

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)

二年级下册

(一年级起点)
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It's fun! It's easy!



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河北教育出版社

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出版者的话

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

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

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

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

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

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

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HOW TO USE THIS TEACHER'S GUIDE

The guide and its companions

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

In addition to this guide, you should have:

- An audiotape.

Each student should have the companions:

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

Where to start

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

Work through each lesson

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

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

如何使用 《教师用书》

《教师用书》及配套教材

本书是与《学英语》配套的教师用书,供一个学期使用。

另外,教师还要有:

- 听力磁带

每个学生应备有以下配套资料:

- 学生用书
- 活动手册
- 学生词汇卡片

从何开始

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

如何上好每一节课

本书包括4个单元,共24课(每单元共6课)。每单元的最后一课是复习课。

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

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

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

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

Refer to the back of the guide

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

Teaching Techniques

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

Puppets, Posters and More

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

Games

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

Songs

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

Adapt it!

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

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

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

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

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

参考本书后面部分

本书后面部分为补充材料,帮助教师更好地进行课堂教学。主要内容如下:

教学技巧

本部分列举了词汇教学和练习、语音教学和评价学生学习进步情况的各种方法。

手偶、张贴画的制作及其他

该部分介绍了如何为教室制作手偶、张贴画和展品等学习材料。

游戏

该部分包含本书各课的游戏索引,同时还补充了一些游戏。

歌曲

该部分列举了本书的歌曲,并配有歌词和曲谱。

作适当调整!

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

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

PHILOSOPHY OF THE LEARNING ENGLISH PROGRAM

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

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

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

《学英语》 编写指导思想

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

语会激发学生学习的兴趣。他们所学的是自然的语言而非做作的课堂对话。

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

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

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

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

《学英语》低年级阶段的总体目标

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

下面是本教材的总体目标。每一项都详细描述了在低年级阶段的具体要求。

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

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

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

Teaching with the *Learning English* program

This program stresses:

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

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

使用本教材进行教学

本教材强调以下几点:

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

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

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

The early primary program provides:

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

What about phonetics?

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

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

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

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

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

低年级阶段教材包括如下内容:

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

关于语音

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

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

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

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

What about grammar?

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

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

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

What about memorization?

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

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

What about translation?

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

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

关于语法

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

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

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

关于记忆

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

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

关于翻译

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

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

YOUR ENGLISH CLASSROOM

Make your classroom welcoming

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

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

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

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

英语 课堂

营造美好的课堂氛围

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

如果你的课堂环境满足了小学生的以上需求,他们就会喜欢学习,努力学习。

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

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

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

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

Unit 1

Back to School



General Goals for Unit 1

The prime objective of all units is to expand the children's English language both at school and at home where they will meet and engage with their teachers, classmates, peers or families in concepts of interest to them at their grade level.

This unit introduces children to words and expressions they might use in daily life in school with their teachers and classmates, at home with their families, or in their neighbourhood with their friends. Students will be expected to master these words and expressions through applied practice in the classroom.

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

Teaching Tip



Visual Scaffolding as Language Cues

Visual scaffolding is support that includes images and words that can be seen as well as heard. All of the lessons in the books come with visual aids, such as word and picture cards. These visual scaffolds are an excellent way to provide comprehensible input to ESL students so that not only will they learn the essential subject content but also they will make progress in their acquisition of English.

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.).

第1单元

回到学校



第1单元总目标

本册各个单元旨在拓展学生在学校和家庭的英语学习，在那里他们将遇到教师、学生、伙伴和家人，并和他们一起学习当前年级感兴趣的知识。

本单元呈现了学生在学校日常生活中和教师，同学使用以及在家庭中和家人、邻居或朋友使用的词汇和句型。学生将在教室中通过练习掌握这些词汇和句型。

本单元包含六个新授课和一个复习课，但教师应考虑用多于六个课时的时间来教授本单元。例如，在本单元即将结束时，教师可能想另加一节课以复习前面学过的内容，也可能想单独用一节课来进行单元总复习。总之，教师应根据学生的兴趣与需要，来安排教学节奏和内容。

教学提示



作为语言线索的视觉辅助

视觉辅助是包括可以被看到和听到的图片和文字等辅助材料。教材中的每一课都有视觉辅助材料，如词汇和图片卡片。这些视觉辅助材料对非母语的学习英语的学生来说是一种提供可理解的信息输入的很好的方式。学生不仅会从中学习基本的学科知识，也会同时在相应的英语学习方面取得进步。

教科书上每一课都是按以下标题顺序进行编排的：

教学目标：本课要完成的具体目标。

教学准备：本课教学将要使用的各种材料（小道具、手偶、录音机等）。

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



Play

Play is a solid means of helping children learn. It is a way for teachers to assess what a child understands and what interests the child. Play exposes a child's problem-solving skills so that a teacher can know how a child thinks, plans and organizes. It is a means of exposing the child's private world, for a world of play and pretend can always allow the child to be powerful, able, and successful. The rules are all in the child's mind. Play provides a free, easy, try-it-yourself experience for every child.

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.

开始上课

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

新概念

学生课本中每一课都会全部或部分包含以下活动：

1. Listen and say!

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

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

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

3. Let's play!

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

教学提示



游戏

游戏是帮助学生的一种可靠的方法，也是教师了解学生的理解程度和兴趣的方式。游戏可以给学生提供显示自己解决问题技巧的机会，这样教师可以了解他们如何思考、计划和安排。学生也可以展示自己的个人世界，在这个游戏的世界中，角色扮演可以让学生感到自己的力量、能力和成就。游戏的规则就在学生的想象中。游戏为每位学生提供了开放、简易和自己尝试的经历。

4. Let's do it!

这些活动可以使学生积极参与练习语言艺术六个方面（读、写、听、说、观察和表达）的一个或另外一个。

可选活动

如果有时间可以选择这些可选活动（嘉宾演讲，课文以外的歌曲等）。

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

活动手册

通过讲解，帮助学生完成活动手册上的各项活动。

结束课堂教学

- 简单回顾本课讲授内容，介绍新课，激发学生兴趣。

• After-Class Activities: Include tasks that students can do at home to practise and reinforce the new material.

Specific Goals for Unit 1

Knowledge and Skills

1. Students will be able to do the following:
 - To greet another person.
 - To ask and answer: **How are you?**
 - To respond to a greeting in a positive way.
 - To welcome another person.
 - To introduce various things in a classroom.
 - To ask and answer: **What do you see?** with **I see...**
 - To introduce a variety of verbs: **see, write, draw, read, do, write, colour, cut, open, close**
 - To ask and answer: **Where is the washroom/library?**
 - To ask and answer: **What is that?** as the question applies to school buildings and rooms.
 - To introduce the verb **play** in relation to **playground** and **gym**.
2. Students will be able to understand and use the following vocabulary:
office, blackboard, scissors, crayon, paper, washroom, library, playground, gym cut, open, close again
3. Students will be able to understand and respond orally to the following expressions:
 - **Hello. Nice to see you.**
 - **What do you see? I see...**
 - **What do you do?**
 - **I draw/write/cut with...**
 - **Where is the washroom? Here it is.**
 - **We play on the playground/in the gym.**
 - **Open/Close...**

Teaching Tip



Extra words and expressions

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

• 课后活动：包含一些学生在家可以完成的活动，以帮助学生练习巩固已学到的新知识。

第1单元具体目标

知识与技能目标

1. 学生能够做到：

- 问候他人。
- 问答问题：How are you?
- 积极回应他人的问候。
- 欢迎他人。
- 介绍教室中的各种物品。
- 提问问题：What do you see? 并用 I see... 回应。
- 介绍一系列动词：see, write, draw, read, do, write, colour, cut, open, close
- 问答问题：Where is the washroom/library?
- 问答有关学校建筑和房间的问题：What is that?
- 用动词 play 介绍有关 playground 和 gym。

2. 学生能够理解和运用下列词汇：

office, blackboard, scissors, crayon, paper, washroom, library, playground, gym
cut, open, close
again

3. 学生能够理解和口头运用下列用语：

- Hello. Nice to see you.
- What do you see? I see...
- What do you do?
- I draw/write/cut with...
- Where is the washroom? Here it is.
- We play on the playground/in the gym.
- Open/Close...

教学提示



额外的词汇和句型

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

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 recognize various locations in their school in English and what can be done in those places.

学习策略目标

帮助学生形成以下基本学习策略：

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

情感态度目标

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

文化意识目标

学生要学习如何用英语识别学校中不同的地方，并了解在这些地方可以做什么。

Lesson 1 Back to School

Lesson 1 Back to School

1 Listen and say!

Hello! Nice to see you again.

Nice to see you, too.

We are back to school!

Look! I see my teacher. She is in the office.

2

Welcome back.
This is your classroom.

2 Let's sing!

How are you,
My good friends?
How are you today?
I'm fine, thanks.
Nice to see you again!

3

TEACHING GOALS

1. Students will be able to understand and use the following vocabulary:
again, office
2. Students will be able to greet each other with **Nice to see you again.**

TEACHING PREPARATION

- Audiotape/Multimedia CD for lesson 1
- Word cards for: **teacher, office, classroom**
- Sign that says: **office**

CLASS OPENING

Greeting and Review

第1课 回到学校



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
again, office
2. 学生能用 Nice to see you again. 互相问候。

教学准备

- 第 1 课录音带或教学光盘
- teacher, office, classroom 的词汇卡片
- office 的标志

开始上课

问候和复习

Greet the students in English with **Welcome students! Nice to see you back at school!**

Encourage the students to respond to you with **Hello** or **Nice to see you!**

Ask students if they recall how to greet another person in English and have them practice with their shoulder partners.

Teaching Tip



Shoulder partners

A shoulder partner is a person who is located on the right or the left of a student. You can clarify which shoulder partner you would like students to practice with or have them practice with both shoulder partners!

Lesson Hook

Tell the students to open their books to Lesson 1. Wait for students to find the first lesson. Open your book and show the students what they should look for.

Teacher: In this lesson, you will learn how to greet your friends and the teacher in school. You will also learn about two rooms in the school: office and classroom!

Teaching Tip



Finding your way in your school

Every student who arrives for the first day back at school or to a new school needs to be reminded of where various rooms are in the school. The office and the classroom are two important rooms for the students to discover. So are other rooms that are introduced in this unit!

NEW CONCEPTS

1. Listen and say!

Today you will learn how to greet students you know upon returning to school on the first day.

Hello! Nice to see you again.

Nice to see you, too.

We are back to school!

Look! I see my teacher. She is in the office.

Welcome back. This is your classroom.

Say each phrase. Ask students to repeat each phrase after you. Do this several times.

Play the audiotape for Part 1 while the students follow along in their Student Books. Play it two or three times, moving around to listen as students pronounce the words. Help them as needed.

用 Welcome students! Nice to see you back at school! 问候学生。
鼓励学生回应 Hello 或 Nice to see you!
问学生是否记得如何用英语来问候别人，让他们和左右的伙伴练习。

教学提示



左右伙伴

左右伙伴是坐在学生左右侧的同学。教师可以明确告诉学生需要和哪边的伙伴练习，或者同时和两边的伙伴练习！

课文导入

让学生翻到教科书第 1 课。等候他们找到第 1 课。打开自己的书，展示给学生需要找到的页面。

教师：这节课，大家将要学习如何用英语来问候学校里的朋友和教师。同时也会学习学校中的两类房间：办公室和教室！

教学提示



校园寻路

所有第一天重新返回学校或到一所新学校的学生都需要知道学校中各类房间所处位置。办公室和教室是学校中需要知道的最重要的两类。本单元介绍的其他的房间也很重要。

新概念

1. Listen and say!

今天大家要学习第一天回到学校如何问候所认识的同学。

Hello! Nice to see you again.

Nice to see you, too.

We are back to school!

Look! I see my teacher. She is in the office.

Welcome back. This is your classroom.

朗读句子，让学生跟读每个句型。重复几遍。

播放第一部分的录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。必要时帮助他们。

Teaching Tip



Nice to see you. is the short version of the more formal sentence: **It is nice to see you!** Explain to the students that in spoken English, we sometimes drop unnecessary words in order to get our meaning across more quickly.

•DEMONSTRATE•

Tell the students to listen as you say **Hello! Nice to see you again. Nice to see you, too.** several times while waving your hand or pretending to shake hands.

Write **Hello! Nice to see you again. Nice to see you, too.** on the board. Point to the words as you say them slowly a few times.

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

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

Now write **We are back to school!** on the board. Point to the words as you say them slowly a few times.

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

Encourage the class to repeat all of the words in the sentences on the board with you several times:

Hello! Nice to see you again.

Nice to see you, too.

We are back to school!

Now write **Look! I see my teacher. She is in the office.** on the board. Point to the words as you say them slowly a few times.

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

Now write **Welcome back. This is your classroom.** on the board. Point to the words as you say them slowly a few times.

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

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

•PRACTICE•

Role Play

Ask for two volunteers to practice a dialogue with you using their names to practice the new expressions:

Teacher: **Hello! Nice to see you again.**

Student 1: **Nice to see you, too.**

Student 2: **We are back at school.**

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

Ask students to group into threes and practice the dialogue together. Tell students that some of their groups will demonstrate for the rest of the class.

Now put a sign that says **Office** on your desk.

Call up students one by one to stand in the office.

Ask the students to practice the new dialogue by taking turns saying:

Look! I see... (name of the student standing in the “office”) **She/he is in the office.**

教学提示



Nice to see you. 是正式用语 It is nice to see you! 的缩写形式。给学生解释，在口语中，人们常常会舍弃一些不必要的词语，以便在最短的时间中表达自己的意思。

• 演示 •

边说 Hello! Nice to see you again. Nice to see you, too. 边挥手或做握手的动作，重复几次，让学生仔细听。

在黑板上写出 Hello! Nice to see you again. Nice to see you, too. 指着句子缓慢朗读几次。

教师：Say it, please. Again, please.

鼓励全班和教师一起重复句子数次。

然后在黑板上写上 We are back to school! 指着句子缓慢朗读几次。

教师：Say it, please. Again, please.

鼓励全班和教师一起重复黑板上的句子数次：

Hello! Nice to see you again.

Nice to see you, too.

We are back to school!

在黑板上写出 Look! I see my teacher. She is in the office. 指着句子缓慢朗读几次。

教师：Say it, please. Again, please.

然后在黑板上写上 Welcome back. This is your classroom. 指着句子缓慢朗读几次。

教师：Say it, please. Again, please.

鼓励全班和教师一起重复黑板上的句子数次。

• 练习 •

角色扮演

让两位自告奋勇的学生和教师一起用他们的名字练习新句型：

教师：Hello! Nice to see you again.

学生甲：Nice to see you, too.

学生乙：We are back to school!

需要找这两位自告奋勇的学生时，可以说 Stand up, please. 同时用手势示意那位学生站起来。

让学生结为三人小组练习对话。告诉他们一些小组要给其他学生表演他们的对话。

然后在桌子上放一个 Office 的标志。

让学生逐个站在办公室里。

让这些学生轮流练习新句型：

Look! I see...(站在“办公室”里的学生姓名) She/he is in the office.

Ask students to turn to their shoulder partner and practice saying the following lines to each other:

Welcome back. This is your classroom.

Ask several pairs to demonstrate the dialogue.

2. Let's sing!

Song: How are you?

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

Then, write the words to the song on the board.

How are you,

My good friends?

How are you today?

I'm fine, thanks.

Nice to see you again!

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

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

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

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

Add actions to the song:

How are you? and **How are you today?** (hold both arms out)

I'm fine, thanks. (point to yourself)

Now you are ready to sing the entire song with the students, adding the actions to the song.

Teaching Tip



Many of the students in your classroom will have some knowledge of English, especially if they have been learning English in lower primary schools. Some may have no knowledge of English, however. Have the students help each other!

Students who act as teachers will benefit because their own knowledge will solidify as they explain English language concepts to their classmates. As well, more teachers in a classroom reduce the pupil-student ratio to accommodate everyone's learning!

Students who are learners will benefit from the knowledge their peers can share with them.

Optional

Walk and Talk

Ask students to walk around the room. When you clap your hands one time, a boy should turn to a girl and say:

Boy: **Hello! Nice to see you again.**

Girl: **Nice to see you, too.**

让学生转向左右的学生互相练习以下对话：

Welcome back. This is your classroom.

让几组学生演示对话。

2. Let's sing!

歌曲：How are you?

首先播放录音，让学生听整首歌曲。

然后把歌词写在黑板上。

How are you,

My good friends?

How are you today?

I'm fine, thanks.

Nice to see you again!

再次播放录音，同时逐词指着黑板上的歌词。

不放录音，指着黑板上的歌词逐词朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

再次播放录音，逐词指着黑板上的歌词让学生跟唱歌曲。

加上歌曲动作：

How are you? 和 How are you today? (伸出双手)

I'm fine, thanks. (指向自己)

现在可以和学生一起唱歌曲了，唱歌曲时加上相应的动作。

教学提示



班级中很多学生有一定的英语知识基础，特别是在低年级学过英语的学生。有些学生可能没有什么英语基础。让学生互相帮助！

帮助别人的学生将从中受益，因为在给别的学生解释英语语言知识时，他们自己的知识将得到巩固。同样，在课堂上教师角色增加了就减少了学生学习的比例！

作为学习者的学生在和伙伴分享知识时也将从中受益。

可选活动

走走说说

让学生在教室中走动。教师拍手一次时，男孩要转向一位女孩并说：

男孩：Hello! Nice to see you again.

女孩：Nice to see you, too.

Continue to have the students walk around and tell them that this time their roles are reversed:

Girl: **Hello! Nice to see you again.**

Boy: **Nice to see you, too.**

Students can walk around the classroom. When you clap your hands two times, students should turn to another student and say the following dialogue:

Student 1: **I see my teacher!**

Student 2: **She is in the office.**

Continue to practise these lines until the students have paired with at least four other students to practice 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

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

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

Then say **Goodbye, class. See you tomorrow!** Encourage the students to wave and say **Goodbye.** as they walk out the door.

After-Class Activities

Ask the students to practice greeting others on the street with **Nice to see you.** in English. Students can also sing the **How are you?** song for their families.

继续让学生走动，这次互换角色练习：

女孩：Hello! Nice to see you again.

男孩：Nice to see you, too.

学生可以在教室中走动。教师拍手两次时，学生要转向另一位学生并练习对话：

学生甲：I see my teacher!

学生乙：She is in the office.

继续练习对话，直至每位学生至少和四位伙伴练习了对话。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

祝贺学生完成了第 1 课的学习。问学生这节课学到了什么。学生应该快速地复习所学知识。

询问学生是否还有问题。学生应该回顾所学知识并提出一些问题。对教师而言，这是个很好的反馈。

然后教师说 Goodbye, class. See you tomorrow! 鼓励学生走出门时挥手并说 Goodbye.

课外活动

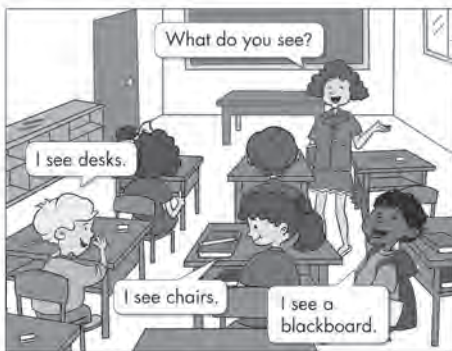
让学生用英语 Nice to see you. 问候在街上遇到的朋友。

学生也可以给家人唱歌曲 How are you?

Lesson 2 What Do You See?

Lesson 2 What Do You See?

1 Listen and say!



2 Let's do it!

Look and match.



3 Let's sing!

We love to draw,
A picture we make.
First we get a pencil,
Then paper we take.

Paper and pencil,
Drawing all day long.
Drawing is fun,
As we sing this little song!



TEACHING GOALS

- Students will be able to understand and use the following vocabulary:
blackboard, crayon, scissors, paper
- Students will be able to respond to the question:
What do you see?

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 2
- Word and picture cards for: **blackboard, crayon, scissors, paper, desk, chair, book**

CLASS OPENING

Greeting and Review

第2课 你看到什么？



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
blackboard, crayon, scissors, paper
2. 学生能回答问题：
What do you see?

教学准备

- 第2课录音带或教学光盘
- blackboard, crayon, scissors, paper, desk, chair, book 的词汇卡片和图片

开始上课

问候和复习

Greet the students by waving your hand and saying: **Welcome back!**

Then say: **How are you today?**

Expect the students to say: **I'm fine, thanks!**

Teaching Tip



Change greetings

Explain that each lesson will introduce a new greeting or opening activity to your class.

Don't worry if they don't understand. Explain it in Chinese. This will help the students build their oral command of English.

In Chinese, ask the children if they remember the song from Lesson 1.

Play the tape recorder and sing the song **How are you?** together with the students.

Lesson Hook

Tell the students to open their books to Lesson 2 while you hold up two fingers. Tell the students that today they will learn the names for many of the things that can be found in their classroom!

Teaching Tip



Things to remember about how younger students learn a new language

- They respond although they do not understand.
- They learn from everything around them: they learn indirectly rather than directly.
- They understand mostly when they see, hear, touch and interact rather than from explanations.
- Abstract concepts are difficult to deal with.
- They generally display a curiosity about the world and an enthusiasm for learning a language.
- They like talking about themselves and respond to learning that uses their lives as the main topic.
- They love discovering things, making or drawing things, using their imagination, moving from one place to another, and solving puzzles.
- They have a short attention span; they can easily get bored after 5~10 minutes.
- Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period.
- Teachers should work with students individually or in groups.
- Teachers need to be aware of the students' interests in order to motivate them.
- The classroom should be colorful and bright with enough room for different activities.

问候学生，挥手并说：Welcome back!

然后说：How are you today?

学生应该可以回应：I'm fine, thanks!

教学提示



改变问候方式

解释每节课教师都会介绍一种新的问候方式，或者开展一种活动。

不必担心学生不能理解。用汉语进行解释。这样有助于增强学生对于英语指令的理解。

用汉语问学生是否还记得第1课中的歌曲。

播放录音，和学生一起唱歌曲 How are you?

课文导入

让学生把教科书翻到第2课，举起两个手指示意。告诉他们今天要学习教室中可以看到的其他一些物品！

教学提示



小学生如何学习语言的要点

- 他们不理解也会回应。
- 他们从周围所有的事情学习：更多的是间接地学习，而不是直接学习。
- 他们更多的是通过看、听、接触和互动来理解知识，而不只是通过解释来理解。
- 抽象概念不容易处理。
- 他们通常表现出对世界的好奇和学习语言的积极性。
- 他们喜欢谈论自己和响应以自己的生活为话题的学习。
- 他们喜欢发现事物、制作或涂鸦事物、使用自己的想象力、四处走动和解决谜题。
- 他们只会集中很短时间的注意力；5至10分钟后他们就会厌烦。
- 教师应该有丰富多彩的活动，帮助学生在一个设定的时间里从各种各样的资源中获得信息和计划一系列的活动。
- 教师应与学生单独或者结组活动。
- 教师需要意识到学生的兴趣以便激励他们。
- 教室应该是丰富多彩的，有足够的空间来进行不同的活动。

NEW CONCEPTS

1. Listen and say!

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

blackboard, crayon, scissors, paper

What do you see?

Write the new expressions on the board.

What do you see?

I see...

•DEMONSTRATE•

Explain in Chinese what the expressions **What do you see?** and **I see...** mean.

Say them a few times. Let the students repeat each of the two new expressions after you several times before you write the new words for the lesson on the blackboard.

Write the new words for Part 1 on the board.

blackboard, crayon, scissors, paper

Repeat each word, pointing to it on the board.

Do this again, asking the students to repeat the words after you.

Hold up the word/picture card for each new word. Say it a few times. Let the students repeat each word after you then hold up the next picture/word card.

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

Repeat this process with each new word.

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 classroom and listen to each child say the words and expressions with the tape recording, assisting where necessary.

Teaching Tip



Using many strategies to help students remember words and expressions

When introducing new vocabulary or expressions, you can never give the students enough strategies to learn the language. Practice in many different ways: listening and repeating word-by-word and listening and repeating whole expressions or sentences. Students can also practice the language with a partner. The more the students speak English words and expressions, the better the chance that they will remember them!

•PRACTICE•

Model Play

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

Teacher (pointing to student 1): **What do you see?**

Student 1: (pointing to one of the items that is a new word in Part 1): **I see a...** (blackboard, crayon, paper, desk, chair)

新概念

1. Listen and say!

介绍今天要学习的词汇和句型：

blackboard, crayon, scissors, paper

What do you see?

将要学的句型写在黑板上。

What do you see?

I see...

• 演示 •

用汉语解释句型 What do you see? 和 I see... 的意思。

读几遍这些句型。让学生跟读几遍每个句型，然后再在黑板上写下一个句型。

将第一部分的新词汇写在黑板上：

blackboard, crayon, scissors, paper

指着黑板上的每个词汇，朗读几次。

再次朗读词汇，让学生跟读。

举起每个词汇的单词卡片或图片，朗读几次。让学生跟读每个词汇，然后再举起下一个卡片。

鼓励学生跟读每个新词汇几次。

重复以上步骤学习每个词汇。

播放第一部分的录音，让学生看书跟读。根据需要，播放三四遍录音。四处走动，仔细听每位学生跟读的发音。必要时帮助他们。

教学提示



采用多种策略帮助学生记忆词汇和句型

介绍新学词汇或句型时，尽可能多地采用各种策略来帮助他们学习。采用各种不同的方式练习：逐词听读跟读，逐句听读跟读。学生也可以和伙伴一起练习。学生练习词汇和短语的次数越多，记忆的效果就越好！

• 练习 •

角色扮演

让自告奋勇的学生和教师一起用新学的词汇和句型练习对话。需要找一位自告奋勇的学生时，可以说 Stand up, please. 同时用手势示意那位学生站起来。

教师（指着学生甲）：What do you see?

学生甲（指着第一部分的新学的一件物品）：I see a...(blackboard, crayon, paper, desk, chair)

Practice this dialogue with many students to demonstrate for the class.
Translate this dialogue if necessary.

Teaching Tip



Why dialogues?

Asking children to practice a dialogue with another student in a game situation helps the children learn a new language. They can experiment with the words and expressions and make mistakes without embarrassing themselves. Practicing with multiple partners in a relaxed environment simulates real life conversation.

Work in Pairs

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

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

Student 2: **I see a...** (blackboard, crayon, paper, desk, chair)

Ask the students to reverse their roles and practice the vocabulary several times giving different answers.

Present

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

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

2. Let's do it!

Look and Match.

Using the word and picture cards, have the students practice matching the following pictures to their correct vocabulary card:

pencil, desk, scissors, blackboard, chair, crayon, book

You can leave the matched pairs on the ledge of the blackboard to help the students complete Part 2

Tell the students to match the words to the correct pictures on page 5, Part 2. Remind them to look at the pairs of word/pictures that can be found on the ledge of the blackboard to help them with their answers.

Teaching Tip



Remember that students need to learn vocabulary in many different ways. Visual cues help them to connect words to pictures so use your word and picture cards often to help students learn new vocabulary.

3. Let's sing!

Song: We love to draw

和几位学生练习对话，给全班演示。
必要时可以翻译对话。

教学提示



为什么练习对话？

在游戏的情形下和其他学生练习对话可以帮助他们学习语言。他们可以体验词汇和句型，犯错误时也不会感到窘迫。让他们在近似真实的情形下轻松地 and 多个伙伴练习对话。

一对一练习

让学生结为两人小组，让他们练习以下对话：

学生甲：What do you see?

学生乙：I see a... (blackboard, crayon, paper, desk, chair)

让学生互换角色，给出不同答复，练习新学词汇。

呈现

让自告奋勇的一组学生向全班重复表演对话，教师应听 10 组左右对话。

学生需要练习在他人面前讲英语。因此，当一组学生表演完成后，教师应带动全班给以掌声鼓励。掌声是对学生努力的认同，可以帮助他们建立在别人面前讲话及在发音方面的信心。

2. Let's do it!

看图匹配。

采用词汇卡片和图片，让学生练习将以下的图片和相应的词汇卡片匹配：

pencil, desk, scissors, blackboard, chair, crayon, book

教师可以把几组匹配好的卡片贴在黑板边框上，以帮助学生完成第二部分。

让学生把第 5 页第二部分的词汇和图片匹配。提醒他们看黑板上匹配好的几组来帮助自己完成活动。

教学提示



切记学生需要通过多种方式学习词汇。可视觉线索会帮助他们将词汇和图片联系起来。因此要经常采用词汇卡片和图片来帮助学生来学习新词汇。

3. Let's sing!

歌曲：We love to draw

First, play the audiotape and let the students listen to the whole song.
Then, write the words to the song on the blackboard.

**We love to draw,
A picture we make.
First we get a pencil,
Then paper we take.**

**Paper and pencil,
Drawing all day long.
Drawing is fun,
As we sing this little song!**

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

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

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

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

Now try singing the song without the audiotape.

Optional

Moving Right

Have the students line up in two lines facing each other in pairs. Students can practice the following dialogue with line 1 playing the part of Student 1, and line 2 playing the part of Student 2:

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

Student 2: **I see a...** (blackboard, crayon, scissors, paper, desk, chair)

Student pairs can then reverse the dialogue.

Then, have the students move one spot to the right so that everyone has a new partner. Now students can practice the dialogue with a different partner. Encourage the students to change the item that they see each time they get a new partner so that they can practice all of the vocabulary.

Teaching Tip



Word and Picture Cues

Remember to leave the word and picture pair cards up on the ledge of the blackboard so the students can use them as scaffolds to help them complete their 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.**

首先播放录音，让学生听整首歌曲。
然后把歌词写在黑板上。

We love to draw,
A picture we make.
First we get a pencil,
Then paper we take.

Paper and pencil,
Drawing all day long.
Drawing is fun,
As we sing this little song!

再次播放录音，同时逐词指着黑板上的歌词。
不放录音，指着黑板上的歌词逐词朗读。同时让学生跟读。
重做一遍，每次一行。教师读一行，学生重复一行。
再次播放录音，逐词指着黑板上的歌词让学生跟唱歌曲。
现在可以试着不放录音和学生一起唱歌曲了。

可选活动

向右移游戏

让学生两两结组面对面站为两排。第一排学生练习学生甲，第二排学生练习学生乙，分别和对面的学生练习以下对话：

学生甲：What do you see?

学生乙：I see a... (blackboard, crayon, scissors, paper, desk, chair)

每组学生互换角色练习对话。

然后让学生都向右移动一个位置。这样每位学生都可以和新伙伴练习对话。鼓励他们每次和新伙伴练习时变换对话中看到的物品。这样他们可以练习所有的新词汇。

教学提示



词汇和图片线索

一定要将匹配的词汇卡片和图片留在黑板上，这可以作为辅助帮助学生完成对话。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说
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. Ask students if they have any questions. Then ask them to sing the song from Lesson 2 again as they leave the classroom.

After-Class Activities

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

They can also draw one item from the classroom from the new vocabulary list, label it and bring their drawings back to class the next day.

Teaching Tip



Word and Picture Posters

It is also good to add bright and colourful posters to the classroom after each lesson so that the students are surrounded by new vocabulary in the classroom. You can ask students to draw, colour and label words on their own posters to put up in the classroom! Students like having their work displayed! It gives them great pride!

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

大致回顾新学的内容，以结束本课。询问学生是否还有问题。然后让他们离开教室时唱第2课所学的歌曲。

课外活动

让学生给家人唱所学歌曲。

他们也可以从新学教室中的物品词汇中选一样画出来，标上词汇并于第二天带到学校。

教学提示



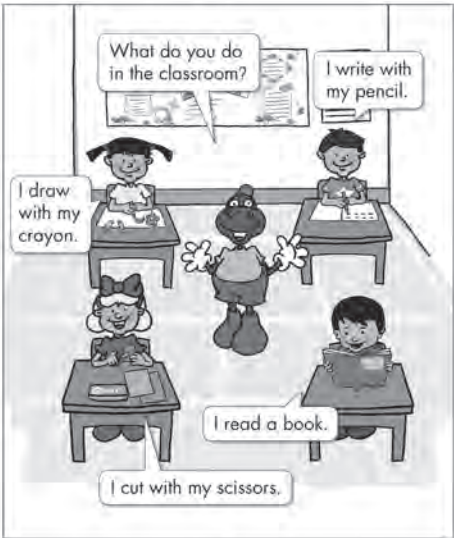
词汇图片张贴画

每次课后将色彩鲜亮的张贴画贴在教室里非常好，这样学生在教室中就可以四处看到新学词汇。教师可以让学生画、涂色并标上词汇来制作自己的张贴画贴在教室里！学生喜欢展示自己的成果！这使他们感到骄傲！

Lesson 3 What Do You Do?

Lesson 3 What Do You Do?


1 Listen and say!



6

2 Let's play!

Act and guess.




3 Let's chant!

Pencils, pencils,
Write, write, write.

Crayons, crayons,
Colour, colour, colour.

Scissors, scissors,
Cut, cut, cut.



7

TEACHING GOALS

- Students will be able to understand and use the following vocabulary:
cut
- Students will be able to understand and respond orally to the following expressions:
What do you do in a classroom?
I draw/write/cut with...

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 3
- Items in the classroom to practice the expressions in this lesson: pencil, crayon, book, scissors
- Picture and word cards for the new vocabulary words: **pencil, crayon, book, scissors**

第3课 你做什么？



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
cut
2. 学生能够理解和口头运用下列用语：
What do you do in a classroom?
I draw/write/cut with...

教学准备

- 第3课录音带或教学光盘
- 练习本课句型所需的教室的物品：铅笔、蜡笔、书、剪子
- pencil, crayon, book, scissors 的词汇卡片和图片

Teaching Tip



Picture-Word Identification

Some advantages of using pictures and posters to teach vocabulary include:

- Pictures provide concrete referents for the learning of new words, expressions, and sentences.
- Because students are using pictures related to content material under study, they feel like they are a part of the classroom community and can participate in class activities.
- A picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- Students hear and see words spelled correctly and participate in the correct spelling and writing of them.

CLASS OPENING

Greeting and Review

Greet the students.

Teacher: **Good morning/ afternoon class. What do you see in the classroom?**

Ask five or six students to respond by saying: **I see...** (a desk, chair, blackboard or another item in the classroom that they have learned the word for)

Teaching Tip



Word Guessing Games

Playing word guessing games with children will help to reinforce the vocabulary they have learned from various lessons.

I Spy with My Little Eye

During the Optional Activities, play **I spy with my little eye!** with the children to review the new vocabulary from Lesson 2.

Lesson Hook

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

Teacher: In this lesson, you will learn the English words for what you can do with the things in our classroom!

Ask the students to look around the classroom for things that they see in their classroom. They can share the names of these things in Chinese. If they know the word for an item in English, they can say it in English. Then ask students to tell you what actions they use with the things they have noted in the classroom. They can do this in Chinese or in English if they are strong ESL students.

教学提示



图文识别

利用图片和张贴画来教授词汇有下列优势：

- 图片提供了学习新词汇、短语和句子的具体参照对象。
- 学生使用与学习内容相关的图片，他们会觉得是课堂的一部分并能够参与课堂活动。
- 词汇图片表可供学生直接参考，使他们能够将这些词汇添加到直观的词汇表中。教师可以重点强调几乎所有的语音与符号的关系（介绍或强调掌握）。
- 学生可以听到和看到正确地拼写单词，并参与正确拼写和书写。

开始上课

问候和复习

问候学生。

教师：Good morning/ afternoon class. What do you see in the classroom?

让五六位学生回答：I see...（一张桌子、一把椅子、一个黑板或其他学过的教室中的物品）

教学提示



猜词汇游戏

和学生做猜词汇游戏，帮助他们巩固前几课学过的词汇。

我用我的眼睛发现

在可选活动部分和学生做我用我的眼睛发现游戏，复习第2课学习的新词汇。

课文导入

让学生把教科书翻到第3课，并举起三个手指示意。

教师：这一课大家要学习一些用教室里的物品做什么的英语词汇！

让学生在教室里找一下能够看到的一些物品。可以互相用汉语交流一下发现的物品。如果他们知道这些物品的英语，就可以用英语说！然后让学生告诉教师用这些物品可以做什么。他们可以用汉语说，如果英语基础好可以说英语。

NEW CONCEPTS

1. Listen and say!

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

What do you do in a classroom?

I write with my pencil.

I draw with my crayon.

I read a book.

I cut with my scissors.

Write each new phrase on the board.

Explain in Chinese what each new phrase means.

Say each a few times. Let the students repeat each phrase after you then write the next phrase on the board.

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

Repeat this process with each new phrase.

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.

Teaching Tip



Some Great Vocabulary Learning Tips

- Read, read, read! The more words you're exposed to, the better vocabulary you will have.
- Improve your context skills. Pay close attention to how words are used.
- Practice, practice, practice. It takes from 10 to 20 repetitions to really make a word part of your vocabulary.
- Make up as many associations and connections as possible. Say the word aloud to activate your auditory memory. Relate the word to words you already know.
- Use mnemonics (memory tricks). Funny little word pictures will help you remember what words means.
- Play word games like **I spy with my little eye**.
- Learn to use the dictionary.
- Use vocabulary lists.
- Take vocabulary tests.

•DEMONSTRATE•

Ask for individual volunteers to practice the new vocabulary with you.

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

Teacher: Point to an item in our classroom that is one of the new vocabulary words and tell us what it is in English. (Translation into Chinese is acceptable.)

Student: **This is a pencil/crayon/book.**

新概念

1. Listen and say!

告诉学生今天要学习以下的词汇和句型：

What do you do in a classroom?

I write with my pencil.

I draw with my crayon.

I read a book.

I cut with my scissors.

将要学的句型写在黑板上。

用汉语解释每个句型的意思。

朗读这些句型。让学生跟读几次每个句型，然后再在黑板上写下一个句型。

鼓励他们跟读这些句型几次。

重复以上步骤学习每个句型。

播放第一部分的录音，让学生看书跟读。根据需要，播放三四遍录音。四处走动，仔细听每位学生跟读的发音。

教学提示



词汇学习的重要提示

- 读，读，读！接触的单词越多，词汇学习的效果就越好。
- 改善联系上下文的技能。密切关注词汇的具体应用。
- 练习，练习，再练习。真正掌握一个词汇，需要重复练习词汇 10 到 20 次。
- 尽量多联想多联系。大声朗读词汇以激活自己的听觉记忆。将词汇与已学过的词汇联系。
 - 采用记忆方法（记忆技巧）。有趣的词汇小图片会帮助记忆单词的意思。
 - 做文字游戏，如“我用我的眼睛发现”。
 - 学习使用字典。
 - 使用词汇表。
 - 采用词汇测试。

● 演示 ●

分别让几个自告奋勇的学生和教师一起练习新词汇。

需要找一位自告奋勇的学生时，可以说 Stand up, please. 同时用手势示意那位学生站起来。

教师：请指出教室里我们新学的的一种物品，然后用英语告诉我们。（必要时用汉语。）

学生：This is a pencil/crayon/book.

Pull out the picture and word cards for each of the four nouns and review the words together with the class: **pencil, crayon, book and scissors**

Teacher: **Now can someone tell me what you do with each of these items?**

Student 1: **I write with my pencil.**

Student 2: **I draw with my crayon.**

Student 3: **I read a book.**

Student 4: **I cut with my scissors.**

Pull out the picture and word cards for each of the four verbs and review the words together with the class: **write, draw, read, cut**

●PRACTICE●

Work in Pairs

Tell the students to find a partner. They can get up and walk around the classroom taking turns pointing to items in the class and take turns practicing the following dialogue when they come to one of the items.

What do you do in a classroom?

I write with my pencil.

I draw with my crayon.

I read my book.

I cut with my scissors.

When the teacher claps his/her hands, students must find a new partner and practice the same dialogue while pointing to various items in the classroom as they walk around.

Students can practice this dialogue several times with different partners when the teacher claps his/her hands to change.

Present

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

Teaching Tip



Sharing in front of the class

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

2. Let's play!

Act and Guess

Tell the students to work in pairs. One student should choose one of the key phrases, act out for the partner:

draw with my crayon

write with my pencil

read my book

cut with my scissors

The other student should guess which phrase it is.

取出刚学过的四个名词词汇卡片和图片，和全班一起复习：pencil, crayon, book, scissors

教师：Now can someone tell me what you do with each of these items?

学生甲：I write with my pencil.

学生乙：I draw with my crayon.

学生丙：I read a book.

学生丁：I cut with my scissors.

取出刚学过的四个动词词汇卡片和图片，和全班一起复习：write, draw, read, cut

● 练习 ●

一对一练习

让学生分别找一个伙伴。他们可以站以来在教室中走动，轮流指向教室中的物品练习以下对话：

What do you do in a classroom?

I write with my pencil.

I draw with my crayon.

I read a book.

I cut with my scissors.

教师拍手时，学生要找个新伙伴，在教室中走动并指着不同物品练习这些对话。

教师每次拍手，学生要更换伙伴，要和不同的伙伴练习这些对话数次。

呈现

让自告奋勇的几个小组向全班重复表演对话。要听 10 组左右学生的对话。

教学提示



给全班表演对话

学生需要练习在他人面前讲英语。因此，当一组学生表演完成后，教师应带动全班以掌声鼓励。掌声是对学生努力的认同，可以帮助他们建立在发音方面及在别人面前讲话的信心。

2. Let's play!

演演猜猜

让学生们分为两人小组。一位学生选择以下短语中的一个，做出相应的动作给伙伴看：

draw with my crayon

write with my pencil

read my book

cut with my scissors

另一位学生要猜出这是哪个短语。

Ask several students to share their pictures.

Post all of the pictures in a special Student Sharing Corner of the classroom.

Teaching Tip



Student Sharing Corner

The Student Sharing Corner is the best tool a teacher has to encourage students to do excellent written work in English! Students enjoy sharing their work and will try very hard to do a great job when they know it is going to be posted on the wall of the classroom.

Suggestion: Dedicate a special wall to share student work on and choose one piece each week to put in a frame to highlight and model work of excellence for the students!

3. Let's chant!

Chant: Pencils, pencils

Write the words to the chant on the board.

Say each line and point to the object.

**Pencils, pencils,
Write, write, write.**

**Crayons, crayons,
Colour, colour, colour.**

**Scissors, scissors,
Cut, cut, cut.**

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

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

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

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

Repeat this process with each verse. As you say each verse, the students should repeat after you.

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

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

Write (Pretend to write with a pencil.)

Colour (Pretend to colour with a crayon.)

Cut (Use two finger to pretend to cut paper.)

Now you are ready to chant the entire chant with the students. Tell the students to stand up and face you. Chant the chant and perform the actions together.

让几位学生展示他们的图片。
把图片都粘贴在教室的学生分享角。

教学提示



学生分享角

学生分享角是教师鼓励学生尽力用英语写作最好的方法！学生会很享受展示他们的作品，当他们知道他们的作品将要贴在教室墙上时会竭尽全力做好自己的工作。

建议：指定教室的一面墙来展示学生的作品，每周选一幅作品放进框中作为全班学生作品的样板！

3. Let's chant!

歌谣：Pencils, pencils

把歌谣写在黑板上。

逐行朗读，同时指着相应的物品。

Pencils, pencils,

Write, write, write.

Crayons, crayons,

Colour, colour, colour.

Scissors, scissors,

Cut, cut, cut.

然后播放录音，让学生听整首歌谣。

再次播放录音，同时逐词指着黑板上的歌谣。

不放录音，指着黑板上的歌谣逐词朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

重复以上步骤，每次一节。教师读一节，学生重复一节。

再次播放录音，逐词指着黑板上的歌谣让学生跟着唱歌谣。

演示歌曲动作，每次一行。让学生跟读歌谣并作出相应的动作。

Write (假装用铅笔写字。)

Colour (假装用蜡笔涂色。)

Cut (用两根手指假装剪纸。)

现在可以和学生一起唱整首歌谣了。让学生站起来面对教师，唱歌谣同时做出相应的动作。

Optional

I Spy with My Little Eye

The teacher can explain this game in Chinese, and then model how to play the game.

Students must respond in English with their guesses.

The teacher holds up her hands to her eyes to emulate looking through a set of binoculars. She looks around the room and chooses the pencil as the item she will use to start the game.

The teacher chooses to give clues to encourage the children to guess pencil as the answer to the game:

Teacher (in Chinese): **I spy with my little eye something that is long and skinny.**

(Repeats in English.)

Student 1: (in English): **A book?**

Teacher: **No, it isn't.**

Teacher gives another clue (in Chinese): **I spy with my little eye** (repeats in English)

something that you write with!

Student 2: **Pencil!**

Teacher: **Yes, it is!**

This game can continue using all of the new vocabulary words:

blackboard, crayon, scissors, paper, desk, chair, pencil, book

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 review what they have learned today. (You can do this in Chinese.) Also check to see if they remember what they have learned in the earlier lessons. Ask the class to point to the four items in the room and say: **This/that is...** before they leave the classroom. Then ask the students again what action they use with each of the four items from today's lesson.

After-Class Activities

Students should find a picture of a classroom in a magazine or on the Internet (if they have a computer at home). Or they can use crayons to draw and colour four items from the new vocabulary on a sheet of paper. Using the magazine picture, the internet picture or the picture they have drawn, students should practice the following expressions from Lesson 3 with their parents by introducing items from the classroom with:

I draw with my crayon.

I write with my pencil.

I read my book.

I cut with my scissors.

可选活动

我用我的眼睛发现

教师先用汉语给学生解释如何做这个游戏，然后做示范。

学生要用英语说出他们的猜想。

教师把手放在眼睛上，模仿通过望远镜看东西。在教室中四处张望，选用铅笔作为开始游戏的物品。

教师考虑给出一条线索，以便让学生猜出游戏的答案 pencil:

教师 (用汉语): I spy with my little eye something that is long and skinny.

(用英语重复。)

学生甲 (用英语): A book?

教师: No, it isn't.

教师提供另一条线索 (用汉语): I spy with my little eye (用英语重复) something that you write with!

学生乙: Pencil!

教师: Yes, it is!

游戏可以采用所有的新学词汇继续:

blackboard, crayon, scissors, paper, desk, chair, pencil, book

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

让学生回顾今天新学习的内容。(可以用汉语。)同时检查他们是否记得前几节课所学的内容。让学生离开教室之前指出其中的四种物品说: This/that is... 然后再问他们使用这四种物品可以做今天所学的什么活动。

课外活动

让学生在杂志或者网络上(如果家里有电脑)找一张教室的图片，也可以用蜡笔在纸上画一张新学的四种物品的图片。利用杂志图片、网络图片或画的图片和父母练习第3课所学的对话介绍教室的物品:

I draw with my crayon.

I write with my pencil.

I read my book.

I cut with my scissors.

Lesson 4 Washroom and Library

Lesson 4 Washroom and Library

1 Listen and say!



2 Let's sing!

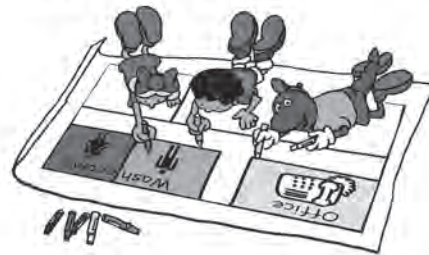
Where is the library,
Do you know?
That is where
I want to go.

Where is the washroom,
Do you know?
That is where
I want to go.



3 Let's do it!

Draw your school and talk about it.



TEACHING GOALS

1. Students will be able to understand and use the following vocabulary:
washroom, library
2. Students will be able to understand and respond orally to the following expressions:
Where is the washroom?
Here it is!

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 4
- Picture and word cards for **office, classroom, washroom, library**
- Block paper for a chart and school map

第4课 洗手间和图书馆



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
washroom, library
2. 学生能够理解和口头运用下列用语：
Where is the washroom?
Here it is!

教学准备

- 第4课录音带或教学光盘
- office, classroom, washroom, library 的图片和词汇卡片
- 做图表和地图所需的卡纸

CLASS OPENING

Greeting and Review

Say: **Welcome class! Good morning!**

Students should respond with: **Good morning.**

Ask the students what they do in their classroom. Do they recall some of the things the children did in their classroom in Lesson 3? Ask if they practiced their expressions with their parents.

Say the chant together with the audiotape from Lesson 3: **Pencils, pencils**

Lesson Hook

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

Teacher (In Chinese): What places have we already talked about in the school? Can we list them on this chart? Let's put the Chinese word here and the English word across from it. Yes! The office and the classroom!

Today we are going to learn two new words for different places in the school. These places are the washroom and the library!

We'll leave extra room on this chart for the English names of other places in the school we will learn in this Unit.

Chinese	English
	Office (Lesson 1)
	Classroom (Lesson 1)
	Washroom (Lesson 4)
	Library(Lesson 4)

Teaching Tip



Graphic Organizers and Charts

Graphic organizers guide students' thinking as they fill in and build upon a visual map, diagram or chart. Graphic organizers can be some of the most effective visual learning strategies for students to enhance learning and understanding of subject matter content. Graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic (particularly in ESL), such as places in a school.

In addition to helping students organize their thinking process, graphic organizers can act as instructional tools. Teachers can use graphic organizers to illustrate a student's knowledge about a topic, showing areas for addition of information or improvement. Some graphic organizer examples include: webs, concept maps, mind maps and charts.

NEW CONCEPTS

1. Listen and say!

In Chinese, tell the students that they will learn these new words and expressions today:

开始上课.....

问候和复习

教师说: Welcome class! Good morning!

学生应该回应: Good morning.

问学生在课堂可以做什么。能否记得第3课所学的课堂活动。然后问他们是否和父母练习了所学句型。

跟录音一起唱第3课所学的歌谣: Pencils, pencils

课文导入

让学生把教科书翻到第4课,并举起四个手指示意。

教师(用汉语): 我们讨论过学校里的什么位置? 能把它们列在表格中吗? 我们把汉语填在这里, 旁边填上英语。对! 办公室和教室。

今天我们要学习学校中两个新的位置。洗手间和图书馆!

我们留下的多余的空格, 填写这单元学的学校的其他位置。

Chinese	English
	Office (Lesson 1)
	Classroom (Lesson 1)
	Washroom (Lesson 4)
	Library (Lesson 4)

教学提示



图示和图表

学生填写和制作直观图、示意图或图表时图示可以引导学生的思维。对于学生提高学习和理解教材内容来说, 图示可以是最有效的视觉学习策略。图示帮助学生在一个广泛的主题(尤其是英语学习)中发现重点, 比如学校的不同地方, 进而促进学生的学习。

除了帮助学生组织他们的思维过程外, 图示也可以作为教学工具。教师可以使用图示来为学生说明关于一个主题的知识、展示拓展的信息或改进的知识。一些图示例子: 网状图、概念图、思维图和图表。

新概念.....

1. Listen and say!

用汉语告诉学生今天要学习以下的词汇和句型:

Where is the washroom?

Here it is!

This one is for girls.

What is that?

That is our library. We read books there.

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 then 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. Play it three or four times as needed. Walk around the class, listening to each student.

Teaching Tip



Mapping

Building a map of the school or neighbourhood with the students and labelling the various places gives the students a visual to help them both recall locations and remember English words.

•DEMONSTRATE•

Say to the students: Today we are going to draw and label a map of the school together. After we have done a class map, you and a partner can create your own maps!

Using a large piece of block paper, ask the students to help you while you draw a map of the school. You can then label all of the parts of the school using Chinese words for the places the students do not know the English words for yet, and English words for the four places they do know the English words for. Use a Modified Language Experience Approach to have the students help you build the map.

Teaching Tip



Modified Language Experience Approach

The Language Experience Approach is a method of teaching reading in which the teacher creates text by writing down words dictated by the students. LEA is an effective method to teach reading because it allows students to directly see the correspondence between spoken and written words, and gives students an opportunity to read their own words, which are familiar and meaningful to them.

How to use the Modified Language Experience Approach

The Language Experience Approach can be used with individual students or groups. While it is most commonly used with young emerging readers, it is also effective for teaching struggling readers up through the middle grades, as well as English as a second language (ESL) learners.

1. Choose an experience all of the children know something about like places in their school.

Where is the washroom?

Here it is!

This one is for girls.

What is that?

That is our library. We read books there.

将新句型写在黑板上。

用汉语解释每个词汇和句型的意思。朗读几遍这些词汇和句型。让学生跟读每个词汇和句型，然后再在黑板上写下一个词汇和句型。

鼓励他们跟读这些词汇和句型几次。

重复以上步骤学习每个词汇和句型。

播放第一部分的录音，让学生看书跟读。根据需要，播放三四遍录音。四处走动，仔细听每位学生的发音。

教学提示



制作地图

和学生一起画一幅学校或附近的地图并标明不同的位置，这将给学生以直观的感觉，让他们可以回忆起这些位置和相应的词汇。

• 演示 •

告诉学生：今天我们要一起画一幅学校的地图并标明不同位置。完成这幅图片后，大家可以和伙伴画自己的图片。

让学生帮教师一起用一大张卡纸画一幅学校的地图。然后用英语标注已经学过的四个位置，可以用汉语标注那些学生不知道英语的位置。采用改进语言体验方法让学生帮助教师画地图。

教学提示



改进语言体验法

语言体验法是一种教师记录学习者言论形成文字进而进行阅读教学的方法。这种方式教授阅读比较有效，因为学生将直接了解口语和文字的相似之处，给了他们阅读比较熟悉并易于理解的自己的文字的机会。

如何使用改进语言体验法

语言体验法可以针对学生个体或小组采用。这种方法虽然针对年轻的初学者比较常用，对于那些努力学习的中级读者以及把英语作为第二语言（ESL）的学习者也一样很有效。

1. 选择孩子们都有所经历的事物，比如学校的某些场所。

2. Discuss the experience with the students first. This helps them to clarify what they want to say, organize their thoughts and come up with specific vocabulary.

3. Write the words down as the students dictate them. Record the words on large chart paper, repeating the words as they are written. The writing should be done in neat, large print to make it easier for the students to read. (It is important for students to see their own words in print so that they have a personal connection to the words.)

4. Read the text aloud. Point to each word as you read the text aloud. After reading the text to the students, have them reread it aloud. With a group, call on individual students to read sentences or words, or have them read chorally as a group while pointing to each word.

Since the words that the students dictate are familiar and are used in a meaningful context, students will be able to read more difficult vocabulary than they might ordinarily be able to if they simply saw it printed in a book.

Source: Tompkins, Gail E. *Literacy for the 21st Century*, Merrill Prentice Hall, 2003.

●PRACTICE●

Work in Pairs

Ask students to work in pairs to build their own maps of the school to post on the Gallery. They should also label their own maps.

When the students are done, put all of the maps up on a wall and do a Gallery Walk. Pairs can share their map in Chinese, using English for the new vocabulary they have learned so far in the lesson and this unit!

Teaching Tip



Gallery Walk

Teachers often use this strategy as a way to have students share their work with peers. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Student's Artwork, posters or projects are posted around the classroom on the walls. Students can either 1) do a Gallery Walk to visit the artwork themselves, with one of the authors or artists of the work standing beside the piece to be shared in order to explain it to the group that arrives, or 2) the whole class can move from one piece to the next, with the teacher in control, and with the authors or artists sharing their work as they reach it.

2. Let's sing!

Song: Where is the library?

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

Then, write the words to the song on the board.

Where is the library,

Do you know?

That is where

2. 首先和学生讨论这些体验。这将帮助他们明确想说什么、整理思绪并采用特定词汇叙述。

3. 写下学生的口述。在大型表格中记录并同时重复。文字需要采用大而清楚的手写体，以便于学生阅读。（让学生看到自己口述的文字非常重要，这帮助他们和文字建立个人联系。）

4. 大声朗读记录内容。朗读时逐词指着这些内容。给学生读完后，让学生重新大声朗读。在小组中让单个学生朗读句子或单词，或者指着每个单词让他们一起读。

因为学生对口述的内容比较熟悉，对他们来说更有意义，学生就可以阅读比通常情况下单纯看书上的内容更为复杂的内容。

选自：Tompkins, Gail E. Literacy for the 21st Century, Merrill Prentice Hall, 2003.

• 练习 •

一对一练习

让学生结为两人小组一起制作自己的学校地图，之后可以贴在画廊上。他们还要标注自己的地图。

学生做完后，把所有作品贴到墙上做参观画廊游戏。小组可以用汉语讲解，遇到本课或本单元刚学的词汇时用英语。

教学提示



参观画廊

教师常采用这个方法让学生和伙伴们分享他们的作品。因为这种方法需要学生在教室中四处走动，特别适用于动作型的学生。

把学生作品、张贴画或艺术品张贴在教室的墙上。学生可以 1) 做参观画廊游戏，自己参观作品，每幅作品边站一位作者给走到这里的参观者讲解作品，或者 2) 全班在教师的控制下从一幅作品走到下一幅作品，并由作者给大家分享他们的作品。

2. Let's sing!

歌曲：Where is the library?

首先播放录音，让学生听整首歌曲。

然后把歌词写在黑板上。

Where is the library,

Do you know?

That is where

I want to go.

Where is the washroom,

Do you know?

That is where

I want to go.

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

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

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

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

Now try singing the song without the audiotape!

3. Let's do it!

Students have already completed and shared **Let's do it!** above!

Optional

Where Is It?

Label the four walls in the classroom **office, classroom, washroom** and **library**.

Ask all of the students to stand up.

Tell the students that they must go to the correct location in the room and do the action you tell them to do to stay in the game.

Say: The four locations are: **office, classroom, washroom** and **library**.

The four actions are:

Write with a pencil.

Draw with a crayon.

Read a book.

Cut with scissors.

For example:

Say: **Students, go to the office.**

The students must first go to the correct location in the room. If they go to the wrong location, they must sit down.

When only the students who have gone to the correct location remain, say: **Cut with scissors in the office.**

Students who do not immediately do the correct action must sit down.

Continue sending the students to different places in the room and asking them to do different actions when they get there until only one or a few student/s is/are left! That/those student/s is/are the winner/s!

I want to go.

Where is the washroom,

Do you know?

That is where

I want to go.

再次播放录音，同时逐词指着黑板上的歌词。

不放录音，指着黑板上的歌词逐词朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

再次播放录音，逐词指着黑板上的歌词让学生跟着唱歌曲。

现在可以试着不放录音和学生一起唱歌曲了！

3. Let's do it!

学生已经完成并分享了以上的 Let's do it! 活动！

可选活动

在哪里？

把教室四面墙上分别标注上 office, classroom, washroom 和 library。

让所有的学生站起来。

告诉学生在游戏时他们要按照教师要求走到相应的位置并做出相应的动作。

说：四个位置为：office, classroom, washroom 和 library。

四个动作为：

Write with a pencil.

Draw with a crayon.

Read a book.

Cut with scissors.

例如：

说：Students, go to the office.

学生要先走到教室中的相应位置。如果走错位置，他们就要坐下。

等只留下正确的学生时，说：Cut with scissors in the office.

没有立刻做出正确的动作的学生要坐下。

继续引导学生走到教室不同的位置，剩下一位或几位学生到了正确的位置后，再让他们做出不同的动作！最后的一位或几位学生是胜利者！

ACTIVITY BOOK

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

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

CLASS CLOSING

When the class is over, ask all the students to stand and walk clockwise around the room to say goodbye to each of the four locations in the school: office, classroom, washroom, and library.

For example: Goodbye office! Goodbye classroom!

After-Class Activities

Students can take their maps of the school home with them to share with their parents. Tell the students to bring their maps back for next English class.

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

下课后让学生一起顺时针沿着教室分别走到四个位置 office, classroom, washroom, and library，然后互相说再见。

例如：Goodbye office! Goodbye classroom!



课外活动

学生回家时可以带着自己画的学校地图，回家后和父母分享。让学生下一节英语课带回来。


Lesson 5 Gym and Playground

Lesson 5 Gym and Playground

1 Listen and say!





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2 Let's do it!

Point and say.



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TEACHING GOALS

- Students will be able to understand and use the following vocabulary:
gym, playground
- Students will be able to understand and respond orally to the following expressions:
We play on the playground.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 5
- School Map from Lesson 4
- Picture/word cards of the new vocabulary words from Lesson 3 and 4, and 5

CLASS OPENING

Greeting and Review

第5课 体育馆和运动场



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
gym, playground
2. 学生能够理解和口头运用下列用语：
We play on the playground.

教学准备

- 第 5 课录音带或教学光盘
- 第 4 课的学校地图
- 第 3、4、5 课所学词汇的图片

开始上课

问候和复习

Greet the students with **Welcome back to our classroom class!**

Students should respond with **Hello...** (teacher's name)

Ask the students if they recall what they did last class. Also ask them if they shared their school maps with their parents.

Teaching Tip



Connecting to previous lessons and prior knowledge

It is important to remember to weave lessons together by referring to concepts students have already learned in previous lessons. Doing this will 1) reinforce the learning the students have already done, and 2) make the learning of new concepts more meaningful and personalized for the students.

By tapping into students' prior knowledge, teachers can plan lessons that will clarify incomplete or incorrect prior knowledge, determine the extent of instruction necessary in a particular topic area, and discern necessary adjustments to planned independent activities and assessment materials.

Lesson Hook

Tell students to open their books to Lesson 5.

Teacher: In this lesson, you will learn some more English words for places in our school! Ready? Good!

NEW CONCEPTS

1. Listen and say!

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

Write the new expressions on the board:

This is our playground.

We play on the playground.

I like to play in the gym.

Me, too. Let's go!

In the gym, we play ping-pong.

Read each new expression, pointing to each word as you say it. Demonstrate each new prepositional phrase to show what it means as you say it one more time.

Say the new 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•

Bring out the school location chart from Lesson 4 and fill in the two new places students will learn in Lesson 5.

用 Welcome back to our classroom class! 问候学生。

学生会用 Hello... (教师姓名) 来回应。

问学生是否记得上节课他们做了什么。问他们是否和父母分享了他们的学校地图。

教学提示



联系以前的课程和知识

记着引用已学过的词汇，把学过的课程联系起来非常重要。这将，1) 巩固学生已学过的知识。2) 使新知识对学生来说更有意义、更有个性。

通过回顾学生以前的知识，教师可以安排课程以明确以前不完整或不正确的知识、在一个特定的主题区域确定必要的指令、了解计划独立活动和评估材料中必要的调整。

课文导入

让学生把教科书翻到第 5 课。

教师：这一课我们要学习一些学校中新的位置的英语词汇！准备好了吗？好的！

新概念

1. Listen and say!

告诉学生今天要学习的词汇和句型。

把要学的句型写在黑板上：

This is our playground.

We play on the playground.

I like to play in the gym.

Me, too. Let's go!

In the gym, we play ping-pong.

逐词指着这些句型朗读几遍。同时演示这些位置句型的含义。

再次朗读几次这些句型，让学生跟读每个词汇和句型。

播放第一部分的录音，让学生看书跟读。根据需要，播放三四遍录音。四处走动，仔细听每位学生跟读的发音。

• 演示 •

取出第 4 课填写的学校位置图表，把第 5 课所学的两个位置填写到表中。

Chinese	English
	Office (Lesson 1)
	Classroom (Lesson 1)
	Washroom (Lesson 4)
	Library(Lesson 4)
	Playground (Lesson 5)
	Gym (Lesson 5)

Now bring out the class school map from Lesson 4 and label the two new places on the map: **playground** and **gym**.

●PRACTICE●

Work in Pairs

Tell the students to find their partner and add the two new locations onto their map: playground and gym.

Students can then practice the following dialogue with their partner:

Student 1: **This is our playground.**

Student 2: **We play on the playground.**

Student 1: **I like to play in the gym.**

Student 2: **Me too! In the gym, we play ping-pong.**

Reverse roles. Do this two times each so that each student has the chance to say all of the expressions.

Ask for volunteer pairs to repeat the dialogue in front of the class. Listen to about ten pairs of students. Have the class applaud to these students after their presentation.

Work in Small Groups

Ask students to design a playground in their small groups. In their playground they can draw all of the equipment they would like to play on! They can label their playground in Chinese but they must print My Playground above the picture as the title.

Post the Playground pictures on the walls around the classroom.

Group Gallery Walk

Groups can share with their playground pictures.

Groups should leave one member with their picture to explain it to the other groups as they rotate around the room.

On the bell, groups can rotate one playground station clockwise.

The group member sharing should introduce their picture in English with:

This is our playground.

We play on the playground.

The sharer can then talk about the group drawing in Chinese to give more details.

At the sound of the bell, the students rotate clockwise again to the next picture.

Groups rotate through all of the pictures.

At the end, the teacher sits the students down and they discuss all of the things they liked best about each group's playground picture.

Chinese	English
	Office (Lesson 1)
	Classroom (Lesson 1)
	Washroom (Lesson 4)
	Library(Lesson 4)
	Playground (Lesson 5)
	Gym (Lesson 5)

然后取出第 4 课做的学校地图，把第 5 课所学的新位置 playground 和 gym 标注到地图上。

• 练习 •

一对一练习

让学生找一个伙伴，把两个新位置：playground 和 gym 标注到地图上。

学生现在可以和伙伴一起练习以下对话：

学生甲：This is our playground.

学生乙：We play on the playground.

学生甲：I like to play in the gym.

学生乙：Me too! In the gym, we play ping-pong.

变换角色，练习对话两次。这样每个学生都有机会练习到所有的句型。

让自告奋勇的几组向全班重复表演对话，教师应听 10 组左右对话。每组表演结束后带动学生给他们鼓掌。

小组活动

让学生在小组设计一个运动场。在他们自己的运动场上画上自己想玩的游戏设施！他们可以用汉语标注自己的运动场，但是一定要在图片上标上 My Playground 作为标题。

把运动场贴在教室的墙上。

小组参观画廊游戏

小组可以分享他们的运动场图片。

各组要在自己的图片旁留下一位学生，以便当别人参观到这时介绍自己的图片。

铃响时，学生可以按照顺时针的方向轮换参观运动场。

小组介绍图片的学生要用以下英语来介绍：

This is our playground.

We play on the playground.

然后介绍的学生可以用汉语介绍图片，以给出更多的细节。

铃响后，学生按照顺时针方向换到下一个图片。

各组要轮流参观各个图片。

最后，教师要让学生坐下，讨论运动场图片中所有他们最喜欢的设施。

2. Let's do it!

Tell the students to look at the pictures on page 11 of their Student Books. Tell them to point to each picture and describe it.

Say: **What is this?**

Students must respond with: **This is the classroom/gym/playground/washroom.** for the correct picture.

Optional

Point and Say

Extend the activity in Part 2 by using the overhead projector to play a game.

Project the four pictures onto the wall.

Have the students stand up. One by one, point to a picture and say: **What is this?**

Students must respond with: **This is the classroom/gym/playground/washroom.** for the correct picture.

Students must give you the correct answer or sit down.

You can also print some different pictures off the internet to extend this activity by using the same locations but different pictures.

Teaching Tip



Games

Playing games with students in elementary school helps to build students' social and emotional skills. Aside from providing a fun and non-threatening way for students to learn educational concepts in a new language, games teach children to 1) take turns, 2) listen and respond positively to their teacher and classmates, and 3) be kind and fair. Can you think of any other reasons to play games in your English classroom?

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

Congratulate the students for working hard. Ask them to reflect on what they have learned today.

Then say **Goodbye, class** and encourage students to say **Goodbye, teacher** and wave in response.

After-Class Activities

Ask the students to see if they can find a picture of a playground or a gym in a magazine to bring to school next day. If they cannot find a picture, they can draw one!

2. Let's do it!

让学生看教材 11 页的图片。让他们指着图片描述一下。

说: What is this?

学生要针对不同图片回答: This is the classroom/gym/playground/washroom.

可选活动

指指说说

让学生用投影仪来拓展第二部分的游戏。

把四幅图片投影在墙上。

让学生站起来。指着图片逐个问他们: What is this?

学生要针对不同的图片回答: This is the classroom/gym/playground/washroom.

学生要正确回答问题, 否则要坐下。

教师也可以用网上下载的这些位置的不同图片来拓展游戏。

教学提示



游戏

在小学阶段和学生做游戏可以帮助他们形成良好的社会和感情技能。除了可以在没有压力的情况下有趣地学习语言新知识之外, 游戏可以教给孩子们 1) 轮流 2) 积极对教师和学生做出正确的回应 3) 友善和公平。还能想出另外的在英语课堂做游戏的理由吗?

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页, 同时说 Let's open our activity books.

指着活动手册上那一页, 在全班走一圈, 以保证每位学生都可以看到。

结束课堂教学

表扬学生的刻苦学习。让他们回顾刚学习的新内容。

然后说 Goodbye, class 并鼓励他们挥手回应说 Goodbye, teacher.

课外活动

让学生试着在杂志上找一幅运动场或体育馆的图片, 下节课带到学校来。如果找不到, 他们可以画一幅图片。

Lesson 6 Open and Close

Lesson 6 Open and Close

1 Listen and say!



Open the window.



Close the window.



Open the door.



Close the door.

12

2 Let's play!

Simon says.

Simon says, "Open your mouth."

Open your mouth.
Close your eyes.
Open your book.



3 Let's sing!

May I open the window?
Yes, open it please.
May I close the window?
Yes, close it please.

Open, close!
Open, close!
Window, window,
Open and close.

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TEACHING GOALS

- Students will be able to understand and use the following vocabulary:
open, close
- Students will be able to understand and respond orally to the following expressions:
Open the window.
Close the door.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 6
- Picture cards of the new vocabulary words from Lesson 6: **open, close, window, door**
- Pictures of playgrounds from Lesson 5 homework
- A ball

第6课 打开和关上



MY TEACHING NOTES

教学目标

1. 学生能够理解和运用下列词汇：
open, close
2. 学生能够理解和口头运用下列用语：
Open the window.
Close the door.

教学准备

- 第6课录音带或教学光盘
- 第6课新学词汇 open, close, window, door 的图片
- 第5课家庭作业所画的运动场图片
- 一个球

CLASS OPENING

Greeting and Review

Greet the students by saying: **Hello class! How are you this morning?** (Translate into Chinese as necessary.)

Students can respond: **Hello teacher! We are fine.**

First review the class map with the students to see if they remember the six locations in the school that they have already learned in this Unit.

Ask the students if they brought pictures of playgrounds to school with them.

Ask five or six students to share their pictures and have all of the students put their pictures on the Sharing Wall so that other students can look at them at the end of the class.

Lesson Hook

Tell the students to open their books to Lesson 6.

Let them know that today they will learn two new verbs: **open** and **close**.

They will also learn a new song about open and close!

NEW CONCEPTS

1. Listen and say!

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

Open the window.

Close the window.

Open the door.

Close the door.

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

Ask students to look at the pictures on the page. Ask them to guess what the teacher and Danny are doing in the pictures. Then ask them to guess what the teacher and Danny may be saying?

Teaching Tip



What is a Prediction?

Predictions are thoughts about what you think will happen in a story before you read it.

A prediction is more than just a guess. It should make sense based on the picture clues you have been given.

Why is making a prediction an important reading strategy?

It helps us to focus on what we are reading about.

It helps us make connections about what we already know to what we think we know.

It gets us excited about what we are going to read.

开始上课

问候和复习

问候学生说: Hello class! How are you this morning? (如有必要翻译为汉语。)

学生应该回应: Hello teacher! We are fine!

首先用学校地图和学生一起复习,看他们是否记得这单元所学的六个位置。

问他们是否带来运动场的图片。

让五六位学生给全班分享他们的图片,把所有学生的图片贴在分享墙上以便课后欣赏。

课文导入

让学生把教科书翻到第6课。

告诉他们今天要学习动词: open 和 close。

还要学习一首有关开关的新歌曲。

新概念

1. Listen and say!

告诉学生今天要学习的词汇和句型:

Open the window.

Close the window.

Open the door.

Close the door.

让学生打开教科书。说 Let's look at our books. Open your book to page 12. 四处走动,看学生是否都翻到正确的页面。

让学生看这页上的图片。让他们猜猜教师和 Danny 正在做什么。再让他们猜猜教师和 Danny 正在谈什么。

教学提示



什么是预测?

预测是阅读时考虑下一步故事将如何发展的想法。

预测不只是猜测。它是在看到所提供的图片线索基础上的理解。

预测为什么是一种重要的阅读策略?

帮助读者关注于阅读内容。

帮助读者将已经读过的和认为自己读过的联系起来。

使读者对将要读的内容更感兴趣。

●DEMONSTRATE●

Write the new expressions on the board.

Open the window.

Close the window.

Open the door.

Close the door.

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 have said it.

Now 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.

Demonstrate the four new expressions for the students:

Open the window.

Close the window.

Open the door.

Close the door.

Ask the students to choral read the expressions with you.

Teaching Tip



Choral Reading

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

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

●PRACTICE●

Work as a Class

Play the open and close game:

One by one, give students one of the following commands:

● 演示 ●

在黑板上写上要学的句型：

Open the window.

Close the window.

Open the door.

Close the door.

逐词指着这些句型慢慢读几次。

然后指着这些句型，让学生逐词跟读每个句型。

然后让学生仔细听，等教师读完一句后再跟读一句。

播放第一部分的录音，让学生看书跟读。根据需要，播放三四遍录音。四处走动，仔细听每位学生跟读的发音。

演示四个新句型：

Open the window.

Close the window.

Open the door.

Close the door.

让全班学生一起跟读。

教学提示



同声读

同声读是教师经常采用的让学生一起读的方式。同声读（或一起说）有许多好处：

- 作为一种集体活动，鼓励学生互相合作，引导他们走向一个共同的目标。
- 可以不必考虑班级大小和年级，在多年级的混合班中比较有效。
- 由于学生不是单独读，他们不大会感到窘迫或害怕。这将给那些害羞的或孤僻的学生更多的机会讲话。
- 帮助改进学生的音高、音调、音量、语速、用词、发音和明确意义的辨别。
- 给学生提供了在即兴或真实情况下必须定期大声阅读的机会（从生日卡片到论文）。
- 给那些擅长阅读的学生一个展示他们优势的机会。
- 给了文字以表现性和情感的含义。
- 因为这些阅读材料对于那些不太有兴趣的学生来说抽出时间练习是比较困难的。

● 练习 ●

全班活动

做开和关游戏：

逐个给学生以下指令中的一个：

Open the window.

Close the window.

Open the door.

Close the door.

If the student chosen does the correct action, tell the class to give that student two large claps.

That student can then give the next command and choose a student to do it.

Play this game with six to eight students until the whole class understands the expressions.

Work in Pairs

With a partner, ask students to practice giving commands to each other.

For open and close the door, students responding should pretend to grab the handle of the door, turn it and push out or take the handle of the door and pull in.

Open the window.

Close the window.

For open and close the window, students should use both hands to push the window open and two hands to pull the window closed.

Open the door.

Close the door.

2. Let's play!

Simon Says

Simon Says Instructions

If the teacher **DOES NOT** say **SIMON SAYS**, then the students should not follow the instructions. Otherwise, when the teacher says Simon Says, students should do the following actions:

Open your mouth.

Close your eyes.

Open your book.

For example: **Simon says, "Open your mouth."**

If the student does the wrong action, he or she is out of the game.

3. Let's sing!

Sing: May I open a window?

Post the picture of a window on the board.

Write the words to the song on the board.

Say each line, touching each word as you say it.

Point to the picture of the window each time you say it.

May I open the window?

Yes, open it please.

May I close the window?

Yes, close it please.

Open the window.

Close the window.

Open the door.

Close the door.

如果学生做出了正确的动作，让全班给这位学生鼓掌两次。

然后这位学生可以选下一位学生，并给出指令让下一位学生做出动作。

和六至八位学生做这个游戏，直至全班都掌握了其意义。

一对一练习

让学生和一位伙伴练习互相给出指令。

开关门时，学生要装着抓着门把手，转动并推出或推入。

Open the window.

Close the window.

开关窗时，学生要用双手做出推开或关上窗户的动作。

Open the door.

Close the door.

2. Let's play!

Simon Says

Simon Says 规则

如果教师没有说 SIMON SAYS, 学生不要按照指令做动作。否则当教师说 SIMON SAYS, 学生需要按照指令做出相应动作。

Open your mouth.

Close your eyes.

Open your book.

例如：Simon says, “Open your mouth.”

如果学生做错了动作，就要退出游戏。

3. Let's sing!

歌曲：May I open a window?

在黑板上贴上窗户的图片。

把歌词写在黑板上。

逐词指着黑板上的歌词，朗读歌词。

涉及到窗户时，指向黑板上的图片。

May I open the window?

Yes, open it please.

May I close the window?

Yes, close it please.

Open, close!
Open, close!
Window, window,
Open and close.

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

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

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

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

Play the audiotape again, pointing to each word on the board as the students sing along with the tape recorder. Don't forget to point to the window picture each time the students come to that word.

Perform the actions for the song, one line at a time.

Open(push out with both hands)

Close (pull in with both hands)

Now you are ready to sing the entire song with the students. Tell the students to stand up and face you. Sing the song and perform the actions together.

Optional

Throw the Ball

You need a small ball for this game.

Get into a circle. Throw the ball to a student and say:

Open your mouth.

Close your eyes.

Open the door.

or

Close the window.

If the student does the right action, he/she can throw the ball to the next student and give the next command and so on.

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 having the students sing **May I open the window?** as they leave the room.

After-Class Activities

Students can practice the **May I open the window?** by sharing it with their family.

Open, close!

Open, close!

Window, window,

Open and close.

现在播放录音，让学生听整首歌曲。

再次播放录音，同时逐词指着黑板上的歌词。

不放录音，逐词指着黑板上的歌词朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

再次播放录音，逐词指着黑板上的歌词让学生跟着唱歌曲。不要忘记学生说到窗户时，指向黑板上的窗户图片。

演示歌曲的动作，每次一行。

Open（双手推出）

Close（双手拉回）

现在可以和学生一起唱歌曲了。让他们站起来面对教师，唱歌同时做动作。

可选活动

扔球游戏

需要一个球来做这个游戏。

让学生围成一个圈。把球扔给一个学生说：

Open your mouth.

Close your eyes.

Open the door.

或

Close the window.

接到球的学生如果做出正确的动作，就可以将球扔给另一位学生并发出指令。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说
Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

结束本课教学。让学生唱着歌曲 May I open the window? 离开教室。

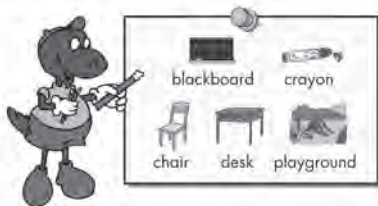
课外活动

让学生和家人练习歌曲 May I open the window?

UNIT 1 Review

Unit 1 Review

1 I can read



2 I can listen and say

- ☐ Nice to see you again!
- ☐ What do you see? I see desks.
- ☐ What do you do in the classroom?
- ☐ I write with my pencil.
- ☐ Where is the washroom? Here it is!
- ☐ We play on the playground.
- ☐ Open the window. Close the door.



14

3 I can point and say

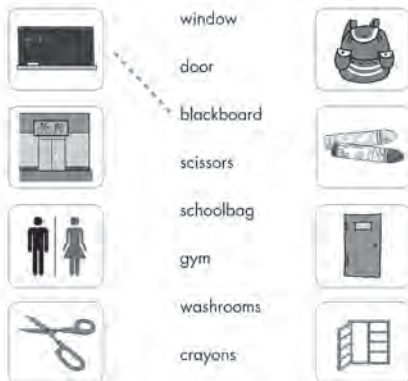


4 I can listen and number



15

5 I can read and match



ALL DONE!



16

CLASS OPENING

Greeting

Play the song **How are you?** from Lesson 1, and have the students sing along.

Have the students open their books to page 14 and lead them through the review.

REVIEW

1. I can read

Review the new words taught in this unit by using the flash cards for **blackboard**, **crayon**, **chair**, **desk** and **playground**.

Hold up a flashcard and ask the class to say the word that goes with it.

Practice with individuals after you have done a whole class review.

第1单元 复习



MY TEACHING NOTES

开始上课

问候

播放第 1 课的歌曲 How are you? 让学生跟唱。

让学生们打开教科书 14 页，引导他们复习。

复习

1. I can read

用词汇卡片复习本单元所学词汇 blackboard, crayon, chair, desk 和 playground。

举起一张卡片让全班说出相应的词汇。

全班复习后可以和单个学生复习。

2. I can listen and say

Teacher says each line.

The whole class repeats the line together.

Then the teacher asks three or four students to say the line alone.

Repeat this process for each of the lines in Part 2.

3. I can point and say

Write the words on the blackboard:

classroom

office

gym

playground

washroom

library

Say the words for the students, pointing to each word as you say it.

Then ask students to come up and say one word each, pointing to the word as he/she says it.

Now put the picture cards that go with the words up on the blackboard.

Ask students to come up and match the words to the correct picture cards.

4. I can listen and number

Tell students to look at page 15 of their Student Book. Ask the students to listen to the audiotape and number each of the pictures correctly to correspond with the six sentences said on the audiotape. Check with the class.

The audiotape says:

1. I draw with my crayon.

2. I write with my pencil.

3. I close the door.

4. I read a book.

5. I cut with my scissors.

6. I open the window.

5. I can read and match

Explain how to do the matching exercise. Students should draw a line connecting the picture on the left or right (page 16) to one of the words in the middle. Check with the class.

ACTIVITY BOOK

There are three pages in the Activity Book for the unit review lesson. Depending on how much time you have, you can also have the class do some of these activities. In Chinese, explain the activities to your students.

Help the students find the page they need to work on. Hold up your Activity Book with that page open.

2. I can listen and say

教师朗读每行句型。

全班学生跟读每行句型。

然后让三四个学生单独读。

重复练习第二部分每行句型。

3. I can point and say

把词汇写在黑板上：

classroom

office

gym

playground

washroom

library

朗读词汇，同时逐个指着黑板上的词汇。

然后让几位学生到前面来，每人朗读一个词汇，同时要逐个指着黑板上的词汇。

把词汇相应的图片贴到黑板上。

让学生到前面来，将词汇和相应的图片匹配。

4. I can listen and number

让学生看教科书 15 页。让学生听录音，按照录音将六个句子相应的图片标号。和全班核对答案。

录音内容为：

1. I draw with my crayon.

2. I write with my pencil.

3. I close the door.

4. I read a book.

5. I cut with my scissors.

6. I open the window.

5. I can read and match

解释如何做这个搭配练习。学生要把 16 页左侧和右侧的图片用一条线和中间相应的词汇连起来。和全班核对答案。

活动手册

活动手册上有 3 页本单元的复习。根据时间多少，教师可以决定让学生做多少练习。用汉语给他们解释活动的做法。

帮助学生找到要学习的页面。举起活动手册并打开活动手册上那一页。

CLASS CLOSING

Finish today's lesson by singing the song, **May I open the Window?** with the audiotape from Lesson 6 and have the students sing along.

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.

结束课堂教学

结束本课教学。让学生跟录音唱第 6 课歌谣 May I open the Window?

教学提示



注意特殊问题

记下口语不稳定的那些学生。

记下教师认为在理解和发音方面需要在课堂上进一步练习的词汇。

Unit 2

Letters Are Fun!



General Goals for Unit 2

This unit aims to introduce students to basic vocabulary and expressions about the letters of the English alphabet.

Unit 2 has six lessons, and one review lesson, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous 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:
 - Learn to recognize the letters of the English alphabet.
 - Learn to recognize words that start with various letters of the English alphabet.
 - Learn to recognize both the lower and upper case forms of letters of the English alphabet
 - Learn to print the letters of the English alphabet
 - Learn to match the lower and upper case letter pairs of the English alphabet
 - Learn to predict the missing letters in known printed English words
 - Learn to print the letters of the English alphabet in sequence
2. Students will be able to recognize, understand and use the following vocabulary:
car, fish, ice cream, juice, key, lion, queen, tea, umbrella, vegetable, X-ray
3. Students will be able to understand and respond orally to the following expressions:
 - **May I have...?**

第2单元

字母很有趣!



第2单元总目标

本单元旨在给学生介绍和英语字母表相关的词汇和句型。

第2单元包含六个新授课和一个复习课，但教师应考虑用多于六个课时的时间来教授本单元。例如，在本单元即将结束时，教师可能想另加一节课以复习前面学过的内容，也可能想单独用一节课来进行单元总复习。总之，教师应根据学生的兴趣与需要，来安排教学节奏和内容。

第2单元具体目标

知识与技能目标

1. 学生能够做到：

- 认知英语字母表的各个字母。
- 认知以英语字母表的各个字母开头的词汇。
- 认知英语字母表的各个字母的大小写形式。
- 学习手写英语字母表的各个字母。
- 将英语字母表的各个字母的大小写形式进行匹配。
- 填写已学过的英语词汇中缺失的字母。
- 学习按字母顺序写出英语字母表的各个字母。

2. 学生能够认读、理解和运用下列词汇：

car, fish, ice cream, juice, key, lion, queen, tea, umbrella, vegetable, X-ray

3. 学生能够理解和口头运用下列用语：

- May I have...?

- **Write the letters...**
- **Circle the letters...**

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 try to imitate and use English in everyday life.

Cultural Awareness

Children are expected to learn to recognize the letters of the English alphabet.

- Write the letters...
- Circle the letters...

学习策略目标

帮助学生形成以下基本学习策略：

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

情感态度目标

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

文化意识目标

学生能够认读字母表中的各个字母。

Lesson 7 Letters A~D

Lesson 7 Letters A~D

1 Listen and say!

A a

apple

B b

book

C c

car

D d

door

2 Let's play!

Listen and show.

3 Let's do it!

Look and talk.

TEACHING GOALS

- Students will be able to recognize and use the letters:
A, B, C, D
- Students will recognize some words that begin with the letters **A, B, C, D**.
- Students will recognize the upper and lower case letters for **A, B, C, D**.
- Students will print upper and lower case letters for **A, B, C, D**.
- Students will be able to understand and use the following vocabulary:
car

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 7
- Flash cards for the letters A~D with pictures
- A set of alphabet cards with pictures

第7课 字母A~D



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
A, B, C, D
2. 学生能够认读以字母 A, B, C, D 开头的一些词汇。
3. 学生能够认读字母 A, B, C, D 的大小写形式。
4. 学生能够书写字母 A, B, C, D 的大小写形式。
5. 学生能够理解和运用下列词汇：
car

教学准备

- 第 7 课录音带或教学光盘
- 字母 A ~ D 的图片卡片
- 一套英文字母的图片

CLASS OPENING

Greeting and Review

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

In Chinese, 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 Lesson 7.

Teacher: In this lesson, you will learn the first four letters of the English alphabet! This is very exciting because you will begin to recognize words by their letters!

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new letters today and the words associated with them:

A apple

B book

C car

D door

Write the letters, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **A apple**

Say the letters again for the students, pointing to each letter while the students repeat it after you. Now say each word that goes with each letter. They will get their cue from the picture cards on the board.

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•

Put cards with each letter on them on the blackboard ledge where the students can reach them.

Randomly put the picture cards that go with the letters on the blackboard ledge.

Ask students one by one to come up to the cards and match the letter card to the picture card.

Teaching Tip



Printing English letters

It is very important that students get used to printing their English letters in the correct direction as noted in each of the upper and lower case letters in this unit. If students learn to print their English letters in an incorrect order, they will have difficulty when it comes to transferring to cursive writing. Cursive writing requires students to move in a specific direction through each letter in order for letter to attach to one another.

开始上课

问候和复习

问候学生。说 Hello class! Are you ready for a new unit in English?

用汉语问他们上单元学习了什么，让他们说一些学过的词汇。

课文导入

让学生把教科书翻到第 7 课。

教师：这节课，大家将要学习英语字母表的前四个字母！这将非常令人激动，因为大家可以按照字母认读词汇！

新概念

1. Listen and say!

告诉学生今天要学习的字母和相应的词汇：

A apple

B book

C car

D door

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：A apple

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

● 演示 ●

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

教学提示



书写英文字母

学生能够习惯按照本单元所列的各个字母大小写的笔顺书写字母非常重要。如果学生书写字母的笔顺不正确，在以后转写草书字母时就会有困难。书写草书字母时要求他们在字母的特定方向移动，以便使每个字母和其他字母结合起来。

●PRACTICE●

Individual Work

Have students complete printing the letters on each line on page 18.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

Teaching Tip



Extension Alphabet Charts

It is not necessary for students to remember the words in the extension alphabet charts. This exercise is included so that students begin to hear the new letters in a variety of words in the beginning location. The teacher can fill in the chart and draw pictures to give picture clues for the words in the alphabet chart to help the students decode the words.

Group Work

The teacher can use the modified LEA to help students list a wide variety of words in a graph for each of the four letters A, B, C and D. Below is an example:

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

When students have completed page 18, they can take a piece of paper and draw and label with the word and first letter, any item that starts with an A, B, C or D from the chart created by the class.

Teaching Tip



Walking around the classroom

Be sure to continue walking around the room when students are doing independent work in their Student Books or in pairs or groups. This way you can keep the students on task and assist them when necessary.

2. Let's play!

Listen and Show

Use a set of letter cubes for this game. Mix up the letter cubes.

Say: **May I have the letter...?**

Ask students one by one to come and find one of the four letters A, B, C or D that you have asked for.

You can do this with many different students.

You can also ask the student who gets the correct answer to replace you and choose the next person to come up and find a letter.

● 练习 ●

个体活动

让学生完成 18 页各行字母的书写。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

教学提示



扩展字母表

没有必要让学生掌握扩展字母表中的词汇。附上这个练习是为了让学生开始接触这些字母在各个单词的开头处的发音。老师可以填写表格并画图，以便给学生以图片线索来帮助学生词汇。

分组活动

教师可以采用改进语言体验法为学生列出字母 A, B, C, D 的词汇表格。以下为表格样式：

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

学生完成 18 页活动后，可以取出纸张画出并标注全班填写的表格中首字母为 A, B, C, D 的物品。

教学提示



在教室中走动

学生在独立或结组完成教科书的活动时，教师要持续在教室中走动。这样可以保证他们专心，并在需要时可以得到帮助。

2. Let's play!

听听做做

采用一套字母块来做游戏。把这些字母块混到一起。

说 May I have the letter...?

让学生逐个按照教师的要求找出字母 A, B, C, D 中的一个。

可以和不同的学生做游戏。

可以让给出正确答案的学生代替教师选出下一位学生并找出字母。

Help the student teacher to say: **May I have the letter...?**
And so on.

3. Let's do it!

Tell students to look on page 19 of their Student Books. Talk about the picture with the class.

Ask if anyone can see an A thing in the picture.

What about a B thing? (For example: **book, blackboard, bag**)

A C thing? (For example: **chair**)

A D thing? (For example: **desk, door**)

Optional

Game: I Spy with My Little Eye

In Chinese, tell the students that they must look around the room to see if they can find something that starts with an A, B, C or D.

Give students clues. You can do this in Chinese.

Teacher: **I spy with my little eye, something that is very big!**

Students guess...

Teacher: **I spy with my little eye, something that you write on.**

Students guess...

Teacher: **I spy with my little eye, something that you use chalk on.**

Student: **A blackboard!**

Teacher: **Yes, you are correct. Let's try again!**

Teaching Tip



Winning or losing

Some teachers do not believe in win-lose games. That's fine. Then simply play the game of Hand on... by not having students sit down when they make a mistake! When learning another language, sometimes it is better not to highlight who does or does not know the answer to a new English phrase.

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 the class by asking everyone to repeat A, B, C and D five times.

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

After-Class Activities

Students should practice sharing the four letters of the alphabet with their parents both in spoken and written language.

帮助作为教师的学生说: May I have the letter...?
如此继续。

3. Let's do it!

让学生翻到教科书 19 页。和全班讨论图片。
问他们是否可以找到以字母 A 开头的物品。
以字母 B 开头的物品怎么样? (例如: book, blackboard, bag)
一个以字母 C 开头的物品怎么样? (例如: chair)
一个以字母 D 开头的物品怎么样? (例如: desk, door)

可选活动

游戏: 我用我的眼睛发现

先用汉语告诉学生要在教室中四处看, 看是否能找到以字母 A, B, C, D 开头的物品。

给学生一些线索。可以用汉语说。

教师: I spy with my little eye, something that is very big!

学生猜测……

教师: I spy with my little eye, something that you write on.

学生猜测……

教师: I spy with my little eye, something that you use chalk on.

学生: A blackboard!

教师: Yes, you are correct. Let's try again!

教学提示



胜或负

一些教师不信任有胜负的游戏。没关系。那就只做传递的游戏, 不用让犯错的学生坐下! 学习新语言时, 不突出那些知道或不知道新句型答案的学生比较好一些。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页, 同时说 Let's open our activity books.

指着活动手册上那一页, 在全班走一圈, 以保证每位学生都可以看到。

结束课堂教学

结束本课学习。让学生重复字母 A, B, C, D 五遍。

离开教室时要说 Goodbye students!

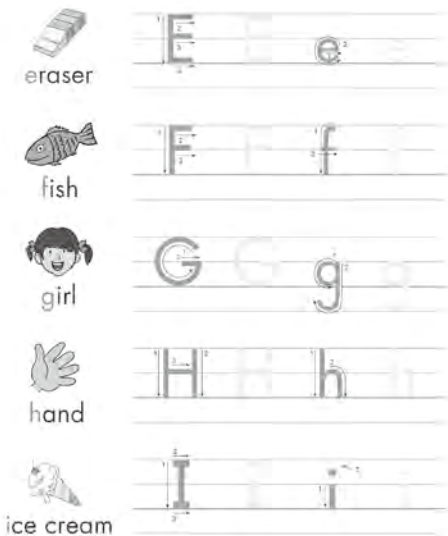
课外活动

学生要和家人练习字母表的前四个字母的读和书写。

Lesson 8 Letters E~I

Lesson 8 Letters E~I

1 Listen and say!



20

2 Let's sing!

A is for apple.
B is for bed.
C is for cold,
So cover your head.

D is for dad.
E is for eat.
F is for friend.
G is for great!



3 Let's do it!

Write the letters.



E e

21

TEACHING GOALS

1. Students will be able to recognize and use the following letters:
E, F, G, H, I
2. Students will recognize some words that begin with the letters **E, F, G, H, I**.
3. Students will recognize the upper and lower case letters for **E, F, G, H, I**.
4. Students will print upper and lower case letters for **E, F, G, H, I**.
5. Students will be able to understand and use the following vocabulary:
fish, ice cream

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 8
- Pictures and word cards for the letters in Lesson 8

第8课 字母E~I



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
E, F, G, H, I
2. 学生能够认读以字母 E, F, G, H, I 开头的一些词汇。
3. 学生能够认读字母 E, F, G, H, I 的大小写形式。
4. 学生能够书写字母 E, F, G, H, I 的大小写形式。
5. 学生能够理解和运用下列词汇：
fish, ice cream

教学准备

- 第 8 课录音带或教学光盘
- 第 8 课字母的图片和字母卡片

CLASS OPENING

Greeting and Review

Greet the students. Say **Good morning/ afternoon, class! Nice to see all of you today!**

In Chinese, ask the students what they remember from last class. Review the alphabet chart that they made during the last class.

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

Lesson Hook

Tell the students to open their books to Lesson 8.

Teacher: Today we're going to extend our knowledge of the English alphabet with five more letters!

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new letters today and the words associated with them on page 20:

E eraser

F fish

G girl

H hand

I ice cream

Write the letters on the blackboard, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **E eraser**

Say the letters again for the students, pointing to each letter while the students repeat it. Now say each word that goes with each letter. They will get their cue from the picture cards on the board.

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●

Put cards with each letter on them on the blackboard ledge where the students can reach them.

Randomly put the picture cards that go with each of the letters on the blackboard ledge.

Ask students one by one to come up to the cards and match the letter card to the picture card.

●PRACTICE●

Individual Work

Have students complete printing the letters on each line on page 20.

开始上课.....

问候和复习

问候学生。说 Good morning/ afternoon, class! Nice to see all of you today!

用汉语问他们上单元学习了什么。复习上节课的字母表格。

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

课文导入

让学生把教科书翻到第 8 课。

教师：这节课，大家将要继续学习英语字母表的五个字母！

新概念.....

1. Listen and say!

告诉学生今天要学习 20 页这些重要的字母和相应的词：

E eraser

F fish

G girl

H hand

I ice cream

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：E eraser

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

● 演示 ●

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

● 练习 ●

个体活动

让学生完成 20 页各行字母的书写。

Teaching Tip



Why upper and lower case English alphabet letters?

You can explain to the students over the course of this unit why each English letter has two forms. For example, you can explain the people's names (proper nouns) begin with the upper case letter while regular nouns begin with the lower case letter. This is just one reason why there are two forms of every letter.

As you go through the unit, you can give students information about upper and lower case letters as you think they need to know it.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

Group Work

The teacher can use the modified LEA to help students list a variety of words in a graph for each of the four letters E, F, G, H and I. Below is an example:

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

When students have completed page 20, they can take a piece of paper and draw and label with the word and first letter, any item that starts with an **E, F, G, H, I** from the chart created by the class.

2. Let's sing!

Song: A is for apple

Write the words to the song on the board.

Say each line and point to each word as you say it.

(You can also put up the picture cards to point at to give picture clues to the students for nouns.)

A is for apple.

B is for bed.

C is for cold,

So cover your head.

D is for dad.

E is for eat.

F is for friend.

G is for great!

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

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

教学提示



为什么英文字母有大小写？

教师可以在本单元中给学生解释为什么英文字母有两种形式。例如，可以解释人名（专有名词）以大写字母开头，普通名词以小写字母开头。这也是为什么每个字母都有两种形式的一个原因。

本单元学习过程中，在教师认为有必要时可以给学生讲解有关大小写的信息。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

分组活动

教师可以采用改进语言体验法为学生列出字母 E, F, G, H, I 的词汇表格。以下为表格样式：

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

学生完成 20 页活动后，可以取出纸张画出并标注全班填写的表格中首字母为 E, F, G, H, I 的物品。

2. Let's sing!

歌曲：A is for apple

把歌词写在黑板上。

逐词指着黑板上的歌词，朗读歌词。

（教师可以把图片贴起来以便指着给学生以图片线索来联系词汇。）

A is for apple.

B is for bed.

C is for cold,

So cover your head.

D is for dad.

E is for eat.

F is for friend.

G is for great!

现在播放录音，让学生听整首歌曲。

再次播放录音，同时逐词指着黑板上的歌词。（教师可以指向每行相应的图片，

background. (You can also point to specific pictures that go with each line to help connect words to their pictures.)

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

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

Repeat this process with each verse. As you say each verse, the students should repeat after you.

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

Perform the actions for the song. Have the children repeat the words and actions after you.

Verse 1: Line 4, **cover** (pretend to cover your head with a blanket)

Verse 2: Line 2, **eat** (pretend to put something in your mouth and chew it)

Now you are ready to sing the entire song with the students. Tell the students to stand up and face you. Sing the song and perform the actions together.

3. Let's do it!

Write the letters found in Danny's balloons on the lines below the pictures. Then colour the different letter pairs in different colours.

Then discuss all of the balloons and the letters that are on them with the students as a review for Lessons 7 and 8.

Teaching Tip



Need to fill more time?

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

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

Optional

Game: Pictionary—class

In Chinese, tell the students that they must guess what the word is that starts with an **E, F, G, H, I** from the picture you draw on the board. Draw one of the pictures on page 20.

For example: draw a fish.

Students must say the word in English. If a student guesses correctly, he or she can draw the next picture for Pictionary on the board.

Pictionary—pairs

In this game of Pictionary, students can work with their partners to draw and guess words that start with an **E, F, G, H** or **I**

以便使学生联系词汇和图片。)

不放录音，指着黑板上的歌词逐词朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

重做一遍，每次一节。教师读一节，学生重复一节。

再次播放录音，逐词指着黑板上的歌词让学生跟着唱歌曲。

演示歌曲的动作，让学生跟着唱歌曲并做动作。

第1节：第4行，cover（假装用头巾包裹头部）

第2节：第2行，eat（假装往嘴中放进食物并咀嚼）

现在可以和学生一起唱歌曲了。让他们站起来面对教师，唱歌同时做动作。

3. Let's do it!

把 Danny 气球中的字母写在图片下。然后给不同的字母组涂上不同的颜色。

最后和学生讨论气球和写在上面的字母，复习 7、8 课的内容。

教学提示



需要利用更多的时间？

这个过程提供了很多增加活动的方法：

- 可以看可选活动，选一个来补充课程。
- 可以唱一首以前学过的歌曲或做一个以前学过的活动。
- 可以让学生做以前没有时间做的活动手册的活动。
- 可以让学生给活动手册中的图片添加一些细节。

可选活动

游戏：词图游戏——全班

先用汉语告诉学生要猜出在黑板上的图片中以字母 E, F, G, H, I 开头的物品。

画一幅 20 页上的图片。

例如：画一条鱼。

学生要说出英语词汇。如果他们猜得正确，就可以在黑板上画出下一个游戏中的图片。

词图游戏——两人小组

这个活动中，让学生和伙伴画并猜出以字母 E, F, G, H, I 开头的物品。

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: It's time to go. Let's all sing the **A is for apple** song as we march row by row out the door! Ready? Begin!

After-Class Activities

Students should practise the new English alphabet letters by sharing them with their parents at home.

Students can also look in magazines to find a picture, or draw a picture that begins with one of the letters **E, F, G, H** or **I**. Students can bring their pictures to the next English class to share.

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说
Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

教师：下课时间到了。我们唱歌曲 A is for apple 并逐行走出教室！准备好了吗！
开始！

课外活动

学生回家后要和家人分享字母表练习新学的字母。

学生可以在杂志上找一幅或画一幅以字母 E, F, G, H 或 I 开头的物品的图片，
下一节课上课时要和全班分享。

Lesson 9 Letters J~N

Lesson 9 Letters J~N

1 Listen and say!



juice



key



lion



mouth



nose



22

2 Let's play!

Circle the letters.

Circle the letter J.



3 Let's do it!

Write the letters.



23

TEACHING GOALS

- Students will be able to recognize and use the following letters:
J, K, L, M, N
- Students will recognize some words that begin with the letters **J, K, L, M, N**.
- Students will recognize the upper and lower case letters for **J, K, L, M, N**.
- Students will print upper and lower case letters for **J, K, L, M, N**.
- Students will be able to understand and use the following vocabulary:
juice, key, lion

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 9
- Pictures and word cards for the following letters in Lesson 9
- Letter cards for students for the game in Part 2, page 23

第9课 字母J~N



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
J, K, L, M, N
2. 学生能够认读以字母 J, K, L, M, N 开头的一些词汇。
3. 学生能够认读字母 J, K, L, M, N 的大小写形式。
4. 学生能够书写字母 J, K, L, M, N 的大小写形式。
5. 学生能够理解和运用下列词汇：
juice, key, lion

教学准备

- 第9课录音带或教学光盘
- 第9课字母的图片和字母卡片
- 23页第二部分活动所需的学生字母卡片

CLASS OPENING

Greeting and Review

Greet the students. Say **Hello again class! Glad to have all of you back today!**

In Chinese, ask the students what they remember from last class. Review the alphabet charts with the students that they made from both Lessons 7 and 8.

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

Teacher: Who has brought in a picture of one of the letters from last class to share with us? Share five or six pictures then post all of the pictures on the Sharing Wall.

Lesson Hook

Tell the students to open their books to Lesson 9.

Teacher: Today we're going to learn five new English letters! We will be 3/4 of the way through the English alphabet after today's class! Isn't that exciting?

Teaching Tip



Using Familiar Lesson Patterns

When continuing to teach concepts within a whole system like the alphabet, it is comforting to students to follow a similar lesson pattern within the introduction of concepts. This way students can focus on the addition of new letters rather than the intricacies of changing lesson flow. New activities in the lesson can be introduced after the introductory and practice areas and in the extension activities.

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new letters today and the words associated with them on page 22:

J juice

K key

L lion

M mouth

N nose

开始上课.....

问候和复习

问候学生。说 Hello again class! Glad to have all of you back today!

用汉语问他们上单元学习了什么。复习上节课的字母表格。

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

教师：哪位学生带来了上节课的字母图片可以和大家分享？

和大家分享五六位学生的图片。把所有学生的图片贴在分享墙上。

课文导入

让学生把教科书翻到第 9 课。

教师：这节课，大家将要继续学习英语字母表的五个字母！这样我们就学习了字母表的 3/4 了！很令人振奋吗？

教学提示



采用相似课程模式

在教授一个整体系统中的各个相似课程时（比如英语字母教学），学生按照相似的学习模式来学习新学内容会令他们感到放松。这样学生会更关注新学的字母，而不是复杂的教学方式。新活动要安排在介绍和练习新内容以及拓展活动之后。

新概念.....

1. Listen and say!

告诉学生今天要学习 22 页这些重要的字母和相应的词：

J juice

K key

L lion

M mouth

N nose

Write the letters, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **J juice**

Say the letters again for the students, pointing to each letter while the students repeat after you. Now say each word that goes with each letter. They will get their cue from the picture cards on the board.

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•

Put cards with each letter on them on the blackboard ledge where the students can reach them.

Randomly put the picture cards that go with each of the letters on the blackboard ledge.

Ask students one by one to come up to the cards and match the letter card to the picture card.

•PRACTICE•

Individual Work

Have students complete printing the letters on each line on page 22.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

Teaching Tip



Introductory sounds

It is much easier for students to recognize letters of the English alphabet placed in the introductory position in a word. When extending words for each letter, try to ensure that the new words all start with the letter you are studying!

Group Work

The teacher can use the modified LEA to help students list a variety of words in a graph for each of the four letters **J, K, L, M** and **N**. Below is an example:

J	K	L	M	N
jam	kid	lamp	mouse	nana
jet	kite	light	mat	nut

When students have completed page 22, they can take a piece of paper and draw and label with the word and first letter, any item that starts with a J, K, L, M or N from the chart created by the class.

2. Let's play!

Circle the Letters

You can pass out the letter cards that have been pre-made for this activity.

When you call out a letter, students should circle it.

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：J juice

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

● 演示 ●

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

● 练习 ●

个体活动

让学生完成 22 页各行字母的书写。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

教学提示



开始的发音

把英文字母放在单词中开始的位置对学生来说更容易识别。当为每个字母扩展例词时，尽力确保所有单词以要学习的字母开头！

分组活动

教师可以采用改进语言体验法为学生列出字母 J, K, L, M, N 的词汇表格。以下为表格样式：

J	K	L	M	N
jam	kid	lamp	mouse	nana
jet	kite	light	mat	nut

学生完成 22 页活动后，可以取出纸张画出并标注全班填写的表格中首字母为 J, K, L, M, N 的物品。

2. Let's play!

圈字母

把提前制作的字母卡片纸分发给学生。

教师读出一个字母，学生就要圈出这个字母。

Remember to put both upper and lower case letters on the page.
You can continue to call letters until all have been circled.

Teaching Tip



Moving around the Classroom

Remember to continue to move about the classroom while you are playing this game.
This way you will be able to check to make sure students are circling the correct letter/
letter form!

3. Let's do it!

Write all of the letters pairs **J, K, L, M** and **N** that are found in the fish bowl on the lines provided below the picture.

Optional

Extending Circle the Letters

Mix up the order that the letters are placed on the card so that not all students have the same card. This way you can use cards similar to a Bingo card. When a student completes a line, the game is over and that student gets to call the next Bingo Alphabet game!

ACTIVITY BOOK

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

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

CLASS CLOSING

Teacher: Good work today! Give yourselves two claps! If your name begins with the letter **A**, you can go (and so on down to the letter **N**). All other students can now go! See you next class!

After-Class Activities

Students should practise the new English alphabet letters by sharing them with their parents at home.

Students can also look in magazines to find a picture, or draw a picture that begins with one of the letters **J, K, L, M** or **N**. Students can bring their pictures to the next English class to share.

切记将大小写字母都放在一起。
继续读字母直到所有的字母都被圈出来。

教学提示



在教室中走动

在做这个游戏时一定要持续在教室中走动。这样教师可以检查以确保学生圈出正确的字母！

3. Let's do it!

在图片下的横线上写出鱼缸中大小写搭配的 J, K, L, M 和 N。

可选活动

圈字母的拓展

把卡片上的字母次序打乱，这样所有的学生都有不同的字母卡片。教师可以用字母卡片做 Bingo 游戏。当学生完成一条线时，游戏结束。然后可以开始进行下一轮游戏！

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

教师：大家做得都很好！给自己鼓掌两次！如果自己的名字以字母 A 开始，就可以离开了（继续到字母 N）。其他学生也可以离开了。下次见！

课外活动

学生回家后要和家人分享字母表来练习新学的字母。

学生可以在杂志上找一幅或画一幅以字母 J, K, L, M 或 N 开头的图片，下一节课上课时要和全班分享。

Lesson 10 Letters O~R

Lesson 10 Letters O~R

1 Listen and say!

orange

pencil

queen

ruler

24

2 Let's play!

Find the letters and colour them.

I see a letter O.

3 Let's do it!

Write the letters.

Write the letters from O to R.

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TEACHING GOALS

1. Students will be able to recognize and use the following letters:
O, P, Q, R
2. Students will recognize some words that begin with the letters **O, P, Q, R**.
3. Students will recognize the upper and lower case letters for **O, P, Q, R**.
4. Students will print upper and lower case letters for **O, P, Q, R**.
5. Students will be able to understand and use the following vocabulary:
queen

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 10
- Pictures and word cards for the following letters in Lesson 10

第10课 字母O~R



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
O, P, Q, R
2. 学生能够认读以字母 O, P, Q, R 开头的一些词汇。
3. 学生能够认读字母 O, P, Q, R 的大小写形式。
4. 学生能够书写字母 O, P, Q, R 的大小写形式。
5. 学生能够理解和运用下列词汇：
queen

教学准备

- 第 10 课录音带或教学光盘
- 第 10 课字母的图片和字母卡片

CLASS OPENING

Greeting and Review

Greet the students: **Hi, students, Stand up please.** (Gesture to the students to stand up.)

When all the students stand up, say: **Good morning/Good afternoon.**

Expect the class responds: **Good morning/Good afternoon.**

Then say: **Sit down, please.** (Gesture to the students to sit down.)

In Chinese, ask the students what they remember from last class. Review the alphabet charts with the students that they made from Lessons 7, 8 and 9.

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

J	K	L	M	N
jam	kid	lamp	mouse	nana
jet	kite	light	mat	nut

Teacher: Who has brought in a picture of one of the letters from last class to share with us? Share five or six pictures then post all of the pictures on the Sharing Wall.

Lesson Hook

Tell the students to open their books to Lesson 10.

Teacher: Today we're going to learn four new English letters! We're almost done! Only two more classes of letters after this one!

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new letters today and the words associated with them on page 24:

O orange

P pencil

Q queen

R ruler

Write the letters, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **O orange**

开始上课.....

问候和复习

问候学生。说：Hi, students, Stand up please. (做手势让他们站起了。)

学生站起来后，说：Good morning/Good afternoon.

学生应回应：Good morning/Good afternoon.

然后说：Sit down, please. (做手势让他们坐下。)

用汉语问他们上单元学习了什么。复习第 7, 8, 9 课的字母表格。

A	B	C	D
ant	boy	cap	dog
arm	ball	cat	dish

E	F	G	H	I
egg	fan	grandfather	hip	ink
ear	frog	grandmother	hop	ice

J	K	L	M	N
jam	kid	lamp	mouse	nana
jet	kite	light	mat	nut

教师：哪位学生带来了上节课的字母图片可以和大家分享？

和大家分享五六位学生的图片。把所有学生的图片贴在分享墙上。

课文导入

让学生把教科书翻到第 10 课。

教师：这节课，大家将要继续学习英语字母表的四个字母！这样我们就快学习完字母表了！只剩下两节课的内容了？

新概念.....

1. Listen and say!

告诉学生今天要学习 24 页这些重要的字母和相应的词：

O orange

P pencil

Q queen

R ruler

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：O orange

Say the letters again for the students, pointing to each letter while the students repeat after you. Now say each word that goes with each letter. They will get their cues from the picture cards on the board.

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.

Teaching Tip



The letter Qq

The letter **q** never stands alone. It is almost always followed by the letter **u**. When it does, it makes the sounds (kw). On very few occasions, **q** is followed by a different vowel.

•DEMONSTRATE•

Put cards with each letter on them on the blackboard ledge where the students can reach them.

Randomly put the picture cards that go with each of the letters on the blackboard ledge.

Ask students one by one to come up to the cards and match the letter card to the picture card.

•PRACTICE•

Individual Work

Have students complete printing the letters on each line on page 24.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

2. Let's play!

Tell the students to look at the picture in Part 2 on page 25. They should search for all of the letters hidden in the picture and colour them.

You can modify this activity by asking students to colour different letters in different colours. For example: O – red, P – blue, Q – green etc.

Teaching Tip



Independent work

Some students prefer to do independent rather than pair or group work. This is their learning style so teachers should create opportunities for students to work in a variety of groupings.

3. Let's do it!

Tell students to complete the chain of circles by writing the letters from **M** to **R** in sequence in the circles.

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

教学提示



字母 Qq

字母 q 从来不单独出现。经常和字母 u 一起使用。它们在一起时发音为 (kw)。只有个别例外，q 和其他元音字母一起使用。

• 演示 •

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

• 练习 •

个体活动

让学生完成 24 页各行字母的书写。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

2. Let's play!

让学生看 25 页第二部分。他们要找到所有图片中的字母，并给字母涂上颜色。

也可以把这个活动变更为让学生将不同的字母涂上不同的颜色。例如：O—红色，P—蓝色，Q—绿色等等。

教学提示



独立活动

有些学生更喜欢做独立的活动，而不是一对一活动或结组活动。这是他们擅长的模式，所有教师要给他们创造机会让他们尝试不同的小组。

3. Let's do it!

让学生在相应的圈中填写字母 M 到 R，完成圆圈组成的链条。

Optional

Drawing Letter!

In this activity, students draw a letter as part of an animal picture.

Students who are very advanced can choose to draw the first letter of the animal's name. For example the **G** in **giraffe** becomes part of the giraffe's neck.

Below is a list of animals the students can choose from. Teachers can organize this activity by finding pictures of each animal on the list in advance so the students can do a picture-word connection of the animals.

Animal alphabet			
A-Ant	I- Iguana	Q- Quail	Y- Yak
B-Bear	J- Jellyfish	R- Rabbit	Z- Zebra
C-Cat	K- Kangaroo	S- Swan	
D-Dog	L- Lion	T- Tiger	
E-Eagle	M- Mouse	U-	
F-Fox	N- Nightingale	V-Vulture	
G-Gorilla	O- Octopus	W- Wolf	
H-Horse	P- Pig	X-	

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: Good work today! Give yourselves three claps! Let's go backwards with the alphabet now! If your name begins with the letter N, you can go (and so on down to the letter R). All other students can now go!

After-Class Activities

Students should practice the new English alphabet letters by sharing all of the letters A~R with their parents at home.

可选活动

画出字母!

这个活动中学生要把字母画为动物图片的一部分。

一些有基础的学生可以选择画出以这个字母开头的动物图片。例如 G 是长颈鹿 giraffe 的开始字母，可以画为长颈鹿的脖子。

以下是一系列可供学生选择的动物。教师可以组织学生提前找出表中每个动物的图片，以便他们将动物的图片和字母联系起来。

动物字母表

A- Ant	I- Iguana	Q- Quail	Y- Yak
B- Bear	J- Jellyfish	R- Rabbit	Z- Zebra
C- Cat	K- Kangaroo	S- Swan	
D- Dog	L- Lion	T- Tiger	
E- Eagle	M- Mouse	U-	
F- Fox	N- Nightingale	V- Vulture	
G- Gorilla	O- Octopus	W- Wolf	
H- Horse	P- Pig	X-	

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

教师：大家做得都很好！给自己鼓掌三次！我们再看看字母表！如果自己的名字以字母 N 开始，就可以离开了（继续到字母 R）。其他学生也可以离开了！

课外活动

学生回家后要和家人分享字母表的 A ~ R 来练习新学的字母。

Lesson 11 Letters S~V

Lesson 11 Letters S~V

1 Listen and say!

S

school

T

tea

U

umbrella

V

vegetables

2 Let's play!

Find the pair.

3 Let's do it!

Write the letters.

each

st_dent

de_k

doo_

teacher
 student
 desk
 door

TEACHING GOALS

- Students will be able to recognize and use the following letters:
S, T, U, V
- Students will recognize some words that begin with the letters **S, T, U, V**.
- Students will recognize the upper and lower case letters for **S, T, U, V**.
- Students will print upper and lower case letters for **S, T, U, V**.
- Students will be able to understand and use the following vocabulary:
tea, umbrella, vegetables

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 11
- Pictures and word cards for the following letters in Lesson 11

第11课 字母S~V



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
S, T, U, V
2. 学生能够认读以字母 S, T, U, V 开头的一些词汇。
3. 学生能够认读字母 S, T, U, V 的大小写形式。
4. 学生能够书写字母 S, T, U, V 的大小写形式。
5. 学生能够理解和运用下列词汇：
tea, umbrella, vegetables

教学准备

- 第 11 课录音带或教学光盘
- 第 11 课字母的图片和字母卡片

CLASS OPENING

Greeting and Review

Greet the students: **Hello students!** Can students whose names start with the letters **A, B, C** or **D** stand up, please?

Now **E, F, G, H** or **I**? How about **J, K, L, M** and **N**? Very good!

And finally, **O, P, Q** and **R**?

Fine! You can all sit down now!

Teaching Tip



Practicing the alphabet

The more often you can have the students practice thinking about, printing or drawing the letters of the English alphabet, the better they will get at recognizing the letters and their sounds! Using student names to help them recognize the sounds of the alphabet personalizes this concept for them!

Lesson Hook

Teacher: The rest of you have names that start with letters **S** to **Z**! Today we are going to learn about the letters **S, T, U** and **V**!

Tell the students to open their books to Lesson 11.

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn these important new letters today and the words associated with them on page 26:

S school

T tea

U umbrella

V vegetable

Write the letters, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **S school**

Say the letters again for the students, pointing to each letter while the students repeat after you. Now say each word that goes with each letter. They will get their cues from the picture cards on the board.

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.

开始上课

问候和复习

问候学生：Hello students! 名字以字母 A, B, C, D 开始的请站起来好吗？

现在是 E, F, G, H, I? 然后是 J, K, L, M, N? 很好！

最后是 O, P, Q, R?

很好！大家请坐下！

教学提示



练习字母表

让学生练习思考、书写或画字母表中的字母越多，他们掌握认读字母和读音的效果将越好！利用学生的姓名可以帮助他们认读这些有个性意义的字母表的读音！

课文导入

教师：剩余学生的名字是以字母 S 到 Z 开头的！今天大家将要继续学习字母 S, T, U, V！

让学生将教科书翻到 11 课。

新概念

1. Listen and say!

告诉学生今天要学习 26 页这些重要的字母和相应的词：

S school

T tea

U umbrella

V vegetable

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：S school

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

●DEMONSTRATE●

Put cards with each letter on them on the blackboard ledge where the students can reach them.

Randomly put the picture cards that go with each of the letters on the blackboard ledge.

Ask students one by one to come up to the cards and match the letter card to the picture card.

●PRACTICE●

Individual Work

Have students complete printing the letters on each line on page 26.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

Teaching Tip



Picture-word Connections and Right Brain Thinking

All of the lessons in Unit 2 have pictures beside the words that go with each of the letters! This is a great learning tool that teaches students to associate words with images. Use this technique in your classroom as well. Draw pictures beside words on your charts and on the blackboards to give students clues as to what the words are. If you are not a good artist, practice! Language learning uses the right side of the brain; this is the same side of the brain that we use for art. Complement your English language learning by using art as often as possible!

2. Let's play!

Find the Pair

Tell the students to get into groups of four. Give each group a set of upper and lower case alphabet cards. Students should mix up all of the cards and then find the pairs that match. When they are done, they can sit up and put their hands on their heads! This is not a race! The idea is for students to be accurate, not fast.

Teaching Tip



Matching upper and lower case letters

It is important for students to understand that the upper and lower case form of a letter has the same sound and is part of a single unit. Play matching games often so that students begin to understand the two forms of each alphabet letter.

3. Let's do it!

Tell students to complete the words by filling in the missing letters.

● 演示 ●

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

● 练习 ●

个体活动

让学生完成 26 页各行字母的书写。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

教学提示



图词联系和右脑思维

所有第 2 单元各课都在每个字母的相应词汇旁配有图片！这是一个教学生将词汇与图片联系起来的很好的学习方式。在课堂上也可以使用这种方法。在单词表和黑板上的词汇旁画出图片，以便给学生提示词汇的含义。如果教师的绘画基础不太好，多加练习！语言学习使用大脑的右侧；这和艺术所用大脑是相同的一侧。尽可能经常利用艺术来帮助自己的英语学习！

2. Let's play!

字母搭配

让学生结为四人小组。发给每组一套字母大小写的卡片。他们要将卡片混到一起，然后再找出匹配的每一对。完成后他们可以坐下来，把手放在头上！这不是比赛！这样做的目的是让他们准确，不是速度。

教学提示



匹配大小写字母

学生理解大小写字母都是同样的发音，都是一个独立单位的部分。经常练习匹配活动，帮助他们理解字母表中每个字母的两种形式。

3. Let's do it!

让学生填写词汇中缺少的字母来完成词汇。

Optional

Drawing Letters!

In this activity, students can choose to draw a different letter as part of an animal picture. Use the list of animals in lesson 11 for students to choose from.

Teaching Tip



Drawing

Children love to draw and colour so don't worry about doing this activity twice. The more often the students connect an animal to an initial letter through art, the better they will become at recognizing the letter and the sound!

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: Very good! All of the students whose names begin with today's letters, **S, T, U** or **V** can lead everyone out the door!

After-Class Activities

Students can practice the new English alphabet letters using squares of paper by making a game of upper and lower case letters from A to V to match at home with a sibling or parent.

可选活动

画字母！

在这个活动中，学生可以选择将另一个字母画为动物的一部分。采用 11 课的动物表以便学生选择。

教学提示



画图

学生喜欢画图和涂色，不必担心让他们再做一次这个活动。学生通过图画将动物和词首的字母多联系几次，他们会更好地认读字母和它们的发音！

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

教师：大家做得都很好！那些名字以今天所学的字母 S，T，U，V 开始的学生，可以带领大家离开了！

课外活动

学生要和家人用方纸块制作 A 到 V 字母的卡片做大小写匹配游戏来练习新学的字母。

Lesson 12 Letters W~Z

Lesson 12 Letters W~Z

1 Listen and say!



window



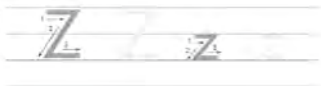
X-ray



yellow



zoo



28

2 Let's play!

Follow the letters.



3 Let's sing!

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz

Now I know my ABCs.
Next time, sing with me.



29

TEACHING GOALS

1. Students will be able to recognize and use the following letters:
W, X, Y, Z
2. Students will recognize some words that begin with the letters **W, X, Y, Z**.
3. Students will recognize the upper and lower case letters for **W, X, Y, Z**.
4. Students will print upper and lower case letters for **W, X, Y, Z**.
5. Students will be able to understand and use the following vocabulary:
X-ray

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 12
- Pictures and word cards for the letters in Lesson 12

第12课 字母W~Z



MY TEACHING NOTES

教学目标

1. 学生能够认读和运用下列字母：
W, X, Y, Z
2. 学生能够认读以字母 W, X, Y, Z 开头的一些词汇。
3. 学生能够认读字母 W, X, Y, Z 的大小写形式。
4. 学生能够书写字母 W, X, Y, Z 的大小写形式。
5. 学生能够理解和运用下列词汇：
X-ray

教学准备

- 第 12 课录音带或教学光盘
- 第 12 课字母的图片和字母卡片

CLASS OPENING

Greeting and Review

Teacher: Welcome back class! Today is our last Alphabet day!

Lesson Hook

Teacher: Today we are going to learn the last letters of the English alphabet: W, X, Y, Z. Tell the students to open their books to Lesson 12.

NEW CONCEPTS

1. Listen and say!

Let the children know that they will learn the last letters of the alphabet and the words associated with them on page 28 today:

W window

X X-ray

Y yellow

Z zoo

Write the letters, pointing to and saying each.

Put the picture cards that go with each letter on the board beside each of the letters.

For example: **W window**

Say the letters again for the students, pointing to each letter while the students repeat after you. Now say each word that goes with each letter. They will get their cue from the picture cards on the board.

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•

Put a card with each letter on it on the blackboard ledge where the students can reach it. Randomly put the picture cards that go with each of the letters on the blackboard ledge. Ask students one by one to come up to the cards and match the letter card to the picture card.

•PRACTICE•

Individual Work

Have students complete printing the letters on each line on page 28.

Sharing

Ask students to turn to their shoulder partner and share their work, getting feedback from the other student on their printing.

Teaching Tip



Zoophonics

Many students are introduced to the alphabet and their sounds through a program called Zoophonics. In this program, children learn the letters of the alphabet associated with zoo animals.

Zoophonics is a good support program for teachers to use at school or for students to use at home to complement the Learning English Program.

开始上课

问候和复习

问候学生：欢迎回来！今天是学习字母的最后一天！

课文导入

教师：这节课，大家将要继续学习英语字母表的最后几个字母 W, X, Y, Z。

让学生把教科书翻到第 12 课。

新概念

1. Listen and say!

告诉学生今天要学习 28 页这些重要的字母和相应的词：

W window

X X-ray

Y yellow

Z zoo

把字母写到黑板上，用手指着每个字母并朗读。

把每个字母对应的图片贴在相应的字母旁边。

例如：W window

指着这些字母并朗读，让学生逐个跟读。然后朗读相应的词汇。学生将从黑板上的图片中得到线索。

播放录音，让学生看书跟读。播放两三遍，四处走动，仔细听每位学生的发音。

● 演示 ●

把各个字母卡片贴在黑板旁，让每个学生都可以够着。

将相应的图片卡片随意贴在黑板旁。

让学生逐个到前面来，将字母卡片和图片卡片匹配。

● 练习 ●

个体活动

让学生完成 28 页各行字母的书写。

分享

让学生和左右的伙伴分享自己的成果，让伙伴给出关于自己书写的意见。

教学提示



Zoophonics

许多学生都通过一个叫作 Zoophonic 的活动来接触字母表和字母发音。在这个活动中他们联系动物园的动物来学习字母表中的字母。

Zoophonics 是教师在学校或学生在家里完成英语学习的一个很好的帮助。

2. Let's play!

Tell the students to follow the letters by drawing a line from A to Z to help Danny find his way to the donut!

3. Let's sing!

Song: The Alphabet Song

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

Then, write the words to the song on the board.

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Now I know my ABCs.

Next time, sing with me.

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

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

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

Play the audiotape again, and point to each letter or word on the board as the students sing along with the song.

Now try singing the song with students without the audiotape.

Optional

Chanting My Alphabets!

Put the students into groups.

Tell the students that their job is to make the Alphabet song into a chant with actions.

Give the students 5~8 minutes to create an Alphabet chant.

Share the chants with the class.

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: Wow! We have finished learning our English Alphabet! Everyone stand up and jump up and down three times! Well done!

You can leave the classroom row by row as you sing the Alphabet song!

After-Class Activities

Students can sing the Alphabet song to their parents and the rest of their families.

2. Let's play!

让学生按照字母顺序从 A 连到 Z，帮助 Danny 找到到面包圈的路！

3. Let's sing!

歌曲：The Alphabet Song

首先播放录音，让学生听整首歌曲。

然后把歌词写在黑板上。

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Now I know my ABCs.

Next time, sing with me.

再次播放录音，同时逐词或逐字母指着黑板上的歌词。

不放录音，逐词或逐字母指着黑板上的歌词并朗读。同时让学生跟读。

重做一遍，每次一行。教师读一行，学生重复一行。

再次播放录音，逐词或逐字母指着黑板上的歌词同时让学生跟唱。

现在可以和学生一起试着不放录音唱歌曲了。

可选活动

唱字母表歌谣！

让学生分组。

告诉他们要将字母歌改为歌谣并做动作。给他们五到八分钟来编制字母歌谣。

和全班一起唱歌谣。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说
Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

结束课堂教学

教师：哇！我们学完字母表了！大家站起来跳三次！做得好！

大家可以一排排唱着字母歌离开！

课外活动

学生要给家人唱字母歌。

UNIT 2 Review

Unit 2 Review

1 I can read



Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

2 I can match and say



30

3 I can circle and match

A l a N p q
B M x v b Q
F H L n f b
g R p q G J
O H d o Q N
n Q k b N Z

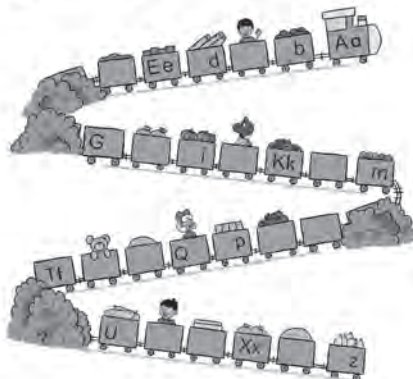


4 I can listen and colour



31

5 I can write



ALL DONE!



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CLASS OPENING

Greeting

Greet the students: **Hello my ABC class. Today is Unit 2 review!**

Have the students open their books to page 30 and lead them through the review.

REVIEW

1. I can read

Use the ABC chart on page 30 or a larger chart that you have placed on the board to have the students say the whole alphabet with you.

Then call on individual students as you point to letters, not necessarily in order, to be identified.

第2单元 复习



MY TEACHING NOTES

开始上课

问候

问候学生：Hello my ABC class. Today is Unit 2 review!

让学生们打开教科书 30 页，引导他们复习。

复习

1. I can read

采用 30 页的 ABC 表或在黑板上贴一张大字母表，让学生跟读整个字母表。

然后指着字母单独让几个学生认读，但是不必要按顺序。

Teaching Tips



Practice, Practice, Practice!

Find many ways to have the students recognize the letters from the alphabet chart to start the review for Unit 2! The more often students review the letters, the easier the follow-up activities will be.

Also, the easier it will be for you to see which students have retained the information in this unit and which have not.

2. I can match and say

Tell students to match the upper case letter on the top line with the lower case letter on the bottom line by drawing a line between the two letters. Check as a class.

3. I can circle and match

Tell the students to circle the matching upper or lower case letter in the middle column with the upper or lower case letter in the column on the left. Students should then circle the picture in the column on the right that starts with the letter in the left column. Check as a class.

4. I can listen and colour

Tell the students to listen to the audiotape. It will tell them to find certain letters and colour them specific colours. For example, it may say find the A's and colour them blue. Check as a class.

The audiotape says:

Colour the H (h) letters green.

Colour the A (a) letters red.

Colour the M (m) letters yellow.

Colour the W (w) letters blue.

Colour the U (u) letters blue.

Colour the D (d) letters purple.

5. I can write

Ask the class to complete the letters in the train from A to Z by printing them in alphabetical order in the train cars. Check as a class.

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.

教学提示



练习，练习，练习！

采用多种方法使学生识别字母表中的字母，以此开始第2单元的复习！学生复习字母越久，后续活动就越容易操作。

同时，使教师更容易了解哪些学生掌握了本单元的内容，哪些学生没有。

2. I can match and say

让学生画线将上行的大写字母和下行的小写字母匹配。和全班核对答案。

3. I can circle and match

让学生在中间一行的大写字母或小写字母中圈出和左列的大写字母或小写字母匹配的字母。学生然后将右列的相应的以这个字母开头的图片圈出来。和全班核对答案。

4. I can listen and colour

让学生仔细听录音。按照要求找到相应的字母并涂上要求的颜色。例如，录音会说找到字母 A，并涂成蓝色。和全班核对答案。

录音内容为：

Colour the H (h) letters green.

Colour the A (a) letters red.

Colour the M (m) letters yellow.

Colour the W (w) letters blue.

Colour the U (u) letters blue.

Colour the D (d) letters purple.

5. I can write

让学生按照字母表的顺序在车厢中填写所缺字母，完成从 A 到 Z 的列车。和全班核对答案。

活动手册

帮助学生找到要学习的页面。教师要举起自己的活动手册并翻到那一页，同时说 Let's open our activity books.

指着活动手册上那一页，在全班走一圈，以保证每位学生都可以看到。

CLASS CLOSING

Praise the class. Tell them to give themselves two claps for a job well done!

Teaching Tip



More about praise

It is very important for the students to see and hear praise from the teacher and their class mates. Here are some ways to quickly praise a student or the whole class:

- Tell the students to give two claps loudly for a job well done!
- Tell the students to pat themselves on the back!
- Tell the students to give their brain a pat by patting their head!
- Tell the students to give themselves a hug!

It is better for students to praise themselves by patting themselves. Sometimes students can become over-exuberant if you ask them to pat someone else!

Teacher: What have you learned in this unit?

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

Teacher: Do you have any questions?

Students should reflect upon the concepts taught and come up with some questions. This is a good feedback for you.

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.

结束课堂教学

表扬同学们。让他们为自己的优秀学习而鼓掌两次！

教学提示



表扬的更多方法

学生看到或者听到教师或学生的表扬是非常重要的。以下是表扬学生或全班的简便方法：

- 让学生为自己的成果大声鼓掌两次！
- 让学生轻拍自己的背部！
- 让学生轻拍自己的头部！
- 让学生拥抱自己！

让学生轻轻拍自己来鼓励自己比较好。让学生轻拍别人时，有些学生会过于活泼！

教师：这个单元大家都学到了什么？学生应该快速回顾所学内容。

教师：大家还有什么问题吗？学生会就所学内容反馈问题。这对于教师来说非常有益。

教学提示



注意特殊问题

记下口语不稳定的那些学生。

记下教师认为在理解和发音方面需要在课堂上进一步练习的词汇。

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

again /ə'gen/ **adv.** 再一次，
又一次 (1)

B

blackboard /'blækbo:d/ **n.** 黑板
(2)

C

car /kɑ:(r)/ **n.** 小汽车 (7)
close /kləʊs/ **v.** 关上 (6)
crayon /'kreɪən/ **n.** 蜡笔 (2)
cut /kʌt/ **v.** 剪 (3)

F

fish /fɪʃ/ **n.** 鱼 (8)
fruit /fru:t/ **n.** 水果 (16)
fun /fʌn/ **n.** 乐趣 (19)

G

gym /dʒɪm/ **n.** 体育馆 (5)

H

hungry /'hʌŋɡrɪ/ **adj.** 饥饿的 (13)

I

ice cream /'aɪs kri:m/ **n.** 冰淇淋
(8)

J

juice /dʒu:s/ **n.** 果汁 (9)

K

key /ki:/ **n.** 钥匙 (9)

L

library /'laɪbrəri/ **n.** 图书馆 (4)
light /laɪt/ **n.** 灯 (20)
lion /'laɪən/ **n.** 狮子 (9)
lunch /lʌntʃ/ **n.** 午餐 (13)

M

meat /mi:t/ **n.** 肉, 肉类 (14)
milk /mɪlk/ **n.** 牛奶 (15)

N

noodle /'nu:dl/ **n.** 面条 (14)

O

office /'ɒfɪs/ n. 办公室 (1)

open /'əʊpən/ v. 打开 (6)

P

paper /'peɪpə(r)/ n. 纸 (2)

playground /'pleɪgraʊnd/ n. 操场 (5)

Q

queen /kwi:n/ n. 女王 (10)

R

rice /raɪs/ n. 米饭 (14)

S

scissors /'sɪzəz/ n. 剪刀 (2)

soup /su:p/ n. 汤 (18)

story /'stɔ:ri/ n. 故事 (24)

T

take /teɪk/ v. 乘坐, 搭乘 (22)

tea /ti:/ n. 茶 (11)

thirsty /'θɜ:stri/ adj. 渴的 (15)

tired /'taɪəd/ adj. 疲倦的 (24)

traffic /'træfɪk/ n. 交通 (20)

try /traɪ/ v. 尝试 (24)

U

umbrella /ʌm'brelə/ n. 雨伞 (11)

V

vegetable /'vedʒtəbl/ n. 蔬菜 (11)

W

wait /weɪt/ v. 等待 (20)

walk /wɔ:k/ v. 走 (22)

washroom /'wɒʃru:m/ n. 洗手间 (4)

water /'wɔ:tə(r)/ n. 水 (15)

worry /'wɒri/ v. 担心 (24)

X

X-ray /'eksreɪ/ n. X射线 (12)

STRUCTURES

AND EXPRESSIONS

Unit 1

Hello. Nice to see you.	你好。很高兴见到你。	(L1)
What do you see?	你看到什么?	(L2)
I see...	我看到……	(L2)
What do you do?	你做什么?	(L3)
I draw/write/cut with...	我用……画 / 写 / 剪。	(L3)
Where is the washroom?	洗手间在哪里?	(L4)
Here it is.	在这里。	(L4)
We play on the playground/in the gym.	我们在运动场 / 体育馆玩。	(L5)
Open/Close...	打开 / 关闭……	(L6)

Unit 2

May I have...?	能给我……吗?	(L7)
Write the letters...	写出字母……	(L8)
Circle the letters...	圈出字母……	(L9)

Unit 3

Are you hungry?	你饿吗?	(L13)
Yes, I am.	是的, 我饿了。	(L13)
What food do you like?	你喜欢什么食物?	(L14)
I like rice.	我喜欢米饭。	(L14)
I am thirsty.	我渴了。	(L15)
Would you like some water?	你想喝点水吗?	(L15)
Do you like grapes?	你喜欢葡萄吗?	(L16)
Yes, I love grapes.	是的, 我喜欢葡萄。	(L16)
What do you like?	你喜欢什么?	(L16)
I like bananas.	我喜欢香蕉。	(L16)

Unit 4

Can I go to play with...?	我能和……一起玩吗?	(L19)
Have fun!	玩得开心!	(L19)
These are...	这些是……	(L20)
It's a... light. Let's go/stop.	现在是……灯。我们走 / 停吧。	(L21)
Don't play on the street.	不要在街上玩。	(L21)
Can you see...?	能看到……吗?	(L22)
What do you like to do?	你喜欢做什么?	(L23)
I like to...	我喜欢……	(L23)