



九年义务教育

# English 英语

## 教学参考资料

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小学  
三年

三年级

第一学期

(试用本)

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## 编写说明

### 课程目标

《英语(牛津上海版)》系列教材(小学部分)按照《上海市中小学英语课程标准》(以下统称《课程标准》)编写而成,旨在通过选取符合学生生理特点和心理特点的素材,使用适当的表现形式,提供具有生活性、时代性和文化性的课程内容,激发和培养学生学习英语的兴趣,培养他们的自信心和求知欲,使他们掌握一定的英语语音、词汇、句型等语言基础知识,掌握听、说、读、写等方面的语言技能及这些技能的综合运用能力,为真实语言交际打下夯实的基础。同时,帮助他们掌握科学的学习方法,形成良好的学习习惯和道德行为规范,树立团队合作的意识和乐于接受世界优秀文化的开放意识。

### 《学生用书》

《学生用书》采用模块建构式编写,将语言材料和语言技能有机结合,并注重各模块在横向学习内容上循序渐进,在纵向语言知识和技能上滚动和复现。模块建构的理论基础是学生的学习过程和学习能力是不断发展的,即学生已知的语言知识和已获得的语言技能将成为他们进一步开展语言学习的基础。

《学生用书》由内容相对独立但具内在联系的四个模块(Module)组成,每个模块包含三个单元(Unit)。模块内的材料都围绕一个主题展开,每个单元则集中讨论该主题下的一个具体话题,单元内各部分都围绕该话题展开。这些话题从帮助学生认识自我、了解家庭出发,逐步发展到谈论与学生的学习和生活密切相关的方方面面,符合学生的生理特点和心理特点。话题的选择符合《课程标准》中关于小学阶段学习内容的要求,符合小学生对周围世界的认知需求。

每个单元由若干学习栏目构成,并依据栏目功能的不同从各个角度呈现语言材料,以达到学习目的。这些栏目包括:

- **Look and learn:** 单词学习。该栏目为主要学习内容,以呈现生词为主,辅之同类单词的复现与归纳。建议教师带领学生正确朗读这些单词,帮助他们理解其含义,并结合本单元的基本句型在实际交际情景中运用。

- **Look and say:** 句型学习。该栏目为主要学习内容,以活泼、生动的情景为依托,呈现了新授和复现的句型。这些基本句型(含新授内容)均列在栏目标题下方,其目的之一是提示学生学习重点,目的之二是供教师把握教学重点。建议教师合理安排新授内容的导入、学习与运用,帮助学生了解其含义和用法,并创造贴近

学生生活的情景帮助学生活学活用。

- **Say and act:** 角色扮演活动。该栏目是在学习Look and say的基础上,为教学提供新的情景,使学生通过角色扮演巩固所学知识,并适当拓展少量词汇和句型。如果时间和学生能力允许,教师可以利用这个活动,鼓励学生以对子活动、小组活动和表演等形式进行学习反馈。

- **Look and read:** 拓展阅读。该栏目围绕单元主题,提供了综合的语言学习材料,复现本单元的核心单词和句型,并在此基础上进行一定的拓展。建议教师引导学生积极阅读并完成相关练习,帮助他们拓展语言知识,提高阅读能力。

- **Ask and answer:** 问答练习。该栏目为帮助学生巩固新学知识提供对话范例,让学生在互动的过程中操练新知识和技能。建议教师鼓励学生尽量使用已学的英语进行问答与描述,以训练他们的会话技能。

- **Read a story:** 故事欣赏。该栏目是以配图小故事的形式进行语言学习的巩固和拓展。建议教师从激发学生的兴趣出发,帮助他们了解故事的含义,进而体会到英语学习的乐趣。

- **Play a game:** 游戏活动。该栏目让学生通过做游戏来操练和巩固本单元的单词和句型。建议教师在教学活动中充分调动学生的积极性,让他们在玩中学,学中玩,并感受语言。

- **Listen and enjoy:** 儿歌或歌曲。这些儿歌或歌曲都和本单元的主题有关,主要目的是希望学生通过视听、诵读儿歌或演唱歌曲等轻松愉快的活动活跃课堂气氛,同时再次感受英语语言。由于这部分的生词和句型不是主要学习内容,教师只需让学生了解大意即可。

- **Do a survey:** 调查活动。该栏目以小组调查的形式为学生使用本单元单词和句型创设条件。建议教师在引导学生做调查的同时,也注重培养学生倾听他人的表述、礼貌待人等积极的情感态度。

- **Learn the sound(s):** 语音学习。该栏目的目的是让学生初步了解英语语音知识,了解元音、辅音字母以及字母组合在单词中的发音。

以上栏目根据各单元内容的不同灵活安排。教师应该明确各栏目的功能,设计有针对性的教学活动,以完成各单元的教学任务。需要注意的是,各栏目几乎都涉及了听、说、读三个语言技能的综合操练,教师应该利用好磁带和其他教具,启发和引导学生操练语言。教师要引导和帮助学生从听、说、读、写四个方面掌握核心栏目的单词和句型,要注意引导学生模仿标准的语音语调朗读句子和语段。

《学生用书》还包含四个课题(Project)。其目的是

让学生综合运用在本册《学生用书》中学到的知识与技能，提高他们的英语综合运用能力。因此，课题涉及了多种形式，其主题也与之前的学习内容有所联系。从本质上来说，课题首先是个人活动，然后是对子活动或小组活动。学生要互相协作，一步一步地完成课题中的每个任务。例如，本册《学生用书》的第一个课题先让学生做名字卡并做自我介绍，然后与同学交流后再做全班调查。

此外，《学生用书》的最后提供了生词表 (Word list)，其中包含了各单元的核心词汇，即《学生用书》目录页的 Vocabulary 一栏中列出的单词，同时收入了各单元中出现的其他词汇，仅供学生参考。

## 《练习部分》

《练习部分》为《学生用书》每单元的学习内容提供各种活动和练习，以帮助学生巩固所学语言知识，并进一步操练语言技能。具体内容包括听力活动、读写活动、听说综合训练活动 (Task) 和模块复习活动 (Module Revision)。

- 听力活动。这部分活动都是以听录音并反馈为基本要求。例如：Listen and number (听录音，根据顺序给图编号)；Listen and judge (听录音，判断句子与所听内容是否相符)；Listen and tick (听录音，勾出听到的句子) 等等。教师可根据实际教学情况控制录音，延长词与词、句与句的间隔时间，或用重复播放的方法让学生逐渐适应。

- 读写活动。《练习部分》的读写活动主要是针对单词和句子的练习。为使学生养成良好的书写习惯，教师应帮助学生正确掌握字母书写的笔顺并逐渐培养学生从单词到句子的书写规范。

- 综合训练活动 (Task)。这个活动是在教师结束课文教学后为学生提供一个综合练习的机会，帮助学生操练所学语言。如果学生独立完成有困难，教师应给予必要的帮助。

- 模块复习活动 (Module Revision)。这部分活动为学生提供以模块内容为主的综合练习，以帮助学生操练每个模块所学语言，巩固所学知识。教师可以在结束一个模块的教学后，开展模块复习活动。

建议教师根据课堂实际，借鉴《教学参考资料》中的教学建议，把《练习部分》中的练习内容作为课堂中的教学活动适时安排学生在课堂中完成。

## 《教学参考资料》

《教学参考资料》为《学生用书》的内容提供了具体的指导意见。各单元内容包括：

1. 单元教学目标 (Tasks in this unit, Language focus, Language skills)：概述本单元的教学任务、语言知识重点和语言技能。建议教师在准备每个单元的教学之前仔细阅读这部分内容，以便对单元教学目标有一个整体认识，了解本单元的教学重点和所涉及的语言技能。

2. 建议教学计划表 (Scheme of work)：列出建议课时分配及可以使用的教学资源。根据《课程标准》，课时安排为每周四课时 (Period)，其中每个单元的第四课时 (Period 4) 主要围绕单元复习展开。教师在此课时中可以开展单元复习活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型；教学资源列出了建议教师使用的《学生用书》和《练习部分》的页码。每个课时均列出了具体的新授教学内容，教师也可以根据学生的实际情况，调整各课时教学内容。

3. 教学建议：根据建议教学计划表为四个课时分别提供了比较详尽的教学活动建议，按照其教学顺序和功能的不同分为：

- 导入活动 (Pre-task preparations)：教师可以选用这些活动，创设适当的语境，或用挂图、玩偶等多种教具帮助学生复习前面学过的内容，为导入新单词和句型作准备。

- 新授活动 (While-task procedures)：这些活动可帮助学生学习生词和句型，也可通过创设比较简单的语境，帮助他们体验和使用所学语言。为激发学生的学习积极性，教师应组织有效的活动，例如结对、小组或班级活动，让他们参与其中。

- 后续活动 (Post-task activities)：教师可选用这些活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型，达到提高学生语言运用能力的目的。同时，教师也可以参考使用《练习部分》的内容，帮助学生巩固所学的语言知识和技能。

这些活动设置了丰富的情景，为学生提供了用不同方式操练语言的机会，同时也提示教师使用其它教学资源如挂图、玩偶、单词图片卡等等完成教学任务。由于学校之间、教师之间及学生之间存在着具体差异，建议教师在教学中根据实际情况灵活使用这些活动。例如，虽然有些活动建议是以对子形式完成，但可以改为小组或男女生大组活动等等。另外，教师应该根据教学需要调整活动形式。例如，当教授新语言时，应该比较突出教师的主导作用，尽可能地为学生的学习过程创设合适、丰富的情景和愉快的学习环境，并提供多样化的活动；当进行语言操练时，应该更加突出学生的主体作用。

对于《学生用书》中的课题，《教学参考资料》提供了这些课题所涉及的具体单元的语言知识和语言技能，并对呈现和开展课题活动提出了具体建议。

《教学参考资料》中的具体指导意见旨在为教师提供有实际情景的教学活动指导。教师应依据教学需要，创造性地设计贴近学生实际的教学活动，吸引和组织他们积极参与，让学生通过体验、参与、实践、讨论、交流和合作等方式学习和使用英语，完成学习任务。如果教师认为某个活动太难，可以扩展活动的步骤，增加几个准备性或提示性的活动，以达到降低活动难度的目的。如果活动太容易，教师可以对原有的活动进行延伸。由于客观条件的差异、学生能力的差异以及具体教学实际情况的差异，教师要注意调整教学方法，采用最适合实际教学需要的方法和步骤。只有这样，才能达到因材施教的目的。

《教学参考资料》中还设有一个备注 (Notes) 栏目。该栏目为教师提供了一些和教学相关的信息，以便于教师参考。

### 多媒体课件光盘

《教学参考资料》附有一套多媒体课件光盘，供教师在课堂上使用。该光盘采用模块化设计原则，针对大部分学校现有的教学条件，提供了完整的教学课件。教学课件由以下各个部分组成：

1. 模块 (Modules)：该部分将课文各栏目的内容以多媒体形式呈现，激发学生的学习兴趣。课文部分有文字版、动画版等多种呈现模式，教师可以根据课堂教学的需要选用不同模式教学。文字版提供了对话的中文译文，供教师参考。该部分还包含生词 (New words) 板块，通过“单词浏览”和“单词游戏”等形式，帮助学生通过直观交互式的活动学习和操练单词。建议教师根据教学实际选用生词板块的内容，来帮助学生记忆单词。

2. 课题 (Projects)：将课本中的课题 (Projects) 以多媒体互动形式呈现出来。教师可以通过听、说、画等多种形式的活动帮助学生运用课本中学到的知识与技能，提高其英语综合运用能力。

3. 日常用语 (Daily expressions)：将课本中出现的主要日常用语在新设计的场景中呈现。教师可让学生举一反三，在不同语境中操练语言。

4. 生词表 (Word list)：将课本中的生词表以多媒体形式呈现，教师可根据教学实际参考使用。

5. 人物 (Characters)：课本中主要人物的汇总。教师可帮助学生理顺课本中出现的人物关系，为其以后的学习打下基础。

6. 素材库(Database)：包含课本中的人物造型、场景、相关物品图片、单词和对话录音以及一些音效。建议教师根据需要选取其中的素材，设计符合教学实际要求

的课件。

教师可依据教学需要使用多媒体课件光盘来辅助教学，还可以利用素材库的资源创造性地设计具有个人风格的教学课件。教师在课件使用过程中应始终把学生作为英语学习的主体，充分考虑学生的心理特点和语言学习规律，激发学生学习兴趣，调动他们学习的积极性，让他们积极参与学习，达到教学目的。

### 教学评价建议

本套教材以学生为主体，充分尊重学生的心理特点和生理特点。因此，建议教师做好教与学过程的评价和反馈记录，掌握学生的进步和表现。例如，在认读单词方面可分为：反应迅速准确；独立准确；帮助后基本准确等几个等级。在使用日常用语方面可分为：习惯或善于用英语和他人对话；在适当引导下能用英语和他人对话。在使用所学句型方面可分为：能熟练运用所学句型，并能用连续的几句话表达自己的想法；能用所学句型表达自己的想法；能在老师或同学的引导或启发下用所学句型表达自己的想法等几个等级。教学评价的目的是激发和保持学生对英语学习的兴趣和热情，同时也帮助教师了解教学效果以便适时调整教学方法。

### 课堂教学环境创设建议

以下提供的三种方法能够起到增强学生学习兴趣的作用，并为他们提供富有乐趣的学习环境：

#### 1. 标签

在教室里的课桌、黑板等用品上贴上书写清晰的标签，营造英语学习的气氛。学生可以在每堂课结束后揭去标签，供下次使用。

#### 2. 图表

生日图表、天气和季节图表等可以帮助学生主动参与课堂活动，也可以在完成图表的过程中利用所学语言解决某个贴近学生生活的实际问题。此外通过更换教室中的图表内容，为学生创造更多说英语的机会。

#### 3. 展示

确保学生的作业，在学生完成课内活动的基础上，无论是书面（听力解答，填表或描写字母）还是画图，都能以不同方式展示出来，如在教室的壁板或走廊的橱窗中展示。同时，要保证学生的积极参与，并保证展出的作业是所有学生的而不仅仅是优秀学生的。定期更换展示内容能够使学生保持兴趣。还可以鼓励学生从家里带一些物品参与展示，并且针对这些展示开展相关课堂讨论。为进一步提高学生参与度，教师还可让学生带一些英语杂志、图片、明信片、书及玩具。

## 课堂教学活动的组织建议

在课堂教学中应该有多种组织形式相配合。例如：结对活动，小组活动，班级活动，等等。不同的组织形式各有特点：结对活动可以使学生在基本掌握语言的基础上，通过对话强化语言的操练；小组活动的特点在于学生的互动和互补。通过小组活动，能力强的学生可以带动能力较弱的学生参与语言活动；班级活动通常用于新授单词或句型，使学生在教师的引导下共同感受和学习语言知识。

## 课堂用语建议

学生在英语课中应尽可能地接触并使用英语。简单的课堂用语能扩大学生对英语的接触面，创造良好的使用英语的环境。

以下课堂用语供教师参考使用。

Hi. Class/Children/Everybody/Boys and girls.

—How are you (today)?

—Fine, thanks.

Time for class!

Is everybody here?

Take out your book(s).

Listen to my questions first.

Say it with me.

Look at my mouth.

Raise your hand.

Put your hand down.

How do you spell ‘...’ ?

Look at the picture, please.

Can you see the picture?

Let's do a role-play.

Do you want to be *Kitty* or *Alice*?

Let's read the text aloud.

Write your name on the cover/at the top.

Write it on the blackboard.

Look at the blackboard.

Understand?

Any questions/problems?

Find a friend/partner.

Work in pairs.

Do it in pairs.

Do this in groups.

Work in groups of four.

Who's next?

The game is over.

Let's act out our play!

Let's sing a song.

One, two, three, go!

Only five minutes. Go!

One minute left.

Time's up.

Be quiet, please.

Again. Slowly.

Good try.

Wonderful!

Let's take/have a break.

Class is over.

## 教材配套资源

### 1. 学生资源

- 学生用书
- 练习部分
- 音频文件

### 2. 教师资源

- 教学参考资料
- 教学挂图
- 磁带
- 音频光盘
- 多媒体课件光盘

## Introduction

### Description of materials

**English (Oxford Shanghai Edition)** is a 12-year programme, especially designed for use in Shanghai primary and secondary schools. The package reflects the current trends in language teaching and learning.

The **English (Oxford Shanghai Edition)** learning materials are based on a series of topics universal to all students, developing from the familiar themes of self, family and home, into more challenging themes relating to students' gradually developing and expanding experience. A 'building-blocks' approach links content and skills, whereby each aspect, both linguistic and conceptual, is introduced, integrated, revisited and developed within each level and from level to level.

A wide and useful package of materials is available for learners and teachers.

### Student's resources

- Student's Book
- Workbook
- Audio files

### Teacher's resources

- Teacher's Book
- Wall pictures
- Cassettes
- Audio CD
- CD-ROMs

### Student's Book

The *Student's Book* contains core language learning material, using a wide variety of text-types and activities to introduce language. Stories, cartoons, dialogues and practical tasks all engage the student at his/her personal level. This language preparation provides students with the means to carry out successfully the subsequent learning tasks, which are fully described in the *Teacher's Book*.

A lively group of characters: Ben and Kitty Li,

their friends and parents, Sam the dog, Miss Fang the teacher, all provide models to make language learning stimulating, enjoyable and appropriate to students' lives.

### Workbook

The *Workbook* provides further activities and exercises to reinforce the language learnt in the *Student's Book*. It consists of various activities and exercises in listening, speaking, reading and writing as well as Tasks. The use of these exercises is suggested in the *Teacher's Book*.

### Teacher's Book

The *Teacher's Book* aims to provide teachers with full support to use this material successfully. Easy-to-use and comprehensive, teachers will find:

- 1 An introduction that describes:
  - a the organization and rationale of the learning package
  - b its general objectives
- 2 A unit overview that introduces the tasks, language focus and learning skills.
- 3 Comprehensive language targets and objectives for each level.
- 4 A suggested scheme of work which lists:
  - a suggested teaching periods
  - b the grammar, expressions and new language patterns exposed in each period
  - c the new words and sounds to be learnt in each unit
  - d the materials that can be used in each period
- 5 Suggested activities for teachers' reference in each stage and period:
  - a Pre-task preparations: activities are suggested for teachers' use and adaptation to review previous lessons, set the scene, or introduce new language
  - b While-task procedures: activities are suggested for teachers to teach new words and patterns, and help students understand the meaning and the usage of the language through practice
  - c Post-task activities: activities are suggested

for teachers to help students consolidate their knowledge of the language patterns learnt in this lesson, or create a language environment in which students may use the language.

## 6 Notes that offer additional information or references.

Two CD-ROMs are attached to the *Teacher's Book*. The CD-ROMs contain multimedia courseware designed to assist the teacher in class. The courseware presents dialogues, stories, games, songs and rhymes from the *Student's Book*, allowing students to learn in a fun and exciting way. The software includes interactive games designed to help students learn and review new vocabulary, and animated scenes which allow them to practise and revise new expressions and sentence patterns. The CD-ROMs also offer a rich database of pictures, text files and sound clips allowing teachers to personalize their lessons.

## 'Building-blocks' approach

The new primary English language syllabus has a clear, standardized aim, underpinned by a series of specific learning targets and language objectives which provide a benchmark of teaching and learning. These are embedded in **English (Oxford Shanghai Edition)**, laying a firm foundation of language development through its carefully constructed content.

**English (Oxford Shanghai Edition)** features a 'building-blocks' approach to language learning within a framework of learner-centred themes. Students are encouraged to learn and use language appropriate to tasks and activities in a meaningful way, thus making language learning at each level stimulating, purposeful and communicative.

The 'building-blocks' approach is based on the fact that learning and the capacity to learn are developmental; that is, that students learn by building on known language, concepts and

activities, to develop and expand progressively.

The development of thematic content through related modules ensures the development of language by constantly revisiting and recycling, thus building from a strong base within levels, and from level to level. In the knowledge that language and content develop and are revisited progressively throughout the package, vocabulary and structures are introduced and practised through tasks at a controlled pace steady enough to involve students' interest while ensuring constant consolidation.

At lower levels, care has been taken to ensure that students are learning within familiar contexts so that the language is appropriate to their needs and interests. At higher levels, students' knowledge of the world is taken into account as well. Student involvement is encouraged throughout **English (Oxford Shanghai Edition)** by tasks and activities that focus on interaction; teacher to student(s), in groups and in pairs. This collaboration ensures communication and the purposeful use of English.

## Task-based learning

The best aspects of several methodologies that have proved successful in teaching English as a foreign language are incorporated in **English (Oxford Shanghai Edition)** in addition to task-based learning.

The tasks suggested are activities which provide students with the opportunity to bring with them knowledge, skills and concepts already in place, for further development. Tasks provide students with experiential, concrete learning which is, by definition, appropriately contextualized, purposeful and productive, while promoting communication, thinking and doing.

## Modules, units and tasks

The *Student's Book* is divided into four modules. Each module is organized around a basic topic

and is divided into three related units which are thematically related; the themes and topics are further explored through tasks. Each unit is further divided into language preparation and/or task presentation, reflecting the integration of skills at each level.

The sections of a unit may include:

- **Look and learn** introduces the key words of the unit.
- **Look and say** contains the key language patterns that students should learn.
- **Say and act** is a role-play which reinforces the key patterns of the unit.
- **Look and read** provides a short passage that contains the key words and patterns of the unit, and may be used as a supplementary reading material.
- **Ask and answer** practises different types of questions and answers.
- **Read a story** has an illustrated story that allows students to read more about the topic.
- **Play a game** helps students learn English while playing a fun game.
- **Listen and enjoy** has a rhyme or song that reviews the topic of the unit.
- **Do a survey** has students work in groups to exchange their ideas.
- **Learn the sound(s)** contains the sounds that help students get to know the pronunciation of different letters in words.

The varied, integrated tasks contained in a unit, intended to keep the students motivated and stimulated, are carefully controlled to achieve a good balance of productive and receptive learning.

## Projects

There are four projects at the end of the *Student's Book*, which give further consolidation of the language learnt through the tasks and more importantly help develop students' ability to inquire, communicate, conceptualize, reason and solve problems, either individually or collaboratively.

These projects serve as a medium for students to work at their own individual pace and illustrate the extent of the interest in their own learning. However, these projects may be used at any time during the term. Full instructions are given to facilitate introducing project work into the classroom in the *Teacher's Book*.

## Using the Teacher's Book

Comprehensive activities are provided with the relevant *Student's Book* pages given. This gives teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate to the class in general and to particular individuals. Each unit starts with a simple checklist containing the suggested number of lessons for that unit, the language to be introduced and used, the targets covered by the lesson(s), what the teacher should prepare in order to teach successfully, and the materials required to carry out the tasks and/or activities.

First, there is a **Pre-task preparations** section. This will include a review of previous lessons, but more importantly it aims to set the scene, to give the students a content framework to which they bring some knowledge.

The language preparation section demonstrates ways of introducing new material using the wall pictures, puppets or other suggested resources, before students are exposed to the *Student's Book*. Teachers are given clear guidelines on language used passively and for students' production.

The **While-task procedures** section links language preparation which familiarizes students with the language necessary for the learning task, and the learning task itself. The task(s) ensure:

- progress towards the learning targets for English
- opportunities for interaction, particularly among students
- natural use of language in a wide variety of activities.

Depending on the maturity of each learner, a degree of teacher support will be required during a task. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance.

In the **Post-task activities** section, the vocabulary and structure(s) learnt in the lesson are recycled in a different context through lively follow-up tasks such as games, practical tasks all intended to stimulate the use of language in the classroom.

Instructions for the use and integration of the *Workbook*, which provide further post-task

activities in the lesson, are clear and suggested at the appropriate time.

## Assessment

Careful observation and simple record keeping by the teacher will ensure that each student's progress and performance is monitored, particularly with a view to remediation or extension.

Teachers may select tasks to provide informal assessment information, but day to day monitoring of student's performance will give good results.

# Module 1 Getting to know you

## Unit 1 How are you?

### Tasks in this unit:

- Use the key words and phrases in context
- Use formulaic expressions to greet others
- Use modelled sentences to introduce oneself
- Use modelled sentences to introduce others
- Use modelled sentences to give specific information

### Language focus:

- Using the key words in context  
e.g., *Miss, Mr, Mrs*
- Using formulaic expressions to greet others  
e.g., *How are you?*
- Using modelled sentences to introduce oneself  
e.g., *I'm Dolly.*
- Using modelled sentences to introduce others  
e.g., *This is Mr Zhang.*
- Using modelled sentences to give specific information  
e.g., *We have a new teacher, Mr Zhang.*
- Identifying the pronunciation of the letter 'a' in words such as *cake* and *table*  
e.g., *cake, table, plate*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *Miss, Mr, Mrs*
- Understanding modelled sentences to introduce oneself and others  
e.g., *I'm Peter.*  
*This is Mr Zhang.*
- Understanding modelled sentences to give specific information  
e.g., *We have a new teacher, Mr Zhang.*
- Identifying the pronunciation of the letter 'a' in words such as *cake* and *table*  
e.g., *cake, table, plate*

#### Speaking

- Pronouncing the key words correctly in context  
e.g., *Miss, Mr, Mrs*
- Using modelled sentences to introduce oneself  
e.g., *I'm Peter.*
- Using modelled sentences to introduce others  
e.g., *This is Mr Zhang.*

- Using modelled sentences to give specific information  
e.g., *We have a new teacher, Mr Zhang.*
- Pronouncing correctly the letter 'a' in words such as *cake* and *table*  
e.g., *cake, table, plate*

**Reading**

- Understanding the meaning of greetings
- Reading the text aloud with the appropriate pronunciation and intonation

**Writing**

- Writing the key words correctly  
e.g., *Miss, Mr, Mrs*
- Writing the key sentences correctly  
e.g., *I'm Peter.*

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Hello! How are you? Fine, thanks./I'm fine too.	Miss Mr Mrs		SB: pp. 2 and 3 WB: pp. 2 and 3 Parts A and B
2	This is ...			SB: pp. 3 and 4 WB: pp. 3 and 4 Parts C and D
3	We have ...			SB: p. 4 WB: pp. 4 and 5 Parts E and F
4			a (cake, table)	SB: p. 5 WB: p. 6 Task

**Period I****Language focus:**

- Using modelled sentences to introduce oneself  
e.g., *I'm Peter.*
- Using formulaic expressions to greet others  
e.g., *How are you?*

**Materials:**

*Student's Book 3A*, pp. 2 and 3

*Workbook 3A*, pp. 2 and 3 Parts A and B

Toys or puppets

Cassette 3A

**Pre-task preparations****Activity I**

Have the students sing the song 'Hello! How are you?' on page 4 of *Student's Book 2A*. Then have them listen to the recording for 'Listen and enjoy' on page 2 of *Student's Book 3A*.

## Activity 2

To elicit the topic of greetings, you may use puppets or toys.

e.g.,

T: (*show a toy cat*) This is Dolly. Let's say 'Hello' to Dolly.

S1: Hello, Dolly.

S2: Hi, Dolly.

T: (*imitate the voice of Dolly*) Hi, boys and girls.

How are you?

Ss: Fine, thanks.

## While-task procedures

### Activity 1

Play the recording for the song on page 2 of the *Student's Book*. Have the students listen to the song and encourage them to sing along. Then you may ask them to sing with their own names.

### Activity 2

Greet the students using finger puppets.

e.g.,

T: (*hold a puppet*) Hello, (S1's name).

S1: Hello.

T: (*hold the puppet*) How are you, (S2's name)?

S2: Fine, thanks.

### Activity 3

Use toy animals or finger puppets to practise the key pattern with the students.

e.g.,

T: (*hold a toy bear*) Hello, I'm Belly.

S1: Hello, Belly. I'm (S1's name).

T: (*hold a puppet*) Hello, I'm Joe.

S2: Hello, Joe. I'm (S2's name).

T: How are you, (S2's name)?

S2: Fine, thanks. And you?

T: I'm fine too.

### Activity 4

Have the students do Part A 'Listen and number' and Part B 'Listen and judge' on pages 2 and 3 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Play a game with the students. Hold a beanbag and say 'Hello, I'm ... (*your name*)' to a student next to you. Toss the beanbag to the student and ask him/her to say 'Hello, I'm ...' Divide the students into groups of six to play the game.

e.g.,

S1: (*hold a beanbag*) Hello, I'm (S1's name). (*toss the beanbag to S2*)

S2: (*hold the beanbag*) Hello, I'm (S2's name). (*toss the beanbag to S3*)

S3: (*hold the beanbag*) Hello, I'm (S3's name).

### Activity 2

Show the flashcards or pictures for *morning*, *afternoon* and *evening* to create different situations. Practise the key patterns with the students as follows.

e.g.,

T: (*hold the flashcard for evening*) Good evening, S1.

S1: Good evening, Miss/Mr ...

T: How are you?

S1: Fine, thanks. And you?

T: I'm fine too.

## Period 2

### Language focus:

- Using the key words in context  
e.g., Miss, Mr, Mrs
- Using formulaic expressions to greet people  
e.g., *Good morning*.
- Using modelled sentences to introduce others  
e.g., *This is Mr Zhang*.

### Materials:

*Student's Book 3A*, pp. 3 and 4

*Workbook 3A*, pp. 3 and 4 Parts C and D

Cassette 3A

Flashcards 3A (*Miss Fang, Mr Zhang, Mrs Wang*)

Masks

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 2 of the *Student's Book* and have the students sing the song together. Then use the flashcards to elicit the new phrases *Miss Fang*, *Mr Zhang* and *Mrs Wang*. Ask them to repeat the phrases several times after you.

### Activity 2

Have the students greet the new characters and introduce themselves.

e.g.,

T: (*hold the mask for Miss Fang*) Hello, I'm Miss Fang.

S1: Hello, Miss Fang. I'm ...

S2: Good morning, Miss Fang. I'm ...

Then show the flashcards and ask the students to repeat and spell the new words *Mr*, *Miss* and *Mrs* after you.

## While-task procedures

### Activity 1

Have the students play the following games to practise the new words *Miss*, *Mr* and *Mrs*.

- Game A: Show the cards for *Miss*, *Mr* and *Mrs* to the students and say the corresponding words. If you are correct, the students should repeat the words. If you are wrong, they should clap their hands three times.
- Game B: Flash the cards for *Miss*, *Mr* and *Mrs* quickly. Then show two of the cards and have the students say the missing word.

### Activity 2

Have the students listen to the recording for 'Look and say' on page 3 of the *Student's Book*. Then have the students read along with you or the recording. Then have the students practise the dialogues with you.

e.g.,

T: Good morning.

S1: Good morning.

T: How are you?

S1: Fine, thanks.

S2: I'm fine too.

And finally divide the class into groups of four or six. Have the students practise in groups.

### Activity 3

Show the flashcards and make a short dialogue as follows.

e.g.,

T: (*hold the card for Miss Fang*) I'm Miss Fang.

Ss: Hello, Miss Fang.

T: Hello, boys and girls. (*point to a student holding the card for Mr Zhang*) This is Mr Zhang.

Ss: Hello, Mr Zhang.

S1: (*hold the card for Mr Zhang*) Hello.

### Activity 4

Have the students complete Part C 'Listen, circle and respond' on page 3 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Divide the students into groups of three or four. Encourage the students to make a new dialogue according to 'Look and say'.

e.g.,

S1: Hello, Miss (S2's surname).

S2: Hi! Mr (S1's surname).

S1: How are you?

S2: Fine, thanks.

S1: This is Mr (S3's surname).

S2: Hi, Mr (S3's surname).

S3: Hi, Miss (S2's surname).

### Activity 2

Prepare a set of four small pictures with a different person on one side and his/her name on the other side. Divide the class into groups of four and give out the pictures to each group. Then have the students introduce these people to each other as follows.

e.g.,

S1: (*show the picture of Mr Lin*) Hello. This is Mr Lin.

S2, S3 & S4: Hi, Mr Lin.

S2: (*show the picture of Mrs Chen*) Hello. This is Mrs Chen.

## Period 3

### Language focus:

- Using formulaic expressions to greet people  
e.g., *Good morning.*
- Using modelled sentences to give specific information  
e.g., *We have a new teacher, Mr Zhang.*

### Materials:

*Student's Book 3A*, p. 4

*Workbook 3A*, pp. 4 and 5 Parts E and F

Cassette 3A

Flashcards 3A (*Miss Fang, Mr Zhang, Mrs Wang*)

### Pre-task preparations

#### Activity 1

Show the pictures of the different times of day (*morning, afternoon, evening*) to review the formulaic expressions the students have learnt.

e.g.,

T: (*hold the picture for afternoon*) *Good afternoon, boys and girls.*

S1: *Good afternoon.*

T: (*hold the picture for evening*) *Good evening.*

S2: *Good evening.*

#### Activity 2

Stick some pictures of different people on the blackboard. Describe these people and then have the students identify them one by one.

e.g.,

T: *Miss Li is thin. Mr Chen is short. Mrs Liu is tall.*

Mr Wang is fat. (*point to a picture*) *Who is he?*

Ss: *Mr Wang.*

...

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Say and act' on page 4 of the *Student's Book* several times. Encourage them to repeat after the recording. Ask some questions to help them understand the story.

e.g.,

T: *Who is Mrs Wang?*

S1: *Tom and Alice's Mum.*

T: *What does Mrs Wang say to the children?*

S2: *Good afternoon.*

#### Activity 2

Play the recording for 'Say and act' again. Ask the students to act out the dialogue in groups of six. Invite several groups to act it out in front of the class.

#### Activity 3

Have the students do Part E 'Look, read and match' on page 4 of the *Workbook*. Then check the answers with them. Ask them to make short dialogues in pairs using the pictures from this part.

e.g.,

S1: *Good morning, Ben.*

S2: *Good morning, Lily.*

#### Activity 4

Have the students do Part F 'Look, read, choose and write' on page 5 of the *Workbook*. Have them act out the dialogue in groups.

### Post-task activities

#### Activity 1

Have the students make a new dialogue following the example in 'Say and act'.

e.g.,

S1 & S2: *Hi, Dad.*

S3: *How are you today?*

S1: *Fine.*

S2: *Dad, we have a new teacher, Miss/Mr ...*

#### Activity 2

Divide the class into small groups. Have the students make a new dialogue as follows.

e.g.,

S1 & S2: *Hi, Mum.*

S3: *How are you today?*

S1: *Fine.*

S2: *Mum, we have a new teacher. This is Miss/Mr (S4's surname). Miss/Mr (S4's surname), this is my mum.*

S3: *Good afternoon, Miss/Mr (S4's surname).*

S4: *Good afternoon.*

## Period 4

### Language focus:

- Using the key words and sentences to communicate with other people in the appropriate situations
- Identifying the pronunciation of the letter 'a' in words such as *cake* and *table*

### Materials:

*Student's Book 3A*, p. 5

*Workbook 3A*, p. 6 Task

Cassette 3A

Multimedia 3A

Puppets

### Pre-task preparations

#### Activity 1

Have the students sing the song on page 2 of the *Student's Book*. Encourage them to create a new song by replacing the characters' names with their own names.

#### Activity 2

Have the students use finger puppets and make a short dialogue as follows.

e.g.,

S1: *Good afternoon, (S2's name).*

S2: *Good afternoon, (S1's name).*

S1: *How are you?*

S2: *I'm fine. Thanks.*

### While-task procedures

#### Activity 1

Demonstrate how to make a finger puppet. Then distribute a piece of paper to each student. Have them make their own puppets by drawing, colouring, cutting and sticking the pictures to their pencils. Please note that the students' puppets do not necessarily have to be the same as the ones in the *Student's Book*.

#### Activity 2

Practise the dialogue in 'Play a game' with the students.

e.g.,

T: (*hold a rabbit puppet*) *Hi, I'm Mr Rabbit.*

S1: (*hold a dog puppet*) *Hi, I'm Mr Dog. How are you?*

T: *Fine, thanks.*

#### Activity 3

Divide the students into groups of three or four and have them play a game using their puppets.

e.g.,

S1: (*hold a cat puppet*) *Hi, I'm Miss Cat. I'm thin.*

S2: (*hold a bird puppet*) *Hi, I'm Mr Bird. I'm small.*

*How are you?*

S1: *Fine, thanks.*

S2: (*point to S3*) *This is Mr Hippo.*

S1: *Hello, Mr Hippo.*

S3: (*hold a hippo puppet*) *Hello.*

#### Activity 4

Show the flashcards for 'Learn the sound' on page 5 of the *Student's Book* and have the students repeat the two words several times after you. Have the students listen to the recording of the rhyme. Then encourage them to think of more words with the letter 'a', such as *face*, *classmate*, and *plate*. Make a rhyme to help them review the sound.

e.g.,

*A is for classmate.*

*A is for plate.*

*My classmate has a new plate.*

### Post-task activities

#### Activity 1

Show some pictures of different times of day (morning/afternoon/evening/night) to the students. Ask them to choose a theme and make a dialogue.

e.g.,

S1: *Good evening, Dad.*

S2: *Good evening. How are you today?*

S1: *Fine, thanks. I have a new friend, Kevin.*

#### Activity 2

Have the students look at the Task 'My new teacher' on page 6 of the *Workbook*. First, have the students listen and act out the dialogue in Part A. Then have them do Part B and make a

dialogue in pairs or small groups.

**Notes:**

You can teach the students more expressions for greetings and responses.

e.g.,

- *How do you do?*
- *How do you do?*
- *How are you going?*
- *Just so so./Not bad.*

# Module 1 Getting to know you

## Unit 2 What's your name?

### Tasks in this unit:

- Use the key words and phrases in context
- Use formulaic expressions to find out a person's name
- Using modelled sentences to introduce oneself
- Use imperatives to give simple instructions

### Language focus:

- Using the key words and phrases in context  
e.g., *open, stand up, sit down*
- Using formulaic expressions to find out a person's name  
e.g., *What's your name?*
- Using modelled sentences to introduce oneself  
e.g., *My name's Peter.*
- Using imperatives to give simple instructions  
e.g., *Open your book.*
- Identifying the pronunciation of the letter 'a' in words such as *jam* and *hand*  
e.g., *jam, hand*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *open, stand up, sit down*
- Understanding the meaning of the modelled sentences to find out a person's name  
e.g., *What's your name?*  
*My name's ...*
- Identifying the pronunciation of the letter 'a' in words such as *jam* and *hand*  
e.g., *jam, hand, bad*

#### Speaking

- Pronouncing the key words and phrases correctly in context  
e.g., *open, stand up, sit down*
- Using modelled sentences to find out a person's name  
e.g., *What's your name?*  
*My name's ...*
- Using imperatives to give simple instructions and responding to the instructions  
e.g., *Clean the blackboard, please.*  
*OK.*
- Pronouncing correctly the letter 'a' in words such as *jam* and *hand*  
e.g., *jam, hand, bad*

## Reading

- Understanding the meaning of simple classroom instructions
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words and phrases correctly  
e.g., *stand up, sit down, open the door, close the door*
- Writing the key sentences correctly  
e.g., *What's your name?*  
*My name's ...*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What's your name? My name's ... (imperatives) Write ..., please.	stand up sit down open book		SB: pp. 6 and 7 WB: p. 10 Part F
2	(imperatives) Close the ..., please. Open the ..., please. Look at ..., please. Clean the ..., please.	open the door close the door		SB: p. 7 WB: pp. 7 and 8 Parts A and B
3	What's your name? My name's ...			SB: p. 8 WB: pp. 9 and 10 Parts E and G
4			a (jam, hand)	SB: p. 9 WB: p. 11 Task

## Period I

### Language focus:

- Using the key words and phrases in context  
e.g., *stand up, sit down, open, book*
- Using modelled sentences to find out a person's name  
e.g., *What's your name?*  
*My name's Peter.*
- Using imperatives to give simple

instructions

e.g., *Write your name, please.*

### Materials:

*Student's Book 3A, pp. 6 and 7*

*Workbook 3A, p. 10 Part F*

*Cassette 3A*

*Flashcards 3A (*stand up, sit down*)*

*Puppets*

## Pre-task preparations

### Activity 1

Say the following rhyme using two puppets. Then have the students make a new rhyme using their own names. They may practise the rhyme in pairs.

e.g.,

*Hello, hello. My name's Lucy. My name's Lucy.*

*Hello, hello. My name's Tommy. My name's  
Tommy.*

*Hello, hello, how are you?*

*Hello, hello, fine, thank you.*

### Activity 2

Show the flashcards while you teach the new words and phrases. You may use body language to assist teaching.

e.g.,

T: (*show the flashcard for sit down and sit on the chair*) *Sit down.*

Ss: *Sit down.*

## While-task procedures

### Activity 1

Play the game 'Simon says' to elicit and practise the instructions. Invite several students to give instructions in turns. Encourage more able students to include the sentences they have learnt before, such as *Give me a ruler, please*, in their instructions.

e.g.,

T: *Stand up.*

Ss: (*do not do the action*)

T: *Simon says, 'Stand up.'*

Ss: (*do the action*)

Then show the flashcards for *stand up* and *sit down* in 'Look and learn' on page 7 of the *Student's Book*. Ask the students to read after you.

### Activity 2

Have the students listen to the recording for 'Look and say' on page 6 of the *Student's Book*. Ask them to read after you. Then practise the dialogue with the students.

e.g.,

T: *Good morning, boys and girls.*

Ss: *Good morning, Mr Zhang.*

T: *Sit down, please. What's your name?*

S1: *My name's Peter.*

T: *Open your book. Write your name, please.*

### Activity 3

Divide the students into groups and ask them to make a new dialogue as follows.

e.g.,

S1: *Good afternoon, boys and girls.*

S2 & S3: *Good afternoon, Miss (S1's surname).*

S1: *Sit down, please.*

S1: (*to S2*) *What's your name?*

S2: *My name's (S2's name).*

S1: *Open your book. Write your name, please.*

S1: (*to S3*) *What's your name?*

S3: *My name's (S3's name).*

...

### Activity 4

Have the students do Part F 'Look, read, choose and write' on page 10 of the *Workbook*. Then have them practise the dialogue in groups.

## Post-task activities

### Activity 1

Have the students make a new dialogue in groups.

e.g.,

S1: *Good morning, boys and girls.*

S2 & S3: *Good morning, Mr (S1's surname).*

S1: *What's your name?*

S2: *My name's (S2's name).*

S1: *How are you, (S2's name)?*

S2: *I'm very well. Thank you.*

S1: *Open your book. Write your name, please.*

S2: *OK.*

### Activity 2

Divide the class into small groups and have the students practise the dialogue in turns.

e.g.,

S1: *What's your name?*

S2: *My name's (S2's name). What's your name?*

S3: *My name's (S3's name). What's your name?*

...

## Period 2

### Language focus:

- Using the key words and phrases in context  
e.g., *close, open the door*
- Using imperatives to give simple instructions  
e.g., *Open the door, please.*
- Using the formulaic expression to respond to simple instructions  
e.g., *OK.*

### Materials:

*Student's Book 3A, p. 7*

*Workbook 3A, pp. 7 and 8 Parts A and B*

*Cassette 3A*

*Flashcards 3A (*stand up, sit down, open the door, close the door*)*

### Pre-task preparations

#### Activity 1

Divide the class into several groups and play a game with them. Ask all the students to act quickly according to your instructions. The group with the most students who have done the right actions wins.

e.g.,

*T: Stand up. Sit down. Open your book.*

#### Activity 2

Use flashcards and pictures to introduce the new words and phrases. Practise the words with the students. You may use some body language to help the students understand.

### While-task procedures

#### Activity 1

Invite some students to come to the front of the classroom and ask them to quickly do the actions as you instruct.

e.g.,

*T: Open the door, please.*

*S1: (do the action)*

*T: Thank you.*

#### Activity 2

Have the students listen to the recording for

'Say and act' on page 7 of the *Student's Book* and repeat after it several times. Then practise the dialogue with them.

e.g.,

*T: Close the door, please.*

*Girls: OK, Miss Fang.*

*T: Thanks. Look at the blackboard, please. Clean the blackboard, please.*

*Ss: OK.*

*T: Open the door, please.*

*Boys: Yes, Miss Fang.*

*T: Thank you, Peter.*

Then divide the class into groups of three and ask the students to act out the dialogue.

#### Activity 3

Have the students work in pairs and make a short dialogue as follows.

e.g.,

*S1: (hold some books in hands) Hi, (S2's name).*

*S2: Hello, (S1's name).*

*S1: (look at the desk) Clean the desk, please.*

*S2: OK. (do the action)*

*S1: (put the books on the desk) Thank you, (S2's name).*

#### Activity 4

Have the students complete Part A 'Listen and match' and Part B 'Listen and tick' on pages 7 and 8 of the *Workbook*. After checking the answers with them, play the recording again and ask the students to repeat after it.

### Post-task activities

#### Activity 1

Divide the class into pairs and give each pair some cards. One student picks out a card and gives the instruction. The other one responds with the proper actions.

e.g.,

*S1: (pick out the card for close the door) Close the door, please.*

*S2: OK. (do the action)*

#### Activity 2

Show a picture of an untidy classroom. Have the students work in small groups and make a

dialogue according to the picture.

e.g.,

*S1: (to S2) Close the door, please.*

*S2: OK, (S1's name). (to S3) Clean the windows, please.*

*S3: Yes, (S2's name).*

## Period 3

### Language focus:

- Using modelled sentences to find out a person's name  
e.g., *What's your name?*  
*My name's Alice.*
- Using formulaic expressions to respond to simple instructions  
e.g., *OK.*

### Materials:

*Student's Book 3A, p. 8*

*Workbook 3A, pp. 9 and 10 Parts E and G*

*Cassette 3A*

### Pre-task preparations

#### Activity 1

Have the students get to know each other's English name by asking each other questions.

e.g.,

*S1: Hello, What's your name?*

*S2: Hi, My name's (S2's name). What's your name?*

*S1: My name's (S1's name).*

#### Activity 2

Show your name card to the students and introduce yourself.

e.g.,

*T: Hello, I'm Miss/Mr ...*

*Ss: Hello, Miss/Mr ...*

### While-task procedures

#### Activity 1

Play the multimedia for 'Play a game' on page 8 of the *Student's Book*. Have the students repeat after the recording. Make sure they understand the instructions on how to make a name card.

#### Activity 2

Distribute a piece of paper to each student. Ask them to follow the steps in 'Play a game' to make a name card. They can also draw some pictures they like on the card. Then ask them to make a short dialogue in small groups as follows.

e.g.,

*S1: (show the name card for Bob) Hello! My name's Bob. What's your name?*

*S2: (show the name card for Penny) Hi, Bob. My name's Penny. What's your name?*

*S3: ...*

#### Activity 3

Have the students do Part E 'Look, read and match' and Part G 'Trace, read and write' on pages 9 and 10 of the *Workbook*.

#### Activity 4

Ask more able students to make a dialogue with you following 'Ask and answer' on page 8 of the *Student's Book*. Then ask the students to make a similar dialogue in pairs.

e.g.,

*S1: Hello. What's your name?*

*S2: My name's ...*

*S1: How are you?*

*S2: Fine, thanks.*

### Post-task activities

#### Activity 1

Have the students do a survey 'What's your name?' Have them ask about each other's name using the key pattern.

e.g.,

*S1: Hello. What's your name?*

*S2: My name's ...*

*S1: Write your name, please.*

*S2: OK.*

#### Activity 2

Divide the students into groups. Ask them to mix up all their name cards. Then they should find the name card for each member by asking questions about their names.

e.g.,

S1: (to S2) *What's your name?*

S2: *My name's John, J-O-H-N, John.*

S1: (*find the name card for John and give it to S2*)  
*Here's your name card.*

S2: *Thank you.*

## Period 4

### Language focus:

- Using the key words and sentences to communicate with others in the appropriate situations
- Identifying the pronunciation of the letter 'a' in words such as *jam* and *hand*

### Materials:

*Student's Book 3A*, p. 9

*Workbook 3A*, p. 11 Task

Cassette 3A

### Pre-task preparations

#### Activity 1

Review the rhyme on page 10 of *Student's Book 2A*. Ask the students to stand up and repeat the rhyme with some gestures.

e.g.,

*One, two, three, touch your knees. (touch the knees)*

*Four, five, six, pick up sticks. (bend down)*

*Seven and eight, draw a snake. (draw)*

*Nine and ten, do it again.*

#### Activity 2

Give some instructions with the phrase 'pick up'. Have the students do the actions.

e.g.,

T: *Pick up your pencil.*

Ss: (*pick up their pencils*)

T: *Pick up your rubber.*

Ss: (*pick up their rubbers*)

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 9 of the *Student's Book* and encourage them to repeat after the

recording.

#### Activity 2

Put up the flashcards on the blackboard. Have the students pick out the corresponding flashcard as you give instructions.

e.g.,

T: *Close the door.*

S1: (*pick out the flashcard for close the door*)

#### Activity 3

Show the flashcards *jam* and *hand* in 'Learn the sound' on page 9 of the *Student's Book* while the students listen to the recording. Then flash the cards and ask the students to respond quickly.

e.g.,

T: (*show the flashcard for jam*)

Ss: *Jam.*

Encourage the students to think of more words with the letter 'a' that have the same sound, such as *fat, can, rabbit, apple* and *have*. Ask the students to read the rhyme in 'learn the sound' several times. Create a rhyme to help them learn the sound.

e.g.,

*A is for fat.*

*A is for rabbit.*

*I can see a fat rabbit.*

#### Activity 4

Help the students distinguish the pronunciation of the letter 'a' by playing a game 'The hens and the eggs'. Draw two hens on the blackboard. Write the word *cake* on one hen and the word *jam* on the other. Then draw some eggs on the paper and cut them off. Write the words such as *table, apple, name* and *cat* on the 'eggs'. Encourage the students to pronounce the words correctly and put the right 'egg' beneath the right 'hen'.

### Post-task activities

#### Activity 1

Have the students practise the rhyme in 'Listen and enjoy' in groups. Then invite some students to act it out in front of the class.

## Activity 2

Have the students do Task 'In the classroom' on page 11 of the *Workbook*. Ask them to look at the picture in Part A carefully and then talk about it.

e.g.,

*T: It's time for class. What can you say to these students?*

*S1: Sit down, please.*

*S2: Close the door, please.*

Then ask them to complete the sentences in Part B and make a similar dialogue in pairs.

e.g.,

*S1: (S2's name), close the door, please.*

*S2: OK. (S1's name), clean the blackboard, please.*

*S1: OK.*

### Notes:

You can teach the students other expressions to find out a person's name.

e.g.,

— *May I know your name?*

— *Sure. My name's ...*

# Module 1 Getting to know you

## Unit 3 How old are you?

### Tasks in this unit:

- Ask wh-questions to find out a person's age
- Use modelled sentences to talk about one's age
- Use modelled sentences to ask about specific information
- Use formulaic expressions to express good wishes

### Language focus:

- Using the key words in context  
e.g., *one, two, three*
- Using wh-questions to find out a person's age  
e.g., *How old are you?*  
*I'm eight.*
- Using modelled sentences to ask about specific information  
e.g., *Are you eight?*
- Identifying the pronunciation of the letter 'e' in words such as *he* and *she*  
e.g., *he, she, me*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *one, two, three*
- Understanding the meaning of wh-questions to find out a person's age  
e.g., *How old are you?*  
*I'm eight.*
- Understanding the modelled sentence to give specific information  
e.g., *It's your birthday today.*
- Understanding yes/no questions to ask about specific information  
e.g., *Are you eight?*
- Identifying the pronunciation of the letter 'e' in words such as *he* and *she*  
e.g., *he, she, me*

#### Speaking

- Pronouncing the key words correctly in context  
e.g., *one, two, three*
- Using key patterns to ask about a person's age  
e.g., *How old are you?*  
*I'm eight.*
- Using the modelled sentence to give specific information  
e.g., *It's your birthday today.*

- Using yes/no questions to ask about a person's age  
e.g., *Are you eight?*
- Pronouncing correctly the letter 'e' in words such as *he* and *she*  
e.g., *he, she, me*

### Reading

- Understanding the patterns of asking about a person's age
- Reading the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *one, two, three*
- Writing the key sentences correctly  
e.g., *How old are you?*  
*I'm eight.*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	How old are you? I'm ... It's ... Happy Birthday!	one two three four five six seven eight nine ten		SB: p. 10 WB: pp. 12 and 13 Parts A, B and C
2	Are you ...? Guess!			SB: p. 11 WB: pp. 13 and 15 Parts D and G
3	Here's ... Blow. (imperative) Here you are.			SB: p. 12 WB: pp. 14, 15 and 16 Parts E, F and Task
4			e (he, she)	SB: p. 13

### Period I

#### Language focus:

- Using the key words in context  
e.g., *one, two, three*
- Using wh-questions to find out a person's age  
e.g., *How old are you? I'm eight.*
- Using the modelled sentence to give specific

information.

e.g., *It's your birthday today.*

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

#### Materials:

*Student's Book 3A*, p. 10

*Workbook 3A*, pp. 12 and 13 Parts A, B and C

**Cassette 3A**

Flashcards 3A (*one, two, three, four, five, six, seven, eight, nine, ten*)

Finger puppets

**Pre-task preparations****Activity 1**

To review the numbers, play the recording for 'Listen and enjoy' on page 2 of *Student's Book 1B*. Have the students say the rhyme with actions. You may stick the flashcards for numbers 1 to 10 on the blackboard when the students say the rhyme.

**Activity 2**

Show a picture of a boy/girl and introduce him/her to the students. Then draw a birthday cake with several candles on it. Ask the students to guess how old the boy/girl is. You may ask them to count the candles on the birthday cake with you together.

e.g.,

*T: This is my new friend Matt. Today is his birthday. How old is he? Let's count the candles on the cake together.*

*T & Ss: One, two, ..., six. Six.*

*T: Oh, Matt is six.*

Then show the flashcards for numbers 1 to 6 to the students and have them read and spell the numbers with you.

**While-task procedures****Activity 1**

Have the students count some items of school supplies, such as pencils, books and rulers, with you to review numbers 7 to 10. Then have them do Part A 'Listen and write' on page 12 of the *Workbook*. Check the answers with them.

**Activity 2**

Have the students listen to the recording for 'Look and say' on page 10 of the *Student's Book* and repeat after the recording. Then practise the dialogue with them.

e.g.,

*T: It's your birthday today. Happy Birthday!*

*Ss: Thank you.*

*T: How old are you, Alice?*

*Ss: I'm eight.*

**Activity 3**

Have the students do Part B 'Listen and match' and Part C 'Listen, choose and respond' on pages 12 and 13 of the *Workbook*. Check the answers in class. Then write the key pattern on the blackboard and ask the students to practise in pairs.

e.g.,

*S1: How old are you?*

*S2: I'm eight.*

**Activity 4**

Have the students work in pairs and make a short dialogue using finger puppets.

e.g.,

*S1: (hold the dog puppet) Hello, I'm Mr Dog.*

*S2: (hold the bird puppet) Hello, Mr Dog. I'm Miss Bird.*

*S1: How old are you?*

*S2: I'm three. How old are you, Mr Dog?*

*S1: I'm four.*

**Post-task activities****Activity 1**

Have the students make a short dialogue in pairs as follows.

e.g.,

*S1: It's your birthday today. Happy Birthday, (S2's name)! (hand over a birthday card) Here's a card for you.*

*S2: Thank you.*

*S1: How old are you, (S2's name)?*

*S2: I'm eight.*

**Activity 2**

Have the students work in small groups and do a survey to find out their group members' ages. They may use the following survey table.

Name	8	9	10

e.g.,

S1: How old are you?

S2: I'm nine. How old are you?

S3: I'm eight.

## Period 2

### Language focus:

- Using wh-questions to find out a person's age  
e.g., *How old are you?*
- Using yes/no questions to ask about specific information  
e.g., *Are you eight?*

### Materials:

*Student's Book 3A*, p. 11

*Workbook 3A*, pp. 13 and 15 Parts D and G

Cassette 3A

Wall picture 3A

Masks

### Pre-task preparations

#### Activity 1

Show some pictures of animals and ask the students questions.

e.g.,

T: *How many rabbits?*

S1: *One, two, three. Three rabbits.*

T: *Spell the word 'three'./Who can spell the word 'three'?*

S2: *T-H-R-E-E.*

T: *How many dogs?*

Ss: ...

#### Activity 2

Ask the students to look at the wall picture for 'Ask and answer' on page 11 of the *Student's Book*. Count the candles with the students.

Then practise the key patterns with them.

e.g.,

T: *How old are you, Peter?*

S1: *I'm eight.*

Then have the students work in pairs and take turns to ask and answer according to the four pictures.

### While-task procedures

#### Activity 1

Draw ten candles on the paper and cut them off. Then draw a big birthday cake on the blackboard. Stick the candles on the birthday cake and ask the students some questions.

e.g.,

T: (*stick five candles*) *How old are you?*

S1: *I'm five.*

T: (*stick nine candles*) *How old are you?*

S2: *I'm nine.*

#### Activity 2

Ask the students to make a short dialogue in pairs according to the pictures in 'Ask and answer'.

e.g.,

S1: *It's your birthday today. Happy Birthday!*

S2: *Thank you.*

S1: *How old are you, Peter?*

S2: *I'm eight.*

#### Activity 3

Have the students look at the picture for 'Play a game' on page 11 of the *Student's Book* while they listen to the recording. Ask them to practise the dialogue several times and then have a role-play in small groups.

e.g.,

S1: *Hello! I'm Mr Cat. What's your name?*

S2: *Hello! I'm Miss Bird.*

S3: *How old are you, Miss Bird?*

S1: *Guess!*

S4: *Are you eight?*

S1: *Eight? No. I'm only one!*

#### Activity 4

Have the students do Part D 'Listen and complete' and Part G 'Trace, read and write' on pages 13 and 15 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Divide the class into groups. Each student prepares an animal mask and writes the age of

the animal at the back of the mask. Then ask them to play the game as in 'Play a game' on page 11 of the *Student's Book*.

e.g.,

*S1: (wear the frog mask) Hello! I'm Mr Frog.*

*What's your name?*

*S2: (wear the rabbit mask) Hello! I'm Miss Rabbit.*

*S3: How old are you, Miss Rabbit?*

*S2: Guess!*

*S4: Are you ten?*

*S2: No, I'm only three. How old are you, Mr Frog?*

*S1: I'm six.*

## Activity 2

Divide the class into groups of four. Prepare four pictures of different animals with a short introduction on the back of the paper. Deliver a picture to each student and make sure within the group, the four pictures are different. Have them ask each other questions to find out the animals' ages and then complete the chart.

Picture A: Hen. I'm black. I'm one.

Picture B: Rabbit. I'm white. I'm two.

Picture C: Monkey. I'm thin. I'm five.

Picture D: Bird. I'm small. I'm seven.

Animal	Hen	Rabbit	Monkey	Bird
Age				

e.g.,

*S1, S2 & S3: Hello! What's your name?*

*S4: I'm Mr Bird. I'm small.*

*S1, S2 & S3: How old are you?*

*S4: I'm seven.*

## Period 3

### Language focus:

- Using formulaic expressions to express good wishes  
e.g., *Happy Birthday.*
- Using imperatives to give simple instructions  
e.g., *Blow, Alice.*

### Materials:

*Student's Book 3A, p. 12*

*Workbook 3A, pp. 14, 15 and 16 Parts E, F and*

Task

Cassette 3A

## Pre-task preparations

### Activity 1

To elicit the topic of a birthday party, show a puppet and tell the students that it is the puppet's birthday today. Have the students sing the birthday song. Or you may have them listen to the song first and then sing together.

e.g.,

*T: (hold a puppet) Hello, boys and girls. This is Billy. It's Billy's birthday today. Let's sing the birthday song for Billy.*

*Ss: OK. (sing the birthday song)*

### Activity 2

Have the students look at the picture for 'Say and act' on page 12 of the *Student's Book* and say what they can see.

e.g.,

*T: Look at the picture. What can you see?*

*S1: I can see three girls and a boy.*

*S2: I can see a big pizza.*

## While-task procedures

### Activity 1

Play the multimedia for 'Say and act' on page 12 of the *Student's Book*. Then have the students answer your questions.

e.g.,

*T: What can you do at a birthday party?*

*S1: We can sing and dance.*

*S2: We can eat the birthday cake.*

### Activity 2

Have the students listen to the recording for 'Say and act' on page 12 of the *Student's Book* and repeat after it. Then practise the dialogue with them.

e.g.,

*T: Here's your cake, Alice.*

*S1: Thanks, Mum.*

*Ss: Happy Birthday to you.*

*Happy Birthday to you.*

*Happy Birthday to Alice.*

*Happy Birthday to you.*

*S2: Blow, Alice.*

*S3: Cut the cake, Alice.*

*S1: Here you are, Kitty.*

*S3: Thank you.*

*S4: The cake is yummy.*

### Activity 3

Have the students role-play the story in 'Say and act' in groups of five. Then invite some groups to act it out in front of the class.

### Activity 4

Have the students do Part E 'Look, circle and trace' and Part F 'Look, read and tick' on pages 14 and 15 of the *Workbook*. Check the answers with them.

## Post-task activities

### Activity 1

Divide the class into small groups. Suppose it is a student's birthday and they are having a birthday party. Ask the students to make a short dialogue as follows.

e.g.,

*S1: Here's your cake, S2.*

*S2: Thank you, Mum.*

*Ss: (sing) Happy Birthday to you.*

*Happy Birthday to you.*

*Happy Birthday to (S2's name).*

*Happy Birthday to you.*

*S3: Blow, (S2's name).*

*S4: Cut the cake, (S2's name).*

*S2: Here you are, (S4's name). Eat the cake, (S5's name).*

*S4 & S5: Thank you. Yummy. Yummy.*

### Activity 2

Have the students complete Task 'Our birthdays' on page 16 of the *Workbook*. First, have the students do Part A so that they know the ages of students in different grades. Then, ask them to talk about what they can do at a birthday party in groups of four. To help them, you may write some verbs on the blackboard, such as *sing, dance and play games*.

## Period 4

### Language focus:

- Using the key words and sentences to ask about specific information
- Identifying the pronunciation of the letter 'e' in words such as *he* and *she*

### Materials:

*Student's Book 3A, p. 13*

Cassette 3A

Pictures of animals

### Pre-task preparations

#### Activity 1

Prepare some pictures of animals and flashcards for numbers 1 to 10. Ask the students to take turns to pick out a picture and a flashcard. Then ask them questions.

e.g.,

*S1: (pick out the picture of a cat and the number 5)*

*Hello, I'm a cat.*

*T: Hello, Mr/Miss cat. How old are you?*

*S1: I'm five.*

#### Activity 2

Have the students answer your questions.

e.g.,

*T: How old are you?*

*S1: I'm eight.*

*T: Can you draw?*

*S1: Yes, I can.*

*T: How old are you?*

*S2: ...*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 13 of the *Student's Book*. Then ask them some questions to help them understand the rhyme.

e.g.,

*T: How old is the girl?*

*S1: Three.*

*T: Can she draw?*

*S2: Yes.*

Play the recording again and encourage the students to repeat after it.

### **Activity 2**

Write the questions 'How are you?' and 'How old are you?' on the blackboard. Divide the class into two groups. Choose one student from each group at one time and ask them a question. The first one to give the right answer wins a score for the group. After several rounds, the group with the highest score wins.

e.g.,

T: How are you?

S1: I'm fine.

### **Activity 3**

Show the flashcards for 'Learn the sound' on page 13 of the *Student's Book* while you repeat the words several times. Practise the words with the students. You may flash the cards and ask the students to respond quickly.

Then play the recording for the rhyme and ask the students to repeat after it.

### **Activity 4**

Draw some flowers and a flowerpot on the paper and cut them off. Write a word on each of the flowers, i.e., *he*, *she*, *evening*, *me*, *hen*, *ten*. Stick the flowerpot on the blackboard and ask the students to stick flowers of the words with the letter 'e' having the same sound as the 'e' in *she* on the pot.

### **Post-task activities**

#### **Activity 1**

Have the students make a dialogue in groups of four to review what they have learnt in this unit.

e.g.,

S1: Hello, (S2's name). Hello, (S3's name).

S2 & S3: Hi, (S1's name). How are you?

S1: I'm fine, thank you. This is my friend, (S4's name).

S2: Hi, (S4's name). I'm (S2's name).

S3: Hello, (S4's name). I'm (S3's name).

S4: Hi, (S2's name) and (S3's name).

S2: How old are you, (S4's name)?

S4: I'm seven.

S2: I'm seven too. It's my birthday today.

S4: Happy Birthday, (S2's name)!

S2: Thank you.

### **Activity 2**

Have the students play a game in pairs. Deliver the following card to each student. Ask them to write down their names, ages and abilities, and then ask each other questions to get their partner's information. Then have them write their partner's information on the back of the card, and show the card to each other to see if the information is correct or not.

#### **Card (Front)**

Me
Name: _____
Age: _____
I can: _____

#### **Card (Back)**

My friend
Name: _____
Age: _____
He/She can: _____

e.g.,

S1: What's your name?

S2: My name is (S2's name).

S1: How old are you?

S2: I'm eight.

S1: What can you do?/Can you sing?

S2: I can dance./No. I can dance.

# Module 2 Me, my family and friends

## Unit 1 My friends

### Tasks in this unit:

- Use the key words in context
- Use the modelled sentences to describe what people look like
- Ask *yes/no* questions to find out specific information
- Use wh-questions to find out specific information
- Use the modal verb *can* and its negative form *can't* to express abilities

### Language focus:

- Using the key words in context  
e.g., *fat, thin, tall, short, friend, boy, girl*
- Use modelled sentences to describe what people look like  
e.g., *He's tall. She's short.*
- Using *yes/no* questions to find out specific information  
e.g., *Is he Danny?*  
*Is she Kitty?*
- Using wh-questions to find out specific information  
e.g., *Who's your friend?*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *She can sing. She can't swim.*
- Using imperatives to attract someone's attention  
e.g., *Look at the boy!*
- Identifying the pronunciation of the letter 'e' in words such as *ten* and *pen*  
e.g., *ten, pen, red*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *fat, thin, tall, short, friend, boy, girl*
- Understanding modelled sentences to describe what people look like  
e.g., *He's tall. She's short.*
- Understanding the meaning of *yes/no* questions  
e.g., *Is he Danny?*
- Understanding wh-questions to find out specific information  
e.g., *Who's your friend?*
- Understanding the modal verb *can* and its negative form *can't* to express abilities  
e.g., *She can sing. She can't swim.*
- Identifying the pronunciation of the letter 'e' in words such as *ten* and *pen*  
e.g., *ten, pen, red*

## Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *fat, thin, play football*  
*She can sing, but she can't swim.*
- Using modelled sentences to find out specific information  
e.g., *Is he/she ...? Yes, he/she is./No, he/she isn't.*
- Using imperatives to attract someone's attention  
e.g., *Look at the boy!*
- Using wh-questions to find out specific information  
e.g., *Who's your friend?*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *He can play football. She can't swim.*
- Pronouncing correctly the letter 'e' in words such as *ten* and *pen*  
e.g., *ten, pen, red*

## Reading

- Understanding descriptions of people
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *fat, thin, tall, short, friend, boy, girl*
- Writing the key sentences correctly  
e.g., *He's/She's ... Is he/she ...? Yes, he/she is./No, he/she isn't.*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	He's ... She's ... Look at ... (imperative)	fat thin tall short friend boy girl		SB: p. 14 WB: pp. 21, 22 and 23 Parts A, B, D and E
2	Is he/she ...? Yes, he/she is. No, he/she isn't. Who's your friend?			SB: pp. 14 and 17 WB: p. 24 Parts F and G
3				SB: pp. 15 and 17
4			e (ten, pen)	SB: pp. 16 and 17 WB: pp. 22 and 25 Part C and Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *fat, thin, tall, short*
- Using imperatives to attract someone's attention  
e.g., *Look at the boy!*
- Using the key patterns to describe other people  
e.g., *He's tall. She's short.*

### Materials:

*Student's Book 3A, p.14*

*Workbook 3A, pp. 21, 22 and 23 Parts A, B, D and E*

*Cassette 3A*

*Flashcards 3A (fat, thin, tall, short, boy, girl)*

*Pictures of boys and girls*

### Pre-task preparations

#### Activity 1

Have the students say the rhyme they have learnt on page 25 of *Student's Book 1A*. Then have the students say a new rhyme as follows.

e.g.,

*Tall boy, short boy,*

*One and two.*

*Tall boy, short boy,*

*I see you.*

#### Activity 2

Have the students say the rhyme they have learnt on page 19 of *Student's Book 2A*. Then show pictures of different boys and girls and have the students work in pairs or small groups and create a new rhyme as follows.

e.g.,

*He's Tim,*

*Tall and thin.*

*She's Annie,*

*Short and fat.*

...

### While-task procedures

#### Activity 1

Have the students describe the characters *Kitty, Danny, Ben, Miss Fang, Mr Zhang* and *Mrs Wang*, and stick the corresponding flashcards of adjectives on the blackboard.

e.g.,

*S1: Look at the boy. He's Ben. He's tall. He's thin.  
(stick the cards for tall and thin on the blackboard)*

*S2: ...*

#### Activity 2

Show the flashcards for *fat, thin, tall* and *short*.

Ask one student to draw a card from the pile and read the word aloud. Then ask another student to draw a card from the *boy* and *girl* pile to make a phrase.

e.g.,

*T: (hold the four cards for fat, thin, tall and short with the backs of the cards facing the class)*

*S1: (draw the card for fat) Fat.*

*T: (hold the cards for boy and girl with the backs of the cards facing the class)*

*S2: (draw the card for boy) Boy. A fat boy.*

#### Activity 3

Have the students do Part A 'Listen and tick' and Part B 'Listen and write' on pages 21 and 22 of the *Workbook*. After checking the answers, have the students choose a character from the picture in Part B and talk about him or her in pairs.

e.g.,

*S1: Look at May. She's fat. She's short. She can ride a bicycle.*

*S2: Look at ...*

#### Activity 4

Have the students do Part D 'Look, read and circle' and Part E 'Look, read and match' on page 23 of the *Workbook*. Check the answers with them. Then write the key pattern on the blackboard and have the students talk about the pictures.

e.g.,

*T: (point to the picture of Mary)*

*S1: Look at the girl. She's Mary. She's thin. She can sing.*

## Post-task activities

### Activity 1

Have the students introduce their classmates in groups of four.

e.g.,

*S1: Look at the boy.*

*He's David.*

*He's my friend.*

*He's short.*

*He's thin.*

### Activity 2

Have the students choose a friend and talk about him or her, and then draw a picture of this friend. Write the key pattern on the blackboard and ask the students to write sentences following the example.

e.g.,

*Look at ...*

*He's/She's ...*

## Period 2

### Language focus:

Using yes/no questions to find out specific information

e.g., *Is he Danny? Is he tall?*

### Materials:

*Student's Book 3A, pp. 14 and 17*

*Workbook 3A, p. 24 Parts F and G*

*Cassette 3A*

*Flashcards 3A (fat, thin, tall, short, boy, girl)*

### Pre-task preparations

### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 17 of the *Student's Book*. If possible, encourage them to say the rhyme along with the recording.

### Activity 2

Have the students play the game 'Quick response'. Say an adjective and have them say the antonym and spell it. Practise with them first, and then ask them to play in pairs.

e.g.,

*T: Fat. F-A-T. Fat.*

*S1: Thin. T-H-I-N. Thin.*

...

### While-task procedures

### Activity 1

Have the students draw a picture of a friend and write a few sentences about him/her. Then have them talk about their friends in groups by asking and answering questions as follows.

e.g.,

*S1: I have a friend. His name's Pete.*

*S2: Is he tall?*

*S1: No, he isn't. He's short.*

*S2: Is he eight?*

*S1: No. He's nine.*

...

*S1: (show the picture of his/her friend) Look! This is my friend Pete. He's short. He's nine. He can ride a bicycle.*

### Activity 2

Play a guessing game with the students. First, write the first letter of a person's name, such as M. Then describe this person with a few sentences. Finally ask the class to guess who this person is.

e.g.,

*T: (write the letter M on the blackboard) I have a friend. She's a girl. Her name starts with 'M'.*

*She's a student. She's in our class. She's nine.*

*She's tall and thin. She can sing very well. Who is she?*

*S1: Is she Mary?*

*T: Yes./No.*

When the students have the right answer, write the key patterns on the blackboard and ask the students to read after you.

e.g.,

*Is she Alice?*

*Yes, she is./No, she isn't.*

*Is he Peter?*

*Yes, he is./No, he isn't.*

### Activity 3

Play the recording for 'Look and say' on page 14 of the *Student's Book*. Have the students listen and repeat. Then practise the dialogue with them.

### Activity 4

Have the students do Part F 'Look, choose and write' and Part G 'Trace, read and write' on page 24 of the *Workbook*. Then check the answers in class.

## Post-task activities

### Activity I

Have the students role-play the dialogue in 'Look and say' on page 14 of the *Student's Book* in pairs. Invite some pairs to act it out in front of the class.

e.g.,

*S1: Look at the boy. He's my friend. He's short. He's thin.*

*S2: Is he Danny?*

*S1: Yes, he is.*

*S3: Look at the girl! She's my friend. She's short. She's thin.*

*S4: Is she Jill?*

*S3: No, she isn't. She's Alice.*

### Activity 2

Have each student bring a photo of their own to class. Stick four photos on the blackboard. Have a student pick one photo in mind. Then have the others guess which photo the student has picked by asking yes/no questions as follows.

e.g.,

*S2: Is that a boy?*

*S1: Yes.*

*S3: Is he tall?*

*S1: No. He's short.*

*S4: Is he fat?*

*S1: No. He's thin.*

*S5: Is he Tim?*

*S1: Yes, he is.*

When the students understand how to play this game, have them play the game in groups of five or six.

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *Who's your friend?*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *He can play football.*

*She can sing, but she can't swim.*

### Materials:

*Student's Book 3A*, pp. 15 and 17

Cassette 3A

## Pre-task preparations

### Activity I

Play the recording for 'Listen and enjoy' on page 17 of the *Student's Book*. Have the students listen and repeat the rhyme with some body language or finger movement according to the picture at the bottom of the page.

### Activity 2

Have the students bring some pictures of their friends. Ask several students to introduce their friends using the key patterns. Encourage the class to ask questions to find out more information.

e.g.,

*S1: This is my friend Tommy. He's tall. He can play basketball.*

*S2: Is he eight?*

*S1: Yes, he is./No, he isn't.*

*S3: Can he swim?*

*S1: Yes, he can./No, he can't.*

## While-task procedures

### Activity I

Have the students listen to the recording for

'Say and act' on page 15 of the *Student's Book* and repeat after it. Then have them read by themselves or in groups. Then ask the students to role-play it in groups of five.

### **Activity 2**

Have the students work in small groups and make a dialogue following 'Say and act'.

e.g.,

*S1: Who's your friend?*

*S2: He's tall. He's thin. He's nine. He can play football, but he can't play basketball.*

*S3: Is he ...?*

*S2: Yes, he is./No, he isn't.*

### **Activity 3**

Invite one student to come to the front and describe one of his/her friends. Have the others guess who the friend is.

e.g.,

*Ss: Who's your friend, (S1's name)?*

*S1: My friend is tall. She's eight. She's thin. She can draw, but she can't ride a bicycle.*

*S2: Is she ...?*

*S1: No, she isn't.*

*S3: Is she ...?*

*S1: Yes, she is.*

### **Activity 4**

Have the students draw a picture of their friends. Then ask them to talk about their pictures in pairs.

e.g.,

*S1: This is my friend. She's nine. She's tall and thin. She can play ping-pong.*

*S2: Is she ...?*

*S1: Yes, she is./No, she isn't.*

### **Post-task activities**

#### **Activity I**

Have each student draw a picture of a person and write some sentences on a card to describe this person. Then divide the students into groups of four. Have the students mix the pictures and the cards, and then ask them to read the descriptions and match them with the

correct pictures.

### **Activity 2**

Prepare two passages and deliver them to each pair of students.

Passage A: *I'm Tom. I'm a boy. I'm nine. I'm tall and thin. My head is big. My eyes are small. I have a lovely toy pig. I like it very much. I can fly a kite. I like flying a kite in autumn.*

Passage B: *I'm Alice. I'm a girl. I'm short and thin. My head is big. My hair is short. I like eating salad. I like autumn. I can skip. I can fly a kite too.*

Have the students read the passage they have by themselves. Then play a guessing game in pairs. When they have got answers from their partner, they may fill out the form below.

Name	Age	tall/short	can ...	can't ...

e.g.,

*S1: (have Passage A) Is that a boy?*

*S2: (have Passage B) No. She's a girl.*

*S1: Is she tall?*

*S2: No. She's short.*

*S1: Is she thin?*

*S2: Yes, she is.*

*S1: Can she ride a bicycle?*

*S2: No, she can't.*

*S1: Can she skip?*

*S2: Yes, she can. She can fly a kite too.*

*S1: Is she Alice?*

*S2: Yes, she is.*

### **Period 4**

#### **Language focus:**

- Using the key words and sentences to ask about specific information
- Identifying the pronunciation of the letter 'e' in words such as *ten* and *pen*

#### **Materials:**

*Student's Book 3A, pp. 16 and 17*

*Workbook 3A, pp. 22 and 25 Part C and Task Cassette 3A*

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 17 of the *Student's Book*. Have the students say the rhyme along with the recording. If possible, you may show some pictures of animals and ask the students to create a new rhyme.

e.g.,

*Two fat hippos in the rain,  
Bow and bow and bow again.*

...

### Activity 2

Show pictures or photos of some children doing various activities. Encourage the students to say something about them.

e.g.,

*Look at the boy. He is tall.*

*He can ride a bicycle.*

*Look at the girl. She is thin.*

*She can sing.*

## While-task procedures

### Activity 1

Have the students do Part C 'Look, listen and respond' on page 22 of the *Workbook*. You may ask the students to give complete answers.

e.g.,

*T: Is Tom short?*

*S1: No, he isn't. He's tall.*

### Activity 2

Divide the class into small groups. Have the students write something about their friends and fill out the form in 'Play a game' on page 16 of the *Student's Book*. Then have them work in pairs and play a guessing game.

e.g.,

*S1: He is ... He can ... He can't ... Who is he?*

*S2: Is he ...?*

*S1: No.*

*S3: Is he ...?*

*S1: Yes.*

### Activity 3

Play the recording for 'Listen and enjoy' on

page 17 of the *Student's Book*. Have the students act out the rhyme in groups. Then invite several groups to act in front of the class.

### Activity 4

Show the flashcards for *ten* and *pen* in 'Learn the sound' on page 16 of the *Student's Book*. Say the words slowly and ask the students to repeat after you.

e.g.,

*T: e — ten. e — pen.*

*Ss: e — ten. e — pen.*

Play the recording for the rhyme several times. Have the students listen and encourage them to repeat after the recording. Then encourage them to think of more words with the letter 'e', such as *egg, hen, desk* and *pencil*. Write the words on the blackboard and ask them to read after you.

## Post-task activities

### Activity 1

Have the students interview one of their classmates and write some notes as follows.

<p>_____ (name)</p>
<p>Age: _____ _____ (boy/girl) _____ (tall/short/fat/thin/...)</p>
<p>He/She can _____</p>
<p>He/She can't _____</p>

Then have the students work in pairs to exchange information they have got from the interviews by asking and answering questions as follows.

e.g.,

*S1: Is that a boy?*

*S2: Yes, he's a boy.*

*S1: Is he tall?*

*S2: Yes, he is.*

*S1: Can he draw?*

*S2: No, he can't./Sorry, I don't know.*

*S1: Is he (S3's name)?*

*S2: No, he isn't. He is (S4's name).*

## Activity 2

Have the students work in pairs and complete Task 'My friends' on page 25 of the *Workbook*. You may also ask them to stick a photo instead.

After they finish Part A, have them work in pairs and ask each other questions and write the answers in the table in Part B.

# Module 2 Me, my family and friends

## Unit 2 My family

### Tasks in this unit:

- Use the key words in context
- Use the wh-questions to identify a person
- Ask yes/no questions to find out specific information

### Language focus:

- Using the key words in context  
e.g., *grandfather, grandmother, father, mother, brother, sister, me*
- Using wh-questions to identify a person  
e.g., *Who is he/she?*  
*He/She is (my) ...*
- Asking yes/no questions to find out specific information  
e.g., *Are you Mary?*
- Identifying the pronunciation of the letter 'i' in words such as *kite* and *bicycle*  
e.g., *kite, bicycle, like, nice*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *grandfather, grandmother, father, mother, brother, sister, me*
- Understanding the meaning of wh-questions and their answers  
e.g., *Who is he/she?*  
*He/She is (my) ...*
- Understanding yes/no questions to find out specific information  
e.g., *Are you Mary?*
- Identifying the pronunciation of the letter 'i' in words such as *kite* and *bicycle*  
e.g., *kite, bicycle, nice*

#### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *grandfather, grandmother, my sister*  
*We are good friends.*
- Using wh-questions to identify a person  
e.g., *Who is he /she?*  
*He/She is (my) ...*
- Asking yes/no questions to find out specific information  
e.g., *Are you Mary?*
- Using modelled sentences to give specific information  
e.g., *This is a picture of my family.*
- Pronouncing correctly the letter 'i' in words such as *kite* and *bicycle*  
e.g., *kite, bicycle, like, nice*

## Reading

- Understanding descriptions of people
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *grandfather, grandmother, father, mother*
- Writing the key sentences correctly  
e.g., *Who is he/she?*  
*He/She is (my) ...*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Who is he/she? He's/She's (my) ...	grandfather grandmother father mother brother sister me		SB: p. 18 WB: pp. 26 and 28 Parts A and D
2	Are you ...? Please come in. Nice to meet you.			SB: p 19 WB: p. 29 Parts F and G
3	This is ...			SB: pp. 20 and 21 WB: p. 28 Part E
4			i (kite, bicycle)	SB: p. 21 WB: pp. 27 and 30 Parts B, C and Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *grandfather, grandmother, father, mother, brother, sister, me*
- Using wh-questions to identify a person  
e.g., *Who is he /she?*  
*He /She is (my) ...*

### Materials:

*Student's Book 3A, p. 18*

*Workbook 3A, pp. 26 and 28 Parts A and D*

### Cassette 3A

Flashcards 3A (*grandfather, grandmother, father, mother, brother, sister, me*)

Wall picture 3A

Pictures of the students' families

Finger puppets of a family

### Pre-task preparations

### Activity I

Have the students say the rhyme in 'Listen and enjoy' on page 19 of *Student's Book 2A*. Then show the flashcards for 'Look and learn' and ask them to read the words after you. You may

also ask them to spell the words.

### Activity 2

Ask the students to read the words while you show the flashcards for 'Look and learn'. Then draw a family tree on the blackboard and stick the cards onto the right places and have them repeat the words.

### While-task procedures

#### Activity 1

Have the students make a finger puppet of a family member. Then ask them to create a rhyme as follows according to their finger puppet.

e.g.,

*Who is he? Who is he?*

*He's my father. He's my father.*

*How are you? How are you?*

*Fine. Fine. Thank you.*

After reviewing the words in 'Look and learn', ask the students to do Part A 'Listen and tick' and Part D 'Look, circle and trace' on pages 26 and 28 of the *Workbook*. Check the answers with them.

#### Activity 2

Show pictures of your family members.

Introduce them one by one to the students.

e.g.,

*T: This is my grandfather. He's tall. This is my grandmother. She's thin.*

#### Activity 3

Play the recording for 'Look and say' on page 18 of the *Student's Book*. Ask the students to repeat after it. Then practise the dialogue with them.

e.g.,

*T: Who is she?*

*Ss: She's Sally. She's tall. She's thin. She's my sister.*

*T: Who is he?*

*Ss: He's Paul. He's my brother. He's short. He's thin.*

#### Activity 4

Have the students practise the dialogue in 'Look and say' in pairs. Then invite several pairs to act

it out in front of the class.

### Post-task activities

#### Activity 1

Ask the students to draw a family tree about their own family. Then introduce it to the class.  
e.g.,

*S1: Hello! I'm ...*

*This is my family tree.*

*Look! This is my mother.*

*She is tall.*

#### Activity 2

Ask the students to bring some photos of their families and ask them some questions about their family members.

e.g.,

*T: (point to S1's picture) Who is she?*

*S1: She's my mother. She's tall.*

*T: (point to S2's picture) Who's he?*

*S2: He's my father. He can play football.*

### Period 2

#### Language focus:

- Using the key words in context  
e.g., *grandfather, grandmother, father, mother, brother, sister, me*
- Using yes/no questions to find out specific information  
e.g., *Are you Mary?*

#### Materials:

*Student's Book 3A, p. 19*

*Workbook 3A, p. 29 Parts F and G*

*Cassette 3A*

*Photos of family members*

*Wall picture 3A*

### Pre-task preparations

#### Activity 1

Have the students play a spelling game in groups of four.

e.g.,

*S1: S.*

*S2: S-I.*

S3: S-I-S.

S4: S-I-S-T.

S1: S-I-S-T-E.

S2: S-I-S-T-E-R.

Ss: S-I-S-T-E-R. Sister.

## Activity 2

Ask some students to show their family photos to the class and have the other students ask about the family members in the photos.

e.g.,

S1: (show his/her family photo)

S2: Who is she?

S1: She is my mother.

S3: Is she tall?

S1: Yes, she is.

S4: Who is he?

S2: He's my grandfather. He's thin.

S5: Can your grandfather sing?

S1: Yes, he can.

Then divide the class into pairs. Ask the students to show their family photos to each other and ask questions as above.

## While-task procedures

### Activity I

Play the recording for 'Say and act' on page 19 of the *Student's Book*. Have the students repeat after it. Then practise the dialogue with the students.

e.g.,

T: Hi, Alice.

S1: Hi, Kitty. Please come in.

T: Who is he?

S1: He's my grandfather.

T: Who is she?

S1: She's my grandmother. Hello, Dad.

T: Hello, Mr Wang.

S2: Hello. Are you Mary?

T: No. I'm Kitty. Nice to meet you.

S2: Nice to meet you, too.

S1: Dad, Kitty is my good friend.

T: Yes. We're good friends.

### Activity 2

Divide the class into groups of three to role-

play the dialogue in 'Say and act'. Then invite several groups to act it out in front of the class.

### Activity 3

Ask a student to come to the front and face the blackboard. Have another student say hello to him/her. Let the student guess who he/she is.

e.g.,

S1: (face the blackboard)

S2: Hello.

S3: Who is he/she?

S1: Is he/she ...?

S3: Yes, he/she is./No. He/She is ...

Or:

S1: (face the blackboard)

S2: Hello.

S1: Are you ...?

S2: Yes, I am./No. I'm ...

### Activity 4

Have the students do Part F 'Look, complete and read' and Part G 'Trace, read and write' on page 29 of the *Workbook*. Let the students check their work in pairs. Then check the answers in class.

## Post-task activities

### Activity I

Have the students make a new dialogue according to 'Say and act' in groups of three.

e.g.,

S1: Hi, (S2's name)!

S2: Hi!

S1: Who is she? (point to S3 who is coming toward them)

S2: She's (S3's name). She is my good friend.  
(to S3) Hello, (S3's name).

S1: Hi.

S3: Hello, are you (S1's name)?

S1: Yes. Nice to meet you, (S3's name).

S3: Nice to meet you too.

### Activity 2

Have the students do a survey in pairs or small groups. Have them ask each other questions and tick the following table (for reference), and then report in front of the class.

Name	family member/friend	tall/ short	fat/ thin	can ...

e.g.,

S1: (point to S2's picture) Who is she?

S2: She's Linda. She's my good friend.

S1: Is she tall?

S2: Yes. She is tall and thin.

S1: What can she do?

S2: She can sing and dance.

S1: (report) Linda is Mary's good friend. She is tall and thin. She can sing and dance.

## Period 3

### Language focus:

- Using the key words in context  
e.g., grandfather, grandmother, father, mother, brother, sister, me
- Using modelled sentences to give specific information  
e.g., This is my grandmother. She is short.

### Materials:

Student's Book 3A, pp. 20 and 21

Workbook 3A, p. 28 Part E

Cassette 3A

Students' family photo

Wall picture 3A

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 21 of the *Student's Book*. Encourage the students to sing along with the recording. You may ask the students to practise the song in pairs using their own family photos.

#### Activity 2

Have the students work in pairs and use the photos to introduce their family members to their partners.

e.g.,

S1: This is my father. He is tall. He is thin. He can draw tigers. I love my father.

S2: ...

### While-task procedures

#### Activity 1

Have the students look at the wall picture for 'Look and read' on page 20 of the *Student's Book* while they listen to the recording. Play the recording several times and ask them to do 'True or false'. Then check the answers with them. Finally, have the students read the passage after the recording.

#### Activity 2

Have the students practise reading 'Look and read' in pairs or small groups. They may ask each other questions to check understanding.

e.g.,

S1: Is Tom thin?

S2: Yes, he is.

...

#### Activity 3

Divide the students into groups of five. Ask one student to role-play Alice and the others in the group act as Alice's family members doing the corresponding actions. Then invite several groups to come to the front and act it out.

e.g.,

S1: (act as Alice) Hello! I'm Alice. This is my grandmother, and this is my mother.

S2 & S3: (act as Alice's grandmother and mother and mime eating cakes)

S1: They like eating cakes.

...

#### Activity 4

Have the students do Part E 'Look, read and number' on page 28 of the *Workbook*. After checking the answers, ask them to read the sentences in the correct order.

### Post-task activities

#### Activity 1

Have the students listen to the recording for 'Look and read' again. Then ask them to fill in the blanks with adjectives and nouns.

e.g.,

*Hello. I'm Alice. This is a picture of my family.  
Look! This is my \_\_\_\_\_. This is my \_\_\_\_\_.  
They like \_\_\_\_\_.  
This is my \_\_\_\_\_. He is \_\_\_\_\_.  
This is my \_\_\_\_\_ Tom. He is \_\_\_\_\_.  
He is \_\_\_\_\_.  
I love my family.*

### Activity 2

Encourage the students to write a few sentences about their families and then introduce them to the class. Tell them that they may follow the example in 'Look and read'.

e.g.,

*S1: Hello, my name is ... I'm ... (age)*

*This is a picture of my family.*

*Look, This is my ... She is ...*

*This is my ... He is ...*

## Period 4

### Language focus:

- Using the key words and sentences to talk and write about family members
  - Identifying and practising the pronunciation of the letter 'i' in words such as *kite* and *bicycle*
- e.g., *kite, bicycle, nice, like*

### Materials:

*Student's Book 3A, p. 21*

*Workbook 3A, pp. 27 and 30 Parts B, C and Task Cassette 3A*

*Flashcards 3A (grandfather, grandmother, father, mother, brother, sister, me)*

*Wall picture 3A*

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 21 of the *Student's Book* and ask the students to sing along with the recording. Then divide the class into groups of six. Encourage them to role-play the characters in the song.

e.g.,

*S1: (point to S2) She's my mother.  
(to S2) Hi, how are you?  
S3: (act as the mother) Fine, thank you.  
S1: (point to S3) He's my father.  
(to S3) Hi, how are you?  
S3: (act as the father) Fine, thank you.*

### Activity 2

Have the students say something about their families in groups. Then invite some students to talk in front of the class.

e.g.,

*S1: This is a picture of my family. This is my father. He's tall. This is my mother. She can cook. I love my father and my mother.*

### While-task procedures

#### Activity 1

Have the students do Part B 'Listen, read and match' on page 27 of the *Workbook*. Then have them do Part C 'Ask and answer' on the same page in groups of three.

#### Activity 2

Write the sentences in 'Look and read' on page 20 of the *Student's Book* on separate cards. Ask the students to pick out the card when you say the sentences.

#### Activity 3

Tell the students that they meet Alice and her family in the park. Ask them to make a dialogue in small groups.

e.g.,

*S1: Hi, Alice.*

*S2: Hi, (S1's name).*

*S1: Who is he?*

*S2: He's my father.*

*S1: Is she your mother?*

*S2: Yes, she is. Mum, Dad, this is my friend, (S1's name).*

*S3 & S4: Hello, (S1's name). Nice to meet you.*

*S1: Nice to meet you too.*

#### Activity 4

Show the flashcards for 'Learn the sound' on

page 21 of the *Student's Book*. Ask the students to read after you several times. Then encourage them to think of more words with the letter 'i', such as *ride, rice, nice, five, hi* and *nine*.

e.g.,

*T: i — five, i — bicycle, i — nine, i — kite*

Ask them to say the rhyme in 'Learn the sound'. You may also make a new rhyme to help the students learn the sound.

e.g.,

*Five. Bicycle. I can see five nice bicycles.*

*Nine. Kite. I can see nine kites in the sky.*

...

## Post-task activities

### Activity 1

Ask the students to read the sentences in Part A of Task 'My family' on page 30 of the *Workbook*. Then have them talk about their family members in class following the example in Part A.

### Activity 2

Encourage the students to write something about their families according to the sentences in Part B on page 30 of the *Workbook*. Then ask them to share their work in groups.

# Module 2 Me, my family and friends

## Unit 3 About me

### Tasks in this unit:

- Use nouns to identify different parts of a face
- Use modelled sentences to describe oneself
- Use wh-questions to ask others to identify yourself
- Use modelled sentences to identify others

### Language focus:

- Using the key words in context  
e.g., *hair, eye, ear, nose, mouth*
- Using modelled sentences to describe oneself  
e.g., *My hair is long. My eyes are big.*
- Using imperatives to give simple instructions  
e.g., *Look at my eyes.*
- Using wh-questions to ask others to identify yourself  
e.g., *Who am I?*
- Using modelled sentences to identify others  
e.g., *You are Danny.*
- Identifying the pronunciation of the letter 'i' in words such as *pig* and *pink*  
e.g., *pig, pink, big, his, stick*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *hair, eye, ear, nose, mouth*
- Understanding modelled sentences to describe oneself  
e.g., *My hair is long. My eyes are big.*
- Understanding wh-questions to ask others to identify yourself  
e.g., *Who am I?*
- Understanding modelled sentences to identify oneself  
e.g., *You are Danny.*
- Identifying the pronunciation of the letter 'i' in words such as *pig* and *pink*  
e.g., *pig, pink, big, his, stick*

#### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *hair, eye, my hair, my mouth*  
*My nose is small.*
- Using modelled sentences to describe oneself  
e.g., *My hair is long. My eyes are big.*
- Using wh-questions to ask others to identify oneself  
e.g., *Who am I?*

- Using modelled sentences to identify others  
e.g., *You are Danny.*
- Pronouncing correctly the letter 'i' in words such as *pig* and *pink*  
e.g., *pig, pink, big, his, stick*

### Reading

- Understanding descriptions of a person's appearance
- Reading the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *hair, eye, ear, nose, mouth*
- Writing the key sentences correctly  
e.g., *My hair is long. My eyes are big.*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	My ... is/are ...	eye hair ear nose mouth		SB: p. 22 WB: p. 31 Part A
2	Look at ... (imperative) Who am I? You are ...			SB: p. 23 WB: pp. 31, 32 and 35 Parts B, C and Task
3	Hello, I'm a/an ...			SB: p. 24 WB: p. 34 Parts F and G
4			i (pig, pink)	SB: p. 25 WB: pp. 32 and 33 Parts D and E

### Period 1

#### Language focus:

- Using the key words in context  
e.g., *hair, eye, ear, nose, mouth*
- Using modelled sentences to describe oneself  
e.g., *My hair is long. My eyes are big.*

#### Materials:

*Student's Book 3A*, p. 22

*Workbook 3A*, p. 31 Part A

Cassette 3A

Flashcards 3A (*hair, eye, ear, nose, mouth*)

A paper cut-out of a girl's face

Wall picture 3A

#### Pre-task preparations

#### Activity 1

Have the students listen to the song 'My face' on page 13 of *Student's Book 1A*. Ask them to

point to the corresponding parts of their face while they sing.

e.g.,

*Eye and ear,  
And mouth and nose,  
Mouth and nose,  
Mouth and nose.  
Eye and ear,  
And mouth and nose,  
This is my face.*

### Activity 2

Have the students play a matching game. Show the picture of the girl's face in 'Look and learn' on page 22 of the *Student's Book*. Ask some students to put the flashcards on the proper positions on the face. Then ask the students to read and spell the words together.

### While-task procedures

#### Activity 1

Show the paper cut-out of a girl's face. Point to and introduce the parts of the face. Make sure the students understand the new words *hair, eye, ear, nose* and *mouth*.

e.g.,

*T: (point to the hair) Hair.*

*Ss: Hair.*

#### Activity 2

Point to different parts of your face and introduce them to the students.

e.g.,

*T: (point to the eye) Eye, eye. This is my eye.*

*(point to the eyes) These are my eyes.*

Then ask the students to point to the corresponding parts of their faces and repeat after you.

e.g.,

*T: (point to the nose) Nose, nose. This is my nose.*

*Ss: (point to their noses) Nose, nose. This is my nose.*

#### Activity 3

Have the students listen to the recording for 'Look and say' on page 22 of the *Student's Book*. Ask them to read after the recording. Then,

show the picture of 'Look and say' and elicit the key pattern *My ... is/are ...* Ask the students to point to the corresponding parts of their faces while they say the monologue.

### Activity 4

Have the students do Part A 'Listen and number' on page 31 of the *Workbook*. After checking the answers, you may ask them to do another exercise to review the key words. Copy the lyrics of the song on page 13 of *Student's Book 1A* with a few words missing. Play the recording for the song and ask the students to fill in the blanks.

### Post-task activities

#### Activity 1

Have the students introduce themselves using the key pattern *My ... is/are ...*

e.g.,

*S1: Hello! My name is (S1's name). I am eight. I'm short. I'm thin. My hair is short. My nose is big. My mouth is big. My eyes are small.*

*S2: ...*

Then write a few sentences on the blackboard and ask the students to complete the sentences with *is* or *are*.

e.g.,

*Look at me.*

*My face \_\_\_\_ big.*

*My head \_\_\_\_ round.*

*My hair \_\_\_\_ long.*

*My eyes \_\_\_\_ small and my ears \_\_\_\_ small too.*

#### Activity 2

Have the students draw their own faces on the paper and make a dialogue in pairs.

e.g.,

*S1: (hold her picture) Hello! My name is (S1's name).*

*My hair is long. My nose is small. My mouth is small too. My eyes are big. And my ears are big too.*

*S2: (hold his picture) Hello! My name is (S2's name).*

*My hair is short. My nose is big. My mouth is*

*big too. My eyes are small, and my ears are big.*

Encourage the students to write some descriptions for their pictures using the key pattern *My ... is/are ...*

## Period 2

### Language focus:

- Using the key words in context  
e.g., *hair, eye, ear, nose, mouth*
- Using imperatives to give simple instructions  
e.g., *Look at my eyes.*
- Using wh-questions to ask others to identify oneself  
e.g., *Who am I?*
- Using modelled sentences to identify others  
e.g., *You are Danny.*

### Materials:

*Student's Book 3A, p. 23*

*Workbook 3A, pp. 31, 32 and 35 Parts B, C and Task*

*Cassette 3A*

*Flashcards 3A (hair, eye, ear, nose, mouth)*

*Wall picture 3A*

### Pre-task preparations

#### Activity 1

Have the students point to and introduce different parts of their faces in pairs.

e.g.,

*S1: (point and say) My eyes are big. My nose is small.*

*S2: (point and say) My eyes are small. My nose is big.*

#### Activity 2

Show the flashcards and ask the students to make sentences using *My ... is/are ...*

e.g.,

*T: (show the flashcard for ear and point to the ears)  
Look! My ears are big.*

*S1: (point to his/her ears) My ears are small.*

*S2: (point to his/her ears) My ears are big.*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Say and act' on page 23 of the *Student's Book*. Then have them look at the pictures in the *Student's Book* and answer your questions.

e.g.,

*T: He's a boy. He's tall and fat. Who is he?*

*Ss: He is Danny.*

*T: Yes, he is Danny.*

#### Activity 2

Have the students practise the dialogue in 'Say and act' in groups of three. Then invite several groups to act it out in front of the class.

e.g.,

*S1: Hello, I'm a boy. My hair is short, very short.*

*Look at my eyes. My eyes are small and brown.  
My nose is big. My mouth is big too. Look! I'm tall and fat. Who am I?*

*S2 & S3: You are Danny.*

*S1: Yes, I'm Danny.*

#### Activity 3

Have the students work in pairs and role-play the characters in the *Student's Book*.

e.g.,

*S1: Hello, I'm a girl. My hair is short. My eyes are big and brown. My mouth is small. My nose is small. I am short and thin. Who am I?*

*S2: You are Alice.*

*S1: Yes, I'm Alice.*

#### Activity 4

Have the students do Part B 'Listen and choose' and Part C 'Listen and match' on pages 31 and 32 of the *Workbook*. Check the answers. Then show the complete sentences in Part C and ask the students to read the sentences.

### Post-task activities

#### Activity 1

Invite several students to come to the front and stand behind the desk. Have each of them put on a mask and describe himself /herself. Then

have the others guess who he/she is.

e.g.,

*S1: Hello. I'm a girl. Look at me. My hair is long, very long. My nose is small. My mouth is big. I'm tall and thin. Who am I?*

*Ss: Are you (S2's name)?*

*S1: No.*

*Ss: You are (S1's name).*

*S1: Yes, I'm (S1's name).*

## Activity 2

Have the students do Task 'About me' on page 35 of the *Workbook*.

Have the students stick their photos in the box and write some sentences about themselves.

Then invite some students to talk about themselves in class.

## Period 3

### Language focus:

Using the key patterns to describe oneself

e.g., *I'm a rabbit. My eyes are red. My tail is short.*

### Materials:

*Student's Book 3A*, p. 24

*Workbook 3A*, p. 34 Parts F and G

Cassette 3A

Toy animals

Masks of cartoon characters

### Pre-task preparations

#### Activity 1

Have the students sing the song on page 45 of *Student's Book 1A*. Then show the picture of a zoo and ask the students some questions.

e.g.,

*T: What can you see?*

*S1: I can see a tiger.*

*S2: ...*

#### Activity 2

Prepare some masks of cartoon characters such as Garfield, Mickey Mouse or Snoopy. Put on a mask and play a game with the students.

e.g.,

*T: (put on the mask of Garfield) Hello, I'm a cat.*

*I'm fat. My eyes are big. Who am I?*

*Ss: You are Garfield.*

*S1: (put on the mask of Snoopy) Hello, I'm a dog. I'm black and white. My nose is big. My ears are big and long. Who am I?*

### While-task procedures

#### Activity 1

Have the students read the story in 'Look and read' on page 24 of the *Student's Book* in groups of four and finish 'Read and tick'. Then check the answers with them and have them complete the following table.

	rabbit	dog	mouse	cat
eyes				
ears				
nose				
mouth				
tail				

#### Activity 2

Have the students listen to the recording for 'Look and read' on page 24 of the *Student's Book*. Ask them to read after the recording.

#### Activity 3

Divide the students into groups of four and ask them to role-play the animals. Invite some groups to act it out in front of the class.

e.g.,

*S1: Hello, I'm a rabbit. My eyes are red. My tail is short.*

*S2: Hello, I'm a dog. My ears are short. My nose is big.*

*S3: Hello, I'm a mouse. I'm thin. My eyes are small. My tail is long.*

*S4: Hello, I'm a cat. I'm fat. My eyes are big. My mouth is big too.*

#### Activity 4

Have the students do Part F 'Look, choose and write' and Part G 'Trace, read and write' on page 34 of the *Workbook*. Then check the answers with them. You may have the students role-play the two animals in Part F.

## Post-task activities

### Activity 1

Have the students play a game in pairs. One student role-plays an animal and the other draws the corresponding animal.

e.g.,

*S1: Hello, I'm a cat. I'm thin. My eyes are big. My ears are small. My mouth is big.*

*S2: (draw a cat according to S1's description)*

### Activity 2

Encourage the students to make some riddles according to the characteristics of different animals. Invite several students to come up and say their riddles and have other students guess what the animals are.

e.g.,

*S1: I'm big. I'm orange and brown. My ears are small. My eyes are big. My mouth is big too. I like meat. I can run fast. What am I?*

*Ss: You are a tiger.*

*S1: Yes, I'm a tiger.*

## Period 4

### Language focus:

- Using the key words and sentences to talk and write about one's appearance
  - Identifying the pronunciation of the letter 'i' in words such as *pig* and *pink*
- e.g., *pig, pink, big, his, stick*

### Materials:

*Student's Book 3A, p. 25*

*Workbook 3A, pp. 32 and 33 Parts D and E*

*Cassette 3A*

### Pre-task preparations

#### Activity 1

Have the students say the following rhyme after you.

e.g.,

*Are you a dog or a cat?*

*Are you big and fat?*

*Can you jump high?*

*Can you swim or fly?*

*I'm a small cat.  
And I'm not fat.  
I can jump high,  
But I can't swim or fly.*

#### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 25 of the *Student's Book*. Then have them practise the rhyme. Encourage them to act it out. Then invite several students to act it out in front of the class.

### While-task procedures

#### Activity 1

Have the students do Part D 'Look and say' on page 32 of the *Workbook*. First, have them discuss in pairs what to talk about. Then have them talk in groups of four with actions. Finally, ask some students to act it out in front of the class.

#### Activity 2

Show the picture of a circus or a zoo. Encourage the students to create a new rhyme and act it out.

e.g.,

*S: Hello, I'm Molly.*

*I'm a monkey.*

*I'm small and thin.*

*I'm brown.*

*My eyes are big.*

*My tail is long.*

*I like riding my bicycle all day long.*

#### Activity 3

Show the flashcards for 'Learn the sound' on page 25 of the *Student's Book*. Ask the students to read the words after you.

e.g.,

*T: i—pig, i—pink.*

*Ss: i—pig, i—pink.*

*T: A pink pig.*

*Ss: A pink pig.*

If possible, you may ask the students to say more words with the letter 'i', such as *six, pizza, pencil, swim, chick, thin* and *sit*.

## Activity 4

Play the recording for 'Learn the sound'. Ask the students to read the rhyme after the recording. Encourage them to make a new rhyme using words with the letter 'i'.

## Post-task activities

### Activity 1

Have the students do Part E 'Look, read and judge' on page 33 of the *Workbook*.

### Activity 2

Have the students do some written work as follows to check their understanding of *I*, *my*, *you* and *your*.

A Fill in the blanks with *I* or *my* in the proper form.

\_\_\_\_ name is Helen. \_\_\_\_ am a girl. \_\_\_\_ am

short and thin. Look! \_\_\_\_ hair is short. \_\_\_\_ face, nose and mouth are small, but \_\_\_\_ eyes and ears are big.

B Fill in the blanks with *you* or *your* in the proper form.

Oh, \_\_\_\_ are Sam. \_\_\_\_ are small, but \_\_\_\_ are fat. \_\_\_\_ head is big. \_\_\_\_ ears are brown. \_\_\_\_ tail is short. Am I right?

### Notes:

To help the students pronounce the sound correctly, you may teach them more rhymes with words with the letter 'i'.

e.g.,

*Him, Jim, Jim is after him.*

*Hill, Will, Will went up hill.*

*Will, Hill, Still, Will is up hill still.*

# Module 3 Places and activities

## Unit 1 My school

### Tasks in this unit:

- Use nouns to identify different places in a school
- Ask wh-questions to find out specific information
- Use yes/no questions to find out specific information
- Use the definite article *the* to refer to specific things

### Language focus:

- Using the key words to identify different places in a school  
e.g., *school, library, toilet, hall, playground, classroom*
- Using wh-questions to find out specific information  
e.g., *What's this/that?*  
*Where's my classroom?*
- Using yes/no questions to find out specific information  
e.g., *Is this your classroom?*
- Using the definite article *the* to refer to specific things  
e.g., *It's the hall.*
- Identifying the pronunciation of the letter 'o' in words such as *photo* and *rose*  
e.g., *photo, rose, old, hold*

### Language skills:

#### Listening

- Identifying key words by listening to the pronunciation  
e.g., *school, library, toilet, hall, playground, classroom*
- Understanding the meaning of wh-questions  
e.g., *What's this?*  
*Where's my classroom?*
- Understanding yes/no questions to find out specific information  
e.g., *Is this your classroom?*
- Identifying the pronunciation of the letter 'o' in words such as *photo* and *rose*  
e.g., *photo, rose, old, hold*

#### Speaking

- Pronouncing the key words, phrases and sentences correctly in context  
e.g., *school, library, your classroom, our library*  
*Is this your classroom?*
- Using wh-questions to find out specific information  
e.g., *What's this? It's ...*
- Understanding yes/no questions to find out specific information  
e.g., *Is this ...? Yes, it is. / No. It is ...*
- Using the definite article *the* to refer to specific things  
e.g., *It's the hall.*

- Pronouncing correctly the letter 'o' in words such as *photo* and *rose*  
e.g., *photo*, *rose*, *old*, *hold*

### Reading

- Understanding descriptions of different places in a school
- Reading the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *school*, *library*, *toilet*, *hall*, *playground*, *classroom*
- Writing the key sentences correctly  
e.g., *What's this/that? Is this your classroom?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What's this? It's ... Is this ...? Yes, it is./No. It's ...	school library toilet hall playground classroom		SB: pp. 26 and 29 WB: p. 40 Parts A and B
2	Where's my classroom? Is this/that ...? Yes, it is./No. It's ... I'm new here. You're welcome.			SB: p. 27 WB: pp. 42 and 43 Parts E and F
3	This is the/my/our ...			SB: p. 28 WB: p. 41 Part D
4			o (rose, photo)	SB: p. 29 WB: p. 44 Task

### Period 1

#### Language focus:

- Using the key words to identify different places in the school  
e.g., *school*, *library*, *toilet*, *hall*, *playground*, *classroom*
- Using wh-questions to find out specific information

e.g., *What's this/that?*

- Using yes/no questions to find out specific information  
e.g., *Is this your classroom?*  
*Yes, it is./No. It's ...*

#### Materials:

*Student's Book 3A*, pp. 26 and 29  
*Workbook 3A*, p. 40 Parts A and B

### Cassette 3A

Flashcards 3A (*school, library, toilet, hall, playground, classroom*)

Floor plan and pictures of your school

### Pre-task preparations

#### Activity 1

Play the recording for 'Listen and enjoy' on page 29 of the *Student's Book* twice and show pictures of your school if possible. Then ask them some questions.

e.g.,

T: *Look! This is a school. Is this our school?*

S1: Yes.

T: (*point to a classroom*) *What's this?*

S2: *It's a classroom.*

#### Activity 2

Have the students look at the picture of a playground with a slide and a swing. Ask them to answer your questions.

e.g.,

T: *What can you see?*

S1: *I can see a slide.*

T: *What can you see?*

S2: *I can see a swing.*

T: *Yes. This is a slide. This is a swing. Look! This is our playground.*

### While-task procedures

#### Activity 1

Put up the floor plan of your school on the blackboard and stick the flashcards for *school, library, toilet, hall, playground* and *classroom* one by one in the right place. Then point to each place and explain what the place is. Ask the students to repeat after you.

e.g.,

T: *Look! What's this? It's the library.*

Ss: *It's the library.*

After that, play a game with the students. First show the picture with the six flashcards for 'Look and learn' on it. Then have the students close their eyes. Remove a flashcard from the picture and have the students say the missing word.

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 26 of the *Student's Book* and repeat after the recording. Then practise the dialogue with them.

e.g.,

T: *What's this?*

S1: *It's my school.*

T: *Is this your classroom?*

S2: *No. It's the hall.*

#### Activity 3

Point to the floor plan of your school and ask some students to answer your questions.

e.g.,

T: *What's this?*

S1: *It's my school.*

T: *Is this the library?*

S2: *No. It's my classroom.*

Then have the students ask and answer questions in pairs. Invite several pairs to act it out in front of the class.

#### Activity 4

Have the students do Part A 'Listen and number' and Part B 'Listen, choose and respond' on page 40 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Make copies of the flashcards and deliver them to each pair of students. Have them make a dialogue using the flashcards. Or you may ask them to draw different places in the school and ask and answer according to the pictures.

e.g.,

S1: *What's this?*

S2: *It's the hall.*

S1: *Is this the toilet?*

S2: *Yes, it is.*

#### Activity 2

Divide the class into groups of six. Ask the students to point to the floor plan of your school and make a dialogue. One student will act as the head teacher and the others will act

as visitors. The visitors ask questions and the head teacher answers the questions.

e.g.,

*S1: (act as the head teacher) Look! This is our school.*

*S2: Oh, it's big/nice/beautiful. What's this?*

*S1: It's a classroom.*

*S3: Is this the hall?*

*S1: No. It's the library.*

*S4: Is this the playground?*

*S1: Yes, it is.*

...

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What's that?*  
*Where's my classroom?*
- Using yes/no questions to find out specific information  
e.g., *Is this the library?*

### Materials:

*Student's Book 3A, p. 27*

*Workbook 3A, pp. 42 and 43 Parts E and F*

*Flashcards 3A (school, library, toilet, hall, playground, classroom)*

*Cassette 3A*

### Pre-task preparations

#### Activity 1

To help the students remember the key words, play the game 'Apple tree'. You may divide the class into two groups and let them compete. The group that gets the most correct words wins.

#### Activity 2

Have the students make a dialogue in pairs using the pictures of your school.

e.g.,

*S1: (point to the hall) What's that?*

*S2: It's the hall.*

### While-task procedures

#### Activity I

Have the students listen to the recording for 'Say and act' on page 27 of the *Student's Book*. Ask them to repeat after the recording. Then practise the dialogue with them.

e.g.,

*S1: Good morning. I'm new here. Where's my classroom?*

*T: This is your classroom.*

*S1: What's that?*

*T: It's the toilet.*

*S1: Is this the library?*

*T: No. It's the hall.*

*S1: Is that the library?*

*T: Yes, it is.*

*S1: Thank you.*

*T: You're welcome.*

#### Activity 2

Have the students role-play the dialogue in 'Say and act' in pairs. Then invite several pairs to act it out in front of the class. While they act, you may hold up the corresponding pictures of different places to help the other students understand.

#### Activity 3

Write the key patterns of the unit on the blackboard. Ask the students to read after you. Then have them answer your questions according to the object you point to.

e.g.,

*T: (point to the desk) What's this?*

*S1: It's a desk.*

*T: (point to the door) What's that?*

*S2: It's a door.*

#### Activity 4

Have the students do Part E 'Look, read and judge' and Part F 'Look, complete and read' on pages 42 and 43 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students look at the pictures in Part F on page 43 of the *Workbook* and act out the dialogue in pairs.

e.g.,

*S1:* What's this?

*S2:* It's a classroom.

*S1:* Is this the library?

*S2:* Yes, it is.

### Activity 2

Tell the students that they have several new classmates. Have the students make a dialogue in groups of four or six. Ask one student in each group to act as the new classmate. Finally invite some groups to act out their dialogues in front of the class.

e.g.,

*S1:* Hello. This is Amy. She's our new classmate.

*S2:* Good afternoon. I'm new here. Where's my classroom?

*S3:* This is your classroom.

*S2:* What's this?

*S4:* It's the hall.

*S2:* Is that the toilet?

*S3:* Yes, it is.

*S2:* Is this the playground?

*S1:* Yes, it is.

*S2:* Thank you.

*S1, S3 & S4:* You're welcome.

## Period 3

### Language focus:

Using the definite article *the* to refer to specific things

e.g., *Look at the picture.*

### Materials:

*Student's Book 3A*, p. 28

*Workbook 3A*, p. 41 Part D

Flashcards 1B & 2B (*read, write, sing, dance, play basketball*)

Cassette 3A

Wall picture 3A

Pictures of your school

### Pre-task preparations

### Activity 1

Use the flashcards to review the verbs and verb phrases the students have learnt, such as *read, write, sing, dance* and *play basketball*.

e.g.,

*T:* What can you do, (S1's name)?

*S1:* (pick the cards for read and write) I can read and write.

### Activity 2

Ask the students to look at the pictures of your school and answer your questions.

e.g.,

*T:* Look! This is our school. What's this?

*S1:* It's the playground.

*T:* What can you do in the playground?

*S2:* I can run.

*S3:* I can play football.

...

### While-task procedures

### Activity 1

Have the students listen to the recording for 'Look and read' on page 28 of the *Student's Book* while they look at the wall picture. Then ask them some questions.

e.g.,

*T:* What's this?

*S1:* It's a school.

*T:* Yes. It's Peter's school. Where is Peter's classroom?

*S2:* (point to a classroom on the wall picture) This is Peter's classroom.

Then play the recording again and ask the students to read after it.

### Activity 2

Have the students read 'Look and read' by themselves and then do 'Read and match'. After that, have them do 'Ask and answer' in pairs.

e.g.,

*S1:* What's this?

*S2:* It's a classroom.

S1: Is this the library?

S2: No. It's the hall.

### Activity 3

Have the students read 'Look and read' again and talk about what they can do in different places such as the library and the hall in the school.

e.g.,

T: This is the hall. What can you do in it?

S1: We can sing and dance in it.

T: What can you do in the playground?

S2: I can play basketball in the playground.

S3: I can skip in the playground.

...

### Activity 4

Have the students do Part D 'Look and say' on page 41 of the *Workbook*. Have them choose a place in the picture and talk about it.

## Post-task activities

### Activity 1

Have the students look at the picture in 'Look and read' and create a new dialogue in pairs.

e.g.,

S1: Hello. I'm new here. Where's the hall?

S2: This is the hall. (point to the hall in the picture)

S1: Is this the library? (point to the library)

S2: Yes, it is. We can read in it.

S1: Thank you.

S2: You're welcome.

### Activity 2

Prepare some pictures of your school. Have the students work in groups of four or six and talk about the school. Then invite some groups to talk in front of the class.

e.g.,

S: Look at the picture. This is our school. It is big.

This is our classroom. We can read and write in it. This is the playground. We can run and play in it. This is the hall. We can sing and dance in it.

## Period 4

### Language focus:

- Using the key words and sentences to identify different places in a school and talk about them
- Identifying and practising the pronunciation of the letter 'o' in words such as *photo* and *rose*  
e.g., *photo, rose, old, hold*

### Materials:

*Student's Book 3A*, p. 29

*Workbook 3A*, p. 44 Task

Cassette 3A

Flashcards (*school, library, toilet, hall, playground, classroom, photo, rose*)

Wall picture 3A

Pictures of your school

## Pre-task preparations

### Activity 1

Describe one place in your school and have the students guess what it is.

e.g.,

T: It is small, but it's clean. There is a blackboard in it. We can read and write there. What is it?

S1: It's a classroom.

T: Can you spell it?

S2: C-L-A-S-S-R-O-O-M, classroom.

### Activity 2

Show the pictures of different places in your school and ask the students to talk about them in turns. Each student says one sentence.

e.g.,

T: Look! This is our school.

S1: This is the hall.

S2: We can sing and dance in it.

S3: ...

## While-task procedures

### Activity 1

Show the pictures of your school on the

blackboard. Divide the class into small groups. Each student in the group chooses a place in the school and talks about it. They should say at least three sentences. You may also write some questions on the blackboard to help them.

e.g.,

*What is it? Is it big/small ...? What can you do there?*

### Activity 2

Prepare some cards with a few sentences about each place in the school. Stick the picture on the blackboard and ask the students to put the cards on the corresponding places on the picture.

e.g.,

*Card 1: This is our school. It is big and nice.*

*Card 2: This is the hall. It is big. We can sing and dance here.*

*Card 3: This is the library. It is nice. We can read in it.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 29 of the *Student's Book*. Ask the students to repeat the words after you until they can correctly pronounce the sound.

e.g.,

*T: o — rose, o — photo.*

*Ss: o — rose, o — photo.*

### Activity 4

Play the recording for 'Learn the sound'. Ask the students to read the rhyme after the recording. You may ask them to repeat some phrases after you first.

e.g.,

*T: o — rose, o — photo, a photo of a rose.*

*Ss: o — rose, o — photo, a photo of a rose.*

*T: o — hold, o — photo, hold a photo.*

*Ss: o — hold, o — photo, hold a photo.*

## Post-task activities

### Activity 1

Have the students do Part A of Task 'Welcome to our school' on page 44 of the *Workbook*. Then invite some students to describe these places in front of the class.

### Activity 2

Have the students do Part B of Task 'Welcome to our school'. Encourage the students to write more about different places in the school.

### Notes:

1 You can tell the students some other formulaic expressions to express thanks and respond to thanks.

e.g.,

*— Thank you very much/Thanks a lot.*

*— My pleasure./Not at all.*

2 You can tell the students more about the places in your school and the adjectives to describe these places.

e.g.,

*music room, ...*

*neat, tidy, clean, ...*

3 'Apple tree' is a guessing game using a pencil and a piece of paper for two or more players. First, draw an apple tree with ten apples on the paper. Next, one player thinks of a word and the other tries to guess it by suggesting letters. The word to guess is represented by a row of dashes, giving the numbers of letters. If the guessing player suggests a letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player erases an apple from the apple tree. The game is over when:

- The guessing player completes the word correctly
- The other player erases all the apples from the tree.

# Module 3 Places and activities

## Unit 2 Shopping

### Tasks in this unit:

- Use nouns to identify fruit
- Ask wh-questions to find out quantity or the price
- Ask yes/no questions to ask about one's likes
- Learn the indefinite articles *a* and *an*
- Use modelled sentences with 'there be' to identify existence
- Use formulaic expressions to request things, respond to requests and express thanks

### Language focus:

- Using nouns to identify fruit  
e.g., *apple, orange, banana, peach*
- Using formulaic expressions to request something  
e.g., *May I have some apples, please?*
- Using wh-questions to find out quantity  
e.g., *How many apples?*
- Using yes/no questions to ask about one's likes  
e.g., *Do you like ...?*
- Using wh-questions to find out the price  
e.g., *How much?*
- Using modelled sentences with 'there be' to identify existence  
e.g., *There are many toys in the supermarket.*
- Using indefinite articles *a* and *an* to modify the singular form of countable nouns  
e.g., *a banana, an apple*
- Identifying the pronunciation of the letter 'o' in words such as *dog* and *shop*  
e.g., *dog, shop, not, hot, orange*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *apple, orange, banana, peach*
- Understanding the formulaic expressions  
e.g., *Can I help you?*  
*May I have some apples, please?*
- Understanding wh-questions to find out quantity  
e.g., *How many apples?*
- Understanding wh-questions to find out the price  
e.g., *How much?*
- Understanding modelled sentences with 'there be' to identify existence  
e.g., *There are many toys in the supermarket.*

- Identifying the pronunciation of the letter 'o' in words such as *dog* and *shop*  
e.g., *dog*, *shop*, *not*, *hot*, *orange*

### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *apple*, *orange*, *banana*, *peach*
- Using formulaic expressions to communicate with others  
e.g., *Can I help you? May I have ...?*
- Using wh-questions to find out quantity  
e.g., *How many apples?*
- Using wh-questions to find out the price of something  
e.g., *How much?*
- Using yes/no questions to ask about one's likes  
e.g., *Do you like ...?*
- Pronouncing correctly the letter 'o' in words such as *dog* and *shop*  
e.g., *dog*, *shop*, *not*, *hot*, *orange*

### Reading

- Understanding the main idea of a story
- Reading the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *apple*, *orange*, *peach*
- Writing the key sentences correctly  
e.g., *May I have some apples, please? How many apples?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	How many ...? May I have ...? Can I help you? Sure.	an apple apples an orange oranges a banana bananas a peach peaches		SB: p. 30 WB: pp. 45 and 46 Parts A, B, C and D
2	Do you like ...? How much? ... yuan.			SB: p. 31 WB: p. 47 Part E
3	There are ... Let's go.			SB: p. 32 WB: p. 48 Parts F and G
4			o (dog, shop)	SB: p. 33 WB: p. 49 Task

## Period I

### Language focus:

- Using nouns to identify fruit  
e.g., *apple, orange, banana, peach*
- Using formulaic expressions to request something  
e.g., *May I have some apples, please?*
- Using wh-questions to find out quantity  
e.g., *How many apples?*

### Materials:

*Student's Book 3A*, p. 30

*Workbook 3A*, pp. 45 and 46 Parts A, B, C and D

Cassette 3A

Flashcards 3A (*apple, orange, banana, peach*)

Some fruits (apples, bananas, peaches, oranges)

### Pre-task preparations

#### Activity 1

Have the students sing the song 'Apple tree' on page 33 of *Student's Book 1A*. Then show the flashcards for 'Look and learn' to the students and ask them to read after you and spell the words.

#### Activity 2

Prepare a basket of fruits and ask the students to guess what are in the basket.

e.g.,

T: (*point to the basket covered with a piece of cloth*)

*Here are some fruits. Please guess what they are.*

S1: *An apple?*

T: *Yes.* (*take out an apple*)

S2: *Some pears?*

T: *Yes. I have three pears.* (*take out three pears*)

...

Then show the flashcards for the key words and teach the words one by one. Ask the students to repeat after you.

e.g.

T: (*show the card for an apple*) *An apple.*

Ss: *An apple.*

T: (*show the card for apples*) *Apples.*

Ss: *Apples.*

### While-task procedures

#### Activity 1

Give the students some fruits. Ask them to repeat what you say and take out the corresponding fruit.

e.g.,

T: *A banana.*

S1: (*take a banana*) *A banana.*

T: *Spell the word 'banana'.*

Ss: *B-A-N-A-N-A. Banana.*

T: *Apples.*

S2: (*take two apples*) *Apples.*

T: *How many? (count the apples) One, two. Two apples.*

Ss: *Two apples.*

T: *Spell the word 'apples'.*

Ss: *A-P-P-L-E-S. Apples.*

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 30 of the *Student's Book* and repeat after it. Then write the key pattern *May I have some apples, please?* on the blackboard. Ask the students to practise the key pattern by replacing *apples* with other words such as *peaches* and *oranges*.

e.g.,

T: *Can I help you?*

S1: *May I have some peaches, please?*

T: *How many peaches?*

S1: *Three, please.*

T: *Here you are.*

S1: *Thank you.*

T: *You're welcome.*

Then have the students practise in pairs.

#### Activity 3

Have the students do Part A 'Listen and circle' and Part B 'Listen and match' on page 45 of the *Workbook*. Then check the answers with them.

#### Activity 4

Have the students do Part C 'Listen and write' on page 46 of the *Workbook*. After checking the answers, ask them to work in pairs to make a shopping list and then make a dialogue

according to it.

e.g.,

S1: *Hello. Can I help you?*

S2: *May I have ..., please?*

S1: *How many ...?*

S2: ...

## Post-task activities

### Activity 1

Have the students do Part D 'Look, say and act' on page 46 of the *Workbook*. Then encourage them to make a new dialogue in pairs. Invite several pairs of students to act it out in front of the class.

e.g.,

S1: *Can I help you?*

S2: *May I have some bananas, please?*

S1: *How many bananas?*

S2: *Three, please.*

S1: *Here you are.*

S2: *Thank you.*

S1: *You're welcome.*

### Activity 2

Put some fruit and other kinds of food such as cakes and biscuits on your desk. Have some students come up and role-play the shop assistant and customers.

e.g.,

S1: *Good morning.*

S2: *Good morning.*

S1: *Can I help you?*

S2: *May I have some cakes, please?*

S1: *How many cakes?*

S2: *Two, please.*

S1: *Here you are.*

S2: *Thank you.*

S1: *You're welcome.*

e.g., *How much?*

### Materials:

*Student's Book 3A*, p. 31

*Workbook 3A*, p. 47 Part E

Cassette 3A

Some fruits

Pictures of different shops

### Pre-task preparations

### Activity 1

Ask the students some questions to review the key words.

e.g.,

T: *(point to a peach) What's this?*

Ss: *It's a peach.*

T: *(point to two oranges) What are they?*

Ss: *They're oranges.*

### Activity 2

Divide the class into three or four groups. Ask each group to write the words for fruits they know. The group that writes the most words wins.

### While-task procedures

### Activity 1

Ask the students some questions using flashcards or pictures to elicit the key pattern.

e.g.,

T: *(S1's name), do you like bananas?*

S1: *Yes, I do.*

T: *(S2's name), do you like ice cream?*

S2: *No. I like jelly.*

### Activity 2

Create a 'fruit shop' scene in the class by putting some fruits on your desk. Have a dialogue with the students.

e.g.,

T: *Can I help you?*

S1: *May I have four oranges, please?*

T: *Here you are.*

S1: *Thank you.*

T: *You're welcome.*

Then have the students listen to the recording for 'Say and act' on page 31 of the *Student's*

## Period 2

### Language focus:

- Using yes/no questions to ask about one's likes  
e.g., *Do you like ...?*
- Using wh-questions to find out the price

*Book.* Ask them to repeat after the recording. Then practise the dialogue with the students.  
e.g.,

T: *Kitty, do you like bananas?*  
S1: *Yes, Dad. I like bananas.*  
S2: *Good afternoon. Can I help you?*  
T: *May I have five bananas, please?*  
S2: *Sure.*  
T: *How much?*  
S2: *Ten yuan.*  
T: *Here you are.*  
S2: *Thank you.*  
T: *Goodbye.*  
S2: *Bye-bye.*

Divide the students into groups of three. Have them role-play the dialogue. Then invite several groups to act it out in front of the class.

### Activity 3

Have the students do 'Play a game' on page 31 of the *Student's Book*. Show pictures of different shops, such as a toy shop, a clothes shop and a stationery shop. Have the students choose a shop and make a shopping list. Then ask them to make a dialogue in pairs according to their shopping lists, using the key patterns given.

### Activity 4

Have the students do Part E 'Look, read and circle' on page 47 of the *Workbook*. Ask them to read carefully and pay attention to the pictures.

## Post-task activities

### Activity 1

Divide the students into groups of four and ask each group to make a shopping list and create a new dialogue. One student acts as the shop assistant and the other three act as the customers.

e.g.,  
S1: *Good morning. Can I help you?*  
S2: *May I have six peaches?*  
S1: *Sure.*  
S2: *How much?*  
S1: *Seven yuan.*  
S2: *Here you are.*

S1: *Thank you.*

### Activity 2

Have the students make a new dialogue in pairs and take turns to act as the shop assistant and the customer.

e.g.,  
S1: *Can I help you?*  
S2: *May I have some cakes, please?*  
S1: *How many cakes?*  
S2: *Four. How much?*  
S1: *Eight yuan.*  
S2: *Here you are.*  
S1: *Thank you.*

## Period 3

### Language focus:

- Using modelled sentences with 'there be' to identify existence  
e.g., *There are many toys in the supermarket.*
- Using formulaic expressions to request something  
e.g., *May I have a ball, Mum?*
- Using the modelled sentence to express one's likes  
e.g., *I like this football.*

### Materials:

*Student's Book 3A*, p. 32  
*Workbook 3A*, p. 48 Parts F and G  
Cassette 3A  
Toys

## Pre-task preparations

### Activity 1

Draw some fruits on the cards. Then show the cards and make a dialogue with the students to help them understand the plural form of nouns.

e.g.,  
T: (*show the card of an orange*) *What's this?*  
Ss: *It's an orange.*  
T: (*show the card of four oranges*) *How many oranges?*  
Ss: *Four oranges.*

## Activity 2

Play a game with the students. Put some toys in a bag and invite several students to come to the front and feel the toys in the bag.

e.g.,

T: *Touch it. Is it smooth?*

S1: Yes.

T: *What is it?*

S1: *It's a ball. (take out the ball)*

T: *Oh, it's a football. What colour is it?*

S1: *It's black and white.*

T: *Do you like it?*

S1: Yes, I do.

## While-task procedures

### Activity 1

Ask the students to read the story in 'Read a story' on page 32 of the *Student's Book* by themselves. Then ask them to do 'True or false' on the same page. When you check the answers with them, encourage them to correct the wrong sentences.

e.g.,

T: *They buy a balloon. Yes or no?*

Ss: No. *They buy a football.*

### Activity 2

Play the recording for 'Read a story' and have the students listen and repeat after the recording. Then practise the dialogue with the students. The girls read Mum's part, the boys read Peter's part and you are the narrator.

Then write the key patterns on the blackboard and ask the students to read them after you.

### Activity 3

Copy the pictures in 'Read a story' and then cut them out and mix them up. Invite five students to pick one picture each. Tell the story slowly and have the students arrange the pictures in the correct order.

e.g., T: *Peter and his mum go to a supermarket.*

*There are many toys in the supermarket.*

*They buy a football.*

*They buy some apples too.*

*They are happy.*

## Activity 4

Have the students do Part F 'Look, complete and read' on page 48 of the *Workbook*. Check the answers with them. Then have them practise the dialogue in pairs. After that, have them do Part G 'Read and write' on page 48 of the *Workbook*.

## Post-task activities

### Activity 1

Have the students practise the dialogue in 'Read a story' in pairs. Invite several pairs to act it out in front of the class.

e.g.,

S1: *Wow, it's big.*

S2: Yes, it is.

S1: *Look, there are toys. May I have a ball, Mum?*

S2: OK.

S1: *I like this football.*

S2: OK. You can have it.

S1: *May I have some apples, Mum?*

S2: Sure.

S2: *Let's go.*

S1: OK.

### Activity 2

Have the students work in groups of three and make a new dialogue. One student acts as the shop assistant, one as the parent and the other as the child. Then invite several groups to act it out in front of the class.

e.g.,

S1: *Let's go shopping, Sally.*

S2: Great!

S1: *Look, there are many dolls.*

S2: *May I have a doll, Mum/Dad? I like this doll.*

*It's soft and lovely.*

S1: OK. You can have it.

S3: Good morning. Can I help you?

S1: May I have this doll, please?

S3: Sure.

S1: How much?

S3: Ten yuan.

S1: Here you are.

S3: Thank you.

## Period 4

### Language focus:

- Using the key words and patterns to make a shopping list and make a dialogue
- Identifying the pronunciation of the letter 'o' in words such as *dog* and *shop*  
e.g., *dog, shop, not, hot, orange*

### Materials:

*Student's Book 3A*, p. 33

*Workbook 3A*, p. 49 Task

Cassette 3A

Wall picture 3A

### Pre-task preparations

#### Activity 1

Have the students look at the picture for 'Listen and enjoy' on page 33 of the *Student's Book*. Ask them to talk about the fruit they like in pairs.

e.g.,

*S1: I like apples. Look at the apples. They are big and red. Do you like apples?*

*S2: No. I like peaches. They are soft and sweet.*

#### Activity 2

Have the students work in pairs and count the fruit in the picture of 'Listen and enjoy' and fill in the table below.

e.g.,

Fruit	Number
apples	
peaches	
plums	

Then ask them to make a dialogue as follows.

e.g.,

*S1: Hi. Can I help you?*

*S2: May I have some apples, please?*

*S1: How many apples?*

*S2: Three apples.*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 33 of the *Student's*

*Book*. Then have them read the sentences after you.

e.g.,

*Peaches, apples and plums.*

*Peaches, apples and plums.*

*What do you want?*

*I want an apple.*

*Peaches, apples and plums.*

Play the recording again. Have the students sing along with it.

#### Activity 2

Show the flashcards for the two words in 'Learn the sound' on page 33 of the *Student's Book*.

Have the students read the words after you.

e.g.,

*T: o — dog, o — shop.*

*Ss: o — dog, o — shop.*

#### Activity 3

Play the recording for 'Learn the sound' and have the students read the rhyme after the recording.

#### Activity 4

Encourage the students to say more words with the letter 'o' such as *hot, fox, soft, frog, doll* and *box*. Then write the words with the letter 'o' on the blackboard. Have the students group these words according to the vowel sound.

e.g., *o — old, hippo, nose, rose, close*

*o — box, doll, soft, fox, chopstick, hot, dog*

### Post-task activities

#### Activity 1

Divide the class into small groups and encourage them to create a new song by using words of some other fruits.

#### Activity 2

Have the students do Part A in Task 'Let's go shopping!' on page 49 of the *Workbook*. Have them work in small groups and make a shopping list for a field trip. Then ask the students to do Part B and make a dialogue according to the shopping lists they have made.

**Notes:**

- 1 You can introduce more fruit words.  
e.g., *grape, cherry, lemon*
- 2 You can tell the students other formulaic

expressions often used for shopping.  
e.g.,  
— *Here's the money.*  
— *Here's the change.*

# Module 3 Places and activities

## Unit 3 In the park

### Tasks in this unit:

- Use nouns to identify objects and use adjectives to identify colours
- Use the possessive adjectives *my* and *your* to indicate possession
- Use wh-questions to find out the colours of objects
- Use imperatives to give simple instructions
- Use yes/no questions to find out specific information

### Language focus:

- Using the key words in context  
e.g., *boat, balloon, flower, kite*
- Using adjectives to identify the colours of objects  
e.g., *It's red.*
- Using imperatives to give simple instructions  
e.g., *Look at the boat.*
- Using wh-questions to find out the colours of objects  
e.g., *What colour is it?*
- Using yes/no questions to find out specific information  
e.g., *Is this your ball?*  
*Yes, it is./No, it isn't.*
- Identifying the pronunciation of the letter 'u' in words such as *pupil* and *tube*  
e.g., *pupil, tube, music*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *boat, balloon, flower, kite*
- Understanding the meaning of wh-questions to find out the colours of objects  
e.g., *What colour is it?*  
*It's red.*
- Understanding imperatives to give simple instructions  
e.g., *Look at the boat.*
- Understanding yes/no questions to find out specific information  
e.g., *Is this your ball?*  
*Yes, it is./No, it isn't.*
- Identifying the pronunciation of the letter 'u' in words such as *pupil* and *tube*  
e.g., *pupil, tube, music*

#### Speaking

- Pronouncing the key words correctly in context  
e.g., *boat, balloon, flower, kite*
- Using the key patterns to find out the colours of objects

e.g., *What colour is it? It's red.*

- Using imperatives to give simple instructions  
e.g., *Look at the boat.*
- Pronouncing correctly the letter 'u' in words such as *pupil* and *tube*  
e.g., *pupil, tube, music*

## Reading

- Identifying the main idea of a story and understanding the patterns to ask about colours
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *boat, balloon, flower, kite*
- Writing the key sentences correctly  
e.g., *Look at the boat. What colour is it? It's orange. Is this your ball?*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Look at ... What colour is ...? It's ...	boat balloon flower kite red orange yellow		SB: pp. 34 and 35 WB: pp. 50 and 51 Parts A and C
2				SB: p. 35 WB: pp. 50 and 52 Parts B, E and F
3	What colour is ...? It's ... Here's ....			SB: p. 36 WB: p. 53 Part G
4			u (pupil, tube)	SB: p. 37 WB: p. 54 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *boat, balloon, flower, kite*
- Using adjectives to identify the colours of objects  
e.g., *It's red.*

- Using imperatives to give simple instructions  
e.g., *Look at the boat.*
- Using wh-questions to find out the colours of objects  
e.g., *What colour is it?*

## Materials:

*Student's Book 3A*, pp. 34 and 35  
*Workbook 3A*, pp. 50 and 51 Parts A and C  
Cassette 3A  
Flashcards 3A (*boat, balloon, flower, kite*)  
A picture of a park

## Pre-task preparations

### Activity 1

Play the multimedia for 'Listen and enjoy' on page 2 of *Student's Book 2B*. Ask the students to say the rhyme together.

e.g.,

*I see green.  
I see yellow.  
I see blue.  
I see purple.  
I see the beautiful rainbow,  
Shining over there  
Outside my window.*

### Activity 2

Have the students talk about what they see on page 34 of the *Student's Book*. Then show the flashcards for 'Look and learn'. Ask the students to repeat and spell the words after you.

e.g.,

*T: (show the card for boat) Boat. B-O-A-T. Boat.  
Ss: Boat. B-O-A-T. Boat.*

After teaching the words, say the following rhyme and ask the students to repeat.

*T: I like the boat.*

*I like the kite.*

*I like the boat and the kite.*

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Look and say' on page 34 of the *Student's Book*. Then ask them some questions.

e.g.,

*T: It is a fine day today. Kitty and Alice are in the park. What can you see in the picture?*

*S1: I can see a boat.*

*T: What colour is it?*

*S1: It's red.*

*T: Yes. It's a red boat.*

Then write the key patterns on the blackboard and ask the students to read the key patterns after you.

### Activity 2

Have the students practise the dialogue in 'Look and say' in pairs. Then invite several pairs to act it out in front of the class.

e.g.,

*S1: Look at the boat. What colour is it?*

*S2: It's red.*

*S1: Look at the kite.*

*S2: What colour is it?*

*S1: It's orange.*

*S2: Look at this flower. It's yellow.*

### Activity 3

Show the students some flashcards for *boat, kite*, etc. Have them respond quickly.

e.g.,

*T: (show the card for boat) Look at the boat. What colour is it?*

*Ss: It's red and orange. It is a red and orange boat.*

### Activity 4

Have the students do Part A 'Listen and match' and Part C 'Listen and colour' on pages 50 and 51 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students look at the picture of a park and ask and answer questions in pairs.

e.g.,

*S1: Look at the tree. What colour is it?*

*S2: It's green.*

*S1: Look at the kite. What colour is it?*

*S2: It's yellow.*

### Activity 2

Have the students make a dialogue in pairs according to the picture in Part C 'Listen and colour' on page 51 of the *Workbook*.

## Period 2

### Language focus:

- Using wh-questions to find out the colours of objects  
e.g., *What colour is it?*
- Using adjectives to identify colours  
e.g., *It's green.*

### Materials:

*Student's Book* 3A, p. 35

*Workbook* 3A, pp. 50 and 52 Parts B, E and F

Cassette 3A

Flashcards 3A (*boat, balloon, flower, kite*)

Wall picture 3A

Felt pens or some paints of different colours

Pictures of a zoo

### Pre-task preparations

#### Activity 1

Show some felt pens and ask the students some questions.

e.g.,

*T: (show the red felt pen) What colour is it?*

*S1: It's red.*

#### Activity 2

Show the picture of a zoo. Have the students look at it and describe the animals they see.

e.g.,

*S1: Look! This is a zoo.*

*There are many animals in it.*

*Look at the panda. It is black and white. It is fat. It is lovely.*

*Look at the tiger. It is orange and black. The elephant is big and grey.*

### While-task procedures

#### Activity 1

Prepare a pile of flashcards for colours and a pile of flashcards for various objects. Have the students pick one flashcard from each pile and make a sentence with the words given.

e.g.,

*S1: (hold the cards for kite and red) Look at the kite. It's red.*

*S2: (hold the cards for slide and pink) Look at the slide. It's pink.*

#### Activity 2

Have the students look at the picture for 'play a game' on page 35 of the *Student's Book*. Then demonstrate how to play the game.

e.g.,

*T: (show the red paint) What colour is it?*

*Ss: It's red.*

*T: (show the green paint) What colour is it?*

*Ss: It's green.*

*T: (mix the red paint and the green paint) Look, what colour is it?*

*Ss: It's brown.*

#### Activity 3

Have the students work in groups of four and play the game. Then ask them to colour and write on page 35 of the *Student's Book*.

#### Activity 4

Have the students do Part B 'Listen and tick' and Part E 'Look, read and tick' on pages 50 and 52 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Have the students play the game 'Find your friends'. Ask the students to hold the cards of different colours and find their 'friends' in pairs according to the pictures in 'Play a game' on page 35 of the *Student's Book*.

e.g.,

*S1: I'm red.*

*S2: I'm yellow.*

*S3: I'm orange.*

*S1 & S2: (to S3) You are our friend.*

#### Activity 2

Have the students do Part F 'Colour, write and say' on page 52 of the *Workbook*. Then have the students look at the pictures they have coloured and make a dialogue in pairs.

e.g.,

*S1: What colour is the boat?*

S2: It's ...

## Period 3

### Language focus:

- Using imperatives to give simple instructions  
e.g., *Look at the boat.*
- Using wh-questions to find out the colours of objects  
e.g., *What colour is it?*  
*It's yellow.*
- Using yes/no questions to find out specific information  
e.g., *Is this your ball?*  
*Yes, it is./No, it isn't.*

### Materials:

*Student's Book 3A*, p. 36

*Workbook 3A*, p. 53 Part G

Cassette 3A

### Pre-task preparations

#### Activity 1

Have the students say the rhyme on page 49 of *Student's Book 1A*. Then have them say the rhyme on page 2 of *Student's Book 2B*. Next, show the picture of a rainbow and ask the students some questions.

e.g.,

T: (*point to a colour*) *What colour is it?*

S1: *It's red.*

Finally, have the students write down the colours of the rainbow.

#### Activity 2

Have the students talk about the items of school supplies they have in pairs.

e.g.,

S1: (*show the pencil case to S2*) *Look at my pencil-case. It's yellow.*

S2: *It's nice. I have a new ruler.*

S1: *What colour is it?*

S2: (*show the ruler to S1*) *Look! It's pink.*

### While-task procedures

#### Activity 1

Have the students look at the pictures and listen to the recording for 'Read a story' on page 36 of the *Student's Book*. Ask them to read the story and then answer your questions.

e.g.,

*What colour is the kite?*

*What colour is the boy's ball?*

*What colour is the girl's ball?*

#### Activity 2

Have the students role-play the dialogue in 'Read a story' in groups of four and invite some groups to act it out.

e.g.,

S1: *Look at the kite. What colour is it? Can you see?*

S2: *It's yellow.*

S2: *Oh, here's a ball. (to S3) Is this your ball?*

S3: *No. My ball is blue.*

S2: (*to S4*) *What colour is your ball?*

S4: *It's red and white.*

S2: *Is this your ball?*

S4: *Yes, it is!*

S2: *Here you are.*

S4: *Thank you.*

#### Activity 3

Collect some students' items of school supplies and put them in a bag. Take out one from the bag and ask the students to answer your questions to find out the owners of these items.

e.g.,

T: *Oh, here's a rubber. Is this your rubber, (S1's name)?*

S1: *No, it isn't. My rubber is yellow.*

T: *Is this your rubber, (S2's name)?*

S2: *Yes, it is.*

#### Activity 4

Have the students do Part G 'Look, complete and read' on page 53 of the *Workbook*. Check the answers with the students. Then ask them to colour the boat and the kite in the picture.

## Post-task activities

### Activity 1

Have the students read the story in 'Read a story' again. Then ask them to complete the following sentences.

e.g.,

*Alice and Kitty are in the \_\_\_\_\_.*

*They can see a \_\_\_\_\_.*

*It is \_\_\_\_\_.* (colour)

*They see a \_\_\_\_\_.*

*It is \_\_\_\_\_ and \_\_\_\_\_.* (colour)

### Activity 2

Show some photos of a park and have the students describe the park.

e.g.,

*T: Look! This is a park.*

*S1: This park is nice/big/beautiful ...*

*T: Yes.*

each student a copy. Ask them to colour the picture and then ask and answer questions in pairs.

e.g.,

*S1: What can you see?*

*S2: I can see a swing.*

*S1: What colour is it?*

*S2: It's blue.*

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 37 of the *Student's Book*. Ask them to read the rhyming words after you.

e.g.,

*T: High, sky, why, white.*

Then ask them to repeat the rhyme after the recording.

### Activity 2

Show the flashcards for 'Learn the sound' on page 37 of the *Student's Book*. Ask the students to read after you until they can pronounce the sound correctly.

e.g.,

*T: u — pupil. u — tube.*

*Ss: u — pupil. u — tube.*

### Activity 3

Have the students listen to the recording for 'Learn the sound'. Then ask them to repeat the words and rhyme after the recording.

### Activity 4

To help the students learn the sound, have them say a new rhyme as follows.

e.g.,

*S1: I have a tube. My tube is cute.*

*S2: I play a tune with my tube.*

## Post-task activities

### Activity 1

Have the students talk about the picture for 'Listen and enjoy' on page 37 of the *Student's Book* using the key patterns.

e.g.,

## Pre-task preparations

### Activity 1

Have the students look at the picture for 'Listen and enjoy' on page 37 of the *Student's Book*. Ask them some questions to review the key patterns.

e.g.,

*T: What can you see?*

*S1: I can see the sun. It's red.*

*S2: I can see a swing. It's yellow.*

### Activity 2

Copy the picture for 'Listen and enjoy' and give

S1: Look at ... What colour is ...?

S2: It's ...

### Activity 2

Have the students do Part A of Task 'About colours' on page 54 of the *Workbook*. Ask them to colour the picture and make a dialogue in pairs. Then ask them to complete Part B by writing a few sentences about the picture in Part A.

### Notes:

- 1 You can introduce more colours to the students.  
e.g., *silver, golden, violet*
- 2 You can tell the students more recreation facilities in the park.  
e.g., *merry-go-round, roller coaster*

## Module 4 The natural world

### Unit 1 Insects

#### Tasks in this unit:

- Use nouns to identify different insects in the natural world  
e.g., *ladybird, bee, butterfly, ant*
- Ask wh-questions to find out specific information about something
- Use adjectives to describe things

#### Language focus:

- Using the key words in context  
e.g., *ladybird, bee, butterfly, ant*
- Using wh-questions to find out specific information  
e.g., *What's this? What is it?*
- Using modelled sentences to identify something  
e.g., *It's a ladybird.*
- Using adjectives to identify the colours of objects  
e.g., *It's red and black.*
- Identifying the pronunciation of the letter 'u' in words such as *duck* and *sun*  
e.g., *duck, sun, run, up*

#### Language skills:

##### Listening

- Identifying the key words in context by listening to the pronunciation  
e.g., *ladybird, bee, butterfly, ant*
- Understanding wh-questions to find out specific information  
e.g., *What's this? What is it?*
- Understanding modelled sentences to identify something  
e.g., *It's a ladybird.*
- Understanding adjectives to identify the colours of objects  
e.g., *It's red and black.*
- Identifying the pronunciation of the letter 'u' in words such as *duck* and *sun*  
e.g., *duck, sun, run, up*

##### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *ladybird, bee, butterfly, ant*
- Using wh-questions to find out specific information  
e.g., *What's this? What is it?*
- Using modelled sentences to identify something  
e.g., *It's a ladybird.*
- Using adjectives to identify the colours of objects  
e.g., *It's red and black.*
- Pronouncing correctly the letter 'u' in words such as *duck* and *sun*  
e.g., *duck, sun, run, up*

## Reading

- Understanding the descriptions of different insects
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *ladybird, bee, butterfly, ant*
- Writing the key sentences correctly  
e.g., *What is it? It's a ladybird. What's this?*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What is it? It's a/an ... (name) It's ... (colour)	ladybird bee butterfly ant		SB: p. 38 WB: pp. 59 and 60 Parts A and B
2	What's this? It's a/an ... (name) It's ... (size) It's ... (colour)			SB: p. 39 WB: pp. 60 and 61 Parts C, D and E
3	What is it? It's a ...			SB: p. 40 WB: p. 62 Part F
4			u (duck, sun)	SB: p. 41 WB: p. 63 Task

## Period 1

### Language focus:

- Using the key words in context  
e.g., *ladybird, bee, butterfly, ant*
- Using wh-questions to find out specific information  
e.g., *What is it?*
- Using modelled sentences to identify something  
e.g., *It's a ladybird.*
- Using adjectives to identify the colours of objects  
e.g., *It's red and black.*

### Materials:

*Student's Book 3A, p. 38*  
*Workbook 3A, pp. 59 and 60 Parts A and B*  
*Cassette 3A*  
*Flashcards 3A (*ladybird, bee, butterfly, ant*)*  
*Wall picture 3A*

### Pre-task preparations

#### Activity I

Have the students say the rhyme on page 2 of *Student's Book 1B*.  
e.g.,  
*One, two, three, I am a bee.*  
*Four, five, I am a bird.*

*Six, seven, eight, I am a rabbit.*

*Nine, ten, I am a frog.*

## Activity 2

Show the picture for 'Look and say' on page 38 of the *Student's Book* and talk about it with the students.

e.g.,

*T: What can you see in the picture?*

*S1: I can see a bee. It can fly.*

*S2: I can see trees. They are green.*

*S3: I can see ...*

## While-task procedures

### Activity 1

Show the flashcards to introduce the key words.

Have the students repeat after you.

e.g.,

*T: (show the card for ladybird) Ladybird. Ladybird.*

*Ss: Ladybird. Ladybird.*

Then encourage them to say a new rhyme using these key words.

e.g.,

*T: One, two, three, I am a bee.*

*Four, five, I am a ladybird.*

*Six, seven, eight, I am an ant.*

*Nine, ten, I am a butterfly.*

Then ask the students to make a sentence about each word using *It's ...*

e.g.,

*T: (show the card for butterfly)*

*Ss: It's a butterfly.*

*T: What colour is it?*

*Ss: It's yellow and purple.*

### Activity 2

Have the students listen to the recording for 'Look and say' on page 38 of the *Student's Book* and repeat after it. Then ask them to practise the dialogue in pairs.

e.g.,

*S1: What is it?*

*S2: It's a ladybird.*

*S1: Look, it's red and black.*

*S2: Yes. It's nice, and it can fly too.*

## Activity 3

Show the flashcards to the students and ask them to choose one and then answer your questions.

e.g.,

*T: What is it?*

*S1: (choose the card for bee) It's a bee.*

*T: What is it?*

*S2 : (choose the card for butterfly) It's a butterfly.*

## Activity 4

Have the students do Part A 'Listen and match' and Part B 'Listen and number' on pages 59 and 60 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students look at the picture in 'Look and say'. Ask them to make a dialogue in pairs according to the picture.

e.g.,

*S1: What is it?*

*S2: It's a butterfly. It's purple.*

*S1: Yes. It's beautiful. It can fly.*

### Activity 2

Play the game 'Dab and blob'. Ask the students to say which insect they think your picture represents.

- In groups, students dab blobs of paint of different colours on several cards using a sponge.
- While the paint is still wet, they fold the cards in two so that the wet blobs of the paint spread and form symmetrical insect-like shapes.
- Hold and show some cards as you go round the class. Ask: 'What is it?' The students may say whatever they think the blobs represent, such as a butterfly, a bee, etc.
- Then encourage them to draw eyes, feelers and legs so that the blots better represent pictures of insects.

Then ask the students to write captions for their pictures and introduce the insects.

e.g.,

*It's a butterfly.*

*It's pink and purple.*

*It can dance.*

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What's this? What is it?*
- Using modelled sentences to identify something  
e.g., *It's a ladybird.*
- Using adjectives to identify the colours of objects  
e.g., *It's red and black.*

### Materials:

*Student's Book 3A, p. 39*

*Workbook 3A, pp. 60 and 61 Parts C, D and E*

*Cassette 3A*

*Flashcards 3A (ladybird, bee, butterfly, ant)*

*Pictures of animals and insects*

### Pre-task preparations

#### Activity 1

Show the flashcards and have the students respond quickly.

e.g.,

*T: (show the card for bee) What is it?*

*Ss: It's a bee.*

#### Activity 2

Show some pictures of insects and animals such as ladybirds, butterflies, cows, hens and chicks. Ask the students to read and classify them into two groups (insects and farm animals). You may tell them the features of insects to help them understand the classification.

e.g.,

*T: An insect has a head, a body and six legs. (show the picture of a ladybird) This is a ladybird. It's an insect.*

*(show the picture of a bee) Is this an insect?*

*Ss: Yes.*

### While-task procedures

#### Activity 1

Have the students look at the pictures in 'Say and act' on page 39 of the *Student's Book*. Ask the students to say what insects they can see.  
e.g.,

*T: Today is Insect Day. What can you see in the pictures?*

*S1: I can see a ladybird.*

*S2: I can see an ant.*

#### Activity 2

Have the students listen to the recording for 'Say and act'. Then ask them some questions to make sure they understand the dialogue.

e.g.,

*T: (point to the ladybird in Picture 1) What is it?*

*Ss: It's a ladybird. It's small.*

*T: (point to the butterfly in Picture 2) Is this an insect?*

*Ss: Yes, it is.*

*T: What is it?*

*Ss: It's a butterfly.*

*T: (point to the ant in Picture 3) What's this?*

*Ss: It's an ant. It's an insect.*

#### Activity 3

Have the students colour the four insects in Part C 'Look, ask and answer' on page 60 of the *Workbook*. Then have them ask and answer questions in pairs according to the pictures.

e.g.,

*S1: (point to the ladybird) Look at the insect. What is it?*

*S2: It's a ladybird.*

*S1: What colour is it?*

*S2: It's red and black. It can fly.*

#### Activity 4

Have the students do Part D 'Read and circle' and Part E 'Read, guess and write' on page 61 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students draw their favourite insects and write some descriptions. Then ask them to talk about their pictures in pairs.

e.g.,

*S1: Look! It's an insect.*

*S2: What is it?*

*S1: It's an ant. It's small. It's black.*

### Activity 2

Have the students take out the toys or pictures of insects and make a dialogue in pairs.

e.g.,

*S1: What's this?*

*S2: It's a bee. It's an insect.*

*S1: It's yellow.*

*S2: Yes. It's small.*

Then have a few pairs act out their dialogue in front of the class. Ask the other students to listen carefully and then complete the following sentences according to these dialogues.

e.g.,

*It is a \_\_\_\_\_. (name)*

*It is \_\_\_\_\_. (size)*

*It is \_\_\_\_\_. (colour)*

*It can \_\_\_\_\_. (ability)*

## Period 3

### Language focus:

- Using modelled sentences to identify an object

e.g., *It's a/an ...*

- Using wh-questions to find out the the colours of objects

e.g., *What colour is it?*

*It's white.*

### Materials:

*Student's Book 3A, p. 40*

*Workbook 3A, p. 62 Part F*

*Cassette 3A*

*Flashcards 3A (ladybird, bee, butterfly, ant)*

*Flashcards 1A-2B (duck, monkey, bear, pig, ...)*

## Pre-task preparations

### Activity 1

Have the students sing the song on page 45 of *Student's Book 1A*. Then ask them to talk about the animals on the page.

e.g.,

*S1: Look! It is a tiger. It is yellow and brown. It can run.*

*S2: ...*

### Activity 2

Show the flashcards of different animals. Have the students choose one and talk about it.

e.g.,

*S1: Look! This is a bear. It's grey. It's big.*

*S2: This is a monkey. It's brown. It can swing.*

## While-task procedures

### Activity 1

Play a guessing game. Mix the flashcards of insects and farm animals. Invite a student to come to the front and choose a flashcard. Then the other students ask him/her questions and guess what is on the card.

e.g.,

*S1: (pick the card for butterfly)*

*Ss: Is it an insect?*

*S1: Yes, it's an insect.*

*Ss: What colour is it?*

*S1: It's black and blue.*

*Ss: Is it big or small?*

*S1: It's small.*

*Ss: Can it fly?*

*S1: Yes, it can fly.*

*Ss: Is it a butterfly?*

*S1: Yes, it is.*

### Activity 2

Show the pieces of an animal puzzle on the blackboard. Have the students guess what animal it is.

e.g.,

*T: Look carefully. Guess, what is it?*

*Ss: Is it a monkey?*

*T: Yes, it is./No, it isn't.*

### Activity 3

Have the students look at the picture for 'Ask and answer' on page 40 of the *Student's Book*. Then show the pictures of the parts of an animal/insect such as the head, the body or the legs and have the students guess what the animal/insect is.

e.g.,

*T: What is it?*

*S1: It's a duck.*

*T: What colour is it?*

*S2: It's white.*

### Activity 4

Have the students do Part F 'Read, choose and write' on page 62 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Have the students look at the complete pictures of animals and insects in 'Ask and answer' and talk about them as follows.

e.g.,

*S: It's a duck. It's yellow. It's small and lovely. It can swim in the water.*

#### Activity 2

Have the students play a game. Ask each student to hold the picture of one half of an animal/insect. Then ask them to go round the class and try to find the other half of the animal/insect by asking and answering questions as follows.

e.g.,

*S1: What is it in your picture?*

*S2: It's an insect/animal.*

*S1: What colour is it?*

*S2: It's ...*

*S1: Is it big/small?*

*S2: ...*

*S1: Can it ...?*

*S2: ...*

*S1: Is it a/an ...?*

*S2: ...*

### Period 4

#### Language focus:

- Using the key words and sentences to talk and write about different insects
- Identifying and practising the pronunciation of the letter 'u' in words such as *duck* and *sun*

e.g., *duck, sun, run, up*

#### Materials:

*Student's Book 3A, p. 41*

*Workbook 3A, p. 63 Task*

*Cassette 3A*

#### Pre-task preparations

##### Activity 1

Have the students say the rhyme on page 41 of *Student's Book 1A*. Then ask them to work in pairs and create a similar rhyme by using the words of insects.

e.g.,

*What's this? What's this?*

*It's a bee.*

*What's that? What's that?*

*It's a butterfly.*

*The bee and the butterfly.*

*The butterfly and the bee.*

*Fly, fly, fly.*

*Up and down.*

##### Activity 2

Describe an insect and have the students guess what it is.

e.g.,

*T: It's an insect. It's beautiful. It's green and yellow.*

*It can fly. What is it?*

*S1: It's a butterfly.*

*T: Yes.*

#### While-task procedures

##### Activity 1

Have the students listen to the recording for 'Play a game' on page 41 of the *Student's Book*. Then play the multimedia for 'Play a game' to demonstrate how to make a paper butterfly.

## Activity 2

Divide the class into groups of four. Distribute a sheet of drawing paper to each student. Ask them to follow the instructions and make paper butterflies. Then have them talk about their butterflies.

e.g.,

*S1: Look at the insect. It's a butterfly. It's beautiful.  
It's blue and yellow. It can fly.*

*S2: Look at my butterfly. It's purple and brown. It  
can fly too.*

## Activity 3

Show the flashcards for 'Learn the sound' on page 41 of the *Student's Book*. Ask the students to read the words after you until they can correctly pronounce the sound.

e.g.,

*T: u — duck. u — sun.*

*Ss: u — duck. u — sun.*

## Activity 4

Ask the students to think of more words with the letter 'u', such as *bus, rubber* and *run*. Then play the recording for 'Learn the sound' and ask the students to read the rhyme after it.

Then write a few sentences using the words with the letter 'u', such as *umbrella, under, us* and *supper* on the blackboard and ask the students to repeat after you.

e.g.,

*The umbrella is under the desk.*

*I have a rubber duck.*

*Let us have supper.*

## Post-task activities

### Activity 1

Show a picture of an insect museum. Encourage some more able students to act as the guide.

e.g.,

*S1: Look at the ...*

*It's a/an ...*

*It's ...*

*...*

### Activity 2

Have the students look at the picture of Part A of Task 'About insects' on page 63 of the *Workbook* and answer the questions. Then have the students do Part B. Encourage the students to write a few sentences about the insects they have drawn.

### Notes:

You can tell the students more information about insects.

e.g.,

- *An insect has a head, a body and six legs.*

- *Most insects can walk, and some insects can fly or hop.*

# Module 4 The natural world

## Unit 2 On the farm

### Tasks in this unit:

- Use nouns to identify common farm animals
- Use wh-questions to find out specific information about things
- Use wh-questions to find out quantity
- Use the pronoun *they* to refer to things
- Use imperatives to give simple instructions
- Use numerals to identify quantity

### Language focus:

- Using the key words in context  
e.g., *chick, hen, duck, pig, dog, cat*
- Using wh-questions to find out specific information about things  
e.g., *What are they?*
- Using the pronoun *they* to refer to things  
e.g., *They're pigs.*
- Using wh-questions to find out quantity  
e.g., *How many pigs?*
- Using numerals to identify quantity  
e.g., *Six pigs.*
- Identifying the pronunciation of the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *face, pupil, fat, sister, hot, me, five, ...*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *chick, hen, duck, pig, dog, cat*
- Understanding wh-questions to find out specific information about things  
e.g., *What are they?*
- Understanding the pronoun *they* to refer to things  
e.g., *They're pigs.*
- Understanding wh-questions to find out quantity  
e.g., *How many pigs?*
- Understanding numerals to identify quantities  
e.g., *Six pigs.*
- Identifying the pronunciation of the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *face, pupil, fat, sister, hot, me, five, ...*

#### Speaking

- Pronouncing the key words and sentences correctly in context  
e.g., *chick, hen, duck, pig, dog, cat*  
*What are they?*

- Using wh-questions to find out specific information about things  
e.g., *What are they?*
- Using the pronoun *they* to refer to things  
e.g., *They're pigs.*
- Using wh-questions to find out quantity  
e.g., *How many pigs?*
- Using numerals to identify quantities  
e.g., *Six pigs.*
- Pronouncing correctly the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *face, pupil, fat, sister, hot, me, five, ...*

### **Reading**

- Understanding descriptions of a series of actions
- Reading the text aloud with the appropriate pronunciation and intonation

### **Writing**

- Writing the key words correctly  
e.g., *chick, hen, duck, pig, dog, cat*
- Writing the key sentences correctly  
e.g., *What are they? They're pigs. How many pigs?*

### **Scheme of work:**

<b>Period</b>	<b>Core contents</b>			<b>Materials</b>
	<b>Grammar and expressions</b>	<b>Vocabulary</b>	<b>Sounds</b>	
1	What are they? They're ... How many ...?	chick hen duck pig dog cat		SB: p. 42 WB: p. 64 Parts A and B
2	What are they? They're ... Count ... (imperative) How many ...?			SB: p. 43 WB: p. 65 Parts C and D
3	Put on ... (imperative)			SB: p. 44 WB: p. 66 Parts E and F
4	What are they? They are ...		a, e, i, o, u (face, fat, five, sister, red, me, run, pupil, hot, nose)	SB: p. 45 WB: p. 68 Task

## Period I

### Language focus:

- Using nouns to identify common farm animals  
e.g., *chick, hen, duck, pig, dog, cat*
- Using wh-questions to find out specific information about things  
e.g., *What are they?*
- Using the pronoun *they* to refer to things  
e.g., *They are pigs.*
- Using wh-questions to find out quantity  
e.g., *How many pigs?*
- Using numerals to show quantity  
e.g., *Six pigs.*

### Materials:

*Student's Book 3A, p. 42*

*Workbook 3A, p. 64 Parts A and B*

*Cassette 3A*

*Flashcards 3A (chick, hen, duck, pig, dog, cat)*

*Wall picture 3A*

*A picture of a farm*

### Pre-task preparations

#### Activity 1

Put up a picture of a farm on the blackboard and have the students say the rhyme on page 41 of *Student's Book 1A* to elicit the new words.

e.g.,

*What's this? What's this?*

*It's a chick.*

*What's that? What's that?*

*It's a duck.*

*The chick and the duck.*

*The duck and the chick.*

*Peep, peep, peep.*

*Quack, quack, quack.*

#### Activity 2

Have the students play a guessing game.

Prepare some pictures of different animals. Play the recording for the sounds of some farm animals.

e.g.,

*T: (play the recording 'Moo—Moo—') What is it?*

*S1: It's a cow.*

Then ask the students to pick out the picture of the cow. Read and spell the word and ask the students to repeat after you.

### While-task procedures

#### Activity 1

Show the flashcards for 'Look and learn' on page 42 of the *Student's Book*. Ask the students to read and spell the words after you.

#### Activity 2

Show the picture for 'Look and say' on page 42 of the *Student's Book* and have the students answer your questions.

e.g.,

*T: (point to a duck) What is it?*

*S1: It's a duck.*

*T: (point to a hen) What's this?*

*S2: It's a hen.*

*T: (point to chicks) They are chicks. How many chicks?*

*S3: Seven chicks.*

#### Activity 3

Have the students listen to the recording for 'Look and say' and repeat after the recording. Then practise the dialogue with them.

e.g.,

*T: Look! What are they?*

*Ss: They're pigs.*

*T: How many pigs?*

*Ss: Six pigs.*

#### Activity 4

Have the students do Part A 'Listen and number' and Part B 'Listen and write' on page 64 of the *Workbook*. Then check the answers with them. Encourage them to make a dialogue in pairs according to the pictures in Part A.

e.g.,

*S1: What are they?*

*S2: They are ducks.*

*S1: How many ducks?*

*S2: Nine ducks.*

## Post-task activities

### Activity 1

Stick the pictures of some farm animals on the blackboard. Point to the pictures and ask the students some questions.

e.g.,

*T: (point to the picture of a chick) What is it?*

*Ss: It's a chick.*

*T: (point to the picture of three chicks) What are they?*

*S1: They are chicks.*

*T: How many chicks?*

*S1: Three chicks.*

Then ask the students to make a dialogue in pairs.

### Activity 2

Give each student some cards. Have the students draw a number of animals of the same kind (such as four chicks) on each card and write the name of the animals below the picture.

Divide the students into groups of four or six. Have the students collect and mix the cards they have. Then have the students pile up the cards and place them face down on the desk. Have the students take turns to take a card from the top of the pile and make a dialogue with the student sitting on their right side as follows.

e.g.,

*S1: Look. What are they?*

*S2: They're chicks.*

*S1: How many chicks?*

*S2: Four chicks.*

*S1: What colour are they?*

*S2: They are yellow.*

*S1: Do you like chicks?*

*S2: Yes, I do.*

If a student can answer all the questions correctly, then he/she can take the card. If he/she fails to answer a question, the questioner should keep the card. The game finishes when all the cards are used up. The winner in the group is the one who gets the most cards.

## Period 2

### Language focus:

- Using wh-questions to find out specific information about things  
e.g., *What are they?*
- Using wh-questions to find out quantity  
e.g., *How many hens?*

### Materials:

*Student's Book 3A, p. 43*

*Workbook 3A, p. 65 Parts C and D*

*Cassette 3A*

*Flashcards 3A (chick, hen, duck, pig, dog, cat)*

*Some toy animals*

## Pre-task preparations

### Activity 1

Have the students sing the song 'Ten little paper rabbits' on page 29 of *Student's Book 1A*. Encourage them to use other animal words to substitute for *rabbit*.

### Activity 2

Have the students look at the picture for 'Ask and answer' on page 43 of the *Student's Book*. Ask them to answer your questions.

e.g.,

*T: This is a farm. There are many animals on the farm. (point to a dog) What is it?*

*Ss: It's a dog.*

*T: (point to the dogs) What are they?*

*Ss: They are dogs.*

## While-task procedures

### Activity 1

Write the key patterns on the blackboard. Show the pictures of animals and ask the students some questions.

e.g.,

*T: (point to a hen) What's this?*

*Ss: It's a hen.*

*T: (point to some chicks) What are they?*

*Ss: They are chicks.*

Then have the students practise the key pattern in pairs.

## Activity 2

Have the students listen to the recording for 'Ask and answer' on page 43 of the *Student's Book* and repeat after the recording. Then show them how to count the animals.

e.g.,

*T: Count the hens. One, two, three, four, five. Five hens.*

Then have the students do 'Ask and answer' in pairs. Ask them to count and say the numbers.

e.g.,

*S1: What are they?*

*S2: They are cats.*

*S1: Count the cats. How many cats?*

*S2: One, two, three, four, five, six. Six cats.*

## Activity 3

Stick some pictures or cards of animals on the blackboard. Give the students some cards with sentences such as *Six dogs.* and *Five cats.* on them. Ask them to come up and match the cards with the pictures.

e.g.,

*T: (point to the picture of cats) What are they?*

*Ss: They're cats.*

*T: How many cats?*

*S1: (pick out the card for Five cats) Five cats.*

## Activity 4

Have the students do Part C 'Listen and choose' on page 65 of the *Workbook*. Check the answers with them. Then have them do Part D 'Look, count, ask and answer' on page 65 of the *Workbook* in pairs.

## Post-task activities

### Activity 1

Have the students bring some toy animals to the class. Ask them to put the same kinds of animals together and then make a dialogue in pairs.

e.g.,

*S1: What are they?*

*S2: They are bears.*

*S1: Count the bears. How many bears?*

*S2: One, two, three. Three bears.*

## Activity 2

Show the picture of a farm to the students and have them role-play a dialogue in groups of four. One will be the farmer and the others will be the visitors.

e.g.,

*S1: Good morning. I'm Uncle Li. Welcome to my farm.*

*Ss: Hi! Uncle Li.*

*S1: I have many animals on my farm.*

*S3: (point to the pigs) What are they?*

*S1: They are pigs.*

*S3: How many pigs?*

*S1: Seven pigs.*

*S4: (point to the cats) What are they?*

*S1: They are cats. I have four white cats and two brown cats.*

...

## Period 3

### Language focus:

Identifying descriptions of a series of actions

### Materials:

*Student's Book 3A, p. 44*

*Workbook 3A, p. 66 Parts E and F*

Cassette 3A

Some toys

### Pre-task preparations

#### Activity 1

Have the students sing the song 'In the zoo' on page 45 of *Student's Book 1A*. Then ask them to write down the names of the animals in the song.

#### Activity 2

Show some toys such as balls or dolls to the students and ask some questions about them.

e.g.,

*T: What are they?*

*Ss: They are dolls.*

*T: How many dolls?*

*Ss: Two dolls.*

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Say and act' on page 44 of the *Student's Book*. Then ask them some questions about the story.

e.g.,

T: Who is the girl?

Ss: Kitty.

T: How many chicks?

Ss: ...

### Activity 2

Play the recording for 'Say and act' again and have the students repeat after it. Then ask them to stand up and say it with some actions.

e.g.,

S1: One, two. Put on my shoe. (do the action)

Three, four. Open the door. (do the action)

...

### Activity 3

Copy the pictures in 'Say and act', cut them out and mix them up. Invite five students to pick one picture each. Have the students show the corresponding pictures while you tell the story slowly.

e.g.,

T: This is Kitty's dream. Look! She is on a big farm. There are many animals on the farm. Kitty has some chicks. Every morning she puts on her shoes and then she opens the door. She counts the chicks. One, two, three, four, five, six. There are six chicks. Kitty opens the gate. Now the chicks can play on the farm.

### Activity 4

Have the students do Part E 'Look and write' and Part F 'Read and circle' on page 66 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students work in pairs and create a similar rhyme following the example in 'Say and act'.

e.g.,

S1: One, two. Put on my coat.

Three, four. Open the door.

...

### Activity 2

Encourage the students to say something about his or her dream using the key patterns you write on the blackboard.

e.g.,

S1: (pretend that he/she is sleeping) I have a farm.

There are many animals on it. I like chicks.

Every morning I put on my shoes and open the door. I count the chicks. There are six chicks. At eight I open the gate, so the chicks can play on the farm (pretend to wake up). Oh, that's the end.

## Period 4

### Language focus:

- Using the key words and patterns to talk about the animals on a farm
- Identifying and practising the letters 'a', 'e', 'i', 'o' and 'u' in words

e.g., face, pupil, fat, sister, hot, me, five

### Materials:

*Student's Book 3A*, p. 45

*Workbook 3A*, p. 68 Task

Cassette 3A

Flashcards 3A (chick, hen, duck, pig, dog, cat, cow, sheep)

### Pre-task preparations

### Activity 1

Show the picture for 'Say and act' on page 44 of the *Student's Book*, and have the students act out the rhyme.

### Activity 2

Put up a picture of a farm on the blackboard and introduce the animals on the farm to the students. Then ask the students to talk about the picture.

e.g.,

T: Look. This is a farm. We can see many animals there. What's this? It's a cow. It goes 'moo ... moo ...' This is a pig. It goes 'oink ... oink ...'

S1: This is a duck. It goes 'quack ... quack'.

## While-task procedures

### Activity 1

Ask the students to imitate the sounds of different animals and make a dialogue in small groups.

e.g.,

S1 & S2: Woof ... Woof ... What can you hear?

S3: I can hear dogs.

### Activity 2

Have the students listen to the recording for 'Play a game' on page 45 of the *Student's Book*. Then divide the students into two groups and play the game with them.

e.g.,

T: (play the recording) Quack ... Quack ...

Girls: What are they?

Boys: They are ducks.

Then ask the students to play the game in pairs.

### Activity 3

Show the cards for 'Learn the sounds' on page 45 of the *Student's Book*. Ask the students to repeat after you.

e.g.,

T: a — face; a — fat; i — five; i — sister.

Ss: a — face; a — fat; i — five; i — sister.

### Activity 4

Show more cards for words with the letters 'a', 'e', 'i', 'o' and 'u'. Have the students group the words by the sound. Then ask them to pronounce each pair of words correctly. You

may encourage them to make phrases or sentences using the words.

e.g.,

S1: Fat, cat. (It's) a fat cat.

S2: Five, kite. (I have) five kites.

Then make some simple sentences using at least two words with the same vowel sound. Ask the students to repeat after you.

e.g.,

*My big sister can swim.*

*Her name is Jane. Her face is round.*

*I see ten red pens on the desk.*

*I can smell the rose with my nose.*

## Post-task activities

### Activity 1

Have the students role-play a story. They may act as the farmer, visitors and animals.

e.g.,

S1: Welcome to my farm, boys and girls.

Ss: Good morning, Uncle Li. What are they?

S1: They are dogs.

S2 & S3: Quack ... Quack ...

Ss: What are they?

S1: They are ducks.

Ss: How many ducks?

S1: Let's count.

Ss & S1: One, two. Two ducks.

### Activity 2

Have the students do Task 'About animals' on page 68 of the *Workbook*. First ask them to write down the names of the farm animals. Then ask them to talk about these animals in pairs. After that, have them draw some animals in the box in Part B and then write a few sentences. Finally, ask a few students to show their pictures and read the sentences to the class.

## Module 4 The natural world

### Unit 3 Plants

#### Tasks in this unit:

- Use nouns to identify the different parts of plants
- Use modelled sentences to identify possession
- Use modelled sentences to describe things

#### Language focus:

- Using nouns to identify the different parts of plants  
e.g., *leaves, branch, trunk, roots*
- Using modelled sentences to identify possession  
e.g., *It has leaves.*
- Using modelled sentences to describe things or feelings  
e.g., *It is small. They are thin and short. We are happy.*
- Identifying the pronunciation of the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *pupil, run, table, cat, table, go, box, thin, like*

#### Language skills:

##### Listening

- Understanding nouns to identify the different parts of plants  
e.g., *leaves, branch, trunk, roots*
- Understanding modelled sentences to identify possession  
e.g., *It has leaves.*
- Understanding modelled sentences to describe things or feelings  
e.g., *It is small. They are thin and short. We are happy.*
- Identifying the pronunciation of the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *pupil, run, table, cat, table, go, box, thin, like*

##### Speaking

- Pronouncing the key words and sentences correctly in context  
e.g., *leaves, branch, trunk, roots*  
*It has a flower.*
- Using modelled sentences to identify possession  
e.g., *It has leaves.*
- Using modelled sentences to describe things or feelings  
e.g., *It is small. They are thin and short. We are happy.*
- Pronouncing correctly the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *pupil, run, table, cat, go, box, thin, like*

##### Reading

- Understanding a short narrative about plants and a short story about sunflowers
- Reading the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *leaves, branch, trunk, roots*
- Writing the key sentences correctly  
e.g., *It has a flower. It's pink.*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	It has ...	leaf (leaves) branch trunk root plant green pink beautiful		SB: p. 46 WB: p. 69 Parts A and B
2	It has ... It is ... They are ...			SB: p. 47 WB: p. 70 Parts C and D
3	We are ... We have ...			SB: p. 48 WB: pp. 71 and 72 Parts E and G
4			a, e, i, o, u (pupil, run, table, ...)	SB: p. 49 WB: p. 73 Task

## Period I

### Language focus:

- Using nouns to identify the different parts of plants  
e.g., *leaves, branch, trunk, roots*
- Using modelled sentences to identify possession  
e.g., *It has leaves.*
- Using modelled sentences to describe things  
e.g., *They are thin and short.*

### Materials:

*Student's Book 3A, p. 46*

*Workbook 3A, p. 69 Parts A and B*

Cassette 3A

Flashcards 3A (*leaves, branch, trunk, roots*)

Wall picture 3A

A picture of a park

A picture of a tree

### Pre-task preparations

#### Activity I

Show a picture of a park and have the students talk about it.

e.g.,

*T: What can you see in the park?*

*S1: I can see flowers.*

*T: What colour are they?*

*S2: They are red and yellow.*

## Activity 2

Use the flashcards to introduce the new words *leaves*, *branch*, *trunk* and *roots*.

e.g.,

T: (*show the card for leaves*) Leaves. L-E-A-V-E-S.

Leaves.

Ss: Leaves. L-E-A-V-E-S. Leaves.

## While-task procedures

### Activity 1

Put up a picture of a tree. Point to the different parts of the tree and ask questions.

e.g.,

T: (*point to the trunk*) What's this?

Ss: It's a trunk.

### Activity 2

Have the students look at the picture for 'Look and say' on page 46 of the *Student's Book* carefully and answer your questions.

e.g.,

T: (*point to the leaves*) What are they?

S1: They're leaves.

T: What colour are they?

S1: They are green.

T: Are the leaves big?

S1: No. They are small.

T: (*point to the flower*) What is it?

S1: It's a flower. It's pink. It's beautiful.

### Activity 3

Have the students listen to the recording for 'Look and say' on page 46 of the *Student's Book* and repeat after it. Then ask some students to come to the front and talk about the plant on the picture.

### Activity 4

Have the students do Part A 'Look, listen and write' and Part B 'Listen and number' on page 69 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students draw a plant and introduce it to each other in pairs or small groups. Then

invite some students to talk about their plants in front of the class.

e.g.,

S1: Look! This is a plant.

It is beautiful.

It has roots.

They are thin and long.

It has leaves.

They are big.

### Activity 2

Ask the students to colour the plants they have drawn and then write some descriptions about it.

e.g.,

This is a tree.

It has roots.

They are short.

It has leaves.

They are green.

It has flowers.

They are white.

They are beautiful.

## Period 2

### Language focus:

- Using modelled sentences to identify possession  
e.g., *It has leaves*.
- Using modelled sentences to describe things  
e.g., *They are green and small*.

### Materials:

*Student's Book 3A*, p. 47

*Workbook 3A*, p. 70 Parts C and D

Cassette 3A

Flashcards 3A (*leaves, branch, trunk, roots*)

### Pre-task preparations

### Activity 1

Copy the flashcards of the key words and deliver a copy to each pair of students. Have them take turns to ask and answer questions.

e.g.,

S1: What's this/that?

S2: It's a leaf.

S1: What are they?

S2: They are roots.

S1: What colour are the flowers?

S2: They are purple.

## Activity 2

Have the students play the game 'Apple tree' with you to review the words in 'Look and learn'.

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Ask and answer' on page 47 of the *Student's Book* and repeat after it. Then ask them to talk about the pictures in 'Ask and answer' following the example.

### Activity 2

Have the students bring the pictures of the plants they drew in Period 1 to the class. Ask them to make a dialogue in pairs according to each other's picture.

e.g.,

S1: Look at the plant. It has a flower.

S2: Yes. It's pink.

### Activity 3

Prepare some pictures of plants and then describe them one by one. Ask the students to listen carefully and pick the correct pictures.

### Activity 4

Have the students do Part C 'Look, listen and draw' on page 70 of the *Workbook*. Check the answers with them. Then have them do Part D 'Look and say' on the same page by making a dialogue in pairs.

## Post-task activities

### Activity 1

Show some toy animals and introduce them to the students using the key patterns *It has ...* and *They are ...* Then ask the students to talk about the toys.

e.g.,

T: Look at this bear. It has two eyes. They are

black and big. It has two ears. They are small.

## Activity 2

Have the students draw a plant in the box in 'Draw and write' on page 47 of the *Student's Book* and then write a few sentences about it. Remind them to use different colours for different parts. Invite some students to talk about their plants in front of the class.

e.g.,

S1: Look at the plant.

It's a rose.

It has leaves. They are big and green.

## Period 3

### Language focus:

- Understanding the main idea of a story
- Using modelled sentences to describe feelings

e.g., We are happy.

### Materials:

*Student's Book* 3A: p. 48

*Workbook* 3A: pp. 71 and 72 Parts E and G

Cassette 3A

Wall picture 3A

## Pre-task preparations

### Activity 1

Show the flashcards for different weather such as *sunny*, *rainy*, *windy* and *cloudy*, and ask the students some questions.

e.g.,

T: (show the card for rainy) What's the weather like today?

S2: It's rainy.

T: Yes, it's rainy. It's wet.

### Activity 2

Have the students bring the plants they drew in Period 1. Ask them to role-play the plants as follows.

e.g.,

T: I am a plant. I have roots. They are black. I have a flower. It's pink. It's beautiful. I like the sun.

## While-task procedures

### Activity 1

While the students are listening to the recording for 'Read a story' on page 48 of the *Student's Book*, point to the corresponding pictures and make sure the students can follow.

### Activity 2

Explain the new words *seed*, *bud* and *grow* to help the students understand the story. Ask them to read the story again and then answer some questions.

e.g.,

T: (point to Picture 1) *What are they?*

S1: *They are seeds.*

T: *Are they big?*

S1: *No. They are small. They are brown.*

T: (point to Picture 2) *It's rainy. Are they happy?*

S1: *Yes, they are.*

...

### Activity 3

Have the students act out the story in groups of three. Two will be the seeds and the other one will be the narrator. Then invite several groups to act in front of the class.

### Activity 4

Have the students do Part E 'Look, read and judge' on page 71 of the *Workbook*. Check the answers with them. Then have them look at the picture and make a dialogue in pairs as follows.

e.g.,

S1: *Is this a tree?*

S2: *Yes, it is.*

S2: *It has leaves. They're small.*

S1: *What colour are the leaves?*

S2: *They are green.*

Then read the sentences and judge if the statements given are right or not.

## Post-task activities

### Activity 1

Prepare some pictures of plants or insects, and have the students choose a picture to make a dialogue in pairs as follows. Encourage them to

act it out.

e.g.,

S1 & S2: *We are trees. We are thin and short.*

*It is sunny. We feel warm. We like the sun.*

*Look! We have roots. We have green leaves.*

*We grow and grow. We are so happy.*

### Activity 2

Have the students draw some pictures of plants growing up. Encourage them to share their pictures in groups and talk about them.

## Period 4

### Language focus:

- Using the key words and sentences to describe plants
- Reviewing the pronunciation of the letters 'a', 'e', 'i', 'o' and 'u' in different words  
e.g., *pupil, run, table, cat, go, box, thin, like*

### Materials:

*Student's Book 3A*, p. 49

*Workbook 3A*, p. 73 Task

Cassette 3A

Wall picture 3A

## Pre-task preparations

### Activity 1

Ask the students to look at the picture for 'Listen and enjoy' on page 49 of the *Student's Book* and answer your questions.

e.g.,

T: *Look! This is a tree. Is it big?*

Ss: *Yes, it is.*

T: *What can you see?*

S1: *I can see birds.*

T: *How many birds?*

Ss: *Three.*

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 49 of the *Student's Book*. Ask them to repeat after the recording.

## While-task procedures

### Activity 1

Encourage the students to create a new rhyme in pairs by replacing *tree* and *birds* with other words.

e.g.,

*How many yellow butterflies*

*Can you see?*

*One, two, three.*

*One butterfly is on the tree.*

*One butterfly is on the flower.*

...

### Activity 2

Show the cards for 'Learn the sounds' on page 49 of the *Student's Book* and ask the students to read the words after you.

e.g.,

*T: a — table, a — cake. a — rabbit, a — cat.*

*Ss: a — table, a — cake. a — rabbit, a — cat.*

### Activity 3

Ask the students to work in pairs and group the words in 'Learn the sounds' by the same vowel sound, such as *table* and *cake*. Then ask them to read each pair of words.

e.g.,

*S1: e — she, e — me.*

*S2: ...*

### Activity 4

Encourage the students to think of some other words with these sounds. Then make a chant as follows.

e.g.,

*A, a, table — table — table,*

*A, a, cat — cat — cat,*

*The cat is on the table.*

*O, o, open — open — open,*

*O, o, box — box — box,*

*Open the box, please.*

## Post-task activities

### Activity 1

Have the students do Part A of Task 'About plants' on page 73 of the *Workbook* and draw according to the recording. Then have them complete Part B on the same page by sticking a picture of a plant and writing a few sentences about it.

### Activity 2

Have the students complete the following passage by filling in the blanks. Then check the answers with them. Finally ask them to read the passage together.

e.g.,

*Look at the plant. It is a tree. It is big. It is green. It has a big trunk. And it has some branches and many leaves. It has roots, but I can't see them.*

# Project 1 About me

## Language focus:

- Using nouns to identify different parts of one's face  
e.g., *hair, eye, ...*
- Using key patterns to describe oneself  
e.g., *I'm ... My hair is ...*
- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *I can sing and dance. I can't swim.*
- Using *yes/no* questions to ask about one's ability  
e.g., *Can you ...?*
- Using wh-questions to find out specific information  
e.g., *What's your name? How old are you?*

## Language skills:

### Listening

- Identifying the key words in context by listening to the pronunciation  
e.g., *hair, tall, sing, ...*
- Understanding common patterns to introduce and describe oneself  
e.g., *I'm ... My hair is ...*
- Understanding modelled sentences to talk about one's ability  
e.g., *I can sing and dance. I can't swim.*
- Understanding wh-questions to find out specific information  
e.g., *What's your name? How old are you?*
- Understanding *yes/no* questions to ask about one's ability  
e.g., *Can you ...?*

### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *hair, eye, tall, short, ...*
- Using nouns to identify different parts of one's face  
e.g., *hair, eye, ...*
- Using key patterns to introduce and describe oneself

e.g., *I'm ... My hair is ...*

- Using the modal verb *can* and its negative form *can't* to express abilities  
e.g., *I can sing and dance. I can't swim.*
- Using *yes/no* questions to ask about one's ability  
e.g., *Can you ...?*
- Using wh-questions to find out specific information  
e.g., *What's your name? How old are you?*

### Writing

Write the key words and sentences correctly

e.g., *tall, short, fat, thin, ...*

### Materials:

*Student's Book 3A*, pp. 50 and 51

Crayons and felt pens

Character puppets

### Preparation

Show the class some character puppets. Have the students role-play a character and introduce himself/herself with the verb *be* and the modal verb *can*.

e.g.,

*S1: My name is Kitty. I am a girl. I am nine. I'm short and thin. My hair is ... My eyes are ... I can ... and ... I can't ...*

### Procedures

- Have the students make a name card with felt pens or crayons in Part 1 on page 50 of the *Student's Book*.
- Have the students do 'Tick and say' in Part 2 on page 50 of the *Student's Book* and then introduce themselves to each other in pairs or small groups.
- Have the students exchange their name cards and make a dialogue in pairs according to the model dialogues in Part 3 on page 51 of the *Student's Book*.
- Divide the students into groups of six. Have them do a survey about their classmates'

ages, appearance and abilities. Ask the students to complete the table in Part 4 on

page 51 of the *Student's Book* according to the survey result.

## Project 2 About my family

### Language focus:

- Using nouns to identify family members  
e.g., *brother, sister, ...*
- Using modelled sentences to give specific information  
e.g., *This is my father.*
- Using the key patterns to describe family members  
e.g., *He/She is my ...*
- Using possessive adjectives to describe someone's appearance  
e.g., *His hair is ... Her eyes are ...*
- Using the modal verb *can* and its negative form *can't* to express abilities and inabilities  
e.g., *He can swim and draw. He can't ride a bicycle.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *brother, sister, nose, mouth*
- Understanding modelled sentences to give specific information  
e.g., *This is my father.*
- Understanding the key patterns to identify and describe family members  
e.g., *He/She is my ...  
He/she is tall and thin.*
- Understanding the key patterns to describe someone's appearance  
e.g., *His hair is ... Her eyes are ...*
- Understanding the modal verb *can* and its negative form *can't* to express abilities and inabilities  
e.g., *He can swim and draw. He can't ride a bicycle.*

#### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *brother, sister, nose, mouth*
- Using the key patterns to introduce and

describe family members

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

*He/she is ...*

*His/Her ... is/are ...*

- Using the modal verb *can* and its negative form *can't* to express abilities and inabilities  
e.g., *He/She can ... and ...*
- Using modelled phrases and sentences to communicate with others

#### Writing

- Writing the key words correctly  
e.g., *brother, sister, fat, thin*
- Organizing phrases and sentences by putting words in a logical order

#### Materials:

*Student's Book 3A*, pp. 52 and 53

Family photos

#### Preparation

Review the key words and key patterns describing people and the modal verb *can* to express ability.

e.g.,

*T: (hold a photo of the family) This is a picture of my family. This is my ... He/She is ... His/Her ... is/are ... He/She can ... and ...*

#### Procedures

- Have the students work in pairs and stick a photo of a family member on page 52 of the *Student's Book*. Each student will show and introduce his/her family member to his/her partner using the key pattern *This is ...*  
e.g., *This is my ...*
- Divide the students into groups of four or six. Ask them to show the photo in Part 1 and describe this family member using the sentences in Part 2.  
e.g., *This is my grandfather. He is thin. His hair is short. His eyes are big. He can draw.*
- Have the students stick a photograph of their family in Part 3 on page 53 of the

*Student's Book.* Then have the students share their work in groups and talk about their family using the key patterns given.

- 4 Encourage the students to introduce their family to more classmates or friends.

# Project 3 My school

## Language focus:

- Using nouns to identify different places in the school  
e.g., *classroom, library, hall, ...*
- Using modelled sentences to give specific information  
e.g., *This is my school. It is ...*
- Using yes/no questions to find out specific information  
e.g., *Is this your school? Is it nice?*
- Using wh-questions to find out specific information  
e.g., *What's this?  
What can you do there?*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *classroom, library, hall, ...*
- Understanding the key patterns to identify different places  
e.g., *This is my school. This is the hall.*
- Understanding modelled sentences to talk about one's activity in different places  
e.g., *This is the ... I can ... there.*
- Using wh-questions to find out specific information  
e.g., *What's this?  
What can you do there?*

### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *classroom, library, hall, ...*
- Using the key patterns to introduce places in the school  
e.g., *This is the hall.*

- Using modelled sentences to talk about one's activity in different places  
e.g., *This is the ... I can ... there.*

### Writing

Organizing phrases, sentences and short paragraphs by putting words in a logical order

### Materials:

*Student's Book 3A*, pp. 54 and 55

Maps and pictures

Crayons and felt pens

### Preparation

Put a map of your school on the blackboard. Review the different places the students have learnt.

e.g.,

*T: What's this?*

*Ss: It's the hall.*

### Procedures

- 1 Have the students stick a photo or the floor plan of their school on page 54 of the *Student's Book*. Ask the students to match the labels on the book with the corresponding places in the photo or the floor plan.
- 2 Have the students do Part 2 on page 55 of the *Student's Book*. Have them work in pairs and ask and answer questions about the pictures they stick on page 54 of the *Student's Book*.
- 3 Have the students complete the passage in Part 3 on page 55 of the *Student's Book*. Ask the students to share their work in small groups.

# Project 4 Insects

## Language focus:

- Using nouns to identify insects and parts of their bodies  
e.g., *ladybird, butterfly, ant, head, ...*
- Using prepositions to indicate positions  
e.g., *at home, in the playground*
- Using modelled sentences to give specific information  
e.g., *It is black. It has ...*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *ladybird, butterfly, ant, head, ...*
- Understanding the key phrases to indicate positions  
e.g., *I can see it in the playground.*
- Understanding modelled sentences to give specific information  
e.g., *It is black. It has ...*

### Speaking

- Pronouncing the key words, phrases and sentences correctly  
e.g., *ladybird, butterfly, ant, head*
- Using modelled sentences to give specific information  
e.g., *It is black. It has ...*

### Writing

Organizing phrases, sentences and small paragraphs by putting words in a logical order

### Materials:

*Student's Book 3A, pp. 56 and 57*  
*Flashcards 3A (ant, ladybird, butterfly, bee)*  
*Crayons and felt pens*

### Preparation

Use flashcards to review the names of the

insects the students have learnt.

e.g.,

*T: (flash the card for ant) Look! What's this?*

*Ss: It's an ant.*

### Procedures

- Ask the students to colour the pictures in Part 1 on page 56 of the *Student's Book* and then complete the table.
- Divide the class into groups of four or six. Ask the students to make a dialogue according to the table in Part 1 on page 56 in pairs.  
e.g.,  
*S1: What's this?*  
*S2: It's a ladybird.*  
*S1: What colour is it?*  
*S2: It's ...*  
*S1: Where is it?*  
*S2: ...*
- Have the students draw an insect they like in the box on page 57 of the *Student's Book*. Then ask them to label the different parts of the insect.
- Ask the students to complete the description of their favourite insects in Part 3 on page 57 of the *Student's Book*. Then ask them to talk about it in small groups.

### Notes:

You can ask the students to start collecting pictures of insects from newspapers, magazines or books at least a week before the lesson. Gather the pictures and stick them on the blackboard and invite some students to write the names of the insects they know on the blackboard.



## 《练习部分》答案

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# Module 1 Getting to know you

## 1 How are you?

A Listen and number (听录音, 根据顺序给下面的图编号)



( 5 )



( 1 )



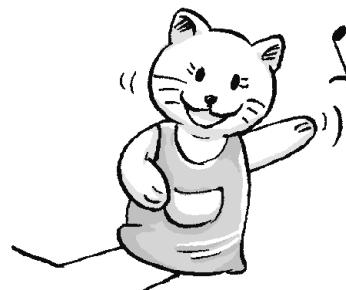
( 2 )



( 4 )



( 6 )



( 3 )

**B Listen and judge** (听录音, 判断下列句子, 相同的画(笑), 不同的画(哭))

- ① Goodbye, Tom. 
- ② Good night, Kitty. 
- ③ Good morning, Miss Li. 
- ④ Good evening, Mrs Wang. 
- ⑤ Hello, I'm Mr Zhang. 
- ⑥ Hello, Mr Zhang. How are you? 

**C Listen, circle and respond** (听录音, 圈出正确的应答, 然后说一说)

- ① **a** Hello.
- b** I'm fine, thank you.
- c** Goodbye.
- ② **a** Hello, Mrs Wang.
- b** This is Mrs Wang.
- c** You are Mrs Wang.
- ③ **a** Thank you, Danny.
- b** Very well, thank you.
- c** Good night, Danny.

## D Look, read and circle (看图读句子, 圈出正确的单词)

①



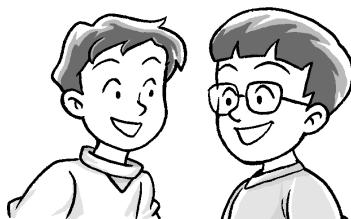
This is Mr Miss Mrs Fang.

②



Good morning night evening.

③



—How are you?

—I'm fine tall Tom.

## E Look, read and match (看图读句子, 把句子和相应的图连起来)

①

Good morning, Ben.



a



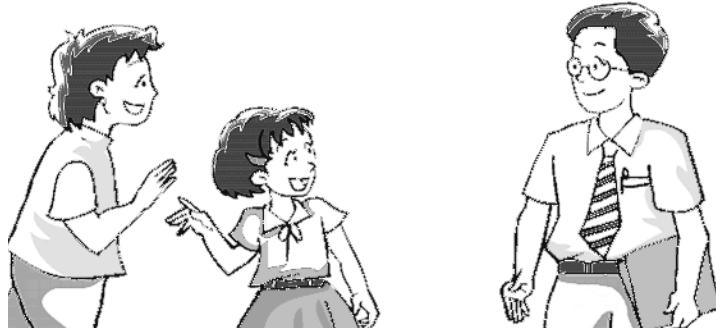
b



c



## F **Look, read, choose and write** (看图读一读, 选择合适的词填空)



very well

Good afternoon

this is

① Alice: Good afternoon, Mr Zhang.

Mr Zhang: Good afternoon, Alice. How are you today?

Alice: I'm very well, thank you.

② Alice: Mr Zhang, this is my mother.

Mum, this is Mr Zhang.

Mrs Wang: Good afternoon, Mr Zhang.

Mr Zhang: Good afternoon, Mrs Wang.

## G **Trace, read and write** (描一描, 读一读, 写一写)

① Good evening.

② How are you?

③ I'm very well.

④ This is Mrs Wang.

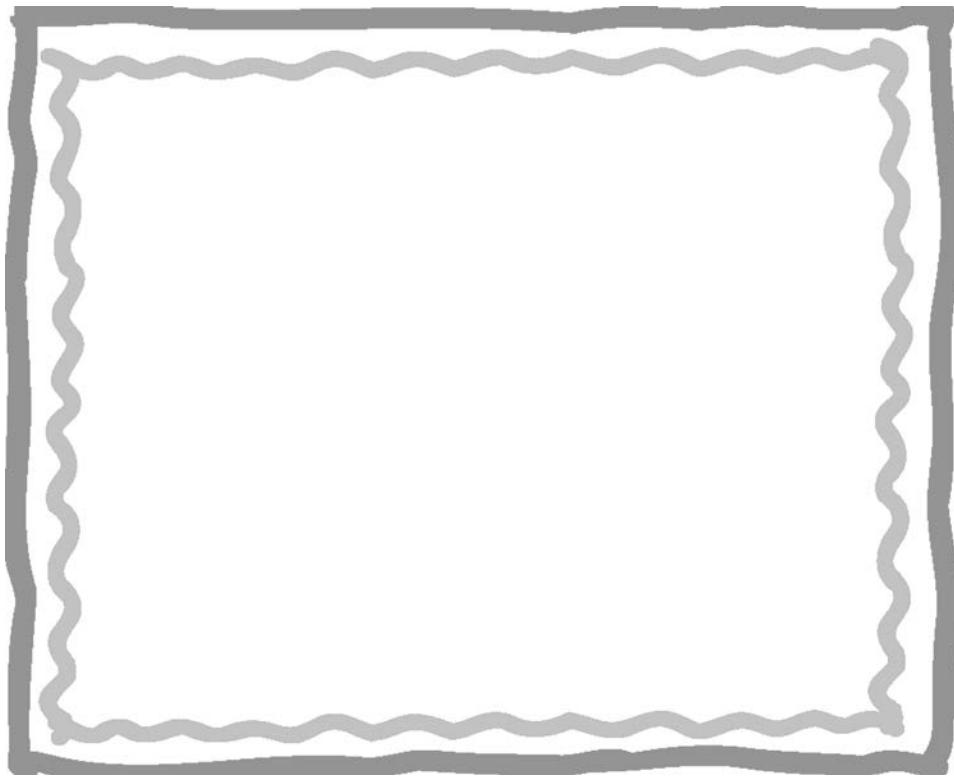
## Task: My new teacher (我的新老师)

### A Listen, read and act (听一听, 读一读, 演一演)



Hello, I'm Alice.  
This is Mr Zhang.  
He is my new teacher.  
He is tall. He is thin.

### B Draw and say (画一画你的新老师, 然后作介绍)



Hello, I'm ...

This is ...

... is my new teacher.

He/She is ...

...

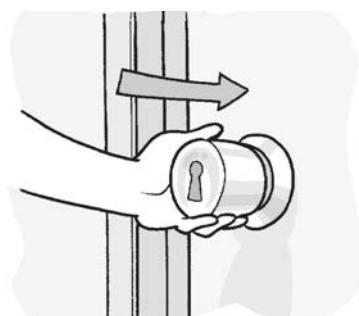
## 2 What's your name?

A Listen and match (听录音, 把人物和相应的图连起来)

①



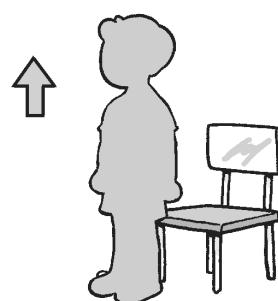
a



②



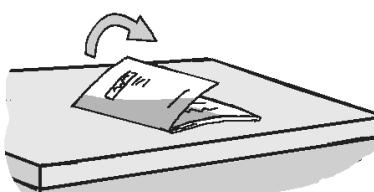
b



③



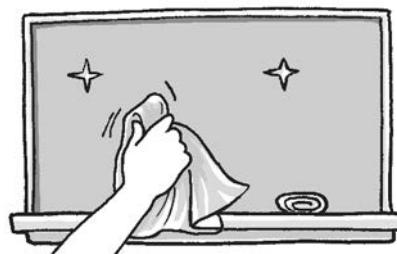
c



④



d



## B Listen and tick (听录音, 勾出听到的句子)

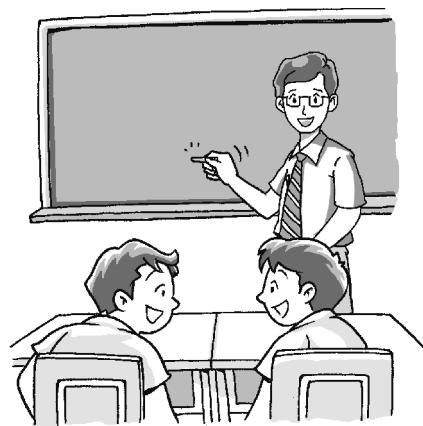
- ①  a Sit down, please.       b Stand up, please.
- ②  a Open the door, please.       b Close the door, please.
- ③  a Clean the desk, please.  
 b Close the book, please.
- ④  a Look at the blackboard, please.  
 b Clean the blackboard, please.

## C Look, listen, say and act (看图听录音, 跟着说一说, 然后做相应的动作)

①



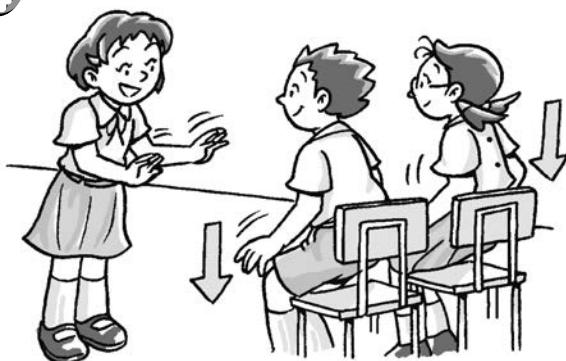
②



③

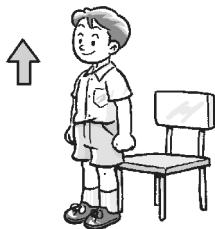


④



## D Look, read and circle (看图读句子, 圈出正确的单词或词组)

①



Stand up  
Sit down

, please.

②



Close  
Open

the door, please.

③

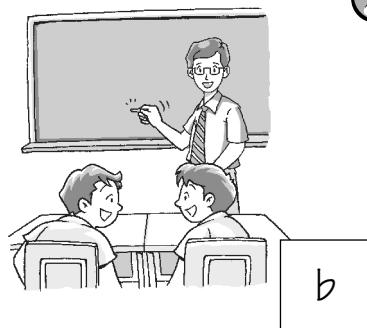


Please look at  
clean

the blackboard.

## E Look, read and match (看图读句子, 把相应的序号填入方框内)

①

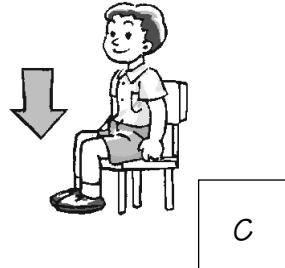


②



b

③



c

a Open the book, please.

b Please look at the blackboard.

c Sit down, please.

## F **Look, read, choose and write** (看图读一读, 选择合适的词填空)



I    My    you    your

Mr Zhang: Good morning, boys and girls.

Students: Good morning, Mr Zhang.

Mr Zhang: What's your name?

Alice: My name's Alice.

Mr Zhang: How are you, Alice?

Alice: I am very well, thank you.

Mr Zhang: Write your name, please.

Alice: OK.

## G **Trace, read and write** (描一描, 读一读, 写一写)

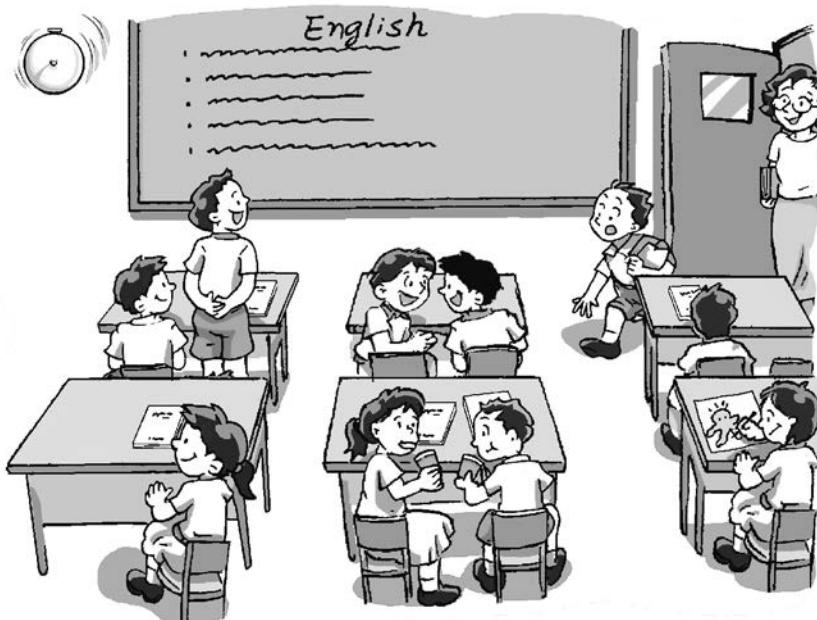
① Sit down, please.

② Close your book.

③ What's your name? My name is Alice.

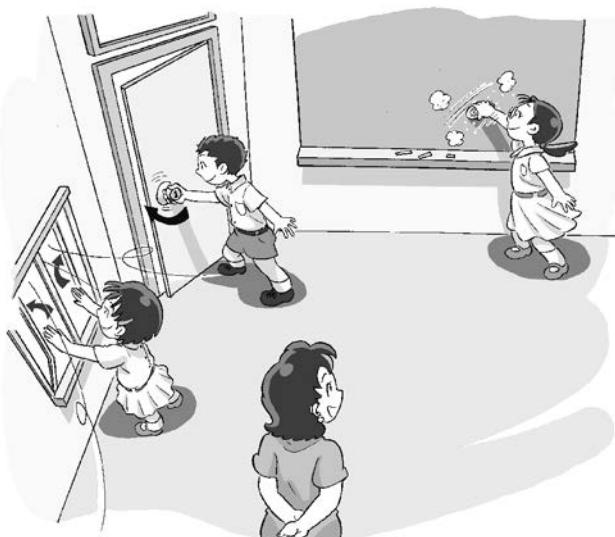
## Task: In the classroom (在教室里)

A Look and say (上课时间到了, 说一说同学们应该怎么做)



- 1 Sit down, please.
- 2 Close ...
- 3 Open ...
- 4 Look at ...
- 5 Don't ...

B Think and write (想一想图中方老师在对同学们说什么, 然后写一写)

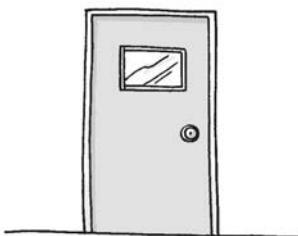


- 1 Kitty, please \_\_\_\_\_ the blackboard.
- 2 Peter, close \_\_\_\_\_, please.
- 3 Alice, please \_\_\_\_\_ the window.

### 3 How old are you?

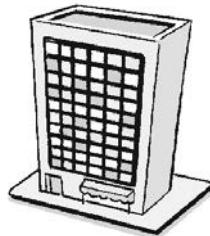
#### A Listen and write (听录音, 补全听到的号码)

①



9 12

②



7 4 3

③



A 5 8 6 7

④



5 2 8 6 3 9 1 2

#### B Listen and match (听录音, 将人物和他们的生日蛋糕连起来)

①



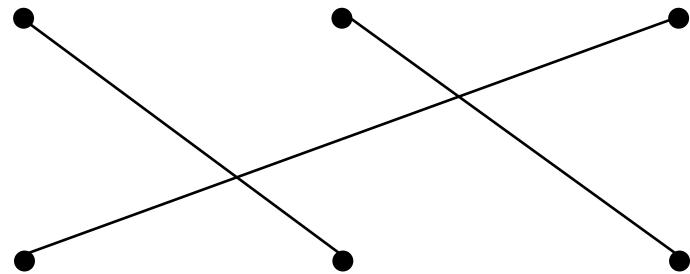
②



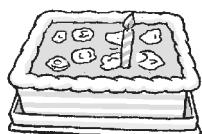
③



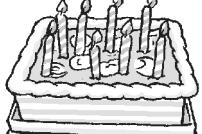
④



a



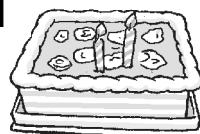
b



c



d



**C Listen, choose and respond** (听录音, 选出正确的应答, 然后说一说)

①  a I'm three.

b I'm tall.

c I'm fine.

②  a Yes, I'm Alice.

b Hello, Alice.

c My name's Alice.

③  a Yes, please.

b Thank you.

c I'm fine.

④  a Yes, please.

b Yes, I'm ten.

c No. I'm ten.

**D Listen and complete** (听录音, 填空完成句子)

① —Here's your cake, Alice.

—Thanks, Mum.

② —How old are you?

—I'm eight.

③ —Today is my birthday. I am seven.

—Happy Birthday!

—Thank you.

④ —Hello, I'm Mrs Dog. I'm three.

What's your name?

—I'm Mr Cat. I'm four.

## E Look, circle and trace (看图读句子，圈出正确单词的编号，然后描写这个单词)

1



Hello. Today is my birthday.  
I am \_\_\_\_\_.

a seven      b ten

2



Here \_\_\_\_\_ are, Danny.

a you      b your

3



—How old are you, Alice?  
—I'm \_\_\_\_\_.

a night      b eight

4

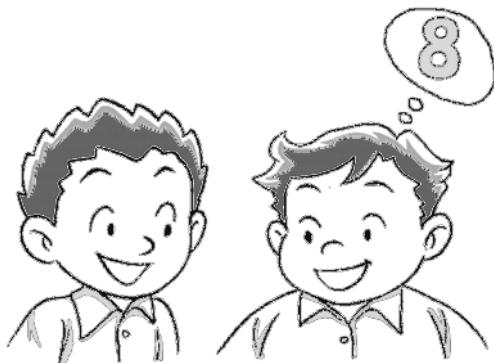


—Here's a \_\_\_\_\_ card  
for you, Miss Fang.  
—Thank you.

a birthday      b name

**F Look, read and tick** (看一看, 读一读, 勾出和图相符的句子)

①



②



a —How are you?

—I'm fine.

b —How old are you?

—I'm eight.

a Blow, Ben.

b Cut the cake, Ben.

**G Trace, read and write** (描一描, 读一读, 写一写)

①

How old are you? I'm seven.

②

It's your birthday today.

③

Happy Birthday! Thank you.

## Task: Our birthdays (我们的生日)

A Do a survey (调查一下各年级同学的年龄，然后填写表格)

How old are you?				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

S1: How old are you?

S2: I'm ...

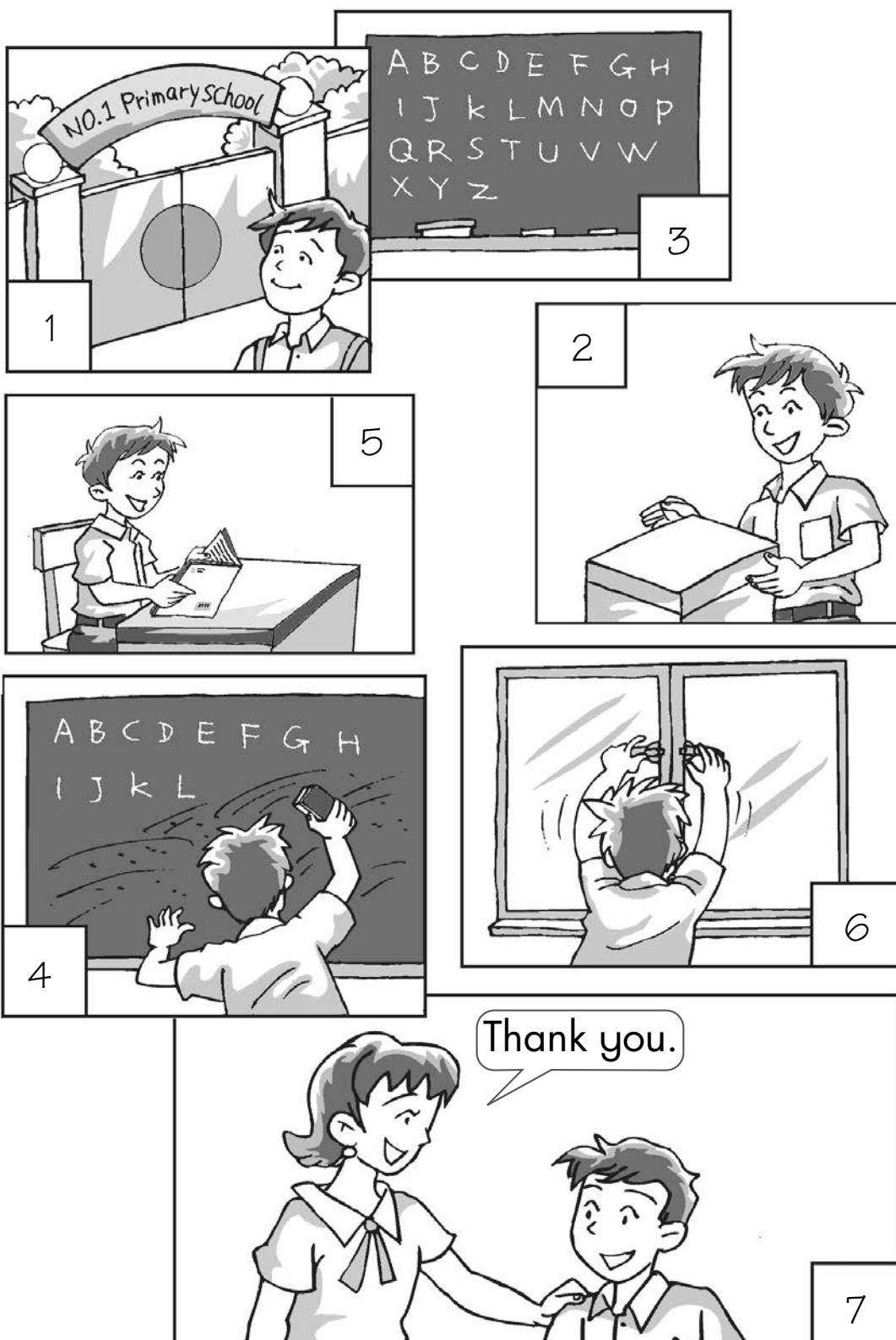
B Think and write (想一想在生日聚会上你能做什么，然后写一写)



We can sing, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

# Module Revision (1)

## A Listen and number (听录音, 根据顺序给下面的图编号)



## B Listen and circle (听录音, 圈出听到的句子)

- ① a This is Peter.  
b My name's Peter.
- ② a Very well, thank you.  
b I'm fine, thanks.
- ③ a Clean the blackboard.  
b Look at the blackboard.
- ④ a How are you?  
b How old are you?

## C Look, listen and number (看图听录音, 根据顺序给下面的图编号)



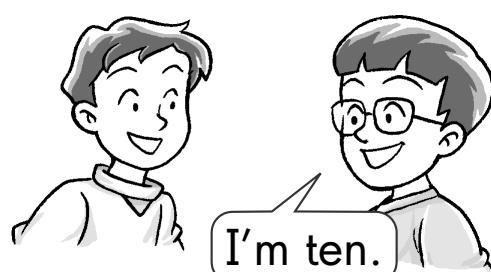
( 4 )



( 1 )



( 2 )



( 3 )

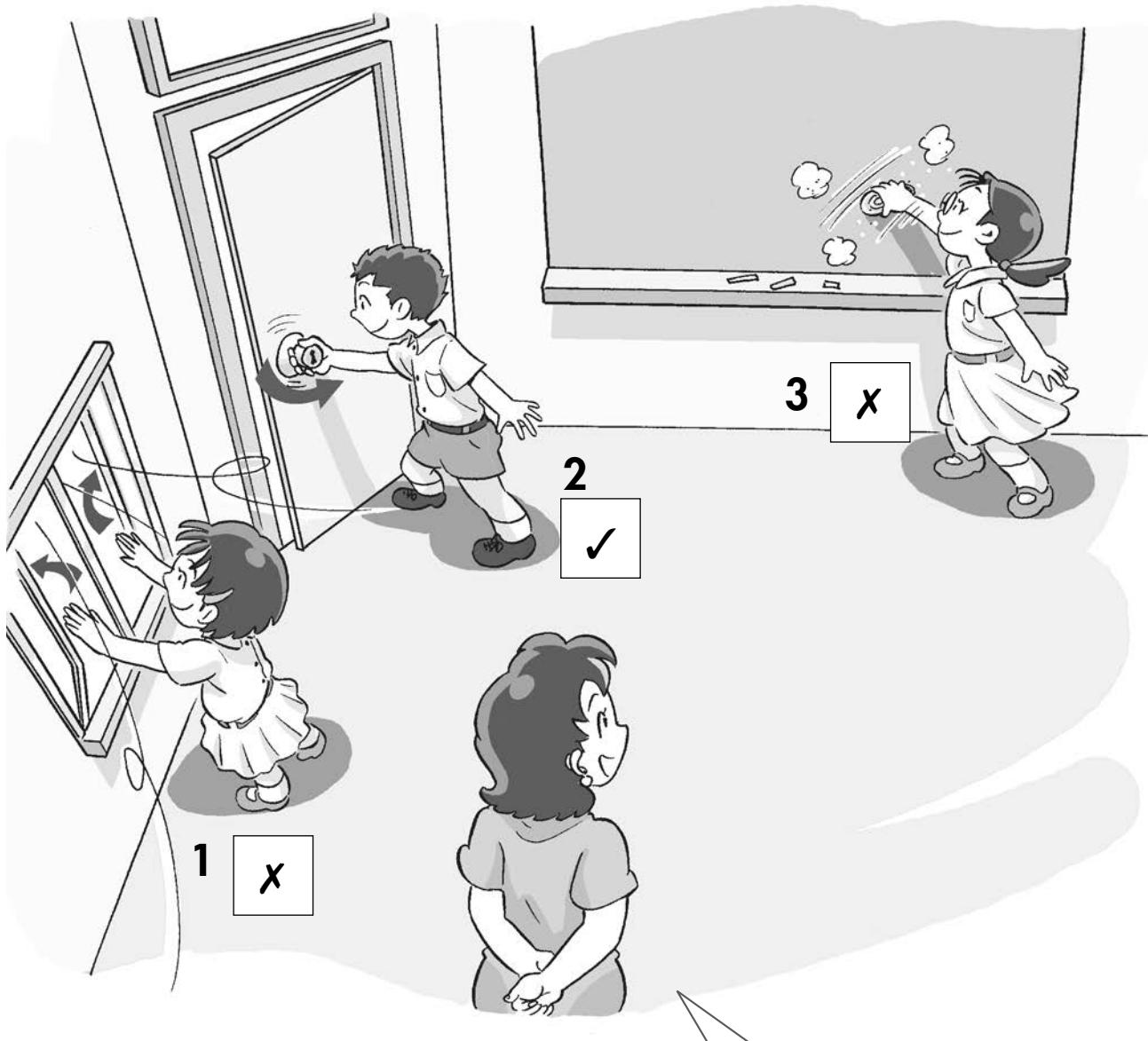


( 6 )



( 5 )

**D Read and judge** (读一读，判断他们做的事情和老师的指令是否相符，相符的打√，不符的打×)



- 1 Alice, close the window, please.
- 2 Peter, open the door, please.
- 3 Kitty, write your name on the blackboard, please.

## E Read and write (读一读, 连词成句)

① name, what's, your (?)

What's your name?

② blackboard, at, please, the, look (, .)

Look at the blackboard, please.

## F Read, choose and write (读一读, 选择合适的词填空)

My name

I'm fine

How old are you

Happy Birthday

I'm eight

How are you

Peter: Hello, Alice.

Alice: Hi, Peter. How are you ?

Peter: I'm fine, thank you.

This is my friend Linda.

Alice: Hi, Linda. My name is Alice.

Linda: Hi, Alice.

Alice: How old are you, Linda?

Linda: I'm eight.

Alice: I'm eight too.

Today is my birthday.

Linda: Happy Birthday, Alice!

Alice: Thank you.



# Module 2 Me, my family and friends

## 1 My friends

### A Listen and tick (听录音, 勾出相应的图)

① a



( )

b



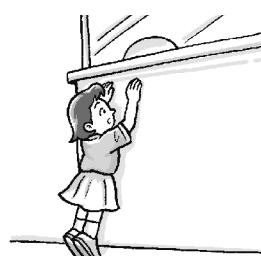
( ✓ )

② a



( )

b



( ✓ )

③ a



( )

b



( ✓ )

④ a



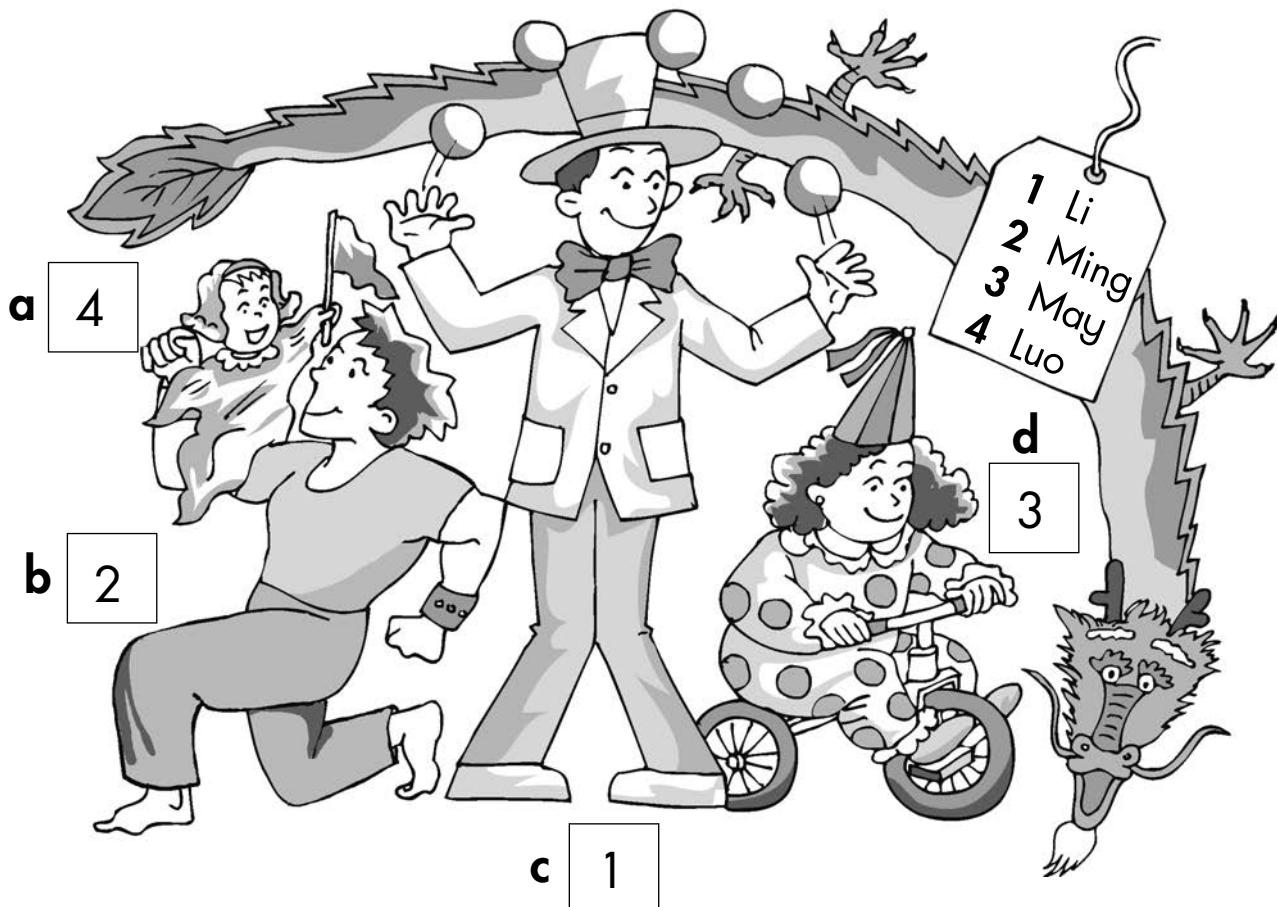
( ✓ )

b

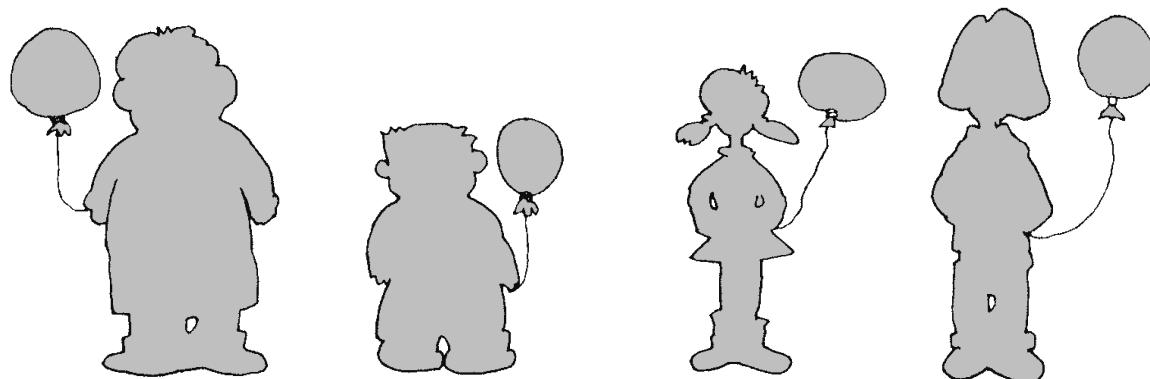


( )

**B Listen and write** (听录音, 将表示人物名字的字母序号填入方框内)



**C Look, listen and respond** (看图听录音, 然后作应答)



Tom

John

Amy

Lily

## D Look, read and circle (看图读句子, 圈出正确的单词)

①



This is Danny. He is fat/thin.

He can play football/ride a bicycle.

②



She is Mary. She is fat/thin.

She can write/sing.

③



Jill is a girl/boy.

She can/can't swim.

## E Look, read and match (看图读句子, 把相应的 人物编号写在方框中)

①

Jane is ten years old.  
She is tall and thin.  
She can sing.

b

②

Don is a boy.  
He is tall and thin.  
He can play football.

d

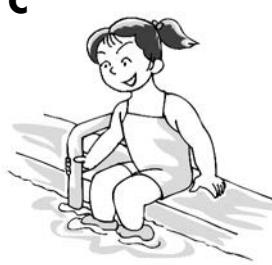
a



b



c



d

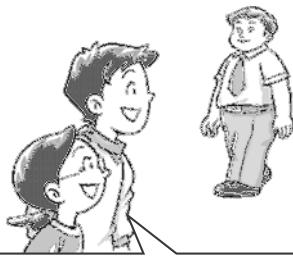


## F Look, choose and write (看图, 选择填空完成句子)

①

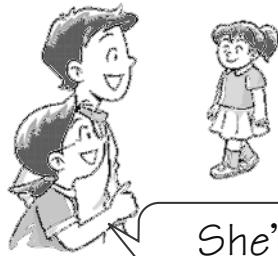
He's      She's

a



He's a boy. \_\_\_\_\_ He's tall.

b



She's a girl.  
She's short.

②

Is      is      isn't      Yes      No

a

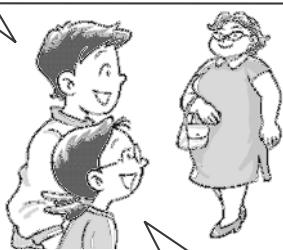
Is he big?



Yes, he is.

b

Is she thin?



No, she isn't.

## G Trace, read and write (描一描, 读一读, 写一写)

①

He's fat.      She's thin.

---



---



---



---

②

Is he seven?      Yes, he is.

---



---



---



---

③

Is she eight?      No, she isn't.

---



---



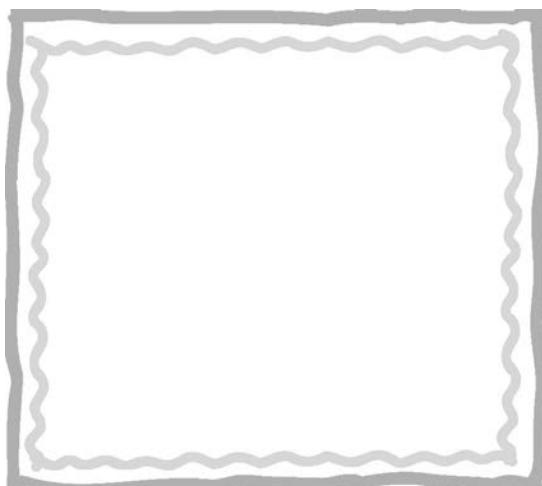
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## Task: My friends (我的朋友)

A Draw and write (画一画你的朋友，然后写一写)



My friend

is a \_\_\_\_\_.

\_\_\_\_\_ my friend.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

B Ask and write (通过问答了解别人朋友的情况，将答案填在表内)



Question	Answer
Is your friend a boy/girl?	
Is he/she tall/short?	
Is he/she fat/thin?	
How old is he/she?	
Can he/she _____?	
Who is he/she?	

## 2 My family

### A Listen and tick (听录音, 勾出相应的图)

①

a



( ✓ )

b



( )

c



( )

②

a



( )

b



( )

c



( ✓ )

③

a



( )

b



( ✓ )

c



( )

④

a



( )

b



( )

c



( ✓ )

## B Listen, read and match (听录音, 读一读, 把句子和相应的图连起来)

1

My name is Betty.  
I'm nine.  
My brother is ten.

a



2

I'm Tommy.  
I'm eight. I'm short.  
My father is tall.

b



3

I'm Ivy. I'm eight.  
Look at that girl.  
She's Jill.

c



## C Ask and answer (根据练习B的内容互相问答)

Who's he/she?



He's/She's ...



**D Look, circle and trace** (看图读句子，圈出正确单词的编号，然后描写这个单词)

①



This is my \_\_\_\_\_.

a grandfather

b grandmother

②



—Who is he?

—He's my \_\_\_\_\_. He's six.

a brother

b father

③



—Is she your \_\_\_\_\_?

—Yes, she is.

a sister

b mother

**E Look, read and number** (看图读句子，按顺序给句子编号)



- ( 3 ) This is my sister.
- ( 2 ) I'm eight years old.
- ( 4 ) She is nine.
- ( 5 ) She is tall and thin.
- ( 1 ) Hello, my name is Peter.

## F Look, complete and read (看图, 填空完成对话, 然后读一读)

①

Who is she?



②

Who is he?



③

Who is he?



④

Who is she?



## G Trace, read and write (描一描, 读一读, 写一写)

①

Who's she? She's my sister.

Handwriting practice lines for the sentence "Who's she? She's my sister."

②

Who is he? He is my brother.

Handwriting practice lines for the sentence "Who is he? He is my brother."

③

Nice to meet you.

Handwriting practice lines for the sentence "Nice to meet you."

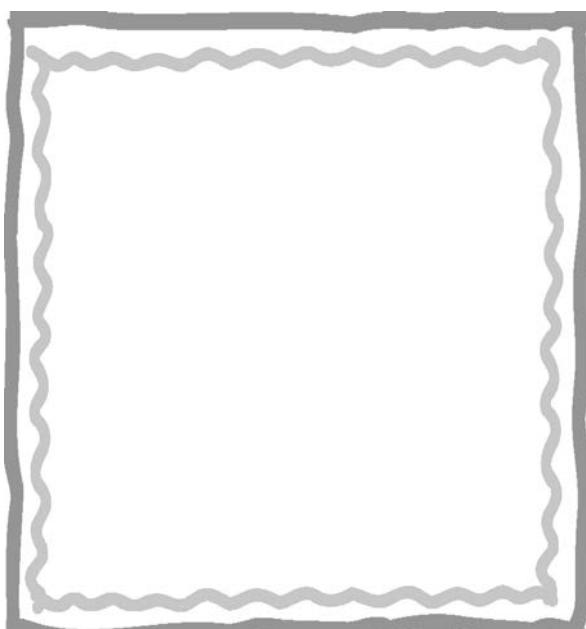
## Task: My family (我的家庭)

### A Look and read (看一看, 读一读)



My name is Jimmy. This is a picture of my family.  
This is my father. He's tall and thin.  
This is my mother. She's thin. She's beautiful.  
This is my sister. She's ten years old. She's tall.  
This is my brother. He's short. He's six.

### B Stick and write (贴一张你的全家福, 然后根据提示写一写)



Hello, my name is \_\_\_\_\_.

I'm \_\_\_\_\_.

This is a picture of my family.

Look, this is my \_\_\_\_\_.

She is \_\_\_\_\_.

This is my \_\_\_\_\_.

He is \_\_\_\_\_.

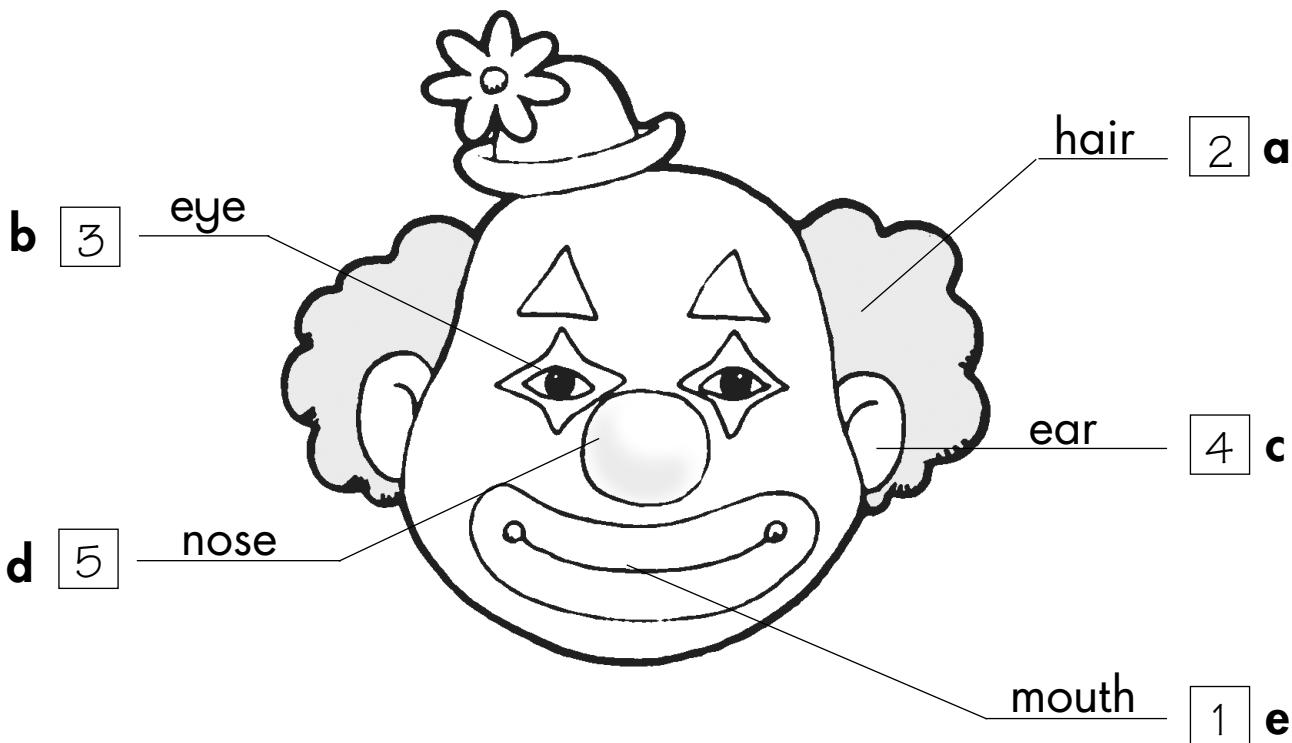
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### 3 About me

#### A Listen and number (听录音, 根据顺序给下面的图编号)

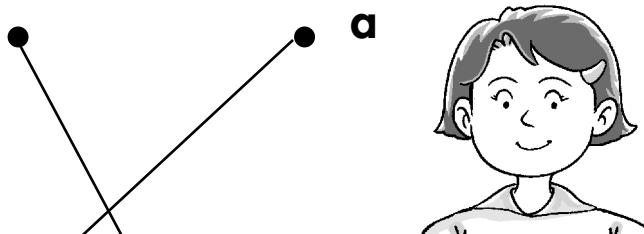


#### B Listen and choose (听录音, 选出听到的句子)

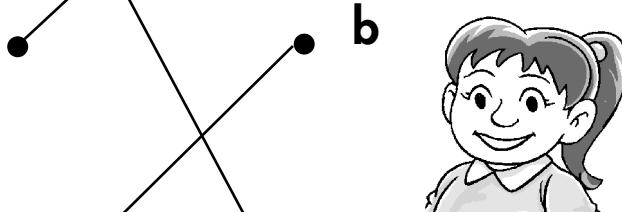
- ①  a My hair is long.  
 b My hair is short.
- ②  a Your eyes are big.  
 b Your ears are big.
- ③  a My nose is small.  
 b Your nose is big.
- ④  a I'm a rabbit. My tail is short.  
 b I'm a cat. My tail is long.

**C Listen and match** (听录音, 把名字和相应的人物连起来)

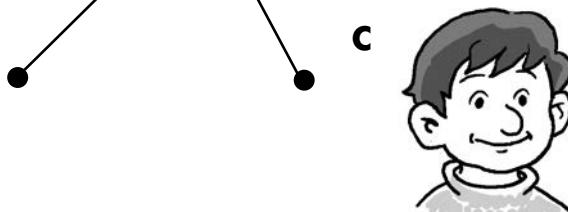
① Tim



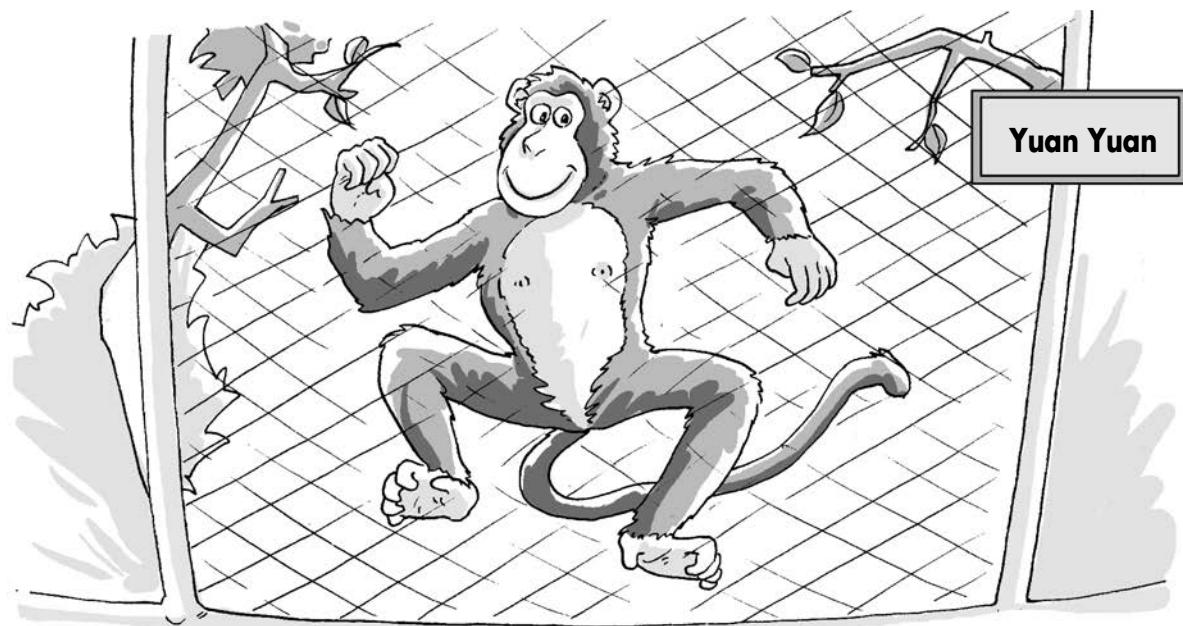
② Lily



③ Lisa



**D Look and say** (看图, 根据提示说一说)



Hello, my name's ...

I'm a ...

I'm ...

My ... is/are ...

I like ...

I can ...

**E Look, read and judge** (看图读句子, 判断句子和图意是否相符, 相符的打√, 不符的打×)

①



My eyes are big. ( √ )

②

( √ ) My hair is black.



③



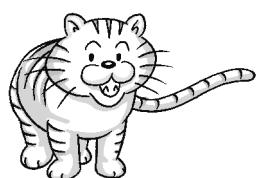
I'm fat. My hair  
is long. ( × )

④

( √ ) I'm thin. My hair  
is long.



⑤

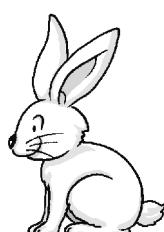


I'm a cat. I'm very fat.  
My tail is long, and my  
ears are small.

( √ )

⑥

( × ) I'm a rabbit. I'm white.  
My tail is short. My  
ears are small.



## F Look, choose and write (看图, 选择合适的词填空)

am              is              are

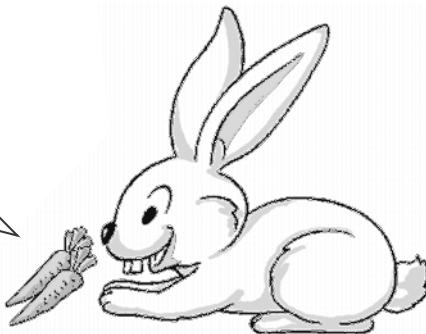
①



Hello, I am a dog.  
My name is Bobbie.  
My ears are long.  
My tail is short.

②

Hello, I am a rabbit.  
My eyes are big.  
My mouth is big too.  
It is my birthday today.



## G Trace, read and write (描一描, 读一读, 写一写)

① My nose is small.

My nose is small.

② My eyes are big.

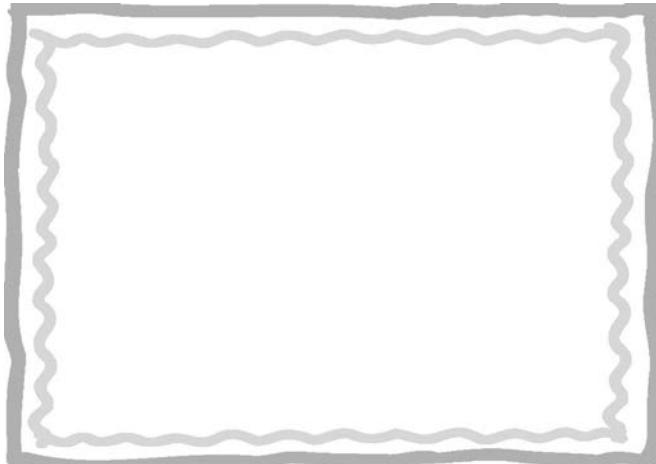
My eyes are big.

③ I'm a mouse. My tail is long.

I'm a mouse. My tail is long.

## Task: About me (关于我)

### A Read and draw (读一读，画一画)



Draw a big face.

Draw two big eyes.

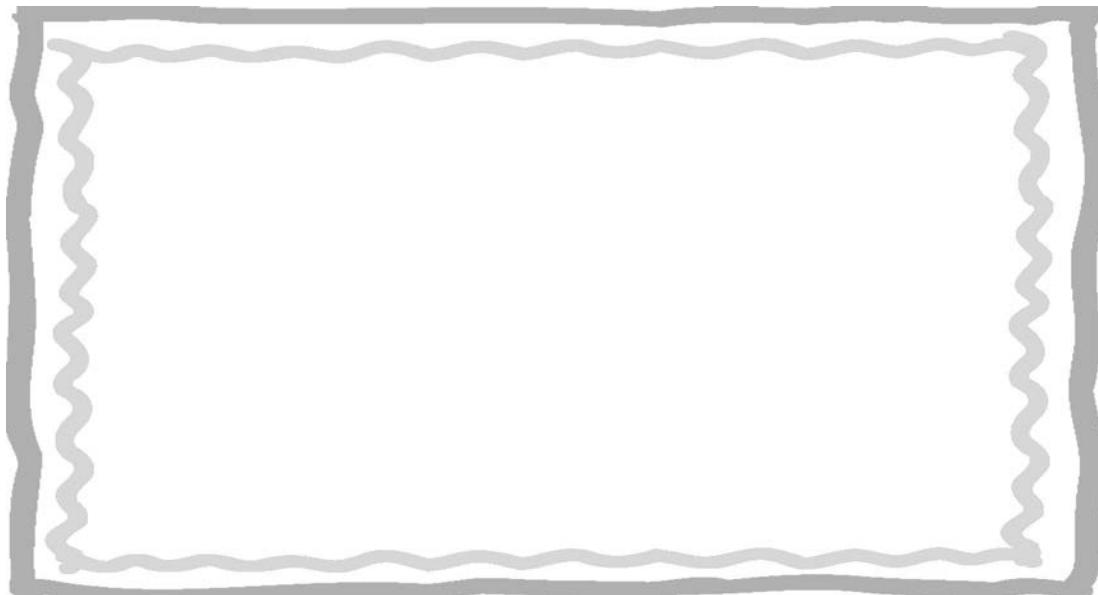
Draw a small nose.

Draw a big mouth.

Draw some short hair.

Draw two small ears.

### B Stick, write and talk (贴一张自己的照片，根据提示写一写，然后作自我介绍)



Hello, my name is \_\_\_\_\_. I'm a \_\_\_\_\_.

I'm \_\_\_\_\_. I'm \_\_\_\_\_ and \_\_\_\_\_.

My \_\_\_\_\_ is \_\_\_\_\_.

My \_\_\_\_\_ are \_\_\_\_\_.



## Module Revision (2)

### A Listen and number (听录音, 根据顺序给下面的图编号)

①



( 3 )



( 2 )



( 1 )



( 4 )

②



( 2 )



( 1 )



( 4 )



( 3 )

③



( 4 )



( 3 )



( 2 )



( 1 )

### B Listen and choose (听录音, 选出听到的句子)

① a This is Mrs Li. She is tall and thin.

b This is Mr Li. He is tall and fat.

② a —Who's she?

—She's my sister. She's four.

b —Who's he?

—He's my brother. He's five.

③ a My eyes are small and my hair is short.

b My eyes are big and my hair is long.

## C Listen and tick (听录音, 勾出相应的图)

①

a



( ✓ )

b



( )

②

a



( ✓ )

b



( )

③

a



( ✓ )

b



( )

④

a



( )

b



( ✓ )

## D Ask and answer (根据练习C的内容互相问答)

Who's he/she?



He's/She's ...  
He's/She's ...



**E Look, complete and read** (看图, 填空完成对话,  
然后读一读)

①



— Who is he?  
— He's my father.

②



— Who is she?  
— She's my mother/teacher/....

③



— Is he thin?  
— Yes, he is.

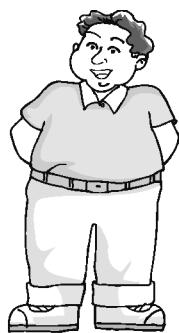
④



— Is she fat?  
— No, she isn't.

## F Read and match (看图读句子，把相应的人物序号填入方框里)

①



②



③



④



⑤



⑥



1 a I am Bob White. I am tall and fat. My hair is short and my eyes are big.

2 b This is my grandmother. She is short and fat.

4 c This is Miss Green. She is tall and thin. She is my teacher.

6 d Hi, I am Linda. I am seven. I am short and thin.

5 e This is my grandfather. He is tall and thin.

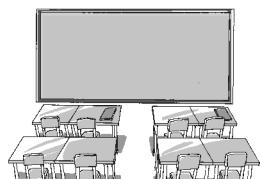
3 f This is my brother Tim. He is nine. He is short and fat. He can play basketball.



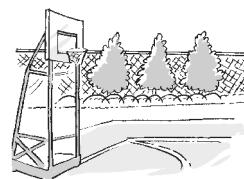
# Module 3 Places and activities

## 1 My school

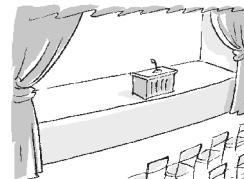
**A Listen and number** (听录音, 根据顺序给下面的图编号)



5



2



6



1

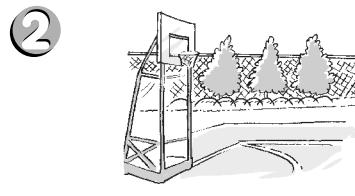
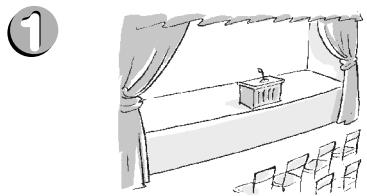


4



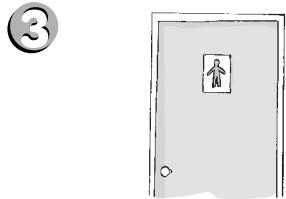
3

**B Listen, choose and respond** (看图听录音, 选出正确的应答, 然后说一说)



- a** No. It's the hall.  
**b** It's the hall.  
**c** Yes, it is.

- a** Yes, it is.  
**b** No. It's the playground.  
**c** It's the playground.



- a** It's the toilet.  
**b** Yes, it is.  
**c** No. It's the toilet.

- a** No. It's the library.  
**b** Yes, it is.  
**c** It's the library.

**C Listen and write** (听录音，在横线上写出正确的单词)



library



classroom

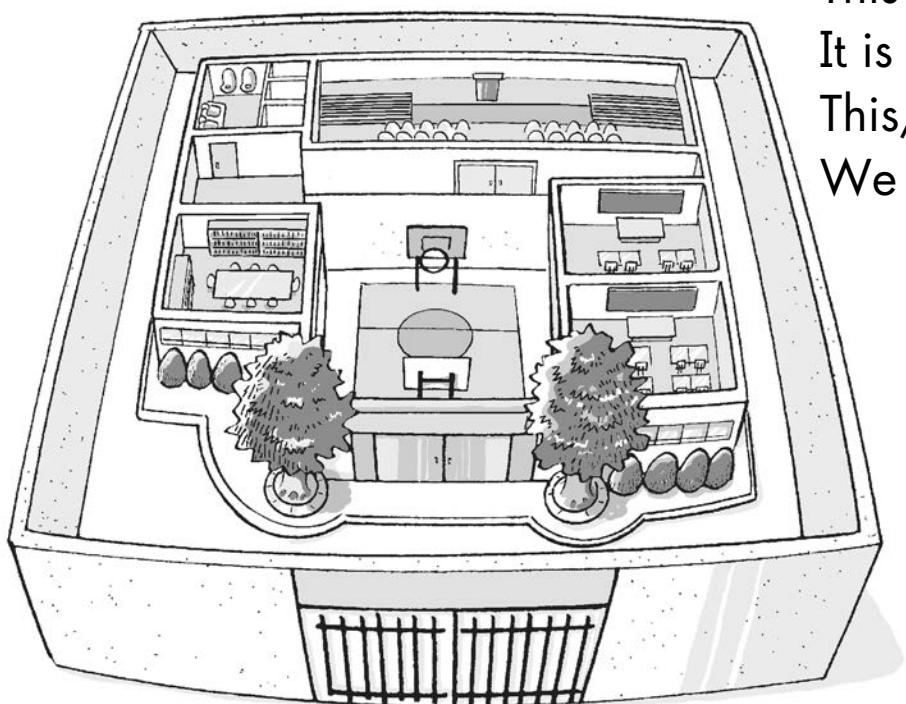


toilet



hall

**D Look and say** (看图，根据提示介绍学校)



This is/That's ...

It is ...

This/That is a/the ...

We can ... in it/there.

**E Look, read and judge** (看图读句子, 相符的画(笑), 不符的画(哭))

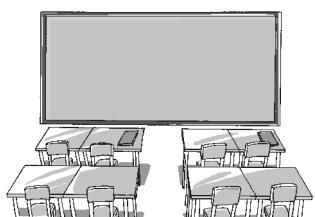
①



—What's this?  
—It's the playground.



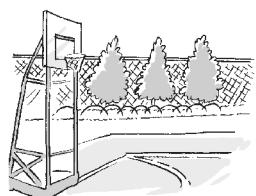
②



—What's this?  
—It's a classroom.



③



—Is this the playground?  
—Yes, it is.



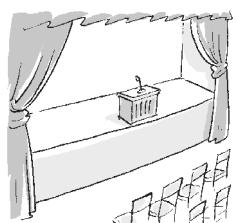
④



—Is this the library?  
—Yes, it is.



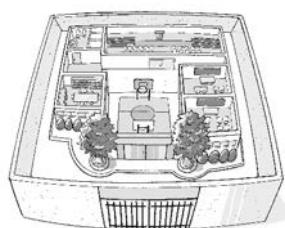
⑤



—Is this the hall?  
—No. It's the library.



⑥



—Is this a school?  
—Yes, it's a school.



## F Look, complete and read (看图, 填空完成对话, 然后读一读)

①



②



③



④



## G Read and write (读一读, 写一写)

① What's this? It's my school.

---

---

② Is this a classroom? No. It's the hall.

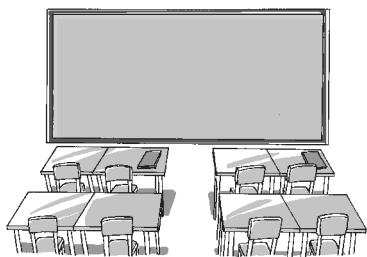
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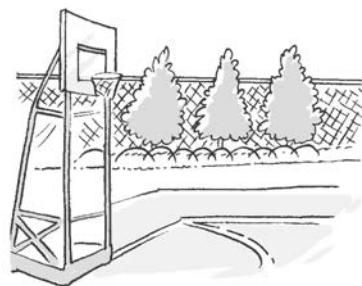
## Task: Welcome to our school (欢迎来我们学校)

### A Look and say (看图说话)

①



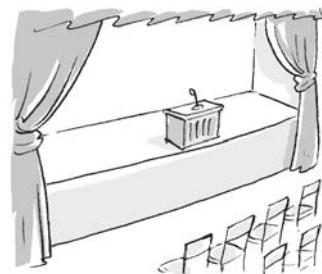
②



③



④



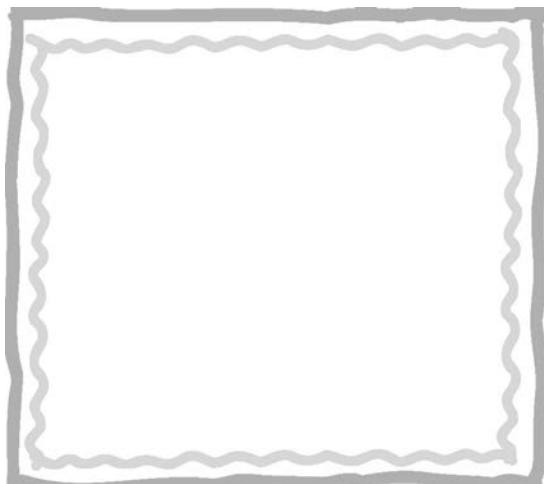
Welcome to our school.

This/That is a/the ...

It's ... and ...

We can ... in it/there.

### B Draw and write (画一画学校的某一个场所，然后写一写)



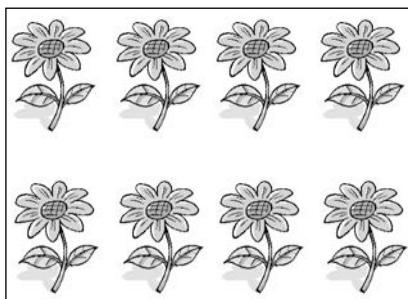
The \_\_\_\_\_  
Look, this is \_\_\_\_\_.  
It's in our school.  
It's \_\_\_\_\_ and \_\_\_\_\_.  
We can \_\_\_\_\_.  
\_\_\_\_\_



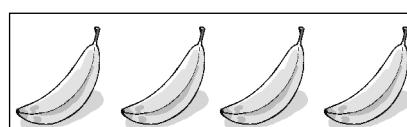
## 2 Shopping

### A Listen and circle (听录音, 圈出相应数量的物品)

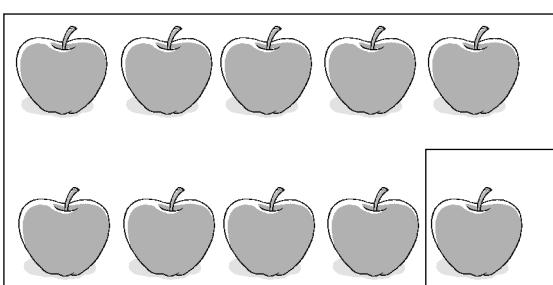
1



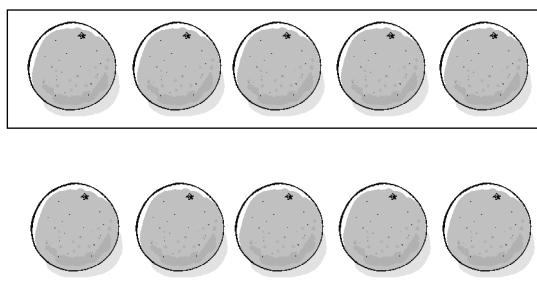
2



3



4



### B Listen and match (听录音, 把人物和相应的物品连起来)

1



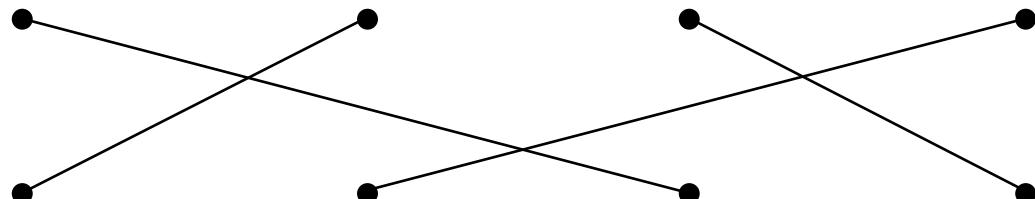
2



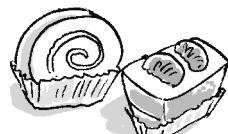
3



4



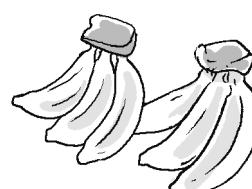
a



b



c



d



## C Listen and write (听录音, 填空完成购物单)

①

### Shopping list

- three apples
- six oranges
- nine bananas

Alice

②

### Shopping list

- five hot dogs
- two cakes
- one ice cream

Kitty

## D Look, say and act (看图说一说, 然后演一演)

Hi, can I help you?

May I have some cakes?

How many cakes?

Four, please.

Here you are.

Thank you.

## E Look, read and circle (看图读句子, 圈出正确的 一项)

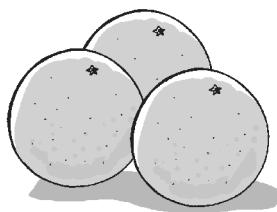
①



May I have some flower, please?

flower  
flowers

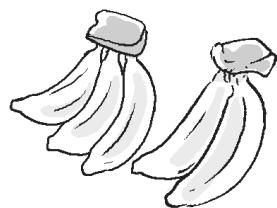
②



Do you like oranges ?

oranges  
orange

③



— May I have four oranges , please?

four oranges  
five bananas

— Here you are.

④



— How much ?  
How many

— Five yuan, please.

⑤



— May I have some bananas , please?

bananas  
ice creams

— How much ?  
How many

— Seven, please.

## F Look, complete and read (看图, 填空完成对话, 然后读一读)

①

Can I help you?

May I have some apples, please?

How many apples?

Four, please.

②

Can I help you?

May I have some peaches, please?

How many peaches?

Five, please.

## G Read and write (读一读, 写一写)

① May I have some oranges, please?

---

---

② How many oranges? Nine, please.

---

---

③ Here you are. Thank you.

---

---

## Task: Let's go shopping! (我们去购物吧! )

A Think and write (你需要买什么，在购物单上写一写)



B Say and act (根据练习A的购物单内容表演对话)

S1: Good morning/afternoon/evening.

Can I help you?

S2: May I have ..., please?

S1: How many ...?

S2: ..., please.

S1: Here you are.

S2: Thank you. How much?

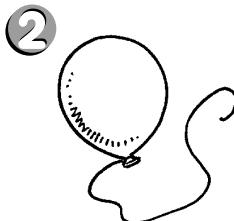
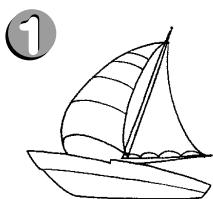
S1: ... yuan.

S2: Here you are.

S1: Thank you.

### 3 In the park

#### A Listen and match (听录音, 把物品和相应的颜色单词连起来)



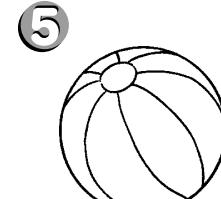
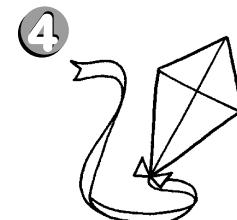
a red

b yellow

c blue

d green

e white



#### B Listen and tick (听录音, 勾出听到的句子)

① a Look at the boat.

② a  My kite is brown.

b  Look at the balloon.

b  My kite is blue.

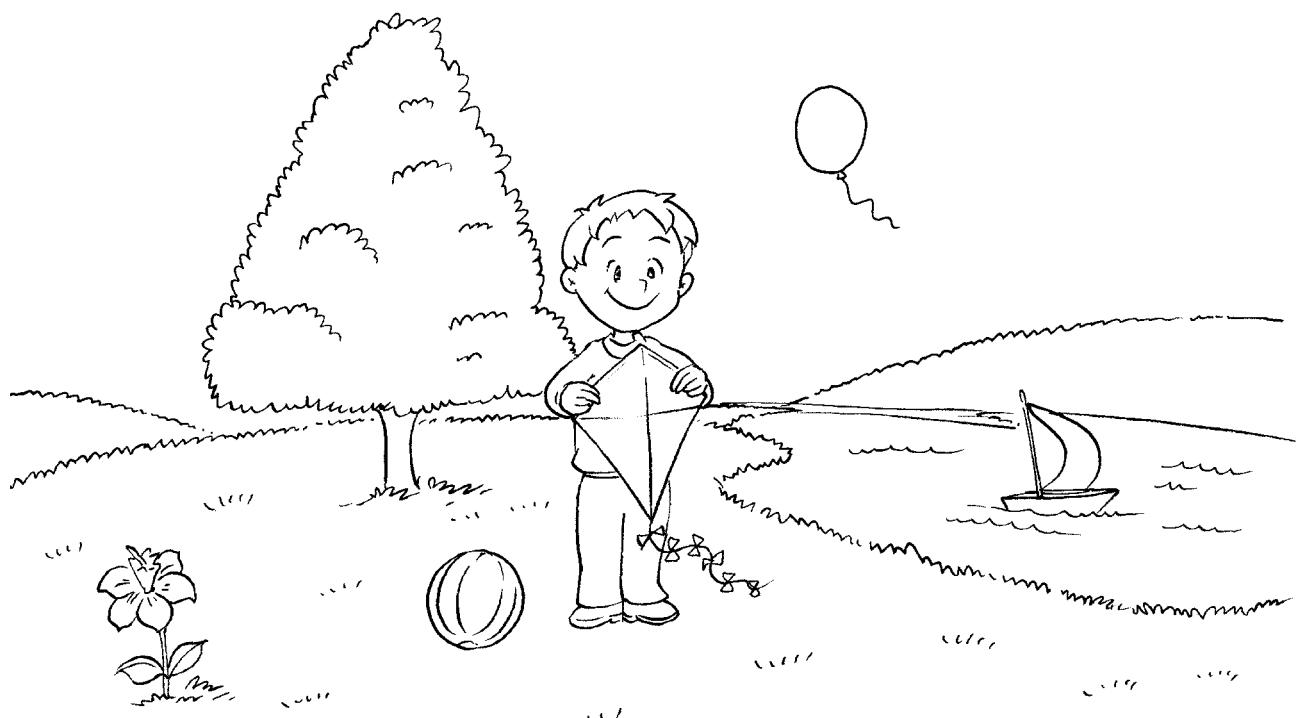
③ a —What colour is it?  
—It's red.

b  —What colour is it?  
—It's yellow.

④ a  —What colour is  
your ball?  
—It's green.

b —What colour is  
your balloon?  
—It's black.

## C Listen and colour (听录音, 给下面的图涂颜色)



## D Ask and answer (根据练习C的内容互相问答)

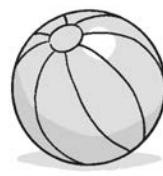
Look at ...  
What colour is it?



It's ...

## E Look, read and tick (看图读句子, 勾出正确的应答)

① Is this a balloon?



- a Yes, it is.  
b Yes, it isn't.

② Is this a boat?



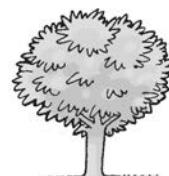
- a Yes, it is.  
b No, it isn't.

③ Is this the sun?



- a Yes, it is.  
b No, it isn't.

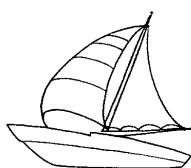
④ Is this a flower?



- a Yes, it is.  
b No, it isn't.

## F Colour, write and say (给图上色, 填空完成句子, 然后说一说)

①



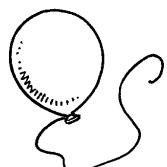
The boat is \_\_\_\_\_.

②



The dog \_\_\_\_\_  
\_\_\_\_\_.

③



The \_\_\_\_\_  
\_\_\_\_\_.

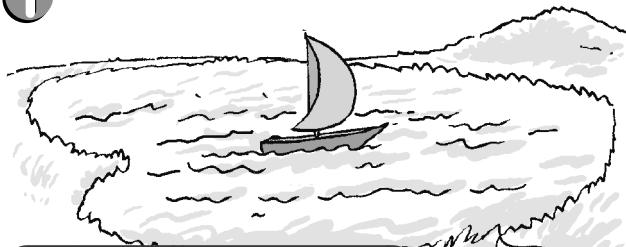
④



\_\_\_\_\_

## G Look, complete and read (看图，填空完成对话，然后读一读)

①



Look at the boat.  
What colour is it?



It's yellow.

②



Look at the kite.  
What colour is it?



It's blue.

## H Read and write (读一读，写一写)

① Look at the balloon.

---

---

---

② What colour is it? It's blue.

---

---

---

③ Is this your kite? Yes, it's my kite.

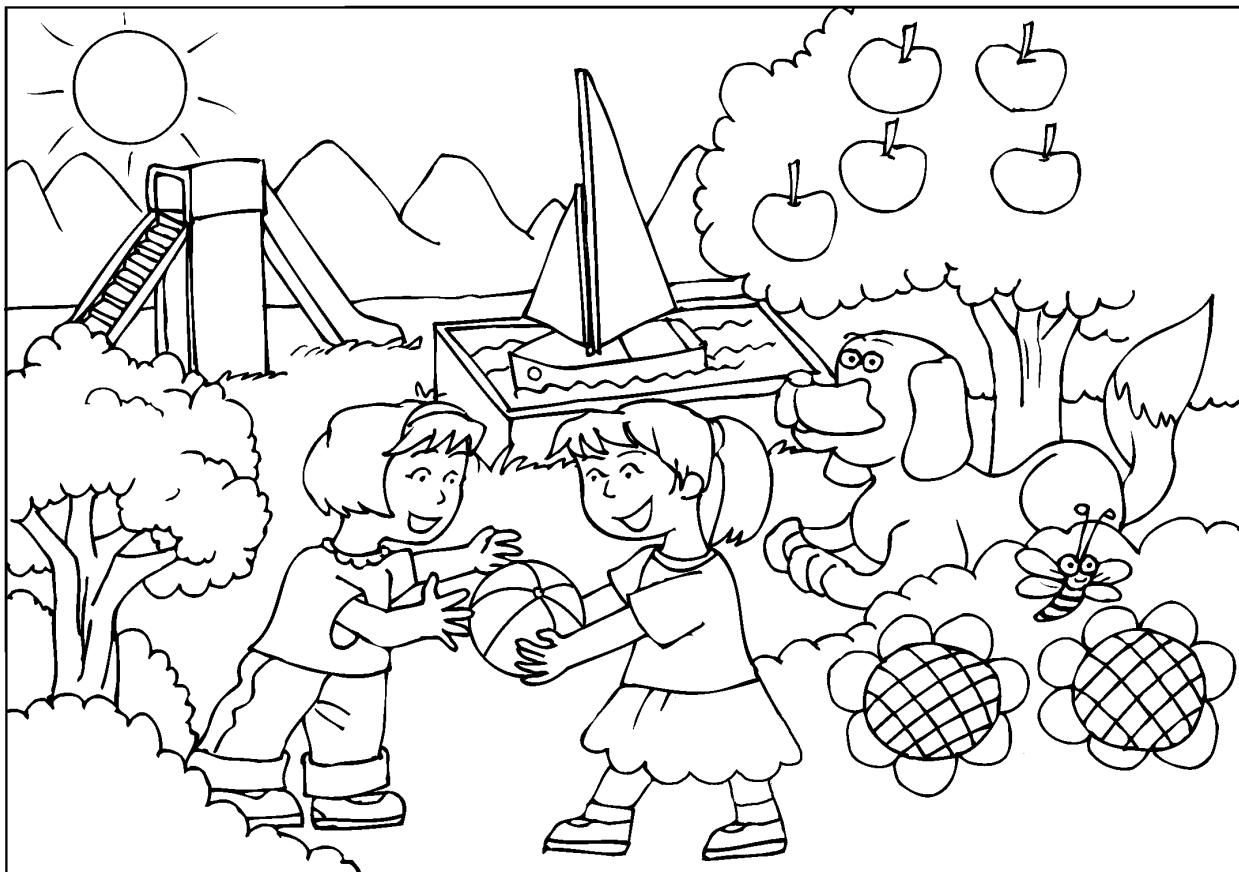
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## Task: About colours (关于颜色)

A Colour and say (给下面的图涂颜色，然后根据提示说一说)



S1: Look at the ...

What colour is it/are they?

S2: It's/They're ...

B Look and write (根据练习A的图写一写)

Look at the \_\_\_\_\_. It is/They are \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Module Revision (3)

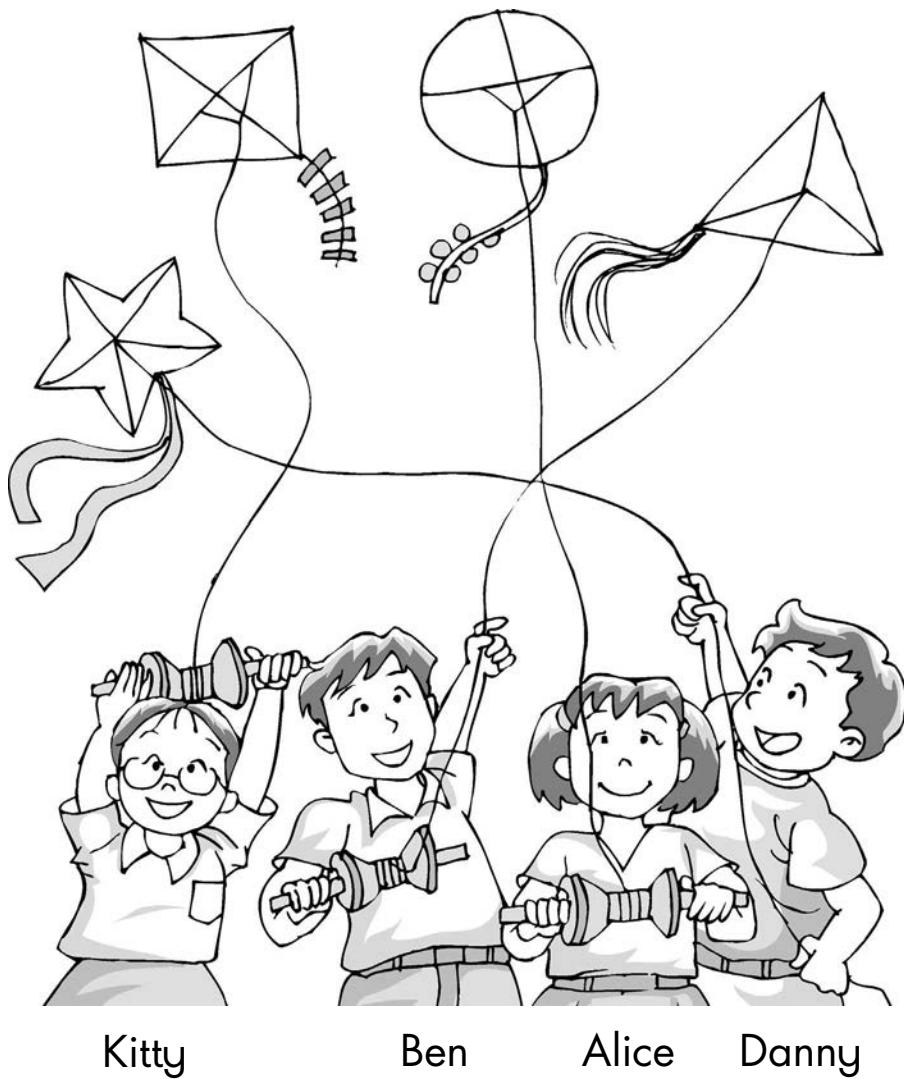
## A Listen and number (听录音, 根据顺序给下面的单词编号)

- |   |                       |                           |                       |                       |
|---|-----------------------|---------------------------|-----------------------|-----------------------|
| ① | classroom<br>( 2 )    | library<br>( 4 )          | playground<br>( 1 )   | toilet<br>( 3 )       |
| ② | green<br>( 3 )        | blue<br>( 1 )             | red<br>( 4 )          | yellow<br>( 2 )       |
| ③ | balloon<br>( 4 )      | ball<br>( 3 )             | kite<br>( 2 )         | boat<br>( 1 )         |
| ④ | eight apples<br>( 3 ) | three ice creams<br>( 1 ) | five oranges<br>( 2 ) | nine bananas<br>( 4 ) |

## B Listen, circle and respond (听录音, 圈出正确的应答, 然后说一说)

- ① **a** Seven, please.  
**b** Seven yuan, please.
- ② **a** It's red.  
**b** No. It's red.
- ③ **a** No. It's the library.  
**b** Yes, it's the library.
- ④ **a** May I have some flowers, please?  
**b** It's a flower.
- ⑤ **a** It's blue.  
**b** It's a balloon.

**C Listen and colour** (听录音, 给风筝涂上相应的颜色)



Kitty

Ben

Alice

Danny

**D Ask and answer** (根据练习C的图互相问答)

Look at ...  
Is it ...?



What colour is it?

Yes, it is./No, it isn't.



It's ...

## E Read, choose and write (读一读, 选择合适的词填空)

a an

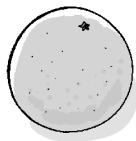
①



—What's this?

—It's an apple.

②



—Is this an orange?

—Yes, it is. It's a big orange.

③



—May I have an ice cream?

—A banana ice cream?

—Yes, please.

## F Read and colour (读一读, 根据提示给物品涂上相应颜色)

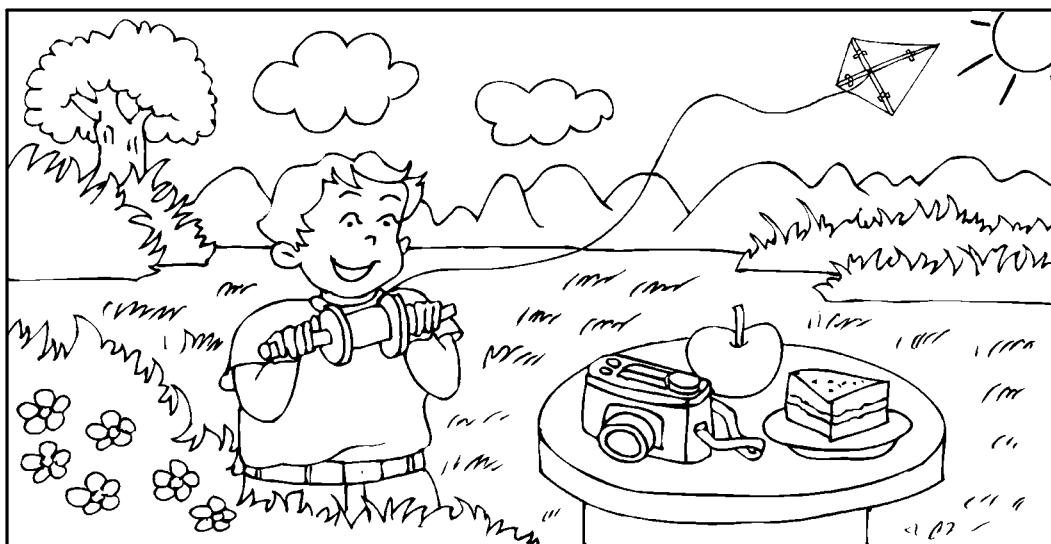
① —Look at the kite. It's blue.

② —Look at the table. Is it yellow?

—Yes, it is.

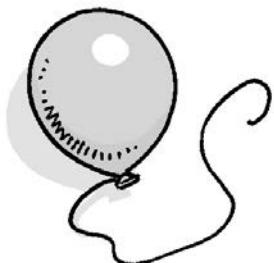
③ —Look at the apple. Is it red?

—No. It's green.



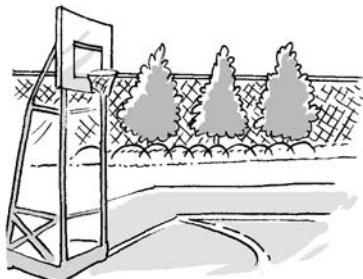
## G Look, complete and read (看图, 填空完成句子, 然后读一读)

①



Look at the balloon.  
It's yellow.

②



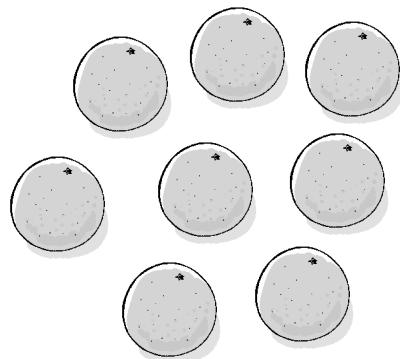
— Is this the hall/playground?  
— No/Yes. It's the  
playground.

③



— What's this?  
— It's an apple.  
— What colour is it?  
— It's red.

④



— May I have  
some oranges?  
— How many oranges?  
— Eight, please.  
— Here you are.  
— Thank you.



# Module 4 The natural world

## 1 Insects

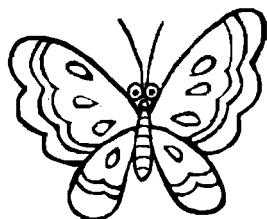
A Listen and match (听录音，把昆虫和相应的颜色单词连起来)

①



orange

②



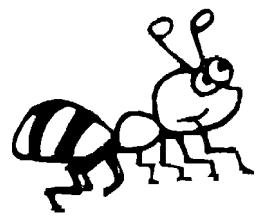
purple

③



grey

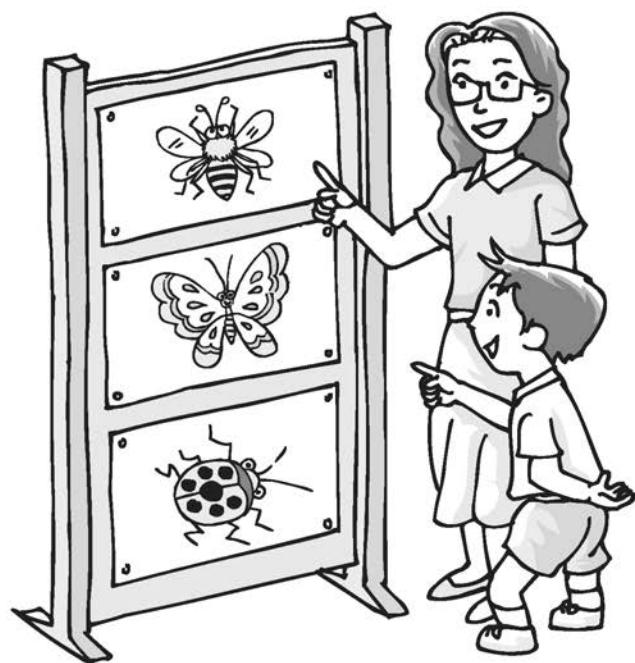
④



blue

red

## B Listen and number (听录音, 根据顺序给句子编号)



- ( 3 ) Look! It's a butterfly.
- ( 5 ) Look! It's a ladybird.
- ( 1 ) Look! It's a bee.
- ( 6 ) It's red and black.
- ( 2 ) It's yellow and black.
- ( 4 ) It's purple and blue.

## C Look, ask and answer (看图, 根据提示互相问答)

Look at the insect.  
What is it?

It's a/an ...

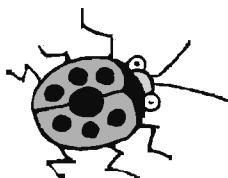
What colour is it?

It's ...



**D Read and circle** (看图读句子，圈出正确的单词或短语)

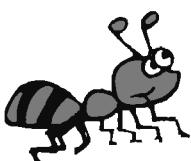
①



—What is it?

—It's a **butterfly**  
**ladybird**.

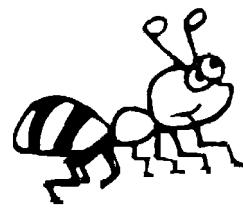
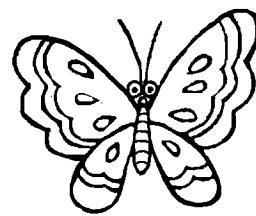
②



This is **an ant**  
**a bee**.

It is black. It can't fly.

**E Read, colour and write** (读一读，给昆虫图片涂色，然后写出相应的单词)



① It is small. It is red and black. It can fly.

It is a ladybird.

② It is an insect. It is yellow and black. It can fly.

It is a bee.

③ It is blue and yellow. It is beautiful. It can fly.

It is a butterfly.

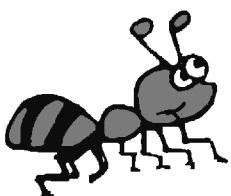
④ It is small. It is black. It can't fly.

It is an ant.

## F Read, choose and write (读一读, 选择合适的词填空)

①

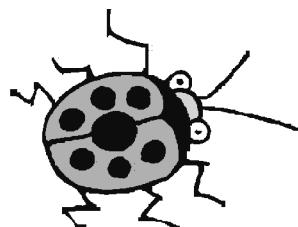
a      an      the      /



— Look at the insect.  
Is it a bee?  
— No. It's an ant.  
It's / black.

②

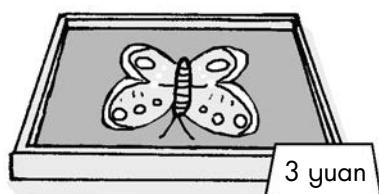
What      What colour



— What is it?  
— It's a ladybird.  
— What colour is it?  
— It's yellow and black.

③

How much      How many



— How many butterflies?  
— One.  
— How much is the butterfly?  
— Three yuan.

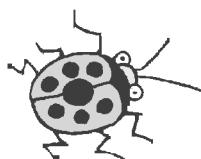
## G Read and write (读一读, 写一写)

① What is it? It's a ladybird.

② What colour is it? It's red and black.

## Task: About insects (关于昆虫)

A Look, ask and answer (看图, 根据提示互相问答)



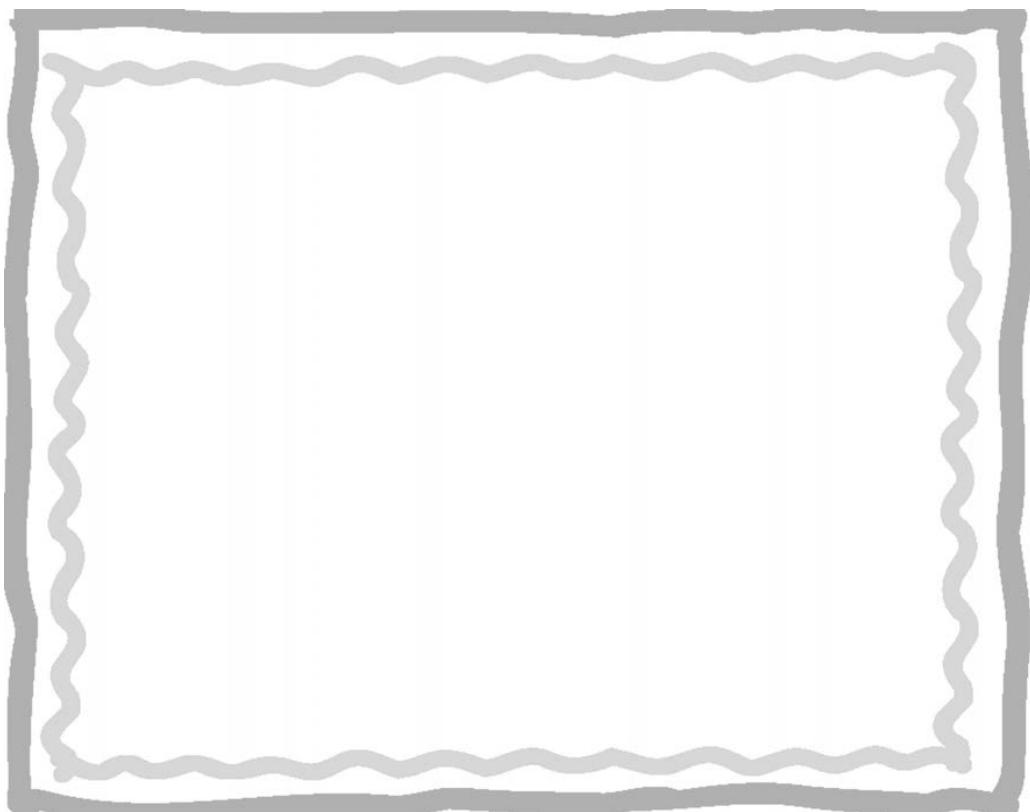
1 What is it?

2 Is it ...?

3 What colour is it?

4 Can it ...?

B Draw and write (画一只昆虫, 并根据提示写几句话描述它)



Look at the insect.

It's a/an \_\_\_\_\_.

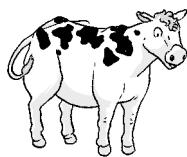
It's \_\_\_\_\_.  
\_\_\_\_\_



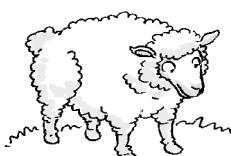
## 2 On the farm

### A Listen and number (听录音, 根据顺序给下面的图编号)

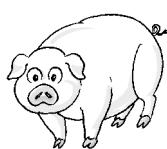
①



( 2 )



( 1 )

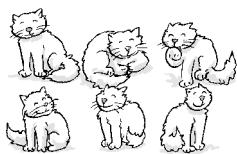


( 3 )

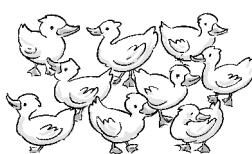


( 4 )

②



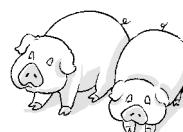
( 3 )



( 1 )

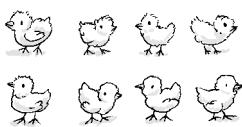


( 2 )

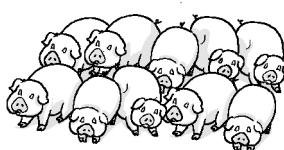


( 4 )

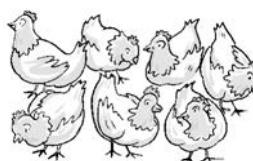
③



( 2 )



( 3 )



( 1 )



( 4 )

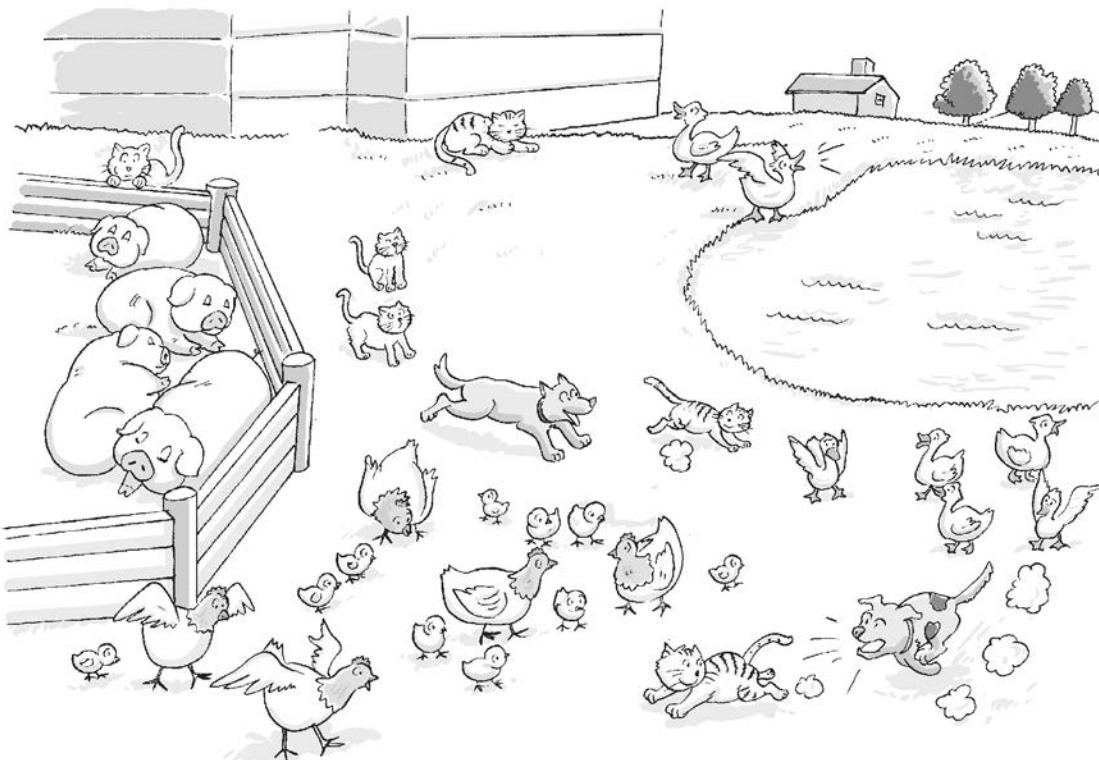
### B Listen and write (听录音, 在表格中填入相应的数词)

<b>Animals</b>	ducks	pigs	hens	rabbits	chicks
<b>How many?</b>	nine	four	ten	seven	six

## C Listen and choose (听录音, 选出听到的句子)

- ① a —What are they?  
—They're hens.
- b —What are they?  
—They're chicks.
- ② a —How many pigs?  
—Ten pigs.
- b —How many dogs?  
—Ten dogs.
- ③ a Count the ducks.
- b Look at the ducks.
- ④ a One, two, three.  
Three chicks.
- b One, two. Two cats.

## D Look, count, ask and answer (看图数一数, 然后根据提示互相问答)



S1: Look! What are they?

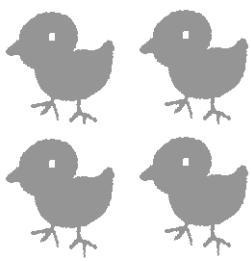
S2: They're ...

S1: Count the ... How many ...?

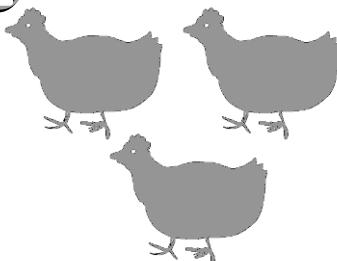
S2: ...

## E Look and write (看图，写出相应的单词)

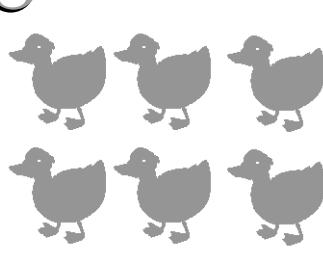
①



②



③

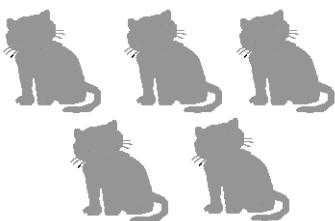


four chicks

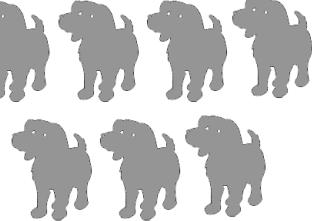
three hens

six ducks

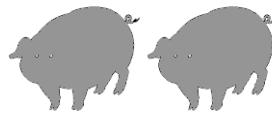
④



⑤



⑥



five cats

seven dogs

two pigs

## F Read and circle (读一读，圈出正确的应答)

① What's this?

a It's a pig.

b They're pigs.

② What are these?

a They're dogs.

b They're red.

③ Are they hens?

a Yes, they are.

b Yes, it is.

④ 'Peep ... Peep ...' What are they?

a It's a duck.

b They're chicks.

## G Look, complete and read (看图, 填空完成对话, 然后读一读)

①

What are they?



How many ducks?

They're ducks.



Two ducks.

②

What are they?



How many chicks?

They're chicks.



Eight chicks.

## H Read and write (读一读, 写一写)

① What are they? They are pigs.

---

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---

② How many pigs? Six pigs.

---

---

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## Task: About animals (关于动物)

A Think, say and write (想一想，农民伯伯的农场里会有些什么动物，说一说，写一写)



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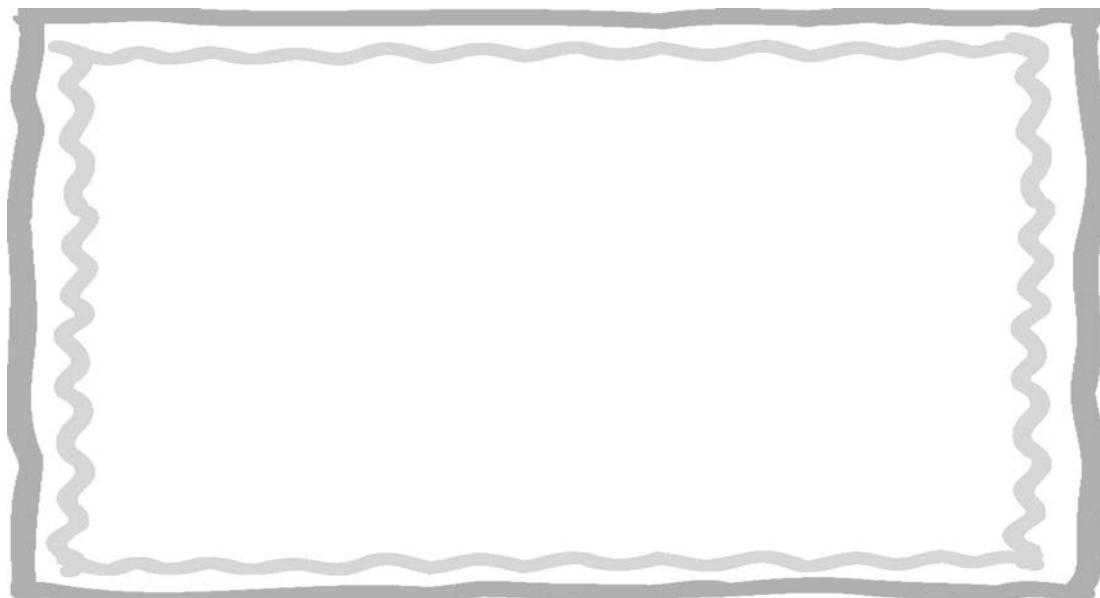
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B Draw and write (画一画自己喜欢的一些动物，然后根据提示写一写)



Look at the animals.

They're \_\_\_\_\_.

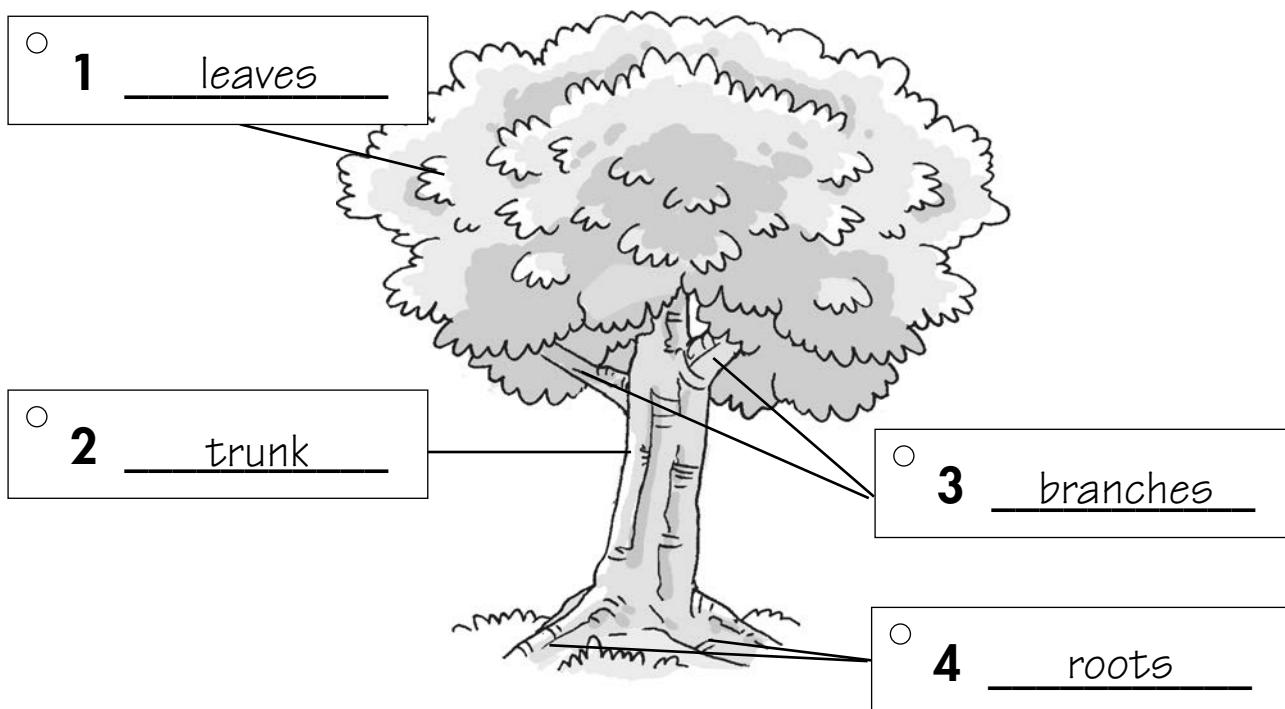
They can \_\_\_\_\_.

They like \_\_\_\_\_.

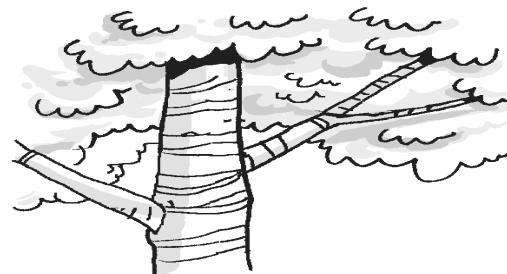
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## 3 Plants

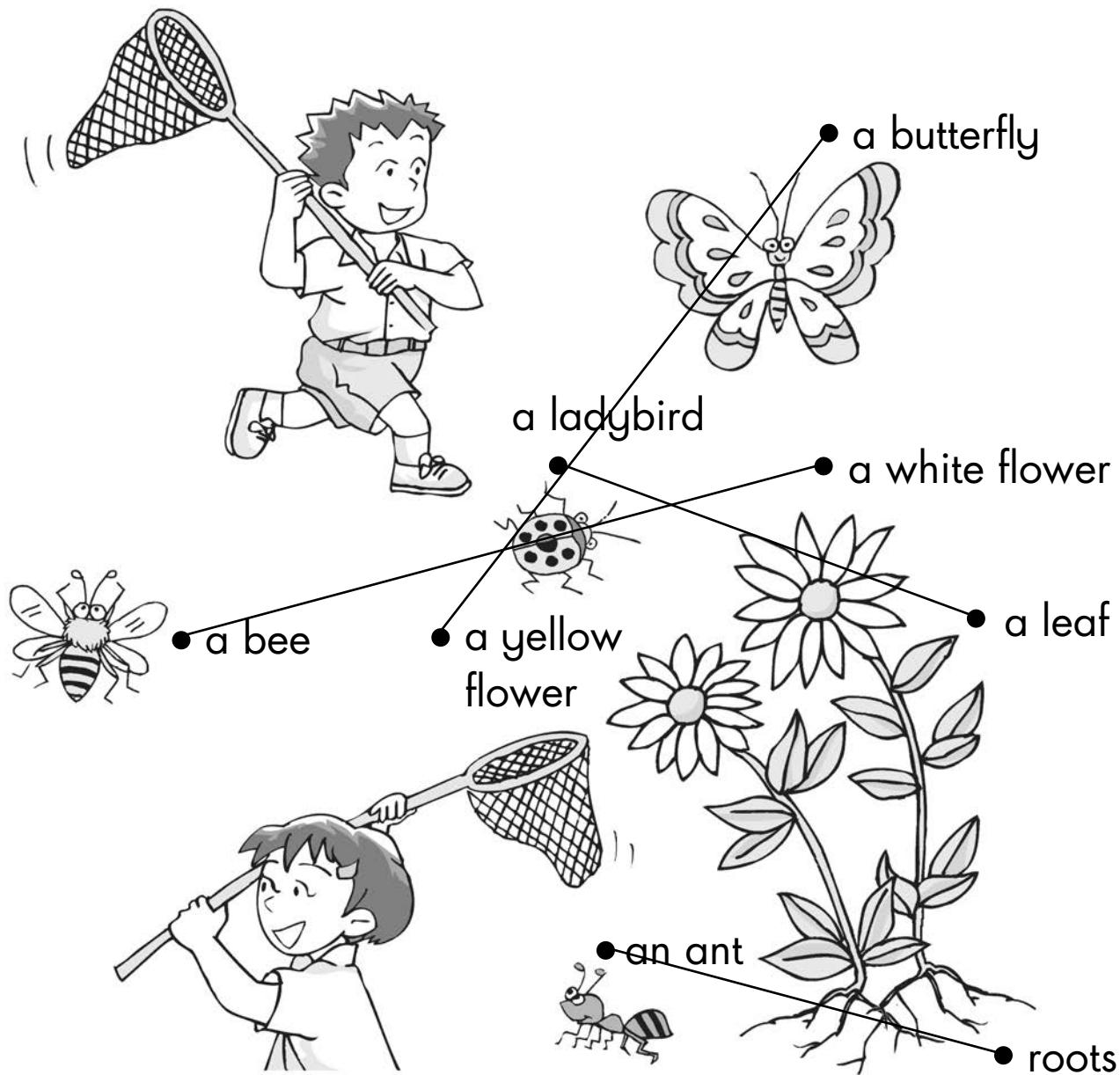
### A Look, listen and write (看图听录音, 写出听到的单词)



### B Listen and number (听录音, 根据顺序给下面的图编号)



## C Look, listen and draw (看图听录音, 把昆虫和它们所在的地方连起来)



## D Look and say (根据练习C的内容说一说)

Look at ...  
It's ... It has ...  
It's/They're ...



I can see ...  
It's ...  
It can ...

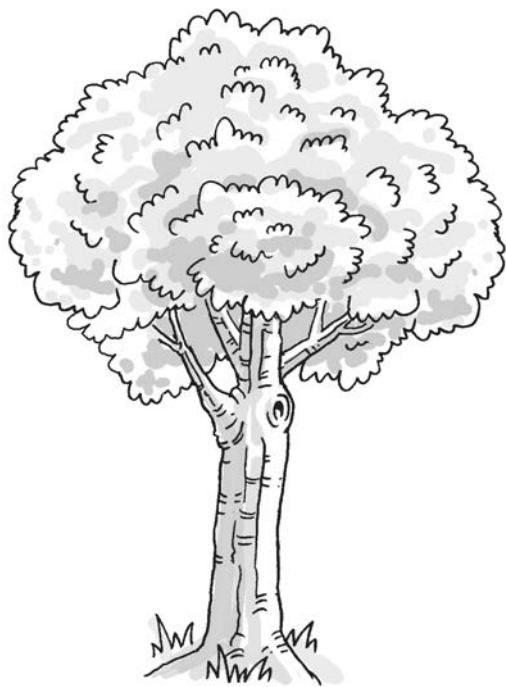
**E Look, read and judge** (看图读句子, 相符的打√, 不符的打×)



- 1 It is a tree.
- 2 It has many small flowers.
- 3 It has many leaves.
- 4 It has a big trunk and some branches.
- 5 It has some roots. The roots are thin and short.

## F Look, choose and write (看图, 选择合适的词填空)

It is    They are    It has



① ○ It is a tree.  
It is big.

② ○ It has some branches.  
They are long.

③ ○ It has many leaves.  
They are green.

④ ○ It has a trunk.  
It is big and brown.

## G Read and write (读一读, 写一写)

① Look at this plant. It is beautiful.

---

---

---

② It has a flower. It is pink.

---

---

---

③ It has leaves. They are green.

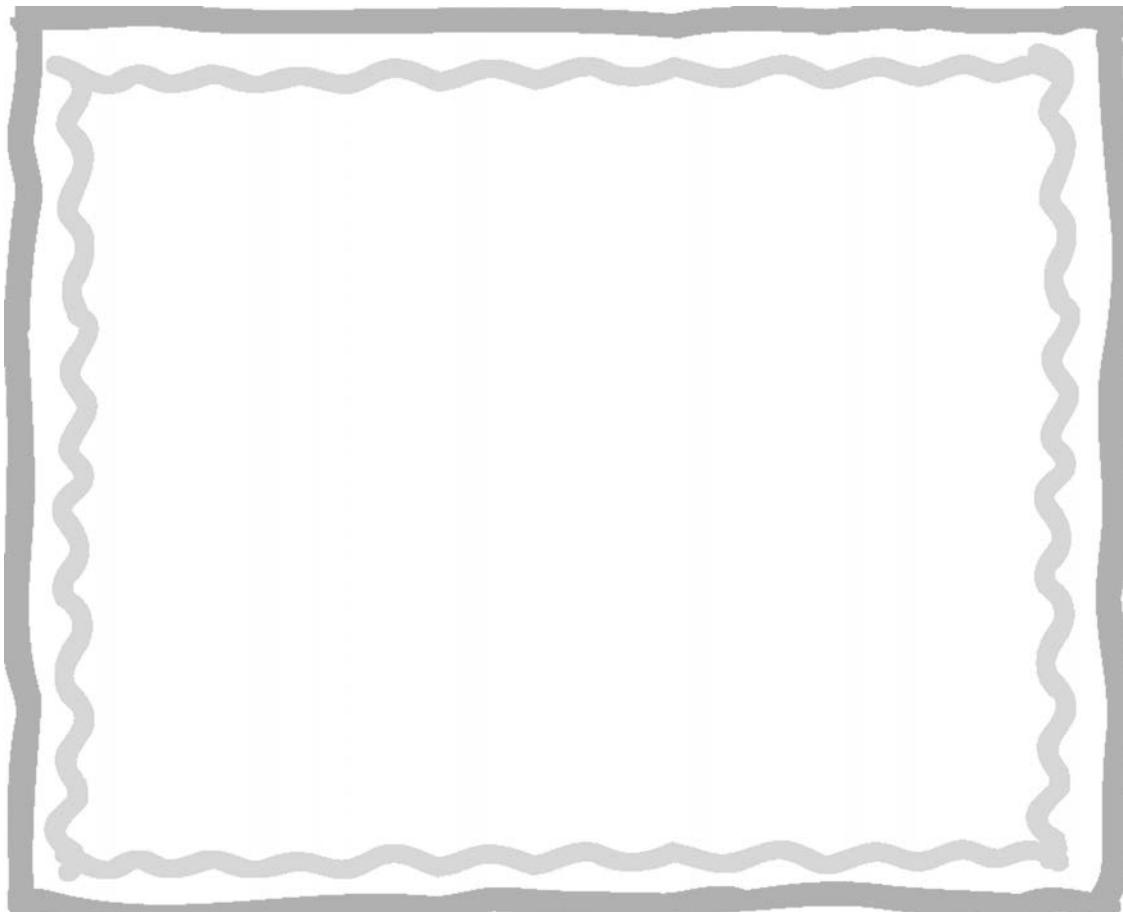
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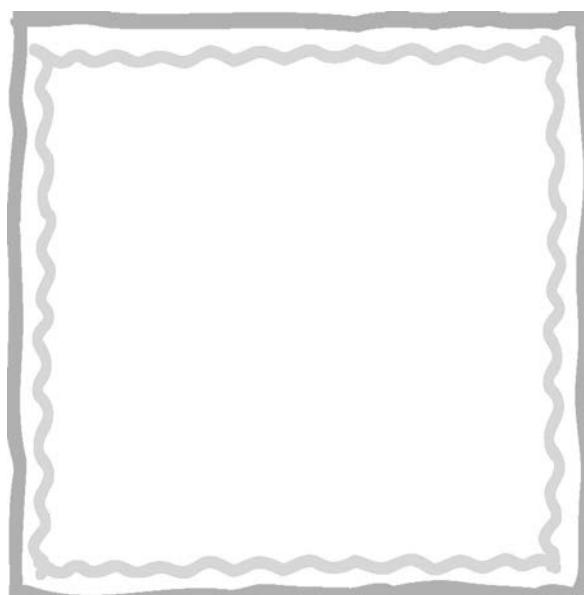
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## Task: About plants (关于植物)

A Listen, draw and say (听录音, 画一画, 并说一说)



B Stick and write (贴一张植物的照片, 然后写一写)



Look at the \_\_\_\_\_.  
It's \_\_\_\_\_.  
It has a \_\_\_\_\_.  
It's \_\_\_\_\_.  
It has \_\_\_\_\_.  
They're \_\_\_\_\_.



# Module Revision (4)

## A Listen and circle (听录音, 圈出听到的单词或词组)

- ① **a** ladybird    **b** butterfly    **c** cat    **d** dog
- ② **a** branches    **b** leaves    **c** roots    **d** flowers
- ③ **a** five bees  
**c** three ants    **b** four hens  
                    **d** six chicks
- ④ **a** a black cat  
**c** a yellow chick    **b** a black ant  
                    **d** a yellow bee

## B Listen and tick (听录音, 在表格相应的一栏里打√)

✓	red	yellow	black	blue	pink	white
		✓				
						✓
			✓			✓
	✓		✓			
		✓		✓		
					✓	✓

## C Listen and judge (听录音, 判断下列句子, 相符的画☺, 不符的画☹)

① —What's that?



—It's a chick.

② —What is it?



—It's a butterfly.

③ It has many leaves.



④ I have a white cat.



## D Listen, complete and say (听录音, 填空完成对话, 然后说一说)



Kitty: Good morning, Mr MacDonald.

Mr MacDonald: Good morning, Kitty.

Kitty: What are they, Mr MacDonald?

Mr MacDonald: They are pigs. Count the pigs. How many pigs?

Kitty: Three. What are they?

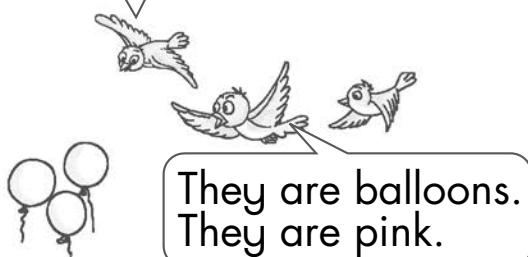
Mr MacDonald: They're ladybirds.

What colour are they?

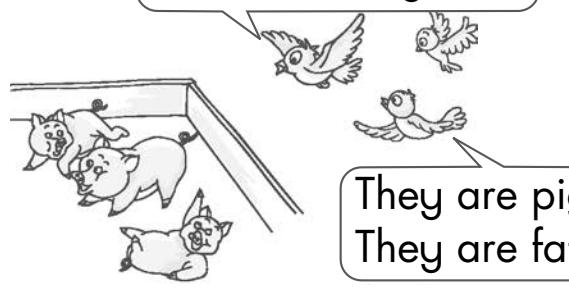
Kitty: They're red and black.

## E Read and answer (读故事，回答问题)

1 Mother, look!  
What are they?



2 Look at the animals.  
What are they?



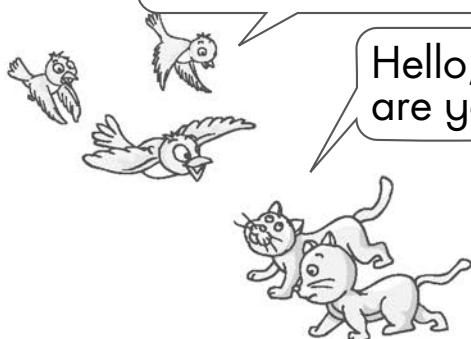
3 How many pigs?



4 Mother, look at  
the chicks.

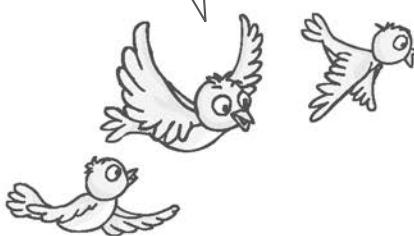


5 Mother, look at the  
animals. They are  
happy. What are they?



6

They are cats. They are hungry.



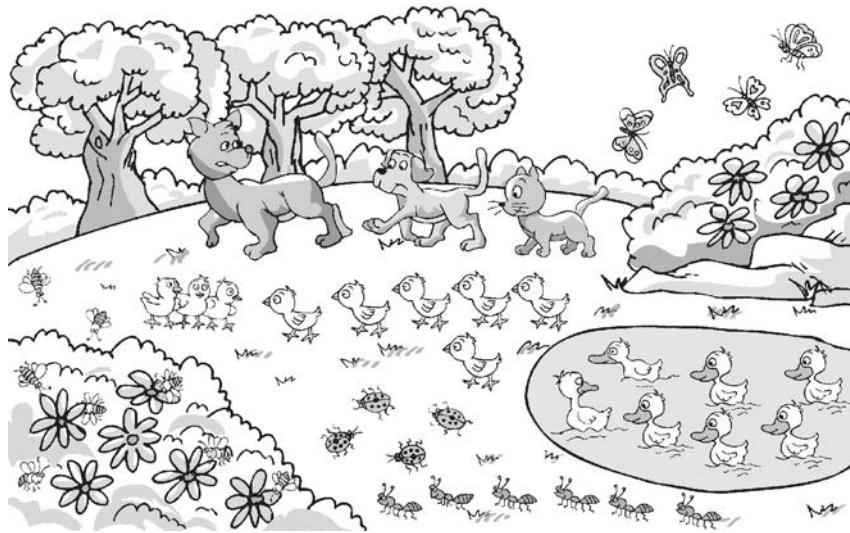
1 They are pink.  
What are they?  
They are balloons.

2 They are fat.  
What are they?  
They    are    pigs.

3 They are yellow and white.  
What are they?  
They    are    ducks.

4 They are hungry.  
What are they?  
They    are    cats.

## F Look, count and write (看图数一数, 写一写)



<b>Animal</b>	cat	dog	chick	ant	duck
<b>How many?</b>	one	two	nine	six	seven

## G Read, choose and write (读一读, 选择合适的词填空)

What	What colour	How many	How much
It is	It has	They are	

- ① — What is that?  
— It is a bee.
- ② — Count the chicks.  
— How many?  
— Six chicks.
- ③ — What colour are the flowers?  
— They are red and pink.
- ④ — How much?  
— Six yuan, please.
- ⑤ It is a plant. It has some small leaves. They are green.



## Tapescripts and answer key

### 录音材料及参考答案

#### M1U1 How are you?

**A Listen and number** (听录音, 根据顺序给下面的图编号)

- 1 Good afternoon, Tom.
- 2 Goodbye, Alice.
- 3 Hello, I'm Dolly.
- 4 Hello, Mr Zhang. How are you?
- 5 Good night, Mum.
- 6 Good morning, Peter.

(5, 1, 2, 4, 6, 3)

**B Listen and judge** (听录音, 判断下列句子, 相同的画(?) , 不同的画( ))

- 1 Goodbye, Tom. (?)
- 2 Good night, Kitty. (?)
- 3 Good afternoon, Miss Li. (?)
- 4 Good morning, Mrs Wang. (?)
- 5 Hello, I'm Miss Fang. (?)
- 6 Hello, Mr Zhang. How are you? (?)

**C Listen, circle and respond** (听录音, 圈出正确的应答, 然后说一说) (略)

- 1 How are you today? (b)
- 2 Hi, boys and girls. This is Mrs Wang. (a)
- 3 Good night, Mum and Dad. (c)

**D Look, read and circle** (看图读句子, 圈出正确的单词)

(1 Miss 2 morning 3 fine)

**E Look, read and match** (看图读句子, 把句子和相应的图连起来)

(1 b 2 a 3 c)

**F Look, read, choose and write** (看图读一读, 选择合适的词填空)

(1 Good afternoon, very well 2 this is)

**G Trace, read and write** (描一描, 读一读, 写一写) (略)

**Task: My new teacher** (我的新老师) (略)

**A Listen, read and act** (听一听, 读一读, 演一演) (略)

Alice: Hello, I'm Alice. This is Mr Zhang. He is my new teacher. He is tall. He is thin.

#### M1U2 What's your name?

**A Listen and match** (听录音, 把人物和相应的图连起来)

- 1 Peter, open the door, please. (a)
- 2 Alice, close your book, please. (c)
- 3 Kitty, clean the blackboard, please. (d)

4 Danny, stand up, please. (b)

**B Listen and tick** (听录音, 勾出听到的句子)

1 Sit down, please. (a)

2 Close the door, please. (b)

3 Clean the desk, please. (a)

4 Look at the blackboard, please. (a)

**C Look, listen, say and act** (看图听录音, 跟着说一说, 然后做相应的动作) (略)

1 Open the door, please.

2 Look at the blackboard, please.

3 Stand up, please.

4 Sit down, please.

**D Look, read and circle** (看图读句子, 圈出正确的单词或词组)

(1 Stand up 2 Open 3 clean)

**E Look, read and match** (看图读句子, 把相应的序号填入方框内)

(1 b 2 a 3 c)

**F Look, read, choose and write** (看图读一读, 选择合适的词填空)

(My, you, I, you, your)

**G Trace, read and write** (描一描, 读一读, 写一写) (略)

**Task: In the classroom** (在教室里) (略)

### M1U3 How old are you?

**A Listen and write** (听录音, 补全听到的号码)

1 Nine, one, two. (912)

2 Seven, four, three. (743)

3 A, five, eight, six, seven. (A·5867)

4 Five, two, eight, six, three, nine, one, two. (52863912)

**B Listen and match** (听录音, 将人物和他们的生日蛋糕连起来)

1 Peter: My name is Peter. I'm eight today. (b)

2 Tom: Hi, Ben. Happy Birthday to you! How old are you?

Ben: I'm ten. (c)

3 Bird: Hi, I'm a bird. I'm one. (a)

4 Alice: Hi, Sam. How old are you?

Sam: Woof! Woof!

Alice: Oh, you are two. (d)

**C Listen, choose and respond** (听录音, 选出正确的应答, 然后说一说) (略)

1 How old are you? (a)

2 What's your name? (c)

3 Happy Birthday! (b)

4 Are you eight? (c)

#### D Listen and complete (听录音, 填空完成句子)

- 1 —Here's your cake, Alice.  
—Thanks, Mum.
- 2 —How old are you?  
—I'm eight.
- 3 —Today is my birthday. I am seven.  
—Happy Birthday!  
—Thank you.
- 4 —Hello, I'm Mrs Dog. I'm three. What's your name?  
—I'm Mr Cat. I'm four.

#### E Look, circle and trace (看图读句子, 圈出正确单词的编号, 然后描写这个单词)

- (1 b ten 2 a you 3 b eight 4 a birthday)

#### F Look, read and tick (看一看, 读一读, 勾出和图相符的句子)

- (1 b 2 a)

#### G Trace, read and write (描一描, 读一读, 写一写) (略)

#### Task: Our birthdays (我们的生日) (略)

### Module Revision (1)

#### A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 This is my school.
- 2 Open the box, please.
- 3 Look at the blackboard.
- 4 Please clean the blackboard.
- 5 Look at the book.
- 6 Close the window.
- 7 Thank you.

(1, 3, 5, 2, 4, 6, 7)

#### B Listen and circle (听录音, 圈出听到的句子)

- 1 My name's Peter. (b)
- 2 I'm fine, thanks. (b)
- 3 Clean the blackboard. (a)
- 4 How old are you? (b)

#### C Look, listen and number (看图听录音, 根据顺序给下面的图编号)

- 1 Good morning. I'm Mr Zhang.
- 2 What's your name?
- 3 How old are you?
- 4 Open your book. Write your name, please.
- 5 Open the door, please. Thank you.
- 6 Goodbye.

(4, 1, 2, 3, 6, 5)

**D Read and judge** (读一读, 判断他们做的事情的老师的指令是否相符, 相符的打√, 不符的打×)

(1 × 2 √ 3 ×)

**E Read and write** (读一读, 连词成句)

(1 What's your name? 2 Look at the blackboard, please.)

**F Read, choose and write** (读一读, 选择合适的词填空)

(How are you, I'm fine, My name, How old are you, I'm eight, Happy Birthday)

## M2U1 My friends

**A Listen and tick** (听录音, 勾出相应的图)

1 a girl (b) 2 short (b) 3 fat (b) 4 a boy (a)

**B Listen and write** (听录音, 将表示人物名字的字母序号填入方框内)

1 Li is thin and tall.

2 Ming is big and tall.

3 May is short and fat.

4 Luo is short and small.

(a-4, b-2, c-1, d-3)

**C Look, listen and respond** (看图听录音, 然后作应答)

1 Is Tom short? (No, he isn't.)

2 Is John a boy? (Yes, he is.)

3 Is Amy fat? (No, she isn't.)

4 Is Lily tall? (Yes, she is.)

**D Look, read and circle** (看图读句子, 圈出正确的单词)

(1 fat, play football 2 thin, sing 3 girl, can't)

**E Look, read and match** (看图读句子, 把相应的人物编号写在方框中)

(1 b 2 d)

**F Look, choose and write** (看图, 选择填空完成句子)

(1 a He's b She's, She's 2 a Yes, is b Is, No, isn't)

**G Trace, read and write** (描一描, 读一读, 写一写) (略)

**Task: My friends** (我的朋友) (略)

## M2U2 My family

**A Listen and tick** (听录音, 勾出相应的图)

1 brother (a)

2 sister (c)

3 grandmother (b)

4 mother (c)

**B Listen, read and match** (听录音, 读一读, 把句子和相应的图连起来)

1 My name is Betty. I'm nine. My brother is ten. (c)

2 I'm Tommy. I'm eight. I'm short. My father is tall. (a)

**3** I'm Ivy. I'm eight. Look at that girl. She's Jill. (b)

**C Ask and answer** (根据练习 B 的内容互相问答) (略)

**D Look, circle and trace** (看图读句子, 圈出正确单词的编号, 然后描写这个单词)

(1 **b** grandmother 2 **a** brother 3 **b** mother)

**E Look, read and number** (看图读句子, 按顺序给句子编号)

(3, 2, 4, 5, 1)

**F Look, complete and read** (看图, 填空完成对话, 然后读一读)

(1 mother 2 father 3 he, He's my brother 4 she, She's my sister)

**G Trace, read and write** (描一描, 读一读, 写一写) (略)

**Task: My family** (我的家庭) (略)

## M2U3 About me

**A Listen and number** (听录音, 根据顺序给下面的图编号)

1 mouth

2 hair

3 eye

4 ear

5 nose

(a-2, b-3, c-4, d-5, e-1)

**B Listen and choose** (听录音, 选出听到的句子)

1 My hair is long. (a)

2 Your ears are big. (b)

3 My nose is small. (a)

4 I'm a rabbit. My tail is short. (a)

**C Listen and match** (听录音, 把名字和相应的人物连起来)

1 Hello, my name is Tim. My hair is short. My eyes are small. My ears are big. My mouth is big. My nose is big too. (c)

2 Hello, my name is Lily. My eyes are small. My ears are small. My mouth is small. My nose is small too. My hair is short. (a)

3 Hello, my name is Lisa. My eyes are big. My ears are big. My nose is big too. My hair is long. (b)

**D Look and say** (看图, 根据提示说一说) (略)

**E Look, read and judge** (看图读句子, 判断句子和图意是否相符, 相符的打√, 不符的打×)

(1 √ 2 √ 3 × 4 √ 5 √ 6 ×)

**F Look, choose and write** (看图, 选择合适的词填空)

(1 am, is, are, is 2 am, are, is, is)

## G Trace, read and write (描一描, 读一读, 写一写) (略)

Task: About me (关于我) (略)

## Module Revision (2)

### A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 mother, grandmother, grandfather, father (3, 2, 1, 4)
- 2 eye, ear, mouth, nose (2, 1, 4, 3)
- 3 short and thin, tall and thin, tall and fat, short and fat (4, 3, 2, 1)

### B Listen and choose (听录音, 选出听到的句子)

1 This is Mrs Li. She is tall and thin. (a)

2 —Who's he?

—He's my brother. He's five. (b)

3 My eyes are big and my hair is long. (b)

### C Listen and tick (听录音, 勾出相应的图)

1 Look, this is Mr Yang. He's my teacher. He's big and tall. (a)

2 Look, this is Andy. He's my brother. He's short and fat. (a)

3 —Who's he?

—He's my grandfather. He's tall and thin. (a)

4 Look, this is me. My eyes are small. My ears are small. My nose is small too. My hair is short. (b)

### D Ask and answer (根据练习 C 的内容互相问答) (略)

### E Look, complete and read (看图, 填空完成对话, 然后读一读)

(1 He's 2 is she, my mother/teacher/... 3 Is, Yes 4 Is she, No, isn't)

### F Read and match (看图读句子, 把相应的人物序号填入方框里)

(a-1, b-2, c-4, d-6, e-5, f-3)

## M3U1 My school

### A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 a school 2 the playground 3 the library 4 the toilet 5 a classroom 6 the hall  
(5, 2, 6, 1, 4, 3)

### B Listen, choose and respond (看图听录音, 选出正确的应答, 然后说一说)

1 Is this the playground? (a)

2 What's this? (c)

3 Is this the toilet? (b)

4 Is this a classroom? (a)

### C Listen and write (听录音, 在横线上写出正确的单词)

1 library 2 classroom 3 toilet 4 hall

### D Look and say (看图, 根据提示介绍学校) (略)

### E Look, read and judge (看图读句子, 相符的画 ☺, 不符的画 ☹)

(1 ☹ 2 ☺ 3 ☺ 4 ☹ 5 ☹ 6 ☺)

**F Look, complete and read** (看图, 填空完成对话, 然后读一读)

1 —What's this?

—It's a classroom.

2 —Is this the library?

—Yes, it is.

3 —Is this a classroom?

—No. It's the hall.

4 —What's this? Is this/it the toilet?

—Yes, it's the toilet.

**G Read and write** (读一读, 写一写) (略)

**Task: Welcome to our school** (欢迎来我们学校) (略)

## M3U2 Shopping

**A Listen and circle** (听录音, 圈出相应数量的物品) (略)

1 eight flowers 2 four bananas 3 nine apples 4 five oranges

**B Listen and match** (听录音, 把人物和相应的物品连起来)

1 —May I have six bananas, please?

—Yes, here you are.

—Thank you. (c)

2 —Can I help you?

—May I have two cakes, please?

—Here you are.

—Thank you. (a)

3 —Can I help you?

—May I have some flowers, please?

—Yes, here you are.

—Thank you. (d)

4 —Can I help you?

—May I have some ice creams, please?

—How many?

—Three ice creams, please.

—Here you are.

—Thank you. (b)

**C Listen and write** (听录音, 填空完成购物单)

1 Alice's shopping list: three apples, six oranges, nine bananas

2 Kitty's shopping list: five hot dogs, two cakes, one ice cream

**D Look, say and act** (看图说一说, 然后演一演) (略)

**E Look, read and circle** (看图读句子, 圈出正确的一项)

(1) flowers (2) oranges (3) five bananas (4) How much (5) ice creams, How many)

**F Look, complete and read** (看图, 填空完成对话, 然后读一读)

(1 apples, Four 2 have, peaches, How many peaches, Five)

**G Read and write** (读一读, 写一写) (略)

**Task: Let's go shopping!** (我们去购物吧!) (略)

### M3U3 In the park

**A Listen and match** (听录音, 把物品和相应的颜色单词连起来)

- 1 Look at the boat. It's blue. (c)
- 2 Look at the balloon. It's green. (d)
- 3 Look at the flower. It's white. (e)
- 4 Look at the kite. It's red. (a)
- 5 Look at the ball. It's yellow. (b)
- 6 Look at the cloud. It's white. (e)

**B Listen and tick** (听录音, 勾出听到的句子)

- 1 Look at the balloon. (b)
- 2 My kite is brown. (a)
- 3 —What colour is it?  
—It's yellow. (b)
- 4 —What colour is your ball?  
—It's green. (a)

**C Listen and colour** (听录音, 给下面的图涂颜色) (略)

- 1 —Look at the kite. What colour is it?  
—It's red.
- 2 —Look at the flower. What colour is it?  
—It's orange.
- 3 —Look at the balloon. What colour is it?  
—It's yellow.
- 4 —Look at the tree. What colour is it?  
—It's green.
- 5 —Look at the boat. What colour is it?  
—It's blue.

**D Ask and answer** (根据练习 C 的内容互相问答) (略)

**E Look, read and tick** (看图读句子, 勾出正确的应答)

(1 b 2 a 3 b 4 b)

**F Colour, write and say** (给图上色, 填空完成句子, 然后说一说) (略)

**G Look, complete and read** (看图, 填空完成对话, 然后读一读)

(1 boat 2 Look at, What colour, It's)

**H Read and write** (读一读, 写一写) (略)

**Task: About colours** (关于颜色) (略)

## Module Revision (3)

### A Listen and number (听录音, 根据顺序给下面的单词编号)

- 1 playground, classroom, toilet, library (2, 4, 1, 3)
- 2 blue, yellow, green, red (3, 1, 4, 2)
- 3 boat, kite, ball, balloon (4, 3, 2, 1)
- 4 three ice creams, five oranges, eight apples, nine bananas (3, 2, 1, 4)

### B Listen, circle and respond (听录音, 圈出正确的应答, 然后说一说)

- 1 How many peaches? (a)
- 2 What colour is it? (a)
- 3 Is it the library? (b)
- 4 Can I help you? (a)
- 5 What's that? (b)

### C Listen and colour (听录音, 给风筝涂上相应的颜色) (略)

- 1 Look at Kitty's kite. It's blue.
- 2 Look at Ben's kite. It's green.
- 3 Look at Alice's kite. It's orange.
- 4 Look at Danny's kite. It's red.

### D Ask and answer (根据练习C的图互相问答) (略)

### E Read, choose and write (读一读, 选择合适的词填空)

(1 an 2 an, a 3 an, A)

### F Read and colour (读一读, 根据提示给物品涂上相应的颜色) (略)

### G Look, complete and read (看图, 填空完成句子, 然后读一读)

- 1 Look at the balloon. It's yellow.
- 2 —Is this the hall? ...? (or) —Is this the playground?  
—No. It's the playground. —Yes. It's the playground.
- 3 —What's this?  
—It's an apple.  
—What colour is it?  
—It's red.
- 4 —May I have some oranges?  
—How many oranges?  
—Eight, please.  
—Here you are.  
—Thank you.

## M4U1 Insects

### A Listen and match (听录音, 把昆虫和相应的颜色单词连起来) (略)

- 1 The ladybird is red and black.
- 2 It's a blue and purple butterfly.
- 3 The bee is yellow and black.

4 It's a black ant.

**B Listen and number** (听录音, 根据顺序给句子编号)

Look! It's a bee. It's yellow and black. Look! It's a butterfly. It's purple and blue. Look! It's a ladybird. It's red and black.

(3, 5, 1, 6, 2, 4)

**C Look, ask and answer** (看图, 根据提示互相问答) (略)

**D Read and circle** (看图读句子, 圈出正确的单词或短语)

(1 ladybird 2 an ant)

**E Read, colour and write** (读一读, 给昆虫图片涂色, 然后写出相应的单词)

(1 ladybird 2 bee 3 butterfly 4 ant)

**F Read, choose and write** (读一读, 选择合适的词填空)

(1 the, a, an, / 2 What, What colour 3 How many, How much)

**G Read and write** (读一读, 写一写) (略)

**Task: About insects** (关于昆虫) (略)

## M4U2 On the farm

**A Listen and number** (听录音, 根据顺序给下面的图编号)

1 sheep, cow, pig, hen (2, 1, 3, 4)

2 nine ducks, five dogs, six cats, two pigs (3, 1, 2, 4)

3 seven hens, eight chicks, ten pigs, six ducks (2, 3, 1, 4)

**B Listen and write** (听录音, 在表格中填入相应的数词)

1 —What are they?

—They're ducks.

—Count the ducks. How many?

—Nine ducks. (nine)

2 —What are they?

—They're pigs.

—Count the pigs. How many?

—Four pigs. (four)

3 —What are they?

—They're hens.

—Count the hens. How many hens?

—Ten hens. (ten)

4 —What are they?

—They're rabbits.

—Count the rabbits. How many rabbits?

—Seven rabbits. (seven)

5 —What are they?

—They're chicks.

—Count the chicks. How many chicks?

—One, two, three, four, five, six. Six chicks. (six)

**C Listen and choose** (听录音, 选出听到的句子)

1 —What are they?

—They're chicks. (b)

2 —How many pigs?

—Ten pigs. (a)

3 Count the ducks. (a)

4 One, two. Two cats. (b)

**D Look, count, ask and answer** (看图数一数, 然后根据提示互相问答) (略)

**E Look and write** (看图, 写出相应的单词)

(1 chicks 2 three 3 six ducks 4 five cats 5 seven dogs 6 two pigs)

**F Read and circle** (读一读, 圈出正确的应答)

(1 a 2 a 3 a 4 b)

**G Look, complete and read** (看图, 填空完成对话, 然后读一读)

(1 ducks, Two 2 are they, They're, How many, Eight chicks)

**H Read and write** (读一读, 写一写) (略)

**Task: About animals** (关于动物) (略)

### M4U3 Plants

**A Look, listen and write** (看图听录音, 写出听到的单词)

1 leaves 2 trunk 3 branches 4 roots

**B Listen and number** (听录音, 根据顺序给下面的图编号) (略)

1 three flowers

2 a big trunk

3 some yellow leaves

4 some short trees

(1, 3, 4, 2)

**C Look, listen and draw** (看图听录音, 把昆虫和它们所在的地方连起来)

1 —What is it?

—It's a bee. It's yellow and black. Look at the white flower. I can see a bee on it.

2 —What is it?

—It's a butterfly. It's blue and green. Look at the yellow flower. I can see a butterfly on it.

3 —What is it?

—It's a ladybird. It's red and black. Look at that leaf. I can see a ladybird on it.

4 —What is it?

—It's an ant. It's small and black. Look at the roots. I can see an ant there.

(a bee—a white flower, a butterfly—a yellow flower, a ladybird—a leaf, an ant—roots)

**D Look and say** (根据练习 C 的内容说一说) (略)

**E Look, read and judge** (看图读句子, 相符的打√, 不符的打×)

(1 √ 2 × 3 √ 4 √ 5 ×)

## F Look, choose and write (看图, 选择合适的词填空)

(1 It is, It is 2 It has, They are 3 It has, They are 4 It has, It is)

## G Read and write (读一读, 写一写) (略)

### Task: About plants (关于植物) (略)

#### A Listen, draw and say (听录音, 画一画, 并说一说) (略)

Look at the plant. It is beautiful. It has a flower. It is yellow. It has five leaves. They are green. Oh, it has roots too. They are thin and long.

## Module Revision (4)

### A Listen and circle (听录音, 圈出听到的单词或词组)

- 1 a red and black ladybird (a)
- 2 six beautiful flowers (d)
- 3 three small and black ants (c)
- 4 a yellow bee on the flower (d)

### B Listen and tick (听录音, 在表格相应的一栏里打√)

- 1 —What colour are the leaves? Are they green?  
—No. They're yellow.
- 2 —What's that?  
—It's a white cat.
- 3 Look at the dog. It's black and white.
- 4 Look at the ladybirds. They are black and red.
- 5 Look at the butterfly. It's blue and yellow. It's beautiful.
- 6 Look at the flower. It's pink and white.

✓	red	yellow	black	blue	pink	white
		✓				
						✓
			✓			✓
	✓		✓			
		✓		✓		
					✓	✓

### C Listen and judge (听录音, 判断下列句子, 相符的画☺, 不符的画☹)

- 1 — What are they?  
— They're chicks. (☹)

**2** — What is it?

— It's a butterfly. (☺)

**3** It has many leaves. (☺)

**4** It has a white flower. (☹)

**D Listen, complete and say** (听录音, 填空完成对话, 然后说一说)

Kitty: Good morning, Mr MacDonald.

Mr MacDonald: Good morning, Kitty.

Kitty: What are they, Mr MacDonald?

Mr MacDonald: They are pigs. Count the pigs. How many pigs?

Kitty: Three. What are they?

Mr MacDonald: They're ladybirds. What colour are they?

Kitty: They're red and black.

**E Read and answer** (读故事, 回答问题)

(1 balloons 2 are pigs 3 They are ducks 4 They are cats)

**F Look, count and write** (看图数一数, 写一写)

Animal	cat	dog	(chick)	(ant)	duck
How many?	one	(two)	nine	six	(seven)

**G Read, choose and write** (读一读, 选择合适的词填空)

(1 What, It is 2 How many 3 What colour, They are

4 How much 5 It is, It has, They are)

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