

Unit 3

Food and Drink



General Goals for Unit 3

This unit aims to teach children common words and simple expressions about food and drinks that they enjoy.

Unit 3 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.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to do the following:
 - Recognize the meals in a day.
 - Recognize some words that are associated with food.
2. Students will be able to recognize, understand and use the following vocabulary:
lunch, rice, meat, noodle, water, milk, fruit, soup
hungry, thirsty
3. Students will be able to recognize, understand and use to the following expressions:
 - **Are you hungry? Yes, I am.**
 - **What food do you like?**
 - **I like rice.**
 - **I am thirsty.**
 - **Would you like some water?**
 - **Do you like grapes? Yes, I love grapes.**
 - **What do you like? I like bananas.**

第3单元

食物和饮料



第3单元总目标

本单元目标是教授学生们所喜欢的食物和饮料的常用词汇和用语。

第3单元包含六个新授课和一个复习课，但是教师应该考虑用多于六个课时来教授这个单元。例如，教师想用一节课复习前面所学内容。或者教师想在最后加一节课复习本单元各课所学内容。教师应该调整节奏和内容来适应学生的需求和兴趣。

第3单元具体目标

知识与技能目标

1. 学生能够做到：
 - 认知一日三餐。
 - 认知一些跟食品有关的词汇。
2. 学生能够认读、理解和运用下列词汇：
lunch, rice, meat, noodle, water, milk, fruit, soup
hungry, thirsty
3. 学生能够认读，理解和口头运用下列用语：
 - Are you hungry? Yes, I am.
 - What food do you like?
 - I like rice.
 - I am thirsty.
 - Would you like some water?
 - Do you like grapes? Yes, I love grapes.
 - What do you like? I like bananas.

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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

Teaching Tip



Unit Plans

Take some time to prepare for the whole unit. A long range plan will keep you on target to make sure you are covering all of the required work. Decorate your class with colourful pictures of food. This will motivate your students as they progress through the unit.

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。
- 主动向教师和学生请教问题。
- 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。

教学提示



单元计划

花些时间为整个单元做准备。一个长期的计划能确保教师完成所有必需的工作。用五彩缤纷的食物图片装饰教室。这将激励学生努力学好整个单元。

Lesson 13 I am Hungry!

Lesson 13 I Am Hungry!

1 Listen and say!



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2 Let's sing!

Are you hungry?
No, not yet.
Are you hungry?
Yes, a little bit.

Are you hungry?
Yes, I am!
Hungry, hungry,
Time to eat.



3 Let's do it!

Look, write and match.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
hungry, lunch
- Students will be able to recognize, understand and use the following expressions:
Are you hungry? Yes, I am.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 13
- Flash cards for Lesson 13 vocabulary words

第13课 我饿了!



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇:
hungry, lunch
2. 学生能够认读、理解和运用下列用语:
Are you hungry? Yes, I am.

教学准备

- 第 13 课录音带或教学光盘
- 第 13 课的词汇卡片

CLASS OPENING

Greeting and Review

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

Review the alphabet song from Unit 2.

Lesson Hook

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

Teacher: In this class, you will learn about some of the food we eat at lunchtime.

How many of you know some English words for food? Can we list them on a chart?

Very good!

Teaching Tip



Student prior knowledge

Tap into students' prior knowledge as an important learning tool. Many students may already have experience with English or may have heard or learned some English words before they came to grade 2. It is important to value their current knowledge of English.

NEW CONCEPTS

1. Listen and say!

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

hungry, lunch

We will also see some old words from Unit 2:

apple, banana, orange, ice cream

Teacher: These are the new expressions we will learn:

Are you hungry? Yes, I am.

Now let's listen to the audiotape for Lesson 13. In Part 1, you will only hear the new English words. Here, I'll write these words and the new expressions on the blackboard.

Read each word aloud. Have the students repeat the words as you point to each one.

hungry, lunch

Write the new expressions on the blackboard too. Students should repeat each expression as the teacher touches the words:

Are you hungry? Yes, I am.

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

•DEMONSTRATE•

Demonstrate the following dialogue to the students using a student volunteer:

Teacher: **Are you hungry?**

开始上课

问候和复习

当学生做好准备上课的时候，分别问候几个学生。跟他们握手并且说 Hello... 对回答 Hello, teacher. 的学生给予表扬。然后说 Hello, class! 鼓励每个人说 Hello, teacher! 表扬他们 Very good!

复习第 2 单元的字母歌。

课文导入

让学生打开教科书第 13 课。

教师：这节课大家将学习一些午餐吃的食物。

有谁知道关于食物的英语词汇？我们能把他们列出来做成表格吗？

很好！

教学提示



学生已具有的知识

把挖掘学生已具有的知识作为一个重要的学习工具。许多学生或许已经具有学习英语的基础或者在升入二年级之前听到或学过一些英语词汇。重视他们已有的英语知识是非常重要的。

新概念

1. Listen and say!

教师：这些是我们今天将要学习的词汇：hungry, lunch

我们也要回顾一些第 2 单元的旧词汇：apple, banana, orange, ice cream

教师：这些是我们将要学习的句型：Are you hungry? Yes, I am.

现在让我们听第 13 课的录音带。在第一部分，大家只会听到新词汇。我将把它们写在黑板上。

大声朗读每一个词汇。逐词指着这些词汇让学生重复朗读。

hungry, lunch

把句型也写在黑板上。逐句指着这些句型让学生重复朗读。

Are you hungry? Yes, I am.

播放录音，让学生看书跟读。播放两三遍录音，听每一个学生的发音，根据需要帮助他们。

● 演示 ●

跟一个自告奋勇的学生演示下面的对话：

教师：Are you hungry?

Student: **Yes, I am or No, I'm not.**

Do this with five or six students.

●PRACTICE●

Pair Work

Tell the students to find a partner and practice the following dialogue together:

Student 1: **Are you hungry?**

Student 2: **Yes, I am or No, I'm not.**

Teaching Tip



Speaking Chinese

Except for standard classroom instructions and the specific vocabulary and expressions in each lesson, you can speak Chinese with your students so that they feel comfortable transitioning to a second language. Whenever you speak English, remember to use gestures, facial expressions and props that will help students grasp your meaning.

2. Let's sing!

Song: Are you hungry?

Look at page 35, Part 2. Here we have a song.

Tell the students that the words they have not already learned that are in this song are: **yet, lot, time** and **eat**.

Read the whole song to the students. As you read out the words to the song, ask the students to follow along in their books.

Then read the song again line by line and ask the students to repeat each line after you.

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

Write the words to the song on the blackboard.

Are you hungry?

No, not yet.

Are you hungry?

Yes, a little bit.

Are you hungry?

Yes, I am!

Hungry, hungry,

Time to eat.

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

Without the audiotape, touch each word and say it.

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

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

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

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

学生: Yes, I am. 或者 No, I'm not.

找五到六个学生演示。

• 练习 •

一对一练习

让学生找一个伙伴一起练习以下的对话:

学生甲: Are you hungry?

学生乙: Yes, I am. 或者 No, I'm not.

教学提示



说汉语

除了标准的课堂指示语和每一课里具体的词汇和句型, 教师可以跟学生们说汉语, 这样他们过渡到另外一种语言的时候会感觉舒服些。每当教师说英语的时候, 记住要用肢体、表情和道具帮助学生理解教师的意思。

2. Let's sing!

歌曲: Are you hungry?

看 35 页, 第 2 部分。让我们听一首歌。

告诉学生歌曲里没有学过的词汇是: yet, lot, time 和 eat。

朗读整首歌曲。当教师读的时候, 让学生看书跟读。

再逐行读一遍, 让学生逐行跟读。

现在, 让学生听整首歌曲的录音。

把歌词写在黑板上。

Are you hungry?

No, not yet.

Are you hungry?

Yes, a little bit.

Are you hungry?

Yes, I am!

Hungry, hungry,

Time to eat.

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍, 每次一行。教师读一行, 学生跟读一行。

重复以上程序, 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同时让学生跟唱。

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

3. Let's do it!

Tell the students to fill in the missing letter in each word.

Students should then draw a line from each word to the correct matching picture. Check as a class.

Teaching Tip



Giving word clues

It is always good to give students a whole word key to help them decide which letter is missing in an activity. Whenever you come to an activity where this has not been done, write the words on the board so the students have a key to refer to.

OPTIONAL

Game: Guess Which Food?

Put pictures of the four foods in Part 3 up on the blackboard ledge.

Describe the picture of one of the foods to the students.

The student who guesses the food correctly can give the clues for the next food to 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

As students are leaving the classroom, have them say their favourite food.

After-Class Activities

- Ask the students to sing their new song to their parents.
- They can also draw a picture of their favourite food to share during the next English class.

现在可以和学生一起唱整首歌曲了。说 Stand up and face me. 和学生一起唱歌。

3. Let's do it!

让学生补全词汇。

然后让学生把词汇和相应的图片连线。和全班核对答案。

教学提示



给出词汇线索

在活动中，把整个词汇给出来帮助学生判断缺少哪个字母是一个很好的办法。每当教师碰到这样的活动时，可以把词汇写在黑板上供学生参考。

可选活动

游戏：猜猜哪个食物？

把第 3 部分四种食物的图片贴在黑板框上。

向学生描述其中一种食物。

猜对的学生可以给全班下一种食物的线索。

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

当学生离开教室的时候，让他们说出自己最喜爱的食物。

课外活动

- 让学生给父母唱本课的新歌曲。
- 画出他们最喜爱的食物，在下节课分享给全班学生。

Lesson 14 Rice and Meat

Lesson 14 Rice and Meat

1 Listen and say!



What food do you like?

I like rice.

I like vegetables.



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2 Let's play!

Chain game.

I like meat. What food do you like?

I like vegetables. What food do you like?



3 Let's do it!

Draw and colour.

- Draw a red vegetable.
- Draw a green vegetable.
- Draw a yellow vegetable.



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
rice, meat, noodle
2. Students will be able to recognize, understand and use the following expressions:
What food do you like?
I like rice.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 14
- Word and picture flash cards for **rice, meat, noodle**
- Paper apples, pears, oranges, bananas, vegetables, rice, noodles, meat (Students can colour and cut these out at the beginning of the lesson.)

第14课 米饭和肉



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇:

rice, meat, noodle

2. 学生能够认读、理解和运用下列用语:

What food do you like?

I like rice.

教学准备

- 第 14 课录音带或教学光盘
- rice, meat, noodle 的词汇卡片和图片
- 纸做的苹果、梨、橘子、香蕉、蔬菜、米饭、面条、肉（学生可以在课前涂色并剪好这些。）

CLASS OPENING

Greeting and Review

Point to three students and give them word cards for the new vocabulary from Lesson 13: **apples, oranges, bananas**

Teacher: **Hello apple. Hello orange. Hello banana.**

As the teacher calls out the word card that each student has, students should stand up and respond with: **Hello teacher.** Help those students who have trouble.

Ask the students what they remember from last class. Then ask the class to sing the song:

Are you hungry?

Give each student two of the following pictures to colour and cut out:

apples, pears, oranges, bananas, ice cream, vegetables, rice, noodles, meat

While the students are colouring and cutting out their food, put up all of these word and picture flashcards from Lesson 13 and 14 on the blackboard ledge.

Collect the paper food.

Lesson Hook

Tell the students to open their books to Lesson 14.

Teacher: In this lesson, we will learn some more English food words. We will also learn how to ask someone else what food they like and we will learn how to respond to this question.

NEW CONCEPTS

1. Listen and say!

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

rice, meat, noodle

What food do you like?

I like rice.

Play the audiotape as the students follow along in their student books. Play it two or three times, listen to each student pronounce the words and help them as needed.

•DEMONSTRATE•

Hold up the flash card for each of the three new foods. Say each food one at a time and ask the students to repeat after you.

rice, meat, noodles

Mix up the three flashcards and ask the students to tell you which food is the one you are holding up. Do this with all three food cards.

Put the word cards and the picture cards for the three foods on the blackboard ledge.

Ask students to come one at a time and match the word to the picture.

开始上课

问候和复习

指出三个学生，把第 13 课的词汇卡片给他们：apples, oranges, bananas

教师：Hello apple. Hello orange. Hello banana.

教师叫到拿着哪张词汇卡片的学生时，那个学生应该站起来并回答 Hello teacher.
帮助有困难的学生。

问学生上节课记住了什么。然后让全班一起唱 Are you hungry?

给每个学生两张图片，让他们涂色并剪下来：

apples, pears, oranges, bananas, ice cream, vegetables, rice, noodles, meat

当学生涂色和剪纸的时候，把所有 13 课、14 课的词汇卡片贴在黑板框上。

收集纸食物。

课文导入

让学生打开教科书第 14 课。

教师：这节课大家将学到更多关于食物的词汇。我们也将学到如何问别人他们喜欢什么食物和怎么回答这个问题。

新概念

1. Listen and say!

教师：这些是今天我们将要学习的词汇和句型：

rice, meat, noodle

What food do you like?

I like rice.

播放录音，让学生看书跟读。播放两三遍录音，听每一个学生的发音，根据需要帮助他们。

● 演示 ●

分别举起三种新食物的词汇图片。每次说出一种食物，让学生跟读。

rice, meat, noodle

打乱图片，让学生说出教师举起的是哪种食物。三张图片都要做过。

把三种食物的词汇卡片和图片贴在黑板框上。

让学生单独上来把相应的词汇卡片和图片连线。

Teaching Tip



Involving students

Asking students to help make resources for the class serves a variety of purposes:

- Students feel ownership for the materials.
- Many hands make the work go more quickly.
- The teacher can save these resources to use for future classes.

●PRACTICE●

The Restaurant Game

Explain the rules of this exercise clearly to the students. Do a demonstration of this exercise BEFORE the students are divided into their own groups.

Teaching Tip



Explaining an activity and doing a demonstration

These two steps will help the students understand what it is that they must do. The main reason that students are not able to do an activity is because they have not been given clear instructions or they have not been able to observe an example of what it is they are supposed to do.

Put a poster up on the wall, after you have given instructions and demonstrated for the class. On this poster, you can tell the students, in Chinese, exactly the steps to take to do an activity properly. This way the students can become more independent of you if they forget what it is they are supposed to do. They can simply read the steps on the poster to help them recall your instructions.

The goal is always to ensure that students can be independent learners as well as good listeners.

There are two parts to this game: making a menu and ordering the food.

1. Making the menu

- Divide the students into six groups.
- Ask the students to create a restaurant menu using all of the foods from Lessons 13 and 14.

2. Ordering and serving foods

- Give each group four pictures of each type of food.
- One of the students will be the waiter or waitress.
- The other students, who are customers, will order food from the menu one at a time.
- Customers can order three foods.
- When one type of food runs out, the waiter/waitress must tell the “customer” that they can only order from the food that is left.

教学提示



发动学生

让学生帮助制作课堂材料有以下几个目的：

- 学生会感觉是这些材料的主人。
- 大家一起动手效率更高。
- 教师可以保留这些材料供以后上课使用。

• 练习 •

餐厅游戏

给学生讲解这个练习的规则。在学生分组前演示一遍。

教学提示



讲解和演示

这两个步骤能帮助学生理解他们必须做什么。学生不能完成活动的最主要原因是没有得到清晰的指示或者没有观察活动实例。

当教师给出指示和做出演示后，在墙上贴一张张贴画。在这张张贴画上，教师可以用汉语告诉学生完成一个活动的步骤。这样一来，学生具有了独立性，如果他们忘了应该做什么，他们可以阅读张贴画上的步骤来回想起教师的指示。

这样做的目的是保证学生成为独立的学习者和倾听者。

这个游戏有两部分：制作菜单和点菜。

1. 制作菜单

- 把学生分成六组。
- 让学生用 13 课和 14 课所有学过的食物制作一个菜单。

2. 点菜和上菜

- 给每组学生每类食物四张图片。
- 其中一个学生扮演服务员。
- 其他学生扮演顾客，他们将逐个点菜。
- 顾客可以点三个菜。
- 当一种食物用完时，服务员必须告诉顾客只能从其他种类的食物里点菜。

• All students must order in English saying, for example: **one apple, please and one meat, please.**

Students can switch roles and play this game again if they have time.

Circulate to assist the students.

Teaching Tip



Circulating in the class

It is very important for the teacher to continue to circulate through the class while students are doing group activities. By listening to each group, the teacher will be able to hear which students are having the most difficulty. Keep a checklist with you and keep a record of which students need extra assistance learning English.

Collect all of the menus and food pictures when the game is over. Sort the food pictures into their own envelopes to be used again.

Teaching Tips



Collecting and Sorting Resources

It is always good to collect and sort the resources that you use in the class, even those made by the students. These resources can be used again in the future.

For the Restaurant Game, collect all of the menus and put them in a smaller envelope labelled "menus". Then collect each of the food types and put each type in its own envelope labelled:

apples, pears, oranges, bananas, ice cream, vegetables, rice, noodles, meat.

All of the smaller envelopes can be put into a larger envelope or box labelled "Restaurant Game for easy access in the future". Continue to add new food to the Restaurant Game.

2. Let's play!

Chain Game

The students line up one behind the other.

The first student turns to the second student and says: **I like meat. What food do you like?**

The second student turns to the third student and says: **I like vegetables. What food do you like?**

The third student turns to the fourth student and says: **I like... What food do you like?**

And so on...

3. Let's do it!

Tell students to draw and colour the following on a piece of paper:

A red vegetable.

A green vegetable.

A yellow vegetable.

- 所有学生必须用英语点菜，比如说：one apple, please and one meat, please。
如果有时间，学生可以变换角色再做一次。
来回走动，帮助学生。

教学提示



在教室里来回走动

当学生在做小组活动时，教师在教室里来回走动是很重要的。通过倾听每组的活动，教师可以知道哪些学生困难最大。教师要保留记录表和记录哪些学生需要额外的帮助。

游戏结束，收集所有菜单和图片。把图片分类整理到单独的袋子以备再次使用。

教学提示



收集和整理材料

收集和整理材料甚至是学生做的材料，都是很好的习惯。这些材料可以在以后再次使用。

对于餐厅游戏，收集所有的菜单并把它们放入一个以“menus”命名的小袋子。然后收集所有的食物并把每种食物放入一个袋子，分别写上：apples, pears, oranges, bananas, ice cream, vegetables, rice, noodles, meat。

所有的小袋子可以放入一个大袋子或者盒子，写上“餐厅游戏备用”。可以增加新的食物。

2. Let's play!

链条游戏

让学生站成一排。

第一个学生转向第二个学生说：I like meat. What food do you like?

第二个学生转向第三个学生说：I like vegetables. What food do you like?

第三个学生转向第四个学生说：I like... What food do you like?

这样继续下去……

3. Let's do it!

让学生在纸上画出下列东西并涂色：

A red vegetable.

A green vegetable.

A yellow vegetable.

The teacher can share several pictures with the class or the students can do a Gallery Walk so that all of the students can look at every student's work.

Teaching Tips



Drawing and colouring

Students enjoy drawing and colouring. They can share their work orally and then put it on the Sharing Wall.

OPTIONAL

Guess the Vegetable

Hold up the pictures that the students have drawn and coloured in Part 3. Students must guess which vegetable it is that the student has drawn. The illustrator of each picture can say **Yes** or **No** to the answers.

ACTIVITY BOOK

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

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

CLASS CLOSING

As students are leaving the classroom, have them sing the **Are you hungry?** song. Ask the boys to sing as they go first; then ask the girls to follow the boys, singing as they walk to the door!

After-Class Activities

- Students should practice the new vocabulary from this lesson at home with their families.
- Students can also sing the new song to their families.

教师可以跟学生分享几张图片或者让学生做一个参观画廊游戏，这样所有学生就能看到每个学生的作品。

教学提示



绘画和涂色

学生喜欢绘画和涂色。他们可以口头分享他们的作品或者把作品贴在共享墙上。

可选活动

猜蔬菜

教师举起学生第三部分做的图片。学生必须猜出这是哪种蔬菜。绘图者可以用 Yes 或者 No 来回答。

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

当学生离开教室的时候，让他们唱 Are you hungry? 让男生先唱并先走出大门，然后女生再唱并走向大门！

课外活动

- 学生应该跟家庭成员练习本课新学的词汇。
- 学生也可以跟家庭成员一起唱新学的歌曲。

Lesson 15 I Am Thirsty!

Lesson 15 I Am Thirsty!

1 Listen and say!



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Would you like some juice?

No, thanks.



2 Let's do it!

Look and talk.



I'm hungry.
I like...

I'm thirsty.
I like...



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
thirsty, water, milk
- Students will be able to recognize, understand and use the following expressions:
I'm thirsty.
Would you like some water?

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 15
- Word and picture flashcards for Lesson 15 words: **water, milk**
- Menus from the Restaurant Game in Lesson 14
- Food pictures from the Restaurant Game in Lesson 14

第15课 我渴了!



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇:

thirsty, water, milk

2. 学生能够认读、理解和运用下列用语:

I'm thirsty.

Would you like some water?

教学准备

- 第 15 课录音带或教学光盘
- water, milk 的词汇卡片和图片
- 第 14 课餐厅游戏的菜单
- 第 14 课餐厅游戏的食物图片

CLASS OPENING

Greeting and Review

Greet the students with **Hello class! Did you have any vegetables for supper last night? What kind did you have?**

Lesson Hook

Tell the students to open their books to Lesson 15.

Teacher: In this lesson, we will learn the English names for three drinks. You have already learned how to play the restaurant game. Today we will play the game again, adding three drinks to the menu! Won't that be fun?

NEW CONCEPTS

1. Listen and say!

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

thirsty, water, milk

I'm thirsty.

Would you like some water?

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

•DEMONSTRATE•

Hold up the flash card for each of the two new drink words. Say: **water** and ask the students to repeat after you. Then do the same with **milk**.

Mix up the two flashcards and ask the students to tell you which word is which when you hold one of the two flashcards up.

Give each student two paper **water** or **milk** to colour and cut out.

While the students are colouring and cutting out their drink, put up the pictures and flashcards for the two drinks on the board. Ask a student to come up and match the words with the pictures.

Collect the paper drinks and put them in two piles on your desk.

Teaching Tips



Similar lesson patterns

It is fine to use similar lesson patterns, dialogues and instructions with students especially when the new words and expressions they are learning are within the same category as previous lessons. Students feel comfortable repeating similar lesson patterns. It helps to set them up for success because they only need to focus on the extended new vocabulary in various categories and not new instructions for game or dialogues!

开始上课

问候和复习

问候学生说 Hello class! Did you have any vegetables for supper last night? What kind did you have?

课文导入

让学生打开教科书第 15 课。

教师：这节课我们将学到三种饮料的英语词汇。大家已经知道怎么做餐厅游戏，今天我们将再玩一次这个游戏，并且把新学的三种饮料加进去。一定会很有趣的！

新概念

1. Listen and say!

教师：这些是今天我们将要学习的词汇和句型：

thirsty, water, milk

I'm thirsty.

Would you like some water?

播放录音让学生看书跟读。播放两三遍录音，听每一个学生的发音，根据需要帮助他们。

● 演示 ●

分别举起两个新学的词汇图片。说 water 并让学生跟读，milk 也同样进行。

打乱图片，让学生说出教师举起的是两个图片中的哪个。

给每个学生两个纸做的 water 或者 milk，让他们涂色并剪下来。

当学生涂色和剪纸的时候，把两个食物的词汇卡片和图片贴在黑板上。让学生上来把相应的词汇卡片和图片连线。

收集纸做的饮料并把它们分别放在一起。

教学提示



相似的课堂模式

用相似的课堂模式、对话和说明是很好的，尤其是当学生学习与以前同类词汇和句型时。重复相似的课堂模式会使学生感觉很放松。这样做帮助他们更好地学习，因为他们只需专注于新增加的同一类词汇而不是新的游戏说明或对话！

●PRACTICE●

The Restaurant Game

Re-explain the rules of this exercise clearly to the students. Remember to do a demonstration of this exercise BEFORE the students are divided into different groups.

Teaching Tip



Grouping and re-grouping students

It is good to regroup students into different groups when you are doing a different version of the same game. Students will have to work with many different people when they grow up. When they regroup, they may find other students in the class who are more like them in the way that they learn. Or they may find new friends. Groupings are good for both academic and social reasons.

Remember, there are two parts to this game: making a menu and ordering the food.

1. Making the menu

- Divide the students into six new groups.
- Give the groups one of the menus from last class.
- Ask the groups to add the three drinks to their menu: water, juice, milk.

2. Ordering and serving foods

- Give each group four pictures of each type of food and two pictures of each type of drink.
- One of the students will be the waiter or waitress.
- The other students, who are customers, will order food from the menu one at a time.
- Customers can order one food and one drink.
- When a type of food or drink runs out, the waiter/waitress must tell the “customer” that they can only order from the foods or drinks that are left.
- All students must order in English saying, for example: **one apple and some water, please.**

Students should use the following dialogue:

Customer: **I'm thirsty.**

Waiter: **Would you like some water, juice, milk?**

Customer: **Yes, please./No, thanks.**

Waiter: **Would you like some vegetables, meat, etc.?**

Customer: **Yes, please./No, thanks.**

Students can change the role of the waiter and play this game again if they have time.

Circulate to assist the students.

2. Let's do it!

Tell the students to look at the pictures on page 39 of their Student Book in Part 2, **Let's do it!** Talk about the pictures with the students. Then go through the class and ask students to use the following dialogues, filling in the first **I like** with one of the foods and the second with one of the drinks:

● 练习 ●

餐厅游戏

再次讲解这个练习的规则。切记在学生重新分组前演示一遍。

教学提示



分组和重新分组

当学生重新做同一个游戏时，重新分组是很好的。学生需要跟新的组员合作。在重新分组后，他们或许可以找到与自己学习方法相近的学生。或者找到新的朋友。不论是学习还是社交方面，分组都是不错的方法。

记住，这个游戏有两部分：制作菜单和点菜。

1. 制作菜单

- 把学生分成六个新组。
- 给每组一个上节课制作好的菜单。
- 让每组在菜单上加入三种新的饮料：water, juice, milk。

2. 点菜和上菜

- 给每组学生每类食物四张图片和每类饮料两张图片。
- 其中一个学生扮演服务员。
- 其他学生扮演顾客，他们将逐个点菜。
- 顾客可以点一个菜和一种饮料。
- 当一种食物或饮料用完时，服务员必须告诉顾客只能从其他种类的食物或饮料里点菜。

- 所有学生必须用英语点菜，比如说：one apple and some water, please。

学生应该运用以下对话：

顾客：I'm thirsty.

服务员：Would you like some water, juice, milk?

顾客：Yes, please./No, thanks.

服务员：Would you like some vegetables, meat, etc.?

顾客：Yes, please./No, thanks.

如果有时间，学生可以变换角色再做一次。

来回走动，帮助学生。

2. Let's do it!

让学生看课本第 39 页第二部分 Let's do it! 的图片。跟学生谈论这些图片，然后在教室里走动让学生用以下两个对话交谈，第一个 I like 接食物，第二个 I like 接饮料：

I'm hungry.
I like...
I'm thirsty.
I like...

Teaching Tips



Thumbs up; thumbs down

Students get very embarrassed when they make a mistake. It is much easier on them to ask the class to tell you whether their answer is correct or not using a non-verbal gesture.

OPTIONAL

The Food and Drink Game

Give every student a picture of a food or drink to hide behind their back. Students circulate in the room. When the teacher rings the bell once, students pair up. Student 1 names all of the food or drink words he or she can recall in English until he or she gets the correct answer. Then the role is reversed.

The game can continue and the students can walk again when the teacher rings the bell two times. When the teacher rings the bell one time, students pair with a new partner.

At the end of the game, tell students to keep their food or drink until it is time to leave the class. Then they can pass it to the teacher.

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 says: That was a great class, students! All of the vegetables can hand in their pictures and leave the classroom as they say **Goodbye Restaurant!** Very good, now all of the bananas can leave and say **Goodbye Restaurant!**

This goes on until all students have said goodbye and handed in their food or drink pictures.

After-Class Activities

Tell the students to practice their food and drink words by taking their parents to the refrigerator and pointing to various items in it that they know the English words for. Or students can take their parents on a trip to the grocery store and do the same thing.

I'm hungry.

I like...

I'm thirsty.

I like...

教学提示



拇指向上；拇指向下

学生犯错误都会感觉很尴尬。让全班学生用非语言性的手势告诉教师学生的答案是对还是错，会让他们感觉轻松些。

可选活动

食物和饮料游戏

给每个学生一张食物或饮料图片让他们藏在背后。让学生们在教室里走动。当教师响铃的时候，学生立马结对。学生甲说出所有他能想到的食物或者饮料直到他答对。然后变换角色。

当教师第二次响铃的时候，游戏可以继续，学生继续在教室里走动。当教师再响铃一次的时候，学生要找一个新伙伴结对。

在游戏的最后，让学生保留他们的食物或饮料图片直到离开教室。然后把图片交给老师。

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：这节课非常好，同学们！所有有蔬菜图片的学生可以交上来蔬菜图片并说 Goodbye Restaurant! 然后离开教室。很好！现在所有有香蕉图片的学生可以说 Goodbye Restaurant! 然后离开教室。

继续这个环节，直到所有学生跟教师告别并且把他们的食物或者饮料图片交给老师。

课外活动

让学生对父母指着冰箱里的东西练习他们知道的食物和饮料的英语词汇。或者跟父母去杂货店做这个练习。

Lesson 16 Fruits

Lesson 16 Fruits

1 Listen and say!



Do you like grapes?



Yes, I love grapes.



Do you like pears?



No, I don't like pears.



What do you like?



I like bananas.

40

2 Let's do it!

Look and talk.



apple banana

3 Let's sing!

Apples, apples,
Big and red.
Do you like apples?
Yes, I do.

Bananas, bananas,
Yellow and soft.
Do you like bananas?
Yes, I do.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
fruit
- Students will be able to recognize, understand and use the following expressions:
Do you like grapes? Yes. I love grapes.
What do you like? I like bananas.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 16
- Flash cards for **pear, grapes, apple, banana**
- Food pictures from Lesson 15
- Label each of the four walls in your classroom: **fruit, meat/rice/noodles, drinks, vegetables**

第16课 水果



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇:

fruit

2. 学生能够认读、理解和运用下列用语:

Do you like grapes? Yes. I love grapes.

What do you like? I like bananas.

教学准备

- 第 16 课录音带或教学光盘
- pear, grapes, apple, banana 的图片
- 15 课的食物图片
- 在教室的四面墙上分别标记: fruit, meat/rice/noodles, drinks, vegetables

Teaching Tip



Cover your classroom with pictures!

Draw food pictures on the blackboard, put up food posters and hand out small food cards to students as they come into the class. Students can share these food cards with each other and with the class. This is a good review for them.

CLASS OPENING

Greeting and Review

Pass out food or drink pictures from Lesson 15 to the students as they come in the door and greet each student as you do so by saying: **Hello vegetable, meat, juice etc.**

Ask the students to share the food or drink that you gave them when they entered the classroom with the rest of the class.

Tell the students to look at the labels on the four walls.

They are: **fruit, meat/rice/noodles, drinks and vegetables.**

- Tell all of the **fruit** to hop to the **fruit** wall.
- Tell all of the **meat/rice/noodles** to skip to the **meat/rice/noodles** wall.
- Tell all of the **drinks** to crouch down and walk like a crab to their wall.
- Tell all of the **vegetables** to walk backwards to their wall.

Tell all of the foods and drinks to give themselves two big claps then go back to their desks.

Collect the food and drink pictures.

Lesson Hook

Tell the students to open their books to Lesson 16.

Teacher: In this class, you will learn the English words for some fruits. Are you ready?

NEW CONCEPTS

1. Listen and say!

Teacher: These are the fruits we will learn today:

pear, grapes, apple, banana

Some are new and two are old. Which are the old words? Very good! Yes, we have seen **apple** and **banana** before. These two words are **pear** and **grapes**.

Say the words, pointing to each one. Ask the students to repeat after you.

Talk about the picture on the bottom of page 40.

Say: What do you think the children are talking about? What do you think they are saying? Let's find out!

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

教学提示



把教室布满图片！

在黑板上画出食物，贴上食物张贴画，在学生进教室的时候给他们食物卡片。学生可以互相或与全班分享这些卡片。这对他们来说是一种很好的复习。

开始上课

问候和复习

学生进教室的时候分发给们 15 课的食物和饮料图片，一边发一边问候他们说 Hello vegetable, meat, juice. 等等。

让学生与其他学生分享进教室时教师给他们的食物或者饮料图片。

告诉学生看四面墙上的标记。

它们是：fruit, meat/rice/noodles, drinks 和 vegetables。

- 告诉所有拿着 fruit 图片的学生单脚跳到 fruit 那面墙。
- 告诉所有拿着 meat/rice/noodles 图片的学生双脚跳到 meat/rice/noodles 那面墙。
- 告诉所有拿着 drinks 图片的学生蹲着像螃蟹一样走到 drinks 那面墙。
- 告诉所有拿着 vegetables 图片的学生倒退着走到 vegetables 那面墙。

告诉所有学生给他们自己热烈鼓掌两次然后回到自己的座位上。

收集食物和饮料图片。

课文导入

让学生打开教科书第 16 课。

教师：这节课我们将学习有关水果的词汇。大家准备好了吗？

新概念

1. Listen and say!

教师：这是我们今天要学的水果：

pear, grapes, apple, banana

两个是新的，两个是旧的。哪两个是旧的呢？非常好！是的，我们以前见过 apple 和 banana。还有两个新词汇是 pear 和 grapes。

指着词汇逐词朗读。让学生跟读。

谈论 40 页下面的图片。

教师：大家认为孩子们在谈论什么？他们在说什么？让我们一起找出答案。

播放录音让学生看书跟读。根据需要播放三四遍录音。

Put the new phrases on the board:

Do you like grapes?

Yes. I love grapes.

Do you like pears?

No, I don't like pears.

What do you like?

I like bananas.

Read each phrase line by line, touching the words as you say them.

Have the students repeat each line after you as you touch the words.

Play the audiotape again. Walk around the class, listen to each student read along with the audiotape.

•DEMONSTRATE•

Take out the fruit word and picture cards.

Tell the students to close their student books.

Place the picture and word cards on the blackboard ledge.

Choose students to match the word to the picture card.

Help students who are having trouble by giving them clues.

Teaching Tips



Ensuring Success for Every Student

By giving clues to students who are having difficulty, every student can be successful! That is the goal! So make sure to scaffold every student towards success by giving them clues to help them find the answer. You can also tell students that they can "call on a friend" to help them find the answer.

•PRACTICE•

Pair Work

Students can pair up to practice the following dialogue. The phrases should be on the board from **Listen and Say!** Simply label each phrase for student 1 or student 2:

Student 1: Do you like grapes?

Student 2: Yes. I love grapes.

Student 1: Do you like pears?

Student 2: No, I don't like pears.

Student 1: What do you like?

Student 2: I like bananas.

Reverse to extend the activity.

2. Let's do it!

Say: Look at the picture cards here on the blackboard.

Point to one of the students and say: **Stand up, please.**

Then point to one of the cards and ask the student: **I like pears/grapes/apples/bananas.**

把新句型写在黑板上:

Do you like grapes?

Yes. I love grapes.

Do you like pears?

No, I don't like pears.

What do you like?

I like bananas.

逐行朗读句型, 边读边指着每个词。

一边指着每个词, 一边让学生逐行跟读。

再次播放录音。在教室里走动, 倾听每个学生跟读的发音。

● 演示 ●

拿出水果词汇卡片和图片。

让学生合上他们的教科书。

把词汇卡片和图片贴在黑板框上。

让几位学生把相应的词汇卡片和图片连线。

给有困难的学生线索帮助他们完成。

教学提示



确保每个学生都能成功

给有困难的学生提示, 让每个学生都能成功! 这是我们的目标! 所以要通过给出提示帮助他们找到答案的方式确保每个学生都能通向成功。教师也可以让学生“求助朋友”来找到答案。

● 练习 ●

一对一活动

学生可以结组练习以下对话。新句型已经在 Listen and say! 部分写在黑板上了。只要给句子标记上学生甲或者学生乙:

学生甲: Do you like grapes?

学生乙: Yes. I love grapes.

学生甲: Do you like pears?

学生乙: No, I don't like pears.

学生甲: What do you like?

学生乙: I like bananas.

变换角色拓展这个活动。

2. Let's do it!

教师: 看黑板上的这些图片。

指着一个学生并且说: Stand up, please.

然后指着一张图片问学生: I like pears/grapes/apples/bananas. May I have the pear/grapes/apple/banana?

May I have the pear/grapes/apple/banana?

The student should respond: **Here you are.**

Do this with several students.

Then ask all of the students to complete writing the two words, **apple** and **banana** on the lines given on page 41 of their Student Book.

3. Let's sing!

Song: Apples, apples

Read the whole song to the students on page 41.

As you read out the words to the song, ask the students to follow along in their books.

Then read the song again line by line.

Let the students listen to the whole song on the audiotape.

Write the words to the song on the blackboard.

Apples, apples,

Big and red.

Do you like apples?

Yes, I do.

Bananas, bananas,

Yellow and soft.

Do you like bananas?

Yes, I do.

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

Without the audiotape, touch each word and say it.

Have the students repeat the words as you say and touch them again.

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

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

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

Now you are ready to sing the song with the students without the audiotape. Say **Stand up and face me.** Sing with the children.

Teaching Tip



Repetition when learning songs

It is good to teach students how to sing a song or say a chant the same way. Students like familiar processes. If they know the process for learning a song or chant, the learning will happen much quicker!

OPTIONAL

Fruit Game

Ask students to bring one piece of fruit each to class: pear, grapes, apple or banana. Collect the fruit. Use the fruit to play the fruit game as the students leave the classroom.

学生应该回答: Here you are.

跟几个学生做几次这个练习。

然后让所有学生完成教科书 41 页 apple 和 banana 两个词汇的书写。

3. Let's sing!

歌曲: Apples, apples

朗读课本 41 页的歌词。

教师朗读的时候, 让学生看书跟读。

然后逐行再读一次。

让学生听整首歌曲的录音。

把歌词写在黑板上。

Apples, apples,

Big and red.

Do you like apples?

Yes, I do.

Bananas, bananas,

Yellow and soft.

Do you like bananas?

Yes, I do.

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍, 每次一行。教师读一行, 学生重复一行。

重复以上程序, 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同时让学生跟唱。

现在可以不放录音和学生一起唱歌曲了。说 Stand up and face me. 和学生一起唱歌。

教学提示



重复程序学唱歌曲

教学生歌曲或者歌谣时采用同样的方法比较好。学生喜欢相似的程序。如果他们了解学习歌曲或者歌谣的程序, 他们会学得快一点!

可选活动

水果游戏

让学生每人带一个水果: 梨, 葡萄, 苹果或者香蕉。收集水果。当学生离开教室的时候, 用这些水果玩水果游戏。

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

Play the fruit game with the students as they get ready to leave the classroom.

All of the fruit that the students have brought is on a table.

Students must ask for a piece of fruit before they leave the classroom by saying which fruit they like. For example:

Teacher: **What fruit do you like?**

Student: **I love/like pears/grapes/apples/bananas.**

Teacher responds with: **Here you are. Goodbye!**

Teacher does this until all students have left the class.

After-Class Activities

Students should practice by drawing, colouring and labelling one of the fruits from Lesson 16 to share with the class the next day.

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

当学生准备离开教室的时候，跟他们玩水果游戏。

所有学生带来的水果都放在一个桌子上。

学生在离开教室的时候必须要拿一个自己喜欢的水果。例如：

教师：What fruit do you like?

学生：I love/like pears/grapes/apples/bananas.

教师：Here you are. Goodbye!

教师重复做这个直到所有学生离开教室。


课外活动

学生应该画出并涂色和标注一个 16 课学的水果，第二天跟学生分享。


Lesson 17 Let's Have Tea!

Lesson 17 Let's Have Tea!

1 Listen and say!




tea



Would you like some tea?

Yes, please.

Would you like some juice?




No, thanks. I'd like some water.

42

2 Let's play!

Card game.



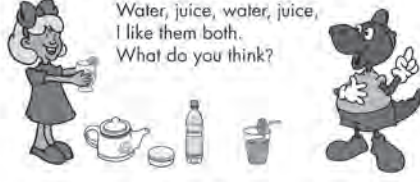
Would you like some juice?

No, I'd like some water.

tea tea water water

3 Let's sing!

Tea, tea, water and tea,
What do you like to drink?
Water, juice, water, juice,
I like them both.
What do you think?



43

TEACHING GOALS

Students will be familiar with all of the words and expressions in this lesson.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 17
- Flash and picture cards for the word **tea**
- Flash and picture cards for all of the food and drink words from the unit so far.
- Paper cut into card size for a card game

CLASS OPENING

Greeting and Review

Say: **Welcome back to our English class, students. How are you?**

第17课 我们喝茶吧!



MY TEACHING NOTES

教学目标

学生能够熟悉本课的词汇和句型。

教学准备

- 第 17 课录音带或教学光盘
- tea 的词汇卡片和图片
- 本单元学过的所有食物和饮料的卡片
- 供卡片游戏用的卡片

开始上课

问候和复习

教师: Welcome back to our English class, students. How are you?

Students should respond: **Fine, thanks.**

Say: Let's review the English food and drink words we have learned so far in this unit. As I hold up a picture, tell me the English word:

Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher: In this class, you will learn another English drink. We drink this drink all the time in China! In fact, we are very famous for this drink! Can you guess what it is?

Yes, it is tea!

NEW CONCEPTS

1. Listen and say!

Teacher: This is the new word we will learn today:

tea

Write the word on the blackboard.

Tell the students to look at page 42.

Ask: What do you think Li Ming's father and mother, Li Ming, Danny and Jenny and the other boy are talking about?

Give the students a hint if they cannot guess.

Student 1: **Having some tea?**

Teacher: Yes! They are talking about having some tea or something else to drink.

Write the dialogue from page 42 on the board:

Would you like some tea?

Yes, please.

Would you like some juice?

No, thanks.

I'd like some water.

Read the dialogue for the students slowly, pointing to each word as you go. The students can repeat each word after you.

Repeat the dialogue sentence by sentence. Students can repeat the sentence one at a time after you.

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

Walk around the class, listen to each student read with the audiotape. Give assistance as necessary.

•DEMONSTRATE•

Choose two students to practice the dialogue with.

Teacher: **Would you like some tea?**

Student 1: **Yes, please.**

Teacher: **Would you like some juice?**

Student 2: **No, thanks. I'd like some water.**

学生应该回复: Fine, thanks.

教师: 我们来复习一下本单元学过的食物和饮料的词汇。当我举起图片的时候, 告诉我英文词汇是什么:

课文导入

让学生打开教科书第 17 课。

教师: 这节课大家将学习另一种饮料。中国人一直都有喝这种饮料的习惯。实际上, 我们中国在这方面久负盛名。能猜到是什么吗?

对, 是茶。

新概念

1. Listen and say!

教师: 这是我们今天将要学到的词汇:

tea

把词汇 tea 写在黑板上。

让学生看课本 42 页。

教师: 大家认为李明的父母, 李明, Danny 和 Jenny 和另外一个男孩在谈什么?

如果学生猜不出来给他们一点提示。

学生甲: Having some tea?

教师: 对! 他们正在谈论喝茶或者别的饮料。

把 42 页的对话写在黑板上:

Would you like some tea?

Yes, please.

Would you like some juice?

No, thanks.

I'd like some water.

缓慢朗读对话, 边读边指着每个词。学生逐词跟读。

再次逐句朗读对话。学生逐句跟读。

播放录音让学生看书跟读。根据需要播放三四遍录音。

在教室里走动, 倾听每个学生的发音。根据需要提供帮助。

• 演示 •

选两名学生练习和教师一起对话。

教师: Would you like some tea?

学生甲: Yes, please.

教师: Would you like some juice?

学生乙: No, thanks. I'd like some water.

●PRACTICE●

Pair work

Have the students practice the dialogue with a partner, reversing roles after they have practiced the dialogue once:

Student 1: **Would you like some tea?**

Student 2: **Yes, please.**

Student 1: **Would you like some juice?**

Student 2: **No, thanks. I'd like some water.**

Teaching Tip



Making English relevant

The phrases in grade 2 books are phrases that students might use in everyday language with an English speaking person in a variety of common situations. It is important for students to see that the English they are using is relevant for communicating with English people.

2. Let's play!

Card Game

Ask the students to help you make cards for this card game.

Ask students to get into groups of four.

Give each student in the group four card papers.

Students can each make a set of **water**, **juice**, **milk** and **tea** cards.

When students in a group have made their cards, they can play the card game.

Card game

Going clockwise around the table, one student will ask another student for **water**, **juice**, **tea** or **milk** cards.

Student 1: **Would you like some juice?**

The student he/she asks must give all of the cards of that category to the student who asks for them.

That student must then pick the same number of cards from the first student's pile. He or she may even take back one of the same category of cards...just not from the ones he or she has just given up!

The student who gives the cards away then asks the next student for some cards.

This goes on until one student has all of the same cards in his or her pile. That student is the winner!

When someone wins the card game in one of the groups, the game is over.

Students can then complete printing the words "tea" and "water" on the lines in Part 2, page 43 of their Student Books.

● 练习 ●

一 对 一 练习

让学生找一个伙伴练习对话，练完一次后互换角色。

学生甲：Would you like some tea?

学生乙：Yes, please.

学生甲：Would you like some juice?

学生乙：No, thanks. I'd like some water.

教学提示



让英语变得有意义

二年级阶段学习的句型可能在日常各种情况下跟一个说英语的人交流都得上。让学生感觉到他们使用的英语在与说英语的人交流时是有意义的，这一点很重要。

2. Let's play!

卡片游戏

让学生帮教师一起制作卡片。

让学生分成四人小组。

给每组每位学生四张制作卡片的纸。

每组学生可以做一组 water, juice, milk 和 tea 的卡片。

哪组学生做好卡片就可以开始游戏了。

卡片游戏

围着桌子顺时针走，一个学生向另一个学生要 water, juice, tea 或者 milk 的卡片。

学生甲：Would you like some juice?

被询问的学生，需要交出所有被询问的卡片。

然后从索取卡片的学生手中抽取与交出数量相等的卡片。还可以取回同类型卡片中的一张，但不能取回刚交出的卡片！

接下来，交出卡片的学生可以继续向下一位学生索取卡片。

游戏以一个学生手中拥有所有相同卡片为胜！

当每组的某个学生赢得游戏时，游戏结束。

然后学生可以在四线格上书写教科书 43 页第二部分的 tea 和 water 两个词。

3. Let's sing!

Song: Tea, tea, water and tea

Tell the students to turn to page 43.

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

Write the words to the song on the blackboard.

Tea, tea, water and tea,

What do you like to drink?

Water, juice, water, juice,

I like them both.

What do you think?

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

Without the audiotape, touch each word and say it.

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

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

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

Sing the song again. This time, ask three students to come to the front of the class. Give each student a flash card that says: **tea**, **water** or **juice**. As the students sing the song, the student holding the card that is sung should hold up the card quickly (then take it down) when his or her word is sung.

OPTIONAL

Find the Wall

Place the words **tea**, **water**, **juice** and **milk** on the walls of the classroom (one word on each wall). Tell students to listen.

Find the Wall Game

Walk to tea!

Students should walk to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “walk” the first time.)

Jump to water!

Students should jump to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “jump” the first time.)

Hop to juice!

Students should hop to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “hop” the first time.)

Walk backwards to milk!

Students should walk backwards to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the words “walk backwards” the first time.)

After the first cycle of directions, do not demonstrate the actions. Tell the students they must remember which action to do to get to the correct wall. Those who do the wrong action or go to the wrong wall are out!

3. Let's sing!

歌曲: Tea, tea, water and tea

告诉学生打开 43 页。

首先, 让学生听整首歌的录音。

把歌词写在黑板上。

Tea, tea, water and tea,

What do you like to drink?

Water, juice, water, juice,

I like them both.

What do you think?

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍, 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同时让学生跟唱。

再唱一遍。这次让三个学生到教室前面来。给每个学生一张卡片, 上面写着: tea, water 或者 juice。当学生们唱歌的时候, 那三个学生在唱到他们拿着的卡片词汇时, 他们要快速举起卡片 (然后放下)。

可选活动

找到那面墙

把 tea, water, juice 和 milk 分别贴在教室的四面墙上。让学生听。

找到那面墙

Walk to tea!

学生应该走向正确的那面墙。做错的学生被淘汰坐回到座位上。(第一次教师可以演示 “walk”。)

Jump to water!

学生应该双腿跳向正确的那面墙。做错的学生被淘汰坐回到座位上。(第一次教师可以演示 “jump”。)

Hop to juice!

学生应该单腿跳向正确的那面墙。做错的学生被淘汰坐回到座位上。(第一次教师可以演示 “hop”。)

Walk backwards to milk!

学生应该倒退着走向正确的那面墙。做错的学生被淘汰坐回到座位上。(第一次教师可以演示 “walk backwards”。)

第一轮结束后, 不要再演示。告诉学生他们必须记住用哪个动作去正确的那面墙。做错动作或者走错墙的学生被淘汰!

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

Tell the class that you are proud of them for all their hard work. Tell the students to give themselves 20 pats on their own back. Count the pats out loud with the students.

After-Class Activities

Students should practice singing the new song to their families.

Students should each draw, colour and cut out a picture of a vegetable or meat and bring it to school the next day.

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

告诉学生教师以他们刻苦学习为荣。让学生拍自己的背 20 下。跟学生大声数出来。

课外活动

学生要给家人练习唱新学的歌曲。

学生要画出、涂色并剪出一种蔬菜或肉，第二天带到学校。

Lesson 18 What's for Lunch?

Lesson 18 What's for Lunch?

1 Listen and say!



The soup is very good.



44

2 Let's play!

Chain game.

What would you like?

I'd like some water.
What would you like?



I'd like some rice.
What...

3 Let's sing!

It's time for lunch.
I want to eat,
Rice and meat.
My favourite food.



45

TEACHING GOALS

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

soup

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 18
- Picture and flash cards for **soup**
- Paper vegetables and chicken cut outs to make stone soup, a picture of a cooking pot and a stone

第18课 午饭吃什么？



MY TEACHING NOTES

教学目标

学生能够认读、理解和运用以下词汇：

soup

教学准备

- 第 18 课录音带或教学光盘
- soup 的图片和词汇卡片
- 做石头汤用的纸做的蔬菜和鸡肉，一个锅和一块石头的图片

CLASS OPENING

Greeting and Review

Welcome the class by having the song **Apples, apples** playing for them as they come through the door! Motion to the students to sing, and then to sit when they are finished singing the song.

Teaching Tip



Make your class inviting

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

Keep a happy smile on your face! Show excitement when you introduce new activities!

Lesson Hook

Tell the students to open their books to Lesson 18.

Teacher: In this lesson, you will learn how to make stone soup! Are you excited?

NEW CONCEPTS

1. Listen and say!

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

I am hungry. What's for lunch, Mom?

What do you like?

I like soup.

Let's make soup.

The soup is very good.

Play the audiotape for the students. Ask them to listen first.

●DEMONSTRATE●

Write the new words and expressions on the board.

Read them aloud slowly, one by one, pointing to each word as you say it.

Do this again and ask the students to repeat each line after you.

Now play the audiotape again as the students follow along in their student books. Play it three or four times, as needed. Walk around the class, listen to each student.

●PRACTICE●

Class work

Teacher: This is the story of stone soup! Listen carefully! I will read it in English and then translate into Chinese! Try to remember how stone soup was made because we are also going to make stone soup with the chicken and vegetable drawings you brought from home.(Teacher should bring a picture of a pot and a stone to be sure that these items are available.)

开始上课

问候和复习

当学生走进教室的时候播放歌曲 Apples, apples 问候他们！打手势示意学生唱歌，唱完坐到座位上。

教学提示



让课堂更有魅力

努力让你的课堂有意思和有魅力，这样学生在学习的同时能够感到乐趣。事实上，这两方面是互补的，并且能够加强学习的效果。

脸上保持着笑容！当教师介绍新活动的时候要表现出激情！

课文引入

让学生打开教科书第 18 课。

教师：本课大家将学习如何做石头汤！大家兴奋吗？

新概念

1. Listen and say!

教师：这是我们今天将要学到的词汇和句型：

I am hungry. What's for lunch, Mom?

What do you like?

I like soup.

Let's make soup.

The soup is very good.

播放录音。让学生先听。

● 演示 ●

把词汇和句型写在黑板上。

逐词指着词汇并慢慢朗读。

再读一次，让学生逐行跟读。

再次播放录音，让学生看书跟读。根据需要播放三四遍。在教室走动，倾听每个学生的发音。

● 练习 ●

全班活动

教师：这是一个石头汤的故事！请仔细听！我要先读一遍，然后翻译成汉语！试着记住石头汤的做法，因为我们要用从家里带来的“鸡肉”和“蔬菜”做石头汤。（教师应该带来一个锅和一块石头的图片，确保这些东西都在手边随时可以利用。）

The Story of Stone Soup

There once was an old man and an old woman in a little house.

They were so poor, they had nothing to eat. So they were very hungry.

One afternoon, the old woman said, "There is no food for supper. What will we do?" She was crying.

Then along came a little boy. The boy was singing, "Magic stone, magic stone. I have a magic stone!"

The old woman said, "Little boy! Come here. What is a magic stone?"

The little boy said, "A magic stone makes delicious soup!"

The old woman said, "Little boy, we are very hungry. We have no supper. May we borrow your magic stone, please?"

The little boy said, "Sure! First we need a big pot."

So the old woman got a big pot. The little boy put the magic stone in the pot.

Then the little boy said, "We need some water." So the old woman put water in the pot.

Then the little boy said, "We need some vegetables."

The old woman said, "I have no vegetables."

The little boy said, "Let's borrow some vegetables from your neighbour."

So the old woman walked to Mrs. Guo's house. She said,

"Mrs. Guo, may I borrow some vegetables? We have a magic stone that makes delicious soup."

Mrs. Guo said, "Sure." Then she said, "A magic stone! May I come and look?"

Mrs. Guo brought some vegetables and put them in the pot.

Then the little boy said, "We need some chicken."

Mrs. Guo said, "Let's borrow some chicken from Mr. Zhu!"

Mr. Zhu said, "Sure." Then he said, "A magic stone! May I come and look?"

Everyone stood around the pot. Everyone said, "What a wonderful magic stone! The soup is delicious!"

Then the little boy said, "Good-bye." He began walking away.

Then the old woman said, "Wait! You forgot your magic stone!"

The little boy stopped. He said, "No, I didn't. There is no magic stone. Look at everyone here. You are the magic. You will never be hungry if you help each other."

This story can be read in English and translated by the teacher to the students as he/she reads it!

Teacher: Did you like that story? Let's make our own stone soup.

Here is a big pot!

See this paper? It says...? Water! Yes! Let's put the water into the pot!

What should we put in next? A stone! Very good!

And next? Chicken! Yes!

OK, what comes next... potatoes, carrots and so on! (Students can come up one at a time to put their vegetables into the soup.)

Excellent! Let's stir our stone soup now!

Who wants to taste it? Li Ming? Is it good?

Li Ming: It is delicious!

Teacher: Let's give ourselves three big claps for making an excellent stone soup!

The Story of Stone Soup

There once was an old man and an old woman in a little house.

They were so poor, they had nothing to eat. So they were very hungry.

One afternoon, the old woman said, "There is no food for supper. What will we do?" She was crying.

Then along came a little boy. The boy was singing, "Magic stone, magic stone. I have a magic stone!"

The old woman said, "Little boy! Come here. What is a magic stone?"

The little boy said, "A magic stone makes delicious soup!"

The old woman said, "Little boy, we are very hungry. We have no supper. May we borrow your magic stone, please?"

The little boy said, "Sure! First we need a big pot."

So the old woman got a big pot. The little boy put the magic stone in the pot.

Then the little boy said, "We need some water." So the old woman put water in the pot.

Then the little boy said, "We need some vegetables."

The old woman said, "I have no vegetables."

The little boy said, "Let's borrow some vegetables from your neighbour."

So the old woman walked to Mrs. Guo's house. She said,

"Mrs. Guo, may I borrow some vegetables? We have a magic stone that makes delicious soup."

Mrs. Guo said, "Sure." Then she said, "A magic stone! May I come and look?"

Mrs. Guo brought some vegetables and put them in the pot.

Then the little boy said, "We need some chicken."

Mrs. Guo said, "Let's borrow some chicken from Mr. Zhu!"

Mr. Zhu said, "Sure." Then he said, "A magic stone! May I come and look?"

Everyone stood around the pot. Everyone said, "What a wonderful magic stone! The soup is delicious!"

Then the little boy said, "Good-bye." He began walking away.

Then the old woman said, "Wait! You forgot your magic stone!"

The little boy stopped. He said, "No, I didn't. There is no magic stone. Look at everyone here. You are the magic. You will never be hungry if you help each other."

教师可以用英语读故事，并翻译成汉语！

教师：大家喜欢那个故事吗？让我们做自己的石头汤。

这有一口大锅！

看见这张纸了吗？这是……？水！对了！让我们把水放在锅里！

接下来应该放什么呢？一块石头！非常好！

然后？鸡肉！对了！

好的，接下来是土豆，胡萝卜，等等！（学生可以逐个上前放入蔬菜。）

太棒了！让我们搅拌我们的汤！

谁想尝尝？李明？好喝吗？

李明：太美味了！

教师：让我们为自己做出这么棒的汤给自己三次掌声！

2. Let's play!

Form a single line.

Student 1 turns to student 2 and asks **What would you like?**

Student 2 says, **I'd like...**

Student 2 then turns to Student 3 and asks **What would you like?**

Student 3 says, **I'd like...**

And so on...

3. Let's sing!

Song: It's time for lunch!

Tell the students to turn to page 45.

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

Write the words to the song on the blackboard.

It's time for lunch.

I want to eat,

Rice and meat.

My favourite food.

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

Without the audiotape, touch each word and say it.

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

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

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

Ask the students to stand up and sing. Say: **Stand up, please.** Sing the song for the last time.

ACTIVITY BOOK

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

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

CLASS CLOSING

Starting at the first row, ask the students in that row to give you the name of something you would put in stone soup! Students can leave when they do this!

After-Class Activities

- Students should prepare for the upcoming unit review.
- Students should come up with questions they have about any of the concepts covered in the unit.

2. Let's play!

让学生站成一排。

学生甲转向学生乙并问 What would you like?

学生乙说 I'd like...

学生乙转向学生丙并问 What would you like?

学生丙说 I'd like...

继续下去……

3. Let's sing!

歌曲：It's time for lunch!

让学生打开 45 页。

首先，让学生听录音。

把歌词写在黑板上。

It's time for lunch.

I want to eat,

Rice and meat.

My favourite food.

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍，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同时让学生跟唱。

让学生站起来说：Stand up, please. 再唱最后一遍。

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

从第一排开始，让学生每人说出一种放在石头汤里的材料！学生说完可以离开。

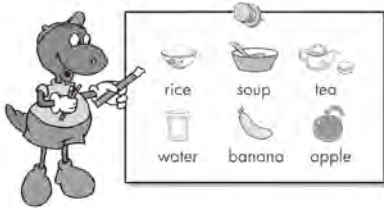
课外活动

- 学生要为接下来的复习课做好准备。
- 学生要对本单元学过的知识提出自己的疑问。

UNIT 3 Review

Unit 3 Review

1 I can read



2 I can listen and say

- ☐ Are you hungry? Yes, I am.
- ☐ What food do you like?
- ☐ I like rice.
- ☐ I am thirsty.
- ☐ Would you like some water?
- ☐ Do you like grapes? Yes, I love grapes.
- ☐ What do you like? I like bananas.



46

3 I can listen and number



4 I can draw and say

Put the words in their groups.

Food	Fruits	Drink
	noodles	
	banana	
	apple	
	tea	
	rice	
	orange	
	water	
	juice	

47

5 I can colour and match

two yellow
bananas



three red
apples



five green
pears



six purple
grapes



ALL DONE!



48

CLASS OPENING

Greeting

Greet the class.

Teacher: **Good morning/afternoon, class.**

Today is our unit review!

Play any of the songs from this unit as the students settle into their seats. Tell them that today is a good time for them to show off what they have learned so far and how well they know it.

Use the flash cards to review the words and structures from this unit with the following questions:

- What does this say? And this?
- What are some of the fruit words you learned in this unit?

第3单元 复习



MY TEACHING NOTES

开始上课

问候

问候全班。

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

等学生坐好播放本单元任意一首歌。告诉他们今天是他们展示本单元所学知识的好机会。

利用卡片和以下问题复习本单元词汇和句型：

- What does this say? And this?
- What are some of the fruit words you learned in this unit?

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

Teaching Tip



Keeping a daily record

Keep a record of which students answered your questions and participated by having a clip board with a class checklist on it. If a student participated, put a checkmark beside his or her name. If a student is having difficulty, put a star beside his or her name.

Use your checklist to keep track of who has answered questions and who has not. Some students will “hide” in your English class. If you keep a record of who has participated, these students can no longer “hide”.

REVIEW

1. I can read

Tell the students to look at the poster that Danny is pointing to.

Ask the students as a class to read the words on the poster first across the top row and then across the bottom row from left to right.

Ask for volunteers to read the words again by themselves.

2. I can listen and say

Tell the students to look at Part 2.

Ask for volunteers to tell you what each of the seven sentences says. Help the students as necessary.

Go through each of the sentences in Part 2 together with the class as a review.

3. I can listen and number

Tell the students to listen carefully as you say certain words. As you say them, students must number the correct picture. Check as a class.

The audiotape says:

1. **noodles**
2. **rice**
3. **meat**
4. **milk**
5. **water**
6. **juice**
7. **vegetables**
8. **fruits**

4. I can draw and say

Tell the students to look at the chart in the red square. The first column says “food”. The second column says “fruit”, and the third column says “drink”.

让学生打开教科书 46 页，引导他们复习。

教学提示



每日记录

用夹纸记录板夹做一个备忘录，记录下学生回答问题和参与的情况。如果哪个学生参与了，在他的名字旁边画一个对勾，如果哪个学生有困难，在他的名字旁边画一颗星星。

利用备忘录记录下谁回答了问题谁没有。一些学生会“隐藏”起来。如果教师做一个记录，那么这些学生就不会再“隐藏”。

复习

1. I can read

让学生看 Danny 指着的张贴画。

让全体学生从上到下从左到右读张贴画上的词汇。

让自告奋勇的学生再读一遍这些词汇。

2. I can listen and say

让学生看第二部分。

让自告奋勇的学生说这七句话分别在说什么。如有需要提供帮助。

全班再复习一遍这些句子。

3. I can listen and number

让学生仔细听教师朗读的一些词汇。根据教师说的内容，学生必须给相应的图片标号。和全班核对答案。

录音内容为：

1. noodles
2. rice
3. meat
4. milk
5. water
6. juice
7. vegetables
8. fruits

4. I can draw and say

让学生看红色正方形里面的表格。第一栏写着“food”，第二栏写着“fruit”，第三栏写着“drink”。

Tell the students to print the correct words for the pictures on the right in each of the three columns.

Check as a class.

5. I can colour and match

Ask the students to read each of the phrases on the left and draw lines to connect the phrases to the pictures on the right. Students should then colour the pictures the correct colour as noted in each of the phrases. 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.

CLASS CLOSING

As the students leave the classroom, play any of the songs from this unit and have them sing it together as they walk out the door!

Teaching Tip



Note particular problems

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

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

让学生把右边的词汇写在相应的一栏。
和全班核对答案。

5. I can colour and match

让学生读左边的词组，然后和右边的图片连线。然后学生应该根据相应的要求给图片涂上正确的颜色。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。

结束课堂教学

当学生离开教室的时候，让他们唱本单元任意一首歌曲，一边唱一边走向大门！

教学提示



记录特殊问题

记下口语不稳定那些学生。

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 4

Let's Go and Play!



General Goals for Unit 4

This unit aims to teach children in English about the park as a place to play and what they can do there. The unit also teaches the students about what they might see on the way to the park such as traffic lights. They will also learn about modes of transportation to get to the park, like the bus.

Unit 4 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.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
traffic, light, story
wait, take, walk, try, worry
fun, tired, careful
2. Students will be able to recognize, understand and use to the following expressions:
 - Can I go to play with...?
 - Have fun!
 - These are...
 - It's a... light. Let's go/stop.
 - Don't play on the street.
 - Can you see...? Yes, I can.
 - What do you like to do? I like to...

第4单元

我们去玩吧！



第4单元总目标

本单元旨在教给学生有关公园和在公园可以玩什么的英语知识。同时也教给他们去公园的路上可以看到什么，例如交通灯。学生也将学到去公园的交通方式，例如公共汽车。

第4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4单元具体目标

知识与技能目标

1. 学生能够认读、理解和运用下列词汇：

traffic, light, story

wait, take, walk, try, worry

fun, tired, careful

3. 学生能够认读、理解和运用下列用语：

• Can I go to play with...?

• Have fun!

• These are...

• It's a... light. Let's go/stop.

• Don't play on the street.

• Can you see...? Yes, I can.

• What do you like to do? I like to...

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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

Resources Teachers Need for Unit 4

- Audiotape/Multimedia CD for lessons 19~24
- Action word flash cards of **play, go, stop, wait, jump, dance, run, sing, talk, go, fly, read, swing, try, walk**
- Pictures of **park, traffic lights, monkey, bird, red, yellow, green**

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。

第 4 单元所需教具

- 19 ~ 24 课的录音带或教学光盘
- 动词 play, go, stop, wait, jump, dance, run, sing, talk, go, fly, read, swing, try, walk 的词汇卡片
- park, traffic lights, monkey, bird, red, yellow, green 的图片

Lesson 19 Let's Go to the Park!

Lesson 19 Let's Go to the Park!

1 Listen and say!



50



2 Let's sing!

*It is Sunday.
Let's go out and play!*

*It is a nice day.
Let's go out and play!*

*It is a warm day.
Let's go out and play!*



51

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
fun
- Students will be able to recognize, understand and use the following expressions:
Can I go to...
Have fun!

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 19
- Flashcards and pictures of a **park**

第19课 我们去公园吧!



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇:

fun

2. 学生能够认读、理解和运用下列用语:

Can I go to...

Have fun!

教学准备

- 第 19 课录音带或教学光盘
- park 的词汇卡片和图片

CLASS OPENING

Greeting and Review

Greet the class with **Classity Class!** and one clap.

Students should respond with **Yessity yes!**

Teaching Tip



More oral cueing

You can use oral cueing to get the students' attention by saying expressions like **Classity Class!** with one clap.

The students should respond with **Yessity Yes!** to show they are all ready to listen.

This oral cueing can also be a greeting at the beginning of a class.

Teacher: **Classity Class!** (clap)

Students: **Yessity Yes!**

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 books to Lesson 19.

Teacher: In this lesson, you will learn some English words about something you already know about and do after school and on Sundays! Look at the picture on page 50. Can you guess what this lesson is about? Yes... it's about going to the park!

Teaching Tip



Familiar activities

When ESL students are introduced to words for familiar activities that they do, they are much more motivated to learn English!

NEW CONCEPTS

1. Listen and say!

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

fun

Today is Sunday. It is a nice day.

Can I go to play with Danny?

Yes, you can.

Danny, let's go to the park.

Okay. Let's go!

Goodbye, Mom.

Goodbye, Jenny! Have fun!

开始上课

问候和复习

问候学生，拍一下手并说 Classity Class!

学生应该回应 Yessity yes!

教学提示



更多的口语提示

可以采用以下口语提示来引起学生的注意力：说 Classity Class! 同时拍下手。

学生应该回应 Yessity Yes! 表示他们准备好听讲了。

这个口语提示可以作为开始上课的问候。

教师：Classity Class! (拍手)

学生：Yessity Yes!

用汉语问学生都记得哪些上单元学过的内容。让他们说出一些学过的词汇。

课文导入

让学生把教科书翻到第 19 课。

教师：这节课，大家要学习一些都知道的放学后和周末经常做的事情！看 50 页的图片。能猜出这节课教什么吗？对……是去公园！

教学提示



相似的活动

学生在学习有关他们常做的活动的英语知识时，他们会有更大的动力来学习英语。

新概念

1. Listen and say!

教师：以下是今天要学习的词汇和句型：

fun

Today is Sunday. It is a nice day.

Can I go to play with Danny?

Yes, you can.

Danny, let's go to the park.

Okay. Let's go!

Goodbye, Mom.

Goodbye, Jenny! Have fun!

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Write the new words on the blackboard. As you say the words aloud, make sure to point to it so that the students can follow along.

fun

Say the word and have the students repeat the word after you.

Now write the new expressions on the board.

Today is Sunday. It is a nice day.

Can I go to play with Danny?

Yes, you can.

Danny, let's go to the park.

Okay. Let's go!

Goodbye, Mom.

Goodbye, Jenny! Have fun!

Say each line word by word, pointing to each word as you say it.

Now say each line again, and ask the class to repeat each word after you.

Say the lines one more time line by line, and ask the class to repeat the whole line after you.

•PRACTICE•

Pair Work

Students can practice the following dialogue together:

Student 1: **Can I go to play with Danny?**

Student 2: **Yes, you can.**

Reverse the roles and practice the dialogue one or two more times.

Choose several pairs to share in front of the class.

Ask the pairs of students to draw and colour a picture of a playground. Tell them to put all of the equipment they like in their pictures.

Each pair of students can then share their picture with the pair of students next to them.

2. Let's sing!

Song: It is Sunday

Teacher: Today, we are going to learn a new song!

Tell the students to turn to page 51. As you read out the words to the song, ask the students to follow along in their books. Then read the song again and ask the students to repeat each line after you.

Now let the students listen to the whole song on the audiotape.

Write the words to the song on the blackboard.

It is Sunday.

Let's go out and play!

It is a nice day.

Let's go out and play!

播放录音，让学生看书跟读。播放两三遍录音。仔细听每位学生的发音。需要时提供帮助。

● 演示 ●

把词汇写在黑板上。朗读时一定要指着词汇，以便学生可以跟读。

fun

朗读词汇，让学生跟读。

然后把新句型写在黑板上。

Today is Sunday. It is a nice day.

Can I go to play with Danny?

Yes, you can.

Danny, let's go to the park.

Okay. Let's go!

Goodbye, Mom.

Goodbye, Jenny! Have fun!

逐词朗读每一行，同时指着黑板上的词汇。

再朗读一遍，让全班逐词跟读。

再逐行朗读一遍，让全班逐行跟读。

● 练习 ●

一对一练习

学生可以一起练习以下对话：

学生甲：Can I go to play with Danny?

学生乙：Yes, you can.

变换角色，再练习对话一两遍。

选几组学生到前面来展示对话。

让各组学生画一幅运动场的图片并涂色。让他们画出他们喜欢的各组设施。

让每组学生和相邻组的学生互相分享图片。

2. Let's sing!

歌曲：It is Sunday

教师：今天我们要学习一首新歌！

让学生翻到 51 页。教师朗读歌词时，让学生看书跟读。再朗读一遍，让学生逐行跟读。

现在，播放录音，让学生听整首歌曲。

把歌词写在黑板上。

It is Sunday.

Let's go out and play!

It is a nice day.

Let's go out and play!

It is a warm day.

Let's go out and play!

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

Without the audiotape, touch each word and say it.

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

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

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

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

Demonstrate the song with the action. Have the children repeat the words and the action after you.

Action: **play** (put both hands in the air)

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

They can copy your actions because they will see you doing them!

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

Tell all the girls to stand up and say **Girls stand up! Goodbye girls!**

The girls should respond with **Goodbye teacher!** as they head out the door.

Tell all the boys to stand up and say **Boys stand up! Goodbye boys!**

The boys should respond with **Goodbye teacher!** as they head out the door.

After-Class Activities

When they go home, students should sing the new song **It is Sunday** to their family.

It is a warm day.

Let's go out and play!

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍，每次一行。教师读一行，学生重复一行。

重复以上程序，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同时让学生跟唱。

演示歌曲动作。让学生跟读歌词并作出相应的动作。

动作：play（举起双手）

现在可以和学生一起唱整首歌曲了。说 Stand up and face me. 和学生一起唱歌。

学生看着教师就可以模仿相应的动作。

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

让所有女学生站起来并对她们说 Girls stand up! Goodbye girls!

女学生要回答 Goodbye teacher! 并离开教室。

然后让所有男学生站起来并对他们说 Boys stand up! Goodbye boys!

男学生要回答 Goodbye teacher! 并离开教室。

课外活动

学生回家后要给家人唱新学歌曲 It is Sunday.

Lesson 20 Traffic Lights

Lesson 20 Traffic Lights

1 Listen and say!



52

2 Let's chant!

Red light, red light.
Stop. Stop. Stop.

Green light, green light.
Go! Go! Go!

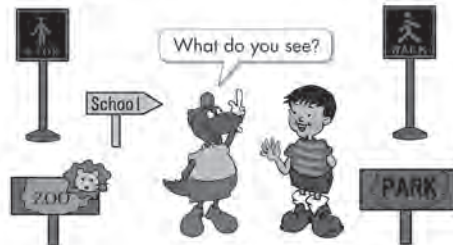
Yellow light, yellow light.
Wait. Wait. Wait.



green light green light

3 Let's do it!

Look and say.



53

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
traffic, light, wait
- Students will be able to recognize, understand and use the following expressions:
These are traffic lights.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 20
- Flashcards and Pictures of **traffic, light, go, stop, wait, red, green, yellow**

第20课 交通灯



MY TEACHING NOTES

教学目标

1. 学生能够认读、理解和运用下列词汇：

traffic, light, wait

2. 学生能够认读、理解和运用下列用语：

These are traffic lights.

教学准备

- 第 20 课录音带或教学光盘
- traffic, light, go, stop, wait, red, green, yellow 的词汇卡片和图片

Teaching Tip



Learning Styles

There are four learning styles: visual, auditory, kinaesthetic and tactile. Not every child is strong in every learning style so it is important to ensure that you include all of the styles in your lessons. For example, kinesthetic learners are those who learn through experiencing/doing things so make every effort to have the students move around in the classroom. If you can get them out of their seats, you will establish and maintain interest and variety in your teaching. Kinaesthetic learners:

- Can't sit still for long.
- Are not great at spelling.
- Often do not have good handwriting.
- Prefer doing science experiments.
- Study with loud music on.
- Like role-playing.
- Take breaks when studying.
- Build models.
- Are involved in martial arts, dance, gymnastics and other creative sports.
- Are fidgety when the teacher is talking.

Do you have any kinesthetic children in your class? Often teachers think that kinesthetic learners are bad students, but really, this is how they learn!

CLASS OPENING

Greeting and Review

Greet the students with the song **It's Sunday**, playing on the audiotape as they come in the classroom. With gestures, show the students that you want them to sing the song with you. Make sure to do the actions in the song! This is a good way to greet the students sometimes!

Then say **Classity class**. And clap your hands once.

Expect the students to say **Yessity, yes!** This shows that they are ready to learn!

Lesson Hook

Tell the students to open their Student Books to Lesson 20.

Teacher: In this lesson, you will learn about traffic lights and the actions in English that you do when you see them! Where do you see traffic lights in your community? Can someone tell me? Thank you! Very good!

Talk about the pictures on the page. Ask the students what colour they think each light is showing and what each colour means.

教学提示



学习类型

有四种学习类型：视觉型、听觉型、动觉型和触觉型。并不是所有孩子对每个学习类型都很擅长，因此教师要确保在课上把所有的学习类型都考虑进去，这一点很重要。例如：动觉型学习者通过亲身体验或者动手做进行学习，因此要尽一切努力让他们在教室里走动起来。如果教师能让他们离开座位，就会在教学中建立并保持兴趣和多样性。动觉型学习者：

- 不能长时间坐着不动。
- 不擅长拼写。
- 书写不漂亮。
- 更喜欢做科学实验。
- 学习时喜欢播放声音较大的音乐。
- 喜欢角色扮演。
- 学习过程中需要休息。
- 制造模型。
- 参与手工艺术、舞蹈、体操和其他创造性的运动。
- 当教师讲话时会很烦躁。

你的课堂上有动觉型学生吗？教师经常认为动觉型学习者是坏学生，但事实上，这才是他们学习的方式！

开始上课

问候和复习

问候学生，学生进教室时播放歌曲 *It's Sunday* 的录音。用手势让他们跟着唱。一定要同时做动作！有时这是问候学生的好方法。

然后说 *Classity Class!* 同时拍下手。

学生应该回应 *Yessity yes!* 表示他们已经准备好上课了。

课文导入

让学生把教科书翻到第 20 课。

教师：这节课，大家要学习有关交通灯和遇到交通灯要怎么做的英语知识！在大家周围哪里能看到交通灯？谁能告诉教师吗？多谢！非常好！

谈论这页的图片。然后问他们每个灯是什么颜色并代表什么意思？

NEW CONCEPTS.....

1. Listen and say!

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

traffic, light, wait

These are traffic lights.

Play the audiotape as the students follow along in their Student Books. Play it two or three times. Write the words on the blackboard. Hold up a picture of a traffic light and stick the picture beside the word on the blackboard.

Also put up the three colour words—**red, green** and **yellow**.

Put the verbs **stop, go** and **wait** beside the correct colour.

Now, write:

Red light, stop.

Green light, go.

Yellow light, wait.

These are traffic lights.

Read each line, touching the words as you do.

Ask the students to say each word after you as you read each line again.

Now read each line as a whole and ask the students to repeat each whole line after you.

Play the audiotape again, and ask the students follow along in their Student Books. Listen to each student pronounce the words and help them as needed.

●DEMONSTRATE●

Ask a volunteer to come to the front of the class. Demonstrate the following dialogue with the student. Then have the students pair up and practice the dialogue together.

Teacher: **Red light!**

Student: **Stop!**

Teacher: **Green light!**

Student: **Go!**

Teacher: **Yellow light!**

Student: **Wait!**

●PRACTICE●

Moving Right

Then have the students form two lines facing each other to practice the dialogue.

Student 1: **Red light!**

Student 2: **Stop!**

Student 1: **Green light!**

Student 2: **Go!**

Student 1: **Yellow light**

Student 2: **Wait!**

Move one space to the right and do the dialogue with a new partner.

Do this at least five or six times.

新概念

1. Listen and say!

教师：以下是今天要学习的词汇和句型：

traffic, light, wait

These are traffic lights.

播放录音，让学生看书跟读。播放两三遍录音。把词汇写在黑板上。举起一幅交通灯的图片并贴在黑板上相应的词汇旁。

再贴上三个颜色词汇——red, green 和 yellow。

把动词 stop, go 和 wait 贴在相应的颜色旁。

然后写上：

Red light, stop.

Green light, go.

Yellow light, wait.

These are traffic lights.

朗读每一行，同时指着黑板上的词汇。

再朗读一遍，让全班逐词跟读。

再逐行朗读一遍，让全班逐行跟读。

再次播放录音，让学生看书跟读。仔细听每位学生的发音，必要时提供帮助。

• 演示 •

让一位自告奋勇的学生到教室前面来。和这位学生一起演示对话。然后让学生结为两人小组一起练习对话。

教师：Red light!

学生：Stop!

教师：Green light!

学生：Go!

教师：Yellow light!

学生：Wait!

• 练习 •

向右移游戏

让学生面对面排为两排练习对话。

学生甲：Red light!

学生乙：Stop!

学生甲：Green light!

学生乙：Go!

学生甲：Yellow light

学生乙：Wait!

学生都向右移动一个位置，和新伙伴练习对话。

重复练习五六次。

2. Let's chant!

Chant: Red light, red light

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

Read the whole chant to the students. As you read out the words to the chant, ask the students to follow along in their books.

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

Write the words to the chant on the blackboard.

Red light, red light.

Stop. Stop. Stop.

Green light, green light.

Go! Go! Go!

Yellow light, yellow light.

Wait. Wait. Wait.

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

Without the audiotape, touch each word and say it.

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

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

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

Give three students the cards **red**, **green** and **yellow**. Every time the word red, green or yellow is chanted, the student with the correct card should hold it up high in the air!

Play the audiotape again and point to each word on the blackboard as the students chant along with the audiotape. Say **Stand up and face me**. Chant along with the children.

After completing the chant, ask all of the students to turn to page 53 of their books and print the words **green light** two more times on the spaces provided.

3. Let's do it!

Look and Say

Teacher: Look at Part 3 on page 53. Danny is saying: **What do you see?** Tell me what you see on this page.

Go through each of the signs with the students.

Teaching Tip



Checking for understanding

It is always important for the teacher to check to see if the students understand his or her instructions before beginning an activity. You can do this by saying: **Do you understand?** or **Do you have any questions?**

OPTIONAL

Game: Red Light Green Light

Choose one student to be IT!

2. Let's chant!

歌谣: Red light, red light

教师: 看第二部分。我们要学一首歌谣。

给学生朗读歌谣。同时让学生看书跟读。

现在, 让学生听整首歌谣的录音。

把歌谣写在黑板上。

Red light, red light.

Stop. Stop. Stop.

Green light, green light.

Go! Go! Go!

Yellow light, yellow light.

Wait. Wait. Wait.

再次播放录音, 同时逐词指着黑板上的歌谣。

不放录音, 逐词指着黑板上的歌谣并朗读。

再次指着歌谣朗读, 同时让学生逐词跟读。

重复一遍, 每次一行。教师读一行, 学生重复一行。

重复以上程序, 每次一节。教师读一节, 学生重复一节。

发给三位学生 red, green 和 yellow 的词汇卡片。唱到歌谣中这些词汇时, 拿着相应卡片的学生要高举这些卡片!

再次播放录音, 逐词指着黑板上的歌谣同时让学生跟唱。说 Stand up and face me. 和学生一起唱歌谣。

歌谣唱完后, 让学生翻到教科书 53 页。在横线上书写两遍 green light。

3. Let's do it!

看看说说

教师: 看 53 页第三部分。Danny 说: What do you see? 告诉教师大家能在该页中看到什么。

和学生一起过一遍这些标志。

教学提示



检查理解

开始活动前检查学生对程序的理解是非常重要的。可以说: Do you understand? 或 Do you have any questions?

可选活动

游戏: 红灯绿灯

选一位学生作 IT!

The student who is IT stands at one end of the classroom facing the wall. He/she says **Green Light!**

The other students sneak towards the end of the classroom where the person who is IT is standing.

The person who is IT calls: **Red Light!** and turns quickly.

If the person who is IT catches any of the students moving after he/she has called **Red Light!** those students must sit down.

The student who reaches the wall where the person who is IT is standing first, is the next caller or IT!

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 all of the students to stand up. Tell the students to divide into two groups. The students on the left will be the **Red light** students. Explain that they can leave the classroom when you say: **Red lights, go!** The students on the right will be the **Green light** students! Explain to this group that they can leave the classroom when you say: **Green lights, go!**

After-Class Activities

When they go home that night, students should practice their new chant for their parents.

作 IT 的学生面向墙站在教室一边。说 Green Light!
其他学生要悄悄走向教室作 IT 的学生所在的那边。
作 IT 的学生可以说 Red Light! 并快速转过来。
如果作 IT 的学生发现有学生在说 Red Light! 后还在移动, 被发现的学生就得坐下。
能首先成功走到作 IT 的学生所在的那边的学生, 可以作为下一个发令者或 IT!

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

让所有学生站起来分为两组。左侧学生作为 Red light 学生。告诉他们教师说 Red lights, go! 时他们可以离开教室。右侧学生作为 Green light 学生。告诉他们教师说 Green lights, go! 时他们可以离开教室。

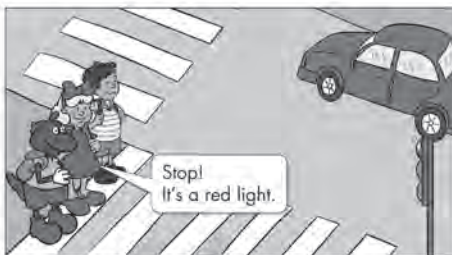
课外活动

学生晚上回家后, 要和父母一起练习新学的歌谣。

Lesson 21 Green Light. Go!

Lesson 21 Green Light. Go!

1 Listen and say!



54

2 Listen and say!



3 Let's do it!

Make a car and traffic lights.



55

TEACHING GOALS

1. Students will be familiar with all of the words in this lesson.
2. Students will be able to recognize, understand and use the following expressions:

It's a green light. Let's go!

Don't play on the street.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 21
- Green light and red light signs
- Paper for board games and dice

第21课 绿灯行!



MY TEACHING NOTES

教学目标

1. 学生能够熟悉本课的所有词汇。
2. 学生能够认读、理解和运用下列用语:
It's a green light. Let's go!
Don't play on the street.

教学准备

- 第 21 课录音带或教学光盘
- 红绿灯的标志
- 做桌面游戏的纸和骰子

CLASS OPENING

Greeting and Review

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

Ask five or six students to respond.

Spend a few minutes reviewing what the students learned in the last class about street lights.

Lesson Hook

Teacher: Today we are going to use what we know about red and green lights by playing some games. Won't that be fun?

Teaching Tip



Being prepared

Make sure to have all of the material you need for each lesson prepared in advance. This way the lessons will run smoothly.

NEW CONCEPTS

1. Listen and say!

Teacher: These are the new words and expressions you will learn today in the first part of the lesson:

It's a green light.

Let's go!

Stop!

It's a red light.

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Write the new expressions on the blackboard.

It's a green light.

Let's go!

Stop!

It's a red light.

Read each line and ask the students to repeat the lines after you as you touch each word.

2. Listen and say!

Teacher: These are the new words and expressions you will learn today in this part of the lesson:

开始上课

问候和复习

问候学生，说 Good morning/afternoon, class. How are you today?

让五六位学生回答。

用几分钟复习上节课已经学过的红绿灯知识。

课文导入

教师：今天，我们要做一些游戏来使用我们学过的红绿灯知识。有趣吗？

教学提示



做好准备

切记在每节课之前准备好课程中所需的各种教具。这将让课程顺利进行。

新概念

1. Listen and say!

教师：以下是今天这节课第一部分要学习的词汇和句型：

It's a green light.

Let's go!

Stop!

It's a red light.

播放录音，让学生看书跟读。播放两三遍录音。仔细听每位学生的发音，需要时提供帮助。

• 演示 •

把新句型写在黑板上。

It's a green light.

Let's go!

Stop!

It's a red light.

逐词指着黑板上的句子朗读，让学生跟读每行句子。

2. Listen and say!

教师：以下是这部分我们要学习的词汇和句型：

Let's play!

Okay. Let's go!

No. Don't play on the street!

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Write the new expressions on the blackboard.

Let's play!

Okay. Let's go!

No. Don't play on the street!

Read each line and ask the students to repeat the lines after you as you touch each word.

•PRACTICE•

Stop Go Wait

Hold up the three signs: red for stop, green for go and yellow for wait.

Tell the students you are going to play the Stop Go Wait game.

When you hold up a sign, they must act out the action. If they make a mistake, they must sit down.

Rotate through the signs, holding them up quickly and changing them until only a few students are left.

Give the last students a big clap!

Board Game

Board Game Rules

Work with a partner to make a board game with 20 squares on it leading in a big S from one end of the paper to the other. Number the squares from 1 to 20. On three of the squares put STOP and colour them red! If a student lands on those squares, he/she must go back to the beginning. On three of the squares put GO and colour them green. If a student lands on a green square, he/she may move an extra square forward. On three of the squares put WAIT and colour them yellow. If a student lands on a WAIT square, he/she loses a turn.

Colour the board game to show cars and streets. Give each pair of students a dice. The idea is for students to take turns rolling a dice to try to get to the end of the board game first!

3. Let's do it!

Ask each student to make a car (they can colour their car any colour they like) and a set of traffic lights to take home to practice their new vocabulary with their parents.

Complete printing the words **red light** three times in the spaces provided at the bottom of Part 3 on page 55.

Let's play!

Okay. Let's go!

No. Don't play on the street!

播放录音，让学生看书跟读。播放两三遍录音。仔细听每位学生的发音，需要时提供帮助。

● 演示 ●

把新句型写在黑板上。

Let's play!

Okay. Let's go!

No. Don't play on the street!

逐词指着黑板上的句子朗读，让学生跟读每行句子。

● 练习 ●

停行等

举起三个标志：红灯停，绿灯行，黄灯等。

告诉学生大家要做停行等的游戏。

教师举起一个标志，学生要做出相应的动作。如果哪些学生做错动作，就得坐下。

变换标志，加快举起标志的速度，直至仅有少数学生可以做到。

给坚持到最终的学生以热烈鼓掌。

桌面游戏

桌面游戏规则

学生要和一位伙伴一起制作桌面游戏，在一张纸上从一端到另一端画 20 个方格，起点写上大 S。方格标号 1 ~ 20，其中三个分别标上 STOP 并涂上红色！到达这个格的学生要退回起点。三个标上 GO 并涂上绿色，到达这个格的学生可以多走一步。三个标上 WAIT 并涂上黄色，到达这个格的学生要停一次。

让学生在纸上画上汽车和街道作为装饰。给每组一个骰子。方法是让学生轮流掷骰子，看谁可以最早走到终点！

3. Let's do it!

让学生每人做一辆汽车模型（可以涂上任何他们喜欢的颜色）和一套红绿灯，以便带回家和父母练习新词汇。

然后在 55 页第三部分下面的横线上书写 red light 三遍。

Teaching Tip



Colouring

Colouring is a great way to teach students the colours in English.

1. Self expression – Colouring on a piece of paper is a way for children and adults alike to express themselves. It is important to give children a chance to express themselves – not all children express themselves through words and through writing, many use art.

2. Colour recognition – Many children receive their first exposure to the colours and art through the use of crayons, markers, and coloured pencils. Learning how to tell the difference between red, pink, green, yellow, and so forth, might not seem like a big deal, but children who colour with crayons or markers early on, have an easier time understanding colours.

3. Building motor skills – Any time a child does something like colour, play with blocks, or paint, they think they are just having fun, when in fact they are developing motor skills at a very basic, simple level that they will expand on later in life. These activities require arm muscles and hands to work together to be able to manipulate objects to perform the task(s) at hand.

So find as many opportunities as you can for the students to colour various pictures and objects!

ACTIVITY BOOK

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

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

CLASS CLOSING

Ask the students to hold up their three traffic lights and cars. Students who have coloured their car red can leave first. The rest of the students can leave according to the following colours of their cars: blue, green, pink, white, black, purple, yellow etc.

After-Class Activities

Students should practice their new vocabulary with their parents using their cars and the street lights they made in class.

教学提示



涂色

涂色是教学生学习英语颜色词汇的一个好方法。

1. 自我表达——在纸上涂色无论对儿童还是成人来说都是一个表达自我的方法。重要的是要给儿童机会来表达他们自己——不是所有的儿童都用词汇和写作来表达自己的，许多儿童要借助于艺术。

2. 颜色认知——许多儿童是通过使用蜡笔、水彩笔和彩色铅笔来获得对颜色和艺术的第一次认知。学会区分红色、粉色、绿色、黄色等等可能看起来不是什么大不了的事儿，但是早期使用蜡笔或者水彩笔涂色的儿童会更容易理解各种颜色。

3. 建立运动技能——无论何时儿童在做和颜色相关的事，如搭积木、画画等时，他们都觉得是在玩乐。而事实上他们是在一个非常基础和简单的水平上发展一项运动技能，并在以后的生活中会继续发展下去。这些活动需要臂部肌肉和双手共同工作才能操纵物体来完成手工任务。

因此，尽可能多的为学生们寻找机会来为各种图画和物体涂色！

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

让学生举起制作的红绿灯和汽车模型。给自己制作的汽车涂红色的学生可以首先离开教室。然后其他学生按照汽车颜色依次离开教室：蓝，绿，粉，白，黑，紫、黄等。

课外活动

学生要用课上制作的汽车模型和红绿灯和家人练习新学的词汇。

Lesson 22 Can You See the Bus?

Lesson 22 Can You See the Bus?

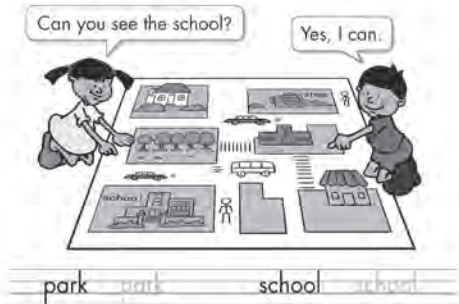
1 Listen and say!



56

2 Let's do it!

Look and talk.



3 Let's sing!

What's on the street?
What's on the street?
Cars, buses and
Bikes are on the street.



57

TEACHING GOALS

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

Can you see the bus?

Yes, I can.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 22
- A large map of the town
- A paper bus or toy bus

第22课 能看到公共汽车吗?



MY TEACHING NOTES

教学目标

学生能够认读、理解和运用下列词用语:

Can you see the bus?

Yes, I can.

教学准备

- 第 22 课录音带或教学光盘
- 一张城镇地图
- 一个纸制公共汽车或玩具公共汽车

Teaching Tip



Presenting important information first

Be sure to present the key information before starting to teach a new concept. Use pictures and flash cards. Also, move around and use broad demonstrative gestures to get your point across.

CLASS OPENING

Greeting and Review

Greet the students: **Good morning! Classity Class!** (Clap)

The student should say: **Good morning! Yessity Yes!**

Take another few minutes to ask the students if they practiced their expressions from the last lesson with their parents.

Lesson Hook

Teacher: In this lesson, you will learn how to get to the park. We will also make a map of our town showing the route to get to the park! Won't that be fun?

NEW CONCEPTS

1. Listen and say!

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

Can you see the bus?

Yes, I can. Let's take the bus to the park.

No, let's walk to the park.

Teacher: Turn to page 56. Let's talk about this picture. What do you see here? Do you see any familiar buildings? Turn to your shoulder partner and talk about the picture. When I clap my hands and say SHARE, begin to talk with your neighbour.

•DEMONSTRATE•

Write the words and expressions on the board.

Play the audiotape for this part as the students follow along in their Student Books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

Now, read the new words and expressions slowly from the board. Ask the students to repeat each word or phrase after you.

2. Let's do it!

Look and Talk

Teacher: Today we are going to build a class map of our community.

教学提示



首先呈现重要信息

开始教授新概念之前，一定要先呈现关键信息。可以采用图片和词汇卡片。同时要在教室走动，用夸张的手势来做表达自己的意图。

开始上课

问候和复习

问候学生：Good morning. Classity Class! (拍手)

学生应该回应：Good morning! Yessity Yes!

再抽几分钟时间问学生是否和家人练习上节课所学的句型了。

课文导入

教师：这节课，大家要学习如何去公园。我们还要做一张城镇地图，说明到公园的路线！有趣吗？

新概念

1. Listen and say!

教师：以下是今天要学习的词汇和句型：

Can you see the bus?

Yes, I can. Let's take the bus to the park.

No, let's walk to the park.

教师：翻到 56 页。我们谈谈这个图片。能看到什么？看到一些熟悉的建筑了吗？和左右的伙伴谈一下这个图片。教师拍手说 SHARE 就可以开始和伙伴谈了。

● 演示 ●

把词汇和句型写在黑板上。

播放这部分的录音，让学生看书跟读。播放两三遍录音。仔细听每位学生的发音，需要时提供帮助。

现在，逐词慢慢朗读黑板上的词汇和句型。让学生逐词跟读。

2. Let's do it!

看看说说

老师：今天我们要做一个班级交通图。

Teaching Tip



Class Mapping

Making a class map can be fun for everyone. Get a long roll of paper. Run it along the floor down the hallway. (Make sure to tell your principal what you are doing in advance!) Line all of the students up on both sides of the paper with their crayons. Take a marker and ask the student to tell you where to draw the roads on the map that will take the students from their neighbourhood to the various parks that are close to their home. Draw the road/s with a marker. Then have the students on both sides of the road/s fill in the rest of the map from their memory with all of the buildings and landmarks along the road/s. They can also draw their own homes/apartments. They should colour their area of the map, adding trees along the streets where there are trees.

Make sure to put the school on the map. Students will begin at the school to find their way to the park.

Once the students have completed the map, they can share what they have drawn with the rest of the class. They can also show each other where they live on the map.

The teacher will already have made a paper bus or brought a toy bus to school. Ask one of the students to use the bus to drive on the roads from the school to one of the parks. The other students can help give directions.

If there is more than one park in the town, another student can drive the bus to the other park.

When the students have completed working with the class map, have them write the words **park** and **school** two more times in the spaces provided.

3. Let's sing!

Song: What's on the street?

Teacher: Look at page 57. Today we are going to learn a new song!

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

Now let the students listen to the whole song on the audiotape.

Write the words to the song on the blackboard.

What's on the street?

What's on the street?

Cars, buses and

Bikes are on the street.

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

Without the audiotape, touch each word and say it.

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

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

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

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

教学提示



班级地图

制作班级地图对每个人来说都非常有趣。准备一长卷纸，铺在走廊地板上。
(记着提前解释要做的活动规则!) 让学生拿着蜡笔排列在纸的两侧。拿起水彩笔让学生说出在哪里画上从他们家中到附近的各个公园的道路。用水彩笔画出道路。然后让学生按照记忆在道路两侧填上相应的建筑和标志，也可以画上他们自己的家。学生要给自己那部分地图涂色，路边有树的地方加上树。
一定要画上学校。学生要从学校开始找去公园的路。

完成地图后，让学生和全班其他学生分享他们的成果。也可以在地图上互相说明自己的住所。

教师要准备好纸制的公共汽车或将玩具公共汽车带到学校。让一位学生用此来演示从学校到一个公园的路。其他学生可以帮忙指路。

如果城镇中有不止一处公园，可以另找一位学生演示到其他公园的路。

完成班级地图活动后，让学生在横线上书写 park, school 各两遍。

3. Let's sing!

歌曲：What's on the street?

教师：看 57 页。今天我们要学习一首新歌！

教师朗读歌词时，让学生看书跟读。再朗读一遍，让学生逐行跟读。

现在，播放录音，让学生听整首歌曲。

把歌词写在黑板上。

What's on the street?

What's on the street?

Cars, buses and

Bikes are on the street.

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并朗读。

再次指着歌词朗读，同时让学生逐词跟读。

重复一遍，每次一行。教师读一行，学生重复一行。

重复以上程序，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同时让学生跟唱。

ACTIVITY BOOK

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

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

CLASS CLOSING

As the students leave class, the teacher can say: **Goodbye Class!**

Students can respond with: **Goodbye teacher!**

They can also sing the new song as they head out the door.

After-Class Activities

When they go home that night, students should sing the song **What's on the street?** to their family.

Students can also draw their own map of how to get to the park to share during the 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

教师说：Goodbye Class! 让学生准备离开教室。

学生要回答：Goodbye teacher!

也可以在离开时唱新学的歌曲。

课外活动

学生晚上回家后，要给家人唱 What's on the street?

学生也可以画自己如何到公园的地图，下节英语课和大家分享。

Lesson 23 Sunday is Fun!

Lesson 23 Sunday Is Fun!

1 Listen and say!



We play in the park. Sunday is fun!

58

2 Let's do it!

Listen and circle.



run jump dance

3 Let's sing!

What do you like to do?
What do you like to do?
Sing, talk,
And go for a walk.

What do you like to do?
What do you like to do?
Run, jump,
And fly a kite.



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TEACHING GOALS

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

What do you like to do?

I like to run.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 23
- Pictures and flashcards for the new vocabulary

第23课 周日很有趣!



MY TEACHING NOTES

教学目标

学生能够认读、理解和运用下列用语:

What do you like to do?

I like to run.

教学准备

- 第 23 课录音带或教学光盘
- 新词汇的词汇卡片和图片

Teaching Tip



Guiding your students

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

CLASS OPENING

Greeting and Review

Greet the students. Ask a volunteer to greet the class, and see how the students respond. Ask two or three students to do this. Encourage each one to greet the class in a different way.

Let's all sing **What's on the street?** from last class!

Lesson Hook

Tell the students to open their books to Lesson 23.

Teacher: In this lesson, you will learn about things you can do at the park! Let's get started!

NEW CONCEPTS

1. Listen and say!

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

We're in the park.

I like to jump.

What do you like to do?

I like to run.

I like to dance.

We play in the park.

Sunday is fun!

Write these expressions on the board.

Say each of the expressions word by word slowly. Point to each word as you say it.

Do this again. Have the students repeat each word after you.

Do it again another time. This time tell the students not to repeat the expressions until after you have completed each one.

You can explain these concepts in Chinese if the students are having difficulty understanding. Make sure that the students can understand and say the sentences.

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student pronounce the words and helping as needed.

•DEMONSTRATE•

Introduce the new dialogue with a student:

教学提示



引导学生

始终要引导和帮助学生。要注意到每位学生。在教室中走动，确保关注学生的学习。原则是引导他们自主学习。必要时积极地，并毫不犹豫地纠正学生的错误。

开始上课

问候和复习

问候学生。让一位自告奋勇的学生问候大家，看大家如何回应。让两三位学生问候。鼓励他们用不同的方式来问候全班。

让大家唱上节课的歌曲 What's on the street?

课文导入

让学生打开教科书 23 课。

教师：这节课，大家要学习一些在公园做的事情！我们开始吧！

新概念

1. Listen and say!

教师：以下是今天要学习的词汇和句型：

We're in the park.

I like to jump.

What do you like to do?

I like to run.

I like to dance.

We play in the park.

Sunday is fun!

把这些句型写在黑板上。

逐词慢慢朗读这些句子，同时逐词指着黑板上的句子。

再朗读一遍，让学生逐词跟读。

再逐行朗读一遍，这次让学生等教师读完一句后再逐行跟读。

学生理解有困难时，可以用汉语解释这些词汇。确保他们能正确理解和朗读这些句子。

播放这部分的录音，让学生看书跟读。播放两三遍录音。仔细听每位学生的发音，需要时提供帮助。

● 演示 ●

和一位学生演示新学对话：

Teacher: **What do you like to do?**

Student: **I like to jump/run/dance.**

●**PRACTICE**●

Moving Right

Ask the students to line up in two rows facing each other.

The students in the left row are Student 1. The students in the right row are Student 2.

Student 1: **What do you like to do?**

Student 2: **I like to run/jump/dance.**

Student 1: **We play in the park.**

Student 2: **Sunday is fun!**

Move one space to the right and practice the dialogue again. Do this at least six times.

2. Let's do it!

Listen to the teacher/audiotape and circle the correct picture. Check as a class.

Then complete the printing of **run** and **dance** on the lines provided.

The audiotape says:

Listen and circle.

I like to dance.

I like to sing.

I like to ride a bike.

I like to read.

Teaching Tip



Checking your work

Don't forget to have students check their work as a class as they go along in their Student and Activity Books. This way students know what they have done right and what mistakes they may have made right away so they can correct them.

3. Let's sing!

Song: What do you like to do?

Tell the students to turn to page 59. As you read out the words to the song, ask the students to follow along in their books.

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

Write the words to the song on the blackboard.

What do you like to do?

What do you like to do?

Sing, talk,

And go for a walk.

教师: What do you like to do?

学生: I like to jump/run/dance.

• 练习 •

向右移游戏

让学生面对面站为两排。

站在左排的是学生甲, 站在右排的是学生乙。

学生甲: What do you like to do?

学生乙: I like to run/jump/dance.

学生甲: We play in the park.

学生乙: Sunday is fun!

向右移动一个位置重新练习对话。最少练习六次。

2. Let's do it!

仔细听教师或录音, 按照要求圈出正确的图片。和全班核对答案。

然后再在下面的横线上书写 run 和 dance。

录音内容为:

Listen and circle.

I like to dance.

I like to sing.

I like to ride a bike.

I like to read.

教学提示



核对答案

学生在做教科书和活动手册的练习时, 不要忘了要和全班一起核对答案。这样学生会马上知道哪些他们做对了, 哪些做错了, 也好改正错误。

3. Let's sing!

歌曲: What do you like to do?

让学生打开 59 页。教师朗读歌词时, 让学生看书跟读。

首先播放录音, 让学生听整首歌曲。

把歌词写在黑板上。

What do you like to do?

What do you like to do?

Sing, talk,

And go for a walk.

What do you like to do?
What do you like to do?
Run, jump,
And fly a kite.

Play the audiotape again and point to each word on the blackboard as the song is played. Without the audiotape, touch each word and say it. Have the students repeat the words as you touch them again. Do this again, but one line at a time. You say a line and the students repeat the line. Then do this again with each verse. You say a verse and the students repeat the verse. Play the audiotape again and point to each word on the blackboard as the students sing along with the audiotape. Tell the students they are going to sing the song again. This time they will do it differently. Tell the students that this time the girls will whisper the first verse of the song. The boys will whisper the second verse! Tell the students that the next time, the boys will whisper the first verse and march to the rhythm of the song. The girls will sing very loudly and sway back and forth while they sing the first verse of the song.

Teaching Tip



Students like change!

By changing the tone of the voices and adding some interesting actions to the song, the children can do it over and over again without getting bored. Ask the students to come up with different ways to change the song themselves and then try some of their ideas. Watch them come alive when you use their suggestions!

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

Before the students get ready to leave, ask them to think about the thing that they most like to do at the park and then share it with a partner. Clap your hands and say SHARE. Talk for one minute.

After-Class Activities

When they go home that night, students should sing the new song on the way home.

What do you like to do?
What do you like to do?
Run, jump,
And fly a kite.

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并朗读。

再次指着歌词同时让学生跟读。

重复一遍，每次一行。教师读一行，学生重复一行。

重复以上程序，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同时让学生跟唱。

告诉学生他们要再次唱一遍歌曲。但是这次的唱法不同。

告诉学生这次女孩要低声唱第一节。男孩低声唱第二节。

告诉学生下一次男孩要跟着节拍低声唱第一节。女孩要大声唱第一节并前后摆动。

教学提示



学生喜欢改变！

改变歌曲的声调或加上一些有趣的动作，孩子们就会一遍遍地练习而不觉得枯燥！让学生自己想出不同的方式演绎歌曲，然后再试试他们的一些方式！采用他们的方式时，你会发现他们变得很活泼！

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

学生准备离开前，让他们想想在公园最喜欢做什么，然后和伙伴分享。拍手并说
SHARE，开始讨论一分钟。

课外活动

学生晚上回家后的路上要唱新学的歌曲。

Lesson 24 In the Park

Lesson 24 In the Park

1 Listen and say!



2 Story: Can You Fly?



60



3 Let's do it!

Read and colour.

can can't

swing fly read



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TEACHING GOALS

Students will be familiar with the following expressions:

I'm tired.

Let's read a story.

I can try.

Be careful!

Don't worry.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 24
- Pictures and flashcards for the new vocabulary
- Teacher puppet for Mr. Monkey and Little Bird
- Paper and sticks for the students to make stick puppets for Mr. Monkey and Little Bird

第24课 在公园里



MY TEACHING NOTES

教学目标

学生能够熟悉下列用语:

I'm tired.

Let's read a story.

I can try.

Be careful!

Don't worry.

教学准备

- 第 24 课录音带或教学光盘
- 新词汇的图片和词汇卡片
- 猴子和小鸟的教师手偶
- 制作猴子和小鸟撑杆纸偶的纸和小棍

Teaching Tip



The Value of Stories

There are many reasons to tell stories to all children, not just those who are ESL. Here are eight reasons:

1. Audience Awareness – Students learn to become good listeners.
2. Awareness of verb tense – Students better understand past vs. present and future tenses.
3. Awareness of organizational structure – Students better understand introduction, body and closing, rising action, characterization and other elements of a story.
4. Awareness of transitions – Students can hear the various transitions occurring in the story – between characters, between settings etc.
5. The importance of word choice – Students learn new vocabulary incidentally rather than purposefully, as better word choices enhance the story-telling.
6. Predicting Outcomes – Students can predict the outcome of the story.
7. Learning about Closure – Students understand about story sequence and closure.
8. Message in the story is shared.

CLASS OPENING

Greeting and Review

Greet the students. Say: **Welcome back class! How are you today?**

Students should respond with: **We are fine, teacher.**

Spend a few minutes going over the expressions learned in the last lesson.

Practice attaching the new verbs to actions by playing **Simon says**. Here are a few directions that you can give that attach verbs to actions:

Simon says sing!

Simon says walk!

Simon says talk!

Simon says jump!

Simon says dance!

Lesson Hook

Tell the students to open their books to Lesson 24.

Ask the students to look at Part 1 and guess what Danny, Li Ming and Jenny are doing on this page. Allow several guesses. Then ask the students to vote for the guess they think is correct.

Find out how many children vote for the different guesses.

Teacher: In this lesson, we are going to listen to the story that Li Ming is reading to Danny and Jenny in the park. Are you ready?

教学提示



故事的价值

给孩子们讲故事有许多理由，并不只是讲给那些学英语的孩子。以下列举八个理由：

1. 听众意识——学生会学习成为好的听众。
2. 理解动词时态——更好地理解动词的过去时态、现在时态和将来时态。
3. 理解组织结构——学生更好地理解故事的介绍、主体和收尾、高潮、人物特性和其他组成元素。
4. 理解风格——学生可以听到故事中的各种风格——人物之间、场景之间等。
5. 选词的重要性——学生无意识地而不是刻意地学习新词汇效果更好。较好的词汇选择会提高讲故事的水平。
6. 预测结果——学生可以预测故事的结果。
7. 学习收尾——学生理解故事的进展和结尾。
8. 故事的信息得到了共享。

开始上课

问候和复习

问候学生。说：Welcome back class! How are you today?

学生应该回答：We are fine, teacher.

抽出几分钟时间复习上节课学过的句型。

做 Simon says 游戏，练习采用新动词和动作。以下为一些可在活动中使用的指令：

Simon says sing!

Simon says walk!

Simon says talk!

Simon says jump!

Simon says dance!

课文导入

让学生翻到教科书 24 课。

让学生看第一部分，猜测这页上 Danny，李明和 Jenny 在互相说什么。让他们多猜几次。然后让他们讨论哪种猜测是正确的。

统计出有多少人同意不同的猜测。

教师：这节课，我们要学习李明在公园读给 Danny 和 Jenny 的故事。准备好了吗？

NEW CONCEPTS.....

1. Listen and say!

Teacher: In the conversation between Danny, Li Ming and Jenny, the characters are saying the following dialogue:

I'm tired.

Let's read a story.

Repeat each line after me. Very good!

Now let's read the story together.

2. Story: Can You Fly?

Picture 1

Play the audiotape as the students follow along in their Student Books for picture 1.

Write the sentences on the board and read them one by one to the students. Have the students repeat the sentences after you:

Little bird: **Good morning, Mr. Monkey.**

Mr. Monkey: **Good morning, little bird. Let's play. Can you swing?**

Little bird: **No, I can't. But I can fly. Can you?**

Mr. Monkey: **No, I can't. I can try.**

Pictures 2 and 3

For pictures 2 and 3, play the audiotape as the students follow along in their Student Books.

Write the sentences on the board and read them one by one to the students. Have the students repeat the sentences after you:

Little bird: **Be careful!**

Mr. Monkey: **Ouch!**

Little bird: **Oh no! Are you okay? Can you walk?**

Mr. Monkey: **No, I can't walk.**

Little bird: **Don't worry. I can help you.**

Picture 4

For pictures 4, play the audiotape as the students follow along in their Student Books.

Write the sentences on the board and read them one by one to the students. Have the students repeat the sentences after you:

Little bird: **Can you swing now?**

Mr. Monkey: **No, I can't. But I can sit and read.**

Little bird: **Okay! Let's read together.**

Now play the whole story again, listening to each student pronounce the words and helping as needed.

•DEMONSTRATE•

Read the story through yourself, changing your choice for the two characters to add expression.

Read it again, assigning the reading parts to a boy and a girl for Mr. Monkey (boy) and Little Bird (girl). You can do this two or three times.

1. Listen and say!

教师: Danny, 李明和 Jenny 在交谈, 他们有以下对话:

I'm tired.

Let's read a story.

跟教师朗读。非常好!

现在我们一起读故事。

2. Story: Can You Fly?

图 1

播放教科书图 1 内容, 让学生跟读。

把句子写在黑板上, 给学生逐句朗读。让学生跟读。

小鸟: Good morning, Mr. Monkey.

猴子先生: Good morning, little bird. Let's play. Can you swing?

小鸟: No, I can't. But I can fly. Can you?

猴子先生: No, I can't. I can try.

图 2、3

播放教科书图 2、3 内容, 让学生跟读。

把句子写在黑板上, 给学生逐句朗读。让学生跟读。

小鸟: Be careful!

猴子先生: Ouch!

小鸟: Oh no! Are you okay? Can you walk?

猴子先生: No, I can't walk.

小鸟: Don't worry. I can help you.

图 4

播放教科书图 4 内容, 让学生跟读。

把句子写在黑板上, 给学生逐句朗读。让学生跟读。

小鸟: Can you swing now?

猴子先生: No, I can't. But I can sit and read.

小鸟: Okay! Let's read together.

再次播放整个故事。仔细听每位学生跟读的发音。需要时提供帮助。

● 演示 ●

教师朗读整个故事, 读到不同的角色时改变声音以增加感情色彩。

再次朗读, 指定一位男生读 Mr. Monkey, 一位女生读 Little Bird。可以重复读两三次。

●PRACTICE●

Making a Stick Puppet

Ask the students to work in pairs. One student can make a stick puppet of Mr. Monkey and the other can make a stick puppet of Little Bird.

Teaching tip



Making a stick puppet

1. Use construction paper to cut out the puppet face, ears, arms, legs, wings, tail, etc.
2. Colour the puppet pieces.
3. Glue the pieces on to heavy cardboard. This will help them last longer.
4. Shape and curl the paper or use yarn, string, raffia for some of the features.
5. Glue or tape the wooden stick to your puppet pieces.
6. Make the puppets move backwards and forwards while they speak.

If you have time, each student can make both puppets to take home so they can retell the story to their family using their stick puppets.

Reading with Puppet

Have the students read the story together in pairs using their puppets to help them to tell the story.

One student can play the part of Mr. Monkey, the other can play the part of Little Bird.

Reverse the roles and read the story again.

3. Let's do it!

Tell the students to look at Part 3. Students should colour the circles underneath the three verbs and beside each of the two characters (Mr. Monkey and Little Bird) according to whether the character can do the action. Draw the graph on the board and fill it in as a class when all of the students are done. This will help students check their work.

ACTIVITY BOOK

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

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

CLASS CLOSING

Ask the students to whisper their favourite part of the story to the teacher as they are leaving the room.

● 练习 ●

制作撑杆纸偶

让学生结为两人小组。一位学生制作猴子的撑杆纸偶，另一位学生制作小鸟的撑杆纸偶。

教学提示



制作撑杆纸偶

1. 用手工纸剪出撑杆纸偶的面部、耳朵、手臂、腿、翅膀、尾巴等。
2. 给各个部位涂色。
3. 把各个部位粘在厚卡纸上。这将使它们更耐用。
4. 把纸折叠或用纱、线、纤维制作木偶的一些特征。
5. 用胶水或胶带把木棍和各个部位粘在一起。
6. 用撑杆纸偶说话时将它们前后移动。

如果时间充裕，每位学生可以制作两个撑杆纸偶。这样他们回家后就可以用撑杆纸偶来给家人复述故事了。

用撑杆纸偶复述故事

让学生两人一组，用撑杆纸偶一起读故事。

一位学生扮演 Mr. Monkey，另一位学生扮演 Little Bird。

变换角色重新读故事。

3. Let's do it!

让学生看第三部分。根据两位主角 (Mr. Monkey 和 Little Bird) 是否可以做这个动作，将他们旁边的三个动词下面的圈涂上相应的颜色。学生完成后全班一起将图形画在黑板上并填写。这将帮助学生检查他们的活动。

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

让学生离开教室时低声告诉教师他们最喜欢的故事情节。

After-Class Activities

Have the students retell the story to their parents at home that night.

Teaching Tip



Retelling a story

Retelling a story is an active procedure that may help student in comprehension, concept of story structure and oral language. Retelling also helps children play an active role in reconstructing a story for an audience. This provides for interaction between the child and the person listening.

课外活动

让学生晚上回家后给家人复述学过的故事。

教学提示



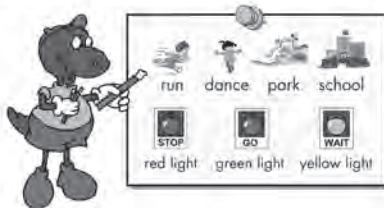
复述故事

复述故事是一个帮助学生理解故事，掌握故事的概念、结构和口语的积极的过程。复述也可以帮助他们在给观众重述故事时积极地发挥作用。这给学生和听众提供了互动的机会。

UNIT 4 Review

Unit 4 Review

1 I can read



2 I can listen and say

- ☐ Can I go to play with Danny?
- ☐ Have fun!
- ☐ These are traffic lights.
- ☐ It's a green light. Let's go!
- ☐ Don't play on the street.
- ☐ Can you see the bus? Yes, I can.
- ☐ What do you like to do? I like to run.



62

3 I can listen and circle



4 I can look and tick



63

5 I can read and match



ALL DONE!

64

CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their very best!

Take a few minutes to check to see how much the students have learned over the past six lessons. Use the flash cards to review the words and structures from this unit with the following questions:

• How do you get to the park — walk or take the bus?

• What do you like to do at the park — run, jump, dance, fly a kite, read a book?

• Did you like Mr. Monkey or Little Bird best? Did you retell the story to your family?

第4单元 复习



MY TEACHING NOTES

开始上课

问候

问候学生。告诉他们今天是复习的时间，他们一定要竭尽全力。

先抽出几分钟时间检查学生前六课都学习了多少。利用词汇卡片复习本单元所学的词汇和句型，可以提问以下问题：

- How do you get to the park — walk or take the bus?
- What do you like to do at the park — run, jump, dance, fly a kite, read a book?
- Did you like Mr. Monkey or Little Bird best? Did you retell the story to your family?

Have the students open their books to page 62 and lead them through the review.

REVIEW

1. I can read

Tell the students to look at the poster that Danny is pointing to. There are seven pictures. Tell the students to look at the top row. Ask the students if they know these words. Tell them to look at the pictures for clues.

Tell the students to look at the bottom rows. Again, the students can look at the pictures for clues to what the words are.

Tell the class to give one big clap to each student who gets an answer correct.

Teaching Tip



Getting the wrong answer

If a student gets an answer wrong, try to scaffold the student to saying the correct answer by giving him or her clues in Chinese. If he/she still cannot say the correct answer, tell the student he/she can ask a friend for help. It is better to ensure that a student works towards the correct answer than simply turning away from the student and asking another student for the answer. If you can help a student say the correct answer, he/she will not be so reluctant to try another response the next time you ask him/her.

2. I can listen and say

Using your checklist, ask various students to say one of the lines in Part 2. Record if the student is able to say the line or not. Do this with all of the students quickly.

3. I can listen and circle

Tell the students to look at the pictures in Part 3. Tell the students to listen to the descriptions of each picture and circle the picture that goes with each description. Check as a class.

The audiotape says:

1. I like to run.
2. We like to sing.
3. They like to play.
4. I like to ride a bike.

4. I can look and tick

Explain how to do the exercise on page 63. Tell the students to look at the three pictures then read the two sentences on the right of the page that goes with each picture. Students should check the correct sentence that goes with the picture. Check as a class.

让他们翻到教科书 62 页，引导他们复习。

复习

1. I can read

让学生看 Danny 指着的张贴画。共有七幅图片。让他们先看最上面的一行，问他们是否知道这些词汇。告诉他们可以看图片找线索。

让学生再看下面的一行。告诉他们可以看图片找线索回忆这些词汇。

学生给出正确的答案后，让全班为其热烈鼓掌。

教学提示



错误答案

如果学生的答案不对，用汉语给予提示帮助学生说出正确的答案。如果学生仍然说不出正确的答案，可以让这位学生请求其他学生帮助！最好让学生自己得出正确答案，这比简单地转而问另一位学生要好。如果教师帮助学生得出正确的答案，下一次再被提问时，这位学生不会不情愿再试着回答。

2. I can listen and say

采用备忘录，让不同的学生分别朗读第二部分中的一句。记录他们是否能读出来。快速让所有学生朗读。

3. I can listen and circle

让学生看第三部分的图片。让他们听关于图片的描述，并圈出相应的图片。和全班核对答案。

录音内容为：

1. I like to run.
2. We like to sing.
3. They like to play.
4. I like to ride a bike.

4. I can look and tick

解释如何做 63 页的活动。让学生看这三幅图片，然后读每幅图旁边的两个句子。他们要选出正确与图片匹配的句子。和全班核对答案。

5. I can read and match

Tell the students to look at the pictures on page 64. They should read the sentences in the center of the page and match one sentence to each picture by drawing a line between them. Ask the students if they understand the directions. 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.

CLASS CLOSING

Congratulate the students for their hard work and for having completed the book.

Ask the class to say one sentence or expressions from the book without opening their books. Encourage the students to say something different from other students before them. Tell the students to give themselves five claps for a job well done! Then wave and say **Goodbye!**

5. I can read and match

让学生看 64 页的图片。他们要读中间的句子，然后和相应的图片连线匹配。问他们是否理解说明。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。

结束课堂教学

祝贺学生努力完成了本册教材。

让学生每人说一个书中的句子或句型。鼓励他们说出和其他学生不同的句子。让他们为自己的努力鼓掌五次！然后挥手说 Goodbye!