

Lesson 1 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

Write down two ways people celebrate their family members' or friends' birthdays.

--	--

Post-listening

After listening to the dialogue on pp. 11-12, read it out loud with your partner(s). Find out the answers to the questions and underline them in the dialogue.

1. Where are Bella, Paul, Scott, and Ann? _____
2. Who is Bella? _____
3. Who is the young man on p. 11? _____
4. What is Paul's birthday gift? _____
5. Who is Ann? _____
6. Is Ann an English teacher? _____
7. Is Bella Ann's PE teacher? _____
8. Who is a PE teacher? _____
9. Is Scott happy to meet Ann? _____

Activity

Work in pairs and show your partner how you usually celebrate your family members' or friends' birthdays. Make two sentences to describe it and draw it.

How do you usually celebrate your family members' or friends' birthdays?

E.g. I write a birthday card.

Drawing



Lesson 1 Worksheet II — Reading

Class: _____ Number: _____ Name: _____

Pre-reading

Look at the pictures below and write down their job titles and check what they do.

		1. 	2. 	3. 	4. 
Job	cook				
What do they do?	<input type="checkbox"/> grow plants <input type="checkbox"/> take care of sick animals <input type="checkbox"/> prepare and cook food <input type="checkbox"/> treat sick people	<input type="checkbox"/> grow plants <input type="checkbox"/> teach knowledge, skills, or attitude to learners <input type="checkbox"/> prepare and cook food <input type="checkbox"/> treat sick people	<input type="checkbox"/> feed animals <input type="checkbox"/> take care of sick people <input type="checkbox"/> teach knowledge, skills, or attitude to learners	<input type="checkbox"/> feed animals <input type="checkbox"/> take care of sick people <input type="checkbox"/> teach knowledge, skills, or attitude to learners	<input type="checkbox"/> feed animals <input type="checkbox"/> teach knowledge, skills, or attitude to learners <input type="checkbox"/> prepare and cook food

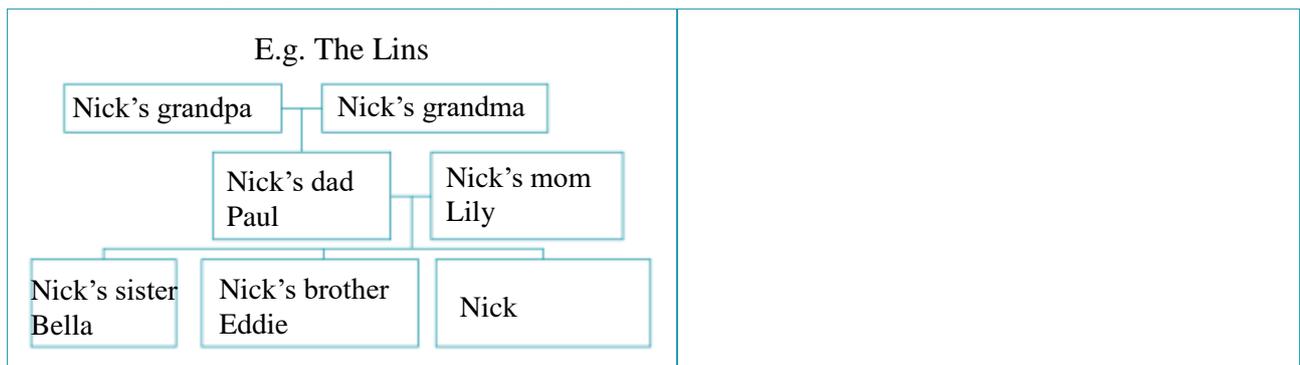
Post-reading

After reading the reading on p. 17, read it out loud with your partner(s). Find out the answers to the questions and underline them in the reading.

- Who is a nurse? _____
- Who is Paul's wife? _____
- Who is Nick's English teacher? _____
- Is Eddie a student? _____
- Who is Abby? _____
- How many people are there in the Lin family? _____

Activity

Draw your family tree and talk about your family.



Lesson 2 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

Here are three animal riddles. Work in pairs, read them out loud, and make a guess.

1. I am brown. I have a long tail. I have long arms, too. I can swing from trees. I like bananas. → Who am I? _____	2. I am tall and have four legs. I have a long face. I also like eating carrots. But I am not a rabbit. I can run fast. People can ride me in a race. → Who am I? _____	3. I have four legs. I love to play. I like to smell things. And I can wag my tail. I am your best friend. → Who am I? _____
--	---	---

Post-listening

After listening to the dialogue on pp. 25-26, read it out loud with your partner(s). Find out the answers to the questions and underline them in the dialogue.

1. Where are Bella and Scott? _____
2. What are they talking about? _____
3. What are the Chinese zodiac animal signs? _____

4. What's Scott's animal sign? _____
5. Is Scott smart and energetic? _____
6. What's Bella's animal sign? _____

Activity

Work in pairs. Look at the pictures and answer the following questions.

	<ol style="list-style-type: none">1. What animal is it in the picture? _____2. How does it look? It looks _____.3. What does it look like? It looks like _____.
	<ol style="list-style-type: none">1. What animal is it in the picture? _____2. How does it look? It looks _____.3. What does it look like? It looks like _____.

Lesson 2 Worksheet II — Reading

Class: _____ Number: _____ Name: _____

Pre-reading

Please write down the alphabets and the animal names.

		1. 	2. 	3. 	4. 
Alphabet	C				
What animal do you see in the picture?	cat				

Post-reading

After reading the reading on p. 31, read it out loud with your partner(s). Find out the answers to the questions and underline them in the reading.

1. How are Bubbles the elephant and Bella the dog different?

2. What do Bubbles the elephant and Bella the dog have in common?

3. What can we say about Milo the dog and Bonedigger the lion?

4. Why is Jamie like a father to Joey?

5. What other animal friends do you know?

Activity

	<p>Facts About Zebras</p> <p>Zebras eat grass. They live in Africa. They have great eyesight and hearing. They stand up when they sleep. Every zebra has a different pattern of black and white stripes.</p>
---	---

After reading the passage above, fill in the blanks.

	<p>Hello everyone,</p> <p>I am Spirit the ^{1.} _____. I am from ^{2.} _____. I don't eat meat but ^{3.} _____. My eyesight and hearing are ^{4.} _____. I can run fast. I stand up almost 24 hours a day even when I ^{5.} _____. By the way, do the zebra crossings remind you of my beautiful ^{6.} _____ and ^{7.} _____ stripes?</p>
---	---

Lesson 3 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

Please ask three of your classmates and write down their answers to the following questions.

	Classmate 1 _____	Classmate 2 _____	Classmate 3 _____
1. Do you have a cellphone?	<input type="checkbox"/> Yes. <input type="checkbox"/> No.	<input type="checkbox"/> Yes. <input type="checkbox"/> No.	<input type="checkbox"/> Yes. <input type="checkbox"/> No.
2. Do you have your own room?	<input type="checkbox"/> Yes. <input type="checkbox"/> No.	<input type="checkbox"/> Yes. <input type="checkbox"/> No.	<input type="checkbox"/> Yes. <input type="checkbox"/> No.
3. How many rooms are there in your house?			

Post-listening

After listening to the dialogue on pp. 43-44, read it out loud with your partner(s). Find out the answers and underline them in the dialogue.

1. Where are Bella and Nick? _____
2. What is Bella looking for in the living room? _____
3. Where is Bella's cellphone? _____
4. Where is Harry's bedroom in his aunt and uncle's home? _____
5. Is Harry's bedroom in his aunt and uncle's home big? _____
6. Are Harry's aunt and uncle nice to him? _____
7. Where is Harry's bed in the magic school? _____
8. How does Harry feel in the magic school? _____

Activity

Please make at least three sentences to describe Harry's bedroom in the magic school and draw a picture of it.

Harry's bedroom in the magic school	Drawing

Lesson 4 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

1. Work with your group. Read the word cloud below and write down at least two sentences to predict the dialogue.



2. Share your answers with the class.

Post-listening

After listening to the dialogue on pp. 57-58, read it out loud with your group. Find out the answers and underline them in the dialogue.

1. Where is Robert from? _____
2. What is the place in the photo on the screen? _____
3. Where are Nick, Rita, and Robert after the class? _____
4. Are there any basketball courts at Robert's school? _____
5. Is there a playground at Robert's school? _____
6. Why is Robert's school special? _____

Activity

Robert is visiting your school, and you are going to show him around. Finish the following passage to introduce your school to Robert.

Hello, Robert. Welcome to my school—_____ Junior High School. My name is _____. Nice to meet you. Today I will show you around and introduce my school to you.

There are _____ classes at my school. There are _____ teachers and _____ students here. There is a(n) _____ at my school. It is very _____. We often _____ there. We usually have lunch in _____. There is _____ cafeteria at my school. There are _____ music classroom(s), _____ computer lab(s), _____ art room(s), and _____ playground(s) at my school. The students here like to _____ in the playground.



show sb. around 帶某人參觀 introduce 介紹 cafeteria 學校餐廳 music 音樂
computer lab 電腦教室 art 藝術

Lesson 4 Worksheet II — Reading

Class: _____ Number: _____ Name: _____

Pre-reading

What can you know about Robert's school from the picture on page 63? Write down at least two sentences.

Post-reading

After reading the reading on page 63, read it out loud with your partner(s). Find out the answers and underline them in the reading.

1. Where is Robert's school? _____
2. Is there a gate at Robert's school? _____
3. How many teachers and students are there at Robert's school?

4. Is the sports field at Robert's school big? _____
5. Are there any storybooks in the school library?

6. Are Robert and his friends at school for grades? _____
7. What is Robert's favorite place? _____
8. Why is Robert's school his favorite place?

Activity

Robert likes his school very much. Help him finish his diary and draw what he likes to do with his classmates on the sports field and in the library.

 diary 日記

<p>Dear Diary,</p> <p>I like my school very much. There aren't a lot of tests at my school. My classmates and I are here for fun, not for grades. I like to play on the sports field. I like to _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Drawing (插圖)</p>
--	---------------------

Lesson 5 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

What does each sign mean?



(A) Don't ride a motorcycle here. (C) Don't eat or drink.	(B) Don't talk on your cellphone. (D) Be careful of the closing doors.
--	---

Post-listening

After listening to the dialogue on pp. 75-76, read it out loud with your partner(s). Find out the answers to the questions and underline them in the dialogue.

1. Where are Robert and Ann? _____
2. Who is hungry? _____
3. Why can't Robert eat or drink on the metro? _____
4. Who does Robert see standing at the door? _____
5. Why does the old lady say "You're so kind" to Ann?

6. What station are Ann and Robert going to? _____
7. What metro rules do you learn from the dialogue?
 (1) _____
 (2) _____
 (3) _____

Activity

What do you see when you take the metro? Write down the sentence and draw a picture about it.

What do you see when you take the metro? E.g. When I take the metro, I see some people using their cellphones.	What do you see when you take the metro?
Drawing	Drawing

Lesson 5 Worksheet II — Reading

Class: _____ Number: _____ Name: _____

Pre-reading

Ask two of your classmates the following questions.

	Classmate 1 _____	Classmate 2 _____
1. Do you ever take the metro?	<input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.	<input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.
2. Have you ever run or shouted on the metro?	<input type="checkbox"/> Yes, I have. <input type="checkbox"/> No, I haven't.	<input type="checkbox"/> Yes, I have. <input type="checkbox"/> No, I haven't.
3. Can you run or shout on the metro?	<input type="checkbox"/> Yes, I can. <input type="checkbox"/> No, I can't.	<input type="checkbox"/> Yes, I can. <input type="checkbox"/> No, I can't.

Post-reading

After reading the reading on p. 81, read it out loud with your partner(s). Find out the answers to the questions and underline them in the reading.

1. How many rules are there in the reading? _____
2. What are the rules for? _____
3. What should we be careful of on the metro? _____
4. What should we do before we get on the metro? _____
5. Can we lean on the doors? _____
6. Can we run or play in the metro stations?

7. Can we eat or drink on the metro? _____
8. Who should we give our seat to? _____

Activity

Make the classroom rules with your partner(s) and share them with the class.

Rules	Drawing
E.g. Be ready to learn.	

Lesson 6 Worksheet I — Dialogue

Class: _____ Number: _____ Name: _____

Pre-listening

Ask three of your classmates the following questions.

	Classmate 1	Classmate 2	Classmate 3
	_____	_____	_____
1. What time do you get up every day?	I get up at _____ every day.	I get up at _____ every day.	I get up at _____ every day.
2. What time do you eat breakfast every day?	I eat breakfast at _____ every day.	I eat breakfast at _____ every day.	I eat breakfast at _____ every day.
3. What time do you go to bed every night?	I go to bed at _____ every night.	I go to bed at _____ every night.	I go to bed at _____ every night.

Post-listening

After listening to the dialogue on pp. 89-90, read it out loud with your partner(s). Find out the answers to the questions and underline them in the dialogue.

1. Why does Nick's mom ask Nick to wake up? _____
2. What is Nick doing at seven twenty in the morning? _____
3. What time is the group chat in Taiwan? _____
4. What is the group chat about? _____
5. What is Nick doing in the classroom? _____
6. Is the group chat on Friday? _____
7. What day is the group chat? _____
8. What time is the group chat in New York City? _____

Activity

Denny from New York City is chatting with Nick in the group chat. Please help Denny write down at least 5 sentences to introduce himself to Nick and his classmates.

The group chat	Denny's self-introduction
	<p>Hello, my name is _____. I am _____ years old. I'm from _____.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Lesson 6 Worksheet II — Reading

Class: _____ Number: _____ Name: _____

Pre-reading

Answer the questions by yourself.

1. What is the boy doing in the picture?	2. What is the boy doing in the picture?	3. What are the family doing in the picture?	4. Where are the students in the picture?
			
He is _____.	He _____.	They _____.	They _____.

Post-reading

Read the reading on p. 95 out loud with your group and finish the chart below.

What are Nick and his friends doing?				
Who	Nick	_____	_____	_____
Where	_____	New York City	Paris	Tokyo
What time / What day	_____ _____	6 p.m. / _____	12 a.m. / _____	_____ _____
What are they doing?	It's time for _____.	He is _____.	He is _____.	She is _____. to school.

Activity

You have three friends from different countries. Please introduce them and fill in the blanks.

	Albany, NY, USA EST (UTC -5)	Wed., Nov. 20	8 p.m.
	Copenhagen, Denmark CET (UTC +1)	Thur., Nov. 21	2 a.m.
	Bangkok, Thailand ICT (UTC +7)	Thur., Nov. 21	8 a.m.

My friends Jenny, _____, and _____ are from different countries. Jenny lives in New York City in the USA. She is an elementary school teacher. It's Wednesday evening there. She is watching TV. _____ lives in _____ in _____. He / She is a(n) _____ (job). It's _____ morning there. It's only _____ a.m. He / She is _____ (正在進行的動作). _____ lives in _____ in _____. He / She is a(n) _____ (job). It's also Thursday _____ there. It's _____ a.m. He / She is _____ (正在進行的動作). I am happy to know them on Facebook.