danny's house.
5. Danny is going to bring some donuts for everyone.

③ 1.Everybody 2. bring 3. fresh 4. climb 5. take

Unit Review

Building Your Vocabulary
I. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
II. basketball, volleyball, chess, paint, art, dance, draw, music
Grammar in Use
I. Where are you going?
2. How will you go there?
3. Where are you going to visit?
II. 1. Tom is going to/will play volleyball with his friends tomorrow.
2. They are going to/will climb a mountain next weekend.
3. I am going to/will send an e-mail to my friend next Sunday.
4. Ms. Zhang is going to/will teach me English next year.

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5. Amy is going to/will fly a kite in the park tomorrow morning.

Listening and Speaking

II. 1. Jack plays basketball on Sunday(s).

2. He goes to the library on Tuesdays, Fridays and Saturdays. He will go to the library 5 times a month.

3. Jack is going to go shopping on the 7th.

4. Jack's birthday is on May 25.

Unit 5

Lesson 25

① 1. F 2. T 3. T 4. F

② practice, talked, understand, speak, follow, had

③ 1. myself 2. Her 3. yourself 4. his 5. yourself

Lesson 26

① 1. Russia 2. a Canadian 3. twice 4. excited 5. next year

② 1. She won first place at the National English Competition.

2. Ms. Bell talks with Alicia.

3. She won a trip to Canada.

4. She will stay in Canada for two weeks.

③ 3-6-5-1-8-7-9-2-4

Lesson 27

① 1. F 2. T 3. T 4. F 5. T

② 1. letter 2. fact 3. sentence 4. lazy 5. quick

③ 1. hear 2. meet 3. stay 4. be 5. find

Lesson 28

① Speak English every day! Read a lot and use a dictionary! Listen to English music! Watch English TV shows and movies!

② 1. She is in Grade 7. 2. She speaks Chinese at home. 3. She often reads English storybooks, magazines and newspapers. 4. She watches English movies every Sunday evening. 5. We can find the words for many English songs on the Internet.

③ myself, you, me, I, you, yourself

Lesson 29

① knowledge — facts and ideas learned from study and experience, article — a piece of writing in a newspaper or magazine, opportunity — a good chance for success, differences — things that are not the same, challenge — something difficult or not easy to do

② articles; knowledge; differences; challenge; opportunities

③ 1. anywhere 2. connects 3. asked for 4. a good knowledge of 5. life

Lesson 30

① 1. F 2. F 3. T 4. T 5. T

② 1. She is 1.6 metres tall. 2. She likes to play chess. 3. She is trying to use some new words. 4. She teaches Jessica "Ni hao". 5. She is looking forward to Jessica's reply.

③ 1. play chess 2. looking forward to 3. tried to 4. won first place

Unit Review

Building Your Vocabulary

I. Cross: connect, twice, flag, Canadian, mistake, understand Down: prize, cartoon, knowledge, grade, prove, proud

II. 1. can't wait to 2. looking up 3. at the same time 4. am afraid to 5. laughed at

Grammar in Use

I. 1. myself 2. yourself 3. myself 4. yourself

II. 1. I can't wait to see you. 2. You can stay with me. 3. I can sing along with the music.

Listening and Speaking

I. 1. Three hours. 2. No, they don't. 3. Every Tuesday and Thursday after school.

III. BDAC

Unit 6

Lesson 31

① 1.

Name	Favourite Season
Steven	spring
Jenny	summer
Kim	autumn/fall
Danny	winter

② 4-3-2-1-5

③ What a snowy day! — 图 2

What beautiful flowers they are! — 图 1

What a hot, sunny day! — 图 4

What cool weather it is! — 图 3

④ 1. strange 2. dark 3. wake up 4. notice 5. wild

Lesson 32

① 2. skating — In winter, you can go skating on the ice. 3. snowball fighting — We like to go out for a snowball fight together. 4. making a snowman — We can make a snowman together when it snows.

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② 4-3-5-2-6-1

③ snowy, clear, scarves, hill, snowman

Lesson 33

① 1. Her favourite season is autumn.

2. She likes to wear scarves.

3. On weekends, she and her family go to the farm and pick apples.

4. Apples are in her big black bag.

② The weather is warm and windy.

It's fun to go for walks in the park.

Kim can wear her favourite jacket.

③ pie — a kind of cake filled with fruit, bright — filled with light, different — not the same, temperature — a measure of how cold or how hot a place or thing is

Lesson 34

① 1. warm, bright 2. friends 3. near the lake

4. sandwiches

②

Steven's Favourite Day		
Time	Weather	Activities
After breakfast	The weather was warm. The sun was bright.	He went on a trip to the countryside with his friends. They played catch and made maple syrup. They had a picnic near the lake.
After lunch	The sky became dark. There were many clouds. It began to rain.	They fed the geese. They ran to the car but it was too late. They were all wet!

③ 1. laughed 2. dark 3. wet 4. clouds 5. catch

Lesson 35

① 1. 16 2. Australia 3. summer 4. is 5. can't

② reach — get to; arrive at, popular — be liked by many people, degrees — a word to describe temperature, sea — a big body of water

③ 1. lots of beaches 2. are different from

3. December to February 4. good exercise 5. a great surfer

④ 1. I like summer best. 2. Many people here like to go surfing. 3. The weather in Beijing and Chengdu is not the same.

Lesson 36

① 第 1 幅图

② 1. The temperature is not too hot or too cold. The rain and sun make all the trees and grass green again. Beautiful flowers are everywhere and everything looks new and fresh.

2. Li Ming is going to the countryside with his parents.

3. They are going to pick strawberries and have a picnic.

4. Li Ming's house is near the park.

③ 1. like 2. hot, cold 3. everywhere, new, fresh

Unit Review

Building Your Vocabulary

I. strange, search, everywhere, wild, strawberry, dark, goose, wet, degree, sea, wake

II. 1. winter 2. skate 3. flower 4. snowman

5. countryside

Grammar in Use

2. What a clear night it is! How clear the night is!

3. What a bright sun it is! How bright the sun is!

4. What beautiful flowers they are! How beautiful the flowers are!

5. What a warm day it is today! How warm it is today!

6. What fresh fruit it is! How fresh the fruit is!

Listening and Speaking

I. bright, picked, full, hill, flowers, clear, wet, laughed

Unit 7

Lesson 37

① 1. T 2. T 3. F 4. T

② 1. Ten.

2. You shouldn't eat so many donuts. It's not good for your health. Do you know the saying: You are what you eat?

3. Later that night, Danny had a dream. In the dream, he became a big donut and everyone tried to eat him.

4. Because he didn't want to be a donut./Because he agreed with his uncle./Because he was scared in his dream.

③ 1. is good for 2. as usual 3. have lunch 4. To tell you the truth 5. woke up

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Lesson 38

① 1. Running 2. Walking 3. Exercise 4. Apples 5. Eggs

② Good for the Mind: watching TV/playing chess/doing homework/talking with friends/studying/draw pictures/singing/playing the *erhu*…

Good for the Body: climbing mountains/dancing/running/eating fish/eating fruit…

③ 1. healthy 2. truth 3. true 4. a lot of 5. vegetables

Lesson 39

①

Name	Grade	Event Placings
Kim	7	won first place in four events
Tony	8	won first place in two events and second place in three events
Jack	9	won first place in six events
Danny	7	won third place in running

② 1. All the students and teachers from Grades 7, 8 and 9 (took part in the sports events).

2. There were ten different events.

3. Because he didn't win first place.

4. Good work, Danny. Winning is not everything. Having fun is important.

③ 1. took, won 2. had 3. got, ran 4. were 5. see

Lesson 40

① 1-3-2-5-4

② 1. T 2. F 3. F 4. F 5. T

③ 1. used to 2. worry about 3. putting on weight 4. any more 5. go for a walk

Lesson 41

① 1. They ate good, natural food like fish and vegetables.

2. Yes, they were (very healthy).

3. Yes. They always went fishing and hunting for food.

4. They rested and played together (after a hard day of work).

② Canada, hunting, natural, fire, others

③ 2. There are many different vegetables in the salad.

3. There is a letter at his front door.

4. There are many clouds in the sky.

5. There are two interesting reports in today's newspaper.

6. There are many people on the beach.

Lesson 42

① 1. first 2. spend/spent 3. lead 4. habits 5. keep

② Yang Hao: I often play basketball with my friends after school. (good habit)

Wang Mei: I always get up early. (good habit)

I brush my teeth three times a day. (good habit)

Steven: I always keep my room clean and organized. (good habit)

I spend too much time on the computer. (bad habit)

③ 1. work for 2. work on 3. make my bed

4. improve myself 5. write down

Unit Review

Building Your Vocabulary

I. 1. spend 2. move 3. lucky 4. organized 5. team

II. natural, health; keep; bodies, minds; sports, exercise; important

Grammar in Use

I. There is a cat in front of the door.

There is a picture above the couch./There is a bed beside the couch.

There are some paper on the desk./There are two girls beside the desk.

There are some books on the desk.

There is some water in the bottle.

II. 2. Are there some lovely girls in our classroom?

3. Was there only one person at the Chess Club meeting?

Listening and Speaking

I. 1. habit 2. stay 3. health 4. be active 5. used to 6. take part in

III. 5-8-2-6-7-4-1-3

Unit 8

Lesson 43

① exam, over, month, tennis, football, sun

② 第 1、4、5 幅图

③ 2. Jane will/is going to sing a folk song at the school party tomorrow.

3. Tomorrow I will/am going to walk to school.

4. They will/are going to listen to the radio tomorrow.

Lesson 44

① 1. The letters "ARG" stand for Animal Rights Group.

2. ARG takes care of pets without a home.

3. Because people move away and they can't take

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their pets with them. Or people are too old or sick and they can't take care of their pets. (Or, people are not nice to their pets.)
4. His family left him alone in a field.
5. Because he loves animals.
② take care of, leave him alone, move away, take him away

Lesson 45

① 1. He is going to play baseball for the Tigers.
2. "Tigers" is the name of Greg's team.
3. Baseball is his favourite sport.
4. They will practice in the morning and on weekends they will play against other teams.
5. His family and friends will come and watch him play.
② ball, play, field, orange
③ 1. will/are going to 2. will/is going to 3. will/am going to 4. will/are going to 5. will
④ play ball — do business or work together with someone
drop the ball — make a mistake or do something wrong
home run — do something very well, to be a winner
play softball — ask easy questions
one base at a time — one step at a time

Lesson 46

① This morning — we played a baseball game outside.
Next week — my friend and I are going to a national park.
At noon today — we had a party!
In August — my family will go to the beach.
② plans, will, weeks, visit, go to, visit, will climb, Friday, wishes, summer
③ 1. will go 2. leaves 3. goes 4. will/is going to watch 5. will/are going to play 6. listen

Lesson 47

① Li Lin — 图 4, Wang Mei — 图 1 和 3,
Yang Hao — 图 2 和 5
② plans, library, volunteer, storybooks, Germany, parents, three, countryside, University

Lesson 48

① 1. F 2. F 3. F 4. T 5. T
② 1. Shanghai 2. doctor 3. Xi'an 4. go bike riding
③ 2. No, I am not. I am going to do my homework after dinner./Yes, I am.
3. No, I won't. I have to clean the house for the family this evening./Yes, I will.
4. No, I am not. I am going to visit my aunt and uncle this weekend./Yes, I am.
5. No, I won't. I will fish at the river./Yes, I will.
6. No, I won't. I will go to the village this summer./Yes, I will.

Unit Review

Building Your Vocabulary
I. 1. nature 2. care 3. alone 4. leave 5. share
II. 1. get ready for 2. looking forward to 3. take part in 4. play against 5. did well in
Grammar in Use
I . 2. He's 43 years old.
3. She won't stay in Shijiazhuang any longer.
4. We're good friends.
5. He doesn't drive a car.
II. 2. We will get up early tomorrow morning.
3. He will visit his grandmother this weekend.
4. I will go shopping this Sunday.
5. Our school will have a Sports Day.
Listening and Speaking
I. Age: 15 2. Beijing 3. his sister 4. two weeks
5. his uncle
III. 2-4-1-5-7-6-3

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Listening Materials

Unit 1

Lesson 1

① Listen and write true (T) or false (F).

(The text of the lesson)

Lesson 2

① Listen and tick the correct answers.

(The text of the lesson)

Lesson 3

① What can you see in Xi'an? Listen and tick the correct pictures.

(The text of the lesson)

Lesson 4

① Listen and circle the correct words.

(The text of the lesson)

Lesson 5

① Listen and write true (T) or false (F).

(The text of the lesson)

Lesson 6

① What places did Jenny and her friends visit on their trip? Listen and tick the correct pictures.

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen to the dialogues and write true (T) or false (F).

1. A: May I ask you a question?

B: Sure, Li Lin! What is it?

2. A: Can we take a picture in front of the statue?

B: Sorry, children. Look at the sign, "No photos!"

3. A: I want to ride a horse on the farm.

B: Is it safe?

A: Yes, I think so. I never fall off the horse.

4. A: How far is Beijing from Vancouver?

B: About 8 600 kilometres.

A: That's far!

Unit 2

Lesson 7

① Listen to the dialogues and write true (T) or false (F).

1. A: Did you have a good rest after the trip?

B: Yes, I slept for two full days.

2. A: Are you ready for your project, Jenny?

B: Yes, I am. I will talk about Marco Polo.

3. A: Let's go to the library and work on our projects.

B: Good idea.

Lesson 8

① Listen and tick the correct answers.

(The text of the lesson)

Lesson 9

① Listen to the dialogues and tick the correct pictures to answer the questions.

1. A: Look! Is Danny riding a horse?

B: No, he is riding a camel.

Q: What animal is Danny riding?

2. A: Look at Wang Mei's scarf. It's soft and colourful.

B: It's a silk scarf, I think.

Q: What is Wang Mei wearing?

3. A: I went on a trip to Xi'an last summer.

B: What did you see in Xi'an?

A: The Terra Cotta Warriors.

Q: What place of interest did the boy visit last summer?

Lesson 10

① Listen and tick the correct answers.

(The text of the lesson)

Lesson 11

① Listen and write true (T) or false (F).

(The text of the lesson)

Lesson 12

① Which pictures dose Li Ming NOT mention? Listen to the passage and tick.

Here are some photos from my trip! Look! We are in the Drum Tower. Here is a picture from the Great Wall. It was so fun!

Unit Review

Listening and Speaking

I. Listen to the passage and match the people with the gifts they got.

Ms. Martin is a teacher at Jenny's school. She went to China with her students. During the journey, she realized many things. China is so rich in culture. It was amazing to travel in China. She brought a lot of gifts back to Canada. They were tea, silk, chopsticks and a lot of postcards of the Terra Cotta Warriors in Xi'an. She bought the tea for her dad. She gave the silk to her mum. She gave every person in her family chopsticks. And she gave postcards to all of her friends.

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Unit 3

Lesson 13

① Listen and write down what subjects they have.
(The text of the lesson)

Lesson 14

① Listen to the statements and number the pictures.
1. My favourite subject is shop. We make different things in shop class.
2. I like art best. I'm good at drawing.
3. It's time for P.E. Get ready to go to the playground.
4. I like English. I want to visit many foreign countries.
5. Can you help me with this math problem? It's too hard.

Lesson 15

① Listen and write true (T) or false (F).
(The text of the lesson)

Lesson 17

① Listen and write true (T) or false (F).
(The text of the lesson)

Lesson 18

① Listen and write true (T) or false (F).
(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen to the passage and complete the timetable.
My name is Linda. I'm a middle school student. Today is Monday. It's my favourite school day. My first class is Chinese. It starts at 8:00 a.m. and finishes at 8:45 a.m. My second class is English. I have my homeroom teacher for English. My next class is math. Math is always hard for me, but my teacher helps me a lot. My fourth class is my favourite — art! I like drawing and painting. After lunch, my first class is history. It starts at 2:30 p.m. and finishes at 3:15 p.m. My last class is P.E. We always run and jump. It's a fun class!

Unit 4

Lesson 19

① What is Jim going to do this week? Listen and tick the pictures.
(The text of the lesson)

Lesson 20

① Listen to the statements and match the people with the clubs they want to join.
I'm Li Lin. I need to stay in shape.
I'm Zhang Lei. I want to improve my thinking skills.
I'm Wang Tao. I like role-play games and I enjoy acting.

Lesson 21

① Listen to the statements and number the pictures.
Danny likes to play sports.
Li Ming enjoys reading and writing.
Kim likes to draw and paint.
Jenny enjoys listening to music.

Lesson 22

① What is Danny going to do this weekend? Listen and tick the correct picture.
(The text of the lesson)

Lesson 23

① What is Zhao Hanyu going to do this weekend? Listen and tick the correct statements.
(The text of the lesson)

Lesson 24

① Listen and match the pictures with the questions.
(The text of the lesson)

Unit 5

Lesson 25

① Listen and write true (T) or false (F).
(The text of the lesson)

Lesson 26

① Listen and circle the correct words.
(The text of the lesson)

Lesson 27

① Listen and write true (T) or false (F).
(The text of the lesson)

Lesson 28

① What tips does Teresa have for learning English? Listen and tick the correct answers.
(The text of the lesson)

Lesson 30

① Listen and write true (T) or false (F).
(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen to the passage and tick the correct answers.
Mr. Wilson is the head of a language school in Canada. Today, he is welcoming his new foreign students. "Hello everyone, my name is Sam Wilson.

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Welcome to our school. Before you begin your classes, you need to know the following things: Every morning from 8:30 to 11:30 and every afternoon from 1:30 to 4:30, you will have English classes. Lunch stars at 12:00. You can buy food at school or bring your own lunch. In the evenings you don't have classes. But you should use that time to practice your English. Every Tuesday and Thursday, there will be an English corner after school. You are welcome to join. It will be a good opportunity for you to practice your English and make new friends. Have fun with your studies and enjoy your time in Canada."

Unit 6

Lesson 31

① What are the students' favourite seasons? Listen and fill in the table.

(The text of the lesson)

Lesson 32

② Listen to the passage and put the sentences in the correct order.

It's a snowy day today. I'm going to play outside with my friends. I put on my scarf, hat, gloves and jacket. Now I am ready to go out and play. My friends and I roll in the snow and have a snowball fight. It's so fun! Then we make a big snowman. Later, we go skating on the ice.

Lesson 33

① Listen and answer the questions.

(The text of the lesson)

Lesson 34

① Listen and circle the correct words.

(The text of the lesson)

Lesson 35

① Listen and circle the correct words.

(The text of the lesson)

Lesson 36

① What are Li Ming and his parents going to do? Listen and tick the correct pictures.

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen to the passage and fill in the blanks.

It was a bright and sunny day yesterday. I went to the countryside with my family. We visited a big farm. We picked strawberries there. We got three bags full of strawberries. Then we climbed a big hill. We looked around at all the beautiful trees and flowers. Later, we had a picnic near a small lake. The water was nice and clear. I noticed many small fish. I put my feet in the water, but then I fell down. I got all wet! It was funny. I laughed at myself. What a fun day!

Unit 7

Lesson 37

① Listen and write true (T) or false (F).

(The text of the lesson)

Lesson 38

① Listen to the statements and fill in the blanks. The first letter is given.

1. Running helps us remember information.
2. Walking can improve our thinking skills.
3. Exercise can keep our brains young!
4. Apples help our brains stay strong.
5. Eggs and fish help our brains work faster.

Lesson 39

① Listen and complete the table.

(The text of the lesson)

Lesson 40

① Listen to the statements and number the pictures.

1. Ben and Tim used to be very active together. They played games outdoors.
2. But now Ben worries about Tim. Tim is not active any more. He has some bad habits. He watches too much TV. He is putting on weight.
3. Ben sends his friend a poem.
4. Tim reads the poem and he smiles. He writes a poem back to Ben.
5. Ben and Tim decide to meet and take a walk.

Lesson 41

① How was life for the First Nations people a long time ago? Listen and answer the questions.

(The text of the lesson)

Lesson 42

② Listen to the statements and match the people with the habits. Then draw (a happy face) for good habits or (a sad face) for bad habits.

My name is Yang Hao. I often play basketball with my friends after school.

I'm Wang Mei. I always get up early. And I brush my

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teeth three times a day.
Hi, I'm Steven. I always keep my room clean and organized. But I spend too much time on the computer.

Unit Review

Listening and Speaking

I. Listen to the definitions and tick the correct words or phrases.

1. Something you do very often. You don't even think about it — you just do it.
2. To continue to be or do something.
3. About the strength of the body and the mind.
4. To move or get some exercise.
5. Something one did in the past, but doesn't do it anymore.
6. To join or be a member of a group or team.

Unit 8

Lesson 43

② What will the boy and his family do for the summer? Listen to the passage and tick the correct pictures.

Hooray! Summer is here! I love summer weather. There are so many fun things to do outside. My family and I don't like to stay at home and watch TV. We like to be active and enjoy the nice weather. We are lucky. We live near a beautiful lake. We will go bike riding around the lake. And I will play football with my friends every day. My father likes playing basketball. He will play basketball with his friends. My mother enjoys running. She will go for a run every morning. Every day will be fun.

Lesson 44

② Someone called ARG and asked ARG for help. Listen and complete the phone call record with the phrases in the box.

Person: Hi, my name is Peter. My neighbours are not nice to their pet.
ARG: What did they do to the pet?
Person: Well… they don't take care of their pet. They often leave him alone outside. And they don't give him enough food or water.
ARG: Oh, I see. What kind of animal is it?
Person: It's a dog. I want to bring him to my home, but I can't. I will move away next week.
ARG: OK. We will come and check tomorrow. We may need to take him away and bring him to ARG. Thank you for calling.

Lesson 45

② Listen to the chant and fill in the blanks.

Will you come to my ball game?
Will you come and watch me play?
I'm playing for the Tigers.
I'm going to practice every day.
Will you come to my baseball game?
Will you sing songs and buy a snack?
Look for my team on the baseball field.
Our uniforms are orange and black.

Lesson 46

② Listen to the passage and fill in the blanks.

Betty has big plans this summer. She will visit her aunt and cousins in Beijing. She will stay there for two weeks. On the first day, they are going to visit the Palace Museum. And later, they will go to Wangfujing Street. The next day, they plan to visit the Great Wall. They will climb the Wall and have a picnic near the mountains. On Friday, they are going to the Beijing Zoo. Betty wishes to see the pandas at the zoo. She loves pandas! It's going to be a great summer.

Lesson 47

① What are they going to do for the summer? Listen to the dialogues and match the pictures.

1. Boy: Hi, Li Lin! What are you going to do this summer?
Girl (Li Lin): I will visit my grandparents in the countryside.
2. Girl: Do you have any plans for the summer, Wang Mei?
Girl (Wang Mei): I'm going to volunteer at the library. And I will read a lot of books.
3. Girl: Are you ready for your summer holiday, Yang Hao?
Boy (Yang Hao): Yes. I will take swimming classes in July and my parents and I are planning a trip to Shanghai for August. I'm very excited.

Lesson 48

② Listen to the passage and tick the correct answers.

Bob lives in Shanghai. He is a doctor at a children's hospital. He is going to take a long holiday this

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summer. He planned to go to Hong Kong or Beijing, but decided to go to Xi'an. Xi'an has a very long history and it is very famous for the Terra Cotta Warriors. Bob is going to leave Shanghai in July and he will stay in Xi'an for a week. He will visit the Terra Cotta Warriors and some other museums. He also plans to go bike riding around the walled city in Xi'an.

Unit Review

Listening and Speaking

I. Listen to the passage and complete the form.

Hey, I'm Jerry. I'm a fifteen-year-old boy from Australia. Next Friday I'm going to Beijing for a holiday. I'm going there with my sister. We are going to stay there for two weeks. We will visit my uncle there. He will take us around Beijing. We are going to visit the Palace Museum and we will go bike riding around the city. On July 18, we will come back home.

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Classroom English

1. 上课（Beginning a class）

（1）Let's start now. / Let's begin our class / lesson. 现在我们开始上课。

（2）Stand up, please. 请起立！

（3）Sit down, please. 请坐！

2. 问候（Greeting）

（4）Hello, boys and girls / children. 同学们好。/大家好。

（5）Good morning, class / everyone / everybody / children / boys and girls. 同学们,早上好。

（6）Good afternoon, class / everyone / everybody / children / boys and girls. 同学们,下午好。

（7）How are you today? 你(们)今天感觉怎么样?

3. 考勤（Checking attendance）

（8）Who's on duty today? / Who's helping this morning / today? 今天(早上)谁值日?

（9）Is everyone / everybody here / present? 所有人都到齐了吗?

（10）Is anyone away? / Is anybody away? 有人缺席吗?

（11）Is anyone absent? / Is anybody absent? 有人缺席吗?

（12）Who's absent? / Who's away? 谁缺席了?

（13）Where is he/ she? 他/她在哪里?

（14）Try to be on time. / Don't be late next time. 尽量准时到。/下次别迟到了。

（15）Go back to your seat, please. 请回到你的座位上去。

（16）What day is it today? 今天星期几?

（17）What's the date today? 今天几号?

（18）What's the weather like today? 今天天气怎么样?

（19）What's it like outside? 外面天气怎么样?

4. 宣布(Announcing)

（20）Let's start working. / Let's begin / start a new lesson. / Let's begin / start our lesson. 我们开始上(新)课。

（21）First, let's review / do some review. 首先,我们来复习一下。

（22）What did we learn in the last lesson? 上一课我们学了什么?

（23）Who can tell / remember what we did in the last lesson / yesterday? 谁能告诉我/还记得上一课/昨天我们学(做)了什么?

（24）Now we're going to do something new / different. / Now let's learn something new. 现在我们做一些新的/不同的练习。/现在我们来学习一些新内容。

（25）We have some new words / sentences. 我们有一些新单词/句子要学习。

5. 提起注意（Directing attention）

（26）Ready? / Are you ready? 准备好了吗?

（27）Did you get there? / Do you understand? 听懂了吗?

（28）Is that clear? 明白了吗?

（29）Any volunteers? 谁自愿回答? /谁自告奋勇?

（30）Do you know what to do? 知道要做什么吗?

（31）Be quiet, please. / Quiet, please. 请安静。

（32）Listen, please. 请听。

（33）Listen carefully, please. 请认真听。

（34）Listen to the tape recorder / the recording. 听录音。

（35）Look carefully, please. 请仔细看。

（36）Look over here. 看这里。

（37）Watch carefully. 仔细看。

（38）Are your watching? 你(们)在看吗?

（39）Please look at the blackboard / picture / map … 请看黑板/图片/地图……

（40）Pay attention to your spelling / pronunciation … 注意自己的拼写/发音。

6. 课堂活动(Classroom activities)

（41）Start! / Start now. 开始！/现在开始!

（42）Everybody together. / All together. 所有人一起。

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(43)Practise in a group. / Practise in groups. / In groups, please. 分组练习。/请大家分组练习。

(44)Get into groups of three / four … 每三/四个人结成一组。

(45)Everybody, find a partner / friend. 每人找一个搭档。

(46)In pairs, please. 请两人一组。

(47)One at a time. / Let's do it one by one. 一个一个来。/让我们一个一个来做。

(48)Now you, please. / Your turn (Student's name). 该你了。/轮到你了。

(49)Next, please. Now you do the same, please. 下一位,请做同样的动作。

(50)Let's act. / Let's act out / do the dialogue. 我们来表演对话。

(51)Who wants to be A? 谁想扮演角色 A?

(52)Practise the dialogue, please. 请练习对话。

(53)Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A,另一半学生扮演角色 B。

(54)Please take (play) the part of … 请扮演……

(55)Whose turn is it? 轮到谁了?

(56)It's your turn. 轮到你了。

(57)Wait your turn, please. 请等候你的次序。

(58)Stand in line. / Line up. 站成一排。/来排队。

(59)One by one. / One at a time, please. 一个一个来。

(60)In twos. / In pairs. 两人一组。

(61)Don't speak out. 不要说出来。

(62)Turn around. 转身。

7. 请求(Request)

(63)Could you please try it again? 你(们)能再试一下吗?

(64)Could you please try the next one? 请试试下一个好吗?

(65)Will you please help me? 你愿意帮助我吗?

8. 鼓励(Encouraging)

(66)Can you try? 你(们)能试一下吗?

(67)Try, please. 请尝试一下。

(68)Try your best. / Do your best. 尽你最大的努力!

(69)Think it over and try again. 认真思考一下,然后再试试。

(70)Don't be afraid / shy. 不要害怕/害羞。

9. 指令(Issuing a command)

(71)Say / Read after me, please. 请跟我说/读。

(72)Follow me, please. 请跟我读(学……)。

(73)Do what I do. 跟我做。

(74)Repeat, please. / Repeat after me. 请重复。/请跟我重复。

(75)Once more, please. / One more time, please. 再来一次。

(76)Come here, please. 请过来。

(77)Please come to the front. / Come up and write on the blackboard / chalkboard. 请到前面来。/到前面来,写到黑板上。

(78)Come and write it on the blackboard. 过来写到黑板上。

(79)Please go back to your seat. 请回座位。

(80)In English, please. 请使用英语。

(81)Put your hand up, please. /Raise your hand, please. 请举手。

(82)Put your hands down, please. / Hands down, please. 请把手放下。

(83)Say / Write it in Chinese / English. 用汉语/英语说/写。

(84)Please take out your books. 请把书拿出来。

(85)Please open your books at page … / Find page … / Turn to page … 请打开书,翻到……页。/把书翻到……页。

(86)Please answer the question / questions. / Please answer my question(s). 请回答这个(些)问题。/请回答我的问题。

(87)Please read this letter / word / sentence out loud. / Please read out this letter / word / sentence. 请大声地读出这个字母/单词/句子。/请读出这个字母/单词/句子。

(88)Please stop now. / Stop now, please. / Stop here, please. 请现在停下来。/请停到这里。

(89)Clean up your desk / the classroom, please. 请整理你的课桌/请打扫教室。

(90)It's clean-up time. / Tidy up your desk / the

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classroom. 现在是大扫除时间。/请清理你的课桌/教室。

(91) Put your things away. / Clean off your desk. / Pick up the scraps. 请把你的物品收拾起来。/收拾好你的桌子。/收拾一下剩余的物品。

(92) Clean the blackboard. 请擦一下黑板。

(93) Plug in the tape-recorder, please. 请插一下录音机。

(94) Put the tape-recorder away. 请把录音机收起来。

(95) Put the tape in its box / cassette. 把磁带放进盒子里/磁带盒里。

(96) Listen and repeat. 先听,然后再重复。

(97) Look and listen. 看并听。

(98) Repeat after me. 请跟我重复。

(99) Follow the words. 请看着单词。

(100) Fast. / Quickly! / Be quick, please. 快点。/请快一点。

(101) Hurry! / Hurry up, please. 快! /请快一点。

(102) Slow down, please. 请慢一点。

(103) Slowly. 慢慢来。

(104) Bring me some chalk, please. 请给我拿些粉笔来。

10. 禁止和警告 (Prohibition and warning)

(105) Stop talking. / Stop talking now, please. 别说话了。/现在请别说话了。

(106) Don't talk. / Everybody quiet, please. 别说话。/请大家安静。

(107) Don't be silly. 别傻了。

(108) Settle down. 别激动。

11. 评价(Evaluation)

(109) Good, thank you. 很好,谢谢你。

(110) Good! / Very good. / Good job. / Good work. / Good example. 好/很好/不错/做得好/好样的。

(111) A good answer. / Nice work. 回答得很好/做得好。

(112) Excellent. / Great! / Well done. / Very good. / I like the way you … 棒极了/太棒了/做得好/非常好! /我喜欢你……的方式。

(113) That's interesting! 真有趣!

(114) Don't worry about it. / No problem. 别担心。/没问题的。

(115) OK! / That's OK. 好的。/没什么。

(116) I don't think so. 我认为不是这样。

(117) That's not quite right, any other answers? / That's close. / That's almost right. 不是很确切,还有其他的答案吗? /基本正确。

(118) Not quite, can anyone help him / her? / Try again. 不是很确切,有人能帮他/她一下吗? /再试一下。

(119) A good try. 很好的尝试。

12. 布置作业 (Setting homework)

(120) For today's homework … 今天的作业是……

(121) Practise after class. / Practise at home. 课下/回家要练习。

(122) Say it out loud, before you write it down. 先大声把它说出来,再写出来。

(123) Copy / Print / Write each word twice. 每个单词写两遍。

(124) Remember(Memorize) these words / sentences. 记住这些单词/句子。

(125) Learn these words / these sentences / this text by heart. 记住这些单词/这些句子/这篇课文。

(126) Do your homework. / Do the next lesson. / Do the new work. 做作业。/预习下一课。/做新功课。

13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye. / Bye. / See you next time. 再见! /拜拜! /下次见!

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Primary Vocabulary

a /ə/ (an /æn/) *art.* 一个/件……
about /ə'baʊt/ *prep.* 关于
afraid /ə'freɪd/ *adj.* 害怕的;担忧的
after /'ɑ:ftə/ *prep.* 在……之后
adv. 之后
afternoon /ˌɑ:ftə'nu:n/ *n.* 下午;午后
again /ə'gen/ *adv.* 又,再
all /ɔ:l/ *adj.* & *pron.* 全部;所有的
also /'ɔ:lsəʊ/ *adv.* 也
always /'ɔ:lweɪz/ *adv.* 总是,一直
am /æm/ *v.* (was/been)是(用于 *I* 后)
and /ænd/ *conj.* 和
angry /'æŋgrɪ/ *adj.* 生气的;愤怒的
animal /'ænɪməl/ *n.* 动物
answer /'ɑ:nsə/ *v.* & *n.* 回答
any /'enɪ/ *adj.* & *pron.* 任何一个,一些
apple /'æpl/ *n.* 苹果
are /ɑ:/ *v.* (were/been)是(用于 *you*,*they*,*we* 及复数名词后)
arm /ɑ:m/ *n.* 胳膊
art /ɑ:t/ *n.* 美术,艺术
ask /ɑ:sk/ *v.* 问,询问
at /æt/ *prep.* 在;对;向
aunt /ɑ:nt/ *n.* 阿姨;姑母;伯母;舅母;婶母
autumn /'ɔ:təm/ *n.* 秋天;秋季
baby /'beɪbɪ/ *n.* 婴儿
back /bæk/ *adv.* 回来;回原处
bad /bæd/ *adj.* (比较级为 worse;最高级为 worst)坏的;严重的
bag /bæg/ *n.* 袋;包
ball /bɔ:l/ *n.* 球
banana /bə'nɑ:nə/ *n.* 香蕉
basketball /'bɑ:skɪtbɔ:l/ *n.* 篮球
be /bi:/ *v.* 是;在;存在
bear /beə/ *n.* 熊
beautiful /'bju:təfʊl/ *adj.* 美丽的;漂亮的
bed /bed/ *n.* 床
before /bɪ'fɔ:/ *prep.* & *conj.* 在……以前
begin /bɪ'gɪn/ *v.* (began/begun)开始
behind /bɪ'haɪnd/ *prep.* 在……后面
beside /bɪ'saɪd/ *prep.* 在……旁边
between /bɪ'twi:n/ *adv.* & *prep.* 在……之间
bicycle /'baɪsɪkl/ (=bike) *n.* 自行车
big /bɪg/ *adj.* 大的
bike /baɪk/ *n.* 自行车
bird /bɜ:d/ *n.* 鸟
birthday /'bɜ:θdeɪ/ *n.* 生日
black /blæk/ *adj.* & *n.* 黑色(的)
blackboard /'blækbɔ:d/ *n.* 黑板
blue /blu:/ *adj.* & *n.* 蓝色(的)
boat /bəʊt/ *n.* 小船;船
body /'bɒdɪ/ *n.* 身体
book /bʊk/ *n.* 书
box /bɒks/ *n.* 盒子
boy /bɔɪ/ *n.* 男孩
bread /bred/ *n.* 面包
breakfast /'brekfəst/ *n.* 早餐
bring /brɪŋ/ *v.* (brought/brought)拿来,带来
brother /'brʌðə/ *n.* 哥哥;弟弟
brown /braʊn/ *adj.* & *n.* 棕色(的)
bus /bʌs/ *n.* 公共汽车
busy /'bɪzɪ/ *adj.* 忙的,繁忙的
but /bʌt/ *prep.* 除……以外;此外
buy /baɪ/ *v.* (bought/bought)买
by /baɪ/ *prep.* 在……旁边;经过
bye /baɪ/ *int.* 再见
cake /keɪk/ *n.* 蛋糕
call /kɔ:l/ *v.* 喊;打电话;称为或叫做
can /kæn/ *v.* 能,能够
candy /'kændɪ/ *n.* 糖果

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cap /kæp/ *n.* 帽子
car /kɑ:/ *n.* 小汽车
card /kɑ:d/ *n.* 卡片;名片
cat /kæt/ *n.* 猫
chair /tʃeə/ *n.* 椅子
chicken /ˈtʃɪkɪn/ *n.* 鸡;鸡肉
child /tʃaɪld/ *n.* (*pl.* children/ˈtʃɪldrən/) 儿童;小孩
China /ˈtʃaɪnə/ 中国(地名)
Chinese /ˌtʃaɪˈni:z/ *n.* 汉语;中国人
cinema /ˈsɪnɪmə/ *n.* 电影院
city /ˈsɪtɪ/ *n.* 城市
class /klɑ:s/ *n.* 班级;课
clean /kli:n/ *v.* 擦干净,把……弄干净
adj. 干净的
clever /ˈklevə/ *adj.* 聪明的;机灵的
clock /klɒk/ *n.* 时钟
close /kləʊz/ *v.* 关上
/kləʊs/ *adj.* 接近的;亲密的
clothes /kləʊðz/ *n.* 衣服
cloudy /ˈklaʊdɪ/ *adj.* 多云的
coat /kəʊt/ *n.* 长外衣;夹克;大衣
cold /kəʊld/ *adj.* 冷的
colour /ˈkʌlə/ *n.* 颜色
come /kʌm/ *v.* (came/come)来
computer /kəmˈpju:tə/ *n.* 计算机
cook /kʊk/ *v.* 烹调;煮
cool /ku:l/ *adj.* 很酷的;凉的
cousin /ˈkʌzn/ *n.* 表(堂)兄(弟);表(堂)姐(妹)
cow /kaʊ/ *n.* 牛(母牛)
crayon /ˈkreɪən/ *n.* 蜡笔;彩色粉笔
cry /kraɪ/ *v.* 哭
dad /dæd/ *n.* 爸爸(口语)
dance /dɑ:ns/ *v.* 跳舞
n. 舞蹈
day /deɪ/ *n.* 天,白天
dear /dɪə/ *adj.* 亲爱的
desk /desk/ *n.* 桌子
difficult /ˈdɪfɪkəlt/ *adj.* 困难的
dinner /ˈdɪnə/ *n.* 晚饭
dirty /ˈdɜ:tɪ/ *adj.* 不干净的;肮脏的
do /du:/ *v.* (did/done)做;干
doctor /ˈdɒktə/(=Dr.) *n.* 医生
dog /dɒg/ *n.* 狗
door /dɔ:/ *n.* 门
down /daʊn/ *adv.* 向下
draw /drɔ:/ *v.* (drew/drawn)画
dress /dres/ *n.* 连衣裙
drink /drɪŋk/ *v.* (drank/drunk)喝
driver /ˈdraɪvə/ *n.* 司机
duck /dʌk/ *n.* 鸭
earth /ɜ:θ/ *n.* 地球;陆地;泥;土
ear /ɪə/ *n.* 耳朵
early /ˈɜ:lɪ/ *adj.* 早期的;初期的;早的
easy /ˈi:zɪ/ *adj.* 容易的
eat /i:t/ *v.* (ate/eaten)吃
egg /eg/ *n.* 鸡蛋
elephant /ˈelɪfənt/ *n.* 大象
e-mail /ˈi:ˈmeɪl/ *n.* 电子邮件
English /ˈɪŋglɪʃ/ *n.* 英语
evening /ˈi:vnɪŋ/ *n.* 晚上
every /ˈevrɪ/ *adj.* 每个的
exercise /ˈeksəsaɪz/ *n.* & *v.* 锻炼;运动;练习
eye /aɪ/ *n.* 眼睛
face /feɪs/ *n.* 脸
family /ˈfæməlɪ/ *n.* 家庭
fan /fæn/ *n.* 电扇;……的爱好者
far /fɑ:/ *adv.* & *adj.* 远(的)
farm /fɑ:m/ *n.* 农场
farmer /ˈfɑ:mə/ *n.* 农场主;农夫
fast /fɑ:st/ *adj.* 快速的;迅速的
father /ˈfɑ:ðə/ *n.* 父亲
favourite /ˈfeɪvərɪt/ *adj.* 特别喜爱的
feel /fi:l/ *v.* (felt/felt)感觉
film /film/ *n.* 电影
find /faɪnd/ *v.* (found/found)找到;发现
fine /faɪn/ *adj.* (身体)很好的
fish /fɪʃ/ *v.* 钓鱼;捕鱼

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floor /flɔ:/ *n.* 地面;地板
flower /'flaʊə/ *n.* 花
fly /flaɪ/ *v.* (flew/flown)放;飞,飞行
food /fu:d/ *n.* 食物
foot /fʊt/ *n.* (*pl.* feet/fi:t/)脚
football /'fʊtbɔ:l/ *n.* 足球
for /fɔ:/ *prep.* 为;给
friend /frend/ *n.* 朋友
from /frɒm/ *prep.* 自;从
fruit /fru:t/ *n.* 水果
game /geɪm/ *n.* 游戏;运动;比赛
get /get/ *v.* (got/gotten)得到;拿到
girl /gɜ:l/ *n.* 女孩
give /gɪv/ *v.* (gave/given)给
go /gəʊ/ *v.* (went/gone)去;离开
good /gʊd/ *adj.* 好的
goodbye /ˌgʊd'baɪ/ *int.* 再见
grandfather /'grændfɑ:ðə/ (=grandpa /'grænpɑ:/) *n.* (外)祖父
grandma /'grændmɑ:/ *n.* 奶奶;姥姥
grandmother /'grændmʌðə/ (=grandma /'grænmɑ:/) *n.* (外)祖母
grandpa /'grændpɑ:/ *n.* 爷爷;姥爷
grass /grɑ:s/ *n.* 草
great /greɪt/ *adj.* (口语)好极了的;非常愉快的
green /gri:n/ *n.* & *adj.* 绿色(的)
hair /heə/ *n.* 头发
half /hɑ:f/ *n.* 一半
hand /hænd/ *n.* 手
happy /'hæpɪ/ *adj.* 高兴的
have /hæv/ *v.* (had/had)有
he /hi:/ *pron.* 他
head /hed/ *n.* 头
healthy /'helθɪ/ *adj.* 健康的
hear /hɪə/ *v.* (heard/heard)听见,听
heavy /'hevɪ/ *adj.* 重的
hello /he'ləʊ/ (=hi) *int.* 喂(表示问候等)
help /help/ *v.* 帮助
her /hɜ:/ *pron.* 她的,她
here /hɪə/ *adv.* 在这儿
hi /haɪ/ *int.* 嗨
high /haɪ/ *adv.* & *adj.* 高地(的)
him /hɪm/ *pron.* 他(宾格)
his /hɪz/ *pron.* 他的
holiday /'hɒlədeɪ/ *n.* 假日;节日
home /həʊm/ *n.* 家
horse /hɔ:s/ *n.* 马
hospital /'hɒspɪtl/ *n.* 医院
hot /hɒt/ *adj.* 热的
hour /'aʊə/ *n.* 小时
house /haʊs/ *n.* 住宅;家庭
how /haʊ/ *adv.* 怎样
hungry /'hʌŋgrɪ/ *adj.* 饿的
I /aɪ/ *pron.* 我
ice-cream /ˌaɪs'kri:m/ *n.* 冰淇淋
idea /aɪ'dɪə/ *n.* 主意;想法
ill /ɪl/ *adj.* 有病的;不适的
in /ɪn/ *adv.* & *prep.* 在里面;在……里
interesting /'ɪntrɪstɪŋ/ *adj.* 有趣的
is /ɪz/ *v.* (was/been)是(用于 *he*,*she*,*it* 及单数和不可数名词后)
it /ɪt/ *pron.* 它
its /ɪts/ *pron.* 它的
juice /dʒu:s/ *n.* (水果)汁
jump /dʒʌmp/ *v.* 跳;蹦
kid /kɪd/ *n.* 小孩
kind /kaɪnd/ *n.* 种类
kitchen /'kɪtʃɪn/ *n.* 厨房
kite /kaɪt/ *n.* 风筝
know /nəʊ/ *v.* (knew/known)知道
lake /leɪk/ *n.* 湖
late /leɪt/ *adj.* 晚(的);迟(的)
left /left/ *n.* & *adj.* & *adv.* 左边(的)
leg /leg/ *n.* 腿
lesson /'lesn/ *n.* 课
let /let/ *v.* 让
library /'laɪbrərɪ/ *n.* 图书馆
light /laɪt/ *n.* 灯;光
like /laɪk/ *v.* 喜欢
prep. 像……一样

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listen /ˈlɪsn/ *v.* 仔细听;倾听
little /ˈlɪtl/ *adj.* 小的
adv. 稍许
live /lɪv/ *v.* 住
long /lɒŋ/ *adj.* 长的
look /lʊk/ *v.* 看
love /lʌv/ *v.* & *n.* 爱
lunch /lʌntʃ/ *n.* 午餐
make /meɪk/ *v.* (made/made)制作
man /mæn/ *n.* 男人;人
many /ˈmenɪ/ *adj.* 许多的
map /mæp/ *n.* 地图
maths /mæθs/ (=math/mæθ/) *n.* 数学
me /mi:/ *pron.* 我(宾格)
meet /mi:t/ *v.* (met/met)遇见
milk /mɪlk/ *n.* 牛奶
minute /ˈmɪnɪt/ *n.* 分钟
miss /mɪs/ *v.* 想念;错过
monkey /ˈmʌŋkɪ/ *n.* 猴子
month /mʌnθ/ *n.* 月份;月
moon /mu:n/ *n.* 月亮;月球
morning /ˈmɔ:nɪŋ/ *n.* 早晨;上午
mother /ˈmʌðə/ *n.* 母亲
mouth /maʊθ/ *n.* 嘴
Mr. /ˈmɪstə/ *n.* 先生(称谓)
Mrs. /ˈmɪsɪz/ *n.* 夫人(称谓)
Ms. /mɪz/ *n.* 女士(称谓)
much /mʌtʃ/ *adj.* & *adv.* 多;很;非常
mum /mʌm/ (=mom) *n.* (口语)妈妈
music /ˈmju:zɪk/ *n.* 音乐;乐曲
my /maɪ/ *pron.* 我的
name /neɪm/ *v.* 给……取名;命名;提名
n. 名字
near /nɪə/ *adv.* 近;接近
new /nju:/ *adj.* 新的
next /nekst/ *adj.* 下一个的;其次的
nice /naɪs/ *adj.* 美好的
night /naɪt/ *n.* 夜晚
no /nəʊ/ *adv.* 不
noodle /ˈnu:dl/ *n.* 面条(常用复数形式)
nose /nəʊz/ *n.* 鼻子
not /nɒt/ *adv.* 不
now /naʊ/ *adv.* 现在
nurse /nɜ:s/ *n.* 护士
of /əv/ *prep.* (表示所属关系)……的
often /ˈɔ:fn/ *adv.* 常常,经常
old /əʊld/ *adj.* 旧的;老的
on /ɒn/ *prep.* 在……之上;关于
open /ˈəʊpən/ *v.* & *adj.* 打开(的)
or /ɔ:/ *conj.* 或者;还是
orange /ˈɒrɪndʒ/ *n.* 橘子
our /ˈaʊə/ *pron.* 我们的
panda /ˈpændə/ *n.* 大熊猫
parent /ˈpeərənt/ *n.* 父亲或母亲
(常用复数形式)
park /pɑ:k/ *v.* 停放(车)
party /ˈpɑ:tɪ/ *n.* 晚会
PE /ˌpi:ˈi:/ *abbr.* 体育课
pen /pen/ *n.* 钢笔
pencil /ˈpensl/ *n.* 铅笔
people /ˈpi:pl/ *n.* 人,人们
photo /ˈfəʊtəʊ/ *n.* 照片
picture /ˈpɪktʃə/ *n.* 图片;照片
pig /pɪg/ *n.* 猪
place /pleɪs/ *n.* 地点
plane /pleɪn/ *n.* 飞机
plant /plɑ:nt/ *n.* 植物
v. 种植
play /pleɪ/ *v.* 玩
playground /ˈpleɪgraʊnd/ *n.* 操场;运动场
please /pli:z/ *int.* 请
police /pəˈli:s/ *n.* 警察
potato /pəˈteɪtəʊ/ *n.* 土豆,马铃薯
pupil /ˈpju:pl/ *n.* 学生
put /pʊt/ *v.* (put/put)放;放置
rain /reɪn/ *n.* & *v.* 雨;下雨
read /ri:d/ *v.* (read/read)读
red /red/ *adj.* & *n.* 红色(的)
rice /raɪs/ *n.* 稻米;米饭
right /raɪt/ *n.* & *adv.* (在)右边

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adj. 正确的,对的
river /ˈrɪvə/ *n.* 河流
room /ruːm/ *n.* 房间
ruler /ˈruːlə/ *n.* 尺;直尺
run /rʌn/ *v.* (ran/run)跑
sad /sæd/ *adj.* 难过的;悲伤的
say /seɪ/ *v.* (said/said)讲
school /skuːl/ *n.* 学校
schoolbag /ˈskuːlbæg/ *n.* 书包
science /ˈsaɪəns/ *n.* 科学
season /ˈsiːzn/ *n.* 季节
see /siː/ *v.* (saw/seen)看;看见
she /ʃiː/ *pron.* 她
sheep /ʃiːp/ *n.* 绵羊
ship /ʃɪp/ *n.* 船
shirt /ʃɜːt/ *n.* (男式)衬衫
shoe /ʃuː/ *n.* 鞋子(常用复数形式)
shop /ʃɒp/ *n.* 商店
short /ʃɔːt/ *adj.* 短的;矮的
shorts /ʃɔːts/ *n.* 短裤
sing /sɪŋ/ *v.* (sang/sung)唱歌
sister /ˈsɪstə/ *n.* 姐姐;妹妹
sit /sɪt/ *v.* (sat/sitten)坐
skirt /skɜːt/ *n.* 女裙
sleep /sliːp/ *v.* & *n.* (slept/slept)睡着;睡觉
slow /sləʊ/ *adj.* 慢的
small /smɔːl/ *adj.* 小的
snow /snəʊ/ *n.* & *v.* 雪;下雪
sock /sɒk/ *n.* 袜子(常用复数形式)
some /sʌm/ *adj.* & *pron.* 一些
sometimes /ˈsʌmtaɪmz/ *adv.* 有时
song /sɒŋ/ *n.* 歌曲
sorry /ˈsɒrɪ/ *adj.* 表歉意的;遗憾的
int. 对不起,抱歉(表示委婉的拒绝等)
soup /suːp/ *n.* 汤
speak /spiːk/ *v.* (spoke/spoken)说
sport /spɔːt/ *n.* 运动
spring /sprɪŋ/ *n.* 春天
stand /stænd/ *v.* (stood/stood)站立
star /stɑː/ *n.* 星星
stop /stɒp/ *v.* 停止,阻止
story /ˈstɔːrɪ/ *n.* 故事
street /striːt/ *n.* 街道
strong /strɒŋ/ *adj.* 强壮的
study /ˈstʌdɪ/ *v.* 学习
subject /ˈsʌbdʒɪkt/ *n.* 科目;主题
summer /ˈsʌmə/ *n.* 夏天
sun /sʌn/ *n.* 太阳
sunny /ˈsʌnɪ/ *adj.* 阳光充足的
supermarket /ˈsjuːpəˌmɑːkɪt/ *n.* 超级市场
sweater /ˈswetə/ *n.* 毛衣;厚运动衫
swim /swɪm/ *v.* (swam/swum)游泳
table /ˈteɪbl/ *n.* 桌子
take /teɪk/ *v.* (took/taken)拿;拿走;带走
talk /tɔːk/ *v.* 说;讲
tall /tɔːl/ *adj.* 高的
taxi /ˈtæksɪ/ *n.* 出租汽车
tea /tiː/ *n.* 茶
teacher /ˈtiːtʃə/ *n.* 教师
tell /tel/ *v.* (told/told)告诉
thank /θæŋk/ *v.* & *n.* 谢谢
that /ðæt/ *pron.* 那,那个
the /ðə/ *art.* 这(那)个;这(那)些
their /ðeə/ *pron.* 他/她/它们的
them /ðem/ *pron.* 他/她/它们(宾格)
then /ðen/ *adv.* 然后;那时候
there /ðeə/ *adv.* 在那儿
these /ðiːz/ *pron.* 这些
they /ðeɪ/ *pron.* 他/她/它们
thin /θɪn/ *adj.* 细的;薄的;瘦的
think /θɪŋk/ *v.* (thought/thought)想,思考;认为
this /ðɪs/ *pron.* 这,这个
those /ðəʊz/ *pron.* 那些
tiger /ˈtaɪgə/ *n.* 老虎
time /taɪm/ *n.* 时间
tired /ˈtaɪəd/ *adj.* 累的
to /tuː/ *prep.* 朝……;向……

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today /tə'deɪ/ *n.* & *adv.* 今天
toilet /'tɔɪlɪt/ *n.* 厕所;盥洗室;浴室
tomato /tə'mɑ:təʊ/ *n.* 番茄;西红柿
tomorrow /tə'mɒrəʊ/ *n.* & *adv.* 明天
too /tu:/ *adv.* 也;太
toy /tɔɪ/ *n.* 玩具
train /treɪn/ *n.* 火车
travel /'trævl/ *n.* & *v.* 旅行
tree /tri:/ *n.* 树
trousers /'traʊzəz/ *n.* 裤子
try /traɪ/ *v.* 试
turn /tɜ:n/ *v.* 转向
n. (轮到的)机会
TV /'ti:'vi:/ *n.* 电视
umbrella /ʌm'brelə/ *n.* 伞
uncle /'ʌŋkl/ *n.* 叔;伯;舅;姨父;姑父
under /'ʌndə/ *prep.* 在……之下
up /ʌp/ *adv.* 向上
us /ʌs/ *pron.* 我们(宾格)
use /ju:z/ *v.* & *n.* 用,使用
vegetable /'vedʒtəbl/ *n.* 蔬菜
very /'verɪ/ *adv.* 非常;很
visit /'vɪzɪt/ *v.* 拜访
wait /weɪt/ *v.* & *n.* 等,等候
walk /wɔ:k/ *v.* & *n.* 散步;步行
want /wɒnt/ *v.* 想
warm /wɔ:m/ *adj.* 温暖的
wash /wɔ:ʃ/ *v.* 洗
watch /wɒtʃ/ *v.* 看
n. 手表
water /'wɒtə/ *v.* 浇水
n. 水
way /weɪ/ *n.* 方式;方法
we /wi:/ *pron.* 我们
wear /weə/ *v.* (wore/worn)穿;戴
weather /'weðə/ *n.* 天气
week /wi:k/ *n.* 周,星期
welcome /'welkəm/ *v.* 欢迎
adj. 受欢迎的
well /wel/ *int.* 咳;嘿;哟;好吧
what /wɒt/ *adj.* & *pron.* 什么
when /wen/ *adv.* & *conj.* 什么时候
where /weə/ *adv.* 在何处;在哪里
white /waɪt/ *adj.* & *n.* 白色(的)
who /hu:/ *pron.* 谁
whose /hu:z/ *pron.* 谁的
why /waɪ/ *adv.* 为什么
window /'wɪndəʊ/ *n.* 窗户
windy /'wɪndɪ/ *adj.* 有风的
winter /'wɪntə/ *n.* 冬天
with /wɪð/ *prep.* 用;和……在一起
woman /'wʊmən/ *n.* (*pl.* women /'wɪmɪn/)
妇女,女人
wonderful /'wʌndəfl/ *adj.* 极好的;令人惊奇的
word /wɜ:d/ *n.* 词;单词
work /wɜ:k/ *v.* & *n.* 工作
worker /'wɜ:kə/ *n.* 工人
worry /'wʌrɪ/ *v.* (使)担忧,担心
write /raɪt/ *v.* (wrote/written)写
wrong /rɒŋ/ *adj.* 错的
year /jɪə/ *n.* 年
yellow /'jeləʊ/ *adj.* & *n.* 黄色(的)
yes /jes/ *adv.* 是
yesterday /'jestədeɪ/ *adv.* & *n.* 昨天
you /ju:/ *pron.* 你;你们
young /jʌŋ/ *adj.* 年轻的
your /jɔ:/ *pron.* 你的;你们的
zoo /zu:/ *n.* 动物园

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