



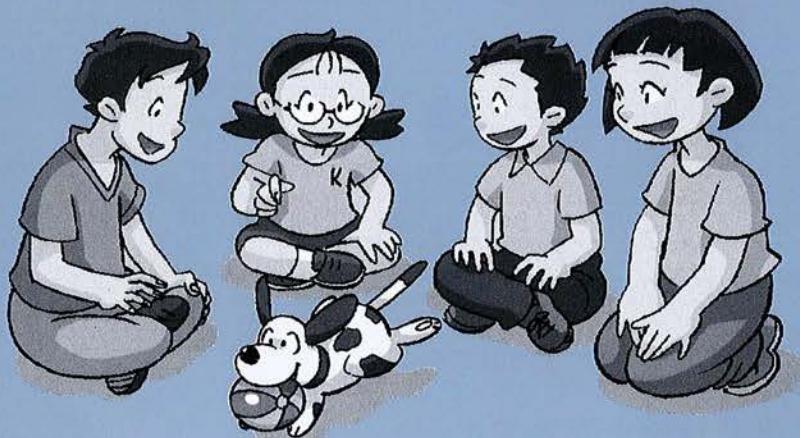
九年义务教育

English

英
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



二年级

第一学期

(试用本)

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编写说明

课程目标

《英语(牛津上海版)》系列教材(小学部分)按照《上海市中小学英语课程标准》(以下统称《课程标准》)编写而成,旨在通过学生感兴趣的话题,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的兴趣出发,帮助他们了解故事的含义,进而体会到英语学习的乐趣。

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

- **Listen and enjoy:** 儿歌或歌曲。这些儿歌或歌曲都和本单元的主题有关,主要目的是希望学生通过视听、诵读儿歌或演唱歌曲等轻松愉快的活动活跃课堂气氛,同时再次感受英语语言。由于这部分的生词和句型不是主要学习内容,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,也应注重培养他们倾听他人的表述、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。

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,一步一步地完成任务中的每个环节。

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、二年级的《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，没有任何书面或认读要求。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，或用重复播放的办法让学生逐渐适应。

- 读写活动。《练习部分》的读写活动主要是针对字母的练习，包括字母辨认和字母书写。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听说练习的机会，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)：包含 2 个可选活动。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)：包含 4 个可选活动。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)：包含 2 个可选活动，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。二年级第一学期的《教学参考资料》备注栏目有关于字母书写的要求，包括字母在四线三格中的位置以及书写的笔顺。教师应在教学中帮助学生养成良好的书写习惯。

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，并能连续几句表达自己的想法；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示自己的想法等几个等级。教学评价的目的是激励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的学习兴趣的作用，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 student's 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: 2 activities are suggested for teachers' use and adaptation to review previous lessons, set the scene, or introduce new language
 - b While-task procedures: 4 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: 2 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.

'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 an illustrated story that allows students to read more about the topic.
- **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 group 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 of productive and receptive learning.

Projects

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

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

Using the Teacher's Book

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

First, there is a **Pre-task preparations**

section. This will include a review of previous lessons, but more importantly it aims to set the scene, to give the students a content framework to which they bring some knowledge.

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

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

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

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

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

Instructions for the use and integration of the Workbook, which provide further post-task activities in the lesson, are clear and suggested at the appropriate time.

Assessment

Careful observation and simple record keeping by the teacher will ensure that each student's progress and performance is monitored,

particularly with a view to remediation or extension.

Teachers may select tasks to provide informal

assessment information, but day to day monitoring of student's performance will give good results.

Module 1 Getting to know you

Unit 1 Hello

Tasks in this unit:

- Begin an interaction by greeting someone politely
- Use modelled phrases to maintain an interaction
- End an interaction with simple expressions of farewell
- Learn the letters: Aa, Bb

Language focus:

- The usage of the key words in context
e.g., *morning, afternoon, evening, night*
- The usage of formulaic expressions to greet people and make farewell
e.g., *Good evening./Good night./How are you?/Goodbye.*
- The usage of the common pattern to respond to people's greetings
e.g., *I'm fine.*
- The pronunciation and writing of the letters *Aa* and *Bb*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *morning, afternoon, evening, night*
- Understanding formulaic expressions of greeting and farewell in the context, and responding appropriately
e.g., *Hello./Good morning./Good afternoon./Good evening./Good night./Goodbye./How are you?/I'm fine.
Thank you.*
- Understanding a simple story with the help of pictures, puppets or the teacher's body language
- Identifying the letters *Aa* and *Bb* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *evening, night*
- Using formulaic expressions of greeting and farewell in the appropriate context
e.g., *Good evening./Good night./How are you?/Goodbye.*
- Pronouncing the letters *Aa* and *Bb* correctly

Writing

Writing the letters correctly

e.g., *Aa, Bb*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Good evening. Good night.	evening night		SB: pp. 2 and 4 WB: pp. 2 and 3 Parts A and B
2	I'm fine. Thank you.		Aa Bb	SB: pp. 3, 4 and 5 WB: pp. 4 and 5 Parts C, D and Task

Period I**Language focus:**

- The usage of the key words in context
e.g., *morning, afternoon, evening, night*
- The usage of formulaic expressions of greeting and farewell
e.g., *Good morning./Good afternoon./Good evening./Good night.*

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *morning, afternoon, evening, night*
- Understanding formulaic expressions of greeting and farewell in context, and responding appropriately
e.g., *Good morning./Good afternoon./Good evening./Good night.*
- Understanding a simple story with the help of pictures, puppets or the teacher's body language

Speaking

Using formulaic expressions of greeting in the appropriate context
e.g., *Good morning./Good afternoon./Good evening./Good night.*

Materials:

Student's Book 2A, pp. 2 and 4

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

Cassette 2A

Character puppets

*Flashcards 2A (*morning, afternoon, evening, night*)*

Pre-task preparations**Activity 1**

After singing the song 'Hello! How are you?' on *Student's Book* page 4, the students greet each other or you. Then, introduce yourself to them.
e.g.,

T: Good morning! I'm Linda.

S1: Good morning, Linda! I'm ...

Activity 2

Use the character puppets and flashcards to review.

e.g.,

Puppet: Good morning!

Ss: Good morning!

T: (present the flashcard morning)

Puppet: (to a student) Good morning!

S1: Good morning!

Then use the character puppets and flashcards to elicit the new expressions.

e.g.,

T: (present the flashcard evening)

Puppet: Good evening!

Ss: Good evening!

While-task procedures

Activity 1

Have the students say the corresponding words as you flash the cards. Then play a game.

Have the students judge if you are right or wrong with the help of the flashcards or the CD-ROM.

e.g.,

T: (present the flashcard morning) Morning.

Ss: Morning.

T: (present the flashcard afternoon) Evening.

Ss: No. Afternoon.

Activity 2

Have the students listen to the recording for 'Play a game' on *Student's Book* page 2. Illustrate the meaning of the greetings with the help of pictures, puppets and your body language. The students are required to understand the meaning of the greetings. Then have them try to respond to the greetings. You may use the puppets and the flashcards.

e.g.

T: Good morning.

Ss: Good morning.

Activity 3

Have the students complete Part A 'Listen and number' on *Workbook* page 2. Show the answers on the blackboard or on the screen after the students gives the answer.

Activity 4

Have the students listen to the recording for 'Say and act' on *Student's Book* page 4. Illustrate the meaning with the help of the wall picture or CD-ROM. Have the students imitate the sentences.

Post-task activities

Activity 1

Have the students work in pairs and complete Part B 'Listen and respond' on *Workbook* page 3. Check the answers. Then have them act out the dialogues in pairs.

Activity 2

Read the following rhyme to the students.

e.g.,

Good night, Mum.

Good night!

Good night, Dad.

Good night!

Good night, my little bear.

Good night! Good night! Good night!

Have the students repeat the rhyme with you. Then ask the students who else they would like to say 'Good night' to before going to bed. Encourage them to replace the words in the rhyme.

e.g., *Good night, Grandma.*

...

Period 2

Language focus:

- The usage of formulaic expressions of greeting and farewell
e.g., *Hello./Hi./Good evening./Goodbye./How are you?*
- The pronunciation and writing of the letters *Aa* and *Bb*

Language skills:

Listening

- Understanding formulaic expressions of greeting in context, and responding appropriately
e.g., *Good night./Goodbye./How are you today?*
- Understanding formulaic expressions of greeting and farewell in context, and responding appropriately
e.g., *Hello./Hi./Good evening./Goodbye./How are you?*
- Understanding a simple story with the help of pictures, puppets or the teacher's body language
- Identifying the letters *Aa* and *Bb* by listening to the pronunciation

Speaking

- Using formulaic expressions of greeting and

farewell in context

e.g., *Good night./Goodbye./How are you today?*

- Using a common pattern to introduce oneself
e.g., *Hello, I'm ...*
- Pronouncing the letters *Aa* and *Bb* correctly

Writing

Writing the letters correctly

e.g., *Aa, Bb*

Materials:

Student's Book 2A, pp. 3, 4 and 5

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

Cassette 2A

Wall picture 2A

Flashcards 2A (*apple, bag*)

Character puppets

Pre-task preparations

Activity 1

Play the song on *Student's Book* page 4. Have the students listen and clap hands, or encourage them to sing along.

Activity 2

Have the students listen to the recording for 'Say and act' on *Student's Book* page 4. Imitate the dialogue with the help of the two puppets. Then focus on picture 3 to elicit the new pattern *How are you?*.

e.g.,

T: (*hold up one puppet*) *How are you?*

Ss: *How are you?*

T: (*hold up the other puppet*) *I'm very well. Thank you.*

While-task procedures

Activity 1

Have the students listen to the recording for 'Look and say' on *Student's Book* page 3. Illustrate the meaning of the dialogue with the help of the wall picture, puppets or your own body language. Then have the students read along with you or the recording.

Activity 2

Have the students practise the expressions with you.

e.g.,

T: *Good evening, ...*

S1: *Good evening.*

T: *How are you, ...?*

S2: *I'm fine, thank you.*

Then divide the class into three groups. Ask these three groups to role-play the dialogue in 'Look any say'.

e.g.,

Group 1: *Hello, Mrs Li.*

Group 2: *Good evening.*

Group 3: *Good evening.*

Group 2: *Good evening, Alice.*

...

Activity 3

When they have learned the letters on *Student's Book* page 5, have the students complete Part C 'Listen and circle' on *Workbook* page 4. Show the answers on the blackboard or on the screen, and have the students check in pairs. If possible, have them write the letters on the same page.

Activity 4

Use the flashcards to elicit the letters *Aa, Bb* and the words on *Student's Book* page 5. Then have the students listen to the recording for the rhyme. Read the rhyme again to help the students understand it.

e.g.,

T: *Look at the picture. What's this? Apple. An apple. 'A' in an apple.*

Ss: *Apple. An apple. 'A' in an apple.*

T: *An apple, a bag.*

An apple and a bag.

A big apple, a big bag.

Ss: *An apple, a bag.*

An apple and a bag.

A big apple, a big bag.

Post-task activities

Activity 1

Have the students complete Part C 'Listen and circle' and Part D 'Read and write' on *Workbook* page 4. Then check the answers with them.

Activity 2

Have the students look at the Task 'Greetings' on *Workbook* page 5. First, have the students listen to the recording for Part A. Then have them look at the four pictures in Part B and make a short dialogue in groups of three.

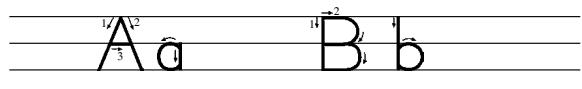
e.g.,

S1: Hello, Mum.

S2: Good morning, Ben.

Notes:

- 1 Teachers should teach the students how to write the letters *Aa* and *Bb* for Part D 'Read and write' on *Workbook* page 4. Pay attention to the shape and position of the letters in the guide lines.



- 2 People also say 'How are you doing?' to greet other people.

e.g.,

—How are you doing?

—I'm doing great/fine.

Module 1 Getting to know you

Unit 2 I'm Danny

Tasks in this unit:

- Use modelled phrases to communicate with other students
- Understand descriptions of individuals
- Learn the letters: Cc, Dd

Language focus:

- The usage of the key words in context
e.g., *boy, girl, big, small*
- The usage of key patterns and adjectives to describe people
e.g., *I'm short. You're tall.*
- The pronunciation and writing of the letters Cc and Dd

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e. g., *boy, girl, big, small*
- Using key patterns and adjectives to describe people
e.g., *I'm short. You're tall.*
- Understanding how to describe people using key patterns
e.g., *You're ...*
Yes, I'm .../No. I'm ...
- Identifying the letters Cc and Dd by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *boy, girl, big, small*
- Using key patterns to describe people and respond appropriately
e.g., *S1: You're ...*
S2: Yes, I'm .../No. I'm ...
- Pronouncing the letters Cc and Dd correctly

Writing

Writing the letters correctly

e.g., *Cc, Dd*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	I'm ... You're ...	boy girl		SB: pp. 6, 7 and 8 WB: p. 6 Part A
2	I'm ... You're ...	big small	Cc Dd	SB: pp. 6, 8 and 9 WB: pp. 7, 8 and 9 Parts B, C, D and Task

Period I

Language focus:

- The usage of the key words in context
e.g., *boy, girl*
- The usage of key patterns and adjectives to introduce oneself and describe people
e.g., *I'm a boy. I'm short and thin.*
You're tall.

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *boy, girl, tall, short, fat, thin*
- Using key patterns and adjectives to introduce oneself and describe people
e.g., *I'm a boy. I'm short and thin.*
You're tall.

Speaking

Using key patterns and adjectives to introduce oneself

e.g., *I'm a boy. I'm short and thin.*

Materials:

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

Workbook 2A, p. 6 Part A

Cassette 2A

Character puppets

Pre-task preparations

Activity I

Greet the students and introduce yourself. Then have the students greet each other.

e.g.,

T: Good morning, Ben. I'm Sandy.

S1: Good morning, Sandy.

S2: Hi, Sandy. I'm Lucy.

Or:

T: Good afternoon, Alice. I'm Miss Zhang.

S1: Good afternoon, Miss Zhang.

T: Hi. I'm Miss Zhang. I'm tall and thin.

S2: Hi, Miss Zhang. I'm Tom. I'm short and thin.

...

Activity 2

Use the puppets to elicit the key words *boy* and *girl*. Then invite some students to make a similar short dialogue in pairs.

e.g.,

T: Look! This is Danny and that is Mary.

(use the puppet of 'Danny') Hi, I'm Danny.

(use the puppet of 'Mary') Hi, I'm Mary.

Boys: Hi, I'm Danny.

Girls: Hi, I'm Mary.

While-task procedures

Activity I

Have the students practise the key words with you. When you touch a girl's shoulder, the students say 'Girl!' together. When you touch a boy's shoulder, they say 'Boy'!

Activity 2

Introduce the puppets to the students. Then use the puppets to make a dialogue introducing themselves.

e.g.,

T: (*hold the puppet of 'Mary'*) Look at this girl.

Who is she?

Ss: She's Mary.

T: (*imitate a girl*) Hi, I'm Mary. I'm tall and thin.

Ss: Hi, I'm Mary. I'm tall and thin.

T: (*imitate a boy*) Hello, I'm Danny. I'm tall and fat.

Ss: Hello, I'm Danny. I'm tall and fat.

Then ask the students to create a similar dialogue in pairs.

e.g.,

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

S2: ...

Activity 3

Have the students listen to the recording for 'Look and say' on *Student's Book* page 6. Then ask them to make a short dialogue in groups of three or four as follows.

e.g.,

S1: Hello, I'm Jane.

S2: Hello, Jane. I'm Ben.

S1: Oh, you are tall. I'm short.

S3: Hi, I'm Kitty.

S2: Oh, you are short. I'm tall.

...

Activity 4

Make copies of the survey table in 'Do a survey' on *Student's Book* page 8. Divide the class into groups of six. Give each group a copy of the survey table and complete the survey as follows.

e.g.,

S1: You're tall. You're thin.

S2: Yes, I'm tall and thin.

S1: You're tall. You're fat.

S3: No. I'm short. I'm thin.

...

Post-task activities

Activity I

Have the students look at the wall picture or CD-ROM for *Student's Book* page 7 and listen to the tape. Then explain how to play the game

and have the students play the game in groups of four or six.

Activity 2

Have the students talk about themselves in pairs. Then check with them in class.

e.g.,

S1: (*say with action*) I'm Peter. I'm a boy. I'm thin and short. I can draw.

S2: (*say with action*) You're Peter. You're a boy. You're thin and short. You can draw.

T: (ask S2 to say something about S1)

S2: He's Peter. He's a boy. He's thin and short. He can draw.

Period 2

Language focus:

- The usage of the key words in context
e.g., *big, small*
- The usage of key patterns and adjectives to describe people
e.g., *I'm short. You're tall.*
- The usage of wh-questions to communicate with other people
e.g., *Who am I ?
You're ...*
- The usage of key patterns to respond appropriately
e.g., *You are ...
Yes, I'm ... /No. I'm ...*
- The pronunciation and writing of the letters *Cc* and *Dd*

Language skills:

Listening

- Understanding key patterns and adjectives when describing someone
e.g., *I'm short. You're tall.*
- Understanding key patterns and responding appropriately
e.g., *You're ...
Yes, I'm ... /No. I'm ...*
- Identifying the letters *Cc* and *Dd* by listening to the pronunciation

Speaking

- Using key patterns and adjectives to describe people
e.g., *I'm short. You're tall.*
- Using wh-questions to communicate with other people
e.g., *Who am I?*
You're ...
- Using key patterns to describe people and respond appropriately
e.g., *You're ...*
Yes, I'm ... /No. I'm ...
- Pronouncing the letters *Cc* and *Dd* correctly

Writing

Writing the letters correctly

e.g., *Cc, Dd*

Materials:

Student's Book 2A pp. 6, 8 and 9

Workbook 2A, pp. 7, 8 and 9

Cassette 2A

Wall picture 2A

Flashcards 2A (*cat, dog*)

Character puppets

Pre-task preparations

Activity 1

Divide the class into small groups. Have the students introduce themselves. Then ask some of them to introduce themselves before the class.

e.g.,

S1: Hi. I'm Sandy. I'm short and thin.

S2: Hi, I'm David. I'm tall and fat.

S3: ...

Activity 2

Have the students introduce themselves and then describe their classmates by using *You are*

...

e.g.,

T: I'm Mr Chen. I'm tall and fat.

S1: You are Mr Chen. You are tall and fat.

I'm Eddie. I'm a boy. I'm short.

S2: You are Eddie. You are a boy. You are short.

...

While-task procedures

Activity 1

After the introduction or description, elicit the other two new words in 'Look and Learn' on page 6 by using the students' pencil cases. Then have the students learn the words.

e.g.,

T: Amy, is this your pencil case?

S1: Yes.

T: Look, your pencil case is big. My pencil case is small.

Ss: Big. Small.

T: (show the flashcards big and small) Big. Small.

Ss: Big. Small.

...

Activity 2

Have the students do Part B 'Look, listen and respond' on *Workbook* page 7. First, have the students listen to the recording and respond together. Then have them do it in pairs.

e.g.,

S1: I'm big. You are small.

S2: I'm small. You are big.

Activity 3

Have the students listen to 'Say and act' on *Student's Book* page 8. After they are familiar with the story, have them act out the dialogue in groups of five.

e.g.,

S1: I'm big. You're small.

S2: Yes.

S3: You're big.

S1: No. I'm small.

S4: You're small.

S3: Yes, I'm small. You're big.

S5: I'm big. You're big.

S4: No. I'm small. You're big.

Note that you can have the tallest student play Kitty while the shortest one plays the mouse.

Activity 4

After the students have learnt the new letters on *Student's Book* page 9, have them listen to the recording for the rhyme. If possible, you may have them repeat it along with the

recording.

Post-task activities

Activity 1

Have the students play a game 'Looking for friends' with a picture of an animal. Some of the students may have the same pictures.

e.g.,

T: (hold up a picture of a mouse) *Hi, I'm a mouse.
I'm small. I'm fat. Who are you?*

S1: (hold up a picture of a cat) *I'm a cat. I'm big.
You are small.*

T: (hold up a picture of a mouse) *Hi, I'm a mouse.
I'm small. I'm fat. Who are you?*

S2: (hold up a picture of a mouse) *Hi, I'm a mouse,
too. I'm small and fat. You are small and fat,
too.*

T: *Oh, we are friends.*

Activity 2

Have the students complete the Task 'About me' on *Workbook* page 9. Have them stick in their photo and talk about themselves.

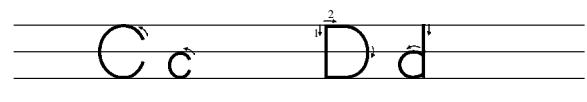
e.g.,

*S1: I'm Lucy. I'm tall and thin. I like ice cream. I
can draw.*

*S2: You're Lucy. You're tall and thin. You like ice
cream. You can draw.*

Notes:

- 1 Teachers should teach the students how to write the letters *Cc* and *Dd* for Part D 'Read and write' on *Workbook* page 8. Pay attention to the shape and position of the letters in the guide lines.



- 2 Teachers should tell students that it is impolite to use *fat* and *thin* to describe people. Instead, we can use *overweight* and *slim*.

Module 1 Getting to know you

Unit 3 A new classmate

Tasks in this unit:

- Use modelled phrases to communicate with other people
- Use numbers to talk about one's age
- Learn the letters: Ee, Ff

Language focus:

- The usage of the key words in context
e.g., *seven, eight, nine, ten*
- The usage of modelled phrases to communicate with other people
e.g., *Are you ...?*
Yes./No.
- The pronunciation and writing of the letters *Ee* and *Ff*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *seven, eight, nine, ten*
- Understanding the questions and responding appropriately
e.g., *Are you ...?*
Yes, I'm .../No. I'm ...
- Understanding the key patterns
e.g., *Are you ...?*
Yes./No.
- Identifying the letters *Ee* and *Ff* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *seven, eight, nine, ten*
- Using modelled phrases to communicate with other people
e.g., *Are you ...?*
Yes./No.
- Using numbers to talk about one's age
e.g., *Are you seven?*
Yes, I'm seven.
- Pronouncing the letters *Ee* and *Ff* correctly

Writing

Writing the letters correctly

e.g., *Ee, Ff*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Are you ...?	seven eight nine ten		SB: pp. 10 and 11 WB: pp. 10 and 11 Part A and B
2			Ee Ff	SB: pp. 12 and 13 WB: pp. 11, 12 and 13 Parts C, D, E and Task

Period I**Language focus:**

- The usage of the key words in context
e.g., *seven, eight, nine, ten*
- Numbers 7 through 10 and revision of the numbers 1 through 6
e.g., *One, two, three, ...*
- The usage of modelled phrases to communicate with other people
e.g., *Are you ...?*
Yes./No.

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *seven, eight, nine, ten*
- Understanding the questions and responding appropriately
e.g., *Are you ...?*
Yes, I'm .../No. I'm ...

Speaking

- Using a rhyme to practise the numbers
e.g., *One, two, three ...*
- Pronouncing numbers 1 to 10 correctly
- Using modelled phrases to communicate with other people
e.g., *Are you ...?*
Yes./No.

Materials:

Student's Book 2A, pp. 10 and 11
Workbook 2A, pp. 10 and 11 Parts A and B
Cassette 2A
Wall picture 2A
*Flashcards 2A (*seven, eight, nine, ten*)*

Pre-task preparations**Activity 1**

Have the students say the rhyme on *Student's Book 1A* page 29. Then show the students some stationery items. Have them count the items with you.

e.g.,

T: (*pencils in hand*) Look! Here are some pencils.
How many pencils?
 Ss: *One, two, three, ..., ... pencils.*

Activity 2

Have the students listen to the rhyme on *Student's Book* page 10. Ask the students to stand up and repeat it with some gestures.
 e.g.,

T: *One, two, three, touch your knees. (touch the knees)*
Four, five, six, pick up sticks. (bend down)
Seven and eight, draw a snake. (draw)
Nine and ten, do it again.

While-task procedures**Activity 1**

Put the flashcards for the numbers 7 to 10 on the blackboard. Have the students practise the

new words. In pairs, have the students write down his/her age and talk about it.

e.g.,

S1: You are seven.

S2: Yes, I'm seven. You are seven.

S1: No, I'm eight.

Activity 2

Have the students complete Part A 'Listen and circle' and Part B 'Look and say' on *Workbook* pages 10 and 11. Then check the answers with the students.

e.g.,

T: How many apples?

S1: Seven.

...

Activity 3

Have the students complete a quick arithmetic exercise. Make sure the sum does not go beyond ten.

e.g.,

T: (shows 2+2) How much?

Ss: Four.

T: (shows 3+5) How much?

Ss: Eight.

T: (shows 5+4) How much?

Ss: Nine.

...

Activity 4

Have the students listen to and repeat after the recording 'Look and say' on *Student's Book* page 11. Try to have them say in roles.

e.g.,

T: This is Peter.

S1: Hi.

S2: Hi. I'm Alice.

S3: Hello. I'm Kitty.

S3: (to S1) Hello, Peter.

S1: (to S3) Hi. Are you Alice?

S3: No. I'm Kitty.

S1: Sorry. (to S2) You are Alice.

S2: Yes, I'm Alice.

S1: (to S3) You are Kitty.

S3: Yes, I'm Kitty.

Then divide the class into groups of four and

role-play the dialogue. You should encourage several groups to act it out in front of the class.

Post-task activities

Activity 1

Have the students work in groups of four and create a similar dialogue according to 'Look and say' on *Student's Book* page 11 by using their own (English) names.

Activity 2

Ask several students to go to the front of the classroom and give each of them a card with an English name on it. Have them briefly show the cards to the class and then hide them. After that, have the other students guess their names.

e.g.,

S1: Are you Jane?

S2: (have the card for Ann) No.

S3: Are you Ann?

S2: Yes, I'm Ann.

...

Period 2

Language focus:

- The usage of modelled phrases to communicate with other people
e.g., *Are you ...?*
Yes./No.
- The pronunciation and writing of the letters *Ee* and *Ff*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *seven, eight, nine, ten*
- Understanding the key pattern
e.g., *Are you ...?*
Yes./No.
- Identifying the letters *Ee* and *Ff* by listening to the pronunciation

Speaking

- Using modelled phrases to communicate with other people

- e.g., *Are you ...?*
Yes./No.
- Pronouncing the letters *Ee* and *Ff* correctly

Writing

Writing the letters correctly
e.g., *Ee, Ff*

Materials:

Student's Book 2A, pp. 12 and 13
Workbook 2A, pp. 11, 12 and 13 Parts C, D, E and Task
Cassette 2A
Wall picture 2A
Character puppets
Flashcards 2A (*elephant, five*)

Pre-task preparations

Activity 1

Have the students listen to the song 'Hello! How are you?' on *Student's Book* page 4. If possible, you may ask them to sing along with the recording.

Activity 2

Show the flashcards for the numbers 1 to 10 on the blackboard. Then take one card away and ask the students to tell you which number is missing.

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on *Student's Book* page 12. Encourage them to repeat after the recording. Then ask them to role-play the dialogue in groups of four. You may choose several groups to act it out in front of the class.

Activity 2

Have the students play a guessing game. Ask a student to go to the front of the classroom and face the blackboard. He/She should guess who he/she is talking to.

e.g.,

S1: (change his voice) Hello, Ben!
S2: Are you a boy?

S1: Yes, I am.
S2: Are you eight?
S1: No, I'm not.
S2: Are you Tom?
S1: Yes, I am.

Activity 3

Show the flashcards for *elephant* and *five*, and write the letters *Ee* and *Ff* on the blackboard. Have the students read the words and letters several times. Then write the letters *A* to *F* in both capital and small letters on the blackboard and ask the students to match the capital letters with the corresponding small letters.

Activity 4

Have the students complete Part D 'Look, read and judge' on *Workbook* page 12. Ask several students to write the correct answers on the blackboard. Then have them complete Part E 'Read and Write'.

Post-task activities

Activity 1

Have the students play a game in pairs. First, ask them to write down a student's name and age on a piece of paper. Then hide it and ask the partner to guess.

e.g.,

S1: (write 'Judy, 7')
S2: Are you a boy?
S1: No. I'm a girl.
S2: Are you seven?
S1: Yes, I am.
S2: Are you Judy?
S1: (show the paper) Yes. I'm Judy.

Activity 2

Have the students listen to the recording for Part A of Task 'My classmates' on *Workbook* page 13. Then have the students complete Part B in pairs or small groups.

e.g.,

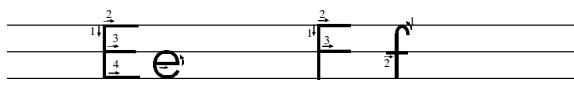
S1: Hi, Billy. Are you six?

S2: No, I am not. I'm seven. I am fat and tall. I'm big. I can sing.

...

Notes:

- 1 Teachers should teach the students how to write the letters *Ee* and *Ff* for Part E 'Read and write' on *Workbook* page 12. Pay attention to the shape and position of the letters in the guide lines.



- 2 Teachers can tell the students that it is not polite to ask about a lady's age.

Module 2 Me, my family and friends

Unit 1 I can swim

Tasks in this unit:

- Begin an interaction by expressing one's abilities
- Begin an interaction by eliciting a positive response and a negative response
- End an interaction by using simple formulaic expressions
- Learn the letters: Gg, Hh

Language focus:

- The usage of the key words in context
e.g., *run, write, swim, fly*
- The usage of the modal verb *can* to express abilities and its negative form *can't* to express inabilitys
e.g., *I can run. I can't write.*
- The usage of yes/no questions to ask about a person's abilities
e.g., *Can you swim?*
Yes, I can./No, I can't.
- The usage of wh-questions to find out information about one's abilities
e.g., *What can you do?*
- The pronunciation and writing of the letters *Gg* and *Hh*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *run, write, swim, fly*
- Understanding expressions of what a person can and cannot do
e.g., *I can run. I can't write.*
- Understanding *can* questions and the positive and negative responses
e.g., *Can you swim?*
Yes, I can./No, I can't.
- Understanding the meaning of wh-questions
e.g., *What can you do?*
- Identifying the letters *Gg* and *Hh* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *run, write, swim, fly*
- Understanding expressions of what a person can and cannot do
e.g., *I can run. I can't write.*
- Understanding yes/no questions, and the positive and negative responses
e.g., *Can you run?*
Yes, I can./No, I can't.

- Using modelled phrases to initiate and engage in an interaction by providing information in response to factual questions
e.g., *What can you do?*
I can run.
- Pronouncing the letters *Gg* and *Hh* correctly

Writing

Writing the letters correctly

e.g., *Gg, Hh*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1		run write swim fly		SB: pp. 14 and 15 WB: pp. 14 and 16 Parts A and C
2	Can you ...? Yes, I can./No, I can't. What can you do?		Gg Hh	SB: pp. 14, 16 and 17 WB: pp. 15 and 17 Parts B, D and Task

Period I

Language focus:

- The usage of verbs to identify actions
e.g., *run, write, swim, fly*
- The usage of the modal verb *can* to express abilities and its negative form *can't* to express inabilities
e.g., *I can run. I can't write.*

Language skills:

Listening

Understanding expressions of what a person can and cannot do

e.g., *I can run. I can't write.*

Speaking

Using formulaic expressions to indicate the things a person can or cannot do.

e.g., *I can ... I can't ...*

Materials:

Student's Book 2A, pp. 14 and 15
Workbook 2A, pp. 14 and 16 Parts A and C
Cassette 2A
Flashcards 1A (*dance, read, sing, draw*)
Flashcards 2A (*run, write, swim, fly*)

Pre-task preparations

Activity 1

While the students are listening to the song 'I can draw' on *Student's Book 1A* page 17, stick the flashcards of the verbs they have learnt on the blackboard. Then ask the students some questions.

e.g.,

T: What can you do?

S1: I can dance.

S2: I can draw.

...

Activity 2

Have the students look at the flashcards for the

verbs they have learnt on the blackboard and do the corresponding action while they repeat the sentence. Then ask them to repeat the new words after you.

e.g.,

T: *I can read.*

Ss: (*do the action*) *I can read.*

T: (*do the action*) *I can run.*

Ss: (*do the action*) *I can run.*

T: (*show the flashcard for run*) *Run.*

Ss: *Run.*

While-task procedures

Activity 1

Have the students listen to the recording for 'Enjoy a story' on *Student's Book* page 15. Ask them to read after the recording.

e.g.,

Hi! I'm Supergirl.

I can run.

I can swim.

I can fly.

But I can't write.

Activity 2

Hold the flashcards for *run*, *swim*, *fly* and *write* in your hands. Flash each card in turn to the students. Ask them to make two sentences, using *I can ...* and *I can't ...*

e.g.,

T: (*show the card for swim*)

S1: *I can swim.*

S2: *I can't swim.*

Activity 3

Have the students look at the pictures for 'Enjoy a story' on *Student's Book* page 15 and ask them some questions.

e.g.,

T: *Can Supergirl swim?*

S1: *Yes.*

...

Activity 4

Have the students complete Part A 'Listen and tick' on *Workbook* page 14. To check the answers, have them say the answer with action.

Post-task activities

Activity 1

Have the students complete Part C 'Look and say' on *Workbook* page 16. Have the students look at the pictures and talk about them.

e.g.,

S: *Hi. I'm a pig. I can run.*

...

Activity 2

Show the students some photos of famous people. Have them role-play these famous individuals or any others they like by using *I am ... I can ... /I can't ...*

e.g.,

S: *Hi! I'm Yao Ming. I can run. I can't fly.*

Period 2

Language focus:

- The usage of the key words in context
e.g., *run*, *write*, *swim*, *fly*
- The usage of yes/no questions to elicit a positive or negative response
e.g., *Can you ...?*
Yes, I can./No, I can't.
- The usage of wh-questions to find out information about one's ability
e.g., *What can you do?*
- The pronunciation and writing of the letters *Gg* and *Hh*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *run*, *write*, *swim*, *fly*
- Understanding yes/no questions and their positive and negative responses
e.g., *Can you ...?*
Yes, I can./No, I can't.
- Understanding the meaning of wh-questions
e.g., *What can you do?*
- Identifying the letters *Gg* and *Hh* by listening to the pronunciation

Speaking

- Pronouncing the key words correctly
e.g., *run, write, swim, fly*
- Using *can* questions to ask about one's abilities
e.g., *Can you run?*
Yes, I can./No, I can't.
- Using modelled phrases to initiate and engage in an interaction by providing information in response to factual questions
e.g., *What can you do?*
I can run.

Writing

Writing the letters correctly

e.g., *Gg, Hh*

Materials:

Student's Book 2A pp. 14, 16 and 17

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

Cassette 2A

Wall picture 2A

Character puppets

Flashcards 2A (*girl, hamburger*)

Pre-task preparations

Activity 1

Hold up pictures of random actions. Ask the students some questions. They should respond and do the corresponding actions.

e.g.,

T: (hold up the picture for run) Can you run?

S1: Yes, I can. (do the action)

Activity 2

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

e.g.,

S1: Can you read?

S2: Yes, I can.

S1: Can you swim?

S2: No, I can't.

While-task procedures

Activity 1

Have the students look at the wall picture and listen to the recording for 'Look and say' on

Student's Book page 14. Encourage them to role-play the dialogue.

e.g.,

S1: Can you write, Danny?

S2: No, I can't.

S1: Can you draw?

S2: Yes, I can.

Activity 2

Have the students play the game in groups of four. Give each group four small cards with the pictures of actions.

e.g.,

S1: Can you swim?

S2: (show a card for run) No, I can't.

I can run. Can you swim?

S3: (show a card for swim) Yes, I can.

Can you write?

S4: (show a card for read) No, I can't.

I can read. Can you write?

S1: (show a card for write) Yes, I can.

Activity 3

Have the students complete Part B 'Look and colour' on *Workbook* page 15. Then have them check the answers in pairs.

Activity 4

After the students have learnt the letters *Gg* and *Hh*, show the flashcards for 'Learn the letters' on *Students Book* page 17. Have them read the letters and words several times. Then have the students listen to the recording for the rhyme on the same page.

Post-task activities

Activity 1

Have the students listen to the dialogue in 'Do a survey' on *Student's Book* page 16. Then have them complete a survey in small groups and find out what each member can or cannot do.

e.g.,

S1: Can you skip?

S2: No, I can't.

S1: What can you do?

S2: I can sing.

Activity 2

Have the students do Task 'My ability' on *Workbook* page 17. First have them complete the table in Part A. Then ask them to talk about their abilities.

e.g., *S*: *I'm John. I can ride a bicycle. I can draw. And I can swim. I can't skip.*

Then have the students make a short dialogue in pairs.

e.g.,

S1: *Hello, Tim. Can you read?*

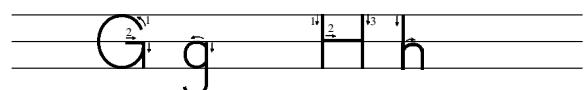
S2: *No, I can't.*

S1: *What can you do?*

S2: *I can draw.*

Notes:

- 1 For Task, teachers can teach the students more verbs. If possible, try to teach some verbs about different sports, such as *play football*, *dive* and *play ping-pong*.
- 2 Teachers should teach the students how to write the letters *Gg* and *Hh* for Part D 'Read and write' on *Workbook* page 16. Pay attention to the shape and position of the letters in the guide lines.



Module 2 Me, my family and friends

Unit 2 That's my family

Tasks in this unit:

- Begin an interaction by asking yes/no questions
- End an interaction by using simple formulaic expressions
- Begin an interaction by eliciting a response
- Learn the letters: Ii, Jj

Language focus:

- The usage of the key words in context
e.g., *young, old*
- The usage of adjectives to describe a person
e.g., *She is young.*
- The usage of modelled questions to find out particular information about a person
e.g. *Is he old?*
- The usage of formulaic expressions to confirm or deny
e.g., *Yes, he is./No, he isn't.*
- The pronunciation and writing of the letters *Ii* and *Jj*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *young, old*
- Listening to specific information in response to questions
e.g., *Is he thin?*
Yes, he is.
- Identifying the letters *Ii* and *Jj* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *young, old*
- Using modelled phrases to initiate and engage in an interaction by providing a response to factual questions
e.g., *Is he young?*
Yes./No.
- Pronouncing the letters *Ii* and *Jj* correctly

Writing

Writing the letters correctly

e.g., *Ii, Jj*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Is he/she ...?	young old		SB: pp. 18 and 19 WB: pp. 18 and 19 Parts A and B
2			Ii Jj	SB: pp. 19, 20 and 21 WB: pp. 20 and 21 Parts C, D and Task

Period I**Language focus:**

- The usage of the key words in context
e.g., *young, old*
- The usage of modelled questions to ask about a person
e.g., *Is he/she ...?*
- The usage of formulaic expressions to confirm or deny
e.g., *Yes./No.*

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *young, old*
- Listening to specific information in response to questions
e.g., *Is he/she ...?*
Yes./No.

Speaking

- Pronouncing the words correctly
e.g., *young, old*
- Using modelled phrases to initiate and engage in an interaction by providing a response to factual questions
e.g., *Is he/she ...?*
Yes./No.

Materials:

Student's Book 2A, pp.18 and 19
Workbook 2A, pp. 18 and 19 Parts A and B
Cassette 2A
Family photos
*Flashcards 2A (*young, old*)*

Pre-task preparations**Activity 1**

After playing the recording for 'Play a game' on *Student's Book* page 19, put a family photo on the blackboard. Introduce the family members to the students slowly and clearly, by using simple sentences. Then have the students take out their family photos and introduce their family members in the same way in groups of three or four.

e.g.,

T: This is my family. This is my father. He is tall.

Activity 2

Play the CD-ROM for 'Look and say' on *Student's Book 1A* page 18. Have the students answer some questions about Peter's family to elicit the new words on *Student's Book 2A* page 18.

e.g.,

T: This is Peter's family. Who is he?

S1: He's Peter's grandfather.

T: Yes. He is old. Who is she?

S2: She's Peter's grandmother.

T: Right. Peter's grandmother is old.

While-task procedures

Activity 1

Have the students complete Part A 'Listen and tick' on *Workbook* page 18. Then, have the students respond quickly.

e.g.,

T: Young.

Ss: Old.

T: Fat.

Ss: Thin.

...

Activity 2

Have the students look at the pictures for 'Look and say' on *Student's Book* page 18 while they listen to the recording. Have them practise the dialogue in pairs.

Activity 3

Show some pictures of different people: old, young, tall, fat, etc. Ask the students to respond quickly to your questions.

e.g.,

T: Is he old?

Ss: Yes.

...

Then have the students practise in pairs according to these pictures.

e.g.,

S1: Is he old?

S2: Yes.

S2: Is she young?

S1: No. She's old.

Activity 4

Have the students look at the pictures for 'Play a game' on *Student's Book* page 19. Ask them to work in pairs and introduce their family members as follows.

e.g.,

S1: This is my grandmother.

S2: Is she tall?

S1: No, she isn't. She is short. I like my grandmother.

Post-task activities

Activity 1

Have the students take out their family photos and make a new dialogue in pairs.

e.g.,

S1: Who's she?

S2: She's my mother.

S1: Is she tall?

S2: Yes, she is.

Activity 2

Have the students complete Part B 'Listen and judge' on *Workbook* page 19. Then have them talk about the pictures in groups of four.

e.g.,

S1: Is he your grandfather?

S2: Yes, he is. He's my grandfather. He's old.
He's thin.

Period 2

Language focus:

- The usage of modelled questions to ask about a person
e.g., *Is he/she ...?*
- The usage of formulaic expressions to confirm or deny
e.g., *Yes, he/she is ...*
No. He/She is ...
- The usage of modelled structure to introduce someone
e.g., *This is ...*
- The pronunciation and writing of the letters *Ii* and *Jj*

Language skills:

Listening

- Listening to specific information in response to questions
e.g., *Is that a boy?*
Yes./No.
- Identifying the letters *Ii* and *Jj* by listening to the pronunciation

Speaking

- Pronouncing the key words correctly

e.g., *young, old*

- Using modelled phrases to initiate and engage in an interaction by providing a response to factual questions
e.g., *Is he/she ...?*
Yes, he/she ...
No. He/She is ...
- Pronouncing the letters *Ii* and *Jj* correctly

Writing

Write the letters correctly

e.g., *Ii, Jj*

Materials:

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

Workbook 2A, pp. 20 and 21 Parts C, D and Task

Cassette 2A

Wall picture 2A

Character puppets

Flashcards 2A (*insect, jar*)

Pre-task preparations

Activity 1

Have the students say the adjectives according to the actions you do. Then have them practise in pairs or in groups of three.

e.g.,

T: *(act as being old)*

Ss: *Old.*

...

Activity 2

Have the students listen to the recording for 'Listen and enjoy' on *Student's Book* page 19. Encourage them to say the words along. Then show the wall picture or play the CD-ROM for 'Look and say' on *Student's Book* page 18 and ask the students to role-play the dialogue in pairs.

While-task procedures

Activity 1

Have the students draw a picture or bring a photo of a family member or a friend. Then have them complete 'Play a game' on *Student's Book* page 19.

Activity 2

Show the flashcards for *insect* and *jar* to the students, and ask them to repeat as follows.

e.g.,

I-J-I-J

Insect-Jar-Insect-Jar

An insect in a jar.

Activity 3

Have the students draw a picture of a classmate. Then have them hide it and get their partner to guess who he/she is.

e.g.,

S1: Is she a girl?

S2: Yes, she's a girl.

S1: Is she short?

S2: No. She's tall.

S1: Is she thin?

S2: Yes, she's thin.

S1: Is she Nancy?

S2: Yes. (show the picture) She's Nancy. She's my friend.

Activity 4

Ask the students to complete Part C 'Look, choose and say' on *Workbook* page 20. Then check the answers with them.

Post-task activities

Activity 1

Have the students look at the wall picture and listen to the dialogue of 'Ask and answer' on *Student's Book* page 20. Explain to the students that it is a guessing game. Ask them to repeat the dialogue.

e.g.,

Boys: Is that a boy?

Girls: No. she's a girl.

Boys: Is she short?

Girls: Yes, she is.

Boys: Is she Kitty?

Girls: Yes, she's Kitty.

Activity 2

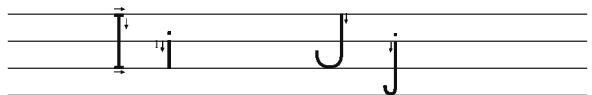
Have the students do Task 'Your father and mother' on *Workbook* page 21. Ask them to bring a photo of their father or mother to class.

Have them show the photo and talk about their parents.

e.g., S: *This is my father. He's young. He's tall. He can sing. I like my father.*

Notes: Teachers should teach the students how to write the letters *Ii* and *Jj* for Part D 'Read and

write' on Workbook page 20. Pay attention to the shape and position of the letters in the guide lines.



Module 2 Me, my family and friends

Unit 3 My hair is short

Tasks in this unit:

- Begin an interaction by briefly describing what people look like
- End an interaction by using simple formulaic expressions
- Begin an interaction by eliciting a response
- Learn the letters: Kk, Ll

Language focus:

- The usage of adjectives to describe people
e.g., *long, short*
- The usage of key patterns to describe people
e.g., *My hair is short. My ears are big.*
- The pronunciation and writing of the letters *Kk* and *Ll*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hair, head*
- Understanding the possessive
e.g., *My hair is short. My ears are big.*
- Identifying the letters *Kk* and *Ll* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *hair, head*
- Using key patterns to describe people
e.g., *My hair is short.*
- Pronouncing the letters *Kk* and *Ll* correctly

Writing

Writing the letters correctly

e.g., *Kk, Ll*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	My ... is/are ... Your ... is/are ...	hair head		SB: pp. 22, 23 and 25 WB: pp. 22 and 24 Parts A and D

(续表)

2	My ... is/are ... Your ... is/are ...		Kk Ll	SB: pp. 22 and 24 WB: pp. 23, 24 and 25 Parts B, C and Task
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Period I

Language focus:

- The usage of nouns to identify parts of a body
e.g., *face, eye, ear*
- The usage of possessive adjectives to describe people
e.g., *My head is big.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *hair, face, head*
- Understanding how to use possessive adjectives to describe people
e.g., *My nose is small.*

Speaking

- Pronouncing the words, phrases and sentences correctly
e.g., *hair, face, head*
My head is big.
- Using key patterns to describe people
e.g., *My eyes are big.*

Materials:

Student's Book 2A, pp. 22, 23 and 25

Workbook 2A, pp. 22 and 24 Parts A and D

Cassette 2A

Character puppets

Flashcards 2A (*hair, head, kite, lion*)

Wall picture 2A

Pre-task preparations

Activity 1

Point to your face and have the students respond quickly.

e.g.,

T: (*point to the eye*)

Ss: *Eye.*

...

Activity 2

Point to a boy or a picture of a boy who has short hair, and a picture of a girl who has long hair, and ask the students to say the following with you.

e.g.,

T: (*point to the boy's hair*) *Hair, hair.*

Ss: *Short, short hair.*

T: (*point to the girl's hair*) *Hair, hair.*

Ss: *Long, long hair.*

While-task procedures

Activity 1

Have the students complete Part A 'Listen and circle' on *Workbook* page 22. Then, have the students give the answers and repeat the phrases.

e.g.,

T: *Number One.*

S1: *B.*

T: *Long hair.*

Ss: *Long hair.*

Activity 2

Have the students look at the wall picture and listen to the recording for 'Say and act' on *Student's Book* page 23. Then have them act out the dialogue in pairs.

Activity 3

Have the students work in pairs and describe their partner as follows.

e.g.,

S1: *I'm Linda. I'm short and thin. My face is small.*

My eyes are big. My hair is short.

S2: You are Linda. You are short and thin. Your face is small. Your eyes are big. Your hair is short.

Activity 4

Flash the cards *kite* and *lion* quickly and have the students say the corresponding words. After that, ask the students to repeat as follows.
e.g.,

T: K, k, kite.

L, l, lion.

Ss: K, k, kite.

L, l, lion.

Then, have the students complete Part D 'Read and write' on *Workbook* page 24.

Post-task activities

Activity I

Have the students listen to the rhyme on *Student's Book* page 25. Then encourage the students to make a new rhyme using possessive adjectives to describe the kite and the lion.

e.g.,

Look! Look!

A kite. A kite.

My kite is small.

Your kite is big.

Look! Look!

A lion. A lion.

My lion is big.

Your lion is small.

Activity 2

Prepare masks of some cartoon characters, such as Garfield, Mickey Mouse, Snoopy and Winnie the Pooh. Have the students work in pairs to make a short dialogue as follows.

e.g.,

S1: (put on the mask of Garfield) Hello! I'm Garfield. I'm fat. My eyes are big.

S2: (put on the mask of Mickey Mouse) Hi, Garfield. I'm Mickey Mouse. My ears are big.

Period 2

Language focus:

- The usage of formulaic expressions to talk about people
e.g., *My/Your hair is long.*
- The pronunciation and writing of the letters *Kk* and *Ll*

Language skills:

Listening

- Identifying specific information in modelled structures
e.g., *My/Your hair is long.*
- Identifying the letters *Kk* and *Ll* by listening to the pronunciation

Speaking

- Pronouncing the key words correctly
e.g., *hair, head*
- Using modelled structures to describe people
e.g., *My/Your ears are big.*
- Pronouncing the letters *Kk* and *Ll* correctly

Writing

Writing the letters correctly

e.g., *Kk, Ll*

Materials:

Student's Book 2A, pp. 22 and 24

Workbook 2A, pp. 23, 24 and 25 Parts B, C and Task

Wall picture 2A

Flashcards 2A (*nose, ear, hair, face*)

Cassette 2A

Pre-task preparations

Activity I

Flash the cards of *nose, ear, hair, face*, etc. to the students. Then have them repeat with gestures.

T: *Nose, nose, my nose.*

Ss: (touch their noses) *Nose, nose, my nose.*

T: (point to a student's nose and look at this student) *Nose, nose, your nose.*

Ss: (point to their classmate's nose) Nose, nose,
your nose.

Activity 2

Have the students review the letters from *Aa* to *Kk* by using cards of the letters. After that, have the students complete Part C 'Trace and say' on *Workbook* page 24.

While-task procedures

Activity 1

With the help of the pictures, have the students talk about themselves by playing the game one by one.

e.g.,

T: (show a picture of a mouth)

S1: (turn to the student sitting behind him/her)

Look, my mouth is big.

S2: Your mouth is big. (turn to the student sitting behind him/her) *My mouth is small.*

S3: Your mouth is small

...

Activity 2

Have the students complete Part B 'Listen and judge' on *Workbook* page 23. After checking the answers with them, play the recording again and ask the students to repeat it.

Activity 3

Have the students listen to the recording for 'Look and say' on *Student's Book* page 22 and repeat it. If possible, you may have the students try to recite one of the paragraphs.

Activity 4

Have the students look at the wall picture for 'Look and say' on *Student's Book* page 22 and talk about Giant and Supergirl as follows.

T: I'm Giant,

Big and tall.

My head is big,

And my hair is short.

My ears and eyes are big.

S: You are Giant,

Big and tall.

*Your head is big,
And your hair is short.
Your ears and eyes are big.*

Post-task activities

Activity 1

Have the students listen to the recording for 'Play a game' on *Student's Book* page 24. Then give eight picture cards to each pair of students. Have them play the game themselves.

Activity 2

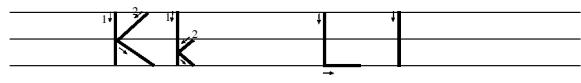
Have the students complete Task 'Introduce myself' on *Workbook* page 25. Play the recording for Part A. Then ask the students to stick their pictures on the page and talk about it.

e.g.,

S1: I'm Sally. I'm short. My hair is long. My eyes are big. My ears are small. I can draw and run.

S2: Yes. You are Sally. You're short. Your hair is long. Your eyes are big. Your ears are small. You can draw and run.

Notes: Teachers should teach students how to write the letters *Kk* and *Ll* for Part D 'Read and write' on *Workbook* page 24. Pay attention to the shape and position of the letters in the guide lines.



Module 3 Places and activities

Unit 1 In the playground

Tasks in this unit:

- Begin an interaction by asking wh-questions
- End an interaction by using simple formulaic expressions
- Get to know objects in a playground
- Learn the letters: Mm, Nn

Language focus:

- The usage of the key words in context
e.g., *slide, swing, seesaw*
- The usage of wh-question to find out specific information
e.g., *What can you see?*
I can see ...
- The pronunciation and writing of the letters *Mm* and *Nn*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *slide, swing, seesaw*
- Understanding the meaning of wh-questions
e.g., *What can you see?*
- Identifying the letters *Mm* and *Nn* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *slide, swing, seesaw*
What can you see?
- Using key patterns to initiate and maintain an interaction by providing information in response to factual questions
e.g., *What can you see?*
I can see ...
- Pronouncing the letters *Mm* and *Nn* correctly

Writing

Writing the letters correctly
e.g., *Mm, Nn*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	What can you see? I can see ...	slide swing seesaw		SB: pp. 26 and 28 WB: p. 26, Part A

(续表)

2	What can you see? I can see ...		Mm Nn	SB: pp. 27, 28 and 29 WB: pp.27, 28 and 29, Parts B, C, D and Task
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Period I

Language focus:

- The usage of nouns to identify objects in the playground
e.g., *slide, swing, seesaw*
- The usage of wh-question to find out specific information about something
e.g., *What can you see?*
I can see ...

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *slide, swing, seesaw*
- Understanding the meaning of wh-question
e.g., *What can you see?*

Speaking

- Pronouncing the key words correctly
e.g., *slide, swing, seesaw*
- Using modelled phrases to begin an interaction and maintain it by providing information in response to factual questions
e.g., *What can you see?*
I can see ...

Materials:

Student's Book 2A, pp. 26 and 28

Workbook 2A, p. 26 Part A

Cassette 2A

Flashcards 2A (*slide, swing, seesaw*)

Wall picture 2A

Pre-task preparations

Activity 1

To elicit the topic of the playground, you may have the students watch the video about a

primary school on the CD-ROM of Orientation attached to *Teacher's Book 1A*. After that, show a picture of a playground and ask the students to repeat the new words after you.

e.g.,

T: *This is a playground. Look, this is a slide.*

Repeat after me, please. Slide.

Ss: *Slide.*

Activity 2

To elicit the new words for 'Look and learn' on *Student's Book* page 26, you may have the students listen to the rhyme on *Student's Book* page 28. If your students are quite interested, you may encourage them to repeat the rhyme after the recording.

While-task procedures

Activity 1

Flash the cards and ask the students to respond quickly.

e.g.,

T: (*show the card slide*) *What can you see?*

Ss: *I can see a slide.*

Activity 2

Create a new rhyme like the following. Have the students repeat after you. You may substitute *slide* with other words.

e.g.,

What, what, what can you see?

A slide, a slide, I can see a slide.

Activity 3

Have the students complete Part A 'Listen and judge' on *Workbook* page 26. Check the answers with the students.

e.g.,

T: What can you see?

S1: I can see a swing.

...

Activity 4

Have the students work in pairs to create a dialogue as follows. Ask them to use the items of school supplies they have.

e.g.,

S1: (hold a pencil) What can you see?

S2: I can see a pencil.

Post-task activities

Activity 1

Have the students role-play the dialogue in 'Look and say' in groups of four. Invite some groups to act it out in front of the class.

e.g.,

S1: What can you see?

S2: I can see a slide.

S3: I can see a swing.

S4: I can see a seesaw.

Activity 2

Ask the students to work in pairs and draw a picture of the playground. Then have them make a short dialogue in groups of four.

e.g.,

S1: (show the picture to S2) Look, this is a playground. What can you see?

S2: (point at a slide) I can see a slide.

Have the students ask and answer questions in turns.

Period 2

Language focus:

- The usage of wh-question to find out specific information about something
e.g., *What can you see?*
I can see ...
- The pronunciation and writing of the letters *Mm* and *Nn*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *slide, swing, seesaw*
- Understanding the meaning of wh-questions
e.g., *What can you see?*
- Identifying the letters *Mm* and *Nn* by listening to the pronunciation

Speaking

- Pronouncing the key words correctly
e.g., *slide, swing, seesaw*
- Using key patterns to initiate and maintain a conversation by providing information in response to factual questions
e.g., *What can you see?*
I can see ...
- Pronouncing the letters *Mm* and *Nn* correctly

Writing

Writing the letters correctly

e.g., *Mm, Nn*

Materials:

Student's Book 2A, pp. 27, 28 and 29

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

Cassette 2A

Flashcards 2A (slide, swing, seesaw, mouse, net)

Pre-task preparations

Activity 1

Show pictures of toys and objects that the students have learnt before. Have the students work in pairs and take turns asking and responding to questions.

e.g.,

S1: What can you see?

S2: I can see a bicycle. What can you see?

S1: I can see a ball.

...

Activity 2

After reviewing 'Look and say' on *Student's Book* page 26, have the students complete Part B

'Listen and match' on *Workbook* page 27.

While-task procedures

Activity 1

Have the students complete the pictures in 'Play a game' on *Student's Book* page 27. Then check answers with them.

e.g.,

T: What can you see?

Ss: A slide.

...

Activity 2

Have the students look at the picture for 'Ask and answer' on *Student's Book* page 27. Play the recording and ask the students to create a new dialogue.

e.g.,

S1: What can you see?

S2: I can see a slide.

S1: What colour is it?

S2: It's blue.

Activity 3

When the students can correctly pronounce the new letters *Mm* and *Nn*, show the flashcards of the two words for 'Learn the letters' on *Student's Book* page 29. Have the students listen to the recording for the rhyme on the same page.

Activity 4

Have the students complete Part C 'Read and colour' and Part D 'Read and write' on *Workbook* page 28. Check the answers with them.

Post-task activities

Activity 1

Stick a picture of a playground in the park on the blackboard and have the students answer your questions about the picture. Then ask them to ask and answer questions in pairs.
e.g.,

T: This is a park. What can you see in the park?

S1: I can see a kite.

T: Good. What colour is it?

S2: It's green.

...

Activity 2

Have the students do Task 'In the playground' on *Workbook* page 29. Ask them to choose and colour two objects, and then talk about them.
e.g.,

S1: What can you see?

S2: I can see a seesaw.

S1: What colour is it?

S2: It's green.

Notes: Teachers should teach students how to write the letters *Mm* and *Nn* for Part D 'Read and write' on *Workbook* page 28. Pay attention to the shape and position of the letters in the guide lines.



Module 3 Places and activities

Unit 2 In my room

Tasks in this unit:

- Use imperatives to give simple instructions
- Use modelled phrases to communicate with other people
- Get to know the common objects in the room
- Learn the letters: Oo, Pp

Language focus:

- The usage of the key words in context
e.g., *bag, box, desk, chair*
- The usage of the prepositions to identify positions
e.g., *in, on*
- The usage of imperatives to give simple instructions
e.g., *Put the book in the bag.*
- The usage of formulaic expressions to reply to requests
e.g., *OK./Yes./All right.*
- The pronunciation and writing of the letters *Oo* and *Pp*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bag, box, desk, chair*
- Understanding the imperatives
e.g., *Put ... in/on ...*
- Responding to simple instructions
e.g., *OK./Yes./All right.*
- Identifying the letters *Oo* and *Pp* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bag, box, desk, chair*
- Using imperatives to give simple instructions
e.g., *Put the book in the bag.*
- Using formulaic expressions to reply to requests
e.g., *OK./Yes./All right.*
- Pronouncing the letters *Oo* and *Pp* correctly

Writing

Writing the letters correctly

e.g., *Oo, Pp*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Put ... in/on ...	bag box desk chair		SB: pp. 30 and 31 WB: pp. 30 and 31, Parts A and B
2	Put ... in/on ...		Oo Pp	SB: pp. 32 and 33 WB: pp. 32 and 33, Parts C, D and Task

Period I

Language focus:

- The usage of the key words in context
e.g., *bag, box, desk, chair*
- The usage of the prepositions to identify the positions
e.g., *in, on*
- The usage of imperatives to give simple instructions
e.g., *Put the book in the bag.*
- The usage of formulaic expressions to reply to requests
e.g., *OK./Yes./All right.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bag, box, desk, chair*
- Understanding the imperatives
e.g., *Put ... in /on ...*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bag, box, desk, chair*
- Using imperatives to give simple instructions
e.g., *Put the book in the bag.*
- Using formulaic expressions to reply to requests
e.g., *OK./Yes./All right.*

Materials:

Student's Book 2A, pp. 30 and 31
Workbook 2A, pp. 30 and 31 Parts A and B
Cassette 2A
Flashcards 2A (bag, box, desk, chair)
Wall picture 2A

Pre-task preparations

Activity 1

Show the picture or play the CD-ROM of a classroom and ask the students some questions to elicit the new words. Then have them learn the words in 'Look and learn' on *Student's Book* page 30.

e.g.,

T: Look, is this a playground?

Ss: No.

T: What is it?

Ss: It's a classroom.

T: (point to a desk) What can you see? Can you see a desk?

S1: Yes, I can see a desk.

Activity 2

Ask the students to answer some questions after showing them a picture of a classroom. Then have them learn the words in 'Look and learn' on *Student's Book* page 30.

e.g.,

T: Are you in the classroom now?

S1: Yes.

T: (point to a desk) What can you see?

S2: I can see a desk.

T: (point to a chair) Can you see a chair?

S2: Yes, I can see a chair.

While-task procedures

Activity 1

Show the flashcards for 'Look and learn' on *Student's Book* page 30 and ask the students to say all the words. Then take one picture away and ask them to say which word is missing.

Activity 2

Show a part of an object on a picture and have the students guess what it is.

e.g.,

T: What can you see?

S1: I can see a desk.

T: No, it's not a desk.

S2: I can see a chair.

T: Yes, it's a chair.

Activity 3

Have the students look at the wall picture and listen to the recording for 'Look and say' on page 30 and repeat after the recording. Then ask them to act out the dialogue in pairs.

e.g.,

S1: Put the book in the bag, Eddie.

S2: OK, Dad.

S1: Put the bag in the box, please.

S2: Yes, Dad.

S1: Put the box on the chair, please.

S2: OK, Dad.

S1: Oh, no. Put the box on the desk.

S2: All right.

Activity 4

Prepare a box, a bag and some items of school supplies. Invite some students to the front of the classroom and ask them to do the actions you instruct them to do.

e.g.,

T: Put the book on the desk, please.

S1: OK. (do the action)

...

Then ask the students to make a similar dialogue in pairs.

Post-task activities

Activity 1

Have the students complete Part A 'Listen and tick' and Part B 'Listen and match' on *Workbook* pages 30 and 31. Then check the answers with them.

Activity 2

Have the students listen to the recording for 'Say and act' on *Student's Book* page 31 and repeat after the recording. Then ask them to act out the dialogue in pairs.

Period 2

Language focus:

- The usage of the key words in context
e.g., bag, box, desk, chair
- The usage of the prepositions to identify positions
e.g., in, on
- The usage of imperatives to give simple instructions
e.g., Put the book in the bag.
- The usage of formulaic expressions to respond to requests
e.g., OK./Yes./All right.
- The pronunciation and writing of the letters Oo and Pp

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., bag, box, desk, chair
- Understanding the imperatives
e.g., Put the book in the bag.
- Responding to simple instructions
e.g., OK./Yes./All right.
- Identifying the letters Oo and Pp by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., bag, box, desk, chair
- Using the key words, phrases and sentences

- correctly in the context.
e.g., *bag, box, desk, chair*
- Using imperatives to give simple instructions
e.g., *Put the book in the bag.*
 - Using formulaic expressions to respond to requests
e.g., *OK./Yes./All right.*
 - Pronouncing the letters *Oo* and *Pp* correctly

Writing

Writing the letters correctly
e.g., *Oo, Pp*

Materials:

Student's Book 2A, pp. 32 and 33
Workbook 2A, pp. 32 and 33 Parts C, D and Task Cassette 2A
Flashcards 2A (*bag, box, desk, chair, orange, pig*)

Pre-task preparations

Activity 1

Show the picture or play the CD-ROM for 'Listen and enjoy' on *Student's Book 1A* page 9. Have the students repeat the rhyme. Then substitute the words in the rhyme and ask them to repeat it after you.

e.g.,
A desk, a chair,
I can see.
A desk, a chair,
For you and me.

Activity 2

Have the students listen to the recording for 'Listen and enjoy' on *Student's Book* page 32. Then ask them to repeat it several times. When they are familiar with the rhyme, encourage them to substitute the names of the objects with other words.

e.g.,
I love my room
Like Kitty and Ben.
I use the bag
Every day!

While-task procedures

Activity 1

Say sentences while you do the corresponding actions. Have the students repeat after you and do the same actions.

e.g.,
T: Put the book on the desk. (do the action)
Ss: Put the book on the desk. (do the action)

Activity 2

Ask the students to work in pairs. One student gives orders and the other one responds with proper actions.

e.g.,
S1: Put the pencil on the chair.
S2: All right. (do the action)

Activity 3

Have the students complete Part C 'Read and match' and Part D 'Read and write' on *Workbook* page 32. Help them check the answers.

Activity 4

When the students have learnt the new letters *Oo* and *Pp* on *Student's Book* page 33, you may explain the rhyme on the same page to them with the help of the flashcards and your body language.

e.g.,
T: This is Paula. She has an orange and a plate. She puts the orange on the plate. So, the orange is on the plate. The orange is for her pig. The pig is fat and big. It has four short legs. It goes 'Oink! Oink!' Paula says, 'Come and eat the orange.'
The pig is coming to eat!

Then have the students look at the picture for 'Learn the letters' on *Student's Book* page 33 and listen to the rhyme. If possible, you may encourage them to follow the recording or say it by themselves.

Post-task activities

Activity 1

Have the students look at the picture for 'Play a game' on *Student's Book* page 32 while they listen to the recording. Have them practise the

dialogue in pairs.

e.g.,

S1: *Oh, Ben. Look at your room.*

S2: *I'm sorry, Mum.*

S1: *Put the books in the bag. Put the car on the*

desk. Put the bear in the box.

S2: *OK, Mum.*

Activity 2

Have the students work in pairs and do Task 'Tidy up the room' on *Workbook* page 33. Ask them to colour the pictures in Part A and then put the objects in the right place. Have a few groups act out their dialogues in front of the class.

e.g.,

S1: *Look at your room!*

S2: *Sorry, Mum.*

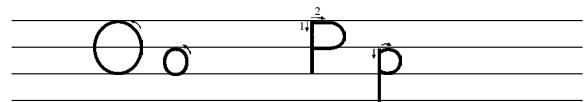
S1: Put the book in the bag, please.

S2: OK, Mum.

...

Notes:

- 1 Teachers should teach students how to write the letters *Oo* and *Pp* for Part D 'Read and write' on *Workbook* page 32. Pay attention to the shape and position of the letters in the guide lines.



- 2 Teachers can tell the students that it is polite to use 'please' when they use imperatives.

Module 3 Places and activities

Unit 3 In the kitchen

Tasks in this unit:

- Use modelled phrases to describe the quantity of something
- Get to know the objects in the kitchen
- Learn the letters: Qq, Rr

Language focus:

- The usage of the key words in context
e.g., *bowl, plate, spoon, chopsticks*
- The usage of formulaic expressions to describe quantity
e.g., *There are four bowls.*
- The pronunciation and writing of the letters *Qq* and *Rr*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bowl, plate, spoon, chopsticks*
- Understanding the key patterns about quantity
e.g., *How many ...?*
There is/are ...
- Identifying the letters *Qq* and *Rr* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bowl, plate, spoon, chopsticks*
There are four bowls.
- Using formulaic expressions to talk about quantity
e.g., *There is/are ...*
- Pronouncing the letters *Qq* and *Rr* correctly

Writing

Writing the letters correctly

e.g., *Qq, Rr*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	There is/are ...	bowl plate spoon chopsticks		SB: pp. 34 and 35 WB: p. 34, Part A

(续表)

2	There is/are ...		Qq Rr	SB: pp. 36 and 37 WB: pp. 35, 36 and 37, Parts B, C, D and Task
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Period I

Language focus:

- The usage of the key words in context
e.g., *bowl, plate, spoon, chopsticks*
- The usage of the wh-question to find out the quantity
e.g., *How many ...?*
- The usage of formulaic expressions to talk about the quantity
e.g., *There is/are ...*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bowl, plate, spoon, chopsticks*
- Understanding the key patterns about quantity
e.g., *How many ...?
There is/are ...*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bowl, plate, spoon, chopsticks*
- Asking wh-questions to find out quantity
e.g., *How many ...?*
- Using formulaic expressions to talk about the quantity
e.g., *There is/are ...*

Materials:

Student's Book 2A, pp. 34 and 35

Workbook 2A, p. 34, Part A

Cassette 2A

Flashcards 2A (bowl, plate, spoon, chopsticks)

Pre-task preparations

Activity 1

Show a picture of a kitchen, and introduce the students the names of the objects in the kitchen.

e.g.,

*T: Look, this is a bowl. The rice is in a bowl.
(show the flashcard bowl) Bowl.*

Ss: Bowl.

...

Activity 2

Show a picture of a table with some food on it in the kitchen. Have the students answer your questions. Then have them talk about the food they like in pairs.

e.g.,

T: Look at the table in the kitchen. You can see some food. What do you like?

S1: I like cakes.

T: You like cakes. There are some cakes on the plate.

S2: I like noodles.

T: Me, too. I eat noodles with chopsticks. Please tell your friend what you see on the table and what you like.

S1: I (can) see ... I like ...

S2: I (can) see ... I like ...

While-task procedures

Activity 1

Flash the cards and have the students respond quickly.

e.g.,

T: (show the card bowl)

Ss: Bowl.

T: (show two fingers) How many bowls?

Ss: Two bowls.

Activity 2

Have the students work in pairs and draw a bowl, a plate, a spoon and a pair of chopsticks on separate cards. Then have them make a short dialogue like the following.

e.g.,

S1: *Give me a bowl, please.*

S2: (*pick out the card for a bowl*) *Here you are.*

S1: *Thank you. Give me a spoon, please.*

S2: (*pick out the card for a spoon*) *Here you are.*

...

Activity 3

Have the students complete Part A 'Listen and match' on *Workbook* page 34, and then check the answers with them. Then have them listen to the recording for 'Say and act' on *Student's Book* page 34 and repeat it.

Activity 4

Have the students listen to the recording for 'Look and say' on *Student's Book* page 35 and practise the dialogue several times. Then have them count the objects in the picture and make a dialogue like the following.

e.g.,

S1: *How many plates?*

S2: *Six plates.*

Post-task activities

Activity I

Have the students answer your questions correctly using *There is ...* and *There are ...* according to your gestures.

e.g.,

T: *How many bowls? (show one finger)*

S1: *There is one bowl.*

T: *How many plates? (show three fingers)*

S2: *There are three plates.*

Activity 2

Have the students listen to the recording for 'Say and act' on *Student's Book* page 34. Then ask them to act out the dialogue in pairs.

Period 2

Language focus:

- The usage of the key words in context
e.g., *bowl, plate, spoon, chopsticks*
- The usage of the wh-question to find out the quantity
e.g., *How many ...?*
- The usage of formulaic expressions to talk about the quantity
e.g., *There is/are ...*
- The pronunciation and writing of the letters *Qq* and *Rr*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bowl, plate, spoon, chopsticks*
- Understanding the key patterns about quantity
e.g., *How many ...?*
There is/are ...
- Identifying the letters *Qq* and *Rr* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bowl, plate, spoon, chopsticks*
- Using formulaic expressions to talk about the quantity
e.g., *There is/are ...*
- Pronouncing the letters *Qq* and *Rr* correctly

Writing

Writing the letters correctly

e.g., *Qq, Rr*

Materials:

Student's Book 2A, pp. 36 and 37

Workbook 2A, pp. 35, 36 and 37, Parts B, C, D and Task

Cassette 2A

Flashcards 2A (*queen, rabbit*)

Wall picture 2A

Pre-task preparations

Activity 1

Have the students look at the flashcards of the kitchen objects on the blackboard. Ask them to read the words after you. Then take a flashcard away and ask the students to say the word for the missing one.

Activity 2

Draw a table on the blackboard. Then draw some bowls, plates, spoons and chopsticks on the table. Have the students talk about what they can see.

e.g.,

T: *What can you see?*

S1: *I can see some bowls.*

T: *How many bowls?*

S1: *Two bowls.*

While-task procedures

Activity 1

Have the students complete Part B 'Look, judge and say' on *Workbook* page 35. Then check the answers with them.

Activity 2

Have the students look at the picture of 'Look and say' on *Student's Book* page 35 again. Ask the students some questions. The students should answer using the pattern *There is/are ...*

e.g.,

T: *Look at the kitchen. How many bowls?*

S1: *There are four bowls.*

T: *Yes. There are four bowls.*

Then ask the students to make a similar dialogue in pairs.

Activity 3

Have the students listen and repeat the story for 'Enjoy a story' on *Student's Book* page 36. Then copy the picture and cut it into six pictures, and mix them. Invite six students to pick one picture each. Tell the story slowly and clearly, and have the students arrange the pictures in the correct order according to the story.

Activity 4

After the students learn the new letters *Qq* and *Rr*, play the recording for the rhyme on *Student's Book* page 37. Show the flashcards at the same time to help them understand the rhyme.

Post-task activities

Activity 1

Have the students make a new dialogue with the items of school supplies they have. Use the following as an example.

e.g.,

S1: *How many pencils?*

S2: *There are three pencils.*

S1: *Give me a pencil, please.*

S2: *Here you are.*

S1: *Thank you.*

Activity 2

Have the students do Task 'Your kitchen' on *Workbook* page 37. Ask them to count the things in their kitchen and write the numbers in the table in Part A. Then ask them to make a short dialogue as follows.

e.g.,

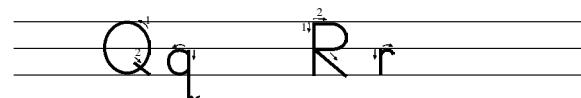
S1: *How many plates?*

S2: *There are seven plates.*

...

Notes:

- 1 Teachers should teach students how to write the letters *Qq* and *Rr* for Part D 'Read and write' on *Workbook* page 32. Pay attention to the shape and position of the letters in the guide lines.



- 2 Here are some items of housewares that people often use:
knife, fork, tea spoon, cup, glass

Module 4 The natural world

Unit 1 In the sky

Tasks in this unit:

- Begin an interaction by asking questions with *can*
- End an interaction by using simple formulaic expressions
- Get to know the objects in the sky
- Learn the letters: Ss, Tt

Language focus:

- The usage of nouns to identify natural objects
e.g., *the sun, the moon*
- The usage of the key pattern to describe what you see
e.g., *I can see the moon.*
- The pronunciation and writing of the letters Ss and Tt

Language skills:

Listening

- Using the key words in context
e.g., *sun, moon, star*
- Understanding the meaning of *can* questions
- Identifying the correct response by listening to *can* questions
e.g., *Can you see the moon?*
Yes, I can.
- Identifying the letters Ss and Tt by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *sun, moon, star*
- Responding to *can* questions
e.g., *Can you see the stars?*
Yes, I can.
- Using *How many* to ask about the quantity
e.g., *How many stars?*
- Pronouncing the letters Ss and Tt correctly

Writing

Writing the letters correctly

e.g., Ss, Tt

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Can you see ...?	sun moon star		SB: pp. 38, 39 and 40 WB: pp. 38 and 39 Parts A and B
2	Can you see ...?		Ss Tt	SB: pp. 39 and 41 WB: pp. 40 and 41 Parts C, D and Task

Period I**Language focus:**

- The usage of nouns to identify the natural objects
e.g., *the sun, the moon*
- The usage of the modal verb *can*
e.g., *I can see the moon.*

Language skills:**Listening**

- Using the key words in context
e.g., *sun, moon, star*
- Understanding the meaning of *can* questions
- Identifying the correct response by listening to *can* questions
e.g., *Can you see the moon?*
Yes, I can.

Speaking

- Responding to *can* questions
e.g., *Can you see the stars?*
Yes, I can.
- Using *How many* to ask about the quantity
e.g., *How many stars?*

Materials:

Student's Book 2A, pp. 38 and 39

Workbook 2A, pp. 38 and 39 Parts A and B

Cassette 2A

Flashcards 2A (*sun, moon, star*)

Wall picture 2A

Pre-task preparations**Activity 1**

Have the students listen to the song 'The star' on *Student's Book* page 40. Encourage them to sing along with the recording. Then show pictures of the sky in the daytime and at night, and ask some questions to elicit the new words in 'Look and learn' on *Student's Book* page 38.

e.g.,

T: *Look at the sky. It's night. What can you see?*

Ss: *Stars. (If no one can answer, tell them what you see.)*

T: *Yes. There are many stars. They are bright.*
(point to the moon) *Is this a star?*

Ss: *No.*

T: *You are right. It isn't a star. It's the moon.*
(point to the sun) *Is this the moon?*

Ss: *No.*

T: *Right. It's the sun.*

Activity 2

While showing the flashcards for 'Look and learn' on *Student's Book* page 2 one by one, greet your students as follows.

e.g.,

T: (show the flash card morning) *Good morning,*

...

Ss: *Good morning.*

T: *Look at the picture. (point to the sun) What can you see in the sky?*

Ss: *Sun.*

T: Yes, it's the sun.

...

While-task procedures

Activity 1

Have the students complete Part A 'Listen and tick' on *Workbook* page 38 and check the answers with them. Then ask them to complete Part B 'Listen, judge and respond' on *Workbook* page 39 and check the answers in pairs.

e.g.,

S1: Can you see the moon?

S2: Yes.

...

Activity 2

Play the recording or CD-ROM for 'Look and say' on *Student's Book* page 38. Then have the students act out the dialogue in pairs.

Activity 3

Have the students practise a new rhyme with you.

e.g.,

What's in the sky? What's in the sky?

It's the moon. It's the moon.

Can you see it?

Yes, I can. It's big and bright.

Activity 4

Have the students listen to the recording while they look at the wall picture for 'Play a game' on the *Student's Book* page 39. Ask them to make a dialogue in pairs.

e.g.,

S1: Can you see ...?

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

Then show them a picture of a park and have them make a similar dialogue as follows.

e.g.,

S1: Look at the park. Can you see a slide?

S2: No, I can't. I can see a swing.

...

Post-task activities

Activity 1

Draw some things that the students can name on a large piece of paper, i.e. ten stars and five pencils. Show the paper to the students and have them look at it carefully. Then hide the picture and ask the students to answer your questions as follows. After that check the answers.

e.g.,

T: (show the picture) *Can you see the stars?*

S1: Yes, I can.

T: *How many stars?*

S2: Ten stars.

T: *Let's count together.*

Ss: One, two, three, ... ten!

T: *Is he/she right?*

Ss: Yes.

Activity 2

Divide the class into groups of four. Have the students draw a picture of the sky, either in the daytime or at night. Then ask them to make a dialogue as follows.

e.g.,

S1: *Look at the sky. Can you see the sun?*

S2: Yes, I can see the sun. It's big and red.

Period 2

Language focus:

- The usage of yes/no questions to obtain a simple response
e.g., *Can you see the sun?*
- The usage of formulaic expressions to confirm or deny
e.g., *Yes, I can./No, I can't.*
- The pronunciation and writing of the letters Ss and Tt

Language skills:

Listening

- Understanding the key pattern
e.g., *Can you see ...?*
- Using formulaic expressions to confirm or deny

e.g., Yes, I can./No, I can't.

- Identifying the letters *Ss* and *Tt* by listening to the pronunciation

Speaking

- Using modelled phrases to communicate with other students
e.g., *Can you see ...?*
Yes, I can./No, I can't.
- Pronouncing the letters *Ss* and *Tt* correctly

Writing

Writing the letters *Ss* and *Tt* correctly

Materials:

Student's Book 2A, pp. 39 and 41

Workbook 2A, pp. 40, and 41 Parts C, D and

Task

Cassette 2A

Flashcards 2A (*sun, moon, star*)

Wall picture 2A

Pre-task preparations

Activity 1

Show the pictures of the sky in the daytime and at night. Have the students make a dialogue like the following.

e.g.,

S1: Look at the sky. Can you see the stars?

S2: No, I can't. What can you see?

S1: I can see the sun.

...

Activity 2

Prepare a big picture of the sky and small pictures of the sun, the moon and stars. Ask the students to answer your questions and stick the corresponding small pictures on the big one.

e.g.,

T: Look at the sky. Can you see the moon?

S1: Yes, I can. (stick the picture of the moon)

...

While-task procedures

Activity 1

Have the students listen to the recording for 'Say and act' on *Student's Book* page 39 and repeat after the recording. Then ask them to practise the dialogue with you as follows.

e.g.,

T: Look at the sky. Can you see the stars?

Ss: Yes.

T: How many stars?

Ss: One, two, three, ...

...

Activity 2

Have the students ask and answer questions in pairs according to the pictures you show them.

e.g.,

T: (show a picture of a kitchen)

S1: Can you see a spoon?

S2: (point to the spoon) Yes, I can. Can you see the plates?

S1: No, I can't.

...

Activity 3

Have the students complete Part C 'Read and match' and Part D 'Read and Write' on *Workbook* page 40. Then check the answers with them.

Activity 4

When the students have learnt the new letters *Ss* and *Tt*, show the flashcards of the two words for 'Learn the letters' on *Student's Book* page 41. Have them listen to the recording for the rhyme on the same page. Then encourage them to repeat after the recording.

Post-task activities

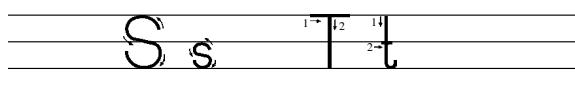
Activity 1

Have the students listen to the recording for 'Look and say' on *Student's Book* page 38. Ask them to role-play the dialogue in pairs. You may also ask the girls to play the role of Mum and the boys to play that of Peter.

Activity 2

Have the students do Task 'The sun and the moon' on *Workbook* page 41. Play the recording for the rhyme in Part A and ask the students to repeat after it. Then ask them to draw the sun and make a new rhyme in pairs.

Notes: Teachers should teach students how to write the letters *Ss* and *Tt* for Part D 'Read and write' on *Workbook* page 40. Pay attention to the shape and position of the letters in the guide lines.



Module 4 The natural world

Unit 2 In the forest

Tasks in this unit:

- Use formulaic expressions to express preferences
- Get to know the animals in the forest
- Learn the letters: Uu, Vv, Ww

Language focus:

- The usage of nouns to identify animals
e.g., *fox, hippo*
- The usage of key patterns to describe what the animals like to eat
e.g., *It likes ...*
- The pronunciation and writing of the letters *Uu, Vv* and *Ww*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *fox, hippo, meat, grass*
- Identifying the imperatives
e.g., *Look at the lion.*
- Understanding the expressions of one's preferences.
e.g., *It likes grass.*
- Identifying the letters *Uu, Vv* and *Ww* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *fox, hippo, meat, grass*
- Using imperatives to give simple instructions
e.g., *Look at the hippo.*
- Using the formulaic sentence structure to express one's preferences
e.g., *It likes grass.*
- Using adjectives to describe animals
e.g., *It's small. It's big.*
- Pronouncing the letters *Uu, Vv* and *Ww* correctly

Writing

Writing the letters correctly

e.g., *Uu, Vv, Ww*

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1		fox hippo meat grass		SB: pp.42 and 44 WB: pp. 42 and 43, Parts A and B
2	It likes ...		Uu Vv Ww	SB: pp. 43 and 45 WB: pp. 44 and 45, Parts C, D and Task

Period I**Language focus:**

- The usage of nouns to identify animals
e.g., *fox, hippo*
- The usage of key patterns to express one's preference
e.g., *I like grass.*

Language skills:**Listening**

- Identifying the key words by listening to the pronunciation
e.g., *fox, hippo, meat, grass*
- Identifying the imperatives
e.g., *Look at the lion.*
- Understanding how to express one's preferences
e.g., *I like grass.*

Speaking

- Using the imperative to give simple instructions
e.g., *Look at the hippo.*
- Using the key pattern to express one's preferences
e.g., *I like grass.*
- Using adjectives to describe appearances
e.g., *I'm grey. I'm big.*

Materials:

Student's Book 2A, pp. 42 and 44

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

Cassette 2A

Flashcards 2A (*fox, hippo, meat, grass*)

Wall picture 2A

Pre-task preparations**Activity 1**

Show the wall picture for 'Say and act' on *Student's Book* page 42. Have the students answer your questions.

e.g.,

T: Look at the picture. This is the forest. There are many animals. What can you see?

S1: I can see a panda.

...

Then introduce the hippo and the fox to the students.

e.g.,

T: What's this? It's a fox. It's small. It's orange.

...

Activity 2

Show a picture of a forest with some animals on it and ask them to answer your questions.

e.g.,

T: Look at the forest. There are some animals in it. Tell me what you like. Do you like pandas?

S1: Yes. I like pandas.

T: Do you like pandas?

S2: No, I don't.

T: What do you like?

S2: I like rabbits.

Then you may have the students ask and answer questions in pairs.

While-task procedures

Activity 1

Flash the cards of different animals the students have learnt and have them respond quickly.

e.g.,

T: (show the flashcard monkey)

Ss: Monkey.

After that, you may show the flashcards of the animals for 'Look and learn' on *Student's Book* page 42.

T: (show the flashcard fox)

Ss: Fox.

T: Yes. It's a fox. It's small. It's orange. It likes meat. And it likes chicks and ducks, too.

Activity 2

Have the students listen to the recording for 'Say and act' on *Student's Book* page 42. Then ask them to practise the dialogue in pairs.

e.g.,

S1: Look at me. I'm a fox. I'm small. I like meat.

S2: Look at me. I'm a hippo. I'm big. I like grass.

Activity 3

Have the students complete part A 'Listen and number' on *Workbook* page 42. Then help them check the answers.

Activity 4

Have the students listen to the recording for 'Listen and enjoy' on *Student's Book* page 44 and repeat after the recording.

Post-task activities

Activity 1

Divide the class into groups of three. Each student acts out a paragraph of the rhyme on *Student's Book* page 44 using their body language.

e.g.,

S1: I'm a fox, fox, fox.

And I'm nice, nice, nice.

I'm orange, orange, orange.

And I can run, run, run.

...

Activity 2

Have the students complete part B 'Listen and match' on *Workbook* page 42. Then have the students repeat the sentences they just heard.

Period 2

Language focus:

- The usage of key patterns to describe what animals like to eat
e.g., *Look at ...*
It likes ...
- The pronunciation and writing of the letters *Uu*, *Vv* and *Ww*

Language skills:

Listening

- Identifying the imperatives
e.g., *Look at the lion.*
- Understanding the meaning of *like*
e.g., *It likes grass.*
- Identifying the letters *Uu*, *Vv* and *Ww* by listening to the pronunciation

Speaking

- Using imperatives to give simple instructions
e.g., *Look at the hippo.*
- Using the formulaic structure to describe what an animal likes to eat
e.g., *It likes grass.*
- Using adjectives to describe an animal
e.g., *It's small. It's big.*
- Pronouncing the letters *Uu*, *Vv* and *Ww* correctly

Writing

Writing the letters correctly

e.g., *Uu, Vv, Ww*

Materials:

Student's Book 2A, pp. 43 and 45

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

Flashcards 2A (*umbrella, van, window*)

Wall picture 2A

Pre-task preparations

Activity 1

Have the students complete part C 'Read and tick' on *Workbook* page 44. Then help them check the answers.

Activity 2

Draw a chart on the blackboard as below. Stick the pictures in the correct boxes. Ask the students to tick the chart. Then check the answers with them as follows.

	Meat	Fish	Grass	Bananas
Monkey				✓
Cat		✓		
Lion	✓			
Sheep			✓	

e.g.,

T: (*point to the monkey*) *Monkey, monkey, what do you like?*

S1: *I like bananas.*

T: *Yes. The monkey likes bananas. It likes bananas.*

Ss: *It likes bananas.*

While-task procedures

Activity 1

Have the students listen to the recording for 'Look and say' on *Student's Book* page 43. Then have them act out the dialogue in pairs.

e.g.,

S1: *Look at the animals. Look at the lion. It's big. It likes meat.*

S2: *Look at the monkey. It's small. It likes bananas.*

S1: *Look at the hippo. It likes grass.*

S2: *Look at the hippo's mouth.*

S1: *Wow! It's so big!*

Activity 2

Have the students talk about the animals as follows.

e.g.,

T: *I'm a hippo. I like grass.*

S1: *It's a hippo. It likes grass.*

...

Activity 3

Show some pictures of animals and have the students talk about them.

e.g., S: *Look at the hippo. It's big. It likes grass.*

Activity 4

When the students can correctly pronounce the new letters *Uu, Vv* and *Ww*, show the flashcards of the three words for 'Learn the letters' on *Student's Book* page 45. Have them listen to the recording for the rhyme on the same page. Then encourage them to follow the recording.

Post-task activities

Activity 1

Ask a student to come to the front of the classroom and face the blackboard. Then show the rest of the class a flashcard or a picture of an animal. After that, have the student turn around and listen to the other students describe the animal. The student should try to guess which animal the class is describing. The student who can guess right with the fewest clues wins.

e.g.,

S1: *It's grey.*

S2: *It's fat.*

S3: *It likes grass.*

S4: *It's a hippo.*

Ss: *Yes. You're right. It's a hippo.*

Activity 2

Have the students do Task 'My animal friends' on *Workbook* page 45. Have them colour the animals in Part A and then play a guessing game following the example in Part B.

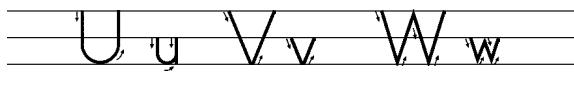
e.g.,

S1: *It's small. It's brown. It can jump. It likes bananas. What is it?*

S2: *It's a monkey.*

Notes:

- 1 Teachers should teach students how to write the letters *Uu*, *Vv*, and *Ww* for Part D 'Read and write' on *Workbook* page 44. Pay attention to the shape and position of the letters in the guide lines.



- 2 For the usage of the 3rd person suffix 's', the students only need to memorize the formulaic expression 'It likes ...'. Further explanations or practice are not required.

Module 4 The natural world

Unit 3 In the street

Tasks in this unit:

- Begin an interaction by giving simple instructions
- End an interaction by using simple formulaic expressions
- Get to know the rules in the street and in the park
- Learn the letters: Xx, Yy, Zz

Language focus:

- The usage of the key words in context
e.g., *climb, pick, flower, tree*
- The usage of imperatives to give simple instructions
e.g., *Don't climb the tree.*
- The pronunciation and writing of the letters Xx, Yy and Zz

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *climb, pick, flower, tree*
- Locating specific information in response to simple instructions
- Identifying the letters Xx, Yy and Zz by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *climb, pick, flower, tree*
Don't pick the flower.
- Using imperatives to give simple instructions
e.g., *Don't climb the tree.*
- Pronouncing the letters Xx, Yy and Zz correctly

Writing

Writing the letters correctly

e.g., Xx, Yy, Zz

Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Letters	
1	Don't ...	pick climb flower tree		SB: pp. 46 and 47 WB: pp. 46 and 47, Parts A and B

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2	Don't ...		Xx Yy Zz	SB: pp. 48 and 49 WB: pp. 48 and 49, Parts C, D and Task
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Period I

Language focus:

- The usage of the key words in context
e.g., *climb, pick, flower, tree*
- The usage of imperatives to give simple instructions
e.g., *Don't climb the tree.*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *climb, pick, flower, tree*
- Locating specific information in response to simple instructions
e.g., *Don't ...*

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *climb, pick, flower, tree*
Don't pick the flower.
- Using imperatives to give simple instructions
e.g., *Don't climb the tree.*

Materials:

Student's Book 2A, pp. 46 and 47

Workbook 2A, pp. 46 and 47, Parts A and B

Cassette 2A

Wall picture 2A

Pre-task preparations

Activity I

Show the students a picture of a forest like the one for 'Say and act' on *Student's Book* page 42. You may add some flowers if there are not any. Encourage the students to say what they can

see in the picture.

e.g.,

T: *Look at the picture. What's in the picture?*

S1: *There is a monkey.*

T: *Can you see a fox?*

S2: *Yes, I can.*

T: *(point to the trees) Can you see trees?*

S3: *Yes.*

T: *Tree.*

Ss: *Tree.*

Activity 2

Show the wall picture for 'Play a game' on *Student's Book* page 47. Ask the students some questions about it.

e.g.,

T: *Is this a forest?*

S1: *No.*

T: *What can you see?*

S1: *I can see bicycles.*

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

S2: *I can ride a bicycle.*

...

While-task procedures

Activity I

Stick a picture of a busy street on the blackboard. Show the students flashcards of people running, playing with balls, flying a kite, etc. Ask them some questions.

e.g.,

T: *Look! This is a street. (show the flashcard run)*

Can you run in the street?

Ss: *No.*

T: *Right. You can't run in the street. Don't run.*

Ss: *Don't run.*

...

Activity 2

Show the flashcards for 'Look and learn' on *Student's Book* Page 46. Have the students listen to and repeat the words. Then put the signs for 'Don't pick the flowers' and 'Don't climb the trees' on the blackboard. Then ask the students to repeat after you.

e.g.,

T: Look at this sign. Can we pick the flowers? (do the action)

Ss: No.

T: Right. The sign means 'Don't pick the flowers'.

Ss: Don't pick the flowers.

Activity 3

Show the wall picture for 'Look and say' on *Student's Book* page 46. Explain the two pictures to the students. Then ask the students to repeat the sentences after you.

e.g.,

T: Can you pick the flowers?

Ss: No.

T: You can't pick the flowers. It's bad. So the old man says, 'Don't pick the flowers.'

...

Activity 4

Have the students complete Part A 'Look, listen and say' on *Workbook* page 46. Ask them to repeat after the recording. Then have the students complete Part B 'Listen and judge' on *Workbook* page 47. Check the answers with them.

e.g.,

T: What does this sign mean?

Ss: Don't climb the trees.

Post-task activities

Activity I

Show the students how to make a sign following the steps in 'Play a game' on *Student's Book* page 47. Have the students work in pairs and make signs saying 'Don't pick the flowers' and 'Don't climb the trees'. Then ask them to stick the signs in the correct place in the picture on *Student's Book* page 47.

Activity 2

Divide the class into groups of six. Give each group the copies of the pictures for Part A 'Look, listen and say' on *Workbook* page 46. Ask them to make a short dialogue in turns.

e.g.,

S1: (show Picture 1)

S2: Don't sing.

S1: Sorry.

S2: (show Picture 2)

S3: Don't run.

S2: Sorry.

S3: (show Picture 3)

...

Period 2

Language focus:

- The usage of the key pattern *Don't ...*
e.g., *Don't cry.*
- The pronunciation and writing of letters:
Xx, Yy, Zz

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *pick, climb, flower, tree*
- Understanding the key patterns
e.g., *Don't ...*
- Identifying the letters *Xx, Yy* and *Zz* by listening to the pronunciation

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *pick, climb, flower, tree*
- Using imperatives to give simple instructions
e.g., *Don't climb the tree.*
- Pronouncing the letters *Xx, Yy* and *Zz* correctly

Writing

Writing the letters correctly

e.g., *Xx, Yy, Zz*

Materials:

Student's Book 2A, pp. 48 and 49

Workbook 2A, pp. 48 and 49 Parts C, D and Task Cassette 2A

Flashcards (*box, yellow, zebra*)

Wall picture 2A

Pre-task preparations

Activity 1

Show the flashcards of the verbs that students have learnt before. Ask them to make sentences using *Don't* ...

e.g.,

T: (*show the flashcard sing*)

S1: *Don't sing.*

...

Activity 2

Make some signs and have the students talk about their meanings.

e.g.,

T: *What does this sign mean?*

S1: *Don't fly a kite.*

...

While-task procedures

Activity 1

Play the recording for 'Enjoy a story' on *Student's Book* page 48 while the students look at the pictures. Encourage them to repeat after the recording. Then ask them to act out the story in groups of three.

e.g.,

S1: *I like this park. It's big. It's nice. Look at this flower. It's beautiful.*

S2 and S3: *Don't pick the flowers, Danny.*

S1: *Oh! What's this?*

S2: *It's a bee.*

S1: *Help! Help!*

S2 and S3: *Don't run, Danny.*

S1: (*run, hit the tree and cry*)

S2 and S3: *Don't cry, Danny.*

Activity 2

Prepare some pictures of public places, i.e., a park, a classroom, a busy street, a library. Show different signs. Have the students put the signs in the right place and talk about the meanings. e.g.,

T: *Look! This is a library. Choose a sign for this place.*

S1: (*pick out the sign for Don't talk.*) *Don't talk.*

Activity 3

When the students can correctly pronounce the new letters *Xx, Yy* and *Zz*, show the flashcards of all the letters and ask them to read from *Aa* to *Zz*. Then pick out a flashcard and ask them to say the letter that follows it.

e.g.,

T: (*show the card Bb*)

Ss: *C.*

Activity 4

Play the recording for the rhyme on *Student's Book* page 49. Encourage the students to repeat after the recording.

Post-task activities

Activity 1

Have the students complete Part C 'Look and trace' on *Workbook* page 48. Ask the students to trace the line according to the correct alphabetical order. Then have them complete Part D 'Read and write'.

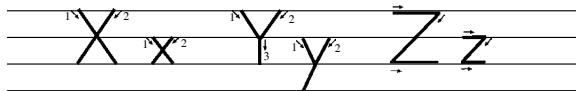
Activity 2

Have the students do Task 'In the street' on *Workbook* page 49. For Part A, ask them to discuss in small groups. Have them circle the bad behaviours and talk about them.

For Part B, ask them to draw the signs that can be seen in the park and then talk about them.

Notes:

- 1 Teachers should teach students how to write the letters *Xx*, *Yy*, and *Zz* for Part D 'Read and write' on *Workbook* page 48. Pay attention to the shape and position of the letters in the guide lines.



- 2 Here are some more signs:

- 1) Don't eat.
- 2) Don't swim here.
- 3) Don't run.

Project 1 Getting to know you

Language focus:

- The usage of the key patterns and adjectives to describe oneself
e.g., *I'm ...*
- The usage of the modal verb *can* to express abilities
e.g., *I can run.*

Language skills:

Listening

- Understanding a common pattern for self-introduction
e.g., *I'm ...*
- Identifying key words by listening to the pronunciation
e.g., *boy, girl, run, write ...*
- Understanding expressions describing people's abilities
e.g., *I can run.*

Speaking

- Using a common pattern to introduce oneself
e.g., *I'm ...*
- Pronouncing the key words correctly
e.g., *boy, girl, run, write ...*
- Talking about one's own abilities
e.g., *I can ...*

Materials:

- *Student's Book 2A* page 50
- Photographs or crayons

Preparation

Review the key patterns, the adjectives describing people and the modal verb *can* to express abilities.
e.g., *I'm Ben. I'm a boy. I'm eight. I'm tall. I can run ...*

Procedures

- 1 Divide the students into groups of four. Have the students stick a photograph of themselves or draw a self portrait in Part 1 on *Student's Book* page 50.
- 2 Have the students in each group talk about their photograph or picture to introduce themselves using the sentences on *Student's Book* page 50. They can do this one by one.
- 3 Have some students join other groups to form groups of six. The new participants should introduce themselves. Do this activity several times until the number of students in each group becomes 8 or 10. Invite one student from each group to introduce him/herself in front of the class.
- 4 Have the students read all the verbs in the table in Part 2 on *Student's Book* page 50. Have them tick the things they can do. Then have them talk about their abilities in groups.

Project 2 About my friend

Language focus:

- The usage of the key patterns and the adjectives to describe others
e.g., *You're ... He/She is ...*
- The usage of the key question and its positive or negative responses
e.g., *Can you ...?*
Yes, I can. /No, I can't.
- The usage of the modal verb *can* to express abilities
e.g., *She can run.*

Language skills:

Listening

- Understanding common patterns to describe others
e.g., *You're ... He/She is ...*
- Identifying the key words by listening to the pronunciation
e.g., *he, she ...*
- Understanding the expressions describing people's abilities
e.g., *He/She can ...*
You can ...

Speaking

- Using common patterns to describe other people
e.g., *You're ... He/She is ...*
- Talking about the abilities of other people
e.g., *He/She can ...*
You can ...

Materials:

- Student's Book 2A* page 51
- Photographs or crayons

Preparation

Review the key patterns, the adjectives that describe people and the modal verb *can* to express abilities. To elicit the concept of *he* and *she*, the teacher can touch a student's shoulder and have other students say the sentence as follows.

e.g., *He/She is ...*

Procedures

- Have the students work in pairs and draw a picture of their partner in Part 1 on *Student's Book* page 51. Then ask the students to show their work to their partner and talk about it using the sentences on page 51.
e.g., *Look! This is you. You're tall. You're ...*
...
- Have the students do a survey about their classmates' age and what their classmates can do. Ask the students to complete the table in Part 2 on *Student's Book* page 51 according to the survey result.
- Divide the students into groups of four or six. Ask them to show others the picture they drew in Part 1 and describe this person using the sentences in Part 3. Other students can guess who the person in the picture is.
- Invite some students to describe their best friends with the sentences they have learnt. Ask the class to guess who their best friends are.

Project 3 Things I can see

Language focus:

- The objects in the classroom
e.g., *bag, book, ball ...*
- The usage of wh-questions to find out specific information
e.g., *What can you see?*
I can see ...
- The usage of prepositions to describe positions
e.g., *in, on*

Language skills:

Listening

- Identifying the key words by listening to the pronunciation
e.g., *bag, book, ball ...*
- Understanding the wh-questions to find out specific information
e.g., *What can you see?*
I can see ...

Speaking

- Pronouncing the key words, phrases and sentences correctly
e.g., *bag, box, desk, chair*
- Using prepositions to describe the positions
e.g., *in, on*

Material:

Student's Book 2A page 52

Preparation

Discuss with the students the objects that they can see in the classroom. Encourage them to tell you the use of the objects. Prompt them when necessary. Discuss with the students where they should put those objects.

Procedures

- 1 Divide the class into groups and have the students look at the pictures in Part 1 on *Student's Book* page 52. Ask them to describe the objects.
e.g., *The bag is big and orange.*
- 2 Ask the students to think about where they should put these objects. Then have them write the numbers in the boxes.
- 3 Have the students talk about the objects and their positions in groups. Ask them to judge whether they have put the things in the proper places.

Project 4 The animal I like

Language focus:

- The usage of nouns to identify animals
e.g., *fox, monkey ...*
- The usage of the key patterns to describe one's preferences
e.g., *I like ... It likes ...*
- The usage of wh-questions to find out specific information
e.g., *What animal do you like?
I like ...*
- The usage of adjectives and verbs to describe the animals
e.g., *It is ... It can ...*

Language skills:

Listening

- Identifying the new words by listening to the pronunciation
e.g., *fox, monkey ...*
- Understanding the patterns to describe one's preferences
e.g., *I like ... It likes ...*
- Understanding the wh-question to find out specific information
e.g., *What animal do you like?
I like ...*
- Understanding the meaning of adjectives and verbs that describe animals
e.g., *It's ... It can ...*

Speaking

- Using formulaic sentence structures to express one's preferences
e.g., *I like ... It likes ...*
- Using adjectives and verbs to describe animals
e.g., *It's ... It can ...*

- Using wh-questions to find out specific information
e.g., *What animal do you like?
I like ...*

Materials:

- Student's Book 2A* page 53
- Crayons

Preparation

Review the names of the animals that the students have learnt. Discuss with the students the animals they like and encourage them to describe them.

Procedures

- Ask the students to draw their favourite animal in Part 1 on *Student's Book* page 53.
- Ask the students to work in pairs and find out what animal their partner likes by asking the questions listed in Part 2 on page 53.
- Divide the students into groups of four or six. Ask the students to find out what animals the other students like by asking the questions listed in Part 2 on page 53.
- Collect the pictures drawn by the students and show them to the class. Ask the class what they can see in the picture, and ask them to describe the animals they see with the sentences listed in Part 3 on page 53.

《练习部分》答案

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Module 1 Getting to know you

1 Hello

A Listen and number (听录音，根据顺序给下面的图编号)

a



b



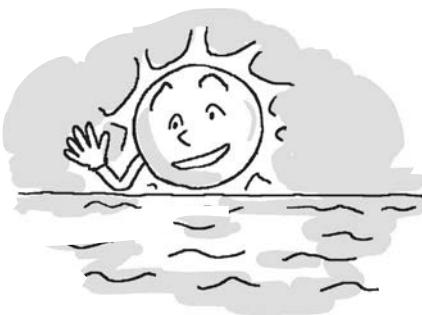
(4)

(2)

c



d



(3)

(1)

B Listen and respond (听录音，作出适当的应答)

1



Good morning,
Mr Cat.

...



Kitty

2



Good afternoon,
Mr Tiger.

...



Alice

3



Good evening,
Mr Dog.

...



Eddie

4



How are you,
Miss Monkey?

...



Danny

C Listen and circle (听录音, 圈出听到的字母或字母组合)

① A V B X

② b c d a

③ A a A b B a B b

④ a a b a a b b b

D Read and write (读一读, 写一写)

A a A a A a A a A a

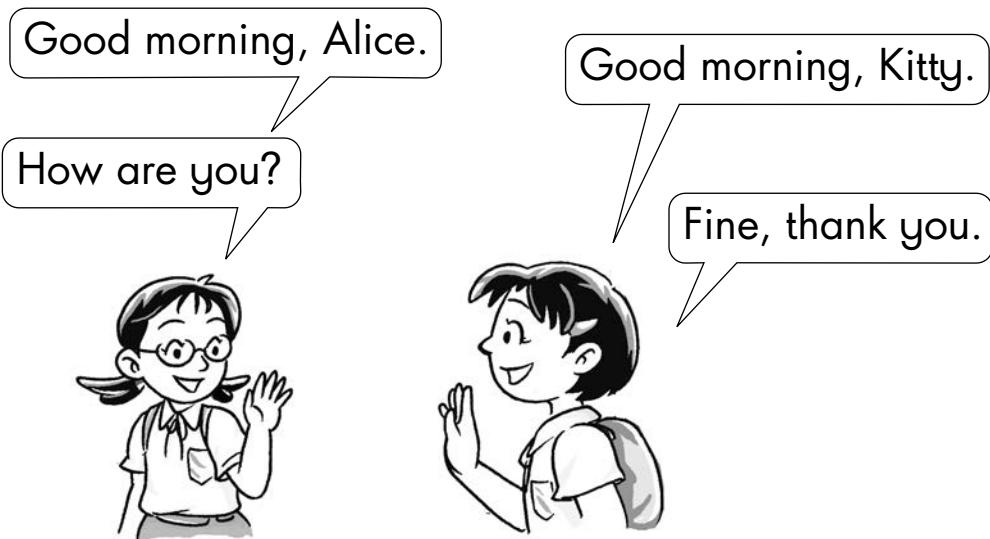
B b B b B b B b B b

A B

a b

Task: Greetings (问候)

A Listen and say (听录音，模仿说一说)



B Say and act (根据情景图，表演对话)



2 I'm Danny

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



(√)

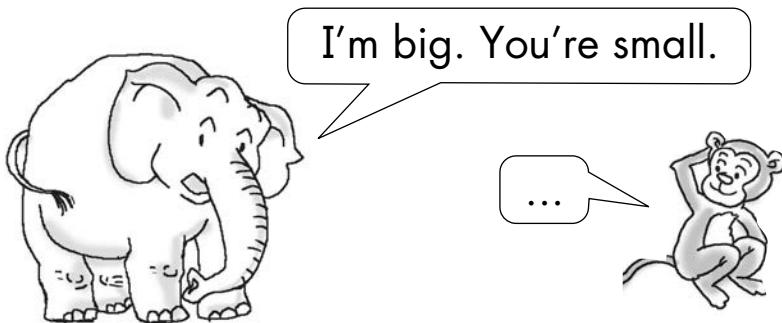
⑥



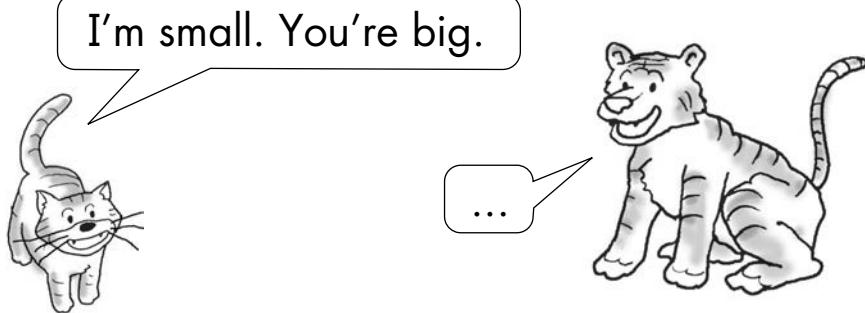
(√)

B Look, listen and respond (看图听录音, 根据情景完成对话)

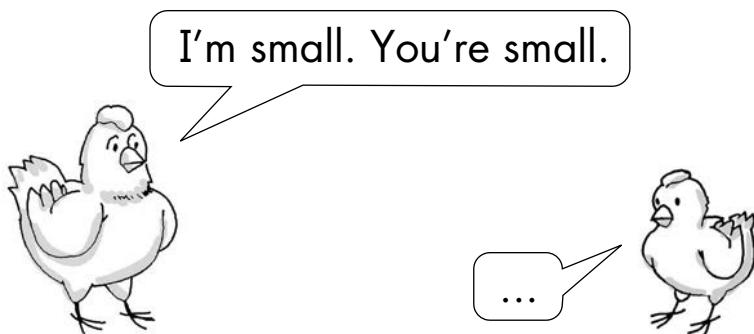
①



②

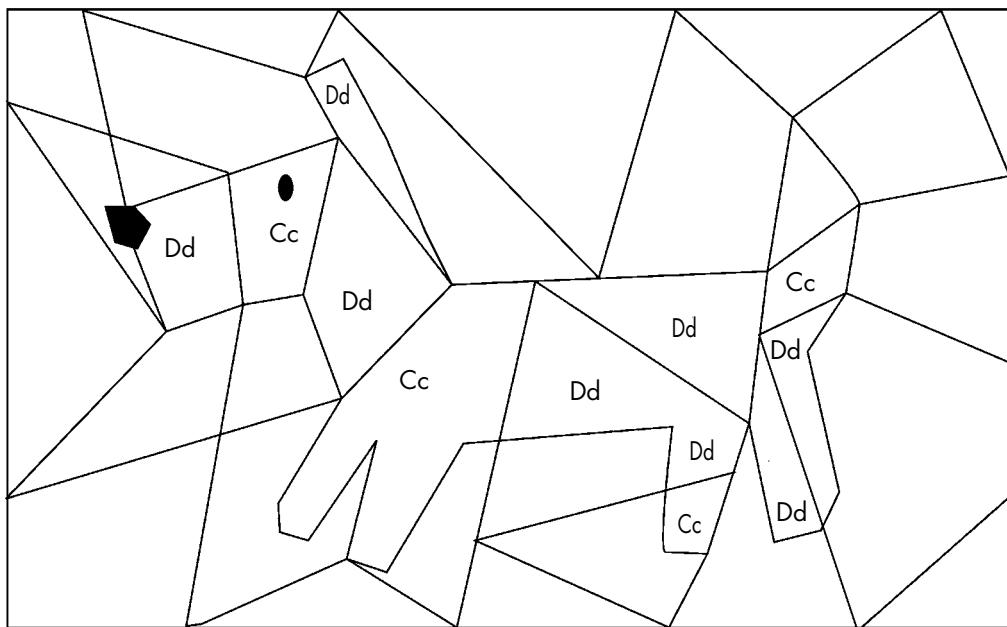


③



C Colour and say (根据要求涂颜色, 然后说一说这是什么)

Colour letters Cc and Dd blue (把字母Cc和Dd所在的格子涂成蓝色)



It's a dog.

D Read and write (读一读, 写一写)

Cc Cc Cc Cc Cc

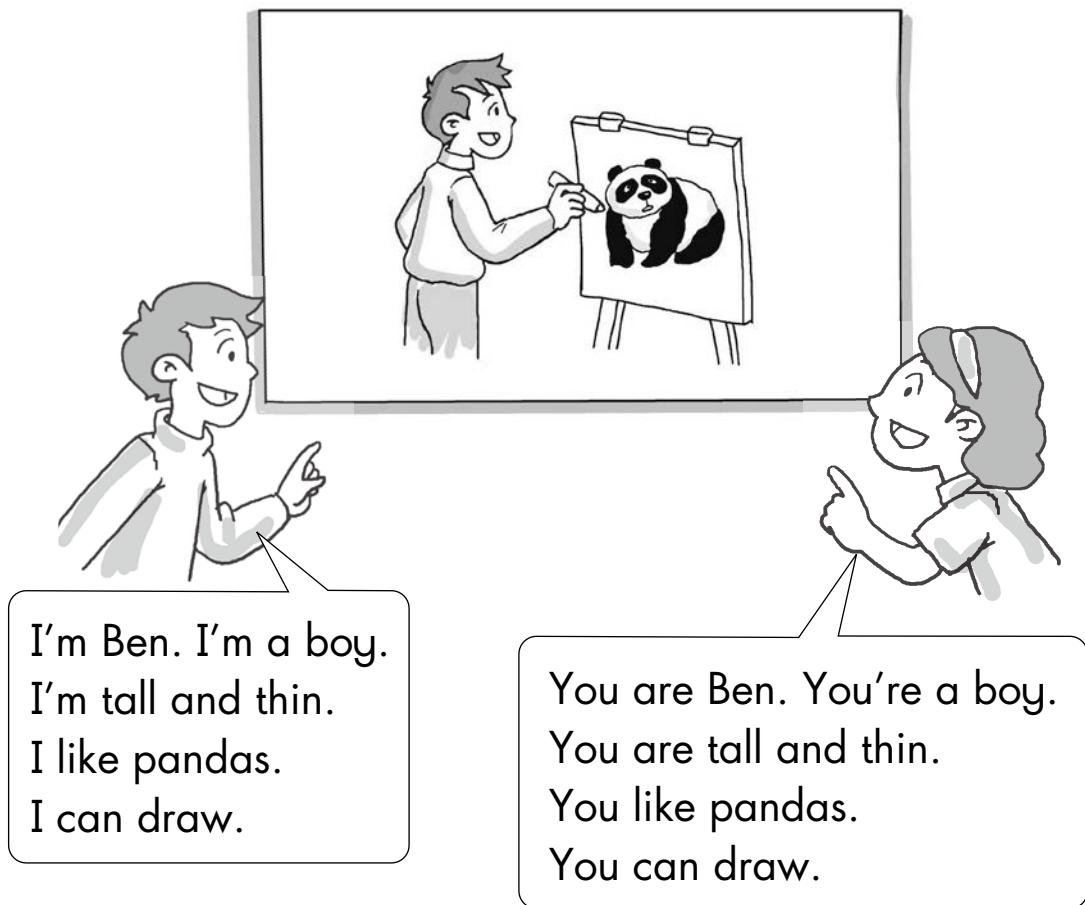
²₁₄ Dd Dd Dd Dd Dd

C D

c d

Task: About me (关于我)

A Listen and talk about Ben (听录音, 说一说Ben)



B Stick and say (贴一张你的照片, 然后根据提示说一说)



S1: I'm ...

I'm ... and ...

I like ...

I can ...

S2: You are ...

You are ... and ...

You like ...

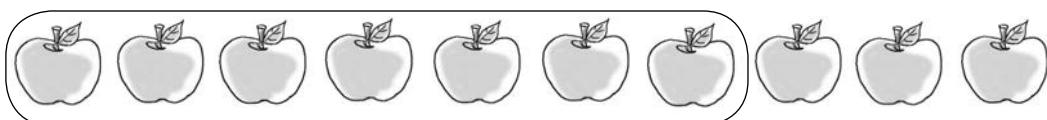
You can ...



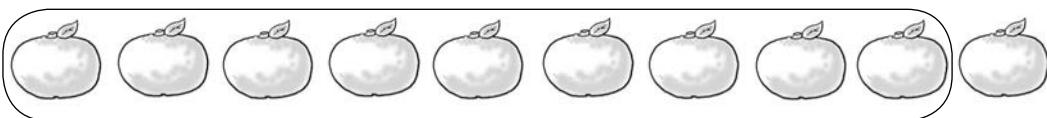
3 A new classmate

A Listen and circle (听录音, 圈出相应数量的物品)

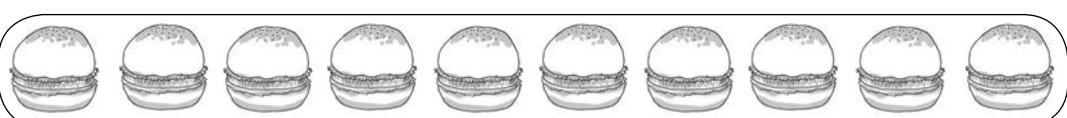
1



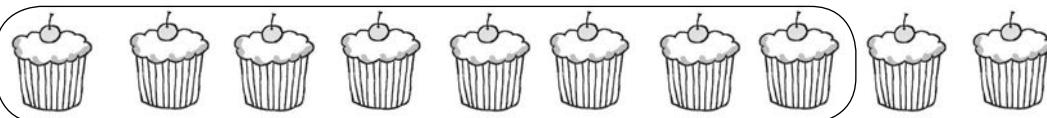
2



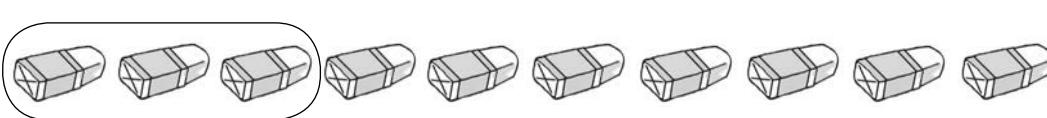
3



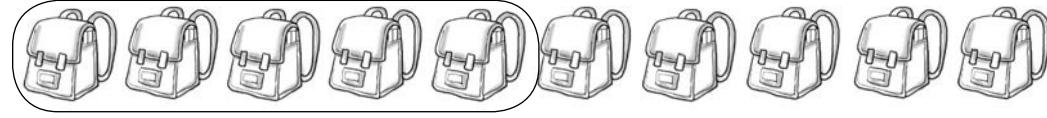
4



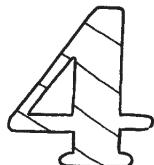
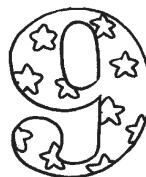
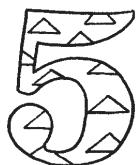
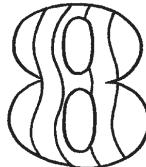
5



6



B Look and say (看数字，用英语读出相应的数字)



C Listen and circle (听录音，圈出正确的字母或字母组合)

① a c

② E F

③ a d b

④ B D B E

⑤ b a d b e d

⑥ C A B C A D

D Look, read and judge (看图读单词, 相符的打√, 不符的打×)

①



boy (✓)

②



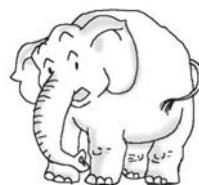
girl (✓)

③



big (X)

④



small (X)

E Read and write (读一读, 写一写)

e e e e e

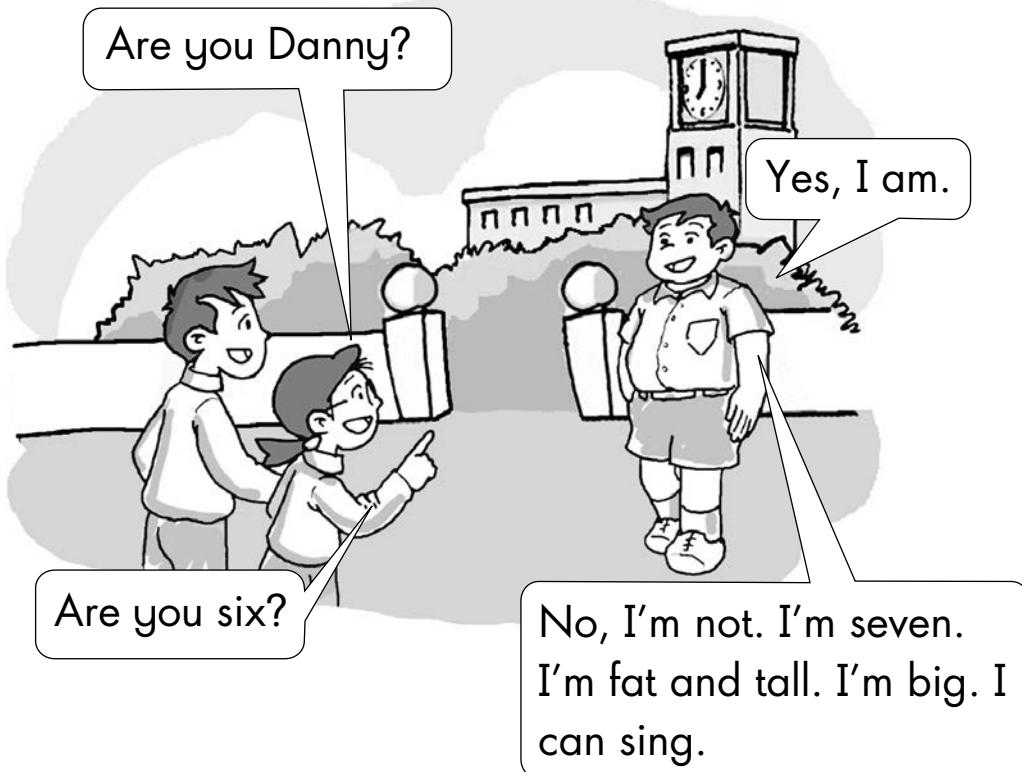
f f f f f

E E

e f

Task: My classmates (我的同学)

A Listen and say (听录音，跟着说一说)



B Ask, tick and say (根据表格问问你的同学，勾一勾，
然后说一说)

Name	age			fat	thin	tall	short	big	small
	6	7	8						
Danny									

S1: Are you ...?

S2: Yes, I am./No, I'm not. I'm ... I can ...

S1: You are ... You are ... and ... You can ...

Module 2 Me, my family and friends

1 I can swim

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

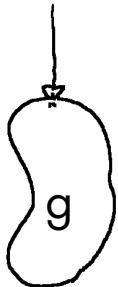
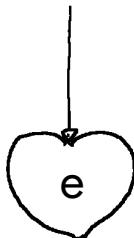
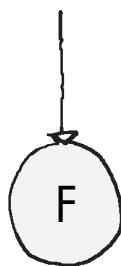


()

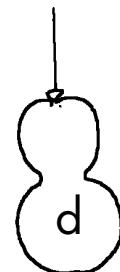
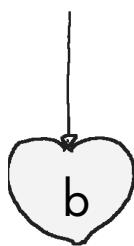
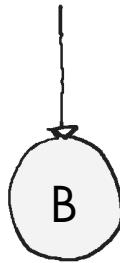
(✓)

B Look and colour (看一看，给大小写字母一致的气球涂上相同颜色)

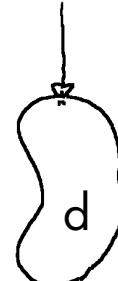
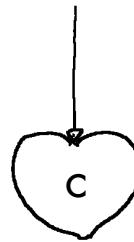
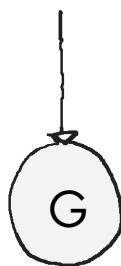
①



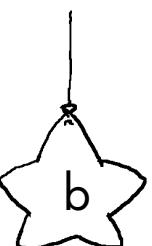
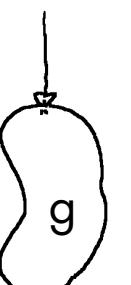
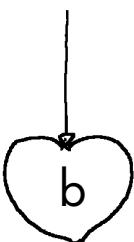
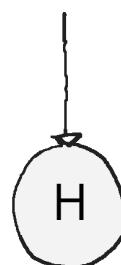
②



③



④



C Look and say (看图, 根据提示说一说)

①

Hi. I'm a pig.
I can ...



②

Hello. I'm a girl.
I can ...



D Read and write (读一读, 写一写)

G g G g G g G g G g

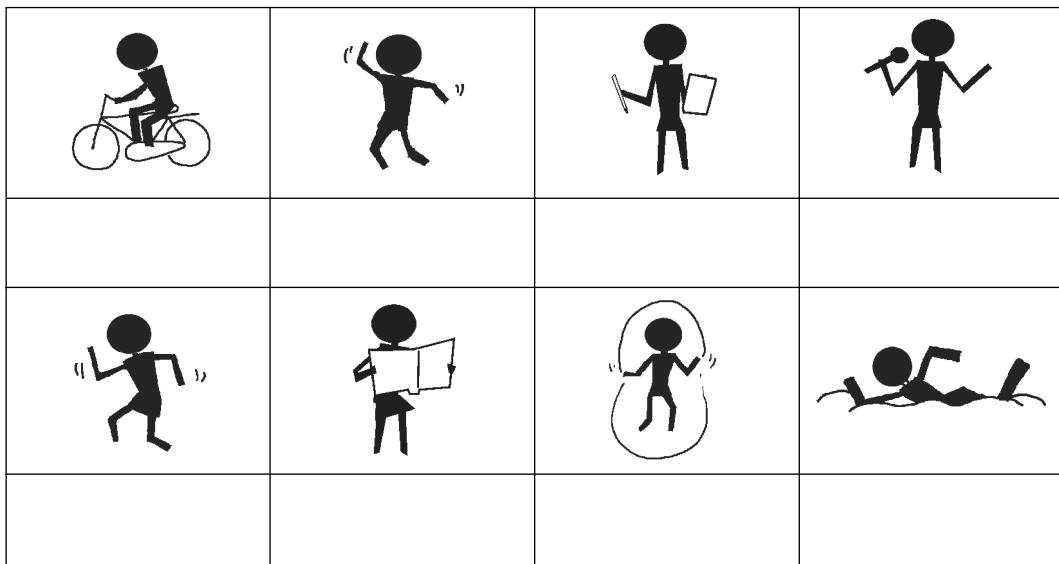
H h H h H h H h H h

G H

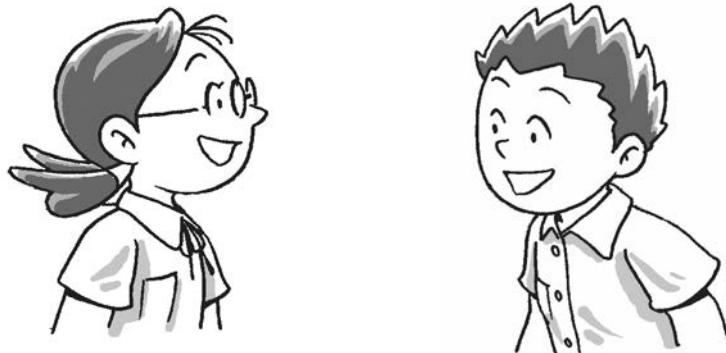
g h

Task: My ability (我的能力)

A Tick or cross, and then talk about yourself (在表格中打✓或✗表示自己能否做某事，然后说一说)



B Ask and answer (根据练习A的结果，互相问答)



S1: Hello, ... Can you ...?

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

S1: What can you do?

S2: I can ...



2 That's my family

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



()

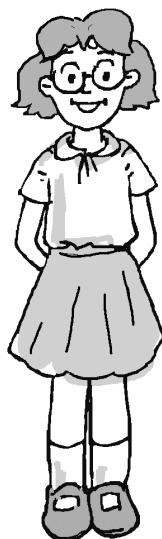
(✓)

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

①



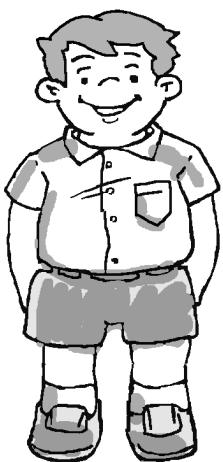
②



(×)

(×)

③



④



(√)

(√)

C Look, choose and say (看图, 选用正确的字母填空完成单词, 然后说一说)

①



c a t

a c d

②



ba g

g i j

③



d og

b c d

④



b oy

b i h

D Read and write (读一读, 写一写)

I I I I I

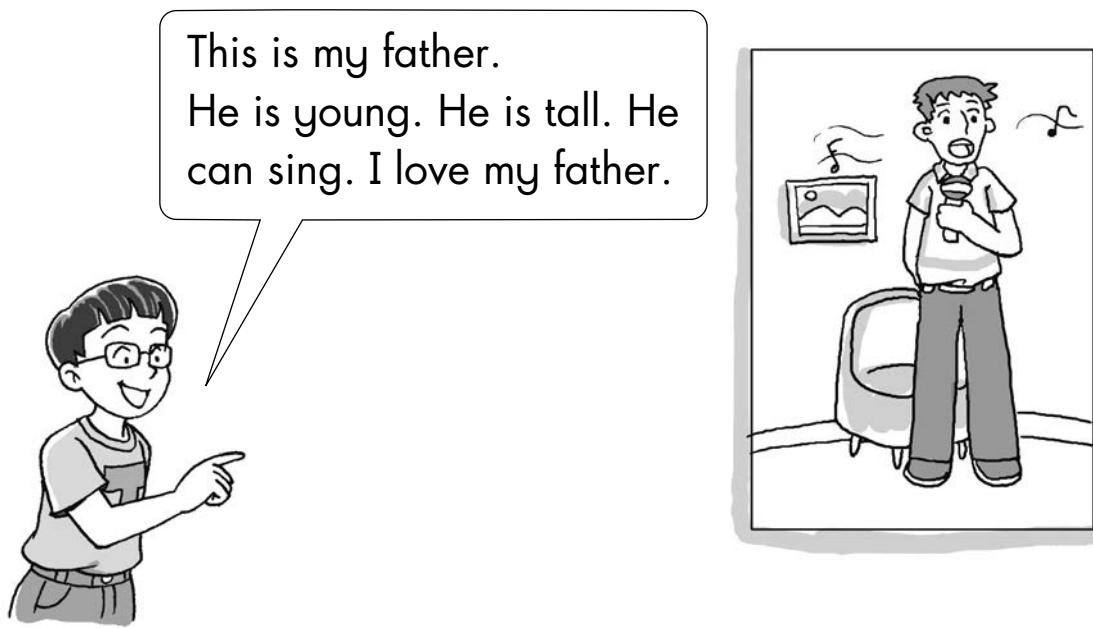
J J J J J

I J

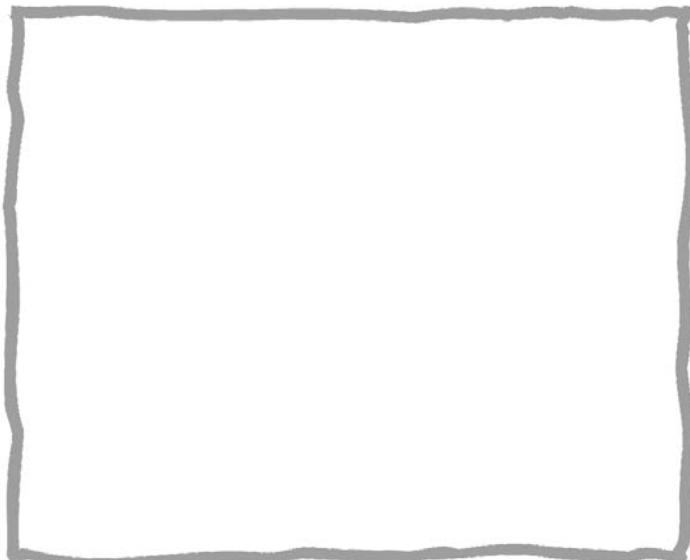
i j

Task: Your father and mother (你的爸爸和妈妈)

A Look and say (看图说话)



B Stick and say (贴上你爸爸或妈妈的照片，然后根据提示说一说)



This is my ...
He/She is ...
He/She can ...
I like/love my ...

3 My hair is short

A Listen and circle (听录音, 圈出相应的图)

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



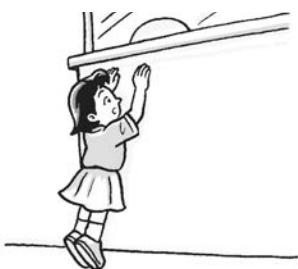
(√)

②



(×)

③



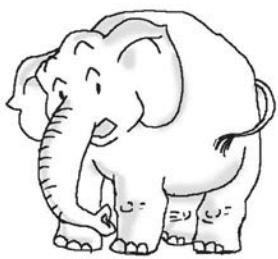
(×)

④



(√)

⑤



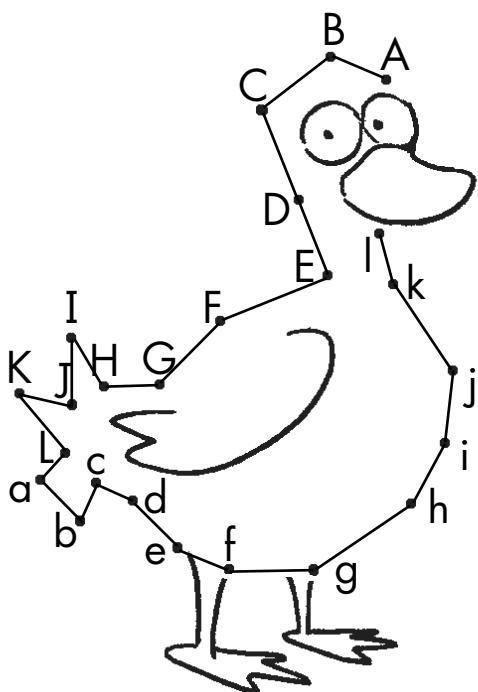
(√)

⑥



(×)

C Trace and say (按字母大小写顺序连线，然后说出动物的名称)



It's a duck.

D Read and write (读一读，写一写)

K k K k K k K k

I I I I I I I I

K L

k l

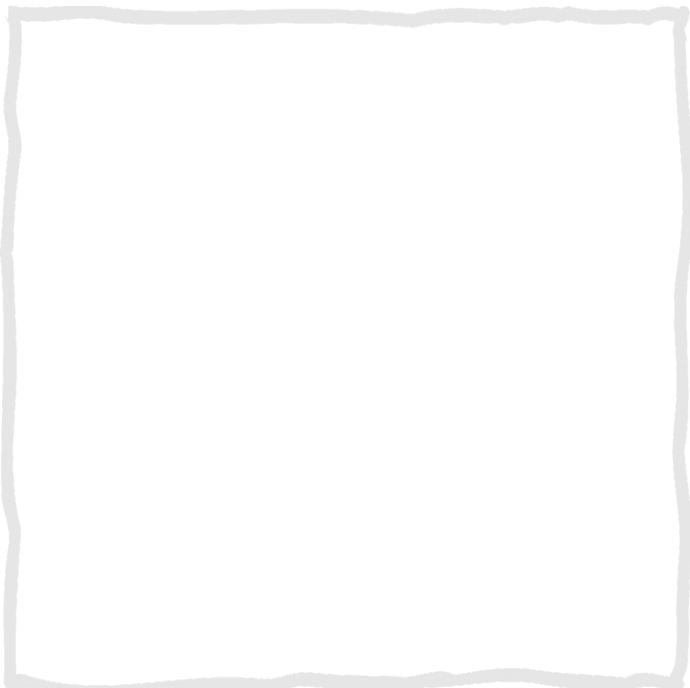
Task: Introduce myself (自我介绍)

A Listen and say (听录音，跟着说一说)



I'm Supergirl.
I'm small and short.
My eyes are big,
and my hair is long.
I can fly.

B Stick and say (贴一张自己的照片，然后根据提示和同学一起说一说)



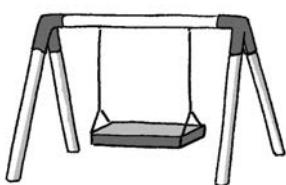
S1: I'm ...
My ...
I can ...
S2: Yes. You're ...
Your ...
You can ...

Module 3 Places and activities

► 1 In the playground

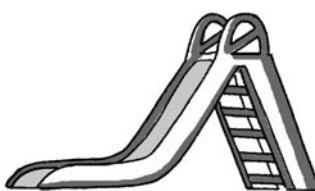
A Listen and judge (听录音, 判断下面的图, 相符的打√, 不符的打×)

①



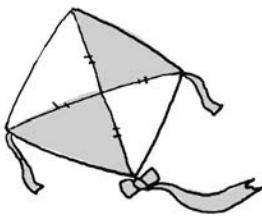
(×)

②



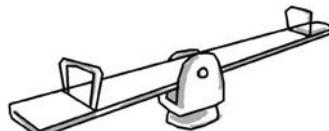
(√)

③



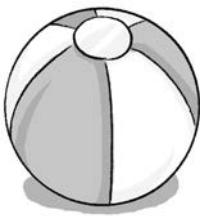
(×)

④



(√)

⑤



(×)

⑥



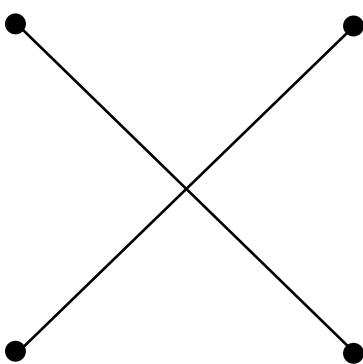
(√)

B Listen and match (听录音, 将人物和相应的图连起来)

1



Alice



a



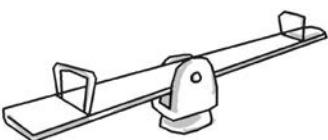
2



Kitty



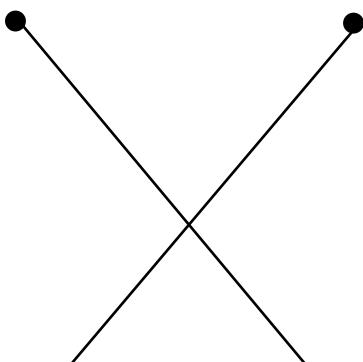
b



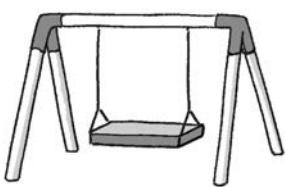
3



Ben



c



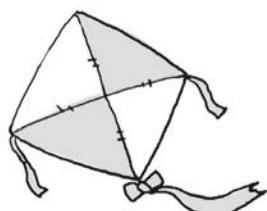
4



Danny

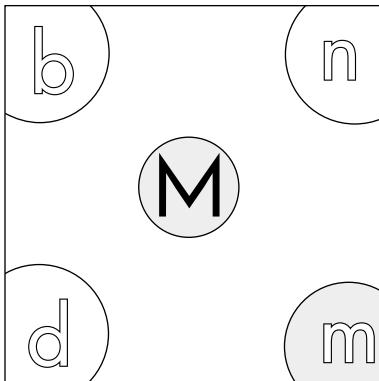


d

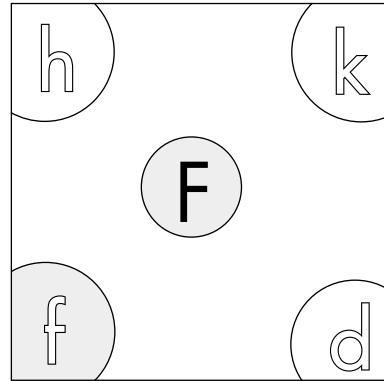


C Read and colour (读一读，把大写字母和相应的
小写字母涂上相同颜色)

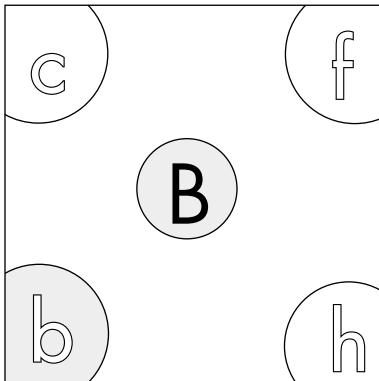
①



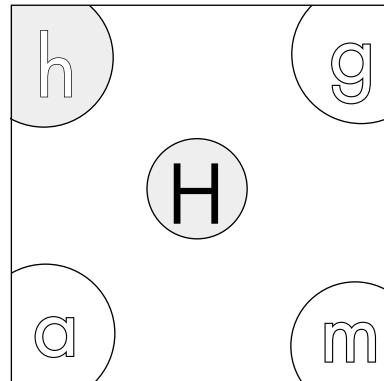
②



③



④



D Read and write (读一读，写一写)

Mm Mm Mm Mm Mm

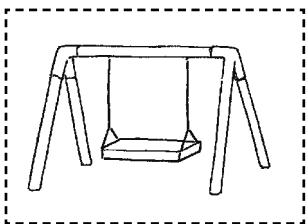
Nn Nn Nn Nn Nn

M N

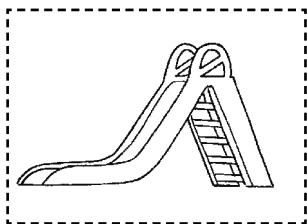
m n

Task: In the playground (在游乐场)

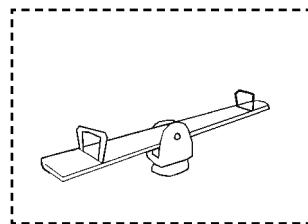
A Choose, colour and write (选择两样你喜欢的游乐设施并上色, 然后把它们放在游乐场适当的位置)



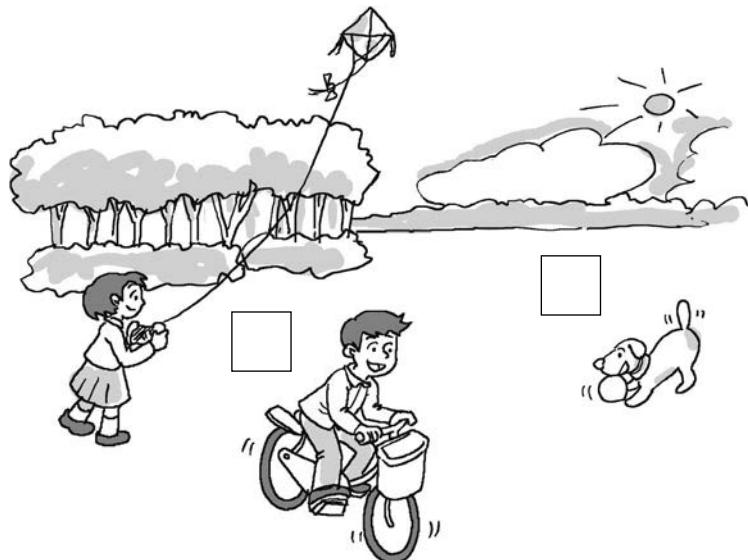
(1)



(2)

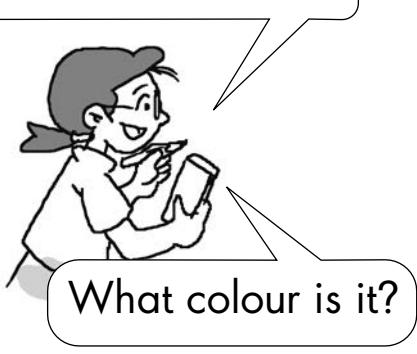


(3)

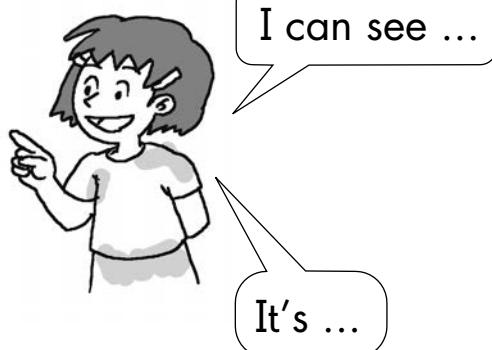


B Look and say (看图, 根据练习A的图, 互相问答)

What can you see, Alice?



What colour is it?



I can see ...

It's ...

2 In my room

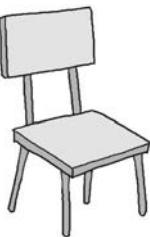
A Listen and tick (听录音, 勾出相应的图)

① a



(✓)

b



()

② a



()

b



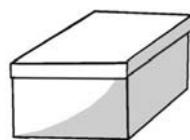
(✓)

③ a



(✓)

b



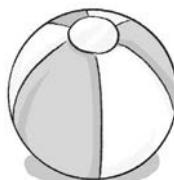
()

④ a



(✓)

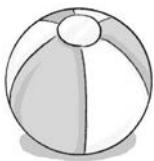
b



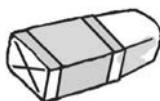
()

B Listen and match (听录音, 将物品放在相应的 位置, 编号写在方框里)

①



②



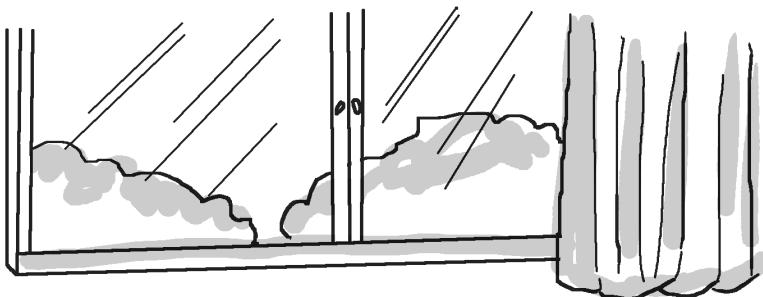
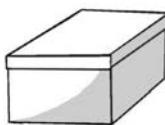
③



④



⑤



a ②

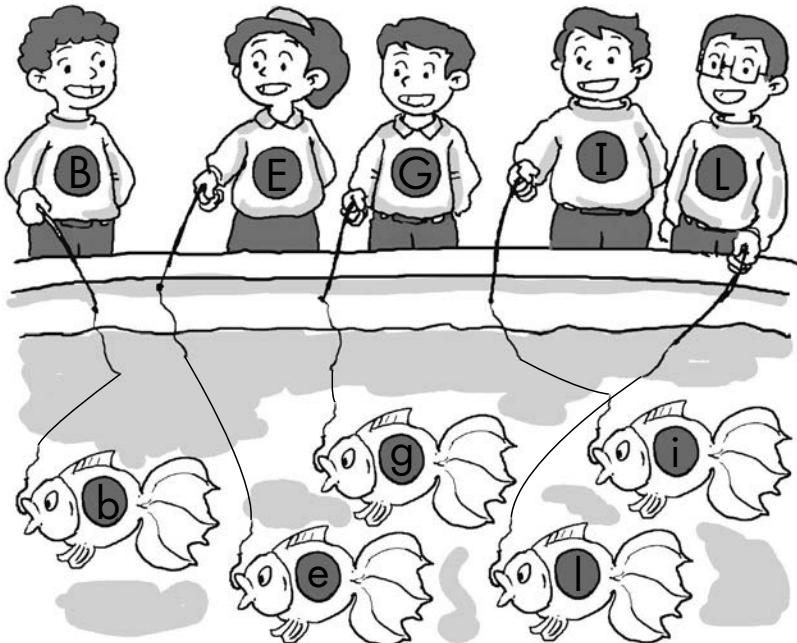
b ⑤

c ③

e ①

d ④

C Read and match (读一读, 将相应的大小写字母连起来)



D Read and write (读一读, 写一写)

O o O o O o O o O o

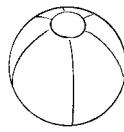
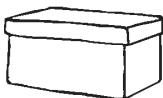
P p P p P p P p P p

O P

o p

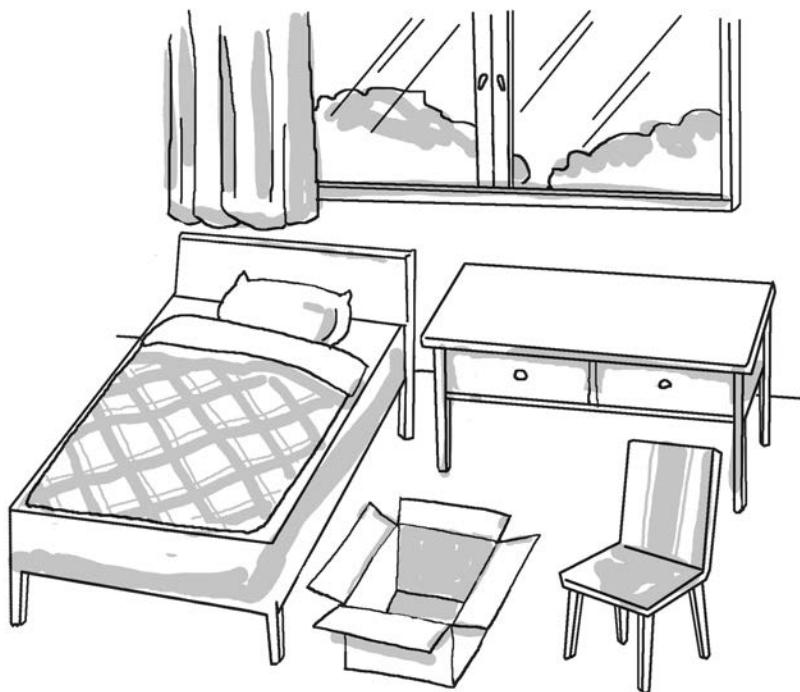
Task: Tidy up the room (整理房间)

A Colour and say (给下面物品涂颜色，然后说出它们的名称)



B Do and say (把练习A中的物品放在适当的地方，并说一说)

Put ... in/on/under ...



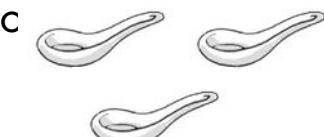
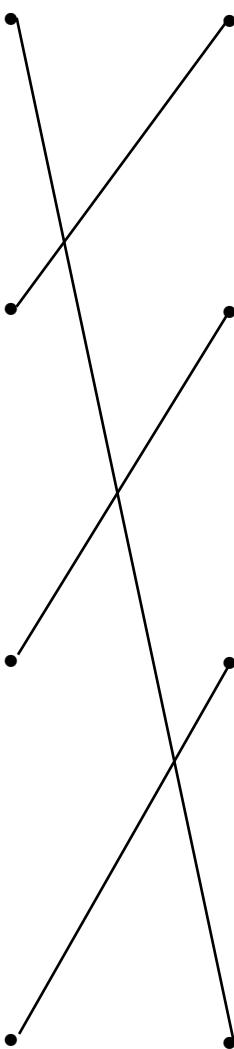
3 In the kitchen

A Listen and match (听录音，将人物与相应的物品连起来)

①



Alice



②



Ben

③



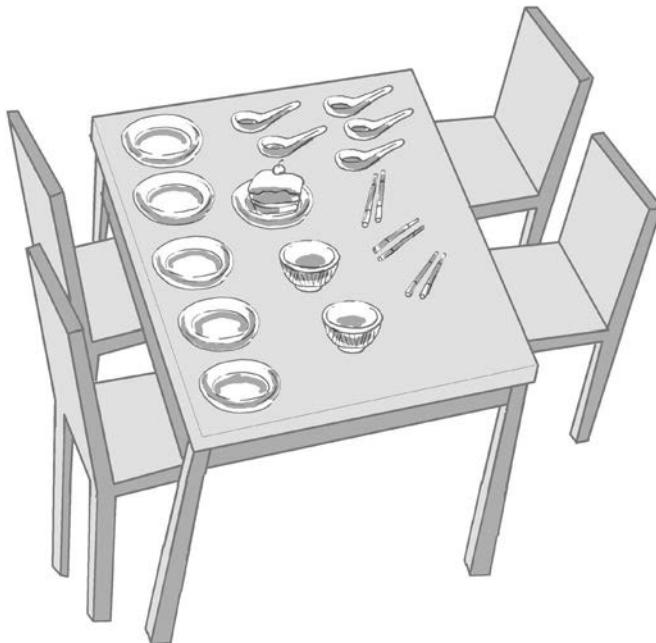
Peter

④



Kitty

B Look, judge and say (看图, 判断表格中物品的数量, 正确的画☺, 错误的画☹, 然后说一说)



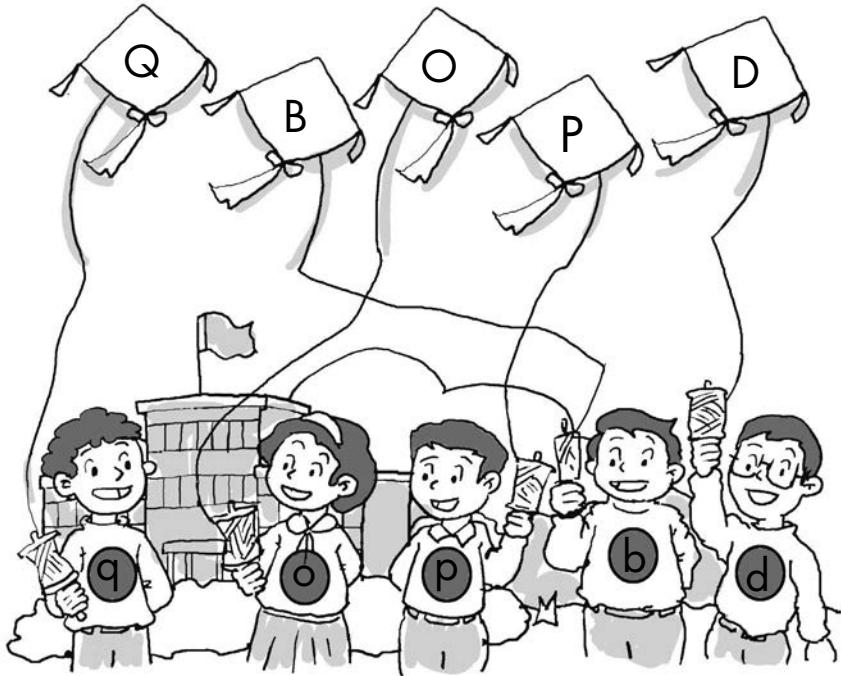
two cakes	five chairs	two bowls	six plates	four spoons
☹	☹	☺	☺	☹

How many cakes?

There is one cake.



C Look, read and match (看图, 读一读, 将相应的大小写字母连起来)



D Read and write (读一读, 写一写)

Q q Q q Q q Q q Q q

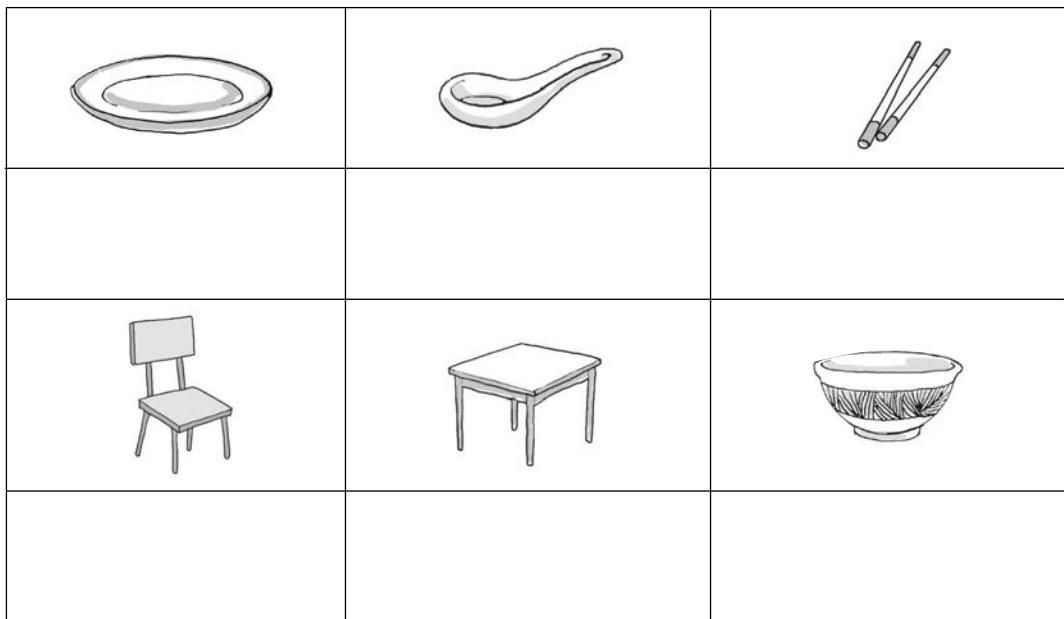
R r R r R r R r R r

Q R

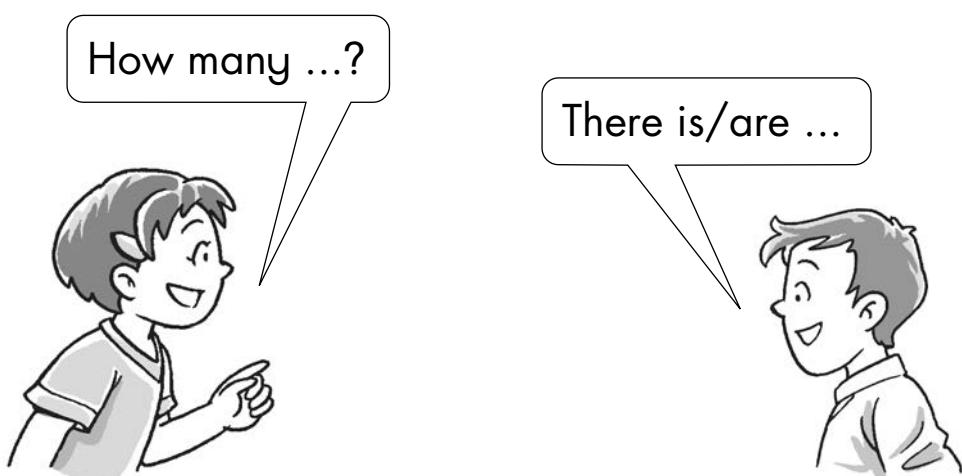
q r

Task: Your kitchen (你家的厨房)

A Count and write (数一数，家中厨房中有多少下面的物品，然后写在表格中)



B Ask and answer (根据练习A的结果，互相问答)





Module 4 The natural world

1 In the sky

A Listen and tick (听录音，勾出相应的图)

①

a



b

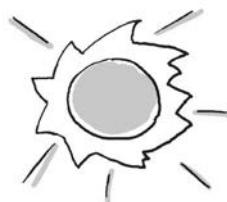


(✓)

()

②

a



b



(✓)

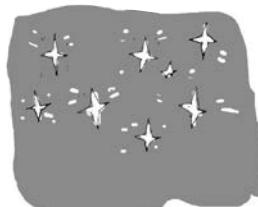
()

③

a



b



()

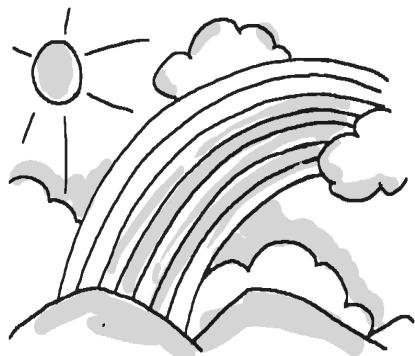
(✓)

B Listen, judge and respond (听录音, 判断下面的图, 相符的画☺, 不符的画☹, 然后作应答)

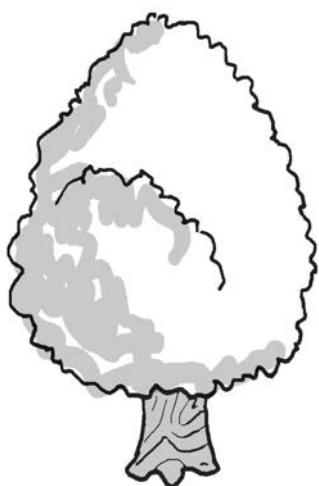
①



②



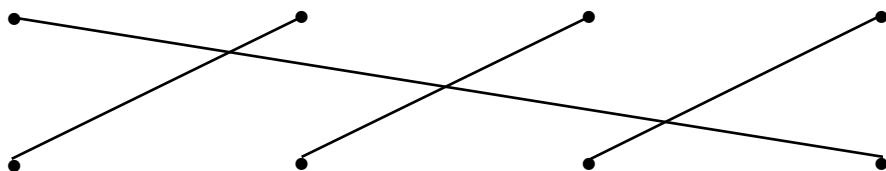
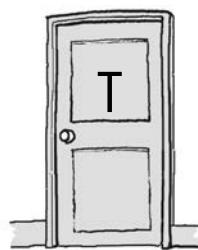
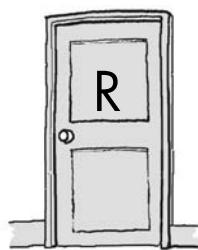
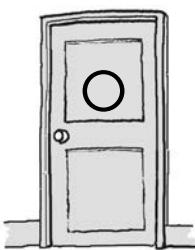
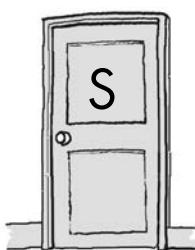
③



④



C Read and match (读一读，把相应的大小写字母连起来)



D Read and write (读一读，写一写)

S s

S s

S s

S s

S s

T t

T t

T t

T t

T t

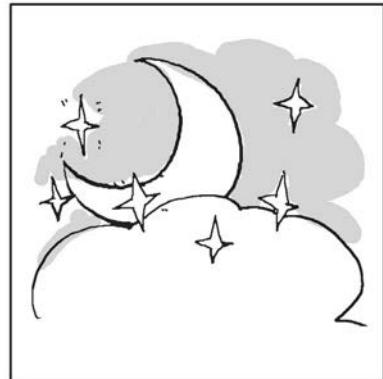
S T

s t

Task: The sun and the moon (太阳和月亮)

A Look, listen and say (看图听录音, 跟着说一说)

I can see the moon,
And the moon can see me too.
The moon is in the sky,
And the moon is very bright.



B Draw and say (画一个太阳, 然后模仿练习A编儿歌)



I can see the ...

...

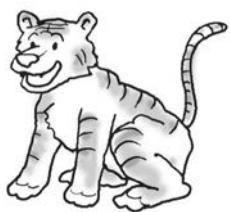




2 In the forest

A Listen and number (听录音，根据顺序给下面的图编号)

①

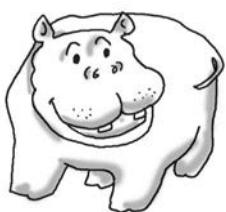


(2)

(1)

(3)

②

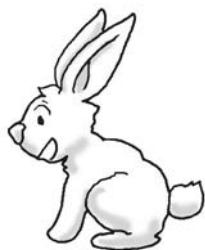
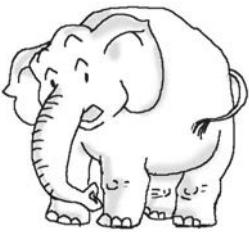


(3)

(2)

(1)

③



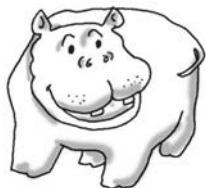
(1)

(3)

(2)

B Listen and match (听录音, 把动物和它们喜欢吃的食物连起来)

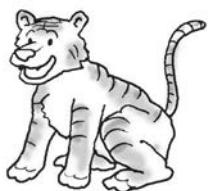
1



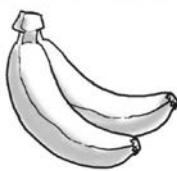
a



2



b



3



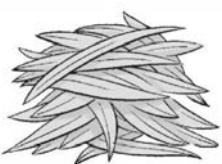
c



4



d



C Read and tick (读一读, 勾出和图相应的单词)

①



a fox

②



a lion

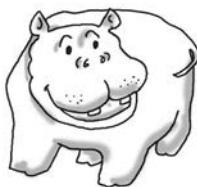
b tiger

③



a chick

④



a hen

b hippo

D Read and write (读一读, 写一写)

U u U u U u U u U u

V v V v V v V v V v

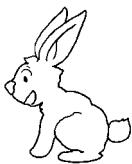
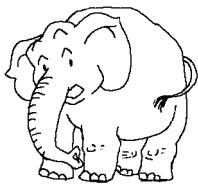
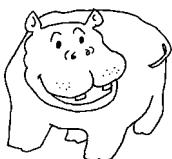
W w W w W w W w W w

U V W

U V W

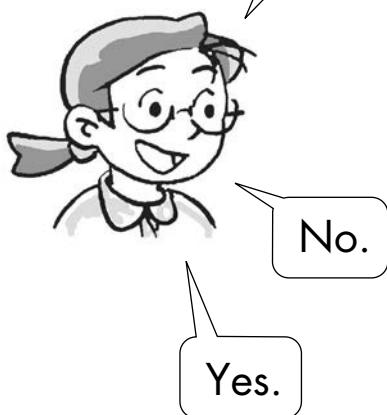
Task: My animal friends (我的动物朋友)

A Say and colour (说出下面动物的名称，然后给它们着色)



B Read and make a riddle (读一读，模仿例子编谜语)

It's small.
It's brown.
It can jump.
It likes bananas.
What is it?



It's a rabbit.



It's a monkey.

3 In the street

A Look, listen and say (看图听录音, 跟着说一说)

1



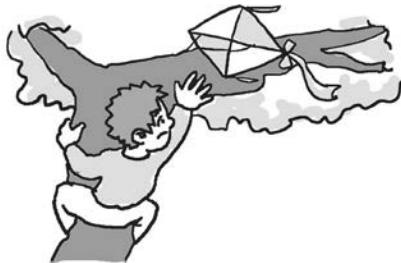
2



3



4



5



6



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



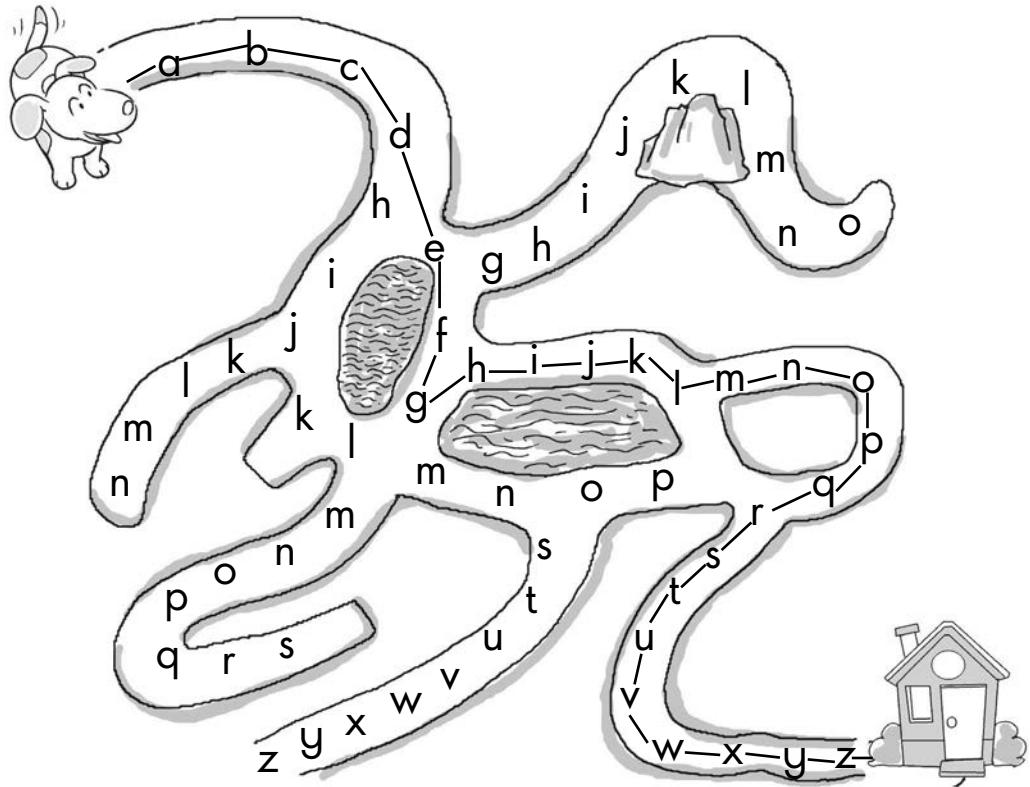
(×)

⑥



(√)

C Look and trace (看一看, 根据字母顺序, 帮助Sam回家)



D Read and write (读一读, 写一写)

X x X x X x X x X x

Y y Y y Y y Y y Y y

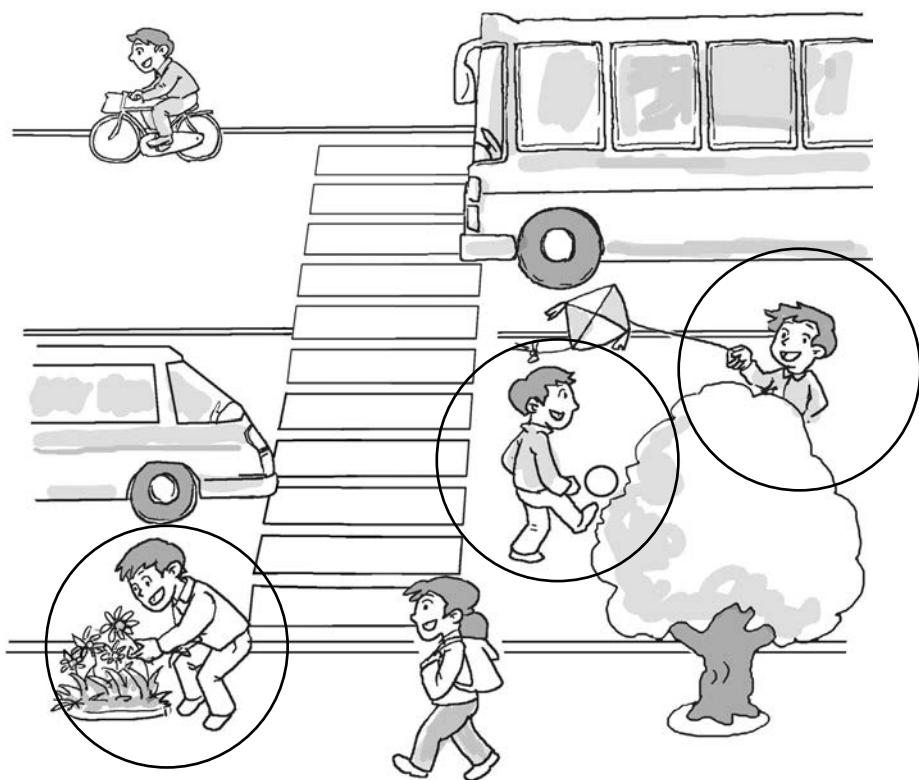
Z z Z z Z z Z z Z z

X Y Z

x y z

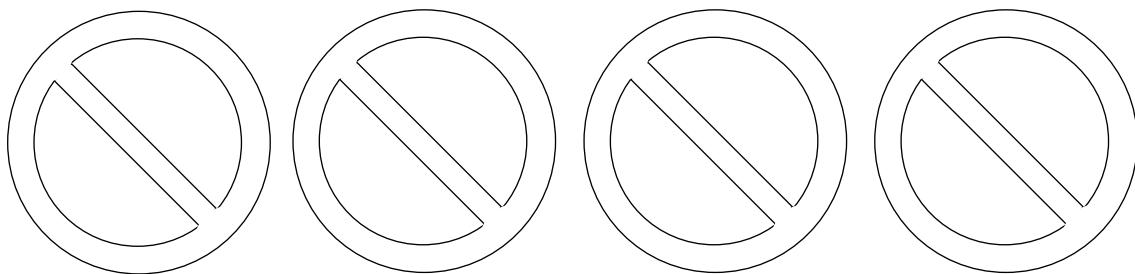
Task: In the street (在街上)

A Look and circle (看图, 圈出不文明的行为)



B Draw and say (画一画公园里常见的标志, 然后说一说)

Don't ...





Tapescripts and answer keys

录音材料及参考答案

M1U1 Hello

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

- 1 morning
- 2 afternoon
- 3 evening
- 4 night
(a—4, b—2, c—3, d—1)

B Listen and respond (听录音, 作出适当的应答)

- 1 Good morning, Mr Cat. (Good morning, Kitty.)
- 2 Good afternoon, Mr Tiger. (Good afternoon, Alice.)
- 3 Good evening, Mr Dog. (Good evening, Eddie.)
- 4 How are you, Miss Monkey? (I'm fine. Thank you.)

C Listen and circle (听录音, 圈出听到的字母或字母组合)

- 1 A 2 b 3 Bb 4 ab

D Read and write (读一读, 写一写) (略)

Task: Greetings (问候)

A Listen and say (听录音, 模仿说一说)

- Good morning, Alice.
- Good morning, Kitty.
- How are you?
- Fine, thank you.

M1U2 I'm Danny

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

- 1 I'm fat. (✓)
- 2 I'm big. (✗)
- 3 I'm a boy. (✗)
- 4 I'm a girl. (✗)
- 5 The cat is big. (✓)
- 6 The mouse is small. (✓)

B Look, listen and respond (看图听录音, 根据情景完成对话)

- 1 I'm big. You're small. (Yes. I'm small. You're big.)
- 2 I'm small. You're big. (Yes. I'm big. You're small.)
- 3 I'm small. You're small. (No. I'm small. You're big.)

C Colour and say (根据要求涂颜色, 然后说一说这是什么) (略)

(It's a dog.)

D Read and write (读一读, 写一写) (略)

Task: About me (关于我)

A Listen and talk about Ben (听录音, 说一说Ben)

— I'm Ben. I'm a boy. I'm tall and thin. I like pandas. I can draw.

— You are Ben. You're a boy. You are tall and thin. You like pandas. You can draw.

M1U3 A new classmate

A Listen and circle (听录音, 圈出相应数量的物品) (略)

- 1 seven apples
- 2 nine oranges
- 3 ten hamburgers
- 4 eight cakes
- 5 three rubbers
- 6 five bags

B Look and say (看数字, 用英语读出相应的数字) (略)

C Listen and circle (听录音, 圈出正确的字母或字母组合)

- 1 a 2 E 3 ab 4 BD 5 bed 6 CAB

D Look, read and judge (看图读单词, 相符的打√, 不符的打×)

- 1 √ 2 √ 3 × 4 ×

E Read and write (读一读, 写一写) (略)

Task: My classmates (我的同学) (略)

A Listen and say (听录音, 跟着说一说)

— Are you Danny?

— Yes, I am.

— Are you six?

— No, I'm not. I'm seven. I'm fat and tall. I'm big. I can sing.

M2U1 I can swim

A Listen and tick (听录音, 勾出相应的图)

- 1 She can run. (a)
- 2 She can dance. (b)
- 3 She can draw. (b)
- 4 She can fly. (b)

B Look and colour (看一看, 给大小写字母一致的气球涂上相同的颜色) (略)

C Look and say (看图, 根据提示说一说) (略)

D Read and write (读一读, 写一写) (略)

Task: My ability (我的能力) (略)

M2U2 That's my family

A Listen and tick (听录音, 勾出相应的图)

- 1 old (b)
- 2 boy (a)
- 3 fat (a)
- 4 tall (b)

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

- 1 Is that your grandmother? Yes. (X)
- 2 Is that your brother? Yes. (X)
- 3 Is this a boy? Yes, he's a boy. Is he thin? No. He's fat. (✓)
- 4 Is she old? No. She's young. (✓)

C Look, choose and say (看图, 选用正确的字母填空完成单词, 然后说一说)

- 1 cat 2 bag 3 dog 4 boy

D Read and write (读一读, 写一写) (略)

Task: Your father and mother (你的爸爸和妈妈) (略)

M2U3 My hair is short

A Listen and circle (听录音, 圈出相应的图)

- 1 long hair (b)
- 2 a round face (a)
- 3 small eyes (a)
- 4 a big nose (b)

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

- 1 My hair is short. (✓)
- 2 Is your nose big? Yes. (X)
- 3 Are you a tall girl? Yes. (X)
- 4 Are your eyes big? Yes. (✓)
- 5 I'm big. My nose is long. My ears are big. (✓)
- 6 I'm a rabbit. My mouth is big. My ears are short. (X)

C Trace and say (按字母大小写顺序连线, 然后说出动物的名称) (略)

(It's a duck.)

D Read and write (读一读, 写一写)

Task: Introduce myself (自我介绍)

A Listen and say (听录音, 跟着说一说)

I'm Supergirl. I'm small and short. My eyes are big, and my hair is long. I can fly.

M3U1 In the playground

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

- 1 What can you see? I can see a slide. (X)

- 2 What is it? It's a slide. (✓)
- 3 Is it a cat? Yes, it is. (✗)
- 4 We can play on the seesaw. (✓)
- 5 I can see a doll. (✗)
- 6 What can you see? I can see a bicycle. (✓)

B Listen and match (听录音, 将人物和相应的图连起来)

- 1 What can you see, Alice? I can see a seesaw. (b)
- 2 What can you see, Kitty? I can see a slide. (a)
- 3 What can you see, Ben? I can see a kite. (d)
- 4 What can you see, Danny? I can see a swing. (c)

C Read and colour (读一读, 把大写字母和相应的小写字母涂上相同颜色) (略)

(1 M—m 2 F—f 3 B—b 4 H—h)

D Read and write (读一读, 写一写) (略)

Task: In the playground (在游乐场) (略)

M3U2 In my room

A Listen and tick (听录音, 勾出相应的图)

- 1 desk (a)
- 2 doll (b)
- 3 bag (a)
- 4 book (a)

B Listen and match (听录音, 将物品放在相应的位置, 编号写在方框里)

- 1 Put the ball under the bed.
- 2 Put the rubber on the desk.
- 3 Put the doll on the bed.
- 4 Put the bag on the chair.
- 5 Put the box under the desk.

(a—2, b—5, c—3, d—4, e—1)

C Read and match (读一读, 将相应的大小写字母连起来) (略)

D Read and write (读一读, 写一写) (略)

Task: Tidy up the room (整理房间) (略)

M3U3 In the kitchen

A Listen and match (听录音, 将人物与相应的物品连起来)

- 1 Chopsticks, Alice? Yes, please. (d)
- 2 What can you see, Ben? I can see six plates. (a)
- 3 I am Peter. I have four bowls. (b)
- 4 How many spoons, Kitty? Three spoons. (c)

B Look, judge and say (看图, 判断表格中物品的数量, 正确的画, 错误的画, 然后说一说)

two cakes	five chairs	two bowls	six plates	four spoons
				

C Look, read and match (看图, 读一读, 将相应的大小写字母连起来) (略)

D Read and write (读一读, 写一写) (略)

Task: Your kitchen (你家的厨房) (略)

M4U1 In the sky

A Listen and tick (听录音, 勾出相应的图)

- 1 I can see the moon. (a)
- 2 Can you see the sun? Yes, I can. (a)
- 3 Look at the sky. I can see the stars. (b)

B Listen, judge and respond (听录音, 判断下面的图, 相符的画, 不符的画, 然后作应答)

- 1 Can you see the moon? ( Yes.)
- 2 Can you see the stars? ( No.)
- 3 Can you see the tree? ( Yes.)
- 4 Can you see the sun? ( No.)

C Read and match (读一读, 把相应的大小写字母连起来) (略)

D Read and write (读一读, 写一写) (略)

Task: The sun and the moon (太阳和月亮)

A Look, listen and say (看图听录音, 跟着说一说)

I can see the moon,
And the moon can see me too.
The moon is in the sky,
And the moon is very bright.

M4U2 In the forest

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

- 1 monkey tiger lion (2, 1, 3)
- 2 panda bear hippo (3, 2, 1)
- 3 elephant rabbit fox (1, 3, 2)

B Listen and match (听录音, 把动物和它们喜欢吃的动物连起来)

- 1 I'm a hippo. I like grass. (d)
- 2 I'm a tiger. I like meat. (c)

3 Look at this monkey. It likes bananas. (b)

4 Hello, I'm a cat. I'm small. I like fish. (a)

C Read and tick (读一读, 勾出和图相应的单词)

1 a 2 b 3 a 4 b

D Read and write (读一读, 写一写) (略)

Task: My animal friends (我的动物朋友) (略)

M4U3 In the street

A Look, listen and say (看图听录音, 跟着说一说)

1 Don't sing.

2 Don't run.

3 Don't swim.

4 Don't climb the tree.

5 Don't pick the flower.

6 Don't read here.

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

1 You can ride a bicycle here. (×)

2 You can't swim. (√)

3 You can't climb the trees. (√)

4 You can't run. (×)

5 You can fly kites here. (×)

6 You can't pick the flowers. (√)

C Look and trace (看一看, 根据字母顺序, 帮助Sam回家) (略)

D Read and write (读一读, 写一写) (略)

Task: In the street (在街上) (略)

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