

Unit 3

Food and Meals



General Goals for Unit 3

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 food and eating. 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 3 has six lessons, but you should consider using more than six classes to teach the unit. 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.

Specific Goals for Unit 3

Knowledge and Skills

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

**food, eat, drink, juice, I
soup, noodle, rice
chicken, vegetable, fruit, like
good
milk, egg, bread**

第3单元

食物和三餐



第3单元总目标

本单元以前面学过的知识为基础，让学生学习新的词汇，提高听说技能。学生们将学习一些谈论食物和进餐的词汇。鼓励学生用学到的语言技能进行表达；回答问题（口头和书面）；快乐阅读和听故事；并以小组形式展示自己对语言的理解和运用。

第3单元共有6课，但是教师应该考虑用多于6个课时的时间来教授此单元。教师应根据学生的需要和兴趣，来安排教学节奏和内容。

本单元有1节复习课 (Again, Please!), 教师可以采用这单元最后一课来作为总结性评价。

第3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：

food, eat, drink, juice, I

soup, noodle, rice

chicken, vegetable, fruit, like

good

milk, egg, bread

2. Students will be able to aurally understand and respond orally to the following phrases and sentences:

I'm hungry.

I'm thirsty.

Let's eat.

I want to eat.

I want to drink.

Would you like some...?

Yes, please./No, thanks.

What's your favourite food?

My favourite food is...

I like...

I don't like...

In the morning, I have breakfast.

In the afternoon, I have lunch.

In the evening, I have dinner.

What's for...?

3. Students will become familiar with the rules of the pronunciation for the letters **h, w, r** and **u**.

4. Students will be able to understand the story *The Magic Stone* through listening and reading with the aide of pictures and teacher support. And act it out.

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

Eat and Drink

Are You Hungry?

It's Time for Lunch

Milk and Bread

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 the pronunciation in reading, writing and speaking.

Affect and Attitude

Students are expected 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.

2. 学生能理解和口头使用下列用语:

I'm hungry.

I'm thirsty.

Let's eat.

I want to eat.

I want to drink.

Would you like some...?

Yes, please./No, thanks.

What's your favourite food?

My favourite food is...

I like...

I don't like...

In the morning, I have breakfast.

In the afternoon, I have lunch.

In the evening, I have dinner.

What's for...?

3. 学生能了解字母 h, w, r 和 u 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: The Magic Stone

5. 学生能唱本单元的歌曲和歌谣:

Eat and Drink

Are You Hungry?

It's Time for Lunch

Milk and Bread

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, 能主动向老师或学生请教, 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学生积极配合。

Lesson 13 I'm Hungry!

Lesson 13 I'm Hungry!

1 Let's eat!



2 I'm hungry! I'm thirsty!



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3 Let's sing!

Eat and Drink

1-10 2

1 3 5 i	6 i 5 -	8 5 3 1
I am hun- gry.	Now I eat.	Hun- gry, hun- gry.
2 5 5 -	1 3 5 i	8 i 5 -
rice and meat.	I am this- ty.	Now I drink.
4 5 3 1	2 2 1 7 1 -	
This- ty, this- ty.	ju- ce and tea.	

4 Let's do it!



- 2 What's on the table? Food.
☐ What's this? It's a table.
☐ I'm hungry. I want to eat.
☐ I'm thirsty. I want to drink.

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **food, eat, drink, juice, I**
- Students will be able to recognize, understand and use the construction:
 - I'm hungry.**
 - I'm thirsty.**
 - Let's eat.**
 - I want to eat.**
 - I want to drink.**
- Students will learn and be able to sing: *Eat and Drink*

第13课 我饿了!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇: food, eat, drink, juice, I
2. 学生能认读、理解并使用下列句式:
I'm hungry.
I'm thirsty.
Let's eat.
I want to eat.
I want to drink.
3. 学生能唱歌曲: Eat and Drink

TEACHING PREPARATION

Before the class begins write the new vocabulary words on the board.

You will need:

- audiotape or multimedia CD
- flash cards for **table, food, eat, drink, juice**
- drinking glass, plate and chop sticks
- pictures of people eating, restaurants, food

CLASS OPENING AND REVIEW

Greeting and Review

As your students come to the class, play the song *Eat and Drink*. Greet the students as they arrive and take their seats.

Lesson Hook

Tell your students that they learned about animals in the last unit. Where animals live, and what they eat. Now it's time to learn about a very interesting animal. What is it? Us!

Ask the students to help you to take down the many animal pictures that you place throughout your classroom in the previous unit. Use this time to review and understand how much your students are retaining from the previous lessons. Talk and say the animal words as you anticipate what is ahead. Post a selection of the animal pictures on one wall.

Play the song *Eat and Drink* again as the students return to their seats.

NEW CONCEPTS

1. Let's eat!

Open the student books to page 34. Look at the picture and talk about what the people are doing. Where are they sitting? Say **table** and students repeat. Continue like this for the four new words **table, food, eat** and **drink**.

You should use actions to help the students comprehend the words. Touch tables and say **table**. Students should already know the word **eat**. However, demonstrate eating, point to the eating picture. Hold a glass and show drinking. Say and repeat the four new words and ask the students to point to the correct words in their books.

●Practice●

Divide the class into groups and have them set up tables as if they were going to sit down and eat. Have the groups sit around the tables. Demonstrate the sentence **Let's eat!** using

教学准备

开始上课之前，把新词汇写在黑板上。

教师准备：

- 录音带或教学光盘
- table, food, eat, drink, juice 的词汇卡片
- 喝水杯、盘子和筷子
- 人们吃东西、饭店和食物的图片

开始上课和复习

问候和复习

学生们进教室时，播放歌曲 Eat and Drink。就坐时问候他们。

课文导入

告诉学生们上个单元他们学习了一些动物、它们住在哪里和它们吃什么。今天将学习一种有趣的动物。是哪种动物？我们！

让学生们帮助教师取下以前几课贴在教室四周墙上的动物图片。利用这段时间复习和检查学生们对上单元知识的掌握情况。谈论和说出下一个动物的单词。选一些动物图片贴在一面墙上。

学生们回座位时，再次播放歌曲 Eat and Drink。

新概念

1. Let's eat!

打开教科书 34 页。看图片，谈论那些人在做什么。他们坐在哪里？读 table 让学生们重复。连续介绍四个新词汇 table, food, eat 和 drink。

教师应该用动作来帮助学生们理解单词的含义。碰一下桌子说 table。学生们应该已经接触过单词 eat。可以演示吃的动作，指着吃的图片。举起一个杯子示意喝水。朗读并重复四个新单词，让学生们指出书上正确的图片。

• 练习 •

将全班分为小组，准备好桌子好像要坐下来吃东西。让学生们围着桌子坐好，用

broad actions. Say the word and have the students repeat it. Every time they say **Let's eat!** ask them to pretend they are eating.

2. I'm hungry! I'm thirsty!

Look at the pictures for Part 2, page 34. Talk about the pictures. Point to the juice and say **juice**. Have the students repeat after you. Play the audiotape and follow along. Repeat the audiotape.

Set your drinking glass and plate and chopsticks on a desk. Ask for two volunteers. Help them to act out the scene in Part 2. One of them holds his stomach and says **I'm hungry! I want to eat**. The other holds her throat and says **I'm thirsty! I want to drink**. They then sit. One takes up the chopsticks and says **Let's eat!** The other says **Mmm... This juice is good!**

Ask for more volunteers to act out this scene while everyone else watches.

Teaching Tips



Use big, broad gestures when you demonstrate different concepts for the class.

It may sometimes be necessary to use Chinese to explain particularly difficult concepts. If you find that using Chinese will make it easier for students to grasp a concept, go ahead, but always return to English when you feel your students have understood the concept.

3. Let's sing!

Gather the students and teach them actions to go along with this song. Half of the class will show the actions for hungry (holding stomach) and for eating. The other half will show the actions for thirsty (holding throat) and for drinking.

Practice and perform the actions while you play the song.

4. Let's do it!

Use this activity to help the students to demonstrate their progress and understanding of this lesson. Tell them to open their books to page 35, Part 4. They must find the picture that best matches and write the number in the box beside the correct sentence.

CHECK FOR UNDERSTANDING

Hold up the flash cards for new words of this lesson and randomly select students to read them. Check students' achievements.

CLASS CLOSING

Play the song *Eat and Drink* as the students leave the room. Ask them if they are hungry or thirsty as they leave.

夸张的动作演示句子 Let's eat! 读这个句子让他们重复。让学生边说 Let's eat! 边表演吃东西。

2. I'm hungry! I'm thirsty!

看 34 页第 2 部分的图片。谈论这些图片。指着橘子汁说 juice, 让学生们重复。播放录音让他们跟读。重复播放录音。

在桌子上摆上水杯、盘子和筷子。找两个自告奋勇的学生, 帮助他们表演第 2 部分的场景。一位学生摸着胃部说 I'm hungry! I want to eat. 另一位摸着喉咙说 I'm thirsty! I want to drink. 让他们坐下来, 一位学生拿起筷子说 Let's eat! 另一位同学说 Mmm... This juice is good!

找另外两位学生表演这个场景, 其他学生观看。

教学提示



采用大幅度、夸张的动作为学生们演示不同的概念。

介绍比较复杂的概念时, 有的时候需要采用汉语来解释。如果发现用汉语比较容易使学生们理解和掌握概念, 就使用汉语。不过当学生们理解时, 一定要返回使用英语。

3. Let's sing!

让学生们聚在一起, 教给他们和歌曲配合的动作。一半的学生要做饿(用手摸胃部)和吃东西的动作, 另一半人做渴(用手摸喉咙)和喝水的动作。

播放录音时, 练习和表演歌曲动作。

4. Let's do it!

采用这个活动来帮助学生们展示他们对本课的进展和理解。让他们打开教科书 35 页第 4 部分。他们要找到最符合句子的图片, 并把数字写在正确句子旁边的方框中。

巩固检验

举起本课所学新单词的词汇卡片, 随意抽取学生朗读。检验学生本课学习目标的达成度。

结束课堂教学

学生们离开教室时, 播放录音 Eat and Drink. 问他们是否饿或渴。

Lesson 14 Would You Like Some Soup?

Lesson 14 Would You Like Some Soup?

1 Are you hungry, Jenny?

Are you hungry, Jenny?

Yes! I'm very hungry. What's this?

Dumplings.

noodles
dumplings
soup
rice

2 Let's chant!

Are you hungry?
Yes, I am.
Dumplings and noodles,
Yum! Yum! Yum!

Are you thirsty?
Yes, I am.
Tea and juice,
Please! Please! Please!

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3 Yes, please. No, thanks.

1 Would you like some dumplings, Jenny?

Yes, please

2 Would you like some soup, Jenny?

No, thanks.

4 Let's do it!

Would you like some rice?

Yes, please

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **soup, noodle, rice**
- Students will be able to recognize, understand and use the construction:
Would you like some...?
Yes, please./No, thanks.
- Students will learn and be able to chant: **Are You Hungry?**

TEACHING PREPARATION

Before class, you should set up a table with bowls, glasses and chopsticks. It does not have to be elaborate, but have a dinner table prepared.

第14课 你要一些汤吗？



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：soup, noodle, rice
2. 学生能认读、理解并使用下列句式：
 Would you like some...?
 Yes, please./No, thanks.
3. 学生能说歌谣：Are You Hungry?

教学准备

开始上课之前，准备一张桌子，放上碗、水杯和筷子。不必太复杂，但要准备好一张餐桌。

You will need:

- audiotape or multimedia CD
- flash cards for **table, food, eat, drink, juice, noodles, dumplings, soup, rice**
- bowls, glass, plate and chop sticks

CLASS OPENING AND REVIEW

Greeting and Review

Play the chant *Are You Hungry?* as the students enter your classroom. Greet them as they come in. When the students are settled, remind them that they will continue learning about food and eating. Take a few minutes to review vocabulary from last lesson. Show the flash cards for **table, food, eat, drink**. Ask **What is it?** Wait for responses.

Talk about food. Ask students more questions: **What do you like to eat? What is the best food? What do you like to drink? Who cooks in your home? Do you know how to cook?**

Lesson Hook

Today, let's have fun learning about eating and drinking.

NEW CONCEPTS

1. Are you hungry, Jenny?

Begin by teaching the four new vocabulary words (noodles, dumplings, soup, rice). Show each of the four flash cards and say the new word. Repeat the word, then ask the students to repeat after you.

Open the student books to page 36 and talk about what they see in Part 1. Ask the following questions: **What are they doing? Where are they sitting? Who is there?** Play the audiotape and follow along.

Look at the picture again. Ask the students to point to the things in the picture as you say them: **noodles, dumplings, soup, rice**

2. Let's chant!

Teach the students how to chant the *Are You Hungry?* chant. Ask them to gather around in a circle. Look at the words for the chant and go through each line. Explain that **Yum! Yum!** is an expression meaning very good or very tasty or I like it a lot.

Read the words as the students follow along.

Play the audiotape for the chant. Give plenty of time for the students to feel comfortable with the words. Remind them of the broad actions they learned previously for hungry and thirsty. Tell them to perform these actions at the correct place in the chant. Now, turn on the audio and have fun chanting and acting out the chant.

教师准备:

- 录音带或教学光盘
- table, food, eat, drink, juice, noodles, dumplings, soup, rice 的词汇卡片
- 碗、水杯、盘子和筷子

开始上课和复习

问候和复习

学生们进教室时, 播放歌谣 Are You Hungry? 并问候他们。学生们坐好后, 提示他们将继续学习有关食物和进餐的内容。抽几分钟复习一下上节课的词汇, 展示 table, food, eat, drink 的词汇卡片, 问 What is it? 让他们回答。

谈论一下食物。提问更多的问题: What do you like to eat? What is the best food? What do you like to drink? Who cooks in your home? Do you know how to cook?

课文导入

今天我们将快乐地学习有关吃喝的内容。

新概念

1. Are you hungry, Jenny?

以教授四个新词汇 (noodles, dumplings, soup, rice) 开始本课。展示词汇卡片并朗读每个单词。重复朗读单词, 让学生们跟读。

打开教科书 36 页, 谈论第 1 部分的内容。提问以下问题: What are they doing? Where are they sitting? Who is there? 播放录音让他们跟读。

再看图片, 读出单词并让学生们指着图片上相应的内容: noodles, dumplings, soup, rice

2. Let's chant!

教给他们怎么唱歌谣 Are You Hungry? 让学生们围成一圈, 一行一行的仔细看歌谣内容。解释 Yum! Yum! Yum! 是表示好、好吃或者我喜欢的意思。

朗读歌谣, 让他们跟读。

播放歌谣录音。给他们一些时间来熟悉歌谣。提示他们已经学过的关于饿和渴的动作, 让学生们在歌谣相应的时间做出这些动作。现在, 播放录音, 快乐地唱歌谣、做动作吧。

3. Yes, please. No, thanks.

Look at Part 3 in the student book. Talk about what is happening. Someone asks: **Would you like some...?** Jenny replies either **Yes, please.** or **No, thanks.**

Ask for three volunteers to come and sit at the table you set up earlier. Tell everyone that we are now going to pretend we are having a meal together. Help the volunteers to say, **Yes, please.** and **No, thanks.** Ask the students to say these words with the volunteers. Now, you ask the questions and the volunteers at the table answer, **Yes, please.** or **No, thanks.**

Teaching Tip



Some of your students will be open and talkative. Others will be shy and quiet. For some group work, you will want to pair a quiet student with a talkative one. However, there are situations where it will be better to pair quiet students. Why? The talkative students will often not give the others a chance to talk or practise. Two quiet students will have to each participate.

4. Let's do it!

Divide the class into small groups. Explain how to do the activity in Part 4. One student asks **Would you like...?** the other student responds with **Yes, please.** or **No, thanks.** If the student says **Yes, please,** put a check in the box beside that food. If the student says **No, thanks.** put an X in the box. Have them practise asking **Would you like...?** and answering correctly.

CHECK FOR UNDERSTANDING.....

Walk around and listen to your students as they act out the **Would you like...?** activity. Pay attention to how they are doing, and help out where needed.

CLASS CLOSING.....

Perform the chant one more time. Remind the students to do the actions to show hungry and thirsty.

3. Yes, please. No, thanks.

看教科书第3部分。讨论图片中发生的事情。有问 Would you like some...? Jenny 回答 Yes, please. 或者 No, thanks.

让三个自告奋勇的学生坐到已经准备好的桌子旁。告诉全班学生我们要演示一起进餐。帮助表演的学生说出 Yes, please. 和 No, thanks. 让其他学生们一起读。然后教师提问，桌边的学生们回答 Yes, please. 或者 No, thanks.

教学提示



有些学生可能比较外向和健谈，有些会比较害羞、安静。在一些小组活动中，需要将安静的学生和健谈的学生搭配。但有的情况下，安静的学生在一起会比较合适。为什么？健谈的学生们有时会很少给其他学生谈话和练习的机会。两个安静的学生会比较容易配合。

4. Let's do it!

将全班分为小组，解释如何做这个活动。一位学生问 Would you like...? 其他学生要回答 Yes, please. 或者 No, thanks. 如果这位学生回答 Yes, please. 就在相应食物的框中打个对勾。如果回答 No, thanks. 就打个叉。让他们练习提问 Would you like...? 并做出正确的回答。

巩固检验

当学生们做 Would you like...? 活动时，四处走动。仔细看他们的活动情况，需要时提供帮助。

结束课堂教学

再次播放歌谣录音。提醒他们同时做出相应的饿和渴的动作。

Lesson 15 What's Your Favourite Food?

Lesson 15 What's Your Favourite Food?

1 I like chicken.

2 Let's do it!

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3 What's your favourite food?

4 Let's play!

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **chicken, vegetable, fruit, like**
- Students will be able to recognize, understand and use the construction:
What's your favourite food?
My favourite food is...
I like... I don't like...

第15课 你最喜欢什么食物?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇: chicken, vegetable, fruit, like
2. 学生能认读、理解并使用下列句式:
What's your favourite food?
My favourite food is...
I like... I don't like...

TEACHING PREPARATION

Prepare some pictures of various food items from previous lessons and from the lesson for today. Have them ready when the students arrive for class. If possible, bring some fruits and vegetables to class as well. If you cannot do this, your pictures of various foods will do.

You will need:

- audiotape or multimedia CD
- flash cards for **chicken, fish, fruit, vegetables**
- pictures of various food

CLASS OPENING AND REVIEW

Greeting and Review

Play the *Are You Hungry?* chant as the students arrive for class. When they settle in their seats, take a few minutes to review the food words from previous lessons (noodles, soup, rice, dumplings, meat, juice). Show the flash cards for these foods and ask **What is it?** Students should be able to respond with correct answers. As you show the food pictures, and after the students tell you what it is say: **I like...** (e.g. rice) and make a broad action to show that you like this food.

Lesson Hook

What is good to eat? We all have things we really like and things we really do NOT like to eat. Let's find out what Jenny likes to eat. Then, let's find out what YOU like to eat. What's your favourite food?

NEW CONCEPTS

1. I like chicken.

Open the student book to page 38, Part 1. Play the audiotape and follow along. Listen to the whole thing once. Point out the pictures of food on the right side of the page. Teach the children the four new vocabulary words.

If you have real fruit and vegetables, hold each up and ask if it is a fruit or vegetable. Make two piles — one for fruit and one for vegetables. If you do not have real food, you can use pictures.

Ask the students if Jenny likes chicken. Does she like fish? Does she like fruit? What about vegetables?

教学准备

准备一些上节课学过的和这次要学的食物的图片。在学生们来之前准备好。如果可能，准备一些水果和蔬菜。有问题的话，图片也可以。

教师准备：

- 录音带或教学光盘
- chicken, fish, fruit, vegetables 的词汇卡片
- 各种食物的图片

开始上课和复习

问候和复习

学生们进教室时，播放歌曲 Are You Hungry? 并问候他们。学生们坐好后，用几分钟复习一下前面学过的词汇 (noodles, soup, rice, dumplings, meat, juice)。展示这些食物的词汇卡片，问 What is it? 他们应该可以回答出正确的词汇。当教师展示词汇卡片，学生们回答了正确的词汇后说 I like... (米饭等)，教师做出夸张的动作表示喜欢这种食物。

课文导入

什么食物好吃？我们都有自己喜欢的和不喜欢的食物。一起来看看 Jenny 喜欢吃什么。然后看看你们喜欢吃什么。你最喜欢什么食物？

新概念

1. I like chicken.

打开教科书 38 页第 1 部分。播放录音，让学生们跟读。先整体听一遍。手指着右侧的食物图片，教授四个新词汇。

如果准备了水果和蔬菜，举起一样问他们这是水果还是蔬菜。把它们分为两堆——分别为水果和蔬菜。如果没有真实的食物，可以使用图片。

问学生们 Jenny 是否喜欢鸡肉。她喜欢鱼吗？她喜欢水果吗？蔬菜呢？

Teaching Tip



Make lessons visual. Show pictures of new vocabulary and charts to introduce new vocabulary and concepts. If there is a story to tell, try to show it in pictures first.

●Practice●

Put all the fruit and vegetables (or pictures) in one pile and ask the students to sort it into two piles. One pile for fruit, one pile for vegetables. Ask the students to make two labels FRUIT, VEGETABLES and put the correct label beside each pile.

2. Let's do it!

Explain how to do this activity. Look at Part 2, page 38. Point out the food pictures. The students can draw a happy face (put a smile on the person graphic) beside the picture if they like the food. They can draw a sad face (put a frown on the person graphic) if they do not like the food.

Fill in the blanks for the two statements:

I like...

I don't like...

3. What's your favourite food?

Look at Part 3, page 39. Play the audiotape and follow along. Talk about the pictures. Ask students **What does Li Ming like? What does he not like?**

Teach **favourite** to the students. Tell them that if it is your **favourite**, it is the food that you like the most. It is the best and tastiest food.

What is Li Ming's favourite food?

What is your favourite food?

4. Let's play!

Now, let's play a game. Divide the class into two groups. One group has the food or food pictures. The other group stands in a line in front of the class. One student asks: **What's your favourite food?** The others take turns telling what their favourite food is, and asking the next person in the line **What's your favourite food?**

As the students tell their favourite food, the other group finds the pictures of the food and gives them the pictures.

When everyone has had a chance to tell their favourite food, the groups change places and repeat.

教学提示



要让学生们可以看到课文内容。利用图片和图表来呈现新词汇和概念。如果讲故事，努力先以图片形式呈现。

• 练习 •

将所有的水果和蔬菜（或者图片）放在一起。让学生们分为两堆，一堆是水果，另一堆是蔬菜。让他们做两个标签，水果和蔬菜。分别放在相应堆的旁边。

2. Let's do it!

解释怎么做这个活动。看 38 页第 2 部分，指出食物的图片。如果喜欢哪种食物，就可以在这种食物图片旁边画一个笑脸（在小脸上画出微笑）。如果他们不喜欢哪种，就在这种食物图片旁边画一个哭脸（在小脸上画出不高兴）。

最后给两个句子填空：

I like...

I don't like...

3. What's your favourite food?

看 39 页第 3 部分。播放录音，让学生们跟读。讨论图片，问他们 What does Li Ming like? What does he not like?

教授给学生们 favourite。告诉他们如果是 favourite，那这种食物就是你最喜欢的。也就是最好吃的食物。

What is Li Ming's favourite food?

What is your favourite food?

4. Let's play!

现在做一个游戏。把全班学生分两个小组。一组拿着食物或者食物的图片。另外一组在教室前站成一排。一位学生问：What's your favourite food? 其他学生轮流说出最喜欢的食物，然后问组中下一位学生 What's your favourite food?

这组学生们说出他们喜欢的食物后，另一组要分别找出这些食物的图片递给他们。当所有的学生都说过之后，两组互换位置继续活动。

CHECK FOR UNDERSTANDING.....

Hold up the flash cards for new words of this lesson and randomly select students to read them. Check students' achievements.

CLASS CLOSING.....

Tell your students that they worked hard and well today. Remind them to eat well and to always enjoy their favourite food.

巩固检验

举起本课所学新单词的词汇卡片，随意抽取学生们朗读。检验学生本课学习目标的达成度。

结束课堂教学

告诉学生们他们今天做得很好很努力。提醒他们要吃好，享受他们最喜欢的食物。

Lesson 16 Breakfast, Lunch and Dinner

Lesson 16 Breakfast, Lunch and Dinner

① Morning, afternoon or evening?



40

2 Breakfast, lunch or dinner?



In the morning, I have breakfast.
Then I go to school.



In the afternoon, I have lunch.
Then I go to school.



In the evening, I have dinner.
Then I read a book.

③ Let's sing!

☛ It's Time for Lunch



0 0	2 4	3 5	2 4	3 5	2 4	1 3	2 3
rice	time for	lunch	rice	time for	lunch	want to	eat, I want to
1 3	2 1	2 3	2 1	2 5	6 5	3 5	6 5
not dump-ings	and	rice, dump-ings	and	rice. A	special	breakfast	A special
3 5	6 7		1 5	4 3	6 -	6 8	7 8
meal	rice	time for	lunch,	I	want to	eat,	dump-ings
rice	4	3 2	1	1	6		
5 4	1 2	1	1	1	1		

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TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **good**
2. Students will be able to recognize, understand and use the construction: **In the morning, I have breakfast. In the afternoon, I have lunch. In the evening, I have dinner.**
3. Students will learn and be able to sing: ***It's Time for Lunch***

TEACHING PREPARATION

You will need:

- audiotape or multimedia CD

第16课 早餐、午餐和晚餐



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇: good
2. 学生能认读、理解并使用下列句式: In the morning, I have breakfast. In the afternoon, I have lunch. In the evening, I have dinner.
3. 学生能唱歌曲: It's Time for Lunch

教学准备

教师准备:

- 录音带或教学光盘

- flash cards for **morning, afternoon, evening**
- pictures of day and night scenes
- a poster with three big clocks on it. One close set for 7:00 a.m., one clock set for 2:00 p.m. and one set for 9:00 p.m.

CLASS OPENING AND REVIEW

Greeting and Review

Greet your students as they come to class. Depending on the time of day, be sure to say, **Good morning**, or **Good afternoon**. **How are you today?**

When the students are settled, spend a few minutes talking about food. You can ask **What did you have to eat today? What did you eat at home last night?**

Lesson Hook

Today, let's learn how to talk about eating. What is our morning meal called? What do we call our evening meal? Let's take a few minutes and listen to a song about eating.

Play the song and listen to it for enjoyment.

NEW CONCEPTS

1. Morning, afternoon or evening?

Open the student book to Part 1, page 40. Talk about what they see in the pictures. Find out what the students can tell you about what's happening in panel 1. Jenny is waking up. Her mother is talking with her. What time is it on the clock on the wall? Point to the word **morning** and say it twice. Ask the students to repeat after you.

Look at panel 2 and repeat the process. What do the students know from the picture? It is Jenny. Where is she? What is she doing? Who is with her? What time is it on the clock? Point to the word and say **afternoon** twice. Ask the students to repeat after you.

Look at panel 3. Who is in the picture? What is Jenny wearing? Is she wearing the same thing as in panel 1? What is different? (it is night) What time is it on the clock? Point to the word **evening** and say it twice. Ask the students to repeat after you.

Play the audiotape for Part 1 and follow along.

2. Breakfast, lunch or dinner?

Play the audiotape for Part 2 as you follow along. Look at the pictures and talk about them.

What time is it in the first panel? Get the students to see that it is morning. What does Li Ming do in the morning? What is he eating? Tell the students he is eating his breakfast. Write the word on the board and say it twice.

- morning, afternoon, evening 的词汇卡片
- 白天和晚上场景的图片
- 一张张贴画，上面有三个钟表，分别显示上午 7 点、下午 2 点和晚上 9 点

开始上课和复习

问候和复习

学生们进教室时问候他们。按照当时的时间，一定要说 Good morning 或 Good afternoon. How are you today?

学生们坐好后，用几分钟谈论一下食物。可以问 What did you have to eat today? What did you eat at home last night?

课文导入

今天我们学习如何谈论进餐。早晨我们吃的饭叫作什么？晚上吃的饭叫作什么？我们抽出几分钟听一个关于吃的歌曲。

播放录音，欣赏歌曲。

新概念

1. Morning, afternoon or evening?

打开教科书 40 页第 1 部分。讨论一下图片上的内容。看看学生们能告诉教师他们在图 1 中了解到什么。Jenny 刚刚醒来。妈妈正在和她说话。墙上的表显示的是什么时候？指着 morning 朗读两遍。让学生们跟读。

看图 2 并重复以上过程。学生们能从图片上了解到什么？这是 Jenny。她在哪里？她在做什么？谁和她在一起？表显示的是什么时候？指着 afternoon 朗读两遍。让学生们跟读。

看图 3。图片上是谁？Jenny 穿着什么衣服？是和图 1 一样的衣服吗？有什么不同？（现在是晚上）表显示的是什么时候？指着 evening 朗读两遍。让学生们跟读。

播放第 1 部分录音，让学生们跟读。

2. Breakfast, lunch or dinner?

播放第 2 部分录音并跟读。看图片，然后讨论图片。

第一幅图是什么时候？让学生们理解这是早晨。李明早晨做什么？他在吃什么？告诉他们李明在吃早餐。把单词写在黑板上，朗读两遍。

Repeat for the next two panels.

●Practice●

Show your clock poster. Point to one of the clocks and ask **morning, afternoon, or evening?** Repeat until you feel the students make the connection between time of day and the correct word to describe that time of day.

Ask the students to write the words **morning, afternoon, evening** in their notebooks in big letters (help them by writing these words on the board). Ask them to write the words **breakfast, lunch** or **dinner** beside the correct time of day for these meals.

Teaching Tip



Songs can be a powerful way to engage students in fun ways. Not all students will be singers, but if your classroom is welcoming and non-threatening, your students will not be afraid to take chances.

3. Let's sing!

Open the student book to page 41, Part 3 and teach the students the words for this song. Play the song and ask the students to move around the room as it plays.

CHECK FOR UNDERSTANDING

Spend a few minutes talking about what the students have learned today. Show the flash cards for the six new vocabulary words and say the words aloud.

CLASS CLOSING

Tell the students that they are working hard, and their English skills are growing.

重复进行下面两幅图。

• 练习 •

展示钟表张贴图。指着一个钟表问这是 morning, afternoon 还是 evening? 重复直至学生们理解了每天的时间和表示时间的词汇之间的联系。

让学生们把 morning, afternoon, evening 用较大字体写在笔记本上（写在黑板上来帮他们）。让他们把 breakfast, lunch 和 dinner 写在一天中正确的时间旁边。

教学提示



歌曲是吸引学生们的有效而有趣的途径。不是所有的学生都可以成为歌唱家，但是如果课堂具有亲和力而没有压力，学生们将不会害怕参与尝试唱歌。

3. Let's sing!

打开教科书 41 页第 3 部分，教授学生们这首歌曲的歌词。播放录音，让他们听着歌曲在教室中四处走动。

巩固检验

用几分钟谈论一下今天都学了什么。展示 6 个新单词的词汇卡片，大声朗读单词。


结束课堂教学

表扬学生们他们今天做的努力，他们的英语技能正在进步。


Lesson 17 What's for Breakfast?

Lesson 17 What's for Breakfast?


1 What's this?



milk




egg




bread


2 Let's chant!




Milk and bread, milk and bread.




Put your hands on your head.




Noodles and eggs, noodles and eggs.



Put your hands on your legs.




Chicken and rice, chicken and rice.



Put your hands on your eyes.


3 What's for breakfast?

1




I like noodles for breakfast.

2




I like milk and bread for breakfast.

3



I like chicken for breakfast.

4



I like soup for breakfast.

4 Letters and sounds

h	hungry	hand
w	worker	window
r	ruler	river
u	student	computer

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **milk, egg, bread**
- Students will be able to recognize, understand and use the construction: **What's for...?**
- Students will learn and be able to chant: **Milk and Bread**
- Students will become familiar with the rules of the pronunciation for the letters **h, w, r** and **u** in words.

TEACHING PREPARATION

Make sure you posted the pictures from last lesson in your classroom. If possible, find a carton of milk, an egg and some bread and bring to class (or pictures).

第17课 早餐吃什么？



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：milk, egg, bread
2. 学生能认读、理解并使用下列句式：What's for...?
3. 学生能说歌谣：Milk and Bread
4. 学生能了解字母 h、w、r 和 u 在单词中的发音及其规则。

教学准备

一定要把上节课的一些图片贴在教室的墙上。如果可能，准备一盒牛奶、一个鸡蛋和一些面包（或者图片）。

You will need:

- audiotape or multimedia CD
- flash cards for **milk, egg, bread, hungry, hand, worker, window, ruler, river, student, computer**

CLASS OPENING AND REVIEW

Greeting

Play the chant for this lesson as your students enter the classroom. Don't forget to greet them. Take a few minutes to review the material from last lesson.

Say: **In the morning, we have/eat...**

In the afternoon, we have/eat...

In the evening, we have/eat...

Expect some students to be able to fill in the blanks for you.

Show the flash cards from last lesson, and review the words (morning, afternoon, evening, breakfast, lunch, dinner).

Teaching Tip



Try to get the students talking about things in their everyday lives. If your lesson is about breakfast, be sure to ask the students what they had for breakfast.

Lesson Hook

The most important meal of the day is breakfast. So let's get going and learn about what's good to eat for breakfast!

NEW CONCEPTS

1. What's this?

Take a few minutes to talk about breakfast. What do we like to eat then? Does anyone know why breakfast is a very important meal? Make sure the students can tell you that breakfast is in the morning.

Open the student books to page 42, Part 1. Look at the pictures and say each word twice as you point to it. If you brought milk to class, show it and say **milk**. Ask the students to repeat after you. Do the same thing for all three new words, showing and saying.

As a reminder of previously learned material you can ask: **Do you like milk? Do you like eggs? Do you like bread?** Give the students plenty of time to respond. Help them to answer in the correct way: **Do you like milk? Yes, I like milk.** Repeat for all three new words.

Play the audiotape for this part.

教师准备:

- 录音带或教学光盘
- milk, egg, bread, hungry, hand, worker, window, ruler, river, student, computer 的词汇卡片

开始上课和复习

问候和复习

学生们进教室时, 播放这课的歌谣录音。不要忘记问候他们。抽几分钟复习一下上节课学过的内容。

可以问: In the morning, we have/eat...

In the afternoon, we have/eat...

In the evening, we have/eat...

期望一些学生能填空并回答。

展示上节课的词汇卡片, 复习词汇 (morning, afternoon, evening, breakfast, lunch, dinner)。

教学提示



试着让学生们谈论他们的日常活动。例如本课和早餐有关, 就一定要问一下早餐他们吃的什么。

课文导入

一天最重要的一餐是早餐。今天就让我们一起学习早餐吃什么最好吧!

新概念

1. What's this?

抽出几分钟谈论一下早餐。我们都喜欢吃什么? 有人知道为什么早餐很重要吗? 一定要让他们说出早餐是在早晨吃的。

打开教科书 42 页第 1 部分。看图片, 指着单词朗读每个单词两遍。如果有牛奶, 出示并说 milk。让学生们跟读。重复其他单词, 出示并朗读。

作为对以前所学内容的复习, 教师可以问: Do you like milk? Do you like eggs? Do you like bread? 给学生们留下足够的时间回答。帮助他们运用正确的方式回答: Do you like milk? Yes, I like milk. 重复练习这三个新单词。

播放这部分的录音。

●Practice●

Hand out sheets of blank paper. Ask the students to draw a picture of, and label, all three things (milk, egg, bread).

2. Let's chant!

Gather your students in a big circle, sitting. Ask them to bring their student books. Look at the pictures and words on page 42, Part 2. Explain how the chant goes. Read the first panel, then ask the students to repeat. Have them point to milk and bread as they read these words. Then, examine the picture of the boy with his hand on his head. Have the students put their hands on their heads as you say the line **Put your hands on your head.** Repeat for all six panels. The students should practise saying the words and doing the actions.

Play the tape twice and listen carefully. When the students are ready, have them stand in a big circle and chant and do the actions. Have fun.

3. What's for breakfast?

Play the audiotape for Part 3, page 43, as the students follow along. Repeat the audiotape. Ask questions for comprehension:

Who likes noodles?

Who likes milk and bread? When does he/she like to have milk and bread?

What does Danny like for breakfast?

What does... like for breakfast?

●Act it out●

Divide the class into groups of four. Give them time to practise the dialogue in Part 3. Each student plays a character. They sit at a desk, and talk about what they like to eat.

4. Letters and sounds

Play the audiotape and follow along with the words and sounds. Repeat.

CHECK FOR UNDERSTANDING.....

Hold up the flash cards for the Letters and sounds of this lesson and randomly select students to say the sound and the word.

CLASS CLOSING.....

Gather in a circle again and do the chant another time. Make lots of gestures and really let your students show you they are having fun and making progress.

• 练习 •

发给学生们白纸，让他们画一幅这三种食物的图画并标出来 (milk, egg, bread)。

2. Let's chant!

让学生们围成一个大圈。让他们带上教科书，看 42 页第 2 部分的图片和歌谣。解释歌谣。朗读图 1 的内容，让学生们跟读并同时指着牛奶和面包的图片。然后，仔细看男孩把双手放在头上的图片。当教师读 Put your hands on your head. 时，让他们把双手放在头上。重复完成六幅图片。学生们应该练习读歌谣和做动作。

播放录音两遍，让学生们仔细听。当他们准备好时，让他们站成一个大圈，快乐地唱歌谣并做动作。

3. What's for breakfast?

播放 43 页第 3 部分录音，让学生们跟读。再次播放录音，提问以下问题：

Who likes noodles?

Who likes milk and bread? When does he/she like to have milk and bread?

What does Danny like for breakfast?

What does... like for breakfast?

• 表演 •

把学生们分为四人小组，给他们一些时间来练习第 3 部分的对话。每个人都表演一个角色，围在桌子旁谈论他们喜欢的早餐。

4. Letters and sounds

播放录音，让学生们跟读单词和读音。重复几遍。

巩固检验

举起本课 Letters and sounds 部分的词汇卡片，随机地选择学生们朗读单词和发音。

结束课堂教学

让学生们围成一圈，再唱一遍歌谣。做出各种手势，让他们真实地表现出活动的快乐和学习的进步。

Lesson 18 The Magic Stone

Lesson 18 The Magic Stone

Story time



44



★ Talk and act

- What makes the soup?
- Act out the story



45

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18课 魔石



MY TEACHING NOTES

教学目标

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

教学准备

- 录音带或教学光盘

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 with a lesson similar to the one in the story about the rabbit who was stuck in mud.

Lesson Hook

A stone that makes soup? Not possible, you think. Well, this story tells us about a little boy who had a stone and he WAS able to use it to make a wonderful soup. The trick is that he had to get everyone else to pitch in and give a little bit to make the soup really good.

NEW CONCEPTS

Story time: *The Magic Stone*

Prepare to Read

●Look and talk about it●

Refer the students to page 44 to 45 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.

Panel 1

What is happening? Why is the old woman sad? Is there any food in their bowls?

Panel 2

Who is walking in front of the house? What does he say that he has?

Panel 3

What does the boy tell the old woman that he can do with the magic stone?

Panel 4

Does the boy agree to let the old man use the stone?

Panel 5

What do the people want to do with the stone? Do they believe it will make soup?

Panel 6

What happens now? What does each person bring to the soup?

Panel 7

Is the soup good to eat?

开始上课和复习

问候

学生们进教室时问候他们。等他们坐好后，告诉他们今天要听、读一篇故事，这和陷在泥里的兔子的故事有着近似的道理。

课文导入

一块石头能做汤吗？你会认为不可能。但是，这篇故事讲述了一个小男孩，他有一块石头并用它做出了美味的汤。故事的谜底是他让其他人都参与进来，每人都付出一点就可以做成一锅美味的汤。

新概念

故事时间：The Magic Stone

读前活动

• 看图讨论 •

看教科书 44 至 45 页。教师需要做一些读前准备工作，确保学生们在正式读故事前对故事的情节有了基本的了解。一个好办法是看一下各个图片，谈论图片中发生了什么。这部分可以采用汉语，学生们也可以用汉语来回答。可能时教师要同时说出相应的英语，这部分的主要目的是帮助学生们的理解。

图 1

What is happening? Why is the old woman sad? Is there any food in their bowls?

图 2

Who is walking in front of the house? What does he say that he has?

图 3

What does the boy tell the old woman that he can do with the magic stone?

图 4

Does the boy agree to let the old man use the stone?

图 5

What do the people want to do with the stone? Do they believe it will make soup?

图 6

What happens now? What does each person bring to the soup?

图 7

Is the soup good to eat?

Panel 8

The boy leaves without taking the magic stone. Why? What does he mean when he says, You are the magic?

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.

●Listen●

Play the audiotope 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 groups 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

●Role Play●

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

●Tell the story●

In your own words, tell the story to the class. Do not look in the student books as you tell the story. You tell the first thing that happens in the story. Then, ask a student to tell you what happens next. Ask a variety of students until the story is concluded.

CHECK FOR UNDERSTANDING.....

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

CLASS CLOSING.....

Tell your students that stories are a great way to learn many useful lessons about life. Remind them that there is no magic in making soup. If everyone gives a little of what they have for the soup, soon a really good soup will be cooked and ready to eat.

图 8

The boy leaves without taking the magic stone. Why? What does he mean when he says, You are the magic?

阅读活动

学生们对故事的情节有了很好的了解。现在，该听、读故事了。大声将整个故事读给他们，慢一点并做出动作和手势。让学生们跟着教师读。

• 听故事 •

播放录音，让学生们跟读，但是先不要太大声。需要解释单词或重复单词时，可以暂停播放录音。再次播放录音，这次要求学生们大声跟读。不要担心发音，目的只是让他们大声读并享受这样的快乐。

• 分组朗读 •

将全班分为四至五人小组。告诉他们要轮流给别人读故事。一位学生读，然后下一个，轮流这样。留给他们充足的时间。在教室内四处走动，帮助那些不敢读或者读故事词汇有困难的学生。鼓励每位学生，告诉他们教师不太关心他们的发音，更关心的是他们要努力用英语读故事。

读后活动

• 表演故事 •

把全班学生分为 6 人小组，让他们分别担任故事中的 6 个角色，用对话和动作表演故事。给他们充足的时间准备，然后给全班表演。

• 讲故事 •

用自己的语言给学生讲故事。讲故事时不要看教科书。教师说出故事的开始，然后学生们接着讲下面的情节。让几个学生轮流讲，直至故事讲完。

巩固检验

让学生们看 Talk and act 部分。让他们读问题并写出答案。

结束课堂教学

告诉学生们故事是学习生活道理的一个重要途径。提醒他们没有做汤的魔法。如果每个人都将自己拥有的付出一点，美味的汤很快就能做好并能享用了。

Again, Please!

Again, Please!

1 Listen and talk.

1 Mum, what's for dinner?
I'm hungry. I want to eat.

Me too.

2 Would you like some rice?

Yes, please.

No, thanks.

3 Would you like some vegetables?

Yes, please.



No, thanks.



4 What would you like, Danny?

I'd like some chicken.


46

2 Listen and circle.

1  2 

3  4 

3 Draw and write.

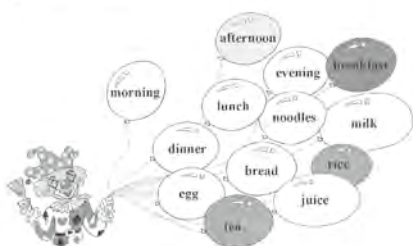


breakfast lunch dinner






















1. I like _____ and _____ for breakfast.
2. I like _____ and _____ for lunch.
3. I like _____ and _____ for dinner.

47

4 Look and colour.



5 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
					
At school					
At home					
I am					

48

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

每个单元的最后一课是总结复习课。这是一个让学生们展示他们所学的知识 and 复习的好机会。不要把这课作为测试。抽出一些时间和他们谈一下所学的内容。不要只是复习，用汉语和他们好好交流一下。可以和学生们进行简单的问答。

告诉他们第 5 部分让他们自主评价自己的学习水平。

1. Listen and talk.

播放本部分的录音，然后谈论发生了什么故事。再听一次录音，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:

Li Ming: **Mum, what's for dinner? I'm hungry. I want to eat.**

Danny: **Me too.**

Mum: **Would you like some rice?**

Li Ming: **Yes, please.**

Danny: **No, thanks.**

Mum: **Would you like some vegetables?**

Li Ming: **Yes, please.**

Danny: **No, thanks.**

Mum: **What would you like, Danny?**

Danny: **I'd like some chicken.**

Ask the following questions:

Panel 1 **Who is hungry?**

Panel 2 **What does Mum suggest? Does Li Ming want this? What about Danny?**

Panel 3 **What does Mum suggest next? Does Danny want to eat vegetables?**

Panel 4 **What does Danny want to eat?**

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. I'm hungry. I want to eat. I like noodles.

2. My favourite food is fish.

3. In the afternoon, I have lunch.

4. I'm thirsty. I want to drink. I like juice.

3. Draw and write.

This activity requires the students to look at the pictures. They decide what they like to eat for each of the three meals (breakfast, lunch, dinner). They fill in the blanks in the three sentences below the pictures and then draw the food they like.

4. Look and colour.

The students look at each picture. Then find the balloons with the similar word and colour them with the same colour.

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.

们听。让几个自告奋勇的学生来给大家分角色读一下故事。其他学生们倾听并欣赏。

录音内容为：

Li Ming: Mum, what's for dinner? I'm hungry. I want to eat.

Danny: Me too.

Mum: Would you like some rice?

Li Ming: Yes, please.

Danny: No, thanks.

Mum: Would you like some vegetables?

Li Ming: Yes, please.

Danny: No, thanks.

Mum: What would you like, Danny?

Danny: I'd like some chicken.

提问以下问题：

图 1 Who is hungry?

图 2 What does Mum suggest? Does Li Ming want this? What about Danny?

图 3 What does Mum suggest next? Does Danny want to eat vegetables?

图 4 What does Danny want to eat?

2. Listen and circle.

这是一个听音按要求做的活动（需要圈图）。播放录音，让学生们按指令圈出正确的图片。

录音内容为：

1. I'm hungry. I want to eat. I like noodles.

2. My favourite food is fish.

3. In the afternoon, I have lunch.

4. I'm thirsty. I want to drink. I like juice.

3. Draw and write.

这个活动要求学生们看图，考虑他们一日三餐 (breakfast, lunch, dinner) 喜欢吃什么。然后完成图下的三个句子，并把喜欢的食物画出来。

4. Look and colour.

学生们要仔细看图，找出写有同类单词的气球并涂上相同的颜色。

5. How am I doing?

简单介绍一下问题问的是什麼，以自己为例说说自己对自己的评价。告诉学生对自己的评价一定要客观，应该得几颗星就给自己几颗星。

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。

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.

● **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.

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；

能在图片的帮助下读懂、朗读故事。

☆☆ 能看图识字；

能基本认读所学词语；

能在图片的帮助下基本读懂、朗读故事。

☆ 能看图识字；

在他人的帮助下认读所学词语；

能在图片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。

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.

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。

Unit 4

Food and Restaurants



General Goals for Unit 4

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 restaurants, ordering food, and asking how much it will cost. 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 4 has six lessons, but you should consider using more than six classes to teach the unit. 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.

Specific Goals for Unit 4

Knowledge and Skills

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

apple, orange, eleven, twelve, thirteen, fourteen, fifteen
ice cream
sixteen, seventeen, eighteen, nineteen, twenty
please, thanks, welcome

第4单元

食物和餐馆



第4单元总目标

本单元在上一单元所学内容的基础上，给学生提供了更多的机会来学习新词汇，提高听说技能。学生将会学习谈论饭店，如何点餐和询问价钱等。鼓励学生使用所学内容进行对话，回答问题（口头的和书面的）；喜欢读故事和听故事；在小组内展示语言理解和运用能力。

第4单元共有6课，但教师应该考虑用多于6课时的时间来教授本单元。教师应该根据学生的需要和兴趣，来安排教学节奏和内容。

在单元最后还有一课复习课（Again, Please!），教师可使用本课来做终结性评价。

第4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：

apple, orange, eleven, twelve, thirteen, fourteen, fifteen

ice cream

sixteen, seventeen, eighteen, nineteen, twenty

please, thanks, welcome

2. Students will be able to aurally understand, say and orally use the following phrases and sentences:

What do you like?

What would you like?

I'd like...

How much is a (an)...?

How much for...?

I'll take..., please.

How much are the...?

3. Students will become familiar with the rules of pronunciation for the letters **c** and **y** in words.

4. Students will be able to understand the story *A Little Monkey* through listening and reading with the aid of pictures and teacher support. And act it out.

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

Delicious Food

What Would You Like?

Do You Know the Donut Man?

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 4

- Three posters for: foods, numbers (one to twenty) and Western fast food (chicken, donut, hamburger, hot dog, ice cream, ect.).
- (Optional) A restaurant display. You might put up pictures from magazines of people eating in restaurants. You might put up a bill from a restaurant. Also put up strips of paper showing words and phrases related to restaurants.
- Word-cards for pocket panels showing: **How much is...? How much are...?**

2. 学生能听懂、会说并口头运用下列用语和句子:

What do you like?

What would you like?

I'd like...

How much is a (an)...?

How much for...?

I'll take..., please.

How much are the...?

3. 学生能了解字母 c 和 y 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: A Little Monkey

5. 学生能说唱本单元的歌曲和歌谣:

Delicious Food

What Would You Like?

Do You Know the Donut Man?

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4单元所需教具

• 三幅张贴画: 食物、数字(1到20)和西式快餐(鸡肉、面包圈、汉堡、热狗、冰激凌等)。

• (供选) 一张餐馆的展示图。可以贴上从杂志上剪下来的人们正在餐馆用餐的图画, 也可以贴上一张餐馆的账单, 也可以贴上一些纸条, 上面写着一些关于餐馆的词汇和用语。

- 插入词卡袋的单词卡片, 上面写着: How much is...? How much are...?

Lesson 19 I Like Fruit!

Lesson 19 I Like Fruit!

1 What do you like?

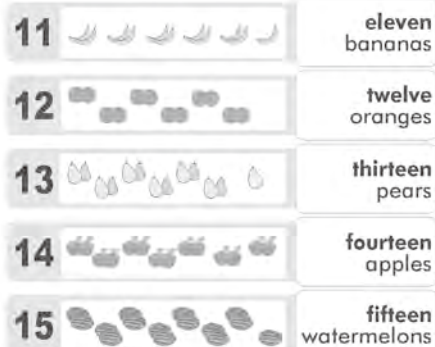


2 Let's sing!



50

3 How many?



4 Let's play!



51

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **apple, orange, eleven, twelve, thirteen, fourteen, fifteen**
- Students will be able to recognize, understand and use the construction:
What do you like?
- Students will be able to sing the song: *Delicious Food*

TEACHING PREPARATION

Before your students arrive, put number posters around your room (numbers 11 to 15 and word forms). If possible, bring an apple, a pear, an orange and a watermelon to class.

第19课 我喜欢水果!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：
apple, orange, eleven, twelve, thirteen, fourteen, fifteen
2. 学生能认读、理解并使用下列句式：
What do you like?
3. 学生能唱歌曲：Delicious Food

教学准备

学生到教室前，将印有数字 11 至 15 及其单词的张贴画摆放在教室内。如果可能，教师可准备苹果、梨、橘子和西瓜各一个。

You will need:

- audiotape or multimedia CD
- flash cards for **apple, pear, orange, watermelon**
- flash cards for numbers 11 to 15

Teaching Tip



Hear, see, do

If you simply say a new vocabulary word, your students will hear it, and probably be able to say it back to you. But they will soon forget it. If your students see the new vocabulary word, there is a better chance they will recall it later. And if they do something with the word, it will be a word they will recognize, know and use well.

For example:

Hear the word **banana**.

See a banana that you brought to class.

Do something with the banana, such as touch it or even taste it.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive. You can stand at the door and count them as they come in. When they are settled, introduce the new and final unit for the semester. Review what they already know. Talk about all the things they have learned so far — animals, where they live, what they eat, morning, afternoon and evening, breakfast, lunch and dinner. Tell your students that we will now learn about some of the foods we all like to eat, and some of the places where we buy and get our food.

Lesson Hook

Hold up your fruit, or pictures of it, and say **What do you like? Apples, pears, oranges or watermelons? Let's find out!**

NEW CONCEPTS

1. What do you like?

Begin by teaching the four new vocabulary words (apple, pear, orange, watermelon). Hold up each fruit one by one and ask for its name in Chinese. Find out what the students can tell you about each fruit (What colour is it? Is it sweet? Is it big or small?). Remind the students that the four things are fruits. Write the word **fruit** on the board and have the students say it

教师准备：

- 录音带或教学光盘
- 词卡：apple, pear, orange, watermelon
- 词卡：数字 11 至 15

教学提示



听，看，做

如果教师简单地读出一个生词，学生能够听到它，也有可能会跟读，但他们很快就会忘记。如果学生能看到这个生词，他们就会更可能在以后记起这个词。如果他们使用这个词，那学生们就能认读、会说并运用这个词。

例如：

让学生听单词 banana。

看教师带到教室的香蕉。

亲自感受一下香蕉，比如摸摸它或者尝上一口。

开始上课和复习

问候

学生一到教室，教师就去问候他们。你可以站在门口，数一数走进来的每一个学生。当学生们都坐下来，向他们介绍这个新单元，也是本学期的最后一个单元。复习一下他们以前学过的知识：动物——他们住在哪儿，吃什么；上午、下午和晚上；早餐、午餐和晚餐，所有这些他们迄今为止所学到的知识。告诉他们，今天要学习一些我们喜欢吃的食物，以及一些我们购买和进食这些食物的地方。

课文导入

举起水果，或者水果的图片，对学生说：What do you like? Apples, pears, oranges or watermelons? Let's find out!

新概念

1. What do you like?

先学习四个生词 (apple, pear, orange, watermelon)，逐一举起水果，用汉语问它们的名称，让学生介绍关于这些水果的信息（什么颜色？甜不甜？大或小？）。提醒学生这四个物品都是水果，在黑板上写出单词 fruit 并让学生大声朗读。看看他们还能不

aloud. See if they can give you more examples of fruits (banana, berries, etc.).

Say the name for each fruit as you hold it up and show it again. Ask the students to repeat each word after you. When you are finished with this part, have the students draw each fruit in their note books and label them.

Play the audiotape for Part 1, page 50. Listen to it twice and follow along. Ask comprehension questions: **What fruit does Li Ming like? What fruit does Jenny like? What about Danny?**

Ask the students to tell you what fruit they like. As they tell you their favourite, write the word on the blackboard.

2. Let's sing!

Ask your students to look at Part 2, page 50 in the student book. Play the audiotape once. Go through the song, line by line. Ask the students to tell you all the fruit mentioned in the song. Write the fruit words on the board as the students tell them to you.

Play the song again and follow along with the words.

3. How many?

Point to the number posters you created for the lesson. Point to each number and count the objects. Say each number and ask the students to repeat after you. Write each number on the board and drill the students on the numbers 11~15.

Play the audiotape for Part 3, page 50.

●Practice●

Divide the students into five groups. Give each group a number between 11 and 15. The groups then have to gather the correct number of objects (pencils, books, erasers, etc.) into a pile. When they are done, each group counts the objects aloud. The rest of the class decides if they are right or wrong.

4. Let's play!

Now, let's have some fun. You make two big circles on the board. Divide the class into two groups. Now, tell the students you are going to play a game. Ask the students from the two groups to come to the front one by one. You say the random numbers from 1 to 15. They write the numbers you say in the circle. If the number you say is in the student's circle, he/she crosses it off. The group with the most correct numbers wins. Give each student a chance to do this in front of the class.

CHECK FOR UNDERSTANDING.....

Ask the students to count the things in the classroom in groups. Then they can ask their partner what fruit he/she likes.

能说出更多的水果（香蕉、草莓等）。

举起水果的同时大声说出它的名字，重复做一次，让学生跟读。完成这一环节以后，让学生在他们的笔记本上画出每一种水果并写出单词。

播放两遍教科书第 50 页第 1 部分录音并跟读，问一些理解性的问题：What fruit does Li Ming like? What fruit does Jenny like? What about Danny?

询问学生他们最喜欢什么水果，学生说出来后，教师就把相应的单词写到黑板上。

2. Let's sing!

让学生翻看教科书第 50 页第 2 部分。播放一遍录音。学生边听歌曲，边逐行看歌词。让学生说出在歌曲中听到了哪些水果，教师把把相应的单词写到黑板上。

再次播放录音，学生跟读这些单词。

3. How many?

指着你提前做好的数字张贴画，边指数字，边数物品。读出数字并让学生跟读。把数字写到黑板上让学生练习 11~15 这几个单词。

播放第 50 页第 3 部分录音。

• 练习 •

将学生分成 5 组，给每一组一个数字（11~15），小组学生要收集相应数字的物品（铅笔、书、橡皮等），将它们堆到一起。完成后，每个小组都要大声地将物品数出来。其他的学生判断正确与否。

4. Let's play!

现在，一起来做点有意思的事情！教师在黑板上画两个大圆圈，把全班分成两组，告诉学生要一起玩一个游戏。让两组中的学生按顺序到教室前边，教师说 1~15 的任意数字，他们要在圆圈里写出教师说的数字。如果教师说的数字在圆圈里已经有了，就要把这个数字划掉。哪组的正确数字最多，哪组就赢了。让每个学生都到前面玩一次。

巩固检验

让学生分组数一数教室内物品的数量，然后问一问他们的同伴喜欢什么水果。

CLASS CLOSING

.....

Tell your students you want them to have fun and move around the room as the song plays. Some students can pick up the fruits that you brought to class, others can simply move and dance as the song plays. Play the song *Delicious Food*, and get moving!

结束课堂教学.....

告诉学生教师想让他们的学习变得有乐趣，一边播放歌曲录音，一边在教室里来回走动，一些学生可以拿走你带来的水果，其他学生也可以随着音乐跳舞，播放歌曲 Delicious Food，让我们一起动起来！

Lesson 20 Hamburgers and Hot Dogs

Lesson 20 Hamburgers and Hot Dogs

1 What would you like?

2 Let's chant!

What would you like?
What would you like?
A hamburger and a hot dog.
That's what I'd like.

What would you like?
What would you like?
A donut and some milk.
That's what I'd like.

52

3 You're welcome.

4 Let's play!

53

TEACHING GOALS.....

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **ice cream**
- Students will be able to recognize, understand and use the construction:
What would you like?
I'd like...
- Students will learn and be able to chant: *What Would You Like?*

TEACHING PREPARATION.....

Before the students arrive, you should prepare an area in the classroom that can act as a

第20课 汉堡包和热狗



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：ice cream
2. 学生能认读、理解并使用下列句式：
What would you like?
I'd like...
3. 学生能说歌谣：What Would You Like?

教学准备

学生到教室前，在教室中布置一块像餐馆或商店中点餐或结账的地方。在黑板前

store/restaurant ordering area. This can simply be a desk or table in front of a wall.

You should find, or make and label, pictures of hamburger, hot dog, ice cream, donut, and various food items likely to be sold in a Western lunch bar. Post the pictures on the wall behind the desk or table.

You will need:

- audiotape or multimedia CD
- flash cards for **hamburger, hot dog, donut, ice cream**
- picture/posters of various food items

CLASS OPENING AND REVIEW

Greeting

Play the song *Delicious Food* as the students arrive for class. Greet the students as they arrive and wait for them to settle in their seats.

Talk about the previous lesson. Review the numbers 11 to 15. Ask ten students to stand one by one. You count them as they stand and form a group in front of the class. Ask for five more students to stand. Count these students 11, 12, 13, 14, 15. Ask these five to stand in a group in front of the class. Ask for volunteers to stand and count the two groups.

Write the numbers 11~15 on the board and have the students say them as you write them.

Teaching Tip



Review concepts already learned in previous lessons, even in previous *Learning English* books such as colours when you are teaching a lesson. The more practice a student has, the more quickly the student will assimilate English language words and phrases!

Lesson Hook

Hey! Let's find out how to order some food in Canada. It will be fun. And the food should taste really good!

NEW CONCEPTS

1. What would you like?

Ask the students to open their books to page 52, Part 1 and play the audiotape. Follow along.

Talk about the picture. Ask **Who is in the picture?** Explain that the woman is a shop clerk. She sells the food to people. Li Ming and Jenny want to order some food.

简单地靠墙边放一张课桌或一把椅子就行。

教师要准备好或做一些图片，汉堡、热狗、冰激凌、面包圈等各式各样的食物，并标价，就像一个西餐厅。把这些图片贴在桌子后面的墙上。

教师准备：

- 录音带或教学光盘
- 词卡：hamburger, hot dog, donut, ice cream
- 各式各样食物的图片或张贴画

开始上课和复习

问候

播放歌曲 Delicious Food，迎接学生来上课。等他们坐好，问候他们。

复习上一课的内容，回顾数字单词 11~15。教师说单词 1~10，要求 10 个学生依次站起来，走到前面组成一个小组。教师说单词 11, 12, 13, 14, 15, 再请 5 名同学起身到前面组成另外一组。请自告奋勇者，边说单词边重新数一数这两组同学。

将数字 11~15 单词写到黑板上，让学生大声读出。

教学提示



在上课之前，复习上一课的知识，甚至是以前课本中所提及的其他的知识，如：颜色。学生练习越多，就能更快地掌握英语单词和用语。

课文导入

今天大家要一起学习在加拿大是如何点餐的。很有趣，食物也真的很美味。

新概念

1. What would you like?

让学生翻看教科书第 52 页第 1 部分，播放录音，让学生跟读。

看图片提问：Who is in the picture? 介绍图片中的女士是商店的售货员，售卖食物给人们，Li Ming 和 Jenny 想去买点食物。

Point to each of the four pictures on the right and say the word and ask the students to repeat after you. Show the flash cards for the words and repeat again. Do this for all four new vocabulary words.

2. Let's chant!

Look at Part 2, page 52. Teach the chant to the students line by line. You read the words aloud. When you come to the line **A hamburger and a hot dog**, hold up pictures to show these two items and ask the students to say the words really loud and clear. When you come to the line **A donut and some milk**, hold up pictures and repeat the process.

Practise reading the words. When the students appear comfortable enough to try chanting the words, help them do this twice.

3. You're welcome.

Play the audiotape for Part 3, page 53. Follow along as the students listen to it. Talk about what is happening. Jenny has a box of donuts. Danny's favourite food is donuts. He asks politely for a donut. Point out that he uses a very polite question format **May I have...?** Point out that Jenny uses a very polite reply to Danny's request **You're welcome**.

Ask two volunteers to come forward and help them to act out the scene. One of them plays Jenny, the other plays Danny.

4. Let's play!

Look at the pictures for Part 4, page 53. Point to each food item and first ask for someone to tell you what it is. If the students cannot respond, you can help them by saying the word. Review all ten food words. Point to them, show flash cards, or point to the pictures you posted on the wall behind the pretend store.

Play the audiotape to demonstrate how to play. Then ask a volunteer to come forward and you and he/she can show the actions. The volunteer is the store clerk and stands behind the table. You are the customer and ask for things:

Teacher: **May I have a hamburger?**

Student: **Sure.** (give a picture or flash card of the item)

Teacher: **Thanks.**

Student: **You're welcome.**

Divide the class into small groups and give everyone a chance to play the game.

●Practice●

While the groups are taking turns at the food counter, ask the others who are waiting to draw pictures of the ten food items and label them. Mingle with the students and help where it is needed.

CHECK FOR UNDERSTANDING.....

Model a dialogue in front of the class with puppets like this:

指着右面的四幅图片，让学生跟教师读。展示词卡，让学生再读一遍，四个生词都要做一遍。

2. Let's chant!

让学生翻看教科书第 52 页第 2 部分。把歌谣逐行地介绍给学生，教师大声朗读，当读到 A hamburger and a hot dog 时，举起印有这两样物品的图片，让学生清楚地大声读出。当读到 A donut and some milk 时，举起它们的图片，重复以上步骤。

让学生练习朗读单词，当学生们读熟练以后，练习整首歌谣，重复两次，必要时可提供帮助。

3. You're welcome.

播放教科书第 53 页第 3 部分录音，学生边听边跟读。介绍接下来要发生的事情，Jenny 有一盒面包圈。而 Danny 最喜欢吃面包圈，他很有礼貌地向 Jenny 要面包圈吃。这里教师要特别指出 Danny 用了非常礼貌的提问用语：May I have...? 而 Jenny 也用了非常礼貌的用语来回答他：You're welcome.

请两名自告奋勇者来前面表演这一幕，一人扮演 Jenny，一人扮演 Danny。

4. Let's play!

翻看教科书 53 页第 4 部分，指向食物提问学生这是什么。如果学生不能回答，帮他说出这个词。复习所有的十个表示食物的单词，同时指向相应的词卡或场景商店中墙上张贴好的食物图片。

播放录音演示怎么玩下面这个游戏。请一名自告奋勇者来到前面和教师一起表演。自告奋勇者扮演商店售货员站到桌子后面，教师扮演购物顾客。

教师：May I have a hamburger?

学生：Sure. (把词卡或图片交给顾客)

教师：Thanks.

学生：You're welcome.

将全班分成小组，一起玩这个购物游戏。

● 练习 ●

当大家在食物柜台前排队等候时，让其他同学画出这十种食物，并标出单词。需要时教师要参与到活动当中。

巩固检验

用手偶在全班面前表演如下对话：

Puppet 1: **May I have a donut?**

Puppet 2: **Sure.**

Puppet 1: **Thanks.**

Puppet 2: **You're welcome.**

CLASS CLOSING

Spend a few minutes reviewing the material from today's lesson. Gather the students around the store counter and review the words on the pictures.

Play the audiotape for the chant as the students leave the room.

手偶甲: May I have a donut?

手偶乙: Sure.

手偶甲: Thanks.

手偶乙: You're welcome.

结束课堂教学


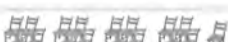

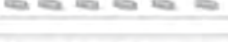

利用一定的时间进行复习今天所学, 把同学们集中到商店柜台前, 复习图片上的单词。

下课时播放歌谣录音。

Lesson 21 In the Restaurant

Lesson 21 In the Restaurant

1 How many?

16		sixteen tables
17		seventeen chairs
18		eighteen hot dogs
19		nineteen hamburgers
20		twenty donuts

2 Let's play!



54

3 What would you like?



4 Let's act!



55

TEACHING GOALS

Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **sixteen, seventeen, eighteen, nineteen, twenty**

TEACHING PREPARATION

Before class you need to prepare some sheets of paper with numbers from one to twenty written on them in number and word form.

You will need:

- audiotape or multimedia CD
- flash cards for numbers 16 to 20

第21课 在餐馆里



MY TEACHING NOTES

教学目标

学生能听懂、会说、认读和书写下列词汇：sixteen, seventeen, eighteen, nineteen, twenty

教学准备

课前，教师准备一些纸张，上面写着数字 1 至 20，包括单词和数字两种形式。

教师准备：

- 录音带或教学光盘
- 词卡：16 至 20

Teaching Tip



Make a big effort to set up your pretend store, restaurant as realistically as possible. Decorate it with pictures, signs, words and posters. You want to make it a place where your students will have fun acting out many activities.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they enter the classroom. When they have settled, review material from previous lesson, stand behind the store counter and point to the pictures and ask **What would you like?** Wait for responses. Hold up the flash cards for **hamburger, hot dog, donut** and **ice cream** and drill the students on the vocabulary.

Play the chant from the previous lesson and listen for enjoyment.

Lesson Hook

Now, let's see how to order food in a restaurant. What's that? Well, we will see soon enough.

NEW CONCEPTS

1. How many?

Go to the board and begin to write the numbers from 16 to 20. As you write the number, say it. Then count from one to that number. Repeat until you have introduced all five new numbers.

Open the student books to Part 1, page 54. Begin with 16. Ask what they see in the picture (donuts). Count the donuts with the students. Repeat for all five numbers.

Play the audiotape for Part 1 and follow along on page 54.

●Practice●

Ask a student to begin with 1 and count 16 students. The student goes around and touches a student and when that student stands up, the other student counts until 16 students are standing. You touch another student and she/he stands. Say the number. Repeat until there are 20 students standing. The rest of the students begin at 1 and count the 20 students.

2. Let's play!

Divide the class into five groups. Pass out the sheets of paper with the numbers written on them. Give each group a set of numbers from 1 to 20. Explain what you want them to do. You will call out a number (between 16 to 20). Each group needs to find out a combination of

教学提示



尽自己最大可能完善商店或餐馆场景，张贴各种图片、标示语、广告语和海报。这样学生能在表演中玩得更愉快。

开始上课和复习

问候

学生走进教室，问候他们。等他们坐好后，复习上节课的内容。教师站在商店柜台后，手指图片提问：What would you like? 等着学生回答。举词卡 hamburger, hot dog, donut, ice cream，让学生练习单词。

播放上节课的歌谣让大家欣赏。

课文导入

今天大家要一起学习在饭店如何点餐。会是什么样的呢？让我们一起来一探究竟。

新概念

1. How many?

在黑板上写出单词 16 至 20，边写边读。然后从 1 开始数，直到正写的那个数字。重复这个过程、直到学完 5 个新数字。

让学生翻看教科书第 54 页第 1 部分。从 16 开始，提问学生在图片中看到了什么（面包圈）。和学生一起数一数有几个。重复说出这 5 个数字。

播放 54 页第 1 部分录音，学生跟读。

● 练习 ●

让一位学生从 1 开始数出 16 名同学。这个学生四处走动，摸一下另一名学生，这名学生要站起来，其他同学一起数，直到有 16 名同学都站起来。教师摸一下一名学生，然后学生站起来，教师接着说出数字。重复这样，直到有 20 名学生站起来。其他学生从 1 开始数到 20。

2. Let's play!

将全班分成 5 个小组，将写有数字的纸发给每一组，给每一组学生一组 1 至 20 的数字。介绍游戏玩法，教师将会说出 16 至 20 中的一个数字，每个小组立刻找出相

numbers will add up to the number you call out. (e.g. you call out 16 — they can select 5, 3, 8 to make 16) When they have the numbers, they hold them high above their heads for you to see.

3. What would you like?

Open the student book to page 55, Part 3. Play the audiotape. Talk about what is happening in each panel. Point out the words **tea**, **water**. You will need to teach the word **restaurant**. Make sure the students understand the meaning for these two words.

Play the audiotape a second time and follow along in the books.

4. Let's act!

Look at Part 4, page 55. Go over the material on the page and make sure the students know how to say the food words. Play the audiotape once.

Divide the class into small groups of four. Tell the students they need to make a menu just like the one on the left in Part 4. Give them plenty of time to make their menu. Go around and help out where it is needed. When the groups have their menus, they are ready to act.

Ask two volunteers to come forward. Seat them at a desk and explain that they are in a restaurant. You can have a big sign with **RESTAURANT** written on it and placed near the pretend restaurant. You will be the waiter. Give them a menu and take their order. Write down what they want and how much it costs.

Ask the groups to make a pretend restaurant (desk, chairs, sign) and take turns ordering food.

You can play the *What Would You Like?* chant as the students are getting ready to act.

Teaching Tip



A "Word Worm" is a good idea to have in your English room! Each time you introduce a new word to your students, add another segment to the worm's body! The Word Worm can be put high on the walls of your room where the students can see it. You can use the Word Worm to continuously review vocabulary you have taken with the students.

CHECK FOR UNDERSTANDING

Ask the students to count their stationery with their partners. Then they draw some food in the restaurant and role play with their partners.

CLASS CLOSING

Spend a few minutes talking about the lesson. Ask the students to read some of the food orders. Ask how much the order cost.

应的数字相加等于这个数。（例如，教师说 16，学生们可以挑选 5，3，8，加起来等于 16）找好后高高举过头顶，以便让教师看到。

3. What would you like?

翻看教科书 55 页第 3 部分，播放录音，简单介绍每组中的情景。指出单词 tea, water，告诉大家马上就要学习单词 restaurant。确保学生都能理解前面两个单词。

再次播放录音，学生看书跟读。

4. Let's act!

翻看教科书 55 页第 4 部分，复习上面的内容以确保学生能够说出每一种食物的名字。播放录音。

将学生分为 4 人一组，要求学生模仿第 4 部分左面的菜单制作自己的菜单。给出足够的时间，环绕教室，必要时提供帮助。菜单制作完成后，表演就要开始了。

请两名自告奋勇者来到前面，让他们坐在课桌后面，告诉他们现在他们就在餐馆里了。教师可制作一个大招牌写上 RESTAURANT 挂到旁边。教师扮演服务员，把菜单递给顾客点餐。记录下他们点的食物，并写出价格。

让每个小组布置一个餐馆的场景（桌子、椅子、招牌），轮流点餐。

学生表演时，教师可播放歌谣 What Would You Like?

教学提示



“单词蠕虫”游戏在英语课堂中非常受欢迎。每当教师介绍新单词给学生时，就可以为蠕虫的身体增加一部分。教师可以把这个单词蠕虫挂到教室里醒目的地方，让所有的学生都能看到。教师还可以一直利用它来和学生一起复习单词。

巩固检验

让学生和同伴一起数一数他们的文具的数量。然后画一些餐馆里的食物，并和同伴一起做角色表演。

结束课堂教学

利用一定的时间复习今天所学内容。让学生读一下客人点好的食物，问一问点了多少钱的餐。

Lesson 22 How Much Is It?

Lesson 22 How Much Is It?

1 How much for one donut?



56

2 Let's act!

¥10	¥2	¥6	¥15	¥20
¥3	¥7	¥6	¥4	¥2



3 Let's sing!



57

TEACHING GOALS

- Students will be able to recognize, understand and use the construction:
How much for...?
How much is a (an)...?
I'll take..., please.
- Students will learn and be able to sing the song: *Do You Know the Donut Man?*

TEACHING PREPARATION

Before class, you will need to prepare a big poster like the one on page 57, Part 2. It should be easy to read and see. You can pin it on the wall in your classroom to pretend restaurant.

第22课 多少钱?



MY TEACHING NOTES

教学目标

1. 学生能认读、理解并使用下列句式:
How much for...?
How much is a (an)...?
I'll take..., please.
2. 学生能唱歌曲: Do You Know the Donut Man?

教学准备

上课前, 教师准备一张像教科书 57 页第 2 部分那样的大海报, 方便认读。把它钉到教室的墙上, 当作餐馆。

You will need:

- audiotope or multimedia CD
- food and prices poster

CLASS OPENING AND REVIEW

Greeting

Play the chant *What Would You Like?* as your students come to class. Greet your students as they arrive.

Spend a few minutes reviewing material from previous lesson. Write the numbers 16~20 on the board and select students to say the numbers. Hold up two numbers that add up to 17 (10 and 7) and see who can add them and say the number first.

Lesson Hook

Let's go shopping for some food. We have hot dogs, hamburgers, donuts, milk, rice and anything else you would like to have.

NEW CONCEPTS

1. How much for one donut?

Spend a few minutes teaching the students **How much is it? How much for...?** Begin by holding up a picture of a donut. Point to the donut and say **How much for one donut?** Hold up a number to show how much it is (1 yuan) and say **One yuan.** Then teach students how to say **I'll take twelve, please!**

Repeat using another food item (hot dog, 5 yuan). Make sure you point as you say the word.

Ask your students to open their student books to Part 1, page 56. Discuss the pictures. What is happening in each panel? Read the words. Make sure your students can understand the concept of **How much is it? How much for...? I'll take..., please!**

Play the audiotope and follow along. Repeat.

2. Let's act!

Look at the picture for Part 2, page 57, in the student book. Ask **How much for a hamburger?** Students should tell you the correct price, using the menu as their guide. Repeat this questioning sequence for all items on the menu.

Play the audiotope. Divide the class into small groups and have them act out ordering food.

教师准备:

- 录音带或教学光盘
- 印有食物及价格的海报

开始上课和复习

问候

播放歌谣 What Would You Like? 学生来上课时, 问候他们。

复习上一课的内容, 将单词 16~20 写到黑板上, 请几个学生站起来读出它们。举起两个数字加起来是 17 (10 和 7), 看看哪一个学生能够第一个说出这个数。

课文导入

今天大家要一起来购买食物。商店里有热狗、汉堡、面包圈、牛奶、米饭等食品供大家购买。

新概念

1. How much for one donut?

开始先和大家一起学习句子: How much is it? How much for...? 教师举起面包圈, 手指它提问: How much for one donut? 另一只手举起表示它价格的数字 (1 元) 说: One yuan, 然后教学生说: I'll take twelve, please!

使用其他的食物重复上面的练习 (热狗, 5 元), 请确认在教师说这单词时用手指向它。

学生翻看教科书 56 页第 1 部分, 讨论图片里发生了什么故事。教师大声读出单词, 并确保每位学生理解句子: How much is it? How much for...? I'll take..., please! 的含义。

播放录音学生跟读, 重复一遍。

2. Let's act!

让学生翻看教科书第 57 页第 2 部分。提问: How much for a hamburger? 通过翻看菜单, 学生应该能够说出它的价格。重复这个过程, 练习菜单上的每一种食物。

播放录音, 把全班分成小组, 练习点餐。

3. Let's sing!

Divide the class into two groups — boys and girls. Look at the song Part 3, page 57, and go through it line by line. Explain the meaning of **lane** (street). Play the song twice. Tell the students that you want the boys to sing the first two lines of the song, and the girls to sing the last two lines.

Practise singing the song.

CHECK FOR UNDERSTANDING.....

Ask the students to invent a situation where a person buys something, such as clothing at a market or a plane ticket at an airport. Tell them to act out the situation, pretending to be some place different than the classroom, and to use gestures and actions to make their meaning clear.

CLASS CLOSING.....

Play the song again as the students are preparing to leave. Praise them for their efforts.

3. Let's sing!

按男同学女同学将全班分成 2 个小组，一起翻看教科书 57 页第 3 部分的歌词，逐行学习。介绍生词：lane（大街）。播放歌曲录音两次，让男同学唱歌曲的前两行，女同学唱后两行。

练习这首歌曲。

巩固检验

让学生想象买东西时的情景，比如，在市场买衣服或者在机场买机票。让他们表演出当时的情景，假装身处不同于教室的其他一个地方，可以借助手势和动作表明他们的意思。

结束课堂教学

下课前，再次播放歌曲录音。夸奖学生本节课的课堂表现。

Lesson 23 How Much Are They?

Lesson 23 How Much Are They?

1 How much are the apples?



58

2 Let's act!



3 Letters and sounds



59

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **please, thanks, welcome**
2. Students will be able to recognize, understand and use the construction:
How much are the...?
3. Students will become familiar with the rules of pronunciation for the letters **c** and **y** in words.

第23课 它们多少钱？



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：please, thanks, welcome
2. 学生能认读、理解并使用下列句式：
How much are the...?
3. 学生了解字母 c 和 y 的在单词中的发音规则。

TEACHING PREPARATION

You will need:

- audiotape or multimedia CD
- flash cards for **rice, juice, cold, cow, yellow, yo-yo, cry and fly**

Teaching Tip



If things are not going well with your lesson, it may be because your students are tired from sitting and listening too long. Have a short exercise routine that your students know. For example, you ask them to stand and give them a short three minutes routine. You say, **Hand above your head. Hands to your side. Run on the spot. Stop. Sit down. Stand up. Jump up and down.**

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive. Play the song ***Do You Know the Donut Man?***

When everyone is settled, review **How much for...?** from the previous lesson. Explain that today they are going to learn another way to ask the price of something.

Lesson Hook

Let's go shopping for some fruits and vegetables. Bring along a bag, and bring along your best English skills. We want to find out how many things are and how much they cost.

NEW CONCEPTS

1. How much are the apples?

Ask the students to open their student books to Part 1, Lesson 23. Read each panel and talk about what is happening in each. Panel 1, Li Ming wants to know if there are any apples. Panel 2, he wants to know how much it will cost to buy apples.

Practise saying **How much are the apples?** Say the question out loud and randomly select students to say it aloud. Panel 3, Li Ming will buy two apples. Panel 4, Jenny wants to find out how much to pay for the oranges. Practice saying **How much are the oranges?** as in the previous. Panel 5, Jenny buys three oranges. Panel 6, Li Ming and Jenny say **Thanks** and the man says **You're welcome.**

Play the audiotape and follow along.

Select three students to play the three roles and have them read aloud to the class.

教学准备

教师准备：

- 录音带或教学光盘
- 词卡：rice, juice, cold, cow, yellow, yo-yo, cry 和 fly

教学提示



如果教师觉得自己的课上起来有些不顺，那可能是因为学生已经厌烦了长时间地坐着听讲。可以尝试让学生们做做他们已经熟悉的小运动。例如：教师请大家站起来做一个三分钟的小运动，教师说：Hand above your head. Hands to your side. Run on the spot. Stop. Sit down. Stand up. Jump up and down.

开始上课和复习

问候

迎接学生来上课，问候他们。播放歌曲 Do You Know the Donut Man?

等学生入座后复习上一课学过的句子 How much for...? 告诉大家今天将要学习另外一种询问价格的方式。

课文导入

今天大家要一起来购买蔬菜和水果。拿起购物袋，运用你们最好的英语技巧，让我们一起来看看商店里有多少货物，它们都需要多少钱。

新概念

1. How much are the apples?

让学生翻开教科书第 23 课第 1 部分，读一读，看看发生了什么故事。图 1：Li Ming 想知道还有没有苹果。图 2：他想知道买苹果需要花费多少钱。

练习句子：How much are the apples? 教师大声地读出这个句子，随意让一个学生站起来也读一遍。图 3：Li Ming 想买两个苹果。图 4：Jenny 想知道橘子卖多少钱。像刚才那样练习句子：How much are the oranges? 图 5：Jenny 买了三个橘子。图 6：Li Ming 和 Jenny 对售货员说：Thanks， 售货员回答：You're welcome。

播放录音，让学生跟读。

让三位同学分别扮演这三个角色，大声地读给大家听。

Teaching Tip



Using familiar items in the classroom helps students practice previously learned vocabulary while focusing upon new phrases in a lesson.

2. Let's act!

Look at Part 2, page 59. Go over the material and talk about what is happening. What does Jenny want to buy? How many does she take? How much for one hot dog? How much for three hot dogs?

Jenny also wants to buy oranges. How many oranges does Jenny take? How much does she pay for the oranges?

Divide the class into small groups and have them practise acting out buying food items. When they are ready, have each group present to the class.

3. Letters and sounds

Take out the flash cards with the words **rice, juice, cold, cow, yellow, yo-yo, cry** and **fly**. Write these words on the board in big letters: **rice, juice, cold, cow** (write the **c** in a bright colour). Show the flash cards for these four words and say the words aloud. The students should repeat after you. Repeat for the next four words (yellow, yo-yo, cry, fly).

Look at Part 3, page 59 in the student book. Play the audiotape and follow along.

CHECK FOR UNDERSTANDING

Ask questions to check the students' comprehension. Use as much English as possible.

Where do Li Ming and Jenny?

What does Li Ming want/buy?

Does the man have apples?

How much are the apples?

What does Jenny want/buy?

How much are they?

How many does she want/buy?

CLASS CLOSING

Review all the letters and sounds from the whole student book. Show the flash cards, say the sounds and words and ask the students to repeat after you.

m mouth swim

n dance nose

l leg lake

i nine five

s bus snake

z zoo zero

x box six

o hello old

h hungry hand

w worker window

r ruler river

u student computer

c rice juice cold cow

y yellow yo-yo cry fly

教学提示



在学习课程中的新用语时，可以利用那些教室里大家熟悉的物品帮助学生练习以前学习过的词汇。

2. Let's act!

让学生翻看 59 页第 2 部分。复习并讨论发生了什么。Jenny 想要买什么？她买了多少？一个热狗卖多少钱？三个热狗又是多少钱？

Jenny 还想买点橘子，她买了多少橘子？她买橘子花了多少钱？

把全班同学分成小组，让他们练习购买食物的对话。当他们练习好后，依次在全班表演。

3. Letters and sounds

拿出词卡：rice, juice, cold, cow, yellow, yo-yo, cry 和 fly，在黑板上用大字写出：rice, juice, cold, cow（用彩色笔写出字母 c）。展示一下这四个词的词卡，大声读出它们，学生跟读。重复上面的步骤学习另外四个单词（yellow, yo-yo, cry, fly）。

学生翻看教科书 59 页第 3 部分，播放录音学生跟读。

巩固检验

提问学生，检查学生的理解情况，尽可能多使用英语。

Where do Li Ming and Jenny?

What does Li Ming want/buy?

Does the man have apples?

How much are the apples?

What does Jenny want/buy?

How much are they?

How many does she want/buy?

结束课堂教学

复习整本书学过的所有字母和发音。展示词卡，读出发音和单词并让学生跟读。

m mouth swim

n dance nose

l leg lake

i nine five

s bus snake

z zoo zero

x box six

o hello old

h hungry hand

w worker window

r ruler river

u student computer

c rice juice cold cow

y yellow yo-yo cry fly

Lesson 24 A Little Monkey

Lesson 24 A Little Monkey

Story time

1 I am hungry. Me too.

2 Would you like some fruit? Yes, please!

3 I'll get some fruit for you. Hooray! Thank you!

4 Wow! The apples look good. I'll get some.

5 Oh, oranges! I like oranges! I'll get some.

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6 Ouch! My leg!

7 Wow! Watermelons!

8 I'll get a big one.

9 Hey, little monkey! Let's play! Great!

10 It's evening. Time for dinner. Good-bye! Bye-bye.

11 Where is the fruit? Sorry, I

★ Talk and act

- What fruits does the little monkey get?
- 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

You will need:

- audiotape or multimedia CD

第24课 一只小猴子



MY TEACHING NOTES

教学目标

1. 在图片和教师的帮助下，学生能听懂故事。
2. 在图片和教师的帮助下，学生能理解故事。
3. 在图片和教师的帮助下，学生能大声读出故事。
4. 在图片和教师的帮助下，学生能表演故事。

教学准备

教师准备：

- 录音带或教学光盘

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 little monkey who played too much and did not concentrate on the job he should have been doing.

Lesson Hook

Play or work? What do you think? Let's read a story and find out what can happen when there is too much play and not enough work.

NEW CONCEPTS

Story time: *A Little Monkey*

Prepare to Read

●Lead-in●

Tell your students that this story can teach a really good lesson. Ask them if they like to play. What about work? Do you like to help out at home? Do you help your parents when they go shopping? Talk about being responsible and having fun at the same time. There is always time for play, but first take care of the things that you have to do. Otherwise we can end up like the monkey in this story. Lots of fun playing all day, but at night, they are hungry and there is no food to eat.

●Look and talk about it●

Refer the students to page 60 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.

Panel 1

Who is in the tree?

What is the problem? (They are hungry.)

Panel 2

A little monkey comes along. What does he ask?

Do the other monkeys agree?

Panel 3

What does the monkey promise to do?

Are the other monkeys happy?

开始上课和复习

问候

迎接学生来上课，问候他们。等学生入座后，告诉他们今天大家要学习一个关于小猴子的故事，他太喜欢玩了，没有办法集中注意力完成他本该做的事情。

课文导入

是玩还是工作？你觉得呢？让我们一起来读一个小故事，看一看玩的太多又不工作会发生什么事。

新概念

故事时间：A Little Monkey

课前活动

• 导入 •

告诉学生这个故事会给大家一个深刻的道理。问问大家是否很喜欢玩？那工作呢？在家里愿不愿意帮忙干一些活儿？父母购物的时候会不会帮忙？告诉他们在玩的同时要肩负责任。玩的时间总会有，但首先要做好自己应该做的事。不然，结果就会像故事里的猴子一样。白天疯狂地玩，可到了晚上就饿坏了，而且还没有任何吃的。

• 看图讨论 •

学生翻看教科书第 60 页，在学习这篇故事前，教师应该先做些课前介绍让学生大致了解故事的情节。先让学生看看每一幅图片，了解大致发生了什么事情会是一个不错的主意。这部分教师使用汉语讲解，同时也允许学生使用汉语进行回答。教师在用汉语的同时，也可将其用英语重复一遍，但最重要的是帮助学生理解故事。

图 1

Who is in the tree?

What is the problem? (它们饿了。)

图 2

A little monkey comes along. What does he ask?

Do the other monkeys agree?

图 3

What does the monkey promise to do?

Are the other monkeys happy?

Panel 4

The monkey goes looking for fruit. What does he spot first? (apples)

Panel 5

The monkey sees oranges. Does he like oranges?

What does he decide to do?

Panel 6

The monkey falls out of the tree. What happens to him? (He hurts his leg.)

Panel 7

The monkey is happy again. He sees watermelons.

Panel 8

What kind of watermelon does he decide to get?

Panel 9

What happens next?

What does the rabbit suggest? (Let's play.)

Panel 10

They play all day. What does the rabbit say? What time is it?

Panel 11

The monkey gets home, but he has no food for the other ones. What does he say?

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:

Why are the monkeys happy when the little monkey says he will get some fruit?

There is a lot of fruit. Why does the monkey have a hard time deciding which fruit to pick?

Do you think the monkey should have played with the rabbit? Why or why not?

Do you think the monkey is a bad monkey? Why or why not?

图 4

The monkey goes looking for fruit. What does he spot first? (苹果)

图 5

The monkey sees oranges. Does he like oranges?

What does he decide to do?

图 6

The monkey falls out of the tree. What happens to him? (它弄伤了自己的腿。)

图 7

The monkey is happy again. He sees watermelons.

图 8

What kind of watermelon does he decide to get?

图 9

What happens next?

What does the rabbit suggest? (让我们一起玩吧。)

图 10

They play all day. What does the rabbit say? What time is it?

图 11

The monkey gets home, but he has no food for the other ones. What does he say?

阅读活动

现在学生已经了解了故事情节，该是他们听教师阅读的时候了。教师大声慢慢读出故事，加上动作和手势。让学生跟读。

播放录音，学生再次跟读，但不要大声跟读。教师可随时暂停录音，解释或重复一个单词。再次播放录音，学生大声跟读。不要过多地关注学生的发音，在这个过程中，学生能够大声地读出故事，并乐在其中，这才是最重要的。

• 分组朗读 •

以 4 或 5 人为一组将全班学生分成若干小组，让他们轮流读故事给其他学生听，一个接一个读。给出充裕的时间。教师绕教室走动，帮助那些胆怯或对生词不熟悉的学生。告诉大家发音不是最重要的，最重要的是大家能够尽自己的最大努力用英语读出了故事。

读后活动

• 谈论故事 •

与学生一起讨论这个故事，提问学生：

Why are the monkeys happy when the little monkey says he will get some fruit?

There is a lot of fruit. Why does the monkey have a hard time deciding which fruit to pick?

Do you think the monkey should have played with the rabbit? Why or why not?

Do you think the monkey is a bad monkey? Why or why not?

CHECK FOR UNDERSTANDING.....

Refer the students to Talk and act. Tell them to read the question and discuss it in groups. Then talk the question in class.

●Role Play●

Divide the class into groups of four. Each student in the group takes one of the four 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 there is a time to play and a time to work.

Ask the students to read their answer to the question: **What fruits does the little monkey like?**

巩固检验

让学生看 Talk and act 部分，告诉他们读一读问题，并在组内讨论问题。然后全班一起讨论这个问题。

• 角色扮演 •

将学生分为 4 人一组，小组中每个学生扮演一个角色，进行对话表演，加入适当的动作。给学生足够的时间准备练习，请学生到前面表演。

结束课堂教学

告诉学生故事是帮助大家学习人生道理的很好的一种方法。提醒学生该工作就工作，该玩就玩。

让学生回答问题：What fruits does the little monkey like? 大声读出答案。

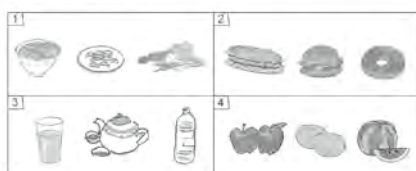
Again, Please!

Again, Please!

1 Listen and talk.



2 Listen and circle.



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3 Match, write and say.



Word list:

ice cream bread hamburger pear banana
watermelon orange donut apple water
juice hot dog milk tea eggs noodles



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4 Read and match.



a. You're welcome.
b. How much is this pencil?
c. Okay! I'll take three, please.

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

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.

播放一遍录音，讨论故事内容。再听一遍录音，把故事读给学生听。让自告奋勇

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.

The audiotape says:

Clerk: **Good morning! What would you like?**

Jenny: **I'd like a hamburger, please.**

Jenny: **Would you like a hamburger?**

Danny: **No, thanks. I'd like three donuts.**

Jenny: **How much are they?**

Clerk: **Twenty yuan.**

Jenny: **Thanks!**

Clerk: **You're welcome.**

Ask the following questions:

Panel 1 **What would Jenny like?**

Panel 2 **What does Jenny ask Danny? Does Danny want a hamburger?**

Panel 3 **How much for the hamburger and donuts?**

2. Listen and circle.

Explain the activity — students will circle what they hear. Play the audiotape and tell the students to circle the correct answer, according to the instructions.

The audiotape says:

1. — **Would you like some fruit?** — **No, thanks. I'd like some vegetables.**

2. — **Hi, Li Ming! What would you like?** — **I'd like a hot dog.**

3. — **What would you like?** — **I'd like some juice, please.**

4. — **Do you have any oranges?** — **Yes.**

3. Match, write and say.

Explain how to complete this activity. The students read the words in the word list. They must decide which are foods, which are fruits and which are drinks. Then, they write the words in the correct columns in the Happy Restaurant. When they have completed the writing part of the activity, direct their attention to the two panels at the bottom of the page. Go over the dialogue (Danny asks **Would you like an apple?** Jenny answers **No, thanks.** Danny asks **What would you like?** Jenny would like a hot dog. She asks **How much is it?** Danny answers with the correct price.)

Divide the class into groups of two and have them act out buying things from the list. One student asks **What would you like?** The other responds **I'd like a...** The asking student then looks for the price (on the list) and tells how much it is. Switch roles and repeat.

4. Read and match.

The students look at the three panels and decide what is happening. They then read the three sentences and put the letter for the correct sentence in the speech bubbles in the pictures.

者分角色进行朗读，其他同学仔细听。

录音内容如下：

Clerk: Good morning! What would you like?

Jenny: I'd like a hamburger, please.

Jenny: Would you like a hamburger?

Danny: No, thanks. I'd like three donuts.

Jenny: How much are they?

Clerk: Twenty yuan.

Jenny: Thanks!

Clerk: You're welcome.

问学生以下问题：

图 1 : What would Jenny like?

图 2 : What does Jenny ask Danny? Does Danny want a hamburger?

图 3 : How much for the hamburger and donuts?

2. Listen and circle.

活动介绍：学生圈出所听到的内容。播放录音，学生根据指令，圈出正确答案。

录音内容如下：

1. — Would you like some fruit? — No, thanks. I'd like some vegetables.
2. — Hi, Li Ming! What would you like? — I'd like a hot dog.
3. — What would you like? — I'd like some juice, please.
4. — Do you have any oranges? — Yes.

3. Match, write and say.

给学生解释如何完成这个活动。学生读单词表中的单词，他们需要分辨哪些属于食物，哪些属于水果，哪些属于饮料。然后把这些单词写到 Happy Restaurant 中对应的栏里。写完以后，让他们看最下边的对话图。复习对话（丹尼问：Would you like an apple? 詹妮回答：No, thanks. 丹尼问：What would you like? 詹妮想要一个热狗，她问：How much is it? 丹尼说出正确的价钱。）

把全班分成两人小组，用单词表中的单词进行表演。一个学生问：What would you like? 另一个回答：I'd like a... 问问题的学生在表中找出价钱并告诉同伴。然后交换角色继续表演。

4. Read and match.

学生看课本上的三幅图，猜猜发生了什么。然后读一读图下的三句话，把句子的序号填到图中对应的话框内。

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 truly 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.

● 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.

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；

能在图片的帮助下读懂、朗读故事。

☆☆ 能看图识字；

能基本认读所学词语；

能在图片的帮助下基本读懂、朗读故事。

☆ 能看图识字；

在他人的帮助下认读所学词语；

能在图片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。

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.

学生可分别记录在校、在家的情况。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內容，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內容的学生。
- 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內容的学生。