

NEW STANDARD ENGLISH
PRIMARY SCHOOL TEACHER'S BOOK

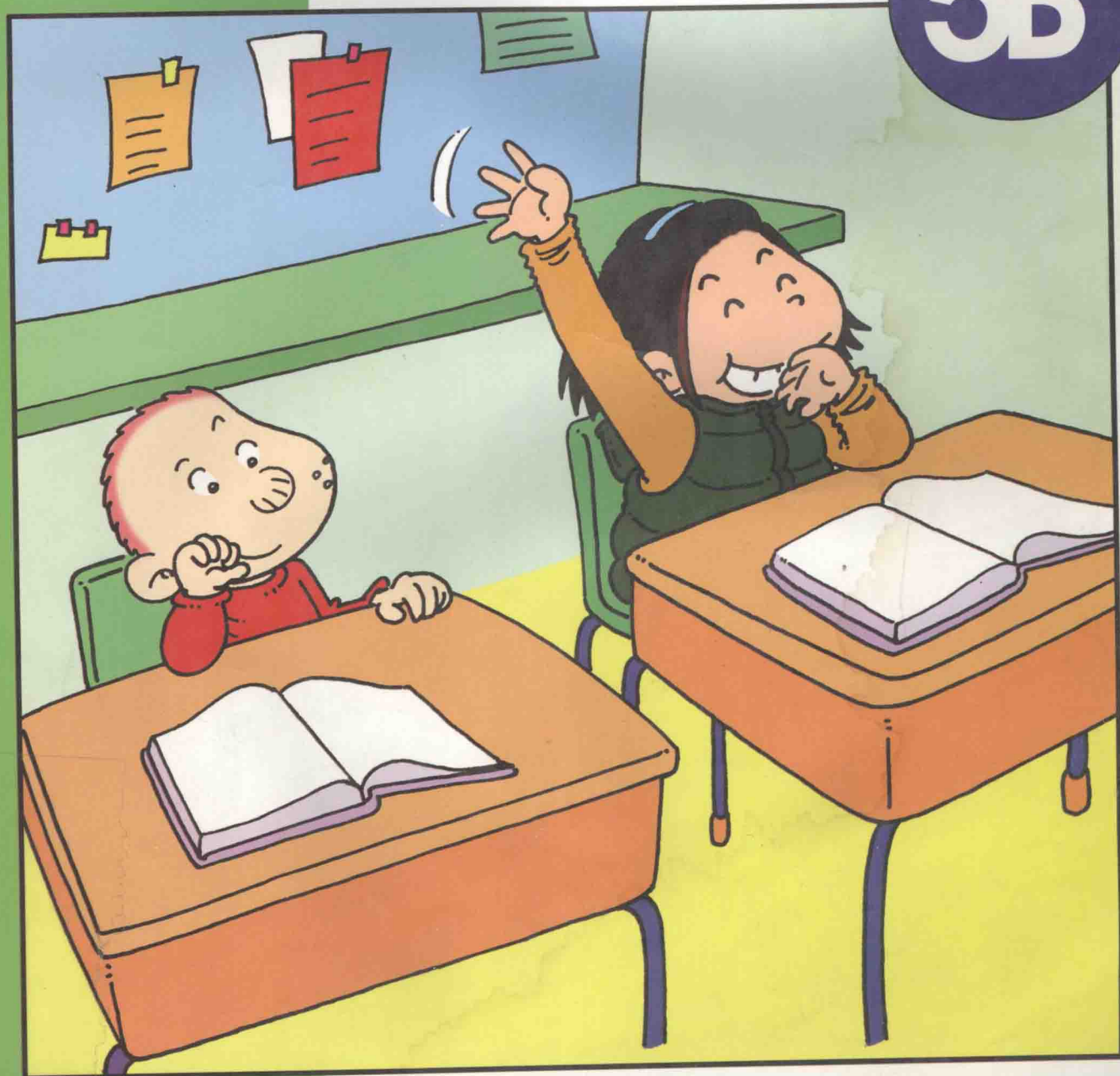
新标准英语

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

5B



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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2002年审查通过

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School (学校)

Class (班级)

Name (姓名)

(京)新登字 155 号

京权图字: 01-2002-0072

Foreign Language Teaching and Research Press & Macmillan Publishers Ltd. 2000

项目策划: 李朋义 徐秀芝 蔡剑峰 申 蕾

项目负责: 申 蕾 盖兆泉

责任编辑: 盖兆泉 葛 萌 郑海娟

设计监督: 许平南

设计制作: 张春玲 郝红浩

新标准英语 (三年级起点)

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主编: 陈 琳 Printha Ellis (英)

* * *

外研社基础英语教育事业部:

电话: 010-68917190/7541

传真: 010-68917832

网址: www.ceen.com.cn/zxx

电子信箱: wy@fltrp.com.cn

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.cn>

印 刷: 北京大学印刷厂

开 本: 890×1240 1/16

印 张: 11 插页 0.75

版 次: 2002 年 12 月第 1 版 2002 年 12 月第 1 次印刷

书 号: ISBN 7-5600-3134-X/G·1497

定 价: 24.90 元

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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) 5B是供小学五年级下学期使用的。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。在这一册中,我们将继续跟着 **Lingling** 和 **Smart** 一家在英国访问;**Daming** 也准备去美国看望他的表哥 **Simon** 及其一家人。我们将学习如何表述已经完成的事情与已经完成的动作、如何表达自己的意见、如何与他人进行讨论等。我们还将继续复习归纳单词的读音,并了解一些新的语音规则。

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的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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Classroom English

教师课堂用语

Classroom Routine

Hello, children/everyone.

Good morning/afternoon, boys and girls.

May I have your attention, please? / Now, pay attention, everybody.

Let's stop here. / Be quiet, please. Let's listen to...

Let's sing. / Let's act out.

Let's do it once more.

Take out your book and turn to page X.

Stand up. / Sit down, please.

Please speak louder. / Speak up, please.

Repeat your answer, please.

Raise your hand if you know the answer. / Put up your hands.

Let's start now. / Let's begin our class/lesson.

First, let's review / do some review.

What did we learn in the last lesson?

Please look at the blackboard/picture/map...

Say / Read after me / follow me, please.

Please come to the front. / Come up and write on the blackboard/chalkboard.

Please go back to your seat.

Please open your books at page... / Find page... / Turn to page...

Please stop now. / Stop now, please. / Stop here, please.

Time is up.

That's all for today.

Goodbye. / Bye. / See you next time / tomorrow / on...

For today's homework...

Instructions for Activities

Discuss your answers with your partner / group members.

Everybody together. / All together.

Let's do it one by one.

Now you, please. / Your turn, (Student's name).

Who wants to be Sam?

It's your turn.

Questions and Feedback to Learners

Do you have any questions? / Any suggestions/questions?

Very good! / Good! / Clever boy/girl! / Well done!

Great! / Yes, that's right.

Clap for..., everyone!

Try again.

OK. / That's OK.

Any volunteers?

更详细的课堂用语请参见《中小学教师课堂用语手册》(外研社 2002年版), 定价5.50元, 磁带3盒, 定价21.00元

5B 分册教学建议

学期主要教学建议:

本学期的教学要在进一步提高学生听说能力的基础上,强化学生初步的读写能力的形成。本学期要进行学年评价,这是国家二级的第一个学年评价。二级评价与一级评价的最大不同就在于对初步读写能力的要求,它要求学生能阅读问候卡等书面材料,能模仿范例完成句子和看图完成句子等。

因此,本学期的教学要在上学期的基础上引导学生进一步强化听说能力,并同时形成初步的读写能力。随着读写要求的提高,我们应该适当减少与课文相关的活动时间,并继续增加教学内容的读写训练时间,确保学生顺利地以听说为重点的学习转向以听说为主、读写为重的学习。在上学期的学习中,没有特别新的语言项目,是为了确保学习方法的转轨。如果学生仍然存在严重的读写困难,我们必须指导学生获得新的学习策略。

本学期,学生将接触和学习新的语言项目:现在完成时。我们仍然坚持通过语言运用学习语言知识的方法,保证不使新的语言项目成为新的学习障碍。

模块主要教学建议

第一模块

主要语言功能	描述过去经常进行的活动
主要语言结构	She used to travel with a circus. He used to be a clown when he was young. She used to be a factory worker. What did your grandma use to do?
运用任务建议	向同学说明自己以前(比如上幼儿园的时候)经常做但现在已经不做的事情;向朋友介绍自己的祖父母或外祖父母退休以前的工作生活情况;让朋友看自己父母小学时的照片(如没有照片,他们可以画),并说明他们上小学时的日常生活情况

第二模块

主要语言功能	描述现在已经完成的活动
主要语言结构	We've finished our homework. Have you tidied the table? Yes, we have. / No, we haven't. Has she washed her hands? Yes, she has. / No, she hasn't.
运用任务建议	调查他人是否已经完成某项活动以决定是否开始下一项活动;早上到校时调查本组同学是否已经完成作业;询问同学们是否学会了你教的某项活动(如折纸鹤、画漫画、做航模等)

第三模块

主要语言功能	获取信息
主要语言结构	I'm looking for information about computers. There are some books here. Where can you find out about science? At a library.
运用任务建议	向同学们询问某一信息(何处能买到最流行的卡通贴画,何处能租借英语的动画VCD等);调查同学们是否知道如何利用学校的图书室或者街道图书馆等;制作一个校园信息指南卡,告诉新同学如何在校园里获取信息

第四模块

主要语言功能	描述当前已经取得的成绩
主要语言结构	Have you played the Maths game? Will you play the game before you come to America? Cathy has done her Maths homework.
运用任务建议	描述本班同学在运动会等活动中已经取得的成绩; 调查同学们在英语学习中已经取得的成绩 (Have you learnt any chants/games/songs from New Standard English? How many?)就中国已经取得的成就制作一个展板

第五模块

主要语言功能	评价物品; 根据评价做出决定
主要语言结构	This black bag is nice. It's big. I think this green one is better. It's lighter. And it's got two pockets. The green one has got wheels. Why does he prefer football? Because it's more fun.
运用任务建议	运用所学英语说明你喜欢某一物品的理由; 与同伴讨论在班级英语晚会上表演什么节目, 说明你的理由, 并共同做出决定

第六模块

主要语言功能	描述已经去过的地方
主要语言结构	They've travelled a lot. Where have they been? They've been to lots of cities in China. I've been to Guangzhou. I went in the summer.
运用任务建议	说明你曾经去过的地方; 调查本组同学去过哪些地方; 向他人介绍自己去过的地方或朋友去过的地方

第七模块

主要语言功能	描述发送电子邮件、电子贺卡的程序
主要语言结构	First, you have to switch on your computer. Then you have to click on the E-mail icon... How do you send an E-card?
运用任务建议	按照课文中的方法, 学习发一封电子邮件; 考考你的朋友是否会发送电子邮件; 指导你的父母发一封电子邮件 / 电子贺卡; 给老师发送一张电子贺卡

第八模块

主要语言功能	表达意见
主要语言结构	I think he's got them already. I don't think it's windy in New York now. I think you are right. I agree/disagree.
运用任务建议	在小组讨论中, 表达自己的意见; 与同学们讨论是否组织儿童节英语晚会; 与外国网友讨论如何学习英语 / 汉语, 表达自己的意见

第九模块

主要语言功能	理解不同文化
主要语言结构	We watched a play. The men wore women's clothes. The women wore men's clothes. It was very funny. Did you know that English people put milk in their tea?
运用任务建议	用已经学过的英语向同学们介绍一些你知道的英语国家的文化; 向外国朋友介绍你的家乡特殊的地域文化; 与同学们一起说说不同民族不同的吃饭方式

第十模块

主要语言功能	谈论旅行准备情况
主要语言结构	Have you prepared everything? What do you have to take? Where do you have to go? When do you have to leave? Who went on holiday?
运用任务建议	询问计划假期旅行的朋友的准备情况; 调查同学们参加班级郊游前通常需要准备什么东西; 就学校儿童节晚会的准备情况采访晚会组织者, 以便为学校电视台制作英语新闻节目

Module	Theme	Functions	Target Language
1	Talents	Describing finished activities	why/because used to... could/ couldn't
2	English Dinner	Describing finished activities with a relation to the present	Using regular verbs in the present perfect tense
3	Research	How to research information	I'm looking for information about... Where can I find out about...? ... in one week's/two days' time.
4	Achievements	Comparing current achievements	Using irregular verbs in the present perfect tense Using the simple future tense
5	Decisions	Assessing information	Using comparative forms of adjectives; Using the verb 'prefer'; Using the passive voice
6	Travel	Saying where you have been	Present perfect tense: have + past participle Simple past tenses: used to
7	Communications	Using new technologies to make communications	have to + infinitive without 'to'
8	Discussion	Presenting different points of view	I agree/disagree; What do you suggest? What about a...?
9	Letters from Abroad	Understanding different cultures	Simple past tense Present perfect tense
10	Preparations	Preparing for a visit abroad	Question words: who, what, where, when
Review	Story Time	The Girl in the Pagoda	Review
Project 1	My China		
Project 2	Research		
Project 3	Make a Fact File		

目次

Vocabulary

IPA Symbols and Pronunciation

Song, Chant, Poem

clown, still, because, acrobat, travel, circus,
abroad, foreign language, talented, retired, a little,
sometimes, factory, worker

/eɪ/ /ɔ:/ /ɑ:/ /ɜ:/

Poem: The Owl and the Pussy Cat

finished, tidied, washed, cooked, traditional, chips,
delicious, walked, played, watched, painted,
picture, cleaned

/ɜ:/ /eə/ /ɑ:/

Song: We walked and walked.

look for, information, bought, keyboard, monitor,
laser printer, mouse, library, video, CD-ROM,
library card, return, made, word, news, dictionary,
newspaper

/i:/ /e/ /ə/ /ɪə/
/eə/

Poem: Who has seen the wind?

seen, sent, parcel, sofa, phone, eaten, for now,
done, learnt

/aɪ/ /ɜ:/

Song: What have you done today?

light, pocket, strap, shoulder, easy, prefer,
problem, solve

/əʊ/ /ɔɪ/ /u:/ /ʊ/

Song: We prefer mangoes and rice.

had, travelled, prairie, climbed, Tibet, north, west,
east, south

/ɜ:/ /aʊ/ /ə/

Song: Pussy Cat, Pussy Cat

E-mail, message, another, have to, switch on, icon,
written, address, gone, think of, E-card

/tʃ/ /k/ /n/

Song: I have to go to school today.

suggest, quickly, phone, excited, already, sure,
painter, disagree, the same as, vase, circle

/ɪ/ /ŋ/ /ŋg/ /ŋk/

Poem: Do you agree or disagree?

theatre, wore, men, women, funny, laughed, a lot,
prepare, put, bed, read, borrowed, wrote, soon,
letter box, van, postman, gave

/kw/ /ʃ/ /ð/ /θ/

Song: Postman, Postman

prepared, maybe, forgotten, something, nervous,
normal, abroad, shoe, ticket, passport, toothbrush,
airport, leave, holiday

/w/ /h/ /r/

Poem: Who has eaten my cheese?

MODULE 1

Talents

Unit 1

He used to be a clown.

Language

using 'used to'
using adverbial clauses of time
using the modal verb 'could'
using the interrogative 'why' and answering with 'because'

Form

subject + used to + infinitive without 'to'
main clause + adverbial clause introduced by 'when'
modal + verb

Examples

She used to travel with a circus.

He used to be a clown when he was young.

She could speak some English.

New Vocabulary

clown, still, because, acrobat, travel, circus, abroad, foreign language, talented, retired, a little, sometimes

Recycled Vocabulary

China, clothes, grandma, grandpa, people, learn, play the guitar, speak English, wear, work, young, he, it, she, when, where, who, why, now, they

Warmer:

1. On the board draw a picture of yourself. Tell the students what it is and then write the following underneath: When I was young I used to...

2. Have the students each get two pieces of paper. On one piece they write the word 'True' and on the other they write 'False'.

3. Now say that you are going to talk about the things you could do when you were younger. The students have to listen and decide whether your sentences are true or false. They should hold up the appropriate piece of paper.

Example

T: When I was young, I used to play football.

Ss (Hold up 'True' or 'False'.)

T: It's true.

4. Now have the students continue the activity in pairs. They must take turns to make the statement.

1. Look, listen and learn.

1. Have the students look at the pictures. Ask questions in Chinese e.g. What are the children looking at in the first picture? What is the clown holding in picture 3? What are the people doing in the last photo?

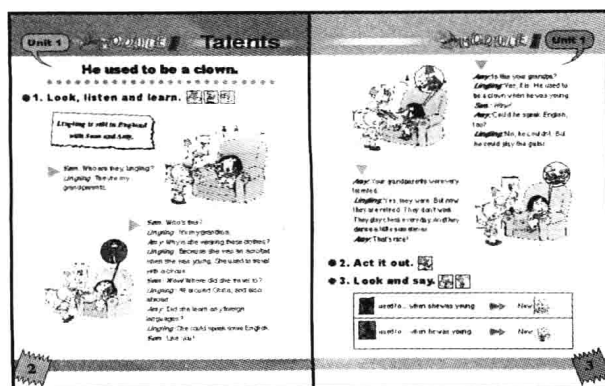
2. Tell the students to close their books. Have them tell you the names of some occupations. Write a list on the board.

3. Now write the words 'acrobat' and 'clown' on the board and use mimes to show the students the meaning of these words. Then have the students open their books and find these two words in the story. You may want to check their understanding by saying, 'How do we say [occupation] in Chinese?'

4. Now write the following new words on the board: circus, travel, abroad, foreign language, talented, retired.

5. Tell the students to open their books and

STUDENT'S BOOK



underline these words very faintly with a pencil. Alternatively, get the students to find these words in the story. Have them try to work out the meanings of the words through the context or by lexical and picture clues.

6. Now play the tape. Play it a second time, pause it after each utterance and have the students repeat the sentences.

7. Ensure that the students understand the meaning of the new words. Point to the photo in the last picture and say, 'What are they playing?' Prompt the students to respond, 'They're playing chess.'

8. Hold up your book and point to the acrobat and the clown. Say, 'We can see acrobats and clowns at the circus.'

9. Have the students find the word 'abroad' in the dialogue. Ask, 'Is China abroad?' Shake your head and say, 'No.' Then say, 'Is America abroad?' Nod and say, 'Yes.' Say 'I travelled abroad last year. I went to America. Then I came back to China.'

10. Say, 'Chinese is a language.' Then ask, 'Is English a language?' Prompt the students to say, 'Yes.' Then say, 'English is a foreign language.'

11. Explain that when elderly people stop working, they are retired. Also say that 'talented' means having a special ability.

Additional Activity

1. Write the new words on the board but miss out one letter in each word e.g. you-g, circ-s, tr-vel.

2. Tell the students that you are going to say the words and they have to tell you which letter is missing.

Example

T: Young.

Ss: N.

T: Yes.

12. Teach the new structures. Write 'used to' on the board. Say, 'I used to be a baby.' Mime

being a baby. Then say, 'I used to cry. I used to be naughty.' Ask the students if you are a baby now (No). Explain that 'used to' talks about past habits or conditions that we no longer do or that no longer exist. Point out that 'used to' is followed by the infinitive without 'to'.

13. Write this sentence on the board: She was an acrobat when she was young. 'She was an acrobat.' is the first or main clause. 'when she was young.' is the adverbial clause and tells us 'when'. The adverbial clauses of time can come in front of or after the main clauses.

14. Write 'could' on the board. This is a modal auxiliary, or helping verb. It combines with the main verb in a sentence.

15. Write the following structures on the board:
Question: Why...?
Answer: Because...

16. Point outside and say, 'Why is it hot/cold/cool/warm?' Prompt the students by saying the name of the season i.e. 'Summer.' Prompt the students to answer, 'Because it's [season].' Then say, 'I'm tired.' Point to the question on the board and prompt the students to ask, 'Why are you tired?' You can answer, 'Because I went to bed late.' Do more examples with 'hungry' and 'thirsty'.

17. Explain to the students that when we ask 'why' we are asking for a reason. The conjunction 'because' introduces that reason. Starting a sentence with 'because' is a shortened form of a sentence and the original sentence would be 'I'm tired because I went to bed late.'

2. Act it out.

1. Play the tape again, pause it after each utterance and ask, 'Who said that?' The students should respond, 'It was [character].'

2. Now put the students into groups of three (or put them in pairs and have one student read the roles of both Sam and Amy). Assign the roles of Lingling, Sam and Amy to individual students in each group.

3. Have each group read the dialogue and do the appropriate actions (though they will have to do them while seated) e.g. they should look at a book and pretend that it is a photo album.

4. Now choose one group and have them perform in front of the class. Repeat this with other groups if time allows.

3. Look and say.

1. Have the students look at the pictures and identify the people (Lingling's grandmother and grandfather).

2. Get the students to read the sentence structures.

3. Now draw the following table on the board and get the students to copy it.

Grandma		Grandpa	
used to	now	used to	now

4. Have the students look at the dialogue in Activity 1. Get them to tell you the things that Lingling's grandmother used to do by asking questions e.g. What was her job when she was young? / What did she do when she was young? Where did she go? Did she speak English? Write the students' answers on the board.

5. Now follow the same procedure for Lingling's grandfather.

6. Put the students in pairs or groups and have them complete the table. You may need to prompt them by asking questions e.g. Do Lingling's grandparents work? What do they like to do?

Suggested Answers

Grandma		Grandpa	
used to	now	used to	now
be an acrobat. / travel with a circus. / travel around China and abroad.	is retired. / doesn't work. / plays chess. / dances a little sometimes.	be a clown.	is retired. / doesn't work. / plays chess. / dances a little sometimes.

7. Note that you will have to point out to the students that Lingling's grandmother's ability to speak English and her grandfather's playing of the guitar don't belong in this table. We use 'used to' to show what someone could do or did at an earlier time. Although Grandma learnt English when she was young, she may still be able to speak some English, and Grandpa may be able to play the guitar now.

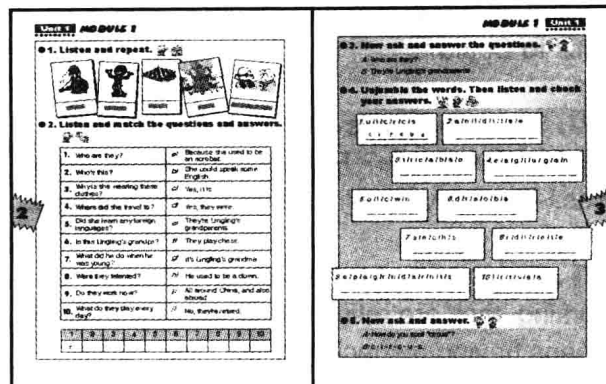
What's next?

1. Get the students to choose a member of their family e.g. a grandparent, aunt or uncle, mother or father.

2. They must find out three or four things that they used to do and write sentences in English describing those activities.

3. At the beginning of the next lesson, get some individual students to come to the front of the class and read out their sentences.

Activity Book



1. Listen and repeat.

Have the students identify the people or objects in the five pictures (clown, acrobat, chess, circus, grandparents).

Explain that they are going to listen to the tape. They must listen carefully and repeat the words.

Play the tape once and let the students listen. Play it a second time, pause it after each word and have the students repeat them.

Now get the students to work in pairs. One student points to a picture and the other student says the word.

2. Listen and match the questions and answers.

Revise the new vocabulary i.e. acrobat, foreign languages, retired, clown, talented, so that the students are able to complete the activity.

Play the tape once and let the students listen. They must listen carefully and try to remember the information in the story.

Have the students read all the questions and answers. Ask them to tell you what they think they have to do in this exercise (match the questions and answers).

Point out the example that has been done for them and explain that they should write the answers in the table.

Do an example with the class by getting the students to read question 2. Write the question on the board and point to the word 'who'. Ask the students what this word refers to (a person or people). Have the students look at the answers in column 2 and find the appropriate answer. (It's Lingling's grandma.)

Now have the students work individually and complete the exercise.

Check the answers by reading the questions and getting the students to say the answers.

Answers

2	3	4	5	6	7	8	9	10
g	a	i	b	c	h	d	j	f

3. Now ask and answer the questions.

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

Have them continue to work in pairs. They should take turns to ask and answer the questions in Exercise 2. Each student should ask five questions before they swap roles.

On completion, have the students repeat the

activity. However, this time the students answering the questions should have their books closed.

4. Unjumble the words. Then listen and check your answers.

Have the students look at the mixed up letters. Explain that each set of letters is a word they've learnt in the text. They have to reorder the letters to make the word. Point out the example that has been done for them.

Write the second set of letters on the board. Have the students look at it in their book, and get them to try to reorder the letters. If they are having problems, circle the letter 't'. Have the students look at the Pupil's Books and say which words begin with 't' (travel, talented). The students should then be able to say that the second word is 'talented'.

Put the students in pairs, have them reorder the remaining words.

On completion, play the tape, get the students to check their answers and to repeat the words.

Tapescript and Answers

1. c-i-r-c-u-s, circus
2. t-a-l-e-n-t-e-d, talented
3. a-c-r-o-b-a-t, acrobat
4. l-a-n-g-u-a-g-e, language
5. c-l-o-w-n, clown
6. a-b-r-o-a-d, abroad
7. c-h-e-s-s, chess
8. r-e-t-i-r-e-d, retired
9. g-r-a-n-d-p-a-r-e-n-t-s, grandparents
10. t-r-a-v-e-l, travel

Classroom Management: Correcting Students' Work

● Before correcting work that students have produced individually, have the students compare their answers with a partner. This will give the students more confidence when you correct the answers with the class.

● Vary the way you do corrections with the class. For example, invite students to the board and get them to write the answers. If space allows,