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义务教育教科书·英语

教师用书

（衔接三年级起点）

八年级下册

河北教育出版社

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Learning ENGLISH

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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。

本册供八年级下学期使用。

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，我们表示衷心地感谢。

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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

教学一般都要用到《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，对各课的教学加以调整和取舍。

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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: Spring Is Coming!

GENERAL OBJECTIVES

This unit focuses on weather and activities related to the spring season. Students will learn to report on the weather, and discuss different topics and activities that relate to spring. They will use new words, structures, and expressions to communicate their likes and dislikes. The grammar focus for this unit is word building. Students will review and expand upon their vocabulary by identifying different kinds of words and phonetic patterns (i.e. compound words, and consonant and vowel diagraphs).

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	shower, rise, neither, nor, wind, nearly, plenty, instead, push, shall, rabbit, low, below, zero, until
		接触词汇	thunderstorm, thunder, sunrise, sunset, set, exact, boot, jasmine, blossom, sunshine, Tai Chi, swing, melt, hillside, gently, budding, millimetre, anytime, babysit, Debbie, bar, soccer, groundhog, bush
	短语和句型	weather report, be scared of, neither… nor…, winter jasmine, play on the swing, a field trip, one by one, long for, all year round, plenty of, hundreds of, turn around, monkey bar, hold on, come down, give… a push, as… as…, below zero, not… until…, Groundhog Day, sugar bush	
	功能意念	1. 谈论天气和春天 Talking about the Weather and Spring 2. 谈论户外活动 Talking about Outdoor Activities	
	语法	构词法 Word Building	
语言技能	听	1. 在听录音时有目的地获取所需关键信息。2. 以词或词组的形式简单记录所获取的信息。	
	说	1. 就简单话题提供信息，表达自己的观点，参与讨论。 2. 与他人沟通信息，合作完成任务。	
	读	1. 根据不同的阅读目的运用简单的阅读策略来获取文章大意。 2. 借助构词法猜测一些单词的意思，以帮助理解文章的内容。 3. 找出文章主题，理解故事情节，预测故事发展和结局。	
	写	1. 利用所获取的信息写作。2. 正确运用介词。3. 巧妙使用构词法。	
学习策略	1. 通过自己阅读，理解课文大意。2. 自己发现和总结语言规律，并能加以运用。 3. 主动在听说交际中运用课文中的语言知识。4. 根据构词法来记忆单词。		
情感态度	1. 在学习中敢于用英语表达自己的看法。 2. 培养学习英语的兴趣和学好英语的信心。 3. 乐于接触并了解异国文化。 4. 通过小组活动培养合作精神，并通过互相评价激发学习兴趣。 5. 在学习英语歌曲和练习绕口令中培养学习兴趣。		
文化意识	1. 了解不同国家的天气情况。 2. 了解英语国家的娱乐活动。		

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Lesson 1: How's the Weather?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : shower, rise
⊙接触词汇 : thunderstorm, thunder, sunrise, sunset, set, exact
⊙ 短语和句型 : weather report, be scared of

RESOURCES

• audiotape • large pieces of poster paper
• blank cards (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Start the lesson by welcoming your students to English class. Introduce yourself (with your English name) and write your name on the board.
Say: Hello. Welcome to English class. My name is… You can call me Ms./Mrs./Mr. _____ (your family name). My English name is…
Draw a question mark (?) on the board and encourage the students to ask you any questions they may have regarding the class or the school year. Write the students' questions on the board. If any questions or answers given are structurally incorrect, ask the class to help you correct them. This is a good way to show your students that even incorrect answers are beneficial to the class.
Say: I drew a question mark on the board because I'd like you to ask the questions. You may ask any questions you may have about me, your classmates, our class or what we will learn this year.
Give the students an example:
How many years have you been teaching?
Do you have any pets?
Do you have any hobbies?
What do you like to do on the weekends?

**Note: If students are having difficulty thinking of questions as a class, you may ask them to work in groups or pairs to write a list of questions first and then share them with the class.

Overview

Ask the class to look at the title page for Unit 1. Ask one student to read the title (*Spring Is Coming!*). Then ask the class to guess what they will be learning about in this unit.
Students: We will learn about the spring season.
Teacher: That's right. What seasons come before and after spring?
Students: Winter comes before spring. Summer comes after spring.
Teacher: Yes. What do you think we will talk about in this unit?
Students: I think we will talk about fun activities to do during spring.
Teacher: Yes. What else?
Students: Will we learn about the weather in spring?
Teacher: Yes, we will.
Continue the discussion until a good portion of the class has had a chance to contribute.

KEY CONCEPTS

FOCUS STRUCTURES:

Here's the weather report.
I'm scared of thunder!

STEP 1: Present

CLASS WORK: ***Think About It***

1) As a class, read and discuss the *Think About It* questions at the top of Lesson 1. You may want to write some of the students' answers on the board.
Teacher: How is the weather in your hometown in spring?
Students: The weather is warm and rainy.
Teacher: Yes. It often rains a lot in spring. In English, another word to describe rain is shower. For example, you can say "We had some light showers in the morning."
Write the word shower on the board. Students should master this word.

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Do you know the difference between light, moderate and heavy showers?
Students: "Light showers" means a little bit of rain. "Heavy showers" means a lot of rain and "moderate showers" is more than a little and less than a lot.
What other meaning does the word "shower" have?
Students: "Shower" also means to bathe or wash yourself.
Teacher: That's right. What is the temperature usually like in spring?
Students: The temperature is usually about 15°C to 20°C.
Teacher: Right. Do you know what a weather report is?
Write the phrase weather report on the board. Students should master this phrase.
Students: Yes. A weather report is a report about the weather.
Teacher: Very good. Where can you hear weather reports?
Students: You can hear a weather report on the radio on the Internet, or watch a weather report on TV.
Teacher: Well done. Have you ever heard a weather report?
Students: Yes, I like to listen to the weather report on the radio.
Teacher: What expressions do they often use?
Students: Sunny/cloudy/windy/cold/warm/hot/etc.
2) Discuss the *Dig In* as a class.
Teacher: Why are weather reports useful?
Students: Knowing the weather can help you plan your day. For example, if you know it's going to rain, you should plan to take an umbrella.
Teacher: Good answer.
3) Introduce compound words by discussing the difference between sunrise and sunset.
Teacher: We all know what the sun is. The word "rise" means to move from a lower position to a higher one. So "sunrise" refers to the sun coming up in the morning and "sunset" refers to the sun going down in the evening. The words "sunrise" and "sunset" are compound words: That means each word is made up of two words: sun + rise = sunrise. sun + set = sunset. Can you think of more words like this?
Suggested examples: homework; housework; hometown; throughout; weekend; sunshine; sunlight; babysit; babysitter; carwash
Write the students' answers on the board.

STEP 2: Read

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

1) Read Lesson 1 (*How's the Weather?*) as a class. Ask one student at a time to read a part of the dialogue.
2) Discuss the reading.
• Can it be snowy and hot? Why or why not?
• What does the word "temperature" mean?
• How do you read 15°C? What does °C (degrees Celsius) stand for?
• Why is Danny scared?
• What is thunder?
• According to Danny, what time did the sun rise and what time did the sun set?
3) Instruct the students to practice the dialogue in pairs and write down all the compound words they can find in this lesson. Then ask them to complete *Let's Do It! No.3.*
4) Discuss the answers as a class.

STEP 3: Listen

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

1) Play the audiotape for Lesson 1 (*How's the Weather?*). Play it once and ask the students just to listen.
2) Play the audiotape a second time and ask the students to fill in the table.
3) Check the answers as a class.

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 work in pairs to discuss the weather in their hometowns and create their own weather reports for the day. Students should draw and cut out several different weather icons that they can stick to a large piece of poster paper and re-

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use in different activities throughout the unit. To create their weather report, they can include weather icons, weather terms, temperatures and times of day. Students may use examples from the *Dig In* and *Let's Do It! No.1* to help them.

2) Ask each pair to present their weather report in a news style in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

• Role-play Lesson 1.

• Draw and write a weather report or record a radio weather report for the week.

EXTENSION

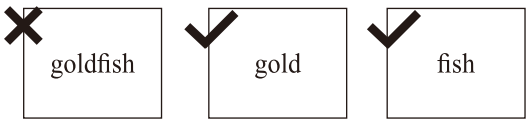
SMALL GROUP WORK: *Mix and Match*

Play *Mix and Match* to review and practice identifying and building compound words.

1) Divide the class into small groups. Give each group a set of blank cards. The group should come up with a list of compound words (they may use a dictionary or the student book to help them). If the students are using new words, they should know what they mean. Review the groups' lists before you allow them to continue with this activity to avoid too many repeated words.

2) The groups then write one word on each blank card. Each compound word should be split up into two words (i.e. goldfish = gold + fish).

For example:



3) The groups then trade their cards with another group. The first group to correctly match all of the compound words wins.

4) You can then ask the students to use the compound words in a sentence.

LANGUAGE NOTES

1. What's the weather like today? 今天天气怎么样？

What's the weather like? 是用来询问天气的常用句子，还可以表达为：How is the weather?

2. It will be snowy and hot. 今天将会是雪天，很热。

snowy 是形容词，表示“下雪的，多雪的”。它是由名词 snow＋后缀 y 构成，类似的派生词还有：cloud → cloudy, rain → rainy, sun → sunny, wind → windy, ice → icy, fog → foggy

3. What's the temperature? 今天气温多少度？

注意：问“温度多少”时，不用 how many 或 how much, 要用 what。

4. Let's see. 让我想想。

Let's see. 在英语口语中与 Let me/us think.（让我 / 我们想一想）同义。

5. I hope not! 我希望不是这样！

它的肯定表达为：I hope so. 类似的表达法有：

I'm afraid so. 恐怕是这样。I'm afraid not. 恐怕不是这样。

I think so. 我认为是这样。I don't think so. (=I think not.) 我认为不是这样。

注意：习惯上不说 I don't hope so.

6. I'm scared of thunder! 我害怕打雷！

be scared of sb./sth. 的意思是“恐惧某人 / 某物”。其中 scared 是过去分词用作形容词。例如：

I'm scared of wild animals. 我害怕野生动物。

She's scared of everything. 她什么都怕。

scare 可以作动词和名词。例如：

You scared me. 你吓了我一跳。

You gave me a scare! 你吓了我一跳！

7. What strange weather! 多么奇怪的天气啊！

What 引导的感叹句结构为：What+(a/an)+ 形容词 + 单数名词 + 主语 + 谓语动词 / 系动词或者 What + 形容词 + 不可数名词 / 可数名词复数 + 主语 + 谓语动词 / 系动词，意为“多么……啊！”其中主语和谓语动词 / 系动词可以被省略。例如：

What an exciting game (it is)! （这是）多么令人兴奋的比赛啊！

What beautiful pictures (they are painting)! （他们正在画的）这些画多漂亮啊！

What clear water (it is)!（这是）多么清澈的水啊！

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Lesson 2: It's Getting Warmer!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : neither, nor
⊙接触词汇 : boot, jasmine, blossom, sunshine, Tai Chi, swing (swung, swung)
⊙短语和句型 : neither… nor…, winter jasmine, play on the swing, a field trip

RESOURCES

• audiotape • strips of paper • a watch or clock • a box or hat •slips of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, everyone. How's the weather today?
Ask four or five students to respond. Students may choose to use the weather icons they made in Lesson 1 to help them answer this question.
Say: Is today's weather the same as yesterday? Did anyone listen to the weather report for this week? What will the weather be like tomorrow?
Ask four or five different students to respond.

Review

1) Homework check.
2) Ask some students to present their weather reports to the class.
3) Introduce today's lesson by reviewing what happened in the last lesson.
Teacher: Who can tell me what we talked about last class?
Students: We talked about weather in spring/weather reports/sunrise and sunset/temperature/compound words.
Teacher: Very good.
4) Ask some students to come up to the board and draw a weather icon (like the ones in the *Dig In* on Page 2 of the student book). Then see if the class can guess the word for the icon.

KEY CONCEPTS

FOCUS STRUCTURES:

I need neither my heavy winter coat nor my boots now!
On my way to school this morning, I saw some winter jasmine blossoming.
Children run around or play on the swings.
My class is also planning a field trip to the countryside.

STEP 1: Present

CLASS WORK: ***Discussion***

1) Ask one student to read the title of Lesson 2 (*It's Getting Warmer!*) and discuss the picture as a class.
Teacher: Look at the picture in this lesson. Does anyone know what kind of flower that is?
Students may answer in Chinese if necessary.
Students: Is it a 迎春花 ?
Teacher: Yes. In English 迎春花 is called winter jasmine. What do you know about winter jasmine?
Students: Blossoming winter jasmine means that spring is coming.
2) Discuss the *Think About It* questions as a class.
Teacher: Excellent. What else do you know about spring?
Students: In spring the weather is warm. It rains a lot in spring. The flowers bloom in spring. The leaves on the trees and the grass become green.
Teacher: Well done. What other seasons do you know about?
Students: I know about winter. It's cold in winter./ I know about summer. It is hot in summer./I know about autumn. The leaves fall off the trees in autumn.
Teacher: Good work. Which is your favourite season and why?
Students: I like winter because I like making snowmen./My favourite season is summer because I

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love swimming./I like autumn because the weather is cool and I like to fly kites.
Teacher: Those are all wonderful answers.
3) Discuss the *Learning Tip* as a class.
Teacher: We all know that the temperature is different in every season. Is it correct if I say the temperature in winter is often 20°C?
Students: No, that's not correct.
Teacher: Oh? Why not?
Students: 20°C is a warm temperature. The weather is not warm in winter. It's cold.
Teacher: Yes. Very good. Is it correct if I say the weather in autumn is neither hot nor warm?
Write the phrase *neither... nor...* on the board. Explain that this phrase means "not this or that". Students should master this phrase. Encourage the students to use this phrase in a sentence.
Students: My hair is neither brown nor blond./Her parents are neither young nor old./His shoes are neither white nor brown./Their house is neither big nor small.
Teacher: Good work.

STEP 2: Read

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

1) Instruct the students to read Lesson 2 and complete the exercise in pairs.
2) Discuss the answers as a class and correct any false statements.
• What was the temperature in the morning/afternoon?
• Why does Wang Mei need neither her winter coat nor her boots?
• Was Wang Mei on her way to the park when she saw the winter jasmine?
• What does Wang Mei see in the park every morning?
Write the phrase *play on the swing* on the board. Students should master this phrase.
• What is a field trip? Where is Wang Mei's class going on their field trip?
Write the phrase *field trip* on the board. Explain. Students should master this phrase.

STEP 3: Practice

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

1) Instruct the students to independently read Lesson 2 again and complete the exercise.
2) Ask the students to check their answers in groups and then as a class.

STEP 4: Play Secret Word

CLASS WORK: *Play a game*

1) Play *Secret Word* to review any vocabulary from this lesson.
2) Choose the vocabulary you want to review.
3) Play the audiotape for Lesson 2 (*It's Getting Warmer!*). 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 an action.
4) To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each. For example, you may want to place emphasis on any compound words. So when the students hear a compound word (like afternoon), you can ask them to shout out the word "compound" or ask them to clap their hands twice.

STEP 5: Task

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

1) Ask the students to talk about spring and any spring-related outdoor activities with a partner. Students may use some of the phrases and structures from this lesson to aid their discussion.
2) Ask the students to each write down one sentence about what they like to do in spring on a strip of paper. Collect all the strips of paper and read them out loud. See if the class can guess which of their classmates wrote which sentence.

CLASS CLOSING

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

Students can do the exercise in pairs.

2) Assign homework:

• Translate a short Chinese poem about spring into English and bring it to the next class.
• Write three sentences about what you like about spring.

EXTENSION

CLASS WORK: *Charades*

Play *Charades* to review and practice different

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spring-related activities and weather.

1) For this game you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container put slips of paper that have different spring-related activities or weather written on them.

2) Divide the class into two large teams. Appoint someone as a timekeeper.

3) Team 1 chooses a player who goes to the front of the room and takes a slip of paper out of the container. That player must try to act out what it says on the paper. NO WORDS ALLOWED. Only actions.

4) Team 1 tries to guess the word or phrase while Team 2 remains quiet.

5) 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. When the team correctly guesses the word or phrase, record this time on the board.

6) Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Continue playing for as long as desired.

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

LANGUAGE NOTES

1. I need neither my heavy winter coat nor my boots now! 我既不需要厚重的冬天的外套也不需要穿靴子了！

neither… nor… 意为"既不……也不……"其含义是否定的，可连接任意两个并列的成份。例如：

She likes neither butter nor cheese.（连接名词）她既不喜欢黄油也不喜欢乳酪。

She is neither clever nor hardworking.（连接形容词）她既不聪明，又不勤奋。

此句中 neither... nor... 连接两个宾语。当 neither... nor... 连接两个主语时，谓语（动词）应遵循"就近原则"。例如：

Neither my parents nor I am at home today. 今天我父母和我都不在家。

2. The days are getting longer and the sun rises earlier in the morning.

句中 get 作系动词，后跟形容词，意为"变得……"。例如：

Our country is getting richer and stronger. 我们的国家变得越来越富强。

3. Every morning, I see lots of people exercising in the park. 每天早上，我看到好多人在公园里锻炼。

see sb. doing sth. 表示"看见某人在做某事"。例如：

Can you see them playing football over there? 你看到他们正在那里踢足球吗？

I see him going out of the house. 我看见他正从那座房子里出来。

同样 hear sb. doing sth. 表示"听见某人在做某事"。例如：

When I walked past, I heard him reading English. 当我经过时，听见他在读英语。

Every morning I can hear birds singing in the trees. 每天早晨我都能听到鸟在树上叫。

4. Others sing and dance. 其他人唱歌、跳舞。

others 表示泛指，意为"其他的人或物"，与"other+名词复数"同义。the others 表示特指，与"the other+ 名词复数"同义。例如：

Some children are playing football; others are playing basketball. 一些孩子在踢足球，其他的孩子在打篮球。

Two boys will go to the zoo, and the others will stay at home. 两个男孩将去动物园，其余的留在家里。

5. Children run around or play on the swings. 孩子们到处跑或者荡秋千。

run around 意为"四处跑，到处跑"，around 在句中作副词，表示"到处，处处"。例如：

walk around 到处走走 look around 环顾四周

Lesson 3: The Sun Is Rising

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : wind

⊙接触词汇 : melt, hillside, gently

⊙短语和句型 : one by one

RESOURCES

• audiotape • vocabulary cards or slips of paper (see Extension)

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LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.
Say: Good morning/afternoon, class. Did anyone see the sunset last night? What time was the sunset? Did anyone see the sunrise this morning? What time was the sunrise? How's the weather today? Is it a sunny day? What's the temperature outside?
Ask four or five students to respond.
Say: Is it a windy day today?
Write the word *wind* on the board. Students should master this word.
2) Discuss the *Dig In* and introduce the topic of today's lesson.
Teacher: Today we will look at a song written about spring. Songs are another form of poetry. Poetry is an artistic way to express how you feel about something. The words in a poem or song should make you feel something or give you an image of something in your mind.
Read the poem *Spring Dawn* to class and ask them to draw a picture to go with the poem.
Then ask them to present their drawing to the class and say one or two sentences about how the poem made them feel.

Review

1) Homework check.
2) Make a class list on the board of the things the students really enjoy about spring. You may want to split the things up into categories like in the example below.

Weather	Nature	Activities
Warm	Flowers bloom	Walk in the park
Sunny	Trees are green	Play outside
Rainy	Grass is green	Fly a kite
Fresh air	Birds sing	Plant trees/flowers/plants

KEY CONCEPTS

FOCUS STRUCTURES:

One by one, the flowers blossom.
Enjoy them, one by one.

STEP 1: Present

CLASS WORK: *Think About It*

1) Discuss the *Think About It* questions as a class.
Teacher: How do you feel about the air, flowers and birds in spring?
Student: I like the air in spring. It's warm and sweet. It makes me feel happy and relaxed./I love to see and smell the flowers. They make everything so bright./I like to hear the birds singing. I think it's a beautiful sound.
Teacher: Well done.
2) Ask the students to take out their translated poems about spring and read them in groups. The students listening to the poem should consider what images the poem inspires and how it makes them feel. They should write one or two sentences describing these things.
3) Ask the groups to share some of their poems with the class.

STEP 2: Read

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

1) Instruct the students to independently read Lesson 3 (*The Sun Is Rising*) and underline all the phrases that describe spring.
2) Discuss the reading. Write the phrase *one by one* on the board. Explain. Students should master this phrase.
3) Discuss the students' answers as a class.

STEP 3: Listen

CLASS WORK: *Let's Do It! No. 1 (Part 2)*

1) Read or play the audiotape for Lesson 3 (*The Sun Is Rising*) and ask the students to put the pictures in order.
2) Check the answers as a class.

STEP 4: Practice

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

1) Instruct students to work independently to complete this exercise.
2) Ask each student to present his/her poem in front of the class. While each student presents his/her poem, the rest of the students should be listening and drawing a picture to go with the poem.

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STEP 5: TASK

PAIR WORK: *Project*

1) Instruct each pair of students to make a chart like the one in the student book.

2) In pairs the students can complete their half of the Venn diagram. The interview and the other half of the Venn diagram should be completed for homework.

CLASS CLOSING

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

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

2) Assign homework:

• Interview a friend about what they like to do outside in spring and complete the Venn diagram from the project in Lesson 3.

EXTENSION

CLASS WORK: *Smile, Frown*

Play *Smile, Frown* to review and practice talking about likes and dislikes.

1) Divide the class into two large teams. Ask for three volunteers from one team. Give each volunteer a vocabulary card for spring-related weather or activities. If you don't have vocabulary cards, you can write the words on slips of paper.

2) Each of the students smiles or frowns to show like or dislike for the thing on the card.

3) 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 the warm weather and she likes to play in the park, but she doesn't like the rainy days.

4) Award points for correct constructions.

5) Be sure that you include words and phrases that you want the students to practice.

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

LANGUAGE NOTES

1. The weather is warming, … 天气变暖和了……

warm 在这里是动词"变暖"的意思。它也可用作形容词。例如：

It's warm in spring. 春天天气暖和。

It's getting warmer day by day. 天气一天天暖和起来了。

2. one by one 一个接一个地 例如：

They came in one by one. 他们一个接一个地进来了。

You can plant the seeds one by one. 你可以一粒一粒地播撒种子。

类似的用法有： year by year 一年又一年 day by day 一天又一天 step by step 一步一步地

3. See it bring the season's change. 看它带来了季节的变化。

change 在本句中是名词，意为"变化"。它也可以用作动词。例如：

He changed his clothes. 他换了衣服。

Lesson 4: The Spring City

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : nearly, plenty

⊙接触词汇 : budding, millimetre, anytime

⊙短语和句型 : long for, all year round, plenty of, hundreds of

RESOURCES

• audiotape • construction paper • a marker
• a glue stick • scissors (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

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Greet the class.
Say: Good morning/afternoon, class. I'm happy today because it's sunny outside./I feel sad today because it's rainy outside. How does different weather make you feel?
Ask five or six students to respond.

Review

1) Homework check.
2) Draw a large Venn diagram on the board and fill it in as a class. Have some students choose one thing from their own Venn diagrams about spring to write on the board.

KEY CONCEPTS

FOCUS STRUCTURES:

Everyone longs for spring.
But in my hometown, it feels like spring nearly all year round.
There's plenty of sunshine too, with about 2 250 hours of sunshine every year.
Because of the spring-like weather, you can find hundreds of beautiful flowers and trees anytime of the year.

STEP 1: Present

CLASS/PAIR WORK: *Think About It*

1) Discuss the *Think About It* questions as a class.
Teacher: The weather can definitely affect our mood. That means it can affect how we feel. I don't like winter because the cold weather makes me feel sad. During the winter I long for the summer.
Write the phrase *long for* on the board. Explain and encourage the students to use it in a sentence. Students should master this phrase.
I would like to live in a place where it feels like summer all year round. Do you know what that means?
Write the phrase *feel like summer (winter, spring, autumn) all year round* on the board. Explain. Students should master this phrase.
It means I would like to live in a place where there are no winters. In other words, the whole year would feel like summer and there would be plenty of sunshine and warm weather.
Write the phrase *plenty of* on the board. Explain and encourage the students to use this phrase in a sentence. Students should master this phrase.
How about you? Would you like to live in a place where there are no winters?
Students: I love winter sports. I wouldn't enjoy living in a place where there are no winters./I love warm and hot weather. I would love to live in a place where there are no winters.
Teacher: Do you know of any cities or countries where the weather is always warm?
Display a world map to help the students answer this question.
Students: Yes! I know it's always hot in Australia./Countries in South America are quite hot most of the year./The weather in the south of China is much warmer than in the north of China.
Point out on the map that countries south of the equator have warmer weather than those north of the equator.
Teacher: Very good. Nearly all of the countries and cities south of the equator are warmer than countries north of the equator all year round.
Write the word *nearly* on the board. Explain. Students should master this word.
What do you enjoy most about spring?
Students: I enjoy the flowers/the rain/the warm weather/the fresh air/etc.

STEP 2: Read

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

1) Instruct the students to read Lesson 4 (*The Spring City*) silently, and answer the questions independently.
2) Students should check and correct their answers in groups.
3) Discuss the answers as a class.

STEP 3: Listen

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

1) Play the listening material for Lesson 4 (*The Spring City*). Play it once and ask the students just to listen.
2) Play the listening material a second time and ask the students to complete the exercise.
3) Check the answers as a class.

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STEP 4: Task

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

1) Instruct the students to work in pairs to discuss what spring is like in their hometown. Students should use the article in Lesson 4 as a guide to their discussion.

2) Independently, students should write a short passage like the one in Lesson 4 about spring in their hometown.

3) Ask the students to present their passages 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:

Where Else Would I Live? — Do some research about another place you would like to live in. Write about it.

- ○Why would you want to live there?
- ○What can you do there?
- ○What is different about this place from where you live now?
- ○How would your life be different?

EXTENSION

CLASS WORK: ***Diagraph Garden***

Create a *Diagraph Garden* to review and practice vocabulary that uses the consonant diagraphs /th/, /sh/ and the vowel diagraph /ea/. Part of word building is learning to recognize the various graphemes within a word. A grapheme is the visual representation of a phoneme (the smallest unit of sound). Although we stress learning individual letter sounds, we often forget that there are 44 phonemes in the English language and only 26 letters.

In this activity, we will focus on two of the consonant digraphs: /th/, /sh/, and the two pronunciations for the vowel diagraph /ea/.

1) To start, you will need construction paper, a marker, a glue stick, and scissors.

2) Cut out your circle (for the centre of the flower) and five petals in 4 colors.

3) Write the consonant or vowel diagraph in the centre of each circle.

4) Tape 2 pieces of blue construction paper together and use a glue stick to place the stem at the centre of the flower.

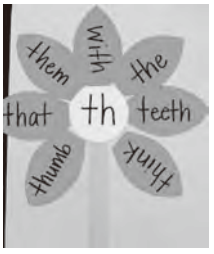
5) Instruct the students to come up with a list of 5 words for each diagraph. Students may use their student books and/or a dictionary to help them make their word lists.

For example:

/th/	/sh/	/ea/ [i:]	/ea/ [e]
think	sunshine	beach	weather
thank	shower	season	head
through	short	clean	instead
path	bush	bean	spread
math	wash	leave	feather

6) Have the students write the words for each diagraph on the same colour petals and glue them to the corresponding diagraph.

**Post the students' flowers up around the classroom. This is a good way to encourage students to be proud of their work and make the classroom beautiful and bright.



Sample diagraph flower

LANGUAGE NOTES

1. Everyone longs for spring. 每个人都向往春天。long for 意为"渴望，憧憬，向往"。例如：

I long for a trip to the Cape of Good Hope. 我渴望到好望角去旅行。

They long for a mother's goodnight kiss. 他们渴望得到一个母亲道晚安时的亲吻。

2. But in my hometown, it feels like spring nearly all year round. 但是在我的家乡，几乎全年都是春天的感觉。

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feel like + 名词，意为“感觉好像……，觉得好像……”。feel like + 物质名词，意为“摸起来好像是……”，feel like + doing = want to do 意为“想要做……”。例如：

It feels like rain soon. 好像马上就要下雨了。

This stone feels like a potato. 这块石头摸起来像土豆。

I don't feel like eating today. 今天我感觉不想吃饭。

3. There's plenty of sunshine too, with about 2 250 hours of sunshine every year. 阳光也很充足，每年大约有 2 250 个小时的日照时间。

1) plenty of 意为“许多，大量”，后跟可数名词复数或不可数名词，与 many, much, a lot of, lots of 同义。例如：

I need plenty of (= a lot of = lots of = much) time to finish the work. 我需要很多时间来完成这项工作。

You can see plenty of (= a lot of = lots of = many) books on the shelf. 你可以看到架子上有很多书。

2) with 表示伴随状况。例如：

China is an ancient country, with a history of over five thousand years. 中国是一个具有五千多年历史的古国。

4. Because of the spring-like weather, you can find hundreds of beautiful flowers and trees anytime of the year. 因为春天般的气候，你可以在一年中的任何时候都能看到数不清的美丽的花。

1)“because of + 名词或代词”和“because”引导的原因状语从句，都表示“因为……”。例如：

I didn't go to school because I was ill.（because 引导状语从句） 因为生病，我没有去上学。

I didn't go to school because of my illness.（because of 加名词性短语）因为生病，我没有去上学。

2) hundreds of 意为“许许多多，数百的”。如果是具体的数字，hundred 后不加 s。例如：

The farmer keeps hundreds of pigs on his farm. 那个农场主在农场里养了几百头猪。

The farmer keeps 6 hundred pigs on his farm. 那个农场主在农场里养了六百头猪。

Lesson 5: Babysitting on a Spring Day

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇： instead, push, shall, rabbit

⊙接触词汇 : babysit, Debbie, bar, soccer

⊙短语和句型 : turn around, monkey bar, hold on, come down, give… a push

RESOURCES

• audiotape • slips of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. How are you on this sunny/rainy/warm/cool/windy day?

Ask several students to respond.

Teacher: Is/Are there plenty of sunshine/wind/clouds/ showers today?

Students: Yes./ No.

Teacher: Right. Is it a good day to play in the park today? Why or why not?

Students: It's a good day to play in the park because it's a warm, sunny day./It's not a good day to play in the park because it's a cool, rainy day.

Review

1) Homework check.

2) Ask some students to present their passage “Where Else Would I Live?” to the class.

3) Review the vocabulary and phrases you learned in Lesson 4. Ask some students to come to the board and write a sentence using one of the phrases or words you learned last class.

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KEY CONCEPTS

FOCUS STRUCTURES:

Danny turns around.
Debbie is on the monkey bars.
Hold on, Debbie!
Come down, please!
He gives her a push.
Shall we look at the clouds, Debbie?

STEP 1: Present

CLASS WORK: *Think About It*

1) Introduce the *Think About It* questions by telling the students about the outdoor spring activities you enjoy.

2) Then talk about babysitting. Ask the students what kind of word "babysitting" is. (Babysitting is a compound word.) Discuss what babysitting is and share any experience you might have had in/about babysitting.

3) Next instruct the students to discuss the *Think About It* questions with a partner and then have them share their answers with the class.

STEP 2: Read

PAIR WORK: *Reading in pairs*

1) Instruct the students to read Lesson 5 (*Babysitting on a Spring Day*) in pairs.

2) While they read, ask the students to make a list of the spring activities and compound words that are in this lesson.

3) Have the pairs share their lists with the class.

STEP 3: Break It Down

CLASS WORK: *Discussion*

Discuss the following questions as a class.

Teacher: Shall we discuss the reading? Who can tell me what the word "shall" means?

Write the word *shall* on the board. Explain. Students should master this word.

• When Danny turns around and sees Debbie on the monkey bars, does Danny seem worried? How do you know?

Write the phrase *turn around* on the board and ask some students to stand up and act out *turn around*. Students should master this word.

Write the words *monkey bars* on the board. Ask the students to point to the picture of the monkey bars in the student book. Can anyone guess why it's called monkey bars? (A: Because you climb on the bars just as monkeys climb on trees).

Write the phrases *hold on* and *come down* on the board. Students should master these phrases.

Explain that we know Danny is worried about Debbie because he yells the words "hold on" and "come down". Danny thinks the monkey bars are unsafe and he is scared that Debbie will get hurt.

• What does Danny suggest for Debbie to play on instead of the monkey bars?

Write the word *instead* on the board. Explain. Students should master this word.

• What does "push" mean? Why does Debbie want Danny to give her a push?

Write the word *push* and the phrase *give... a push* on the board. Students should master this word and phrase.

• What does Debbie think looks like a big white rabbit?

Write the word *rabbit* on the board. Translate. Students should master this word.

STEP 4: Read

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

1) Instruct the students to read Lesson 5 silently, and answer the questions independently.

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

3) Discuss the answers as a class.

STEP 5: Role-Play

GROUP WORK: *Role-play the lesson*

1) Instruct the students to work in groups of three to act out the dialogue in this lesson.

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

STEP 6: Task

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

1) Instruct the students to work in groups and write out all of the events in Danny's diary on separate pieces of paper.

2) Then have each group work together to put the events in the correct order. The first group to place the events in the correct order wins.

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3) Ask the students to present their passages in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

Babysitting: Write about a time you babysat someone. If you've never babysat anyone, be creative and make it up.

- ○ Whom did you babysit?
- ○ When and where did you babysit them?
- ○ What did you do?
- ○ Do you like babysitting?

EXTENSION

CLASS WORK: *Spell It*

Play *Spell It* to review and practice vocabulary from this lesson and other lessons in this unit.

1) Divide the class into two large teams. Write blanks for any word or phrase across the blackboard (leave spaces between words in phrases).

2) The teams take turns guessing letters that go in the blanks.

3) 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.

Sample Words and Phrases:

She didn't want to watch a movie. She wanted to read a book instead.

She gave her a push and the swing went higher.

Rabbits like to eat carrots.

She came down from the top of the mountain.

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

LANGUAGE NOTES

1. Danny is babysitting his cousin Debbie at the playground. 丹尼正在操场上照看他的表妹黛比。这句是现在进行时，babysitting 是 babysit 的现在分词，因 babysit 是重读闭音节结尾，所以要双写字母 t。这样的词还有：swimming, running, beginning, getting, putting 等。at the playground 也可以说成 in/on the playground。

2. Hold on, Debbie! 抓紧，黛比！

hold on 有两个意思：一是"（电话）不挂断"；二是"抓紧"。例如：

Hold on a minute. 稍候片刻，不要挂断。

He held on to the rope. 他抓紧绳子。

3. Let's play on the swings instead, OK? 我们还是来玩秋千吧，好吗？

instead 是副词，意为"代替，顶替"，需要在一定的上下文中使用。例如：

He is tired. Let me go instead. 他累了，让我代他去吧。

注意：它一般位于句首或句尾，但不能位于祈使句的前面。

instead of 是介词短语，意为"代替，而不是"，后面常接名词、代词、动名词或介词短语。例如：

We went to the park instead of the zoo. 我们去了公园而没有去动物园。

注意：instead of 具有否定意义，指没有做的事。例如：

He is too busy. Let me go instead (of him).

他太忙了，让我（代替他）去吧。

4. Danny will push you. 丹尼将会推你。

push 在这里是动词"推"的意思，它也可以用作名词，常用词组"give sb. a push"表示"推某人一下"。例如：

I pushed the car, but it didn't move. 我推了车，但它没有动。（动词）

Danny will give you a push. 丹尼将推你一下。（名词）

5. It's time to stop swinging, Debbie. 黛比，该停止荡秋千了。

stop doing 表示"停止做某事"，而 stop to do 表示"停止或中断做某事后去做另一件事"。例如：

They stopped to smoke a cigarette. 他们停下来，抽了根烟。

I must stop smoking. 我必须戒烟了。

When he saw his teacher on the street, he stopped to talk to her. 当他在街上看到老师的时候，他停下来和老师说话。

All the students stopped talking when the teacher came in. 当老师进来时，所有学生都停止了讲话。

6. She gets off the swing. 她从秋千上下来。

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get off 意思是“从……下来”，通常指下火车、巴士、轮船、飞机等，反义词组是 get on。例如：
Don’t get off the bus until it stops. 直到公共汽车停了才可以下车。
They will get off the train in Beijing. 他们将在北京下火车。
I saw him get on the train. 我看见他上火车了。

Lesson 6: Stories about Spring

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : low, below, zero, until
⊙接触词汇 : groundhog, bush
⊙短语和句型 : as… as…, below zero, not… until…, Groundhog Day, sugar bush

RESOURCES

• audiotape • signs of spring worksheet (see Class Closing)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, class. It’s nice to see you all. How’s the weather today?
Ask a few students to come to the board and draw/write the weather report for the day. Students can use the weather icons they made in Lesson 1. They should also use weather words and write the temperature.

Review

1) Homework check.
2) Ask some students to present their passage “Babysitting”.
3) Introduce today’s lesson by reviewing what happened in the last lesson.
Teacher: Can someone tell me what we talked about last class?
Students: I can. We talked about Danny babysitting his sister on a spring day.
Teacher: Right. Where did Danny and his little cousin Debbie go?
Students: They went to the park.
Teacher: Correct. What did they do at/in the park?
Students: First, Debbie played on the monkey bars. Then Danny gave her a push on the swing. Then they played a game called “Lie on the Grass” because Danny was tired. They looked at the clouds and Debbie saw/watched a cloud that looked like a big white rabbit.
Teacher: Very good.

KEY CONCEPTS

FOCUS STRUCTURES:

The temperature can be as low as -15°C, but it can also reach 15°C.
The temperature drops below zero on those snowy days.
We probably won’t see any flowers until May or June!
Here, we have Groundhog Day on February 2 for the coming of spring.

STEP 1: Present

CLASS WORK: *Culture Tip and Think About It*

1) Ask the students to look at Lesson 6 (*Stories about Spring*).
Teacher: Who can tell me what it means when you can see winter jasmine blooming?
Students: It means spring is coming.
Teacher: That’s right. In our culture that’s how we know spring is coming. In other cultures they have different ways of knowing when spring is coming. In North American culture they have something called Groundhog Day.
Read the *Culture Tip* as a class.
2) Divide the class into groups to discuss the *Think*

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About It questions. Then discuss the questions as a class.

3) After the discussion, look at the reading as a class and ask some volunteers to read aloud.

Teacher: Let's begin reading. Who would like to start us off?

STEP 2: Break It Down

CLASS WORK: ***Discussion***

Discuss the following questions as a class.

Teacher: Let's discuss the reading. Who is writing this letter?

Students: Jenny.

Teacher: Yes. And whom is Jenny writing the letter to?

Students: Wang Mei.

Teacher: Correct. What is Jenny writing about in her letter?

Students: Jenny is writing about spring in Edmonton.

Teacher: That's right. According to Jenny, how low can the temperature be in Edmonton during spring?

Write the word *low* and the structure *as... as...* on the board. Explain. Point out that the word "high" is the opposite of the word "low". Then discuss the meaning of "as low as…". Use the structure in some different sentences and ask the students to do the same. (i.e. The sunset can happen as late as 9:00 pm.) Students should master this word and structure.

Teacher: Jenny says that on snowy days the temperature drops below zero. When a temperature drops, that means the temperature becomes lower. What does "below zero" mean?

Write the phrase *below zero* on the board. Explain. "Zero" is a number. Zero degrees Celsius is a cold temperature. Students should master this phrase.

Teacher: If the temperature is below zero, is that cold or hot?

Students: It's cold.

Teacher: That's right. Jenny says they probably won't see flowers until May or June. That means they won't see flowers before May or June.

Write the structure *not... until...* on the board. Encourage the students to use this structure in a sentence (i.e. I don't usually go to sleep until 11pm). Students should master this structure.

STEP 3: Read

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

1) Instruct the students to read Lesson 6 and answer the questions independently.

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

3) Discuss the answers as a class.

STEP 4: Task

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

1) Instruct the students to work independently to complete this task. They should make a list of specific activities and reasons before they write the passage. Students should also use some of the new structures and words they learned in their passage.

2) Ask the students to read their passages aloud in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

Signs of Spring worksheet: Students make observations about the season and record their findings.

EXTENSION

CLASS/GROUP WORK: ***The Story Game***

Play *The Story Game* to review vocabulary, phrases and concepts from this unit.

1) In groups or as a class, students take turns adding a sentence to a story. For the purpose of reviewing what the students learned in this lesson, the story should be about the weather and activities on a spring day. Students should consider the setting, characters and the plot. Encourage the students to be creative.

2) Before you begin, appoint a "secretary" to write down the story as the students tell it. If you are playing in groups, each group will need their own secretary. At the end of the game the secretary reads the story from the beginning.

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

LANGUAGE NOTES

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1. It's a little wild. 天气有点儿异常（奇怪）。
wild 在句中作形容词，意为“异常（奇怪）的”。wild 还有“野生的，荒芜的”之意。wild 还可作名词，表示“荒野；未开化的地方；偏远地区”。例如：
The boy has wild hair. 那个男孩儿头发乱蓬蓬的。
You can see many wild animals in the zoo. 在动物园你可以看到很多野生动物。
Can pandas live in the wild? 熊猫可以在野生环境下生存吗？
2. The temperature can be as low as -15°C, but it can also reach 15°C. 气温能低达零下十五度，但是也能达到零上十五度。
as… as… 意为“与……一样”，此句主要是为了强调气温的强烈变化，还可以直接说成 The temperature can be -15°C. 例如：
Yao Ming is as tall as 2.26 metres. 姚明高达 2.26 米。
Yao Ming is 2.26 metres tall. 姚明 2.26 米高。
3. We probably won't see any flowers until May or June! 我们可能到五月或六月才能见到花！
not…until… 意为“直到……才……”，until 引导时间状语从句。例如：
We didn't leave school until the rain stopped. 直到雨停我们才离开学校。
Please wait here until your mother comes to pick you up. 请你一直在这儿等到你妈妈来接你。

Unit Review (1)

CLASS OPENING

Greeting

Greet the class.
Teacher: Good morning/afternoon, everyone. Who would like to give the weather report for today?
Ask five or six students to respond.
Teacher: What do you wear/do when the weather is hot/warm/cold/rainy/windy?
Ask five or six students to respond.

Review

1) Homework check.
2) Ask the students to present their “Signs of Spring worksheet” 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.
• According to Danny's weather report, how's the weather today?
• What are some of the signs of spring that Wang Mei mentions in her letter to Jenny?
• What images or feelings does this poem about spring put in your mind?
• What is the weather like in Kunming all year round?
• What is Danny doing today? Where is he?
• According to Jenny, what is spring like in Edmonton?

CLASS ACTIVITIES

Building Your Vocabulary

I. Unscramble the words and discover the answer to the riddle.
Students should work independently to unscramble the words and discover the answer to the riddle. Write the blanks for each word on the board and ask one student at a time to write his/her answer from each word. See if you can discover the answer to the riddle as a class.
II. Fill in the blanks with the correct forms of the words or phrases in the box.
First, the students fill in the blanks independently, and then check the answers as a class.

Grammar in Use

Match the words to make compound words. Then make sentences using the new words.
1) Independently, students match the words in the boxes from the top row with the ones from the bottom row to form new compound words. Then they should use each new compound word in a complete sentence.

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2) Once they have completed the activity, they can check their answers in groups and use the sentences to have a dialogue.
3) Check the answers as a class.

Listening and Speaking

I. Listen and repeat. Pay attention to the letters in red.

Instruct the students to listen and repeat the sentences. Students should do their best to imitate the sounds and intonations they hear.

II. Listen to the dialogue and answer the questions.

1) Play the audiotape for this exercise and instruct the students to listen carefully to the dialogue.
2) Read the three questions as a class, and then play the audiotape again and tell the students to listen carefully before they answer the questions.
3) Check the answers as a class.

III. What season do you enjoy most? What do you like about it? Talk about it with your partner. You can use the ideas below.

1) In pairs, students discuss what season they like best and explain the reason. Students may use the ideas to help direct their dialogue.
2) Ask some pairs to share their discussion with the class.

Putting It All Together

Read the passage and answer the questions.

1) Instruct the students to work in groups to read the passage and answer the questions.
2) Discuss the answers as a 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

Read a poem

1) Play the audiotape for *Enjoyment*. Ask the students to listen to the poem.
2) Instruct the students to repeat the poem line by line.
3) Play the audiotape for *Enjoyment*. Ask the students to read the whole poem with the audiotape.

Play a game

Play *Describe And Guess* to review some key vocabulary and phrases from this unit.

1) Divide the class into groups and provide each group with three or four different pictures that depict different weather and activities.
2) Ask the groups to write a description for each picture.
3) Then place all of the pictures at the front and ask one group at a time to read one description for one of their pictures. The group describing must remain silent while the other groups guess which picture they are describing. The first group to correctly guess which picture the group is describing wins a point.

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Unit 2: Plant a Plant!

GENERAL OBJECTIVES

This unit deals with environmental themes and discusses how plants, farming and gardening affect our lives. Students will largely learn about different plants, gardening and agriculture, and consider why these things are important. This unit builds on the themes in Unit 1. Because the grammar focus for this unit is word building, students will learn to identify words that can function as both nouns and verbs, and understand how to use them properly. In this way, they will continue to grow their vocabulary as it relates to the subject matter of this unit.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	hole, large, cover, fill, storm, dirty, northern, bottom, basic, consider, test, dry, purpose, eastern, shy, yard
		接触词汇	root, seedling, dirt, pack, dust, pleasant, shade, fulfill, soil, channel, gardener, log, sunlight, compost, nearby, squirrel, fence, egret, tightly, fossil, southwest, living, agriculture, seed, pot, sprout, stem, bud, carefully
	短语和句型	fill… with…, by the way, dust storm, turn into, for sure, in the bottom of, It's pleasant to do…, take energy from…, in a word, TV channel, have fun doing, log onto, make sure, keep… away from, best of all, eastern Asia, close up, open up, When it comes to…, along with, in the middle of, a living fossil, at the top of…, a flower bud, look after	
	功能意念	谈论植物和园艺 Talking about Plants and Gardening	
	语法	构词法 Word Building	
语言技能	听	1. 在听录音时有目的地获取所需关键信息。 2. 以词或词组的形式简单记录所获取的信息。	
	说	1. 就简单话题提供信息，描述自己的经历，参与讨论。 2. 与他人沟通信息，合作完成任务。	
	读	1. 根据文章的第一句话来获取文章大意。 2. 找出文章主题，理解文章的中心思想。	
	写	1. 能利用所获取的信息来写作。 2. 掌握介绍自己和他人的基本词组和句型。	
学习策略	1. 树立自主学习的概念和意识。 2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。 4. 善于抓住用英语交际的机会。		
情感态度	1. 在学习中，敢于用英语来表述自己所做的事情。 2. 乐于接触并了解异国文化。 3. 了解植物种植的基本常识。 4. 学会积累生活经验。 5. 了解植物的重要性，树立环保意识。		
文化意识	了解植物对人类的重要性。		

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Lesson 7: Planting Trees

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : hole, large, cover, fill, storm, dirty, northern, bottom
⊙接触词汇 : root, seedling, dirt, pack, dust
⊙短语和句型 : fill… with…, by the way, dust storm, turn into, for sure, in the bottom of…

RESOURCES

• audiotape • pictures of how to plant a tree seedling

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.
Say: Good morning/afternoon, class. How are you today? How's the weather today?
Ask four or five students to respond.
2) Introduce the new unit. Explain the two meanings for the word "plant".
Teacher: Today we will start a new unit. Who can tell me the title of Unit 2?
Student: I can. It's "Plant a Plant!"
Teacher: Very good. The word plant has two meanings. It can be used as a verb and a noun. As a verb, to plant something (like a tree or a flower) means you put it in the ground so it can grow. You can also call this "gardening". As a noun, a plant refers to any living thing that needs water and sunlight to grow. For example, a flower is a plant. Can you give more examples of plants?
Write the students' answers on the board or ask them to come to the board one by one to write or draw their own answers.

Sample List of Plants	
Trees	Vegetables
Grass	Fruit
Bushes	Herbs

Teacher: Good work, everyone. In this unit, we will learn about different plants and gardening. Plants and gardening are very important for us to live. Plants give us food, shelter and make our environment liveable.

Review

1) Review the theme from Unit 1.
Teacher: In the last unit we learned about the spring season and outdoor activities. What kinds of things did we talk about?
Ask several students to respond.
Students: We talked about… the signs of spring/ playing in the park/blooming flowers/fresh air/ weather/rain/thunderstorms/green trees and grass/ poems/etc.
Teacher: Yes. Well done. Spring is a time of rebirth for plants after the cold winter. The change in weather affects the lives of animals and plants, and all of us of course.
2) Review compound words.
Teacher: We also talked about compound words in the last unit. Who can give me an example of a compound word?
Students: Sunrise/Sunset/Hometown/Weekend/etc.
Teacher: Good work.

KEY CONCEPTS

FOCUS STRUCTURES:

Now, put the seedling inside, cover the roots and fill the hole with dirt.
By the way, there is another group of people down the hill.
When there is a dust storm in spring, it gets windy and dirty everywhere.
A lot of rich lands in the northern area have turned into desert.
Oh, and please remember to put a little water in the bottom of the hole.

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STEP 1: Present

CLASS WORK: *Think About It*

1) Explain briefly why trees and forests are important.

Teacher: Trees provide us with so many things. They give us oxygen, shelter and food. Oxygen is the air we breathe. Shelter includes things like the wood that we use to build houses and the shade that the leaves provide. And of course the different fruits that we eat grow on trees like apples, oranges, bananas and so on. Do you know what a big group of trees is called in English? It's called a forest. Forests are very important, but they are slowly disappearing. Can you guess why?

Students: Because people cut down trees to use their wood and don't plant enough trees to replace the ones they have cut down.

Teacher: That's right. How can we help save our forests?

Students: Plant more trees!

2) Ask one student to read the *Think About It* questions aloud and discuss them as a class.

Teaching Point

There are many benefits to encouraging students to read the instructions for different activities aloud.

1. You can check pronunciation.
2. Students may better understand the instructions when they read it themselves.
3. It encourages them to take a leadership role.
4. If they all read the instructions silently, they will all finish at different time. If they listen to someone reading the instructions out loud, they all finish at the same time.

Teacher: When is Tree Planting Day in China?

Students: March 12.

Teacher: Right. There are three basic steps for planting a tree.

Show the class pictures of the three steps for planting a tree.

Teacher: First you dig a large hole.

Write the words *large* and *hole* on the board. Explain. Students should master these words.

Teacher: What does the word "large" mean?

Students: It means big.

Teacher: That's right. What is the opposite of large?

Students: Small.

Teacher: Yes. Who can tell me how to say "dig a hole" in Chinese?

Students: 挖洞。

Teacher: Correct. What can we use to dig a hole?

Students: A shovel (铲).

Teacher: Yes. The next step is to put a seedling in the hole and fill it with dirt. A seedling is a baby tree.

Point to the picture of the seedling. Point out where the roots of the seedling are.

Teacher: What is dirt?

Ask a student to point to the dirt in the picture and translate the word into Chinese.

Teacher: Good job. So can you guess what the word "dirty" means?

Write the word *dirty* on the board. Discuss. Students should master this word.

Students: Something that is covered with dirt.

Teacher: Excellent. When you fill the hole with dirt, you cover the roots of the seedling with soil from the ground.

Write the phrase *fill with* and the word *cover* on the board. Encourage the students to use this phrase and word in a sentence. Students should master this phrase and word.

Teacher: I can fill my schoolbag with books. I can cover my eyes with my hands. Now you try!

Students: I can fill a glass with water./I can fill my pencil box with pencils./I can cover my cup with a lid./I can cover my book with a piece of paper.

Teacher: Very good. The final step is to pack down the dirt around the seedling with your feet or hands.

Act out packing down dirt with your feet and hands. Ask the class to imitate your actions.

Teacher: Well done. Now let's read the lesson.

STEP 2: Read

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

1) Instruct the students to read Lesson 7 and answer the questions with a partner.

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2) Students should check and correct their answers in groups.
3) Discuss the answers as a class and correct any false statements.
How do you know that Wang Mei saw another group of people on the hillside? What does she say?
Discuss the phrase *by the way*. Students should master this phrase.

STEP 3: Read and Do

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

1) Divide the class into groups and ask them to complete *Let's Do It! No. 2*.
2) Discuss the answers as a class and the mastery phrases/words for this lesson that have not been covered yet.

- storm
- northern
- bottom
- dust storm
- turn into
- in the bottom of

3) Next, instruct the groups to create their own step-by-step guide for planting trees. They should use all of the steps from the exercise to make the guide, and they should include drawings or pictures to go with each step.
4) Have each group present their guides in front of the class.

STEP 4: Role-Play

GROUP WORK: *Role-play the lesson*

1) Instruct the students to role-play the lesson in groups of three.
2) If time allows, select some groups 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 read the lesson again and complete the exercise with a partner. Encourage the students to draw a small picture or symbol for each subject. For example, for the first step, have the students draw a tree. For the second step, ask the students to think about and list the various uses of trees. For the third step, have the students conclude that "Therefore we should plant trees".
2) Ask the pairs to present their answers to the class and discuss. You may want to write some of their answers on the board.

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 7.
- Save the Trees and Forests: Trees and forests are very important, but they are disappearing. Do some research and write a short news report. Consider the following questions:
  - ○ Why are trees and forests important?
  - ○ Why are they disappearing?
  - ○ What can we do to help?

EXTENSION

CLASS WORK: *Tic-Tac-Toe*

Play *Tic-Tac-Toe* to review and practice vocabulary, phrases and expressions learned in today's lesson.
1) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine squares 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:

- Draw a seedling
- Cover your eyes with your hands
- Use "dirty" in a sentence
- Spell "northern"
- Explain one of the steps for planting a tree
- Use "fill with" in a sentence
- True or False? There is sand in the bottom of the sea.

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LANGUAGE NOTES

1. Maybe you should make the hole a little bigger. 也许你应该把坑挖得再大一点儿。

make 作使役动词，在句中意为“使；使成为”，后跟复合结构，即“make+ 宾语 + 宾语补足语”。“make + 宾语 + 形容词”表示“使某人或某事（变得）……”。例如：

The news made us happy. 这个消息使我们很高兴。

You should make the classroom clean. 你们应该把教室打扫干净。

2. It must be large enough to hold the roots of the seedling. （坑）必须足够大使之能够放得下小树的根。

enough 在句中作副词，意为“足够地，充足地”，修饰形容词或副词，放在其后。enough 用作形容词作定语时，可修饰可数名词或不可数名词，可放在被修饰的名词前或后。例如：

He walks slowly enough. 他走得够慢的了。（副词）

The math problem is easy enough for the boy to work out. 这道数学题对于这个男孩儿来说相当容易，他能够做出来。（副词）

There are enough seats (seats enough) for them all. 有足够的座位让他们都坐下。（形容词）

3. By the way, there is another group of people down the hill. 顺便说一下，山下还有一群人。

by the way 意思是 “顺便说一下”，在主要话题或交流中用以插入题外的话或问题。例如：

By the way, where is she? 顺便问一句，她在哪儿？

By the way, may I ask you a question? 顺便问一句，我可以问你一个问题吗？

4. Nothing can stop the wind because there are not many trees left. 没有什么可以阻挡风的侵蚀，因为树木匮乏。

left 是 leave 的过去分词，作宾语补足语，意为“留下的，剩下的”。例如：

There isn't enough food left in the fridge. Let's go to the supermarket. 冰箱里没有足够的食物了。我们去超市吧。

There's no time left. Please hurry! 没有剩余的时间了。请快点儿！

Lesson 8: Why Are Plants Important?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : basic

⊙接触词汇 : pleasant, shade, fufill, soil

⊙短语和句型 : It's pleasant to do…, take energy from…, in a word

RESOURCES

• audiotape • small plants or pictures of plants • large pieces of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Hello, class. Good to see you. Let's get started with today's lesson.

Review

1) Homework check.

2) Choose some students to present their news report: “Save Our Trees and Forests”.

3) Review what you learned in the last lesson.

Teacher: What did we talk about last class?

Students: We talked about planting trees and saving our forests.

Teacher: That's right.

KEY CONCEPTS

FOCUS STRUCTURES:

It's pleasant to walk in the forest.

Trees and other plants are important to people.

They help us fulfill our basic needs.

The trees and plants take energy from the sun and turn it into food.

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STEP 1: Present

CLASS WORK: ***Discussion***

1) Discuss the *Think About It* questions as a class. Bring in some plants or pictures of plants that grow near your own home and present them to the class.

Teacher: Here are some plants that grow near my home. This plant is called _____ and this one is called _____. What plants grow near your home?

Ask several students to respond. You may ask the students to come to the board and write down or draw a picture of the plant.

Teacher: Why do we need trees?

Students: We need trees because… they give us clean air to breathe/they give us food to eat/they give us wood to build houses with/etc.

Teacher: Right. Trees and forests provide us with many things we need to live. They give us many of the things we need to fulfill our basic needs.

Write the words *basic needs* on the board. As a class, make a list of basic human needs on the board.

Teacher: A basic need is something we can't live without. We need it to survive. For example, oxygen or air is one of our basic needs. We need to breathe air to live. Can you name some of our basic needs?

Students: Food/water/shelter (i.e. a home and clothes)/sleep/etc.

Teacher: Well done. Plants provide us with many of our basic needs. That's why they are very important to us and all other animals on the earth.

Write the phrase *be important to…* on the board. Explain. Students should master this phrase.

Teacher: Now let's read the lesson and find out more about how plants help us. Let's see what Jenny, Danny and Brian have to say about it.

STEP 2: Read

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

1) Instruct the students to read Lesson 8 and complete the exercise in groups of three. While they read, ask the students to write down a list of all the reasons why trees and forests are important that are mentioned in the dialogue.

2) Discuss the answers as a class and have the students share their list of reasons with the class.

Write the phrases *It's pleasant to do…* and *take energy from…* on the board. Explain. Students should master these phrases.

STEP 3: Apply

GROUP WORK: ***Applying knowledge***

1) In groups, ask the students to make a chart or diagram that shows how trees and other plants help satisfy our basic needs. There is no template for this task. Encourage the students to be creative in the way they present the information. They should include pictures or drawings in their chart or diagram.

2) Ask each group to present their chart or diagram in front of the class.

STEP 4: Task

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

1) Instruct the students to work in pairs to discuss why we need plants and fill in the mind map.

2) Then have each pair compare their mind maps with another pair of students.

3) Ask the students to share their answers with the class and fill in a large mind map on the board.

CLASS CLOSING

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

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

2) Role-play Lesson 8.

3) Assign homework:

A World Without Trees: Write a short story about what life would be like on the earth without trees. Be creative and come up with an interesting plot and characters. Your story should have a beginning, middle and end. Consider the following questions:

- What would be the same/different?
- Would life be better or worse?

EXTENSION

GROUP WORK: ***Communicate It***

Play *Communicate It* to review vocabulary, phrases and concepts from this unit.

1) In small groups, students write new words or phrases on separate slips of paper.

2) Instruct the students to fold all the slips of paper and place them in a hat or some other container. No slip of paper should have the same word or phrase on it.

3) Player 1 picks a slip of paper and tries to get the

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other players on his or her team to guess the word or phrase by describing it. The person describing cannot say the word or phrase on their slip of paper. If they say the word or phrase their turn is over and Player 2 picks a new word or phrase to describe.

4) Put a time limit on this game. The group to guess the most words within the allotted time wins.

**Note: To make the game easier, students may explain some things in Chinese, but they may not say the Chinese translation of the word or phrase. You may also choose to allow students to use a dictionary.

For Example:

Player 1: (Word=air) We need it to live.

Group: Is the word "water"?

Player 1: No. We breathe it.

Group: Is the word "air"?

Player 1: Yes!

LANGUAGE NOTES

1. Trees and other plants help clean the air. 树和其他的植物有助于净化空气。

help (sb.) do/to do sth. 意为"帮助(某人)做某事"。此外，help sb. with sth. 也有此意。例如：

Can you help me (to) learn English ? = Can you help me with my English? 你能帮助我学英语吗？

Sunglasses help (to) protect your eyes from the sun. 太阳镜有助于保护你的眼睛免受阳光的伤害。

2. The trees and plants take energy from the sun and turn it into food. 树木和植物从阳光中吸取能量，将它变成食物。

turn… into… 意为"把……变成……"，与 change… into… 近义。例如：

The heat turns the ice into water. 热量把冰变成水。

Time flies! It has turned the little boy into a big man. 时光飞逝！它把这个小男孩变成了一个大男人。

3. Medicine and clothing are also made from trees and plants. 药品和衣物也是由树木和植物制成的。

be made from… 意为"由……制成 / 构成"，一般指看不出原材料，与 be made out of… 近义。

be made of… 表示"由……制成 / 构成"，一般指看得出来原材料。例如：

The paper is made from wood. 纸是树木制成的。（看不出原材料）

The table is made of wood. 这张桌子是由木头制成的。（看得出原材料）

注意：口语中也有混用的情况。

4. Plants also make everything look beautiful. 植物也使一切看上去很漂亮。

make + 宾语 + 宾语补足语 do 表示"使 / 让某人做某事"。其中宾语补足语是不带 to 的动词不定式。例如：

His jokes made us all laugh. 他的笑话把我们都逗笑了。

You should speak more slowly to make everybody understand you. 你应该讲得再慢些，使大家都能听明白。

Lesson 9: Gardening with Mary

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙接触词汇 : channel, gardener, log

⊙短语和句型 : TV channel, have fun doing..., log onto

RESOURCES

- audiotape
- garden and plant related pictures (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class.

Review

1) Homework check.

2) Choose some students to present their short story "A World Without Trees".

3) Review concepts and themes from the last lesson.

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KEY CONCEPTS

FOCUS STRUCTURES:

TV channel
First, you have fun working in your garden.
Now she has a TV show.

STEP 1: Present

CLASS WORK: *Think About It*

1) Begin by discussing the *Think About It* questions as a class.

Teacher: Does anyone in this class like to watch TV?

Students: Yes, I like to watch TV.

Teacher: I like to watch TV, too. I like to watch programs about _____. A TV program and a TV show are the same thing. My favourite TV program is _____. It comes on at 8:00 pm on Tuesdays on channel _____. Who can tell me how to say TV channel in Chinese?

Write the words *TV show* and *TV channel* on the board. Students should master these words.

Students: 电视频道。

Teacher: What's your favourite TV program? What day and time does it come on? What channel is it on?

Students: My favourite TV program/show is _____. It comes on at (time) on (day) on channel _____.

Teacher: Does anyone else watch that TV show? Do you like that TV program?

Encourage the students to voice their opinions about different TV shows and facilitate a class discussion.

Students: Yes, I watch that TV show. I like it. I think it's funny/interesting/scary.

No, I don't watch that TV show. I think it's boring.

Teacher: There are many different shows on TV. Some shows are educational. That means you can learn something from watching the show. For example, cooking shows teach you how to cook. Today we are going to talk about a woman in Canada who is an expert on gardening. Her name is Mary. She has her own show about gardening. What is a garden?

Students: A piece of ground, often near a house, that is used for planting flowers, fruits and vegetables.

Teacher: Excellent. The word garden has two different uses like the word "plant". It can be used as a verb and a noun. What do you think a gardening show teaches you?

Students: A gardening show teaches us how to garden/plant flowers/grow fruits and vegetables.

Teacher: Right. Gardening is a fun hobby. Does anyone have a garden at home?

Students: Yes, I do./No, I don't./My uncle has a garden.

Teacher: What do you grow in your garden?

Students: I grow tomatoes/cucumbers/flowers.

Teacher: Do you have fun working in the garden?

Write the phrase *have fun doing* on the board. Students should master this phrase.

Students: Yes, gardening is fun.

Teacher: What does a garden need to grow?

Students: A garden needs water, sunlight, and earth/soil.

Teacher: Have you ever watched a program about gardening on TV?

Students: Yes, I have./No, I haven't.

Teacher: What did you learn about gardening from watching the show?

Students: I learned how to plant flowers/how to grow tomatoes/etc.

Teacher: Good work. Now let's read about gardening with Mary and see what her show can teach us about gardening.

STEP 2: Read

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

1) Instruct the students to read Lesson 9 and complete the exercise with a partner. While they read, ask the students to pay attention and write down any words that have two different uses like the words "plant" and "garden". Examples: water, show, colour

2) Check and discuss the answers as a class.

3) Ask the students what words they found in Lesson 9 that have two different functions. Write the list on the board and encourage the students to use the words in a sentence.

STEP 3: Break It Down

CLASS WORK: *Discussion*

Discuss the following questions as a class.

• What is Mary's show about?

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• What day and time is Mary's show on TV?
• What TV channel is Mary's show on?
• What does Mary teach/show people?
• Does Mary enjoy gardening? What does Mary say about gardening?
• What does Mary do in every show?

STEP 4: Listen

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

1) Play the audiotape for Lesson 9 (*Gardening with Mary*). 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.

STEP 5: Task

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

1) Instruct the students to work in pairs to complete the task. They should first discuss what they know about gardening before they consider what questions they may want to ask Mary. Each pair should write down at least three questions.

2) Ask the pairs to share their questions with the class and see if any of their classmates can answer their questions.

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:

Gardening Tip: Research and write about one gardening tip. In writing your tip try to use both meanings of the words: *plant, garden, water* and *show*

EXTENSION

CLASS/GROUP WORK: *The Word Association Game*

Play *The Word Association Game* to review vocabulary, phrases and concepts from this lesson.

1) You can play this in groups or as a class. You will need a series of pictures that depict different plants and activities related to gardening, as well as a clock or stop watch to keep time.

2) Hold up one picture at a time. For each picture, give the students some time to write down as many words as they can that relate to or describe the picture. Do not give the students more than one minute per picture.

3) Keep the pictures in the same order as you displayed them. Then start with the first picture and ask the students/groups to share their answers with the class. The students get one point for every word they correctly associate with each picture that no other group has. The student or group with the most points wins.

For example:

• flowers	• garden
• gardening	• hobby
• beautiful	• colours
• water	• soil
• sunlight	• plants

LANGUAGE NOTES

1. Mary Green will show you the best way to grow all kinds of plants. 玛丽 • 格林将向你展示种植各种植物的最佳方法。

show+sb.(间接宾语)+ (直接宾语) sth. 意为“向某人展示 / 出示……，让某人看看……”，还可以说 show sth. to sb. 可跟双宾语的动词还有 give, pass, bring, lend 等。例如：

Can you show me your new dictionary? = Can you show your new dictionary to me? 你能让我看看你的新词典吗？

I plan to give my mum a surprise gift for her birthday. = I plan to give a surprise gift to my mum for her birthday. 我打算在妈妈生日时送给她一个惊喜的礼物。

2. She has lots of good advice for every gardener! 她有很多好的建议送给每一位园艺爱好者。

advice 是不可数名词，意为“建议，劝告，忠告”。例如：

Here's some advice on how to improve your English. 这儿有一些关于如何提高英语的建议给你。

My teacher gave me a piece of advice for improving

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my English. 我的老师给了我一条提高英语的建议。

3. First, you have fun working in your garden. 首先，在花园里工作是一件很愉快的事情。

have fun doing 意为“做某事有乐趣”，与 enjoy oneself doing 和 have a good time doing 同义，fun 作不可数名词。fun 也可作形容词，表示“使人愉快的，开心的”。例如：

All of us had fun singing and dancing. = We enjoyed ourselves singing and dancing. = We had a good time singing and dancing. 我们又唱歌又跳舞，玩得很愉快。（名词）

Learning English is fun. 学英语是令人愉快的。（形容词）

4. Roses smell so wonderful. 玫瑰花闻起来味道很棒。

smell 作系动词，意为“闻，闻起来”，后跟形容词。其他表示感觉的系动词还有：feel（摸起来，感到），taste（尝起来），sound（听起来），look（看起来）。例如：

The fish smells nice, but tastes bad. 这个鱼闻起来很好，但是尝起来不好。

The silk feels soft. 丝绸摸起来很柔软。

The music sounds beautiful. 音乐听起来很美妙。

Lesson 10: Make Your Garden Grow!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : consider, test, dry, purpose

⊙接触词汇 : sunlight, compost, nearby, squirrel, fence

⊙短语和句型 : make sure, keep… away from…, best of all

RESOURCES

• a list of gardening tips • research material about gardening • plant pot • soil • seeds • pitcher of water • paint

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone. How was your evening? Did anyone watch TV last night? What did you watch? What time? What channel?

Ask several students to respond.

Review

1) Homework check.

2) Choose some students to present their “Gardening Tip”.

3) Review the theme of gardening. Discuss the similarities and differences between gardening and farming.

Teacher: What is a garden?

Students: A piece of land, often near a home, that is used to plant and grow flowers, fruits and vegetables.

Teacher: Are a garden and a farm the same thing?/ Are gardening and farming the same thing?

Students: No.

Teacher: How are they the same/different?

Make a list of similarities and differences between gardening and farming on the board.

Garden(ing)	Garden and Farm	Farm(ing)
usually smaller than a farm	both grow fruits and vegetables	usually bigger than a garden
usually grow flowers	both are important	don’t usually grow flowers
often done as a hobby	both can be enjoyable	often done as a job
don’t raise animals in a garden	both need a lot of care and attention	raise animals on a farm

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KEY CONCEPTS

FOCUS STRUCTURES:

You can test it to make sure.
What else do you need to consider for your garden?
It can help keep these small animals away from your garden.
And best of all, you have fun eating all the great food from it.

STEP 1: Present

CLASS WORK: *Think About It*

Discuss the *Think About It* questions as a class.

Teacher: Do you like gardening?

Students: Yes, I like gardening. It's fun./No, I don't like gardening. It's boring.

Teacher: What is fun about growing a garden?

Students: You can enjoy spending time outdoors./ It's fun to watch your garden grow./It's nice to have your own fresh fruits and vegetables that you grew yourself./It's nice to have beautiful flowers and other plants to look at.

Teacher: Very good. All plants have basic needs just like we do. Humans need food and water to live. What do plants need to grow?

Students: Plants need water, sunlight and soil to grow.

Write the words *water, sunlight* and *soil* on the board.

Teacher: That's right. But not all plants are the same. Some need more water and less sunlight and others need more sunlight and less water. A garden needs a lot of care and attention to grow properly. What things can affect your garden?

Students: Insects/Small animals/Not enough water or sunlight/Cold weather/Not enough space.

Teacher: That's right. This lesson is about what we need to consider for us to grow a healthy and beautiful garden.

Write the word *consider* on the board. Explain that "consider" means "think about". Students should master this word.

Teacher: Let's read and find out how to make your garden grow!

STEP 2: Read

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

1) Instruct the students to read Lesson 10 and complete the exercise in pairs. Then have the students look up and write down the definitions for every word that functions as a noun and a verb. Students should choose three of these words and use them in two sentences: one where they function as a noun and the other as a verb.

For example:

Definitions for "heat"

noun – high temperature or something that is hot (I enjoy the heat in the summer.)

verb – make something hot (I heat my soup on the stove.)

2) Check and discuss the answers as a class.

STEP 3: Read and Discuss

GROUP WORK: *Read and do*

1) Instruct the students to work in groups to read the lesson again. While they read, students should pay attention to all the gardening tips mentioned in the lesson and complete the true-or-false exercise.

2) Check and discuss the answers as a class. Correct any false statements and cover the mastery words and phrases for this lesson that have not yet been covered.

Words	Phrases
test	make sure
dry	keep… away from
purpose	best of all

STEP 4: Activity

GROUP WORK: *Read and do*

1) Instruct the students to work in groups to write one gardening tip of their own. Make sure no two groups choose the same gardening tip.

** Note: You may want to provide the students with a list of gardening tips to choose from and some research materials to help them better understand the topic.

2) Encourage the students to be creative. They may choose to present their gardening tip in a variety of ways but should include clear written instructions and images (drawings or cut out pictures) to go with it.

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3) Ask the groups to present their gardening tip in front of the class.

Sample Gardening Tips

- ○ How to plant and grow strawberries
- ○ How to get rid of weeds
- ○ How to grow a cherry tree
- ○ How to keep the insects away from your garden
- ○ How to make sure your garden gets enough water

STEP 5: Task

INDEPENDENT WORK: *Project*

1) As a class, brainstorm some ideas for different things you can grow in a garden and why you might want to grow those things.

2) Instruct the students to work independently to write a short passage about something they'd like to plant in a garden. Students can follow the example in the student book.

3) Ask some students to read their passage 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:

My Garden: Draw a plan for a garden. Draw and label each plant in the garden. Consider what plants (flowers, fruits, vegetables, trees, etc.) you will have in your garden and why.

EXTENSION

PAIR/GROUP WORK: *Hands On Activity*

Complete the *Hands On Activity* to review vocabulary, phrases and concepts from this lesson.

**Note: You may want to ask the students to bring in their own supplies for this activity.

1) Divide the class into small groups or pairs and provide each group or pair with a pot, soil, seeds and a pitcher of water. Before planting the seed in the pot, you may want to give the students some time to decorate their pot.

2) Each pair or group must follow the instructions in the Hands-on Activity at the bottom of Lesson 10.

LANGUAGE NOTES

1. You must consider many things when you decide to begin gardening. 在你开始进行园艺活动的时候必须考虑很多事情。

consider 在句中意为“认为”，与 think about 同义。常用于以下句型：

1) consider + 名词 / 代词 /doing。例如：

You had better consider my advice. 你最好考虑一下我的建议。

I'm considering going to Dalian for my summer holiday. 我正在考虑去大连度暑假。

2) consider + 宾语从句 /“疑问词 + 不定式”。例如：

We must consider what we shall do next. = We must consider what to do next. 我们必须考虑下一步做什么。

2. Does your garden get enough sun? 你的花园有充足的阳光吗？

sun 在句中意为“阳光”，即 sunshine 或 sunlight。例如：

Don't read in the sun. It's bad for your eyes. 不要在阳光下看书。对眼睛不好。

3. You can test it to make sure. 你可以检测一下来确定。

make sure 在句中意为“确定，确信”。此外，还有“务必，保证，核实，确保”等意思，后面可跟宾语从句、动词不定式或者疑问词 + 动词不定式。例如：

We should look it up in the dictionary to make sure. 我们应该查查词典来确定一下。

Make sure that you brush your teeth every night. = Make sure to brush your teeth every night. 你一定要每天晚上刷牙。

4. Is it easy to water your garden? 给你的花园浇水容易吗？

water 在句中作动词，意为“浇水，浇灌”。例如：

You need to water the flowers twice a day. 你需要每天给花浇两次水。

5. Plants need water to grow strong and stay healthy. 植物需要水来长得强壮和保持健康。

grow 和 stay 在句中均作系动词，后跟形容词，grow 意为“（渐渐）变得 / 长得”，stay 意为“保持”。例如：

All the students have grown taller. 所有的学生都长高了。

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Stay (Keep) still a minute, I want to take your photograph. 保持一会儿，我要给你照张相。
6. It can help keep these small animals away from your garden. 它能阻止这些小动物进入你的花园。
keep (…) away from… 意为“使(……)远离……”。例如：
Tell the child to keep away from the fire. 告诉那个孩子离火远点儿。
The cages can keep us away from the wild animals. 笼子能使我们远离那些野生动物。

Lesson 11: Amazing Plants

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : eastern, shy
⊙接触词汇 : egret, tightly, fossil, southwest, living
⊙短语和句型 : eastern Asia, close up, open up, When it comes to…, along with, in the middle of, a living fossil

RESOURCES

- audiotape • a world map
- some pictures of plants

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Say: Good morning/afternoon, class. I was very busy this morning/afternoon and I rushed to get here on time. Did everyone have a good evening yesterday? What did you do?
Ask four or five students to respond.

Review

1) Homework check.
2) Choose some students to present their Garden Plan.
3) Review the vocabulary and concepts from the last lesson. Make a list on the board of things you need to make your garden grow as a class.

KEY CONCEPTS

FOCUS STRUCTURES:

It grows in eastern Asia.
When something touches this plant’s leaves, they close up tightly.
After a few minutes, the leaves open up again.
This plant is fun for small children to play with.
When people first hear it laughing, they are usually quite surprised and begin to laugh along with the tree.
It grows in the middle of Africa.
Its two leaves continue to grow for its whole life.
This plant can live as long as 1 500 years, so people call it a living fossil.

STEP 1: Present

CLASS WORK: *Think About It*

1) Divide the class into groups to discuss the *Think About It* questions. Then have each group share their answers with the class.
Teacher: What is a plant?
Students: A plant can be a flower, tree, bush, vegetable, fruit or grass.
Teacher: Good work. How many plants can you name?
In their groups, have the students make a list of plants they know. Ask the groups to share their answers with the class and create a list of plants on the board. Students may look up words in the dictionary to help them answer this question.
Teacher: What do you think makes a plant special?
Students: A special plant is something that is not common. It is a plant that you don’t see every day.
Teacher: That’s right. Do you think grass is a special plant?

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Students: No.

Teacher: Right. I agree. Grass is a very common plant. How about a cherry blossom tree? Do you think that is a special plant?

Students: Yes. Cherry blossom trees are very beautiful and they are not so common.

Teacher: Very good. Some plants are special because they are very beautiful, but there are other plants that are special because they do interesting things that most other plants don't do. Now, with that in mind try to make a list of plants that you think are special.

Again, have the students return to their groups to make a list of special plants, and then have them share it with the class. Make a list on the board.

Teacher: The title of this lesson is "Amazing Plants" because this lesson talks about plants that can do amazing things. What does the word "amazing" mean in Chinese?

Students: 令人惊奇的。

Teacher: Well done. Let's read and find out what makes these plants so amazing.

STEP 2: Read

CLASS WORK: ***Read and discuss***

Read Lesson 11 as a class. Monitor students' pronunciation and comprehension.

STEP 3: Break It Down

CLASS WORK: ***Discussion***

Discuss the following questions as a class and make sure that students have a good understanding of each plant description and the mastery words and phrases for this lesson.

A flying flower?

• Why is it called the egret flower?

• What is an egret?

• What is Asia?

• Do we live in Asia?

• If north is up, who can point and show me where east is?

• Can you point to eastern Asia on the map?

• What countries are in eastern Asia?

Can plants be shy?

• What does the word "shy" mean? Can you act out "shy"?

• Close and open are opposites. (Hold your hand in a tight, closed fist, then open it up and close it back up again. Explain that this is what "open up" and "close up" mean.) Can someone show me open up and close up with their hands?

• What does "play with" mean? Why do you think children like to play with this plant?

What makes a tree laugh?

• What does "laugh" mean? Can you demonstrate laughing?

• Do you think these trees can really laugh?

• What makes this tree sound like it's laughing?

• Where does this tree grow?

• What is Africa? Where is Africa? Can you point to it on a map?

• What does the phrase "in the middle of" mean? (Ask a student to stand in the middle of the classroom and explain that that student is standing in the middle of the classroom.)

• Now, can you point to the middle of Africa on a map?

Can a fossil be alive?

• What does the word "alive" mean? What is the opposite of alive?

• (Translate the word "fossil") Can a fossil really be alive?

• Why do people call this plant a living fossil?

• What is special about this plant's leaves?

STEP 4: Listen

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

1) Play the listening material for Lesson 11 (*Amazing Plants*). 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.

STEP 5: Read and Do

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

1) Students can read the lesson again and fill in the table with a partner.

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

3) Discuss the answers as a class. Draw the table on the board and ask individual students to come to the board to fill it in.

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STEP 6: Task

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

1) Divide the class into groups. Supply each group with some research material about one amazing plant.

2) Instruct the students to read through the research material and choose the most important points to create a pamphlet that teaches people all the important details about that plant. Students should refer to the *Task tips* for this exercise and include drawings and/or pictures in their pamphlets.

3) Ask each group to come to the front of the class to present their pamphlet. Once every group has presented, display the pamphlets up around the classroom.

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:

Another Amazing Plant: Research another amazing plant and make a pamphlet. In your pamphlet, answer the questions below and include a drawing or picture of your plant:

- What is it called?
- Where does it grow?
- How long does it live?
- Why is it amazing?

EXTENSION

GROUP/CLASS WORK: *Living Picture*

Play *Living Picture* to review words and phrases from this lesson.

1) Play this game with one group in front of the class or divide the class into small groups and play the game with all the groups at the same time.

2) 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.

3) 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 street sign. You also need to assemble any objects you want the players to use.

4) You can interrupt the story at any time and ask the players to say appropriate words. For example, if the story says Player 1 is shy, Player 1 should act shy.

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

LANGUAGE NOTES

1. It grows in eastern Asia. 它生长在东亚。

eastern 作形容词，后面修饰名词，意为"东方的，东部的"，east 是名词，意为"东，东方"， 有时形容词化，但只限于"向东的"解，比 eastern 的形容词用法要窄得多。其他表示方位的词：west(西方) — western(西方的)，north(北方) — northern(北方的)，south(南方) — southern(南方的)。例如：

Shanghai is in the eastern part of China. 上海在中国的东部。

Hebei is in the north of China. = Hebei is in northern China. 河北在中国的北方。

2. Isn't it beautiful? 难道它不漂亮吗？（它真漂亮！）

此句为否定疑问句，表示惊异、反问、失望、责难等语气，也可用于赞美美好的事物（相当于一个特殊的感叹句），还可以用于提出建议或邀请。例如：

Aren't they happy? 难道他们不开心吗？（他们真开心啊！）

Didn't you know? 难道你不知道吗？

Why don't you go there by bus? 为什么不乘公共汽车去那儿呢？

3. After a few minutes, the leaves open up again. 几分钟之后，叶子又打开了。

a few 意为"（少数）几个"， 用于修饰可数名词复数，表示肯定。few 与复数可数名词连用，表示否定的意思，意为"几乎没有"。例如：

There are a few eggs in the basket. 篮子里有几个鸡蛋。

There are few eggs. We need to buy some. 几乎没有鸡蛋了。我们需要买一些。

4. When it comes to laughing, this tree is really funny. 当它笑的时候，这种树真的是很有趣。

come to doing 意为"做……"，to 是介词，doing

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是动名词形式。

5．Its two leaves continue to grow for its whole life. 它的两片叶子持续生长一生。

continue 意为“继续”，其后既可接动名词也可接不定式，且意义相同。例如：

They continued meeting/to meet daily. 他们继续每天见面。

He continued writing/to write while in hospital. 他住院时继续写作。

Lesson 12: Danny's Plant

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : yard

⊙接触词汇 : agriculture, seed, pot, sprout, stem, bud, carefully

⊙短语和句型 : at the top of…, a flower bud, look after

RESOURCES

• audiotape • seed-sprouting pictures/ diagrams • construction paper • seeds • green straws • paper baking cups

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. Did anyone stop and smell the roses today?

That's an English saying. Stopping to smell the roses means you take the time to enjoy the small, wonderful things in life. Do you know a saying like this in Chinese?

Ask several students to respond.

Teaching Point

A fun and interesting greeting is a great way to get your students excited and engaged at the start of a lesson. Your greetings should be fun and light and should in some way be relevant to the topic of that day's lesson. Consider greeting your class with English jokes, tongue twisters, riddles, sayings and more. Setting a fun and positive tone right from the start can make all the difference.

Review

1) Homework check.

2) Choose some students to present their “Another Amazing Plant” pamphlet.

3) Review some of the words and phrases from the last lesson. Ask students to stand up and act out or demonstrate *shy, close up, open up, play with, in the middle*.

Teacher: Who can come to the board and write a sentence using the word “eastern”/the phrase “along with”?

Ask several students to come to the board and write one sentence using the mastery words and phrases from the last lesson. Every student should use a different word or phrase. Discuss the students' sentences: correct any poorly constructed sentences.

KEY CONCEPTS

FOCUS STRUCTURES:

Agriculture is all about growing plants and raising animals for food.

Now, something new is growing at the top of the stem.

It's a flower bud.

STEP 1: Present

CLASS WORK: *Think About It*

Divide the class into groups to discuss the *Think About It* questions. Have the students look up the definition for the word “agriculture”. Discuss the students' answers as a class.

Teacher: What is agriculture?

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Ask several students to respond.

Students: Agriculture is the science or practice of farming, including the growing of crops and raising animals for food and other products.

Teacher: That's right. What does it mean to "raise animals"?

Ask several students to respond. Write the phrase *raise animals* on the board. Students should master this phrase. Point out that children are "raised" as well, but not in the same way of course.

Teacher: When one raises an animal, they feed and take care of the animal to help it grow. Why do people raise animals?

Students: People raise animals for food and other products.

Teacher: Yes. What do we use animals for other than food?

Students: Clothing, accessories, makeup, etc.

Teacher: That's right. What are crops?

Students: Crops are plants that are grown as food (i.e. planted fruits and vegetables are crops).

Teacher: Very good. If you were a farmer, what kind of plants would you want to grow and why?

Students: I would want to grow an apple tree because I love apples./I would want to grow a tomato plant because I love tomatoes./I would want to grow a rose bush because roses are beautiful and they smell good./etc.

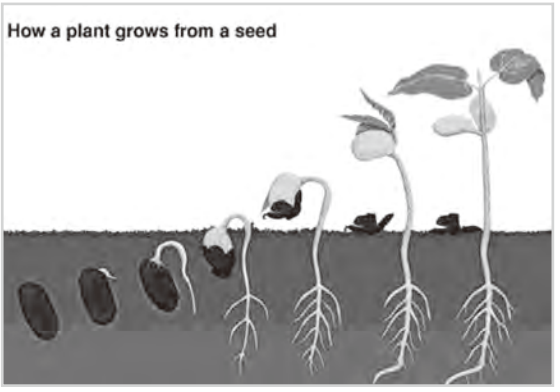
Teacher: Those are all excellent ideas. In this lesson Danny writes about a plant he is growing. Let's read and discover what plant he is growing.

STEP 2: Read

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

1) Instruct the students to read Lesson 12 and answer the questions with a partner.

2) Discuss the answers as a class. You may want to show the class some pictures that depict seed-sprouting process to ensure their comprehension. (See example below).



STEP 3: Read and Do

PAIR WORK: ***Reading and comprehension***

1) Instruct the students to read Lesson 12 again and draw a diagram of the seed-sprouting process Danny describes. Students need to make sure the diagram follows the correct order.

2) Have the students present their diagrams in front of the class.

STEP 4: Practice

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

1) Have students complete *Let's Do It! No. 2* independently.

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

STEP 5: Task

INDEPENDENT WORK: ***3D Flower Diagram***

1) Students will work independently to complete their own 3D Flower Diagram. For this activity you will need: seeds, construction paper, green straws and small paper baking cups (see the sample 3D Flower Diagram below).

2) This activity is meant to help students understand how plants grow and the role each part of the plant plays in helping grow it. Discuss how the roots, stems and leaves of the plant work to make it grow. You may choose to write the process on the board and have the students copy it down or you may want to say the process and have the students listen and write it down.

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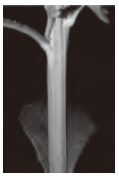
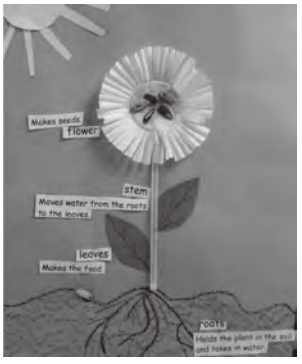
The parts and the roles of a flower plant			
flower head Makes seeds.		**leaves** Makes the food.	
stem Moves water from the roots to the leaves.		**roots** Holds the plant in the soil and takes in water.	

Sample 3D Flower Diagram



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:

Write down all of the sentences in this lesson that are in the past perfect tense.

EXTENSION

GROUP/PAIR WORK: *Spelling Bee*

Play *Spelling Bee* to review vocabulary from this lesson and other lessons in this unit.

1) Divide the class into two teams and appoint a scorekeeper.

2) 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 from 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.

3) To make the game more challenging the speller must also use the word correctly in a sentence to win the point.

For Example:

Teacher: Yard.

Team A – Player 1: Y-e-r-d.

Teacher: No.

Team B – Player 1: Y-a-r-t.

Teacher: No.

Team A – Player 2: Y-a-r-d.

Teacher: Yes! Now use the word in a sentence please.

Team A – Player 2: She enjoys gardening in the yard.

Teacher: Very good. Now spell "raise".

Team B – Player 2: R-a-i-s-e.

Teacher: Yes! Now please use this word in a sentence.

Team B – Player 2: My parents raised me.

Teacher: Well done.

** For other variations and further instructions on how to play, see the "Games" section at the back of this guide.

LANGUAGE NOTES

1. I have a lot to write about this week! 本周我有许多东西要写！

to write about 作后置定语，修饰 a lot。例如：

I have nothing to say. 我没有什么可说的。

They found a room to live in. 他们找到了一个房间住。

She has no pen to write with. 她没有钢笔用来写字。

2. Agriculture is all about growing plants and raising animals for food. 农业就是通过种植植物和饲养动物来获得食物。

raise 在句中意为"饲养，养育"，此外，还有"升起；举起；提出；引起；筹集，募集"的意思。例如：

The farmer raised ten sheep on his farm. 这个农民在他的农场里养了十只羊。

The children raised some money for their basketball game. 孩子们为他们的篮球赛筹集了一些钱。

We raise our national flag in our school every Monday. 在我们学校每周一升国旗。

3. Now, something new is growing at the top of the

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stem. 现在在茎的顶部长出了新东西。
something 是不定代词，相当于第三人称单数。形容词作定语时需要后置。例如：
Something is wrong with his computer. 他的计算机出毛病了。
There is something important in today's newspaper. 今天的报纸上有重要新闻。
4. Later, the flower will become a head, and the head will turn into seeds. 后来，花会变成头部，头部会变成种子。
turn into 意思是“变成”。例如：
Water can turn into ice. 水可以变成冰。
turn… into… 意思是“把……变成……”。例如：
Heat turns water into vapor. 热把水变成蒸汽。
相关词组还有：change into; change… into…

Unit Review (2)

CLASS OPENING

Greeting

Greet the class.
Teacher: Good morning/afternoon, everyone. I have a riddle for you. What did the big flower say to the small flower? (A: What's up, bud?)
Ask five or six students to guess the answer, and then tell the students the answer if they did not guess correctly.
Teacher: The big flower said, “What's up, bud?” This is a funny riddle. Can you tell me why it's funny?
Students: It's funny because the word bud has two meanings. It's the short form of the word buddy, which means friend and it refers to a baby flower.

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 are the three steps for planting trees?
• Why are plants important?
• What does Mary teach her audience?
• What are some important things you need to consider to make your garden grow?
• What are the four plants we learned about in this lesson and why are they special?
• What is agriculture? What happened after Danny planted and watered some seeds?

CLASS ACTIVITIES

Building Your Vocabulary

Complete the clues and do the crossword.
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 correctly completes the crossword first wins.

Grammar in Use

I. Fill in the blanks with the correct forms of the given words.
1) Independently, students read the sentences and fill in the blanks with the correct conjugations.
2) Once they have filled in all the blanks, they can check their answers in groups and use the sentences to have a dialogue.
3) Check the answers as a class.
II. Write out the words according to the requirements.
1) Students complete this exercise in pairs.
2) Check the answers as a class. Ask the students to write their answers on the board.

Listening and Speaking

I. Listen and repeat.
1) Instruct the students to listen and repeat statements and questions.
2) Explain the concept of intonation (rising tone) at the end of a question. In English, a rising tone at the end of a sentence indicates a question, while a falling tone indicates a statement or command.
II. Listen to the sentences and circle the words or phrases you hear.

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1) Play the audiotape for this exercise and instruct the students to only listen.
2) Play the audiotape again and tell the students to match the words or phrases they hear with the correct words or phrases in the student book by circling them.
3) Check the answers as a class.

III. Suppose you are Danny. Bring a photo of a plant to class and talk about it with a partner. Answer the following questions:

1) Students bring in their own photos to class and discuss the questions with a partner.
2) Ask the students to write down their answers and share them with the class.

Putting It All Together

I. Read the passage and answer the questions.

1) Instruct the students to work in groups to read the passage and discuss the questions.
2) Groups can present their answers in front of the class.

II. How do you plant a plant? Write down your answer and discuss it with your partner.

1) Students should think of and write their answers independently.
2) Then they can share their response to the question with a partner and discuss.

Self-Evaluation

Instruct the students to complete Parts I and II 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 *Pretty Little Plant*. Ask the students to listen to the song.
2) Instruct the students to repeat the song line by line.
3) Play the audiotape for *Pretty Little Plant*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Play to review grammar structures and fix common grammar errors.

1) Write sentences on the blackboard that contain errors (and some that don't contain errors).
2) 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.
3) Write sentences that pair concepts incorrectly, or that contain verb tense or plural errors.

For Example:

• A fence is a good way to keep animals away from your yard. (correct)
• Water is one of the basic human needs. (correct)
• Asia is in the east. (correct)
• The first step for planting a tree is covering it with soil. (incorrect) ⟶ The first step for planting a tree is digging a large hole.
• Agriculture is about different cultures in the world. (incorrect) ⟶ Agriculture is about growing plants and raising animals for food.
• My hands are dirty after I wash them. (incorrect) ⟶ My hands are clean after I wash them.

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

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Unit 3: Animals Are Our Friends

GENERAL OBJECTIVES

This unit aims to give students a greater understanding of why animals are important and instil the idea that animals should be treated with care and kindness. Students will learn about different animals in the wild and explore the dangers that are threatening the existence of certain species. They will explore ways in which they can help save our animals and develop a vocabulary that will help them express such ideas. The grammar focus for this unit is the indefinite pronouns “some” and “any”.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	tiny, sofa, vacation, mouse, lay, shake, avoid, danger, dangerous, bamboo, giraffe, protect, century, courage, brave, reason, kill, cut, friendship, warn, relationship
		接触词汇	scare, doorbell, scream, Zoe, gentle, loyal, long-eared, jerboa, kiwi, long-nosed, eggplant, flap, mainly, escape, fierce, fool, fur, symbol, chain, balance, disappear, decrease, rhino, skin, insect, survive, Owen, mzee, hippo, tortoise, truly, boundary
	短语和句型	on a vacation, be afraid of, be famous for, up to, instead of, wait a minute, You’re joking, aren’t you? April Fools’ Day, at the beginning of…, drop to, food chain, in balance, in danger, cut down, as well, touch one’s heart	
	功能意念	谈论动物 Talking about Animals	
	语法	不定代词 Indefinite Pronouns (some, any)	
语言技能	听	1. 听懂接近正常语速、熟悉话题的语段，识别主题，获取主要信息。 2. 听懂简单故事的情节发展，理解其中主要人物和事件。 3. 根据连续的指令完成任务。	
	说	1. 根据提示给出连贯的简单指令。2. 引出话题并进行简单的交谈。3. 在教师的帮助下或根据图片用简单的语言描述自己或他人的经历。4. 在教师的指导下参与角色扮演活动。 5. 在上述口语活动中使用正确的语音、语调。	
	读	1. 连贯、流畅的朗读课文。2. 从简单的文章中找出有关的信息，理解大意。 3. 根据上下文猜测生词的意思。4. 理解简易读物中的事件发生顺序和人物行为。	
	写	1. 能简单描述人物或事件。2. 能用词组或简单句为自己创作的图片写出说明。 3. 能写出简短的文段，如简单的指令、规则。 4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。	
学习策略	1. 树立自主学习的概念和意识。2. 使用简单工具书查找信息。3. 总结所学语言材料中的语言规律并加以利用。4. 善于抓住用英语交际的机会。		
情感态度	1. 在学习中，敢于用英语来表达自己的看法。2. 培养学习英语的兴趣和学好英语的勇气。 3. 乐于接触并了解异国文化。4. 培养学生对未来的一种积极的态度。		
文化意识	1. 了解动物对人类的重要性。 2. 保护动物，尊重动物，遵守动物园的参观规则。		

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Lesson 13: Danny's Big Scare

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : tiny, sofa, vacation
⊙接触词汇 : scare, doorbell, scream, Zoe, gentle, loyal
⊙短语和句型 : on a vacation, be afraid of

RESOURCES

• audiotape • pictures of pet animals

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class and introduce the new unit.
Teacher: Good morning/afternoon, class. Today we will start a new unit. Who can tell me the title of Unit 3?
Student: I can. The title is "Animals Are Our Friends".
Teacher: That's right. Can anyone guess what this unit is about?
Students: This unit is about making animals our friends.
Teacher: Correct. What does it mean to make animals our friends?
Students: It means we treat animals nicely.
Teacher: Excellent. Animals are living things that should be treated with respect, care and kindness.
Write the words *respect, care* and *kindness* on the board. Students should have a good understanding of these words.
2) Discuss the picture on the Unit 3 title page.
Teacher: Look at the picture for Unit 3. What do you see?
Students: A boy holding a cat and a girl petting a dog.
Teacher: Right. People often have cats and dogs as pets. People love their pets and take care of them. Does it look like the boy and the girl are nice to their pets?
Students: Yes.
Teacher: I agree. Now before we get into today's lesson, I'd like to see what you remember from the last unit.

Review

Review the theme from Unit 2.
Teacher: In the last unit we talked about our plants, gardening and agriculture. Why are trees and forests important?/What can you tell me about how a plant grows?/What are three steps for planting a tree seedling?/What role does each part of the flower play (i.e. flower head, stem, leaves, roots)?
Ask several students to respond.
Teacher: Good work, everyone.

KEY CONCEPTS

FOCUS STRUCTURES:

Her family went on a vacation and she asked me to take care of Zoe.
Don't be afraid of me.

STEP 1: Present

CLASS WORK: *Think About It*

Introduce Lesson 13 and discuss the *Think About It* questions as a class.
Teacher: Now let's look at Lesson 13. Does anyone in our class have any pets? If yes, what kind of pet do you have? What's your pet's name? How old is he or she?/If not, would you like to have a pet? What kind of pet would you like and why? What would you name it?
Talk to the students about the pets they have or would like to have.
Students: I have a dog. His name is Ralph. He is six years old./I don't have any pets, but I would like to have a bird because they are beautiful. I would name my bird Song.
Teacher: Good work. Now who can read the title of Lesson 13?
Students: I can, it's "Danny's Big Scare".

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Teacher: Right. How do you say the word "scare" in Chinese?
Students: 害怕。
Teacher: Very good. Look at the pictures in this lesson. Can you guess what scares Danny?
Students: A cat. A cat scares Danny.
Teacher: I think you're right. Let's read and find out.

STEP 2: Read

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

1) Instruct the students to read Lesson 13 and complete the exercise independently.
2) Students should check their answers in groups.
3) Check and discuss the answers as a class.
4) Show the class some pictures of different pet animals and ask them to write some sentences to describe each one.

STEP 3: Explain

CLASS WORK: ***Explain***

1) Explain indefinite pronouns. An indefinite pronoun does not refer to any specific person, place or thing. It is very vague and "not definite". Some common indefinite pronouns include: all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone. In this unit we will focus on the use of the indefinite pronouns "some" and "any". Define these pronouns for the class and encourage the students to use them in a sentence.

indefinite pronoun	meaning	example
any	no matter how much or how many	Is there any cake left? Are there any people coming?
some	an unspecified quantity of something; an unspecified number of people or things	Here is some paper. Some people have arrived.

2) Differentiate between regular pronouns and indefinite pronouns. A definite pronoun or just pronoun refers to something or someone specific. They include: personal pronouns (I, you, he, she, it), demonstrative pronouns (this, that, these, those), possessive pronouns (mine, yours, his, hers) and more.

STEP 4: Role-Play

PAIR WORK: ***Role-play the lesson***

1) Instruct the students to role-play the lesson with a partner.
2) If time allows, select some pairs to present their role-play in front of the class.

STEP 5: Discuss

GROUP WORK: ***Discussion and Let's Do It! No. 3***

1) Divide the class into groups to discuss why people have pets and complete the exercise.
2) Check and discuss the answers as a class. Write a list of reasons on the board.

STEP 6: Task

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

1) Instruct the students to work in groups and interview their group members about pets.
2) Each student should write out their own survey where they can record their group members' responses.
3) Ask each group to share their completed surveys with the class.

CLASS CLOSING

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

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

My Pet: Bring a photo or draw a picture of your pet or the pet you would like to have. Write a short passage about your pet and consider the following questions:

- ○ What kind of animal is your pet?
- ○ What's his or her name?
- ○ Is this your first pet?
- ○ When did you get your pet?
- ○ Where did you get your pet?
- ○ Who takes care of your pet the most?
- ○ What makes your pet happy/sad?
- ○ Do you like having a pet? Why or why not?

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EXTENSION

PAIR WORK: *Draw Me*

Play *Draw Me* to review vocabulary for describing appearances.

1) Each student writes a description for a pet. The description should make use of the words "some" and "any". Write a list of characteristics you want the students to cover on the board. The list could include questions such as:

• What animal is it?
• How old is he/she?
• How big/small is he/she?
• Is he/she fat or thin?
• What colour is he/she?
• Does he/she have fur/feathers/hair?
• How many legs does he/she have?

2) Each student draws a picture to match his or her written description.

3) Each student then trades his or her written description (but not the picture) with a partner.

4) 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?

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

LANGUAGE NOTES

1. I ran all the way to your house. 我一路跑到你家。
run all the way 意为"一路奔跑"，all the way 表示"一路，一直，始终"。例如：
walk all the way 一路走着　fly all the way 一路乘飞机　drive all the way 一路开车

2. He hasn't been to the zoo in Edmonton yet. 他还没有去过埃德蒙顿的动物园呢。
has/have been to 意为"（曾经）去过"，人已经回来了。has/have gone to 表示"去了"，人还没有回来。例如：
He has been to Beijing.
他去过北京。（人已经回来）
He has gone to Beijing.
他已经去北京了。（人在北京还没回来）

3. Her family went on a vacation and she asked me to take care of Zoe. 她们全家去度假了，她让我照看佐伊。
go on a vacation 意为"去度假"，与 go on a holiday 同义。例如：
I went on a holiday to Australia last week. 上周我休假去了澳大利亚旅行。

4. Don't be afraid of me. 别怕我。
be afraid of 意为"害怕……"，与 be scared of 同义。例如：
Don't be afraid of my dog — he wouldn't hurt a fly. 不要害怕我的狗，它温驯得很。

Lesson 14: Amazing Animals

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : mouse, lay (laid, laid), shake (shook, shaken), avoid
⊙接触词汇 : long-eared, jerboa, kiwi, long-nosed, eggplant, flap
⊙短语和句型 : up to, instead of

RESOURCES

• audiotape • a family photo • a Chinese-English Dictionary (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class with some jokes. Write the jokes on the board.

Teacher: Good morning/afternoon, class. I have some jokes for you.

1. What do you call a fish with no eyes? A fsh.
2. Where do cows go with their friends? The mooooovies!

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Review

1) Homework check.
2) Choose some students to present their passage "My Pet".
3) Review the indefinite pronouns "some" and "any". Split the class into several groups. Instruct each group to work together to write two sentences for each pronoun. The sentences must be grammatical and coherent; the first group to accomplish this wins.

KEY CONCEPTS

FOCUS STRUCTURES:

With their long ears, they also remind people of rabbits.
They are famous for their large noses.
It can jump out of the water and flap its wings up to 70 times a second.

STEP 1: Present

CLASS/GROUP WORK: ***Discussion and Think About It***

1) Instruct the students to look at the pictures in this lesson and ask them if they notice anything interesting or special about the animals in the pictures. Discuss.
2) Divide the class into groups to discuss the *Think About It* questions, and then discuss as a class.

Teaching Point

Social skills such as self-expression, decision-making, responsibility, accountability, sharing, listening, and conflict management are naturally practiced and developed during group work exercises.
Try to form groups in different ways. Groups can be formed randomly, strategically or sometimes you can give students the opportunity to pick their own groups.
This latter option works well as a reward and allows the students to feel trustworthy and responsible.

STEP 2: Read

CLASS WORK: ***Reading aloud***

Read Lesson 14 as a class. Monitor students' pronunciation and comprehension.

STEP 3: Listen

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

1) Play the listening material for Lesson 14 (*Amazing Animals*). 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.
• Question 1: Explain that "mouse" is singular and "mice" is plural. Students should master the word *mouse*.

STEP 4: Break It Down

CLASS WORK: ***Discussion***

Discuss the following questions as a class.

Jerboas

• What do jerboas remind people of?
Write the phrase *remind... of...* on the board.
• What do jerboas do on the sand?

Kiwis

• What kind of animal is a Kiwi?
• How big are Kiwis?
• What do they do, which all birds do?
Write the word *lay* on the board. Differentiate between "lay eggs" and "lay down". Students should master this word.

Long-nosed monkey

• What are long-nosed monkeys famous for?
Write the phrase *famous for* on the board. Ask the students to use it in a sentence. Students should master this phrase.
• What do these monkeys do when they are happy or excited?
Write the word *shake* on the board. Demonstrate "shake" and ask the class to shake with you. Students should master this word.

Flying fish

• How many times can this flying fish flap its wings per second?
Write the phrase *up to* on the board. Explain. Students should master this phrase.
• Why does the flying fish fly out of the water?
Write the word *avoid* on the board. Translate.

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Students should master this word.

STEP 5: TASK

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

1) Instruct the students to read Lesson 14 silently and complete the activity independently.

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

3) Discuss the answers as a class.

CLASS CLOSING

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

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

An Amazing Animal: Research an animal that is amazing or interesting in some way. Write an information card about this animal like the ones in *Let's Do It! No. 3*. Include a drawing or picture in your information card. Your information card should answer the following questions:

- What is the name of the animal?
- Where does it live?
- What does it eat?
- What makes it amazing?
- What does it look like?

EXTENSION

CLASS/GROUP WORK: *Draw And Guess*

Play *Draw And Guess* to review describing different animals and any related vocabulary from this lesson.

1) You can play this game as a class or in groups. You will need a watch or a clock that shows the seconds and a large container such as a box or hat.

2) In the box or hat, put vocabulary cards of 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: wing, feather, nose, ear, tail, mouse

Difficult words: tiny, Asia, desert, famous, happy, enemy

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

LANGUAGE NOTES

1. Long-eared jerboas look like mice. 长耳朵的跳鼠长得像老鼠。

long-eared 作形容词，意为"长耳朵的"。"形容词"+"-"+"名词+ed"，可以构成新的形容词。例如：

blue-eyed 蓝眼睛的 kind-hearted 和善的，好心的

2. With their long ears, they also remind people of rabbits. 它们的长耳朵也使人们想起兔子。

remind sb. of sth. 意为"就……提醒（某人）；使（某人）想起……"。例如：

He reminded me of his elder brother. 他使我想起了他哥哥。

This picture often reminds me of my childhood. 这张照片经常使我想起我的童年。

3. Their ears are much longer than their heads. 它们的长耳朵比它们的头大得多。

much+ 比较级表示"……得多"。例如：

She is much younger than Lucy. 她比露西年龄小得多。

Tom thinks English is much more interesting than math. 汤姆认为英语比数学有趣得多。

4. They are famous for their large noses. 它们以大鼻子而闻名。

be famous for 意为"因……而著名"。be famous as 意为"作为……而著名"。例如：

Suzhou is famous for silk. 苏州以丝绸而著名。

He is famous as a writer. 他作为一名作家而著名。

5. It can jump out of the water and flap its wings up to 70 times a second. 它可以跳出水面，以每秒钟多达七十次的频率挥动翅膀。

up to 表示程度或数量，意思是"多达，达到……程度或数量"。例如：

The hotel can accommodate up to 500 guests. 这家旅馆可供 500 位旅客住宿。

Up to ten people can sleep in this tent. 这顶帐篷至多能睡十人。

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Lesson 15: The Zoo Is Open

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇： danger, dangerous, bamboo, giraffe
⊙接触词汇 : mainly
⊙短语和句型 : instead of

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Teacher: Good morning/afternoon, everyone. Good to see you. Before we start today's lesson, let's try some tongue twisters.
Write some animal-related tongue twisters on the board. Read through each with the class and explain the meaning of each one. Then give the students some time to practice on their own. After they've had some time to practice, ask some volunteers to stand and see if they can say the tongue twister three times faster.
Sample tongue twisters:

The big bug bit the little beetle,
but the little beetle bit the big bug back.

Fuzzy wuzzy was a bear.
Fuzzy wuzzy had no hair.
Fuzzy wuzzy wasn't very fuzzy, was he?

Review

1) Homework check.
2) Choose some students to present their "Amazing Animal".
3) Review the use of indefinite pronouns "some" and "any".
Teacher: When it's a friend's birthday, what do you usually do for him or her?
Students: When it's a friend's birthday, I usually buy them a present./When it's my friend's birthday, I usually make them a cake./When it's my friend's birthday, I sing them "Happy Birthday"./etc.
Teacher: Very nice. You are all such good friends.
Students: They are interesting/fun/difficult/easy.
Teacher: Well done!

KEY CONCEPTS

FOCUS STRUCTURES:

They go through the entrance and see a sign.
And maybe you could eat some carrots instead of all those donuts.

STEP 1: Present

CLASS WORK: ***Discussion and Think About It***

1) Introduce Lesson 15 and have a class discussion.
Teacher: In this lesson, Jenny, Danny and Brian go to the zoo. What is a zoo? Have you ever been to the zoo? Do you like the zoo?
Students: A zoo is a place where they keep animals. I've been to the zoo. I love the zoo. I think it's fun to see and learn about the animals there.
Teacher: What animals do you see at the zoo?
Students: Pandas, lions, monkeys, elephants, bears, etc.
Write a list of animals on the board and be sure to include the *giraffe* in the list. Students should master this word.
Teacher: That's right. Are there any animals at the zoo that scare you? Why or why not?
Students: Yes. I'm afraid of lions. They have big teeth and they can eat you./No, I'm not scared of the animals at the zoo because they are in cages.
Teacher: Some animals can be dangerous. Dangerous is something that is not safe. How do you say dangerous in Chinese?
Students: 危险的。
Write the words *danger* and *dangerous* on the board. Students should master these words.
Teacher: Good. The word "danger" (危　险) is a

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noun and it means "something not safe". It is often used for signs to warn people of something unsafe. The word "dangerous" is an adjective. It describes something or someone that is threatening. Sometimes we have signs that warn us; other times there are rules we must follow to stay out of danger. What is a rule? Can you give me an example of a classroom rule?

Students: No talking while the teacher is talking./No eating during class./etc.

Teacher: Very good.

2) Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their answers with the class.

STEP 2: Read

CLASS WORK: ***Reading aloud***

Read Lesson 15 as a class. Monitor students' pronunciation and comprehension.

STEP 3: Break It Down

CLASS WORK: ***Discussion***

Discuss the following questions as a class.

• Where do Jenny, Danny and Brian see the sign?

Write the phrase *go through* on the board. Students should master this phrase.

• What does the sign say?

• Why should people visiting the zoo obey the sign?

• Why don't they have any pandas at the Edmonton Zoo?

• What do pandas eat?

• Is Danny right? Could pandas eat grass instead of bamboo?

Write the phrase *instead of* and the word *bamboo* on the board. Students should master this word and phrase.

• What suggestion does Jenny give Danny at the end of the lesson? Does Danny think it's a good suggestion?

STEP 4: Listen

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

1) Play the listening material for Lesson 15 (*The Zoo Is Open*). 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.

STEP 5: Role-Play

GROUP WORK: ***Role-play the lesson***

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

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

STEP 6: Task

INDEPENDENT/GROUP WORK: ***Project***

1) Instruct the students to work independently to write a short story about a time they went to the zoo. They should consider the questions listed in the student book. Encourage students to use both narrative and dialogue in their stories.

2) Have the students read their stories in groups.

CLASS CLOSING

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

Students do the exercise independently. Then as a group, students write each word and definition on separate slips of paper and play a mix and match game. The first group to correctly match all of the words with the right definition wins.

2) Assign homework:

• Role-play Lesson 15.

• Warning Sign: Make a sign that helps people stay out of danger and write a short passage to explain your sign. Use words like danger, warning, caution, do not, no, be careful, etc. Consider the following:

- ○ Where would you put your sign?
- ○ Why is this sign important?
- ○ What danger will it help people avoid?
- ○ Who should obey the sign and why?
- ○ When should people obey the sign (all the time or only some of the time?)

EXTENSION

SMALL GROUP/PAIR WORK: ***Think Ahead***

Play *Think Ahead* to review and to practice describing different animals.

1) In small groups or pairs, students write eight different animals 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

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or her forehead with the animal word facing toward the other players. Player 1 tries to guess the animal by asking others questions.

For Example:

Can you find this animal in China?

Does it eat meat?

Can you see this animal at the zoo?

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

LANGUAGE NOTES

1. The zoo is open. 动物园开放啦。

本句中 open 是形容词，意思是"（顾客或观众等）可以进入的"。例如：

This garden is open to the public. 这座花园向公众开放。

open 可以表示"开着的，营业的，办公的，敞开的，开阔的"等意思。例如：

He slept in the room with the window open last night. 他昨晚睡在窗户开着的那个房间。

The shop isn't open on Sundays. 这个商店星期日不营业。

His coat was open. 他的大衣敞开着。

The cages are big and open. 笼子又大又宽敞。

2. They go through the entrance and see a sign. 他们穿过入口，看到一个牌子。

through 介词，意思是"穿过"。across 和 through 两者都有"穿过"的意思。across 是指"从表面通过"，其含义与 on 有关；through 指"从里面（中心）穿过"，其含义与 in 有关，尤其指森林、人群等。例如：

I walked across the square to the museum. 我走过广场到达博物馆。

We walked through the forest. 我们穿过森林。

3. Maybe cameras scare the animals. 也许照相会吓着动物。

maybe 副词，意思是"大概，或许"。例如：

Maybe he doesn't know it's spring. 或许他不知道现在已是春天。

Maybe somebody took it by mistake. 也许有人拿错了。

Maybe you put the letter in your pocket. 大概你把信放在兜里了。

情态动词 may 和系动词 be 一起也可表示"可能是"的意思。例如：

You may be right. 你可能是对的。

I can't find my watch. It may be in your pocket. 我找不到我的表，它可能在你的衣兜里。

4. It's nearly noon. 都快中午了。

nearly 副词，意思是"几乎，差不多"。例如：

Hurry up — it's nearly time for school. 赶快，差不多到上学时间了。

nearly 和 almost 都表示"几乎，差不多"，在多数情况下，两者之间没有什么差别。一般来说 almost 所表达的程度比 nearly 更接近一些。另外，nearly 不能用于修饰否定词，但可被 not 修饰。试比较：

We are nearly there. 我们快要到了。

We are almost there. 我们就要到了。

It's not nearly as hot as last year. 天气绝没有去年那么热。

5. We don't have any bamboo here in Edmonton. 在埃德蒙顿这里没有竹子。

any 在句中意为"一些"，用于一般疑问句和否定句。肯定句中用 some 表示"一些"。some 和 any 都可以修饰可数名词和不可数名词。例如：

I have some work to do today. 今天我有些事情要做。

Do you have any work to do today? 你今天有事情做吗？

I don't have any work to do today. 今天我没有什么事情做。

There are some flowers on the table. 桌子上有一些花。

Are there any flowers on the table? 桌子上有一些花吗？

There aren't any flowers on the table. 桌子上没有任何花。

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Lesson 16: The Bear Escaped!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : protect
⊙接触词汇 : escape, fierce, fool
⊙短语和句型 : wait a minute, You're joking, aren't you? April Fools' Day

RESOURCES

• audiotape • slips of paper (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class by playing a trick on the students.
Teacher: Good morning/afternoon, class. I hope you are all ready for our big test today.
Give the students a chance to react to this news. Everyone should be surprised and scared.
Teacher: Just kidding! We don't have a test today. I played a trick on you. In Western culture, people often play tricks on each other on April Fools' Day.
2) Read and discuss the Culture Tip as a class.

Review

1) Homework check.
2) Choose some students to present their "Warning Sign".

KEY CONCEPTS

FOCUS STRUCTURES:

Wake up!
You're joking, aren't you?

STEP 1: Present

GROUP/CLASS WORK: ***Culture Tip and Think About It***

1) Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their answers with the class.
2) Discuss the title of Lesson 16 (*The Bear Escaped!*) and ask the students to guess what the lesson is about.

Teaching Point

Pre-reading (or surveying) provides an overview that can increase reading speed and efficiency. Pre-reading typically involves looking at (and thinking about) titles, chapters, introductions, summaries, headings, subheadings, study questions, and conclusions. Pre-reading strategies allow students to think about what they already know about the topic and predict what they will read or hear. Provide students with a purpose for reading or listening by pointing out how a text is organized, or by teaching unfamiliar vocabulary or other concepts, and encouraging them to search for the main idea before they begin reading.

STEP 2: Read

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

1) Instruct the students to read Lesson 16 and fill in the blanks in groups.
2) Check and discuss the answers as a class.

STEP 3: Listen

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

1) Play the listening material for Lesson 16 (*The Bear Escaped!*). Play it once and ask the students just to listen.
2) Play the audiotape a second time and ask the students to fill in the blanks.
3) Check the answers as a class and discuss the differences between the circled words and the words they filled in.

STEP 4: Role-Play

GROUP WORK: ***Role-play the lesson***

1) Instruct the students to role-play the lesson in groups of three.
2) If time allows, select some groups to present their

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role-play in front of the class.

STEP 5: Task

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

1) Students should work in groups to do this task. They will need access to the Internet or some other research materials where they can find more information about April Fools' Day. In their research students should consider when, how, why and where April Fools' Day first came to be, and they should look up different pranks people have played on April Fools' Day.

2) Once the students have completed their research, they should organize the information onto one piece of paper.

3) Finally, in their groups, students should work together to come up with a good prank or joke they can play on a friend for April Fools' Day. They can write their plan in steps.

4) Have the students present their research and their plan to play a joke in front of the class and ask the students in the class to vote on which prank they think is the funniest or most interesting.

CLASS CLOSING

1) Role-play Lesson 16.

Students role-play the lesson in groups of three.

2) Assign homework:

• Just Joking: Create a comic strip about a time you played a joke on a friend. Each scene in the comic strip should include a picture and some dialogues and/or a short caption that describes it. Remember to only include the important parts of the story. The story should have a beginning, middle and end. The comic strip can be between five to ten scenes long.

EXTENSION

GROUP/CLASS WORK: *Two Lies And A Truth*

• Play *Two Lies And A Truth* to review vocabulary from this unit and practice using indefinite pronouns "some" and "any".

1) Play this game in groups or as a class. Provide each student with a slip of paper. Instruct everyone to write down three statements about themselves. Two of the statements should be true and one of them should be a lie. Allow everyone about 5 minutes to come up with three good statements.

2) Select one student volunteer to go first. That student should read aloud his or her three statements. Then, have the other students vote by having the student read his or her statements again, and asking for a show of hands among the group/class as to which statement they think is a lie.

3) Ask the volunteer to reveal the correct answer. The students who guessed correctly should earn a point for a correct guess.

4) Continue the game by having each student read his or her statements and then conducting a vote. Participants should continue marking down a point each time they make a correct guess.

5) Once all the students have had a chance to share their statements, each student or group should tally up their points. The student or group with the most correct guesses at the end has won the game.

LANGUAGE NOTES

1. We heard about it on the radio! 我们是从收音机中听到的！

on/over the radio 的意思是"从无线电广播（广播）"。

2. There's a fierce bear coming. 有一只凶猛的熊来了。

coming 是 bear 的定语，相当于定语从句 that is coming。例如：

There is a schoolbag lying on the ground. 地上有个书包。

There are some boys playing football over there. 有些男孩子在那边踢球。

3. Wait a minute. 等一会儿。

此句为祈使句，还可以说成 wait a moment。

4. You're joking, aren't you? 你们在开玩笑，不是吗？

该句是反意疑问句。反意疑问句由两部分组成。前一部分是叙述句，后一部分是简短问句，前后部分用逗号隔开。前一部分为肯定式，后一部分用否定式；前一部分为否定式，后一部分用肯定式。例如：

The pen is yours, isn't it? 这支钢笔是你的，不是吗？

He isn't a doctor, is he? 他不是医生，是吗？

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Your brother can swim, can't he? 你哥哥会游泳，不是吗？
You don't study Chinese, do you? 你们不学中文，是吗？
He never watches TV, does he? 他从来不看电视，是吗？
There won't be any meetings next week, will there? 下周什么会议也没有，是吗？
注意：反意疑问句在初中阶段不作要求。

Lesson 17: Save the Tigers

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : century, courage, brave, reason, kill, cut (cut, cut)
⊙接触词汇 : fur, symbol, chain, balance, disappear, decrease
⊙短语和句型 : at the beginning of…, drop to, food chain, in balance, in danger, cut down, as well

RESOURCES

• audiotape • red, yellow and green construction paper strips • poster paper • plain slips of paper (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today's lesson.
Teacher: Good morning/afternoon, class. Today's lesson is about a very important topic. It's about protecting our animals. Our animals are a very important part of the environment. Some of our animals are in danger of disappearing. Can you think of some reasons why these animals are in danger?
Write the phrase *in danger* and the word *reason* on the board. Explain. Students should master this phrase and word. Discuss the questions above as a class and create a list or a mind map on the board.

Review

1) Homework check.
2) Choose some students to present their "Just Joking" comic strip.

KEY CONCEPTS

FOCUS STRUCTURES:

But today that number has dropped to a few thousand.
The tiger is at the top of the food chain.
In recent years, tigers have been in danger of disappearing.
People have cut down a lot of trees as well.

STEP 1: Present

CLASS WORK: ***Think About It***

1) Do some pre-reading activities. Discuss the title and layout of the reading.
Teacher: What can you tell me about this lesson just by reading the title?
Students: This lesson is about saving the tigers.
Teacher: That's right. How many paragraphs are there in this lesson?
Make sure that the students understand what a paragraph is.
Student: There are three paragraphs in this lesson.
Teacher: Very good. Today we are going to learn about the parts of paragraph.
2) Teach the traffic light system for writing paragraphs.
Step 1: Give each student 1 green strip, 3 yellow strips, and 1 red strip. Draw a traffic light diagram on the board (see the example below). Brainstorm topics with the class and write one on the board.

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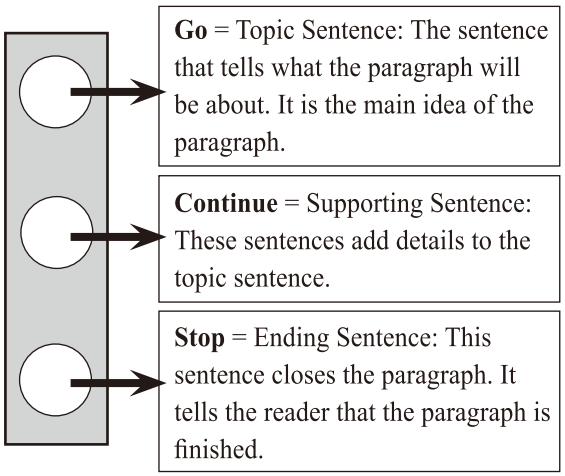

Step 2: Choose a topic and explain that students are going to learn how to write a paragraph using the Traffic Light System. Point to the diagram and discuss that there are three parts to a paragraph — a beginning (topic sentence), a middle (supporting sentences), and an end (ending sentence).

Step 3: Take out a green strip and have students do the same. Have students come up with a topic sentence based on the topic they have chosen. For example, the topic is animals. The topic sentence can be:

Animals are important.

Everyone writes the topic sentence on a green strip. Explain that green means "go" and we have begun our paragraph.

Step 4: Have students take out their 3 yellow strips. Explain that they have to think of three supporting sentences, or sentences that are about the topic sentence. Ask the students to write their sentences on the yellow strips.

Animals are an important part of the environment.

They provide us with food and many other resources.

They can be our friends and our helpers.

Step 5: Explain to students that they now have to close/finish/end the paragraph or STOP.

Ending sentences can (a) repeat the topic sentence in a different way, (b) express how we feel about the topic, (c) express what we think about the topic.

Animals are important.

(repeating topic sentence)

I love animals.

(expresses feeling)

I think animals are an important part of our lives.

(expresses thoughts)

Step 6: Have the students place the colour strips in order from green to yellow to red like a traffic light. Then have them read their paragraph aloud.

Animals are important.

Animals are an important part of the environment.

They provide us with food and many other resources.

They can be our friends and our helpers.

I think animals are an important part of our lives.

Step 7: Give each student a large piece of construction paper so that they may glue their strips onto the paper and make it look like a real paragraph.

Step 8: Once they have completed Step 7, instruct the students to write out their paragraph onto a regular piece of paper.

3) Discuss the *Think About It* questions and the Learning Tip as a class.

STEP 2: Read

CLASS WORK: ***Reading aloud***

1) Read Lesson 17 as a class. Monitor students' pronunciation and comprehension.

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2) Ask the students to identify the topic sentence in each paragraph. Discuss.

STEP 3: Break It Down

CLASS WORK: ***Discussion***

Discuss the following questions as a class.

• How many tigers were there at the beginning of the 20th century?

Write the word *century* on the board. Explain and translate if necessary. Students should master this word.

• How many tigers are there in the wild today?

Write the phrase *drop to* on the board. Explain. Students should master this phrase.

• Where do tigers live?

• What do tigers look like?

• What do tigers symbolize?

• How are tigers described in many stories?

Write the word *brave* on the board. Explain. Students should master this word.

• What does "at the top of the food chain" mean?

Write the phrase *food chain* on the board. Explain. Students should master this phrase.

• What is the reason tigers are important to the environment?

Write the word *reason* on the board. Discuss. Students should master this word.

• Why do people hunt and kill tigers?

Write the word *kill* on the board. Translate. Students should master this word.

• Aside from their being hunted and killed, what is another reason tigers are disappearing?

Write the phrases *as well* and *cut down* on the board. Explain. Students should master these phrases.

STEP 4: Read

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

1) Instruct the students to read Lesson 17 and complete the exercise independently.

2) Discuss the answers as a class.

STEP 5: Read

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

1) Instruct the students to read Lesson 17 again and complete the exercise in groups.

2) Ask each group to present their answers to the class.

STEP 6: Task

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

1) Instruct the students to work in groups to brainstorm different ideas about how we can protect animals. Then have them use their ideas to create a poster about ways we can protect animals.

2) Ask each group to present their poster to the class.

CLASS CLOSING

Assign homework:

How Can I Help?: Research an organization or group that helps save animals. Write a short newspaper article about them. Consider the following questions.

- ○ What animals do they help?
- ○ How do they help?
- ○ Where do they help?
- ○ How long have they been helping?
- ○ How can people join them?

EXTENSION

PAIR WORK: ***Translation Match Up***

Play Translation Match Up to review the meanings of words from this lesson.

1) Ask the students to scan through the lesson and write down any and all unfamiliar/mastery words. (Each pair of students should have an English-Chinese dictionary to complete this task.)

2) Have the students write every English word and its Chinese translation on separate slips of paper. The students should end up with 14 separate slips of paper (seven for the English words and seven for the Chinese translations).

brave	勇敢

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. At the beginning of the 20th century, the number of tigers in the wild was around 100 000. 在二十世

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纪初期，野生老虎的数量大约是十万只。
the number of 意为“……的数量”， 跟复数名词连用作主语时，中心词是 number，谓语动词要用单数。a number of 表示“许多”，相当于 many，修饰可数名词复数。作主语时，谓语动词用复数。number 前可用 large，small 等修饰，表示程度。例如：
The number of students in our class is 50. 我们班学生的数量是 50 人。
The number of pages in this book is 60. 这本书有 60 页。
A number of students are planting trees on the hill. 许多学生在小山上植树。
2. But today that number has dropped to a few thousand. 但是现在，数量已经下降到几千只。
a few thousand 表示“几千”。当 hundred, thousand 前面是基数词 one, two, three..., a few, many 时，其后不加 s。当 hundred 和 thousand 后面加 s 时，需要跟 of 修饰可数名词复数。例如：
There are three thousand students in our school. 我们学校有三千学生。
Thousands of students are on the square. 数千名学生在广场上。
3. For this reason, tigers are important to the environment. 因为这个原因，老虎对环境很重要。
be important to sb./sth. ……对于……来说是重要的，强调事物。be important for sb./sth. 对于……来说做……是重要的，强调做的事情。例如：
Time is important to me. 时间对我来说很重要 。
It is important for you to get there early. 对你来说早些到那儿很重要。
4. In recent years, tigers have been in danger of disappearing. 在近几年，老虎处于濒临灭绝的危险中。
in danger (of) 意为“处于 (……) 危险之中”。例如：
You’re in danger of catching a cold. 你有患感冒的危险。
The sick man is in danger of death. 这个病人有死亡的危险。
The passengers are in danger! Let’s go and help! 乘客们处于危险之中！我们去帮忙吧！
5. As forests disappear, tigers lose their homes. 随着森林的消失，老虎失去了它们的家园。
as 在句中作连词，引导状语从句，意为“随着，当……的时候”。例如：
As the sun rose, the fog disappeared. 太阳一出来，雾随之消失。
As she left the room, she remembered that book. 她离开房间时想起了那本书。

Lesson 18: Friendship Between Animals

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : friendship, warn, relationship
⊙接触词汇 : rhino, skin, insect, survive, Owen, mzee, hippo, tortoise, truly, boundary
⊙短语和句型 : touch one’s heart

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the topic of today’s lesson.
Teacher: Good morning/afternoon, class. Today we will be talking about friendship. Who can tell me what friendship is?
Students: Friendship is a happy relationship between two people.
Teacher: Very good. What kinds of things do friends do together?
Students: Friends help each other./Friends play together./Friends share ideas and feelings./etc.
Teacher: Right. Do you think friendship only exists between humans?
Students: No. Friendship can exist between humans and animals./Friendship can exist between animals.

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Teacher: Yes, I agree. Let's read today's lesson and find out more about the friendship between animals.

Review

1) Homework check.
2) Choose some students to present their newspaper article "How Can I Help?"
3) Review vocabulary and paragraph writing from Lesson 17.

KEY CONCEPTS

FOCUS STRUCTURES:

It touched many people's hearts.

STEP 1: Present

GROUP WORK: *Think About It*

1) Divide the class into groups to discuss the *Think About It* questions.
2) Students should write their answers on a large piece of paper and prepare to present them to the class.

STEP 2: Listen

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

1) Play the listening material for Lesson 18 (*Friendship Between Animals*). 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 independently.
3) Check the answers as a class.

STEP 3: Read

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

1) Instruct the students to read Lesson 18 and answer the questions with a partner.
2) Check and discuss the answers as a class.

Teaching Point

Brainstorming is a great way to get the creative juice flowing. Sometimes it really helps to break ideas into parts instead of trying to focus on the whole. Here are some things you should keep in mind when you're brainstorming as a class.

1. Make the tone positive and accept all ideas except for ones that are overtly inappropriate.
2. Have a visual focus. Visuals may include words, lists, drawings or anything that will help the students keep track of the conversation.
3. Go beyond the obvious. Encourage your students to move past the obvious answers and push them to think of new ones.

STEP 4: Task

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

1) Instruct the students to look at the pictures of the animals in *Let's Do It! No.4* and brainstorm some ideas for what the animals might be saying to one another. Students should consider and write down a scenario or background story to go with their dialogue.
2) Once they've brainstormed a number of ideas, students can write down their favourite dialogue in the speech bubbles.
3) Have the students present their dialogue and background story to the class.

CLASS CLOSING

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

Students do the exercise independently. Then check and correct their answers in groups.

2) Assign homework:

A Touching Story: Research another way in which animals help one another. Then write a letter to a friend to tell him or her about the two animal friends. Your letter should explain the relationship between the two animals and why it is a touching story.

EXTENSION

INDEPENDENT WORK: *Acrostic Poem*

1) Instruct students to work independently to write an acrostic poem about friendship. Each line in their poem should start with each of the letters in the word "friendship", i.e.

F_____
R_____
I_____
E_____
N_____
D_____

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S_____
H_____
I_____
P_____

2) Encourage the students to brainstorm some ideas before they write their poem.

3) Once they have written their poem, they should add drawings and decorations to their poem to make it beautiful.

4) Have the students present their poems in front of the class, then post the poems up around the classroom.

LANGUAGE NOTES

1. I used to think only the same animals live together. 过去我认为只有相同的动物住在一起。

used to do sth. 意为“过去常常做某事，过去曾做过某事”。例如：

Tom used to live here. 汤姆曾在这儿住过。

I used to swim in the river when I was a child. 我小时候常常去河里游泳。

2. The egret helps the rhino stay healthy by cleaning its skin. 白鹭通过帮助犀牛清洗皮肤来帮助它保持健康。

by 作介词，表示“通过（某种方式）”，后跟名词、代词或者动名词形式。例如：

Let’s start the lesson by singing a song. 我们通过唱歌的形式开始上课吧。

They can read by touch. 他们可以通过触摸来阅读。

By getting up early, I can have an hour for reading English in the morning. 靠起得早，我每天早晨有一小时的时间阅读英语。

3. It also makes noise to warn the rhino about coming danger. 它也会发出声音来警告犀牛即将到来的危险。

1）make noise 意为“制造噪音，发出令人不愉快的声音；吵闹、发出嘈杂声”。noise 既可作可数名词，也可作不可数名词，意为“噪音，杂音；嘈杂声，喧闹声”。例如：

Every night we hear strange noises outside our window. 每天晚上我们都能听到窗外奇怪的声音。

This will make a loud noise. 这将发出很大的噪音。

Don’t make any noise. The baby is sleeping. 不要发出声响，婴儿正在睡觉。

2）warn sb. about/of sth. 意为“提醒、警告某人注意某事”。 warn sb. (not) to do sth. 意为“警告某人（不要）干某事”。例如：

He warned us about the serious situation. 他警告我们要注意这种严峻的形势。

They warned the passengers of thieves. 他们警告乘客们要小心窃贼。

The police warned the people not to go out in the late night. 警察警告人们不要在深夜出去。

4. Good friends can show they care without words. 好朋友能够不用语言来表达他们彼此关爱。

1）care 作动词，在句中意为“关心，担心”。care for sb. 表示“照顾，照料”，与 take care of 同义。care about sth. 表示“在乎，介意”。例如：

The mother cared for the sick child day and night. 母亲日夜照料着生病的孩子。

The only thing he cares about is money. 他只在乎钱。

2）words 在句中意为“(说的) 话”。例如：

I don’t understand your words. 我不明白你说的话。

Unit Review (3)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 3. Let’s get started!

Review

1) Homework check.

2) Ask the students to present their letters “A Touching Story” to the class.

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

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• What scares Danny?
• What makes each of the animals in this lesson amazing?
• Why shouldn't we feed animals at the zoo?
• What do Jenny and Brian do to Danny?
• Why are tigers disappearing? Why are they important to the environment?
• What is the relationship between the rhino and the egret? Who are Owen and Mzee?

CLASS ACTIVITIES

Building Your Vocabulary

Read the passage and fill in the blanks. The first letter is given.

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 correctly fills in all the blanks first wins.

Grammar in Use

Complete the dialogue with "some" or "any".

1) Students read the sentences and fill in the blanks independently.
2) Once they have filled in all the blanks, they can check their answers with a partner and practice the dialogue.
3) Check the answers as a class.

Listening and Speaking

I. Listen and repeat.

Instruct the students to listen to and repeat the statements. Point out the words where the emphasis is being placed. Students should do their best to imitate the sounds and intonations they hear.

II. Listen to the passage and tick the correct answers.

1) Play the audiotape for this exercise and instruct the students to listen carefully to the passage.
2) Read the questions as a class, and then play the audiotape again and tell the students to listen carefully before they choose their answers.
3) Check the answers as a class.

III. Complete the dialogue with the sentences in the box. Then work in pairs and talk about other animals.

1) Students complete the dialogue independently and practice acting it out with a partner.
2) Then they follow the example of the dialogue and discuss other animals with their partner.
3) Have the students share their discussion with the class.

Putting It All Together

I. Read this introduction about pandas. Then fill out the table.

1) Instruct the students to work in groups to read the passage and fill out the table.
2) Discuss the answers as a class.

II. Writing

1) Students share an interesting story they have about animals with a partner.
2) Then students work independently to write their own story.

Self-Evaluation

Instruct the students to complete Parts I and II 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 Stand So Still. Ask the students to listen to the song.
2) Instruct the students to repeat the song line by line.
3) Play the audiotape for Stand So Still. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Play *Tic-Tac-Toe* to review concepts and vocabulary from Unit 3.

1) Draw a large grid on the blackboard. The grid has three columns and three rows, creating nine squares

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of equal size.

2) Divide the class into two teams. Ask a player on Team 1 a question or give him a command (see the examples below). If the player or team answers or performs correctly, a player from the team may write an X in any square on the grid.

3) 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.

Example Questions:

What is a pet?

What do pandas eat?

Why are tigers in danger of disappearing?

Example Commands:

Act out cutting down a tree.

Act out waking up.

Use the word "reason" in a sentence.

Spell the word "dangerous".

Draw a giraffe.

**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 4: The Internet Connects Us

GENERAL OBJECTIVES

In this unit students will learn about the Internet and how it affects our lives. They will analyze the advantages and disadvantages of the Internet and form their own views and opinions about appropriate Internet usage habits. Moreover, they will learn how to effectively search the Internet for reliable sources of information and acknowledge the vast uses for it. They will be introduced to some new vocabulary, phrases and structures that will assist them in describing and talking about the Internet and Internet usage. The grammar focus for this unit will be adverbial clauses with "if".

SPECIFIC OBJECTIVES

<table>
<tr><td rowspan="4">语言知识</td><td rowspan="2">词汇</td><td>掌握词汇</td><td>technology, keyboard, industry, enter, key, search, depend, hide, appear, modern, electronic, sell, receive, advantage, simple, coin, cause, less, steal</td></tr>
<tr><td>接触词汇</td><td>desktop, tablet, invitation, laptop, Easter, topic, bunny, press, cancer, blessing, pyramid, Egypt, disadvantage, aside, attack, web, banking, properly</td></tr>
<tr><td>短语和句型</td><td colspan="2">search engine, depend on, Easter Bunny, pass on, by hand, printing press, keep on, in seconds, far away, Every coin has two sides. aside from, take up, set up a time</td></tr>
<tr><td>功能意念</td><td colspan="2">谈论互联网 Talking about the Internet</td></tr>
<tr><td></td><td>语法</td><td colspan="2">if 引导的状语从句 Adverbial Clause with "if"</td></tr>
<tr><td rowspan="4">语言技能</td><td>听</td><td colspan="2">1. 从整体上听懂听力材料主旨。
2. 听懂句子的关键词，如动词、名词等。
3. 就关键信息进行速记，以便为完成听后任务做准备。</td></tr>
<tr><td>说</td><td colspan="2">1. 就课文相关话题与他人进行对话、讨论及自我陈述。
2. 进行话题相关角色扮演。
3. 使用正确的语音、语调。</td></tr>
<tr><td>读</td><td colspan="2">1. 用正确、流畅的英语朗读课文。
2. 在阅读的过程中把握文章的主要思想。
3. 学会阅读的基本技巧，如根据上下文及构词法猜测生词的含义等。
4. 逐渐形成阅读的良好习惯。</td></tr>
<tr><td>写</td><td colspan="2">1. 练习写电子邮件。
2. 练习写说明类文章，如：介绍计算机的构成及电子邮件的写法等。</td></tr>
<tr><td>学习策略</td><td colspan="3">1. 树立自主学习的概念和意识。
2. 使用工具书迅速查找所需信息。
3. 善于抓住用英语交际的机会。
4. 逐步使自己形成良好的学习习惯。</td></tr>
<tr><td>情感态度</td><td colspan="3">1. 在学习中，敢于用英语来表达自己的看法，逐步培养学习英语的兴趣和学好英语的勇气。
2. 乐于接触并了解异国文化。</td></tr>
<tr><td>文化意识</td><td colspan="3">1. 了解西方计算机的发展过程以及其现状。
2. 注意中西方语言的用法差别。</td></tr>
</table>

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Lesson 19: How Do You Use the Internet?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : technology, keyboard, industry
⊙接触词汇 : desktop, tablet, invitation

RESOURCES

• audiotape • worksheet • Internet access (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Start the lesson by introducing the new unit.
Teacher: Today we will begin a new unit. It's called "The Internet Connects Us". What is the Internet in Chinese?
Students: The Internet in Chinese is 因特网 .
Teacher: Right. What does the word "connect" mean?
Students: 连结 .
Teacher: Correct. Now how does the Internet connect people?
Brainstorm ideas as a class and record the students' answers on the board. You may want to create a mind map on the board and have student copy it into their notebooks.
Students: It helps people communicate./People in different countries can talk to each other through Skype, Ren Ren, QQ, etc.
Teacher: Very good. How else does it connect us?
Students: It helps us share information quickly and easily. For example, world news is shared over the Internet./Ideas and information are shared over the Internet.
Teacher: Excellent. The Internet is a form of technology that has changed our lives. What does "technology" mean?
Write the word *technology* on the board. Discuss. Students should master this word.
Students: 技术。
Teacher: Right. Can you give me some examples of new technology?
Students: Airplanes./Mobile phones./Mp3 players./Computers./etc.
Teacher: Good answers. How has the Internet and technology changed our lives? For example, people used to only send letters in the mail but now people send e-mails.
Students: People used to listen to music on the radio and now they listen to it on their Mp3 players./People used to travel only by land and sea and now they can travel by air./People used to only read paper newspapers but now they can read the news on their computer./etc.
Teacher: Well done.

Review

1) Review the theme from Unit 3.
Teacher: In the last unit we talked about Animals being our friends. Why is it important to take care of our animals and treat them well?
Ask several students to respond.
2) Review the indefinite pronouns "some" and "any". Assign individual students one of the indefinite pronouns and ask him or her to come to the board and write a sentence using their assigned indefinite pronoun. For example, if you assign a student the indefinite pronoun "some", the student can write: They are hungry. They want some food.

KEY CONCEPTS

FOCUS STRUCTURES:

I'm collecting information about the coffee industry.

STEP 1: Present

CLASS/GROUP WORK: *Think About It and Learning Tip*

1) As a class, look at and discuss the pictures in Lesson 19. What are Jenny, Danny and Brian doing?
2) Divide the class into groups to discuss the *Think About It* questions and make a list.

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What can you do on a computer?
write (type) a story/report/letter
take pictures
film a video
make a Power Point presentation

How do you use the Internet?
receive/send e-mails
watch a movie
listen to music
do research
read the news
write/read a blog
look up recipes
chat with my friends
call a friend

3) Discuss the groups' answers as a class.
4) Discuss the *Learning Tip* as a class. Then divide the class into groups and see which group can draw and label all the parts of a computer without looking at the student book. The first group to do this correctly wins. (Students should master the word keyboard.)

STEP 2: Read

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

1) Instruct the students to read Lesson 19 and complete the exercise independently.
2) Check and discuss the answers as a class.

STEP 3: Break It Down

CLASS WORK: *Discussion*

1) Discuss the following questions as a class.
• What does Jenny use the Internet for?
• What device does Jenny use? How is it different from a computer?
• What does Jenny say about the Internet?
• What does Danny use the Internet for?
• What device does he use?
• How many followers does Danny have?
• What are they planning to organize?
• What will Danny do if they have a meeting?
• What does Brian use the Internet for?
• What device does he use?
• What will happen if Brian works hard this evening?
• What does he want to do tomorrow?
• Who does Brian want to send his research and why?
2) Explain the use of the adverbial clause with "if".

A complex sentence is made up of an independent clause and a dependent clause. For example: She will miss the bus (independent clause which can stand alone and make sense) if she doesn't hurry (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective clause, adverb clause and noun clause.
An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.
Adverb clauses are introduced by subordinate conjunctions including *after, although, as, as if, before, because, if, since, so that, though, unless, until, when, where,* and *while*. These are just some of the common ones.
For example: They won't go the game if it's raining. ("if it's raining" is the adverb clause modifying the verb "go" telling what)
Sometimes the *adverb clause* is placed at the beginning of the sentence. When it introduces the sentence, it is always set off with a comma. For example: If it's raining, they won't go to the game.

STEP 4: Role-Play

GROUP WORK: *Role-play the lesson*

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

STEP 5: Task

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

1) Instruct students to complete the exercise independently.
2) Check and discuss the answers as a class. Then have a further discussion about searching the web

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and using keywords to achieve the results you want.

CLASS CLOSING

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

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

2) Assign homework:

• Role-play Lesson 19

• The Internet and Me: Choose three things you use the Internet for and write a short passage about it. Also mention, what device you use most often and why (i.e. tablet, smart phone, laptop computer, desktop computer). Be sure to use the adverbial clause with "if" at least three times in your passage.

EXTENSION

GROUP WORK: *Web Search Activity*

1) Divide the class into groups to complete this task. Students will need Internet access for this task.

2) Provide each group with a list of general things to search and find on the web. Ask them to record the results of their searches (websites and information) and the keywords they used in table (see the example below). Students should take notes of which searches were successful and which were not. Successful searches should yield accurate and relevant results. Before they begin their search, however, they ought to consider what information about each topic is most important. This will help them decide what keywords to search.

For example: You may ask the students to find websites or information on the following topics.

Knitting a scarf

(For this topic students should search what you need to knit a scarf and how to knit scarf. They may even look for images, step-by-step instructions, videos, etc.)

Riding a bicycle

(What do you need to learn to ride a bike? Are there steps? Who can learn to ride a bicycle? Where should you learn?)

Good health

(What is important for good health? Food? Exercise? Hobbies?)

Visiting the zoo

(Which zoo do you want to go to? What time does the zoo open? Where is it? How much does it cost? What animals are there at the zoo?)

TOPIC	KEYWORDS	RESULTS
visiting the zoo	zoo in Dalian (Which zoo?); zoo hours (What time?); zoo location (Where?); zoo entrance cost (How much?); animals at the zoo (What animals?)	www.dlzoo.com

LANGUAGE NOTES

If we want to have a meeting, I can send the invitation online. 如果我们想召开会议，我可以在线发出邀请。

句中 if 引导条件状语从句，意为"如果"。例如：

If you want to know how a word is used, look it up in the *Advanced Learner's Dictionary*. 要想了解某个词的用法，查《高级词典》。

Lesson 20: A Computer Helps!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : enter, key, search, depend, hide (hid/hidden)

⊙接触词汇 : laptop, Easter, topic, bunny

⊙短语和句型 : search engine, depend on, Easter Bunny

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RESOURCES

• audiotape • poster paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Review

1) Homework check.

2) Choose some students to present their passage "The Internet and Me".

3) Review using the adverbial clause with "if".

KEY CONCEPTS

FOCUS STRUCTURES:

The date depends on the moon, but it is always in March or April.

STEP 1: Present

GROUP/CLASS WORK: ***Culture Tip and Think About It***

1) Introduce Lesson 20. Ask individual students to read the title (*A Computer Helps!*) and discuss how a computer/the Internet might be helpful.

2) Divide the class into groups to discuss the *Culture Tip*. Then have each group discuss the *Think About It* questions.

Teacher: In this lesson, Wang Mei does some research about the Christian holiday, Easter. Read the *Culture Tip* in your groups and then share with the class what you know about this holiday.

3) Have the groups share their answers with the class.

STEP 2: Listen

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

1) Play the listening material for Lesson 20 (*A Computer Helps!*). 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: Listen and Read

CLASS WORK: ***Listening and reading***

1) Play the audiotape for Lesson 20 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) Go over the mastery words for this lesson (enter, key, search, depend and hide).

STEP 4: Read

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

1) Instruct the students to read Lesson 20 silently and fill in the mind map with a partner.

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

3) Draw the mind map on the board and check the answers as a class.

STEP 5: Task

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

1) Divide the class into groups to discuss an important festival in spring in China and do some research about it. Students may need Internet access or you may need to provide them with some research materials.

2) In their groups, students should then follow the example of the mind map in *Let's Do It!* No.3 and create their own mind map for their festival. Students should draw their maps on large poster paper and include pictures or drawings.

CLASS CLOSING

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

Students complete the exercise independently. Then write the paragraph with the blanks on the board and split the class into two teams. Ask one person from each team to fill in one of the blanks and read the sentence aloud. The first team to correctly fill in the blanks and read the sentence aloud wins.

2) Assign homework:

• How Computers Help Me: Write a list of ways in which a computer has helped you. Then pick one way from your list and write a passage about it.

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EXTENSION

GROUP WORK: *Guess The Questions*

Play *Guess The Questions* to review standard questions. Relate this game to web searches. Explain that the Internet is only a good tool if you know how to use it and part of knowing how to use it means knowing how to search for things. When you are searching for something you are asking questions and looking for an answer. But before you can find the answers, you have to know what questions to ask.

1) Divide the class into groups of four to six. Ask the students to each make their own flashcards that say *Who? What? When? Where? Why?* And *How?* and then combine their cards in a stack in their groups.

2) The students then take turns picking up a card and saying a sentence that answers the question on the card. (For what? A player might say A computer.)

3) The other players then guess the question on the card, starting with the first player to the right. The first player that guesses the word correctly gets a point. Then the next student picks up a card and makes up a sentence.

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

LANGUAGE NOTES

1. I entered some key words into a search engine to find information on this topic. 我在搜索引擎里输入一些关键词来寻找有关这个话题的信息。

1）key 在句中作形容词，意为"主要的，关键的"。key 作名词时可表示"钥匙；（计算机等的）键；关键"之意。例如：

They work in the key post. 他们在关键的岗位工作。

She reached for her coat and car keys. 她伸手拿外套和汽车钥匙。

This is the key to world peace. 这是世界和平的关键。

2）on 作介词，意为"关于，有关"，与 about 同义。例如：

I borrowed a book on computer technology. 我借了一本关于电脑技术的书。

2. It's one of the biggest holidays in many countries. 在很多国家这是最重大的节日之一。

"one of + 最高级 + 名词复数"表示"最……的之一"。例如：

Tom is one of the best students in our class. 汤姆是我们班最好的学生之一。

English is one of the most important languages in the world. 英语是世界上最重要的语言之一。

3. Easter does not fall on the same day each year. 复活节每年的时间不一样。

fall 在句中作不及物动词，意为"到来，来临"，与 come 同义。fall 还可以表示"降落，掉落，摔倒"。例如：

Leaves fall from the trees. 叶子从树上落下。

Be careful! Don't fall off the bike. 小心！不要从自行车上掉下来。

He ran too fast and fell down. 他跑得太快，摔倒了。

4. The date depends on the moon, but it is always in March or April. 日期取决于月亮，但总是在三月或四月。

depend on 意为"依赖于，取决于，依……而定"。例如：

You can depend on him to make a good choice. 你可以依靠他做出好的选择。

All living things depend on the sun for their growth. 万物生长靠太阳。

Lesson 21: Books or Computers?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : appear, modern, electronic, sell (sold/sold)

⊙接触词汇 : press

⊙短语和句型 : pass on, by hand, printing press, keep on

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RESOURCES

• audiotape • large strips of construction paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Teacher: Good morning/afternoon, class. I have some funny jokes for you today.
Write three jokes (related to the Internet) on the board. Read them aloud and then discuss the concept/meaning of the letter "e" before each word. Explain that "e" stands for electronic.
So "e-mail" really means "electronic mail".
Sample jokes:
Do you like web jokes?
Yes, they're e-larious.
What do you call a fire at an Internet café?
An e-mergency.
How do you fix a broken website?
With stick e-tape.

Review

1) Homework check.
2) Choose some students to present their list and short passage "How Computers Help Me".

KEY CONCEPTS

FOCUS STRUCTURES:

They wrote each word by hand.
Information travels faster and farther.

STEP 1: Present

CLASS WORK: *Think About It and Culture Tip*

1) Discuss the *Think About It* questions as a class.
2) Discuss the *Culture Tip*. Then draw a Venn diagram on the board to discuss and display the similarities and differences between e-books and printed books.

STEP 2: Read

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

1) Instruct the students to read Lesson 21 and answer the questions in groups.
2) Check, discuss and correct the answers as a class. Teach the mastery words for this lesson (appear, modern, electronic, sell)

STEP 3: Practice and Play

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

1) Divide the class into groups and have every group write out each sentence from *Let's Do It! No.2* on a separate strips of construction paper.
2) Then challenge the groups to put the sentences in the correct order. The first group to complete this task in the shortest amount of time wins. Remind students that they may need to skim through the reading to complete this task.

Teaching Point

Skimming is useful when you want to get the main point(s) of a longer piece of writing. If a student has an hour to do some research and is presented with 10 textbooks, then he does not have the time to read them all through. He must try to make the most of his time by quickly skimming each book and choose the most relevant one. Skimming can also be an effective way of quickly reviewing something that has been read previously, so that the reader can recall the most significant parts.

STEP 4: Task

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

1) Instruct the students to work in pairs to discuss whether they prefer e-books or paper books and why.
2) Then ask the students to write a dialogue based on their discussion. Students should use the adverbial clause with "if" in their dialogue and as many mastery words from this unit as possible.
3) Ask some pairs to present their dialogue 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.

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2) Assign homework:

The Printing Press or the Internet: Answer Li Ming's question in a short passage. Choose a position and give at least three reasons to support your choice.

- Which invention do you think is more important — the printing press or the Internet?

EXTENSION

CLASS WORK: *Alphabet Scramble*

Play *Alphabet Scramble* to review vocabulary from Unit 4.

1) Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

2) Ask them to work with their partners to remember as many vocabulary words from this unit 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.

3) Give the students five to ten minutes to write down words.

4) Ask them to call out the words they wrote, starting with A. Have the students count their points as you go; vocabulary words from Unit 5 will be given priority and will be worth two points, while other words not from this unit will be worth one point. The team with the most points wins.

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

LANGUAGE NOTES

1. In ancient times, there were no books, and people passed on their knowledge by telling stories. 在古代，没有书，人们通过讲故事传播知识。

pass on 意为"传递"。例如：

May I trouble you to pass on a message to her? 烦您给她捎个信儿行吗？

Pass the book on to me when you've finished with it. 你看完那本书后请传给我。

2. Later, people learned how to write and make paper. 后来，人们学会了如何写字和造纸。

how to write and make paper 是由关系词引导的动词不定式结构，作宾语。本句也可以转换为宾语从句 how they could write and make paper。例如：

Do you know when to leave? = Do you know when you/we will leave? 你知道什么时候出发吗？

Let me show you where to go on the map. = Let me show you where we will go on the map. 我在地图上指给你我们将去哪里。

3. With paper, people began to write down their stories. 人们开始用纸把故事写下来。

介词 with 表示"用"，后面跟工具。in 表示"用"，后常加语言、墨水和颜料。by 表示"用"，后跟交通工具。例如：

He writes with a pen. 他用钢笔写字。

He wrote a letter in ink. 他用钢笔写了一封信。

We travelled to Europe by air. 我们乘飞机去欧洲旅行。

4. They wrote each word by hand. 他们手写每一个字。

each 意为"各自，各个，每个"，用于单数名词前，后接单数谓语动词。例如：

Each student has been given his or her own e-mail address. 每个学生都得到一个属于自己的电子邮件地址。

each 用于复数主语后，谓语动词用复数。例如：

They each have their own e-mail address. 他们每人都有自己的电子邮件地址。

each of, each one of 后接复数名词或代词，但谓语动词经常用单数形式。例如：

Each (one) of the houses was slightly different. 每幢房子都稍有不同。

5. Information travels faster and farther. 信息传播得更快更远了。

farther 是 far 的比较级，最高级是 farthest。例如：

Tom jumps farther than Jim. He jumps farthest of all the boys. 汤姆比吉姆跳得远。在所有的男孩儿中，他跳得最远。

6. No matter what you have, a computer, a tablet, a laptop, an e-reader or a real book, keep on reading! 无论你有什么，台式电脑、平板电脑、笔记本、电子阅读器或者一本真正的书，坚持读下去！

keep on doing 意为"继续做某事"，表示动作是时断时续的。keep doing 表示不间断地做某事。例如：

I keep reading the whole night. 我整晚都在看书。

The little monkey stopped to have a look, then kept on eating its banana. 小猴子停下来看了看，然后继续吃香蕉。

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Lesson 22: Travel on the Internet

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : receive
⊙接触词汇 : cancer, blessing, pyramid, Egypt

RESOURCES

• audiotape • a soft ball (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.
Teacher: Good morning/afternoon, everyone. How are you today?
Ask four or five students to respond.

Review

1) Homework check.
2) Choose some students to present their paper "The Printing Press or the Internet".
3) Review mastery words from the previous lessons. Ask individual students to come to the board and write a sentence using one of the mastery words from the previous lessons. Once they have written the sentence, ask them to read it aloud to the class.

List of mastery words

technology, keyboard, industry (Lesson 19)
enter, key, search, depend, hide (Lesson 20)
appear, modern, electronic, sell (Lesson 21)

KEY CONCEPTS

FOCUS STRUCTURES:

You have made my dream come true.

STEP 1: Present

CLASS WORK: ***Think About It***

1) Discuss the first *Think About It* question as a class.
Teacher: I live with my husband and my son. My mother and my father also live with us. Who do you live with?
Ask several students to respond.
Students: I live with _____. My grandma and grandpa also live with us.
Teacher: Very good. In this lesson Jane helps her grandma realize her dream. What does it mean to have a dream? Do you have any dreams?
Students: When you have a dream, it means you have a goal or something you hope to do or achieve. My dream is to own a farm one day. /My dream is to study in Australia.
Teacher: Excellent. You all have wonderful dreams. Now can you guess what it means to realize a dream?
Students: Does it mean you make the dream come true?
Teacher: Yes. That's right. We can't always do everything by ourselves. Sometimes we need support, advice and encouragement of our friends and family to realize our dreams (i.e. to make our dreams come true). Has anyone in your life ever helped you achieve something or helped you realize a dream?
Students: Yes. My mum drives me to piano lessons every week and she has helped me become a good piano player. I hope to become a great piano player one day and I know my mum will help me realize that dream.
Teacher: That's amazing! I'm sure you will achieve your dream.
2) Divide the class into groups to discuss the second *Think About It* question. Then have the groups share their answers with the class.

STEP 2: Read

CLASS WORK: ***Reading aloud***

Read Lesson 22 as a class. Monitor students' pronunciation and comprehension.

STEP 3: Read

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

1) Instruct the students to read Lesson 22 again and answer the questions with a partner.
2) Check and discuss the answers as a class.

STEP 4: Skim and Do

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

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1) Ask the students to skim the reading and complete the exercise independently.
2) Check the answers as a class.

STEP 5: Task

GROUP WORK: *Project*

1) Divide the class into groups to brainstorm ideas about how they might help Jane to realize her grandma's dream. Students should make a list of ideas and then choose their favourite to include in a response to Jane. Students should consider what places of interest Jane's grandma might enjoy and then write about it and draw a picture to go with it. Finally, they should include some warm wishes for Jane's grandma.
2) Ask the students to share their responses with the class.

CLASS CLOSING

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

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

2) Assign homework:

Using the Internet to Help Others: How can we use the Internet to help others, whether they are friends, family members or strangers in another country. Do some research and create a homepage for a website (on paper) that gives people suggestions about how they might help others over the Internet. In creating your homepage you should consider the proper layout and format for a site homepage. (You may want to research other websites to help give you an idea of how it should look and what information you should include. Don't forget that your homepage will need 1) a title, 2) a URL address (i.e. www.help.com) and 3) some images to make it look interesting.

Sample Website Homepage



EXTENSION

CLASS WORK: *Question Toss*

Play *Question Toss* to review the lesson or concepts and vocabulary from this unit.

1) Bring a big, soft ball to class. Divide the class into two teams. Start anywhere in the class.
2) You can call out a word, phrase or structure from this lesson/unit. For example, *receive* (from Lesson 22), *electronic* (from Lesson 21), *depend on* (from Lesson 20), or *industry* (from Lesson 19).
3) A player then throws the ball to any player on the other team and asks a question that uses that word, phrase or structure. 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: Receive!
Player 1 (*throws the ball*): Did you receive my e-mail?
Player 2 (*catches the ball*): Yes, I did receive your e-mail.

Teacher: Electronic!
Player 2 (*throws the ball*): Do you read electronic books?
Player 3 (*catches the ball*): No, I don't read electronic books. I read printed books.

Teacher: Depend on!
Player 3 (*throws the ball*): What does the date of Easter depend on?
Player 4 (*catches the ball*): The date of Easter depends on the moon.

Teacher: Industry!
Player 4 (*throws the ball*): What do you know about the coffee industry?
Player 5 (*cathes the ball*): I know that the coffee industry is very big.

** See the "Games" section at the back of this guide for further instructions on how to play.
*Note: To make the game easier, simply ask the players on each team your own questions that you

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prepared in advance. That way they only have to answer questions and not form the questions. Throw the ball to a team member as you ask your questions and ask that same team member to throw the ball back to you as they answer the question. The team to answer the most questions correctly wins.

LANGUAGE NOTES

1. Her grandma had a terrible type of cancer. 她的奶奶患上了一种很严重的癌症。

have cancer 意为“患癌症”。have 表示“患（病），得（病）”，与 catch 和 get 同义。have 是延续性动词，表示状态；catch 和 get 是瞬间动词，表示动作，所以这两个词不可跟一段时间连用。例如：

I caught (= got) a bad cold three days ago. 我三天前得了重感冒。

I have had a bad cold for three days. 我患重感冒已经三天了。

2. She asked people if they could help her grandma see the world through pictures. 她问大家是否能够帮助奶奶通过图片看世界。

if 在句中作连词，意为“是否”，引导宾语从句。例如：

The teacher asked if everyone was here. 老师问人是否到齐了。

Please tell me if you know the answer. 请告诉我你是否知道答案。

3. You have made my dream come true. 你使我的梦想变成了现实。

make one’s dream come true 意为“使某人的梦想成真”。come true 表示“实现，成真；应验”。例如：

His dream will come true sooner or later. 他的理想迟早会实现。

I hope our dreams will come true. 我希望我们的梦想成真。

Lesson 23: The Internet — Good or Bad?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙掌握词汇 : advantage, simple, coin, cause, less, steal (stole/stolen)

⊙接触词汇 : disadvantage, aside, attack, web, banking, properly

⊙短语和句型 : in seconds, far away, Every coin has two sides. aside from, take up

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Today I have some fun trivia for you about the Internet. Trivia is fun facts.

Internet Trivia Questions:

1. Did you know the Internet was invented in the U.S during the late 1950s to 1970s?

2. Did you know the first emoticon (表情) looked like this -)? It was meant to be a happy face, and later it came out with this :-).

3. Did you know the first message sent over the Internet was “LOG”? It was supposed to be “LOGIN” but the Internet crashed.

Review

1) Homework check.

2) Review key structures and phrases from the last lesson.

KEY CONCEPTS

FOCUS STRUCTURES:

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Aside from that, some people attack the web or use the Internet to steal others' personal information, even banking information.

STEP 1: Present

CLASS WORK: *Discussion and Think About It*

1) Introduce the theme of today's lesson.

Teacher: In today's lesson we will talk about some of the advantages and disadvantages of the Internet. Even though the Internet is a great tool, every coin has two sides. That is an English saying that means there are two different ways of looking at something. Write the saying *Every coin has two sides.* on the board. Explain. Students should master the word *coin*.

Teacher: How do you say "coin" in Chinese? Do we have a similar saying in Chinese?

Students: 硬币。一个硬币有两个面；凡事都有两面性。

Teacher: Well done. Why is it important to consider the good things and bad things about something? Try to answer this question using an adverbial clause with "if".

Students: If you only look at one side (good or bad), then you only have half of the information.

Teacher: Right.

2) Instruct the students to look at the pictures in this lesson and read the captions below. Discuss whether these are advantages of the Internet.

Teacher: What are some of the good and bad things about the Internet?

Make a list of advantages and disadvantages of the Internet on the board.

Advantages

1. It helps you communicate and connect with people everywhere (i.e. online chat, e-mail).
2. It helps us share information quickly.
3. It's a good research tool.

Disadvantages

1. Not all of the information you read on the Internet is true.
2. Spending too much time on the Internet (chatting, watching movies, etc.) can be bad for you.
3. Some people use the Internet to do harm to others.

3) Ask two student volunteers to read the *Think About It* questions aloud to the class and make sure the students understand what each question is asking. Explain the word "simple". Students should master this word.

4) Divide the class into groups to discuss the *Think About It* questions. Then have the groups share their answers with the class.

STEP 2: Read

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

1) Instruct the students to read the lesson and complete the activity in groups.

2) Check and discuss the answers as a class. Draw the table on the board and have one student from each group come to the board and write down one of their answers. Explain the mastery words and phrase for this lesson that you have not yet covered (*cause, less, steal* and *aside from*).

STEP 3: Listen

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

1) Play the listening material for Lesson 23 (*The Internet – Good or Bad?*) once and ask the students just to listen.

2) Play the listening material a second time and ask the student to complete the exercise.

3) Check and discuss the answers as a class.

STEP 4: Task

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

1) Instruct the students to work in pairs to talk about the list in *Let's Do It! No. 3* and discuss which things on the list they think are appropriate for junior high school students. For each thing on the list, students should give their reasons why they think it is or is not appropriate.

2) Ask the pairs to share their answers with the class. Discuss.

CLASS CLOSING

Assign homework:

Looking at Both Sides: Use the list of advantages and disadvantages of the Internet that you made in class to write a news report. Give your readers some advice about what to do and not do on the Internet. Consider how people can make the most of the good things and avoid the bad things.

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EXTENSION

CLASS WORK: *What's Wrong?*

Play *What's Wrong?* to review grammar structures and fix common grammar errors.

1) Write sentences on the blackboard that contain errors (and some that don't contain errors).

2) 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.

3) Write sentences that pair concepts incorrectly, or that contain grammar errors.

For Example:

• This game is simple. It's easy to play. (correct)

• He is tired today. He has less energy than usual. (correct)

• If you work hard, you will succeed. (correct)

• Every coin has three sides. (incorrect) ⟶ Every coin has two sides.

• If you don't have the Internet, you can't read books. (incorrect) ⟶ If you don't have the Internet, you can't read books online.

• Wendy uses a modern computer. It's only 50 years old. (incorrect) ⟶ Wendy uses a modern computer. It's only 1 year old.

• If you pay for something, that means you stole it. (incorrect) ⟶ If you pay for something, that means you didn't steal it.

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

LANGUAGE NOTES

1. People are able to connect and share information in seconds. 几秒钟之内，人们就能够相互联系并分享信息。

be able to do sth. 意为"能，能够"，主要指具体做某件事的能力，有人称和时态的变化。情态动词 can 也表示"能，会"，只有现在时 can 和过去时 could 两种时态，没有人称变化。例如：

Can you come tomorrow? 明天你能来吗？

He said that we could go there by bus. 他说我们可以乘公共汽车去那里。

Will you be able to come tomorrow? 明天你能来吗？

I'm able to do the work all by myself. 我能够独立做这项工作。

2. It helps us get things done more quickly. 它能使我们把事情做得更快。

在句中 get sth. done 意为"完成，做完某事"，通常指由自己完成。此外，get/have sth. done 还有"让某人做某事"的意思。例如：

I got my homework finished. 我做完了作业。

I am going to get/have my hair cut. 我要去剪发。

3. And if a friend lives far away, the Internet makes it easy to stay in touch. 如果朋友住得很远，互联网使相互联系变得容易。

"make + 形式宾语 + 形容词（+for sb.）+ 动词不定式"意为"使做某事变得……"例如：

The teacher tried to make it interesting for the students to learn math. 老师尽力使数学学起来有趣。

4. But every coin has two sides. 但是任何事物都有两面 (有利也有弊)。

此句直译为"每个硬币都有两面"。 在写作时，一般作名言使用。例如：

As we know, every coin has two sides. 正如我们所知道的，凡事都有两面性。

5. Spending too much time online is harmful to people's health. 在网上花太多的时间对人们的健康有害。

be harmful to 意为"对……有害处"。例如：

Smoking can be harmful to your health. 吸烟会对你的身体有害。

Fruit juice can be harmful to children's teeth. 果汁可能损坏儿童的牙齿。

6. It may even cause them to be less social with family and friends. 它甚至会导致他们与家人和朋友较少来往。

cause 在句中作动词，意为"造成，使（发生）"，其后可直接跟造成的结果或发生的事情作宾语，也可跟双宾语或接动词不定式复合结构作宾语。例如：

Smoking can cause lung cancer. 吸烟可以引发肺癌。

The cold water caused the plant to die. 冷水导致了植物的死亡。

What caused her to cry? = What made her cry? 是什么使她哭了？

7. The Internet can be a useful tool, but don't let it take up all of your time. 互联网可能是一种有用的

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工具，但不要让它占据你所有的时间。
take up 意为“占用（时间）；占据（空间）”。例如：
The table takes up too much room. 这张桌子太占地方。
I won’t take up any more of your time. 我不再占用你的时间了。

Lesson 24 : An E-mail to Grandpa

LESSON PREPARATION

LANGUAGE KNOWLEDGE

⊙短语和句型 : set up a time

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.
Teacher: Good morning/afternoon, class. The Internet has created the need for many new words and terms in English and most other languages. For example, can someone tell me what “www” stands for? (world wide web). Or how about “LOL?” (laugh out loud). Do you know what “Googling” means? (searching through the Google search engine). A search engine is a website that allows you to search for things. Can you think of other search engines?
Write the phrase *search engine* on the board and explain. Students should master this phrase.
Students: Baidu/Sogou/Yahoo/Bing/etc.
Teacher: Very good. People often use the phrase “Google it!” when they are referring to searching for something on Google. It’s so interesting that a phrase that is used all the time today didn’t even exist 15 years ago. Can you think of some words or phrases in English or in Chinese that are new?
Ask several students to respond.

Review

1) Homework check.
2) Choose some students to present their news report “Looking at Both Sides” in front of the class.
3) Review some of the advantages and disadvantages of the Internet as a class. Split the class into two large teams. One will write a list of advantages and the other a list of disadvantages. The team to write down the most points in the shortest amount of time wins.

KEY CONCEPTS

FOCUS STRUCTURES:

Can we set up a time to go online together?
I just typed the right questions into the search engine.

STEP 1: Present

CLASS WORK: *Think About It*

1) Divide the class into groups to discuss the *Think About It* questions and make a table to show their responses to the second question. (See the example below.)

	What do you do?	How often?
Work	- type reports, essays, stories, etc.	five days a week
Study	- do research on the Internet - read books	three days a week four days a week
Fun	- chat with friends on QQ - play computer games - watch movies - watch TV shows - listen to music	every day twice a week twice a week once a week every day

2) Discuss the students’ answers as a class. You may want to draw a table like the one above on the board and ask the students to fill it in.

STEP 2: Listen

INDEPENDENT/CLASS WORK: *Let’s Do It! No. 1*

1) Play the audiotape for Lesson 24 (*An E-mail to Grandpa*). Play it once and ask the students just to listen.
2) Play the audiotape a second time and ask the students to answer the questions independently.
3) Check the answers as a class and correct any false statements.

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STEP 3: Listen and Read

CLASS WORK: ***Reading aloud***

1) Play the audiotape for Lesson 24 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 4: Practice

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

1) Ask the students to work independently to complete *Let's Do It! No. 3*.

2) Have some student volunteers share their answers with the class.

STEP 5: Task

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

1) Divide the class into groups to complete this exercise.

2) Every student in each group should create their own survey and interview their group members.

3) Once they have interviewed all of their group members, they should analyze the results and take note of the most popular responses.

4) Have each share their top three uses for the Internet with the class and come up with a final class list of top Internet uses.

Sample Survey

3 check marks (!! !! !!) for *Very Often*

2 check marks (!! !!) for *Often*

1 check mark (!!) for *Sometimes*

	Li Wen Jie	Xiao Hua	Shao Li	TOTAL
chat online	!! !! !!	!! !! !!	!! !! !!	9
write e-mails	!! !!	!! !! !!	!!	6
video chat	!!	!! !!	!! !! !!	5
do research	!! !!	!!	!! !!	6
watch TV shows	!! !!	!! !! !!	!! !! !!	8
read e-books	!! !!	!! !!	!! !! !!	7

Survey Results: According to the results of this survey, the two things people in my group do on the Internet most often is *chat online* and *watch TV shows*.

CLASS CLOSING

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

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

2) Assign homework:

E-habits: How do you spend most of your time on the Internet? Do you spend your time wisely? What are your good and bad e-habits? What can you do to improve? Write a short passage.

EXTENSION

CLASS WORK: ***Spell It***

Play *Spell It* to review and practice vocabulary from this lesson and other lessons in this unit.

1) Divide the class into two large teams. Write blanks for any word or phrase across the blackboard (leave space between words or phrases).

2) The teams take turns guessing letters that go in the blanks.

3) 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.

Sample Words and Phrases:

Aside from the cold weather, it was a beautiful day.

Google is a search engine.

The enter key is on the right side of the keyboard.

E-books did not exist 30 years ago. They are a new form of technology.

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

LANGUAGE NOTES

1. It would be a lot of fun to see each other as we talk! 我们谈话时能够看见彼此会是一件很有趣的事情！

as 在句中作连词，引导时间状语从句，表示"一边……一边，随着"，as 从句的动作是延续性的，

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一般用于主句和从句动作同时发生。when 从句的谓语动词可以是延续性动词，又可以是瞬间动词。并且 when 有时表示“就在那时”。 while 从句的谓语动作必须是延续性的，并强调主句和从句的动作同时发生（或者相对应），且 while 有时还可以表示对比。例如：

The little girls sang as they walked. 小女孩儿们边走边唱。

As time went on, the weather got better. 随着时间的推移，天气变得好些了。

Sorry, I was out when you called me. 对不起，你打电话时我出去了。

When I got to the airport, they had left. 当我到达机场时，他们已经离开了。

While we were talking, the teacher came in. = We were talking when the teacher came in. 老师进来的时候，我们正在说话。

2. Can we set up a time to go online together? 我们定个时间一起上网好吗？

set up 在句中意为“安排”，此外，还可表示“建立，准备”。 例如：

We have set up a time to hold a class meeting. 我们安排了一个时间开班会。

They set up a few hospitals to help the sick people. 他们建立了几家医院来帮助病人。

3. It can give me directions to anywhere I want to go. 我想去任何地方，它都可以给我指引方向。

anywhere 作副词，用于肯定句时意为“随便什么地方”。例如：

Sit anywhere. 随便坐。

I can’t see it anywhere. 我哪儿也见不到它。

Unit Review (4)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. How are you? Let’s get started with today’s review lesson.

Ask five or six students to respond.

Review

1) Homework check.

2) Ask the students to present their passage “E-habits” 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.

• How do Jenny, Danny and Brian use the Internet?

• What is Easter? What did Wang Mei learn about Easter? Where did she find the information?

• How did the printing press change the world? How are e-books different from printed books?

• What does Jane do for her grandma? Why?

• What are some advantages and disadvantages of the Internet?

• What does Wang Mei tell her grandpa about in her e-mail?

CLASS ACTIVITIES

Building Your Vocabulary

I. Fill in the blanks with the words from this unit. The first letter is given.

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 correctly fills in all the blanks first wins.

II. Fill in the blanks with the phrases in the box.

First, the students fill in the blanks independently, then check the answers as a class.

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Grammar in Use

Rewrite the sentences using "if".

1) Independently, students read the statements and then rewrite them as "if" statements.

2) Ask the students to compare their answers with a partner.

Listening and Speaking

I. Listen and repeat.

Instruct the students to listen to and repeat the statements. Point out the words where the emphasis is being placed. Students should do their best to imitate the sounds and intonations they hear.

II. Listen to the passage and write true (T) or false (F).

1) Play the audiotape for this exercise and instruct the students to listen carefully to the passage.

2) Play the audiotape again and tell the students to listen carefully and answer true or false.

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

III. Group activity — a debate!

1) Students work in groups to have a debate. They should follow the steps outlined in the student book.

2) Have each group present their debate in front of the class.

Putting It All Together

Read the passage and write true (T) or false (F).

1) Instruct the students to work in groups to read the passage and answer the questions.

2) Discuss the answers as a class.

Self-Evaluation

Instruct the students to complete Parts I and II 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 *Everybody! Hear This!* Ask the students to listen to the song.

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

3) Play the audiotape for *Everybody! Hear This!* Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Play *Bingo* to review vocabulary from this unit.

1) Provide students with Bingo cards or ask them to make their own.

2) Write a list of vocabulary words from this unit on the board. Then ask the students to copy those words onto their Bingo cards in any order.

3) 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 you call and check the students' cards.

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

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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 jewelry, 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。

拔单词游戏

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	
		/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**	twent**y**

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/	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
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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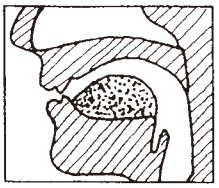
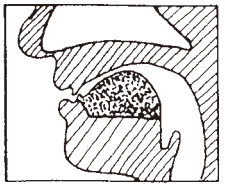
口形及发音方法

/ɪ/



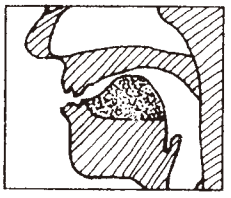
/ɪ/是短元音。发音时舌尖抵下齿，舌前部抬高，舌两侧抵上齿两侧；口形扁平。例如：**E**nglish，pr**e**tty，**e**leven 等。

/i:/



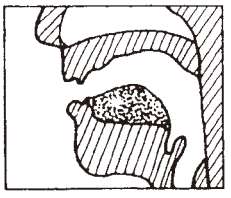
/i:/是长元音。发音时舌尖抵下齿，前舌尽量抬高，舌位高于/ɪ/；口形扁平。例如：mach**i**ne，pol**i**ceman，m**ea**t 等。

/e/



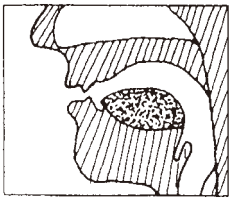
/e/是短元音。发音时舌尖抵下齿，舌前部稍抬起，舌位比/i:/低；开口度比/i:/大。例如：br**ea**kfast，m**a**ny，br**ea**d 等。

/æ/



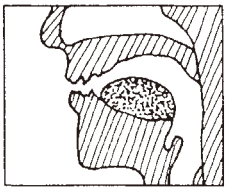
/æ/是短元音。发音时舌尖抵下齿；舌前部稍抬高，舌位比/e/更低；双唇平伸，成扁平形。例如：C**a**nada，r**a**bbit，f**a**shion 等。

/ə/



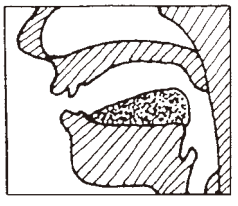
/ə/是短元音。发音时舌身平放，舌中部略隆起，双唇扁平。例如：b**a**nana，**a**round，driv**er** 等。

/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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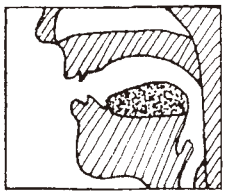
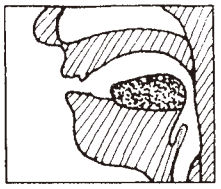
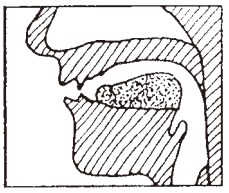
/ɒ/ 

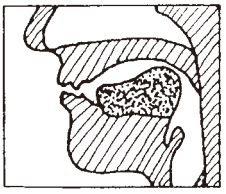
/ɒ/是短元音。发音时口张大，舌身尽量降低并后缩，双唇稍稍收圆。例如：w**a**tch，b**o**x，wh**a**t 等。

/ɔ:/ 

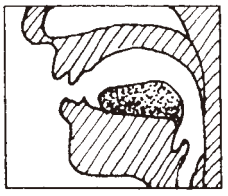
/ɔ:/是长元音。发音时舌后部抬得比/ɒ/高，双唇收得更圆更小，并向前突出。例如：h**or**se，d**oor**，sh**or**t 等。

/ʊ/ 

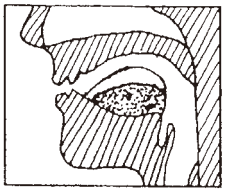
/ʊ/是短元音。发音时舌后部抬起，舌身后缩，舌尖离开下齿。双唇收圆，稍突出。例如：w**o**man，f**u**ll，b**oo**k 等。

/u:/ 

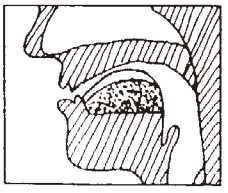
/u:/是长元音。发音时舌后部尽量抬起，舌位比/ʊ/高。双唇收圆并突出。口形比/ʊ/稍小。例如：wh**o**se，r**u**ler，bl**ue** 等。

/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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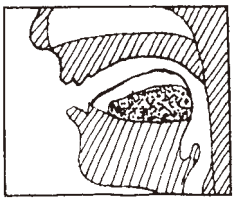
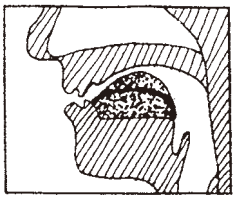
/ɔɪ/ 

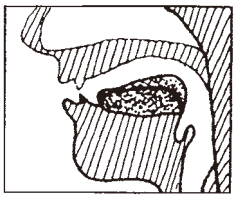
/ɔɪ/是双元音。发音时双唇从圆到扁，口形从开到合。发好这个音的关键是首先要把后元音/ɒ/发足，然后滑向/ɪ/音。例如：b**oy**，s**oil**，p**oi**nt 等。

/ɪə/ 

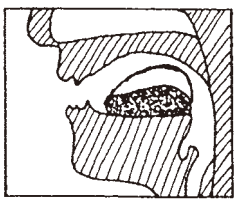
/ɪə/为双元音。从/ɪ/音滑向/ə/音。前面的/ɪ/发得较清楚，后面的/ə/较弱。双唇始终半开。此音一定要发足。例如：c**lear**，h**ere**，d**ear** 等。

/eə/ 

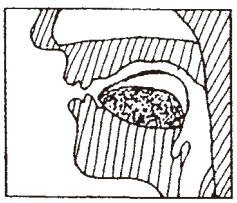
/eə/为双元音。从/e/音滑向/ə/音。发音时舌端抵下齿，前舌略抬起，双唇半开，此音中的/e/有似于/e/音，/ə/音较轻。例如：f**air**，ch**air**，rep**air** 等。

/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**out**，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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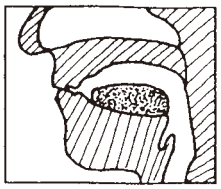
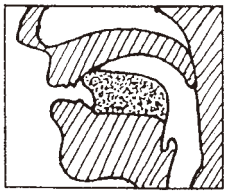
/p/
/b/



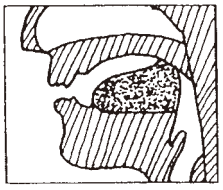
发音时双唇紧闭，憋住气，然后突然分开，气流冲出口腔，发出爆破音。/p/是清辅音，声带不振动；/b/是浊辅音，声带振动。例如：hel**p**，**p**ower，**p**lease；**b**ook，**b**uild，**b**est。

/t/
/d/



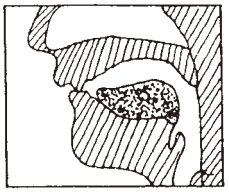
发音时舌尖抵上齿龈，憋住气，然后突然分开，使气流冲出口腔，发出爆破音。/t/是清辅音，声带不振动；/d/是浊辅音，声带振动。例如：**t**eacher，studen**t**，**t**alk；gla**d**，stan**d**，**d**own。

/k/
/g/



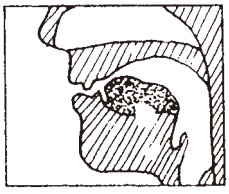
发音时舌后部隆起紧贴软颚，憋住气，然后突然分开，气流送出口腔，形成爆破音。/k/是清辅音，声带不振动；/g/是浊辅音，声带振动。例如：ma**k**e，**k**ind，**c**apital；**g**ate，le**g**，**g**randfather。

/f/
/v/



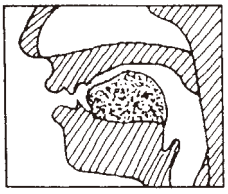
发音时下唇轻触上齿，气流由唇齿间通过，形成摩擦音。/f/是清辅音，声带不振动；/v/是浊辅音，声带振动。例如：**f**amily，**f**avourite，tele**ph**one；**v**ery，e**v**ery，**v**illage。

/s/
/z/



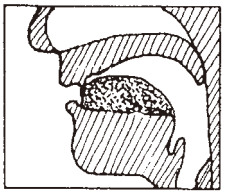
发音时舌端靠近齿龈，气流由舌端齿龈间送出，形成摩擦音。/s/是清辅音，声带不振动；/z/是浊辅音，声带振动。例如：advi**c**e，**s**orry，**s**tudent；**z**ero，**z**oo，hi**s**。

/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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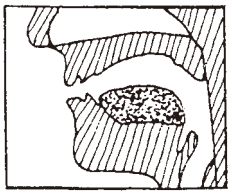
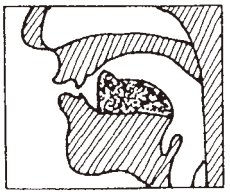
/h/



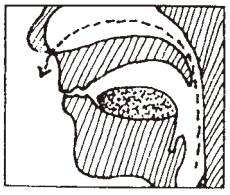
发音时气流送出口腔，在通过声门时发出轻微摩擦；口形随其后的元音而变化。/h/是清辅音，声带不振动。例如：**h**igh，**h**elp，**h**ope 等。

/r/



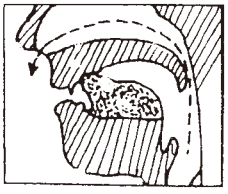
发音时舌尖卷起，靠近上齿龈后部。舌两侧稍收拢。双唇略突出。气流通过舌尖和齿龈形成轻微摩擦。浊辅音，声带振动。例如：**r**ight，g**r**een，**r**emember 等。

/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/



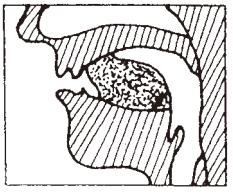
发音时舌尖抵上齿龈，软颚下垂，气流从鼻腔送出。例如：**n**ew，ski**n**，**n**eighbour 等。

/ŋ/



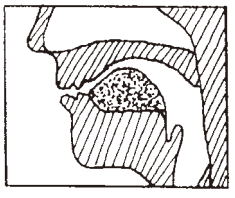
发音时软颚下垂，堵住口腔通道，气流从鼻腔送出。声带振动。例如：morni**ng**，nothi**ng**，so**ng** 等。

/l/



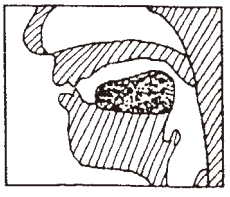
发音时舌尖及舌端紧贴上齿龈，当/l/位于元音前时，叫做清晰音。舌前向硬颚抬起，气流从舌的旁边送出。当此音在辅音前或为尾音时，叫做含糊音。将舌端抵住上齿龈，舌前下陷，舌后上抬，舌面形成凹形。浊辅音，声带振动。例如：**l**ady，bott**l**e，**l**augh 等。

/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/	name	eraser	cake	/ə/	breakfast	Canada	China
	/æ/	am	and	cat	/ɪ/	orange		
	/ɑ:/	glass	banana	father				
	/ɒ/	what	want	watch				
	/e/	many	any					
e	/i:/	she	he	we	/ə/	children	open	
	/e/	pen	desk	yes	/ɪ/	eleven	eraser	
	/ɪ/	English	pretty					
i	/aɪ/	I	like	hi	/ɪ/	English	family	
	/ɪ/	sit	is	it				
	/i:/	machine	policeman					
o	/əʊ/	no	go	close	/ə/	today	o'clock	welcome
	/ɒ/	on	box	not				
	/ʌ/	some	stomach	Monday				
	/u:/	do	to	whose				
u	/ju:/	unit	Tuesday	excuse				
	/ʌ/	us	up	uncle				
	/u:/	blue	ruler					
	/ʊ/	put	full					
y	/aɪ/	my	bye	fly	/ɪ/	very	many	twenty
ai	/eɪ/	chain	waiter	waitress				
al	/ɔ:/	small	talk	all				
au	/ɔ:/	August	daughter					
ay	/eɪ/	day	may	okay				
ea	/i:/	eat	meat	tea				
	/e/	bread	head	breakfast				
ee	/i:/	meet	see	three				
ei	/eɪ/	eight	eighteen	eighty				
ew	/ju:/	new	few	review				

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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** l**oo**k			
	/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/ **for**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	/ɡ/	**g**irl	do**g**	Eng**l**ish	**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(ɡ)/	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/	pa**p**er	**p**lay	ma**p**	**th**	/θ/	**th**ree	**th**ank	**th**ird
r	/r/	**r**ead	**r**ed	fr**i**end		/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

①February, snowy, temperature, shower, thunderstorm (本题可根据课文填空，也可以让学生自由发挥)

② August 22, sunny, rainy, 25℃, 6:28 a.m., 7:47 p.m.

③ 1. thunderstorm 2. sunrise 3. Maybe 4. basketball

Lesson 2

① 1. F 2. F 3. F 4. T

② The weather is warm. The air is fresh. The flowers blossom. The days get longer. The sun rises earlier.

③ 1. reached 2. practice 3. enjoy 4. rises 5. plant

Lesson 3

① 4, 3, 1, 2

Lesson 4

① 1. The average temperature is 15°C in winter and 24°C in summer. 2. Kunming gets about 1 000 millimetres of rain every year. 3. About 2 250 hours. 4. It's because of the spring-like weather.

② Susan—第 2 段, Mike—第 5 段, Zhang Jing—第 4 段, Tom—第 1 段, Dong Chao—第 3 段

③ 1. because of 2. thinks of 3. longed for 4. feels like

Lesson 5

① 1. He is taking care of Debbie — his cousin. 2. No. It's his first time. 3. Debbie likes climbing, swinging, running, playing catch, playing soccer, playing basketball and so on. 4. He is too tired.

② 1. look like 2. Hold on 3. thank, for 4. fall off

③ 1, 4, 6, 2, 5, 3, 7

Lesson 6

① 1. Because the weather in Edmonton in spring can be cold and snowy or warm and sunny, and the temperature can be -15°C or 15°C. 2. They drive to the countryside and they like to go to a sugar bush. They also make syrup. 3. She loves spring because of the fun activities and also because summer follows spring.

② 1. until 2. zero 3. low 4. drop

③ CAB

Unit Review

Build Your Vocabulary

I. instead, push, nearly, wind, plenty, long; spring

II. 1. plenty of 2. Neither, nor 3. activities 4. pushed 5. not, until 6. average

Grammar in Use

newspaper, hometown, countryside, thunderstorm, anymore, playground, hillside, sunset, weekend

Listening and Speaking

II. 1. He will go for a picnic in the countryside. 2. Danny, Jenny and Mike. 3. They will meet at 10:00 a.m. tomorrow morning.

Putting It All Together

1. It lasts about fifteen days. 2. There are firework shows, dragon dancing and lion dancing. 3. Because the pancakes are round, yellow and hot, just like the sun. 4. Indian people celebrate the Festival of Colours.

Unit 2

Lesson 7

① 1. F 2. F 3. T 4. T

② 2 (roots), 5 (bottom), 3 (Cover), 4 (around), 1 (hole)

③ DCBA

Lesson 8

① 第 1、2、3、5、6、7、8 句

② pleasant, shade, basic, forest(s), cover

Lesson 9

① 1. Saturday afternoons 2. all kinds of plants 3. easy

② 第 1、2、5、6、7 图

③ 1. planting, plants 2. water, water 3. answer,

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answer 4. gardening, garden 5. showed, show

Lesson 10

① a fence; water; soil; sunlight

② 1. T 2. F 3. T 4. T 5. F

③ over 2. think 3. reason 4. check

Lesson 11

① 2, 4, 1, 3

②

Plant	Place	Feature
图 1	Eastern Asia.	Its flowers look like flying egrets.
图 2	South America, China and other countries.	When something touches its leaves, they close up tightly. After a few minutes, they open up again.
图 3	Middle of Africa.	If the wind blows, this amazing tree “laughs”.
图 4	Southwest of Africa.	Like most plants, it has roots. But it has only two leaves and a stem. Its two leaves continue to grow for its whole life.

③ 1. touch 2. eastern 3. shy 4. surprised

Lesson 12

① 1. They planted some seeds. 2. It sprouted a few days later. 3. Because the plant can get enough sunshine in the yard. 4. He wants to send some seeds to Li Ming.

② A. flower B. root C. stem D. Leaves

③ leaves: cabbage, lettuce

roots: carrot

fruits: apple, watermelon, eggplant, tomato

seeds: sunflower, pea, corn, peanut

stems: sugarcane, celery, onion, potato

Unit Review

Build Your Vocabulary

I. 1. consider 2. eastern 3. garden 4. surprised 5. cover 6. hole 7. Most

Grammar in Use

I. 1. pleasant 2. amazing 3. colourful 4. careful 5. homeless 6. unhappy

II. 1. hopeful 2. water 3. usefully 4. dirty 5. warm 6. book 7. sunny 8. dangerous 9. cover 10. lazily

Listening and Speaking

II. 1. A 2. B 3. B 4. C 5. A

Putting It All Together

1. Plants and animals are living things. 2. No. They get their food in different ways. 3. A plant uses the energy in sunlight to make food. 4. They eat plants or other animals.

Unit 3

Lesson 13

① She’s gentle and quiet. Dogs are friendly and loyal. They even help people sometimes.

② ran, rang, tiny, sofa

Lesson 14

① 1. T 2. F 3. T 4. F

② 1. mouse 2. sand 3. lay 4. wings 5. avoid 6. enemy

③ Long-eared jerboas—They live in the deserts of Asia. mice rabbits

Kiwis—They live in New Zealand. lay

Long-nosed monkeys—They live in Southeast Asia. They are famous for their large noses. Their noses are as big as eggplants! When the monkeys are happy or excited, they shake their noses.

Flying fish—All over the world. It looks like a bird with its large wings.

Lesson 15

① 1. Saturday. 2. The zoo. 3. 10:45 a.m. 4. A sign. 5. A bear and some giraffes.

② 1. go through 2. instead of 3. take photos 4. dangerous 5. wake up 6. nearly

Lesson 16

① woke, escaped, Instead, joke

② fierce, short, bamboo, plants, can’t, as fast as, smaller and smaller, eight

Lesson 17

① BCA

Lesson 18

① animals, strong, back, clean, warn, easily

② 1. The egret helps the rhino stay healthy by cleaning its skin. It also makes noise to warn the rhino about coming danger. The rhino helps the

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egret get food easily. 2. Owen is a baby hippo. Mzee is a 130-year-old tortoise. 3. They felt moved. 4. No.

③ hippo, storm, tortoise, friendship/relationship, together

Unit Review

Build Your Vocabulary

animals, strong/smart, long, dangerous, forest

Grammar in Use

some, any, any, some

Listening and Speaking

II. 1. Roots, frogs and fish. 2. In Asia, Africa and America. 3. When they feel scared. 4. Almost seven months.

III. CBAD

Putting It All Together

Facts about Pandas					
Type	mammal	**Food**	bamboo	**Home**	China
Life Span	20 years	**Size**	1.2 to 1.9 metres tall	**Weight**	80 to 130 kilograms

Unit 4

Lesson 19

① write blogs; chat online; read; send or receive e-mails; do research for homework

② 1. get 2. play 3. rains 4. go

③ 1. Computer & Internet 2. Language 3. Entertainment 4. Society & Culture 5. Education

Lesson 20

① 1. F 2. F 3. T

② festival, hides, symbols, celebrate

Lesson 21

① 1. In ancient times, there were no books, and people passed on their knowledge by telling stories. Later, people learned how to write and make paper. With paper, people began to write down their stories. They wrote each word by hand. It took a long time to write just one book! 2. The printing press (made it possible to print the books quickly). 3. The electronic books (e-books).

② 3, 5, 6, 1, 4, 7, 2

③ Information, appeared, modern, common, electronic, sell

Lesson 22

① 1. She had a terrible type of cancer. 2. Her dream is to travel around the world. 3. Jane found people posted pictures of Grandma visiting places all over the world along with their blessings and warm wishes. 4. This is wonderful! Thank you and all of those people. You have made my dream come true.

② followed, receive, blessing, realize, grow

③ The Statue of Liberty, New York; The Great Wall, China; The Sydney Opera House, Australia; Big Ben, England

Lesson 23

② 1. Their school project. 2. She can chat with her friends easily. 3. properly and carefully

③供参考 E-mail with friends and family. Chat online with friends. Write blogs.

Send, receive or post photos with friends.

Lesson 24

① 1. T 2. F 3. F 4. T

② 1. chatting 2. set up 3. search 4. program(s) 5. go online

Unit Review

Build Your Vocabulary

I. 1. keyboard 2. hid 3. appeared 4. industry 5. receive

II. 1. write down 2. depend on 3. be afraid 4. take up 5. set up

Grammar in Use

1. If you know how to use the computer, you can write your report on it. 2. If you know another program, you can edit your passage more easily than before. 3. If you are careful on the Internet, it will make your life richer and easier. 4. If you spend too much time online, it will hurt your family and friendships.

Listening and Speaking

II. 1. F 2. F 3. T

Putting It All Together

II. 1. F 2. F 3. T 4. T

Unit 5

Lesson 25

① 1. Because their basketball team is going to play

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in another city. The trip costs a lot of money.

2. They will have a bake sale at lunch hour. 3. One dollar for four cookies. 4. He is going to invent a new product to sell. 5. She doesn't think Danny will succeed.

② 1. 1000 *yuan* 2. raise some money 3. cookies 4. invent 5. posters

③ 1. players 2. paid 3. dollars 4. make money 5. sells

Lesson 26

① 1. F 2. T 3. F 4. T 5. F

② 1. coins 2. cheap 3. pocket 4. while 5. afford 6. tied

③ Function of the product: It's a desk. You tie it onto your bike. You can do your homework while you ride your bike.

Try out the product: Try it for one week. If you don't like it, I will give you your money back.

Attractive price: It's only five dollars. That's a very low price for such a great product!

Lesson 27

① 低买高卖。我们这个月出现了财政赤字 / 亏损。我找到一份更好的工作 / 我升职了。我让我的报告更有说服力。他是个有钱人。他们通过做假账来窃取公司的钱财。

② 1. T 2. F 3. T 4. T

③ 1. in 2. up 3. on/at 4. by 5. without 6. in

Lesson 28

① countryside, husband, nobody, helped, surprised, open, raise, honest, value

② 1. honest 2. gate 3. value 4. believe 5. trust

③ 1. I received a letter from Peter. It said that he would come to visit me the next week. 2. We are lost. Do you know how we can get to the Shanghai Hotel? 3. Jim failed this time, but we believe that he will try his best to do better next time. 4. I haven't seen that girl before. I think that she is a new student here. 5. It's a difficult job. But everyone believes that they can finish it on time.

Lesson 29

① 1. T 2. F 3. T 4. F

② Create an ad. Go to trade shows and present your product. Push your product using samples and good deals.

③ similar, customers, catch their eye, offer, excellent, stand out

Lesson 30

② 1. Every year his school sends books to another school in village. 2. Ms. Liu wanted to help them open a shop. Maybe they can sell cookies to make money. 3. I think Li Ming's classmates will support the idea. Because it's good for themselves and others.

③ 1. first 2. better 3. hurts 4. great 5. doesn't have any cookies now

Unit Review

Build Your Vocabulary

I. 1. cheap 2. everyday/easy 3. shining 4. trust 5. pockets

II. bought/gave/brought, opened, paid, cost

Grammar in Use

2. Simon says that your product will succeed. 3. Simon says that he works hard in school. 4. Simon says that the girl is going to buy Brian's cookies. 5. Simon says that Jenny has some ideas.

Listening and Speaking

I. 1. It sells glasses. 2. All the sunglasses are on sale. 3. It closes at 7:00 p.m. on Tuesdays. 4. Eight hours. 5. If you come on Sundays, you will get a free gift.

II. 供参考 How about this one? Do you have any smaller ones? How much is it? That's a little expensive.

Putting It All Together

1. C 2. B 3. A 4. D 5. C 6. A 7. D 8. B 9. A 10. B

Unit 6

Lesson 31

① 1. T 2. F 3. F 4. T

② 1. He feels so tired./Tired. 2. Brian. 3. She is going to prepare chicken for supper. /Chicken. 4. He stands on one foot for more than three minutes. Because he thinks the gathering is more important than a world record.

③ champion, set, break, feel

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Lesson 32

① 1. Brian's. 2. Sandra won/set the record for the largest book./The largest book. 3. (It was) 60 cm long, 40 cm wide and almost 21 cm thick. It was full of her family's photographs./There were her family's photographs in it. 4. He felt surprised. 5. He set the school record of the long jump.

② photographs, keep, photographer; lifted, become, several

Lesson 33

① 1. 一右四；2. 一右五；3. 一右一；4. 一右二；5. 一右三

② new, old, 776, Women, Frenchman, friendship, Summer, Winter

③ 1. married 2. athletes 3. modern, host, competed

Lesson 34

① 1. D 2. S 3. D 4. S 5. S 6. D

② 2. farther, the farthest 3. the largest 4. the best 5. Fewer

③ Athens; Atlanta; One World, One Dream; Share the Spirit

Lesson 35

① 1. The basketball team./It is the basketball team. 2. No. China also has dream teams in ping-pong and badminton. 3. A dream team has not only the best players and the best coach, but also the best team spirit./The best players, the best coach and the best team spirit. 4. The players perform better by working together./By working together.

② 1. influence 2. badminton 3. gold 4. perform 5. coach

③ fastest, highest, good, more important

Lesson 36

① 1. Five. They are jump rope, long jump, sit-ups, push-ups and "Jump over the Dinosaur". 2. Some paper pizzas, a cardboard donut and a toy dinosaur. 3. Danny (was). 4. He felt/was sad. Because he lost. 5. She thought the events were fun.

② 1. event 2. rope 3. result 4. none

Unit Review

Building Your Vocabulary

I. 1. Ropes 2. kilos 3. gold 4. none 5. Peace

II. race, faster, give, best, won

Grammar in Use

1. better 2. easier 3. (the) farthest 4. worse 5. less

Listening and Speaking

I. 1. 54.64 seconds. 2. He is a basketball player. 3. He plays the guitar.

Putting It All Together

1. Because the weather is too hot for sports such as skiing and skating in many countries. 2. In 1980. 3. Yang Yang (did).

Unit 7

Lesson 37

① Jenny-China Danny-China Brian-Canada

② 1. F 2. F 3. T 4. F

③ 1. population 2. island 3. except 4. abroad 5. Japanese

Lesson 38

① 1-c 2-e 3-a 4-d 5-b

② 1. increasing 2. total 3. driest 4. surface 5. billions

③ Europe—第 6 句；South America—第 4 句；Asia—第 1 句；Africa—第 2 句；Australia—第 7 句；Antarctica—第 5 句；North America—第 3 句

Lesson 39

① express, pronounce, spell, ring up

② 第 1、3、7 句

Lesson 40

① 1. T 2. F 3. F 4. T

②

Gestures	Meanings	Countries
shake hands	greeting, friendship and trust	*in China and some other countries*
kiss	friendship and love	in some European countries
nod one's head	yes	in most places
	no	in India
shake one's head	yes	*in India*
	no	in most places
thumbs-up	okay and well done	in many countries
	not polite	*in Australia*
	five	in Japan
	one	*in Germany*

③ 1. kisses 2. shake 3. nod 4. European 5. polite

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Lesson 41

① 1. Egypt. 2. In Brazil. 3. The Bosphorous Bridge. 4. Ride a camel.

② largest, called, Europe, Asia, connects, surprise, population, famous

③ 1. tourists 2. relaxes 3. preparing 4. called, surprised 5. pride

Lesson 42

① 1. Mexico. 2. Chinese. 3. The U.S.

②第 4 句—Canada 第 3, 5 句—America
第 1, 2 句—Mexico

③ square, most common, Spanish, speak, larger, live

Unit Review

Building Your Vocabulary

I. Down 1. prepare 5. trust 7. kiss
Across 2. polite 3. except 4. surface 6. tourists

II. 1. pronounced 2. increasing 3. translate 4. politely 5. spelled

Grammar in use

I. 1. have been 2. has gone 3. have been 4. has gone 5. has gone, has been

II. 1. is spoken 2. not be seen 3. are used 4. will be built 5. be shaken 6. be translated 7. be learned 8. be treated 9. is said 10. wasn't invited

Listening and Speaking

I. Germans will arrive on time.
Americans will probably be 15 minutes early.
Englishmen will be 15 minutes late.
Italians should be allowed up to an hour.

Putting It All Together

I. 1. China. 2. More than four billion people live in Asia. 3. Mount Qomolangma (or Mount Everest).

Unit 8

Lesson 43

① 1. T 2. F 3. F 4. T

② 1. In the schoolyard. 2. Picking up garbage. 3. Pollution.

③ rubbish, pollution, agree, attention, schoolyard, cleaning

Lesson 44

① 1. Because they want to reduce pollution and protect the environment. 2. It's a good way to reduce packaging. 3. They fix leaky toilets and sinks. Turn off the lights when they leave a room. Turn off televisions and shut down computers when they are not using them.

② 1. pollutes/polluted 2. waste 3. Nobody 4. least 5. shut

③ fewer, throw, reuse, recycle, garbage/pollution

Lesson 45

① 1. T 2. F 3. F 4. T

② 1. to travel 2. to waste things 3. to find information with this program 4. to point with a finger 5. to leave broken glass on the ground

Lesson 46

① sort garbage at home; reuse plastic bags; ride bikes or take buses; take short showers

③ We should open a window instead of turning on the air conditioning. We should use both sides of the paper. We should sort the waste before throwing it away. We should turn off the tap when we are brushing our teeth. We shouldn't throw garbage on the ground. We shouldn't cut down trees in forests.

Lesson 47

① 3, 4, 1, 2

② 1. dead 2. respect 3. follow 4. connected 5. died

③ BDAC

Lesson 48

This week	We learned about pollution.
On Tuesday	Danny, Brian and I cleaned up the schoolyard. All of our classmates helped.
Later on Tuesday	Brian, Danny and I went for a walk around our neighbourhood. When we saw garbage, we picked it up. Danny found a used toy car with one broken wheel. He took it home, cleaned it and fixed it.
On Wednesday	We sorted our school's garbage. We put on gloves and divided the garbage into different piles: glass, metal, plastic, paper and everything else.
Today	Danny made a car out of garbage.
Later this month	We will go on a class trip to the city recycling centre. We will see the workers sort all of our garbage for recycling.

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② 供参考 1. Let's clean up together. 2. Shall we pick it up? 3. How about going for a walk? 4. Put on your coat.

③ Battery　Paint

Unit Review

Building Your Vocabulary

I. 1. rubbish　2. follow　3. pollute　4. waste　5. pollution

II. 1. pick up　2. throw away　3. More than　4. turn, off　5. Neither, nor

Grammar in Use

1. It is hard for us to finish the project in an hour. 2. It will be fun for us to play in the schoolyard.　3. It is not right for people to waste paper.　4. It is our duty to protect the environment.

Listening and Speaking

I. 1. They were by the river.　2. Li Ming.　3. A toy truck.　II. 供参考 Can you help me?　What can I do for you?　Thank you very much.

Putting It All Together

I. 1. It will be the car's body. 2. These ice cream lids will be the wheels. 3. He uses old metal cans for the headlights of the car.

Listening Materials

Unit 1

Lesson 1

② Listen to the passage and fill in the table.

Today is August 22. It's sunny now, but it is going to rain in the evening. The temperature right now is 25°C. If you go out for dinner, remember to take an umbrella with you. What about the sunrise and the sunset? The sun rose at 6:28 a.m. and it will set at 7:47 p.m.

Lesson 3

① Read the song and underline the phrases that describe spring. Then listen and put the pictures in the correct order.

(The text of the lesson)

Lesson 4

② Listen to people talking about their hometowns and match the names with the sentences.

Susan: Hi, I'm Susan. In my hometown, the spring is warm and wet. It begins in November.

Mike: My name is Mike. I'm from India. In my hometown, people celebrate the Festival of Colours to greet the coming of spring.

Zhang Jing: Hi, my name is Zhang Jing. I come from Yunnan. The weather in my hometown is neither too hot nor too cold. The average spring temperature is 20°C.

Tom: I'm Tom. I live in France. Spring begins in April and ends in June. The temperature is between 4°C and 15°C.

Dong Chao: I'm Dong Chao from Heilongjiang. Spring is very cold in my hometown. The average temperature is 5°C.

Unit Review

Listening and Speaking

I. Listen and repeat. Pay attention to the letters in red.

1. Tell us the exact time!

2. I know a good game.

3. When it snows, it's not hot.

4. I love spring because of all the fun activities.

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II. Listen to the dialogue and answer the questions.

Mike: Hi Steven! What are you going to do tomorrow?

Steven: Hi Mike. Danny, Jenny and I plan to go for a picnic in the countryside.

Mike: Sounds great.

Steven: Would you like to join us? We can meet at the park gate tomorrow morning.

Mike: Great! I'd love to. What time?

Steven: How about 10 o'clock?

Mike: OK, see you then.

Unit 2

Lesson 9

② Are the books below written by Mary? Listen to the names of the books and tick the ones mentioned.

A Guide to Planting Roses, Grow Your Own Food, Green Is My Favourite Colour, Smell the Roses, Creating a Forest Garden

Lesson 11

① Listen and number the sentences.

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen and repeat.

1. I drew a picture of my plants.
2. Are they also coming to plant trees?
3. What makes a tree laugh?
4. When something touches this plant's leaves, they close up tightly.

II. Listen to the sentences and circle the words or phrases you hear.

1. When there is a dust storm in spring, it gets windy and dirty everywhere.
2. Can a plant be shy? When something touches this plant's leaves, they close up tightly.
3. A lot of rich lands in the northern area turned into desert.
4. This kind plant can only grow in the middle of Africa.
5. By the way, have you met Brian before?

Unit 3

Lesson 14

① Listen to the passage and write true (T) or false (F).

Have you heard of jerboas? They are very interesting animals. They look like mice, but people don't hate them. They have long ears like rabbits. Their ears are much longer than their heads. They are good at jumping because their back legs are longer than their front legs. They live in the deserts of Asia.

Lesson 15

① Listen and tick the correct answers.

(The text of the lesson)

Lesson 16

② Listen to this introduction about bears. Then correct the following passage.

Bears are fierce animals. A bear usually has a large body with short, strong legs, a long nose and a short tail. While polar bears eat meat and giant pandas feed on bamboo, other bears eat both meat and plants. Bears can't run as fast as tigers and lions. They are good swimmers. They are also good at climbing trees. The number of bears is getting smaller and smaller. There are only eight kinds of bears in the world now. We should protect them and stop them from disappearing.

Lesson 18

① Listen and fill in the blanks.

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen and repeat.

1. But there are only a few thousand tigers in the wild today.
2. Kiwis can be as big as chickens.
3. They ate, slept and swam together.
4. That's a true story of friendship!

II. Listen to the passage and tick the correct answers.

Bears are very strong animals. They have short tails and thick legs. They eat almost everything.

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They feed mainly on roots, frogs and fish. They seem to like meat, fruit, vegetables, milk and rice better than other things. They also eat small insects.

We can see bears in Asia, Africa and America. We usually think they are very dangerous. But in fact, they try hard not to meet with people. It isn't because they are shy. They can be dangerous when they are in danger.

In cold places, bears sleep all winter. They go to sleep from October to April. Before they go to sleep, they eat quite a lot.

They have a good sense of smell but poor eyesight. They also have poor hearing. But they are very clever. We can see in the zoo how clever they are when they beg for food. They sit up and hold their paws. A dog can do this after we teach it, but bears learn to do this by themselves.

Unit 4

Lesson 20

① Danny is planning an Easter egg hunt for his cousin Debbie. Listen to the passage and write true (T) or false (F).

It is Easter Sunday. Danny is at the park. He is preparing an Easter egg hunt for his cousin Debbie. Jenny and Brian are helping him.

"You brought a lot of chocolate eggs, Danny," says Jenny. "Debbie will have fun looking for them."

"I brought an Easter basket," says Brian. "Debbie can put Easter eggs in it."

"Let's hide the eggs," says Jenny. "Debbie will be here soon. We don't want her to see them!"

Jenny, Brian and Danny put eggs on the ground. They hide them behind rocks and under trees. Soon, Debbie arrives.

"Happy Easter, Debbie!" says Danny.

"Here's an Easter basket," says Brian. "Now, fill it with eggs!"

"I can't make eggs," says Debbie. "I'm not a hen!"

Jenny laughs. "We put chocolate eggs everywhere in the park. Can you find them?"

Debbie runs and runs. She climbs trees. She fills her basket with eggs.

Lesson 23

② Listen to the dialogue and tick the correct answers.

Li Ming: Our school project is "The Internet — good or bad?" What do you think, Wang Mei?

Wang Mei: I think it's good because I can chat with my friends easily. I can share information and even use it to learn English. What about you?

Li Ming: I don't think it's good for our health if we spend too much time online. Some students like to play games and don't study hard. We should use the Internet properly and carefully.

Lesson 24

① Listen and write true (T) or false (F).

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen and repeat.

1. I often read English storybooks, magazines and newspapers.

2. Could you speak more loudly?

3. With a good education, you can make a difference.

4. They used to be very active together.

II. Listen to the passage and write true (T) or false (F).

I am a fifteen-year-old boy. At the age of seven, a car hit me when I was walking in the street. I was saved but I could not walk from then on. I couldn't go to school and I couldn't play basketball with my friends. I had nothing to do every day. I didn't talk to anyone and nobody saw me smile.

But one day, I found a book in my father's bookcase. It interested me. There were many interesting stories in this book. I liked them very much. I wanted to read more books. I spent all my free time reading. I was always lost in the books and I learned a lot of knowledge from the books. Because of reading, I am happy every day.

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But there is still one problem. I have almost finished reading all the books in my home and I don't have enough money to buy new ones. What should I do?

Unit 5

Lesson 25

② Listen to the passage and fill in the blanks.

The school football team is going to play in another city. Each player needs to pay 1000 *yuan* for the trip. Li Ming doesn't have enough money. So Li Ming, Wang Mei and Li Lin decide to work together to raise some money. Wang Mei wants to bake some cookies to sell. Li Ming wants to invent a new product. Li Lin will make some posters to help them.

Lesson 27

② Listen to the passage and write true (T) or false (F).

English is the language of international business. Many people learn English so they can have more success in business. Sometimes, business English is hard to understand. Why? Because it's full of "lingo." What's "lingo"? Here's an example. People in business sometimes say this: "He's a fat cat." Are they talking about a cat that needs more exercise? No! They mean, "He's rich." That's business lingo. Other examples? "Don't be a yes-man" means "Don't always say 'yes' without thinking"."I've made it" means "I have succeeded in business". Can you think of some other examples?

Unit Review

Listening and Speaking

I. Listen to the passage and answer the questions.

Welcome to Bright Eyes Store. It is the best glasses store in this area. You can find different kinds of glasses here. Now all of our sunglasses are on sale at a very low price. Our store opens from Monday to Friday at 9:00 a.m. and closes at 7:00 p.m. On Saturdays and Sundays, it opens from 10:00 a.m. to 6:00 p.m. If you come on Sundays, you will get a free gift. Thank you!

Unit 6

Lesson 33

② Listen to the passage and fill in the blanks.

The Olympic Games are new and old. The ancient Olympics started in 776 BC and lasted for more than a thousand years. They took place every four years. Women could not compete in the ancient Olympics. In 1896, a Frenchman started the modern Olympic Games. He believed the games would help bring friendship and fair play to people all over the world. Now there are Summer and Winter Olympics every four years.

Unit Review

Listening and Speaking

I. Listen to the dialogues and tick the correct answers.

1. A: Who won China's first gold medal in swimming?

B: Zhuang Yong. She won the women's 100-metre freestyle with a time of 54.64 seconds.

2. A: I hear that a special guest is going to visit our school.

B: Yes, it's Jeff Johnson. He played basketball for Canada in the last Olympics. He always tries hard and never gives up. He helped Canada win the bronze medal in basketball!

3. A: I found an unusual record.

B: What is it?

A: It's held by a man who can ride his bicycle backwards while playing the guitar.

Unit 7

Lesson 37

① Which countries have they been to? Listen and tick the country that each person has visited.

(The text of the lesson)

Lesson 39

① Listen to the dialogue and choose the correct words.

A: Hello Tina! I don't know how to express myself well. Any advice?

B: Sure. Why not talk with others in public? I think that might help.

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A: I know, but sometimes it's hard for me to pronounce the words and sentences correctly. Instead, I need to spell them, which makes me feel embarrassed.

B: Oh! That's the problem. Then try to improve your spoken English first.

A: Good idea! I'll ring up my foreign teacher to make a plan. Thanks!

Lesson 42

① Listen and answer the questions.

(The text of the lesson)

Unit Review

Listening and Speaking

I. Listen to the passage and match.

Travelling to every part of the world is getting easier, but how well do we know and understand each other? Here's a simple test. Imagine you are planning to hold a meeting at four o'clock. What time should you expect your foreign business friends to arrive? If they are Germans, they'll arrive on time. If they are Americans, they'll probably be 15 minutes early. If they are Englishmen, they'll be 15 minutes late. You should allow up to an hour for the Italians.

Unit 8

Lesson 43

② Listen to the dialogue and tick the correct answers.

A: It's a cool day, Li Ming. Let's play soccer in the schoolyard.

B: But look at all of this garbage! We should pick up the garbage first.

A: That's too much work! Let's find others to help us.

B: Our classmates can help us. We can make it a class project about pollution this week.

A: Good idea! We would finish cleaning in an hour!

Unit Review

Listening and Speaking

I. Listen to the passage and tick the correct answers.

Li Ming, Wang Mei and Li Lin took a walk along the river. They saw a lot of garbage. They got three plastic bags and began to pick up the rubbish. In the end, Li Ming collected the most and Wang Mei the least. But Wang Mei was very happy because she found a toy truck. It was only a little bit broken. They fixed it so it could run again. "It's not right to waste things. A lot of them can be reused," Li Ming said.

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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 /'tʃɪkɪn/ *n.* 鸡;鸡肉
child /tʃaɪld/ *n.* (*pl.* children/'tʃɪldrən/) 儿童;小孩
China /'tʃaɪnə/ 中国(地名)
Chinese /ˌtʃaɪ'ni:z/ *n.* 汉语;中国人
cinema /'sɪnɪmə/ *n.* 电影院
city /'sɪtɪ/ *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 /'klevə/ *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 /'klaʊdɪ/ *adj.* 多云的
coat /kəʊt/ *n.* 长外衣;夹克;大衣
cold /kəʊld/ *adj.* 冷的
colour /'kʌlə/ *n.* 颜色
come /kʌm/ *v.* (came/come)来
computer /kəm'pju:tə/ *n.* 计算机
cook /kʊk/ *v.* 烹调;煮
cool /ku:l/ *adj.* 很酷的;凉的
cousin /'kʌzn/ *n.* 表(堂)兄(弟);表(堂)姐(妹)
cow /kaʊ/ *n.* 牛(母牛)
crayon /'kreɪən/ *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 /'dɪfɪkəlt/ *adj.* 困难的
dinner /'dɪnə/ *n.* 晚饭
dirty /'dɜ:tɪ/ *adj.* 不干净的;肮脏的
do /du:/ *v.* (did/done)做;干
doctor /'dɒktə/ (=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 /'draɪvə/ *n.* 司机
duck /dʌk/ *n.* 鸭
earth /ɜ:θ/ *n.* 地球;陆地;泥;土
ear /ɪə/ *n.* 耳朵
early /'ɜ:lɪ/ *adj.* 早期的;初期的;早的
easy /'i:zɪ/ *adj.* 容易的
eat /i:t/ *v.* (ate/eaten)吃
egg /eg/ *n.* 鸡蛋
elephant /'elɪfənt/ *n.* 大象
e-mail /'i:ˌmeɪl/ *n.* 电子邮件
English /'ɪŋglɪʃ/ *n.* 英语
evening /'i:vnɪŋ/ *n.* 晚上
every /'evrɪ/ *adj.* 每个的
exercise /'eksəsaɪz/ *n.* & *v.* 锻炼;运动;练习
eye /aɪ/ *n.* 眼睛
face /feɪs/ *n.* 脸
family /'fæməlɪ/ *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 /'fɑ:mə/ *n.* 农场主;农夫
fast /fɑ:st/ *adj.* 快速的;迅速的
father /'fɑ:ðə/ *n.* 父亲
favourite /'feɪvərɪt/ *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 /ru:m/ *n.* 房间
ruler /ˈru:lə/ *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 /sku:l/ *n.* 学校
schoolbag /ˈsku:lbæg/ *n.* 书包
science /ˈsaɪəns/ *n.* 科学
season /ˈsi:zn/ *n.* 季节
see /si:/ *v.* (saw/seen)看;看见
she /ʃi:/ *pron.* 她
sheep /ʃi:p/ *n.* 绵羊
ship /ʃɪp/ *n.* 船
shirt /ʃɜ:t/ *n.* (男式)衬衫
shoe /ʃu:/ *n.* 鞋子(常用复数形式)
shop /ʃɒp/ *n.* 商店
short /ʃɔ:t/ *adj.* 短的;矮的
shorts /ʃɔ:ts/ *n.* 短裤
sing /sɪŋ/ *v.* (sang/sung)唱歌
sister /ˈsɪstə/ *n.* 姐姐;妹妹
sit /sɪt/ *v.* (sat/sitten)坐
skirt /skɜ:t/ *n.* 女裙
sleep /sli:p/ *v.* & *n.* (slept/slept)睡着;睡觉
slow /sləʊ/ *adj.* 慢的
small /smɔ:l/ *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 /su:p/ *n.* 汤
speak /spi:k/ *v.* (spoke/spoken)说
sport /spɔ:t/ *n.* 运动
spring /sprɪŋ/ *n.* 春天
stand /stænd/ *v.* (stood/stood)站立
star /stɑ:/ *n.* 星星
stop /stɒp/ *v.* 停止,阻止
story /ˈstɔ:rɪ/ *n.* 故事
street /stri:t/ *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 /ˈsju:pəˌmɑ:kɪt/ *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 /tɔ:k/ *v.* 说;讲
tall /tɔ:l/ *adj.* 高的
taxi /ˈtæksɪ/ *n.* 出租汽车
tea /ti:/ *n.* 茶
teacher /ˈti:tʃə/ *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 /ði:z/ *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 /tu:/ *prep.* 朝……;向……

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today /təˈdeɪ/ *n.* & *adv.* 今天
toilet /ˈtɔɪlɪt/ *n.* 厕所;盥洗室;浴室
tomato /təˈmɑːtəʊ/ *n.* 番茄;西红柿
tomorrow /təˈmɒrəʊ/ *n.* & *adv.* 明天
too /tuː/ *adv.* 也;太
toy /tɔɪ/ *n.* 玩具
train /treɪn/ *n.* 火车
travel /ˈtrævl/ *n.* & *v.* 旅行
tree /triː/ *n.* 树
trousers /ˈtraʊzəz/ *n.* 裤子
try /traɪ/ *v.* 试
turn /tɜːn/ *v.* 转向
n. (轮到的)机会
TV /ˈtiːˈviː/ *n.* 电视
umbrella /ʌmˈbrelə/ *n.* 伞
uncle /ˈʌŋkl/ *n.* 叔;伯;舅;姨父;姑父
under /ˈʌndə/ *prep.* 在……之下
up /ʌp/ *adv.* 向上
us /ʌs/ *pron.* 我们(宾格)
use /juːz/ *v.* & *n.* 用,使用
vegetable /ˈvedʒtəbl/ *n.* 蔬菜
very /ˈverɪ/ *adv.* 非常;很
visit /ˈvɪzɪt/ *v.* 拜访
wait /weɪt/ *v.* & *n.* 等,等候
walk /wɔːk/ *v.* & *n.* 散步;步行
want /wɒnt/ *v.* 想
warm /wɔːm/ *adj.* 温暖的
wash /wɔːʃ/ *v.* 洗
watch /wɒtʃ/ *v.* 看
n. 手表
water /ˈwɒtə/ *v.* 浇水
n. 水
way /weɪ/ *n.* 方式;方法
we /wiː/ *pron.* 我们
wear /weə/ *v.* (wore/worn)穿;戴
weather /ˈweðə/ *n.* 天气
week /wiːk/ *n.* 周,星期
welcome /ˈwelkəm/ *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 /huː/ *pron.* 谁
whose /huːz/ *pron.* 谁的
why /waɪ/ *adv.* 为什么
window /ˈwɪndəʊ/ *n.* 窗户
windy /ˈwɪndɪ/ *adj.* 有风的
winter /ˈwɪntə/ *n.* 冬天
with /wɪð/ *prep.* 用;和……在一起
woman /ˈwʊmən/ *n.* (*pl.* women /ˈwɪmɪn/)
妇女,女人
wonderful /ˈwʌndəfl/ *adj.* 极好的;令人惊奇的
word /wɜːd/ *n.* 词;单词
work /wɜːk/ *v.* & *n.* 工作
worker /ˈwɜːkə/ *n.* 工人
worry /ˈwʌrɪ/ *v.* (使)担忧,担心
write /raɪt/ *v.* (wrote/written)写
wrong /rɒŋ/ *adj.* 错的
year /jɪə/ *n.* 年
yellow /ˈjeləʊ/ *adj.* & *n.* 黄色(的)
yes /jes/ *adv.* 是
yesterday /ˈjestədeɪ/ *adv.* & *n.* 昨天
you /juː/ *pron.* 你;你们
young /jʌŋ/ *adj.* 年轻的
your /jɔː/ *pron.* 你的;你们的
zoo /zuː/ *n.* 动物园

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