

义务教育课程标准实验教科书

# 《小学英语》教师教学用书

TEACHER'S BOOK

三年级 上册

(供一年级起始用)

主编 王 蔷  
Ken Methold



麦格劳—希尔教育出版公司  
北京师范大学出版社

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# 前言

北京师范大学出版社出版的小学教材《英语》是根据教育部颁发的义务教育阶段《英语课程标准(实验稿)》的精神,遵循英语学习的规律和儿童心理生理发展的要求,以小学生的生活经验和认知发展水平为基本出发点,循序渐进地设计课程,充分体现现代教学理念和素质教育思想,寓教于乐,寓学于做,强调学生在学习过程中的感悟、体验、实践、参与以及思维能力的发展,在良好的语言环境中,融学习情感、学习能力和跨文化交际意识的形成于语言学习的全过程,力求体现素质教育思想。

本教材的编写目的在于使小学生通过这门课程的学习,培养他们学习英语的积极情感,在大量的语言实践中,形成初步的英语语感,打好语音语调基础,具备用所学英语进行交流的能力,养成良好的学习习惯,为初级中学的进一步学习打好语音、情感和学习习惯的基础。

## 本教材的编写原则是:

### 1. 在教材总体设计目标上,重兴趣、重成就感、重自信心的建立。

小学生学习英语能否取得成功,很大程度上取决于学习的兴趣,小学英语教材应采取一切可能的方法,激发学生对学习英语的强烈愿望,使他们喜欢学、乐于学。而学习兴趣的保持在很大程度上取决于学习效果,取决于他们能否获得成就感。因此,本教材通过设计多种富有情趣的活动,鼓励学生积极参与,大胆实践,体验成功,使学生产生成就感,从而具有自信心。

### 2. 在教学方法上,重体验、重实践、重参与、重创造性思维的发展。

小学英语教学,要从儿童的心理和生理的发展特点出发,改变传统的学习方式,让学生在体验和实践中进行学习。通过学生主动地积极体验、参与、实践以及主动尝试与创造,从而获得认知能力和语言能力的发展。本教材从改变学生的学习方式入手,通过听做、说唱、玩演、读写和视听等多种活动方式,达到培养兴趣、形成语感、提高交流能力的目的。

### 3. 在语言教学内容上,重语感、重语音语调基础、重交流能力的培养。

本教材提供大量的感知、体验、模仿等实践活动,帮助学生形成初步的语感。通过多听、多模仿,在有意义的语境中进行训练,奠定语音语调的基础。在丰富的交流情景中,培养和发展学生的交流能力。

## 本教材有如下特点:

1. **突出对学生学习兴趣的培养。**兴趣的培养主要通过教学内容的设计和教学活动的安排来体现。根据学生的年龄特点和认知规律,在教材中我们选用了小学生喜爱的童话故事为每一单元的课文,其主人公是活泼可爱的小动物和与学习者年龄相仿的儿童,每一单元都围绕主要人物的故事展开。书中安排的课堂活动以学生活动为主,采用听、说、唱、玩、演等活动形式,激发学生的参与感,保持学习兴趣。

2. **采用话题—功能—结构—任务相结合的编写思路。**话题的选择与小学生的日常生活紧密联系,并注意语言功能与结构的有机结合,采用任务的活动设计,让学生在完成任务的过程中,运用语言,发展思维,发挥想象,动口动手,合作参与,在实际交流中发展交流的能力。

3. **在内容安排上注意由近及远,由表及里,由浅入深地逐步递进,同时提供丰富的情景设置,保证词汇的复现率。**

4. **教学活动丰富生动,游戏故事贯穿始终,歌曲歌谣每个单元都有,使学习过程变得轻松愉快。**更为重要的是,每个单元都设计了学生“自我评价”项目,既体现出对传

统测试形式的改革,又突出了以学生为主体的教学思想,有利于培养学生的自主意识和学习能力。

**5. 科学地把握学习难度,适当控制词汇量。**本教材出现的词汇,其选择范围及总量根据《国家英语课程标准(实验稿)》确定,贴近生活。

**6. 本教材提供了许多选做的活动,使其充实而又有弹性。**教师可以根据实际使用教材的基本部分,也可以选用附加活动内容。附加活动主要以游戏的形式出现,每个单元都配有详细说明。

教材的组成包括学生用书、教材用书、录音磁带、学生学习卡片、教学卡片、两个动物小布偶、教学挂图以及多媒体教学课件。学生用书每册6个单元,每单元6课时。全套书在结构安排上都相同,以方便使用。教师用书用英汉两种语言编写。书中既有详细的教学步骤介绍,又有多种教学活动建议,并附有游戏、面具制作、句型卡片、游戏板等,方便教学。

教材的中方主编是北京师范大学外语学院王蔷教授,她是“国家英语课程标准”研制组副组长、教育部中小学英语教材评审组成员,现行“中小学英语教学大纲”的主要修订者、国家“小学英语课程教学基本要求”的起草者之一。美方主编 Ken Methold 先生1953年毕业于伦敦大学教育学院。毕业后致力于把英语作为外语教学的工作,先做了几年中学教师,后加入英国文化工作委员会,参与该委员会与泰国教育部的合作项目,编写英语教材。后来又成为朗文出版公司的成员,担任该公司亚洲地区英语教学顾问。作为职业英语教材编写专家,Methold 先生出版了多种教材和教参。

在中美主编的主持下,我社组织了一支由中美教材专家、一线小学英语教师、教研员构成的编写队伍。我们边编写、边实验,将不断跟踪使用情况,及时修改和调整,使教材在实际使用中得到完善。

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# Syllabus

Unit	Function	Structure	Vocabulary	Phonics
1 Don't walk!	Negative imperatives	<i>Don't (touch)!</i> <i>Do not (touch)!</i> <i>No (bikes)!</i>	Core: don't, walk, litter, run, touch, kite, camera, left, right, thank you, cry Phonics: gate Contextual: Don't worry. , Here's your money. , Simon says... , look, move, very good	/a/
2 How much?	Asking the price of things	<i>How much is (the toy train)?</i> <i>The train is (nineteen) yuan.</i> <i>It's (nineteen) yuan.</i> <i>It is (nineteen) yuan.</i>	Core: the, train, doll, robot, ball, yuan, toy, please, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Phonics: bee, tree, tea Contextual: Stop thief! , Look at Mocky! Well done!	/e/
3 Whose CDs?	Asking and answering questions about possessions	<i>Whose (computer) is this?</i> <i>It's Ken's.</i> <i>It is Ken's.</i> <i>Whose (CDs) are these?</i> <i>They're Uncle Booky's.</i> <i>This is (Lulu's) book.</i> <i>Is that (Tommy's) car?</i>	Core: table, diskman, radio, television, CD, video, house, walkman, computer, keyboard, mouse Contextual: Don't make a noise. , What's that noise? Sorry. , ssh.... Turn it down!. Wow! , study, and	/i/
4 Dinner time!	Asking and answering questions about current actions	<i>What are you doing?</i> <i>I'm (cooking).</i> <i>I am (cooking).</i> <i>What is she doing?</i> <i>She's (drawing).</i> <i>She is (drawing).</i> <i>What are they doing?</i> <i>They are (eating).</i> <i>This is the (kitchen).</i>	Core: door, living room, bedroom, bathroom, kitchen, sleeping, washing, cooking, eating, drinking, painting, Mom, Mrs, Bear, welcome Phonics: goat, coat Contextual: knock on the door, come in/ out, river, into, children, dinner time, yum, dinner, dishes, now, here	/o/
5 Our school	Asking and answering questions about possessions	<i>These are their (books).</i> <i>Those are your (books).</i> <i>They are our teachers.</i> <i>Are these their (books)?</i> <i>Are they our (books)?</i>	Core: playground, Chinese, English, music, art, P.E. , office, classroom, their, our Phonics: mug, June Contextual: Teacher's Day, Happy Teacher's Day! , Great.	/u/
6 Review	Review	Review	Review Core: Christmas, party, gift, parent Contextual: Merry Christmas, Christmas tree, How beautiful. Have some... Don't open!	Review

# UNIT 1 *Don't walk!*

## **Lesson 1**

☐ Review English names

☐ Talk about the story

☐ Use greetings and polite expressions

☐ Story

☐ Set the scene

☐ Set homework

## **Lesson 2**

☐ Review plurals

☐ Listen to this

☐ Introduce **No (food)**

☐ Sing the song

☐ Words to learn

☐ Set homework

## **Lesson 3**

☐ Review

☐ Listen and number

☐ Act out

☐ Draw lines to match

☐ Left and right

☐ Set homework

## **Lesson 4**

☐ Introduce /a/

☐ Model the structures

☐ Sounds and letters

☐ Uncle Booky's Blackboard

☐ Listen for /a/

☐ Touch and say

☐ Read with Uncle Booky

## **Lesson 5**

☐ Review

☐ Let's chant

☐ Trace and say

☐ An additional activity

☐ Think and write

☐ Set homework

## **Lesson 6**

☐ Uncle Booky's storytime

☐ Self-assessment

☐ Bingo

☐ My notes and teacher's notes

☐ Simon says

☐ Set homework

☐ Snap!



# UNIT 1

## Lesson 1

### Structures (New)

Don't (touch)!

Do not (touch)!

### Structures (Review)

Hello! What's your name?

My name's (Diana).

This is (Ben).

What's his/her name?

His/Her name is (Ben).

### Vocabulary

#### Core

food litter

touch left

right thank you

camera parking

smoking

swimming

#### Contextual

look Very good.

move Don't worry.

cry Here's your money.

Good morning/afternoon.

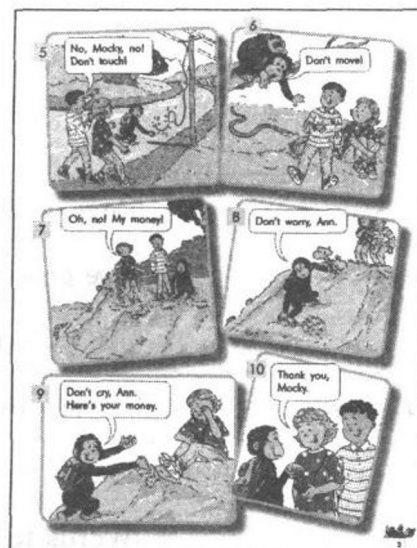
Goodbye.

Please.

Excuse me.



Student Book page 2



Student Book page 3

### Preparation

- Make sure that each child has a name tag with an English name.
- Prepare the posters for this Unit.

### 1 Review English names

- Check that each child has an English name tag. Say, "**Hello! What's your name?**" Encourage each child to reply in turn, "**My name's (Diana).**"
- Have a child come to the front of the class. Say, "**This is (Ben).**"
- Now say, "**What's his/her name?**" Elicit, "**His/Her name is (Ben).**" Repeat the procedure with other children and their names.

### 2 Use greetings and polite expressions

- Ask, "What do you say when you meet your teacher first time in the morning?" Tell them that in English we say **Good morning**. Have the children repeat the expression after you.
- Repeat this procedure for the English terms, **Good afternoon**, **Goodbye**, **Please**, **Thank you**, and **Excuse me**.
- Review the expressions in a class drill by asking the children what English term they need to use when:
  - a. they meet their teacher in the morning/afternoon.
  - b. they leave a friend's house.
  - c. they are asking for something.
  - d. someone has given them something or has helped them.
  - e. they need to interrupt someone or have bumped into someone.

Encourage the use of the polite terms in English whenever possible; for example, at the beginning of the lesson, the end of the lesson, when the children want something, etc. It is also a good idea to use children's English names when taking the class roll, and to encourage them to give the response **Here** when they hear their names called.

# 第一单元

## 第一课

教具准备:

- 每位学生都有英文名字卡。
- 准备本单元的挂图。

尽量鼓励学生使用英语中的礼貌用语,比如在上课前问好,下课时再见,和想要什么物品的时候用请等。上课前点名时最好用学生的英文名字,而且鼓励学生用 Here 来回答。

### 1. 复习英语名字

- 检查是否每个学生都准备了英文名字卡。对每个学生说:“Hello! What’s your name?”鼓励学生轮流回答:“My name’s (Diana).”
- 叫一位学生到前面来,指着他对全班同学说:“This is (Ben).”
- 现在问全班:“What’s his/her name?”引导学生回答:“His/Her name is (Ben).”再请其他学生到前面来,用其他的名字练习。

### 2. 学习问候语和礼貌用语

- 问学生早上见到老师第一句话说什么。告诉学生在英语中我们说:“Good morning.”让全班学生跟读。
- 用同样的方法学习 Good afternoon, Goodbye, Please, Thank you 和 Excuse me.
- 复习这些表达法。问学生在下列情况时该说什么:
  - a. 在早上或是下午见到老师
  - b. 离开朋友家
  - c. 需要什么物品
  - d. 别人给了你什么或是提供了帮助
  - e. 需要打断别人或是不小心撞到了别人。

### 3 Set the scene

- In Chinese, ask the children what they are not allowed to do at home, and what things they are not allowed to have.
- Ask, "What do your parents say when they think you are going to touch something very hot?" Elicit an expression similar to **Don't touch**. in Chinese. Present the English expression **Don't touch**.
- Repeat the procedure for **Don't walk**. and **Don't move**.
- Explain that in English we use the words **do not** or **don't** before many rules. Tell the children we also say **Don't** when we don't want someone to do something. Present the expressions **Don't cry**. and **Don't worry**.

### 4 Talk about the story

*Student Book* pages 2 and 3

Have the children open their books at pages 2 and 3. Ask these questions about the pictures:

- Picture 1: "What does the red light mean?"  
"What do you think **Ken** is saying?"
- Picture 2: "Is it safe for the friends to walk now?"
- Pictures 3/4: "What is **Mocky** doing?"  
"What do you think **Ann** is saying?"
- Picture 5: "What do you think **Ken** is saying to **Mocky**?"
- Picture 6: "What do you see on the ground?"  
"What do you think **Mocky** is saying to **Ken**?"
- Pictures 7/8/9: "What is happening in these pictures?"  
"How is **Mocky** helping **Ann**?"
- Picture 10: "What do you think **Ann** is saying to **Mocky**?"

### 5 Story



*Student Book* pages 2 and 3

- Say, "Now we're going to hear what the characters said." Play the tape without stopping. Have the children look at the pictures as they listen.
- Play the tape again, pausing after each picture. Have the children repeat the words each time.
- Demonstrate the meaning of **left** and **right**.
- Divide the class into three groups to be **Ann**, **Ken**, and **Mocky**. Play the tape again. Have each group join in with the tape when their character speaks.

### 6 Set homework

Ask the children to draw pictures of something they are never allowed to have, for example, sharp knives, matches, chewing gum.



Ken: No, Mocky, no!  
Don't walk!

Ann: Look right.

Ken: Look left.

Mocky: Look right, again.

Ann: No, Mocky.  
Don't litter!  
Very good, Mocky.

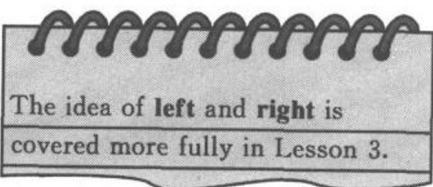
Ken: No, Mocky, no!  
Don't touch!

Mocky: Don't move!

Ann: Oh, no! My money!

Mocky: Don't worry, Ann.  
Don't cry, Ann.  
Here's your money.

Ann: Thank you, Mocky.



第三课还要详细讲解,练习  
“左”和“右”的概念。

### 3. 情景引入

- 让学生用汉语说说在家里有什么事父母不允许他们做,或是他们不能有什么东西。
- 问学生他们在快碰到很烫的东西时父母会说什么。引导学生说出最接近 Don't touch. 的中文词组。呈现短语“Don't touch.”
- 用同样的步骤学习 Don't walk. 和 Don't move.
- 给学生解释,在英语里很多的规则和条例中都用 do not 或者 don't。告诉学生我们在不想让别人做什么的时候也说 Don't。学习短语 Don't cry. 和 Don't worry. 。

### 4. 讲故事

#### 学生用书第 2、3 页

让学生打开书,翻到第 2 页和第 3 页,根据书中的图片提问下列问题:

图 1: 红灯表示什么?

你认为 Ken 在说什么?

图 2: 现在过马路安全吗?

图 3/4: Mocky 在做什么?

你认为 Ann 在说什么?

图 5: 你认为 Ken 在和 Mocky 说什么?

图 6: 在地上你能看到什么?

Mocky 在和 Ken 说什么?

图 7/8/9: 这几张照片中发生了什么?

Mocky 是怎么帮助 Ann 的?

图 10: 你认为 Ann 这时对 Mocky 说什么?

### 5. 听故事

#### 学生用书第 2、3 页

- 对学生说:“我们现在听听这些人物都说了些什么。”完整地放一遍录音,让学生听录音看图片。
- 再放一遍录音,每幅图后暂停,让学生重复每句话。
- 演示 left 和 right 的意思。
- 把全班分为三组,分别扮演 Ken, Ann 和 Mocky。让每组学生跟录音分角色朗读。

### 6. 布置作业

让学生回家画一些家长绝不允许他们玩的物品,例如尖刀、火柴或口香糖等。

# Lesson 2

## Structures (New)

No (cars).

## Structures (Review)

Don't (touch)!

Do not (touch)!

What's this?

It's a (pencil).

What are these?

They are (pencils).

## Vocabulary

### Core

walk

litter

touch

parking

food

smoking

swimming

### Contextual

Good morning/afternoon.



Student Book page 4



Student Book page 5

## Preparation

You will need:

- children's homework from Lesson 1.

## 1 Review plurals

- Hold up a pencil. Say, "What's this?" Elicit, "It's a pencil."
- Now hold up three pencils. Say, "What are these?" Elicit, "They are pencils."
- In a class drill, repeat the procedure with the other classroom objects for which the children know the English names.

## 2 Introduce No (food)

Student Book pages 2 and 3

- Greet the children with "Good morning/afternoon." Have the children respond. Then put them in pairs to greet each other.
- Check the children's homework. Have one child show a drawing of something he or she is not allowed to have. Ask the children to give a negative statement to match the picture.
- Repeat the procedure with other children's drawings.
- Use the story to introduce the structure, **No (food)**.
- Ask the children what things they are not allowed to bring into the classroom.
- Draw two bikes on the board. Ask the class if they are allowed to bring bikes into the classroom. Elicit the answer, "No!"
- Model the structure **No bikes**. Have the children repeat the words as you point to the pictures.

## 第二课

### 教具准备:

- 学生第一课的家庭作业

### 1. 复习复数

- 拿一支铅笔问学生:“What’s this?”引导学生回答:“It’s a pencil.”
- 拿出三支铅笔,问:“What are these?”引出“They are pencils.”
- 用教室里学生知道英语名称的其他物品练习这个句型。

### 2. 学句型

#### 学生用书第 2、3 页

- 用 Good morning/afternoon. 问候学生,让学生们回答。然后让学生两个人一组,互相问候。
- 检查学生的家庭作业。让一个学生给全班展示他/她画的自己不能有的物品。让学生根据这幅画说出一个句子。
- 用同样的步骤处理其他学生的画。
- 用故事来介绍句型 No (food).。
- 问学生什么东西不可以带到教室里来。
- 在黑板上画两辆自行车,问学生能否把自行车带到教室里。引导学生用 No 来回答。
- 练习句型 No bikes. 教师指图,让学生重复 No bikes.。



**Don't walk.**  
**Don't litter.**  
**Don't touch.**  
**No swimming.**  
**No parking.**  
**No food.**  
**No smoking.**  
**No cameras.**



1. No cameras, Mocky.
2. Don't walk, Mocky.
3. Don't litter, Mocky.
4. Don't touch, Mocky.
5. No bikes, Mocky.
6. No kites, Mocky.



*Student Book page 4*

- |      |      |
|------|------|
| a. 3 | b. 1 |
| c. 2 | d. 5 |
| e. 6 | f. 4 |

### 3 Words to learn



*Student Book page 4*

- Have the children look at the pictures at the top of the page.
- Before you play the tape, ask what the diagonal lines through the pictures mean. (They mean something is not allowed.)
- Point to each picture in turn and have children explain, in Chinese, what they think the pictures mean.
- Play each sentence on the tape one at a time, and have children point to the matching picture.
- Play the tape again, stopping after each sentence. Have the children repeat the sentence.
- Without the tape, point to one of the pictures and elicit the matching sentence. Repeat for all the pictures.

### 4 Listen to this



*Student Book page 4*

- Have the children look at the six pictures at the bottom of page 4.
- Explain that when they hear a sentence on the tape they must match it to the correct picture. Play the tape one sentence at a time, and have the children point to the corresponding picture.
- Play the tape again, stopping after each sentence. This time the children need to write the correct sentence number in the appropriate box.
- Have the children read out the sentences in a class drill.

### 5 Sing the song



*Student Book page 5*

- Review the names for numbers **one** through **ten**. Now have the class chant the numbers.
- Have the children open their books at page 5. Play the first three lines of the song several times. Encourage the children to join in by singing, humming or clapping.
- Play the rest of the song, two lines at a time, and each time encourage the children to touch the words as they hear them.
- Now play the tape from the beginning without stopping. Encourage the children to touch the words as they sing along.
- Play the song again. Have the children clap in time as they sing.

### 6 Set homework

*Student Book page 5*

Tell the children that you want them to

- sing the new song to their families.

### 3. 学单词

#### 学生用书第 4 页

- 让学生看本页上端的图。
- 在放录音之前问学生图中斜线的意思(是不允许或禁止的意思)。
- 依次指每一幅图,让学生用汉语说一说每幅图的意思。
- 放录音,一次一句话,让学生指对应的图。
- 再放一遍录音,每次一句话,让学生跟读。
- 不听录音,指其中一幅图引导学生说出对应的句子。用同样的方法完成其他的图。

### 4. 听一听

#### 学生用书第 4 页

- 让学生看第四页下方的六幅图。
- 告诉学生根据听到的录音找出对应的图。放录音,一次一句,让学生指对应的图。
- 再放一遍录音,每句话后停顿,让学生在方格里添上正确的句子序号。
- 让全班学生大声朗读句子。

### 5. 唱一唱

#### 学生用书第 5 页

- 复习数字 1 到 10。全班一起念数字。
- 让学生翻开书第 5 页,放录音,把歌曲的前三句放几遍。鼓励学生跟着节奏哼唱或拍手。
- 放其余部分的录音,每次两行。让学生边听边指听到的歌词。
- 完整地把歌曲放一遍,让学生边唱边指歌词。
- 再放一遍录音,让学生边唱边拍手。

### 6. 布置作业

让学生回家把这首歌唱给家长听。



# Lesson 3

## Structures (Review)

Don't (touch)!

## Vocabulary

### Contextual

Simon says...

Stand up.

Sit down.

Please.

Take out your books.

Turn to page 7.

Put up your hands.

Close your books.



Student Book page 6



Student Book page 7

## The importance of games and songs

The games and songs in each Unit provide useful review activities for core vocabulary and structures. Repetition of games and songs is effective because the children are relaxed and are enjoying themselves. Games and songs increase children's confidence, and motivate them to learn and use English. (See page 24 for game suggestions.)

### 1 Review

This is a vocabulary review. Use the flashcards for this Unit.

- Ask the children to take out their cards for this Unit.
- Say, "No (food)." Have children hold up the matching card. Repeat for other cards.
- Hold up each of the flashcards in turn. Elicit the structures of **No (food)**. **Don't (touch)**.
- Repeat the procedure for other cards.

### 2 Act out

#### Student Book page 6

- Review the game **Simon says** (see page 24). You may need to teach the game to any new students.
- Vary the game by giving negative commands such as, "Simon says, 'Don't open your books.'"
- Divide the class into two groups and have one group give the command and the other group respond with the correct action. Then have the groups change roles.
- Have the children open their books at page 6. Draw their attention to the pictures at the top of the page. Show your copy of the page. Read the words in the speech bubbles, pointing to each word as you say it. Read the words again and have the class repeat them after you.
- Now substitute different actions. For example, **Walk**, **Don't run**.
- Now put the children into pairs and have them practise using the structures, **Stand up**, **Don't stand up**, **Sit down**, **Don't sit down**, **Open your book**. Encourage the use of the word **please**.