

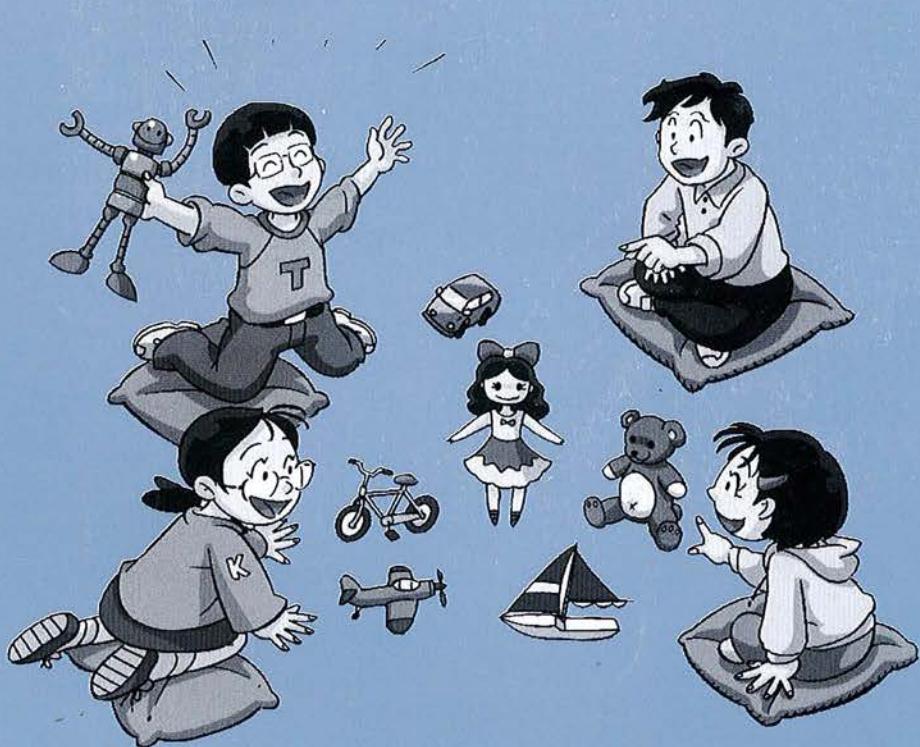


九年义务教育

English 英语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



英
语

二年级

第二学期

(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,旨在通过学生感兴趣的话题,激发和培养他们学习英语的兴趣,形成他们良好的学习习惯和道德行为规范,并培养他们的自信心和求知欲。

一、二年级《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。

- **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。

- **Enjoy 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,因此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 letters:** 字母学习。该栏目出现在《英语(牛津上海版)二年级第一学期》,包含了26个字母的学习及相关儿歌,目的是让学生认读和书写这些字母。配字母的儿歌和漫画都十分有趣,能够调节字母学习的氛围。教师可以通过视听的方式展开教学。

- **Learn the sounds:** 语音学习。该栏目出现在《英语(牛津上海版)二年级第二学期》,目的是让学生了解英语语音和辅音字母在单词中的发音。

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。

一、二年级第二学期的《学生用书》的模块四(Module 4)为拓展内容,其目的是增加学生的阅读量,并从学科、中外文化习俗和故事等三方面培养学生的语言学习兴趣和跨文化意识。

模块四各单元的学习栏目包括:

- **Look and learn:** 单词学习。该栏目主要呈现单元中出现的核心词汇。建议教师引导学生朗读这些单词,帮助他们了解其含义以及在实际交际情景中的运用。

- **Listen and say:** 句型学习。该栏目以生动的情景

为依托，呈现与主题相关的句型。这些句型基本上是复现的句型，建议教师让学生了解其含义和在实际情景中的运用即可。

- **Say and act:** 角色扮演活动。该栏目旨在让学生通过角色扮演巩固所学知识。建议教师让学生通过结对或分组进行的角色扮演活动来体验和感受语言。

- **Play a game:** 游戏活动。该栏目让学生通过做游戏来熟悉本单元的单词和句型。建议教师指导学生在活动中感受语言。

- **Listen and enjoy:** 儿歌或歌曲。这些儿歌或歌曲都与单元的主题有关，旨在让学生通过儿歌感受英语语言，其中的生词和句型不要求学生掌握，因此教师只需让学生了解其大意即可。

- **Ask and answer:** 问答练习。建议教师鼓励学生使用已学的句型进行问答，以训练他们的会话技能。

- **Make and play:** 手工活动。该栏目通过让学生动手制作与本单元主题相关的小手工，让学生进一步了解单元主题，并体验丰富的语言文化。

教师可根据教学实际灵活安排模块四的教学要求和教学时间。例如，教师可以根据学生的语言水平来决定是否安排和怎样组织这部分的教学。虽然模块四出现在课本的末尾，但在实际教学中教师可以根据需要安排该模块的教学时间。例如本册的 Unit 3 Story time，教师可以根据需要随时安排这个单元的教学，还可以在学校即将开展英语小品或短剧表演活动时教学。

原则上，模块四不出现新授句型或语言点，而是在复习和综合已学知识的基础上对词汇、日常用语等作少量拓展。这部分中出现的一些生词在以后的教材中将安排正式学习，因此教师在教学时不必对学生作要求。模块四对应的《练习部分》的练习也仅供教师根据教学实际使用，不作要求。

此外，《学生用书》的最后有四个课题(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，课题涉及了听一听、说一说、画一画、做一做等多种形式，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，一步步地完成课题中的每个任务。

一、二年级《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、读写活动和听说综合训练活动(Task)。其中，小学一、二年级《练习部分》的内容以听、说活动为主。

- 听力活动。这部分活动都是以“听录音”和“看图”为基本要求，一般没有书面或认读要求。例如：Listen and number(听录音，根据顺序给图编号)；Listen and judge(听录音，判断图与所听内容是否相符)；Listen and choose(听录音，选出符合所听内容的图)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字母和单词的练习。为使学生养成良好的书写习惯，教师应根据《教学参考资料》中字母书写的笔顺，帮助学生正确书写。此外，教师应根据教学的实际情况，让学生结合已学字母，试着认读相关的单词。

- 听说综合训练活动(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。

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。

一、二年级《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》，课时安排为每周两课时(Period)；教学资源列出了建议教师可以使用的《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，调整课时教学内容。

3. 教学建议：根据建议教学计划表为两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、玩偶等多种教学媒体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) 栏目，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。对于小学一、二年级学生，原则上并不要求他们会读、会拼学过的单词，因此对于课件中提供的拼写单词的活动，建议教师根据教学实际指导学生选用。由于学生从二年级开始学习字母，提供这项活动旨在帮助学生逐步认识到字母在英语学习中的作用。随着字母学习活动的开展，教师可以通过这项活动帮助学生认识单词。

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综合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)：将课本中出现的日常用语和基本句型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. 人物 (Characters)：课本中出现人物的总汇。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。

5. 素材库 (Database)：包含每一课的人物造型、动画、场景、图片、音效以及一些背景音乐。建议教师根据需要选取其中的素材，设计符合自己教学风格的课件。

教师可依据教学需要使用这套课件来辅助教学，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。以下是一些常用的课堂用语。

Listen.	Great!
Read.	You do it.
Write.	I'll do it.
Speak louder, please.	Is it OK?
Draw.	Hurray!
Open your book.	I win.
Close your book.	Pardon?
Pair work.	Please speak more slowly.
Group work.	Can I help you?
Be quiet!	Can I borrow ...?
Make a list.	Here it is/they are.
Go ahead.	I've got an idea.
It's my turn.	Do you know ...?
It's your turn now.	What do you think?
You're right.	Do you agree?
Well done!	

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
- Cassette
- Audio CD
- CD-ROMs

Student's Book (IA–2B)

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 (IA–2B)

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 (IA–2B)

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 letters (2A) to be learnt in each period
 - 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, or create a language environment in which students may use the language.
 - c Post-task activities: activities are suggested

to help students consolidate their knowledge of the language patterns learnt in this lesson.

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, animation and sounds 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.
- **Ask and answer** practises different types of questions and answers.
- **Enjoy a story** has a story that helps students understand the key patterns in context.
- **Listen and enjoy** has a rhyme or song that reviews the topic of the unit.
- **Play a game** helps students learn English while playing a fun game.
- **Do a survey** has students work in groups to exchange their ideas.
- **Learn the letters** (2A) contains the letters that students should learn.
- **Learn the sounds** (2B) 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 between productive and receptive learning.

Module 4 More things to learn (optional)

Module 4 of *Student's Book B* is composed of three optional units. Unit 1 presents information about other school subjects and activities. Unit 2 introduces the culture, traditions and festivals of China and various English-speaking countries. Unit 3 presents a story for students to read.

The sections of these three units may include:

- **Look and learn**
- **Listen and say**
- **Say and act**
- **Play a game**

- **Listen and enjoy**
- **Ask and answer**
- **Make and play**

This optional module serves as a medium for students to develop further both their language knowledge and language skills. Teachers can decide the learning objectives, schema and teaching methods according to students' abilities and time available. For classes with less able students, teachers can simply ignore Module 4 and focus on the first three modules of *Student's Book B*. Alternately, teachers may merely play for students the Multimedia for Module 4 to give them a general idea about the information and language in it. For classes with more able students, teachers can organize additional learning activities and carry out related tasks beyond those present in *Student's Book B*. Suggested tasks, skills, schema and activities are available in the *Teacher's Book*.

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 Using my five senses

Unit 1 What can you see?

Tasks in this unit:

- Use Wh-questions to find out the colours of objects
- Review the 26 letters

Language focus:

- Using adjectives to identify colours
e.g., *It's white.*
- Using Wh-questions to find out the colours of objects
e.g., *What colour are they?*
- Using the modal verb *can* to identify what one can see
e.g., *I can see a pear.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *white, purple, pink, orange, brown, black*
- Understanding the key pattern to find out the colours of objects
e.g., *What colour are they?*
- Understanding the use of the modal verb *can*
e.g., *I can see a pear.*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *white, purple, pink, orange, brown, black*
- Using Wh-questions to find out the colours of objects
e.g., *What colour are they?*
- Using adjectives to identify colours
e.g., *It's white.*
- Using Wh-questions to find out specific information
e.g., *What can you see?*

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1		white purple pink orange brown black	SB: pp. 2 and 5 WB: pp. 2 and 3 Parts A and B
2	What colour are ...? They are ...		SB: pp. 3 and 4 WB: pp. 3, 4 and 5 Parts C, D and Task

Period I

Language focus:

- Using adjectives to identify colours
e.g., *white, purple, pink, orange, brown, black*
- Using Wh-questions to find out specific information
e.g., *What can you see?*
- Using Wh-questions to find out the colours of objects
e.g., *What colour is it?*
- Using the modal verb *can* to identify what one can see
e.g., *I can see a pear.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *white, purple, pink, orange, brown, black*
- Understanding the Wh-questions
e.g., *What colour is it?*
- Understanding the use of the modal verb *can*
e.g., *I can see a pear.*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *white, purple, pink, orange, brown, black*
- Using Wh-questions to find out specific information
e.g., *What can you see?*
- 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 white.*

Materials:

Student's Book 2B, pp. 2 and 5

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

Cassette 2B

Flashcards 2B (white, purple, pink, orange, brown, black)

Multimedia

Wall picture 2B

Pre-task preparations

Activity I

Show a picture of some fruit to the students.
Have the students ask and answer questions to review the colours they have learnt.

e.g.,

T: What can you see?

S1: I can see an apple.

T: What colour is it?

S1: It's red.

Activity 2

Show the wall picture to the students. Then ask them to listen to the rhyme on page 2 of the *Student's Book*. Encourage them to say the rhyme along with the recording.

While-task procedures

Activity I

Have the students look at the picture of a park and then encourage them to identify the colours they have learnt.

e.g.,

T: What can you see?

S1: I can see a slide.

T: What colour is it?

S1: It's yellow.

Then you may have the students work in pairs.

Activity 2

Bring some water colours to the class and show the students how to create pink, purple and orange by mixing colours together.

e.g.,

T: This is white.

Ss: White.

T: What colour is this?

Ss: It's red.

T: (mix white and red) What colour is it? It's pink.

Ss: Pink.

Activity 3

Show a brown toy bear and a black toy bear. Ask the students some questions to teach them *brown* and *black*.

e.g.,

T: (hold up the brown toy bear) Look at this bear.

What colour is it? It's brown.

Ss: It's brown.

T: (hold up the black toy bear) Look at this bear.

What colour is it?

Ss: It's black.

...

Activity 4

Divide the class into groups of four. Ask them to play the game on page 5 of the *Student's Book*. You may help them if they cannot identify some of the colours.

e.g.,

S1: Aa, Bb, Cc, a cat.

S2: What can you see?

S1: I can see a cat.

S2: What colour is it?

S1: It's brown.

Post-task activities

Activity 1

Have the students do Part A 'Listen, colour and say' and Part B 'Listen and match' on pages 2 and 3 of the *Workbook*. Then check the answers with them. If the students are interested in colouring the pictures in Part B, you may have them do it as well.

Activity 2

Divide the class into groups of four. Give a picture of a zoo to each group. Ask each student to draw or stick an animal, and then make a short dialogue like this.

e.g.,

S1: What can you see?

S2: I can see a monkey.

S1: What colour is it?

S2: It's brown.

Note: For 'Play a game' on page 5 of the *Student's Book*, you can use this game to review letters, words and colours. You can also give the students the copy of this page, and then ask them to cut out the pictures to play a guessing game.

e.g.,

S1: What is it?

S2: It's a pig.

S1: What colour is it?

S2: It's pink.

Period 2

Language focus:

- Using adjectives to identify colours
e.g., *It's white.*
- Using the modal verb *can* to identify what one can see
e.g., *I can see a bird.*
- Using Wh-questions to find out specific information
e.g., *What can you see?*
- Using Wh-questions to find out the colours of objects
e.g., *What colour are they?*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *white, purple, pink, orange, brown, black*
- Understanding the key pattern
e.g., *What colour are they?*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *white, purple, pink, orange, brown, black*
- Using Wh-questions to identify the colours of objects
e.g., *What colour are they?*
- Using adjectives to identify colours
e.g., *Purple and yellow.*

Materials:

Student's Book 2B, pp. 3 and 4

Workbook 2B, pp. 3, 4 and 5 Parts C, D and Task

Cassette 2B

Multimedia

Pre-task preparations

Activity 1

Flash the cards for colours and ask the students to respond quickly.

e.g.,

T: (show the flashcard purple).

Ss: Purple.

T: (show the flashcard white).

Ss: White.

...

Activity 2

Have the students do Part D 'Look, colour and say' on page 4 of the *Workbook*. Then ask them to make a short dialogue in pairs.

e.g.,

S1: I can see a bird.

S2: What colour is it?

S1: It's brown.

While-task procedures

Activity I

Copy the picture in Part D 'Look, colour and say' on page 4 of the *Workbook*. Colour the two kites purple (or another colour) and the flowers pink. Add some red apples on the tree. Show the new picture and the original one in Part D. Have the students spot the differences between the two pictures. To elicit the new pattern, ask them some questions.

e.g.,

T: (point to the kites) What can you see?

S1: I can see kites.

T: How many kites?

S2: Two (kites).

T: What colour are they?

S3: Purple.

T: Yes, they are purple.

Ss: They are purple.

Activity 2

Play the recording for 'Look and say' on page 3 of the *Student's Book*. Have the students repeat after it. Then ask them to practise the dialogues in pairs. If possible, hide away the pictures of this part and ask the students some questions.

e.g.,

T: What colour is the apple?

S1: It's red.

T: What colour are the apples?

S1: They are red.

T: What colour are the rabbits?

S2: They are white.

Activity 3

Show the students a picture of a park. Ask them to work in pairs and make a new dialogue.

e.g.,

S1: (point to the flowers) What can you see, S2?

S2: I can see some flowers.

S1: What colour are they?

S2: Red and white. What can you see, S1?

S1: I can see ...

Activity 4

Play the recording for 'Say and act' on page 4 of the *Student's Book*. Encourage them to repeat after it. Then ask the students to role-play the dialogue in pairs. You may choose several pairs to act it out in front of the class.

Post-task activities

Activity I

Prepare a picture of a fruit shop. Have the students colour the picture. Then ask them to work in pairs and ask each other some questions. After that, ask them to complete the table below.

apples	peaches	oranges	pears	bananas
red				
green				

e.g.,

S1: What can you see?

S2: I can see apples.

S1: What colour are they?

S2: They're red and green.

...

Activity 2

Have the students do Part A of Task 'The four seasons' on page 5 of the *Workbook*. Then ask them to make a dialogue in pairs.

e.g.,

S1: What can you see?

S2: I can see ...

S1: What colour is it/are they?

S2: It's/They're ...

Module 1 Using my five senses

Unit 2 Touch and feel

Tasks in this unit:

- Use yes/no questions to find out facts
- Use adjectives to describe how objects feel
- Learn the sounds: p, b

Language focus:

- Using the key words in context
e.g., *watch, bag*
- Using adjectives to describe how objects feel
e.g., *soft, hard, rough, smooth*
- Using yes/no questions to find out facts
e.g., *Is it ...?*
- Using formulaic expressions to answer questions
e.g., *Yes, it is./No, it isn't.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *watch, bag, soft, hard, rough, smooth*
- Understanding the key patterns
e.g., *Is it ...?
Yes, it is./No, it isn't.*
- Identifying the sounds by listening to the pronunciation
e.g., *p, b*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *watch, bag, soft, hard, rough, smooth*
- Using adjectives to describe an object
e.g., *It's hard.*
- Using yes/no questions to find out facts
e.g., *Is it ...?*
- Pronouncing the sounds correctly
e.g., *p, b*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	Is it ...? Yes, it is./No, it isn't.	watch bag soft hard rough smooth	p, b	SB: pp. 6 and 9 WB: p. 6 Part A
2	Is it ...? Yes, it is./No, it isn't.			SB: pp. 6, 7 and 8 WB: pp. 7, 8 and 9 Parts B, C, D and Task

Period I**Language focus:**

- Using adjectives to describe how objects feel
e.g., *soft, hard, rough, smooth*
- Using imperatives to give simple instructions
e.g., *Touch this bag.*
- Using yes/no questions to find out facts
e.g., *Is it ...?*

Language skills:**Listening**

- Understanding the key words in context
e.g., *watch, bag, soft, hard, rough, smooth*
- Understanding yes/no questions to find out facts
e.g., *Is it ...?*
- Identifying the sounds by listening to the pronunciation
e.g., *p, b*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *watch, bag, soft, hard, rough, smooth.*
- Using yes/no questions to find out facts
e.g., *Is it ...?*
- Using adjectives to describe an object
e.g., *It's hard.*

- Pronouncing the sounds correctly
e.g., *p, b*

Materials:

Student's Book 2B, pp. 6 and 9

Workbook 2B, p. 6 Part A

Cassette 2B

*Flashcards 2B (*watch, bag, soft, hard, rough, smooth*)*

Character puppets

A bag, a doll, a watch, a pen, a ball, an apple

Pre-task preparations**Activity I**

Suppose it is Kitty's birthday. Have the students sing the song 'Happy Birthday' together and then ask them to guess the gift for Kitty.

e.g.,

*T: (show the character puppet of Kitty) Today is
Kitty's birthday. Let's sing a birthday song for
her. OK?*

Ss: OK. (sing the song)

*T: (show a bag with a ball in it) Here's a gift for
Kitty. Please touch it and guess what it is.*

S1: (touch the ball)

T: What is it?

S1: It's a ball.

*T: (take out the ball) Yes, it's a ball. What colour is
it?*

Ss: It's red and white.

Activity 2

Have the students play a guessing game to elicit the new words.

e.g.,

T: Here's a big box. What is in it? S1, please come to the front. Touch it and guess.

S1: (touch and guess) It's a pen.

T: (take out the pen) Let's see. Yes, it's a pen. It's hard.

Ss: It's hard.

While-task procedures

Activity 1

After the students have learnt the words in 'Look and learn' on page 6 of the *Student's Book*, play a game with them. Show a flashcard and say a word. If the word matches the flashcard, the students should clap three times. If the word does not match the flashcard, they should say the correct word twice.

e.g.,

T: (show the flashcard bag) Bag.

Ss: (clap three times)

T: (show the flashcard watch) Pencil case.

Ss: Watch. Watch.

Activity 2

Have the students listen to the recording for 'Look and say' on page 6 of the *Student's Book*. Then ask the students to act out the dialogue in pairs.

e.g.,

S1: Touch this bag. Is it smooth?

S2: No. It's rough.

S1: Is it hard?

S2: Yes, it is.

...

Activity 3

Ask the students to practise the rhyme in 'Listen and enjoy' on page 9 of the *Student's Book*. Then encourage them to work in pairs and create a new one using different object names.

e.g.,

A pig, a bear,

I can see.

Soft and nice,
For you and me.

...

Activity 4

Have the students listen to the recording for 'Learn the sounds' on page 9 of the *Student's Book*. Then ask them to say as following.

e.g.,

P, p, pig, pig.

B, b, bag, bag.

If possible, ask the students to say more words that contain the sounds 'p' and 'b'.

Post-task activities

Activity 1

Draw a chart on the blackboard as below. Stick the pictures in the correct boxes. Have the students play the 'Bingo' game.

cake	toy car	pineapple
doll	chair	plate
watch	box	bag

e.g.,

T: Pineapple.

Ss: (take away the picture of a pineapple) It's rough.
It's hard.

...

Activity 2

Prepare the pictures of different objects. Show the pictures to the students and then divide the class into groups of four. Give one picture to each student and have them play a guessing game. First, a student describes the object in his or her picture. Then the other students in his or her group guess what it is.

e.g.,

S1: It's blue. It's smooth. What is it?

S2: It's a bag.

S1: (show the picture of a bag) Yes, it's a bag.

Period 2

Language focus:

- Using yes/no questions to find out facts

e.g., *Is it ...?*

- Using formulaic expressions to answer questions
e.g., *Yes, it is./No, it isn't.*
- Using adjectives to describe how objects feel
e.g., *soft, hard, rough, smooth*

Language skills:

Listening

- Understanding the key patterns
e.g., *Is it ...?*
Yes, it is./No, it isn't.
- Understanding adjectives used to describe how objects feel
e.g., *soft, hard, rough, smooth*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *watch, bag, soft, hard, rough, smooth*
- Using the key patterns to find out facts
e.g., *Is it ...?*
Yes, it is./No, it isn't.

Materials:

Student's Book 2B, pp. 6, 7 and 8

Workbook 2B, pp. 7, 8 and 9 Parts B, C, D and Task

Cassette 2B

Flashcards 2B (*watch, bag, soft, hard, rough, smooth*)

Wall picture 2B

Pre-task preparations

Activity 1

Put the flashcards for 'Look and learn' on the blackboard. Have the students read and spell the words. Then take away the flashcards for the four adjectives and have the students name out the objects you talk about.

e.g.,

T: It's smooth. It's soft. It's blue. What is it?

Ss: (point to the flashcard bag) Bag.

Activity 2

Have the students do Part D 'Read and circle' on page 8 of the *Workbook*. First, ask them to

read all the words below the pictures after you. Then ask them to do it by themselves. Check the answers with them.

While-task procedures

Activity 1

Bring some objects to the class. Ask the students to touch them and answer questions.
e.g.,

T: (show a cushion) Touch this. Is it hard?

S1: No. It's soft.

T: (show a book) Touch this. Is it hard?

S2: Yes, it's hard.

...

Activity 2

Have the students work in pairs and play a game. A student turns around and puts an object under the desk. The student that sits behind him or her should touch the object and guess what it is.

e.g.,

S1: (put a pencil under the desk) Touch this. Is it hard?

S2: (touch the pencil) Yes, it is.

S1: Is it smooth?

S2: Yes, it is.

S1: What is it?

S2: It's a pencil.

Activity 3

Explain the brief idea of the story in 'Say and act' on page 7 of the *Student's Book*.

e.g.,

T: (point to Picture 1) It's Kitty's birthday. What is it? It's a cake.

What is it? It's a gift. It's for Kitty.

(point to Picture 2) What is it? It's a watch.

Activity 4

Play the recording for 'Say and act' on page 7 of the *Student's Book* and then ask the students to practise the dialogue in groups of three. Then invite some groups to act out the dialogue in front of the class.

e.g.,

S1: Happy Birthday, Kitty! It's for you.

S2: Thank you. What is it?

S3: Touch and guess. Is it hard?

S2: Yes, it is. Is it a pencil case?

S3: No.

S1: Open it and see.

S2: Wow! It's a watch.

S1: Do you like it?

S2: Yes. Thank you, Mum and Dad.

Post-task activities

Activity 1

Play the recording for 'Play a game' on page 8 of the *Student's Book* while the students look at the wall picture. Then ask the students to work in pairs and make a similar dialogue.

e.g.,

S1: Touch this. Is it rough?

S2: No, it isn't.

S1: Is it soft?

S2: Yes, it is.

S1: What is it?

S2: It's a peach.

S1: Yes, it is.

Activity 2

Have the students work in pairs and do Task 'A gift for you' on page 9 of the *Workbook*. Then ask several pairs to act out the dialogue in front of the class.

e.g.,

S1: Touch it.

S2: It's smooth.

S1: What is it?

S2: Is it a watch?

S1: No.

S2: Is it a ruler?

S1: Yes. It's for you.

S2: Thank you.

Module 1 Using my five senses

Unit 3 What can you hear?

Tasks in this unit:

- Get to know the names of different means of transport
- Use Wh-questions to ask for information
- Learn the sounds: t, d

Language focus:

- Using nouns to identify different means of transport
e.g., *train, bus, car, van, bicycle, ship*
- Using imperatives to catch other people's attention
e.g., *Listen!*
- Using Wh-questions to find out specific information
e.g., *What can you hear?*
- Using the modal verb *can* to identify something you hear
e.g., *I can hear a bus.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *train, bus, car, van, bicycle, ship*
- Understanding imperatives to catch other people's attention
e.g., *Listen!*
- Understanding the key patterns
e.g., *What can you hear?
I can hear ...*
- Identifying the sounds by listening to the pronunciation
e.g., *t, d*

Speaking

- Using imperatives to catch other people's attention
e.g., *Listen!*
- Pronouncing the key words, phrases and sentences correctly
e.g., *train, bus, car, van, bicycle, ship*
- Using modelled sentences to find out specific information
e.g., *What can you hear?
I can hear ...*
- Pronouncing the sounds correctly
e.g., *t, d*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1		train bus car van bicycle ship		SB: pp. 10 and 13 WB: pp. 10 and 11 Part A and B
2	What can you hear? I can hear ...		t, d	SB: pp. 11, 12 and 13 WB: pp. 11, 12 and 13 Parts C, D and Task

Period I

Language focus:

- Using nouns to identify different means of transport
e.g., *train, bus, car, van, bicycle, ship*
- Using imperatives to catch other people's attention
e.g., *Listen!*
- Using Wh-questions to find out specific information
e.g., *What do you hear?*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *train, bus, car, van, bicycle, ship*
- Understanding imperatives to catch other people's attention
e.g., *Listen!*
- Understanding the Wh-question and its responses
e.g., *What do you hear?*
I hear ...

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *train, bus, car, van, bicycle, ship*
- Using imperatives to catch other people's attention
e.g., *Listen!*

- Using modelled sentences to find out specific information
e.g., *What do you hear?*
I hear ...

Materials:

Student's Book 2B, pp. 10 and 13
Workbook 2B, pp. 10 and 11 Parts A and B
Cassette 2B
Flashcards 2B (*train, bus, car, van, bicycle, ship*)
Wall picture 2A and 2B
Multimedia

Pre-task preparations

Activity 1

Put a picture of a street with green belts and several vehicles such as buses and vans on the blackboard. Have the students answer your questions according to the picture.
e.g.,

T: What can you see in the street?

S1: I can see a tree.

S2: I can see some flowers.

T: (point to the picture of a bus) What's that/this?

It's a bus.

Ss: Bus.

Then show more flashcards of vehicles and ask the students to repeat the words after you.

Activity 2

Have the students watch the multimedia for 'Listen and enjoy' on page 13 of the *Student's Book* twice. Then ask them to pick out the

pictures of vehicles they saw in the multimedia.
Have them practise the words with you.

While-task procedures

Activity 1

Show the picture of a street with several vehicles such as a bus and a van on it. Ask the students to look at the picture and answer your questions.

T: (*point to a bus*) Look! What can you see?

S1: I can see a bus.

T: (*point to a van*) Is this a bus?

S1: No, it isn't.

T: Right. It's a van.

Activity 2

In pairs, one student imitates the sound a vehicle makes and asks his or her partner to guess what vehicle it is.

e.g.,

S1: (*imitate the sound of a train*) What do you hear?

S2: I hear a train.

S1: Yes. It's a train.

...

Activity 3

Review the farm animals the students have learnt. Then ask them to ask and answer questions in pairs.

e.g.,

S1: Oink ... Oink ... What do you hear?

S2: I hear a pig.

Activity 4

Have the students do Part A 'Listen and judge' on page 10 of the *Workbook*. Then ask them to check the answers in pairs.

e.g.,

S1: What do you hear?

S2: I hear a train.

Post-task activities

Activity 1

Have the students do Part B 'Look, listen and answer' on page 11 of the *Workbook*. Check the answers with them. Then ask them to make a

short dialogue according to the pictures.

e.g.,

S1: What do you hear?

S2: I hear a bicycle.

Activity 2

Show the wall picture of a street with different vehicles on it. Imitate the sound of different vehicles and have the students ask and answer questions in pairs.

e.g.,

T: Boop ... Boop ...

S1: What do you hear?

S2: I hear a bus.

Period 2

Language focus:

- Using nouns to identify different means of transport
e.g., *train, bus, car, van, bicycle, ship*
- Using Wh-questions to find out specific information
e.g., *What can Ming hear?*
- Using the modal verb *can* to identify something you hear
e.g., *I can hear a bus.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *train, bus, car, van, bicycle, ship*
- Understanding the key patterns
e.g., *What can you hear?
I can hear ...*
- Identifying the sounds by listening to the pronunciation
e.g., *t, d*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *train, bus, car, van, bicycle, ship*
- Using imperatives to catch other people's attention

- e.g., *Listen!*
- Using modelled sentences to find out specific information
e.g., *What can you hear?*
I can hear ...
- Pronouncing the sounds correctly
e.g., *t, d*

Materials:

Student's Book 2B, pp. 10, 11, 12 and 13
Workbook 2B, pp. 11, 12 and 13 Parts C, D and Task
Cassette 2B
A picture of a busy street
Wall picture 2B

Pre-task preparations

Activity 1

Show a picture of a busy street. Have the students look at the picture and answer your questions.

e.g.,

T: Look! What can you see?

S1: I can see a bus.

T: Listen! Beep ... Beep ... What can you hear?

S1: I can hear a van.

Activity 2

Have the students listen to the recording for 'Play a game' on page 11 of the *Student's Book*. Then ask them to tick the pictures accordingly.

While-task procedures

Activity 1

Play the recording for 'Look and say' on page 10 of the *Student's Book*. Ask the students to listen to the sounds different vehicles make. Then have them practise the dialogue in pairs.

e.g.,

S1: Listen! What can you hear, S2?

S2: I can hear ...

Activity 2

Have the students listen to the recording for 'Enjoy a story' on page 12 of the *Student's Book*.

Play the recording several times and then ask some questions to make sure the students understand the story.

e.g.,

T: In Picture one, what can Ming hear?

Ss: Ming can hear a dog.

...

You may also draw the following table on the blackboard and ask the students to tick what Ming can or cannot hear.

Ming	Dog	Bird	Car	Ship	...
can hear					
can't hear					

Activity 3

Have the students play a guessing game. Ask some students to imitate the sounds of different animals or vehicles while the other students say what they hear.

e.g.,

S1: Beep ... Beep ... What can you hear, S2?

S2: I can hear a van.

S1: What can S2 hear?

S3: He can hear a van.

Activity 4

Show some cards for 'Learn the sounds' on page 12 of the *Student's Book*. Ask the students to repeat after you.

e.g.,

Tiger, tiger, t, t. (clap twice)

Dog, dog, d, d. (clap twice)

Post-task activities

Activity 1

Have the students listen to the song on page 13 of the *Student's Book* again. Then have them work in groups of four and make a new rhyme using other words for vehicles they have learnt.

e.g.,

Down by the ...

Waiting for the ...

...

Here it comes!

Activity 2

Have the students do Task 'Different sounds' on page 13 of the *Workbook*. Then ask the students to make a short dialogue.

e.g.,

S1: What can you hear?

S2: I can hear ... It goes ...

Module 2 My favourite things

Unit 1 Things I like doing

Tasks in this unit:

- Use yes/no questions to ask about people's likes
- Use modelled sentences to answer the yes/no question
- Understand how to express likes
- Learn the sounds: k, g

Language focus:

- Using verbs and verb phrases to indicate actions
e.g., *run, skate, hop, skip, ride a bicycle*
- Using yes/no questions to ask about one's likes
e.g., *Do you like (doing) ...?*
- Using modelled sentences to answer the question
e.g., *Yes./No. I like (doing) ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *run, skate, hop, skip, ride a bicycle*
- Understanding expressions of one's likes
e.g., *I like (doing) ...*
- Understanding yes/no questions to ask about one's likes
e.g., *Do you like (doing) ...?*
- Identifying the sounds by listening to the pronunciation
e.g., *k, g*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *run, skate, hop, skip, ride a bicycle*
- Using modelled sentences to ask about one's likes
e.g., *Do you like (doing) ...?*
Yes. I like (doing) .../No. I like (doing) ...
- Pronouncing the sounds correctly
e.g., *k, g*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	I like (doing) ...	run skate hop skip ride a bicycle		SB: pp. 14 and 17 WB: pp. 14 and 15 Parts A and B
2	Do you like (doing) ...? Yes/No. I like (doing)...		k, g	SB: pp. 15, 16 and 17 WB: pp. 15, 16 and 17 Parts C, D and Task

Period 1**Language focus:**

- Using verbs and verb phrases to indicate actions
e.g., *run, skate, hop, skip, ride a bicycle*
- Using yes/no questions to ask about one's likes
e.g., *Do you like (doing) ...?*
- Using the key pattern to describe one's likes
e.g., *I like (doing) ...*
- Pronouncing the sounds correctly
e.g., *k, g*

Language skills:**Listening**

- Identifying the key words and phrases by listening to the pronunciation
e.g., *run, skate, hop, skip, ride a bicycle*
- Understanding the yes/no question to ask about one's likes
e.g., *Do you like (doing) ...?*
- Understanding the key pattern to describe one's likes
e.g., *I like (doing) .../No. I like (doing) ...*

Speaking

- Pronouncing the key words correctly
e.g., *run, skate, hop, skip, ride a bicycle*

- Using modelled sentences to ask about one's likes
e.g., *Do you like (doing) ...?*
Yes, I like (doing) .../No. I like (doing) ...

Materials:

Student's Book 2B, pp. 14 and 17
Workbook 2B, pp. 14 and 15 Parts A and B
Cassette 2B
Flashcards 1A (*dance, draw, read, sing*)
Flashcards 2A (*run, write, swim, fly*)
Flashcards 2B (*run, skate, hop, skip, ride a bicycle*)
Some photos of famous people

Pre-task preparations**Activity 1**

Review the verbs the students have learnt, such as *swim, sing* and *draw*. Then have the students listen to the song on page 17 of the *Student's Book*. Encourage them to sing along and do the corresponding actions.

Activity 2

Stick the flashcards of the verbs the students have learnt on the blackboard and say the following rhyme. Ask the students to follow.
e.g.,

Run, run, I can run.

Swim, swim, I can't swim.

Write, write, I can write.

Fly, fly, I can't fly.

While-task procedures

Activity 1

Show the flashcards for different actions such as skating and swimming and say *I can ...* Have the students repeat after you. Teach the new words one by one.

e.g.,

T: (show the card *skate*) *Skate, skate, I can skate.*

Ss: *Skate, skate, I can skate.*

Activity 2

Show the photos of some famous people, such as Liu Xiang. Have the students make sentences using *I am ... I like (doing) ...*

e.g., S: *I am Liu Xiang. I like running.*

Activity 3

Have the students listen to the recording for 'Look and say' on page 14 of the *Student's Book*. Then divide the class into groups of five and ask the students to act out the dialogue.

Activity 4

Show the flashcards of the key words and ask questions. The students should answer the questions using *Yes/No. I like (doing) ...* and respond as quickly as they can.

e.g.,

T: (show the card *ride a bicycle*) *Do you like riding a bicycle?*

Ss: *I like riding a bicycle.*

Post-task activities

Activity 1

Have the students do Part A 'Listen and number' on page 14 of the *Workbook*. Check the answers with the students. Then ask them to make sentences according to the pictures.

e.g.,

S: *I like skating.*

Activity 2

Have the students sing the song on page 17 of the *Student's Book*. If possible, encourage them to make new verses using other verbs.

e.g.,

Hop, hop, hop with me.

I like hopping —

One — two — three.

...

Period 2

Language focus:

- Using yes/no questions to ask about one's likes
e.g., *Do you like (doing) ...?*
- Using the modelled sentences to answer the question
e.g., *Yes/No. I like (doing) ...*

Language skills:

Listening

- Understanding expressions of likes
e.g., *I like (doing) ...*
- Understanding the meaning of yes/no questions
e.g., *Do you like (doing) ...?*
- Identifying the sounds by listening to the pronunciation
e.g., *k, g*

Speaking

- Using modelled sentences to ask about one's likes
e.g., *Do you like (doing) ...?*
Yes/No. I like (doing) ...
- Pronouncing the sounds correctly
e.g., *k, g*

Materials:

Student's Book 2B, pp. 15, 16 and 17

Workbook 2B, pp. 15, 16 and 17 Parts C, D and Task

Cassette 2B

Pictures of animals

Wall picture 2B

Pre-task preparations

Activity 1

Have the students sing and perform the song on page 17 of the *Student's Book*.

Activity 2

Divide the class into groups. Ask the students to make a short dialogue in pairs.

e.g.,

S1: *Hi! I'm Laura. I like skating. Do you like skating?*

S2: *Yes, I like skating./No. I like hopping.*

While-task procedures

Activity 1

Stick the flashcards of some action verbs the students have learnt on the blackboard. Invite some students to do an action while the other students guess which flashcard that student is referring to.

e.g.,

S1: *(do the action of running)*

Ss: *(point to the card for run) Run.*

S1: *Yes. I like running.*

Activity 2

Show the students some pictures of animals such as rabbits, monkeys, birds and fish. Ask the students to act them out using '*I'm a ... I like (doing) ...*'.

e.g.,

S: *I'm a rabbit. I like hopping.*

Activity 3

Have the students listen to the recording for 'Say and act' on page 15 of the *Student's Book*. Then have the students act out the dialogue in groups of four. Ask the students to use the pictures of the animals they like.

e.g.,

S1: *(show a picture of a bird) I like flying. Do you like flying?*

S2: *(show a picture of a rabbit) No. I like hopping.*

S1: *(show a picture of a bird) Do you like flying?*

S3: *(show a picture of a bee) Yes, I like flying.*

Activity 4

Play the recording for 'Learn the sounds' on page 17 of the *Student's Book* and ask the students to repeat several times. Then divide the class into two groups and say the words with the sound 'k' or 'g'. The group that says the most words wins.

Post-task activities

Activity 1

Have the students look at 'Do a survey' on page 16 of the *Student's Book*. Have them work in small groups. They can go to other groups to ask questions and come back to their own group to report.

e.g.,

S1: *Do you like skipping?*

S2: *Yes, I like skipping.*

S1: *Do you like running?*

S3: *No. I like riding a bicycle.*

...

Activity 2

Have the students do Task 'Different things' on page 17 of the *Workbook*. Ask the students to make a short dialogue in pairs.

e.g.,

S1: *Do you like (doing) ...?*

S2: *Yes. I like (doing) .../No. I like (doing) ...*

Then have them work in groups and talk about what they like doing in different seasons.

e.g.,

S: *I like skipping in spring. I like swimming in summer. I like riding my bicycle in autumn. I like skating in winter.*

Note: For Task, you should help the students review verbs or verb phrases like *dance, ride a bicycle, etc.*

Module 2 My favourite things

Unit 2 My favourite food

Tasks in this unit:

- Use Wh-questions to ask about people's favourite food
- Use modelled sentences to express one's food preferences
- Learn the sound: h

Language focus:

- Using nouns to indicate the food items
e.g., *salad, carrot, fish, chicken, banana*
- Using Wh-questions to ask about one's food preferences
e.g., *What do you like eating?*
- Using modelled sentences to answer the questions
e.g., *I like eating ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *salad, carrot, fish, chicken, banana*
- Understanding expressions of likes
e.g., *I like eating ...*
- Understanding the meaning of Wh-questions
e.g., *What do you like eating?*
- Identifying the sound by listening to the pronunciation
e.g., *h*

Speaking

- Pronouncing the key words correctly
e.g., *salad, carrot, fish, chicken, banana*
- Using modelled sentences to ask about one's food preferences and provide a response to factual questions
e.g., *What do you like eating?
I like eating ...*
- Pronouncing the sound correctly
e.g., *h*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What do you like eating? I like eating ...	salad carrot fish chicken banana		SB: pp. 18 and 21 WB: pp. 18 and 19 Parts A and B

(续表)

2			h	SB: pp. 19, 20 and 21 WB: pp. 20 and 21 Parts C, D and Task
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Period I**Language focus:**

- Using nouns to indicate the food items
e.g., *salad, carrot, fish, chicken, banana*
- Using the Wh-question to ask about one's food preferences
e.g., *What do you like eating?*
- Using modelled sentences to answer Wh-questions
e.g., *I like eating ...*

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *salad, carrot, fish, chicken, banana*
- Understanding the meaning of Wh-questions
e.g., *What do you like eating?*
- Understanding expressions of likes
e.g., *I like eating ...*

Speaking

- Pronouncing the key words correctly
e.g., *salad, carrot, fish, chicken, banana*
- Using modelled sentences to ask about one's food preferences and provide a response
e.g., *What do you like eating?
I like eating ...*

Materials:*Student's Book 2B, pp. 18 and 21**Workbook 2B, pp. 18 and 19 Parts A and B**Cassette 2B**Flashcards 2B (*salad, carrot, fish, chicken, banana*)**Some photos of different foods***Pre-task preparations****Activity 1**

Stick the flashcards of the food items the students have learnt. Have the students listen to the song 'I like ice cream' to review the words they have learnt.

e.g.,

*I like ice cream.**Cold and sweet,**I like ice cream.**Cold and sweet.***Activity 2**

Show the flashcards of the new words and introduce the food items one by one. When the students are familiar with the words, you may ask them questions.

e.g.,

*T: (show the card salad)**Ss: Salad.**T: Do you like salad?**Ss: Yes, I do.***While-task procedures****Activity 1**

Have the students listen to the recording for 'Look and say' on page 18 of the *Student's Book*. Then ask them to work in groups of four and act out the dialogue. Invite some groups to act out their dialogue in front of the class. They may use the flashcards when they talk about their favourite food.

e.g.,

*S1: What do you like eating?**S2: (show the card salad) I like eating salad.**S3: What do you like eating?**S4: (show the card banana) I like eating bananas.*

Activity 2

Ask the students to work in pairs and make a short dialogue following the example in 'Look and say'.

e.g.,

S1: What do you like eating, S2?

S2: I like eating chicken. What do you like eating, S1?

S1: I like eating fish.

Activity 3

Stick the flashcards of the food nouns on the blackboard. Have the students pick out their favourite food and talk about it/them.

e.g.,

S: (take the cards for chicken and salad) I'm ... I like eating chicken and salad.

Activity 4

Have the students listen to the recording for 'Listen and enjoy' on page 21 of the *Student's Book*. You may hold up the flashcards for the corresponding food items to help the students.

Post-task activities

Activity 1

Ask the students to work in pairs or groups of four and create a new rhyme.

e.g.,

I like salad.

Yummy, yummy.

I like chicken.

Nice, nice.

I like eating

Salad and chicken.

Activity 2

Have the students do Part A 'Listen and tick' on page 18 of the *Workbook*. Check the answers with them. Then have the students circle four pictures of the food they like and introduce them to their partners.

e.g.,

T: What do you like eating?

S: I like eating hamburgers.

Period 2

Language focus:

- Using Wh-questions to ask about one's favourite food
e.g., *What do you like eating?*
- Using modelled sentences to answer the questions
e.g., *I like eating ...*

Language skills:

Listening

- Understanding expressions of likes
e.g., *I like eating ...*
- Understanding the meaning of the Wh-question
e.g., *What do you like eating?*
- Identifying the sound by listening to the pronunciation
e.g., *h*

Speaking

- Using modelled sentences to ask about one's food preferences and provide a response
e.g., *What do you like eating?
I like eating ...*
- Pronouncing the sound correctly
e.g., *h*

Materials:

Student's Book 2B, pp. 19, 20 and 21

Workbook, pp. 20 and 21 Parts C, D and Task

Cassette 2B

Cards of food items

Wall picture 2B

Pre-task preparations

Activity 1

Show the flashcards and have the students make sentences using *I like eating ...*

e.g.,

T: (show the card banana)

S: I like eating bananas.

...

Activity 2

Divide the class into groups. Have each group

choose a food item and say a rhyme.

e.g.,

Bananas, bananas.

I like eating bananas.

Bananas, bananas.

They're yummy.

While-task procedures

Activity 1

Ask the students to look at the survey sheet in 'Do a survey' on page 19 of the *Student's Book*.

Review the words with them. Then ask the students to tick the food items they like.

e.g.,

T: What do you like eating?

S1: I like eating ...

Activity 2

Divide the class into groups of four and have the students do the survey by asking the other students of the group what they like eating.

e.g.,

S1: What do you like eating?

S2: I like eating fish. It's nice.

S3: I like eating salad.

S4: I like eating soup.

Activity 3

Have the students look at the picture for 'Play a game' on page 20 of the *Student's Book*. Prepare cards of different food items and play the game with them.

e.g.,

T: (show cards of different food items) What do you like eating?

S: (pick up a card cake) I like eating cakes.

T: (point to the card cake) I like eating cakes too.

Ask the students to draw some food items on the paper and make some cards. Then they can play the game in groups.

Activity 4

Show the pictures *hand* and *hen*. Underline the letter 'h'. Ask the students to practise the words and the sound. You may say more words with the sound 'h' and write them on the blackboard to help the students.

Post-task activities

Activity 1

Have the students do Task 'The food you like' on page 21 of the *Workbook*. Ask them to tick the food they like. Then have the students talk about them. After that, have them work in pairs and make a short dialogue as follows.

e.g.,

S1: Do you like ...?

S2: Yes, I do. What do you like eating?

S1: I like eating ...

Activity 2

Review the verbs and verb phrases the students have learnt. Then have the students ask and answer in pairs.

e.g.,

S1: What do you like doing?

S2: I like skipping my rope. What do you like doing?

S1: I like riding my bicycle.

...

Note: You should tell the students about the importance of a balanced diet.

Module 2 My favourite things

Unit 3 Animals I like

Tasks in this unit:

- Ask Wh-questions to find out specific information about things
- Use nouns to identify animals
- Use the pronoun *they* to refer to things
- Learn the sounds: f, v

Language focus:

- Using nouns to identify animals
e.g., *giraffe, snake, elephant, zebra*
- Asking 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 zebras.*
- Using modelled sentences to answer questions
e.g., *They are giraffes.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *giraffe, snake, elephant, zebra*
- Understanding the meaning of Wh-questions
e.g., *What are they?*
- Identifying the sounds by listening to the pronunciation
e.g., *f, v*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *giraffe, snake, elephant, zebra*
- Using modelled sentences to find out specific information about things and provide a response
e.g., *What are they?
They are giraffes.*
- Pronouncing the sounds correctly
e.g., *f, v*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	What are they? They are ...	giraffe snake elephant zebra		SB: pp. 22 and 25 WB: pp. 22 and 23 Parts A and B
2			f, v	SB: pp. 23, 24 and 25 WB: pp. 24 and 25 Parts C, D and Task

Period I**Language focus:**

- Using nouns to indicate which animals people like
e.g., *giraffe, snake, elephant, zebra*
- Asking Wh-questions to find out specific information about things
e.g., *What are they?*
- Using modelled sentences to answer the questions
e.g., *They are zebras.*

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *giraffe, snake, elephant, zebra*
- Understanding the meaning of the Wh-question
e.g., *What are they?*

Speaking

- Pronouncing the key words correctly
e.g., *giraffe, snake, elephant, zebra*
- Using modelled sentences to find out specific information about things and provide a response
e.g., *What are they?
They are giraffes.*

Materials:

*Student's Book 2B, pp. 22 and 25
Workbook 2B, pp. 22 and 23 Parts A and B
Cassette 2B
Flashcards 2B (*giraffe, snake, elephant, zebra*)*

Pre-task preparations**Activity 1**

Have the students listen to the rhyme in 'Listen and enjoy' on page 25 of the *Student's Book*. Encourage them to repeat it with actions.

Activity 2

Stick some pictures of animals on the blackboard to review the words the students have learnt. Have them talk about their favourite animals.

e.g.,

T: *What do you like?*

S1: *I like cats.*

S2: *I like monkeys.*

T: *S1 likes cats. S2 likes monkeys.*

...

While-task procedures**Activity 1**

Show a picture of a zoo. Stick the flashcards *giraffe, snake, elephant* and *zebra* on it. Teach the new words and ask the students to repeat after you.

e.g.,

T: Look! This is a zoo. There are many animals in the zoo. What's this? It's a giraffe.

Ss: Giraffe.

Activity 2

Prepare a card with a smiling face on one side and a crying face on the other side. Show the flashcards of different animals and ask questions. Ask the students to show the smiling face if they give a positive answer. They should show the crying face if they give a negative answer.

e.g.,

T: (show the card lion) Do you like lions?

S1: (show the smiling face) Yes, I do.

...

Activity 3

Show a picture of a zoo. Point to the animals and say the sentences *They are ...*. Have the students repeat after you.

e.g.,

T: (point to the giraffes) They are giraffes.

S1: They are giraffes.

T: (point to the snakes) They are snakes.

S2: They are snakes.

Activity 4

Have the students listen to the recording for 'Look and say' on page 22 of the *Student's Book*. Ask the students to practise the dialogue in pairs. Then invite some pairs to act it out in front of the class.

e.g.,

S1: What are they?

S2: They are zebras.

S1: Do you like zebras?

S2: Yes, I do.

Post-task activities

Activity 1

Have the students draw two animals of the same kind they like on the paper and then find a classmate who has drawn the same kind of animals.

e.g.,

S1: What are they?

S2: They are pandas. Do you like pandas?

S2: Yes, I do.

S1: Great.

Activity 2

Prepare a big picture of the background of the zoo. Have the students stick small cards of the animals on the picture and talk about it.

e.g.,

S: This is a zoo. It's big. I can see ... I like ...

Period 2

Language focus:

- Asking 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 brown.*
- Using yes/no questions to ask about specific information
e.g., *Do you like ...?*
- Using modelled sentences to answer the questions
e.g., *Yes, I do./No, I don't.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *giraffe, snake, elephant, zebra*
- Understanding the meaning of Wh-questions and their responses
e.g., *What are they?
They are zebras.*
- Identifying the sounds by listening to the pronunciation
e.g., *f, v*

Speaking

- Using modelled sentences to find out specific information about things and provide a response
e.g., *What are they?
They are zebras.*

- Pronouncing the sounds correctly
e.g., *f, v*

Materials:

Student's Book 2B, pp. 23, 24 and 25
Workbook 2B, pp. 24 and 25 Parts C, D and Task
Cassette 2B
Wall picture 2B
Toy animals

Pre-task preparations

Activity 1

Show the flashcards of different animals.
Encourage the students to create a new rhyme.
e.g.,
I like giraffes.
I like giraffes.
They're tall.
They're tall.
I like them all.

Activity 2

Ask the students to bring some toy animals to class and make a short dialogue in pairs.

e.g.,
S1: (show two toy bears) Do you like bears?
S2: Yes, I do. (show two toy tigers) Do you like tigers?
S1: No, I don't.

While-task procedures

Activity 1

Have the students look at the picture for 'Say and act' on page 23 of the *Student's Book*. Then play the recording for it. Show the students a toy bear, a toy pig and one of other toy animals, and ask them to point out which one Tom likes. Then practise the dialogue with them. Have girls read the part of the shop assistant while boys read Tom's part.

e.g.,
T: Look, Tom. Do you like bears?
Boys: No, I don't.
T: Do you like pigs?
Boys: Yes, I do. May I have one?
T: OK.

Girls: Can I help you?

T: A pig, please.

Girls: Here you are.

Boys: Thank you. The pig is lovely and soft. I like it very much. Thank you, Mum.

Activity 2

Have the students listen to the recording for 'Say and act' again. Then have the students role-play the dialogue in groups of three. The students can play each part in turns. Ask some groups to act out the dialogue in front of the class.

Activity 3

Have the students look at the picture for 'Play a game' on page 24 of the *Student's Book*. Show the pictures of animals to the students and ask them what they are.

e.g.,
T: (show a picture of monkeys) What are they?
Ss: They are monkeys.

Mix the pictures and ask one student to choose one and show the class. This student should not look at the picture. Now ask the class to describe the animals and this student should guess what the animals are.

S1: They are brown.
S2: They have long tails.
S3: They like meat.
Ss: What are they?
S4: They're lions.
Ss: Yes.

Then ask the students to play the game in pairs.
e.g.,

S1: They are black and white. They have long tails.
They like grass. What are they?

S2: Zebras?
S1: Yes. Do you like zebras?
S2: Yes, I do.

Activity 4

Ask the students to repeat the words *fish*, *wolf*, *van* and *five* after you until they can correctly pronounce the sounds '*f*' and '*v*'. Then have a competition between girls and boys. They should say more words with the two sounds,

such as *flower, fox, four, love, give* and *five*. The group that says the most words will win.

Post-task activities

Activity 1

Have the students draw their favourite animals. Then ask them to work in pairs and ask about each other's picture.

e.g.,

S1: They are yellow. They are small. They like rice.

What are they?

S2: Hens?

S1: No.

S2: Chicks?

S1: Yes. Do you like chicks?

S2: No, I don't.

Activity 2

Have the students do Task 'My animal friends' on page 25 of the *Workbook*. Ask them to talk about one of the animals in Part A in small groups. Then ask them to make a dialogue in pairs.

e.g.,

S1: Do you like ...?

S2: Yes, I do./No, I don't. I like ...

Module 3 Things around us

Unit 1 The four seasons

Tasks in this unit:

- Use adjectives to describe the seasons
- Use modelled sentences to indicate one's likes
- Learn the sounds: s, z

Language focus:

- Using nouns to identify the seasons
e.g., *autumn, winter*
- Using adjectives to describe the seasons
e.g., *cool, cold*
- Using modelled sentences to indicate one's likes
e.g., *I like riding my bicycle in the park.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *autumn, winter, cool, cold*
- Understanding the information in the key patterns to indicate one's likes
e.g., *I like (doing) ... in/on ...*
- Identifying the sounds by listening to the pronunciation
e.g., *s, z*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *autumn, winter, cool, cold*
- Using modelled sentences to ask about one's likes and provide information by stating likes
e.g., *Do you like winter?*
Yes, I do. In winter, I like skating on the ice.
- Pronouncing the sounds correctly
e.g., *s, z*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	I like (doing) ... in/on ...	autumn winter cool cold	s, z	SB: pp. 26, 27 and 29 WB: pp. 26 and 27 Parts A and C
2				SB: pp. 28 and 29 WB: pp. 27, 28 and 29 Parts B, D and Task

Period I

Language focus:

- Using nouns to identify the seasons
e.g., *autumn, winter*
- Using adjectives to describe the seasons
e.g., *cool, cold*
- Using modelled sentences to indicate one's likes
e.g., *I like riding my bicycle in the park.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *autumn, winter*
- Understanding the key pattern
e.g., *I like (doing) ...*
- Identifying the sounds by listening to the pronunciation
e.g., *s, z*

Speaking

- Pronouncing the key words correctly
e.g., *autumn, winter, cool, cold*
- Using the key pattern to indicate one's likes
e.g., *I like (doing) ...*
- Pronouncing the sounds correctly
e.g., *s, z*

Materials:

Student's Book 2B, pp. 26, 27 and 29

Workbook 2B, pp. 26 and 27 Parts A and C

Cassette 2B

Flashcards 2B (*autumn, winter, cool, cold*)

Wall picture 2B

Pre-task preparations

Activity 1

Show the flashcards for *spring* and *summer* and review the two words. Then teach the new words *autumn* and *winter*. Show the four flashcards and ask the students to repeat after you.

Activity 2

Show a card of one of the seasons and hide it quickly. Then ask the students to guess what season it is. Ask the boys and girls to have a competition.

e.g.,

T: (*hide the flashcard autumn*) *What season is it?*
Ss: *Autumn.*

T: (*show the flashcard autumn*) *Yes, it's autumn.*

While-task procedures

Activity 1

Stick the flashcards for the four seasons on the blackboard. Then show the flashcards *warm, hot, cool, cold*. Explain the words with your body language. Then match the four adjectives with the seasons to help the students learn the words.

e.g.,

T: *Autumn, autumn.*

Ss: *Cool, cool, cool.*

T: *Autumn, autumn.*

Ss: *Autumn is cool.*

Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 26 of the *Student's Book*. You may show pictures of the four seasons to help the students understand the rhyme. Then ask the students to practise the rhyme in pairs or groups of four.

Activity 3

Have the students listen to the recording for 'Look and say' on page 27 of the *Student's Book*. Explain the pictures and have the students practise several times. Then ask some students to repeat the sentences with body language.

e.g.,

S: *Spring is warm. I like riding my bicycle in the park. (act as riding a bicycle)*

Activity 4

Show the pictures for 'Learn the sounds' on page 29 of the *Student's Book*. Practise these

words with the students several times. After they can pronounce the sounds 's' and 'z' correctly, write more words with the two sounds on the blackboard for students to practise, such as *summer* and *spring*.

Post-task activities

Activity 1

Have the students do Part A 'Listen and number' on page 26 of the *Workbook* and Part C 'Read and circle' on page 27 of the *Workbook*. Check the answers with them.

Activity 2

Have the students do a survey about the seasons they like in small groups.

e.g.,

S1: *Do you like summer?*

S2: *Yes, I like summer. Summer is hot.*

Period 2

Language focus:

Using modelled sentences to indicate one's likes

e.g., *I like skating on the ice.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *autumn, winter, cool, cold*
- Understanding the key patterns to indicate one's likes
e.g., *I like (doing) ...*

Speaking

- Pronouncing the key words correctly
e.g., *autumn, winter, cool, cold*
- Using modelled sentences to ask about one's likes and provide information by stating likes
e.g., *Do you like ...?*
Yes./ No. I like ...
I like (doing) ...

Materials:

Student's Book 2B, pp. 28 and 29

Workbook 2B, pp. 27, 28 and 29 Parts B, D and Task

Cassette 2B

Wall picture 2B

Pre-task preparations

Activity 1

Show the flashcards of four seasons and have the students respond quickly. After that, they should say the corresponding adjectives to match the seasons.

e.g.,

T: (*show the flashcard spring*)

Ss: *Spring, spring, spring is warm.*

Activity 2

Do actions to review the verb phrases. Ask the students to repeat the phrases while they do the corresponding actions.

e.g.,

T: (*act as riding a bicycle*) *Ride a bicycle.*

Ss: (*repeat the action*) *Ride a bicycle.*

While-task procedures

Activity 1

Have the students draw a picture of their favourite season. They may also draw what they like doing in this season. Then have them talk about the picture in small groups.

e.g.,

S: *It is autumn. I like autumn. It is cool. It is windy too. I like flying a kite in the park.*

Activity 2

Show the students how to do the survey on page 28 of the *Student's Book*. Draw the table on the blackboard and stick the pictures of four seasons. Then ask four students questions and tick in the corresponding columns.

e.g.,

T: *Do you like spring, S1?*

S1: *Yes, I do. In spring, I like running in the park.*

T: *Do you like spring, S2?*

S2: *No. I like summer. I like swimming in the water.*

Then ask them to do a similar survey in small groups.

Activity 3

Have the students listen to the recording for 'Enjoy a story' on page 29 of the *Student's Book*. You may use the pictures to help them understand the story.

Activity 4

Ask the students to practise the story in groups. The students can form groups according to their preferences. After they have practised several times, ask several groups to act out the different parts of the story in front of the class.

e.g.,

S1&S2: (act as riding a bicycle) In spring, we like riding our bicycles outside.

S3&S4: (act as swimming) It's hot in summer. We like swimming.

Post-task activities

Activity 1

Have the students do Task 'My favourite season'

on page 29 of the *Workbook*. Ask them to finish the table in Part A, and then colour the four pictures in Part B and talk about them.

e.g.,

S: I like spring. It is nice and warm. I like riding my bicycle.

Then ask them to colour the four pictures in Part B and talk about them.

Activity 2

Show the students how to use a big piece of paper to make a storybook. Then ask them to work in groups of four and make their own storybook about their favourite seasons. They need to draw the activities they like doing in different seasons. When they finish, ask several groups to talk about their storybooks.

Module 3 Things around us

Unit 2 Rules

Tasks in this unit:

- Use modelled sentences to communicate with other people
- Get to know the traffic rules
- Learn the sounds: m, n

Language focus:

- Using the key words in context
e.g., *light, stop, go, wait*
- Using imperatives to give simple instructions
e.g., *Look at the light.*
Stop!
- Using formulaic expressions to give suggestions
e.g., *Let's stop!*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *light, stop, go, wait*
- Understanding the imperatives
e.g., *Let's ...*
- Identifying the sounds by listening to the pronunciation
e.g., *m, n*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *light, stop, go, wait*
- Using imperatives to give simple instructions
e.g., *Stop!*
- Pronouncing the sounds correctly
e.g., *m, n*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	Look at the light. It's ... Let's ...	light stop go wait	m, n	SB: pp. 30, 32 and 33 WB: pp. 30 and 32, Parts A and D
2	The light is red. Stop!			SB: pp. 31, 32 and 33 WB: pp. 31 and 33, Parts B, C and Task

Period I

Language focus:

- Using the key words in context
e.g., *light, stop, go, wait*
- Using imperatives to give simple instructions
e.g., *Stop!*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *light, stop, go, wait*
- Understanding the imperatives
e.g., *Stop!*
- Identifying the sounds by listening to the pronunciation
e.g., *m, n*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *light, stop, go, wait*
- Using the imperatives to give simple instructions
e.g., *Stop!*
- Pronouncing the sounds correctly
e.g., *m, n*

Materials:

Student's Book 2B, pp. 30, 32 and 33

Workbook 2B, pp. 30 and 32 Parts A and D

Cassette 2B

Flashcards 2B (*stop, go, wait*)

Pre-task preparations

Activity 1

Say a rhyme and help the students review the colours: red, green and yellow. Then ask them to say the rhyme along with you. You may use flashcards to help the students recognize the colours.

e.g.,

T: I see red. I see green. I see yellow.

I see the beautiful rainbow.

Shining over there, outside my window.

Activity 2

Show the flashcards of the traffic lights to elicit the new words.

e.g., *T: Look at the light. It's red.*

While-task procedures

Activity 1

Show a picture of a crossroad. Stick on the pictures of traffic lights on different colours one by one to elicit the key pattern. Have the students practise the dialogue. Then choose several pairs to act it out in front of the class.

e.g.,

T: Look at the light. What colour is it?

Ss: It's red.

T: Yes, it's red. Let's stop.

Ss: Stop. Stop. Stop.

Activity 2

Show the pictures of red light, yellow light and green light. Then ask the students to respond quickly.

e.g.,

T: (show the picture of red light) Look at the light.

Ss: It's red. Let's stop.

T: (show the picture of yellow light) Look at the light.

Ss: It's yellow. Let's wait.

T: (show the picture of green light) Look at the light.

Ss: It's green. Let's go.

Activity 3

Have the students listen to 'Look and say' on page 30 of the *Student's Book* while they look at the picture. Then ask them to act out the dialogue in pairs.

Activity 4

Show the flashcards for 'Learn the sounds' on page 32 of the *Student's Book*. Ask the students to repeat the words after you. Then show more cards for the words with the sounds 'm' and 'n'. Ask the students to respond quickly.

Post-task activities

Activity 1

Have the students do Part A 'Listen and number' on page 30 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students play a game in small groups. Ask them to go around the classroom slowly. When you raise the picture of red light, they should stop immediately. They can move on when you show the picture of green light.

Period 2

Language focus:

- Using the key words in context
e.g., *light, stop, go, wait*
- Using imperatives to give simple instructions
e.g., *Look at the light.*
- Using formulaic expressions to give suggestions
e.g., *Let's stop.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *light, stop, go, wait*
- Understanding the imperatives
e.g. *Stop!*

Speaking

Using imperatives to give simple instructions
e.g., *Let's stop.*

Materials:

Student's Book 2B, pp. 31, 32 and 33

Workbook 2B, pp. 31 and 33 Parts B, C and Task

Cassette 2B

Wall picture 2B

Pictures of traffic lights (on red, on yellow, on green)

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 33 of the *Student's Book* and say after it.

Activity 2

Show the different traffic lights and have the students talk about them.

e.g.,

T: *Look at the light.*

Ss: *It's green. Let's go!*

T: *Yes. It's green. Let's go!*

While-task procedures

Activity 1

Show the flashcards of traffic lights and ask the students some questions to review the key patterns.

e.g.,

T: *Look at the light. What colour is it?*

Ss: *It's red.*

T: *Yes. Look at the light. It's red. Let's ...*

Ss: *Stop.*

T: *Good. If you are going to cross the road with your friend and the traffic light is red, you can say 'Let's stop' or 'Stop'.*

Ss: *Let's stop.*

T: (*show the traffic lights on yellow*) *What about the light now?*

S1: *Look at the light. It's yellow. Wait!*

...

Activity 2

Have the students listen to the recording for 'Say and act' on page 31 of the *Student's Book* while they look at the wall picture. Then have some students act it out. You can hold the card for the traffic lights.

e.g.,

T: (*hold the flashcard for stop*) *The light is red.*

Ss: *Stop!*

Activity 3

Have the students look at the picture for 'Play a game' on page 32 of the *Student's Book*. Have the students draw traffic lights on red and on green on the cards. Then ask the students to play the game in groups of four. One of the group will hold the cards for traffic lights and the others will respond.

e.g.,

S1: (hold the card for the traffic lights on green)

Look at the light.

S2: It's green.

S3: The light is green! Let's go.

S4: Go! Go!

Activity 4

Play the recording for 'Listen and enjoy' on page 33 of the *Student's Book* again. Ask the students to say the rhyme and raise the correct card.

e.g.,

Ss: (show the card for traffic lights on red)

Stop, stop, stop.

Stop by the road.

...

Then ask them to act it out in pairs. You may ask several pairs to act it out in front of the class.

Post-task activities

Activity 1

Have the students do Part B 'Listen, colour and respond' on page 31 of the *Workbook*. Then check the answers with them.

e.g.,

S1: Look at the light. It's red. Let's stop.

S2: Look at the light. It's ... Let's ...

Activity 2

Have the students do Task 'In the street' on page 33 of the *Workbook*. Have them listen to the recording for the rhyme in Part A. Then ask them to make a dialogue in pairs following the example in Part B.

e.g.,

S1: What can you see?

S2: I can see the traffic light.

S1: What colour is it?

S2: It's red. Let's stop.

Notes:

- 1 If your students are above average, you can find and show more traffic signs such as turn left/right to the class and say something about them.
- 2 In most circumstances, people tend to use plural forms if they are not referring to a certain traffic light as here we do in the textbook. For example, *The traffic lights are red.* or *The traffic lights are on red.*

Module 3 Things around us

Unit 3 My clothes

Tasks in this unit:

- Use modelled sentences to indicate possession
- Get to know the clothing items
- Learn the sounds: l, r

Language focus:

- Using nouns to identify clothing items
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *trousers, sweater, shirt, coat*
- Understanding the key pattern
e.g., *I have ...*
- Identifying the sounds by listening to the pronunciation
e.g., *l, r*

Speaking

- Pronouncing the key words correctly
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*
- Pronouncing the sounds correctly
e.g., *l, r*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	I have ...	trousers sweater shirt coat		SB: pp. 34, 35 and 37 WB: pp. 34 and 35 Parts A and B
2			l, r	SB: pp. 35, 36 and 37 WB: pp. 36 and 37, Parts C, D and Task

Period I

Language focus:

- Using nouns to identify clothing items
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *trousers, sweater, shirt, coat*
- Understanding the key pattern
e.g., *I have ...*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*

Materials:

Student's Book 2B, pp. 34, 35 and 37

Workbook 2B, pp. 34 and 35 Parts A and B

Cassette 2B

Flashcards 2B (*trousers, sweater, shirt, coat*)

Character puppets

Wall picture 2B

Pre-task preparations

Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 37 of the *Student's Book*. Encourage them to practise the rhyme in pairs. Invite some pairs to act it out in front of the class.

Activity 2

Show some puppets wearing different clothes to introduce the new words.

e.g.,

T: (hold up a puppet) Hello, I am Billy. This is my shirt. Shirt. Shirt.

Ss: Shirt.

While-task procedures

Activity 1

Show the flashcards for all the clothing items that the students have learnt. Flash the cards and have them respond quickly.

e.g.,

T: (show the flashcard skirt) What's this?

Ss: It's a skirt.

...

Activity 2

Have the students listen to the recording for 'Look and say' on page 34 of the *Student's Book*. You may use the character puppets to help them learn the key pattern.

e.g.,

T: (hold up the puppet) I'm Lolly. I have a sweater.

S: (hold up the puppet) I'm Billy. I have a shirt.

Activity 3

Have the students draw some clothing items and cut them out. Then ask them to hold their clothing items in front of the puppet and talk about what the puppet is 'wearing'.

e.g.,

S1: (hold up the puppet and a white coat) Hi, I am Judy. Look! I have a white coat.

S2: ...

Activity 4

Divide the class into small groups and have the students talk about their clothes.

e.g.,

S1: I have a coat. It is blue. It's very nice.

S2: I have a shirt. It's yellow. I like it very much.

Post-task activities

Activity 1

Have the students show some pictures of themselves wearing different clothes in different seasons. Then ask the students to work in pairs and talk about their pictures. They may exchange their pictures.

e.g.,

S1: It's spring. I have a green sweater.

S2: It's winter. I have a yellow coat.

Activity 2

Have the students do Part A 'Listen and tick' on page 34 of the *Workbook*. Then check the answers with them.

Period 2

Language focus:

- Using nouns to identify clothing items
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *trousers, sweater, shirt, coat*
- Understanding the key pattern
e.g., *I have ...*
- Identifying the sounds by listening to the pronunciation
e.g., *l, r*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *trousers, sweater, shirt, coat*
- Using modelled sentences to indicate possession
e.g., *I have ...*
- Pronouncing the sounds correctly
e.g., *l, r*

Materials:

Student's Book 2B, pp. 35, 36 and 37

Workbook 2B, pp. 36 and 37 Parts C, D and Task

Cassette 2B

Wall picture 2B

Pre-task preparations

Activity 1

Show the students flashcards for different clothing items and ask them to pick and answer your questions.

e.g.,

T: Winter is cold. What do you have for winter?

S: (pick the flashcard coat) I have a coat.

Activity 2

Stick the character puppets and flashcards on the blackboard. Ask the students to match the puppet with the correct clothing items according to what you say.

e.g.,

T: Hello, I'm Lolly. I have a sweater. I have trousers.

S1: (put the flashcards sweater and trousers under the puppet of Lolly)

While-task procedures

Activity 1

Draw the table in 'Play a game' on page 35 of the *Student's Book* on the blackboard. Then ask them to play the game in small groups.

e.g.,

S1: Autumn is cool. What do you have for autumn, S2?

S2: I have a sweater. It's purple.

Activity 2

Have the students listen to the recording for 'Enjoy a story' on page 36 of the *Student's Book*. Then ask them some questions with the help of pictures.

e.g.,

T: Is it hot?

Ss: No. It's cold.

T: What colour is Kitty's sweater?

Ss: It's ...

Activity 3

Ask the students to act out the story in pairs. Invite several pairs to act out the story in front of the class.

Activity 4

Ask the students to repeat the words for 'Learn the sounds' on page 37 of the *Student's Book* after you. When they can correctly pronounce the sounds 't' and 'r', show more words with these two sounds and ask them to say them aloud.

Post-task activities

Activity 1

Have the students do Task 'My clothes' on page 37 of the *Workbook*. Ask them to check the table, and then talk about it in pairs or small groups.

Activity 2

Have the students listen to the rhyme on page 37 of the *Student's Book*. Then encourage them to work in groups of four and create a similar rhyme using other clothing items and the

names of their classmates. Invite some students to act out their dialogues in front of the class.

e.g.,

Mike and Jack,

Go to school together.

Ring, ring,

Time for class.

Come in, please.

Close the door.

Jack! Jack!

My new coat!

Oh! I'm sorry!

That's all right.

Module 4 More things to learn (optional)

Unit 1 Activities

Tasks in this unit:

- Use modelled sentences to ask about people's abilities
- Use the modal verb *can* to express one's abilities

Language focus:

- Using the key words and phrases in context
e.g., *play football, play basketball, play ping-pong, play cards*
- Using the modal verb *can* to express one's abilities
e.g., *Can he/she ...?*
- Using the *can* question to elicit a positive response or a negative response
e.g., *Can he/she ...?*
Yes, he/she can.
No, he/she can't.

Language skills:

Listening

- Identifying the key words and phrases by listening to the pronunciation
e.g., *play football, play basketball, play ping-pong, play cards*
- Understanding the *can* question and its positive and negative responses
e.g., *Can he/she ...?*
Yes, he/she can.
No, he/she can't.

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *play football, play basketball, play ping-pong, play cards*
- Using the *can* question to ask about one's abilities and giving positive and negative responses
e.g., *Can he/she ...?*
Yes, he/she can.
No, he/she can't.

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	Can he/she ...? Yes, he/she can. No, he/she can't.	play football play basketball Play ping-pong play cards	SB: pp. 39 and 41 WB: pp. 38 and 40 Parts A and D

(续表)

2	Can he/she ...? Yes, he/she can. No, he/she can't.		SB: pp. 38, 39 and 40 WB: pp. 39, 40 and 41 Parts B, C and Task
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Period I

Language focus:

- Using the key words in context
e.g., *play football, play basketball, play ping-pong, play cards*
- Using the modal verb *can* to express one's abilities
e.g., *Can Ben/Alice ...?*
- Using the *can* question to elicit a positive response or a negative response
e.g., *Can Ben play football?*
Yes, he can.

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *play football, play basketball, play ping-pong, play cards*
- Understanding the *can* question and its positive and negative responses
e.g., *Can Alice play football?*
No, she can't.

Speaking

- Pronouncing the key words and phrases correctly
e.g., *play football, play basketball, play ping-pong, play cards*
- Using the *can* question and giving positive and negative responses
e.g., *Can Ben/Alice ...?*
Yes, he/she can./No, he/she can't.

Materials:

*Student's Book 2B, pp. 39 and 41**Workbook 2B, pp. 38 and 40 Parts A and D***Cassette 2B****Flashcards 2B** (*play football, play basketball, play ping-pong, play cards*)**Wall picture 2B**

A football, a basketball, a ping-pong ball, some cards

Character puppets

Pre-task preparations

Activity 1

Show the flashcards for the verbs the students have learnt before, such as *draw, fly* and *dance*. Have them answer your questions.

e.g.,

T: (*show the flashcard fly*) *Can a bird fly?*

S1: Yes.

Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Divide the class into groups of four and ask them to practise the rhyme with actions.

While-task procedures

Activity 1

Show the students the balls while you say the corresponding words. Ask the students to repeat after you. Then show the flashcards and teach the key words.

e.g.,

T: *Look! This is a football.*Ss: *Football.*T: (*act as playing football*) *Play football.*Ss: (*act as playing football*) *Play football.*

...

Activity 2

Show the character puppets and say sentences.

Ask the students to make new sentences using *He/She can ...*

e.g.,

T: (*show a puppet*) I'm Lolly. I can play ping-pong.

Ss: She is Lolly. She can play ping-pong.

T: Can she play ping-pong?

Ss: Yes, she can.

Activity 3

Have the students look at the picture for 'Play a game' on page 39 of the *Student's Book*. Play the recording. Then ask them to work in pairs and take turns to ask and answer according to the table.

e.g.,

S1: Can Ben ...?

S2: Yes, he can./No, he can't.

Activity 4

Show the pictures of some famous ball players such as Yao Ming and Wang Liqin and ask the students questions to elicit the key pattern. Then have them answer your questions using *Yes, .../No, ...*

e.g.,

T: Look at the picture. Who is he? (*show the picture of Yao Ming*)

Ss: Yao Ming.

T: Yes. Can he play basketball?

Ss: Yes, he can.

Post-task activities

Activity 1

Say the following rhyme and have the students repeat after you.

e.g.,

Look at Yao Ming.

He can play basketball.

Great! Great!

Activity 2

Have the students do Part A 'Listen and judge' on page 38 of the *Workbook*. Then check the answers with them.

Period 2

Language focus:

Using the *can* question to elicit a positive response or a negative response

e.g., *Can he/she ...?*

Yes, he/she can./No, he/she can't.

Language skills:

Listening

Understanding the *can* question and its positive and negative responses

e.g., *Can he/she ...?*

Yes, he/she can.

No, he/she can't.

Speaking

Using the *can* question and giving positive and negative responses

e.g., *Can he/she...?*

Yes, he/she can.

No, he/she can't.

Materials:

Student's Book 2B, pp. 38, 39 and 40

Workbook 2B, pp. 39, 40 and 41 Parts B, C and Task

Cassette 2B

Flashcards 2B (*play football, play basketball, play ping-pong, play cards*)

Wall picture 2B

Pre-task preparations

Activity 1

Have the students listen to the rhyme in 'Listen and enjoy' on page 41 of the *Student's Book* again. Then have the students act it out.

Encourage them to say the rhyme using the names of students in the class.

e.g.,

Look at ...

She can make a bird.

Look! Look!

Listen to ...

He can ride a bicycle.

Ring! Ring!

Activity 2

Have the students talk about themselves. Then have them answer your questions using *Yes, .../No, ...*

e.g.,

S1: I'm S1. I can dance.

Ss: Look at S1. He/She can dance.

T: Can S1 dance?

Ss: Yes, he/she can.

T: S1, can you play basketball?

S1: No, I can't.

T: Can S1 play basketball?

Ss: No, he/she can't.

While-task procedures

Activity 1

Have the students listen to the recording for 'Listen and say' on page 38 of the *Student's Book*. Ask them to practise the dialogue in pairs. Then ask them to act it out. Help the students make a new dialogue following the examples in the book.

e.g.,

S1: Can your mother/brother/teacher/... play football?

S2: No, he/she can't.

...

Activity 2

Have the students look at the picture for 'Ask and answer' on *Student's Book* page 40. Then ask them to make a dialogue.

e.g.,

S1: Can he/she...?

S2: Yes, .../ No, ...

Activity 3

Divide the class into small groups and ask the students to do a survey about what their classmates can do.

e.g.,

S1: Can you draw?

S2: Yes, I can.

S1: Can you play football?

S2: No, I can't.

Activity 4

Ask the students to write down the survey results in a table like the one in 'Play a game'. Then have them work in pairs or small groups to ask questions according to the table.

e.g.,

S1: Can ...?

S2: Yes, he/she can./No, he/she can't.

Post-task activities

Activity 1

Have the students do Part B 'Listen and number' on page 39 of the *Workbook*. Then check the answers with them.

Activity 2

Have the students do Task 'My classmates' abilities' on page 41 of the *Workbook*. First have them do the survey in Part A. Then ask them to talk about the results in pairs.

e.g.,

S1: What can ... do?

S2: He/She can ...

S1: Can he/she ...?

S2: Yes, he/she can.

S1: Can he/she play cards?

S2: Yes, .../No, ...

Module 4 More things to learn (optional)

Unit 2 Mother's Day

Tasks in this unit:

- Understand formulaic expressions of good wishes to Mother on Mother's Day
- Maintain an interaction by using formulaic expressions

Language focus:

- Understanding the key words in context
e.g., *letter, card, balloon, carnation*
- Understanding formulaic expressions of good wishes to Mother on Mother's Day
e.g., *Happy Mother's Day!*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *letter, card, balloon, carnation*
- Understanding formulaic expressions of good wishes to Mother on Mother's Day
e.g., *Happy Mother's Day!*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *letter, card, balloon, carnation*
- Using modelled sentences to communicate with other people
e.g., *Here's a ... for ... Thank you.*

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	Happy Mother's Day!	letter card balloon carnation	SB: pp. 42 and 45 WB: pp. 42 and 43 Parts A and B
2			SB: pp. 43 and 44 WB: pp. 44 and 45, Parts C, D and Task

Period I

Language focus:

- Understanding the new words in context
e.g., *letter, card, balloon, carnation*
- Understanding formulaic expressions of good wishes to Mother on Mother's Day
e.g., *Happy Mother's Day!*

Language skills:

Listening

Identifying the key words by listening to the pronunciation

e.g., *letter, card, balloon, carnation*

Speaking

Pronouncing the key words, phrases and sentences correctly

e.g., *letter, card, balloon, carnation*

Materials:

Student's Book 2B, pp. 42 and 45

Workbook 2B, pp. 42 and 43 Parts A and B

Cassette 2B

Flashcards 2B (*letter, balloon, carnation*)

A card, a letter, a balloon, a carnation

Wall picture 2B

Pre-task preparations

Activity 1

Have the students talk about their mothers.

e.g.,

S: My mother is a nurse. She's tall. She can draw.

Activity 2

To elicit the topic, show some pictures on which a child/children and Mother are doing something, such as a picture with a boy kissing his mother or a girl giving a card to her mother. Ask the students to guess why the children are acting like that.

e.g.,

T: (show a picture with a girl who is giving a carnation to her mother)

S1: It's her mother's birthday.

S1:

While-task procedures

Activity 1

Show the calendar and introduce Mother's Day. Then have the students listen to the recording for 'Listen and say' on page 42 of the *Student's Book* while they look at the picture.

e.g.,

T: It's Mother's Day. On this day, what can we do for Mum? Let's enjoy a story.

Activity 2

Show the flashcards of the new words. Practise the words with them. Then show the flashcards and have them respond quickly.

e.g.,

T: (show the flashcard balloon)

Ss: Balloon.

Activity 3

Have the students listen to the recording for 'Listen and say' again. Ask them to pay attention to Mary's gifts for her mother.

e.g.,

T: (show the flashcard letter) What is Mary's gift for her mother?

Ss: It's a letter.

T: (show the flashcard carnation) Is it a rose?

Ss: No.

T: What's it?

Ss: It's a carnation.

Activity 4

Divide the class into pairs. Ask the students to make a new dialogue like the one in 'Listen and say'. Encourage them to act it out. Then invite several pairs to act out their dialogue in front of the class.

Post-task activities

Activity 1

Have the students do Part A 'Listen and tick' on page 42 of the *Workbook*. Check the answers with them. Then ask them to work in pairs and choose a picture to act out the dialogue.

e.g.,

S1: It's Mother's Day. What can I do for Mum?

S2: I'm Mum. I like flowers.

S1: Ah! I have a good idea. (put the picture of a carnation on S2's desk)

S2: A carnation? How nice!

S1: Happy Mother's Day!

S2: Thank you.

Activity 2

Have the students listen to the recording for 'Listen and enjoy'. Ask the students what children in Western countries often do for their mothers on Mother's Day.

e.g.,

T: It's Mother's Day today. What do they say to their mothers?

Ss: Happy Mother's Day!

Period 2

Language focus:

Understanding formulaic expressions of good wishes to Mother on Mother's Day

e.g., Happy Mother's Day!

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., letter, card, balloon, carnation
- Understanding formulaic expressions of good wishes to Mother on Mother's Day
e.g., Happy Mother's Day!

Speaking

Using modelled sentences to communicate with other people

e.g., Here's a ... for ...

Thank you.

Materials:

Student's Book 2B, pp. 43 and 44

Workbook 2B, pp. 44 and 45 Parts C, D and Task Cassette 2B

Wall picture 2B

Pre-task preparations

Activity 1

Ask the students to prepare a gift for their

friends. Then have them work in small groups and make a short dialogue as follows.

e.g.,

S1: Here's a pencil for you, S2.

S2: Thank you. Here are some flowers for you, S1.

S3: Thank you very much. Here's ...

Activity 2

Have the students do Part C and D on page 44 of the Workbook. Then ask them to read the sentences in Part D after you.

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on page 43 of the Student's Book. Ask them some questions to make sure they understand the story.

e.g.,

T: It's Mother's Day today. Jack gives a cup of tea to his mother. What does he say? 'Have a cup of tea, Mum.' What does Mum say?

Ss: 'Thank you'.

T: Yes. Then Jack gives Mum a card. What does he say?

Ss: 'Here's a card for you. Happy Mother's Day!'

If the students are interested in acting out, ask them to act out the dialogue in pairs. You may also divide the class into two groups to role-play it.

Activity 2

Encourage the students to work in pairs and imagine what the children in Western countries do on Mother's Day following the example in 'Say and act'.

e.g.,

S1: Mum, today is Mother's Day. Sit here and have a cup of milk.

S2: Thank you.

S1: Here's a card. It's for you. Happy Mother's Day!

S2: Wow! Thank you.

Activity 3

Show some pictures of what people do on Mother's Day. Ask the students to choose one picture and make a dialogue in pairs.

e.g.,

S1: Here's a card for you, Mum. I love you. Happy Mother's Day!

S2: Thank you. I love you too.

S1: Thank you.

Activity 4

Play the recording for 'Make and play' on page 44 of the *Student's Book* while the students look at the picture. Explain each picture to them. Then mix up the six pictures and ask the students to put them in the correct order.

Post-task activities

Activity 1

To help the students show their love to their mothers, you may have the students talk about what they do on Mother's Day. They may use

Chinese if they need. You may also show them some pictures to help them talk about the day.

Activity 2

Have the students do Task 'On Mother's Day' on page 45 of the *Workbook*. Then ask them to work in pairs and act out their dialogue.

Notes:

- 1 In Western countries, Mother's Day is on the second Sunday in May. In this unit, the students only need to know the brief idea of Mother's Day.
- 2 Encourage the students to show their love to their mothers. Do not encourage them to buy gifts.

Module 4 More things to learn (optional)

Unit 3 Story time

Tasks in this unit:

- Use adjectives to describe feelings
- Get to know the uncountable nouns to identify food items
- Use modelled sentences to indicate needs and wants

Language focus:

- Using adjectives to describe feelings
e.g., *hungry, thirsty*
- Using uncountable nouns to identify food items
e.g., *bread, milk*
- Using modelled sentences to indicate needs and wants
e.g., *I want some milk.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hungry, thirsty, bread, milk*
- Understanding modelled sentences to indicate needs and wants
e.g., *I want some bread.*

Speaking

- Using modelled sentences to describe feelings
e.g., *I'm hungry.*
- Using *some* to describe the uncountable nouns
e.g., *some bread*
- Using modelled sentences to indicate needs and wants
e.g., *I want some milk.*

Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	I want some ...	hungry thirsty bread milk	SB: pp. 46, 47, 48 and 49
2			SB: pp. 46, 47, 48 and 49 WB: pp. 46, 47, 48 and 49

Period I

Language focus:

- Using adjectives to describe feelings
e.g., *hungry, thirsty*
- Using uncountable nouns to identify food items
e.g., *bread, milk*
- Using modelled sentences to indicate needs and wants
e.g., *I want some milk.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hungry, thirsty, bread, milk*
- Understanding modelled sentences to indicate needs and wants
e.g., *I want some bread.*

Speaking

- Using modelled sentences to describe feelings
e.g., *I'm hungry.*
- Using *some* to describe the uncountable nouns
e.g., *some bread, some milk*
- Using modelled sentences to indicate needs and wants
e.g., *I want some bread.*

Materials:

Student's Book 2B, pp. 46, 47, 48 and 49

Cassette 2B

Flashcards 2B (*hungry, thirsty, bread, milk*)

Wall picture 2B

Character puppets

Pre-task preparations

Activity 1

Show the flashcards for bread and other food items that the students have learnt before. Practise these words with them. Then show the flashcards and have them respond quickly.

e.g.,

T: (show the flashcard bread)

Ss: Bread.

Activity 2

Stick the pictures of different food and drinks on the blackboard. Have the students talk about the food or drinks they like.

e.g.,

T: What do you like?

S1: I like ...

While-task procedures

Activity 1

Show a picture of some food and a picture of different drinks. Help the students understand the meaning of *hungry* and *thirsty*.

e.g.,

T: (show the flashcard hungry) I'm hungry. I want to eat cakes and hamburgers. Are you hungry?

S1: Yes.

S2: No.

...

Activity 2

Ask the students to make sentences using *I want some ...*

e.g.,

S1: I want some bread.

S2: I want some milk.

Flash the cards of different food and drinks. Ask the students to make sentences as follows.

e.g.,

T: (show the flashcard cake)

S1: I'm hungry. I want some cakes.

T: (show the flashcard water)

S2: I'm thirsty. I want some water.

...

Activity 3

Play the recording for 'Listen and enjoy' on pages 46, 47, 48 and 49 of the *Student's Book* while the students look at the wall pictures. Then ask them some questions to see how much they know about the story.

e.g.,

T: *How many bears?*

Ss: *Three.*

T: *Who are they?*

Ss: *Papa Bear, Mama Bear and Baby Bear.*

Then have the students say something about the characters in the story. You may use the character puppets to help you.

e.g.,

T: (*show the puppet of Papa Bear*) *Hi! I'm Papa Bear.*

Activity 4

Divide the class into groups of four. Ask the students to make masks of the characters and then put on the masks to introduce themselves.

e.g.,

S1: *Hello! I'm Baby Bear. I'm fat. I'm cute.*

...

Post-task activities

Activity 1

Stick the flashcards of food and drinks on the blackboard. Then have the students put on the character masks and make sentences as follows.

e.g.,

S1: *I'm Papa Bear. I'm hungry. I want some bread and hamburgers.*

...

Activity 2

Have the students work in groups of four and role-play the first part of the story. They may play the roles in turn.

Period 2

Language focus:

- Using adjectives to describe feelings
e.g., *I'm thirsty.*
- Using modelled sentences to indicate needs and wants
e.g., *I want some milk.*

Language skills:

Listening

- Understanding formulaic expressions to

describe the objects

e.g., *It's too hard.*

- Understanding modelled sentences to indicate needs and wants
e.g., *I want some bread.*

Speaking

Using modelled sentences to indicate needs and wants

e.g., *I want some milk.*

Materials:

Student's Book 2B, pp. 46, 47, 48 and 49

Workbook 2B, pp. 46, 47, 48 and 49

Cassette 2B

Wall picture 2B

Pre-task preparations

Activity 1

Have the students say the following rhyme after you, using the character masks.

e.g.,

I'm Papa Bear,

Big and strong.

I'm Mama Bear,

Kind and nice.

I am Baby Bear,

Cute and sweet.

Activity 2

Stick the flashcards of food and drinks on the blackboard. Have the students put on the character masks and say as follows.

e.g.,

S1: *I'm Papa Bear. I'm hungry. I want some bread.*

S2: *I'm Mama Bear. I'm thirsty. I want some juice.*

...

While-task procedures

Activity 1

Play the recording for 'Listen and enjoy' on pages 46, 47, 48 and 49 of the *Student's Book*.

Have the students look at the pictures. They

only need to follow the story in each picture.

Point to the pictures and say something about them.

e.g.,

T: (point to Picture 3) I am Lucy. I'm hungry. I'm thirsty and tired.

(point to Picture 4) I'm thirsty. I want some milk.

(point to Picture 5) This chair is hard.

...

Activity 2

Have the students look at the wall pictures for the story. Ask them some questions to make sure they understand the story.

e.g.,

T: What can the girl see?

S1: A house.

T: Is she thirsty?

S2: Yes, she is.

T: Is she hungry?

S3: Yes, she is.

...

Activity 3

Play the recording for the story and encourage the students to repeat after the recording. Make sure they are familiar with the story.

Activity 4

Have the students listen to the story again. Then divide the class into groups of four and ask them to act out the story. Invite some groups to act in front of the class.

Post-task activities

Activity 1

Have the students listen to the recording for 'Listen, colour and act' on pages 46, 47, 48 and 49 of the *Workbook*. Ask them to colour the pictures according to the story.

Activity 2

Play the recording for 'Listen, colour and act' several times until the students are familiar with the story. If your students are above average, you may encourage them to act out the story in groups of four.

Notes:

- 1 You can discuss with the students whether the girl in the story behaved properly. Ask the students what they would do if they were the girl.
- 2 Help the students make a thank-you card, and tell them if somebody helps them, they can send a thank-you card to him or her to express their thanks.
- 3 For classes with less able students, you can simply play the recording for 'Listen, colour and act' on pages 46, 47, 48 and 49 of the *Workbook* to help them get the main idea of the story. For classes with more able students, you can ask them to colour the pictures and act out the story.

Project 1 What can you hear?

Language focus:

Using Wh-questions to find out specific information

e.g., *What can you hear?*

I can hear the rice.

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *glass, lid, shake, rattle*
- Understanding the Wh-questions to find out specific information
e.g., *What can you hear?*
I can hear ...

Speaking

- Pronouncing the key words correctly
e.g., *glass, lid, shake, rattle*
- Using Wh-questions to find out what people can hear
e.g., *What can you hear?*
- Using the modal verb *can* to identify what you can hear
e.g., *I can hear the rice.*

Materials:

Student's Book 2B, page 50

A glass or a bottle, some rice

Preparation

Introduce the materials for making a rattle.

e.g.,

T: Today we will make a rattle. (point to the glass)

What can you see?

Ss: A glass.

T: Yes. What's in the glass?

Ss: Some rice.

T: And we also need a lid.

Procedures

- Have the students make a rattle with you.
- Have the students talk about the procedures of making a rattle.
- Say the rhyme on page 50 of the *Student's Book* and have the students repeat.
- Divide the students into groups of four. Have the students shake the rattles while saying the rhyme. Then invite some groups to perform in front of the class.

Project 2 Things I like

Language focus:

- Using nouns to identify food items
e.g., *salad, carrot, fish, chicken*
- Using Wh-questions to find out specific information
e.g., *What toys do you like?*
What do you like doing?
- Using the key patterns to describe one's likes
e.g., *I like eating ...*
I like

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *salad, carrot, fish, chicken*
- Understanding Wh-questions to find out specific information
e.g., *What food do you like?*
What toys do you like?
What do you like doing?
- Understanding the key patterns to describe one's likes
e.g., *I like eating ...*
I like ...
I like (doing) ...

Speaking

- Pronouncing the key words correctly
e.g., *salad, carrot, fish, chicken*
- Using the Wh-questions to find out specific information
e.g., *What do you like doing?*
- Using the key patterns to describe one's likes
e.g., *I like (doing) ...*

Materials:

Student's Book 2B, page 51
Pictures or flashcards of food items, toys and activities
Crayons

Preparation

Review the food items, toys and activities that the students have learnt.
e.g.,

T: First, the food. Can you tell me the names of some food?

Ss: Noodles, rice, fish ...

Procedures

- Have the students write and draw the things they like in Part 1 on page 51 of the *Student's Book*. Then have them ask and answer these questions in pairs.
- Divide the students into groups of three or four. Ask them to do a survey about what their classmates like to do. Then ask the students to complete the table in Part 2 on page 51 of the *Student's Book* according to the survey result.
e.g.,
S1: What do you like doing?
S2: I like singing, reading and drawing.

Note:

Finally, you can invite some students to introduce themselves and their friends according to the information they have got.
e.g., *I am ... I like eating ... I like ... I like (doing) ...*

I have a friend. He/She is ... He/She likes eating ...

Project 3 Seasons

Language focus:

- Using nouns to identify the seasons
e.g., *spring, summer, autumn, winter*
- Using Wh-questions to find out specific information
e.g., *What can you do in spring?*
I can ...
- Using *can* questions to elicit a positive response or a negative response
e.g., *Can he/she ... in?*
Yes, he/she can.
No, he/she can't.

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *spring, summer, autumn, winter*
- Understanding Wh-questions to find out specific information
e.g., *What can you do in spring?*
I can ...
- Understanding the *can* question and its positive responses and negative responses
e.g., *Can he/she ... in?*
Yes, he/she can.
No, he/she can't.

Speaking

- Pronouncing the key words correctly
e.g., *spring, summer, autumn, winter*
- Using Wh-questions to find out specific information

e.g., *What can you do in spring?*

I can ... in spring.

- Using *can* questions to elicit a positive response or a negative response
e.g., *Can he/she ... in?*

Yes, he/she can.

No, he/she can't.

Materials:

Student's Book 2B, page 52

Pencils

Preparation

Read the rhyme on page 26 of the *Student's Book* to review the four seasons.

Procedures

- 1 Ask the students to draw the things they like doing in the boxes on page 52 of the *Student's Book*.
- 2 Have the students talk about their pictures in pairs. Ask them to use the key patterns listed in Part 1 on page 52.
- 3 Have the students share their pictures and talk about their friends in groups of four.
e.g.,
S1: Can he swim in summer?
S2: Yes, he can./No, he can't.

Note:

You can introduce more activities to the students. e.g., *have a picnic*.

Project 4 Mother's Day

Language focus:

- Understanding nouns to identify Mother's Day
e.g., *card, letter, carnation, balloon*
- Understanding formulaic expressions of good wishes to Mum on Mother's Day.
e.g., *Happy Mother's Day!*
I love you, Mum!

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *card, letter, carnation, balloon*
- Understanding formulaic expressions of good wishes to Mum on Mother's Day.
e.g., *Happy Mother's Day!*
I love you, Mum!

Speaking

- Pronouncing the key words correctly
e.g., *card, letter, carnation, balloon*
- Understanding formulaic expressions of good wishes to Mum on Mother's Day.
e.g., *Happy Mother's Day!*
I love you, Mum!

Materials:

Student's Book 2B page 53

Crayons and cards

Preparation

Have the students brainstorm what they know

about Mother's Day. Then have the students introduce their mothers.

Procedures

- 1 Read pages 42—44 of the *Student's Book*. Have the students talk about the gifts that Mary and Jack give to their mother.
- 2 Have the students work in pairs and draw a Mother's Day gift in Part 1 on page 53 of the *Student's Book*. Then ask the students to show their work to their partners and talk about it.
- 3 Have the students draw a Mother's Day card in the box in Part 2 on page 53 of the *Student's Book*. Encourage the students to write some more words on their cards besides 'Happy Mother's Day!' and 'I love you, Mum.' You may show some examples to the students.
e.g.,
My dear Mum, you're the best Mum. You are so kind and beautiful. I'll love you forever.
- 4 Divide the students into groups of four. Ask them to talk about the gifts they drew. Then have them make a big Mother's Day card in groups.

Note:

The students can learn about Mother's Day and some Western culture through doing this project.

《练习部分》答案

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Unit 2 Touch and feel	6
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Module 2 My favourite things

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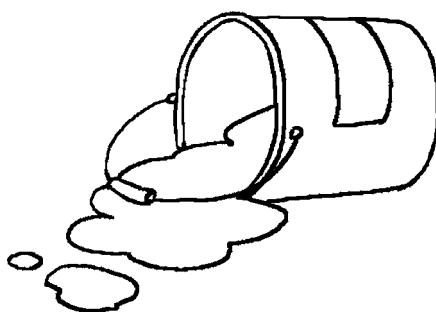


Module 1 Using my five senses

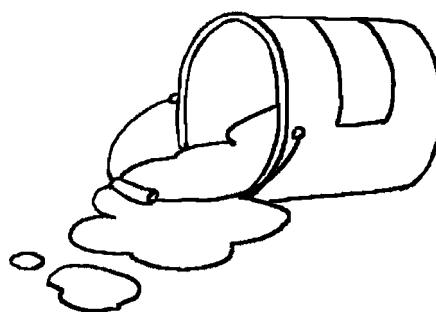
1 What can you see?

A Listen, colour and say (看图听录音，给图上色，然后跟着说一说)

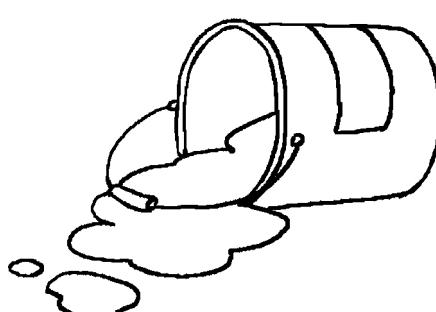
①



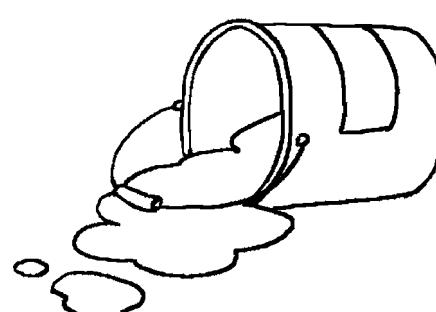
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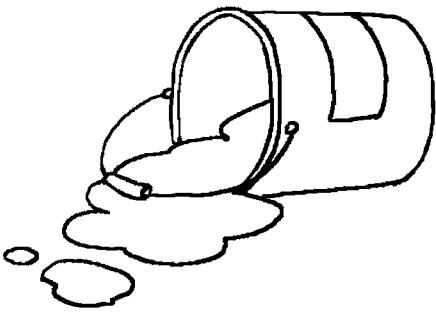
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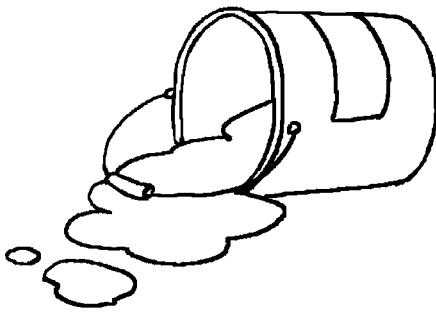
④



⑤



⑥



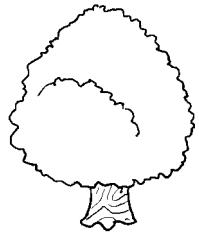
B Listen and match (听录音, 把图和相应的单词连起来)

①



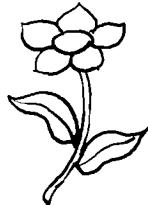
pink

②



white

③



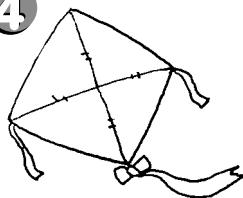
green

yellow

purple

orange

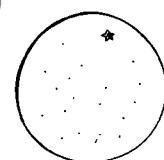
④



⑤



⑥



C Read and circle (读一读, 在字谜中圈出下面的单词)

brown	white	yellow	pink
-------	-------	--------	------

①

y	e	h	b	r	o	w	n	o	k	e	t	i	h
---	---	---	---	---	---	---	---	---	---	---	---	---	---

②

y	e	l	l	o	w	e	p	i	j	k	c	a	b
---	---	---	---	---	---	---	---	---	---	---	---	---	---

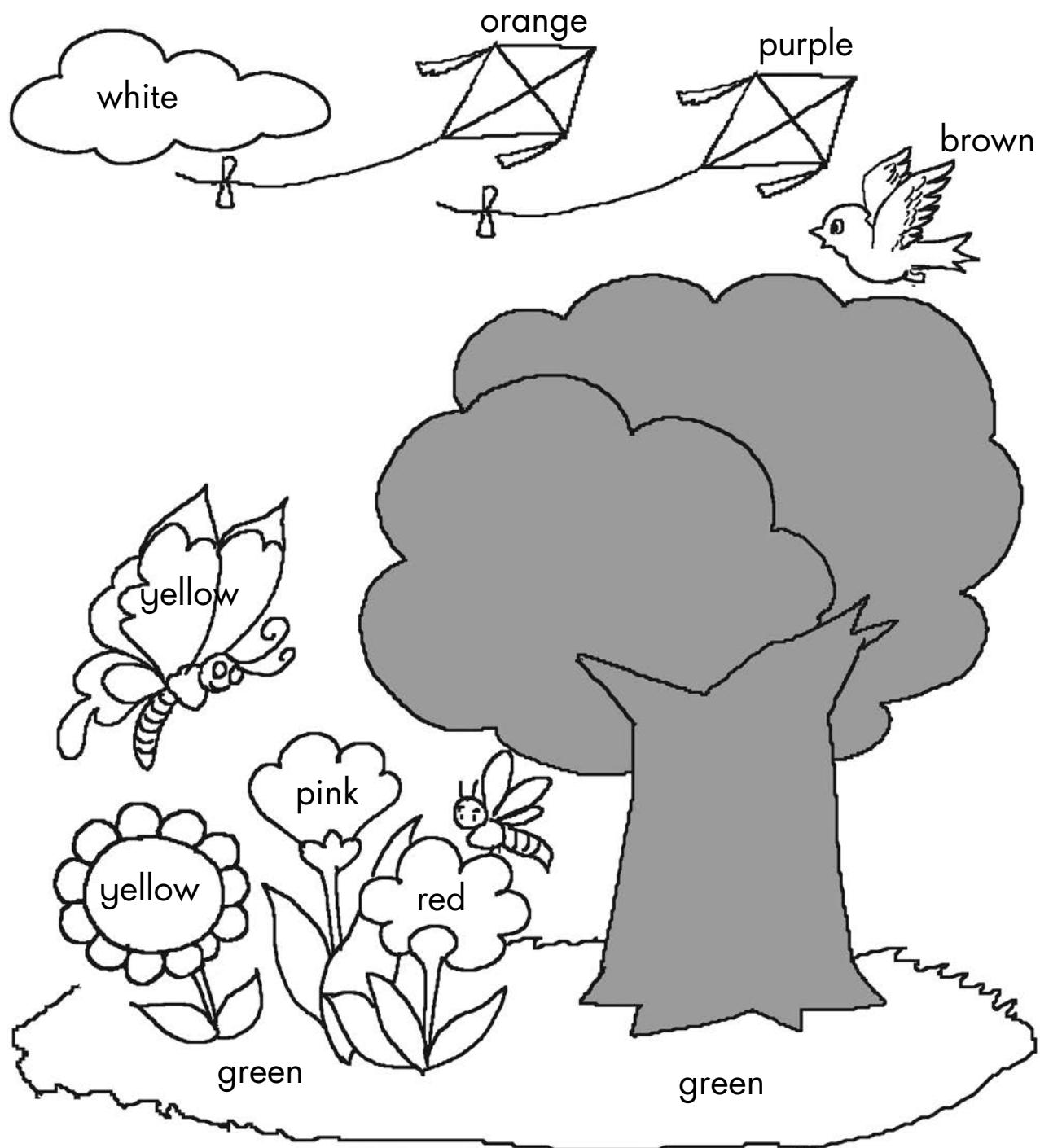
③

w	h	a	c	d	p	i	n	k	r	w	o	l	e
---	---	---	---	---	---	---	---	---	---	---	---	---	---

④

m	n	l	d	w	h	i	t	e	h	n	o	r	b
---	---	---	---	---	---	---	---	---	---	---	---	---	---

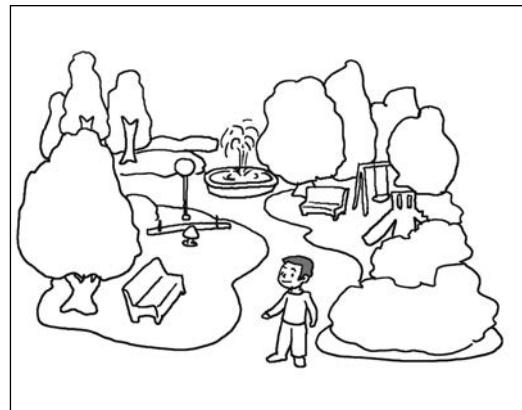
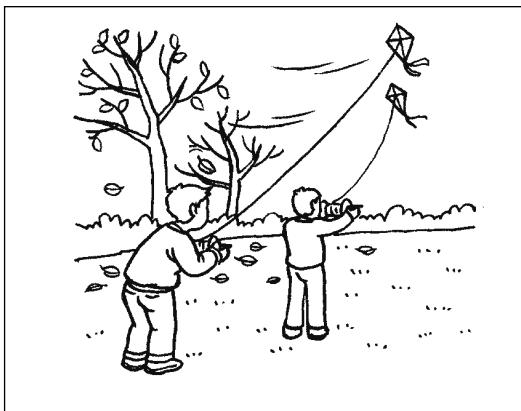
D Look, colour and say (看图, 根据单词提示给图上色, 然后说一说)



... is/are (yellow/orange/green ...)

Task: The four seasons (四季)

A Colour and say (给你喜欢的季节涂色，然后根据提示说一说)



It is ... (autumn/winter/summer/spring)

... is/are ... (yellow/white/red/green)

It's ... (cool/cold/hot/warm)

B Look, ask and answer (根据练习A的图，互相问答)

What can you see?



I can see ...



What colour is it?

It's ...

2 Touch and feel

A Listen and tick (听录音, 勾出相应的图)

①

a



b



(✓)

()

②

a



()

b



(✓)

③

a



()

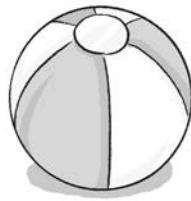
b



(✓)

④

a



()

b



(✓)

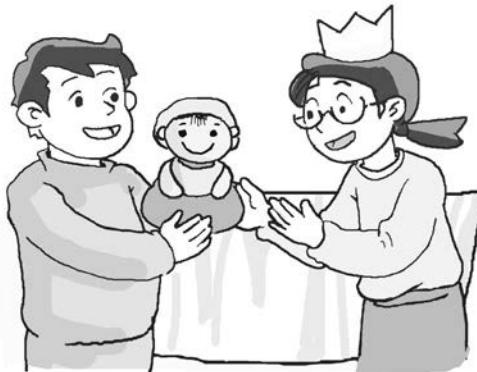
B Listen and judge (听录音, 判断下面的图, 相符的打√, 不符的打×)

①



(×)

②



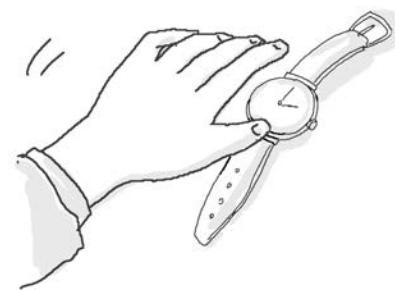
(√)

③



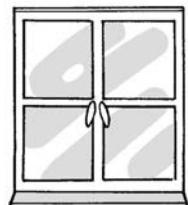
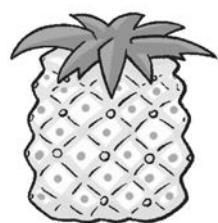
(√)

④



(×)

C Touch and say (摸一摸, 根据提示说一说)



It is ... (hard/soft/smooth/rough)

D Read and circle (读一读，圈出和图相符的单词)

①



②



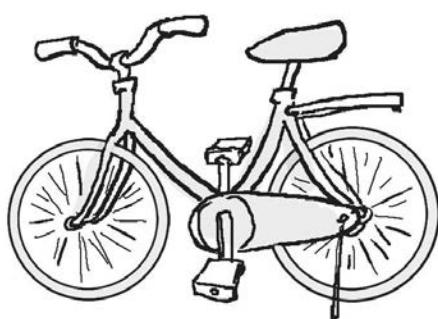
a watch

b window

a cat

b card

③



④



a kite

b bicycle

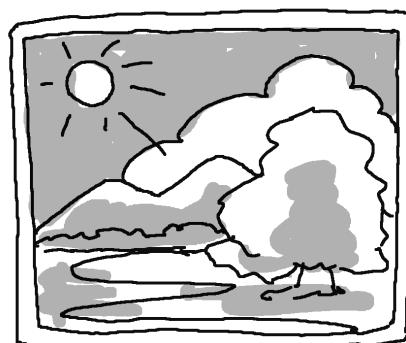
a doll

b dog

⑤



⑥



a bag

b book

a card

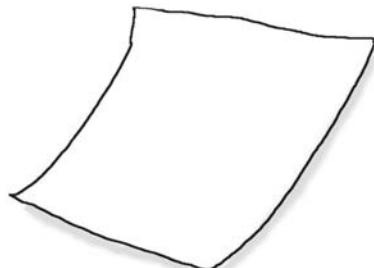
b picture

Task: A gift for you (给你的礼物)

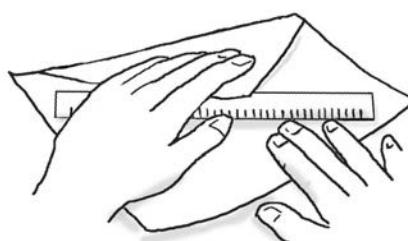
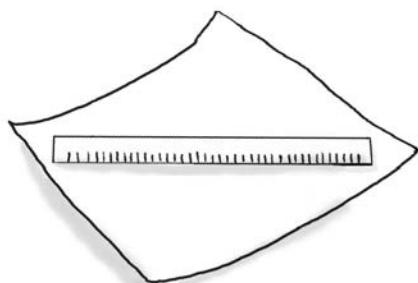
A Wrap a gift for your friend (包装一件礼物给你的朋友)



a ruler



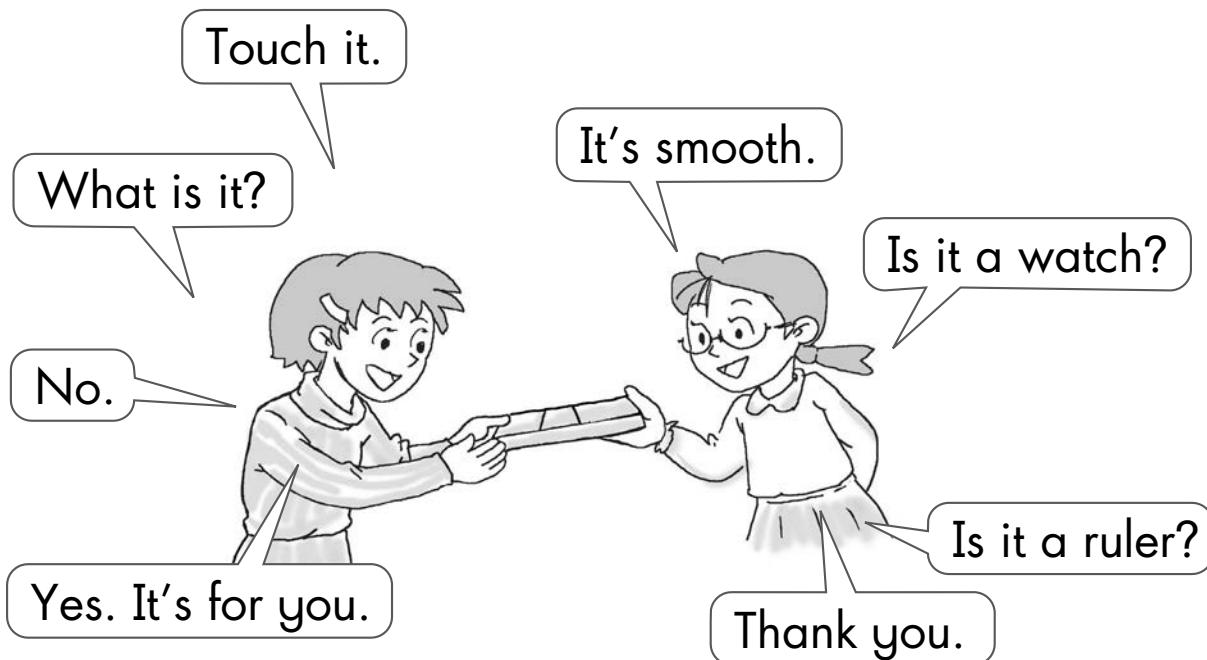
paper



Put the ruler on the paper.

Wrap it.

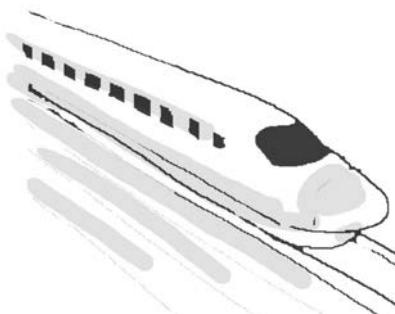
B Look and say (根据练习A, 和你的朋友说一说)



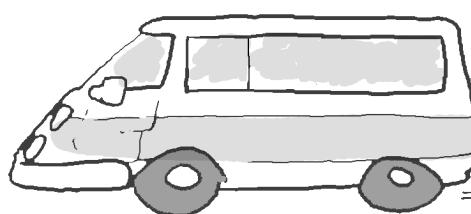
3> What can you hear?

A Listen and judge (听录音, 判断下面的图, 相符的画(☺), 不符的画(☹))

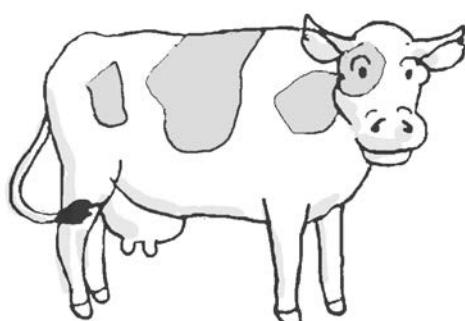
①



②



③



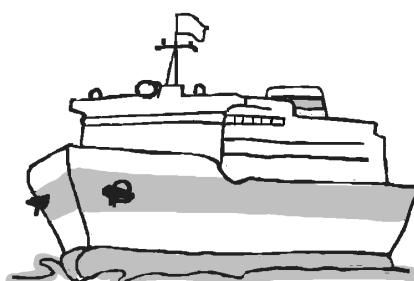
④



⑤

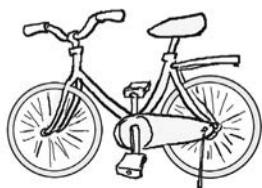


⑥

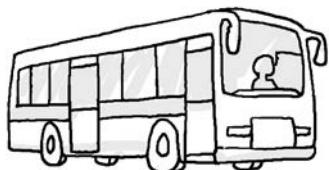


B Look, listen and answer (看图听录音, 回答问题)

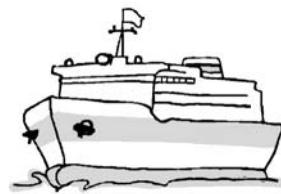
①



②



③



④



⑤



⑥



What can
you hear?



I can hear ...

C Trace and read (描写单词, 然后读一读)

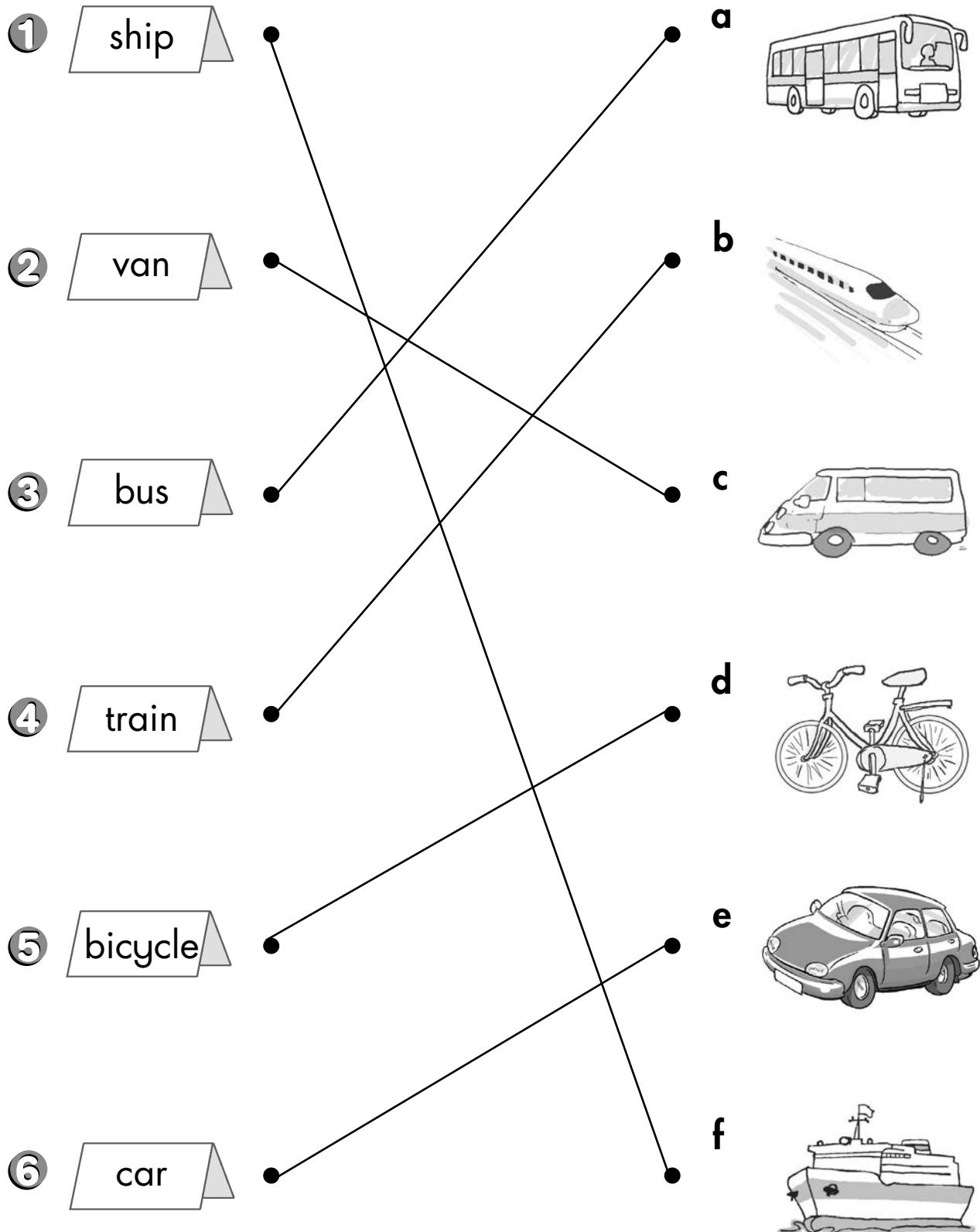
train train train train train

bicycle bicycle bicycle bicycle

car car car car car

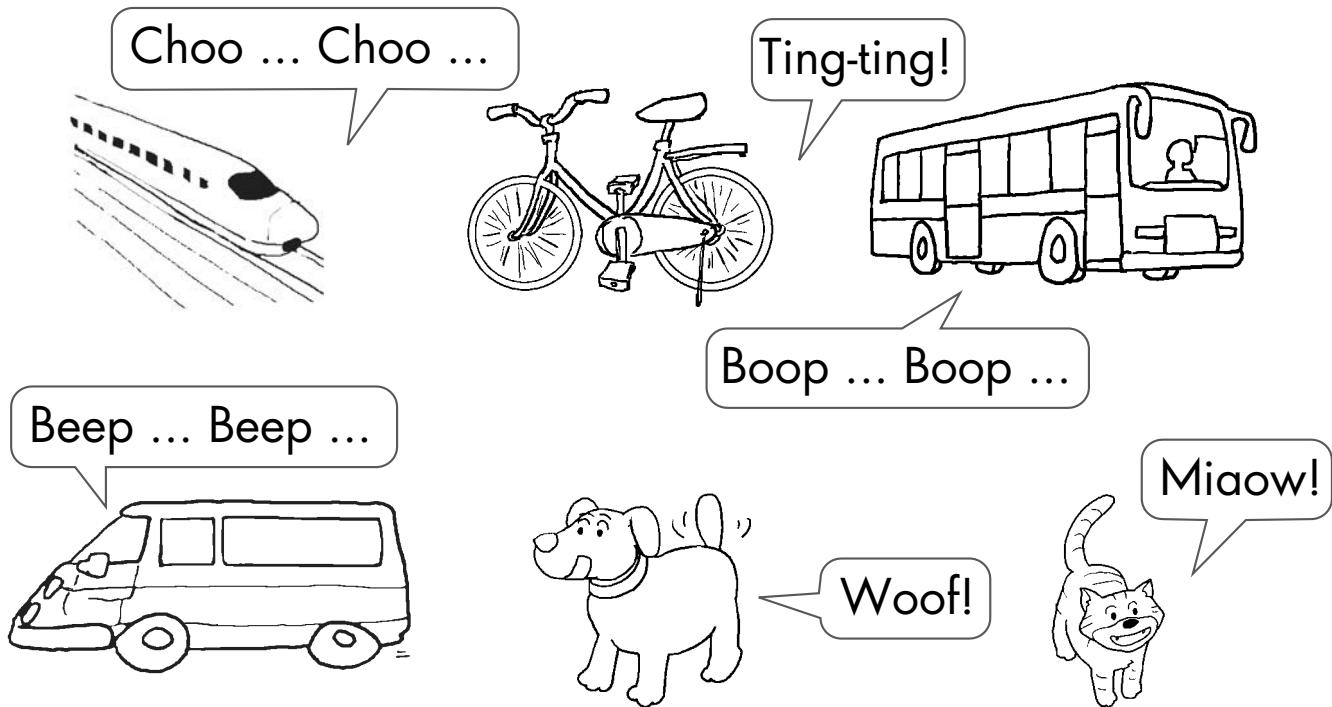
ship ship ship ship ship

D Read and match (读一读，把单词和相应的图连起来)



Task: Different sounds (不同的声音)

A Colour and say (给你熟悉的物品涂上颜色，然后说一说它们发出什么声音，是什么)



It goes ... (choo, ting-ting, boop, beep, woof, miaow)

It's a ...

B Ask and answer (根据练习 A 的图，互相问答)

What can you hear?



I can hear ...
It goes ...





Module 2 My favourite things

1 Things I like doing

A Listen and number (听录音，根据顺序给下面的图编号)

a



(3)

b



(1)

c



(6)

d



(4)

e



(2)

f



(5)

B Listen and tick (听录音，在表格相应的空格中打✓)

	running	riding	skating	skipping	swimming
					✓
	✓			✓	
				✓	

C Listen, tick and say (听录音，勾出正确的单词，然后跟着说一说)

①



I like ...

a skipping

b ✓ skating

②



I like ...

a ✓ skipping

b hopping

③



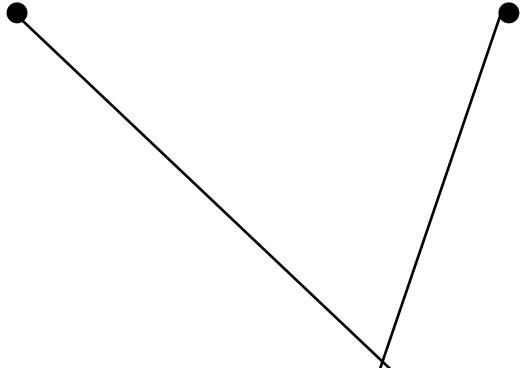
I like ...

a riding

b ✓ running

D Read and match (读一读，把单词和相应的图连起来)

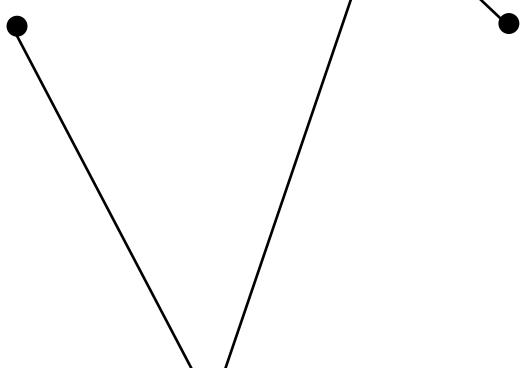
① hop



a



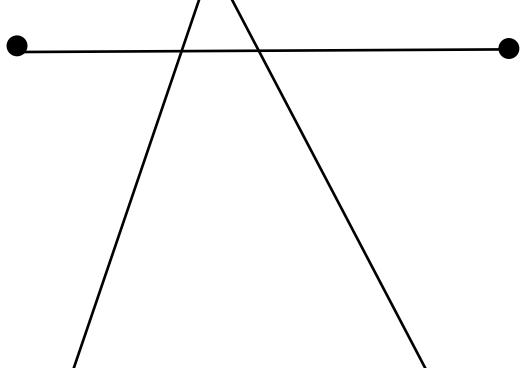
② run



b



③ ride



c



④ skate



d



Task: Different things (不同的事情)

A Look, ask and answer (看图, 根据例子互相问答)



Do you like (doing) ...?

Yes./No. I like (doing) ...



B Think and say (想一想, 说说在不同季节里你喜欢的活动)

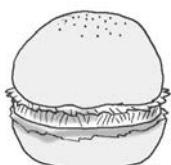
I like (doing) ... in ...



2 My favourite food

A Listen and tick (听录音, 勾出相应的图)

① a



()

b



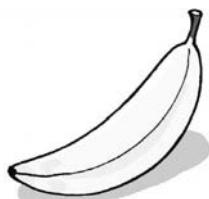
()

c



(✓)

② a



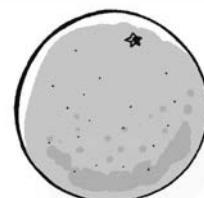
(✓)

b



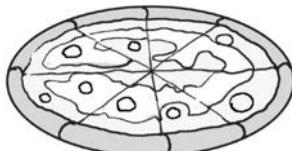
()

c



()

③ a



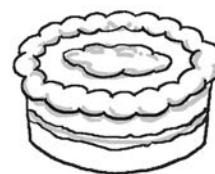
()

b



(✓)

c



()

④ a



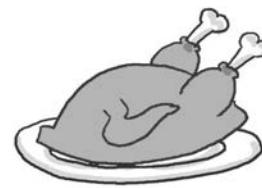
()

b



()

c



(✓)

B Read and match (读一读，把单词和相应的图连起来)

① grass



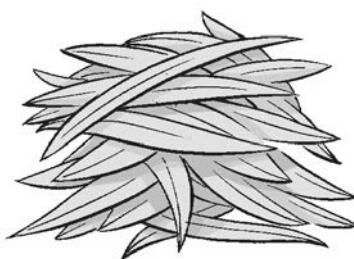
a



② fish



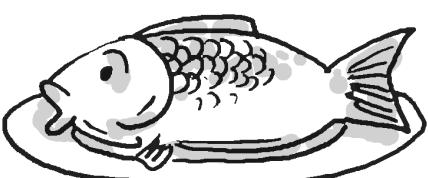
b



③ banana



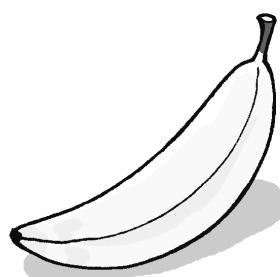
c



④ meat



d



C Listen, circle and answer (听录音, 圈出你喜欢的食品, 然后回答问题)

①



b



②



b



③



b



What do you
like eating?



I like eating ...

D Trace and read (描写单词, 然后读一读)

fish

fish

fish

fish

chicken

chicken

chicken

banana

banana

banana

banana

salad

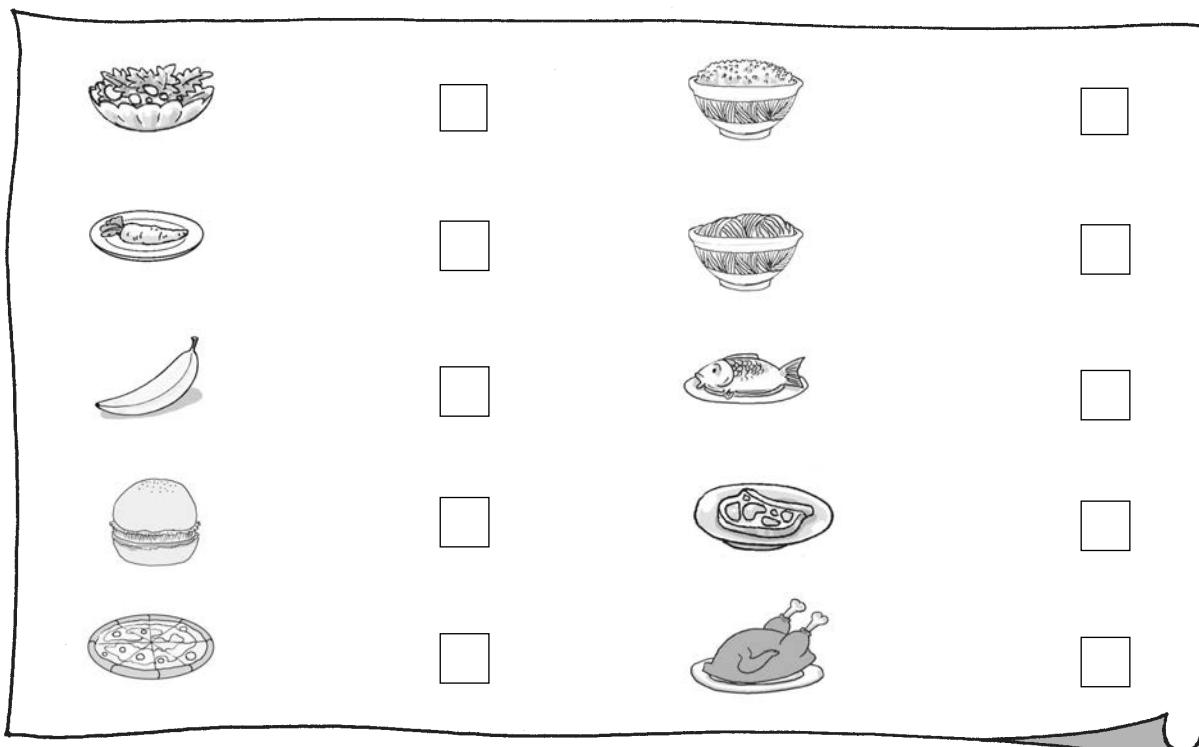
salad

salad

salad

Task: The food you like (你喜欢的食物)

A Look, tick and say (看菜单, 给喜欢的食物打✓, 然后根据提示说一说)



I like eating ...

B Look, ask and answer (根据练习A的结果, 互相问答)



3 Animals I like

A Listen and tick (听录音, 勾出相应的图)

①

a



b

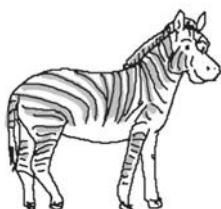


()

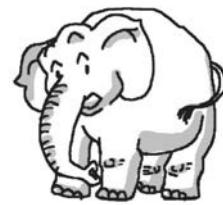
(✓)

②

a



b

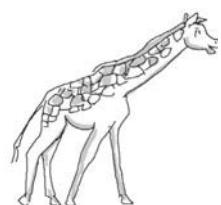


(✓)

()

③

a



b



(✓)

()

④

a



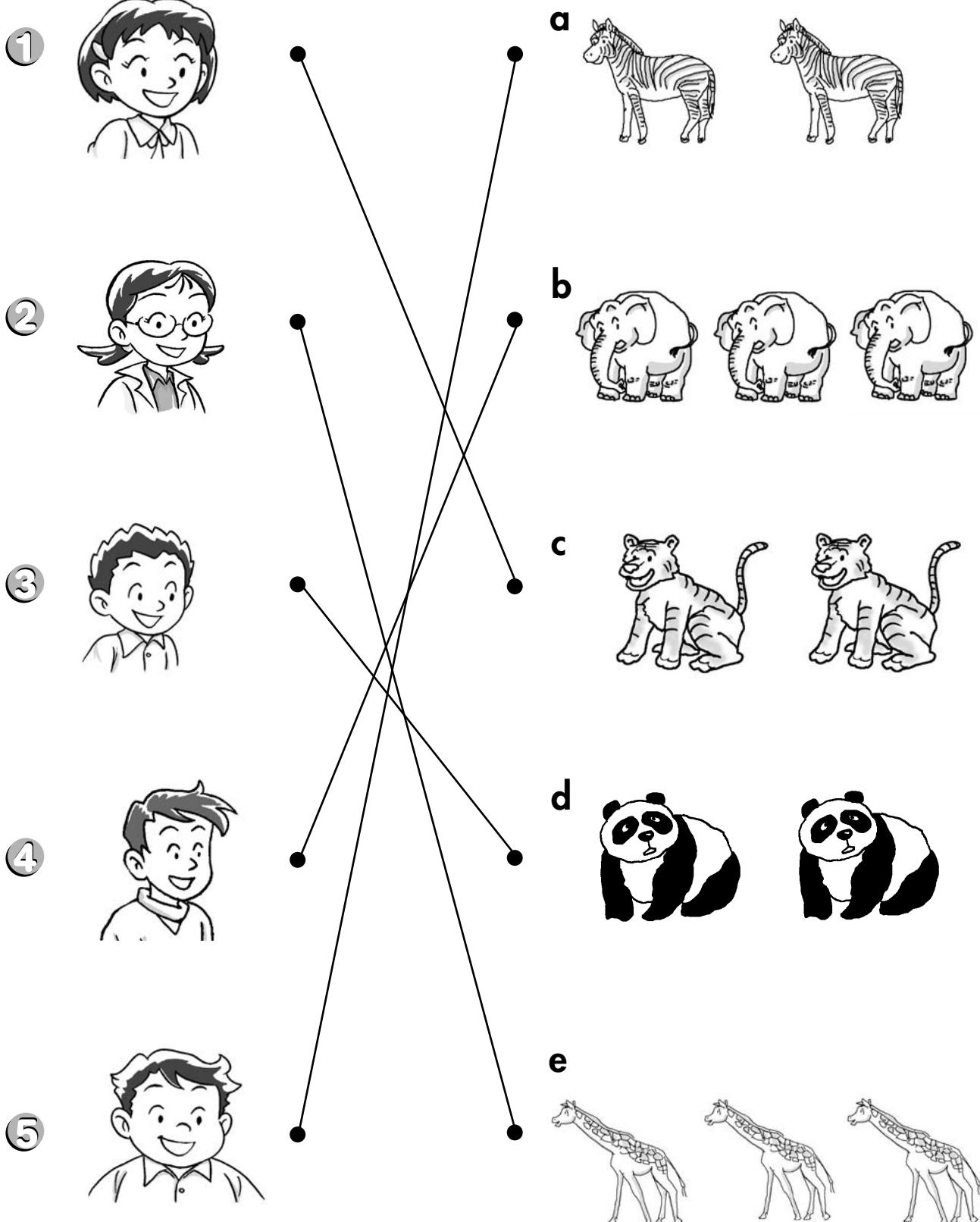
b



()

(✓)

B Listen and match (听录音, 把人物和他们各自喜欢的动物连起来)



C Listen, circle and say (听录音, 圈出正确的单词, 然后说一说)

①



I like ...

- a elephants b zebras

②



I like ...

- a lions b snakes

③



I like ...

- a giraffes b pandas

④



I like ...

- a bears b lions

D Read and circle (读一读, 在字谜中圈出下面的单词)

zebra panda bear snake

①

d e a r (b e a r) d n a c i p

②

r u o y e s (p a n d a) b d s

③

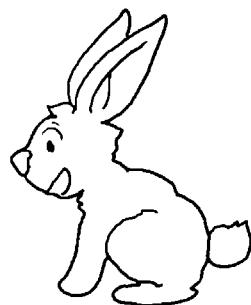
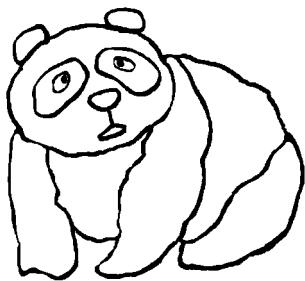
e (z e b r a) y e r a o t i d

④

d r e a (s n a k e) a v n t v

Task: My animal friends (我的动物朋友)

A Choose, colour and say (选一种你喜欢的动物，涂颜色，然后根据提示说一说)



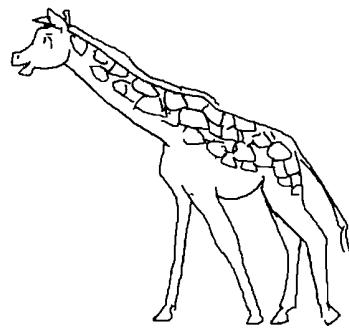
Look at the animal.

It is a ...

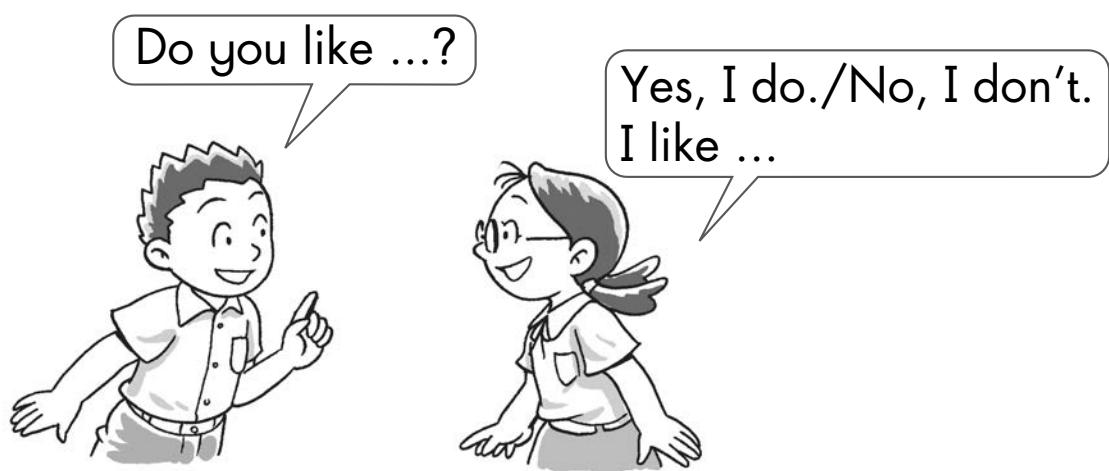
It is ... (big/small/tall)

It is ... (red/brown/...)

It can ...



B Ask and answer (根据练习A的图，互相问答)



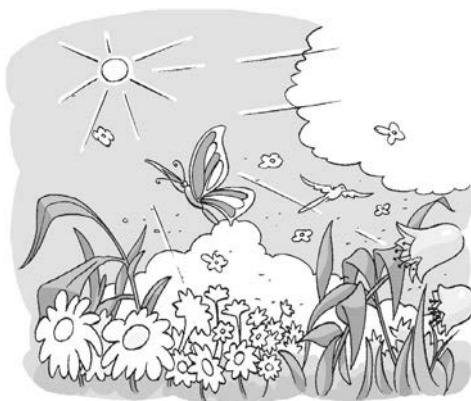


Module 3 Things around us

1 The four seasons

A Listen and number (听录音，根据顺序给下面的图编号)

a



b



(2)

(1)

c



d



(4)

(3)

B Look, listen and answer (看图听录音, 回答问题)

①



②



③



④



C Read and circle (读一读, 在字谜中圈出下面的单词)

cold hot warm cool

①

k w e **w** a r m e g h r o l c

②

u s h e n f **h** o t o y l m v

③

b d o l l **c** o l d g r c t h

④

f e r t y w e **c** o o l d c o

D Look, listen and say (看图听录音, 跟着说一说)

1



2



Spring is warm.
We like riding our bicycles.

Summer is hot.
We like swimming.

3



4



In autumn, I like flying a
kite.

Winter is cold.
We like making snowmen.

Task: My favourite season (我最喜欢的季节)

A Say and tick (说出你最喜欢的季节，然后根据它们的特点在表格相应的一栏中打✓)

I like ... It's ...

	spring	summer	autumn	winter
hot				
warm				
cold				
cool				
cloudy				
nice				
windy				
sunny				

B Colour and say (给下面的图上色，然后根据提示说一说)

①



②



③



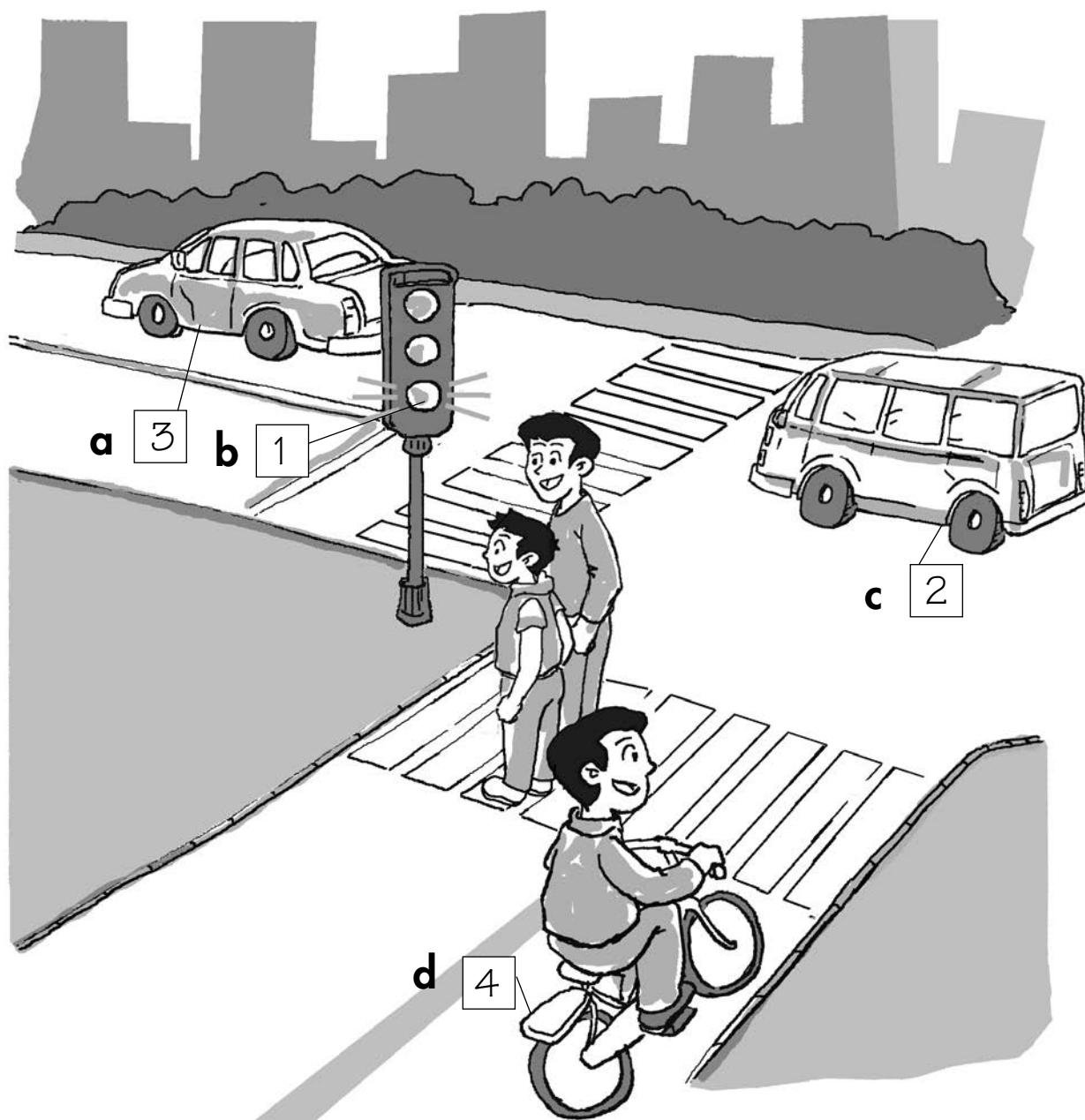
④



I like ... It is ... I like (doing) ...

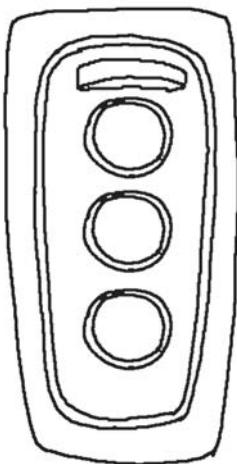
2 Rules

A Listen and number (听录音, 根据顺序给图中的物品编号)

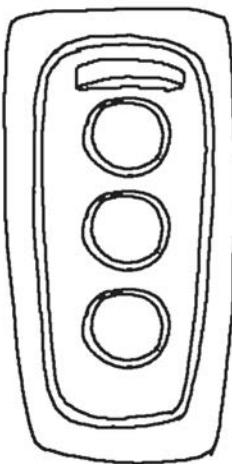


B Listen, colour and respond (听录音, 给下面的交通灯涂上相应的颜色, 然后作应答)

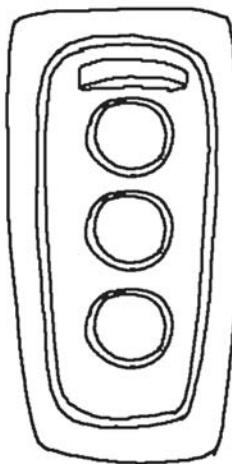
①



②

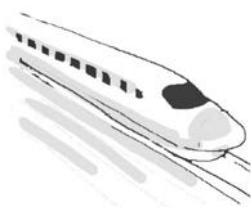


③



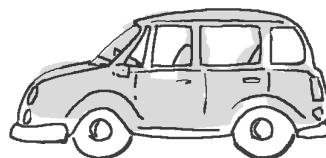
C Look and circle (看图, 在字谜中圈出相应的单词)

①



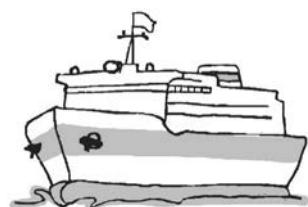
train

②



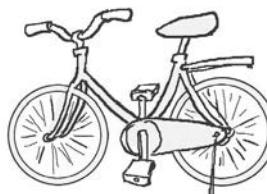
car

③



ship

④



bicycle

①

a c k t r a i n t b a h k j

②

n i a r c a r b h t s u o q

③

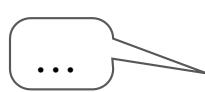
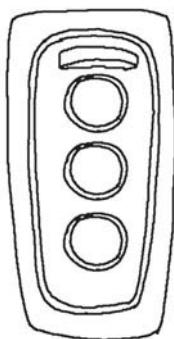
r a s h i p n c a i a i e f

④

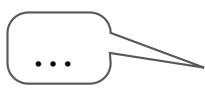
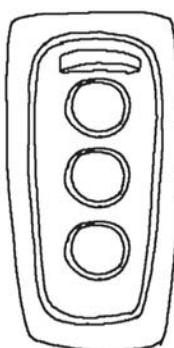
n v w h b i c y c l e t r k

D Colour and say (给交通灯涂颜色，然后根据提示说一说)

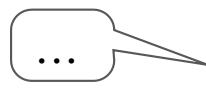
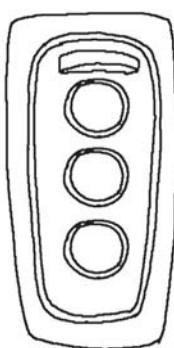
①



②



③



Look at the light. It's ...
Let's ...

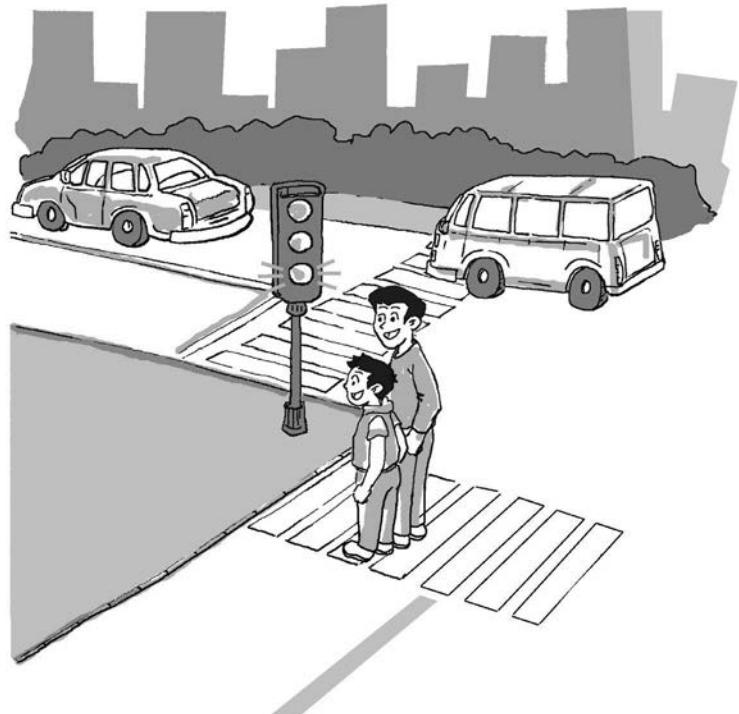
Task: In the street (在街上)

A Listen and say (听录音, 学儿歌)

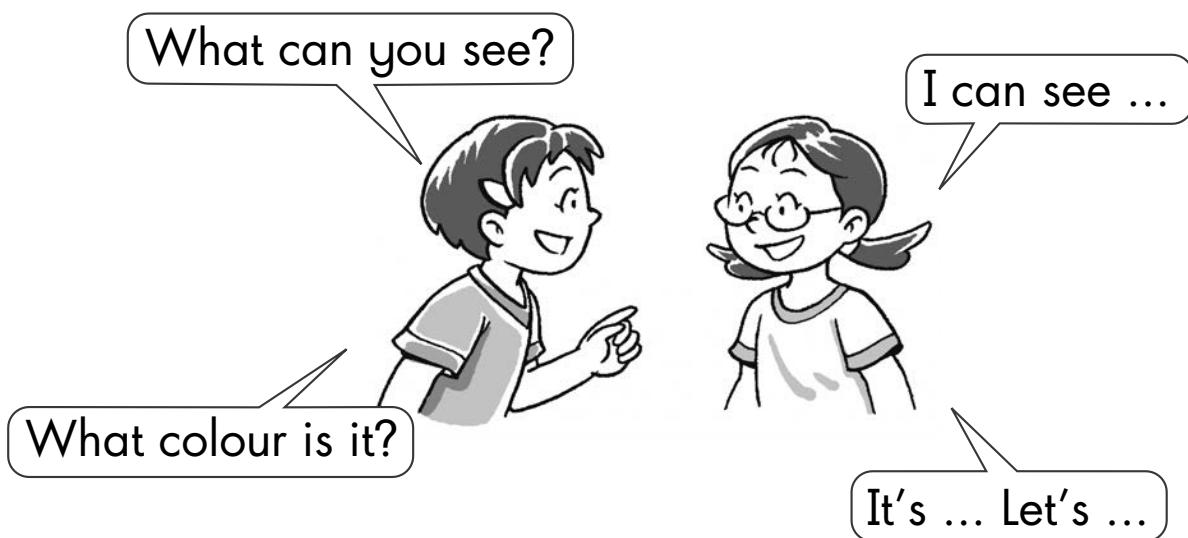
One, two, three,
The light is red.
Stop! Stop! Stop!

Four, five, six,
The light is yellow.
Wait! Wait! Wait!

Seven, eight, nine,
The light is green.
Go! Go! Go!



B Ask and answer (根据练习A的图, 互相问答)



3 My clothes

A Listen and tick (听录音, 勾出相应的图)

①

a



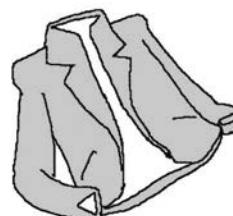
()

b



(✓)

c



()

②

a



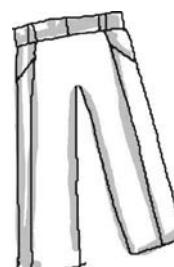
()

b



()

c



(✓)

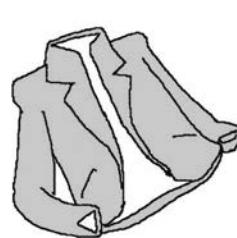
③

a



(✓)

b



()

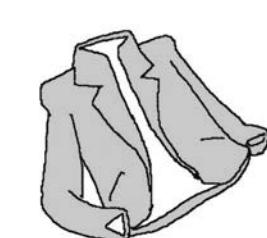
c



()

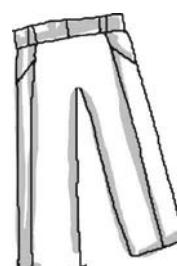
④

a



(✓)

b



()

c



()

B Listen and judge (听录音, 判断下面的图, 相符的打√, 不符的打×)

①



(√)

②



(×)

③



(√)

④



(×)

⑤



(√)

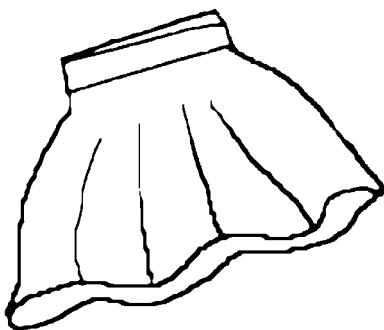
⑥



(×)

C Listen, colour and say (听录音, 给下面的服装涂上相应的颜色, 然后跟着说一说)

①



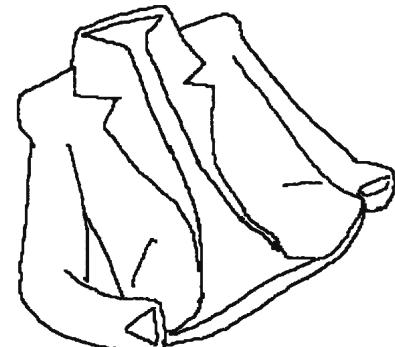
②



③



④



D Read and circle (读一读, 在字谜中圈出下面的单词)

blouse skirt shirt trousers

①

I o u r s k i r t d a n b s

②

s h i r t n e t s i l b u y

③

r a e d b l o u s e a u s o

④

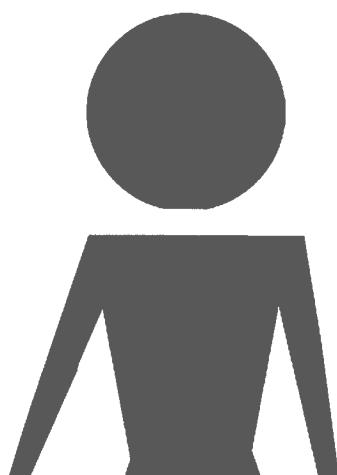
p t e t r o u s e r s k n i

Task: My clothes (我的衣服)

A Read and tick (读一读，在表格中勾出不同日子你想穿的衣服)

	New Year's Day	Children's Day	My birthday
dress			
shirt			
coat			
shorts			
trousers			
skirt			
T-shirt			
blouse			
sweater			

B Say and act (根据练习A的结果说一说)



I'm a ... (girl/boy)
It's ... (New Year's Day/my
birthday/Children's Day)
I have ...
I'm very happy.



Module 4 More things to learn

1 Activities

A Listen and judge (听录音，判断下面的图，相符的打√，不符的打×)

①



(√)

②



(×)

③



(√)

④



(×)

⑤



(√)

⑥



(×)

B Listen and number (听录音, 根据顺序给下面的图编号)

a



(4)

b



(5)

c



(3)

d



(1)

e



(2)

f



(6)

C Look and say (看图, 仿照例子说一说)

①



②



Miss Fang can play cards.

③



④

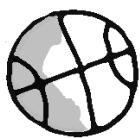


D Look, read and match (将下列图片与相应的单词连起来)

①



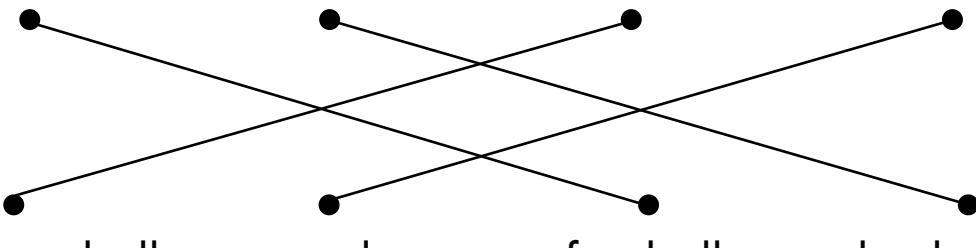
②



③



④



ping-pong ball

card

football

basketball

Task: My classmates' abilities (我同学的能力)

A Ask and draw (通过问答做调查，画☺或☹表示同学会或不会某项活动)

—Can you ...?

—Yes, I can./No, I can't. I can ...

Name	Play football	Play basketball	Play ping-pong	Clean room	Ride a bike	Skateboard
	☺	☺	☺	☺	☺	☺
	☺	☺	☺	☺	☺	☺
	☺	☺	☺	☺	☺	☺

B Talk about your classmates (根据练习A的结果，说说同学的能力)

What can ... do?

He/She can ...

Can he/she ...?

Yes, he/she can./
No, he/she can't.
He/She can ...

2 Mother's Day

A Listen and tick (听录音, 勾出相应的图)

1

a



b



()

(✓)

2

a



b

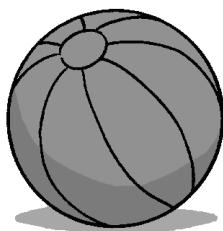


(✓)

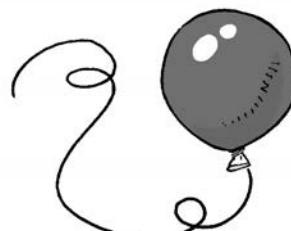
()

3

a



b

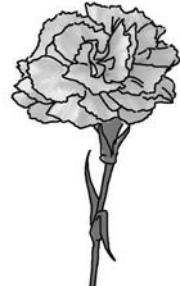


()

(✓)

4

a



(✓)

b



()

B Listen and match (听录音，把人物和他们各自送的礼物连起来)

①



a



②



b



③



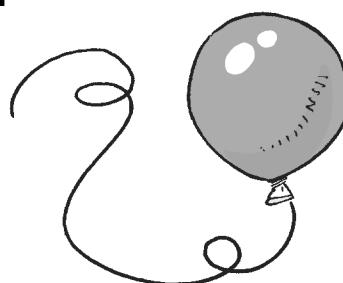
c



④



d



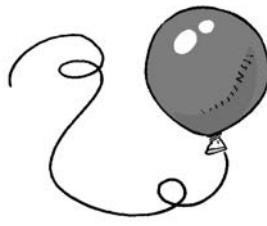
C Look and circle (看图，在字谜中圈出相应的单词)



letter



carnation



balloon



card

① i g i c a r d i e a m r o p

② b o l l o o n b a l l o o n

③ b p r l e t t e r r l e f t

④ c h d r c a r n a t i o n

D Look, choose and say (看图，选择相应的单词完成句子，然后说一说)

①

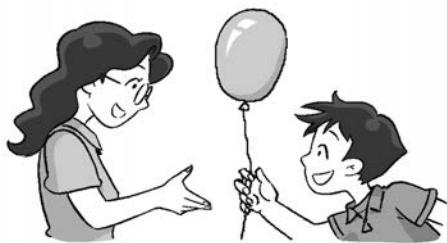


Here's a _____ for you,
Mum.

a letter

b gift

②



— Give me a _____,
please.

— Here you are.

a balloon

b ball

③



— Happy _____ Day,
Miss Green.

— Thank you.

a Mother's

b Teachers'

Task: On Mother's Day (在母亲节)

A Look and circle (看图，圈出在母亲节那天孩子们可能做的事)

a



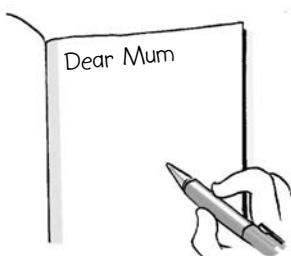
b



c



d



e



f



B Think and say (想一想，说一说孩子们在母亲节时会对妈妈说些什么)



3 Story time

Listen, colour and act (听录音, 给图上色, 然后根据录音表演小故事)

①



②



③



④



⑤



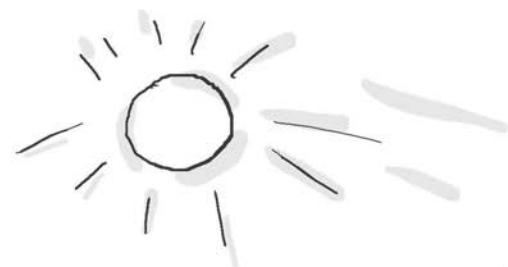
⑥



7



8





Tapescripts and answer key

录音材料及参考答案

M1U1 What can you see?

A Listen, colour and say (看图听录音, 给图上色, 然后跟着说一说) (略)

- 1 black
- 2 white
- 3 pink
- 4 purple
- 5 brown
- 6 orange

B Listen and match (听录音, 把图和相应的单词连起来) (略)

1 Look at the bee. It's yellow.

2 — What colour is the tree?

— It's green.

3 — Is the flower pink?

— Yes, it is.

4 — What can you see?

— I can see a purple kite.

5 The cloud is white.

6 The orange is orange.

C Read and circle (读一读, 在字谜中圈出下面的单词)

(1 brown 2 yellow 3 pink 4 white)

D Look, colour and say (看图, 根据单词提示给图上色, 然后说一说) (略)

Task: The four seasons (四季) (略)

M1U2 Touch and feel

A Listen and tick (听录音, 勾出相应的图)

- 1 a watch (a)
- 2 a card (b)
- 3 hard sweets (b)
- 4 a soft doll (b)

B Listen and judge (听录音, 判断下面的图, 相符的打√, 不符的打×)

1 Happy Birthday. (X)

2 — It's for you.

— Thank you. (✓)

3 Touch the doll. It's soft. (✓)

4 — Touch it. Is it soft?

— Yes, it is. (X)

C Touch and say (摸一摸, 根据提示说一说) (略)

D Read and circle (读一读, 圈出和图相符的单词)

(1 a 2 b 3 b 4 a 5 a 6 b)

Task: A gift for you (给你的礼物) (略)

M1U3 What can you hear?

A Listen and judge (听录音, 判断下面的图, 相符的画☺, 不符的画☹)

- 1 I can hear a train. (☺)
- 2 I can hear a bicycle. (☹)
- 3 I can hear a pig. (☹)
- 4 I can hear a dog. (☺)
- 5 I can hear a tiger. (☺)
- 6 I can hear a ship. (☺)

B Look, listen and answer (看图听录音, 回答问题)

- 1 What can you hear? (I can hear a bicycle.)
- 2 What can you hear? (I can hear a bus.)
- 3 What can you hear? (I can hear a ship.)
- 4 What can you hear? (I can hear a cat.)
- 5 What can you hear? (I can hear a hen.)
- 6 What can you hear? (I can hear a pig.)

C Trace and read (描写单词, 然后读一读) (略)

D Read and match (读一读, 把单词和相应的图连起来)

(1 f 2 c 3 a 4 b 5 d 6 e)

Task: Different sounds (不同的声音) (略)

M2U1 Things I like doing

A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 skip
- 2 run
- 3 skate
- 4 ride
- 5 hop
- 6 swim

(a-3, b-1, c-6, d-4, e-2, f-5)

B Listen and tick (听录音, 在表格相应的空格中打√)

- 1 I'm Kitty. I like swimming.
- 2 I'm Danny. I like running and skipping.
- 3 I'm Alice. I like skating.

	runnig	riding	skating	skipping	swimming
					✓
	✓			✓	
				✓	

C Listen, tick and say (听录音, 勾出正确的单词, 然后跟着说一说)

- 1 — Do you like skating, Alice?
— Yes. I like skating. (b)
- 2 — Do you like skating, Ben?
— No. I like skipping. (a)
- 3 — Do you like riding, Danny?
— No. I like running. (b)

D Read and match (读一读, 把单词和相应的图连起来)

(1 b 2 d 3 c 4 a)

Task: Different things (不同的事情) (略)

M2U2 My favourite food

A Listen and tick (听录音, 勾出相应的图)

- 1 carrot (c)
- 2 banana (a)
- 3 salad (b)
- 4 chicken (c)

B Read and match (读一读, 把单词和相应的图连起来)

(1 b 2 c 3 d 4 a)

C Listen, circle and answer (听录音, 圈出你喜欢的食品, 然后回答问题) (略)

What do you like eating? (I like eating ...)

D Trace and read (描写单词, 然后读一读) (略)

Task: The food you like (你喜欢的食物) (略)

M2U3 Animals I like

A Listen and tick (听录音, 勾出相应的图)

- 1 tiger (b)
- 2 zebra (a)
- 3 giraffe (a)
- 4 panda (b)

B Listen and match (听录音, 把人物和他们各自喜欢的动物连起来)

- 1 — Do you like tigers, Alice?
— Yes, I do. (c)
- 2 — Do you like giraffes, Kitty?
— Yes, I do. (e)
- 3 — Do you like zebras, Peter?
— No. I like pandas. (d)
- 4 — Do you like elephants, Ben?
— Yes, I do. (b)
- 5 — Do you like tigers, Danny?
— No. I like zebras. (a)

C Listen, circle and say (听录音, 圈出正确的单词, 然后说一说)

- 1 I'm Alice. I like zebras. (b)
- 2 I'm Peter. I like lions. (a)
- 3 I'm Kitty. I like pandas. (b)
- 4 I'm Danny. I like bears. (a)

D Read and circle (读一读, 在字谜中圈出下面的单词)

(1 bear 2 panda 3 zebra 4 snake)

Task: My animal friends (我的动物朋友) (略)

M3U1 The four seasons

A Listen and number (听录音, 根据顺序给下面的图编号)

- 1 Summer is hot.
 - 2 Spring is warm.
 - 3 Winter is cold.
 - 4 Autumn is cool.
- (a—2, b—1, c—4, d—3)

B Look, listen and answer (看图听录音, 回答问题) (供参考)

- 1 Is it summer? (Yes, it is.)
- 2 Is it autumn? (No. It's winter.)
- 3 What do you like doing in autumn? (I like flying a kite.)
- 4 What do you like doing in spring? (I like riding my bicycle.)

C Read and circle (读一读, 在字谜中圈出下面的单词)

(1 warm 2 hot 3 cold 4 cool)

D Look, listen and say (看图听录音, 跟着说一说)

- 1 Spring is warm. We like riding our bicycles.
- 2 Summer is hot. We like swimming.
- 3 In autumn, I like flying a kite.
- 4 Winter is cold. We like making snowmen.

Task: My favourite season (我最喜欢的季节) (略)

M3U2 Rules

A Listen and number (听录音, 根据顺序给图中的物品编号)

- 1 light
 - 2 van
 - 3 car
 - 4 bicycle
- (a—3, b—1, c—2, d—4)

B Listen, colour and respond (听录音, 给下面的交通灯涂上相应的颜色, 然后作应答)

- 1 The light is red. (Stop.)
- 2 The light is yellow. (Wait.)
- 3 The light is green. (Go.)

C Look and circle (看图, 在字谜中圈出相应的单词)

(1 train 2 car 3 ship 4 bicycle)

D Colour and say (给交通灯涂颜色, 然后根据提示说一说) (略)

Task: In the street (在街上)

A Listen and say (听录音, 学儿歌)

One, two, three,

The light is red.

Stop! Stop! Stop!

Four, five, six,

The light is yellow.

Wait! Wait! Wait!

Seven, eight, nine,

The light is green.

Go! Go! Go!

M3U3 My clothes

A Listen and tick (听录音, 勾出相应的图)

- 1 sweater (b)
- 2 trousers (c)
- 3 shirt (a)
- 4 coat (a)

B Listen and judge (听录音, 判断下面的图, 相符的打√, 不符的打×)

- 1 Kitty has a nice dress. (✓)
- 2 Alice has a shirt. (✗)
- 3 Ben has a new shirt. (✓)

4 Eddie has a nice shirt. (X)

5 Danny has a sweater. (✓)

6 Kitty has a T-shirt. (X)

C Listen, colour and say (听录音, 给下面的服装涂上相应的颜色, 然后跟着说一说)

(略)

1 I'm Alice. I have a skirt. It's pink.

2 I'm Ben. I have black trousers.

3 I'm Tom. I have a new yellow shirt.

4 I'm Miss Fang. I have a new coat. It's brown.

D Read and circle (读一读, 在字谜中圈出下面的单词)

(1 skirt 2 shirt 3 blouse 4 trousers)

Task: My clothes (我的衣服) (略)

M4U1 Activities

A Listen and judge (听录音, 判断下面的图, 相符的打✓, 不符的打X)

1 ride a bicycle (✓)

2 sing (X)

3 play ping-pong (✓)

4 play cards (X)

5 skate (✓)

6 read (X)

B Listen and number (听录音, 根据顺序给下面的图编号)

1 He can swim.

2 She can play ping-pong.

3 She can dance.

4 He can play football.

5 He can't play basketball.

6 She can't ride a bicycle.

(a—4, b—5, c—3, d—1, e—2, f—6)

C Look and say (看图, 仿照例子说一说) (供参考)

1 Miss Fang can play cards.

2 Alice can play ping-pong.

3 Ben can play basketball.

4 Eddie can play football.

D Look, read and match (将下列图片与相应的单词连起来)

1 football 2 basketball 3 ping-pong ball 4 card

Task: My classmates' abilities (我同学的能力) (略)

M4U2 Mother's Day

A Listen and tick (听录音, 勾出相应的图)

- 1 Happy Teachers' Day, Miss Green. (b)
- 2 Here's a letter for you. (a)
- 3 I can see a balloon. (b)
- 4 I can see a nice carnation. (a)

B Listen and match (听录音, 把人物和他们各自送的礼物连起来)

- 1 I'm Mary. I have a carnation for my mother. (b)
- 2 I'm Jane. Here's a card for my mother. (c)
- 3 I'm David. I have a gift for my mum, too. It's a balloon. (d)
- 4 I'm Mike. I have a letter for my mother. Happy Mother's Day, Mum! (a)

C Look and circle (看图, 在字谜中圈出相应的单词)

(1 card 2 balloon 3 letter 4 carnation)

D Look, choose and say (看图, 选择相应的单词完成句子, 然后说一说)

(1 a 2 a 3 b)

Task: On Mother's Day (在母亲节) (略)

M4U3 Story time

Listen, colour and act (听录音, 给图上色, 然后根据录音表演小故事)

- 1 There are three butterflies in the garden.
One is red, one is yellow and one is white.
They are good friends.
- 2 There are three flowers. One is red, one is yellow and one is white.
- 3 — Oh, it's raining. What can we do?
- 4 — Red Flower. We're cold. Can we stay here?
— Red Butterfly can stay here. Yellow Butterfly and White Butterfly can't.
- 5 — Yellow Flower. We're cold. Can we stay here?
— Yellow Butterfly can. Red Butterfly and White Butterfly can't.
- 6 — White Flower. We're cold. Can we stay here?
— White Butterfly can. Red Butterfly and Yellow Butterfly can't.
- 7 — We're good friends. We come together and go together.
- 8 — Three butterflies. I'm coming.
— Oh, it's sunny. Let's dance. We're happy.

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