



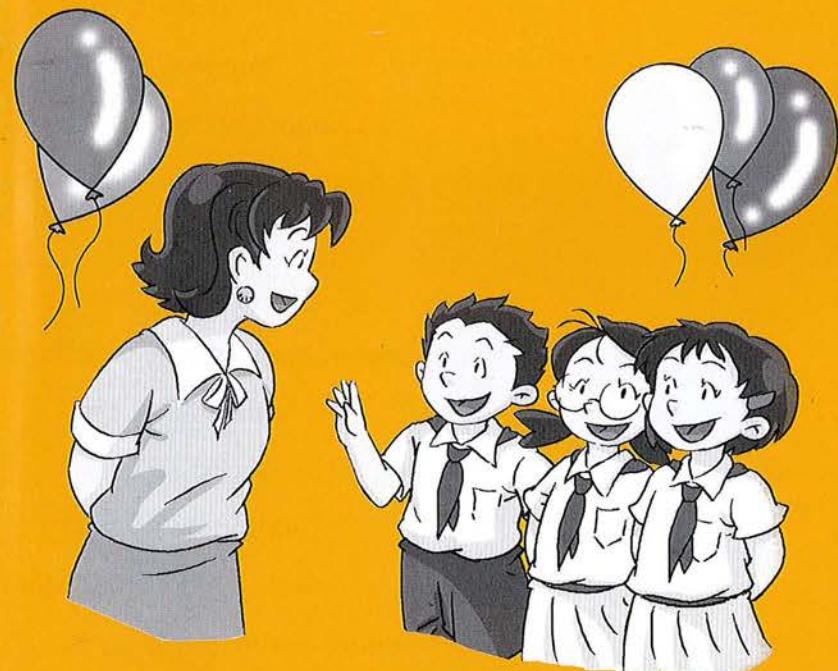
九年义务教育

# English

英  
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



英  
语

三年级

第二学期

(试用本)

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## 编写说明

### 课程目标

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

### 《学生用书》

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

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

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

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

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

学生生活的情景帮助学生活学活用。

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

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

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

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

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

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

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

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

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

三年级第二学期《学生用书》的模块四 (Module 4) 为拓展内容, 其目的是增加学生的阅读量, 并从学科、中外文化习俗和故事等三方面培养学生的语言学习兴趣和跨文化意识。

模块四的三个单元的学习栏目包括:

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

- **Listen and say:** 句型学习。该栏目以生动的情景为依托, 呈现与主题相关的句型。这些句型基本上是复现的句型, 建议教师让学生了解其含义和在实际情景中的运用即可。

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

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

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

- **Listen and read:** 拓展阅读。该栏目提供了与单元主题相关的综合语言材料。建议教师引导学生积极阅读并完成相关练习, 帮助他们拓展语言文化知识, 提高阅读能力。

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

- **Do a survey:** 调查活动。该栏目要求学生使用所学单词和句型进行小组调查活动。建议教师在引导学生做调查的同时, 也注重培养学生耐心倾听他人表述、礼貌待人等积极的情感态度。

- **Draw and say:** 画图并描述。该栏目要求学生根据主题画一画并用所学句型说一说, 教师应鼓励学生综合运用新旧句型, 培养学生的口头表达能力。

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

原则上, 模块四不出现新授句型或语言点, 而是在复习和综合已学知识的基础上对词汇、日常用语等作少

量拓展。这部分中出现的一些生词在以后的教材中将安排正式学习, 因此教师在教学时不必对学生作要求。模块四对应的《练习部分》中的练习也仅供教师根据教学实际使用, 不作要求。

《学生用书》还包含四个课题 (Project)。其目的是让学生综合运用在本册《学生用书》中学到的知识与技能, 提高他们的英语综合运用能力。因此, 课题涉及了多种形式, 其主题也与之前的学习内容有所联系。从本质上来说, 课题首先是个人活动, 然后是对子活动或小组活动。学生要互相协作, 一步步地完成课题中的每个任务。例如, 本册《学生用书》的第一个课题先让学生在方框中画出自己或贴上自己的照片, 接着描述自己的五官, 然后在表格中画出或贴上运用五种官能所能感知的物品, 最后与同学交流并完成短文。

此外, 《学生用书》的最后提供了生词表 (Word list), 其中包含了各单元的核心词汇, 即《学生用书》目录页的 Vocabulary 一栏中列出的单词, 方便学生学习和记忆单词。该生词表还收入了各单元中出现的其他词汇, 仅供学生参考, 不作要求。

### 《练习部分》

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

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

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

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

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

建议教师根据课堂实际, 借鉴《教学参考资料》中

的教学建议，把《练习部分》中的练习内容作为课堂中的教学活动适时安排学生在课堂中完成。

### 《教学参考资料》

《教学参考资料》为《学生用书》的内容提供了具体的指导意见。各单元内容包括：

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

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

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

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

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

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

这些活动设置了丰富的情景，为学生提供了用不同方式操练语言的机会，同时也提示教师使用其它教学资源如挂图、玩偶、单词图片卡等等完成教学任务。由于学校之间、教师之间及学生之间存在着具体差异，建议教师在教学中根据实际情况灵活使用这些活动。例如，虽然有些活动建议是以对子形式完成，但可以改为小组或男女生大组活动等等。另外，教师应该根据教学需要调整活动形式。例如，当教授新语言时，应该比较突出

教师的主导作用，尽可能地为学生的学习过程创设合适、丰富的情景和愉快的学习环境，并提供多样化的活动；当进行语言操练时，应该更加突出学生的主体作用。

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

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

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

### 多媒体课件光盘

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

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

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

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

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

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

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

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

### 教学评价建议

教师应做好教学全过程的评价和反馈记录。教师的评价要关注学生综合语言运用能力的发展过程以及学习的效果,应采用形成性评价与终结性评价相结合的方式。要体现学生在评价中的主体地位,通过评价,使学生在英语学习过程中不断体验进步与成功,认识自我,建立自信,促进学生综合语言运用能力的全面发展。要注重形成性评价对学生发展的作用。形成性评价的任务是对学生日常学习过程中的表现、所取得的成绩以及所反应出的情感、态度、策略等方面的发展做出评价。其形式可以有多种,如课堂学习活动评比、学习效果自评、学习档案、问卷调查、访谈、家长对学生学习情况的反馈与评价、平时测验等。例如,学习档案可包含以下内容:(1)入学考试情况记录。(2)学生学习行为记录,如朗读课文、朗诵儿歌、把课文分角色演出等。(3)书写作业的样本,通常由学生自己决定收入自认为最满意的作品。(4)教师与家长对学生学习情况的观察评语。(5)平时测验,由教师评分或在教师指导下同学评分或自己评分。(6)自己或同学对其学习态度、方法与效果的评价意见。

另外,教师也应做好教与学过程的评价和反馈记录,掌握学生的进步和表现。例如,在认读单词方面可分为:反应迅速准确;独立准确;帮助后基本准确等几个等级。在使用日常用语方面可分为:习惯或善于用英语和他人对话;在适当引导下能用英语和他人对话。在使用所学句型方面可分为:能熟练运用所学句型,并能用连续的几句话表达自己的想法;能用所学句型表达自己的想法;能在老师或同学的引导或启发下用所学句型表达自己的想法等几个等级。教师要注意根据学生的年龄特征和学习风格的差异采用适当的评价方式,要根据评价结果与学生进行不同形式的交流,充分肯定学生的

进步,鼓励学生自我反思、自我提高。同时教师也要注重评价结果对教学效果的反馈作用,要根据评价的反馈信息,及时调整教学计划和方法。

### 课堂教学环境创设建议

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

#### 1. 标签

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

#### 2. 图表

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

#### 3. 展示

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

### 课堂教学活动的组织建议

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

### 课堂用语建议

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

以下课堂用语供教师参考使用。

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

—How are you (today)?

—Fine, thanks.

Time for class!  
Is everybody here?  
Take out your book(s).  
Listen to my questions first.  
Say it with me.  
Look at my mouth.  
Raise your hand.  
Put your hand down.  
How do you spell ‘...’ ?  
Look at the picture, please.  
Can you see the picture?  
Let’s do a role-play.  
Do you want to be *Kitty* or *Alice*?  
Let’s read the text aloud.  
Write your name on the cover/at the top.  
Write it on the blackboard.  
Look at the blackboard.  
Understand?  
Any questions/problems?  
Find a friend/partner.  
Work in pairs.  
Do it in pairs.  
Do this in groups.  
Work in groups of four.  
Who’s next?

The game is over.  
Let’s act out our play!  
Let’s sing a song.  
One, two, three, go!  
Only five minutes. Go!  
One minute left.  
Time’s up.  
Be quiet, please.  
Again. Slowly.  
Good try.  
Wonderful!  
Let’s take/have a break.  
Class is over.

#### 教材配套资源

1. 学生资源
  - 学生用书
  - 练习部分
  - 音频文件
2. 教师资源
  - 教学参考资料
  - 教学挂图
  - 磁带
  - 音频光盘
  - 多媒体课件光盘

# Introduction

## Description of materials

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

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

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

## Student's resources

- Student's Book
- Workbook
- Audio files

## Teacher's resources

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

## Student's Book

The *Student's Book* contains core language learning material, using a wide variety of text-types and activities to introduce language. Stories, cartoons, dialogues and practical tasks all engage the student on a 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 relevant to students' lives.

## Workbook

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

## Teacher's Book

The *Teacher's Book* aims to provide teachers with full support in using 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 to be taught in each period
  - c the new words and sounds to be learnt in each unit
  - d the materials that can be used in each period
- 5 Suggested activities for the teachers' reference in each stage and period:
  - a Pre-task preparations: activities are suggested for teachers' use and adaptation to review previous lessons, set the scene, or introduce new language.
  - b While-task procedures: activities are suggested for teachers to teach new words and patterns, and help students understand the meaning and the usage of the language through practice.
  - c Post-task activities: activities are suggested

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

## 6 Notes that offer additional information or references.

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

## 'Building-blocks' approach

The new primary English language syllabus has a clear, standardized aim, supported by a series of specific learning targets and language objectives which provide a benchmark for teaching and learning. These are embedded in **English (Oxford Shanghai Edition)**, laying a firm foundation for 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, developing and expanding 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 are developed and 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 also taken into account. 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 practical 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, fluency and practice.

## **Modules, units and tasks**

The *Student's Book* is divided into four modules.

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

The sections of a unit may include:

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

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

### **Module 4 More things to learn (optional)**

Module 4 of *Student's Book 3B* is composed of three optional units. Unit 1 presents descriptions of one's body. Unit 2 introduces the Children's Day in China and other countries. Unit 3 presents a story for students to read.

The sections of these three units may include:

- **Look and learn**
- **Listen and say**
- **Say and act**
- **Play a game**
- **Listen and enjoy**
- **Listen and read**
- **Ask and answer**
- **Do a survey**
- **Draw and say**

This optional module serves as a medium for students to develop further both their language knowledge and language skills. Teachers can decide the learning objectives, schemes and teaching methods according to the students' abilities and time available. For classes with less able students, teachers can simply ignore Module 4 and focus on the first three modules of *Student's Book 3B*. Alternately, teachers may merely play for students the multimedia for Module 4 to give them a general idea about the information and language in it. For classes with more able students, teachers can organize additional learning activities and carry out related tasks beyond those present in *Student's Book 3B*. Suggested tasks, skills, schemes and activities are available in the *Teacher's Book*.

### **Projects**

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

These projects are designed for students to work at their own individual pace and illustrate the extent of 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 for the class in general and also for 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 of their own 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 solving recurring problems and extending ability.

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

# Module 1 Using my five senses

## Unit 1 Seeing and hearing

### Tasks in this unit:

- Use nouns to identify different vehicles
- Use wh-questions to find out what one can see and hear
- Use wh-questions to find out specific information
- Use the modal verb *can* to talk about what one can see and hear

### Language focus:

- Using the key words in context  
e.g., *aeroplane, bus, ship, car*
- Using wh-questions to find out what one can see and hear  
e.g., *What can you see/hear?*
- Using wh-questions to find out specific information  
e.g., *What colour can you see?*
- Using the modal verb *can* to talk about what one can see and hear  
e.g., *I can see a ship.*
- Identifying the pronunciation of 'ch-' in words such as *chick* and *chair*  
e.g., *chick, chair*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *aeroplane, bus, ship, car*
- Understanding wh-questions asking for specific information  
e.g., *What can you see/hear?*
- Understanding wh-questions asking about colours one can see  
e.g., *What colour can you see?*
- Understanding the modal verb *can* talking about what one can see and hear  
e.g., *I can see a ship.*
- Identifying the pronunciation of 'ch-' in words such as *chick* and *chair*  
e.g., *chick, chair*

#### Speaking

- Pronouncing the key words correctly  
e.g., *aeroplane, bus, ship, car*
- Using wh-questions to find out what one can see and hear  
e.g., *What can you see/hear?*
- Using the modal verb *can* to talk about what one can see and hear  
e.g., *I can see a toy ship.*
- Pronouncing the sound 'ch-' correctly in words such as *chick* and *chair*  
e.g., *chick, chair*

**Reading**

- Understanding dialogues about seeing and hearing things
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

**Writing**

- Writing the key words correctly  
e.g., *aeroplane, bus, ship, car*
- Writing the key sentences correctly  
e.g., *What can you hear?*  
*I can hear a ship.*

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What can you hear/see? I can hear/see ...	aeroplane    bus ship    car		SB: pp. 2 and 3 WB: p. 2 Parts A and B
2	What colour can you see?			SB: p. 3 WB: p. 3 Part C
3	How many?			SB: p. 4 WB: pp. 4 and 5 Parts E and F
4			ch- (chick, chair)	SB: pp. 4 and 5 WB: p. 6 Task

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

- Using the key words in context  
e.g., *aeroplane, bus, ship, car*
- Using the modal verb *can* to talk about what one can see and hear  
e.g., *I can hear a ship.*
- Using wh-questions to find out specific information  
e.g., *What can you hear?*

**Materials:**

*Student's Book 3B*, pp. 2 and 3  
*Workbook 3B*, p. 2 Parts A and B  
Cassette 3B

Flashcards 2B (*train, bus, van, bicycle*)

Flashcards 3B (*aeroplane, bus, ship, car*)

Wall picture 3B

A picture of a park and a picture of a street

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

Play the recording of different sounds and have the students close their eyes and listen. Then ask them to say what they can hear and guess where it is.

e.g.,

*T: (play the recording of the sounds of some vehicles) Listen! What can you hear?*

*S1: I can hear a car.*

*S2: I can hear a bicycle.*

*T: Guess. Where is it? Is it in a park?*

*S1: No. It's on a street.*

## Activity 2

Have the students sing the song 'Here it comes' on page 13 of *Student's Book 2B*. Show the flashcards for *bus*, *train* and *van* to review the words.

e.g.,

*Down by the bus stop.*

*Waiting for the bus.*

*Boop ... Boop ...*

*Here it comes!*

...

## While-task procedures

### Activity 1

Ask the students what vehicles they can see or hear on their way to school. Show the flashcards for *aeroplane*, *bus*, *ship* and *car* in 'Look and learn' on page 3 of the *Student's Book* and ask the students to read and spell the words after you.

e.g.,

*T: (show the flashcard for bus) Bus. B-U-S, bus.*

*Ss: Bus. B-U-S, bus.*

...

Then take away a flashcard and show the students the other three. Ask them to say which one is missing.

## Activity 2

Show the pictures for 'Look and say' on page 2 of the *Student's Book* and have the students discuss in pairs what they can see. Then have them listen to the recording for 'Look and say'. Ask them to answer your questions.

e.g.,

*T: What can Ben hear?*

*S1: Ben can hear a ship.*

*T: What else can Ben hear?*

*S2: He can hear an aeroplane.*

*T: What can Kitty see?*

*S3: She can see a bus and some cars.*

Then play the recording again and ask the

students to repeat after it. After that, practise the dialogue with them.

## Activity 3

Write the key patterns on the blackboard and ask the students to read them after you. Then show the wall picture of some vehicles and have the students answer your questions.

e.g.,

*T: What can you see?*

*S1: I can see a car.*

*S2: I can see a ship.*

*S3: I can see a bus.*

Have the students listen to the sounds of different vehicles. Ask them to answer your questions.

e.g.,

*T: What can you hear?*

*S1: I can hear a ship.*

*S2: I can hear a car.*

*S3: I can hear a train.*

## Activity 4

Ask the students to do Part A 'Listen and number' and Part B 'Listen and circle' on page 2 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Invite five students to come to the front. Ask two of them to start a dialogue and the others to imitate the sounds of a bus, train, etc.

e.g.,

*S1: Close your eyes, (S2's name). What can you hear?*

*S2: (close his/her eyes)*

*S3: (imitate the sound of a train)*

*S2: I can hear a train.*

...

## Activity 2

Have the students make a new dialogue in pairs or small groups using the picture of a street and the picture of a park.

e.g.,

*S1: (show the picture of a street to S2) What can*

*you see?*

*S2: I can see a street.* (show his/her picture of a park  
to *S1*) *What can you see?*

*S1: I can see a park.* Tweet ... Tweet ... *What can  
you hear?*

*S2: I can hear a bird.*

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What colour can you see?*
- Using the modal verb *can* to talk about what one can see and hear  
e.g., *I can see ...*

### Materials:

*Student's Book 3B*, p. 3

*Workbook 3B*, p. 3 Part C

Cassette 3B

Flashcards 3B (*aeroplane, bus, ship, car*)

Wall picture 3B

A picture of a park and a picture of a street

Materials for making a spinner

### Pre-task preparations

#### Activity 1

Have the students say the rhyme on page 2 of *Student's Book 2B*.

e.g.,

*I see green.*

*I see yellow.*

*I see blue.*

*I see purple.*

*I see a beautiful rainbow,*

*Shining over there,*

*Outside my window.*

Prepare some flashcards for words of different colours. Then ask several students to say the rhyme and flash the cards for the corresponding colours.

#### Activity 2

Show some flashcards for things in different colours. Flash the cards and ask the students

some questions.

e.g.,

*T: What can you see?*

*S1: I can see a car.*

*T: What colour is the car?*

*S1: It's yellow.*

### While-task procedures

#### Activity 1

Ask the students to look at the pictures in 'Play a game' on page 3 of the *Student's Book*. Have them pay attention to the instructions. Then demonstrate how to make a spinner step by step.

#### Activity 2

Divide the class into groups of four. Ask each group to make a spinner. Then ask them to spin the spinner one by one and ask each other questions.

e.g.,

*S1: (spin the spinner) What colour can you see?*

*S2: I can see ...*

#### Activity 3

Have the students draw a different type of vehicle in each colour section of the spinner. Then have them make a new dialogue in pairs.

e.g.,

*S1: (spin the spinner) What can you see?*

*S2: I can see a red car.*

#### Activity 4

Ask the students to do Part C 'Look, listen and match' on page 3 of the *Workbook*. Then check the answers with them.

### Post-task activities

#### Activity 1

Divide the students into groups of four to six. Ask the students to make some cards of things in different colours and play a guessing game.

e.g.,

*S1: (hold the card for a ship and cover one half of it) What colour can you see?*

*S2: I can see yellow.*

*S1: (show the card for a ship) What can you see?*

*S2: I can see a ship. It's yellow.*

Or you may ask the students to draw a picture of different things on it. Then ask them to cover one half of each thing and ask and answer questions about the pictures.

### Activity 2

Put the wall picture on the blackboard. Ask the students to make a dialogue according to the picture.

e.g.,

*S1: What can you see?*

*S2: I can see a street.*

*S1: What can you see in the street?*

*S2: I can see a car.*

*S1: Choo ... Choo ... What can you hear?*

*S2: I can hear a train.*

## Period 3

### Language focus:

- Using the modal verb *can* and its negative form *can't* to talk about what one can or cannot see and hear  
e.g., *I can hear some children.*  
*I can't see them.*
- Using wh-questions to find out specific information  
e.g., *What can you see?*

### Materials:

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

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

Cassette 3B

Wall picture 3B

A picture of a park

Toys

### Pre-task preparations

#### Activity 1

Show the picture of a park to the students and play the recording of the sounds of different things, such as birds, dogs and bicycles. Ask them to identify what they can see and hear in the park.

e.g.,

*T: What can you see?*

*S1: I can see some dogs.*

*T: What colour are they?*

*S1: Brown and black.*

*T: What can you hear?*

*S2: I can hear some birds.*

#### Activity 2

Have the students look at the pictures for 'Say and act' on page 4 of the *Student's Book* and ask and answer questions in pairs.

e.g.,

*S1: What can you see?*

*S2: I can see a toy ship.*

*S1: (imitate a bird) Tweet ... Tweet ... What can you hear?*

*S2: I can hear a bird.*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Say and act' on page 4 of the *Student's Book* several times. Then ask them some questions to help them understand the dialogue.

e.g.,

*T: How many birds can you see?*

*S1: Two birds.*

*T: Yes, a mother bird and a baby bird. What can the baby bird see?*

*S2: It can see some children.*

After that, play the recording for 'Say and act' again and have the students repeat after the recording. Then have them practise the dialogue in pairs.

#### Activity 2

Ask the students to role-play the dialogue in groups of six. Then invite several groups to act it out in front of the class.

e.g.,

*S1: (imitate the mother bird) What can you see?*

*S2: (imitate the baby bird) I can see some children.*

*S1: How many?*

*S2: Three. A boy and two girls.*

*S3: (imitate the ladybird) I can't see them, but I can*

hear them.

...

### Activity 3

Show the students some pictures of different things on the blackboard. Have them write a sentence about each picture using the key patterns *I can see/hear ...*

e.g.,

T: (show the picture of a table)

Ss: (write) *I can see a table.*

### Activity 4

Have the students do Part E 'Look, read and circle' on page 4 of the *Workbook*. After checking the answers with the students, ask them to make a dialogue in groups of three according to the pictures.

e.g.,

S1: *What can you see?*

S2: *I can see a slide.*

...

S3: *What can you see?*

### Post-task activities

#### Activity 1

Have the students do Part F 'Look, read and complete' on page 5 of the *Workbook*. After checking the answers with them, ask them to make a dialogue in pairs according to the picture.

#### Activity 2

Divide the students into groups of six. Give each group some pictures of different things such as toys, animals and vehicles. Ask each student to pick a picture they like and write a sentence for the picture using the key pattern *I can see/hear ...* on a card. Then have each group mix their pictures and cards to play a matching game.

e.g.,

S1: (show the picture of a car) *What can you see?*

S2: (show the card with the corresponding sentence on it) *I can see a car.*

S3: (show the picture of a bird) *Tweet ... Tweet ...*

*What can you hear?*

S4: (show the card with the corresponding sentence on it) *I can hear a bird.*

### Period 4

#### Language focus:

- Using the key words and sentences to find out what one can see and hear
- Pronouncing the sound 'ch-' correctly in words such as *chick* and *chair*  
e.g., *chick, chair*

#### Materials:

*Student's Book 3B*, pp. 4 and 5

*Workbook 3B*, p. 6 Task

Cassette 3B

Flashcards 3B (*chick, chair*)

### Pre-task preparations

#### Activity 1

Ask the students some questions about the picture for 'Listen and enjoy' on page 5 of the *Student's Book*.

e.g.,

T: *What can you see?*

S1: *I can see two boys.*

Then play the recording for 'Listen and enjoy' and encourage the students to sing along.

#### Activity 2

Divide the class into small groups and ask the students to perform the song. Then invite several groups to perform it in front of the class.

### While-task procedures

#### Activity 1

Show the picture for 'Ask and answer' on page 4 of the *Student's Book*. Ask the students some questions about the picture.

e.g.,

T: *What can you see in the picture?*

S1: *I can see two apple trees, a girl and a dog.*

T: *What else can you see?*

S1: *I can see a frog.*

Then ask the students to make a dialogue in pairs and complete the following table.

e.g.,

*S1: What can you hear?*

*S2: I can hear a dog. What can you see?*

*S1: I can see some flowers.*

	see	hear
bird		
dog		✓
frog		
flowers	✓	
trees		
...		

## Activity 2

Show the students some pictures of different places such as a snack bar and a street. Then ask them to talk about what they can see in these places.

e.g.,

*T: What can you see in the snack bar?*

*S1: I can see some hamburgers.*

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

*S2: I can see some buses.*

...

Divide the students into groups. Play the recording of different sounds. Ask the students to listen carefully and tick the things they can hear in the table below. Then check the answers with them.

car	bus	aeroplane	ship	tiger	dog	...

e.g.,

*T: What can you hear?*

*S1: I can hear a bus.*

...

## Activity 3

Show the flashcards for 'Learn the sound' on page 5 of the *Student's Book* and have the students repeat the two words several times after you until they can pronounce the sound correctly.

e.g.,

*T: ch-, chick.*

*Ss: ch-, chick.*

*T: ch-, chair.*

*Ss: ch-, chair.*

Then encourage them to think of more words with the sound 'ch-'.

e.g., *chopsticks, children*

## Activity 4

Have the students listen to the recording for the rhyme in 'Learn the sound' and repeat after it. Then encourage them to read the rhyme in groups.

## Post-task activities

### Activity I

Divide the students into groups of four to six. Give each group four to six pictures of different places such as a park, a zoo, a farm, a fruit shop and a street. Each student picks a picture and the others take turns to ask him/her some questions to find out what place it is. Remind them to use the key patterns.

e.g.,

*S1: (pick the picture of a park)*

*S2: What can you see?*

*S1: I can see a slide and some trees.*

*S3: What can you hear?*

*S1: I can hear some birds.*

*S4: Is it a park?*

*S1: (show the picture) Yes!*

### Activity 2

Have the students do Part A of Task 'On my way to school' on page 6 of the *Workbook* in pairs. Each student chooses a picture and then answers their partner's questions accordingly.

e.g.,

*S1: What can you hear near the house?*

*S2: I can hear some birds.*

*S1: What can you see in the street?*

*S2: I can see a bicycle.*

Then have the students do Part B by filling in the blanks.

### Notes:

- 1 You can tell the students the different answers to the questions *What can you see/hear?* and *What do you see/hear?*

e.g.,

- *What can you see/hear?*
- *I can see ...*
- *What do you see/hear?*
- *I see ...*

2 According to *Oxford Advanced Learner's English-Chinese Dictionary (Sixth edition)*, there is usually no comma in front of the word *too*.

# Module 1 Using my five senses

## Unit 2 Touching and feeling

### Tasks in this unit:

- Use adjectives to describe how things feel
- Use imperatives to give simple instructions
- Use wh-questions to find out how things feel
- Use wh-questions to find out specific information
- Use formulaic expressions to express agreement with someone

### Language focus:

- Using the key words in context  
e.g., *pineapple, cake, bread, glass, bag*
- Using imperatives to give simple instructions  
e.g., *Touch the glasses.*
- Using wh-questions to find out how things feel  
e.g., *How does it feel? How do they feel?*
- Using adjectives to describe how things feel  
e.g., *It's rough and soft.*
- Using wh-questions to find out specific information  
e.g., *What's that?*
- Using formulaic expressions to express agreement with someone  
e.g., *Me too.*
- Identifying the pronunciation of 'sh-' in words such as *ship* and *shop*  
e.g., *ship, shop, shoe, short*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *pineapple, cake, bread, glass, bag*
- Understanding imperatives giving simple instructions  
e.g., *Touch the glasses.*
- Understanding wh-questions asking about how things feel  
e.g., *How does it feel? How do they feel?*
- Understanding wh-questions asking for specific information  
e.g., *What's that?*
- Understanding formulaic expressions expressing agreement with someone  
e.g., *Me too.*
- Identifying the pronunciation of 'sh-' in words such as *ship* and *shop*  
e.g., *ship, shop, shoe, short*

#### Speaking

- Pronouncing the key words correctly  
e.g., *pineapple, cake, bread, glass, bag*

- Using wh-questions to find out how things feel  
e.g., *How does it feel? How do they feel?*
- Using adjectives to describe how things feel  
e.g., *It's hard and smooth.*
- Using imperatives to give simple instructions  
e.g., *Touch the desk, Alice.*
- Using formulaic expressions to express agreement with someone  
e.g., *Me too.*
- Pronouncing the sound 'sh-' correctly in words such as *ship* and *shop*  
e.g., *ship, shop, shoe, short*

### Reading

- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *pineapple, cake, bread, glass, bag*
- Writing the key sentences correctly  
e.g., *How does it feel? How do they feel?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	How does it feel? It's ... ( <i>adj.</i> ) How do they feel? They are ... ( <i>adj.</i> ) Touch the ... (imperative)	pineapple    cake bread    glass    bag		SB: pp. 6 and 7
2				SB: p. 7 WB: p. 8 Parts C and D
3	There's ... What's this/that? How much? Me too.			SB: pp. 8 and 9 WB: p. 9 Part E
4			sh- (ship, shop)	SB: p. 9 WB: p. 11 Task

## Period I

### Language focus:

- Using the key words correctly in context  
e.g., *pineapple, cake, bread, glass, bag*
- Using imperatives to give simple instructions  
e.g., *Touch the glasses.*
- Using wh-questions to find out how things feel  
e.g., *How does it feel?*
- Using adjectives to describe how things feel  
e.g., *It's rough and soft.*

### Materials:

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

Cassette 3B

Flashcards 3B (*pineapple, cake, bread, glass, bag*)

Wall picture 3B

A bag, a cake, a pineapple, a glass, some bread

### Pre-task preparations

#### Activity 1

Have the students say the rhyme on page 9 of *Student's Book 2B* to elicit the topic of this unit.

e.g.,

*A bag, a doll,*

*I can see.*

*Soft and nice,*

*For you and me.*

...

#### Activity 2

Ask the students to bring some toys or fruits to class. Stick the flashcards for the adjectives such as *soft, hard, smooth* and *rough* on the blackboard. Then have them answer your questions to review the adjectives describing how things feel.

e.g.,

*S1: Touch this pear. Is it rough?*

*S2: No, it isn't. It's smooth.*

*S1: Is it hard?*

*S2: Yes, it is.*

### While-task procedures

#### Activity 1

Bring a bag with a cake, a pineapple, a glass, and some bread in it. Ask the students to guess what is in the bag. If they guess the right thing, take it out and show the flashcard for the corresponding word in 'Look and learn' on page 7 of the *Student's Book*. Have the students read and spell the words after you.

e.g.,

*T: (show the card for pineapple) Pineapple. P-I-N-E-A-P-P-L-E, pineapple.*

*Ss: Pineapple. P-I-N-E-A-P-P-L-E, pineapple.*

Then put the wall picture on the blackboard and ask the students to answer your questions.

e.g.,

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

*S1: It's a glass. G-L-A-S-S, glass.*

#### Activity 2

Have the students listen to the recording for 'Look and learn'. Then take out the things inside the bag. Invite some students to touch them and answer your questions.

e.g.,

*T: (point to a pineapple) Touch the pineapple. Is it soft?*

*S1: (touch the pineapple) No, it isn't.*

*T: Is it hard? Is it rough?*

*S2: Yes, it is. It's rough and hard.*

#### Activity 3

Have the students listen to the recording for 'Look and say' on page 6 of the *Student's Book*. Have them look at the pictures and ask them some questions.

e.g.,

*T: What can you see on the table?*

*What does Alice touch?*

*How does it feel?*

Play the recording again and ask the students to repeat after it. Then practise the dialogue with them.

## Activity 4

Write the key patterns *How does it feel? How do they feel?* on the blackboard. Ask the students to repeat after you. Then make a dialogue with the students as follows.

e.g.,

T: (*hold a toy bear*) Look. I have a toy bear. Touch it. How does it feel?

S1: (*touch the toy bear*) It's soft.

T: (*hold two pencils*) Look. I have two pencils.

Touch them. How do they feel?

S2: (*touch the pencils*) They're smooth and hard.

## Post-task activities

### Activity 1

Divide the students into groups of four to six. Ask them to make a new dialogue using the things they have as follows.

e.g.,

S1: Look. I have a ruler. Please touch it, (S2's name). How does it feel?

S2: (*touch the ruler*) It's hard and smooth. I have three books. Please touch the books, (S3's name). How do they feel?

S3: (*touch the books*) They are smooth. I have a bag. Touch the bag, (S4's name). How does it feel?

S4: (*touch the bag*) It's smooth and soft.

### Activity 2

Have the students draw things they like on a card and write a few sentences about them.

e.g.,

*It's rough.*

*It's hard.*

*It's a pineapple.*



Then ask them to play a guessing game in pairs.

e.g.,

S1: (*look at his/her drawing*) It is a fruit. It's yellow.

S2: How does it feel?

S1: (*read the description*) It is rough and hard.  
What is it?

S2: Is it a pineapple?

S1: (*show the drawing*) Yes, it is.

## Period 2

### Language focus:

- Using imperatives to give simple instructions  
e.g., *Touch the desk, Alice.*
- Using wh-questions to find out how things feel  
e.g., *How does it feel?*
- Using adjectives to describe things  
e.g., *It's smooth and hard.*

### Materials:

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

*Workbook 3B*, p. 8 Parts C and D

Cassette 3B

Flashcards 3B (*pineapple, cake, bread, bag, glass*)

Wall picture 3B

Fruits and toys

## Pre-task preparations

### Activity 1

Show the students some pictures of fruits, drinks and toys such as an apple, a pineapple, a cup of coffee, a cup of iced tea, a doll and a toy car. Ask the students to say the following rhyme after you.

e.g.,

*Some fruits are rough.*

*Some fruits are smooth.*

*Some drinks are hot.*

*Some drinks are cold.*

*Some toys are soft.*

*Some toys are hard.*

### Activity 2

Put a pineapple, an apple, a cake, a glass and a toy bear on your desk. Invite some students to come up and touch one of them and then answer your questions.

e.g.,

T: *Touch the apple. How does it feel?*

S1: (*touch the apple*) It's smooth.

T: *Is it soft?*

S1: *No. It's hard.*

## While-task procedures

### Activity 1

Write *soft*, *hard*, *smooth* and *hard* as headings on the blackboard. Ask the students to play a matching game by sticking the flashcards for words such as *bread*, *cake* and *glass* below each heading.

e.g.,

*T*: (give *S1* the flashcard for bread) *How does it feel?*

*S1*: *It's soft.* (stick the flashcard below the heading soft)

### Activity 2

Have the students look at 'Do a survey' on page 7 of the *Student's Book*. Ask them to put a pineapple, a bag, a glass and a toy bear on the desk. Then ask them to work in pairs and do the survey and complete the table.

e.g.,

*S1*: *Touch the bag, please. How does it feel?*

*S2*: *It's soft and rough.*

### Activity 3

Put the wall picture on the blackboard. Have the students say how different things feel according to the survey on page 7 of the *Student's Book*.

e.g.,

*S1*: *The desk is hard. The toy bear is soft.*

### Activity 4

Have the students do Part C 'Listen, judge and write' on page 8 of the *Workbook*. After checking the answers with them, ask them to make a dialogue according to the pictures in Part D 'Look, ask and answer' on the same page.

e.g.,

*S1*: *Touch the glass. How does it feel?*

*S2*: *It's smooth and hard.*

## Post-task activities

### Activity 1

Show different things such as a pineapple, an apple, a cake, a glass and a toy bear and put them in a big box. Ask some students to touch one thing at a time and describe how it feels

while the other students guess what it is.

e.g.,

*T*: *Here's a big box. What's in it?*

*S1*: (touch one thing in the box)

*Ss*: *How does it feel?*

*S1*: *It's hard and smooth.*

*S2*: *Is it an apple?*

*S1*: *No.*

*S3*: *Is it a glass?*

*S1*: (take the thing out) *Yes, it's a glass.*

### Activity 2

Tell the students that *rough* and *smooth* are opposites, and that *soft* and *hard* are opposites too. Then have the students work in pairs or small groups and play a matching game. Ask them to make some picture cards of things that are soft, hard, smooth or rough. Encourage them to think of things different from those in the *Student's Book*. Demonstrate how to play the game.

- Mix the cards of things and adjectives.
- Lay the cards face down in two rows on the desk.
- The students take turns to turn over a card in each row. If the cards turned over do not make an opposite pair, replace the cards face down. If the cards make an opposite pair, (e.g., *pineapple* (rough) — *ball* (smooth)), collect the cards.
- Count the pairs of cards. The one who has the most pairs wins.

e.g.,

*S1*: (turn over a card) *It's a pineapple. It's rough.*

(turn over another card) *It's a ball. It's smooth.*

(take the two cards away)

## Period 3

### Language focus:

- Using wh-questions to find out how things feel  
e.g., *How does it feel?*
- Using adjectives to describe things  
e.g., *It's soft and nice.*
- Using wh-questions to find out specific

- information  
e.g., *What's that?*
- Using formulaic expressions to express agreement with someone  
e.g., *Me too.*

## Materials:

*Student's Book 3B*, pp. 8 and 9

*Workbook 3B*, p. 9 Part E

Cassette 3B

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 9 of the *Student's Book*. Encourage the students to read the rhyme after it.

### Activity 2

Have the students review the story about Supergirl on page 15 of *Student's Book 2A*. Then show the picture for 'Read a story' on page 8 of the *Student's Book* and introduce Superdog to the students.

e.g.,

T: *Look! This is Supergirl. She has a friend. It's a dog. Its name is Superdog.*

## While-task procedures

### Activity 1

Have the students look at the picture for 'Read a story' on page 8 of the *Student's Book* while they listen to the recording. You may ask them some questions to check their understanding.

e.g.,

(Picture 1)

T: *Where are Supergirl and Superdog?*

S1: *On the Moon.*

T: *Is Superdog hungry?*

S2: *Yes, it's hungry.*

(Picture 2)

T: *(point to Moon bread) Look! What's that?*

S3: *It's Moon bread.*

T: *How does it feel?*

S4: *It's hard.*

### Activity 2

Have the students read the story by themselves

and do 'True or false'. Then check the answers with them. If a statement is false, encourage them to say the right one. Then have the students listen to the recording again and repeat after it.

### Activity 3

Have the students role-play the story in groups of three. Then invite several groups to act it out in front of the class.

### Activity 4

Divide the class into groups of three. Ask the students to make a similar dialogue following 'Read a story'. Encourage them to use the key patterns they have learnt.

e.g.,

S1: *Look, (S2's name)! There's a toy shop. Let's go.*

S2: *What's that? How does it feel?*

S1: *It's a/an ... It's soft/hard.*

S2: *(to S3) How much?*

S3: *... yuan, please.*

S1: *I like this ...*

S2: *Me too. It's lovely.*

## Post-task activities

### Activity 1

Have the students complete the following passage according to the story.

e.g.,

*Supergirl and Superdog are on the Moon. They are hungry. There is a supermarket over there. They see some food in it. The Moon bread is too hard. They don't like it. They like the Moon pies. They're soft and nice.*

### Activity 2

Have the students do Part E 'Look, read and tick' on page 9 of the *Workbook*. After checking the answers with them, ask them to act out the dialogue in pairs.

## Period 4

### Language focus:

- Using the key words and sentences to talk about how things feel

- Pronouncing the sound 'sh-' correctly in words such as *ship* and *shop*  
e.g., *ship*, *shop*, *shoe*, *short*

## Materials:

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

*Workbook 3B*, p. 11 Task

Cassette 3B

Flashcards 3B (*ship*, *shop*)

Fruits or toys

## Pre-task preparations

### Activity 1

Have the students sing the song on page 13 of *Student's Book 1A* with some gestures. Show the flashcards for the different parts of the body to review the words while they are singing.

e.g.,

*Eye and ear,*

*And mouth and nose,*

*Mouth and nose,*

*Mouth and nose.*

...

You may also flash the cards and ask the students to respond quickly.

e.g.,

T: (*flash the card for mouth*) *What's this?*

Ss: *It's a mouth.*

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 9 of the *Student's Book*. Encourage them to repeat after the recording. Then invite several students to act it out in front of the class.

## While-task procedures

### Activity 1

Show different things such as fruits or toys to the class. Have the students touch them and answer your questions.

e.g.,

T: (*show a toy car*) *Touch the toy car. How does it feel?*

S1: (*touch the toy car*) *It's hard and smooth.*

T: (*show some toy rabbits*) *Touch the toy rabbits.*

*How do they feel?*

S2: (*touch the toy rabbits*) *They are soft.*

...

### Activity 2

Divide the students into groups of six to play a game. Ask each group to put six different things in a big box. The students in each group take turns to put their hands in the box to feel for an item according to other group members' descriptions.

e.g.,

S1: *How does it feel?*

S2: *It is smooth. It is hard.*

S1: (*pick a pencil from the box*) *Is it a pencil?*

S2: *Yes, it is.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 9 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sound correctly.

e.g.,

T: *sh-, ship.*

Ss: *sh-, ship.*

T: *sh-, shop.*

Ss: *sh-, shop.*

Then encourage them to think of more words with the sound 'sh-'.

e.g., *she, shoe, shirt, sheep, short*

You may divide the class into two groups to have a competition. The group that writes the most words with the sound 'sh-' wins.

### Activity 4

Play the recording for the rhyme in 'Learn the sound' several times. Ask the students to read after the recording. Then ask them to practise it in pairs or groups.

## Post-task activities

### Activity 1

Have the students look at the things in the classroom and ask and answer questions in pairs.

e.g.,

S1: (*point to the curtains*) *Touch the curtains. How*

*do they feel?*

*S2: They are soft.*

*S2: (point to the blackboard) Touch this. How does it feel?*

*S1: It's smooth and hard.*

### **Activity 2**

Have the students do Task 'A guessing game' on page 11 of the *Workbook*. First, have the students do Part A 'Touch, guess, ask and answer' in pairs. Each student touches one thing in the box and guesses what it is. Then ask them to do Part B 'Write and say'.

# Module 1 Using my five senses

## Unit 3 Tasting and smelling

### Tasks in this unit:

- Use nouns to identify different food items
- Use adjectives to describe how the food items smell or taste
- Use imperatives to give simple instructions
- Use wh-questions to find out how the food items smell or taste

### Language focus:

- Using the key words in context  
e.g., *sweet, lemon, salt, coffee, sour, salty, bitter*
- Using imperatives to give simple instructions  
e.g., *Taste the lemon.*
- Using wh-questions to find out how the food items smell or taste  
e.g., *How does it smell/taste?*
- Using adjectives to describe how the food items smell or taste  
e.g., *It's nice/sour.*
- Identifying the pronunciation of the sound 'wh-' in words such as *whale* and *white*  
e.g., *whale, white*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *sweet, lemon, salt, coffee, sour, salty, bitter*
- Understanding imperatives giving simple instructions  
e.g., *Taste the lemon.*
- Understanding wh-questions asking about how the food items smell or taste  
e.g., *How does it smell/taste?*
- Understanding modelled sentences giving specific information  
e.g., *It's nice/sour.*
- Identifying the pronunciation of the sound 'wh-' in words such as *whale* and *white*  
e.g., *whale, white*

#### Speaking

- Pronouncing the key words correctly  
e.g., *sweet, lemon, salt, coffee, salty, bitter*
- Using wh-questions to ask about how the food items smell or taste  
e.g., *How does it smell/taste?*
- Using adjectives to describe how the food items smell or taste  
e.g., *It's nice/sour.*
- Using imperatives to give simple instructions  
e.g., *Taste the lemon.*

- Pronouncing the sound 'wh-' correctly in words such as *whale* and *white*  
e.g., *whale*, *white*

### Reading

- Understanding dialogues about tasting and smelling things
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *sweet*, *lemon*, *salt*, *coffee*, *sour*, *salty*, *bitter*
- Writing the key sentences correctly  
e.g., *How does it taste/smell?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Taste/Smell ... (imperatives)	sweet ( <i>n.</i> ) sweet ( <i>adj.</i> ) lemon sour salt salty coffee bitter		SB: p. 10 WB: p. 12 Part A
2	How does it taste/smell? It's ...			SB: p. 10 WB: pp. 12 and 15 Parts B and G
3				SB: pp. 12 and 13 WB: p. 13 Part D
4			wh- ( <i>whale</i> , <i>white</i> )	SB: pp. 11 and 13 WB: p. 16 Task

### Period I

#### Language focus:

- Using the key words in context  
e.g., *sweet* (*n.*), *sweet* (*adj.*), *lemon*, *sour*, *salt*,  
*salty*, *coffee*, *bitter*
- Using imperatives to give simple instructions  
e.g., *Taste the lemon.*

- Using adjectives to describe how the food items smell or taste  
e.g., *It's very sour.*

#### Materials:

*Student's Book 3B*, p. 10  
*Workbook 3B*, p. 12 Part A  
Cassette 3B  
Flashcards 3B (*sweet/sweet*, *lemon/sour*, *salt/salty*,  
*coffee/bitter*)

Sweets, fruits, a cup of coffee and a packet of salt  
Four glasses of different drinks

## Pre-task preparations

### Activity 1

Play the recording for the rhyme on page 13 of *Student's Book 1B*. Ask the students to say it together.

e.g.,

*Smell the egg.*

*Smell the rice.*

*Egg and rice,*

*Nice, nice, nice.*

*Taste the soup.*

*Taste the noodles.*

*Soup and noodles,*

*Yummy, yummy, yummy.*

### Activity 2

Take out some fruits such as apples, bananas and oranges. Ask some students to smell and taste them and answer your questions.

e.g.,

*T: Smell the apple, please. Is it nice?*

*S1: (smell the apple) Yes, it is.*

*T: Taste the apple, please. Is it yummy?*

*S2: (taste the apple) Yes, it is.*

## While-task procedures

### Activity 1

Take out some sweets and a lemon to teach the words *sweet* (*n.*), *sweet* (*adj.*), *lemon* and *sour*.

Have the students repeat after you. Show the flashcards for *sweet* and *lemon* and have the students read and spell the words after you.

e.g.,

*T: (show the flashcard for sweet) Sweet. S-W-E-E-T, sweet.*

*Ss: Sweet. S-W-E-E-T, sweet.*

*T: (show the flashcard for lemon) Lemon. L-E-M-O-N, lemon.*

*Ss: Lemon. L-E-M-O-N, lemon.*

Then have several students taste the sweets.

e.g.,

*T: (show a sweet) What's this?*

*Ss: It's a sweet.*

*T: Taste the sweet. Is it nice?*

*S1: (taste the sweet) Yes.*

*T: (show the flashcard for sweet/sweet) The sweet is nice. It's sweet. (show the facial expression for sweet and write the word *sweet* on the blackboard.) What else are sweet? Cakes are sweet./Jelly is sweet.*

Show a lemon and ask the students to smell it. Then cut it into slices. Invite some students to taste the lemon to elicit the word *sour*.

e.g.,

*T: (show a lemon) Look, this is a lemon. Smell it, please. Is it nice?*

*S1: (smell the lemon) Yes, it's nice.*

*T: (give slices of the lemon to S1, S2, S3 and S4)*  
*Taste the lemon, please. Is it sweet?*

*S1, S2, S3 & S4: (taste the lemon) No, it isn't.*

*T: It isn't sweet. It's sour. The lemon is sour.*

*(show the facial expression for sour and show the flashcard for lemon/sour) Sour. S-O-U-R, sour.*

*Ss: Sour. S-O-U-R, sour.*

### Activity 2

Take out a packet of salt and a cup of coffee and teach the words *salt* and *coffee*. Write *salt* and *coffee* on the blackboard and have the students read and spell them after you. Then have the students taste them. Show the flashcards for *salt* and *coffee* and teach the words *salty* and *bitter*.

e.g.,

*T: (show a packet of salt) Look! This is salt. What colour is it?*

*Ss: It's white.*

*T: Taste it, please. Is it sweet?*

*S1: (taste the salt) No, it isn't.*

*T: (show the flashcard for salt/salty) It isn't sweet.*

*It's salty. Salt is salty. (write salty on the blackboard) Salty. S-A-L-T-Y, Salty.*

*Ss: Salty. S-A-L-T-Y, Salty.*

Take out a cup of coffee and ask the students some questions.

e.g.,

*T: (take out a cup of coffee) What is it?*

*Ss: It's coffee.*

*T: Taste it. Is it sweet?*

Ss: (*taste the coffee*) No, it isn't.

T: Is it salty?

Ss: No, it isn't.

T: (*show the facial expression for bitter*) Yes, coffee is bitter. (*Write bitter on the blackboard*) Bitter.

B-I-T-T-E-R, bitter.

Ss: Bitter. B-I-T-T-E-R, bitter.

### Activity 3

Prepare four glasses with different drinks that taste sweet, sour, salty and bitter respectively. Invite four students to come to the front and taste each drink. Ask them how each drink tastes while showing corresponding words to them.

e.g.,

T: (*point to Glass 1*) Is it sweet?

S1, S2, S3 & S4: No, it isn't. It's sour.

T: Yes, it's sour. (*show the word card for sour*)

Then have the students work in groups of four. Give each group four glasses with different drinks that taste sweet, sour, salty and bitter. Ask them to taste each drink and stick the word cards onto the glasses.

### Activity 4

Have the students do Part A 'Listen and number' on page 12 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Show more fruits, drinks and snacks such as bananas, coffee and chocolate. Have the students taste them and answer your questions.

e.g.,

T: Taste the banana. Is it sweet?

S1: Yes, it is.

T: Taste the coffee. Is it sour?

S2: No, it isn't. It's bitter.

### Activity 2

Show a lemon, a sweet, some salt and a cup of coffee. Then describe one item and ask the students to guess what it is.

e.g.,

T: It's small. It's smooth. It's yellow. Smell it. It's

nice. Taste it. It's sour. What is it?

Ss: It's a lemon.

## Period 2

### Language focus:

- Using adjectives to describe how the food items smell or taste  
e.g., *It's nice/sweet/sour/salty/bitter.*
- Using imperatives to give simple instructions  
e.g., *Close your eyes. Smell this.*
- Using wh-questions to find out how the food items smell and taste  
e.g., *How does it smell/taste?*

### Materials:

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

*Workbook 3B*, pp. 12 and 15 Parts B and G

Cassette 3B

Flashcards 3B (*sweet/sweet, lemon/sour, salt/salty, coffee/bitter*)

Wall picture 3B

Food

### Pre-task preparations

#### Activity 1

Flash the cards for the words *sweet/sweet, lemon/sour, salt/salty* and *coffee/bitter* and ask the students to respond quickly.

e.g.,

T: (*flash the card for sweet/sweet*)

Ss: It's a sweet. It's sweet.

Then take away one card and ask the students which one is missing.

#### Activity 2

Put the wall picture on the blackboard. Ask some students to choose a food item and describe it. The other students guess what it is.

e.g.,

S1: It's red. It's hard and smooth. It's nice and sweet. I like eating it very much. What is it?

Ss: Is it an apple?

S1: Yes, it is.

## While-task procedures

### Activity 1

Have the students look at the pictures for 'Look and say' on page 10 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

*T:* (point to Kitty and Ben) *Look, this is Kitty, and this is Ben.* (point to the lemon) *What's this?*

*Ss:* *It's a lemon.*

Then have the students listen to the recording and repeat after it.

### Activity 2

Write the key patterns *How does it smell? How does it taste?* on the blackboard. Ask the students to read after you. Then ask them some questions.

e.g.,

*T:* *How does the lemon smell?*

*S1:* *It's nice.*

*T:* *How does it taste?*

*S2:* *It's very sour.*

Then practise the dialogue with the students.

### Activity 3

Have the students practise the dialogue in pairs. Then invite several pairs to act it out in front of the class.

e.g.,

*S1:* *Close your eyes. Smell this. How does it smell?*

*S2:* *It's nice.*

*S1:* *What is it?*

*S2:* *Is it a lemon?*

*S1:* *Yes, it is. Now taste the lemon. How does it taste?*

*S2:* *Oh, it's very sour.*

### Activity 4

Have the students do Part B 'Listen and match' on page 12 of the *Workbook*. Check the answers with them. Then ask them some questions according to the pictures.

e.g.,

*T:* *How does the milk taste?*

*Ss:* *It's yummy.*

## Post-task activities

### Activity 1

Have the students practise the dialogue with more food items, such as a cake, a biscuit, some juice and some jelly. Invite a student to come to the front and close his/her eyes. Have him/her smell a food item and answer your questions.

e.g.,

*T:* *Close your eyes. Smell this. How does it smell?*

*S1:* *It's nice.*

*T:* *What is it?*

*S1:* *Is it an apple?*

*T:* *Yes, it is. Now open your eyes and taste it. How does it taste?*

*S1:* *It's sweet.*

Then divide the class into small groups to play the game. Remind them to use the key patterns.

### Activity 2

Have the students do Part G 'Look, read and write' on page 15 of the *Workbook*. Check the answers with them. Then encourage them to act it out in pairs.

## Period 3

### Language focus:

- Using imperatives to give simple instructions  
e.g., *Taste this apple.*
- Using wh-questions to find out how the food items taste  
e.g., *How does this apple taste?*
- Using adjectives to describe how the food items taste  
e.g., *It's sour.*

### Materials:

*Student's Book 3B*, pp. 12 and 13

*Workbook 3B*, p. 13 Part D

Cassette 3B

Flashcards for fruits

A picture of a fruit shop

## Pre-task preparations

### Activity 1

Have the students listen to the recording for

'Listen and enjoy' on page 13 of the *Student's Book*.

### Activity 2

Show the students the flashcards for the different fruits they have learnt. Ask them some questions.

e.g.,

T: *What is it? What colour is it? How does it taste?*  
Do you like it?

### While-task procedures

#### Activity 1

Have the students look at the pictures in 'Say and act' on page 12 of the *Student's Book*. Tell the students that Kitty and Ben want to buy some fruit to make a salad. Ask the students some questions.

e.g.,

T: *What fruit can you see in the shop?*  
S1: *I can see some apples, pears and oranges.*  
T: *What colour are the oranges?*  
S2: *They're orange.*

...

#### Activity 2

Have the students listen to the recording for 'Say and act' on page 12 of the *Student's Book* and repeat after it. Then ask them some questions to check their understanding.

e.g.,

T: *Look! Kitty and Ben are in a fruit shop. (point to the apples) What are they?*  
Ss: *They are apples.*  
T: *(point to Picture 2) How does this apple taste?*  
Ss: *It's sour.*  
T: *(point to Picture 3) How does this apple taste?*  
Ss: *It's sweet.*

#### Activity 3

Play the recording for 'Say and act' several times and ask the students to repeat after it. Then practise the dialogue with them.

e.g.,

T: *Good morning.*  
S1 & S2: *Good morning.*  
T: *Can I help you?*

S1: *May I have some apples, please?*

T: *Taste this apple, please. How does it taste?*

S1: *It's sour.*

...

#### Activity 4

Show the picture of a fruit shop and have the students make a new dialogue in groups of three following 'Say and act'.

e.g.,

S1: *Good morning.*  
S2 & S3: *Good morning.*  
S1: *Can I help you?*  
S2: *May I have some peaches, please?*  
S1: *Taste this peach. How does it taste?*  
S3: *It's hard and sour.*  
S1: *Taste this peach.*  
S2: *How does it taste, (S3's name)?*  
S3: *It's soft and nice.*

...

### Post-task activities

#### Activity 1

Ask the students to role-play the dialogue of 'Say and act' in groups of three. Then invite several groups to act it out in front of the class.

#### Activity 2

Have the students do Part D 'Listen, choose and complete' on page 13 of the *Workbook*. Check the answers with them. Then ask them to practise the dialogue in pairs.

e.g.,

S1: *Good afternoon.*  
S2: *Good afternoon.*  
S1: *Can I help you?*  
S2: *Some apples and bananas, please.*

...

### Period 4

#### Language focus:

- Using the key words and sentences to describe how the food items smell and taste
- Pronouncing the sound 'wh-' correctly in words such as *whale* and *white*  
e.g., *whale, white*

## Materials:

*Student's Book 3B*, p. 11 and 13

*Workbook 3B*, p. 16 Task

Cassette 3B

Flashcards 3B (*whale, white*)

Wall picture 3B

## Pre-task preparations

### Activity 1

Have the students listen to and repeat after the recording for 'Listen and enjoy' on page 13 of the *Student's Book*. Then ask them to practise the rhyme in pairs or small groups.

### Activity 2

You may make a riddle and ask the students to guess what the key is.

e.g.,

T: It's hard and rough.

It can be sweet.

It can be sour.

What is it?

S1: Is it an apple?

T: No.

S2: Is it a pineapple?

T: Yes, it's a pineapple.

Then encourage the students to work in pairs or small groups and make new riddles.

## While-task procedures

### Activity 1

Have the students read 'Do a survey' on page 11 of the *Student's Book*. Then have them do the survey in pairs.

e.g.,

S1: How does the lemon smell? Is it nice?

S2: Yes, it is.

S1: Taste it. How does it taste?

S2: It's sour.

Then have the students say something according to the table.

e.g.,

S1: The lemon is sour. The apple is sweet.

S2: The cake is sweet.

### Activity 2

Have the students work in small groups and ask each group to bring some food and drinks to do a survey. Each group should work together to design their own table. Then the students take turns to ask questions and the other group members should smell and taste and then answer the questions.

e.g.,

S1: How does the pear smell?

Ss: It's nice.

S1: How does it taste?

Ss: It's sour.

### Activity 3

Show the flashcards for 'Learn the sound' on page 13 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sound correctly.

e.g.,

T: wh-, whale.

Ss: wh-, whale.

T: wh-, white.

Ss: wh-, white.

Encourage the students to think of more words with the sound 'wh-'.

e.g., where, what

### Activity 4

Play the recording for 'Learn the sound' several times. Ask the students to repeat the rhyme after the recording. Then have them practise in groups.

## Post-task activities

### Activity 1

Have the students write about their favourite food as follows.

e.g.,

S1: I like (eating) apples.

Touch them. They are hard and smooth.

Smell them. They are nice.

Taste them. They are sweet.

## Activity 2

Have the students do Task 'An experiment' on page 16 of the *Workbook*. Divide the students into groups of four. Prepare four glasses with drinks that have different colour, temperature, smell and taste. Have the students observe the glasses first. Then have several students touch the glasses to report whether they are cold or hot. After that, have the students smell the drinks to guess what they could possibly be. Then pour the drinks to the students' cups and

have them taste and guess. Finally, ask the students to make a dialogue in groups using the key patterns.

e.g.,

*S1: Touch this. Is it hot?*

*S2: Yes, it is.*

*S1: Taste it. How does it taste?*

*S2: It is bitter.*

*S3: What is it?*

*S2: It's coffee.*

# Module 2 My favourite things

## Unit 1 Animals

### Tasks in this unit:

- Use nouns to identify animals
- Use yes/no questions to elicit a positive or negative response
- Use modelled sentences to express one's likes
- Use modelled sentences to describe animals

### Language focus:

- Using the key words to identify animals  
e.g., *tiger, lion, panda, monkey*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like tigers?*  
*Yes, I do./No, I don't.*
- Using modelled sentences to express one's likes  
e.g., *I like pandas.*
- Using modelled sentences to describe animals  
e.g., *It's so strong.*  
*They are clever.*
- Identifying the pronunciation of '-ck' in words such as *clock* and *rock*  
e.g., *clock, rock*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *tiger, lion, panda, monkey*
- Understanding yes/no questions  
e.g., *Do you like tigers?*  
*Yes, I do./No, I don't.*
- Understanding modelled sentences expressing one's likes  
e.g., *I like pandas.*
- Understanding modelled sentences describing animals  
e.g., *It's so strong.*  
*They are clever.*
- Identifying the pronunciation of '-ck' in words such as *clock* and *rock*  
e.g., *clock, rock*

#### Speaking

- Pronouncing the key words correctly  
e.g., *tiger, lion, panda, monkey*
- Using yes/no questions to maintain a conversation  
e.g., *Do you like ...?*  
*Yes, I do./No, I don't.*

- Using imperatives to give simple instructions  
e.g., *Look at the pandas.*
- Using modelled sentences to express one's likes  
e.g., *I like pandas.*
- Using modelled sentences to describe animals  
e.g., *It's so strong.*  
*They are clever.*
- Pronouncing the sound '-ck' correctly in words such as *clock* and *rock*  
e.g., *clock, rock*

**Reading**

- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

**Writing**

- Writing the key words correctly  
e.g., *tiger, lion, panda, monkey*
- Writing the key sentences correctly  
e.g., *Do you like tigers?*  
*They are clever.*

**Scheme of work:**

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	I like ... Do you like ...? Yes, I do./No, I don't. It is/They are ... ( <i>adj.</i> ) Look at ... (imperative)	tiger    lion panda    monkey		SB: pp. 14 and 15
2				SB: pp. 15 and 17 WB: p. 22 Parts C and D
3	Do you like it?			SB: p. 16 WB: pp. 23 and 24 Parts F and G
4			-ck (clock, rock)	SB: p. 17 WB: p. 25 Task

## Period I

### Language focus:

- Using the key words to identify animals  
e.g., *tiger, lion, panda, monkey*
- Asking yes/no questions to elicit a positive or negative response  
e.g., *Do you like tigers?*  
*Yes, I do./No, I don't.*
- Using modelled sentences to express one's likes  
e.g., *I like pandas.*
- Using modelled sentences to describe animals  
e.g., *It's so strong.*  
*They are clever.*

### Materials:

*Student's Book 3B*, pp. 14 and 15

Cassette 3B

Flashcards 3B (*tiger, panda, monkey, lion*)

Wall picture 3B

Pictures of animals

Toy animals

### Pre-task preparations

#### Activity 1

Put the wall picture on the blackboard. Describe the animals in the picture one by one and have the students guess what it is.

e.g.,

*T: It is very big. It has two big ears. It has a long nose. It likes eating leaves and bananas. What is it?*

*S1: Is it an elephant?*

*T: Yes, it is.*

#### Activity 2

Show the pictures of some farm animals and play the recording of different animals' sounds. Ask the students to listen carefully and answer your questions.

e.g.,

*T: (point to the picture of a hen) What can you see?*

*S1: I can see a hen.*

*T: (play the recording for the sound of a cow) What*

*can you hear?*

*S2: I can hear a cow.*

### While-task procedures

#### Activity 1

Show the flashcards for 'Look and learn' on page 15 of the *Student's Book*. Ask the students to repeat and spell the words after you. Then take one card away and ask them to say the missing word and try to spell it.

e.g.,

*T: (show the flashcard for tiger) Tiger. T-I-G-E-R,  
tiger.*

*Ss: Tiger. T-I-G-E-R, tiger.*

...

*T: (take the flashcard for tiger away) What is  
missing?*

*Ss: Tiger. T-I-G-E-R, tiger.*

#### Activity 2

Have the students look at the pictures on page 14 of the *Student's Book*. Ask them to answer your questions.

e.g.,

*T: What can you see?*

*S1: I can see ...*

*T: Can you see pandas?*

*S2: Yes, I can.*

*T: How many pandas?*

*S2: Three.*

#### Activity 3

Play the recording for 'Look and say' on page 14 of the *Student's Book* and ask the students to repeat after it. Then ask them some questions about the pictures.

e.g.,

*T: What can the monkeys do?*

*S1: They can climb trees.*

*T: Do you like monkeys?*

*S2: Yes, I do.*

Write the key patterns on the blackboard. Ask the students to read them after you several times. Then practise the dialogue with them.

#### Activity 4

Ask the students to practise the dialogue in

pairs. Then have them role-play the dialogue in pairs. Invite some pairs to act it out in front of the class.

e.g.,

S1: *Look at the pandas!*

S2: *I like pandas. They are cute.*

S1: *Look at the monkeys. Do you like monkeys, (S2's name)?*

S2: *Yes, I do. They are clever.*

S1: *Look at the elephant!*

S2: *Wow! It's so strong.*

## Post-task activities

### Activity 1

Show the wall picture of animals. Ask the students to choose several animals and talk about them in pairs as follows.

e.g.,

S1: *Look at ... Do you like ...?*

S2: *Yes, I do. They are ... They can ...*

### Activity 2

Have the students draw an animal they like on the palms of their left hands or on a piece of paper. Then ask them to play a guessing game as follows.

e.g.,

S1: *(draw a monkey)*

S2: *(draw a lion)*

S1: *Do you like lions?*

S2: *Yes, I do. Do you like dogs?*

S1: *(show his/her palm) No, I don't. Look, I like monkeys.*

## Period 2

### Language focus:

Using yes/no questions to elicit a positive or negative response

e.g., *Do you like tigers?*

*Yes, I do./No, I don't.*

### Materials:

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

*Workbook 3B*, p. 22 Parts C and D

Cassette 3B

Wall picture 3B

Flashcards 3B (*tiger, lion, panda, monkey*)

## Pre-task preparations

### Activity 1

Show the flashcards for animals such as cats, dogs, tigers and pandas. Help the students make a rhyme as follows.

e.g.,

*I like cats.*

*I like dogs.*

*I like pandas.*

*I like tigers.*

*Cats and dogs,*

*Pandas and tigers,*

*They like to play,*

*Round and round.*

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 17 of the *Student's Book*. Ask them to clap their hands to the rhythm of the rhyme.

## While-task procedures

### Activity 1

Put the wall picture on the blackboard. Have the students look at the picture and talk about the animals they like in groups.

e.g.,

S1: *I like elephants. An elephant has two big ears and a long nose.*

S2: *I like monkeys. They can climb trees.*

S3: *I like pandas. They're black and white. They're lovely.*

### Activity 2

Divide the students into groups and distribute some cards of different animals to each group. Then have the students take turns to ask questions.

e.g.,

S1: *Do you like tigers, (S2's name)?*

S2: *Yes, I do. Do you like rabbits, (S3's name)?*

S3: *No, I don't. I like cats. Do you like cats, (S4's name)?*

*S4: Yes, I do.*

### Activity 3

Ask the students to prepare a piece of paper and draw a table following the example given in 'Do a survey' on page 15 of the *Student's Book*. Then have them move around the classroom interviewing at least five students to complete the table.

e.g.,

*S1: Do you like elephants, (S2's name)?*

*S2: Yes, I do.*

*S1: Do you like tigers?*

*S2: No, I don't.*

*S1: (fill in the table)*

### Activity 4

Have the students do Part C 'Listen, number and draw' on page 22 of the *Workbook*. After checking the answers with them, ask them to work in pairs and talk about the animals in the picture.

e.g.,

*S1: Do you like monkeys?*

*S2: No, I don't. I like elephants. Do you like elephants?*

*S1: ...*

### Post-task activities

#### Activity 1

Prepare some riddles of animals. Read and have the students guess what they are.

e.g.,

*T: I can see the animal in the zoo.*

*It is big and strong.*

*It is orange and black.*

*It has a big mouth and a long tail.*

*It likes meat and it can run fast.*

*What is it?*

*S1: Is it a tiger?*

*T: Yes, it's a tiger.*

#### Activity 2

Have the students do Part D 'Tick, ask and answer' on page 22 of the *Workbook*. Ask them to complete the table and then ask and answer questions in pairs.

e.g.,

*S1: Do you like pandas?*

*S2: Yes, I do. They are black and white. They are big. They like eating bamboo.*

### Period 3

#### Language focus:

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like it?*  
*Yes, I do./No, I don't.*
- Using modelled sentences to express one's opinion  
e.g., *I don't want this hat.*

#### Materials:

*Student's Book 3B, p. 16*

*Workbook 3B, pp. 23 and 24 Parts F and G*  
*Cassette 3B*

#### Pre-task preparations

#### Activity 1

Show a picture of monkeys and ask the students some questions about monkeys.

e.g.,

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

*S1: I can see some monkeys.*

*T: What can they do?*

*S2: They can ...*

*T: What do they like eating?*

*S3: They like eating ...*

*T: Do you like monkeys?*

*S4: ...*

#### Activity 2

Have the students look at the pictures on page 16 of the *Student's Book*. Then ask them to answer your questions.

e.g.,

*T: What can you see?*

*S1: I can see an old man and some monkeys.*

*T: Where are they?*

*S2: The old man is under the tree.*

*The monkeys are in the tree.*

## While-task procedures

### Activity 1

Have the students look at the pictures and listen to the recording for 'Read a story' on page 16 of the *Student's Book*. Ask the students some questions to check their understanding.

e.g.,

T: Is it hot?/How is the weather?

S1: ...

T: What does Uncle Bai have?

S2: ...

...

### Activity 2

Have the students read the story by themselves. Then ask them to answer the questions on page 16 of the *Student's Book*.

e.g.,

T: What season is it?

S1: It's summer.

T: Do the monkeys like the hats?

S2: Yes, they do.

T: Does Uncle Bai get his hats back?

S3: Yes.

### Activity 3

Ask the students to act out the story in groups. Then invite several groups to act it out in front of the class.

### Activity 4

Have the students do Part F 'Look, read and complete' on page 23 of the *Workbook*. Ask them to look at the pictures carefully and then complete the sentences. After checking the answers with them, ask them to practise the dialogues in pairs.

## Post-task activities

### Activity 1

Have the students complete the following summary of the story. Then encourage them to retell the story.

e.g.,

In summer, it is very hot. Uncle Bai has many hats. He sees a tree and then takes a rest. Some monkeys take his hats and jump up to

the tree. Uncle Bai is angry and throws away his hat and the monkeys throw away the other hats too. Uncle Bai gets all the hats back.

### Activity 2

Have the students do Part G 'Read, guess and write' on page 24 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

- Using the key words and sentences to describe animals
- Pronouncing the sound '-ck' correctly in words such as *clock* and *rock*  
e.g., *clock, rock*

### Materials:

*Student's Book 3B*, p. 17

*Workbook 3B*, p. 25 Task

Cassette 3B

Flashcards 3B (*clock, rock*)

## Pre-task preparations

### Activity 1

Show the picture for 'Listen and enjoy' on page 17 of the *Student's Book*. Ask the students to make a dialogue in pairs as follows.

e.g.,

S1: What can you see?

S2: I can see zebras. What can you see?

S1: I can see bears. Do you like bears?

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

### Activity 2

Have the students listen to the recording for 'Listen and enjoy' on page 17 of the *Student's Book* several times and encourage them to say the rhyme.

## While-task procedures

### Activity 1

Put the pictures of the animals in the picture for 'Listen and enjoy' on page 17 of the *Student's Book* on the blackboard. Have the students listen to the song and number the

pictures of the animals. Then have the students choose one of the animals they like and fill in the table below.

e.g.,

Colour	Size	Abilities	Animal
orange and black	big	run and climb	tigers

Finally, ask them to talk about the animal they have chosen to their classmates. Have the other students guess what animal it is.

e.g.,

S1: It's big. It's orange and black. It can run and climb.

S2: Is it a tiger?

S1: Yes, it is.

## Activity 2

Divide the students into groups of four. Give each group some pictures of animals. Ask them to write some sentences to describe the animals on the cards. Then mix the cards and pictures together. Have the students ask and answer questions to match the cards with the pictures.

e.g.,

S1: (read the description on Card 1) It is big and tall. It has a long nose. It is grey. It is strong.

S2: (find and show the picture of an elephant) Is it an elephant?

S1: Yes, it is.

## Activity 3

Show the flashcards for 'Learn the sound' on page 17 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sounds correctly.

e.g.,

T: -ck, clock.

Ss: -ck, clock.

T: -ck, rock.

Ss: -ck, rock.

Encourage the students to think of more words with the sound '-ck'.

e.g., stick, chick, duck, chopsticks

## Activity 4

Play the recording for the rhyme in 'Learn the sound' several times and encourage the students to repeat after it. Then have them work in groups and practise the rhyme.

## Post-task activities

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 17 of the *Student's Book*. Then have them work in small groups and create a new rhyme. They should replace the names of animals with others.

### Activity 2

Have the students look at the picture in Part A of Task 'A tour in the zoo' on page 25 of the *Workbook*. Ask them to write the names of the animals in the boxes. Then ask them to make a short dialogue in pairs using the patterns given.

e.g.,

S1: What can you see/hear in the zoo?

S2: I can see/hear ...

S1: Do you like ...?

S2: ...

Ask the students to complete the sentences in Part B. After that, ask several students to read the sentences aloud in front of the class.

## Module 2 My favourite things

### Unit 2 Toys

#### Tasks in this unit:

- Use nouns to identify different toys
- Use wh-questions to find out specific information
- Use modelled sentences to express one's likes and dislikes
- Use modelled sentences to describe things
- Use formulaic expressions to express apology or show concern for others

#### Language focus:

- Using the key words to identify different toys  
e.g., *toy train, doll, skateboard, robot*
- Using wh-questions to find out specific information  
e.g., *What do you like?*
- Using modelled sentences to express one's likes and dislikes  
e.g., *I like dolls. I don't like skateboards.*
- Using modelled sentences to describe things  
e.g., *It's nice.*
- Using formulaic expressions to express apology or show concern for others  
e.g., *I'm sorry. Are you OK?*
- Identifying the pronunciation of the sound '-ll' in words such as *small, tall* and *wall*  
e.g., *small, tall, wall*

#### Language skills:

##### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *toy train, doll, skateboard, robot*
- Understanding wh-questions asking about what one likes  
e.g., *What do you like?*
- Understanding modelled sentences expressing one's likes and dislikes  
e.g., *I like dolls. I don't like skateboards.*
- Understanding modelled sentences describing things  
e.g., *It's nice.*
- Understanding formulaic expressions expressing apology or showing concern for others  
e.g., *I'm sorry. Are you OK?*
- Identifying the pronunciation of the sound '-ll' in words such as *small, tall* and *wall*  
e.g., *small, tall, wall*

##### Speaking

- Pronouncing the key words correctly  
e.g., *toy train, doll, skateboard, robot*
- Using wh-questions to find out specific information

e.g., *What do you like?*

- Using modelled sentences to express one's likes and dislikes  
e.g., *I like dolls. I don't like skateboards.*
- Using modelled sentences to describe things  
e.g., *It's nice.*
- Using formulaic expressions to express apology or show concern for others  
e.g., *I'm sorry. Are you OK?*
- Pronouncing the sound '-ll' correctly in words such as *small, tall* and *wall*  
e.g., *small, tall, wall*

### Reading

- Understanding dialogues about toys
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *toy train, doll, skateboard, robot*
- Writing the key sentences correctly  
e.g., *What do you like? I like dolls. I don't like skateboards.*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	Do you like ...	toy train    doll robot    skateboard		SB: pp. 18 and 19 WB: p. 26 Parts A and B
2	What do you like? I like ... I don't like ...			SB: p. 18 WB: p. 27 Parts C and D
3	I'm sorry. Are you OK? That's all right.			SB: p. 20 WB: p. 29 Part F
4			-ll (small, tall, wall)	SB: p. 21 WB: p. 30 Task

### Period 1

#### Language focus:

- Using the key words to identify toys  
e.g., *toy train, doll, skateboard, robot*

- Using *yes/no* questions to elicit a positive or negative response  
e.g., *Do you like dolls?*

*Yes, I do./No, I don't.*

## Materials:

*Student's Book 3B*, pp. 18 and 19  
*Workbook 3B*, p. 26 Parts A and B  
Cassette 3B  
Flashcards 3B (*toy train, doll, skateboard, robot*)  
Wall picture 3B  
Toys  
Materials for making robots

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Have the students say the rhyme on page 15 of *Student's Book 1B*.

e.g.,

*I like the doll.*

*I like the ball.*

*I like the doll and the ball.*

*I like the ball.*

*I like the doll.*

*I like the ball and the doll.*

You may encourage the students to make a new rhyme using other words of toys, such as *robot, boat, car*, etc.

### Activity 2

Show the flashcards for the words of toys the students have learnt, such as *kite, doll, ball* and *bicycle*. Have them read and spell the words.

Then ask questions about the toys.

e.g.,

T: (*show the flashcard for kite*) Look. What is it?

Ss: It's a kite. K-I-T-E, kite.

T: Can you fly a kite?/Do you like kites?

Ss: Yes./No.

## While-task procedures

### Activity 1

Show the flashcards for 'Look and learn' on page 18 of the *Student's Book*. Ask them to repeat and spell the words after you.

e.g.,

T: (*show the flashcard for doll*) Doll. D-O-L-L, doll.

Ss: Doll. D-O-L-L, doll.

### Activity 2

Bring some toys to the class and show them to the students one by one. Then have some students pick one toy at a time and introduce the toys to the class.

e.g.,

S1: *Look! This is my toy panda. Touch it. How does it feel?*

S2: *It's soft.*

S1: *Do you like it?*

S2: *Yes, I do.*

### Activity 3

Have the students look at the pictures in 'Play a game' on page 19 of the *Student's Book*. Take out the things which will be used to make a robot and explain how to make a robot step by step.

e.g.,

T: *Today I will make a robot. I need some boxes, some foil, some glue and some buttons. First, I stick the foil and the boxes together with some glue. Then I stick the buttons on. Look, it's a super robot.*

After making sure the students understand the procedure for making a robot, divide the class into small groups. Ask the students to work together to make a robot.

### Activity 4

Ask the students to show their robots to their classmates and help them make a dialogue about them.

e.g.,

S1: (*hold a robot*) Hi! I'm Charlie the robot.

S2: (*hold a robot*) Hi, Charlie. I'm Judy. I'm a robot too.

S1: Can you walk, Judy?

S2: (*make the robot walk*) Yes, I can.

## Post-task activities

### Activity 1

Have the students do Part A 'Listen and tick' and Part B 'Look, listen and write' on page 26 of the *Workbook*. Check the answers with them.

Then ask them to make a dialogue in pairs according to the toys in the pictures.

e.g.,

*S1: Do you like robots?*

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

## Activity 2

Have the students make a dialogue with their classmates using the toys they bring to school.

e.g.,

*S1: (show his/her toy car) Do you like toy cars, (S2's name)?*

*S2: (touch the toy cars) Yes, I do. They're super.*

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What do you like?*
- Using modelled sentences to express one's likes and dislikes  
e.g., *I like dolls.*  
*I don't like skateboards.*

### Materials:

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

*Workbook 3B, p. 27 Parts C and D*

Cassette 3B

Wall picture 3B

Toys

A picture of a toy shop

### Pre-task preparations

#### Activity 1

Help the students make a new rhyme using the words they have learnt. Ask them to act out the rhyme with body language.

e.g.,

*I like dolls.*

*I like kites.*

*I like dolls and kites.*

*You like toy cars.*

*You like robots.*

*You like toy cars and robots.*

## Activity 2

Show the wall picture of toys and ask the students some questions.

e.g.,

*T: Look at the picture. There are many toys in it!*

*Can you see dolls, girls?*

*Girls: Yes, we can.*

*T: Can you see a toy train, boys?*

*Boys: Yes, we can.*

## While-task procedures

#### Activity 1

Have the students look at the pictures for 'Look and say' on page 18 of the *Student's Book*. Ask them some questions about the pictures.

e.g.,

*T: Are Ben and Kitty in a toy shop?*

*S1: Yes.*

*T: What can you see in the toy shop?*

*S2: I can see ...*

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 18 of the *Student's Book* and repeat after it. Write the key patterns on the blackboard. Ask the students to answer your questions.

e.g.,

*T: Look. There are many toys in the shop. What do you like?*

*S1: I like dolls.*

*S2: I like skateboards.*

Then practise the dialogue with the students.

#### Activity 3

Have the students work in small groups and role-play a dialogue following 'Look and say' on page 18 of the *Student's Book*. Tell them they can use their own toys if they like.

e.g.,

*S1: (act as Mum) What do you like, (S2's name)?*

*S2: (act as Child 1) I like robots.*

*S1: Touch the robot. Is it hard?*

*S2: Yes, it is. It's hard and smooth.*

*S1: What do you like, (S3's name)?*

S3: (act as Child 2) *I don't like robots. I like balls.*

S1: *Touch the ball. Is it smooth?*

S3: *Yes, it is. It's smooth and soft.*

#### Activity 4

Have the students do Part C 'Listen and tick' on page 27 of the *Workbook*. Then check the answers with them. If possible, have the students circle the toys they like and talk about them in pairs.

e.g.,

S1: (circle the bicycles) *I can ride bicycles. I like bicycles. They are super.*

S2: (circle the dolls) *I don't like bicycles. I like dolls. They are beautiful.*

### Post-task activities

#### Activity 1

Have the students draw their favourite toys and write several sentences to describe them. Then ask them to read their sentences in groups.

e.g.,

S1: *Look! This is my favourite toy. It's a doll. I like this doll. It has brown hair. It has two big eyes.*

S2: *I like this robot. It's my favourite toy. It can sing. It can walk too.*

#### Activity 2

Have the students do Part D 'Look, ask and answer' on page 27 of the *Workbook*. Ask them to talk about the toys in the picture in pairs or small groups.

e.g.,

S1: *What do you like?*

S2: *I like ...*

S1: *Do you like ...?*

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

Then you may ask the students to complete the following sentences.

e.g.,

*I like \_\_\_\_\_. I don't like \_\_\_\_\_.*

### Period 3

#### Language focus:

- Using wh-questions to find out specific information

e.g., *What do you like?*

- Using modelled sentences to express one's likes and dislikes  
e.g., *I like skateboards. I don't like robots.*
- Using modelled sentences to describe things  
e.g., *It's super.*
- Using formulaic expressions to express apology or show concern for others  
e.g., *I'm sorry. Are you OK?*

#### Materials:

*Student's Book 3B*, p. 20

*Workbook 3B*, p. 29 Part F

Cassette 3B

Pictures of toys

Toys

### Pre-task preparations

#### Activity 1

Ask the students to draw a smiling face and a crying face on a piece of paper. Show the pictures of different toys and ask them to write the toys they like beside the smiling face and the ones they do not like beside the crying face. Then ask the students to talk about the toys as follows.

e.g.,

S1: *I like robots and balls. I don't like dolls.*

S2: *I like skateboards. I don't like kites.*

#### Activity 2

Take out some toys and give them to the students. Then ask the students to talk about the toys as follows.

e.g.,

S1: *I have a doll. It is ... It can ...*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Say and act' on page 20 of the *Student's Book* and repeat after it.

#### Activity 2

Ask the students to read the text by themselves. Show the pictures for 'Say and act' and ask the students to answer your questions.

e.g.,

T: What can you see in the pictures?

S1: I can see a dog and a cat.

S2: I can see a robot.

T: Does the dog like skateboards or robots?

S3: Skateboards.

### Activity 3

Ask the students to practise the dialogue in pairs. Then invite several pairs to role-play it in front of the class. If it is a little bit difficult for the students, you may have them work in groups of four. Have two students read the dialogue and the other two act it out.

e.g.,

S1: Let's play together.

S2: OK. What do you like?

S1: I like skateboards. Look! I can ride it very well.  
It's fun!

S2: I don't like skateboards. I like robots. Look at my robot. It can walk. It's super!

S1: Oh!

S2: I'm sorry. Are you OK?

S1: That's all right. I don't like robots!

### Activity 4

Have the students complete the following passage and then read it aloud.

e.g.,

Hello. I'm a cat. I like robots. I don't like skateboards. My friend likes skateboards. He can ride his skateboard very well, but he doesn't like robots.

### Post-task activities

#### Activity 1

Have the students work in pairs and make a new dialogue following 'Say and act'. Invite several pairs to act out their dialogues in front of the class. If necessary, you may give some toys to the students.

#### Activity 2

Have the students do Part F 'Look, read and complete' on page 29 of the *Workbook*. After checking the answers with them, ask them to practise the dialogue in groups of four.

### Period 4

#### Language focus:

- Using the key words and sentences to identify different toys and talk about them
- Pronouncing the sound '-ll' correctly in words such as *small, tall* and *wall*  
e.g., *small, tall, wall*

#### Materials:

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

*Workbook 3B*, p. 30 Task

Cassette 3B

Flashcards (*small, tall, wall*)

#### Pre-task preparations

##### Activity 1

Show the picture for 'Do a survey' on page 21 of the *Student's Book*. Ask the students to look at the toys in the picture and make a rhyme in pairs as follows.

e.g.,

*I like robots.*

*I like cars.*

*I like robots and cars.*

*The robots are super.*

*The cars are fast.*

*I like the robots and the cars.*

##### Activity 2

Have the students look at the picture for 'Do a survey' again and ask them some questions.

e.g.,

T: How many children can you see? What toys can you see? What toys do you like?

#### While-task procedures

##### Activity 1

Have the students read the dialogue in 'Do a survey' on page 21 of the *Student's Book*. Then make a dialogue with them according to the toys in the picture.

e.g.,

T: What do you like?

S1: I like skateboards.

T: Do you like skateboards, (S2's name)?

*S2: No, I don't. I like dolls.*

### **Activity 2**

Divide the class into groups of four to six. Ask them to do a survey about the toys their group members like and write down the results.

e.g.,

*S1: I like toy cars. Do you like toy cars?*

*S2: No, I don't. I like boats.*

Then ask some groups to report their survey results.

e.g.,

*S1: (S2's name) and (S3's name) like boats. (S4's name) and (S5's name) like dolls. I like toy cars.*

### **Activity 3**

Show the flashcards for 'Learn the sound' on page 21 of the *Student's Book*. Read the words and have the students repeat after you several times.

e.g.,

*T: -ll, small.*

*Ss: -ll, small.*

*T: -ll, tall.*

*Ss: -ll, tall.*

*T: -ll, wall.*

*Ss: -ll, wall.*

Then divide the class into two groups to have a competition. Ask the students to think of more words with the sound '-ll', such as *ball*, *doll*, and *hall*. The group that says the most words wins.

### **Activity 4**

Play the recording for the rhyme in 'Learn the sound' several times and have the students repeat after it. Then ask the students to practise the rhyme in small groups.

## **Post-task activities**

### **Activity 1**

Have the students do Task 'Toys we like' on page 30 of the *Workbook*. First, ask them to draw the toys they like on the shelf in Part A and write the names of the toys. Then divide the class into groups of four. Have the students ask each other questions about the toys they like and complete the table in Part B.

### **Activity 2**

Have the students report what toys their classmates like according to the table in Part B of the Task. Then ask them to complete the sentences in Part C and read them aloud.

# Module 2 My favourite things

## Unit 3 Clothes

### Tasks in this unit:

- Use nouns and noun phrases to identify different clothes
- Use wh-questions to find out specific information
- Use modelled sentences to give specific information
- Use formulaic expressions to ask for permission

### Language focus:

- Using the key words and phrases to identify different clothes  
e.g., *hat, scarf, a pair of gloves*
- Using wh-questions to find out specific information  
e.g., *What are these/those?*
- Using modelled sentences to give specific information  
e.g., *It's his hat.*  
*They're gloves.*
- Using formulaic expressions to ask for permission  
e.g., *May I have a try?*
- Identifying the pronunciation of the sound '-ss' in words such as *classroom* and *glass*  
e.g., *classroom, glass*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *hat, scarf, a pair of gloves*
- Understanding wh-questions asking for specific information  
e.g., *What are these/those?*
- Understanding modelled sentences giving specific information  
e.g., *It's his hat.*  
*They're gloves.*
- Understanding formulaic expressions asking for permission  
e.g., *May I have a try?*
- Identifying the pronunciation of the sound '-ss' in words such as *classroom* and *glass*  
e.g., *classroom, glass*

#### Speaking

- Pronouncing the key words and phrases correctly  
e.g., *hat, scarf, a pair of gloves*
- Using wh-questions to find out specific information  
e.g., *What are these/those?*
- Using modelled sentences to give specific information  
e.g., *It's his hat.*  
*They're gloves.*

- Using formulaic expressions to ask for permission  
e.g., *May I have a try?*
- Pronouncing the sound '-ss' correctly in words such as *classroom* and *glass*  
e.g., *classroom, glass*

### Reading

- Understanding dialogues about clothes
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words and phrases correctly  
e.g., *hat, scarf, a pair of gloves*
- Writing the key sentences correctly  
e.g., *What are these/those?*  
*They're gloves.*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What's this/that? It's ...	hat scarf jacket a pair of gloves a pair of socks a pair of shoes		SB: p. 23 WB: pp. 31 and 32 Parts A, B and C
2	What are these/those? They're ... I see.			SB: pp. 22 and 25 WB: p. 33 Part E
3	What's this in English? What are these in English? May I have a try?			SB: p. 24 WB: p. 34 Part F
4			-ss (classroom, glass)	SB: pp. 23 and 25 WB: p. 35 Task

### Period I

#### Language focus:

- Using the key words and phrases to identify different clothes

e.g., *hat, scarf, jacket, a pair of gloves, a pair of socks, a pair of shoes*

- Using wh-questions to find out specific information  
e.g., *What's this/that?*

- Using modelled sentences to give specific information  
e.g., *It's a hat.*

## Materials:

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

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

Cassette 3B

Flashcards 1B & 2B (*shorts, T-shirt, blouse, dress, trousers, sweater, shirt, coat*)

Flashcards 3B (*hat, scarf, jacket, a pair of gloves, a pair of socks, a pair of shoes*)

Dolls or puppets

## Pre-task preparations

### Activity 1

Have the students say the rhyme on page 36 of *Student's Book 1B* and help the students review the words they have learnt, such as *shorts, T-shirt, blouse, dress* and *coat*. Show the corresponding flashcards for the words.

e.g.,

*Shorts, a T-shirt, a dress and a blouse,*

*What do you need? What do you need?*

*I need a blouse.*

*I need a dress.*

*I need a blouse and a dress.*

### Activity 2

Show more flashcards for clothes that the students have learnt such as *shirt, sweater* and *trousers*. Have them read and spell the words. If time allows, you may play the game 'Apple tree' (see 'Notes' on page 50 of *Teacher's Book 3A* for instructions) with the students to arouse their interest in spelling the words.

## While-task procedures

### Activity 1

Show several dolls or puppets wearing the clothes in 'Look and learn' on page 23 of the *Student's Book*. Ask the students some questions. Provide them with the answers if the students cannot say the words.

e.g.,

*T: Is this a shirt?*

*S1: Yes, it is.*

*T: What's this? It's a jacket. Please follow me.*

*Jacket.*

*Ss: Jacket.*

Then show the flashcards for the words *hat, scarf* and *jacket* in 'Look and Learn' and teach the words one by one.

e.g.,

*T: (show the flashcard for hat) Hat. H-A-T, hat.*

*Ss: Hat. H-A-T, hat.*

### Activity 2

Show the flashcards for *a pair of gloves, a pair of socks* and *a pair of shoes* and teach the phrases.

e.g.,

*T: (show the flashcard for a pair of gloves) Gloves.*

*G-L-O-V-E-S, gloves. A pair of gloves.*

*Ss: Gloves. G-L-O-V-E-S, gloves. A pair of gloves.*

...

Use the flashcards for *trousers, chopsticks* and *shorts* to help the students understand the meaning of the phrase 'a pair of'.

### Activity 3

Show the flashcards for different clothes and ask the students to answer your questions.

e.g.,

*T: (hold up the flashcard for hat in the hand) Look!*  
*What's this?*

*Ss: It's a hat.*

*T: (stick the flashcard for a pair of shoes on the blackboard) What are they?*

*Ss: They are shoes.*

Then ask the students to make a dialogue in pairs according to the cards you hold up or put on the blackboard.

### Activity 4

Have the students do Part A 'Listen and number' and Part B 'Listen and circle' on page 31 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students do Part C 'Listen, match and write' on page 32 of the *Workbook*. Then ask

them to say something about the pictures.

e.g.,

S1: Ben has a pair of gloves. Peter has a pair of shoes. Alice has scarves. Kitty has some hats.

## Activity 2

Divide the students into groups of four to six. Have them ask and answer questions using the flashcards for clothes.

e.g.,

S1: (show the card for scarf) What's this?

S2: It's a scarf.

S1: (show the cards for scarf and a pair of gloves)  
What do you have for winter?

S2: I have a scarf and a pair of gloves.

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., What are these/those?
- Using modelled sentences to give specific information  
e.g., It's his hat.  
They're gloves.

### Materials:

Student's Book 3B, pp. 22 and 25

Workbook 3B, p. 33 Part E

Cassette 3B

Flashcards 1B & 2B (*shorts, T-shirt, blouse, dress, trousers, sweater, shirt, coat*)

Flashcards 3B (*hat, scarf, jacket, a pair of gloves, a pair of socks, a pair of shoes*)

Wall picture 3B

Pictures of clothes

Fruits

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 25 of the *Student's Book*. Encourage the students to repeat after it.

#### Activity 2

Put the wall picture of clothes on the

blackboard and have the students answer your questions.

e.g.,

T: (point to the picture of a hat) What's this?

S1: It's a hat.

T: (point to the picture of a jacket) What is it?

S2: It's a jacket.

### While-task procedures

#### Activity 1

Have the students look at the pictures for 'Look and say' on page 22 of the *Student's Book* and ask them some questions.

e.g.,

T: Look at Paul's picture. (point to the hat) What's this?

S1: It's a hat.

T: (point to the trousers) What are these? Are they trousers?

Ss: Yes, they're trousers.

#### Activity 2

Have the students listen to the recording for 'Look and say' on page 22 of the *Student's Book* and repeat after it. Then practise the dialogue with the students.

e.g.,

T: Oh, you draw a robot. Hmm, what is it?

S1: It's his hat.

T: I like the hat. It's funny. What are these? His hands?

S1: No. They're gloves.

T: Oh, I see. Oh, he has a pair of trousers too.

S1: Yes.

T: That's a nice picture, (S1's name). I like it.

Write the key patterns on the blackboard and ask the students to repeat after you.

#### Activity 3

Hand out some pictures of clothes to each student sitting in the first row. Then ask them to turn to the students sitting behind them to make a dialogue and then pass the pictures to them. The game continues until all the students ask and answer the questions.

e.g.,

S1: (*turn around and show the picture of two hats to S2*) What are they? (*give the picture to S2*)

S2: They are hats.

S2: (*turn around and show the picture to S3*) What are these? (*give the picture to S3*)

S3: They're hats.

#### **Activity 4**

Stick the pictures of different clothes such as gloves, socks, shoes and shorts on the blackboard. Give the students some cards with different words for clothes. Have the students answer your questions and match the pictures with the word cards they have.

e.g.,

T: (*point to the picture of a scarf*) What's this?

S1: It's a scarf. (*stick the card for scarf beneath the picture of a scarf on the blackboard*)

T: (*point to the picture of socks*) What are these?

S2: They're socks. (*stick the card for socks beneath the picture of socks on the blackboard*)

#### **Post-task activities**

##### **Activity 1**

Have the students work in small groups and draw a person or robot. Remind them to dress up the person or robot. Then they should choose one group member to go to other groups and start a dialogue.

e.g.,

S1: (*hold the picture*)

S2: (*point to the scarf*) What's this?

S1: It's a scarf.

S3: (*point to the shoes*) What are these?

S1: They're shoes.

...

##### **Activity 2**

Have the students do Part E 'Look, read and complete' on page 33 of the *Workbook*. Then check the answers with them. Write the following sentences on the blackboard and have the students read and fill in the blanks. Then have them talk in pairs.

e.g.,

I like \_\_\_\_\_. It is \_\_\_\_\_.

I have a \_\_\_\_\_ for \_\_\_\_\_. It is \_\_\_\_\_.

S1: I like winter. It is cold. I have a scarf for winter.

It is red.

S2: I like summer. It is hot. I have a hat for summer. It is white.

#### **Period 3**

##### **Language focus:**

- Using wh-questions to find out specific information  
e.g., *What's this in English?*
- Using modelled sentences to give specific information  
e.g., *They're horses.*
- Using formulaic expressions to ask for permission  
e.g., *May I have a try?*

##### **Materials:**

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

*Workbook 3B*, p. 34 Part F

Cassette 3B

Flashcards 3B (*hat, scarf, jacket, a pair of gloves, a pair of socks, a pair of shoes*)

#### **Pre-task preparations**

##### **Activity 1**

Help the students make a new rhyme with the words for different clothes following the rhyme on page 36 of *Student's Book 1B*.

e.g.,

*Socks, a jacket, a hat and a scarf,*

*What do you need? What do you need?*

*I need a jacket.*

*I need a scarf.*

*I need a jacket and a scarf.*

##### **Activity 2**

Show four flashcards for the words of clothes to the students. Then put them face down on the desk. Invite some students to choose one card and answer the other students' questions.

e.g.,

S1: (pick a flashcard and show it to the class quickly)

S2: Is it a ...?/Are they ...?

S1: No, it's a .../No, they're ...

## While-task procedures

### Activity 1

Have the students listen to the recording for 'Say and act' on page 24 of the *Student's Book* and repeat after it. Then tell the students the meaning of the sentences *What's this in English?* and *May I have a try?* Practise the dialogue with them.

e.g.,

S1: *What's this in English?*

S2: *It's a hat.*

S1: *What are these in English? Are they zebras?*

S2: *No. They're horses.*

S1: *Look, Peter!*

S2: *Wow! What's that?*

S1: *It's a hat. Is it nice?*

S2: *Yes, it is. I like it! What's this, Danny?*

S1: *It's my horse!*

S2: *I want to ride it. May I have a try?*

S1: *Sure.*

### Activity 2

Have the students draw some things they like and ask and answer questions in pairs.

e.g.,

S1: *What's this in English?*

S2: *It's a shirt.*

S1: *What are these in English? Are they cats?*

S2: *No, they are tigers.*

### Activity 3

Collect the pictures the students have drawn. Then show some pictures and ask their owners to answer your questions.

e.g.,

T: (show S1's picture) *What's this in English, (S1's name)?*

S1: *It's a scarf.*

T: (show S2's picture) *What are these in English, (S2's name)?*

S2: *They're gloves.*

T: (show S3's picture) *What are these in English?  
Are they skirts, (S3's name)?*

S3: *No. They are shorts.*

## Activity 4

Show the students how to make a paper hat. Then have the students role-play the dialogue in pairs. Finally, invite some pairs to act it out in front of the class.

## Post-task activities

### Activity 1

Have the students read one of the two passages below. Ask them to draw pictures of the two girls described in the passages and name each of the girls.

e.g.,

*Passage A: Helen has a white blouse and a red skirt. She has a pair of white socks and a pair of red shoes. She looks beautiful.*

*Passage B: Jane has a yellow dress. She has a pair of yellow socks and a pair of brown shoes. She looks beautiful.*

### Activity 2

Have the students do Part F 'Look, choose and complete' on page 34 of the *Workbook*. Then check the answers with them.

## Period 4

### Language focus:

- Using the key words and sentences to talk and write about different clothes
- Pronouncing the sound '-ss' correctly in words such as *classroom* and *glass*  
e.g., *classroom, glass*

### Materials:

*Student's Book 3B*, pp. 23 and 25

*Workbook 3B*, p. 35 Task

Flashcards 3B (*classroom, glass*)

Cassette 3B

Wall picture 3B

A photo

## Pre-task preparations

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 25 of the *Student's Book*.

Encourage them to create a new rhyme in pairs.

e.g.,

*What are those?*

*What are those?*

*They're red scarves.*

*They're for my neck.*

*Not for my hands.*

### Activity 2

Show a photo of you or other people wearing different clothes and describe it.

e.g.,

*T: Look at this picture. It is summer. It's hot. I am in the park. I have a red dress. I have a pair of shoes. They are black. I like them.*

## While-task procedures

### Activity 1

Have the students look at the wall picture for 'Play a game' on page 23 of the *Student's Book* and play the game in pairs.

e.g.,

*S1: What's this/that?*

*S2: It's a ....*

*S1: What are these/those?*

*S2: They are ...*

### Activity 2

Have the students make a new dialogue according to the pictures in 'Play a game'.

Encourage them to use some patterns they have learnt before, such as *What colour is it/are they?*

e.g.,

*S1: What's this?*

*S2: It's a shirt.*

*S1: What colour is it?*

*S2: It's white.*

*S1: What are those?*

*S2: They are shoes.*

*S1: What colour are they?*

*S2: They are brown.*

### Activity 3

Show the flashcards for 'Learn the sound' on page 25 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sound correctly.

e.g.,

*T: -ss, classroom.*

*Ss: -ss, classroom.*

*T: -ss, glass.*

*Ss: -ss, glass.*

Then encourage them to think of more words with the sound '-ss', such as *Miss* and *grass*.

### Activity 4

Play the recording for 'Learn the sound' several times. Ask the students to read the words and the rhyme after the recording. Then encourage the students to read the rhyme in groups.

## Post-task activities

### Activity 1

Give the students some cards with different words for clothes on them. Have the students draw corresponding clothes on the cards. Then ask them to mix their picture cards and play a guessing game in groups of four to six.

e.g.,

*S1: I 'have' a pair of shoes.*

*S2: (hold the picture of a pair of red shoes) What are these?*

*S3: They're shoes. Are these your shoes, (S1's name)?*

*S1: No. My shoes are black.*

*S4: (to S2) What colour are they, (S2's name)?*

*S2: They're red.*

*S4: Oh, they're my shoes.*

...

### Activity 2

Have the students do Task 'My clothes' on page 35 of the *Workbook*. First, have them draw the clothes they wear in different seasons on the cards. Then ask them to write about the clothes. Finally, have them talk about their drawings in pairs or small groups.

**Notes:**

- 1 You can teach the students more phrases, such as *a bottle of*, *a cup of* and *a piece of*.
- 2 For more able students, you may help them

understand that 'a pair of' should go with singular verbs.  
e.g., *This is a pair of shoes.*

# Module 3 Things around us

## Unit 1 Shapes

### Tasks in this unit:

- Use nouns to identify common shapes
- Use modelled sentences to give specific information
- Use wh-questions to find out specific information
- Use formulaic expressions to greet others

### Language focus:

- Using the key words in context  
e.g., *circle, square, triangle, star, rectangle*
- Using modelled sentences to give specific information  
e.g., *I have a big rectangle.*  
*I have two small squares.*
- Using wh-questions to find out specific information  
e.g., *What shape is it?*  
*How many rectangles?*
- Using formulaic expressions to greet others  
e.g., *How are you today?*
- Identifying the pronunciation of '-ff' in words such as *off*  
e.g., *turn off, take off*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *circle, square, triangle, star, rectangle*
- Understanding modelled sentences giving specific information  
e.g., *I have a big rectangle.*
- Understanding wh-questions asking for specific information  
e.g., *What shape is it?*  
*How many rectangles?*
- Understanding formulaic expressions greeting others  
e.g., *How are you today?*
- Identifying the pronunciation of '-ff' in words such as *off*  
e.g., *turn off, take off*

#### Speaking

- Pronouncing the key words correctly  
e.g., *circle, square, triangle, star, rectangle*
- Using modelled sentences to give specific information  
e.g., *I have a big rectangle.*
- Using wh-questions to find out specific information

e.g., *What shape is it?*

*How many rectangles?*

- Using formulaic expressions to greet others  
e.g., *How are you today?*
- Pronouncing the sound '-ff' correctly in words such as *off*  
e.g., *turn off, take off*

## Reading

- Understanding questions and descriptions about common shapes
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

## Writing

- Writing the key words correctly  
e.g., *circle, square, triangle, star, rectangle*
- Writing the key sentences correctly  
e.g., *I have a rectangle.*  
*What shape is it?*  
*How many rectangles?*

## Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sound	
1	What is it? It's ...	circle    square triangle    star rectangle		SB: pp. 26, 27 and 29
2	I have ...			SB: p. 26 WB: p. 40 Parts A and B
3	What shape is it? It's a ... How are you today? Very well.			SB: p. 28 WB: pp. 41 and 42 Parts C and F
4	How many ...?		-ff (turn off, take off)	SB: pp. 27 and 29 WB: pp. 41 and 44 Part D and Task

## Period I

### Language focus:

- Using nouns to identify common shapes  
e.g., *circle, square, triangle, star, rectangle*
- Using wh-questions to find out specific information  
e.g., *What is it?*

### Materials:

*Student's Book 3B*, pp. 26, 27 and 29

Cassette 3B

Flashcards 3B (*circle, square, triangle, star, rectangle*)

Things of different shapes

### Pre-task preparations

#### Activity 1

To elicit the topic, have the students listen to the recording for 'Listen and enjoy' on page 29 of the *Student's Book*. Draw the shapes on the blackboard to help the students understand it.

#### Activity 2

To help the students better understand the meaning of the shape words, make a new rhyme for the students using words of objects they can see.

e.g.,

T: (point to a book) A rectangle is like a book.

...

(point to a clock) A circle is like a clock.

...

(point to a flag) A triangle is like a flag.

...

### While-task procedures

#### Activity 1

Show the flashcards for 'Look and learn' on page 26 of the *Student's Book*. Have the students read and spell the words after you.

e.g.,

T: (hold the flashcard for circle) Circle. C-I-R-C-L-E, circle.

Ss: Circle. C-I-R-C-L-E, circle.

#### Activity 2

Have the students listen to the recording for 'Look and learn' on page 26 of the *Student's Book* and repeat after it. After that, flash the cards and ask the students to respond quickly. Then take one picture away and ask them to say which shape is missing.

#### Activity 3

Show a ruler, a bag, a book and a biscuit. Ask the students some questions about the shapes.  
e.g.,

T: *What is it?*

Ss: *It's a ruler.*

T: *Is it a rectangle?*

Ss: *Yes, it's a rectangle.*

#### Activity 4

Play the recording for 'Play a game' on page 27 of the *Student's Book*. First, have the students play the game in pairs.

e.g.,

S1: *It's a rectangle. It's yellow. What is it?*

S2: *It's a ruler.*

Then divide the students into groups of four to six. Ask them to mix up their toys or stationery. Finally, have each student pick one item from their collection, hide it and ask the others to guess what it is.

e.g.,

S1: *It's a triangle. It's blue. What is it?*

S2: *Is it a ...?*

S1: *Yes, it is. / No. Try again, please.*

...

### Post-task activities

#### Activity 1

Have the students draw different shapes or make shape cards. Then have them play a guessing game in pairs.

e.g.,

S1: (cover three quarters of a rectangle) Look, what is it?

S2: *Is it a square?*

S1: *No, it isn't. (cover a quarter of the shape)*

S2: Oh, it's a rectangle.

You may collect the shape cards for future use.

### Activity 2

Divide the students into five big groups, each responsible for one of the five shapes. They should find as many things as possible that can match the shapes in some way. Ask them to write down the names of the things they find or draw the pictures if they do not know the English words.

## Period 2

### Language focus:

Using modelled sentences to give specific information

e.g., *I have a big big rectangle.*

### Materials:

*Student's Book 3B*, p. 26

*Workbook 3B*, p. 40 Parts A and B

Cassette 3B

Flashcards 3B (*circle, square, triangle, star, rectangle*)

Wall picture 3B

Things of different shapes

### Pre-task preparations

### Activity 1

Review the words of shapes by drawing a circle, a star, a square, a rectangle and a triangle on the blackboard. Ask the students to write down the words on a piece of paper. Then have them read and spell the words.

e.g.,

T: (point to the circle) *What shape is it?*

Ss: *It's a circle. C-I-R-C-L-E, circle.*

### Activity 2

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

### While-task procedures

### Activity 1

Have the students look at the pictures for 'Look

and say' on page 26 of the *Student's Book*. Ask them to answer your questions.

e.g.,

T: *Look at the blackboard in Picture 1. What can you see? How many big/small rectangles? What does Kitty have?*

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

### Activity 2

Write the key pattern *I have ...* on the blackboard. Read the text aloud and ask the students to repeat after you. Then show different shape cards and ask the students to pick the cards and say something using the key pattern.

e.g.,

T: (hold a card with a big triangle) *I have a big triangle.*

S1: (pick two cards with a small star on each) *I have two small stars.*

S2: (pick the card with a big star) *I have a big star.*

After that, practise the dialogue in 'Look and say' with them.

### Activity 3

Divide the students into groups of six. Have them role-play the dialogue. Then invite some groups to act it out in front of the class. The students can make a house with shapes on the blackboard. If possible, encourage them to say more in the role-play.

e.g.,

*I'm Miss Fang. I'm a teacher. I have ...*

*I'm Kitty/... This is a house. It's beautiful. I like it.*

### Activity 4

Have the students introduce their own objects of different shapes such as rulers or rubbers.

e.g.,

S1: (show a ruler) *I have a ruler. It is a rectangle.*

S2: (show a rubber) *I have a rubber. It's a square.*

### Post-task activities

### Activity 1

Have the students do Part A 'Listen and draw' on page 40 of the *Workbook*. Then check the

answers with them. Ask them to make a dialogue in pairs according to their drawings.  
e.g.,

*S1: Look! I have a circle.*

*S2: What is it?*

*S1: It's a biscuit.*

## Activity 2

Put the wall picture of shapes on the blackboard. Ask some students to identify the shapes.

e.g.,

*T: (point to the moon) What shape is it?*

*Ss: It's a circle.*

*T: What is it?*

*Ss: It's the moon.*

Divide the students into groups of four to six. Ask them to use cards of various shapes to make things such as a robot, a Christmas tree or a house.

e.g.,

*S1: Let's make a robot. Look, I have a square.*

*S2: I have two rectangles.*

*S3: I have three circles.*

*S4: I have two triangles.*

(the students put the cards together to make a robot)

*T: What is it?*

*Ss: It's a robot.*

After that, ask them to make a dialogue according to their work.

e.g.,

*S1: Look. This is a robot. His name is John. He can walk. He can run.*

*S2: This is his head. It's a square.*

...

## Period 3

### Language focus:

- Using wh-questions to find out specific information  
e.g., *What shape is it?*
- Using modelled sentences to give specific information  
e.g., *It's a circle.*

*I have some cakes.*

- Using formulaic expressions to greet others  
e.g., *How are you today?*

### Materials:

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

*Workbook 3B, pp. 41 and 42 Parts C and F*

*Cassette 3B*

*Flashcards 3B (circle, square, triangle, star, rectangle)*

### Pre-task preparations

#### Activity I

Have the students play the game 'Golden Eye'. Flash the pictures of objects of different shapes quickly and ask the students to answer your questions.

e.g.,

*T: (flash the picture of a square box) What shape is it?*

*S1: It's a square.*

*T: What is it?*

*S1: Is it a box?*

*T: Yes, it's a box.*

#### Activity 2

Give cards of different shapes to the students and ask them to draw things according to the shapes. Then ask them to ask and answer questions in pairs.

e.g.,

*S1: What is it?*

*S2: It's ...*

*S1: What shape is it?*

*S2: It's a ...*

### While-task procedures

#### Activity I

Have the students listen to the recording for 'Say and act' on page 28 of the *Student's Book* and repeat after it. Ask them some questions to check understanding.

e.g.,

*T: Are Kitty and Ben hungry?*

*Ss: Yes.*

*T: What shape is Ben's cake?*

Ss: *It's a triangle.*

## Activity 2

Have the students read the text by themselves.

Then practise the dialogue with the students.

e.g.,

*S1: Mum, we're home.*

*T: How are you today?*

*S1 & S2: Very well.*

*T: Are you hungry?*

*S1 & S2: Yes.*

*T: I have some cakes for you.*

*T: Here you are.*

*S1 & S2: Thank you, Mum.*

*S1: Look at my cake.*

*S2: What shape is it?*

*S1: It's a triangle. What shape is your cake, Kitty?*

*S2: It's a circle.*

After that, have the students role-play the dialogue in groups of three. Invite several groups to act it out in front of the class.

## Activity 3

Have the students make a dialogue in pairs about the shapes of their belongings such as stationery or toys.

e.g.,

*S1: What is it?*

*S2: It's a pencil box.*

*S1: What shape is it?*

*S2: It's a ...*

Invite some students to come up and describe the things they have in front of the class.

e.g.,

*S1: This is a ... It is a ... I like the ...*

## Activity 4

Have the students do Part C 'Look, listen and complete' on page 41 of the *Workbook*. Then have them draw their own 'new' pencil boxes, and invite two students to perform the dialogue.

## Post-task activities

### Activity 1

Have the students do Part F 'Read and draw' on page 42 of the *Workbook*. Ask them to read the

passage and draw a picture. Then check the answers with them.

## Activity 2

Have the students work in groups of six.

Encourage them to draw things of different shapes and write some descriptions of their drawings. Ask them to mix their pictures as well as the descriptions together. Then have them match the pictures with the descriptions.

e.g.,

*S1: (pick a card with a description) It's a hamburger. It is a circle.*

*S2: (pick the picture of a hamburger) Look! This is a hamburger. It's a circle.*

## Period 4

### Language focus:

- Using wh-questions to find out specific information  
e.g., *How many rectangles?*
- Pronouncing the sound '-ff' correctly in words such as *off*  
e.g., *turn off*
- Using the key words and sentences to talk and write about shapes

### Materials:

*Student's Book 3B*, pp. 27 and 29

*Workbook 3B*, pp. 41 and 44 Part D and Task

Cassette 3B

Flashcards 3B (*turn off, take off*)

### Pre-task preparations

#### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 29 of the *Student's Book*. Then ask them to act it out in groups. You may encourage them to create a new rhyme using other words for things of different shapes.

e.g.,

*A circle's like a clock.*

...

*A square is like a book.*

...

## Activity 2

Put the flashcards for *circle*, *square*, *triangle*, *star* and *rectangle* on the blackboard with the back facing the students. Have the students play the game 'Apple tree'. Then flash the cards of shapes and ask the students to say and spell the words.

e.g.,

T: (flash the card for triangle) *What is it?*

S1: *It's a triangle.* T-R-I-A-N-G-L-E, triangle.

...

## While-task procedures

### Activity 1

Have the students look at the picture for 'Ask and answer' on page 27 of the *Student's Book*. Point to different shapes and ask questions.

e.g.,

T: *What's this?*

Ss: *It's a star.*

T: *What are these?*

Ss: *They're squares.*

### Activity 2

Have the students count the stars in the picture with you.

e.g.,

T: *How many stars? Let's count.*

Ss: *One, two, three, ... Eight stars.*

Then have the students count the rectangles, circles, triangles and squares in pairs and complete the following table.

e.g.,

Shapes	stars	circles	squares	triangles	rectangles
How many?	8				

Finally, have the students ask and answer questions according to the table.

e.g.,

S1: *How many circles?*

S2: *Eight circles.*

## Activity 3

Show the flashcards for 'Learn the sound' on page 29 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sound '-ff' correctly.

e.g.,

T: *-ff, off; turn off, take off.*

Ss: *-ff, off; turn off, take off.*

If possible, help the students think of more words with the sound '-ff'.

e.g., *giraffe*

## Activity 4

Play the recording for 'Learn the sound' several times. Ask the students to read the rhyme after the recording. Then encourage the students to read it in groups.

## Post-task activities

### Activity 1

Have the students do Part D 'Look, count, ask and answer' on page 41 of the *Workbook*. Have them look at the picture and count the shapes. Then have them ask and answer questions in pairs.

### Activity 2

Have the students do Task 'My room' on page 44 of the *Workbook*. First, have them draw their own rooms. Then ask them to talk about their drawings using the key patterns. Finally, ask them to complete the descriptions of their rooms.

### Note:

The word *heigh-ho* in the rhyme in 'Listen and enjoy' is an interjection. It is used to express mild surprise, boredom or exultation. It is sometimes used as a cry of encouragement. 'Heigh-ho, the derry-o' is often used in songs or rhymes for the sake of variety and richness of melody.

# Module 3 Things around us

## Unit 2 Colours

### Tasks in this unit:

- Use nouns to identify different things in the natural world  
e.g., *sky, sea, mountain, river*
- Use wh-questions to find out the colours of things  
e.g., *What colour is the sky? What colour are the leaves?*
- Use modelled sentences to identify the colours of things

### Language focus:

- Using the key words to identify different things in the natural world  
e.g., *sky, sea, mountain, river*
- Using wh-questions to find out the colours of things  
e.g., *What colour is the sky? What colour are the leaves?*
- Using adjectives to identify the colours of things  
e.g., *It's blue. They're green.*
- Using modelled sentences to indicate one's likes  
e.g., *I like reading at home in winter.*
- Identifying the pronunciation of the sounds 'cl-', 'pl-' and 'gl-' in words such as *clothes, plant* and *gloves*  
e.g., *clothes, plant, gloves*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *sky, sea, mountain, river*
- Understanding wh-questions asking about the colours of things  
e.g., *What colour is the sky? What colour are the leaves?*
- Understanding modelled sentences describing the colours of things  
e.g., *It's blue. They're green.*
- Identifying the pronunciation of the sounds 'cl-', 'pl-' and 'gl-' in words such as *clothes, plant* and *gloves*  
e.g., *clothes, plant, gloves*
- Understanding modelled sentences indicating one's likes  
e.g., *I like reading at home in winter.*

#### Speaking

- Pronouncing the key words correctly  
e.g., *sky, sea, mountain, river*
- Using wh-questions to find out the colours of things  
e.g., *What colour is the sky? What colour are the leaves?*
- Using modelled sentences to describe the colours of things  
e.g., *It's blue. They're green.*

- Pronouncing the sounds 'cl-', 'pl-' and 'gl-' correctly in words such as *clothes*, *plant* and *gloves*  
e.g., *clothes*, *plant*, *gloves*

### Reading

- Understanding questions and descriptions of things in different colours
- Understanding the main idea of a story
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *sky*, *sea*, *mountain*, *river*
- Writing the key sentences correctly  
e.g., *What colour is the sky? What colour are the leaves?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	What colour is/are...? It's/They're ...	sky sea mountain river		SB: pp. 30 and 31 WB: p. 45 Parts A and B
2				SB: pp. 30 and 31 WB: p. 46 Parts C and D
3	I like (doing) ... in ...			SB: p. 32 WB: p. 47 Parts E and F
4			cl- (clothes) pl- (plant) gl- (gloves)	SB: p. 33 WB: pp. 48 and 49 Part G and Task

### Period I

#### Language focus:

- Using the key words to identify different things in the natural world  
e.g., *sky*, *sea*, *mountain*, *river*
- Using wh-questions to find out the colours of things  
e.g., *What colour is the sky? What colour are the leaves?*
- Using adjectives to identify the colours of

things

e.g., *It's blue. They're green.*

#### Materials:

*Student's Book 3B*, pp. 30 and 31  
*Workbook 3B*, p. 45 Parts A and B  
Cassette 3B  
Flashcards 2B (*green*, *red* ...)  
Flashcards 3B (*sky*, *sea*, *mountain*, *river*)  
Wall picture 3B

## Pre-task preparations

### Activity 1

Have the students say the rhyme they have learnt on page 2 of *Student's Book 2B*.

e.g.,

*I see green.*

*I see yellow.*

*I see blue.*

*I see purple.*

*I see the beautiful rainbow*

*Shining over there,*

*Outside my window.*

### Activity 2

Have the students review the words for colours they have learnt on page 2 of *Student's Book 2B*.

Put the wall picture on the blackboard. Ask the students some questions to elicit these words.

e.g.,

*T: What can you see?*

*S2: I can see grass.*

*T: What colour is it?*

*S3: It's green.*

Then show the flashcards of the words and ask the students to read and spell them.

e.g.,

*T: (show the flashcard for white) What colour is it?*

*Ss: It's white. W-H-I-T-E, white.*

## While-task procedures

### Activity 1

Show the flashcards for the new words in 'Look and learn' on page 30 of the *Student's Book* and teach the words one by one. Ask the students to read and spell the words after you.

e.g.,

*T: (point to the sky in the picture of the park) Look at the sky. What colour is it?*

*S1: It's blue.*

*T: Yes. (show the flashcard for sky) Sky. S-K-Y, sky.*

*Ss: Sky. S-K-Y, sky.*

### Activity 2

Have the students do Part A 'Listen and match' and Part B 'Listen and write' on page 45 of the *Workbook*. Then check the answers with them

by asking questions.

e.g.,

*T: What colour are the clouds?*

*Ss: They're white.*

### Activity 3

Have the students look at the picture for 'Look and say' on page 31 of the *Student's Book*. Point to the picture and ask questions about it.

e.g.,

*T: (point to a cloud) What is it?*

*Ss: It's a cloud.*

*T: (point to the flowers) What are they?*

*Ss: They are flowers.*

*T: What colour is the cloud? What colour are the flowers?*

...

Then play the recording for 'Look and say'.

Have the students repeat after the recording.

### Activity 4

Encourage the students to ask and answer more questions about the picture for 'Look and say'.

e.g.,

*What can you see?*

*Can you see ...?*

*What colour is the ladybird?*

Then have them practise the dialogue for 'Look and say' in groups of three.

## Post-task activities

### Activity 1

Have the students look at the picture for 'Listen and enjoy' on page 30 of the *Student's Book*. Then ask the students to ask and answer in pairs according to the picture.

e.g.,

*S1: (point to the rabbit) What's this?*

*S2: It's a rabbit.*

*S1: What colour is it?*

*S2: It's white.*

*S1: (point to the butterflies) What are these?*

*S2: They are butterflies.*

*S1: What colour are they?*

*S2: They are orange and purple.*

## Activity 2

Prepare a black-and-white picture of a children's garden for each student and two passages describing the colours of the things in the picture. Divide the students into two groups. Group 1 has passage A and Group 2 has passage B.

*Passage A: In the picture, the leaves of the tall trees are green. And the leaves of the short trees are yellow and brown. The grass is green. The slide is green too.*

*Passage B: In the picture, you can see many flowers. Some are white. Some are pink. The swing is black. The see-saw is blue.*

Have the students read the passages and colour the pictures accordingly. Then have the students work in pairs and talk about the pictures. Make sure each student is from a different group.

e.g.,

*S1: (with Passage A) What colour is the swing?*

*S2: (with Passage B) It's black. What colour is the slide?*

*S1: It's green.*

## Period 2

### Language focus:

- Using wh-questions to find out the colours of things

e.g., *What colour is the sky?*

*What colour are the clouds?*

- Using adjectives to identify the colours of things

e.g., *The sky is blue.*

*The clouds are white.*

### Materials:

*Student's Book 3B*, pp. 30 and 31

*Workbook 3B*, pp. 46 Parts C and D

Cassette 3B

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for the song in 'Listen and enjoy' on page 30 of the

*Student's Book*. Encourage them to clap their hands to the rhythm of the song and try to sing along with it.

## Activity 2

Show some pictures of different natural objects, such as the sun, clouds, trees and a mountain. Have the students look at them and answer your questions.

e.g.,

*T: What is it?*

*S1: It's a tree.*

*T: What colour is it?*

*S1: It is green.*

## While-task procedures

### Activity 1

Show the pictures of different seasons on page 27 of *Student's Book 1B* (*spring, summer*) and on page 26 of *Student's Book 2B* (*autumn, winter*). Have the students look and talk about what season it is according to the following questions.

e.g.,

*What can you see?*

*What colour is/are the ...?*

### Activity 2

Have the students look at the pictures of leaves in 'Ask and answer' on page 31 of the *Student's Book* and ask and answer in pairs.

*S1: It's autumn. Look at the leaves. What colour are they?*

*S2: They're yellow.*

Then have the students look at the pictures of the sky on the same page and answer the questions.

e.g.,

*T: How is the weather?*

*S1: It's sunny.*

*T: Yes, it's a sunny day. What colour is the sky on a sunny day?*

*S1: It's blue.*

*T: What colour are the clouds on a cloudy day?*

*S2: They're grey.*

### Activity 3

Prepare more pictures such as a picture of a school, a picture of a zoo and a picture of a toy shop. Divide the students into small groups and hand out one picture to each group. They should elect a group leader first, and then look at the picture quickly. The group leader holds the picture and asks questions.

e.g.,

*S1: (hold the picture) What colour is the toy car?*

*S2: It's red.*

*S1: Yes. What colour are the kites?*

*S3: They're green and pink.*

*S1: No.*

*S4: They're green and orange.*

*S1: Yes.*

### Activity 4

Have the students do Part C 'Listen and complete' on page 46 of the *Workbook*. Then check the answers with them. Finally, ask them to make a dialogue according to the pictures.

## Post-task activities

### Activity 1

Have the students colour the picture in Part D 'Colour, ask and answer' on page 46 of the *Workbook*. Then have them ask and answer questions according to the picture.

e.g.,

*S1: It's summer. What colour is the sky?*

*S2: It's blue.*

*S1: What colour are the flowers?*

*S2: They are yellow, red and pink.*

...

### Activity 2

Have the students describe to each other the pictures they have coloured in pairs.

e.g.,

*S1: Look at this picture. It is summer.*

*I can see a rainbow in the sky.*

*It's red, orange ... and purple.*

*The trees are tall. They are green.*

*The sea is blue. I can swim in the sea.*

Then have the students write a short paragraph

about the picture.

e.g.,

*Look at this picture.*

*The sky is blue.*

*The sea is blue too.*

*The leaves are yellow.*

### Period 3

#### Language focus:

- Using adjectives to identify the colours of things  
e.g., *It is green. They're red and yellow.*
- Using modelled sentences to indicate one's likes  
e.g., *I like reading at home in winter.*

#### Materials:

*Student's Book 3B, p. 32*

*Workbook 3B, p. 47 Parts E and F*

*Cassette 3B*

#### Pre-task preparations

### Activity 1

Play a memory game with the students. Show some pictures and hide them. Then ask the students to answer your questions.

e.g.,

*T: What colour is the hat?*

*S1: It's red and yellow.*

*T: (show the picture of a hat) Yes.*

### Activity 2

Show the pictures of the four seasons and have the students ask and answer questions in pairs.

e.g.,

*S1: Look at the picture. What can you see?*

*S2: I can see the grass.*

*S1: What colour is it?*

*S2: It is green.*

...

#### While-task procedures

### Activity 1

Ask the students some questions to review the pattern ... *like doing ...*

e.g.,

T: What do you like doing in spring/summer/  
autumn/winter?

S1: I like flying a kite/riding a bicycle.

## Activity 2

Show pictures of a grasshopper and an ant to elicit the words *grasshopper* and *ant*. Then show the pictures for 'Read a story' on page 32 of the *Student's Book*. Introduce the two characters in the story.

e.g.,

T: Look at the pictures. (point to the ant) What's this?

Ss: It's an ant.

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

Ss: It's a grasshopper.

T: (write grasshopper on the blackboard) The ant and the grasshopper are neighbours.

Have the students listen to the recording for 'Read a story'. Write *The grasshopper: likes sleeping, in spring and summer, likes singing and dancing, in autumn; The ant: likes reading, in winter* on the blackboard. Then ask them some questions to check their understanding.

e.g.,

T: What does the grasshopper like doing in spring and summer?

Ss: It likes sleeping.

## Activity 3

Ask the students to read the story by themselves and do 'Read and tick' on the same page.

Check the answers with them. Ask them to read the correct sentences aloud. Then have the students read the story aloud in two groups.

The girls read the ant's part and the boys read the grasshopper's part.

## Activity 4

Copy the pictures for 'Read a story' and then cut them out and mix them up. Invite four students to pick one picture each. Tell the story slowly and have the students arrange the pictures in the correct order.

e.g.,

T: The ant and the grasshopper are neighbours. In

spring and summer the ant is busy. The grasshopper is sleeping.

In autumn, the grasshopper is singing and dancing. The ant is working.

It's winter now. The ant is reading at home. It feels warm. The grasshopper feels cold outside. The ant sees the grasshopper. It invites the grasshopper to its house.

## Post-task activities

### Activity 1

Have the students role-play the story on page 32 of the *Student's Book* in pairs. Then invite several pairs to act it out in front of the class.

e.g.,

S1: I like sleeping in spring and summer. Look at the grass. It's green. I like singing and dancing in autumn. Look at the leaves. They're red and yellow.

S2: I like reading at home in winter.

S1: Look at the snow. It's white. I don't like winter. It's too cold.

S2: It's cold outside. Please come in.

S1: Thank you!

### Activity 2

Have the students do Part E 'Read and match' and Part F 'Look, choose and complete' on page 47 of the *Workbook*. Check the answers with them.

## Period 4

### Language focus:

- Using the key words and sentences to talk about things of different colours in the natural world
- Pronouncing the sounds 'cl-', 'pl-' and 'gl-' correctly in words such as *clothes, plant* and *gloves*

e.g., *clothes, plant, gloves*

### Materials:

*Student's Book 3B*, p. 33

*Workbook 3B*, pp. 48 and 49 Part G and Task

Cassette 3B

Wall picture 3B

## Pre-task preparations

### Activity 1

Put the wall picture on the blackboard. Prepare some word cards for colours. Review the colour words with the students by having them identify the colours of different things in the picture and spell the corresponding words. Put the word card on the blackboard when they give the correct answer.

e.g.,

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

S1: It's green. G-R-E-E-N, green.

T: Well done! (put the word card for green on the blackboard)

### Activity 2

Prepare pictures of things in different colours and put them on the blackboard. Divide the students into two groups to have a sentence-making competition. Say a colour word each time and ask them to make sentences according to the pictures.

e.g.,

T: White.

S1 (from Group 1): (point to a white cloud in a picture) The cloud is white.

S2 (from Group 2): (point to the white flowers in a picture) The flowers are white.

## While-task procedures

### Activity 1

Have the students look at the table in 'Do a survey' on page 33 of the *Student's Book*. Ask them to answer your questions and write the words of colours in the corresponding columns.

e.g.,

T: (point to the tree) What is it?

S1: It's a tree.

T: What colour is the tree?

S1: It's green. (write green under the picture of a tree)

Then have the students do the rest of the survey in pairs.

### Activity 2

Show the flashcards for 'Learn the sounds' on

page 33 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sounds correctly.

e.g.,

T: cl-, clothes.

Ss: cl-, clothes.

T: pl-, plant.

Ss: pl-, plant.

T: gl-, gloves.

Ss: gl-, gloves.

Encourage the students to think of more words with the sounds 'cl-', 'pl-' and 'gl-' they have learnt.

e.g., cloud, class, plate, play, glass

### Activity 3

Play the recording for the rhyme in 'Learn the sounds'. Ask the students to read the rhyme after the recording. Ask them to pay attention to the sound and intonation. Then have the students read it aloud in groups.

### Activity 4

Prepare a small piece of paper with the following on it.

e.g.,

1. class 2. plate 3. clean 4. cloud

5. dress 6. close 7. plant 8. glass

Have the students listen and fill in the missing letters. After checking the answers, have the students read the words in pairs.

## Post-task activities

### Activity 1

Have the students do Part G 'Look and complete' on page 48 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students do Task 'Beautiful spring' on page 49 of the *Workbook*. First, have them colour the picture in Part A and ask and answer in pairs. Then have the students complete the passage in Part B by filling in the blanks.

Finally, ask them to read out their passages to each other.

# Module 3 Things around us

## Unit 3 Seasons

### Tasks in this unit:

- Use verbs and verb phrases to identify activities in different seasons
- Use wh-questions to find out specific information
- Use yes/no questions to elicit a positive or negative response
- Use modelled sentences to talk about the activities people can do

### Language focus:

- Using the key words and phrases to identify activities in different seasons  
e.g., *plant a tree, have a picnic, ice-skate, ski*
- Using wh-questions asking about seasons of the year  
e.g., *What season is it?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is it ...?*
- Using modelled sentences to talk about the activities people can do  
e.g., *We can plant trees.*
- Identifying the pronunciation of the sounds 'bl-', 'fl-' and 'sl-' in words such as *blue, flower* and *slowly*  
e.g., *blue, flower, slowly*

### Language skills:

#### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *plant a tree, have a picnic, ice-skate, ski*
- Understanding wh-questions asking for specific information  
e.g., *What season is it?*
- Understanding yes/no questions  
e.g., *Is it spring?*
- Understanding modelled sentences about the activities people can do  
e.g., *We can plant trees.*
- Identifying the pronunciation of the sounds 'bl-', 'fl-' and 'sl-' in words such as *blue, flower* and *slowly*  
e.g., *blue, flower, slowly*

#### Speaking

- Pronouncing the key words and phrases correctly  
e.g., *plant a tree, have a picnic, ice-skate, ski*
- Using wh-questions to find out specific information  
e.g., *What season is it?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Is it spring?*

- Using modelled sentences to talk about the activities people can do  
e.g., *We can plant trees.*
- Pronouncing the sounds 'bl-', 'fl-' and 'sl-' correctly in words such as *blue, flower* and *slowly*  
e.g., *blue, flower, slowly*

### Reading

- Understanding descriptions of activities in different seasons
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words and phrases correctly  
e.g., *plant a tree, have a picnic, ice-skate, ski*
- Writing the key sentences correctly  
e.g., *What season is it?  
Is it spring?*

### Scheme of work:

Period	Core contents			Materials
	Grammar and expressions	Vocabulary	Sounds	
1	What season is it? Is it ...? We can ...	plant a tree have a picnic ice-skate    ski		SB: pp. 34 and 35 WB: p. 50 Parts A and B
2				SB: pp. 35 and 37 WB: p. 51 Parts C and D
3				SB: p. 36 WB: p. 52 Part E
4			bl- (blue) fl- (flower) sl- (slowly)	SB: p. 37 WB: pp. 53 and 54 Part G and Task

### Period I

#### Language focus:

- Using the key words and phrases to identify activities in different seasons  
e.g., *plant a tree, have a picnic, ice-skate, ski*
- Using wh-questions to find out specific information

e.g., *What season is it?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Is it ...?*
- Using modelled sentences to talk about the activities people can do in different seasons  
e.g., *We can plant trees.*

## Materials:

*Student's Book 3B*, pp. 34 and 35

*Workbook 3B*, p. 50 Parts A and B

Cassette 3B

Flashcards 1A — 2B (*ride a bicycle, swim, fly a kite, skip rope, ...*)

Flashcards 3B (*plant a tree, have a picnic, ice-skate, ski*)

Wall picture 3B

## Pre-task preparations

### Activity 1

Have the students answer some questions.

e.g.,

*How many seasons are there in a year?*

*What season is it now?*

Ask them to spell the words of the four seasons.

Then have them say the rhyme on page 26 of *Student's Book 1B*.

e.g.,

*Spring is warm.*

*Summer is hot.*

*Autumn is cool.*

*Winter is cold.*

*Spring, summer, autumn and winter.*

*Warm, hot, cool and cold.*

### Activity 2

Stick the flashcards for the phrases such as *fly a kite, ride a bicycle* and *drive a car* on the blackboard. Have the students answer your questions using these phrases.

e.g.,

*T: What can you do in spring?*

*S1: I can ride a bicycle in the park.*

*T: What can you do in summer?*

*S2: I can swim in the sea/river.*

Encourage the students to use more phrases they have learnt, such as *play football, skip rope, sing and dance*.

## While-task procedures

### Activity 1

Show the flashcards for the words and phrases in 'Look and learn' on page 35 of the *Student's Book*. Have the students repeat after you.

e.g.,

*T: (hold the flashcard for plant a tree) Plant a tree.*

*Ss: Plant a tree.*

Then do some actions and have the students guess what you can do.

e.g.,

*T: (do the action of planting a tree) What can I do?*

*Ss: You can plant a tree.*

### Activity 2

Put the pictures for different activities such as planting a tree and having a picnic on the blackboard. Have the students sort out the pictures according to what they can do in the four seasons. Then ask them to look at the pictures and answer your questions.

e.g.,

*T: Look! It is warm and nice. I can plant a tree. Is it spring?*

*Ss: Yes, it is.*

*T: I can have a picnic in the park. Is it spring?*

*Ss: Yes, it is. You can have a picnic in the park in autumn too.*

### Activity 3

Have the students listen to the recording for 'Look and say' on page 34 of the *Student's Book*, and repeat after it. Then practise the dialogue with them.

e.g.,

*T: It's warm and rainy. We can plant trees. What season is it?*

*Ss: Is it spring?*

*T: Yes, it is.*

...

Write the key patterns on the blackboard and make sure the students understand when they can use the patterns.

### Activity 4

Have the students do Part A 'Listen and match' and Part B 'Listen and circle' on page 50 of the *Workbook*. Then check the answers with them.

After that, have the students make a dialogue in pairs according to the pictures. Then invite several pairs to act out their dialogues in front of the class.

e.g.,

S1: (do the action of skiing) It's cold. I can ski on the snow. What season is it?

S2: Is it winter?

S1: Yes, it is.

## Post-task activities

### Activity 1

Ask the students to answer some questions and put ticks in the table below.

e.g.,

T: How is the weather in summer/autumn?

Ss: It's hot/cold and windy.

	hot	cold	warm	windy
Spring				
Summer				
Autumn				
Winter				

Then have the students ask and answer questions according to the table.

e.g.,

S1: It is hot. I can swim. What season is it?

S2: Is it ...?

S1: Yes, it is./No, it isn't.

### Activity 2

Put the wall picture on the blackboard. Have the students talk about the seasons they like in groups. Then invite several students to come to the front and describe the seasons they like while the others guess what seasons they are.

e.g.,

S1: It is cold. There is snow on the mountain. I can ski on the snow. What season is it?

S2: Is it winter?

S1: Yes, it is.

## Period 2

### Language focus:

- Using wh-questions to find out specific information  
e.g., What season is it?
- Using yes/no questions to elicit a positive or

negative response

e.g., Is it summer?

- Using modelled sentences to talk about activities people can do  
e.g., We can fly kites.

### Materials:

Student's Book 3B, pp. 35 and 37

Workbook 3B, p. 51 Parts C and D

Cassette 3B

Wall picture 3B

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for the rhyme in 'Listen and enjoy' on page 37 of the Student's Book. Read the rhyme and emphasize *The plants grow and grow. The sun shines and shines. The leaves fall and fall. The wind blows and blows.*

#### Activity 2

Have the students write down what they can do in different seasons in the following table.

e.g.,

What can you do in ...?
-------------------------

Spring	Summer	Autumn	Winter

Then have them talk about what they do in one of the seasons in pairs.

### While-task procedures

#### Activity 1

Have the students do Part C 'Listen and number' on page 51 of the Workbook. Then check the answers with them.

#### Activity 2

Show the cards with the phrases *plant a tree/trees, swim in the water, have a picnic/picnics, ride a bicycle, fly kites, ice-skate and ski on the snow.*

Have the students read these phrases after you. Then have them look at the pictures for 'Ask and answer' on page 35 of the Student's Book.

Ask them some questions about the pictures.

e.g.,

*T: It's spring. How is the weather in spring? What can they/he/she do in spring?*

*S1: They/He/She can have a picnic.*

### Activity 3

Put the wall picture on the blackboard. Have the students ask and answer questions according to the picture in pairs. Then invite some pairs to do this in front of the class.

e.g.,

*S1: It's warm. We can have picnics in the park.*

*What season is it?*

*S2: Is it spring?*

*S1: Yes, it is.*

### Activity 4

Have the students do Part D 'Tick, ask and answer' on page 51 of the *Workbook*.

e.g.,

*S1: What season is it?*

*S2: It's spring. I can plant trees and have picnics.*

## Post-task activities

### Activity 1

Have the students ask and answer questions about their favourite seasons.

e.g.,

*S1: What season do you like?*

*S2: I like spring.*

*S1: How is the weather in spring?*

*S2: It's warm.*

*S1: What can you do in spring?*

*S2: I can plant a tree.*

### Activity 2

Help the students write about the seasons they like as follows.

e.g.,

*I like spring.*

*It is warm and nice.*

*I can see green trees.*

*In spring, I can have a picnic in the park.*

*And I like riding a bicycle in the park too.*

## Period 3

### Language focus:

Using modelled sentences to talk about activities people can do

e.g., *We can plant trees. We can have picnics in the park.*

### Materials:

*Student's Book 3B, p. 36*

*Workbook 3B, p. 52 Part E*

*Cassette 3B*

## Pre-task preparations

### Activity 1

Have the students say the rhyme they have learnt on page 26 of *Student's Book 2B*.

e.g.,

*Spring, spring,*

*Nice and warm.*

*Spring, spring,*

*I like spring.*

*Summer, summer,*

*Sunny and hot.*

*Summer, summer,*

*I like summer.*

...

### Activity 2

Show the pictures of the four seasons and ask the students to say something about them.

e.g.,

*T: (show the picture of autumn)*

*S1: Autumn is cool. The leaves are red and yellow.*

*We can fly kites in the park.*

## While-task procedures

### Activity 1

Have the students look at the pictures in 'Look and read' on page 36 of the *Student's Book*. Point to the pictures and ask the students to answer your questions.

e.g.,

*T: (point to Picture 1) What season is it?*

Ss: It's spring.

T: What can we do?

Ss: We can plant trees and have picnics.

## Activity 2

Have the students listen to the recording for 'Look and read'. Then have them read the text by themselves and finish 'Think and write' on the same page. After that, have them think and write down what they want to say. Finally, ask some students to read their answers out.

## Activity 3

Invite four students to read the text. Each student reads one paragraph. While one student is reading, the other three do corresponding actions to match the text.

## Activity 4

Divide the students into groups of four to play a matching game. Hand out copies of the four pictures in 'Look and read' to each group. Have the students in each group take turns to describe one of the four seasons while the other group members find out the corresponding picture.

e.g.,

S1: It's hot. The sky is blue. The sea is blue too. I can swim in the sea. I can eat ice cream. What season is it?

Ss: (find and show the picture of summer) Is it summer?

S1: Yes, it's summer.

## Post-task activities

### Activity 1

Have the students do Part E 'Look, read and complete' on page 52 of the *Workbook*. Then check the answers with them.

### Activity 2

Have the students talk about their favourite seasons in pairs according to the pictures in Part C on page 51 of the *Workbook*.

e.g.,

S1: I like summer. In summer, I can swim in the sea.

S2: I like winter. In winter, I can ski on the snow.

## Period 4

### Language focus:

- Using the key words and sentences to talk and write about different seasons
- Pronouncing the sounds 'bl-', 'fl-' and 'sl-' correctly in words such as *blue, flower* and *slowly*  
e.g., *blue, flower, slowly*

### Materials:

*Student's Book 3B*, p. 37

*Workbook 3B*, pp. 53 and 54 Part G and Task

Cassette 3B

Photos taken in different seasons

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 37 of the *Student's Book*. Encourage them to act out the rhyme. If possible, ask the students some questions about the rhyme.

e.g.,

T: It's warm. The plants grow and grow. What season is it?

Ss: It's spring.

T: It's hot. The sun shines and shines. What season is it?

Ss: It's summer.

#### Activity 2

Have the students talk about the four seasons according to the rhyme. You may help them when they have difficulty.

e.g.,

T: Spring is warm. The plants grow and grow. The leaves are green. The grass is green too.

S1: Autumn is cool. The leaves are red and yellow. The grass is yellow too.

### While-task procedures

#### Activity 1

Have the students read the paragraphs in Part G 'Look, read and answer' on page 53 of the *Workbook*. First, ask them to read the text and

answer the questions. Then have them choose one of their favourite seasons and read out the paragraph. Invite some students to read out the answers they have written.

### **Activity 2**

Have the students find a partner who likes the same season as him/her. Then ask them to talk about the pictures on page 53 of the *Workbook*.

e.g.,

*S1: I can see trees and (beautiful) flowers in spring.*

*S2: In spring, I like having picnics in the park.*

### **Activity 3**

Show the flashcards for 'Learn the sounds' on page 37 of the *Student's Book*. Ask the students to repeat the words after you until they can pronounce the sounds correctly.

e.g.,

*T: bl-, blue.*

*Ss: bl-, blue.*

*T: fl-, flower.*

*Ss: fl-, flower.*

*T: sl-, slowly.*

*Ss: sl-, slowly.*

If possible, help the students think of more words with the sounds 'bl-', 'fl-' and 'sl-' they have learnt.

e.g., *blow, black, fly, slide*

### **Activity 4**

Play the recording for the rhyme in 'Learn the sounds' and ask the students to repeat after it. Ask them to pay attention to the pronunciation and intonation. Then encourage the students to read the rhyme in groups.

## **Post-task activities**

### **Activity 1**

Ask the students to bring and show their photos taken in different seasons. Have the students answer your questions according to the photos.

e.g.,

*T: What season is it? Is it ...?*

*What can you see in ...?*

*What can you do in ...?*

*Do you like ...?*

### **Activity 2**

Have the students do Task 'Seasons' on page 54 of the *Workbook*. First, have them stick their photos in the box in Part A. Then have them share their work and talk in pairs or small groups. Finally, have them complete the description about their pictures by filling in the blanks in Part B.

### **Note:**

You may teach the students more rhymes about seasons.

e.g.,

*Now spring is here.*

*Winter is gone.*

*The birds are back.*

*The snow is gone.*

*The flowers are back.*

*The cold is gone.*

*The sun is here.*

*And summer is soon.*

# Module 4 More things to learn (optional)

## Unit 1 My body

### Tasks in this unit:

- Use nouns to identify different parts of one's body
- Use adjectives to describe different parts of one's body
- Use modelled sentences to describe oneself
- Use *yes/no* questions to ask about one's abilities
- Use imperatives to give simple instructions
- Use formulaic expressions to give a positive response

### Language focus:

- Using the key words in context  
e.g., *head, shoulder, arm, hand, knee, leg, foot, body, finger*
- Using modelled sentences to describe oneself  
e.g., *I have two eyes.*
- Using adjectives to describe different parts of one's body  
e.g., *My eyes are big.*
- Using *yes/no* questions to ask about one's abilities  
e.g., *Can you draw yourself?*
- Using imperatives to give simple instructions  
e.g., *Touch your shoulders.*
- Using formulaic expressions to give a positive response  
e.g., *Of course.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *head, shoulder, arm, hand, knee, leg, foot, body, finger*
- Understanding modelled sentences describing oneself  
e.g., *I have two eyes.*
- Understanding adjectives describing different parts of one's body  
e.g., *My eyes are big.*
- Understanding *yes/no* questions asking about one's abilities  
e.g., *Can you draw yourself?*
- Understanding imperatives giving instructions  
e.g., *Touch your shoulders.*
- Understanding formulaic expressions giving a positive response  
e.g., *Of course.*

#### Speaking

- Pronouncing the key words correctly  
e.g., *head, shoulder, arm, hand, knee, leg, foot, body, finger*

- Using modelled sentences to describe oneself  
e.g., *I have two eyes.*
- Using adjectives to describe different parts of one's body  
e.g., *My eyes are big.*
- Using yes/no questions to ask about one's abilities  
e.g., *Can you draw yourself?*
- Using imperatives to give simple instructions  
e.g., *Touch your shoulders.*
- Using formulaic expressions to give a positive response  
e.g., *Of course.*

### **Reading**

- Understanding descriptions about different parts of one's body
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### **Writing**

- Writing the key words correctly  
e.g., *head, shoulder, arm, hand, knee, leg, foot, body, finger*
- Writing the key sentences correctly  
e.g., *I have two eyes.*  
*Can you draw yourself?*

### **Scheme of work:**

<b>Period</b>	<b>Core contents</b>		<b>Materials</b>
	<b>Grammar and expressions</b>	<b>Vocabulary</b>	
1	Touch ... Raise ... (imperatives)	head body finger arm shoulder hand knee leg foot	SB: pp. 38 and 40 WB: pp. 59 and 61 Parts A and E
2	I have ... My ... is/are ...		SB: pp. 38 and 41 WB: p. 60 Part C
3	Can you ...? Of course.		SB: p. 39 WB: pp. 59 and 62 Parts B and G
4			SB: p. 41 WB: p. 63 Task

## Period I

### Language focus:

- Using the key words in context  
e.g., *head, shoulder, arm, hand, knee, leg, foot, body, finger*
- Using imperatives to give simple instructions  
e.g., *Touch your knees.*

### Materials:

*Student's Book 3B*, pp. 38 and 40

*Workbook 3B*, pp. 59 and 61 Parts A and E

Cassette 3B

Flashcards 3B (*head, shoulder, arm, hand, knee, leg, foot, body, finger*)

Wall picture 3B

### Pre-task preparations

#### Activity 1

Have the students sing the song 'My face' on page 13 of *Student's Book 1A*. Put the flashcards for the words *eye, ear, mouth, nose* and *face* on the blackboard while they are singing.

e.g.,

*Eye and ear,  
And mouth and nose,  
Mouth and nose,  
Mouth and nose.*

...

#### Activity 2

Show the flashcards for the words *hair, head* and *face* in 'Look and learn' on page 22 of *Student's Book 2A*. Have the students spell the words. Then play a game with the students. Point to the different body parts of one student and ask the other students to respond quickly.

e.g.,

*T: (point to S1's head)  
Ss: Head.*

### While-task procedures

#### Activity 1

Touch the different parts of your body and say

the corresponding words. Then show the flashcards and ask the students to read and spell the words after you.

e.g.,

*T: (touch your shoulder) Shoulder. This is my shoulder. (put the flashcard for shoulder on the blackboard) Shoulder. S-H-O-U-L-D-E-R, shoulder.*

*Ss: Shoulder. S-H-O-U-L-D-E-R, shoulder.*

After all the words in 'Look and learn' on page 38 have been read and spelled, have the students look at the blackboard and read the words. Then ask them to work in pairs. Ask one student to touch a part of his/her body and the other to say the corresponding word.

#### Activity 2

Have the students work in small groups. One of them spells and says the words of different parts of the body, and the others quickly touch the parts of their bodies.

e.g.,

*S1: N-O-S-E, nose.*

*S2, S3 & S4: (touch their noses)*

#### Activity 3

Have the students do Part A 'Listen and number' on page 59 of the *Workbook*. Check the answers with them.

#### Activity 4

Put the wall picture on the blackboard. Have the students listen to the recording for 'Play a game' on page 40 of the *Student's Book*. Then ask them to repeat the sentences after you. You may do the corresponding actions at the same time. Finally, say the sentences in 'Play a game' and ask the students to do the corresponding actions.

### Post-task activities

#### Activity 1

Have the students do Part E 'Look, choose and write' on page 61 of the *Workbook*. Check the answers with them.

## Activity 2

Have the students talk about their bodies using the patterns *This is ...* and *They're ...*

e.g.,

*S1: This is my face. They're my fingers.*

## Period 2

### Language focus:

- Using modelled sentences to describe oneself  
e.g., *I have two eyes.*
- Using modelled sentences to describe different parts of one's body  
e.g., *My eyes are big.*

### Materials:

*Student's Book 3B*, pp. 38 and 41

*Workbook 3B*, p. 60 Part C

Cassette 3B

Flashcards 3B (*head, shoulder, arm, hand, knee, leg, foot, body, finger*)

Wall picture 3B

A puppet

Pictures of cartoon characters

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Encourage them to sing along with it. If possible, ask the students to do the actions.

#### Activity 2

Show the flashcards for the different parts of one's body and ask the students to read the words. Then touch the different parts of your body and have the students do the same as you and say the corresponding words.

e.g.,

*T: (touch the shoulders) Touch your shoulders.*

*S1: (touch the shoulders) Shoulders.*

### While-task procedures

#### Activity 1

Put the wall picture on the blackboard. Have the students listen to the recording for 'Listen

and say' on page 38 of the *Student's Book* while they look at the picture. Ask the students to point to the corresponding parts of their bodies while they repeat after the recording.

#### Activity 2

Write the key pattern *I have ...* on the blackboard. Ask the students to repeat after you. Then use a puppet to introduce it and ask some students to introduce themselves.

e.g.,

*T: (hold a puppet) I'm Ted. I have a head. I have two arms. They are long. I have two hands. They are small. How about you, (S1's name)?*

*S1: I have a head. It's big. I have two eyes. They are big.*

...

#### Activity 3

Ask the students to introduce themselves in pairs following 'Listen and say'.

e.g.,

*S1: Look at me. I have two hands. My hands are small.*

*S2: I have two hands and two arms. My hands are big. My arms are long.*

#### Activity 4

Have the students do Part C 'Listen and judge' on page 60 of the *Workbook*. Check the answers with them. Then ask them to make a dialogue according to the picture.

e.g.,

*S1: I'm a boy. I'm thin. My eyes are big.*

*S2: I'm a girl. I have long hair. I have two feet. My feet are small.*

### Post-task activities

#### Activity 1

Do some actions such as running or writing and say something using the key patterns.

e.g.,

*T: (do the action of running) I have two legs and two feet. I can run.*

*(do the action of writing) I have two hands. I can write.*

Then ask the students to act and say things in pairs.

### Activity 2

Show the students the pictures of several famous cartoon characters such as Mickey Mouse, Donald Duck, Garfield and Snow White. Ask some students to role-play them as follows.

e.g.,

*S1: Hi! I'm Mickey Mouse. I have two ears. My ears are big. I have a tail. It's short.*

*S2: Hello! I'm Snow White. I have two eyes. My eyes are big and blue.*

## Period 3

### Language focus:

- Using modelled sentences to describe oneself  
e.g., *I have a big head and a big body.*
- Using modelled sentences to describe different parts of one's body  
e.g., *My nose is small.*
- Using formulaic expressions to give a positive response  
e.g., *Of course.*

### Materials:

*Student's Book 3B, p. 39*

*Workbook 3B, pp. 59 and 62 Parts B and G*

*Cassette 3B*

*Flashcards 3B (head, shoulder, arm, hand, knee, leg, foot, body, finger)*

### Pre-task preparations

#### Activity 1

Flash the cards for different parts of one's body and ask the students to repeat and quickly point to the corresponding parts of their bodies.

e.g.,

*T: Ears.*

*Ss: (point to their ears) Ears.*

Or you may play the game 'Apple tree' with the students to help them review the words.

### Activity 2

Have the students do Part B 'Listen and circle' on page 59 of the *Workbook*. Then check the answers with them. After that, have the students talk about their bodies according to the pictures.

e.g.,

*S1: I have two ... They are ...*

*My ... is/are ...*

### While-task procedures

#### Activity 1

Have the students listen to the recording for 'Say and act' on page 39 of the *Student's Book* and repeat after it. Then ask them some questions.

e.g.,

*T: Is Danny's head big?*

*S2: Yes.*

*T: Are his eyes small?*

*S3: No.*

### Activity 2

Have the students listen to the recording for 'Say and act' several times. Practise the dialogue with them. Then have the students role-play the dialogue in pairs.

e.g.,

*S1: Can you draw yourself, Danny?*

*S2: Yes, of course. That's easy.*

*S2: I have a big head and a big body. These are my eyes. They're big.*

...

### Activity 3

Have the students work in pairs. Ask them to draw each other. Then ask them to talk about their drawings.

e.g.,

*S1: Look! This is you. You have a big head. You have ... Your eyes are ...*

### Activity 4

Have the students do Part G 'Look and complete' on page 62 of the *Workbook*. Ask some students to read out their completed passages and check the answers with them.

## Post-task activities

### Activity 1

Copy the survey table below and give each student a copy. Divide the students into groups of four and ask them to do the survey.

		S1	S2	S3	S4
head	big				
	small				
eyes	big				
	small				
mouth	big				
	small				
ears	big				
	small				
arms	long				
	short				
legs	long				
	short				
feet	big				
	small				

e.g.,

S1: I'm (S1's name). I have a ... It's ... I have two ...  
They are ...

### Activity 2

Have the students bring the pictures of a person they like to class. Ask them to complete a passage describing the person.

e.g.,

This is \_\_\_\_\_. He/She has \_\_\_\_\_ hair. His/Her eyes \_\_\_\_\_. His/Her ears \_\_\_\_\_. He/She has \_\_\_\_\_ legs. His/Her legs \_\_\_\_\_. He/She can \_\_\_\_\_.

## Period 4

### Language focus:

Using the key words and sentences to talk and write about one's body

e.g., I have two eyes. My eyes are big.

### Materials:

Student's Book 3B, p. 41  
Workbook 3B, p. 63 Task

### Cassette 3B

Flashcards 3B (*head, shoulder, arm, hand, knee, leg, foot, body, finger*)

Wall picture 3B

Pictures of cartoon characters

## Pre-task preparations

### Activity 1

Play the recording for 'Listen and enjoy' on page 41 of the *Student's Book*. Ask the students to sing along with the recording several times. Then ask them to act out the song in small groups.

### Activity 2

Have the students listen to your instructions and do the corresponding actions and say the corresponding sentences.

e.g.,

T: Touch your shoulders.

Ss: (touch their shoulders) These are my shoulders.

Or you may play the game 'Simon says' with the students.

e.g.,

T: Stretch your arms.

Ss: (do not do the action)

T: Simon says, 'Stretch your arms.'

Ss: (stretch their arms)

## While-task procedures

### Activity 1

Put the wall picture on the blackboard. Have the students play a game in groups of six. The students in each group take turns to give instructions and the others do the corresponding actions.

e.g.,

S1: Touch your head.

Ss: (touch their heads)

S2: Clap your hands.

Ss: (clap their hands)

...

### Activity 2

Prepare pictures of some cartoon characters such as Mickey Mouse, Donald Duck and

Garfield. Divide the students into groups of four and give each group copies of the pictures. Ask the students to write a few sentences about them. Then have them mix the pictures and descriptions and play a matching game.

e.g.,

*S1: (read Description 1) I'm fat. I have two eyes.*

*My eyes are very big. My hair is long and soft. I have four legs. They're short.*

*S2: (hold the picture of Garfield) Are you Garfield?*

*S1: Yes.*

...

### Activity 3

Have the students look at 'Draw and say' on page 41 of the *Student's Book*. Ask them to draw and talk about themselves in pairs.

### Activity 4

Ask some students to wear a blindfold and draw themselves on the blackboard. They should introduce the corresponding parts while drawing. Finally, let the students vote who draws the best while blindfolded.

## Post-task activities

### Activity 1

Divide the class into groups of four. Have the

students mix their pictures. Then have the students take turns to introduce themselves while the other group members try to find the corresponding pictures.

e.g.,

*S1: Look at me. I have ... My ... is/are ... I can ...*

### Activity 2

Have the students do Part A of Task 'My body' on page 63 of the *Workbook*. First, have them stick their photos in the box. Ask them to talk about themselves in small groups. Then invite some students to talk in front of the class.

e.g.,

*S1: Look! This is me. I'm ... I have ... My ... is/are ... I can ... I like ...*

Finally, have the students complete the sentences in Part B of the Task and read out the sentences.

### Note:

The word *body* can be used to refer to

- \* the whole physical structure of a human being or an animal;
- \* the main part of a body not including the head, or not including the head, arms and legs.

# Module 4 More things to learn (optional)

## Unit 2 Children's Day

### Tasks in this unit:

- Use nouns to identify different places
- Use ordinal numbers to refer to dates
- Use formulaic expressions to greet children on Children's Day
- Use wh-questions to find out specific information
- Use prepositions to indicate positions or time
- Use yes/no questions to elicit a positive or negative response

### Language focus:

- Using the key words in context  
e.g., *park, cinema, zoo*
- Using formulaic expressions to greet children on Children's Day  
e.g., *Happy Children's Day!*
- Using wh-questions to find out specific information  
e.g., *What do you do on Children's Day?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you ... on Children's Day?*
- Using ordinal numbers to refer to dates  
e.g., *Today is the first of June.*
- Using prepositions to indicate positions or time  
e.g., *We have a class party at school*  
*In China, Children's Day is on the first of June.*

### Language skills:

#### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *park, cinema, zoo*
- Understanding formulaic expressions greeting children on Children's Day  
e.g., *Happy Children's Day!*
- Understanding wh-questions asking for specific information  
e.g., *What do you do on Children's Day?*
- Understanding yes/no questions  
e.g., *Do you ... on Children's Day?*

#### Speaking

- Pronouncing the key words correctly  
e.g., *park, cinema, zoo*
- Using formulaic expressions to greet children on Children's Day  
e.g., *Happy Children's Day!*
- Using wh-questions to find out specific information  
e.g., *What do you do on Children's Day?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you ... on Children's Day?*

### Reading

- Understanding the brief introductions of Children's Day in different countries
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Writing

- Writing the key words correctly  
e.g., *park, cinema, zoo*
- Writing the key sentences correctly  
e.g., *Happy Children's Day!*  
*What do you do on Children's Day?*

### Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	Do you ... on Children's Day? Yes, I do./No, I don't. What do you do on Children's Day?	park cinema zoo	SB: pp. 43 and 45 WB: p. 64 Part A
2	Let's ... first (ordinal number) Happy Children's Day! Great!		SB: pp. 42 and 45 WB: p. 65 Parts B and C
3	in, at, on (prepositions) first, second, ... (ordinal numbers) When is Children's Day in ...?		SB: pp. 44 and 45 WB: p. 67 Part F
4			SB: p. 45 WB: p. 68 Task

### Period I

#### Language focus:

- Using the key words to identify different places  
e.g., *park, cinema, zoo*
- Using wh-questions to find out specific information

e.g., *What do you do on Children's Day?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you ... on Children's Day?*

#### Materials:

*Student's Book 3B*, pp. 43 and 45

*Workbook 3B*, p. 64 Part A

Cassette 3B

Flashcards 3B (*park, cinema, zoo*)

Character puppets

## Pre-task preparations

### Activity 1

Play a video of children doing things on Children's Day. Then have the students listen to the recording for the rhyme in 'Listen and enjoy' on page 45 of the *Student's Book*.

### Activity 2

To elicit the topic, show the date '1 June' and ask the students what day it is.

e.g.,

T: *What day is it?*

Ss: *It's Children's Day.*

Then show the students the pictures of some actions, such as playing football and swimming. Ask the students to think about what they do on Children's Day. After that, have the students answer your questions.

e.g.,

T: *Do you ... on children's Day?*

## While-task procedures

### Activity 1

Use the flashcards to introduce the new words in 'Look and learn' on page 43 of the *Student's Book*. Ask the students to read all the words after you.

e.g.,

T: *On Children's Day, boys and girls go to the park.*

(show the flashcard for park) *Park. It's a park.*

Ss: *Park. It's a park.*

### Activity 2

Write the phrases *go to the park*, *go to the zoo*, and *go to the cinema* on the blackboard. Stick the flashcards for *park*, *zoo* and *cinema* below the corresponding phrases. Then use character puppets to elicit the pattern *What do you do on Children's Day?*

e.g.,

T: (hold the puppet for Kitty) *Hello, Alice.*

(hold the puppet for Alice) *Hello, Kitty.*

(hold the puppet for Kitty) *Today is Children's Day. What do you do on Children's Day?*  
(hold the puppet for Alice) *I go to the park.*

## Activity 3

Have the students do Part A 'Listen and match' on page 64 of the *Workbook*. After checking the answers with them, have the students make a dialogue according to the pictures.

e.g.,

S1: *It's Children's Day. Let's go to the park.*

S2: *OK. Let's go.*

### Activity 4

Have the students look at 'Do a survey' on page 43 of the *Student's Book*. Show some flashcards for words of different places or pictures of different activities and ask the students to answer your questions.

e.g.,

T: *What do you do on Children's Day, (S1's name)?*

S1: (pick and show the flashcard for zoo) *I go to the zoo.*

T: *Do you go to the zoo on Children's Day, (S2's name)?*

S2: (pick and show the flashcard for cinema) *No. I go to the cinema.*

Then divide the students into groups of four and ask them to do the survey.

e.g.,

S1: *What do you do on Children's Day?*

S2: *I go to the park.*

S1: *Do you go to the cinema on Children's Day?*

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

## Post-task activities

### Activity 1

Have the students talk about what they do on Children's Day in pairs.

e.g.,

S1: *On Children's Day, I go to the zoo.*

S2: *I go to the cinema.*

### Activity 2

Ask the students to prepare a piece of paper and draw a table following the example given in 'Do a survey' on page 43 of the *Student's Book*.

Then have the students move around the classroom interviewing at least five classmates to complete the table.

e.g.,

*S1: What do you do on Children's Day?*

*S2: I go to the park.*

*S1: Do you go to the zoo on Children's Day?*

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

*S1: (fill in the table)*

## Period 2

### Language focus:

- Using ordinal numbers to refer to dates  
e.g., *Today is the first of June.*
- Using formulaic expressions to greet children on Children's Day  
e.g., *Happy Children's Day!*
- Using imperatives to make suggestions  
e.g., *Let's ...*

### Materials:

*Student's Book 3B*, pp. 42 and 45

*Workbook 3B*, p. 65 Parts B and C

Cassette 3B

Pictures

### Pre-task preparations

#### Activity 1

Have the students listen to the recording for 'Listen and enjoy' on page 45 of the *Student's Book*. Encourage them to say the rhyme.

#### Activity 2

Show some pictures of a class party, a zoo, a park and a cinema. Ask some students to choose a picture and answer your questions.

e.g.,

*T: Do you like Children's Day?*

*S1: Yes, I do.*

*T: What do you do on Children's Day?*

*S1: I ... (have a class party/go to the zoo/...)*

### While-task procedures

#### Activity 1

Have the students look at the pictures for 'Listen and say' on page 42 of the *Student's*

*Book*. Then ask them to answer your questions.

e.g.,

(Picture 1)

*T: Is it in the morning or in the afternoon?*

*S1: In the morning.*

(Picture 2)

*T: What can you see?*

*S2: I can see some balloons.*

(Picture 3)

*T: Where are Kitty and Alice?*

*S3: In the classroom.*

(Picture 4)

*T: Where are Alice and her parents?*

*S4: In the park.*

#### Activity 2

Have the students listen to the recording for 'Listen and say' and repeat after it. Ask them some questions about the text.

e.g.,

*When is Children's Day?*

*What do Alice and her classmates do in the morning?*

*Is Alice's classroom beautiful?*

*What do Alice and her parents do in the afternoon?*

#### Activity 3

Divide the students into groups. Have them do a role-play. Invite several groups to act it out in front of the class. For more able students, encourage them to use other habitual actions to replace those in the dialogue. Have the students vote for the best group.

e.g.,

*S1: Hello, Kitty!*

*S2: Hello, Alice!*

*S1: How are you?*

*S2: Very well. Thanks.*

*S1, S2 & S3: Good morning, Miss Fang.*

*S4: Good morning. Happy Children's Day!*

*S2: Alice and Linda, let's sing a song together.*

*S1, S2 & S5: (sing a song)*

*S6: Let's take a photograph here.*

*S1: Great!*

#### Activity 4

Have the students do Part B 'Listen and circle'

on page 65 of the *Workbook*. Then check the answers with them.

## Post-task activities

### Activity 1

Have the students do Part C 'Look, ask and answer' on page 65 of the *Workbook*.

### Activity 2

Read the following passage and have the students listen and match the names with the phrases.

*Today is Children's Day. All my friends are happy. In the morning we have a class party at school. We sing, dance and play games. In the afternoon Jim and I go to the zoo. We see many lovely animals there. Leo and Kitty go to the park and they play on the swings. Tim and Danny go to the cinema.*

*What a nice day!*

- |               |   |                  |
|---------------|---|------------------|
| Kitty and Leo | • | go to the park   |
| Jim and Tom   | • | go to the cinema |
| Tim and Danny | • | go to the zoo    |

## Period 3

### Language focus:

- Using ordinal numbers to refer to dates  
e.g., *the first of June*
- Using prepositions to indicate positions or time  
e.g., *In China, Children's Day is on the first of June.*

### Materials:

*Student's Book 3B*, pp. 44 and 45

*Workbook 3B*, p. 67 Part F

Wall picture 3B

Cassette 3B

### Pre-task preparations

### Activity 1

Have the students say the rhyme in 'Listen and enjoy' on page 45 of the *Student's Book*. You can divide them into four big groups and ask each group to read two lines at a time.

### Activity 2

Have the students ask and answer questions according to the picture in 'Listen and enjoy'. If possible, help them say as much as they can.  
e.g.,

*T: What do they like doing in the park?*

*S1: They like skating. They like playing baseball.*

### While-task procedures

### Activity 1

Have the students read the whole passage in 'Listen and read' on page 44 of the *Student's Book* and do 'True or false' on the same page. Then check the answers with them. If a statement is wrong, ask them to say the right one.

### Activity 2

Put the wall picture on the blackboard.

Have the students listen to the recording for 'Listen and read' on page 44 of the *Student's Book* and repeat after it several times.

### Activity 3

Ask the students some questions about the dates of Children's Day in different countries.

e.g.,

*T: When is Children's Day in the UK?*

Put the wall picture and the dates of Children's Day for different countries on the blackboard.

Have the students match the pictures with the dates.

### Activity 4

Have the students do Part F 'Read and answer' on page 67 of the *Workbook*. Then check the answers with them.

### Post-task activities

### Activity 1

Have the students ask and answer questions in groups according to the pictures in Part F. Ask each student to role-play a child from another country. Then invite several groups to act out their dialogues in front of the class.

e.g.,

S1: Hello, I'm (S1's name). I'm from the UK.

S2: Hello, I'm (S2's name). I'm from China. When is Children's Day in the UK?

S1: It's in the middle of May. When is Children's Day in China? What do you do on Children's Day?

S2: ...

## Activity 2

Have the students listen to the following passage and judge whether the statements are true (T) or false (F).

*Today is the first of June. It's Children's Day. In the morning, Harry goes to see a film 'Harry Porter'. Then he goes to the park with his good friend, Tim. In the afternoon, he goes to the zoo and sees his favourite animal, monkeys. At 3.00 p.m., he goes to school and has a class party with his classmates and teacher. Harry is very happy.*

- ( F ) 1. Today is Mother's Day.
- ( T ) 2. Harry sees a film in the morning.
- ( F ) 3. Harry and Tim go to the science museum.
- ( F ) 4. Harry likes elephants best.
- ( T ) 5. Harry's class has a class party at school on the first of June.

## Period 4

### Language focus:

Using the key words and patterns to talk and write about activities on Children's Day

### Materials:

*Student's Book 3B, p. 45*

*Workbook 3B, p. 68 Task*

*Cassette 3B*

*Pictures of Children's Day activities*

### Pre-task preparations

#### Activity 1

Have the students talk about what they usually do on Children's Day in pairs.

e.g.,

S1: What do you do on Children's Day?

S2: I go to the cinema with my parents. How about

*you?*

S1: I go to the park.

#### Activity 2

Show some pictures of activities the students usually do on Children's Day such as going to the cinema, going to the park and going to the zoo. Describe each picture with a sentence.

Then mix the pictures and sentences, and ask the students to match the pictures with the sentences.

### While-task procedures

#### Activity 1

Have the students bring their photos taken on Children's Day and talk about them in pairs.

e.g.,

S1: This is a photo of my parents and me. We go to the park on Children's Day.

S2: This is a photo of my brother and me. We go to the cinema on Children's Day.

Or you may ask the students to draw pictures of what they do on Children's Day and talk about them.

#### Activity 2

Have the students do 'Ask and answer' on page 45 of the *Student's Book* according to their photos.

e.g.,

S1: What do you do on Children's Day?

S2: I ...

S1: Do you ...?

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

#### Activity 3

Gather and stick some students' pictures of different activities on the blackboard. Then ask them to play the game 'Finding my friend'.

e.g.,

S1: What do you do on Children's Day? Do you go to the park?

S2: No. I go to the zoo.

S1: Do you go to the park on Children's Day, (S3's name)?

S3: Yes, I do.

S1: Hooray! You're my friend. Let's go together.

## Activity 4

Have the students talk about what they usually do on other special days such as their birthdays.  
e.g.,

*S1: What do you do on your birthday?*

*S2: I go to the park.*

*S1: Do you have a birthday party?*

*S2: Yes, I do.*

## Post-task activities

### Activity 1

Have the students find out more information about how children in other countries celebrate Children's Day. Ask them to share their information in class. If possible, encourage them to role-play the children celebrating Children's Day in other countries.

### Activity 2

Have the students do Task 'Happy Children's

Day!' on page 68 of the *Workbook*. First, have them draw what they like doing on Children's Day. Then ask them to talk about their drawings. Finally, have them read the passage in Part B and answer the questions.

### Note:

You can tell the students the dates of some festivals in China:

- \* New Year's Day is on the first of January.
- \* The Spring Festival is on the first day of the first lunar month.
- \* Tree Planting Day is on the twelfth of March.
- \* Labour Day is on the first of May.
- \* Teacher's Day is on the tenth of September.
- \* The Mid-Autumn Festival is on the fifteenth day of the eighth lunar month.
- \* The National Day is on the first of October.

# Module 4 More things to learn (optional)

## Unit 3 Story time

### Tasks in this unit:

- Use modelled sentences to introduce oneself or personal belongings
- Use adjectives to describe people or things
- Use the modal verb *can* to give permission or express abilities
- Using the modal verb *can't* to express inabilitys
- Use imperatives to give simple instructions
- Use formulaic expressions to express joy or ask for help

### Language focus:

- Using modelled sentences to introduce oneself or personal belongings  
e.g., *This is my new house.*
- Using adjectives to describe people or things  
e.g., *I'm busy.*  
*My house is very strong.*
- Using the modal verb *can* to give permission  
e.g., *Now you can go and make your own houses.*
- Using the modal verb *can't* to express inabilitys  
e.g., *You can't come in.*
- Using imperatives to give simple instructions  
e.g., *Look at my new house.*  
*Open the door.*
- Using formulaic expressions to express joy or ask for help  
e.g., *Hooray!*  
*Help!*

### Language skills:

#### Listening

- Understanding modelled sentences introducing oneself or personal belongings  
e.g., *This is my new house.*
- Understanding adjectives describing people or things  
e.g., *I'm busy.*  
*My house is very strong.*
- Understanding the modal verb *can* giving permission  
e.g., *Now you can go and make your own houses.*
- Understanding the modal verb *can't* expressing inabilitys  
e.g., *You can't come in.*
- Understanding imperatives giving simple instructions  
e.g., *Look at my new house.*  
*Open the door.*
- Understanding formulaic expressions to express joy or ask for help

e.g., *Hooray!*  
*Help!*

### Speaking

- Using modelled sentences to introduce oneself or personal belongings  
e.g., *This is my new house.*
- Using adjectives to describe people or things  
e.g., *I'm busy.*  
*My house is very strong.*
- Using the modal verb *can* to give permission or express abilities  
e.g., *Now you can go and make your own houses.*
- Using the modal verb *can't* to express inabilitys  
e.g., *You can't come in.*
- Using imperatives to give simple instructions  
e.g., *Look at my new house.*  
*Open the door.*
- Using formulaic expressions to express joy or ask for help  
e.g., *Hooray!*  
*Help!*

### Reading

- Understanding the story *Three little pigs*
- Reading the key words, sentences and the text aloud with the appropriate pronunciation and intonation

### Scheme of work:

Period	Core contents		Materials
	Grammar and expressions	Vocabulary	
1	This is ... It's ... ( <i>adj.</i> ) Look at ... (imperative) ... can't ... I/You can ... Hooray!	busy    strong    hot    bad come    go fishing	SB: pp. 46 and 47
2	My ... is/are ... I'm ... ( <i>adj.</i> ) Open the door. (imperative) Help! Stop!		SB: pp. 47 and 48
3	Let's ... (imperative)	boil    water	SB: p. 49 WB: p. 73 Task
4			SB: pp. 46, 47, 48 and 49 WB: pp. 69, 70, 71 and 72 Parts A and B

## Period I

### Language focus:

- Using modelled sentences to introduce oneself or personal belongings  
e.g., *This is my new house.*
- Using adjectives to describe people or things  
e.g., *I'm busy.*  
*It is very strong.*
- Using the modal verb *can* to give permission  
e.g., *Now you can go and make your own houses.*
- Using imperatives to give simple instructions  
e.g., *Look at my new house.*
- Using formulaic expressions to express joy  
e.g., *Hooray!*

### Materials:

*Student's Book 3B*, pp. 46 and 47

Cassette 3B

Wall picture 3B

Character puppets

### Pre-task preparations

#### Activity 1

Show the flashcards for the words of different animals such as *dog*, *pig* and *monkey*.

Have the students answer your questions.

e.g.,

T: (*show the flashcard for pig*) Do you like pigs?

S1: Yes, I do. They are cute.

#### Activity 2

To elicit the topic, say the following rhyme and have the students repeat after you.

e.g.,

*Oink, oink, oink.*

*I'm a pig, pig, pig.*

*And I'm cute, cute, cute.*

*I'm pink, pink, pink.*

*And I can run, run, run.*

*Oink, oink, oink.*

*I'm a pig, pig, pig.*

*And I'm fat, fat, fat.*

...

### While-task procedures

#### Activity 1

Put the wall picture on the blackboard. Play the recording for pictures 1 to 6 of 'Listen and enjoy' on pages 46 and 47 of the *Student's Book* while the students look at the pictures. Then ask them some questions to check their understanding.

e.g.,

T: *How many little pigs are there?*

Ss: *Three.*

T: *Who are they?*

Ss: *They are Tom, Tim and Jim.*

T: (*point to Mother Pig*) *Who's she? Is she the little pigs' mother?*

Ss: *Yes, she is.*

#### Activity 2

Write *go and make your own houses*, *go fishing*, *very strong*, *come in* and *I'm busy*. on the blackboard. Read them and have the students repeat after you.

#### Activity 3

Have the students read the story from pictures 1 to 6 for 'Listen and enjoy' on *Student's Book* pages 46 and 47. Then ask them some questions to check their understanding.

e.g.,

T: *What does Mother Pig say to the three little pigs?*

Ss: *'You can go and make your own houses.'*

T: *Can Tom/Tim/Jim make a house?*

Ss: *Yes, he can.*

T: *What do Tom and Tim like doing?*

...

Then practise the dialogue with them. You can use the character puppets to help the students understand the story.

#### Activity 4

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

e.g.,

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

S2: Hi! My name's Tom. I'm fat. I'm cute. I can make a house. Look, this is my new house.

S3: Good morning, I'm Tim. Tom is my big brother. I like fishing. I can make a house too.

S4: Hi! I'm Jim. I'm Tom and Jim's brother. Nice to meet you. Look at my house. It's very strong.

## Post-task activities

### Activity 1

Put the wall picture on the blackboard. Retell the story to the students.

e.g.,

T: Look, this is Mother Pig. She has three little pigs. This is Tom, this is Tim and this is Jim. One day, Mother Pig says, 'My boys, you can go and make your own houses.' Tom, Tim and Jim go and make their houses. This is Tom's house. This is Tim's house. Tom and Tim can go fishing now, but Jim can't go with them. He is busy.

Then encourage the students to say something about the pictures in pairs.

### Activity 2

Have the students listen to the story (pictures 1 to 6) again and role-play the story. Then invite several groups to act it out in front of the class.

## Period 2

### Language focus:

- Using adjectives to describe people or things  
e.g., *I'm busy.*  
*It's very strong.*
- Using the modal verb *can't* to express inabilities  
e.g., *The wolf can't come in.*
- Using imperatives to give simple instructions  
e.g., *Open the door.*
- Using formulaic expressions to ask for help  
e.g., *Help!*

### Materials:

*Student's Book 3B*, pp. 47 and 48

Cassette 3B

Flashcards 1A—2B (*wolf, hungry, pig*)

Wall picture 3B

## Pre-task preparations

### Activity 1

Review the first part of the story (pictures 1 to 6) with the students. Point to the pictures and ask the students to answer your questions.

e.g.,

T: (point to Tom in Picture 3) Who is he? Is he Tom?

Ss: Yes.

T: (point to the house in Picture 3) Is this Tom's house?

Ss: Yes, it is.

### Activity 2

Show the flashcards for *wolf, pig* and *hungry* and ask them some questions.

e.g.,

T: (show the flashcard for *wolf*) What is it?

S1: It's a wolf.

T: Do you like wolves?

S1: No, I don't.

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

S1: Yes./No.

## While-task procedures

### Activity 1

Put the wall picture on the blackboard.

Have the students listen to the recording for pictures 7 to 12 of the story on pages 47 and 48 of the *Student's Book*. Ask them some questions to check their understanding.

e.g.,

T: Here comes the wolf. What do Tom and Tim do? Are they afraid of the wolf?

### Activity 2

Play the recording for pictures 7 to 12 of the story on pages 47 and 48 while the students look at the pictures. Ask them some questions to check their understanding.

e.g.,

T: Is the wolf hungry? Is it bad?

Ss: Yes, it is.

T: Is Tom's house strong? Can the wolf come into Tom's house?

...

### Activity 3

Write *I'm hungry. 'The wolf is coming.' Help! Big Bad Wolf* and *very strong* on the blackboard. Ask the students to read them after you. Then show the pictures of the characters and encourage them to say things about the pictures.

e.g.,

S1: Look at the wolf. It is hungry.

S2: The wolf is coming. Let's run.

S3: Help! Help!

### Activity 4

Practise the dialogue with the students. Then divide them into three groups. Have each group role-play a character in the story.

## Post-task activities

### Activity 1

Have the students put on the masks and role-play the first half of the story (pictures 1 to 12) in groups. Then invite several groups to act it out in front of the class.

### Activity 2

Put the wall picture on the blackboard and retell the story to the students as follows.

e.g.,

T: There are three little pigs. They're Tom, Tim and Jim. They are brothers. They can make their own houses. One day, Tom and Tim go fishing. A big bad wolf comes. The wolf is hungry. Tom and Tim run back to Tom's house. The wolf breaks down the house. Tom and Tim run to Tim's house. The wolf breaks down Tim's house too. What can Tom and Tim do?

Then ask them some questions.

e.g.,

T: Is Tom's house strong? Do you like Tom's house? Is Tim's house strong? Do you like Tim's house?

## Period 3

### Language focus:

- Using adjectives to describe things  
e.g., *My house is very strong.*  
*It's hot.*
- Using the modal verb *can't* to express inabilities  
e.g., *You can't come in, Big Bad Wolf!*
- Using imperatives to give simple instructions  
e.g., *Open the door.*
- Using formulaic expressions to express joy  
e.g., *Hooray!*

### Materials:

*Student's Book 3B*, p. 49

*Workbook 3B*, p. 73 Task

Cassette 3B

Wall picture 3B

### Pre-task preparations

### Activity 1

Review with the students the first half of the story slowly and briefly with the help of pictures, masks and body language.

### Activity 2

Encourage the students to imagine what will happen to the three little pigs. Then ask the students to answer your questions.

e.g.,

T: What can Tom and Tim do now?

S1: They can go to Jim's house.

T: Is Jim's house strong? Can the wolf come into Jim's house?

...

### While-task procedures

### Activity 1

Put the wall picture on the blackboard.

Have the students listen to the recording for the last part of the story on page 49 of the *Student's Book* and repeat after it. Ask them some questions to check their understanding.

e.g.,

T: What do Tom and Tim do?

Can the wolf come into Jim's house? Why?

Is Jim's house strong? Do you like it?

What do the three little pigs do?

Does the wolf go away? Why?

## Activity 2

Ask the students to read the story by themselves. Write the phrases *boil the water*, *over there* and *going away* on the blackboard. Ask the students to repeat after you.

## Activity 3

Divide the students into five groups. Each group role-plays one of the characters in the story. Then help them act out the story.

## Activity 4

Put the pictures for the story on the blackboard in random order. Read the story slowly with some body language and have the students arrange the pictures in the correct order.

e.g.,

T: Three little pigs live with their mother in a small house. One day their mother asks them to leave home and make their own houses. Tom makes his house very quickly with straw. (show the pictures of straw and Tom's house) Tim makes his house with wood. (show the pictures of wood and Tim's house) Jim makes a strong house with bricks. (show the pictures of bricks and Jim's house) One day a big bad wolf comes. He is hungry and he wants to eat the little pigs. He breaks down Tom's house. Tom and Tim run to Tim's house. The wolf breaks down Tim's house. Tom and Tim shout and run to Jim's house. Jim's house is strong and the wolf can't come in. The wolf goes away. The three pigs are happy. They are not afraid of the wolf now.

## Post-task activities

### Activity I

Have the students answer your questions.

e.g.,

Do you like Tom's house? Do you like Tom?

Do you like Tim's house? Do you like Tim?

Do you like Jim's house? Do you like Jim? Why?

...

Have the students talk about the three little pigs and the wolf in pairs. Encourage them to write some sentences to describe the characters.

## Activity 2

Have the students do Task 'Three little pigs' on page 73 of the *Workbook*. First, ask them to draw the characters and say something about them. Then have the students work in groups of five and act out the story. Tell them they can change their roles. Finally, invite some groups to perform it in front of the class. Have the students take a vote on which is the best group.

## Period 4

### Language focus:

- Using adjectives to describe things

e.g., My house is very strong.

It's hot.

- Using the modal verb *can't* to express inabilitys

e.g., You can't come in, Big Bad Wolf!

- Using imperatives to give simple instructions

e.g., Open the door.

- Using formulaic expressions to express joy

e.g., Hooray!

### Materials:

*Student's Book 3B*, pp. 46, 47, 48 and 49

*Workbook 3B*, pp. 69, 70, 71 and 72 Parts A and B

Cassette 3B

Wall picture 3B

## Pre-task preparations

### Activity I

Have the students sing the song the three little pigs sing on page 49 of the *Student's Book*.

### Activity 2

Ask the students what they can do if they are Tom and Tim.

e.g.,

T: Now the Big Bad Wolf goes away. What can you

do, Tom?

S1: I can make a new house.

T: What kind of house do you like? Do you like Jim's house?

S1: Yes, I do. It's strong. I can make a strong house.

### While-task procedures

#### Activity 1

Have the students read the story 'Three little pigs' again. Then put the wall picture on the blackboard. Encourage them to work in groups and retell the story. You may also encourage them to imagine what the three little pigs do after the wolf goes away.

e.g.,

Tom makes a new house (with bricks). It's strong.

The wolf can't come in.

Tim makes a new house (with bricks) too. It's very strong. The wolf can't come in.

#### Activity 2

Divide the students into groups of four. Give copies of the following paragraphs in random order to each group. Have the students arrange them in the correct order to make a story in groups.

e.g.,

1. In a village, there lives a mother pig and her three sons.

2. One day the mother pig calls her sons together, 'My boys, you are big and strong now, you can go and make your own houses.'

'Yes, Mother.' the three little pigs, Tom, Tim and Jim answer happily.

3. Tom says, 'I can make a house with straw.'

4. Tim says, 'I can do it! I can make a house with wood.'

5. Jim takes five days to make a strong house with bricks.

6. One day a very hungry wolf comes and sees Tom and Tim, 'Ah! Two little pigs!'

7. Tom and Tim see the wolf. They run to their own houses.

8. 'Ah-ha! I can break down this straw house!'

'Ah-ha! I can break down this wood house!', the wolf says.

9. 'Help! Help!' Tom and Tim are afraid. They run to Jim's house.

10. The wolf follows, 'Oh, I can't break it down.

It's strong.'

11. The three little pigs shout, 'Hooray! You can't come in.'

Then check the answers with the students.

#### Activity 3

Have the students listen to the story in Part A 'Read and act' on pages 69, 70 and 71 of the *Workbook*. Then point to the pictures and ask them some questions.

e.g.,

T: (point to Picture 2) Look at this kite. What shape is it?

S1: It's a star.

T: (point to Picture 4) It's Children's Day. What do they do?

S2: They fly kites.

#### Activity 4

Have the students read the story by themselves. Then ask them some questions to check their understanding.

e.g.,

What does Mama Bear give to her children?

What shape is Jack's/John's kite?

What can Jack and John hear?

...

Then practise the dialogue with the students.

### Post-task activities

#### Activity 1

Have the students role-play the story on pages 69, 70 and 71 of the *Workbook* in groups of five. Then invite several groups to act it out in front of the class.

#### Activity 2

Have the students do Part B 'Draw and write' on page 72 of the *Workbook*.

# Project 1 My five senses

## Language focus:

- Using nouns to identify different parts of one's face  
e.g., *ear, eye, nose, mouth, ...*
- Using wh-questions to find out specific information  
e.g., *What can you see/hear?*  
*How does it smell/taste/feel?*
- Using modelled sentences to give specific information  
e.g., *I can see/hear ...*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *eye, ear, nose, mouth, ...*
- Understanding wh-questions asking for specific information  
e.g., *What can you see/hear?*  
*How does it smell/taste/feel?*
- Understanding modelled sentences giving specific information  
e.g., *I can see/hear ...*

### Speaking

- Pronouncing the key words correctly  
e.g., *eye, ear, nose, mouth, ...*
- Using wh-questions to find out specific information  
e.g., *What can you see/hear?*  
*How does it smell/taste/feel?*
- Using modelled sentences to give specific information  
e.g., *I can see/hear ...*

### Writing

- Writing the key words correctly  
e.g., *ear, eye, nose, mouth, ...*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

## Materials:

- Student's Book 3B*, pp. 50 and 51  
Crayons and felt pens  
A picture of a farm  
Fruits

## Preparation

Use a picture of a farm and some fruits to help the students review the key patterns *What can you see/hear?* and *How does it smell/taste/feel?*  
e.g.,

T: (*stick the picture of a farm on the blackboard*)

*What can you see on the farm?*

S1: *I can see some cows.*

T: *What can you hear?*

S2: *I can hear a bird.*

T: (*take out an apple*) *Touch this apple, please. How does it feel?*

S1: (*touch the apple*) *It's smooth and hard.*

T: *Taste it. How does it taste?*

S1: (*taste the apple*) *It's sweet.*

## Procedures

- Have the students stick a photograph or draw a picture of themselves in the box in Part 1 on Page 50 of the *Student's Book*. Then ask them to fill in the blanks in Part 2.
- Have the students talk about themselves in pairs according to their photographs or pictures.  
e.g.,  
S1: *I can see black hair, two big eyes, two small ears, one small nose and one big mouth.*  
S2: ...
- Have the students stick or draw pictures of things they like to hear, see, smell, taste and touch in the table in Part 3 on page 51 of the *Student's Book*.
- Have the students talk about the things in the table in Part 3 in pairs using the patterns given in Part 4 on page 51 of the *Student's Book*. Then ask them to complete the passage. Finally, have some students read their completed passages out.

# Project 2 My favourite things

## Language focus:

- Using nouns to identify different things such as animals and clothes  
e.g., *monkey, panda, hat, scarf, skateboard, doll, ...*
- Using wh-questions to find out specific information  
e.g., *What do you have in ...?*  
*What colour is/are the ...?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like ...?*
- Using modelled sentences to give specific information  
e.g., *I have ... in ...*  
*It's/They are ...*  
*I like ...*

## Language skills:

### Listening

- Identifying the key words by listening to the pronunciation  
e.g., *monkey, panda, hat, scarf, skateboard, doll, ...*
- Understanding wh-questions asking for specific information  
e.g., *What do you have in ...?*  
*What colour is/are the ...?*
- Understanding the meaning of yes/no questions  
e.g., *Do you like ...?*
- Understanding modelled sentences giving specific information  
e.g., *I have ... in ...*  
*It's/They are ...*  
*I like ...*

### Speaking

- Pronouncing the key words correctly  
e.g., *monkey, panda, hat, scarf, skateboard, doll, ...*
- Using wh-questions to find out specific information

e.g., *What do you have in ...?*

*What colour is/are the ...?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like ...?*
- Using modelled sentences to give specific information  
e.g., *It's/They are...*  
*I like ...*  
*I have ... in ...*

## Writing

- Writing the key words correctly  
e.g., *monkey, panda, hat, scarf, skateboard, doll, ...*
- Organizing phrases, sentences and short paragraphs by putting words in a logical order

## Materials:

*Student's Book 3B*, pp. 52 and 53

Flashcards for the words of animals, clothes and toys

## Preparation

Use the flashcards to review the key words that the students have learnt. Have the students say the rhyme on page 17 of the *Student's Book*.

## Procedures

- Have the students do Part 1 on page 52 of the *Student's Book*. First, ask them to write the letters 'a', 'b', 'c', 'd' in the boxes beside the pictures of clothes. Then have the students write the words for clothes below the pictures. Finally, divide the students into groups of four. Ask them to talk about the clothes they wear in different seasons.  
e.g.,

*S1: It's summer. I have a hat, a T-shirt and a pair of shorts in summer.*

*S2: I have a dress in summer.*

*S3: It's winter. I have a coat in winter. I have a*

*scarf too.*

- 2 Have the students ask and answer questions in pairs according to the pictures in Part 1.  
e.g.,

*S1: What do you have in autumn?*

*S2: I have a sweater.*

*S1: What colour is the sweater?*

*S2: It's green.*

You may encourage the students to use more pictures of clothes to make a dialogue.

- 3 Have the students draw or stick pictures of their favourite animals and toys in the box in Part 3 on page 53 of the *Student's Book*. Then have them make a dialogue in pairs.

e.g.,

*S1: Do you like pandas?*

*S2: No, I don't.*

*S1: What do you like?*

*S2: I like monkeys. They are clever.*

- 4 Divide the students into groups of four to six. Encourage them to introduce their favourite animals or toys to each other using the key patterns and adjectives.

e.g.,

*S1: These are my favourite toys.*

*This is ... It is ...*

*These/Those are ... They are ...*

Finally, ask them to write about their favourite animals or toys by filling in the blanks in Part 4 on page 53 of the *Student's Book*.

# Project 3 The four seasons

## Language focus:

- Using the key words and phrases in context  
e.g., *spring, summer, autumn, winter, circle, triangle, rectangle, plant a tree, ...*
- Using wh-questions to find out specific information  
e.g., *What colour is it/are they?*  
*What do you like doing in ...?*
- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like ...?*
- Using modelled sentences to give specific information  
e.g., *I like ...*  
*I have ...*

## Language skills:

### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *spring, summer, autumn, winter, circle, triangle, rectangle, plant a tree, ...*
- Understanding wh-questions asking for specific information  
e.g., *What colour is it/are they?*  
*What do you like doing in ...?*
- Understanding the meaning of yes/no questions  
e.g., *Do you like ...?*
- Understanding modelled sentences giving specific information  
e.g., *I like ...*  
*I have ...*

### Speaking

- Pronouncing the key words and phrases correctly  
e.g., *spring, summer, autumn, winter, circle, triangle, rectangle, plant a tree, ...*
- Using wh-questions to find out specific information  
e.g., *What colour is it/are they?*  
*What do you like doing in ...?*

- Using yes/no questions to elicit a positive or negative response  
e.g., *Do you like ...?*
- Using modelled sentences to give specific information  
e.g., *I like ...*  
*I have ...*

### Writing

- Writing the key words and phrases correctly  
e.g., *spring, summer, autumn, circle, plant a tree, ...*
- Organizing phrases, sentences and short paragraphs by putting words in a logical order

### Materials:

*Student's Book 3B*, pp. 54 and 55  
Flashcards for the words of the seasons,  
seasonal activities and shapes  
Crayons and felt pens

### Preparation

Say the rhyme on page 37 of the *Student's Book* and ask the students to repeat after you.  
e.g.,

*Spring is warm.*

*The plants grow and grow.*

...

Use the flashcards to review the the key words of the four seasons and seasonal activities.

e.g.,

*T: What season is it?*

*Ss: It's spring.*

*T: What do you like doing in ...?*

*Ss: ...*

### Procedures

- Have the students draw pictures of the four seasons and label them in Part 1 on page 54 of the *Student's Book*.
- Have the students talk about the pictures they have drawn in pairs using the patterns

given in Part 2 on page 55 of the *Student's Book*.

e.g.,

S1: It's winter. Look at the ... What colour is it/  
are they?

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

...

- 3 Ask the students to use the patterns below to ask and answer questions about their favourite seasons in pairs.

e.g.,

What's your favourite season?

What can you see in ...?

What colour is it/are they?

What can you hear in ...?

What do you have for ...?

What can you do in ...?

- 4 Have the students write about their favourite season by filling in the blanks in Part 3 on page 55 of the *Student's Book*. Then have them read out their completed passages.

e.g.,

... is my favourite season.

It is ...

I can ...

I have ...

# Project 4 My Children's Day

## Language focus:

- Using the key words and phrases in context  
e.g., *zoo, park, go to the park, ...*
- Using wh-questions to find out specific information  
e.g., *Where are you?*  
*How many people are there in the picture?*  
*What do you do on Children's Day?*
- Using the key patterns to give specific information  
e.g., *It is ... (colour)*  
*It is ... (shape)*  
*It is ... (size)*

## Language skills:

### Listening

- Identifying the key words and phrases by listening to the pronunciation  
e.g., *zoo, park, go to the park, ...*
- Understanding wh-questions asking for specific information  
e.g., *Where are you?*  
*How many people are there in the picture?*  
*What do you do on Children's Day?*
- Understanding modelled sentences giving specific information  
e.g., *It is ... (colour)*  
*It is ... (shape)*  
*It is ... (size)*

### Speaking

- Pronouncing the key words and phrases correctly  
e.g., *zoo, park, go to the park, ...*
- Using wh-questions to find out specific information  
e.g., *Where are you?*  
*How many people are there in the picture?*  
*What do you do on Children's Day?*
- Using modelled sentences to give specific information  
e.g., *It is ... (colour)*  
*It is ... (shape)*

*It is ... (size)*

### Writing

- Writing the key words and phrases correctly  
e.g., *zoo, park, go to the park, ...*
- Organizing phrases, sentences and small paragraphs by putting words in a logical order

### Materials:

*Student's Book 3B*, pp. 56 and 57

Flashcards of different places and activities

Crayons and felt pens

### Preparation

Ask the students to collect pictures of their Children's Day activities before class. Play the video showing children in different countries celebrating Children's Day. Help the students review what they have learnt in Module 4 Unit 2.

### Procedures

- Have the students show and stick the photographs of their Children's Day in Part 1 on page 56 of the *Student's Book*.  
e.g.,  
*When is Children's Day?*  
*Where are you?*  
*How many people are there in the picture?*  
*What do you do on Children's Day?*
- Then divide the students into groups of four. Ask them to talk about their Children's Day by asking and answering questions.  
e.g.,  
*S1: What can you see at the party?*  
*S2: I can see ...*
- Ask the students to complete the table in Part 2 on page 57 of the *Student's Book*. Then ask them to ask and answer questions according to the table in groups.  
e.g.,  
*S1: What can you see at the party?*  
*S2: I can see ...*

S1: What colour/shape is it/are they?

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

- 4 Encourage the students to draw a gift they have received on Children's Day in the box in Part 3 on page 57 of the *Student's Book*.

Then have them talk about their gifts in pairs. After that, ask them to write about the gifts by filling in the blanks. Finally, invite some students to talk about their gifts in front of the class.



## 《练习部分》答案

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Tapescripts and answer key 录音材料及参考答案

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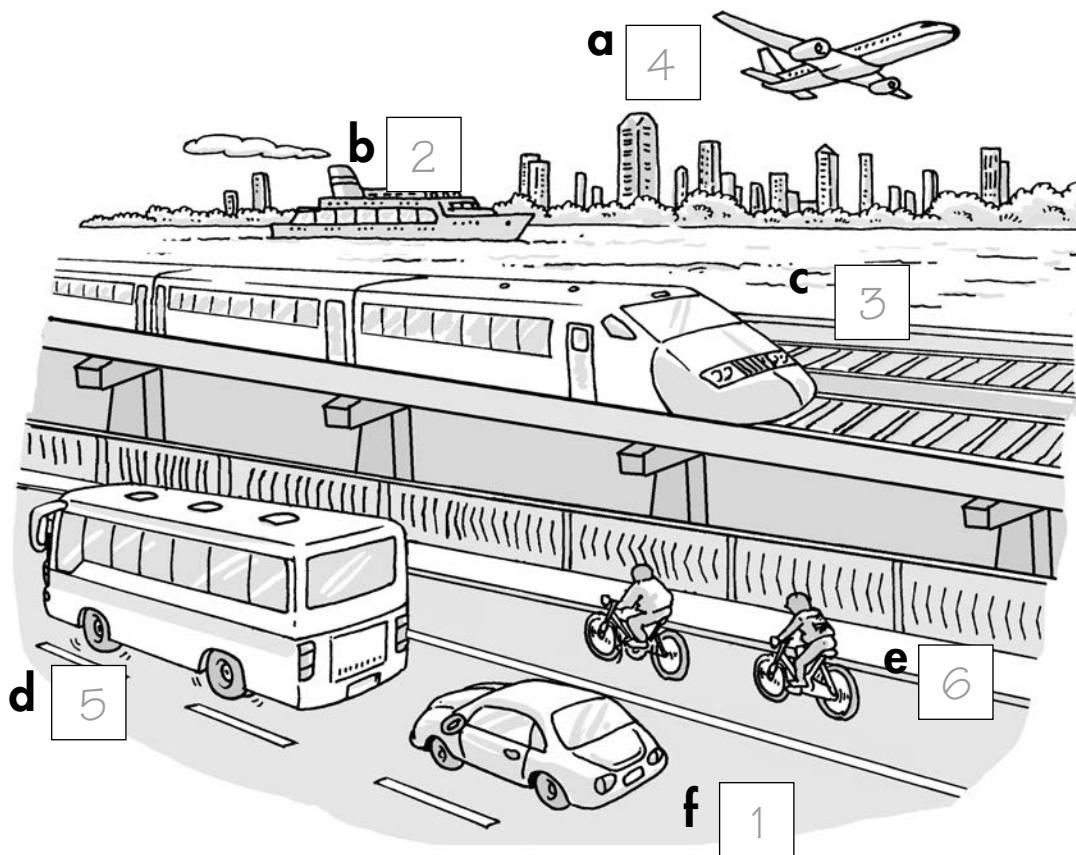
78



# Module 1 Using my five senses

## 1 Seeing and hearing

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



**B Listen and circle** (听录音, 圈出正确的应答)

① **a** I can hear a car.

**a** I see green.

**b** I hear a car.

**b** I can see green.

**c** This is a car.

**c** It is green.

③ **a** I can hear an aeroplane.

**a** I see some buses.

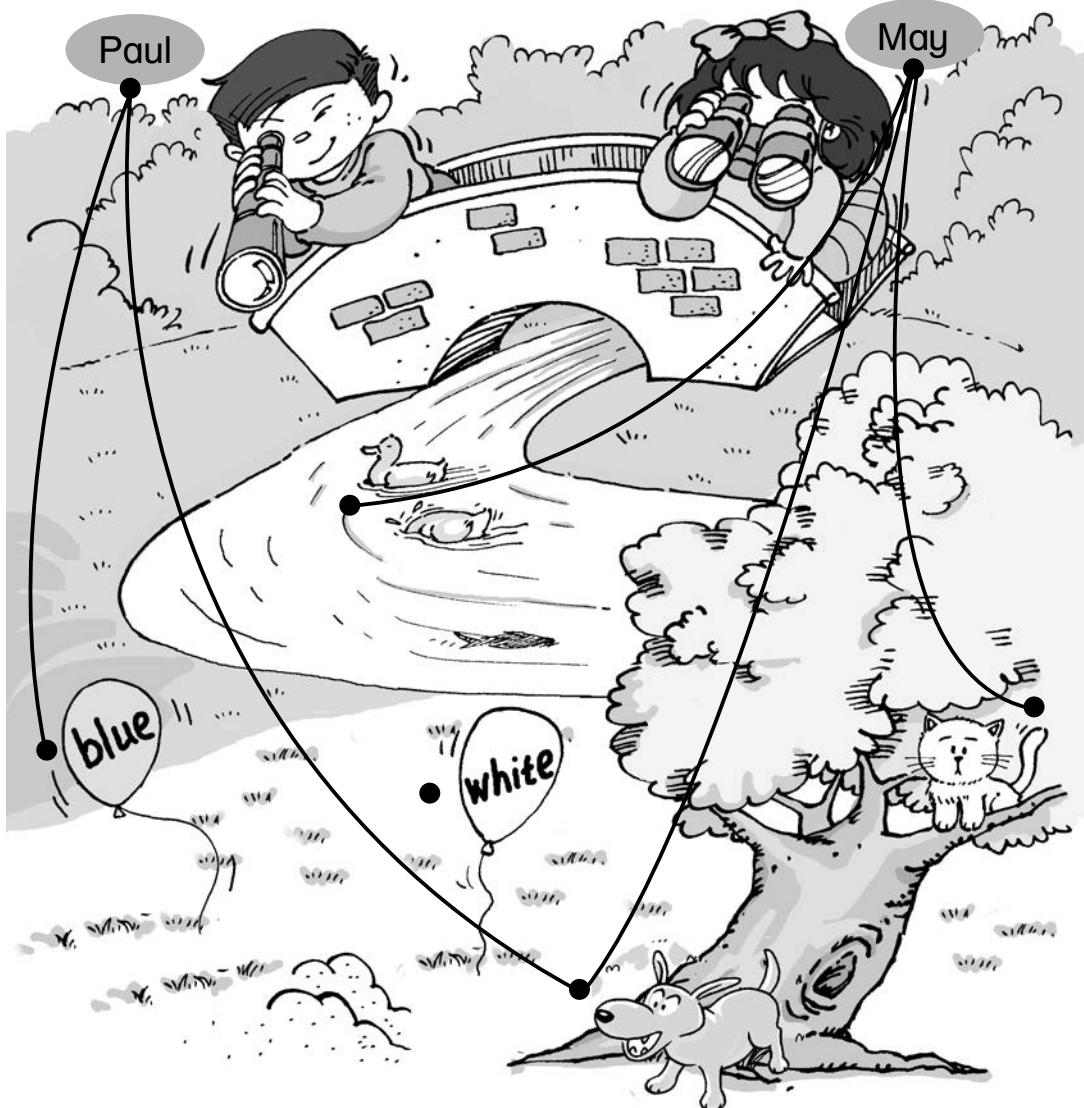
**b** Yes, I can.

**b** I hear some birds.

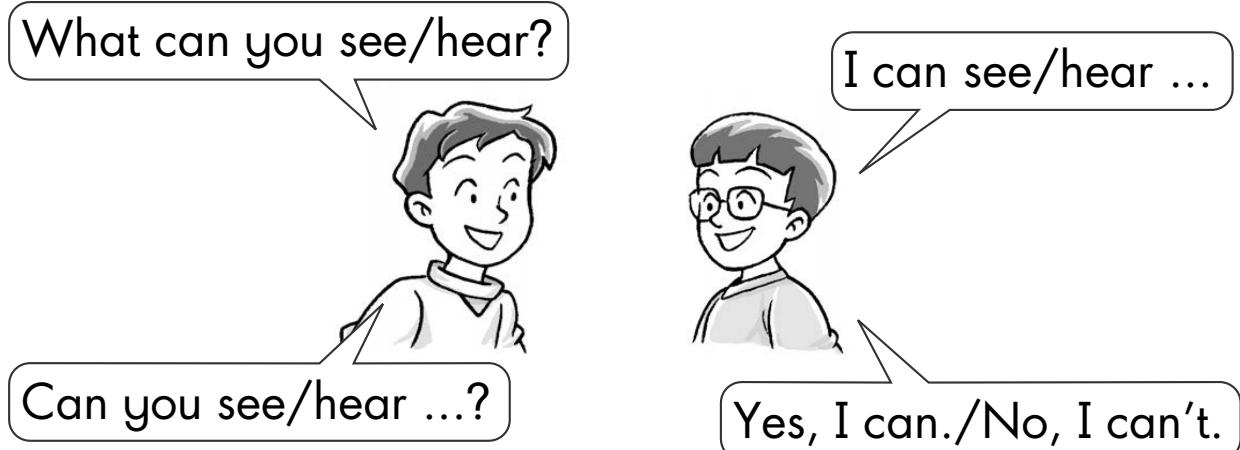
**c** No, it isn't an aeroplane.

**c** I can see a ship too.

**C Look, listen and match** (看图听录音, 把Paul和May各自看到和听到的物品连起来)



**D Look, ask and answer** (根据练习C的图互相问答)



## E Look, read and circle (看图读故事, 圈出Ken看到的物品)

What can you see, Ken?

I can see a rabbit.

A bee?

No. I can't see a bee.

And I can see two chicks.

Can you see a slide?

Yes, I can.

No. I can't see a swing.

I can see a tree. It has bananas.

Listen! What's that?

It's a dog.

What can you see?

**a** **b** **c** **d** **e** **f** **g**

## F Look, read and complete (看图读一读, 填空完成对话)



## G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

- ① what can you hear i can hear a ship

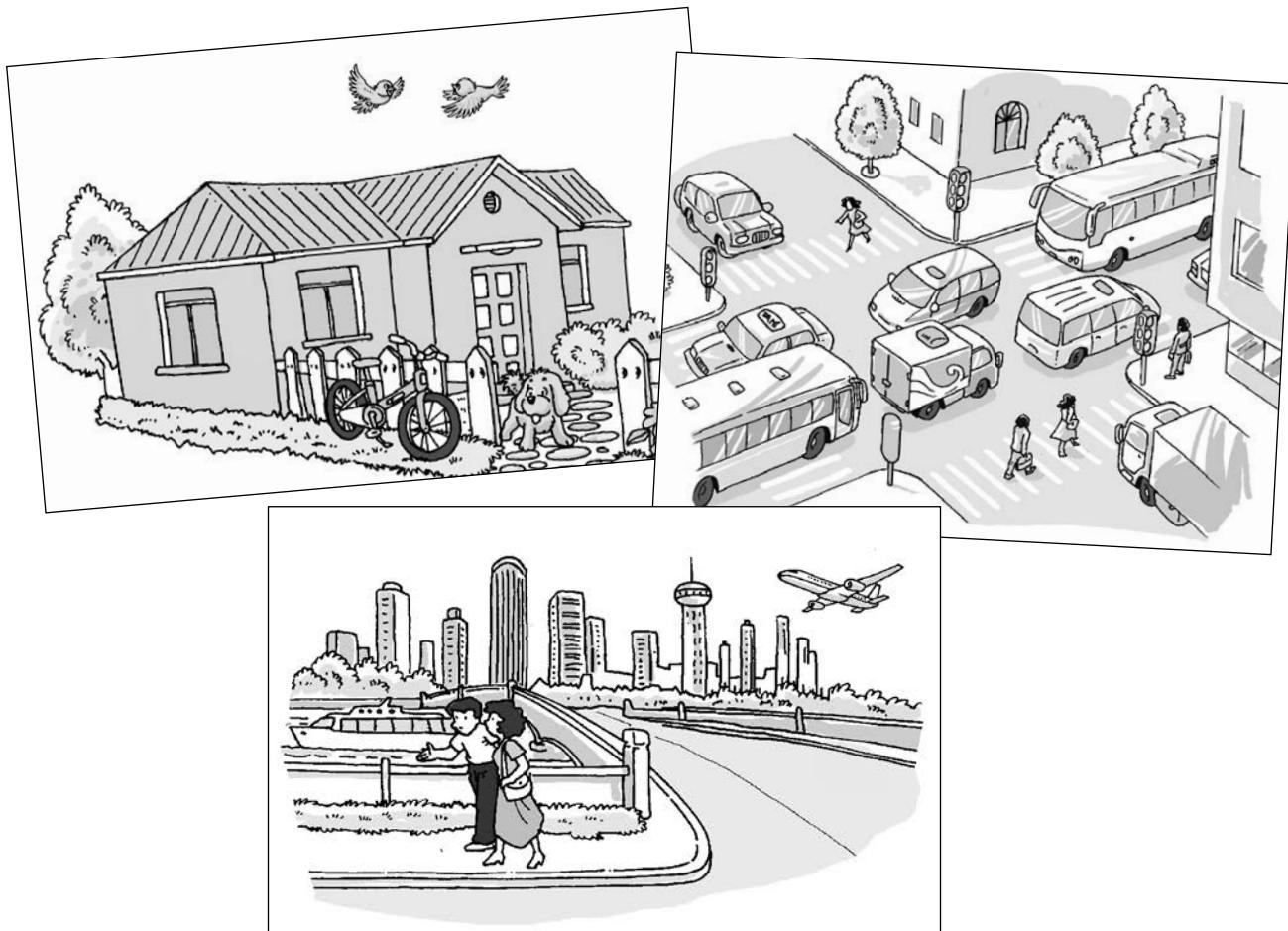
What can you hear? I can hear a ship.

- ② what else can you see i can see some cars too

What else can you see? I can see some cars too.

## Task: On my way to school (上学路上)

A Circle, ask and answer (圈出你在上学路上听到或看到的事物，然后根据提示进行问答)



S1: What can you hear/see?

S2: I can hear/see ...

B Think and write (想一想，根据实际情况写一写)

<input type="radio"/>				
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**On my way to school**

I can see \_\_\_\_\_.

I can hear \_\_\_\_\_.



## 2 Touching and feeling

### A Listen and tick (听录音, 勾出相应的图)

①

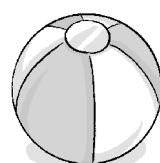


a ✓



b

②



a ✓

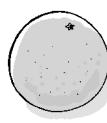


b

③



a



b ✓

④



a

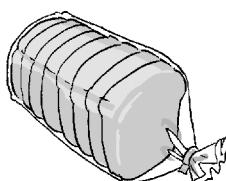


b ✓

⑤



a ✓



b

⑥



a



b ✓

### B Listen and circle (听录音, 圈出听到的句子)

① a Touch the pineapple, please.

b Touch the pie, please.

② a I like the bread.

b I like the cake.

③ a The bag is soft and smooth.

b The bag is hard and rough.

④ a —How does it feel?

—It is soft and warm.

b —How do they feel?

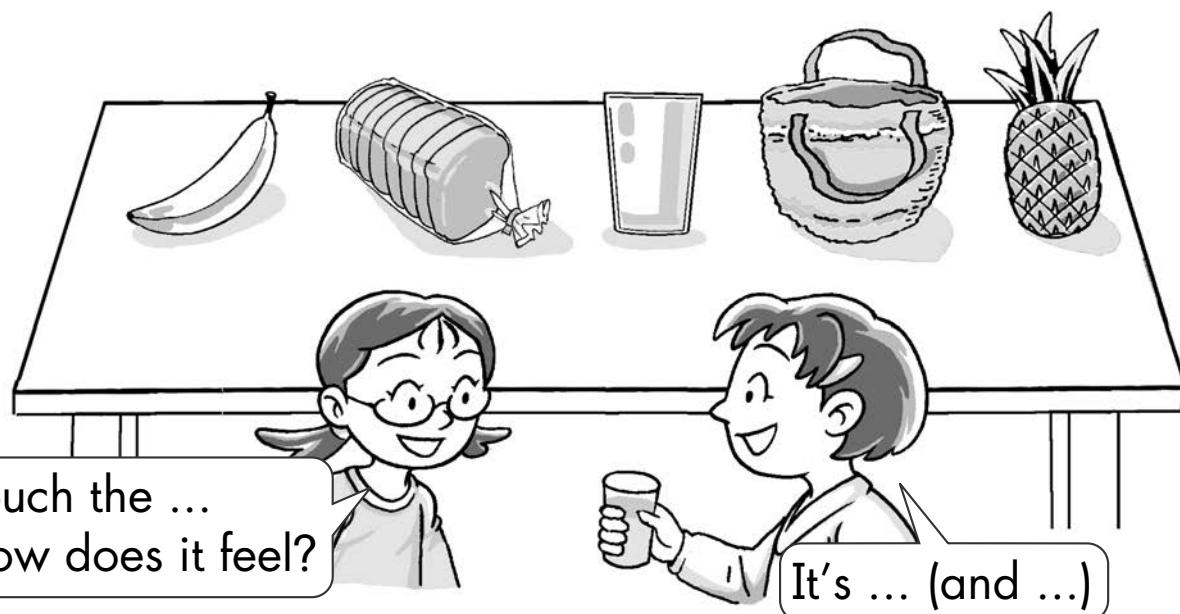
—They are smooth  
and hard.

**C Listen, judge and write** (听录音, 用✓或✗判断触摸的感觉, 然后写出盒中的物品)



1 It's a watch.    2 It's a pineapple.    3 It's a cat.

**D Look, ask and answer** (看图, 根据提示互相问答)



## E Look, read and tick (看图读一读, 在表格相应的 一栏中打√)

Open this bag, Henry.



OK, Mum.

A banana, a cake and an apple pie!



Is the banana soft?



Yes, it is.

Is the cake hard?



No. It's soft.  
And it's very cold.



I like the apple pie. It's warm and sweet.

Open this, please.



A toy cat!

Touch it. How does it feel?



It's smooth and soft.



	✓	soft	hard	cold	warm	rough	smooth
banana	✓						
cake	✓			✓			
apple pie					✓		
toy cat	✓						✓

## F Look, read and complete (看图读一读, 填空完成对话)

1

Touch this. How does it feel?

It's hard and smooth.

Taste it. How does it taste?

It's sweet. It's an apple.

2

Touch this. How does it feel?

It's hard/smooth.

Is it warm?

Yes, it is.

Drink it. What is it?

It's milk.

## G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

1 how does it feel its rough and soft

How does it feel? It's rough and soft.

2 touch the glasses alice how do they feel

Touch the glasses, Alice. How do they feel?

## Task: A guessing game (猜物品游戏)

A Touch, guess, ask and answer (摸一摸箱子里的物品，猜一猜，然后根据提示互相问答)



S1: Touch it. How does it feel?

S2: It's ...

S1: What is it?

S2: It's ...

B Write and say (根据你猜到的物品写一写，然后说一说)

**What is it?** It's a/an \_\_\_\_\_.

**What colour is it?** It's \_\_\_\_\_.

**What size (尺码) is it?** It's \_\_\_\_\_.

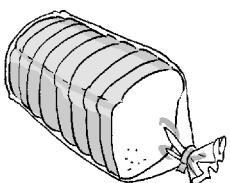
**How does it feel?** It is \_\_\_\_\_ and \_\_\_\_\_.

(笑脸)/ (哭脸) I \_\_\_\_\_ it.

### 3> Tasting and smelling

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

①



( 2 )



( 1 )



( 3 )

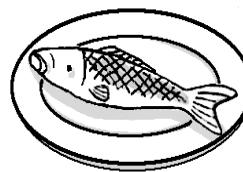
②



( 1 )



( 3 )



( 2 )

B Listen and match (听录音, 把人物和相应的食品连起来)



Paul



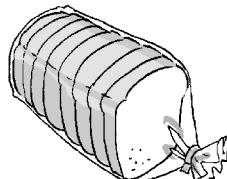
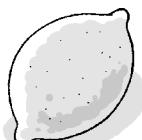
Anna



May



Joe



## C Listen and circle (听录音, 圈出正确的应答)

① a It's my cake.      ② a It's nice.

b It's nine.      b It's bitter.

c It's sweet.      c It's sour.

③ a Three cakes, please.      ④ a It's salty.

b Five yuan.      b No, I don't.

c Here you are.      c Yes, it is bitter.

## D Listen, choose and complete (听录音, 选词填空完成对话)

Taste   Smell   like   nice   sweet

Shop assistant: Good afternoon.

Mrs Lin: Good afternoon.

Shop assistant: Can I help you?

Mrs Lin: Some apples and bananas, please.

Shop assistant: Sure. Smell this apple.  
Is it nice?

Mrs Lin: Yes, it is.

Shop assistant: Taste it. Is it sweet?

Mrs Lin: No. I don't like it.

Shop assistant: Taste this banana, please.

Mrs Lin: Well, it's nice and sweet. I like it.

## E Look, read and complete (看图读一读, 填空完成对话)

- ① Close your eyes, Kitty.  
Smell this. Is it nice?



- ② Close your eyes, Alice.  
Smell this. Is it nice?



## F Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

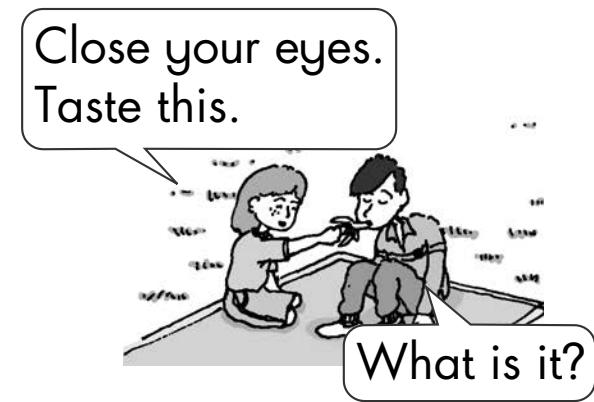
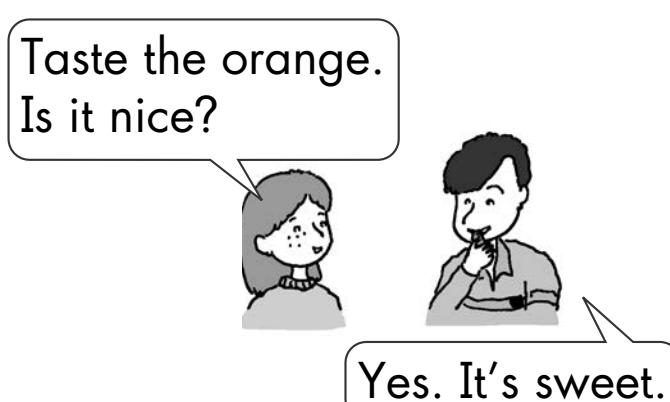
- ① smell this how does it smell

Smell this. How does it smell?

- ② how does it taste oh its very sour

How does it taste? Oh, it's very sour.

## G Look, read and write (看图读故事, 填空回答问题)

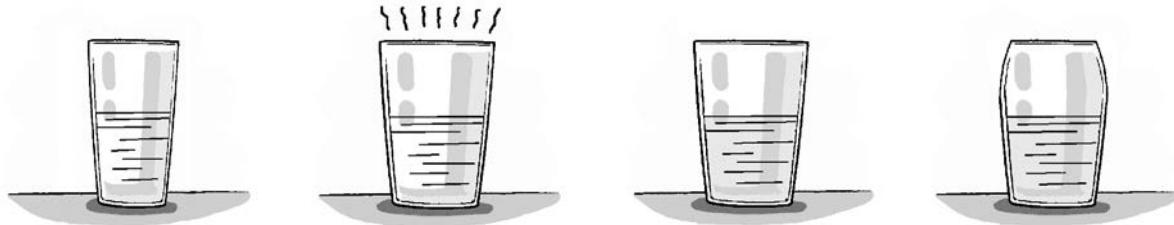


- 1 What can Jim smell?  
He can smell a cake.
- 3 What colour is the apple?  
It's green.
- 5 Is the banana yummy?  
Yes , it is .

- 2 How does the cake taste?  
It's soft and sweet.
- 4 How does the orange taste?  
It's sweet.

## Task: An experiment (小实验)

A Close your eyes. Touch the glasses, smell and taste. Then stick the labels. (闭上眼睛摸一摸，闻一闻，然后尝一尝，并贴上相应的标签)



① Touch and smell!

- hot
- cold
- nice
- not nice

② Taste!

- sweet
- sour
- salty
- bitter



B Ask and answer (根据你贴上的标签，与同学互相回答)

Is it hot/cold?



Yes./No. It's ...



How does it smell/taste?

It's ...



# Module Revision (1)

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



## B Listen and match (听录音, 将人物和相应的图连起来)

①



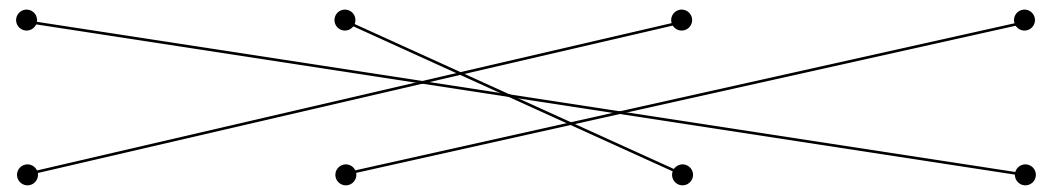
②



③



④



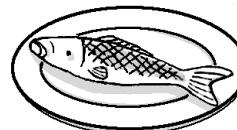
a



b



c



d



## C Listen and tick (听录音, 勾出Mandy看到和听到的物品)



Name: Mandy Zhou

Age : 8

**Mandy can see ...**

<input checked="" type="checkbox"/> an apple	<input checked="" type="checkbox"/> a rabbit	<input type="checkbox"/> a cat
<input type="checkbox"/> a bag	<input type="checkbox"/> a ship	<input checked="" type="checkbox"/> a dog

**Mandy can hear ...**

<input checked="" type="checkbox"/> a cat	<input checked="" type="checkbox"/> an aeroplane	<input type="checkbox"/> a bird
<input checked="" type="checkbox"/> a bus	<input checked="" type="checkbox"/> a dog	<input type="checkbox"/> a pig



## D Look, ask and answer (根据练习C的内容互相问答)

What can Mandy hear/see?

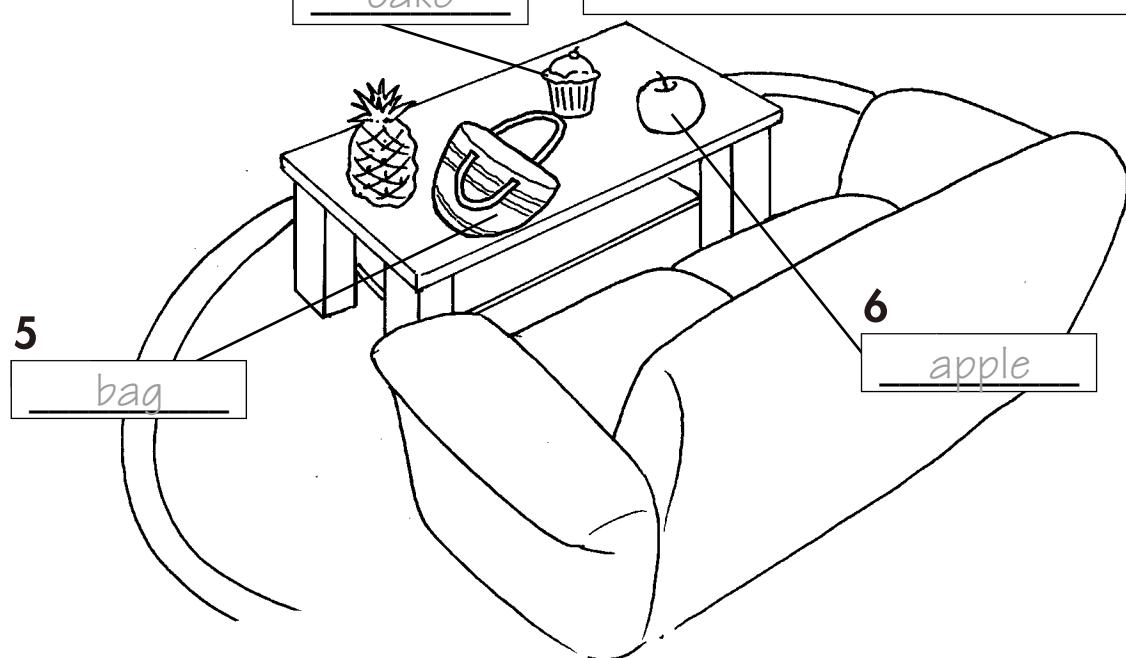


She can hear/see ...

## E **Look, write and colour** (看图，写出相应的单词，然后根据提示上色)



cake — pink, white and purple  
bag — green and blue  
chair — brown  
car — black  
apple — red  
aeroplane — red and white



## F Look, read and complete (看图读一读, 填空完成对话)

- ① Touch this. How does it feel?



It's rough/hard.

- ②

Taste it.

What is it?



It's a lemon.

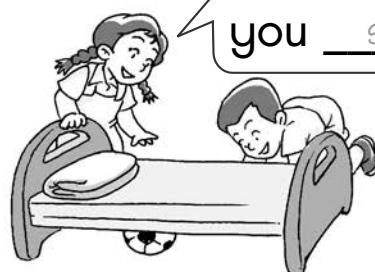
- ③ What can you hear?



I can hear a cat.

- ④

What can  
you see ?



I can see a football.

## G Read, guess and write (读一读, 猜一猜, 写出相应的物品)

a pineapple    a lemon    a fish    a banana

- ① Touch it. It is hard and rough. Taste it. It's sweet.

What is it? It's a pineapple.

- ② Touch it. It's soft and smooth. Smell it. It's nice.

Taste it. It's sweet. What is it? It's a banana.

- ③ Touch it. It is smooth. Smell it. It's not nice.

It can swim in the water. What is it? It's a fish.

- ④ Touch it. It is smooth. Smell it. It's nice.

Taste it. It's sour. What is it? It's a lemon.



# Module 2 My favourite things

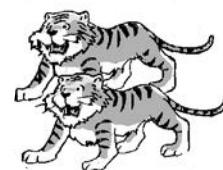
## 1 Animals

A Listen and match (听录音, 将人物和各自喜欢的动物连起来)

1



a



2



b



3



c



4



d



B Listen and circle (听录音, 圈出听到的句子)

1 a I like elephants.

2 a They are clever.

b I like tigers.

b They are clever too.

3 a Look at the pandas.

4 a Tigers are strong.

b Look! They are pandas.

b Monkeys are clever.

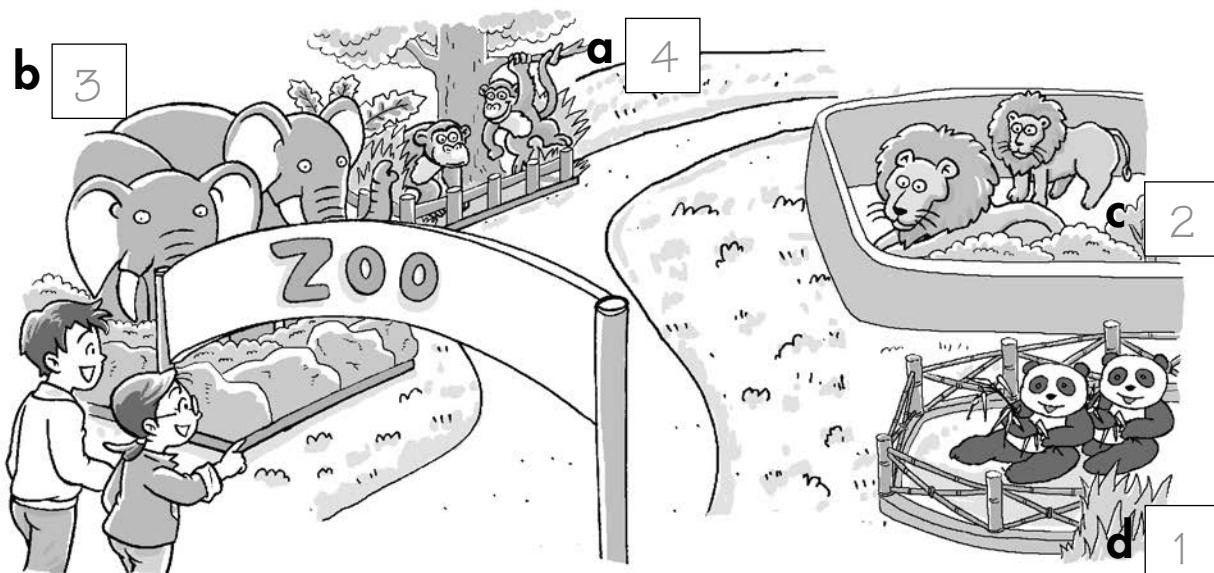
5 a —Do you like lions?

b —Do you like tigers?

—Yes, I do.

—No, I don't.

**C Listen, number and draw** (听录音, 按顺序编号,  
然后根据人物的喜好在表格中画😊或😢)



	monkeys	elephants	lions	pandas
Kitty	😢	😢	😢	😊
Ben	😊	😊	😢	😊

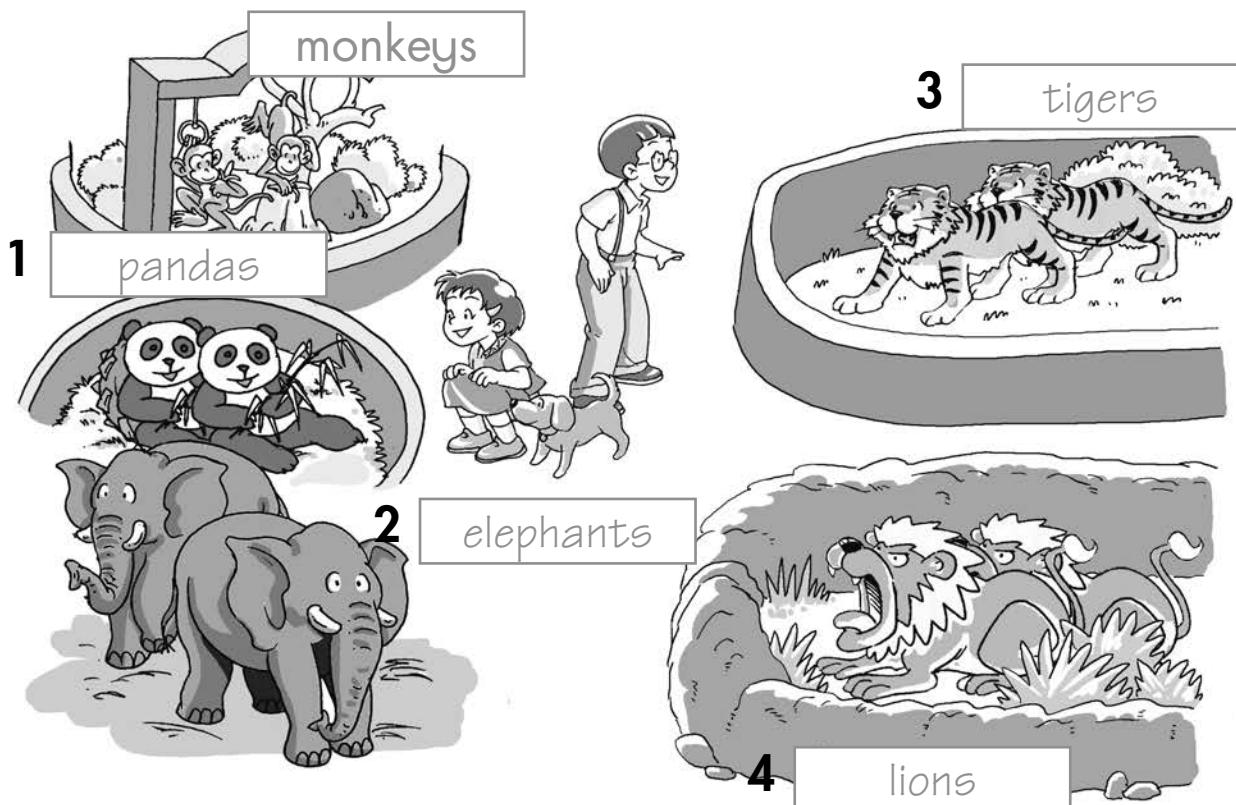
**D Tick, ask and answer** (在表格中勾一勾动物的特征,  
然后根据提示互相问答)

✓	black and white	brown	yellow	big and strong	small
monkeys					
tigers					
pandas					
lions					

S1: Do you like ...?

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

## E Look and write (看图, 写出相应的单词)



## F Look, read and complete (看图读一读, 填空完成对话)

① What colour are pandas, Peter?

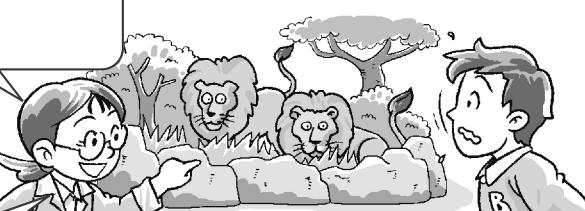


They're black and white.

Do you like pandas?

Yes, I do. They're lovely.

② What colour are lions, Ben?

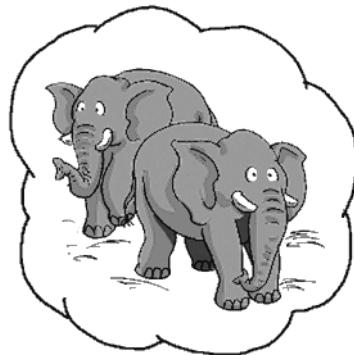


They're brown.

Do you like lions?

No, I don't.

## G Read, guess and write (读一读, 猜一猜, 写出动物的名称, 并回答问题)



- ① They are big. They are brown and black. They like meat. They have long tails. They are tigers.
- ② They are big and strong. They are grey. They like leaves and bananas. They have long noses. They are elephants.
- ③ They are small and thin. They are brown. They have long tails. They like bananas. They are monkeys.  
Do you like them? \_\_\_\_\_
- ④ They are black and white. They are lovely. They like bamboos. They have short tails. They are pandas.  
Do you like them? \_\_\_\_\_

## H Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

- ① i like dogs they are clever

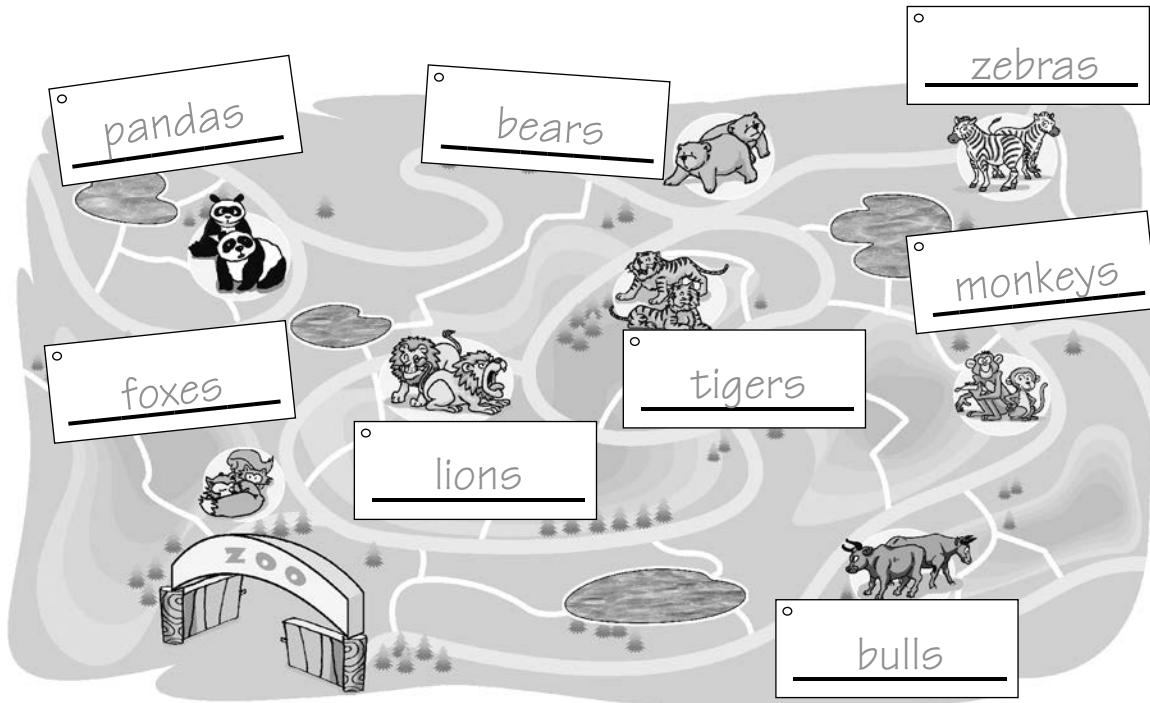
I like dogs. They are clever.

- ② do you like monkeys kitty yes i do

Do you like monkeys, Kitty? Yes, I do.

## Task: A tour in the zoo (动物园之行)

A Look, write, ask and answer (看一看动物园的地图，写上正确的动物名称，然后根据提示互相问答)



S1: What can you see/hear in the zoo?

S2: I can see/hear ...

S1: Do you like ...?

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

B Look and write (看一看练习A的图，根据提示完成短文)

I can see \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ in the zoo.

Look at the pandas. They're \_\_\_\_\_ and \_\_\_\_\_. They have \_\_\_\_\_.

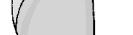
Look at the tigers. They're \_\_\_\_\_ and \_\_\_\_\_. They have \_\_\_\_\_.

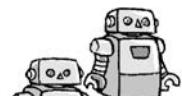
Look at the \_\_\_\_\_. They are \_\_\_\_\_. They have \_\_\_\_\_.

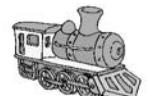
2 Toys

## A Listen and tick (听录音, 勾出相应的图)

- 1**    
**a** ✓ **b**

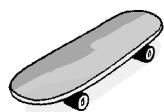
**2**    
**a** ✓ **b**

**3**    
**a** **b** ✓

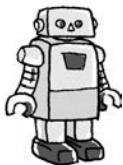
**4**    
**a** **b** ✓

**B Look, listen and write** (看图听录音, 写出单词  
完成字谜)

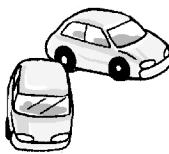
**1** s k a t e b o a r d



**2**      r      o      b      o      t



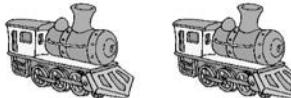
**3**      c      a      r      s



**4**      b      i      c      y      c      l      e

h

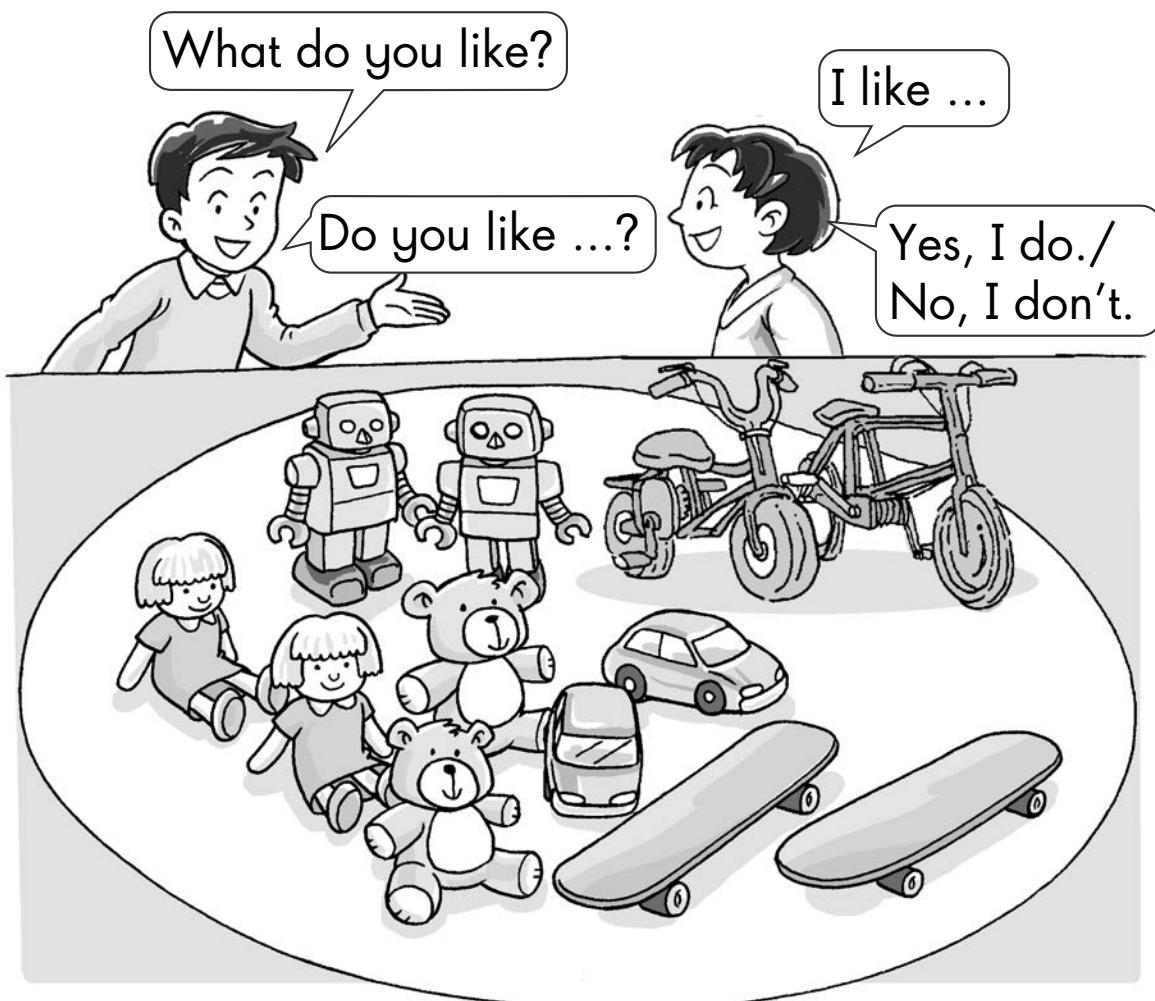
<b>5</b>	d	o			s
----------	---	---	--	--	---



## C Listen and tick (听录音，在表格相应的一栏中打✓)

<input checked="" type="checkbox"/>						
Paul					✓	
Sally		✓				
Joe	✓					
Anna				✓		✓

## D Look, ask and answer (看图，根据提示互相问答)



## E Read and circle (看图读故事，圈出人物各自喜欢的玩具)

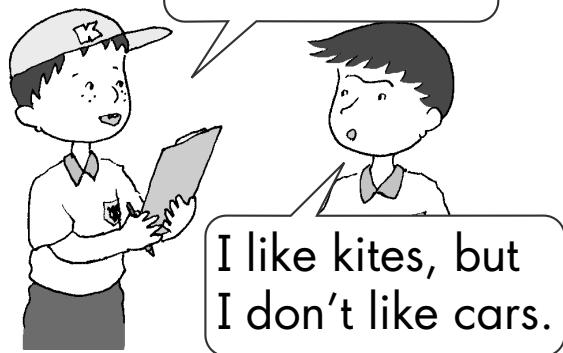
① What do you like, Henry?



② Hi, Tommy.  
What do you like?



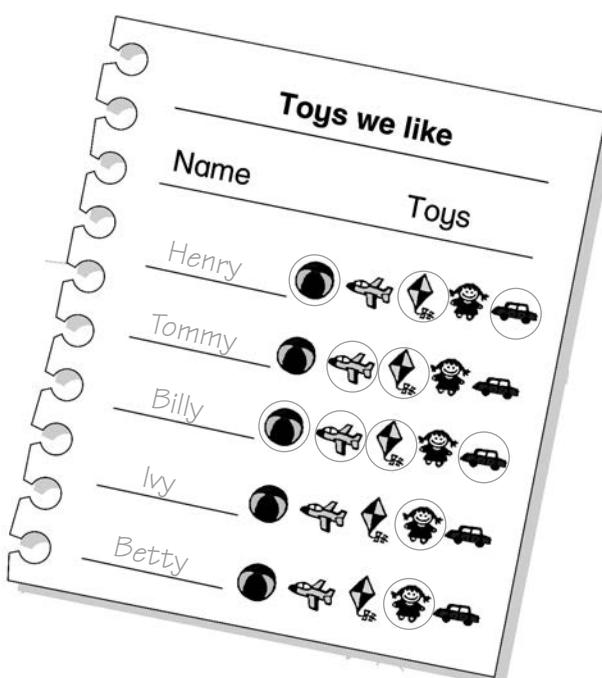
③ Do you like kites and cars?



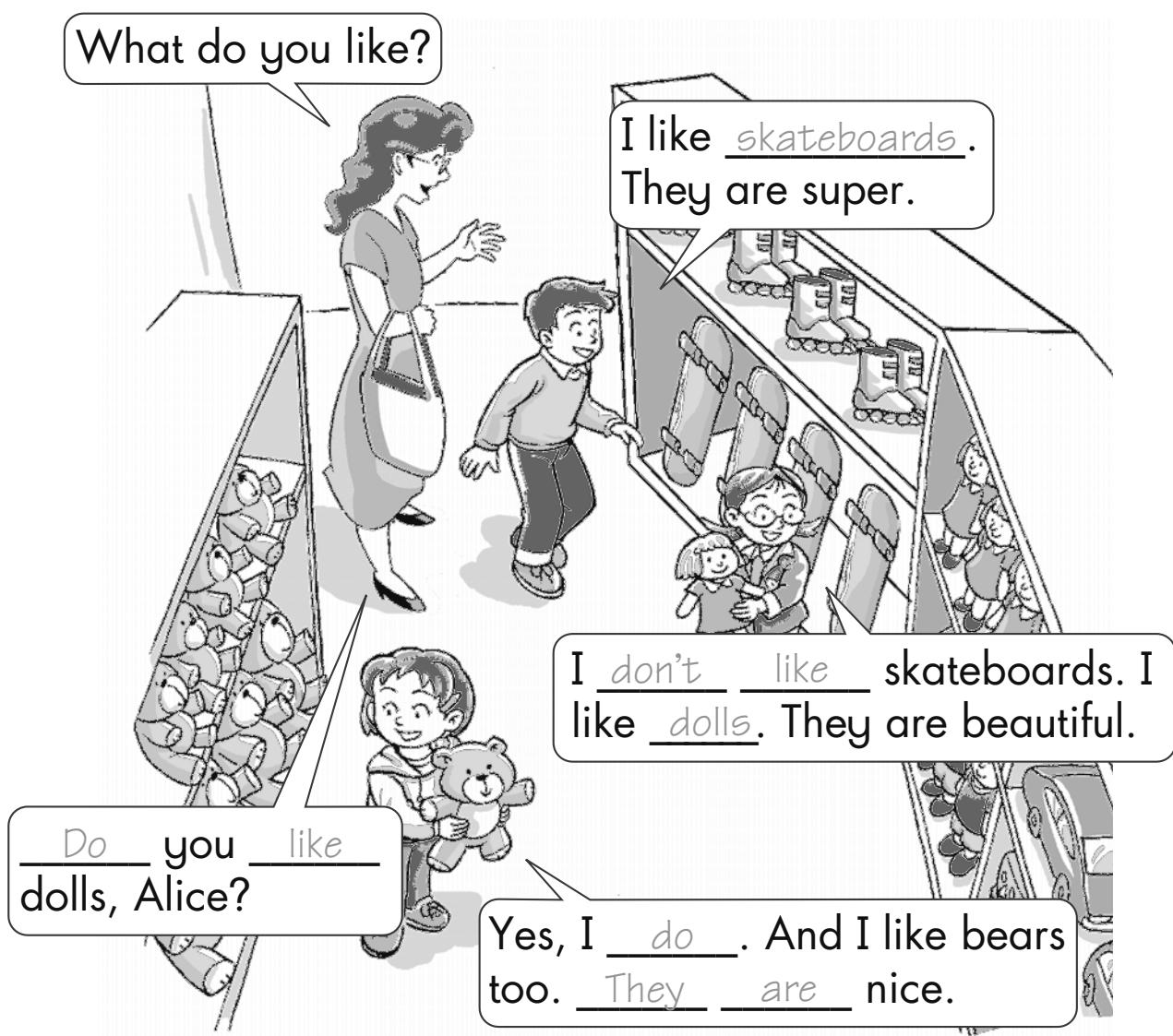
④ What do you like, Billy?



⑤ Hello, Ivy and Betty.  
What do you like?



## F Look, read and complete (看图读一读, 填空完成对话)



## G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

- ① what do you like i like skateboards

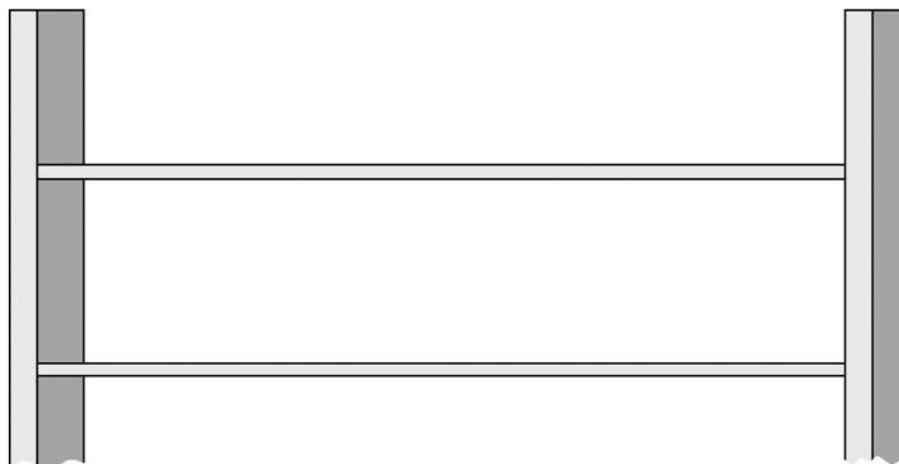
What do you like? I like skateboards.

- ② i like this doll its lovely

I like this doll. It's lovely.

## Task: Toys we like (我们喜欢的玩具)

- A Draw and write (在玩具架上画出你喜欢的玩具，并写出它们的名称)



- B Ask and answer (问一问同学们喜欢什么玩具)

S1: I like ... Do you like ...?

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

Name	Toys he/she likes				

- C Think and write (根据练习B的表格写一写)

I like \_\_\_\_\_. They're \_\_\_\_\_.  
\_\_\_\_\_ likes \_\_\_\_\_. They're \_\_\_\_\_.  
\_\_\_\_\_ likes \_\_\_\_\_. They're \_\_\_\_\_.  
We all like \_\_\_\_\_.



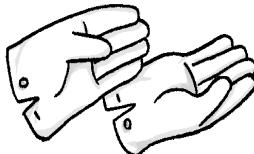
## 3 Clothes

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

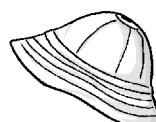
①



( 4 )



( 3 )



( 1 )



( 2 )

②



( 3 )



( 1 )



( 2 )



( 4 )

③



( 3 )



( 2 )



( 4 )



( 1 )

### B Listen and circle (听录音, 圈出正确的应答)

① a It's a hat.

② a Yes, they are.

b They're hats.

b They're socks.

③ a They're gloves.

④ a No. They're shoes.

b Yes, they are.

b They're shoes.

⑤ a It's a sweater.

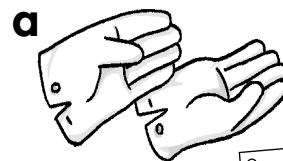
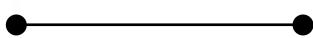
⑥ a Yes, it is.

b They're sweaters.

b It's a scarf.

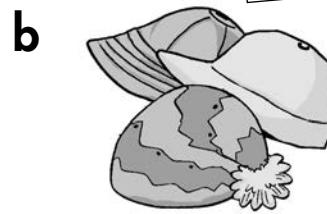
## C Listen, match and write (听录音, 把人物和相应的物品连起来, 然后写出物品的名称)

①



a pair of gloves

②



hats

③



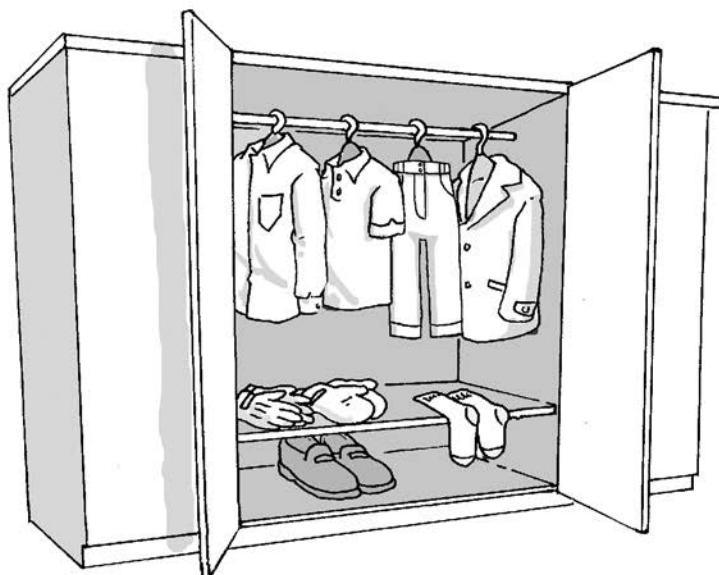
a pair of shoes

④



socks

## D Look, ask and answer (看图, 根据提示互相问答)



S1: What is this/that?

S2: It's ...

S1: Is this/that ...?

S2: Yes, it is./No,  
it isn't. It's ...

S1: What are these/those?

S2: They are ...

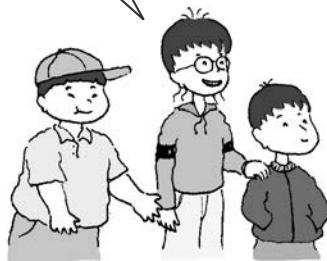
S1: Are these/those ...?

S2: Yes, they are./No,  
they aren't. They are ...

## E Look, read and complete (看图读一读, 填空完成表格)

①

What are those?



They are new clothes for you.



Great!

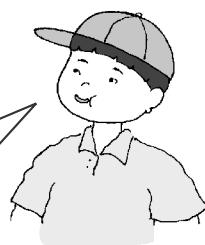


②



Wow! A pair of white socks.  
Thank you.

③



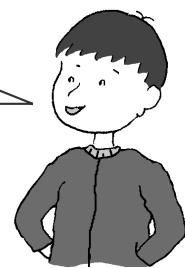
I have a pair of shoes. They are green and white.

④



It's a new hat! It's pink and yellow.  
It's beautiful.

⑤



I have a pair of gloves.  
They are brown. They are nice.

	Clothes	Colour
	1 <u>a pair of socks</u>	white
	a pair of shoes	2 <u>green and white</u>
	3 <u>a hat</u>	pink and yellow
	4 <u>a pair of gloves</u>	5 <u>brown</u>

## F Look, choose and complete (看图, 选词填空完成对话)

your this Are Yes It's Is  
my those aren't No They're are

①

What's this ?



It's a scarf.

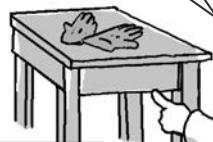
Is this your scarf, Kitty?



Yes, it is my scarf.

②

What are those ?



They're gloves.

Are those your gloves?



No, they aren't. They are Danny's gloves.

## G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

① what are these they're gloves

What are these? They're gloves.

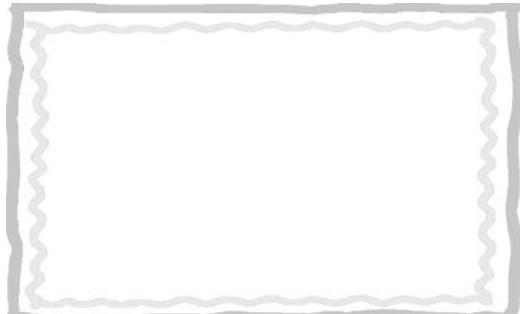
② are those his trousers yes they are

Are those his trousers? Yes, they are.

## Task: My clothes (我的衣服)

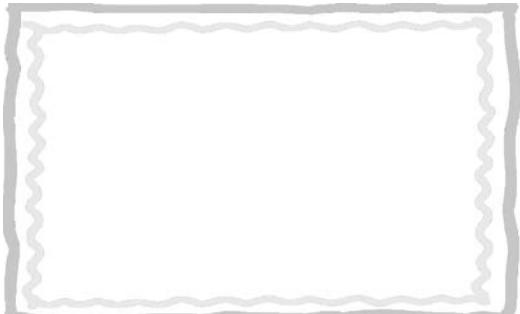
A Think and draw (想一想，在卡片上画一画每个季节你穿的衣服)

①



Spring

②



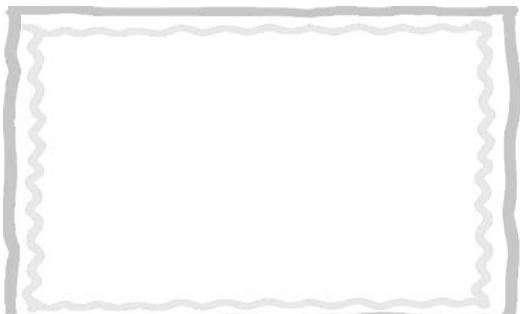
Summer

③



Autumn

④



Winter

B Think and write (想一想，在卡片背面写一写)

I have \_\_\_\_\_.

It's/They're \_\_\_\_\_.

\_\_\_\_\_  
I like it/them very much.

C Choose, ask and answer (选一件衣服，根据提示和同学互相问答)

What's this/that?

What are these/those?

Is this/that your ...?

Are these/those your ...?

Do you like this/that ...?

Do you like these/those ...?



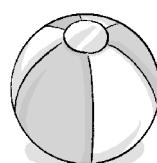
## Module Revision (2)

### A Listen and tick (听录音, 勾出相应的图)

①



a ✓



b

②



a



b ✓

③

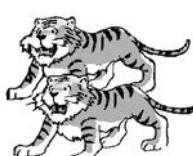


a



b ✓

④



a ✓



b

### B Listen and match (听录音, 将人物和相应的物品连起来)

①



②



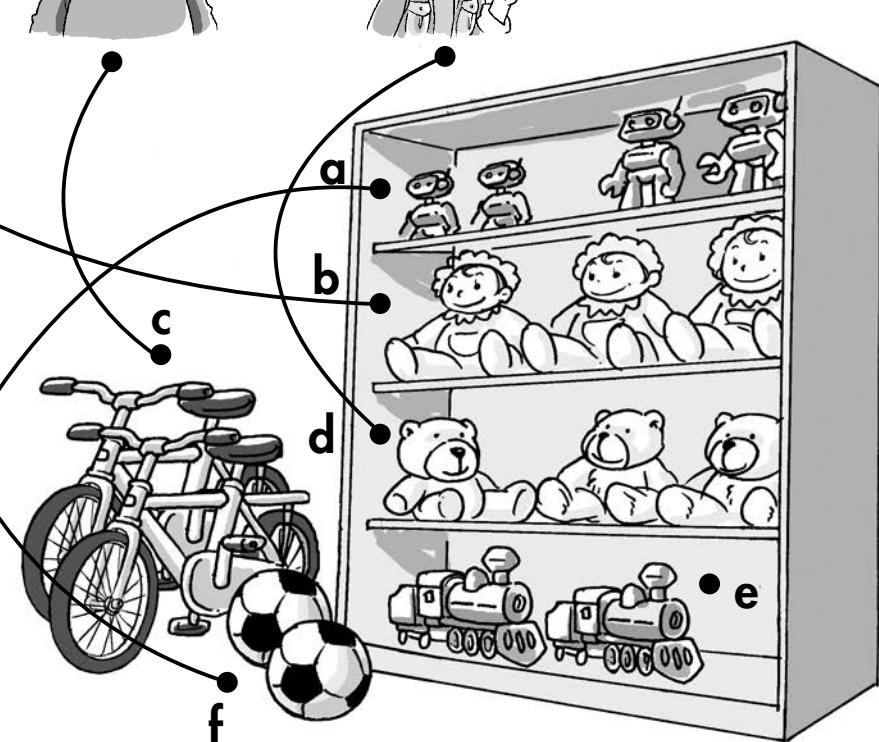
③



④



⑤



## C Listen and judge (听录音, 判断下面的句子, 相符的画 ☺, 不符的画 ☹)

- 1 It is winter now. ☹
- 2 Kitty and Ben have coats, hats and gloves. ☹
- 3 They are playing football. ☹
- 4 Kitty likes flying kites in the park. ☺
- 5 They are not happy. ☹

## D Look, ask and answer (看图, 根据提示互相问答)



What do you like?



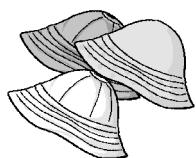
Do you like ...?



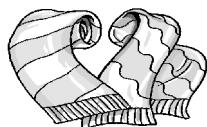
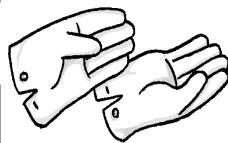
I like ...

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

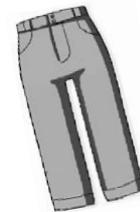
## E Look and write (看图填空, 完成字谜)



<b>1</b>	s	c	a	r	v	e	s
<b>2</b>	g	l	o	v	e	s	
<b>3</b>	t	r	o	u	s	e	r



<b>3</b>	t						
<b>4</b>	h	a	t	s			
<b>5</b>	s	h	o	e			



<b>4</b>	h	a	t	s		
<b>5</b>	s	h	o	e		
<b>6</b>	s	o	c	k	s	

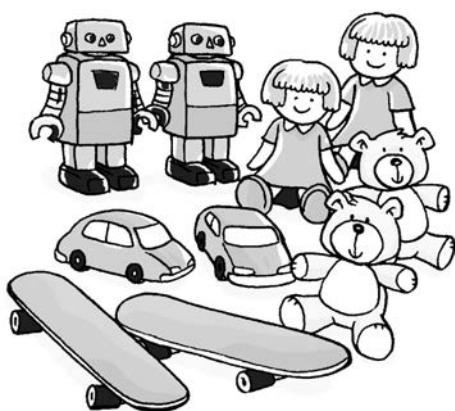


<b>6</b>	s	o	c	k	s	
<b>7</b>	s	o	c	k	s	
<b>8</b>	s	o	c	k	s	



## F Look, choose and complete (看图, 选词填空完成短文, 单词可多次选用)

have      are      like      don't like      Do ... like



I have some toys.

They are robots,  
skateboards, cars, toy  
bears and dolls. I

like robots. I

have two robots.

They are super!

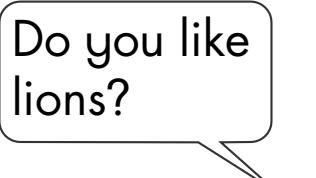
I have two toy bears too. They are

lovely. But I don't like my dolls.

Do you like dolls? What do you like?

## G Read and write (读一读表格中的信息，填空完成对话)

	elephants	giraffes	tigers	lions	pandas	monkeys
	✓	✗		✗	✓	
	✓	✓	✗	✗		
	✓	✗		✗	✓	✓

- ①    
- ②    
- ③    
- ④    

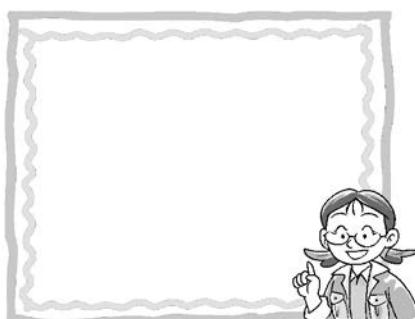


# Module 3 Things around us

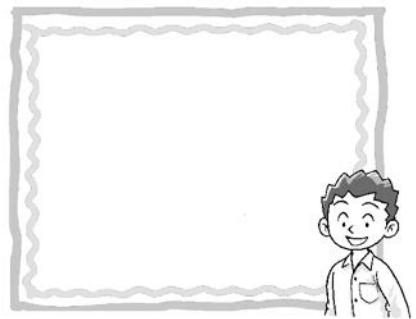
## 1 Shapes

A Listen and draw (听录音，画一画人物各自拥有的物品)

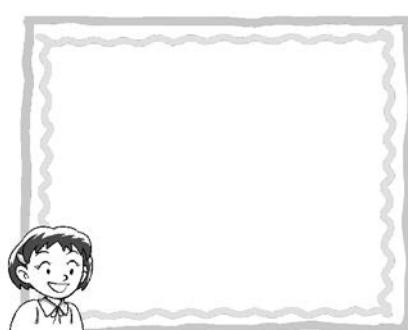
1



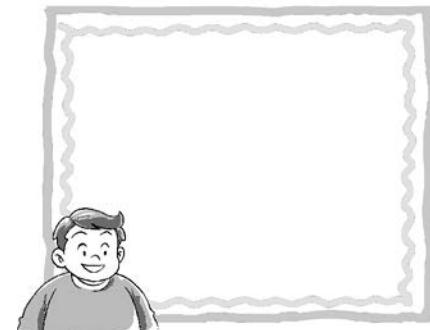
2



3



4



B Listen and choose (听录音，选词填空)

1 Is it a \_\_\_\_\_?      a triangle      b rectangle

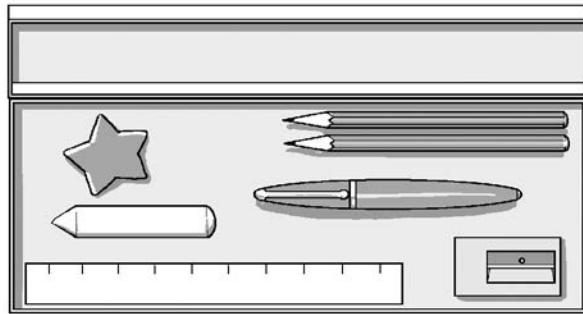
2 What \_\_\_\_\_ is it?      a shape      b colour

3 I have some \_\_\_\_\_.      a circles      b squares

4 My birthday card is a \_\_\_\_\_.  
a star      b triangle

5 —Is your cake a \_\_\_\_\_?  
—No. It's a \_\_\_\_\_.  
a star ... square      b circle ... star

## C Look, listen and complete (看图听录音, 填空完成对话)



Peter: Look! I have a new pencil box.

Danny: Wow, it's nice! It's a rectangle.

Peter: Yes. I like it. And I have a new rubber too.

Guess! What shape is it?

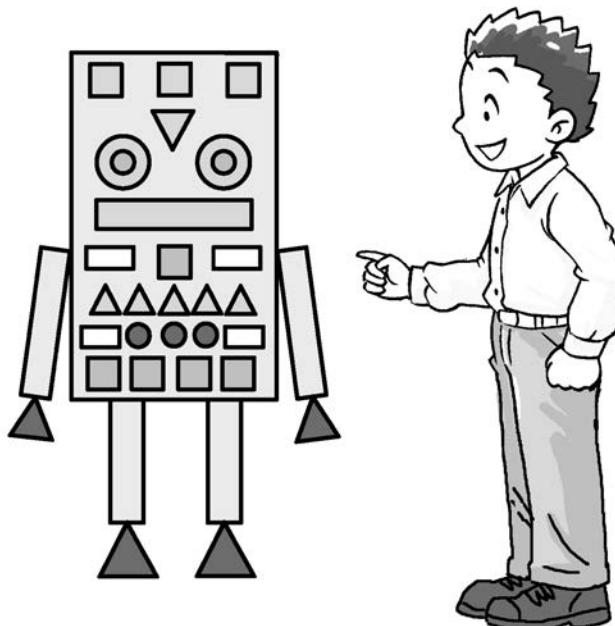
Danny: Is it a square? Hmm ... Is it a star?

Peter: Yes, it's a star! It's yellow.

Danny: What's this? Is it a pencil?

Peter: No, it isn't. It's a rubber too.

## D Look, count, ask and answer (看图数一数, 然后根据提示互相问答)



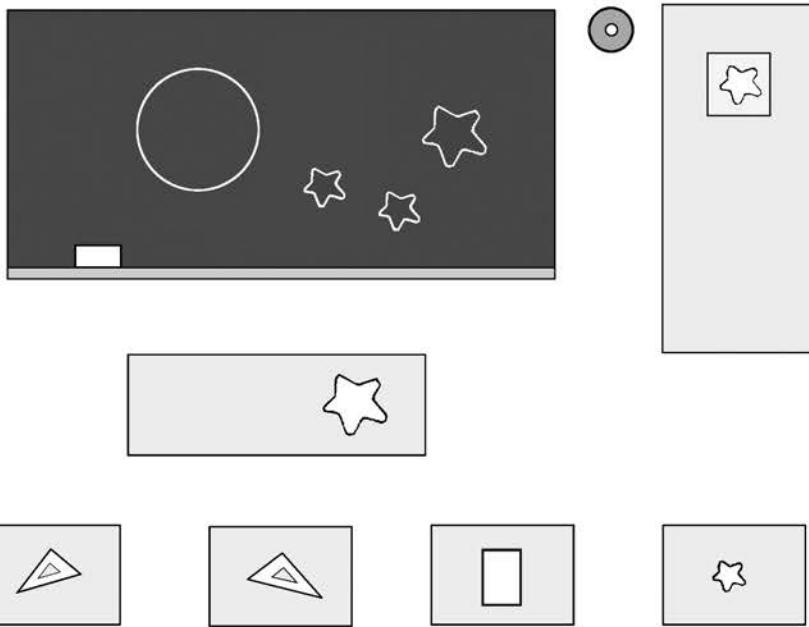
S1: What shape is/are ...?

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

S1: How many ...?

S2: ...

## E Look, count and complete (看图数一数, 完成表格)



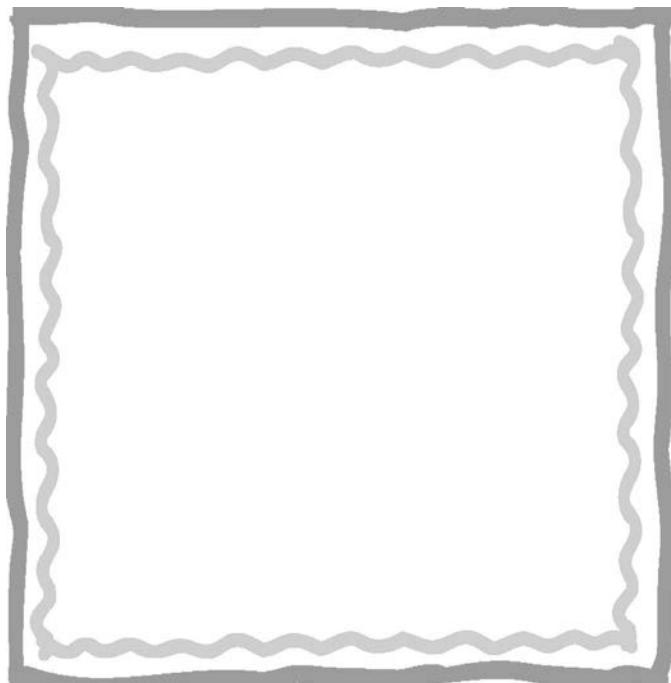
Shapes	circles	stars	square	triangles	rectangles
How many?	3	6	1	4	11

## F Read and draw (读一读, 根据短文内容画一画)

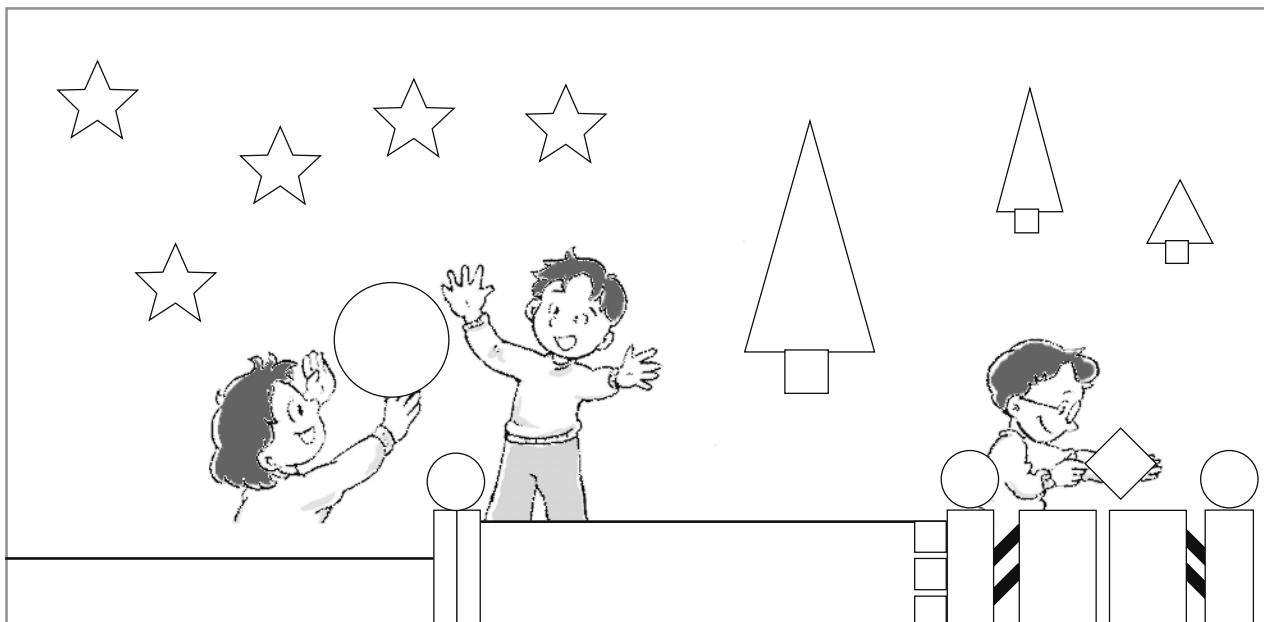
Look at the picture. It's a robot.

It has a body. It's a circle.  
Its head is a circle too. It  
has two eyes. They're stars.  
Look at the mouth. It's a  
rectangle. Look at the ears,  
the hands and the feet.  
They're triangles.

I like the robot. It's lovely.



## G Look, count and write (看图数一数, 填空完成句子)



- ① I have three triangles.
- ② I have four circles.
- ③ How many squares? Seven squares.
- ④ How many stars ? Five stars.
- ⑤ How many rectangles do you have? I have nine rectangles.

## H Read and write (读一读, 以句子形式正确抄写下 列内容, 注意大小写及标点符号)

- ① i have some shapes

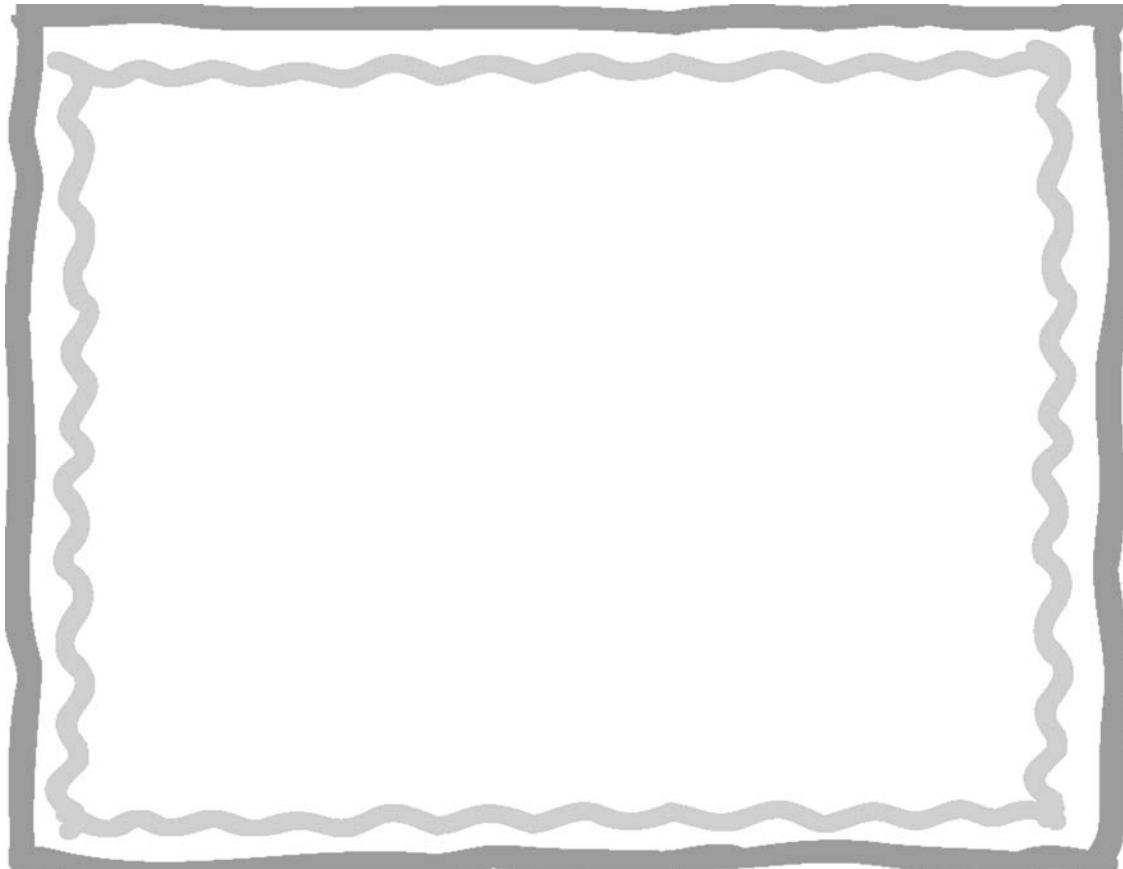
I have some shapes.

- ② how many rectangles

How many rectangles?

## Task: My room (我的房间)

A Draw and say (用各种形状画一画你的房间，然后根据提示互相问答)



What's this?

What shape is it?

Is it ...?

How many ...?

B Look and write (根据练习A的内容写一写)

This is my room. It's \_\_\_\_\_ (big/small).

I have \_\_\_\_\_. It's a \_\_\_\_\_.

I have \_\_\_\_\_. They're \_\_\_\_\_.

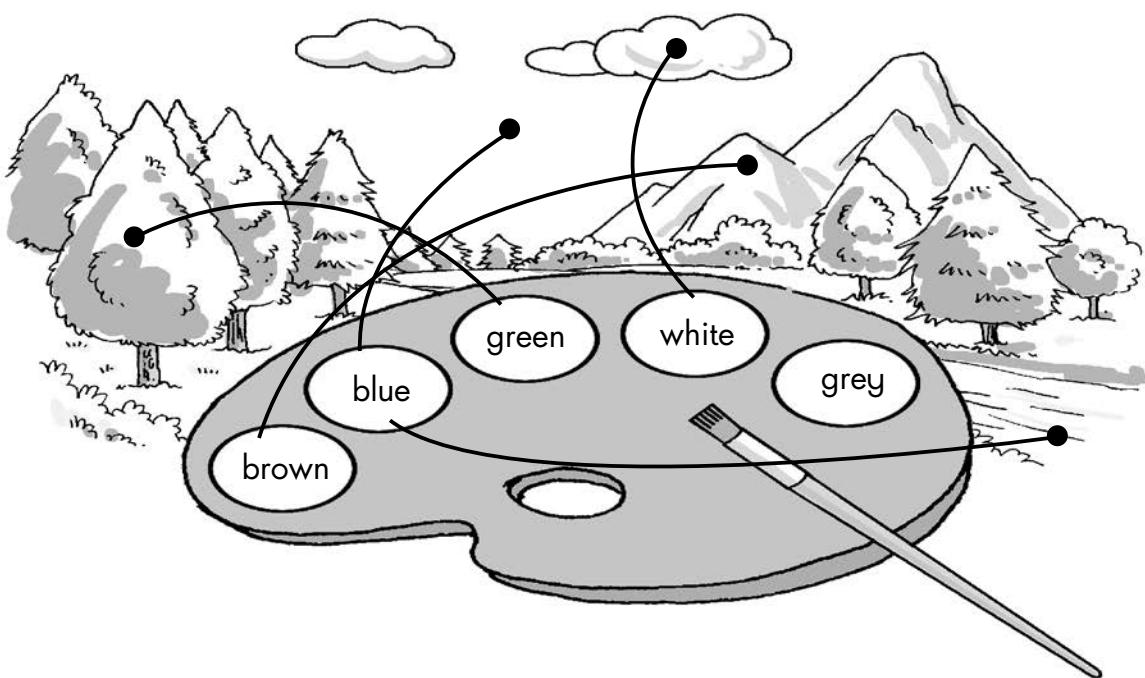
Look at \_\_\_\_\_. \_\_\_\_\_

Look at \_\_\_\_\_. \_\_\_\_\_

I like my room.

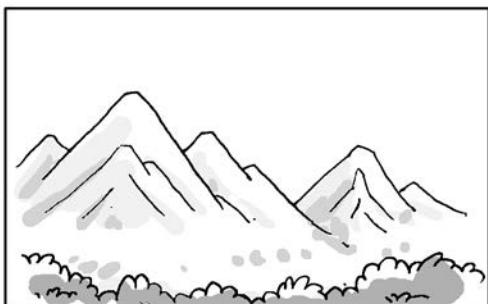
## 2 Colours

### A Listen and match (听录音, 将景物和相应的颜色连起来)



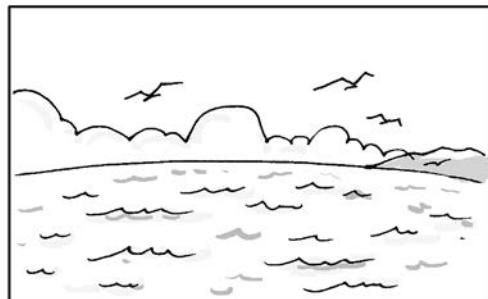
### B Listen and write (听录音, 写出相应的颜色)

1



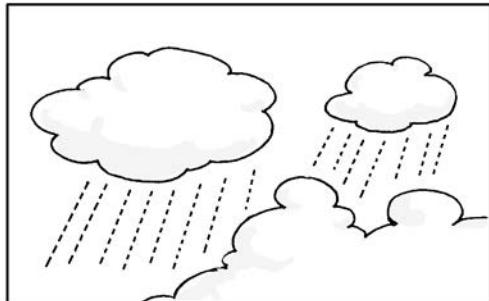
green

2



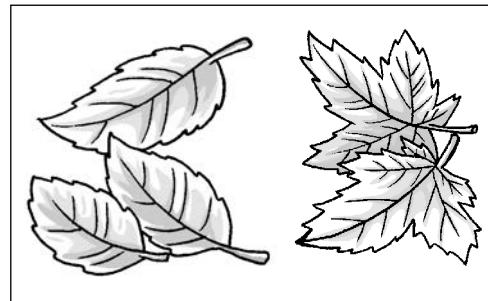
blue

3



grey

4



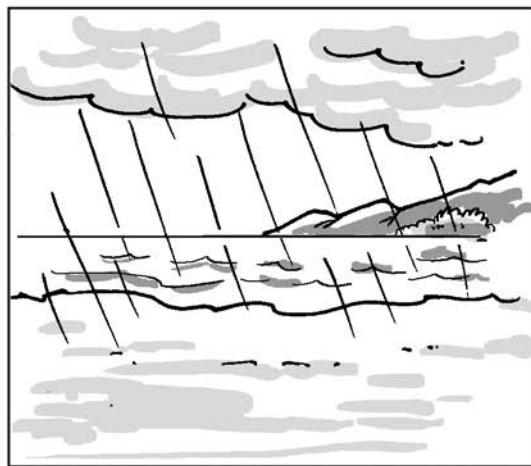
yellow and red

## C Listen and complete (听录音, 填空完成短文)

①



②



Look! It's a nice beach.

It's sunny.

The sea is blue.

The clouds are white.

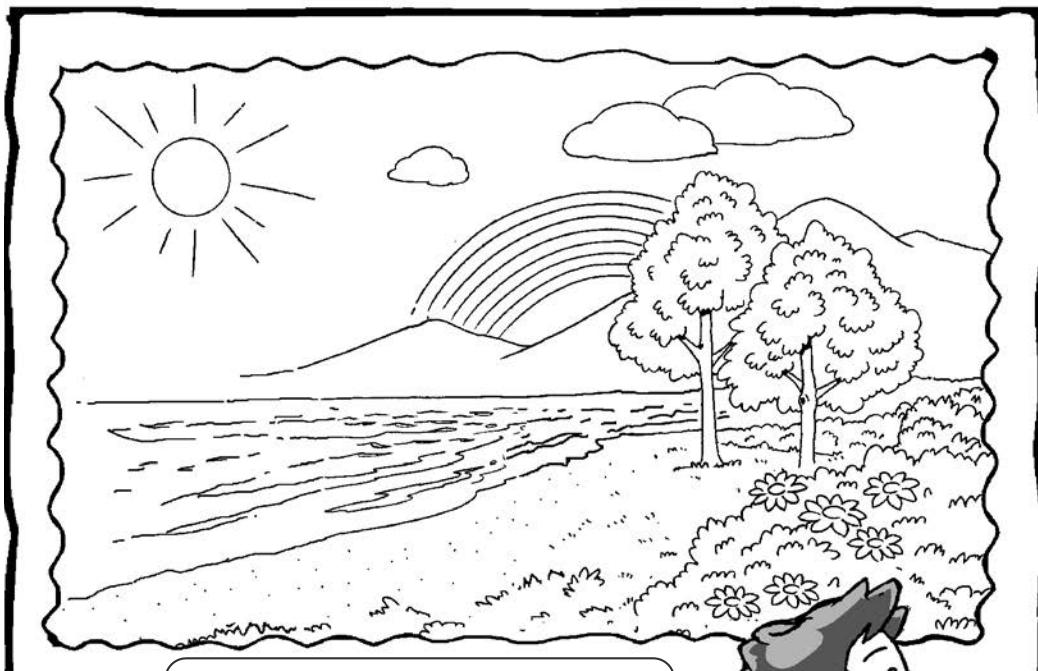
Look at the picture.

It's rainy.

The sky is grey.

The sea is grey too.

## D Colour, ask and answer (给下面的图上色, 然后根据提示互相问答)



It's ...

What colour is/are ...?



It's/They're ...

## E Read and match (读一读，连一连，完成句子)

1 It's spring. There are many flowers. They are \_\_\_\_\_.

a green

2 It's summer. The trees are \_\_\_\_\_.

b red, white, yellow and purple

3 It's autumn. The leaves are \_\_\_\_\_.

c white

4 It's winter. The mountains are \_\_\_\_\_.

d red and yellow

## F Look, choose and complete (看图，选词填空完成句子)

① In spring, it is warm (warm/cool).  
The plants are green (green/blue).



② In winter, it is cold (cool/cold).  
The mountains and trees are white (white/green).



③ In summer, it is hot (hot/warm).  
The sea is blue (yellow/blue).

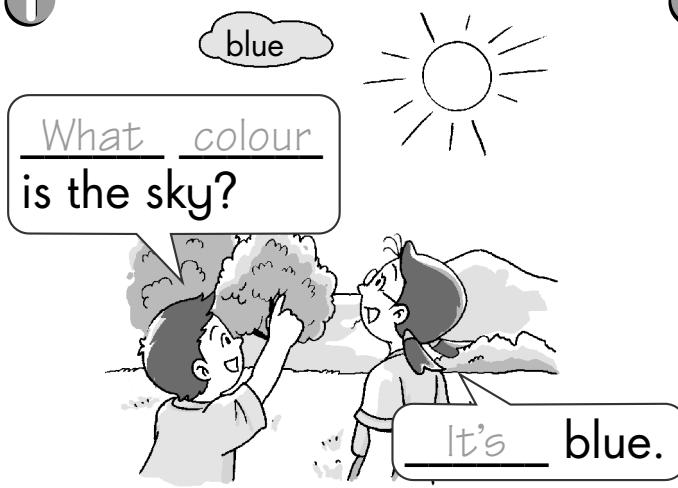


④ In autumn, it is cool (cool/warm).  
The leaves are yellow (green/yellow).



## G Look and complete (看图, 根据提示填空完成对话)

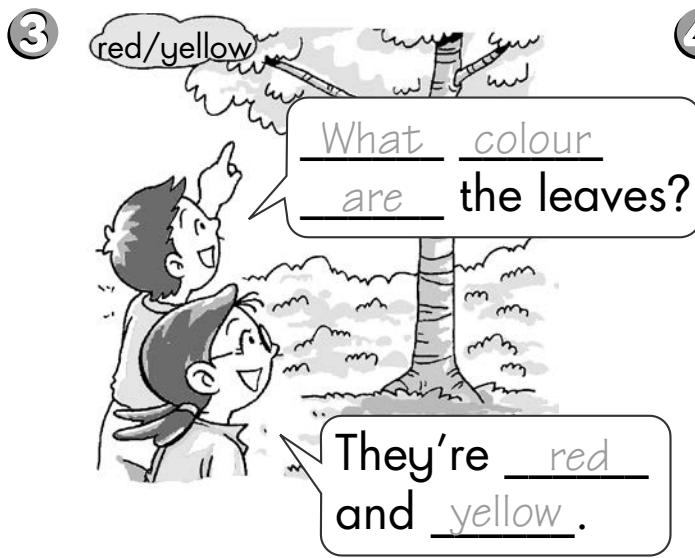
①



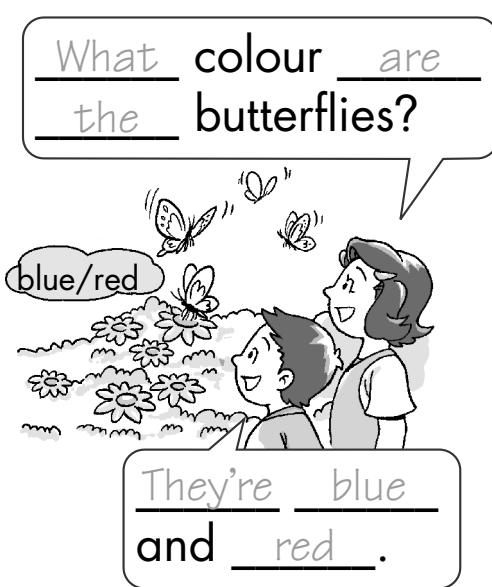
②



③



④



## H Read and write (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)

- ① look at this picture what colour is the sky

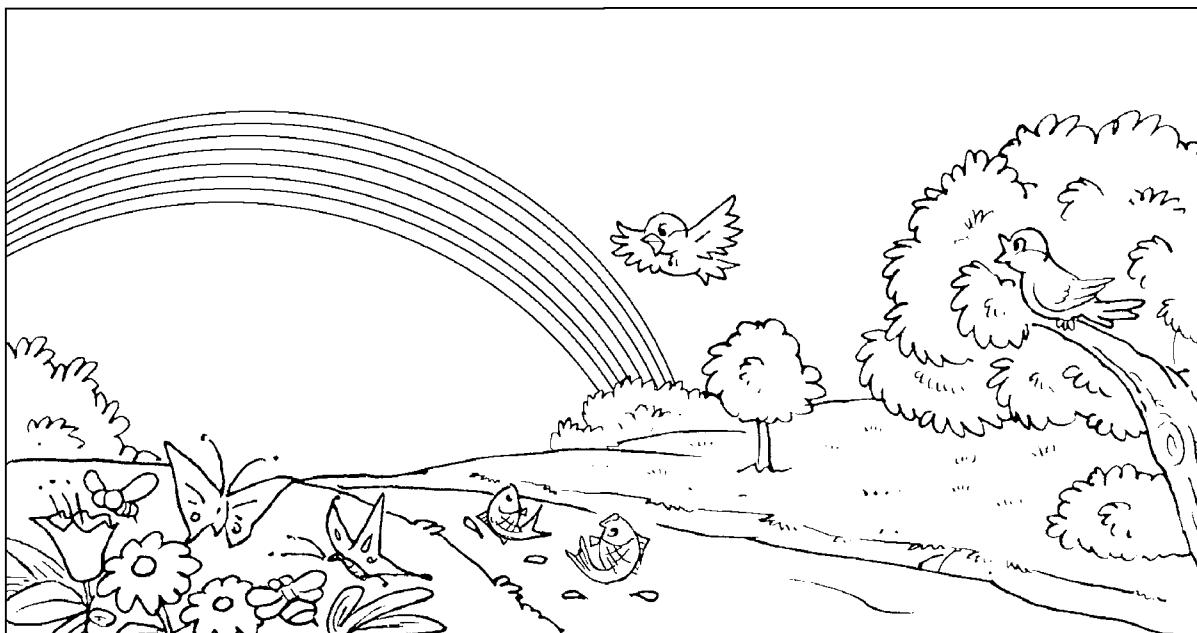
Look at this picture. What colour is the sky?

- ② what colour are the leaves they're green

What colour are the leaves? They're green.

## Task: Beautiful spring (美丽的春天)

A Colour, ask and answer (给下图上色，并根据提示和同学互相问答)



S1: What colour is/are the ...?

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

B Think and write (根据练习A的图写一写)

Spring is a beautiful season.

I can see \_\_\_\_\_. It's \_\_\_\_\_.

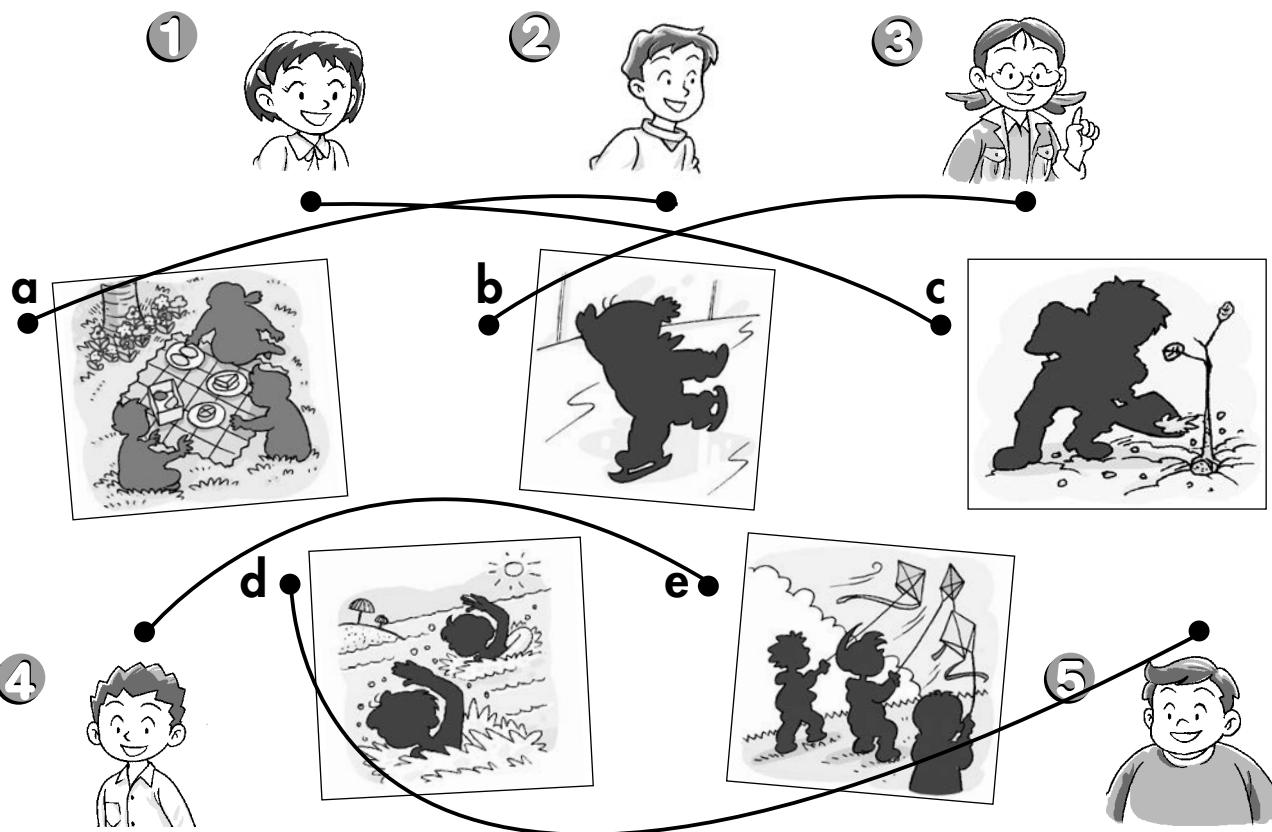
The flowers are \_\_\_\_\_.

The butterflies are \_\_\_\_\_.

I like spring. It's colourful.

# 3 Seasons

## A Listen and match (听录音, 把人物和相应的活动连起来)



## B Listen and circle (听录音, 圈出听到的句子)

- 1** **a** — What season is it? **b** — What colour is it?  
— It's autumn. — It's yellow.

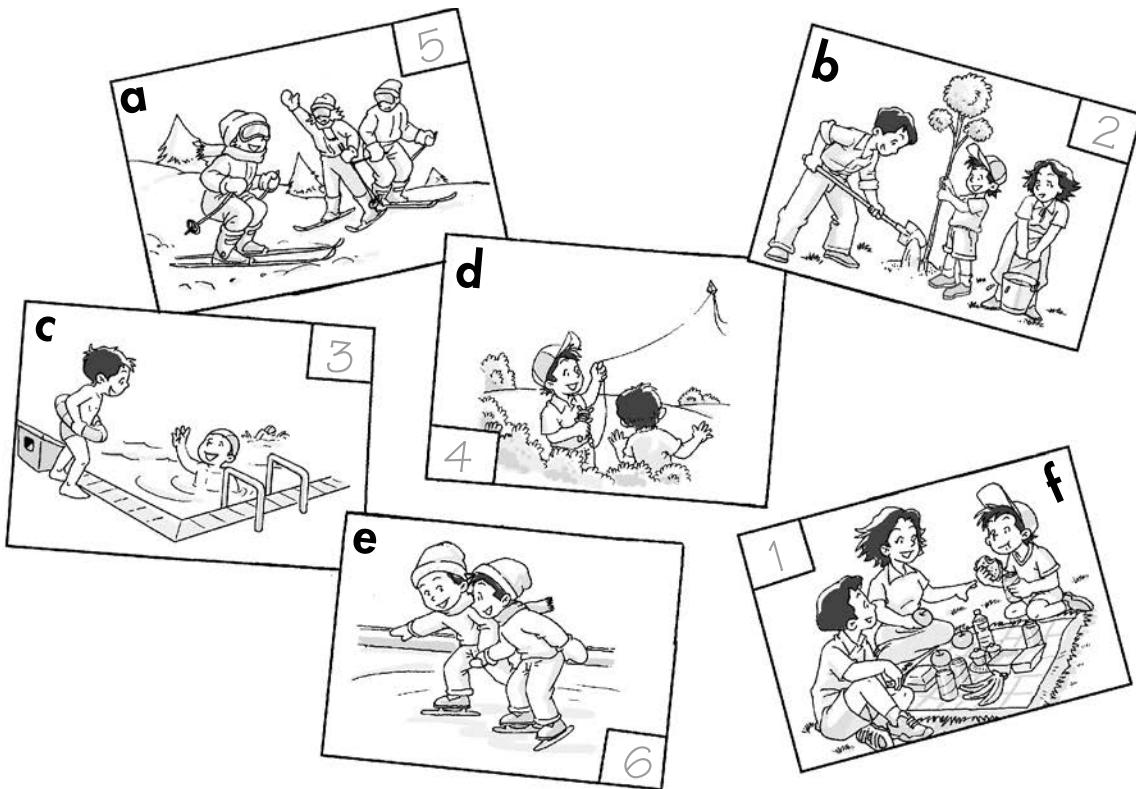
**2** **a** I can ski on the snow. **b** I can ice-skate in winter.

**3** **a** We can plant trees in spring.  
**b** We can plant flowers in spring.

**4** **a** We go to the beach in summer.  
**b** We go to the park in spring.

**5** **a** — Is it summer? **b** — Is it winter?  
— Yes, it is. — No, it isn't.

**C Listen and number** (听录音, 按顺序给下面的图编号)



**D Tick, ask and answer** (勾一勾每个季节你喜欢做的事情, 然后根据提示互相问答)

<input checked="" type="checkbox"/>	plant trees	have picnics	swim	fly kites	ski	ice-skate
spring						
summer						
autumn						
winter						

S1: What season is it?

S2: It's ... I can ... I like ...

## **E Look, read and complete** (看图读一读, 填空完成短文)

1



It's winter.

It's very cold.

The trees are white.

We can ice-skate.

It's fun.

2

It's spring.

We can have a picnic in the park.

Look! We have

water, juice, milk, sweets,

## bread and apples

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**F Read and write** (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)

① it is warm and sunny we can plant trees

It is warm and sunny. We can plant trees.

② what season is it    is it spring

What season is it? Is it spring?

## G Look, read and answer (看图读一读, 回答问题)

a



It is spring. It is rainy. The trees are green. The flowers are beautiful.

b



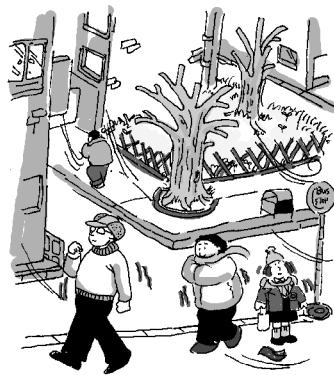
Summer is so hot! We like going to the beach. The sky is blue and the sea is blue too.

c



It is cool in autumn. The leaves fall and fall. We like flying kites. It is fun.

d



In winter, we have scarves, coats, hats and gloves. The wind blows and blows.

1 What can you see in spring?

I can see trees and flowers  
\_\_\_\_\_.

3 What can you do in autumn?

We can \_\_\_\_\_ fly kites.

2 What colour are the sky and the sea in summer?

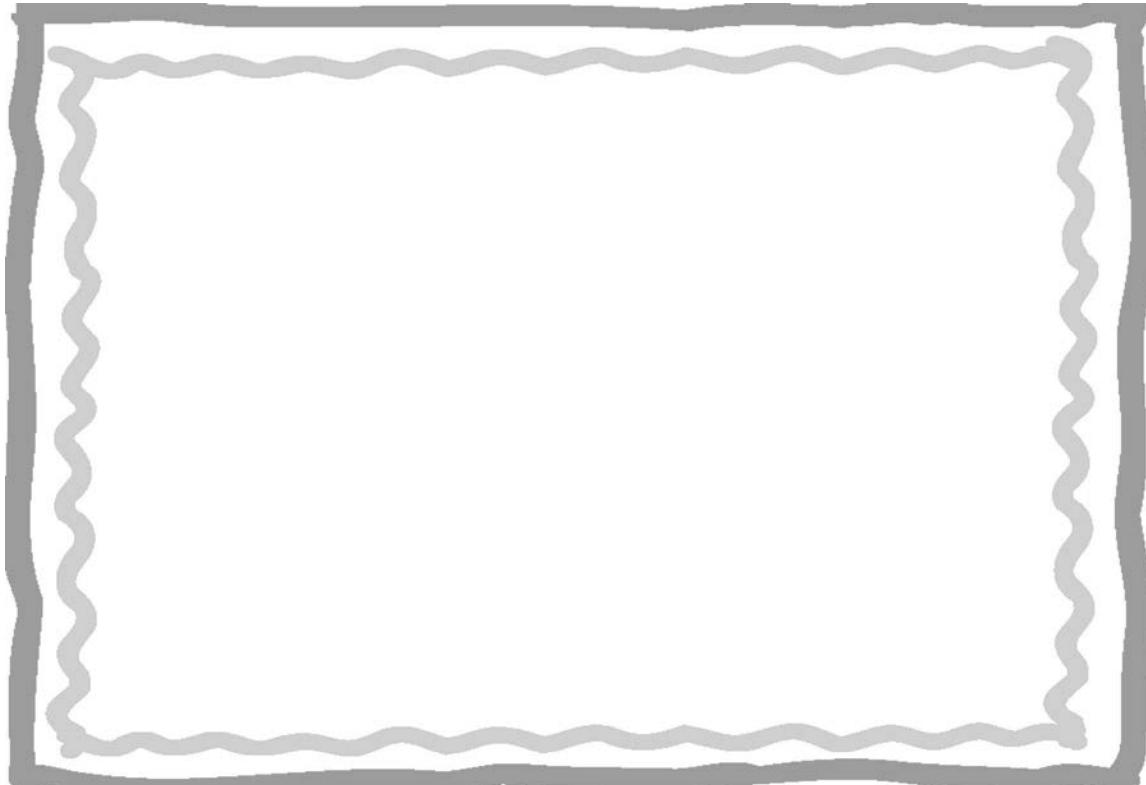
The sky \_\_\_\_\_ is blue \_\_\_\_\_.  
The sea \_\_\_\_\_ is blue too \_\_\_\_\_.

4 What do you have in winter?

We have scarves, coats,  
hats and gloves \_\_\_\_\_.

## Task: Seasons (季节)

A Stick, ask and answer (贴一张你出游的照片，然后根据提示与同学互相问答)



Is it spring/summer/autumn/winter?

What season is it?

What can you see/hear in ...?

What can you do in ...?

Do you like ...?

B Think, write and read (想一想，根据照片和提示写一写，然后读一读)

It's \_\_\_\_\_ (season). It's \_\_\_\_\_ (weather).

I'm in/at \_\_\_\_\_. There is/are \_\_\_\_\_.

Look, \_\_\_\_\_ is/are \_\_\_\_\_ (colour).

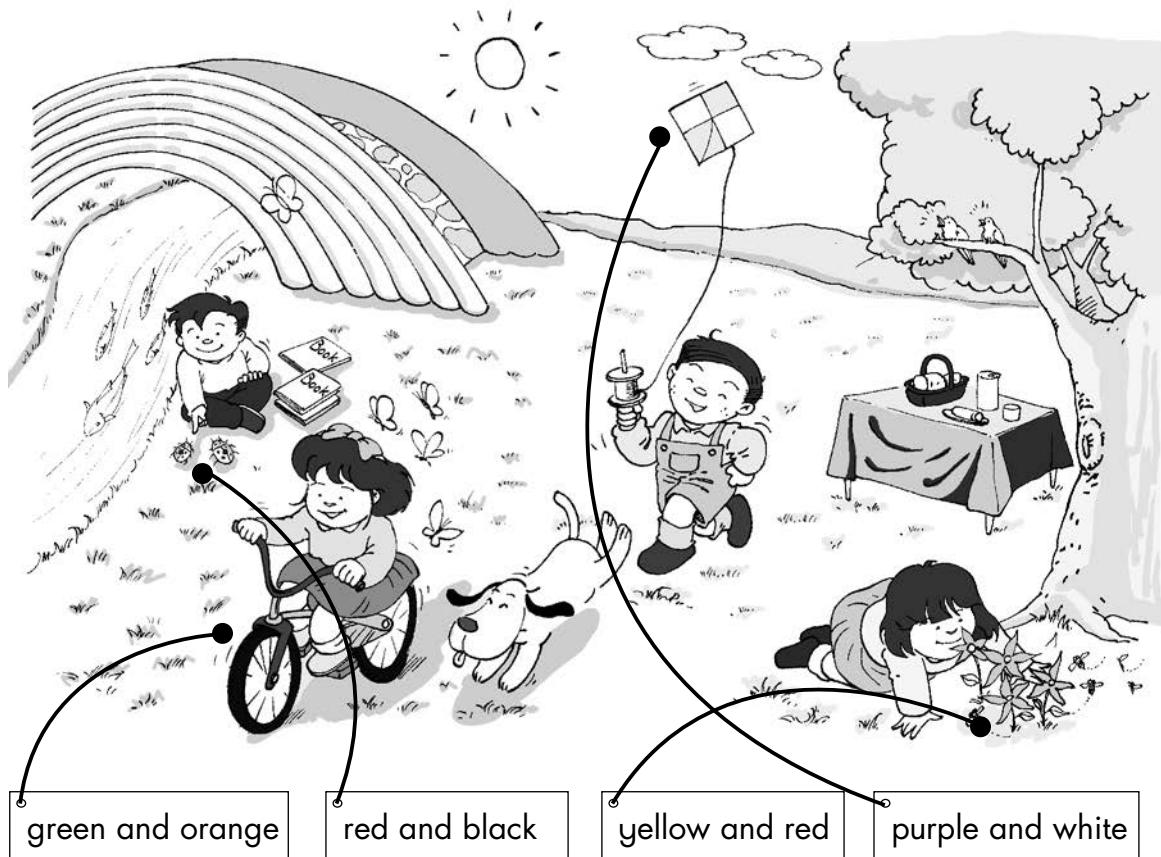
I can \_\_\_\_\_. I like \_\_\_\_\_ (doing).

I'm happy.

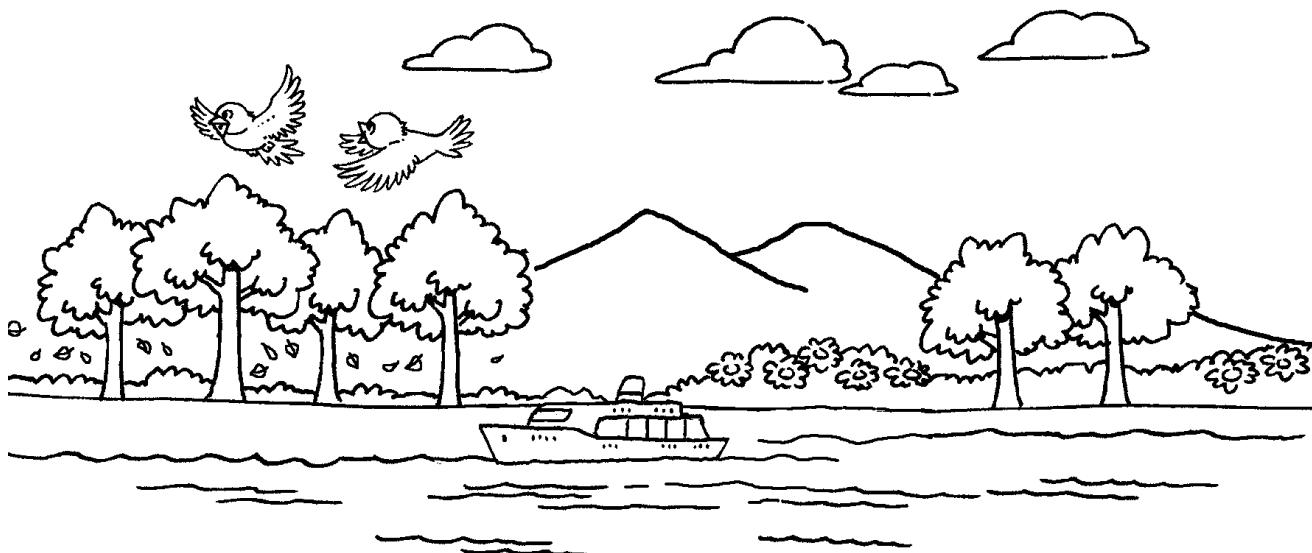


# Module Revision (3)

## A Look, listen and match (看图听录音, 把物品和相应的颜色连起来)



## B Listen and colour (听录音, 给下面的图上色)



### C Listen and circle (听录音, 圈出正确的应答)

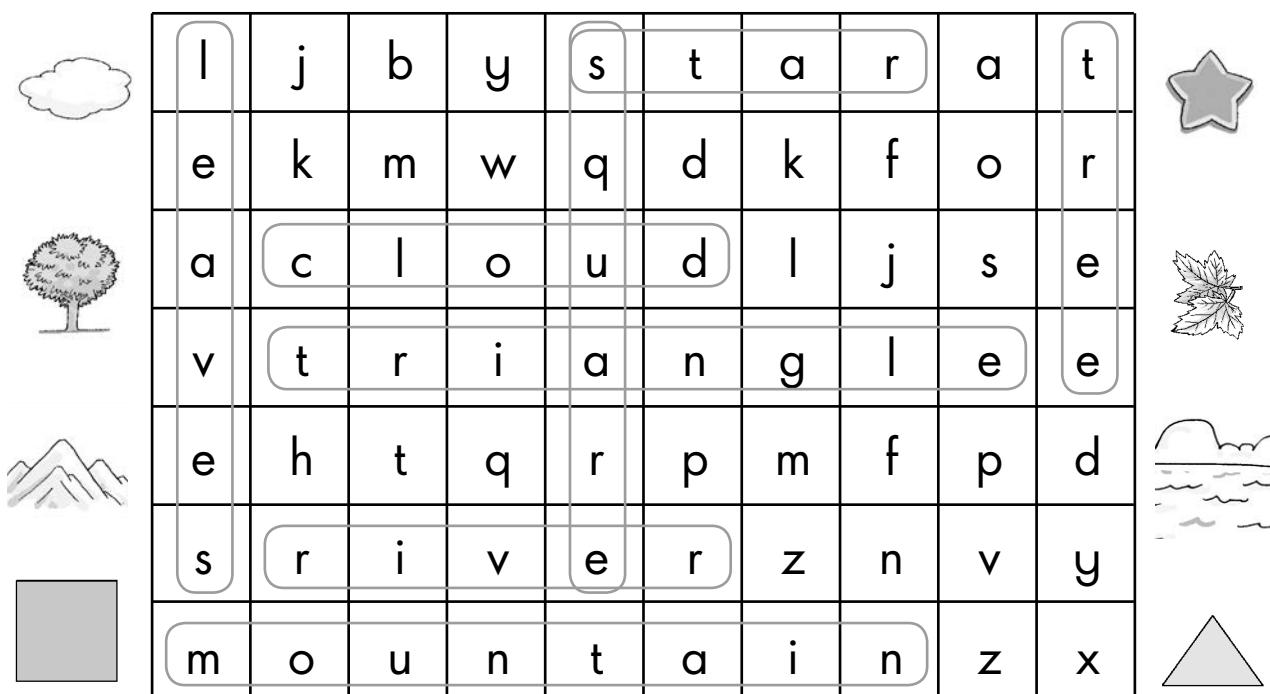
- ①  a Yes, it's a square.  
 b It's a rectangle.
- ②  a Yes, they are.  
 b They are green.
- ③  a It's green and blue.  
 b They are green and blue.
- ④  a It's a triangle.  
 b Three.
- ⑤  a They are red and yellow.  
 b They are leaves.
- ⑥  a It's summer.  
 b It's winter.

### D Listen and complete (听录音, 选词填空完成短文)

Hi! I'm Jenny. I'm a pupil. It's  
\_\_\_\_\_ (spring/summer) now. It's  
very hot. I like going to the beach. I like  
swimming in the \_\_\_\_\_ sea (river/sea).  
The sky is \_\_\_\_\_ blue (blue/grey) and  
the clouds are \_\_\_\_\_ white (grey/white).  
I can eat ice cream in summer too. It's  
\_\_\_\_\_ cold (cool/cold) and sweet.  
I love summer.

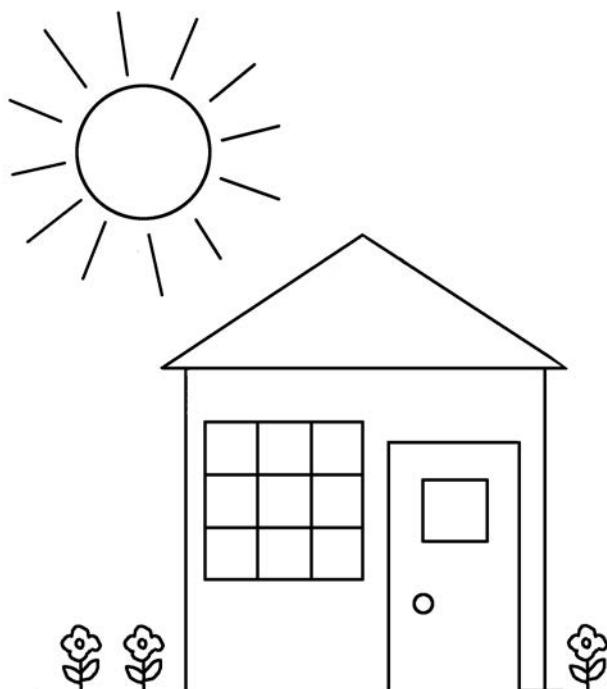


## E Look and circle (看一看，在字谜中圈出图片所示单词)



## F Look, choose and complete (看图，选词填空完成短文)

door    windows    squares    circle    rectangle



Look! It's a house.

Look at the windows.

They are squares.

Look at the door.

It's a rectangle.

I like this house!

Oh! It's a sunny day.

The sun is a circle.

It's big and bright.

## G Look, choose, complete and read (看图, 选择正确的句子填空, 然后读一读)

We can go skiing and ice-skating.

We can have a picnic in the park.

The clouds are white.

①

I like summer. In summer, the sky is blue.

The clouds are white

                        . I can go to the beach.

I can swim in the sea.

Charles



②

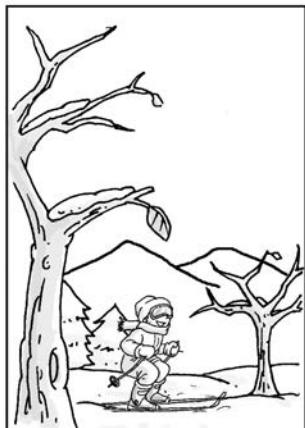


I like spring. In spring, I can see butterflies.  
They're beautiful. I can smell flowers too.

We can have a picnic in the park

Ivy

③



Winter is cold. There are no leaves on the  
trees. The mountains are white. We can go  
skiing and ice-skating

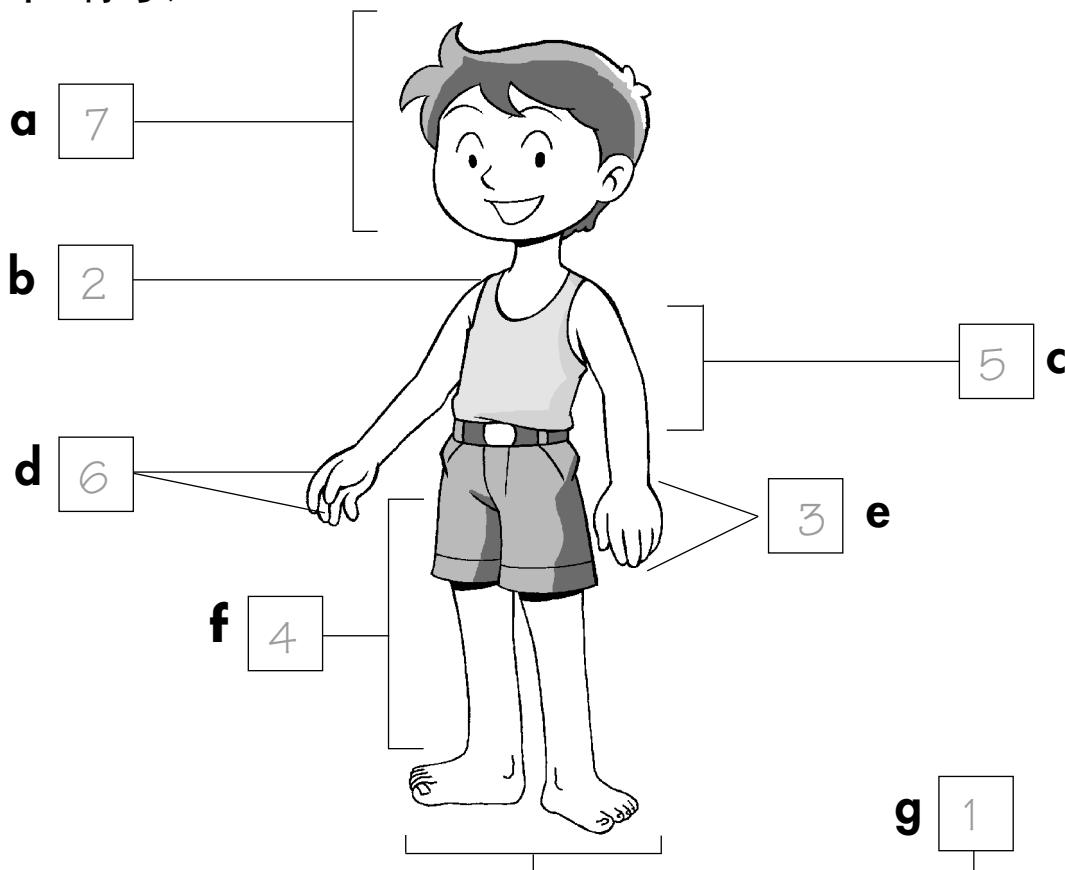
Ken



# Module 4 More things to learn

## 1 My body

**A Listen and number** (听录音, 根据顺序给身体部位编号)



**B Listen and circle** (听录音, 圈出听到的句子)

- ① a I have small ears.      ② a I have two arms.  
b I have big eyes.      b I have two legs.
- ③ a This is my body.      ④ a I have ten fingers.  
b This is my face.      b I have two shoulders.
- ⑤ a I have two small hands and two big feet.  
b I have two short arms and two long legs.

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

①



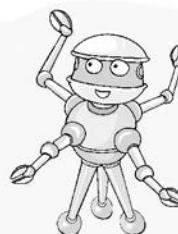
②



③

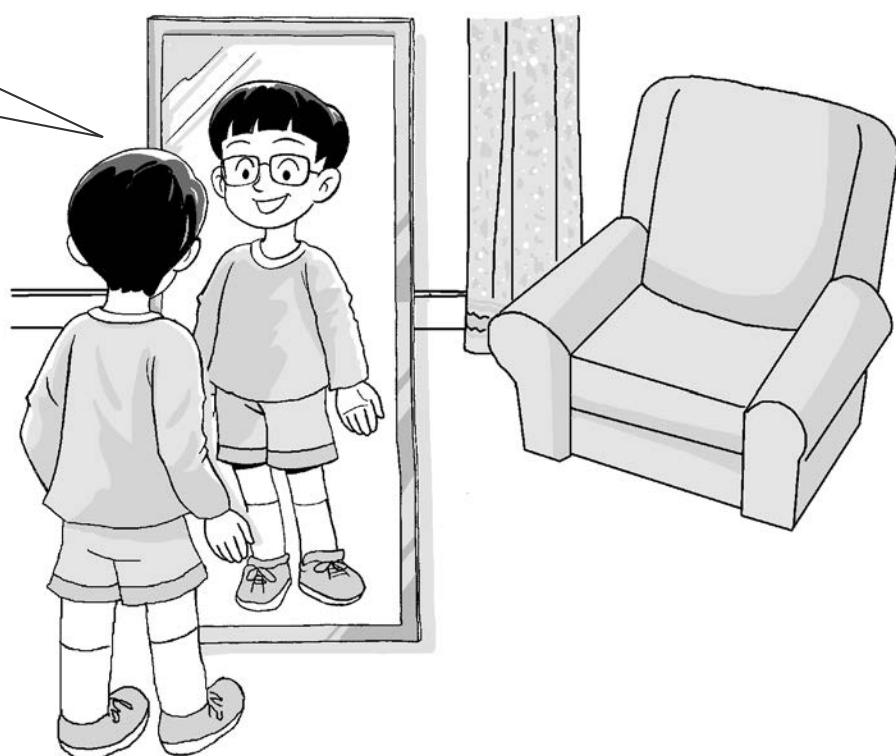


④



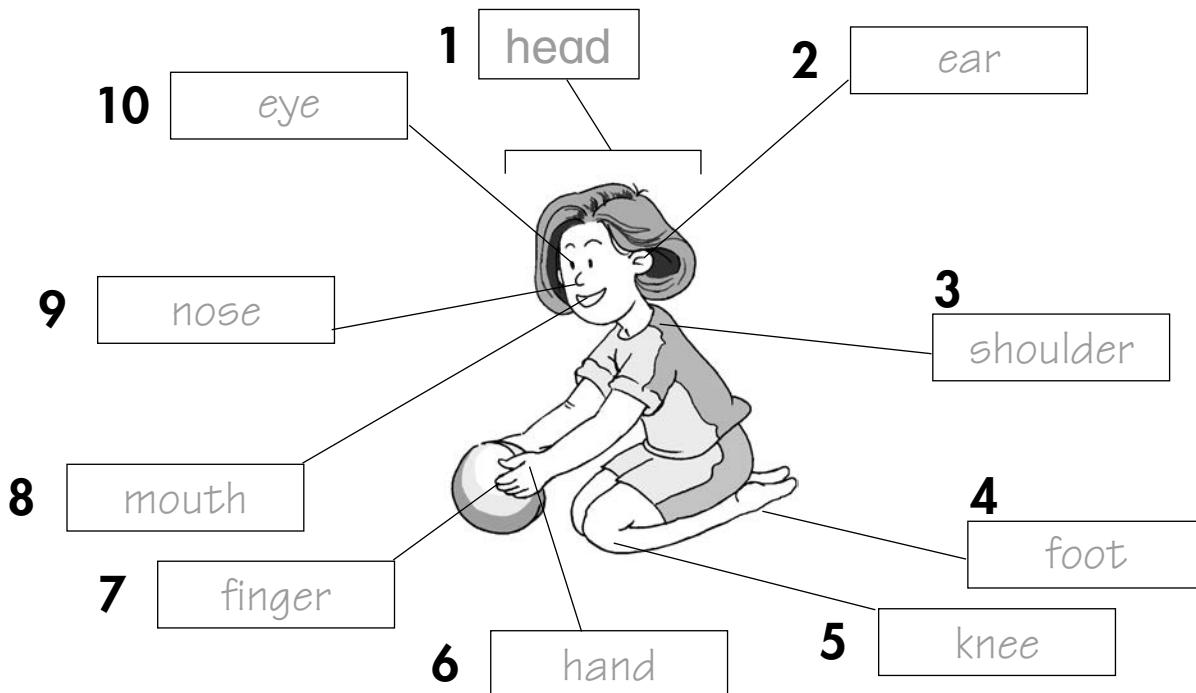
**D Look and say** (看图, 根据提示说一说)

I have ...  
I can ...  
I like ...



## E Look, choose and write (看图, 写出正确的身体部位名称)

finger	nose	head	shoulder	knee
foot	eye	ear	hand	mouth



## F Look, read and match (看图读一读, 把句子和相应的图连起来)

① I have ten fingers.



② I have two knees.



③ I have big eyes.

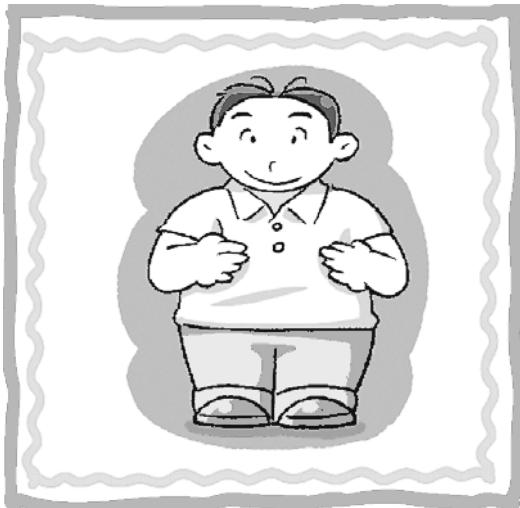


④ I have two long legs.



## G Look and complete (看图, 填空完成短文)

①



I'm a boy.

I have short hair.

My eyes are small.

My mouth is big.

I have short legs.

I have big feet.

②

I'm a girl.

I have long hair.

My eyes are big.

My mouth is small.

I have long legs.

I have small feet.



## H Read and write (读一读, 以句子形式正确抄写下 列内容, 注意大小写及标点符号)

① look at the picture it's me

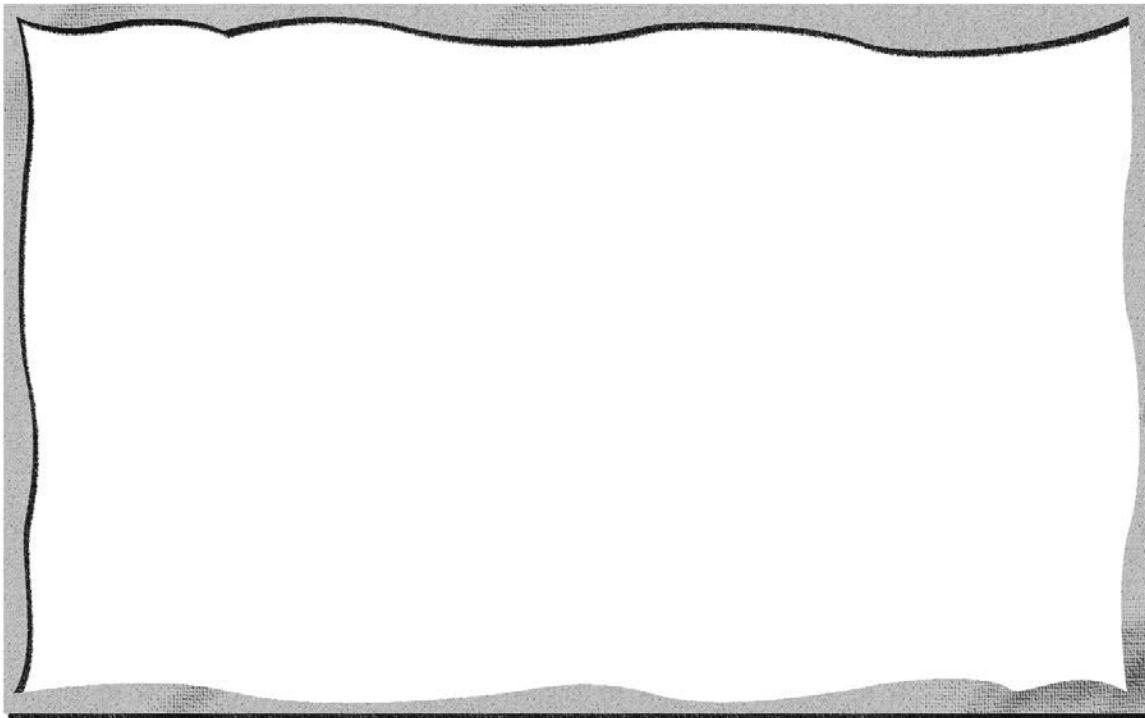
Look at the picture. It's me.

② i have two eyes my eyes are big

I have two eyes. My eyes are big.

## Task: My body (我的身体)

A Draw or stick, and say (画或贴一张自己的全身图片或照片，并介绍一下自己)



I have ... My ... is/are ...

I can ... I like ...

B Think and write (想一想，根据自己的照片和提示完成短文)

Look at the picture. It's me. I'm \_\_\_\_\_.

Look at me. I have a \_\_\_\_\_. It's \_\_\_\_\_.

I have two \_\_\_\_\_ and two \_\_\_\_\_.

My \_\_\_\_\_ are \_\_\_\_\_.

My \_\_\_\_\_ are \_\_\_\_\_.

I can \_\_\_\_\_ and \_\_\_\_\_.

I have \_\_\_\_\_.  
\_\_\_\_\_

## 2 Children's Day

### A Listen and match (听录音, 将人物和相应的图连起来)

1



a



2



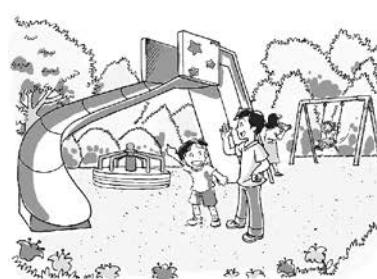
b



3



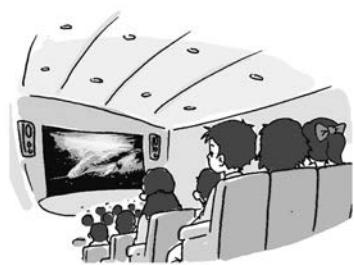
c



4



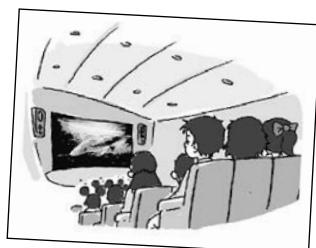
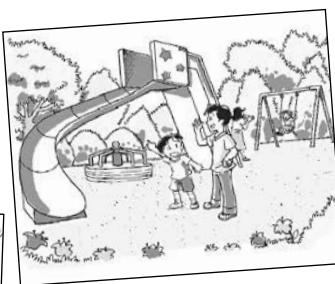
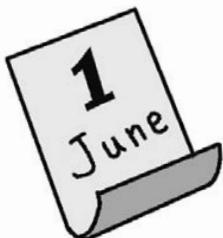
d



## B Listen and circle (听录音, 圈出听到的句子)

- ① **a** Let's go to the park.  
**b** Let's go to the cinema.
- ② **a** We have a class party.  
**b** We have a birthday party.
- ③ **a** Our school is nice.  
**b** Our classroom is beautiful.
- ④ **a** —What do you do on Children's Day?  
—I go to the cinema.  
**b** —What do you do on Mother's Day?  
—I say 'I love you' to Mum.
- ⑤ **a** Today is the first of June. It is Children's Day.  
**b** Today is the second Sunday of May. It is Mother's Day.

## C Look, ask and answer (看图, 根据提示互相问答)



When is Children's Day?



It is ...

What do you do on Children's Day?

I ...

## D Look, choose and complete (看图读一读, 选词填空完成短文)

play like fly park cinema party



Today is Children's Day. In the morning, we have a class party at school. It is fun. In the afternoon, we go to the park. In the park, we play football and fly kites. Then we go to the cinema. We like Children's Day very much.

## E Read and write (读一读, 以句子形式正确抄写下 列内容, 注意大小写及标点符号)

- ① today is the first of june its childrens day

Today is the first of June. It's Children's Day.

- ② what do you do on childrens day

What do you do on Children's Day?

## F Read and answer (阅读短文，回答问题)

①



I'm Sam. I'm from the UK.  
I like having picnics with my  
friends on Children's Day.

②



I'm John. I live in the USA (美国). We have a class party at school on Children's Day.

③



I'm Sarah. I'm from Australia (澳大利亚). My parents and I go to the cinema on Children's Day.  
I like watching films.

④



Hello, I'm Kenji. I'm from Japan. I like going to the zoo with my father.  
Animals there are lovely.

1 Is Sam from the UK? Yes, he is.

2 What does John do on Children's Day?

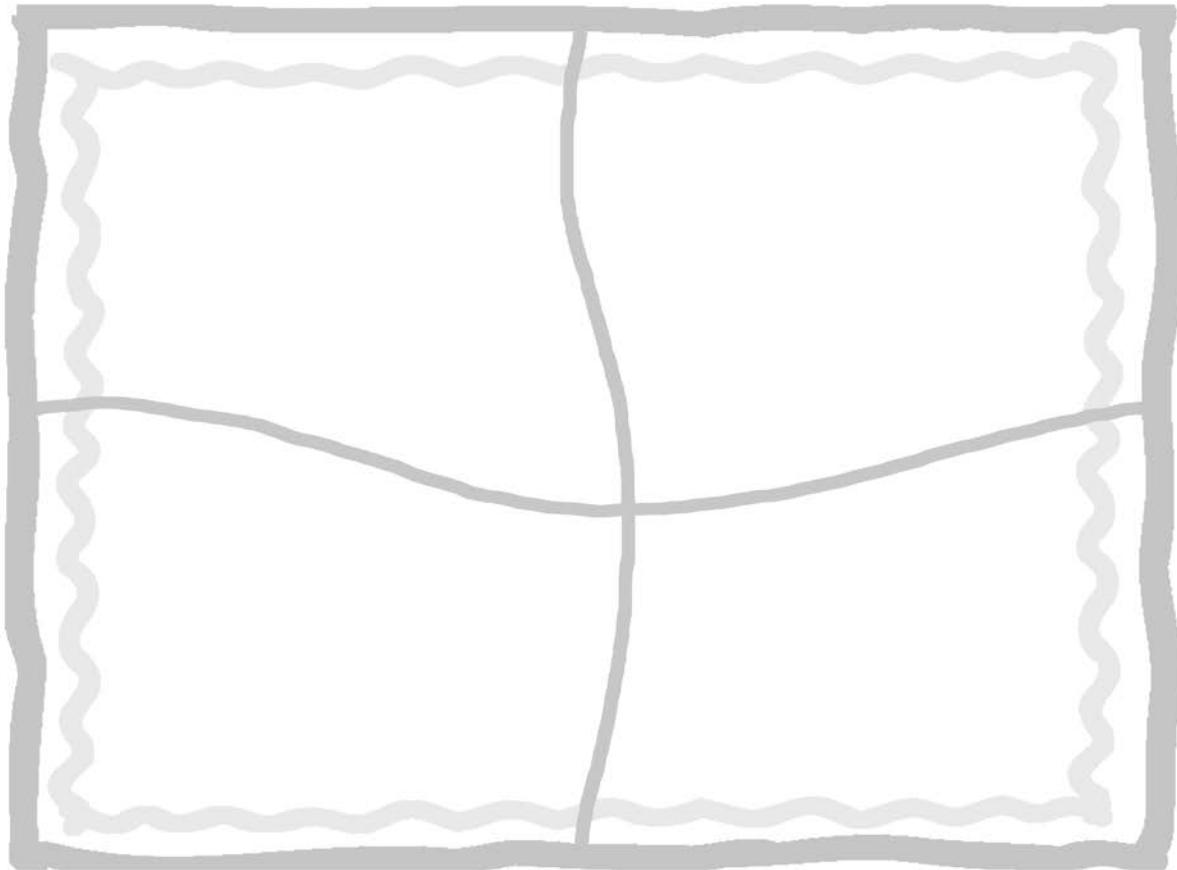
He has a class party at school.

3 What does Sarah like doing? She likes watching films.

4 What does Kenji like doing? He likes going to the zoo.

## **Task: Happy Children's Day! (儿童节快乐!)**

- A** Draw, write and say (画一画, 写一写你在儿童节常做的事情, 然后根据提示说一说)



On Children's Day, I like (doing) ...

- B** Read, think and answer (读一读, 想一想, 回答问题)

I'm Alice. I'm in Class Two, Grade Three. Today is Children's Day. We have a class party in the morning. We have beautiful clothes. We have sweets, cakes and juice. We sing and dance together. In the afternoon, we go to the cinema. We see a cartoon film. It's funny.

- 1 Do you like Children's Day?
- 2 What do you do on Children's Day?

### 3 Story time

#### A Read and act (读故事，并演一演)

①

It's sunny today! Here are some kites for you, children. You can go out and play.



②

Look at my kite. It's a big triangle. I like it.



③

It's a nice day today.  
Let's go and fly our kites.



4

Hello, Jack! Hi, John!



Hello!

5

Jack and John, let's fly kites together!

That's great!



6

Listen! What can you hear?

I can hear a boy.



7

Look! It's Piggy.

What's wrong, Piggy?

I can't find my kite.

Don't cry, Piggy. We can help you.

8

What shape is your kite?

It's a rectangle.

What colour is it?

It's blue and white, and it's big.

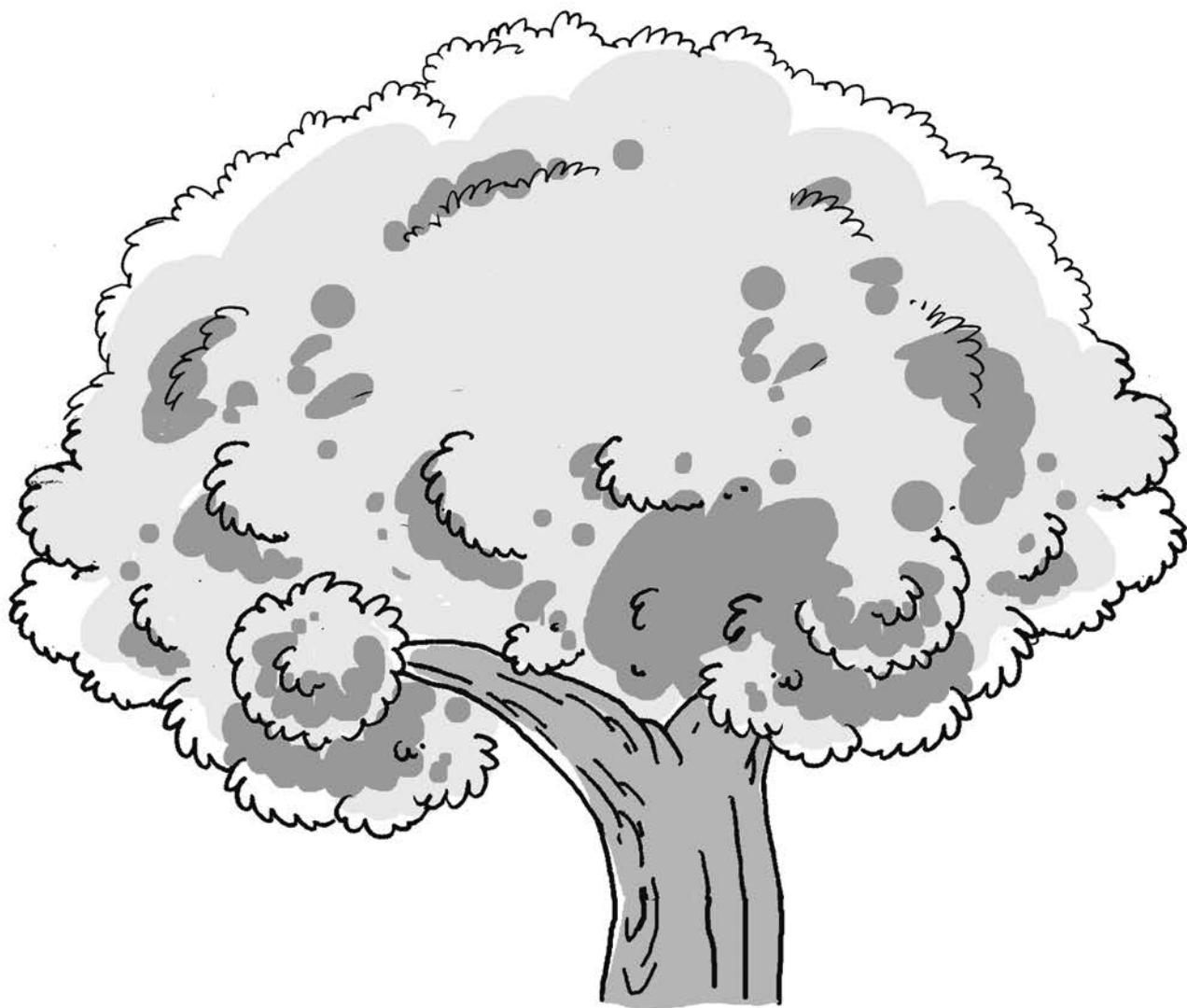
9

Look! Your kite is over there. It's in the tree!

Yes, that's my kite!

Hooray!

**B Draw and write** (根据故事的内容画出小猪的风筝，  
然后写一写)



Piggy's kite is a rectangle (shape).

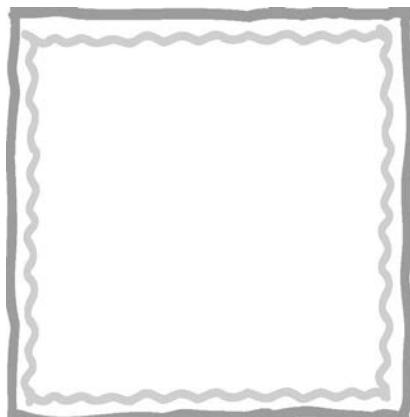
It is blue and white (colour).

It is big (size).

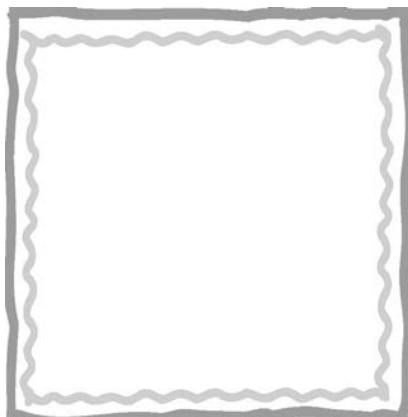
It is in the tree (place).

## Task: Three little pigs (三只小猪)

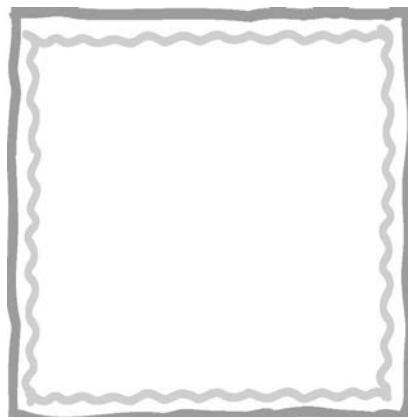
A Draw and say (画一画故事中的主人公们，然后根据提示做介绍)



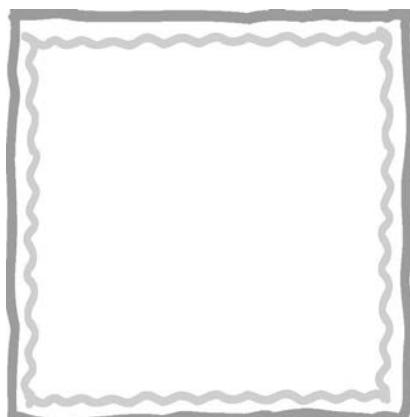
Tim



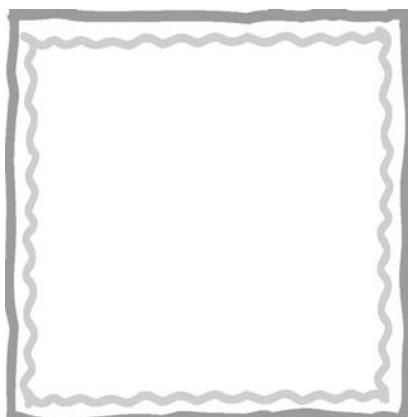
Jim



Tom



Mum



Wolf

Look, this is ...

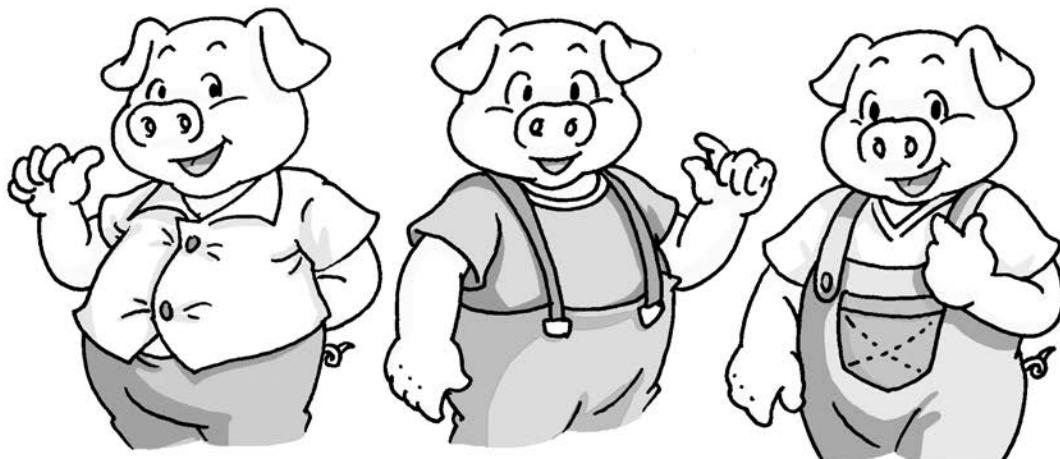
He's ...

He's ...

He can ...

I like/don't like ...

B Say and act (表演短剧)





# Module Revision (4)

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



- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
- 1 I'm nine.   
 2 I have two small eyes.   
 3 I have a small nose.   
 4 I like dolls.   
 5 I don't like toy bears.

## B Listen and circle (听录音, 圈出正确的应答)

- ①  a Yes, it is.  
 b Yes, they are.

- ②  a Yes, I can.  
 b Yes, I do.

- ③  a They can hear.  
 b I can smell.

- ④  a I go to the park.  
 b I can skate in the park.

- ⑤  a No, I can't.  
 b Yes, I do.

- ⑥  a I have a class party.  
 b I like going to the zoo.

## C Listen and complete (听录音, 填空完成表格)



- 1 a big eye
- 2 two small ears
- 3 a big nose
- 4 a big mouth
- 5 four big hands
- 6 six strong legs

## D Sing and act (看图, 演唱歌曲并表演)

Who's afraid of the Big Bad Wolf,  
Big Bad Wolf, Big Bad Wolf?  
Who's afraid of the Big Bad Wolf?  
Tra la la la la ...



## E Read and match (读一读，将图和相符的文字配对)

1



c

2



a

3



d

4



b

a

You are big and strong now. And our house is too small. You can make your own houses now.

b

Big Bad Wolf can't come into my house. He's on the roof. Let's boil the water.

c

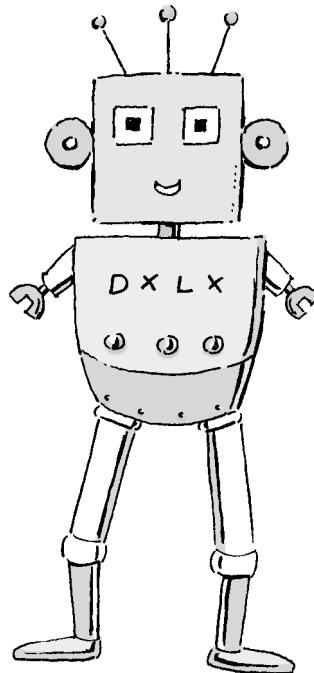
Big Bad Wolf is coming. Tom's house and Tim's house are broken (坏了). They come into my house.

d

My brothers make their houses quickly (很快地). They go fishing and play. I'm busy. I can't go with them.

## F Look and circle (看一看，在字谜中圈出表示身体及身体部位的单词)

j	t	l	e	g	w	v	c	a	a
e	f	t	j	s	h	l	g	h	m
o	i	y	t	q	a	r	m	r	o
b	n	o	s	e	i	o	l	h	u
o	g	v	w	a	r	e	y	e	t
d	e	s	v	r	u	i	b	a	h
y	r	h	a	n	d	e	z	d	q
k	p	m	l	d	x	f	e	e	t



## G Read and answer (阅读短文，回答问题)

I am John. It is Children's Day today. In the morning, my parents and I go to the Children's Park. We take many photographs. In the afternoon, we go to see a film. There is a robot in the film. It has big eyes, a small nose, big arms and short legs. It is lovely! I like the film. In the evening, I have a big cake. It is soft and sweet. It is yummy! I am very happy today. I like Children's Day!

1 Where does John go in the morning?

The Children's Park.

2 What does John have in the evening?

A big cake.

3 Is he happy today?

Yes, he is.



## Tapescripts and answer key

### 录音材料及参考答案

#### M1U1 Seeing and hearing

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

- 1 I can hear a car.
- 2 There is a ship.
- 3 I can see a train.
- 4 Listen! I can hear an aeroplane.
- 5 Look! There's a bus.
- 6 Look! There are some bicycles.  
(a-4, b-2, c-3, d-5, e-6, f-1)

##### B Listen and circle (听录音, 圈出正确的应答)

- 1 What can you hear? (a)
- 2 What colour can you see? (b)
- 3 Can you hear an aeroplane? (b)
- 4 What else can you see? (c)

##### C Look, listen and match (看图听录音, 把Paul和May各自看到和听到的物品连起来)

- 1 May: What can you see, Paul?  
Paul: I can see a balloon.  
May: What colour is it?  
Paul: It's blue.
- 2 Paul: What can you see, May?  
May: I can see some ducks.  
Paul: How many?  
May: Two.
- 3 May: Listen, Paul! What can you hear?  
Paul: I can hear a dog.  
May: I can hear a cat too.  
(Paul—a blue balloon, a dog      May—two ducks, a dog, a cat)

##### D Look, ask and answer (根据练习C的图互相问答) (略)

##### E Look, read and circle (看图读故事, 圈出Ken看到的物品) (a, c, d, e, f)

##### F Look, read and complete (看图读一读, 填空完成对话)

- Ben: What can you see?  
Kitty: I can see a bus.  
Danny: What can you hear?  
Alice: I can hear an aeroplane.

**G Read and write** (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号) (略)

**Task: On my way to school** (上学路上) (略)

## M1U2 Touching and feeling

**A Listen and tick** (听录音, 勾出相应的图)

- 1 The glass is cold and hard. (a)
- 2 Touch the ball, please. (a)
- 3 How does the orange feel? (b)
- 4 The desk is hard and smooth. (b)
- 5 Look at the small cake. (a)
- 6 Pick up your book, please. (b)

**B Listen and circle** (听录音, 圈出听到的句子)

- 1 Touch the pineapple, please. (a)
- 2 I like the cake. (b)
- 3 The bag is soft and smooth. (a)
- 4 —How does it feel?  
—It is soft and warm. (a)

**C Listen, judge and write** (听录音, 用✓或✗判断触摸的感觉, 然后写出盒中的物品)

- 1 —Open the box, please. Touch it. How does it feel?  
—It's smooth.  
—Listen. What can you hear? (Tick, tick, tick, ...)  
—I can hear a watch.  

rough	✗
smooth	✓

 It's a watch.
- 2 —Open the box, please. Touch it. Is it rough?  
—Yes, it is. It is big and hard too.  
—What is it?  
—It's a pineapple.  

rough	✓
smooth	✗
hard	✓

 It's a pineapple.
- 3 —Open the box, please. Touch it. How does it feel?  
—It's soft and smooth.  
—Listen. (Miaow... Miaow...) What can you hear?  
—I can hear a cat.  

rough	✗
smooth	✓
hard	✗
soft	✓

 It's a cat.

**D Look, ask and answer** (看图, 根据提示互相问答) (略)

**E Look, read and tick** (看图读一读, 在表格相应的一栏中打✓)

	✓	soft	hard	cold	warm	rough	smooth
banana		✓					
cake	✓			✓			
apple pie					✓		
toy cat	✓						✓

## F Look, read and complete (看图读一读, 填空完成对话)

1 Ben: Touch this. How does it feel?

Kitty: It's hard and smooth.

Ben: Taste it. How does it taste?

Kitty: It's sweet. It's an apple.

2 Tom: Touch this. How does it feel?

Alice: It's hard/smooth.

Tom: Is it warm?

Alice: Yes, it is.

Tom: Drink it. What is it?

Alice: It's milk.

## G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号) (略)

### Task: A guessing game (猜物品游戏) (略)

## M1U3 Tasting and smelling

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

1 1) —Smell the lemon.

—It's nice.

2) —Taste the bread.

—It's yummy.

3) —Taste the coffee, Dad.

—It's bitter. (2, 1, 3)

2 1) —Taste the juice.

—It's sweet.

2) —Smell the fish.

—It's not nice.

3) —Taste the soup.

—It's very salty. (1, 3, 2)

### B Listen and match (听录音, 把人物和相应的食品连起来)

1 —How does it smell, Paul?

—It's nice. Is it a lemon?

—No, it isn't. Taste it.

—It's a banana. (Paul — banana)

2 —Taste this, Anna. How does it taste?

—It's very sour.

—Yes. What is it?

—It's a lemon. (Anna — lemon)

3 —What is it, May? Smell it.

—It's nice. Is it a cake?

—Yes, it is. (May — cake)

4 —What do you like, Joe?

—I like bread. It's yummy.

—Close your eyes. Taste this.

—It's milk. It's yummy too. (Joe — bread, milk)

**C Listen and circle** (听录音, 圈出正确的应答)

1 How does the cake taste? (c)

2 How does the flower smell? (a)

3 Can I help you? (a)

4 Do you like coffee? (b)

**D Listen, choose and complete** (听录音, 选词填空完成对话)

Shop assistant: Good afternoon.

Mrs Lin: Good afternoon.

Shop assistant: Can I help you?

Mrs Lin: Some apples and bananas, please.

Shop assistant: Sure. Smell this apple. Is it nice?

Mrs Lin: Yes, it is.

Shop assistant: Taste it. Is it sweet?

Mrs Lin: No. I don't like it.

Shop assistant: Taste this banana, please.

Mrs Lin: Well, it's nice and sweet. I like it.

**E Look, read and complete** (看图读一读, 填空完成对话)

1 —Close your eyes, Kitty. Smell this. Is it nice?

—Yes, it is.

—What is it?

—It's a flower.

2 —Close your eyes, Alice. Smell this. Is it nice?

—No, it isn't.

—What is it?

—It's a fish.

**F Read and write** (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号) (略)

**G Look, read and write** (看图读故事, 填空回答问题)

1 He can smell a cake.

2 It's soft and sweet.

3 It's green.

4 It's sweet.

5 Yes, it is.

**Task: An experiment** (小实验) (略)

## Module Revision (1)

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

- 1 —Listen, Ben. What can you hear?  
—Is it a bus?  
—No. It's a van. (☹)
- 2 It's cold and sweet. It's yummy. I like ice cream. (☺)
- 3 Touch it. It's rough. It's hard. It's a pineapple. (☺)
- 4 —Taste it.  
—It's sweet. It's orange juice. (☺)

### B Listen and match (听录音, 将人物和相应的图连起来)

- 1 —Touch it, Peter. How does it feel?  
—It's soft and smooth. It's a doll. (d)
- 2 —Close your eyes, Alice. Smell it.  
—It's not nice. Is it a fish?  
—Yes, it is. (c)
- 3 —Beautiful flowers! How do they smell, Kitty?  
—They are nice. I like them. (a)
- 4 —Ben, taste it. What is it? Guess!  
—It's sweet. It's nice. It's an apple.  
—You're right. (b)

### C Listen and tick (听录音, 勾出Mandy看到和听到的物品)

- Doctor: Good morning, Mandy. Look here. What can you see?  
Mandy: I can see an apple. I can see a rabbit and a dog too.  
Doctor: What colour is the rabbit?  
Mandy: It's white.  
Doctor: Now listen, please. What can you hear?  
Mandy: I can hear an aeroplane. I can hear a bus. I can hear a dog and a cat.  
Doctor: Can you hear a bird?  
Mandy: No, I can't.  
Doctor: OK, Mandy.  
Mandy: Thank you, doctor. Goodbye.  
Doctor: Bye-bye.

(Mandy can see— an apple  a rabbit  a dog  
Mandy can hear— a cat  an aeroplane  a bus  a dog)

### D Look, ask and answer (根据练习C的内容互相问答) (略)

### E Look, write and colour (看图, 写出相应的单词, 然后根据提示上色) (略)

(1 car 2 aeroplane 3 chair 4 cake 5 bag 6 apple)

### F Look, read and complete (看图读一读, 填空完成对话)

(1 It's rough/hard.

2 Taste it.

3 I can hear a cat.

4 What can you see?)

**G Read, guess and write** (读一读, 猜一猜, 写出相应的物品)

(1 a pineapple 2 a banana 3 a fish 4 a lemon)

## M2U1 Animals

**A Listen and match** (听录音, 将人物和各自喜欢的动物连起来)

1 —Do you like lions, Danny?

—Yes, I do. They are strong. (d)

2 —Do you like monkeys, Kitty?

—No, I don't. I like pandas. (b)

3 —Do you like elephants, Peter?

—No, I don't. I like tigers. (a)

4 —Do you like monkeys, Alice?

—Yes, I do. They are clever and lovely. (c)

**B Listen and circle** (听录音, 圈出听到的句子)

1 I like tigers. (b)

2 They are clever. (a)

3 Look! They are pandas. (b)

4 Tigers are strong. (a)

5 —Do you like lions?

—Yes, I do. (a)

**C Listen, number and draw** (听录音, 按顺序编号, 然后根据人物的喜好在表格中画或)

Kitty: Look at the pandas, Ben. They are black and white.

Ben: Yes. They're lovely. I like them.

Kitty: Me too. Can you hear lions?

Ben: Yes. Look! There are two lions. I don't like lions. Do you like lions, Kitty?

Kitty: No, I don't.

Ben: Look at the elephants! They're big and strong.

Kitty: Yes. They like eating bananas and leaves.

Ben: I like elephants. Do you like elephants, Kitty?

Kitty: No, I don't.

Ben: I can hear monkeys.

Kitty: Yes. I can see them now.

Ben: They're clever. I like monkeys. Do you like monkeys?

Kitty: No, I don't.

(a-4, b-3, c-2, d-1)

	monkeys	elephants	lions	pandas
Kitty	:-(	:-(	:-(	:)
Ben	:)	:)	:-(	:)

**D Tick, ask and answer** (在表格中勾一勾动物的特征, 然后根据提示互相问答) (略)

**E Look and write** (看图, 写出相应的单词)

(1) pandas (2) elephants (3) tigers (4) lions)

**F Look, read and complete** (看图读一读, 填空完成对话)

1 —What colour are pandas, Peter?

—They are black and white.

—Do you like pandas?

—Yes, I do. They're lovely.

2 —What colour are lions, Ben?

—They're brown.

—Do you like lions?

—No, I don't.

**G Read, guess and write** (读一读, 猜一猜, 写出动物的名称, 并回答问题) (略)

(1) tigers (2) elephants (3) monkeys (4) pandas)

**H Read and write** (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号) (略)

**Task: A tour in the zoo** (动物园之行) (略)

## M2U2 Toys

**A Listen and tick** (听录音, 勾出相应的图)

1 —What do you like?

—I like this skateboard. (a)

2 —What do you like?

—I like that doll. (a)

3 —Do you like robots?

—Yes, I do. (b)

4 —Do you like trains?

—No, I don't. I like cars. (b)

**B Look, listen and write** (看图听录音, 写出单词完成字谜)

1 I can ride a skateboard. It's fun. (skateboard)

2 Look! There is a robot. It is big and tall. (robot)

3 I can hear some cars. They are in the street. (cars)

4 This is my new bicycle. It's nice. I like riding it. (bicycle)

5 These dolls are beautiful. They can dance too. (dolls)

6 I like toy trains. 'Choo ... Choo ...' They are super! (trains)

### C Listen and tick (听录音，在表格相应的一栏中打√)

- 1 —Paul, look at the skateboard. It's super. Do you like it?  
—Yes, I do.
- 2 —Sally, look at these toys. What do you like?  
—Um ...  
—Do you like robots?  
—No, I don't. I like dolls. They're beautiful.
- 3 —What are they, Joe?  
—They are bicycles.  
—Do you like bicycles?  
—Yes, I do.
- 4 —What do you like, Anna?  
—I like robots and boats. They're super. Do you like boats, Joe?  
—No, I don't.

✓						
Paul				✓		
Sally		✓				
Joe	✓					
Anna			✓			✓

### D Look, ask and answer (看图，根据提示互相问答) (略)

### E Read and circle (看图读故事，圈出人物各自喜欢的玩具)

(Henry— )

Tommy—

Billy—

Ivy—

Betty—

### F Look, read and complete (看图读一读，填空完成对话)

Mrs Li: What do you like?

Ben: I like skateboards. They are super.

Kitty: I don't like skateboards. I like dolls. They are beautiful.

Mrs Li: Do you like dolls, Alice?

Alice: Yes, I do. And I like bears too. They are nice.

### G Read and write (读一读，在四线三格中将下列内容书写成句子，注意大小写及标点符号) (略)

### Task: Toys we like (我们喜欢的玩具) (略)

## M2U3 Clothes

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

- 1 I have a new hat. This is my blue coat. That pair of gloves is yellow.  
I like this orange and white scarf. (4, 3, 1, 2)
- 2 I have a jacket. I have a T-shirt too. My shoes are black.  
And my shorts are brown. (3, 1, 2, 4)
- 3 This sweater is too small. That shirt is too big. This pair of trousers is too long. That pair of socks is too short. (3, 2, 4, 1)

### B Listen and circle (听录音, 圈出正确的应答)

- 1 What are these? (b)
- 2 What are those? (b)
- 3 Are these your gloves? (b)
- 4 Are those socks? (a)
- 5 What's that? (a)
- 6 Is it your scarf? (a)

### C Listen, match and write (听录音, 把人物和相应的物品连起来, 然后写出物品的名称)

- 1 I'm Ben. This is my new pair of gloves. It is nice. I like it. (a a pair of gloves)
- 2 I'm Peter. I have a new pair of shoes. The shoes are blue and black. They are nice. (c a pair of shoes)
- 3 I'm Alice. These are my socks. I like them very much. (d socks)
- 4 I'm Kitty. I have some hats. They are my birthday gifts. They are beautiful. (b hats)

### D Look, ask and answer (看图, 根据提示互相问答) (略)

### E Look, read and complete (看图读一读, 填空完成表格)

- |                     |                     |           |
|---------------------|---------------------|-----------|
| (1) a pair of socks | (2) green and white | (3) a hat |
| 4 a pair of gloves  | 5 brown)            |           |

### F Look, choose and complete (看图, 选词填空完成对话)

- 1 —What's this?  
—It's a scarf.  
—Is this your scarf, Kitty?  
—Yes, it is my scarf.
- 2 —What are those?  
—They're gloves.  
—Are those your gloves?  
—No, They aren't. They are Danny's gloves.

### G Read and write (读一读, 在四线三格中将下列内容书写成句子, 注意大小写及标点符号)

#### Task: My clothes (我的衣服) (略)

## Module Revision (2)

### A Listen and tick (听录音, 勾出相应的图)

1 doll (a) 2 T-shirt (b) 3 socks (b) 4 tigers (a)

### B Listen and match (听录音, 将人物和相应的物品连起来)

Alice: Wow! It's a big toy shop. Look! There are some dolls. I like dolls. They are beautiful. What do you like, Danny?

Danny: I like bicycles. What about you, Kitty? Do you like bicycles?

Kitty: No. I like toy bears. They're lovely. Look, Ben! There are some footballs. Do you like footballs?

Ben: Yes. I like playing football. That's fun.

Alice: What do you like, Peter? Do you like robots?

Peter: Yes, I like robots very much. They're super!

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

### C Listen and judge (听录音, 判断下面的句子, 相符的画☺, 不符的画☹)

It is summer now. Kitty and Ben have T-shirts and socks. Kitty has a skirt and Ben has shorts. Kitty likes flying kites in the park. Ben likes playing football. They are happy.

(1 ☺ 2 ☹ 3 ☺ 4 ☹ 5 ☹)

### D Look, ask and answer (看图, 根据提示互相问答) (略)

### E Look and write (看图填空, 完成字谜)

(1 scarves 2 gloves 3 trousers 4 hats 5 shoes 6 socks)

### F Look, choose and complete (看图, 选词填空完成短文, 单词可多次选用)

I have some toys. They are robots, skateboards, cars, toy bears and dolls. I like robots. I have two robots. They are super! I have two toy bears too. They are lovely. But I don't like my dolls. Do you like dolls? What do you like?

### G Read and write (读一读表格中的信息, 填空完成对话)

1 We like elephants.

2 Yes, I do.

3 No, I don't.

4 No, I don't.

## M3U1 Shapes

### A Listen and draw (听录音, 画一画人物各自拥有的物品)

1 Hello, I'm Kitty. I have a biscuit. It's a circle.

2 Hi, I'm Peter. I have a card. It's a rectangle.

3 Hi, I'm Alice. I have a book. It's a square.

4 Hello, I'm Danny. I like my new rubber. It's a star.

### B Listen and choose (听录音, 选词填空)

1 Is it a rectangle? (b)

2 What shape is it? (a)

3 I have some circles. (a)

4 My birthday card is a triangle. (b)

5 —Is your cake a star?

—No. It's a square. (a)

**C Look, listen and complete** (看图听录音, 填空完成对话)

Peter: Look! I have a new pencil box.

Danny: Wow, it's nice! It's a rectangle.

Peter: Yes. I like it. And I have a new rubber too. Guess! What shape is it?

Danny: Is it a square? Hmm ... Is it a star?

Peter: Yes, it's a star! It's yellow.

Danny: What's this? Is it a pencil?

Peter: No, it isn't. It's a rubber too.

**D Look, count, ask and answer** (看图数一数, 然后根据提示互相问答) (略)

**E Look, count and complete** (看图数一数, 完成表格)

Shapes	circles	stars	<u>square</u>	triangles	<u>rectangles</u>
How many?	3	6	1	4	11

**F Read and draw** (读一读, 根据短文内容画一画) (略)

**G Look, count and write** (看图数一数, 填空完成句子)

2 I have four circles.

3 How many squares? Seven squares.

4 How many stars? Five stars.

5 How many rectangles do you have? I have nine rectangles.

**H Read and write** (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)

(略)

**Task: My room** (我的房间) (略)

## M3U2 Colours

**A Listen and match** (听录音, 将景物和相应的颜色连起来)

1 The mountains are brown. (mountains — brown)

2 Look! The clouds are white. (clouds — white)

3 The trees are big. They are green. (trees — green)

4 I can see the river. It is blue. (river — blue)

5 It is a nice day. The sky is blue. (sky — blue)

**B Listen and write** (听录音, 写出相应的颜色)

1 —It's summer. Look at the mountains. What colour are they?

—They're green. (green)

2 —Look at the sea. What colour is it?

—It's blue. It's beautiful! I like the sea. (blue)

3 It's a rainy day. The clouds are grey. I don't like rainy days. (grey)

4 In autumn, the leaves fall and fall. They are yellow and red. (yellow and red)

### C Listen and complete (听录音, 填空完成短文)

1 Look! It's a nice beach. It's sunny. The sea is blue. The clouds are white.

2 Look at the picture. It's rainy. The sky is grey. The sea is grey too.

### D Colour, ask and answer (给下面的图上色, 然后根据提示互相问答) (略)

### E Read and match (读一读, 连一连, 完成句子)

(1 b 2 a 3 d 4 c)

### F Look, choose and complete (看图, 选词填空完成句子)

(1 warm, green 2 cold, white 3 hot, blue 4 cool, yellow)

### G Look and complete (看图, 根据提示填空完成对话)

1 What colour is the sky? It's blue.

2 What colour is the mountain? It's green.

3 What colour are the leaves? They're red and yellow.

4 What colour are the butterflies? They're blue and red.

### H Read and write (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)

(略)

### Task: Beautiful spring (美丽的春天) (略)

## M3U3 Seasons

### A Listen and match (听录音, 把人物和相应的活动连起来)

1 I'm Alice. Spring is warm. I can plant trees in spring. (c)

2 I'm Ben. I have a picnic with my friends in the park. It's fun. (a)

3 I'm Kitty. It's cold in winter. I can ice-skate in winter. (b)

4 I'm Peter. It's cool in autumn. I like flying kites in the park. (e)

5 I'm Danny. Summer is hot. We can swim in the water. (d)

### B Listen and circle (听录音, 圈出听到的句子)

1 —What season is it?

—It's autumn. (a)

2 I can ice-skate in winter. (b)

3 We can plant trees in spring. (a)

4 We go to the beach in summer. (a)

5 —Is it winter?

—No, it isn't. (b)

### C Listen and number (听录音, 按顺序给下面的图编号)

1 In spring, I like having picnics in the park.

2 And I like planting trees too.

3 In summer, I like swimming with my friends.

4 In autumn, I like flying kites.

5 In winter, we like skiing on the snow.

6 And I like ice-skating in winter too.

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

**D Tick, ask and answer** (勾一勾每个季节你喜欢做的事情, 然后根据提示互相问答)

(略)

**E Look, read and complete** (看图读一读, 填空完成短文) (供参考)

1 It's winter. It's very cold. The trees are white. We can ice-skate. It's fun.

2 It's spring. We can have a picnic in the park. Look! We have water, juice, milk, sweets, bread and apples.

**F Read and write** (读一读, 以句子形式正确抄写下列句子, 注意大小写及标点符号)

(略)

**G Look, read and answer** (看图读一读, 回答问题) (供参考)

1 I can see trees and flowers.

2 The sky is blue. The sea is blue too.

3 We can fly kites.

4 We have scarves, coats, hats and gloves.

**Task: Seasons** (季节) (略)

### Module Revision (3)

**A Look, listen and match** (看图听录音, 把物品和相应的颜色连起来)

1 —I'm May. I have a bicycle.

—What colour is it?

—It's green and orange. (bicycle — green and orange)

2 —I'm Paul. I have a new kite.

—What colour is it?

—It's purple and white. (kite — purple and white)

3 I'm Sally. I like yellow and red flowers. They are beautiful. (flowers — yellow and red)

4 I'm Andy. I see some ladybirds. They are red and black. (ladybirds — red and black)

**B Listen and colour** (听录音, 给下面的图上色) (略)

It is autumn. Look at the sky. It's blue. There are two birds in the sky. They are yellow.

The leaves on the trees are red and yellow. They fall and fall. Look at the sea. It's blue.

There is an orange boat. The mountains are brown.

**C Listen and circle** (听录音, 圈出正确的应答)

1 What shape is your card? (b)

2 Are these mountains brown? (a)

3 What colour is the sea? (a)

4 How many triangles can you see? (b)

5 What colour are the leaves in autumn? (a)

6 It is cold and wet. What season is it? (b)

**D Listen and complete** (听录音, 选词填空完成短文)

Hi! I'm Jenny. I'm a pupil. It's summer now. It's very hot. I like going to the beach. I like swimming in the sea. The sky is blue and the clouds are white. I can eat ice cream in summer too. It's cold and sweet. I love summer.

### **E Look and circle** (看一看, 在字谜中圈出图片所示单词)

(Across: star, cloud, triangle, river, mountain)

Down: leaves, square, tree)

### **F Look, choose and complete** (看图, 选词填空完成短文)

(windows, squares, door, rectangle, circle)

### **G Look, choose, complete and read** (看图, 选择正确的句子填空, 然后读一读)

1 The clouds are white.

2 We can have a picnic in the park.

3 We can go skiing and ice-skating.)

## **M4U1 My body**

### **A Listen and number** (听录音, 根据顺序给身体部位编号)

1 I have two feet.

2 This is my shoulder.

3 This is my hand.

4 My legs are long.

5 This is my arm.

6 I have ten fingers.

7 This is my head.

(a-7, b-2, c-5, d-6, e-3, f-4, g-1)

### **B Listen and circle** (听录音, 圈出听到的句子)

1 I have big eyes. (b)

2 I have two legs. (b)

3 This is my body. (a)

4 I have two shoulders. (b)

5 I have two small hands and two big feet. (a)

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

1 I'm a boy. I have long hair and short legs. (☹)

2 I'm a girl. I'm thin. I have long hair and small feet. (☺)

3 I'm a robot. I'm short. I have two legs. I like playing football. (☺)

4 Look at me. I have four arms and two legs. (☹)

### **D Look and say** (看图, 根据提示说一说) (略)

### **E Look, choose and write** (看图, 写出正确的身体部位名称)

2 ear 3 shoulder 4 foot 5 knee 6 hand 7 finger 8 mouth

9 nose 10 eye)

### **F Look, read and match** (看图读一读, 把句子和相应的图连起来)

(1 c 2 a 3 b 4 d)

### **G Look and complete** (看图, 填空完成短文) (供参考)

1 I'm a boy. I have short hair. My eyes are small. My mouth is big. I have short legs. I

have big feet.

- 2 I'm a girl. I have long hair. My eyes are big. My mouth is small. I have long legs. I have small feet.

**H Read and write** (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)  
(略)

**Task: My body** (我的身体) (略)

## M4U2 Children's Day

**A Listen and match** (听录音, 将人物和相应的图连起来)

- 1 —It's Children's Day. Let's go to the park.  
—That's great! (c)
- 2 —It's Children's Day today. Let's have a party in the classroom.  
—Great! (a)
- 3 —It's Children's Day. Let's go to the cinema.  
—How nice! (d)
- 4 —It's Children's Day today. Let's go to the zoo.  
—Let's go! (b)

**B Listen and circle** (听录音, 圈出听到的句子)

- 1 Let's go to the cinema. (b)
- 2 We have a class party. (a)
- 3 Our classroom is beautiful. (b)
- 4 —What do you do on Children's Day?  
—I go to the cinema. (a)
- 5 Today is the first of June. It is Children's Day. (a)

**C Look, ask and answer** (看图, 根据提示互相问答) (略)

**D Look, choose and complete** (看图读一读, 选词填空完成短文)

(party, park, play, fly, cinema, like)

**E Read and write** (读一读, 以句子形式正确抄写下列内容, 注意大小写及标点符号)  
(略)

**F Read and answer** (阅读短文, 回答问题)

- 1 Yes, he is.
- 2 He has a class party at school.
- 3 She likes watching films.
- 4 He likes going to the zoo.)

**Task: Happy Children's Day!** (儿童节快乐!) (略)

## M4U3 Story time

**A Read and act** (读故事, 并演一演) (略)

- 1 Mum: It's sunny today. Here are some kites for you, children. You can go out and play.

Jack and John: Wow! Thank you, Mum.

2 Jack: Look at my kite. It's a big triangle. I like it.

John: My kite is a star. I like it too.

3 Jack: It's a nice day today. Let's go and fly our kites.

John: OK.

4 Rabbit and Monkey: Hello, Jack! Hi, John!

Jack and John: Hello!

5 Rabbit and Monkey: Jack and John, let's fly kites together!

Jack and John: That's great!

6 Rabbit: Listen! What can you hear?

John: I can hear a boy.

7 Jack: Look! It's Piggy.

John: What's wrong, Piggy?

Piggy: I can't find my kite.

Jack: Don't cry, Piggy. We can help you.

8 Jack: What shape is your kite?

Piggy: It's a rectangle.

Monkey: What colour is it?

Piggy: It's blue and white. And it's big.

9 Jack: Look! Your kite is over there. It's in the tree!

Piggy: Yes, that's my kite!

Monkey: Hooray!

## B Draw and write (根据故事的内容画出小猪的风筝, 然后写一写)

Piggy's kite is a rectangle.

It is blue and white.

It is big.

It is in the tree.

## Task: Three little pigs (三只小猪) (略)

## Module Revision (4)

### A Listen and judge (听录音, 判断下面的句子, 相符的画 $\odot$ , 不符的画 $\times$ )

I'm Sherry. I'm nine. My hair is long. I have two big eyes. I have a small mouth and a small nose. I have many toys. I like dolls and toy bears. They're lovely.

(1  $\times$  2  $\odot$  3  $\odot$  4  $\times$  5  $\odot$ )

### B Listen and circle (听录音, 圈出正确的应答)

1 Is your hair long? (a)

2 Do you like your class party? (b)

3 What can your ears do? (a)

4 What do you do on Children's Day? (a)

**5** Do you have long legs? (b)

**6** What do you like doing on Children's Day? (b)

**C Listen and complete** (听录音, 填空完成表格)

1 Hello, I'm Mr Hungry. I have a big eye. I can see. (eye)

2 I have two small ears. I can hear. (two, ears)

3 Look! I have a big nose. I can smell. (a, big)

4 I have a big mouth too. I can taste. (big, mouth)

5 I have four big hands. I can touch and feel. (big, hands)

6 I have six strong legs. I can run very fast. (six, legs)

**D Sing and act** (看图, 演唱歌曲并表演) (略)

**E Read and match** (读一读, 将图和相符的文字配对)

(1 c 2 a 3 d 4 b)

**F Look and circle** (看一看, 在字谜中圈出表示身体及身体部位的单词)

(Across: leg, arm, nose, eye, hand, feet)

(Down: body, finger, ear, hair, head, mouth)

**G Read and answer** (阅读短文, 回答问题)

1 The Children's Park.

2 A big cake.

3 Yes, he is.)

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