

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)

六年级下册

It's fun! It's easy!



定价: 32.00 元 (含光盘)

河北教育出版社

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[加 拿 大] DC 加 拿 大 国 际 交 流 中 心 合 作 编 写



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## 出版者的话

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

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

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

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

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

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



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# HOW TO USE THIS TEACHER'S GUIDE

## The Guide and Its Companions.....

This guide covers the second semester of the Grade 6 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》供义务教育小学六年级第二学期使用。

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

## Phoning Home



### General Goals for Unit 1

The prime objective of all units of the Grade 6 *Learning English* program is to expand the children's English language in concepts of interest to them at their grade level.

The Grade 6 *Learning English* program provides the 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 through a variety of teaching strategies.

The lessons in Grade 6 TG 12 follow the same pattern as the lessons in Grade 6 TG 11. Because this is the second book for Grade 6, using similar lesson patterns, particularly in the opening and closing of the lessons, will help the students' transition from the first to the second book at this grade level more easily.

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

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

By participating in games and role-play activities, the 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 the students actively in one or another of the six strands of language arts: reading, writing, listening, speaking, viewing or representing.

### **Optional**

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

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

### **ACTIVITY BOOK**

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

### **CLASS CLOSING**

- A short review of the material taught in that lesson and a positive reinforcement or teaser about the fun lesson coming up.
- After-Class Activities: Include tasks that the 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 recognize, understand and use the following words:  
**call, find, try, help**  
**thin, sorry, wrong, goodbye, supermarket, lesson**
2. Students will be able to recognize, understand and use the following expressions:
  - **May I speak to Kim?**
  - **Just a moment, please./Hold on, please.**
  - **Thanks for calling!**
  - **This is Li Ming speaking.**
  - **Please answer the phone!**
  - **She hangs up.**

### **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.

### Teaching Tip



#### Unit Plans

Take some time to prepare for the whole unit. A long range plan will keep you on target to make sure you are covering all of the required work. Decorate your class with colourful pictures of families including members, their jobs and things they like to do! This will motivate your students as they progress through the unit.

## Cultural Awareness

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

# Lesson 1 Let's Call a Friend!

## Lesson 1 Let's Call a Friend!

### 1 Let's call Kim!

Today, Jenny wants to play with Kim. She finds Kim's number in the phone book. It's 423-1704.



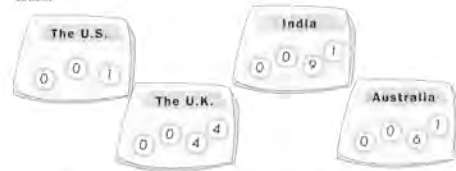
2

### 2 Let's do it!

Read and talk.

People use telephones all the time. You can find phones at home or at work. Making a phone call is easy!

When you make a call to another country, you need to know that country's calling code. Here are some countries' calling codes:



Do you know the calling code of China? What is it?

### 3 Let's play!

What's the phone number? Act and guess.



3

## TEACHING GOALS

- Students will be able to recognize, understand and use the following words:  
**call, find**
- Students will be able to recognize, understand and use the following expressions:  
**May I speak to Kim?**  
**Just a moment, please.**  
**Thanks for calling!**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 1
- Flash and picture cards for Lesson 1
- Small boxes or cans and strings to make a set of telephone receivers

## CLASS OPENING

### Greeting and Review

Greet the students with: **Hello Grade 6 students! We're starting our second Grade 6 book today! Isn't that exciting! When you finish this book, you will be finished English for Grade 6!**

Ask the students if they recall any of the English concepts they learned before coming to class today.

Make a list of all of the vocabulary, expressions the students remember, particularly from Book 11, Grade 6.

### 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 to look at the picture on the cover page of Unit 1. Ask the students to tell you what this unit is about.

Teacher: **Now turn to page 2 in your book. Look at this page. What is Jenny doing? Yes, she is calling her friend. Why do you think she is calling her?**

Ask if anyone can read the title of Lesson 1.

## NEW CONCEPTS

### 1. Let's call Kim!

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

**Here are the new words and expressions for Lesson 1:**

**call, find, just, moment**

**May I speak to ...?**

**Just a moment, please.**

**Thanks for calling!**

**Would you like to come over?**

**What time?**

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

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

Walk around the classroom helping the students as necessary.

#### •DEMONSTRATE•

Ask four students to reread Part 1 in parts – one each for the narrator, Jenny, Kim's father and Kim.

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

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

- **Where does Jenny find Kim's phone number?**

- What is Kim's phone number?
- What does Jenny want Kim to do?
- Can Kim go to Jenny's house?
- What time will Kim go to Jenny's house?

### Teaching Tip



#### Scaffolding students

It is very important to help the 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•

#### Pair Work

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

Tell the 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 five questions.

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

### Teaching Tip



#### Major Types of Assessment – A Review

Three major types of assessment can be used in conjunction to support students' 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?

Assessment for learning	Assessment as learning	Assessment of learning
Assessment for learning is ongoing, diagnostic, and formative. It is for ongoing planning. It is not used for grading and Report Cards.	Assessment as learning actively involves the students. It is ongoing, and it involves self and peer assessment. It provides the students with the opportunity to use the feedback to improve learning. Allows time for self-edit.	Assessment of learning occurs at end of year or at key stages. It is summative. It is for grading and Report Cards.
<ul style="list-style-type: none"> <li>• diagnostic and formative teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and students in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• self-assessment</li> <li>• the development of self-assessment skills</li> <li>• peer-assessment</li> <li>• the development of peer-assessment skills</li> <li>• provides the students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> <li>• provides the opportunity to respond to assessment feedback to improve a project</li> </ul>	<ul style="list-style-type: none"> <li>• summative</li> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing students' achievement to that of others)</li> <li>• information on students' performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> <li>• used for grading and Report Cards</li> </ul>

*Excerpts from Current IRP's British Columbia Ministry of Education (2007, 2008, 2009)*



### Basic checklist of question/response skills – Lesson 1

Student names	Ask a question correctly	Answer a question correctly

### Pair Work

Ask the students to take two cans or small boxes and make a set of telephone receivers.

#### How to make a set of telephone receivers

Materials:

- two cans or small boxes
- coloured paper
- glue
- string
- crayons, markers or coloured pencils

Directions:

- Cover the two cans or small boxes with paper to make two telephone receivers
- Glue the paper in place
- Use markers to colour the receivers
- Use the string as a cord to attach the two receivers

Ask the students to make up a pair of telephone receivers.

Students can then make up a dialogue using their telephones that they can share with the class.

## 2. Let's do it!

### Read and talk.

Read Part 2 with the students. Discuss making an international phone call with them. Ask who has done this and who they called.

Students can present their telephone dialogues to their classmates.

### 3. Let's play!

**What's the phone number? Act and guess.**

#### **The Telephone Game**

##### **The Telephone Game Rules**

The student at the front of the row whispers his/her telephone number to the student behind him/her. That student whispers the same number to the student behind him/her. This goes on all the way to the end of the row. The last student says the number out loud to see if it changes during the telephone game!

To make this game more difficult, have the students whisper the telephone numbers all the way from the first person in the first row to the last person in the last row!

### Optional

#### **The Telephone Game Extension**

##### **The Telephone Game Rules**

The student at the front of the row whispers a message to the student behind him/her. That student whispers the same message to the student behind him/her. This goes on all the way to the end of the row. The last student says the message out loud to see if it has changed during the telephone game!

To make this game more difficult, have the students whisper the message all the way from the first person in the first row to the last person in the last row!

## 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 look at our Activity Books.**

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 6 book! Give you neighbour a high five! See you next day!**

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

### After-Class Activities

Students can play the telephone game at home with their family and friends.

# Lesson 2 Is Danny There?

## Lesson 2 Is Danny There?

### 1 Let's call Danny!

It's snowy today. Let's play in the snow.



Good idea! Danny likes to play in the snow. Let's call him.

Mrs. Dinosaur: Hello?

Li Ming: Hi! Is Danny there?

Mrs. Dinosaur: Hold on, please.

Danny: Hello?

Li Ming: Hello Danny! This is Li Ming speaking. Jenny and I are going to the park to make a snowman. Would you like to come with us?



Danny: I don't want to make a snowman. I want to make a snow dinosaur.

Li Ming: Okay, we can do that.

Danny: Can we make a big snow dinosaur?

Li Ming: Sure!

Danny: Can we make a big scary snow dinosaur?

Li Ming: Yes. We can try!



Danny: Can we make a tall, thin dinosaur?

Li Ming: Hmm... We can try and see. Can you come?

Danny: Sorry, I can't go. I'm doing my homework.

Maybe next week.

Li Ming: (He laughs.) Okay. Goodbye, Danny.

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### 2 Let's sing!

Tom: Ring! Ring! Ring!

I call my friend.

His mother is on the other end.

Mother: Hello there, who is calling, please?

Tom: This is Tom. May I speak to Tim?

Tim: Good morning, Tom. How are you?

Tom: I'm feeling great. I hope you, too.

Can you come out and play?

Tim: Sorry, I'm helping out my mom today.

Tom: That's all right. I understand.

I'll have to make some other plans.

Tim: Thanks a lot. Enjoy your day.



### 3 Let's do it!

Role play. Make a phone call.

John: Hello?

Linda: Hello. May I speak to Lisa?

John: Hold on, please.

Lisa: Hello. This is Lisa speaking.

Linda: Hi Lisa. It's Linda. Would you like to go to the gym this afternoon?

Lisa: Yes, I'd love to. What time?

Linda: How about 2:00?

Lisa: Okay. That's fine. Thanks for calling.

Linda: See you then.

Lisa: See you.



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## TEACHING GOALS

- Students will be able to recognize, understand and use the following words:  
**try, thin, sorry, goodbye**
- Students will be able to recognize, understand and use the following expressions:  
**Hold on, please.**  
**This is Li Ming speaking.**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 2
- Word cards for Lesson 2
- Telephones from Lesson 1

## 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 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?**

Ask several groups who did not share their telephone dialogues last day to share with the rest of the class.

### Lesson Hook

Tell the students to open their books to Lesson 2.

## NEW CONCEPTS

### 1. Let's call Danny!

Say: **Look at the pictures on page 4. Can you guess what this lesson is going to be about? Yes, it is about a phone call between Li Ming and Danny. Let's listen to what they are talking about.**

Play the audiotape and ask the students to just listen.

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

**dinosaur, try, thin, sorry, goodbye**

**Is ... there?**

**This is ... speaking.**

**Hold on, please.**

**Would you like to come with us?**

**Can you come?**

You can put the words and expressions on the board or point them out in the Student Book.

Say the words and phrases. Ask the students to repeat them after you.

Remind the students to touch the words and expressions in their books as they say them.

Listen to the audiotape again and ask the students to read along.

Walk around listening to them as they read. Help as necessary.

#### •DEMONSTRATE•

Practice the following dialogue with a student volunteer using a set of the student telephone receivers:

Teacher: **Is...there?**

Student: **Hi. This is...**

Teacher: **Would you like to make a snowman with me?/Can you come to my house?**

Student: **Can we make a scary dinosaur?**

Teacher: **Yes, we can.**

Student: **OK. I'll ask my mother./Sorry, I can't! I have to help my mom.**

### ●PRACTICE●

#### Pair Work

Ask the students to turn to a shoulder partner and practice the dialogue together. They can do it twice, taking turns with both parts.

Student 1: **Is...there?**

Student 2: **Hi. This is...**

Student 1: **Would you like to make a snowman with me?/Can you come to my house?**

Student 2: **Can we make a scary dinosaur?**

Student 1: **Yes, we can.**

Student 2: **OK. I'll ask my mother./Sorry, I can't! I have to help my mom.**

## 2. Let's sing!

### Song: Ring, ring, ring

Play the song for the students. Ask them to listen to the melody and clap along with the beat.

Put the words to the song on the board or on an overhead.

**Tom: Ring! Ring! Ring!**

**I call my friend.**

**His mother is on the other end.**

**Mother: Hello there, who is calling, please?**

**Tom: This is Tom. May I speak to Tim?**

**Tim: Good morning, Tom. How are you?**

**Tom: I'm feeling great. I hope you, too.**

**Can you come out and play?**

**Tim: Sorry, I'm helping out my mom today.**

**Tom: That's all right. I understand.**

**I'll have to make some other plans.**

**Tim: Thanks a lot. Enjoy your day.**

Ask the students: **What are the main differences between this song and others you have learned?**

List all of their answers:

- **There is only 1 verse.**
- **The song is a dialogue on the phone.**

Colour the names of the people in the song in blue.

Choral read the song together.

Then read it in parts. You can be the narrator saying the names of the people and three students can read the parts for Tom, Tim and Tim's mother.

Play the song again. Ask the students to sing along.

### 3. Let's do it!

#### **Role play. Make a phone call.**

Students can choose a different partner to make a conversation with using their telephones.

This time, the conversation will be about meeting a friend at the gym to play a game.

Ask several pairs to share their conversations with the class.

#### **Teaching Tip**



##### **Why Role Play**

Role-playing allows students to learn the English language in a non-threatening environment as they act out dialogues between characters.

### Optional

#### **Game – The Telephone Game**

Students know this game from last class. Tell them to play the game again passing a new message from one to the next to see if the message is the same when the last student says it out loud.

### ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your Activity Book with that page open. Say: **Let's open our Activity Books and turn to page ...**

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

Students can also teach their parents the new song.

# Lesson 3 Dad Calls Home

## Lesson 3 Dad Calls Home

### 1 The phone is ringing!

The phone is ringing, but Mrs. Smith can't answer it. She is washing the vegetables for dinner. Her hands are wet. "Jenny! Jenny!" she calls. "The phone is ringing! Please answer the phone!" "Okay, Mom!" says Jenny.



Jenny: Hello?  
Mr. Smith: Hi Jenny! How are you?  
Jenny: Hi Dad! I'm fine. When are you coming home for dinner?  
Mr. Smith: At about 7:00.  
Jenny: You often come home at 6:00. Why are you late today?  
Mr. Smith: Because our old, blue car is broken.  
Jenny: Oh no!  
Mr. Smith: May I speak to your mom, please?  
Jenny: Sure, Dad. Just a moment.



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### 2 Dad is walking home!

"Dad wants to talk to you, Mom," Jenny says. Mrs. Smith answers the phone. She talks for a few minutes, and then she hangs up.



Mrs. Smith: Your dad is walking home.  
Jenny: Poor Dad! It's a cold, snowy evening! Can we help him?  
Mrs. Smith: Yes! Let's make him a good, hot dinner!



At 7:00, Mr. Smith arrives home. He is cold! He looks like a big, white snowman! Jenny and Mrs. Smith hug Mr. Smith. "We made hot soup for you!" says Jenny. "Thanks!" says Mr. Smith. "I was cold, but now I am warm!"



### 3 Let's play!

Act and show.



Work in groups. One person can be Mr. Smith. One can be Mrs. Smith. Another can be Jenny. Act out the story.

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## TEACHING GOALS

- Students will be able to recognize, understand and use the following word:  
**help**
- Students will be able to recognize, understand and use the following expressions:  
**Please answer the phone!**  
**She hangs up.**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 3
- Flash cards for lesson 3
- Poster Paper

## 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.

Say: **Look at the pictures on page 6. What do you think this lesson will be about?**  
**How do you know?**

## NEW CONCEPTS

### 1. The phone is ringing!

Say: **These are the new words and expressions in Part 1 of Lesson 3:**

**ring, wet, broken**

**Please answer the phone.**

**When are you coming home for dinner?**

**Why are you late today?**

**May I speak to your mom, please?**

**Just a moment.**

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

Ask the students to repeat the words and expressions after you.

Play the audiotape. Ask the students to read along.

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

#### •DEMONSTRATE•

Ask four students to come up to the front of the class and read the dialogue to the class in parts: narrator, Jenny, Mr. Smith, Mrs. Smith.

Do this with a couple of groups of four students.

### Teaching Tip



#### The Narrator

When recreating a dialogue, the narrator is not a character in the story but he/she keeps the flow of the story moving by reading the parts of the story not directly spoken by specific characters. For example, the narrator says the underlined parts in the following dialogue from Lesson 3:

The phone is ringing, but Mrs. Smith can't answer it. She is washing the vegetables for dinner. Her hands are wet.

"Jenny! Jenny!" she calls. "The phone is ringing! Please answer the phone!"

"Okay, Mom!" says Jenny.



## ●PRACTICE●

### Group Work

Ask the students to form groups of four.

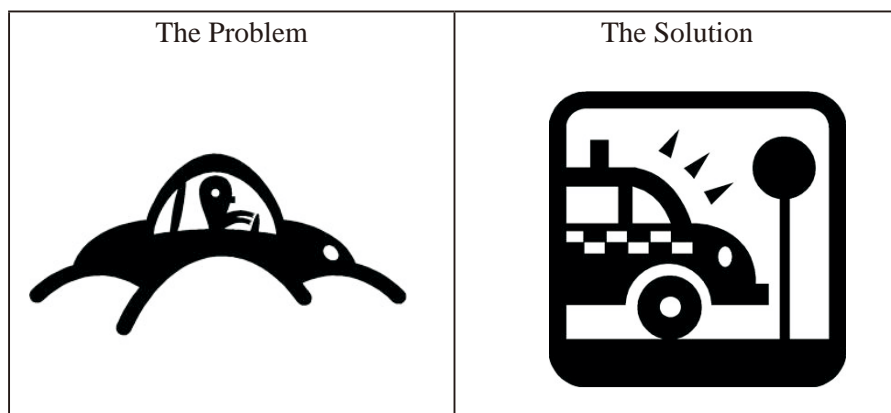
Students can practice reading Part 1 together in parts.

### Posters

Give groups a poster paper. Ask the students to fold the paper in half. On one side of the paper, they should draw a picture to show the problem in this story. They should also write a sentence to say what the problem is. For example: Mr. Smith's car has broken down in the snow.

On the other side of the paper, groups should draw a picture that predicts how the problem will be resolved in this lesson. They should also write a sentence to say what the solution is. For example: Mr. Smith takes a taxi home.

Remind the students not to look ahead in their books for the real solution.



When the posters are done, the teacher can post the posters and the students can do a Gallery Walk or the students can rotate through the groups while one member of the group stays behind to talk about their poster in English.

Post the posters in the Sharing Corner to be used in Part 2.

## 2. Dad is walking home!

Say: **These are the new words and expressions in Part 2 of Lesson 3:**

**help, hug, made (make 的过去式)**

**She hangs up.**

**Can we help him?**

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

Ask the students to repeat the words and expressions after you.

Play the audiotape. Ask the students to read along.

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

## ●DEMONSTRATE●

- Ask the students to look at the posters from Part 1 on the Sharing Wall to see which groups came closest to the correct prediction for Part 2.

- Ask four students to come up to the front of the class and read the dialogue to the class

in parts: the narrator, Jenny, Mr. Smith, Mrs. Smith.

Do this with a couple of groups of four students.

### 3. Let's play!

#### **Act and show.**

Tell the students to work in groups of four to act out Parts 1 and 2 in this lesson.

One person can be the narrator; one can be Jenny; one can be Mrs. Smith and one can be Mr. Smith.

Tell the students that they can do Reader's Theatre to retell the story!

#### **Teaching Tip**



##### **Readers Theatre**

**Readers Theatre or Reader's Theater** is a style of theatre where the actors do or do not memorize their lines. In Readers Theatre, actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets and costumes.

Students can either use their books to oral read the story, using a lot of expressions, or students can adlib or make up the dialogues as they go along!

### Optional

Ask several groups to demonstrate their Reader's Theatre plays to the class.

### ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your Activity Book with that page open. Say: **Let's open our Activity Books and turn to page...**

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

### CLASS CLOSING

Exit ticket: Ask the students to whisper one thing to you in English that they really like about winter and snow as they leave the classroom.

### After-Class Activities

Students can do a survey of their family members to find out what they usually use the telephone for when they are making calls. Who do they call and why do they call that person? Students can share their surveys at the beginning of the next class.

# Lesson 4 I Need to Call My Mother

## Lesson 4 I Need to Call My Mother

### 1 Would you like to go skiing?



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### 2 Danny can't go skiing

Danny calls his mother. A man answers the phone.

Man: Hello. This is Green's Supermarket. How can I help you?

Danny: Green's Supermarket? Is this 898-2670?

Man: No. This is 898-2677.

Danny: Sorry. I called the wrong number.

Danny tries one more time. A woman answers the phone.

Woman: Hello? This is the Monster Clothes Shop. May I help you?

Danny: Finally! I got the right number! May I speak to Mrs. Dinosaur?

Woman: Hold on, please.

Mrs. Dinosaur: Hello?

Danny: Hi Mom! May I go skiing with Steven this afternoon?

Mrs. Dinosaur: No, Danny, you may not. You have a piano lesson this afternoon.

Danny: Oh, I forgot! Goodbye, Mom.

Sorry, I can't go skiing this afternoon. I have a piano lesson.

Okay. Have fun!

### 3 Let's do it!

Say these phone numbers and tell what each is used for.



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## TEACHING GOALS

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

supermarket, wrong, lesson

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 4
- Picture and word flash cards for the words in Lesson 4

## CLASS OPENING

### Greeting and Review

Say: Good morning/afternoon students!

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

Say: **Do you remember what we did last class?**

Ask several groups who did not have the chance last day to demonstrate their Reader's Theatre plays to the class.

## Lesson Hook

Tell the students to open their books to Lesson 4.

Say: **Look at the pictures on page 8. What do you think is happening in this lesson?**

## NEW CONCEPTS

### 1. Would you like to go skiing?

Tell the students that they will learn these new expressions in this part of the lesson:

**Would you like to go skiing with me?**

**Where does she work?**

Write each new expression on the board. Say it a few times. Explain in Chinese what each means.

Let the students repeat the expressions after you.

Reintroduce DRTA to the students.

### Teaching Tip



#### Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides the students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages the students to be active and thoughtful readers, enhancing their comprehension.

Why use the Directed Reading Thinking Activity?

- It encourages the students to be active and thoughtful readers.
- It activates the students' prior knowledge.
- It teaches the students to monitor their understanding of the text as they're reading.
- It helps strengthen reading and critical thinking skills.

**When to use:** Before reading    During reading    After reading

**How to use:** Individually    With small groups    Whole class setting

How to use the Directed Reading Thinking Activity?

Teachers should follow the steps below when creating a DRTA.

- Determine the text to be used and pre-select points for the students to pause during the reading process.
- Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.

Note: Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed.

- Use the following outline to guide the procedure: **D = DIRECT**. Teachers direct

and activate the students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct the students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). **R = READING.** Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until the students have read each section of the passage. **T = THINKING.** At the end of each section, the students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

**What do you think about your predictions now?**

**What did you find in the text to prove your predictions?**

**What did you read in the text that made you change your predictions?**

### **DRTA**

Go through the five pictures in Part 1, asking questions to elicit responses from the students.

For example:

Picture 1: **Where are the students in this picture? Do you know all of the people in the picture? Can you name them? What is the season? How do you know?** Read the sentences for picture 1.

Picture 2: **Do you think Danny wants to go skiing?** Read the sentences for picture 2.

Picture 3: **Where do you think Danny's mother is?** Read the sentences for picture 3.

Picture 4: **What job do you think Danny's mother has?** Read the sentences for picture 4.

Picture 5: **Does Danny need to call his mother? Does he know the phone number? How will Danny find out if his mother will let him go skiing?** Read the sentences for picture 5.

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•**

Ask four students to read the story in parts for the class.

1 student – Mr. Woods

1 student – the girl saying goodbye

1 student – Danny

1 student – Steven

Do this with 2-3 groups of the students.

### **•PRACTICE•**

#### **Pair Work**

Put the following questions on the board. Ask the students to ask and answer the questions with a partner. Then ask and answer the questions as a class.

**Who is the man in picture 1?**

What does Steven want Danny to do?  
 What does Danny have to do first before he goes skiing with Steven?  
 Where is Danny's mother?  
 Where does Danny's mother work?  
 Does Danny know the number?

## 2. Danny can't go skiing

Tell the students that they will learn these new words and expressions in Part 2:

**supermarket, wrong, monster, finally, got (get 的过去式), lesson**

**How can I help you?**

**May I help you?**

**May I go skiing with ...?**

Point the words and expressions out in the story in the Student Book.

Say the words and expressions a few times. Let the students repeat them after you.

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•

#### Group Work

Students break up into groups of six. Ask the students to reread the story as a group in parts. The parts are:

- Narrator
- Man
- Danny
- Woman
- Mrs. Dinosaur
- Steven

Ask some of the groups to reread the story for the class.

### •PRACTICE•

#### Work in Pairs

Have the students work in pairs to make a list of all of telephone numbers they know.

The telephone numbers go in the left column.

The people who own the numbers go in the right column.

Telephone numbers we know

Telephone numbers	Who we are calling
898-2670	Monster Clothes Shop

Ask some pairs to share their telephone lists with the class by saying (for example):

**898-2670 is the number for the Monster Clothes Shop.**

### 3. Let's do it!

**Say these phone numbers and tell what each is used for.**

Ask the students to look at the numbers in Part 3. They should discuss where and when the numbers should be used. For example:

**120 is the number for the police and it should be called to get help.**

**119 is the number for the fire department and it should be called when there is a fire.**

### Optional

The Telephone Number Game

The Telephone Number Game Rules
<ol style="list-style-type: none"><li>1. Ask all of the students to write their telephone numbers on a piece of paper. On the back of the paper they should write their names.</li><li>2. All of the numbers are put into a can.</li><li>3. Students take turns by row to come up and pick a number.</li><li>4. Students must guess whose number it is that they have picked.</li><li>5. If they are right, they can pick another number and they keep the number they guessed.</li><li>6. If they are wrong, the number goes back in the can and a different student is chosen.</li><li>7. This continues until all of the numbers have been guessed.</li><li>8. The student who has guessed the most numbers is the winner! Yay!</li></ol>

### ACTIVITY BOOK

Help the students find the page they need to work on. 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

Exit ticket: As the students leave the classroom, they can whisper one telephone number and who it belongs to, to the teacher!

### After-Class Activities

Students can write down the instructions for how to phone a different English speaking country.

# Lesson 5 Li Ming Calls China

## Lesson 5 Li Ming Calls China

### 1 Li Ming calls home



"First, let's see," says Mr. Smith. "What time is it in China now? It's lunch time here, but in China, it's 3:00 a.m."  
"Oh," says Li Ming sadly.  
"Let's call at dinner time. Our dinner time is their breakfast time!" says Mr. Smith.

At dinner time, Mr. Smith helps Li Ming make the call.

Mrs. Li: Hello?

Li Ming: Hi Mom!

Mrs. Li: Hi Li Ming! How are you?

Li Ming: I'm fine!

Mrs. Li: Oh. How is everything there?

Li Ming: Very good! I am working hard. School is great! I like my teacher. His name is Mr. Wood.

Mrs. Li: I'm happy to hear that. Li Ming, your dad is here, too. I'll let him talk to you.



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Li Ming: Hello Dad!

Mr. Li: Hi Li Ming. How are you?

Li Ming: I'm fine. I had a fun weekend. I want to tell you about it.

Mr. Li: That's wonderful! What did you do?

Li Ming: On Saturday, I visited a maple tree farm with Jenny and her family. Maple syrup comes from maple trees. It's sweet and delicious!

Mr. Li: That sounds fun.

Li Ming: Yes, it was very interesting.

Mr. Li: It's 7:00 now. What are you going to have for breakfast today?

Li Ming: Dad, we are getting ready for dinner, not breakfast. Mrs. Smith is making noodles today.

Mr. Li: Noodles! Your favourite! That's nice.



Thank you, Mrs. Smith.

You're welcome.



### 2 Let's do it!

Ask, answer and write.



Beijing

a. What time is it?  
It's two ten in Beijing.



Ottawa

b. What time is it?



Canberra

c. What time is it?



London

d. What time is it?

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## TEACHING GOALS

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

**What time is it now?**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 5
- Picture/Word cards of the new vocabulary from Lesson 5
- Story Map

## CLASS OPENING

### Greeting and Review

Greet the students with: **Hello. How are you today? What do you remember from last**



lesson?

## Lesson Hook

Tell the students to open their books to Lesson 5.

Say: **Today Li Ming is going to call home to China from Canada. Has anyone ever called a friend or relative in a different country? Do you remember how you did that?**

### Teaching Tip



#### Tapping into Prior Knowledge

It is always a good idea to find out what the students already know about a subject so that you can build upon their prior knowledge. This will personalize the learning for the students and make the lesson easier for them to understand and remember!

Say: **Who did their homework and learned how to call another country? Who can share?**

## NEW CONCEPTS

### 1. Li Ming calls home

#### Read-aloud

Sometimes it is simply better to have the students hear a story without interruption so that they can understand the flow and design of the story!

### Teaching Tip



#### Fountas and Pinnell on Read-aloud

"Reading to children is the most effective literacy demonstration you can provide. As you read aloud, you demonstrate how to think and act like a reader; you also provide insights into writing because you are sharing a coherent, meaningful piece of written language that an author has constructed..."

*Fountas, Irene and Pinnell, Gay Su. (1999). Matching Books to Readers. Portsmouth, NH. page 9*

Play the audiotope without interruption for the students as they follow along silently in their books.

After you have played the audiotope, ask the students to point out the words they did not know in the story. Write these words and expressions on the board:

**sadly, weekend, maple, syrup, sweet**

**Can you help me?**

**What time is it?**

Have the students repeat the words and expressions after you.

Play the audiotope again as the students follow along in their Student Books.

Play it three or four times, as needed.

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

●**DEMONSTRATE**●

**Class Work**

Ask five students to read the story in parts to the class:

Li Ming, Mr. Smith, Mrs. Li, Mr. Li, Mrs. Smith

Then choral read the story together with the class.

It is best if you can put the story on an overhead projector when the students are choral reading together so they can follow your pointer from word to word and line to line.

●**PRACTICE**●

**Pair Work**

Tell the students that today they will do a Sequence Order Chart to record the order that events occurred in this story. For example:

**First Li Ming gets lonely.**

**Next Li Ming wants to call home.**

**Then Mr. Smith helps Li Ming decide what time it is in China.**

**And so on...**

Choose some of the pairs to present their charts to the class today. Others can present their charts later in OPTIONAL or in Review next day.

Introduce the concept of a timed diary to the students. For example:

My Timed Diary

Time	What I did
7:00	Got out of bed.
7:30	Had breakfast.
8:00	Went to school.
8:30	Had English class.
...	...

Students can do a Timed Diary for homework that night to practice writing time.

**Teaching Tip**



**Timed Diary**

Timed diaries keep a record of what you have done and when you have done it! They are a great reminder for you when you want to look back to see how many jobs you completed in a day!

**Day Planner**

Day planners are essential tools for time management even for the students. They show you the total time you have available each day and they show you the time slots you have allocated for tasks. They can be both a great planning tool and a reminder tool. A good way to look at a day planner is as a to-do list with an indication of time allocation for each task.

## 2. Let's do it!

**Ask, answer and write.**

Say: Look at each of the clocks in Part 2. Fill in the blanks to show what the time is for each clock.

Check as a class.

## Optional

Choose some more pairs to share their Sequence Order Charts for the story in Lesson 5.

Students can prepare a Timed Diary Sheet for their homework.

## ACTIVITY BOOK

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

## CLASS CLOSING

### After-Class Activities

Students can keep a Timed Diary of what they do at home that night to share with the class the next day.

My Timed Diary

Time	What I did on ... (date)
4:00	Went home
4:30	Did my homework
5:00	Played on my computer
5:30	Helped my mother make supper
6:00	Had supper
...	And so on....

# Lesson 6 Baby Becky Answers the Phone

## Lesson 6 Baby Becky Answers the Phone

### Story time

Baby Becky likes to answer the phone. The phone rings. She answers the phone. She listens. She hears a woman talking on the phone. Baby Becky hangs up the phone.



The phone rings again! This is fun! Baby Becky answers the phone. The woman says, "Mrs. Bell, please don't hang up the phone. It's Mrs. Patrick calling." Baby Becky hangs up the phone.

Becky's mother comes into the room. "Why is the phone ringing and ringing?" she says. "Baby Becky, don't play with the phone! Give it to me. I'm going to make a call."



She calls Mrs. Patrick. Baby Becky watches. Wow! The phone has numbers! "Hello Mrs. Patrick. It's Mrs. Bell calling. Would you like to come for tea?" "No, thank you!" says Mrs. Patrick. She is angry.



"Why did Mrs. Patrick hang up?" Becky's mother says. Then she says, "Baby Becky, I'm going to make lunch now. Don't answer the phone."



Baby Becky is not going to answer the phone. She is going to make a phone call! She pushes the numbers on the phone. She hears a woman talking.

"Hello? Hello?" the woman says. She hangs up. Why did she hang up? Baby Becky wanted to talk to her! Baby Becky cries. "Don't cry. Let's call Dad," says her mother.



Bell 贝尔 (姓) Patrick 帕特里克 (姓)

### Think About It

- Baby Becky loves \_\_\_\_\_.
  - ☐ playing with the phone
  - ☐ singing
- Baby Becky hears \_\_\_\_\_ talking on the phone.
  - ☐ a woman
  - ☐ a man
- Mrs. Patrick \_\_\_\_\_.
  - ☐ gets angry
  - ☐ feels happy
- \_\_\_\_\_ is Baby Becky's mother.
  - ☐ Mrs. Patrick
  - ☐ Mrs. Bell



## TEACHING GOALS

1. Students will be able to recognize the beginning, middle and end of a story.
2. Students will be able to predict action during the story.

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 6
- Picture/word cards of the new vocabulary from Lesson 6
- Story Map
- Baby Becky sequencing picture – made by the students

## CLASS OPENING

### Greeting and Review

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

Ask: **Who has their Timed Diary from last night and would like to share it?**

Ask several students to share their Timed Diaries.

### Lesson Hook

Tell the students to open their books to Lesson 6.

Say: **Today we're going to read a story about Baby Becky. Who remembers Baby Becky from books in previous grades?**

#### Teaching Tip



##### Prior Knowledge

Students have been exposed to Baby Becky in previous *Learning English* texts. It's good to tap into their prior knowledge to see what they remember about Baby Becky's escapades from earlier stories about her so they can anticipate and predict the outcome for this story correctly!

Ask: **What does Baby Becky often do? Yes! She gets into trouble! Let's see how she gets into trouble today!**

#### Teaching Tip



##### Stories in the EFL classroom

Stories can create an excellent learning experience for EFL students. 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 juice flowing in students because they can imagine all sorts of possibilities in a story!

## NEW CONCEPTS

### Story time

#### Read-aloud

Sometimes it is simply better to have the students hear a story without interruption so that they can understand the flow and design of the story!

#### Teaching Tip



##### Fountas and Pinnell on Read-aloud

"Reading to children is the most effective literacy demonstration you can provide. As

you read aloud, you demonstrate how to think and act like a reader; you also provide insights into writing because you are sharing a coherent, meaningful piece of written language that an author has constructed..."

*Fountas, Irene and Pinnell, Gay Su. (1999). Matching Books to Readers. Portsmouth, NH. Page 9*

Play the audiotape without interruption for the students as they follow along silently in their books.

After you have played the audiotape, ask the students to point out the words they did not know in the story.

Point out the new words and expressions in the text.

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

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

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

### ●DEMONSTRATE●

#### Class Work

Ask several students to read the story to the class. Some can take turns reading the paragraphs where there is no dialogue.

There are also several characters in the story that you can assign to the students: Mrs. Patrick, Mrs. Bell (Baby Becky's mother), Baby Becky and another lady.

Tell the students to put a lot of expressions into their voices as they read the story to the class.

Then choral read the story together with the class.

It is best if you can put the story on an overhead projector when the students are chorally reading together so they can follow your pointer from word to word and line to line.

### ●PRACTICE●

#### Individual Work

Tell the students that today they will do their own Story Map. Remind them about the parts of a Story Map. The Story Map can be created with both English and Chinese explanations to assist the students.

### Teaching Tip



#### Story Map

In a story map, the 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.)

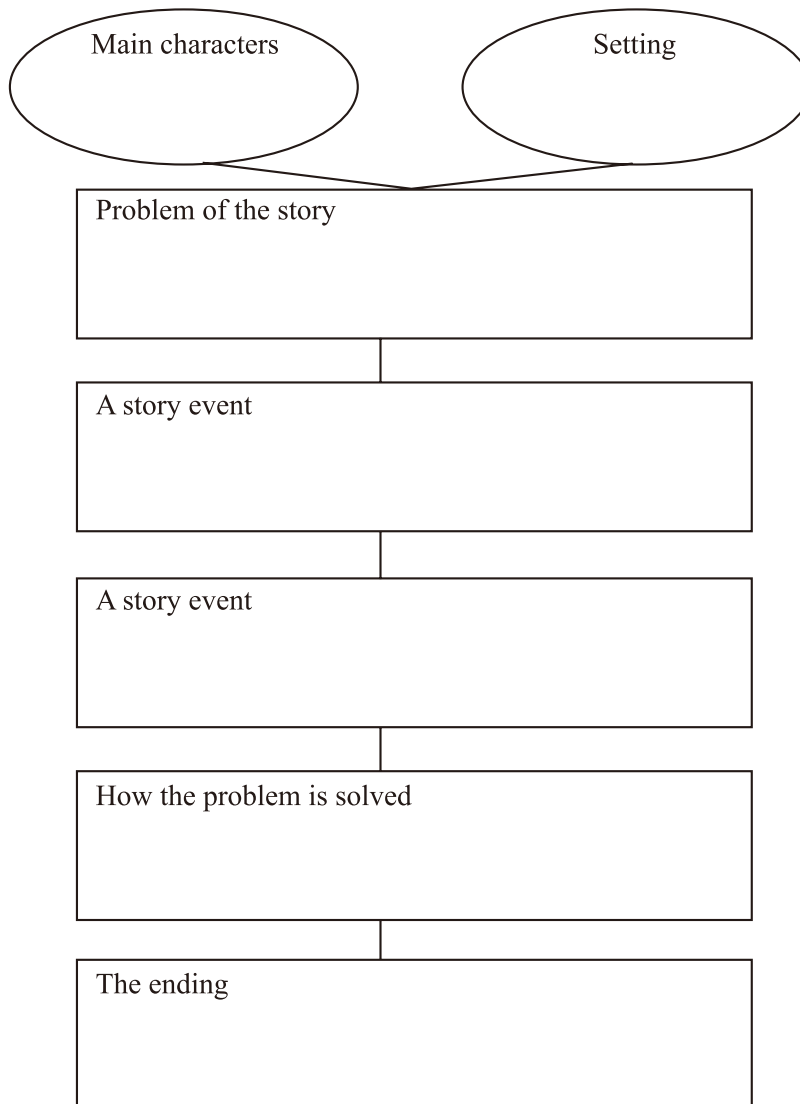
**Problem of the story** - What was the problem encountered that needed to be fixed?

**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?



### Story Mapping Instructions

- Print out a Story Map for each pair of students.
- Re-explain each of the key areas of story mapping to the students. You can do this in Chinese.
- Tell the students to work in pairs to fill in their Story Maps.
- Students can illustrate their Story Maps.
- Students will share their Story Maps with other pairs of students and/or the class when they are done.

### Sequencing the Story

Ask the students to draw and colour one story event from the story.

Take all of the story events from the students.

Hold the pictures up one by one and ask the students to sequence the events from beginning to end by placing the pictures in the correct order on a wall with fun tack or blue

tack as they are held up. This will mean moving the pictures about quite a bit as each picture is added to the sequence.

### Teaching Tip



#### Sequencing events in a story

Helping the students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Knowing the sequence of events in a story helps us to picture what is happening and when. It helps make the story clear and easy to follow. When events are not in order, the story becomes blurry and hard to follow.

Say to the students: **As you read, ask yourself, "What happened first? What happened next?"**

Tell the students to look for sequence words such as: **first, next, before, after, then, and finally.**

Tell them to picture the story in their minds as they are reading. They should think about what the character did first, second, and so forth.

Sequencing is an important part of problem solving across subjects. Teaching it to the students as they learn English will help them in every subject area!

#### Think About It

Ask the students to turn to a shoulder partner and complete each of the four statements in Think About It together by filling in the blanks with one of the two answers provided. Check as a class.

### Optional

#### Playtime

In groups, the students can act out the story and then share their plays with the class.

### ACTIVITY BOOK

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

### CLASS CLOSING

Exit ticket: Ask the students to whisper their favourite part of today's story to you!

### After-Class Activities


Students can retell *Baby Becky Answers the Phone* to their parents or read it from their books.



# Unit 1 Review

## Unit 1 Review


### 1 Listen and draw ☺ or ☹



☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

**647-9552**


☺



☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

**469-7434**

☺



☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

**726-2475**

☺

### 2 Listen and write

- Hi! May I \_\_\_\_\_ to Lisa?  
— I'm \_\_\_\_\_, but you have the \_\_\_\_\_ number.
- Did you \_\_\_\_\_ Liz and say \_\_\_\_\_ to her?  
— I would like to. But I couldn't \_\_\_\_\_ her number.
- I don't understand the story in that \_\_\_\_\_  
— Don't worry, I can \_\_\_\_\_ you.

### 3 Complete the dialogue

Matthew: Hello! May I speak to Danny?  
Mrs. Dinosaur: \_\_\_\_\_  
Danny: Hello?



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Matthew: Hello Danny! \_\_\_\_\_ My family plans to go on a trip to Ottawa this summer. Would you like to come with us?

Danny: That sounds fun!

Matthew: We would like to visit my cousin. We plan to go and watch a baseball game, and visit the City Park.

Danny: When are you going?

Matthew: On July 15. The trip is about a week.

Danny: I would love to go.

Matthew: Sure. Can you call me back? My phone number is 423-8201.

Danny: Okay. Thanks for calling. Bye.

- What are you going to do there?
- This is Matthew.
- but I need to ask my parents.
- Just a moment, please.



### 4 Read and tick

Yang Lei's mother hears the phone ringing, but she can't answer it. She is washing the dishes. Her hands are wet. "Yang Lei!" she calls. "The phone is ringing! Please answer the phone!" "Okay, Mum!" says Yang Lei.

#### 1. What is Yang Lei's mother doing?

- ☐ She is cooking.
- ☐ She is talking on the phone.
- ☐ She is washing the dishes.

#### 2. Who answers the phone?

- ☐ Yang Lei's mother.
- ☐ Yang Lei.
- ☐ Yang Lei's father.

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### 5 Key words and sentences

**Words:**  
call find try help  
thin sorry wrong goodbye supermarket lesson

**Sentences:**  
May I speak to Kim?  
Just a moment, please. / Hold on, please.  
Thanks for calling!  
This is Li Ming speaking.  
Please answer the phone!  
She hangs up.

### 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 ☆		

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## CLASS OPENING

### Greeting

Welcome the students to class and remind them that today is their unit review for the first unit in the Grade 6 book!

## REVIEW

### 1. Listen and draw a happy face or a sad face

Students should listen to the audiotape and then put a happy or a sad face in the box for each picture. Check as a class.

The audiotape says:

1. Li Ming wants to call his friend.

The number is 647-9552.

2. Jenny is talking with her friend

**Lily. Lily's number is 469-7334.**

**3. Danny calls Debbie. What's Debbie's number? It's 726-2475.**

## 2. Listen and write

Students should listen to the audiotape, and then complete the sentences in Part 2 with the correct answers. Check as a class.

The audiotape says:

1. — **Hi! May I speak to Lisa?**  
— **I'm sorry, but you have the wrong number.**
2. — **Did you call Liz and say goodbye to her?**  
— **I would like to. But I couldn't find her number.**
3. — **I don't understand the story in that lesson.**  
— **Don't worry. I can help you.**

## 3. Complete the dialogue

Tell the students to complete the dialogue in Part 3 with the phrases found in the yellow square on page 15. Check as a class.

## 4. Read and tick

Tell the students to read the passage in Part 4, and then tick the correct response for each of the two questions below. Check as a class.

## 5. Key words and sentences

Review the key words and sentences in Part 5 with the students by asking the class to 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 checklist 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 the students, letting them monitor their own learning and make adjustments as they see fit. In a conference setting, the teacher can use student's self-evaluations to start a conversation on participation, comprehension, or learning styles, and teachers can use students' self-assessments to show a student's engagement in a particular aspect of the classroom, lesson, or subject.

## ACTIVITY BOOK

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.

## CLASS CLOSING

Finish today's lesson by telling the students to shake another student's hand to congratulate him/her for finishing Unit 1 in their second Grade 6 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 words that you think require more in-class practice in terms of comprehension and pronunciation.

# Unit 2

## Tell Me a Story



### General Goals for Unit 2

This unit aims to expose the students to basic strategies used in story telling. Students have already been introduced to all of these strategies in previous *Learning English* books.

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 recognize, understand and use the following words:  
**story, lake, farmer**  
**clever**
2. Students will be able to recognize, understand and use the following expressions:
  - **What's the story about?**
  - **It's your turn to tell a story.**
  - **One day, a dog found a big, heavy bone in a city park.**
  - **Do you know any famous Chinese stories?**
  - **From then on, he stopped working.**

#### 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 how to share ideas about experiences they have at a new grade level in school.

# Lesson 7 Jenny Tells a Story

## Lesson 7 Jenny Tells a Story

### 1 Tell a story

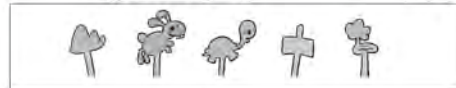
Li Ming and Danny are on a trip with Jenny's family. It's a long trip. They want to have fun.



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What's the story about?

It's about a race between a tortoise and a rabbit.



Oh, I love races. I won a race two years ago.



### 2 Let's sing!

We drive in the car. Let's have fun.  
Look out the window. See the yellow sun.  
Tell me a story. What do you see?  
Look over there! That's a pretty tree.  
I see a chicken. See it standing there?  
I see a farm! Where? Where? Where?  
Look out the window. A girl and a kite.  
Yes, I can see it. The kite is white!



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## TEACHING GOALS

- Students will be able to recognize, understand and use the following word:  
**story**
- Students will be able to recognize, understand and use the following expression:  
**What's the story about?**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 7
- Flash word and picture cards for the vocabulary in Lesson 7
- Popsicle sticks for popsicle stick puppets

## CLASS OPENING

### Greeting

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?**

Ask some students to answer.

Say: **You are right! This unit is about stories! It is called *Tell Me a Story*.**

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

Ask: **Have you ever gone on a long car ride with your brothers and sisters or friends? What do you do in the car? Do you tell stories?**

### Teaching Tip



#### Tapping into personal experience

Research shows that we can enhance learning by accessing pre-existing attitudes, experiences and knowledge, and bridge the gap between what is being taught and what is already known.

Teachers can help their students make the transition into unfamiliar areas of learning by tapping into their prior knowledge. The unfamiliar becomes more familiar when this happens.

Say: **What do you think Jenny, Danny and Li Ming are doing in the car in this story?**

## NEW CONCEPTS

### 1. Tell a story

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

Point out the new words and expressions for this lesson:

**story, tortoise, race**

**What can we do?**

**Why don't you tell a story?**

**What's the story about?**

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•

Ask three students to take turns reading the story to the class in parts: Jenny, Danny and Li Ming.

## •PRACTICE•

### Class Work

Choral read the lesson together with the class.

### Pair Work

Turn to a shoulder partner and take turns telling each other a story in English.

### Group Work

Form groups of four. Ask the groups to make four stick puppets each to help them retell the story of the tortoise and the rabbit that they will read in the next lesson: A tortoise, a rabbit, a tree and a lake. They can also make a finish sign if they want to show the end of the race!

## 2. Let's sing!

### Song: We drive in the car!

Say: Many people sing songs when they are going on a long trip in a car with their friends or family.

Ask: What songs have you sung when you have gone on a long trip before?

Say: Here is a new song that you can teach your family to sing together next time you go on a trip!

We drive in the car. Let's have fun.

Look out the window. See the yellow sun.

Tell me a story. What do you see?

Look over there! That's a pretty tree.

I see a chicken. See it standing there?

I see a farm! Where? Where? Where?

Look out the window. A girl and a kite.

Yes, I can see it. The kite is white!

Ask: How many verses in this song? (4)

What is the rhyming scheme? (rhyming couplets)

### Teaching Tip



#### Rhyming couplets

A rhyming couplet is two lines of the same length that rhyme and complete one thought. There is no limit to the length of the lines. Rhyming words are words that sound the same when spoken. The endings don't necessarily have to be spelled the same, however.

Ask: What are the rhymes in each of the 4 rhyming couplets in this song?

Verse 1: fun/sun

Verse 2: see/tree

Verse 3: there/where

Verse 4: kite/white

Say: Let's underline the rhyming words in our books!

Look at the song. Do any of the lines repeat themselves?

Yes, in Verse 1 and 4, the line "Look out the window" repeats.



Play the audiotape. Have the students clap along with the beat. They can touch their heads each time they hear one of the rhyming words.

Play the song again. Ask the students to sing along.

Play it one more time. Ask the students to stand up this time and sing along.

## Optional

Game – Can You Rhyme?

### Can You Rhyme? Rules

Teacher says a word. For example: bed

Students must think of a rhyming English word. For example: head

If a student can say a word that rhymes correctly, he/she is “It”, and can think of the next word to ask the students to rhyme.

The teacher can have a can of pre-prepared words to help the students choose a word for the class to rhyme, if they think this will assist in the game.

This continues until many students have a chance to be “It”.

## ACTIVITY BOOK

Say: **Let’s open our Activity Books to page ...** 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

Exit ticket: **Well done students! On the way out the door today, please tell me two rhyming words! Have a great evening!**

## After-Class Activities

Students can practice their new vocabulary using their paper doll and clothing with their parents.

### Teaching Tip



#### Storing the popsicle stick puppets

Give each group an envelope to put their popsicle stick puppets in for next day’s class.

Groups can put their names on the outside of the envelope.

# Lesson 8 The Tortoise and the Rabbit

## Lesson 8 The Tortoise and the Rabbit

### 1 A race

One day, a tortoise walked down the road. He walked very slowly.

A rabbit saw him and laughed. "You are so slow!"

"You are wrong," said the tortoise. "I'm not slow, but I don't like to hurry."



"I'm not wrong," said the rabbit. "Let's have a race! I'm sure to win."

"Okay," said the tortoise. "Let's have a race to the lake."

"I'm going to win!" said the rabbit, and he ran down the road.

The rabbit ran and ran. Soon he felt tired and stopped. "I would like to sleep," thought the rabbit. "The tortoise is so slow. He can't catch up with me."



So the rabbit went to sleep under a tree.



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### 2 What happened next?

The tortoise walked and walked. On his way, he saw the rabbit sleeping under the tree. He was tired, but he didn't stop. He kept walking down the road.

After many hours, the rabbit opened his eyes. He jumped up. "Oh no!" he thought. "I slept too long!" He ran down the road to the lake. Soon he saw the lake. "I'm sure to win!" he thought. Then he saw the tortoise. The tortoise was already there.



The tortoise smiled and said, "I won the race!"

The rabbit learned a lesson: Slow and steady wins the race.

### 3 Let's do it!

Retell the story.

One day, a tortoise walked \_\_\_\_\_. He walked very slowly.

\_\_\_\_\_ saw him and said, "Ha! You are \_\_\_\_\_!"

The tortoise said, "No, I'm not. I don't like to hurry." So the rabbit said,

"Let's \_\_\_\_\_." The rabbit ran fast, but soon he \_\_\_\_\_

and \_\_\_\_\_. The tortoise walked slowly, but he \_\_\_\_\_

In the end, the tortoise won the race. The rabbit \_\_\_\_\_

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## TEACHING GOALS

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

lake

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 8
- Pictures and word cards for the words in Lesson 8
- Story Map

## CLASS OPENING

### Greeting

Say: Hello students!

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

Ask: **Who remembers what Danny, Li Ming and Jenny were doing in our last lesson? Yes, they were in a car on a long ride and Jenny was going to tell the story in this lesson to Li Ming and Danny.**

## Lesson Hook

Tell the students to open their books to Lesson 8.

Say: **This is the story of *The Tortoise and the Rabbit*.**

## NEW CONCEPTS

### 1. A Race

#### Read-aloud

Play the audiotape without interruption for the students as they follow along silently in their books.

After you have played the audiotape, ask the students to point out the words they did not know in the story. Write these new words and expressions on the board:

**road, slowly, said (say 的过去式), hurry, lake, ran (run 的过去式), felt (feel 的过去式), thought (think 的过去式)**

#### catch up with

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

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

#### ●DEMONSTRATE●

#### Group Work

Ask a group of students to reread the story in role using lots of expressions.

#### ●PRACTICE●

#### Reader's Theatre – Group Work

Pass each of the groups from Lesson 7 their puppets and ask the students to do a Reader's Theatre reading of the story using their puppets. Remind the students to put a lot of expressions into their reading. One student can be the narrator; one can be the tortoise and the last one can be the rabbit.

### 2. What Happened next?

#### Read-aloud

Play the audiotape without interruption for the students as they follow along silently in their books in Part 2.

After you have played the audiotape, ask the students to point out the words they did not know in the story. Write these new words and expressions on the board:

**kept (keep 的过去式), slept (sleep 的过去式), already, steady**

#### Slow and steady wins the race.

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

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

### •DEMONSTRATE•

#### Reader's Theatre – Group Demonstration

Ask a group of students to reread Part 2 in role using lots of expressions.

Students can use their stick puppets that they made in Lesson 7 to enhance their reading of the story.

### •PRACTICE•

#### Reader's Theatre – Group Work

Pass each of the groups from Lesson 7 their puppets and ask the students to do a Reader's Theatre reading of the story using their puppets. Remind the students to put a lot of expressions into their reading. One student can be the narrator; one can be the tortoise and the last one can be the rabbit.

#### Story Map – Individual Work

Pass out the story maps to each student. Tell the students they have done this story map before so it should be familiar to them.

Review the elements of a Story Map and remind the students how to complete the chart.

Tell the students that if they are done early, they can illustrate in the chart.

### Teaching Tip



#### Story Map

In a story map, the students map out 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?

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

### Story Mapping Instructions

- Print out a Story Map for each pair of students.
- Re-explain each of the key areas of story mapping to the students. You can do this in Chinese.
- Tell the students to work in pairs to fill in their Story Maps.
- Students can illustrate their Story Maps.
- Students will share their Story Maps with other pairs of students and/or the class when they are done.

### 3. Let's do it!

#### Retell the story.

Students should read the paragraph in Part 3 and fill in the blanks to retell the story.

Remind the students that they can look back at the story if they need help filling in the blanks. Check as a class.

## Optional

### Game – Who Am I?

#### Who Am I? Rules

Tell the students to get into their puppet groups.

Tell the students to each take one of the puppets from their group envelopes.

When the teacher claps his/her hands, the students walk around the class.

When the teacher claps them again, the students turn to a partner close to them and introduce their puppet. They also say what part the puppet plays in the story:

For example:

Tortoise: **I am the Tortoise. I raced the Rabbit and won the race!**

Tree: **I am the tree. The rabbit stopped and went to sleep under me!**

When the students are finished introducing themselves to their partner, the teacher claps his/her hands again and the students continue to walk.

The teacher claps his/her hands again and the students repeat the process with a new partner.

At the end of the game, the students regroup back into their puppet group so they can put all of the puppets back into the envelopes.

## ACTIVITY BOOK

Say: **Let's open our Activity Book to page ...** 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: **It's time to go. Great job today! All of you who were tortoises in the "Who Am I?" game, can leave. The rabbits can go next. Now the trees can go. Finally, the lakes can go.** (If the students made finish signs in their groups, they can go last.)

Students respond with: **Goodbye class!** as they head out the door.

## After-Class Activities

Students can retell the story of *The Tortoise and the Rabbit* to their families that evening.

# Lesson 9 Danny Tells a Story

## Lesson 9 Danny Tells a Story

### 1 What's the story about?

It's your turn to tell a story, Danny!

Okay! I know a good story. It's about a dog, a big bone and a lake!



One day, a dog found a big, heavy bone in a city park. It was hard to carry, but the dog didn't want any help. Why? Because he didn't want his friends to eat any of the bone.

"I will carry it to the forest," he thought. "My friends can't find me there."

So he carried the heavy bone in his mouth and walked slowly to the forest.



He carried the bone down a road. He carried it around a mountain.



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### 2 What happened next?

Soon he saw a big lake. He looked in the water and saw another dog. That dog also had a bone.



"That bone is bigger than my bone," thought the dog. "I want my bone and that bone, too."



He looked at the dog in the water, and the dog in the water looked at him.

"Give me your bone!" he barked at the dog in the water.

When he barked, his bone fell into the lake.

Now the dog didn't have any bones. Did he learn a lesson? Yes! Be happy with the bone you have.



### 3 Let's do it!

Number these sentences in the correct order.

- ☐ He wanted to carry the bone to the forest.
- ☐ A dog found a bone.
- ☐ The dog stopped at a lake.
- ☐ He saw a dog with a bone in the water.
- ☐ He barked at the dog and lost his bone.

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## TEACHING GOALS

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

**It's your turn to tell a story.**

**One day, a dog found a big, heavy bone in a city park.**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 9
- Pictures and word cards for the vocabulary
- DRTA – Prediction Chart
- Sequencing Chart

## CLASS OPENING

### Greeting

Greet the students. Say: **Hello again class!**

Then say: **Let's retell the story of *The Tortoise and the Rabbit* together. I'll start, and then each of you can add a sentence. Are you ready?**

### Lesson Hook

Tell the students to open their books to Lesson 9.

Say: **Look at the title of this story. Who is going to tell the next story? Yes, it is Danny!**

## NEW CONCEPTS

### 1. What's the story about?

Play the audiotape of the Part 1 to the students. Write these new words and expressions on the board:

**turn, bone, found (find 的过去式), carry (过去式为 carried), mountain**

**It's your turn to tell a story.**

**One day, a dog found a big, heavy bone in a city park.**

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

These lines will situate the characters and the basic concepts in the story for the students.

**It's your turn to tell a story.**

**Okay! I know a good story. It's about a dog, a big bone and a lake!**

Reintroduce DRTA to the students.

### Teaching Tip



#### Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides the students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages the students to be active and thoughtful readers, enhancing their comprehension.

Why use the Directed Reading Thinking Activity?

- It encourages the students to be active and thoughtful readers.
- It activates the students' prior knowledge.
- It teaches the students to monitor their understanding of the text as they're reading.
- It helps strengthen reading and critical thinking skills.

**When to use:** Before reading      During reading      After reading

**How to use:** Individually      With small groups      Whole class setting

How to use the Directed Reading Thinking Activity?



Teachers should follow the steps below when creating a DRTA.

- Determine the text to be used and pre-select points for the students to pause during the reading process.
- Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.

Note: Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed.

- Use the following outline to guide the procedure: **D = DIRECT**. Teachers direct and activate the students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct the students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). **R = READING**. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until the students have read each section of the passage. **T = THINKING**. At the end of each section, the students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

What do you think about your predictions now?

What did you find in the text to prove your predictions?

What did you read in the text that made you change your predictions?

## **DRTA**

Tell the students to look at the pictures at the bottom of Part 1.

Ask the following questions:

**Who do you think this story is about? Why do you think that?**

**Where does the dog start in the story? Which picture tells us that?**

**Where is the park?**

**What does the dog find in the park?**

**What does the dog do with the bone?**

**What is the first place the dog passes when he leaves the park in the city with the bone?**

**Where is the dog going/heading to?**

## **•DEMONSTRATE•**

Assign several students to read Lesson 9 Part 1 aloud to the class.

## **•PRACTICE•**

### **Pair Work**

Ask the students to turn to a shoulder partner and reread the story together taking turns.

### **Class Work – DRTA continued**

Ask: **Can you predict what will happen when he gets to the lake?**

Make a chart with the students listing all of their predictions about what they think will happen in the story.

Make sure to write the English sentences as close to the students' original as possible.  
(*Language Experience Approach*)

Ask the students who know this story not to give the ending away!

Predictions Chart

Jenny	The dog will eat the bone.
Steven	The dog will lose the bone.
Xiaoxia	The dog will give the bone to his baby.
Flower	The dog will give the bone to his friend.
...	...

At the end of Part 2, you can look back at the chart to see which student was closest to the ending with their prediction.

## 2. What happened next?

Play the audiotape of the Part 2 to the students. Write these new words and expressions on the board:

**another, than, bark**

**Be happy with the bone you have.**

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

### **DRTA**

Tell the students to look at each of the pictures in Part 2. Ask some DRTA questions for each picture in Part 2 as follows:

Picture 1: **What is the dog doing in this picture? Who does he see in the lake? What is the dog thinking?**

Play the first part of Part 2 up to: **"He looked at the dog in the water, and the dog in the water looked at him."**

Picture 2: **Why do you think the dog drops his bone? Why was he barking at his reflection in the water? What did he want?**

Play the second part of Part 2 up to: **"When he barked, his bone fell into the lake."**

### **Prediction Chart from Part 1**

Look back at the Predictions Chart that you wrote with the students at the end of Part 1.

Ask: **Who came closest with their prediction?**

### **Moral/Lesson**

Ask: **What do you think the moral or lesson of this story is?**

Play the ending of the story from Part 2:

**Now the dog didn't have any bones. Did he learn a lesson?**

**Yes! Be happy with the bone you have.**

### **•DEMONSTRATE•**

Assign several students to read Lesson 9 Part 2 aloud to the class.

Then ask the class to choral read Parts 1 and 2 together.

## ●PRACTICE●






### Sequencing the Story

Ask the students to form groups of five.

Students in the group can choose one story event each to draw and colour.

They can discuss which event they are going to draw and colour so that none of the group members draw the same event.

Groups will then sequence the five events in a sequencing chart.

First	
Next	
Then	
Last	
Finally	

### Sharing with the class

When they are done, ask several groups to share their Sequencing Chart with the whole class. Then post all of the Sequencing Charts on the Sharing Wall.

### Teaching Tip



#### Sequencing events in a story

Helping the students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Knowing the sequence of events in a story helps us to picture what is happening and when. It helps make the story clear and easy to follow. When events are not in order, the story becomes blurry and hard to follow.

Say to the students: **As you read, ask yourself, "What happened first? What happened next?"**

Tell the students to look for sequence words such as: **first, next, before, after, then, and finally.**

Tell them to picture the story in their minds as they are reading. They should think about what the character did first, second, and so forth.

Sequencing is an important part of problem solving across subjects. Teaching it to the students as they learn English will help them in every subject area!

### 3. Let's do it!

**Number these sentence in the correct order.**

Tell the students to read the five sentences in Part 3 and sequence them from 1 to 5 in the order they occurred in the story. Check as a class.

### Optional

**Game – When did it happen?**

#### **When did it happen? Rules**

The teacher says an event that happened in the story.

Students must decide if the event happened in the beginning, in the middle or at the end of the story.

The teacher can put a sample sentence on the board for the students to model their responses after: **This happened at the beginning/in the middle/at the end of the story.**

For example:

Teacher: **The dog found a bone. When did it happen?**

Student: **It happened at the beginning of the story.**

The teacher chooses a student to give a response.

If the student is correct, he or she gets to say the next event that occurred in the story and ask another classmate: **When did it happened?**

### ACTIVITY BOOK

Say: **Let's open our Activity Books to page ...** 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: **Good work today! Turn to a friend and give a high five! Remember to retell this story to your family tonight for homework!**

### After-Class Activities

Ask the students to retell the story to their family at home that night.

# Lesson 10 Li Ming Tells a Story

## Lesson 10 Li Ming Tells a Story

### 1 A farmer and a rabbit



Long long ago, there was a farmer. He worked hard all the time.

One day, as he was working, a rabbit came out of the grass. The rabbit saw the farmer and it was scared. It started to run. It ran very fast and hit its head on a tree. The rabbit died.

The farmer took the rabbit home. He enjoyed a wonderful dinner.

From then on, he stopped working. Every day, he sat under the tree and waited for another rabbit. He waited and waited, but no rabbits came. And all his crops died.



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### 2 Famous Chinese stories



### 3 Let's talk!

Group work.

Talk about famous Chinese stories. How many stories can you tell?

- The Old Man and His Horses
- Mr. Fool Tries to Move the Mountain
- Kang Rong and the Pear
- Cao Chong Weighs an Elephant
- The Story of Nan Guo
- The Story of Sima Guang



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## TEACHING GOALS

1. Students will be able to recognize, understand and use the following word:  
**farmer**
2. Students will be able to recognize, understand and use the following expressions:  
**Do you know any famous Chinese stories?**  
**From then on, he stopped working.**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 10
- Pictures and word cards for Lesson 10
- Sequencing Chart

## CLASS OPENING

### Greeting

Greet the students: **Hello everyone. Who remembers the story from last lesson? Let's retell the story by each adding one sentence to the retelling. I'll start...**

### Lesson Hook

Teacher: **Look at page 24 in your Student Books. Whose turn is it to tell a story in this lesson?**

Student: **It is Li Ming's turn!**

Teacher: **How do you know?**

Student: **This lesson is called *Li Ming Tells a Story*.**

## NEW CONCEPTS

### 1. A farmer and a rabbit

#### Read-aloud

Play the audiotape and ask the students to follow along in their books.

Point the new words and expressions out to the students in their Student Books on page 24:

**farmer, as, scared, start, took (take 的过去式), enjoy, sat (sit 的过去式), crop**

**Do you know any famous Chinese stories?**

**From then on, he stopped working.**

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

Play it three or four times, as needed.

Ask the following questions:

**Should the farmer have stopped working to wait for another rabbit to come along?**

**What happened when he stopped working?**

**What can we learn from this story?/What is the lesson in the story?**

#### ●DEMONSTRATE●

Ask three students to read the dialogue between Li Ming, Jenny and Danny at the top of page 24.

Ask several other students to read the story by paragraph below the dialogue.

#### ●PRACTICE●

##### Pair Work

Reread the story in pairs.

##### Individual Work – Sequencing the story

Ask the students sequence the story using a sequencing chart like the one in the previous lesson to sequence the events in the story by using the sequencing language of: first, next, then, last, finally.

Students can share their sequencing charts with a shoulder buddy when they are done.

### Group Work

Discuss the moral of this story. What is it?

Brainstorm examples with the students and write them all on the board.

Examples: **Don't wait for supper to come to you!**

**Hard work pays off!**

Break the students up into groups of four.

Tell the students to make a poster that shows the moral of the story.

### Sharing with the Class

When groups are done, do a gallery walk around the class so that group members can share their posters with other groups. Leave one person behind to explain the poster in English to the group members who come to their learning station. All other group members rotate on a hand clap to the next poster to be the audience. Then post all of the posters on the Sharing Wall.

### Teaching Tip



#### Learning Stations

A station is a stop in a circuit where the students can learn a concept. In a Gallery Walk, groups form different stations by leaving one member behind to explain their project to the groups who come to learn about their work.

## 2. Famous Chinese stories

### Read-aloud

Play the audiotape and ask the students to follow along in their books.

Point the new words and expressions out to the students in their Student Books on page 25.

**wolf, kill**

**Can you tell us another one, please?**

**Do you know the story about the old man and a wolf?**

Ask the students to repeat each after you.

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

### •DEMONSTRATE•

Ask the students the following questions:

**What sequencing words can you find in this part of Lesson 10? (then, finally)**

**Why does Jenny want Li Ming to tell the story? Discuss.**

Ask three students to read Part 2 in parts.

### •PRACTICE•

### Pair Work

Tell the students to turn to a new shoulder partner and read the story in parts with that person. Partners can read it several times by changing dialogue roles.

## 3. Let's talk!

### Group work. – Chinese Stories Poster

In their groups of four, the students should make a poster with all of the stories that they can retell to another person.

Students should briefly retell each of the stories they put on the list to their group members to make sure they know the sequence of events.

Students can illustrate their posters with events from the various stories.

## Optional

### Share the story poster – Gallery Walk

- Tell the students to leave a group member with their story poster to share it with the other group in English.
- Ask groups to move on the bell to the right.
- Students can ask the group members sharing to retell one of the stories listed on the poster to them.
- Tell the students to remember to be a good audience!

### Teaching Tip



#### 4 Rules for being a good audience

1. Don't distract others – focus on the speaker not on your friends.
2. Be attentive – pay attention to the speaker.
3. Assist the speaker – laugh where appropriate, give applause.
4. Be an active participant – ask and answer questions, help with a story retelling if you know it.

## ACTIVITY BOOK

Say: **Let's open our Activity Books to page ...** 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, class! Good for you!**

Exit ticket: Students whisper the name of their favourite Chinese stories to the teacher as they leave the classroom.

## After-Class Activities

Students can retell the story in Lesson 10 to their siblings.

Students can ask their parents to tell them a Chinese story they may not have heard before.



# Lesson 11 An Old Man and a Wolf

## Lesson 11 An Old Man and a Wolf

### 1 A kind and clever old man

One day, an old man was walking down a road. A wolf ran up to him. "Please hide me," cried the wolf. "Some people are running after me. They want to kill me."



The old man was very kind. He opened his bag and let the wolf in. "Keep quiet," said the old man. "You are safe here."



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Soon, some farmers came running over. They asked the old man, "Did you see a wolf? We have to kill it. It ate our sheep and pigs." The old man said, "No, I didn't see it." And so, the farmers left to go on looking for the wolf.



The old man opened the bag. The wolf jumped out and said, "Now I am safe. I will eat you."

"But I just saved you, didn't I?" asked the old man.

"What are you talking about?" cried the wolf. "I couldn't breathe in your bag!"

"Really?" the old man said. "I didn't see that! Please show me again!"



"Okay," said the wolf, and he jumped into the bag again. The old man quickly closed the bag and went to look for the farmers.

### 2 Let's do it!

Think and talk.



- What do you think of the old man?
- What do you learn from the story?

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## TEACHING GOALS

Students will be able to recognize, understand and use the following word:  
**clever**

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 11
- Pictures and word cards for Lesson 11
- Chart paper
- Game questions

## CLASS OPENING

### Greeting

Greet the students by retelling the story with them from Lesson 10.

### Lesson Hook

Say: **Look at the pictures on page 26.**

Ask: **Do you know this story? What do you think this story is going to be about?**

## NEW CONCEPTS

### 1. A kind and clever old man

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

#### DRTA

Remind the students how DRTA works.

#### Before the story:

Ask: **Look at the title for Part 1: A kind and clever old man.**

**What does this title tell you about what might happen in this story? Can you guess?**

Make a chart with three columns.

- In the first column, write down all of the predictions the students make about the story from the title.
- In the second column, write down any further predictions the students make after listening to the first three parts of the story that do with pictures 1-3, and BEFORE they listen to the last part of the story.
- In the last column, write down what really happened in the story.

Our Predictions Chart

Predictions from the title of the story	Predictions from pictures 1-3	What really happened

#### During the Story:

Picture 1: **Look at picture 1.**

**What do you think is happening in this picture?**

**Can a wolf talk?**

Play the audiotape for the paragraph that goes with the first picture.

## Teaching Tip



### Talking animals in fiction

Talking animals are a common theme in folk tales and children's literature. Fictional talking animals often have human-like qualities such as speech, emotions and feelings. The use of talking animals enables storytellers to combine the basic characteristics of the animal with human behavior to entertain children and allow them to more easily identify with the problem the character is having.

Picture 2: Look at picture 2.

**What is the old man doing in this picture?**

**Why has he put the wolf in his bag?**

**Is it a smart thing to do to keep a wolf safe by hiding him? Why or why not?**

**What do you think about your prediction from the title now? Has it changed?**

**Discuss.**

Play the audiotape for the paragraph that goes with the second picture.

Picture 3: Look at picture 3.

**Who are the men that are talking to the old man?**

**What do you think the men want? Who are they looking for?**

**Why do you think the men are looking for the wolf to kill it?**

**What do you think about your prediction from the title now? Has it changed again? Discuss.**

Play the audiotape for the paragraph that goes with the second picture.

Picture 4: Look at picture 4.

**Do you think the wolf is going to thank the farmer?**

**Let's write all of your new predictions on our Predictions Chart in the second column.**

Our Predictions Chart

Predictions from the title of the story	Predictions from picture 4	What really happened in the story

Play the audiotape for the paragraph that goes with the fourth picture.

### After the Story:

Review the predictions chart with the students.

Fill in the last column: **What really happened in the story.**

### Reviewing Words and Expressions

Ask: **Are there any new words in this part of the lesson?**

Point the new words and expressions out to the students:

**clever, hide, cried, safe, ate (eat 的过去式), left, could (can 的过去式), breathe,**

**quickly**

**run after, have to, go on, look for**

Have the students repeat the words and expressions after you.

Play the audiotape again as the students follow along in their Student Books.

**•DEMONSTRATE•**

Assign parts to the story to several students and ask them to read the story together with you.

**•PRACTICE•**

**Group Work**

1. Ask the students to get into groups of four and reread the story together.
2. Groups can then complete a Story Map together.
3. Groups can share their Story Maps with a group sitting close to them when they are done.
4. Ask several groups to share their Story Maps with the rest of the class.

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

## 2. Let's do it!

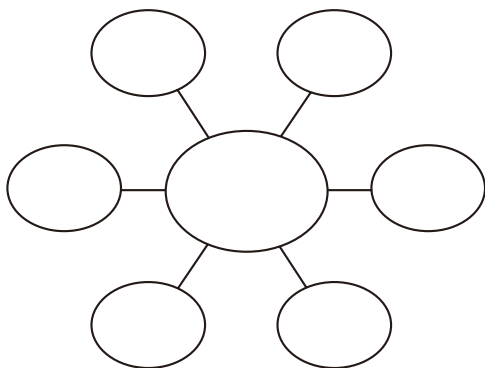
### Think and talk.

Listen to the story one more time on the audiotape.

Discuss the following questions with the class:

- **What do you think of the old man?**

Brainstorm this question on the board in a web.



- **What do you learn from the story?**

List what the students think is the moral of this story on the board.

Discuss their responses and underline the answer that seems to fit best.

## Optional

### Group Plays

Ask the students to make up a play about this story in their groups.

Ask several groups to present their plays to the class.

Any groups who do not have a chance to present their play can do in the review part of the next lesson.

## ACTIVITY BOOK

Say: **Let's open our Activity Books to page ...** 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? Before you leave the class today, turn to a shoulder partner and tell that person a NEW ending for this story! Can some of you share the new endings? Goodbye Classity Class!**

Students: **Goodbye Coachity Coach!**

## After-Class Activities

Students can draw a picture of their favourite part of this story to share with the class next day.

# Lesson 12 The Three Bears

## Lesson 12 The Three Bears

### Story time

Father Bear, Mother Bear and Baby Bear are a happy family. One day, the Bear family goes for a walk before dinner.



While the bears are away, a small girl comes along. Her name is Goldilocks. She goes into the bears' house.

She sees some porridge on the table. She tastes Father Bear's porridge. It's too hot. She tastes Mother Bear's porridge. It's too cold. She tastes Baby Bear's porridge. It's just right. And she eats it all up.



Next, she sees three beds. She lies on Father Bear's bed and then on Mother Bear's bed. They're too big. Finally, she lies on Baby Bear's bed. This bed is just right. And she goes to sleep.

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The three bears come home. They are hungry. They go to the table. Father Bear and Mother Bear say, "Hey! Someone ate my porridge." Baby Bear says, "Someone ate my porridge, and ate it all up."



Then they go to bed. Father Bear and Mother Bear say, "Someone slept in my bed!" Baby Bear says, "Someone is sleeping in my bed, and here she is!"

Just then, Goldilocks wakes up. She sees three bears looking at her.



She runs out of the house. She runs and runs, far away. The three bears never see her again.



Goldilocks 金发女孩 porridge 粥 lie 躺

### Think About It

Read and draw "+" or "-".

- The Bear family goes for a walk after dinner.
- Goldilocks goes into the bears' house.
- Goldilocks lies on Father Bear's bed and goes to sleep.
- Goldilocks sees the three bears and runs out of the house.



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## TEACHING GOALS

1. Students will be able to recognize the beginning, middle and end of a story.
2. Students will be able to predict action during the story.

## TEACHING PREPARATION

- Tape recorder and audio for Lesson 12
- Overhead projector
- Story Map handouts

## CLASS OPENING

### Greeting

Say: Welcome back class!

Ask some of the groups who did not share their plays from the last class to share today.

Ask some students to share the pictures they drew for homework of their favourite parts of the story in Lesson 11.

## Lesson Hook

Teacher: **Today we are going to read a story called *The Three Bears*. Who knows this story? Can you quickly retell it to the class?** (Tell the other students they can help with the retelling.)

## NEW CONCEPTS

### Story time

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

Explain to the students that today they are going to use the strategy called Guided Reading to read this story. They have used this strategy before in earlier *Learning English* books. Tell them that Guided Reading is similar to DRTA but in Guided Reading, the students focus more upon making predictions than answering HOTS (Higher Order Thinking) questions.

### Teaching Tip



#### Guided Reading and Predictions

**Guided reading** is a popular and highly effective strategy for helping the students become proficient and masterful readers. During guided reading the teacher introduces reading strategies such as making predictions, using contextual clues, recognizing sounds and letters, understanding word structure, and more – all designed to help the students construct meaning from text. The ultimate goal is for the students to internalize these strategies and become skilled, fluent, life-long readers.

**There are three basic steps in guided reading: Before reading, during reading and after reading.** For each step there are abundant strategies to help achieve its purpose. For example, the purpose of the “before reading” step is to set the objective for reading, analyze new vocabulary, and make predictions.

#### When do students use prediction skills?

Students make predictions all the time though they may not realize it. They predict what the friends will say when they score a winning point. They predict what’s for dinner when they come home and get warm smells from the kitchen. People are able to make predictions based on prior knowledge, or information they already have. Once you teach your students the predicting strategy, they’ll be able to do the same with their reading.

**Read a section of the text and then have students predict what is going to happen next.**

Have them write their predictions on sentence strips and place each prediction on the wall. Revisit the predictions once the action has been revealed in the story.

#### Explain to students that making predictions is like being a detective.

They can find clues in the book title, the illustration on the front cover, as well as

pictures inside the book to predict what the story is about. Students may be inclined to take the easy way out and say the book is about a princess or a dog but that's not good enough. Have them also predict what a character will do or an important event that may take place.

### **Why make predictions?**

When students know how to make predictions and use this skill prior to reading, they not only have a reason to read, but this knowledge will improve their comprehension. By activating prior knowledge they can get at the deeper meanings, learn to read between the lines, and take the first steps for developing a love for literature.

### **Guided Reading – Before Stage**

Tell the students the name of the girl in the story is **Goldilocks**.

Ask the students to look at picture 1 on page 28 of the story.

Ask: **Where do you think the three bears are going?**

Write the students' predictions on the board.

Play the audiotape for the story up to the end of the first paragraph.

Check the predictions to see who came closest to the correct responses.

### **Guided Reading – During Stage**

Tell the students to turn to page 28.

Say: **Look at picture 2. In this part of the story we meet Goldilocks.**

Ask: **Whose house does Goldilocks go into?**

Write the students' predictions on the board.

Play the audiotape for the story up to the end of the second paragraph.

Check the predictions to see who came closest to the correct responses.

Say: **Look at picture 3.**

Ask: **What is Goldilocks doing in this picture? Whose porridge does she like best?**

Write the students' predictions on the board.

Play the audiotape for the story up to the end of the third paragraph.

Check the predictions to see who came closest to the correct responses.

Say: **Look at picture 4.**

Ask: **What is Goldilocks doing in this picture? Whose bed does she like best?**

Write the students' predictions on the board.

Play the audiotape for the story up to the end of the fourth paragraph.

Check the predictions to see who came closest to the correct responses.

Then ask: **What do you think is going to happen next?**

Write the students' predictions on the board.

Say: **Turn to page 29 and look at picture 5.**

Ask: **The three bears are looking at their porridge bowls. What do you think they are saying to each other? Make up a dialogue.**

Write the students' predictions and dialogues on the board.

Play the audiotape for the story up to the end of the fifth paragraph.

Check to see who came closest to the correct responses.

Say: **Look at picture 6.**



Ask: **Who do the three bears find in their beds in picture 6?**

Write the students' predictions on the board.

Play the audiotape for the story up to the end of the sixth paragraph.

Check the predictions to see who came closest to the correct responses.

Then ask: **What do you think is going to happen next?**

Write the students' predictions on the board.

Finish reading the story to the end and check to see which prediction is closest to the real event.

### **Guided Reading – After Stage**

Play the audiotape again all the way through.

Ask the students to follow along in their books, by choral reading together.

Walk around and listen to see if any students need assistance.

Record the level each student is reading at.

Note the students who are having difficulties.

### **•DEMONSTRATE•**

#### **Pair Work**

Ask the students to take turns reading the story to a partner.

### **•PRACTICE•**

#### **Story Map – Individual Work**

Give the students a Story Map to complete. They can complete their own Story Maps. If the students are done early, they can illustrate their Story Maps.

Ask several of the students to share what they have written on their Story Maps with the class after everyone has time to complete the work.

Post the Story Maps on the Sharing Board.

#### **Peer Assessment**

Ask the students to present their Story Maps to a partner.

The partners can fill in an Assessment for Learning checklist as a peer assessment of the Story Map.

<b>Story Map Peer Assessment Rubric</b>			
Name of Student Being Assessed _____			
Name of Student Assessing _____			
Date: _____			
Project Name: _____			
Marking	Poor 0-1	Good 2-3	Excellent 4-5
My partner can read his/her Story Map			
Story Map spelling is correct			
Story Map has nice pictures			
Story Map order of events is correct			
Total Points			

### **Think About It!**

#### **Read and draw a happy face or a sad face.**

Students should read the story and then judge if the statements are correct or not. Draw a happy or a sad face in the picture provided for each of the pictures. Check as a class.

### **Optional**

Play a version of *Goldilocks and the Three Bears* on the Internet for the class.

## **ACTIVITY BOOK**

Say: **Let's open our Activity Books to page ...** 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: **What a great class! What did you learn about stories today? Good job! 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**

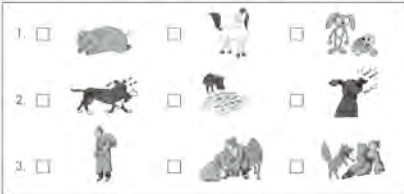
Do an oral retelling of the story with their parents.

Practice the vocabulary and phrases from the unit in preparation of the Unit Review.

# Unit 2 Review

## Unit 2 Review

### 1 Listen and tick



### 2 Read and write

One day, a fox walked by a tree, and he \_\_\_\_\_

Then he \_\_\_\_\_

At last, he \_\_\_\_\_

You can use these words:

thirsty  
get the grapes  
jump  
walk away  
too sour (太酸)  
try

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### 3 Read and draw 😊 or ☹️

#### Making a mark on the boat

Some people were crossing the river in a boat. One man in the boat had a beautiful sword. He was cleaning it and showing it to everyone.

Suddenly, the sword fell into the river. "Oh no!" said everyone. "Your beautiful sword! Let's stop the boat to find it!"

"Don't worry," said the man. "I can wait. I can find it easily." He made a mark on the boat with a small knife. "There! Now I know where my sword is," he said.

Soon the boat crossed the river and the man stood up. "Now I will find my sword," he said. He looked for his sword under the mark, but it was not there. "Where is my sword?"

"Stupid man!" the others laughed. "Your sword is in the river! The boat moved, but your sword did not!"

- 😊 The man didn't like his sword.
- ☹️ He stopped the boat to find his sword.
- ☹️ The man didn't find his sword.
- ☹️ The sword didn't move with the boat.

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### 4 Key words and sentences

Words:  
story lake farmer  
clever

Sentences:  
What's the story about?  
It's your turn to tell a story.  
One day, a dog found a big, heavy bone in a city park.  
Do you know any famous Chinese stories?  
From then on, he stopped working.

### 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 ☆		

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## CLASS OPENING

### Greeting

Greet the students: **Hello class. Today is Unit 2 Review! I'm excited to see what you remember! Let's start by retelling one of the stories from this unit together! Which story would you like to retell as a class?**

## REVIEW

### 1. Listen and tick

Tell the students to listen to the audiotape and then tick the correct picture of the three from 1-3. Check as a class.

The audiotape says:

1. The story is about a rabbit and a tortoise.
2. The dog carried the heavy bone in his

**mouth.**

**3. The farmer opened his bag and let the wolf in.**

## **2. Read and write**

Tell the students to look at the pictures beside the three sentences in Part 2 for clues to help them complete the story using the words from the yellow box. Check as a class.

## **3. Read and draw a happy face or a sad face**

Read the story in Part 3. Draw a happy or a sad face in the space provided for each of the statements 1-4. Check as a class.

## **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 can read 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 to page ...** Hold up your Activity Book with that page open.

There are three pages in the Activity Book for every review lesson. Depending on how much time you have, you can have the class do some of these activities. In Chinese, explain the activities to your students. Point to the page and walk around the class so that everyone can see.

## **CLASS CLOSING**

Praise the class, and 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 Tip**



#### **Note particular problems**

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

# TEACHING TECHNIQUES

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

## Ways to introduce new concepts

### SHOW AN OBJECT

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

### SHOW A PICTURE

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

### DRAW A PICTURE

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

# 教学技巧

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

## 新概念教学方法

### 利用实物

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

### 利用图片

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

### 画画

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

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

### PERFORM AN ACTION

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

### ROLE-PLAY

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say "**Br-r-r-r**," 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

air /eə/ n. 天空; 空气 (16)

already /ɔ:l'reɪ/ adv. 已经 (8)

amazing /ə'meɪzɪŋ/ adj.

了不起的; 精彩的 (16)

another /ə'nʌðə/ adj. &

pron. 另一个 (9)

as /æz/ conj. 当……时 (10)

ate /et/ v. 吃 (eat 的过去式)  
(11)

aunt /ɑ:nt/ n. 姑妈; 姨妈;  
伯母; 婶婶; 舅妈 (14)

## B

bark /bɑ:k/ v. 吠叫 (9)

basket /'bɑ:skɪt/ n. 篮; 筐 (16)

bone /bəʊn/ n. 骨头 (9)

breathe /bri:ð/ v. 呼吸 (11)

broken /'brəʊkən/ adj.

出故障的 (3)

## C

call /kɔ:l/ v. 给……打

电话; 呼叫 (1)

camp /kæmp/ n. 营地; 露营  
(16)

campfire /'kæmpfaɪə/ n. 篝火  
(17)

carry /'kæri/ v. 拿; 携带; 搬  
运 (过去式为 carried) (9)

catch up with 赶上 (8)

change /tʃeɪndʒ/ v. & n.  
转变; 改变 (16)

clever /'klevə/ adj. 聪明的 (11)

come over 过来 (1)

cookie /'kʊki/ n. 饼干 (22)

could /kʊd/ v. aux. 能够	最终	( 4 )
( can 的过去式)	<b>find</b> /faɪnd/ v. 找到; 发现	
<b>cousin</b> /'kʌzn/ n. 堂 ( 表)		( 1 )
兄弟姐妹	fire /'faɪə/ n. 火	( 17 )
cried /kraɪd/ v. 喊; 哭	found /faʊnd/ v. 发现;	
( cry 的过去式)	找到 ( find 的过去式)	( 9 )
crop /krɒp/ n. 庄稼	Freddie /'fredi/ 弗莱迪	
culture /'kʌltʃə/ n. 文化	( 男子名)	( 17 )

## D

dinosaur /'daɪnəsɔɪ/ n. 恐龙 ( 2 )

## E

else /els/ adj. & adv. 别的;  
其他的 ( 15 )  
enjoy /ɪn'dʒɔɪ/ v. 享受; 喜欢  
( 10 )

## F

**farmer** /'fɑɪmə/ n. 农民; 农夫  
( 10 )  
felt /felt/ v. 感觉 ( feel 的  
过去式) ( 8 )  
finally /'faɪnəli/ adv. 最后;

## G

go on 继续 ( 11 )  
go skiing 去滑雪 ( 4 )  
**goodbye** /'gʊd'baɪ/ int. 再见  
( 2 )  
got /gɒt/ v. 得到; 获得;  
到达 ( get 的过去式) ( 4 )  
**grandfather** /'grændfɑːðə/ n.  
祖父; 外祖父 ( 13 )  
**grandmother** /'grændmʌðə/ n.  
祖母; 外祖母 ( 13 )

## H

hang up 挂断电话 ( 3 )

happily /'hæpɪli/ adv. 高兴地 ( 16 )

have to 必须; 不得不 ( 11 )

help /help/ v. 帮助 ( 3 )

hide /haɪd/ v. 隐藏 ( 11 )

hold on (电话用语) 别挂断;  
等一下 ( 2 )

hope /həʊp/ v. & n. 希望 ( 14 )

Hope School 希望学校 ( 14 )

hug /hʌg/ v. 拥抱 ( 3 )

hurry /'hʌrɪ/ v. & n. 匆忙;  
赶紧 ( 8 )

## J

just /dʒʌst/ adv. 只是; 仅仅 ( 1 )

just a moment 等一下 ( 1 )

## K

kept /kept/ v. 保持 (keep  
的过去式) ( 8 )

kill /kɪl/ v. 杀死 ( 10 )

## L

lake /leɪk/ n. 湖 ( 8 )

left /left/ v. 离开 (leave  
的过去式) ( 11 )

lesson /'lesn/ n. 课; 教训 ( 4 )

look for 寻找 ( 11 )

## M

made /meɪd/ v. 做; 制作;  
使得 (make 的过去式) ( 3 )

make a basket 投篮 ( 16 )

maple /'meɪpl/ n. 枫树 ( 5 )

meal /mi:l/ n. 早 (或午、  
晚) 餐; 一顿饭 ( 17 )

moment /'məʊmənt/ n. 片刻;  
瞬间 ( 1 )

monster /'mɒnstə/ n. 怪兽;  
怪物 ( 4 )

mountain /'maʊntən/ n. 山 ( 9 )

## N

nature /'neɪtʃə/ n. 自然 ( 17 )

## P

**photo** /'fəʊtəʊ/ n. 照片 (20)

**please** /pli:z/ v. & int. 请 (21)

## Q

**quickly** /'kwɪkli/ adv. 很快地;  
迅速地 (11)

## R

**race** /reɪs/ n. 比赛 (7)

**ran** /ræn/ v. 跑 (run 的  
过去式) (8)

**remember** /rɪ'membə/ v.  
记得; 记起 (20)

**ring** /rɪŋ/ v. 响铃; 按铃 (3)

**road** /rəʊd/ n. 道路 (8)

**run after** 追赶 (11)

**Russia** /'rʌʃə/ n. 俄罗斯 (17)

## S

**sadly** /'sædli/ adv. 悲哀地 (5)

**safe** /seɪf/ adj. 安全的 (11)

**said** /sed/ v. 说; 讲 (say  
的过去式) (8)

**sat** /sæt/ v. 坐; 坐下 (sit  
的过去式) (10)

**scared** /skeəd/ adj. 恐惧的 (10)

**shake** /ʃeɪk/ v. 摇动; 震动  
(16)

**ship** /ʃɪp/ n. 船; 舰 (13)

**slept** /slept/ v. 睡觉  
(sleep 的过去式) (8)

**Slow and steady wins the race.**  
慢而稳者赢。 (8)

**slowly** /'sləʊli/ adv. 慢慢地  
(8)

**sorry** /'sɒri/ int. & adj. 对不起  
(2)

**start** /stɑ:t/ v. 开始 (10)

**steady** /'stedɪ/ adj. 稳定的 (8)

**story** /'stɔ:ri/ n. 故事 (7)

**supermarket** /'su:pəmə:kɪt/ n.  
超市 (4)

**surprise** /sə'praɪz/ v. & n. 惊喜  
(19)

**swam** /swæm/ v. 游泳  
(swim 的过去式) (13)

**sweet** /swi:t/ adj. 甜的 (5)



syrup /'sɪrəp/ n. 糖浆 ( 5 )

## T

teamwork /'ti:mwɜ:k/ n.

团队合作 (17)

than /ðæn/ conj. & prep.

比; 超过 ( 9 )

**thin** /θɪn/ adj. 瘦的 ( 2 )

thought /θɔ:t/ v. 想; 思考

( think 的过去式) ( 8 )

threw /θru:/ v. 扔; 抛

( throw 的过去式) (16)

took /tʊk/ v. 拿着; 带走

( take 的过去式) (10)

tortoise /'tɔ:təs/ n. 乌龟 ( 7 )

**try** /traɪ/ v. 尝试; 试图 ( 2 )

turn /tɜ:n/ n. ( 轮到的) 机会

( 9 )

## U

**uncle** /'ʌŋkl/ n. 叔叔; 伯父;

舅父; 姑父; 姨父 (14)

## W

water skiing 滑水 (17)

weekend /'wi:k'end/ n. 周末

( 5 )

**well** /wel/ adv. 很好地 (16)

were /wə/ v. 是 ( are 的

过去式) (16)

wet /wet/ adj. 潮湿的 ( 3 )

wolf /wʊlf/ n. 狼 (10)

**wrong** /rɒŋ/ adj. 错误的 ( 4 )

# STRUCTURES

## AND EXPRESSIONS

### Unit 1

May I speak to Kim?	我可以跟金说话吗?	(L1)
Just a moment, please.	请等一下。	(L1)
Thanks for calling!	谢谢打来电话!	(L1)
This is Li Ming speaking.	这是李明在打电话。	(L2)
Hold on, please.	请不要挂断电话。	(L2)
Please answer the phone!	请接/回电话!	(L3)
She hangs up.	她挂断电话。	(L3)

### Unit 2

What's the story about?	故事是关于什么的?	(L7)
It's your turn to tell a story.	轮到你讲故事了。	(L9)
One day, a dog found a big, heavy bone in a city park. 一天, 一只狗在城市的公园里发现了一根又大又重的骨头。		
Do you know any famous Chinese stories? 你知道一些有名的中国故事吗?		(L10)

From then on, he stopped working. 从那时起, 他停止了劳动/工作。  
( L10)

### Unit 3

What will you do for the summer holiday? 你暑假要做什么? ( L13)

I will swim in the sea! 我要在海里游泳! ( L13)

I will be in China for the summer holiday. 我会在中国过暑假。 ( L14)

Will you visit your family? 你会拜访你的家人吗? ( L15)

I will not have a computer there. 在那儿我不会有计算机。 ( L17)

### Unit 4

Do you remember this photo? 你记得这张照片吗? ( L20)

Do you need any help? 你需要任何帮助吗? ( L22)

Li Ming is leaving for China. 李明要动身回中国。 ( L24)

This is for you, Jenny. 詹妮, 这是给你的。 ( L24)

Have a good trip! 旅行愉快! ( L24)

Don't forget to write! 别忘了写信! ( L24)

# WORDS FOR PRIMARY ENGLISH

## A

a (an)  
about  
afraid  
after  
afternoon  
again  
all  
also  
always  
and  
angry  
animal  
answer  
any  
apple  
arm  
art  
ask  
at  
aunt  
autumn

## B

baby  
back  
bad  
bag  
ball  
banana  
basketball  
be (am, is, are)  
bear  
beautiful  
bed  
before  
begin  
behind  
beside  
between  
big  
bike (=bicycle)  
bird  
birthday  
black  
blackboard  
blue  
boat  
body

## book

box  
boy  
bread  
breakfast  
bring  
brother  
brown  
bus  
busy  
but  
buy  
by

## C

cake  
call  
can  
candy  
cap  
car  
card  
cat  
chair  
chicken  
child (*pl.* children)  
China  
Chinese  
cinema  
city  
class  
clean  
clever  
clock  
close  
clothes  
cloudy  
coat  
cold  
colour (*AmE* color)  
come  
computer  
cook  
cool  
cousin  
cow  
crayon  
cry

## D

dad  
dance  
day  
dear  
desk  
difficult  
dinner  
dirty  
do  
doctor  
dog  
door  
down  
draw  
dress  
drink  
driver  
duck

## E

ear  
early  
easy  
eat  
egg  
elephant  
email  
English  
evening  
every  
exercise  
eye

## F

face  
family  
fan  
far  
farm  
farmer  
fast  
father  
favourite  
(*AmE* favorite)  
feel  
film  
find  
fine

## fish

floor  
flower  
fly  
food  
foot (*pl.* feet)  
football  
for  
friend  
from  
fruit

## G

game  
get  
girl  
give  
go  
good  
goodbye (bye)  
grandfather (grandpa)  
grandmother  
(grandma)  
grass  
great  
green

## H

hair  
half  
hand  
happy  
have (has)  
he  
head  
healthy  
hear  
heavy  
hello  
help  
her  
here  
hi  
high  
him  
his  
holiday  
home  
horse

## hospital

hot  
hour  
house  
how  
hungry

## I

I  
ice-cream  
idea  
ill  
in  
interesting  
it  
its

## J

juice  
jump

## K

kid  
kind  
kitchen  
kite  
know

## L

lake  
late  
left  
leg  
lesson  
let  
library  
light  
like  
listen  
little  
live  
long  
look  
love  
lunch

## M

make  
man (*pl.* men)

many	party	skirt	those	white
map	PE (= physical	sleep	tiger	who
maths ( <i>AmE</i> math)	education)	slow	time	whose
me	pen	small	tired	why
meet	pencil	snow	to	window
milk	people	sock	today	windy
minute	photo	some	toilet	winter
Miss	picture	sometimes	tomato	with
monkey	pig	song	tomorrow	woman ( <i>pl.</i> women)
month	place	sorry	too	wonderful
moon	plane	soup	toy	word
morning	plant	speak	train	work
mother	play	sport	travel	worker
mouth	playground	spring	tree	worry
Mr	please	stand	trousers	write
Mrs	police	star	try	wrong
Ms	potato	stop	turn	
much	pupil	story	TV	<b>Y</b>
mum ( <i>AmE</i> mom)	put	street		year
music		strong	<b>U</b>	yellow
my	<b>R</b>	study	umbrella	yes
<b>N</b>	rain	subject	uncle	yesterday
name	read	summer	under	you
near	red	sun	up	young
new	rice	sunny	us	your
next	right	supermarket	use	<b>Z</b>
nice	river	sweater		zoo
night	room	swim	<b>V</b>	
no	ruler		vegetable	
noodle	run	<b>T</b>	very	
nose		table	visit	
not	<b>S</b>	take		<b>W</b>
now	sad	talk		wait
nurse	say	tall		walk
	school	taxi		want
	schoolbag	tea		warm
<b>O</b>	science	teacher		wash
of	season	tell		watch
often	see	thank		water
old	she	that		way
on	sheep	the		we
open	ship	their		wear
or	shirt	them		weather
orange	shoe	then		week
our	shop	there		welcome
	short	these		well
<b>P</b>	shorts	they		what
panda	sing	thin		when
parent	sister	think		where
park	sit	this		

注: 以上为小学阶段要求掌握的二级词汇。