

# Learning ENGLISH

义务教育教科书·英语

## 教师用书 (三年级起点) Teacher's Guide

三年级下册

It's fun! It's easy!



义务教育教科书·英语  
教师用书

(三年级起点)

三年级下册

河北教育出版社



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[中国] 河北教育出版社 合作编写  
[加拿大] DC 加拿大国际交流中心



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## 出版者的话

亲爱的老师和同学们,您知道吗?这套《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和国际上最负盛名的基础英语教学和研究的专家、学者、教师根据《英语课程标准》编写的,供九年义务教育六年制小学三年级至高中三年级使用的全新的英语教材。这套教材包括《教科书》、《活动手册》、《教师用书》、录音带、词汇卡片,以及教师观摩录像带、VCD 等,可以满足您在不同层次、场合的教学和学习使用。

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

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

这套教材的语言信息含量大,既贴近学生生活,又展现了中西方国家的不同文化背景。《教科书》中有小学生喜闻乐见的故事;《活动手册》设计了丰富多彩、新鲜活泼的练习形式;录音带、VCD 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》为教学提供了翔实、具体的教学建议;教师观摩录像带为教师更好地完成教学任务提供了原汁原味的外方专家、教师先进的教学理论和教学实践的宝贵资料。

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

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试用,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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## Language Map

Unit	Topic	Vocabulary
		Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
Unit 1	Animals on the Farm	farm, farmer, pig, cow, sheep, a (an) cat, dog, duck fish, bird animal, horse, yes, no in, on, under, box
Unit 2	Animals at the Zoo	zoo, panda, monkey, elephant, big, small tiger, bear, long, short one, two, three, four, five, six, seven, eight, nine, ten river, tree, grass banana
Unit 3	Food and Meals	food, eat, drink, juice, I soup, noodle, rice chicken, vegetable, fruit, like good milk, egg, bread
Unit 4	Food and Restaurants	apple, orange, eleven, twelve, thirteen, fourteen, fifteen ice cream sixteen, seventeen, eighteen, nineteen, twenty please, thanks, welcome

Functions and Structures	Phonetics	Songs & Chants
<b>Students will be able to understand and orally use the following phrases and sentences:</b>	<b>Students will know the phonetics:</b>	<b>Students will be able to sing the songs and recite the chants:</b>
<b>一般疑问句</b> Is it a...? Yes, it is./ No, it isn't. Can I help you? Yes, please. <b>能够 Ability</b> Fish can swim. Can you...? Yes, I can./No, I can't. What animals can fly? <b>位置 Position</b> Where is the cat? It's in/on/under the box.	m mouth n nose l leg i nine	Old MacDonald Had a Farm Bingo I Can Dance
<b>数量 Number</b> How many...are there? There are... <b>Where 引导的疑问句</b> Where does a...live? <b>What 引导的疑问句</b> What do they eat?	s snake z zoo x box o old	Big and Small The Zoo Is Fun
<b>感觉 Feeling</b> I'm hungry/thirsty. I want to eat/drink. <b>谈论 Talking</b> Let's eat. My favourite food is... Would you like some...? Yes, please. No, thanks. I like/don't like... What's for...?	h hungry w worker r ruler u student	Eat and Drink Are You Hungry? It's Time for Lunch Milk and Bread
<b>What 引导的疑问句</b> What do you like? What would you like? <b>价格 Price</b> How much is it? How much are the...?	c rice cold y yellow cry	Delicious Food What Would You Like? Do You Know the Donut Man?

# How to Use This Teacher's Guide

## The Guide and Its Companions

This guide covers one semester of the first 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.
- 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》供义务教育小学三年级第二学期使用。

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节新授课和4节复习课。

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

Each lesson has the same format.

- Class Opening and Review
- New Concepts
- Check for Understanding
- 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.
- Methods for evaluating work in the activity books.
- 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 also contains a section on games and an index of songs for quick reference.

## 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.

每课均遵循以下体例：

- 开始上课和复习
- 新概念
- 巩固检验
- 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。
- 语音教学技巧。
- 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。

书末附游戏章节和供快速查找歌曲的索引。

## 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 ten grade levels: grade three 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。全套教材供小学三年级至高中三年级十个年级使用。

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做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，他们需要的是别人赞扬自己讲话的内容，而不是不断地纠正他们的发音和用词。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，并对学生所做的冒险表示祝贺。

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

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

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

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

This program stresses:

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

The program provides:

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

## 《学英语》的总目标.....

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

## 《学英语》教学法.....

本套教材教学侧重以下几点：

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

本套教材提供：

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

## What about Phonetics? .....

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

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

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

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

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

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

## What about Grammar? .....

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

## 语音

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

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

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

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

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

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

## 语法

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

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

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

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

## What about Memorization?

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

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

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

## What about Translation?

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



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

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

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

## 熟记

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

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

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

## 翻译

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

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

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language. Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

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

了一些翻译练习。然而，谨提醒教师们注意，本套教材不强调翻译，原因如下：

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

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

# Your English Classroom

## Make Your Classroom Welcoming.....

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

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

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

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

# 英语 课堂

## 营造美好的课堂氛围

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

只要你的课堂氛围能满足这些需要，孩子们就会有学习的动力，就会专心致志。

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

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

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

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

## **Make Your Classroom a Cultural Island.....**

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

Try some of these ideas:

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

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

- 纠正错误时，一次纠正一个问题（否则学生会无所适从）。要挑最重要的错误予以纠正。不要去纠正学生讲的过程中所犯的每个错误，否则，他们会感到难为情，害怕去讲。以一种轻松的方式纠正，而不要死抓住该错误不放。而且别忘了用“Good try!”之类的话表扬该生所做的努力。
- 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。
- 将学生所做的图画、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、实物、照片等。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，用字号大的字体书写下来，挂于墙上。
- 学生进入教室和离开教室时，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

## Animals on the Farm



### General Goals for Unit 1.....

This unit builds on material learned in the preceding term and provides opportunities to acquire new vocabulary, listening and speaking skills. As this is the second book in the students' English language learning, students should feel comfortable with the exercises, activities and learning strategies they will master over the term. Students will acquire vocabulary and sentences that will allow them to talk about farm animals.

Unit 1 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 make puppets with the children that they can use throughout the lesson. You should allow the pace and content of your teaching to fit the needs and interests of your students.

There is also a review lesson (Again, Please!) at the end of the unit. You can use this final unit lesson as a summative evaluation.

Each lesson is organized (where logical and appropriate) under the following headings:

- Teaching Goals
- Teaching Preparation – Things the teacher will need for the lesson (props, puppets, audiotape, multimedia CD, etc.)
- Class Opening and Review – Teacher greets the class, reviews the past lesson and warms up the class for the new lesson by capturing the imagination of the students with a Lesson Hook.
- New Concepts – New ideas that the teacher needs to teach (new vocabulary, phrases, sentences, songs, etc.)
- Check for Understanding
- Class Closing



# 第 1 单元

## 农场里的动物



### 第 1 单元总目标

本单元以前面的知识为基础，让学生学会新的词汇，提高听说技能。本册为《学英语》系列教材的第二册，所以学生应该能对本学期要进行的练习和活动以及要掌握的学习策略得心应手。学生会习得用来谈论农场动物的词汇和语句。

第 1 单元共有 6 课，但教师应考虑用多于 6 个课时的时间来教授本单元。例如，在本单元开始前，教师可能想用一节课和学生一起制作手偶，并在以后的课中使用。总之，教师应根据学生的兴趣与需要，来安排教学节奏和内容。

在单元结束时有 1 节复习课 (Again, Please!)。教师可以把它作为终结性评价。

每篇课文（在符合逻辑和恰当的地方）按照下列标题组织：

- 教学目标
- 教学准备：教师在教学中会用到的东西（教具、手偶、录音带或教学光盘等）
- 开始上课和复习：教师问候全班同学，复习上节课的内容，通过课文导入捕捉学生的想象力来进行新课前的热身。
- 新概念：教师需要教授的新内容（新的词汇、短语、句子、歌曲等）
- 巩固检验
- 结束课堂教学

# Specific Goals for Unit 1.....

## Knowledge and Skills

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:

**farm, farmer, pig, cow, sheep, a (an)**

**cat, dog, duck**

**fish, bird**

**animal, horse, yes, no**

**in, on, under, box**

2. Students will be able to understand and respond orally to these phrases and sentences:

**What's this?**

**It's a...**

**Is it a...?**

**Yes, it is./No, it isn't.**

**Fish can swim.**

**Birds can fly.**

**I can...**

**Can you...?**

**Yes, I can./No, I can't.**

**Horses can run.**

**Rabbits can jump.**

**Can a horse run?**

**Yes, it can./No, it can't.**

**What animals can fly?**

**Where is it?**

**It's in/on/under the box.**

**What's in the box?**

3. Students will become familiar with the rules of pronunciation for the letters **m, n, l** and **i** in words.

4. Students will be able to understand the story *Can I Help You?* with the aid of pictures and teacher support. And act it out.

5. Students will be able to sing the songs and chants in this unit:

***Old MacDonald Had a Farm***

***Bingo***

***I Can Dance***

## Learning Strategies

Students will acquire and utilize the following basic learning strategies:

1. Listen carefully and think positively in classroom activities;
2. Consistently review and induct new concepts and knowledge;
3. Take the initiative to ask the teacher or classmates for help;
4. Build strong connections between words and phrases, and relevant subject matter;

## 第1单元具体目标

### 知识与技能目标

1. 学生能听懂、会说、认读和书写下列词汇：  
farm, farmer, pig, cow, sheep, a (an)  
cat, dog, duck  
fish, bird  
animal, horse, yes, no  
in, on, under, box
2. 学生能理解并口头运用下列用语和句子：  
What's this?  
It's a...  
Is it a...?  
Yes, it is./No, it isn't.  
Fish can swim.  
Birds can fly.  
I can...  
Can you...?  
Yes, I can./No, I can't.  
Horses can run.  
Rabbits can jump.  
Can a horse run?  
Yes, it can./No, it can't.  
What animals can fly?  
Where is it?  
It's in/on/under the box.  
What's in the box?
3. 学生能了解字母 m, n, l 和 i 在单词中的发音及其规则。
4. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：Can I Help You?
5. 学生能唱本单元的歌曲和歌谣：  
Old MacDonald Had a Farm  
Bingo  
I Can Dance

### 学习策略目标

- 帮助学生形成以下基本的学习策略：
1. 在课堂交流中，注意倾听，积极思考；
  2. 对所学的内容能够主动复习和归纳；
  3. 遇到问题时，能主动向老师或同学请教，并获得帮助；
  4. 在词语与相应事物之间建立联系；

5. Make use of opportunities to communicate in English;
6. Recognize and apply rules of pronunciation in reading, writing and speaking.

## Affect and Attitude

Students are encouraged to:

1. Experience the fun in English learning;
2. Imitate sounds of speech and take risks when speaking;
3. Take an active interest and participate in all English activities;
4. Cooperate with other students in group activities.

## Resources Teachers Need for Unit 1.....

- A large poster, or several large pictures, displaying the animals for this unit and their English names.
- A large poster with pictures, displaying the action words of **dance, sing, fly, jump, swim**, etc.
- Vocabulary cards for this unit.
- Large word-cards for pocket panels or pasting on the wall showing:  
**What can you do? I can dance.**  
**What animals can fly? Birds can fly.**  
**Can you swim? Yes, I can. No, I can't.**

5. 积极运用所学的英语进行表达和交流;
6. 在读、写、说中发现和运用语音规律。

## 情感态度目标

鼓励学生做到:

1. 能体会到英语学习的乐趣;
2. 乐于模仿, 敢于开口;
3. 对各种英语学习活动有兴趣, 能积极参与;
4. 在小组活动中能与其他同学积极配合。

## 第1单元所需教具

- 一幅农场的大张贴画或几幅大图画以展示本单元的动物和它们的英语名称。
- 一幅有图画的大张贴画, 用于展示行为动词, 如: dance, sing, fly, jump 和 swim 等。
- 本单元所学的词汇卡片。
- 字体较大的词汇卡片, 把它们张贴在墙上或装进词卡袋中, 用来呈现下列句型:

What can you do? I can dance.

What animals can fly? Birds can fly.

Can you swim? Yes, I can. No, I can't.

# Lesson 1 On the Farm

## Lesson 1 On the Farm

### 1 What's this?



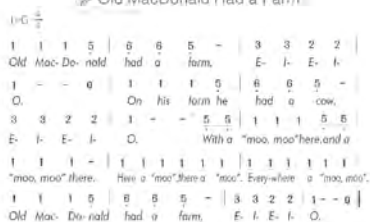
2

### 2 Let's play!



### 3 Let's sing!

#### Old MacDonald Had a Farm



3

## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **farm, farmer, pig, cow, sheep, a (an)**
2. Students will be able to recognize, understand and use the construction:  
**What's this? It's a...**
3. Students will learn and be able to sing: **Old MacDonald Had a Farm**

## TEACHING PREPARATION

Before your class begins, put up pictures of the three animals (pig, cow, sheep), farm and farmers. If possible, bring other farm related pictures and tools to your class and have them spread out throughout the room. The idea is to make your class into a farm scene. The scene

# 第1课 在农场里



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: farm, farmer, pig, cow, sheep, a (an)
2. 学生能认读、理解并使用下列句式: What's this? It's a...
3. 学生能唱歌曲: Old MacDonald Had a Farm

## 教学准备

开始上课前把三种动物的图画 (pig, cow, sheep) 以及农场和农夫的图画贴到墙上。如果可能的话, 把其他农场相关的动物图画和工具带到班上来, 陈列在教室里。以便把教室布置成农场的情境。整个单元都可以沿用此背景, 只是在后面几课再加入更多

can remain for the duration of this entire unit. You add more pictures and things as they are taught in each of the following five lessons.

You will need:

- audiotape or multimedia CD
- various pictures of farm scenes
- pictures of farm, farmer, pig, cow, sheep with labels

## CLASS OPENING AND REVIEW

### Teaching Tip



Always try to establish a positive and happy environment in your classroom. Remember, your tone and attitude really has an effect on your students. As the students enter your class, make them feel welcome and safe. Make them really want to come and learn in this happy world you are creating for them.

### Greeting

As the students enter the classroom, play the song *Old MacDonald Had a Farm*. Allow time for the students to take their seats. When they have settled, start the lesson by welcoming your students to English class. Introduce yourself and write your name on the board.

Say:

**Hello. Welcome to English class.**

**My name is \_\_\_\_\_. You can call me Mr./Mrs./Ms. \_\_\_\_\_.**

**I'm your new English teacher.**

**I'll teach you English this year.**

**Today we are going to learn about farm. Are you ready to begin our first class?**

Response: **Yes, we are./Yes, I am.**

Begin a discussion in Chinese about farms. Find out what the students know about farms. You can ask them to tell you what animals might be found on a farm; why farms are important (they feed the people); stories about visits to farms; talk about farms that raise animals and farms that raise fruits and vegetables, and make the distinction between the two types of farms.

### Lesson Hook

Remind the students that this new term is an important one. They will learn many new words and ways to use their English skills. Tell them that it is up to them to make the effort, and that you plan to make their time with you both interesting and useful. Give a brief overview of what they can expect to learn in the term, pointing out that the first unit is about animals of many types on the farm.



相应的图画和事物就可以了。

教师准备：

- 录音机或教学光盘
- 农场背景的图画
- 农场、农夫、猪、奶牛、绵羊的词汇卡片

## 开始上课和复习

### 教学提示



一定要给学生创造一个积极、快乐的学习氛围。记住，教师的声调和态度会影响到学生。学生一走进教室，就要让他们感受到自己是受欢迎的和安全的。让他们愿意进入你为他们所创设的这个快乐世界里学习。

## 问候

学生进入教室时，播放歌曲 Old MacDonald Had a Farm。给学生时间找到各自的座位。当学生都就坐后，欢迎他们进入英语课堂。教师进行自我介绍，并把名字写到黑板上。

教师：

Hello. Welcome to English class.

My name is \_\_\_\_\_. You can call me Mr./Mrs./Ms. \_\_\_\_\_.

I'm your new English teacher.

I'll teach you English this year.

Today we are going to learn about farm. Are you ready to begin our first class?

学生：Yes, we are./Yes, I am.

用汉语和学生讨论农场。检查学生对农场的了解程度。教师可以询问在农场里会看到哪些动物；为什么农场很重要（为人们提供食物）；讲述去农场参观的故事；讨论饲养动物的农场和种植水果、蔬菜的农场，并比较二者之间的区别。

## 课文导入

提醒学生这个新学期很重要。他们会学习很多新词汇和运用英语技能的新途径。当然这些都需要学生努力，教师则会努力使英语课堂既有趣又有意义。简要说明本学期要学习的知识，指出第 1 单元是关于农场动物的。

# NEW CONCEPTS

## 1. What's this?

### • Demonstrate •

Ask the students to open their student books to page 2. Talk about the picture at the top of the page. See what the students know by pointing to the red barn and asking: **What's this?** (use Chinese the first few times) If no one can tell you what it is, you tell the students in Chinese and then in English. **It's a barn. It's where farmers keep animals.**

Continue this process by looking at the four small pictures on the right column. Point to each picture and say the English words: **farmer, pig, cow, sheep.** Have the students repeat after you. After a few times, point to each picture and ask: **What's this?** Give the answer right away: **It's a farmer. It's a sheep.** etc.

Now, tell the students it's their turn to show you they understand. Point to the pictures in the student book and ask: **What's this?** Wait for the whole class to respond. If they cannot respond, say the English word, then ask again: **What's this?**

### • Practice •

#### MODEL A DIALOGUE

After the previous activity, students should have a good understanding of this questioning sequence. Take some time to further model this sequence. Point to the pictures with Danny and Li Ming on page 2. Read the two panels aloud, then ask for a volunteer to come forward. That volunteer takes the part of Li Ming, you take the part of Danny, and do the question/answers in the two panels.

#### LISTEN AND REPEAT

Play the audiotape as the students follow in their student books.

## 2. Let's play!

Divide the class into groups of four. Go over the Let's play activity on page 3. Make sure the students know how to play it. One student picks a picture of the animals, shows it to another student, and says, "Look!" The student who sees the picture should do some actions to imitate the animal and asks: **What's this?** The other two students respond with the correct word: **It's a...**

Ask each group to take turns to ask, answer questions and do the actions.

### Teaching Tip



Decorate your class with pictures. This will motivate your students as they progress through the unit. For example, in this unit, you might want to put some colourful pictures up of animals.

#### Graffiti Walls

You can also make a graffiti wall where students can paste pictures they draw or find in magazines of animals. They can then write the English words beside the pictures to label the animals!

## 新概念

### 1. What's this?

#### • 演示 •

让学生翻到课本第2页。和学生讨论本页上部的图画。教师手指红色的畜棚询问学生：What's this? (起初用汉语询问几次) 如果没有学生能回答出来，教师则先用汉语然后用英语告诉学生：It's a barn. It's where farmers keep animals.

用同样的方式看页面右部的四幅小图。教师依次手指每幅小图说：farmer, pig, cow, sheep。让学生跟读。如此反复几次，然后手指每幅小图问：What's this? 然后马上给出答案：It's a farmer. It's a sheep...

现在应该让学生展示他们的理解程度了。指着课本上的图画问：What's this? 等待全班回答。如果回答不上来，教师说出该单词，然后再问：What's this?

#### • 练习 •

##### 示范对话

经过上面的练习，学生已经很好地理解了这个问答序列。再拿出点时间来继续示范。手指第2页上 Danny 和李明的图画，大声读出对话，然后叫一个自告奋勇者到教室前面。自告奋勇者扮演李明，教师扮演 Danny，演示对话。

##### 听录音跟读

播放录音，让学生看书跟读。

### 2. Let's play!

把全班学生分成四人小组，复习第3页上的 Let's play 活动。确保学生懂得如何进行。一名学生挑选一张动物图画，给另外一名学生看，说：“Look!” 看图画的学生用动作表示这个动物是什么，并问：What's this? 另外两名学生回答：It's a...

让每个小组的成员变换角色进行练习。

#### 教学提示



用图画来装饰你的教室。这样可以使学生学习本单元时始终保持兴趣。例如，在本单元，你也许想要张贴一些动物的彩色图画。

##### 涂鸦墙

你也可以制作一面涂鸦墙，让学生们上面粘贴自己画的或者在杂志上找到的动物图画。他们可以把相应的英文单词写在图画旁边。

### 3. Let's sing!

Have the students gather and sit in a circle and teach them how to do the animal sounds for the song. For this lesson, you teach them cow (MOO MOO), pig (OINK OINK), cat (MEOW MEOW), duck (QUACK QUACK), chicken (CLUCK CLUCK) and dog (WOOF WOOF). There are many ways to accomplish this. You can show a picture, model the sound and ask the students to repeat the sounds. Take the time to make sure that most students can say the correct animal name and the sound when they see the picture.

Now, play the song on the audiotape twice. Ask if the students are ready to try it. Play the song and ask the students to add the animal sounds at the correct place in the song (as they hear them). Play the song again and ask the students to sing along and with some actions.

#### ● Practice●

#### WORK IN PAIRS

Pairs of students now make up dialogues. Encourage the students to be creative. They must choose a situation to talk about animals on the farm.

### CHECK FOR UNDERSTANDING.....

Ask the student to take out a sheet of paper and their pencils and crayons. Write the five new words on the board. Tell the students to draw a picture of the five words and then to label them correctly. You can quickly demonstrate one of these on the blackboard. Give time to complete the activity. Then, select some of the work and hold them up, asking again **What's this?** Expect correct answers.

### CLASS CLOSING.....

Tell the students they have worked well today. Tell them that they are going to learn a lot more about animals of all kinds over the next lessons.

### 3. Let's sing!

让学生们围坐成一个圈，教给他们怎么模仿歌曲中动物的声音。本课要教给学生奶牛叫声 (MOO MOO)、猪的叫声 (OINK OINK)、猫的叫声 (MEOW MEOW)、鸭的叫声 (QUACK QUACK)、鸡的叫声 (CLUCK CLUCK) 和狗的叫声 (WOOF WOOF) 等。可以采用多种方式。出示图画，模仿动物声音，让学生重复。拿出时间进行练习以保证大多数学生见到卡片都能够说出动物名称及其叫声。

现在播放歌曲录音 2 遍。问学生是否准备好了试唱这首歌曲。播放歌曲，让学生边听边在恰当的地方插入动物的叫声。再次播放歌曲录音，让学生跟唱并做动作。

#### ● 练习 ●

##### 一对一练习

两个学生一组编对话。鼓励学生要有创造性。对话要选择谈论农场动物的情境。

### 巩固检验

让学生拿出纸、铅笔和彩色蜡笔。把五个新单词写在黑板上。让学生画图表示出这几个单词，并正确标注英文单词。教师可以在黑板上快速演示其中一个单词。给学生时间来完成此项活动。然后选择一些学生的图画举起来，问 What's this? 让学生给出正确回答。

### 结束课堂教学

告诉学生今天表现得很好，下节课将会学习更多种类的动物。

# Lesson 2 Cats and Dogs

## Lesson 2 Cats and Dogs

### 1 What's this?



### 2 Let's sing!

*Bingo*

1=C  $\frac{3}{4}$

5	1	1	1	5	6	6	5	5
There was a farmer who had a dog, and								
1	1	2	2	3				1
Bin- go was his name- Ol								
3	3	4	4	4	2	2	3	3
B- I- N-G- O, B- I- N-G- O,								
1	1	2	2	1	7	5	6	7
B- I- N-G- O! And Bin-go was his name-O.								



4

### 3 Is it a duck?



### 4 Let's play!



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## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **cat, dog, duck**
2. Students will be able to recognize, understand and use the construction:  
**Is it a...? Yes, it is./No, it isn't.**
3. Students will learn and be able to sing: *Bingo*

## TEACHING PREPARATION

Before the class begins, write the four new vocabulary words on the board in big letters. Post additional pictures around your class of: cats, dogs, chicken and ducks.

# 第2课 猫和狗



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: cat, dog, duck
2. 学生能认读、理解并使用下列句式: Is it a...? Yes, it is./No, it isn't.
3. 学生能唱歌曲: Bingo

## 教学准备

上课前把四个新单词以大写的形式写在黑板上。把猫、狗、鸡和鸭的图画张贴在教室周围。



You need to glue or tape pictures of duck, chicken, cat and dog on large sheets of paper. Stand these pictures against the blackboard before the students arrive.

You will need:

- audiotape or multimedia CD
- cards with words: farm, farmer, cow, sheep, pig, duck, chicken, cat, dog
- pictures of duck, chicken, cat, dog (with proper labels for each picture)

## CLASS OPENING AND REVIEW

### Greeting

Play *Old MacDonald Had a Farm* as the students enter the class and take their seats.

When they are seated, greet them. Tell them that today, they are going to learn a new song.

Take a few minutes to review last class material. Show pictures of the vocabulary words and ask **What's this?** You can also try showing a picture (cow for example) and asking for the sound made by a cow (MOO MOO). Have some fun with this.

### Lesson Hook

Hold up your picture of a farm. Ask **What's this?** Expect many students to be able to answer. Check and make sure they are using the correct format for the response, learned in previous lesson. (**It's a...**)

## NEW CONCEPTS

### 1. What's this?

Take your prepared flash cards with new vocabulary words. Show the pictures and say the new word. Ask the students to repeat after you. Do this for a few cycles, then hold up a picture and ask students to say the word.

Go to the blackboard and point to each of the words you wrote before the students arrived. Ask the students to say the words after you. Now, write **cat** in big letters on the board. Say each letter as you write.

Ask the students to open their student books to page 4. Look at each picture and say the word in English and Chinese. Talk to the students about each animal in Chinese. Do any have dogs or cats at home? What sound does a dog make? What about a cat? If the students cannot tell you, go ahead and make the sounds for them. Have fun talking about the animals. Where do eggs come from? Which is tastier, a duck egg or a chicken egg?

### 2. Let's sing!

Have the students to gather in a circle. Look at the picture for the song *Bingo*. Explain

教师把鸡、鸭、猫和狗的四张图卡贴在大纸上。在学生走进教室前，把这些贴好的图卡挂在黑板上。

教师准备：

- 录音机或教学光盘
- 词汇卡片：farm, farmer, cow, sheep, pig, duck, chicken, cat, dog
- 标注英语单词的图画：duck, chicken, cat, dog

## 开始上课和复习

### 问候

当学生进入教室找寻座位时，播放歌曲 Old MacDonald Had a Farm。

当学生就坐后，问候学生。告诉他们今天将会学习一首新歌。

利用几分钟的时间复习上节课学习的内容。出示图画问 What's this?，也可以出示图卡（比如奶牛），让学生说出奶牛的叫声 (MOO MOO)。让学生从中获得乐趣。

### 课文导入

举起农场图卡，问 What's this? 期待众多的学生能够正确回答。检验并确保学生能用上节课学的正确回答方式。(It's a...)

## 新概念

### 1. What's this?

拿出准备好的新词汇卡。出示图卡并读出单词，让学生跟读。如此反复几次，举起一张图卡让学生说出单词。

走到黑板前手指黑板上预先写好的单词，依次读出这些单词，让学生跟读。现在把 cat 以大写形式写在黑板上。边写边读出每个字母。

让学生翻到课本第 4 页。看每幅图画，并用汉语和英语说出单词。用汉语和学生讨论每一种动物。有人家里养了狗或者猫吗？狗怎么叫？猫怎么叫？如果学生说不出来，教师上前模仿该动物的声音。让这个活动充满乐趣。鸡蛋从哪里来的？鸭蛋和鸡蛋，哪一种更好吃呢？

### 2. Let's sing!

让学生围坐成一个圈。看这首歌曲的图画。向学生解释这只狗的名字叫 Bingo。

that the dog's name is Bingo. Ask the students to repeat the name. Ask them what the man is doing? Is the dog happy?

Now play the song and follow along with the words in the student books.

Play the song twice, then read the words of the song. See how many students can say some of the words, and make sure every student can say Bingo. Play the song again and sing along.

### 3. Is it a duck?

Turn to page 5 and play the audiotape. Listen to it twice. Ask for a volunteer to come forward. Explain that you will be Danny and she/he will be the other person. Take time to be sure the student follows your direction and knows what to do. Then, hold up a flash card at a time. Do not ask the correct question. (e.g. If you are showing a duck, do not ask if it is a duck.)

**What's this? Is it a duck?** The volunteer should be able to answer **No, it isn't. It's a chicken.**

This will take a few times to get right, but everyone should soon understand the question/answer sequence **What's this? Is it a...? No, it isn't. It's a...**

### 4. Let's play!

This is a good memory game and will help the students to recall the new vocabulary words from Lessons 1 and 2. Look at the graphic on page 5. Explain how the game is played. Place all the pictures on the table, face up. The student looks carefully at the pictures. He/She must study them closely and remember which is which because the pages are going to be turned over. The object of the game is to remember where each picture is. Turn the pages over so the blank side is up. One student points to a page and asks **What's this?** The other student tries to remember what the picture is and makes a good guess by saying **Is it a...?** Then turn the card over. If he/she is correct, the other student responds **Yes it is.** If he/she is wrong, the other student responds **No, it isn't. It's a...**

Divide the class into groups. Give each group a set of flash cards with the words (cat, dog, duck, chicken, pig, cow, sheep). Have fun playing the game. If you do not have many sets of flash cards, you can have other students draw and label pictures for the new vocabulary. Some of them can have fun listening to the **Bingo** song. Make sure, however, that each student gets a chance to play the game at least once.

#### Teaching Tip



Before the students can really have fun and learn using games, they must have a good grasp on how the game is played. Take all the time you need to tell, explain and demonstrate how to play the game. Often you can use the graphics in the student book to help the students gain a good understanding on the mechanics and object of the game.

让学生跟读这个名字。这个男人在干什么？这只狗高兴吗？

现在播放歌曲并跟看课本上的歌词。

再次播放录音，读出歌词。看学生能否说出歌词中的一些单词，确保每个学生能说出 Bingo。再次播放录音，让学生跟唱。

### 3. Is it a duck?

翻到课本第 5 页，播放课文录音。播放两遍。让一个自告奋勇者到前面来。告诉学生，教师要扮演 Danny，而这位自告奋勇者扮演 Jenny。给学生时间以确保学生理解你的指令，并知道如何去做。然后每次举起一张词卡，不要问正确的问题。（例如，如果你举起的图卡是鸭，不要问 Is it a duck?）

What's this? Is it a duck? 自告奋勇者应该能够回答：No, it isn't. It's a chicken.

得到正确答案会花费一定的时间，但是每个学生会很快理解这个问答序列 What's this? Is it a...? No, it isn't. It's a...

### 4. Let's play!

这是个很好的记忆游戏，可以帮助学生回忆第 1 课和第 2 课学到的新词汇。看课本第 5 页的图，告诉学生游戏的玩法。所有的图卡都面朝上放在桌子上。学生要仔细看并记住每张图卡的位置，因为这些图卡很快就会被翻过去。游戏的目的是要记住每张图卡的确切位置。把图卡翻过去，背面朝上。一个学生指着某张词卡问 What's this? 另一个学生根据记忆进行较有把握的推测 Is it a...? 然后翻过此词卡。如果他 / 她猜对了，另一个学生则说 Yes, it is. 如果猜错了，则说 No, it isn't. It's a...

把全班分成小组。给每个小组一套词卡 (cat, dog, duck, chicken, pig, cow, sheep). 让活动充满乐趣。如果教师没有足够多的词卡，可以让学生画图并标注英语单词。有些学生也许更喜欢听歌曲 Bingo。不管怎样，确保每个学生都至少有一次玩这个游戏的机会。

#### 教学提示



学生必须掌握游戏的玩法，才能真正从游戏中获得乐趣和学会利用游戏。拿出时间来解释和演示游戏的玩法。通常，教师可以使用教科书中的图来帮助学生理解游戏的结构和目的。

## CHECK FOR UNDERSTANDING

Have the students in their seats. Show a picture (cat, dog, duck, chicken) and ask **What's this? Is it a...?** Depending on the picture and what you say, the students should respond **Yes, it's a...** or **No, it's not a... It's a...**

## CLASS CLOSING

Remind the students of what they have learned today. Tell them that soon, they will have many, many words to talk about animals. Play ***Bingo*** song as they leave the room.

## 巩固检验

让学生坐在座位上，教师出示图画 (cat, dog, duck, chicken) 问 What's this? Is it a...? 根据图画以及教师的提问，学生应该回答 Yes, it's a... 或者 No, it's not a... It's a...

## 结束课堂教学

回顾今天所学的内容。很快他们就会学到更多的单词来谈论动物。当学生离开教室时播放歌曲 Bingo。

# Lesson 3 Fish and Birds

## Lesson 3 Fish and Birds

### 1 What's this?



fish

Fish can swim.



bird

Birds can fly.

### 2 Can you dance?



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### 3 Let's chant!



I can dance.  
Can you? Can you?

I can see.  
Can you? Can you?

I can swim.  
Can you? Can you?

I can sing.  
Can you? Can you?



### 4 Let's do it!



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## TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **fish, bird**
- Students will be able to recognize, understand and use the construction:  
**Fish can swim. Birds can fly. I can... Can you...? Yes, I can./No, I can't.**
- Students will learn and be able to chant: **I Can Dance**

## TEACHING PREPARATION

Before class begins prepare flash cards with picture and label for **bird, fish, dance, sing, swim, I can... Can you?**



# 第3课 鱼和鸟



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: bird, fish
2. 学生能认读、理解并使用下列句式: Fish can swim. Birds can fly. I can... Can you...? Yes, I can./No, I can't.
3. 学生能说歌谣: I Can Dance

## 教学准备

上课前准备图卡并标注英语 bird, fish, dance, sing, swim, I can... Can you?

Write **bird, fish, dance, sing, swim** in big letters on the board.

You will need:

- audiotape or multimedia CD
- flash cards

## CLASS OPENING AND REVIEW

### Greeting

Greet the students as they enter the classroom and take their seats. Remind them of what they have learned so far about animals. Ask students to name some of these animals (duck, chicken, cow, sheep, pig, dog, cat). Make some of the animal sounds and ask **Is this a...?** Have the students gather in a circle and sing *Old MacDonald Had a Farm*. Tell them to make the animal sounds loudly when they hear them on the tape.

### Lesson Hook

Today, we are going to learn about two new animals. One of these animals lives in the water. The other animal goes very high in the sky. Both animals come in many shapes, sizes and colours. Let's have fun learning today.

#### Teaching Tip



It isn't always possible, but when you can, try to bring real world things to your classroom to enhance the learning experience for your students. For example, if you have or know someone who has a gold fish in a bowl, your students will really appreciate having it in class as they learn today about fish. How about bringing in two eggs? A duck egg and a chicken egg?

## NEW CONCEPTS

### 1. What's this?

Ask everyone to stand up. Tell them that the new animal lives in water. Ask if they know what this animal is. (some students should be able to tell you in Chinese that it's a fish) Take out the flash card with the picture of fish and the label. Say **This is a fish**. Ask the students to repeat after you. Practise until you feel they are able to say the word. Then, tell them you want to see how fish move. Demonstrate how a fish moves (use your arms like a fish swimming). Ask the students to show how fish swim. Say the words **Fish can swim**. Ask the students to repeat after you as everyone moves their arms as if swimming. Ask the students to swim around the room as they repeat the new sentence — **Fish can swim**.

把 bird, fish, dance, sing 和 swim 以大写形式写在黑板上。

教师准备:

- 录音机或教学光盘
- 词汇卡片

## 开始上课和复习

### 问候

当学生进入教室找寻座位的时候问候他们。回忆到现在为止学过的关于动物的知识。让学生说出一些动物的名称 (duck, chicken, cow, sheep, pig, dog, cat)。模仿动物的叫声, 然后问 Is this a...? 让学生围坐成一圈唱 Old MacDonald Had a Farm。让学生听到录音中唱到某个动物时模仿相应的叫声。

### 课文导入

今天, 我们将学习两种新动物。一种生活在水里。另一种可以直冲天空。这两种动物都具有不同的形状、大小和颜色。让我们快乐地学习吧!

#### 教学提示



尽量把实物带到课堂上以丰富学生的学习经历。例如, 假如你或者你知道某人养了一条金鱼, 那么学生肯定希望在今天学习鱼的时候能够看到它。带两颗蛋到班上怎么样? 一颗鸡蛋和一颗鸭蛋?

## 新概念

### 1. What's this?

让学生们起立。告诉他们这种新的动物生活在水里。问他们是否知道这种动物是什么? (有些学生应该可以用汉语告诉你是鱼) 拿出 fish 的词卡, 说 This is a fish. 让学生跟读。继续练习直到学生能够说出这个单词。鱼是怎样移动的呢? 教师用动作进行演示 (用双臂做鱼在水里游的动作)。然后让学生演示。教师说 Fish can swim. 让学生边做动作边跟读。让学生在教室内游走并重复这个句子: Fish can swim.

Repeat the above exercise for **bird**. Show the flash card. Say **Birds can fly**. Demonstrate a bird flying (flap your arms as a bird flying).

When the students can swim and fly and say the correct words to show understanding, ask everyone to sit down and open student books to page 6. Play the audiotape for this section and follow along with the students.

## 2. Can you dance?

Play the audiotape for **Can you dance?** one more time as everyone follows along. Ask the following questions:

**Can Danny dance? Can the bird dance?**

**Can Danny swim? Can the bird swim?**

**Can the bird fly? Can the bird sing? Can Danny fly? Can Danny sing?**

## 3. Let's chant!

Open student books to page 7. Refer the students to Part 3. Tell them they are going to learn a very fun chant now. Students sit and listen while the chant is played. Play the chant twice for fun. Then, follow along. Show the students how to do actions as they chant (do as the pictures show on the page). Do not worry if everyone cannot do the movements right away. Go slowly and work through the song word for word. When you feel that most students understand, let the class chant and act as a group.

Ask the students to look at the picture of Danny. What is he doing? (dancing) What is Jenny doing? (swimming) What is Li Ming doing? (seeing) What is the other girl doing? (singing) Divide the class into four groups. One group acts out dancing. One group acts out swimming. One group acts out seeing. One group acts out singing. Give the groups time to practise their actions. Then, play the chant. Tell each group to perform their actions at the correct place in the chant. Have fun. Try to get everyone participating and be sure to tell them to make their actions big.

## 4. Let's do it!

Spend a few minutes talking about surveys. What are they? (they find out information about a person) Students look at Part 4 in their student books. Play the audiotape and follow along.

Divide the class into groups of two. Each student needs a blank sheet of paper. Tell them to use the graphic to help them create their survey. When they have the blank survey done, one student asks:

**Can you sing? Can you swim? Can you dance? Can you fly?**

The other student replies and his/her answers are recorded on the paper in the correct place. Reverse the situation, so that each student gets to ask the questions and answer them.

## CHECK FOR UNDERSTANDING.....

When everyone has completed the survey, they sit at their desks. Take a few minutes to

重复上面的步骤学习 bird。展示 bird 词卡。教师说 Birds can fly. 演示动作 ( 拍打两只胳膊模仿鸟在飞 )。

当所有的学生都会“游泳”和“飞”，并能正确说出单词后，让他们坐下，打开教科书第 6 页。播放本部分录音，和学生一起跟读。

## 2. Can you dance?

播放本部分录音。再播放一次，让学生跟读。问以下问题：

Can Danny dance? Can the bird dance?

Can Danny swim? Can the bird swim?

Can the bird fly? Can the bird sing? Can Danny fly? Can Danny sing?

## 3. Let's chant!

翻到教科书第 7 页，引导学生看第 3 部分。告诉他们今天要学习一首有趣的歌谣。播放歌谣让学生坐好倾听。播放 2 遍，然后跟唱。给学生演示如何边唱边做动作 ( 根据教科书上面的图画做动作 )。如果学生不能马上学会动作不必担心。放慢速度，逐词学唱歌谣。当大部分学生都能理解后，让全班说唱这个歌谣，并分小组表演。

让学生看 Danny 的图画。他在干什么？(dancing) Jenny 在干什么？(swimming) 李明在干什么？(seeing) 另外那个小女孩在干什么？(singing) 把全班分为四个小组。一组表演跳舞，一组表演游泳，一组表演用眼看，一组表演唱歌。给予学生时间准备。然后播放歌谣，让各组根据录音在恰当的时候表演动作。让活动充满乐趣。尽可能让每个学生都有机会参与，告诉他们尽可能把动作做大。

## 4. Let's do it!

利用几分钟的时间讨论调查表。什么是调查？(查明一个人的信息) 让学生看教科书第 4 部分，播放本部分录音，并跟读。

把全班分成 2 人小组。每个学生需要准备一张空白的纸。让学生利用教科书中的表格来完成他们的调查。画完表格后，其中一名学生问：

Can you sing? Can you swim? Can you dance? Can you fly?

把另一名学生的回答记录到表格中正确的位置。变换角色，以便每个学生都有机会提问和回答。

## 巩固检验

当所有的学生都完成调查后，让他们坐好。花几分钟的时间利用调查表复习本课

review the lesson materials using the survey. Select a student and ask him/her to tell you what their group partner can and cannot do. Make sure they refer to the survey to answer you. Select as many students as you have time for. Ask:

**Can a fish fly?**

**Can a bird sing?**

**Can you dance?**

**Can you fly?**

Ask students to raise their hands if they can: sing, fly, dance, swim.

## **CLASS CLOSING**.....

Praise the students for their work today. Tell them you will post the surveys in the classroom and they can see them when they come for the next lesson. Play the chant as the students leave the classroom.

所学的内容。让一名学生汇报他 / 她的小组成员会做什么，不会做什么。确保学生是根据调查表来回答。时间允许的话，尽可能多让几个学生进行汇报。问：

Can a fish fly?

Can a bird sing?

Can you dance?

Can you fly?

如果会 sing, fly, dance 或者 swim，请举手。


## 结束课堂教学.....

表扬学生今天的表现。告诉他们你要把调查表贴在教室里，这样下节课他们进来时就会看到。播放歌谣，伴随学生离开教室。

# Lesson 4 Horses and Rabbits


## Lesson 4 Horses and Rabbits

**1 What's this?**



horse


Horses can run.



rabbit

Rabbits can jump.


**2 Let's do it!**



Is this a cow?

☐ Yes, it is.


☒ No, it isn't.



Is this a chicken?

☐ Yes, it is.


☐ No, it isn't.



Is this a rabbit?

☐ Yes, it is.


☐ No, it isn't.



Is this a sheep?

☐ Yes, it is.

☐ No, it isn't.



Is this a duck?

☐ Yes, it is.

☐ No, it isn't.

**3 Can a horse run?**

1 Can a horse run?

Yes, it can.

Can it fly?

No, it can't.

2 What animals can fly?

Birds can fly.

**4 Let's play!**

1 What animals can fly?

Birds can fly.

2 What animals can swim?

Ducks and dogs can swim.

Fish can swim.

## TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **animal, horse, yes, no**
- Students will be able to recognize, understand and use the construction: **Horse can run. Rabbits can jump. Can a horse run? Yes, it can./No, it can't. What animals can fly?**
- Students will be able to say which animals can swim, jump, fly or run.

## TEACHING PREPARATION

Before your class begins add pictures of fish and birds to your growing presentation of animal pictures.



# 第4课 马和兔子



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇：animal, horse, yes, no
2. 学生能认读、理解并使用下列句式：Horse can run. Rabbits can jump. Can a horse run? Yes, it can./No, it can't. What animals can fly?
3. 学生能说出哪些动物可以 swim, jump, fly 或者 run。

## 教学准备

开始上课前把鱼和鸟的图画添加到教室的动物图画中。

Pin up various samples of the survey from previous class.  
Prepare two large pictures of horse and rabbit (with labels).

You will need:

- audiotape or media CD
- flash cards
- pictures of horse and rabbit

## CLASS OPENING AND REVIEW

### Greeting

Give the standard command greeting to welcome the students to the English class. For example: **Good afternoon class! I'm happy to see you again.** Ask them to walk around and spend a few minutes looking at the posted animal pictures and the surveys. Take some time to mingle with the students and ask them questions as they look at the pictures: **Is this a...? What animal says MOO MOO? What animals can fly? Point to all the animals that can swim.**

### Lesson Hook

Today, we are going to learn about two new animals (show the two pictures of horse and rabbit). We are also going to play a fun game, so pay attention and learn what each of the animals can do.

## NEW CONCEPTS

### 1. What's this?

Ask the students to open their books to page 8. Look at the picture at the top of the page. Point to the horse and say: **What's this? It's a horse.** Repeat twice then ask the students to repeat after you. Look at the picture on the right and say: **What's this? It's a rabbit.** Repeat as above, giving the students time to listen and repeat.

Demonstrate running. As you run, say: **I can run.** Ask the students to repeat after you. Ask for a volunteer to come to the front. Ask: **Can you run?** The student should run. When he stops, say: **He/She can run.** Then ask: **Can he/she run?** The students should be able to respond correctly: **Yes, he/she can run.**

Demonstrate jumping. As you jump, say: **I can jump.** Ask the students to repeat after you. Ask for a volunteer to come to the front. Ask: **Can you jump?** The student should jump. When he stops, say: **He/She can jump.** Then ask: **Can he/she jump?** The students should be able to respond correctly: **Yes, he/she can jump.**

Look at the two pictures again. Point to the words below and say them aloud. Ask the students to follow along. Repeat twice, then ask the students to repeat after you. **Horses can run. Rabbits can jump.**

把上节课学生做的调查表钉到墙上。

准备两张大的马和兔子的图画（带有标注）。

教师准备：

- 录音机或教学光盘
- 词汇卡片
- 马和兔子的图画

## 开始上课和复习

### 问候

对学生进行标准的问候，欢迎他们进入英语课堂。例如，Good afternoon class! I'm happy to see you again. 让学生环绕教室用几分钟的时间观看墙上的动物图画和调查表。教师利用几分钟的时间和学生一起观看并问问题：Is this a...? What animal says MOO MOO? What animals can fly? Point to all the animals that can swim.

### 课文导入

今天，我们将要学习两种新的动物（展示马和兔子的图画）。我们还会做一个有趣的游戏，注意观察每种动物都会做什么。

## 新概念

### 1. What's this?

让学生们打开教科书第8页，看本页上部分的图画。教师指着马的图画说：What's this? It's a horse. 重复两遍，让学生跟读。指着右面兔子的图画说：What's this? It's a rabbit. 重复，给予学生时间听并跟读。

演示跑的动作。边演示边说 I can run. 让学生跟读。让一个自告奋勇者到教室前面，教师问：Can you run? 学生则做跑的动作，动作结束后，教师说 He/She can run. 然后问 Can he/she run? 学生都应能够正确回答 Yes, he/she can run.

演示跳的动作。边演示边说 I can jump. 让学生跟读。让一个自告奋勇者到教室前面，教师问：Can you jump? 学生则做跳的动作，动作结束后，教师说 He/She can jump. 然后问 Can he/she jump? 学生都应能够正确回答 Yes, he/she can jump.

再次看这两幅图画。大声读出图下的单词。让学生跟读。重复两次后让学生跟读句子：Horses can run. Rabbits can jump.

Play the audiotape for Part 1 and follow along in the book.

## 2. Let's do it!

Refer to Part 2 on page 8. Show the students how to do the activity using the first example. Look closely at the picture. Ask: **What is it?** Tell the students to look closely. Ask for guesses as to what it is. The students should be able to identify it as a horse. When they have done this, read the example:

**Is this a cow?**

**Yes, it is.**

**No, it isn't.**

Point out the check mark for the correct answer.

Now ask the students to work on the next four panels in the same way. Tell them to look closely at the picture and decide if it is or is not what the question asks. Give some time to work on this. As they work, go around and help any students who are having trouble with the activity.

## 3. Can a horse run?

Look at Part 3 on page 9 in the student book. Play the audiotape twice as you follow along. Then ask two students to come forward. One student is Li Ming, the other is Danny. Help the students read the dialogue, then ask them to act it out for the class.

## 4. Let's play!

Look at Part 4 on page 9. Tell the students they are going to play this game now. Look at the graphic and explain what they are going to do. Spread the animal flash cards on a desk. One student will be the questioner, the others will answer the questions. The questioner asks questions: **What animals can fly/jump/swim/run?** The others answer the questions. They need to answer and show the correct flash cards. (If the question is **What animals can swim?** they need to show the cards with pictures of fish, ducks.)

### Teaching Tip



#### Word Association

Associations are important in brain function. Memory operates as a conceptual chain: concepts, words and ideas are interlinked. Relations exist between objects, such as a person's face, and the name associated with the face. An understanding of the relationship between a word and a specific item is fundamental to word association memory so be sure to attach words to objects as often as possible during your teaching so that students can tap into their contextual knowledge!

播放第 1 部分录音，让学生看书跟读。

## 2. Let's do it!

看教科书第 8 页第 2 部分。以第 1 个为例给学生演示活动的做法。仔细观看图卡然后问 What is it? 让学生仔细观看然后进行猜测。他们应该能够识别出这是马。教师读出下面的句子：

Is this a cow?

Yes, it is.

No, it isn't.

指明对勾是用来勾选正确答案的。

现在让学生完成其他四幅图卡的判断。让他们仔细观察，然后判断它们是否是图下问题中提到的动物。给学生一定的时间来完成活动。期间，教师在教室内走动，以帮助有问题的学生。

## 3. Can a horse run?

看教科书第 9 页的第 3 部分。播放录音 2 遍，一起跟读。然后叫两个学生到教室前面。一名学生扮演李明，另一名学生扮演 Danny。帮助这两名学生读对话，并让他们给全班表演。

## 4. Let's play!

看教科书第 9 页的第 4 部分。告诉学生们将要玩这个游戏。看着图表给学生解释游戏的玩法。把学生的动物词卡放到桌子上，一名学生担任提问者，其他学生回答问题。问问题：What animals can fly/jump/swim/run? 其他同学回答问题并找出相应的词卡。（如果问题是 What animals can swim? 他们应该找出鱼和鸭的卡片。）

### 教学提示



### 词语联想

联想是重要的脑机能。记忆就像一个概念链：概念、词语和思维都存在内在联系。事物之间也存在相互关联，例如，某人的脸和其名字是相互关联的。理解词语和特定事物之间的关系是联想记忆的基础，所以在教学中一定要尽可能地吧词语和实物相联系，这样学生就会获取相关联的知识！

## CHECK FOR UNDERSTANDING.....

Divide the class into four groups. One group will look for animals that can fly, another for animals that can run, another for animals that can jump, another for animals that can swim. The students must find flash cards and classroom pictures of animals that can do what they are looking for. The group looking for animals that fly will find pictures of birds, for example. The groups gather the pictures and put them in a pile. The group that finishes first wins. When everyone is done, the group leader will show the pictures and say:

**This is a... It can...**

## CLASS CLOSING.....

Tell the students that they worked well today. Tell them that you are very happy with their efforts and that they are learning a lot of new vocabulary about animals. Ask the students to bring to class pictures of animals they have at home.

## 巩固检验

把全班分为四个小组。一个小组找出会飞的动物，一个小组找出会跑的动物，一个小组找出会跳的动物，另一个小组找出会游泳的动物。学生必须找出相应的词卡以及教室内的图画。例如找会飞的动物的小组应该找出鸟。小组成员把找出的图画堆在一起。最先完成的小组获胜。当所有的人都完成后，小组组长举起图画说：

This is a... It can...


## 结束课堂教学

表扬学生今天所做的努力。告诉他们你对他们的表现很满意，他们学到的动物词汇越来越多了。让学生把家里的动物卡片带到教室来。


# Lesson 5 Where?

## Lesson 5 Where?


**1 Where is it?**



**in**  
in the box



**on**  
on the box




**under**  
under the box


Where is the cat?  
It's on the box.

**2 Let's play!**


1 Where is the rabbit?



2 Where is the rabbit?




3 It's under the desk.




**3 What's in the box?**


1 What's in the box?  
An animal.




2 Is it a cat?  
No, it isn't.



3 Can it swim?  
Yes, it can.



4 It can say "quack, quack".  
Oh, I see! It's a duck.



**4 Letters and sounds**

m	mouth	swim
n	dance	nose
l	leg	lake
i	nine	five

## TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **in, on, under, box**
- Students will be able to recognize, understand and use the construction: **Where is it? It's in/on/under the box. What's in the box?**
- Students will become familiar with the rules of pronunciation for the letters **m, n, l** and **i** in words.

## TEACHING PREPARATION

Before class you need to have some boxes. If possible, you will need stuffed animal toys for at least two of the animals learned in previous lessons. If not possible, you can use the large pictures of animals that you created for previous lessons.



# 第5课 在哪里？



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇：in, on, under, box
2. 学生能认读、理解并使用下列句式：Where is it? It's in/on/under the box. What's in the box?
3. 学生能了解字母 m, n, l 和 i 在单词中的发音及其规则。

## 教学准备

上课前准备一些盒子。如果可能的话，往盒子里装进至少两个学过的动物玩具。如果条件不具备，可以用前几节课上准备的动物图画。

Write in big letters the words IN, ON, UNDER on the blackboard.

You will need:

- audiotape or multimedia CD
- flash cards
- box
- stuffed toys or pictures

## CLASS OPENING AND REVIEW

### Greeting

Greet your students as they enter the classroom. When they are settled, ask if anyone brought any pictures of animals from home. Ask the students who did, to show their pictures and tell about the animals (they can use Chinese for this).

#### Teaching Tip



Don't forget to post pictures and words around your classroom. When possible, hang students' work as well. You want to make your classroom a happy, colourful and inviting place to learn.

### Lesson Hook

Is it **in**, **on** or **under**? That is what we are going to find out today. Pay attention and don't worry. You will soon know how to use these three words properly.

## NEW CONCEPTS

### 1. Where is it?

Ask the students to open their books to page 10. Take a few minutes to find out what they know about the picture and what they can tell you. Point to the cat and ask: **What's this?** Students say **It's a cat.** Point to the box and say: **This is a box.** Ask the students to repeat the sentence. Play the audiotape for Part 1 and follow along.

Take your box and put it on your desk. Put the stuffed toy or picture of the cat on the box and say **On the box. The cat is on the box.** Have the students repeat this twice. Put the cat in the box and say: **In the box. The cat is in the box.** Students repeat after you. Now put the cat under the box and say: **Under the box. The cat is under the box.** Students repeat after you.

Now put the rabbit under the desk. Ask if anyone can tell you where the rabbit is. Wait for answers and if there are none, say: **Where is the rabbit? The rabbit is under the desk.**

Repeat by putting the rabbit on the desk and then in the desk. Ask each time: **Where is the rabbit?** Help the students to answer the questions if they do not volunteer an answer.

Point to the words you wrote on the board and ask the students to say them: **IN, ON, UNDER.**

把 in, on, under 以大写的形式写在黑板上。

教师准备:

- 录音机或教学光盘
- 词汇卡片
- 盒子
- 毛绒玩具或动物图画

## 开始上课和复习

### 问候

学生进入教室的时候问候他们。待学生都就坐后,问是否有人从家里带来了动物图画。让带来图画的学生把图画展示给大家并谈论该动物(学生可以用汉语)。

#### 教学提示



不要忘了把图画和词汇贴到教室四周。可能的话,把学生作品也挂在墙上。  
把教室变成一个快乐的、丰富多彩的、悦人的学习环境。

### 课文导入

这是在里面,在上面还是在下面呢?今天我们就要学习这些表示方位的词。注意听,不用担心,你们很快就会懂得如何恰当使用这三个词。

## 新概念

### 1. Where is it?

让学生们打开教科书第10页。给他们几分钟,看他们能够从图画中获得哪些信息,能说出什么。教师手指小猫问 What's this? 学生回答 It's a cat. 手指盒子说 This is a box. 让学生重复这个句子。播放第1部分的录音,让学生跟读。

拿出你准备的盒子放在课桌上。把玩具猫或者图画放在盒子上面说 On the box. The cat is on the box. 让学生重复2遍。把玩具猫或者图画放在盒子里面说 In the box. The cat is in the box. 学生跟读。把玩具猫或者图画放在盒子下面说 Under the box. The cat is under the box. 学生跟读。

现在,把玩具兔子放在课桌下面。问是否有人能说出兔子在哪里。等待学生回答,如果没有人回答,教师说 Where is the rabbit? The rabbit is under the desk.

把兔子放在桌子上,然后放在桌子里,重复上面的过程。每次都问 Where is the rabbit? 如果学生不能主动回答,帮助他们回答这个问题。

指着黑板上大写的 IN, ON, UNDER, 让学生朗读。

## 2. Let's play!

Open books to page 10, Part 2. Play the audiotape for this part and follow along.

Ask comprehension questions:

**What is Li Ming holding?**

**What is he doing with the rabbit?**

**What does Danny say? Is he correct?**

Ask for three volunteers to come forward. One volunteer plays Danny. The other two hold the stuffed rabbit (or a picture of rabbit). Danny looks away and asks: **Where is the rabbit?** The two volunteers put the rabbit on, in or under the desk. The class all clap hands and chant: **Where is the rabbit? Where is the rabbit?** The person playing Danny looks and tells where it is.

## 3. What's in the box?

Ask the students to look at Part 3, page 11. Play the audiotape. Follow along. Make sure the students know what the game is. Danny hides something and Jenny asks questions to see if she can guess what it is. When you are sure the students know how the game is played. Ask a student to explain the game, using Chinese.

## 4. Letters and sounds

Explain that you will give the students some help from time to time with sounds and how to say them correctly. Ask them to look at Part 4, page 11 in the student book. Ask the students to say the four letters along the left side of the graphic (m n l i). Say the letters aloud twice and then ask the whole class to repeat after you. Look at each picture and say the word, then have the class repeat after you.

Play a short game of **I Spy**. Use the four consonant sounds as your guide. You say: **I spy something and it starts with m!** The students look around and find something in the room that starts with this letter.

## CHECK FOR UNDERSTANDING

Time for some fun. Divide the class into groups of 5 or 6 students. Give each a box and some pictures of various animals they have learned so far. The students should review the game in Part 3. When they are ready, they play the game in their groups. One person hides a toy animal or picture of one, and then answers questions as the others try to guess what it is. Make sure you visit the groups and help those who do not appear to understand fully.

## CLASS CLOSING

Remind the students of their hard work today. At the next class, they are going to learn about a rabbit that got stuck and how his friends saved him.

## 2. Let's play!

打开教科书第 10 页第 2 部分。播放本部分录音，一起跟读。

问以下理解性问题：

What is Li Ming holding?

What is he doing with the rabbit?

What does Danny say? Is he correct?

让三名自告奋勇者到教室前面。一名扮演 Danny，另外两名举起玩具兔子（或者兔子图画）。Danny 看着别处问 Where is the rabbit? 另外两人把兔子放在课桌上、课桌里或者课桌下面。班上所有其他同学一起拍手并说唱 Where is the rabbit? Where is the rabbit? 那个扮演 Danny 的学生转过头来寻找兔子并说出兔子的位置。

## 3. What's in the box?

让学生看 11 页的第 3 部分。播放录音，让学生跟读。确保学生知道这是什么游戏。Danny 藏起某个东西，让 Jenny 通过问问题猜出这是什么东西。学生懂得游戏的玩法后，选择一名学生用汉语解释游戏。

## 4. Letters and sounds

告诉学生你会不时地帮助他们正确发音。让他们看 11 页的第 4 部分。让学生读图表左栏的四个字母 (m n l i)。教师大声朗读这些字母 2 遍，让学生跟读。看图画，读单词，让学生跟读。

进行一个简短的游戏 I Spy, 用这四个辅音作为指导。教师说 I spy something and it starts with m! 学生在教室内找出以该字母开头的东西。

## 巩固检验

拿出时间来娱乐一下。把全班分为 5 人或 6 人小组。给每个小组一个纸盒和学过的动物图画。让学生复习第 3 部分中的游戏。做好准备后，在小组内进行游戏。一个学生把玩具动物或者图画藏起来，并回答进行猜测的学生的问题。教师在教室内走动，以帮助那些不能完全理解的学生。

## 结束课堂教学

表扬学生今天所做的努力。下节课，他们将学习一只陷到泥里的兔子怎样被同伴救出来的故事。

# Lesson 6 Can I Help You?

**Lesson 6 Can I Help You?**

**Story time**

1 Help! Help!

2 What happened? I'm stuck.

Can I help you? Yes, please.

3 Pull! Pull!

Ouch!

4 What happened? I'm stuck.

Can I help? Yes, please.

5 Pull! Pull!

Ouch!

6 What happened? I'm stuck.

Can I help? Yes, please.

7 Pull! Pull!

Ouch!

8 What happened? I'm stuck.

Can I help? Yes, please.

9 Pull! Pull!

Ouch! My ears!

10 I'm out! Thank you!

You're welcome. We are friends.

12

**★ Talk and act**

- Who helps the rabbit?
- Act out the story.

13

## TEACHING GOALS

1. Students will be able to aurally understand the story with the aid of pictures and teacher support.
2. Students will be able to understand the story with the aid of pictures and teacher support.
3. Students will be able to read aloud the story with the aid of pictures and teacher support.
4. Students will be able to act out the story with the aid of pictures and teacher support.

## TEACHING PREPARATION

audiotape or multimedia CD

# 第6课 我可以帮你吗?



MY TEACHING NOTES

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## 教学目标

1. 学生能在图片和教师的帮助下听懂故事。
2. 学生能在图片和教师的帮助下读懂故事。
3. 学生能在图片和教师的帮助下朗读故事。
4. 学生能在图片和教师的帮助下表演故事。

## 教学准备

录音机或教学光盘

## CLASS OPENING AND REVIEW

### Greeting

Greet your students as they enter the classroom. When they are settled, tell them today, they are going to listen to, and read, a story about a rabbit that got stuck in mud. One person could not help the rabbit, neither could two, three or four. But in the end, six friends, all pulling in the same direction are able to set the rabbit free.

### Lesson Hook

Don't give up if the job seems too hard. Sometimes, you cannot do it alone and you need to get some help. Let's read a story and find out how it all turns out in the end for a rabbit stuck in mud.

## NEW CONCEPTS

Story time: *Can I Help You?*

### Prepare to Read

#### • Lead-in •

Tell your students that this story can teach a really good lesson. Talk about stories. Ask: **Do you like to read and hear stories? Do you like funny stories or sad stories? What do you like about stories? Is it the people in the stories? Or is it finding out what happens?**

#### • Look and talk about it •

Refer the students to page 12 in the student book. You need to do some pre-reading work here to make sure that your students have a basic comprehension of the story plot before you actually read the story. A good way to do this is to go through each panel in the story and talk about what is happening. You may use Chinese in this part of the lesson. Allow the students to respond in Chinese. Whenever you can, say the accompanying English words but the main purpose of this part is to facilitate understanding.

Panel 1

**What is happening? What problem does the rabbit have?**

Panel 2

**Who comes along? What does he offer to do?**

Panel 3

**Does the rabbit like the farmer pulling on his ears? Why?**

Panel 4

**Who comes along next?**

Panel 5

**What is happening? Are they having any success?**



## 开始上课和复习

### 问候

学生进入教室的时候问候他们。就坐后，告诉他们今天将要听、读一个故事。故事是关于一只陷到泥里的兔子。一个人无法帮助这只兔子，两个、三个、四个也不行。最后，六个好朋友齐心协力朝一个方向努力才把兔子救出来。

### 课文导入

如果遇到困难，不要放弃。有时候你自己不能做成的事情，可以寻求帮助。咱们阅读一个故事，看看陷到泥里的这只兔子最后怎么样了。

### 新概念

故事时间：Can I Help You?

### 读前活动

#### • 导入 •

告诉学生这个故事很有教育意义。讨论故事。问 Do you like to read and hear stories? Do you like funny stories or sad stories? What do you like about stories? Is it the people in the stories? Or is it finding out what happens?

#### • 看图讨论 •

让学生看教科书第 12 页。此时教师需要做些准备工作，以保证学生在你真正读故事前对故事情节有基本的了解。利用各幅图画来讨论故事梗概是个不错的方法。进行这部分教学步骤时可以使用汉语。允许学生用汉语回答。可能的时候，可以辅助英语单词，但此部分教学的主要目的是帮助学生理解。

图 1

What is happening? What problem does the rabbit have?

图 2

Who comes along? What does he offer to do?

图 3

Does the rabbit like the farmer pulling on his ears? Why?

图 4

Who comes along next?

图 5

What is happening? Are they having any success?

Panel 6

**Who comes along next?**

Panel 7

**What is happening? Are they having any success?**

Panel 8

**Who comes along next?**

Panel 9

**What is happening? Are they having any success?**

Panel 10

**What happens? Is the rabbit happy? What do the cow and the duck tell the rabbit?**

## Read the Story

Your students now have a good understanding of the plot and action of the story. Now, it's time for them to hear it read aloud. Read the whole story to them, slowly and with actions and gestures. Ask the students to follow along with you as you read.

Play the audiotape again, your students follow along, but do not read aloud yet. You can stop and start the tape to explain a word or to repeat a word. Play the tape a second time, but this time the students follow along and read aloud. Do not worry about pronunciation. Your goal is to get them to read aloud and to take pleasure in doing so.

### • Read aloud in groups •

Divide the class into group of four or five. Explain that you want them to take turns reading the story to each other. One student reads it, then the next, and so on. Allow plenty of time for this. Move around the room and help those students who are afraid to read or are having trouble with the words. Encourage everyone and tell them that you care less about their pronunciation and a lot more about the fact that they are trying to read in English.

### Teaching Tip



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

## After Reading

### • Talk about the story •

Take a few minutes to talk about the story. Ask the students:

**Is it always possible to do something without help?**

**Would you help a friend who is having some problems?**

图 6

Who comes along next?

图 7

What is happening? Are they having any success?

图 8

Who comes along next?

图 9

What is happening? Are they having any success?

图 10

What happens? Is the rabbit happy? What do the cow and the duck tell the rabbit?

## 阅读活动

现在学生对故事的背景和情节都有了很好的理解。该给他们朗读故事了。教师把整个故事朗读给学生，速度要慢，辅以动作和手势。期间让学生跟着你一起做。

播放故事录音，再次让学生跟读，但不要大声朗读。教师可以暂停录音来解释某个词或者重复某个词。再次播放录音，让学生大声跟读。不要过于担心发音，目的是让学生朗读，并乐在其中。

### • 分组朗读 •

把全班分为四人或者五人小组。告诉他们要轮流朗读故事。逐个学生朗读。给予学生足够的时间。在教室内走动，以帮助那些不敢朗读或者在词汇方面有困难的学生。鼓励学生，告诉他们比起读音来，努力用英语进行朗读更为重要。

### 教学提示



在每个故事中，学生都会接触到大量超出课标要求的词汇和短语。因为这些额外词汇构成了典型的英语会话所不可或缺的部分，故而学生有必要从初学时便多听这些表达。这些接触词汇和短语在一定程度上还能够让学生自然的好奇心指导其语言学习。就这些接触词汇引导和鼓励学生回答问题的过程中，教师可以自行决定是采取演示、翻译还是举实例的方式，讲明这些词的意义。

## 读后活动

### • 讨论故事 •

利用几分钟的时间讨论故事。问以下问题：

Is it always possible to do something without help?

Would you help a friend who is having some problems?

What is the main lesson we can learn from this story?

## CHECK FOR UNDERSTANDING.....

Refer the students to Talk and act. Tell them to read the question and answer it in written form.

### • Role Play •

Divide the class into groups of seven. Each student in the group takes one of the seven roles and acts it out with dialogue and action. Give plenty of time to prepare and then present to the class.

## CLASS CLOSING.....

Tell your students that stories are a great way to learn many useful lessons about life. Remind them that sometimes it can seem really hard to do something (learn English, for example) but with friends and a lot of help, anything is possible.

What is the main lesson we can learn from this story?

## 巩固检验

看 Talk and act 部分。让学生阅读问题并以书面形式回答问题。

### ● 表演故事 ●

把全班分为七人小组。每个学生担当故事中的一个角色，表演对话和动作。给予学生足够的时间进行准备，然后表演。

## 结束课堂教学

告诉学生通过故事可以学到很多生活道理。有时候有些事情似乎真的很难（例如学英语），但是只要有朋友、有帮助，所有困难都会迎刃而解。

# Again, Please!

## Again, Please!

### 1 Listen and talk.

1 What's this?

It's a cow.

2 Can a cow fly?

No, it can't. A bird can fly.

3 Is this a chicken?

Yes, it is.

4 Can a chicken swim?

No. A duck can swim.

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### 2 Listen and circle.

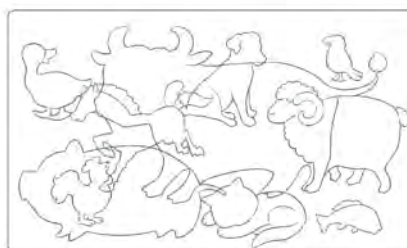
1

2

3

4

### 3 Find and write.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

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### 4 Look, read and write.

Is this a \_\_\_\_\_? Yes, it is.  
Can it \_\_\_\_\_? Yes, it can.

Is this a bird? \_\_\_\_\_, it is.  
Can it run? \_\_\_\_\_, it can't.

Where is the dog?  
It's \_\_\_\_\_ the chair.

Where is the cat?  
It's \_\_\_\_\_ the desk.

#### Word list

under  
fish  
No  
on  
swim  
Yes

### 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		

16

The final lesson in each unit is a review, summation lesson. It is your chance to allow the students to show success and to review all they have learned so far. Do not treat it as a test. Take some time to talk with the students about all the things they have learned so far. Do not simply review, but have a good discussion with them in Chinese. You can ask simple questions and expect answers.

Tell the students that Part 5 allows them to decide on their own how they feel they are doing so far.

## 1. Listen and talk.

Play the audiotape once. Then, talk about the story and what is happening. Listen a second time to the tape, then read the story

# 请再做一遍！



## MY TEACHING NOTES

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每单元的最后一课是复习、总结课。这时应抓住机会让学生展示一下他们学到的知识并进行复习。不要视之为测验。拿出时间和学生讨论所学的内容。除了复习，用汉语和学生进行很好的交流。你可以和他们进行简单的问答。

告诉学生第 5 部分让他们自主评价到目前为止自己的学习水平。

### 1. Listen and talk.

播放本部分录音，讨论故事中发生了什么。再听一遍录音，然后把故事读给学生。

to the students. Ask for volunteers to take the roles of the characters in the story and have them read the story while the others listen and enjoy. The audiotape says:

Danny: **What's this?**

Li Ming: **It's a cow.**

Danny: **Can a cow fly?**

Li Ming: **No, it can't. A bird can fly.**

Danny: **Is this a chicken?**

Li Ming: **Yes, it is.**

Danny: **Can a chicken swim?**

Li Ming: **No. A duck can swim.**

Ask the following questions:

**What is Li Ming pointing to in Panel 1?**

**Can a cow fly?**

**Can a bird fly?**

**What is Li Ming pointing to in Panel 4?**

## 2. Listen and circle.

This is a listen and do what you hear activity (in this case circle). Play the audiotape and tell the students to circle the correct answer, according to the instructions.

The audiotape says:

- 1. What's this? It's a dog. Circle the dog.**
- 2. Is this a horse? Yes, it is. Circle the horse.**
- 3. Can a duck swim? Yes, it can. Circle the duck.**
- 4. What animals can fly? Birds can fly. Circle the bird.**

## 3. Find and write.

This activity requires the students to look at the picture. They try to find the animals in the picture and write the correct animal word in the numbered blanks.

## 4. Look, read and write.

Explain how to do this exercise. Look at the picture. Read the sentence beside each picture and fill in the blanks using the word list.

You can help the students by showing an example on the board before they begin.

## 5. How am I doing?

Talk a bit more about what it means to ask and then tell yourself how well you feel you are doing. Tell them that they should be honest and give themselves only as many stars as they truly believe they should receive.

This is formative evaluation, mainly based on students' participation in various activities. The main forms are students' self-evaluation and peer evaluation. This is to evaluate students' listening, speaking, reading and writing in school and at home.

Before evaluating, you should let the students know the criteria. Suggested evaluation criteria:

Suggested evaluation criteria:



让自告奋勇者分角色朗读故事。录音内容如下：

Danny: What's this?

Li Ming: It's a cow.

Danny: Can a cow fly?

Li Ming: No, it can't. A bird can fly.

Danny: Is this a chicken?

Li Ming: Yes, it is.

Danny: Can a chicken swim?

Li Ming: No. A duck can swim.

问以下问题：

What is Li Ming pointing to in Panel 1?

Can a cow fly?

Can a bird fly?

What is Li Ming pointing to in Panel 4?

## 2. Listen and circle.

这是听做活动（此题中要求圈出答案）。播放录音，让学生听录音，根据说明圈出答案。

录音内容如下：

1. What's this? It's a dog. Circle the dog.

2. Is this a horse? Yes, it is. Circle the horse.

3. Can a duck swim? Yes, it can. Circle the duck.

4. What animals can fly? Birds can fly. Circle the bird.

## 3. Find and write.

此活动要求学生看图，找出图中的动物并在数字标号后面写出正确的单词。

## 4. Look, read and write.

解释如何完成这个练习。看图，读句子，根据词表填空。

学生开始做之前，教师可以在黑板上给出例子以提供帮助。

## 5. How am I doing?

和学生讨论一下评价表的含义，让学生对自己的表现进行反思。告诉自己要诚实，给予自己的星星数目的确是自己该得的。

这是形成性评价，以学生平时参与各种学习活动的表现为主要依据，以学生的自我评价和同学间的互相评价为主要评价方式。评价学生在学校以及家里的听、说、读、写情况。

在开始评价前，首先要让学生知道评价的标准。

评价标准建议：

● **Listening:**

- ☆☆☆ can understand listening materials and respond quickly and correctly.
- ☆☆ can respond correctly to the language materials.
- ☆ can understand listening materials and respond correctly with others' help.

● **Speaking:**

- ☆☆☆ can imitate recorded English with very clear and correct pronunciation and intonation;  
can actively practice and correctly use what is learned;  
can sing English songs and chants correctly.
- ☆☆ can imitate recorded English with clear and correct pronunciation and intonation;  
can practice and use what is learned;  
can sing English songs and chants.
- ☆ can imitate recorded English with acceptable pronunciation and intonation;  
can use what is learned correctly with others' help;  
can sing English songs and chants following the audiotape.

● **Reading:**

- ☆☆☆ can read pictures with words;  
can recognize and read learned words and phrases correctly;  
can read and understand simple short stories with the help of pictures.
- ☆☆ can read pictures with words;  
can read most of the learned words and phrases;  
can read and understand most of the simple short stories with the help of pictures.
- ☆ can read pictures with words;  
can read learned words and phrases with others' help;  
can read and understand simple short stories with the help of pictures and others.

● **Writing:**

- ☆☆☆ can write letters and words correctly; actively complete teachers' assignment with normal and neat handwriting.
- ☆☆ can correctly write letters and words; complete teachers' assignment on time, with almost normal and neat handwriting.
- ☆ can correctly write letters and words; complete teachers' assignment urged by others, with acceptably normal and neat handwriting.

Students can record respectively their performances in school and at home. 10 ~ 12 stars = A; 7 ~ 9 stars = B; 1 ~ 6 stars = C.

This activity can be done after class, if time is limited in class.

## **For the Teacher: Suggestions for Evaluating the Students**

### **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 drill for the whole class in comprehension or pronunciation.

●听:

☆☆☆ 能听懂语言材料并迅速做出正确反应。

☆☆ 能根据所听到的语言材料做出正确反应。

☆ 在他人的帮助下, 能听懂语言材料, 并做出正确反应。

●说:

☆☆☆ 能根据录音模仿说英语, 语音语调清晰、正确;

能积极主动练习并正确运用所学内容;

能正确唱所学英语歌曲, 说歌谣。

☆☆ 能根据录音模仿说英语, 语音语调较正确;

能练习并运用所学内容;

能唱出所学英语歌曲, 说出歌谣。

☆ 能根据录音模仿说英语, 语音语调基本正确;

在他人的帮助下, 能正确运用所学内容;

能随录音唱所学英语歌曲, 说歌谣。

●读:

☆☆☆ 能看图识字;

能正确认读所学词语;

能在图画的帮助下读懂、朗读故事。

☆☆ 能看图识字;

能基本认读所学词语;

能在图画的帮助下基本读懂、朗读故事。

☆ 能看图识字;

在他人的帮助下认读所学词语;

能在图画和他人的帮助下读懂、朗读故事。

●写:

☆☆☆ 能正确书写单词; 积极主动完成老师布置的作业, 书写规范、整洁。

☆☆ 能正确书写单词; 按时完成老师布置的作业, 书写较规范、整洁。

☆ 能正确书写单词; 在他人的督促下, 完成老师布置的作业, 书写基本规范、整洁。

学生可分别记录在校、家的情况。得 10~12 颗星为 A; 得 7~9 颗星为 B; 得 1~6 颗星为 C。

如课上时间有限, 学生自评和互评可以在课下完成。

**评估学生的建议 (供教师参考)**

**注意特殊问题**

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。

## **GRADE ORAL COMPREHENSION**

Based on your observations of the students' participation in **Again, Please!** and throughout the unit, award points as follows:

- 1 point: The student demonstrates little or no comprehension.
- 2 points: The student understands some words and can use some nonverbal signals to express meaning (such as nodding head or pointing).
- 3 points: The student can understand and speak about two thirds of the material. There may, however, be uncertainty or poor pronunciation.
- 4 points: The student can understand and speak about eighty percent of the material with reasonable pronunciation.
- 5 points: The student participates with confidence and can speak and understand ninety percent or more of the material.

### **给口语理解评分**

以教师对学生在复习课和整个单元的表现的观察为依据，按如下方式打分：

- 1 分：理解很困难或完全不能理解的学生。
- 2 分：能够理解一些单词并能通过一些非语言动作表达意思的学生（如点头或手指事物）。
- 3 分：能够理解并能表达三分之二的内容，但是显得信心不足或发音不准确的学生。
- 4 分：能够理解并能用正确发音表达百分之八十内容的学生。
- 5 分：信心十足，积极参与，并且能够表达和理解百分之九十或更多内容的学生。

# Unit 2

## Animals at the Zoo



### General Goals for Unit 2.....

This unit builds on material learned in the preceding term, and provides opportunities to acquire new vocabulary and listening and speaking skills. Students will acquire vocabulary to talk about animals and where they live and what they eat.

Students are encouraged to use their language skills to speak, answer questions (orally and written); to enjoy reading and listening to a story; to work in small groups to demonstrate language comprehension and use.

Unit 2 has six lessons and a review lesson.

### Specific Goals for Unit 2.....

#### Knowledge and Skills

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:

**zoo, panda, monkey, elephant, big, small**

**tiger, bear, long, short**

**one, two, three, four, five, six, seven, eight, nine, ten**

**river, tree, grass**

**banana**

2. Students will be able to understand and respond orally to these phrases and sentences:

**It's long. It's short.**

**How many... are there?**

**There are...**

**Where does a... live?**

# 第2单元

## 动物园里的动物



### 第2单元总目标

本单元以前面的知识为基础，让学生学会新的词汇，提高听说技能。学生会习得用来谈论动物，以及动物住处和他们所吃食物的词汇和语句。

鼓励学生用学到的语言技能来表达并回答问题（口头和书面）；快乐阅读和听故事；小组协作展示对语言的理解和运用。

第2单元共有6课新课和1节复习课。

### 第2单元具体目标

#### 知识与技能目标

1. 学生能听懂、会说、认读和书写下列词汇：

zoo, panda, monkey, elephant, big, small

tiger, bear, long, short

one, two, three, four, five, six, seven, eight, nine, ten

river, tree, grass

banana

2. 学生能理解并口头运用下列用语和句子：

It's long. It's short.

How many... are there?

There are...

Where does a... live?

**In a...**

**What do they eat?**

3. Students will become familiar with the rules of pronunciation for the letters **s, z, x** and **o** in words.
4. Students will be able to understand the story *The Clever Monkey* with the aid of pictures and teacher support. And act it out.
5. Students will be able to sing the songs and chants in this unit:

*Big and Small*

*The Zoo Is Fun*

## Learning Strategies

Students will acquire and utilize the following basic learning strategies:

1. Listen carefully and think positively in classroom activities;
2. Consistently review and induct new concepts and knowledge;
3. Take the initiative to ask the teacher or classmates for help;
4. Build strong connections between words and phrases, and relevant subject matter;
5. Make use of opportunities to communicate in English;
6. Recognize and apply rules of pronunciation in reading, writing and speaking.

## Affect and Attitude

Students are encouraged to:

1. Experience the fun in English learning;
2. Imitate sounds of speech and take risks when speaking;
3. Take an active interest and participate in all English activities;
4. Cooperate with other students in group activities.

## Resources Teachers Need for Unit 2.....

- A large zoo animal poster, or several large pictures, displaying the animals for this unit and their English names.
- Vocabulary cards for this unit.
- Animal prop hats for: monkey, wolf and sheep



In a...

What do they eat?

3. 学生能了解字母 s, z, x 和 o 在单词中的发音及其规则。
4. 学生能在图画和老师的帮助下，听懂、读懂、表演故事：The Clever Monkey
5. 学生能唱本单元的歌曲和歌谣：

Big and Small

The Zoo Is Fun

## 学习策略目标

帮助学生形成以下基本的学习策略：

1. 在课堂交流中，注意倾听，积极思考；
2. 对所学的内容能够主动复习和归纳；
3. 遇到问题时，能主动向老师或同学请教，并获得帮助；
4. 在词语与相应事物之间建立联系；
5. 积极运用所学的英语进行表达和交流；
6. 在读、写、说中发现和运用语音规律。

## 情感态度目标

鼓励学生做到：

1. 能体会到英语学习的乐趣；
2. 乐于模仿，敢于开口；
3. 对各种英语学习活动有兴趣，能积极参与；
4. 在小组活动中能与其他同学积极配合。

## 第2单元所需教具

- 一幅动物园的大张贴画或几幅动物大图画，用来展示本单元的动物及其英语名称。
- 本单元所学的词汇卡片。
- 猴子、狼和羊的头饰。

# Lesson 7 At the Zoo

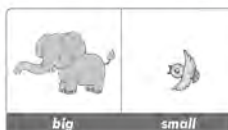
## Lesson 7 At the Zoo

### 1 What's this?



18

### 2 Big or small? Fat or thin?



The elephant is big.  
The bird is small.



The panda is fat.  
The monkey is thin.

### 3 Let's do it!



Animals	
a. small	cat
b. big	
c. thin	
d. fat	

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## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **zoo, panda, monkey, elephant, big, small**
2. Students will be able to say which animals are big or small, fat or thin.

## TEACHING PREPARATION

Your students have been learning about farm and domestic animals in the last unit. Now, they are going to learn about some wild animals. Before class, you need to create some pictures of animals in the wild and in zoos. For this lesson you will need pictures of pandas, monkeys and elephants. You can post some pictures around your class to add to those already posted from the last unit.

# 第7课 在动物园里



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: zoo, panda, monkey, elephant, big, small
2. 学生能说出哪些动物大或小、胖或瘦。

## 教学准备

学生已经在上单元学过了农场及农场动物。现在要学一些野生动物了。上课前, 教师需要创作一些野生动物和动物园里的动物图画。本课需要熊猫、猴子和大象的图画。教师可以继续充实教室内张贴的图画。

You will need:

- audiotape or multimedia CD
- pictures of pandas, monkeys, elephants and zoos
- flash cards
- some objects that are big, small, fat and thin

## CLASS OPENING AND REVIEW

### Greeting

As the students come to class you can play any of the songs from the previous unit. When they have settled in their seats, greet them and introduce the new unit. Talk briefly about what animals they already know. Try to have the students see that there are farm and domestic animals and animals in the wild. Ask for examples of both types.

See who has visited a zoo. What did they see there? Was it fun? What was the best thing they did at the zoo?

### Lesson Hook

Let's go on a trip to the wild and learn about the animals that live there. Some of them, we can also find in zoos.

## NEW CONCEPTS

### 1. What's this?

Ask the students to open their books to page 18 and look at the pictures for Part 1. What do they see? Can they tell you the names in Chinese for the three types of animals there? (giraffe, zebra, elephant)

Talk about the picture. Where is it? It looks wild, but it is really a zoo. Point to the word **zoo** and say it aloud twice. Ask the students to repeat it.

Now, look at each of the three pictures below. Point to the panda and say **panda**. Ask the students to repeat after you. Ask what they know about pandas. They should be able to tell you that they live in China. What colour is a panda? Do you like pandas? Take some time to talk about protecting the panda.

Repeat the process for **monkey** and **elephant**.

Ask for a volunteer to come forward. Give him/her a picture of each of the three animals. Write **panda, monkey, elephant** on the board. Ask the volunteer to say each animal word and hold up the correct picture.

教师准备：

- 录音机或教学光盘
- 熊猫、猴子、大象和动物园的图画
- 词汇卡片
- 一些用来对比大小、胖瘦的实物

## 开始上课和复习

### 问候

当学生走进教室的时候，教师可以播放前面学过的歌曲。学生就坐后，问候他们并介绍新的单元。简要讨论一下学过的动物。让学生明白除了农场圈养的动物还有野生动物。举例说明。

问问谁去过动物园，在那里看到了什么？有趣吗？在动物园里做的最有意思的事情是什么？

### 课文导入

让我们进行一次野外旅行吧！我们去了解生活在那里的野生动物，有些我们在动物园里也可以见到。

## 新概念

### 1. What's this?

让学生翻开教科书第 18 页看第 1 部分。他们看到了什么？能用汉语说出这三种动物是什么吗？（长颈鹿、斑马、大象）

讨论这幅大图。这是哪里？看上去像是野外，实际上这是在动物园。指着 zoo 这个单词大声朗读 2 遍。让学生跟读。

现在看下面的三幅小图。指着熊猫读 panda。让学生跟读。问学生对于熊猫知道些什么。学生会回答熊猫生活在中国。熊猫是什么颜色的？你们喜欢熊猫吗？留出时间来讨论如何保护熊猫。

用同样的步骤学习 monkey 和 elephant。

让一名自告奋勇者到教室前面来。给他 / 她每种动物的图卡。把 panda, monkey, elephant 写在黑板上。让这个学生读出每个单词，同时举起相应的图卡。

## Teaching Tip



### Big, Small / Fat, Thin

Get some small plastic fruit (easy to find) and some real fruit and use these to demonstrate the concept of big/small. Bring balloons to class. The balloons are thin when there is no, or little air in them. Blow them up to demonstrate fat. Use your imagination and be creative with the kinds of things you bring to demonstrate difficult concepts and ideas.

## 2. Big or small? Fat or thin?

Look in the student book at Part 2. What do they see? Some students should be able to tell you. Point to each panel and ask: **What is it? Is it a...?**

Now, teach the students **big**, **small**. Put a big object and a small object side by side. Point to the big one and say **big**. Write the word on the board. Say it a few times and ask for repeats. Now, point to a small object and say **small**. Write the word on the board. Say it a few times and ask for repeats.

Use gestures to demonstrate **big** and **small**. Walk around the room and point to something big, then point to something small. Say the words as you point. After a few demonstrations, hold up a big object and ask: **Big or small?** Students should begin to get the concept and answer you.

Play the audiotape for Part 2. Listen to it twice. Follow along in the student books.

Now, teach the students: **fat** and **thin**. Point to the pictures and say the words aloud. Ask the students to repeat for you. Point to the panda, make a big gesture pretending to show a fat stomach. Point to the monkey, make a gesture showing thin stomach.

## 3. Let's do it!

Look at Part 3 in the student book. Explain how to do the activity. Use the first one as an example. Point to the cat and say: **The cat is small**. Then point to the animal chart. Beside the word **small** the word cat has been entered. Tell the students they are to complete the activity by drawing something big in (b), something thin in (c), and something fat in (d). Give the students time to complete the activity. Go around the class and help students.

## CHECK FOR UNDERSTANDING.....

Hold up a variety of your pictures. As you show a picture, say **Big or small? Thin or fat?** Give the students time to answer and correct when necessary.

Show animal pictures and ask: **What is it?**

### 教学提示



#### Big, Small / Fat, Thin

找一些塑料水果（容易找到的）和一些真的水果来展示 big/small 概念。带一些气球到班上，当气球里面空气稀少或没有空气的时候会干瘪（thin）。把气球吹大展示 fat 的含义。运用你的想象力和创造力，用各种各样的实物来展现难以理解的概念。

## 2. Big or small? Fat or thin?

看教科书第 2 部分。看到了什么？有些学生应该能够回答。手指每幅图画问 What is it? Is it a...?

现在教授 big 和 small。并列放一个大的物体和一个小的物体。指着那个大的说 big。把这个词写在黑板上。读几遍，让学生跟读。再指着小的物体说 small。把这个词写在黑板上。读几遍，让学生跟读。

用手势表示 big 和 small 的概念。在教室内走动，边指出大的物体和小的物体边说出单词。演示几遍后，举起一个大的物体问：Big or small? 学生应该理解了大和小的概念并回答问题。

播放第 2 部分录音。播放 2 遍。让学生跟读。

现在教授 fat 和 thin。手指图画大声朗读单词。让学生跟读。指着熊猫，然后用手势表示有一个肥胖的肚子。手指猴子，然后用手势表示很瘦的肚子。

## 3. Let's do it!

看教科书第 3 部分。解释活动的做法。以第 1 个为例。手指小猫说 The cat is small. 然后手指右面的动物表格。表中 small 这个词的旁边已经填入了 cat。告诉学生要在 (b) 圈中画出大的动物，(c) 圈中画出瘦的动物，(d) 圈中画出胖的动物。给予学生一定的时间完成活动。在教室内走动，给学生帮助。

## 巩固检验

举起不同的图画。每举起一张问 Big or small? Thin or fat? 给学生时间回答，必要时进行纠正。

出示动物卡片问：What is it?

### Teaching Tip



Pictures the students draw themselves can be excellent teaching tools for learning new English phrases not only because they are graphics representing words, but because they are personalized graphics!

## CLASS CLOSING

Remind the students of their hard work and effort today. Tell them that the next class will be very interesting as they are going to learn about some wild animals that can be dangerous.



### 教学提示



学生自己画的图画可以作为学习新词汇的优秀教具，不仅因为使词汇配图呈现而且因为这些图画都是个性化的！

## 结束课堂教学

表扬学生今天所做的努力。告诉他们下节课会非常有趣，因为要学习一些会有危险性的野生动物。

# Lesson 8 Tigers and Bears

## Lesson 8 Tigers and Bears

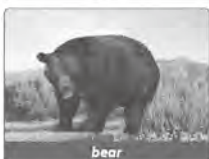
### 1 What's this?



tiger



wolf



bear



snake

### 2 Let's sing!

**Big and Small**

1=D  $\frac{3}{4}$

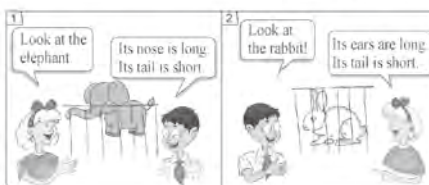
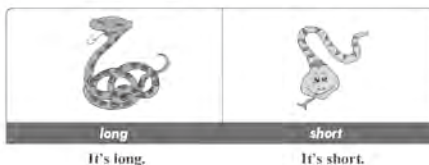
1 1 3 5 - - | 5 5 4 | 3 - - | 6 - 6 | 5 - - |  
 Big as a bear, small as a bird! Big, big bear.

5 - 5 | 5 - - | 1 1 3 5 5 - | 5 5 4 | 3 - - |  
 Small, small bird. Big as a ti- ger, small as a cat!

6 - 8 | 5 5 - | 5 - 2 3 | 1 - - | 5 - 7 | 1 - - |  
 Big, big ti- ger. Small, small cat. Small, small cat.

20

### 3 Long or short?



### 4 Let's play!



21

## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **tiger, bear, long, short**
2. Students will be able to recognize, understand and use the construction: **It's long. It's short.**
3. Students will learn and be able to sing: **Big and Small**

## TEACHING PREPARATION

Before class, you will need to prepare pictures of tiger, wolf, bear, and snake. Label the pictures.

Remember to post pictures from the previous lesson in your classroom.

# 第8课 老虎和熊



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: tiger, bear, long, short
2. 学生能认读、理解并使用下列句式: It's long. It's short.
3. 学生能唱歌曲: Big and Small

## 教学准备

上课前, 教师需要准备老虎、狼、熊和蛇的图画, 并标注英语。  
记得往教室的墙上增加上节课的动物图画。

Bring a variety of things that you can compare for long and short. Have a ball of string and cut a variety of long and short pieces.

You will need:

- audiotape or multimedia CD
- string cut into long and short pieces
- pictures of tiger, wolf, bear, snake
- flash cards for these animals

## CLASS OPENING AND REVIEW

### Greeting

As your students enter the classroom, play the audiotape for the song *Big and Small*. Be sure to have some of your new animal pictures on display as well.

Greet your students and ask them if they have ever seen a tiger/wolf/bear/snake. Some of your students will have seen these in zoos.

### Lesson Hook

Today, we are going to learn how to talk about some very big wild animals. Don't be afraid. Most of us will never see these animals in the wild. But we can see them in a zoo.

## NEW CONCEPTS

### 1. What's this?

Show your large animal pictures with the labels. Show each picture and say the word. Ask the students to repeat the word. Go through all four new animals. Take the time to ensure that most students can say the words.

As you show each picture, you can talk about the animals. Ask questions to see what the students know about each animal. Are they afraid of these animals? Do we eat these animals? Can you find them in China? Three of them have legs, but one of them gets around by sliding on the ground.

Lay the pictures on the desk and ask for students to come forward. You say the animal name and a student shows the picture.

Open the student books to page 20. Go through the pictures again. Point to a picture and ask: **Is it a...?** Wait for answers.

### 2. Let's sing!

Gather your students in a circle. Review **big** and **small**. You can ask questions such as: **Is a bear big? Is a snake big or small? What about a bird? Big or small? A tiger? A cat?**

带一些可以比较长短的实物。带一个线球，剪几条长线和几条短线。

教师准备：

- 录音机或教学光盘
- 长线和短线
- 老虎、狼、熊和蛇的图画
- 动物词汇卡片

## 开始上课和复习

### 问候

学生进入教室的时候，播放 Big and Small 的歌曲录音。确保把新的动物图画张贴好。

问候学生，问他们是否见过老虎、狼、熊和蛇？有些学生也许在动物园里见过这些动物。

### 课文导入

今天，我们将要学习如何讨论一些大的野生动物。不要害怕，我们或许永远不会在野外见到这些动物。但是我们可以在动物园里见到它们。

## 新概念

### 1. What's this?

展示大的动物图画。展示每张图画的时候读出单词。让学生跟读。依次学习这四种新的动物。确保大部分学生能够读出单词。

展示图画的时候可以对动物进行讨论。问问题看学生对这些动物都知道些什么。他们害怕这些动物吗？他们吃这些动物吗？在中国会看到这些动物吗？其中三种动物有腿，一种是在地上滑行的动物。

把图画放在桌子上，叫几个学生到前面来。教师说出动物名称，学生选出相应的图画。

打开教科书第 20 页。浏览图画，指着每幅图画问 Is it a...? 让学生回答。

### 2. Let's sing!

让学生围坐成一个圈，复习 big 和 small。可以问以下的问题：Is a bear big? Is a snake big or small? What about a bird? Big or small? A tiger? A cat?

Now, let's learn a fun song about big and small animals. Play the song twice and listen for enjoyment. Practise making gestures to show big and small. Hold your hands really wide for big, and really close for small. When the students can do the actions, tell them to listen to the song. When the words are about big, the students do their big gestures. When the words are about small, they do their small gestures. Play the song, have the students move around the room and act out the big and small parts.

### 3. Long or short?

Open the student books to page 21. Point out the two snakes. Say the words below the graphics: **Long. It's long. Short. It's short.** Make gestures to show the meaning for **long** and **short**. Take your pieces of string and demonstrate **long** and **short**. Ask volunteers to come forward and select long pieces of string. Others select short pieces. The students with the long pieces say **It's long**. Those with the short pieces say **It's short**.

Play the audiotape for Part 3 and follow along. Play the audiotape again. Then ask the students to read the text.

### 4. Let's play!

Refer to Part 4 on page 21. Go through the panels and explain how to play the game. One student does not look at the picture. The other students give clues to help him/her guess what animal they are talking about.

A volunteer comes forward, you show a picture to the other students and they give the clues. Have fun!

#### Teaching Tip



When you want to check your students' work, it is often a good idea to allow the students to work in pairs and check each other's work.

## CHECK FOR UNDERSTANDING

Give students a chance to work with the pieces of string. They can sort them according to long and short.

## CLASS CLOSING

Tell the students that they did a great job today. Remind them that slowly, they are gaining good language skills. Be sure to praise them for volunteering at the front of the class.

Play **Big and Small** as the students leave the class.

现在让我们来学习一首关于大动物和小动物的歌曲。播放录音 2 遍，让学生听。用手势表明大和小的概念。尽可能宽地伸展开双手表示大，把双手离得很近表示小。学生会做这些动作后，让他们听歌曲。唱到 **big** 的时候，让学生用动作表示大，唱到 **small** 的时候，让学生用动作表示小。再次播放歌曲，让学生环绕教室用动作表示大和小。

### 3. Long or short?

打开教科书第 21 页。手指这两条蛇，读出图下面的文字：Long. It's long. Short. It's short. 用动作表示 long 和 short 的含义。用线段来演示 long 和 short 的概念。让自告奋勇者到教室前面来，选出长的线段。其他学生选出短的线段。选择长线的学生说 It's long. 选择短线的学生说 It's short.

播放第 3 部分录音，让学生跟读。再次播放录音，让学生试着读课文。

### 4. Let's play!

看 21 页的第 4 部分。看图，解释游戏的玩法。一名学生不能看图卡，其他学生提供线索帮他 / 她猜出谈论的动物是什么。

让一名自告奋勇者到前面来，教师出示一张图卡，其他学生提供线索。高兴地开始游戏吧！

#### 教学提示



让学生进行一对一练习，彼此互查作业是教师检查学生练习情况的好方法。

### 巩固检验

给学生用线段进行练习的机会。可以根据长短把线段分类。

### 结束课堂教学

表扬学生今天的出色表现。他们会逐渐地获得更多的语言技能。一定要表扬自告奋勇者。

播放歌曲 Big and Small，伴随学生离开教室。

# Lesson 9 How Many?

## Lesson 9 How Many?

### 1 How many monkeys?



How many monkeys are there?

One, two, three, four, five, six, seven, eight, nine, ten. There are ten monkeys!



- duck
- fish
- bird
- panda

22

### 2 Let's chant!

1		One, one. The zoo is fun.
2		Two, two. Two bears at the zoo.
3		Three, three. Three pandas I see.
4		Four, four. Four wolves roar.
5		Five, five. Five snakes alive.
6		Six, six. Six monkey tricks.
7		Seven, seven. Birds in heaven.
8		Eight, eight. A tiger and his mate.
9		Nine, nine. Elephants are fine.
10		Ten, ten. Let's sing again.

23

## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following new vocabulary: **one, two, three, four, five, six, seven, eight, nine, ten**
2. Students will be able to recognize, understand and use the construction: **How many... are there? There are...**
3. Students will learn and be able to chant: *The Zoo Is Fun*

## TEACHING PREPARATION

Before class, gather objects and group them in various numbers from 1 to 10 (e.g 5 pencils, 7 pieces of chalk). Write the numbers in big letters and numerals on the board.



# 第9课 多少?



MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇: one, two, three, four, five, six, seven, eight, nine, ten
2. 学生能认读、理解并使用下列句式: How many... are there? There are...
3. 学生能说歌谣: The Zoo Is Fun

## 教学准备

上课前, 准备实物并按照 1 至 10 不等的数目分类 (例如 5 支铅笔, 7 支粉笔)。在黑板上把 1 至 10 的单词以大写形式写出, 并写出阿拉伯数字形式。

Prepare some pictures with various numbers of things showing in them.

You will need:

- audiotape or multimedia CD
- long and short pieces of string
- pictures showing various numbers of things

## CLASS OPENING AND REVIEW

### Greeting

Welcome the students to class at the door. Give some students long pieces of string, and some of them short pieces of string. The students take their seats. Review the last lesson by showing pictures of tiger, wolf, bear and snake. See if the students can tell you what each is as you hold it up for them to look at.

Play a game **What is it?** with your students. Think of an animal and give clues to the students while they try to guess what animal you have in mind. Try to give clues about **long** and **short**, **big** and **small**, **fat** and **thin**.

Ask all the students with long pieces of string to stand up. Then, ask those with short pieces to stand up. The students should say **long** or **short** depending on which length they have.

### Lesson Hook

Let's have some fun learning to count animals, and see how many there are!

## NEW CONCEPTS

### 1. How many monkeys?

Stand at the blackboard close to the numbers you wrote before the students arrive. Read and say each number from one to ten, pointing first to the numerical form. Drill the students on the numbers 1 to 10. Then, point to the written form of the numbers and say them aloud. Drill the students again. Take your time and make sure they can easily count from one to ten.

Go through the numbers from top to bottom, bottom to top and randomly, too.

Open the student books to page 22 and look at the pictures for Part 1. Ask **What do you see?** Students will tell you about the animals they see, the river, the trees, the sky. You can ask **What are the ducks doing? What are the birds doing? Are the monkeys having fun?**

Play the audiotape and follow along with the text. Then ask the students to follow along while you read the text to them. Ask for two volunteers to read the text.

Now ask: **How many ducks are there? How many fish are there? How many birds are there? How many pandas?** Give the student plenty of time to count and to tell you the correct numbers. You can help the students by showing them. Point to a monkey and say 1, then another and say 2 etc.

准备展示不同数目物体的图画。

教师准备：

- 录音机或教学光盘
- 长短不一的线段
- 展示不同数目物体的图画

## 开始上课和复习

### 问候

在教室门口迎接学生的到来。给一些学生长的线段，另外一些学生短的线段。学生就坐后，展示老虎、狼、熊和蛇的图画，复习上节课的内容。看学生是否可以根据图画说出动物名称。

和学生做游戏 *What is it?* 想一种动物，学生猜测的过程中给学生线索。尽可能提供 *long* 和 *short*, *big* 和 *small*, *fat* 和 *thin* 等线索。

让拿着长线段的学生起立。然后让拿着短线段的学生起立。学生要根据自己的线段长度说 *long* 或者 *short*。

### 课文导入

让我们开心地数动物吧，看看它们有多少！

## 新概念

### 1. How many monkeys?

站在黑板前，靠近黑板上写好的数字。先指着阿拉伯数字，从 1 到 10 数出每个数字。让学生操练。然后手指数字的书写形式，大声朗读。再次让学生操练。拿出足够的时间进行练习，确保学生能轻松地从 1 数到 10。

操练学生正着数，倒着数，随机数。

打开教科书第 22 页，看第 1 部分的图画。问 *What do you see?* 学生会回答看到了动物、河流、树木和天空。教师可以问 *What are the ducks doing? What are the birds doing? Are the monkeys having fun?*

播放录音，看课文。然后教师读给学生，并让学生跟读。让两名自告奋勇者阅读课文。

问以下的问题：*How many ducks are there? How many fish are there? How many birds are there? How many pandas?* 给予学生足够的时间去数并说出正确的数字。教师可以通过举例提供帮助。例如，手指一只猴子说 *one*, 然后指另外一只猴子说 *two*。

### • Practice •

Ask the students to count the things in the various piles you created before they arrived. Allow them to stand and go around the room counting the individual things in each pile. They should write the numbers on a piece of paper and put the paper beside each pile.

### 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.

## 2. Let's chant!

Look at page 23 Part 2. Go over the text and pictures with the whole class. Read each number and the text aloud. Then, play the audiotape twice and listen closely for fun. Teach the student how to say the chant.

Play the audiotape and let the students chant and clap along.

## CHECK FOR UNDERSTANDING.....

Ask the students to put themselves into groups of 1 through 10. This will take some time, but it will be fun, and get the students engaged with the numbers. When they are in their groups, go to each group and ask: **How many students are there?** The group should tell you how many in their group.

## CLASS CLOSING.....

Take a few minutes to praise the students for their hard work and to help them to have confidence in their efforts. Play the chant as the students leave the classroom.

## • 练习 •

让学生数你事先准备好的不同数目的物体。让他们站起来围着教室数各堆不同物体的数目。数完后把数字写在纸上，把纸放在物体旁边。

### 教学提示



注意特殊问题

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。

## 2. Let's chant!

看教科书第 23 页第 2 部分。和学生一起看一遍课文和图画。大声朗读数字和文本。然后播放录音 2 遍，让学生轻松地听。教给学生如何说唱这首歌谣。

播放录音，让学生拍手跟唱。

## 巩固检验

让学生们自己形成 1 到 10 数目不等的小组。这会需要一定的时间，但是这很有趣，会让学生更好地理解、运用数字。组好小组后，教师可以到每个小组问：How many students are there? 并做出回答。

## 结束课堂教学

利用几分钟的时间表扬学生今天所作做的努力，帮助学生建立自信。播放本课的歌谣，伴随学生离开教室。

# Lesson 10 Where Do They Live?

## Lesson 10 Where Do They Live?

### 1 What's this?



forest



river



tree



grass

24

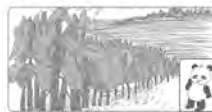
### 2 Where does it live?



Where does a fish live?  
In a river.



Where does a bird live?  
In a tree.



Where does a panda live?  
In a forest.

### 3 Let's do it!



Where does a tiger live?



In a forest.

25

## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **river, tree, grass**
2. Students will be able to recognize, understand and use the construction: **Where does a... live? In a...**

## TEACHING PREPARATION

Before the students arrive, gather animal pictures (from previous lessons) and have them ready to show to the students.

Write the four new vocabulary words (forest, river, tree, grass) on the board.

# 第10课 它们住在哪里？



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇：river, tree, grass
2. 学生能认读、理解并使用下列句式：Where does a... live? In a...

## 教学准备

上课前收集动物图画（上节课的）准备呈现给学生。  
把四个新单词 (forest, river, tree, grass) 写在黑板上。

You will need:

- audiotape or multimedia CD
- animal pictures, plant pictures
- vocabulary cards

## CLASS OPENING AND REVIEW

### Greeting

Greet your students as they arrive. Count them in groups of ten. When they are settled, take a few minutes to review the previous counting 1~10. Point to a boy and ask him to stand. Keep going until you have ten boys standing. Count each boy as he stands. Then count them all up to 10. Ask the class to count the standing boys. Repeat for girls.

### Lesson Hook

Where do tigers live? What about fish? Where do they live? Let's open our books to page 24 and learn about it.

## NEW CONCEPTS

### 1. What's this?

Look at the pictures in the student book. What can the students tell you about the picture? Lead them in a discussion about forests. First look at each of the three pictures at the bottom of the page. Point to the river and say the word. Have the students repeat after you. Take some time to see what they know about rivers.

Talk about water and what you find in the water. Can anyone tell you what animals live in a river? Repeat this process for the next two pictures (tree, grass). What colour is a tree? What colour is the grass? What animals live in trees?

Look at the big picture at the top of the page. Talk about what they see there. Can anyone see the river? What about the trees? Is there some grass? Read the word **forest** and ask the students to repeat after you. Teach your students about a forest. Where are the forests in China? What can you do in a forest? What animals can you see in a forest?

### 2. Where does it live?

Play the audiotape for Part 2. Listen to it twice. Direct the students' attention to each of the panels and point out what is in each panel. Try to get the students to point out the grass, trees, and river.

Panel 1 Point to the fish and say: **Where does a fish live? In a river.** Repeat this sentence and then ask the students to repeat after you.



教师准备：

- 录音机或教学光盘
- 动物图画、植物图画
- 词汇卡片

## 开始上课和复习

### 问候

问候学生。以 10 人为一组，数学生的数目。学生就坐后，利用几分钟的时间数 1~10，复习上节课的内容。手指一个男孩，让他站起来，继续指，直到有 10 个男孩站起来。每个男孩站起来的时候，教师都数数，最后加起来一起数。让全班学生数站起来的男孩。用同样的步骤数 10 个女孩。

### 课文导入

老虎生活在哪里？鱼生活在哪里？让我们打开课本第 24 页，来看看它们生活在哪里吧。

## 新概念

### 1. What's this?

看课本上的图画。学生就图画能说些什么？引导学生就森林进行讨论。首先看大图下面的三幅小图。手指河流，读出单词。让学生跟读。看学生对于河流都知道些什么。

讨论水以及在水里有什么。学生能告诉你水里有什么动物吗？用同样的教学步骤教授另外两个单词 (tree, grass)。树是什么颜色的？草是什么颜色的？什么动物生活在树上？

看这幅大图，讨论图中看到的東西。有人看到大图中的河流了吗？看到树木了吗？有草吗？教师读单词 forest，让学生跟读。给学生讲授森林的知识。中国的森林在什么地方？在森林里你可以做些什么？在森林里你会看到哪些动物？

### 2. Where does it live?

播放第 2 部分录音。播放 2 遍。指导学生看每幅小图，指出每幅图中有什么。尽可能让学生指出 grass, trees 和 river。

图 1 手指鱼，说 Where does a fish live? In a river. 重复这个句子，让学生跟读。

Panel 2 Point to the birds and say **Where does a bird live? In a tree.** Repeat this sentence and then ask the students to repeat after you.

Panel 3 Point to the pandas and say **Where does a panda live? In a forest.** Repeat this sentence and then ask the students to repeat after you.

Listen to the audiotape and follow along. Read each sentence and ask the students to repeat after you.

### 3. Let's do it!

Look at Part 3 in the student book. Ask the students if they know how to do the activity. Explain how to do it. Point out the example. **Where does a tiger live? In a forest.** Draw a line to connect the animal to where it lives.

## CHECK FOR UNDERSTANDING

Hold up your animal pictures, one at a time and ask: **Where does a...live?** Make sure you have pictures for animals that live in rivers, trees, and forests.

Point to each of the four words you wrote on the blackboard and ask the students to say the words.

## CLASS CLOSING

Tell the students that they know where animals live now. But next lesson, they will discover what animals eat.

图 2 手指鸟，说 Where does a bird live? In a tree. 重复这个句子，让学生跟读。

图 3 手指熊猫，说 Where does a panda live? In a forest. 重复这个句子，让学生跟读。

再次听录音，让学生跟读。教师读句子，让学生跟读。

### 3. Let's do it!

看课本第 3 部分。问学生是否知道如何完成这项活动。给学生解释活动的做法。指出例子：Where does a tiger live? In a forest. 把动物和它相应的生活的地方连线。

## 巩固检验

举起动物图画，每次一张，问 Where does a...live? 确保手里有分别生活在河里、树上和森林里的动物图画。

手指黑板上的四个单词，让学生逐个朗读。

## 结束课堂教学

告诉学生他们已经知道了动物生活在哪里，下节课他们就会知道动物都吃些什么。

# Lesson 11 What Do They Eat?

## Lesson 11 What Do They Eat?

### 1 What do they eat?



Monkeys eat bananas.

Tigers eat meat.



Cats eat fish.

Cows eat grass.



banana

meat

26

### 2 Let's do it!



4 Horses eat grass.

A fish lives in a river.

Elephants eat bananas.

Bears eat fish.

A cow lives on a farm.

A monkey lives in a tree.

### 3 Letters and sounds



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## TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **banana**
2. Students will be able to recognize, understand and use the construction: **What do they eat?**
3. Students will become familiar with the rules of pronunciation for the letters **s, z, x** and **o** in words.

## TEACHING PREPARATION

If possible, bring a banana to class. Collect pictures of monkeys, tigers, cats, fish, cows, bears, elephants, horses, grass, meat, and bananas.

# 第11课 它们吃什么？



## MY TEACHING NOTES

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## 教学目标

1. 学生能听懂、会说、认读并书写下列词汇：banana
2. 学生能认读、理解并使用下列句式：What do they eat?
3. 学生能了解字母 s, z, x 和 o 在单词中的发音及其规则。

## 教学准备

如果可能的话，带一个香蕉到班上。收集猴子、老虎、猫、鱼、奶牛、熊、大象、马、草、肉和香蕉的图画。

You will need:

- audiotape or multimedia CD
- pictures you have collected
- flash cards for: bus, snake, zoo, zero, box, six, hello, old

## CLASS OPENING AND REVIEW

### Greeting

Greet your students as they come into class. When they settle in their seats, review previous lesson material briefly. Ask: **Where does a fish live? Where does a tiger live?**

Show the pictures of **river, tree, grass**. Ask **What is it?** Wait for students to respond.

### Lesson Hook

Would you rather have dinner with a tiger or a monkey? Well, wait and see. Today, we are going to find out what animals eat.

*Some like bananas,  
And some like meat,  
But every animal needs to eat!*

#### Teaching Tip



Students love to see, feel and handle things from everyday life. A picture is one thing, but having the real thing to see is even better. Whenever possible, try to bring lesson-related everyday items to your class.

## NEW CONCEPTS

### 1. What do they eat?

Open the student books to page 26. Look at the pictures first. What do you see in the first panel? Students should recognize the monkeys. Do this for the first four panels. Then direct their attention to what the animals are doing in each picture (eating). Act out eating for the students. Each time you put food to your mouth, say **eat**. Have the students repeat after you until they all can say and understand the word. If you have a banana, use the banana to demonstrate eating.

Read, say and repeat the sentence under each panel and point out the action to the students.

Look at the pictures for banana and meat. Point to the picture and say the word. Ask the students to repeat the word after you.

Play the audiotape twice.

教师准备：

- 录音机或教学光盘
- 收集的图画
- 词汇卡片 (bus, snake, zoo, zero, box, six, hello, old)

## 开始上课和复习

### 问候

问候学生。学生就坐后，简要复习上节课的知识。问 Where does a fish live? Where does a tiger live?

出示 river, tree 和 grass 的图画，问 What is it? 让学生回答。

### 课文导入

你愿意和一只老虎或者一只猴子共进晚餐吗？等着瞧吧。今天我们将要弄清动物们吃什么。

有的喜欢吃香蕉，

有的喜欢吃肉，

但是每个动物都要吃！

#### 教学提示



学生喜欢看、感觉、接触日常生活中的事物。和图画比较起来，实物的效果更好。尽可能把与授课内容相关的日常物品带到课堂上来。

## 新概念

### 1. What do they eat?

打开教科书第 26 页。先看图画。你们在第 1 幅图中看到了什么？学生会认出猴子。依次看这 4 幅图。然后引导学生注意看每幅图中的动物在干什么（吃东西）。给学生演示吃的动作。每次假装把食物放进嘴里时，说 eat。让学生模仿你，直到所有的学生都理解并能说出这个单词。如果你带来了香蕉，用香蕉演示吃的动作。

朗读每幅图下面的句子，并指出图中的动作。

看香蕉和肉的图画。指着图画，朗读单词。让学生跟读。

播放录音 2 遍。

## 2. Let's do it!

Explain how to do this activity. Use the example to help the students to understand. Tell them to read the sentences. They must find the picture that matches the information in the sentence and place the correct number in the box beside the correct sentence.

## 3. Letters and sounds

Take out the flash cards with the words selected above. Write these words on the board in big letters: bus, snake (write the s in a bright colour). Show the flash cards for these two words and say the words aloud. The students should repeat after you. Continue like this until you have shown the cards for all 8 words.

Look at Part 3, page 27 in the student book. Lead the students through a short drill from top to bottom.

## CHECK FOR UNDERSTANDING

Holding up the animal cards the students have learned, one at a time, ask **What is it?** **What does it eat?** Ask the students to answer.

## CLASS CLOSING

Open the student books to page 23. Remind the students of this chant. Read through it once to help them recall it. Then, do the chant as they stand up and move throughout the room.



## 2. Let's do it!

解释活动的做法。借助例子帮助学生理解。让学生读句子，找出和句子内容相匹配的图画，把图画的序号填写在正确的句子旁边的方框中。

## 3. Letters and sounds

拿出预先准备的词卡。把这些单词以大写的形式写在黑板上：bus, snake (把单词中的字母s用亮色标注) 展示这两个单词的词卡，大声朗读单词。让学生跟读。用同样的方式练习这八个单词。

看教科书第27页第3部分。引导学生从上到下进行操练。

## 巩固检验

举起学过的动物卡片，每次一张，问如下问题：What is it? What does it eat? 让学生回答。

## 结束课堂教学

打开教科书第23页。读这首歌谣帮助学生回忆。说唱这首歌谣伴随学生离开教室。

# Lesson 12 The Clever Monkey

**Lesson 12 The Clever Monkey**

**Story time**

Panel 1: A sheep is stuck in a hole. A monkey is on the edge. The sheep says 'Help! Help!'. The monkey says 'Oh! It's a wolf!'.  
 Panel 2: The sheep says 'Mr. Sheep! Please help me! Pull me out.'. The monkey says 'No! You will eat me.'. The sheep says 'I will not eat you. You are a nice sheep.'.  
 Panel 3: The monkey says 'Pull me out, please.'. The sheep says 'Okay.'.  
 Panel 4: The monkey is pulled out. The monkey says 'Ha! Ha! I'm out. Now I'll eat you.'. The sheep says 'No, please! Help! Help!'.

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Panel 5: A monkey is talking to a wolf. The monkey says 'Hey! What happened?'. The wolf says 'I helped the wolf. But now he wants to eat me...'.  
 Panel 6: The monkey says 'Do it again!'. The wolf says 'Okay.'.  
 Panel 7: The monkey is talking to a sheep. The monkey says 'No! He is a bad wolf.'. The sheep says 'Pull me out, Mr. Sheep!'.  
 Panel 8: The monkey is pulled out. The monkey says 'Oh, I see. Thank you, Mr. Monkey.'. The sheep says 'HELP!'.

**★ Read and act**

- Read and number.
  - ( ) The clever monkey helps the sheep.
  - ( ) The sheep pulls the wolf out.
  - ( ) The wolf wants to eat the sheep.
- Act out the story.

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## TEACHING GOALS

1. Students will be able to aurally understand the story with the aid of pictures and teacher support.
2. Students will be able to understand the story with the aid of pictures and teacher support.
3. Students will be able to read aloud the story with the aid of pictures and teacher support.
4. Students will be able to act out the story with the aid of pictures and teacher support.

## TEACHING PREPARATION

audiotape or multimedia CD

# 第12课 聪明的猴子



MY TEACHING NOTES

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## 教学目标

1. 学生能在图片和教师的帮助下听懂故事。
2. 学生能在图片和教师的帮助下读懂故事。
3. 学生能在图片和教师的帮助下朗读故事。
4. 学生能在图片和教师的帮助下表演故事。

## 教学准备

录音机或教学光盘

## CLASS OPENING AND REVIEW

### Greeting

Greet your students as they enter the classroom. When your students are settled, remind them of all the things they have learned in this unit about animals. Remind them that stories such as the one they will read and hear today are not always real. Animals do not talk, but sometimes in stories they can talk, just like the animals in the story today. Tell them that many stories are simple, but they can have a big message or meaning. Ask them to try to figure out what the message of this story is as they listen to it.

### Lesson Hook

Now, let's hear about a wolf, a sheep and a very intelligent monkey. If not for the quick thinking of the monkey, the sheep might have ended up as dinner for the wolf.

#### Teaching Tip



We have already learned that it is easier for students to remember a word if they have a picture that goes along with the word. What is really interesting is that students will remember even better if the picture they have is one that they drew themselves of the word! So use drawing as a regular part of your English class when learning new vocabulary.

## NEW CONCEPTS

Story time: *The Clever Monkey*

### Prepare to Read

#### • Lead-in •

Tell your students that this is a classic tale about being tricked into doing something that you really know you should not do. It tells us to be careful about who we trust. It also tells us that if you think things through well, you can get yourself out of a dangerous situation.

Take some time to talk about trust and what that means. If someone asks you for help, will you help them? Why? Is it always a good thing to do?

#### • Look and talk about it •

Refer the students to page 28 in the student book. You need to do some pre-reading work here to make sure that your students have a basic comprehension of the story plot before you actually read the story. A good way to do this is to go through each panel in the story and talk about what is happening. You use Chinese in this part of the lesson. You allow the students to respond in Chinese. Whenever you can, say the accompanying English words but the main purpose of this part is to facilitate understanding.

## 开始上课和复习

### 问候

学生进入教室时，问候他们。就坐后，帮助学生回忆本单元学过的关于动物的知识。提醒学生有些故事并不是真实的，例如他们将要听到的这个故事。动物不会讲话，但是有时在故事里，他们会说话。很多故事情节简单，但是寓意深刻。让他们听故事的时候，尽可能找出故事的含义。

### 课文导入

现在让我们来听一个故事，故事是关于一只狼、一只绵羊和一只聪明的猴子。如果不是这只猴子的机智，那只绵羊很可能就成了狼的晚餐了！

#### 教学提示



我们知道单词配图会使学生记忆起来更为容易。有趣的是，如果单词的配图是学生自己画的，那学生的记忆效果会更好！所以，学习新词汇的时候，把绘画加入到你的英语课堂中吧。

## 新概念

故事时间：The Clever Monkey

### 读前活动

#### • 导入 •

告诉学生这是一个经典的寓言故事，讲述了一只羊怎样被说服去做了本不该做的事情。这个故事告诉我们要警惕那些我们所信任的人。同时也告诉我们，如果凡事三思而后行，就不会使自己处于危险的境地。

拿出点时间来讨论信任及其含义。如果有人需要你帮助，你会帮助吗？为什么？这样做总是正确的吗？

#### • 看图讨论 •

让学生看教科书第 28 页。此时教师需要做些准备工作以保证学生在你真正读故事前对故事情节有基本的了解。利用各幅图画来讨论故事梗概是个不错的方法。进行这部分教学步骤时可以使用汉语。允许学生用汉语回答。可能的时候，可以辅助英语单词，但此部分教学的主要目的是帮助学生理解。

Panel 1

**Who is in the picture? What seems to be the problem for the wolf? What does the wolf say? Do you think the sheep is scared when it sees the wolf in the hole?**

Panel 2

**What does the wolf want the sheep to do? Why does the sheep say no? What promise does the wolf make to the sheep? Do you think the wolf will keep his promise?**

Panel 3

**What is the sheep doing? Do you think it was smart of the sheep to help out the wolf? Why?**

Panel 4

**What happens when the wolf is out of the hole? Who is crying for help now?**

Panel 5

**Who comes along?**

Panel 6

**The monkey thinks about it, then he has a plan. What is his suggestion?**

Panel 7

**What is happening in this picture? Who is in the hole? What does the monkey tell the sheep?**

**Does the sheep agree? Are you happy for the sheep?**

Panel 8

**What is happening in this picture? Do you feel sorry for the wolf? Do you think the monkey was really smart? Do you think the wolf will ever get out of the hole?**

## Read the Story

Your students now have a good understanding of the plot and action of the story. Now, it's time for them to hear it read aloud. Read the whole story to them, slowly and with actions and gestures. Ask the students to follow along with you as you read.

Play the audiotape and again, your students follow along, but do not read aloud yet. You can stop and start the tape to explain a word or to repeat a word. Play the tape a second time, but this time the students follow along and read aloud. Do not worry about pronunciation. Your goal is to get them to read aloud and to take pleasure in doing so.

### • Read aloud in groups •

Divide the class into group of four or five. Explain that you want them to take turns reading the story to each other. One student reads it, then the next, and so on. Allow plenty of time for this. Move around the room and help those students who are afraid to read or are having trouble with the words. Encourage everyone and tell them that you care less about their pronunciation and a lot more about the fact that they are trying to read in English.

## After Reading

### • Talk about it •

Take a few minutes to talk about the story. Ask the students:

**Which character do you like the most?**

**Does the wolf scare you?**

**What do you think the sheep should have done when he saw the wolf in the hole?**

图 1

Who is in the picture? What seems to be the problem for the wolf? What does the wolf say? Do you think the sheep is scared when it sees the wolf in the hole?

图 2

What does the wolf want the sheep to do? Why does the sheep say no? What promise does the wolf make to the sheep? Do you think the wolf will keep his promise?

图 3

What is the sheep doing? Do you think it was smart of the sheep to help out the wolf? Why?

图 4

What happens when the wolf is out of the hole? Who is crying for help now?

图 5

Who comes along?

图 6

The monkey thinks about it, then he has a plan. What is his suggestion?

图 7

What is happening in this picture? Who is in the hole? What does the monkey tell the sheep?

Does the sheep agree? Are you happy for the sheep?

图 8

What is happening in this picture? Do you feel sorry for the wolf? Do you think the monkey was really smart? Do you think the wolf will ever get out of the hole?

## 阅读活动

现在学生对故事的背景和情节都有了很好的理解。该给他们朗读故事了。教师把整个故事朗读给学生，速度要慢，辅助动作和手势。期间让学生跟着你一起做。

播放故事录音，再次让学生跟读，但不要大声朗读。教师可以暂停录音来解释某个词或者重复某个词。再次播放录音，让学生大声跟读。不要过于担心发音，目的是让学生朗读，并乐在其中。

### • 分组朗读 •

把全班分为四人或者五人小组。告诉他们要轮流朗读故事。逐个学生朗读。给予学生足够的时间。在教室内走动，以帮助那些不敢朗读或者在词汇方面有困难的学生。鼓励学生，告诉他们比起读音来，努力用英语进行朗读更为重要。

## 读后活动

### • 讨论故事 •

利用几分钟的时间讨论故事。问以下问题：

Which character do you like the most?

Does the wolf scare you?

What do you think the sheep should have done when he saw the wolf in the hole?

**If it were you, would you help the wolf?**

**What is the main lesson we can take from this story?** (Be careful about who you trust.)

## CHECK FOR UNDERSTANDING.....

Explain how to complete the activity at the bottom of page 29. The students read the three sentences and decide the order in which the event happens in the story. They put number 1, 2 and 3 in the brackets beside the sentences to show the order of events (which came first, next and next?)

### • **Role Play** •

Divide the class into groups of three and have each of them act out the role of one character in the story. They simply say the words of their character at the correct time.

## CLASS CLOSING.....

Tell your students that stories are a great way to learn many useful lessons about life. Remind them to never be afraid to help out someone, but to be careful because you cannot trust everyone.



If it were you, would you help the wolf?

What is the main lesson we can take from this story? (Be careful about who you trust.)

## 巩固检验

解释如何完成第 29 页下部的活动。让学生读这三个句子，根据故事情节排列顺序。在句子旁边的框内写 1，2，3。

### • 表演故事 •

把全班分为三人小组，每个学生担当故事中的一个角色。他们只需在恰当的时候说出自己的台词。

## 结束课堂教学

告诉学生通过故事可以学到很多生活道理。提醒他们不要害怕帮助人，只是要小心，因为并不是所有的人都是可以相信的。

# Again, Please!

## Again, Please!

### 1 Listen and talk.

1 Let's go to the zoo. Great! I love animals. Hooray!

2 Look! There are three pandas. They're fat.

3 I see two elephants. They're big.

4 Look! Monkeys! Four. How many monkeys are there?

5 What do they eat? Bananas.

6 Where do they live? In the tree.

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### 2 Listen and number.



### 3 Find and write.



1. \_\_\_\_\_s eat meat.
2. A fish lives in a \_\_\_\_\_.
3. \_\_\_\_\_s eat grass.
4. \_\_\_\_\_s eat bananas.
5. A \_\_\_\_\_ lives in a forest.
6. A cow lives on a \_\_\_\_\_.

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### 4 Look, read and tick.



- ☐ There are eight monkeys.
- ☐ There are five monkeys.



- ☐ A bird lives in a tree.
- ☐ A bird lives in a river.



- ☐ Pandas eat fish.
- ☐ Cats eat fish.



- ☐ Its nose is long.
- ☐ Its tail is long.

### 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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The final lesson in each unit is a review, summation lesson. It is your chance to allow the students to show success and to review all they have learned so far. Do not treat it as a test. Take some time to talk with the students about all the things they have learned so far. Do not simply review, but have a good discussion with them in Chinese. You can ask simple questions and expect answers.

Tell the students that Part 5 allows them to decide on their own how they feel they are doing so far.

## 1. Listen and talk.

Play the audiotape once. Then, talk about the story and what is happening. Listen a second time to the tape, then read the story

# 请再做一遍!



## MY TEACHING NOTES

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每单元的最后一课是复习、总结课。这时应抓住机会让学生展示一下他们学到的知识并进行复习。不要视之为测验。拿出时间和学生讨论所学的内容。除了复习，用汉语和学生进行很好的交流。你可以和他们进行简单的问答。

告诉学生第 5 部分让他们自主评价到目前为止自己的学习水平。

### 1. Listen and talk.

播放本部分录音。然后讨论故事中发生了什么。再听一遍录音，然后把故事读给

to the students. Ask for volunteers to take the roles of the characters in the story and have them read the story while the others listen and enjoy. The audiotope says:

Jenny: **Let's go to the zoo.**

Li Ming: **Great! I love animals.**

Danny: **Hooray!**

Danny: **Look! There are three pandas.**

Jenny: **They're fat.**

Jenny: **I see two elephants.**

Li Ming: **They're big.**

Danny: **Look! Monkeys!**

Jenny: **How many monkeys are there?**

Danny: **Four.**

Jenny: **What do they eat?**

Danny: **Bananas.**

Li Ming: **Where do they live?**

Danny: **In the tree.**

Ask the following questions:

Panel 1 **Where are the children going? What does Li Ming love?**

Panel 2 **What do they see first? What does Jenny think of the pandas?**

Panel 3 **What do they see next? Are the elephants small?**

Panel 4 **How many monkeys are there?**

Panel 5 **Does Danny know what monkeys eat? What is it?**

Panel 6 **Do monkeys live in the water?**

## 2. Listen and number.

This is a listen and do what you hear activity (in this case number the things according to what you hear them on the tape). Play the audiotope and tell the students to write numbers from 1 to 5 in the circles beside the animals, according to when they hear the animal mentioned on the tape.

The audiotope says:

**1. I am a big animal. I have a long nose and two big ears. I eat grass. I live in the forest. What am I?**

**2. I am thin. I like bananas. What am I?**

**3. I am long and thin. I have no arms and no legs. What am I?**

**4. I live in China. I'm fat. I'm black and white. What am I?**

**5. I'm small. I can swim. I live in a river. What am I?**

## 3. Find and write.

This activity requires the students to look at the picture. They follow the lines connecting each animal to what the animal likes to eat, or where it lives. Then, they write the correct word in the numbered blanks.

学生。让自告奋勇者分角色朗读故事。录音内容如下：

Jenny: Let's go to the zoo.

Li Ming: Great! I love animals.

Danny: Hooray!

Danny: Look! There are three pandas.

Jenny: They're fat.

Jenny: I see two elephants.

Li Ming: They're big.

Danny: Look! Monkeys!

Jenny: How many monkeys are there?

Danny: Four.

Jenny: What do they eat?

Danny: Bananas.

Li Ming: Where do they live?

Danny: In the tree.

问以下问题：

图 1：Where are the children going? What does Li Ming love?

图 2：What do they see first? What does Jenny think of the pandas?

图 3：What do they see next? Are the elephants small?

图 4：How many monkeys are there?

图 5：Does Danny know what monkeys eat? What is it?

图 6：Do monkeys live in the water?

## 2. Listen and number.

这是听做活动。(本题中要求根据录音标号)播放录音，让学生根据听力内容，在动物旁边的圈中标 1~5。

录音内容如下：

1. I am a big animal. I have a long nose and two big ears. I eat grass. I live in the forest.

What am I?

2. I am thin. I like bananas. What am I?

3. I am long and thin. I have no arms and no legs. What am I?

4. I live in China. I'm fat. I'm black and white. What am I?

5. I'm small. I can swim. I live in a river. What am I?

## 3. Find and write.

此活动要求学生看图。把这些动物与它们吃的食物或者它们的住处连线，在标注数字的空上填写正确的单词。

## 4. Look, read and tick.

The students look at each picture. They then read the two sentences below each picture and decide which statement is true. They put a tick in the box beside the true statement. You can help the students by showing an example on the board before they begin.

## 5. How am I doing?

Talk a bit more about what it means to ask and then tell yourself how well you feel you are doing. Tell them that they should be honest and give themselves only as many stars as they truly believe they should receive.

This is formative evaluation, mainly based on students' participation in various activities. The main forms are students' self-evaluation and peer evaluation. This is to evaluate students' listening, speaking, reading and writing in school and at home.

Before evaluating, you should let the students know the criteria.

Suggested evaluation criteria:

### ● Listening:

- ☆☆☆ can understand listening materials and respond quickly and correctly.
- ☆☆ can respond correctly to the language materials.
- ☆ can understand listening materials and respond correctly with others' help.

### ● Speaking:

- ☆☆☆ can imitate recorded English with very clear and correct pronunciation and intonation;  
can actively practice and correctly use what is learned;  
can sing English songs and chants correctly.
- ☆☆ can imitate recorded English with clear and correct pronunciation and intonation;  
can practice and use what is learned;  
can sing English songs and chants.
- ☆ can imitate recorded English with acceptable pronunciation and intonation;  
can use what is learned correctly with others' help;  
can sing English songs and chants following the audiotape.

### ● Reading:

- ☆☆☆ can read pictures with words;  
can recognize and read learned words and phrases correctly;  
can read and understand simple short stories with the help of pictures.
- ☆☆ can read pictures with words;  
can read most of the learned words and phrases;  
can read and understand most of the simple short stories with the help of pictures.
- ☆ can read pictures with words;  
can read learned words and phrases with others' help;  
can read and understand simple short stories with the help of pictures and others.

## 4. Look, read and tick.

让学生看图。读图下的句子，判断正误。在正确的句子旁边的方框中打对勾。在学生做该练习之前，教师可以在黑板上呈现例子以帮助学生。

## 5. How am I doing?

和学生讨论一下评价表的含义，让学生对自己的表现进行反思。告诉他们要诚实，给予自己的星星数目的确是自己该得的。

这是形成性评价，以学生平时参与各种学习活动的表现为主要依据，以学生的自我评价和同学间的互相评价为主要评价方式。评价学生在校以及家里的听、说、读、写情况。

在开始评价前，首先要让学生知道评价的标准。

评价标准建议：

### ● 听：

☆☆☆ 能听懂语言材料并迅速做出正确反应。

☆☆ 能根据所听到的语言材料做出正确反应。

☆ 在他人的帮助下，能听懂语言材料，并做出正确反应。

### ● 说：

☆☆☆ 能根据录音模仿说英语，语音语调清晰、正确；

能积极主动练习并正确运用所学内容；

能正确唱所学英语歌曲，说歌谣。

☆☆ 能根据录音模仿说英语，语音语调较正确；

能练习并运用所学内容；

能唱出所学英语歌曲，说出歌谣。

☆ 能根据录音模仿说英语，语音语调基本正确；

在他人的帮助下，能正确运用所学内容；

能随录音唱所学英语歌曲，说歌谣。

### ● 读：

☆☆☆ 能看图识字；

能正确认读所学词语；

能在图画的帮助下读懂、朗读故事。

☆☆ 能看图识字；

能基本认读所学词语；

能在图画的帮助下基本读懂、朗读故事。

☆ 能看图识字；

在他人的帮助下认读所学词语；

能在图画和他人的帮助下读懂、朗读故事。

● **Writing:**

- ☆☆☆ can write letters and words correctly; actively complete teachers' assignment with normal and neat handwriting.
- ☆☆ can correctly write letters and words; complete teachers' assignment on time, with almost normal and neat handwriting.
- ☆ can correctly write letters and words; complete teachers' assignment urged by others, with acceptably normal and neat handwriting.

Students can record respectively their performances in school and at home. 10 ~ 12 stars = A; 7 ~ 9 stars = B; 1 ~ 6 stars = C.

This activity can be done after class, if time is limited in class.

## **For the Teacher: Suggestions for Evaluating the Students**

### **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 drill for the whole class in comprehension or pronunciation.

### **GRADE ORAL COMPREHENSION**

Based on your observations of the students' participation in **Again, Please!** and throughout the unit, award points as follows:

- 1 point: The student demonstrates little or no comprehension.
- 2 points: The student understands some words and can use some nonverbal signals to express meaning (such as nodding head or pointing).
- 3 points: The student can understand and speak about two thirds of the material. There may, however, be uncertainty or poor pronunciation.
- 4 points: The student can understand and speak about eighty percent of the material with reasonable pronunciation.
- 5 points: The student participates with confidence and can speak and understand ninety percent or more of the material.



● **写:**

☆☆☆ 能正确书写单词;积极主动完成老师布置的作业,书写规范、整洁。

☆☆ 能正确书写单词;按时完成老师布置的作业,书写较规范、整洁。

☆ 能正确书写单词;在他人的督促下,完成老师布置的作业,书写基本规范、整洁。

学生可分别记录在校、家的情况。得 10~12 颗星为 A;得 7~9 颗星为 B;得 1~6 颗星为 C。

如课上时间有限,学生自评和互评可以在课下完成。

**评估学生的建议 (供教师参考)**

**注意特殊问题**

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。

**给口语理解评分**

以教师对学生在复习课和整个单元的表现的观察为依据,按如下方式打分:

- 1 分: 理解很困难或完全不能理解的学生。
- 2 分: 能够理解一些单词并能通过一些非语言动作表达意思的学生 (如点头或手指事物)。
- 3 分: 能够理解并能表达三分之二的内容,但是显得信心不足或发音不准确的学生。
- 4 分: 能够理解并能用正确发音表达百分之八十内容的学生。
- 5 分: 信心十足,积极参与,并且能够表达和理解百分之九十或更多内容的学生。

# Teaching Techniques

## Ways to Introduce Vocabulary.....

Each lesson in this guide gives suggestions on how to introduce new English words and concepts to the students. We often combine several methods under one title: a mix of methods is the most effective way to help the students learn new words and phrases. This section describes some of the key methods. You should choose the methods that work best for your class.

### 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. For example, bring a police hat to illustrate police officer.

### Show a Picture

Your large teacher's vocabulary cards each present a picture to illustrate new words. Show other pictures, too. 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 pictures 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 **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

# 教学

## 技巧

### 词汇教学方法.....

本《教师用书》的每一课都提供了怎样向学生教授新词和新概念的建议。编者常常将几种方法结合起来，统一于一个标题之下：不同方法的结合使用往往是帮助学生学会新词新短语的最有效的途径。本节旨在描述一些关键方法。你宜选择最适合你那个班的方法。

#### 利用实物

一件实物，学生看得见，摸得着，因而往往能有力地演示一个新的概念。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，尽量将实物带到课堂上来。比如，可带顶警察帽子到班上，以表明 *police officer* 的意义。

#### 利用图片

教师词汇大卡片，每一张均表明一个词。还可向学生展示一些其他图片。可以利用杂志图片、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。

#### 画出来

如果找不到图片展示（给学生看），可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表明诸如 *his, her, he, she* 和 *they* 之类的概念。可教会学生辨认表示一些难以表明意义的名词的简单图画。例如，画三个气球表示 *birthday party*，画一只碗外加筷子以代表 *food*，或者画幢大建筑物，其大门上方挂着一块牌子，以表示 *school*。

draw a series of faces and expressions (for example, **happy** and **sad**) 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 concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as colour or circle, or how to make letters of the alphabet.

## Perform an Action

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

## Role-play

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say **Br-r-r-r-r**, stamp your feet, hold your arms tight and say **Oh, I'm cold. I feel cold!** Ask a student to close the window, saying again **I'm so cold. It's cold 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 have \_\_\_\_\_**? 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 have \_\_\_\_\_, please? May I? May I have \_\_\_\_\_, 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.

## Use the Student Book

The student book presents some new vocabulary words in print and with a picture. After you have introduced the students to a new word through pictures or demonstration, ask the students to examine the picture and word in the student book. The students can practice pointing to the word when you call it out or when you ask **Where's the \_\_\_\_\_**? They can practice asking each other **What's this?** while pointing to pictures in the student book. The students can also practice saying the word while reading it after you model the pronunciation.

## Write and Repeat

After you have introduced the students to a new word or structure through pictures or demonstration, write the word(s) on the blackboard. Point to the word and say **Look**. Then say the word slowly. Say **Say it, please**. Say **Again, please**. Repeat it at least four times as you point to the word and have the students say it slowly after you.

你也可以快速地画一系列脸形和表情(如 happy 和 sad),以表示不同的感情;可以画些脸形,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 或 singing 等概念;还可以画些画以表示学生学的动作,如 colour 或 circle,或怎样书写字母等。

## 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;可用自己的面部表情,表现情感(如愤怒、悲伤、疲倦等);可用手指表示数字。

## 角色扮演

只要可能,不妨扩大表现范围,进行角色扮演。可以自己扮演。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! 让一个学生关上窗,再说: Oh, I'm so cold. It's cold here. Cold. Very Cold. 可假装穿毛衣。关上窗子之后,边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 have \_\_\_\_\_? 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 have \_\_\_\_\_, please? May I? May I have \_\_\_\_\_, please? 过一会儿,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。

你也可以用手偶进行表演。可一手拿个手偶,表演对话。学生既可同你玩手偶,也可与其他同学一起玩。本《教师用书》关于“手偶、张贴画及其他”那一节,提供了大量的关于怎样制作、使用手偶的方法。

## 利用《教科书》

《教科书》的一些新词都是以词配画的形式出现的。通过图画和演示向学生介绍某个新词之后,请学生们仔细看课本上的词和图画。你每念一个词,问学生: Where is the \_\_\_\_\_? 可请学生指到那个词。学生们可边指着课本上的图画,边互相提问: What's this? 学生也可跟着你朗读该词。

## 板书并重复

借助图片或演示向学生介绍完某个新词或新结构之后,将该词写在黑板上,指着该词说 Look, 并且慢慢地读出该词。然后向学生说: Say it, please. Again, please! 指着该词,让学生跟着你慢慢读出来,至少重复四次。

## Translate

In some situations, use Chinese to explain a concept to the students. Abstract concepts, such as **friend** or **favourite**, may need some translation. Story discussions may also need some translation.

## Compare

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

## Use Examples

Immediately after the students have learned a new word, show how to use it in different ways. You may find that the best examples make the concept personal to the students. For example, to teach **birthday**, ask the students about their own birthdays and what they do on their birthdays.

Start with structures the students have already learned. For example, if you teach a new action, such as **talk**, use it in familiar sentence patterns and questions. Then gradually extend the examples. Use actions and gestures to make the meaning clear. For example:

**He is talking. Look at him! He is talking.**

**Is he talking? Is she talking?**

**What are you doing? Are you talking? No, you're not talking.**

**Are they talking? Look. Yes, they are talking.**

**I am talking now. I am tired of talking. I will stop talking.**

**Would you like to talk? Let's talk. You talk now.**

**Talk to your partner. Everyone, talk to a partner.**

**Listen — everyone, talk. Go! Everyone, talk.**

**Now — stop. Everyone, stop talking. Very good.**

## Sing a Song

Because songs use rhyme and repetition that make the new word(s) easy to remember, the students often learn new vocabulary and structures quickly through a song. Action songs, such as “Head, Shoulders, Knees, Toes” and “If Your Are Happy and You Know It” are excellent because the students do actions while they repeat new words and structures many times.

## Tell a Story

The 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. The student book contains dialogues that each presents a small story.

## 翻译

有些情况下，可用汉语向学生解释某个概念。像 friend 和 favourite 这类抽象概念，可能需要翻译成汉语。讨论故事时也可能要借助翻译。

## 比较

在教授像反义词一类相互联系的概念（如 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，以对比其相反的意义。

## 举例

学生学到某个新词后，就可教他们怎样用不同的方式使用它。你会发现例子举得好，往往会使该概念变成学生自己的东西。例如，教 birthday 这个词时，不妨问学生的生日是哪一天，他们在生日那天做什么等。

先用学生已学过的结构（句式）举例（造句）。如，教某个新的表示动作的词 talk，可将该词用于学生已熟悉的句型和问话中，然后再逐渐扩展开来。用动作、姿势将意义说清楚。例如：

He is talking. Look at him! He is talking.

Is he talking? Is she talking?

What are you doing? Are you talking? No, you are not talking.

Are they talking? Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk? Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen — everyone, talk. Go! Everyone, talk.

Now — stop. Everyone, stop talking. Very good.

## 唱歌

歌曲大量运用韵律和重复，歌中的新词易于记忆，而学生通过歌曲，往往能很快学会新词和新结构。像“Head, Shoulders, Knees, Toes”和“If Your Are Happy and You Know It”这类动作歌就很好，这些歌曲使学生反复多次地边做动作边练习新词和新结构。

## 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说法。学生既记得住又可欣赏故事。课本中有些对话每篇就是讲述一个小故事。

You can make up simple story dialogues, too. 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.**

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 begin 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. )**

## Read a Story

The *Learning English* program also has some longer stories for the students to read. Stories offer excellent opportunities to elicit language from the students in discussions of characters and plot. Remember, focus on the main ideas of the story. The students don't need to read every word; they only need to make sense of the main events and the characters in the story. Also remember that listening and reading are only part of the language experience.

A story-reading experience has three parts:

### **1. PREPARE TO READ**

- Draw the students into the story by letting them talk about experiences in their own lives related to its theme.
- Look at the pictures in the story to establish its context. Have the students discuss where and when the story seems to take place, who is in the story and some of the important objects in the story.
- Lead the students into a discussion about the story by asking questions about the pictures. For example, **Who is this? Where is she? What is she doing? Why is she doing this? Why do you think she's smiling? Who else is in the picture? What do you think has just happened?**

Remember, the predictions don't have to be right!

- Encourage the students to predict what the story is about.
- Teach the students some key vocabulary words that they need to understand the main idea of the story. Try to limit this to a maximum of three to five new words.

### **2. READ**

- Read each line slowly. You can read while holding up the book and pointing to the pictures.
- Stop frequently to check the students' comprehension, to revise predictions and to make new predictions.



你本人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几笔，勾勒出主要角色。轮到他或她说什么话时，就指向那个角色。例如，如果你准备向学生讲 *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?

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）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）

## 读故事

本套教材还提供比较长的故事让学生读。故事常常提供极好的机会让学生讨论人物和情节，激发学生的语言表达。记住：重点应放在故事的中心意思上。学生不必每个词都读完；只需大致了解故事的主要情节和人物。请记住：听和阅读不过是语言经历的一部分。

阅读故事包括三个部分：

### 1. 阅读准备

- 让学生谈谈各自与故事的主题相关的经历，以将学生引入故事之中。
- 看故事里的插图，以确定其背景。让学生讨论故事可能发生在何时何地，故事的人物是谁，故事中有哪些重要的东西。
- 就插图进行提问，让学生就故事进行讨论。可提这类问题：这是谁？她在哪儿？她在干什么？她为什么要这么做？你认为她为什么笑？图中还有谁？你认为刚发生了什么事？

记住：这类预测不必非正确不可！

- 鼓励学生们推测本故事讲的是什麼。
- 将理解本故事的中心大意所需的关键词教给学生。尽量将要教的新词限定在三至五个以内。

### 2. 阅读

- 每行尽量读慢点。可以边拿着书指着插图边读。
- 频频停下来，检查学生的理解情况，修正所做的预测，并做出新的推断。

- Play the audiotape so the students can hear native English speakers read the story.
- Concentrate on the **main ideas**. Help the students avoid getting bogged down in the meaning of every word.
- Use questions and the pictures to encourage the students to make meaning of the story. Have the students listen and look for key words that they can recognize, as clues to meaning.

### **3. DISCUSS**

- After you have read the story as a class, make sure everyone grasps the **main idea** of the story. Do not dwell on comprehension of individual words.
- Use questions to check the students' comprehension. Ask questions about what happened, what things the characters did, what choices the characters made and how the story ended.
- Encourage the students to make their own observations about the story. Ask the students to imagine how they would feel or behave in the situation the story describes. Ask the students to try to figure out why certain characters did certain things in the story. Ask the students for their opinions about the characters and their actions. Ask the students whether they liked the ending.
- Sometimes, instead of a discussion, teachers can have the students respond to a story in one of the following ways:
  - Draw a picture of something that happened in the story.
  - Write a sentence under the picture.
  - Make a poster about the story.
  - Make a collage of magazine pictures about the story.
  - Change the ending of the story. Draw a picture to show the new ending.
  - Make up a dialogue with another student to show one part of the story.
  - Make up your own story about a main element of the story. For example, in Lesson 23 of Book 1, ask the students to make up their own story about a birthday party. The students can draw their story and then tell a partner about it, using as much English as possible.

## **Ways to Practice 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:

### **Use the Activity Book**

The activity book presents pencil-and-paper exercises to help the students practice the vocabulary and structures they learn in the lessons. These include word-and-picture matches,

- 播放录音，让学生听英美人是怎样朗读该故事的。
- 注意力放在中心意思上。帮助学生免于陷进逐词理解的泥沼而走不出来。
- 通过提问和插图，鼓励学生分析故事的意义，让学生听出或找出他们所认识的关键词，以作为故事意义的线索。

### 3. 讨论

- 全班跟着你读完故事之后，检查一下是不是每个人都抓住了中心意思。不要纠缠于个别词汇的理解。
- 用提问的方式，检查学生的理解情况。可提以下问题：故事是怎样发生的？故事中的人物做了些什么？这些人物做出了什么选择？事情是怎样结束的？
- 激发学生就故事做出各自的评论。叫学生设身处地地想一下，如果换了他们，会有什么感受，会怎样做。让学生好好想想，故事中的人物为什么要那样行事。叫学生谈谈各自对故事中的人物和人物行为的看法。问问学生是否喜欢故事的结局。
- 有些情况下，可以不进行讨论，而让学生以下列的任何一种方式对故事做出反应：
  - 画一幅故事里发生的事件的图画。
  - 图下写一句话。
  - 就故事内容做一幅张贴画。
  - 就故事收集各种杂志图片，制成一幅拼贴画。
  - 改变故事的结局。画一幅画表现新的结局。
  - 与另一位同学一起编篇对话，以表现故事的某个部分。
  - 就故事的某个主要人或物编出各自的故事。例如，讲三年级上册第 23 课时，可让学生就生日宴会编出各自的故事。学生可以画出各自的故事，然后尽量用英语向同伴讲述该故事。

## 词汇练习和复习方法

你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，学生就都掌握了该单元的词汇。学后边的单元时，反复不断地用学生所熟悉的结构练习新的单词。将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

### 利用《活动手册》

《活动手册》提供了大量的笔头作业，帮助学生练习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画，又有填空以及每单元的测验。

puzzles, drawing activities, fill-in-the-blanks and a test for each unit.

If there is time in class, have the students do activity book exercises in class. If time is short, you can assign the exercises for homework. Be sure to explain to the students what they must do in each exercise before they leave class. Some activity-book exercises require the students to listen to the audiotape. Make sure these are done in class.

Whenever possible, use the completed exercises to create conversation among your students. For example, in a lesson, the students draw pictures of a boy, girl, man and woman and make up sentences about these pictures. Every student's picture will be different. This is a good opportunity for the students to share their work in pairs or small groups, and describe their pictures in English.

## Give Directions

Give the students directions and have them perform the actions. For example:

**Stand. Sit.**

**Look at the clock.**

**Raise your right hand.**

**Touch your left ear.**

**Put your crayon on your book.**

**Draw a picture of \_\_\_\_\_.**

All of these directions make the students participate and demonstrate their understanding of English words.

## Practice in Pairs and Small Groups

Whenever you can, give the students a few minutes to practice 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 practice, and then have them practice 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 answers according to the people in the group.

## Sing a Song

Songs stimulate the students' attention, focus their listening and quickly review vocabulary. A song is well-suited for the opening and closing of most classes. You can also use a short lively song to motivate the students in the middle of a lesson.

The audiotape has all the songs in the program. Most songs have pictures and words in the student book. Play the audiotape, if you choose, and have the students follow words and pictures in their student books.

Then teach the song line by line to the students. You sing one line or part of a line and get your students to repeat after you. Use the pictures in the student book to help the students remember the words.

Finally, play the audiotape again and have your students sing along and do the actions.

如课内有时间，就让学生在课堂上做《活动手册》上的作业。如时间不够，就作为家庭作业布置下去。记住，在学生离教室之前，一定对他们讲清楚每道题的要求。有些练习要求学生听录音，一定要在课堂上完成。

只要有可能，尽量让学生就他们已完成的作业相互之间进行对话。例如，某课要求学生画出男孩、女孩、男人、女人的图画，并就这些画编些句子。这就创造了良好的机会，通过学生们一对一或分小组交流，用英语描述各自画的画。

## 给出指令

给学生一些指令，并让他们按指令去做。例如：

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of \_\_\_\_\_.

这些指令能让学生参与活动，并表明他们对英语词汇理解的程度。

## 一对一和小组练习

只要可能，尽量给学生几分钟时间，让他们就刚学的新结构与同伴、同桌或分小组练习。一定要先让学生们理解并能够说该结构（句式），再让他们练习，然后要求他们就该结构进行有限的替换练习。例如，教会他们 What's his/her/your name? His/Her/My name is \_\_\_\_\_. 之后，让学生三人或四人一组，根据小组成员的实际情况进行问答。

## 唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。多数课在开始和结束时，宜唱首歌。也可在一堂课的中间，唱支短小活泼的歌，使学生振奋起来。

本套教材里的所有歌曲均已录入磁带中。多数歌曲都能在课本里找到图画和词汇。如你觉得有必要，可播放磁带，让学生翻开课本，看相应的词和画。

然后，将歌曲一句一句地教给学生。你唱一句或一句的一部分，让学生跟着你重复。利用课本上的图画来帮助学生记住歌词。

最后，再播放录音，让学生跟唱并做动作。

## 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 specific directions for playing games.

## Make Up a Dialogue

After the students have practiced new vocabulary words and structures, they can create their own conversations. When you ask the students to do this, don’t tell them exactly what they must say. You might, however, list some phrases and words on the blackboard to give them ideas of what to say. Also, model one or two dialogues to give them some ideas. Remind the students that they can repeat structures and words as much as they like in a dialogue.

Encourage the students to invent characters and situations for their dialogue. The students can use puppets or face masks.

Again, you might assist by helping the class to list various characters (WHO) and situations (WHAT) on the blackboard. The students can pick and mix these to produce their own imaginative scene. For example:

### ● WHO ●

- Frog, butterfly, fish.
- Cowboy or other people from the past.
- Good queen.
- Heroes such as a courageous king.
- Movie stars or television actors.
- Monkey, fox, sheep, lion.
- Mickey Mouse or other cartoon characters.
- Farmer.
- Doctor, nurse, teacher.

### ● WHAT ●

- Saving someone from a disaster.
- Hiding together.
- Mountain climbing.
- Trying to buy something.
- Storm at sea.
- Winning a contest.
- Playing in the park.
- Going on a long trip.
- Just after a hard examination.

With interesting situations, your class can use sounds and actions to make even simple structures into dramatic dialogues. For example, here’s a way the students can create dramatic situations to practice **Hello, my name is \_\_\_\_\_ . How are you? I’m fine. What’s your name? My name is \_\_\_\_\_. What’s his/her name? Nice to meet you.**

## 做游戏

本套教材有很多供练习词汇的游戏。《教师用书》的书末“游戏”章节，提供了关于怎样做游戏的具体说明。

## 编对话

学生就新词新结构进行了一定的练习之后，便可以自行对话。叫学生自行对话时，不要告诉他们必须讲什么。不过，可以将一些短语和词汇列在黑板上，以便给他们一些提示。还可以示范一两个对话。别忘了告诉学生，任何结构和单词，他们想在对话中重复多少次都可以。

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。

此外，你同样可以将不同人物 (WHO) 和情景 (WHAT) 写在黑板上，以启发全班同学。学生可以对这些人物和情景进行取舍或混合，以编出他们自己想像的情形。例如：

### ●人物●

- 青蛙、蝴蝶、鱼。
- 牛仔或昔日其他什么人。
- 贤明的女王。
- 像勇敢的国王一类的英雄。
- 电影明星或电视演员。
- 猴子、狐狸、羊、狮子。
- 米老鼠或其他卡通人物。
- 农夫。
- 医生、护士、教师。

### ●情景●

- 救某人脱险。
- 一起躲藏着。
- 爬山。
- 想买点什么。
- 海上风暴。
- 比赛争胜负。
- 在公园玩耍。
- 出门进行长途旅行。
- 刚结束一门很难的考试。

只要情景设计得有趣，你班上的学生就可以通过声音和动作，将一些很简单的结构变成一些极富戏剧性的对话。例如：学生可用这种方式创造戏剧性情景，以练习：  
Hello, my name is \_\_\_\_\_. How are you? I'm fine. What's your name? My name is \_\_\_\_\_.  
What's his/her name? Nice to meet you.



- WHO Mr. Wolf, Mr. Sheep and Miss Monkey.  
 WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.  
 WHO A boss, a worker and a little boy or girl.  
 WHAT They are all stuck on an elevator that has stopped.  
 WHO A father, mother, son and the son's friend who is very strange.  
 WHAT The son is introducing his strange friend to his father and mother.  
 WHO Two aliens and a human being.  
 WHAT The aliens have just landed on Earth and are trying to make friends.

## Use Puzzles and Riddles

The students may guess words through riddles like this:

**I have four legs. I can stand up, but I can't sit down. What am I? (A desk. )**

## 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 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?**
- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/she, and Student 4 answers the question. Student 5 starts the chain over again.

For example:

Student 1: **What's your name?**

Student 2: **My name is Du.**

Student 3: **What's her name?**

Student 4: **Her name is Du.**

Student 5: **What's your name?**

After a few students, you can move the chain drill to another part of the classroom.



人物：狼先生、羊先生和猴女士。

情景：猴女士将狼先生介绍给羊先生，可羊先生很害怕狼先生。

人物：老板、工人、小男孩或小女孩。

情景：他们全都困在停住不动的电梯里了。

人物：父亲、母亲、儿子和儿子的一个怪怪的朋友。

情景：儿子将他那怪怪的朋友介绍给父母。

人物：两个外星人与一个地球人。

情景：两外星人刚在地球上着陆，正想法结交朋友。

## 利用智力测验和谜语

学生可以通过这类谜语猜词：

I have four legs. I can stand up, but I can't sit down. What am I? ( 桌子 )

## 操练

千万注意：一定要在学生弄懂了单词或结构的意义之后，再行操练。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不断动脑筋。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：全班一齐重复，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。
- 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：
  - “一般问句”：Is this a chair? (Yes/No.) Do you like noodles? (Yes/No.) Are you hot? (Yes/No.)
  - “选择问句”：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?
  - “特殊问句”：What's this? Where is \_\_\_\_\_? What time is it? What colour is it?
- 链式操练：可以从教室的任何一个地方开始。甲（生）提问，乙（生）回答；丙向丁提问，插入有关 he 或 she 的问句，丁回答。第五个同学又从头开始。如：
  - 甲：What's your name?
  - 乙：My name is Du.
  - 丙：What's her name?
  - 丁：Her name is Du.
  - 戊：What's your name?

这部分学生轮完之后，可将链条延伸到另一部分学生那儿去。

- **Repetition Drill:** This is very mechanical. The students may not know the meaning of what they are saying, but this allows them to practice pronunciation.  
Teacher: **Let's read a book.**  
Student: **Let's read a book.**  
Teacher: **Let's draw a picture.**  
Student: **Let's draw a picture.**
- **Drill with Substitution:** This is more difficult than straight repetition, but it is still mechanical.  
Teacher: **You want to read.**  
Student: **Let's read a book.**  
Teacher: **You want to draw.**  
Student: **Let's draw a picture.**
- **Drill with Single Word Prompts:** This is even more difficult. The students must be able to construct their own sentences.  
Teacher: **Book.**  
Student: **Let's read a book.**  
Teacher: **Draw.**  
Student: **Let's draw a picture.**
- **Drill with Picture Prompts:** This is more difficult still. The students must construct their own sentence with no English word to prompt them.  
Teacher: (Hold up a picture of a park. )  
Student: **Let's \_\_\_\_\_.**
- **Drill with Free Substitution:** This is the most difficult. The students must understand the meaning in order to participate.  
Teacher: **What do you want to do? Where do you want to go?**  
Student: **I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.**

## Ways to Check for Understanding.....

After the students have practiced 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:

- 重复操练：这种练法很机械。学生不一定知道自己在说什么，但可以锻炼他们的发音。

教师：Let's read a book.

学生：Let's read a book.

教师：Let's draw a picture.

学生：Let's draw a picture.

- 替换练习：此法比直接重复稍难一些，但仍然是机械式的。

教师：You want to read.

学生：Let's read a book.

教师：You want to draw.

学生：Let's draw a picture.

- 单词提示法：此法比较难。学生必需自己造句。

教师：Book.

学生：Let's read a book.

教师：Draw.

学生：Let's draw a picture.

- 图片提示法：此法难度更大些。学生需在没有任何英语词提示的情况下自行造句。

教师：（举起一张公园照片）

学生：Let's \_\_\_\_\_.

- 自由替换法：此法最难。学生要想参加练习，必须懂得其意义。

教师：What do you want to do? Where do you want to go?

学生：I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.

## 怎样检查学生的理解情况

学生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独自当着全班的面回答，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星期课之后，依然拒绝主动回答，你得给予他们更有力的鼓励。如某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《教师用书》使用以下方法在课堂上检查理解情况：

## Observe as the Students Practice

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

## Ask the Students to Present

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

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

## 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. (This is suitable for drawing activities. The students can show each other their drawings and talk in English about their favourite foods. )

## 观察学生练习

无论何时，只要给学生时间，让他们分小组练习对话，或做《活动手册》上的作业，你都应在教室四处走动，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，在课堂上四处走动，边听学生练习，边做笔记。表的一（左）边，列出全班学生的名字；空余部分的顶上，分栏列出各项技能，可在学生名字的旁（右）边做记号，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。

- 作描述性记录：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—/θ/音发得不准。

修洁—mouth, ear, eyes, nose分不清。

易玉明—词末辅音吞音现象严重。

如果所教的班人数过多（多于40名学生），宜将注意力放在问题最多的那些学生身上。教师在观察过程中，记住：教室的各个地方都要走到，包括后面几排学生。

## 让学生表演

学生们以一对一或小组练习的方式做完某个问答练习之后，让三至五对或组自愿者上台前表演。

此外，学生编对话时，有些情况下也不妨请几个自愿者当着全班表演。

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前表演。如你每次都这么做，学生可能慢慢会认为其练习本身是最重要的。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。学生需要寓学于乐，需要在自编对话的过程中发挥其想像力来运用英语。

## 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：课堂上还剩多少时间；学生对课文掌握的程度如何等。

- 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。（此法适宜绘画练习。学生可将自己画的东西给同学看，并用英语谈各自所喜爱的食物。）

- 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.
- Each review lesson is a test. This test provides you with a formal evaluation of the students' progress in that unit.

## 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 children the International Phonetic Alphabet (IPA). Young students 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 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**.
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store**.
- Practice (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**.
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.

- 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。
- 上完一个单元之后，可将《活动手册》收集上来检查。可不定期地突然抽查；可选取特定的作业予以打分并记录；可“浏览”其他部分，仅查看学生是否做了，以及他们的具体困难在哪里。
- 每节复习课是一次测验。该测验能给你提供正式评价学生该单元学习成绩的依据。

## 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》教材不提倡教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己的意思。而国际音标是另一套抽象记忆符号，会给培养学生流利、自信地用英语表达自己的意思造成障碍。然而，国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当你能发这些音时，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语音相比较。
- 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。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 等。
- 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语音时，可采取对比的方法。如教 thin 中 / θ / 的发音时，和 tin 及 din 相比较。
- 在硬纸板上做一个大的人头侧面图像，展示齿、腭、唇和喉咙。然后，把口腔部位从硬纸板上剪下来。操作时，手上裹一块红布或戴上连指手套。当你在教一个新学的语音时，把手从口腔的部位伸出，表现舌的运动。



- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as possible, without mixing up the words.

For example:

**The lips, the teeth, the tip of the tongue.**

**Around the rugged rock the ragged rascal ran.**

**She sells sea shells by the seashore.**

**Look how high his Highness' horse holds his haughty head.**

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 of native English speakers whenever possible for children to practice 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)



- 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。例如：

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议：


- 在起始年级，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使学生通过听说本族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。其方式是在核心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? 这样一个句子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 the students' attention. They encourage the 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 the 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 the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice 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



# 手偶、 张贴画及其他

## 制作和用手偶

手偶是很好的语言学习工具，能吸引学生的注意力，能鼓励学生用语言来练习和玩耍，能帮助害羞的学生有勇气开口。

作为教师，你可以用手偶为学生演示对话。例如《教科书》中的那些对话，也可以用它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 feel 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。教师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。



their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The 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. The 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!

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 1 of Book 1 focuses on school objects. At the beginning of Unit 1, you should post pictures related to this theme (such as a **desk, chair, pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.** )

Other themes in this guide include colours, numbers, alphabet letters, foods, Western foods, fruits, parts of the body, family, actions (such as **jumping, singing, laughing**) and feelings (such as **happy, sad, tired**) . Make a poster for each of these themes.

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。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。在学生做手偶之前，教师应该教学生如何给手偶起名字，如何准备需要的物品。在制作手偶期间，鼓励学生用英语交谈。

教师可用能放进手里的任何东西来做手偶，如用一只短袜或一个纸袋。教师可以用手做手偶的头，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，还可以给它添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想像力获取乐趣吧！

图中的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。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

## 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，让学生们置身于英语环境中。

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东西，以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，每个单元的教学计划都有一个主题，集中归纳了学生要掌握的词汇。例如，三年级上册第1单元着重讲述了学校物品。在第1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一主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图画的旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句。（例如：What's this? It's a desk.）

在这本参考书中，其他的主题包括颜色、数字、字母表、食物、西餐、水果、身体部位、家庭、动作（如 jumping, singing, laughing）和感情（如 happy, sad, tired）。为每一个这样的主题制作一幅张贴画。

## 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 **He is standing. They are playing. Put your hand on your head.**

## Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and artwork on the classroom wall.

## Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimeters long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/his/her name? My/His/Her name is \_\_\_\_\_**. make separate word-cards for:

**What is**

**your**

**his**

**her**

**name?**

**My**

**His**

**Her**

**name is \_\_\_\_\_.**

Make the word-cards about twenty-five centimeters long and twelve centimetres deep. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is \_\_\_\_\_**. in another pocket panel. Insert the other word-cards (**your, his, her, My, His, Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

**How many \_\_\_\_\_ do you have? I have \_\_\_\_\_.**

**Do you like \_\_\_\_\_? Yes, I like \_\_\_\_\_.**

## 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 deep 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.

## 照片张贴画

拍下一些学生正在教室里活动的照片，把它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：He is standing. They are playing. Put your hand on your head.

## 学生张贴画

只要有可能，尽量让学生们自己制作词汇小张贴画，学生可以自己画，也可以从杂志上剪下图画，然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画，让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

## 制作和利用词卡袋

词卡袋是由一块约 12 厘米宽，50 厘米至 100 厘米长的硬纸板制成。上端开口，用胶带把它粘在墙上或钉在告示牌上，现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用，例如教 What is your/his/her name? My/His/Her name is \_\_\_\_\_. 时，制作下列单个词卡：

What is

your

his

her

name?

My

His

Her

name is \_\_\_\_\_.

制作的词卡大约 25 厘米长，12 厘米宽，用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中，把写有 name is \_\_\_\_\_ 的词卡插入另一个词卡袋中，再插入其他的词卡 (your, his, her, My, His, Her)，以便向学生展示这个结构是怎样构成的。

用同样的方法也可教授问答结构。例如：

How many do you have? I have \_\_\_\_\_.

Do you like \_\_\_\_\_? Yes, I like \_\_\_\_\_.

## 制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。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；一些教师把它盖在一块厚纸板上，以便能在教室不同的位置使用。



Flannel sticks to flannel. This means you can attach pictures or word-cards 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.



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儿法兰绒，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。

你也可用法兰绒板来制作图画。例如，当你教给学生身体部位的名称时，随着教单词 **arms, legs, hands, feet** 和 **head**, 你就能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板来做练习，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上移开。

你可以用法兰绒板为人头像制作脸部。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!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

## **ALPHABET SCRAMBLE**

**A contest to review letters of the alphabet and any vocabulary.**

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with A. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

## **BINGO**

**To review any vocabulary.**

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares) . Block out the centre space: it's a free space. Write B I N G O across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class. )

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy

# 游戏



孩子都喜欢做游戏，而这些游戏能帮助他们学习英语！

这个部分涵盖了《教师用书》中每课具体要求做的游戏。同时也包括了一些补充的游戏，这些游戏既有趣又有益。其中一些游戏着重复习词汇，有的游戏着重动作。在开始上课时，可经常做些动作游戏。这些游戏有助于调动学生的学习热情，吸引他们的注意力，促使他们认真听讲，激发想像力和思考能力。

## **字母比赛**

**用来复习字母表中的字母和一些词汇。**

让学生找各自的伙伴，在一张纸的左侧写下字母表。

让学生和他们的伙伴一起尽可能多地回忆英语单词。学生们把单词写在该首字母旁边，每个字母旁能写三个单词，教师可以让学生优先选写某类词汇，（如有关食物或身体部位的词。）若学生能写出这样的词汇，给双倍分数！

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从字母 A 开始读所写的单词。这样做时，让学生们算出他们各自的得分，首选单词得 2 分，其他的得 1 分。

得分最多的组为胜方。

## **宾戈游戏**

**用来复习词汇。**

每个学生需要一张空白游戏纸和一支铅笔，教师需要 24 张大词汇卡片。

游戏纸是一张大方纸，均分为 5 个横栏和 5 个纵栏（形成了 25 个小方格）。留出中心部分作为自由空间。在第一排方格中写上 B I N G O，每个字母在竖行的第一个方格中。（教师可以做一个宾戈游戏纸，让学生复制它，也可以在班上教他们如何制作自己的游戏纸。）

these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B**. The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example) . If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I**. The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an **X** through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

## **CHARADES**

### **To review any vocabulary.**

For this game, which is pronounced *shuh-rayds*, you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In "Charades", the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit) . When the team correctly guesses the word or phrase, record this time on the blackboard.

在黑板上写出任意 24 个词汇表单词，让学生把这些单词写到自己的游戏纸上，每个方块中写一个不同的单词。重要的是：每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样，这个游戏就没法玩了。

本游戏的目的是，使每个学生在他们的游戏纸上找到，并标出和教师手中词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生（不管朝哪个方向）为胜者。

当教师举起一张词汇卡片说 *Under the B*，学生查看其游戏纸上 *B* 栏的下方是否有与卡片相对应的单词。如果有，他们就用彩笔在方格中做一个标记。如果在 *B* 栏中没有找到这样的单词，就不要做任何标记。

当教师举起另一张卡片说 *Under the I* 时，学生查看其游戏纸 *I* 栏下方是否有与卡片相对应的单词，如果有，他们就用彩笔做一个标记；如果没有，就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如，你可以在黑板上写下 *B I N G O*，当你喊出一张卡片后，可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词（不论任何方向），他可以喊出 *Bingo!* 当该学生读出他标出的单词时，检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片，或者直到有一个学生喊出了 *Bingo!* 如果没有人得到宾戈，就把 24 张卡片的顺序打乱，用不同的顺序再次喊出它们，直到一个学生叫出 *Bingo!*

要求学生保留游戏纸，以便下次你能用不同的词汇再次做这个游戏。

变化形式 1：在宾戈游戏纸上，让学生通过中心空白的地方设法补充一个 *X*。

变化形式 2：让学生设法在宾戈游戏纸四周边上完成一个方块。

### **猜词游戏**

#### **用来复习词汇。**

这个游戏的名称，读音是 *Shuh-rayds*。教师需要一块计时的秒表或时钟和一个容器，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卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两组，指定某个学生为计时员。第一组推举一名选手到教室前面，从容器中抽出一张词汇卡或纸条。这名选手只能用动作表明词汇卡或纸条上的单词意思。第一组的学生要设法猜出那个词或短语。注意：第二组的学生必须保持安静。

在“猜词游戏”中，选手不能说话，也不能手指某物或画出某物，选手只能用动作来表明单词或短语的含义。

计时员记录下来每组猜单词或短语所需的时间。不能超过两分钟（也可采用别的限定时间）。当这个组成功地猜出了单词或短语后，在黑板上写下此组所用的时间。

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired. The team with the least total seconds at the end of the game wins.

### **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.**

Repeat this 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 colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

### **DRAW AND GUESS**

#### **To review any vocabulary.**

This game is like "Charades", only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: **chair, desk, ear, scissors**

Difficult words: **friend, favourite, eat, colour**

Phrases (difficult) : **one big apple, sing a song, little tree**

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 vocabulary card or slip of paper out of the container. That player must try to show, through drawing ONLY, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

接下来，第二组派选手上前抽取纸条，用动作表演单词和短语。如果学生感兴趣，可以反复地做这个游戏。在最短的时间内猜中的组为胜方。

### **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 1 - 2 - 3 的时候，要求他们和教师一起拍手，直到大家都掌握为止。

用下面的顺序数数和拍手，直至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。

反复几次。

### **指颜色**

**用来复习颜色名称。**

把彩纸粘到黑板上：红的、蓝的、绿的和黄的，也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣：

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.

让一名自告奋勇的学生走到黑板前，按照全班说唱到的颜色指黑板上相应的彩纸。唱到歌谣的最后一行，教师举起一种出人意料的颜色，让该学生指着它说出其颜色名称。让其他的学生重复做这个游戏。

### **画画猜词**

**用来复习词汇。**

该游戏类似上面的“猜词游戏”，只不过要学生通过画画来说明单词或短语的含义。

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或写有单词和短语的纸条，纸条上的单词和短语必须是学生认识的。游戏的难易度你可以自己掌握。例如：

容易的词：chair, desk, ear, scissors

困难的词：friend, favourite, eat, colour

短语（难）：one big apple, sing a song, little tree

把全班学生分成两组，指定某个学生为计时员。第一组推举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设法说明纸条或词卡上单词的意思。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者写下只言片语。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（或者采用其他限定时间）。当这个组成功地猜出了单词或短语后，在黑板上记下所用的时间。



Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

### **FIND THE CARD**

**To review any vocabulary.**

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card 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 on the card loudly.

If the card 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 card.

If the card doesn't match, the student returns to his or her desk.

### **FIND THE LETTER**

**To review letters of the alphabet.**

Have the students look around the classroom to find objects that begin with the letter A and then four to five other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter c. )

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

### **GO FISH**

**To review any vocabulary.**

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can't see the pictures) .

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

Each player checks the cards he or she chose for cards that match. Any player who finds a pair puts it down in front of him or her immediately. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has any more matching cards, the game begins.



接下来，第二组派选手上前抽取纸条或词卡，然后手画单词和短语。若学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

### **找词卡**

**用来复习词汇。**

把10到15张大词汇卡片放到教室前面，把每张卡片翻过去使学生看不到卡片上的图画。

找一名自告奋勇的学生。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，把它举起来，并大声读出词汇卡上的单词。

如果这名学生挑对了卡片，他可以再说出下一个单词，然后说：Where's the \_\_\_\_\_? 然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片，就让他/她回到座位上去。

### **找字母**

**用来复习字母表中的字母。**

让学生环顾教室的四周，找出名称以字母A开头的物体。然后再找出四个到五个名称以其他字母开头的物体。

教师说出更多的字母，但这次让学生翻看《教科书》来找出单词。

当学生找到后，在黑板上写下这些单词。

几分钟后，停止这个游戏，指着黑板上的每个单词，让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词(比如 pencil, 包含字母 c)。

把这些单词添加到黑板上的单词表中。几分钟以后，逐个指着单词让全班朗读。

选择一些单词，当你指着每个字母的时候，让全班学生拼读。

### **钓鱼游戏**

**用来复习词汇。**

为了取得最好的结果，每个选手应该拥有并能读出10到20张小词汇卡片。注意，每个选手手中的词汇卡片必须相同。

把班里学生分成两人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多，谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们全部卡片都混在一起，把卡片面朝下码成一大摞(令他们看不到图画)。

每个学生从这摞卡片上面取4张，确信别人看不到自己手中的卡片。

每人检查一下手中的卡片，看有没有可以配对的，只要发现配对的，就立即把这对卡片放到自己面前，然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时，游戏就开始了。

The players take turns asking each other **Do you have a \_\_\_\_\_?**, trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

### **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 each write two sentences. One sentence matches vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

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 read 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.

### **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!**

### **I SEE SOMETHING**

**To review adjectives.**

Say in rhythm:

x   x   x   x   |   x   x   x   x   x   |  
I   see   some-thing \_\_\_\_\_.   I   see   some-thing \_\_\_\_\_.

选手轮流问对方：Do you have a \_\_\_\_\_? 设法使手中的牌配上对。在四人一组中，每个选手每次必须叫出组中具体人的名字。比如说，选手甲可能说：Rongji, do you have a hot dog?

如果菜吉的卡片中有 hot dog，他必须把这张卡片给选手甲，选手甲就用它和他的 hot dog 卡片配对，然后放下这对卡片，再去拿另外一张。

如果菜吉手中没有 hot dog 的卡片，他便说：Go Fish! 选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同，选手甲就配成了一对，将这对卡片放下，并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片都不配对，那么就该轮到选手乙了，选手乙继续重复这样的程序。

一直玩到这摞片卡被拿完为止，而且所有选手都被轮到了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确保选手们在游戏结束后都取回自己的卡片。

### 笑脸、哭脸

用来复习成对的词汇，如 hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning。

要求学生每人写两个句子，一个句子中词汇搭配正确，如 In the morning, I eat breakfast; 另外一个句子中词汇搭配不正确，如：He is a girl. 给学生们一些时间来完成任务。

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。让他 / 她站在黑板上画的一张脸的下面。站在笑脸下面，意味着句子中词的搭配是正确的，站在哭脸下面，意味着搭配是错误的。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。

### 藏东西

用来复习 where 问题和教室物品的动作游戏。

解释一下这个游戏，然后让一个自告奋勇的学生离开教室，并告诉他你将用什么物品来做这个游戏。

该学生离开后，把这件物品藏在教室某处。

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，全班大声拍巴掌。当他远离被藏物品时，全班轻声地拍巴掌，边拍巴掌边一遍遍地说唱：Where is his/her \_\_\_\_\_?

当该生找到了被藏物品时，把它举起来，并说：There it is. Thanks!

### 我看见了某物

用来复习形容词。

教师有节奏地说：

x   x   x   x | x   x   x   x   x   x |  
I   see   some-thing \_\_\_\_\_.   I   see   some-thing \_\_\_\_\_.

Fill in the blanks with a colour or other adjective. For example:

**I see something green.** Or **I see something little.**

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** And points to his or her guess. You answer **Yes** or **No**. The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something \_\_\_\_**. The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

### **JOINING GAME**

**An action game to review parts of the body.**

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow**, one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee!** **Hand and head!** **Elbow and shoulder!** **Knee and ear!**

### **LETTERS**

**A spelling game to review any vocabulary.**

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word “cow” has three blanks: \_\_\_\_\_. The word “sheep” has five blanks \_\_\_\_\_.

The teams take turns guessing the letters that go in the other team’s blanks. For example, Team 1 gets the card for “cow” and draws three blanks on the paper. Team 2 guesses the letter O. Team 1 writes O in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2’s word.

The team that completes the most words wins.

### **MEMORY CARD**

**To review any vocabulary.**

Choose ten to fifteen words you want the class to review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** if the cards match, or **Different!** if they don’t. Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

用一种表示颜色的词或其他形容词填空。例如：

I see something green. 或者 I see something little.

学生要设法猜出你看见了什么。要想猜测，学生举起手，指着他猜测的东西问：Is it this? 你回答 Yes 或 No。学生们一直猜下去，直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他 / 她说：I see something \_\_\_\_\_. 其他人设法猜出他看见了什么。注意：如果有人猜对了，学生们必须诚实地承认，而且也不能中途改主意。

### **连接身体部位游戏**

**用来复习身体各部位名称的动作游戏。**

学生一对一站立。当教师说出身体的两个部位时，两个伙伴必须以最快的速度连接这两个部位。例如，如果教师说 Finger and elbow，其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时，就会出现有意思的场面，看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子：Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

### **字母游戏**

**用来复习词汇的拼写游戏。**

把全班分成四人一组的若干小组，每组包括两个两人小组：甲组和乙组。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞，放在中间。

每组从这摞卡片上抓一张，并在一张白纸上为卡片上的单词的每个字母画一个空格，例如，单词 cow \_ \_ \_，单词 sheep \_ \_ \_ \_ \_。

两个组轮流猜对方画的空格上应该是什么字母。例如，甲组抓到的卡片上有单词 cow，他们便在一张纸上画出三个空格。乙组猜中字母 O，甲组便把 O 填入正确的（第二个）空格中，乙组继续往下猜，直到猜对为止。如果猜错，甲组便在空格的下面写上不正确的字母，然后就轮到甲组猜乙组单词中的字母了。

猜对单词数目最多的组为胜方。

### **记卡片**

**用来复习词汇。**

挑选 10 个到 15 个教师想让学生复习的单词，让每个学生找出自己拥有这些单词的小词汇卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起，把它们面朝下平铺在课桌上，卡片不能互相接触，更不能叠加在一起。

学生轮流翻卡片，每次翻开两张。他们翻开卡片时，必须读出卡片上的单词，如果两张卡片相同，他们要说 Same! 如果不同，说 Different! 选手必须既要读对单词，又要说正确 Same! 或 Different!

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

### **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!

### **NAME IT**

**To review any vocabulary.**

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry) .

The students add up the number of words they wrote down and then write down the points (one point for each word) . When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with E as they can (for example, elbow, ear and eye).

The student with the most points at the end of the game wins.

*Variation 1:* Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

*Variation 2:* In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

### **NUMBER GAME**

**To review numbers.**

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.



如果两张卡片一样，而且选手说的也对，他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了，就得把两张卡片再倒扣在桌子上。这时，轮到他的对手来翻卡片。

最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。做完游戏后，教师要确信学生都取回了自己的卡片。

### **记名字**

**用来复习 my/his/her 和学习每个人的名字。**

让 10 名自告奋勇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 ). 和 Her name is Hong.

第三个人说：My name is \_\_\_\_\_ ( 比如说杜 ). 和 His name is Yang Sheng ( 指着第二位学生 ). 和 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。

### **说出名字**

**用来复习词汇。**

每个学生需要一张纸和一支铅笔。

教师说出颜色名称和词汇的类别，比如食物、动物或者教室物品。例如，Red: foods! 这时学生必须写下他们所能想起来的红色的食物 ( 如：肉、苹果和草莓 )。

学生把他们所写下的单词数目累加起来，然后记下得分 ( 每词 1 分 )，当他们完成以后，教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色；例如，E: body! 学生必须写下身体各部位中以 E 开头的单词 ( 如 elbow, ear 和 eye )。

最后得分最高的学生为胜方。

变化形式 1：让学生分小组来做这个游戏。在一个小组中，每个学生都写下他能回忆起来的与字母和类别都匹配的单词。然后，小组数一下集体想出的不同的词汇有多少个，这个总数即是小组的得分。

变化形式 2：在四人到八人的小组中，学生可以小范围地做此游戏。每组准备四张纸条。每张纸条上面写一个字母 ( 或一种颜色 ) 和一个单词类别。每组派一个代表大声读出纸条上的内容，然后每个组员写出与字母和类别匹配的单词。在每个类别做完之后，由小组宣布一名获胜者。

### **数字游戏**

**用来复习数字单词。**

把全班分成两组，每组派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。告诉学生可在各自圆圈的任何地方写下这些数字，然后回到座位上。

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

### **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 **Please 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 vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

*Variation 2:* Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card 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's 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!**



让另外两个学生到黑板上记分。

从每个组中选出一名参赛者站在黑板前，告诉他们，当你说出更多的从 1 到 15 之间的数字时，假若黑板上有这个数字，就擦掉它；如果没有，就补上它。第一个在圆圈中写下数字的学生，能为他的组得 1 分。

让这些选手自己挑选下一个选手参赛，重复这个游戏直到所有的人都能轮上。

得分最多的组为胜方。

### **动作比赛**

**用来复习词汇，尤其是动作和指令词汇。**

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 Please 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 / 她的组赢得 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，每组的选手比赛看谁能首先摸到正确的卡片。

变化形式 2：把全班分成若干小组，让每个小组拿出词汇卡片，面朝上放在课桌上，大家围坐在课桌四周。教师说出单词，每个小组的学生比赛看谁能第一个摸到正确的卡片。

### **SIMON 说**

**这是一个动作游戏。**

做这个游戏是为了活跃课堂气氛，或者用它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 时，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，他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

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：发出具体的命令。例如，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.

*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 \_\_\_\_\_. Nice to meet you.**

Student 1: **Nice to meet you.**

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.

### **THINK AHEAD**

**To review any vocabulary.**

Tell the students to find partners or form small groups.

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

### **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 a crayon.**

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.

变化形式 2: 让个别学生引导做这个游戏。起初, 学生们可能觉得很难, 所以缩短每一轮的时间——不超过 1 至 2 分钟。

变化形式 3: 把全班分成两个或三个大组, 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。

### **走步! 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! 的时候, 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 \_\_\_\_\_. Nice to meet you.

学生甲: Nice to meet you.

当你说 Go! 的时候, 学生立即重新低头快步走。

如果你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 10 个人参加。

### **猜画游戏**

**用来复习词汇。**

告诉学生找伙伴或者结成小组。

每对学生或者每个小组需要准备一套你要复习的词汇卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额, 卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如, 他问: Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

当选手甲猜对了, 就轮到下一个选手来做这个游戏。

### **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。

把全班学生分成两组, 向第一组的一名选手提问一个问题。例如: What's this? What colour is this? Is this a \_\_\_\_\_ or a \_\_\_\_\_? Where is the \_\_\_\_\_? 你也可以向整个组发一个指令, 例如: Touch your head. Point to the blackboard. Show me a crayon.

如果这名选手或整个组回答或者表演正确的话, 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 ×。

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。

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. 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 vocabulary cards 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.

### **WHAT'S THIS?**

**To review any vocabulary.**

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player (s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

### **WHISPER**

**An action game to review actions and prepositions.**

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on**, the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is \_\_\_\_\_?** (the student's name) . Encourage the class to answer **He/She is on the \_\_\_\_\_.**

If you whisper an action, the student must perform the action. Say **What's he/she doing?** Encourage the class to answer **He/She is \_\_\_\_\_ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

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 × (或三个 O)。当然，每个组都想填入自己的 × 或 O，以阻止对方完成目标。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：准备九张大卡片或几张硬纸，在每张卡片的一面写一个大 ×，在另一面写一个大 O。在教室前面放一排三把椅子，让九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，另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 × 时，指着一个在前面的学生，该生就高举着写着 × 的卡片。继续做这个游戏，让九名学生举出写着 × 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，再彼此提问那些要复习的问句。

### **哪个不见了？**

#### **用来复习词汇。**

把 10 个到 20 个大词汇卡片立在教室前面。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。提问每个学生让其说出移走的卡片名称，直到猜对正确答案为止。

让学生看那张移走的卡片，并把它放回原处。那名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。

### **这是什么？**

#### **用来复习词汇。**

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴，或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片，把它举起来问另一位选手 ( 或其他的选手们 )：What's this? 其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时，他要问三次：What's this? 让他的伙伴或小组中的其他成员做出回答。这个游戏可以持续做几分钟。

### **耳语游戏**

#### **用来复习动词和介词的动作游戏。**

找一名自告奋勇的学生。在其耳边轻声说一个动词或一个介词。例如：wave, stamp, clap, in, on, under。

如果悄声说的是 on，这个学生就站在或坐在教室里的某个东西上面，如一把椅子或桌子上。然后教师说：Where is \_\_\_\_\_?( 该学生的名字 )，鼓励全班学生回答：He/She is on the \_\_\_\_\_。

如果悄声说的是一个动词，该生必须表演这个动作，然后教师说：What's he/she doing? 鼓励全班学生回答：He/She is \_\_\_\_\_ing。

和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！

## **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 vocabulary 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. You can use slips of paper instead of cards.

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.

## **WRITE THE NUMBER**

**To review numbers.**

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

## **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 名多则 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还少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套要复习的词汇卡片，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。你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。把卡片的序列打乱，使得相同的单词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，使他们分散站在教室的各处。

当你说 Go! 的时候，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，以便发现同他说一样单词的同学。

## **写数字**

### **用来复习数字。**

学生一对一配对或三人一个小组，每个学生都需要有一张纸。

教师说出数字单词，每个学生都要争取第一个写下相应的阿拉伯数字。

教师在黑板上写下正确的阿拉伯数字，使学生能检查各自的答案。

当你决定停止此游戏时，得正确答案最多的学生为胜者。



# 主要英语教学法 及其在小学教学中的应用

英语教学实践的深入使各种教学理论不断涌现。每种教学法都有其独到的优势，但却没有一种是适合所有教学内容、适合所有学习者的十全十美的教学法。试图寻找一种万能教学法是不切实际的。小学英语教师应视具体情况选择不同的教学法。有些内容可能是某一种教学法占主导，辅以其他教学法，但大部分内容需要多种方法的融合。教师应创造性地而不是机械死板地使用教学法。

## 二、语法—翻译法 (Grammar-Translation Method) .....

### 1. 背景

语法—翻译法是一种通过语法讲解加翻译练习的方式来教学外语的传统方法。其代表人物为奥朗多弗 (H. Ollendorff) 和雅科托 (Jacotot) 等。外语教学法源于拉丁语教学法，盛行于 15 至 17 世纪的欧洲，当时称“语法模仿法”，是翻译法的雏形。到了 18 至 19 世纪，西欧一些国家确定了翻译法的教学地位，因其重视语法教学而被称为语法法或语法翻译法，因继承了拉丁语的传统又称传统法。

### 2. 主要理念

以学习语言的语法系统为中心，用翻译的方法学习目标语，强调语法能力和阅读写作能力。

### 3. 主要特点

(1) 以传统语法作为教授外语的基础。语法被当作语言的核心，是外语学习的主要内容。语法讲解采用演绎法，先讲解语法规则、例句，然后在练习中运用、巩固规则。



(2) 翻译是教学的基本手段。外语翻译成母语, 母语译成外语的逐词翻译是教学的基本形式。外语知识的讲解、练习、巩固和阅读技能的培养都采用翻译方法。

(3) 重读写, 轻听说。重视词汇和语法的学习, 强调阅读和写作两个方面的能力, 而听、说能力没有得到应有的重视。

(4) 课堂用语大部分是母语。用母语组织教学, 把母语当作释义、讲解、练习和检查的重要手段。

语法翻译法只重视语言知识的传授, 在重交际的当今时代, 孤立地采用语法一翻译法必然失之偏颇。在综合运用各种教学法的同时, 对待一些抽象的概念、难理解的句子, 采用此法不失为明智之举, 既清楚明白, 又节省时间。

## 二、直接法(The Direct Method).....

### 1. 背景

19 世纪中期, 欧洲大陆资本主义的发展促进了各国人民之间的往来。在交往中, 口头交际是最常用的也是最直接的。由于相互间口头交际需要的增加, 欧洲人越来越发现语法一翻译的不足。它不能用来培养学生口头表达能力和聆听理解能力。因此, 直接法、听说法、情景法应运而生。直接教学法是指在教学中直接使用第二语或目标语(target language)来进行交流与授课的教学方式。直接教学法重视学生听、说口语和沟通能力的培养, 拒绝填鸭式的文法规则教学, 强调在自然状态下学习。

### 2. 主要理念

直接法中最基本的原则是建立语言与外界经验的联系, 也就是说, 在外语教学中, 使每一个词语同它所代表的事物或意义直接联系, 不经过母语翻译, 强调直接用外语教外语, 不注重形式语法。

### 3. 主要特点

(1) 教师按照儿童掌握母语的过程, 使用外语进行教学, 并广泛使用实物、图画、动作、手势、表情和游戏等直观手段解释词义和句子, 以培养学生掌握在外语与客观事物直接建立联系和直接用外语思维的能力。在课堂教学中尽量创造一个与儿童学习母语相近的环境, 使学生能够自然习得, 提高英语的流利程度和运用英语进行交流的能力。

(2) 强调直接学习和直接应用, 注重语言实践练习, 因而学生学习积极性高, 学习兴趣浓厚。

(3) 直接法主张采用口语材料作为教学内容, 它的教学目标不是规范的书面语, 而是外语口语。重视语音、语调和口语教学, 在学习口语的基础上培养读写能力。语法规则通过课堂上大量的听说练习进行归纳。

(4) 强调模仿。教学过程是模仿、反复练习, 直到养成语言习惯。

直接法适用于以实用为目的的强化培训。外语专业的基础阶段、入门阶段也比较有效。小学英语多以对话形式编排，直接法是小学英语教学常用的教学法。教师应在教学环节上对容易理解的对话内容、比较具体的事物、容易解释的概念采用直接法。

### 三、听说法 (The Audiolingual Approach).....

#### 1. 背景

听说法于 20 世纪 40 年代在美国产生。第二次世界大战爆发后，美国军队为在短期内培养大批掌握外语口语能力的军人，采取一系列的措施和手段强化训练士兵的听说能力，听说法便产生了。战后，该法被推广到学校外语教学中，并在 20 世纪 50 至 60 年代风行美国和西方各国。听说法源于美国，它继承了直接法的某些优点，以句型和语法结构操练为纲。听说法产生的理论基础是结构主义语言学和行为主义心理学。句型结构训练是学生掌握外语的有效手段，是学习外语初级阶段不可缺少的内容。美国布朗大学特瓦德尔教授在 1958 年把听说法的教学过程归纳为认知、模仿、重复、变换和选择五个阶段。

#### 2. 主要理念

语言是一套系统的“语言习惯”。语言学习只有不断地反复练习，才能形成正确的语言习惯。句型操练是训练学生掌握各种句型、句子的一种行之有效的方式。

#### 3. 主要特点

(1) 听说领先，注重口语。听说是一切言语活动的基础，初级阶段以培养口语能力为主，读写为辅。

(2) 以句型为中心反复操练。句型是语言教学的基础，也是外语教学的中心。通过句型操练掌握目标语，培养正确的语言习惯。

(3) 对比语言结构，确定教学难点。语言结构对比包括母语和目标语结构的对比分析和目标语结构内部的对比分析。

(4) 广泛利用现代化教学技术手段，通过多种途径进行强化刺激。

针对小学生模仿能力强、拓展能力不足的特点，小学英语教师可灵活运用听说法，对重点句型采用听说法，在反复操练中使学生掌握新句型并能准确表达。之后进行替换词、句型转换等拓展练习，使学生能够熟练、灵活地掌握重点句型。

机械的模仿可能会显得枯燥，但只要老师灵活运用，结合其他教学法的使用，听说法会有不错的效果。

## 四、全身反应法 (Total Physical Response) .....

### 1. 背景

全身反应法简称 TPR。美国心理学家詹姆士·阿歇尔 (James Asher) 认为, 第二语言学习与小孩习得母语的过程相似。针对小孩的语言大多是命令句, 他们一般先用身体反应, 而后再学会用语言进行反应。他认为, 外语学习也应模仿小孩习得母语的方式, 即先理解后表达。他在 60 年代创立了全身反应法。这种方法倡导把语言和行为联系在一起, 通过身体动作教授外语。强调首先培养学生听的能力, 大量听一段时间以后, 有了一定积累, 就水到渠成地开始输入。这样学生说起来很自然。教学要尽量减少学生的心理压力。

### 2. 主要理念

这种方法倡导把言语和行为联系在一起, 通过身体动作教授外语。

### 3. 主要特点

(1) 以“听—做动作”为主要教学组织形式。学生通过身体对语言的动作反应来提高理解力。这种身体反应由教师通过有计划的指令来控制。学生根据教师的指令做出相应的动作, 从而感知并理解掌握语言。

(2) 教授的语言形式以祈使句为主, 带动其他句型。指令型语言的形式只能是祈使句, 其他句型的出现要服从于祈使句的使用。

(3) 对学生的错误采取宽容的态度。TPR 教学法主张对待学生的错误采取宽容的态度, 只纠正一些较大的错误, 在纠正时要注意方法, 不使学生感到压力。

小学生活泼好动, 全身反应法很适合小学英语教学, 可以很容易地调动起学生的学习积极性。主要缺点是比较抽象的单词和句子很难用 TPR 来表述, 教师在向学生解释一些抽象的事物时会比较困难, 但大多教学内容都可以采用此法。

在 TPR 教学过程中, 学生要做到口动、手动、脑动, 充分调动各个功能区的作用。合理使用, 效果显著。

## 五、情景教学法 (Situational Language Teaching) .....

### 1. 背景

情景教学法于 19 世纪 30 至 60 年代期间由英国语言学家创立。该法强调教师根据课文所描绘的情景, 借助各种媒介如幻灯、动画设计、图片等再现课文所描绘的情景表象, 使学生如闻其声, 如见其人, 仿佛置身其中, 师生之间进行一种情景交融的教学活动。

## 2. 教学理念

情景教学法在英语教学中是以培养学生的实际交际能力为目标的新的课堂教学方法,变传统教学中学生的被动听课为现在的主动参与,使学生成为学习的主体,在“动”与“活”中快乐地学习英语。

## 3. 主要特点

- (1) 情景教学法的课堂以学生为中心。
  - (2) 情景教学法以情景教学为指导,在模拟真实的语境中学习。
  - (3) 情景教学法融知识性与趣味性为一体,课堂形式活跃,充分调动了学生的学习积极性。
  - (4) 情景教学法使学生既获得英语基础知识,又培养了为交际运用英语的能力。
- 该方法适用于有生活情景的内容。现在的英语教材内容大多源于生活,因此该方法使用率较高,使用效果也较好。

# 六、任务型教学法 (Task-based Language Teaching) .....

## 1. 背景

1979 至 1984 年在印度南部邦加罗尔 (Bangalore) 的勃雷泊 (Prabbu) 支持了邦加罗尔交际教学项目研究,该项目完成后就形成了任务型教学法。1996 年首次在中国香港使用,20 世纪 90 年代在世界流行。任务型教学法以任务组织教学,在任务的完成过程中,以参与、体验、互动、交流、合作的学习方式,调动学生已有的目标语资源,在实践中感知、认识、应用目标语,有目的地从“用”中学和从“做”中学。

## 2. 主要理念

在活动中使用语言以达到掌握语言的目的。在教学活动中,教师应当围绕特定的交际和语言项目,设计出具体的、可操作的任务,学生通过表达、沟通、交涉、解释、询问等各种语言活动形式来完成任务,以达到学习和掌握语言的目的。

## 3. 主要特点

- (1) 教学任务首先具有目的性,也就是说,它应该具有较为明确的目标指向。每一个教学环节都是一个活动,学生通过完成一个个的任务来提高交际能力。
- (2) 任何一个任务都需赋予它实质性的内容,表现在课堂上就是需要履行的具体行为和活动。
- (3) 强调以学生为中心而不是以教师为中心。教师既可以是任务的参与者,也可以是任务的监控者和指导者。

- (4) 在任务设计中,应尽量接近现实的情景,以加强学生对语言和语境之间的联系。
- (5) 强调课堂教学活动之间的联系。

所谓任务是一种学生运用语言完成预设非语言结果(specific outcome)的活动。这种活动影射了真实的生活,以交际(communication)为目标,使学生的注意力集中在语意上,从而达到自由运用语言的目的(Jane Willis, 1996)。任务型教学法强调在做中学,只要设计恰当的任务,可以适用于任何教材和任何层次的学生。为小学生设计任务不要太复杂,步骤不要太多,要围绕小学生的生活经验和兴趣。

## 七、自然教学法(The Natural Approach).....

### 1. 背景

自然教学法是由 Stephen D. Krashen 和 Tracy D. Terrel 提出来的。他们在研究儿童如何产生第一语言的基础上,区分了语言学习中自然“习得”和“学习”两个不同的概念。Krashen 和 Terrel 指出,儿童出生以后,生活在一个富有实际意义的环境之中,通过日常生活中与父母的交流,自然“习得”第一语言。“学习”指的是学生在学校里有意识地学习第二语言。

### 2. 主要理念

主张创造一个与儿童学习第一语言相近的环境,使学生能够自然“习得”,提高英语的流利程度和运用英语进行交流的能力。

### 3. 主要特点

(1) 自然教学法认为要自然习得一种语言,学生所接收到的信息内容中应该有一部分为学习者已知的成分,另外一小部分则为比学习者目前程度略高一级的内容,即“ $i+1$ ”;( $i$ 表示学生目前的程度, $1$ 表示比目前程度稍高的教学内容),这样才能使学习者有所进步。

(2) Krashen 把实施自然教学法的过程分成 4 个阶段:

第一阶段是理解阶段(Pre-Production),也叫说话前阶段。教师在课堂上和学生自然地谈话,使用基本的词汇和句型。重复重点词汇。教师通过身体动作和视觉提示,如图片、实物等,帮助学生理解。只要求学生能够听懂和执行简短的英语指令,做出非语言性的反应。许多学生开口之前要经过一个“沉默”的阶段,这是正常的。此时,教师要有耐心,不要多催逼。

第二阶段是早期言语表达阶段(Early Production)。教师自然地和学生谈话,注意学生是否能够对简单的英语指令做出正确的反应。此外,教师可以使用一般疑问句、选择疑问句以及 Wh- 起首的特殊疑问句进行提问。学生应能听懂这些问题,并能用一、

两个单词或短语回答问题。

第三阶段是言说阶段 (Speech Emergence)。教师使用自然、简单的语言和学生谈话，用 How 起首的特殊疑问句提问，要求学生用短语或完整的句子作解释，表达自己的意见。教师应鼓励学生在实际生活中用英语表达思想，与人交流。

第四阶段是言语显现阶段 (Intermediate Fluency)。教师可以继续使用直观教具，强化重点词汇。同时，教师可以选择一个题目或要求描绘一个情景，引导学生使用英语。

(3) 在语言发展的任何一个阶段，教师都不以纠正错误为重点，重要的是给学生创造一个轻松的学习环境。

(4) Krashen 认为学习者的心情和态度是一个足以影响学习质量的重要因素。当情绪闸门（恐惧、害羞等负面情绪）的指数低时，学习效率就提升；反之，则降学习的质量。

## 八、交际教学法 (The Communicative Approach).....

### 1. 背景

20 世纪 70 年代的欧洲在政治、经济、科学与文化方面都发展较快，成立了欧洲共同体。为解决共同体内各国人民交往时出现的语言障碍，需要寻找一个适合成人的教学方法。英国专家威尔金斯提出了从功能和交际角度给语言下定义，并讨论制定一个交际性教学大纲。交际法又称功能法，或功能一意念法，它的建立标志着在外语教学开始从只注重语言形式和结构的教学转向注意语言功能的教学。

### 2. 主要理念

语言是交际的工具，语言教学的最终目的就是为了能在生活中交流、运用。交际教学法注重培养学生的交际能力，而交际能力的核心就是使学生能够运用所学语言在不同场合中对不同对象进行有效的、得体的交际。这种重视培养学生运用语言能力的交际教学法正好和新课标所提倡的“发展学生综合语言运用能力”的理念相一致。

### 3. 主要特点

(1) 功能和意念相结合。语言学习的目标是培养学生交际能力。从学生日常生活和未来工作需要的情景中选择典型材料，学习表达和理解不同功能所需要的语言，如请求、描写和表达善恶等。

(2) 语篇是教学的基本单位。语言不是存在于孤立的词语或句子中，而是存在于连贯的语篇中。语言教学由句子为基本单位的机械操练转向语篇在交际情景中的实际运用。而且交际教学法中的句型操练是为语篇中表述意义和交际功能服务的。

(3) 教学过程交际化。课堂本身就是一种具体的社会交往环境。利用外语组织课堂教学，通过交流讨论和角色扮演实现外语教学过程交际化。学生在言语交际活动



中不仅要注意语言形式的正确性，还应注意场合、说话人的身份等，得体地使用外语。

(4) 学生作为学习主体。在以学生为中心的外语课堂上，教学目标是培养学生自主学习和学会学习的能力。交际教学法反对命令、强迫和机械的训练，强调激发学习动机，消除焦虑情绪，鼓励学生积极参加言语交际活动，不苛求纠正语言错误。

## 九、沉浸式教学法 (Immersion Method).....

### 1. 背景

沉浸式教学法于 20 世纪 60 年代起源于加拿大，是法语区开创的一种全新的第二语言教学模式。由于加拿大某些省的官方语言是法语，很多以英语为本族语的家长希望学校帮助他们的孩子同时提高英语与法语的水平。加拿大政府遂投入资金和人力进行试验，用法语讲授课程。根据各校情况，沉浸法采用部分或全部课程用法语教授。沉浸式教学取得了巨大的成功，从而得到了广泛的关注和高度的评价，在加拿大很快得到推广。其他国家也开始在第二外语教学中试行沉浸法，如匈牙利、澳大利亚、美国等，也取得了不错的效果。

### 2. 主要理念

沉浸式教学法主要指学生在校期间被“浸泡”在目标语言环境内。第二语言不仅是学习的内容，而且是学习的工具，使掌握外语深入到各门课程中。丰富、自然的语言环境使学生在耳濡目染中学习目标语，养成外语思维习惯。

### 3. 主要特点

(1) 利用一切教学手段、教学环境营造沉浸式氛围，主张加大可理解的目标语言输入量。

(2) 教师在教学过程中尽量避免有意识“教”外语的做法，让学生自然地学习外语，减轻学生学习外语的心理压力。

(3) 绝大多数教学时间都直接用目标语上课，学生用目标语学习、探讨、交流，培养外语思维习惯，提高外语学习效果。

(4) 老师不但用目标语教授目标语，而且用目标语讲授部分其他课程。教学模式由单纯的外语教学转向外语与不同学科相结合。

(5) 沉浸式教学特别强调以学生为中心，人人主动参与。

沉浸式教学法具有先进的教学理念，遵循语言习得的自然过程，几乎可以运用到所有类型的外语教学中。各学校可以利用现有条件，最大限度地营造一个沉浸式英语教学环境。如：教师与学生、学生与学生之间尽可能用英语进行交流；有条件的学校配备外籍教师，组织英语活动、竞赛；校园内的标牌、板报、通知的内容用英语（或双语）发布。

# Vocabulary

## A

- a** /ə,eɪ/ (an /æn,ən/) *art.* 一; 一个 (1)
- afternoon** /ˌɑːftəˈnuːn/ *n.* 下午 (16)
- again** /əˈgeɪn/ *adv.* 再; 又 (12)
- am** /æm,əm/ *v.* 是(用于I后) (6)
- and** /ænd,ənd/ *conj.* 和; 与; 又 (2)
- animal** /ˈæniməl/ *n.* 动物 (4)
- any** /ˈeni/ *adj.* 若干, 一些(常用于疑问句和否定句) (23)
- apple** /ˈæpl/ *n.* 苹果 (19)
- are** /ɑː(r)/ *v.* 是(用于we, you, they及复数名词后) (6)
- at** /æt/ *prep.* 在……; 朝…… (7)

## B

- bad** /bæd/ *adj.* 坏的 (12)
- banana** /bəˈnɑːnə/ *n.* 香蕉 (11)
- bear** /beə(r)/ *n.* 熊 (8)
- big** /bɪɡ/ *adj.* 大的 (7)
- bird** /bɜːd/ *n.* 鸟 (3)
- book** /buk/ *n.* 书 (16)
- box** /bɒks/ *n.* 盒子; 箱 (5)
- boy** /bɔɪ/ *n.* 男孩 (18)
- bread** /bred/ *n.* 面包 (17)
- breakfast** /ˈbrekfəst/ *n.* 早餐 (16)
- but** /bʌt/ *conj.* 但是 (12)
- bye-bye** /baɪˈbaɪ/ *int.* 再见; 再会 (24)

## C

- can** /kæn, kən/ *v. aux.* 能, 会 (3)
- cat** /kæt/ *n.* 猫 (2)
- chair** /tʃeə(r)/ *n.* 椅子 (21)

- chicken** /ˈtʃɪkɪn/ *n.* 鸡; 鸡肉 (15)
- clever** /ˈklevə(r)/ *adj.* 聪明的 (12)
- cow** /kau/ *n.* 母牛; 奶牛 (1)

## D

- dad** /dæd/ *n.* 爸爸(非正式用语) (16)
- dance** /dɑːns/ *v.* 跳舞 (3)
- dinner** /ˈdɪnə/ *n.* 晚餐; 主餐, 正餐 (16)
- do** /duː/ *v. & v. aux.* 做, 干, 办 (某事); (构成否定句、疑问句等的助动词) (10)
- dog** /dɒɡ/ *n.* 狗 (2)
- \*donut** /ˈdəʊ.nʌt/ *n.* 面包圈 (20)
- drink** /drɪŋk/ *v.* 喝 (13)
- duck** /dʌk/ *n.* 鸭 (2)
- \*dumpling** /ˈdʌmplɪŋ/ *n.* 饺子 (14)

## E

- ear** /ɪə(r)/ *n.* 耳朵 (6)
- eat** /iːt/ *v.* 吃; 进餐 (13)
- egg** /eg/ *n.* 鸡蛋 (17)
- eight** /eɪt/ *num.* 八 (9)
- eighteen** /ˌeɪtiːn/ *num.* 十八 (21)
- elephant** /ˈelɪfənt/ *n.* 大象 (7)
- eleven** /ɪˈlevn/ *num.* 十一 (19)
- evening** /ˈiːvniŋ/ *n.* 傍晚; 晚上 (16)

## F

- farm** /fɑːm/ *n.* 农场 (1)
- farmer** /ˈfɑːmə(r)/ *n.* 农民 (1)
- \*fat** /fæt/ *adj.* (身体)肥胖的 (7)
- favourite** /ˈfeɪvərɪt/ *adj. & n.* 最喜欢的; 特别喜爱的人(或事物) (15)



**fifteen** /ˌfɪfˈti:n/ *num.* 十五 (19)  
**fish** /fɪʃ/ *n.* 鱼; 鱼肉 (3)  
**five** /faɪv/ *num.* 五 (9)  
**fly** /flaɪ/ *v.* 飞; 放飞 (3)  
**food** /fu:d/ *n.* 食物 (13)  
**for** /fɔ:(r)/ *prep.* 为……; 关于 (17)  
**\*forest** /ˈfɒrɪst/ *n.* 森林 (10)  
**four** /fɔ:(r)/ *num.* 四 (9)  
**fourteen** /ˌfɔ:ˈti:n/ *num.* 十四 (19)  
**friend** /frend/ *n.* 朋友 (6)  
**fruit** /fru:t/ *n.* 水果 (15)

## G

**get** /get/ *v.* 取得, 拿来 (24)  
**go** /gəʊ/ *v.* 走; 去 (16)  
**good** /gud/ *adj.* 好的 (16)  
**good-bye** /ˌgudˈbaɪ/ *int.* 再见;  
 再会 (18)  
**grass** /grɑ:s/ *n.* 草, 青草 (10)  
**great** /greɪt/ *adj.* 好极的; 美妙的 (24)

## H

**\*hamburger** /ˈhæmbɜ:gə(r)/ *n.* 汉堡包 (20)  
**\*happen** /ˈhæpən/ *v.* 发生 (6)  
**have** /hæv/ *v.* 有; 吃; 进行(活动)  
 (第三人称单数形式为 *has*) (16)  
**he** /hi:/ *pron.* 他 (12)  
**hello** /ˈheləʊ, heˈləʊ/ *int.* 喂; 你好  
 (表示问候等) (3)  
**help** /help/ *v.* 救命; 帮助 (6)  
**\*hey** /hei/ *int.* 嘿, 喂(用以唤起注意或表示惊讶或疑问) (12)  
**hi** /haɪ/ *int.* 嗨; 你好(非正式用语,  
 =hello) (3)  
**horse** /hɔ:s/ *n.* 马 (4)

**hot dog** /ˈhɒtˈdɒg/ *n.* 热狗 (20)  
**how** /haʊ/ *adv.* 怎样; 多少 (9)  
**hungry** /ˈhʌŋɡrɪ/ *adj.* 饥饿的 (13)

## I

**I** /aɪ/ *pron.* 我 (13)  
**ice cream** /ˌaɪsˈkri:m/ *n.* 冰淇淋 (20)  
**in** /ɪn/ *prep.* 在……里面; 在里面 (5)  
**is** /ɪz/ *v.* 是(用于 *he, she, it* 及单数  
 可数名词和不可数名词后) (1)  
**it** /ɪt/ *pron.* 它 (1)  
**its** /ɪts/ *pron.* 它的 (8)

## J

**juice** /dʒu:s/ *n.* 果汁 (13)  
**jump** /dʒʌmp/ *v.* 跳; 跃; 跳跃 (4)

## L

**leg** /leg/ *n.* 腿 (24)  
**let's** /lets/ *v.* 让我们……吧(尤用于提议) (13)  
**like** /laɪk/ *v.* 喜欢 (15)  
**little** /ˈlɪtl/ *adj.* 小的; 少许的 (3)  
**live** /lɪv/ *v.* 居住; 生活 (10)  
**long** /lɒŋ/ *adj.* 长的 (8)  
**look** /lʊk/ *v.* 看 (8)  
**lunch** /lʌntʃ/ *n.* 午餐 (16)

## M

**\*magic** /ˈmædʒɪk/ *adj.* 有魔力的 (18)  
**make** /meɪk/ *v.* 制造; 做 (18)  
**many** /ˈmeni/ *adj. & pron.* 许多的;  
 许多 (9)  
**\*may** /meɪ/ *v. aux.* 可以 (18)  
**me** /mi:/ *pron.* 我(*I* 的宾格形式) (12)  
**\*meal** /mi:l/ *n.* 餐, 饭食 (13)  
**\*meat** /mi:t/ *n.* 肉 (11)

**milk** /mɪlk/ *n.* 牛奶 (17)  
**monkey** /'mʌŋki/ *n.* 猴子 (7)  
**morning** /'mɔ:nɪŋ/ *n.* 早上; 上午 (16)  
**Mr.** /'mɪstə(r)/ *n.* 先生(用于男子  
 姓或姓名前的称呼) (12)  
**much** /mʌtʃ/ *adv.* (与*how* 连用以  
 询问数量)多少; 许多, 大量  
 (与不可数名词连用) (22)  
**mum** /mʌm/ *n.* 妈妈(非正式用语) (16)  
**my** /maɪ/ *pron.* 我的 (6)

## N

**nice** /naɪs/ *adj.* 好看的; 讨人喜欢的 (12)  
**night** /naɪt/ *n.* 晚上 (16)  
**nine** /naɪn/ *num.* 九 (9)  
**nineteen** /ˌnaɪn'ti:n/ *num.* 十九 (21)  
**no** /nəʊ/ *adv.* 不; 没有; 无 (4)  
**noodle** /'nu:dl/ *n.* 面条 (14)  
**nose** /nəʊz/ *n.* 鼻子 (8)  
**not** /nɒt/ *adv.* 不, 没有 (2)  
**now** /naʊ/ *adv.* 现在 (12)

## O

**okay** /əʊ'keɪ/ *int.* 行; 好(=OK) (12)  
**on** /ɒn/ *prep.* 在……上面; 在……  
 状态中 (5)  
**one** /wʌn/ *num.* 一 (9)  
**or** /ɔ:(r)/ *conj.* 或者; 还是 (7)  
**orange** /'ɒrɪndʒ/ *n. & adj.* 橙; 橘黄色;  
 橘黄色的 (19)  
**\*out** /aʊt/ *prep. & adv.* (从……里)  
 出来 (6)

## P

**panda** /'pændə/ *n.* 熊猫 (7)  
**\*pear** /peə(r)/ *n.* 梨 (19)  
**pig** /pɪɡ/ *n.* 猪 (1)

**play** /pleɪ/ *v.* 玩耍; 游戏 (24)  
**please** /pli:z/ *adv.* (用于客气地请  
 求或吩咐)请, 请问 (23)  
**\*pull** /pʊl/ *v.* 拉; 拖 (6)

## R

**\*rabbit** /'ræbɪt/ *n.* 兔子 (4)  
**read** /ri:d/ *v.* 读, 阅读 (16)  
**\*ready** /'redɪ/ *adj.* 准备(好)的 (18)  
**\*restaurant** /'restərɒŋ, 'restərɒnt/ *n.*  
 饭店 (21)  
**rice** /raɪs/ *n.* 米饭 (14)  
**river** /'rɪvə/ *n.* 河 (10)  
**run** /rʌn/ *v.* 跑 (4)

## S

**sad** /sæd/ *adj.* 悲伤的 (18)  
**say** /seɪ/ *v.* 说, 讲 (5)  
**school** /sku:l/ *n.* (中、小)学校;  
 上学 (16)  
**see** /si:/ *v.* 看见, 看到; 明白 (5)  
**seven** /'sevn/ *num.* 七 (9)  
**seventeen** /ˌsevn'ti:n/ *num.* 十七 (21)  
**sheep** /ʃi:p/ *n.* 羊; 绵羊 (1)  
**short** /ʃɔ:t/ *adj.* 短的; 矮的 (8)  
**sing** /sɪŋ/ *v.* 唱; 唱歌 (3)  
**six** /sɪks/ *num.* 六 (9)  
**sixteen** /ˌsɪks'ti:n/ *num.* 十六 (21)  
**small** /smɔ:l/ *adj.* 小的; 少的 (7)  
**\*snake** /sneɪk/ *n.* 蛇 (8)  
**some** /sʌm/ *adj.* 一些 (14)  
**sorry** /'sɒrɪ/ *int.* 惭愧; 表示歉意 (24)  
**soup** /su:p/ *n.* 汤 (14)  
**\*stone** /stəʊn/ *n.* 石; 石头 (18)  
**story** /'stɔ:ri/ *n.* 故事 (6)

\*stuck /stʌk/ *adj.* 卡住的; 不能动弹的  
 (stick的过去式和过去分词) (6)  
 \*sure /ʃʊə(r)/ *adv.* 当然; 一定 (18)  
 swim /swɪm/ *v.* 游泳 (3)

## T

table /'teɪbl/ *n.* 桌子 (13)  
 \*tail /teɪl/ *n.* 尾巴 (8)  
 take /teɪk/ *v.* 拿; 带走 (22)  
 tea /ti:/ *n.* 茶 (21)  
 ten /ten/ *num.* 十 (9)  
 thanks /θæŋks/ *v.* 感谢; 谢谢 (23)  
 the /ði:, ðɪ, ðə/ *art.* 这(那)个;  
 这(那)些(指特定的人或物) (1)  
 then /ðen/ *adv.* 然后 (16)  
 there /ðeə(r)/ *adv.* 在那儿;  
 往那边 (9)  
 they /ðei/ *pron.* 他们; 她们; 它们 (10)  
 thin /θɪn/ *adj.* 瘦的 (7)  
 \*thirsty /'θɜ:stɪ/ *adj.* 渴的 (13)  
 thirteen /'θɜ:'ti:n/ *num.* 十三 (19)  
 this /ðɪs/ *pron.* 这; 这个 (1)  
 three /θri:/ *num.* 三 (9)  
 tiger /'taɪgə(r)/ *n.* 虎 (8)  
 time /taɪm/ *n.* 时间 (6)  
 to /tu:, tu/ *prep.* 向……, 对……;  
 (与动词原形一起构成不定式) (12)  
 too /tu:/ *adv.* 也; 太 (24)  
 tree /tri:/ *n.* 树 (10)  
 twelve /twelv/ *num.* 十二 (19)  
 twenty /'twenti/ *num.* 二十 (21)  
 two /tu:/ *num.* 二 (9)

## U

under /'ʌndə(r)/ *prep.* 在……下面 (5)  
 use /ju:z/ *v.* 使用; 运用 (18)

## V

vegetable /'vedʒtəbl/ *n.* 蔬菜 (15)  
 very /'veri/ *adv.* 很; 非常 (14)

## W

want /wɒnt/ *v.* 想要 (12)  
 water /'wɔ:tə(r)/ *n.* 水 (21)  
 \*watermelon /'wɔ:tə'melən/ *n.* 西瓜 (19)  
 we /wi:/ *pron.* 我们 (6)  
 welcome /'welkəm/ *adj.* 受欢迎的;  
 别客气 (23)  
 what /wɒt/ *pron.* 什么 (1)  
 where /weə(r)/ *adv.* 在哪里 (5)  
 \*will /wɪl/ *v. aux.* 会, 要(用以表示  
 对未来事物的预料) (12)  
 \*wolf /wʊlf/ *n.* 狼 (8)  
 \*would /wʊd/ *v. aux.* 要; 肯(表示  
 喜欢、愿意) (14)

## Y

yes /jes/ *adv.* 是; 是的 (4)  
 you /ju:/ *pron.* 你; 你们 (3)  
 your /jɔ:(r)/ *pron.* 你的; 你们的 (15)

## Z

zoo /zu:/ *n.* 动物园 (7)

注: 黑体词要求听懂、会说、认读和书写; 白体词要求听懂、会说和认读; 标星号词为超标词。  
 数码标明该词所在《教科书》中课数。

# Structures

## and Expressions

### Unit 1

What's this?	这是什么？	(L1)
It's a ____.	它是……	(L1)
Is it a ____?	这是一只……吗？	(L2)
Yes, it is./ No, it isn't.	是的，它是。/ 不，它不是。	(L2)
Fish can swim.	鱼能游泳。	(L3)
Can you ____?	你能……吗？	(L3)
Yes, I can./No, I can't.	是的，我能。/ 不，我不能。	(L3)
What animals can fly ?	什么动物会飞？	(L4)
Birds can fly.	鸟会飞。	(L4)
Where is the cat?	猫在哪里？	(L5)
It's in/on/under the box.	它在盒子里面 / 上面 / 下面。	(L5)
Can I help you?	我能帮你吗？	(L6)
Yes, please.	是的，请帮帮我。	(L6)

### Unit 2

The ____ is big/small.	这个……大 / 小。	(L7)
Its nose is long.	它的鼻子长。	(L8)
Its tail is short.	它的尾巴短。	(L8)
How many ____ are there?	……有多少？	(L9)
There are ____.	有……	(L9)
Where does a ____ live?	……住在哪里？	(L10)

In ____.	住在……	(L10)
What do they eat?	它们吃什么?	(L11)

### Unit 3

I'm hungry/thirsty.	我饿了 / 渴了。	(L13)
I want to eat/drink.	我想吃 / 喝。	(L13)
Let's eat.	我们吃饭吧。	(L13)
Would you like some ____?	你想要些……吗?	(L14)
Yes, please. /No, thanks.	好的。 / 不要了, 谢谢。	(L14)
My favourite food is ____.	我最喜欢吃……	(L15)
I like _____. /I don't like ____.	我喜欢 / 不喜欢……	(L15)
What's for ____?	……吃什么?	(L17)

### Unit 4

What do you like?	你喜欢什么?	(L19)
What would you like?	你想要什么?	(L20)
I'd like ____ and ____, please.	我想要……和……, 谢谢。	(L20)
May I have one?	我可以要一个吗?	(L20)
Sure.	当然可以。	(L20)
Thanks!	谢谢!	(L20)
You're welcome!	不客气!	(L20)
Would you like some ____?	你想要……吗?	(L21)
No, thanks. I'd like some ____.	不, 谢谢。我想要……	(L21)
How much for one ____?	一个……多少钱?	(L22)
How much is a ____?	一个……多少钱?	(L22)
I'll take ____, please.	我买……(个), 谢谢。	(L22)
Do you have any ____?	你这儿有……吗?	(L23)
How much are ____?	……多少钱?	(L23)



# 课堂教学 用语

## 1. 上课 (Beginning a class)

- (1) Let's start now./Let's begin our class/lesson. 现在我们开始上课。
- (2) Stand up, please. 请起立!
- (3) Sit down, please. 请坐!

## 2. 问候 (Greeting)

- (4) Hello, boys and girls/children. 同学们好。/ 大家好。
- (5) Good morning, class/everyone/everybody/children/boys and girls. 同学们，早上好。
- (6) Good afternoon, class/everyone/everybody/children/boys and girls. 同学们，下午好。
- (7) How are you today? 你（们）今天感觉怎么样？

## 3. 考勤 (Checking attendance)

- (8) Who's on duty today?/Who's helping this morning/today? 今天（早上）谁值日？
- (9) Is everyone/everybody here/present? 所有人都到齐了吗？
- (10) Is anyone away?/Is anybody away? 有人缺席吗？
- (11) Is anyone absent?/Is anybody absent? 有人缺席吗？
- (12) Who's absent?/Who's away? 谁缺席了？
- (13) Where is he/she? 他 / 她在哪里？
- (14) Try to be on time./Don't be late next time. 尽量准时到。/ 下次别迟到了。
- (15) Go back to your seat, please. 请回到你的座位上去。
- (16) What day is it today? 今天星期几？
- (17) What's the date today? 今天几号？

(18) What's the weather like today? 今天天气怎么样?

(19) What's it like outside? 外面天气怎么样?

## 4. 宣布 (Announcing)

(20) Let's start working./Let's begin/start a new lesson./Let's begin/start our lesson.

我们开始上(新)课。

(21) First, let's review/do some review. 首先, 我们来复习一下。

(22) What did we learn in the last lesson? 上一课我们学了什么?

(23) Who can tell/remember what we did in the last lesson/yesterday? 谁能告诉我 / 还记得上一课 / 昨天我们学(做)了什么?

(24) Now we're going to do something new/different./Now let's learn something new.

现在我们做一些新的 / 不同的练习。 / 现在我们来学习一些新内容。

(25) We have some new words/sentences. 我们有一些新单词 / 句子要学习。

## 5. 提起注意 (Directing attention)

(26) Ready?/Are you ready? 准备好了吗?

(27) Did you get there?/Do you understand? 听懂了吗?

(28) Is that clear? 明白了吗?

(29) Any volunteers? 谁自愿回答? / 谁自告奋勇?

(30) Do you know what to do? 知道要做什么吗?

(31) Be quiet, please./Quiet, please. 请安静。

(32) Listen, please. 请听。

(33) Listen carefully, please. 请认真听。

(34) Listen to the tape recorder/the recording. 听录音。

(35) Look carefully, please. 请仔细看。

(36) Look over here. 看这里。

(37) Watch carefully. 仔细看。

(38) Are you watching? 你(们)在看吗?

(39) Please look at the blackboard/picture/map... 请看黑板 / 图片 / 地图……

(40) Pay attention to your spelling/pronunciation... 注意自己的拼写 / 发音……

## 6. 课堂活动 (Classroom activities)

(41) Start!/Start now. 开始! / 现在开始!

(42) Everybody together./All together. 所有人一起。

(43) Practise in a group./Practise in groups./In groups, please. 小组练习。 / 分组练习。

/ 请大家分组练习。

- (44) Get into groups of three / four ... 每三 / 四 / (……) 人结成一组。
- (45) Everybody find a partner/friend. 每人找一个搭档。
- (46) In pairs, please. 请两人一组。
- (47) One at a time./Let's do it one by one. 一个一个来。 / 让我们一个一个来做。
- (48) Now you, please./Your turn (Student's name). 该你了。 / 轮到你了。
- (49) Next, please. Now you do the same, please. 下一位, 请做同样的动作。
- (50) Let's act./Let's act out/do the dialogue. 我们来表演对话。
- (51) Who wants to be A? 谁想扮演角色 A?
- (52) Practise the dialogue, please. 请练习对话。
- (53) Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A, 另一半学生扮演角色 B。
- (54) Please take (play) the part of ... 请扮演……
- (55) Whose turn is it? 轮到谁了?
- (56) It's your turn. 轮到你了。
- (57) Wait your turn, please. 请等候你的次序。
- (58) Stand in line./Line up. 站成一排。 / 排队。
- (59) One by one./One at a time, please. 一个一个来。
- (60) In twos./In pairs. 两人一组。
- (61) Don't speak out. 不要说出来。
- (62) Turn around. 转身。

## 7. 请求 (Request)

- (63) Could you please try it again? 你(们)能再试一下吗?
- (64) Could you please try the next one? 请试试下一个好吗?
- (65) Will you please help me? 你愿意帮助我吗?

## 8. 鼓励 (Encouraging)

- (66) Can you try? 你(们)能试一下吗?
- (67) Try, please. 请尝试一下。
- (68) Try your best./Do your best. 尽你最大的努力!
- (69) Think it over and try again. 认真思考一下, 然后再试试。
- (70) Don't be afraid/shy. 不要害怕 / 害羞。

## 9. 指令 (Issuing a command)

- (71) Say/Read after me, please. 请跟我说 / 读。
- (72) Follow me, please. 请跟我读 / 学……



- (73) Do what I do. 跟我做。
- (74) Repeat, please./Repeat after me. 请重复。/ 请跟我重复。
- (75) Once more, please./One more time, please. 请再来一次。
- (76) Come here, please. 请过来。
- (77) Please come to the front./Come up and write on the blackboard/chalkboard.  
请到前面来。/ 到前面来，写到黑板上。
- (78) Come and write it on the blackboard. 过来写到黑板上。
- (79) Please go back to your seat. 请回座位。
- (80) In English, please. 请使用英语。
- (81) Put your hand up, please. /Raise your hand, please. 请举手。
- (82) Put your hands down, please./Hands down, please. 请把手放下。
- (83) Say/Write it in Chinese/English. 用汉语 / 英语说 / 写。
- (84) Please take out your books. 请把书拿出来。
- (85) Please open your books at page .../Find page .../Turn to page ... 请打开书，翻到……页。  
/ 把书翻到……页。
- (86) Please answer the question/questions./Please answer my question (s). 请回答这个(些)  
问题。/ 请回答我的问题。
- (87) Please read this letter/word/sentence out loud./Please read out this letter/word/ sentence.  
请大声地读出这个字母 / 单词 / 句子。/ 请读出这个字母 / 单词 / 句子。
- (88) Please stop now./Stop now, please./Stop here, please. 请现在停下来。/ 请停到这里。
- (89) Clean up your desk/the classroom, please. 请整理你的课桌 / 请打扫教室。
- (90) It's clean-up time./Tidy up your desk/the classroom. 现在是大扫除时间。/ 请清理你  
的课桌 / 教室。
- (91) Put your things away./Clean off your desk./Pick up the scraps.  
请把你的物品收拾起来。/ 收拾好你的桌子。/ 收拾一下剩余的物品。
- (92) Clean the blackboard. 请擦一下黑板。
- (93) Plug in the tape-recorder, please. 请插一下录音机。
- (94) Put the tape-recorder away. 请把录音机收起来。
- (95) Put the tape in its box/cassette. 把磁带放进盒子里 / 磁带盒里。
- (96) Listen and repeat. 先听，然后再重复。
- (97) Look and listen. 看并听。
- (98) Repeat after me. 请跟我重复。
- (99) Follow the words. 请看着单词。
- (100) Fast./Quickly!/Be quick, please. 快点。/ 请快一点。
- (101) Hurry!/Hurry up, please. 快 !/ 请快一点。

- (102) Slow down, please. 请慢一点。  
(103) Slowly. 慢慢来。  
(104) Bring me some chalk, please. 请给我拿些粉笔来。

## 10. 禁止和警告 (Prohibition and warning)

- (105) Stop talking./Stop talking now, please. 别说话了。/ 现在请别说话了。  
(106) Don't talk./Everybody quiet, please. 别说话。/ 请大家安静。  
(107) Don't be silly. 别傻了。  
(108) Settle down. 别激动。

## 11. 评价 (Evaluation)

- (109) Good, thank you. 很好，谢谢你。  
(110) Good!/Very good./Good job./Good work./Good example.  
好 / 很好 / 不错 / 做得好 / 好样的。  
(111) A good answer./Nice work. 回答得很好 / 做得好。  
(112) Excellent./Great!/Well done./Very good./I like the way you ...  
棒极了 / 太棒了 / 做得好 / 非常好！ / 我喜欢你……的方式。  
(113) That's interesting! 真有趣！  
(114) Don't worry about it./No problem. 别担心。/ 没问题的。  
(115) OK!/That's OK. 好的。/ 没什么。  
(116) I don't think so. 我认为不是这样。  
(117) That's not quite right, any other answers?/That's close./That's almost right.  
不是很确切，还有其他的答案吗？/ 基本正确。  
(118) Not quite, can anyone help him/her?/Try again. 不是很确切，有人能帮他/她一下吗？  
/ 再试一下。  
(119) A good try. 很好的尝试。

## 12. 布置作业 (Setting homework)

- (120) For today's homework ... 今天的作业是……  
(121) Practise after class./Practise at home. 课下 / 回家要练习。  
(122) Say it out loud, before you write it down. 先大声把它说出来，再写出来。  
(123) Copy/Print/Write each word twice. 每个单词写两遍。  
(124) Remember (Memorize) these words/sentences. 记住这些单词 / 句子。  
(125) Learn these words/these sentences/this text by heart. 记住这些单词 / 这些句子  
/ 这篇课文。

(126) Do your homework./Do the next lesson./Do the new work. 做作业。/ 预习下一课。  
/ 做新功课。

### 13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye./Bye./See you next time. 再见！ / 拜拜！ / 下次见！

# 英语常用名

## 常用女名

Alice /'ælis/ 艾丽斯  
Ann /æn/ 安  
Annie /'æni/ 安妮  
Betty /'beti/ 贝蒂  
Carrie /'kæri/ 卡丽  
Cathy /'kæθi/ 凯西  
Cindy /'sindi/ 辛迪  
Connie /'kɒni/ 康尼  
Daisy /'deizi/ 戴西  
Daphne /'dæfni/ 达芙妮  
Diana /daɪ'ænə/ 黛安娜  
Elizabeth /i'lizəbeθ/ 伊丽莎白  
Ellen /'elin/ 埃伦  
Emily /'emili/ 埃米莉  
Hannah /'hænə/ 汉娜  
Helen /'helən/ 海伦  
Iris /'aɪrɪs/ 艾瑞斯  
Ivy /'aɪvi/ 艾维  
Jane /dʒeɪn/ 简  
Jenny /'dʒeni/ 詹妮  
Jessica /'dʒesɪkə/ 杰西卡  
Joan /dʒəʊ/ 琼  
Karen /'kɑ:rən/ 卡琳  
Kate /keɪt/ 凯特  
Laura /'ləʊrə/ 劳拉  
Linda /'lɪndə/ 琳达  
Lisa /'li:sə/ 莉萨  
Louise /lu:'i:z/ 路易丝  
Lucy /'lu:si/ 露西  
Maggie /'mægi/ 玛吉  
Mary /'meəri/ 玛丽  
Monica /'mɒnika/ 莫妮卡  
Nancy /'nænsi/ 南希  
Rebecca /rɪ'bekə/ 丽贝卡  
Rose /rəʊz/ 罗斯  
Sarah /'sɑ:rə/ 萨拉  
Shirley /'ʃɜ:li/ 雪莉  
Susan /'su:zən/ 苏珊  
Victoria /vɪk'tɔ:riə/ 维多利亚  
Winnie /'wɪni/ 威妮

## 常用男名

Abraham /'eɪbrəhəm/ 亚伯拉罕  
Adam /'ædəm/ 亚当  
Alan /'ælən/ 艾伦  
Alexander /,æliɡ'zɑ:ndə/ 亚历山大  
Andrew /'ændru:/ 安德鲁  
Andy /'ændi/ 安迪  
Ben /ben/ 本  
Bill /bɪl/ 比尔  
Bob /bɒb/ 鲍勃  
Daniel /'dænjəl/ 丹尼尔  
Danny /'dæni/ 丹尼  
David /'deɪvɪd/ 戴维  
Edward /'edwəd/ 爱德华  
Frank /fræŋk/ 弗兰克  
George /dʒɔ:dʒ/ 乔治  
Henry /'henri/ 亨利  
Howard /'haʊəd/ 霍华德  
Jack /dʒæk/ 杰克  
Jackson /'dʒæksn/ 杰克逊  
James /dʒeɪmz/ 詹姆斯  
Jerry /'dʒeri/ 杰里  
Jim /dʒɪm/ 吉姆  
Jimmy /'dʒɪmi/ 吉米  
John /dʒɒn/ 约翰  
Ken /ken/ 肯  
Mark /mɑ:k/ 马克  
Michael /'maɪkl/ 迈克尔  
Mike /maɪk/ 迈克  
Paul /pɔ:l/ 保罗  
Peter /'pi:tə/ 彼得  
Philip /'fɪlɪp/ 菲利普  
Richard /'rɪtʃəd/ 理查德  
Robert /'rɒbət/ 罗伯特  
Sam /səm/ 萨姆  
Simon /'saɪmən/ 西蒙  
Steven /'sti:vən/ 斯蒂文  
Tom /tɒm/ 汤姆  
Tony /'təʊni/ 托尼  
Vincent /'vɪnsənt/ 文森特  
William /'wɪljəm/ 威廉

# Evaluation Sheets

评价表 1:

	Lesson 1	Lesson 2	Lesson 3	...
reading				
writing				
listening				
speaking				
spelling				
grammar				
pronunciation				
role-play				
songs & chants				
video				
test				
project				
homework				

评价表 2:

	listening	speaking	reading	writing	homework	test	...
Li Hong	A	B	A	B	A	A	
Xiu Jie							
Yi Yuming							
Wang Tao							