

Module 1 Family and friends

Unit 1 Family and relatives

Tasks in this unit

Talking about one's family and relatives; writing greetings cards; talking about family leisure activities and frequency.

Language focus:

Using demonstratives to refer to people
e.g., *These are my family and relatives. This is my grandfather.*

Language skills:

Listening

Listen for specific information

Reading

Identify details that support a main idea

Writing

Write out a piece of work by presenting writing using appropriate layout and visual support including charts

Materials:

- Student's Book 6A page 2
- Workbook 6A pages 1 and 2
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to look at the family tree in **Look and learn**. Play the cassette. The students listen.
- 2 In pairs, students take turns pointing to the family tree and asking: *Who's that?* to elicit: e.g., *That's Alice's grandmother.*
- 3 Give the students time to look at the pictures in **Look and read**. Play the cassette. The students repeat.
- 4 Select two students to read the first dialogue. Then ask each of them: *Who are you?* to elicit: *I'm their son/daughter.*
- 5 Select three pairs of students to read the second dialogue. Then ask the pairs: *Who are you?* to elicit: *We're their sons/grandsons/granddaughters.*

Consolidation

Workbook 6A pages 1 and 2

Pre-task preparation

Ask individual students about their family: e.g., *How many people are there in your family? Who are they?* to elicit: e.g., *My mother, my father, my sister, my brother and me.* Write the family members on the board to create a typical family tree.

Language focus:

Using formulaic expressions to express good wishes
e.g., *Happy birthday!*

Language skills:

Listening

Listen for specific information
Identify details that support a main idea

Speaking

Maintain an interaction in group activities

Reading

Identify details that support a main idea

Writing

Write out a piece of work using appropriate layout and visual support including illustrations

Materials:

- *Student's Book 6A* page 3
- Cards to make birthday cards

Pre-task preparation

With the help of the students, draw and label a family tree. Include: *grandmother, grandfather, mother, father, sister, brother*. Then add drawings and labels for: *uncle, aunt, cousin*.

Write on the board: *daughter, granddaughter, son, grandson*. Say to individual students: *Point to grandmother. Now point to her daughter/son/granddaughter/grandson. Point to one of the children. Now point to his/her cousin*.

Ask: *Who has a birthday?* Sing *Happy Birthday* to them.

While-task procedure

- 1 Give the students time to look at **Look and read**. Ask the students: *Who are Alice's presents and birthday cards from?* to elicit: *They are from her family and relatives*.
- 2 In groups, students decide how to complete the four cards without writing. Ask individual students to read a card.
- 3 The students write the cards. Ask other students to read a completed card.
- 4 Distribute cards. The students make a card for someone in their family.
- 5 Make a display of some of the cards.

Language focus:

Using demonstratives to refer to people
 e.g., *This is my grandfather. These are my uncles ...*
 Asking *How* questions to find out quantity
 e.g., *How many uncles do you have?*

Language skills:**Listening**

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Gather and share information by using strategies such as questioning and interviewing

Materials:

- *Student's Book 6A* page 4
- *Workbook 6A* pages 3 and 5
- Cassette 6A
- Cassette player

Pre-task preparation

Review family vocabulary. Ask individual students: *How many brothers/sisters/uncles/aunts/cousins do you have?* to elicit: e.g., *I have one brother./I don't have any brothers.*

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students listen and repeat with their books closed.
- 3 In pairs, students practise the dialogues. Select pairs to read one of the dialogues.
- 4 In pairs, students write the numbers of family members in the second column of the table. They then ask each other the questions in **Ask and answer** and complete the third column of the table.
- 5 Ask individual students the questions in **Ask and answer**.
- 6 *Workbook 6A* page 5
 - a Give the students time to read the dialogues and look at the table.
 - b Play the cassette. The students complete the dialogues.
 - c Play the cassette again. The students write correct numbers in the table.

Workbook tapescript

Narrator: The students are doing a survey. Listen and complete their dialogues and the survey.
 Dialogue One.

Jill: Peter, do you have any aunts?

Peter: Yes, I have two aunts. How many aunts do you have, Jill?

Jill: I have one aunt. Do you have any uncles?

Peter: Yes, I have two uncles.

Narrator: Dialogue Two.

Jill: Joe, do you have any brothers?

Joe: Yes, I have four brothers. How many brothers do you have, Jill?

Jill: I don't have any brothers. Do you have any cousins?

Joe: Yes, I have three cousins.

Consolidation

Workbook 6A page 3

Language focus:

Using adverbs of frequency

e.g., *I usually go shopping with my aunt.*

Using the simple present tense to describe habitual actions

e.g., *I sometimes play badminton with her.*

Using pronouns to identify people

e.g., *What else do you do with her?*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying, asking questions, adding or giving information

Reading

Identify details that support a main idea

Materials:

- *Student's Book 6A* page 5
- *Workbook 6A* page 4
- Cassette 6A
- Cassette player

While-task procedure

- 1 Give the students time to look at the pictures in **Listen and say**.
- 2 Play the cassette. The students repeat.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Read **Ask and answer**. Start by asking individual students questions, e.g., *What do you do with your mother?* to elicit: e.g., *I always go shopping with my mother.* Ask: *What else do you do with her?* to elicit: e.g., *I sometimes go to a restaurant with her.*
- 5 In pairs, students continue the practice.

Consolidation

Workbook 6A page 4

Pre-task preparation

With the help of the students, compile a list of after-school activities on the board: e.g., *I play football. I go to the playground.* Ask about each activity: e.g., *Who do you play football with?*

Write on the board: *always, usually, sometimes.* Ask individual students a further question: e.g., *How often do you play football?* to elicit: e.g., *I sometimes play football.*

Language focus:

Using demonstratives to refer to people

e.g., *This is my father.*

Using adverbs of frequency

e.g., *I always ... with ...*

Language skills:**Writing**

Write a piece of work using appropriate layout and visual support including photos

Materials:

- *Student's Book 6A* page 6
- *Workbook 6A* pages 6 and 7
- Cassette 6A
- Cassette player

Preparation:

Ask the students to bring photos of their family and relatives.

Pre-task preparation

Review: *son, daughter, brother, sister, grandson, granddaughter, cousin*. Write the vocabulary on the board.

While-task procedure

- 1 Give the students time to read **Look, think and tick**.
- 2 Ask individual students: *What are you in your family?* to elicit: *I'm a daughter, a sister and a granddaughter in my family.*
- 3 The students tick the blanks in the column for 'Me' in the table.
- 4 Read **Think and write**. The students introduce the family members and relatives in their photos, and write sentences about the photos. Ask individual students to read their sentences.

Post-task activities

Workbook 6A page 7

- a The students draw three pictures or stick three photos of the activities they do with their family members and relatives.
- b The students write the sentences according to the pictures or photos.
- c Select individual students to show one of their pictures or photos and read their description.

Consolidation

Workbook 6A page 6

Word box

relative /'relətɪv/	<i>n.</i>	亲戚；亲属
family tree	<i>n.</i>	家谱
granddaughter /'grændɔ:tə(r)/	<i>n.</i>	孙女；外孙女
grandson /'grænsʌn/	<i>n.</i>	孙子；外孙
only /'ɒnli/	<i>adv.</i>	仅仅
member /'membə(r)/	<i>n.</i>	成员；会员
*classmate /'klɑ:smeɪt/	<i>n.</i>	同班同学
shop /ʃɒp/	<i>v.</i>	购物
go shopping		去购物
else /els/	<i>adv.</i>	别的；其他的
*badminton /'bædmɪntən/	<i>n.</i>	羽毛球
cycle /'saɪkl/	<i>v.</i>	骑自行车
go cycling		去骑自行车



Notes

Page 2

1 These are my family and relatives. 这些是我的家人和亲戚。

这里的family是指核心家庭概念，包括父母子女。而My family tree中的family是指广义的家庭概念，包括父母子女和近亲。

Page 5

1 What else do you do with her? 你和她一起还做些什么？

what else 别的什么

with 后接人称代词时，要用其宾格形式，又如：with me/you/him/her/it/us/them。

Additional teaching suggestions

Page 5

1 what else 作为词组进行教学，对else一词不必作过多的讲解和引伸。

2 with 和人称代词宾格的连用是学生学习的难点，在教学中应予以重视。

Unit 2 I have a good friend

Tasks in this unit

Talking about activities and frequency; describing a person's character; talking about places one has visited in Garden City; talking about the environment and how to protect it.

Language focus:

Using adverbs of frequency

e.g., *I always talk to her, but she doesn't talk at all.*

Using the simple present tense to express preferences

e.g., *She likes to play.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by replying and asking questions

Reading

Read written language in meaningful chunks

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 6A* page 9
- *Workbook 6A* pages 8 and 10
- Cassette 6A
- Cassette player

Pre-task preparation

Ask individual students: *Do you have a friend? What do you do together?* Compile a list of the activities mentioned on the board. Ask: e.g., *How often do you play games?* to elicit: e.g., *We sometimes play games.*

While-task procedure

- 1 Give the students time to read the poem silently. Play the cassette. The students listen. Then ask individual students to read a verse.
- 2 Ask questions about the poem: e.g., *What is Alice's friend? Is she big or small? How old is she? How often do they go to the park? What do they sometimes watch? Does the dog go out at night?*
- 3 Select other students to read a verse.
- 4 The students read about Alice and Kitty silently. Play the cassette. The students listen. Ask individual students to read a sentence.
- 5 Read **About you**. The students write two or three sentences. Ask individual students to read one of their sentences.

Consolidation

Workbook 6A pages 8 and 10

Language focus:

Using adjectives to describe people
e.g., *She is always friendly and helpful.*
Using adverbs of frequency
e.g., *She always works hard.*

Language skills:**Listening**

Listen for specific information

Speaking

Use appropriate intonation and stress to convey feelings

Reading

Read written language in meaningful chunks
Recognize recurrent patterns in language structure

Writing

Develop written texts by expressing own ideas and feelings

Materials:

- *Student's Book 6A* page 10
- *Workbook 6A* pages 13 and 14
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Are you always friendly/helpful/kind/angry/naughty?*
to elicit: *Yes, I am./No, I'm not.*

Ask: *Do you always work hard? Do you share your food? Do you tell lies? (Yes, I do./No, I don't.) Are you always late for school? (Yes, I am./No, I'm not.)*

While-task procedure

- 1 Play the cassette for **Read and write**. The students listen.
- 2 Give the students time to read the text silently. Select individual students to read a sentence.
- 3 Ask questions: *Why does Kitty like Alice? Why does Alice like Kitty?*
- 4 In pairs, students read the card about Alice and complete the card about Kitty.
- 5 Read **Think and write**. The students make the list.
- 6 Read **Write**. Ask individual students to say a sentence about their friend, and then write some sentences about him/her.
- 7 *Workbook 6A* page 13
 - a Give the students time to look at **Listen and tick**.
 - b Play the cassette. The students listen and tick.

Workbook tapescript

- Narrator: What does Spaceboy like about Skygirl, Ben, Alice and Kitty? Listen to Spaceboy and tick the correct answers.
- Spaceboy: I like Skygirl. She is my good friend. She is always friendly and helpful. She never tells lies.
I like Ben. He is my good friend. He is always kind to others. He is never late for school.
I like Alice. She is my good friend. She is always kind to others. She never gets angry.
I like Kitty. She is my good friend. She always works hard. She is never late for school.

- 8 *Workbook 6A* page 13
 - a Give the students time to read the passage in **Read and write**.
 - b In pairs, students complete the sentences.
 - c Select individual students to read a sentence.

Post-task activities

- Workbook 6A* page 14 (for more able students)
- a The students do **Find and write** and complete the table.
 - b Select individual students to read the sentences about his/her classmate's friend (from the class) without mentioning the friend's name. Ask the class to guess who the friend is.

Language focus:

Using the present perfect tense to relate past events to the present

e.g., *Have you been to Ocean Park yet, Winnie?*

Using adverbs of time

e.g., *No, I haven't been to Ocean Park yet.*

Using adverbs of place

e.g., *Yes, I've already been there.*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 11
- *Workbook 6A* pages 9 and 11
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to name some places in your city. With the help of the students compile a list of places to visit. Write the places on the board. Ask about the places: e.g., *Have you been to the zoo? Which animals have you seen?*

While-task procedure

- 1 Give the students time to read **Listen and say** aloud.
- 2 Play the cassette. The students listen and repeat.
- 3 In groups of three, students practise the dialogue section. Select groups to read the dialogue.
- 4 Ask questions: e.g., *Where does Winnie live? Has she visited Garden City before? Has she been to Ocean Park/Garden City Zoo/North City Park/Water World yet?* to elicit: *Yes, she has./No, she hasn't.*
- 5 In pairs, students practise **Ask and answer**. Select pairs to say a dialogue.

Consolidation

Workbook 6A pages 9 and 11

Language focus:

Using proper nouns to refer to organizations

e.g., *Friends of the Earth*

Using the simple present tense to express simple truth

e.g., *The environment is all the things round us.*

Language skills:**Listening**

Listen for specific information

Identify details that support a main idea

Speaking

Maintain an interaction by answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 12
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to guess what Friends of the Earth do.

Why? Explain that they are people who look after the environment. Write 'Environment' on the board.

While-task procedure

- 1 Give the students time to look at the pictures.
- 2 Play the cassette. The students follow in their books.
- 3 Ask: *What do Friends of the Earth do?* Then ask individual students to read a sentence each.
- 4 Ask questions about the pictures: e.g., *What can you see in picture one?*
- 5 Ask the questions in **Answer**.

Language focus:

Using the simple present tense to express feelings and opinions

e.g., *I promise not to leave rubbish.*

Using proper nouns to refer to organizations

e.g., *Friends of the Earth*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by responding to others' opinions

Reading

Read written language in meaningful chunks

Use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression

Writing

Gather and share information and ideas by using strategies such as brainstorming, listing and questioning

Materials:

- *Student's Book 6A* page 13
- *Workbook 6A* pages 12
- Cassette 6A
- Cassette player

Pre-task preparation

Ask: *Do you want to be friends of the Earth? What can you do to protect the environment? What can you do at school/at home/in the street/in the park/in the playground?*

While-task procedure

- 1 Play the cassette for **Read and say**. The students listen and repeat.
- 2 In groups of five, students practise the dialogue. Select groups to read the dialogue.
- 3 Read 'Our promises'. Ask: *What do Class One promise to do?* to elicit: *They promise to keep their school clean, etc.*
- 4 Read **Discuss and write**. In groups, students discuss and then compile a report. Ask a representative from each group to read their report.

Consolidation

Workbook 6A page 12

Word box

almost /'ɔ:lmeʊst/	<i>adv.</i>	几乎
never /'nevə(r)/	<i>adv.</i>	从不
other /'ʌðə(r)/	<i>pron.</i>	另外；其他
	<i>adj.</i>	其他的
each other /i:tʃ 'ʌðə(r)/	<i>pron.</i>	互相
friendly /'frendli/	<i>adj.</i>	友好的
helpful /'helpfl/	<i>adj.</i>	有帮助的
kind /kaɪnd/	<i>adj.</i>	友好的；宽容的
* naughty /'nɔ:tɪ/	<i>adj.</i>	淘气的
* lie /laɪ/	<i>n.</i>	谎言
ocean /'əʊʃn/	<i>n.</i>	洋；海洋；大海
yet /jet/	<i>adv.</i>	尚；还；仍然
just /dʒʌst/	<i>adv.</i>	刚刚
already /ɔ:l'reɪdɪ/	<i>adv.</i>	已经
Earth /ɜ:θ/	<i>n.</i>	地球
look after		照顾；照看
environment /ɪn'veɪrənmənt/	<i>n.</i>	环境
pollute /pə'lu:t/	<i>v.</i>	污染
pollution /pə'lu:ʃn/	<i>n.</i>	污染
land /lənd/	<i>n.</i>	陆地；大地
keep /ki:p/	<i>v.</i>	保持
pick up		捡起；拾起
into /'ɪntu:/	<i>prep.</i>	到……里面
* rubbish bin /'rʌbɪʃ bɪn/	<i>n.</i>	垃圾箱
leave /li:v/	<i>v.</i>	留下
promise /'prɒmɪs/	<i>v.</i>	承诺；保证
	<i>n.</i>	承诺；诺言
discuss /dɪ'skʌs/	<i>v.</i>	讨论
reuse /,ri:'ju:z/	<i>v.</i>	再利用

Notes

Page 9

- 1 But she doesn't talk at all. 但是她什么也不说。
(not) at all (用于否定句) 一点也不(不) / 完全(不)
比较: A: Thank you very much. 非常感谢。
B: Not at all. 不用谢。
- 2 She sometimes watches TV 她有时看电视。
And never goes out at night. 晚上从来不出去。
at night 在夜晚

Page 10

- 1 She is always friendly and helpful. She always works hard. She is never late for school. She never gets angry.
她总是友善待人, 助人为乐。她总是勤奋学习, 从不迟到, 从不生气。
always 和 never 是副词, 常用于 be 动词后、行为动词前。
be late for ... 迟到
get angry 生气, 动词 get 意为“(使) 达到; 处于”。
- 2 She is always kind to others. 她总是对人很友好。
(be) kind to 对……友好
others=other people

Page 11

- 1 Winnie's visit to Garden City 温妮的花园城之行
句中的 visit 作名词, 意为“参观; 浏览”。
- 2 Kitty's cousin lives in the USA. 基蒂的表姐住在美国。
the USA 美国
- 3 Winnie is visiting Garden City for the first time. 温妮第一次来花园城。
句中的 time 意为“次数”。
- 4 —Have you been to North City Park yet? 你去过城北公园吗?
—Yes. I've already been there. 已经去过了。
have been to 意为“去过某地”, 但表示“去过那里”用 have been there。
- 5 What about ...? 口语中用于提出建议, 表示“……怎么样?”, 如: What about a trip to Ocean Park? 去海洋公园玩怎么样?

Additional teaching suggestions

Page 9

- 1 But she doesn't talk at all.
要求学生理解 (not) at all 在此句中的意思, 并注意它和 Not at all. (不用谢) 的区别。

Page 10

- 1 She is always friendly and helpful. She always works hard. She is never late for school. She never gets angry.
提醒学生注意 always 和 never 在句中的位置。
- 2 动词 be + 形容词是本页的难点, 须进行重点操练。

Page 11

- 1 have been to 表示“曾经去过某处”。此处不必把它作为现在完成时作过多讲解。
- 2 I've just been to Garden City Zoo.
I've already been there.
Have you been there yet?
No, I haven't been there yet.
副词 just 和 already 用于肯定句, yet 用于否定句和疑问句, 此处只需将其与 have been to 放在一起操练。

Unit 3 Spending a day out together

Tasks in this unit

Talking about places to visit in your city; talking about leisure activities and frequency; talking about past actions and describing them; writing captions for photos; making suggestions for leisure activities.

Language focus:

Asking *Wh-* questions to find out specific information
e.g., *What do you usually do at weekends?*

Using adverbs of frequency

e.g., *I usually go shopping in Sandy Bay.*

Using prepositional phrases to indicate place

e.g., *Is Sandy Bay near or far away from Spring Bay?*

Language skills:

Listening

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Materials:

- *Student's Book 6A* page 16
- *Workbook 6A* page 15
- Cassette 6A
- Cassette player

Pre-task preparation

Ask the students to name some places in your city. Write a list on the board. Ask about the places: e.g., *Have you been to _____? What can you see there? Is _____ near or far away from _____?*

While-task procedure

- 1 Give the students time to look at the map of Green Island. Play the cassette for **Look and learn**. The students repeat.
- 2 Play the cassette for **Look and read**. The students listen. Play the cassette again. The students repeat.
- 3 In pairs, students practise the dialogue. Select pairs to read the dialogue.
- 4 Ask *is* questions about the map: e.g., *Is North Bay near or far away from Moon Town?*
- 5 In groups, students practise **Ask and answer**.
- 6 Ask individual students the questions in **Ask and answer**.
- 7 *Workbook 6A* page 15
Let the students look at the map on page 16 of the *Student's Book* and complete the exercise.

Language focus:

Using the present perfect tense to relate past events to the present

e.g., *I've been to Seaside Town on Lucky Island.*

Using the present continuous tense to describe an action taking place at the time of speaking

e.g., *We're having lunch together.*

Language skills:

Listening

Identify main ideas in a new topic

Identify details that support a main idea

Speaking

Use appropriate intonation and stress to convey intended meaning

Reading

Read written language in meaningful chunks

Recognize recurrent patterns in language structure

Materials:

- *Student's Book 6A* page 17
- *Workbook 6A* page 17
- Cassette 6A
- Cassette player

Preparation:

If the students have photos of themselves in various places in your city, they can bring them to class.

Pre-task preparation

Ask: *Where have you been in _____?* to elicit: e.g., *I've been to _____.*

If any students have brought photos, ask them to show one to the class and say where they are: e.g., *This is me in _____.*

While-task procedure

- 1 Give the students time to look at the pictures in **Look and read**.
- 2 Play the cassette. The students listen.
- 3 Give the students time to read the page silently. Then ask individual students to read a sentence.
- 4 Ask questions about the pictures: e.g., *Picture one. Where has she been? What are they doing in the photo? Picture two. Where has she been? What are they doing? Picture three. Where has he been? What are they doing? Picture four. Where has she been? What are they doing?*
- 5 In pairs, students continue the practice, taking turns to point and ask a question.

Consolidation

Workbook 6A page 17

Language focus:

Using the present perfect tense to relate past events to the present

e.g., *Where have you been in _____?*

Using the present continuous tense to describe an action taking place at the time of speaking

e.g., *We are shopping together.*

Language skills:**Listening**

Listen for specific information

Speaking

Open and maintain an interaction by asking and answering questions

Reading

Read written language in meaningful chunks

Writing

Write out a piece of work using visual support

Materials:

- *Student's Book 6A* page 18
- *Workbook 6A* page 20
- The students' photos
- Drawing paper and scissors

Preparation:

Ask the students to bring photos of themselves in various places in your city.

Pre-task preparation

Have a quiz about places in your city. The class can be divided into two teams. Each team takes turns to ask the other team a question: e.g., *Where is the railway station?*

While-task procedure

- 1 Give the students time to look at **Look and say**.
- 2 Review/Introduce the activities in the list. Ask: e.g., *Where can you shop?* to elicit: *(You can shop) in/on ...*
- 3 Ask the students to practise the dialogue, using the photos they have brought to class.
- 4 Divide the class into groups of four. The students will need four photos or drawings to complete **Make an album**. Give drawing paper to those students who do not have enough/any photos. The students assemble their four photos/drawings.

Post-task activities

Workbook 6A page 20

- a The students stick their photos/drawings in the panels and write the description.
- b Ask individual students to show one of their photos/drawings to the class and read their description.

Language focus:

Asking *Wh-* questions to find out specific information
 e.g., *Which place shall we visit? What time on Saturday? When are we going to come back?*

Asking *How* questions to find out various kinds of information

e.g., *How about ten o'clock in the morning? How are we going to get there? How much does it cost?*

Using 'going to' to describe events that will occur quite soon

e.g., *We're going to come back at six o'clock.*

Language skills:

Listening

Listen for specific information

Speaking

Maintain an interaction by agreeing or disagreeing, replying, asking questions and adding or giving examples

Reading

Read written language in meaningful chunks

Writing

Gather and share information and ideas by using strategies such as brainstorming and listing
 Develop written texts by expressing own ideas

Materials:

- *Student's Book 6A* page 19
- *Workbook 6A* pages 16, 18 and 19
- Photocopiable page 1
- Cassette 6A
- Cassette player

Pre-task preparation

Review: *going to* and *How about ...?* Ask: *What are you going to do this evening?* to elicit: e.g., *I'm going to watch TV.* Ask: *How about doing your homework?* to elicit: e.g., *I'm going to do that (this afternoon).*

While-task procedure

- 1 Give the students time to look at the picture in **Listen and say**.
- 2 Play the cassette. The students listen with their books closed.
- 3 Ask questions about the dialogue: e.g., *When are they going to visit a place in Garden City? Which place are they going to visit? When are they going to go on Saturday? How are they going to get there? How much is it going to cost? When are they going to come back?*
- 4 In groups of four, students practise the dialogue. Select groups to read the dialogue.
- 5 In the same groups, students read **Discuss and write**. They discuss the questions and make notes. You can use Photocopiable page 1 here.
- 6 *Workbook 6A* page 18
 - a Give the students time to look at the page.
 - b Play the cassette. The students listen and tick.

Workbook tapescript

Narrator: Kitty and Ben are planning a trip. Listen to their conversation and tick the correct answers.

Ben: Let's visit a place in Garden City. Which place shall we visit?

Kitty: Let's go to Science Museum.

Ben: When shall we go?

Kitty: How about next Saturday?

Ben: What time on Saturday?

Kitty: How about one o'clock in the afternoon?

Ben: OK. How are we going to get there?

Kitty: Let's go by underground.

Ben: When are we going to come back?

Kitty: At five o'clock.

Ben: How much does it cost?

Kitty: It costs four yuan for the underground and twenty-four yuan for Science Museum.

Consolidation

Workbook 6A pages 16 and 19 (for more able students)

Word box

spend /spend/	v.	度过
island /'aɪlənd/	n.	岛屿
bay /beɪ/	n.	海湾
*dragon /'dræɡən/	n.	龙
weekend /,wi:k'end/	n.	周末
seaside /'si:saɪd/	n.	海边；海滨
lucky /'lʌki/	adj.	好运的；幸运的
market /'mɑ:kɪt/	n.	市场
space /speɪs/	n.	太空
museum /mju:'zi:əm/	n.	博物馆
activity /æk'tɪvətɪ/	n.	活动
*barbecue /'bɑ:bɪkju: /	n.	烧烤
*kite /kaɪt/	n.	风筝
sandcastle /'sændkɑ:sl/	n.	沙堡
collect /kə'lekt/	v.	收集
album /'ælbəm/	n.	照片簿；集邮册
plan /plæn/	v.	计划
shall /ʃəl/	modal v.	将要
o'clock /ə'klɒk/	adv.	……点钟
cost /kɒst/	v.	花费
	n.	花费
trip /trɪp/	n.	旅行



Notes

Page 16

- 1 地图中的地名译为：
Happy Town 快乐城
Sandy Bay 沙湾
Dragon Bay 龙湾
Star Town 星星城
Moon Town 月亮城
South Bay 南部湾
North Bay 北部湾
Sunny Town 阳光城
Blue Bay 蓝色湾
Spring Bay 春天湾
- 2 What do you usually do at weekends? 你周末经常做什么?
at weekends 意为“在周末”，也可以说 at the weekend。
- 3 It's far away from Spring Bay. (沙湾) 离春天湾很远。
far away from 离……远

Page 19

- 1 Which place shall we visit? 我们去哪里玩呢?
shall在疑问句中表示征求意见。
- 2 How about ten o'clock in the morning? 上午十点怎么样?
How about ...? 常用于表示建议或提议。
- 3 How are we going to get there? 我们怎么去那里呢?
“be going to + 动词原形”用于表示将来的动作。
- 4 a.m.和p.m.是拉丁语的缩写，分别表示上午和下午。

Now listen

- 1 Give the students time to read the text silently.
- 2 Play the cassette. The students listen.
- 3 Play the cassette again. Pause to give the students time to circle the correct words.
- 4 Play the cassette again to allow the students to check their work.

Tapescript

Narrator: Listen to the conversation between Jill and Alice and complete Jill's diary on page 22.

Alice: Did you have a nice weekend, Jill?

Jill: Yes, thanks, Alice. It was really nice. We visited our relatives. Here's a photo of all of us. This is my uncle and aunt. This is my cousin. How many cousins do you have, Alice?

Alice: I have two cousins.

Jill: What do you usually do with your cousins?

Alice: I usually play badminton with them.

Jill: What other things do you usually do?

Alice: I usually go swimming near Zhongshan Park.

Jill: I've been to Zhongshan Park before. It's a nice park. I haven't been to Ocean Park yet. Alice, have you been to Ocean Park?

Alice: Yes, I've been there. It's in Spring Bay. Let's go to Ocean Park next Sunday. We can go there by bus and we'll arrive at Ocean Park at ten o'clock in the morning.

Jill: That sounds wonderful! How much will it cost to go to Ocean Park?

Alice: It will cost six yuan per person.

Jill: Let's go to Ocean Park next Sunday. I'm sure it'll be a great day!

Using English

Alphabetical order

- 1 Introduce the alphabet. Make sure the students know the difference between an alphabet (a group or a set of letters) and a letter (one of the alphabetic symbols representing a sound in speech, e.g., *A, B*, etc.).
- 2 Select individual students to recite the alphabet.
- 3 Tell the students that when words or names are listed according to the correct order of the alphabet, they are in alphabetical order. Ask: *Where can you find information presented in alphabetical order?* to elicit: e.g., *in a dictionary, in a telephone directory*. Ask: *Why are the words or names listed in alphabetical order?* to elicit: *It is a quick way to search for the word or name that you need.*, etc.
- 4 Give the students time to look at Exercises 1, 2 and 3. In pairs, students complete the exercise. Select individual students to read out their answers.
- 5 Give the students time to look at Exercise 4. Tell the students to refer to the word list in alphabetical order at the back of the *Student's Book* to find out how words are listed when they have the same first letter. Give the students time to read the rule. Do the exercise in class.
- 6 Give the students time to look at Exercise 5. Tell them to refer to the word list in alphabetical order at the back of the *Student's Book* to find out how words are listed when they have the same first two letters. Do the exercise in class. Ask the students to complete the rule.

More practice

*Grandma's birthday is coming

Mum: It's an important^① day tomorrow.

Tom: Is it the Mid-autumn Festival?

Mum: No, Tom. The Mid-autumn Festival is next Friday.

Alice: Oh, I know. Is it Grandma's birthday?

Mum: You're right, Alice. It will be Grandma's sixtieth birthday. We're going to have a big birthday party. All your uncles, aunt and cousins will come.

Tom: That's nice. We'll have a good time.

Alice: Are you going to make something special^② for the party, Mum?

Mum: Yes, I'm going to make a nice big birthday cake.

Tom: Great! And we can play with our cousins.

Mum: Now, we must get enough food for the party. I'm going to the supermarket. Are you coming with me?

Tom and Alice: Yes! Let's go!



① important *adj.* 重要的 ② special *adj.* 特殊的; 特别的

Look and read

a	/eɪ/	game	late	e	/i:/	he	these
	/æ/	cat	rat		/e/	let	bed
i(y)	/aɪ/	hi	kite	o	/əʊ/	go	nose
		my	why		/ɒ/	lot	stop
	/ɪ/	sit	milk	u	/ju:/	super	use
		busy	lady		/u:/	blue	rule
				/ʌ/	mum	but	

Read and circle

Circle the word that does not belong to the group.

1	face	name	stand	lake
2	very	desk	we	shelf
3	with	kite	white	ride
4	no	so	those	from
5	sun	music	truck	but
6	June	jump	duck	cut

Read and match

Match the letters to the sounds.

butter	/aɪ/	end	/ɒ/
be	/æ/	uncle	/e/
van	/ɪ/	cost	/əʊ/
shape	/i:/	blue	/u:/
arrive	/ʌ/	unit	/ju:/
hill	/eɪ/	bone	/ʌ/

A tongue-twister

S1: Will you sit still, Bill?

S2: I'll sit as still as a hill.