

九年义务教育小学教科书

经全国中小学教材审定委员会2002年审查通过

NEW STANDARD ENGLISH

PRIMARY SCHOOL TEACHER'S BOOK

新标准英语

教师用书

主 编：陈琳 Printha Ellis(英)
编 者：Naomi Simmons(英)
Russell Stannard(英)

副主编：鲁子问
Carlos Barcenar(英)

三年级起点

5A



外语教学与研究出版社



麦克米伦出版公司



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主编: 陈 琳 Printha Ellis (英)

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外研社中小学英语部:

电话: 010-68917190/7541

传真: 010-68917832

电子信箱: beed@fltrp.com.cn

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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》(实验稿),在充分调研和科研论证的基础上,与英国著名教学出版机构——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,副主编华中师范大学鲁子问副教授。本教材的英方主编Printha Ellis 和编者Naomi Simmons女士都是国际著名的英语教材编写专家。参加本教材编写的还有中小学英语特级教师和教研员王家骥、苏荔虹等。

本册教材——*New Standard English* (三年级起点) 5A是供小学五年级上学期使用的。全书共分13个模块(Module),内含一个期末复习模块。每个模块仍依前数册惯例,各分三个单元(Unit)。一般情况下,第一单元呈现本模块所要学习的语言内容,第二和第三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。有些模块中包含若干元音或辅音的比较练习,目的是使学生通过比较,更好地掌握这些元音或辅音,逐步认识到某些字母或字母组合的读音。但不要求学习音标。有些模块中包含若干帮助掌握单词重音、句子重音练习。凡应重读的音节和单词均用粗体印刷。本册教材介绍了一些语法知识,如一般现在时、现在进行时、一般过去时等不同时态。但这些语法现象只以语义手法来处理,通过任务型活动来掌握,不作语法理论的讲解。



前言

早在40年前，周恩来总理就提出过学习外语要从小抓起的要求。周总理以形象生动的语言明确地指出，我国的外语教学要“高质量、多语种、一条龙”。根据周总理的指示，全国各外语院校纷纷建立了外国语学校或外国语附中和附小。同时，在当时国家教育部普教司具体主持下，成立了一个以研究“一条龙”外语教学为任务的工作组，由已故著名语言学家张志公教授任组长。我有幸协助他工作，任副组长。参加工作的有英、法、俄、日、西、阿拉伯语的教师。在我国外语教学史上，这是第一次对小学到大学的外语课进行有机地连贯衔接教学的尝试，同时也在全国范围内肯定了中、小学外语教学要“听说领先、读写跟上”的原则。这个工作组曾着手制定上述六个语种的“一条龙”式的教学大纲及试用教材。可惜这一工作在六七十年代被迫中断了。

随着80年代改革开放政策的执行，为了满足国家经济建设和社会发展的需要，外语教学在全国范围内再次蓬勃开展起来。尤其是党和国家领导人对外语教育的高度重视，使外语教育有了新的生机。李岚清同志近年来多次强调外语教育对改革开放的重要性和外语教学改革的迫切性。国家教育部根据1999年5月举行的第三次全国教育工作会议所提出的总的指导方针，对基础教育进行全面改革，内容之一就是制定各种课程的国家标准，其中包括国家《英语课程标准》(义务教育阶段)。到2001年7月，国家《英语课程标准》(实验稿)已经正式颁布，它是我国第一次提出的贯穿整个基础教育阶段进而与大学阶段的英语教学相衔接的“一条龙”式的国家英语课程标准。

正是在新的国家《英语课程标准》的指导下，北京外国语大学外语教学与研究出版社决定和英国麦克米伦出版公司联合编写出版一套供从小学至高中使用的“一条龙”式的全新英语教材。考虑到目前我国开设英语课的小学多数是从三年级开始设课，因此，我们除编写出版了从小学一年级起点至高中三年级使用的《新标准英语》课本外，又专门编写出版了从小学三年级起点至高中三年级的课本。

我们决定将这套教材定名为《新标准英语》—*New Standard English* (NSE)，以突显它是全国第一套以国家《英语课程标准》(实验稿)为指导和基础的“一条龙”英语教材这一最重要的特色。同时，我们也希望在这套教材中所力求体现和贯彻的一些新的外语教学理论和实践的经验，能够在今后我国的外语教学和理论探讨中起到抛砖引玉的作用。我们希望用这套教材参加到我国当前和今后必将蓬勃开展的外语教学与研究的大课题中来，与广大同行和千百万的学子一同切磋琢磨、相互学习，把我国的外语教育推向一个新的阶段。

陈琳
北京外国语大学教授

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5A 分册教学建议

学期教学建议：

按照国家《英语课程标准》(实验稿)的分级,五年级上学期是学生进入国家二级阶段的第一个学期,学习要求有了很大的变化。听说能力的要求更高,读写能力的要求逐步加强。教学内容也有了不同的变化,课文文字与插图分离了,这说明对文字认读的要求提高了。

因此,本学期的教学重点是能力要求在一定程度上上的转轨。老师要更明确地按照国家二级要求进行课堂教学和课外活动,以达到新的能力培养目标。

模块主要教学建议

第一模块

主要语言功能	描述变化
主要语言结构	After two years in China, London looks different. There was only a slide. There wasn't a pond here before. There were some flowers. There weren't any swings here before.
运用任务建议	向朋友描述新学年学校的变化;看图描述家乡的变化;听人描述变化画图;描述假期见到的小时候朋友的变化

第二模块

主要语言功能	网上购物
主要语言结构	Click on the bananas, here. How many bananas do you want? How much cheese do you want? Half a kilo. I want two kilos of rice.
运用任务建议	参加英语购物竞赛(看谁买得多,或看谁先用完分配的购物资金);参加能否准确地用“How many/ How much”购物的“打靶”游戏

第三模块

主要语言功能	描述过去可能的活动
主要语言结构	What did you do on Saturday? It was raining on Saturday, so we couldn't go shopping. We could play together.
运用任务建议	说明自己在假期能做的事情;参加“No power, what to do?(停电了,干什么)”的智力挑战赛(There was no power yesterday, what could you do?)

第四模块

主要语言功能	解决一事物归属的争端
主要语言结构	It's mine (yours, his, hers, Lingling's). What's the matter? This bag is hers. This coat is Paul's.
运用任务建议	根据物品特征猜测物品的所属;参加“失物认领”的游戏

第五模块

主要语言功能	清洁
主要语言结构	We're cleaning this train station (helping our community). There is too much rubbish. There aren't enough bags. Now the station is clean and tidy.
运用任务建议	用看图描述的方式介绍你参加社区活动的情况;调查同学们参加社区活动的情况;向外国朋友介绍社区活动

第六模块

主要语言功能	自我评估
主要语言结构	I can't play well. You can jump really high. You were very good at basketball. You can catch the ball well. Lingling is a fantastic goalkeeper.
运用任务建议	评价你的朋友们的球技；评论说明一场足球（或篮球等）比赛；评价中国男子（或女子）足球队在世界杯上的表现

第七模块

主要语言功能	谈论动物对人类的帮助
主要语言结构	Dogs are very useful in the community. This man is blind. He cannot see. He cannot walk well by himself. This dog helps him.
运用任务建议	结合课文，说说在狗对人的其他帮助；说说你的生活中，动物对你的帮助；参加讲动物故事比赛，讲动物帮助人的故事

第八模块

主要语言功能	描述学校生活
主要语言结构	Their school is a little bit different from our school in China. In England, the children don't sit in lines (do morning exercises, start school at 8 o'clock). They sit in groups (sing songs together every morning, start school at 9 o'clock). They sit around tables.
运用任务建议	向外国朋友描述你的学校生活；根据图片介绍外国的学校生活；谈谈你设想的理想的学校生活

第九模块

主要语言功能	谈论情感
主要语言结构	Are you feeling sad? Are you bored (angry with me)? You're happy (sad, angry, bored, tired). I feel happy... Do you feel tired? Yes, I do.
运用任务建议	调查同学们星期一上午（两天休息之后）的情绪；调查同学们什么时候高兴；向他人说明同学们什么时候感到高兴

第十模块

主要语言功能	行为指导
主要语言结构	You shouldn't do that. You should put all the books on the shelves (put all the toys in the box, only play with your toys).
运用任务建议	告诉同学们打扫英语语音教室或计算机教室时应该做什么，不应该做什么；告诉同学们做实验时应该做什么，不应该做什么

第十一模块

主要语言功能	表现礼貌
主要语言结构	You shouldn't walk like that. You should look before you cross the road (say hello to my friends).
运用任务建议	告诉朋友上网的时候应该做什么，不应该做什么；告诉外国朋友，根据中国传统，与人打招呼应该说什么，不应该说什么

第十二模块

主要语言功能	比较过去与现在
主要语言结构	There weren't any cookers (televisions or CDs). We used to cook with a fire (walk, go to bed early). Now, there are lots of new things to do. China is changing all the time.
运用任务建议	比较学校的过去（比如你上小学一年级的時候）与现在（小学五年级）；比较你家庭的过去（两三年前）与现在；比较你过去（小学三年级）与现在的英语水平

Module	Theme	Functions	Target Language
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1	Park	Describing changes	There was / There were
2	Shopping	Internet shopping	How much / How many?
3	English weekend	Describing past activities	could / couldn't
4	Whose?	Solving a dilemma	It's mine / his / hers / theirs.
5	Clean and Tidy	Community co-operation	too much / too many not enough...
6	Well or Badly?	Assessing oneself	Adverbs: How well do you...? I play...well, but I play... badly.
7	Community	Investigating community	How can we help them?
8	School	Describing a school routine	present tenses
9	Feelings	Talking about feelings	How do you feel? I feel...
10	Good Habits	Instructing on correct behaviour	should / shouldn't
11	Manners	Being polite	You (impersonal) should/ shouldn't
12	Changes	Comparing past and present life styles	used to... review of adverbs
Review	Story Time	The Elves and the Shoemaker	review

Project 1 Face Masks

Project 2 Famous People

Project 3 Clean and Tidy

目次

Vocabulary	IPA symbols and Pronunciation	Songs, Chants, Poems
before, both, chick, egg, lovely, pond, seed, slide, swing, tennis court	was / wasn't were / weren't	Song: There were four eggs here before.
card, cheese, click, cost, fly, fun, kilo, list, pay, tofu	/æ/ and /aɪ/ fat and night	Rap: I'm a little black bat.
busy, dream, really, send	could / couldn't	Poem: I couldn't get out of the bed today.
argue, hers, market, mine, theirs, yours		Poem: This little piggy went to market.
cloud, community, duck, enough, fantastic, leave, people, space, train station	Awareness of syllables	Poem: There is too much rubbish.
badly, catch, climb up, control, fast, football, goalkeeper, jump, wall, well		Poem: How well you do play football?
blind, deaf, find, firemen, help, herself, himself, his, hotdog, important, mile, myself, need, programme, smile, themselves, twice, useful, yourself		Poem: She could see herself.
around, cool, group, miss, start		Song: I get ready for school.
clap, go to sleep, secret, surprise, tired, yawn		Song: If you're happy and you know it.
bin, CD, mess, shelve, should, tidy up		Rap: Don't jump on the bed.
cross, dangerous, hold, in a hurry	/ʌ/ and /ə/ butter	Song: Little Tommy Tucker sings for his supper.
country, early, electric toy, life, magazine, used to, wise		Poem: Now that I am old and wise.
elves, pair, poor, shoemaker, spy, wife		

Theme: Park

Function: Describing changes

Warmer:

Ask the class to vote on the most popular song of the course to date. Sing and enjoy the song.

Activity 1. Look, listen and learn.

1. Say *Open your books on page 2.* Hold up your book to show the children the correct page.

2. Ask the children to look at the pages and to guess as much information about what is happening in the story.

3. Point to the people doing different activities and ask *What are they doing? What's this?* Provide the new vocabulary and write it on the board.

4. Play the cassette. The children listen and follow in their books.

5. Play the cassette again. Pause after each dialogue and ask the class to point to the corresponding picture. You can also perform an action to aid comprehension, e.g. swinging action with arms for 'swing', sliding movement with hand for 'slide', etc.

6. Repeat.

7. Divide the class into groups, with each group taking on a role in the story: Lingling, Amy and Sam.

8. Encourage the whole class to say the dialogue, with each group saying its corresponding role.

Activity 2. Act it out.

1. The children now act out the dialogue in pairs, or groups of three.

2. Call volunteers to the front of the class to act out the dialogue to their classmates.

Unit 1 **MODULE 1** **Park**

There wasn't a pond here before.

1. Look, listen and learn.

Amy: After two years in China, London looks different.

Lingling: What is different?

Amy: This park is different. There weren't any swings here before. There was only a slide.

Sam: Look, there's a pond. There wasn't a pond here before!

Lingling: What was here before?

Sam: There was a tennis court here before.

Unit 1 **MODULE 1** **Park**

2. Act it out.

Lingling: Is it better now or worse?

Amy: Better!

Sam: Worse!

Lingling: Why?

Amy: A pond is nicer than a tennis court.

Sam: I like tennis better!

Lingling: I like both. This is a lovely park. And it is great to be in England.

Amy: You are very welcome, Lingling.

Park

Language: There was / There were

Vocabulary: before, both, chick, egg, lovely, pond, seed, slide, swing, tennis court

Pronunciation: was / wasn't, were / weren't

1. Listen and repeat.

Have the students look at the pictures. Get them to identify the item in each one. (swings, slide, pond, tennis court)

Now tell the students that they are going to listen to the tape. They must listen carefully and point to the correct pictures.

Play the tape once and have the students listen. Play it again and get them to point to the relevant pictures. Play the tape a third time, pause after each utterance and have the students repeat the name of the object they are pointing to.

Point out that the stress is on the first syllable of the first word in 'tennis court'.

Example:
ten/nis court

Tapescript:

1. swings
2. a slide
3. a pond
4. a tennis court

Now put the students in pairs. One student points to an object and the other student says its name. When you call out 'Change', the students should swap roles.

2. Read, then circle True or False.

Ask the class to read the sentences carefully.

Then ask them to decide if each sentence is true or false, based on the

information in the story in their Student's Books. Ask them to circle either True or False in their books.

Answers:

1. F 2. T 3. F 4. F
5. T 6. T 7. F 8. T
9. T 10. F

3. Now correct the False answers.

Ask the class to correct the false answers, following the text in the book as a model.

Do this with the whole class first. The class can then continue the activity in pairs.

Answers:

1. Lingling isn't in China. She's in London/England.
3. There weren't swings in the park before.
4. There was a slide before.
7. Amy doesn't think the park is worse now. She thinks it is better now.
10. Lingling likes the park.

4. Look at the pictures, unjumble the letters and write the words.

Ask the children to look at each picture and say the word.

Now ask them to unjumble the letters to form the words. Ask them to write the words on the correct set of lines. They will need to count the letters and lines to do this correctly.

Finally, ask them to draw a line to match each picture and word.

Answers:

1. swing 2. tennis court 3. pond
4. slide

5. Now ask and answer about the words.





This activity reviews the alphabet.


Read the model dialogue.

In pairs, the children ask and answer about how to spell the words in Activity 4.


UNIT 1

MODULE 1

1. Listen and repeat.    

2. Read, then circle True or False. 

1. Lingling is in China. T F
2. London looks different. T F
3. There were swings in the park before. T F
4. There wasn't a slide before. T F
5. There wasn't a pond before. T F
6. There was a tennis court before. T F
7. Amy thinks the park is worse now. T F
8. Amy thinks a pond is nicer than a tennis court. T F
9. Lingling likes ponds and tennis courts. T F
10. Lingling doesn't like the park. T F


3. Now correct the false answers. 


Pupil A: Lingling isn't in China.

Pupil B: Lingling is in London.


UNIT 1

MODULE 1


4. Look at the pictures, unjumble the letters and write the words. 




S _ _ _ _




_ _ _ _ _



_ _ _ _ _



_ _ _ _ _

5. Now ask and answer about the words. 

Pupil A: How do you spell 'swing'?

Pupil B: s - w - i - n - g.

Theme: Park

Function: Describing changes

Warmer:

Tell the class a little about your summer break. Then ask individual in the class about their summer breaks. Encourage them to tell you as much information as possible in English, using the past tense. Reward and praise all attempts.

Activity 1. Listen and repeat.

1. Have the students look at the pictures. Get them to identify each one. (slide, pond, flowers, swings)

2. Now tell the students that they are going to listen to the tape. They must listen carefully and repeat the sentences. Tell them to point to the relevant pictures at the same time.

3. Play the tape once and have the students listen. Play it again and get them to point to the relevant pictures. Play the tape a third time, pause after each utterance and have the students repeat the sentences.

Tapescript:

There was a slide.

There wasn't a pond.

There were some flowers.

There weren't any swings.

Activity 2. Listen and sing.

1. This is an original song that practises the structure *There is / There are*.

2. Draw the children's attention to the pictures in their books. Elicit and teach the new words. Explain that all baby birds are called chicks.

3. Play the cassette. The children listen.

4. Teach the children the song line by line.

5. Ask the class to sing the song two or three times.

Unit 2 **MODULE 1**

There were some flowers.

● **1. Listen and repeat.**



● **2. Listen and sing.**

There were four eggs, here he runs.
Four round, brown eggs, here he
the slide. And now there are chicks
here on the floor. Gula, Gula - Gula
chicks. Look! There are four

4

Park

Language: There was / There were

Vocabulary: before, both, chick, egg, lovely, pond, seed, slide, swing, tennis court

Pronunciation: was / wasn't, were / weren't

1. Listen and write.

Hold up your book and point to the objects. Make sure the students know what they are i.e. swings, pond, slide, flowers.

Tell the students that they are going to listen to the tape and then complete the sentences using the structures in the box.

Play the tape once and have the students listen. Play it again, pause after each utterance and have the students complete the sentences. Play the tape a third time and let the students check their answers.

Tapescript / answers:

There weren't any swings.

There was a slide.

There wasn't a pond.

There were some flowers.

Write the completed sentences on the board.

Now have the students work in pairs. They should take turns to point to a picture and say the appropriate sentence.

2. Sing the song. Then put the lines in the correct order.

Ask the children to sing the song 'There were four eggs here before.' Now ask them to read the lines in their Activity Books. Explain that the lines are mixed up in the wrong order.

Explain that the lines are arranged by verse, so that lines 1 to 4 are mixed up, lines 5 to 8 are mixed up.

Ask the class to put the lines of the song in the right order by writing numbers in the boxes.



UNIT 2



MODULE 1

1. Listen and write.

There was There wasn't There were

There weren't

 any swings.  a slide.

 a pond.  some flowers.

2. Sing the song. Then put the lines in the correct order.

Four round, brown eggs, ☐
here on the floor. ☐
here before. ☐
There were four eggs. ☐

Look! There are four ☐
And now there are chicks ☐
Cute, yellow chicks ☐
here on the floor. ☐

4

Theme: Park

Function: Describing changes

Warmer:

Repeat the song from the last lesson two or three times.

Activity 1. Listen, point and say.

1. Draw the students' attention to the pictures in their books. Explain that they are going to listen and match things in their past and present states of development, just like the egg and the chicks from the song.

2. Play the cassette. The class listens.

3. Play the cassette again. Pause after each utterance for the class to point to the two corresponding pictures. Ensure that everyone is pointing to two pictures. If they find this difficult, you may need to pause after each individual sentence.

4. Repeat. This time pause after each utterance for the class to repeat, while they point to the pictures.

5. Prepare the class for the next activity. Call out the first half of an utterance, for example, *First there was an egg*. Then prompt the whole class to say the second half of the utterance, *Now there is a chick*.

6. Repeat with the remaining utterances.



7. Now repeat, but say the second half of the utterance and ask the class to call out the first half of the utterance, for example: *Now there is a chick*. The class says: *First there was an egg*.

Tapescript:

1. *First, there was an egg.*
Now there is a chick.
2. *First, there was a baby.*
Now there is a boy.
3. *First, there was a seed.*
Now there is a tree.




MODULE 1 Unit 3

There was an egg.




● 1. Listen, point and say.  


First, there was an egg. Now there is a chick.

First

Now



Park

Language: There was / There were

Vocabulary: before, both, chick, egg, lovely, pond, seed, slide, swing, tennis court

Pronunciation: was / wasn't, were / weren't

1. Listen to the letters and spell the words.

Revise the letters of the alphabet.

On the board write some words e.g. flower, pond.

Now tell the students that you are going to spell the words on the board but you are going to miss out one letter. They have to listen carefully and tell you which letter you missed.

Example

T: F-l-o-e-r

SS: 'w'

T: Yes. F-l-o-w-e-r.

Tell the students that you are going to play the cassette and they have to listen and write the words. Play the tape two or three times.

Now get the students to spell the words back to you.

Tapescript:

1. s-w-i-n-g
2. s-l-i-d-e
3. c-h-i-c-k
4. t-r-e-e

2. Match each pair with a different coloured pen. Then complete the sentences.

Draw the students' attention to the pictures in their books.

Ask them to draw a line to match the pictures so that they match each object in the past and the present.

Ask them to use a different colour crayon for each pair of pictures they match.

Now ask them to write about the pictures that they have matched, using the lines provided. Ask them to use the sample sentence as a model.

Answers:

First, there was an egg. Now there is a chick.







First, there was a baby. Now there is a boy.

First, there was a seed. Now there is a tree.

UNIT 3
MODULE 1

1. Listen to the letters and spell the words.
1. _____ 2. _____
3. _____ 4. _____

2. Match each pair with a different coloured pen. Then complete the sentences.

First, there was a seed. Now there is a chick.
First, there was _____. Now there is _____.
First, there _____ a seed. Now there _____ a tree.

5

Theme: Shopping

Function: Internet shopping

Warmer:

1. Review computer language learned so far. Draw a large computer on the board, or point to a real one if you have one in the classroom. Elicit/ review the parts of the computer: screen, keyboard, mouse, printer, etc.

2. Ask the class "Have you got a computer at home?" Then ask "What do you do with your computer?" Compare the different answers.

Activity 1. Look, listen and learn.

1. Ask the children to look at the page. Elicit as much information about the story as you can in English by asking questions. For example, *What are they doing? What are they going to buy? Etc.* Write new vocabulary on the board and ask the class to repeat it.

2. Play the cassette or read the dialogue. The children listen and follow in their books.

3. Play the cassette again, pausing after each utterance for the children to point at the corresponding picture.

4. Play the cassette again. This time pause for the class to repeat each utterance. Encourage the class to perform actions as they repeat.

5. Repeat this activity, this time ask individual students to repeat the utterances. Alternatively, divide the class into groups.

Activity 2. Act it out.

1. Divide the class into two sections. Give each section a role in the conversation, either Lingling or Ms Smart.

2. The whole class acts the dialogue, with each group saying the corresponding text.

3. The children now act out the dialogue in pairs. Remind them to point to the corresponding pictures as they do so.

Unit 1 **MODULE 2 Shopping**

Click on the bananas, please.

1. Look, listen and learn.

Lingling: What are you doing, Ms Smart?

Ms Smart: I'm shopping.

Lingling: Shopping? On the computer?

Ms Smart: Yes. Will you help me?

Lingling: Yes, of course.

Ms Smart: Click on the bananas, please.

Lingling: It says 'How many bananas do you want?'

Ms Smart: Write '6'.

Unit 1 **MODULE 2**

Ms Smart: Click on the cheese, please.

Lingling: How much cheese do you want?

Ms Smart: Half a kilo.

Lingling: It's a long list! How much is it going to cost?

Ms Smart: One hundred and ten pounds.

Lingling: Ah! It's a lot! How many things are there on the list?

Ms Smart: Thirty-seven.

Lingling: How will you pay?

Ms Smart: With my card.

Lingling: When will these things come?

Ms Smart: They will come tomorrow.

2. Act it out.