

义务教育教科书·英语
教师用书

LEARNING
ENGLISH

义务教育教科书·英语



教师用书 Teacher's Guide

(一年级起点)

三年级下册

It's fun! It's easy!



定价: 32.00 元 (含光盘)

河北教育出版社

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出版者的话

亲爱的老师和同学们，您知道吗？这套小学《英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外基础英语教学和研究的专家、学者及优秀教师根据《英语课程标准》编写的，供义务教育六年制小学一年级至六年级使用的全新英语教材。这套教材包括《教科书》、《活动手册》、《同步练习册》、《教师用书》、录音带以及各种多媒体资源，可以满足师生在不同层次、场合的教学和学习使用。

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

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

这套教材的语言信息含量大，既贴近学生生活，又展现了中西方国家的不同文化背景。《活动手册》等配套材料设计了丰富多彩、新鲜活泼的练习形式，为学生巩固知识、实践语言提供了广阔空间；录音带、多媒体资源为学生的课堂学习，尤其是课外学习提供了很大方便；《教师用书》列举了翔实、具体的教学建议，为教师更好地完成教学任务提供了先进的教学理论和宝贵的教学实践资料。

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

国家教育部、河北省教育厅等有关部门始终关怀这套教材的编写和使用，并给予了具体指导和大力支持；久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。对此，我们代表所有使用这套教材的老师和同学们一并表示衷心的感谢！

CONTENTS

HOW TO USE THIS TEACHER'S GUIDE	2
PHILOSOPHY OF THE <i>LEARNING ENGLISH</i> PROGRAM	6
YOUR ENGLISH CLASSROOM	18
Unit 1 How Do You Feel?	22
Unit 2 Animal Friends	57
Unit 3 My Day	90
Unit 4 Healthy Me	121
TEACHING TECHNIQUES	150
PUPPETS, POSTERS AND MORE	162
GAMES	166
VOCABULARY	182
STRUCTURES AND EXPRESSIONS.....	186

HOW TO USE THIS TEACHER'S GUIDE

The guide and its companions

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

In addition to this guide, you should have:

- An audiotape.

Each student should have the companions:

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

Where to start

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

Work through each lesson

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

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

如何使用 《教师用书》

《教师用书》及配套教材

本书是与《学英语》配套的教师用书,供一个学期使用。

另外,教师还要有:

- 听力磁带

每个学生应备有以下配套资料:

- 学生用书
- 活动手册
- 学生词汇卡片

从何开始

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

如何上好每一节课

本书包括4个单元,共24课(每单元共6课)。每单元的最后一课是复习课。

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

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

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

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

Refer to the back of the guide

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

Teaching Techniques

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

Puppets, Posters and More

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

Games

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

Songs

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

Adapt it!

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

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

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

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

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

参考本书后面部分

本书后面部分为补充材料,帮助教师更好地进行课堂教学。主要内容如下:

教学技巧

本部分列举了词汇教学和练习、语音教学和评价学生学习进步情况的各种方法。

手偶、张贴画的制作及其他

该部分介绍了如何为教室制作手偶、张贴画和展品等学习材料。

游戏

该部分包含本书各课的游戏索引,同时还补充了一些游戏。

歌曲

该部分列举了本书的歌曲,并配有歌词和曲谱。

作适当调整!

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

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

PHILOSOPHY OF THE LEARNING ENGLISH PROGRAM

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

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

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

《学英语》 编写指导思想

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

语会激发学生学习的兴趣。他们所学的是自然的语言而非做作的课堂对话。

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

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

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

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

《学英语》低年级阶段的总体目标

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

下面是本教材的总体目标。每一项都详细描述了在低年级阶段的具体要求。

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

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

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

Teaching with the *Learning English* program

This program stresses:

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

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

使用本教材进行教学

本教材强调以下几点:

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

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

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

The early primary program provides:

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

What about phonetics?

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

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

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

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

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

低年级阶段教材包括如下内容:

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

关于语音

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

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

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

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

What about grammar?

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

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

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

What about memorization?

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

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

What about translation?

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

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

关于语法

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

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

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

关于记忆

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

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

关于翻译

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

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

YOUR ENGLISH CLASSROOM

Make your classroom welcoming

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

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

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

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

英语

课堂

营造美好的课堂氛围

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

如果你的课堂环境满足了小学生的以上需求,他们就会喜欢学习,努力学习。

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

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

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

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

Unit 1

How Do You Feel?



General Goals for Unit 1

The prime objective of all units of the Grade 3 *Learning English* program is to expand the children's English language in concepts of interest to them at their grade level.

The Grade 3 *Learning English* program provides students with a balanced approach to literacy by introducing them to the six receptive and expressive strands of English Language Arts (ELA) including: reading, writing, listening, speaking, viewing and representing.

This unit introduces children to words and expressions they might use in everyday life. Students will be expected to master these words and phrases through applied practice in the classroom.

Each lesson is organized under the following headings:

TEACHING GOALS: Specific objectives for the lesson.

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

CLASS OPENING

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

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

NEW CONCEPTS

Each lesson in the Student Book contains some or all of the following activities:

1. Listen and say!

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

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

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

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

3. Let's play!

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

Teaching Tip



Tips for Encouraging EFL Students to talk in the classroom

Getting students to talk in the EFL classroom is the key to a successful speaking lesson. Here are some questions to ask yourself about why students may not be participating orally:

Do students feel uncomfortable speaking because they are shy or embarrassed to talk at their level?

Is there too much emphasis places in students speaking correctly so students are afraid to make a mistake?

Are instructions clear on the speaking tasks you are giving your students?

Are students tired or bored with the topic?

Are students bored with their partner?

Do students feel motivated to learn the language?

Try using the following strategies to encourage participation:

1. Focus on fluency.
2. Correct only mistakes that block fluency.
3. Remember VAKT.
4. Switch groupings often.
5. Praise! Praise! Praise!
6. Give time to prepare.
7. Talk little. Listen much.
8. Ask students a lot of questions to keep class dialogue going.
9. Use choral responses.
10. Give clear instructions.
11. Be a good model.
12. Use interesting materials.
13. Try task-based activities.
14. Create a friendly environment.

4. Let's do it!

These sections are designed to engage students actively in one or another of the six strands of language arts: reading, writing, listening, speaking, viewing or representing.

Optional

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

Please note that not all the lessons always contain all activities. You can use your

Teacher's Guide to follow along with the activities from the Student Book.

ACTIVITY BOOK

Explain the activities from the Activity Book and help the students complete them.

CLASS CLOSING

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

Specific Goals for Unit 1

Knowledge and Skills

1. Students will be able to do the following:
 - Be able to discuss feelings.
 - Be able to differentiate between warm and cool, hot and cold.
 - Ask and answer how a person is.
 - Ask and answer a person about a problem.
 - Talk to a doctor about how you feel.
2. Students will be able to recognize, understand and use the following vocabulary:
happy, sad, tired, angry, warm, cool, hot, cold, ill
feel, let, go, can, see
nose, ear, fan, ice cream, hospital
much
3. Students will be able to understand and respond orally to the following expressions:
 - **How do you feel?**
 - **I feel...**
 - **Are you okay?**
 - **My knee/nose/ear hurts.**
 - **What's the matter?**

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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





Cultural Awareness

Children are expected to learn how to express how they feel in English to a friend, their parents or a doctor.


Lesson 1 How Do You Feel?

Lesson 1 How Do You Feel?

1 I feel happy!







1 I'm happy! How do you feel?




I feel happy, too!

2 I'm sad! How do you feel?




I feel sad, too!

3 How do you feel?




I feel angry.

4 How do you feel?




I feel tired!


2 Let's sing!




If you're happy and you know it,
Clap your hands.



If you're sad and you know it,
Sit and cry.




If you're tired and you know it,
Go to sleep.




If you're angry and you know it,
Stamp your feet.

3 Let's play!


Act and say.




I feel happy. How do you feel?



I feel angry. How do you feel?



I feel sad. How do you feel?



I feel tired.

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
feel, happy, sad, tired, angry
- Students will be able to recognize, understand and use the following expressions:
How do you feel?
I feel...

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 1
- Picture and word cards for Lesson 1: **happy, sad, tired, angry**
- Paper for feelings masks and popsicle sticks

CLASS OPENING

Greeting and Review

Greet the students back to school in English with: **Welcome back, students! It's good to see you! I feel happy that you are here!**

Ask students if they recall any of the concepts they learned in their last semester.

Lesson Hook

Tell the students to open their books to Unit 1. Open your own book and show the students what they should look for. Ask the students what they think the four children in the picture on the front page for Unit 1 are doing.

Teacher can say: **What do you think this unit is about? Do you recognize any of the words on this page? This unit is called "How do you feel?" These children are touching each other – they are feeling each other with their hands. But the unit is really all about how we feel inside and out. What do you think that means?** (Have a conversation in Chinese with the students.)

Turn to page 2 in your book. Look at the title of this lesson. Do you recognize any words in this title? This lesson is called How do you feel?

NEW CONCEPTS

1. I feel happy!

Teacher can say: **Look at the pictures at the top of page 2. How do you think each of the children in those pictures feels? Yes, the girl is happy. Li Ming is sad. The boy sitting down is tired and Jenny is angry!**

Teaching Tip



Picture Cues

Part 1 of Lesson 1 is an excellent example of how pictures give strong clues to students to help them figure out what the English language is being used/taught.

Take out the four word cards and put them on the board. Ask the students to repeat each of the words after you. Draw a picture showing a face to demonstrate each of the feelings in the four cards.

Teacher can say: **Look at Jenny, Li Ming and Danny in the next pictures.**

In picture 1, is Jenny happy, sad, tired or angry? Yes, she is happy! Very good. She is asking Li Ming: How do you feel? He is happy too.

Repeat this discussion for each of pictures 2, 3 and 4.

Teacher can say: **Let's listen to the audiotape and follow along in our books. Touch each word as the audiotape says it. Do not read aloud the first time. Read to yourself.**

Play the audiotape as the students follow along silently touching each word.

Teacher can say: **Let's play the audiotape again, following along in our books. Touch each word as the audiotape says it. This time, read the sentences aloud with the**

audiotape.

Excellent!

Now ask different students to “read” the dialogue in each of the four parts pictures on page 2. Give the students assistance as necessary. Read through Part 1 several times to ensure many students have the chance to “read” to the class.

Teaching Tip



Feelings

Introducing a way for elementary students to express their feelings is an important part of their education. Unit 1 opens up the conversation in English for students to share how they feel during their day at school, why they feel the way they do and where they go to for help when they do not feel well.

•DEMONSTRATE•

Feelings Masks

Cut out two circles. Glue a popsicle stick to the bottom of the circle.

happy/sad

Side 1 of Circle 1: Draw a happy face.

Side 2 of Circle 1: Draw a sad face.

tired/angry

Side 1 of Circle 2: Draw a tired face.

Side 2 of Circle 2: Draw an angry face.

Call up two students. Give them each one of your two sided face masks.

Teacher (Ask the question): **How do you feel?**

Student 1 (with happy/sad mask): **I feel happy or I feel sad.**

Student 2 (with tired/angry mask): **I feel tired or I feel angry.**

Ask the question twice to each student. They can turn their face masks around and respond using both sides of their face mask.

•PRACTICE•

Pair Work

Ask students to find a partner.

Tell pairs they must make two face masks: **happy/sad** and **tired/angry**.

Each student should make one of the two face masks.

Role Play

Using their face masks, pairs can practice the following dialogue:

Student 1: **How do you feel?**

Student 2: **I feel happy/sad.**

Students can reverse their masks to respond twice to the question before reversing roles and asking the question of their partner.

Student 2: **How do you feel?**

Student 1: **I feel tired/angry.**

Ask several pairs to demonstrate their dialogue for the class.

2. Let's sing!

Song: If you're happy and you know it!

Play the audiotape and let the students listen to the whole song.

If you're happy and you know it,

Clap your hands.

If you're sad and you know it,

Sit and cry.

If you're tired and you know it,

Go to sleep.

If you're angry and you know it,

Stamp your feet.

Tell the students to open their books to page 3.

Tell the students there are 4 verses to the song.

Each verse sings about a different emotion.

Verse 1: **happy**

Verse 2: **sad**

Verse 3: **tired**

Verse 4: **angry**

The first two lines in each verse are the same except for the feelings word.

The third line in each verse changes depending upon the action that goes with the feeling.

Go through each picture to discuss the different action the students should do with each feeling word.

Teaching Tip



Picture –Word Association

It is extremely helpful to students when there are pictures available that will help them predict the words to a song.

Put the song on the board.

Play the audiotape again, pointing to each word as the students sing along.

Play the audiotape again, this time add the actions. Students can sing and follow along with you.

3. Let's play!

Act and say.

Students are reminded that in this game, they can use the feeling words: **happy, sad, tired** or **angry**.

Students form a circle around the room. The teacher starts by acting and saying: **I feel... How do you feel?** to the student to his/her right. That student turns to the next student, act and says: **I feel... How do you feel?** That student turns to the next one, act and says **I feel... How do you feel?** And so on to the last person in the circle, the one to the teacher's left.

Optional

Walk and Talk

This game is a version of the activity the students did above during Listen and Say practice.

Students have their face masks. They walk around the room until the teacher rings the bell once.

Then they turn to another student close to them and say: **I feel... How do you feel?** (using their face mask to demonstrate their feeling face.) The other student responds with **I feel...** (by showing his/her face mask.)

Students flip their masks over, the teacher rings the bell twice for them to continue walking.

The teacher rings the bell once again for students to find a different partner and they practice the dialogue again using the opposite side of their facemask.

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.**

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

There are two pages in the activity book for every lesson. Depending on how much time you have, you can have the class do one or both activities. In Chinese, explain the activities to your students.

CLASS CLOSING

Teacher can say: **Well done class! Let's all stand up and, sing If you're happy and you know it... Row 1 can leave during the first verse, Row 2 during the second and so on...**

After-Class Activities

Ask the students to sing the new song to their family.

Students can also take their face masks home to practice their feeling words with their parents.

Lesson 2 Warm and Cool

Lesson 2 Warm and Cool

1 Warm or cool?



2 How do you feel?



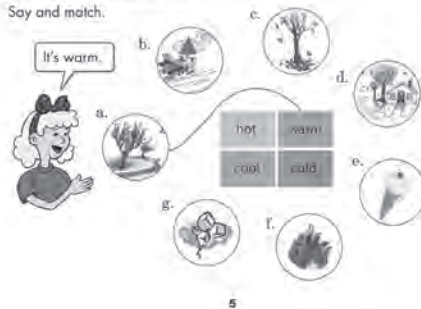
3 Let's play!

Take a card and talk.



4 Let's do it!

Say and match.



TEACHING GOALS

Students will be able to recognize, understand and use the following words:
warm, cool, ice cream, cold, fan, hot

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 2
- Word and picture cards for Lesson 2
- Butcher block paper for posters
- Cards for card game
- Weather pictures

CLASS OPENING

Greeting and Review

Greet the students by playing the song **If you're happy and you know it** on the audiotape as they enter the room! Students can sing along.

Ask the children what they recall from Lesson 1. Discuss the concepts.

Lesson Hook

Tell the students to open their books to Lesson 2.

Teacher can say: **This lesson is about how we feel but not about our emotions! This lesson is about how our body physically feels.**

Discuss how the students feel during various seasons and weather.

NEW CONCEPTS

1. Warm or cool?

Draw a thermometer on the chalkboard. Tell the students that all of the feeling words they learn today can be put on the thermometer!

Put the four new words on the chalkboard:

cold, cool, hot, warm

Now ask the students where these words would go on the thermometer:

•DEMONSTRATE•

Play the audiotape for Part 1.

Ask the students to read with the audiotape as they follow along in their books.

Play it two or three times and listen to help students having difficulty.

2. How do you feel?

Play the audiotape for Part 2.

Ask the students to read with the audiotape as they follow along in their books.

Play it two or three times and listen to help students having difficulty.

Ask the students to work with a partner to find the key English words in each of the sentences in Parts 1 and 2. Share as a class.

Teaching Tip



Types of feelings

Some feelings have to do with your emotions. They affect your thoughts, beliefs and your actions. Some examples are when you feel happy or sad. Your head and heart reacts to these types of feelings.

Other feelings are primarily physical. For example, if I say, I feel warm, hot or cold, this has to do with how my body is reacting to the weather or an illness. Your body can also react to extreme emotion – for example, when a person is very scared, he or she may feel very cold.

Your body has a built-in thermometer!

It is important to help children differentiate between these two different types of feeling words.

●PRACTICE●

Group Work

Ask 4 students to work together to make a large butcher block poster.

Half of the students can make warm/cool posters, the other half can make hot/cold posters.

Remind students to colour their posters and be prepared to share during a Gallery walk.

Class Gallery Walk

One student from each group can stay with the group poster.

The rest of the group will circulate on the bell to the next Gallery Walk poster.

Present

Group poster sharers can explain their poster to visiting groups, explaining it by using key vocabulary from this lesson: **He/she feels... cold, cool, hot, warm.**

3. Let's play!

Take a card and talk.

Students work in groups of 4 to make and then play this card game.

Card Game Rules

Groups are each given 8 cards.

Group members write the following feeling words on each of the cards:

happy, sad, tired, angry

cold, cool, hot, warm

Cards are placed upside down on a desk.

Group members take turns asking the question: **How do you feel?** going from right to left in a circle.

The person answering the question takes a card and responds by saying (depending upon what their card says):

I feel happy, sad, tired, angry, cold, cool, hot or warm.

That person then asks the next group member: **How do you feel?**

And so on...

4. Let's do it!

Say and match.

Tell the students to look at the pictures.

For each picture there is a feeling word in the centre.

Students draw a line from the picture to match the correct feeling word.

Some feeling words will have more than one line drawn to a picture.

Optional

Weather Game

Weather Game Rules

The teacher brings in many weather pictures to use in this game.

She/He holds up a picture for the class to see and asks: **How do you feel?**

The flash cards for **hot, cold, warm** and **cool** are placed on four walls in the classroom.

The students must decide which is the correct wall to go to.

Students who do not go to the correct wall must sit down.

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.**

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

CLASS CLOSING

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

Exit ticket: Students must whisper one of the eight feeling words to the teacher as they leave the classroom today: **happy, sad, tired, angry, cold, cool, hot, warm**

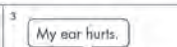
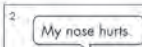
After-Class Activities

Students can share their new vocabulary with their parents.

Lesson 3 Are You Okay?

Lesson 3 Are You Okay?

1 Are you okay?



2 I hurt my foot



3 Let's sing!

Are you okay?
Are you okay?
No, I'm not. No, I'm not.
My knee hurts. My knee hurts.
It hurts a lot. It hurts a lot.

Are you okay?
Are you okay?
Yes, I'm fine. Yes, I'm fine.
The nurse is nice. The nurse is nice.
And kind. And kind.



TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
nose, ear
- Students will be able to recognize, understand and use the following expressions:
Are you okay?
My knee/nose/ear hurts.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 3
- Flash picture and word cards for lesson 3
- Nurse's hat

CLASS OPENING

Greeting and Review

Greet the students.

Teacher can say: **Hello students! How do you feel today? Can you tell me?**

Ask for 3 or 4 students.

Teaching Tip



Top 5 review strategies

Sometimes review activities can be boring, and leave your students unengaged. To turn those gripes into grins, try these five teacher-tested review lessons with your students.

Graffiti Wall:

When students hear the words “it’s review time”, you might get a bunch of groans. To change those groans to cheers, try this fun activity that will have your students wanting more. Here’s how it works:

Place a variety of different coloured dry erase markers on the front board (or different coloured chalk if you have a chalk board).

Then give students a review topic, and randomly call about three to five students at a time to the board.

The students’ goal is to think of any word that associates with the given topic.

Students can write the word any way they like (sideways, up and down, backwards, etc.)

One rule you must enforce is that students cannot repeat any word that is on the board.

Once all the students have had a turn, pair them up and have each student tell their partner about five of the words on the board.

3-2-1 Strategy:

The 3-2-1 review strategy is a great way for students to review just about anything in an easy and simple way. There are a few ways you can use this strategy, but I found the students’ favourite way is to draw a pyramid.

Here’s how it works:

Students are given a review topic and told to draw a pyramid in their notebook.

Their goal is to write down three things they learned, two things they thought were interesting, and one question they still have. You can adapt this activity any way you want. Instead of asking a question on the top of the pyramid, students can write a summary sentence. Or, instead of writing two things they found interesting, they can write two vocabulary words. It is easily adaptable.

Post-it Practice:

If your students love the game “Headbands”, then they will love playing this review game. Here’s what you have to do to get started.

Provide each student with a Post-it note, and have them write down one review term on it.

Then without the other students seeing the note, have each student choose one person to stick their note to their forehead.

The goal of this activity is for students to go around the room and try to explain the term without using the actual term. Make sure that each student has the opportunity to go around the room and explain each term.

Move Ahead of the Class:

This review game is the perfect way to incorporate team work, while reviewing important skills. Here is how you play:

Divide students into teams of two, then have students stand in a row where one student is behind another student.

Use the squares of the floor as the game board and tape off a finish line.

To play the game, have one person from each team face-off by answering a review question. The first person to answer it, moves ahead to the next square.

After the first question, the next person in line takes the place of the student who got the answer correct.

The game goes on until one team crosses the finish line.

Sink or Swim:

Sink or Swim is a fun review game that will have your students working together as a team in order to win the game. Here's what you need to know to play the game:

Divide students into two teams and have them form a line and face one another.

Then ask team 1 a question. If they get it right, they can choose one person from the other team to sink.

Then ask team 2 a question. If they get the answer right, they may either sink their opponents' team member, or save their sunken team member.

The winning team is the one with the most people at the end.

Lesson Hook

Tell the students to open their books to Lesson 3.

Teacher can say: **In this lesson, you will learn how to tell a nurse in English what is wrong with you.**

NEW CONCEPTS

1. Are you okay?

Tell the students to find Page 6 in their student books.

Teacher can say: **In Part 1 there are 3 pictures. What do you think is happening in each of the pictures?**

Very good! The boys are telling the nurse what is wrong with them. What hurts in picture 1? Picture 2? Picture 3? Great!

Then say: **Let's listen to the audiotape. Let's listen a second time and you can read along aloud!**

•DEMONSTRATE•

Take out a nurse's hat. Put it on your head and call up 3 students to help you demonstrate the new dialogue.

Teacher (as nurse): **Are you okay?**

Student 1: **No, my knee hurts.**

Student 2: **No, my nose hurts.**

Student 3: **No, my ear hurts.**

Students can point to the part of their body that hurts when they tell the nurse what is wrong.

Work As a Class

Tell the students they are going to practice the new dialogue.

They can take turns being the nurse by passing the nurse's hat to the right to give another student a turn.

The hat serves not only as a prop to let everyone know who the nurse is, it also lets students know who will start the dialogue for the next group of 4 students in the circle.

Teaching Tip



Purpose of Props

Props can serve more purpose than simply adding to imagination time. Some props like clothing, can be used to indicate who will start a pre-prepared dialogue in a sequence.

Teaching with props

A prop, short for "theatrical property", is any item used in a dramatic presentation, such as a play or a movie or even playtime for elementary students. In some cases, props are simply normal versions of everyday items, such as tables or pens, but there are some props that have to be specially made, such as fake food that will not need replacing with every performance. Teachers can incorporate dramatic props into their lessons to let students express their understanding of a topic in creative ways.

2. I hurt my foot

Tell students to look at the picture on page 7. Discuss the picture with the students: **What do they think is happening? Who is hurt? Who is helping the girl that is hurt? How did the girl hurt herself?**

Ask students to listen to the audiotape and read along.

3. Let's sing!

Song: Are you okay?

Tell the students to look at the song on page 7.

Play the song through once so the students can hear the rhythm.

Are you okay?

Are you okay?

No, I'm not. No, I'm not.

My knee hurts. My knee hurts.

It hurts a lot. It hurts a lot.

Are you okay?
Are you okay?
Yes, I'm fine. Yes, I'm fine.
The nurse is nice. The nurse is nice.
And kind. And kind.

Then explain to the students that there are two verses.

Ask them to show you in their books where the two verses are.

The first two lines of both verses are the same. These lines say:

Are you okay?

Ask the students to repeat this line after you.

Have them find the four lines that say the same thing.

Verse 1:

Ask students to look at Verse 1.

The new words in Verse 1 are **knee** and **hurts**. Ask students to touch each of these words in their books as you say them.

Lines 3, 4 and 5 repeat themselves within:

No, I'm not. No, I'm not.
My knee hurts. My knee hurts.
It hurts a lot. It hurts a lot.

Go through these lines with the students.

Play the audiotape for Verse 1 and ask the students to follow in their books.

Verse 2:

Ask students to look at Verse 2.

The new words in Verse 2 are **nurse**, **nice** and **kind**. Ask students to touch each of these words in their books as you say them.

Lines 3, 4 and 5 repeat themselves within.

Yes, I'm fine. Yes, I'm fine.
The nurse is nice. The nurse is nice.
And kind. And kind.

Go through these lines with the students.

Play the audiotape for Verse 2 and ask the students to follow in their books.

Play the audiotape again, asking the students to sing the lines with the audiotape.

Don't forget to clap the rhythm. It will help students remember the words!

Now ask the students to stand up and sing the whole song together!

Teaching Tip



Repetition in songs

One of the most important ingredients of successful songs is repetition. Repetition is a key part of learning almost anything, so if you want someone to learn your song quickly, you can't afford not to use it.

(J. Braheny, 2002, The Craft and Business of Songwriting (2nd edition), Writers Digest Books)

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.**

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

CLASS CLOSING

Ask the class to clap the rhythm of the song and sing it as they leave the classroom row by row.

After-Class Activities

Students should sing the new song to their families.

Students can teach their parents their new English words from this lesson.

Lesson 4 What's the Matter?

Lesson 4 What's the Matter?

1 What's the matter?



8

2 Let's play!

Role play.



3 Let's do it!

Write and talk.



9

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
much, let, go, see, ill, hospital
- Students will be able to recognize, understand and use the following expressions:
What's the matter?
My arm hurts. It hurts so much.
I feel sick.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 4
- Picture and word cards for Lesson 4
- Butcher block paper for the timetable

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning/afternoon students!**

Students should respond with: **Good morning/afternoon teacher!**

Put the flash card for the parts of the body they have already learned on the blackboard:
nose, ear, foot, leg, arm, hand

Ask students to tell you any other English words for parts of the body that they know and write these on the board: (for example) **head, shoulders, toes, eyes, mouth**

Tell the students you want them to pretend that they have a part of their body that hurts.

Now ask several students: **Are you okay?**

Students should respond with: **No. My... hurts.**

Lesson Hook

Tell the students to open their books to Lesson 4.

Teacher can say: **Today we're going to learn some English words that will help someone take us to the doctor or the hospital. Why do you think this is an important thing to learn?**

Teaching Tip



Making Learning Relevant

If students can see that learning a new word or phrase can be useful to them, they will be more likely to retain the information!

NEW CONCEPTS

1. What's the matter?

Tell the students that they will learn these new words and phrases today:

What's the matter?

My arm hurts. It hurts so much.

Let's go to see a doctor.

I feel ill.

Let's go to the hospital.

Write each new phrase on the board.

Explain in Chinese what each new word or phrase means.

Say it a few times.

Let the students repeat each word or phrase after you before you write the next word or phrase on the board.

Encourage the class to repeat each new word or phrase with you several times.

Repeat this process with each new word or phrase.

Play the audiotape for Part 1 as the students follow along in their student books on pages 8 and 9. Play it three or four times, as needed. Walk around the class, listening to each

student. Read the dialogue along with the audiotape.

●DEMONSTRATE●

Say to the students: **Let's get into Drama Time!**

Teaching Tip



Drama Time

Practice having your students move into Drama Time often so that when you want them to imagine that they are in a specific scene or location, they will be able to do so. It is much easier for students to practice dialogues if in Drama Time because they can imagine the conversation as it might be.

Cueing Drama Time

Give a cue to help students move from Real Time into Drama Time. A bell or chime or some other musical instrument that is strictly associated with Drama Time will move the students quickly into play acting!

Teacher can say: **Imagine that you have something wrong with you. I will walk around the classroom and ask you: What's the matter? You will respond with:**

My arm/leg/toe/head/nose/ear/mouth hurts.

Let's go to see a doctor.

or

I feel sick.

Let's go to the hospital.

Check to make sure all of the students understand your instructions.

Teaching Tip



Checking for understanding

It is important to check frequently with students to make sure they understand each instruction that you are giving them. Otherwise you will lose some students along the way. It is difficult to bring students back into the learning circle once they lose the purpose for an instruction or lesson.

●PRACTICE●

Work in Pair

Students can work in pairs to practice the following 2 dialogues:

Student 1: **What's the matter?**

Student 2: **My arm hurts**

Student 1: **Let's go to see the doctor.**

Student 1: **What's the matter?**

Student 2: **I feel sick.**

Student 1: **Let's go to the hospital.**

Sharing

Ask several pairs to share their dialogue with the class

2. Let's play!

Role play.

Tell the class to get into a circle.

Student 1 turns to the student to the right and says: **What's the matter?**

The next student says: **My foot/arm/nose/head...etc hurts.**

Then he/she turns to the next student to the right and says: **What's the matter?**

This continues around the circle.

3. Let's do it!

Write and talk.

Tell the students to look at Part 3. Discuss the pictures with the class.

Then ask students to complete the sentences in pictures 2 and 3.

They should model the sentences after the sentence in picture 1 but change the part of the body in each picture to the one the student is pointing to.

Optional

I'm Hurt Card Game

I'm Hurt Card Game Rules

Students are each given a card. On the card, they must draw a picture of a student pointing to a part of their body that hurts.

Teacher collects the cards then shuffles them.

Teacher asks one student to be the nurse. The nurse puts on the nurse's cap.

The nurse calls students one by one to the front of the class to pick a card.

The nurse says: **What's the matter?**

The students says: **My... hurts.** (depending upon what the picture is on the card.)

That student becomes the nurse and calls another student to the front of the class.

This can continue through all members of the class if you wish!

The teacher can help with the dialogue.

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.**

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

CLASS CLOSING

As students leave the classroom, they can whisper to the teacher a part of their body that might hurt!

After-Class Activities

Students can teach their parents their new vocabulary and phrases.

Lesson 5 Danny Isn't at School

Lesson 5 Danny Isn't at School

1 Where is Danny?

1 Hi Jenny. Where is Danny today?
Danny isn't at school. He doesn't feel good.

2 Oh no! What's the matter?
His foot hurts.

3 I see. This is the homework. Can you take it to Danny?
Sure.

4 Hi Danny. How do you feel?
I feel good now.

5 Great. I have your homework.
Oh, now I don't feel so good.

10

2 Let's chant!



Three little teddy bears
jumping on the bed. One falls
off and bumps his head.



Jenny calls the
doctor and the
doctor says,



"No more teddy
bears jumping
on the bed!"



Two little teddy bears jumping
on the bed. One falls off and
bumps his head.



Jenny calls the
doctor and the
doctor says,



"No more teddy
bears jumping
on the bed!"

3 Letters and sounds

a	happy	sad	matter	hand
o	doctor	hot	body	hospital
h	head	hot	hand	help

Try to read

Tongue Twister
A sad cat sat in a black hat.



11

TEACHING GOALS

Students will be able to recognize, understand and use the following words:
can

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 5
- Picture/word cards of the new vocabulary words from Lesson 5

CLASS OPENING

Greeting and Review

Greet the students with: **Welcome back students!**

Lesson Hook

Tell students to open their books to Lesson 5.

Teacher can say: **In this lesson, we will be reading a short story. Can you guess what it is about? Who are the people in this story?**

Teaching Tip



The Importance of Making Predictions

Making predictions is more than just guessing what is going to happen next. Predicting helps students become actively involved in reading and helps to keep their interest level high. Some of the other benefits of teaching students to make predictions are:

Helps students to ask questions while they are reading.

Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events.

Provides a way for students to monitor their understanding of the material.

As students learn prediction skills, they will more fully comprehend what they have read and will retain the information for longer periods of time.

NEW CONCEPTS

1. Where is Danny?

Tell the class about the new words and expressions they will learn today:

homework, good

Where is Danny today?

Danny isn't at school.

He doesn't feel good.

This is the homework.

Can you take it to Danny?

Write the new words and expressions on the board.

Read each new word and expression, pointing to each word as you say it.

Say the new words and expressions again.

Have the students repeat the new words and expressions after you.

Play the audiotape for Part 1 as the students follow along in their student books. Play it three or four times, as needed. Walk around the class, listening to each student say the dialogue with the tape recorder.

•DEMONSTRATE•

Language Experience Approach

Ask students to help you make a short story about why a student may not be in school.

Print the story in large letters one sentence at a time on a butcher block paper.

In the story, no one knows for sure so students give possible reasons.

Scaffold the students by offering model sentences for them to use.

Model sentences:

She has a sore... It hurts.

She is at the hospital.

Help students replace Chinese words with English words as necessary.

Be sure to add a title.

Add a closing sentence.

Don't forget to credit for each sentence to the author by putting his or her name in brackets at the end.

Sample LEA Story

Where is Shaolin?

Hello class. Where is Shaolin (for example) **today?** (teacher)

She is at the hospital. (Lily)

What's the matter? (teacher)

She has a sore foot. It hurts. (Danny)

No, she has sore ear. It hurts. (Li Ming)

No, she has a sore arm. It hurts. (Xiaoxia)

Hmmmm. I don't think we know what the matter is! (teacher)

Ask the students who gave you the sentences to read their own sentence one after the other.

Then have the class read the whole story together.

Post the story in the classroom so students can read it as they leave the class today.

●PRACTICE●

Work in Threes

Tell the students to get into groups of three and practice reading the story on page 10 to each other.

One student can be Kim.

One student can be Jenny.

One student can be Danny.

Remind the student to read their parts with expression! The group mates can help out if one of the members has problems.

Teaching Tip



Teaching complicated dialogue

Some stories or dialogues in the Learning English series are more complicated than others. Make sure to go carefully through each new word or phrase to scaffold students in their learning. Part 1 in Lesson 5 is one of these more complicated dialogues!

2. Let's chant!

Chant: Three little teddy bears

Play the chant for the students. Ask them to just listen the first time.

Tell the students to look at page 11 of their books.

Explain to the students that there are 4 verses to this chant. The verses are all the same except for the number which is the first word in the verse.

In this chant, you could work backwards from 3 to 2 to 1 to 0 (no).

There are four lines in each verse. Write the lines on the board. Underline the number word that will change:

Three little teddy bears jumping on the bed.

One falls off and bumps his head.

Jenny calls the doctor and the doctor says,

“No more teddy bears jumping on the bed!”

Say the lines for the first verse to the students, one by one, clapping the beat for them.

Ask students to repeat the lines for you as you point to each word.

Ask the students to clap the beat as they repeat the lines.

Now play the chant and ask the students to chant along.

Play the chant again. Ask the students to stand this time.

Tell them that this time when they chant, each time a new number starts a verse, they should hold up their fingers to show how many teddy bears are jumping on the bed!

3. Letters and Sounds

Tell the students to look on page 11 of their student books at Part 3.

Review the letters and sounds in Part 3 with the students.

For each sound, ask the students if they know more words that have these letters and sounds in them. This will tap into their prior knowledge.

Practice the tongue twister at the bottom of the page with the students.

Optional

More Tongue Twisters

A

1. Alice asks for apples.
2. Ape cakes, grape cakes.

Teaching Tip



Learning is fun!

Activities like the tongue twisters add fun to a lesson. The more enjoyable a teacher can make the lesson, the more the students will want to come back the next day and the more motivated they will be to learn English! Try to add fun activities to every lesson!

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.**

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

CLASS CLOSING

Ask the students to say **Three little teddy bears** as they leave the class today!

After-Class Activities

Ask the students to share their new chant with their family.
Students can also practice their tongue twister with their families!

Lesson 6 Lynn Sees a Doctor

Lesson 6 Lynn Sees a Doctor

Story time



12



Dr (=doctor) 医生 party 聚会

Think and Act

- Is Lynn ill?
- Act out the story.



13

TEACHING GOALS

- Students will be able to recognize the beginning, middle, and end of a story.
- Students will be able to predict an ending to the story.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 6
- Overhead projector

CLASS OPENING

Greeting and Review

Teaching Tip



The Value of Rhymes, stories and songs in the EFL classroom

Use of traditional songs, stories and nursery rhymes in the EFL classroom can create an excellent learning experience for EFL student. In addition to the cultural value, traditional songs, stories and nursery rhymes may help with pronunciation practice and literary skills. Additionally, the repetitive nature of most children's songs and rhymes help students learn vocabulary and the rhythm of the language.

Entrance Ticket:

Greet the students at the door by saying: **Hello... Can you say a tongue twister?**

Students can do this in groups of 4~6 so they have support from each other.

Lesson Hook

Tell the students to open their books to Lesson 6.

Let them know that today they will be reading a story about a girl who does not want to go to school!

Ask the students what excuses they give their mother or father when they don't want to go to school.

Tell the students that as they read the story, you will fill in the excuses Lynn gives to her mother for why she can't go to school in a chart on the blackboard.

NEW CONCEPTS

Story time

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

ill, doctor

What's the matter?

My _____ hurts?

Then tell the students to open their student books. Say **Let's look at our books. Open your book to page 12 and 13.** Walk around to see if everyone opens their book to the right page.

Ask students to look at the pictures on the page. Ask them to guess what Lynn, Mrs Smith and Dr. Liu are doing in the pictures. Then ask them to guess what Lynn, Mrs Smith and Dr. Liu are saying?

Write the expressions on the board.

What's the matter?

My _____ hurts?

Let's see a doctor.

Repeat the new expressions and point to them word by word as you say them.

Ask the students to repeat each word in each expression as you point to it.

Then ask the student to listen and repeat each expression after you say it.

Now play the audiotope for Part 1 as the students follow along in their student books.

Ask the students what excuses Lynn gave to her mother for not going to school. Write the excuses in Chinese and in English.

Why Lynn can't go to school?

	I'm sick.
	My head hurts.
	My arm hurts.
	My leg hurts.

Play the audiotope again. Ask the students to read along this time. Walk around the classroom listening to the students as they read aloud.

•DEMONSTRATE•

Ask two students to come up to the front of the class to read the story with you.

The teacher can be Lynn's mother. One of the students can be Lynn and the other can be the doctor.

Read the story for the class. Remind the students to read very loudly and with a lot of expression!

Teaching Tip



Reading in Parts

While it is good to have students choral read a story together, add some variety to their reading practice! Having students read individual parts in a story ensures that the students reading will pay attention throughout the whole story. As well, the meaning of a story becomes clearer to those students listening, when students hear a story read by different characters. Finally, some students are very good at reading! Giving them parts to play in a story dialogue let them shine in this area! Just make sure that you do not force reluctant readers out of the safety net of choral reading too soon!

•PRACTICE•

Group Work

Have the students break up into groups of three. They can practice reading the story together in parts.

Teaching Tip



Role Play

Asking students to role play parts in a story encourages them to stay on task during the reading. Students role playing parts in the story must know where they are in order to say their lines! The audience will be following to ensure that the readers say the lines correctly. Ensuring that students add expression to their reading helps them to get into their role in the story.

Think and Act!

Discuss the following questions with the class: **Is Lynn ill?**

Now ask the students to practice acting out the story in their groups of three. They can ad-lib the dialogue in English rather than reading the story directly. This way the dramatic representation of the story will be more realistic. Tell the students to also add actions to enhance their story! For example, when the student playing Lynn says her head hurts, that students should hold her head. When the student says she can't go to school, she should pretend to cry!

Teaching Tip



Definition of ad-lib:

Ad-lib is a verb. It means to improvise or deliver spontaneous, unperformed speech.

The benefit of ad-libbing dialogue when students are acting out a story is that they must learn to think in English "on their feet". The language becomes more natural, realistic and fluid. Students will enjoy playing with the English they know, to create a dialogue between characters. Encourage students to be creative and use all of the English they have learned to enhance their conversation!

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.**

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

CLASS CLOSING

Remind the students that next day is their Unit Review. They can get ready by reviewing the information with their parents that they have learned in this unit!

After-Class Activities

Students can practice with their families the new concepts learned in Unit 1.

Unit 1 Review

Unit 1 Review

1 Listen and circle



2 Read and match



14

3 Match and talk



- a. How do you feel? b. No. My head hurts.
c. Let's go to see a doctor.

4 Read and tick

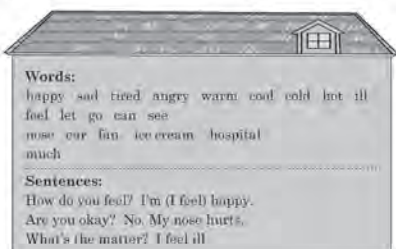
Wang Yi is very sad today. He is ill.
His left ear hurts. His right foot hurts,
too. He can't go to school. Where is he?
He is at the hospital.



1. Wang Yi is ill. ☐ Yes ☐ No
2. His right ear hurts. ☐ Yes ☐ No
3. His left foot hurts, too. ☐ Yes ☐ No
4. He is at school. ☐ Yes ☐ No

15

5 Key words and sentences



6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12	B 7-9	C 1-6		

16

CLASS OPENING

Greeting

Play the song **Three Little Teddy Bears**, and have the students sing along.

REVIEW

1. Listen and circle

Students should listen to the audiotape and circle the correct picture that goes with each of the three lines in the book. Check as a class.

The audiotape says:

- How do you feel? I feel happy.
- How do you feel? I feel angry.
- How do you feel? I feel cool.

2. Read and match

Draw a line from each sentence to the correct picture of Danny. Check as a class.

3. Match and talk

Fill in the lines in Part 1 and 2 with one of the sentences below: a, b or c.

4. Read and tick

Tell students to look at Part 4 on page 15 of their student book. Read the story together with the students, then ask the students to read each of the sentences below and tick **yes** if the sentence is correct or **no** if it is not correct. Check as a class.

5. Key words and sentences

Review the key words and sentences in Part 5 with the students by asking the class to choral read the words together.

Choose individual students to tell you what each of the sentences says. Make sure to scaffold the students in reading correctly.

6. How am I doing?

Students can colour 1, 2 or 3 stars in each of the four categories for at home and at school. Discuss this self-evaluation tool with the students to make sure they understand that their own evaluations of themselves are as important as those of the teacher!

Teaching Tip



Self-evaluation checklists

Student self-assessment is a helpful addition to a teacher's assessment resources for many reasons. Self-assessment allows the teacher to see a student's comfort level with a particular topic, feedback on an activity, or self-view of class or small group contributions. Self-assessment can also serve as a metacognitive reflective strategy for students, letting them monitor their own learning and make adjustments as they see fit. In a conference setting, the teacher can use student's self-evaluations to start a conversation on participation, comprehension, or learning styles, and teachers can use students' self-assessments to show a student's engagement in a particular aspect of the classroom, lesson, or subject.

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.**

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

CLASS CLOSING

Finish today's lesson by saying the chant with the audiotape from Lesson 5.

Then tell the students to give themselves three big claps for a job well done in this unit!

Teaching Tip



Note particular problems.

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

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

Unit 2

Animal Friends



General Goals for Unit 2

This unit aims to introduce students to basic vocabulary and expressions about **Animal Friends** the children either have experienced or are interested in experiencing.

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

Specific Goals for Unit 2

Knowledge and Skills

1. Students will be able to do the following:
 - Be exposed to English words for animal friends.
 - Introduce their pets.
 - Explain what actions some animals do.
 - Respond to the question **What is it?** referring to animals on the farm.
 - Ask and answer the question **What can you see?**
 - Read a story about animals for interest and content.
2. Students will be able to recognize, understand and use the following words:
dog, cat, bird, horse, cow, pig, chicken, duck, sheep, farm
this, that, no, yes
sing, dance
six, seven, eight, nine, ten
3. Students will be able to recognize, understand and use to the following expressions:
 - **This is my cat.**
 - **A fish can swim.**

- **Can a cow run?**
- **Yes, it can.**
- **There are ten ducks.**

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Children are expected to learn to recognize and use English words and phrases having to do with familiar animals.

Lesson 7 We Are Friends

Lesson 7 We Are Friends

1 I have a dog



dog



cat



18

2 Let's do it!

Read and write the names.

Lily is a little girl. She has three animal friends.

Kate is a dog. She is black. Alan is a cat. He is white. They have another friend, Joy. But Joy is not a dog. She is not a cat. She is a bird.

They all live in one family.



3 Let's sing!

There was a farmer who had a dog, and
Bingo was his name - O!
B - I - N - G - O, B - I - N - G - O,
B - I - N - G - O! And Bingo was his name - O.

There was a farmer who had a dog, and
Bingo was his name - O!
(clap) - I - N - G - O, (clap) - I - N - G - O,
(clap) - I - N - G - O! And Bingo was his name - O.



19

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
dog, cat, this
- Students will be able to recognize, understand and use the following expressions:
This is my cat.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 7
- Flash word and picture cards for: **dog, cat**
- Pictures of many different dogs and cats

CLASS OPENING

Greeting and Review

Greet the students by saying **Hello class! Are you ready for a new unit in English?**

Ask the students what they remember from the last unit. Ask them to repeat some of the words they learned.

Lesson Hook

Tell the students to open their student books to Unit 2 cover.

Ask the students: **What do you think this unit is going to be about? Yes, it is about animals!**

Tell the students to turn to Lesson 7 on page 18.

Ask the students: **What do you think this lesson is about? Yes, it is about pets!**

NEW CONCEPTS

1. I have a dog

Tell the students to turn to page 18 in their student books.

Go through the two new words at the top of the page that have pictures with them:

dog, cat

Play the audiotape and ask the students to read along with it. Play it several times, listening to the students as you walk around, offering help to those who need it.

•DEMONSTRATE•

Teacher may ask: **Who has a dog or a cat at home? Let's list all of the students who have a dog or cat on this chart. Let's also put if the animal is a dog or a cat. Finally, let's put the name of the animal you have as pets and their names on this chart paper!**

Teaching Tip



Explaining the term "pet"

While the word "pet" is not part of the vocabulary for this lesson, this would be a good time to give the students this word as an extra vocabulary word.

Our Animals

Student	Animal	Name of Animal

Teaching Tip



Little English Dictionary

Language is not neat and tidy. Students often want to know words that are not in a lesson they are taking. The students already know their ABCs. You can have students set up a small dictionary with the letter A-B-C etc. on each of the pages. When students are introduced to new vocabulary that is not in a lesson, they can add the word to their Little English Dictionary. It would be a good idea to have the students draw a small picture beside these new words to help them recall what the words mean!

Model Play

Ask the students who gave you the names of their pets for the chart to say:

This is my cat. Her name is... We are friends.

or

This is my dog. His name is... We play together.

●PRACTICE●

Individual Work

Ask students to draw a cat or dog they would like to have.

Sharing

Ask students to turn to their shoulder partner and share their picture by saying:

This is my cat. Her name is... We are friends.

or

This is my dog. His name is... We play together.

Ask several students to show their pictures and share the dialogue with the rest of the class.

Post the pet pictures on the Sharing Wall after the students have had the opportunity to take them home and share them with their parents.

2. Let's do it!

Read and write the names.

Read the story in Part 2 to the students.

Tell the students there are 3 animals in the story. They all have names.

In the picture to the right of the story, they must write the correct name for each animal.

Students can work in pairs to do this activity.

They can re-read the story together to find the names of the animals.

Check as a class.

3. Let's sing!

Song: Bingo

Play the song for the students.

Tell the students that this song is very easy! They only have to remember one verse!

All of the other verses are the same... except for 1 letter!

Introduce the first two lines of the verse to the students:

There was a farmer who had a dog, and

Bingo was his name - O!

Put these lines on the board.

Now introduce the name of the dog: BINGO

Explain that this word is very important in the song because in each verse, one of the letters in Bingo's name will be replaced with a clap.

Practice this with the students by saying the following letters and doing the following actions.

Spell out BINGO

Clap INGO

Clap Clap NGO

Clap Clap Clap GO

Clap Clap Clap Clap O

Clap Clap Clap Clap Clap

Let the students hear the whole song. Tell them to only say the letters or do the claps for BINGO with the song.

Play the song again and ask the students to sing along, remembering to clap for the missing letters in **BINGO!**

Optional

Guess It!

Students get into groups of 4. They take their picture of a dog or cat with them but they turn them upside down on the floor. One by one, students give clues to the other members of their group about what animal they have drawn, cat or dog.

When the group members guess, the student turns the picture over and shares the name of his/her pet with the group.

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.**

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

Teaching Tip



Use the activity book to pace your class

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

CLASS CLOSING

Finish the class by telling students that their exit card is to tell you what they would name their dog or cat if they had one or if they have one, what the real name is!!!

Then say **Goodbye students!** as they leave the classroom.

After-Class Activities

Students can teach their parents the new song.

Students can show their parents the picture of the pet they drew at school.

Lesson 8 What Can They Do?

Lesson 8 What Can They Do?

1 A fish can swim



fish

A fish can swim.



bird

A bird can fly.



rabbit

A rabbit can hop.

2 Can you dance?



20

3 Let's chant!



I can dance.
Can you? Can you?



I can see.
Can you? Can you?

I can swim.
Can you? Can you?

I can sing.
Can you? Can you?



4 Let's do it!

Look and write.

1. A fish can _____.

2. A _____ can't sing.

3. A bird can _____.

4. A _____ can hop.

5. A _____ can't fly.

cat
fly
swim
rabbit
dog

21

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
bird, dance, no, sing, yes
- Students will be able to recognize, understand and use the following expressions:
A fish can swim.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 8
- Pictures and word cards for the following words in Lesson 8:
fish, bird, rabbit
talk, dance, sing, fly
- Paper bags for paper bag puppets
- Coloured paper, bits of yarn, buttons etc. to decorate the puppets

- The teacher puppet should already be made to use as a model

CLASS OPENING

Greeting and Review

Greet the students by playing the song **BINGO** and having them sing as they enter the classroom!

Then say: **Hello friends!** Expect the students to say: **Hello teacher!**

Play the sound game.

The Sound Game Rules

Ask the students what various animals say. See which animals they know. Help them with the animals they don't know by giving them the Chinese words for the animal:

A dog says Woof Woof.

A cat says Meow Meow.

A bird says... A cow says...

A horse says...

A pig says...

And so on.

Lesson Hook

Tell the students to open their books to Lesson 8.

Teacher can say: **Today we're going to learn some more English words for animals. We will also learn what these animals can do! Let's go!**

NEW CONCEPTS

1. A fish can swim

2. Can you dance?

Let the children know that they will learn these important new words and phrases today:

fish, bird, rabbit

swim, fly, hop

talk, dance, sing

Put these word and/or picture flash cards on the blackboard ledge.

Say each word. They will get their cue from the picture cards on the board.

Write these phrases on the board:

Can you talk/ dance/ sing/ fly?

I can...

Can you...?

Now say the phrases for the students, pointing to each word while the students repeat them after you.

Play the audiotape as the students follow along in their student books. Play it two or three times, and walk around so that you can listen to each student pronounce the words.

•DEMONSTRATE•

Ask the students to make a paper bag puppet of a dog, cat, fish, bird or rabbit.

Divide the students so that there will be an equal number of these animals.

Teaching Tip



Making a paper bag puppet

Lay the paper bag flat with the opening facing towards you and the flap showing.

Use art supplies such as paint, crayons, or pencils to draw facial features on the flap. For eyes, glue on two buttons or you can draw them on the bag. You can also draw fur, feathers or fish scales below the flap.

Lift the flap up carefully and draw a tongue or a beak.

Close the face and draw a nose.

Add rabbit, dog or cat ears, fish fins, wings or a tail to your puppet. Glue them on to the paper bag either at the top, on the sides or on the back.

To use the puppet, put your hand into the bag and place your fingers in the flap. Move your fingers up and down to make it "talk."

Model Play

Use your own puppet to demonstrate the following dialogues with a student: (for example)

Teacher can say: **Hello. Can you dance?**

Student (with fish puppet for example): **No, I can't.**

Teacher can say: **Can you sing?**

Student: **No, I can't.**

Teacher can say: **Can you fly?**

Student: **No I can't. I can swim!**

•PRACTICE•

Partner Work

Ask students to get into partners with someone who has a puppets that is different from theirs. Ask the students to practice the dialogue:

Student 1: (with bird puppet for example) **Hello. Can you dance?**

Student 2: (with fish puppet for example) **No, I can't.**

Student 1: **Can you sing?**

Student 2 **No, I can't.**

Student 1: **Can you fly?**

Student 2 **No I can't. I can swim!**

They can change the verbs depending upon which puppet they have! Students can take turns asking and answering the question: **Can you...?**

Ask some pairs to share their dialogue with the class.

Teaching Tip



Action Verbs

A verb is an action word that someone or something can do! The action verbs in this lesson are: **swim, fly, hop, talk, dance** and **sing**.

3. Let's chant!

Chant: I can dance

Tell students that verses can be found in chants as well as in songs.

Teaching Tip



Verses in a chant

Verses in a chant look like small paragraphs of language. Often the verses repeat themselves. They always have a rhythm even though they are not set to music!

Tell the students to look at page 21 of their student book.

Play the audiotape while the students listen. Ask them to just listen and follow in their books.

Ask the students to tell you how many verses there are in this chant. They can count the verses in their book on page 21.

Now ask the students to tell you which line in the verse is the same in all four.

Which one changes? How does it change?

Explain to the students that when line 1 changes the verb, they will do the action to go with the verb. For example:

Verse 1: **dance** (students can dance a few steps in place)

Verse 2: **see** (students can hold one hand over their eyes to look far away)

Verse 3: **swim** (students can do three swim strokes)

Verse 4: **sing** (students can take their hand from their mouth outwards to demonstrate singing)

Once the students understand these actions, remind them that every second line in all of the verses says: **Can you...?**

Play the audiotape again, asking the students to chant along with the song.

Tell the students to stand up and chant the song one more time, this time with actions!

4. Let's do it!

Look and write.

Tell the students to look at the five sentences in Part 4. They are to write the correct animal word in the sentence from the list in the blue box on the right of the page. Remind the students to use the pictures as clues to help them. Check as a class.

Teaching Tip



Word-solving strategies

What is Word-solving? "Word-solving is the ability to recognize words, take them apart, and put them together in order to read" (*Fountas & Pinnell, 1998*).

When you come across a word you don't know...

Look at the picture.

Think about the story/passage.

Go back and look at how the word begins.

Get your mouth ready to say the word.

Look for parts of the word you know.

Think about a word you know that has the same sound in it.

Does it make sense? Does it sound right? Does it look right?

Go back and read the sentence again.

Optional

Moving Right

Students line up in two rows with their puppets facing each other.

When the teacher claps his/her hands once, students practice the following dialogue with the student across from them, using their puppet to "speak".

Student 1: (with bird puppet for example) **Hello. Can you dance?**

Student 2: (with fish puppet for example) **No, I can't.**

Student 1: **Can you sing?**

Student 2: **No, I can't.**

Student 1: **Can you fly?**

Student 2: **No I can't. I can swim!**

Students can change the verbs depending on which puppet they have! Students can take turns asking and answering the question: **Can you...?**

Teacher claps his/her hands twice and students move to the right to find another partner to have the dialogue with.

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.**

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

CLASS CLOSING

Teacher can say: **It's time to go. Let's all chant *I can dance* as you leave the classroom today!**

After-Class Activities

Students can chant the new chant to their parents.

Students can also take their paper bag puppet home and give their parents a puppet show using their new vocabulary.

Teaching Tip



Puppet Play

Using a puppet to create dialogue from vocabulary they have learned is a great way for students to practice their English language! They can do this at home with their parents or with friends after school.

Ask students to bring a shoe or other small box to use for a diorama (see next lesson Teaching Tip) the next day. They can also bring plastic animals from a farm and some plasticine.

Lesson 9 On the Farm

Lesson 9 On the Farm

1 What is it?



farm



horse



cow



pig

This is a farm. I can see three cows and a horse.

Yes, it can.

A horse can run.
Can a cow run?

22

2 Let's sing!



Old MacDonald had a farm, E-I-E-I-O.
On his farm he had a cow, E-I-E-I-O.
With a "moo, moo" here, and a "moo, moo" there.
Here a "moo", there a "moo". Everywhere a "moo, moo".
Old MacDonald had a farm, E-I-E-I-O.

23

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
farm, cows, horse, pig
- Students will be able to recognize, understand and use the following expressions:
Can a cow run?
Yes, it can.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 9
- Pictures and word cards for the following: **farm, cows, horse, pig, run**
- English video of a visit to a farm
- Plastic farm animals
- Teacher diorams

- Diorama boxes

CLASS OPENING

Greeting and Review

Greet the students. Teacher can say: **Hello again class! Can we all say the chant together from last class?**

How many of you brought bread dough for today's class? Good for you! Perhaps you can share with students who did not bring some. How many of you brought other things like plastic animals? Very good! And did you all remember your boxes? We will be working in pairs today so students who do not have a box or materials can work with students who do.

Lesson Hook

Tell the students to open their books to Lesson 9.

Teacher can say: **Today we're going to visit the farm! Who has been to a farm?**

Discuss this with the students to tap into their prior experience.

Teaching Tip



Tapping into Prior Experience

The more a teacher can tap into the students' prior experience, the more relevant the learning will become. If a student has no prior experience with a topic or theme, it would be very good for the teacher to provide one by showing a video.

Teacher can say: **Let's all watch this video of a visit to a farm. We can talk about it afterwards.**

Did you like the video? What did you see? Let's make a list of all of the things you saw in this video that you could put in your own picture or story about a farm!

NEW CONCEPTS

1. What is it?

Let the children know that they will learn these new words and phrases on page 22:

farm, cows, horse, pig, run

What is it?

Ask the students to look at the pictures on page 22. What do they see?

Teacher may ask: **What do you think Danny and Li Ming are talking about?**

Read the dialogue to the students.

Then play the audiotape as the students follow along in their student books. Play it two or three times, and walk around so that you can listen to each student pronounce the words.

•DEMONSTRATE•

Show the students the diorama you have made of a farm.

●PRACTICE●

Making a diorama

Ask the students to partner with a person who has a box.

Students are instructed to share their materials.

Place a large quantity of materials on the front table that students can use.

Make sure students have their glue, scissors, etc.

Explain how students should make their diorama.

Go through the directions for making a diorama with the students using your box as an example.

Teaching Tip



Diorama

A diorama is a three-dimensional miniature or life-size scene in which figures, stuffed wildlife, or other objects are arranged in a naturalistic setting against a painted background.

How to make a diorama

1. **Make a plan.** Sketch how you want your diorama to look. Remember, your diorama will be three-dimensional, so think about the front, back, sides, bottom and top.

2. **Get a box.** A shoebox or other small box is a great start for a diorama. Decide how you're going to use the space.

3. **Gather materials.** A lot of different materials can be used in a diorama. You might even be able to find some of them around your house and yard! Some common materials include construction paper, aluminum foil, cotton balls, pipe cleaners, stickers, fabric scraps, ribbons, clay, yarn, popsicle sticks, twigs, leaves, grass and more. You'll also need glue or tape, scissors, markers and/or crayons.

4. **Start assembling your scene.** When building your diorama, it's a good idea to think in layers. For instance, when making a sky, you might first cut out some blue construction paper and glue that onto the box, then cut out white clouds and glue them on top of the sky. Start with the bottom layers and build up.

Here are a few more ideas:

To make small figures, you can use clay, dough bread, printouts, pipe cleaners, plasticine or other materials.

Pulled-apart cotton balls make good clouds and snow.

Make trees out of pipe cleaners, or glue some leaves from the yard to small twigs.

Pet stores sell decorations for fish tanks that are about the size you could use for a diorama. You'll find trees, castles and other items.

If your diorama has a roof, you can hang things like birds or cloud from it using fishing wire. The fishing wire will look almost invisible, making your hanging items seem like they are floating.

5. **Keep it safe.** Save the lid to the box you used so that you can cover your diorama and keep it from being damaged, especially if you need to take it to school.

2. Let's sing!

Song: Old MacDonald Had a Farm

As the students work on their diorama, play **Old MacDonald Had a Farm** on the audiotape.

Put the words to the song on the board:

Old MacDonald had a farm, E - I - E - I - O.

On his farm he had a cow, E - I - E - I - O.

With a “moo, moo” here, and a “moo, moo” there.

Here a “moo”, there a “moo”. Everywhere a “moo moo”.

Old MacDonald had a farm, E - I - E - I - O.

Play the song over and over again.

The students will begin singing the song with the audiotape by themselves.

This is the whole language approach to learning!

Those who don't learn the song by repetitive listening can be instructed later by the teacher in the usual method.

Teaching Tip



Whole Language Approach

In the simplest terms, the whole language approach is a method of teaching children to read by recognizing words as whole pieces of language, not as sounds. Further, words are recognized as part of whole sentences or thoughts. Teachers who believe in Whole Language believe that the language should not be broken down into sounds for decoding words. Rather, the language should be presented as a complete system of making meaning with words functioning in relation to each other in context.

Whole Language can function very well when teaching children songs or chants because there is rhythm and repetition that helps students with language decoding rather than phonics and grammar.

Optional

Do a gallery walk in the classroom with students looking at the dioramas that have been started by the other classmates. The teacher can end the lesson by asking students to share one very good thing they liked about each of the dioramas!

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.**

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

CLASS CLOSING

Teacher can say: **Good work today! Give yourselves two claps!**

Students can whisper to the teacher one thing he/she has learned about a farm today as

they leave the classroom.

After-Class Activities

Students can sing **Old MacDonald** to their parents.

Students can ask their parents to come to school to see the diorama they made with another student when it is finished!

Lesson 10 Is It a Chicken?

Lesson 10 Is It a Chicken?

1 What is it?



2 Is it a chicken?



24

3 Let's do it!

Look and write.



4 Let's play!

Memory Game.



25

TEACHING GOALS

Students will be able to recognize, understand and use the following words:
chicken, duck, sheep, that

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 10
- Pictures and word cards for the new words from Lessons 9 and 10
- Dioramas and diorama materials
- Diorama praise papers
- Animal cards

CLASS OPENING

Greeting and Review

Greet the students.

Teacher can say: **Good morning class!**

Students should respond with: **Good morning teacher!**

Ask the students what they remember from last class.

Lesson Hook

Tell the students to open their books to Lesson 10.

Teacher can say: **Today we're going to learn about more farm animals. And we are going to add to the dioramas we started last class! Are you excited?**

NEW CONCEPTS

1. What is it?

2. Is it a chicken?

Let the children know that they will learn these important new words and phrases:

chicken, duck, sheep

What is that?

Is it a...?

It's a...

Tell the students to turn to page 24 of their student books.

Go through the dialogue orally in Parts 1 and 2 with the students, focusing on the new vocabulary and expressions.

chicken, duck, sheep

What is that?

Is it a...?

It's a...

Remind the students to look at the pictures to help them with the vocabulary!

•DEMONSTRATE•

Model Play

Take out the teacher diorama.

You should have added more animals to it: **chicken, duck, sheep.**

Ask a student to come up and talk about your diorama, describing it to the class.

List all of the farm animals the students know on a chart. Put the English and the Chinese words on the chart. Also put the sounds the animals make!

Chinese	English	Sound the animal makes
	dog	Woof
	cat	Meow
	rabbit	Snuff
	cow	Moo
	pig	Oink
	horse	Neigh
	chicken	Cluck
	duck	Quack
	sheep	Baaaaa

Teacher can say: **Can we all sing Old MacDonald together?**

Play the song, **Old MacDonald**, and use the chart to help the students recall each animal and animal sound in the song.

Hold up a picture of a **chicken, duck, sheep** and say: **What is it?**

Ask students to respond.

•PRACTICE•

Continuing the Dioramas

Ask the students to take out their dioramas.

Tell them that today they will be adding three new animals to their boxes.

Sharing

Ask several pairs to talk about their dioramas.

Do a Gallery Walk of the dioramas with their partner.

Write one thing they like in the diorama on a piece of paper and leave it at each station.

Teaching Tip



Praise notes

Cut pieces of paper and put them at each of the tables where the dioramas are located.

It is quick and easy to ask student pairs to take a pencil with them as they do a gallery walk of the dioramas in the classroom.

Students can use the word charts that are on the wall to help them write a simple word or phrase to say what it is they like best in a diorama.

For example: I like the horse.

Praise notes do many things:

1. They give the audience a purpose for doing a Gallery Walk.
2. They provide the students an opportunity to practice their vocabulary.
3. They give feedback to students about projects they have done. Peer feedback is very important in ensuring high quality results from students!

3. Let's do it!

Look and write.

Tell the students to look at Part 3 on page 25 in their student books.

In this section, students should look at the puzzle pieces and decide which animal they can see on the piece.

Beneath each puzzle piece, students should complete the sentence by writing the word for the animal they see at the end of the sentence.

Students can look at the animal chart they made with the teacher at the beginning of the class to help them with the correct words.

Check as a class.

4. Let's play!

Memory Game

Memory Game Rules

Students are each asked to draw and colour on cards four animals from the farm animal list.

Below the picture on each card, students print the name of the animal.

Rows 1, 2 and 3 (for example) do four pictures the same: **dog, cat, rabbit, cow.**

Rows 4, 5, and 6 (for example) do four different pictures: **pig, horse, chicken, duck.**

Students take their finished cards and students from rows 1, 2 and 3 find a partner from rows 4, 5 and 6.

Partner puts the eight cards face up and look at them.

Then they turn the cards over.

Partner 1 points to a card.

Partner 2 must guess which animal Partner 1 is pointing to.

Partner 1 turns over the card.

If he/she gets it right, he/she takes that card.

If he/she does not get it right, the card stays where it is.

The roles reverse as the students take turns.

The students with the most cards wins!

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.**

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

CLASS CLOSING

Teacher can say: **Great class! Did you have fun?**

All of the students in row 1 are cows.

Row 2 are sheep.

Row 3 are horses.

Row 4 are dogs.

Row 5 are pigs.

Row 6 are cats.

Row 7 are chickens.

Row 8 are ducks.

OK! Remember who you are!

Ducks can leave making a duck noise.

Horses can leave making a horse noise...

After-Class Activities

Students can share the new animal words with their families.

Lesson 11 What can you see?

Lesson 11 What Can You See?

1 Look at this picture



Look at this picture.
What can you see?



How many
ducks?

I can see three horses,
one cow and many ducks.



Let me count: one,
two, three, four,
five, six, seven,
eight, nine, ten.
There are ten ducks.

26

2 Let's do it!

Write the numbers.



I can see _____ horses.



I can see _____ cats.



I can see _____ birds.



I can see _____ dogs.

3 Letters and sounds

i	fish	animal	six	pig
m	my	many	animal	farm
n	no	nine	many	ten

Try to read

Tongue Twister

Mike Mac's mother made Mike Mac merry.



27

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
six, seven, eight, nine, ten
- Students will be able to recognize, understand and use the following expressions:
There are... ducks.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 11
- Pictures and words cards for numbers and for animals in this lesson and previous lessons in this unit
- Animal chart from lesson 9

CLASS OPENING

Greeting and Review

Greet the students: **Hello animal people! Who likes cows best? Sheep? Dogs? Cats? etc.**

Lesson Hook

Teacher can say: **Today we are going to learn how to count the animals we know in the picture in Lesson 11. Will that be fun?**

Tell the students to open their books to Lesson 11.

NEW CONCEPTS

1. Look at this picture

Ask students to turn to page 26 in their student books.

Teacher can say: **In this picture there are many animals! Can you see them? Name all of the animals you see in this picture! Here is the chart from lesson 9 to help you.**

Here are the phrases you will learn in this lesson.

Print the phrases on the board and go over them word by word with the students as they repeat after you.

Look at this picture.

What can you see?

I can see...ducks, cows, horses.

How many ducks?

Let me count.

There are....ducks.

One, two, three, four, five, six, seven, eight, nine, ten.

Teacher can say: **Listen to the audiotape. Just listen the first time.**

Now I'll play it again. Read with the audiotape.

•DEMONSTRATE•

Teacher can say: **Let's count from 1~10 to remind ourselves how to do that!**

I'll put the number flash cards on the board so you can see them.

One, two, three, four, five, six, seven, eight, nine, ten.

Put the number flash cards on the blackboard.

Teaching Tip



Reviewing concepts cardinal numbers

A cardinal number tells "how many." Cardinal numbers are also known as "counting numbers," because they show quantity. Here are some examples using cardinal numbers:

8 dogs

10 cats

Students will already be able to recognize cardinal numbers but they may need help remembering the words for the cardinals from one to ten. Reviewing the numbers before reading will help tap into their prior knowledge.

Teacher can say: **Which animals from the chart do you see in the picture on page 26?**

Let's put those animals on this new chart.

How many do you see of each animal?

Student 1: **Cows – One!**

Student 2: **Horses – Three!**

Student 3: **Ducks – Ten!**

Teacher can say: **What other animals do you see?**

Student 4: **Birds, fish!**

Teacher can say: **Very good! How many birds?**

Student 5: **Two!**

Teacher can say: **How many fish?**

Students 7: **Six!**

Teacher can say: **Excellent. Let's put those animals on our chart.**

Animal and number chart

Chinese	English	English
	cow	one
	orse	three
	duck	ten
	bird	two

●PRACTICE●

Pair Work

Ask pairs to look at the picture and tell each other how many of each animal there are in the picture.

Student 1: **What can you see?**

Student 2: **I see three horses, one cow, ten ducks, two birds and six fish.**

Reverse roles and practice again.

Ask several pairs to share their dialogue with the class.

2. Let's do it!

Write the numbers.

Teacher can say: **Look at Part 2 on page 27. In this activity, you are to count the number of animals in the picture and write the number word in the space below. Remember to look at the number words on the blackboard ledge to help you spell the words correctly.**

Check as a class.

3. Letters and sounds

Tell the students to look at the section on page 27 called letters and sounds.

In this section they will learn about the letters and sounds: **i, m** and **n**.

Go through the chart in Part 3 with the students.

Personalize the three letters by finding an example of each in a student's name.

Ask the student if there are any other students with names that have one of the three letters in them.

Also ask the students if they know any other English words that have one of the three letters in them.

Tongue Twister

Read the tongue twister for the students. Ask them to try saying it together. Then ask some students to demonstrate saying it themselves.

Optional

More Tongue Twisters

Here are two more tongue twisters for “m” to try!

M

My mommy makes me muffins on Mondays.

Mix, Miss, Mix!

Much mashed mushrooms.

Teaching Tip



More about Tongue Twisters

Repeating tongue twisters aloud can help develop clearer speech, so do tongue twisters regularly! Don't worry if the students have not learned the words in the tongue twisters before. It is the sounds they are learning to repeat and differentiate. Have them follow after you slowly and then more quickly to add a challenge.

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.**

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

CLASS CLOSING

Teacher can say: **Well done, class! Good for you! Can you all say: Hip Hip Hooray? Let's say one of the “m” tongue twister together again before we leave the class today.**

After-Class Activities

Students can say one of the “m” tongue twisters to their parents.

Students can look on food packages to find the number words from one to ten and remember one for next class.

Students can bring a picture of their Chinese horoscope animal to class to share next day!

Lesson 12 Can I Help You?

Lesson 12 Can I Help You?

Story time



28



happen 发生 stuck 陷住, 卡住 pull 拉, 拽

Think and Act

- What happened to the rabbit?
- Act out the story.



29

TEACHING GOALS

- Students will be able to recognize the beginning, middle, and end of a story.
- Students will be able to predict an ending to the story.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 12
- Overhead projector
- Chinese horoscope pictures

CLASS OPENING

Greeting and Review

Teacher can say: **Welcome back class! Can you share your Chinese horoscope with the class? Let's put them on our desks. Now stand up and do a gallery walk to look at everyone else's picture. Go up and down the rows one after the other. Very good!**

Lesson Hook

Teacher can say: **Today we are going to read a story about some animals who need help! Won't that be fun?**

NEW CONCEPTS

Story time

Tell the students to turn to page 28 of their student books. Ask the students what they think this story is about. Can they tell from the pictures?

Write the following phrases on the board and introduce them to the students:

Help!

What happened?

I'm stuck.

Can I help?

Pull!

Ouch!

You're welcome!

Go over each phrases word by word. Explain the phrases in Chinese as necessary.

Let the students listen to the audiotape for pictures 1~6.

Directed Reading Thinking Activity

Take the students through the story using pre-planned DRTA questions

Picture 1: Why is the rabbit crying?

Picture 2: Who helps the rabbit?

Picture 3: How does the farmer help the rabbit? What part of the rabbit does he pull on?

Picture 4: Who comes to help?

Picture 5: Who pulls the farmer?

Picture 6: Who comes next to help?

Ask the students to predict what will happen in the story on the next page before you turn the page. Continue asking DRTA questions:

Picture 7: Who pulls the cow? Who pulls the horse?

Picture 8: Who comes along next? What do you think the little blue animal is?

Picture 9: Who pulls the pig? Who is the last animal to help?

Picture 10: How did the rabbit finally get out?

Let the children listen to the audiotape of the story parts 7~10.

Teaching Tip



Learning outcomes for stories

Students will:

predict what is going to happen in a story.

state three things to look for at the beginning of predicting (author, title, picture).

change their predictions as the story is read to them.

Moral of the Story

The moral of this story is that with help things can be better.

Play the audiotape again without interruption all the way through.

Put the story on an overhead projector so that all of the students can follow along together.

Use your pointer to help students track the words.

Ask different students to take turns reading the ten parts of the story.

Keep a checklist of who is able to and who is not able to read.

Think and Act!

Discuss with the students the following questions **What happened to the rabbit?**

Break the students into groups of 7, one student for each person or animal in the story.

Ask the students to act out the story, making up the English dialogue as they go.

Ask several groups to share their play acting with the class.

Optional

Group Work

Form groups of four with the students.

Tell the students to list the sequence of events in the story.

Students can do a horizontal or vertical timeline of events so they can see the story in a linear format.

Students can illustrate their timelines.

Put the timelines on the walls in the classroom and do a Gallery Walk. One student from each group should stay with the group's timeline to explain it. The other group members rotate clockwise on the bell to each timeline centre.

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.**

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

CLASS CLOSING

Teacher can say: **What a great class! What did you learn about stories today? Good job!**

After-Class Activities

Do an oral retelling of the story to your parents.

Review all of the material in this unit because in the next class is a review!

Unit 2 Review

Unit 2 Review

1 Listen and circle



2 Find and write



1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

30

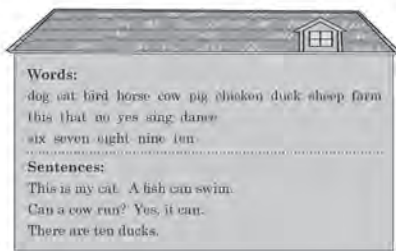
3 Look and match



a cat in yellow socks
a pig in pink shorts
a duck in a green sweater
a chicken in a red dress
a sheep in a blue shirt
a dog in a purple hat
a cow in an orange scarf

31

4 Key words and sentences



5 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
At home	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

32

CLASS OPENING

Greeting

Greet the students: **Hello class. Today is Unit 2 Review! Can we all sing Old MacDonald Had a Farm together?**

REVIEW

1. Listen and circle

Listen to the audiotape and circle the correct animal in each of numbers 1~4. Check as a class.

The audiotape says:

1. This is my dog. His name is Bob. We are friends.

2. A horse can run.

3. Is this a chicken? Yes, it is.

4. I can see a bird. A bird can fly.

2. Find and write

Look at the picture in Part 2.

List the animals you find in the picture in the spaces from 1~10 below. The animal chart can help you with your spelling. Check as a class.

3. Look and match

Tell the students to match one of the expressions in the pink box with one of the seven animals in the pictures on the left side of the page. Check as a class.

4. Key words and sentences

Ask the class to look at the chart on page 32 in Part 4.

Students should read the following words either individually or together in chorus.

5. How am I doing?

Students can fill in the self-evaluation checklist on page 32. The teacher should check each checklist to see how the students feel they are progressing.

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.**

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

CLASS CLOSING

Praise the class and ask the students what they have learned in this unit?

Students should quickly review the contents of what they have learned.

Check for understanding.

Teaching Tip



Note particular problems.

Write down the names of the students who seemed very uncertain during the oral parts of the lesson. Write down words that you think require more in-class practice in terms of comprehension and pronunciation.

TEACHING TECHNIQUES

Learning English uses a variety of teaching methods, all of which we have described in the context of specific lessons. We have also summarized key methods here, so you can more easily apply them and adapt them.

Ways to introduce new concepts

SHOW AN OBJECT

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can.

SHOW A PICTURE

Show pictures to represent vocabulary words. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

DRAW A PICTURE

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent a birthday party, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent school. You can quickly draw a series of faces and expressions (for example, **happy**, **sad** and **scared**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like**. You can draw pictures to illustrate

教学技巧

《学英语》教材使用了大量的教学技巧，我们已在具体的课文中提及。在此我们将重要的方法归纳、总结一下，使教师可以更容易选择应用并根据需要做一定的调整。

新概念教学方法

利用实物

一件实物，学生看得见，摸得着，因而往往能形象地表明一个新概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量带实物到课堂上来。

利用图片

利用图片讲解单词——宜利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画画

如果找不到图片向学生展示，可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表示诸如 his, her, he, she 和 they 之类的概念。可教会学生怎么辨认一些抽象名词的简单图画。例如，画三个气球表示 birthday party，画一只碗外加筷子代表 food，或者画幢大建筑物，其大门上方挂着一块牌子，以表示 school。你也可以快速地画一系列脸型和表情（如 happy, sad 和 scared），以表示不同的感情；可以画些脸型，以表现诸如 I like/ I don't like 之类的抽象概念；可画些画，表现如 crying 和 singing 等概念；还可以画些画以表示学生正在学习的

concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as **colour** or **circle**.

PERFORM AN ACTION

Always demonstrate when you can. You can easily demonstrate actions such as **walking, standing, sitting** and **reaching**. Use your face to demonstrate feelings (such as **mad, sad** and **tired**). Use your fingers to demonstrate numbers.

ROLE-PLAY

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say "**Br-r-r-r-r**," stamp your feet, hold your arms tight and say "**Oh, I'm cold. I feel cold!**" Ask a student to close the window, saying again "**I'm so cold. It's cold in here. Cold. Very cold.**" Pretend to put on a sweater. When the window is closed, pretend to warm up and say "**Oh, that's much better. I'm not cold now.**"

You can also role-play with a student. For example, to show the concept of "**May I use ____?**", show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say "**May I use ____, please? May I? May I use ____, please?**" After a moment of pretending to use the object, return the object to the student as you say "**Thank you!**" and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

COMPARE

To teach related concepts such as antonyms (for example, **thin** and **fat, long** and **short, old** and **young, straight** and **curly, big** and **little**), some teachers present the two words together to show their opposite meanings.

TELL A STORY

Students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories.

You can make up your own simple story dialogues. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept **tired** to the students, you might tell a little story like this, using actions and characters:

Danny: I am very tired today. I'm so tired.

Jenny: Poor Danny! Why are you tired?

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

动作, 如 colour 或 circle。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像 walking, standing, sitting 和 reaching 等诸类动作, 是很容易表演的; 可以用自己的面部表情, 表现情感 (如愤怒、悲伤、疲惫等); 可用手指表示数字。

角色扮演

只要可能, 不妨扩大表演范围, 进行角色扮演。可以自己单独扮演。例如, 要表示 I'm cold. 这一概念, 可以 (装作) 发抖, 皱眉头, 发出 Br-r-r-r-r 的声音, 跺脚, 双臂紧抱身体等, 边做动作边说: "Oh, I'm cold. I feel cold!" 叫一个学生关上窗户, 再说: "Oh, I'm so cold. It's cold here. Cold. Very cold." 可假装穿毛衣。可关上窗户。之后, 假装感到暖和起来了, 边说: "Oh, that's much better. I'm not cold now."

你也可以找个学生一起表演。例如, 为说明 May I use ____? 这一概念, 可表现出你需要某件东西, 却找不到。接着走到某个自愿者身边, 指着某物, 伸出手, 做出你想借用那东西的姿态和表情。一边表演, 一边说: "May I use ____, please? May I use ____, please?" 过一会, 假装用完了, 将该物还给那位同学, 一边说: "Thank you!" 一边做出一副很高兴的样子。

教师也可以用手偶进行表演。教师可一手拿一个手偶, 表演对话。学生可以同教师一起玩手偶, 也可以与其他同学一起玩。本教师用书关于“手偶、张贴画及其他”章节, 提供了大量的关于怎样制作手偶、使用手偶的方法。

比较

在教授反义词或对应词的概念 (如 thin 和 fat, long 与 short, old 与 young, straight 与 curly, big 与 little) 时, 有些老师往往将两个词同时教给学生, 以表现其相反或对应的意义。

讲故事

听故事, 尤其是反复提到某个词或集中于某个关键词的故事, 往往能使学生很快将新词学到手。故事赋予新词以意义; 故事让学生听到新鲜的词组。学生既记得住又喜欢故事。

教师也可使用学生已知道的词汇和结构编些短小的故事式对话。同时, 如可能, 不妨插进些新词。既可用手偶 (一手拿一个) 帮你讲故事, 也可以在黑板上简单画几笔, 勾勒出主要角色。轮到他或她说话时, 就指向那个角色。例如, 如果准备向学生讲 tired 这一概念, 不妨以角色对话的方式讲个像下面这样的故事:

Danny: I am very tired today I'm so tired.

Jenny: Poor Danny! Why are you tired?

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (Fall asleep and begins snoring loudly.)

Jenny: (Whisper.) Danny! Danny! Wake up! This is English class! The teacher is talking to you.

Danny: (Wake with a start.) Oh—oh—oh! Where am I? What happened? Oh—I'm so tired. (Go back to sleep.)

Ways to practise and review vocabulary

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide.

PRACTISE IN PAIRS AND SMALL GROUPS

Whenever you can, give the students a few minutes to practise a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practise, and then have them practise the structure with some limited substitution. For example, when you have taught "What's his/her/your name? His/Her/My name is ___", have the students form groups of three or four and practice asking each of the questions appropriately and varying the answer according to the people in the group.

SING A SONG

Songs stimulate the students' attention, focus their listening and quickly review vocabulary.

PLAY A GAME

There are many games in the *Learning English* program for vocabulary practice. Refer to the "Games" section in the back of this guide, which contains an index of games used in the lessons, plus directions for supplemental games.

DRILL

Here's a key rule: do not drill the students on words or structures unless they understand what they mean.

Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and answer:** Ask questions of individual students, groups of students (for example, "This row answer") or the whole class. Do not ask

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed! I must go to school. I must go to my English class. (入睡，接着开始打鼾。)

Jenny: (悄悄地说。) Danny! Danny! Wake up! This is English class! The teacher is talking to you.

Danny: (猛地惊醒过来。) Oh-oh-oh! Where am I! What happened! Oh--I'm so tired. (又倒头睡去。)

词汇练习和复习方法

教师需要不断地与学生一道练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就已掌握了该单元的词汇。学后边的单词时，反复不断地用学生所熟悉的句式练习新的单词；将他们所熟悉的单词套进新的句式中。下面是本教师用书里的一些重要的练习和复习方法。

一对一和小组练习

只要可能，尽量给学生几分钟之间，让他们就刚学的新结构与同桌或在小组中练习。一定要先让学生理解并能够说该句式，再让他们练习，然后要求他们就该句式进行有限的替换练习。例如，教师在讲授完句型 What's his/ her/ your name? His/ Her/ My name is ____ 后，就将学生分成 3 或 4 人一组进行操练，根据小组内的学生的具体情况，问些适当的问题并回答。

唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。

做游戏

本套教材有很多供练习词汇用的游戏。教师用书的书末“游戏”章节，提供了全书所有游戏的索引以及补充游戏的具体说明。

操练

特别注意：一定要在学生弄懂了单词或句型结构的意义后，再进行操练。

好的教师一般采用几种操练法，从而避免单调乏味，并让学生开动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一起重复、链式重复，你本人向小组或全班提问，并请个别学生向你提问。

- 名词操练：可请学生指出你所提到的教室里的实物，或者由你向学生展示图片，让学生说出该实物的名称。

a question before you have shown the students how to respond to the question. Use a variety of questions:

“Yes-No” Questions: Is this a chair? (Yes/No.) Do you like noodles? (Yes/No.) Are you hot? (Yes/No.)

“Or” Questions: Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?

“Wh” Questions: What’s this? Where is ____? What time is it? What colour is it?

Ways to evaluate student progress

After the students have practised a new concept, you need to check whether they understand.

As much as possible, avoid forcing very shy or reluctant students to speak out in class all by themselves. Ask for volunteers. For example, **“What’s this?** (Point to an object.) **Who can answer? Volunteer?** (Raise your hand to show what you want the students to do.) **Is there a volunteer?”**

Obviously, if some students refuse to volunteer an answer even after several weeks of classes, you will need to encourage them more forcefully. If a student finds this impossible, you may need to meet privately with that student after class to check his or her understanding.

This guide uses some of the following methods to check for understanding in class.

OBSERVE AS THE STUDENTS PRACTISE

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a checklist:** Some teachers make a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students’ names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student’s name, you can place a mark to represent the student’s mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write 1, 2 or 3 to show beginning, developing or mastery skill level.
- **Making descriptive records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:
Li Hong – Cannot pronounce “th” correctly.
Xiu Jie – Confuses mouth, ears, eyes, nose.
Yi Yu Ming – Drops final consonants on many words.

When you have a large class (more than 40 students), you may need to focus your observation on those students who appear to be having the most difficulty.

- 问答：向个别学生、小组（如，This row answer）或全班提问。

一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

一般疑问句：Is this a chair? (Yes/ No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)

选择疑问句：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?

特殊疑问句：What's this? Where is ___ ? What time is it? What colour is it?

评价学生进步的方法

学生在练习了某个新概念之后，你得检查一下，看他们是否理解其意。

尽量不要迫使非常害羞和不情愿的学生单独当全班的面回答，问谁愿意回答。例如：What's this? (指着某物) Who can answer? Volunteer? (举起手表明你要学生怎么做) Is there a volunteer?

当然如果有些学生上了几个星期的课后，依然拒绝主动回答，你得给予他们更有力的鼓励。如某些学生觉得根本做不到，你可能需要在课后与该生面谈，检查其理解情况。

本书使用以下方法在课堂上检查理解情况：

观察学生练习

无论何时，只要给学生时间，让他们一对一或分小组练习对话，或做活动手册上的作业，你都应在教室走动，仔细观察学生的练习情况。在这个过程中，尽量做到不干扰学生。

- 制作检查表：有些老师往往在连续几节课的教学中就学生特别需要掌握的技能制作检查表，以了解情况。一般的做法是，将表夹在写字夹里，手拿写字夹，在课堂四处走动，边听学生练习，边做笔记。表的一（左）边，列出全班学生的名字；空余部分的上部分，分栏列出各项技能，可在学生名字的旁（右）边作记号，以表明该生掌握的情况。例如，用+或-表示令人满意或不满意，或用1，2，3表示技能掌握的程度。

- 做描述性记录：有些老师往往在学生练习过程中或课后，就某学生的情况作简单记录。例如：

李红—th 发音不正确。

修洁—mouth, ear, eyes, nose 分不清。

易玉明—词末辅音吞音现象严重。

如果班上的学生过多（多于40人），教师宜将注意力放在问题最多的学生身上。

Remember to move to all parts of the classroom, including the back rows, when you observe.

ASK STUDENTS TO PRESENT

When pairs or small groups of students have practised a question-answer structure, call on three to five volunteer groups to demonstrate their work in front of the class.

Remember, it is not necessary always to have students present after they spend time working in partners or small groups. If you do, the students may begin to believe that the performance is the most important thing. The most important thing, however, is the language practice this kind of work offers students. The students need to learn to have fun, and to use their imaginations and English, when they work in pairs and small groups.

PLAY A GAME OR SING A SONG

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

CHECK THE ACTIVITY BOOK

You have choices in how to evaluate activity-book exercises. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups.
- The students may exchange their activity books with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activity books at the end of the unit and check them. You might collect the activity books by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.

Ways to teach pronunciation

This guide does not offer detailed methods for teaching pronunciation. You need to consult an English-as-a-foreign-language textbook for that. Here, however, are a few guidelines.

Do not drill children on any word or structure unless they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching young children the International Phonetic Alphabet (IPA). In Grade 1, students should not concentrate on any form of written language. In Grade 2 and 3, they are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English.

IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more

教师在观察过程中，应记住：教室的各个地方都要走到，包括后面几排。

请学生表演

学生以一对一或小组练习的方式做完某个问答练习之后，让3到5组（自愿者）上台前表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台表演。如你每次都这么做，学生慢慢可能会认为练习后的表演才是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要在小组和结对练习的过程中享受学习的乐趣，也需要在自编对话的过程中发挥其想象力运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。

检查《活动手册》

怎样批阅活动手册上的作业，可有多种选择。具体办法可视情况而定：课堂上的剩余时间；学生课文掌握的程度等。

- 可让学生在课堂上相互交流。学生可以与同伴（桌）或在小组内交流作业。
- 可让学生与同桌交流活动手册。可将正确答案告诉全班，学生就对对方的作业相互打分。
- 学完一个单元后，可将活动手册收集上来检查。可不定期地突然抽查；可选取特定的作业给予打分并记录；可“浏览”其他部分，仅检查学生是否做了，以及他们的具体困难在哪里。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教年龄较小的学生国际音标。在一年级中，学生无需关注任何形式的书面语言。在二和三年级中，学生学习英语句法和字母表来表达含义。而国际音标是另一套抽象符号，会给培养学生流利、自信地用英语表达自己造成障碍。

然而，国际音标对于教师来说不失为一种有用的工具。它可以帮助教师识别某些不太熟悉而难以发出的音。

difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say “**thanks.**”
- Practise (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store.**
- Practise (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack.**
- When you teach an unfamiliar **sound**, teach a contrasting sound. For example when you teach “th” in **thin**, contrast it with **tin** and **din**.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape whenever possible for children to practise imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? Do you like ice cream?

- Falling intonation occurs in statements and in questions that aren’t answered yes/no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. Here is my pencil.

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

当教师能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语发音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。例如，把舌尖置于上下齿之间说：Thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/ bet, sit/ set, bag/ back, rag/ rack 等。
- 当你在教学生不熟悉的音时，可采取对比的方法。如教 thin 中 th 的发音时，与 tin 和 din 进行对比。

下面是帮助学生练习语调和重音的一些建议：

- 在低年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会，让学生通过听以英语为母语的人的录音进行模仿。
- 用 yes/no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? Do you like ice cream?

- 陈述句和不用 yes/no 回答的问句用降调。其方式是在句子中间的关键词或重读音节上提高音调，然后音调下降：

I like ice cream. Here is my pencil.

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一句的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

PUPPETS, POSTERS AND MORE

Making and using puppets

Puppets are excellent language-learning tools. They capture students' attention. They encourage students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help students think of things to say in conversation. Puppets also help vary classroom activity: students often enjoy drilling structures when they use puppets to practise with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for students to make puppets of their own that they can use throughout the year. Students love to make puppets: it's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. Students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials.

Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons—anything colourful. Use your imagination and have fun!

手偶、 张贴画及其他

制作和使用手偶

手偶是很好的语言学习工具。它能吸引学生的注意力。鼓励学生用语言来练习。能帮助害羞的学生有勇气开口。

作为一名教师，你可以用手偶为学生演示对话，比如《教科书》上的对话，也可以用他向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I am happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩：学生彼此用手偶做练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。你可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。

许多教师留出一整节课的时间让学生自己制作一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景，把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧纽扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶以前，教师应教学生物品的英语名称和如何向人要所需的物品。在制作手偶期间，鼓励学生用英语交流。

你可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。你可用你的手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用纽扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给他添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想象力获取乐趣吧！



This puppet has a Ping-Pong ball for a head and a square of fabric for a body. Cut a hole in the Ping-Pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the Ping-Pong ball a face and some personality!

Making and using posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays. Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

TEACHING POSTERS

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 3 focuses on school objects. At the beginning of Unit 3, you should post pictures related to this theme (such as a **desk**, **chair** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with English words beside each picture.

PHOTOGRAPH POSTERS

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **playing**, **drawing**, **singing**.

Making and using flannel boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre wide and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

Flannel sticks to flannel. This means you can attach pictures to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in**, **on**, **under**, **between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms**, **legs**, **hands**, **feet** and **head**. You can also ask the students to work with the flannel board. For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of eyes, noses, mouths, ears, hair (different colours and styles) to create characters.



这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让你的食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。在乒乓球上制作手偶的面部以及其他拟人化的部位。

制作和利用张贴画

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，使学生置于英语环境中。教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些道具，以便帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学过的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学内容都有一个主题，集中归纳了学生要掌握的词汇。例如，第三单元着重讲述了学校物品。在第三单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这个主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图的旁边用大号英语单词标注。

照片张贴画

拍下一些学生正在教室活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如玩耍、画画和唱歌。

制作和利用法兰绒板

法兰绒板是一种既便宜又适用的英语教学用具。你需要一块便宜的法兰绒布（大约 1 米宽，2 米长）。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它贴在一块厚纸板上，以便能在教室不同的位置使用。

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的方位关系。例如，你可以把图画粘在法兰绒板上展示 in, on, under, between 和 beside 这些概念。

你也可以用法兰绒来制作图片。例如，当你教身体部位单词时，随着教单词 arms, legs, hands, feet 和 head，你就可以逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身体移开。

你可以用法兰绒板为人头相制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发（不同颜色和风格）来创造各种各样的人物脸型。

GAMES

Children love to play games, and these games help them learn English! Games stimulate imagination, thinking and careful listening. You should remember that games can get a little noisy sometimes, and that you should warn your colleagues before you play them. Don't forget: noise on task is good noise. If you try these games, despite the noise, you will find your students learn more English.

Supplemental games

This section gives instructions for games you can adapt and use at any time during your classes. These games will help you fill lesson time, if you and your students need more things to do. We encourage you to look through these games in advance, so you will have on hand any props you need.

游戏

孩子都喜欢游戏，而这些游戏能帮助他们学习英语。游戏能激发学生的想象力，思考能力及听力能力。教师应记得游戏时学生有时候比较吵闹，在游戏以前，教师应告知其他同事。但是不要忘记：操练时的吵闹是有益的。在做游戏时，虽然有些吵闹，但教师将会发现学生会学到更多的英语。

补充游戏

本章节提供的游戏，教师可以进行改编，可以在上课的任意时间开展。如果学生课堂上需要更多的内容，这些游戏就可以充实课堂。《教师用书》提倡教师提前看完此章节，这样教师就能随时拿出所需要的游戏到道具来。

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

- 1 – Clap your hands on your thighs.
- 2 – Clap your hands together.
- 3 – Clap your hands on your thighs.

Ask the students to clap with you as you all count 1-2-3 together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to
review: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10,
1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.

You can also use this rhythm for: twen-ty-one, twen-ty-two, twen-ty-three and so on. When you get to thirty, clap once on your thighs as you say the number. Resume clapping for thir-ty-one, thir-ty-two and so on up to one hundred.

Repeat a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

**Point to red, point to blue, point to green and yellow, too.
Now what colour do you see? Point to it and then tell me.**

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise coloured paper. (It can repeat any of the colours already named, or be a new colour.) Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DRAW AND GUESS

To review any vocabulary.

In this game, the students draw pictures to illustrate words or phrases.

拍数游戏

用来复习数字单词。

让学生起立，用 1—2—3 的节奏教拍数游戏。

1— 双手拍大腿。

2— 双手齐拍。

3— 双手拍大腿。

当教师和学生数数时，要求他们和教师一起按 1—2—3 的节奏拍数，直到大家都掌握为止。

用下面的顺序拍并数数，直到教师想复习的最大数字：1—2—1，1—2—2，1—2—3，1—2—4，1—2—5，1—2—6，1—2—7，1—2—8，1—2—9，1—2—10，1—2—11，1—2—12，1—2—13，1—2—14，1—2—15。

教师也可用此节拍数：twen-ty-one, twen-ty-two, twen-ty-three 等等。当数到 thirty 时，双手拍一下大腿。继续拍数出 thir-ty-one, thir-ty-two 等等直至 100。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘带黑板上：红的、蓝的、绿的和黄的，也可以准备其他几种颜色的彩纸来表示其他颜色。

教学生唱下列歌谣：

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一个自告奋勇的学生到黑板前，按照全班歌谣中的颜色指黑板上相应的彩纸。唱到歌曲最后一行，教师举起一种出人意料的颜色彩纸(可以用之前使用过的颜色,或一种新颜色)，让该学生指着它说出其颜色的名称。让其他同学重复这个游戏。

画画猜字

用来复习词汇。

该游戏中，学生通过画画来说明单词或短语的含义。

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put pictures showing words the students have learned. You can make the game easy or difficult. For example:

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a picture out of the container. That player must try to show, through drawing **ONLY**, what the picture shows. Team 1 tries to guess the word in English. Note: Team 2 must remain quiet!

In this game, the player may not say anything or point to anything. The player can only draw to show the word.

The timekeeper keeps track of how many seconds it takes the team to guess the word. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word, record this time on the blackboard.

Next Team 2 sends a player to the front to take a picture and draw. Repeat the activity as often as desired.

The team with the fastest time at the end of the game wins.

FIND THE PICTURE

To review any vocabulary.

Make ten to fifteen large pictures of objects the students have learned in English. Put these pictures at the front of the classroom. Turn each picture over, so the students can't see the picture.

Ask for a volunteer. Say **"Where's the ____?"** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word for that picture.

If the picture matches what you asked for, the student may call out the next word. The student says **"Where's the ____?"** and picks a volunteer to try to find the matching picture.

If the picture doesn't match, the student returns to his or her desk.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to think of two sentences. One sentence matches vocabulary correctly—for example, **"I am hungry, I eat."** The other sentence makes an incorrect match—for example, **"He is a girl."**

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and say one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **"Yes"** if the student stands under the correct face and **"No"** if not.

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片，游戏的难易程度教师可以自己掌握。例如：

把全班分成两个组，指定某一同学为计时员。第一组推荐一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手只能通过画画来说明单词和短语，第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个组成功猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二组派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语的意思。若学生感兴趣，可以反复地做这个游戏。

在最短时间内猜中的组为胜方。

找图片

用来复习词汇。

制作 10 到 15 张学生学过的物品的大图片。将图片放到教室前面，把每张图片翻过去使学生看不见图片上的内容。

找一个自告奋勇的学生。教师说：Where's the ____?（说出其中一张词汇卡上的单词）学生走上前，挑出一张卡片，把他举起来，并读出与图片相对应的单词。

如果这名学生挑对了卡片，他/她可以说下一个单词，然后说 Where's the ____?然后请一个自愿的学生找出相应的图片。

如果这名学生没挑对正确的图片，就回到其座位上去。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat, thirsty/ drink, she/ girl, he/ boy, breakfast/ morning。

要求学生每人写两个句子，一个句子词汇搭配正确，如 I am hungry, I eat. 另外一个句子词汇搭配不正确，如 He is a girl. 在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他/她写的其中一个句子。让学生站在黑板上画的一张脸的下面。该生站在笑脸下面，意味着他/她的句子中词的搭配是正确的，该生站在哭脸下面，就意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes；如果站错了，就说 No。

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says “**Where is my ___?**” and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants “**Where is his/her ___?**” over and over while clapping.

When the student finds the object, he or she holds it up and says “**There it is. Thanks!**”

MEMORY NAME

To review my/his/her and learn everyone’s name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says “**My name is ___ (Hong, for example).**”

The second person says “**My name is ___ (Yangsheng, for example)**” and “**Her name is Hong.**”

The third student says “**My name is ___ (Du, for example)**” and “**His name is Yangsheng**” (points to the second student) and “**Her name is Hong**” (points to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students’ names!

NUMBERS!

To learn and review numbers from one to ten.

Divide the class into groups. The groups can have as many as eleven students, but no more. Each group of students sits in a circle, on chairs or squares of paper. One student sits in the centre of the circle.

The students around the circle number off consecutively. They must pay attention and remember where each “number” is.

To play the game, the student in the centre of the circle can do one of two things:

- Call out two numbers. The students with these numbers must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)
- Call out “**Numbers!**”, which means that all students around the circle must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)

藏东西

用来复习 where 问题及教室物品名称的动作游戏。

解释一下游戏规则，然后让一个自告奋勇的学生离开教室，并告诉他 / 她你将用什么东西来做这个游戏。

这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问 Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍掌。当他又远离被藏物品时，全班轻声地拍掌，边拍边一遍一遍地说唱：Where is his/ her ____?

当该生找到了被藏物品时，把他举起来，并说：There it is. Thanks.

记名字

用来复习 my/ his/ her 和熟悉每个人的名字。

让 10 个自愿的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____ . (比如说红)

第二个人说：My name is ____ . (比如说杨生) Her name is Hong.

第三个人说：My name is ____ . (比如说杜)。His name is Yang Sheng. (指着第二位学生)。Her name is Hong. (指着第一位学生)。

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

数字游戏

用来学习和复习数字 1 到 10。

将全班分成小组，每组最多 11 名学生。每组的学生围成一个圈坐下，可以坐在椅子上或坐在长方形的纸上。其中一个学生坐在圆圈的中心位置。

围着圈坐的学生连续报数。他们必须用心记住每个数字的位置。

做此游戏时，坐在中间的那个学生可以做以下其中一件事：

- 说出两个数字。是这两个数字的学生马上交换位置。同时，坐在中间的学生也尽力抢占他们俩其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

- 说 Numbers。这就意味着所有的学生都要交换位置。同时，坐在中间的学生也尽力抢占他们其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **“Open the book! Close your mouth! Touch a window! Point to a clock!”**

Ask the first person in each team to come to the front of the class. Give a command, such as **“Open the door!”** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large pictures that represent vocabulary words in the classroom.

Call out the words. The players from each team race to touch the correct picture first.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **“Simon says”** first. If you do not say **“Simon says,”** they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **“Simon says do this.”** The students imitate your action. Then perform another action and say **“Simon says do this.”** The students again imitate your action.

Now perform another action and say only **“Do this.”** The students must not imitate you.

Continue the game, mixing up **“Simon says do this”** and **“Do this”** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **“Simon says point to your arm! Simon says shake your leg! Jump up and down!”**

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：
Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加 1 分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛谁能首先摸到正确的卡片。

Simon 说

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用他来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想办法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他 / 她就必须坐下。坐下的学生可以帮助指出另外也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体指令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

变化形式 2：让单个学生引导做这个游戏。起初，学生可能觉得很难，所以缩短每一轮的时间—不超过 1 至 2 分钟。

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

STOP! GO!

An action game to review phrases of introduction.

Translate **stop** and **go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say “Go!”

When you say “**Stop!**”, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____. What’s your name?**

Student 2: **My name is _____. Good-bye.**

Student 1: **Bye.**

When you say “Go!”, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, “**What’s this? What colour is this? Is this a _____ or a _____? Where is the _____?**” You can also give the whole team a command. For example, “**Touch your head. Point to the blackboard. Show me an eraser.**”

If the player or team answers or performs correctly, a player from the team may write an X in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an O in any square on the grid.

The object for each team is to obtain a row of three Xs (or three Os) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their Xs or Os to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large X on one side of each card and a large O on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an X, it points to a student on the game board.

变化形式 3: 把全班分成 2 个或 3 个大组，一起来做 Simon says 游戏，每个组指定一名指挥员，此游戏能使学生注意力集中并提高听力技能。

起步走！停止！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 stop 和 go 的意思。

告诉学生，当你说 Go! 时，他们要低头看着地板在教室里快步行走。

当你说 Stop! 时，他们要停下来，抬起头来，每人和站在最近的同学结成一队站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is _____. What's your name?

学生乙：My name is _____. Good-bye.

学生甲：Bye.

当你说 Go! 时，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次让 10 人参加。

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏，形成尺寸大致相等的 9 个小方块。

把全班分成两个组，向第一组的一名选手提一个问题。例如：What's this? What colour is this? Is this a _____ or a _____? Where is the _____? 你也可以向整组发出一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser.

如果这名选手或整组回答或表演正确的话，那么从组中走出一名选手，在大表格中任意一个小方块中画一个 X。

现在轮到第二组了。如果该组回答或表演正确的话，可以在任意一个小方块中画一个 O。

每个组的目标是在大表格的任意方向上 --- 不管是平行方向，垂直方向，还是对角方向——获得三个 X（或三个 O）。当然，每个组也可填入自己的 X 或 O，以阻止对方达成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1: 准备 9 张大卡片或几张硬纸，在每张卡片的一面写一个大 X，在另一面写一个大 O。在教室前面放一排三把椅子（面向学生），让 9 名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名

That student holds the X card up high. Continue the game with the students holding up X and O cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large pictures representing vocabulary up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHISPER

A game to review actions.

Ask for a volunteer. Whisper an action word to the student. For example, **draw, sing, play.**

The student must perform the action and the rest of the class guesses the action, in English.

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of picture cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for book, two for chair and so on.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say "Go!", the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

YARN NAMES

To review "My name is ____" and learn everyone's name.

Divide the class into small groups. Ask each group to sit close together in a circle on the floor. Give each group a ball of yarn.

学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 X 时，指着一个在前面的学生，该生就高举着写着 X 的卡片。继续做这个游戏，让 9 名学生举起 X 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再用那些要复习的问句来彼此提问。

什么不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。问每个学生，让其说出移走的卡片的名称，直到猜出正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

耳语游戏

用来复习动词的游戏。

找一名自愿的学生，在其耳边轻声说一个动词。例如：draw, sing, play。

这个学生必须表演出这个动作，其他学生就用英语猜出这个动作。

让其他学生重复做这个游戏，每个学生都必须用不同的方式来演示这个词汇，鼓励学生做富有创造性的表演！

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 book 的卡片，两张 chair 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片顺序打乱，使得相同的卡片不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，就让他们分散站在教室各处。

当教师说 Go! 时，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他 / 她说一样单词的同学。

A student begins the game by wrapping yarn around himself or herself as he or she says, several times, “**My name is ____.**” The first student then passes the yarn to another student in the circle.

This student repeats the procedure.

When every student has said his or her name, and everyone is wrapped in yarn, the students stand up and try to free themselves from the yarn.

线团名字

用来复习句型 My name is _____ 以及学习其他人的名字。

将全班分成小组。请每组的学生坐在地板上，并坐在一起围成一个圈。发给每组一个线球。

游戏开始时，一个学生将线缠绕在自己身上，同时说几遍 My name is _____. 然后这个学生把线团传给圈里另外一名学生。

这个学生又重复此过程。

每人都说完名字后，都被线缠绕住了。然后他们站起来，想法将线从身上解开。

VOCABULARY

A

angry /'æŋɡrɪ/ adj. 生气的 (1)	clothes /kləʊ(ð)z/ n. 衣服 (22)
animal /'ænɪml/ n. 动物 (7)	cold /kəʊld/ adj. 寒冷的 (2)
	cool /ku:l/ adj. 凉爽的 (2)
	cow /kaʊ/ n. 奶牛 (9)

B

bed /bed/ n. 床 (16)
bird /bɜ:d/ n. 鸟 (8)
book /bʊk/ n. 书 (17)
breakfast /'brekfəst/ n. 早餐 (14)
brush /brʌʃ/ v. (用刷子) 刷 (21)
buy /baɪ/ v. 购买 (22)

C

can /kæn/ aux. 能; 会 (5)
card /kɑ:d/ n. 卡片 (22)
cat /kæt/ n. 猫 (7)
chicken /'tʃɪkɪn/ n. 鸡 (10)
clean /kli:n/ v. 打扫 (22)

D

dad /dæd/ n. 父亲 (16)
dance /dɑ:ns/ v. 跳舞 (8)
dinner /'dɪnə/ n. 晚餐 (16)
dish /dɪʃ/ n. 盘子 (16)
dog /dɒɡ/ n. 狗 (7)
drink /drɪŋk/ v. 喝 (20)
duck /dʌk/ n. 鸭子 (10)

E

ear /ɪə/ n. 耳朵 (3)
early /'ɜ:lɪ/ adj. 早; 提早 (21)
eat /i:t/ v. 吃 (20)

eight /eɪt/ num. 八 (11)	go /gəʊ/ v. 走; 去 (4)
eighteen /eɪ'ti:n/ num. 十八 (14)	good /gʊd/ adj. & n. 好的; 好处 (20)
eleven /ɪ'lev(ə)n/ num. 十一 (13)	great /greɪt/ adj. 极好的; 美妙的 (5)
every /'evri/ adj. 每; 每一个 (20)	
everything /'evri'tɪŋ/ pron. 每件事 (物); 一切 (22)	
exercise /'eksəsaɪz/ v. 锻炼 (19)	

F

fan /fæn/ n. 风扇 (2)	habit /'hæbɪt/ n. 习惯 (21)
farm /fɑ:m/ n. 农场 (9)	happy /'hæpɪ/ adj. 高兴的 (1)
feel /fi:l/ v. 感觉 (1)	hard /hɑ:d/ adv. & adj. 努力地; 辛苦地; 难的 (15)
fifteen /fɪfti:n/ num. 十五 (13)	healthy /'helθɪ/ adj. 健康的 (19)
fifty /'fɪftɪ/ num. 五十 (15)	homework /'həʊmwɜ:k/ n. 作业 (5)
fly /flaɪ/ v. 放飞; 飞行 (19)	hop /hɒp/ v. 跳跃 (8)
football /'fʊtbɔ:l/ n. 足球 (19)	horse /hɔ:s/ n. 马 (9)
for /fɔ:/ prep. 对于; 给 (20)	hospital /'hɒspɪtl/ n. 医院 (4)
forty /'fɔ:tɪ/ num. 四十 (15)	hot /hɒt/ adj. 热的 (2)
fourteen /fɔ:'ti:n/ num. 十四 (13)	house /haʊs/ n. 房屋 (22)
friend /frend/ n. 朋友 (7)	hurt /hɜ:t/ v. 感到疼痛; 使受伤 (3)

G

gift /ɡɪft/ n. 礼物 (22)

I

ice-cream /'aɪskri:m/ n. 冰激凌 (2)

ill /ɪl/ *adj.* 生病的 (4) **nose** /nəʊz/ *n.* 鼻子 (3)

now /naʊ/ *adv.* 现在 (5)

K

keep /ki:p/ *v.* 保持 (20)

kite /kaɪt/ *n.* 风筝 (19)

O

okay /'əʊ'keɪ/ *int.* 好; 行 (3)

L

let /let/ *v.* 让; 允许 (4)

P

picture /'pɪktʃə/ *n.* 图画 (11)

pig /pɪg/ *n.* 猪 (9)

M

make /meɪk/ *v.* 制作; 做 (22)

R

matter /'mætə/ *n.* 问题; 情况 (4) **rabbit** /'ræbɪt/ *n.* 兔子 (8)

me /mi/ *pron.* 我 (I的宾格) (19) **read** /ri:d/ *v.* 读 (17)

mom /mɒm/ *n.* (= mum) 母亲 (16) **room** /ru:m/ *n.* 房间 (23)

Mrs. /'misɪz/ *abbr.* 夫人, 太太 **run** /rʌn/ *v.* 跑 (19)

(用于已婚女士姓名前) (23)

much /mʌtʃ/ *adv.* 非常; 许多 (4)

S

sad /sæd/ *adj.* 悲伤的 (1)

N

school /sku:l/ *n.* 学校 (21)

night /naɪt/ *n.* 夜晚 (16) **see** /si:/ *v.* 看见; 会见 (4)

nine /naɪn/ *num.* 九 (11) **seven** /'sev(ə)n/ *num.* 七 (11)

nineteen /naɪn'ti:n/ *num.* 十九 (14) **seventeen** /sev(ə)n'ti:n/ *num.*

no /nəʊ/ *adv.* 不; 不是 (8) 十七 (14)

shirt /ʃɜ:t/ n. 衬衫 (13)	thirteen /θɜ:ˈti:n/ num. 十三 (13)
sheep /ʃi:p/ n. 羊 (10)	thirty /ˈθɜ:tɪ/ num. 三十 (15)
should /ʃʊd/ aux. 应该 (20)	this /ðɪs/ pron. 这个 (7)
sing /sɪŋ/ v. 唱歌 (8)	time /taɪm/ n. 时间; 次 (13)
six /sɪks/ num. 六 (11)	tired /taɪəd/ adj. 疲劳的 (1)
sixteen /sɪksˈti:n/ num. 十六 (14)	together /təˈgeðə/ adv. 一起 (7)
so /səʊ/ adv. 如此 (4)	TV /ˈti:ˈvi:/ n. 电视 (16)
something /ˈsʌmθɪŋ/ pron. 某事; 某物 (22)	twelve /twelv/ num. 十二 (13)
swim /swɪm/ v. 游泳 (19)	twenty /ˈtwentɪ/ num. 二十 (14)

T

take /teɪk/ v. 拿, 取 (5)
talk /tɔ:k/ v. 谈话; 交谈 (17)
teeth /ti:θ/ n. (tooth的复数) 牙齿 (21)
tell /tel/ v. 告诉; 讲 (23)
ten /ten/ num. 十 (11)
that /ðæt; ðæt/ pron. 那个 (10)
then /ðen / adv. 然后 (16)

V

visit /ˈvɪzɪt/ v. 看望; 参观 (23)

W

warm /wɔ:m/ adj. 温暖的 (2)
wash /wɒʃ/ v. 洗; 洗涤 (16)

Y

yes /jes/ adv. 是; 是的 (8)

STRUCTURES

AND EXPRESSIONS

Unit 1

How do you feel?	你觉得怎么样?	(L1)
I feel...	我觉得……	(L1)
Are you okay?	你还好吗?	(L3)
My... hurts.	我的……疼。	(L3)
What's the matter?	怎么回事?	(L4)

Unit 2

This is my...	这是我的……	(L7)
A... can...	……会……	(L8)
Can a... run?	……会跑吗?	(L9)
Yes, it can.	它可以。	(L9)
There are...	那里有……	(L11)

Unit 3

What time is it?	几点了?	(L13)
It's... o'clock.	……点了。	(L13)

It's eleven twelve. 十一点十二分了。 (L13)

We have dinner at six thirty. 我们六点半吃晚饭。 (L16)

Unit 4

What do you like to do? 你喜欢做什么? (L19)

I like to... 我喜欢…… (L19)

They're good for me. 这些对我的健康有益。 (L20)

I'd like to make a card for her. 我要为她做一张卡片。 (L22)