

UNIT 7: Know Our World

GENERAL OBJECTIVES

In this unit, students will learn about the importance of geography by learning about the world and different geographical locations. They will explore some new concepts, vocabulary and structures relevant to the subject matter and learn how to describe different geographical locations by taking into account culture, population, language, physical location, climate and landscapes. The grammar focuses for this unit are the present perfect tense and passive voice. Students will learn when and how to use the present perfect tense, especially in relation to past travels and experiences.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	population, abroad, Japan, Japanese, island, Pacific, planet, total, increase, surface, Indian, British, bathroom, spell, pronunciation, grammar, translate, American, Australian, pronounce, European, kiss, nod, polite, prepare, pride, square
		接触词汇	Antarctica, billion, Atlantic, Arctic, washroom, greet, cheek, thumbs-up, lip, rude, Italian, Mariana, Amazon, rainforest, Akia, Turkey, Bosphorous, Nile, Sahara, Cairo, Ahmed, million, Rocky Mountains, Spanish, Mexican
	短语和句型	in total, one third, be covered with..., two thirds, ring up, go up, in different ways, shake hands, be known for..., in recent years, square kilometre, The Great Lakes	
	功能意念	谈论对比和比较 Talking about Contrast and Comparison	
	语法	现在完成时 Present Perfect Tense 被动语态 Passive Voice	
语言技能	听	1. 听懂关于地理知识的谈话和描述, 并且能提取信息。 2. 以词或词组的形式简单记录所获取的信息。	
	说	1. 就有关话题提供信息, 表达自己的观点, 参与讨论。 2. 有效询问信息, 合作完成任务。	
	读	1. 运用简单的阅读策略, 通过详读或略读来获取信息。 2. 利用词典来阅读课外书, 从而丰富自己的知识。	
	写	1. 简要介绍所要描写的国家、城市等地点的基本特征。 2. 根据所给的表格或图示写出简单的段落。	
学习策略	1. 初步利用图书馆和网络上的学习资源。 2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。 4. 善于抓住用英语交际的机会。		
情感态度	1. 在学习中, 敢于用英语来表达自己的看法。 2. 培养学习英语的兴趣和学好英语的勇气。 3. 乐于接触并了解异国文化。		
文化意识	1. 了解并学习关于世界地理的初步知识, 开阔视野。 2. 了解自己所生活的城市、国家的基本情况, 培养民族自豪感。		

Lesson 37: Let's Learn Geography!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：population, abroad, Japan, Japanese, island, Pacific

◎接触词汇：Antarctica

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class and introduce the new unit.

Teacher: Hello class. Today we will start a new unit. Who can tell me the title of Unit 7?

Student: I can. The title is "Know Our World".

Teacher: Very good. Can you guess what we will learn about in this unit?

Discuss and write the students' answers on the board.

Teacher: Good work, everyone. Can you tell me why you think it's important that we learn about other countries?

Discuss and write the students' answers on the board.

Teacher: Well done.

Review

Review the theme from Unit 6.

Teacher: In the last unit we talked about the Olympics and we know that it is a worldwide event. That means most countries around the world take part in the Olympics. Why are the Olympics an important event? How often do the Olympics take place? How old are the Olympics? What are some sporting events that are played in the Olympics?

How do you set or break a record in an event? What does the gold medal represent?

KEY CONCEPTS

FOCUS STRUCTURES:

Recently, we have learned about the population of the world.

I can't wait to go!

STEP 1: Present

CLASS WORK: *Think About It*

Discuss the theme of Lesson 37 and the *Think About It* questions.

Teacher: Knowing our world means that we take time to learn about and understand the different cultures and languages that shape people all over the world. What makes the Olympics so special is that it unites the world and allows every country to represent itself on the world stage. As technology brings the people of the world closer to one another, it is important that we know and understand one another so that we may live in peace together. One of the first steps we can take towards knowing one another is understanding the geography of the world. What does geography mean?

Students: Geography means 地理.

Teacher: Excellent. When we travel, it's important to have an understanding of geography so that we know where we are going. Traveling is a great way to explore our world and learn about other cultures. Talk about another city or country you have traveled to and another city or country you would like to visit. Then ask some of students to share some of their travel experiences and future travel plans with the class.

Teacher: I have been to _____ (briefly describe the place and your experience). I hope to go to _____ (briefly explain where it is and why you want to go there). How about you? Where have you traveled to? What places would you like to visit in the future and why?

Students: I have been to _____. I would like to visit/go to _____ because _____.

Teacher: Wonderful responses. Why do you think it's important to study geography?

Allow several students to respond.

Teacher: Very good. Do you like to study geography?

Why or why not?

Allow several students to respond.

Teacher: Well done.

STEP 2: Listen

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

1) Play the listening material for Lesson 37 (*Let's Learn Geography!*) and ask the class just to listen.

2) Play the audiotape a second time and have the students complete the exercise.

3) Check and discuss the answers as a class.

STEP 3: Explain

CLASS WORK: *The Present Perfect Tense*

Teach the present perfect tense.

What is the present perfect tense?

There are two uses for the present perfect tense.

1. To indicate a finished past action which has influence on the present. For example, I have seen the film.

2. To indicate that an action started in the past, continued to the present, and may continue into the future. For example, I have lived in Beijing for two years.

The difference between the present perfect tense and simple past tense

We use the simple past tense when we want to

communicate when we did something.

For example, I went to Shanghai last weekend.

We use the present perfect tense when we don't want to indicate the time, either because we don't know it or it isn't important. For example, I have been to Shanghai.

How do we form the present perfect tense?

The structure of the present perfect tense is:

subject + auxiliary verb (have/has) + past participle of main verb

Here are some examples of the present perfect tense:

	subject	have		main verb	
+	I	have		seen	the movie.
+	You	have		eaten	breakfast.
—	She	has	not	been	to Japan.
—	He	has	not	played	baseball.
?	Have	you		finished	the book?
?	Have	they		started	the exam?

What is the past participle of a verb?

	infinitive	base	past simple	past participle	present participle	present simple, 3rd person sing.
regular	(to) work	work	worked	worked	working	works
irregular	(to) sing	sing	sang	sung	singing	sings
	(to) make	make	made	made	making	makes
	(to) cut	cut	cut	cut	cutting	cuts
	(to) do	do	did	done	doing	does
	(to) have	have	had	had	having	has
	infinitive	base	past simple	past participle	present participle	present simple
	(to) be	be	was/were	been	being	am/are/is

STEP 4: Read

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

- 1) Instruct the students to read Lesson 37 and complete the exercise with a partner.
- 2) Discuss the answers as a class, correct any false statements and cover the mastery words for this lesson (*population, abroad, Japan, Japanese, island, Pacific*).

STEP 5: Role-Play

GROUP WORK: *Role-play the lesson*

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

STEP 6: Task

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

- 1) Instruct the students to work in pairs to research some interesting facts about a country they are interested in. Students should refer to the *Task tips* in the student book to help them.
- 2) Have the students use the information they gathered to create a pamphlet or poster for that country. Encourage the students to be creative.
- 3) Ask some pairs to present their pamphlets or posters in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

Where Have You Been?: Interview a friend or a family member about a place they have traveled to. Be sure to use the present perfect tense in your questions and in recording the answers.

- How many times have they been there?
- What places have they visited?
- When did they travel there?
- How did they travel there?
- What did they like/dislike about the place?

EXTENSION

GROUP WORK: *Where In The World?*

Play *Where In The World?* to review vocabulary

about countries of the world.

1) Divide the class into small groups. Each group should have at least as many players as there are countries in the game.

2) Ask each group to assign each player a country (they can repeat countries, but must have at least one player per country). Each player cuts a sheet of paper into four pieces and makes cards for that country as follows:

- One card with the name of the country
- One card with the language of the country
- One card with the name of the capital city of the country
- One card describing the direction of the country from China

****Note:** To make the game more of a challenge, have the players make more than four cards and make the information on the cards less basic.

3) The players then mix up their cards, face down. Each player takes four cards. The object of the game is to collect all four cards for one country.

4) The players examine the cards they have drawn and, privately, choose a country. To collect the cards for that country, each player tries to trade cards one at a time, with any other player. To trade, all players call out (at the same time) the word(s) on a card they want to give away. As they call out, they listen to the other players and try to trade with players calling out the word(s) they want.

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

LANGUAGE NOTES

1. Recently, we have learned about the population of the world. 最近，我们已经了解了一些关于世界人口的情况。

population 是集合名词，意思是“人口”。常被看作一个整体，一般不加 s，谓语动词用单数。例如：

The population of the world is getting larger and larger. 世界人口变得越来越多。

指人口“多”或“少”时，一般用 large 或 small 来表示。不用 many 或 few。例如：

China is a country with a large population. 中国是

一个人口众多的国家。

The population of China is much larger than that of Japan. 中国的人口比日本要多得多。

表示某国、某城市有多少人口时，一般说 has a population of 或 the population of... is... 例如：

Our city has a population of two million. 我们城市有二百万人口。

The population of Australia is 19 500 000. 澳大利亚有一千九百五十万人。

问“有多少人口”，用 what，不用 how many 或 how much。例如：

What's the population of Beijing? 北京有多少人口？

2. Have you ever been abroad, Danny? 丹尼，你曾经去过国外吗？

1) ever 意思是“曾经”，常用于疑问句或否定句中。例如：

Have you ever seen a tiger? 你见过老虎吗？

Nobody in our class has ever read that book. 我们班里没有人曾读过那本书。

2) abroad 是副词，表示“在国外，到国外，出国”。例如：

Do you like traveling abroad? 你喜欢去国外旅游吗？

My aunt has already gone abroad. 我的姨妈已经出国了。

3. Have you been to any other countries in Asia? 你曾经去过亚洲其他的国家吗？

1) has/have been to 意思是“去过某地，已经回来”。例如：

I have been to Beijing many times. 我已经去过北京很多次了。（人在本地，已经回来）

Jim has been to France. 吉姆去过法国。

has/have gone to 意思是“去了某地，还未回来”。例如：

— Where is your brother? 你哥哥在哪里？

— He has gone to the library. 他去图书馆了。（我哥哥还在图书馆，没有回来）

His father isn't at home. He has gone to Australia. 他父亲不在家，去澳大利亚了。

has/have been in 意思是“一直在某地，未离开”。例如：

I have been in Beijing for 10 years. 我已经在北京住了 10 年了。

2) other, 形容词或代词，意思是“别的，其他的”。作形容词时后面加名词。当它和表示数量的词连用时，数量词应放在前面。例如：

two other books 另外的两本书

Some/Many other boys are swimming in that river. 还有一些 / 许多男孩正在那条河里游泳。

other 作代词，常与 one 搭配使用，表示“一个……，另一个……”。例如：

I have two brothers. One is a doctor; the other is a teacher. 我有两个兄弟，一个是医生，另一个是教师。

any other 多修饰单数可数名词，表示“任何其他的一个”，用于肯定句。例如：

He is taller than any other boy in his class. 他比班上任何一个男生都高。

any other 也可修饰复数名词，多用于否定句或疑问句中。例如：

I don't want to borrow any other books. 我不想再借别的书了。

4. They speak Japanese in Japan, not Chinese. 在日本，人们说日语不说汉语。

Japanese 可以作名词或形容词，意思是“日语，日本人，日本（人）的”，表示“日本人”时，其单复数形式一样。例如：

There are two Japanese talking with our teacher. 有两个日本人正在和我们的老师谈话。

5. I can't wait to go! 我迫不及待地要去！

can't wait to 意思是“迫不及待”。例如：

I can't wait to see my new bike. 我迫不及待地要看我的新自行车。

I can't wait to have my three-day holiday. 我迫不及待地想要拥有我的三天假期。

Lesson 38: The World Is a Big Place

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎掌握词汇：planet, total, increase, surface, Indian
- ◎接触词汇：billion, Atlantic, Arctic
- ◎短语：in total, one third, be covered with..., two thirds

RESOURCES

- audiotape • a world map
- construction paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Let's get started with today's lesson.

Review

- 1) Homework check.
- 2) Ask the students to present their interviews "Where Have You Been?"

KEY CONCEPTS

FOCUS STRUCTURES:

In the year 2010, the world's population was over 7 billion in total.

Antarctica is covered with snow and ice all year round.

STEP 1: Present

CLASS WORK: *Think About It*

Introduce the topic of today's lesson and discuss the *Think About It* questions as a class.

Teacher: We live on a planet called Earth. Earth is the only planet that we know of where humans can live. How do we say "planet" in Chinese? Can you

name any other planets in English or Chinese?

Students: Planet in Chinese is 行星. Other planets include Mercury (水星), Mars (火星), Jupiter (木星), etc.

Teacher: Excellent. When we want to talk about the earth in geographical terms, we call it the world. The world is divided into continents. Can you tell me how many continents there are and what they are called?

Write the seven continents on the board and point to each continent on a world map.

Students: There are seven continents. Asia, Australia, Africa, Antarctica, Europe, North America and South America.

Teacher: Very good. In total, there are seven continents.

Write the phrase *in total* on the board. Explain. Students should master this phrase. Encourage the students to try and use the phrase in their own sentence. For example, I have 2 carrots and one cucumber. I have three vegetables in total.

Teacher: We live in China. What continent is that in?

Students: China is in Asia.

Teacher: That's right. What do you know about China? For example, I know that China has the largest population in the world.

Teacher: The world population is approximately more than 7 billion and China's population is about 1.3 billion. That means that almost 1/6 of the entire world's population is in China. That's a lot of people.

Show the students some visual pie charts of the information and numbers you are discussing.

Teacher: What else can you tell me about where we live?

Students: Chinese culture is full of history./China's flag is red with yellow stars on it./China is the third largest country in the world in area./etc.

Teacher: Good work. Now let's read Lesson 38 and find out more about our world.

STEP 2: Read Aloud

CLASS WORK: *Reading aloud*

1) Read Lesson 38 as a class. Monitor students' pronunciation and comprehension.

2) Stop after each paragraph and explain new words

and concepts to ensure students' understanding. Cover the mastery words and phrases for this lesson (*planet, total, increase, surface, Indian, in total, one third, be covered with..., two thirds*).

STEP 3: Break It Down

CLASS WORK: Discussion

Discuss the following questions as a class.

- Why do you think that an increasing population is a big problem?
- Why would it be difficult or impossible to live in very dry places like deserts or very cold places like the Arctic?
- What six continents can people live on and why?
- How much of the earth's surface is covered by oceans?
- The earth really only has one big ocean, but we use different names for different parts of it. Why do you think we do that?
- Why must we take care of the earth? What can we do to take better care of it?

STEP 4: Skim and Do

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

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class.

STEP 5: Task

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

- 1) Instruct the students to complete the exercise independently. Then check the answers as a class.
- 2) Divide the class into groups and assign each a continent. In their groups, students do some research on their assigned continent in addition to using the information in the student book and create an informative poster. Encourage the students to be creative and include images.
- 3) Have the students present their continent poster in front of the class.

CLASS CLOSING

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

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

2) Assign homework:

- Location Ad: Choose one of the locations below

to research and create an ad for it. Consider what is special and/or interesting about each place.

- Desert
- Ocean
- Arctic

EXTENSION

GROUP WORK: *Travel*

Play *Travel* to review vocabulary about countries.

1) Post a map for each country or continent you want to review (China, the U.K., the U.S., Canada and Australia, or Asia, Australia, Africa, Antarctica, Europe, North America and South America) around the room (or just post the words).

2) Divide the class into as many groups as there are countries or continents. Ask each group to stand under a "country"/"continent" in a line.

3) Start with any two students at the front of a line. Ask these students a question about the country/continent they are "in". The first student to answer correctly "travels", clockwise, to the next country and stands beside the student at the front of the line. The game repeats.

Sample Questions:

What country/continent are you in?

Can you name some countries in this continent?

Can you name the capital city of this country?

Is _____ north, south, east or west of _____?

What language do they speak in this country?

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

LANGUAGE NOTES

1. In the year 2010, the world's population was over 7 billion in total. 在 2010 年, 世界人口总数超过了 70 亿。

in total = in all, 意思是“总计, 合计”。例如:

How many snakes in total? 一共有多少条蛇?

There are more than 6 000 students in our school in total. 我们学校的学生总计达 6 000 多。

2. It is increasing very quickly. (世界人口) 正在迅速增长。

increase, 动词, 意思是“增加; 增大; 增长; 增

强；繁殖”，后接介词 by 表示“增加了……”；接介词 to 表示“增加到……”。例如：

The population has increased from 300 000 to 70 000 000. 人口已经从三十万增加到了七千万。

The company has increased the price of its cars. 公司提高了汽车价格。

3. And by 2050, the world's population may reach 9 billion. 到 2050 年，世界人口总数可能会达到 90 亿。

1) “by + 时间”表示“到……为止”。例如：

I promise I'll send you feedback by this Friday. 我保证在这个星期五前给你反馈。

We had to get there by evening. 我们最迟也要在傍晚到达那里。

2) reach 在本句中的意思是“达到”。例如：

We're told the figure could reach 100 000 next year. 我们得知明年这一数字可能达到十万。

This year it may not reach even that. 今年有可能还达不到这一水平。

4. We can't live in water, and only about one third of our planet is land. 我们不能居住在水里，而全球只有三分之一的面积是陆地。

one third of our planet 意思是“我们星球的三分之一”，one third 表示分数 1/3。

分数的表达方法比较常见的有：

1) 基本表达法：分子用基数词，分母用序数词，例如：

1/5 one fifth

1/9 one ninth

如果分子大于 1，分母要用序数词的复数形式，例如：

2/5 two fifths

7/9 seven ninths

2) 特殊分数表达法：

half 意思是“一半”，可以用来表示 1/2；quarter, 名词，意思是“一刻钟，四分之一”。例如：

1/2 one half

1/4 a quarter

3/4 three quarters

Half of us are from North China. 我们当中有一半来自于华北地区。

A quarter of the students have left their pictures home. 四分之一的学生把照片落在家里了。

5. Antarctica is covered with snow and ice all year round. 北冰洋常年被冰雪覆盖。

be covered with 意思是“被……所覆盖”。例如：
The field is covered with so many beautiful flowers.
田野被许多美丽的花儿所覆盖。

Lesson 39: Ring Up or Call?

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎ 掌握词汇：British, bathroom, spell, pronunciation, grammar, translate, American, Australian, pronounce

◎ 接触词汇：washroom

◎ 短语：ring up, go up, in different ways

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. G'day mates! That's an expression they use in Australia. Does anyone know what it means?

Students: It means good day, or in other words, hello.

Teacher: That's right. English can be quite different in different parts of the world. Today we are going to find out more about some of the differences between American and British English. We will compare and contrast. To compare means to point out the similarities and to contrast means to point out the differences. So if I asked you to compare apples and orange, what would you say?

Students: They are both sweet./They are both fruit./
They are both healthy.

Teacher: Very good. Now if I asked you to contrast
apples and oranges, what would you say?

Students: Apples are red and oranges are orange./
Apples have a thin peel and oranges have a tick
peel./Oranges split into parts and apples do not.

Teacher: Excellent.

Review

- 1) Homework check.
- 2) Choose some students to present their “Location
Ad”.
- 3) Review the present perfect tense (see Lesson 37
— Step 3).

KEY CONCEPTS

FOCUS STRUCTURES:

Maybe I’ll ring him up tonight.

Phones don’t go up when they ring.

Sometimes we describe the same thing in different
ways or use different words.

STEP 1: Present

CLASS/GROUP WORK: *Think About It*

1) Discuss the title and the theme of Lesson 39 (*Ring
Up or Call?*) as a class. Explain that “ring up” is
a British phrase for the word “call” which is more
often used in North American English (the U.S and
Canada).

Teacher: English is spoken all over the world, but
sometimes there are differences in the language.
For example, the Americans and British spell some
words differently. What country are American
people from? What country are British people from?
Write the words *American* and *British* on the board.
Students should master these words.

Students: American people are from the United
States. British people are from the U.K.

Teacher: Very good. What continent is the U.S./the
U.K. in?

Ask the students to say the continent and point to
the countries on a map.

Students: The U.S. is in North America./The U.K. is
in Europe.

Teacher: Well done. So one difference between
American and British English is that they spell
words in different ways. What does the word “spell”
mean? How do you say “spell” in Chinese?

Write the word *spell* and the phrase in different
ways on the board. Students should master this word
and phrase.

Students: “Spell” is 拼写 in Chinese.

Teacher: Right. For example, the Americans
spell “favorite” and the British spell “favourite”.
Canadian spelling is interesting because it uses
some British spelling and some American spelling.
Some other differences might be differences in
the pronunciation of words. Pronunciation means
the way we say things. “Pronunciation” is a noun
and “pronounce” is a verb. What is the word for
“pronunciation” in Chinese?

Write the word *pronunciation* on the board. Students
should master this word.

Students: The word for “pronunciation” in Chinese
is 发音 .

Teacher: Excellent. Another difference could be the
grammar. What is grammar?

Write the word *grammar* on the board. Students
should master this word.

Students: Grammar is 语法 in Chinese.

Teacher: Correct. For example, if you want to ask a
person if he/she has something it is more common
in American English to say “Do you have... ?”
and in British English it is more common to “Have
you got... ?” Finally, one other major difference
that there might be between American and British
English is the different terms, expressions and/or
slang. For example, the place where people park
their cars is called a “car park” in British English
and a “parking lot” in American English. Or if you
want to tell someone to try something, in British
English they might say “Have a go!” or “Have a
try!” but in American English they would more
likely say “Try it!” or “Give it a try!” Differences
like the ones I’ve just mentioned exist within many
languages. Chinese, for example, can be very
different from city to city and province to province.

2) Divide the class into groups to discuss the *Think
About It* questions and come up with a list of

answers for each question.

3) Have the groups present their answers to the class.

STEP 2: Listen

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

1) Play the listening material for Lesson 39 (*Ring Up or Call?*) and ask the class just to listen.

2) Play the audiotape a second time and have the students complete the exercise.

3) Check and discuss the answers as a class.

STEP 3: Read

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

1) Have the students read the lesson and complete the exercise in pairs.

2) Discuss the answers as a class and cover any mastery words for this lesson that haven't been covered yet (*bathroom, Australian, translate*).

STEP 4: Role-Play

PAIR WORK: *Role-play the lesson*

1) Instruct the students to role-play the lesson in pairs.

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

STEP 5: Task

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

1) Divide the class into groups to discuss some of the differences between American and British English and complete the table.

2) Once students have completed the table, ask them to write a dialogue, like the one in the lesson, about the differences between American and British English. Encourage them to research and incorporate different differences from the ones they learned about in Lesson 39.

3) Have the students present their dialogue in front of the class.

CLASS CLOSING

Assign homework:

British and American English: Create your own dictionary and phrase book that includes:

- five words in English that have different British and American spelling
- five words in English that have different

British and American pronunciation

- five phrases, expressions or terms in English that have the same meaning but use different grammar in American and British English

You must also include the Chinese translation for every word, phrase, term or expression.

EXTENSION

GROUP/CLASS WORK: *What's Wrong?*

Play *What's Wrong?* to review grammar structures and fix common grammar errors. (You may want to focus on the present perfect tense.)

1) Write sentences on the blackboard that contain errors (and some that don't contain errors).

2) Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

3) Write sentences that pair concepts incorrectly, or that contain verb tense or plural errors.

For Example:

- She has a British accent. He must be from the U.K. (correct)
 - “Bathroom”, “washroom” and “toilet” all refer to the same thing. (correct)
 - Australians are from Australia. (correct)
 - I have saw that movie many times. (incorrect) → I have seen that movie many times. (correct)
 - They have not were to Canada. (incorrect) → They have not been to Canada. (correct)
 - Pronunciation is the way you spell a word. (incorrect) → Pronunciation is the way you say a word. (correct)
 - She has ate too many donuts today. (incorrect) → She has eaten too many donuts today. (correct)
- ** See the “Games” section at the back of this guide for further instructions on how to play.

LANGUAGE NOTES

1. We have been asked to write a report on Asia. 我们被要求写一篇关于亚洲的报道。

have/has been done 是现在完成时的被动语态，表示“……已经被……”。例如：

The bedroom has been painted by himself. 他自己把卧室粉刷好了。

We have been asked to bring some cleaning tools to school. 我们被要求带一些清扫工具到学校。

on 是介词，在该句中的意思是“关于”。例如：
He wrote many books on animals. 他写了许多关于动物的书。

2. Maybe I'll ring him up tonight. 也许我今天晚上给他打电话。

ring sb. up 意思是“给某人打电话”。例如：
I'll ring you up as soon as I get home. 我一到家就给你打电话。

Please ring up your English teacher soon. 请尽早给你的英语老师打电话。

He rang me up yesterday and told me everything. 他昨天晚上给我打电话，告诉了我所有的事情。
常见的表示打电话的习惯用语还有：

call... up, give... a call/ring/telephone/phone, make a telephone call to...

3. Phones don't go up when they ring. 电话响时不会飞起来。

go up 意思是“上升，提高；增长；攀登”。例如：
Can you go up the stairs two steps at a time? 你上楼时一次能跨两级台阶吗？

Prices of fruit and vegetables have gone up. 水果和蔬菜的价格已经上涨了。

4. There are quite a few differences between your English and my English. 你的英语和我的英语有很多不同之处。

quite a few = many 后面接可数名词复数，表示“许多，相当多”。例如：

He has quite a few friends in this city. 在这个城市他有很多朋友。

quite a little = much 后面接不可数名词。

Lesson 40: Body Language

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：European, kiss, nod, polite

◎接触词汇：greet, cheek, thumbs-up, lip, rude, Italian

◎短语：shake hands

RESOURCES

- audiotape • Chinese-English Dictionary
- slips of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class. Stand in front of the class with your arms crossed and an angry expression on your face and then ask the students if they can tell how you feel just by looking at you.

Teacher: Do I look happy today?

Students: No.

Teacher: Do I look sad?

Students: Not really.

Teacher: Do I look excited?

Students: No.

Teacher: Do I look angry?

Students: Yes.

Teacher: That's right. I do look angry. How did you know that?

Allow several students to respond.

Students: You look angry because your arms are crossed, and you have an angry expression on your face.

Teacher: Very good. In other words, my body language and my facial expression told you how I feel. That's the topic of today's lesson — body language.

Review

1) Homework check.

2) Ask the students to hand in their British and American English Dictionary/Phrase Book.

KEY CONCEPTS

FOCUS STRUCTURES:

They may be new friends or old, but they shake hands to show friendship and trust.

STEP 1: Present

CLASS WORK: Think About It and Culture Tip

- 1) Divide the class into groups to discuss the *Think About It* Questions.
- 2) Then ask the groups to share answers with the class.
- 3) Discuss the *Culture Tip* as a class.

STEP 2: Read**PAIR WORK: Let's Do It! No. 1**

- 1) Instruct the students to read Lesson 40 silently and complete the exercise independently.
- 2) Check and discuss the answers as a class.

STEP 3: Skim and Do**INDEPENDENT WORK: Let's Do It! No. 2**

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class. Go over any mastery words or phrases for this lesson (*European, kiss, nod, polite, shake hands*).

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

- 1) Divide the class into groups to play body-language charades. One student expresses something with their body language, and the other group members try to guess the meaning.
- 2) Ask the groups to choose one person from their team to come to the front and perform the body language in front of the class. If the student performing the action can get the rest of the class to guess the meaning correctly, he/she wins a point for his/her team.
- 3) Continue playing until everyone has had a chance to perform.

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:

Culture Guide: Write a Culture Guide for foreigners visiting China that explains one or two important body language expressions that are particular to China.

- Describe the body language
- Explain the meaning behind the body language
- Why is it important to know/understand this body language?

- When should one use this body language?
- Where should one use this body language?

EXTENSION**PAIR WORK: Translation Match Up**

Play *Translation Match Up* to review words from this unit.

- 1) Ask the students to work in pairs to scan through the lessons in this unit and write down any and all unfamiliar or mastery words. (Each pair of students should have an English-Chinese dictionary to complete this task.)
- 2) Have the students write every English word and its Chinese translation on separate slips of paper. So if the students choose seven English words, then they should end up with 14 separate slips of paper (seven for the English words and seven for the Chinese translations).

polite

有礼貌的

- 3) Instruct the students to mix up all the words and trade their cards with another pair. The first pair to correctly match the English words with the Chinese translation and use the English in grammatically correct sentence wins.

LANGUAGE NOTES

1. In China and some other countries, friends shake hands to greet each other. 在中国和一些其他国家，朋友们（通过）握手（的形式）来互相打招呼。shake hands 意为“握手”，shake hands with sb. 意为“和……握手”。例如：

The two men shook hands with each other. 那两个人互相握手。

注意：握手的动作至少要两只手同时发生，所以 hands 一定要用复数。

2. But in most other countries, these things mean the opposite. 但是在大部分其他国家，这些事情有着相反的含义。

mean the opposite 意为“含义是相反的”。

Lesson 41: A Class of the World

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ◎ 掌握词汇 : prepare, pride
- ◎ 接触词汇 : Mariana, Amazon, rainforest, Akia, Turkey, Bosphorous, Nile, Sahara, Cairo, Ahmed
- ◎ 短语 : be known for..., in recent years

RESOURCES

- audiotape • slips of paper
- a hat or container

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Do we have any students in our class that are from another city or province? Where are you from? How is it the same as or different from this city or province?

Ask several students to respond.

Review

- 1) Homework check.
- 2) Choose some students to present their “Culture Guide” to the class.

KEY CONCEPTS

FOCUS STRUCTURES:

My people are known for our fun dances and colourful culture.

It has developed quickly in recent years.

STEP 1: Present

CLASS WORK: *Discussion and Think About It*

- 1) Discuss the title of Lesson 41 (*A Class of the World*).

Teacher: Who can tell me the title of this lesson?

Students: I can. It’s “A Class of the World”.

Teacher: That’s right. What do you think that means?

Student: I think it means a class of students that come from different parts of the world.

Teacher: Very good. Today we’re going to read about four different students who are originally from four different countries, but who are all in the same class. The four countries we will look at are Brazil, Turkey, Egypt and China.

- 2) Divide the class into groups to discuss the *Think About It* questions and prepare a short presentation about one of the four countries you are going to read about in today’s lesson (*Brazil, Turkey, Egypt or China*). Show the students these countries on a world map and activate their prior knowledge.

STEP 2: Read

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

- 1) Instruct the students to read Lesson 41 silently and complete the exercise independently.
- 2) Check and discuss the answers as a class.

STEP 3: Skim and Do

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

- 1) Ask the students to skim the reading and complete the exercise independently.
- 2) Check the answers as a class and cover any mastery and phrases for this lesson (*prepare, pride, be known for..., in recent years*).

STEP 4: Task

GROUP WORK: *Let’s Do It! No. 4*

- 1) Instruct the students to work independently to write a passage about their home city or town. Students can use the *Task tips* to help them get started. They may also choose to include a drawing to go with their passage.
- 2) Then have the students read their passages aloud in groups.

CLASS CLOSING

1) Complete *Let’s Do It! No. 2*.

Students complete the exercise independently. Then write the statements on the board and split the class into two teams. Ask one person from each team to correctly fill in one of the blanks and read the

sentence aloud. The first team to correctly fill in the blanks wins.

2) Assign homework:

About (*Name of Country*): Choose any country that you have not learned about in class and imagine you were from this country. Do some research on this country and write a short letter to a friend describing your country.

- What country is it?
- What continent is it in?
- What is the population of this country?
- What are some special or interesting things about this country?
- What language do you speak?
- What food do you eat?
- What is interesting about your culture?

EXTENSION

GROUP WORK: *Communicate It*

Play *Communicate It* to review describing geographical locations (i.e. cities, countries or continents).

- 1) In small groups, students write the names of different cities, countries and/or continents on separate slips of paper.
- 2) Instruct the students to fold all the slips of paper and place them in a hat or some other container. No slips of paper should have the same geographical location on it.
- 3) Player 1 picks a slip of paper and tries to get the other players on his team to guess the geographical location by describing it.
- 4) Put a time limit on this game. The group to guess the most geographical locations within the allotted time wins.

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

For Example:

Player 1: (geographical location = Brazil) The Amazon River is in this country.

Group: Is it Egypt?

Player 1: No. This country is in South America.

Group: Is it Brazil?

Player 1: Yes!

LANGUAGE NOTES

1. My people are known for our fun dances and colorful culture. 我们的民族因有趣的舞蹈和丰富多彩的文化而闻名。

be known for 意思是“因……而著名”。例如:

He was known for his humor. 他以幽默而著称。

Hangzhou is known for the West Lake. 杭州因西湖而闻名。

be known to 意思是“为……所知”。例如:

He is known to the audience because of his popular songs. 他因他的流行歌曲而为观众所熟知。

be known as 意思是“作为……而著名”。例如:

Jack is known as an actor. 杰克作为一位演员而出名。

2. It connects Europe and Asia. 它连接了欧洲和亚洲。

connect 为动词, 意思是“连接, 把……和……连接起来”。例如:

I cannot connect the two things in my mind. 在我心中, 我无法将这两件事情联系在一起。

常用结构为: connect A to B 或者 connect A with B

connect A to B 意思是“把……连接到……”, 表示把 A 连接在 B 上面, 也就是 B 是主体, 而 A 是作为附件被连接上去的意思。例如:

Please connect the computer to the Internet. 把电脑连到因特网上。

connect A with B 意思是“和……有关, 和……有联系”, 表示的是 A 与 B 两者相互连接, 有“相互和同时”的含义。例如:

He is connected with the murder. 他和那件谋杀案有关。

3. Everything comes together to make it a great place to discover. 所有的事情汇聚起来就使得它成为一个值得探索和发现的地方。

to discover 是不定式作后置定语, 修饰 place。不定式作后置定语在英语中是一个很常见的语法结构。例如:

I have so much homework to do. 我有很多作业要做。

Do you have anything to say? 你有什么话要说吗?
 4. It has developed quickly in recent years. 近年来它发展很迅速。
 in recent years 意思是“在最近几年”，常用于现在完成时。例如：
 Great changes have taken place in my hometown in recent years. 最近几年我的家乡发生了巨大的变化。

Lesson 42: North America

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : square
- ⊙ 接触词汇 : million, Rocky, Spanish, Mexican
- ⊙ 短语 : square kilometre, The Great Lakes

RESOURCES

• audiotope • large pieces of paper

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class.

Review

- 1) Homework check.
- 2) Choose some students to present their “About (Name of Country)” letter.

KEY CONCEPTS

FOCUS STRUCTURES:

Together, these three countries cover about 24 million square kilometres.
 The Great Lakes are the largest bodies of fresh water in the world.

STEP 1: Present

GROUP/CLASS WORK: *Think About It*

Discuss the *Think About It* questions and write the students' answers on the board.

Teacher: What do you know about North America?

Students: North America is west of China./The U.S. and Canada are in North America./They mostly speak English.

Teacher: Well done. What do you know about some other places in the world?

Allow several students to respond.

STEP 2: Listen

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

- 1) Read the questions for *Let's Do It! No.1* as a class.
- 2) Play the audiotape for Lesson 42 (*North America*). Play it once and ask the students just to listen.
- 3) Play the audiotape a second time and ask the students to answer the questions.
- 4) Check the answers as a class.

STEP 3: Read Aloud

CLASS WORK: *Reading aloud*

- 1) Read Lesson 42 as a class. Monitor students' pronunciation and comprehension.
- 2) Explain new concepts, and mastery words and phrases.

Teacher: A square kilometre (km²) is used to measure the area of something. One square kilometre is equal to a square that is one kilometre long on each side.

Teacher: The Great Lakes are the largest bodies of fresh water in the world. Fresh water is water that is not salty. So oceans and seas are not fresh water. There are five Great Lakes: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario.



STEP 4: Read

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

- 1) Instruct the students to read Lesson 42 again and complete the exercise in groups.
- 2) Check the answers as a class.

STEP 5: Task

PAIR/INDEPENDENT WORK: *Project*

- 1) Instruct the students to work independently or in pairs to discuss what they know about a continent that interests them and write a report about it.
- 2) Students should follow the instructions in the student book and make a poster for their continent on a large piece of paper. They should include drawings and/or pictures.
- 3) Have the students present their continent poster 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:

Geography Quiz: Write a geography quiz to test your classmates' knowledge about everything you've learned in this unit. Your quiz should be made up of:

- 2 true-or-false questions
- 2 multiple choice questions
- 2 word-and-description-match questions
- 2 fill in the blanks
- 2 regular questions

EXTENSION

GROUP/PAIR WORK: *Spelling Bee*

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

- 1) Divide the class into two teams and appoint a scorekeeper.
- 2) Start with a player from either team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player from the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a

player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out.

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

For Example:

Teacher: European.

Team A – Player 1: E-r-o-p-e-a-n.

Teacher: No.

Team B – Player 1: E-u-r-a-p-e-a-n.

Teacher: No.

Team A – Player 2: E-u-r-o-p-e-a-n.

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

Team A – Player 2: She is from France. France is a European country.

Teacher: Very good. Now spell “prepare”.

Team B – Player 2: P-r-e-p-a-r-e.

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

Team B – Player 2: He has prepared a delicious cake for the class.

Teacher: Well done.

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

LANGUAGE NOTES

1. To the south of Canada is the United States. 在加拿大南部是美国。

to the south/north of 意思是“在……（范围之外）的南部 / 北部”。例如：

Hebei province is to the north of Hainan Province. 河北省在海南省的北部。（河北省在海南省的范围之外）

in the south/north of 意思是“在……（范围之内）的南部 / 北部”。例如：

Mexico is in the south of North America. 墨西哥在北美洲南部。（墨西哥在北美洲的范围之内）

Mexico is to the south of the U.S. 墨西哥在美国的南部。（墨西哥在美国的范围之外）

on the south/north of 意思是“与……相邻或接壤的南部 / 北部”。例如：

Henan Province is on the south of Hebei Province. 河南省位于河北省的南部。（河南省和河北省接壤）

2. Together, these three countries cover about 24 million square kilometres. 这三个国家总共覆盖了二千四百万平方公里。

square kilometres 意思是“平方千米 / 公里”。

3. That is a large population, but smaller than that of China. 这是很大的人口数，但比中国的人口要少。表示人口多或少，常用 large 或 small 来修饰。

句中的“that”用来替代上文提到的 population，在比较级或含有比较意味的句子中，常用 that 来替代上文提到的名词。例如：

The weather in Shenyang is colder than that in Beijing. 沈阳的天气比北京冷。

Unit Review (7)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 7. Are you all ready to go?

Students: Yes!

Teacher: Excellent! Let's get started.

Review

- 1) Homework check.
- 2) Ask the students to trade their “Geography Quiz” with a partner and complete the quiz. Give the students time to check each other's answers as well.
- 3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.

- What do we learn about in geography?
- How many continents are there and what are they called? Name something interesting about each continent.

- What are some of the differences between American and British English?
- What is body language? Why is it important?
- What do you know about Brazil, Turkey and Egypt?
- What do you know about North America?

CLASS ACTIVITIES

Building Your Vocabulary

I. Read the clues and complete the crossword using the words from this unit.

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly completes the clues and solves the crossword first wins.

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

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

Grammar in Use

I. Fill in the blanks using “have/has been” or “have/has gone”.

- 1) Students fill in the blanks independently.
- 2) Read the sentences and check the answers as a class.

II. Fill in the blanks using the correct voice.

- 1) Students fill in the blanks independently.
- 2) Read the sentences and check the answers as a class.

Listening and Speaking

I. Listen to the passage and match.

- 1) Play the listening material for this exercise and instruct the students to listen carefully.
- 2) Read the words and statements as a class without the audiotape.
- 3) Play the audiotape a second time and ask the students to match the words with the statements.

II. Work in groups. Discuss what you know about different countries around the world and the places you are most interested in.

- 1) Have a brief class discussion about different

countries around the world and write some key words and/or phrases on the board.

2) Then divide the class into groups to have a more in depth discussion about the same topic. Students may refer to board for ideas or phrases to aid their discussion.

3) Ask each group to share some of their ideas with the class.

Putting It All Together

I. Read the passage and answer the questions.

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

2) Discuss the answers as a class.

II. Suppose you have a two-week holiday to travel. Make a plan and write a short passage.

1) Instruct students to work with a partner to brainstorm some ideas for a travel plan.

2) Then ask the students to work independently to make a travel plan and write a short passage about it. Students should consider the *Task tips*.

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

Self-Evaluation

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

CLASS CLOSING

Sing a song

1) Play the audiotape for *East We Go*. Ask the students to listen to the song.

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

3) Play the audiotape for *East We Go*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Group/Class work: *Two lies And A Truth*

Play *Two lies And A Truth* to review describing geographical locations and using the present perfect tense.

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

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

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

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

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

UNIT 8: Save Our World

GENERAL OBJECTIVES

In this unit students will learn about how our way of life affects the environment and understand the importance of recycling, conserving energy, reducing waste and reusing materials. They will explore how living things are connected and discover different ways in which they can do their part to keep the planet clean. They will make connections between cause and effect and analyze information to discover the purpose. The grammar focus for this unit is using “it”. Students will understand how and when to use “it” in place of nouns so as to avoid repetitive constructions.

SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	attention, rubbish, pollution, explain, least, pollute, waste, shut, empty, litter, truck, factory, ant, die, dead, used, divide, seat, ton
		接触词汇	schoolyard, garbage, reduce, reusable, skip, packaging, leaky, litre, sink, electricity, sort, metal, plastic, recycle, amount, Katie, leak, tap, beer, recycling, unlike, bee, dove, species, respect, pile, lid, duty
	短语和句型	clean up, draw one's attention, pick up, a bit of, throw away, shut down, again and again, start out, live off, die off, divide... into..., It's one's duty to...	
	功能意念	谈论原因, 结果和目的 Talking about Cause, Effect and Purpose	
	语法	it 用法 Using “it”	
语言技能	听	1. 听懂关于环境问题的谈话和描述, 并且能获取信息。 2. 以词或词组的形式简单记录所获取的信息。	
	说	1. 就有关话题提供信息, 表达自己的观点, 参与讨论。 2. 有效询问信息、合作完成任务。	
	读	1. 运用简单的阅读策略, 通过详读或略读来获取信息。 2. 利用词典来阅读课外书, 从而丰富自己的知识。	
	写	1. 利用所获取的信息来写作。 2. 根据所给的表格或图示写出简单的段落。	
学习策略	1. 初步利用图书馆和网络上的学习资源。 2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。 4. 勇于抓住用英语交际的机会。		
情感态度	1. 在学习中, 勇于用英语来表达自己的看法。 2. 培养学习英语的兴趣和学好英语的勇气。 3. 乐于接触并了解异国文化。		
文化意识	1. 了解并学习关于环境保护的初步知识, 开阔视野。 2. 了解自己所生活的环境的污染问题, 培养责任感。		

Lesson 43: Let's Clean Up!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ⊙掌握词汇：attention, rubbish, pollution, explain
- ⊙接触词汇：schoolyard, garbage
- ⊙短语：clean up, draw one's attention, pick up, a bit of

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

- 1) Greet the class.

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

Ask four or five students to respond.

- 2) Introduce the new unit. Discuss the title page of Unit 8.

Teacher: Today we will start a new unit. Who can tell me the title of Unit 8?

Student: I can. It's "Save Our World".

Teacher: Very good. What does "save" mean in this statement? How do you say "save" in Chinese?

Students: In this statement, "save" means to keep safe or protect. In Chinese, the word "save" is 保卫 or 保护.

Teacher: Good work. Now, can you guess what we will talk about in Unit 8?

Students: Will we talk about saving the earth/taking care of the environment/protecting nature?

Teacher: That's right. Well done. We will look at some of the problems that we have in our world and then look at ways that we can help to fix those problems. What are some of the problems we have? Brainstorm some world issues as a class.

World Issues

Pollution (cars, planes, factories)

Waste/Garbage/Rubbish (food, energy)

Overuse of resources (forests/trees, water, oil, animals)

- 3) Divide the class into groups to draw a large mind map of ways in which they can help save the planet. Have the groups present their mind maps in front of the class.

Review

- 1) Review the theme from Unit 7.

Teacher: In the last unit we talked about knowing our world. Who can tell me a little bit about what that means?

Ask several students to respond.

Students: Knowing our world means we know about geography, different cultures, different languages and body language. Knowing our world means we try to understand the different people in it.

Teacher: Well done.

- 2) Review the present perfect tense.

Teacher: I am going to write some sentences on the board. If I choose you, I want you to tell me if the sentence is correct or not. If it is not correct, please correct it. Ready? Let's begin.

Sample sentences:

I have looked for this book everywhere. (correct)

They have saw that movie before. (incorrect – They have **seen** that movie before.)

Jack has not read that book. (correct)

We have never ate at that restaurant. (incorrect – We have never **eaten** at that restaurant.)

KEY CONCEPTS

FOCUS STRUCTURES:

It's a special day to draw people's attention to the environment.

We should pick up the garbage!

Each student could clean up a bit of the schoolyard.

STEP 1: Present

CLASS WORK: *Think About It and Learning Tip*

- 1) Discuss the *Think About It* questions as a class.

Teacher: In unit 8, we will talk about ways in which

we can help take better care of our planet. One way we can help is by cleaning up. Do you know what that means? I help clean up the school by picking up rubbish off the ground. How do you help clean up at school or at home?

Write the phrases *clean up* and *pick up* on the board. Explain. Students should master these phrases.

Students: I always throw out my rubbish in the garbage bin at school./I do the dishes at home.

Teacher: Good work. When you see a lot of garbage in the schoolyard, how do you feel?

Students: I feel sad./I feel angry./I feel embarrassed.

Teacher: Why?

Students: Because this is our school. This is where we learn and play every day, and if we don't take care of our school, who will?

Teacher: That's a good point. We all want a clean and beautiful school that we can be proud of.

Teacher: Do you know about World Environment Day? What is it?

2) Discuss the *Learning Tip* as a class.

STEP 2: Read

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

1) Instruct the students to read Lesson 43 silently and complete the exercise independently.

2) Check and discuss the answers as a class.

STEP 3: Explain

CLASS WORK: *Using "it"*

1) Explain the use of "it" in this lesson.

Sometimes, in English, instead of repeating a word or a phrase we use "it" to represent what we are referring to. For example, "Greg and Rachel bought a new car and drove it around all day." What is "it" referring to in this sentence? (A: "It" refers to the car.)

2) Have the students work independently to skim the reading and write down all of the "it" sentences and what "it" refers to in each sentence.

3) Check the answers as a class.

STEP 4: Role-Play

PAIR WORK: *Role-play the lesson*

1) Instruct the students to *role-play the lesson* in pairs.

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

STEP 5: Listen

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

1) Play the listening material for Lesson 43 (*Let's Clean Up!*). Play it once and ask the students just to listen.

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

3) Check the answers as a class.

STEP 6: Task

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

1) Divide the class into groups to come up with their own slogan and logo for World Environment Day. Discuss the examples in the student book as a class before assigning this task.

2) Once students have come up with a slogan and logo, they need to write a short passage about why they chose the words and design.

3) Ask each group to present their slogan, logo and passage to the class.

CLASS CLOSING

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

Students do the exercise in pairs, and then role-play the dialogue. If time permits, ask some pairs to role-play the dialogue in front of the class.

2) Assign homework:

- Role-play Lesson 43.
- World Environment Day and Me: Do some research and find out other ways you can help out on World Environment Day in your community. Write about it and include some pictures or a drawing if you like.

EXTENSION

GROUP/CLASS WORK: *Make It Up*

Play *Make It Up* to review expressions and/or vocabulary.

1) You can play this game in groups or as a class. Every student will need a pen or pencil and a pad of paper. You will also need a set of words (with the definitions) or expression (with the meanings) to give to the students.

2) One student is the game leader and reads out a word or an expression to the others. The other group members then each write down a made-up but

believable definition or meaning and then hand it to the game leader who mixes up the made-up answers with the real answer and reads them aloud to the group. The other group members must guess which answer is actually correct. Students score points if people choose their made-up answer as the real answer or if they guess the real answer correctly. Students should take turns being the game leader every round.

For example:

Word: Pollution

Real definition: Some substance that is harmful to the environment.

Made-up definitions:

- 1) Something that is wasteful.
- 2) Something that is a natural part of the environment.
- 3) Some substance that is not good for the forests.

Expression: Draw one's attention

Real meaning: Attract someone to notice or focus on something or someone

Made up meanings:

- 1) Attract someone's attention by drawing pictures.
- 2) Draw pictures of someone's thoughts.
- 3) Talk to someone using pictures not words.

LANGUAGE NOTES

1. Today's June 5. It's World Environment Day! 今天是6月5日，世界环境日！

1972年6月5日联合国在瑞典首都斯德哥尔摩召开了联合国人类环境会议，会议通过了《人类环境宣言》，并提出将每年的6月5日定为“世界环境日”。同年10月，第27届联合国大会通过决议接受了该建议。世界环境日（World Environment Day）是联合国促进全球环境意识、提高政府对环境问题的注意并采取行动的主要媒介之一。

联合国系统和各国政府每年都在6月5日这一天开展各项活动来宣传与强调保护和改善人类环境的重要性。联合国环境规划署每年6月5日选择一个成员国举行“世界环境日”纪念活动，发表《环境现状的年度报告书》及表彰“全球500佳”，并根据当年的世界主要环境问题及环境热点，有针对性地制定每年的“世界环境日”主题。

世界环境日的意义在于提醒全世界注意地球状况和人类活动对环境的危害。要求联合国系统和各国政府在这一天开展各种活动来强调保护和改善人类环境的重要性。

2. It's a special day to draw people's attention to the environment. 这是吸引人们关注环境的一个特殊的日子。

draw one's attention to 表示“吸引……的关注到……”，to为介词，后边只能跟名词、代词和动名词。例如：

She drew my attention to a mistake in the report. 她把我的注意力吸引到报告中的一个错误上。

Could you draw your attention to listening to my lecture? 你能集中注意力听我的讲座吗？

3. Look at all of this rubbish! 看看这所有的垃圾！rubbish意思是“垃圾”，同义词是garbage和litter，它们都是不可数名词。

4. We should pick up the garbage! 我们应该捡起那些垃圾！

pick up是动词短语，在本句中的意思是“拾起，捡起”。如果宾语是代词，应该放在中间。例如：He picked up a piece of paper and put it into the dustbin. 他捡起一张纸放进垃圾箱。

He found a letter on the ground and picked it up. 他发现地上有封信，把它捡了起来。

另外，pick up还可以表示“（顺便用车）来接；不经意间学会……”。例如：

I'll pick you up at five this afternoon. 今天下午5点我开车去接你。

I picked up some French when I visited France last year. 我去年去法国玩的时候，顺便学会了一些法语。

5. Each student could clean up a bit of the schoolyard. 每个学生能清理一小块儿校园。

clean up意思是“清理，打扫”。例如：

We'd better clean up the dirty parts of the glass before mum comes back. 我们最好在妈妈回来之前把脏玻璃擦干净。

a bit of = a little, 意思是“少数，一点儿”，修饰不可数名词。例如：

There is a little/a bit of water in the bottle. 瓶子里有一点儿水。

Could you pass me a little/a bit of salt? 你能递给我一点儿盐吗？

a bit = a little, 意思是“一点儿”，修饰形容词或副词，表示程度轻，还可以表达为a little bit。

例如：

It's a bit cold today. 今天有点儿冷。

I think the first unit is a little bit difficult. 我认为第一单元有点难。

6. Jenny explains the plan to the class. 詹妮把她的计划解释给全班同学。

explain 为动词，意思是“解释……”，常用结构为：explain sth. to sb. 例如：

Could you explain the meaning of this sentence to us? 你能给我们解释一下这句话的意思吗？

He explained many times what he wanted to do, but nobody believed him. 他解释了很多遍他想做什么，但是没有人相信他。

Lesson 44: Environment Clubs

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ⊙掌握词汇：least, pollute, waste, shut
- ⊙接触词汇：reduce, reusable, skip, packaging, leaky, litre, sink, electricity
- ⊙短语：throw away, shut down

RESOURCES

• audiotape • a big, soft ball (see Extension)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. I'd like to draw your attention to the image at the front of the class. Do you know what this symbol is?

First, post a picture of the recycling sign, without words on it, on the board and discuss. Then, post the recycling sign with words on the board and discuss. See images below.

Teacher: Things that are recyclable are environmentally friendly. That means they are better for the environment. What other things are environmentally friendly? For example, bicycles are environmentally friendly because they don't pollute. Plastic water bottles are okay because they can be recycled but reusable bottles are better because they cause less waste.



Review

- 1) Homework check.
- 2) Choose some students to present their passage "World Environment Day and Me".
- 3) Review the use of "it".

KEY CONCEPTS

FOCUS STRUCTURES:

How much garbage do you throw away after lunch?
Turn off the television and shut down the computer when you are not using them.

STEP 1: Present

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

Teacher: What is an environment club?

Students: A club that does things for the environment.

Teacher: Excellent. What kinds of things might you do as a member of an environment club?

Students: Keep the community clean./Help clean up garbage./Spread awareness about how to be environmentally friendly.

Teacher: That's right. What do you do when you see somebody throwing garbage on the ground?

Students: I pick it up and put it in the garbage after they are gone./I tell them politely that it is not nice to throw garbage on the ground and ask them to please throw in the garbage can.

Teacher: Good answers. Does our school have an

environment club?

Students: Yes, it does./No, it doesn't.

Teacher: If yes, when do they meet? What do they do?/If no, would you like to start an environment club?

Allow several students to respond.

Teacher: Well, let's see what else we can learn about having Environment Club from today's lesson.

STEP 2: Read Aloud

CLASS WORK: *Reading aloud*

Read Lesson 44 as a class. Monitor students' pronunciation and comprehension.

STEP 3: Read

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

1) Instruct the students to read Lesson 44 again and answer the questions independently. While they read, ask the students to write down all instances of the word "it".

2) Check and correct the answers as a class.

STEP 4: Task

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

1) Instruct the students to work in groups to discuss how we can be more environmentally friendly and reduce waste and pollution.

2) Then have each group create their own poster to spread awareness and ideas of how we can be more environmentally friendly.

3) Have each group present their poster in front of the class. Each group should have a chance to speak and say something about the poster they made.

CLASS CLOSING

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

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

2) Assign homework:

Doing My Part: Create a pamphlet that will help guide people about how to be more environmentally friendly. Give people advice and suggestions for things they can do that are good or better for the environment. Include some pictures in your pamphlet.

- Bring in several different recyclable materials (i.e. plastic water bottle, newspaper, pop can, glass jar, etc.) . See Lesson 45: Step 5.

EXTENSION

CLASS WORK: *Question Toss*

Play *Question Toss* to review concepts and vocabulary from this lesson.

1) Bring a big, soft ball to class. Divide the class into two teams. Start anywhere in the class.

2) You can call out a word, phrase or structure from this unit. For example, pollute, waste or throw away.

3) A player then throws the ball to any player on the other team and asks a question that uses that word, phrase or structure. The player who catches the ball must answer appropriately. Then that player throws the ball to the other team and the game continues.

For Example:

Teacher: Pollute!

Player 1 (*throws the ball*): How can we pollute less?

Player 2 (*catches the ball*): Ride a bike or walk instead of driving.

Teacher: Waste!

Player 2 (*throws the ball*): How can we reduce waste?

Player 3 (*catches the ball*): By using reusable shopping bags and not plastic ones.

Teacher: Throw away!

Player 3 (*throws the ball*): How can you reduce the garbage you throw away after lunch?

Player 4 (*catches the ball*): Use reusable boxes and bottles.

** 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. How much garbage do you throw away after lunch? 午饭后你们扔掉多少垃圾?

throw away 意思是“扔掉, 丢弃; 浪费或者错过(机会、优势或好处)”。例如:

I never throw anything away. 我从来不扔任何东西。

He threw away the old sofa. 他把旧沙发扔掉了。

Don't throw away this opportunity. 不要错过这个机会。

2. The class with the least garbage gets a prize. 扔掉垃圾最少的班级会获得奖励。

with the least garbage 为介词短语作后置定语修饰 the class。

get a prize 意思是“获得奖励”。

3. Did you know that a leaky toilet can waste 20 to 40 litres of water an hour? 你知道一个漏水的马桶一小时会浪费 20 到 40 公升水吗?

waste 可作动词、形容词、名词, 意思是“浪费; 浪费的; 废物”。例如:

Don't throw the waste paper about. 别到处乱扔废纸。(形容词)

They have wasted a lot of money. 他们浪费了很多钱。(动词)

A lot of waste from the factory goes into the river. 那家工厂的许多废物被排放到河里。(名词)

4. Turn off the television and shut down the computer when you are not using them. 当你不用电视或电脑时, 关掉它们。

shut down 意思是“完全关闭; 停工; 停下”。例如:

The restaurant shut down last year. 这家饭店去年倒闭了。

But the company shut down in 1995. 但这家公司在 1995 年关闭了。

Lesson 45: Let's Sort Garbage!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: empty, litter

◎接触词汇: sort, metal, plastic, recycle, amount

RESOURCES

- audiotape
- a collection of recyclable materials

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Nice to see you. Do you know the saying “waste not want not”? It's an old English saying that means if you use what you have carefully, you will never lack anything.

Review

- 1) Homework check.
- 2) Choose some students to present their pamphlet “Doing My Part”.
- 3) Review the concepts of recycling, reducing and reusing. What does each word mean and how can we achieve those things?

KEY CONCEPTS

FOCUS STRUCTURES:

Almost all of it can be reused or recycled!

It can all be recycled and made into new glass.

STEP 1: Present

CLASS WORK: Think About It

- 1) Divide the class into groups to discuss the *Think About It* questions and write down their answers.
- 2) Ask the students to share their answers with the class and come up with a class list of answers that

you can record on the board.

STEP 2: Read

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

- 1) Instruct the students to read Lesson 45 and answer the questions with a partner.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class and correct any false statements.

STEP 3: Break It Down

CLASS WORK: *Discussion*

- What is the first thing Danny does with the two bags of garbage? (Explain the verb use of “empty”. Students should master this word.)
- What does “sort” mean?
- Why do we need to sort our garbage?
- What will Danny do with the toy car?
- Why does Jenny say litter can hurt people? What is litter? (Students should master the word “litter”).

STEP 4: Role-Play

PAIR WORK: *Role-play the lesson*

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

STEP 5: Task

GROUP WORK: *Project*

- 1) You can either have the students come prepared with recyclable materials they brought from home or, if time allows, you can spend some of the class time cleaning up the schoolyard and collecting recyclable materials that way.
- 2) Ask the students to work in small groups to sort through the recyclable materials they found and brainstorm new and different uses for each thing. Have the students write down their ideas and draw diagrams if necessary.
- 3) Have each group present their ideas to the class. Each group member should have a chance to speak.

CLASS CLOSING

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

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

2) Assign homework:

- The Three R's: Write a newspaper article about why we should recycle, reduce and reuse.

EXTENSION

CLASS WORK: *Acrostic Poem*

Write an *Acrostic Poem* to review some key vocabulary and expressions from this unit.

- 1) Instruct the students to work in pairs to write a poem that uses the letters in the word recycle to begin each line of the poem. All of the lines in the poem should relate to or describe the topic word.
- 2) Students should write their poem on a large piece of paper and decorate it with drawings or cut-out pictures.
- 3) Ask each pair to present their poem in front of the class. Encourage students to be creative in their presentations. For example, they may choose to present their poem as a song or rap.

Sample Acrostic Poem:

Reduce waste
Earth is our home
Clean your community
You can do it
Create a better environment
Less pollution
Educate others about being environmentally friendly

LANGUAGE NOTES

1. Danny empties two bags of garbage onto the floor.
丹尼把两袋垃圾倒在地上。

empty 可作形容词或动词，意思是“空的；倒空”。
例如：

There is an empty bottle on the table. 桌上有一个空瓶子。

Can you empty the plates for me? 你能替我把盘子里的东西倒掉吗？

2. Can I help you sort it? 我能帮你把它分类吗?
sort 可作名词或动词, 意思是“类; 分类”。例如:
What sort of people are they? 他们是哪一类人?

We must sort out the bad apples from the good. 我们必须把坏苹果从好苹果里拣出来。

3. Almost all of it can be reused or recycled! 几乎所有的东西都可以重新利用或回收。

此句为含有情态动词的被动语态, 其构成形式为: 情态动词 (can/may/must/should) + be + 过去分词 例如:

The flowers should be watered every day. 花儿应该每天浇水。

Cars mustn't be parked here. 小轿车不可以停放在这里。

Children can be taken to the cinema free on Children's Day. 儿童节这天, 孩子们可以免费去电影院。

re- 是前缀, 意思是“再, 重新”。例如: rewrite, replay, reappear, rebuild, remarry 等。

reuse 意思是“重新使用, 再使用”。例如:

She often reuses old envelopes. 她经常重复使用旧信封。

recycle 意思是“使再循环; 使……重新利用, 重复利用”。例如:

They recycle empty tins so as to use the metal. 他们回收空罐头盒以利用其金属。

Glass can be recycled from old bottles. 利用旧瓶子可以再生玻璃。

4. People throw too much away. 人们扔掉太多(垃圾)。

too much 意为“太多”, 本句用作名词词组, 还可修饰不可数名词或形容词、副词的比较级, 含有“过分, 难以接受”之意。例如:

There was too much rain last year. 去年雨水太多。

Don't eat too much, or you'll get ill. 不要吃得太多, 不然你会生病的。

This one is too much bigger than that one. 这个比那个大得多。

too many 意为“太多”, 修饰可数名词复数。例如:

There are too many cars on the street. 大街上汽车太多了。

much too 意为“太……”, 修饰形容词、副词的原级。例如:

The radio is much too noisy. Please turn it off! 收音机太吵了, 请关掉它!

5. There is the least amount of glass. 玻璃的数量最少。

the least amount of 意为“数量最少的……”。例如: He notes that the average rainfall during the past five months in the state was only 12 centimetres, the least amount of rain since 1967. 他指出, 过去5个月里, 该州的平均降雨量只有12厘米, 是1967年以来同期降雨量的最低值。

The fastest team dropping the least amount of hot peppers wins. 速度最快而且辣椒掉得最少的队获胜。

6. It can be fixed. 它可以被修好。

can be done 是含有情态动词的被动语态。

fix 相当于 mend 和 repair, 意思是“修理, 修补”, 但 fix 较为口语化。mend 除可以表示一般性修理外, 还可以用来表示对衣服等进行修改或修补。

7. It can all be recycled and made into new glass. 它们都可以被回收, 然后制成新玻璃。

be made into 意思是“被制成”。例如:

The wood is made into new furniture in the factory. 木材在工厂里被制成了新家具。

8. Once, I cut my foot on a piece of broken glass. 有一次, 我被一块碎玻璃划伤了脚。

once 意思是“曾经, 一次”。on a piece of broken glass 介词短语作状语。例如:

Be careful! Don't hurt your head on the roof. 当心! 别让房顶碰着头。

Lesson 46: Protect Our Environment

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇: truck, factory

◎接触词汇: Katie, leak, tap, beer, recycling, unlike

◎短语: again and again

RESOURCES

• audiotape

• using “it” handout or quiz (see Review)

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. I'd like to start today's class by asking what you have done in the last week to reduce your waste. For example, I have stopped drinking water from plastic bottles, and now I only use bottles that I can reuse. How about you?

Ask several students to respond.

Review

- 1) Homework check.
- 2) Choose some students to present their newspaper article on "The Three R's".
- 3) Review the use of "it". You may want to have some exercises or handouts or a quiz prepared for this review.

KEY CONCEPTS

FOCUS STRUCTURES:

We use them again and again, or we put other garbage in them.

STEP 1: Present

CLASS WORK: *Think About It*

- 1) Ask the class to read the title of Lesson 46 (*Protect Our Environment*) and discuss.

Teacher: What does it mean to protect our environment?

Students: Protecting our environment means we take care of our planet by wasting and polluting less.

Teacher: Right. Our actions have an effect on our environment. How can we waste and pollute less?

Students: By recycling, reducing and reusing.

Teacher: Excellent. Why should we protect our environment? In other words, what is the purpose of recycling, reducing and reusing?

Students: Because the earth is our home. If we destroy the environment, we destroy the earth. If we destroy the earth, then we destroy our home./The purpose of recycling, reducing and reusing is to take

better care of our planet.

Teacher: Very good.

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

STEP 2: Read

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

- 1) Instruct the students to read Lesson 46 silently and complete the exercise independently.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class.

STEP 3: Practice

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

- 1) Divide the class into groups to complete this exercise. Students should use the words in the box to write full sentences that describe each picture. They can use each word more than once if necessary.
- 2) Discuss the answers as a class. Point out word opposites (i.e. clean and dirty).

Sample Answers:

Picture 1

The **air** in this picture does not look **clean**. In the city, people use cars to travel. Cars are a very popular type of **transportation**, but they cause **pollution** and harm the **environment**. Also, the streets are dirty with **garbage**.

Picture 2

In this picture, the **air** looks **clean**. The **sky** is clear and blue. There is one **tree** in the distance. The **environment** in this picture looks **clean**: there is no **pollution** or **garbage**.

STEP 4: Read Aloud

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

- 1) Complete this activity as a class. Ask one student at a time to read one of the statements. And then ask the class whether or not "we should" or "we shouldn't" do what the statement suggests.
- 2) Remind the students to be mindful of their pronunciation and intonation.
- 3) Discuss the reasons why we should or shouldn't do something.

STEP 5: Task

GROUP WORK: *Investigating Waste*

****Note:** Before students begin this activity, you

should briefly explain the difference between biodegradable (organic) and non-biodegradable (inorganic) waste.

- 1) Divide the class into groups to brainstorm and list the types of waste they create in their home, at school and/or in the community.
- 2) Have the students classify the waste into kinds that break down naturally and kinds that don't.
- 3) Ask the students to investigate and discuss the difference between biodegradable (or organic) and non-biodegradable (inorganic) waste and why this is important. (You may want to ask them to write their own definitions for each.)
- 4) Instruct the groups to compare the different amounts of biodegradable and non-biodegradable waste they produce with other groups in the class.

Discuss:

- How is the amount and type of waste people produce different? Why?
- What other waste is created in producing the products we use each day (i.e. packaging, electricity)?
- What issues or problems involving waste do you know about? What do you know about how people can reduce these problems?

CLASS CLOSING

Assign homework:

Do You Worry about Our Planet?: Write a response to the question “Do you worry about our planet?” Explain your position and give as many real life examples as possible in your response. You may want to do some research to help you write your response. Consider the following:

- What are you worried about (pollution, waste)?
- Why does it worry you?
- Is there a solution? If so, what is the solution?

EXTENSION

CLASS WORK: *Opposites*

Play *Opposites* to review word opposites.

- 1) Divide the class into teams and keep score.
- 2) Post some vocabulary cards or write some vocabulary words on the board.

Variation 1: Post the words and their opposites and

mix them all up so that the students need to match them to make correct opposites.

Variation 2: Post only one word from each opposite and ask the students to think and write down the matching opposite.

- 3) When they make a pair of opposites, they say the words and then try and use them in a sentence.

For Example:

clean and dirty
least and most
make a mess and clean up
pick up and put down
more and less
save and waste

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

LANGUAGE NOTES

1. I take short showers. 我洗澡（淋浴）的时间短。
“洗澡”的表达方式还有 have a bath, take a bath 等。

2. In fact, if each of us makes a small change in our life, we can make a big difference to our environment. 事实上，我们每个人在生活方面做一点小小的改变，将会对环境产生很大的影响。
make a change 意思是“做改动，改变”。例如：
Can I make a change in my reservation? 我能改变预订吗？

I think we need to make a change. 我觉得我们得做些改变。

She knew in that moment that she needed to make a change. 在那一刻她明白，她应该有所改变了。
make a difference 意思是“有影响；起（重要作用）”。例如：

A false step will make a great difference to my future. 错走一步对我的前程会产生很大影响。

As teachers, you must believe that you can make a difference to the lives of your students. 身为教师，你们必须坚信你们能够影响学生的一生。

What you do now can make a difference to your future. 你现在所做的对你的将来有很大的影响。

Lesson 47: Connected to Nature

LESSON PREPARATION

LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : ant, die, dead
- ⊙ 接触词汇 : bee, dove, species, respect
- ⊙ 短语 : start out, live off, die off

RESOURCES

- audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Today we are going to discuss how we are connected to nature. What is nature?

Students: Nature is all of the animals and plants on the earth.

Teacher: Very good. So are buildings a part of nature?

Students: No.

Teacher: Why not?

Students: Because buildings are made by people. They are not natural.

Teacher: Right. Is a rock a part of nature?

Students: Yes.

Teacher: But is a rock a living thing?

Students: No, but it is a natural part of the environment. It is not created by people.

Teacher: Good work. How are we connected to nature?

Students: We live on this planet with nature and we eat animals and plants.

Teacher: Well done.

Review

- 1) Homework check.

- 2) Ask the students to hand in their responses to “Do You Worry about Our Planet?”

KEY CONCEPTS

FOCUS STRUCTURES:

Living things start out weak and small and slowly grow strong and big.

Some birds live off fish.

If the birds eat the sick or dead fish, they may die off.

STEP 1: Present

CLASS WORK: *Think About It*

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

Teacher: Do all living things on the planet depend on one another? What does “depend” mean in Chinese?

Students: “Depend” means 依赖.

Teacher: Right. So when living things depend on one another that means they rely on or need one another to survive. For example, if all the animals in the world died, would that affect us?

Write the words *die* and *dead* on the board. Explain. Students should master these words.

Students: Yes, because we eat animals for food, and we need food to live.

Teacher: Correct. How else do living things depend on one another?

Write down the students’ responses and make a list of things on the board.

Students: People and animals need the trees to breathe./People and animals use trees and other plants to make their homes./Animals provide people with food and clothing./Some animals eat plants to live, while others eat other animals.

Teacher: Excellent work. Those are all very good answers. All animals and plants live off other animals and plants in nature.

Write the phrase *live off* on the board. Explain. Students should master this phrase.

Teacher: Now what do you think happens when pollution and waste destroys parts of nature? For example, when forests are cut down or when water becomes so polluted that you cannot drink it.

Students: Animals, plants and people might die.

Teacher: That's right. If the water in a lake were polluted, then the fish in that lake might die off. That means all the fish that lived in that lake would be dead.

Write the phrase *die off* on the board. Explain. Students should master this phrase.

Teacher: But if all the fish died off, then all the other animals that eat those fish to live would also die off. It would be very sad. So what can we do for nature to make sure no animals or plants die off?

Students: Recycle./Reduce./Reuse./Take care of our planet.

Teacher: That's right. Good work.

STEP 2: Read Aloud

CLASS WORK: *Reading aloud*

1) Ask individual students to read parts of the lesson aloud to the class.

2) Monitor students' pronunciation and comprehension.

STEP 3: Skim and Do

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

1) Ask the students to skim the reading and complete the exercise independently.

2) Check the answers as a class.

STEP 4: Read and Practice

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

1) Instruct the students to read the passage and complete the activity in pairs.

2) Then have each pair write each sentence in the passage onto a piece of paper.

3) Ask every pair of students to team up with another pair and see which pair can put the sentences back in the correct order the fastest.

STEP 5: Task

GROUP WORK: *Research Activity*

1) Divide the class into groups of four to research the life of one animal or plant and create a poster that explains and describes the life of that animal or plant. Students should include pictures and/or drawings on their poster.

- Where does it live?
- What does it eat?
- How does it affect the other animals and plants that live near it?
- How does it affect people?

2) Ask each group to present their posters to the class.

CLASS CLOSING

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

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

EXTENSION

CLASS WORK: *Tic-Tac-Toe*

Play *Tic-Tac-Toe* to review vocabulary, phrases and expressions from this unit.

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

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

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

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

Example Questions:

What is the opposite of "dead"?

What do some birds live off?

What do all living things need?

Example Commands:

Draw an ant.

Act out waking up.

Use the word "pollute" in a sentence.

Spell the word "factory".

Draw a truck.

Use the word "litter" in a sentence.

Define the word "waste".

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

LANGUAGE NOTES

1. Living things start out weak and small and slowly grow strong and big. 生物开始的时候很弱小，慢慢变得强大起来。

start out 意思是“启程，出发；开始或着手做……”。例如：

Dan is a successful businessman now who started out as a salesman. 丹现在是个成功商人，他是从做推销员起步的。

We started out by discussing the best way to help the girls who are trapped. 我们首先讨论救出那些被困女孩的最佳办法。

2. If we pollute the rivers and oceans, fish may get sick or even die. 如果我们污染了河流和海洋，鱼就会生病甚至死亡。

get 此处相当于动词 be 的用法，后面跟形容词 sick 作表语。例如：

He didn't get hurt. 他未受伤。

The car got stuck in the mud. 车陷到泥里了。

3. Some birds live off fish. 一些鸟以鱼为生。

live off 意思是“以……为食，以……为生，依赖……生活”。例如：

We should not live off our parents all our life. 我们不能一辈子都依靠父母生活。

Most of the Asians live off rice. 多数亚洲人以大米为主食。

4. If the birds eat the sick or dead fish, they may die off. 如果鸟类吃了病鱼或者死鱼，它们就有可能灭绝。

die off 意思是“相继死去；灭绝”。例如：

As he grew older, his relatives all died off. 随着他年龄的增长，亲人相继死去了。

The chickens are all dying off from the disease. 小鸡一个个地病死了。

If the snowstorm does not stop, the cattle will die off. 如果暴风雪不停，很多牲畜就要死掉。

The leaves of this plant are dying off. 这株植物的叶子正在凋落。

If we do not take action immediately, the rare species will die off soon. 如果我们不立即采取行动，这些稀有物种很快就会灭绝。

die 还有很多的固定搭配，在使用时要注意它们的区别：

1) die of “死于……，因……而死”，主要指疾病、衰老等自身的原因。例如：

He died of a heart attack. 他死于心脏病发作。

Her grandfather died of cancer. 他祖父死于癌症。

2) die from “死于……，因……而死”，主要指事故等方面的外部原因。例如：

Many villagers die every year from snake bites. 每年都有许多村民被蛇咬死。

His father died from that earthquake. 他父亲死于那次地震中。

但是在实际运用中，两者混用的情况较多。

3) die out “（家族、种族、习俗、观念等）灭绝，绝迹”。例如：

Many old customs are dying out. 许多旧习俗正在消失。

4) die away “（声音、风、光线等）渐息，渐弱”。例如：

The breeze has died away. 微风渐渐停了。

The sound of the car died away in the distance. 汽车的响声消失在远处。

5) die down “（慢慢）熄灭，平静下来”。例如：

The fire died down. 火慢慢熄了。

His anger has died down a bit. 他的怒气已消了一点。

Lesson 48: Garbage Is Interesting!

LESSON PREPARATION

LANGUAGE KNOWLEDGE

◎掌握词汇：used, divide, seat, ton,

◎接触词汇：pile, lid, duty

◎短语和句型：divide... into..., It's one's duty to...

RESOURCES

• audiotape

LESSON STRUCTURE

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, class. How is everyone?

Ask several students to reply.

Review

- 1) Homework check.
- 2) Review the use of “it”.

KEY CONCEPTS

FOCUS STRUCTURES:

We put on gloves and divided the garbage into different piles: glass, metal, plastic, paper and everything else.

Thousands of tons of garbage are sent there.

I think it's our duty to protect the environment.

STEP 1: Present

CLASS WORK: *Think About It*

Divide the class into groups to discuss the *Think About It* questions as a class. Ask the students to write down their answers.

Teacher: Class, I'd like you to divide yourselves into groups of four to discuss the *Think About It* questions. Who can translate the instructions I just gave you into Chinese?

Students: 分为四组.

Draw the division sign (\div) on the board and ask the students what this sign means.

Teacher: Very good. Can you tell me what this (\div) sign means?

Students: It is the sign for division in math. When you see that sign you should divide the numbers.

Teacher: Good work. Now please divide into your groups and discuss the *Think About It* questions. Be sure to record your answers and be ready to share them with the class.

STEP 2: Read

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

- 1) Instruct the students to read Lesson 48 and complete the exercise with a partner.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class.

STEP 3: Break It Down

CLASS WORK: *Discussion*

Discuss the following questions as a class.

- Why did Jenny and her classmates clean up the schoolyard on Tuesday?
- What did Jenny and her classmates use to collect the garbage?
- What did Jenny, Danny and Brian do during their walk around their neighbourhood?
- What did Danny find during this walk? What did he do with it?
- What does it mean to “sort out” garbage?
- How many different piles did they divide the garbage into? What were the piles?
- What garbage was there the most/least of?
- What did Danny use to make his car?
- Where does garbage go after we throw it away?
- What is a duty? What does Jenny think it's our duty to do? Why?

Write the phrase *It's one's duty to...* on the board. Explain. Students should master this phrase.

- Do you agree with Jenny?

STEP 4: Write and Role-Play

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

- 1) Instruct the students to work in pairs to complete the dialogues.
- 2) Then have them choose one of the dialogues and expand on it.
- 3) Ask the pairs to role-play their dialogue in front of the class.

STEP 5: Task

GROUP WORK: *Report Writing and Presenting*

- 1) Divide the class into groups of four to research and write a report about a person or organization that has worked to help keep our planet clean and our environment safe. Who is this person or organization?
 - Why did they want to help?
 - What did they do? How did they help?
 - Are they still helping today?
 - What can we learn from this person or organization? How can we join them?
- 2) Ask each group to present their reports in a creative way. Students may choose to present the information in the form of a TV news report, an interview or an environment show.

CLASS CLOSING

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

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

2) Assign homework:

Waste Management: Find out more about waste management in your community and write a report about it.

- Where does all the waste go?
- How does it get disposed of?
- Are different materials dealt with differently (i.e. the difference between hazardous materials and recyclable goods)?
- Are there any laws that affect how waste can be disposed of?

EXTENSION

CLASS/GROUP WORK: *The Story Game*

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

1) In groups or as a class, students take turns adding a sentence to a story. For the purposes of reviewing what the students learned in this lesson, the story should be about “the life” of a piece of garbage (i.e. a tin can, a plastic bottle, a paper bag). Where does the piece of garbage start out (in a store?), and then where does it go next? Students should consider the setting, characters and the plot. Encourage the students to have fun and be creative.

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

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

LANGUAGE NOTES

1. Later that day, Brian, Danny and I went for a walk around our neighborhood. 就在那天的晚些时候，布莱恩、丹尼和我在社区散步。

go for a walk 意思是“散步”。例如：

It's good for you to go for a walk after supper. 晚饭后散步对你有好处。

2. Danny found a used toy car with one broken wheel. 丹尼发现了一个坏了一只轮子的玩具汽车。

used 为形容词，意思是“用过的，二手的，旧的”。例如：

He spent 1 000 dollars on a used car last week. 上周他花了 1 000 美元买了一辆二手车。

with one broken wheel 是介词短语作定语，放在被修饰的名词后面。例如：

Please pass me the bottle with some oil. 请递给我那只装油的瓶子。

3. We put on gloves and divided the garbage into different piles: glass, metal, plastic, paper and everything else. 我们戴上手套，把垃圾分成不同的堆：玻璃、金属、塑料、纸以及其他。

divide... into... 意思是“把……分成……”，强调把原来是整体的东西分成若干份。例如：

We divided the cake into 8 pieces. 我们把蛋糕分成八份。

Our teacher divided our class into 6 groups. 老师把我们班分成六个小组。

else 意思是“其他的”，主要有以下用法：

1) else 常与 something, anything, everyone, somebody, nowhere 等不定代词连用，但要放在这些不定代词后面。例如：

Would you like anything else to drink? 你还喝点儿别的吗？

Do you have anything else to say? 你还有什么要说的吗？

2) else 可以用在 who, what, where, why, how 等特殊疑问词之后。例如：

Who else wants to answer this question? 还有谁想回答这个问题？

Where else have you been? 你还去过哪些地方？

4. Today, Danny made a car out of garbage! 今天，丹尼用垃圾做了一辆汽车！

make... out of... 意思是“用……制成……”。例如：

We made some hats out of the waste materials. 我们用这些废材料制成了帽子。

They will make some bread out of the flour. 他们将用这些面粉制成一些面包。

5. Thousands of tons of garbage are sent there. 成千上万吨的垃圾被送到那里。

thousands of 意思是“成千上万的；数千的……”，后面只能跟可数名词复数，谓语动词也要用复数。例如：

Thousands of bottles of water are sent to the area which suffered from the draught. 成千上万瓶水被送往遭受旱灾的地区。

6. I think it's our duty to protect the environment. 我认为保护环境是我们的职责。

It's our duty to do sth. 意思是“做……是我们的职责”，句中的 it 为形式主语，真正的主语是后边的不定式短语。例如：

It's our duty to keep our classroom clean and tidy. 保持教室整洁是我们的职责。

It's our duty to tell her parents the truth. 把实情告知她父母是我们的职责。

Unit Review (8)

CLASS OPENING

Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Today is a review lesson. We will review everything we learned in Unit 8. Let's begin.

Review

- 1) Homework check.
- 2) Ask the students to present their “Waste Management” reports 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 World Environment Day? What is the purpose of this day?
 - What are some ways we can recycle, reduce and reuse?
 - What does it mean to sort garbage? Why should we do this?
 - How can we protect our environment?
 - How are we connected to nature?

- Does all garbage go to the same place?

CLASS ACTIVITIES

Building Your Vocabulary

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

Split the class into two large teams. Ask one student from each team to stand at the blackboard and write his/her team's answers. Place a time limit on this exercise. The team that correctly fills in all the blanks first wins.

II. Fill in the blanks with the 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

Rewrite the sentences using “it”.

- 1) Students read the sentences independently and rewrite them using “it”.
- 2) Students check their answers in pairs.

Listening and Speaking

I. Listen to the passage and tick the correct answers.

- 1) Play the listening material for this exercise and instruct the students just to listen carefully.
- 2) Read the questions as a class, and then play the audiotape again and tell the students to listen for and mark down the answers.
- 3) Check the answers as a class.

II. Complete the following dialogue.

- 1) Instruct the students to work independently to complete the dialogue.
- 2) Once they have completed the dialogue they may check their answers with a partner and practice role-playing the dialogue.
- 3) Ask some pairs to present one of the dialogues in front of the class.

Putting It All Together

I. Read the passage and answer the questions.

- 1) Instruct the students to read the passage and answer the questions independently.
- 2) Discuss the students' answers as a class.

II. My City's Future!

- 1) Instruct students to work in groups to discuss the pollution problems in their city and make a list of problems and potential solutions.
- 2) Then have each student work independently to use the ideas they gained from their group to write out a plan to reduce pollution or make their city more beautiful.
- 3) Ask some individuals to present their plans 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 *Fix and Mend*. Ask the students to listen to the song.

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

- 3) Play the audiotape for *Fix and Mend*. Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

Play a game

Play *Bingo* to review vocabulary from this unit.

- 1) Provide students with *Bingo* cards or ask them to make their own.
 - 2) Write a list of vocabulary words from this unit on the board. Then ask the students to copy those words onto their Bingo cards in any order.
 - 3) Then call out a letter starting with "B" and a word. If students have placed that same word under the letter "B", they may mark it off. The first student to get a row in any direction (horizontal, vertical, diagonal) wins. But make sure you keep track of the words you call and check the students' cards.
- **For other variations of this game and further instructions on how to play see the "Games" section at the back of this guide.**