

义务教育教科书·英语

LEARNING
ENGLISH

教师用书 Teacher's Guide

(一年级起点)

一年级下册

It's fun! It's easy!



河北教育出版社

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[中国] 河北教育出版社
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出版者的话

亲爱的老师和同学们，您知道吗？这套英语教材是河北教育出版社和 DC 加拿大国际交流中心共同组织国内和国际上最负盛名的基础英语教学和研究的专家、学者、教师根据国家《英语课程标准》编写的，供义务教育小学一年级至六年级使用。这套教材包括《教科书》、《活动手册》、《教师用书》、录音带、词汇卡片等，可以满足您在不同层次、场合的教学和学习使用。

这套教材充分吸收了世界上最先进的外语教学理论和实践经验，注重学生英语听说读写能力的培养和训练，努力为学习者营造语境，精心设计内容，在教学中安排了大量的、有趣的教学活动，引导学生在轻松愉快、积极向上的气氛中学习英语，使英语学习变得“既容易又有趣”。

这套教材以学生为中心，以主要人物的活动为主线，围绕最常用、最基本的英语词汇、句型、交际会话等，逐步展开教学内容，符合中小学生的年龄、心理特征和语言教学规律，具有很强的科学性。

这套教材的语言信息含量大，既贴近学生生活，又展现了中西方国家的不同文化背景。《活动手册》设计了丰富多彩、新鲜活泼的练习形式；《教师用书》为教学提供了翔实、具体的教学建议；录音带为学生的课堂学习，尤其是课外学习提供了很大方便；教师观摩录像带为教师更好地完成教学任务提供了原汁原味的外方专家、教师先进的教学理论和教学实践的宝贵资料。

这套教材强调语言的学习以多输入、多接触为主，强调以学生为主体的有意义的语言实践活动，教学呈现出了“学习活动化，活动交际化”的崭新局面，学生始终保持学习外语的兴趣和学好外语的信心。

久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。在此，我们表示衷心的感谢！

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HOW TO USE THIS TEACHER'S GUIDE

The guide and its companions

This guide covers one semester of the *Learning English* program.

In addition to this guide, you should have:

- An audiotape.

Each student should have the companions:

- Student book.
- Activity book.
- Student card.

Where to start

Start by reading the next two sections: “Philosophy of the *Learning English* Program” and “Your English Classroom.” These two sections describe what is new about the *Learning English* program, why it works and how to make your role as a teacher most effective.

Work through each lesson

This guide covers twenty-four lessons in four units (six lessons per unit). The last lesson of each unit is a review.

Each lesson contains step-by-step instructions for using the student book and activity book, and for leading students through the song, game or craft, which is the centre of each lesson.

如何使用 《教师用书》

《教师用书》及配套教材

本书是与《学英语》配套的教师用书,供一个学期使用。

另外,教师还要有:

- 听力磁带

每个学生应备有以下配套资料:

- 学生用书
- 活动手册
- 学生词汇卡片

从何开始

首先要阅读以下两部分:“《学英语》编写指导思想”和“英语课堂”。这两部分介绍了本教材的新颖性、适用性,以及教师如何最有效地担当好自己的角色。

如何上好每一节课

本书包括4个单元,共24课(每单元共6课)。每单元的最后一课是复习课。

每课都详细说明了如何使用学生用书和《活动手册》。歌曲、游戏和手工制作是每课的中心内容,《教师用书》在每课都仔细地介绍了如何引导学生学习歌曲、做游戏和手工制作。

Some lessons may contain more activities than you can use. As you prepare each lesson, make a note of what you might cut if you run out of time in the classroom.

If you do run out of time, always conclude your lesson with the class closing anyway. Always start the next class at the beginning of the next lesson.

In some cases, you may need more activities to fill a lesson. You can repeat songs and games the students have learned in previous classes, or you can use a game from the supplemental games section at the back of the guide. Some of these games require you to prepare pictures and other resources, so be sure to read about them early in your class preparation plans.

Refer to the back of the guide

The back of the guide contains information that will help you apply the *Learning English* program to your classroom. It includes sections on:

Teaching Techniques

This section outlines ways to introduce and practice vocabulary, to teach pronunciation, and to evaluate student progress.

Puppets, Posters and More

This section describes how to make resources for your classroom, such as posters, puppets and displays.

Games

This section has an index of games presented in the lessons in this teacher's guide, plus a list of supplemental games.

Songs

This section lists songs presented in this teacher's guide, with words and musical notation.

Adapt it!

We have designed this guide for beginning teachers. It introduces and uses a small repertoire of language-learning techniques. If you have experience teaching English, draw on other techniques you know.

This guide provides you with suggestions only. You can follow it step by step or you can create your own steps. Adapt the lessons to fit your teaching experience, the needs of your students and the resources available to you.

有些课可能包含额外的活动。由于课时紧张,不可能在课上进行所有活动,教师在备课时,应标出课上在时间不够的情况下可能删除的活动。

如果的确课上时间不够用,就可以及时进入本书建议的结课环节。每一堂课一定要始于下一课的开头。

有时在课上,你可能需要更多的活动。可以重复以前学过的歌曲和游戏,也可以选做本书后面补充材料部分的某个游戏。其中有些游戏要求教师准备图片或其他材料,所以要在备课时仔细阅读该部分。

参考本书后面部分

本书后面部分为补充材料,帮助教师更好地进行课堂教学。主要内容如下:

教学技巧

本部分列举了词汇教学和练习、语音教学和评价学生学习进步情况的各种方法。

手偶、张贴画的制作及其他

该部分介绍了如何为教室制作手偶、张贴画和展品等学习材料。

游戏

该部分包含本书各课的游戏索引,同时还补充了一些游戏。

歌曲

该部分列举了本书的歌曲,并配有歌词和曲谱。

作适当调整!

本书是为初为人师的英语教师设计的。介绍了各种各样关于语言学习的技巧。如果你已有英语教学的经验,可以采用你已知的其他技巧。

本书仅对教学提出建议。你可以按部就班,也可以创造自己的教学步骤。总之,可以根据自己的教学经验,学生的具体需要和现有的教学材料来对本教师用书进行调整。

PHILOSOPHY OF THE LEARNING ENGLISH PROGRAM

The *Learning English* program for early primary students (Grades 1, 2 and 3) aims to help Chinese students learn to speak conversational English. We have designed the program to fit the way children naturally acquire language. Children need to learn English the way they learn their first language: through listening to people around them speak words and phrases in familiar contexts. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and to play, experiment and use their imaginations. They need resources that reflect familiar surroundings and situations, both to maximize language learning and to develop an appreciation of their own culture.

To develop fluent English speakers and readers, teachers must recognize and honour the emergent stages of reading and writing that students in Grades 1 to 3 go through. In Grade 1, students need time to develop a curiosity about letters and words, and to recognize a connection between conversation and print. This critical stage takes time—up to a school year or longer—but if teachers attempt to omit it, they will inhibit future language learning. In Grade 1, the *Learning English* program helps students use real objects, actions and pictures to give meaning to oral language. It provides textbooks that young students will enjoy. The program, however, does not recommend the students attempt to read any English, or to write any English other than their own names.

At all primary levels, the program stresses talk (listening and speaking). It gives students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The

《学英语》 编写指导思想

小学低年级阶段(即一、二和三年级)的《学英语》教材旨在帮助中国学生学习英语会话。本教材是根据儿童习得语言的方式设计的。儿童应该按照他们习得母语的方式学习外语:即重复地听周围人在熟悉的语言环境下讲话。在英语课上,小学生需要有许多机会在各种情景中探索、建构和传达意义;澄清观点,回味自己的思想、感情和经验;实践和发挥自己的想象力。学习资源要能够反映学生熟悉的环境和情景,以利于最大程度地满足学生的语言学习需求,并提高他们对本国文化的鉴赏水平。

为了培养学生流利的口语和阅读能力,教师要认识到从一年级到三年级学生要经过读写水平由简到繁、由低到高的逐渐过渡。在一年级,学生需要一段时间逐渐产生对英语字母和单词的好奇,并逐渐认识到对话和印刷字体之间的关系。这个关键阶段需要经历一段时间——一个学年甚至更长——但是如果教师试图忽略这个阶段,就会抑制学生将来的语言学习。在一年级,《学英语》教材帮助学生学会使用实物,动作和图片辅助口头语言表达意义。所提供的教材是学生喜闻乐见的。但是,在一年级阶段不主张学生进行阅读或除了书写他们个人的姓名之外的写作练习。

在小学阶段,本教材强调谈话(即听和说)。教材给学生提供了许多在不同会话情景下进行交谈的机会:学生和学生之间的会话、学生个人与小组之间的会话、学生和老师之间的会话以及学生个人与全班的会话。学生要经常进行角色表演并且创作会话。这种谈话活动

students often role-play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that students can eventually function in a variety of situations.

The *Learning English* program is holistic and integrative. In Grade 1, it stresses listening and speaking, but it also exposes children to the printed form of the language. In Grade 2, it introduces students to the alphabet, both lowercase and uppercase. This introduction helps students develop the fine motor skills necessary for printing (writing) and to gain familiarity with the conventional direction of English (left-right and top-bottom). By the end of Grade 2, students should be able to recognize the names of others in the classroom and the names of the letters of the alphabet. At this level, students will still use picture clues and combine drawing with print forms provided in their textbooks or by teachers. As they gain in their knowledge of the alphabet, they will be able to practise and copy simple lists of letters, numbers and common classroom words. In Grade 3, teachers can expect their students to demonstrate an interest in the printed word and exhibit reading-like behavior. The students will still use picture clues to identify words but will also begin to learn common “sight words” and develop an oral knowledge of the English phonetic system. Students will practise writing or copying appropriate captions or labels to accompany pictures.

It is critical for teachers to make language instruction appropriate to the stage of development of their students. This is key to language instruction and crucial to language development. Language development occurs in step with the development of consciousness. The four language skills (listening, speaking, reading and writing) naturally reinforce each other in a child’s language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the *Learning English* program first exposes children to new words, and then lets them encounter and use these words again and again in different contexts throughout the class year.

The *Learning English* program stresses active student-centred experiences. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop. The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom, but on what the students do within it.

The program stresses meaningful learning situations. It provides young students with textbooks that contain familiar settings, close to their lives. It engages students in situations where they use English to make a request, to express a feeling, to

有利于提高学生进行真实有意义的交际的能力。该活动提倡灵活地使用语言,最终目的在于使学生掌握在各种情景下进行有效交际的本领。

《学英语》教材提倡整体语言学习和综合语言能力。在一年级强调听和说,但是同时也让学生接触到语言的书面印刷体形式。在二年级,向学生介绍字母,包括大写和小写形式。这有助于学生了解书写的技巧,熟悉英语书写的习惯顺序(从左到右,由上及下)。到二年级末,学生要学会识别班上其他人的姓名和各个字母的名称。在这个阶段,学生仍需借助于图片,并结合绘画来理解课本上的书面语言或老师的书写。随着对字母知识的了解,学生将能够练习抄写字母、数字和普通的课堂用语。到三年级,老师可望学生显示出对书面英语的兴趣。学生会有一些准阅读行为,即简单的阅读行为。学生仍将借助图片识别词汇,但是开始学会简单的字画句,并学会读英语音标。学生要练习书写或抄写图片标题或标识。

教师的课堂用语一定要适合学生现有的语言水平。这既是语言教学的关键,又是语言发展所必须的。语言的发展和学习者的认知能力的提高是同步的。在儿童的语言发展过程中,四种语言技能(听、说、读和写)彼此相互促进。儿童掌握生词的过程也是发现生词所代表的意义的过程。这个过程需要时间。学生学习方式和学习速度因人而异。成功的教师会针对学生的个体需要设计不同的课堂活动。并不是每个学生在一定的教学阶段内都能获得同样的语言流利程度。因此,《学英语》首先让学生接触新单词,然后在整个学年里,在不同的语境中不断重复使用这些单词,使学生频繁接触它们,直到最后掌握为止。

本教材强调以学生为中心的教学,鼓励学生积极参与学习活动。书中设计了大量的学生结对或小组活动,要求他们用英语组织会话。其中包括需要学生创造性地使用英语进行交际的游戏、歌曲和角色表演活动。强调通过有趣的活动鼓励学生用英语进行交流,并能发表个人的见解。学生用英语谈话越多,他们的语言技能提高得就越快。如果老师尽可能多地鼓励学生用英语谈话,那么《学英语》教材就会得到最有效的使用。老师应该组织引导学生的课堂活动、进行会话演示和示范,并及时纠正学生的错误。但是本教材的核心不是教师在课堂上做什么,而是学生在课堂上做什么。

本教材强调有意义的学习环境。教材提供了丰富的贴近学生生活的场景,让学生学会提出请求、表达感情、做成某事、寻找基本信息或者完成某项任务。在真实的情景中学习英

accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses thinking as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view: to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses language immersion. It exposes students to more English than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words. Teachers should label items in the classroom with big cards showing the English words.

The program stresses risk-taking in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. Students need support and assistance to experiment with new language structures. They need praise for the content of what they say, rather than constant correction of pronunciation and vocabulary. Therefore, good language teachers give their students lots of praise and encouragement. They help students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage students to invent their own questions, responses and conversations, and they congratulate students for taking risks.

The program stresses a motivational classroom environment. It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

Overall goals of the *Learning English* program for early primary

The early primary program of *Learning English* has one over-riding goal: to provide young students with a language-learning opportunity that follows, supports and strengthens their natural development. Following and reinforcing the development of the child, and the normal patterns of language acquisition at this stage, increases the language facility developed at all higher levels.

The following language-learning goals have shaped the *Learning English* program in general. In each case, we have described their specific application to early primary language learning.

- To speak and listen with sufficient fluency to explore, extend, clarify and reflect on thoughts, ideas, feelings and experiences. Early primary students need opportunities to participate in a range of experiences; to explore and express familiar events, ideas and information; to express personal experiences; and to share the experiences and feelings of others.

语会激发学生学习的兴趣。他们所学的是自然的语言而非做作的课堂对话。

本教材强调思维是交际的一个基本组成部分。要进行交际,就要有话说。本教材通常由教师创造课堂环境,以便学生对事物形成自己的观点:即就自己的个人经历进行思考并与别人分享;评价别人的观点和经验;用英语想象和创造新的观点。

本教材强调沉浸式语言学习。学生接触的语言量大于需要他们掌握或完全理解的语言量。老师要最大限度地努力使学生处于英语的氛围之中。教室里应备有大量的英语张贴画、图片词典、报纸、书籍、书信、明信片、标语和杂志。教室的墙上应展示英文词汇图片和语句。教师要把教室内的物品用相当大的词汇卡片做出英文标识。

本教材强调在教师的鼓励下进行适当的冒险。没有人在学习语言中会不犯错误。如果害怕失败,学生就不会尝试使用新的单词或句子,也就不会有进步。学生在实践新的语言结构时需要帮助和支持。老师要表扬学生语言表达的内容,而不是不断地纠正其语音和词汇方面的错误。因此,好的教师要不断表扬和鼓励学生,用大量的示范、演示和提示,给学生提供帮助。要时常鼓励学生提出问题、回答问题、组织对话,对学生的冒险给以祝贺。

本教材强调创设有趣的课堂环境。用大量的表演、歌曲、游戏和令学生感到惊喜的活动使英语课堂充满乐趣。本教材旨在激发学生的求知欲,从而吸引学生的注意力,并启发他们课下进行英语练习。

《学英语》低年级阶段的总体目标

本教材低年级阶段的总体目标是:给小学生提供语言学习的机会,引导、帮助从而培养他们以后语言的自然发展能力。学生在本阶段形成良好的学习习惯,有利于小学高年级阶段的顺利学习。

下面是本教材的总体目标。每一项都详细描述了在低年级阶段的具体要求。

- 听和说方面,能足够流利地就思想、观点、感情和经验进行探索、延伸、澄清和反省。

低年级学生需要机会参与实践活动;探索熟悉的事件、表达观点和描述信息;描述个人的经历;与别人分享经验和分担感情。

- To manage ideas and information effectively; to plan, select, organize and record in an age-appropriate and skill-appropriate way. Early primary students need opportunities to use their own and other's personal experience; to share and seek basic personal knowledge; to ask and answer common simple questions; to listen to and follow simple directions; and to organize visuals and information for sharing.
- To communicate information and ideas effectively and clearly, and respond personally and critically. Early primary students need opportunities to share and demonstrate ideas from personal experiences; to participate in shared oral experiences such as listening to stories, singing and playing games; to share their own creations and appreciate others' creations; and to express lack of understanding and ask simple questions.
- To interact with sensitivity and respect, considering the situation, audience and purpose. Early primary students need opportunities to help others and to ask others for help; to work with partners or in groups; to take turns sharing information; and to show consideration for those whose ideas, abilities and language progress is different from their own.
- To respond personally and critically to a range of texts. Early primary students need opportunities to make connections between oral language and personal experience; to use textual cues such as pictures, symbols and images to understand meaning; to participate in shared listening, reading and viewing; and to create oral, pictorial or dramatic texts to communicate.
- To use the English language confidently and competently in a variety of situations for communication, personal satisfaction and learning. Early primary students need opportunities to listen and respond to basic phrases in the classroom; to produce simple sentences in a structured situation; imitate some common nonverbal behaviors and simple routine social interactions; and to reflect on learning tasks with the guidance of the teacher.
- To explore, understand and appreciate the values of the English and Chinese cultures for personal growth, enrichment and satisfaction. Early primary students need opportunities to represent themselves and their families; to participate in classroom and school cultural activities; to recognize and appreciate various elements of Chinese culture; and to understand the value and significance of second-language education.

Teaching with the *Learning English* program

This program stresses:

- An approach to text recognition and reading that follows the natural acquisition of language among young children. In Grade 1, students develop the recognition that text has meaning. In Grade 2, they develop

- 能够有效地把握和理解信息与观点,并对此进行适当的计划、选择、组织和记录。低年级学生需要利用自己和别人的个人经验进行进一步实践;了解和与人分享关于自己的基本知识;就一般的简单问题进行提问和回答;听取和遵循简单的指令;组织视觉的和其他的信息并与人分享。
- 能清晰有效地交流信息和观点,发表个人见解。低年级学生需要分享和表明自己从实践中得出的观点的机会,并与人分享;参与口头实践活动,如听故事,唱歌和做游戏;与人分享自己的创造并欣赏他人的创造;表达疑惑,提出简单的问题。
- 带着敏感和尊重来互动,并要考虑情境,听众和目的。低年级学生要学会帮助别人和寻求帮助;与别人结对或参与小组活动;轮流与他人分享信息;对持不同意见、语言水平和能力与自己不同的人表示关注。
- 就不同情况持有自己的见解。低年级学生需要建立起口头表达和个人实践之间的联系;借助于图片、符号和图像等提示,理解课文的意思;参与集体的听、读和观看活动;创造口头的、绘画形式的或者戏剧表演形式的交际活动。
- 能自信而有效地使用英语,进行多种情景的交际、满足个人生活和学习的需要。低年级学生要在课上听懂基本的句子,并做出反应;在创设的情景下造简单的句子;模仿一些普通的非口头语言行为和一些简单的、固定的社交语言;在老师的指导下就学习任务进行简单的思考。
- 能探索、理解和欣赏中国文化和英语文化的价值,为学生个人发展、丰富阅历和未来取得胜利打基础。低年级学生要代表自己和家庭;参与课堂和学校的文化活动;识别并欣赏中国文化的诸多因素;理解第二语言教学的价值和意义。

使用本教材进行教学

本教材强调以下几点:

- 遵循儿童自然习得语言时文本识别和阅读滞后的规律。学生在一年级逐渐意识到文本有意义;在二年级,学会识别字母;到三年级,学会识别词句。

recognition of letters of the alphabet. In Grade 3, they develop recognition of “sight words.”

- Interactive conversation, not just lists of vocabulary words and grammatical structures.
- Flexible language use in a wide range of situations, not just memorization and chanting.
- Understanding and expressing overall meaning, not just learning isolated parts of language.
- Authentic real-world situations where, for example, children play games, ask for and give information, and express likes and dislikes.
- Everyday language among native English speakers. Many informal expressions and common idioms are included in the curriculum, as well as formal structures demonstrating grammatical patterns.

The early primary program provides:

- Step-by-step teacher’s guides with detailed instructions for innovative English-teaching methods.
- A wide variety of student-centred activities, including games, songs, stories, small-group activities and TPR (Total Physical Response) activities, among others.
- Engaging textbooks and activity books designed for early primary students.
- An audiotape.

What about phonetics?

Pronunciation forms an important part of any language program. Young students mimic well. They often learn pronunciation by listening to, and imitating, good role models.

Too much emphasis on correct pronunciation, however, can make students afraid to speak because they worry too much about pronunciation errors. Teachers must gently guide students to understandable pronunciation, but never let pronunciation become more important than meaning and communication.

Teachers, however, need to pronounce words correctly. Teachers should check their own pronunciation periodically with a tape recorder. Teachers should practice speaking English outside the classroom whenever possible, preferably with a native speaker. Teachers can tune their ear to correct pronunciation by watching English television and movies.

We encourage Chinese teachers of English to learn the International Phonetic Alphabet (IPA) so that they understand the distinctions and similarities among different sounds. The IPA also helps teachers to focus on individual sounds and examine ways to produce them. This helps teachers work out the best way to teach these sounds in their own classrooms.

- 交际对话,而不仅仅是列举词汇和语法结构。
- 各种情景下灵活运用语言,而不仅仅是记忆和念唱语言。
- 理解和表达整体意思,而不仅仅是学习孤立的语言片段。
- 真实的情景,例如,儿童做游戏,问讯和提供信息,表达喜欢和不喜欢。
- 英语为母语者的日常用语。本课程包含许多非正式语言和一般习语,以及体现语法规则的正式结构。

低年级阶段教材包括如下内容:

- 《教师用书》对革新英语教学的方法提供了详细的说明。
- 多种以学生为中心的活动,包括游戏、歌曲、故事、小组活动和全身反应活动等。
- 引人入胜的专为低年级学生设计的课本和活动手册。
- 配套的录音磁带。

关于语音

语音是任何语言学习活动的重要组成部分。小学生模仿能力强。经常倾听和模仿好的角色示范有助于学生学习语音。

但是,过多强调发音准确,会使学生担心自己犯语音错误而害怕开口讲话。老师要温和地引导学生,尽量使自己的发音容易理解。不过任何时候都不应该过多强调语音,而忽视语言的交际功能和要传达的意义。

然而,老师的发音一定要准确。老师要定期参照录音检查自己的发音。在课下要尽可能多用英语讲话,最好是和英语是母语的人交谈。老师还可以通过看电视和电影使自己熟悉准确的发音。

我们鼓励中国的英语教师学习国际音标(IPA),这有助于他们了解不同的音之间的异同,研究各个单音的发音特点,从而找到最好的音标教学方法。

What about grammar?

Grammar instruction and analysis have no place in early primary learning. Early primary students do not have the cognitive development to understand, learn or use such information. It is counterproductive to the development of second-language fluency at this level.

The *Learning English* program introduces grammar naturally and gradually. At beginning levels, it teaches students how to recognize and imitate certain structures and patterns, but it does not emphasize grammar. At more advanced levels, it presents points of grammar to help the students understand patterns or certain structures.

Above all, communication counts, not correctness. *Learning English* aims to help the students experience the joy and comfort of being understood and of understanding others.

What about memorization?

Memorization has its place in a foreign-language program: it is an important way, though not the only way, to learn new concepts. The students ultimately must memorize the vocabulary and structures of a foreign language before they can consistently produce these structures in conversation and writing. Memorization occurs through practice and games, recitation, repeated exposure, memory tools and individual study. The students also benefit from memorizing songs, chants and short passages in the new language.

English speakers refer to memorization as learning by heart. Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. Students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings. We advise teachers always to help students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

What about translation?

To begin to learn a second language, early primary students need to feel comfortable and accepted. Only then will they feel willing and able to risk this new and challenging process. Early primary teachers need to use Chinese to provide meaning and comfort for their young students. They should switch between Chinese and English in a way that models normal conversation as much as possible.

Teachers should also use real objects, visuals and actions to demonstrate the meaning of English words and phrases. Through their teachers' consistent use of explanation, students learn valuable skills in interpreting English that they can apply at higher levels.

关于语法

在小学低年级阶段不进行语法教学和分析。这个阶段的学生的认知能力还不够强,还不能够理解、学会或使用这样复杂的理论。他们还不可能流利地运用作为第二语言的英语。

《学英语》教材对语法的介绍是逐步展开的,遵循了语言发展的自然规律。在起始阶段,要求学生学会辨认和模仿某些结构和句型,但是不强调他们必须了解其中的语法规则。在较高级阶段,介绍一些语法项目,帮助学生理解句型或者某些结构。

总之,重要的是交际,而不是正确性。《学英语》旨在帮助学生体验被人理解和理解他人的快乐与舒畅。

关于记忆

在外语学习中,记忆有着独特的作用。虽然这不是学习新概念的唯一的方法,但却是一个重要途径。学生必须大量记忆词汇和句法结构,才能够最终连贯地在口头和书面语中应用这些结构。记忆词汇和句法结构,可以通过练习和做游戏、背诵、重复接触的方式,也可以鼓励学生采用个性化的方法。另外,记忆歌词、念唱诗和较短的段落也是不错的选择。

记忆通常指用心学习。记忆意味着要用心领会,使语言材料深入人心。死记硬背不可取。机械背诵得到的信息只是无意义的单词和词组的堆砌,而不能有效表达学生的经历、思想和感情。建议老师要经常帮助学生理解所学的语言信息,并与学生的生活实际联系起来,然后再加以记忆。如此看来,记忆就成了一种内心的练习。

关于翻译

学习外语伊始,低年级阶段的小学生需要在心理上感觉舒服,有被接受的感觉。此时他们才会乐意并能够迎接这种陌生而有挑战性的学习。老师使用汉语进行讲解,就能使学生心理感到舒服。老师要尽可能通过英汉语言之间的转换,向学生展示正常的会话情况。

老师还可以利用实物、其他视觉教具和做动作来解释英语词句的意义。老师不断这样做,能使学生学到一些宝贵的语言解释技巧,用于他们今后较高层次的语言学习。

YOUR ENGLISH CLASSROOM

Make your classroom welcoming

Children need to feel safe. They need to trust that no one will make them feel stupid or ashamed. They need to feel like they belong. They like to feel surrounded by friends. They want to be active and to participate. They love to laugh and play. They love surprises. They want to feel special. And most of all, children need to feel cared for.

When your classroom environment provides for these needs, children will be motivated to learn and will work hard.

If you really care about each of your students, you will teach from your heart. That is the best way to create a genuinely caring community in your classroom. Here are some other practical suggestions for creating a stimulating learning environment:

- Keep a brisk pace throughout the class.
- Allow lots of opportunities for the students to talk and play in pairs and in small groups.
- Move throughout the classroom. Don't always stand at the front of the room! As you work through each lesson with your students, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.

英语 课堂

营造美好的课堂氛围

孩子们需要安全感。他们需要相信没有人会使他们感觉到愚蠢和羞耻。他们需要归属感。他们喜欢周围全是友好的人。他们做事乐意积极参与其中。他们喜欢游戏和欢笑。他们喜欢新鲜刺激。他们希望自己与众不同。最重要的是,他们需要被人爱。

如果你的课堂环境满足了小学生的以上需求,他们就会喜欢学习,努力学习。

如果你的确关心你的每一个学生,你就会用心去教他们。这是建立一个师生彼此关心的课堂的最佳途径。要创造一个激励学生学习的环境,特提出如下建议:

- 保持较快的课堂教学节奏。
- 给学生足够的机会,以结对和小组形式进行谈话,做游戏。
- 注意走到教室的各个位置。不要总是站在前面! 讲每一节课都应四处走动。在观察学生做练习时,一定要照顾到各个小组。有老师站在旁边时,学生就会格外集中精力。如果教室空间较小,完全可以把课桌靠墙摆放,在教室的中间腾出一个通道。这样你就可以很容易地走到各个地方,更近距离地接触到学生。

- Vary activities frequently: use some demonstration, some oral question-and-answer, some small-group work, some songs and games. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing words or making sentences that are unfamiliar. Remember, learning to speak a language involves lots of courage to take risks and it involves making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.
- When offering correction, focus on one problem at a time (otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: Good try!
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practising together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' work on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

- 经常变换活动方式:如可以进行演示、口头问答、做小组活动、唱歌和做游戏。《学英语》教材的每一课都设计了这些活动。
- 纠正学生的错误时要谨慎。要多注意表扬他们做得好的地方。尤其当学生大胆尝试读一些不熟悉的单词和句子时,要给予表扬。记住,学习讲一门语言,会犯许许多多的错误。这需要学习者要有很大的勇气,要敢于冒险。在语言学习的过程中,错误很自然会出现,而且经常会出现。老师要帮助学生认识到这一点。
- 当纠正错误时,要一次纠正一个,不可以太多(否则会吓着学生)。要拣最重要的错误予以纠正。对于学生的口语表达,不要凡错必纠,否则学生会不敢再开口讲话。纠错要客观公正,不要揪住小辫子不放。不要忘记表扬学生的尝试行为。请说:这是好的尝试!
- 如果某个学生回答问题有误,让全班其他同学帮他纠正。如果可以的话,要在课前或课后单独给学生纠错。最好是在学生做结对练习时纠错。要当心,不能在全班同学面前为难某个学生。
- 在教室墙上展出学生的成果。这会让学生感到教室不只是老师的,也是他们自己的。这也可以说明学生的劳动很重要。

Unit 1

About Me!



General Goals for Unit 1.....

This unit is designed to extend students' understanding of themselves and their world. All individuals are unique. It is important that students develop a positive self-image and accept themselves and their peers as valuable human beings. Through the suggested texts, the oral language experiences, and the reading, writing, viewing, and representing activities, students will explore their ideas, feelings, and surroundings. At the same time, students will explore and extend their use and knowledge of the English language. The purpose of this unit is to develop language skills and strategies in the context of exploring what is most relevant and important to Grade 1 students.

Unit 1 introduces sentences and questions designed to elicit information not only about characters in the book, but also about each individual student. By the end of this unit, most students will be able to respond with information about themselves including whether they are a boy or a girl, their name, their age (birthday) and various feelings they have. They will also be able to recognize general time concepts. Unit 1 expand the Grade 1 student's world to include their friends.

Students will continue to indicate their understanding through gestures and can now be expected to make short responses to specific questions.

第1单元

关于我！



第1单元总目标

本单元旨在帮助学生对自我和周围世界进行理解。所有个体都是独一无二的。对自身有正确的认识并认为自己和同伴们的存在都是有价值的，这一点对学生来说很重要。通过学习课文，进行口语训练和读、写、看、展示的活动，学生会对自己的想法、感受和周围环境进行探求，同时还会对英语语言进行探索和展开运用。本单元的目的在于：在探索对一年级学生来说密切相关和非常重要的知识的同时，培养学生语言技能和学习策略。

本单元介绍了一些句子和问题，旨在引出一些信息，既包括书中人物又包括每名学生。在本单元末，大部分学生要能用有关自己的信息作答，包括：他们是男孩还是女孩，名字，年龄（生日）和各种各样的情绪。学生还要能识别一般的时间概念。第1单元把一年级学生的世界扩展到了他们的朋友。

学生会继续用手势表明自己的理解，现在应该能对具体的问题做出简短的回答。

Teaching Tip



It is important to share student information not only in oral but also visual format. One of the ways to do this is to collect information about the children and make a chart for the classroom that you can continue to refer to.

Class Data Chart:

Give each child a 4x4 square of white drawing paper. Tell them to print their name and draw a self-portrait. Label a large piece of butcher paper - **Meet Class 1-**. As children finish, they glue their self-portraits onto the butcher paper, leaving a large space in the middle. When finished gluing, using **Language Experience Approach** to write at the bottom:

We are Class 1.

We have _____ boys in our class.

We have _____ girls in our class.

We have _____ children in our class.

This chart can be put up at the beginning of each class. You can leave space beside each child's name/picture to add their birthdates or any other information later on if you wish.

Language Experience Approach:

The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

Each lesson is organized under the following headings:

TEACHING GOALS: Specific objectives for the lesson.

TEACHING PREPARATION: Materials that you will need to teach the lesson (props, puppets, tape recorder, etc.).

CLASS OPENING

- Greeting and Review: Welcome the students to class and briefly recap the material from the last lesson to refresh the students' memory.

- Lesson Hook: Warm up the class for the new lesson by capturing the imagination of the students with a Lesson Hook.

NEW CONCEPTS

Each lesson in the student book contains some or all of the following activities:

1. Listen and say!

- New vocabulary and expressions that will be taught in the lesson.
- Activities that train the ear to recognize new vocabulary through listening and repetition.
- Demonstrate: Visual strategies and techniques that will further enhance and embed the new material into students' minds.

- Practice: Activities that require the students to apply their new knowledge working in groups, with a partner, or alone.

教学提示



和学生分享信息时不仅用口头的形式也要用视觉的形式，这一点很重要。这样做的其中一个方法是收集学生的信息，制作一个课堂图表，供教师持续参考。

班级数据表：

分给每个孩子一张 4x4 的白色图画纸。告诉他们写下自己的名字并画下自画像。给一张厚而不透水的绘画纸贴上标签：- Meet Class 1-。学生完成后，把他们的自画像粘贴在这张纸上，在纸中间留出一片大的区域。学生贴完后，教师利用语言体验方法在纸的下端写出：

We are Class 1.

We have _____ boys in our class.

We have _____ girls in our class.

We have _____ children in our class.

本图表可在每堂课开始时挂出。教师可在每个孩子的名字或画像旁边留出空白，以供日后添加学生的生日或其它信息。

语言体验方法：

这是一种基于学习者个人经历中发生的行为或故事来进行阅读教学的方法。教师写下这些个人经历中的故事，和学生一起阅读，直到学习者把单词的书面形式和口头形式联系起来。

教科书上每一课都是按以下标题顺序进行编排的：

教学目标：本课要完成的具体目标。

教学准备：本课教学将要使用的各种材料（小道具、手偶、录音机等）。

开始上课

- 问候与复习：问候学生，简要重复上节课所学内容，帮助学生记忆。
- 课文导入：通过课文导入活动，激发学生对于新课学习的想象力和学习兴趣。

新概念

学生课本中每一课都会全部或部分包含以下活动：

1. Listen and say!

- 本课需要教授的新词汇和用语。
- 通过听和跟读来训练识别新词汇的活动。
- 示范：通过视觉策略帮助学生把新知识牢记在脑海中。
- 练习：学生以单人、双人或小组形式练习使用所学新知识的活动。

2. Let's sing! (or chant!)

These fun and interactive sections teach students new concepts through song and dance or chants. Students participate actively, have fun and learn at the same time!

3. Let's play!

By participating in games and role-play activities, students must think about and apply the new content from the lesson in order to successfully complete the activity.

Teaching Tip



The use of songs, poetry, chants and role plays, or simulations help to ease the students' transition into using English in real-world situations. Each lesson in this book will include at least two of these activities but teachers can expand their lessons by including more if they wish.

4. Let's do it!

These are activities the students can do in their student books to demonstrate their understanding of the concepts taught.

Optional

These are extra activities that can be included if there is time (guest speakers, songs beyond those in the text, etc.).

Please note that not all the lessons always contain all activities. You can use your Teacher's Guide to follow along with the activities from the Student Book.

ACTIVITY BOOK

Explain the activities from the activity book and help the students complete them.

CLASS CLOSING

- A short review of the material taught in that lesson and a positive reinforcement or teaser about the fun lesson coming up.
- After-Class Activities: Include tasks that students can do at home to practise and reinforce the new material.

Specific Goals for Unit 1.....

Knowledge and Skills

1. Students will be able to do the following:
 - To tell specific information about themselves, i.e.: boy/girl, name, student, likes.
 - To ask and answer **How old are you?**
 - To say **Today is my birthday** and respond with **Happy birthday!**
 - To ask and answer **Are you happy?**
 - To respond to a greeting in a positive way.
 - To differentiate between school activities done at different times during the day.
 - To be able to state something they have learned in school such as English.
 - To be able to read time on a clock in English.

2. Let's sing! (or chant!)

这里有许多非常有趣的交互式活动。学生通过唱歌、跳舞以及说歌谣等形式学习新概念，学生积极参与，在享受乐趣的同时又能学到新知识！

3. Let's play!

在参与游戏、角色扮演等活动中，学生只有不断思考和练习使用新知识才能成功完成这一活动。

教学提示



歌曲、诗歌、歌谣和角色扮演，或者称作模仿练习的运用有助于学生在真实场景中使用英语。本册书中的每一课都会包括至少两个这样的活动，但是教师可以自主选择更多活动来拓展课堂。

4. Let's do it!

这些活动学生可以在教科书上做，以展示他们对所学概念的理解。

可选活动

如果有时间可以选择这些可选活动（嘉宾演讲，课文以外的歌曲等）。

注意：并非每课都包含全部的活动。可根据课本上的活动选择教师用书上的指南展开活动。

活动手册

通过讲解，帮助学生完成活动手册上的各项活动。

结束课堂教学

- 简单回顾本课讲授内容，介绍新课，提起学生兴趣。
- 课后活动：包含一些学生在家可以完成的活动，以帮助学生练习巩固已学到的新知识。

第 1 单元具体目标

知识与技能目标

1. 学生能够做到：

- 说出关于自己的具体信息，如：男孩 / 女孩，名字，学生，喜欢什么。
- 在对话中提问和回答 How old are you?
- 说 Today is my birthday, 并用 Happy birthday! 回答。
- 在对话中提问和回答 Are you happy?
- 正确应答别人的问候。
- 区分一天中不同时刻学校中的活动。
- 讲出他们在校所学，如：英语课。
- 用英语读出钟表的时刻。

- To verbally express feelings.
 - To recognize and know a variety of verbs.
2. Students will be able to understand and use the following vocabulary:
old, card, birthday, clock, class, Chinese, English, home
3. Students will be able to understand and use the following verbs:
jump, run, learn, make
4. Students will be able to understand and respond orally to the following expressions:
- **This is me.**
 - **My name is...**
 - **I am... I like...**
 - **How old are you? I am...**
 - **Today is my birthday. Happy birthday.**
 - **Are you happy? Yes, I am.**
 - **I go to school in the morning**
 - **What time is it? It's...(time)**
 - **Good morning. Good afternoon.**
 - **Time for class.**
 - **Time to go home.**
 - **Can you guess?**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and to find opportunities to practise their listening skills.
- To try to imitate and use English in everyday life.

Cultural Awareness

Children are expected to learn about the differences between Chinese and English names.

- 口头表达感觉。
- 知道各种动词。
- 2. 学生能够理解和运用下列词汇：
old, card, birthday, clock, class, Chinese, English, home
- 3. 学生能够理解和运用下列动词：
jump, run, learn, make
- 4. 学生能够理解和口头运用下列用语：
 - This is me.
 - My name is...
 - I am... I like...
 - How old are you? I am...
 - Today is my birthday. Happy birthday.
 - Are you happy? Yes, I am.
 - I go to school in the morning.
 - What time is it? It's ...(time)
 - Good morning. Good afternoon.
 - Time for class.
 - Time to go home.
 - Can you guess?

学习策略目标

帮助学生形成以下基本学习策略：

- 注意观察日常生活中的简单英语对话。
- 养成听录音、模仿跟读的习惯。
- 在学习时集中注意力。
- 主动向教师和同学请教问题。
- 认真听、学英文歌曲，以帮助学习英语习惯用语。

情感态度目标

- 学生对英语学习充满兴趣和好奇心，抓住机会练习听力技能。
- 学生在日常生活中乐于模仿和运用英语。

文化意识目标

学生知道英语名字和汉语名字的不同。

Teaching Tip



Each unit exposes the students to a larger number of words and expressions than they need to master or practise. These extra words or expressions have been included because they form part of typical English conversation, which we believe students should hear from the beginning of their learning. These extra words and expressions also allow the natural curiosity of children to guide some of their language learning. As you encourage and respond to questions about these extra words and expressions, you may decide to demonstrate, translate or use examples to clarify their meaning.

Resources Teachers Need for Unit 1.....

- Audiotape or multimedia CD for lessons 1~6
- Pictures and flashcards
 - new vocabulary: **boy, girl, student, English, Chinese, class, home**
 - verbs: **love, jump, run**
- Drawing paper for pictures and cards
- 2 cardboard boxes for telephone receivers
- Cards for Let's do it! Lesson 1 and Card Game in Let's play Lesson 2
- Parts for large teacher clock (to be made)
- Parts for student clocks (to be made)
- Activity Book

教学提示



在本册各单元中，除了目标和口语词汇以外，还出现了较多不需学生练习或掌握的词汇。这些词汇不可或缺是因为它们是构成典型的英语会话不可缺少的部分，故而学生有必要从初学时便多听这些会话。这些词汇和用语在一定程度上还能让学生自然的好奇心指导其语言学习。就这些词汇诱发和回答问题的过程中，教师可自行决定是采取演示、翻译还是举例的方式说明这些词的意义。

第 1 单元所需教具

- 1~6 课的录音带或教学光盘
- 图片和词汇卡片：
 - 新词汇：boy, girl, student, English, Chinese, class, home
 - 动词：love, jump, run
- 制作图片和卡片的绘画纸
- 用来制作电话听筒的两个纸板箱
- 第 1 课 Let's do it! 和第 2 课 Let's play! Card Game 中需要的卡片
- 教师用的大钟表的零件（准备组装）
- 学生用的钟表零件（准备组装）
- 活动手册

Lesson 1 This Is Me!

Lesson 1 This Is Me!

1 Listen and say!



2



This is me.
My name is Tian Tian.
I am a girl.
I am a student.
I like to play.

2 Let's do it!

Make a card.

	Name: <u>Li Xiaoping</u>
	I like: /
	boy / girl

3

TEACHING GOALS

Students will be able to introduce themselves with:

This is me.

My name is...

I am a boy/girl.

I am a student.

I like...

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 1

第1课 这是我!



MY TEACHING NOTES

教学目标

学生能用下列用语介绍自己:

This is me.

My name is...

I am a boy/girl.

I am a student.

I like...

教学准备

- 第 1 课的录音带和教学光盘

- Two puppets and name cards for them (Li Ming and Tian Tian)
- Paper for student pictures
- Cards for **Let's do it!**

CLASS OPENING

Greeting and Review

In Chinese, ask the students what they remember from Book 1 about English (phrases, words). If students have never taken book 1, then they can add what they do know about English to the conversation from their personal experiences.

Teacher: Do you know any English words? Have you met anyone who speaks English? How would you greet another person in English? Do you remember the **Hello Song**? Let's sing it together!

Lesson Hook

Tell the students to open their books to Lesson 1 while you hold up one finger. Help the students to find the first lesson. Open your book and show the students what they should look for.

Teacher: In this lesson, you will learn to tell another person about yourself by showing a picture you have drawn of yourself!

Introduce the two characters (Li Ming and Tian Tian) from Lesson 1. In Chinese, ask the students if they remember either of these characters from Book 1. Ask if the students can tell you a bit about the character they remember.

Teaching Tip



Ask the students to look at the picture on Page 2 of their student book. Where do they think Li Ming is going to? Have a discussion about why Li Ming might be bringing a picture of himself to school.

NEW CONCEPTS

1. Listen and say!

Introduce the vocabulary for Lesson 1. Tell the students that they have heard all of the vocabulary in Lesson 1 Book 2 before in Book 1 so today's lesson will be very familiar to them:

- **This is me.**
- **My name is...**
- **I am a girl/boy.**
- **I like... (to play , to read)**

- 两个手偶及其英文名字卡片 (Li Ming and Tian Tian)
- 学生用绘画纸
- Let's do it! 的卡片

开始上课

问候和复习

用汉语询问学生能记起的第 1 册书中的知识 (短语、单词)。如果学生从未学过第 1 册, 他们则会把从自身经验中学到的英语加入到会话中来。

教师: 你们认识一些英语单词吗? 你们遇到过讲英语的人吗? 怎样用英语问候别人呢? 你们还记得歌曲 Hello song 吗? 我们来一起唱吧!

课文导入

让学生翻看课本第 1 课, 同时伸出自己的一根手指。帮助学生找到第 1 课, 将自己的书翻到第 1 课, 给学生做演示。

教师: 在本课中, 你们将要学会通过展示自己的自画像向别人介绍自己。

介绍第 1 课中的两个人物 (Li Ming and Tian Tian)。用汉语询问学生是否记得第 1 册中的这两个人物, 是否能够把对于这些人物的记忆说一说。

教学提示



让学生看教科书中的第 2 页。问他们认为李明要去哪里。就为什么李明要带一张自己的画像去学校这个问题展开讨论。

新概念

1. Listen and say!

介绍第 1 课的词汇。告诉学生他们在第 1 册中已经学过第 2 册第 1 课的所有词汇, 故而本课对他们来说将会很熟悉。

- This is me.
- My name is...
- I am a girl/boy.
- I like... (to play , to read)

Play the audiotape for Part 1 while the students follow along in their student books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Tell the students to listen as you say **This is me.** several times. Point to yourself when you say this phrase so that the students associate the phrase with the gesture.

Write **This is me.** on the board. Point to the words as you say them slowly a few times.

Teacher: **Say it, please. Again, please.**

Encourage the class to repeat the words with you several times.

Teaching Tip



Word Association

Associations are important in brain function. Memory operates as a conceptual chain: concepts, words and ideas are interlinked. Relations exist between objects, such as a person's face, and the name associated with the face. An understanding of the relationship between a word and a specific item is fundamental to word association memory so be sure to attach words to objects as often as possible during your teaching so that students can tap into their contextual knowledge!

Repeat this process with the following phrases:

- **My name is...**
- **I am a girl/boy.**
- **I like...(to play , to read)**

(Remember to point to a boy or a girl when teaching these phrases!)

•PRACTICE•

Role Play

Ask for individual volunteers to practise a dialogue with you using the Li Ming and Tian Tian puppets and their pictures to practise the new expressions:

This is me. My name is ____.

As you call on a volunteer, say **Stand up, please** and indicate with a gesture that you want the student to stand up.

Teacher: (points to Li Ming's picture)

This is me. My name is Li Ming. I am a boy. I like to read.

Student: (points to Tian Tian's picture)

This is me. My name is Tian Tian. I am a girl. I like to play.

2. Let's do it!

Ask the students to look at the card on page 3 of their student book.

Ask the students to make a card just like the one on page 3.

On the card there is a picture of the student and three phrases:

Name: Beside name, the student should print their own name.

I like: Beside **I like**, students should draw a picture of a book (I like to read) or a ball (I like to play).

播放第 1 部分的录音，让学生看书跟读。播放两三次，听每个学生的发音，必要时给予帮助。

• 演示 •

让学生听教师说几遍 This is me.，边说边指着自己，以便让学生把短语和手势联系起来。

在黑板上写下 This is me.，边指向单词边慢慢地读几遍。

教师：Say it, please. Again, please.

鼓励全班同学跟教师重复几遍这些单词。

教学提示



词汇联想

联想在大脑功能中很重要。记忆是一个构思链条：概念、单词和观点相互联系在一起。物体之间是有联系的，例如：人的脸庞，名字是和脸联系在一起的。对于单词和具体事物之间的关系的理解是词汇联想记忆的基础，所以，一定要在教学中尽可能频繁地把单词和事物联系起来，以使学生能利用语境获取知识！

用下列短语重复这一过程：

- My name is...
- I am a girl/boy.
- I like...(to play, to read)

(记着在教授这些短语时指向一个男孩或者一个女孩！)

• 练习 •

角色扮演

让几名自告奋勇的学生和教师练习对话，用 Li Ming 和 Tian Tian 的手偶和图片来练习新用语：

This is me. My name is_____.

当教师叫到一名自告奋勇的学生时，说 Stand up, please, 用手势示意学生起立。

教师：（指着 Li Ming 的图片）

This is me. My name is Li Ming. I am a boy. I like to read.

学生：（指着 Tian Tian 的图片）

This is me. My name is Tian Tian. I am a girl. I like to play.

2. Let's do it!

让学生们看教科书第 3 页上的卡片。

让学生仿照第 3 页上的卡片自己做一张。.

卡片上有一个学生和三个短语：

Name: 在 Name 旁边，学生写下自己的名字。

Boy/girl: Students should print **boy** or **girl** and draw a picture of the head of the boy or girl on this line to show that he/she is a boy or girl.

Role Play

Ask for individual volunteers to practise a dialogue with you using their pictures and their names to practise the new expressions: **This is me. My name is _____. I am a boy/girl. I like to read/play.**

As you call on a volunteer, say **Stand up, please** and indicate with a gesture that you want the student to stand up.

Teacher: (points to her picture) **This is me. My name is... I am a girl/boy. I like to read/play.**

Student: (points to his/her picture) **This is me. My name is... I am a girl/boy. I like to read/play.**

Translate this dialogue if necessary.

Practise the dialogue with 2 or 3 students then pair the students to practise the dialogue with a partner.

Teaching Tip



Except for standard classroom commands and the vocabulary in the lessons, you can speak Chinese with your students. The word and phrases that you should say in English are indicated in bold. When you speak English, try to use gestures and facial expressions to help students grasp your meaning.

Optional

The “My name is...” Game

Students walk around the room. When you clap your hands once, students stop, turn to a nearby student, and say:

My name is...

I am a boy/girl.

Moving Right

Students should use their picture to help them with this activity. Have the students form two lines facing each other and practise a conversation with the person standing across from them.

My name is...

I like to read/to play.

Then, have the students move one spot to the right so that everyone has a new partner. Now the students can practise the conversation with a different partner.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with

I like: 在 I like 旁边, 学生应该画一本书(我喜欢读书)或一个球(我喜欢玩)。

Boy/girl: 学生应该写出 boy 或者 girl, 并且画一个男孩或女孩的头像表示自己是
个男孩或者女孩。

角色扮演

请几名自告奋勇的学生和教师一起练习对话, 用他们的图片和名字练习新用语:

This is me. My name is _____. I am a boy/girl. I like to read/play.

当教师叫到一名自告奋勇的学生时, 说 Stand up, please, 用手势示意学生起立。

教师: (指着自己的图片) This is me. My name is... I am a girl/boy. I like to read/play.

学生: (指着自己的图片) This is me. My name is... I am a girl/boy. I like to read/play.

必要时翻译对话。

和两三名学生练习这个对话, 然后让学生两人一组练习对话。

教学提示



除标准的课堂指令和课文中的词汇外, 教师可以和学生们说汉语。教师应该用英语说的单词和短语用黑体印刷。教师说英语时, 尽量用一些手势和面部表情, 帮助学生领悟教师的意思。

可选活动

游戏 “My name is...”

学生们在教室内走动。当教师击一次掌时, 学生们停下, 转向临近的同学, 说:

My name is...

I am a boy/girl.

向右移游戏

在本次活动中, 学生选用自己的图片。学生面对面站成两排。每名学生和自己对面的学生练习下面的对话:

My name is...

I like to read/to play.

让每组学生整体向右移一个位置, 这样每个人又有了一个新的伙伴继续练习。

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册, 翻到正确的页数,

that page open. Say **Let's open our activity books and turn to page 2 or 3.**

Point to the page and walk around the class so that everyone can see.

1. Draw and say.

Students should draw a picture of themselves in the frame then complete the sentences below on page 2.

2. Listen and colour.

Students listen to the audiotape then colour each of the 3 characters on page 3 according to the directions given.

The audiotape says:

I am Lingling. Colour me red.

I am Jenny. Colour me yellow.

I am Danny. Colour me green.

CLASS CLOSING

Congratulate the students for completing Lesson 1. In Chinese, ask the students what they have learned in this class. Students should quickly review the contents of what they have learned.

Ask if they have any questions. The students should reflect upon the concepts taught and come up with some questions. This is good feedback for the teacher.

Then say **Goodbye, class** and encourage students to say **Goodbye** and wave in response. You will do this again and again in the course of your lessons. By Book 2, all students should respond to your **Goodbye!**

After-Class Activities

Ask students to practise introducing themselves to their parents in English when they get home.

说 Let's open our activity books and turn to page 2 or 3。

手指这一页，在教室里转一圈，直到每名学生都看清。

1. Draw and say.

学生们应该在框架里画上自画像，然后完成第 2 页下面的句子。

2. Listen and colour.

学生们听录音带后根据给出的指示把第 3 页上的 3 个人物一一涂色。

录音内容如下：

I am Lingling. Colour me red.

I am Jenny. Colour me yellow.

I am Danny. Colour me green.

结束课堂教学

祝贺学生完成了第 1 课的学习。用汉语问学生他们学到了什么。学生应该快速地复习所学知识。

询问学生是否还有问题。学生应该复习概念并提出一些问题。对教师而言，这是个很好的反馈。

然后教师说 Goodbye, class，鼓励学生说 Goodbye 并挥手作答。在教学过程中教师应该一遍一遍地这样做。到第 2 册学完前，所有学生应该能回答教师的 Goodbye。

课外活动

让学生回家后练习用英语向父母介绍自己。

Lesson 2 How Old Are You?

Lesson 2 How Old Are You?

1 Listen and say!



4

2 Let's sing!



3 Let's play!



5

TEACHING GOALS

1. Students will be able to ask, “**How old are you?**”
2. Students will be able to respond to this question using “**I am... years old.**” or “**I am...**”

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 2
- Cards for the Card Game in Number 3 Let's play

第2课 你多大了?



MY TEACHING NOTES

教学目标

1. 学生要能问: How old are you?
2. 学生要能用句型 I am... years old. 或者 I am... 回答上面的问题。

教学准备

- 第2课的录音带和教学光盘
- 为第3部分 Let's play 中卡片游戏准备的卡片

CLASS OPENING

Greeting and Review

Greet the students by waving your hand and say **Hello/Hi!** In Chinese, ask the children if they remember what they learned in Lesson 1. Introduce yourself with **My name is... I am a girl/boy.** Ask several students to reply with **My name is... I am a girl/boy.**

Lesson Hook

Tell the students to open their books to Lesson 2 while you hold up two fingers. Explain to the class that in this lesson, they will learn how to ask people how old they are! And they will also be able to respond with their own age!

Teaching Tip



Explain to the students that, in English, people do not usually ask an adult how old they are. It is polite to ask a child how old he or she is, but not very polite to ask an adult how old he or she is unless that adult is part of their own family!

NEW CONCEPTS

1. Listen and say!

Introduce new words and expressions that the students will learn today:

How old are you?

I am... years old./I am...

Play the audiotape for Part 1 as the students follow along in their student books. Play it a further two to four times, asking students to try to say the words along with the audiotape. Walk around the class, listening to each student “read”.

Tell the students to listen and repeat as you say this sentence several times: **How old are you?**

Write **How old are you?** on the board. Point to the words as you say them slowly a few times.

Encourage the class to repeat the sentence with you several times.

•DEMONSTRATE•

Tell the students to listen and repeat as you say this sentence several times: **I am... years old.**

Write **I am... years old.** on the board. Explain in Chinese what it means. Say it a few times. Let the students repeat after you each time.

•PRACTICE•

Model Play

Ask for individual volunteers to practise a dialogue with you using the new words and expressions. As you call on a volunteer, say **Stand up, please** and indicate with a gesture that you want the student to stand up:

Teacher: **How old are you?**

Student: **I am... years old.**

Translate this dialogue if necessary.

Work in Pairs

Divide the students into pairs. Ask them to practise the following dialogue:

开始上课

问候和复习

边挥手边说 Hello/Hi! 问候学生。用汉语询问学生是否记得第 1 课所学的内容。用 My name is... I am a girl/boy. 介绍自己。让几名学生用 My name is... I am a girl/boy. 作答。

课文导入

让学生翻看课本第 2 课，同时伸出自己的两根手指。向学生说明本课他们将学到如何询问他人的年龄，还能回答自己的年龄！

教学提示



向学生讲解：在英语中，人们通常不会询问一个成年人的年龄。询问孩子的年龄是有礼貌的，但是询问成年人的年龄却并不礼貌，除非这个成年人是你的家庭成员！

新概念

1. Listen and say!

介绍学生今天要学的新单词和用语：

How old are you?

I am... years old./I am...

播放第 1 部分的录音，让学生看书跟读。播放两到四遍，让学生试着跟录音读单词，在教室内来回走动，听每个学生读。

教师把句子 How old are you? 说几次，让学生听后重复。

在黑板上写下 How old are you? 边指着单词边慢慢地说几遍。

鼓励全班同学跟着重复几次。

● 演示 ●

告诉学生听教师说几遍句子 I am... years old., 然后跟着重复。

在黑板上写下 I am... years old. 用汉语解释它的意思。读几遍。每次朗读时让学生重复。

● 练习 ●

示范表演

让几名自告奋勇的学生和教师一起用新单词和短语练习对话。当教师叫到一名自告奋勇的学生时，说 Stand up, please, 用手势示意学生起立。

教师：How old are you?

学生：I am... years old.

必要时翻译对话。

一对一练习

让学生两人一组，练习下面的对话：

Student 1: **How old are you?**

Student 2: **I am... years old.**

(Reverse the roles.)

Present

Ask for volunteer pairs to repeat the dialogue in front of the class. Listen to about ten pairs of students.

The students need to practise speaking English in front of other people. You may wish to encourage the class to applaud after a pair has finished speaking. Applause acknowledges the students' effort and builds their confidence in pronunciation and speaking in front of other people.

2. Let's sing!

Song: How Old Are You?

Play the audiotape and have the students listen to the song.

Write the words for the song on the board.

Read each word, in lines 1 and 2 pointing as you say them.

Have the students repeat each word in each line after you.

How old are you?

How old are you?

Do the same for lines 3 and 4.

Not four, not five. (shake your finger for **not** and hold up fingers for the numbers **4** and **5**)

I am six! (hold up fingers for the number **6**)

Play the audiotape again, pointing to each word on the board as the students sing along with the song.

Perform the actions for the song, one line at a time in lines 4 and 5. Have the children repeat the words and actions after you.

Now you are ready to sing the entire song with the students. Tell the students to stand up and face you. Sing the song and perform the actions together. The students sing aloud and the teacher mouths the words!

3. Let's play!

The Card Game

Place cards numbered 1 through 10 in 3 piles on a table. Mix the cards up in each pile and turn the cards upside down.

Have three students stand on one side of the table in front of each pile of cards. These students will ask the question: **How old are you?** to the students on the other side of the table.

Have three students stand on the other side of the table. These students will draw one of the cards from the pile and respond with the number on the card: For example: **I am five.**

When the students asking and the students answering have completed their turn, 6 more students take their place and play the Card Game again!

Teaching Tip



Having students play this card game ensures that they listen to the question and respond with the correct number. Students will not only practise the phrases **How old are you?** and **I am...** from this lesson; they will also practise their numbers as a review from Book 1!

学生甲: How old are you?

学生乙: I am... years old.

(互换角色。)

呈现

让自告奋勇的两人到教室前面重复对话。倾听大约十组学生的对话。

学生必须锻炼在公众面前说英语。教师可以在一组同学说完后让全班同学鼓掌。掌声使学生的努力得到认可, 并使学生树立起发音和在公众面前讲话的信心。

2. Let's sing!

歌曲: How Old Are You?

首先, 播放录音带, 让学生听完整首歌曲。

把歌词写在黑板上。

边指向单词边读第 1 行和第 2 行的每个单词。

让学生跟教师读每行的单词。

How old are you?

How old are you?

用同样的方法读第 3 行和第 4 行。

Not four, not five. (教师摆动手指表示 not, 举起手指表示 4 和 5)

I am six! (举起手指代表数字 6)

再次播放录音带, 随着歌曲逐一指向黑板上的单词。

做歌曲中的动作, 读第 4 行和第 5 行, 一次一行。让学生跟教师重复动作和跟读。

现在, 教师做好准备和学生一起唱整首歌。让学生们起立, 面对教师。一起唱歌和做动作。学生们大声唱, 教师用口型表示!

3. Let's play!

卡片游戏

把 3 摞卡片摆在桌子上, 每摞卡片都包含数字 1~10。把每摞卡片打乱, 反扣在桌子上。

让三名学生站在桌子的一边, 每人面前是一摞卡片。这些学生会问桌子对面的学生: How old are you?

让三名学生站在桌子的另一边。这些学生会从面前的卡片中抽取一张作答, 例如: I am five.

当学生完成一轮问答游戏后, 让另 6 名学生就位, 再次玩这个游戏!

教学提示



让学生玩这个卡片游戏可以保证他们听问题并用正确的数字作答。学生们不仅会练习到本课的短语 How old are you? 和 I am..., 还会复习到第 1 册学过的数字。

Optional

Pass the Parcel

Play the drum as the students pass a parcel around the room, one student at a time. (The parcel can be anything — a flower, a book, etc.) When you stop playing the drum, the student holding the parcel stands up and says: **My name is... I am... years old.**

Moving Right

Students should choose one of their puppets to use in this game. Have the students form two lines facing each other and practise the following conversation with the person standing across from them.

Student 1: **How old are you?**

Student 2: **I am ... years old.**

Then, have the students move one spot to the right so that everyone has a new partner. Now students can practise the dialogue with a different partner.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 4 or 5.**

Point to the page and walk around the class so that everyone can see.

1. Listen and circle.

Students should listen to the audiotape and circle the correct number on page 4.

The audiotape says:

a. I am 6 years old.

b. I am 7 years old.

c. I am 8 years old.

d. I am 9 years old.

2. Find the numbers and tell your friends.

Students should find the number worm on page 5 that corresponds with a specific number then print "I am (number)." beside the number worm. There are 9 worms on the page, one for each of the numbers 1~9.

CLASS CLOSING

Finish today's lesson with a brief reflection on the concepts taught. Ask students if they have any questions. Then ask them to sing the song **How Old Are You?** as they leave the classroom!

After-Class Activities

Tell the students to sing and then teach the song **How Old Are You?** to their parents at home that night.

可选活动

击鼓传花

教师敲鼓，学生一个一个地传花（可以是书，或花等）。当鼓声停住时，拿到花的同学就站起来说 My name is... I am... years old.

向右移游戏

在这个活动中，学生选用一个手偶。学生面对面站成两排。每名学生和自己对面的学生练习下面的对话：

学生甲：How old are you?

学生乙：I am... years old.

让每组学生整体向右移一个位置，这样每个人又有了一个新的伙伴继续练习。

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册，翻到正确的页数，说 Let's open our activity books and turn to page 4 or 5.

手指这一页，在教室里转一圈，直到每名学生都看清。

1. Listen and circle.

学生听录音，圈出第 4 页上正确的数字。

录音内容如下：

a. I am 6 years old.

b. I am 7 years old.

c. I am 8 years old.

d. I am 9 years old.

2. Find the numbers and tell your friends.

学生应该找到第 5 页上的代表一个具体数字的数字虫，然后在数字虫旁边写下 “I am (数字).”。本页上有 9 个数字虫，分别代表数字 1~9。

结束课堂教学

简要回顾所教的概念来结束今天的课程。问学生他们是否还有问题，然后让他们边离开教室边唱歌曲 How Old Are You。

课外活动

让学生晚上在家教父母唱歌曲 How Old Are You。

Lesson 3 Happy Birthday!

Lesson 3 Happy Birthday!

1 Listen and say!



6

2 Let's sing!

Happy birthday to you.
Happy birthday, dear Li Ming!



3 Let's do it!

Make a birthday card.



7

TEACHING GOALS

1. Students will be able to understand and use the following expressions:
Today is my birthday. Happy birthday!
2. Students will learn the birthday song and make a birthday card!

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 3
- Paper for a birthday card
- 2 cardboard telephone receivers

第3课 生日快乐!



MY TEACHING NOTES

教学目标

1. 学生能理解和运用下列用语:
Today is my birthday. Happy birthday!
2. 学生要学会生日歌和制作生日贺卡!

教学准备

- 第3课的录音带和教学光盘
- 制作生日贺卡的纸
- 2个纸板做的电话听筒

CLASS OPENING

Greeting and Review

Greet the students.

Teacher: **Hello class. How old are you?**

Ask five or six students to respond.

In Chinese, ask the children if they remember what they learned in the last class. Review by singing the song **How old are you?**

Lesson Hook

Tell the students to open their books to Lesson 3 while you hold up three fingers.

Teacher: In this lesson, you will see Danny, Jenny, Li Ming. What do you think the lesson is about? Look at the pictures on page 6.

(Teachers can translate their questions into Chinese and take responses in Chinese.)

Teacher: Yes! This lesson is about a Happy Birthday! Well done!

Teaching Tip



In English-speaking countries, a birthday is a big celebration for every child! Often children have parties where other children are invited. Birthday invitations are given out to each guest. Guests bring a small birthday gift and a card for the birthday boy or girl. There is usually a cake with ice cream for the children to eat, balloons to play with, party treats for the guests to take home and party games for the children to play at the party. Do you have a birthday party like this?

NEW CONCEPTS

1. Listen and say!

In Chinese, tell the students that they will learn these new sentences or phrases today:

Today is my birthday.

Happy birthday...! Thank you!

Are you happy? Yes, I am!

Read each sentence, and ask the students to follow. Explain what the sentences mean in Chinese.

Play the audiotape for Part 1. Have students listen to the audiotape.

Write the sentences and phrases from Part 1 on the board. Read each sentence or phrase, pointing to each word as you read it.

Play the audiotape for Part 1 again as the students follow along in their student books. Play it three or four times, ask the students to try to “read” the story aloud along with the audiotape. Walk around the class, listening to each student as you go.

开始上课

问候和复习

问候学生。

教师：Hello class. How old are you?

让五六名学生回答。

用汉语询问学生是否记得上节课所学的内容。唱歌曲 How old are you? 来进行复习。

课文导入

让学生翻看课本第3课，同时伸出自己的三根手指。

教师：In this lesson, you will see Danny, Jenny, Li Ming. What do you think the lesson is about? Look at the pictures on page 6.

(教师可以把问题翻译成汉语，并用汉语作答。)

教师：Yes! This lesson is about a Happy Birthday! Well done!

教学提示



在说英语的国家，生日是每个孩子的重大庆典！孩子们经常会邀请其他孩子参加自己的生日会。生日会邀请信会发至每位宾客手中。客人们会给庆祝生日的男孩子或女孩子带来一个小礼物。生日会上通常会有一个冰激凌蛋糕让孩子们吃，有气球供孩子们玩，有美味佳肴让客人们带回家，还有一些游戏让孩子们参加。你有一个像这样的生日聚会吗？

新概念

1. Listen and say!

用汉语告诉学生今天他们要学到这些新句子和短语：

Today is my birthday.

Happy birthday...! Thank you!

Are you happy? Yes, I am!

读每个句子，让学生跟读。用汉语解释这些句子的意思。

播放第1部分的录音，让学生听录音。

把第1部分的句子和短语写在黑板上。教师边指向每个单词边读每个句子或短语。

再次播放第1部分的录音，让学生看书跟读。播放三四遍后，让学生试着跟录音带大声读出故事。在教室内来回走动，边走边听每个学生读。

•DEMONSTRATE•

Ask for individual volunteers to demonstrate a dialogue with you.

As you call on a volunteer, say **Stand up, please** and indicate with a gesture that you want the student to stand up.

Teacher: **Today is my birthday.**

Student: **Happy birthday, Teacher!**

Teacher: **Thank you!**

Repeat this with several students.

•PRACTICE•

Work in Pairs

Tell the students to find a partner and practise the following dialogue together.

Student 1: **Today is my birthday!**

Student 2: **Happy birthday, ...!**

Reverse the roles.

Present

Ask for volunteer pairs to repeat the dialogue in front of the class. Listen to about ten pairs of students.

Optional

Pass the Telephone

Prepare the two boxes that you have turned into telephone receivers. Hold one of the boxes and have the students pass the other box around the classroom. With each student holding the box, have the following conversation:

Teacher: **Hello...! Today is my birthday!**

Student: **Hi teacher. Happy birthday! Are you happy?**

Teacher: **Yes, I am!**

After four different students have had a turn, you can give your telephone to another student, who will play the teacher role. Continue like this until all the students have had a turn.

Teaching Tip



Some children may feel too shy to speak in front of the class. That's okay. Don't force them. If you force young children to speak English before they are ready, they may become worried and unable to learn well.

2. Let's sing!

Song: Happy Birthday!

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the board.

Play the audiotape again, pointing to each word on the board as the song plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat

• 演示 •

让几名自告奋勇的学生和教师一起演示对话。

当教师请一名自告奋勇的学生时，说 **Stand up, please.** 并做手势示意学生起立。

教师：Today is my birthday.

学生：Happy birthday, Teacher!

教师：Thank you!

和几名学生一起重复做这个对话。

• 练习 •

一对一练习

让学生找到一个搭档，练习下面的对话：

学生甲：Today is my birthday!

学生乙：Happy birthday, ...!

互换角色。

呈现

让自告奋勇的两人小组到教室前面重复对话。倾听大约十组学生的对话。

可选活动

传电话

准备两个做成电话听筒的纸盒。教师拿着其中一个盒子，让学生在班内传递另一个盒子。每名学生拿到盒子，和教师进行下面的会话：

教师：Hello...! Today is my birthday!

学生：Hi teacher. Happy birthday! Are you happy?

教师：Yes, I am!

在四名学生做过对话后，教师可把手中的电话传递给另一个学生，让他扮演教师的角色。此活动一直持续到所有的学生都参与一遍。

教学提示



一些孩子在全班同学面前发言时可能会很害羞。这没关系。不要强迫他们这样做。如果强迫孩子做他们没有心理准备的事情，他们可能会变得焦虑，不能学好。

2. Let's sing!

歌曲：Happy Birthday!

首先，播放录音带，让学生听完整首歌曲。

把歌词写在黑板上。

再次播放录音带，随着歌曲逐一指向黑板上的单词。

不用播放录音，边指向单词边读每个单词。

让学生跟教师读单词。

再做一遍，一次一行。教师每读一行，学生应该跟读。例如：把第1行整个读一

after you. For example, say all of line 1; students repeat all of line 1. Then say all of line 2; students will then repeat all of line 2.

Now you are ready to sing the entire song with the students. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students sing the song with the audiotape.

Birthday Party

The teacher can organize an English birthday party for the students to celebrate all of the birthdays of the children in the Grade 1 class. The teacher can bring in a birthday cake or cupcakes for the children to share. The children will sing **Happy Birthday** to each other. The teacher can also arrange party games for the children to play such as **Pin the Tail on the Donkey** or **Musical Chairs** so that the children experience what a birthday party would be like in an English speaking country.

3. Let's do it!

Making a Birthday Card

Pass each student a piece of paper.

Have the students fold the paper in half.

On the front of the card, students should write **Happy Birthday!**

They can also draw a picture on the front of the card. On the inside of the card, students should write:

To: Name... (for example) **Li Ming**

How old: (for example) **6 years old**

Happy or Sad: (for example) **Happy Face**

From: Name... (for example) **Jenny**

Teaching Tip



The teacher should arrange for every student to receive one birthday card at the class birthday celebration. This way every child feels special and important during the birthday unit!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 6 or 7.**

Point to the page and walk around the class so that everyone can see.

1. Listen, tick and say.

Students should listen to the question given by the teacher on page 6, and tick the correct answer. Then say the sentences.

The audiotape says:

A: Happy birthday! How old are you? B: I am 6 years old.

遍，学生跟着整个读一遍。然后，把第2行整个读一遍，学生跟着整个读一遍。

现在，教师准备好和学生一起唱整首歌曲。让学生站起来，面对着教师。再次播放录音，当学生跟录音唱时，教师逐一指向黑板上的单词。

生日聚会

教师可以为学生组织一场生日聚会，为一年级所有过生日的同学庆祝。教师可带来一个生日蛋糕或者一些杯形糕饼让学生们分享。孩子们互相唱生日快乐歌。教师还可以组织一些供孩子们玩的游戏，例如 Pin the Tail on the Donkey 或者 Musical Chairs，以使学生们体验在英语国家一个生日聚会是什么样的。

3. Let's do it!

制作生日贺卡

给每名同学分发一张纸。

让学生从中间对折。

在卡片的正面，学生要写下 Happy Birthday。

学生还可以在卡片正面画一幅画，在卡片的里面，学生要写下：

To: Name... (for example) Li Ming

How old: (for example) 6 years old

Happy or Sad: (for example) Happy Face

From: Name... (for example) Jenny

教学提示



教师应安排每名学生在班级生日庆祝式上都收到一张生日贺卡。这样，所有孩子在这个关于生日的单元都会感觉特别和重要！

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册，翻到正确的页数，说 Let's open our activity books and turn to page 6 or 7。

手指这一页，在教室里转一圈，直到每名同学都看清。

1. Listen, tick and say.

学生应该听教师给出的第6页的问题，然后在正确的句子前打√，并说一说。

录音内容如下：

A: Happy birthday! How old are you? B: I am 6 years old.

A: Hello! How are you today? B: I am happy.

2. Read and colour.

Students should read the phrases on the left of page 7 and match each phrase to a picture on the right, colouring the picture according to the phrase. For example: A red car should be connected to the picture of the car on the right. Students should then colour the car red.

CLASS CLOSING

In Chinese, ask the class to review what they have learned today. And check to see if they remember what they have learned in the earlier lessons. Ask the children to sing the **Happy Birthday** song one more time before they leave the classroom!

After-Class Activities

Tell the students to sing the **Happy Birthday** song to their parents in English.

A: Hello! How are you today? B: I am happy.

2. Read and colour.

学生应该读第 7 页左边的短语，然后把每个短语和右边的图片连起来，再根据短语给图片着色。例如：一辆红色的汽车应该和右边的汽车图片相连。随后，学生应该把汽车涂成红色。

结束课堂教学

用汉语告诉学生要复习今天学到的知识。检查一下他们是否还记得以前学过的内容。让学生离开教室前再唱一遍 Happy Birthday!

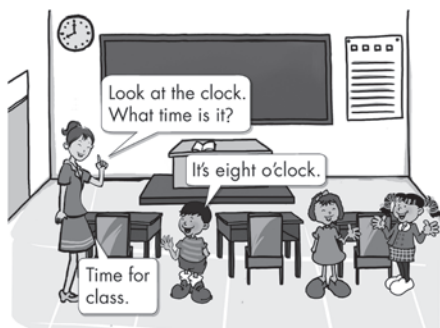
课外活动

让学生用英语对家长唱 Happy Birthday 歌曲。

Lesson 4 In the Morning

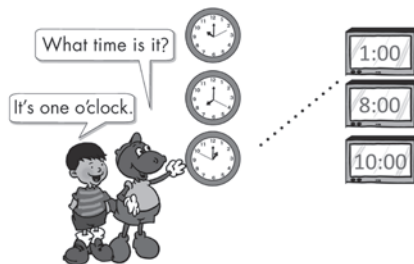
Lesson 4 In the Morning

1 Listen and say!



8

2 Let's do it!



3 Let's chant!

In the morning,
I go to school!
I see my friends,
And say, "Hello!"



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TEACHING GOALS

1. Students will be able to tell another person that they **go to school in the morning**.
2. Students will learn how to read the clock in English and respond to the question: **What time is it?** with a specific time: **It's... o'clock**.
3. Students will learn a chant to help them recall what they do **in the morning**.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 4
- Large teacher clock with hands that move (to be made)
- Student clocks with hands that move (to be made)

第4课 在上午



MY TEACHING NOTES

教学目标

1. 学生能告诉他人他们 go to school in the morning.
2. 学生要学会用英语认读钟表和用具体时间 It's... o'clock 回答问题 What time is it?
3. 学生要学会一首歌谣来帮助他们回忆 in the morning 做了什么。

教学准备

- 第4课的录音带和教学光盘
- 教师用表针可动的大钟表（准备制作）
- 学生用表针可动的钟表（准备制作）

CLASS OPENING

Greeting and Review

Greet the students with **Hello** and **How are you?**

In Chinese, ask the children if they remember what they learned last day in class. Ask the students to sing the **Happy Birthday** song together as a review.

Lesson Hook

Tell the students to open their books to Lesson 4 while you hold up four fingers.

Teacher: In this lesson, you will learn how to **tell time** in English and you will be able to tell other people some things that you do **in the morning**!

Teaching Tip



For this lesson, every child will need their own paper clock with movable hands; the teacher will also need a large paper clock.

The teacher should have pre-cut circles of cardboard for the student clocks with a hole in the centre of the circle. Each student is given a pre-cut circle with a hole in the centre.

Students should take their rulers and draw a line from top to bottom and then from side to side on the circle.

At the top and the bottom of the circle, students print 1 and 6.

From right to left on the sides, students print 3 and 9.

In between, 12 and 3, students print 1 and 2,

In between 3 and 6 students print 4 and 5.

In between 6 and 9, students print 7 and 8.

In between 9 and 12, students print 10 and 11.

Pass each student a small hand and a big hand for his/her clock. Also pass each student a round head metal fastener to attach the 2 clock hands through the hole in the paper circle to the back of the clock. Once the hands have been attached to the clock, the student has a working model of a clock to manipulate.

(The teacher should make a large clock and use this as a demonstration of the process as the students are making their own clocks. This large clock can be used for teacher time demos.)

NEW CONCEPTS

1. Listen and say!

Let the students know about the new phrases that they will learn today:

I go to school in the morning.

开始上课

问候和复习

用 Hello 和 How are you? 问候学生。

用汉语询问学生是否记得昨天所学的内容。让学生一起唱歌曲 Happy Birthday 来进行复习。

课文导入

让学生翻看课本第 4 课，同时伸出自己的四根手指。

教师：In this lesson, you will learn how to tell time in English and you will be able to tell other people some things that you do in the morning!

教学提示



本课，每名学生都要准备有可动指针的钟表。教师也要有一个大些的钟表。教师应该准备事先剪成圆形的纸板供学生做钟表用，圆形的中间要有一个洞。分发给每名学生一个事先剪好的中间有洞的圆形纸板。

学生们用尺子在圆板上从上到下，从左到右分别画一条线。

在圆形的上端和下端，学生写下 1 和 6。

在圆形的右端和左端，学生写下 3 和 9。

在 12 和 3 之间，学生写下 1 和 2。

在 3 和 6 之间，学生写下 4 和 5。

在 6 和 9 之间，学生写下 7 和 8。

在 9 和 12 之间，学生写下 10 和 11。

给每名学生一个小的表针和一个大的表针。再给每名学生一个圆头的金属扣，用于把两个表针通过纸板上的圆孔固定到表的背面。把指针固定到钟表上后，学生就会有一个可供操作的钟表工作模型了。

(教师应该做一个大些的钟表，在学生制作自己的钟表时用于演示制作过程。这个大钟表可作教师示范时间用。)

新概念

1. Listen and say!

让学生了解今天他们要学的新短语：

I go to school in the morning.

Look at the clock.

What time is it?

It's... o'clock.

Time for class.

•DEMONSTRATE•

Write the new phrases on the blackboard:

I go to school in the morning.

Look at the clock.

What time is it?

It's... o'clock.

Time for class.

Point to the words as you say them slowly a few times.

Tell the students to listen and repeat each phrase after you.

Then encourage the class to repeat the phrases with you several times as you point to the words on the blackboard one at a time.

Play Part 1 of the audiotape several times. Ask the students to try to say the phrases along with the audiotape. Walk around and listen to the students "reading" Part 1 together.

•PRACTICE•

Clocks

Tell the students that for the activities in this lesson, they will need their small clocks.

Review with the students how they show time on their clocks: i.e.: the small hand points toward the number that is the hour the teacher is asking for and the large hand points toward the 12 to show that is exactly that hour.

Ask the students to turn the hands of their clock to 1:00. (The teacher should also do the same thing with his or her large clock.) Ask them to do 2:00, then 3:00 and so on right up to 12:00.

2. Let's do it!

Play: What Time Is It?

Say to the students: **Show me seven o'clock.** Check to see who is right.

Say to the students: **Show me six o'clock.** Check to see who is right.

(Use your own clock to show the time on the large clock so that the students can see the correct answer each time.)

Change the time on the clocks at least 6 times.

Work in Pairs

Tell the students to find a partner and practise the following dialogue with their clocks together :

Student 1: **What time is it?** (for example: Student puts the hands at 9:00)

Student 2: **It's nine o'clock.**

Reverse the roles.

Student 2: **What time is it?** (for example: Student puts the hands at 4:00)

Student 1: **It's four o'clock.**

Translate this dialogue if necessary.

Look at the clock.

What time is it?

It's... o'clock.

Time for class.

● 演示 ●

在黑板上写下新短语：

I go to school in the morning.

Look at the clock.

What time is it?

It's... o'clock.

Time for class.

边指着单词边缓慢地读几遍。

告诉学生仔细听并跟教师重复每个短语。

然后，鼓励全班学生跟教师重复几遍这些短语，同时，教师逐一指向这些单词。

播放几遍第 1 部分的录音。让学生们试着，跟着录音朗读短语。在教室内来回走动，听学生们一起读第 1 部分。

● 练习 ●

钟表

告诉学生：为了做本课的活动，他们应该带小钟表来。

和学生一起复习如何在钟表上表示时间，即：使小表针指向教师要求的数字，代表小时，大表针指向 12 表示几点整。

让学生把表针指向 1:00。（教师也应该用自己的大钟表和学生一起做。）让学生用钟表表示 2:00, 3:00，一直到 12:00.

2. Let's do it!

游戏：几点了？

对学生说：Show me seven o'clock. 检查谁做得对。

对学生说：Show me six o'clock. 检查谁做得对。

（用教师自己的钟表展示时间以使学生每次都能看到正确的答案。）

变换钟表上的时间至少 6 次。

一对一练习

让学生找到一个搭档，用钟表练习下面的对话：

学生甲：What time is it? (例如：学生将钟表指针指向九点)

学生乙：It's nine o'clock.

互换角色。

学生乙：What time is it? (例如：学生使表针指向 4:00)

学生甲：It's four o'clock.

必要时进行翻译。

3. Let's chant!

Chant: In the Morning

First, play the audiotape and let the students listen to the whole chant.

In the morning,

I go to school!

I see my friends,

And say, "Hello!"

Write the words to the chant on the board.

Play the audiotape again, pointing to each word on the board as the chant plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat it after you. For example, say all of line 1; students repeat all of line 1. Then say all of line 2; students will then repeat all of line 2.

Now the students are ready to say the entire chant.

Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students say the chant with the audiotape.

Optional

Game: What Time Is It, Mr. Wolf?

(This is a game that can be played in the gym or on the playground. It is very hard to play in the classroom.)

All the children are lined up against a wall at one end of the room. At the other end of the room is a leader on the opposite wall. All the children yell, "What time is it, Mr. Wolf?" and the leader, with her back to the children at all times, yells out a time like "10 o'clock!". The children take 10 steps closer to the leader. (One step for every hour in the time! The students can take big steps or little steps, whatever they want).

After two or three times of calling out times, when the children yell, "What time is it, Mr. Wolf?" the leader will yell "Dinner time!" and turn and run after the children. The children need to run back to the wall they came from before the leader catches them. The child the leader catches is then the new wolf. Alternately, everyone who is caught can be the wolf at the same time — this makes the game even harder!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 8 or 9.**

Point to the page and walk around the class so that everyone can see.

1. Make a clock.

Students should use the small clocks they made previously to show 7 o'clock.

3. Let's chant!

歌谣: In the Morning

首先, 播放录音带, 让学生听完整首歌谣。

In the morning,

I go to school!

I see my friends,

And say, "Hello!"

把歌词写在黑板上。

再次播放录音带, 随着歌谣逐一指向黑板上的单词。

不用播放录音, 边指向单词边读每个单词。

让学生跟教师读单词。

再做一遍, 一次一行。教师每读一行, 学生应该跟读。例如: 把第 1 行整个读一遍, 学生跟着整个读一遍。然后, 把第 2 行整个读一遍, 学生跟着整个读一遍。

现在, 学生准备好唱整首歌谣。

让学生站起来, 面对着教师。再次播放录音, 当学生跟录音唱时, 教师逐一指向黑板上的单词。

可选活动

游戏: Mr. Wolf, 现在几点了?

(这个游戏可以在体育馆或者操场上做。在教室里做是非常困难的。)

所有孩子在房间一头沿着墙壁并排站好。在房间的另一头的对面墙壁前是领导者。所有孩子喊: "What time is it, Mr. Wolf?"。领导者, 总是背对着孩子们, 喊出时间, 如: "10 o'clock!"。孩子们走 10 步接近领导者。(每一步代表一小时! 学生可自愿迈大步或者小步。)

在喊出时间两三次之后, 当孩子们喊: "What time is it, Mr. Wolf?", 领导者会喊出: "Dinner time!", 接着转过身追逐孩子们。孩子们必须在领导者抓住他们之前跑回原来的墙壁前。被领导者抓住的孩子就是新的大灰狼。就这样, 每个被抓住的孩子都会变成大灰狼——这使得游戏更加激烈!

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册, 翻到正确的页数, 说 Let's open our activity books and turn to page 8 or 9。

手指这一页, 在教室里转一圈, 直到每名学生都看清。

1. Make a clock.

学生应该用事先做好的小钟表展示 7 点钟。

2. Listen and match.

Students should listen to the audiotape and match the clock on the left to the picture on the right on page 9.

The audiotape says:

- a. I go to school at 7 o'clock.
- b. I have a class at 8 o'clock.
- c. I play at 9 o'clock.
- d. We sing at 10 o'clock.
- e. I read a book at 11 o'clock.

CLASS CLOSING

When the class is over, have the students chant **In the Morning** as they leave the classroom!

After-Class Activities

Students can take their clocks home and practise saying the times in English with their parents by moving the hands of the clock. Students must remember to bring their clocks back to school the next day, however, because they will use them again in the next English class!

2. Listen and match.

学生应该听录音，然后把第 9 页上左边的钟表和右边的图片连起来。

录音内容如下：

- a. I go to school at 7 o'clock.
- b. I have a class at 8 o'clock.
- c. I play at 9 o'clock.
- d. We sing at 10 o'clock.
- e. I read a book at 11 o'clock.

结束课堂教学

课程结束时，让学生边唱 In the Morning 边离开教室。

课外活动

学生可以把自己的钟表带回家，和父母一起练习边移动表针边用英语说出时间。但是必须记得第二天把钟表带回学校，因为他们会在下次英语课上再次用到它！

Lesson 5 In the Afternoon

Lesson 5 In the Afternoon

1 Listen and say!



10

2 Let's chant!

In the afternoon,
I go to school.
I learn Chinese.
Then I go home!



3 Let's do it!

Make a clock.



It's ten in the morning.



It's three in the afternoon.



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TEACHING GOALS

1. Students will be able to tell another person what they learn **in the afternoon**.
2. Students will continue to practise learning how to read the clock in English and responding to the question: **What time is it?** with a specific time and what they do at that time: **It's... o'clock. It's time for class. /Time to go home.**
3. Students will learn a chant to help them recall what they do **in the afternoon**.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 5
- Large teacher clock with hands that move (made in Lesson 4)

第5课 在下午



MY TEACHING NOTES

教学目标

1. 学生要能告诉另外一个人他们 in the afternoon 学了什么。
2. 学生要继续练习如何用英语读出时刻和用一个具体的时刻回答问题: What time is it? 还要说出在这个时间他们在做什么: It's...o'clock. It's time for class./Time to go home.
3. 学生会学一首歌谣帮助回忆 in the afternoon 他们在做什么。

教学准备

- 第 5 课的录音带和教学光盘
- 一个大的指针可动的教学钟表 (第 4 课做好的)

- Student clocks with hands that move (made in Lesson 4)

CLASS OPENING

Greeting and Review

Greet the students with **Hello. What do we do in the morning, class?**

In Chinese, ask the children if they remember what they learned last day in class. Ask the students to chant **In the morning** together as a review.

Lesson Hook

Tell the students to open their books to Lesson 5 while you hold up five fingers.

Teacher: In this lesson, you will continue to learn how to **tell time** in English and you will be able to tell other people some things that you do **in the afternoon!**

Teaching Tip



For this lesson, every child will need their own paper clock with movable hands made in Lesson 4. The teacher will also need his/her large paper clock. Students need to be reminded to ensure that they bring their clocks back to school for this lesson.

NEW CONCEPTS

1. Listen and say!

Let the student know about the new phrases that they will learn today:

Good afternoon!

What time is it?

It's two./ It's four o'clock.

It's time for class.

Let's learn English.

Time to go home.

•DEMONSTRATE•

Write the new phrases on the blackboard:

Good afternoon!

What time is it?

It's two./ It's four o'clock.

It's time for class.

Let's learn English.

Time to go home.

- 指针可动的学生用钟表（第4课做好的）

开始上课

问候和复习

用 Hello. What do we do in the morning, class? 问候学生。

用汉语询问学生是否记得昨天所学的内容。让学生一起唱歌谣 In the morning 来进行复习。

课文导入

让学生翻看课本第5课，同时伸出自己的五根手指。

教师：In this lesson, you will continue to learn how to tell time in English and you will be able to tell other people some things that you do in the afternoon!

教学提示



本课中，学生需要带来第4课中制作的有可动表针的纸板钟表。教师也要用到自己的大纸板钟表。教师要事先提醒学生把钟表带回学校来上本节课。

新概念

1. Listen and say!

让学生了解今天他们要学的新短语：

Good afternoon!

What time is it?

It's two./It's four o'clock.

It's time for class.

Let's learn English.

Time to go home.

• 演示 •

在黑板上写下新短语：

Good afternoon!

What time is it?

It's two./ It's four o'clock.

It's time for class.

Let's learn English.

Time to go home.

Point to the words as you say them slowly a few times.

Tell the students to listen and repeat each phrase after you.

Then encourage the class to repeat the phrases with you several times as you point to the words on the blackboard one at a time.

Play Part 1 of the audiotape several times. Ask the students to try to say the phrases along with the audiotape. Walk around and listen to the students “reading” Part 1 together.

2. Let's chant!

Chant: In the Afternoon

First, play the audiotape and let the students listen to the whole chant.

In the afternoon,

I go to school.

I learn Chinese.

Then I go home.

Write the words to the chant on the board.

Play the audiotape again, pointing to each word on the board as the chant plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat it after you. For example, say all of line 1; students repeat all of line 1. Then say all of line 2; students will then repeat all of line 2.

Now the students are ready to say the entire chant. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students say the chant with the audiotape.

3. Let's do it!

Play the Clock Game

Say to the students: **It's ten o'clock in the morning. Show me ten o'clock.** Check to see who is right.

Say to the students: **It's three in the afternoon. Show me three o'clock.** Check to see who is right.

(Use your own clock to show the time on the large clock so that the students can see the correct answer each time.)

Change the time on the clocks at least 6 times.

Work in Pairs

Tell the students to find a partner to practise the dialogue from Part 3 with their partner:

Student 1: **It's ten o'clock in the morning.**

Student 2: **It's three in the afternoon.**

Students can then change the times on their clocks to practise a new dialogue but they must remember the rule for which times are in the morning and which are in the afternoon.

边指着单词边缓慢地读几遍。

告诉学生仔细听并跟教师重复每个短语。

然后，鼓励全班同学跟教师重复几遍这些短语，同时，教师逐一指向这些单词。

播放几遍第 1 部分的录音。让学生们试着，跟着录音朗读短语。在教室内来回走动，听学生们一起读第 1 部分。

2. Let's chant!

歌谣：In the Afternoon

首先，播放录音带，让学生听完整首歌谣。

In the afternoon,

I go to school.

I learn Chinese.

Then I go home.

把歌词写在黑板上。

再次播放录音带，随着歌谣逐一指向黑板上的单词。

不用播放录音，边指向单词边读每个单词。

让学生跟教师读单词。

再做一遍，一次一行。教师每读一行，学生应该跟读。例如：把第 1 行整个读一遍，学生跟着整个读一遍。然后，把第 2 行整个读一遍，学生跟着整个读一遍。

现在，学生准备好唱整首歌曲。让学生站起来，面对着教师。再次播放录音，当学生跟录音唱时，教师逐一指向黑板上的单词。

3. Let's do it!

玩钟表游戏

对学生说：It's ten o'clock in the morning. Show me ten o'clock. 检查谁做得对。

对学生说：It's three in the afternoon. Show me three o'clock. 检查谁做得对。

（教师用自己的钟表展示时间以使学生们每次都能看到正确的时间。）

变换钟表上的时间至少 6 次。

一对一练习

让学生找到一个搭档，练习第 3 部分的对话：

学生甲：It's ten o'clock in the morning.

学生乙：It's three in the afternoon.

学生可以更改钟表上的时间来练习新对话，但是他们必须记住上午和下午的时间规定。

Teaching Tip



Explain to the students that while every hour can be “in the morning”, not every hour can be “in the afternoon”. Explain that after 6:00 pm, hours becomes “in the evening”. Therefore, only the hours between 1 and 5 can be considered “in the afternoon”.

Optional

Game: What Time Is It, Mr. Wolf?

(This is a game that children love so it can be played again for this class! It is even better the second time because children are then familiar with the rules!)

All the children are lined up against a wall at one end of the room. At the other end of the room is a leader on the opposite wall. All the children yell, “What time is it, Mr. Wolf?” and the leader, with her back to the children at all times, yells out a time like “10 o’clock!”. The children take 10 steps closer to the leader. (One step for every hour in the time! The students can take big steps or little steps, whatever they want).

After two or three times of calling out times, when the children yell, “What time is it Mr. Wolf?”, the leader will yell “Dinner time!” and turn and run after the children. The children need to run back to the wall they came from before the leader catches them. The child the leader catches is then the new wolf. Alternately, everyone who is caught can be the wolf at the same time — this makes the game even harder!

Game: Time Bag

Put the time on a piece of paper and put the time paper into the bag. For example: 10 o’clock, 5 o’clock etc. There can be several papers with the same time on it. Make sure you have at least 24 papers in the bag.

All students stand. Students take turns reaching into the bag and pulling out a time. As a student pulls out a time, he or she must say the time. If he or she is correct, he or she remains standing. If he or she is wrong, he or she sits down. As times are used, they are put back into the bag. The last person standing wins the Time Bag game!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books and turn to page 10 or 11.**

Point to the page and walk around the class so that everyone can see.

1. Listen and colour.

Students should listen to the audiotape and colour the pictures on page 10 red, blue or yellow as directed.

The audiotape says:

Red. Lunch. Time for lunch!

教学提示



向学生解释所有的小时都可以是“in the morning”但并不是所有的小时都可以是“in the afternoon”。讲解说 6:00 pm 以后，小时就变为“in the evening”。因此，只有 1 至 5 代表的小时是“in the afternoon”。

可选活动

游戏：Mr. Wolf, 现在几点了？

（这个游戏学生非常喜欢，所有可以再玩一次！这次效果会更好，因为孩子们已经对游戏规则很熟悉了！）

所有孩子在房间一头沿着墙壁并排站好。在房间的另一头的对面墙壁前是领导者。所有孩子喊：“What time is it, Mr. Wolf?”。领导者，总是背对着孩子们，喊出时间，如：“10 o'clock!”。孩子们走 10 步接近领导者。（每一步代表一小时！学生可自愿迈大步或者小步。）

在喊出时间两三次之后，当孩子们喊：“What time is it Mr. Wolf?”，领导者会喊出：“Dinner time!”，接着转过身追逐孩子们。孩子们必须在领导者抓住他们之前跑回原来的墙壁前。被领导中抓住的孩子就是新的大灰狼。就这样，每个被抓住的孩子都会变成大灰狼——这使得游戏更加激烈！

游戏：Time Bag

把时间写在一张纸上。把这张时间纸条放进一个袋子里。例如：10 o'clock, 5 o'clock 等等。可能会有好几张纸条上写有同一个时刻。确保袋子里至少有 24 张纸条。

所有学生站起来，轮流从袋子里抽出一张时间纸条。当学生拿出时间纸条时，必须说出上面的时间。如果说得正确，就可以继续站在那里。如果说错了，就坐下。纸条用过重新放回袋子里。站到最后的人就是游戏的赢家！

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册，翻到正确的页数，说 Let's open our activity books and turn to page 10 or 11.

手指这一页，在教室里转一圈，直到每名学生都看清。

1. Listen and colour.

学生应该听录音带，然后按照指示把第 10 页上的图片涂上红色、蓝色或黄色。

录音内容如下：

Red. Lunch. Time for lunch!

Blue. Classroom. What do you see in the classroom?

Yellow. Time to say good-bye! Good-bye!

2. Maze.

Students should complete the maze on page 11 and help Danny find his way home.

CLASS CLOSING

When the class is over, have the students chant **In the Afternoon** as they leave the classroom!

After-Class Activities

Students can take their clocks home again and practise saying the times in English with their parents by moving the hands of the clock. They can also practise with their sisters and brothers, aunties or uncles.

Blue. Classroom. What do you see in the classroom?

Yellow. Time to say good-bye! Good-bye!

2. Maze.

学生应该完成第 11 页上的迷宫，帮助 Danny 找到回家的路。

结束课堂教学

课程结束时，让学生边唱 In the Afternoon 边离开教室。

课外活动

学生可以再次带钟表回家，和父母练习边拨动表针边用英语说出时间。他们还可以和自己的兄弟姐妹，叔叔阿姨一起练习。

Lesson 6 Play with My Friends!

Lesson 6 Play with My Friends!

1 Listen and say!



It's five o'clock.
Time to play!



I play with my friends.
We jump and run.

12

2 Let's sing!

Here we go.
We jump and run.
We play in the park.
And we have fun!



3 Let's play!

Can You Guess?



13

TEACHING GOALS

1. Students will learn to use the verbs **jump** and **run**, already introduced to them in previous lessons.
2. Students will continue to learn about events associated with specific times.

TEACHING PREPARATION

Audiotape/Multimedia CD for Lesson 6

第6课 和朋友一起玩!



MY TEACHING NOTES

教学目标

1. 学生学会运用动词 jump 和 run, 这些动词已经在前面课介绍过。
2. 学生会继续学习和具体时刻有关的情景。

教学准备

第 6 课的录音带和教学光盘

CLASS OPENING.....

Greeting and Review

Greet the students with the chant **In the morning** or **In the afternoon**, depending upon which time of day the English lesson takes place. Ask the children if they remember what Li Ming does **in the morning** and what he does **in the afternoon**. Discuss with the student what they do **in the morning** and **in the afternoon**. You can have this discussion in Chinese if you choose to.

Lesson Hook

Tell the students to open their books to Lesson 6. Tell them that today they will be learning about what Jenny and Danny do with their friends!

NEW CONCEPTS.....

1. Listen and say!

Tell the student about the exciting new words and phrases that they will learn in today's lesson:

Time to play!

With my friends

Jump, run

Can you guess?

Then tell the students to open their student books. Say **Let's look at our books. Open your book to page 12.** Walk around to see if everyone opens their book to the right page.

Ask students to look at the pictures on the page. Ask them to tell the class what Danny and Jenny are doing in the first two pictures. Who else do they recognize in the third picture? What do they think the children are doing in that picture? Do they do these things with their friends?

Play the audiotape for Part 1 as the students follow along in their student books. Play it three or four times, as needed.

•DEMONSTRATE•

Write **jump** and **run** on the board.

Point to the words **jump** and **run** as you say them slowly a few times. Do the actions so the students will associate the words with the actions. Encourage the class to repeat the words with you several times; also have them do the actions.

Also write **Time to play** and **with my friends** on the board.

Tell the students to listen and repeat each word or phrase after you. Point to each word in the phrase as you say it and they repeat it.

Play the audiotape for Part 1 again as the students follow along in their student books. Do this 2 or 3 times. Students should say the sentences together along with the audiotape. This is

开始上课

问候和复习

根据上课时间，选择用歌谣 In the morning 或 In the afternoon 问候学生。询问学生是否记得李明分别 in the morning 和 in the afternoon 做了什么。和学生讨论他们分别 in the morning 和 in the afternoon 做了什么。教师自行决定，可用汉语讨论。

课文导入

让学生翻看课本第 6 课。告诉学生今天他们将要学到 Jenny 和 Danny 要和朋友们一起做什么！

新概念

1. Listen and say!

告诉学生他们今天要学一些令人兴奋的新单词和短语：

Time to play!

With my friends

Jump, run

Can you guess?

然后，让所有学生打开课本。教师说 Let's look at our books. Open your book to page 12, 在教室里走动看是否每个人把书翻到了正确的页数。

让学生看这一页上的图片。让他们告诉同学们 Danny 和 Jenny 在头两张图片上在做什么，在第三张图片中他们还能认出谁，孩子们在这张图片中在做什么，他们和自己的朋友也做这些事吗？

播放第 1 部分的录音，让学生看书跟读。如果需要的话，播放三四遍。

• 演示 •

在黑板上写下 jump 和 run。

教师指着 jump 和 run, 缓慢地读几遍。做动作，以使学生能把单词和动作联系起来。鼓励全班同学跟教师把这些单词重复几遍，还要让他们做动作。

在黑板上写下 Time to play 和 with my friends。

让学生仔细听，并跟随教师重复每个单词或短语。教师边读边指向每个单词，让学生重复。

再次播放第 1 部分的录音，让学生看书跟读。这样做两三遍。学生应当跟着录音带

called choral reading. Walk around and listen to each student as they read together.

Teaching Tip



Choral reading is a technique used by teachers in which students read a passage all together. Choral reading, or speaking, has many benefits:

- As a group activity, it encourages co-operation between students, directing them toward a common goal.
- It can be successful regardless of class size or grade level, and it is useful in multi-grade and diverse classrooms.
- As students are not speaking alone, they are less likely to feel nervous or intimidated. This offers more opportunities to speak for children who are shy or withdrawn.
- It provides for speech improvement in pitch, tone, volume, rate, diction, enunciation and clear interpretation of selections.
- It prepares students for the inevitability of having to read aloud periodically in impromptu, real-life situations (from birthday cards to position papers).
- It gives students who are naturally good at reading a showcase of their strengths.
- It gives expression and poignancy to literature.
- Because material is often difficult for some, children get time to practise without having attention drawn to them.

•PRACTICE•

Role Play

Ask for individual volunteers to practise a dialogue with you. As you call on a volunteer, say **Stand up, please**, and indicate with a gesture that you want the student to stand up.

Practise the following conversation with two student:

Teacher: **It's five o'clock.**

Student 1: **Time to play!**

Student 2: **We jump up and down!**

Translate this dialogue if necessary. Repeat with at least six pairs of students.

Moving Right

Have the students form two lines facing each other. Students should say the following dialogue with the person across from them:

Student 1: **I play with my friends.**

Student 2: **We jump and run.**

Then, have the students move one spot to the right. They will have new partners with whom to practise the following dialogue:

Student 1: **I play...**

Student 2: **We...**

Next, students move another spot to the right and repeat the dialogue and so on. Students should change from student 1 to student 2 each time they move.

一起朗读这些句子，这叫合读。教师在教室内来回走动，当学生合读时听每个同学发音。

教学提示



合唱式阅读方式是教师运用的让学生一起读课文的技巧。合唱式阅读方式，或者讲话，有很多益处：

- 作为一项群体活动，它鼓励学生们合作，指引他们完成一个共同的目标。
- 不论班容量大小和年级高低，这种方法都能成功应用，而且在多年级和形形色色的班级中也很有用。
- 当学生们不是单独说英语时，他们就不太可能感觉焦虑或者胆怯。这种方法给那些害羞和畏缩的孩子提供了说的机会。
- 它能在诸多方面提高演讲技能，如：音调、语气、音量、比率、发音法、吐字和对选项的清晰解释。
- 它为孩子们不可避免地不定期的在即席的真实生活场景中（从生日卡片到位置卡片）大声朗读做好了准备。
- 它给那些天生善于朗读的学生提供了一个展示能力的平台。
- 它使文学得到表达并深入人心。
- 由于朗读材料对一些孩子往往很难，所以不专心的孩子需要更长时间练习。

• 练习 •

角色扮演

让几名自告奋勇的学生和教师一起练习对话。当教师点到一名自告奋勇者时，说 Stand up, please, 并用手势示意学生起立。

和两名学生一起练习下面的会话：

教师：It's five o'clock.

学生甲：Time to play!

学生乙：We jump up and down!

必要时翻译对话。和至少六对学生重复这个对话。

向右移游戏

学生面对面站成两排。每名学生和自己对面的学生练习下面的对话：

学生甲：I play with my friends.

学生乙：We jump and run.

然后，让各组学生整体向右移一个位置。这样每个人又有了一个新的伙伴继续练习：

学生甲：I play...

学生乙：We...

接着，让各组学生整体再向右移一个位置，重复对话等。每次移动时，学生从学生甲换到学生乙的位置。

2. Let's sing!

Song: Here We Go!

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the board.

Play the audiotape again, pointing to each word on the board as the song plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat after you. For example, say all of line 1; students repeat all of line 1. Then say all of line 2; students will then repeat all of line 2.

Do two lines at a time... Lines 1 and 2 and then lines 3 and 4.

Then repeat the whole song together.

Now the students are ready to sing the entire song. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students sing the song along with the audiotape. You can mouth the words along with the students!

3. Let's play!

Can You Guess?

In this game, the teacher chooses one student to be "it". The teacher tells the student to do an action. The other children must guess what the word for the action is! Some actions the students can guess from this lesson are: **jump, run, play**

Teachers can extend the lesson by adding action words learned in previous lessons in Unit 1. Some other actions words the students can guess are: **read** and **go**.

Optional

Simon Says

The following verbs can be used to play this game: **go, run, jump, play, read**.

The teacher should practise the actions for each of these verbs with the students so they know what action to perform in Simon Says.

Teaching Tip



Simon Says rules:

The teacher explains that when Simon Says to do something, the students must do it.

If the teacher says an action word and does not say Simon says, the students should not do the action.

Example:

Teacher: Everyone stands up please.

Simon says jump. All of the students should jump. Any students who do not jump must sit down.

Simon says run. All of the students who run on the spot stay standing. Students who do not run on the spot must sit.

Run! All of the students who run must sit down because Simon did not say to run. Those who do not run stay standing.

And so on... The last student standing is the winner.

2. Let's sing!

歌曲: Here We Go!

首先, 播放录音带, 让学生听完整首歌曲。

把歌词写在黑板上。

再次播放录音带, 随着歌曲逐一指向黑板上的单词。

不用播放录音, 边指向单词边读每个单词。

让学生跟教师读单词。

再做一遍, 一次一行。教师每读一行, 学生应该跟读。例如: 把第 1 行整个读一遍, 学生跟着整个读一遍。然后, 把第 2 行整个读一遍, 学生跟着整个读一遍。

一次读两行……第 1 行和第 2 行, 然后是第 3 行和第 4 行。

然后一起重复整首歌曲。

现在, 学生准备好唱整首歌曲。让学生站起来, 面对着教师。再次播放录音, 当学生跟录音唱时, 教师逐一指向黑板上的单词。教师可以用口型和学生一起读单词。

3. Let's play!

猜猜看

本游戏中, 教师挑选一名学生做被猜的对象。让这名学生做一个动作。其余学生必须猜出这个动作代表哪个单词! 学生们可以从本课猜出一些动作: jump, run, play。

教师可以增加第 1 单元之前学过的课文中的动词, 来拓展本课。学生还可以猜出一些其它的动词: read 和 go。

可选活动

Simon Says

玩这个游戏可用到下列动词: go, run, jump, play, read。

教师应该和学生一起把每个动词都练习一遍, 以使他们了解在本游戏中要做什么动作。

教学提示



Simon Says 规则:

教师解释: 当 Simon Says 说要做一个动作时, 学生们必须把这个动作做出来。但是, 如果教师说出一个动作词汇却没有说 Simon says, 学生就不应该做这个动作。

例如:

教师: Everyone stands up please.

Simon says jump. 所有学生都应该跳。没有跳的学生必须坐下。

Simon says run. 所有原地跑的学生站在原地。没有原地跑的学生必须坐下。

Run! 所有跑的同学必须坐下因为 Simon 没有说跑。没有跑的同学站在原地。

这样继续下去……最后站着的学生是胜利者。

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 12 or 13.**

Point to the page and walk around the class so that everyone can see.

1. Look and circle.

Look at the pictures and circle the pictures that students will do with their friends and colour the box red.

2. Look and colour.

Discuss the pictures on page 13 with the students.

- Ask: **What do you take to the classroom?** Have the students colour these items red.
- Ask: **What do you take to the playground?** Colour these items blue.

CLASS CLOSING

Finish today's lesson with a brief reflection on the concepts taught.

Sing **Here We Go** as the children leave the classroom.

After-Class Activities

- Students can sing **Here We Go** to their parents at home.
- Students can teach their parents or some neighbourhood children how to play **Simon says** using some of the verbs used in the game in this lesson.

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册，翻到正确的页数，说 Let's open our activity books and turn to page 12 or 13.

手指这一页，在教室里转一圈，直到每名学生都看清。

1. Look and circle.

学生指出他们要和朋友一起玩哪些活动，圈出这些图，并且将方框涂成红色。

2. Look and colour.

和学生讨论第 13 页上的图片。

- 问：What do you take to the classroom? 让学生将这些物品涂成红色。
- 问：What do you take to the playground? 让学生将这些物品涂成蓝色。

结束课堂教学

简要回顾所教的概念来结束今天的教学。

当学生离开教室时唱 Here We Go。

课外活动

- 学生可以在家对家长唱 Here We Go。
- 学生可以教父母或邻居的孩子们玩 Simon says，要用到本课游戏中的一些动词。

UNIT 1 Review

Unit 1 Review

1 I can say:



- ☐ How old are you?
- ☐ I am six.
- ☐ What time is it?
- ☐ It's nine o'clock.
- ☐ We learn English.

2 I can do:

- ☐ Make a birthday card.
- ☐ Make a clock.



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3 I can play:



- ☐ Card Game
- ☐ What Time Is It?
- ☐ Can You Guess?

4 I can sing and chant:

- ☐ How Old Are You?
- ☐ Happy Birthday!
- ☐ In the Morning
- ☐ In the Afternoon
- ☐ Here We Go!



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5 I can listen and match:



It's five o'clock.
I play with my friends.



It's four o'clock.
I go home.



It's seven o'clock.
I go to school in the morning.



It's two o'clock.
I learn English.



ALL DONE!



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CLASS OPENING.....

Greeting

Play the song **Here We Go** and have the students sing along.

Use the flash cards to review the words and structures from this unit. You may ask the following questions:

- What does this say? And this?
- Can you do this action? Show me!
- Who is this? And this?

REVIEW.....

1. Students will be able to understand and use the following vocabulary:

第1单元 复习



MY TEACHING NOTES

开始上课

问候

播放歌曲 Here We Go, 让学生跟唱。

用抽认卡复习本单元的单词和句式。教师可以问下面的问题:

- What does this say? And this?
- Can you do this action? Show me!
- Who is this? And this?

复习

1. 学生要能理解并运用下列词汇:

old, card, birthday, clock, class, Chinese, English, home

2. Students will be able to understand and use the following verbs:

jump, run, learn, make

3. Students will be able to understand and respond orally to the following expressions:

- **This is me.**
- **My name is...**
- **I am... I like...**
- **How old are you? I am...**
- **Today is my birthday. Happy birthday.**
- **Are you happy? Yes, I am.**
- **I go to school in the morning.**
- **What time is it? It's time...**
- **Good morning. Good afternoon.**
- **Time for class.**
- **Time to go home.**
- **Can you guess?**

1. I can say:

Review the new expressions taught in this unit by having students say the following sentences together in the class.

Then ask several students to repeat one of the sentences alone after you as further practice. Do this with 5 or 6 students for each sentence.

How old are you?

I am six.

What time is it?

It's nine o'clock.

We learn English.

If you find there are certain words that many of the children are struggling with, review these words or concepts.

2. I can do:

The students have already made a birthday card and a clock in class.

Make a birthday card: Ask several children to share the birthday card they received at the birthday party.

Make a clock: Ask all of the children to take out their clocks and practise showing time on the clock using 4 or 5 times.

3. I can play:

Play the following games with the students. Remind the students of the rules for each game before you start.

The Card Game

Place cards numbered 1 through 10 in 3 piles on a table. Mix the cards up in each pile and turn the cards upside down.

old, card, birthday, clock, class, Chinese, English, home

2. 学生要能理解并运用下列动词:

jump, run, learn, make

3. 学生要能理解并口头回答下列用语:

- This is me.
- My name is...
- I am... I like...
- How old are you? I am...
- Today is my birthday. Happy birthday.
- Are you happy? Yes, I am.
- I go to school in the morning.
- What time is it? It's time...
- Good morning. Good afternoon.
- Time for class.
- Time to go home.
- Can you guess?

1. I can say:

让学生们在上课时一起说出下列句子，以复习本单元教过的新用语。

然后，让几名学生跟教师重复其中一个句子来作为进一步的练习。每个句子请五六名学生来说。

How old are you?

I am six.

What time is it?

It's nine o'clock.

We learn English.

如果发现许多学生对某些单词复习困难，教师就要带领复习这些单词或者概念。

2. I can do:

学生们已经在课堂上制作好了一个生日贺卡和一个钟表。

Make a birthday card: 让几名学生和同学们一起分享他们收到的生日贺卡。

Make a clock: 让所有学生拿出自制的钟表，练习四五次用钟表展示时间。

3. I can play:

和学生一起玩下面的游戏。游戏开始前提醒学生注意游戏规则。

卡片游戏

把3张卡片摆在桌子上，每张卡片都包含数字1~10。把每张卡片打乱，反扣在桌子上。

Have three students stand on one side of the table in front of each pile of cards. These students will ask the question: **How old are you?** to the students on the other side of the table.

Have three students stand on the other side of the table. These students will draw one of the cards from the pile and respond with the number on the card: For example: **“I am five.”**

When the students asking and the students answering have completed their turn, 6 more students take their place and play the Card Game again!

What Time Is It?

Say to the students: **Show me seven o’clock.** Check to see who is right.

Say to the students: **Show me six o’clock.** Check to see who is right.

(Use your own clock to show the time on the large clock so that the students can see the correct answer each time.)

Change the time on the clocks at least 6 times.

Can You Guess?

In this game, the teacher chooses 1 student to be ‘it’. The teacher tells the student to do an action. The other children must guess what the word for the action is! Some actions the students can guess from this lesson are: **jump, run, play**

Teachers can extend the lesson by adding action words learned in previous lessons in Unit 1. Some other actions words the students can guess are: **read** and **go**.

4. I can sing and chant:

Students have already sung **Here We Go!** in the morning greeting.

They will sing **How Old Are You?** in the closing.

Sing **Happy Birthday** together with the audiotape.

Chant **In the Morning** and then **In the Afternoon** with the students together with the audiotape.

5. I can listen and match:

Explain how to do the matching exercise. Students should listen to the audiotape and then draw a line connecting the correct picture with the appropriate clock.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books and turn to page 14, 15 or 16.**

Point to the page and walk around the class so that everyone can see.

1. Listen and talk.

Students should listen to the phrases on page 14. Then students can respond to the questions below first orally and then in writing at the bottom of the page.

The audiotape says:

My name is Teddy. I am a boy. I am 4 years old.

让三名学生站在桌子的一边，每人面前是一摞卡片。这些学生会问桌子对面的学生：**How old are you?**

让三名学生站在桌子的另一边。这些学生会从面前的卡片中抽取一张作答，例如：
“I am five.”

当学生完成一轮问答游戏后，让另 6 名学生就位，再次玩这个游戏！

几点了？

对学生说：**Show me seven o'clock.** 检查谁做对了。

对学生说：**Show me six o'clock.** 检查谁做对了。

（教师用自己的钟表展示时间以使学生们每次都能看到正确的时间。）

变换钟表上的时间至少 6 次。

猜猜看

本游戏中，教师挑选一名学生做被猜的对象。让这名学生做一个动作。其余学生必须猜出这个动作代表哪个单词！学生们可以从本课猜出一些动作：**jump, run, play.**

教师可以增加第 1 单元之前学过的课文中的动词，来拓展本课。学生还可以猜出一些其它的动词：**read** 和 **go**。

4. I can sing and chant:

学生们在早晨问候时已经唱过 **Here We Go**。

在课堂结束时他们会唱 **How Old Are You**。

跟着录音带一起唱 **Happy Birthday**。

和学生一起跟着录音带唱 **In the Morning** 和 **In the Afternoon**。

5. I can listen and match:

教师讲解如何做连线练习。学生应该听录音，然后画线把正确的钟表和正确的图片连起来。

活动手册

帮助学生找到他们需要练习的页码。高举自己的活动手册，翻到正确的页数，说 **Let's open our activity books and turn to page 14, 15 or 16.**

手指这一页，在教室里转一圈，直到每名学生都看清。

1. Listen and talk.

学生应该听第 14 页上的短语，然后口头回答下面的问题，接着在本页最下端书写。
录音内容如下：

My name is Teddy. I am a boy. I am 4 years old.

2. Read and match.

Read each of the phrases on the left of page 15 with the students. Ask students to match each phrase with the correct clock on the right side of the page.

3. Colour and sing.

Students should sing **Happy Birthday to You, Jenny** then colour the picture of Jenny on page 16.

CLASS CLOSING

Congratulate the students on finishing the first Unit of Book 2! Say a whole class **Yay!!!** together. Finish today's lesson by singing the song **How Old Are You** as the students leave the classroom.

Teaching Tip



Note particular problems.

Write down the names of the students who seemed very uncertain during the oral parts of the lesson.

Write down words that you think require more in-class practice in terms of comprehension and pronunciation.

2. Read and match.

和学生一起读第 15 页左边的短语。让学生把每个短语和本页右边正确的钟表连起来。

3. Colour and sing.

学生应该唱歌曲 Happy Birthday to You, Jenny, 然后给第 16 页上 Jenny 的图片着色。

结束课堂教学

祝贺学生完成第 2 册第一单元的学习！和全部同学一起说 Yay!!!。当学生离开教室时唱歌曲 How Old Are You? 来结束今天的课程。

教学提示



注意特殊问题。

写下在课堂口语表达部分不确定的同学的名字。

写下教师认为在理解和发音方面需要更多课内练习的单词。

Unit 2

My Family



General Goals for Unit 2.....

This unit aims to teach children basic vocabulary and expressions used to describe family members and their relationships with each other.

Unit 2 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 2.....

Knowledge and Skills

1. Students will be able to do the following:
 - To introduce members of their immediate family – **mother, father, sister, brother.**
 - To describe members of their family with various adjectives i.e. **short/tall, young/old, big/small**
 - To introduce members of the extended family: **grandma, grandpa, uncle, aunt, cousin**
 - To introduce proper nouns for names of people: **Bob, Lynn**
 - To express the feeling/verb: **love**
2. Students will be able to understand and use the following vocabulary:
 - **family**
 - **mother, father, sister, brother**
 - **Bob, Lynn**
 - **short/tall, young/old, big/small**

第2单元

我的家庭



第2单元总目标

本单元旨在教给学生描述家庭成员和他们之间的关系的基本词汇和用语。

第2单元共有6课，但教师应考虑用多于6个课时的时间来教授本单元。例如，在本单元即将开始时，教师可能想另加一节课以复习前面学过的内容，也可能想单独用一节课进行单元总复习。总之，教师应根据学生的需要和兴趣，来安排教学节奏和内容。

第2单元具体目标

知识与技能目标

1. 学生能够做到：

- 介绍他们的直系家庭成员——妈妈、爸爸、姐姐、哥哥
- 用各种各样的形容词描述家庭成员，比如，高/矮，年轻的/年老的，大/小
- 介绍大家庭成员：奶奶、爷爷、舅舅、姑姑、表姐妹（兄弟）
- 介绍人名字的恰当名词：Bob, Lynn
- 描述感觉/动词：love

2 学生能够理解和运用下列词汇：

- family
- mother, father, sister, brother
- Bob, Lynn
- short/tall, young/old, big/small

- **grandma, grandpa, uncle, aunt, cousin**
 - **love**
3. Students will be able to understand and respond orally to the following expressions:
- **This is my mother/father/sister/brother/grandma/grandpa/aunt/uncle/cousin.**
 - **This is me.**
 - **Her/His name is...**
 - **I love my mother/father/family.**
 - **He/She is short/tall,old/young, big/small.**
 - **Who is she/he?**
 - **My... has a...**
 - **They are a big/small family.**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English, and to find opportunities to practise their listening skills.
- To try to imitate and use English in everyday life.

Cultural Awareness

Children are expected to learn about modern and traditional customs used in the West when meeting people for the first time.

Resources Teachers Need for Unit 2

- Audiotape and multimedia CD for lessons 7~12
- Pictures and Flashcards for family members: **father, mother, brother, sister, Bob, Lynn, grandma, grandpa, aunt, uncle, cousin, me**
- Pictures of families
- Pictures and Flashcards for new vocabulary — adjectives: **tall, short, young, old, big, small**
- Flashcards for verbs: **love**
- Drawing paper
- Finger puppets: Jenny's father, Jenny's mother, Jenny, Bob, Lynn
- Activity Book

- grandma, grandpa, uncle, aunt, cousin
 - love
3. 学生能理解并口头运用下列用语:
- This is my mother/father/sister/brother/grandma/grandpa/aunt/uncle/cousin.
 - This is me.
 - Her/His name is...
 - I love my mother/father/family.
 - He/She is short/tall, old/young, big/small
 - Who is she/he?
 - My... has a...
 - They are a big/small family.

学习策略目标

帮助学生形成以下基本的学习策略:

- 注意观察日常生活中简单的英语对话。
- 养成听录音、模仿跟读的习惯。
- 在学习中集中注意力。
- 主动向教师或同学请教问题。
- 认真听歌曲以帮助记忆英语用语。

情感态度目标

- 学生对英语学习充满兴趣及好奇心, 抓住机会练习听力技能。
- 学生在日常生活中乐于模仿、运用英语。

文化意识目标

学生了解西方第一次见到陌生人时的现代和传统习俗。

第 2 单元所需教具

- 7-12 课的录音带及教学光盘
- 家庭成员的图画或词汇卡片: father, mother, brother, sister, Bob, Lynn, grandma, grandpa, aunt, uncle, cousin, me
- 家庭的图画
- 一些新单词的图画或词汇卡片: 形容词: tall, short, young, old, big, small
- 动词 love 的词汇卡片
- 绘画纸
- 手偶: Jenny 的爸爸, Jenny 的妈妈, Jenny, Bob 和 Lynn
- 活动手册

Lesson 7 Danny's Family

Lesson 7 Danny's Family

1 Listen and say!



18

2 Let's chant!

This is a family.
Let's count and see.
How many are there?
One, two, three!



3 Let's do it!

Draw a family picture!



19

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
father, mother, me
- Students will be able to introduce family members and themselves using the following expression:
This is my father/mother/me.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 7
- Family pictures (The day before this lesson, ask each student to bring in a family picture that includes their mother, father and themselves in the picture.)

第7课 丹尼的一家



MY TEACHING NOTES

教学目标

1. 学生能认知、理解和运用下列词汇：
father, mother, me
2. 学生能够使用下列用语介绍家庭成员和自己：
This is my father/mother/me.

教学准备

- 第7课的录音带或教学光盘
- 家庭成员的照片（上这节课之前，让每名同学带一张包括爸爸、妈妈和他们自己的家庭照片。）

Teaching Tip



Be aware that some children may not have a mother or a father so be very compassionate when giving the students the instruction to bring in a photograph of their family with their mother, father and themselves in it. You may have to talk to individual children alone after the general instruction.

- Flash cards for **mother** and **father**
- Paper for Let's do it!

CLASS OPENING

Greeting

Greet the students by saying **Good morning/afternoon, class. How are you today?**

Ask five or six students to respond.

In Chinese, ask the students what they remember from last Unit. Ask them to repeat some of the words they learned.

Ask the students if they remember any of the songs or chants that they learned in the last unit. Sing or chant 2 or 3 of the remembered pieces together.

Lesson Hook

Tell the students to open their student books to Lesson 7.

Teacher: In this unit, we will be talking about members of our family.

In Lesson 7 we will see a picture of Danny with his mother and his father.

This lesson is called Danny's Family.

Who remembered to bring a picture of their family in the picture?

Can I have three volunteers to stand up and talk about their mothers and their fathers in the pictures they brought?

You can do this in Chinese.

What does your mother do? What does your father do?

Teacher: Excellent! Now turn to another student beside you and in partners share your picture with the person next to you. Very good! Thank you!

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new words and expressions today: **father, mother, me**

Print the words on the board. Point to the words as you say them slowly a few times.

Hold up a picture of a father and say **father**. Ask the students to repeat the word. Do this 2~3 times.

教学提示



注意有的孩子可能没有妈妈或爸爸，所以在告诉学生让他们带来全家照片时一定要非常具有同情心。在说完要求后也可以单独和这些学生谈。

- mother 和 father 的词汇卡片
- 做 Let's do it! 部分用到的纸

开始上课

问候

教师说：Good morning/afternoon, class. How are you today? 来问候学生。

让五六名学生回答。

用汉语问学生他们记得上一单元什么内容。让他们重复学过的一些单词。

问学生他们是否记得上一单元学过的歌曲和歌谣。一起唱两三首他们记得的歌曲、歌谣。

课文导入

让学生们把书翻到第 7 课。

教师：In this unit, we will be talking about members of our family.

In Lesson 7 we will see a picture of Danny with his mother and his father.

This lesson is called Danny's Family.

Who remembered to bring a picture of their family in the picture?

Can I have three volunteers to stand up and talk about their mothers and their fathers in the pictures they brought?

教师可以用汉语说这些内容。

教师还可以说：What does your mother do? What does your father do?

教师：Excellent! Now turn to another student beside you and in partners share your picture with the person next to you. Very good! Thank you!

新概念

1. Listen and say!

让学生知道他们今天要学的重要词汇是：father, mother, me

在黑板上写出这几个单词，边指着单词边慢慢念几遍。

拿起一张父亲的图片，说 father。让学生重复这个单词，重复两三遍。

Hold up a picture of a mother and say **mother**. Ask the class to repeat the word. Do this 2~3 times.

Point to the word **me** on the board and then point to yourself as you say **me**.

Write the following sentences on the board:

This is my father.

This is my mother.

This is me.

Point to each sentence **word by word** and say it aloud. Ask the class to repeat. When you get to the last sentence, make sure to point to yourself when you say **This is me**. Ask the students to do the same.

•DEMONSTRATE•

Model Play

Ask a student to use their family picture to practise the following dialogue with you in front of the class.

Teacher: **Show me your father.** (in Chinese)

Student: **This is my father.** (in English)

Teacher: **Show me your mother.** (in Chinese)

Student: **This is my mother.** (in English)

Teacher: **Show me yourself.** (in Chinese)

Student: **This is me.** (in English)

Repeat this three or four times with different students.

Group Work

Tell the students to form groups of three and practise the new words and expressions from this lesson. They can use the following dialogue as a guide:

Student 1: **This is my father.**

Student 2: **This is my mother.**

Student 3: **This is me.**

Give the students enough time to get comfortable with the dialogue.

Present

Ask for volunteer groups to present their dialogue in front of the class. Listen to about three or four groups.

Make sure to applaud the efforts of all the students. This will build their confidence in pronunciation and in speaking in front of others.

2. Let's chant!

Chant: This Is a Family.

First, play the audiotape and let the students listen to the whole chant.

This is a family.

Let's count and see.

How many are there?

One, two, three!

Write the words to the chant on the board.

Play the audiotape again, pointing to each word on the board as the chant plays in the background.

举起一张妈妈的照片，说 **mother**，让学生重复这个单词，重复两三遍。

指向黑板上 **me** 这个单词，一边指着自己，一边说 **me**。

在黑板上写下面几个句子：

This is my father.

This is my mother.

This is me.

指着每个句子的逐个单词大声朗读，让全班重复。读到最后一个句子时，确定边读 **This is me**，边指向自己。告诉学生同样如此。

● 演示 ●

示范表演

找一名学生带着自己的照片和教师一起在全班面前展示下列对话：

教师：Show me your father. (可用汉语)

学生：This is my father. (用英语)

教师：Show me your mother. (可用汉语)

学生：This is my mother. (用英语)

教师：Show me yourself. (可用汉语)

学生：This is me. (用英语)

和三四名不同的学生重复这项活动。

小组活动

让学生组成三人小组练习本课所学新单词和表达法。可用以下对话作为参考：

学生甲：This is my father.

学生乙：This is my mother.

学生丙：This is me.

给学生足够的时间让他们感到有信心。

展示

找自告奋勇的小组在全班前展示他们的对话。倾听 3 至 4 小组的对话。

一定给所有付出努力的学生鼓励。这将增长他们在别人面前发音和说英语的自信心。

2. Let's chant!

歌谣：This Is a Family.

首先，播放录音，让学生听整首歌谣。

This is a family.

Let's count and see.

How many are there?

One, two, three!

将歌词写在黑板上。

再次播放录音，一边听录音一边逐个指向黑板上单词。

Without the audiotape, say each word as you point to it. Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat it after you. For example, say all of line 1; students repeat all of line 1.

Then say all of line 2; students will then repeat all of line 2.

Now the students are ready to say the entire chant. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students say the chant with the audiotape. You can say the chant with the students silently.

3. Let's do it!

Pass out a piece of paper to each student with instructions for the students to draw a family picture on the paper including their father, mother and themselves in the picture.

Whole Class Sharing

When the students are done, ask for three volunteers to share their pictures with the whole class. The students can say:

This is my father.

This is my mother.

This is me.

Pair Share

Now ask the students to find a partner close to them to share their picture with. Students should take turns sharing their picture by saying:

This is my father.

This is my mother.

This is me.

Teaching Tip



Be sure to walk around your classroom when you ask for volunteers for an activity. That way, you will engage students in all parts of the room, not just students at the front of the class. You can also check to make sure that the pair share is being productive and that the students are practicing the English phrases in between the Chinese they will likely use to scaffold their new English language.

Optional

Quiet and Loud/ Small and Tall

Ask all of the students to stand up.

Teacher: Let's see how quietly we can say the chant. When we say it quietly, bend down very small.

Teacher: Now, let's see how loudly we can say the chant. When we say it loudly, stand up very tall!

不播放录音，一边指着一边说出每个单词。让学生跟教师重复这些歌词。

重复这样做，一次读一句。当教师说每一句时，学生重复。例如，教师说完第一句，学生重复第一句。

然后说第二句，学生重复第二句。

现在学生可以说整个歌谣了。让学生站起来，面向教师。再次播放录音，当学生跟录音模仿朗读时，教师指向每一个单词。教师可以和学生一起默默说这些歌谣。

3. Let's do it!

给每名学生发一张纸，告诉他们在纸上画一幅包括爸爸、妈妈、自己的家庭图画。

全班分享

学生完成后找三名自告奋勇的和全班分享他们的图画。学生可以说：

This is my father.

This is my mother.

This is me.

同伴分享

现在让学生找离他近的同伴分享图画。学生轮流描述图画：

This is my father.

This is my mother.

This is me.

教学提示



当教师找自告奋勇的学生时一定要在教室内走动，那样全班同学都会被调动起来，并不只是教室前面的学生。教师可以检验以确信同伴分享效果很明显，并且学生借助汉语做脚手架的同时要练习说新学的英语。

可选活动

小声和大声 / 低和高

让全班学生站起来。

教师：来看看我们能多么安静地唱这首歌。当我们安静地唱时，我们弯下腰变得低低的。

教师：现在让我们来看看，我们能多么高声地唱这首歌。当我们高声唱时，我们站得高高的。

Teaching Tip



Use the Activity Book to pace your class.

If you are running out of the time in class, do only one activity in the activity book or don't do any. You may have time, during the last lesson of the unit to go back to any activity that you have skipped, if you choose.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 18 or 19.**

Point to the page and walk around the class so that everyone can see.

1. Draw and talk.

Pair the students. Give each pair of students 2 paper plates. One student makes a mask of Danny's father. One student makes a mask of Danny's mother. Tell students to use their crayons to make the masks colourful! Student pairs can then practise the dialogue on page 18 with each other, holding up their masks to represent the two characters. Extend this activity by having students choose a new partner with a mask that is not the same as theirs!

2. Look and talk.

Students should look at each of the pictures on page 19 as the teacher asks: **How many are there?** Beside each picture, students should write the number of animals in that picture. Students can then colour the pictures.

CLASS CLOSING

Finish the class asking the students to say the chant together as they leave the classroom.

After-Class Activities

- Students should practise the new vocabulary **mother, father, me** by sharing with their family at the dinner table.
- Students should say the chant for their family.

教学提示



使用活动手册安排课堂进度。

如果课上时间不够用，只做活动手册上一道题或者不做。在本单元最后一课，也许有时间返回来做之前跳过去的练习。

活动手册

帮助学生找到今天要做的那一页。教师举起活动手册，将那一页打开。教师说 Let's open our activity books and turn to page 18 or 19.

指着这一页在全班走动，学生都能看到。

1. Draw and talk.

让学生两人一组。给每组学生两张卡纸。其中一名学生做一个 Danny 爸爸的面具，另一名学生做一个 Danny 妈妈的面具。让学生用蜡笔给面具涂上丰富的颜色。两名学生可以练习第 18 页上的对话，举着面具展示这两个人。学生可以拿着面具选择与他们面具不同的新伙伴扩展这项活动。

2. Look and talk.

学生看着第 19 页的每一幅图画，教师问：How many are there? 学生在每一种动物旁写上数字。然后学生可以为图画涂颜色。

结束课堂教学

当学生离开教室时，让他们一起唱歌谣作为本课的结束。

课外活动

- 学生晚餐时间可以和家人分享今天学的新词汇：mother, father, me.
- 学生应该能给家人唱本课歌谣。

Lesson 8 Jenny's Family

Lesson 8 Jenny's Family

1 Listen and say!



This is my family.
I love my family.



This is my brother.
His name is Bob.

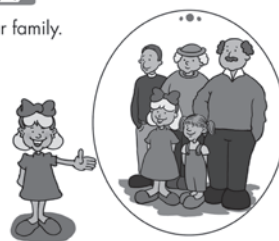


This is my sister.
Her name is Lynn.

20

2 Let's do it!

Talk about your family.



3 Let's sing!



I love my mother.
I love my father.
Yes, I do. Yes, I do.
And they love me.
Yes, they love me too.

21

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
family, love, brother, sister, Bob, Lynn
- Students will be able to participate in a conversation using the following expressions:
This is my...
I love my...
Her/ His name is...

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 8

第8课 詹妮的一家



MY TEACHING NOTES

教学目标

1. 学生能认知、理解和运用下列词汇：
family, love, brother, sister, Bob, Lynn
2. 学生能够在对话中使用下列用语：
This is my...
I love my...
Her/His name is...

教学准备

- 第8课的录音带或教学光盘

- Finger puppets of **Jenny, her mother, father, sister, brother**
- Family pictures from Lesson 7 number 3: Let's do it!

CLASS OPENING.....

Greeting

Greet the students. **Hello/Hi/Good morning/Good afternoon.**

In Chinese, ask the students what they remember from last class. Ask them to repeat the names of the family members they talked about in Lesson 7.

Lesson Hook

Tell the students to open their books to Lesson 8.

Teacher: In this lesson, we will meet Jenny's family. Look at the picture at the top of Page 20. How many people are there in Jenny's family? Who do you think is in the picture? Yes, there is Jenny's mother and father and Jenny. Who are the other two people? Let's wait and see!

NEW CONCEPTS.....

1. Listen and say!

Explain to the students that they will learn these new words and sentences today:

love, brother, Bob, sister, Lynn

This is...

His/Her name is...

Play the audiotape as the students follow along in their student books. Play it two or three times.

•DEMONSTRATE•

On the blackboard, write the words **family, brother** and **sister**. Explain what they means in Chinese. Then read them each slowly. Ask the class to repeat the words after you.

Write the new sentences on the board.

This is my family. I love my family.

This is my brother. His name is Bob.

This is my sister. Her name is Lynn.

Explain what it means in Chinese. Then read each sentence slowly, pointing to each word. Ask the class to repeat after you. Say: **Say it after me.**

Teacher: **This is my family.**

- 詹妮、她的妈妈、她的爸爸、妹妹和哥哥的指偶
- 第 7 课第 3 部分 Let's do it! 的家庭照片

开始上课

问候

用下列语句问候学生：Hello/Hi/Good morning/Good afternoon.

用汉语问学生上节课内容他们记住了什么。让学生重复第 7 课他们学过的家庭成员的名称。

课文导入

让学生翻开书本到第 8 课。

教师：这一课，我们将会遇到 Jenny 一家，看第 20 课最上面的图画，詹妮一家一共有多少人？这幅画中都有谁？对，有詹妮的爸爸、妈妈和詹妮。另两个人是谁呢？让我们等着看一看。

新概念

1. Listen and say!

向学生解释他们今天要学到下面这些新词汇和句子：

love, brother, Bob, sister, Lynn

This is...

His/Her name is...

播放录音让学生看书跟读。播放两至三遍。

• 演示 •

在黑板上写词汇：family, brother, sister. 用汉语向学生解释这些词的意思。然后慢慢读每个词汇。让学生跟读。

在黑板上写下这些新句子：

This is my family. I love my family.

This is my brother. His name is Bob.

This is my sister. Her name is Lynn.

用汉语解释这些句子意思。然后指着每个单词，慢慢读这些句子。让全班跟读，教师说：Say it after me.

教师：This is my family.

Class: **This is my family.**

Teacher: **I love my family.**

Class: **I love my family.**

Teacher: **This is my brother.**

Class: **This is my brother.**

Teacher: **His name is Bob.**

Class: **His name is Bob.**

Teacher: **This is my sister.**

Class: **This is my sister.**

Teacher: **Her name is Lynn.**

Class: **Her name is Lynn.**

Play the audiotape again. Ask the students to say the sentences with the audiotape. Walk around and listen to see if any students are having difficulty pronouncing some of the words. Review problems between each listening of the audiotape. Play the audiotape 3 times.

Teaching Tip



In Western countries some families have only one child like in Danny's family and some families have more than one child like in Jenny's family.

•PRACTICE•

Model Play

Ask two students to bring their pictures of their family up to the front to practise a dialogue with you in front.

Teacher: **Is this your family?**

Student: **This is my family. I love my family.**

Repeat this three or four times with different students. Give the students enough time to get comfortable with the dialogue.

Work in Pairs

Ask students to find a partner sitting close to them. They can take turns with their partner saying the different lines:

Student 1: **Is this your family?**

Student 2: **This is my family. I love my family.**

Present

Ask for volunteer pairs to repeat the dialogue in front of the class. Listen to about five pairs of students.

Make sure to applaud the efforts of all the students. This will build their confidence in pronunciation and in speaking in front of others.

Finger Puppets

Group children into groups of 5.

Each member of the group can make a different finger puppet: Jenny's Father, Jenny's Mother, Jenny, Bob or Lynn.

全班: This is my family.

教师: I love my family.

全班: I love my family

教师: This is my brother.

全班: This is my brother.

教师: His name is Bob.

全班: His name is Bob.

教师: This is my sister.

全班: This is my sister.

教师: Her name is Lynn.

全班: Her name is Lynn.

再次播放录音, 让学生跟录音读单词。在教室内四处走动, 听听学生在读这些单词时发音是否有困难。每次播放录音之前, 检查这些问题。播放三遍录音。

教学提示



在西方国家, 一些家庭只有一个孩子, 像 Danny 家那样; 一些家庭有几个孩子, 像 Jenny 家那样。

• 练习 •

示范游戏

让两名学生带着家庭照片在教室前面和教师一起练习下列对话:

教师: Is this your family?

学生: This is my family. I love my family.

和不同的学生重复这个活动三四遍。给学生足够的时间让他们表演对话时感到自信。

一对一练习

让学生找一名离得近的同伴。两人轮流说下面的句子:

学生甲: Is this your family?

学生乙: This is my family. I love my family.

展示

让自告奋勇的小组在教室前面重复他们的对话。倾听大约 5 对学生。

一定鼓励所有学生的努力。这对学生在发音方面及在全班面前说英语的自信心有好处。

指偶

让学生组成 5 人小组。

每组内的每名学生做一个不同的指偶: 詹妮的爸爸、詹妮的妈妈、詹妮、鲍勃或琳。

Teaching Tip



How to make a finger puppet

Using stiff paper, either print out a puppet template or draw your own.

Cut out the finger puppet and the finger hole(s) in each puppet's legs.

Your fingers go through the holes and are the legs of these simple paper puppets.

Decorate the puppet with crayons or markers.

Optional: glue on googly eyes and cotton-ball or yarn hair.

The groups of five students can practise the following dialogue with their finger puppets:

Student 1: **Hello. My name is Jenny. This is my Father.** (points to father)

Student 2: **Hello. I am Jenny's father. This is Jenny's mother.** (points to mother)

Student 3: **Hello. I am Jenny's mother. This is Jenny's brother, Bob.** (points to Bob)

Student 4: **Hello. I am Jenny's brother, Bob. This is Jenny's sister, Lynn.** (points to Lynn)

Student 5: **Hello. I am Jenny's sister, Lynn. This is Jenny.** (points to Jenny)

Repeat the dialogue several times.

Ask some groups to demonstrate the dialogue for the class with their finger puppets.

2. Let's do it!

Ask the students to take out the pictures they drew in the last class of their family.

Students can stay in their groups of 5 and they can share their pictures with the other group members one at a time. Students should practise using the following phrases when they are sharing:

This is my mother.

This is my father.

This is me.

This is my brother. His name is... (If there is a brother in the picture, students can share his name.)

This is my sister. Her name is... (If there is a sister in the picture, students can share his name.)

3. Let's sing!

Song: I Love My Family!

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the board.

Play the audiotape again, pointing to each word on the board as the song plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but say one line at a time. As you say each line, the students should repeat after you. For example, say all of line 1; students repeat all of line 1. Then say all of line 2; students will then repeat all of line 2. And so on...

教学提示



怎样制作手偶

用硬纸，印出一个模板或自己画。

剪下每个指偶和在每个指偶腿上的可以放下手指的小洞。

教师手指能够放在小洞里，并且作这些指偶的腿。

用蜡笔或水彩笔装饰这些指偶。

供选：粘上睁大的眼睛、毛线球或纱头发。

学生组成五人小组可以用指偶练习下面的对话：

学生甲：Hello. My name is Jenny. This is my Father. (指向爸爸)

学生乙：Hello. I am Jenny's father. This is Jenny's mother. (指向妈妈)

学生丙：Hello. I am Jenny's mother. This is Jenny's brother, Bob. (指向 Bob)

学生丁：Hello. I am Jenny's brother, Bob. This is Jenny's sister, Lynn. (指向 Lynn)

学生戊：Hello. I am Jenny's sister, Lynn. This is Jenny. (指向 Jenny)

重复几次这些对话。

让几组学生带着指偶为全班表演他们的对话。

2. Let's do it!

让学生拿出他们上节课画的家庭图画。

学生可以继续组成 5 人小组，他们可以和其他组的成员分享他们的图画。学生边看图画边练习下面的句子：

This is my mother.

This is my father.

This is me.

This is my brother. His name is... (如果图画中有哥哥，学生可以说出他的名字。)

This is my sister. Her name is... (如果图画中有姐姐，学生可以说出他的名字。)

3. Let's sing!

歌曲：I Love My Family.

首先，播放录音，让学生听整首歌。

在黑板上写歌词。

再次播放录音，边播放录音边指着黑板上的每个单词。

不放录音，教师边指着每个单词，边读出来。

让学生跟教师重复几遍这些单词。

重复这样做，一次读一句。当教师说每一句时，学生重复。例如，教师说完第一句，学生重复第一句。教师说完第二句，学生重复第二句。以此类推……

Do two lines at a time... Lines 1 and 2 and then lines 3 and 4. Then Line 5.

Then repeat the whole song together.

Now the students are ready to sing the entire song. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students sing the song along with the audiotape. You can sing along silently!

Teaching Tip



Need to fill more time?

This program offers many ways for you to add activities to your class.

- You can look at the optional activities, and choose one to fill time.
- You can sing a song or play a game the students already know from previous lessons.
- You can ask the students to do exercises in the activity book that you did not have time to assign in the previous lessons.
- You can ask the students to add details to pictures in the activity book.

Optional

The Memory Game

Teacher: Boys and girls, let's play a game! In this game, we will see how you do without your books.

Say to the students **Please close your books and stand up.** In Chinese, ask the students :

- Who remembers how many people are in Jenny's family?
- Who are these people?
- Who remembers what Jenny's brother's name is?
- Who remembers Jenny's sister's name?

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 20 or 21.**

Point to the page and walk around the class so that everyone can see.

1. Listen and number.

Students should listen to the audiotape then number the pictures 1 to 5 to match the oral description to each of the picture described on page 20.

The audiotape says:

- This is Jenny's mother.**
- This is Jenny's brother.**
- This is Jenny.**
- This is Jenny's father.**

每次读两行，第一行和第二行，然后是第三行和第四行，然后是第五行。
然后重复整首歌曲。

现在学生做好唱整首歌的准备。让学生站起来面向教师。再次播放录音，学生跟录音一起唱，教师指着黑板上的每个单词。教师可以跟着一起轻轻唱！

教学提示



需要填充更多时间？

教师用书给教师提供了很多教学活动。

- 教师可以看这些供选活动，选择一个来填充上课时间。
- 教师可以选择一个学生前面已经熟悉的歌曲和游戏。
- 教师可以让学生做前几课没有时间进行的活动手册中的练习。
- 教师可以让学生把活动手册中的图画画得更细致。

供选活动

记忆游戏

教师：Boys and girls, let's play a game! In this game, we will see how you do without your books.

对学生说 Please close your books and stand up. 用汉语，问学生：

- 谁记得詹妮的家里有几个人？
- 他们都是谁？
- 谁记得詹妮的哥哥的名字？
- 谁记得詹妮的妹妹的名字？

活动手册

帮助学生找到他们需要的这一页。教师一边将这一页打开举起示范给学生，一边说：Let's open our activity books and turn to page 20 or 21.

指着这一页在教室里走动以便每个人都能看到。

1. Listen and number.

学生听录音，将 1~5 图标号，与录音中描述的 20 页每幅图相匹配。

录音内容为：

- This is Jenny's mother.
- This is Jenny's brother.
- This is Jenny.
- This is Jenny's father.

e. **This is Jenny's sister.**

2. Draw and say.

Students should draw a picture of their family in the frame and colour the picture. Students should then complete the sentences, with assistance, at the bottom of page 21.

CLASS CLOSING

.....

Say **Goodbye, boys and girls** and ask the students to sing the **I Love My Family** song as they leave the classroom!

After-Class Activities

Students should practise the new vocabulary and expressions at home with their families. They use their family members to introduce them to each other:

This is my family.

This is my mother.

This is my father.

This is my brother. (if they have one)

This is my sister. (if they have one)

e. This is Jenny's sister.

2. Draw and say.

学生应在框内画一幅家庭图画，然后涂色。学生可以借助 21 页下面的句子完成。

结束课堂教学

对学生说 Goodbye, boys and girls, 让学生边唱 I Love My Family 歌曲边离开教室。

课外活动

学生将在家和他们的家人一起练习新学的词汇和短语，可以利用家人来互相介绍：

This is my family.

This is my mother.

This is my father.

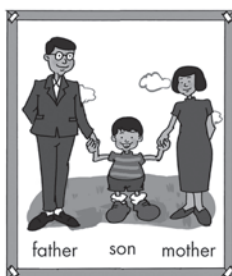
This is my brother. (如果有的话)

This is my sister. (如果有的话)

Lesson 9 Li Ming's Family

Lesson 9 Li Ming's Family

1 Listen and say!



This is my father.
He is tall.
This is my mother.
She is short.



22

2 Let's play!

Tall or Short?



3 Let's sing!

See my family,
See them all.
Some are short,
And some are tall.



23

TEACHING GOALS

Students will be able to recognize, understand and use the following words and expressions:

tall, short

I am...

He is...

She is...

第9课 李明的一家



MY TEACHING NOTES

教学目标

学生能认知、理解和运用下列词汇和短语：

tall, short

I am...

He is...

She is...

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 9
- Flash cards for **tall/short**
- Family pictures from lesson 7

CLASS OPENING

Greeting

Greet the students: **Good morning/afternoon, class.**

In Chinese, ask the students what they remember from last class. Who was the lesson about? Do they remember how many people are in Jenny's family? What is her brother's name? What is her sister's name?

Lesson Hook

Tell the students to open their books to Lesson 9.

Teacher: We have already learned about Danny's family in Lesson 7 and Jenny's family in Lesson 8. In this lesson, we will learn about Li Ming's family! Look at the picture on Page 22. How many people in Li Ming's family? Who are they? Very good!

NEW CONCEPTS

1. Listen and say!

Tell the students about these new words and phrases that they will learn today:

tall, short, son

Tall and **short** are adjectives. Adjectives tell us more about a person, place or thing.

I am...

He is...

She is...

These phrases can add **tall** or **short** at the end of them to describe a person.

Play the audiotape as the students follow along in their student books.

•DEMONSTRATE•

On the blackboard, write the words **tall, short, son.**

Explain what each word means in Chinese. Then read each word.

Also write:

This is my father. He is tall.

This is my mother. She is short.

教学准备

- 第 9 课的录音带或教学光盘
- tall 和 short 的词汇卡片
- 第 7 课的家庭照片

开始上课

问候

问候学生：Good morning/afternoon, class.

用汉语问学生上节课内容他们记得什么。上节课是关于谁的？他们记得詹妮家有多少人吗？她的哥哥叫什么名字？她的妹妹叫什么名字？

课文导入

让学生翻开书本到第 9 课。

教师：我们已经在第 7 课学了丹尼的一家，在第 8 课学了詹妮的一家。这节课我们将学李明的一家。看课本 22 页，李明一家有多少人？他们是谁？很好！

新概念

1. Listen and say!

告诉学生他们今天要学的新词汇和短语：

tall, short, son

tall 和 short 是形容词。形容词告诉我们关于人、地点、事的更多信息。

I am...

He is...

She is...

这些短语可以在最后加 tall 或 short 来描述一个人。

播放录音，让学生跟读。

• 演示 •

在黑板上写这几个单词 tall, short, son。用汉语解释每个单词的意思，然后读出每个单词。

同时写出：

This is my father. He is tall.

This is my mother. She is short.

I am tall/short.

Read each sentence slowly, pointing to each word as you say it. Ask the class to repeat after you. Say **Say it after me.**

Play the audiotape again. Ask the students to read page 22 along with the audiotape. Do this 2~3 times, listening to every child as they read.

•PRACTICE•

Class Work

Ask all of the students to stand up and make two rows facing each other.

Go back and forth between the rows and ask the students to say whether the person across from them is **tall** or **short**:

For example:

She is tall. He is short.

She is short. He is short.

He is tall. She is tall.

Do this until all of the children in the two rows have described the person standing across from them with **tall** or **short**.

Work in Pairs

Ask the students to take out their family pictures from Lesson 7. They should then find a partner and practise the following dialogue:

Student 1: **This is my father. He is tall.**

Student 2: **This is my father. He is tall.**

Student 1: **This is my mother. She is short.**

Student 2: **This is my mother. She is short.**

Give the students enough time to get comfortable with the dialogue.

Teaching Tip



Men are often taller than women so it is most likely that the father in a family will be tall while the mother will be short!

Present

Ask for volunteer pairs to repeat the dialogue in front of the class. Listen to about four or five pairs. You can even ask them to perform the dialogue without their books. If they make a mistake or forget their lines, the class can correct them.

Teaching Tip



Make sure to applaud the efforts of all the students. This will build their confidence in pronunciation and in speaking in front of others.

2. Let's play!

Game: Let's Guess

The teacher calls a student to the front of the classroom.

The student must demonstrate **short** or **tall**. And the other students must guess which adjective they are demonstrating.

I am tall/short.

慢慢读每个句子，一边读一边指着每个单词。让全班跟教师重复，教师说：Say it after me.

再次播放录音。让学生跟录音朗读 22 页内容，重复两三次，倾听每一个学生。

• 练习 •

全班活动

让全班同学起立，排成面对面两排。

让两排学生来回走动，让学生说面对他们的人是高还是矮。比如：

She is tall. He is short.

She is short. He is short.

He is tall. She is tall.

直到所有的学生描述了面对他们的学生高还是矮。

一对一练习

让学生将第 7 课的家庭图片拿出来。他们将找到一个伙伴进行下列对话：

学生甲：This is my father. He is tall.

学生乙：This is my father. He is tall.

学生甲：This is my mother. She is short.

学生乙：This is my mother. She is short.

练习对话时给学生足够时间让他们感到自信。

教学提示



男人通常比女人高，所以在家里通常是爸爸高，妈妈矮！

展示

让自告奋勇的小组在全班前重复他们的对话，听大约四五对学生。教师可以让学生不用书本表演这些对话。如果他们说错或忘词，全班学生可以纠正他们。

教学提示



确信给所有学生的努力鼓掌。这将有助于他们增长在全班学生面前说英语和发音的自信心。

2.Let's play!

游戏：Let's Guess

教师将学生叫到教室前面。学生示范 tall 或 short，其他的学生猜他们描述的是哪个形容词。

How can the student do this? The student can do this by bending down into a ball to show **short** and standing up with their arms high up in the air to show **tall**!

3. Let's sing!

Song: See My Family

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the blackboard.

Play the audiotape again, pointing to each word on the board as the song plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat after you.

Then, do this again with each verse. As you say each verse, the students should repeat after you.

Now the students are ready to sing the entire song. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students sing the song along with the audiotape. You can sing along silently.

Teaching Tip



When you sing **See My Family**, make sure to have the students bend down to show "short" and stand up to show "tall" so they can associate the two words with size!

Optional

Quiet and Loud

Say: Everyone stand up. I'm going to play the song **See My Family**. Sing along with the audiotape.

Teacher: First, let's see how quietly we can sing the song. When we sing quietly, dance very slowly.

Teacher: Let's see how loudly we can sing the song. When we sing loudly, dance with more energy.

Short or Tall?

Have the students walk around the outside of the room. When you say **tall**, all the boys should sit down on the nearest chair. When you say **short**, all the girls should sit down on the nearest chair. Those students who do not do what they are supposed to do are out. The last person standing is the winner!

学生怎么做呢？学生可以弯下腰缩成一个球展示 short, 他们可以站起来向上伸胳膊展示 tall。

3. Let's sing!

歌曲：See My Family

首先，播放录音让学生听整首歌曲。

在黑板上写下这首歌的歌词。

再次播放录音，此时指着黑板上的每个单词。

不用录音带，指着说出每个单词。

让学生跟教师重复这些单词。

重复这样做，一次读一句。当教师说每一句时，学生重复。

然后每一段重复这样做，当教师说出每一段时，学生重复。

现在学生做好唱整首歌的准备。让学生站起来面向教师。再次播放录音，学生跟录音一起唱，教师指着黑板上的每个单词。教师可以跟着一起轻轻唱！

教学提示



当教师唱 See My Family 这首歌时，确信让学生弯下腰展示 short, 站起来展示 tall, 这样，学生可以将两个单词和尺寸联系起来。

供选活动

安静和大声

教师：Everyone stand up. I'm going to play the song **See My Family**. Sing along with the audiotape.

教师：首先看看我们能多么安静地唱这首歌。当我们安安静静唱时，慢慢跳舞。

教师：我们看看我们能唱多大声音。我们大声唱时，更有力地跳舞。

矮和高

让学生在屋子外走动。当教师说 tall 时，所有的男孩坐在最近的椅子上。当教师说 short 时，所有的女孩坐在最近的椅子上。那些没有按要求做的孩子出局。最后一个站着的学生是胜利者！

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 22 or 23.**

Point to the page and walk around the class so that everyone can see.

1. Read and number.

Students should read the sentences at the bottom of page 22. Students should then match each sentence with a picture by putting the correct number in the circle below the picture.

2. Look and talk.

Students should colour the differences in the second picture between the two pictures on page 23.

CLASS CLOSING

Finish today's lesson with a brief reflection on the concepts taught. Ask students if they have any questions. Then ask them to sing the song **See My Family** as they leave the classroom.

After-Class Activities

- Students should show their families what the words "tall" and "short" mean.
- Students can sing the **See my family** song to their parents.
- Find pictures of their grandparents for next lesson.
- Students should bring in pictures of people from magazines.

活动手册

帮助学生找到他们需要练习的这一页。教师一边将这一页打开举起示范给学生，一边说 Let's open our activity books and turn to page 22 or 23。

指着这一页在教室里走动以便每个人都能看到。

1. Read and number.

学生应该读 22 页下面的几个句子。学生将句子与图画匹配，将句子的正确标号写在图下的圆圈内。

2. Look and talk.

学生将 23 页两幅图的不同之处在第 2 幅中涂出来。

结束课堂教学

简要复习本课所学概念作为今天课的结束，问学生是否有问题。当学生离开教室时唱歌曲 See My Family。

课外活动

- 学生应该向全家展示 tall 和 short 是什么意思。
- 学生能够对父母唱 See My Family 这首歌。
- 找到他们爷爷奶奶的照片为下节课做准备。
- 学生应该带来从杂志上找到的人物照片。

Lesson 10 Grandpa and Grandma

Lesson 10 Grandpa and Grandma

1 Listen and say!



This is my grandpa.
He is old.



This is my grandma.
She is old too.

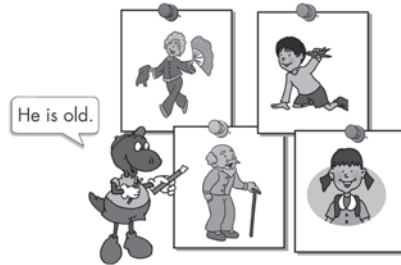
I am young.



24

2 Let's do it!

Old or young?



3 Let's sing!

Sing a song for my grandpa.
Sing a song, sing a song.
Let's all sing along.

Sing a song for my grandma.
Sing a song, sing a song.
Let's all sing along.



25

TEACHING GOALS

Students will be able to recognize, understand and use the following words and expressions:

grandma, grandpa

This is my...

old, young

He is old./She is old, too.

I am young.

第10课 爷爷和奶奶



MY TEACHING NOTES

教学目标

学生能认知、理解和运用下列词汇和短语：

grandma, grandpa

This is my...

old, young

He is old./She is old, too.

I am young.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 10
- Pictures of grandma and grandpa (students can be asked to bring in these pictures at the end of the last class.)

CLASS OPENING

Greeting

Greet the students: **Hi, students. Stand up please.** When all the students stand up, say **Good morning./Good afternoon.** Expect the class responds **Good morning./Good afternoon.** Then say **Sit down, please.**

In Chinese, ask the students what they remember from last class. Ask them to repeat some of the words they learned. (**tall/short**)

Lesson Hook

Tell the students to open their books to Lesson 10.

Teacher: In this class, you will learn more about families. We will meet Li Ming's Grandma and Grandpa! How many grandma's do you have? How many grandpa's? Does your grandma or grandpa or both live with you?

Teaching Tip



In Asian cultures many families, particularly of the eldest son in the family, have the grandparents living with them. In Canada this does not happen very often unless the family is of Asian descent. Grandparents have their own homes. When they are too old to have their own homes, they often move into Seniors Housing where many other grandparents live so that they can socialize with people of their own age.

NEW CONCEPTS

1. Listen and say!

Tell the children that they will be learning these fun new words and phrases today. Write the following words and phrases on the blackboard:

grandma, grandpa

This is my...

old, young

教学准备

- 第 10 课的录音带或教学光盘
- 爷爷和奶奶的照片（上节课结束时可以让学生带来这些照片）

开始上课

问候

问候学生：Hi, students. Stand up please. 当所有的学生站起来时，说 Good morning./Good afternoon. 期待全班回答 Good morning./Good afternoon. 然后教师说 Sit down, please.

用汉语问学生，上节课内容他们记得哪些。让学生重复他们学过的一些单词。(tall/short)

课文导入

让学生翻开课本到第 10 课。

教师：In this class, you will learn more about families. We will meet Li Ming's Grandma and Grandpa! How many grandma's do you have? How many grandpa's? Does your grandma or grandpa or both live with you?

教学提示



在亚洲文化中，许多家庭，尤其是家里最年长的儿子，常有爷爷奶奶和他们一起住。在加拿大，通常不是这样的，除非这个家庭是亚裔。爷爷奶奶通常有他们自己的家。当他们太老了不能自己住了，他们通常是搬到老年公寓，那里有许多他们的同龄人。

新概念

1. Listen and say!

告诉学生今天他们将学到这些有趣的单词和短语。将下列词语写在黑板上：

grandma, grandpa

This is my...

old, young

He is old./She is old, too.

I am young.

Explain what each word means in Chinese. Then read each word.

Play the audiotape as the students follow along in their student books, page 24. Play it two or three times.

Now write:

This is my father. He is tall.

This is my mother. She is short.

I am tall/short.

Read each sentence slowly, pointing to each word as you say it. Ask the class to repeat after you. Say: **Say it after me.**

Play the audiotape again. Ask the students to read page 24 along with the audiotape. Do this 2~3 times, listening to every child as they read.

●DEMONSTRATE●

On the blackboard, draw a table containing the English words for all the people the children have met in lessons 7~9. Ask the students to help you brainstorm for people.

You can use the following table as a guide.

People	Tall or short
Danny	
Jenny	
Li Ming	
father	
mother	
sister, Lynn	
Brother, Bob	
Grandpa	
Grandma	

Say the word in the left column.

Ask the children to help you fill in the table with either the word **tall** or **short** in the right column beside each person.

You can either print **tall** or **short** in or if you have word cards, you can use blue tack to paste the **tall** or **short** word in each row.

When you are done, have the children practise saying the sentences together using choral speaking!

(For example) **Danny is short/tall.**

●PRACTICE●

Work in Pairs

Make sure that the students understand all of the material learned so far. Answer any questions and move on to the next section.

Use the chart that you have just made with the whole class in this exercise. Make sure the chart is big enough for all the students to see.

Pair the students up. The students can take turns saying the sentences to each other: (For example) **Jenny is short/tall.**

He is old./She is old, too.

I am young.

用汉语解释每个单词意思，然后读每个单词。

播放 24 页录音，让学生看书跟读。播放录音两三遍。

现在写：

This is my father. He is tall.

This is my mother. She is short.

I am tall/short.

慢慢读每个句子。一边读一边指着每个单词。让学生重复，教师说：Say it after me!

再次播放录音。让学生跟录音读 24 页内容。这样重复两三遍，听到每个学生读。

• 演示 •

在黑板上画一个表格，写下学生们在 7~9 课学到的所有人物的英文单词。让学生帮教师回想所有的人。

教师可以用下列表格作为参考。

People	Tall or short
Danny	
Jenny	
Li Ming	
father	
mother	
sister, Lynn	
Brother, Bob	
Grandpa	
Grandma	

说左栏的单词。

让学生帮助教师在右栏每个人物旁用 tall 和 short 填空。

教师可以写出 tall 和 short, 或者如果有词汇卡片，可以用蓝丁胶将这两个单词贴在每一列。

当教师完成时，让学生练习一起说这些句子。

（例如）Danny is short/tall.

• 练习 •

一对一练习

确信学生理解所有已学内容。回答每个问题，然后进行下一部分。

利用教师刚刚和全班一起做的这个表格。确信表格足够大，让所有学生都看到。

让学生两人一组。学生可以轮流互相说这些句子：（例如）Jenny is short/tall.

Present

Ask for volunteer pairs to repeat the dialogue made from the chart in front of the class. Repeat this with two or three pairs.

Make sure to applaud the efforts of every student. This will build their confidence in pronunciation and in speaking in front of others.

2. Let's do it!

Old or Young

Students have been asked to bring in many pictures of people from magazines. They have also been asked to bring in pictures of their grandparents. Shuffle the pictures.

Put all of the pictures upside down in a pile on a table.

Ask students to come up one by one and turn a picture over. The student must say either **He/She is old.** or **He/She is young.**

Teaching Tip



Make sure to applaud if the student gets the answer right. If the student gets the answer wrong, help the student understand their mistake and let them try again. We want all students to be successful when Learning English!!!

3. Let's sing!

Song: A Song for Grandpa

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the blackboard.

Play the audiotape again, pointing to each word on the board as the song plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat after you.

Then, do this again with each verse. As you say each verse, the students should repeat after you.

Now the students are ready to sing the entire song. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students sing the song along with the audiotape. You can sing along silently.

Optional

Make a Card

Have students make a card for their grandparents to let them know how much they are loved!

Draw a Picture

Ask the students to draw a picture of their grandparents to take home with them to give to as a present.

展示

叫自告奋勇的小组在全班面前重复他们的对话。叫两三组。

确信给每个付出努力的孩子鼓掌，这样可以增强他们在别人面前说英语和发音的信息。

2. Let's do it!

年老的还是年轻的？

学生要带一些从杂志上找到的人物图片。他们也会带来爷爷奶奶的照片。把这些图片混在一起。

将这些照片正面朝下撂一撂放在桌子上。

让学生一个一个上来翻过图片。学生必须说 He/She is old. 或者 He/She is young.

教学提示



如果学生回答正确一定要给他们鼓掌。如果学生回答错了，帮助学生理解他们的错误，让他们再试。我们想让所有的学生在学英语时成功！

3. Let's sing!

歌曲：A Song for Grandpa

首先，播放录音让学生听整首歌曲。

在黑板上写下这首歌的歌词。

再次播放录音，此时指着黑板上的每个单词。

不用录音带，指着说出每个单词。

让学生跟教师重复这些单词。

重复这样做，一次一句。当教师说每一句时，学生重复。

然后每一段重复这样做，当教师说出每一段时，学生重复。

现在学生做好唱整首歌的准备。让学生站起来面向教师。再次播放录音，学生跟录音一起唱，教师指着黑板上的每个单词。教师可以跟着一起轻轻唱！

供选活动

制作卡片

让学生为他们的爷爷奶奶作一张卡片，让他们知道孩子们多爱他们。

画图画

让学生画一幅爷爷奶奶的图画带回家，给爷爷奶奶作为礼物。

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 24 or 25.**

Point to the page and walk around the class so that everyone can see.

1. Write and say.

Talk about Li Ming's family with the students. Students should complete page 24 by writing which family member (grandfather, father, grandmother, mother) it is below each picture.

2. Read and match.

Students should match the person on the left of page 25 with the sentence on the right.

CLASS CLOSING

Have the students wave and say **Goodbye** to their friends as they are leaving class.

After-Class Activities

- Students should sing the **A Song for Grandpa** to their families.
- Students should also explain the difference between **old** and **young** to their parents.

活动手册

帮助学生找到他们需要练习的这一页。教师一边将这一页打开举起示范给学生，一边说 Let's open our activity books and turn to page 24 or 25。

指着这一页在教室里走动以便每个人都能看到。

1. Write and say.

和学生一起谈论李明的家庭。学生将完成 24 页的练习，在每幅图下写上家庭成员的称呼（grandfather, father, grandmother, mother）。

2. Read and match.

学生应该将 25 页左边的人物与右边的句子匹配。

结束课堂教学

让学生离开教室时向朋友挥手说 Goodbye。

课外活动

- 学生给全家唱歌曲 A Song for Grandpa。
- 学生向他们的父母解释 old 和 young 的区别。

Lesson 11 Aunt, Uncle, Cousin

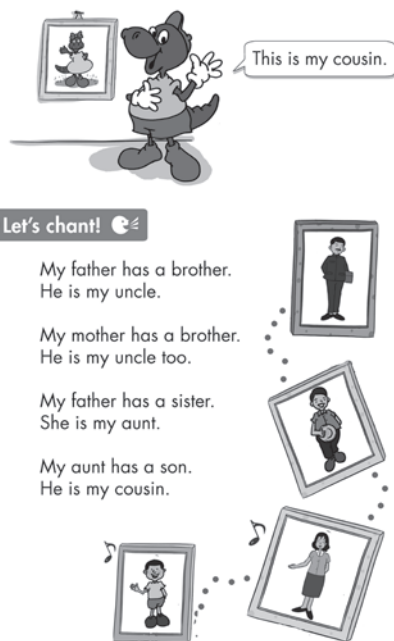
Lesson 11 Aunt, Uncle, Cousin

1 Listen and say!



26

2 Let's chant!



My father has a brother.
He is my uncle.

My mother has a brother.
He is my uncle too.

My father has a sister.
She is my aunt.

My aunt has a son.
He is my cousin.

27

TEACHING GOALS

Students will be able to recognize, understand and use the following words and expressions:

aunt, uncle, cousin

Who is she?

She is my aunt.

Who is he?

He is my uncle.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 11

第11课 婶婶、叔叔、表兄弟姐妹



MY TEACHING NOTES

教学目标

学生能认知、理解和运用下列词汇和短语：

aunt, uncle, cousin

Who is she?

She is my aunt.

Who is he?

He is my uncle.

教学准备

- 第 11 课的录音带或教学光盘

- Flash cards for **aunt, uncle, brother, sister, son, cousin**
- Students can bring in a picture of an uncle, aunt or cousin

CLASS OPENING.....

Greeting

Greet the students in a standard way: **Good morning/afternoon. How are you today?**

Ask students to respond in a whisper.

In Chinese, ask the students what they remember from last class. Ask them to repeat some of the words they learned.

Teacher: Last class, we learned about grandmas and grandpas and we learned the words **old** and **young**. Do you remember?

Lesson Hook

Tell the students to open their books to Lesson 11.

Teacher: In this class, you will learn about some other people in our family. These people do not live in our house but they are part of our family. Can you guess who these people might be?

Teacher: Very good! Yes, today's lesson is about aunts and uncles! Well done!

NEW CONCEPTS.....

1. Listen and say!

Explain that today the class will learn these important new words and sentences:

aunt, uncle, cousin

Who is she?

She is my aunt.

Who is he?

He is my uncle.

Play the audiotape as the students follow along in their student books. Play it two or three times.

•DEMONSTRATE•

Who remembered to bring a picture of his aunt, or uncle? Very good. Can he partner with another person and tell that person who is in his picture?

Put the following dialogue on the board and go over it with the students:

Student 1: **Who is she/he?**

Student 2: **She/He is my aunt/uncle.**

- 词汇卡片: aunt, uncle, brother, sister, son, cousin
- 学生可以带来一张叔叔、婶婶、表兄弟 / 姐妹的照片

开始上课

问候

用标准方式问候学生: Good morning/afternoon. How are you today?

让学生耳语回答。

用汉语问学生他们上节课内容记得什么。让他们重复已经学过的一些单词。

教师: Last class, we learned about grandmas and grandpas and we learned the words **old** and **young**. Do you remember?

课文导入

让学生翻开课本到第 11 课。

教师: In this class, you will learn about some other people in our family. These people do not live in our house but they are part of our family. Can you guess who these people might be?

教师: Very good! Yes, today's lesson is about aunts and uncles! Well done!

新概念

1. Listen and say!

向全班解释今天会学到以下重要新词汇及句子:

aunt, uncle, cousin

Who is she?

She is my aunt.

Who is he?

He is my uncle.

播放录音, 让学生看书跟读。播放两到三遍。

• 演示 •

谁记得带来了一张叔叔或婶婶的照片? 很好。他能和另一个人组成一组, 并且告诉他照片里这个人是谁吗?

在黑板上写下面的对话, 和学生一起读:

学生甲: Who is she/he?

学生乙: She/He is my aunt/uncle.

Teaching Tip



The pronoun “he” refers to a male person. The pronoun “she” refers to a female person.

•PRACTICE•

Model Play

Ask the students to stand up with their pictures. When the teacher rings the bell, all of the students should move around the room until the teacher rings the bell again. When the teacher rings the bell again, the students must stop moving and turn to the person closest to them and say:

Student 1: **Who is she/he?**

The other student will respond with:

Student 2: **She/He is my aunt/uncle.**

Students should reverse their roles with the second student asking the questions and the first student answering.

When the first pair is done, the teacher rings the bell for the students to move again and on the next ring, the students stop and have the conversation with a new partner.

You can play this game with many new partners as long as the students are staying focused on their task.

•INTRODUCE•

There is new vocabulary on p 27. Introduce the students to the phrase:

This is my cousin.

Explain in Chinese what a **cousin** is.

Ask several students to talk about their cousins. They can do this in Chinese because they will not have the English vocabulary to talk about their cousins in English.

Teaching Tips



Praise your volunteers!

Don't force a child to speak English before she or he is ready. Instead, ask for volunteers, and give lots of praise to students who take the risk to volunteer. That way, you'll get more volunteers next time.

•PRACTICE•

Listen to the audiotape and ask the students to say **This is my cousin** together, as they follow along.

2. Let's chant!

Chant: My Uncles

Teacher: Are we having fun? School can be a lot of fun, can't it? Now we'll chant.

First, play the audiotape and let the students listen to the whole song.

Write the words to the song on the board.

Play the audiotape again, pointing to each word on the board as the song plays in the

教学提示



代词 he 指代男性，代词 she 指代女性。

• 练习 •

示范游戏

让学生拿着图片站起来。当教师摇起铃，所有的学生在教室走动直到教师再次摇铃。教师再次摇铃时，学生停止下来转向离他最近的学生说：

学生甲：Who is she/he?

另一名学生回答：

学生乙：She/He is my aunt/uncle.

然后学生应交换角色，第二名学生问，第一名学生回答。

第一组完成之后，教师摇铃，学生再次走动，当教师再次摇铃，学生停止和一个新伙伴进行对话。

只要学生愿意，教师可以让学生和许多新伙伴进行这个游戏。

• 介绍 •

27 页有新词汇。向学生介绍下列短语：

This is my cousin.

用汉语解释 cousin 是什么意思。

叫几名学生谈论他们的表兄弟、表姐妹。他们可以用汉语谈论，因为他们可能不知道那些英文单词。

教学提示



表扬自告奋勇的学生！

在学生做好准备之前，不要强迫他们说英语。相反，叫自告奋勇的学生，给他们这些敢于冒险的学生许多鼓励。那样，下次将会有更多自告奋勇者参加。

• 练习 •

听录音，让学生跟录音一起说 This is my cousin.

2. Let's chant!

歌谣：My Uncles

教师：Are we having fun? School can be a lot of fun, can't it? Now we'll chant.

首先，播放录音让学生听整首歌谣。

在黑板上写下这首歌谣的歌词。

background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Do this again, but one line at a time. As you say each line, the students should repeat after you.

Play the audiotape again, pointing to each word on the board as the students sing along with the song.

Now the students are ready to sing the entire song with the students. Tell the students to stand up and face you. Sing the song three times. You can sing along silently.

Teaching Tip



As stanza in a song is a group of 2 or 3 lines sung together to complete a single idea. For example, there are four stanzas in the chant **My Uncles**.

Optional

Singing: All Boys and All Girls

Song: My Uncles

Teacher: There are many ways to sing a song. Today we will try two different ways. In the first version (way), I want all the girls to sing the whole song. Then, we'll switch and the boys will sing the song. Very good!

Singing: Boys and Girls in Parts

Song: My Uncles

Teacher: Now we'll sing the song in parts done by the boys and the girls. I've written the song on the board. There are four stanzas in this song. You can see that stanzas 1 and 3 talks about the father's family and stanzas 2 and 4 talk about the mother and the aunt's family.

I'd like the boys to sing the stanzas about the father's family and the girls to sing the stanzas about the mother and the aunt's family! I've marked B or G beside the stanzas for you remember when the boys sing and when the girls sing:

My father has a brother. B

He is my uncle.

My mother has a brother. G

He is my uncle too.

My father has a sister. B

She is my aunt.

My aunt has a son. G

He is my cousin.

Teacher: Well done students!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with

再次播放录音，此时指着黑板上的每个单词。

不用录音带，指着说出每个单词。

让学生跟教师重复这些单词。

重复这样做，一次一句。当教师说每一句时，学生重复。

再次播放录音，学生跟唱时教师指着黑板上每个单词。

现在学生做好唱整首歌谣的准备。让学生站起来面向教师。唱三遍这首歌谣，教师可以跟着一起轻轻唱！

教学提示



一首歌里的一段通常由两三行组成，它们一起唱为了完成一个意思。例如，My Uncles 这首歌谣里有四段。

供选活动

唱歌曲：所有男孩和所有女孩

歌曲：My Uncles

教师：唱一首歌有许多方法。今天我们实验两种不同的方法。第一遍，我想请所有女孩唱整首歌。然后，我们交换，所有的男孩唱这首歌。很好！

唱歌曲：男孩、女孩各一部分

歌曲：My Uncles

教师：现在男孩和女孩分部分唱这首歌。我已在黑板上写下歌词。这首歌共有四段，大家可以看到第一段和第三段是唱关于爸爸的家庭，第二段和第四段是关于妈妈和姑妈的家庭。

下面请男孩子们唱爸爸的家庭，女孩唱妈妈和姑妈的家庭。我已经在每一段旁边标上了 B 和 G，这样男孩女孩们就能记住他们什么时候唱歌：

My father has a brother. B

He is my uncle.

My mother has a brother. G

He is my uncle too.

My father has a sister. B

She is my aunt.

My aunt has a son. G

He is my cousin.

教师：Well done students!

活动手册

帮助学生找到他们需要练习的这一页。教师一边将这一页打开举起示范给学生，

that page open. Say **Let's open our activity books and turn to page 26 or 27.**

Point to the page and walk around the class so that everyone can see.

1. Maze.

Students should help Danny's cousin go through the maze to the playground.

2. Read and match.

Read the sentences on page 27. Match the sentences with each of the characters below.

CLASS CLOSING

Teacher: This has been a good class today, hasn't it? What did you like the most?

Students should quickly review the contents of the lesson.

Now divide the class in half. One half will sing the chant **My Uncles** and the other half will dance, as they all leave the classroom.

After-Class Activities

- Students should practise the new words with their families and explain what they mean.
- Students can sing the new song to their families!

一边说 Let's open our activity books and turn to page 26 or 27。

指着这一页在教室里走动以便每个人都能看到。

1. Maze.

学生应该帮助丹尼的表妹穿过迷宫，走到游乐场。

2. Read and match.

读 27 页上面的句子，和下面的人物匹配。

结束课堂教学

教师：This has been a good class today, hasn't it? What did you like the most?

学生尽快回忆本课所学内容。

现在将全班分成两部分，一部分唱歌谣 My Uncles, 另一部分跳舞。然后他们离开教室。

课外活动

- 学生可以和他们的家人一起练习新词汇，并解释词语的意思。
- 学生可以给他们的家人唱新歌曲。

Lesson 12 I Love My Family!

Lesson 12 I Love My Family!

1 Listen and say! 🎧 🗣️



This is my family.
I love my family.
We are a big family.



Who is that boy?



He is my cousin.

28



Who is this girl?



She is my cousin.
They are a small family.

2 Let's chant! 🎶

Some families are big.
Some families are small.
But I love my family,
Best of all!



29

TEACHING GOALS

1. Students will be able to recognize, understand and use the following new words and expressions:

big, small, who

2. Students will be able to recognize, understand and use the following sentences:

This is my family.

I love my family.

We are a big family.

3. Students will be able to respond to a question:

Who is that boy?

He is my cousin.

第12课 我爱我的一家!



MY TEACHING NOTES

教学目标

1. 学生能认知、理解和运用下列词汇和短语:

big, small, who

2. 学生能认知、理解和运用下列句子:

This is my family.

I love my family.

We are a big family.

3. 学生能够回答下列问题:

Who is that boy?

He is my cousin.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 12
- Flash cards for **big, small, old, young, tall, short**

CLASS OPENING

Greeting

Greet the students: **Hello everyone. How are you today?**

In Chinese, ask the students what they remember from last class. Ask them to name all of the members of the family they have learned about so far in this unit!

Lesson Hook

Tell the students to open their books to Lesson 12.

Teacher: **Can you see this family? Is it a big family or is it a small family?**

(Have this discussion in Chinese but insert the English words **big** and **small** into the discussion.)

Very good! Yes, it is a big family. Let's read the story now!

NEW CONCEPTS

1. Listen and say!

Explain to students that today they will learn some new words. Write these on the blackboard.

big, small

Who is that...?

He is my...

Read each word slowly, pointing to the word on the board as you read it.

Ask the students to listen and repeat after you. Go through the words in the lines a few times.

Play the audiotape as the students follow along in their books on page 28.

This is my family.

I love my family.

We are a big family.

Who is that boy?

He is my cousin.

•DEMONSTRATE•

Read each word slowly line by line. Ask the students to listen and repeat each word in

教学准备

- 第 12 课的录音带或教学光盘
- 词汇卡片: big, small, old, young, tall, short

开始上课

问候

问候学生: Hello everyone. How are you today?

用汉语问学生他们记得上节课哪些内容。让学生说出目前为止, 本单元学的所有家庭成员的名称。

课文导入

让学生翻开课本到第 12 课。

教师: Can you see this family? Is it a big family or is it a small family?

(用汉语讨论, 但是在讨论中要用到 big 和 small 这些英语单词。)

Very good! Yes, it is a big family. Let's read the story now!

新概念

1. Listen and say!

向学生解释今天他们将学一些新词汇。将这些词汇写在黑板上:

big, small

Who is that...?

He is my...

慢慢读每个单词, 边读边指着黑板上的词汇。

让学生倾听, 跟教师重复。在句子中读几遍这些单词。

播放录音, 让学生跟读课本 28 页。

This is my family.

I love my family.

We are a big family.

Who is that boy?

He is my cousin.

• 示范 •

一行一行慢慢读每个单词。让学生倾听并跟教师重复每一行每个单词。在句子中

each line after you. Go through the words in the lines a few times.

Pick several students to repeat the words in each line after you.

Then read the sentences line by line and have the students repeat whole sentences after you.

Play the audiotape as the students follow along in their books. Play it a couple of times and have the students read along. Move around the classroom to listen to the students to see if there are any problems.

Teacher: Now look at page 29 students. We have some more new sentences on this page. Let's listen to the audiotape.

Write the sentences on the board:

Who is this girl?

She is my cousin.

They are a small family.

Read each word slowly, pointing to the word on the board as you read it.

Ask the students to listen and repeat after you.

Go through the words in the lines a few times.

Play the audiotape as the students follow along in their books. Play it a couple of times and have the students read along. Move around the classroom to listen to the students to see if there are any problems.

•PRACTICE•

Teacher: Now class, look at the words **big** and **small** on the board. (Print the words on the board) These words are called adjectives. What is an adjective? Does anyone know? Can you guess? (This part can be discussed in Chinese.)

Teaching tip



Adjectives

An adjective modifies a noun or pronoun by describing, identifying or quantifying words. An adjective usually comes right in front of the noun or pronoun which it modifies.

Teacher: Big is also the antonym of the word **small**. What do you think an antonym is?

Teaching tip



Antonym

An antonym is a word opposite in the meaning to another word.

Teacher: Let's make a chart with all of the adjectives we have learned so far in unit 2. We'll put one adjective in the left column and the antonym of that adjective in the right column. I'll do the first one for you. See? **Tall** is an adjective. The opposite of **tall** is... **short**! Yes! Well done! Let's add **young**. The opposite of **young** is... **old**! Very good. OK.

读几遍这些单词。

叫几名学生跟教师重复每行中的这些单词。

然后一行一行地读这些句子，让学生跟教师重复完整句子。

播放录音，让学生看书跟读。播放几遍让学生跟读。在教室里走动听学生有什么问题。

教师：同学们现在请看 29 页。这页上我们还有一些新句子。我们来听录音。

在黑板上写下这些句子：

Who is this girl?

She is my cousin.

They are a small family.

慢慢读每个单词，教师读单词时边指着黑板上的每个单词。

让学生听教师读并重复。

读几遍句子里的这些单词。

播放录音，让学生看书。播放几遍录音，让学生跟读。教师在教室里走动，听学生朗读并发现问题。

• 练习 •

教师：Now class, look at the words **big** and **small** on the board. (指着黑板上的单词) 这些单词叫作形容词。什么是形容词？谁知道呢？你们猜一猜。(这部分可用汉语解释)

教学提示



形容词

形容词通过描述、关联、限定词汇来修饰名词和代词。形容词通常直接放在它所修饰的名词或代词前面。

教师：big 是 small 的反义词。你知道什么是反义词吗？

教学提示



反义词

反义词是一个词在意思上与另一个词完全相反。

教师：让我们把第 2 单元目前为止学到的反义词做一个表格。我们将一个形容词放左栏，它的反义词在右栏。我将做第一个。大家看，tall 是形容词，它的反义词是 short。对！很好！我们来写 young, young 的反义词是 old! 很好。

Adjective	Antonym
tall	short
young	old

The new adjective is **big**. The opposite of **big** is... **small**. Let's put **big** and **small** on our chart.

big	small
-----	-------

Teacher: Now, can everyone please take out their notebooks and make a chart like the one on the board? Make the squares very big and beside each word, draw a picture to represent the word. For example beside tall, draw a tall person and beside short draw a short person. Beside young, draw a young face and beside old, draw an old face.

Here is an example: Beside big, draw a BIG person and beside small, draw a small person!

•PRACTICE•

Pair Work

Ask the students if they understand what they have learned so far.

Pair the students and have them practise the following dialogue together:

Student 1: **This is my family. I love my family.**

Student 2: **We are a big family.**

Reverse the order. Let the students practise a couple of times saying both parts of the dialogue.

Present

Ask the groups to repeat the lines in front of the class. Ask them to do it without their books. If the students make a mistake, the class can correct them.

Make sure to applaud the efforts of every student.

2. Let's chant!

Chant: Big or Small

Teacher: Look at page 29. There is a chant on this page about families.

First, play the audiotape and let the students listen to the whole chant.

Some families are big.

Some families are small.

But I love my family,

Best of all!

Write the words to the chant on the board.

Play the audiotape again, pointing to each word on the board as the chant plays in the background.

Without the audiotape, say each word as you point to it.

Have the students repeat the words after you.

Add the actions:

When you get to the word **big**, spread your hands apart as far as you can to show **big**.

When you get to the word **small**, put your hands close together to show **small**.

When you get to the word **love**, hold your hands together over your heart.

Adjective	Antonym
tall	short
young	old

这个形容词是 **big**. **big** 的反义词是 **small**. 让我们在表格中写上 **big** 和 **small**.

big	small
-----	-------

教师：现在，我们每位同学能否拿出笔记本，做一个黑板上这样的表格？方框尽量大一些，在每个单词旁边，画一幅画表示这个单词。例如，在 **tall** 旁边，画一个高高的人，在 **short** 旁边画一个矮的人。在 **young** 旁边，画一张年轻的脸，在 **old** 旁边，画一张年老的脸。

这有一个例子：在 **big** 这个单词旁边，画一个大的人，在 **small** 这个单词旁边，画一个小的人。

● 练习 ●

一对一练习

问学生他们是否理解目前所学内容。

让学生组成两人小组，练习下列对话：

学生甲：This is my family. I love my family.

学生乙：We are a big family.

交换顺序。让学生将对话中每个角色都练习几遍。

展示

叫几组学生在全班面前重复对话。让他们不看书本进行对话。如果学生说错了，全班可以纠正他们。

一定给每个努力的学生鼓掌。

2. Let's chant!

歌谣：Big or Small

教师：我们看 29 页。这有一首关于家庭的歌谣。

首先，播放录音让学生听整首歌谣。

Some families are big.

Some families are small.

But I love my family,

Best of all!

将歌词写在黑板上。

再次播放录音。播放录音时指着黑板上的每个单词。

不用录音，教师边指着边说出每个单词。

让学生跟教师重复读这些单词。

加入动作：

当说到单词 **big**, 伸开双手，越远越好，来表现 **big**。

当说的单词 **small**, 双手放在一起来表现 **small**。

当说到单词 **love**, 双手合在一起放在心上。

Do this again, but one line at a time. As you say each line, the students should repeat it after you with the actions for each line.

Now the students are ready to say the entire chant. Tell the students to stand up and face you. Play the audiotape again, pointing to each word on the board as the students say the chant with the audiotape. Make sure to show the students when to use their actions! You can say the chant along silently!

Optional

Increasing the Speed

Start very slowly. As the students become more comfortable, increase the speed of the chant.

Chanting in Groups

Have groups of four or five students chant in front of the class as the rest of the students clap along. Repeat this two or three times with different groups.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say: **Let's open our activity books and turn to page 28 or 29.**

Point to the page and walk around the class so that everyone can see.

1. Look and match.

Students should match the picture on the right with the correct description on the left of page 28.

2. Look and number.

Students should match the numbers with the 5 pictures on page 29 by putting the correct number of each person in the box below each picture.

CLASS CLOSING

Teacher: How many of you love your families? Very good! If you love your family a lot, put your hands way out like big to show me this! Very Good! Bye. See you tomorrow!

After-Class Activities

- At home, students should practise the chant **Big or Small** by singing it to their family.
- Students can make flash cards for **tall/short**, **young/old** and **big/small**. They can practise teaching these words with a family member with the flash cards!

重复这样做，一次一行。教师说每一行，学生跟着教师重复，并做每一行的动作。

现在学生做好唱整首歌谣的准备。让学生站起来面向教师。再次播放录音，学生跟录音一起说。一定告诉学生何时需要动作！教师可以跟着一起轻轻唱！

供选活动

增加速度

慢慢开始。当学生自信时，加快唱歌谣的速度。

小组说唱

让学生组成四或五人小组在全班面前唱歌谣，其余学生跟着拍手。让两三组不同学生重复唱歌谣。

活动手册

帮助学生找到他们需要的这一页。教师一边将这一页打开举起示范给学生，一边说 Let's open our activity books and turn to page 28 or 29。

指着这一页在教室里走动以便每个人都能看到。

1. Look and match.

学生应该将 28 页右边的图画与左边正确的描述相匹配。

2. Look and number.

学生应该将 29 页方框内每个人物的编号与上面的五幅图画正确匹配。将编号填在上面对应方框内。

结束课堂教学

教师：你们都有谁爱自己的家庭？很好！如果你非常爱你的家庭，将你的手伸开变大这样展示给我。很好！再见，明天见！

课外活动

- 在家里，学生应该给家人练习唱歌谣 Big or Small。
- 学生能够做 tall/short, young/old, 和 big/small 的词汇卡片。他们可以用词汇卡片练习教家人这些单词。

UNIT 2 Review

Unit 2 Review

1 I can say:



- ☐ father
- ☐ mother
- ☐ brother
- ☐ sister
- ☐ me
- ☐ my family

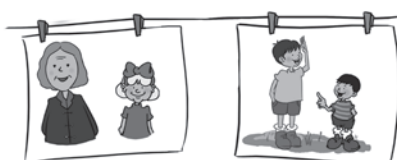
2 I can draw:

- ☐ my grandpa
- ☐ my grandma
- ☐ my father
- ☐ my mother
- ☐ my aunt
- ☐ my uncle
- ☐ my cousin



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3 I can listen and match:



- old
- short
- young
- tall

4 I can ask:

- ☐ Who is she?
- ☐ Who is he?
- ☐ Who is that boy?
- ☐ Who is this girl?



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5 I can sing and chant:

- ☐ This Is a Family
- ☐ I Love My Mother
- ☐ See My Family
- ☐ A Song for Grandpa
- ☐ My Uncles
- ☐ Big or Small?



ALL DONE!



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CLASS OPENING.....

Greeting

Greet the students: Good morning/afternoon class. Today is Unit 2 review! Do you remember the chant: This is a Family? Here, I'll play it for you one time. Now stand up and let's chant it together.

Use the flash cards to review the words and structures from this unit. You may ask the following questions:

- What does this say? And this?
- Can you do this action? Show me!
- Who is this? And this?

第2单元 复习



MY TEACHING NOTES

开始上课

问候

问候学生：Good morning/afternoon class. Today is Unit 2 review! Do you remember the chant: This is a Family? Here, I'll play it for you one time. Now stand up and let's chant it together.

用词汇卡片复习本单元的单词和句型。可以问下面的问题：

- What does this say? And this?
- Can you do this action? Show me!
- Who is this? And this?

REVIEW

.....

1. I can say:

Review all of the new words and expressions taught in this unit.

- **father**
- **mother**
- **brother**
- **sister**
- **me**
- **my family**

Let's all sing **I Love My Mother** Do you remember this song? Here, I'll play it for you one time. Now stand up and let's sing it together.

2. I can draw:

Give the students a piece of paper. Have them number the paper 1 through 7. Tell the students to quickly draw the family member for each number as you say it:

- my grandpa
- my grandma
- my father
- my mother
- my aunt
- my uncle
- my cousin

Let's all sing **See My Family** Do you remember this song? I'll play it one time and then we can sing it together!

3. I can listen and match:

Tell the students to match **old**, **short**, **young** and **tall** to the correct person in each of the two picture. Play the audiotape.

The audiotape says: **old, short, young, tall**

Let's all sing **A Song for Grandpa** Do you remember this song? Let's stand up and sing it together.

4. I can ask:

Walk around the classroom, asking the students the following questions:

- **Who is she?** (Students should give you the girl's name.)
- **Who is he?** (Students should give you the boy's name.)

Teaching Tip



Make sure the students know the difference between **he** and **she**. Clarify the difference between the two gender pronouns if there seems to be a problem.

- **Who is that boy?** (Students should give you the boy's name.)
- **Who is that girl?** (Students should give you the girl's name.)

练习

1. I can say:

复习本单元所有的新词汇和语句。

- father
- mother
- brother
- sister
- me
- my family

让我们一起唱 I Love My Mother 这首歌。你还记得这首歌吗？我将再次播放一次。
现在起立，让我们一起唱。

2. I can draw:

给学生们一张纸。让他们在纸上写 1-7 七位数字。当教师说下面家庭成员时，学生在数字旁快速画出他们：

- my grandpa
- my grandma
- my father
- my mother
- my aunt
- my uncle
- my cousin

让我们一起唱 See My Family 你们记得这首歌吗？我将播放一遍，然后我们一起唱！

3. I can listen and match:

告诉学生将 old, short, young, tall 连到正确的人物下面。播放录音。

录音内容为：old, short, young, tall

让我们一起唱 A Song for Grandpa! 你记得这首歌曲吗？让我们起立一起唱。

4. I can ask:

在教室内走动，让学生回答下列问题：

- Who is she? (学生应该回答女孩名)
- Who is he? (学生应该回答男孩名)

教学提示



确信学生知道 he 或 she 的区别。如果学生感觉有问题，解释清楚这两个代词的不同。

- Who is that boy? (学生说出男孩的名字。)
- Who is that girl? (学生说出女孩的名字。)

5. I can sing and chant:

We have already chanted and sung the first four songs. Let's have the girls sing **My Uncles** now. The boys can then chant **Big or Small**. Are you ready? Girls? Boys? Well done!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 30, 31 or 32.**

Point to the page and walk around the class so that everyone can see.

1. Listen and answer.

Students should listen to the statement and answer **Yes** and check the circle if the statement is correct. If the statement is incorrect, students should make an X in the circle and answer **No** in the box.

The audiotape says:

- a. I am a girl.
- b. I'm Jenny's sister.
- c. I'm Li Ming.
- d. I'm Danny's mother.

2. Read and draw.

Students should read the sentence below each box and draw a picture in the box that matches the statement.

3. Maze.

Students should help Li Ming find his mother by drawing a red line between the two characters. Students should help Danny find his mother by drawing a green line between the two characters.

Teaching Tip



Note particular problems.

Write down the names of the students who seemed very uncertain during the oral parts of the lesson. Write down words that you think require more in-class practice in terms of comprehension and pronunciation.

CLASS CLOSING

Teacher: What have you learned in this unit?

Students should quickly review the contents of what they have learned.

Teacher: Do you have any questions?

Students should reflect upon the concepts taught and come up with some questions. This is good feedback for a teacher.

5. I can sing and chant:

我们已经唱了前四首。现在让女孩唱 My Uncles。男孩可以唱 Big or Small。准备好了吗？男孩们？女孩们？做的很好！

活动手册

帮助学生找到他们需要的这一页。教师一边将这一页打开举起示范给学生，一边说 Let's open our activity books and turn to page 30, 31 or 32。

指着这一页在教室里走动以便每个人都能看到。

1. Listen and answer.

学生应该听叙述回答 Yes, 如果答案是正确的，请在圆圈里打“√”。如果叙述是不正确的，学生在圆圈里打“×”，在方框里回答 No。

录音内容为：

- a. I am a girl.
- b. I'm Jenny's sister.
- c. I'm Li Ming.
- d. I'm Danny's mother

2. Read and draw.

学生应该读每个方框下的句子，在方框中画一幅画与下面的句子匹配。

3. Maze.

学生帮助李明找到他的妈妈，在两个人物之间画一条红线相连。学生应该帮助丹尼找到他的妈妈，在两个人物之间画绿线相连。

教学提示



注意特殊问题。

记录下在每课的口语练习中看起来非常不确定的学生的名字。记录下在理解和发音方面需要在课上更多练习的词汇。

结束课堂教学

教师：What have you learned in this unit?

学生应该很快地复习他们学过的内容。

教师：Do you have any questions?

学生应该复习学过的概念，提出一些问题。这对教师来说是很好的反馈。

TEACHING TECHNIQUES

Learning English uses a variety of teaching methods, all of which we have described in the context of specific lessons. We have also summarized key methods here, so you can more easily apply them and adapt them.

Ways to introduce new concepts

SHOW AN OBJECT

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can.

SHOW A PICTURE

Show pictures to represent vocabulary words. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

DRAW A PICTURE

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent a birthday party, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent school. You can quickly draw a series of faces and expressions (for example, **happy**, **sad** and **scared**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like**. You can draw pictures to illustrate

教学技巧

《学英语》教材使用了大量的教学技巧，我们已在具体的课文中提及。在此我们将重要的方法归纳、总结一下，使教师可以更容易选择应用并根据需要做一定的调整。

新概念教学方法

利用实物

一件实物，学生看得见，摸得着，因而往往能形象地表明一个新概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量带实物到课堂上来。

利用图片

利用图片讲解单词——宜利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画画

如果找不到图片向学生展示，可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表示诸如 his, her, he, she 和 they 之类的概念。可教会学生怎么辨认一些抽象名词的简单图画。例如，画三个气球表示 birthday party，画一只碗外加筷子代表 food，或者画幢大建筑物，其大门上方挂着一块牌子，以表示 school。你也可以快速地画一系列脸型和表情（如 happy, sad 和 scared），以表示不同的感情；可以画些脸型，以表现诸如 I like/ I don't like 之类的抽象概念；可画些画，表现如 crying 和 singing 等概念；还可以画些画以表示学生正在学习的

concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as **colour** or **circle**.

PERFORM AN ACTION

Always demonstrate when you can. You can easily demonstrate actions such as **walking, standing, sitting** and **reaching**. Use your face to demonstrate feelings (such as **mad, sad** and **tired**). Use your fingers to demonstrate numbers.

ROLE-PLAY

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say "**Br-r-r-r-r**," stamp your feet, hold your arms tight and say "**Oh, I'm cold. I feel cold!**" Ask a student to close the window, saying again "**I'm so cold. It's cold in here. Cold. Very cold.**" Pretend to put on a sweater. When the window is closed, pretend to warm up and say "**Oh, that's much better. I'm not cold now.**"

You can also role-play with a student. For example, to show the concept of "**May I use ___?**", show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say "**May I use ___, please? May I? May I use ___, please?**" After a moment of pretending to use the object, return the object to the student as you say "**Thank you!**" and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

COMPARE

To teach related concepts such as antonyms (for example, **thin** and **fat, long** and **short, old** and **young, straight** and **curly, big** and **little**), some teachers present the two words together to show their opposite meanings.

TELL A STORY

Students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories.

You can make up your own simple story dialogues. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept **tired** to the students, you might tell a little story like this, using actions and characters:

Danny: **I am very tired today. I'm so tired.**

Jenny: **Poor Danny! Why are you tired?**

Danny: **I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.**

动作, 如 colour 或 circle。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像 walking, standing, sitting 和 reaching 等诸类动作, 是很容易表演的; 可以用自己的面部表情, 表现情感 (如愤怒、悲伤、疲惫等); 可用手指表示数字。

角色扮演

只要可能, 不妨扩大表演范围, 进行角色扮演。可以自己单独扮演。例如, 要表示 I'm cold. 这一概念, 可以 (装作) 发抖, 皱眉头, 发出 Br-r-r-r-r 的声音, 跺脚, 双臂紧抱身体等, 边做动作边说: "Oh, I'm cold. I feel cold!" 叫一个学生关上窗户, 再说: "Oh, I'm so cold. It's cold here. Cold. Very cold." 可假装穿毛衣。可关上窗户。之后, 假装感到暖和起来了, 边说: "Oh, that's much better. I'm not cold now."

你也可以找个学生一起表演。例如, 为说明 May I use ____? 这一概念, 可表现出你需要某件东西, 却找不到。接着走到某个自愿者身边, 指着某物, 伸出手, 做出你想借用那东西的姿态和表情。一边表演, 一边说: "May I use ____, please? May I use ____, please?" 过一会, 假装用完了, 将该物还给那位同学, 一边说: "Thank you!" 一边做出一副很高兴的样子。

教师也可以用手偶进行表演。教师可一手拿一个手偶, 表演对话。学生可以同教师一起玩手偶, 也可以与其他同学一起玩。本教师用书关于“手偶、张贴画及其他”章节, 提供了大量的关于怎样制作手偶、使用手偶的方法。

比较

在教授反义词或对应词的概念 (如 thin 和 fat, long 与 short, old 与 young, straight 与 curly, big 与 little) 时, 有些老师往往将两个词同时教给学生, 以表现其相反或对应的意义。

讲故事

听故事, 尤其是反复提到某个词或集中于某个关键词的故事, 往往能使学生很快将新词学到手。故事赋予新词以意义; 故事让学生听到新鲜的词组。学生既记得住又喜欢故事。

教师也可使用学生已知道的词汇和结构编些短小的故事式对话。同时, 如可能, 不妨插进些新词。既可用手偶 (一手拿一个) 帮你讲故事, 也可以在黑板上简单画几笔, 勾勒出主要角色。轮到他或她说话时, 就指向那个角色。例如, 如果准备向学生讲 tired 这一概念, 不妨以角色对话的方式讲个像下面这样的故事:

Danny: I am very tired today. I'm so tired

Jenny: Poor Danny! Why are you tired?

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (Fall asleep and begins snoring loudly.)

Jenny: (Whisper.) Danny! Danny! Wake up! This is English class! The teacher is talking to you.

Danny: (Wake with a start.) Oh—oh—oh! Where am I? What happened? Oh—I'm so tired. (Go back to sleep.)

Ways to practise and review vocabulary

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide.

PRACTISE IN PAIRS AND SMALL GROUPS

Whenever you can, give the students a few minutes to practise a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practise, and then have them practise the structure with some limited substitution. For example, when you have taught "What's his/her/your name? His/Her/My name is ___", have the students form groups of three or four and practice asking each of the questions appropriately and varying the answer according to the people in the group.

SING A SONG

Songs stimulate the students' attention, focus their listening and quickly review vocabulary.

PLAY A GAME

There are many games in the *Learning English* program for vocabulary practice. Refer to the "Games" section in the back of this guide, which contains an index of games used in the lessons, plus directions for supplemental games.

DRILL

Here's a key rule: do not drill the students on words or structures unless they understand what they mean.

Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and answer:** Ask questions of individual students, groups of students (for example, "This row answer") or the whole class. Do not ask

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (入睡，接着开始打鼾。)

Jenny: (悄悄地说。) Danny! Danny! Wake up! This is English class! The teacher is talking to you.

Danny: (猛地惊醒过来。) Oh-oh-oh! Where am I! What happened! Oh--I'm so tired. (又倒头睡去。)

词汇练习和复习方法

教师需要不断地与学生一道练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就已掌握了该单元的词汇。学后边的单词时，反复不断地用学生所熟悉的句式练习新的单词；将他们所熟悉的单词套进新的句式中。下面是本教师用书里的一些重要的练习和复习方法。

一对一和小组练习

只要可能，尽量给学生几分钟之间，让他们就刚学的新结构与同桌或在小组中练习。一定要先让学生理解并能够说该句式，再让他们练习，然后要求他们就该句式进行有限的替换练习。例如，教师在讲授完句型 What's his/ her/ your name? His/ Her/ My name is ____ 后，就将学生分成 3 或 4 人一组进行操练，根据小组内的学生的具体情况，问些适当的问题并回答。

唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。

做游戏

本套教材有很多供练习词汇用的游戏。教师用书的书末“游戏”章节，提供了全书所有游戏的索引以及补充游戏的具体说明。

操练

特别注意：一定要在学生弄懂了单词或句型结构的意义后，再进行操练。

好的教师一般采用几种操练法，从而避免单调乏味，并让学生开动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一起重复、链式重复，你本人向小组或全班提问，并请个别学生向你提问。

- 名词操练：可请学生指出你所提到的教室里的实物，或者由你向学生展示图片，让学生说出该实物的名称。

a question before you have shown the students how to respond to the question. Use a variety of questions:

“Yes-No” Questions: **Is this a chair?** (Yes/No.) **Do you like noodles?** (Yes/No.) **Are you hot?** (Yes/No.)

“Or” Questions: **Is this a chair or a desk?** **Do you like noodles or rice?** **Are you hot or cold?**

“Wh” Questions: **What’s this?** **Where is ____?** **What time is it?** **What colour is it?**

Ways to evaluate student progress

After the students have practised a new concept, you need to check whether they understand.

As much as possible, avoid forcing very shy or reluctant students to speak out in class all by themselves. Ask for volunteers. For example, **“What’s this?** (Point to an object.) **Who can answer? Volunteer?** (Raise your hand to show what you want the students to do.) **Is there a volunteer?”**

Obviously, if some students refuse to volunteer an answer even after several weeks of classes, you will need to encourage them more forcefully. If a student finds this impossible, you may need to meet privately with that student after class to check his or her understanding.

This guide uses some of the following methods to check for understanding in class.

OBSERVE AS THE STUDENTS PRACTISE

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a checklist:** Some teachers make a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students’ names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student’s name, you can place a mark to represent the student’s mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write 1, 2 or 3 to show beginning, developing or mastery skill level.
- **Making descriptive records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:
Li Hong – Cannot pronounce “th” correctly.
Xiu Jie – Confuses mouth, ears, eyes, nose.
Yi Yu Ming – Drops final consonants on many words.

When you have a large class (more than 40 students), you may need to focus your observation on those students who appear to be having the most difficulty.

- 问答：向个别学生、小组（如，This row answer）或全班提问。

一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

一般疑问句：Is this a chair? (Yes/ No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)

选择疑问句：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?

特殊疑问句：What's this? Where is ___ ? What time is it? What colour is it?

评价学生进步的方法

学生在练习了某个新概念之后，你得检查一下，看他们是否理解其意。

尽量不要迫使非常害羞和不情愿的学生单独当全班的面回答，问谁愿意回答。例如：What's this? (指着某物) Who can answer? Volunteer? (举起手表明你要学生怎么做) Is there a volunteer?

当然如果有些学生上了几个星期的课后，依然拒绝主动回答，你得给予他们更有力的鼓励。如某些学生觉得根本做不到，你可能需要在课后与该生面谈，检查其理解情况。

本书使用以下方法在课堂上检查理解情况：

观察学生练习

无论何时，只要给学生时间，让他们一对一或分小组练习对话，或做活动手册上的作业，你都应在教室走动，仔细观察学生的练习情况。在这个过程中，尽量做到不干扰学生。

- 制作检查表：有些老师往往在连续几节课的教学中就学生特别需要掌握的技能制作检查表，以了解情况。一般的做法是，将表夹在写字夹里，手拿写字夹，在课堂四处走动，边听学生练习，边做笔记。表的一（左）边，列出全班学生的名字；空余部分的上部分，分栏列出各项技能，可在学生名字的旁（右）边作记号，以表明该生掌握的情况。例如，用+或-表示令人满意或不满意，或用1，2，3表示技能掌握的程度。

- 做描述性记录：有些老师往往在学生练习过程中或课后，就某学生的情况作简单记录。例如：

李红—th 发音不正确。

修洁—mouth, ear, eyes, nose 分不清。

易玉明—词末辅音吞音现象严重。

如果班上的学生过多（多于40人），教师应将注意力放在问题最多的学生身上。

Remember to move to all parts of the classroom, including the back rows, when you observe.

ASK STUDENTS TO PRESENT

When pairs or small groups of students have practised a question-answer structure, call on three to five volunteer groups to demonstrate their work in front of the class.

Remember, it is not necessary always to have students present after they spend time working in partners or small groups. If you do, the students may begin to believe that the performance is the most important thing. The most important thing, however, is the language practice this kind of work offers students. The students need to learn to have fun, and to use their imaginations and English, when they work in pairs and small groups.

PLAY A GAME OR SING A SONG

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

CHECK THE ACTIVITY BOOK

You have choices in how to evaluate activity-book exercises. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups.
- The students may exchange their activity books with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activity books at the end of the unit and check them. You might collect the activity books by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.

Ways to teach pronunciation

This guide does not offer detailed methods for teaching pronunciation. You need to consult an English-as-a-foreign-language textbook for that. Here, however, are a few guidelines.

Do not drill children on any word or structure unless they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching young children the International Phonetic Alphabet (IPA). In Grade 1, students should not concentrate on any form of written language. In Grade 2 and 3, they are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English.

IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more

教师在观察过程中，应记住：教室的各个地方都要走到，包括后面几排。

请学生表演

学生以一对一或小组练习的方式做完某个问答练习之后，让3到5组（自愿者）上台前表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台表演。如你每次都这么做，学生慢慢可能会认为练习后的表演才是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要在小组和结对练习的过程中享受学习的乐趣，也需要在自编对话的过程中发挥其想象力运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。

检查《活动手册》

怎样批阅活动手册上的作业，可有多种选择。具体办法可视情况而定：课堂上的剩余时间；学生课文掌握的程度等。

- 可让学生在课堂上相互交流。学生可以与同伴（桌）或在小组内交流作业。
- 可让学生与同桌交流活动手册。可将正确答案告诉全班，学生就对对方的作业相互打分。
- 学完一个单元后，可将活动手册收集上来检查。可不定期地突然抽查；可选取特定的作业给予打分并记录；可“浏览”其他部分，仅检查学生是否做了，以及他们的具体困难在哪里。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教年龄较小的学生国际音标。在一年级中，学生无需关注任何形式的书面语言。在二和三年级中，学生学习英语句法和字母表来表达含义。而国际音标是另一套抽象符号，会给培养学生流利、自信地用英语表达自己造成障碍。

然而，国际音标对于教师来说不失为一种有用的工具。它可以帮助教师识别某些不太熟悉而难以发出的音。

difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say “**thanks.**”
- Practise (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store.**
- Practise (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack.**
- When you teach an unfamiliar **sound**, teach a contrasting sound. For example when you teach “th” in **thin**, contrast it with **tin** and **din**.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape whenever possible for children to practise imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? Do you like ice cream?

- Falling intonation occurs in statements and in questions that aren’t answered yes/no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. Here is my pencil.

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

当教师能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语发音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。例如，把舌尖置于上下齿之间说：Thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/ bet, sit/ set, bag/ back, rag/ rack 等。
- 当你在教学生不熟悉的音时，可采取对比的方法。如教 thin 中 th 的发音时，与 tin 和 din 进行对比。

下面是帮助学生练习语调和重音的一些建议：

- 在低年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会，让学生通过听以英语为母语的人的录音进行模仿。
- 用 yes/no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? Do you like ice cream?

- 陈述句和不用 yes/no 回答的问句用降调。其方式是在句子中间的关键词或重读音节上提高音调，然后音调下降：

I like ice cream. Here is my pencil.

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一句的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

PUPPETS, POSTERS AND MORE

Making and using puppets

Puppets are excellent language-learning tools. They capture students' attention. They encourage students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help students think of things to say in conversation. Puppets also help vary classroom activity: students often enjoy drilling structures when they use puppets to practise with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for students to make puppets of their own that they can use throughout the year. Students love to make puppets: it's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. Students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials.

Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons—anything colourful. Use your imagination and have fun!

手偶、 张贴画及其他

制作和使用手偶

手偶是很好的语言学习工具。它能吸引学生的注意力。鼓励学生用语言来练习。能帮助害羞的学生有勇气开口。

作为一名教师，你可以用手偶为学生演示对话，比如《教科书》上的对话，也可以用他向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I am happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩：学生彼此用手偶做练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。你可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。

许多教师留出一整节课的时间让学生自己制作一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景，把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧纽扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶以前，教师应教学生物品的英语名称和如何向人要所需的物品。在制作手偶期间，鼓励学生用英语交流。

你可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。你可用你的手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用纽扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给他添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想象力获取乐趣吧！



This puppet has a Ping-Pong ball for a head and a square of fabric for a body. Cut a hole in the Ping-Pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the Ping-Pong ball a face and some personality!

Making and using posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays. Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

TEACHING POSTERS

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 3 focuses on school objects. At the beginning of Unit 3, you should post pictures related to this theme (such as a **desk**, **chair** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with English words beside each picture.

PHOTOGRAPH POSTERS

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **playing**, **drawing**, **singing**.

Making and using flannel boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre wide and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

Flannel sticks to flannel. This means you can attach pictures to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in**, **on**, **under**, **between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms**, **legs**, **hands**, **feet** and **head**. You can also ask the students to work with the flannel board. For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of eyes, noses, mouths, ears, hair (different colours and styles) to create characters.



这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让你的食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。在乒乓球上制作手偶的面部以及其他拟人化的部位。

制作和利用张贴画

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，使学生置于英语环境中。教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些道具，以便帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学过的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学内容都有一个主题，集中归纳了学生要掌握的词汇。例如，第三单元着重讲述了学校物品。在第三单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这个主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图的旁边用大号英语单词标注。

照片张贴画

拍下一些学生正在教室活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如玩耍、画画和唱歌。

制作和利用法兰绒板

法兰绒板是一种既便宜又适用的英语教学用具。你需要一块便宜的法兰绒布（大约 1 米宽，2 米长）。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它贴在一块厚纸板上，以便能在教室不同的位置使用。

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的方位关系。例如，你可以把图画粘在法兰绒板上展示 in, on, under, between 和 beside 这些概念。

你也可以用法兰绒来制作图片。例如，当你教身体部位单词时，随着教单词 arms, legs, hands, feet 和 head，你就可以逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身体移开。

你可以用法兰绒板为人头相制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发（不同颜色和风格）来创造各种各样的人物脸型。

GAMES

Children love to play games, and these games help them learn English! Games stimulate imagination, thinking and careful listening. You should remember that games can get a little noisy sometimes, and that you should warn your colleagues before you play them. Don't forget: noise on task is good noise. If you try these games, despite the noise, you will find your students learn more English.

Supplemental games

This section gives instructions for games you can adapt and use at any time during your classes. These games will help you fill lesson time, if you and your students need more things to do. We encourage you to look through these games in advance, so you will have on hand any props you need.

游戏

孩子都喜欢游戏，而这些游戏能帮助他们学习英语。游戏能激发学生的想象力，思考能力及听力能力。教师应记得游戏时学生有时候比较吵闹，在游戏以前，教师应告知其他同事。但是不要忘记：操练时的吵闹是有益的。在做游戏时，虽然有些吵闹，但教师将会发现学生会学到更多的英语。

补充游戏

本章节提供的游戏，教师可以进行改编，可以在上课的任意时间开展。如果学生课堂上需要更多的内容，这些游戏就可以充实课堂。《教师用书》提倡教师提前看完此章节，这样教师就能随时拿出所需要的游戏到道具来。

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

- 1 – Clap your hands on your thighs.
- 2 – Clap your hands together.
- 3 – Clap your hands on your thighs.

Ask the students to clap with you as you all count 1-2-3 together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to
review: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10,
1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.

You can also use this rhythm for: twen-ty-one, twen-ty-two, twen-ty-three and so on. When you get to thirty, clap once on your thighs as you say the number. Resume clapping for thir-ty-one, thir-ty-two and so on up to one hundred.

Repeat a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

**Point to red, point to blue, point to green and yellow, too.
Now what colour do you see? Point to it and then tell me.**

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise coloured paper. (It can repeat any of the colours already named, or be a new colour.) Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DRAW AND GUESS

To review any vocabulary.

In this game, the students draw pictures to illustrate words or phrases.

拍数游戏

用来复习数字单词。

让学生起立，用 1—2—3 的节奏教拍数游戏。

1— 双手拍大腿。

2— 双手齐拍。

3— 双手拍大腿。

当教师和学生数数时，要求他们和教师一起按 1—2—3 的节奏拍数，直到大家都掌握为止。

用下面的顺序拍并数数，直到教师想复习的最大数字：1—2—1，1—2—2，1—2—3，1—2—4，1—2—5，1—2—6，1—2—7，1—2—8，1—2—9，1—2—10，1—2—11，1—2—12，1—2—13，1—2—14，1—2—15。

教师也可用此节拍数：twen-ty-one, twen-ty-two, twen-ty-three 等等。当数到 thirty 时，双手拍一下大腿。继续拍数出 thir-ty-one, thir-ty-two 等等直至 100。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘带黑板上：红的、蓝的、绿的和黄的，也可以准备其他几种颜色的彩纸来表示其他颜色。

教学生唱下列歌谣：

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一个自告奋勇的学生到黑板前，按照全班歌谣中的颜色指黑板上相应的彩纸。唱到歌曲最后一行，教师举起一种出人意料的颜色彩纸(可以用之前使用过的颜色,或一种新颜色)，让该学生指着它说出其颜色的名称。让其他同学重复这个游戏。

画画猜字

用来复习词汇。

该游戏中，学生通过画画来说明单词或短语的含义。

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put pictures showing words the students have learned. You can make the game easy or difficult. For example:

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a picture out of the container. That player must try to show, through drawing **ONLY**, what the picture shows. Team 1 tries to guess the word in English. Note: Team 2 must remain quiet!

In this game, the player may not say anything or point to anything. The player can only draw to show the word.

The timekeeper keeps track of how many seconds it takes the team to guess the word. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word, record this time on the blackboard.

Next Team 2 sends a player to the front to take a picture and draw. Repeat the activity as often as desired.

The team with the fastest time at the end of the game wins.

FIND THE PICTURE

To review any vocabulary.

Make ten to fifteen large pictures of objects the students have learned in English. Put these pictures at the front of the classroom. Turn each picture over, so the students can't see the picture.

Ask for a volunteer. Say **"Where's the ____?"** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word for that picture.

If the picture matches what you asked for, the student may call out the next word. The student says **"Where's the ____?"** and picks a volunteer to try to find the matching picture.

If the picture doesn't match, the student returns to his or her desk.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to think of two sentences. One sentence matches vocabulary correctly—for example, **"I am hungry, I eat."** The other sentence makes an incorrect match—for example, **"He is a girl."**

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and say one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **"Yes"** if the student stands under the correct face and **"No"** if not.

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片，游戏的难易程度教师可以自己掌握。例如：

把全班分成两个组，指定某一同学为计时员。第一组推荐一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手只能通过画画来说明单词和短语，第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个组成功猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二组派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语的意思。若学生感兴趣，可以反复地做这个游戏。

在最短时间内猜中的组为胜方。

找图片

用来复习词汇。

制作 10 到 15 张学生学过的物品的大图片。将图片放到教室前面，把每张图片翻过去使学生看不见图片上的内容。

找一个自告奋勇的学生。教师说：Where's the ____?（说出其中一张词汇卡上的单词）学生走上前，挑出一张卡片，把他举起来，并读出与图片相对应的单词。

如果这名学生挑对了卡片，他/她可以说下一个单词，然后说 Where's the ____?然后请一个自愿的学生找出相应的图片。

如果这名学生没挑对正确的图片，就回到其座位上去。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat, thirsty/ drink, she/ girl, he/ boy, breakfast/ morning。

要求学生每人写两个句子，一个句子词汇搭配正确，如 I am hungry, I eat. 另外一个句子词汇搭配不正确，如 He is a girl. 在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他/她写的其中一个句子。让学生站在黑板上画的一张脸的下面。该生站在笑脸下面，意味着他/她的句子中词的搭配是正确的，该生站在哭脸下面，就意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes；如果站错了，就说 No。

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says “**Where is my ___?**” and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants “**Where is his/her ___?**” over and over while clapping.

When the student finds the object, he or she holds it up and says “**There it is. Thanks!**”

MEMORY NAME

To review my/his/her and learn everyone’s name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says “**My name is ___ (Hong, for example).**”

The second person says “**My name is ___ (Yangsheng, for example)**” and “**Her name is Hong.**”

The third student says “**My name is ___ (Du, for example)**” and “**His name is Yangsheng**” (points to the second student) and “**Her name is Hong**” (points to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students’ names!

NUMBERS!

To learn and review numbers from one to ten.

Divide the class into groups. The groups can have as many as eleven students, but no more. Each group of students sits in a circle, on chairs or squares of paper. One student sits in the centre of the circle.

The students around the circle number off consecutively. They must pay attention and remember where each “number” is.

To play the game, the student in the centre of the circle can do one of two things:

- Call out two numbers. The students with these numbers must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)
- Call out “**Numbers!**”, which means that all students around the circle must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)

藏东西

用来复习 where 问题及教室物品名称的动作游戏。

解释一下游戏规则，然后让一个自告奋勇的学生离开教室，并告诉他 / 她你将用什么东西来做这个游戏。

这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问 Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍掌。当他又远离被藏物品时，全班轻声地拍掌，边拍边一遍一遍地说唱：Where is his/ her ____?

当该生找到了被藏物品时，把他举起来，并说：There it is. Thanks.

记名字

用来复习 my/ his/ her 和熟悉每个人的名字。

让 10 个自愿的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____ . (比如说红)

第二个人说：My name is ____ . (比如说杨生) Her name is Hong.

第三个人说：My name is ____ . (比如说杜)。His name is Yang Sheng. (指着第二位学生)。Her name is Hong. (指着第一位学生)。

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

数字游戏

用来学习和复习数字 1 到 10。

将全班分成小组，每组最多 11 名学生。每组的学生围成一个圈坐下，可以坐在椅子上或坐在长方形的纸上。其中一个学生坐在圆圈的中心位置。

围着圈坐的学生连续报数。他们必须用心记住每个数字的位置。

做此游戏时，坐在中间的那个学生可以做以下其中一件事：

- 说出两个数字。是这两个数字的学生马上交换位置。同时，坐在中间的学生也尽力抢占他们俩其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

- 说 Numbers。这就意味着所有的学生都要交换位置。同时，坐在中间的学生也尽力抢占他们其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **“Open the book! Close your mouth! Touch a window! Point to a clock!”**

Ask the first person in each team to come to the front of the class. Give a command, such as **“Open the door!”** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large pictures that represent vocabulary words in the classroom.

Call out the words. The players from each team race to touch the correct picture first.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **“Simon says”** first. If you do not say **“Simon says,”** they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **“Simon says do this.”** The students imitate your action. Then perform another action and say **“Simon says do this.”** The students again imitate your action.

Now perform another action and say only **“Do this.”** The students must not imitate you.

Continue the game, mixing up **“Simon says do this”** and **“Do this”** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **“Simon says point to your arm! Simon says shake your leg! Jump up and down!”**

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：
Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加 1 分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛谁能首先摸到正确的卡片。

Simon 说

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用他来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想办法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他 / 她就必须坐下。坐下的学生可以帮助指出另外也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体指令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

变化形式 2：让单个学生引导做这个游戏。起初，学生可能觉得很难，所以缩短每一轮的时间—不超过 1 至 2 分钟。

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

STOP! GO!

An action game to review phrases of introduction.

Translate **stop** and **go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say “Go!”

When you say “**Stop!**”, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____. What’s your name?**

Student 2: **My name is _____. Good-bye.**

Student 1: **Bye.**

When you say “Go!”, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, “**What’s this? What colour is this? Is this a _____ or a _____? Where is the _____?**” You can also give the whole team a command. For example, “**Touch your head. Point to the blackboard. Show me an eraser.**”

If the player or team answers or performs correctly, a player from the team may write an X in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an O in any square on the grid.

The object for each team is to obtain a row of three Xs (or three Os) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their Xs or Os to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large X on one side of each card and a large O on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an X, it points to a student on the game board.

变化形式 3: 把全班分成 2 个或 3 个大组，一起来做 Simon says 游戏，每个组指定一名指挥员，此游戏能使学生注意力集中并提高听力技能。

起步走！停止！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 stop 和 go 的意思。

告诉学生，当你说 Go! 时，他们要低头看着地板在教室里快步行走。

当你说 Stop! 时，他们要停下来，抬起头来，每人和站在最近的同学结成一队站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is _____. What's your name?

学生乙：My name is _____. Good-bye.

学生甲：Bye.

当你说 Go! 时，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次让 10 人参加。

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏，形成尺寸大致相等的 9 个小方块。

把全班分成两个组，向第一组的一名选手提一个问题。例如：What's this? What colour is this? Is this a _____ or a _____? Where is the _____? 你也可以向整组发出一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser.

如果这名选手或整组回答或表演正确的话，那么从组中走出一名选手，在大表格中任意一个小方块中画一个 X。

现在轮到第二组了。如果该组回答或表演正确的话，可以在任意一个小方块中画一个 O。

每个组的目标是在大表格的任意方向上 --- 不管是平行方向，垂直方向，还是对角方向——获得三个 X（或三个 O）。当然，每个组也可填入自己的 X 或 O，以阻止对方达成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1: 准备 9 张大卡片或几张硬纸，在每张卡片的一面写一个大 X，在另一面写一个大 O。在教室前面放一排三把椅子（面向学生），让 9 名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名

That student holds the X card up high. Continue the game with the students holding up X and O cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large pictures representing vocabulary up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHISPER

A game to review actions.

Ask for a volunteer. Whisper an action word to the student. For example, **draw, sing, play.**

The student must perform the action and the rest of the class guesses the action, in English.

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of picture cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for book, two for chair and so on.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say "Go!", the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

YARN NAMES

To review "My name is ____" and learn everyone's name.

Divide the class into small groups. Ask each group to sit close together in a circle on the floor. Give each group a ball of yarn.

学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 X 时，指着一个在前面的学生，该生就高举着写着 X 的卡片。继续做这个游戏，让 9 名学生举起 X 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再用那些要复习的问句来彼此提问。

什么不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。问每个学生，让其说出移走的卡片的名称，直到猜出正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

耳语游戏

用来复习动词的游戏。

找一名自愿的学生，在其耳边轻声说一个动词。例如：draw, sing, play。

这个学生必须表演出这个动作，其他学生就用英语猜出这个动作。

让其他学生重复做这个游戏，每个学生都必须用不同的方式来演示这个词汇，鼓励学生做富有创造性的表演！

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 book 的卡片，两张 chair 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片顺序打乱，使得相同的卡片不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，就让他们分散站在教室各处。

当教师说 Go! 时，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他 / 她说一样单词的同学。

A student begins the game by wrapping yarn around himself or herself as he or she says, several times, “**My name is ____.**” The first student then passes the yarn to another student in the circle.

This student repeats the procedure.

When every student has said his or her name, and everyone is wrapped in yarn, the students stand up and try to free themselves from the yarn.

线团名字

用来复习句型 My name is _____ 以及学习其他人的名字。

将全班分成小组。请每组的学生坐在地板上，并坐在一起围成一个圈。发给每组一个线球。

游戏开始时，一个学生将线缠绕在自己身上，同时说几遍 My name is _____. 然后这个学生把线团传给圈里另外一名学生。

这个学生又重复此过程。

每人都说完名字后，都被线缠绕住了。然后他们站起来，想法将线从身上解开。

Vocabulary

A

- about /ə'baʊt/ *prep.* 关于 (1)
 along /ə'lɒŋ/ *adv.* 一起 (10)
 aunt /ɑ:nt/ *n.* 姨妈; 姑妈 (11)

B

- bathroom /'bɑ:θru:m/ *n.* 卫生间 (13)
 bear /beə/ *n.* 熊 (16)
 bed /bed/ *n.* 床 (16)
 bedroom /'bedrʊm/ *n.* 卧室 (13)
 best /best/ *adv.* 最好地 (12)
 big /bɪg/ *adj.* 大的 (12)
 bike /baɪk/ *n.* 自行车 (22)
 birthday /'bɜ:θdeɪ/ *n.* 生日 (3)
 Bob /bɒb/ 鲍勃 (人名) (8)
 brother /'brʌðə/ *n.* 兄; 弟 (8)
 bump /bʌmp/ *v.* 磕碰 (16)
 bus /bʌs/ *n.* 公共汽车 (20)
 but /bʌt, bət/ *conj.* 但是 (12)

C

- car /kɑ:/ *n.* 汽车 (20)
 card /kɑ:d/ *n.* 卡片; 贺卡 (1)
 Chinese /tʃaɪ'ni:z/ *n.* 汉语; 语文 (5)
 circle /'sɜ:kl/ *v.* 圈出; 圈住 (21)
 class /kla:s/ *n.* 课 (4)
 clock /klɒk/ *n.* 表, 钟表 (4)
 cook /kʊk/ *v.* 做饭 (17)
 cousin /'kʌzn/ *n.* 堂(表)兄弟(姐妹) (11)

D

- dear /dɪə/ *adj.* 亲爱的 (3)
 does /dʌz, dəz/ *v. & aux.* 做; 干 (17)
 donut /'dəʊnʌt/ *n.* 面包圈 (21)

E

- elephant /'elɪfənt/ *n.* 大象 (23)
 English /'ɪŋɡlɪʃ/ *n.* 英语 (5)

F

- fall /fɔ:l/ *v.* 掉落, 落下 (16)
 family /'fæməli/ *n.* 家庭 (7)
 father /'fɑ:ðə/ *n.* 父亲, 爸爸 (7)
 for /fɔ:, fə/ *prep.* 为; 给 (4)

G

- grandma /'grændmɑ:/ *n.* 奶奶; 姥姥 (10)
 grandpa /'grændpɑ:/ *n.* 爷爷; 姥爷 (10)

- great /greɪt/ *adj.* 极好的 (22)

H

- has /hæz, həz/ *v.* 有 (11)
 head /hed/ *n.* 头 (16)
 help /help/ *v.* 帮助 (21)
 her /hɜ:/ *pron.* 她的 (8)
 his /hɪz/ *pron.* 他的 (8)
 home /həʊm/ *adv.* 回家; 在家 (5)

J

jump /dʒʌmp/ *v.* 跳 (6)

K

kitchen /'kɪtʃɪn/ *n.* 厨房 (13)

kite /kaɪt/ *n.* 风筝 (22)

L

learn /lɜ:n/ *v.* 学; 学习 (5)

library /'laɪbrəri/ *n.* 图书馆 (19)

living room 客厅 (13)

love /lʌv/ *v.* 爱; 热爱 (8)

Lynn /lɪn/ 琳 (人名) (8)

M

make /meɪk/ *v.* 制作 (1)

monkey /'mʌŋki/ *n.* 猴子 (23)

mother /'mʌðə/ *n.* 母亲, 妈妈 (7)

O

o'clock /ə'klɒk/ *adv.*点钟 (4)

off /ɔ:f, ɒf/ *adv.* 从(某处)落下 (16)

old /əʊld/ *adj.*岁的; 老的 (2)

orange /'ɒrɪndʒ/ *n.* 橙子; 柑橘 (21)

P

park /pɑ:k/ *n.* 公园 (19)

people /'pi:pl/ *n.* 人们 (20)

playground /'pleɪgraʊnd/ *n.* 操场;
游乐场 (24)

R

ride /raɪd/ *v.* 骑; 乘 (22)

role /rəʊl/ *n.* 角色 (21)

round /raʊnd/ *adv.* 围绕着 (20)

run /rʌn/ *v.* 跑 (6)

S

shop /ʃɒp/ *n.* 商店 (20)

short /ʃɔ:t/ *adj.* 矮的; 短的 (9)

sister /'sɪstə/ *n.* 姐; 妹 (8)

skip rope 跳绳 (24)

sleep /sli:p/ *v.* 睡; 睡觉 (17)

slide /slaɪd/ *v.* 滑; 滑滑梯 (24)

small /smɔ:l/ *adj.* 小的 (12)

some /sʌm/ *pron.* 一些 (9)

son /sʌn/ *n.* 儿子 (9)

street /stri:t/ *n.* 街 (20)

sure /ʃʊə/ *int.* 肯定; 当然 (21)

swing /swɪŋ/ *v.* 荡秋千; 摆动 (24)

T

talk /tɔ:k/ *v.* 交谈 (8)

tall /tɔ:l/ *adj.* 高的 (9)

teddy bear 玩具熊 (16)

them /θem/ *pron.* 他们; 她们; 它们 (9)

there /ðeə/ *adv.* 那里; 在那里 (19)

these /ði:z/ *pron.* 这些 (16)

through /θru:/ *prep.* 通过 (20)

tiger /'taɪgə/ *n.* 老虎 (23)

time /taɪm/ *n.* 时间 (4)

together /tə'geðə/ *adv.* 一起 (18)

town /taʊn/ <i>n.</i> 城镇; 城市	(20)	wheel /wi:l/ <i>n.</i> 轮子; 车轮	(20)
toy /tɔɪ/ <i>n.</i> 玩具	(16)	where /weə/ <i>adv.</i> 哪里; 在哪里	(14)
TV /ˈti:ˈvi:/ <i>n.</i> 电视	(15)	who /hu:/ <i>pron.</i> 谁	(11)
		work /wɜ:k/ <i>v.</i> 工作; 干活	(18)

U

uncle /ˈʌŋkl/ <i>n.</i> 叔叔; 舅舅; 伯伯	(11)
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Y

year /jɪə/ <i>n.</i> 年; 岁	(2)
young /jʌŋ/ <i>adj.</i> 年轻的	(10)

W

watch /wɒtʃ/ <i>v.</i> 看; 观看	(17)
welcome /ˈwelkəm/ <i>int.</i> 欢迎	(13)

Z

zoo /zu:/ <i>n.</i> 动物园	(23)
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STRUCTURES

AND EXPRESSIONS

Unit 1

This is me.	这是我。	(L 1)
I like to read/play.	我喜欢读书 / 玩耍。	(L 1)
How old are you?	你几岁了?	(L 2)
I am _____ years old.	我 _____ 岁了。	(L 2)
Today is my birthday.	今天是我的生日。	(L 3)
Happy birthday!	生日快乐!	(L 3)
Are you happy?	你快乐吗?	(L 3)
Yes! I am.	是的, 我很快乐。	(L 3)
I go to school in the morning.	我早晨去学校。	(L 4)
Look at the clock.	请看表。	(L 4)
What time is it?	现在几点了?	(L 4)
It's _____ o'clock.	_____ 点了。	(L 4)
Time for class.	上课时间到了。	(L 4)
Let's learn English!	让我们学英语吧。	(L 5)
Time to go home.	回家的时间到了。	(L 5)
I play with my friends.	我和朋友一起玩。	(L 6)
We jump and run.	我们跳和跑。	(L 6)

Unit 2

This is my father.	这是我的爸爸。	(L 7)
That is my mother.	这是我的妈妈。	(L 7)

This is my family.	这是我的一家。	(L 8)
I love my family.	我热爱我的家庭。	(L 8)
This is my brother.	这是我的哥哥。	(L 8)
His name is _____.	他的名字是 _____。	(L 8)
He is tall.	他很高。	(L 9)
She is short.	她很矮。	(L 9)
This is my grandpa.	这是我的爷爷。	(L 10)
He is old.	他年纪大。	(L 10)
Who is she/he?	她 / 他是谁?	(L 11)
She/He is my aunt/uncle.	她 / 他是我的姨姨 / 叔叔。	(L 11)
This is my cousin.	这是我的表妹。	(L 11)
We are a big family.	我们是一个大家庭。	(L 12)

Unit 3

This is my _____.	这是我的 _____。	(L 13)
Where is my _____?	我的 _____ 在哪里?	(L 14)
He is in _____.	他在 _____。	(L 14)
What do you see?	你看到什么?	(L 15)
I see _____.	我看到 _____。	(L 15)
These are my _____.	这些是我的 _____。	(L 16)
I _____ in the _____.	我在 _____ 做 _____。	(L 17)
We _____ together.	我们一起 _____。	(L 18)

Unit 4

Where is the _____?	_____ 在哪里?	(L 19)
Here it is.	在这里。	(L 19)
There it is.	在那里。	(L 19)
Can I help you?	我能帮你吗?	(L 21)
Here you are.	给你。	(L 21)