

Unit 5: I Love Learning English!

GENERAL OBJECTIVES

This unit will introduce students to vocabulary, phrases and expressions that are particularly useful for speaking English over the phone or VoIP (Voice-over-Internet Protocol) services. Moreover, they will identify some of their weaknesses and strengths in English, and learn how to improve upon their weaknesses and fully utilize their strengths. Finally, they will learn to use the reflexive pronouns *myself* and *yourself*, as well as the modal verb *can*.

1. 学会使用电话用语。
2. 学会谈论可能性。
3. 能使用简单的反身代词。
4. 掌握情态动词 *can* 的用法。

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	foreign, could, understand, cartoon, Canadian, Russia, reply, competition, proud, such, letter, exactly, fact, sentence, quick, lazy, even, dig, magazine, newspaper, mistake, silly, article, knowledge, communicate, connect, introduce
		接触词汇	loudly, Alicia, fox, forwards, backwards, therein, Teresa, Hong Kong, storybook, Susan, oops, opportunity, pal, Jessica
	短语和句型		have a good talk, Good for you! be proud of..., in fact, dig in, look up, enjoy oneself, in/after class, be afraid to do..., make a mistake/mistakes, laugh at, right now, a good knowledge of, communicate with..., ask for, connect... with..., help...(to) do, play chess, try to do..., look forward to...
	功能意念		学会使用电话用语: Hello. Can I speak to Jenny, please? Yes. This is Jenny speaking. Is that you, Li Ming? 谈论可能性: With a good knowledge of English, students can have bright futures.
	语法		1. 反身代词; 2. 情态动词。
语言技能	听		1. 能根据语音语调的变化, 判断句子意义的变化; 2. 能听懂同一信息的不同说法, 并作初步判断; 3. 能听懂有关熟悉话题的对话和语段; 4. 能借助提示听懂老师或同学讲的故事。
	说		1. 学习使用正确的语音、语调; 2. 能模仿听到的录音; 3. 能在英语课堂上进行简单的口语表达; 4. 能运用简单的电话用语。
	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. 能写出简单的词、词组和句子; 2. 能对具体的一件事情进行描述。
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. 对所学内容能主动复习; 4. 寻找适合自己的英语学习方法。
情感态度			1. 树立学好英语的信心和勇气; 2. 在学习和生活中, 敢于用英语进行交流。
文化意识			1. 逐步树立对英语的兴趣; 2. 掌握一定的学习英语的方法; 3. 加深对英语文化的理解。

Lesson 25: A Phone Friend

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: foreign, could, understand, cartoon, Canadian
- ◎接触词汇: loudly
- ◎短语和句型: have a good talk

RESOURCES

- audiotape
- telephones & mobile phone

LESSON STRUCTURE

CLASS OPENING

Greeting

1) Greet the class.

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

Ask four or five students to respond.

2) Introduce the new unit. Write *I love learning English!* on the blackboard and discuss.

- What do you love or enjoy about learning English? Make a list of things the students like about learning English on the blackboard.

For example:

Things I love about learning English:

- understanding/listening to English songs (Help students understand the meaning of the word *understand*.)
- understanding/watching English movies
- reading English books
- travelling and speaking English with foreigners (Help students understand the meaning of the word *foreign*.)
- learning new words
- learning new phrases, expressions, idioms
- Is English useful?
- Do you use English outside of the classroom

(school)?

Review

Review after-school activities and the grammar structure “be going to”.

- Do you take part in any after-school activities where you use English?
- In which activities don’t you use language? (*A: playing an instrument, math, drawing, chess, sports, dancing*)
- In which activities do you use language? (*A: acting, singing, reading*)
- Are you going to keep using/learning English after school?

KEY CONCEPTS

Focus Structures:

Can I speak to Jenny, please?

I practice by myself a lot.

How do you practice by yourself?

Jenny and Li Jing have a good talk.

STEP 1: PRESENT

1) Ask the class to look at the pictures in this lesson and discuss.

Teacher: Look at the pictures. Can you guess what happens in this lesson?

Students: Li Jing is talking to Jenny on the phone.

Teacher: That’s right. Can you guess what a “phone friend” means?

Help the students answer this question.

Students: Friends that speak/talk on the phone.

Teacher: Do you think Li Jing is speaking to Jenny in Chinese?

Students: No. Li Jing is speaking to Jenny in English.

Teacher: Very good. Li Jing is practicing her English with Jenny. Where does Jenny live?

Students: Jenny lives in Canada.

Teacher: Yes. Jenny is Canadian.

Write the word *Canadian* on the blackboard. Ask the students to repeat the word after you. Help them understand the meaning of this word.

Teacher: Chinese people speak Chinese. Do Canadian people speak Canadian?

Students: No! Canadian people speak English.

Teacher: Correct. What about American people? Do they speak American?

Students: No! American people speak English too.

Teacher: Right. Now let's listen to what Jenny and Li Jing talk about.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 25 (*A Phone Friend*). Play it once and ask the students just to listen.

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

3) Check the answers as a class and correct the false statements. (Students should use the word *cartoon* properly answering and discussing Question 4.)

STEP 3: BREAK IT DOWN

Discuss some of the new structures/vocabulary in this lesson as a class.

1) **Teacher:** Li Ming says, "Can I speak to Jenny, please?" Is there another way Li Ming could ask that question?

Students: Yes. Li Ming could say, "May I speak to Jenny, please?"

Teacher: That's right. Li Ming is using the word "can" to ask for permission. Jenny says, "I can't hear you very well." Is Jenny using the word "can" to ask for permission?

Students: No.

Explain that the word *can* has a few meanings.

One meaning refers to permission (可以), another refers to ability related to possibility (能; 可能), and another refers to ability related to skill (会).

Translate the meaning if necessary. Ask the students to use different meanings of the word *can* in different sentences.

Students: Can I borrow a pencil? (permission)

Students: Can you call me tomorrow? (ability related to possibility)

Students: Can you swim? (ability related to skill)

Teacher: Excellent. You can also use the word "could" like the word "can".

Explain that the word *could* can be used in the same way(s) as the word *can*. It is the past tense of *can* or it is more polite.

2) **Teacher:** Li Jing says, "I practice by myself a lot."

What does Li Jing practice?

Students: She practices English.

Write the words *by myself* and *by yourself* on the blackboard. Explain that *by myself* means *on my own* and *by yourself* means *on your own*. Students should use this construction properly.

3) Ask a student to read the last line in the lesson (*Jenny and Li Jing have a good talk. Now, Li Jing has a Canadian friend.*).

Teacher: What does "have a good talk" mean?

Write the phrase *have a good talk* on the blackboard and discuss. Students should use this phrase properly.

STEP 4: READ

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

1) Instruct the students to read Lesson 25 silently, and fill in the blanks independently.

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

3) Discuss the answers as a class.

STEP 5: ROLE-PLAY

SMALL 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

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

1) In pairs, instruct the students to make a list of the ways they practice their English.

2) Tell the students to use their lists to help them write a dialogue. They may also use the example and the dialogue in the lesson as a guide.

3) Ask some pairs to present their dialogues in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

- Role-play Lesson 25 or call a foreign friend and have a talk.

- *I Can*: Write a short passage using the different meanings of the words *can* and (*by*) *myself*. (Students may write about any topic(s) they choose.)

EXTENSION

CLASS WORK: *Can you...?*

Play *Can you...?* to practice the different meanings of the modal verb *can*. (This game is a variation of the game *Can You Find It?* at the back of this guide.)

One at a time, ask the students to stand up and answer the questions. Some questions may involve some actions.

For example:

Teacher: Can you sing a song?

Student 1: Yes, I can. / No, I can't.

If student answers yes, continues the dialogue as follows:

Teacher: Can you please sing it for us?

Student 1: (sings a song)

If student answers no, continue the dialogue as follows:

Teacher: What can you do?

Student 1: I can dance.

Teacher: Can show us a dance?

Sample Questions:

Can you tell a joke?

Can I borrow your book?

Can you make dinner by yourself?

Can you draw a cartoon?

****** See the “Games” section at the back of this guide for further instructions on how to play *Can You Find It?*

LANGUAGE NOTES

1. **Could you speak more loudly?** 你能大点声吗?

loudly 为副词, 意为“高声地, 大声地; 吵闹地”。注意 aloud/loudly/loud 的辨析。

① aloud 强调发出的声音能被听见, 表示“出声地”或“大声地”, 常与 read, call 等动词连用。

② loud 表示“响亮地”、“大声”或“高声地”, 侧重发出的音量大, 传得远, 一般多用来修饰 speak, talk, laugh 等动词, 在口语中代替 loudly。例如:

Speak louder, please, or no one will hear you. 请大声些, 否则没人能听见。

③ loudly 意为“响亮地”, 基本意义与 loud 相同, 还常与 ring, knock 等动词连用, 含有“喧闹”或“嘈

杂”的意味。例如:

Suddenly the bell on the wall rang loudly. 突然, 墙上的铃大声地响起来。

2. **Jenny and Li Jing have a good talk.** 詹妮和李静聊得很好。

have a good talk 意为“谈得很好”。例如:

Can you have a good talk with your parents? 你能和你的父母好好聊一聊吗?

Just now I had a good talk with him. I knew that he was very interested in music. 刚才我和他聊了聊, 知道他对音乐很感兴趣。

Lesson 26: Online Phone Calls

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: Russia, reply, competition, proud, such

◎接触词汇: Alicia

◎短语和句型: Good for you! be proud of...

RESOURCES

- audiotape
- a world map (see Step 2)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Review

- 1) Homework check.
- 2) Ask some students to present their “*I Can*” passage to the class.

KEY CONCEPTS

Focus Structures:

Good for you!

I am so proud of you.

STEP 1: PRESENT

1) Ask the students to look at the pictures in Lesson 26 and discuss the word *online* with the class.

Teacher: What are the people in the pictures doing?

Students: They are on the computer.

Teacher: That's right. They are talking to each other online. "Online" means on the Internet. Do you talk to people online? What can you use to talk to people online?

Students: Yes. I use QQ/WeChat/Skype to talk to people online.

Teacher: Good for you!

Write the phrase *Good for you!* on the blackboard. Help students understand the meaning of this phrase. When I say "good for you" I mean "good job". Should I say "good for you" if you don't do your homework?

Students: No.

Teacher: Should I say "good for you" if you do your homework?

Students: Yes.

Help the students answer these questions. Write the words *club* and *join* on the blackboard.

Teacher: That's right. You are such good students. Write the word *such* on the blackboard. Students should use this word properly.

Teacher: When I say "you are such good students" that means "you are really good students". Can you try to use "such" in a sentence?

Ask several students to make a sentence using the word *such*.

Student: Basketball is such a fun sport./Apples are such a delicious fruit./Kung Fu Panda is such a good movie. etc.

Teacher: Those are all good replies. I am so proud of you.

Write the word *reply* and the phrase *be proud of* on the blackboard and explain. Translate into Chinese if necessary. Students should use the words *reply* and *proud* properly.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 26 (*Online Phone Calls*). Play it once and ask the students just to listen.

2) ► Play the audiotape a second time and ask the students to circle the correct words.

3) Check the answers as a class.

Students should use the word *Russia* properly answering Question 1. Show the students a map of the world and ask them to point out where Russia is on the map.

STEP 3: READ

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

1) Instruct the students to read Lesson 26 silently, and answer the questions independently.

2) Students should check their answers in groups.

3) Discuss the answers as a class.

• Students should use the word *competition* properly answering Question 1.

STEP 4: LISTEN AND READ

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

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

STEP 5: TASK

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

1) Instruct the students to discuss the question in the student book and make up a dialogue following the example.

2) Ask some pairs to present their dialogue to the class.

CLASS CLOSING

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

Students do the exercise independently and check the answers in pairs. Ask some pairs to present the dialogue in front of the class.

2) Assign homework:

• Online Chat: Go online and have a talk with a friend in English. Tell that person some good news about yourself.

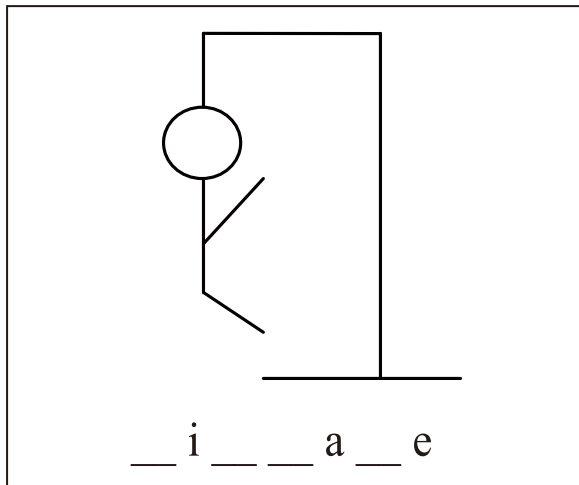
EXTENSION

GROUP WORK: *Hangman*

Play *Hangman* to practice spelling different mastery words from this unit. Play as follows:

• Choose a word you want the students to spell. Draw lines on the blackboard in place of every letter in that word. (You may include some letters to make it easier.)

- Ask one student from each group to guess a letter. If he or she guesses correctly, another student in that group gets to guess another letter. If he or she guesses incorrectly, the next group gets a chance to guess.



LANGUAGE NOTES

1. **Alicia does not hear a reply.** 艾丽西娅没有收到回复。

reply 为名词或动词，意为“回答，答复”，经常和“to”连用。例如：

We all expect your reply to this question. 我们都在期待着你对于这个问题的答复。

He smiled, but he didn't reply. 他微微一笑，却并未作答。

2. **Good for you, Alicia!** 好样的！艾丽西娅！

good for you 意为“很好！或真不错！”，表示赞赏，相当于 well done，也可以表示“在得知某人（将要或已经）做一件对他自己有益的事时，表示认同”。例如一个不爱运动的人告诉你，他要开始每天运动了，就可以回答“Good for you!”。

3. **You really improved a lot!** 你确实提高了很多！

a lot 是口语中的一个常用词组，多用于肯定句，有时也用于疑问句。本句中是一个副词短语，在句中作程度状语，表示“很；非常；常常”。例如：
It usually rains a lot at this time of year. 每年这个时候都经常下雨。

Do you wear your new watch a lot? 你常戴你的新手表吗？

Thanks a lot/very much. 多谢，十分感激。

4. **I am so proud of you.** 我很为你骄傲。

be proud of 意为“以……为骄傲，因……而感到满意”。例如：

As long as you do your best, we'll always be proud of you. 只要你一直都尽力去做，我们会为你感到自豪。

We are proud of our motherland. 我们为我们的祖国而骄傲。

5. **Talking with you is such a great help.** 和你交谈对我很有帮助。

talking with you 是动名词短语，在这里作主语。例如：

Reading is an art. 读书是一种艺术。

Climbing the mountains is very interesting. 爬山很有趣。

such 为形容词，意为“如此的，这样的”，修饰名词。在英语中，还常用 so 来表示相同意思，但 so 是副词，修饰形容词和副词。例如：

He is such a (big) fool. 他是一个大傻瓜！

He is so foolish. 他是如此愚蠢！

Lesson 27: Amazing English

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：letter, exactly, fact, sentence, quick, lazy, even, dig

◎接触词汇：fox, forwards, backwards, therein

◎短语和句型：in fact, dig in

RESOURCES

- audiotape
- research material (see Step 6)
- English-Chinese dictionary (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone.

Review

- 1) Homework check.
- 2) Role-play Lesson 26.

KEY CONCEPTS

Focus Structures:

Well, not exactly.

In fact, there are about 800 000 words in the English language.

You don't even need to move any letters around.

Dig in and enjoy!

STEP 1: PRESENT

- 1) Introduce the subject of today's lesson.

Teacher: Today we are going to learn how amazing the English language is. Do you know what "amazing" means?

Write the word *amazing* on the blackboard and explain the meaning. Translate if necessary.

Teacher: Let's listen and find out why English is so amazing.

STEP 2: LISTEN

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

- 1) ► Play the audiotape for Lesson 27 (*Amazing English*). Play it once and ask the students just to listen.
- 2) ► Play the audiotape a second time and ask the students to answer the true-or-false questions.
- 3) Check the answers as a class and correct any false statements.

STEP 3: BREAK IT DOWN

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

Question 1 (false)

Teacher: Is English an easy language to learn? Well, not exactly. What does "not exactly" mean?

Help the students answer this question. Write the word

exactly on the blackboard and explain as follows.

Teacher: In this sentence "not exactly" means "not really". But I can also say I have exactly ten fingers. And I am holding exactly three pencils (hold up three pencils). Can I say I have exactly twenty hairs on my head?

Students: No.

Question 2 (true)

Teacher: Right. I don't know how many hairs I have on my head. Can I say English has exactly 26 letters?

Students: Yes, you can.

Write the word *letter* on the blackboard. Ask a few students to tell you all the letters in the alphabet and write them on the blackboard.

Teacher: That's right. Can you tell me all the letters?

Students: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y and z.

If the students know the alphabet song ABC, sing the song as a class. Point out the different meanings between *letter* as in "a letter in the alphabet" and *letter* as in "to send a letter".

Question 3 (true)

Teacher: English has 26 letters, but, in fact, how many words are there in the English language?

Students: There are about 800 000 words in the English language.

Teacher: Yes. That's a lot of words. What does the word "fact" mean?

Help the students answer this question. Write the word *fact* on the blackboard. Help students understand the meaning of this word.

Teacher: A fact is something true. For example, the sun is hot. This is a fact. Can you give more examples of facts?

Ask several students to give an example of a fact.

Students: The capital of China is Beijing — that's a fact./We speak Chinese in China./They speak English in Canada./Snow is white. etc.

Question 4 (false)

Teacher: Well done. Now tell me how many letters can be a word in English?

Students: One letter can be a word.

Teacher: Yes. Can you give me an example?

Students: The letter "a" can be a word.

Teacher: Right. How many words can make a sentence in English?

Write the word *sentence* on the blackboard. Help students understand the meaning of this word.

Students: One.

Teacher: Excellent. Can you give me an example?

Students: Go./Stop./No./Yes./Really?/Exactly!

(Other Mastery Words)

Teacher: Good job. You are such good students. You are not lazy. You work hard.

Write the word *lazy* on the blackboard. Act out being lazy versus working hard. Ask the students to guess the meaning of the word *lazy*.

Teacher: Can you guess what “lazy” means? Can you tell me the Chinese word for “lazy”?

Students: 懒惰的

Teacher: Good. You are so quick. I don’t even have time to help you.

Write the words *quick* and *even* on the blackboard.

Teacher: What does “quick” mean? Can you show me?

Ask some students to act out *quick*.

Teacher: Nice job. What is the opposite of quick?

Students: Slow.

Teacher: Yes. Now when I say “I don’t even have to help you”, I am using the word “even” to emphasize the fact that you don’t need my help. Let me give you another example. Listen to the difference between these sentences: I don’t watch TV, but I love that show./I don’t even watch TV, but I love that show. OR I don’t like fruit, but I love apples./I don’t even like fruit, but I love apples.

Translate the word *even* (with the relevant meaning) if necessary.

STEP 4: LISTEN AND READ

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

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

3) Help students understand the meaning of *dig*.

Teacher: Let’s dig in and try those exercises. What does “dig” mean? Can someone show me?

Ask some students to act out *dig*.

4) In pairs, ask the students to think of more words

like which can be read forwards and backwards. (i.e. mom, dad, Bob, eye, did, level, noon, etc.)

5) In pairs, ask the students to try and find all ten words in the word *therein*. (there, in, the, here, he, her, rein, ere, herein, therein.)

6) Read and discuss the *Learning Tip* at the bottom of this lesson as a class.

STEP 5: READ

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

1) Instruct the students to read Lesson 27 silently and complete the fill-in-the-blanks exercise independently.

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

STEP 6: TASK

GROUP WORK: *Let’s Do It!* No. 4

1) Students will need access to the Internet or other resources to research some more interesting facts about English. You may consider providing every group with some research material that you collected prior to class.

2) In groups, students should do some research, find more interesting facts about English and make a list of them.

3) The groups can then talk about their interesting facts with other groups.

4) Instruct the students to use the facts they found and the facts in this lesson to make a poster about learning English. The poster should focus on all the interesting things about English and make people excited about learning English. Encourage the students to be creative.

5) Ask the groups to present their posters to the class.

CLASS CLOSING

1) Complete *Let’s Do It!* No. 3.

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

2) Assign homework:

• *Amazing Chinese:* Research some interesting facts about the Chinese language and make a list (in English).

EXTENSION

GROUP WORK: *Definition Match-Up*

1) Assign each group three to four words from this

lesson's mastery words. Ask each group to write three definitions for each word on separate pieces of paper. One definition should be correct and the other two incorrect. Students should try to write incorrect definitions that seem correct to trick the other groups. Students may use a dictionary when they are writing the definitions, but not when they are guessing.

For example:

Definitions for the word *fact*

1. Something that is true and cannot be false. (correct)
 2. Something that is sometimes true and sometimes false. (incorrect)
 3. Something that is usually true. (incorrect)
- 2) Instruct the groups to trade definitions. The first group to choose the correct definitions for all the words wins.

LANGUAGE NOTES

1. So English is an easy language to learn, right? 这么说来英语是一门比较好学的语言，对吗？

to learn 是一个不定式，在本句中作 language 的后置定语，起修饰作用。例如：

I have some homework to do. 我有很多的作业要写。
We need someone to help with this work. 我们需要一个人来帮助完成这项工作。

We only have a small room to live in. 我们仅仅有一个小房间可以居住。

2. In fact, there are about 800 000 words in the English language. 事实上，在英语中大概有 80 万个单词。

in fact 意为“事实上，实际上”。例如：

In fact, they hope to kill two birds with one stone. 他们实际上是想一举两得。

In fact I am not interested in math. 事实上，我对数学并不感兴趣。

3. You can read it forwards or backwards — it's the same word! 你可以正着读或者反着读，都是同一个单词！

forwards 为副词，意为“向前”，backwards 是副词，意为“向后”。backwards and forwards 意思是“来回地”。例如：

Then the train began to move forwards. 然后火车就开始向前移动了。

4. Dig in and enjoy! (好好)钻研，并享受(钻研

所带来的)乐趣吧！

dig in 意为“挖土；钻研”。例如：

Now let's dig in and see how to do this. 现在，让我们开始深入研究，并看看如何做到这一点。

I have dug in many books about this topic, but have no answer. 我已经研究了很多和这个题目有关的书，但是毫无收获。

Lesson 28: How Do I Learn English?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：magazine, newspaper, mistake, silly

◎接触词汇：Teresa, Hong Kong, storybook, Susan, oops

◎短语和句型：look up, enjoy oneself, in/after class, be afraid to do..., make a mistake/mistakes, laugh at, right now

RESOURCES

- audiotape
- English-Chinese dictionary (see Step 3)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Ask four or five students to reply.

Review

1) Homework check.

2) Choose some students to present their *Amazing Chinese* list in front of the class.

KEY CONCEPTS

Focus Structures:

So I look them up in a dictionary.

I can enjoy myself and learn English at the same time.
I practice my English in class and after class.
Don't be afraid to make mistakes!
Sometimes I make silly mistakes and I laugh at myself.
She is not here right now.

STEP 1: PRESENT

1) Introduce Lesson 28 (*How Do I Learn English?*) by discussing the question in the title of this lesson. Talk about some things you do to help you improve your English and begin to make a list on the blackboard.

Teacher: How do I learn English? You can never learn enough about any language. That's why I am still learning new things about English every day. To help improve my English, I like to watch the news in English. I also try to speak English as often as I can with foreigners I meet. Here at school, we play games and do many activities in class to practice our English, but what do you do after class?

Write *in class* and *after class* on the blackboard.

Discuss the difference in meaning between the two phrases. Encourage the students to talk about ways they improve their English outside of the classroom.

Make a list on the blackboard.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 28 (*How Do I Learn English?*). Play it once and ask the students just to listen.

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

3) Check the answers as a class and discuss.

STEP 3: BREAK IT DOWN

GROUP WORK: *Practice*

1) Tell the class that they are going to teach today's class. Divide the class into groups and assign every group one or two of the mastery structures or words from Lesson 28. It's OK if more than one group is assigned the same structures or words.

2) Explain that every group must use a dictionary to help them define and understand the structures or words they have been assigned. (You may also provide the students with other resources that may be helpful.)

3) Every group must then explain or teach their

assigned structures or words to the class. Encourage the students to be creative: they may choose to draw pictures on the blackboard, act out a short skit, sing songs, etc. to help teach the class their structures or words.

STEP 4: READ

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

1) Instruct the students to read Lesson 28 silently, and answer the questions independently.

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

3) Discuss the answers as a class.

4) Discuss the cartoon and the *Culture Tip* at the bottom of the lesson.

STEP 5: TASK

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

1) Instruct the students to copy the table in the student book into their notebooks and interview their classmates about the methods they use to learn or improve their English.

2) Once they have filled in the table, they can compare their methods with their classmates'.

3) Ask the groups to present their findings to the class. The students should try to name one benefit for every method they mention.

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.

If time permits, ask the students to role-play the dialogue.

2) Assign homework:

• *Silly Mistakes:* Write a short passage, story or dialogue about a time you made a silly mistake in English.

- What was the mistake?
- How did you know you made a mistake?
- Did you correct your mistake?
- Have you made that mistake since then?

EXTENSION

CLASS WORK: *Dial a Word*

1) Play *Dial a Word* to practice spelling and numbers.

2) Draw a telephone on the blackboard. 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 the word *cat*.

3) Divide the class into pairs. The students take turns choosing a word (from this unit) and giving their partners the corresponding numbers to spell it.

4) Each partner must guess the word, and spell it, to get a point. The word can be any length but should focus on vocabulary from Unit 5.

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

LANGUAGE NOTES

1. **So I look them up in a dictionary.** 所以我会字典中查询它们（的意思）。

look up 有多种含义，在这句话中意为“在……中查询，查阅”。例如：

Please look up a fast train to London. 请查一下去伦敦的快车。

在使用中要注意：如果 look up 的宾语为名词，既可以放在 up 的前边，也可以放在后边，但如果 look up 的宾语为代词，则只能放在 up 之前。例如：

You can look up this word in the vocabulary. = You can look this word up in the vocabulary. 你可以在词汇表里查一查这个词。

I'll look it up in the dictionary. 我要查查词典，看看它是什么意思。

look up 还可以表示“向上看；抬头看”。例如：

Don't look up. 不要向上看。

He didn't look up from his desk when I came in. 我进来的时候，他根本就没抬头。

2. **I can enjoy myself and learn English at the same time.** 我在娱乐的同时还能学习英语。

enjoy myself 为“enjoy+反身代词”的固定用法，意为“过得很愉快”，在使用中要注意：enjoy oneself = have a good time = have fun (doing sth.)。

例如：

They enjoyed themselves/had a good time/had fun at the party last night. 他们昨天晚上在聚会上玩得很开心。

I hope you'll enjoy yourselves. 希望你们玩得高兴。

3. **I like to write the words down.** 我喜欢写下歌词。

write down 意为“写下，记下”。例如：

Write down your address at the back of the paper. 请

在纸的背面写下你的地址。

You had better write down your name. 你最好把名字写下来。

4. **Don't be afraid to make mistakes!** 不要害怕犯错误！

be afraid to do sth. 意为“害怕做某事”。例如：

Don't be afraid to ask for help if you need it. 如果你需要，不要害怕向别人求助。

Don't be afraid to ask your teacher questions. 请不要害怕问老师问题。

make mistakes/a mistake 意为“犯错误”。例如：

I always make mistakes in grammar. 我经常在语法方面出错。

Does the computer ever make a mistake? 计算机出错吗？

5. **Sometimes I make silly mistakes and I laugh at myself.** 有时候我会犯一些低级错误，我都会嘲笑我自己。

silly 是形容词，意为“傻的，头脑简单的”。例如：Stop asking such silly questions! 别再问这样傻的问题了！

It was silly of you (You were silly) to trust him. 你真傻竟相信了他。

另外，silly 有时有一定的感情色彩，并无太多的贬意。例如：

You silly child. 你这个傻孩子。

6. **She is not here right now.** 她现在没在这儿。

right now 意为“此刻；现在”，在使用中要注意：

right now = now = at the moment = at this moment。

例如：

I am doing nothing right now. 我现在无事可做。

I cannot give you our reply right now. 我现在不能给你我们的回复。

Do it right now! 现在就做！

Lesson 29: A Door to the World

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：article, knowledge, communicate,

connect

◎接触词汇: opportunity

◎短语和句型: a good knowledge of, communicate with..., ask for, connect... with..., help...(to) do

RESOURCES

- audiotape
- pictures of English-related professions and opportunities (see Step 1)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, boys and girls.

Review

- 1) Homework check.
- 2) Choose some students to present their *Silly Mistakes* passage to the class.

KEY CONCEPTS

Focus Structures:

Open the door to the world.

You can communicate with different people and learn new things.

English connects you with the rest of the world.

Learning English can also help you understand differences between cultures.

STEP 1: PRESENT

1) Introduce the subject of Lesson 29 by discussing the title of the lesson (*A Door to the World*) and the *Culture Tip* at the bottom.

2) **Teacher:** What kind of choices or opportunities can English give you? (What kind of job can you have if you speak English?)

Help the students answer this question. Talk about some different professions that require English. Make a list on the blackboard. You may want to bring in some pictures of different professions or opportunities that will help the students understand.

Sample List:

JOBS

- Computer programmer
- Government worker
- Translator
- Journalist
- English teacher

OPPORTUNITIES

- Teach English
- Travel the world
- Understand the world news
- Speak with people from different countries

3) **Teacher:** How can English help you to travel?

Help students answer this question. Write the phrases *communicate with* and *connect with* on the blackboard. Help students understand these phrases.

STEP 2: READ

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

1) Instruct the students to read the lesson silently and match the words with the correct meanings.

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

3) Discuss the answers as a class. Ask every group to put their books away and write the words and meanings (from this exercise) on separate pieces of paper. Then ask the groups to match the words with meanings. The group to correctly match the words with the meanings in shortest amount of time wins.

STEP 3: PRACTICE

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

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

STEP 4: LISTEN, READ AND RETELL

CLASS/GROUP WORK: *Practice*

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

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

3) In groups, ask them to read the lesson aloud to each other, and then try to retell the passage in their own words.

STEP 5: TASK

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

1) In groups, instruct the students to discuss the benefits of learning English and make a list.

- 2) Ask the groups to compare their list with other groups.
- 3) Once they have compared lists, ask them to present their lists to the class. While they present, ask the students to consider whether anything on their list interests them.

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:
- *English and Me*: Write a short newspaper or magazine article about one job or opportunity that you hope to get with a good knowledge of English. Include pictures if you like.

EXTENSION

CLASS WORK: *Secret Word*

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

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

LANGUAGE NOTES

1. All over the world, many people are learning English.

在世界各地，很多人都在学习英语。
all over the world 意为“遍布全世界”，类似用法还有：in the world, around the world, throughout the world 等。例如：

I have stamps all over the world. 我有来自世界各地的邮票。

You can find everything all over the world. 你可以买到来自世界各地的东西。

2. With a good knowledge of a new language, you can enjoy a better life.

通晓一门语言，你可以享受更美好的生活。

a good knowledge of 意为“通晓，熟知”，have a good knowledge of 意为“对……通晓，熟知”。

例如：

It's important to have a good knowledge of English. 熟练掌握英语是非常重要的。

3. You can order food and drinks at restaurants, and ask for directions.

你可以在饭店里点菜和饮料，还可以问路。

ask for 意为“请求，要求”，ask sb. for sth. 意为“向某人要某物”。例如：

They ask for two glasses of milk and some bread. 他们要了两杯牛奶和一些面包。

He asks his friend for help. 他向他的朋友寻求帮助。

4. As an international language, English connects you with the rest of the world.

作为一门国际语言，英语把你和世界联系在一起。

connect... with... 意为“把……和……联系在一起”。例如：

Internet connects us with the world. 互联网能把我们和世界连接起来。

5. Learning English can also help you understand differences between cultures.

学英语还可以帮助你理解文化差异。

help sb. do sth. = help sb. to do sth. 意为“帮助某人做某事”，两者可通用，即其中的不定式符号 to 可以省略，也可以保留。例如：

I helped him (to) repair his bike. 我帮他修自行车。

When she fell, a friend rushed to help her (to) get up. 她摔倒时，一个朋友冲上前把她扶了起来。

Sometimes I help my mother (to) do the cooking. 有时候我帮我母亲做饭。

He helped me (to) find my watch. 他帮我找到了手表。

除上述两种表达方法外，还可以用 help sb. with sth. 来表达相同的意思，但要注意 with 后接名词或代词。例如：

Tom helps me with my math. 汤姆帮我学数学。

I like helping my mother with the housework. 我喜欢帮妈妈做家务。

Lesson 30: Writing an E-mail in English

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 掌握词汇: introduce
- ◎ 接触词汇: pal, Jessica
- ◎ 短语和句型: play chess, try to do..., look forward to...

RESOURCES

- audiotope
- a list of key words/phrases (see Extension)
- a soft ball (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Ask four or five students to respond.

Review

- 1) Homework check.
- 2) Ask some students to present their *English and Me* newspaper or magazine article.

KEY CONCEPTS

Focus Structures:

I like to play chess.

I am trying to use some new words.

I'm looking forward to your reply.

STEP 1: LISTEN

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

- 1) ► Play the audiotope for Lesson 30 (*Writing an E-mail in English*). Play it once and ask the students just to listen.
- 2) ► Play the audiotope a second time and ask the students to answer the true-or-false questions.
- 3) Discuss the answers as a class and correct any false

statements.

STEP 2: BREAK IT DOWN

CLASS WORK: *Discussion*

Teacher: In this lesson, Wang Mei is introducing herself to her new pen pal. What does the word “introduce” mean? Can you give me an example of how to introduce yourself or a friend?

Write the word *introduce* on the blackboard and encourage several students to introduce their classmates. Help students understand the meaning of this word.

Students: Hello, I am Xiang Hu./Jing Fei, this is my friend Shao Li. Shao Li, this is Jing Fei.

Teacher: Very good. Now can you tell me what a pen pal is?

Students: A pen pal is a friend. You write letters or e-mails to her/him.

Teacher: Exactly. What is Wang Mei's pen pal's name?

Students: Wang Mei's pen pal's name is Jessica.

STEP 3: READ

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

- 1) Instruct the students to read Lesson 30 and answer the questions in pairs.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the questions and answers as a class.
 - Students should use the phrase *play chess* properly answering Question 2.
 - Students should use the structure *try to do...* properly answering Question 3.
 - Students should use the phrase *look forward to...* properly answering Question 5.

STEP 4: LISTEN AND PLAY

CLASS WORK: *Secret Word*

- 1) ► Play the audiotope a third time, and play *Secret Word* as a class.
- 2) Choose the vocabulary you want to review and inform the students.
- 3) Tell the students to signal when they hear the vocabulary. To signal, the students can put up a hand, stand up, make a noise or perform an action.
** See the “Games” section at the back of this guide for further instructions on how to play.

STEP 5: TASK

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

- 1) Instruct the students to work independently. Suppose you are Jessica. What do you like to share with Wang Mei? Remind students to answer the questions which Wang Mei wrote in her e-mail.
- 2) Ask the groups to present their writings to the class.

CLASS CLOSING

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

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

- 2) Assign homework:

• *Pen Pal E-mail*: Write an e-mail to a pen pal to tell him or her about yourself. Use Wang Mei's e-mail in Lesson 30 as a guide.

EXTENSION

LARGE GROUP WORK: *Question Toss*

- 1) Play *Question Toss* to review vocabulary, phrases and structures from this unit.
- 2) Bring a big, soft ball to class. Divide the class into two teams. Start anywhere in the class.
- 3) You can call out a word, phrase or structure from this unit. For example, *magazine* (from Lesson 28), *play chess* (from Lesson 30), or *by myself/yourself* (from Lesson 25).
- 4) 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: Magazine!

Player 1 (*throws the ball*): Do you read magazines?

Player 2 (*catches the ball*): No, I don't read magazines. (I read books.)

Teacher: Play chess!

Player 2 (*throws the ball*): Do you like to play chess?

Player 3 (*catches the ball*): Yes, I do like to play chess.

Teacher: By myself or by yourself!

Player 3 (*throws the ball*): Can you cook by yourself?

Player 4 (*catches the ball*): Yes, I can cook by myself.

** 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 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. **Let me introduce myself.** 让我来介绍一下我自己吧。

introduce 是动词，意为“介绍，引见”，常用词组为：introduce sb./sth. to sb. 把某人/某物介绍给某人。例如：

It was my younger brother who introduced me to jazz. 是我的弟弟介绍我听爵士乐的。

Allow me to introduce my friend Miss Wood to you. 允许我向你介绍我的朋友伍德小姐。

2. **I like to play chess.** 我喜欢下棋。

play chess 意为“下棋”，在使用中要注意，在 chess 之前不能加任何冠词。例如：

I seldom play chess, but I like to watch. 我很少下棋，但是喜欢看。

She is playing chess with a boy. 她正在和一个男孩下棋。

3. **In this e-mail, I am trying to use some new words.** 在这封电子邮件中，我正在努力使用一些新单词。

try to do sth. 意为“努力做某事”，比较常见的结构还有：try one's best to do sth. 意为“尽自己最大能力做某事”；try doing sth. 意为“尝试做某事（只是试试看）”。例如：

He tried to get the apple above the shelf, but failed. 他努力去取架子上的苹果，但是却没够着。

I must try my best to finish my homework by myself. 我必须尽最大努力独立完成作业。

I tried gardening but didn't succeed. 我试着种果木花卉，但未成功。

4. **I'm looking forward to your reply.** 我期待着你的回复。

look forward to 意为“盼望，期待做某事”，此处 to 为介词，后边要跟名词，代词宾格或动名词。

例如:

We're looking forward to seeing you again. 我们非常盼望再见到你。

I am looking forward to visiting your country. 我非常期待能去参观你们的国家。

Unit Review (5)

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone. How are you? Are you looking forward to today's lesson?

Ask five or six students to respond.

Review

- 1) Homework check.
- 2) Ask the students to present their e-mails to their pen pals 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 does Li Jing practice her English?
 - What is an online phone call? Who is Alicia speaking with? What are they talking about?
 - Can you tell me some interesting facts about English?
 - How does Teresa learn English? What silly mistake does she make?
 - What does "open the door to the world" mean? How is English useful?
 - Who is Wang Mei writing an e-mail to? What is Wang Mei trying to do in her e-mail?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Search for words from this unit and write them down.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this

exercise. The team that completes the word search the fastest, or finds the most words in the least amount of time wins.

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

First, the students fill in the blanks independently, then check the answers as a class.

GRAMMAR IN USE

I. Fill in the blanks with "myself" or "yourself".

- 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 in groups and use the sentences to have a dialogue.
- 3) Check the answers as a class.

II. Rearrange the words to make a sentence.

- 1) Independently, students rearrange the given words to make full and complete sentences.
- 2) Students can check their answers in pairs and then as a class.

LISTENING AND SPEAKING

I. 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 three questions as a class, then play the audiotape again and tell the students to listen carefully and tick the correct answers to the questions.
- 3) Check the answers as a 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 *busy* has two syllables (bu•sy). The big circle is telling us that the emphasis is placed on the first syllable (bu) and not the second syllable (sy).
- The word *enough* has two syllables (e•nough). The big circle is telling us that the emphasis is placed on

the second syllable (nough) and not the first syllable (e).

III. Complete the dialogue with the sentences in the box.

- 1) Students should complete the dialogue independently.
- 2) Students can check their answers with a partner and then practice the dialogue.
- 3) If time permits, ask some pairs to present the dialogue in front of the class.

PUTTING IT ALL TOGETHER

I. Work in groups. What is difficult about learning English? What is easy? Discuss and fill in the table.

- 1) Instruct the students to work in groups to discuss what is difficult and what is easy about learning English. Students should fill in the table following the example in the student book.
- 2) Groups can present their results in front of the class.

II. Writing. Do you have any helpful tips for learning English? Write a short passage.

- 1) In pairs, students should brainstorm a list of helpful tips for learning English.
- 2) Students should then use the list to independently write a short passage about the same subject.

SELF-EVALUATION

Instruct the students to complete Parts I, II, III and IV 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

Chant

- 1) ► Play the audiotope for *Say the Word*. Ask the students to listen to the chant.
- 2) Instruct the students to repeat the chant line by line.
- 3) ► Play the audiotope for *Say the Word*. Ask the students to chant with the audiotope. Then try to chant without the audiotope.

EXTENSION

Play a game

Play *Tic-Tac-Toe* to review concepts and vocabulary from Unit 5. Draw a large grid on the blackboard. The grid has three columns and three rows, creating nine squares of equal size.

Divide the class into two teams. Ask a player on Team 1 a question or give him a command (see 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.

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:

How do you practice your English by yourself?

Why is English a useful language (give one reason)?

Example Commands:

Act out a phone conversation with a foreign friend.

Spell the word "foreign".

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

Unit 6: Seasons

GENERAL OBJECTIVES

This unit focuses on the different seasons (i.e. Spring, Summer, Fall and Winter). Students will learn to describe the seasons and talk about different weather and activities associated with every season. They will also learn to form exclamatory sentences and use them to describe the weather.

1. 学习有关季节的表达法。
2. 学习感叹句。
3. 了解与季节有关的一些活动。
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	strange, notice, wake, become, dark, research, website, hill, ice, clear, temperature, pie, cloud, wet, reach, degree, sea, popular, everywhere, strawberry
		接触词汇	wild, surprised, ski, snowball, snowman, clap, happily, maple, syrup, goose, honk, surfing, mate, Aaron, surfboard, surfer
	短语和句型	wake up, go away, go swimming/skiing/skating, have snowball fights, Good/Great work, wait for, do some research, get... together, It is a great season for..., It's one's turn to..., play catch, maple syrup, have a picnic, G'day mates! be different from, ride the waves	
	功能意念	谈论季节和活动: And spring usually means green trees, beautiful flowers and playing in the rain. I like summer. The weather turns hot and I can go swimming. Autumn is my favourite season. It's so colourful and the weather is nice and cool. I like winter. The weather is cold and there is a lot of snow. You can go skiing and skating.	
	语法	感叹句。	
语言技能	听	1. 能根据录音内容获取有用的信息; 2. 能根据语调的变化判断句意的变化; 3. 能识别不同句式的语调。	
	说	1. 能模仿听到的录音; 2. 能用英语描述季节及季节的特征; 3. 能用英语表达日常的活动。	
	读	1. 能连贯、流畅地朗读课文; 2. 能读懂简单的英语故事; 3. 能读懂教材以外的与所学的内容水平相当的阅读材料。	
	写	1. 能使用简单的图标或海报形式来传达信息; 2. 能简单地描述季节及与季节相关的活动。	
学习策略	1. 能意识到自己的语言表达错误并自觉纠正; 2. 能积极创造学习英语的机会, 并充分利用; 3. 善于抓住用英语进行表达和交流的机会; 4. 使用工具书查找所需要的信息。		
情感态度	1. 能较好地保持浓厚的学习兴趣; 2. 能体会英语学习中的乐趣; 3. 能认识到学习英语的目的在于交流; 4. 通过对话交流, 学会与小组成员或伙伴合作。		
文化意识	1. 了解加拿大的气候特点; 2. 能把中国的气候特点和加拿大气候特点进行对比; 3. 了解加拿大与季节相关的一些活动。		

Lesson 31: What Strange Weather!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: strange, notice, wake, become, dark
- ◎接触词汇: wild, surprised, ski, snowball
- ◎短语和句型: wake up, go away, go swimming/skiing/skating, have snowball fights, Good/Great work!

RESOURCES

- audiotape • vocabulary cards or slips of paper (see Extension) • a box or a hat (see Extension) • a watch or a clock (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

- 1) Greet the class.

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

Ask four or five students to respond.

- 2) Introduce the new unit and activate the students prior knowledge. Write *seasons* on the blackboard and discuss.

Teacher: There are four seasons. Do you know what they are?

Help the students answer this question. Write the four seasons *Spring, Summer, Fall* and *Winter* on the blackboard.

Students: Spring, Summer, Fall and Winter.

Teacher: Good job. What season is it now?

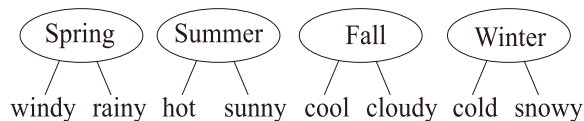
Students: It is _____.

Teacher: Right. Do you know what the word *weather* means?

Explain the word *weather*. Then ask the students to try and tell you one or two words that describe the weather for each season. Students may also come

up to the blackboard and draw pictures of different weather if they cannot think of any words.

For example:



Review

Review the word *activities* and write a list of activities on the blackboard.

Teacher: In Unit 4, we talked about different after-school activities. What does the word “activity” mean? Can you name some activities?

Students: Sports./Singing./Dancing./Acting./Swimming./Playing chess. etc.

Teacher: Well done. In this unit we will learn about the different weather of every season and the different kinds of activities you can do in every season.

KEY CONCEPTS

Focus Structures:

I woke up this morning and I was surprised!

All the snow went away.

The weather turns hot and I can go swimming./You can also go skiing and skating.

You can also have snowball fights.

Good/Great work!

STEP 1: PRESENT

- 1) Ask the class to read the title of Lesson 31 (*What Strange Weather!*). Write the word *strange* on the blackboard and discuss. Help students understand the meaning of this word.

Teacher: Look at the pictures. What do you notice? Can you guess what happens in this lesson?

Write the word *notice* on the blackboard and explain. Help students understand the meaning of this word. Ask several students to respond.

- 2) Explain that *what strange weather* is an exclamatory. Exclamatory sentences are usually formed with the word *what* or *how* at the start and end with an exclamation mark (!). Give some examples.

Teacher: For example, I can say “That’s a nice hat” or I can say “What a nice hat!” How about “I am

happy” or “How happy I am!” Can you try to make an exclamatory sentence? First say the usual sentence and then the same sentence as an exclamatory sentence.

Students: It’s a beautiful day today. — What a beautiful day it is today!/He is funny. — How funny he is!/That’s a good book. — What a good book that is!

Teacher: Well done. Now let’s listen and find out what happens.

STEP 2: LISTEN

CLASS WORK: *Let’s Do It!* No. 1

1) ► Play the audiotope for Lesson 31 (*What Strange Weather!*). Play it once and ask the students just to listen.

2) ► Play the audiotope a second time and ask the students to fill in the table.

3) Check the answers as a class.

STEP 3: BREAK IT DOWN

Discuss these questions as a class.

- Who was surprised when they woke up?

Write the words *wake up* on the blackboard. Explain that *woke up* is the past tense of *wake up*. Students should use this phrase properly.

- Why did all the snow go away?

Write the phrase *go away/went away* and the words *become/became* on the blackboard. Students should use this phrase and word properly.

- How does Kim know it’s going to rain?

Write the word *dark* on the blackboard. Students should use this word properly.

- What homework did Mr. Jones give his students?

- What is Steven’s favourite season? Why?

- What is Jenny’s favourite season? Why?

Write the phrase *go swimming* on the blackboard. Students should use this phrase properly.

- What is Kim’s favourite season? Why?

- What is Danny’s favourite season? Why?

Write the phrases *go skiing/skating* and *have snowball fights* on the blackboard. Students should use these phrases properly.

- Why does Mr. Jones say “Good work, everyone”?

Write the phrase *good/great work* on the blackboard. Students should use this phrase properly.

STEP 4: READ

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

1) Instruct the students to read Lesson 31 silently, and do the activity independently.

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

3) Discuss the answers as a class.

STEP 5: ROLE-PLAY

SMALL GROUP WORK: *Role-play the lesson*

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

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

STEP 6: PRACTICE

PAIR WORK: *Let’s Do It!* No. 4

1) Students complete the fill-in-the-blanks exercise independently.

2) Ask students to check their answers with a partner and then as a class.

CLASS CLOSING

1) Complete *Let’s Do It!* No. 3.

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

2) Assign homework:

- *My Favourite Season:* Write a short passage about your favourite season and draw a picture to go with it.

- What is the weather like?

- What do you like to do during that season?

EXTENSION

CLASS WORK: *Draw and Guess*

Play *Draw and Guess* to review the different seasons and related activities and weather. You need a watch or a clock that shows the seconds and a large container such as a box or hat. In the box or hat, put vocabulary cards with the words the students have learned or slips of paper on which you have written words or phrases the students know. *For example:*

Words: spring, summer, fall, winter, flowers, sun, dark, weather, cold, hot, warm

Phrases: go swimming/skiing/skating, have snowball fights, wake up

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

LANGUAGE NOTES

1. What strange weather! 多么奇怪的天气呀!

本句为感叹句。感叹句的构成形式主要有三种:

1) What+a/an+ (形容词)+ 可数名词单数+ (主语)+ (谓语)。例如:

What a beautiful girl she is! 她是一个多么漂亮的女孩呀!

2) What+ (形容词)+ 不可数名词或可数名词复数+ (主语)+ (谓语)。例如:

What beautiful flowers they are! 这些花好漂亮呀!

What cold weather it is! 天气好冷呀!

3) How+ 形容词/副词+ (主语)+ (谓语)。例如:
How beautiful the girl is! 她是一个多么漂亮的女孩呀!

How quickly he runs! 他跑得多么快呀!

本课中还有很多相同语法的例句, 如: What a snowy day!

2. Did you notice the wild weather today? 你们注意到今天怪异的天气了吗?

wild 为形容词, 意为“野生的; 野蛮的; 未开发的; 狂热的”, 在本句中可以翻译为“怪异的”来修饰天气。wild 还可以用于很多句子中。例如:

In nature, all animals are wild and free. 在自然界, 一切动物都是野生的、自由自在的。

North America has the world's best climate for wild grapes. 北美有最适合野生葡萄生长的气候。

3. I woke up this morning and I was surprised! 今天早晨醒来后, 我感到很惊讶。

wake up 意为“醒了”, 强调自己醒来。例如:

I wake up at half past six. 我6点半醒来。

wake... up... 意为“把……叫醒”。例如:

Please wake me up at 8 o'clock. 请在八点钟叫醒我。

Sorry to wake you up. 对不起把你叫醒了。

4. Then the sun came out and it became warm. 太阳出来了, 天气开始变得暖和起来。

become warm 意为“变暖和”, 在这个词组中, become 为系动词, 表示“变得……”, 后边经常加形容词, 构成系表结构, 表示某人或某事所处的状态, 是英语中一种非常常见的结构。例如本文中的另一句话:

The weather turns hot and I can go swimming. 天气变热了, 我可以去游泳了。

在此句中 turn hot 意为“变热”, turn 为系动词,

也表示“变得……”。例如:

His face turned white. 他的脸变得苍白。

5. All the snow went away. 所有的雪都融化了。

go away 意为“走了”, 在本句话中表示“(雪)融化了”。例如:

It made me sad to hear you have to go away. 听到你非走不可, 我觉得很伤心。

Before I go away I will call round to say goodbye to you. 在我离开以前, 我要来看你们, 向你们告别。

Don't go away! 不要离开!

Lesson 32: I Can't Wait for Winter!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: research, website, hill, ice, clear

◎接触词汇: snowman

◎短语和句型: wait for, do some research, get... together

RESOURCES

- audiotape
- ice cubes (see Step 1)
- pictures of clear and non-clear skies (see Step1)
- BINGO cards (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

How is the weather today?

Ask three or four students to respond.

Review

1) Homework check.

2) Ask some students to present their “My Favourite Season” passage to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

I can't wait for winter.

I'm doing some research for my report about my favourite season.

You can get the family together and make a snowman.

STEP 1: PRESENT

1) Ask the students to look at the pictures in Lesson 32 and discuss.

Teacher: Read the title of this lesson. What does "I can't wait for winter!" mean?

Help the students answer this question. Write the phrase *can't wait for* on the blackboard and explain.

Teacher: I am so hungry. I can't wait for lunch. How about you?

Encourage several students to use the phrase *can't wait for*.

Students: I can't wait for my birthday./I can't wait for the weekend./I can't wait for the summer.

Teacher: Look at the pictures. What season is it?

Students: It's winter.

Teacher: Well done. How do you know it's winter? What's the weather like in winter?

Students: It's cold./There is snow.

Teacher: Yes. We get snow and ice in the winter.

Discuss the *Learning Tip* at the bottom of this lesson.

Teacher: What kind of clothes are the people wearing?

Students: They are wearing warm clothes./Hats./Scarves./Gloves./Jackets./Boots.

Teacher: That's right. What are the people in the pictures doing?

Students: They are skiing./Having snowball fights.

Teacher: Good work. People ski on hills and skate on ice.

Write the words *hill* and *ice* on the blackboard and discuss. Draw a hill on the blackboard, and if possible, bring some ice cubes to class for the students to touch.

Teacher: Do you see that man made of snow? That is called a snowman. In the winter, you can get your friends together to make a snowman.

Write the structure *get... together* on the blackboard and discuss. Students should use this structure

properly.

Teacher: But sometimes the weather in the winter is too cold and it's nice to stay inside. I enjoy looking out the window on a clear winter night.

Show the students a picture of a clear day and a non-clear day to explain the difference. Write the word *clear* on the blackboard and discuss. Students should use this word properly.

Teacher: Look out of the window. Is today a clear day?

Students: Yes. /No.

Teacher: Right. Now let's listen to the lesson and find out what else people do in the winter.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 32 (*I Can't Wait for Winter!*). Play it once and ask the students just to listen.

2) ► Play the audiotape a second time and ask the students to put the sentences in the correct order.

3) Students can check their answers in pairs and then as a class.

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

STEP 3: BREAK IT DOWN

CLASS WORK: *Discussion*

Teacher: Danny is doing some research. What is he doing research for?

Write the phrase *do some research* on the blackboard and discuss. Students should use this phrase properly.

Teacher: You can use books, newspapers and magazines to find information. What else can you use to find information?

Students: The Internet.

Teacher: Right. What are Jenny and Danny looking at?

Help students answer this question. Write the word *website* on the blackboard and discuss. Students should use this word properly.

Teacher: They are looking at a website. There are many websites with lots of information on the Internet. Do you know any websites?

Encourage several students to name a website they know.

Teacher: Very good.

STEP 3: READ

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

- 1) Instruct the students to read Lesson 32 silently. Independently, they should make a list of winter activities mentioned in the lesson and then write a sentence for every activity in their list.
- 2) Students should check their answers in groups.
- 3) Ask some students to share their sentences with the class.

STEP 4: LISTEN AND READ

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

STEP 5: TASK

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

- 1) Instruct the students to discuss the question in the student book and write a winter weather report.
- 2) Ask the groups to present their reports to the class.

CLASS CLOSING

- 1) Complete *Let's Do It!* No. 3.
Students do the exercise independently and check the answers in pairs. Ask some students to present the report in front of the class.
- 2) Assign homework:
• *I Can't Wait to Go...* : Think about a winter activity that you can't wait to do. Describe the activity, the clothes you wear, and the kind of weather you need to do the activity.

EXTENSION

CLASS WORK: *Bingo*

- 1) Play *Word Bingo* to review vocabulary from this unit.
- 2) Provide students with *Bingo* cards or ask them to make their own.
- 3) Write a list of vocabulary words from this unit on the blackboard. Then ask the students to copy those words onto their *Bingo* cards in any order.
- 4) Then call out a letter starting with "B" and a word. If students have placed that same word under the letter "B" they may mark it off. The first student to get a row in any direction (horizontal, vertical, diagonal)

wins. But make sure you keep track of the words call and check the students' cards.

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

LANGUAGE NOTES

1. **I'm doing some research for my report about my favourite season.** 我为写一份我最喜爱的季节的报告在作调查。

research 既可以作名词也可以作动词，常用于以下词组中：

begin research 开始研究
carry on research 进行研究
do research 做研究工作
take up research 开始研究
end research 终止研究

2. **You can even get the family together and make a snowman.** 你甚至可以和家人一起堆雪人。

get together 意为“聚会，聚集”。例如：

They get together once a year at Christmas time. 他们每年圣诞节时聚会一次。

Let's get together sometime. 有时间我们聚一下吧。

Let's get together for lunch. 让我们一起吃顿午餐吧。

3. **Enjoy a clear, cold night beside a warm fire.** 在温暖的火炉边享受一个清爽而又寒冷的夜吧。

clear 为形容词，在本句中意为“明亮的，清澈的；晴朗的”。clear 作为形容词，还可以表达很多意思，如“头脑清醒的，清楚的；明确的；明白（某事）的；清晰的”等等。例如：

I am not clear about the reason why you want to go. 我不明白你要去的理由。

The water here is shallow and clear. 这里的水又浅又清。

4. **I can't wait for winter.** 我急切盼望冬天的到来。

wait for 意为“等待”。例如：

— What are you doing? 你在干什么？

— I'm waiting for the bus. 我在等公共汽车。

wait for sb. to do sth. 意为“等待某人做某事”。

例如：

I am waiting for the waiter to give me a cup of coffee. 我正在等着服务员给我咖啡。

Lesson 33: Kim's Favourite Season

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇: temperature, pie
- ◎接触词汇: clap, happily
- ◎短语和句型: It is a great season for...

RESOURCES

- audiotape
- a thermometer or a picture of a thermometer (see Step 2)
- a glass of cold and hot water (see Step 2)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone.

Review

- 1) Homework check.
- 2) Ask some students to talk about their "I Can't Wait to Go..." in front of the class.

KEY CONCEPTS

FOCUS STRUCTURES:

It is a great season for...

STEP 1: LISTEN

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

- 1) ►Play the audiotape for Lesson 33 (*Kim's Favourite Season*). Play it once and ask the students just to listen.
- 2) Read the questions as a class.
- 3) ►Play the audiotape a second time and ask the students to answer the questions.
- 4) Discuss the answers as a class.

STEP 2: BREAK IT DOWN

CLASS WORK: *Discussion*

Teacher: How is the temperature in the autumn? What does "temperature" mean?

Help the students answer this question. Write the word *temperature* on the blackboard and show the class a thermometer or a picture of a thermometer. Put the thermometer in the glass of cold water and ask a student to come to the front to read the temperature.

Teacher: What is temperature of the cold water?

Students: The temperature of the cold water is ten degrees.

Teacher: That's right. Ten degrees is cold.

Put the thermometer in the glass of hot water and ask a student to come to the front to read the temperature.

Teacher: What is temperature of the hot water?

Students: The temperature of the hot water is forty degrees.

Teacher: That's right. Forty degrees is hot.

Write the temperatures on the board and discuss. Students should use the word *temperature* properly.

Teacher: So what is temperature like in the autumn?

Students: The temperature in the autumn is cool.

Teacher: Good work. What is autumn a great season for?

Write the phrase *It is a great season for...* on the blackboard. Students should use this phrase properly.

Students: It is a great season for apple picking.

Teacher: Yes. What does Kim usually help her mum make?

Students: Kim usually helps her mum make apple pie.

Write the word *pie* on the blackboard and discuss the *Culture Tip* at the bottom of this lesson. Students should use this word properly.

Teacher: Good. Autumn is a great season for apple pie. What special food do you eat during autumn?

Students: Moon cake.

Teacher: Right. How many exclamatory sentences are there in this lesson?

Students: There is one exclamatory sentence.

Teacher: Yes. What is it?

Students: How fun it is!

Teacher: Good job.

STEP 3: LISTEN AND READ

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

to listen and read aloud with the audiotape.

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

STEP 4: READ

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

1) Instruct the students to read Lesson 33 silently and complete the exercise independently.

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

STEP 5: TASK

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

1) Instruct students to talk about some of their favourite autumn activities in groups.

2) Ask the students to independently write about one autumn activity and draw a picture of it.

3) Students can present their favourite autumn activity to the class in groups or individually.

CLASS CLOSING

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

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

2) Assign homework:

• *Autumn Food:* Draw a picture of your favourite food you can find or make in autumn. Talk about it and let the other students guess what it is.

EXTENSION

CLASS WORK: *Secret Word*

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

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

LANGUAGE NOTES

1. **On weekends, my family goes to the farm and picks apples.** 在周末，我们一家去农场摘苹果。

on weekends 为固定词组，意为“在周末”，在使用中要注意以下三种不同的表达方法：

on weekends, at weekends, on the weekend(s)

at/on weekends 在周末； on the weekend(s) 在特指的某一周末。例如：

I often go to visit my aunt at weekends. 我常在周末去看望我姑母。

He likes to go climbing at weekends. 他喜欢周末爬山。

He has to work on weekends. 他不得不在星期六和星期日工作。

We had a good time on the weekend party. 我们在周末聚会上玩得很开心。

2. **It is a great season for apple picking.** 这是一个摘苹果的好季节。

It is a great season for... 意为“对于……这是一个好季节”，for 后边可以接名词或动名词。例如：

It is a great season for fishing. 这是一个钓鱼的好季节。

It is a great season for going hiking. 这是一个远足的好季节。

3. **How fun it is!** 多有趣呀！

感叹句的另一种构成方法。构成方式为：How+ 形容词 / 副词 + (主语 + 谓语)。例如：

How big the apple is! 好大的苹果呀！

How heavily it rains! 雨下得好大呀！

Lesson 34: Steven's Report

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：cloud, wet

◎接触词汇：maple, syrup, goose, honk

◎短语和句型：It's one's turn to..., play catch, make syrup, have a picnic

RESOURCES

- audiotape
- maple syrup (see Step 1)
- a big soft ball (see Step 3)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Ask four or five students to reply.

Review

- 1) Homework check.
- 2) Choose some students to present their *Autumn Food* in front of the class.

KEY CONCEPTS

FOCUS STRUCTURES:

Now it's Steven's turn to speak.

We played catch and made maple syrup.

Later, we had a picnic near the lake.

STEP 1: PRESENT

1) Ask the class to look out the window and describe the weather today. Consider these prompting questions:

- Is it hot/cold/warm/cool outside?
- Is it sunny?
- Is it cloudy?

Write the word *cloud* on the blackboard and draw a cloud or point to one outside. Help students understand the meaning of this word.

- Is it rainy?

Write the words *rainy* and *wet* on the blackboard.

Explain that *wet* is the opposite of *dry*. (Sand is dry. Water is wet.)

2) Discuss the pictures in this lesson.

Teacher: It's Steven's turn to present his report to the class.

Write the phrase *it's one's turn to...* on the blackboard and discuss. Help students understand the meaning of this phrase.

Teacher: Look at the pictures in this lesson. Can you guess what season Steven's report is about?

Students: It's about spring.

Teacher: Right. What are Jenny and Danny doing in

the first picture?

Help the students answer this question. Write the phrase *have a picnic* on the blackboard and discuss. Students should use this phrase properly.

Students: They are having a picnic with Kim and Steven.

Teacher: Well done. Do you know what kind of bird that is?

Encourage the students to guess.

Teacher: It's a special bird from Canada. It's called a Canadian Goose. One goose. Two geese. What about the last picture, do you know what maple syrup is?

Discuss the *Culture Tip* at the bottom of the lesson. If you are able to, bring some maple syrup for the students to taste.

STEP 2: LISTEN

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

1) ► Play the audiotape for Lesson 34 (*Steven's Report*). Play it once and ask the students just to listen.

2) ► Play the audiotape a second time and ask the students to circle the correct words.

3) Check the answers as a class and discuss.

STEP 3: READ

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

1) Instruct the students to read Lesson 34 silently, and fill in the chart independently.

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

3) Discuss the answers as a class.

Students should use the phrase *play catch* properly. Bring a soft ball to class and ask some volunteers to demonstrate how to play catch.

STEP 4: PRACTICE

GROUP WORK: *Act it Out*

1) In groups of four, instruct the students to make up a dialogue for this lesson and act it out. They should try to include as many of the original details and events from the lesson as possible.

2) Ask some groups to present their dialogues.

STEP 5: TASK

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

1) In pairs, instruct the students to talk about their favourite days by answering the questions in the

student book.

- 2) Once they have finished talking about it, every student should write their own short story independently.
- 3) Ask some students to present their short stories 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:

- _____'s *Favourite Day*: Interview a friend or family member about their favourite day. You may write short story, dialogue or comic strip about the day.
 - What seasons was it in?
 - How was the weather?
 - What happened on that day?
 - Why is it your favourite day?

EXTENSION

CLASS WORK: *Tic-Tac-Toe*

- 1) Play *Tic-Tac-Toe* to review the vocabulary.
- 2) Draw a large, simple grid on the blackboard. The grid should have three columns and three rows, creating nine squares of approximately equal size.
- 3) 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.
- 4) 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.
- 5) The object for each team is to obtain a row of three X's (or three O's) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their X's or O's to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

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

Sample Questions:

- What is the weather like in spring/summer/fall/winter?
- What colour are the trees and grass in spring?
- Can you have a picnic outside in winter?
- Where does maple syrup come from?
- What colours are leaves in autumn?
- Can you go skiing in summer?
- Can I say the temperature outside is cloudy?

LANGUAGE NOTES

1. **Now it's Steven's turn to speak.** 现在轮到史蒂文来发言了。

It's one's turn to do sth. 意为“轮到某人做某事了”。例如:

It's my turn to use the bike. 该轮到我用自行车了。

It's your turn to read. 该你读了。

It's Jim's turn to play basketball. 轮到吉姆打篮球了。

2. **We played catch and made maple syrup.** 我们做传球的游戏并制作了枫糖浆。

play catch 意为“做传球 / 接球的游戏”。例如:

Sometimes, Mr. Brown and his son Peter play catch. 有时布朗先生和儿子彼得一起玩接球游戏。

May I play catch here? 我可以在这里玩接球游戏吗?

maple syrup 是一种食品, 意为“枫糖浆”。枫糖浆是加拿大最出名的特产和最独特的旅游纪念品, 营养价值非常高。枫糖浆是从枫糖树上采集并熬制而成的, 制作过程非常繁琐。

3. **Later, we had a picnic near the lake.** 后来, 我们在湖边野餐。

have a picnic 意为“去野餐”。例如:

Let's have a picnic next Sunday. 咱们下周日去野餐吧。

They don't want to have a picnic on such a windy day. 他们不想在这种大风天去野餐。

4. **There were many clouds.** 有很多的云。

cloud 既是可数名词也是不可数名词。如果泛指“云”, 是不可数名词; 如果具体说某一朵或几朵云, 是可数名词。在口语中没有很严格的区别。

例如:

There are beautiful clouds in the sky. 天空中有很多美丽的云。

5. **Let's give him a big hand, class.** 同学们, 让我们

给他以热烈的掌声吧。

give sb. a big hand 意为“为某人热烈鼓掌”，也可以表达为 give him a big clap。相同的语言表达方式还有：give him a big hug, give him a big surprise, give him a smile 等。例如：

Let's give her a big clap. 我们给她用力鼓掌。

Come here and give me a big hug. 过来给我个拥抱。

He wants to give her a big smile. 他想给她一个灿烂的微笑。

Lesson 35: Surfing in Sydney

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇：reach, degree, sea, popular
- ◎接触词汇：surfing, mate, Aaron, surfboard, surfer
- ◎短语和句型：G'day mates, be different from, ride the waves

RESOURCES

- audiotape
- English-Chinese dictionary (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, boys and girls.

Review

- 1) Homework check.
- 2) Choose some students to present their _____'s Favourite Day short story, dialogue or comic strip to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

G'day mates!

Seasons in Australia are different from seasons in many other countries.

I can ride the waves on my surfboard.

STEP 1: PRESENT

1) Start the lesson by introducing the term *blog*.

Teacher: A blog is a website. Sometimes a blog is written by one person or sometimes many people. People use blog to communicate. They write about their interests or stories.

Encourage the students to name some blogs they've read or seen.

2) **Teacher:** Today we are going to read Aaron's Blog. Aaron is from Sydney. Who can tell me where Sydney is?

Student A: I can. It's in Australia.

Teacher: Very good. Aaron likes to surf. His blog is about surfing. Surfing is a very popular sport in Australia. See that picture at the top. That's a picture of Aaron surfing. What's a popular sport in China? Write the word *popular* on the blackboard and discuss. Help students understand the meaning of this word.

Students: Ping Pong./Badminton./Basketball.

Teacher: Right. Surfing is a sport you do in the water. You ride the waves in the sea.

Write the word *sea* and the phrase *ride the waves* on the blackboard and discuss. Help students understand this word and phrase.

Teacher: You can surf in the sea, but where else can you surf?

Students: You can surf the web.

Teacher: Yes. Do you go skating in the sea?

Students: No. You go skating on the ice.

Teacher: Right. Do you have snowball fights in the sea?

Students: No. You have snowball fights in the snow.

Teacher: Who can read the first sentence in this blog?

Students: I can. It's "G'day mates!"

Teacher: Well done. Let's all try to say it.

Discuss the *Culture Tip* at the bottom of this lesson.

Students: G'day mates!

Teacher: G'day mates!

STEP 2: LISTEN

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

1) ►Play the audiotape for Lesson 35 (*Surfing in*

Sydney). Play it once and ask the students just to listen.

2) ►Play the audiotape a second time and ask the students to circle the correct words.

3) Discuss the answers as a class.

STEP 3: BREAK IT DOWN

CLASS WORK: *Discussion*

- Are the seasons in Australia different from the seasons in China?

Write the structure *be different from* on the blackboard and discuss. Students should use this structure properly. Give more examples of how to use the structure and encourage the students to make up their own sentences. (Examples: My shoes **are different from** your shoes./His hair **is different from** her hair./Her pencil is **different from** his pencil. etc.)

- How are the seasons different?
- What temperature does it often reach in the summer in Australia?

Write the word *reach* and *degrees* on the blackboard. Students should use these words properly.

Give more examples of how to use the word *reach* and encourage the students to make their own sentences with the word. (Examples: I am walking home. I will **reach** my house in ten minutes. / I can **reach** my toes. etc.)

- What do they have lots of in Australia?
- How many exclamatory sentences are there in this lesson? What are they?
- Can you change any sentences in this lesson into exclamatory sentences? Which ones?

STEP 4: READ

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

1) Instruct the students to match the words with the correct meanings. They may refer to reading for assistance.

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

3) Discuss the answers as a class. Ask every group to put their books away and write the words and meanings (from this exercise) on separate pieces of paper. Then ask the groups to match the words with meanings. The group to correctly match the words with the meanings in the shortest amount of time wins.

STEP 5: PRACTICE

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

1) Instruct the students to complete this exercise with a partner.

2) Discuss the answers as a class.

STEP 6: TASK

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

1) In groups, instruct the students to discuss the questions in this exercise. Students should write down their responses.

2) Ask the groups to compare their responses.

3) Once they have compared responses, ask them to present their response to the class.

CLASS CLOSING

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

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

2) Assign homework:

- *My Blog:* Write a blog of your own about your favourite sport or activity. Include some pictures and exclamatory sentences.

- What do you like to do?
- What season do you do it in?
- Is it a popular sport/activity?
- What kind of clothes do you wear?

EXTENSION

PAIR WORK: *Translation Match-Up*

1) Ask the students to look at *Let's Do It!* No. 2 and No. 3 and find the Chinese translation for each word and phrase in the boxes. (Each pair of students should have an English-Chinese dictionary to complete this task.)

Example:

popular — 流行的

lots of beaches — 很多沙滩

2) Have the students write every English word and phrase, and its Chinese translation on separate pieces of paper. The students should end up with 18 separate pieces of paper (four for the English words and four for the Chinese translations, and five for the English phrases and five for the Chinese translations).

3) Instruct the students to mix up all the words and then match the correct Chinese translation to the

correct English word or phrase. The pair that correctly matches up all the words the fastest wins.

LANGUAGE NOTES

1. G'day mates! 朋友们好!

G'day 意为“白天好”，相当于 hello/hi，是盛行于澳大利亚的一句问候语，用来和朋友们打招呼。

mate 为名词，意为“伙伴，同事”。例如：

Come on mate, things aren't that bad. 别灰心，兄弟，事情没那么糟。

A mate of mine used to play soccer for Liverpool. 我的一个朋友在利物浦队踢过球。

2. Often, the temperature reaches 40 degrees! 温度经常可以达到 40 度!

reach 有很多含义，我们以前学过它的意思为“到达”，在本句中，reach 意为“达到”，在使用中，要学会根据上下文来判断其正确的含义。例如：

He reached Beijing on time yesterday. 他昨天按时到达北京。

The number of students in our school has reached 6000 this year. 今年我们学校的学生人数已经达到了 6000 人。

3. Seasons in Australia are different from seasons in many other countries. 澳大利亚的季节和很多国家是不一样的。

be different from 意为“和……不同”。例如：

An exercise-book is different from a note-book. 练习本和笔记本不同。

Britain English is different from American English. 英国英语和美国英语不同。

be different in 意为“（二者）在……方面不同”。

例如：

They are different in sizes. 它们在尺码方面有所不同。

4. On a windy day, I can ride the waves on my surfboard. 在有风的日子，我可以踩着冲浪板去冲浪。

ride the waves 意为“冲浪”。on my/the surfboard 意为“在冲浪板上；用（我的）冲浪板”。

5. Surfing is very popular here. 冲浪在这里是非常流行的。

surfing 意为“冲浪”，是以海浪为动力，利用自身的高超技巧和平衡能力，搏击海浪的一项运动。运动员站立在冲浪板上，或利用腹板、跪板、充气

的橡皮垫、划艇、皮艇等驾驭海浪，是目前非常流行的一项水上运动。

Lesson 36: Spring in China

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：everywhere, strawberry

RESOURCES

- audiotape
- a picture of strawberries (see Step 1)
- a big piece of poster paper (see Step 5)
- vocabulary cards or slips of paper (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

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

Ask four or five students to respond.

Review

1) Homework check.

2) Ask some students to present their *My Blog* assignment in front of the class.

KEY CONCEPTS

STEP 1: PRESENT

1) Discuss the pictures in *Let's Do It!* No. 1.

Teacher: What do you see in the first picture?

Help the students answer this question. Show the picture of the strawberries. Write *strawberry* on the blackboard and discuss. Students should use this word properly.

Students: It's a strawberry field.

Teacher: What is happening in the second picture?

Students: People are flying a kite.

Teacher: What is happening in the third picture?

Students: Li Ming is in a park.

Teacher: Very good. Now let's listen to Li Ming's e-mail.

STEP 2: LISTEN

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

- 1) ► Play the audiotape for Lesson 36 (*Spring in China*). Play it once and ask the students just to listen.
- 2) ► Play the audiotape a second time and ask the students to tick the correct pictures.
- 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 36 and answer the questions in pairs.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the questions and answers as a class.
 - Students should use the word *everywhere* properly answering Question 1.

STEP 4: TASK 1

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

- 1) Instruct the students to work in groups to talk about the different seasons using the headings on the table as a guide.
- 2) Students can copy the table into their notebooks before filling it in.
- 3) Ask the groups to present their completed tables to the class.

STEP 5: TASK 2

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

- 1) Divide the class into four large groups. Assign each group a season.
- 2) Give every group a big piece of poster paper and instruct them to make a poster for their assigned season. They should include pictures and words to describe that season. Students should consider the following:
 - weather
 - activities
 - clothing
 - food
- 3) Ask the groups to present their poster to the class. Once all the groups have finished presenting, post all the posters 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:

- *Pen Pal E-mail:* Write an e-mail to a pen pal to tell him or her about summer, fall or winter in China. Use Li Ming's e-mail in Lesson 36 as a guide.

EXTENSION

LARGE GROUP WORK: *Word Call*

Play *Word Call* to review vocabulary from this unit.

- 1) Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for every word. For example, you have two cards for **sea**, two cards for **strawberry** and so on. You can use slips of paper instead of cards.
- 2) 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.
- 3) 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.
** See the "Games" section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

Beautiful flowers are everywhere and everything looks new and fresh. 美丽的花儿到处都是，所有的东西看起来又新又鲜。

everywhere 为副词，意为“到处”。例如：

Joy and laughter are everywhere! 欢乐和笑声到处都在！

We do business everywhere in the world. 我们在全世界都有业务。

Unit Review (6)

CLASS OPENING

Greeting

Greet the class.

Say: Good morning/afternoon, everyone. How is the weather today? What do you like to do in this kind of weather?

Ask five or six students to respond.

Review

- 1) Homework check.
- 2) Ask the students to present their *Pen Pal E-mails* in front of the class.
- 3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.
 - What is strange about the weather?
 - Why does Danny like winter?
 - What is Kim's favourite season? Why?
 - What did Steven do on his favourite day in spring?
 - What does "G'day mates" mean? What are the seasons like in Australia? What is Aaron's blog about?
 - Why does Li Ming love spring in China?

CLASS ACTIVITIES

BUILDING YOUR VOCABULARY

I. Search for words from this unit and write them down.

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

II. Read the description and guess the words.

- 1) Independently, students read the descriptions for each word and write the word on the line next to the description.
- 2) Students can check their answers in pairs and then as a class.

GRAMMAR IN USE

Rewrite the sentences in the exclamatory form using "what" or "how".

- 1) Independently, students rewrite the sentences in the exclamatory form using the example in the student book as a guide.
- 2) Students can check their answers in pairs. They can also practice the exclamatory form by reading the sentences aloud to each other.
- 3) Check the answers as a class.

LISTENING AND SPEAKING

I. Listen to the passage and fill in the blanks.

- 1) ► Play the audiotape for this exercise once and instruct the students just to listen carefully to the passage.
- 2) ► Play the audiotape a second time and ask the students to fill in the blanks with the words they hear.
- 3) Check the answers as a 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. One-syllable words are said with even emphasis.

For example:

- The word *wild* has one syllable (wild).
- The word *different* has three syllables (di•ffe•rent). The big circle is telling us that the emphasis is placed on the first syllable (di) and not the second (ffe) or third (rent) syllables.
- The word *experience* has three syllables (ex•pe•rience). The big circle is telling us that the emphasis is placed on the second syllable (pe), not the first (ex) and third (rience) syllable.

III. Work in groups. Write all the words for seasons, weather and activities you learned on separate pieces of paper. Fold and put them all into a small box. Then take turns picking a word from the box and play Describe and Guess.

- 1) In groups, students write as many words for

seasons, weather and related activities as they can on slips of paper. The slips of paper should be placed into a box where, one at a time, students can pick a slip of paper.

2) After a student has picked a slip of paper, he or she looks at the word without showing the word to the other team members. That student then describes the word on the slip of paper and tries to get her team members to guess the word. The first team member to guess the word correctly picks the next slip of paper from the box. The students' descriptions should follow the example in the student book.

3) If time permits, play a session of *Describe and Guess* as a class.

PUTTING IT ALL TOGETHER

I. Search for more information.

1) To research more information about seasons in China, students will need Internet access or access to other research material that you provide (i.e. books, magazines, printed information sheets, pamphlets, newspapers, etc.). Students can research the topic with a partner.

2) In pairs, students should organize their information and prepare a short presentation for the class.

II. Write an e-mail to your pen pal and tell him/her about your favourite season.

1) Independently, students write an e-mail to their pen pal. The e-mail should answer all the questions in the Task Tips.

2) Ask the students to present their e-mails 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 *Winter, Spring, Summer, Fall*. Ask the students to listen to the song.

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

3) ► Play the audiotape for *Winter, Spring, Summer, Fall* again. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.