

# Unit 3

## My Home



### General Goals for Unit 3

Unit 3 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 3

#### Knowledge and Skills

1. Students will be able to do the following:
  - Name rooms in their home.
  - Explain where a member of the family is in their home.
2. Students will be able to recognize, understand and use the following vocabulary:  
**home, bedroom, living room, kitchen, bathroom, TV, bed, toy, together, cook, watch, sleep, work**
3. Students will be able to recognize, understand and use the following expressions:
  - **This is my...**
  - **Where is my...?**
  - **He is in...**
  - **What do you see?**
  - **I see...**
  - **in the...**

# 第3单元

## 我的家



### 第3单元总目标

第3单元共有6课，但是教师应该考虑用多于6个课时的时间来教授此单元。例如，在单元教学开始时，教师可能想另加一节课以复习以前学过的内容；也可以在单元即将结束时，另加一节课以复习本单元所有学过的内容。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3单元具体目标

#### 知识与技能目标

1. 学生们能够做到：
  - 说出家中的各个房间。
  - 说出家庭成员分别在家的哪个房间。
2. 学生能认知、理解和使用下列词汇：  
home, bedroom, living room, kitchen, bathroom, TV, bed, toy, together, cook, watch, sleep, work
3. 学生能认知、理解和使用下列用语：
  - This is my...
  - Where is my...?
  - He is in...
  - What do you see?
  - I see...
  - in the...

## 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 other classmates.
- To listen to and learn songs that will help them remember English expressions.

## Affect and Attitude

Students are expected:

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

## Resources Teachers Need for Unit 3

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- Audiotape/Multimedia CD
- Pictures and flashcards for rooms in the house: **living room, bathroom, bedroom, kitchen**
- Pictures and flashcards for family members: **mother, father, brother**
- Pictures and flashcards for new vocabulary: **picture, chair, TV, bed, desk, toy, together**
- Photocopy of a living room with a chair, TV and picture in it
- Flashcards for all verbs in Units 1, 2 and 3: **watch TV, sleep, cook, look, go, see, jump, run, play, work, love**
- Drawing paper
- Activity Book

## 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。
- 在学习中集中注意力。
- 主动向教师或学生请教。
- 认真听学歌曲，以帮助学习英语用语。

## 情感态度目标

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

## 第 3 单元所需道具


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- 录音带或教学光盘
- 家中各个房间的照片和词汇卡片：living room, bathroom, bedroom, kitchen
- 家庭成员的照片和词汇卡片：mother, father, brother
- 所学词汇的照片和词汇卡片：picture, chair, TV, bed, desk, toy, together
- 起居室的照片（有沙发、电视和图画）
- 第一、二和三单元所学短语和动词的词汇卡片：watch TV, sleep, cook, look, go, see, jump, run, play, work, love
- 画图用纸
- 活动手册


# Lesson 13 My Home

**Lesson 13 My Home**


1 Listen and say!




This is my home.




This is the living room.



This is the bedroom.




This is the kitchen.



This is the bathroom.

2 Let's sing!

Home, home.  
Welcome to my home!  
Home, home.  
I'll show you my home!



living room  
kitchen  
bathroom

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:  
**home, living room, bedroom, kitchen, bathroom**
2. Students will be able to recognize, understand and use the following expression:  
**This is my...**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 13
- Pictures of rooms in the house and flash cards: **living room, bedroom, kitchen, bathroom**

# 第13课 我的家



## MY TEACHING NOTES

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## 教学目标

1. 学生能认知、理解和使用下列新词汇：  
home, living room, bedroom, kitchen, bathroom
2. 学生能认知、理解和使用下列用语：  
This is my...

## 教学准备

- 第13课的录音带或教学光盘
- 家中各个房间的照片和词汇卡片：living room, bedroom, kitchen, bathroom

## Teaching Tip



Decorate your class with colourful pictures and objects. This will motivate your students as they progress through the unit. For example, in this unit, you might want to put some colourful pictures up of rooms in a home.

### Graffiti Walls

You can also make a graffiti wall where students can paste pictures they find in magazines of rooms in a home. They can then write the English words beside the pictures to label the rooms!

## CLASS OPENING

### Greeting and Review

As the students get ready for English class, greet a few of them individually. Shake their hands, and say **Hello...** Praise any student who responds by saying **Hello, teacher**.

Review briefly what was taught in the last unit.

Teacher: Students, who can remember what we learned in the last unit? Yes, that's correct! We learned about people in our family. Who can remember some of the English words for people in your family? Yes, **mother, father, sister, brother, grandma** and **grandpa** are some of those words.

Let's do the chant **Big or Small** together now to help us think about our families. Very good!

### Lesson Hook

Tell the students to open their student books to Lesson 13.

Teacher: Where do you think the girl in the first picture is? Look at the other two pictures to help you answer the question. Yes! This girl is in her home! In this class, you will learn English words for rooms in your home. What rooms do you have in your home? (Have a discussion in Chinese.)

## NEW CONCEPTS

### 1. Listen and say!

Write the new words on the board.

Teacher: These are the new words and expressions we will learn today:

**This is my home/living room/bedroom.**

Say the words, touching them as you say them.

Then say: **Say them after me.** Do this three times for each phrase or word.

## 教学提示



抽出一些时间来准备整个单元。把教室用五彩缤纷的张贴画和物品装饰起来，这将激发学生们学习这个单元的积极性。例如这个单元，教师可以张贴家中各个房间的彩色图片。

### 涂鸦墙

也可以做一个涂鸦墙，在那里学生们可以粘贴他们在杂志上发现的有关家中各个房间的图片。然后，他们可以在各个房间的图片旁边写上相应的英语单词！

## 开始上课

### 问候和复习

当学生们准备好上课时，单独问候几位学生。和他们握一下手，对他们说 Hello... 当学生们用 Hello, teacher. 回答时要表扬他们。

大体上复习一下上单元所学内容。

教师：同学们，谁记得上个单元我们学习了哪些内容？对！我们学习了家庭的各个成员。谁能说出自己家中家庭成员的一些英语词汇？对，有 mother, father, sister, brother, grandma 和 grandpa。

我们来一起唱歌谣 Big or Small，帮助我们回忆这些内容。非常好！

### 课文导入

让学生们把教科书翻到 13 课。

教师：第一个图片中的小女孩在哪里？看一下另外两个图片来帮助你们回答这个问题。对！她在自己的家里！这节课你们要学习关于家中各个房间的英语单词。你们家里都有哪些房间？（用汉语讨论）

## 新概念

### 1. Listen and say!

把要学的单词写在黑板上。

教师：今天我们要学习这些词汇和句型：

This is my home/living room/bedroom.

读每个单词，同时指着黑板上的单词。

然后说 Say them after me. 每个单词和短语让学生们跟读三遍。



Teacher: Look at page 34. Listen to the audiotape and try to follow along in your student book.

**This is my home.**

**This is the living room.**

**This is the bedroom.**

Teacher: Can we read the lines together now?

Touch each word as you say it with the students.

Play the audiotape two or three times, listening to each student pronounce the words and helping as needed.

### •DEMONSTRATE•

Ask the students to draw a model of their home that includes the living room, their bedroom, the kitchen and the bathroom. Students can colour their picture. When the students are done, take one student and practise the following dialogue with the student, pointing to the student's drawing of a model of their home.

### Teaching Tip



We have already learned that it is easier for students to remember a word if they have a picture that goes along with the word. What is really interesting is that students will remember even better if the picture they have is one that they drew themselves of the word! So use drawing as a regular part of your English class when learning new vocabulary.

Teacher: **Which room is this?** (Explain this phrase in Chinese as it is not part of the new vocabulary.)

Student: **This is the living room.**

Teacher: **Which room is this?**

Student: **This is the kitchen.**

Teacher: **Which room is this?**

Student: **This is my bedroom.**

Teacher: **Which room is this?**

Student: **This is the bathroom.**

### Pair Share

Ask students to find a partner. Partners should take turns pointing to the rooms in their home and naming them.

Student 1: **This is the living room.**

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

Student 1: **This is the kitchen.**

Student 2: **This is the bathroom.**

教师：看教科书 34 页。听录音，试着看书跟读。

This is my home.

This is the living room.

This is the bedroom.

教师：现在大家可以一起读吗？

指着黑板上的单词，和学生们一起读。

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。

### • 演示 •

让学生们画一幅他们家的图画，包括起居室、卧室、厨房和浴室。学生们可以给图画涂色。图画完成后，教师和一位同学指着家中各个房间的图画，练习一下对话。

#### 教学提示



我们知道，如果有图片，对学生们来说记忆单词会容易一些。有趣的是，如果这个图片是他们自己画的，学生们会更好地记忆这个单词。所以，请将画图作为一个常用的学习新单词的活动。

教师：Which room is this? (这个句型不是新学内容，请用汉语解释。)

学生：This is the living room.

教师：Which room is this?

学生：This is the kitchen.

教师：Which room is this?

学生：This is my bedroom.

教师：Which room is this?

学生：This is the bathroom.

#### 两人分享

让学生们结为两人小组。轮流指着家中房间说出房间名称。

学生甲：This is the living room.

学生乙：This is my bedroom.

学生甲：This is the kitchen.

学生乙：This is the bathroom.

## Teaching Tip



### Think-Pair-Share

Think-Pair-Share is a strategy designed to let students formulate individual ideas and share these ideas with another student. It is a learning strategy developed to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

What is its purpose as it relates to ESL?

- TPS provides "think time" to increase the quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.
- It is easy to use in large classes.

## •PRACTICE•

### Think-Pair-Share

Ask the students to draw a picture of their favourite room in their home: living room, bedroom, kitchen or bathroom.

Partner the students to share their pictures.

Students will tell their partner which room they have drawn: **This is the...**

In Chinese, students can then explain why this is their favourite room in their home.

Walk around the class and listen to the quality of conversation between the students. Choose one or two pairs to share their think-pair-share conversations with the class.

## Teaching Tip



### Speaking Chinese

Except for standard classroom instructions and the specific vocabulary and expressions in each lesson, speak Chinese with your students. Whenever you speak English, remember to use gesture, facial expressions and props that will help students grasp your meaning.

## 2. Let's sing!

### Song: Welcome to My Home!

Teacher: Look at page 35, Part 2. Today, we are going to learn a new song!

First, let the students listen to the whole song on the audiotape.

Write the words to the song on the blackboard.

**Home, home.**

**Welcome to my home!**

## 教学提示



### Think-Pair-Share

Think-Pair-Share 是一个让学生形成个人观点并与另一个学生分享这些观点的策略。这是一个旨在鼓励学生课堂参与的学习策略。相较于采用基本的呈现方法，老师提出了问题，学生回答问题而言，Think-Pair-Share 可以鼓励学生更高层次地回应，并且使他们更专注于完成任务。

在英语学习中的它的目的是什么？

- TPS 提供了“思考时间”来提高学生回应的质量。
- 学生更加积极地参与思考课中提出的问题。
- 学生更加愿意参与，因为他们没有在全班同学面前回答问题的压力。
- Think-Pair-Share 易于在快速回答中采用。
- 容易在大型课堂上采用。

## • 练习 •

### Think-Pair-Share

让学生们画一幅他们最喜欢的房间的图片：起居室，卧室，厨房或者浴室。

让学生们结成两人小组，互相分享图片。

学生们要向同伴介绍他们画的是哪个房间：This is the...

然后学生们可以用汉语来说明为什么这是他们最喜欢的房间。在教室中四处走动，认真听学生们的交谈情况。选取一两组学生给大家分享他们的对话。

## 教学提示



### 说汉语

除非是标准的课堂用语和每课的具体词汇和句型，都可以和学生们说汉语。如果教师说英语，一定要用手势、面部表情和道具来帮助学生们理解教师的意思。

## 2. Let's sing!

歌曲：Welcome to My Home!

教师：看教科书 35 页第二部分。今天我们要学一首歌曲！

首先，让学生们听整首歌曲的录音。

把歌词写在黑板上。

Home, home.

Welcome to my home!

**Home, home.**

**I'll show you my home!**

Play the audiotape again and point to each word on the blackboard as the song is played. Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

Now the students are ready to sing the song. Say **Stand up and face me**. Sing silently with the students. It is important for the students to see the teacher singing along with them but not loudly or they will not pay attention to their own voices!

### Teaching Tip



#### Tips for Teaching Songs to Elementary Children.

1. When teaching a song to children, provide several opportunities for them to hear the song before they ever try to sing it. This can be done by either the teacher singing the song for the students or by listening to a recording of it.

2. You can often tell students are ready to learn the song if they mouth the words or try to sing along while listening.

3. Before actually teaching the song, ask children to listen very carefully to the song one more time through, noticing parts of the song that are the same or different from each other.

4. Sing the song one phrase at a time, asking the children to sing after you each time. Point to the class each time it is their turn.

5. Be sure NOT to sing aloud when the class is singing, otherwise the students will tend to try to listen to the teacher rather than singing themselves.

6. When the class sings the complete song, the teacher can mouth the words to support the class, **BUT SHOULD NOT SING OUT LOUD**.

7. Finally allow class to sing alone with no support from the audiotape. When starting the song, tap the beat (two fingers in the palm is a good way) and then sing the words "Ready, SING!" to the starting note of the song.

## Optional

### Sing Again

Tell the students they are going to sing the song one more time. This time, however, they will only sing the words of the song aloud with the audiotape when you put your hands in the air. Otherwise they must sing the song silently in their head.

You will be able to tell which students are paying attention and which ones are not by doing this singing activity!

Home, home.

I'll show you my home!

再次播放录音，同时指着黑板上的歌词。

不放录音，指着黑板上的歌词并朗读。

再次指着歌词，让学生们跟读。

重复以上过程，每次一行（教师读一行，学生重复一行）。

现在学生们可以唱这首歌曲了。说 **Stand up and face me.** 默默和学生们一起唱。要让学生们看到教师和他们一起唱，这点非常重要。但是教师声音不能太大，否则他们不会注意到自己的声音。

### 教学提示



教授小学生学习歌曲注意事项。

1. 教授学生们歌曲时，在他们试着唱之前要提供几次机会让他们听到这首歌。可以采用教师唱歌曲或者听歌曲录音。
2. 可以经常告诉学生们如果他们在听歌时默唱或试着跟唱，他们就会很快学会唱这首歌。
3. 在正式教授歌曲之前，让学生们再次仔细地听一遍这首歌，注意歌曲中的某些部分和其他部分是否相同。
4. 每次只唱歌曲的一个小节，让孩子们每次都跟唱。每次该他们唱时就指向他们。
5. 一定不要大声和他们一起唱，否则他们往往会尽力去听教师唱歌，而不是自己唱。
6. 当全班在唱整首歌时，教师可以默唱来帮助他们，但是不要大声唱出来。
7. 最后要让全班在没有录音的情况下唱。可以打着节拍（两个手指在手掌中是个不错的方式），然后唱出“预备，唱！”来给他们起头唱歌。

## 可选活动

### 再唱一遍

告诉学生们要再唱一遍歌曲。这次，只有当教师把手举起来时，他们才可以大声跟着录音唱。否则只能在脑子里默唱。

通过这个唱歌活动，教师可以知道哪些同学注意力比较集中，同时哪些没有集中注意力。

# ACTIVITY BOOK

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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 34 or 35.** Point to the page and walk around the class so that everyone can see.

## 1. Let's do it!

Students should help Li Ming, Jenny and Danny find their ways home. Assign a different colour for the line connecting the character to their home to each of the three characters: red – Li Ming, yellow – Jenny, blue – Danny.

## 2. Look and talk.

Students should colour the pictures in each of the wheels that can be found in the room noted.

# CLASS CLOSING

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As students are leaving the classroom, ask them to march out the door saying: **I like English!**

## After-Class Activities

- Students can take home the model picture of their home and practise saying the following phrases to their parents as they point to the various rooms:

**This is the living room.**

**This is my bedroom.**

**This is the kitchen.**

**This is the bathroom.**

- Students can take a family member on a walk through their home and say the following phrases when they get to a particular room in the house:

**This is the living room.**

**This is my bedroom.**

**This is the kitchen.**

**This is the bathroom.**

## 活动手册

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 34 or 35. 指着那页在教室走动，让所有学生都看到。

### 1. Let's do it!

学生们将要帮助李明、Jenny 和 Danny 找到他们回家的路。用不同的颜色把他们和自己的家连起来。红色 - Li Ming, 黄色 - Jenny, 蓝色 - Danny。

### 2. Look and talk.

学生们看图将每个转轮上可以在这个房间找到的物品的图片涂色。

## 结束课堂教学

当学生们离开教室时，让他们走出教室同时说 I like English!

## 课外活动

• 学生们可以将自己画的家中房间的图片带回家，给父母指出不同的房间，并练习下列句型：

This is the living room.

This is my bedroom.

This is the kitchen.

This is the bathroom.

• 学生们可以带领一位家庭成员在家中走一走，走到不同的房间时分别说出下列句型：

This is the living room.

This is my bedroom.

This is the kitchen.

This is the bathroom.



# Lesson 14 Where Are They?

## Lesson 14 Where Are They?

### 1 Listen and say!



Where is my mother?  
She is in the living room.



Where is my father?  
He is in the bedroom.



Where is my brother?  
He is in the bathroom.

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### 2 Let's chant!

Where is my mother,  
Can you see?  
She is in the kitchen,  
Cooking for me!



### 3 Let's play!



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## TEACHING GOALS

1. Students will be able to answer the following question:  
**Where are they?**
2. Students will be able to recognize, understand and use the following new expressions:  
**Where is my mother/father/brother?**  
**He/She is in the living room/bedroom/bathroom.**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 14
- Flash cards for **living room, bedroom, kitchen, bathroom, mother, father, brother**
- Pictures of living room, bedroom, bathroom, kitchen

# 第14课 他们在哪里?



## MY TEACHING NOTES

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## 教学目标

1. 学生能够回答下面的问题:  
Where are they?
2. 学生能够认知、理解并运用下列用语:  
Where is my mother/father/brother?  
He/She is in the living room/bedroom/bathroom.

## 教学准备

- 第 14 课的录音带或教学光盘
- living room, bedroom, kitchen, bathroom, mother, father, brother 的词汇卡片
- 起居室, 浴室, 卧室和厨房的图片

## CLASS OPENING

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### Greeting and Review

Greet the class with **Good morning class** or **Good afternoon class**, and expect the students to respond with **Good morning** or **Good afternoon teacher!**

In Chinese, ask the students what they remember from last class. Ask the class to sing the song **Welcome to My Home!** Repeat the song a few times and encourage the class to add some actions as they sing: (for example)

**Welcome** – hands open wide

**Show** – point around

Review the following words from the last class with the students using the flashcards:

**living room, bedroom, kitchen, bathroom**

Ask the students one by one to name one of the rooms on the flashcards by saying:

**This is the...**

### Lesson Hook

Tell the students to open their books to Lesson 14.

Teacher: In this lesson, Jenny is looking around her house to find people in her family! Do you ever look for your mother or father in your house? (Have a discussion in Chinese)

## NEW CONCEPTS

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### 1. Listen and say!

Teacher: These are the new words and expressions we will learn today:

**Where is my...?**

**She/He is in the...**

Play the audiotape as the students follow along in their student books.

●**DEMONSTRATE**●

Talk about the three pictures on page 36.

Point to the new phrase in the lesson as you say each word aloud:

**Where is my mother/father/brother?**

**He is in the living room/bedroom/bathroom.**

Have the students repeat each word after you. Explain what the phrase means in Chinese.

Now point to each of the four pictures, saying the words in the phrases attached to each picture one by one. Point to each word as you say it:

**Where is my mother? She is in the living room.**

**Where is my father? He is in the bedroom.**

**Where is my brother? He is in the bathroom.**

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

## 开始上课

### 问候和复习

用 Good morning class. 或 Good afternoon class. 问候学生们，他们可以用 Good morning. 或 Good afternoon teacher. 回答。

用汉语询问学生们上节课学过哪些内容。让他们唱歌曲 Welcome to My Home! 重复几遍歌曲，鼓励他们在唱歌时加上一些动作：（例如）

Welcome – 张开双手

Show – 指向四周

让学生们使用词汇卡片来复习上节课的下列词汇：

living room, bedroom, kitchen, bathroom

让学生们逐个用下列句型说出词汇卡片中的一个房间：

This is the...

### 课文导入

让学生们把教科书翻到 14 课。

教师：这节课 Jenny 在家中找自己的家人！你们曾经在家中找过家人吗？（用汉语讨论）

## 新概念

### 1. Listen and say!

教师：今天我们要学习这些词汇和句型：

Where is my...?

She/He is in the...

播放录音，让学生们看书跟读。

#### • 演示 •

讨论 36 页的三幅图。

指着课中的新句型，大声朗读每个单词：

Where is my mother/father/brother?

He is in the living room/bedroom/bathroom.

让学生们跟读每个单词。用汉语解释句子的意思。

然后指着四幅图中的每一幅图，指着图中的每个单词逐一读出。

Where is my mother? She is in the living room.

Where is my father? He is in the bedroom.

Where is my brother? He is in the bathroom.

让学生们跟读每句话中的每个单词。

## ●PRACTICE●

Ask the student to draw a picture showing their mother, father or brother in the living room, bedroom or bathroom.

### Teaching Tip



Pictures the students draw themselves can be excellent teaching tools for learning new English phrases not only because they are graphics representing words, but because they are personalized graphics!

### Moving Right

Tell the students to find a partner and stand up with partner 1 facing partner 2 in 2 lines facing one another.

Students should practise the following dialogue together by using their pictures to explain where their family member is :

Student 1: **Where is my mother? She is in the living room.**

Student 2: **Where is my father? He is in the bedroom.**

Students then move to the right and practise their dialogue with a new partner.

And so on...

### Present

Ask for volunteer pairs to repeat the dialogue for the class. Have the students show their picture as they say the dialogue. 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 chant!

### Chant: Where Is My Mother?

Teacher: Look at page 37, Part 2. Here we have a chant.

As you read out the words to the chant, ask the students to follow along in their books. Then read the chant again and ask the students to repeat each line after you.

First, let the students listen to the whole chant on the audiotape.

Write the words to the chant on the blackboard.

**Where is my mother,  
Can you see?  
She is in the kitchen,  
Cooking for me!**

Play the audiotape again and point to each word on the blackboard as the chant is played.

Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

Then, do this again with each verse. (You say a verse and the students repeat the verse.)

Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape.

## • 练习 •

让学生们画一幅图，显示他们的爸爸、妈妈或兄弟正在起居室、卧室或浴室。

### 教学提示



学生们自己画的图画可以作为教授英语新短语的好教具，不只是因为他们可以用图画来说明单词含义，也是因为那是学生自己的图画。

### 向右移游戏

让学生们结为两人小组，面对面站为两行。

他们要用自己的图画来练习以下对话，介绍自己的家庭成员分别在哪里：

学生甲：Where is my mother? She is in the living room.

学生乙：Where is my father? He is in the bedroom.

然后学生们都向右移动，和下一个新伙伴重新练习对话。

依次类推下去……

### 展示

让一组自告奋勇的学生给全班学生们重复他们的对话。对话时要展示他们的图画。注意要为每位同学鼓掌称赞，这将建立他们在众人面前谈话和发音的自信心。

## 2. Let's chant!

### 歌谣：Where Is My Mother?

教师：看教科书 37 页第二部分。今天我们要学一首歌谣！

读歌谣时，要让学生们看书跟读。

然后再读一遍，这次让学生们跟读每一行。

首先，让学生们听整首歌谣的录音。

把歌谣写在黑板上。

Where is my mother,

Can you see?

She is in the kitchen,

Cooking for me!

再次播放录音，同时指着黑板上的歌谣。

不放录音，指着黑板上的歌谣并朗读。

再次指着歌谣，让学生们跟读。

重复以上过程，每次一行（教师读一行，学生重复一行）。

然后，重复以上过程，每次一节（教师读一节，学生重复一节）。

再次播放录音，指着黑板上的歌谣，让学生们跟着录音跟唱歌谣。

Demonstrate the chant with the actions, one line at a time. Have the children repeat the words and the actions after you.

**Where is my mother,**  
**Can you see?** (Make eyeglasses with your hands)  
**She is in the kitchen,**  
**Cooking for me!** (Point to yourself)

Now the students are ready to chant the chant. Say **Stand up and face me.**

Chant silently with the children. They can copy your actions because they will see you doing them!

### 3. Let's play!

Use the pictures of the rooms in the house that you have brought to class today. The children should all be seated. Hold up a picture and say:

**Where are you?**

The students should respond together with the right answer depending upon where the picture is taken:

**In the living room.**  
**In the bedroom.**  
**In the kitchen.**  
**In the bathroom.**

### Optional

**Where Are You?**

Label each side of the room with the room cards:

**living room, bedroom, kitchen, bathroom**

Tell the students you are going to send them to different rooms in the house. The sides of the classroom are labelled with the rooms of the house they have learned in this lesson:

**living room, bedroom, kitchen, bathroom**

When they go to one of the 'rooms', they must say **I am in the...** when you ask the question **Where are you?**

Ask the students if they understand. If they do, begin.

Have all of the students stand in the middle of the room.

Point to one side of the room. All of the students should go to that side of the room.

Say to the students: **Where are you?**

The students should respond with: **I am in the...**

If the students say the correct word/phrase, they can continue playing. If they say the wrong word, they must sit down. The last person playing is the winner!

## ACTIVITY BOOK

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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 36 or 37.** Point to the page and walk around the class so that everyone can see.

演示歌谣动作，一次一行。让学生们重复歌谣和动作。

Where is my mother,  
Can you see? (用手做眼镜的形状)  
She is in the kitchen,  
Cooking for me! (指向自己)

现在学生们可以一起唱歌谣了。说 Stand up and face me. 和学生们一起默唱歌谣，他们看着教师做动作时也会跟做动作。

### 3. Let's play!

让学生们坐好，使用教师带来的家中各个房间的图片，取出一张问：

Where are you?

学生们将根据图片给出正确的回答：

In the living room.  
In the bedroom.  
In the kitchen.  
In the bathroom.

### 可选活动

#### 你在哪儿？

用房间词汇卡片标明教室四面代表哪些房间：

living room, bedroom, kitchen, bathroom

告诉学生们教师要送他们到家中不同的房间。教室四面已经用房间词汇卡片标明已经学过的那些房间：

living room, bedroom, kitchen, bathroom

当他们到一个“房间”时，教师问 Where are you? 学生们要说 I am in the...

询问学生们是否理解，然后可以开始活动。

让所有的学生们站在教室的中间。

指向教室一边，所有的学生要到那里去。

问学生们：Where are you?

他们要回答：I am in the...

如果学生们回答正确，继续进行活动。如果有的学生回答错误，他们就得坐下。最后一位同学是胜利者！

### 活动手册

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 36 or 37. 指着那页在教室走动，让所有的学生都看到。



## 1. Listen and match.

Students should listen to the audiotape and match the person on the left with the location where they are on the right of page 36.

The audiotape says:

**Danny is in the living room.**

**Jenny is in the bedroom.**

**Xiao Yu is in the bathroom.**

**Fengfeng is in the kitchen.**

## 2. Colour the kitchen.

Students should colour page 37.

## CLASS CLOSING

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As students are leaving the classroom, have them chant **Where Is My Mother?** together!

## After-Class Activities

- Students should go home and demonstrate the chant **Where Is My Mother?** to their parents.
- Students should practise the new vocabulary from this lesson at home with their families by walking around the house and asking:

**Where are you?**

They can answer themselves with: .

**In the living room.**

**In the bedroom.**

**In the kitchen.**

**In the bathroom.**

## 1. Listen and match.

学生们要听录音，将在 36 页左侧的人物和右侧的他们所在的位置连线。

录音内容为：

Danny is in the living room.

Jenny is in the bedroom.

Xiao Yu is in the bathroom.

Fengfeng is in the kitchen.

## 2. Colour the kitchen.

学生们要将 37 页图片涂色。

## 结束课堂教学

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当学生们离开教室时，要一起唱歌谣 Where Is My Mother?

## 课外活动

- 学生们回家后要给父母表演歌谣 Where Is My Mother?
- 学生们在家可以和家人练习所学的词汇和句型，四处走动并问：

Where are you?

他们可以自己回答：

In the living room.

In the bedroom.

In the kitchen.

In the bathroom.

# Lesson 15 What Do You See?

## Lesson 15 What Do You See?

1 Listen and say!



This is our living room.  
What do you see?



I see a picture.  
I see two chairs.  
I see a TV.

38



picture

chair

TV

2 Let's do it!

This is a living room.  
Find the chair. Colour it blue.  
Find the TV. Colour it black.  
Find the picture. Colour it red and green.



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## TEACHING GOALS

1. Students will be able to answer the following question:  
**What do you see?**
2. Students will be able to recognize, understand and say the following phrases and vocabulary:  
**This is our living room.**  
**I see...**  
**picture, chair, TV**

# 第15课 你看到了什么?



MY TEACHING NOTES

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## 教学目标

1. 学生能够回答下列问题:

What do you see?

2. 学生能够认知、理解并运用下列用语和词汇:

This is our living room.

I see...

picture, chair, TV

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 15
- Flash cards for **picture, chair, TV**
- Pictures of some living rooms (10 pictures)
- A photocopied (1 for each student) picture of a living room with a picture, chair and TV in it

## CLASS OPENING

### Greeting and Review

Greet the students by saying: **Hello! I love English!**

Students should respond by saying: **Hello, teacher! I love English too!**

Help the students with this phrase.

Play the chant from the previous lesson: **Where Is my mother?** Chant it as a group.

### Teaching Tip



- Use big, broad gestures when you demonstrate different concepts for the class.
- It may sometimes be necessary to use Chinese to explain particularly difficult concepts. If you find that using Chinese will make it easier for students to grasp a concept, go ahead, but always return to English when you feel your students have understood the concept.

### Lesson Hook

Tell the students to open their books to Lesson 15.

Teacher: In this lesson, you will learn to answer the question *What Do You See?* by telling me and our classmates about the things that you see in the picture!

## NEW CONCEPTS

### 1. Listen and say!

Teacher: These are the new words we will learn today:

**picture, chair, TV**

Look at your book on page 38. Jenny is talking to Danny.

She is saying: **This is our living room. What do you see?**

## 教学准备

- 第 15 课的录音带或教学光盘
- picture, chair, TV 的词汇卡片
- 一些起居室的图片（10 幅）
- 复印的一张起居室图片（每位同学一张），其中有图画、沙发、电视

## 开始上课

### 问候和复习

用 Hello! I love English! 问候学生们，他们可以用 Hello, teacher! I love English too! 回答。

帮助他们说出这些句子。

播放歌谣录音 Where Is My Mother? 一起唱这个歌谣。

#### 教学提示



- 使用夸张的手势来为全班学生演示不同的概念。
- 有时解释特别困难的概念时需要使用汉语。如果教师觉得使用汉语会使学生更容易掌握，那就使用汉语。但是当觉得学生们理解时，一定要返回采用英语。

## 课文导入

让学生们把教科书翻到 15 课。

教师：这课你们要学习回答 What Do You See? 告诉教师和同学们在图片中你们都看到了什么？

## 新概念

### 1. Listen and say!

教师：今天我们要学习这些词汇和句型：

picture, chair, TV

看教科书 38 页。Jenny 在和 Danny 谈话。

她说：This is our living room. What do you see?

Danny is answering Jenny by telling her all the things he sees:

**I see a picture.**

**I see two chairs.**

**I see a TV.**

Put the dialogue on the board. Point to each word as you say it to the students.

Play the audiotape as the students follow along in their student books.

Now play the audiotape again and ask the students to say the words with the tape. Play it three or four times, as needed. Walk around the class, listening to each student.

**•DEMONSTRATE •**

Tell the students to turn to page 38. Take out your flash cards with the words **picture**, **chair** and **TV** on them. Hold up the flash cards one by one and have the student practise the words together.

**•PRACTICE•**

Ask the students to draw their living room and put a picture, two chairs and a TV in their picture. They can also colour the picture. They will use this picture for the next activity.

**Work in Groups**

Have the students group themselves into groups of 4. Each student can share his or her picture with the group.

The student dialogue should be:

**This is my living room. What do you see?**

The other students should point to the items in the room, saying:

**I see a picture.**

**I see two chairs.**

**I see a TV.**

Each student in the group should share his or her picture in the same way.

**Class Share**

One group can stand up and share their pictures with the class using the same dialogue.

## 2. Let's do it!

Pass out a photocopied picture of a living room to each student.

Say to the students:

**This is a living room.**

Then say:

**I will tell you to find an object in the picture.**

**I will also tell you what colour to colour the object.**

**Do you understand?**

(You can explain how to do this activity in Chinese.)

Now say to the students:

**Take out your blue, black, green and red crayons.**

Students should then follow your instructions:

**Find the chair. Colour it blue.**

**Find the TV. Colour it black.**

Danny 回答 Jenny, 告诉她自己看到的所有的物品:

I see a picture.

I see two chairs.

I see a TV.

把对话写在黑板上。读句子, 同时指着黑板上的每个单词。

播放录音, 让学生们看书跟读。

再次播放录音, 让学生们跟着录音说句子。播放录音两三遍, 仔细听每位学生的发音。

### • 演示 •

让学生们翻到 38 页。取出 picture, chair 和 TV 的词汇卡片, 举起每张卡片, 让他们一起练习这三张卡片的词汇。

### • 练习 •

让学生们画一幅他们起居室的图。显示其中有一幅图画、两把椅子和一台电视。他们也可以给图片涂色。下面的活动将要用到这幅图片。

#### 小组活动

让学生们结为四人小组。每位学生都可以和小组其他学生们分享自己的图画。

这位学生可以这样说:

This is my living room. What do you see?

其他的学生们应该指着房间中的物品说:

I see a picture.

I see two chairs.

I see a TV.

小组中的每位学生都要这样和其他学生们分享自己的图画。

#### 全班分享

一组学生可以站起来, 采用这些对话给全班同学们分享他们的图画。

## 2. Let's do it!

给每位学生一张起居室的复印图画。

告诉他们说:

This is a living room.

然后说:

I will tell you to find an object in the picture.

I will also tell you what colour to colour the object.

Do you understand?

( 可以用汉语告诉他们该怎么做 )

然后对他们说:

Take out your blue, black, green and red crayons.

他们应该按照教师的要求做:

Find the chair. Colour it blue.

Find the TV. Colour it black.



**Find the picture. Colour it red and green.**

Check to make sure that all of the students have followed your instructions correctly.

### Teaching Tip



Review concepts already learned in previous lessons, even in previous Learning English books such as colours when you are teaching a lesson. The more practice a student has, the more quickly the student will assimilate English language words and phrases!

## Optional

### What Do You See?

Bring 10 pictures of a living room with you to class. Say to the students:

**Here is a picture. What do you see?**

Students can respond one by one by saying:

**I see a picture.**

**I see one/two chair/s.**

**I see a TV.**

Do this again with a different picture.

Ask a student to pick one of the other pictures and say:

**What do you see?**

Play the game using all 10 pictures of a living room.

## 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 38 or 39.** 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 picture.

The audiotape says:

**I see a TV. I see a clock. I see two chairs.**

### 2. Look and tick.

Students should tick the items on this page that can be put in a living room.

Find the picture. Colour it red and green.

检查学生们，以保证他们都正确地按照教师的指令做。

### 教学提示



教授新课时可以复习前几课已经学过的概念，甚至是这套教材前几册学过的内容，例如颜色等。学生们练习的越多，对这些英语词汇和短语掌握的就越快。

## 可选活动

### 你看到了什么？

取出 10 幅起居室的图片展示给全班。对他们说：

Here is a picture. What do you see?

学生们可以逐个回答：

I see a picture.

I see one/two chair/s.

I see a TV.

换另外一幅图片，重复这个活动。

让一位学生取一幅图片说：

What do you see?

用这 10 幅起居室的图片做这个活动。

## 活动手册

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 38 or 39. 指着那页在教室走动，让所有的学生都看到。

### 1. Listen and circle.

学生们要听录音，将正确的图片圈起来。

录音内容为：

I see a TV. I see a clock. I see two chairs.

### 2. Look and tick.

学生们要将这页中可以放在起居室的物品打上对勾。

## CLASS CLOSING

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Walk around the classroom and ask the students one by one:

**What do you see?**

Students who respond with:

**I see a chair!** or **I see a book.** or **I see a pencil!**

## After-Class Activities

Tell the students to practise walking around their house and saying **I see a picture, I see a chair** and **I see a TV** to their parents!

For students who remember their colours, they can also say the colour of the object:

**I see a green chair.**

**I see a black TV.**

...

## 结束课堂教学

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在教室中四处走动，问每位学生：

What do you see?

学生可以回答：

I see a chair! 或 I see a book. 或 I see a pencil!

## 课外活动

告诉学生们回家后可以在家中走动，同时给父母说 I see a picture, I see a chair 和 I see a TV!

记着颜色的同学们可以同时说出物品的颜色：

I see a green chair.

I see a black TV.

.....

# Lesson 16 My Bedroom

## Lesson 16 My Bedroom

### 1 Listen and say!



This is my bed.



This is my desk.



These are my toys.

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### 2 Let's do it!

Draw and say.



These are my toys.



### 3 Let's chant!

Two little teddy bears,  
Jumping on the bed.  
One falls off and  
Bumps his head.



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## TEACHING GOALS

1. Students will learn the difference in the use of the singular and plural pronouns:  
**this** and **these**
2. Students will apply singular/plural pronoun usage in the following sentences:  
**This is my.../These are my...**
3. Students will become familiar with the following new vocabulary  
**bed, desk, toy**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 16

# 第16课 我的卧室



## MY TEACHING NOTES

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## 教学目标

1. 学生能够理解名词单数和复数的不同：  
this 和 these
2. 学生能够在以下句型中使用名词的单复数：  
This is my.../These are my...
3. 学生能够熟悉下列新词汇：  
bed, desk, toy

## 教学准备

- 第 16 课的录音带或教学光盘

- Picture flash cards for **bed, desk, toy**

## CLASS OPENING

### Greeting and Review

After greeting the class with **Good morning/Good afternoon class**, review the words on the Word Worm!

### Lesson Hook

Tell the students to open their books to Lesson 16.

Say: What do you think Li Ming talking about on this page?

Yes! He is talking about his bedroom! Very Good!

Explain that today you are going to talk about things the students might have in their bedrooms.

Teacher: How many of you have your own bedroom?

Can you name some of the things you have in your bedroom?

(You can have this conversation in Chinese although some students may volunteer English words to add to the list.)

## NEW CONCEPTS

### 1. Listen and say!

Teacher: These are the new expressions we will learn today:

**This is...**

**These are...**

#### Teaching Tip



This and these are both pronouns. This is used with singular nouns. These is used with plural nouns.

These are the new vocabulary words:

**bed, desk, toy**

(You can add the new vocabulary words to the Word Worm in the classroom!)

- bed, desk, toy 的词汇卡片

## 开始上课

### 问候和复习

用 Good morning/Good afternoon class 问候学生们，复习 Word Warm 中的单词。

### 课文导入

让学生们把教科书翻到 16 课。

教师：这页李明在谈论什么？

对！他在谈论他的卧室！非常好！

给学生们解释今天要谈论一些在他们卧室可能会有的一些物品。

教师：你们有多少人有自己的卧室？

你能说出一些自己卧室中有的物品吗？

（可以用汉语讨论，虽然有的学生会自觉地在谈话中加上一些英语单词。）

## 新概念

### 1. Listen and say!

教师：今天我们要学习这些句型：

This is...

These are...

#### 教学提示



this 和 these 都是名词。this 用在单数名词前面，these 用在复数名词前面。

以下为新学词汇：

bed, desk, toy

（教师可以把这些新词汇加到教室的 Word Warm 中！）



## Teaching Tip



A "Word Worm" is a good idea to have in your English room! Each time you introduce a new word to your students, add another segment to the worm's body! The Word Worm can be put high on the walls of your room where the students can see it. You can use the Word Worm to continuously review vocabulary you have taken with the students.

Play the audiotape as the students listen and follow along in their student books.

Put the new phrases on the board:

**This is my bedroom.**

**This is my bed.**

**This is my desk.**

**These are my toys.**

Go through the sentences one at a time, saying each word as you point to it. Have the students repeat the words one at a time after you.

Now play the audiotape again. Ask the students to read with the audiotape. Play it three or four times, as needed. Walk around the class, listening to each student. Give assistance where necessary.

### ●DEMONSTRATE●

Use the picture flashcards to have the students practise the new phrases **This/That is...**

The teacher holds up a picture and the students respond with one of the following phrases:

**This is my bedroom.**

**This is my bed.**

**This is my desk.**

**These are my toys.**

### ●PRACTICE●

#### **This/These Game**

Tell the students that today they are going to play a singular and plural game using the phrases:

**This is...**

**These are...**

Put a number of items from the classroom on your desk: pens, pencils, books, markers, erasers.

Review the vocabulary with the students.

Hold up one pencil. Say: **This is a pencil.**

Hold up two pencils, Say: **These are pencils.**

Tell the students that now you are going to ask them one by one to come up and pick either one item or more than one item of the same thing. They must then say correctly:

**This is... or These are...**

Ask if there are any questions, then play the game. Play it with 7 or 8 students.

## 教学提示



Word Worm 是教室中很好的学习方法。每次给学生们呈现了一个新词汇，就可以在蠕虫身上加上一节！Word Worm 可以在教室的墙上高高挂着，所有的学生都可以看到。这样可以用 Word Worm 经常复习已经学过的单词。

播放录音，让学生们看书跟读。

把新句子写在黑板上

This is my bedroom.

This is my bed.

This is my desk.

These are my toys.

每次一个句子，指着黑板上的句子，逐个朗读每个单词。让学生们逐个单词跟读。

再次播放录音，让学生们跟着录音说句子。如果需要，播放录音两三遍。在教室中四处走动，仔细听每位学生的发音，必要时提供帮助。

### • 演示 •

采用词汇卡片让学生们练习句型 This/That is...

教师举起词汇卡片，学生们要使用下列句型之一来回应：

This is my bedroom.

This is my bed.

This is my desk.

These are my toys.

### • 练习 •

#### **This/These 游戏**

告诉学生们今天要采用以下句型来做一个单复数的游戏：

This is...

These are...

取教室里的一些物品放在讲台上：钢笔，铅笔，水彩笔，橡皮和学生们一起复习这些词汇。

举起一支铅笔，说：This is a pencil.

举起两支铅笔，说：These are pencils.

告诉学生们教师要他们逐个到前面来，举起任意一件或多件同样的物品，然后正确地說出句型：

This is... 或 These are...

询问他们是否有什么问题，然后开始游戏。让 7、8 位学生做这个游戏。

## Teaching Tip



Using familiar items in the classroom helps students practise previously learned vocabulary while focusing upon new phrases in a lesson.

## 2. Let's do it!

### Draw and Say.

Teacher: Turn to page 41. What are Li Ming, Danny and Jenny doing on this page?

Yes, they are drawing a picture of one of their toys. Here is a piece of paper. Please draw a picture of 3 or 4 of favourite toys on it; then colour the picture!

When the students are done, ask them one by one to stand up and talk about their picture. They should begin by saying: **These are my toys.** They can then talk about their toys in Chinese.

They can then work in partners to share their pictures.

## 3. Let's chant!

### Chant: Two Little Teddy Bears

First, let the students listen to the whole chant on the audiotape.

Write the words to the chant on the blackboard.

**Two little teddy bears,**

**Jumping on the bed.**

**One falls off and**

**Bumps his head!**

Play the audiotape again and point to each word on the blackboard as the chant is played.

Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

Then, do this again with each verse. (You say a verse and the students repeat the verse.)

Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape.

Demonstrate the chant with the actions, one line at a time. Have the children repeat the words and the actions after you.

**Two little teddy bears,**

**Jumping on the bed.** (jump up and down)

**One falls off and** (pretend to fall on the floor)

**Bumps his head!** (hold your head)

Now the students are ready to chant the chant alone. Say **Stand up and face me. Begin!**

Chant silently with the children. They can copy your actions because they will see you doing them!

## Optional

### Chanting in Parts

Ask the students to chant the chant again. This time the girls will say lines 1 and 3. The

## 教学提示



虽然现在正在学习课上的新内容，采用教室里比较熟悉的物品可以帮助学生们复习以前学过的词汇。

## 2. Let's do it!

### Draw and Say.

教师：翻到教科书 41 页。这页李明、Danny 和 Jenny 正在做什么？

对，他们正在画他们自己的一件玩具。这是一张纸。请画 3、4 件最喜欢的玩具，然后给图片涂色。

学生们做完后，让他们逐个站起来谈一下他们的图片。

他们将要以 *These are my toys.* 开始。可以用汉语来谈论。

他们可以结组来分享他们的图画。

## 3. Let's chant!

歌谣：Two Little Teddy Bears

首先，让学生们听整首歌谣的录音。

把歌谣写在黑板上。

Two little teddy bears,

Jumping on the bed.

One falls off and

Bumps his head!

再次播放录音，同时指着黑板上的歌谣。

不放录音，指着黑板上的歌谣并朗读。

再次指着歌谣，让学生们跟读。

重复以上过程，每次一行（教师读一行，学生重复一行）。

然后，重复以上过程，每次一节（教师读一节，学生重复一节）。

再次播放录音，指着黑板上的歌谣，让学生们跟着录音跟唱歌谣。

演示歌谣动作，一次一行。让学生们重复歌谣和动作。

Two little teddy bears,

Jumping on the bed. (上下跳动)

One falls off and (假装倒在地板上)

Bumps his head! (抱住脑袋)

现在学生们可以一起唱歌谣了。说 *Stand up and face me. Begin!* 和学生们一起默唱歌谣，他们看着教师做动作时也会跟做动作。

## 可选活动

### 分角色唱歌谣

让学生们再次唱歌谣。这次让女同学唱 1、3 句。男同学唱 2、4 句。

boys will say lines 2 and 4.

Try chanting in parts again. This time the girls will say lines 1 and 2 and the boys will say lines 3 and 4.

### **Toys in A Box**

Bring a box of toys into the classroom. Ask one student at a time to come up and pick one or more toys. If the student picks one toy, He/she will say: **This is my toy**. If the students picks up more than 1 toys, he/she will say: **These are my toys**.

## **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 40 or 41**. Point to the page and walk around the class so that everyone can see.

### **1. Colour and say.**

Students should respond to the two questions on page 40, then colour each of the four pictures.

### **2. Listen and circle.**

Students should listen to the audiotape and then draw the correct item that Danny wants in the speech bubble. Students can then colour the picture!

The audiotape says:

**Danny wants to sleep.**

## **CLASS CLOSING**

Ask the girls to stand up first! As they walk towards the door to leave the classroom, the girls should say the chant **Two Little Teddy Bears**. The boys can clap as the girls say the chant.

Ask the boys to stand up next! As they walk towards the door to leave the classroom, they should say the chant **Two Little Teddy Bears**. The teacher can clap as the boys say the chant.

### **After-Class Activities**

Students should practise saying **This is.../These are...** at home with their families by pointing to things they know the English words for.

Students can also say the chant to their parents.

再次分组唱歌谣。这次让女同学唱 1、2 句。男同学唱 3、4 句。

### 箱子上的玩具

带一箱玩具到教室。每次让一位同学到前面来，拿起一件或多件玩具。如果这位同学拿起一件玩具，他/她要说：This is my toy. 如果这位同学拿起多件玩具，他/她要说：These are my toys.

## 活动手册

.....

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 40 or 41. 指着那页在教室走动，让所有的学生都看到。

### 1. Colour and say.

学生们要回答 40 页上的问题，然后将 4 幅图片涂色。

### 2. Listen and circle.

学生们要听录音，然后在 Danny 话框中画出他想要的物品。然后他们可以给图片涂色。

录音内容为：

Danny wants to sleep.

## 结束课堂教学

.....

先让女同学们站起来！走向门口走出教室时，她们要唱歌谣 Two Little Teddy Bears。男同学可以为她们鼓掌。

然后让男同学们站起来！走向门口走出教室时，他们也要唱歌谣 Two Little Teddy Bears。教师可以为他们鼓掌。

## 课外活动


学生们回家后可以指着他们知道英语单词的物品，和家人一起练习句型 This is.../ These are...

学生们也可以给父母唱歌谣。


# Lesson 17 At Home

## Lesson 17 At Home


**1 Listen and say!**



I watch TV in the living room.



I sleep in the bedroom.



I cook in the kitchen.

42

**2 Let's do it!**


Where does it go?

Bedroom

Kitchen

Bathroom

Living room




**3 Let's play!**

Yes or No?

No!

No, Danny.

I sleep in the kitchen.



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## TEACHING GOALS

1. Students will be able to recognize, understand and use the verbs:  
**watch, sleep, cook**
2. Students will be able to recognize and use the prepositional phrase:  
**in the...**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 17
- Flash cards for the words: **watch, sleep, cook, TV**
- Picture cards for the places: **living room, bedroom, kitchen**

# 第17课 在家里



## MY TEACHING NOTES

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## 教学目标

1. 学生能认知、理解和使用下列新词汇：

watch, sleep, cook

2. 学生能认知和使用下列介词：

in the...

## 教学准备

- 第 17 课的录音带或教学光盘
- watch, sleep, cook, TV 的词汇卡片
- 起居室、卧室和厨房的图片



## CLASS OPENING

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### Greeting and Review

Welcome the students to their English class by saying **Good morning/Good afternoon class!** and encourage the whole class to respond with **Good morning/Good afternoon teacher!**

Now say **Good morning/good afternoon boys.** Encourage the boys to respond with **Good morning/good afternoon teacher.**

Then say **Good morning/Good afternoon girls.** Encourage the girls to respond with **Good morning/good afternoon teacher.**

### Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher: In this lesson, we will learn about things that we do in our home!

Look at the first picture on page 42.

What room is this? Yes! It is the living room.

What does Jenny's father do in this room? He watches TV there.

Look at the second picture.

What room is this? Yes, it is Jenny's bedroom.

What does Jenny do there? Yes! She sleeps.

Look at the third picture.

What room is this? Yes, it is the kitchen.

What does Jenny's mother do there? Yes, she cooks in the kitchen.

### Teaching Tip



You can do this part of the lesson with the children in Chinese, although you should ensure that the students say the English words for the rooms in the house in each of the pictures. If the students know some of the English vocabulary in a lesson, encourage them to have them practise saying the words!

## NEW CONCEPTS

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### 1. Listen and say!

Say: These are the new words and expressions we will learn today:

**watch TV**

**I watch TV in the living room.**

**sleep**

**I sleep in the bedroom.**

**cook**

## 开始上课

### 问候和复习

用 Good morning/Good afternoon class! 问候学生们，鼓励他们以 Good morning/Good afternoon teacher! 来回应。

然后说 Good morning/good afternoon boys. 鼓励男同学们说 Good morning/good afternoon teacher. 回应。

然后说 Good morning/Good afternoon girls. 鼓励女同学们说 Good morning/good afternoon teacher. 回应。

### 课文导入

让学生们把教科书翻到 17 课。

教师：这节课我们要学习在家中做的一些事情！

看 42 页第一幅图。

这是哪个房间？对！这是起居室。

Jenny 的爸爸在这个房间做什么？他在房间看电视。

看第二幅图。

这是哪个房间？对！这是 Jenny 的卧室。

Jenny 在这个房间做什么？对！她在房间睡觉。

看第三幅图。

这是哪个房间？对！这是厨房。

Jenny 的妈妈在这个房间做什么？对！她正在做饭。

#### 教学提示



可以和学生们用汉语来做这一部分，但是要保证他们用英语来说每幅图中家里的各个房间。如果他们知道课中的一些英语单词，鼓励他们练习说出这些单词！

## 新概念

### 1. Listen and say!

教师：今天我们要学习这些词汇和句型：

watch TV

I watch TV in the living room.

sleep

I sleep in the bedroom.

cook

### **I cook in the kitchen.**

Play the audiotape as the students follow along in their student books.

#### **•DEMONSTRATE •**

Talk about the three pictures on page 42 again.

Point to the new words in the lesson as you say each word aloud:

**watch TV, sleep, cook**

Have the students repeat each word after you. Explain what each word is in Chinese.

#### **Teaching Tip**



Each time you introduce a new verb to the students, this is a good time to talk about what a verb is. Remind the students that a verb is an action. Ask the students if they can remember any other English action words. Ask them if they remember the action chant from the previous lesson. Ask if they remember the action words or verbs that are in that chant? Jump, fall, bump. Say the chant **Two Little Teddy Bears** with them.

Now point to each of the three pictures, saying the words in the phrases attached to each picture one by one. Point to each word as you say it:

**I watch TV in the living room.**

**I sleep in the bedroom.**

**I cook in the kitchen.**

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

#### **Teaching Tip**



Using visual aids to teach vocabulary to ESL learners is of great benefit. Make sure to use a few key visual aids that are meaningful to the students, ones that leave a strong impression on them rather than using a lot of visual aids that might confuse them.

Play the audiotape again and ask the students to say the words along with the tape. Do this 3 or 4 times. While you play the tape walk around and listen to the students saying the words with the tape. If they experience difficulty in any area, stop the tape, review the phrases and then play the tape again.

#### **•PRACTICE •**

Ask the students to draw a picture of any one of the three rooms, **living room** (with a TV), **bedroom**, **kitchen**. They will use their pictures to practise the phrases with a partner.

#### **Moving Right**

Tell the students to form two lines, standing across from a partner. Students should say one of the following phrases to the person across from them depending upon which picture they drew:

**I watch TV in the living room.**

**I sleep in the bedroom.**

I cook in the kitchen.

播放录音，让学生们看书跟读。

### • 演示 •

再次讨论 42 页的三幅图。

指着课上的新词汇，大声朗读：

watch TV, sleep, cook

让学生们跟读每个单词。用汉语解释每个单词。

### 教学提示



每次给学生们呈现新动词，就是一个好机会告诉他们动词是什么。提醒他们动词指的是一个动作。问学生们是否记得以前的英语单词？是否记得以前学过的动作歌谣？是否记得歌谣中的动作词汇或动词？Jump, fall, bump。和他们一起唱歌谣 Two Little Teddy Bears。

现在指向三幅图中每一幅，一个一个单词地朗读图片上的内容，同时指向每个单词：

I watch TV in the living room.

I sleep in the bedroom.

I cook in the kitchen.

让学生们跟读每个句子的每个单词。

### 教学提示



用可视的辅助方法来教授非母语学生学习英语非常有效。一定要采用一些对学生来说有意义的、可以给他们留下较深印象的可视的方法。而不是那些使他们迷惑的可视的辅助方法。

再次播放录音，让学生们听录音跟读。重复三四遍。播放录音时，要在教室中四处走动，仔细听每位学生的发音。如果他们在某些地方有困难，停下录音并复习一下这些句子然后再继续。

### • 练习 •

让学生们画一幅起居室（有一台电视）、卧室、厨房中的任意一间，和同伴一起用图片练习这些内容。

#### 向右移游戏

让学生们和他们的伙伴面对面站为两行。他们要按自己的图画来和对面的伙伴说下列句子中的一句：

I watch TV in the living room.

I sleep in the bedroom.

### **I cook in the kitchen.**

When the students have said the phrases correctly to the person across from them and listened to their partner say their own phrase back, student should move to the right in their line so that they are facing a different partner. This way they can practise their phrase and listen to a different phrase with a different partner! Do this 7 or 8 times.

#### **Present**

Ask for volunteer pairs form the lines to repeat the dialogue for 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!**

Ask the students to draw a line from the word for a room in the box to the correct picture.

## **3. Let's play!**

### **Game: Yes or No?**

Students must pair one of the new verbs **watch TV, sleep, cook** with a room from the lesson **living room, bedroom, kitchen, bathroom** in their sentence. They must also show the correct action for the verb. For example, Danny says "**I sleep in the kitchen**" and he shows the action, **sleep**. All of the children in the picture say, "**No! or No! Danny!**" because while the action goes with the right verb, the verb does not go with the right room! All three must match: verb word, action and room!

## **Optional**

### **More Yes or No!**

Extend the **Yes or No** game above by asking them add other verbs that the students already know. For example: **read, jump, fall, love**

Students can now also say and do any of these actions in the four rooms. For example:

**I read in the bedroom.** – Yes!

**I jump in the bathroom!** – No!

**I fall in the kitchen!** – Yes, this can happen!

**I love TV in the living room!** Yes, this can also happen!

## **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 42 or 43**. 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 number on page 42 according the instructions given.

I cook in the kitchen.

当学生们正确地和对面的伙伴互相说了这些句子之后，他们都要向右移动，面对一个新的伙伴。这样他们就可以和新伙伴练习说自己的句子并听一个新句子！重复这个游戏 7、8 次。

### 展示

让自告奋勇的几组学生站成两排，给全班展示他们的对话。重复两三组。注意要为每位学生鼓掌称赞。这将建立他们发音和在众人面前谈话的自信心。

## 2. Let's do it!

让学生们将图片和格中表示房间相应的单词连线。

## 3. Let's play!

### 游戏：Yes or No?

学生们要在他们句子中使用 watch TV, sleep, cook 中的一个新动词和 living room, bedroom, kitchen, bathroom 中的一个房间。同时他们必须为动词做出相应的动作 例如，Danny 说 I sleep in the kitchen，他要做睡觉的动作。图中所有的学生说 No! 或 No! Danny! 因为动作虽然和动词匹配，但是动词和房间不匹配！三个因素必须全部匹配：动词，动作和房间！

## 可选活动

### More Yes or No!

上面 Yes or No 的拓展游戏。让他们增加以前学过动词，例如 read, jump, fall, love 学生们现在可以在四个房间中说和做这些动作。例如：

I read in the bedroom. – Yes!

I jump in the bathroom! – No!

I fall in the kitchen! – Yes! 这个可能发生。

I love TV in the living room! Yes! 这个也可以发生。

## 活动手册

.....

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 42 or 43. 指着那页在教室走动，让所有的学生都看到。

## 1. Listen and colour.

学生们要听录音，按照录音内容给 42 页上的数字涂色。

The audiotape says:

**Colour 1, 3, 9 blue.**

**Colour 2, 8, 10 yellow.**

**Colour 4 and 6 red.**

**Colour 5 and 7 green.**

## **2. Colour and say.**

Students should colour the pictures on page 43, then talk about them using the phrases **I \_\_\_\_\_ in the \_\_\_\_\_.**

## **CLASS CLOSING**.....

As students are leaving the classroom, have them wave to their desk and say **Goodbye desk.**

## **After-Class Activities**

Students should go home and practise the following phrases by saying them to their parents:

**I watch TV in the living room.**

**I sleep in the bedroom.**

**I cook in the kitchen.**

录音内容为:

Colour 1, 3, 9 blue.

Colour 2, 8, 10 yellow.

Colour 4 and 6 red.

Colour 5 and 7 green.

## 2. Colour and say.

学生们要将 43 页的图片涂色, 然后用句型 I \_\_\_\_\_ in the \_\_\_\_\_. 和伙伴们说一说。

## 结束课堂教学

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同学们走出教室时, 让他们给他们的桌子挥手说 Goodbye desk.

## 课外活动

学生们回家后可以给父母说这些句子来练习这些句子:

I watch TV in the living room.

I sleep in the bedroom.

I cook in the kitchen.



# Lesson 18 Fun at Home

## Lesson 18 Fun at Home

1 Listen and say!



We work together.



We watch TV together.

44



We play together.

2 Let's play!

Let's play a game.

Can You Guess?

Bathroom.

Bathroom.



45

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following new verbs:  
**work, watch TV, play**
2. Students will be able to recognize, understand and use the following expression:  
**We... together.**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 18
- Flashcards for all of the verbs the students know so far from Units 1, 2 and 3
- Flashcard for the new word: **together**

# 第18课 家里的乐趣



## MY TEACHING NOTES

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## 教学目标

1. 学生能认知、理解和使用下列新词汇：  
work, watch TV, play
2. 学生能认知、理解和使用下列句型：  
We... together.

## 教学准备

- 第 18 课的录音带或教学光盘
- 1、2、3 单元所学动词的词汇卡片
- 新学词汇 together 的词汇卡片

# CLASS OPENING

## Greeting and Review

Welcome the class with a familiar song on the audiotape as they come in. The song will get the students in the mood for English class as they sing along!

### Teaching Tip



Strive to make your classroom fun and inviting so that students can learn and have fun at the same time. In fact, these two things complement each other well and enhance learning.

## Lesson Hook

Tell the students to open their books to Lesson 18.

Teacher: In this lesson, you will learn some new verbs about actions you can do in your home. Who remembers what a verb is? Yes, a verb is an action word.

### Teaching Tip



An action **verb** is a word (part of speech) that conveys an action. For example, read. Verbs must agree with the person, gender and number of its subject, or the noun doing the action. A singular verb has no s whereas a plural verb has an s in the present tense! It is the opposite of a noun! Isn't that interesting? Example:

Plural: **Boys read.**

Singular: **A boy reads.**

Teacher: Let's make a chart of all of the action verbs we have learned so far!

Let's also add the new verb work into the chart!

Beside each verb I'll draw a picture. You can help me decide what to draw.

For example, the first verb is look. What shall I draw?

Yes, an eye is a good idea.

### Action Verbs in Our Book

look	
go	
see	
jump	
run	
play	
love	
watch TV	
sleep	
cook	
work	

# 开始上课

## 问候和复习

学生们进教室时，播放一首熟悉的歌曲来问候他们。当他们一起唱时，歌曲能将学生们带进英语课堂的气氛中。

### 教学提示



努力使课堂有趣、更有吸引力，这样学生们可以同时学习和游戏。事实上这两件事情可以很好地互相补充、互相促进，提高学习的效果。

## 课文导入

让学生们把教科书翻到 18 课。

教师：这节课你们要学习一些在家中做的活动的动词。谁知道动词是什么？对，动词是表示动作的单词！

### 教学提示



动词是表示一个动作的单词（词性）。例如，read。动词要和主语或者是做动作的名词的人称、性别、数量等一致。一般现在时的单数动词后面经常有个 s，而复数的动词后面则没有！这和名词正好相反！是不是很有趣啊？

例如：复数：Boys read.

单数：A boy reads.

教师：我们把已经学过的所有的动词列一个表！

把新学的动词也放到表中！

在每个动词旁画一幅图。你们可以帮助我决定画什么。

例如，第一个动词是 look。我画什么呢？

对，一只眼睛，好主意。

### Action Verbs in Our Book

look	
go	
see	
jump	
run	
play	
love	
watch TV	
sleep	
cook	
work	

# NEW CONCEPTS

## 1. Listen and say!

Write the new words and phrases on the black board.

Teacher: These are the new words and expressions we will learn today:

**work, together**

**We work together.**

**We watch TV together.**

**We play together.**

Play the audiotape as the students follow along in their student books.

Talk about the three pictures on page 44 and 45.

Point to the new words in the lesson as you say each word aloud:

**work, together**

Have the students repeat each word after you. Explain what each word is in Chinese.

Now point to each of the three pictures, saying the words in the phrases attached to each picture one by one. Point to each word as you say it:

**We work together.**

**We watch TV together.**

**We play together.**

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

### Teaching Tip



#### Instructional Scaffolding

Use the pictures in the student book to help explain the verbs to the students. Pictures say a thousand words! The pictures in your student book will help scaffold meaning for the students.

Instructional scaffolding happens when teachers provide sufficient support to promote learning when concepts and skills are first introduced to students. These supports may include the following:

Resources

A compelling task

Templates and guides

Some examples of instructional scaffolding include:

Modeling a task

Giving advice

Providing coaching

These supports are gradually removed as students develop automatic and independent learning strategies, thus promoting their own learning skills and knowledge.

Teachers help the students master a task or a concept by providing support. The support can take many forms such as outlines, recommended documents, storyboards, or key questions.

Play the audiotape again and ask the students to say the words along with the tape. Do this 3 or 4 times. While you play the tape walk around and listen to the students saying the words with the tape. If they experience difficulty in any area, stop the tape, review the phrases and then play the tape again.

## 新概念

### 1. Listen and say!

把要学的词汇和句型写到黑板上。

教师：今天我们要学习这些词汇和句型：

work, together

We work together.

We watch TV together.

We play together.

播放录音，让学生们看书跟读。

讨论 44、45 页的三幅图。

指着课上的新词汇，逐个大声朗读：

work, together

让学生们跟读每个单词。用汉语解释每个单词的意思。

现在逐个指向三幅图，一个一个单词地朗读图片上的内容，同时指向每个单词：

We work together.

We watch TV together.

We play together.

让学生们跟读逐个单词跟读每个短语。

#### 教学提示



##### 支架式教学

用教科书的图片给学生解释动词的含义。图片更具有说服力！教科书的图片将帮助学生理解词汇的含义。

当第一次给学生介绍概念和技能时，教师提供足够的帮助来促进学生的理解，这就是支架式教学。这些帮助包括以下：

资源

具有吸引力的任务

模板和指导

一些支架式教学的例子：

示范任务

提供建议

提供指导

这些帮助将随着学生们自我发展和本身学习策略对学习技能和知识的促进而逐步取消。

教师可以帮助学生建立一个任务或概念。这些帮助可采取多种形式，概述、推荐资料、提要或关键的问题。

再次播放录音，让学生们听录音跟读。重复三四遍。播放录音时，要在教室中四处走动，仔细听每位学生的发音。如果他们在某些地方有困难，停下录音并复习一下这些句子然后再继续。

## ●DEMONSTRATE●

### Role Play

Do a role play with the students. Ask two students to come up to the front of the class. Ask the students to pretend to do a worksheet with you about verbs. Explain aloud what you are doing to the rest of the class.

Say to the class: **We work together.**

Ask the class to repeat: **We work together.**

Ask two more students to come to the front of class where you and the students will pretend to watch TV.

Say to the class: **We watch TV together.**

Ask the class to repeat: **We watch TV together.**

Ask another student to come to the front of class where you pretend to have a game of checkers or some other game with the student.

Then say to the class: **We play together.**

Ask the class to repeat: **We play together.**

## ●PRACTICE ●

### Pretend Play

Call students up to use pretend play to demonstrate: **work, watch TV, play**

Whisper in the students' ears which action you want them to do so that you are all doing it together.

The other students must guess which activity you are doing by saying one of the three phrases:

**We work together.**

**We watch TV together.**

**We play together.**

## Teaching Tip



### Pretend Play

Young children learn by imagining and doing. Pretend play helps to build skills in many essential developmental areas.

**Social and Emotional Skills:** When Children engages in pretend (or dramatic) play, they are actively experimenting with the social and emotional roles of life. Through cooperative play, they learn how to take turns, share responsibility, and creatively problem-solve. Children can also build self-esteem when they discover they can be anything just by pretending!

**Language Skills:** Pretend play helps children understand the power of language. In addition, by pretend playing with others, they learn that words give them the means to reenact a story or organize play. This process helps children make connections between spoken and written language – a skill that will later help them learn to read.

**Thinking Skills:** Pretend play provides children with a variety of problems to solve, particularly when they are not scripted to say and do things!

## 2. Let's play!

### Game: Can You Guess?

This game uses the rooms of the house:

## • 演示 •

### 角色扮演

和学生们一起表演。让两位学生到教室前面来。让他们假装和教师一起做动词的表格。大声向其他学生解释在做什么。

告诉全班：We work together.

让全班跟读：We work together.

让另外两位学生到前面来，和他们一起假装看电视。

告诉全班：We watch TV together

让全班跟读：We watch TV together.

再让另外一位学生到前面来，和这位学生一起假装下棋或玩其他游戏。

告诉全班：We play together.

让全班跟读：We play together.

## • 练习 •

### 表演游戏

找一些学生用表演游戏来演示：work, watch TV, play

耳语告诉学生想要他们表演的动作，这样就可以一起表演了。

其他学生要用下列三个短语来猜出表演的动作：

We work together.

We watch TV together.

We play together.

## 教学提示



### 表演游戏

孩子们通过想象和做事情来学习技能。表演游戏在许多重要的发展领域有助于他们形成技能。

**社会和情感技能：**当孩子们在表演（演戏）时，他们正在积极尝试生活中社会和情感的角色。通过合作游戏，他们学会了如何轮流做事、分担责任和创造性地解决问题。当他们发现他们通过表演可以是任何角色，他们也可以建立自尊！

**语言技能：**表演游戏可以帮助他们理解语言的力量。此外，通过和别人一起表演，他们了解到语言给了他们重演故事或组织表演的方法。这个过程有助于孩子们将口语和书面语言联系起来，这将是一项日后帮助他们学习阅读的技能。

**思考技能：**表演游戏，特别是在没有限定台词和动作脚本时，能够为孩子们提供各种情形以锻炼其解决问题的能力。

## 2. Let's play!

### 游戏：Can You Guess?

这个游戏用到了家中的各个房间：



**bathroom**  
**bedroom**  
**living room**  
**kitchen**

Tell the students they will be on two teams, boys vs. girls.

First the girls will call out the name of a room in Chinese. The boys must respond with the name of the room in English! If the boys get it right, they get a point.

Then the boys call out the name of a room in Chinese. The girls must respond with the name of the room in English! If the girls get it right, they get a point.

The teacher can use the four words for each team, boys and girls so there will be a total of four guesses for each team.

The teacher keeps a record of the points each team makes on the blackboard. The team with the most points wins!

They can also guess the rooms by actions.

## 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 44 or 45.** 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 room on the left.

### 2. Listen and match.

Students should listen to the audiotape and match the people with the words.

The audiotape says:

**I'm Jenny. I watch TV in the living room.**

**I'm Li Ming. I sleep in the bedroom.**

**I'm Lingling. I cook in the kitchen.**

**I'm Danny. I wash my face in the bathroom.**

## CLASS CLOSING

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Give the students a list of new vocabulary from Unit 3 to take home to practise. The vocabulary should have picture clues beside each word.

Remind the students that the next lesson will be a unit review and a chance for them to show how hard they have worked and how much they have learned these past few weeks.

## After-Class Activities

Students should prepare for the upcoming unit review.

bathroom  
bedroom  
living room  
kitchen

告诉学生们他们要分为两组：男生和女生。

首先，女生们要用汉语说出一个房间。男生们需要回应用英语说出这个房间。如果他们说对了，他们就得到一分。

然后，男生们要用汉语说出一个房间。女生们需要回应用英语说出这个房间。如果她们说对了，她们就得到一分。

教师可以让每组都使用这四个单词，也就是说男生、女生各组分别共有四次猜的机会。教师要在黑板上记录得分。得分最高的获胜！

学生们也可以通过动作来猜各个房间。

## 活动手册

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 44 or 45. 指着那页在教室走动，让所有的学生都看到。

### 1. Look and match.

学生们要将右侧的图片和左侧相应的房间连起来。

### 2. Listen and match.

学生们要听录音，将人物和相应的单词连线。

录音内容为：

I'm Jenny. I watch TV in the living room.

I'm Li Ming. I sleep in the bedroom.

I'm Lingling. I cook in the kitchen.

I'm Danny. I wash my face in the bathroom.

## 结束课堂教学

给同学们3单元所学词汇表带回家练习。词汇表要在每个单词旁边附上图片。提醒他们下节课是单元复习，是一次表现他们最近学习情况和成果的好机会。

## 课外活动

学生们要为单元复习做好准备。

# Unit 3 Review

## Unit 3 Review

### 1 I can say:



- home
- living room
- bedroom
- kitchen
- bathroom

### 2 I can listen and match:



in the bedroom



in the living room

in the kitchen



46

### 3 I can listen:



- We work together.
- I cook in the kitchen.
- I sleep in the bedroom.
- I watch TV in the living room.

### 4 I can sing and chant:

- Welcome to My Home!
- Where Is My Mother?
- Two Little Teddy Bears



47

### 5 I can colour:



- Colour the desk brown.  Colour the chair red.   
 Colour the bed blue.  Colour the TV black.

ALL DONE!



48

## CLASS OPENING

### Greeting

Greet the class. Play **Welcome to My Home** and have the students sing along as they settle into their desks.

Teacher: **Good morning/afternoon, class. Today is our unit review!**

Tell the students that today is a good time for them to show off what they have learned so far and how well they know it.

### REVIEW

Have the students open their books to page 46 and lead them through the review.

# 第3单元 复习



## MY TEACHING NOTES

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## 开始上课

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### 问候

问候学生们。他们坐好后播放歌曲 *Welcome to My Home*，让他们跟着一起唱。

教师：Good morning/afternoon, class. Today is our unit review!

告诉学生们今天是一个好机会来展示他们学习的知识和对知识的掌握情况。

### 复习

.....

让学生们打开教科书 46 页，引导他们复习。

## 1. I can say:

Explain to the students that you are going to say five words. They must listen and ask themselves if they understand each word and know what it means. If they understand the word, they should put a check mark in the box beside the word.

## 2. I can listen and match:

Tell the students to listen to the audiotape. They must match the phrase with the correct picture on page 46. Make sure to ask them if they understand the directions!

The audiotape says:

**Where is my aunt? She is in the kitchen.**

**Where is Li Ming? He is in the bedroom.**

**Where is Danny? He is in the living room.**

### Teaching Tip



Checking for understanding is an important teacher tool that teachers should use all the time. If a student does not understand a concept, and the teacher does not check for understanding, how will the teacher be able to help the student? This is particularly true when students are doing a Unit Review! How can the teacher know if students understand what they are supposed to do if the teacher does not check for understanding?

## 3. I can listen:

Tell the students to listen to the phrases on page 47, Part 3 on the audiotape. Play the audiotape once with the students only listening. Play it a second time with the students saying the phrases along with the audiotape.

## 4. I can sing and chant:

Ask the class if they remember the names of the three songs they have learned in this unit.

Say: We have already sung the song : **Welcome to My Home!**

Let's listen to the other two songs we have already learned:

**Where Is My Mother?**

**Two Little Teddy Bears**

Say: I would like all the students in Rows 1 and 2 (for example) to get together and practise the song: **Where Is My Mother?**

I would like all the students in Rows 3 and 4 (for example) to get together and practise the song: **Two Little Teddy Bears**

Ask each group to present their song to the class.

## 1. I can say:

给学生们解释教师将读五个单词。他们要仔细听，问自己是否理解每个单词，并知道他们的意思。如果他们知道这个单词，就可以在单词旁边的方框中打个对勾。

## 2. I can listen and match:

让学生们听录音。他们要将 46 页的短语和相应的图片连起来。一定要问他们是否理解指令！

录音内容为：

Where is my aunt? She is in the kitchen.

Where is Li Ming? He is in the bedroom.

Where is Danny? He is in the living room.

### 教学提示



检查理解是教师的一项重要教学方法，需要经常使用。如果学生不理解一个概念，而教师又不检查他们的理解情况，怎么能帮助他们？这点在单元复习中表现更明显！如果不进行理解检查，教师怎么能了解学生们是否按计划达到了学习目标？

## 3. I can listen:

告诉学生们要听 47 页第三部分的录音。播放录音，第一遍他们只要听，第二遍他们要听录音跟读。

## 4. I can sing and chant:

问学生们他们是否记得这个单元所学三首歌曲的名词。

说：我们唱过歌曲：Welcome to My Home!

一起听一下其他两首学过的歌曲：

Where Is My Mother?

Two Little Teddy Bears

说：我要请第 1、2 列的学生（例如）一起练习歌曲：Where Is My Mother?

我要请第 3、4 列的学生（例如）一起练习歌曲 Two Little Teddy Bears

让每组学生给全班展示他们的歌曲。

## 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 practice in class in terms of comprehension and pronunciation.

## 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 46, 47 or 48.** Point to the page and walk around the class so that everyone can see.

### 1. Read and match.

Students should match each picture on the right with the correct sentence about a room on the left of page 46.

### 2. Spin and say.

Make a spinning dial. The teacher spins the dial to point to one of the pictures. She then asks: **What do you see?** Students respond with **I see...** either the name of the correct room in the house or the name of the item depending upon which square the dial points at.

### 3. Look and talk.

Students look at the picture on page 48 and discuss what they see in the picture with their teacher. Students can then colour the picture!

## CLASS CLOSING

Tell the students they have done a great job! They should give themselves a big clap... one two, three! As the students leave the classroom, tell them to stop in front of the teacher give the teacher a "high five"!

## Teaching Tip



The **high five** is a celebratory hand gesture that occurs when two people simultaneously raise one hand, about head high, and push, slide or slap the flat of their palm and hand against the palm and flat hand of their partner. The gesture is often preceded verbally by the phrase "Give me five" or "High five"! It means that both people believe that a job has been well done!

## 教学提示



### 记录特殊的问题

记下那些看起来在口语部分不太确定的学生们的名字。

写下来那些需要更多练习理解和发音的词汇。

## 活动手册

帮助学生们找到要做的那一页。打开那一页并举起来教师的活动手册。说 Let's open our activity books and turn to page 46、47 or 48. 指着那页在教室走动，让所有的学生都看到。

### 1. Read and match.

学生们要将 46 页右侧的图片和左侧有关这个房间的句子连线。

### 2. Spin and say.

拨动指针。教师拨动指针指向其中一幅图片。然后问：What do you see? 学生要回答：I see... 回答家中正确的房间或根据指针所指方框中相应的物品。

### 3. Look and talk.

学生们要看 48 页的图片。和教师讨论他们在图中看到了什么。然后他们可以给图片涂色。

## 结束课程

告诉学生们他们做的很好！他们应该为自己热烈鼓掌……一、二、三！学生们离开教室时，让他们在教师面前停下来跟教师举手击掌！

## 教学提示



“举手击掌”是一个庆祝手势，是两个人同时将一只手举过头部，和伙伴互相做推、滑或拍击手掌的动作。做这个手势时往往是先说“Give me five”或“High five”！这意味着，两人都认为自己做得很好！



# Unit 4

## Places to Go!



### General Goals for Unit 4

This unit teaches students about the different places in their community where they can go. The unit starts by asking the students where school, park and library are. It goes on to explore places close to home like the street, the shop, the park and the playground. Additionally it takes the students to the zoo.

Unit 4 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 4

#### Knowledge and Skills

1. Students will be able to do the following:
  - Name different places close to home.
  - Understand and use the following expressions:  
**Where is...?**  
**Here it is./There it is.**  
**Can I help you?**
2. Students will be able to recognize, understand and use the following vocabulary:  
**school, park, library, car, bus, people, shop, apple, orange, donut, elephant, monkey, tiger, big, small**
3. Students will be introduced to the following verbs:  
**ride, fly, slide, skip, swing**

# 第4单元 要去的地方!



## 第4单元总目标

这个单元给学生讲授他们日常生活中常去的不同地点。本单元通过问学生学校，公园和图书馆在哪里开始，然后继续探究家附近的一些地点，像街道、商店、公园和运动场，另外还包括动物园。

第4单元有6课，但教师应该考虑用多于6课的时间教授此单元。例如，在单元教学即将开始时，教师可能想另加一节课以复习前面学过的内容；也可以在单元结束时，另加一课复习本单元所有课的内容。总之，教师应该根据学生的需要和兴趣，来安排教学节奏和内容。

## 第4单元具体目标

### 知识与技能目标

1. 学生能够做到:

- 说出家附近不同地点的名称。
- 理解和运用下列用语:

Where is...?

Here it is. / There it is.

Can I help you?

2. 学生能够认读、理解和运用下列词汇:

school, park, library, car, bus, people, shop, apple, orange, donut, elephant, monkey, tiger, big, small

3. 给学生介绍下列动词:

ride, fly, slide, skip, swing

## Learning Strategies

Students will be taught the following basic learning strategies:

- 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 other classmates.
- To listen to and learn songs that will help them remember English expressions.

## Affect and Attitude

Students are expected:

- 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.

## Resources Teachers Need for Unit 4

- Audiotape/multimedia CD for lessons 19~24
- Pictures and/or flashcards for
  - school, park, library
  - cat and dog (near) and horse (far)
  - street, cars, people, bus, shop
  - apple, orange, donut
  - play, ride bikes, fly kites
  - zoo, elephant, monkey, tiger
  - slide, skip rope, swing, playground
  - shop food items
- Poster paper for store name
- Chart paper for items of food to be found in the Class Shop
- Paper kite pattern, tissue paper for the kites' tails, string for the kites
- Cardboard boxes for telephone receivers

## 学习策略目标

帮助学生形成以下基本的学习策略：

- 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。


## 第四单元所需教具

- 19~24 课的录音带或教学光盘
- 包含以下内容的照片或卡片：
  - 学校、公园、图书馆
  - 猫、狗（近的）和马（远的）
  - 街道、小轿车、人、公共汽车、商店
  - 苹果、橘子、面包圈
  - 玩、骑自行车、放风筝
  - 动物园、大象、猴子、老虎
  - 滑滑梯、跳绳、荡秋千、运动场
  - 商店里的食物图
- 写有商店名字的招贴纸
- 做“班级商店”中食物用的海报纸
- 风筝模型，做风筝尾巴的面巾纸，风筝的绳子
- 做电话听筒的纸板盒

# Lesson 19 Where?


**Lesson 19 Where?**

**1 Listen and say!**



Where is the school?  
There it is.


Where is the park?  
Here it is.




50

**2 Let's chant!**

Where is the library?  
Where is the school?  
Where is the park?  
Where is my book?



There it is.



51

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:  
**school, park, library**
2. Students will be introduced to adverbs and be able to recognize, understand and use the following adverbs: **here** and **there**
3. Students will be able to recognize, understand and use the following expressions:  
**Where is...?**  
**There it is./Here it is.**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 19
- Pictures showing places and things near and far to practise **here** and **there**

# 第19课 哪里?



## MY TEACHING NOTES

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## 教学目标

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1. 学生能认知、理解和运用下列词汇：  
school, park, library
2. 给学生介绍副词，学生能认知、理解和运用下列副词：  
here 和 there
3. 学生能认知、理解和运用下列用语：  
Where is...?  
There it is./Here it is.

## 教学准备

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- 第 19 课录音带或教学光盘
- 表示地点和事物远和近的图片，练习 here 和 there

## Teaching Tip



### Adverbs

An adverb answers questions such as "how," "when," "where," and "how much". Unlike an adjective, an adverb can be found in many places within the sentence. "Here" and "there" are adverbs that answer the question "where".

## CLASS OPENING

### Greeting and Review

Greet the class. Then ask a volunteer to greet the class with: **Good morning/afternoon, class. How are you today?**

Ask the students what they remember from the review in the last unit. Ask them to repeat some of the words they learned. Students can chant **Two Little Teddy Bears** as part of the review.

### Lesson Hook

Tell the students to open their books to Lesson 19.

**Teacher: In this lesson, you will learn about places you might go with your friends and family. Where did you go today?** (Have this conversation in Chinese.) **Where are some of your favourite places to go?** (Have this conversation in Chinese.)

Have the students to look at the picture at the top of page 50. Where do they think Li Ming and Tian Tian are going? (They are going to school.)

Then look at the picture at the bottom of page 50. Where do they think Li Ming and Danny are going? (They are going to the park!)

Now look at the picture at the top of page 51. Where do they think the teacher is taking Danny? (She is taking Danny to the library.)

Teacher: **Let's listen to the story!**

## NEW CONCEPTS

### 1. Listen and say!

Write the new words and phrases on the board.

Teacher: **These are the new words and expressions you will learn today:**

**Where is the school/park/library?**

**There it is!**

**Here it is!**

Say the sentences, pointing to each word in the sentence as you say it.

Ask the students to repeat each word after you as you say it.

Play the audiotape as the students follow along in their student books. Ask the students to touch each word as they hear it.

## 教学提示



### 副词

副词用来回答由“how”“when”“where”和“how much”引导的问题。不同于形容词，副词可在句子中的很多地方出现。“here”和“there”是用来回答“where”引导的问句的副词。

## 开始上课

### 问候和复习

问候学生，然后请一名自告奋勇的学生使用 Good morning/afternoon, class. How are you today? 问候全班同学。

询问学生在对上一单元的复习中掌握了哪些，提问学生他们学过的单词，同学们可以说歌谣 Two Little Teddy Bears 用来复习。

### 课文导入

让学生把教科书翻到第 19 课。

教师：In this lesson, you will learn about places you might go with your friends and family. Where did you go today? (用汉语完成这个对话。) Where are some of your favourite places to go? (用汉语完成这个对话。)

让学生看教科书第 50 页上边的图，他们认为李明和甜甜去哪里？(They are going to school.)

然后看第 50 页下边的图，他们认为李明和 Danny 去哪里？(They are going to the park!)

让学生看第 51 页上边的图，他们认为老师带 Danny 去哪里？(She is taking Danny to the library.)

教师：Let's listen to the story!

## 新概念

### 1. Listen and say!

在黑板上写出生词和短语。

教师：These are the new words and expressions you will learn today:

Where is the school/park/library?

There it is!

Here it is!

读句子，一边读，一边用手指着相应的单词。

让学生跟读。

播放录音，让学生看书跟读。要求学生指出听到的词。



Play the audiotape 3 or 4 more times, asking the students to “read” along. Listen carefully to each of the students as they read. Help those who have difficulty. If the whole class stumbles on a word or phrase, stop the audiotape and re-teach the word or phrase.

## Teaching Tip



### Here and There

“Here” is an adverb used to show a place that is near.

“There” is used to show a place that is far.

### •DEMONSTRATE•

Write **here** and **there** on the board.

Teacher: **Look at this picture.**

**Where is the cat?**

**Is it near or far?**

**Yes, it is near, so we say “Here it is.”**

**Where is the dog?**

**Is it near or far?**

**Yes, it is near, so we say “Here it is.”**

Teacher: **Look at this picture.**

**Where is the horse?**

**Is it near or far?**

**Yes, it is far, so we say “There it is.”**

Now look at the rest of these pictures, as you hold them up one by one. Teacher will ask if a thing is near or far. If it is far, the class must say: **There it is.** If it is near, the class must say: **Here it is.**

### •PRACTICE•

#### Game: Here and There

Ask the students to stand up and move to a different spot in the classroom. Move around the classroom as you play this game. Say to the students: **Where is...?** Students should respond with: (Student’s name)...**is here/there.** (Depending upon whether the students is near to the teacher or far from the teacher!)

## 2. Let’s chant!

### Chant: Where?

Teacher: **Look at page 51. Today, we are going to do a chant!**

First, let the students listen to the whole chant on the audiotape.

Write the words to the chant on the blackboard.

**Where is the school?**

**Where is the park?**

**Where is the library?**

**Where is my book?**

Play the audiotape again and point to each word on the blackboard as the chant is played.

Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

播放录音三至四次，让学生跟读。听每一个学生的发音，必要时提供帮助。如果全班学生偶然遇到生词，停止播放，重新学习。

### 教学提示



Here 和 There

Here 是副词，用来表示比较近的地方；

There 则是用来表示远的地方。

### • 演示 •

在黑板上写出 here 和 there。

教师：Look at this picture.

Where is the cat?

Is it near or far?

Yes, it is near, so we say “Here it is.”

Where is the dog?

Is it near or far?

Yes, it is near, so we say “Here it is.”

教师：Look at this picture.

Where is the horse?

Is it near or far?

Yes, it is far, so we say “There it is.”

下面教师逐一拿起剩余图片，让全班同学观看，并提问物体的远近。如果是远，全体同学一起说：There it is；如果是近，就说：Here it is。

### • 练习 •

**游戏：Here and There**

让全班同学起立，换到教室里别的位置，教师边走边问：Where is...? 学生们要用：（学生姓名）...is here/there.（主要取决于该学生距离教师是远还是近！）

## 2. Let's chant!

**歌谣：Where?**

教师：Look at page 51. Today, we are going to do a chant!

首先，让学生听录音带里的整首歌谣。

把歌词写在黑板上。

Where is the school?

Where is the park?

Where is the library?

Where is my book?

再次播放录音带，随着录音逐一指向单词。

不用录音带，指着每个单词读出来。

再次指着单词，并让学生跟读。

再做一遍，一次一行。（教师读一行，学生跟读这一行。）

Then, do this again with each verse. (You say a verse and the students repeat the verse.)  
Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape.

Now you are ready to have the students chant the chant. Say **Stand up and face me.**

Chant silently with the students, doing any gestures to assist them.

### ●PRACTICE●

#### Group Work

Divide the class into two groups and give them a few minutes to practise the chant in their groups. Students can add their own actions to their chant! Then, have each group present their chant to the class.

## ACTIVITY BOOK

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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 50 or 51.** Point to the page and walk around the class so that everyone can see.

### 1. Look and colour.

Read the instructions on page 50. Students should listen and help Danny draw a line from him to the correct location. Then colour the location: library – red, school – green, park – yellow.

### 2. Look and tick.

Students should look at the pictures on page 51, then tick the correct items after the teacher asks the question: **What can we see in the park?**

### Optional

#### Where is...? Here or There?

Ask each row of students **Where is (name of a student)?** Students in the row should respond correctly with **(Student's name) is here.** or **(Student's name) is there.**

## CLASS CLOSING

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Tell the students to say **Goodbye!** as they head out the door.

### After-Class Activities

When they go home that night, students should explain to their parents about **here** and **there.** They can walk around the house with their parents playing the **Here and There** game with objects in a room.

接着，再做一遍，一次一小节。（教师读一小节，学生跟读这一小节。）  
再次播放录音带，当学生跟录音唱时教师逐一指向黑板上的单词。  
现在准备好让学生一起唱，教师说：Stand up and face me。  
和学生一起默唱，使用手势帮助学生。

## • 练习 •

### 小组练习

将全班分成两组，给时间先在小组内部练习，学生可以添加自己的动作。然后各组在班上分别表演。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 50 or 51. 手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

### 1. Look and colour.

教师读第 50 页的要求，学生认真听，并帮助 Danny 画一条线找到他要去的地点，然后给这些地方涂上颜色：图书馆—红色，学校—绿色，公园—黄色。

### 2. Look and tick.

学生们翻看第 51 页，教师提问：What can we see in the park? 学生标出正确的物品。

## 可选活动

### Where is...? Here or There?

逐行提问学生：Where is (学生姓名)? 学生应能使用：(学生姓名) is here. or (学生姓名) is there. 进行正确回答。

## 结束课堂教学

告诉学生走出教室时使用 Goodbye! 道别。

## 课外活动

学生晚上回家后，向父母解释单词 here 和 there，他们可以在房间里使用不同物体玩 Here and There 游戏。

# Lesson 20 On the Street

## Lesson 20 On the Street

1 Listen and say!



What do you see on the street?

I see some cars.  
I see some people.

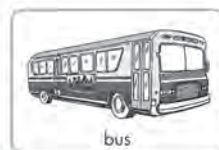
I see a bus.  
I see a shop.



52



car



bus



people



shop

2 Let's sing!

The wheels on the bus go round and round,  
The wheels on the bus go round and round,  
All through the town.



53

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:  
**street, cars, people, bus, shop**
2. Students will be able to recognize, understand and use the following expressions:  
**What do you see on the street?**  
**I see some...**  
**I see a...**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 20

# 第20课 在街上



## MY TEACHING NOTES

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## 教学目标

1. 学生能够认读、理解和运用下列词汇： street, cars, people, bus, shop
2. 学生能够认读、理解和运用下列用语：

What do you see on the street?

I see some...

I see a...

## 教学准备

- 第 20 课录音带或教学光盘

- Flashcards and pictures of **street, cars, people, bus, shop**

## CLASS OPENING

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### Greeting and Review

Greet the students. Play the chant from the last lesson and say it as a group.

### Lesson Hook

Tell the students to open their student books to Lesson 20.

Teacher: **In this lesson, you will learn about things we can see on the street. What things can you see on your street?**

Have the conversation in Chinese with the students.

Talk about the pictures on the page, focussing on the big picture at the top of the page.

Teacher: **What can you see on the street in this picture?** (Have the conversation in Chinese.)

**Very good! Yes, we can see a bus, two cars and some people.**

**There are also two children riding bicycles.**

**We can also see some buildings and some trees.**

## NEW CONCEPTS

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### 1. Listen and say!

Teacher: **These are the new words and expressions you will learn today: street, cars, people, bus, shop. What do you see? I see some... I see a...**

Say each of the new words and expressions, touching the words as you say them.

Teacher: **Repeat after me.**

And have the students repeat each word as you say it. Then have the students repeat the whole phrases after you.

Play the audiotape as the students follow along in their student books. Touch each word as you listen to the audiotape.

Play the audiotape again and ask the students to say the phrases with the tape. Again, touch each word as you say it.

Now play the audiotape two or three times, listening to each student pronounce the words and helping them as needed.

- 词卡和图片: street, cars, people, bus, shop

## 开始上课

### 问候与复习

问候学生，播放上一课歌谣，让学生在组内一起说歌谣。

### 课文导入

让学生们翻到教科书第 20 课。

教师: In this lesson, you will learn about things we can see on the street. What things can you see on your street?

使用汉语与学生完成对话。

讨论课本上图片，提醒学生注意页面上部的大图。

教师: What can you see on the street in this picture? (使用汉语完成对话)

Very good! Yes, we can see a bus, two cars and some people.

There are also two children riding bicycles.

We can also see some buildings and some trees.

## 新概念

### 1. Listen and say!

教师: These are the new words and expressions you will learn today: street, cars, people, bus, shop. What do you see? I see some... I see a...

朗读每一个生词和用语，并用手逐一指出。

教师: Repeat after me.

让学生跟教师朗读每一个单词，然后让学生跟读短语。

播放录音，让学生看书跟读。教师指出所听到的每一个单词。

再次播放录音，让学生听录音跟读，指出教师所说的每一个单词。

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。



## Teaching Tip



Look and see games help students practise noticing things that they find around them in the classroom, in their homes or on the street.

### Game: I Spy With My Little Eye

Teach the students the game *I Spy With My Little Eye* to have the student practise looking for things out of the window in the street. (Students must stand by the window or go into the playground to look at the street.) Explain to the students that the word *spy* means the same as *see*.

The student holds his/her hands to his/her eyes, looks around and says:

**I spy with my little eye something that is...**

(The student describes the item in Chinese. It must be one of the five new nouns the students have learned that day in class: street, cars, people, bus, shop.)

Students must guess the item in English to be next player!

### •DEMONSTRATE•

Ask a volunteer to come to the front of the class to hold the five flashcards: **street, cars, people, bus, shop**.

This student will show a flashcard and say: **What do you see on the street?** to a student who is called up to give the answer.

Ask four students to come up to the front of the class, one by one, to tell you what each flashcard says.

Choose a new student to hold the flashcard and ask the question and four new students to respond. Do this 3 or 4 times so that 20 students have participated.

### •PRACTICE•

#### Work in Groups

Put the students in groups of four. Give each student in the group a card. The four students will each draw one of the following and colour it on their card: **a car, some people, a bus, a shop**.

When the groups have four completed pictures, have them practise the following dialogue with each other:

Student 1: **What do you see on the street?**

Student 2: **I see some people.**

Student 3: **I see some cars.**

Student 4: **I see a bus.**

Rotate the student asking the question **What do you see on the street?** clockwise and practise the dialogue again.

Student 1: **What do you see on the street?**

Student 2: **I see some cars.**

Student 3: **I see a bus.**

Student 4: **I see a shop.**

And so on.

## 教学提示



Look and see 这类游戏能够帮助学生关注教室中、家里面和大街上他们身边的事物。

游戏：I Spy With My Little Eye

教授学生如何玩 I Spy With My Little Eye 游戏，让他们观察窗外街道上的事物。（学生们需要站到窗边或去运动场观察街道）告诉学生单词 spy 和 see 是同义。

一个学生把手放到眼睛之上，四处看并说：

I spy with my little eye something that is...

（学生用汉语描述物品，该物品必须是课上学习的 5 个新名词：street, cars, people, bus, shop。）

其他学生用英语猜这个物品，猜对的就是下一个游戏者。

## • 演示 •

请一名自告奋勇的学生到讲台前拿起以下五张卡片：street, cars, people, bus, shop 这名学生举起一张卡片然后说：What do you see on the street? 请另外一名学生给出正确答案。

请四名学生逐一来到前面，分别读出每张卡片上的单词。

再请另外一名学生举起卡片，请另外四名学生回答，反复做 3 或 4 次，这样就能有 20 名学生参与练习。

## • 练习 •

### 小组练习

学生 4 人一组，每人一张卡片，分别画出下面物品中的一件并涂上颜色：a car, some people, a bus, a shop

学生画完后，练习以下对话：

学生甲：What do you see on the street?

学生乙：I see some people.

学生丙：I see some cars.

学生丁：I see a bus.

让学生轮流提问 What do you see on the street? 顺时针方向重新练习该对话。

学生甲：What do you see on the street?

学生乙：I see some cars.

学生丙：I see a bus.

学生丁：I see a shop.

如此轮流。

## Teaching Tips



### Random Groupings

Grouping students by random can help prevent the students from pegging other students as slow or advanced. It also may improve classroom management as you will not always have the same troublesome students in the same group. Random grouping provides you opportunities to separate students who need to not work in the same group. Random student groupings can be accomplished by having the students count off, pair up, or any other method of class division you come up with.

### •DEMONSTRATE•

Ask 2~3 groups to demonstrate the dialogue for the rest of the class.

## 2. Let's sing!

### Song: The Wheels on the Bus

Teacher: **Look at page 53, Part 2. Today, we are going to learn a new song!**

First, let the students listen to the whole song on the audiotape.

Write the words to the song on the blackboard.

**The wheels on the bus go round and round,  
The wheels on the bus go round and round,  
All through the town.**

Play the audiotape again and point to each word on the blackboard as the song is played.

Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

Now you are ready to have the students sing the song. Say **Stand up and face me.** Sing silently with the students.

You can add an action to the word **round** in the song every time it is sung by making your hand go around and around in front of you!

## 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 52 or 53.** Point to the page and walk around the class so that everyone can see.

### 1. Listen and colour.

Students should listen to the audiotape, then colour the appropriate pictures on page 52. The audiotape says:

**Colour the car red. Colour the bus blue and colour the shop orange. Colour the children yellow.**

## 教学提示



### 随机分组

学生随机分组能够阻止部分学生总是跟一些成绩不好或者成绩好的学生一组，可以让问题学生不会一直呆在一个固定的小组里，从而改善了班级管理，同时也可以分开那些不能在同一组学习的学生。在进行随机分组时可以使用报数、配对等多种方式。

## • 演示 •

请两三组学生在全班演示对话。

## 2. Let's sing!

### 歌曲：The Wheels on the Bus

教师：Look at page 53, Part 2. Today, we are going to learn a new song!

首先，让学生听整首歌曲的录音。

把歌曲写到黑板上：

The wheels on the bus go round and round,

The wheels on the bus go round and round,

All through the town.

再次播放录音带，随着录音逐一指向黑板上相应的单词。

不用录音带，指着每个单词读出来。

再次指着单词，并让学生跟读。

再做一遍，一次一行。（教师读一行，学生跟读这一行。）

现在准备好让学生一起唱，教师说：Stand up and face me。和学生一起默唱，使用手势帮助学生。

每次唱到单词 round 时，教师可用手做画圆的动作。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 52 or 53。手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

## 1. Listen and colour.

播放录音给全班听，要求学生为 52 页图片涂上适当的颜色。录音内容为：

Colour the car red. Colour the bus blue and colour the shop orange. Colour the children yellow.

## 2. Look, find and talk.

Students are directed to look at the picture on page 53. Ask: **What can you find?** (in the picture) and **How many?** The students will respond to these questions. Students can then colour the picture.

### Optional

#### **Game: Turn the Picture!**

In the groups of four from the previous activity, ask the students to sit in a circle. Tell them to put their picture cards in a pile, face down. One person turns the cards in the pile. The other students must slap one hand on the card turned and say the name of the thing in the picture on the card at the same time. If the student is correct, he/she gets to keep the card. The student with the most cards becomes the person who will turn the cards next!

## CLASS CLOSING

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Students stand beside their desks. One student is the front of the bus (usually the student in the front of the row closest to the door.) Another student is the back of the bus (usually the last student in the row furthest from the door). Students walk forward, joining one line to another and turning their arms together, left and right, to show bus wheels turning as they head towards the door to line up. They sing **The Wheels on the Bus** as they go! Once everyone is in line at the door, the students can leave.

### After-Class Activities

- When they go home that night, students should sing **The Wheels on the Bus** for their parents.
- Students should also take their parents for a walk on the street, pointing to items from the lesson today and saying: **I see a/some cars, bus, people, shop.**

## 2. Look, find and talk.

要求学生翻看 53 页图片，教师提问：What can you find? (in the picture) 和 How many? 学生回答问题，然后涂颜色。

### 可选活动

#### 游戏：Turn the Picture!

沿用上次活动的四人小组，学生围坐成一圈，把他们的图片正面朝下放在一起，一名学生翻开其中一张图片，其余学生用一只手拍打翻开的图片，同时说出图片上的物品，若正确，他就能保留这张图片。拥有最多图片的学生在下一轮就可以作为翻图片的人。

### 结束课堂教学

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学生起立站到桌子旁，一个学生作公共汽车的车头（通常为离门口最近的前排的学生），另外一名学生作车尾（通常为离门口最远的后排的学生），两排学生互相挽起胳膊形成公共汽车的左右车轮，排队走出教室，边走边唱：The Wheels on the Bus，排队走出教室后，学生解散。


### 课外活动

- 学生晚上回家后，为家长演唱歌曲：The Wheels on the Bus
- 学生带家长到街上散步，指出今天学习的事物，说：I see a/some cars, bus, people, shop.

# Lesson 21 At the Shop

## Lesson 21 At the Shop

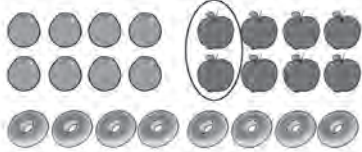
**1 Listen and say!** 🎧 🗣️



54


**2 Let's do it!** 📏

Circle the pictures for Danny.



**3 Let's play!** 🎭

Role Play



55

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:  
**apple, orange, donut**
2. Students will be able to recognize, understand and use the following expressions:  
**Can I help you?**  
**Sure. Here you are.**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 21
- Flashcards and pictures of **apple, orange, donut**

# 第21课 在商店



## MY TEACHING NOTES

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## 教学目标

1. 学生能够认读、理解和运用下列词汇：apple, orange, donut
2. 学生能够认读、理解和运用下列用语：  
Can I help you?  
Sure. Here you are.

## 教学准备

- 第 21 课录音带或教学光盘
- 词卡和图片：apple, orange, donut



- Items for a shop in the classroom – ask students to bring an apple, orange, donut and other items to put in the classroom store
- Poster paper for store name
- Sticky papers for pricing the items

### Teaching Tip



Playing store is a great way to liven up the classroom! It teaches students about stores, money and social skills. Here is what you need to do to set up your store in the classroom:

- Decide where in the classroom your store should be.
- Choose the items to sell. Students can bring these items from home. (They can have them back when you have finished playing store.)
- Name your store. (Make a poster naming your store!)
- Set up your store. (Put the sign with the store's name in a visible location. Use a table to put your items on.)
- Advertise. Have the students make advertising flyers to put around the classroom to advertise the store.
- Close the store when all of the items are sold or when it's the end of playing store time.
- Gather the items back up and give them back to the children who brought them.

Remember to ask students to wrap any food items such as fruit, cookies or donuts on plastic wrap or put them in a clear zip lock bag.

## CLASS OPENING

### Greeting and Review

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

Ask five or six students to respond.

Spend a few minutes reviewing what was learned in the last class by showing the students the flashcards.

Teacher: **What do you see on the street?**

Student 1: **I see some people.**

Student 2: **I see some cars.**

Student 3: **I see a bus.**

Student 4: **I see a car.**

### Lesson Hook

Teacher: **Today we will have a lot of fun learning about things in a shop! We are even going to make our own food shop. All of you brought things for our food shop. Let's decide what each item is worth.**

- 课堂商店物品——让学生带来苹果、橘子、面包圈以及其他物品放到课堂商店内
- 商店名字的海报纸
- 做价签的贴纸

### 教学提示



玩经营商店游戏可以有效的活跃课堂气氛，它能够帮助学生了解商店、货币以及必要的社交技能。以下建议能够帮你建好你的课堂商店。

- 确定课堂商店的合适地点。
- 选择售卖的商品。可让学生从家带来。（游戏结束后，学生可再带回家。）
- 给你的商店起名字。（做一个宣传海报！）
- 商店开业。（将海报张贴到醒目的位置，将所售商品摆放在桌上。）
- 做广告。让学生做商店的宣传单在全班宣传。
- 商品全部售卖后或到游戏结束时关闭商店。
- 将物品重新收回，发还给学生放学带走。

记得通知学生将水果、饼干、面包圈等食物用保鲜膜包裹好或用密封袋密封。

## 开始上课

### 问候与复习

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

让五六名学生回答。

使用词卡复习上节课所学的内容。

教师：What do you see on the street?

学生甲：I see some people.

学生乙：I see some cars.

学生丙：I see a bus.

学生丁：I see a car.

### 课文导入

教师：Today we will have a lot of fun learning about things in a shop! We are even going to make our own food shop. All of you brought things for our food shop. Let's decide what each item is worth.

**●MAKING A CHART OF ITEMS IN THE STORE●**

Teacher: I asked some of you to bring apples, oranges and donuts. Let’s see what the rest of you have brought. I’ll draw a picture beside each item to help you remember what it is.

Item	Picture
apple	
orange	
donut	
banana	
cookie	
candy	
water	
juice	

**●SETTING UP THE STORE●**

Teacher: Now, children bring your items up to me as I call your row.

This table is going to be Our Shop.

**●MAKING A SIGN FOR THE SHOP●**

Teacher: Now let’s make a sign for our store. What should it be called?

OK. *Grade 2 Shop* is a good name.

I’ll use this big paper to make the sign! Do you like this?

**Teaching Tip**



Shop or Store?

Another English word for **shop** is **store**. You can use either **shop** or **store** to describe a place where you are going to buy food but most English people call it a store!

**NEW CONCEPTS**

**1. Listen and say!**

Teacher: Let’s look at Lesson 21. There are some new English words and phrases that you must use when we play shop! These are the new words and expressions you will learn today: Can I help you? Sure. Here you are. apples, oranges, donuts

Read each phrase and word, touching each word as you say it. Say to the students: Repeat after me and have the students repeat each word and phrase after you. Do this two or three times.

Play the audiotape as the students follow along in their student books and you point to each word that is said on the board.

### ● 做表格列出货物名称 ●

教师: I asked some of you to bring apples, oranges and donuts. Let's see what the rest of you have brought. I'll draw a picture beside each item to help you remember what it is.

货物	图片
苹果	
橘子	
面包圈	
香蕉	
饼干	
糖果	
水	
果汁	

### ● 商店开业 ●

教师: Now, children bring your items up to me as I call your row.

This table is going to be Our Shop.

### ● 为商店起名 ●

教师: Now let's make a sign for our store. What should it be called?

OK. *Grade 2 Shop* is a good name.

I'll use this big paper to make the sign! Do you like this?

#### 教学提示



Shop 还是 Store?

英文中与 shop 同义的另外一个词是 store, 两个词都可以用来形容你购买食物的地方, 但大多数英国人称它为 store。

## 新概念

### 1. Listen and Say!

教师: Let's look at Lesson 21. There are some new English words and phrases that you must use when we play shop! These are the new words and expressions you will learn today: Can I help you? Sure. Here you are. apples, oranges, donuts

朗读生词和用语, 并用手逐一指出, 对学生说: Repeat after me 让学生跟读, 重复做两三次。

播放录音, 学生看书跟读, 教师指出黑板上的每一个生词。

Play it again two or three times, listening to each student pronounce the words and helping them as needed.

## 2. Let's do it!

Tell the students to open their books to page 55. Explain the "Let's do it!" activity.

Students should look at page 54 to help them do this activity.

They should circle the pictures of the things Danny wants to buy at the shop.

## 3. Let's play!

### ROLE PLAY

Teacher: **We are now going to play store. You will take turns being the store keeper and the person buying an item. Remember not to eat or drink the item you buy! It will go back to the person who brought it! Here is the dialogue you will say:**

Shop Keeper: **Can I help you?**

Buyer: **Yes. One ... Please.**

Shop Keeper: **Here you are.**

Let the students take turns doing both parts of the dialogue.

You can set up several stores in the classroom so that many students are practicing at the same time!

## 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 54 or 55.** Point to the page and walk around the class so that everyone can see.

### 1. Let's draw.

Direct students to draw four items that are found in the story about the shop in Lesson 21.

### 2. Listen and match.

Teacher will ask the students to look at the pictures on page 55. Then listen to the audiotape. Students should match the words with the correct pictures. The audiotape says:

**My teacher is in the school.**

**My brother is in the living room.**

**My mother is in the kitchen.**

**My friend Danny is in the shop.**

**My sister is in the park.**

## Optional

1. Teach the students a new chant that they can say as they leave the classroom!

**I like to shop in the shop.**

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。

## 2. Let's do it!

让学生翻到教科书第 55 页，介绍活动“Let's do it!”。

学生同时翻看第 54 页以帮助他们完成活动。

学生要圈出 Danny 在商店要买的物品。

## 3. Let's play!

### • 角色扮演 •

教师：We are now going to play store. You will take turns being the store keeper and the person buying an item. Remember not to eat or drink the item you buy! It will go back to the person who brought it! Here is the dialogue you will say:

店主：Can I help you?

购物者：Yes. One... Please.

店主：Here you are.

让学生轮流扮演这两个角色。

教师可创设多个商店情景，让许多学生能够同时练习。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 54 or 55. 手指这一页，在全班走一圈，以保证每名学生都翻到正确的页面。

### 1. Let's draw.

指导学生画出第 21 课故事中商店里的四样物品。

### 2. Listen and match.

教师让学生翻看教科书第 55 页，然后听录音，学生把单词和正确的图片连线。录音内容为：

My teacher is in the school.

My brother is in the living room.

My mother is in the kitchen.

My friend Danny is in the shop.

My sister is in the park.

## 可选活动

1. 下课前教会学生一首新的歌谣：

I like to shop in the shop.

**Please let's stop at the shop!**

2. Have students work in pairs to make advertisements for the Class Shop.

## **CLASS CLOSING**

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Pass back the items from the shop to the students.

Ask the students to say the shop chant together.

As they leave the classroom, they can say **Goodbye Shop!**

## **After-Class Activities**

Students can go with their parents to a shop and practise asking for an apple, orange or donut!

Please let's stop at the shop!

2. 学生两人一组为课堂商店制作广告。

## 结束课堂教学

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将商店里的物品返还学生。

让学生一起朗读关于商店的歌谣。

学生下课离开教室时说：Goodbye Shop!

## 课外活动

学生可与家长一起逛商店，练习使用本课所学内容购买苹果、橘子或面包圈等物品。



# Lesson 22 In the Park

## Lesson 22 In the Park

### 1 Listen and say!



We ride bikes.



We fly kites.

56

### 2 Let's chant!



### 3 Let's play!



Hello boys and girls. Let's play Listen and Act.

"Boys and girls fly a kite."

"Boys walk. Girls jump."

57

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following phrases:  
**Let's play in the park.**  
**We ride bikes.**  
**We fly kites.**
2. Students will be introduced to the following verbs:  
**play, ride, fly**

# 第22课 在公园



## MY TEACHING NOTES

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## 教学目标

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1. 学生能够认读、理解和运用下列用语：

Let's play in the park.

We ride bikes.

We fly kites.

2. 向学生介绍下列动词： play, ride, fly

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 22
- Flashcards or pictures of **park, play, ride bikes, fly kites**
- Paper kite pattern, tissue paper for the kites' tails, string for the kites

### Teaching Tip



Before you can teach something, you need to present the key information. Use pictures, move around and use broad demonstrative gestures to get your point across.

## CLASS OPENING

### Greeting and Review

Greet the students: **Good morning/afternoon, class.** The students should say **Good morning/afternoon, Miss/Mrs./Ms./Mr. \_\_\_\_.**

Teacher: **Do you remember what we did last day in English? Yes! We played shop! What were the new English words we learned for things in the shop? Yes! Apples, oranges and donuts! Well done!**

### Lesson Hook

Tell the students to open their books to Lesson 22.

Teacher: **In this lesson, you will learn about things that you can do in the park.**

**Do you have a park near you? What type of things do you do in your park?**  
(Have a conversation in Chinese.)

**Look at the picture on page 56. What are Li Ming, Jenny and Danny doing in the park?**

## NEW CONCEPTS

### 1. Listen and say!

Teacher: **These are the new words and expressions you will learn today:**

**play, ride, fly**

**Let's play in the park.**

**Sure! Great!**

**We ride bikes.**

**We fly kites.**

## 教学准备

- 第 22 课录音带或教学光盘
- 词卡和图片: park, play, ride bikes, fly kites
- 风筝、用来做风筝尾巴的面巾纸以及线

### 教学提示



在讲授新知识前, 教师需要介绍其关键部分, 为了让学生更好地理解, 可以使用图片、动作以及黑板做相应的展示。

## 开始上课

### 问候与复习

使用: Good morning/afternoon, class. 问候学生, 学生可用: Good morning/afternoon, Miss/Mrs./Ms./Mr. \_\_\_\_ 进行回答。

教师: Do you remember what we did last day in English? Yes! We played shop! What were the new English words we learned for things in the shop? Yes! Apples, oranges and donuts! Well done!

### 课文导入

让学生们翻到教科书第 22 课。

教师: In this lesson, you will learn about things that you can do in the park.

Do you have a park near you? What type of things do you do in your park?  
(用汉语完成这个对话。)

Look at the picture on p. 56. What are Li Ming, Jenny and Danny doing in the park?

## 新概念

### 1. Listen and say!

教师: These are the new words and expressions you will learn today:

play, ride, fly

Let's play in the park.

Sure! Great!

We ride bikes.

We fly kites.

Read the new words and phrases slowly pointing to each word as you say it. Ask the students to repeat each word or phrase after you.

Play the audiotape as the students follow along in their student books.

Play it again two or three times, listening to each student pronounce the words and helping them as needed.

### •DEMONSTRATE•

Tell the students to find a partner to draw a picture with. Pairs should draw a picture of the two of them in the park. The picture should demonstrate the action they are doing.

They can share their pictures with another pair by also practicing the phrase:

**We play in the park.** or **We ride bikes in the park.**

### Teaching Tip



Build a colourful mural with your students so they can share their good work! Showing off your students' fine work will help them to build self-esteem. They will also love coming to English so they can have their special work displayed.

### •PRACTICE•

#### Group Work

Give each student a paper kite to cut out and colour. Have tissue paper for the students to use to build tails on their kites. Students should put their name on their own kite.

The kites will go on a wall mural in the classroom called:

#### Grade 2

#### **We fly kites in the park!**

On the mural, the teacher can put cut-out trees, the sun, clouds, flowers and birds while the students are colouring and cutting out their kites!

Display the mural in the classroom or in the hallway! Make your children proud!

## 2. Let's chant!

Teacher: **Look at page 57. Today, we are going to do a chant!**

First, let the students listen to the whole chant on the audiotape.

Write the words to the chant on the blackboard.

**In the park,**

**We ride bikes.**

**We run and jump.**

**We fly kites.**

Play the audiotape again and point to each word on the blackboard as the chant is played.

Without the audiotape, touch each word and say it.

Have the students repeat the words after you as you touch them again.

Do this again, but one line at a time. (You say a line and the students repeat the line.)

Then, do this again with each verse. (You say a verse and the students repeat the verse.)

Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape.

Now you are ready to have the students do the chant without the audiotape.

Say **Stand up and face me.** Chant silently with the children.

朗读生词和用语，并用手逐一指出，让学生跟读。

播放录音，学生看书跟读。

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。

### • 演示 •

让学生找伙伴一起画画，画出公园里的一对小伙伴，画中要展示出他们的动作。

使用句子：We play in the park. 或 We ride bikes in the park. 和其他小组分享自己的作品。

### 教学提示



和学生一起创作一幅壁画，让大家分享劳动成果。展示学生劳动成果能够帮助学生树立自信，激励学生喜欢英语课，喜欢展示他们的作品。

### • 练习 •

#### 小组活动

给每个学生一个风筝进行修剪和涂色，用面巾纸制作尾巴，每个学生要把自己的名字写到风筝上。把这些做好的风筝放到壁画上，并给他们起名：

Grade 2

We fly kites in the park!

与此同时，教师可以把剪好的树、太阳、云、花和小鸟贴到壁画上。

在教室或者楼道里展示这张壁画，让孩子们感到骄傲！

## 2. Let's chant!

教师：Look at page 57. Today, we are going to do a chant!

让学生听录音带里的整首歌谣。

把歌词写在黑板上。

In the park,

We ride bikes.

We run and jump.

We fly kites.

再次播放录音带，随着录音逐一指向单词。

不用录音带，指着每个单词，读出来。

再次指着单词，并让学生跟读。

再做一遍，一次一行。（教师读一行，学生跟读这一行。）

接着，再做一遍，一次一小节。（教师读一小节，学生跟读这一小节。）

再次播放录音带，当学生跟录音唱时教师逐一指向黑板上的单词。

现在准备好让学生一起说歌谣。

教师说：Stand up and face me. 和学生一起默唱。

### 3. Let's play!

#### ●Listen and Act●

Teacher: **Hello boys and girls, let's play Listen and Act. When I tell the girls to do something, they must act it out. When I tell the boys to do something, they must act it out. When I tell the boys and girls to do something, you must all act it out. Listen carefully:**

**Boys and girls fly a kite.**

**Boys walk.**

**Girls jump.**

**Boys ride a bike.**

**Girls play.**

You can extend this activity by using all of the verbs learned so far in this textbook!

## 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 56 or 57.** Point to the page and walk around the class so that everyone can see.

### 1. Tick and say.

Teacher asks: **What can you see in the park?** Students look at the pictures on the road on page 56 and respond with one of the five answers. When they say the correct answer, students tick the circle by the picture.

### 2. Let's play.

Students have a conversation about each of the pictures on page 57. For example, picture 1, students will say: **Jenny, Li Ming and Danny are flying kites.**

## Optional

#### **Game: What Does It Say?**

Use the flashcards for Lesson 22 to play this game.

Students must call out the correct answer when they see one of the following words on a flashcard the teacher holds up:

- **park, bike, kite**
- **play, ride, fly, walk, jump**

## CLASS CLOSING

As the students leave the classroom, ask them to pretend that they are riding their bikes out the door.

## After-Class Activities

When they go home that night, students can ask their parents if they can go to the park to fly a kite or play with them!

### 3. Let's play!

#### • 听并表演 •

教师：Hello boys and girls, let's play Listen and Act. When I tell the girls to do something, they must act it out. When I tell the boys to do something, they must act it out. When I tell the boys and girls to do something, you must all act it out. Listen carefully:

Boys and girls fly a kite.

Boys walk.

Girls jump.

Boys ride a bike.

Girls play.

教师可以使用至今已经学过的动词扩展此项活动。

### 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 56 or 57. 手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

#### 1. Tick and say.

教师提问：What can you see in the park? 学生翻看第 56 页图片，用 5 个答案中的任意一个进行回答。如果回答正确，学生在图片旁的圈里打对勾。

#### 2. Let's play.

学生根据第 57 页图片练习对话。例如根据图片 1，学生说：Jenny, Li Ming and Danny are flying kites.

### 可选活动

#### 游戏：What Does It Say?

利用第 22 课的卡片来玩这个游戏。

教师举起下列词卡时，学生要大声地读出来。

- park, bike, kite
- play, ride, fly, walk, jump

### 结束课堂教学

下课时，让学生假装骑自行车离开教室。

### 课外活动

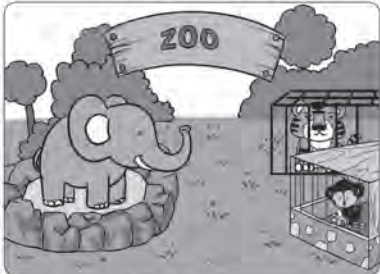
学生晚上回家后，问家长他们是否可以去公园放风筝或和家长一起做游戏。



# Lesson 23 At the Zoo

**Lesson 23 At the Zoo**

1 Listen and say!




This is a zoo.

I see an elephant.  
It is big!

I see a monkey.  
It is small.

2 Let's play!



Tigers sleep.  
Monkeys jump.

58

59

## TEACHING GOALS

Students will be able to recognize, understand and use the following words in sentences with phrases they have already learned:

**zoo, elephant, monkey, tiger**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 23
- Pictures and flashcards for **zoo, elephant, monkey, tiger**

# 第23课 在动物园



## MY TEACHING NOTES

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## 教学目标

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学生能够认读、理解和运用下列他们已经学过的句子中的单词：

zoo, elephant, monkey, tiger

## 教学准备

.....

- 第 23 课录音带或教学光盘
- 词卡和图片：zoo, elephant, monkey, tiger

## Teaching Tip



Always guide and help your students. Be aware of everyone. Walk around the classroom and check and double check students' work. Your role is to guide them in active learning. Be positive, but do not be afraid to correct students where necessary.

## CLASS OPENING

### Greeting and Review

Greet the students with **Good morning/Good afternoon, class**. Ask the students to turn and greet the person next to them with **Good morning/Good afternoon...**(the student's name).

### Lesson Hook

Tell the students to open their books to Lesson 23.

Teacher: **Look at the picture on page 58. What do you think this lesson is about?**

**Very good! Yes, this lesson is about the Zoo!**

**What animals do you see in the picture?**

**Yes! There is a tiger, a monkey and an elephant!**

**We will learn these English words today!**

## NEW CONCEPTS

### 1. Listen and say!

Teacher: **These are the new words and expressions you will learn today:**

**zoo, elephant, monkey, tiger**

**You know all of the other words in this lesson!**

Write **zoo, elephant, monkey, tiger** on the blackboard.

Point to the words as you say them aloud. Have the students repeat after you.

Then, hold up the picture of the zoo and say **zoo**. Have the students repeat after you.

Now hold up the picture of the tiger and say **tiger**. Have the students repeat after you.

Ask them to point to the tiger.

Do the same with the words **elephant** and **monkey**.

Play the audiotape as the students follow along in their student books.

Teacher: **Listen to the audiotape. Point to the correct animal on the page when you hear its name.**

Play it again two or three times, listening to each student pronounce the words and helping as needed.

#### ●DEMONSTRATE●

Ask a volunteer to come to the front of the class and practise the following dialogue with you.

## 教学提示



教师要一直指导和帮助学生，要关注每一个人，绕教室一周，仔细检查学生作业。在主动学习的过程中，教师主要起到指导作用。教师要积极地在必要时纠正学生的错误。

## 开始上课

### 问候与复习

使用：Good morning/afternoon, class. 问候学生，要求学生使用 Good morning/Good afternoon... (学生姓名) 来问候其他同学。

### 课文导入

让学生们翻到教科书第 23 课。

教师：Look at the picture on page 58. What do you think this lesson is about?

Very good! Yes, this lesson is about the Zoo!

What animals do you see in the picture?

Yes! There is a tiger, a monkey and an elephant!

We will learn these English words today!

## 新概念

### 1. Listen and say!

教师：These are the new words and expressions you will learn today:

zoo, elephant, monkey, tiger

You know all of the other words in this lesson!

在黑板上写出单词：zoo, elephant, monkey, tiger

朗读每一个单词，学生跟读。举起动物园的图片，大声说 zoo。让学生跟读。举起老虎的图片，大声说：tiger，学生跟读，并要求学生指向老虎。使用同样的方法学习单词 elephant 和 monkey。

播放录音，学生看书跟读。

教师：Listen to the audiotape. Point to the correct animal on the page when you hear its name.

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。

#### • 演示 •

请一名自告奋勇的学生到讲台前和老师完成以下对话。

Teacher: **I see an elephant.**

Student: **It is big!**

Teacher: **I see a monkey.**

Student: **It is small.**

### **Pair Work**

Ask the student to find a partner. One student says the Tian Tian's part of the dialogue on page 58. The other student says Li Ming's part of the dialogue. Reverse parts in the dialogue.

### **•PRACTICE•**

Use the picture cards to have the students practise the vocabulary for elephant, monkey and tiger.

## **2. Let's play!**

Tell the students to listen carefully.

You will say the name of an animal in the zoo and an action the animal is doing.

The students must make the sound for the animal while they are doing the action.

For example: **Monkey jump!**

Students must make a monkey sound and jump up and down.

### **Teaching Tip**



Students like to dance! Here are 5 good reasons to include dance in your classroom:

- Dancing helps them feel free.
- Dancing makes them feel good.
- Dancing helps them express themselves.
- Dancing helps them feel the rhythm of a song.
- Dancing helps their creativity.

## **Optional**

### **Animal Dance**

Play some music while the students dance like one of the three animals in the lesson. They can all practise together. Stop the music and pick two students to dance. The other students must try to guess which animal each of the two students is pretending to be in their dance!

## **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 58 or 59.** Point to the page and walk around the class so that everyone can see.

教师：I see an elephant.

学生：It is big!

教师：I see a monkey.

学生：It is small.

### 一对一活动

让学生找同伴，一名学生扮演第 58 页对话中的甜甜，另一名同学扮演李明。然后互换角色练习。

### • 练习 •

使用此卡让学生练习生词：elephant, monkey 和 tiger。

## 2. Let's play!

告诉学生认真听。

教师说出动物园里动物的名字并作出相应的动作，学生一边做模仿动作，一边模仿动物的声音。

例如：Monkey jump!

学生就发出猴子的声音，并上蹿下跳。

### 教学提示



学生喜欢舞蹈，下面就是在课堂中经常进行舞蹈的 5 个原因：

- 舞蹈能使学生们感到自由。
- 舞蹈让他们感到舒服。
- 舞蹈能帮助他们表达自己。
- 舞蹈能够帮助他们感受到歌曲的旋律。
- 舞蹈能够激发他们的创造力。

## 可选活动

### 动物跳舞

播放音乐，让学生把自己想象成本课三种动物中的一种跳舞，大家可以一起来。停止播放音乐，请两名学生跳舞，其他学生要猜一猜他们表演的是哪种动物。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 58 or 59. 手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

## 1. Look and colour.

Teacher will ask the students to find various animals in the picture by saying: **Find the \_\_\_\_\_**. When the students find the animal, they should colour it.

## 2. Draw and write.

Students should trace the animal then fill in the missing letter on the animal's name. Students can also colour the pictures!

## CLASS CLOSING

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Have the students leave the classroom dancing like their favourite animal. It can be one of the animals in this lesson or another animal.

## After-Class Activities

When they go home that night, students can draw a picture of their favourite zoo animal – elephant, monkey or tiger!

## 1. Look and colour.

教师说: Find the \_\_\_\_\_. 要求学生找出图片中的动物。学生找出动物后,涂上颜色。

## 2. Draw and write.

学生描绘出动物,并把表示动物名字的单词中缺少的字母补充完整。学生也可以给这些图片涂上颜色。

## 结束课堂教学

.....

学生们扮演他们最喜欢的动物跳着舞离开教室,可以是本课中的动物,也可以是其他的。

## 课外活动


学生晚上回家后,画一画自己最喜欢的动物园的动物——大象、猴子或者老虎。




# Lesson 24 On the Playground

## Lesson 24 On the Playground


**1 Listen and say!**




We play on the playground.



I slide.




I skip rope.




I swing.

60

**2 Let's play!**



Okay. I like to skip rope.



Hello Li Ming. Let's go to the park!


**3 Let's chant!**

I can slide.  
Slide, slide!

I can skip.  
Skip, skip!

I can swing.  
Swing, swing!

Slide, skip, and swing!



61

## TEACHING GOALS

1. Students will be able to recognize, understand and use the following new expression:  
**on the playground**
2. Students will learn and be able to use three new verbs/verb phrases:  
**slide, skip rope, swing**

## TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 24
- Flashcards for **slide, skip rope, swing**
- Cardboard boxes for telephone receivers

# 第24课 在运动场



## MY TEACHING NOTES

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## 教学目标

1. 学生能够认读、理解和运用下面的新用语：  
on the playground
2. 学生学会并能运用下面三个新的动词或动词短语：  
slide, skip rope, swing

## 教学准备

- 第 24 课录音带或教学光盘
- 词卡：slide, skip rope, swing
- 用来做电话听筒的纸盒子

## Teaching Tip



### Five Effective Teacher Attitudes

The five most frequently discussed teacher attitudes and actions include:

1. a genuine caring and kindness of the teacher;
2. a willingness to share the responsibility involved in a classroom;
3. a sincere sensitivity to the students' diversity;
4. a motivation to provide meaningful learning experiences for all students;
5. an enthusiasm for stimulating the students' creativity.

Each attitude of these five teacher attitudes is very important to ensure that students have the best opportunity to be supported in their learning!

## CLASS OPENING

### Greeting and Review

Greet the students with a new greeting. Use a gesture to show students which actions to do:

Teacher: **Students sit.**

**Students stand.**

**Students jump.**

**Students walk** (in place).

**Students fly** (in place).

**Students sit!**

Show enthusiasm for the new greeting and the students will become very excited to try something new too!

Spend a few minutes going over some of the words learned in the last lesson by asking the students to make noises like the following animals:

**elephant, monkey, tiger**

### Lesson Hook

Tell the students to open their books to Lesson 24.

Teacher: **Where do you think the children are in this picture?**

**Yes, they are on the playground.**

**What are they doing in the first picture?**

**Correct. Li Ming is skipping. Jenny is playing hopscotch. Danny is watching.**

Teacher: **In this lesson, you are going to learn about actions we can do on the playground.**

**Can anyone remember what an action word is? Yes. It is a verb.**

**Let's begin!**

## NEW CONCEPTS

### 1. Listen and say!

Teacher: **These are the new words and expressions you will learn today:**  
**playground, slide, skip rope, swing**

## 教学提示



### 五种有效的教学态度

经常讨论的五种教师的教学态度和行为包括：

1. 教师真诚的关爱；
2. 甘心情愿的承担课堂教学责任；
3. 对于学生多样性的敏感；
4. 为学生提供丰富多彩的学习经历的动机；
5. 激励学生创造性的热情。

五种教学态度中的每一种态度对于保证学生在学习中能得到帮助都很重要。

## 开始上课

### 问候与复习

使用新的方式问候学生，用手势告诉学生接下来的活动：

教师： Students sit.

Students stand.

Students jump.

Students walk ( 在座位上 ).

Students fly ( 在座位上 ).

Students sit!

展示出对新的问候方式的热情，学生们见到新的问候方式会很兴奋。

复习上节课所学习的单词，让学生模仿发出下列动物的声音： elephant, monkey, tiger

### 课文导入

让学生们翻到教科书第 24 课。

教师： Where do you think the children are in this picture?

Yes, they are on the playground.

What are they doing in the first picture?

Correct. Li Ming is skipping. Jenny is playing hopscotch. Danny is watching.

教师： In this lesson, you are going to learn about actions we can do on the playground.

Can anyone remember what an action word is? Yes. It is a verb.

Let's begin!

## 新概念

### 1. Listen and say!

教师： These are the new words and expressions you will learn today:

playground, slide, skip rope, swing

Write the sentences on the blackboard:

**We play on the playground.**

**I slide.**

**I skip rope.**

**I swing.**

Say each of the sentences. Point to the words as you say them aloud. Have the students repeat them after you. When you come to the action words, do the actions for the students. Have the students do the actions with you!

Play the audiotape as the students follow along in their student books.

Play it again two or three times, listening to each student pronounce the words and helping as needed.

**•DEMONSTRATE•**

Ask for three volunteers to come forward. The whole class will say: **We play on the playground.**

The person playing Jenny will say: **I slide.**

The person playing Danny will say: **I skip rope.**

The person playing Tian Tian will say: **I swing.**

Change the volunteers and say the dialogue again. Do this 2 or 3 times.

## 2. Let's play!

### Telephone for Two

Choose two volunteers to pretend that they are talking on the phone to each other.

The two volunteers say the following dialogue:

Tian Tian: **Hello Li Ming. Let's go to the park!**

Li Ming: **Okay. I like to skip rope.**

Tian Tian: **I like to fly a kite.**

Do this with 2 or 3 pairs.

## 3. Let's chant!

Tell the students to turn to page 61 in their books.

Teacher: **Let's say a chant!**

First, let the students listen to the whole chant on the audiotape.

Write the chant on the blackboard.

**I can slide.**

**Slide, slide!**

**I can skip.**

**Skip, skip!**

**I can swing.**

**Swing, swing!**

**Slide, skip and swing!**

Play the audiotape again and point to each word on the blackboard as the chant is played.

Without the audiotape, touch each word and say it. Have the students repeat the words after you as you touch the words again.

Do this again but one line at a time. You say a line and the class repeat the line.

Then do this with each verse. You say a verse and the class repeat the verse.

在黑板上写出句子：

We play on the playground.

I slide.

I skip rope.

I swing.

朗读每一个句子，并用手逐一指出，学生跟读。当读到表示动作的词语时，做出这个动作，让学生和你一起做。

播放录音，学生看书跟读。

播放录音两三遍，仔细听每位学生的发音，必要时帮助他们。

### • 演示 •

请三名自告奋勇的学生到讲台前。

全体学生说：We play on the playground.

饰演 Jenny 的学生说：I slide.

饰演 Danny 的学生说：I skip rope.

饰演甜甜的学生说：I swing.

请下一组自告奋勇的学生重复对话练习两三次。

## 2. Let's play!

Telephone for Two

请两名自告奋勇者假装在打电话，练习以下对话：

甜甜：Hello Li Ming. Let's go to the park!

李明：Okay. I like to skip rope.

甜甜：I like to fly a kite.

重复这个练习两三次。

## 3. Let's chant!

让学生把教科书翻到第 61 页。

教师：Let's say a chant!

首先，让学生听录音带里的整首歌谣。

把歌词写在黑板上。

I can slide.

Slide, slide!

I can skip.

Skip, skip!

I can swing.

Swing, swing!

Slide, skip and swing!

再次播放录音带，随着录音逐一指向单词。

不用录音带，指着每个单词读出来。

再次指着单词，并让学生跟读。

再做一遍，一次一行。教师读一行，学生跟读这一行。

Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape.

Demonstrate the chant with the actions, one line at a time. Have the children repeat the words and the actions after you.

Now you are ready to have students chant. Say: **Stand up and face me, please.**

Chant silently with the children. They can copy your actions because they will see you doing them.

## Optional

### Class Telephone

Then have all of the students pretend to talk on the phone by holding up their hand like a receiver. The boys will do Li Ming's part. The girls will do Tian Tian's part.

## ACTIVITY BOOK

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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 60 or 61.** Point to the page and walk around the class so that everyone can see.

### 1. Listen and draw.

Play the audiotape. Students listen and draw a line to connect the pictures in the correct order. The audiotape says:

**1. Listen and draw.**

**I 'm in the bedroom at 6 o'clock.**

**I go to school at 7 o'clock.**

**I say hello at 8 o'clock.**

**I draw at 9 o'clock.**

**I sing at 10 o'clock.**

**I play at 11 o'clock.**

**I'm on the playground at 12 o'clock.**

### 2. Look and match.

Students should match the picture on the right of page 61 with the phrase on the left. (The teacher can read the phrases to the students if reading is too difficult for them.)

## CLASS CLOSING

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Ask the students to chant the new chant to the audiotape as they leave the room.

### After-Class Activities

Have the students share the chant with their families.

接着，再做一遍，一次一小节。教师读一小节，学生跟读这一小节。  
再次播放录音带，当学生跟录音唱时教师逐一指向黑板上的单词。  
用动作来表演这首歌谣，一次一行，让学生跟着教师做动作并重复歌词。  
现在准备好让学生一起唱，教师说：Stand up and face me, please.  
和学生一起默唱，学生看到老师的动作就会模仿。

## 可选活动

### Class Telephone

让学生把手当成听筒在班上假装打电话交谈。  
男孩扮演李明，女孩扮演甜甜。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说：Let's open our activity books and turn to page 60 or 61. 手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

### 1. Listen and draw.

播放录音，学生根据录音内容，画线把图片按正确的顺序连起来。录音内容如下：

1. Listen and draw.

I'm in the bedroom at 6 o'clock.

I go to school at 7 o'clock.

I say hello at 8 o'clock.

I draw at 9 o'clock.

I sing at 10 o'clock.

I play at 11 o'clock.

I'm on the playground at 12 o'clock.

### 2. Look and match.

学生把第 61 页左面的短语与右面的图片连起来。（如果学生读起来很难，教师可以读给学生。）

## 结束课堂教学

告诉学生跟着录音唱起歌谣走出教室。

## 课外活动

学生晚上回家后，把歌谣唱给家长听。



# Unit 4 Review

## Unit 4 Review

### 1 I can say:



- park
- shop
- zoo
- playground
- street

### 2 I can draw:

- two apples
- three oranges
- a bus
- a car



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### 3 I can do:

- ride a bike
- fly a kite
- skip
- slide
- swing



### 4 I can ask:

- Where is the park?
- Where is the school?
- What do you see?
- Can I help you?



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### 5 I can sing and chant:

- Where?
- The Wheels on the Bus
- In the Park
- I Can Slide



ALL DONE!



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## CLASS OPENING

### Greeting

Greet the students. Ask the students to sing **The Wheels on the Bus** for you as a warm-up. Students can walk around the classroom doing the actions with their arms to show the wheels going around and around.

## REVIEW

### 1. I can say:

Slowly go over the new words using the flashcards. Ask each student to say them aloud while everyone else listens. For each word or expression that students are able to say

# 第4单元 复习



## MY TEACHING NOTES

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## 开始上课

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### 问候

问候学生。让学生唱 The Wheels on the Bus 作为热身活动。学生绕教室一周，手臂做车轮状的运动，用以表示车轮滚滚。

### 复习

.....

#### 1. I can say:

使用词卡复习本单元新词汇 park, shop, zoo, playground, street。让一个学生大声读出他们，其他同学仔细倾听，如果他们会读了，就在单词的旁边做一个标记（教

correctly (you can help those who are having difficulty), they should put a check mark beside that word.

**park, shop, zoo, playground, street**

## 2. I can draw:

Ask the students to take out their English notebooks. In their notebooks, ask them to draw and colour the items in Part 2. Check for understanding.

## 3. I can do:

Tell the students you want them to do an action as best as they can to show what the action is when you tell them to do it.

Teacher: **Ride a bike.**

**Fly a kite.**

**Skip.**

**Slide.**

**Swing.**

## 4. I can ask:

Do the chant **Where** in this part of the Review.

Students should repeat the following questions after you. You can then ask them to point to pictures or use a gesture to demonstrate their understanding of the question.

For example, you can put up pictures for the following questions:

**Where is the park?**

**Where is the school?**

You can use gestures for the following questions:

**What do you see?**

**Can you help me?**

## 5. I can sing and chant:

Students have already done the chant **Where** and the song **The Wheels on the Bus** in the opening and Part 4 of the review. Students can now chant **I Can Slide** together. The last chant, **In the Park** will be done as the students leave the classroom at the end of this class.

# ACTIVITY BOOK

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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 62, 63 or 64.** Point to the page and walk around the class so that everyone can see.

## 1. Listen and circle.

Students should listen to the audiotape or instructions to circle the correct number of

师要帮助那些有困难的学生)。

## 2. I can draw:

让学生拿出笔记本，在上面画出第二部分的物体并涂色。检查学生的理解能力。

## 3. I can do:

要求学生尽可能的按教师所说的做出相应的动作。

教师: Ride a bike.

Fly a kite.

Skip.

Slide.

Swing.

## 4. I can ask:

用歌谣 Where 进行复习。

学生跟读下列问题，教师要求学生指出图片或者使用手势表明他们对于问题的理解。

例如，教师举起图片提问以下问题:

Where is the park?

Where is the school?

教师也可以使用手势提问:

What do you see?

Can you help me?

## 5. I can sing and chant:

在复习的第4部分及开课时，学生已经练习了歌谣 Where 和歌曲 The Wheels on the Bus。现在他们可以一起练习歌谣 I Can Slide。最后一首歌谣 In the Park，可以让学生们在离开教室的时候练习。

## 活动手册

帮学生翻到他们要完成的页码，将自己的书举起，打开书翻到正确的页码。然后说: Let's open our activity books and turn to page 62, 63 or 64. 手指这一页，在全班走一圈，以保证每名同学都翻到正确的页面。

### 1. Listen and circle.

学生要听录音或指示圈出第62页上苹果、橘子或面包圈的正确个数。录音内容为:

apples, oranges or donuts on page 62. The audiotape says:

**two apples six oranges three donuts**

## 2. Read and match.

Students should match the pictures on the right of page 63 with the sentences or questions on the left.

## 3. Colour and talk.

Teacher talks about the picture on page 64 with the students. Students respond with: **I see \_\_\_\_\_**. or **It is \_\_\_\_\_**. Students can colour each animal as they talk about it. They can then finish colouring the whole picture once the discussion is completed.

## CLASS CLOSING

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Congratulate the students for their hard work and for having done the Learning English Book 2.

Ask the class to say one sentence or phrases from the book without opening their books. Encourage the students to say something different from other students before them.

Tell the students it is now time for them to go play in the park so they can chant **In the Park** as they head out the door!

two apples six oranges three donuts

## 2. Read and match.

学生把第 63 页左面的句子或短语与右面的图片连起来。

## 3. Colour and talk.

教师与学生一起讨论第 64 页图片，学生回答：I see \_\_\_\_\_. 或者 It is \_\_\_\_\_. 学生边说边把动物涂色，讨论结束后学生也就能把所有的图片都涂完。

## 结束课堂教学

祝贺学生学完了学英语这本书第二册的学习以及他们所付出的努力。

要求学生不看书说出一个句子。鼓励他们说出一些与别人不同的内容。

告诉学生现在他们可以去公园玩了，因此他们要一边说歌谣 *In the Park*，一边走出教室。