

NEW STANDARD ENGLISH
PRIMARY SCHOOL TEACHER'S BOOK

新标准英语

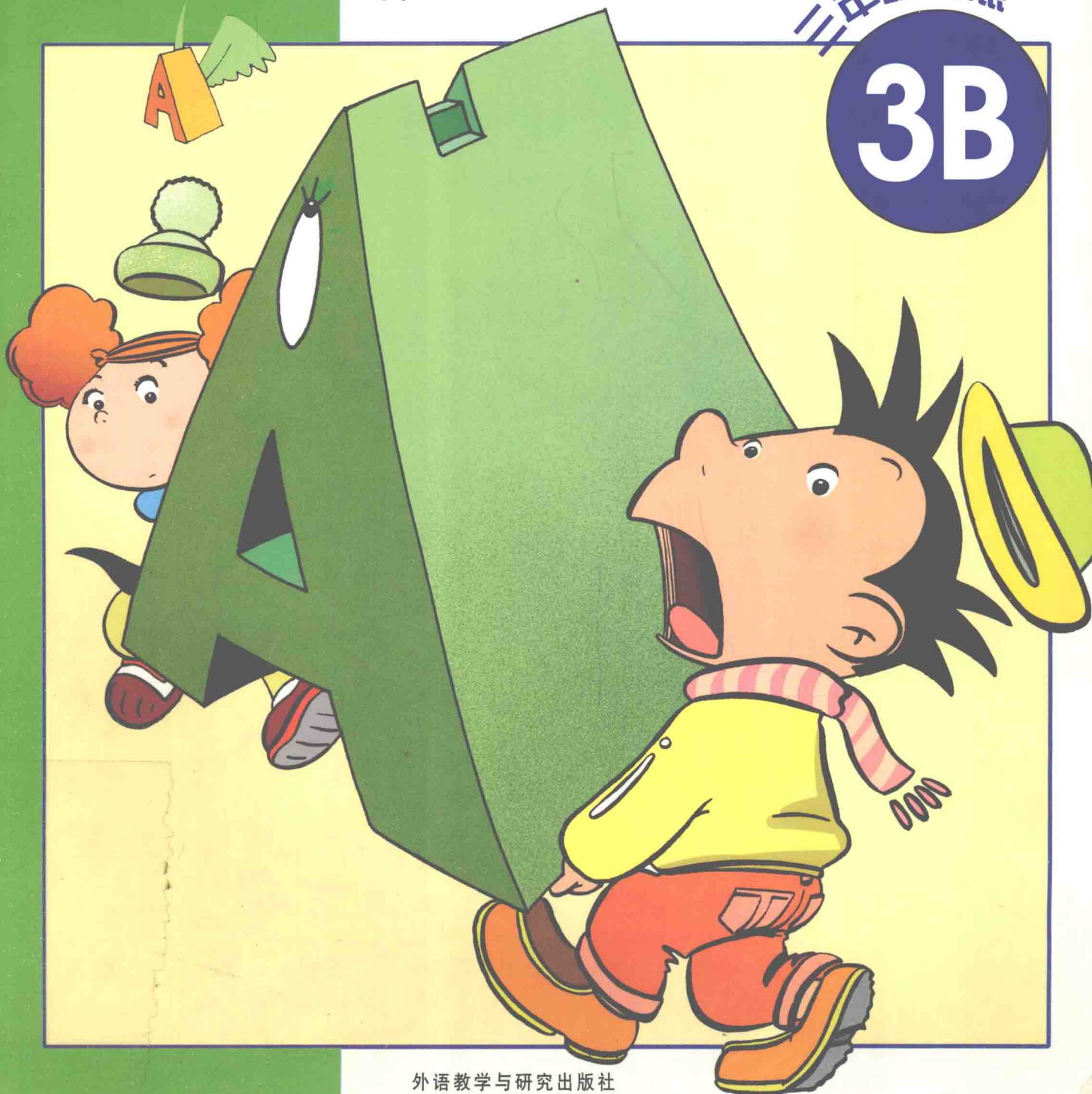
教师用书

主编：陈琳 Printha Ellis(英) 副主编：鲁子问

编者：Russell Stannard(英)

三年级起点

3B





新 标 准 英 语

九年义务教育小学教科书 经全国中小学教材审定委员会2001年审查通过

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3B 教师用书

主编: 陈 琳 Printha Ellis (英)

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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,与英国著名教育出版机构——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,副主编为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 Russell Stannard 先生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) 3B 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。每个模块依照前册惯例,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。在这一册中,我们将在进一步学习如何描述人、物品、动物等的基础上,重点学习对动作的描述。我们要学习如何描述经常发生的动作、正在发生的动作,还要学习时间表达的方式和数字等内容。

课文中呈现了一些新的语法内容,但不要求老师讲解语法知识,更不要求学生掌握语法知识,而是要求学生初步学会运用这些语句,请老师在教学过程中注意。



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》(实验稿)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)*，以凸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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3 B分册教学建议

学期主要教学建议

本学期的学习内容之一是英语字母。英语字母的读音、书写形式和字母表顺序在实际运用会经常遇到。因此,老师应帮助学生尽可能准确地掌握英语字母的读音和书写形式,尤其要注意避免学生已经掌握的汉语拼音字母对英语字母学习可能产生的干扰;同时老师还应该让学生学会在实际中运用英语字母读音、字母书写形式和字母表顺序。字母歌是帮助学生掌握字母表顺序的有效工具。

与学习英语的第一个学期相比,本学期的学习内容难度有所增加,而学生学习的热情可能有些减退。因此,在教学新的课程内容时,老师应积极采取灵活的教学措施,培养学生持久的学习英语的兴趣。

单元主要教学建议

第一模块

主要语言功能	了解字母表顺序;陈述与询问喜欢或不喜欢
主要语言结构	A, B, C... Z. She likes teddy bear. He doesn't like toy cars.
运用任务建议	对字母卡排序;对本小组同学的姓名排序;陈述某人喜欢或不喜欢什么;向朋友介绍自己的家人喜欢什么或不喜欢什么(体育项目、颜色等);完成 Pictionary 的 ABC 页

第二模块

主要语言功能	谈论某人的喜好
主要语言结构	Does Lingling like meat? Yes, she does. / No, she doesn't. Do you like toy ships? Yes, I do. / No, I don't.
运用任务建议	小组调查:本组同学喜欢什么饮食、体育项目、玩具、颜色、课文中的人物、学习活动等,然后向全班陈述;询问外国小朋友喜欢什么饮食、体育项目、玩具、颜色等,然后向他人说明;完成 Pictionary 的 DEF 页

第三模块

主要语言功能	陈述自己一日三餐的时间;询问与说明时间
主要语言结构	I have breakfast at half past seven. I go to school at eight. What's the time? It's four o'clock. / It's half past four.
运用任务建议	向同学们介绍自己一日三餐的时间;询问他人一日三餐的时间以加强友谊;调查他人一日三餐的时间;向他人询问时间或说明时间;参加 What's the time, Mr. Wolf? 的游戏;完成 Pictionary 的 GHI 页

第四模块

主要语言功能	询问他人的周末活动;回答他人对自己周末活动的询问;陈述第三人的周末活动;陈述自己的课程
主要语言结构	What do you do at the weekend? What does he/she do? I play football. He/She plays football. At school, I have English/Chinese/Maths.
运用任务建议	调查本小组同学的周末活动以安排全体同学的周末集体活动;陈述自己的周末活动以参加调查;询问他人父母的周末活动以进行调查;陈述自己父母的周末活动以参加调查;向朋友介绍自己的学校课程以增进彼此的了解;陈述自己对某一课程的兴趣;网上调查外国小学生的课程,以及他们最喜欢的课程;完成 Pictionary 的 JK 页

第五模块

主要语言功能	介绍春节，了解西方圣诞节
主要语言结构	Happy New Year! It's Chinese New Year today. It's Spring Festival. We have Christmas in England. Happy Christmas!
运用任务建议	在与外国网友的活动中介绍春节；参加演说介绍春节/圣诞节；参加双簧表演（一人做动作，一人说明动作），说明春节/圣诞节的主要活动；制作一份春节/圣诞晚会的节目时间表；从现在开始准备在年底举行春节/圣诞节晚会，制订节目计划，然后开始每周排练；完成 Pictionary 的 LMN 页

第六模块

主要语言功能	陈述四季的气候与天气；陈述和提问各季节的活动
主要语言结构	In spring/summer/autumn/winter, it's warm and sunny/hot/cool/cold. In summer/winter, it often rains/snows. What do you do in summer? I go cycling.
运用任务建议	制作四季图并进行说明；表演四季游戏；记录一周天气并进行陈述；向外国网友询问当地的四季气候特征或天气特征；准备圣诞节晚会；完成 Pictionary 的 OPQ 页

第七模块

主要语言功能	谈论自己/他人拥有的物品
主要语言结构	I have got a bike. My father has/hasn't got a car. Have you got a toy car? Yes, I have. / No, I haven't.
运用任务建议	调查同学们有什么交通工具从而决定班级需要多少停放自行车的车位；调查同学们的父母家人有什么交通工具以及上班的交通方式；陈述自己拥有的玩具/学习用品；调查同学们拥有的体育活动用品以决定班级需要购买什么体育用品；准备圣诞节晚会；完成 Pictionary 的 RST 页

第八模块

主要语言功能	描述图片上正在发生的事情
主要语言结构	She's watching TV. He's reading a book. What are you doing? I'm listening to the radio.
运用任务建议	看图说明图上的人在做什么；根据他人对现场的描述来画图；参加“Watch and Catch”的游戏；在电话中询问对方正在做什么或告诉对方自己正在做什么；在电话中询问第三人正在做什么或告诉对方第三人正在做什么；在屋外询问屋里的人正在做什么；准备圣诞节晚会；完成 Pictionary 的 UVW 页

第九模块

主要语言功能	识别数字 13~100；在活动中计算得分
主要语言结构	Boys have got ten points. Ten and eight is eighteen. Twenty and ten is thirty. Twenty and one is twenty-one.
运用任务建议	在竞赛活动中计算分数；参加趣味加法比赛；分析发现英语数字的规律；参加数字靶标 (Number Dart) 游戏；准备圣诞节晚会；完成 Pictionary 的 XYZ 页

第十模块

主要语言功能	问路；指路
主要语言结构	Where are you going? Excuse me. Where's Xisanhuanbeilu Road, please? Go straight on. Turn left/right.
运用任务建议	看地图问路、找路以制定出行方案；告诉他人某地的具体位置；参加“看地图记路线”的比赛；完成 Pictionary

Module	Theme	Functions	Target Language
1	Alphabet	Describing the alphabet; talking about favourite things	using 'favourite', 'like' and 'not like'
2	Food	Talking and asking about likes and dislikes	the third person singular of 'do' and 'like' in the present simple tense
3	Time	Talking about time and routines	I do... at [time]. What's the time? It's... o'clock/half past...
4	Activities (1)	Talking about school life and weekend	What do you do at the weekend? I...
5	Festival	Giving good wishes and talking about festivals	It's [festival]. Happy [festival]!
6	Seasons and Weather	Talking about seasons	It's warm/hot/cool/cold in [season].
7	Possessions	Talking about possessions and transport	How do you go to...? I go to... by... Have you got a/an...?
8	Activities (2)	Talking about pictures	present continuous tense
9	Children's Day	Talking about activities and doing addition	Let's do... [number] and [number] is [number].
10	Directions	Asking the way; describing the directions	Imperatives: Go straight on. Turn right/left.
Review Module	Story Time	Little Red Riding Hood	Review

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New Vocabulary

Songs, Chants, Rhymes

favourite, song, Barbie doll, teddy bear, toy, ship, computer game, jigsaw, car

Song: ABC song
Song: Toys, toys, we like toys

pass, rice, please, meat, but, noodles, fish, milk, chocolate, mango, banana, apple, pear, orange

Chant: Noodles and rice

o'clock, at, have breakfast, half past, go to school, have lunch, go home, have dinner, time

Chant: The juice is in the jug

weekend, play, watch TV, Chinese, Maths, Science

Song: School

New Year, Chinese, Spring Festival, see, we, family, peanut, sweets, Christmas, England, sing, tree

Song: We wish you a happy Christmas

spring, warm, summer, hot, autumn, cool, winter, cold, rain, sunny, windy, snow, very

Song: Rain, rain, go away

how, by, bus, bike, go to work, train, dress, sweater, plane, coat, T-shirt

Chant: Ask a question

new, camera, take pictures, read, write, letter, listen to, radio, talk, friend, play with

Song: I'm listening to music

Children's Day, let's, point, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred

Song: Amy is wearing a red dress
Song: It's Children's Day

house, road, excuse me, go straight on, turn, right, left, lost, next to, department store, live, up, hill, down, past, station

Chant: Left, right
Song: Shake your shoulders

Review

MODULE 1 Alphabet

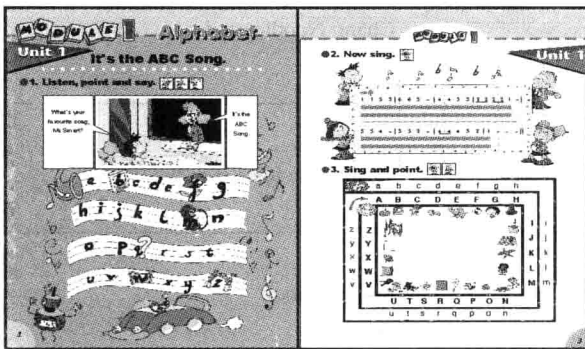
Unit 1

It's the ABC Song.

Language: using the alphabet

Vocabulary: song, favourite

STUDENT'S BOOK



Warmer:

1. Students often get the names of the vowels confused, so write the following (include the numbers) on the board:

1. iouiouae
2. ioeioeua
3. ioueoae
4. iuoeeae
5. eieoouae

2. Explain to the class that you are going to read out one of the codes written on the board. They have to listen carefully and tell you the number of the code you read out.

Example

T: ioeioeua

Ss: Number 2.

3. If the students are able to recognize and name the letters, have them continue the activity in pairs. Get the students to take turns to read out the codes.

4. After a few minutes, write new codes on the board to make the game more interesting.

Methodology

Make sure that students are exposed to new language before they are expected to produce it.

Pronunciation

Please note that the following table is for reference only; the information it contains is for you, the teacher, and not for the students.

The table shows how to pronounce some of the names of the letters in the alphabet; it does not show the sound that each letter makes.

At the top of each column is a phonetic symbol. This shows the vowel sound contained in the name of the letters in that column. For example, in the /e/ column, the first letter is f (pronounced /ef/) and the first letter in the /i:/ column is b (pronounced /bi:/).

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ: /
a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t	z				
	v					

1. Listen, point and say.

1. Point to the letters. Tell the students that when the letters are in this particular order, they have a special name. Ask if they know that name (the alphabet).

2. Read each of the letters and have the students repeat them after you.

3. Read the dialogue to the students and have them repeat each sentence after you. Explain the meaning of the word 'favourite' (the one you like the best).

4. Say that they are going to listen to the ABC song. Play the tape once and let the students listen to the melody. Play it again and have the students point to each letter as they hear it. Now play the tape a third time, pause it after each line and have the students repeat the letters.

2. Now sing.

1. Divide the class into four groups. Play the tape and have each group sing the appropriate line.

2. Point out the upper and lower case letters on the chart. Explain that we use upper case letters at the beginning of sentences and as the first letter in proper nouns. We also put words into upper case letters to get people's attention e.g. DANGER!

3. Now have each student choose a letter (or assign them a letter). They should write the letter on a big piece of paper. Then when they sing the song, they hold up their letter at the appropriate time.

Additional Activity

1. On the board write letters of the alphabet randomly across the board. You can write both upper and lower case letters and you may want to write each letter more than once.

2. Explain to the students that you are going to call out two letters. Then you will invite a student to go to the board and draw a line to connect the two letters.

Example

T: 'a' and 'g'.

S1 (goes to the board and draws a line to connect 'a' and 'g')

T: 'b' and 'p'.

S2 (goes to the board and draws a line to connect 'b' and 'p')

3. Do examples with as many students as possible.

3. Sing and point.

1. Have the students look at the pictures. If you think they can identify the objects, hold up your book and ask, 'What's this?' If the English name of any object is unknown, point to it and say, 'It's a/an [object].' (The objects and concepts depicted in the pictures are as follows: 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.)

2. 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.

3. 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.

4. Now play the song again. As they sing the letters, the students should point to the appropriate pictures.

Additional Activity

1. Get the students to work in pairs. One student says a letter and the other student says the name of an object that begins with that letter.

2. No an example with the class. Call out, 'm.' The students should look at the pictures and say, 'Monkey.'

3. Now have the students continue the activity in pairs. They should take turns to call out the letters.

What's next?

1. Tell the students to find a picture or draw the object for homework and bring it to class the following day. Explain that they must know or find out the English name of the object.

2. In class, they should put their drawing on a large piece of paper and write its English name underneath. Invite individual students to come to the front, hold up their object and spell its name.

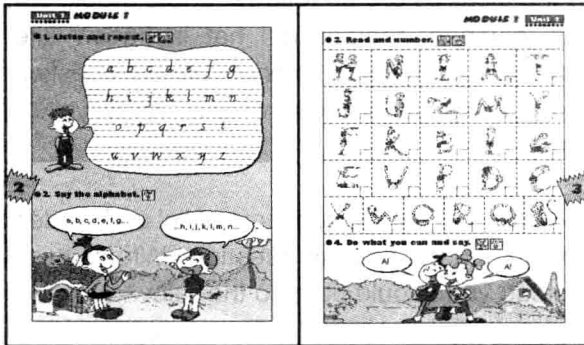
3. Now get the rest of the class to remember who brought in which object.

Example

T: Mary.

Ss: Book.

Activity Book



1. Listen and repeat.

Explain to the students that they are going to hear the alphabet on the tape. They must listen carefully and repeat what they hear.

Play the tape and let the students listen. Play it a second time, pause it after each letter and have the students repeat it. Now play the tape again, pause it after every three to four letters and get the students to guess the next letter.

Example

Tape: a, b, c, d.

T: (pause tape) What's the next letter?

Class: e.

T: That's right.

On completion, play the tape again and have the students follow.

2. Say the alphabet.

Get the class to look at the alphabet in Exercise 1 and say it with you.

Now choose some competent students to stand up and say the alphabet for the rest of the class. They can read it or say it from memory, if possible.

Now have the students work in pairs. Tell them take it in turns to say the alphabet to one another. One person says as many letters as he/she could, his/her partner should continue to say the following letters. You can invite the students to

say the alphabet in front of the whole class.

3. Read and number.

Ask the students to look at their books. Explain that this exercise is about the unjumbled alphabet. The letters are made up of little monkeys.

Hold up your book, point to the fourth picture in Exercise 3. Ask the students which capital letter the picture looks like. The students should be able to tell you it looks like 'A'. Explain to them that they should write '1' in the box next to it since 'A' is the first letter in the alphabet.

Have the students recognize all the letters, then write down their numbers according to the order of the alphabet.

Ask individual students to read their answers to check.

Now have the students work in pairs. Have one student speak the numbers, the other points and says the letters. They should do the activity in turns. The students may have difficulty with some of the numbers, they can speak them in Chinese, if necessary.

Answers

- H 8; N 14; I 9; A 1; T 20;
- J 10; U 21; Z 26; M 13; Y 25;
- F 6; K 11; B 2; L 12; G 7;
- E 5; V 22; P 16; D 4; C 3;
- X 24; W 23; O 15; R 18; Q 17; S 19

4. Do what you can and say.

Do simple actions to make your body look like a particular letter. Have the students recognize which letter it is.

Invoke one or two student to the front of the class. Explain that they can do the actions according to Exercise 3, or they can use their own ideas. Get the student(s) to do the actions. Ask the class what the letter is. Then the student(s) should say the letter.

Do more examples with other students.



Unit 2

Amy likes Barbie Dolls.

Language: using 'favourite', 'like' and 'not like'

Form: subject + verb

Example: My favourite toys are computer games.
Sam likes toy cars. He doesn't like Barbie dolls.

Vocabulary: Barbie doll, teddy bear, toy, ship, computer game, jigsaw, car



Warmer:

1. Tell the students to get two large pieces of paper. On one, they should draw a large happy face and on the other one, they have to draw a large sad face.

2. Explain that you are going to say the names of some items. If they like the thing you say, they hold up a happy face; if they don't like it, they hold up a sad face.

Example

T: Football.

Ss (hold up happy or sad face)

T: Ice-cream.

Ss (hold up happy or sad face)

3. Do a lot of examples revising vocabulary that the students know.

4. Now have the students continue the activity in pairs. They should take it in turns to say the items.

1. Listen and point.

1. Get the students to identify the five children (Sam, Amy, Daming, Lingling, Tom).

2. Have the students look at the seven objects pictured at the bottom of the activity. Hold up your book, point to each one and say, 'This is a [object].' Have the students repeat the sentence.

3. Now get the students to identify the items by holding up your book, pointing to the pictures and saying, 'What's this?' If time allows, have the students continue this activity in pairs.

4. Have the students look at the examples at the top of the page (Sam likes... He doesn't like...) Ask them what this activity is about (likes and dislikes). Point to the happy and sad faces. Ask the students which one corresponds to 'like' (happy) and which one means 'not like' (sad).

5. Point out the two lines that run from each character. Explain that these show what each character does and doesn't like.

6. Explain to the students that they are going to listen to the tape. They must listen carefully and point to the person being talked about. Then they must point to the objects.

7. Play the tape once and let the students listen. Play it a second time, pause it after each utterance and get the students to point to the character and then the things he/she likes and doesn't like.

Tapescript and answers

Sam likes toy cars.

He doesn't like Barbie dolls.

Amy likes Barbie dolls.

She doesn't like computer games.

Daming likes computer games.

He doesn't like toy ships.

Lingling likes kites.

She doesn't like jigsaws.

Tom likes teddy bears.

He doesn't like kites.

Classroom language:

1. Teach the students useful classroom

language. Here are some suggestions.

What is it/this?

Can you repeat that, please?

I'm sorry. I don't understand.

Work in pairs/with a partner.

Stop, please.

Point to...

Change partners, please.

How do you say... in English/Chinese?

How do you spell...

Be quiet, please!

2. Keep your list of classroom language on the wall. Use this language in the classroom and encourage the students to use it too.

2. Point and say.

1. Put the students in pairs. Get them to read the example dialogue.

2. Write the words 'does' and 'not' on the board. Explain that 'does' is an auxiliary, or helping verb. Show the students that 'doesn't' is a contraction of 'does' and 'not'. We use 'doesn't' in front of 'like' when we want to make the sentence negative. Point out that 'doesn't' is only used with the third person singular i.e. 'he', 'she' and 'it'.

3. Explain that Student A should point to one of the characters and Student B says what the character likes or doesn't like. Then Student A has to talk about the item that B didn't mention i.e. if B talks about what Sam likes, A should mention what he doesn't like.

4. Do an example with the class. Hold up your book, point to Amy and say, 'She doesn't like computer games.' Say, 'likes' and prompt the students to say, 'She likes Barbie dolls.'

5. Now have the students continue the activity in pairs.

3. Game.

1. This game can be played in pairs or groups.

2. Explain to the students that you are going to point to some of your possessions and either smile or frown. If you smile, you like it, and if you

frown, you don't like it. The students have to make the appropriate statement. As the students are some distance away from your possessions, they should use 'that's' and not 'this is'. As they are talking to you, they must use 'your' and not 'his/her'.

Example

T (points to his/her bag and smiles)

Ss: That's your bag. You like it.

3. Now get four students to come to the front. Each of them must bring one of their possessions and they should put them on your table. They should point to their object and then smile or frown as appropriate. Choose a competent student to go to your desk and tell the rest of the class about the group's likes or dislikes. This student must be very close to the objects he/she is talking about so 'this' can be used. If the student is going to be some distance away, 'that's' must be used instead.

Example

S1 (points to a pen and frowns)

S5: This is/That's his/her pen. He/She doesn't like it.

4. The students can play the game in pairs. Remind them that they must use the possessive adjective 'your'. They can use 'this' rather than 'that's' as they will be very close to the objects they are talking about.

What's next?

1. If possible, have the students bring in two items from home (or they can draw pictures of two objects). They should bring one item they like and one they don't like. Encourage them to bring small objects that will fit in their school bag and ensure they get their parents' permission.

2. Get some students to come to the front of the class and have them bring their objects. The first student points to one object and frowns or smiles. The class makes a statement about that object.

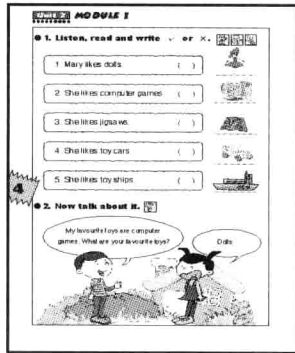
Example

S1 (points to a scarf and then frowns)

Ss: This is your scarf. You don't like it.

3. Note that the students may need some help with the vocabulary. You should look at the items they brought before starting the activity and teach any new words.

Activity Book



1. Listen, read and write ✓ or ×.

Have the students look at the five pictures and identify the objects (doll, computer game, jigsaw, toy car, toy ship).

Now get the students to read the five sentences.

Explain to the students that they are going to listen to the tape. They will hear Mary talking. They must listen carefully and place a tick or cross in the brackets at the end of the sentences depending on whether Mary likes or doesn't like these things.

Play the tape once and let the students listen. Play it again, pause it after each relevant utterance and have the students write a tick or cross. Play the tape a third time and let the students check their answers.

Tapescript

Hi, I'm Mary. I don't like dolls. I like computer games. I like jigsaws. I don't like toy cars. I like toy ships.

Answers

1. × 2. ✓ 3. ✓ 4. × 5. ✓

2. Now talk about it.

But the students in pairs and have them read the example dialogue.

Now write the following dialogue on the board, 'My favourite toy(s) is/are... What is/are your favourite toy(s)?' '(I like)...

Explain to the students that they are going to

work with their partner and talk about their favourite toys. Say that they should follow the dialogue outline on the board. They can talk about the objects in Exercise 1 or about any other toys they know the English names of.

Do an example with a competent student. Say, 'My favourite toys are toy cars. What are your favourite toys?' Point to the example on the board and have the student say, '(I like) [toys].'

Now have the students continue the activity in pairs. On completion, have them swap roles.

Unit 3

We like toys.



Warmer:

1. Write some of your possessions from home (make sure that the students have never seen them before). If you feel uncomfortable bringing your own things, draw pictures instead.

2. On your table, put two bags or boxes. On the outside of one, write, 'I like' and on the other, write, 'I don't like'.

3. Now take out the objects, one at a time and tell the students what they are and get the students to repeat the sentences. Note that while you can say 'This is', the students will have to say, 'That's'.

Example

T: (gets out a magazine) This is a magazine.

Ss: That's a magazine.