

# UNIT 5: Buying and Selling

## GENERAL OBJECTIVES

This unit encourages students to explore the different means and reasons for obtaining money. Students will consider that making money in a business sense is not enough, but raising money for charitable causes is equally important. They will learn to handle money and how to express themselves in English in business related matters. In addition, students will discuss marketing and advertising in its different forms (from TV commercials to billboards). They will learn to create their own ads and also learn to critically analyze existing advertisements. The grammar focus for this unit is the object clause. Students will learn to identify the object in a sentence and recognize when object is made up of a noun phrase or noun clause.

## SPECIFIC OBJECTIVES

语言知识	词汇	掌握 词汇	pay, dollar, sixteen, cheap, pocket, tie, while, afford, cent, everyday, husband, gate, honest, value, trust, create, customer, already, similar, offer, shine, succeed, crazy
		接触 词汇	bake, advertising, poster, desk-cycle, ladder, position, congratulate, including, account, appreciate, honesty, trusting, motto, battle, ad, sample, quality, surely, baker
	短语和 句型	make money, come up to, pay for, for sale, go/walk over to, What is it for? I'm afraid I can't afford it. move up, beef up, be surprised to..., push a product, stand out, catch one's eye, have an interest in, sell out of, less than	
	功能意念	1. 筹钱 Raising Money 2. 谈论商业 Talk about Business	
	语法	宾语从句 Object Clause	
语言技能	听	1. 从整体上听懂听力材料主旨。 2. 听懂句子的关键词，如动词、名词等。 3. 就关键信息进行速记，以便为完成听后任务做准备。	
	说	1. 就课文相关话题与他人进行对话、讨论及自我陈述。 2. 进行话题相关角色扮演。 3. 使用正确的语音、语调。	
	读	1. 用正确、流畅的英语朗读课文。 2. 在阅读的过程中把握文章的主要思想。 3. 学会阅读的基本技巧，如根据上下文及构词法猜测生词的含义等。 4. 逐渐形成阅读的良好习惯。	
	写	1. 利用所获取的信息写作。2. 正确使用宾语从句。	
学习策略	1. 树立自主学习的概念和意识。2. 使用工具书迅速查找所需信息。 3. 善于抓住用英语交际的机会。4. 逐步使自己形成良好的学习习惯。		
情感态度	1. 在学习中，敢于用英语来表达自己的看法，逐步培养学习英语的兴趣和学好英语的勇气。 2. 乐于接触并了解异国文化。		
文化意识	了解一些商务英语词汇和英美国家的购物知识。		

# Lesson 25: Raising Money

## LESSON PREPARATION

### LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : pay, dollar, sixteen
- ⊙ 接触词汇 : bake, advertising, poster
- ⊙ 短语和句型 : make money

### RESOURCES

- audiotape

## LESSON STRUCTURE

### CLASS OPENING

#### Greeting

1) Greet the class.

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

Ask four or five students to respond.

2) Introduce the new unit. Activate the students' prior knowledge about the theme of Unit 6.

Teacher: Today we are starting a new unit. Who can tell me the title of Unit 6?

Student: I can. It's "Buying and Selling".

Teacher: Very good. What do those words mean?

Students: "Buying" means you trade money for some other goods./"Selling" means you trade some goods for money.

Teacher: Right. When you trade money for some other goods, you pay for that goods.

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

What kinds of things do you like to buy?/Where do you buy things?

Allow several students to respond.

Teacher: Excellent. You can buy things in many different ways. You can go to a store, a market or a shopping mall, but you can also buy things online. Have you ever bought anything online?

Allow several students to respond.

Teacher: Have you ever sold anything? What did you sell? Where did you sell it (at a market or online)?

Allow several students to respond.

Teacher: People sell things to make money. Can you tell me how to say "make money" in Chinese?

Students: 赚钱 .

Write the phrase *make money* on the board. Students should master this phrase

Teacher: We know that you can sell goods to make money, but what are some other ways you can make money?

Students: Get a job/work or provide a service.

Teacher: Yes. Do you make money when you volunteer?

Students: No.

Teacher: Why not?

Students: When you volunteer, you help others by giving your time for free.

### Review

Review any words or phrases the students might already know that are related to the topic of buying and selling. Say a word or phrase and ask the students to write a sentence using that word.

#### Sample Word List

pay	buy	sell
money	make money	raise money
product	sale	cost

## KEY CONCEPTS

### FOCUS STRUCTURES:

We need to make some money for the team!

Maybe we can work together to raise some money.

#### STEP 1: Present

#### CLASS/GROUP WORK: *Think About It*

1) Read the *Think About It* questions as a class and ensure the students understand the key words in the questions. Write the phrase *bake sale* and *raise money* on the board. Students should understand the phrase *bake sale* and master the phrase *raise money*.

Teacher: What is a bake sale?

Students: A bake sale is when you sell baked goods like cookies and cake to make money.

Teacher: To raise money and to make money is not the same thing. What does it mean to raise money?

Students: When you raise money, you collect for something.

Teacher: That's right. When you raise money, you collect money for some purpose other than just to make money. Is raising money and raising animals the same thing?

Students: No. When you raise money, you collect money. When you raise an animal, you take care of it and help it grow.

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

### STEP 2: Read

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

1) Read Lesson 25 as a class. Ask one student at a time to read a part from the lesson.

2) Then have the students read the lesson again and answer the questions in groups of three.

3) Discuss the answers as a class. Make sure you go over the mastery words for this lesson (*pay, dollar* and *sixteen*).

### STEP 3: Listen

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

1) Read the sentences as a class.

2) Play the listening material for Lesson 25 (*Raising Money*). Play it once and ask the students just to listen.

3) Play the listening material a second time and ask the students to fill in the blanks independently.

4) Check the answers as a class.

### STEP 4: Role-Play

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

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

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

### STEP 5: Task

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

1) Instruct the students to work in pairs to discuss the scenario outlined in the student book and answer

the questions in the task tips.

2) Students should then use their answers to the task tips to make up a dialogue.

3) Ask each pair to practice acting out their dialogue and then present it in front of the class.

## CLASS CLOSING

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

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

### 2) Assign homework:

• Raising Money: Think of a cause you want to raise money for (i.e. charity) and write a plan. Consider the following questions:

- o What do you want to raise money for and why?
- o How much money do you want to raise?
- o How can you raise the money? (i.e. What service or goods can you provide or sell? What would be the cost for your service or goods?)

## EXTENSION

### CLASS WORK: *Secret Word*

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

2) Play the audiotope for Lesson 25 (*Raising Money*) and instruct the students to make a signal when they hear key vocabulary or phrases. To signal, students may put up a hand, stand up, make a noise, or perform an action.

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

## LANGUAGE NOTES

1. But the trip costs a lot of money. 但是这次旅行要花很多的钱。

cost 此处是及物动词，意思是“花费……”，主语不能是人，必须是物或某种活动，常用结构：

1) 物 + cost + (sb.) + some money 某物花了（某人）多少钱。例如：

The new bike cost him over 1 000 yuan. 那辆新自行车花了他一千多元。

2) (doing) sth. cost (sb.) + some time 做某事花了（某人）多少时间。例如：

Choosing the suitable gift for my mother cost me

three hours in that shopping centre. 我花了三个小时在那家购物中心为我妈妈挑选一件合适的礼物。

常用的表示“花费”的词还有“spend”，spend的主语必须是人，常用结构为：

1) 主 语 + spend + some time/money + on sth. 在……上花费时间（金钱等）。例如：

I spent two hours on my English homework. 我花了两个小时做英语作业。

2) 主 语 + spend + some time/money + (in) doing sth. 花费时间（金钱）做某事。例如：

They spent three years (in) paying off all their debts. 他们花了三年的时间来还清所有的债务。

take也可以用来表示“花费”，但经常用来表示“花费……时间做某事”。常用结构为：

It takes sb. + some time + to do sth. 做某事花了某人多少时间。其中，it为形式主语，真正的主语是后边的不定式短语to do sth. 例如：

It took them three years to build this road. 他们用了三年时间修完这条路。

It takes me 15 minutes to go to school on foot every day. 我每天花15分钟步行去上学。

2. Each player needs to pay \$150. 每个队员要交纳150美元。

pay是动词，意思是“缴费”。例如：

He paid the bill after the meal. 饭后，他付了帐。

pay for意思是“付费买……，为……付款”。

例如：

How much did you pay for your house? 你买房子花了多少钱？

pay sb. back意思是“还钱给某人”。例如：

I'll pay you back tomorrow. 我明天还你钱。

pay sth. off意思是“全部偿还；还清”。例如：

They paid off their debts. 他们把债务还清了。

3. We need to make some money for the team! 我们需要为球队筹一些钱！

make money意思是“挣钱，赚钱”。例如：

I want to make much money when I grow up. 我长大后想挣好多钱。

make money by doing意思是“通过……来赚钱”。例如：

He could make money by selling newspapers when he was 7 years old. 他七岁的时候就会卖报纸挣钱了。

4. Maybe we can work together to raise some

money. 也许我们能一起工作来筹集一些钱。

raise可以表示“举起，抬起；培养，饲养；招募，筹集”等。例如：

Let's raise the glasses to the friendship. 让我们为友谊干杯。

He raised his hand to wave to that beautiful girl. 他举起手向那个漂亮女孩挥动起来。

The old woman raised 10 hens for eggs to make money. 那位老妇人养了十只鸡，靠它们生蛋来赚钱。

They are raising money for building the new school building. 他们正在为建造教学大楼而筹集资金。

5. I'll bake something delicious. 我将会烘烤一些美味的（食品）。

something, nothing, everything等不定代词和形容词连用时，一定要放在形容词的前边。例如：

I want to say something important. 我想说些重要的事情。

I would like to see something new. 我想看点新鲜东西。

## Lesson 26: Cookies, Please!

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

◎掌握词汇：cheap, pocket, tie, while, afford, cent

◎接触词汇：desk-cycle

◎短语：come up to, pay for, for sale, go/walk over to, What is it for? I'm afraid I can't afford it.

#### RESOURCES

- audiotape • pictures of Canadian currency
- Canadian coin cut-outs

### LESSON STRUCTURE

#### CLASS OPENING



## Greeting

Greet the class. Pretend to look for something in your pockets and take some money out of your pocket.

Teacher: Hmm. What's this? Oh! I have some money in my pocket. I can buy a snack later with this pocket money. Do you know what pocket money is?

Write the phrase on the board. Ask several students to guess and then explain.

Teacher: Pocket money is usually a small amount of money that you keep in your pocket to make small purchases. Can you think of an example of what you might buy with pocket money?

Students: Snacks, a drink, a pen, a notebook, a small toy, etc.

Teacher: Very good. Pocket money is a small amount of money so you can't buy too much with it. Could you buy a new TV with pocket money?

Students: No.

Teacher: Right. Could you buy some ice cream with pocket money?

Students: Yes!

Teacher: Good work.

## Review

1) Homework check.

2) Choose some students to present their plan for "Raising Money".

## KEY CONCEPTS

### FOCUS STRUCTURES:

A girl comes up to Brian's table.

The girl takes a one-dollar coin from her pocket and pays for her cookies.

Do you have any other things for sale?

The girl goes over to Danny's table.

What is it for?

I don't think it would be safe to do my homework on a bicycle.

I'm afraid I can't afford it.

### STEP 1: Present

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

1) Ask the students to look at the pictures in this

lesson and guess what the lesson is about.

2) Discuss some of the differences between dollars (\$) and cents (¢), and CNY (¥) and 角. Show the students some pictures to give them a better idea. Then provide the students with their own set of Canadian currency that they can colour in and use for the final task in this lesson. See the "Templates" section at the back of this guide for samples.



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

4) Teach the Object Clause.

Step 1: An Object Clause means that a noun clause is used as object of the verb instead of a single-word noun. A noun clause can be used in the same way as a single-word noun. For example: "I don't know the answer" can become "I don't know what the answer is". Note that noun clause objects often begin with **that, what, where, who, which** or **why**. For example: I want to know where he has gone. I didn't tell her why I was sad. It means that he will never come. I believe what he said.

Step 2: As a class, write a short paragraph on the board about the reason Jenny, Danny and Brian want to raise money. Use three different noun clauses as the object of three different sentences. Begin each clause with one of the following: that, what, why, who or where.

Step 3: Ask the students to independently write another short paragraph about the reason they chose to raise money for the cause that they researched in their homework.

### STEP 2: Read

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

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

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

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

### 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.

### STEP 4: Task

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

1) Instruct the students to work in pairs and role-play handling money in a shop. Together they should decide on the kind of shop they will have (i.e. what things they will sell). One student will be the shopkeeper and the other the customer. Students should make up a dialogue using the information from *Let's Do It! No.3* that helps them practice asking about items, adding up and giving change. Note that students should use the expressions listed in the student book. Students may use their cut out money to play.

2) You may want to ask some students to present their dialogue 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) Role-play the dialogue in groups of three.

### 3) Assign homework:

Saving and Spending: Write a short passage about saving and spending. What do you often spend your money on? What do you try and save your money for?

## EXTENSION

### CLASS/GROUP WORK: *Write A Song*

1) As a class talk about the saying "Money makes the world go round". What does this saying mean? Is it true or not?

2) Divide the class into groups to continue thinking about the meaning of this saying and write a song about it.

3) Have each group present their song in front of the class.

## LANGUAGE NOTES

1. I'll take four, please. 我买四个。

take 在本句中意思是“买……”，相当于“buy”，在口语中很常用，也可以用“get”来表达。例如：I'll take/get it. 我买了。

2. Do you have any other things for sale? 你还卖别的东西吗？

for sale 意思是“出售；待售”。例如：

This house is for sale. 这所房子要出售。

on sale 意思是“廉价出售；上市”。例如：

This style of furniture is not on sale in this shop. 这款家具没有在这家店出售。

3. What is it for? 它是用来做什么的？

for 表示“（用途、意图、目标、愿望）对，供，适用于……”。例如：

These are books for children. 这些是儿童读物。

This is not for sale. 这是非卖品。

4. You tie it onto your bike. 你可以将它固定在你的自行车上。

tie 此处为及物动词，意思是“用（带、线、绳等）系，捆……”，常用结构为：tie sth. to sth. 例如：

You can tie your horse to that tree. 你可以把马拴在那棵树上

tie 还可以作为名词，意思是“鞋带，领带，领结”等。例如：

I bought this new tie to match my new shirt. 我买了这条新领带搭配我的新衬衫。

5. You can do your homework while you ride your bike. 你可以一边骑自行车，一边做作业。

while 为连词，引导时间状语从句，意思是“当……的时候，与……同时”。例如：

My mother was washing clothes while my father was watching TV. 当我爸爸看电视的时候我妈妈正在洗衣服。

while 还可以作名词，意思是“一会儿，一段时间”。例如：

Can I rest for a while? 我可以休息一下吗？

6. I don't think it would be safe to do my homework on a bicycle. 我认为一边骑自行车一边做作业不安全。

I think 后边的宾语从句如果为否定句，要把否定词 not 提到主句中，变成 I don't think。例如：

I don't think you are right. 我认为你是不对的。

I don't think he will come here on time. 我认为他不会按时到这儿的。

7. If you don't like it, I will give you your money back. 如果你不喜欢, 我将会把钱退给你。

if 引导的条件状语从句常用一般现在时表示一般将来时。例如:

If you come here, I will give you a big surprise. 如果你能来这儿, 我将会给你一个大大的惊喜。

If she arrives, she will ring me. 如果她到了, 她会给我打电话的。

8. That's a very low price for such a great product! 对于这么棒的产品, 这个价钱很便宜!

price 为名词, 表示“价格, 价钱”。

如果表示“价格贵贱(高低)”应用 high/low 修饰 price, 一般不用 cheap/expensive。例如:

The price of this computer is too high.

=This computer is too expensive. 这台电脑价格太高/昂贵。

9. I'm afraid I can't afford it. 我恐怕买不起。

1) 在口语中“I'm afraid”作插入语, 意思是“恐怕”。

另外, I'm afraid 常用来委婉地告诉对方不快的消息, 或表示拒绝、提出异议。例如:

Can you go shopping with me? 你能和我去买东西吗?

Sorry, I'm afraid not. 对不起, 恐怕去不了。

be afraid 常用结构有:

be afraid of + 名词 / 代词 / v+ing/to do sth. 等。例如:

What are you afraid of? 你怕什么?

He is afraid of going home by himself. 他害怕独自回家。

She was afraid to see you again. 她不敢再见你了。

2) afford 通常与 can/could/be able to 连用, 意思是“有足够的(金钱、时间)做……”, 多用于否定句和疑问句。例如:

We can not afford (to buy) a new car. 我们买不起新车。

## Lesson 27: Business English

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

◎掌握词汇: everyday

◎接触词汇: ladder, position, congratulate, including, account

◎短语: move up, beef up

#### RESOURCES

• audiotape • a pad of paper • a set of words with the definitions and/or sayings with the meanings (see Extension)

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Good morning/afternoon, class. Let's get down to business. That's an English saying. Can you guess what it means?

Ask four or five students to guess and then explain.

Teacher: “Let's get down to business” means no more joking or playing around, let's get to work. Do you know a saying like this in Chinese?

##### Review

1) Homework check.

2) Choose some students to present their passages “Saving and Spending”.

3) Review what you learned in the last lesson. Show pictures of Canadian currency and see if the students can remember the value for each coin and dollar bill. Then review the object clause (see Step 1 in Lesson 26).

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

It makes sense, right?

If someone tells you he or she is moving up the ladder, you should congratulate this person.

### **STEP 1: Present**

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

1) Discuss the *Think About It* questions as a class. For the first question, be sure to write down the students' responses on the board.

2) Before you discuss the second question, explain the concept of "everyday English". Differentiate the word "everyday" from the two words "every" and "day". Write the word *everyday* on the board. Students should master this word.

Teacher: We all know the words "every" and "day", but when you put those two words together, you create a compound word that has a different meaning than the two words individually. Who remembers what a compound word is? Can you give me an example of a compound word?

Students: Basketball./Sunrise./Maybe.

Teacher: Good work. So the word "everyday" means common or usual. It refers to something that happens or is used every day. "Everyday" is an adjective that is used to describe something that is common and not special. Can you think of some things that happen or things that you use every day? Try and tell me about it using the word "everyday".

Allow several students to respond.

Students: I wear these shoes every day. These are my everyday shoes./I eat the same lunch every day. It's an everyday lunch./I do my homework and clean the house every day./Those are my everyday chores./Going to the park is an everyday activity, but travelling to another country is not an everyday activity.

#### **Teaching Point**

Sometimes it's necessary to brush up on certain grammatical points every now and again. Reviewing a grammar point does not have to take up an entire lesson. It can be a five-minute activity or discussion and can make all the differences to your students. If you know that a particular activity will make use of a grammar point that you haven't

used or discussed in a while, plan ahead and take some time during the lesson to refresh your students' knowledge.

### **STEP 2: Read**

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

1) Instruct the students to read Lesson 27 and answer the questions with a partner.

2) Students should check and correct their answers with another pair.

3) Discuss the answers as a class and go over the mastery words for this lesson (everyday and include).

### **STEP 3: Listen**

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

1) Play the listening material for Lesson 27 (*Business English*). Play it once and ask the students just to listen.

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

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

### **STEP 4: Listen and Read**

#### **INDEPENDENT WORK: *Reading aloud***

1) Play the audiotape for Lesson 27 a third time, and ask the class to listen and read aloud along with the audiotape.

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

### **STEP 5: Task**

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

1) Students will need Internet access or research materials to complete this task. In pairs, students research more examples of business English and write a list of sayings.

2) Then they should think about what they know about business Chinese.

3) Finally they should consider how business language is different from everyday language and write about it.

4) Ask some pairs to present their findings to class.

## CLASS CLOSING

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

Take a few minutes to review prepositions as a class, then ask the students to do the exercise independently and check their answers in groups.

### 2) Assign homework:

Words into Pictures: Choose one of the business sayings you learned in this lesson or from your own research and draw a picture that depicts it. For example:

**Moving up the ladder.**



## EXTENSION

### GROUP/CLASS WORK: *Make It Up*

Play *Make It Up* to review concepts 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 sayings (with the meanings) to give to the students.

2) One student is the game leader and reads out a word or a saying 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: Everyday

Real definition: Something that happens or is used every day; a common thing.

Made up definitions:

- (1) Something that is not interesting.
- (2) Something that common people do.
- (3) Something that is not fun.

Saying: Cook the books.

Real meaning: Steal money by making changes to the company's accounts.

Made up meanings:

- (1) Make a meal with books.
- (2) Books about cooking.
- (3) Steal books.

## LANGUAGE NOTES

1. Buy something at a low price, and then sell it at a high price. 低价买进，高价卖出。

at a low/high price 意思是“以低价 / 高价……”，price 常与介词 at 连用，表示“以……的价格”。例如：

I bought this house at a price of 1 000 000 yuan. 我以一百万的价钱买下那所房子。

2. It makes sense, right? 这很有意义，对吧？

make sense 意思是“讲得通；有道理，有意义”。例如：

This doesn't make sense. 这一点都不合理。

Everything will start to make sense. 所有事都说得通了。

Do you think it makes sense? 你看这行得通吗？

3. If someone tells you he or she is moving up the ladder, you should congratulate this person. 如果有人告诉你他（或她）正在爬梯子，你应该向他（或她）表示祝贺。

congratulate 为及物动词，意思是“祝贺”。常用结构为：

1) congratulate sb. on... 意思是“就……向某人表示祝贺”。例如：

She congratulated him on the birth of his son. 她祝贺他喜得贵子。

He congratulated her on her success. 他祝贺她取得成功。

We congratulated him on having passed the exam. 我们祝贺他通过了考试。

2) congratulate 后也可以加 that 从句。例如：

I should congratulate you that you resisted the temptation. 我应向你祝贺，你抵制住了这种引诱。



congratulation 为名词，表“祝贺”时，常用复数。Congratulations! You have passed the examination. 恭喜！你通过了考试。

Congratulations on getting a new job! 祝贺你找到新工作！

4. There are many more interesting business terms including... 有很多的商业用语，包括……

include 为动词，意思是“包含，包括”。例如：The list includes many British internationals. 名单中包括了许多英国籍的国际级选手。

The price for the hotel includes breakfast. 旅馆的费用包括早餐。

There are many different kinds of mooncakes, including fruit, chocolate and nuts. 有很多不同种类的月饼，包括水果的、巧克力的和五仁的。

including 是 include 的现在分词 / 动名词，一般被当作介词使用，和其后的名词 / 代词一起形成介宾短语，意思是“包括……在内”。

included 也有介词用法，including + 宾语 = 宾语 + included。例如：

There are 40 students in the classroom, including me. = There are 40 students in the classroom, me included. 我们班包括我在内一共 40 名学生。

5. They steal money by making changes to the company's accounts. 他们通过更改公司的账目窃取钱财。

by 为介词，意思是“凭借；靠；用；通过”。后接动词 -ing 形式意为“通过做某事”，在句中作方式状语，表示方法、手段、方式。例如：

He became a college student by working hard.

=He became a college student by hard work. 他通过努力学习成为一名大学生。

They make a living by selling vegetables. 他们靠卖菜为生。

I learn English by reading aloud. 我通过大声朗读来学习英语。

## Lesson 28: Ms. Liu's Great Idea

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

- ◎ 掌握词汇：husband, gate, honest, value, trust
- ◎ 接触词汇：appreciate, honesty, trusting, motto
- ◎ 短语：be surprised to...

#### RESOURCES

- audiotape • object clause worksheet (see Review) • strips of paper

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Hello, class. I've got a great idea! Do you know what that means?

Ask four or five students to respond. Students may respond in Chinese.

Teacher: It means I've had a very good or exciting thought. Sometimes great ideas come to us without us trying, other times we see something that gives us good ideas. Can you remember some of your great ideas? Did the idea just come to you or did something happen that gave you the idea?

Discuss.

##### Review

- 1) Homework check.
- 2) Choose some students to present their "Words into Pictures".
- 3) Prepare a worksheet for students to practice identifying noun clause objects. Ask the students to complete the worksheet independently and check the answers as a class.

## KEY CONCEPTS

### FOCUS STRUCTURES:

Please take eggs from the baskets and leave your money in the box.

We were surprised to find that the farmer was so trusting.

#### STEP 1: Present

##### CLASS/GROUP WORK: *Think About It*

1) Discuss the first *Think About It* question as a class.

Teacher: Honesty is the best policy. Do you know what this means? It's a saying about honesty. It means that being honest is the best way to go about achieving something.

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

Teacher: Do you know any saying about honesty in English or in Chinese?

Allow several students to respond. If students answer in Chinese, ask them to try and translate the saying into English.

2) Divide the class into groups to discuss the second *Think About It* question, then ask the groups to share their answers with the class.

#### STEP 2: Read Aloud

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

1) Read Lesson 28 as a class. Monitor students' pronunciation and comprehension.

2) Go over the mastery words and phrases for this lesson (*gate, husband, honest, value, trust* and *be surprised to...*).

#### STEP 3: Read

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

1) Ask the students to independently read the lesson again and complete the exercise.

2) Check and discuss the answers as a class.

#### STEP 4: Read and Play

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

1) Instruct the students to work in groups to read and write out the sentences in *Let's Do It! No.3* on strips of paper.

2) Then have the groups match the sentences. The first group to match all of the sentences correctly in the shortest amount of time wins.

#### STEP 5: Task

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

1) Instruct the students to work in groups to share stories about honesty.

2) Then have the groups choose one of the stories that they can act out in their groups.

3) If time permits, have the groups act out their story in front of the class.

## CLASS CLOSING

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

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

#### 2) Assign homework:

A Story about Honesty: Write a short story about honesty. It can be based on real experience or it can be made up. The story should include a motto about honesty.

## EXTENSION

##### GROUP WORK: *Word Replay*

Play *Word Replay* to review any vocabulary.

1) Divide the class into groups and have them sit in rows. The first student in each row whispers a list of vocabulary words (*gate, trust, honest, value* and *husband*) to the student next to them and so on.

2) The last person in the row must come to the board and write the words they heard. The row that has the most correct words wins. The rows that do not win have to make sentences using at least three of the words.

3) Have the first student in the row move to the back and continue to play until every student has had a chance to be first and last.

## LANGUAGE NOTES

1. We appreciate your honesty! 我们欣赏你的诚实。  
appreciate 为动词，有很多含义。例如：

1) 欣赏，赏识

We all appreciate her talent for music. 我们都很赏识她的音乐才能。

I appreciate your comment. 我欣赏你的意见。

2) 感谢，感激

They deeply appreciated his kindness. 他们对他的好意深表感谢。

We appreciate your helping us. 我们对你们给予的帮助表示感谢。

We appreciate hearing from you again. 我们非常感激能再次收到你的信。

3) 后接 if 或者 when 从句时, 要先接 it。例如:

I would appreciate it if you can help me with my English. 如果你能帮助我学习英语, 我将十分感激。

We really appreciate it when she offered to help. 我们十分感激她答应来帮忙。

2. We were surprised to find that the farmer was so trusting. 我们惊讶地发现这位农民是如此地信任他人。

trust 为动词, 意思是“信任, 信赖; 依靠”。例如:

I trust him completely. 我完全信任他。

I trust his words. 我相信他的话。

Why do you trust a guy like him? 你为什么要信任他这样的家伙呢?

I can't trust my memory. I'd better write everything down. 我的记性靠不住, 最好把什么都写下来。

trust 还可以作名词, 意思是“信任, 信赖”。例如:

I have no trust in him. 我不信任他。

trusting, 形容词, 表示“容易相信他人的, 轻信的”。例如:

a shy and trusting child 一个害羞、容易相信别人的孩子

He was too trusting — or, to put it another way, he had no head for business. 他太轻信别人, 或者换句话说, 他没有商业头脑。

3. This shop would be a good way for students to learn the value of honesty. 这家商店会是学生们理解诚信价值的一种好方式。

way 为名词, 意思是“方式, 方法”, 后边常跟 of doing 或 to do sth. 表示“……的方法”。例如:

She smiled in a friendly way. 她友好地笑了笑。

He had a strange way of talking. 他说话的方式怪怪的。

Can you tell me a way to learn English well? 你能告诉我学好英语的方法吗?

Another way of making new friends is to go to travel. 另一种交友的办法就是去旅游。

## Lesson 29: How to Push a Product

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

◎掌握词汇: create, customer, already, similar, offer, shine, succeed

◎接触词汇: battle, ad, sample, quality, surely

◎短语: push a product, stand out, catch one's eye, have an interest in

#### RESOURCES

• audiotape • print/TV/radio/digital ads

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Good morning/afternoon, class. It's nice to see you all. We have a lot to do today, so let's get started.

##### Review

1) Homework check.

2) Choose some students to present their short stories “A Story about Honesty”.

3) Play a game to review noun clause objects.

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

Remember, you need to make your product stand out.

Find ways to catch their eye.

People coming to trade shows already have an interest in similar products.

Push your product using samples and good deals.

People get to know the advantages of your product after they experience using it.

## **STEP 1: Present**

### **CLASS WORK: *Think About It and Learning Tip***

1) Discuss the title of Lesson 29 (*How to Push a Product*) and the *Learning Tip*.

Teacher: We all know what the words “push” and “product” mean. But what does it mean to push a product?

Allow several students to respond.

Teacher: To push a product means to sell or advertise a product using different methods like a TV commercial, a poster or even giving free samples or trials where people get to try the product for free. Can you think of a product you have used or bought? How did the seller push the product? Did they do a good job of pushing the product?

Allow several students to respond.

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

## **STEP 2: Read**

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

1) Instruct the students to read Lesson 29 silently and check the sentences independently.

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

3) Discuss the answers as a class.

## **STEP 3: Read Aloud**

### **CLASS WORK: *Reading aloud***

Read Lesson 29 as a class. Monitor the students’ pronunciation and comprehension.

## **STEP 4: Break It Down**

### **CLASS WORK: *Discussion***

1) Present and discuss different types of ads: TV commercials, radio commercials, digital ads (ads on websites), print ads (ads in newspapers, magazines or on billboards).

2) Select two or three ads to analyze as a class using key words and structures for this lesson.

- What is the ad for?
- What kind of ad is it (TV, radio, online, newspaper, magazine, billboard, etc.)?
- What does the ad tell us about the product? Is all the information you need on the ad?
- Who is this ad targeting (men, women, boys, girls,

etc.)? Who is the customer?

- Does the ad make the product stand out? Why or why not?
- Is the ad creative/interesting/eye-catching?
- Is this ad similar to other ads that are advertising the same kind of product?
- Does the ad suit the product it is advertising?
- Does the ad push the product? Does it offer the customers anything (coupon, discount, sale or deal)?
- Do you think it’s a good ad? Why or why not?
- How would you improve the ad?

## **STEP 5: Task**

### **INDEPENDENT WORK: *Project***

1) Divide the class into small groups to brainstorm ideas for a new product that helps people, and then create an advertisement for it. Students may choose to create a TV commercial, radio ad, digital ad (for the Internet) or a print ad (for newspapers, magazines or billboards). Students should consider other ads they’ve seen when creating their own and do their best to make their ad stand out.

2) Ask the groups to present their ad and their answers to the questions outlined in the project instructions to the class.

## **CLASS CLOSING**

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

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

### **2) Assign homework:**

- Ad Analysis: Choose any ad (TV, radio, print or digital) for any product and write an analysis for the ad.
  - What is the ad for?
  - Who is the ad for? Who are the customers?
  - Does the ad suit the product?
  - Does the ad offer anything (sale, coupon, discount, deal)?
  - Does the ad help the product stand out?
  - Is the ad clear/interesting/eye catching?
  - Is it a good ad? Why or why not?
  - What would you do to improve this ad?

## **EXTENSION**

### **GROUP WORK: *Communicate It***

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

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

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

3) Player 1 picks a slip of paper and tries to get the other players on his team to guess the word or phrase by describing it. The person describing cannot say the word or phrase on their slip of paper. If they say the word or phrase, their turn is over and Player 2 picks a new word or phrase to describe.

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

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

*For Example:*

Player 1: (Word = customer) It is a person who buys things.

Group: Is the word “shopper”?

Player 1: No. It’s a word that has a similar meaning to shopper.

Group: Is the word “customer”?

Player 1: Yes!

## **LANGUAGE NOTES**

1. Remember, you need to make your product stand out. 记住，要使你的产品引人注目。

stand out 意思是“引人注目；显眼”。例如：

They were all pretty, but she stood out among them. 她们都很漂亮，但她却特别突出。

He is a tall, distinguished looking man who stands out in any crowd. 他是一个魁梧英俊的人，在任何人群中都很突出。

Red flags stand out brightly, set against the blue sky. 红旗在蓝天的映衬下显得分外鲜艳。

stand out 还可以表示“伸出；突出”。例如：

The pot has two handles standing out. 这个壶有两个突出的柄。

2. Find ways to catch their eye. 想办法吸引大家的目光。

catch one’s eye 意思是“引人注目；吸引某人注意；吸引……的目光”，同义词组为：draw one’s attention (to)... 例如：

Can you catch that girl’s eye? 你能引起那位女孩的注意吗？

That postcard, a present from my grandfather, caught everyone’s eye. 那张明信片，一件来自我祖父的礼物，吸引了每个人的注意。

3. People coming to trade shows already have an interest in similar products. 来贸易展览的人们已经对类似的产品有了兴趣。

have an interest in 意思是“对……感兴趣”。例如：

We all have an interest in playing chess. 我们都对下棋感兴趣。

The child has no interest in drawing. 这个孩子对绘画没兴趣。

4. Push your product using samples and good deals. 提供样品和优惠的条件来推广你的产品。

push one’s product 意思是“推广某人的产品”。

例如：

It’ll cost us a lot to push your product. 推广你们的产品会耗费我们大量资金。

It’s difficult to push their product in this area. 在这个地区推广他们的产品很难。

using samples and good deals 是现在分词短语，在句中作方式状语，表示“以样品和提供优惠条件的方式”。例如：

We can reach the apples on the tree using this ladder. 我们可以用梯子来够到树上的苹果。

5. Offering samples and deals will get you more customers. 提供样品和优惠条件会使你获得更多的顾客。

offer 此处为动词，意思是“提供”。例如：

He offered me a glass of wine. 他端给我一杯酒。

offer 还可以表示“愿意；试图（做某事）”。例如：

They offered to help me. 他们表示愿意帮助我。

He offered to lend me some books. 他表示要借给我几本书。

6. With a good quality product and excellent advertising, you will surely succeed. 拥有优质的产品和完美的广告，你肯定会获得成功。

succeed 为不及物动词，意思是“成功”，常用结构：succeed (in) doing sth. 成功做成某事；



succeed with sth. 在某方面获得成功。例如：  
After so many years of hard work, he succeeded (in) being a famous scientist. 经过了数年的努力，他终于成为一位著名的科学家。  
He succeeded with that difficult problem. 他成功地解答出那道难题。  
You won't succeed with the work if you don't put your mind to it. 如果不把心思放在工作上，你是不会取得成功的。

## Lesson 30: A Cookie Sale

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

- ⊙掌握词汇 : crazy
- ⊙接触词汇 : baker
- ⊙短语句型 : sell out of, less than

#### RESOURCES

- audiotape

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Hi everyone. Good to see you. Let's get to work.

##### Review

- 1) Homework check.
- 2) Choose some students to present their Ad Analysis.

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

I sold out of my cookies in less than an hour!

##### STEP 1: Present

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

1) Discuss the title of Lesson 30 (*A Cookie Sale*) as a class.

Teacher: Read the title of this lesson. Can you guess what Brian is writing to Li Ming about?

Students: Brian is writing to Li Ming about the bake sale he had with Jenny and Danny to raise money for their field trip.

2) Read the *Think About It* questions as a class and then divide the class into groups to discuss.

3) Have the groups share their answers with the class. Go over the mastery words and phrases for this lesson (*crazy*, *sell out of*, and *less than*).

##### STEP 2: Read

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

1) Instruct the students to read Lesson 30 and complete the exercise independently.

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

##### STEP 3: Read

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

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

2) Check and discuss 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 brainstorm ways in which they can help other students in other schools. Students should write a list of ideas. For each idea they should consider and write down some answers to the following questions:

1. What will you do to help?
2. How will you help?
3. Why will you help?
4. Who will you help?

2) Students should come up with a "Help a School" proposal. A proposal is an organized plan that explains the details of how and why they are going to help the school, and what the benefits to the school would be.

3) Ask each group to present their proposal to the class.

## CLASS CLOSING

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

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

### 2) Assign homework:

Proposal Writing: Read the lesson again and write a proposal for Brian or Li Ming that explains what they have done or are doing to help people at their school. Make sure your proposal answers the following questions:

- What will you do to help?
- How will you do it?
- Why will you do it?
- Who will you help?
- What are the benefits?

## EXTENSION

### PAIR WORK: *Translation Match Up*

Play *Translation Match Up* to review the meanings of words and phrases from this unit.

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

crazy

疯狂的

- 3) Instruct the students to mix up all the words/phrases and then match the correct Chinese translation to the correct English word/phrase. The pair that correctly matches up all the words the fastest wins.

## LANGUAGE NOTES

1. I sold out of my cookies in less than an hour! 不到一小时我就卖光了小饼干。

sell out 为不及物词组，意思是“卖光”。例如：  
Football games often sell out well in advance. 足球比赛经常在开赛前票就已经售光了。

Sleeping bags sold out almost immediately. 睡袋几乎一眨眼就卖完了。

Tickets for the show sold out in 70 minutes. 演出门票在 70 分钟内即告售罄。

sell out of 为及物词组，意思是“售空，卖光”。例如：

We have sold out of the books. 我们的书卖完了。

All the bikes are sold out of in a day. 一天之内所有的自行车都卖光了。

The store wants to sell out all of its winter clothes to make room for the summer ones. 那家商店想要出清所有冬季服装的存货以便给夏季服装留出空间。

2. Everyone thinks it's too dangerous to do homework on a bicycle, so nobody bought it. 每个人都认为边骑自行车边做作业太危险了，所以没有人买它。

It's too dangerous to do sth. 表示“做……太危险了”，it 为形式主语，真正的主语是后边的不定式短语。例如：

It's too dangerous to play on the street. 在马路上面玩太危险啦。

It's too dangerous to swim in that river. 在那条河里游泳真是太危险啦。

## Unit Review (5)

## CLASS OPENING

### Greeting

Greet the class.

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

Ask five or six students to respond.

## Review

- 1) Homework check.
- 2) Ask the students to present their “Comic Strip Summary” 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.

- Why do Jenny, Danny and Brian want to raise money? How are they going to do it?
- What are Danny and Brian selling? Do they raise any money?
- What is business English and how is it different from everyday English?
- What is Ms. Liu’s great idea? Do you think it’s a great idea? Why or why not?
- How do you push a product?
- What are Brian and Li Ming writing to each other about?

## CLASS ACTIVITIES

### Building Your Vocabulary

#### I. Fill in the blanks with the correct forms of the words. The first letter is given.

Divide the class into two large teams. The team to correctly complete this exercise first wins. Each team must not only fill in the missing words but also write every sentence out in full on the board to get the points and win. Place a time limit on this exercise to make it more challenging.

#### II. Complete the passage with the correct words.

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

### Grammar in Use

#### Rewrite the sentences using “Simon says that...”

- 1) Students read the questions and rewrite them into statements independently.
- 2) Once they have completed the activity, they can check their answers in groups and use the questions and statements to have a dialogue.

### Listening and Speaking

#### I. Listen to the passage and answer the questions.

- 1) Play the listening material for this exercise

and instruct the students to listen carefully to the passage.

- 2) Read the five questions as a class, and then play the audiotape again and tell the students to listen for the answers to the questions and write them down.
- 3) Check the answers as a class.

#### II. Complete the following dialogue. Then act it out.

- 1) Students complete the dialogue in pairs and then act it out.
- 2) Ask some students to present the dialogue in front of the class.

### Putting It All Together

#### I. Complete the passage by choosing the best answers from below.

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

#### II. Play Market Stall and write a short passage about it.

- 1) Divide the class into groups to play Market Stall. Follow the game instructions in the student book.
- 2) Once students have played a round of Market Stall, as a group, ask them to write a short passage about what happened during their game.

### 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 *I’ll Buy It!* Ask the students to listen to the song.
- 2) Instruct the students to repeat the song line by line.
- 3) Play the audiotape for *I’ll Buy It!* Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

**Play a game****CLASS WORK: *Tic-Tac-Toe***

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

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

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

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

**Sample Questions:**

- How do you push a product?
- What is the opposite of the word "similar"?
- Use the phrase "catch one's eye" in a sentence.
- Spell "succeed".
- Explain how to create an ad that will make a product stand out.
- Use the word "afford" in a sentence.
- True or False? Pocket money is usually a small amount of money.

# UNIT 6: Be a Champion!

## GENERAL OBJECTIVES

This unit covers vocabulary, phrases and concepts associated with the Olympics and other sporting events. Students will briefly learn about the history of Olympics and discover how the modern Olympics have evolved. They will consider some of the important values and ideals that are inspired by the Olympics and understand the larger implications of the worldwide event by looking at the past Olympics. Students will create their own Olympic slogans, mascots and logos. As a final culminating activity, students will hold their Classroom Olympics where they will design their own event and compete with their fellow classmates. The grammar focus for this unit is comparative and superlative adjectives and adverbs, and object clause.

## SPECIFIC OBJECTIVES

语言知识	词汇	掌握词汇	relative, thick, photograph, lift, weigh, kilo, several, spirit, America, peace, gold, influence, coach, rope, race, result, none, twentieth
		接触词汇	champion, BC, athlete, compete, Olympia, married, host, Olympic, amazed, represent, continent, torch, slogan, reflect, mascot, feature, fairly, defeat, medal, Brazil, diving, badminton, sit-up, push-up
	短语和句型	stand on one foot, set a new world record, break a record, compete against..., every four years, Good point. take place, be amazed at..., stand for, dream team, have an influence on, time after time	
	功能意念	谈论奥运会和记录 Talking about the Olympics and Records	
	语法	1. 形容词和副词的比较级和最高级 Comparative and Superlative Adjectives and Adverbs 2. 宾语从句 Object Clause	
语言技能	听	1. 在听录音时有目的地获取所需关键信息。 2. 听懂简单故事的情节发展，理解其中主要人物和事件。 3. 根据连续的指令完成任务，能以词或词组的形式简单记录所获取的信息。	
	说	1. 根据提示给出连贯的简单指令。2. 引出话题并进行简单的交谈。3. 在教师的帮助下或根据图片用简单的语言描述自己或他人的经历。4. 在教师的指导下参与角色扮演活动。 5. 在上述口语活动中使用正确的语音、语调。	
	读	1. 连贯、流畅的朗读课文。2. 从简单的文章中找出有关的信息，理解大意。3. 根据上下文猜测生词的意思。4. 理解简易读物中的事件发生顺序和人物行为。5. 理解简易的科技和说明性的文章。	
	写	1. 能简单描述人物或事件。2. 能用词组或简单句为自己创作的图片写出说明。 3. 能正确运用比较级和最高级。	
学习策略	1. 树立自主学习的概念和意识。2. 使用简单工具书查找信息。 3. 总结所学语言材料中的语言规律并加以利用。4. 主动在听说交际中运用课文中的语言知识。		
情感态度	1. 在学习中敢于用英语表达自己的看法。2. 培养学习英语的兴趣和学好英语的信心。 3. 乐于接触并了解异国文化。4. 通过小组活动培养合作精神，并通过互相评价激发学习兴趣。		
文化意识	1. 了解一些奥林匹克运动的发展史及一些中外著名运动员的简况。 2. 了解一些世界之最。		



# Lesson 31: Don't Fall, Danny!

## LESSON PREPARATION

### LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : relative
- ⊙ 接触词汇 : champion
- ⊙ 短语 : stand on one foot, set a new world record, break a record

### RESOURCES

- audiotape • research materials or Internet access • a soft ball (see Extension)

## LESSON STRUCTURE

### CLASS OPENING

#### Greeting

Greet the class and introduce the new unit.

Teacher: Today we are starting a new unit. Can anyone tell me the title of Unit 6?

Student: I can. It's "Be a Champion!"

Teacher: Very good. Does anyone know what the word "champion" means?

Allow several students to guess. Then explain.

Teacher: A champion is a person who has defeated or won against all of the competitors in a competition. In Chinese the word "champion" is 冠军. Can you think of some famous champions? What makes them champions?

Discuss. Write the students' answers on the board.

#### Review

Review comparative and superlative adjectives and adverbs.

#### 1) When do we use the comparative/superlative?

In English, we use the comparative to compare two things: "apples are **better** than oranges".

We use the superlative to compare more than two things: "apples are **better** than oranges, but bananas are the **best**".

#### 2) How do we form the comparative and superlative?

Form the comparative and superlative forms of a one-syllable adjective by adding -er for the comparative form and -est for the superlative.

One-Syllable Adjective	Comparative	Superlative
tall	taller	tallest
long	longer	longest
fast	faster	fastest

Jane's hair is **longer** than Debbie's hair.

Jane's hair is the **longest** of all the students.

If the one-syllable adjective ends with an e, just add -r for the comparative and -st for the superlative.

One-Syllable Adjective with Final -e	Comparative	Superlative
large	larger	largest
wise	wiser	wisest
wide	wider	widest

Peter is **wiser** than Henry.

Peter is the **wisest** person I know.

If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add -er for the comparative and -est for the superlative.

One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before it	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
thin	thinner	thinnest

My dog is **fatter** than your dog.

My dog is the **fattest** of all the dogs.

If the two-syllable adjective ends with -y, change the y to an i and add -er for the comparative and -est for the superlative.

Two-Syllable Adjective Ending with -y	Comparative	Superlative
happy	happier	happiest
angry	angrier	angriest
funny	funnier	funniest

Jack is **happier** than Justin.

Jack is the **happiest** boy in the world.

### -LY ADVERBS

Adjective	Adverb	Comparative Adverb	Superlative Adverb
quiet	quietly	more quietly	most quietly
careful	carefully	more carefully	most carefully
happy	happily	more happily	most happily

Gary speaks **more quietly** than Fred does.

Gary speaks the **most quietly** of all the students.

### IRREGULAR ADVERBS

Adjective	Adverb	Comparative Adverb	Superlative Adverb
good	well	better	best
bad	badly	worse	worst
far	far	farther/further	farthest/furthest

Wendy walked **farther** than Penny.

Wendy walked **farthest** yesterday of all the students.

## KEY CONCEPTS

### FOCUS STRUCTURES:

Danny, why are you standing on one foot?

I want to set a new world record.

I want to break a world record.

### STEP 1: Present

#### GROUP/CLASS WORK: *Think About It*

1) Read the *Think About It* questions as a class and then divide the class into groups to discuss. Remind students to be mindful of when they need to use the comparative or superlative.

2) Ask each group to share their answers with the class and write their answers on the board (i.e. make a class list of world records that the students know about and a list of records they might be able to set in the class).

### Sample Class Record List

- write the most English words in one minute
- hold your breath for the longest amount of time
- stay quiet for the longest amount of time
- juggle the most erasers at one time
- have the cleanest desk all year long
- hold the most pencils or pens in one hand

### STEP 2: Read

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

1) Read Lesson 31 as a class. Ask one student at a time to read a part from the lesson.

2) Then have them read the dialogue in groups of three and answer the true-or-false questions.

3) Discuss the answers as a class and correct any false statements. Go over the mastery phrases for this lesson (*stand on one foot, set a new world record, and break a record*)

### STEP 3: Skim and Do

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

1) Ask the students to skim the reading and answer the questions independently.

2) Check the answers as a class.

### STEP 4: Role-Play

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

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

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

### STEP 5: Task

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

1) Students will need Internet access or other research materials to complete this task. Instruct the students to work in pairs to research some interesting world records and write them down in a chart.

2) Ask the groups to present their records to the class in an interesting and creative way (i.e. a song, a TV commercial, a skit, a news report, etc.)

## CLASS CLOSING

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

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

### 2) Assign homework:

Complete the Comparative and Superlative Worksheet (see the “Templates” section at the back of this guide)

## EXTENSION

### CLASS WORK: *Question Toss*

Play *Question Toss* to review vocabulary, phrases, and adjectives and adverbs.

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

2) You can call out a word, phrase or structure from this lesson.

For example: relative, stand on one foot, world record, quickly

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: Relative!

Player 1 (*throws the ball*): When do you visit your relatives?

Player 2 (*catches the ball*): I visit my relatives on holidays and birthdays.

Teacher: Stand on one foot!

Player 2 (*throws the ball*): Can you walk and stand on one foot at the same time?

Player 3 (*catches the ball*): No, I can't.

Teacher: World record!

Player 3 (*throws the ball*): Can you name one world record?

Player 4 (*catches the ball*): China holds the world record for the largest population.

Teacher: Quickly!

Player 4 (*throws the ball*): What animal can move quickly?

Player 5 (*catches the ball*): Rabbits can move quickly.

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

## LANGUAGE NOTES

1. I want to set a new world record. 我想创建一项新的世界纪录。

set a record 创建（一项）纪录

keep/hold a record 保持（一项）纪录

break a record 打破（一项）纪录

2. I have been standing on one foot for more than three minutes. 我已经单腿站立三分多钟了。

have been doing 是现在完成进行时，常常表示动作的延续性、重复性以及感情色彩等。例如：

Mr. Smith has been living in London since 1995.

史密斯先生自从 1995 年以来一直住在伦敦。（延续性）

Have you been meeting her recently? 你最近常见到她吗？（重复性）

Who's been eating my apple? 谁吃了我的苹果？（感情色彩）

注意：这种语法在初中阶段不作要求。

3. In seven hours and fifty-seven minutes, you'll be the champion! 7 小时 57 分之后，你就会成为冠军！

in 是介词，意思是“在（一段时间）之后”。常用于将来时。用于过去时表示“在（一段时间）内”。例如：

Supper will be ready in a few minutes. 几分钟之后，晚餐就会准备好。

She learned to swim in two weeks. 她两周内学会了游泳。

## Lesson 32: My Favourite Record

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

◎掌握词汇 : thick, photograph, lift, weigh, kilo, several

#### RESOURCES

- audiotape

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Good morning/afternoon, Class. Who ate the most delicious dinner last night? Who woke up the earliest this morning? Who feels the most tired today? Who is going to have the most fun today?

##### Review

- 1) Homework check.
- 2) Take up the “Comparative and Superlative Worksheet” as a class.
- 3) Role-play Lesson 31.

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

It was 60 cm long, 40 cm wide and almost 21 cm thick!

Someday, I might have to pull a train with them!

##### STEP 1: Present

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

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

Teacher: What is a competition?

Students: An event or contest that people compete in.

Teacher: Right. Have you ever won a competition?

What competition did you win?

Students: I won a race last year at the school

sports meet./I won a baking contest. I made the most delicious cookies./I won an art competition. I painted a beautiful painting.

Teacher: Wow! That's great. How does it feel to win a competition and receive a prize?

Students: It feels exciting to win a competition./I feel happy and proud when I know I've done a good job.

Teacher: Those are all excellent answers. Now, let's read Lesson 32 and find out how Danny and Li Ming feel about winning competitions and setting records.

##### STEP 2: Read

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

- 1) Instruct the students to read Lesson 32 and answer the questions 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.

- What was Danny's favourite record?
- Why did Sandra win the record for the largest book?

Write the words *thick* and *photograph* on the board. Point out that thin is the opposite of thick. Then ask the students if they can think of another word for photograph (i.e. picture) and if they know the short form for photograph (i.e. photo). Students should master these words.

- What records does Danny mention when he says some records are hard to believe? Why does he say they're hard to believe? Does Li Ming agree with Danny?

Write the word *lift*, *weigh* and *kilo* on the board. Discuss. Students should master these words.

- When did Li Ming's school hold the spring sports meet?

Write the word *several* on the board. Explain that the word several means an imprecise number of people or things that is not large but is greater than two. Compare the word *several* with the words *a couple*, which means *two* and *a few*. Students should master this word.

- What record did Li Ming break at the spring sports meet?

- Why does Li Ming say he'll brush his teeth very well tonight? Is he being serious?

#### STEP 4: Read Aloud

##### CLASS WORK: *Reading aloud*

Read Lesson 32 as a class. Monitor students' pronunciation and comprehension.

#### STEP 5: Task

##### CLASS WORK: *Project*

- 1) Make a class list of records that the students would like to compete for.
- 2) Divide the students into groups to interview one another and find out who holds which record in the class.
- 3) Then have the groups share the results with the class.

### CLASS CLOSING

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

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

#### 2) Assign homework:

The Missing Adjectives worksheet: Complete the Missing Adjectives worksheet (see the "Templates" section at the back of this guide).

### EXTENSION

#### GROUP WORK: *Big, Bigger And Biggest*

Play *Big, Bigger And Biggest* to review comparative and superlative adjectives and adverbs.

- 1) Divide the class into groups. Each student should have a questionnaire with a series of questions that they will ask their group members. (See a sample list of questions below.)
- 2) Once the students have asked all of their group members the questions on their questionnaire, they can use that information to form sentences that make use of comparative and superlative adjectives.
- 3) Ask the groups to present their findings to the class.

#### Sample Questions:

1. How tall are you?
2. How old are you?
3. How far from school do you live?
4. What time do you wake up/get to school/go to sleep?

5. How long can you hold your breath?

6. How many times can you jump up and down in ten seconds?

#### Sample sentences:

1. Jack is tall, but Heather is taller./Jonathan is the tallest boy in our group.
2. Mandy is the youngest girl in our group./Alex is the oldest boy in our group.
3. Joe lives close to school, but Cindy lives closer./Rachel lives the closest to school.
4. Heather wakes up early, but Jack wakes up earlier./Alex wakes up the earliest.
5. Cindy can hold her breath longer than Greg./Henry can hold his breath the longest of all the students.
6. Fred can jump up and down more times in ten seconds than Ben can./Mandy can jump up and down the most times in ten seconds.

### LANGUAGE NOTES

1. It was 60 cm long, 40 cm wide and almost 21 cm thick! 它 60 厘米长, 40 厘米宽, 21 厘米厚!

基数词 + 量词 + 表示长 / 宽 / 高等的形容词, 表示“某物多长 / 宽 / 高等”。例如:

The wall is 9.75 metres thick. 墙厚 9.75 米。

The street is 21 metres wide. 街道宽 21 米。

2. One man lifted a bus. 有个人举起了一辆公共汽车。

lift 为及物动词, 有很多含义, 在本句中的意思是“举起”。例如:

He was too weak even to lift his hand. 他虚弱得连手都抬不起来。

She lifted the last of her drink to her lips. 她将最后一点饮料送到唇边。

lift 还可以表示“提升”。例如:

They want to lift the rate of enjoyment, too. 他们还想提升快乐比率。

lift 还可以作名词, 表示“电梯; 搭便车”。例如: I had been in that lift for 41 hours. 我在电梯里待了 41 个小时。

Suddenly a man in rags stopped him and asked for a lift. 突然, 一个衣衫褴褛的人拦住他要搭便车。

3. By the way, our school held its spring sports meet several days ago. 顺便说一下, 我们学校几天前举



行了春季运动会。

several 意思是“少数几个”，只能修饰可数名词复数，相当于 a few/some。例如：

My father can speak several languages. 我父亲会说几种语言。

Several men, several minds. 人各有志。

I have said so several times. 我已经说过好几遍了。

Several of the students were absent. 有几个学生缺席。

4. Someday, I might have to pull a train with them! 将来，我可能要用他们拉火车呢！

might have to 意思是“或许不得不”。例如：

I might have to leave. 我可能不得不离开。

I know we might have to wait at the front door. 我知道我们可能必须在前门等。

I might have to take my son to football matches next Sunday. 下周日我可能要带我儿子去看足球赛。

## Lesson 33: 2 800 Years of Sports

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

- ◎ 掌握词汇 : spirit
- ◎ 接触词汇 : BC, athlete, compete, Olympia, married, host, Olympic, amazed, represent
- ◎ 短语 : compete against..., every four years, Good point. take place, be amazed at...

#### RESOURCES

- audiotape • picture of the Olympic Rings
- research material • pictures of different Olympic sports (see Extension)

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

Teacher: Good morning/afternoon, everyone. Let's begin.

#### Review

- 1) Homework check.
- 2) Take up the “Missing Adjectives Worksheet” as a class.

### KEY CONCEPTS

#### FOCUS STRUCTURES:

The ancient Greeks wanted to have the best athletes compete against each other.

They held the event every four years in Olympia.

Good point, Wang Mei.

The ancient Greeks would be amazed at how the Olympic Games have grown to become a world event!

#### STEP 1: Present

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

- 1) Introduce the concept of the Olympics. Show the class a picture of the Olympic rings (see the example below) and see what they can tell you about the Olympics from their previous knowledge. Discuss the *Think About It* questions as a class.



Teacher: Do you recognize this image? These are the Olympic rings. What do you know about the Olympics? Have you ever watched the Olympics? What sporting events did you watch? Why are the Olympic Games an important event? How often do the Olympic games take place?

Discuss and write down the students' answers on the board and cover the mastery words and phrases for this lesson (*spirit, compete against..., take place, every four years, Good point, be amazed at...*)

Teacher: Today we are going to learn a little bit about the history of the Olympic Games. Look at the title of Lesson 33. Can anyone guess when the Olympics began?

Students: 2 800 years ago?

Teacher: That's right. Good guess.

2) Write down some large numbers on the blackboard and practice saying them as a class.

Demonstrate the difference between saying years and large numbers. For example: the year 1734 (the year seventeen thirty-four) vs. the number 1734 (the number one thousand seven hundred and thirty-four). Note that the years and the numbers in the 2000s can both be pronounced two thousand and... For example: the year and the number 2001 (two thousand and one). You would NOT say the year twenty zero one.

Teacher: Now let's split into groups of three to read Lesson 33 and find out more about the history of the Olympic Games.

### **STEP 2: Read**

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

1) Instruct the students to read Lesson 33 in groups of three and complete the exercise.

2) Discuss the answers as a class.

### **STEP 3: Listen**

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

1) Play the listening material for Lesson 33 (2 800 Years of Sports). 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 4: Role-Play**

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

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

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

### **STEP 5: Task**

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

1) Ask the students to work in pairs to complete the quiz and then check and correct their answers with another pair of students.

2) Once they completed and corrected the quiz, they

can do some more research on the Olympics and write their own quiz about the Olympics. Remind students to make the quiz both challenging and interesting. The quiz should consist of five questions (each worth one point) plus one bonus question that is worth two points.

3) Pairs may trade their quiz with other pairs and see who can get the highest score in the shortest amount of time.

## **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:**

The Best Olympic Sport: Choose one Olympic sport, do some research on it and write a report. Consider the following:

- What interesting facts can you find about the history of the sport?
- Is it a winter or summer sport?
- What materials or tools do you need to play this sport?
- What records have been set in this sport? What is the current record and who holds it?
- How long has this sport been a part of the Olympics?
- What countries are the best at this sport and why do you think that is?
- Do people in China play this sport?

## **EXTENSION**

### **GROUP WORK: *Describe And Guess***

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

1) Divide the class into groups and provide each group with three or four different photographs that depict different Olympic sporting events.

2) Ask the groups to write a description for each picture.

3) Then place all of the pictures at the front and ask one group at a time to read one description for one of their pictures. While the one group describes one of their pictures, the other groups guess which picture they are describing. The first group to

correctly guess which picture the group is describing wins a point.

## **LANGUAGE NOTES**

1. Yesterday I asked you to do some research on the history of the Olympics. 昨天，我让你们对奥运历史做一些研究。

do some research on 意思是“做一些关于……的研究”。例如：

She suggested that college graduates do some research on the salaries of people in their industry. 她建议毕业生们做一些该行业工资情况的调查。

We are going to do some research on the pollution of the Pearl River. 我们将做一些关于珠江污染的研究。

2. The ancient Greeks wanted to have the best athletes compete against each other. 古希腊人想让最优秀的运动员进行比赛。

compete 为动词，意思是“竞争；对抗；比赛”。

常用词组有：

compete for/to do sth. 意为“为（做）某事而竞争”

compete against 意为“和……竞争”。例如：

Several companies are competing for/to gain the contract. 几家公司正为一项合同而竞争。

have the best athletes compete 的语法结构为：

have sb. do sth. 意思是“让某人做某事”。

注意：have 作使役动词时，后面要跟省略 to 的不定式作宾语补足语。例如：

The teacher had all his students run fast. 老师让所有的学生加快速度跑步。

She had him wait at the gate for 10 minutes. 她让他在大门口等了 10 分钟。

3. They held the event every four years in Olympia. 他们每四年在奥林匹亚举行一次运动会。

every four years = every fourth year 意思是“每四年”。

every 与基数词、序数词、other 或 few 连用，表示时间或空间的间隔，意为“每……；每隔……”。例如：

He comes here every three days (every third day). 他每三天（每隔两天）来这儿一次。

You'd better plant a tree every five metres (every fifth metre). 你最好每五米种一棵树。

Write on every other line, please. 请隔行写。

I came here every other day. 我每隔一天来这里一次。

She went to her grandparents' every few days. 她每隔几天去一次祖父母家。

4. Married women couldn't even watch the games! 已婚妇女甚至都不能观看这些比赛！

married 为形容词，意思是“已婚的，有配偶的”。例如：

She is a married woman. 她是个已婚的女人。

5. The ancient Greeks would be amazed at how the Olympic Games have grown to become a world event! 古希腊人会惊讶于奥林匹克运动会已经变成了一项世界赛事。

be amazed at = be surprised at 意思是“惊讶于……”。例如：

You will be amazed at the progress we have made. 你将会对我们的进展感到惊讶。

Apply it and you will be amazed at the results. 应用它，你将会对效果感到惊讶的。

amaze 为动词，意思是“使……吃惊”。例如：

The planning of the palace amazed the visitors. 宅邸的设计让来访者大吃一惊。

What you told me just now amazed all of us. 刚才你说的事情让我们所有人都很震惊。

amazing 为形容词，意思是“令人震惊的”。例如：

That news is amazing. 这个消息令人震惊。

That is an amazing result. 那是一个令人震惊的结果。

6. They also represent their countries at the highest level. 他们也代表着国家的最高水平。

represent 意思是“代表，象征”，既可以表达抽象含义，也可以表示“代表……（某人、某个团体……）”例如：

The dove represents peace. 鸽子象征和平。

We choose her to represent us in the meeting. 我们选她代表我们参加会议。

represent 的名词形式为 representative. 例如：

There are three representatives in our school. 我们学校有 3 名代表。

## Lesson 34: Modern Olympics

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : America, peace
- ⊙ 接触词汇 : continent, torch, slogan, reflect, mascot, feature, fairly
- ⊙ 短语和句型 : stand for

#### RESOURCES

- audiotape

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class.

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

Ask four or five students to reply.

##### Review

- 1) Homework check.
- 2) Choose some students to present their report “The Best Olympic Sport”.

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

The Olympic motto, “Faster, Higher, Stronger”, stays the same for every Olympics.

Do you remember the song “You and Me”? It touched many people’s hearts.

##### STEP 1: Present

**CLASS WORK:** *Dig In and Think About It*

- 1) Introduce the topic of today’s lesson.

Teacher: Last class we talked about the Olympics and discussed what we know about them. Today we are going to continue talking about the Olympics and learn even more about the modern Olympics.

What does the word “modern” mean?

Students: “Modern” means something current.

Teacher: That’s right. In ancient times the Olympics were very different than they are today. In fact, the Paralympics only began less than 30 years ago. Does anyone know what the Paralympics are?

Discuss the *Dig In* as a class.

- 2) Introduce and discuss the *Think About It* questions.

Teacher: Every country that hosts the Olympic Games creates their own slogan and mascot. What’s a slogan/mascot?

Explain.

Teacher: A slogan is a phrase that represents the country and expresses an idea. Many big companies also have slogans. For example, Coca-Cola’s slogan is “Always Coca Cola”. Can you think of some other companies’ slogans? For example, do you know what company the slogan “I’m lovin’ it” belongs to? (Answer: McDonald’s.)

Discuss. Then instruct the students to look at the pictures of China’s Olympic Game mascots in the student book.

Teacher: What mascot do you like best? Do any other sporting events use mascots? If so, which sports and what is their mascot?

Allow several students to respond.

Teacher: What do you think is the same in every Olympics?

Allow several students to respond.

##### STEP 2: Read

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

- 1) Instruct the students to read Lesson 34 and complete the exercise independently.
- 2) Students should check and correct their answers in groups.
- 3) Discuss the answers as a class and cover the mastery words and phrases for this lesson (*America, peace, stand for*).

##### STEP 3: Read Aloud

**CLASS WORK:** *Reading aloud*

Read Lesson 34 as a class. Monitor students’ pronunciation and comprehension.

##### STEP 4: Practice

**PAIR/GROUP WORK:** *Let’s Do It! No. 3*

1) Instruct the students to do some research and complete the table with a partner. Explain that in addition to slogans and mascots, every host country of the Olympics also designs their own logo. See example in the table in *Let's Do It! No.3*.

2) Then divide the class into groups to create their own slogan and logo or mascot for the Olympics as if they were the host country. Also, they should write a short paragraph explaining why they chose the slogan and logo or mascot that they did.

3) Have the groups present their slogans and logos or mascots to the class.

### STEP 5: Task

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

1) Instruct the students to work in pairs to do some more research about the Olympics. What things are the same or different about the modern Olympics? Students should organize their information into a table.

2) Ask the pairs to present their findings to 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:

One Better Than the Other: Research more Olympic slogans, logos and mascots from past Olympics. Choose two and compare and contrast them to decide which one you think is better. Explain why you think so in a short paper. Be sure to use comparative and superlative adjectives and adverbs in your explanation.

## EXTENSION

### GROUP WORK: *Word Relay*

Play *Word Relay* to review any vocabulary.

1) Divide the class into groups and have them sit in rows. The first student in each row whispers a list of vocabulary words (*America, peace, spirit, thick, photograph, lift*) to the student next to them and so on.

2) The last person in the row must come to the board and write the words they heard. The row that has the most correct words wins. The rows that do not win

have to make sentences using at least three of the words.

3) Have the first student in the row move to the back and continue to play until every student has had a chance to be first and last.

## LANGUAGE NOTES

1. In the modern Olympics, some things are the same no matter which country is hosting, and some things change. 在现代奥林匹克运动会上, 有些东西无论哪个国家举办都保持不变, 而有些东西则发生了变化。

no matter which/when/where/who... 意思是“无论哪一个 / 什么时间 / 在哪里 / 谁……”, 引导让步状语从句。例如:

No matter what happened, he would not say a word. 无论发生什么事, 他都不肯说一句话。

No matter who you are, you must wait in line. 无论你是谁, 都要排队等候。

No matter where you go, I will follow you. 无论你去哪里, 我都跟着你。

2. The five rings stand for the five continents united together. 五环代表五大洲紧密连接在一起。

stand for 意思是“代表, 象征, 意味着”, 多指代表的某种抽象含义。例如:

What does UFO stand for? UFO 代表什么意思?

It stands for Unidentified Flying Objects. 它的意思是不明飞行物。

NBA stands for National Basketball Association. NBA 代表全美篮球协会。

What do the five stars stand for in our national flag? 我们国旗上的五颗星代表什么?

3. The Olympic motto, “Faster, Higher, Stronger”, stays the same for every Olympics. 奥运精神“更快、更高、更强”对于每届奥运会都是一样的。

stay the same 意思是“保持相同”。例如:

I know things will change but you stay the same. 我知道事物将改变, 但是你不会变。

You can change or stay the same. There are no rules to this thing. 你可以改变或维持现状, 世事原本就没有一定的规则。



# Lesson 35: The Dream Team

## LESSON PREPARATION

### LANGUAGE KNOWLEDGE

- ⊙ 掌握词汇 : gold, influence, coach
- ⊙ 接触词汇 : defeat, medal, Brazil, diving, badminton
- ⊙ 短语 : dream team, have an influence on, time after time

### RESOURCES

- audiotape

## LESSON STRUCTURE

### CLASS OPENING

#### Greeting

Greet the class. Discuss different sports teams with the class and activate their prior knowledge.

Teacher: Good morning/afternoon, boys and girls. Today we are going to talk about different sporting teams. Do you follow sports? What sports do you like to watch? What teams do you like and why?

#### Review

- 1) Homework check.
- 2) Choose some students to present their paper “One Better Than the Other”.
- 3) Review the use and formation of comparative and superlative adjectives and adverbs (see Lesson 31: Step 1).

### KEY CONCEPTS

#### FOCUS STRUCTURES:

A dream team is considered to be the greatest team in its field.

All of the players must work hard and do their best for the team.

#### STEP 1: Present

**CLASS WORK:** *Think About It and Learning Tip*

- 1) Discuss the *Think About It* questions as a class.
- 2) Read the title for Lesson 35 (*The Dream Team*). Explain the concept of a dream team and discuss the *Learning Tip*. Write the term *dream team* on the board. Students should master this word.

Teacher: A dream team is a considered to be the team that is greatest at its sport. For example, the Miami Heat basketball team was considered to be the dream team of basketball in 2013. Do you know of any dream teams in any other sports?

Allow several students to respond.

Teacher: Good job. What does every team need? Every team needs teamwork, practice, motivation and a coach or a leader to help keep you focused.

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

#### STEP 2: Read

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

- 1) Read Lesson 35 as a class. Ask one student at a time to read a part from the lesson.
- 2) Then have the students answer the questions with a partner.
- 3) Discuss the answers as a class and cover the mastery words and phrases for this lesson (*gold, influence, coach, dream team, have an influence on, time after time*).

#### STEP 3: Practice

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

- 1) Divide the class into two large teams. Draw the same crossword twice on the board and have the teams work together to complete it.
- 2) The first team to correctly complete the crossword wins.

#### STEP 4: Task

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

Divide the class into groups. One at a time the group members take turns acting out a sport while the others try and guess what sport it is. The first person to guess correctly wins and takes a turn acting out another sport.

### 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:

The Dream Team: Do some research about one dream team that interests you and write a magazine article about them.

- What sport do they play?
- Why do they call them a dream team?
- What was the dream team before/after them?
- Who were the star players on the team?

## EXTENSION

### CLASS WORK: *Spell It*

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

- 1) Divide the class into two large teams. Write blanks for any word or phrase across the blackboard (leave space between words in phrases).
- 2) The teams take turns guessing letters that go in the blanks.
- 3) You or a volunteer from the class write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

### Sample Words and Phrases:

Her necklace made of silver was not gold.

The Internet has had a large influence on the way people do business.

The team was lost without their coach.

Canada is a country in North America.

I don't like noise. I like peace and quiet.

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

## LANGUAGE NOTES

1. At the 1992 Olympics, the U.S. basketball team defeated all the other teams and won the gold medal. 在 1992 年奥运会上，美国篮球队打败了所有其他的参赛队，赢得金牌。

defeat 为动词，意思是“（在竞赛、选举、战斗等中）打败，击败，战败”。例如：

In the end their army was defeated/beaten. 最后他们的部队被击（打）败。

defeat 和 beat 是同义词，它们的宾语必须是人或一个集体，如 a team, a class, a school, an army,

二者经常可互换。例如：

We beat their team by 10 points. 我们赢了他们队十分。

They defeated the enemy in the battle. 他们在那次战斗中打败了敌人。

He defeated his elder brother at table tennis. 他在乒乓球赛中击败了他哥哥。

2. They had a great influence on people everywhere — not just in the Olympic Games. 他们对身在各处的人们都有影响，不仅仅是在奥运赛场上。

have an influence on/upon = have an effect on/upon, 意思是“对……有影响”。例如：

Parents' behavior has a great influence on their children. 父母的行为对孩子有很大的影响。

He says what I have done has an influence on his decision. 他说我的所作所为影响他的决定。

3. A dream team has not only the best players and the best coach, but also the best team spirit. 一支梦之队不仅要有最优秀的运动员、教练员，还要有最好的团队精神。

not only... but also... 意思是“不但……而且……”，用于连接两个表示并列关系的成分，着重强调后者；其中的 also 有时可以省略。例如：

She not only plays well, but also writes music. 她不仅很会演奏，而且还会作曲。

He not only writes his own plays, but also acts in them. 他不仅自己写剧本，还饰演其中的角色。

He works not only on weekdays but on Sundays. 他不仅平时工作，星期日也工作。

Not only the students but also their teacher is enjoying the film. 不仅学生们在欣赏这部影片，他们的老师也在欣赏这部影片。

注意：not only... but also... 连接两个并列成分作主语时，其谓语通常与邻近的主语保持一致。例如：

Not only you but also he has to leave. 不仅你，连他也得离开。

## Lesson 36: Classroom Olympics

### LESSON PREPARATION

#### LANGUAGE KNOWLEDGE

◎ 掌握词汇 : rope, race, result, none, twentieth

◎ 接触词汇 : sit-up, push-up

#### RESOURCES

• audiotape • BINGO cards (see Extension)

### LESSON STRUCTURE

#### CLASS OPENING

##### Greeting

Greet the class. Have the students stand up next to their desks and jump up and down in the spot for 30 seconds. While they jump, ask the students to count each jump up and down in their heads. Then ask the students to share their number with the class.

Teacher: Good morning/afternoon, boys and girls. Let's begin today's class by standing up and jumping in the spot. How many times can you jump up and down in 30 seconds? Ready... Go!

##### Teaching Point

Physically active students enjoy themselves more and perform better in school. Especially in the afternoon after lunch, students seem to hit a wall and find it difficult to concentrate. So before you begin teaching, try getting the students to move around to refresh their bodies and minds. Plan how you are going to incorporate movements into activities and lesson plans. Consider the following:

- Have the students get up and move (march, stand on tip-toes, hop on one foot, etc.) when they are learning something new.
- Movements and five-minute brain breaks

help the brain form new connections that result in learning!

- Have students do an obstacle course based on a story you have read (Reading).
- Put on a rhythm and dance show (Music).
- Have students complete drawings of a skill learned as an assessment (Art).
- Challenge students to participate in teamwork challenges (Problem Solving).

Examples include building a fort, making a cardboard box village or race car, etc.

#### Review

- 1) Homework check.
- 2) Ask some students to present their magazine article: "The Dream Team".

#### KEY CONCEPTS

##### FOCUS STRUCTURES:

None of us could catch him! But I was close.

##### STEP 1: Present

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

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

Teacher: Would you like to hold a classroom Olympics? Why or why not?

Students: Yes. I think it would be fun./Yes. I think it would be a good chance for the class to work as a team./Yes. I think it would be a good challenge.

- 2) Divide the class into groups to discuss the second *Think About It* question and come up with a list of events they could do in the classroom. Then have the students share their lists with the class. As a class, vote on which events you'd like to include and come up with a final event list. (It may be useful to have some students demonstrate each event in front of the class.)

Teacher: Good work. Now before we begin our classroom Olympics, let's read Lesson 36 and find out what Jenny did for her classroom Olympics.

##### STEP 2: Read Aloud

##### CLASS WORK: *Reading aloud*

- 1) Read Lesson 36 as a class. Ask one student at a

time to read part of the lesson. Monitor students' pronunciation and comprehension.

2) Stop reading periodically to cover the mastery words for this lesson (rope, race, result, none, twentieth).

### STEP 3: Read

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

1) Instruct the students to read the lesson a second time and answer the questions with a partner.

2) Discuss the answers as a class.

### STEP 4: Practice

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

1) Have the students work independently to review and write sentences based on the information in the table.

2) Students can share their answers in groups.

### STEP 5: Task

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

1) Divide the class into groups. Assign each group one event from the final class list of events you made at the start of class.

2) Each group designs the event assigned to them by describing the object of the event, making a list of rules and a list of materials that will be needed for that event. They should also include a diagram of the event (i.e. What will the event look like?).

3) Ask each group to present and demonstrate their event to the class.

## CLASS CLOSING

1) Hold the Classroom Olympics.

2) Assign homework:

- Complete Let's Do It! No. 2.
- My Classroom Olympics: Write a letter to a friend telling them about your classroom Olympics. Consider the following:

- What events were there?
- Did you win any events?
- What events did your friends win?
- Did anyone set any class records?
- Did you have fun? Why or why not?

## EXTENSION

#### CLASS WORK: *Bingo*

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

1) Provide students with Bingo cards or ask them to make their own.

2) Write a list of vocabulary words from this lesson (and other lessons) on the blackboard. 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.

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

## LANGUAGE NOTES

1. None of us could catch him! But I was close. 没有人能追上他！但是我很接近了。

none 可以作代词、副词，意思是“（三个以上之中）没有任何（人、物），无一人；丝毫没有……”。常用结构为：none of + 可数名词复数 / 不可数名词。

注意：none 后边接名词复数时，谓语动词用单数或复数形式都行，但在较正式的表达中，常视为单数；若后边接不可数名词时，谓语动词必须用单数形式。例如：

None of the students could answer this question. 没有一个学生会回答这个问题。

None of us have/has ever been abroad. 我们之中没有人曾到过国外。

He did none of his task. 他的工作一点都没干。

None of the money was paid to me. 一分钱也没有付给我。

None of the books is/are new. 没有一本书是新的。

2. He came in twentieth. 他得了第 20 名。

in twentieth 意思是“……第 20 名”，相当于 in the twentieth place。

3. He did his best, but he kept falling off the pizzas! 他尽了最大努力，但还是不断地从比萨上掉下来。keep (on) doing 意思是“继续做某事；重复做某事”。例如：

He kept crying. 他一直在哭。

Keep going until you reach a cinema. 继续走直到你到达一个电影院。

keep sb. from doing sth. 意思是“阻止某人做某事”，其中的 from 不能省略。例如：

The bells kept me from sleeping. 钟声吵得我睡不着。

## Unit Review (6)

### CLASS OPENING

#### Greeting

Greet the class. You can start the class by having a very short and informal award ceremony to celebrate the students' accomplishments in the Classroom Olympics from the last lesson. Prepare Gold, Silver and Bronze medals (They can be coloured paper medals attached to string. See an example in the "Templates" section at the back of this guide.)

Teacher: Good morning/afternoon, Class. I'm so proud of you. You all did an excellent job competing in the classroom Olympics yesterday, and I'd like to begin today's review lesson by awarding some of your hard work with Classroom Olympics medals.

#### Review

- 1) Homework check.
- 2) Ask some students to present their letter "My Classroom Olympics".
- 3) Since this is a unit review, you may want to start by asking questions related to the topic of each lesson.
  - Why is Danny standing on one foot?
  - What records were set in Danny's class?
  - How old are the Olympics? What are some of the differences between the old and new Olympics?
  - In the modern Olympics, what stays the same and what changes from one Olympics to the next?
  - What is a dream team? What do you think creates

a dream team?

- What events did Jenny and Danny have at their Classroom Olympics?

### CLASS ACTIVITIES

#### Building Your Vocabulary

**I. Fill in the blanks with the correct forms of the words. The first letter is given.**

The students read the sentences and fill in the blanks independently. Then they may check their answers and read the sentences again in groups and/or as a class.

**II. Complete the passage with the correct words.**

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

#### Grammar in Use

**Fill in the blanks with the correct forms of the words.**

- 1) Students read and complete the statements independently.
- 2) Once they have completed all the statements, they can check their answers with a partner and have a dialogue based on each sentence.

#### Listening and Speaking

**I. Listen to the dialogues and tick the correct answers.**

- 1) Play the audiotape for this section of the Unit 6 Review once and ask the students just to listen.
- 2) Read the questions as a class.
- 3) Play the audiotape a second time and ask the students to answer the questions as they listen.
- 4) Check the answers as a class.

**II. Make up a dialogue with your partner.**

- 1) Ask the students to work in pairs to discuss the *Task tips* and make up a dialogue. Students may use the example as a guide.
- 2) Then divide the class into groups to have a group dialogue.



## Putting It All Together

### I. Read the passage and answer the questions.

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

### II. Write, Draw and Guess.

To play this game, follow the instructions given in the student book.

### 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 *Good Luck to You!* Ask the students to listen to the song.
- 2) Instruct the students to repeat the song line by line.
- 3) Play the audiotape for *Good Luck to You!* Ask the students to sing the whole song with the audiotape. Then try to sing without the audiotape.

### Play a game

#### CLASS WORK: *Tic-Tac-Toe*

Play *Tic-Tac-Toe* to review vocabulary, phrases and structures learned in 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.

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

### Sample Questions:

- Act out jumping with a rope
- Define "dream team"
- Use the word "influence" in a sentence
- Spell "twentieth"
- How often do the Olympics take place?
- Use the phrase "good point" in a sentence
- True or False? Breaking a record is the act of physically destroying someone's prize.
- What does it mean to set a new record?