

九年义务教育小学英语教科书
经全国中小学教材审定委员会
2002年审查通过

HELLO ENGLISH

小学英语

新纪元英语

4A

九年义务教育小学英语教科书 经全国中小学教材审定委员会 2004年审查通过

教学参考



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Introduction

Curriculum Design of Hello English

Hello English is a 12-level course based on the latest *National Syllabus for Primary English* and thorough research on teaching and learning needs. *Hello English 4A* can either be used for Grade 4 or Grade 6.

Target oriented

The course is guided by the explicit learning aims and language objectives (i.e. targets) in the syllabus. It offers a balanced coverage of the targets and their dimensions.

Task-based

Hello English takes a task-based learning approach. It aims at training pupils to become active thinkers, doers, learners, and proficient communicators. The tasks require pupils to use the language they have learnt in order to communicate, solve a problem, find out information, organise and present information logically, etc. In this way they become active thinkers as well as proficient and confident users of the language.

Direct method

The course is designed so that it can be taught using no translation into Chinese. That is, the context and the pictures make the language use and meaning clear to the students. This means that teachers can choose to use as little Chinese as possible when teaching.

Contextualized and communicative approach

Items of vocabulary and structure are introduced because they are useful in English. This affects both the sequence of teaching the structures and the combinations in which they are taught. For example, in the early stages, the pronouns *you* and *I* are taught as these are most useful for communication. The other pronouns like *he*, *she*, *it*, *we*, *they* are not introduced until later. The sequence of structures takes into account the natural occurrence of the structures when communicating with others in English. The sequence also takes into account the natural sequences of acquisition in native-speaker children, as well as being based on considerable experience in teaching English to non-native speakers.

Spiral curriculum

The design of the curriculum is non-linear. This means that each of the structures and items of vocabulary are regularly re-visited instead of assuming that students have mastery of one structure then moving on to the next. In the spiral curriculum, items are re-visited but at a slightly higher level of complexity each time. This ensures that students get a chance to be reminded of the use and structure of language items, while progressing further and higher in their understanding of their use each time the items are revisited.

前言

《小学英语(新纪元英语)》Hello English是根据最新颁布的《国家英语课程标准》、并在全面调查了教学需求后,所编写的一套12级课程。《小学英语(新纪元英语)》Hello English 4A可用于四年级或六年级。

《小学英语(新纪元英语)》Hello English的特点

教学目标明确

本课程以大纲中的学习目的与语言要求(即目标)为明确指导,其目的是为了学习目标与学习内容一致。

以任务为核心

《小学英语(新纪元英语)》Hello English 采用了以任务为核心的教学法。其目的旨在训练学生成为积极的思考者、行动者、学习者,乃至能熟练使用该语言的人才。这些任务要求学生能运用所学的语言进行交流、解决问题、获得信息,并有逻辑地组织整理信息,等等。通过这种方式学生就能训练成为积极的思考者,以及熟练而自信的语言使用者。

直接教学法

本课程的设计使教学不用通过翻译成中文的形式进行,也就是说,情景和图画即能让学生对语言的使用和意义一目了然,这样就可以方便教师在教学时尽量少用汉语。

情景交际法

鉴于词汇与句型在英语中的作用,课程中当然要教这些内容。情景交际法对句型的教学顺序以及句型与词汇的结合方式会有所影响。比如在初期阶段将代词 you 和 I 作为最常用的词进行教学,其他如 he, she, it, we, they 等代词,则到后面才引入。在句型教学顺序方面,本教材考虑到了使用英语与他人进行交流时所出现的常用句型,同时也考虑到了英美儿童接受语言的顺序习惯,并借鉴了在教非本族语使用者英语时所获得的宝贵经验。

循环教学法

本课程采取非直线性设计,即不是假设学生已掌握了某一句型后再学习下一句型,取而代之的是反复接触每一句型与单词。在循环教学法中,各语言点都会反复接触到,但每一次其难度都略有提高。这样可确保学生能随时回忆起某一语言点的用法与结构,当每次再接触到该语言点时,对其用法的理解可进一步提高。

Hello English 4A Overall Plan

Unit	Chapter	Functions and focus	Target language
1 Time	1 Our birthdays	<ul style="list-style-type: none"> Finding out which person something belongs to or is associated with Referring to dates Indicating time Showing possession 	<ul style="list-style-type: none"> Whose birthday is in February? It's on the twelfth of February. Tom's birthday is in February. / It's on the twelfth of February. Her birthday is in June.
2 Using my senses	2 Tasting things	<ul style="list-style-type: none"> Finding out specific information about food Referring to objects in an indefinite way Identifying and describing food 	<ul style="list-style-type: none"> What does it taste like? Is there anything salty? Lemons are sour.
	3 In my kitchen	<ul style="list-style-type: none"> Finding out various kinds of specific information about an object Showing quantities Describing objects 	<ul style="list-style-type: none"> What's in your kitchen? There's some salt in the kitchen. / Is there any garlic? It smells nice. / It smells strong.
	4 Sounds we hear	<ul style="list-style-type: none"> Identifying people, animals, objects and activities Talking about ability 	<ul style="list-style-type: none"> I can hear him laughing. / I can hear her crying. / I can hear it falling. / I can hear them singing. I can hear him laughing.
3 Seasons	5 Festivals	<ul style="list-style-type: none"> Referring to events Indicating time Describing habitual actions 	<ul style="list-style-type: none"> When's Easter? It's in spring. / What do you do at Easter? We eat chocolate eggs.
	6 A Christmas visit	<ul style="list-style-type: none"> Obtaining 'yes/no' responses Expressing simple truths Expressing interests 	<ul style="list-style-type: none"> Does Santa wear a suit? / Do Mr and Mrs Santa live in a flat? He wears a red suit. I love ice cream and sweets.
4 Stories of the imagination	7 Wolf! Wolf!	<ul style="list-style-type: none"> Describing habitual actions Describing people Making requests 	<ul style="list-style-type: none"> Every day Mingming looks after his sheep. He is very happy. / Mingming, you are naughty! / You are so funny! Help! / Please come.

Skills	Vocabulary	Activities
Listening: Locate specific information in response to simple instructions or questions Speaking: Use modelled sentences to communicate Provide information in response to factual or yes/no-questions Reading: Recognise familiar words in new texts Writing: Develop written texts by using appropriate format when writing notes and greeting cards	first – thirtieth, holiday, January – December	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Listening: Identify key words in an utterance Speaking: Use appropriate intonation in questions and statements Use formulaic expressions to acknowledge, agree and disagree Reading: Predict the meaning of unfamiliar words by using context or picture cues Writing: Develop written texts by putting words in a logical order to make meaningful sentences	sweet, salty, sour, hot, sugar, salt, pickles, vinegar, ginger, chillies, black pepper, taste, anything, food, sure, careful, give	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Listening: Identify key words in an utterance Locate specific information in response to simple instructions or questions Speaking: Use modelled sentences to communicate Use single words and formulaic expressions to acknowledge, ask questions and reply Writing: Gather and share information, ideas and language by using strategies such as brainstorming, listing and observing	peach, garlic, onion, dates, pineapple, soy sauce, rubbish bin, kitchen, smell, nice, strong, drinks, fridge, can, glass	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Speaking: Use modelled sentences to communicate Reading: Predict the meaning of unfamiliar words by using context or picture cues Writing: Develop written texts by putting words in a logical order to make meaningful phrases or sentences; by adding information when a model or framework is provided	bark, laugh, cry, talk, shout, snore, bang, sing, fall, village, stick, break	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Listening: Identify main ideas Speaking: Use modelled sentences to communicate Provide information in response to factual or yes/no-questions Reading: Understand the connection between ideas by identifying time markers or simple linking words Writing: Develop written texts by putting words in a logical order to make meaningful sentences	Mid-Autumn Festival, Christmas, Chinese New Year, Easter, moon cake, present, lucky money, chocolate egg, get, give, eat, visit, holiday, calendar, bite	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Listening: Locate specific information in response to simple instructions or questions Speaking: Use appropriate intonation in questions and statements Provide information in response to factual or yes/no-questions Reading: Predict the meaning of unfamiliar words by using context or picture cues Writing: Develop written texts by using appropriate format when writing notes and greeting cards	wear, suit, drive, sleigh, flat, house, yourself, travel, love	<ul style="list-style-type: none"> • Role-plays • Story • Chant • Task
Speaking: Use modelled sentences to communicate Reading: Predict the meaning of unfamiliar words by using context Confirm meaning by re-reading a sentence Writing: Develop written texts by putting words in a logical order to make meaningful sentences	look after, sheep, job, mobile phone, call, wolf, mountain, real, joke	<ul style="list-style-type: none"> • Story • Game

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Unit 1 Time

Chapter 1 Our birthdays

Language function(s) and focus:

- Use noun phrases to refer to dates
- Ask 'Wh-' questions to find out which person something belongs to or is associated with
- Ask 'Wh-' questions to find out time
- Use pronouns to identify events
- Use prepositions to indicate time
- Use possessive adjectives to show possession

It's on the twelfth of February.

Whose birthday is in February?

When's your birthday, Tom?

It's on the twelfth of February.

Tom's birthday is in February.

It's on the twelfth of February.

His birthday is on 29th February.

Language skills:

Listening

- Locate specific information in response to simple instructions or questions
- Identify main ideas

Speaking

- Use modelled phrases and sentences to communicate with teachers or other learners
- Maintain an interaction by providing information in response to factual or yes/no-questions

Reading

- Recognise familiar words in new texts

Writing

- Develop written texts by using appropriate format and conventions when writing notes and greeting cards

Key words

birthday	holiday	first-thirtieth	January	February	March	April
May	June	July	August	September	October	November
December	photo album	because	must			

Structures

When do you have a holiday?	We have a holiday on the first of June.
When's your birthday, Tom?	It's on the twelfth of February.
Whose birthday is in February?	Tom's birthday is in February.

Language notes

- pp.1 * Help pupils to remember the word *teen* which means *between thirteen and nineteen*.

twelfth, twentieth, thirtieth

Remind pupils of the spelling of these numbers.

We have a holiday on the first of June.

We must not omit *the* and *of* when we say a date but we can write it as 1st June.

- pp.2 *When's your birthday, Tom?*

Remind pupils that 'Wh-' questions have a falling tone.

It's on the twelfth of February.

Remind pupils to use *on* with days and dates and *in* with months and years.

February

This is pronounced /'febjuəri/.

- pp.4 * Sam's birthday is in June. It's on the eighteenth of June.

Mary's birthday is in June. It's on the twenty-second of June.

Kate's birthday is in June. It's on the twenty-first of June.

Unit 1 Time

Chapter 1 Our birthdays

A Listen and act Mary and her mother. Ask and answer questions about the dates.

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1st	2nd	3rd	4th	5th	6th
7th	8th	9th	10th	11th	12th	13th
14th	15th	16th	17th	18th	19th	20th
21st	22nd	23rd	24th	25th	26th	27th
28th	29th	30th				

When do you have a holiday?

We have a holiday on the first of June.

B Listen, ask and answer questions.

Calendar

January	February	March	April
May	June	July	August
September	October	November	December

1

Tom: 22nd June

Mary: 31st December

Beeno: When's your birthday, Tom?

Tom: It's on the twelfth of February.

Beeno: When's your birthday, Mary?

Mary: It's on the twenty-second of June.

2 Birdy: Whose birthday is in February?

Peter: Tom's birthday is in February.

Ask about your friends' birthdays.

Suggested teaching procedures:

A Listen and act Mary and her mother. Ask and answer questions about the dates. (p.1)

- 1 Revise the cardinal numbers by asking pupils to tell you their class number.
- 2 Revise the ordinal numbers *first*, *second*, *third* and *fourth* taught in 2A Chapter 5.
- 3 Teach the other ordinal numbers using the **wall picture**.
- 4 Teach pupils how to ask about and say dates in English following the example. Ask them what the date is today.
- 5 Ask questions about the important dates on the calendar, e.g. *When do you have a picnic?* Pupils act Mary and answer e.g. *We have a picnic on the third of May.*
- 6 You may ask questions about the important dates in your school, e.g. *When do we have an English test?*

B Listen, ask and answer questions. (p.2)

- 1 Bring in a calendar and teach the months of the year.
- 2 Pupils act Beeno and the children using the information in their thought bubbles.
- 3 Ask pupils to write down in English when their birthday is.
- 4 In pairs pupils ask each other when their birthday is.
- 5 Revise the question form *Whose ...?* Ask pupils whose birthday is in each month of the year. Pupils put up their hands.

C Fun reading

1 My name is Billy. Here is my birthday party photo album.

2 This is Helen. It's her 10th birthday.

3 This is Tim's 10th birthday party.

His birthday is in March.

4 This is Mary. Her birthday is in June. This is her 11th birthday party.

5 My birthday is in February, but I don't have a birthday this year.

6 Why is that?

Because my birthday is on the 29th of February! I must wait four years for one birthday!

D The children are ordering birthday cakes. Write and act.

When's your birthday party?

22nd June 21st June 18th June

Yummy Cake Shop

Name: Sam

Birthday: _____

Yummy Cake Shop

Name: Mary

Birthday: _____

Jim and John are talking. Write and say.

Jim: _____ birthday is in June?

John: Let's see. Sam's birthday is in June.

Mary's _____ is in June.

And Kate's _____ is _____, too.

E Listen and chant.

January, February, March, April,
May, June, July, August,
September, October, November, December.
When's my birthday? I can't remember!

C Fun reading (p.3)

- 1 Play the **tape** while pupils listen and follow the words in their books. You can also use the **Pupil's Book** to tell the story.
- 2 Read each sentence and ask pupils to repeat after you.
- 3 Show pupils a calendar and ask them to work out how many days each month has.
- 4 Ask if any pupils in the class were born on 29th February. Point out if the current year is a leap year or not.
- 5 Pupils work out how many days there are in the month in which they have their birthday. Ask some pupils to tell the class by saying *My birthday is in There are ... days in*

D The children are ordering birthday cakes. Write and act. (p.4)

- 1 Pupils practise the integrated structures using the pictures and the model conversation.
- 2 Ask pupils to fill in the blanks using the information in the thought bubbles in picture 1.
- 3 Then pupils in pairs role-play Jim and John. They look at the dates on the pieces of paper and complete the conversation.

E Listen and chant. (p.4)

- 1 Play the **tape** and ask pupils to follow the words with their fingers.
- 2 Play the **tape** again and ask pupils to chant along with the **tape**.

More to do

- 1 Pupils could make a birthday card for a relative or friend. They could ask each other the date of their friend/relative's birthday.
- 2 Pupils could find out whether it is anyone's birthday today. They ask their classmates *When's your birthday?* They could sing the happy birthday song if it is someone's birthday.

Task: Birthday fun

1 Write your name and birthday.


Example

Tina
1st May


2 Whose birthday is in the same month? Get into groups.

Example

Whose birthday is in May?



My birthday is in May.




My birthday is in May, too.

3 Talk about your birthdays. Put them in the correct order.


Example

When's your birthday?




You're first.

It's on the first of May.




4 Make a birthday train.



5 Whose birthday is next? Sing the Happy Birthday song.

Happy birthday to you.
 Happy birthday to you.
 Your birthday is in _____.
 Happy birthday to you!



Check your progress. Tick (✓) the words you know.

<input type="checkbox"/> holiday	<input type="checkbox"/> when	<input type="checkbox"/> first	<input type="checkbox"/> second
<input type="checkbox"/> third	<input type="checkbox"/> twelfth	<input type="checkbox"/> twentieth	<input type="checkbox"/> thirtieth

F Task: Birthday fun (pp.5-6)

- 1 Pupils write their name and their birthday on a piece of paper.
- 2 They get into groups according to the month in which they were born, find out each other's birthdays and make a birthday train.
- 3 Then pupils sing a birthday song to the pupil whose birthday is next and make a birthday card for him/her.

Unit 1 Time

Chapter 1 Our birthdays

A Listen and act Mary and her mother. Ask and answer questions about the dates.

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1st	2nd	3rd	4th	5th	6th
7th	8th	9th	10th	11th	12th	13th
14th	15th	16th	17th	18th	19th	20th
21st	22nd	23rd	24th	25th	26th	27th
28th	29th	30th	1st	2nd	3rd	4th
5th	6th	7th	8th	9th	10th	11th

When do you have a holiday?

We have a holiday on the first of June.

B Listen, ask and answer questions.

Calendar

January	February	March	April
May	June	July	August
September	October	November	December

1

Tom: 22nd June

Mary: 31st December

Peter: 22nd June

Beeno: When's your birthday, Tom?

Tom: It's on the twelfth of February.

Beeno: When's your birthday, Mary?

Mary: It's on the twenty-second of June.

2

Birdy: Whose birthday is in February?

Peter: Tom's birthday is in February.

Ask about your friends' birthdays.

教学步骤建议:

A 听录音, 扮演 Mary 和她的妈妈。提出及回答有关日期的问题。(第1页)

- 1) 请学生告诉你他们的班级号以复习基数词。
- 2) 复习2A第五章中教授的序数词: first, second, third 和 fourth。
- 3) 用挂图教授其他的序数词。
- 4) 通过范例, 教授学生如何用英语询问和陈述日期, 并问学生今天的日期。
- 5) 提问有关月历上的重要日期的问题, 如: When do you have a picnic? 学生扮演 Mary 回答: We have a picnic on the third of May.
- 6) 你可以问有关你们学校里的一个重要日期的问题, 如: When do we have an English test?

B 听录音, 提问并回答。(第2页)

- 1) 把月历带到班上展示, 讲解一年里的月份。
- 2) 通过使用联想框里的信息, 让学生扮演 Beeno 和孩子们。
- 3) 让学生用英语写出他们的生日在哪一天。
- 4) 让学生结对互相提问他们的生日在哪一天。
- 5) 复习疑问句句型: Whose ...? 问学生一年的每一个月份有哪个学生生日。学生举手回应。

C Fun reading

1 My name is Billy. Here is my birthday party photo album.

2 This is Helen. It's her 10th birthday.

3 This is Tim's 10th birthday party.

His birthday is in March.

4 This is Mary. Her birthday is in June. This is her 11th birthday party.

5 My birthday is in February, but I don't have a birthday this year.

6 Why is that?

Because my birthday is on the 29th of February! I must wait four years for one birthday!

D The children are ordering birthday cakes. Write and act.

When's your birthday party?

22nd June 21st June 18th June

Yummy Cake Shop

Name: Sam

Birthday: _____

Yummy Cake Shop

Name: Mary

Birthday: _____

Yummy Cake Shop

Name: _____

Birthday: _____

Jim and John are talking. Write and say.

Jim: _____ birthday is in June?

John: Let's see. Sam's birthday is in June.
 Mary's _____ is in June.
 And Kate's _____ is _____, too.

E Listen and chant.

January, February, March, April,
 May, June, July, August,
 September, October, November, December.
 When's my birthday? I can't remember!

C 趣味阅读 (第3页)

- 1) 播放磁带, 让学生边听边对照他们课本中的文字。你也可以用学生用书讲故事。
- 2) 逐一朗读句子, 让学生跟读。
- 3) 向学生展示月历, 让他们指出每个月有多少天。
- 4) 询问班里是否有同学在2月29日出生。并指出今年是否为闰年。
- 5) 让学生指出他们生日所在的月份有多少天。请一些学生用如下句型来告诉全班: My birthday is in There are ... days in

D 孩子们正在订购生日蛋糕。书写答案并扮演角色。(第4页)

- 1) 让学生运用图片和示范对话来练习综合句型。
- 2) 让学生运用图1中联想框里的信息在空白线上填写答案。
- 3) 然后让学生结对分角色扮演 Jim 和 John。他们看着纸上的日期展开对话。

E 听录音, 唱歌谣。(第4页)

- 1) 播放磁带, 让学生边听边对照他们课本中的文字。
- 2) 再次播放磁带, 让学生跟着磁带一起唱念。

其他活动

- 1) 学生可以为亲戚朋友做一张生日卡。他们可以互相询问亲戚朋友的生日。
- 2) 学生可以查看今天是不是哪个人的生日。问其他同学 When's your birthday? 如果今天是某人的生日, 可以唱一首生日快乐歌。

Task: Birthday fun

1 Write your name and birthday.

Example

Tina
1st May

2 Whose birthday is in the same month? Get into groups.

Example

Whose birthday is in May?

My birthday is in May.

My birthday is in May, too.

3 Talk about your birthdays. Put them in the correct order.

Example

When's your birthday?

It's on the first of May.

You're first

4 Make a birthday train.

5 Whose birthday is next? Sing the Happy Birthday song.

Happy birthday to you.
Happy birthday to you.
Your birthday is in _____
Happy birthday to you!

Check your progress. Tick (✓) the words you know.

<input type="checkbox"/> holiday	<input type="checkbox"/> when	<input type="checkbox"/> first	<input type="checkbox"/> second
<input type="checkbox"/> third	<input type="checkbox"/> twelfth	<input type="checkbox"/> twentieth	<input type="checkbox"/> thirtieth

F 任务：生日游戏 (第5-6 页)

- 1) 学生在纸上写上他们的姓名和生日。
- 2) 按照出生月把学生分成小组，组内的学生找出彼此的生日并排成生日火车。
- 3) 然后学生给在自己生日之后的同学唱生日歌，并制作生日卡送给他/她。

Unit 2 Using my senses

Chapter 2 Tasting things

Language function(s) and focus:

- | | |
|---|--|
| • Ask 'Wh-' questions to find out specific information about food | <i><u>What</u> does it taste like?</i> |
| • Use pronouns to refer to objects in an indefinite way | <i>Is there <u>anything</u> salty?</i> |
| • Ask simple questions to obtain 'yes/no' responses | <i>Is there <u>anything</u> salty?</i> |
| • Use adjectives to describe objects | <i>Sugar is <u>sweet</u>.</i> |
| • Use nouns to identify food | <i><u>Lemons</u> are sour.</i> |
| • Use the simple present tense to express simple truths | <i>Lemons <u>are</u> sour.</i> |

Language skills:

Listening

- Identify key words in an utterance by recognising the stress

Speaking

- Use appropriate intonation in questions and statements
- Maintain an interaction by using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply

Reading

- Identify key words in a sentence
- Predict the meaning of unfamiliar words by using context or picture cues

Writing

- Develop written texts by putting words in logical order to make meaningful phrases or sentences

Key words

sweet	salty	sour	hot	sugar	salt
pickles	vinegar	ginger	chillies	black pepper	curry
honey	lemon	soy sauce	potato chips	anything	cherry
taste	food	careful	sure	give	

Structures

Is there anything	sweet?	No, there isn't anything sweet.
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Sugar	is / are	sweet.
Pickles		salty.
Vinegar		sour.
Black pepper		hot.

What	does this	taste like?	This is	sugar.	It's	sweet.	
				vinegar.		sour.	
	do they		These are	pickles.	They're	salty.	
				chillies.		hot.	

Language notes

pp.7 * You can teach more able pupils the words for other objects in the picture, e.g. *honey, soy sauce, sweets, grape fruit and curry.*

Lemons

This is pronounced /lemənz/, not /lemənz/.

Sugar

This is an 'sh' sound: /ʃʊgə/.

pp.8 *Is there anything sweet here, Tom? No, there isn't anything sweet here, Beeno.*

We use *anything* in questions and negative statements.