

# 英语

(供三年级起始用)

教师用书 第二册

(含备课指导DVD 2张)

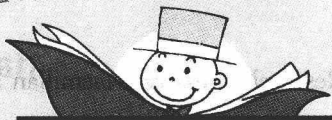
主编: 陈琳 Printha Ellis (英) 副主编: 鲁子问  
编者: Russell Stannard (英) Deborah Grigor (英)



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

Name (姓名)

Class (班级)

School (学校)



京权图字: 01-2000-2159

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### 图书在版编目(CIP)数据

英语(新标准)(供三年级起始用)教师用书 第二册 / 陈琳主编. — 北京: 外语教学与研究出版社, 2006.11

ISBN 7-5600-6074-9

I. 英… II. 陈… III. 英语课—小学—教学参考资料 IV. G623.313

中国版本图书馆 CIP 数据核字 (2006) 第 141789 号

项目策划: 李朋义 徐秀芝 蔡剑峰 申 蕾

项目负责: 申 蕾(参加编写) 葛 萌(参加编写)

责任编辑: 叶 婉(参加编写) 葛 萌(参加编写)

绘制设计: 刘海波

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咨询电话: 010-88819666 (编辑部)/88819688 (市场部)

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购书电话: 010-88819928/9929/9930 (邮购部)

购书传真: 010-88819428 (邮购部)

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京市鑫霸印务有限公司

开 本: 890×1240 1/16

印 张: 8 插页 0.75

版 次: 2006 年 12 月第 1 版 2006 年 12 月第 1 次印刷

书 号: ISBN 7-5600-6074-9

定 价: 46.90 元 (含 DVD 2 张)

\* \* \*

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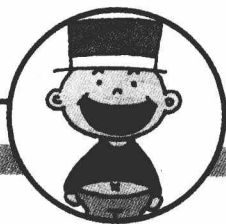
# 出版说明

本教材是我社依据教育部制定的国家《英语课程标准》，在充分调研和科学论证的基础上，与世界著名教育出版机构——英国麦克米伦出版公司共同推出的我国第一套中小学“一条龙”英语教材。

本教材的主编为北京外国语大学陈琳教授，副主编为华中师范大学鲁子问副教授。本教材的英方主编 **Printha Ellis** 女士，编者 **Russell Stannard** 先生和 **Deborah Grigor** 女士都是国际著名的英语教材编写专家。参加具体教案编写的还有北京第二实验小学的王培荣等多位老师。

本册教材——*New Standard English*（供三年级起始用）第二册是供小学三年级下学期使用的。全书共分11个模块 (**Module**)，内含一个期末复习模块。每个模块分为两个单元 (**Unit**)。一般情况下，第一单元呈现本模块所要学习的语言内容，第二单元提供若干任务型 (**task-based**) 练习，包括一首歌谣或小诗。歌谣或小诗的学习，目的有三：一是培养学生的语感和节奏感；二是提高发音的正确性；三是通过这些英语国家儿童所熟知的歌谣，介绍一定的西方文化。其中的一些不常用单词，不要求学生在歌谣之外学会使用。在这一册，我们将在进一步描述人、物品、动物等的基础上重点学习对动作的描述。此外，我们还要学习如何描述经常发生的动作，学习如何表达时间以及如何描述地点方位等内容。

课文中呈现了一些语法内容，但不要求教师讲解语法理论，更不要求学生掌握语法规则，而是要求学生在理解的基础上初步学会运用这些语句，希望教师在教学过程中注意。



# 前言

根据国家教育部颁布的国家义务教育阶段《英语课程标准》编写的《英语》(新标准)“一条龙”小学教材在全国各地发行使用已近四年,它已成为我国目前最受欢迎的小学英语教材之一。

在这四年时间里,《英语》(新标准)系列教材所体现的素质教育原则,“题材—功能—结构—任务”的教学路子,以及从内容到版面的创新,都得到了全国广大师生的认同与赞许。可以说,随着《英语》(新标准)教材的使用面日益扩大,国家《英语课程标准》所提出的外语教育理念也日益深入人心,得到广泛的验证。

四年来,这套教材在广大师生的使用中经受了考验。大家充分肯定了它的时代性、实用性、基础性和人文性,认为它是一套高水平、高质量的好教材。随着国家《英语课程标准》的广泛实施,广大教师教学水平的不断改进,以及学生外语基础的日益提高,基础英语教育和教学的形势有了新的发展。因此,我们认为,面对这个新的局面,应当及时对教材进行修订。

修订后的教材保留并发扬了它固有的优势:贯彻素质教育、遵循国家标准、中外专家合作、教学理念先进、多媒体配套成龙、美术设计新颖等。在此基础上,我们根据我国外语教与学的实际,以辩证法的思想处理教材编写中所存在的各种关系——知识与技能、学得与习得、听说与读写、输入与输出、功能与结构等,力图使教材既体现国内外先进的教学理念,又能从我国实际出发,为学生的外语学习的长期可持续发展打下良好的基础。此外,我们对《教师用书》作了较大的修改,使它更具可操作性。

我们相信,《英语》(新标准)小学教材一定能得到广大师生的欢迎,并在大家的关心和帮助下不断有新的提高。

陈琳

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国家《英语课程标准》专家组组长

北京外国语大学教授

2004年5月

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# Contents

## 目 录

|                                    |     |
|------------------------------------|-----|
| 内容目次 .....                         | 2   |
| Sample Teaching Module .....       | 4   |
| Module 1 Alphabet .....            | 13  |
| Module 2 Zoo .....                 | 22  |
| Module 3 Playground .....          | 31  |
| Module 4 Food .....                | 39  |
| Module 5 Time .....                | 49  |
| Module 6 Activities .....          | 58  |
| Module 7 Festivals .....           | 67  |
| Module 8 Seasons and Weather ..... | 76  |
| Module 9 Possessions .....         | 86  |
| Module 10 Position .....           | 96  |
| Review Module .....                | 104 |
| Projects .....                     | 113 |
| Reading for Pleasure .....         | 116 |

## 内 容

| Module    | Theme               | Function   | Target Language   |
|-----------|---------------------|--|---|
| 1         | Alphabet            | Describing the alphabet;<br>Talking about favourite things | Alphabet<br>My/His/Her favourite toy is a car.  |
| 2         | Zoo                 | Identifying animals;<br>Describing animals                 | They're monkeys.<br>They're small.<br>This monkey is thin.<br>That monkey is fat.   |
| 3         | Playground          | Talking about sports;<br>Talking about likes and dislikes  | I like football.<br>I don't like riding bikes.  |
| 4         | Food                | Talking and asking about likes and dislikes                | Do you like meat?<br>Yes, I do. / No, I don't.<br>Does Daming like bananas?<br>Yes, he does. / No, he doesn't.                          |
| 5         | Time                | Talking about time and routines                            | I get up at seven o'clock.<br>What's the time?<br>It's half past seven.   |
| 6         | Activities          | Talking about school life and weekend                      | What do you have at school?<br>I have English and Chinese.<br>What does she do at the weekend?<br>She plays basketball.                 |
| 7         | Festivals           | Giving good wishes and talking about festivals             | Happy New Year.<br>At Spring Festival, we have a big family dinner.<br>We have Christmas in England.                                    |
| 8         | Seasons and Weather | Talking about seasons                                      | It's spring/summer/autumn/winter.<br>It's warm/hot/cool/cold.<br>It's warm today, but it's raining.                                     |
| 9         | Possessions         | Talking about possessions and transport                    | I've got a new book.<br>Have you got a new book?<br>Yes, I have. / No, I haven't.<br>Amy has got a bike.<br>She goes to school by bike. |
| 10        | Position            | Talking about position                                     | It's in/on/under your desk.<br>Daming flies kites in the park.  |
| Review    | Review              | Review   | Review  |
| Project 1 | Clock               |  |   |
| Project 2 | Christmas Tree      |  |   |
| Project 3 | Pictionary          |  |   |

# 目次

| Vocabulary   | Songs and Chants  |
|--|---|
| song, favourite, toy, car, ship, doll  | <b>Song:</b> ABC Song<br><b>Chant:</b> Toys, Toys for Girls and Boys. |
| they, monkey, tiger, big, lion, elephant, small, fat, look at, tree, tall, short, thin                                     | <b>Song:</b> Old MacDonald has a zoo.                                 |
| like, football, basketball, table tennis, riding bikes, swimming, skipping   | <b>Chant:</b> I like coffee.  |
| meat, pass, rice, mum, noodles, fish, milk, banana, pear, orange, apple  | <b>Chant:</b> Noodles and Rice  |
| get up, at, o'clock, go to school, have lunch, go home, watch TV, go to bed, time, half, past, have breakfast, have dinner | <b>Chant:</b> Listen to the clock.                                    |
| do, weekend, Chinese, Maths, Science, play, sleep, today, Music, Art, PE   | <b>Song:</b> We like school.  |
| for, about, Spring Festival, Chinese, New Year, Christmas, England, sing, give, present, eat                               | <b>Song:</b> We wish you a merry Christmas.                           |
| hot, summer, spring, warm, fly, autumn, cool, winter, cold, sunny, windy   | <b>Song:</b> Rain, rain, go away.                                     |
| have got, animal, sport, dress, coat, sweater, has got, T-shirt, by, bike, bus, go to work, walk                           | <b>Chant:</b> How do you go to school each day?                       |
| on, box, under, bedroom, park, swim, lake, snow  | <b>Song:</b> Ten Big Bananas  |
| Review   |   |



# Sample Teaching Module

为了帮助各位老师在课堂上更好地运用英语进行教学,尽可能多地为学生创造英语语言环境,我们特在此提供一个全英语的教案示例。它将一个模块的教学安排在两个40分钟的课时内,采用多种多样的呈现方式教授课文中的知识。教案提供了如何在教学中结合使用《学生用书》和《课堂活动用书》的实例。教案中还包括大量活动展开及操作的范例,设计了老师在课堂上可能遇到的多种情况,而且语言简单地道,掌握起来毫无难度,可供各位老师在教学中借鉴或直接使用。



Alphabet

## Lesson 1 (40 Minutes)

### Warmer

*(The teacher stands at the door and greets the students as they come in the door.)*

T: Good morning. Hello. Hi. Good morning.

*(The students sit down and the teacher greets the whole class.)*

T: Good morning, everyone.

Ss: Good morning, teacher.

T: My name's [name].

*(The teacher looks at a student.)*

T: Hello. What's your name?

S1: Jia Min.

T: Hello, Jia Min.

*(The teacher looks at another student.)*

T: Good morning. What's your name?

S2: I'm Liu Shan.

T: Hello, Liu Shan.

S2: Hello, [name].

*(The teacher continues to greet individual students and find out their names.)*

*(The teacher tells the students that he/she is going to*

*hold up some cards. Each card has a letter on it. As the teacher holds up the cards, the students say the correct letters.)*

T: Are you ready?

Ss: Yes, [name].

T: Good.

T: *(holds up 'b')*

Ss: B.

T: *(holds up 'm')*

Ss: M.

*(The teacher continues holding up letter cards and the students identify each letter.)*

## UNIT 1 STUDENT'S BOOK

### 1. Listen, point and say.

*(The teacher opens the Student's Book to Module 1, Unit 1 and holds it up for the students to see.)*

T: Open your books, please. Go to this page.

*(The students open their books.)*

*(The teacher points to Ms Smart in the picture.)*

T: Is this Amy?

Ss: No.

T: Is it Mr Smart?

Ss: No.

T: Is it Ms Smart?

Ss: Yes.

*(The teacher points to the alphabet.)*

**T:** What are these? Are they numbers?

**Ss:** No.

**T:** Are they letters?

**Ss:** Yes.

**T:** That's right. They're letters. Those letters are called the alphabet. Now I'm going to say some letters and I want you to point to them in your books. Let's begin. C.

**Ss** *(point to 'c')*

**T:** F.

**Ss** *(point to 'f')*

*(The teacher continues naming letters and the students point to the correct ones.)*

**T:** Now I'm going to play the tape. I want you to listen carefully and point to the letters as you hear them.

*(The teacher plays the tape and the students listen and point.)*

**Tapescript**

a, b, c, d, e, f, g,

h, i, j, k,

l, m, n, o, p,

q, r, s,

t, u, v,

w, x, y, z

**T:** Well done. Now I'm going to play the tape again. This time I want you to say the letters at the same time as the tape.

*(The teacher plays the tape again and the students say the letters.)*

**2. Now listen and say, then sing.**

**T:** Look at Activity 2, please.

*(The teacher holds up the textbook and points to Activity 2.)*

**T:** What can you see in Activity 2, Du Tong?

**Du Tong:** It's the alphabet.

**T:** Yes, it is, but it's a bit different.

**Ge Feng:** There are two alphabets.

**T:** That's right. There are big letters and small letters. Can you point to the big 'B', please?

**Ss** *(point to 'B')*

**T:** Point to the small 'u', please.

**Ss** *(point to 'u')*

*(The teacher continues giving instructions and the students point to the relevant letters.)*

**Note**

● Please refer to Module 1 Extra Activities for information on upper case, or capital letters and lower case letters.

**T:** Now you're going to listen to the alphabet song again. This time you're going to sing the song along with the tape.

**Tapescript**

a, b, c, d, e, f, g,

h, i, j, k,

l, m, n, o, p,

q, r, s,

t, u, v,

w, x, y, z

**T:** Now I'd like the boys to sing the song.

*(The teacher plays the tape and the boys sing.)*

**T:** Now the girls can sing the song.

*(The teacher plays the tape and the girls sing.)*

**T:** I'm going to say some letters. I want you to put a cross over the big letter and the small letter.

*(The teacher does an example by holding up the book, saying 'm' and putting a small cross over the 'M' and the 'm'. The students should do this in pencil and it must be done very lightly so that the crosses can be erased later.)*

**T:** G.

**Ss** *(put a small cross over 'G' and 'g')*

**T:** K.

**Ss** *(put a small cross over 'K' and 'k')*

*(The teacher continues saying letters and the students draw crosses.)*

### 3. Sing and point.

T: Now look at Activity 3, please.

*(The teacher holds up the book and points to any object or person that the students will know, e.g. dog. The teacher asks, 'What's this?' If the English name of any object is unknown, the teacher points to it and says, 'It's a/an [object].')*

#### Picture Description

● The objects and concepts depicted in the pictures are: apple, book, cat, dog, elephant, football, girl, hat, in, jigsaw, kite, lion, monkey, noodles, orange, panda, question, red, sun, toy, under, violin, window, X-ray, yellow, zoo.

#### Additional Notes for the Teacher

● Note that for the concepts of 'in' and 'under', you should not ask the question, 'What's this?' Instead you should point to the relevant picture and say, 'In' or 'Under'. Then you should do examples using objects in the room, e.g. The book is under the table. The pen is in the cup.

● When you point to the question mark, write a short question on the board and say, 'This is a question.' Explain that the punctuation mark '?' is placed at the end of a question.

T: Now you're going to sing the song again. This time I want you to point to the correct pictures as you sing. When you sing 'a', you should point to the apple. And when you sing 'b', point to the book. Do you understand?

Ss: Yes, [name].

*(The teacher plays the tape and the students point to the relevant pictures as they sing.)*

## UNIT 1 ACTIVITY BOOK

### 1. Join the letters in the correct order. Sing the letters.

T: Close your Student's Book, please. And open your Activity Book.

*(The students follow the instructions.)*

T: What can you see?

S1: I can see some letters.

T: Yes. Now can you see a picture on the page?

Ss: No.

T: There is a picture but you can't see it now. You have to join the letters together to see the picture. Pick up a pencil, please.

*(The students pick up their pencils.)*

T: Now look at the letters, please. Put your pencil on 'a'.

Ss *(put their pencils on 'a')*

T: You have to start at 'a' and then draw a line to 'b'. *(The teacher draws 'a' on the board and then 'b' some distance away, and draws a line between the two letters.)*

T: Draw a line from 'a' to 'b', please. Say the letters, please.

Ss: *(draw a line)* A. B.

T: Now what comes after 'b'?

Ss: C.

T: Yes. Draw a line from 'b' to 'c'. Say the letters, please.

Ss: *(draw a line from 'b' to 'c')* B. C.

*(The teacher tells the students to complete the picture by drawing lines from one letter to another in alphabetical order. They must say the letters as they draw the lines.)*

T: Have you all finished?

Ss: Yes, [name].

T: What is it?

Ss: It's a kite.

T: Well done. Now listen to the tape and sing the alphabet song again.

*(The students sing the song.)*

### 2. Sing and number.

T: Look at Exercise 2, please. What can you see?

Ss: Monkeys.

T: That's right. The monkeys are making funny shapes. What shapes are they making?

**S1: Letters.**

**T:** Yes. What's the first letter in the alphabet?

**Ss:** A.

**T:** Yes. Can you point to 'A'?

*(The students point to 'A'.)*

**T:** Now can you find 'B'?

*(The students point to 'B'.)*

**T:** Now what number is 'B'?

**Ss:** 2.

**T:** Yes. Write '2' in the box, please.

*(The students write the number.)*

**T:** Now you have to number the rest of the monkeys, or letters in order from 3 to 26. I've written the numbers on the board to help you.

**Example**

|           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|
| <i>1</i>  | <i>2</i>  | <i>3</i>  | <i>4</i>  | <i>5</i>  |           |
| <i>6</i>  | <i>7</i>  | <i>8</i>  | <i>9</i>  | <i>10</i> |           |
| <i>11</i> | <i>12</i> | <i>13</i> | <i>14</i> | <i>15</i> |           |
| <i>16</i> | <i>17</i> | <i>18</i> | <i>19</i> | <i>20</i> |           |
| <i>21</i> | <i>22</i> | <i>23</i> | <i>24</i> | <i>25</i> | <i>26</i> |

**T:** Work with a partner and number the monkeys.

*(The students work in pairs and number the monkeys or letters in order. The teacher monitors the pairs as they complete the exercise, and then corrects the exercise with the class.)*

**Answers**

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 8  | 14 | 9  | 1  | 10 |    |
| 21 | 26 | 13 | 6  | 11 |    |
| 2  | 12 | 5  | 22 | 16 |    |
| 4  | 20 | 25 | 7  | 3  |    |
| 24 | 23 | 15 | 18 | 17 | 19 |

**T:** Now let's sing the song again.

*(The teacher plays the alphabet song again and the students sing.)*

### 3. Game: Sing the next letters.

**T:** Look at Exercise 3, please. What can you see, Liu Min?

**Liu Min:** Some boys and girls.

**T:** Yes. What are they doing, Wang Hai?

**Wang Hai:** They're saying the alphabet.

**T:** Well done. You're going to do the same thing in groups.

*(The teacher divides the class into eight groups:*

*Group 1 sings 'a, b, c, d'*

*Group 2 sings 'e, f, g'*

*Group 3 sings 'h, i, j, k'*

*Group 4 sings 'l, m, n'*

*Group 5 sings 'o, p'*

*Group 6 sings 'q, r, s'*

*Group 7 sings 't, u, v'*

*Group 8 sings 'w, x, y, z')*

**T:** Now let's sing the song. Each group sings their letters.

*(The class sings the alphabet song in groups.)*

**T:** That was a good lesson. Goodbye, class.

**Ss:** Goodbye, [name].

## Lesson 2

(40 Minutes)

### Warmer

**T:** Good morning, class.

**Ss:** Good morning, [name].

**T:** Let's play a game.

*(The teacher has each child get a coloured pencil and colour part of a sheet of paper. The students can choose any colour that they know, e.g. red, yellow, blue. The teacher explains that he/she is going to choose two students and get them to stand up. Student A has to say Student B's colour and Student B has to say Student A's colour.)*



**T:** Wang Lan and Li Xin, please stand up. Wang Lan, please say Li Xin's colour.

**Wang Lan:** It's red.

**T:** Now, Li Xin, look at Wang Lan's colour and say it, please.

**Li Xin:** It's blue.

**T:** Thank you, girls.

*(The teacher does more examples with other pairs of students.)*

**T:** Now work with a partner, please. Say your partner's colour.

*(The students do the activity in pairs and the teacher monitors them.)*

## UNIT STUDENT'S BOOK

### 1. Listen and point.

*(The teacher holds up the textbook at the appropriate page.)*

**T:** Now class, open your books to Module 1, Unit 2, please.

*(The students open their books.)*

**T:** Look at the pictures in Activity 1. Who can you see?

**S1:** Amy and Sam.

**S2:** Daming and Lingling.

**S3:** Tom.

**T:** That's right. Well done. Now I'm going to play the tape. I want you to listen carefully and tell me who talks last on the tape.

*(The teacher plays the tape.)*

#### Tapescript

**Amy:** My name is Amy. My favourite toy is a computer game.

**Sam:** My name is Sam. My favourite toy is a car.

**Tom:** My name is Tom. My favourite toy is a kite.

**Daming:** My name is Daming. My favourite toy is a ship.

**Lingling:** My name is Lingling. My favourite toy is a doll.

**T:** Who was the last person on the tape, Chen Ying?  
**Chen Ying:** Daming.

**T:** Good try, Chen Ying. He was on the tape but he wasn't the last person.

**Feng Fei:** Lingling.

**T:** That's right. Now let's listen to the tape again. This time I want you to tell me what Daming likes.

*(The teacher plays the tape.)*

**T:** What does Daming like, Yao Dong?

**Yao Dong:** Is it a sheep?

**T:** Well done, Yao Dong, but it's pronounced 'ship'.

**T:** Now I'm going to play the tape once again. Point to the thing that Amy likes and tell me its name.

*(The teacher plays the tape and stops it after Amy speaks.)*

**T:** What does Amy like, Wang Hao?

**Wang Hao:** A game.

**T:** Yes. It's a computer game. Good.

*(The teacher plays the tape and stops it after Sam speaks.)*

**T:** What does Sam like, Liu Min?

**Liu Min:** A car.

**T:** Very good.

*(The teacher follows the same procedure with the rest of the children and items on the tape.)*

#### Teaching Tip: Vocabulary

● Having the students listen to the tape and discovering the new words for themselves is an excellent way of teaching new vocabulary. This is more interesting than the 'Listen and repeat' method.

*(The teacher should have some magazine pictures of: a ship, a doll, a computer game, a car and a kite. They should be stuck on the blackboard.)*

**T:** *(holds up the pictures)* I like the ship, the doll, the car and the kite, but I really like the computer game. It's my favourite toy. My favourite toy is a computer game.

*(The teacher can do more examples of 'favourite', e.g. with colours, fruit. Then he/she should check in Chinese that the students understand that 'favourite' means the one you like the best.)*

**T:** Look at the pictures and the words. I'm going to say a toy and you have to point to the correct picture.

Car.

**Ss** (*point to the car*)

**T:** Kite.

**Ss** (*point to the kite*)

*(The teacher continues calling out the vocabulary and the students point to the correct pictures.)*

## 2. Point and say.

**T:** Look at Activity 2, please.

*(The teacher holds up the book and points to Sam.)*

**T:** I'm going to talk about Sam. I want you to listen carefully and say what Sam likes. This is Sam. His favourite toy is a...

**Ss:** Car.

**T:** Yes.

*(The teacher points to Lingling.)*

**T:** This is Lingling. Her favourite toy is a...

**Ss:** Doll.

**T:** Well done.

*(The teacher follows the same procedure for the rest of the characters and their favourite toys.)*

*(The teacher should get the students to look at the examples in the textbook. Ask them to look carefully and find the words that are different: 'Sam' and 'his'; 'Lingling' and 'her'. The teacher should point out that we use the possessive adjective 'his' for boys and men, i.e. males and 'her' for girls and women, i.e. females.)*

*(The teacher tells the students they are going to talk about the children in Activity 1 again. The teacher is going to say the first sentence about each child, e.g. This is Sam. The students have to say the next sentence, e.g. His favourite toy is a car.)*

**T:** (*holds up the book and points to Amy*) This is Amy.

**Ss:** Her favourite toy is a computer game.

**T:** (*points to Daming*) This is Daming.

**Ss:** His favourite toy is a ship.

*(The teacher follows the same procedure with the remaining characters.)*

**T:** Now work with a partner. Look at the sentences on the board, please.

**A:** This is...

**B:** His/Her favourite toy is a...

**T:** Take turns to point to the children in Activity 1. Let's do an example. Jin Yan, you are B and I am A.

*(The teacher holds up the book and points to Tom.)*

**T:** This is Tom.

**Jin Yan:** His favourite toy is a kite.

*(The children work in pairs and talk about the characters and their favourite toys.)*

## UNIT 2 ACTIVITY BOOK

### 1. Listen and match.

**T:** Open your Activity Book, please. Go to Module 1, Unit 2 and look at Exercise 1. Look at the pictures of the toys. Can you say them?

*(The teacher points to the relevant pictures in the right column as the students name them.)*

**T:** Now let's look at the names. I'm going to say them and I want you to repeat them after me. Dongdong.

**Ss:** Dongdong.

*(The teacher says the characters' names and the students repeat them.)*

**T:** Now I'm going to play the tape. I want you to listen carefully and match the children with their favourite toys.

*(The teacher plays the tape as many times as necessary. The students listen and match.)*

### Tapescript

1. My name is Dongdong. My favourite toy is a car.
2. My name is Xiaoxue. My favourite toy is a kite.
3. My name is Lili. My favourite toy is a doll.
4. My name is Xiaoyong. My favourite toy is a computer game.
5. My name is Xiaowei. My favourite toy is a ship.

**T:** Now I'm going to say the children's names. I want you to name their favourite toys. Are you ready?

**Ss:** Yes, [name].

**T:** Dongdong.

**Ss:** A car.

**T:** Xiaoxue.

**Ss:** A kite.

*(The teacher continues calling out the names and the students say the matching objects.)*

### Answers

1. Dongdong-car
2. Xiaoxue-kite
3. Lili-doll
4. Xiaoyong-computer game
5. Xiaowei-ship

### 2. Now point and say.

**T:** Look at Exercise 2, please. Look at Dongdong.

*(The teacher holds up the textbook and points to Dongdong.)*

**T:** This is...

**Ss:** Dongdong.

**T:** His favourite toy is...

**Ss:** A car.

*(The teacher follows the same procedure for the rest of the characters in Exercise 1.)*

**T:** Now work with a partner and look at the board, please.

**A:** This is...

**B:** His/Her favourite toy is a...

**T:** Take turns to point to the children in Exercise 1 and talk about them.

*(The students work in pairs. The teacher walks round the classroom and monitors their dialogues.)*

### 3. Now say.

**T:** Look at Exercise 3, please. This time you have to talk about your favourite toy. Look at the board, please.

My favourite toy is a...

**T:** Look at the toys in Exercise 1. Think about which one you like best. Then I'm going to say some names. If I say your name, please tell me your favourite toy.

**T:** Jin Yan.

**Jin Yan:** My favourite toy is a ship.

**T:** Good. Liu Mei.

**Liu Mei:** My favourite toy is a doll.

**T:** Great.

*(The teacher has other individual students talk about their favourite toys.)*

**T:** Now work in pairs. Tell your partner your favourite toy.

*(The students work with a partner and talk about their favourite toys.)*

## UNIT 2 STUDENT'S BOOK

### 3. Act it out.

**T:** Now open your Student's Book. Look at Activity 3. This activity is about colours.

**T:** *(picks up a blue pencil)* My favourite colour is blue.

*(The teacher puts the students into groups of four or five. The students put some coloured pencils on the desk. Then they take turns to say their favourite colour)*

by holding up a coloured pencil and saying, 'My favourite colour is...' The teacher monitors each group, offering help when necessary.)

## UNIT 2 ACTIVITY BOOK

### 4. Ask and answer, then match.

**T:** Open your Activity Book, please. Look at Exercise 4. You're going to ask and answer questions in this activity. In the first column you have to write the names of four classmates who sit near you. Then you have to ask them about their favourite toy and favourite colour. You can draw a line from each student's name to his/her favourite toy and then draw another line to his/her favourite colour. Let's do an example. Look at the board, please.

| Name     | Toy           | Colour |
|----------|---------------|--------|
| Liu Min  | car           | red    |
| Wang Hui | ship          | yellow |
| Wen Jie  | doll          | blue   |
| Li Ying  | kite          | green  |
|          | computer game | black  |

**T:** Liu Min, tell me your favourite toy, please.

**Liu Min:** My favourite toy is a kite.

*(The teacher draws a line from 'Liu Min' to 'kite'.)*

**T:** And tell us about your favourite colour.

**Liu Min:** My favourite colour is green.

*(The teacher draws a line from 'kite' to 'green'.)*

**T:** Now get into groups and write the names of your classmates under 'Name'. Then take turns to find out about their favourite toy and colour.

*(The students work in groups. The teacher monitors their progress.)*

### 5. Now report.

**T:** Now you are going to report back to the class about some of the people in your group. Liu Min, please stand up.

*(The student stands up. The teacher should go and stand near Liu Min.)*

**T:** This is Liu Min. Her favourite toy is a kite. Her favourite colour is green. Now, Dong Xin, Stand up, please. Tell the class about someone in your group.

**Dong Xin:** Stand up, please, Wang Yong. This is Wang Yong. His favourite toy is a ship. His favourite colour is blue.

*(The teacher invites other individual students to stand up and talk about their group members' favourite toy and colour.)*

## UNIT 2 STUDENT'S BOOK

### 4. Listen and say, then chant.

#### Before saying the chant

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

**S1:** Toys.

**T:** Class, what will the song be about?

**Ss:** Toys.

#### While saying the chant

*(The teacher plays the spoken version of the chant and gets the students to repeat the words. Then the teacher plays the second version and lets the students listen to the melody or they can say along with the chant.)*

*(The teacher gives out two pieces of paper to each student. On one they write 'toys' and on the other they write 'favourite'.)*

**T:** Now class, I'm going to play the tape again. This time I want you to say the chant and when you say the word 'toys', hold up the word. You can hold up the word 'favourite' when you say 'favourite'.

*(The teacher plays the tape and the students chant and hold up the appropriate words.)*

#### After saying the chant

**T:** Now I want you to look at the chant and try to find the rhyming words.



*(The teacher explains that rhyming words have the same sound at the end, e.g, 'mat' and 'cat'.)*

**T:** Can you see any words that rhyme?

**S1:** 'Boys' and 'toys'.

**T:** Well done.

## **5. Game.**

**T:** Look at Activity 5, please. I have seven cards.

Read the letters, please.

*(The teacher holds up cards with these letters on them:*

*A, B, C, D, E, F, G. The students say the letters.)*

**T:** Now I'd like seven people to come to the front.

*(The teacher chooses seven students to come to the front and gives each student a letter card. The students have to get in the correct order with 'A' first and 'G' last.)*

**T:** Very good. Now class, say the letters, please.

**Ss:** A, B, C, D, E, F, G.

**T:** Well done. Thank you, class. See you next lesson.

**Ss:** Thank you, [name].