

Unit 7: Sports and Good Health

GENERAL OBJECTIVES

This unit will introduce students to vocabulary, phrases and expressions related to sports and good health. Students will discuss healthy living and learn about the importance of good eating and exercise habits. As a part of the healthy living theme, some lessons will give specific instructions on how to build good habits and promote good time management and organizational skills. Students will also learn the structure “there be” and understand how to use it correctly in different contexts.

1. 学会运用频度副词，并能就其进行问答。
2. 能用英语表达一些有关健康的话题。
3. 能用英语表达运动与健康之间的关系。
4. 能用英语描述一些生活习惯。
5. 掌握 there be 句型。

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	truth, decide, change, habit, usual, health, awful, remember, information, keep, brain, success, throw, winner, weight, air, lucky, side, spend, natural, step, tooth, mess, develop
		接触词汇	saying, ping-pong, event, teammate, Ben, Tim, outdoors, couch, Dena Morin, nation, hunt, pow-wow, towards, brush, organized
	短语和句型	to tell you the truth, as usual, have a dream, stay healthy, get some exercise, get in the way, used to, worry about..., not... any more, put on weight, couch potato, get out, in the sun, on one's side, go fishing/hunting, First Nations, at that time, make a fire, get up, spend... doing..., make one's bed, lead the way to, a few times	
	功能意念	1. 讨论习惯: They used to be very active together. 2. 讨论运动和健康: Vegetables are good for us. Our body needs lots of exercise and healthy food. Running helps us remember information. Walking can improve our thinking skills.	
	语法	学会使用 there be 句型。	
语言技能	听	1. 能根据语音语调的变化, 判断说话者的态度; 2. 能根据图画判断所听内容是否属实; 3. 能识别句子中语段之间的关系。	
	说	1. 学习使用正确的语音、语调; 2. 能模仿听到的录音; 3. 能用英语描述一些和健康有关的活动; 4. 能简单地讲述运动和健康之间的关系。	
	读	1. 能连贯、流畅地朗读课文; 2. 能读懂简短的故事和短文。	
	写	1. 能简单地写出自己的一段经历; 2. 能用英语简单分析健康与运动之间的关系。	
学习策略	1. 积极参与课外活动; 2. 对所学内容能主动练习和实践; 3. 注意了解自己学习中的进步与不足; 4. 利用工具书学习。		
情感态度	1. 积极参与各种英语实践活动; 2. 树立学好英语的信心和勇气, 在生活中接触英语时, 乐于研究其含义, 并尝试模仿; 3. 积极参与体育锻炼, 并学习与之有关的简单英语词汇。		
文化意识	1. 了解英语国家中的文娱和体育活动; 2. 了解中西方热门体育活动的差别, 并能用英语做简单说明。		

Lesson 37: You Are What You Eat!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: truth, decide, change, habit, usual, health, awful
- ◎接触词汇: saying
- ◎短语和句型: to tell you the truth, as usual, have a dream

RESOURCES

- audiotope
- pictures of vegetables
- pictures of junk food

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Did you know that another greeting is: “How are you doing?” This means the same thing. You could answer “I am doing fine”, or “I am not doing very well.”

Review

Review some of the key concepts or information from Unit 6.

Teacher: In which season would you go skiing?

Students: Winter.

Teacher: In which season would you like to go surfing?

Students: Summer.

Teacher: In which season do leaves fall?

Students: Fall.

Teacher: In which season do leaves come out?

Students: Spring.

KEY CONCEPTS

Focus Structures:

To tell you the truth, I decided to change my eating habits.

Yesterday evening, I ate ten donuts as usual.

Later that night, I had a dream.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 37 (*You Are What You Eat!*).

Teacher: What does the title mean?

Help the students answer the question.

Students: It's about eating habits and the importance of good food.

Write *good food* on the blackboard.

Teacher: What are some examples of good food?

Students: Vegetables, fruits, etc.

Teacher: What are bad foods?

Student: Candy, sugar drinks, fatty foods, etc.

Teacher: How can bad food affect you?

Students: It can make you feel sick and gain extra weight. Bad food is not good for your health.

Teacher: Have you ever eaten too much before bed and felt bad? Too much food can keep you from sleeping and even give you bad dreams. Danny finds this out!

STEP 2: LISTEN

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

1) ► Play the audiotope for Lesson 37 (*You Are What You Eat!*). Play it once and ask the students just to listen.

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

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

STEP 3: READ

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

1) Instruct the students to read Lesson 37 silently, and answer the questions independently.

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

3) Discuss the answers as a class. Make sure the students understand the phrase “as usual”.

Say: “As usual” means what is normal. It's something we do every day, or very often. Here is an example:

“I get up every morning, I have breakfast I walk to school as usual.”

STEP 4: LISTEN AND READ

1) ► Play the audiotope a third time, and ask the class

to listen and read aloud with the audiotape.

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

3) Go over any words that cause problems for them.

STEP 5: PRACTICE

PAIR WORK: Role-Play

Instruct students to role-play Danny and Jenny's dialogue in pairs.

STEP 6: READ AND RETELL

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

1) Read the sentences (1~5) aloud together as a class without the answers.

2) Ask students to complete the fill-in-the-blanks activity as a group.

3) Check the answers as a class.

Ask some volunteers to read each line with the correct words to the class.

STEP 7: TASK

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

1) Explaining the chart to the class.

2) Ask four or five students "What is your favorite food?"

3) Explain the term "junk food."

Say: "Junk" is a word that means garbage, or something you throw away. So what do you think the term "junk food" means? Would it be good for you or bad for you?

4) Have the groups present their results to the class.

CLASS CLOSING

Ask: What did we learn today? Did we learn any new words?

Assign homework:

• *Favourite Foods:* Have the students write about their favourite good food and favourite junk food

EXTENSION

GROUP WORK: usual/usually

Write "usual", "usually" and "unusual" on the board and add the prefix "un". Explain the difference.

SAY: Here is the word "usual." When you put "ly" behind "usual", the word becomes "usually". When you put "un" in front of "usual", the word becomes "unusual". Can you guess what it means? It means that something is different or not usual.

Here is an example: "Today I took the bus to school, that was unusual. Normally I walk."

LANGUAGE NOTES

1. **To tell you the truth, I decided to change my eating habits.** 说实话,我已决心要改变饮食习惯。truth 是名词,意为“事实”,其形容词为“true”,to tell (you) the truth 意为“说实话”,经常放在句首,是一个不定式短语作插入语,在句中不作任何成分。例如:

To tell you the truth, I have some bad news. 说实话,我这里有个坏消息。

To tell you the truth, I don't like chicken at all. 说实话,我一点儿也不喜欢吃鸡肉。

To tell you the truth, I don't want to make friends with him. 说实话,我不想和他交朋友。

decide to do sth. 意为“决定做某事”。例如:

I decide to get up at six every morning. 我决定每天早晨六点起床。

I decide to tell him the news by myself. 我决定亲自告诉他这个消息。

habit 意为“习惯”,常用于以下词组中:

good habit 好习惯; bad habit 坏习惯; living habit 生活习惯; change the habit 改变习惯; develop a habit 养成习惯; eating habit 饮食习惯

2. **Yesterday evening, I ate ten donuts as usual.** 昨天晚上我像往常一样吃了十个面包圈。

as usual 意为“像往常一样”,经常位于句首或句尾,作状语。例如:

As usual there weren't many people at the meeting. 像往常一样,来开会的人不多。

He came late as usual. 他照例来得很晚。

Yesterday I went to school as usual, but found nobody there. 昨天我像往常一样去上学,但是却发现学校没人。

3. **It's not good for your health.** 这对你的健康不好。It's (not) good for..., 固定句型,意为“对……是(不)好的”。例如:

It's not good for your heart. 这对你的心脏不好。

It's good for your eyes. 这对你的眼睛是有好处的。

It's (not) good for sb. to do sth. 是固定句型,意为“对……(来说),做……是(不)好的”。例如:

It's good for you to do some exercise every day. 每天做运动对你来说是有好处的。

It's not good for you to drink so much coffee. 喝这么多的咖啡对你来说是不好的。

4. Do you know the saying: You are what you eat?
你知道“人如其食”这句谚语吗?

You are what you eat. 是一句西方谚语, 意为“人如其食”, 指饮食可反映一个人性格与生活环境。这句话最初的表达方式为: Tell me what you eat and I will tell you what you are, 即告诉我你平时吃什么, 我就可以说出你是怎么样的一个人。后来演变为“You are what you eat.”即: 你要健康就要注意你的饮食健康。

5. That's awful. 那很可怕。

awful 意为“糟糕的, 可怕的”, 是形容词。例如:

The weather is awful! 天气很糟糕!

It smells awful. 这东西难闻极了。

I feel awful. 我觉得难受极了。

Lesson 38: Stay Healthy!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: remember, information, keep, brain,

◎接触词汇: ping-pong

◎短语和句型: stay healthy

RESOURCES

- audiotape
- pictures of fruits, meat, vegetables and fish
- pictures of different activities (i.e. running, walking, football, volleyball, dancing)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Does everyone feel awake? Did everyone get a good night's sleep (last night)? Sleep is very important. And so is exercise.

Review

Review some of the key concepts or information from lesson 37.

Teacher: When Danny went to bed, did he have a good night's rest?

Students: No, he had a bad dream.

Teacher: What was it about?

Students: He dreamed he was a donut.

Teacher: Did he learn anything?

Students: He learned he should eat better foods.

KEY CONCEPTS

Focus Structures:

Stay healthy!

We should exercise our minds.

A healthy body is a healthy mind.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 38 (*Stay Healthy!*).

Teacher: Can you guess what this lesson is about? Look at the pictures.

Help the students answer the question.

Students: It is about good food and exercise.

Write *exercise* on the blackboard. The students should know the meaning of the word.

Teacher: We can exercise our body and we can exercise our minds. The two work together. Some people exercise their minds and don't do any exercise for their body. This is not good. Some people only exercise the body and don't exercise the minds. This is not good either. Let's talk about ways to exercise.

Write *brain/body* on the blackboard. Draw a circle around the two to show that they are connected. The students should know the meaning of the words.

Teacher: What would be better, getting exercise each day or eating a donut each day?

Students: Getting exercise.

Teacher: Very good. What would be better for our brains, doing math or staying up late at night?

Students: Doing math.

Teacher: Right. There is an old saying in English, "Use it or lose it." What do you think it means?

Give the the students some time to think about the question. Then help them answer.

Students: If you don't exercise, your mind and body will get weak.

Teacher: That's right. Use your mind and it will get stronger. Use your body and it will get stronger.

STEP 2: LISTEN

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

1) ► Play the audiotope for Lesson 38 (*Stay Healthy!*). Play it once and ask the students just to listen.

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

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

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

STEP 3: READ

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

1) Instruct the students to read Lesson 38 silently, and add some activities to the lists independently.

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

3) Discuss the answers as a class.

4) Write out any problem words and review them.

STEP 4: LISTEN AND READ

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

2) Listen for any problem words or phrases.

3) Write the problem words on the blackboard. Review them with the students.

STEP 5: PRACTICE

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

1) Instruct students to complete this activity in pairs.

2) Walk around the class, checking their answers.

3) Select students to present their answer for one of the questions to the class.

STEP 6: READ AND RETELL

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

1) Ask students to complete the table and make their own weekly exercise schedule.

2) Check the answers as a class.

3) Ask some volunteers to tell the class about their exercise schedule.

CLASS CLOSING

Assign homework:

Favourite Exercise: Write a paragraph about your favourite form of physical exercise.

- Write how many times a week do you do this exercise?
- Where do you do it?
- Can you do this exercise with friends or should you do it by yourself?

EXTENSION

GROUP WORK: *Discuss*

1) Have groups of children discuss what sports or exercise they would like to try.

2) They should tell the class the list of sports they have chosen and why.

3) Discuss the answers as the class.

LANGUAGE NOTES

1. Running helps us remember information. 跑步能够帮助我们记忆信息。

information 意为“信息”，是一个不可数名词，常见搭配：

further information 更进一步的信息；additional information 附加信息；personal information 个人信息

2. Apples help our brains stay strong. 苹果能强健我们的大脑。

stay strong 意为“保持强壮”。例如：

But I must stay strong for the people. 但是为了那些人们，我必须保持坚强。

You have to stay strong. 你必须保持身强体壮。

Lesson 39: Danny's Report

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：success, throw, winner

◎接触词汇：event, teammate

◎短语和句型：get some exercise, get in the way

RESOURCES

- audiotope
- pictures of sports activities

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Did you get some exercise yesterday? What did you do?

Ask students to say what sport or physical activity they did.

Review

Review some of the key concepts or information from lesson 38.

Teacher: Which is more important to exercise — your brain or body?

Students: Brain/Body.

(Encourage discussion.)

Teacher: It's important to exercise both your brain and your body. Name some foods and sports that are good for us.

Students: Vegetables, meat, fruit, fish, soccer, basketball, etc.

Ask five or more students to answer.

KEY CONCEPTS

Focus Structures:

We all got some exercise.

My tail got in the way.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 39 (*Danny's Report*).

Teacher: Can you guess what Danny is talking about in this lesson?

Help the students answer the question.

Students: He is talking about Sports Day at school.

Write *Sports Day* on the blackboard. The students should know the meaning of the term.

Teacher: Have you ever had a sports day at school?

Students: Yes.

Teacher: Why do you think we have sports days at school?

Students: They keep us healthy. They teach us how to

do our best. And it teaches us that sometimes we win and sometimes we lose.

Teacher: That's right. There are always people who can do things a little bit better than we can. We have to learn that we can't always win. The most important thing is to do the best you can. When a person does their best, they deserve respect.

Teacher: As you can see in the picture Danny is doing his best to run as fast as he can, but it looks like he may not win. Do you think Danny will win the race?

Students: Yes/No.

Teacher: Can you see what his problem is?

Students: His tail.

Write *tail* on the board.

Teacher: That's right his tail is hitting his legs.

STEP 2: LISTEN

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

1) ►Play the audiotape for Lesson 39 (*Danny's Report*). Play it once and ask the students to listen.

2) ►Play the audiotape a second time and ask the students to complete exercise 1.

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

STEP 3: READ

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

1) Instruct the students to read Lesson 39 silently, and answer the questions independently.

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

3) Discuss the answers as a class. Have students come up to the blackboard and write the names of different sports, without the help of their books. If they need assistance spelling the words, the class can help them.

STEP 4: LISTEN AND READ

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

Say: We'll all read together. If I point to you, you read a sentence by yourself. Then we will all start reading again until I point to the next person. Then that person will read a sentence.

2) Pick students to read sections by pointing at them.

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

TEACHING POINT

There is a saying in English: If some people lose a race, but they are happy for the winner, they are called a “good sport”. *A good sport* is someone who knows that winning isn’t everything. To be a *good sport* means to have good manners. *A good sport* is a good person. We all like to win, but being a “good sport” is more important.

STEP 5: PRACTICE

PAIR WORK: *Let’s Do It!* No. 3

- 1) In pairs, instruct students to fill in the blanks with the correct forms of the words from this lesson.
- 2) Review the answers as a class.
- 3) Ask students to share their answers with the class.

STEP 6: TASK

GROUP WORK: *Let’s Do It!* No. 4.

- 1) Instruct students to discuss the questions in groups.
- 2) Students should then stop the discussion and quietly write a few sentences answering the questions.

CLASS CLOSING

- 1) Complete *Let’s Do It!* No. 4

Ask some groups to present their passage to the class.

- 2) Assign homework:

• *My Sports Story:* Write about a race or contest that you really enjoyed. It doesn’t matter if you won or lost the contest. You may have come in last! But you may have had a lot of fun. Or you may talk about what you have learned from sports by watching others play.

EXTENSION

CLASS WORK: *Charades*

Play *Charades* to review vocabulary to describe a sport.

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

LANGUAGE NOTES

1. **Sports Day was a great success this year!** 今年的运动会非常成功!

sports day 意为“(学校)运动会; 运动日”, 和 sport meet 意思相近, 但前者一般指一天的运动会。success 是名词, 意为“成功”, 当表示抽象意义的“成

功”的时候, 是不可数名词; 当表示“一个成功的人, 一件成功的事”的时候, 是可数名词。例如:

Failure is the mother of success. 失败是成功之母。

His new book was a great success. 他的新书获得了巨大的成功。

试比较:

He has had great success in his business. 他事业上很成功。

He was a great success in business. 他事业上很成功。

2. **All the students and teachers from Grades 7, 8 and 9 took part in the sports events.** 所有七、八、九年级的老师们都参加了比赛项目。
event 是名词, 意思是“事件, 大事, 项目”。

例如:

What events are you in? 你是从事什么项目的?

This is an important event in the year. 这是本年度一件重要的事情。

3. **Everyone worked very hard, and we all got some good exercise.** 每个人都很努力, 我们都得到了很好的锻炼。

get some exercise 意为“获得锻炼”, exercise 是名词, 意为“体格锻炼, 运动”, 是不可数名词; 也可以表示“习题, 练习, 体操”, 是可数名词。例如:

Walking is good exercise. 散步是很好的运动。

The doctor advised him to take more exercise. 医生建议他多运动。

It’s good for your health to do morning exercises. 做早操对你的健康有好处。

Let’s do some exercises in grammar. 让我们做一些语法练习吧。

4. **Kim, from Grade 7, won first place in four events.**

来自于七年级的金在四项比赛中获得了第一名。

win first place 意为“赢得第一名, 获得一等奖”。

例如:

Did she win first place in that swimming contest? 游泳比赛她拿了第一名了吗?

He failed to win first place in the competition. 他在竞争中失去了夺冠的机会。

5. **I ran really hard, but my tail got in the way.** 我跑得很努力, 但是我的尾巴有点碍事。

get in the way 意为“妨碍, 挡道”。例如:

We almost reached an agreement, but some unimportant details got in the way. 我们几乎要达成一致了, 但是是一些不重要的细节阻碍了事情的发展。

Lesson 40: Move Your Body

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: weight, air, lucky, side
- ◎接触词汇: Ben, Tim, outdoors, couch
- ◎短语和句型: used to, worry about..., not... any more, put on weight, couch potato, get out, in the sun, on one's side

RESOURCES

- audiotape
- pictures of couch and a potato

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Are you feeling awake and full of energy?

Review

Review some of the key concepts or information from lesson 39. You can ask questions as below.

- What was Danny's report about?
- What were some of the sports they did?
- What was the name of the boy who won six events?
- What kept Danny from running fast?

KEY CONCEPTS

Focus Structures:

They used to be very active together.

Now Ben worries about Tim.

Tim is not active any more.

He is putting on weight.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 40 (*Move Your Body*).

Teacher: What do you think this lesson is about?
Help the students answer the question.

Students: It's about being healthy by exercising.

Teacher: This lesson is about two things really. It's about bad habits that can affect your life. Write *habit* on the blackboard. Explain the meaning of the word.

Teacher: The lesson is also about having a friend who cares about you enough to help you get rid of bad habits. Sometimes it's hard for a friend to tell us the truth. But it's very important. There is a saying in English: "A brother is not always a friend, but a friend is always a brother". Do you know what that means?

Students: It means a friend can be as close as a brother.

Teacher: Right. In this case, a friend helps another friend to become more healthy. In the blue sections you can see that the words at the end of the sentences rhyme. What do you call a piece of writing that uses rhyming words?

Students: A poem.

Teacher: That's right. Do you think it would be hard to translate a Chinese poem into an English poem?

Students: Yes.

Teacher: Why?

Help the students answer the question.

Students: Because the words are so different.

Teacher: That's right. But it might be fun to try.

STEP 2: LISTEN

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

- 1) ►Play the audiotape for Lesson 40 (*Move Your Body*). Play it once and ask the students to listen.
- 2) ►Play the audiotape a second time and ask the students to complete exercise 1.

Say: Let's put the pictures in the correct order as they happen in the story.

3) Check the answers as a class.

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

STEP 3: READ

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

- 1) Instruct the students to read Lesson 40 silently, and complete the true-or-false exercise independently.
- 2) Discuss the answers as a class and correct the false statements.

STEP 4: LISTEN AND READ

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

- 2) Remind students to do their best to get the pronunciation right.
- 3) Write any problem words on the board.

TEACHING POINT

The term *couch potato* is a funny expression. It is meant to describe someone who sits around and watches TV, instead of getting exercise. Can you guess why the word potato is used? Would couch carrot be as funny?

STEP 5: PRACTICE

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

- 1) Instruct students to fill in the blanks.
- 2) Upon completion, have students present their answer for one question to the class.
- 3) Review any problem words.

STEP 6: READ AND SHARE

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

- 1) Based on what they have learned in Lesson 40, have the students discuss friendship.
- 2) Encourage the students to share their experiences with each other.
- 3) Ask students to share their experiences with the class.
- 4) If they are shy, set the example by giving your own short story.

CLASS CLOSING

- 1) Assign homework:

Based on *Let's Do It!* No. 4, have the students write a few lines about bad habits and good habits. Tell them that they will be sharing these stories in the next class.

EXTENSION

GROUP WORK: *Dig In — A Poem*

- 1) In groups, students can write a four line poem using four words: Home, Alone, Safe, Place.
- 2) Students can read them in front of the class.

LANGUAGE NOTES

1. **They used to be very active together.** 他们过去常常在一起，非常活跃。

used to 意为“过去常常做某事”，暗指现在已经不存在的动作或状态。例如：

He *used to* play football after school. 以前他放学后常常踢足球。（暗示现在不踢了）

Liz has got short hair now but it *used to* be very long. 莉斯现在梳短发，但以前她是长发。

Ann *used to* have a piano, but she sold it a few years ago. 安过去有一架钢琴，但几年前她把钢琴卖了。

注意 *used to* 的否定形式和疑问形式：

否定形式：didn't *use to* do sth./*used not to* do sth.

疑问形式：Did you *use to* to...? 例如：

When I was a child, I didn't *use to* like tomatoes. 当我还是个孩子时，我不喜欢西红柿。

Where did you *use to* live before you came here? 来这儿之前你住哪儿？

be/get used to 表示“现在习惯于”，其中 *to* 为介词，后跟名词或动名词短语。例如：

I'm *used to* getting up early. 我现在习惯于早起床。

2. **They played games outdoors.** 他们在室外玩游戏。

outdoors 是副词，意为“在户外，在野外”。例如：

I like to practice yoga *outdoors*. 我喜欢在户外练习瑜伽。

They decide to make the test *outdoors*. 他们决定在室外做这个试验。

3. **But now Ben worries about Tim.** 但是现在本很为蒂姆担心。

worry about 意为“担心”，是一个动词词组，表示动作；其同义词组 *be worried about* 是一个 *be* 动词 + 形容词构成的系表结构，表示状态，试比较：

Don't worry about me! I'm not a little girl now! 不要为我担心了，我不再是一个小女孩了！

She is worried about her test. 她正在为她的考试而担心。

4. **Tim is not active any more.** 蒂姆不再像以前一样活跃了。

not... any more = no more 意为“不再……”。例如：

She is not a little girl *any more*. 她不再是一个小女孩了。

I will not eat *any more*. 我实在是不想吃了。

5. **And he is putting on weight.** 并且他正在长胖。

put on weight 意为“长胖”，*lose weight* 意为“减肥”。例如：

I know I've *put on weight* this winter. 我知道这个冬天我的体重增加了。

Eating too much meat will make you *put on weight*.

吃太多的肉将会使你发胖。

Do you think that you need to lose weight? 你认为你需要减肥吗?

She's doing exercise to lose weight. 她正在用锻炼的办法减轻体重。

6. **You can be a couch potato and watch TV all day.** 你可以做一个电视迷，整天看电视。

a couch potato 意为“沙发土豆”，表示“花大量时间看电视的人，电视迷”。美国人于二十世纪七十年代开始使用这一词，因为它简洁而且生动形象，很快便广为传播。现在“沙发土豆”已经常见诸报章和网络，不仅进入美国人的词汇，也逐渐被其他语言接纳。例如：

Many American are couch potatoes these days. 现在许多美国人都是电视迷。

I don't want to be a couch potato. 我不想成为一个终日懒散的人。

Lesson 41: Were People Healthy Then?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：spend, natural

◎接触词汇：Dena Morin, nation, hunt, pow-wow

◎短语和句型：go fishing/hunting, First Nations, at that time, make a fire

RESOURCES

- audiotope
- pictures of First Nations people

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Tell me, have any of you ever gone fishing? Has anyone ever gone hunting?

Have students give their examples.

Review

Review some of the key concepts or information from lesson 40.

Teacher: What did we talk about in the last lesson?

Students: Bad habits and good habits.

Teacher: That's right. Let's have some of you talk about your good habits and bad habits.

Have the students present to the class. If they are shy, offer your own list of good and bad habits to set an example.

KEY CONCEPTS

Focus Structures:

Did people go fishing a long time ago?

We are First Nations people.

At that time, there were no supermarkets.

In the evenings, they often made a big fire.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 41 (*Were People Healthy Then?*)

Teacher: What do you think this lesson is about?

Help the students answer the question.

Students: It's about a different time.

Teacher: That's right. Not long ago, most people did not live in cities. They lived on farms and had to work very hard just to have enough to eat. There were no computers to sit in front of. And certainly no donuts! Do you think it is easy living then?

Students: Yes/No (*discuss this with the class*).

Teacher: It would be hard living back then, but it was a healthier way of life. There are a lot of good things about living today: medicine, cars, planes, cell phones. Can you name some other things people didn't have back then?

Students: Computers, lights, big buildings.

Teacher: One way we can find out what it was like back then is to go camping out in the woods. That way you can get the idea and still come home to a warm bed!

STEP 2: LISTEN

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

1) ►Play the audiotope for Lesson 41 (*Were People Healthy Then?*). Play it once and ask the students to listen.

- 2) ► Play the audiotape a second time and ask the students to answer the questions in exercise 1.
- 3) Discuss the answers as a class. Make sure the students understand the key words and phrases.

STEP 3: READ

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

- 1) Instruct the students to read Lesson 41 to themselves, and complete the passage independently.
- 2) Upon completion, students should check and correct their answers in groups.
- 3) Check the answers as a class.

TEACHING POINT

It has been difficult for First Nations people to fit in to the culture that people brought from Europe. Many First Nations people feel that they have been pushed aside in their own country. Once they were the only people in North America, now they are a small number. We must always remember to show respect to the people who came before us. Their ways of life are just as good and sometimes better than our way of life.

STEP 4: LISTEN AND READ

- 1) ► Play the audiotape a third time, and ask the class to listen and read aloud with the audiotape.
- 2) Remind students to do their best to correctly imitate the pronunciation.
- 3) Write any problem words on the board.

STEP 5: PRACTICE

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

- 1) Instruct students to rearrange the words and rewrite the sentences correctly.
- 2) Upon completion, have students present their answers for one question to the class.
- 3) Review any problem words.

STEP 6: READ AND SHARE

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

- 1) Have the students think about one thing in today's modern life that is different from something in life a long time ago.
- 2) Students should compare the two different things and write how it was then and how it is now.
- 3) Upon completion, have them present their ideas to

the class.

CLASS CLOSING

- 1) Assign homework:

Were People Healthy Then: Based on the lesson, have the students write a few sentences about what would be the best part of living long ago and what would be the worst part.

- 2) Have a few of them present their work the next class.

EXTENSION

GROUP WORK: *Your own Pow-wow!*

- 1) In groups, have the students come up with an idea for a pow-wow to be held at school. What would it be about? What would it be called? Would it be about sports, science, music? Encourage them to be creative.
- 2) Students can present their pow-wow ideas in front of the class.

LANGUAGE NOTES

1. **Grandpa, did people go fishing a long time ago?** 爷爷，在很久以前人们钓鱼吗？

go fishing 意为“去钓鱼”，其构成形式为 go+doing，常见的词组还有：

go swimming 去游泳；go skiing 去滑雪；go skating 去滑冰；go climbing mountain 去爬山

2. **At that time, there were no supermarkets.** 那时候还没有超市。

at that time 意为“在那时”，常用于过去时。例如：
At that time, I was a little girl. 在那时候，我还是一个小女孩。

At that time, I didn't know how to turn on the computer. 那时候我还不知道怎样开电脑呢。

3. **They spent a lot of time outdoors.** 他们在户外花费很多的时间。

spend 意为“度过，花费”，主语只能是“人”，常用结构为：spend+ 时间 / 金钱 / 精力 +on sth./ (in) doing sth.。例如：

I usually spend a lot of time on computer games. 我通常花很多的时间在电脑游戏上。

Tom spent half an hour (in) doing his English homework yesterday evening. 汤姆昨天花了半个小时做英语作业。

4. **And they ate good, natural food like fish and vegetables.** 他们吃天然美食，比如鱼和蔬菜。

natural 是形容词，意为“自然的”，其名词是 nature。例如：

Milk is the natural food for babies. 牛奶是婴儿的天然食物。

Her sister was as friendly and natural as the rest of the family. 她的妹妹和其余的家庭成员一样友好，不做作。

Lesson 42: Know Yourself

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇：step, tooth, mess, develop
- ◎接触词汇：towards, brush, organized
- ◎短语和句型：get up, spend... doing..., make one's bed, lead the way to, a few times

RESOURCES

- audiotape
- pictures of activities

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Tell me, did we all brush our teeth this morning? Did we all make our beds this morning? Or did we all sleep in?

Have students give their answers.

Review

Review some of the key concepts or information from lesson 41.

Teacher: What did we talk about in the pervious lesson?

Students: We talked about people's lives long ago. We talked about if people were healthy in old times.

Teacher: What was the best thing about living in old times? What was the worst thing?

Students: Life was hard at that time. But people got a lot of exercise. Medicine was not as good.

KEY CONCEPTS

Focus Structures:

I usually get up early.

I spend too many hours watching TV.

I don't always make my bed.

Good habits lead the way to good health and success!

Now I watch TV only a few times a week.

STEP 1: PRESENT

1) Instruct the students to read the title of Lesson 42 (*Know Yourself*).

Teacher: What do you think this lesson is about?

Help the students answer the question.

Students: You should know who you are.

Teacher: That's right. You should know who and what you are. We have to know what we're good at. We have to know what we need to improve. We all know it's important to tell the truth. The most important person to tell the truth to is yourself. Part of telling the truth is admitting our bad habits, and being happy with our good ones. Have you ever made a list of your good habits and bad habits?

Students: Yes/No.

Teacher: It's a good thing to do. You will learn a lot about yourself! Let's hear some examples of good and bad habits.

Students: Being messy, being late all the time, being tidy. (Ask the students to give some more examples).

Teacher: Sometimes it's hard to start good habits, and sometimes it's very hard to stop bad habits, but just remember: good habits are good for you.

STEP 2: READ

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

- 1) Instruct the students to read Lesson 42 to themselves, and fill in the blanks independently.
- 2) Upon completion, students should check and correct their answers in small groups.
- 3) Discuss the answers as a class. Make sure the students understand the key words and phrases.

STEP 3: LISTEN

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

- 1) ► Play the audiotape for Lesson 42 (*Know Yourself*). Play it once and ask the students to listen.
 - 2) ► Play the audiotape a second time and ask the students to complete Exercise 2.
 - 3) Check the answers as a class.
- ** See the "Listening Material" section at the back of this guide for information.

TEACHING POINT

Times change but the truth lasts forever. The most famous English writer in the world was Shakespeare. He lived in England in the 1500's. He talked about the importance of telling yourself the truth. He once said in his play Hamlet, be true to yourself, then you will be true to others.

STEP 4: LISTEN AND READ

- 1) ► Play the audiotape a third time, and ask the class to listen and read aloud with the audiotape.
- 2) Remind students to do their best to get the pronunciation right.
- 3) Write any problem words on the board.

STEP 5: PRACTICE

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

- 1) Instruct students to fill in the blanks.
- 2) Upon completion, have students present their answers for one question to the class.
- 3) Review any problem words or concepts.

STEP 6: READ AND SHARE

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

- 1) Have the students talk about their habits.
- 2) Upon completion, have them present to the class.

CLASS CLOSING

- 1) Assign homework:
Break a Bad Habit: Based on the lesson, have the students write down their ideas.
Say: If you had a bad habit that you wanted to get rid of, would you talk to someone about helping you break the bad habit? Who would you talk to? Why?
- 2) Tell the students that a few will be asked to read their work to the class.

EXTENSION

GROUP WORK: *Bad into Good*

- 1) In groups, have the students talk about how they would fix a bad habit. For instance, if you were always late for school. How would you change that?
- 2) Students can present their answers to the class in their groups.

LANGUAGE NOTES

1. I am not organized. And my room is always a mess. 我做事没有条理，房间也总是乱七八糟的。

mess 意为“乱七八糟，混乱”。例如：

The house is a mess. 屋里一片狼藉。

Linda can't stand mess. 琳达无法忍受脏乱。

I've made such a mess of my life. 我把自己的生活弄得一团糟。

This illness makes a mess of my holiday plans. 这场病把我的假期计划给打乱了。

The heavy rain has made a real mess of the garden. 这场大雨把花园弄得乱极了。

2. Develop your good habits and improve yourself! 养成好习惯并提升自己！

develop a habit 意为“养成习惯”，同义词组还有 form a habit。例如：

It is very important to develop a good eating habit. 养成良好的饮食习惯是非常重要的。

It is important to develop a habit of self-study. 养成自学的习惯是很重要的。

3. I still don't always make my bed, but I'm working on it. 我还是不能天天收拾床铺，但是我正在慢慢改进。

make one's bed 意为“铺床，整理床铺”。

work on 意为“致力于，继续工作”。例如：

From now on you can work on your own. 从现在起你可以独立工作了。

Must we work on Sundays? 我们必须周日工作吗？

Work on your weaknesses until they become your strong point! 在你的弱点上下工夫，直到其成为你的优势！

Unit Review (7)

CLASS OPENING

Greeting

Greet the class.

Teacher: We're going to review unit 7. We learned a lot of things, didn't we? Can you think of some things we talked about?

Students: Food, staying healthy, Danny's report, exercise, First Nations people, knowing yourself

Teacher: That's right. Very good.

Review

- 1) Homework check.
- 2) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.
 - What does "you are what you eat" mean? What did Danny learn from his dream?
 - What can you do to stay healthy?
 - What event did Danny take part in on Sports Day? Did he win?
 - Why is Ben worried about Tim? What advice does Ben give Tim?
 - What was life like for the First Nations people?
 - Why is it important to know yourself? How can you know yourself better?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Fill in the blanks with words from this unit. The first letter is given.

- 1) Students fill in the blanks independently.
- 2) Check the answers as a class.

II. These are some health tips from a newspaper. But some letters are missing. Fill in the missing letters and learn some good tips.

- 1) Instruct the students to fill in the blanks with the correct letters.
- 2) Upon completion, discuss the answers as a class.
- 3) Make sure the students understand the key words and phrases.

GRAMMAR IN USE

I. Use "there be" and position words to describe the pictures below.

- 1) Answer the questions using "there be".
- 2) Review the answers as a class.
- 3) Write any problem words on the board.

II. Rewrite the sentences into questions using the proper form of "there be".

- 1) Rewrite the sentences using "there be".
- 2) Upon completion, have students present their answers for one question to the class.

LISTENING AND SPEAKING

I. Listen to the definitions and tick the correct words or phrases.

- 1) ► Play the audiotape for this exercise and instruct the students to tick the correct words or phrases.
- 2) Students can present their answers in front of the class.

II. Listen and repeat.

Instruct the students to listen, repeat the sounds, and then the words.

Say: Listen how my voice goes up on certain words and down on others. Repeat after me.

III. Number the dialogue in the correct order. Then do a role-play.

- 1) Put the sentences in the correct order.
- 2) Check the answers as a class.
- 3) Have the students read the sentences in front of class.

PUTTING IT ALL TOGETHER

A habit is a specific thing you often do. You do it so many times that you don't think about it — you just do it! You can make new habits and break bad habits. They say it takes 21 to 28 days to make new habits and six weeks to break bad ones. Think about your habits and fill in the table.

- 1) Instruct the students to work in groups to discuss their good and bad habits, and new habits they'd like to have.
- 2) After they have a discussion they can independently complete the table.
- 3) Discuss the students' 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

Recite Sayings

- 1) Read each saying one at a time and ask the students to repeat after you.
- 2) Discuss the meaning of each saying as a class.

EXTENSION

Play a game

Play *Whisper* to review concepts and vocabulary from Unit 7. Ask for a volunteer. Whisper an action word or

a preposition to the student such as *wave, jump, run, walk, in, on, under*, etc.

If you whisper a preposition such as *under*, the student bends under a desk or chair. Have a dialogue as follows:

Teacher: Is there a student *under* this desk/chair?

Students: Yes, there is a student under that desk/chair.

If you whisper an action, the student must perform the action. Have a dialogue as follows:

Teacher: What's he/she doing?

Students: He/she is running/jumping/playing basketball.

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

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

Unit 8: Summer Holiday Is Coming!

GENERAL OBJECTIVES

The focus of this unit is activities and plans associated with summer holidays. Students will be introduced to some new vocabulary and concepts related to the topic. They will discover a variety of summer activities, create their own plans for the summer, and learn how to discuss future plans using “will” and “be going to”.

1. 学会做计划，并能用英语表达出来。
2. 进一步熟悉使用 “will” 和 “be going to”。
3. 对志愿者工作有进一步了解。
4. 灵活运用本单元掌握词汇及表达法。

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	exam, tennis, care, pet, alone, field, baseball, pop, if, ever, shame, noon, hamburger, nature, wish, Germany, university, organize, camp, share
		接触词汇	final, rights, puppy, rocket, luckily, snack, root, toot
	短语和句型	take an exam, play basketball/tennis/volleyball, take care of, move away, leave... alone, walk the dog, play against..., take... out, root for..., at noon, have a party, take lessons/ classes, keep doing..., summer camp, share... with...	
	功能意念	讨论计划: What are you going to do for the summer? Do you have any plans?	
	语法	进一步熟悉使用 “will” 和 “be going to”。	
语言技能	听	1. 能听懂难度略低于目前所学英语的语言材料; 2. 能根据听力材料获取信息; 3. 能听懂简单的英语故事。	
	说	1. 能用英语说出自己的安排; 2. 能用英语简单地和朋友或伙伴讨论计划与安排; 3. 能用英语讲小故事。	
	读	1. 能连贯、流畅地朗读课文; 2. 能阅读水平相当的语言材料。	
	写	1. 能写出简单的表达计划的句子和小短文; 2. 能参照范例用英语写出自己的计划。	
学习策略	1. 制定详细的英语学习计划; 2. 对所学内容能主动练习和实践; 3. 尝试利用网上的学习资源; 4. 合理安排自己的学习和生活。		
情感态度	1. 乐意接触并了解异国文化; 2. 学会合理安排自己的业余时间。		
文化意识	1. 了解英语国家学生们的假期活动; 2. 对比中西方国家的假期安排。		

Lesson 43: Have a Good Summer!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: exam, tennis
- ◎接触词汇: final
- ◎短语和句型: take an exam, play basketball/tennis/volleyball

RESOURCES

- audiotape
- pictures of activities that can be done in summer

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? How soon will the summer holidays start? Are you all looking forward to the summer holiday? Why or why not?

Have students give their answers.

Review

Review some of the key concepts or information from lesson 42.

Teacher: What did we talk about in the last lesson?

Students: We talked about good habits and bad habits.

Teacher: That's right. If you had a bad habit that you wanted to change, who would you go to for help?

Student A: (Example) If I was late all the time, I would talk to my parents and ask them to help me be more organized.

KEY CONCEPTS

Focus Structures:

Jenny and Danny took their final exams today. We will play basketball, tennis, volleyball and football.

STEP 1: PRESENT

Instruct the students to read the title of Lesson 43 (*Have a Good Summer!*).

Teacher: What do you think this lesson is about? Help the students answer the question.

Students: It's about students getting ready for summer holidays.

Teacher: That's right. Holidays are important for all of us. Can you imagine life without holidays? School is very important, but your body and your brain need a break. The summer holiday is a special time for kids. But the summer can go by very quickly. That's why it's a good idea to make a plan for the summer holidays. Do your best to make the most of the holidays. Did you make a plan for a holiday?

Students: Yes/No.

Teacher: It's a good thing to do. You will get more done and have more fun.

STEP 2: LISTEN AND READ

- 1) ►Play the audiotape for Lesson 43 (*Have a Good Summer!*), and ask the class to listen and read aloud with the audiotape.
- 2) Pick out small groups of students to read aloud.
- 3) Remind students to do their best to get the pronunciation right.
- 4) Write any problem words on the blackboard.
- 5) Review the words.

STEP 3: READ

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

- 1) Let the students read the lesson silently and try to complete Danny's diary.
- 2) Have the students read the lesson again and check the answers by themselves.
- 3) Check the answers as a class.

STEP 4: LISTEN

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

- 1) ►Play the audiotape for Lesson 43. Play it once and ask the students to listen carefully.
- 2) ►Play the audiotape a second time and ask the students to tick the correct pictures.
- 3) Check the answers as a class.

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

TEACHING POINT

All around the world, summer holidays is something all students look forward to. The reason these holidays were first put in place was because in the old days, children were needed to work during the busy season (the summer) on their family farms. Also in many countries, summer is far too hot to work in the classroom.

STEP 5: PRACTICE

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

1) Explain this exercise.

Say: Rewrite the sentences using “will” or “be going to”. Both of these refer to something that is going to happen, but hasn't happened yet. Let's look at the first example.

2) Instruct students to change the sentences with the words given.

3) Upon completion, have students present their answers to the class.

4) Review any problem words or concepts.

STEP 6: READ AND SHARE

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

1) Have the students talk about their plans for the summer in pairs.

2) Upon completion, have a few students present their plans to the class.

CLASS CLOSING

1) Assign homework:

Based on the lesson: *Creative Writing*.

Say: Jenny did not have a chance to tell Danny her plans for the summer. Write a few sentences about what you think her plans might be. Be creative. You could write it in the form of a letter to Danny.

2) Tell the class that a few students will be asked to present their work the next day in class.

EXTENSION

GROUP WORK: *My Best Summer!*

1) In groups, have the students talk about their favourite summer holiday adventures.

2) Upon completion, students can share their adventures with the class.

LANGUAGE NOTES

1. **Jenny and Danny took their final exams today.**

詹妮和丹尼今天参加了他们的期末考试。

take the exam 意为“参加考试”。例如:

Next week, we'll take lots of exams for the final terms.
下周,我们将参加很多期末考试。

2. **We will play basketball, tennis, volleyball and football.** 我们将去打篮球,网球,排球和踢足球。

play 与 basketball/tennis/volleyball/football 等球类运动连用时,球类运动前不能加定冠词。例如:

How about playing basketball together? 为什么不一起去打篮球呢?

Lesson 44: Volunteering in Summer

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: care, pet, alone, field

◎接触词汇: rights, puppy, rocket, luckily

◎短语和句型: take care of, move away, leave...
alone, walk the dog

RESOURCES

- audiotape
- pictures of activities that a person can volunteer to do

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? How soon is the weekend? It's important to have free time to do other things, isn't it?

Ask several students to respond.

Review

Review some of the key concepts or information from lesson 43.

Teacher: What did Jenny and Danny talk about in the last lesson?

Students: Danny and Jenny talked about their summer plans.

Teacher: That's right, but Jenny did not get to talk about her plans. Let's hear some ideas of things she might have planned.

Students: (Example) She is going to go to the zoo every week in the summer. She is going to learn how to play baseball.

KEY CONCEPTS

Focus Structures:

ARG takes care of pets without a home.

Sometimes, people move away and they can't take their pets with them.

His family left him alone in a field.

I will walk the dogs and I'll help with the other animals, too.

STEP 1: PRESENT

Instruct the students to read the title of Lesson 44 (*Volunteering in Summer*).

Teacher: What do you think this lesson is about? Help the students answer the question.

Students: It's about one way we can spend our summer holidays.

Teacher: That's right. (Write *volunteer* on the blackboard.) The key word here is "volunteer". It comes from a very old Roman word meaning "willing". That means that a person offers to help instead of being forced to. It also means to do something for free. It's important to volunteer to help others. Can you think of some things that people volunteer to do?

Students: Help feed poor people, work at the hospital, help an old person...

Teacher: It feels very good to volunteer to help people. To help people out of kindness instead of money is a good thing to do. Did you ever volunteer?

Students: Yes. We helped rebuild a neighbourhood after a flood./Yes. I helped clean my neighbours' yard...

Teacher: When you volunteer to help, you are doing it for others, but it makes you feel so good inside that you are helping yourself as well.

TEACHING POINT

Volunteering is a great way to see the world. By volunteering your time and your energy, you can really help people who need it. When you volunteer you get back so much. Remember, someday you may need help, and hopefully a volunteer will be there.

STEP 2: LISTEN

- 1) ► Play the audiotope for Lesson 44 (*Volunteering in Summer*), and ask the class to listen and read aloud with the audiotope.
- 2) Pick out small groups of students to read aloud.
- 3) Remind students to do their best to imitate the pronunciation they hear.
- 4) Write any problem words on the board.
- 5) Review the words.

STEP 3: READ

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

- 1) Have the students read the lesson silently with the questions given.
- 2) Have the students read the lesson again and ask them to answer the questions in Exercise 1.
- 3) Check the answers as a class.

STEP 4: LISTEN AND READ

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

- 1) Instruct the students to listen to Lesson 44, and fill in the blanks using the words in the box.
- 2) Upon completion, students should check and correct their answers in small groups.
- 3) Discuss the answers as a class. Make sure the students understand the key words and phrases.

STEP 5: THINK AND SHARE

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

- 1) Have the students talk about homeless animals. Is it a big problem? What can be done?
- 2) Have them write down some of their ideas.
- 3) Upon completion, have a few of them present to the class.

CLASS CLOSING

- 1) Assign homework:

Based on the lesson: *I am a Volunteer!*

Say: Write a few sentences about a time that you

volunteered to help others. If you have never volunteered, then talk about a way that you would like to help others. Maybe you would like to help at a hospital, or help bake cookies for a neighbour, or just visit old people.

2) Tell the class, a few will be asked to read their homework the next class.

EXTENSION

GROUP WORK: *Being Helped*

1) In groups, have the students talk about a time when a volunteer helped them or a friend.

2) Have them discuss why volunteering makes them feel good.

3) Upon completion, have a few of them present their ideas to the class the next day.

LANGUAGE NOTES

1. **ARG takes care of pets without a home.** “动物保护组织”照顾那些无家可归的宠物。

ARG 是 Animal Rights Group 的缩写，此处是虚拟的一个动物保护组织。take care of 意为“照看，照顾”，同义词组还有 look after 等。

2. **Sometimes, people move away and they can't take their pets with them.** 有的时候，人们搬走了，却不能带走他们的宠物。

move away, 意为“搬走，离开”，away 放在动词的后边，往往表示“离开，远离”。例如：

blow away 吹走	break away 摆脱
clear away 清除掉，消散	die away 逐渐消失
go away 走了	run away 跑了
pass away 去世	send away 把……送走
take away 拿走	throw away 扔掉
wash away 冲走	

3. **His family left him alone in a field.** 他的家人把它单独留在了田野上。

leave alone 意为“不管；撇下……一个人”。例如：
She is too young. How can you leave her alone at home?
她年纪那么小！你怎么能把她自己留在家呢？

They leave their daughter alone in the house in the weekend. 他们周末把女儿留在了家里。

Leave her alone. She is in a mood now. 别理她。她现在心情不好。

4. **I'm going to volunteer four times a week.** 我打算

一周去做四次志愿工作。

four times a week 意为“一个星期四次”，表示频率，常见的词组还有 once a week, twice a month 等，用 how often 来提问。例如：

— How often do you go to the *Old People's Home* to help the old? 你多长时间去一次老年人之家去帮助那儿的老年人呢？

— Once a month. 一个月一次。

Lesson 45: Baseball Season

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：baseball, pop, if, ever, shame

◎接触词汇：snack, root, toot

◎短语和句型：play against..., take... out, root for...

RESOURCES

- audiotape
- pictures of playing baseball
- pictures of baseball equipment

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Did anybody do some fun activities or play sports yesterday after school? Did anybody play baseball?

Have students give their answers.

Review

Review some of the key concepts or information from lesson 44.

Teacher: What did we talk about in the last lesson?

Students: We talked about volunteering.

Teacher: That's right. What does the word *volunteer* mean?

Students: It means to do something to help others for free.

Teacher: That's right. Its a very important thing in life!

KEY CONCEPTS

Focus Structures:

On weekends, we will often play against other teams. They'll all sing "Take Me Out to the Ball Game" and they'll buy snacks and pop at the game.

STEP 1: PRESENT

Instruct the students to read the title of Lesson 45 (*Baseball Season*).

Teacher: What do you think this lesson is about? (Help the students answer the question.)

Students: Playing baseball in the summer.

Teacher: That's right. This is a story about a boy who loves baseball. His team is called the Tigers. It sounds like it keeps him very busy. It doesn't matter what sport you play. They are all good for you. The most important thing is to train your body and learn to do your best. Have any of you played baseball?

Students: Yes/No.

Teacher: It's much harder than it looks. It can be very hard to hit the ball with the bat. Does anyone know what a strike is?

Students: That is when the person with the bat swings at a ball and misses. (*They can answer this question in Chinese.*)

Teacher: Baseball is very popular in America. They've been playing it for about 150 years. And many young kids there grow up dreaming of becoming famous baseball players.

STEP 2: LISTEN AND READ

1) ►Play the audiotape for lesson 45 (*Baseball Season*), and ask the class to listen and read aloud with the audiotape.

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

3) Write any problem words on the blackboard and talk about them.

STEP 3: READ

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

1) Instruct the students to read the lesson silently with the questions given.

2) Ask them to read the lesson again and answer the

questions.

Say: Root toot toot are funny words. It's a very old phrase that means to cheer.

3) Check the answer as a class.

TEACHING POINT

Baseball is an amazing game. It is based on the English game *cricket*. But it is now quite different. Baseball has many interesting rules, and a lot of tradition. If you love numbers and mathematics, you will love baseball. Numbers are used to explain every part of the game. It's a great game where you can use your body and your mind!

STEP 4: LISTEN

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

1) ►Play the audiotape for the chant. Play it once and ask the students 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.

STEP 5: PRACTICE

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

1) Instruct students to fill in the blanks using "will" or "be going to".

Say: You should use "will" or "be going to" when you're talking about something that is going to happen in the future.

2) Upon completion, have students present their answers to the class.

3) Review any problems.

STEP 6: READ AND SHARE

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

1) Have the students work in pairs to match up the phrases.

2) Some of these metaphors may be difficult to understand. Check the students' work to ensure understanding. If most of the pairs are struggling, complete the exercise as a class.

3) Upon completion, have the pairs present their answers to the class.

CLASS CLOSING

1) Assign homework:

Have the students write a few sentences that describe baseball.

Say: Try to explain to someone how baseball is played. Try to use these words: pitcher, back catcher, batter, base, home plate, ball and bat.

2) Tell them, a few will be asked to read their homework the next class.

EXTENSION

GROUP WORK: *A Baseball Play*

1) In groups, have the students try to “act out” the actions in the baseball chant.

Say: Use your hands, bodies and faces to describe what’s going on in the chant. The most creative performance wins!

2) Have them practice in groups and present in front of the class.

LANGUAGE NOTES

1. **Baseball Season** 棒球季

棒球是以 9 人为一方，在室外场地使用球棒和球进行的一项球类运动，是一项集体性、对抗性很强的球类运动项目。它在国际上开展较为广泛，影响较大，被誉为“竞技与智慧的结合”。在美国尤为盛行，被称为“国球”。棒球球员分为攻、守两方，利用球棒和手套，在一个扇形的棒球场里进行比赛。比赛中，两队交替进攻：当进攻球员成功跑回本垒，就可得 1 分。九局中得分最高的一队就胜出。

2. On weekends, we will often play against other teams. 在周末，我们将和其他队比赛。

play against 意为“和……进行比赛”。例如：

What team did you play against in the final match? 在决赛当中你们队和哪个队进行比赛？

3. They’ll all sing “Take Me Out to the Ball Game” and they’ll buy snacks and pop at the game. 他们会全都唱着“带我去看比赛”，他们还会买零食和饮料。Take Me Out to the Ball Game 带我去看棒球，是棒球比赛最有名的歌曲，几乎每场比赛必放。词作于 1908 年。

take sb. out 在本文中意为“把……带出去”。例如：
I’ll take you out to dinner. 我将带你去吃饭。

He took his girl friend to see the latest film. 他带女朋友去看最新的电影。

take out 还可以表示很多意思，例如：

He opened his schoolbag and took out his books. 他打开书包拿出书。

You can use this to take out the ink stains. 你可以用这个消除墨迹。

Lesson 46: Get Ready for Summer Holiday!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：noon, hamburger, nature, wish

◎短语和句型：at noon, have a party

RESOURCES

- audiotape
- pictures of activities at a party
- a map of Canada

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Tell me, do you have plans for the weekend? What are they?

Have students give their answers.

Review

Review some of the key concepts or information from lesson 45.

Teacher: What did we talk about in the last lesson?

Students: We talked about baseball.

Teacher: That’s right. Let’s try to remember the chant in the lesson.

(Help them act out as needed.)

Students: Take me out to the ball game...

Teacher: Great work!

KEY CONCEPTS

FOCUS STRUCTURES:

At noon, we had a party.

Wish you a great summer holiday!

STEP 1: PRESENT

Instruct the students to read the title of Lesson 46 (*Get Ready for Summer Holiday!*).

Teacher: What do you think this lesson is about?
(Help the students answer the question.)

Students: It's about getting ready for the summer time.

Teacher: Jenny is writing a letter to her good friend Li Ming. She is telling him about her plans for the summer holiday. It looks like Jenny is going to travel around Canada. Canada is about the same size as China, so people have to travel long distances sometimes to see family. Even though Canada and China are about the same size China has about 40 times as many people! Are any of you planning to go to Canada for a vacation?

Students: Yes/No.

Teacher: It is a long way away. And it is very different in some ways. But the more you travel, the more you learn that people are the same no matter where you go.

STEP 2: LISTEN AND READ

1) ►Play the audiotope for Lesson 46 (*Get Ready for Summer Holiday!*), and ask the class to listen and read aloud with the audiotope.

2) Have groups of students read together to the class.

Say: We will play the tape. When I point to your group, everyone else in the class should be silent and we will listen to your group read.

3) Write any problem words on the blackboard.

STEP 3: READ

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

1) Have the students read the passage again to themselves.

2) Have them match the time adverbs with the sentences. Walk through the class checking their work.

3) Discuss the answers as a class.

TEACHING POINT

China and Canada are about the same size, but Canada is bigger. Canada stretches nearly 1/4 of the way around the Earth! Of course Russia is much larger. It is nearly twice the size of Canada and the biggest country on Earth!

STEP 4: LISTEN

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

1) ►Play the audiotope for Lesson 46 (*Get Ready for Summer Holiday!*). Play it once and ask the students to listen.

2) ►Play the audiotope a second time and fill in the blanks.

3) Check the answers as a class.

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

STEP 5: PRACTICE

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

1) Instruct students to fill in the blanks using the correct forms of the given words.

Say: We must use the words in the brackets. To make them fit, we will have to change them a little.

2) Upon completion, have students present their answers to the class.

3) Review any problems.

STEP 6: READ AND SHARE

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

1) Have the students work in pairs to complete the trip with Jenny.

Say: Write down all the things that you want to do on each day. Be creative.

2) Upon completion, have the pairs present to the class.

CLASS CLOSING

1) Assign homework:

Have the students talk about some countries they would like to visit during the summer holiday.

Say: Write a few sentences about some places you have visited during your summer holidays in the past.

2) Tell them that a few students will be asked to read their homework the next class.

EXTENSION

GROUP WORK: *Big and Small*

- 1) In groups, have the students find out which is the biggest country on earth and which is the smallest.
- 2) Upon completion, discuss the answers as a class.

LANGUAGE NOTES

1. **At noon, we had a party.** 在中午，我们举行了一个聚会。

have a party 意为“举行聚会”，have/hold a birthday party 意思是“举行一个生日聚会”。例如：

A group of young people want to have/hold a party out of the town. 一群年轻人打算在城外开一个聚会。

2. **Wish you a great summer holiday!** 希望你有一个愉快的暑假！

wish 表示“期望；祝愿”，用于生日、过节时的祝福等。hope 也可以表示“希望”，但在用法上和 wish 既有相同之处，也有不同之处，不能随意互换。

相同之处：

1) wish 和 hope 后都可接不定式作宾语。例如：
We wish to see the film. 我们都希望看那部电影。
The children hope to do something for the old man. 这些孩子希望为这位老人做些事情。

2) wish 和 hope 都能与介词 for 连用，后接名词或某些不定代词，表示“希望得到；祈求”。例如：
Everyone hopes for peace. 每个人都希望和平。
Do you wish for anything better? 你希望得到更好的东西吗？

不同之处：

1) wish 作为及物动词，可接名词或代词作宾语，hope 则不能。例如：

Do you wish a pen or a book? 你要的是钢笔还是书？

2) wish 能接双宾语表示祝愿，hope 则不能。例如：
I wish you success. 我祝你成功。

3) wish 能接复合宾语，hope 则不能。例如：
I wish you to go with me. 我希望你和我同去。

4) wish, hope 都可作名词，wish 表示“愿望；心愿；祝愿”，hope 表示“希望”。例如：
My wish is to become a doctor. 我的愿望是当一名医生。
Send him my best wishes. 请代我向他表示敬意。
Where there is life there is hope. 有生命就有希望。
There is a hope of success. 这是成功的希望。

Lesson 47: Summer Plans

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎ 掌握词汇：Germany, university

◎ 短语和句型：take lessons/classes, keep doing...

RESOURCES

- audiotape
- pictures of Germany
- picture of Beijing University

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Did anything interesting happen to any of you? Would you like to share with the class?

Ask several students to respond.

Review

Review some of the key concepts and information from lesson 46.

Teacher: What did we talk about in the last lesson?

Students: We talked about Jenny's letter.

Teacher: That's right. She talked about her plans for summer. Can you tell me about a summer vacation you had? What did you do? Did you have fun?

Students: Yes. I went to the beach with my family. We went swimming and we ate ice cream. It was a lot of fun.

Ask a few students to give a response.

KEY CONCEPTS

Focus Structures:

I'm going to take swimming lessons.

I want to keep learning.

STEP 1: PRESENT

Instruct the students to read the title of Lesson 47 (*Summer Plans*).

Teacher: What do you think this lesson is about? (Help the students answer the question.)

Students: It's about planning activities for summer.

Teacher: That's right. It's Ms. Liu's last day of class. Look at the pictures. All the kids are sitting around. What are Ms. Liu and her students doing?

Students: They're talking about their plans for the summer.

Teacher: They are smart to have plans because they will get more done in the summer. We all know there's nothing more boring than having nothing to do. The more you do during the summer, the more great memories you will have. Does this make sense to you?

Students: Yes.

Teacher: It's not only students that make plans for the summer, but the teachers make plans too. It's a very important time for all of us.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 47 (*Summer Plans*). Play it once and ask the students to listen.

2) ► Play the audiotape a second time and ask the students to complete Exercise 1.

3) Check the answers as a class.

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

(As an option, ask a student to lead the class for this exercise. The student can come to the front of the class and you can be there to help. This can be a great confidence booster for a student.)

STEP 3: READ

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

1) Have the students read the passage to themselves.

2) Have them fill in the blanks. Walk through the class checking their work.

3) Discuss the answers as a class. Make sure the students understand the key words and phrases.

TEACHING POINT

Germany is a small country, but it is one of the richest countries in the world. It is known for making some of the best products in the world. It sits right in the middle of Europe.

STEP 4: PRACTICE

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

1) Instruct students to fill in the mind map.

Say: Talk about the activities you can do during summer. Be creative. Be funny!

2) Upon completion, have students present their answers to the class.

CLASS CLOSING

1) Assign homework: Beijing University

Say: Ms. Liu is going to university in the summer. If you could go to Beijing University, what course would you like to take? Write a few sentences about it.

2) Tell them a few will be asked to present their homework the next class.

EXTENSION

GROUP WORK: *Summer Heat*

1) In groups, have the students discuss how they feel about the temperature in summer.

Say: We all know that summer is hot. In groups, discuss what you like about summer weather and what you don't like. Do you like very hot weather? Or do you like cooler weather?

2) Upon completion, discuss the answers as a class.

LANGUAGE NOTES

1. **My parents and I are planning a trip to**

Germany this summer. 我父母和我打算今年暑假去德国旅行。

Germany 为名词,意思是“德国”。German 作名词时,表示“德语,德国人”,作形容词时,表示“德国的,德国人的,德语的”。例如:

He lives in Germany but he is not a German. 他住在德国但他不是一个德国人。

2. **I'm going to take swimming lessons.** 我打算去参加暑期游泳培训课程。

take lessons 意为“上课”。例如：

take swimming lessons 上游泳课

take computer lessons 上计算机课

take flying lessons 接受飞行训练

3. I want to keep learning. 我想继续学习。

keep doing 意为“一直做某事”，是英文中的一种很常见的结构，在使用中要注意 keep doing 和 keep on doing 的区别：

keep doing 表示一直做某事（动作不间断）；keep on doing 表示“反复做某事（动作时断时续）”。

例如：

We kept working in the fields in spite of the rain. 尽管下雨，我们还是坚持在地里干活。

Why do the dogs keep barking? 这些狗为什么不停地叫？

John always kept (on) asking questions. 约翰总是问个不停。

Miss Lee always lets us keep on reading the text aloud. 李老师总是让我们反复朗读课文。

Lesson 48: Li Ming's Summer Holiday

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：organize, camp, share

◎短语和句型：summer camp, share... with

RESOURCES

- audiotape
- pictures of children's summer camp

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, class. How are you today? Have you ever been to a summer camp? What was it like?

Have students give their answers.

Review

Review some of the key concepts or information from lesson 47.

Teacher: What did we talk about in the last lesson?

Student: We talked about Ms. Liu's class making plans for summer.

Teacher: That's right. Her plan was to go to Beijing University. Have any of you thought about what courses you'd like to take at a university?

Have four or five students respond.

KEY CONCEPTS

Focus Structures:

Our school organized a special two-week summer camp.

I am going to write down all of my experiences and share them with you.

STEP 1: PRESENT

Instruct the students to read the title of Lesson 48 (*Li Ming's Summer Holiday*).

Teacher: Who do you think is in the picture?

Help the students answer the question.

Students: It's Li Ming planting rice/doing farm work.

Teacher: That's right. Li Ming has a great plan for summer. He is going to be an exchange student.

This is where one student goes to another student's house for a few weeks and stays with the family. You get to see the way other people live and experience another part of the world. This is very educational. Have any of you been an exchange student?

Students: Yes/No (discuss this with the class).

Teacher: It can be some work to have someone else living in your home. They may not like the same food you like. They may do things very differently. But doing an exchange teaches you should be accepting of others' ways. And that is never an bad thing!

STEP 2: READ

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

1) Instruct the students to read Lesson 48 (*Li Ming's Summer Holiday*) to themselves, and try to answer the true-or-false questions.

2) Upon completion, students should check and

correct their answers in groups.

3) Discuss the answers as a class.

TEACHING POINT

Summer camp is very popular in Europe and in North America. It's a way for children to experience independence from their parents. There are all kinds of camps to go to. There are camps for boys only. There are camps for girls only. There are camps for both. They have special camps for canoeing, music, outdoor activities, and many other things. The other good thing about camps is that they give parents a break in the summer too!

STEP 3: LISTEN

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

1) ► Play the audiotape for Lesson 48. Play it once and ask the students to listen.

2) ► Play the audiotape a second time and ask the students to tick the correct answers.

3) Check the answers as a class.

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

STEP 4: PRACTICE

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

1) Ask the students to answer the questions using "will" or "be going to".

2) Have the students review these answers as a class.

3) Write any problem words on the blackboard.

STEP 5: PRACTICE TASK

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

1) Instruct students to find a partner and write about their dream summer holiday.

Say: Remember you are sharing your dream holiday with another person so you will have to find a place that you both want to go. That might be harder to do than you think. Pick a place that you both would like to visit.

2) Upon completion, have students present their responses to the class.

CLASS CLOSING

1) Assign homework:

Have the students write about a camp they would like to attend. What would it be about? Music, art, archery, sports?

2) Have a few of them read their homework the next class.

EXTENSION

GROUP WORK: *A New Home*

1) In groups, have the students talk about what it would be like to be an exchange student. Would they like it? Where would they like to go? Would it be hard to be away from their family?

2) Students can present their answers in front of the class.

LANGUAGE NOTES

1. **Our school organized a special two-week**

summer camp. 我们学校组织了一次特别的、为期两周的暑期夏令营。

a special two-week summer camp 意为“一次特别的、为期两周的暑期夏令营”，被连字符所连的名词，共同作定语，在这种结构中，名词只能以单数形式出现。例如：

He is a ten-year-old boy. 他是一个十岁的小男孩。

That 18-storey building is very beautiful. 那座 18 层的大楼很漂亮。

2. **I will experience a new life in another part of China.** 我将会在中国的另一个地方体验一种新的生活。

experience 在本句中为动词，意为“体验”。experience 还可以作名词，表示“经历”时，为可数名词；表示“经验”时，是不可数名词。例如：

Did you experience an earthquake? 你经历过地震吗？

I am going to write down all of my experiences and share them with you. 我打算把我的经历都写下来，并且和你们一起来分享。

He is an old teacher with much experience. 他是一位很有经验的老教师。

Unit Review (8)

CLASS OPENING

Greeting

Greet the class.

Teacher: We're going to review unit 8. We learned a lot of things, didn't we? Can you think of some things we talked about?

Students: Summer, volunteering, baseball and making plans for summer.

Teacher: That's right. Very good.

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 Danny's plans for the summer?
 - What does "volunteer" mean? Where could you volunteer?
 - What is baseball?
 - What is Jenny doing over the summer?
 - What are some of Li Ming's classmates plans for the summer? What will Ms. Liu do during the summer?
 - What are Li Ming's plans for the summer?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Fill in the blanks with words from this unit. The first letter is given.

- 1) Students fill in the blanks independently.
- 2) Check the answers as a class.

II. Fill in the blanks with the correct forms of the phrases in the box.

- 1) Instruct the students to fill in the blanks with the correct phrases.
- 2) Upon completion, discuss the answers as a class.
- 3) Make sure the students understand the key words and phrases.

GRAMMAR IN USE

I. Rewrite the sentences using short forms.

1) Instruct the students to rewrite the sentences using short forms independently.

2) Review the answers as a class.

3) Write any problem words on the blackboard.

II. Rewrite the sentences using "will".

1) Instruct the students to rewrite the sentences using "will" independently.

2) Upon completion, have the students present their answers to the class.

LISTENING AND SPEAKING

I. Listen to the passage and complete the form.

- 1) Students complete the form independently.
- 2) Ask the students to present their answers in front of the class.

II. Listen and repeat.

1) Instruct the students to listen, repeat the sounds, and then the words.

2) Explain the concept of placing emphasis on syllables in English words. The big circle indicates where most of the emphasis should be placed when saying the word. The little circle indicates a more neutral tone.

For example:

- The word *animal* has three syllables (a•ni•mal). The big circle is telling us that the emphasis is placed on the first syllable (a) and not the second (ni) or third (mal) syllables.
- The word *volunteer* also has three syllables (vo•lun•teer), but the emphasis is placed differently. The big circle is telling us that the emphasis is placed on the third syllable (teer) and not the first (vo) or second (lun) syllables.
- The word *protection* also has three syllables (pro•tec•tion), but the emphasis is placed differently. The big circle is telling us that the emphasis is placed on the second syllable (tec) and not the first (pro) or third (tion) syllables.

III. Li Lin meets Wang Mei on her way to the supermarket. Read the sentences and put them in the correct order.

- 1) Put the sentences in the correct order.
- 2) Check the answers as a class.
- 3) Have the students read the sentences in front of class.

PUTTING IT ALL TOGETHER

Imagine you are a TV show host. You are interviewing some famous people about their plans for the summer. Write about their plans and draw or cut out some pictures to go with it.

- 1) Independently, students write about a famous person's plan for the summer.
- 2) Ask the students to present their interviews and pictures to the 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 *Out on the Beach* again. Ask the students to listen to the song.

- 2) Instruct the students to repeat the song line by line.
- 3) ► Play the audiotape for *Out on the Beach*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

EXTENSION

Play a game

Play *Word Call* to review vocabulary from Unit 8. You can play this game in groups of ten or as a class. 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 tennis, two for exam and so on. You may want to ask the students to make these cards themselves on slips of paper.

Mix up the cards/slips of paper so students with the same word are not standing beside each other. Hand the cards/slips of paper out, one per student. When you say "Go!" the students all begin saying the word on their slips of paper over and over again. They must move around the room and listen carefully to find the other student in the classroom who is saying the same word.

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