

义务教育教科书·英语
教师用书

LEARNING
ENGLISH

义务教育教科书·英语



教师用书 Teacher's Guide

(一年级起点)

五年级下册

It's fun! It's easy!



定价: 31.50 元 (含光盘)

河北教育出版社

河北教育出版社

LEARNING

义务教育教科书·英语

ENGLISH

教师用书 Teacher's Guide

(一年级起点)

五年级下册

[中 国] 河 北 教 育 出 版 社
[加 拿 大] DC 加 拿 大 国 际 交 流 中 心 合 作 编 写



河北教育出版社

出版者的话

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

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

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

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

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

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

CONTENTS

HOW TO USE THIS TEACHER'S GUIDE	2
PHILOSOPHY OF THE <i>LEARNING ENGLISH</i> PROGRAM	6
YOUR ENGLISH CLASSROOM	18
Unit 1 Li Ming Goes to Canada	22
Unit 2 School in Canada	57
Unit 3 We Love Sports	87
Unit 4 Good Habits	116
TEACHING TECHNIQUES	148
PUPPETS, POSTERS AND MORE	160
GAMES	164
VOCABULARY	180
STRUCTURES AND EXPRESSIONS.....	183

HOW TO USE THIS TEACHER'S GUIDE

The Guide and Its Companions.....

This guide covers the second semester of the Grade 5 level of the *Learning English* program.

You should also have:

- A set of large vocabulary cards.
- An audiotape or a multimedia CD that covers the oral part of each lesson.

Each student should have the companion:

- Student book.
- Activity book.
- A set of small vocabulary cards.

Where to Start.....

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

Next, read “Ways to Introduce Vocabulary” in the “Teaching Techniques” section at the back of the guide. This section offers ideas about teaching the *Learning English* program and covers information frequently referred to in the lessons. You will want to consult this and other sections in the back of the guide as you work through the lessons. If you read this section first your lesson preparation will go more smoothly.

Work through Each Lesson.....

This guide covers twenty-four new lessons and four review lessons in 4 units (six lessons

如何使用 《教师用书》

《教师用书》及配套教材

本《教师用书》供义务教育小学五年级第二学期使用。

教师另需具备：

- 一套词汇大卡片。
- 录音带或教学光盘，每课的口语部分均已录入其中。

学生应备有：

- 《教科书》
- 《活动手册》
- 一套单词小卡片。

从何处着手

首先阅读“《学英语》编写指导思想”和“英语课堂”两部分。这两部分介绍了本教材的编写指导原则，以及教师怎样在课堂上最有效地发挥作用。

接下来，阅读《教师用书》中“教学技巧”章节的“词汇教学”部分。“教学技巧”提供了教学思路以及各课频频涉及的教学环节。备课过程中，需要查阅书末不同章节。先读该章节，会帮助教师更顺利地备课。

课文

本《教师用书》根据《教科书》编排，分4单元，共24课新授课和4课复习课。

with a review lesson per unit). The last lesson of each unit is a review.

Each lesson has the same format.

- TEACHING GOALS
- TEACHING PREPARATION
- CLASS OPENING
- NEW CONCEPTS
- ACTIVITY BOOK
- CLASS CLOSING

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

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

You can also substitute and adapt activities to meet the needs of your students. For example, if your class needs more practice saying particular words or phrases, cut a creative activity from your lesson to make room for more drill. Remember, however, that too much drilling for perfect pronunciation and comprehension can get in the way of language development. More and more teachers are discarding mechanical drill (repetition) for meaningful drill, such as picture prompts, word substitution and free substitution (where the students make up their own sentences).

Refer to the Back of the Guide.....

The lessons refer to how-to information in the back of the guide about:

- Teaching techniques for introducing, practicing and reviewing vocabulary that you can adapt to your lessons.
- Teaching techniques for helping with pronunciation.
- How to make resources for your classroom, such as posters, puppets and displays.
- How to play key language-learning games and supplemental games.

The back of the guide contains a section on games for quick reference. It also includes the vocabulary, the structures and expressions of this level.

Adapt It!.....

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

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

（每单元 6 个新授课和 1 个复习课）。每单元最后一课是复习课。

每课均遵循以下体例：

- 教学目标
- 教学准备
- 开始上课
- 新概念
- 活动手册
- 结束课堂教学

各课中有意设计了较多的活动形式供教师选用。备课时，标出在课上时间不够用的情况下准备删去的活动。

即使时间确实不够用，也要进行“结束课堂教学”部分，保证每堂课总是始于新课的开始。

有些活动，教师不妨作些替换和调整，以符合学生的需要。例如，如果班里的学生需要更多地练习某些单词或短语，可去掉某项创造性活动，留出更多的时间进行操练。不过，不要为追求发音和理解上的完美而过多地操练，否则，可能会阻碍学生的语言发展。如今，越来越多的教师摒弃机械式操练（重复），转而采用有意义的操练形式，如图片提示、单词替换、自由替换（学生造句）等。

参考《教师用书》书末有关章节

教学一般都要用到《教师用书》书末所附的教学方法：

- 介绍、练习、复习词汇的教学技巧。教师可以根据具体教学适当选用这些技巧，以符合具体教学的需要。
- 批阅《活动手册》的方法。
- 制作诸如张贴画、手偶、展品等课堂所需教具的方法。
- 开展关键的语言学习游戏和辅助性游戏活动的方法。

书末附游戏章节供快速查找。书末还包含了本册教科书中出现的词汇、短语和习惯表达。

作适当调整

本《教师用书》是为新上岗的教师设计的。书中介绍了各种各样的语言学习方法。假如你是位有经验的英语教师，不妨采纳你所熟知的其他方法。

本书仅提供一些教学建议而已。教师既可以一步一步地跟着它进行教学活动，也可以创造自己的教学步骤。总之，依据自己的教学经验、学生的具体情况和手头可用的资源，对各课的教学加以调整和取舍。

PHILOSOPHY OF THE LEARNING ENGLISH PROGRAM

The *Learning English* program aims to help Chinese students learn to speak conversational English and to help Chinese teachers improve their own English and English-teaching skills. The complete program covers twelve grade levels: grade one to grade twelve.

The program stresses **communication and conversation**. It focuses on talk (listening and speaking). It gives the students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher, and student-to-class. The students often role-play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that the students can function in a variety of situations.

The program is **holistic and integrative**. At beginning levels, it stresses listening and speaking, but it also integrates reading and writing. It creates a balance among all language skills, which is key to language instruction and crucial to language development. Language development occurs in step with changes and growth in consciousness. The four language skills (reading, writing, speaking and listening) naturally reinforce each other in a child's language development. Children need to learn English the way they learned their own language: through listening to people around them speak words and phrases. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and also to play, experiment and use their imaginations.

The program models the **process** of children's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the program first exposes the children to new words and then lets them encounter and use these words again and again in different contexts throughout the class year.

《学英语》 编写指导思想

本套教材旨在帮助中国学生学说英语，并帮助中国英语教师提高自身的英语水平和教学能力。全套教材供小学一年级至高中三年级十二个年级使用。

本套教材强调交际和会话，重点在交谈（听和说）。教材为学生提供了大量的在各种不同交际情景中用英语进行交谈的机会：学生与学生、学生与小组、学生与教师及学生与全班等。学生能经常进行角色表演并自编对话。这些交谈有利于培养学生交流真情实感的能力，促进语言的灵活运用，使其在各种情景中都能自如地使用英语。

本套教材讲究系统性。在起始年级，既强调听与说，又兼顾读与写，从而达到各项语言技能之间的平衡。而这一点对于语言的教与学至关重要。学生语言能力的提高是随着学生感知能力的增强而同步发展的。语言的四项技能（听、说、读、写）在儿童的成长过程中自然地相互促进，相得益彰。儿童需要用习得母语的方法来学习英语：通过听周围的人讲出的词语去学习。上英语课时，孩子们需要大量机会，于各种不同的情景之中，探索、建构、表达意义；去理清、反思各自的思想、感情和经历；去发挥、试验、运用各自的想像力。

本套教材模仿儿童的语言发展过程。掌握新词是儿童建构意义的一种发展途径，这需要时间。语言习得的方式和速度，往往因人而异。好的教师一般都力求使其课堂活动适合不同学生的需要。一个单元学完，并非全班人人都能达到同等的流利程度。因此，本套教材先让孩子们接触新单词，然后，在整个学年里，让他们在不同的情景之中，反反复复地见到并运用这些单词。

The program stresses **active student-centred experiences**. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop.

The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom but on what the students do within it.

The program stresses **meaningful learning situations**. The program engages the students in situations where they need English to cope with authentic English-speaking contexts: to make a request, to express a feeling, to accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

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

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

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

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

本套教材强调主动性的、以学生为中心的语言活动。频繁地让学生参与一对一和小组活动，并要求他们自编英语对话。教材提供了大量的游戏、歌曲及角色表演等，供学生用英语交流。教材强调学生的参与和能激发学生用英语作出个人评论性反应的活动。学生实实在在地用英语讲得越多，其语言能力提升也越快。

教师如能激励学生最大限度地用英语交谈，便达到了教材理想的指导效果。教师应指导、组织活动，表演、示范对话，必要时纠正学生的错误。然而，本套教材重点不在于教师在教室前面做什么，而在于学生在教室里做什么。

本套教材强调有意义的学习情景。教材把学生置于特定的情景中，使其必须用英语应付真实的语境：提出请求、表达情感、做成一件事、查找重要信息、完成一项任务等等。学生处在真实的环境中，学英语的劲头也就越大，而且学到的是自然的句型句式，而不是矫揉造作的课堂对话。

本教材强调思维是交际的重要组成部分。一个人要交流，必须有话可讲。本教材常常由教师设计让学生形成自己观点的课堂教学：思考并与他人交流彼此的经历；评价他人的思想和经历；运用语言来想像并形成新的观点。

本套教材强调沉浸式训练。每一课均让学生接触大量的英语，但并不都要求学生完全掌握或者理解。教师必须尽可能地使学生处于英语的氛围中：教室内张贴一系列的英语墙报、英文图典、英文报纸、书籍、字母、明信片、标记、杂志等，墙壁上展示词汇图片和英语单词，教室内的物品用大卡片标出相应的英语名称。

本套教材强调鼓励性环境下的“冒险”。没有谁能够不犯错误而学会一门语言。如果学生惧怕失败，他们就不愿尝试使用新学的词语和句型，自然也就无法取得进步。学生在尝试使用新学的语言结构时，往往需要极大的支持和帮助，他需要的是别人赞扬自己讲话的内容，而不是不断地纠正他的发音和用词。因此，一个好的教师总是极力表扬和鼓励学生，并通过提供大量的示范、表演和提示来帮助学生使用新词新语。他们频频鼓励学生创造各自的问答和对话，并对学生所作的冒险表示祝贺。

本套教材强调能激发学习积极性的课堂氛围。教材提供了大量机会，让学生玩、唱歌、做游戏，获得惊喜，从而使课堂充满乐趣。本套教材目的在于培养学生学习的欲望，从而使学生课内专心致志，课外积极实践。

Overall Goals of the *Learning English* Program.....

Each level of the program identifies specific objectives for mastering vocabulary, grammar, conversation, reading and writing. Teachers, however, need to treat these objectives as part of larger, life-long goals, not as isolated targets. The program aims to support the students as they continue to learn English throughout their schooling and throughout the rest of their lives.

Teaching with the *Learning English* Program.....

This program stresses:

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

The program provides:

- **An audiotape** of North American English speakers. The students become used to hearing and understanding a variety of inflections and tones, not just formal British accents.
- **Good-quality literature** that lets the students develop understanding of whole units of meaning, not just isolated words; that motivates the students' interest; and that provides moral instruction for character development. The lessons use translation of well-known Chinese stories as well as traditional and modern English stories.
- **Step-by-step instructions for innovative English-teaching methods** for the teachers to use in the classroom.
- **A wide variety of student-centred activities**, including dialogues, role-play, games, story-writing, small-group activities, TPR (Total Physical Response) activities and drills.
- **Ways to help Chinese teachers improve their own English** as they prepare for lessons. The teacher's guide is very detailed and contains many tips for teaching English.

《学英语》的总目标.....

本套教材的每一册均确定了要掌握的词汇、语法、对话、读和写的具体目标。然而，教师宜将这些具体目标当作更大的、终身式目标的一部分，而不是作为孤立的目标对待。本套教材旨在帮助学生不仅在上学期间，而且于毕业之后能继续学好英语。

《学英语》教学法.....

本套教材教学侧重以下几点：

- 交互式会话，而不仅仅是一系列的单词和语法结构。
- 各种情景下灵活的语言运用，而不仅仅是死记硬背或机械重复。
- 理解和表达完整的意思，而不仅仅是孤立的只言片语。
- 真实可信的生活情景，可使学生进行诸如玩游戏、询问或提供信息、表达好恶等活动。
- 原汁原味的英语日常会话。教材不仅提供了体现语法形式的规范结构，而且包括很多非正式的日常用语和普通习语。

本套教材提供：

- 由北美人录制的录音带。学生会逐渐习惯听并且能听懂（英语的）千变万化的语音语调，而不仅仅是规范的英国口音。
- 高质量的文学作品。这些作品能够引导学生理解整体意思，而不是孤立的单词；激发学生的兴趣；给学生的个性成长提供道德指导。课文不仅仅是传统和现代的英语故事，而且选用一些中国著名故事的英译。
- 新颖的分步教学指导，供教师课堂使用。
- 丰富多彩的以学生为中心的课堂活动，包括对话、角色表演、游戏、写故事、小组活动、TPR（Total Physical Response）（全身反应）活动和操练。
- 帮助中国英语教师于备课过程中提高英语水平的方法。《教师用书》写得十分详细，提供了众多的教学指点。

What about Phonetics?

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

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

This program introduces pronunciation exercises when new vocabulary has sounds that Chinese children may find difficult to produce. The beginning level contains a few phonetic drills. Later levels offer more phonetic drills, such as minimal pairs. Older students, at advanced levels, learn symbols for certain sounds, so they can use a dictionary to pronounce unfamiliar words. As much as possible, the program presents these drills in the context of the meaning of words and phrases.

This program does not teach an entire phonetic alphabet, such as the International Phonetic Alphabet (IPA), for three reasons. First, in learning the English language, the students already struggle to decode a new set of written symbols. The IPA adds another layer of symbols without helping the students to understand the new language. Second, the IPA focuses attention on written language. This shifts the focus away from listening and speaking. The students learn pronunciation best through aural-oral practice, not through reading symbols for sounds. The students who depend too much on written text may also have difficulty speaking spontaneously in conversation. Third, the IPA reinforces the primary importance of correct pronunciation, but this program emphasizes understanding and making meaning. Pronunciation comes second. After all, many good communicators in English do not pronounce words neatly and clearly or even correctly; they use context and language to express themselves.

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

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

What about Grammar?

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

语音

发音是任何语言教材的重要组成部分。小学生善于模仿，他们常常能通过听标准的示范，模仿并练习新的语音而学会发音。

然而，过分强调发音的准确性有可能令他们因害怕发音错误而不敢开口。因此，应提倡听得懂的发音。切忌让发音凌驾于意义表达和交际之上。

每逢遇到可能令中国儿童感到发音有困难的新词，本套教材总是自然地介绍一些发音练习和教学诀窍。教材在起始阶段引入了若干语音操练形式。在以后各级的教材中提供了更多的诸如 *minimal pairs* 之类的语音练习。到高级阶段，安排讲授一些语音符号，以便年龄稍大点儿的学生能借助词典学会拼读不熟悉的单词。所有这些练习均最大限度地置于语义环境中。

本套教材在小学阶段不准备教给学生一套完整的如国际音标（IPA）之类的语音字母表，理由有三：其一，为学英语，学生们已经在竭尽全力辨认一套新的书写符号。强迫他们再死记硬背另一套书写符号（国际音标），势必给学生增添负担，而且于学生理解这门新语言无甚益处。其二，国际音标将注意力集中在视觉文本上，这无疑使重点偏离了听和说。语音学习的最佳效果是通过听说练习，而不是通过读声音符号获得的。还有可能过分依赖书面文本的学生难以顺利地由书面文字过渡到自发地用英语进行交谈的水平上来。其三，国际音标强调的是正确发音的重要性。而对于本套教材而言，最重要的却是理解别人的意思并让别人懂得你的意思。发音乃是次要的。说到底，众多善于用英文交际的人士，其单词发音既不优美，又不清晰，甚至不正确——他们利用语境和语言表情达意。

教师自身语音正确与否极其重要。教师宜使用录音机定期检查自己的发音，而且应于课堂之外抓住一切机会练习说英语——最好是与以英语为母语的人交谈。教师还可以通过看英语电视和电影训练耳朵辨别正确与错误发音的能力。

我们也鼓励中国英语教师学好国际音标，从而能懂得不同语音之间的相同与不同之处。国际音标还能帮助教师专注于个别声音并探究其发音方式。这样，教师可以创造一些有效的方法用于课堂教学，帮助学生发好这些音。

语法

本套教材里的语法是自然地、逐渐地呈现的。在初级阶段，让学生知道怎样辨别并模仿一定的语法结构和句式。在以后各级里，清楚地把语法点提出来，以帮助学生理解怎样组织某些结构。

The students should always learn and practice grammar rules as part of communicating meaning. Research has shown that isolated grammar drills and workbook exercises in which the students apply grammar rules by rote do not lead to effective language learning. The students learn the formulas for such exercises quickly and complete them without much thought. They often do not transfer the grammar they practice in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The program endorses teaching grammar through methods such as mini-lessons and games, and helping the students to edit their own creative writing and to keep diaries of their own grammar difficulties.

We remind teachers to avoid stressing correct grammar at the expense of their students' confidence. Teachers who idolize correct grammar intimidate the students and inhibit the willingness of the students to experiment and take risks with the new language. For example, a good teacher would never correct the grammar of a student trying to express meaning. In one notorious story, a teacher asks a student: "How is your family?" The student stammers: "I... grandfa... die." The well-meaning but insensitive teacher instantly replies: "Oh, your grandfather died? Now, listen carefully. 'My grandfather died.' Can you repeat that?"

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

What about Memorization?

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

English speakers refer to memorization as *learning by heart*. Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. The students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings.

We advise teachers to always help the students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

What about Translation?

Translating passages into a foreign language helps the students study that language. Translating reveals grammatical differences and allows the students to explore word choices and to practice using different idioms and structures correctly. Translation, however, is a difficult and precise art that requires specialized study to perfect. This program introduces a

语法规则应在交际背景中展示出来并加以练习。研究表明，孤立的语法训练和书面作业在语言学习过程中并不怎么见效，因为在这种情况下，学生只是将语法应用于孤立的语句中。完成这种练习，学生很快就能掌握套路，做起来不动脑筋。学生往往不会将正在练习的语法规则和说与写联系起来。本套教材提倡使用的语法教学法包括迷你课堂和游戏，教学生修正作文，就语法难点记日记。

在此，谨提醒教师们注意，不要因强调语法正确而伤害了学生逐渐树立起来的运用英语的信心。课堂上过分推崇语法的超正确性的教师，势必令学生畏缩不前，最终使学生不愿意冒险尝试使用这门新语言。例如，好的教师就绝不会在学生正努力表达整体意思的时候，为纠正学生的语法错误而打断他。有这样一个故事，一位学生回答教师提的问题：“你家人好吗？”该生正结结巴巴地说：“I... grandfa... die（我……爷爷……死）”，那位教条的不善解人意的教师马上说：“哦，你爷爷死了？喂，仔细听着：‘My grandfather died.’好了，请重复一遍。”

总之，最重要的是交际，而不是正确性。本套教材主旨是帮助学生向别人表达意思，体验被人听懂、得到人回应的快乐和舒畅。

熟记

熟记是学习新概念的一条重要途径。学好一套外语教材，熟记虽不是惟一的办法，但其地位不容否定。从终极的意义上讲，学生必须记住一门外语的新词汇和语法结构，然后才能在对话和写作时得以运用。熟记不仅通过个人学习，而且通过练习、游戏、背诵、反复接触、记忆工具等完成。学生还可通过记这门新语言的歌曲、歌谣和短文而获益。

讲英语的人称熟记为“用心学（learning by heart）”。熟记就是将某物与自己的心联系起来，从而变成自己的东西。然而，死记硬背，常常是无用之功。这样学生记住的只是一堆乱七八糟的、无意义的词，并没有与个人的经历和思想感情之间形成丰富的联系。

本套教材建议教师经常帮助学生理解并建立个人与课文和单词之间的联系，理解其意义。这时，记忆才是用心的。

翻译

将短文从母语译成英语，不失为一项有益的练习。翻译活动使学生有机会去考究语法差异，探索各种可能的遣词用句的方式，练习正确使用不同的习语和结构。但是，翻译活动是一项需要专门学习才能掌握的艰深的精确艺术。本套教材在高级阶段提供

few translation exercises at advanced levels, but it does not emphasize translation for several reasons:

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language.

Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

Too much translation also restricts the students to texts written by others. Teachers should encourage the students to create their own texts in the new language in a variety of forms: letters, short descriptions, little stories, poems, essays (at advanced levels) and many others. In such exercises, the students should redraft and revise their own writing several times until it is clear, vivid and correct. The students work harder on their own creative writing, drawn from their own experiences, rather than on translating other people's work.

了一些翻译练习。然而，谨提醒教师们注意，本套教材不强调翻译，原因如下：

过分强调翻译会妨碍学生自发地运用外语。我们的目标最终是让学生免除不断翻译成母语的过程，让学生们试着直接用英语建构思想，直接用英语表达。过多的翻译还可能误导学生认为理解每个词是阅读过程里至关重要的部分。事实并非如此。重要的是让学生学会迅速地抓住阅读内容的整体意义。将注意力过分集中于像单词等个别意义单位，会极大影响阅读速度。

过多的翻译往往还将学生禁锢于别人所创作的文本之中。应鼓励学生用英语以不同的形式创作自己的书面文本：信函、简短描写、小故事、诗、文章（到高级时）等等。做此类练习，学生要多次打草稿，多次修改，直至清楚、生动、准确。练习写出自己的作品，较之翻译别人的东西，更容易激发学生的学习兴趣。

YOUR ENGLISH CLASSROOM

Make Your Classroom Welcoming.....

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

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

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

- Keep a brisk pace throughout the class. Drills and question-and-answer periods should be very rapid.
- Allow lots of opportunity for the students to talk and play in pairs and small groups.
- Move throughout the classroom. Don't always stand at the front of the room! For some review sessions, stand at the back of the classroom or at the side. During your question-and-answer drills, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.
- Vary activities frequently: some demonstration, some oral question-and-answer, some small-group work, some song and game, some writing. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing

英语

课堂

营造美好的课堂氛围

孩子们往往需要有安全感，需要相信不会有人使其出洋相或难堪，需要一种归属感。孩子们喜欢周围都是朋友，总想积极参与各种活动。他们喜欢笑，喜欢做游戏，喜欢意外的惊喜。他们想有种与众不同的感觉。而最重要的是，他们需要关爱。

只要你的课堂氛围能满足这些需要，孩子们就会有学习的动力，就会专心致志。

假如你真的关心每一位学生，那么你就会全身心投入到教学中。这是营造课堂温暖氛围的最佳途径。下面提供一些建议：

- 课堂上自始至终保持轻快的节奏。练习和回答速度要快。
- 给学生提供大量的一对一、小组会话和游戏的机会。
- 绕教室四处走动。不要总站在教室的前面！每逢学生复习，最好站到教室后面或一侧；进行回答练习时，绕教室四处走动；观察学生自己练习时，切忌总站在一个地方不动。有教师站在身旁，学生就会特别用功。如果教室空间太挤，最好将课桌靠两面墙壁，使中间空出一个过道，便于教师四处走动，并能与学生保持较近距离的接触。
- 不断变换课堂活动：如演示、口头问答、小组练习、唱歌、玩游戏、笔头练习等等。本套教材每一课，都是按这种思路设计的。
- 纠正学生错误时，一定要小心。重点应放在学生表现出的好的方面。尤其是学生大胆地尝试拼读所不熟悉的内容或用不熟悉的东西造句时，应充分地加以鼓

words or making sentences that are unfamiliar. Remember, learning to speak a language involves lots of courage to take risks and making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.

- When offering correction, focus on one problem at a time (otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: **Good try!**
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practicing together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' drawings, posters and words on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

Make Your Classroom a Cultural Island.....

Many foreign-language teachers try to make their English classrooms places that surround the students with English culture. This gives the students a context for English words and phrases and adds a sense of adventure to learning English.

Try some of these ideas:

- Display maps and magazine pictures, English-language picture books, travel brochures, English magazines and newspapers, advertisements, objects and photographs showing the culture and lifestyle of native English-speaking people. You can hang items from the ceiling, post them on the walls or set up a table at the back of the room where the students can examine cultural objects. Many teachers collect these items through friends who travel or by requesting free brochures from government tourism departments, travel agencies or businesses in North-America.
- Write English proverbs on strips of paper and hang them up. Find short poems to write in large letters and hang them on the walls.
- Play English pop songs on the tape recorder as the students are coming into the classroom and as they are leaving.
- Encourage the students to help make displays. Many teachers appoint a few of the students to stay after class to help make displays for each unit. For example, on the bulletin board, pin up magazine pictures of people. Add an empty speech bubble above each person. Ask the students to write sentences in the speech bubbles.
- Collect baby photographs of the students in the classroom. The students can write a sentence and put it beside any one of the photographs.
- Put cartoons without the punch lines on the wall. The students can make up punch lines of their own to add.

励和表扬。记住，学好一种语言难免要鼓起大量勇气去冒险，犯错误。出错是语言学习的一个自然而经常的部分。帮助学生们理解这一点。

- 纠正错误时，一次纠正一个问题（否则学生会无所适从）。要挑最重要的错误予以纠正。不要去纠正学生讲的过程中所犯的每个错误，否则，他们会感到难为情，害怕去讲。以一种轻松的方式纠正，而不要死抓住该错误不放。而且别忘了用“Good try!”之类的话表扬该生所作的努力。
- 如果某学生课堂回答问题不正确，让班上同学给予帮助。如可能，教师本人在课前或课后私下给予该生正确答案，利用一对一练习的机会是个很好的选择。千万注意不要在众人面前令某个学生难堪。
- 将学生所作的图画、张贴画、单词等张贴在墙上。这样能使学生会体会到教室是他们的而不仅仅是教师的，同时表明他们的创作非常重要。

让教室成为“文化小岛”

很多外语教师做出种种努力，使学生身处教室便有种置身于英语文化中的感觉。这给学生提供了英语词汇、语句的环境，并增添了英语学习的勇气。

不妨做以下尝试：

- 展示表现英语国家文化和生活方式的东西，如地图、杂志图片、英语画册、导游册、英语杂志、报纸、广告、照片、实物等。既可以挂起来，也可以贴在墙壁上，或者在教室后面摆张桌子，便于学生观看文化实物。很多教师是从一些出过国的朋友那里收集到这类东西的，或者从北美的政府旅游部门、旅行社和商务部门索取到免费手册之类的。
- 将英语谚语写成条幅挂起来。找些短诗，用字号大的字书写下来，挂于墙上。
- 学生进教室和离教室时，用录音机放些英语流行歌曲。
- 让学生帮忙布置教室。不少教师指定若干学生放学后留下来，帮助布置每个单元的图片展。例如，发动学生用图钉将杂志人物照片钉在布告板（牌）上。在每个人物上方加上一个空的话框，请学生们往里面填些语句。
- 教室里收集些学生们婴儿时的照片。学生可以在任何一张照片旁边写上一句话。
- 将漫画贴在墙上（去掉俏皮话），让学生自己想些俏皮话写在上面。

Unit 1

Li Ming Goes to Canada



General Goals for Unit 1

The prime objective of all units of the Grade 5 *Learning English* program is to expand the children's English language in concepts of interest to them at their grade level.

The Grade 5 *Learning English* program provides students with a balanced approach to literacy by introducing them to the six receptive and expressive strands of English Language Arts (ELA) including: reading, writing, listening, speaking, viewing and representing.

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

Each lesson is organized under the following headings:

TEACHING GOALS: Specific objectives for the lesson.

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

CLASS OPENING

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

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

NEW CONCEPTS

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

1. Listen and say!

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

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

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

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

3. Let's play!

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

4. Let's do it!

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

5. Optional

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

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

ACTIVITY BOOK

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

CLASS CLOSING

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

Specific Goals for Unit 1

Knowledge and Skills

1. Students will be able to do the following in English:
 - Use time to describe arrival at an airport.
 - Describe Jenny's home in Canada.
 - Describe a Canadian breakfast.
 - Describe a dinner meal in Jenny's home.
 - Explain what Jenny's family does in the evening in their living room.
 - Read and respond to a story.
2. Students will be able to recognize, understand and use the following vocabulary:
clock, kitchen, floor, toilet, study, breakfast, milk, dinner, vegetable
watch
him, them, half, dirty
3. Students will be able to recognize, understand and respond orally to the following expressions:
 - **What time is it?**
 - **It's half past...**
 - **I'll show you around.**
 - **What would you like for breakfast/lunch/dinner?**
 - **I'd like some..., please.**
 - **There is/are... in the fridge/on the table.**

- **What are we doing?**
- **Jenny and Danny are watching TV.**
- **Can you find Lynn and Bob in this picture?**

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Children are expected to learn how to share ideas about experiences they have at a new grade level in school.

Lesson 1 At the Airport

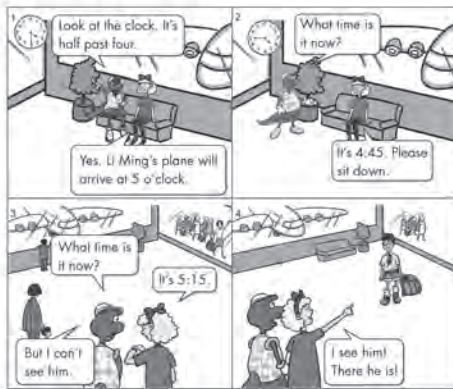
Lesson 1 At the Airport

1 Li Ming arrives today

Li Ming is coming to Canada as a visiting student. He arrives today. Today is September 1. He will go home on June 25.



2 There's Li Ming!



2



3 Let's do it!

1. Read, Tick or cross.

Let's read the sentences.

Are they true?

- ☐ Li Ming is coming to Canada.
- ☐ Today is October 1.
- ☐ Li Ming will stay in Canada for one year.
- ☐ Li Ming will arrive tomorrow.

2. Read and draw.



It's five ten.



It's half past four.



It's seven forty.



It's ten twenty-five.

3

TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
clock, half, him
2. Students will be able to recognize, understand and use the following expressions:
Look at the clock.
What time is it?
It's half past four.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 1
- Flash and picture cards for Lesson 1
- A large class clock
- Student clocks (from a previous book)

CLASS OPENING

Greeting and Review

Greet the students with: **Hello Grade 5 students! Today we'll start the second book for Grade 5 Learning English!**

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

Lesson Hook

Tell the students to open their books to Unit 1. Open your own book and show the students what they should look for. Ask the students what they think Unit 1 is about.

Teacher: **Take a look at the picture on this page. Does anyone recognize this special place? Where is it? What do you think this unit is about?** Tell the students the title of the unit.

Teacher: **Now turn to page 2 in your book. Look at this page. Can anyone guess what this lesson is about? I'll give you a clue. Who is Danny and Jenny thinking about? Where are they? Who might be coming to the airport? Let's read the lesson to find out if you are right.**

NEW CONCEPTS

1. Li Ming arrives today

Say: **Let's listen to the audiotape and follow along silently in our books.**

Say: **Let's listen to the audiotape again and follow along in our books. Touch each word as you say it.**

Walk around the classroom helping students as necessary.

•DEMONSTRATE•

Ask the students the following questions. Tell the students that they can find the correct answers in Part 1 of Lesson 1 of their textbooks. Students should respond with full sentences.

Ask the questions several times, randomly, to several students:

- **Who is coming to Canada?**
- **Why is Li Ming coming to Canada?**
- **What does Li Ming want to learn in school?**
- **What day does Li Ming arrive in Canada?**
- **What day will Li Ming go home?**
- **How long will Li Ming stay in Canada?**

Teaching Tip



Scaffolding students

It is very important to help students reach the correct response to a question. You can give them clues to help them along the way. This is called scaffolding. Simply telling a student he/she is wrong does not encourage a student to want to attempt further questions!

●PRACTICE●

Group Work

Put the questions on the board. For the practice session in this part of the lesson.

Tell students to turn to a shoulder partner and practice asking and answering the questions on the board.

Walk around the class listening to the students as they ask and answer the questions.

Ask each pairs to demonstrate asking and answering each of the six questions.

Do a preliminary evaluation of the students' skills using *Assessment for Learning*.

Teaching Tip



Major types of assessment

Three major types of assessment can be used in conjunction to support student achievement:

1. Assessment for learning is diagnostic and formative for the purposes of greater learning achievement.
2. Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
3. Assessment of learning is assessment for purposes of providing evidence of achievement for reporting.

Assessment is only effective if the student is then given time to respond to it. Formative feedback must be accompanied by time for the student to "self-edit." What are the concrete "next steps" required to increase quality?

Basic Checklist of question/response skills – Lesson 1 Book 10

Students' names	Ask a question correctly	Answer a question correctly

2. There's Li Ming!

Teacher: **Here are the new words and expressions for this part:**

clock, half, him

Look at the clock.

What time is it?

It's half past four.

Put these words and expressions on the board. Go over them with the students.

Say: **Look at the pictures in Part 2.**

Can you guess what Danny and Jenny are talking about?

What time is it on the clock in picture 1?

What time is Li Ming supposed to arrive?

What time is it in picture 2?

What time is it in picture 3? Why do you think Danny looks unhappy?

How do Danny and Jenny feel in picture 4? How do you know?

Say: **Here is the new question for Lesson 1, Part 2: What time is it now?**

Put the new question on the board. Go over it with the students.

Say: **Let's listen to the audiotape and follow along in our books. Touch each word as you say it.**

Walk around the classroom helping students as necessary.

•DEMONSTRATE•

Use your class clock to practice asking and answering the question **What time is it now?** with the students.

•PRACTICE•

Moving Right

Tell the students to form two lines facing each other.

Tell the students you will hold up the class clock.

The students on the left ask: **What time is it now?**

The students on the right respond with: **It's...**

Clap your hands and the students move one place to the right.

Change the time on the clock.

Reverse the roles and practice the dialogue again.

Do this several times reversing the dialogue roles.

3. Let's do it!

1. Read. Tick or cross.

Tell the students to read the four statements in this part of the lesson and tick those that are correct. Check as a class.

2. Read and draw.

Tell the students to read the time noted below each of the four clocks. They should draw the hands on the last three clocks to show the correct time. Check as a class.

Optional

Ask the students to work in pairs to practice telling time with a student clock. These clocks were made in the previous *Learning English* book. If you have not saved the student clocks, or you have not taught this book, you will have to make new student clocks with the students in this part of the lesson using cardboard circles, clocks hands and push pins.

ACTIVITY BOOK

Say **Let's look at our activity books** as you hold up your copy of the activity book.

When the students have their activity books out, open your book to the correct lesson.

Walk around the classroom to make sure everyone can see the right page.

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

CLASS CLOSING

Say: **Excellent! You have finished the first lesson in the first unit in the second Grade 5 book! Give yourselves five big claps! See you next day!**

Students should reply: **Goodbye teacher! See you next day!**

After-Class Activities

Students can practice telling time in English to their parents or other family members using the clocks they have at home.

Lesson 2 Jenny's House

Lesson 2 Jenny's House

1 Rooms in Jenny's house



4

2 Let's do it!

1. Look and write.

- Our family lives in this.
- We watch TV in the.
- I do my homework in the.
- I wash my face in the.
- My mom cooks dinner in the.
- My sister listens to music in her.



2. Draw, write and talk.



• There are six rooms in my house.

• There is a...

5

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
kitchen, floor, toilet, study
- Students will be able to recognize, understand and use the following expressions:
There is a living room, a kitchen and a bathroom on the first floor.
There are four bedrooms and a study on the second floor.
I'll show you around.
- Students will be able to describe to another person where the rooms in their house are using a floor plan they have drawn.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 2
- Word cards for **kitchen, floor, toilet, study**

- Paper for floor plans

Teaching Tip



Collecting materials

A teacher should have a long range plan that shows what materials he/she need for each of the lessons for each *Learning English* book. Make a list with dates required for all student materials home to the parents so they can collect the items prior to class. Many of the items will be boxes, empty cans, string, ribbons, paper, fabric and other things they would normally throw out.

CLASS OPENING

Greeting and Review

Greet the students by name as they come in the classroom. Then say: **Hello Classity Class.**

Remind the students to respond with: **Hello Coachity Coach!**

Teaching Tip



Whole Brain Thinking Instruction

Classity Class and Coachity Coach are two Whole Brain Thinking introductions the students learned about in *Learning English* Grade 4! Use these terms frequently to get the students to respond immediately to you!

Ask: **Do you recall what happened in Lesson 1?**

Lesson Hook

Tell the students to open their books to Lesson 2.

NEW CONCEPTS

1. Rooms in Jenny's house

Say: **Look at Part 1 on page 4 of Lesson 2.**

What do you think Jenny is doing with Li Ming in this lesson? Why do you think that?

What room is Jenny showing Li Ming in picture 2?

What room is Jenny showing Li Ming in picture 3?

What room is Jenny showing Li Ming in picture 4?

What is the new room in picture 5?

Where are Jenny and Li Ming in picture 6? How do you know that?

Play the audiotape and ask the students just to listen.

Say: **Here are the new words in this part of Lesson 2:**

kitchen, floor, toilet, study

You can put the new words on the board or point them out in the Student Book.
Say the words. Ask the students to repeat them after you.
Remind the students to touch each word in their book as they say it.
Listen to the audiotape again and ask the students to read along.
Walk around listening to them as they read. Help as necessary.

●DEMONSTRATE●

Here and there

Point to items in the classroom to demonstrate the terms: here, there.

Ask students to respond by using here or there. For example:

Teacher: **Where is the clock?**

Student: **The clock is there.**

Teacher: **Where is the desk?**

Student: **The desk is here.**

Teaching Tip



Here:

Use **here** when you find something: – *Where's my bag? – It's here! Here it is!*

Here means that something is near you: – *Is your dad here? – Yes, he is.*

There:

Use **there** to talk about what exists: *There's a cafe, a bank, a shop and a park in the town.*

Use **there** to talk about how many things there are: *There are three people in my family.*

Use **there** to talk about where things are: *There is a bathroom opposite the bedroom.*

This and that

Point to items in the classroom to demonstrate the terms: this, that.

Ask students to respond by using this or that. For example:

Teacher: **Who is this?** (pointing to another student who is near)

Student: **This is Shao Lin.**

Teacher: **Who is that?** (pointing to another student who is far)

Student: **That is Li Ling.**

Teaching Tip



This and that are singular pronouns.

This:

Use **this** to talk about people or things near us: *This is a nice cup of tea.*

Use **this** to introduce people: *This is Jane.*

Use **this** to introduce ourselves to begin a conversation on the phone:

Hello, this is David. Can I speak to Sally?

That:

Use **that** to talk about things that are not near us: *What's that?*

This is our house, and that's Rebecca's house over there.

Use **that** to refer back to something someone said or did: – *Shall we go to the cinema?*
– *Yes, that's a good idea.*

●PRACTICE●

Ask the students to draw and colour a plan of their home showing the following rooms on it if they have these rooms in their home:

living room, kitchen, bathroom, bedroom/s, study

If the students have time, they can also draw and colour the furniture in each room to make it look more realistic. Adding furniture will give them more opportunities to practice using the pronouns **here, there, this** and **that** when they describe their plan to someone else.

Students can then work in pairs to describe where each of the rooms in their home is by using the new pronouns at least once in their description: **here, there, this** and **that**.

Ask several students to hold up their house plans and share them with the class, making sure to use the new pronouns at least once when describing their floor plan: **here, there, this** and **that**.

2. Let's do it!

1. Look and write.

Tell the students to look at the pictures of the room beside each of the sentences to help them complete the six sentences in activity 1. They should write the correct name of the room in each of the given spaces. Check as a class.

2. Draw, write and talk.

Students can work with a partner to design a home by filling in the rooms in the plan in activity 2.

Students should then complete the sentences in the box on the right by listing the rooms they have put in their plan using full sentences.

Optional

Game: I spy

This, That I Spy Rules:

The teacher says: I spy with my little eye something that is near/far.

The teacher goes on to describe the item.

Students must guess what the item is by saying:

This is a... (for an item that is near) Or **That is a...** (for an item that is far)

If the student gets the response correct, he/she can describe the next item to be named.

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

.....

Say: **Goodbye Classity Class! Have a great night!**

Students respond with: **Goodbye Coachity Coach! You have a great night, too!**

After-Class Activities

Ask your students to tell their parents the English names of the rooms. And the things they can do in this room.

Lesson 3 Making Breakfast

Lesson 3 Making Breakfast

1 It's time for breakfast!

Mrs. Smith: Good morning, Li Ming and Jenny.

Li Ming: Good morning, Mrs. Smith. What time is it?

Mrs. Smith: It's half past seven. Time for breakfast!

What would you like for breakfast, Li Ming?

Li Ming: I'd like some eggs, bread and juice, please.

Mrs. Smith: What would you like for breakfast, Jenny?

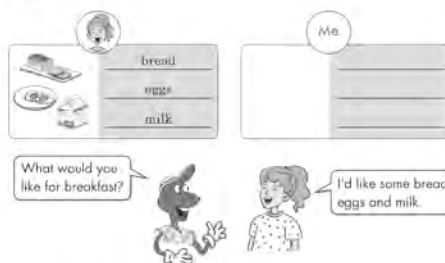
Jenny: I'd like some milk and bread, please.



6

2 Let's do it!

1. Talk, write and draw.



2. Read. Tick or cross.

Chinese food is different from Western food in many ways. One big difference is that Chinese food often has more vegetables, while Western food has much more meat. Chinese people like to eat cooked vegetables but people in the West often don't. Chinese people like hot water but Western people often drink ice water. Chinese people like to drink tea but Western people like coffee. Chinese people use chopsticks and Western people use knives and forks.

- ☐ Chinese food and Western food are different in many ways.
- ☐ There are more vegetables in Western food.
- ☐ Chinese people like to eat cooked vegetables.
- ☐ Western people often drink ice water.
- ☐ Chinese people like to use knives and forks.



7

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
breakfast, milk, them
- Students will be able to recognize, understand and use the following expressions:
Time for breakfast!
What would you like for breakfast?
I'd like some eggs, bread and juice, please.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 3
- Flash cards for **breakfast, milk, them**
- Paper for a breakfast menu

CLASS OPENING

Greeting and Review

Greet the students. Ask them if they remember what they learned last day in English class.

Lesson Hook

Tell the students to open their books to Lesson 3.

Teacher: **What are Jenny and Li Ming doing in the pictures? Can you guess?**

NEW CONCEPTS

1. It's time for breakfast!

Say: These are the new words and expressions in Lesson 3:

breakfast, milk, them

Time for breakfast!

What would you like for breakfast?

I'd like some eggs, bread and juice, please.

Point out these words and expressions to the students in their Student Books.

Ask the students to repeat the words after you.

Play the audiotape asking the students to read along.

Play it 2~3 times as necessary listening to the students read and helping those having difficulty.

•DEMONSTRATE•

Class Brainstorming

Brainstorm a chart with the class to show the things they have for breakfast in their homes.

Put the word **breakfast** in the centre.

In each of the four blue bubbles, put the categories of food for healthy meals. For example: **milk and alternatives, meat and alternatives, grain, vegetables and fruits.**

Tell the students to add specific items in each of the four categories to the next level of the bubble:

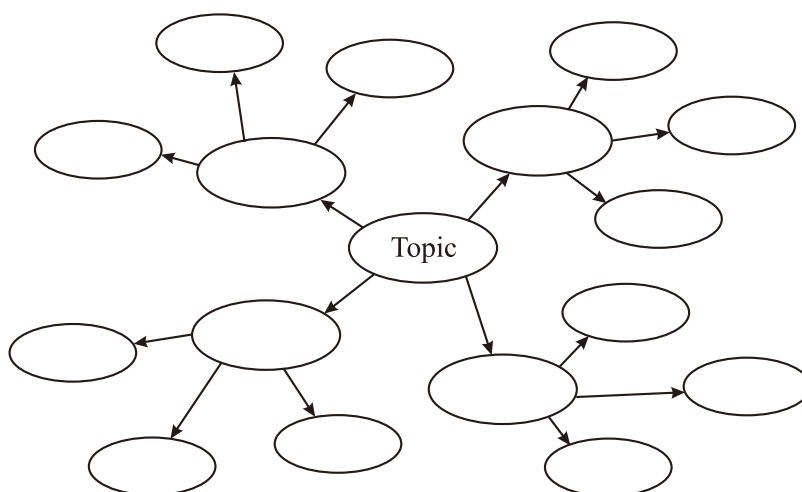
For example:

Milk and alternatives: milk, cream, butter, cheese, yogurt, egg

Meat and alternatives: pork, beef, chicken, nut

Grain: bread, cereal, rice

Vegetables and fruits: tomato, potato, apple, orange, banana, bean sprout



Teaching Tip



Canada's Food Guide

This is a good lesson to integrate healthy eating habits. Middle School children are notorious for eating unhealthy meals. Explain the basic Canada Food Groups to the students. Tell them that Jenny would learn these food groups in school and her mother would try to ensure that she has a balanced diet every day to stay healthy!

Canada's Food Guide has four food groups. These include:

Vegetables and fruit, Grain products, Milk and alternatives, Meat and alternatives

Any foods not accurately described by these food groups are deemed "other" and are advised to be consumed in moderation.

Vegetables and fruit

The Vegetables and Fruit arc on the Canada's Food Guide label is the largest, and individuals are advised that most of their food consumption be from this food group. Vegetables and fruit are known to contain many beneficial substances. A diet that includes a variety of vegetables and fruit can help reduce the risk of some types of disease. Consumption of a variety of fruit and vegetables is recommended by the guide.

Grain products

Grain products are essential to the diet. They provide carbohydrates for energy and whole grain products can be a source of fiber and are typically low in fat. Whole grain products can be rich sources of many nutrients that help in disease prevention. Eating a "diet rich in whole grains could also help reduce the risk of heart disease".

Milk and alternatives

According to Canada's Food Guide, milk and alternatives are essential to the body to maintain bone health. This food group includes milk and dairy products such as cheese, yogurt, cream, and soy beverages. Canadian milk and many milk products are required to be fortified with Vitamin D. This helps Canadians get their daily recommended intake of

Vitamin D if they consume the adequate amount of milk and alternatives each day.

Meat and alternatives

Meat and alternatives are a source of protein in the diet. This group includes animal meat sources as well as alternatives such as nuts and lentils. Meat and alternatives are also a source of many vitamins. This is the smallest arc on Canada's Food Guide ribbon, meaning that only a few servings from this group will satisfy the nutritional requirements of an individual.

Other

Other items can include junk food such as potato chips, chocolate bars, cookies, etc. It is recommended that foods from this category be limited in a diet.

•PRACTICE•

Ask students to make a menu of what their breakfast would look like using the Canada's Food Guide to balance their meal.

If students have time, they can decorate their menus by drawing pictures of the foods they have chosen to have on it.

My Breakfast Menu

Canada's Food Guide Categories	Specific Foods
Vegetables and fruit	
Grain products	
Milk and alternatives	
Meat and alternatives	

Ask students to turn to a shoulder partner to share their menu when it is done. Ask several students to share with the whole class.

Post the menus on the Sharing Board in the class.

2. Let's do it!

1. Talk, write and draw.

Ask students to discuss with a partner the menu for breakfast that is shown on page 7 in activity 1.

Then have students fill in their own choices in the chart available and share them with their partners.

2. Read. Tick or cross.

Read the passage in the blue box in activity 2 to the students.

Tell students to tick the correct responses below that go with the passage.

Check as a class.

Optional

Game: Jeopardy Food

To play this game, you will need to have a computer that is hooked up to the Internet. It would be best if you had a multi-media screen or Smart Board in the classroom. Alternatively, the teacher can make a game similar to this online game to use with the class

by putting a grid on the board and using cards that are labelled by category and points they are worth to ask each group questions to get the required responses.

Divide the class by row into teams. If there are four rows, you will have four teams. Teams must work together to decide on the jeopardy questions they would like to answer and come up with the correct answer to each question.

Teaching Tip



Interactive Internet Games

Students at Middle School are often very computer literate. They play games on the Internet, surf and email. Add some interest to the class by integrating an online computer jeopardy game to your lesson! Your students will love the graphics and enjoy the interactive nature of these games!

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

Exit ticket: Ask students to whisper a food from one of the food groups to you as they leave the classroom. For example: Dairy – milk

After-Class Activities

Students can share what they have learned about the Canada's Food Guide with their parents.

Lesson 4 Making Dinner

Lesson 4 Making Dinner

1 Time for dinner!

Li Ming: What time is it?

Jenny: It's half past six. Time for dinner! I'm hungry, Mom!
What's for dinner?

Mrs. Smith: I'm cooking meat and vegetables.

Jenny: Let's help my mother make dinner. She needs some vegetables.

Li Ming: Okay. I can wash the vegetables.



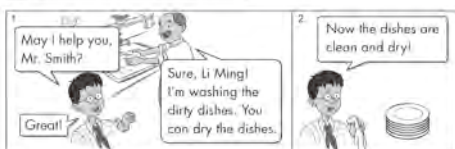
The tomatoes are in the fridge.



The potatoes and carrots are on the table.



2 Let's wash the dishes!



3 Let's do it!

Read, match and write.



- 5 Mrs. Smith is in the kitchen. She is going to _____ dinner.
- Her hands are _____.
- She is _____ing her hands.
- She is _____ing eggs in the kitchen.
- They are having dinner.
- The dishes are _____.
- Mr. Smith is _____ing the dishes.
- Li Ming is drying the dishes.
- The dishes are _____ now.

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
dinner, vegetable, dirty
- Students will be able to recognize, understand and use the following expressions:
What's for dinner?
May I help you?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 4
- Picture and word cards for **dinner, vegetable, dirty**
- Food group cards: **milk and alternatives, meat and alternatives, grain, vegetables and fruits**
- Food cards for each of the four food groups

- Food groups chart

CLASS OPENING

Greeting and Review

Say: **Good morning/afternoon students!**

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

Ask the students what they remember about the Canada's Food Guide from Lesson 3.

Lesson Hook

Tell the students to open their books to Lesson 4.

Say: **Today we are going to learn about what Jenny and her family are having for dinner. Let's check to see if they have a balanced meal!**

NEW CONCEPTS

1. Time for dinner!

- Tell the students that they will learn these new words today: **dinner, vegetable.**

Write each new word on the board. Say it a few times.

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

They will also learn to ask and answer this new question: **What's for dinner?**

Write the new question on the board as well.

- Play the audiotape after asking the questions for each picture.

Play the full audiotape for Part 1 as the students read aloud from their student books on page 8.

Play it three or four times, as needed. Walk around the class, listening to each student. Read the dialogue along with the audiotape.

•DEMONSTRATE•

Say: **Here is a food groups chart. These are all of the foods that have been named in part 1:**

meat, tomatoes, potatoes, carrots

Say: **Let's put these four food words in each part of the chart.**

Then Say:

Is there something missing from any part of the chart?

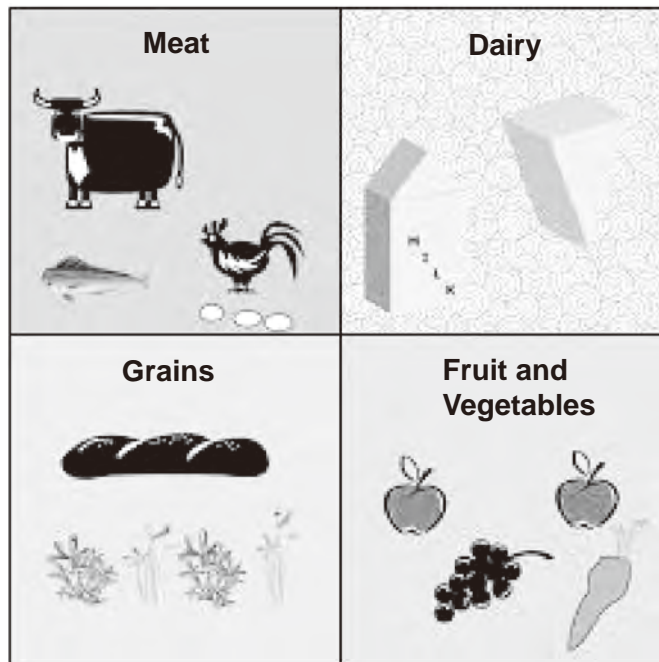
Yes. There is nothing in the Dairy or Grains parts of the chart.

What could Jenny's mother give to the family to make sure that all four food groups are covered?

OK: Milk for dairy – let's make a card and put it in there.

Yes: Bread for grains. Let's make a card and put it in there.

Are all four food groups covered now? Very Good!



2. Let's wash the dishes!

Tell the students that they will learn these new word and expression today in Part 2:

dirty, May I help you?

Write the new word and expression on the board. Explain in Chinese what each means.

Say each word or expression a few times. Let the students repeat it after you before you write the next word or expression on the board.

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

Play the audiotape for Part 2 as the students follow along in their Student Books on page 9.

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

Read the dialogue along with the audiotape.

●DEMONSTRATE●

Call on several students.

Ask: **What is Jenny's father doing?**

How does Li Ming help Jenny's father?

Do you wash dishes in your home?

Does your father help with the dishes in your home?

Who cooks in your home?

Is a Chinese home different from a Canadian home in how the family helps?

Scaffold the students to the correct responses.

●PRACTICE●

Work in Pairs

Have students work in pairs to list all of the things they can do to help their mothers make dinner. Tell students you prefer that they write their list in English but if they do not know the English words, they can write a sentence in Chinese and you can help them translate later.

Things I do to help make dinner

Chinese	English
	I set the table.
	I get the vegetables from the fridge.
	I wash the vegetables.
	I cut the carrots.

Help the students write the English phrases for items on their lists where necessary as you walk around. Ask some pairs to share several lists with the class.

3. Let's do it!

Read, match and write.

Tell students to read each of the sentences below the pictures in Part 3.

Students should match each sentence to the correct picture by putting the number of the picture in the square to the left of the sentence.

Students should then complete each sentence by filling in the blanks. They can look at the story in this lesson to help them with the answers. Check as a class.

●PRACTICE●

Play the Food Group Game

Rules for the Food Group Game:

Break the class up into teams – one team for each row in the class.

Use a chart like the one shown in Part 1.

Show Team 1 a word – for example: bread.

Tell the team leader that he/she must put the card in the correct food group category. (Grains)

If the team puts the word in the correct square, they get a point.

If not, one of the other teams can try to put the card on the right square by being first to put their hands up. But if another team gets the answer incorrect, they will lose a point!!! If they are correct, they get the point!

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

Exit ticket: As students leave the classroom, they can whisper one thing they can do to help their mother at dinner to the teacher.

After-Class Activities

Students should make a list of what they eat for dinner that night to share with the class. They should categorize the food items: **meat, dairy, grains or fruit and vegetables.**

Lesson 5 In the Living Room

Lesson 5 In the Living Room

1 In the living room



It's Saturday. We are in the living room.
Look at us. What are we doing?

Jenny and Danny are watching TV. Jenny is sitting in a chair and Danny is sitting beside her.

Can you find Lynn and Bob in this picture? Lynn is Jenny's sister and Bob is Jenny's brother. They are playing cards. They are happy.

What are Mr. and Mrs. Smith doing? They are reading the newspaper.

Do you see me at the table? I am writing a letter.



10

2 Let's do it!

Read and write.



Look, this is _____.
I am flying a kite.



Your books are on the floor.
Put _____ in your bag.



Today is my father's birthday.
I bought a gift for _____.



My English teacher is Miss Zhao.
We all like _____.



Look at _____.
We have the same T-shirts.



This book is for _____.

them
you
me
him
her
us

3 Listen and repeat

'chicken	'newspaper	'trousers	'subject
vegetables	'welcome	thir'teen	delicious

11

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
watch
- Students will be able to recognize, understand and use the following expressions:
What are we doing?
Can you find Lynn and Bob in this picture?
Do you see me?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 5
- Picture and word card of **watch**
- Chart paper

CLASS OPENING

Greeting and Review

Greet the students with **Hello. How are you today?**

Ask: **What did you do at home last night?**

Check to see if any students can answer the question in English.

Lesson Hook

Tell students to open their books to Lesson 5.

Say: **What do you think this lesson is about? Can you tell from the picture?**

This lesson is about what Jenny and her family do in the evening at home!

NEW CONCEPTS

1. In the living room

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

watch

What are we doing?

Can you find Lynn and Bob in this picture?

Do you see me?

Write the new words and expressions on the board.

Point out the new words and expressions in the text.

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

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

Play it three or four times, as needed.

Walk around the class, listening to each student say the dialogue with the audiotape.

•DEMONSTRATE•

Class Work

Ask the students the following questions:

What is Jenny doing? Where is Jenny?

What is Danny doing? Where is Danny?

Who is Lynn? Who is Bob? What are they doing?

What are Mr. and Mrs. Smith doing?

What is Li Ming doing?

Choral read the story together with the class.

•PRACTICE•

Class Work

Make a chart of all of the things your family does at home in the evening. If the students do not know the English words for something their family does, translate the Chinese phrases into English on the right side of the chart.

Things we do at home in the evening

Chinese	English
	watch TV
	read books
	play games
	use the computer
	take a walk
	play badminton
	do Tai Chi

Pair Work

Ask students to find a partner.

They can take turns asking and answering: **What do you do in the evening?**

Students can use the class chart to help them respond in English to the question.

2. Let's do it!

Read and write.

Tell the students to fill in the blank in each of the sentences by writing in the correct pronoun from the yellow box on the right side of the question. The pictures will help the students decide if they need a singular or plural pronoun. Check as a class.

Teaching Tip



Pronouns: them/us, you/me, him/her

The seven basic pronouns have one form when they are used as subjects and another form when they are used as objects.

Subjects are what the sentence is about. Example: I like whisky. (I is the subject.)

Objects are what is affected by the action of the subject. Example: I read books. (Books is the object as it is receiving the action.)

Object pronouns are used instead of nouns, usually because we already know what the object is. It makes the sentence easier to read and understand and avoids repetition. We normally use object pronouns after a verb or a preposition.

Subject Pronoun	Object Pronoun
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You (plural)	You
They	Them

3. Listen and repeat

Students should listen to each of the following words and repeat them.

Make sure to place the accent on the correct syllable as you say it to the students so they will repeat the words correctly.

'chicken

'newspaper

'trousers

'subject

'vegetables

'welcome

thir'teen

de'licious

Teaching Tip



Syllables and Accents

Syllables can be considered as building blocks of words. They typically consist of a vowel, with optional consonants before and after the vowel.

Accented Syllables

In all dialects of English, the pattern of pronunciation depends not only on the sounds of the vowels and consonants, but also on the stress each syllable receives when pronounced. A syllable that is stressed in pronunciation is called an accented syllable.

The accent often changes the meaning of words which otherwise would be pronounced or even spelled alike.

For example: The word **object** when accented on the first syllable is a noun; when accented on the second syllable it is a verb.

Here is another subtle example:

A crow is a black bird. (Accent both **black** and **bird**.)

A crow is not a blackbird. (That is, a species of bird called **blackbird**. Accent **black**.)

All English dictionaries show the accented syllables in their pronunciation keys, usually with an acute accent mark (').

Optional

Let's Draw It!

Pass out a piece of paper to each student.

Ask the students to fold the paper in half width wise.

Tell them to fold it in half width wise again.

This will give the students a paper that has four squares.

Tell the students to number each square from 1~4.

Tell the students to listen to the instructions and draw the correct item in each square.

Say: **Each of the items is in today's lesson. Let's see if you remember what is in the story!**

1. Draw what Jenny and Danny are doing.
2. Draw what Mr. and Mrs. Smith are doing.
3. Draw what Lynn and Bob are doing.
4. Draw what Li Ming is doing.

Ask students to pass their papers to a person beside or in front of them.

Check as a class.

The answers are: watching TV, reading the newspaper, playing cards, writing a letter.

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.**

CLASS CLOSING

Exit ticket: Ask the students to whisper one thing they like to do in the evening to you as they leave the classroom today.





After-Class Activities

Students can make a list of all of the things their family members do in the evening that night.

Lesson 6 Baby Becky at Home

Lesson 6 Baby Becky at Home

Story time

<p>1</p>  <p>My name is Baby Becky. I say "goo". I say "blub". I say "waaaaa". I say "mine". I like to help my mother. After lunch, my mother washes the dishes. I dry the dishes.</p>	<p>2</p>  <p>Oh no!</p> <p>I make a house with the dishes. My mother says, "Baby Becky, don't play with the dishes!" "Mine!" I say. "No! Play with your toys," says my mother. I don't want my toys. I want the dishes. "Mine!" I say.</p>
<p>3</p>  <p>Look out, Baby Becky!</p> <p>I like to cook. I open the fridge. I see tomatoes, eggs and milk.</p>	<p>4</p>  <p>Oh no!</p> <p>I like to cook eggs. My mother says, "Baby Becky! Don't play with the eggs!" "Mine!" I say. "No!" says my mother.</p>

12

<p>5</p>  <p>No, Baby Becky!</p> <p>My mother says, "Baby Becky! You are dirty!" We go to the bathroom. I put my toy in the toilet. "No, Baby Becky! No! No! Don't play in the toilet." "Mine!" I say. "Oh no!" says my mother.</p>	<p>6</p>  <p>No, Baby Becky!</p> <p>I am tired of sitting in the water. I want a shower. Now I am clean! There's water everywhere in the bathroom.</p>
<p>7</p>  <p>Oh no!</p> <p>My mother is in the living room. She is tired. "What time is it?" she says. "Oh no! It's six o'clock! Time to make dinner!"</p>	<p>8</p>  <p>Oh no!</p> <p>We go to the kitchen. "Mine!" I say. "Yes," says my mother. "It's yours now."</p>

mine 我的(东西) look out 小心 shower 淋浴, 沐浴

Think About It

- What does Baby Becky do at home?
- Does she help her mother?

13

TEACHING GOALS

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

look out, shower, everywhere

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 6
- Flash cards of **look out, shower, everywhere**

CLASS OPENING

Greeting and Review

Say: Good morning boys and girls! Did you bring your list of things your family did

last night after dinner? Who would like to share with the class? Great! Let's put the lists on the Sharing Board.

Lesson Hook

Tell the students to open their books to Lesson 6.

Let them know that today they will be reading a story called **Baby Becky at Home**.

Say: **Open your book to pages 12 and 13.** Walk around to see if everyone opens his/her book to the right page.

Then say: **Look at the pictures on pages 12 and 13. What is interesting about these pictures? Yes. They look like cartoons! This is a funny story that is not real about the character Baby Becky!**

Teaching Tip



Stories in the EFL classroom

Stories can create an excellent learning experience for EFL student. In addition to the cultural value they add, reading stories can help with not only pronunciation practice but also literary skills in language arts such as beginning, middle and end of a story. Students also get the creative juices flowing in students because they can imagine all sorts of possibilities in a story!

NEW CONCEPTS

Story time

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

look out, shower, everywhere

Write the new words on the board.

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

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

DRTA (Directed Reading and Thinking Activity):

Ask students to look at the pictures on the pages 12 and 13.

Picture 1

- **Who do you think the character in the first picture is?**
- **What is Baby Becky doing? Is this how you dry dishes?**

Read the story on picture 1.

Picture 2

- **What is Baby Becky doing in picture 2?**
- **Is her mother happy or unhappy? How do you know?**
- **Why do you think Baby Becky's mother is unhappy?**

Read the story on picture 2.

Picture 3

- **What is Baby Becky doing in this picture?**
- **How does her mother feel? How do you know?**

Read the story on picture 3 to the students.

Picture 4

- **Now what is Baby Becky doing?**
- **How does her mother feel?**
- **How would you feel if you had a baby sister like Baby Becky?**

Read the story on picture 4 to the students.

Picture 5

- **Where is Baby Becky in picture 5? Why is her mother giving her a bath?**
- **What is the bad thing Baby Becky doing in this picture?**

Read the story on picture 5 to the students.

Picture 6

- **What is Baby Becky doing in picture 6?**
- **Is her mother happy or sad? How do you know?**

Read the story on picture 6 to the students.

Picture 7

- **How does Baby Becky's mother feel in picture 7?**
- **Would you be tired with a little sister like Baby Becky in your house?**

Read the story on picture 7 to the students.

Picture 8

- **What does Baby Becky's mother find in the kitchen when she goes to make dinner?**
- **Who made the mess?**
- **Why does Baby Becky say "Mine"? What should she say instead?**

Read the story on picture 8 to the students.

Play the audiotape. Ask the students to listen and track the story left to right and word to word in their Student Books as they follow along silently.

Teaching Tip



Why Directional Tracking Is Essential for Reading Development?

What is directional tracking?

We read and write English from left-to-right. This left-to-right horizontal arrangement of print is an essential component of the written English language. Proper directional tracking is looking at and processing all the letters in order from left-to-right. Proper directional tracking is essential for reading success.

How do I teach my students proper directional tracking?

Directional tracking can be directly taught to the child with following simple, no cost, highly effective techniques. All you need is YOUR FINGER and the CHILD'S FINGER! The most effective tool for teaching directional tracking is use of a finger to physically track or pointing under the sounds of the words you are reading. Simple! Effective! USE YOUR FINGER!

Require students to USE THEIR FINGER!

This physical motion is highly beneficial in engraining this essential left-to-right processing component of English. The physical pointing motion is also helpful in directing and focusing the child on individual sounds within the word. It helps them "keep their place" and "notice all the sounds".

The physical tracking motion is especially important in remediation, or in EFL as struggling readers frequently make errors in processing order. The physical motion is necessary to help the students both extinguish incorrect processing of looking all over and also to build correct left-to-right processing skills.

Is it necessary to have the students actually point with their finger as they read?

Yes, it is! The importance of the physical movement (kinetic process) in tracking cannot be emphasized enough. Have the students use their "reading finger" in the learning stage. Not only does this motion help engrain necessary left-to-right processing but pointing at sounds also helps the students focus on and correctly process individual sounds within the word. It improves attention to detail as well as proper left-to-right tracking.

Play the story again and ask the students to read the story to themselves. Walk around the classroom listening to the students as they read out loud.

•DEMONSTRATE•

Reading in Parts

Ask eight students to read the story to the class.

Each student can read one part of the eight pictures.

The class can follow along, tracking with their fingers and reading silently.

Teaching Tip



Reading in parts – A reminder

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

•PRACTICE•

Work as a Group of Four

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

Think About It

Say: **Find a partner. On page 13, there are two questions at the bottom of the page in *Think About It* that I want you to talk about. When I say SHARE, begin sharing your ideas in English about these two questions.**

- What does Baby Becky do at home?
- Does she help her mother?

Group Work

Ask the students to go back to their groups of four and practice acting out the story.

Students do not have to read the story. They can make up the dialogue as they go.
Choose two or three groups to share their dramatic representation of the story.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book to show what you mean. Help the students find the page with the activity for today's lesson. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

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

After-Class Activities

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

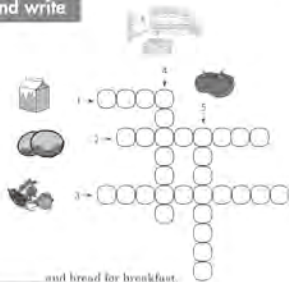
Unit 1 Review

Unit 1 Review

1 Listen. Tick or cross.



2 Look and write



1. She likes _____ and bread for breakfast.
2. We used some _____ and carrots.
3. _____ are good for us.
4. Mrs. Smith is cooking eggs in the _____.
5. Where are the _____? They are in the fridge.

14

3 Read and write

him you her them us me

1. The flowers are very beautiful. I like _____ very much.
2. Hi Danny. I can't find my ruler. Can you help _____?
3. Mom, we are thirsty. Please give _____ some water.
4. Bob is my friend. I will invite _____ to my birthday party.
5. Mary is in the U.S. I want to send _____ a postcard.
6. — Hi Jack! May I play with _____?
— Sure. Let's go to the park.

4 Read and talk

Jane's grandfather is watching TV in the living room. Her sister is there, too. Jane's grandmother is reading the newspaper in the bedroom. Jane's mother is washing the dishes in the kitchen. Jane's brother, Jack, is singing in the bathroom. Where is Jane? She is doing her homework in the study.

Where are they? What are they doing?



15

5 Key words and sentences



Words:

clock kitchen floor toilet study breakfast milk
dinner vegetable
watch
him them half dirty

Sentences:

There is a living room, a kitchen and a bathroom on the first floor.
There are four bedrooms and a study on the second floor.
Time for breakfast! What would you like for breakfast?
I'd like some eggs, bread and juice, please.

6 How am I doing?

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

16

CLASS OPENING

Greeting

Welcome students to class and remind them that today is their unit review for the first unit in the second grade 5 book!

REVIEW

1. Listen. Tick or cross.

Students should listen to the audiotape and put a tick in the box for the pictures that are part of the exercise. They should put an X on those that are not true. Check as a class.

The audiotape says:

1. —What is the boy doing?

—He is putting the dishes on the table.

2. **There are some tomatoes in the fridge.**
3. **She is in the kitchen.**
4. **Mr. Smith is reading the newspaper.**

2. Look and write

Students should complete the sentences at the bottom of Part 2, and then use the five words for each of the five sentences to complete the crossword puzzle. Picture clues have been given to help students fill in each of the five words in the crossword puzzle correctly. Check as a class.

3. Read and write

Tell the students to fill in the blank in each of the six sentences in Part 3 with the six pronouns listed above in the yellow square. Check as a class.

4. Read and talk

Ask the students to find a partner to read the story in Part 4. The only new words in Part 4 are the name of the girl, Jane, and her brother, Jack. Put these words on the board before the students begin.

After the students have read the story, they should discuss the questions for each of the characters in the story: **Where are they? What are they doing?**

5. Key words and sentences

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

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

6. How am I doing?

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

Teaching Tip



Self-evaluation checklists

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

ACTIVITY BOOK

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

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

CLASS CLOSING

Finish today's lesson by telling the students to give themselves one big clap for finishing Unit 1 in their Student Books.

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

Unit 2

School in Canada



General Goals for Unit 2

The prime objective of all units of the Grade 5 *Learning English* program is to engage students in concepts of interest to them at their grade level.

This unit aims to introduce students to basic vocabulary and expressions about Jenny's school in Canada where Li Ming is learning English for ten months.

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

Specific Goals for Unit 2

Knowledge and Skills

1. Students will be able to do the following:
 - Be introduced to how Jenny gets to school.
 - Be introduced to details about how Jenny's school is organized.
 - Learn how to introduce themselves to other students in an English school.
 - Learn about temperature in a science class.
 - Be introduced to homework in a Canadian school.
 - Learn about safety rules when going to school while reading a story.
2. Students will be able to recognize, understand and use the following vocabulary:
driver, Ms., science, water, blackboard
clean
always, sometimes, often, but, now

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

- **Is your home near the school?**
- **How do you go to school?**
- **Where are you from? I'm from China.**
- **What's the temperature inside? It's twenty degrees.**
- **Do you always do your homework?**
- **I often/sometimes help out at home.**

Learning Strategies

Students will be taught the following basic learning strategies:

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

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Children are expected to learn to recognize and use English words and phrases having to do with school organization and subjects they take at school.

Lesson 7 Here Comes the School Bus!

Lesson 7 Here Comes the School Bus!

1 Li Ming and Jenny go to school

It's rainy today. Li Ming and Jenny go to school by bus.



Li Ming: Do you always go to school by bus?

Jenny: No, not always. Sometimes I ride my bike.

Li Ming: Is your home near the school?

Jenny: No, it's far. So I never walk to school.

How do you go to school, Li Ming?

Li Ming: I often walk to school.



Jenny often goes to school by bus. Sometimes she rides her bike. She never walks.

18

2 Let's sing!

The rain is falling from the sky.
The rain is wet, but I am dry.
I have my boots, umbrella, too.
I like a rainy day. Do you?



I always like a rainy day.
I never go inside to play!
And now the rain is gone and done.
So goodbye rain and hello sun!

I see the bus stop where we meet.
The school bus is coming down the street.
The driver says, "Good morning! Hi!
The rain is wet, but we are dry!"



3 Let's do it!

Tick and write.

	always	often	sometimes	never
• have breakfast	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• read books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• plant flowers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• help out at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• do my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. I always have breakfast.

2. I _____ read books.

3. I _____ plant flowers.

4. _____

5. _____

6. _____

19

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
driver, Ms., always, sometimes, often
- Students will be able to recognize, understand and use the following expressions:
Do you always go to school by bus?
Is your home near the school?
How do you go to school?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 7
- Flash word and picture cards for the vocabulary in Lesson 7
- Butcher block chart paper
- Paper for a board game

CLASS OPENING

Greeting and Review

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

Students should respond with: **Yessity Yes!**

Ask the students what they remember from the last unit. Ask them to repeat some of the words they learned. Ask them to sing a song or say a chant from the last unit.

Lesson Hook

Tell the students to first look at the unit page and ask: **What do you think this unit is about?**

Say: **This unit is about school in a special place! I'll give you a clue. It is where Jenny and Danny live. Yes! It is about school in Canada!**

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

Ask: **Where do you think Jenny and Li Ming are going? Yes, they are going to school. This lesson is: Here Comes the School Bus!**

NEW CONCEPTS

1. Li Ming and Jenny go to school

Tell the students to turn to page 18 in their Student Books.

Point out the new words for this lesson in their Student Books:

always, sometimes, never, often

Explain that these words are called adverbs of frequency.

Teaching Tip



Adverbs of frequency

Always, usually, regularly, normally, often, sometimes, occasionally, rarely, seldom, never are adverbs of frequency.

The position of these adverbs is either:

a. before the main verb

		Adverb of frequency	Verb	
I		always	get up	at 6:45.
Peter	can	usually	play	football on Sundays.
Mandy	has	sometimes	got	lots of homework.

b. after a form of be (am, are, is, was, were)

	Verb	Adverb of frequency	
Susan	is	never	late.

The adverbs often, usually, sometimes can also go at the beginning of a sentence.
Sometimes I go swimming. **Often** we surf the internet.
 Sometimes these adverbs are also put at the end of the sentence.
 We read books **occasionally**.

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

•DEMONSTRATE•

Say: **Let's list all the ways that we go to school on this chart. Then we can count how many students in our class travel to school by each of the different ways.**

Ways that we go to school	How many students travel this way most of the time?
walk/on foot	20
on a bike/by bike	5
on a bus/by bus	5
in a taxi/by taxi	2
in a car/by car	3

Read the chart together with the students.

Ask: **How many of you travel to school different ways on different days? Let's talk.**

•PRACTICE•

Pair Work

Tell students to form into pairs.

Students can practice the following dialogue together:

Student 1: **How do you go to school?**

Student 2: (response) **Sometimes I go by bus.**

I often walk.

I never go by taxi.

I always go with a friend.

Board Game: Who gets to school first?

Who Gets to School First Rules:

Have the students form groups of four.

Students make a board game together.

The board game should have a path for markers to follow with instructions in each of the squares.

An example of an easy board game is included here.

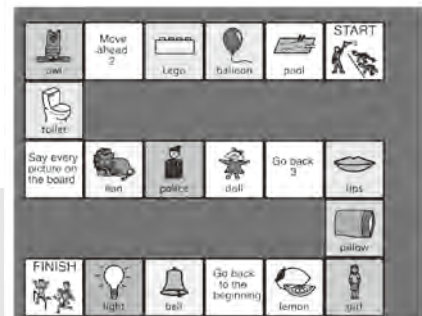
In this board game there are twenty squares.

Students use a dice to roll a number.

The start and end squares are noted.

The squares in between can have instructions like:

Move 1 square forward or move 1 square backwards.



Some squares can have English questions students must answer:

For example: **What are three ways to get to school?**

If a student gets the answer correct, he/she can stay on the square.

If not, he/she must start at the beginning again.

Let the students come up with their own games using their imaginations.

Remind them that the purpose of the game is to move their marker — a car, bike, bus or taxi forward to reach the end by speaking English and making good rolls of the dice!

2. Let's sing!

Play the song so the students can hear the beat. They can clap along if they like.

Tell students to look at the song on page 19.

The new words in this song are: **falling, sky, wet, dry, boot, umbrella.**

Point these words out in the song.

Play the song again.

Ask the students if they recognize the rhyme scheme. **Is it abab or aabb?**

Remind the students what a rhyme scheme is.

Teaching Tip



Rhyming Scheme

A rhyme scheme is the pattern of rhyme between lines of a poem or song. It is usually referred to by using letters to indicate which lines rhyme; lines designated with the same letter all rhyme with each other. Therefore, it is the pattern of end rhymes or lines. For example:

The rain is falling from the sky. a

The rain is wet, but I am dry. a

I have my boots, umbrella, too. b

I like a rainy day. Do you? b

This song has an **aa bb** rhyme scheme.

When two lines in a song that are back to back rhyme, this is called a rhyming couplet.

So the rhyme scheme of this poem is rhyming couplets.

Put the song on the board and colour the code words to show the rhyming couplet pattern in the song. (*Songs with rhyming couplets have high predictability for all learners.)

The rain is falling from the **sky**.

The rain is wet, but I am **dry**.

I have my boots, umbrella, **too**.

I like a rainy day. Do **you**?

I see the bus stop where we **meet**.

The school bus is coming down the **street**.

The driver says, "Good morning! **Hi**!"

The rain is wet, but we are **dry**!"

I always like a rainy **day**.
I never go inside to **play**!
And now the rain is gone and **done**.
So goodbye rain and hello **sun**!

Note for the students that two pairs of rhyming couplets rhyme with each other in verse 1 and 2.

Also underline any lines that repeat in the song.

Read through the song with the students. Remember to finger-track word by word as you read along with the students.

There are several opportunities for actions in this song:

The rain is falling from the sky: Put both arms above your head and wiggle the fingers like rain as you bring your arms down.

Good morning! Hi!: Wave to another person in the class.

Goodbye rain and hello sun!: Wiggle your fingers and move your arms above your head then reach both arms out to show the sun.

Practice the actions with the students.

Play the audiotape and ask students to stand up and sing the song while also doing the actions with you.

3. Let's do it!

Tick and write.

Tell the students to look at the chart in Part 3. For each of the six phrases, they must check **always, often, sometimes** or **never** in the square provided.

Students should then rewrite the sentences below in the spaces provided including the correct adverb of frequency in their sentence.

Check as a class.

ACTIVITY BOOK

Say **Let's open our activity books**. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Well done students! Have a great evening, and get home safely!**

Students should respond with: **Have a great evening, teacher!**

After-Class Activities

Students can practice their adverbs of frequency at home with their parents or family members.

Lesson 8 At Jenny's School

Lesson 8 At Jenny's School

1 At school

Jenny and Li Ming get off the school bus. They walk to the school. Li Ming is very excited.



Li Ming: How many students are there in your school?

Jenny: About 350 students.

Li Ming: How many classes are there in Grade 5?

Jenny: There are two. What about your school?

Li Ming: There are six classes in Grade 5 in my school.

Jenny: Many students in my school are from other countries.

Li Ming: The students in my school are all Chinese. Everyone speaks Chinese. We also learn English.

Jenny: In my school, we speak English, but we also learn French. Oh, time for math class. Let's go!

20

2 Let's do it!

Read and write.



Welcome to Green Tree School. There are about 230 students in our school. In each class, there are about 20 students. Most students take the school bus to school. We go to school from Monday to Friday. School starts at 8:30 a.m. and ends at 3:30 p.m. We work hard. All the students have lunch at school. In the afternoon, we play basketball from 3:30 to 4:30. The school year begins in September and ends in June.



Talk about your own school. What is the same? What is different?

Green Tree School	My School
About 230 students.	
School starts at 8:30 a.m.	

21

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
but
- Students will be able to recognize, understand and use the following expressions:
How many students in your school?
How many classes are there in Grade 5?
What about your school?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 8
- Pictures and word cards for the words in Lesson 8

CLASS OPENING

Greeting and Review

Say: **Hello students!** Expect the students to say: **Hello teacher!**

Ask: **How did you get to school today?**

Lesson Hook

Tell the students to open their books to Lesson 8.

Say: **Where are Jenny and Li Ming in this picture? Yes, they are at Jenny's school.**

Today we will learn a lot about Jenny's school!

NEW CONCEPTS

1. At school

Play the audiotape for Part 1.

Let the children know the new word and expressions that they will learn in this part of Lesson 8:

but

How many students in your school?

How many classes are there in Grade 5?

What about your school?

Put these word flash cards on the blackboard ledge.

Say each word. Point to the word and ask the students to repeat the word back to you.

Play the audiotape and ask the students to read along.

•DEMONSTRATE•

Build a KWL chart with the students to show the differences between Jenny and Li Ming's schools.

KWL Chart

	What I know	What I want to know	What I have learned
<i>Jenny's School</i>	For example: - It is in Canada. - Jenny and Li Ming take the bus to Jenny's school. - Jenny sometimes rides her bike to school.	For example: - How big is Jenny's school? - Do all of the students in Jenny's school speak English?	- There are 350 students in Jenny's school. - There are two class of Grade 5 in Jenny's school. - Many students in Jenny's school are from other countries. - The students in Jenny's school speak English. They also learn French.
<i>Li Ming's School</i>	- It is in China. - Li Ming walks to school.	- Do all students speak Chinese in Li Ming's school?	- There are 6 classes of Grade 5 in Li Ming's school. - All of the students in Li Ming's school are Chinese. - They also learn English at his school.

Reread the chart together as a class and then ask various students to read parts of the chart for the class.

Explain to the students that another way to show the similarities and differences between Jenny and Li Ming's schools is to build a Venn Diagram. Tell them they will be introduced to this tool later in the lesson.

●PRACTICE●

Pair Work

Ask students to reread Part 1 in pairs. One students can read Jenny's part and the other can read Li Ming's part. Students can then switch parts.

2. Let's do it!

Read and write.

Read the story in Part 2 with the students.

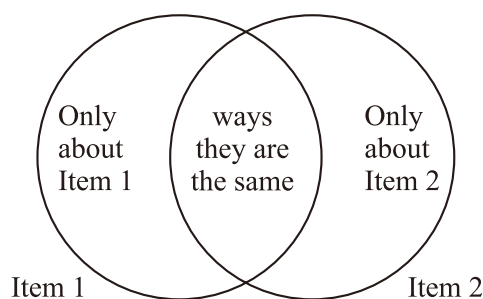
Tell students to turn to a shoulder partner and complete the venn diagram at the bottom of page 21 in Part 2 together.

Teaching Tip



Venn Diagram

A venn diagram is a diagram that shows the common or similar relationships between two sets of things by overlapping two brainstorming circles to show the common ideas between the two sets in the overlapped space. For example, by brainstorming ideas about Green Tree School and their own school, in Part 2, the students may see some things that are unique and different between the two that schools, and other things that are the same or similar in the intersecting space.



Optional

Group Work

Students can work in groups, draw a different venn diagram to show the similarities and differences between their own school and an imaginary school they would like to attend.

Students should illustrate their chart when it is done and be prepared to share it with the class.

ACTIVITY BOOK

Say **Let's open our activity books.** Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher: **It's time to go. Great job today! Goodbye girls! You can go! Goodbye boys! You can now go!**

Students respond with: **Goodbye teacher!**

After-Class Activities

Students can show their parents how a venn diagram works by drawing one that shows the differences and similarities between their mother's family and their father's family.

Lesson 9 Li Ming Meets Jenny's Class

Lesson 9 Li Ming Meets Jenny's Class

1 In the new class

1 Mr. Wood, this is my friend Li Ming.

Hi Li Ming! Nice to meet you!

Nice to meet you, too, Mr. Wood!

2 Li Ming, this is my friend Sarah. She is from Australia.

3 Great! Where are you from?

I'm from China.

4 What city are you from?

I'm from Shijiazhuang.

How are you, Li Ming?

Fine, thanks! How are you?

2 Many questions

1 Hi Li Ming. I'm Peter. I'm from the U.S.

Hello Peter.

2 When did you come to Canada?

I came on Monday.

3 You speak good English! Does everyone in your family speak English?

No, we speak Chinese at home.

4 How old are you, Li Ming?

I'm twelve years old.

I'm twelve, too.

22

3 Let's do it!

Ask and answer.

I'm from China. Where are you from?

I am from Canada.

Where are you from?

I am from Gansu.

Canada

Gansu

Xi'an

23

TEACHING GOALS

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

Where are you from?

I'm from China.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 9
- KWL chart
- Homework: Venn diagrams about their parents' families

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello again class! Did anybody bring in a venn diagram to**

show the differences and similarities between your parents' families? Who would like to share? Excellent. Let's put all of these venn diagrams on the Sharing Wall.

Lesson Hook

Tell the students to open their books to Lesson 9.

Teacher: **Where do you think Jenny and Li Ming are today? Can you guess who the man is in picture 1? Let's find out!**

NEW CONCEPTS

.....

1. In the new class

Share the words and expressions from today's lesson:

Mr. Wood, Sarah, Australia, Peter, U.S., Canada

Where are you from?

I'm from China.

Point the words and question out to the students in their Student Books.

Have the students say the words one by one. Have them repeat the question together.

You can put the words and question on the board if you wish.

Play the audiotape for the first time of Part 1 and ask the students to read along with it.

Listen to the students and assist where necessary.

●DEMONSTRATE●

Assign four students the parts of Mr. Wood, Jenny, Li Ming and Sarah to read aloud.

Do this with several groups of students.

2. Many questions

Play the audiotape for Part 2. Ask the students to read along.

Play Parts 1 and 2 again and ask the students to read along. Do this 2~3 times.

Listen to the students as they read the two parts of Lesson 9 together.

●DEMONSTRATE●

Assign two students the parts of Li Ming and Peter to read aloud.

Do this with several pairs of students.

●PRACTICE●

KWL Chart

Add to the KWL chart and reread it with the students.

KWL Chart

	<i>What I know</i>	<i>What I want to know</i>	<i>What I have learned</i>
<i>Jenny's school and information about the students and teachers in Jenny's school</i>	For example: <ul style="list-style-type: none"> - It is in Canada. - Jenny and Li Ming take the bus to Jenny's school. - Jenny sometimes rides her bike to school. 	For example: <ul style="list-style-type: none"> - How big is Jenny's school? - Do all of the students in Jenny's school speak English? 	<ul style="list-style-type: none"> - There are 350 students in Jenny's school. - There are two classes of Grade 5 in Jenny's school. - Many students in Jenny's school are from other countries. - The students in Jenny's school speak English. They also learn French. - Mr. Wood is the homeroom teacher. - Sarah is from Australia. - Peter is from the U.S. - Peter is 12 years old.
<i>Li Ming's school and information about Li Ming</i>	<ul style="list-style-type: none"> - It is in China. - Li Ming walks to school. 	<ul style="list-style-type: none"> - Do all students speak Chinese in Li Ming's school? 	<ul style="list-style-type: none"> - There are six classes of Grade 5 in Li Ming's school. - All of the students in Li Ming's school are Chinese. - They also learn English at his school. - Li Ming is from Shijiazhuang. - Li Ming's family speaks Chinese at home. - Li Ming is 12 years old.

Group Work

Ask students to work in groups of four to make up an English dialogue about meeting new students at a new school. Tell the students they can use Parts 1 and 2 as models but they should try to add some new ideas to their dialogue. Explain that each student in the group must have a speaking part. Tell students to be prepared to share their dialogues with the class.

Choose several groups to demonstrate their dialogues to the class.

3. Let's do it!

Ask and Answer.

Ask every student to write the name of a place they are from on a flashcard.

The first student in row 1 turns to the next student and says: **Where are you from?**

The second student says: **I'm from...** and holds up his/her flashcard. That student then turns to the next student and asks: **Where are you from?**

This practice can be done by going around the whole class.

Optional

Game: Where are you from?

Students walk around the class with their city cards that say where they are from.

When the teacher claps her/his hands twice, the students turn to a partner close to them.

One partner asks the other: **Where are you from?**

The second student responds with: **I'm from...**

The second student then asks the first student: **Where are you from?**

And the first student responds with: **I'm from...**

The teacher claps her/his hands once for the students to continue walking again until the process is repeated.

ACTIVITY BOOK

Say **Let's open our activity books.** Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher: **Good work today! Give yourselves three big claps! Now give yourselves two little claps.**

Exit ticket: Students can whisper their city they said they were from to the teacher.

After-Class Activities

Ask the students to bring pictures of different weather to school next day.

Lesson 10 Mr. Wood's Science Class

Lesson 10 Mr. Wood's Science Class

1 Temperature

1 How's the weather today, Steven?
It's rainy and cool.

2 What's the temperature outside, Kim?
It's fifteen degrees.

3 What's the temperature inside, Jenny?
It's twenty degrees.

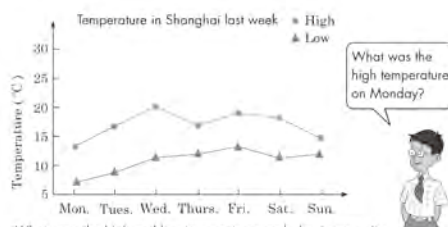
4 What's the temperature of the water, Li Ming?
It's 100 degrees.

5 What's the temperature now, Li Ming?
It's zero degrees.

24

2 Let's do it!

1. Look and talk.



What were the high and low temperatures each day in your city last week? Find and draw.

2. Look at the weather report for different cities. Read and write.



- a. It's 7 degrees in Beijing. It's cloudy. It's cold.
- b. It's _____ degrees in Guangzhou. It's _____. It's _____.
- c. _____.
- d. _____.

25

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
science, water, now
- Students will be able to recognize, understand and use the following expressions:
How's the weather today?
What's the temperature outside/inside?
What's the temperature of the water?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 10
- Pictures and flash cards for Lesson 10
- Weather and Temperature Chart
- Weather pictures

CLASS OPENING

Greeting and Review

Greet the students: **Hello everyone. Do you remember the song: Rain is falling from the sky from lesson 8? Let's sing it together!**

Lesson Hook

Teacher: **Look at page 24 in your Student Books. Today we're going to be introduced to weather in Mr. Wood's science class. Who remembered to bring in the weather pictures? Great! Can you put your pictures on the blackboard with some fun tacks, please?**

NEW CONCEPTS

1. Temperature

Ask students to turn to page 24 in their Student Books.

Say: **These are the new words and questions in this lesson:**

science, water, now

How's the weather today?

What's the temperature outside/inside?

What's the temperature of the water?

Point the words out to the students in the lesson on page 24.

Ask students to repeat each after you.

Then point out the questions to the students and ask them to repeat the questions after you.

Play the audiotape. Tell the students to just listen at the first time.

Play the audiotape again. Ask the students to read along.

●DEMONSTRATE●

Ask five students to read the dialogue in Lesson 10 on page 24 to the rest of the class using the parts method.

●PRACTICE●

Class Work

Make a chart labelled ***Weather and Temperature*** and post it on the board.

Tell students they are going to list all of the types of weather they see in the pictures on the board on the chart.

If they do not know the English word, they can write the Chinese word and you will translate for them. (The students learned weather words earlier in the Learning English series, however, and this is a good review for them.)

Call the students up one by one and have them write the weather words themselves on the chart. Scaffold them to the correct spelling.

Say: **How's the weather today?**

The students must respond with: **It's...** before writing the weather words on the chart.

Then ask different students to come up and write the temperature they think it might be in

Fahrenheit for each of the types of weather in the space marked **Temperature** on the chart.

Say: **What's the temperature?**

The student must respond with: **It's... degrees.** before writing the weather word on the chart.

Weather and Temperature Chart

Chinese	English	Temperature
	wet	40 degrees
	dry	80 degrees
	hot	100 degrees
	cold	
	sunny	
	rainy	
	windy	
	snowy	
	cool	

2. Let's do it!

1. Look and talk.

Tell students to look at the chart on page 25 in Part 2.

Students should draw a red line to show what the high temperature was like in their city the week before and a blue line to show the low temperature in their city the week before. Students can then compare with a partner what they drew. Check as a class.

2. Look at the weather report for different cities. Read and write.

Students should look at the weather report for the four cities in activity 2 and then complete a sentence for each city in the spaces provided below to say what the temperature and weather was like. Check as a class.

Optional

High or Low Game

All students stand up.

The teacher gives word clues to tell what the weather is like.

Students must guess whether the temperature is high or low from the word clue.

Students put their thumbs up to show high and thumbs down to show low, making sure to hide their thumbs in front of themselves so their classmates cannot see them.

For example: **It is wet and cold. Is the temperature high or low?**

If a student puts thumbs down for this description, he or she can stay in the game.

If a student puts thumbs up for this description, he or she must sit down.

The teacher can use all of the English words on the Weather and Temperature Chart on the board at the front of the class. To make things more difficult, the teacher can take the chart down so the students must remember what the English words are!

The last student standing is the winner.

Today We Had Some Weather

Share this poem with your students! Read it first to the students then explain what each line means. There are several humorous English weather expressions in this poem that will have your students laughing out loud.

Today We Had Some Weather

By Kenn Nesbitt

Today we had some weather
like I've never seen before,
so I pulled on my galoshes
and I headed out the door.
It sprinkled, first so lightly,
it could easily be mist.
A tornado then came dancing by,
it swung and did the twist.
The fog banks opened up their vaults
and let out all their fogs,
and the dog pound took a pounding,
it was raining cats and dogs.
It started raining buckets,
then the rain came down in sheets.
I had never seen so many sheets
and buckets in the streets.
I'd planned to watch the weather
and though gallantly I tried,
when it started hailing taxis
I gave up and went inside.

ACTIVITY BOOK

Say **Let's open our activity books.** Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher: **Well done, class! Good for you! Can you all say: Hip Hip Hooray — We love the work we did today!**

After-Class Activities

Students can share some of the information they learned about weather and temperature with their parents.

Students should check the TV to see what the weather forecast is for the next day and write it down to share at school in the next English class.

Lesson 11 Always Do Your Homework!

Lesson 11 Always Do Your Homework!

1 Always or never?

Mr. Wood: Class, let's get to work. Li Ming, do you always do your homework?

Li Ming: Yes!

Mr. Wood: Good! Let's put an A for *always*.

Mr. Wood: Jenny, do you often help out at home?

Jenny: Yes. I often clean the floor and wash the clothes.

Mr. Wood: Let's put an O for *often*.

Mr. Wood: Steven, do you always walk to school?

Steven: No. I sometimes walk to school. Sometimes I ride my bike.

Mr. Wood: Let's put an S for *sometimes*.

Mr. Wood: Danny, do you wear dresses?

Danny: No! I never wear dresses!

Mr. Wood: Okay. Let's put an N for *never*. Now it's done!

Look at the blackboard.



26

2 Let's do it!

Look, write and say.

Name	do your homework	help out at home	walk to school	wear dresses
Wang Hong	A	S	N	S
Guo Yang	O	S	N	O
Kim	A	O	S	N
Me				

Legend: A always, O often, S sometimes, N never

- Wang Hong _____ reads books.
Wang Hong _____ watches TV.
- Guo Yang _____ plays computer games.
Guo Yang _____ has lunch at school.
- Kim _____ plays sports.
Kim _____ goes to the cinema.
- I _____

Wang Hong always reads books.
Wang Hong sometimes watches TV.



3 Listen and repeat

Canada afternoon breakfast Chinese
interesting Sep'tember temperature computer

27

TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 11
- Pictures and flash cards for Lesson 11
- Game questions

CLASS OPENING

Greeting and Review

Greet the students: **Good morning class!**

Expect them to respond with: **Good morning teacher.**

Ask: **Who did your homework? Who checked to see what the weather and temperature would be like today?**

Teaching Tip



Using the Internet to enhance your lesson hooks

Teachers in Canadian schools often look on the Internet to find songs or video clips that will enhance a lesson by providing added interest in the lesson hook. These materials are available to teachers to use on a onetime only basis. Students who have Internet connection at home can also search for interesting clips, songs or poems for class that will bring added interest to *Learning English* in the classroom.

Lesson Hook

Tell the students to open their books to Lesson 11.

Say: **Listen to this song! It will tell you what this lesson is about!**

The Homework Song

by Bryant Oden

Before I answer the question

Did I do my homework

I'd like to take this opportunity to say

You're the greatest teacher

That I've ever had

Understanding and forgiving

Especially today

And if they gave a Nobel Prize

For really cool teachers

I'm sure you would win it

Because you're really cool

Especially how nice you are

When someone doesn't do their homework

That makes you the greatest teacher

In this whole great school

Just as an example

Of how you're the coolest teacher

If someone told you right now

they didn't get their homework done

You'd probably give them extra

Extra extra credit

Just for being honest

And then say go have fun

Now I can't remember
 The question that you asked me
 But you look really nice today
 Of course you always do
 Anyway, I guess we should
 Let you get back to teaching
 All the kids are waiting
 But it was great talking to you
 Yes all the kids are waiting
 To learn from a great teacher like you

Say: **Who knows what this song is about? That's right! It's about doing your homework!**

NEW CONCEPTS

1. Always or never?

Tell the students to turn to page 26 of their Student Books.

Say: **These are new words in this lesson: clean, blackboard.**

Point to the words in the lesson, ask students to read after you.

Review always/often/sometimes/never by using them in the following questions:

Do you always/often/sometimes or never do your homework?

Do you always/often/sometimes or never help out at home?

Do you always/often/sometimes or never walk to school?

Do you always/often/sometimes or never wear dresses?

Explain what each question means.

Play the audiotape for Part 1. Ask the students to read along.

Play it 2~3 times as necessary.

•DEMONSTRATE•

Put the same chart that is in the picture on page 26 on the board. Ask students one by one to come up and fill in their line in the chart with A, O, S or N:

A for always, O for often, S for sometimes and N for never				
Name	Do your homework	Help out at home	Walk to school	Wear dresses

Go through the chart with the class afterwards. You can count how many times students answer **A for always**, **O for often**, **S for sometimes** and **N for never** in each of the categories together with the class.

●PRACTICE●

Pair Work

Ask students to find a partner. They can use the chart on the board to take turns answering the following questions for their partner:

Do you always/often/sometimes or never do your homework?

Do you always/often/sometimes or never help out at home?

Do you always/often/sometimes or never walk to school?

Do you always/often/sometimes or never wear dresses?

2. Let's do it!

Look, write and say.

Tell the students to look at the chart in Part 2 to complete the statements below from 1~4. Check as a class.

3. Listen and repeat

Students should listen to each of the following words and repeat them.

Make sure to place the accent on the correct syllable as you say it to the students so they will repeat the words correctly.

'Canada

after'noon

'breakfast

Chi'nese

'interesting

Sep'tember

'temperature

com'puter

Optional

Game: always, often, sometimes, never

Pre-make a list of questions to ask students that they should know the answers to.

For example: Do you go to Beijing by train?

Do you walk to Shanghai?

Do you sleep at a friend's house?

Do you eat dog food?

Does your mother make noodles?

Does your father clean the house?

Is the weather hot in December?

Do you play computer games?

Do you take a taxi to the cinema?

The questions should test your students' English language learning. Some questions should have clear **always** and **never** responses.

Put students into row teams. They can collaborate to respond to the questions.

The person giving the answers must respond using full sentences.

The teacher decides if the response is correct or not. The team with the most points wins.

ACTIVITY BOOK

Say **Let's open our activity books**. Hold up your activity book with that page open. Point

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

CLASS CLOSING

Teacher: **Great class! Did you have fun? As you leave the class today by row, say together: *Always, Often, Sometimes, Never* all the way out the door!**

After-Class Activities

Students can practice their adverbs of frequency by writing four sentences, one for each, for something they do at home in the evening to share next class.

Lesson 12 Be Safe on the Way

Lesson 12 Be Safe on the Way

Story time

1 Hi, my name is Sam. Hello, I'm Oba. My name is Al. I'm Neva. Today is the first day of school. Some students meet at the bus stop.

2 Where are you from? I'm from this city. I'm always excited on the first day of school. Me, too. They wait for the school bus. They are very happy.

3 I am always very careful. When I wait for the bus, I always watch for cars and bikes. And don't play on the street. They want to be safe while waiting for the bus.

4 I often look to the left and to the right before I cross the street. Sometimes I take my friend's hand. This will keep her safe. It is always good to be careful. Everyone thinks so.

28

5 Be careful, Neva. Don't stand too close to the street. Thanks. Neva doesn't like to talk. She never says much.

6 Hello, boys and girls. Welcome back to school. Thank you! Now, they see the yellow school bus coming. The driver is Ms. Marshall. She is very nice.

7 Please wear your seat belts. Okay! The children sit on the bus. They talk and sing.

8 Always remember to be safe on the way. The first day of school is always a happy day.

while 当……时 before 在……之前 cross 穿过, 横过 seat belt 安全带

Think and Act

- Do you know how to be safe on the street?
- Act out the story.

29

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
before, cross, seat belt
- Students will be able to know the beginning, middle and end of a story.
- Students will be able to predict action during the story.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 12
- Overhead projector
- Story Map handouts

CLASS OPENING

Greeting and Review

Teacher: **Welcome back class! Did you bring in your adverb of frequency sentences that you had for homework? Who would like to share? Let's put all of them on the Sharing Board.**

Lesson Hook

Teacher: **Today we are going to read a story about being safe travelling to and from school. What are some rules we should remember when going to and from school to make sure that we are safe? Let's talk about it!**

NEW CONCEPTS

Story time

Tell the students to turn to page 28 of their Student Books.

There are three new words in this story: **before, cross, seat belt.**

Put the words on the board and go over them one by one with the students.

Tell the students there are some names of characters in this story that they will not be familiar with. These are: **Sam, Oba, Al, Neva, Ms. Marshall.**

Play the audiotape for the story.

Ask the students to follow along in their books silently.

Play the audiotape again and ask the students to read along with the tape.

•DEMONSTRATE•

Explain to the students that you will be using the technique called story map to explore this story. They used this technique before in Book 1 of Grade 5. Ask what the students remember about story map. List all of their ideas on the board. Then review what story map is with the class.

Teaching Tip



Story Map

In a story map, students map out the various elements of the story including:

Main Characters—Who were the important characters in the story?

Setting—Where and when did the story take place? (There may be different locations.)

Problem of the story—What was the problem encountered that needed to be fixed?

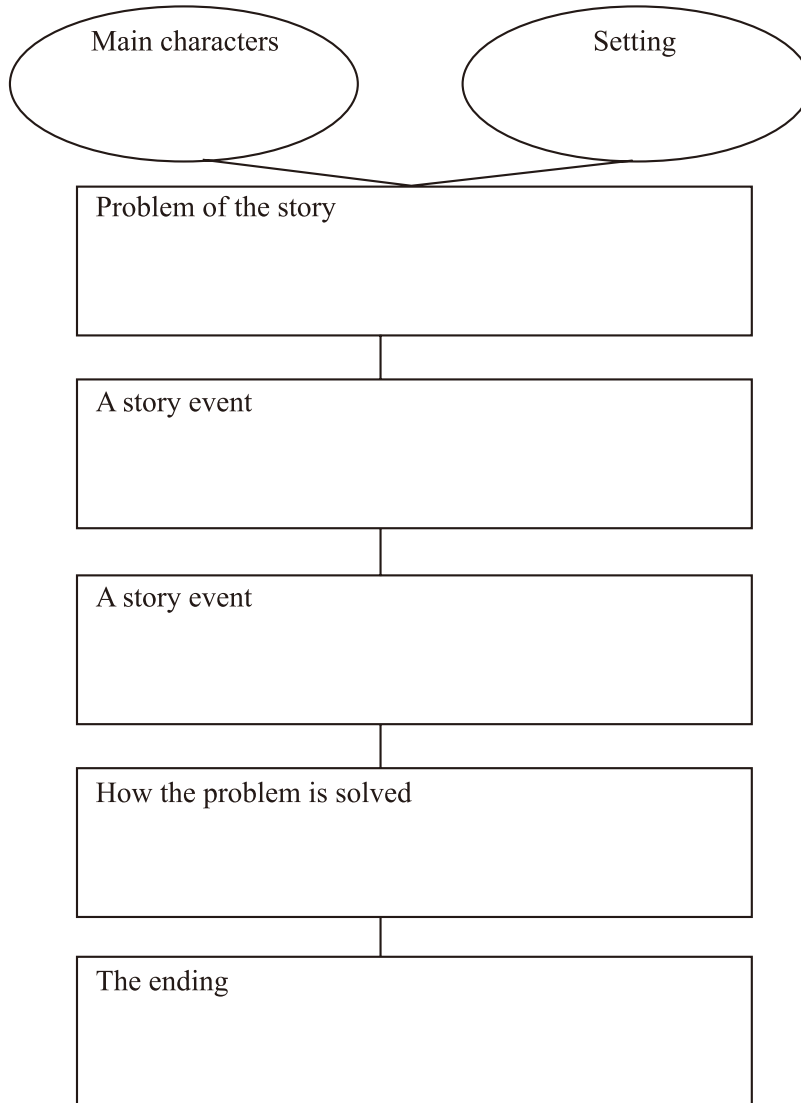
Story events—What were the main events that happened in the story?

Resolution—How was the problem solved?

Ending—How did the story end?

Theme or Moral of the story—What can we learn from the story?

Sample Story Map



•PRACTICE•

Pair Work

Students can work in pairs to complete their own story maps.

If students are done early, they can illustrate their story maps.

Ask several of the students to share what they have written on their story map with the class after everyone has time to complete the work. Post the story map on the Sharing Board.

Story Map Instructions

a. Print out a story map for each student. There is an example above that you can use.

b. Explain each of the key areas of story map to the students. You can do this in Chinese.

c. Since the students have already done a story map together in Book 1 of Grade

5, they can work in pairs to complete their story map after reading the story. You can walk around the class assisting the students as necessary.

- **Main Characters** – Sam, Oba, Al, Neva, Ms. Marshall
- **Setting** – At the bus stop on the way to school
- **Problem or lesson in the story** – To teach the students safety
- **Story Events** – The children must get to school, remembering their safety rules along the way.
- **Resolution** – All of the students get to school safely on the bus.
- **Ending** – The first day of school is a happy day.

Think and Act

Talk about the question with a partner. When the teachers says: **SHARE**, students talk for 2~3 minutes in English to discuss the question.

Do you know how to be safe on the street?

Ask several pairs to share what they talked about in English.

Tell students to form groups of four. They can act the story in English in their groups. Explain to the students that they can adlib the English dialogue in their play.

Teaching Tip



Adlib

Adlib means to speak or perform without previously preparing one's words. The purpose of this drama activity is to have students make up their dialogue as they go along. This type of dialogue more closely resembles real life communication rather than a scripted dramatic presentation would do.

ACTIVITY BOOK

Say **Let's open our activity books**. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher: **What a great class! What did you learn about the story today? Good job!**

Say: **Remember that next day is the unit review so take your Student Books home with you and practice the new words in this unit.**

After-Class Activities

Do an oral retelling of the story with their parents.

Practice the vocabulary and phrases from the unit in preparation of the unit review.

Unit 2 Review

Unit 2 Review

1 Listen and match

1. 2. 3. 4.

always never sometimes often

2 Look and write

What subjects do you have on Tuesday?

Tuesday	
a.m.	
p.m.	

music science
English P.E.
math Chinese art

30

3 Read and write

My name is Ann. I'm from the U.S. I am a student in Grade 5. I don't go to school on Saturday and Sunday. On Sunday, I often get up at eight o'clock and have breakfast at half past eight. Sometimes I go to the park and sometimes I go to the library in the morning. I always have a dance class in the afternoon. Then I walk home. I never get home late.

1. Look and tick.

What does Ann do on Sunday?



2. What do you do on Sunday? Please write.

31

4 Key words and sentences

Words:
driver Ms. science water blackboard
clean

Sentences:
Where are you from? I'm from China.
What's the temperature inside? It's twenty degrees.
Do you always do your homework?
I often/sometimes help out at home.

5 How am I doing?

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

32

CLASS OPENING

Greeting

Greet the students: **Hello class. Today is our unit review! I'm excited to see what you remember. Let's start by singing the song from Lesson 7 "The rain is falling from the sky".**

REVIEW

1. Listen and match

Listen to the audiotape and match the correct adverb of frequency with the correct person and activity by drawing lines between the three in Part 1. Check as a class.

The audiotape says:

1. — Jenny, do you always read books?
— Yes, I always read books.

2. — **Kim, do you often play computer games?**
— **No, I never play computer games.**
3. — **Li Ming, do you always watch TV?**
— **No, I sometimes watch TV.**
4. — **Steven, do you play sports?**
— **Yes, I often play sports.**

2. Look and write

Tell the students to fill in the timetable in Part 2 with the seven subjects shown by trying to match it as closely as possible to their real timetable. Check as a class.

3. Read and write

Tell the students to read the story in Part 3.

1. Look and tick.

Students should check the pictures that show what happened in the story and tick them. Check as a class.

2. What do you do on Sunday? Please write.

List the things that you do on Sunday in the space provided at the bottom. Share with a shoulder partner.

4. Key words and sentences

Review the key words and sentences in Part 4 with the students by asking the class to choral read the words together.

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

5. How am I doing?

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

ACTIVITY BOOK

Say **Let's open our activity books.** Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Praise the class then ask the students what they have learned in this unit.

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

TEACHING TECHNIQUES

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

Ways to introduce new concepts

SHOW AN OBJECT

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

SHOW A PICTURE

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

DRAW A PICTURE

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

教学技巧

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

新概念教学方法

利用实物

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

利用图片

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

画画

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

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

PERFORM AN ACTION

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

ROLE-PLAY

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

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

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

COMPARE

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

TELL A STORY

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

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

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

Jenny: Poor Danny! Why are you tired?

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

动作, 如 colour 或 circle。

用形体动作表现

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

角色扮演

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

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

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

比较

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

讲故事

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

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

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

Jenny: Poor Danny! Why are you tired?

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

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

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

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

Ways to practise and review vocabulary

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

PRACTISE IN PAIRS AND SMALL GROUPS

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

SING A SONG

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

PLAY A GAME

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

DRILL

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

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

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

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

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

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

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

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

词汇练习和复习方法

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

一对一和小组练习

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

唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。

做游戏

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

操练

特别注意：一定要在学生弄懂了单词或句型结构的意义后，再进行操练。

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

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

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

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

(Yes/No.) Are you hot? (Yes/No.)

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

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

Ways to evaluate student progress

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

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

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

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

OBSERVE AS THE STUDENTS PRACTISE

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

- **Making a checklist:** Some teachers make a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students’ names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student’s name, you can place a mark to represent the student’s mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write 1, 2 or 3 to show beginning, developing or mastery skill level.

- **Making descriptive records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:

Li Hong – Cannot pronounce “th” correctly.

Xiu Jie – Confuses mouth, ears, eyes, nose.

Yi Yu Ming – Drops final consonants on many words.

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

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

一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

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

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

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

评价学生进步的方法

学生在练习了某个新概念之后，你得检查一下，看他们是否理解其意。

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

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

本书使用以下方法在课堂上检查理解情况：

观察学生练习

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

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

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

李红—th 发音不正确。

修洁—mouth, ear, eyes, nose 分不清。

易玉明—词末辅音吞音现象严重。

如果班上的学生过多（多于40人），教师宜将注意力放在问题最多的学生身上。

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

ASK STUDENTS TO PRESENT

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

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

PLAY A GAME OR SING A SONG

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

CHECK THE ACTIVITY BOOK

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

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

Ways to teach pronunciation

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

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

Learning English does not advocate teaching young children the International Phonetic Alphabet (IPA). In Grade 1, students should not concentrate on any form of written language. In Grade 2 and 3, they are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English.

IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more

教师在观察过程中，应记住：教室的各个地方都要走到，包括后面几排。

请学生表演

学生以一对一或小组练习的方式做完某个问答练习之后，让3到5组（自愿者）上台前表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台表演。如你每次都这么做，学生慢慢可能会认为练习后的表演才是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要在小组和结对练习的过程中享受学习的乐趣，也需要在自编对话的过程中发挥其想象力运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。

检查《活动手册》

怎样批阅活动手册上的作业，可有多种选择。具体办法可视情况而定：课堂上的剩余时间；学生课文掌握的程度等。

- 可让学生在课堂上相互交流。学生可以与同伴（桌）或在小组内交流作业。
- 可让学生与同桌交流活动手册。可将正确答案告诉全班，学生就对方的作业相互打分。
- 学完一个单元后，可将活动手册收集上来检查。可不定期地突然抽查；可选取特定的作业给予打分并记录；可“浏览”其他部分，仅检查学生是否做了，以及他们的具体困难在哪里。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教年龄较小的学生国际音标。在一年级中，学生无需关注任何形式的书面语言。在二和三年级中，学生学习英语句法和字母表来表达含义。而国际音标是另一套抽象符号，会给培养学生流利、自信地用英语表达自己造成障碍。

然而，国际音标对于教师来说不失为一种有用的工具。它可以帮助教师识别某些不太熟悉而难以发出的音。

difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say “**thanks.**”
- Practise (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store.**
- Practise (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack.**
- When you teach an unfamiliar **sound**, teach a contrasting sound. For example when you teach “th” in **thin**, contrast it with **tin** and **din**.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape whenever possible for children to practise imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? Do you like ice cream?

- Falling intonation occurs in statements and in questions that aren’t answered yes/no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. Here is my pencil.

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

当教师能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语发音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。例如，把舌尖置于上下齿之间说：Thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/ bet, sit/ set, bag/ back, rag/ rack 等。
- 当你在教学生不熟悉的音时，可采取对比的方法。如教 thin 中 th 的发音时，与 tin 和 din 进行对比。

下面是帮助学生练习语调和重音的一些建议：

- 在低年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会，让学生通过听以英语为母语的人的录音进行模仿。
- 用 yes/no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? Do you like ice cream?

- 陈述句和不用 yes/no 回答的问句用降调。其方式是在句子中间的关键词或重读音节上提高音调，然后音调下降：

I like ice cream. Here is my pencil.

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一句的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

PUPPETS, POSTERS AND MORE

Making and using puppets

Puppets are excellent language-learning tools. They capture students' attention. They encourage students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help students think of things to say in conversation. Puppets also help vary classroom activity: students often enjoy drilling structures when they use puppets to practise with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for students to make puppets of their own that they can use throughout the year. Students love to make puppets: it's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. Students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials.

Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons—anything colourful. Use your imagination and have fun!

手偶、 张贴画及其他

制作和使用手偶

手偶是很好的语言学习工具。它能吸引学生的注意力。鼓励学生用语言来练习。能帮助害羞的学生有勇气开口。

作为一名教师，你可以用手偶为学生演示对话，比如《教科书》上的对话，也可以用他向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I am happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩：学生彼此用手偶做练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。你可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。

许多教师留出一整节课的时间让学生自己制作一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景，把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧纽扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶以前，教师应教学生物品的英语名称和如何向人要所需的物品。在制作手偶期间，鼓励学生用英语交流。

你可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。你可用你的手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用纽扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给他添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想象力获取乐趣吧！



This puppet has a Ping-Pong ball for a head and a square of fabric for a body. Cut a hole in the Ping-Pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the Ping-Pong ball a face and some personality!

Making and using posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays. Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

TEACHING POSTERS

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 3 focuses on school objects. At the beginning of Unit 3, you should post pictures related to this theme (such as a **desk**, **chair** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with English words beside each picture.

PHOTOGRAPH POSTERS

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **playing**, **drawing**, **singing**.

Making and using flannel boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre wide and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

Flannel sticks to flannel. This means you can attach pictures to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in**, **on**, **under**, **between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms**, **legs**, **hands**, **feet** and **head**. You can also ask the students to work with the flannel board. For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of eyes, noses, mouths, ears, hair (different colours and styles) to create characters.



这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让你的食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。在乒乓球上制作手偶的面部以及其他拟人化的部位。

制作和利用张贴画

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，使学生置于英语环境中。教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些道具，以便帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学过的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学内容都有一个主题，集中归纳了学生要掌握的词汇。例如，第三单元着重讲述了学校物品。在第三单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这个主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图的旁边用大号英语单词标注。

照片张贴画

拍下一些学生正在教室活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如玩耍、画画和唱歌。

制作和利用法兰绒板

法兰绒板是一种既便宜又适用的英语教学用具。你需要一块便宜的法兰绒布（大约 1 米宽，2 米长）。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它贴在一块厚纸板上，以便能在教室不同的位置使用。

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的方位关系。例如，你可以把图画粘在法兰绒板上展示 in, on, under, between 和 beside 这些概念。

你也可以用法兰绒来制作图片。例如，当你教身体部位单词时，随着教单词 arms, legs, hands, feet 和 head，你就可以逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身体移开。

你可以用法兰绒板为人头相制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发（不同颜色和风格）来创造各种各样的人物脸型。

GAMES

Children love to play games, and these games help them learn English! Games stimulate imagination, thinking and careful listening. You should remember that games can get a little noisy sometimes, and that you should warn your colleagues before you play them. Don't forget: noise on task is good noise. If you try these games, despite the noise, you will find your students learn more English.

Supplemental games

This section gives instructions for games you can adapt and use at any time during your classes. These games will help you fill lesson time, if you and your students need more things to do. We encourage you to look through these games in advance, so you will have on hand any props you need.

游戏

孩子都喜欢游戏，而这些游戏能帮助他们学习英语。游戏能激发学生的想象力，思考能力及听力能力。教师应记得游戏时学生有时候比较吵闹，在游戏以前，教师应告知其他同事。但是不要忘记：操练时的吵闹是有益的。在做游戏时，虽然有些吵闹，但教师将会发现学生会学到更多的英语。

补充游戏

本章节提供的游戏，教师可以进行改编，可以在上课的任意时间开展。如果学生课堂上需要更多的内容，这些游戏就可以充实课堂。《教师用书》提倡教师提前看完此章节，这样教师就能随时拿出所需要的游戏到道具来。

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

- 1 – Clap your hands on your thighs.
- 2 – Clap your hands together.
- 3 – Clap your hands on your thighs.

Ask the students to clap with you as you all count 1-2-3 together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to
review: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10,
1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.

You can also use this rhythm for: twen-ty-one, twen-ty-two, twen-ty-three and so on. When you get to thirty, clap once on your thighs as you say the number. Resume clapping for thir-ty-one, thir-ty-two and so on up to one hundred.

Repeat a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

**Point to red, point to blue, point to green and yellow, too.
Now what colour do you see? Point to it and then tell me.**

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise coloured paper. (It can repeat any of the colours already named, or be a new colour.) Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DRAW AND GUESS

To review any vocabulary.

In this game, the students draw pictures to illustrate words or phrases.

拍数游戏

用来复习数字单词。

让学生起立，用 1—2—3 的节奏教拍数游戏。

1— 双手拍大腿。

2— 双手齐拍。

3— 双手拍大腿。

当教师和学生数数时，要求他们和教师一起按 1—2—3 的节奏拍数，直到大家都掌握为止。

用下面的顺序拍并数数，直到教师想复习的最大数字：1—2—1，1—2—2，1—2—3，1—2—4，1—2—5，1—2—6，1—2—7，1—2—8，1—2—9，1—2—10，1—2—11，1—2—12，1—2—13，1—2—14，1—2—15。

教师也可用此节拍数：twen-ty-one, twen-ty-two, twen-ty-three 等等。当数到 thirty 时，双手拍一下大腿。继续拍数出 thir-ty-one, thir-ty-two 等等直至 100。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘带黑板上：红的、蓝的、绿的和黄的，也可以准备其他几种颜色的彩纸来表示其他颜色。

教学生唱下列歌谣：

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一个自告奋勇的学生到黑板前，按照全班歌谣中的颜色指黑板上相应的彩纸。唱到歌曲最后一行，教师举起一种出人意料的颜色彩纸(可以用之前使用过的颜色,或一种新颜色)，让该学生指着它说出其颜色的名称。让其他同学重复这个游戏。

画画猜字

用来复习词汇。

该游戏中，学生通过画画来说明单词或短语的含义。

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put pictures showing words the students have learned. You can make the game easy or difficult. For example:

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a picture out of the container. That player must try to show, through drawing **ONLY**, what the picture shows. Team 1 tries to guess the word in English. Note: Team 2 must remain quiet!

In this game, the player may not say anything or point to anything. The player can only draw to show the word.

The timekeeper keeps track of how many seconds it takes the team to guess the word. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word, record this time on the blackboard.

Next Team 2 sends a player to the front to take a picture and draw. Repeat the activity as often as desired.

The team with the fastest time at the end of the game wins.

FIND THE PICTURE

To review any vocabulary.

Make ten to fifteen large pictures of objects the students have learned in English. Put these pictures at the front of the classroom. Turn each picture over, so the students can't see the picture.

Ask for a volunteer. Say **"Where's the ____?"** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word for that picture.

If the picture matches what you asked for, the student may call out the next word. The student says **"Where's the ____?"** and picks a volunteer to try to find the matching picture.

If the picture doesn't match, the student returns to his or her desk.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to think of two sentences. One sentence matches vocabulary correctly—for example, **"I am hungry, I eat."** The other sentence makes an incorrect match—for example, **"He is a girl."**

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and say one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **"Yes"** if the student stands under the correct face and **"No"** if not.

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片，游戏的难易程度教师可以自己掌握。例如：

把全班分成两个组，指定某一同学为计时员。第一组推荐一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手只能通过画画来说明单词和短语，第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个组成功猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二组派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语的意思。若学生感兴趣，可以反复地做这个游戏。

在最短时间内猜中的组为胜方。

找图片

用来复习词汇。

制作 10 到 15 张学生学过的物品的大图片。将图片放到教室前面，把每张图片翻过去使学生看不见图片上的内容。

找一个自告奋勇的学生。教师说：Where's the ____?（说出其中一张词汇卡上的单词）学生走上前，挑出一张卡片，把他举起来，并读出与图片相对应的单词。

如果这名学生挑对了卡片，他/她可以说下一个单词，然后说 Where's the ____?然后请一个自愿的学生找出相应的图片。

如果这名学生没挑对正确的图片，就回到其座位上去。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat, thirsty/ drink, she/ girl, he/ boy, breakfast/ morning。

要求学生每人写两个句子，一个句子词汇搭配正确，如 I am hungry, I eat. 另外一个句子词汇搭配不正确，如 He is a girl. 在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他/她写的其中一个句子。让学生站在黑板上画的一张脸的下面。该生站在笑脸下面，意味着他/她的句子中词的搭配是正确的，该生站在哭脸下面，就意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes；如果站错了，就说 No。

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says “**Where is my ___?**” and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants “**Where is his/her ___?**” over and over while clapping.

When the student finds the object, he or she holds it up and says “**There it is. Thanks!**”

MEMORY NAME

To review my/his/her and learn everyone’s name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says “**My name is ___ (Hong, for example).**”

The second person says “**My name is ___ (Yangsheng, for example)**” and “**Her name is Hong.**”

The third student says “**My name is ___ (Du, for example)**” and “**His name is Yangsheng**” (points to the second student) and “**Her name is Hong**” (points to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students’ names!

NUMBERS!

To learn and review numbers from one to ten.

Divide the class into groups. The groups can have as many as eleven students, but no more. Each group of students sits in a circle, on chairs or squares of paper. One student sits in the centre of the circle.

The students around the circle number off consecutively. They must pay attention and remember where each “number” is.

To play the game, the student in the centre of the circle can do one of two things:

- Call out two numbers. The students with these numbers must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)
- Call out “**Numbers!**”, which means that all students around the circle must switch places. As they do, the student in the centre tries to take one of their places. The student left without a spot around the circle takes the centre position. (It can be the same student that was at the centre originally.)

藏东西

用来复习 where 问题及教室物品名称的动作游戏。

解释一下游戏规则，然后让一个自告奋勇的学生离开教室，并告诉他 / 她你将用什么东西来做这个游戏。

这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问 Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍掌。当他又远离被藏物品时，全班轻声地拍掌，边拍边一遍一遍地说唱：Where is his/ her ____?

当该生找到了被藏物品时，把他举起来，并说：There it is. Thanks.

记名字

用来复习 my/ his/ her 和熟悉每个人的名字。

让 10 个自愿的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____ . (比如说红)

第二个人说：My name is ____ . (比如说杨生) Her name is Hong.

第三个人说：My name is ____ . (比如说杜)。His name is Yang Sheng. (指着第二位学生)。Her name is Hong. (指着第一位学生)。

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

数字游戏

用来学习和复习数字 1 到 10。

将全班分成小组，每组最多 11 名学生。每组的学生围成一个圈坐下，可以坐在椅子上或坐在长方形的纸上。其中一个学生坐在圆圈的中心位置。

围着圈坐的学生连续报数。他们必须用心记住每个数字的位置。

做此游戏时，坐在中间的那个学生可以做以下其中一件事：

- 说出两个数字。是这两个数字的学生马上交换位置。同时，坐在中间的学生也尽力抢占他们俩其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

- 说 Numbers。这就意味着所有的学生都要交换位置。同时，坐在中间的学生也尽力抢占他们其中一个座位。在圆圈周围没有找到座位的学生就坐中间的那个座位。(可以是原来就坐在中间的那个学生。)

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **“Open the book! Close your mouth! Touch a window! Point to a clock!”**

Ask the first person in each team to come to the front of the class. Give a command, such as **“Open the door!”** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large pictures that represent vocabulary words in the classroom.

Call out the words. The players from each team race to touch the correct picture first.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **“Simon says”** first. If you do not say **“Simon says,”** they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **“Simon says do this.”** The students imitate your action. Then perform another action and say **“Simon says do this.”** The students again imitate your action.

Now perform another action and say only **“Do this.”** The students must not imitate you.

Continue the game, mixing up **“Simon says do this”** and **“Do this”** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **“Simon says point to your arm! Simon says shake your leg! Jump up and down!”**

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：
Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加 1 分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛谁能首先摸到正确的卡片。

Simon 说

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用他来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想办法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他 / 她就必须坐下。坐下的学生可以帮助指出另外也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体指令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

变化形式 2：让单个学生引导做这个游戏。起初，学生可能觉得很难，所以缩短每一轮的时间—不超过 1 至 2 分钟。

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

STOP! GO!

An action game to review phrases of introduction.

Translate **stop** and **go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say “Go!”

When you say “**Stop!**”, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____. What’s your name?**

Student 2: **My name is _____. Good-bye.**

Student 1: **Bye.**

When you say “Go!”, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, “**What’s this? What colour is this? Is this a _____ or a _____? Where is the _____?**” You can also give the whole team a command. For example, “**Touch your head. Point to the blackboard. Show me an eraser.**”

If the player or team answers or performs correctly, a player from the team may write an X in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an O in any square on the grid.

The object for each team is to obtain a row of three Xs (or three Os) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their Xs or Os to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large X on one side of each card and a large O on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an X, it points to a student on the game board.

变化形式 3: 把全班分成 2 个或 3 个大组，一起来做 Simon says 游戏，每个组指定一名指挥员，此游戏能使学生注意力集中并提高听力技能。

起步走！停止！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 stop 和 go 的意思。

告诉学生，当你说 Go! 时，他们要低头看着地板在教室里快步行走。

当你说 Stop! 时，他们要停下来，抬起头来，每人和站在最近的同学结成一队站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is _____. What's your name?

学生乙：My name is _____. Good-bye.

学生甲：Bye.

当你说 Go! 时，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次让 10 人参加。

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏，形成尺寸大致相等的 9 个小方块。

把全班分成两个组，向第一组的一名选手提一个问题。例如：What's this? What colour is this? Is this a _____ or a _____? Where is the _____? 你也可以向整组发出一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser.

如果这名选手或整组回答或表演正确的话，那么从组中走出一名选手，在大表格中任意一个小方块中画一个 X。

现在轮到第二组了。如果该组回答或表演正确的话，可以在任意一个小方块中画一个 O。

每个组的目标是在大表格的任意方向上 --- 不管是平行方向，垂直方向，还是对角方向——获得三个 X（或三个 O）。当然，每个组也可填入自己的 X 或 O，以阻止对方达成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1: 准备 9 张大卡片或几张硬纸，在每张卡片的一面写一个大 X，在另一面写一个大 O。在教室前面放一排三把椅子（面向学生），让 9 名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名

That student holds the X card up high. Continue the game with the students holding up X and O cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large pictures representing vocabulary up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHISPER

A game to review actions.

Ask for a volunteer. Whisper an action word to the student. For example, **draw, sing, play.**

The student must perform the action and the rest of the class guesses the action, in English.

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of picture cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for book, two for chair and so on.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say "Go!", the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

YARN NAMES

To review "My name is ____" and learn everyone's name.

Divide the class into small groups. Ask each group to sit close together in a circle on the floor. Give each group a ball of yarn.

学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 X 时，指着一个在前面的学生，该生就高举着写着 X 的卡片。继续做这个游戏，让 9 名学生举起 X 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再用那些要复习的问句来彼此提问。

什么不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。问每个学生，让其说出移走的卡片的名称，直到猜出正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

耳语游戏

用来复习动词的游戏。

找一名自愿的学生，在其耳边轻声说一个动词。例如：draw, sing, play。

这个学生必须表演出这个动作，其他学生就用英语猜出这个动作。

让其他学生重复做这个游戏，每个学生都必须用不同的方式来演示这个词汇，鼓励学生做富有创造性的表演！

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 book 的卡片，两张 chair 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片顺序打乱，使得相同的卡片不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，就让他们分散站在教室各处。

当教师说 Go! 时，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他 / 她说一样单词的同学。

A student begins the game by wrapping yarn around himself or herself as he or she says, several times, “**My name is ____.**” The first student then passes the yarn to another student in the circle.

This student repeats the procedure.

When every student has said his or her name, and everyone is wrapped in yarn, the students stand up and try to free themselves from the yarn.

线团名字

用来复习句型 My name is _____ 以及学习其他人的名字。

将全班分成小组。请每组的学生坐在地板上，并坐在一起围成一个圈。发给每组一个线球。

游戏开始时，一个学生将线缠绕在自己身上，同时说几遍 My name is _____. 然后这个学生把线团传给圈里另外一名学生。

这个学生又重复此过程。

每人都说完名字后，都被线缠绕住了。然后他们站起来，想法将线从身上解开。

VOCABULARY

A

afraid /ə'freɪd/ adj. 害怕的 (23)
after /'ɑ:ftə/ prep. 在……之后 (20)
against /ə'geɪnst/ prep. 和……比赛

(17)

airport /'eəpɔ:t/ n. 机场 (1)
always /'ɔ:lweɪz/ adv. 一直; 总是 (7)
any /'eni/ pron. 一些 (13)
around /ə'raʊnd/ adv. 到处, 四处;
 周围 (2)
away /ə'weɪ/ adv. 离开 (19)
axe /æks/ n. 斧子 (23)

B

ball /bɔ:l/ n. 球 (13)
basketball /'bɑ:skɪtbɔ:l/ n. 篮球 (13)
bathroom /'bɑ:θru:m/ n. 浴室 (2)
be /bi:; bɪ/ v. 逗留, 呆; 持续; 是 (22)
bedroom /'bedrʊm/ n. 卧室 (2)
before /brɪ'fɔ:/ prep. 在……之前 (20)
blackboard /'blækbɔ:d/ n. 黑板 (11)
breakfast /'brekfəst/ n. 早餐 (3)
but /bʌt/ conj. 但是 (8)

C

came /keɪm/ v. 来 (come的过去式)
 (9)
carrot /'kærət/ n. 胡萝卜 (4)
catch /kætf/ v. 接住 (15)
cheer /tʃɪə/ v. 欢呼 (17)
cherry /'tʃerɪ/ n. 樱桃; 樱桃树 (23)
clean /kli:n/ v. & adj. 打扫; 干净的
 (11)

clock /klɒk/ n. 钟; 时钟 (1)
cry /kraɪ/ v. 哭; 叫喊 (23)
cut /kʌt/ v. 砍; 切 (23)

D

degree /drɪ'ɡri:/ n. 度; 度数 (10)
dinner /'dɪnə/ n. 晚餐 (4)
dirty /'dɜ:tɪ/ adj. 脏的 (4)
dollar /'dɒlə/ n. 美元 (14)
done /dʌn/ adj. 完成的 (11)
down /daʊn/ adv. 下; 向下 (16)
driver /draɪvə/ n. 司机 (7)
dry /draɪ/ v. & adj. 擦干; 干的 (4)

E

early /ɜ:lɪ/ adj. 早的 (22)
easily /i:zɪli/ adv. 容易地 (15)
evening /i:vnɪŋ/ n. 晚上; 傍晚 (16)
excited /ɪk'saɪtɪd/ adj. 兴奋的 (8)
exercise /'eksəsaɪz/ n. 锻炼 (21)

F

face /feɪs/ n. 脸 (20)
floor /flɔ:/ n. 楼层; 地板 (2)
football /'fʊtbɔ:l/ n. 足球 (13)
fridge /frɪdʒ/ n. 冰箱 (3)

G

game /geɪm/ n. 比赛; 游戏 (16)
George /dʒɔ:dʒ/ 乔治(男子名) (23)
get off 下车 (8)
glad /glæd/ adj. 乐意的; 高兴的 (22)
grade /ɡreɪd/ n. 年级 (8)

gym /dʒɪm/ n. 体育馆 (15)

H

half /hɑ:f/ n. 一半; 半 (1)

hard /hɑ:d/ n. 努力地; 费劲地 (17)

healthy /'helθɪ/ adj. 健康的 (20)

hear /hɪə/ v. 听; 听见 (22)

heavy /'hevi/ adj. 重的 (15)

help out at home 在家帮忙 (11)

him /hɪm/ pron. 他 (he的宾格形式)
(1)

hit /hɪt/ v. 击; 打 (15)

honest /'ɒnɪst/ adj. 诚实的 (23)

hour /'aʊə/ n. 小时 (21)

how /haʊ/ adv. 怎样; 如何; 多少,
多么 (19)

how often 多久 (19)

I

ice /aɪs/ hockey /'hɒkɪ/ 冰球 (13)

important /ɪm'pɔ:tənt/ adj. 重要的
(23)

J

jump /dʒʌmp/ v. 跳跃 (16)

K

kitchen /'kɪtʃɪn/ n. 厨房 (2)

L

learn /lɜ:n/ v. 学, 学习 (1)

lie /laɪ/ n. & v. 谎言; 说谎 (23)

light /laɪt/ adj. 轻的 (15)

living room 客厅 (2)

M

milk /mɪlk/ n. 牛奶 (3)

minute /'mɪnɪt/ n. 分钟 (21)

morning /mɔ:nɪŋ/ n. 上午; 早晨 (20)

Ms. /mɪz/ 女士 (7)

N

net /net/ n. 网 (15)

never /'nevə/ adv. 从不, 从未; 决不
(7)

newspaper /'nju:speɪpə/ n. 报纸 (5)

now /naʊ/ adv. 现在 (10)

O

often /'ɒ(:)fn/ adv. 时常; 经常 (7)

or /ɔ:/ conj. 或; 或者 (14)

other /'ʌðə/ adj. 其他的 (8)

ouch /aʊtʃ/ int. 哎哟 (15)

outside /'aʊt'saɪd/ adv. 在外面 (10)

P

past /pɑ:st/ v. 晚于; 过 (1)

Peter /'pi:tə/ 彼得(男子名) (9)

player /'pleɪə/ n. 运动员 (16)

policeman /pə'li:smən/ n. 警察 (16)

poor /puə/ adj. 可怜的; 不幸的;
贫穷的 (23)

Q

question /'kwestʃən/ n. 问题 (9)

R

ride /raɪd/ v. 骑; 乘 (7)

right now 现在 (22)

right /raɪt/ adj. 正确的 (22)

S

science /saɪəns/ n. 科学 (10)

Scott /skɒt/ 斯科特(姓氏) (7)

shout /ʃaʊt/ v. 呼喊, 喊叫 (16)

sometimes /sʌmtaɪmz/ adv. 有时 (7)

spend /spend/ v. 度过; 花费 (22)

sport /spɔ:t/ n. 运动 (13)

strong /strɒŋ/ adj. 坚固的; 强壮的
(20)

study /stʌdɪ/ n. 书房; 学习 (2)

T

taught /tɔ:t/ v. 教 (teach的过去式)
(15)

teach /ti:tʃ/ v. 教 (13)
 team /ti:m/ n. 队 (16)
 temperature /ˈtempərɪtʃə(r)/ n. 温度 (10)
them /θem/ pron. 他们 (they 的宾格形式) (3)
think /θɪŋk/ v. 想; 认为 (13)
 throw /θrəʊ/ v. 扔; 抛 (15)
toilet /ˈtɔɪlɪt/ n. 马桶; 厕所 (2)
 truth /tru:θ/ n. 事实 (23)
 twice /twɑɪs/ adv. 两次 (19)

U

up /ʌp/ adv. 上; 向上 (16)
 up and down 上上下下 (16)

V

vegetable /ˈvedʒɪtəbl/ n. 蔬菜 (4)

W

watch /wɒtʃ/ n. 观看 (5)
water /ˈwɔ:tə/ n. 水 (10)
 won /wʌn/ v. 赢; 获胜 (win 的过去式) (17)

Z

zero /ˈziərəʊ/ num. 零 (10)

STRUCTURES

AND EXPRESSIONS

Unit 1

What time is it now?	现在几点了?	(L1)
It's half past...	……半了。	(L1)
I'll show you around.	我带你到处参观一下。	(L2)
What would you like for breakfast?	你早餐喜欢吃什么呢?	(L3)
I'd like some..., please.	我喜欢……	(L3)
There is/are... in the fridge/on the table.	在冰箱里 / 桌子上有一个 / 一些……	(L3)
What are we doing?	我们正在做什么呢?	(L5)
Jenny and Danny are watching TV.	詹妮和丹尼正在看电视。	(L5)

Unit 2

Do you always go to school by bus?	你总是乘公交车上学吗?	(L7)
Sometimes I ride my bike.	我偶尔骑自行车。	(L7)
Where are you from?	你来自哪里呢?	(L8)
I'm from China.	我来自中国。	(L9)
What's the temperature inside?	室内的温度是多少呢?	(L10)
It's twenty degrees.	20 度。	(L10)

Do you always do your homework?	你总是做作业吗?	(L11)
I often/sometimes help out at home.	我经常 / 偶尔做家务。	(L11)

Unit 3

What sports do you play?	你喜欢什么运动?	(L13)
I play football and ping-pong.	我喜欢足球和乒乓球。	(L13)
Do you have any ping-pong balls?	你有乒乓球吗?	(L13)
Do you like this T-shirt or that one?	你喜欢这件 T 恤衫还是那件?	(L14)
What did you do this evening?	今天晚上你做什么了?	(L17)
We watched a basketball game.	我们观看了一场篮球赛。	(L17)

Unit 4

How often do you eat fruit?	你多久吃一次水果?	(L19)
Three times a week.	一周三次。	(L19)
Before breakfast, I wash my hands and brush my teeth.	早饭前, 我洗手和刷牙。	(L20)
After breakfast, she goes to school.	早餐后, 她去上学。	(L20)
What do you do for exercise?	你经常做什么运动?	(L21)
How many minutes do you walk?	你步行多长时间?	(L21)