



定价: 57.50 元 (含光盘)

义务教育教科书·英语
教师用书

(三年级起点)

五年级下册

河北教育出版社

Learning ENGLISH

义务教育教科书·英语

教师用书 (三年级起点) Teacher's Guide

五年级下册



It's fun! It's easy!



河北教育出版社

Learning ENGLISH

义务教育教科书·英语

教师用书 (三年级起点)

Teacher's Guide

五年级下册

[中 国] 河北教育出版社 合作编写
[加拿大] DC 加拿大国际交流中心



河北教育出版社

出版者的话

亲爱的老师和同学们，您知道吗？这套小学《英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外基础英语教学和研究的专家、学者及优秀教师根据《英语课程标准》编写的，供义务教育六年制小学三年级至六年级使用的全新英语教材。这套教材包括《教科书》、《活动手册》、《基本功训练》、《同步练习册》、《教师用书》、录音带以及各种多媒体资源，可以满足师生在不同层次、场合的教学和学习使用。

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

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

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

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

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

CONTENTS

Language Map	2
How to Use This Teacher's Guide	4
Philosophy of the <i>Learning English</i> Program	8
Your English Classroom	20
UNIT 1 Going to Beijing	24
UNIT 2 In Beijing	86
UNIT 3 Writing Home	142
UNIT 4 Did You Have a Nice Trip?	198
Reading for Fun	256
Teaching Techniques	260
Puppets, Posters and More	284
Games	292
Teaching Methods	342
Vocabulary	350
Structures and Expressions	354
Classroom English	356
English Names	362
Evaluation Sheets	363

Language Map

Unit	Topic	Vocabulary
		Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
Unit 1	Going to Beijing	run, jump, sing, dance, sit, stand, draw, see, look, cry, talk, sleep boy, girl, woman, man, baby, picture, water, tea, candy now, sorry, down, up, who, hungry look out of, look at, sit down, stand up
Unit 2	In Beijing	people, child, women, men say, help, worry, take, be, feel, stop, wait many, sad, tired, afraid, busy, for take a picture
Unit 3	Writing Home	mum, dad, email, idea, computer use, write, turn much, dear, fine, left, right, kind, wrong, us
Unit 4	Did You Have a Nice Trip?	story, photo yesterday, night did, had, went, saw, ate, were, was, bought happy, back

Functions and Structures	Phonetics	Songs & Chants
Students will be able to recognize, understand and use the following phrases and sentences:	Students will become familiar with liaison and stress:	Students will be able to sing the songs and recite the chants:
国际标识 International symbol signs Don't... Please do... 现在进行时 The present continuous tense Who is doing... ? What is/are... doing? I am doing... He/She is doing... 谈论饮食 Talking about food and drinks Who is hungry/thirsty? What would you like? Would you like some...? Yes, please./No, thanks.	chicken doctor trousers subject science welcome thirteen Chinese	<i>Who's singing?</i>
名词单复数形式 The singular and plural nouns child/children; woman/women; man/men 介绍名胜 Introducing places of interest It's about... years old. It's about... kilometres (long). 谈论拍照 Talking about taking pictures May I take your picture? Sure! Please say cheese!	family afternoon animal elephant banana vegetable library hospital	<i>Let's take a picture, you and me.</i>
谈论联系方式 Talking about ways of communication A postcard has... on it. We write a letter on paper. An email is fast. 询问价钱 Asking the price How much is/are...? 谈论方向 Talking about the direction Where is...? Go straight. Turn left/right at...	an egg in front of get up look out an orange a map of China look at put on	<i>I write you a postcard.</i> <i>I write you the email.</i>
一般过去时 The simple past tense I walked/went to... I saw/ate... He was.../They were... 送礼物和接受礼物 Giving and receiving gifts This... is for you. Do you like it? Yes, I do. Thanks.	I like it very much. Let's put it on the wall. Look at the picture. There are many tables in the room.	<i>What did you do?</i>

How to Use This Teacher's Guide

The Guide and Its Companions

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

You should also have:

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

Each student should have the companion:

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

Where to Start

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

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

Work through Each Lesson

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

如何使用 《教师用书》

《教师用书》及配套教材

本《教师用书》供义务教育小学五年级第二学期使用。

教师另需具备：

- 一套词汇大卡片。
- 录音带或教学光盘，每课的口语部分均已录入其中。

学生应备有：

- 《教科书》
- 《活动手册》
- 一套单词小卡片。

从何处着手

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

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

课文

本《教师用书》根据《教科书》编排，分 4 单元，共 24 课新授课和 4 课复习课。

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

Each lesson has the same format.

- Class Opening and Review
- New Concepts
- Check for Understanding
- Class Closing

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

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

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

Refer to the Back of the Guide

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

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

The back of the guide also contains a section on games for quick reference. It also includes the vocabulary, the structures and expressions of this level, as well as some classroom English, some English names and evaluation sheets for teachers' reference.

Adapt It!

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

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

（每单元 6 个新授课和 1 个复习课）。每单元最后一课是复习课。

每课均遵循以下体例：

- 开始上课和复习
- 新概念
- 巩固检验
- 结束课堂教学

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

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

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

参考《教师用书》书末有关章节

教学一般都要用到《教师用书》书末所附的教学方法：

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

书末附游戏章节供快速查找，还附有本册词汇及短语、句型，以及一些课堂用语、常用英语名字和评价表供教师参考。

作适当调整

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

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

Philosophy

of the *Learning English* Program

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

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

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

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

《学英语》 编写指导思想

本套教材旨在帮助中国学生学说英语，并帮助中国英语教师提高自身的英语水平和教学能力。全套教材供小学三年级至高中三年级十个年级使用。

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This program stresses:

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

The program provides:

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

《学英语》的总目标.....

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

《学英语》教学法.....

本套教材教学侧重以下几点：

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

本套教材提供：

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

What about Phonetics?.....

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

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

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

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

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

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

What about Grammar?.....

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

语音

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

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

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

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

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

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

语法

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

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

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

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

What about Memorization?

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

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

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

What about Translation?

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

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

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

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

熟记

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

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

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

翻译

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

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

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

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

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

了一些翻译练习。然而，谨提醒教师们注意，本套教材不强调翻译，原因如下：

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

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

Your English Classroom

Make Your Classroom Welcoming.....

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

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

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

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

英语 课堂

营造美好的课堂氛围.....

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

只要你的课堂氛围能满足这些需要，孩子们就会有学习的动力，就会专心致志。

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

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

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

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

Make Your Classroom a Cultural Island.....

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

Try some of these ideas:

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

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

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

让教室成为“文化小岛”

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

不妨做以下尝试：

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

Unit 1

Going to Beijing



General Goals for Unit 1

The prime objective of all units in *Learning English* program is to expand the children's English language both at school and at home where they will meet and engage with their teachers, classmates, peers or family in concepts of interest to them at their grade level.

This unit introduces children to words and expressions that will be valuable and useful to students whether they engage in travel or not. Students are expected to master basic travel vocabulary; to be able to talk about things they should and should not do; recognize and understand important international signs; carry on conversations about what they see around them; order food and drink; talk about what people are doing right now.

Each lesson is organized under the following headings:

PRE-CLASS

- Teaching Goals: Specific objectives for the lesson
- Teaching Preparation: Materials that you will need to teach the lesson (props, puppets, tape recorder, etc.)

CLASS OPENING AND REVIEW

- Greeting: Welcome the students to class and briefly recap the material from the last lesson to refresh the students' memory.
- Lesson Hook: Warm up the class for the new lesson by capturing the imagination of the students with a Lesson Hook.

NEW CONCEPTS

- New vocabulary and expressions in the lesson will be taught.
- Demonstrate: Visual strategies and techniques that will further enhance and embed the new material into students' minds.
- Practice: Activities that require the students to apply their new knowledge working in groups, with a partner, or alone.

第1单元

去北京



第一单元总目标

《学英语》系列教材的首要目标就是根据孩子们的认知水平，通过让他们感兴趣的话题，扩展孩子们的英语技能，促进其在学校和家中与老师、同学、伙伴、家人运用语言。

在本单元，学生将学习关于旅行的词汇和语句。学生应该掌握基本的旅行词汇；能够讨论该做和不该做的事情；认读和理解重要的国际标识；就所看到的周围的景象展开谈话；如何点餐食或饮品；讨论人们正在做什么。

每课都按照下列标题组织：

课前准备

- 教学目标：本课的具体目标
- 教学准备：教师在教学中会用到的材料（教具、手偶、录音机等）

开始上课和复习

- 问候：欢迎学生来上课。简要复习上节课内容，巩固学生记忆。
- 课文导入：通过课文导入启发学生的想象力来进行新课前的热身。

新概念

- 需要教授的新词汇和短语。
- 演示：直观的教学方法可以进一步强化学生对新内容的记忆。
- 练习：要求学生运用所学的新知识进行小组活动、一对一活动或独立活动。

ACTIVITIES

- Let's do it! These sections are designed to engage students actively in one or another of the six strands of language arts: reading, writing, listening, speaking, viewing or representing.
- Let's sing!/Let's chant! These fun and interactive sections teach students new concepts through songs and dance or chants. Students participate actively, have fun and learn at the same time!

CHECK FOR UNDERSTANDING

- Some questions or activities to check if the students understand the new concepts.
- Work through the Activity Book and other optional activities to check students' achievements.

CLASS CLOSING

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

Specific Goals for Unit 1.....

Knowledge and Skills

1. Students will be able to do the following:
 - To recognize and follow simple commands;
 - To recognize the international symbol signs for 'Don't do something';
 - To describe what they see;
 - To tell others what they are doing at the moment;
 - To read the story and respond to the questions.
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
run, sorry, jump, sing, dance, sit, down, stand, up, see, look, look out of, look at, boy, girl, now, draw, picture, woman, baby, cry, talk, man, sleep, who, hungry, water, tea, candy
3. Students will be able to recognize, understand and use these basic sentence structures:
Please don't...
What is he/she doing?
He/ She is ___ing.
What are you/they doing?
I'm/They are ___ing.
Would you like...?
Who is hungry/thirsty?
4. Students will become familiar with stress of the words.
5. Students will be able to understand the story *Danny Is Lost!* with the aid of pictures and teacher support. And act it out.
6. Students will be able to sing the song in this unit: *Who's singing?*

活动

- Let's do it! 部分旨在让学生积极参与到语言的六个方面：读、写、听、说、观看或演示。
- Let's sing!/Let's chant! 部分有趣且互动性强，可以通过歌曲、舞蹈或歌谣形式教授学生新概念。学生积极参与，寓学于乐。

巩固检验

- 设置一些问题或活动，用来检查学生对新概念的理解程度。
- 通过《活动手册》或其它自选活动检查学生的学习效果。

结束课堂教学

- 对本课所学内容进行简要回顾，对下节课的内容进行正面强化或预告。
- 课后活动：包括学生可以在家完成的任务，便于练习和强化新学内容。

第一单元具体目标

知识与技能目标

1. 学生能做到以下几点：
 - 理解并遵循简单的指令；
 - 识别“勿做某事”的国际标识；
 - 描述所见到的事物；
 - 告诉他人自己正在做什么；
 - 读故事并回答相关问题。
2. 学生能听懂、会说、认读并书写下列词汇：
run, sorry, jump, sing, dance, sit, down, stand, up, see, look, look out of, look at, boy, girl, now, draw, picture, woman, baby, cry, talk, man, sleep, who, hungry, water, tea, candy
3. 学生能认读、理解并运用这些基本句型结构：
Please don't...
What is he/she doing?
He/She is ___ing.
What are you/they doing?
I'm/They are ___ing.
Would you like...?
Who is hungry/thirsty?
4. 学生能熟悉单词的重音。
5. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：Danny Is Lost!
6. 学生能演唱本单元歌曲：Who's singing?

Learning Strategies

Students will continue to develop and utilize the basic learning strategies:

- To develop the habit of listening to the audiotape and repeating the sentences;
- To actively use English to communicate with others in and out of class;
- To concentrate when learning;
- To take the initiative to ask questions of the teachers or of other classmates;
- To establish relations among relevant knowledge by way of association;
- To take active roles in collaborating with classmates to accomplish the task together;
- To make a simple study plan.

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Children are expected to learn how to share ideas about going on a trip at a new grade level in school.

Resources Teachers Need for Unit 1

(For suggestions on preparing resources, please read Puppets, Posters and More at the back of this guide.)

- Audiotapes or multimedia CD for lessons 1~6
- Flash cards for new vocabulary
- A small doll
- Poster showing pictures of a baby, a woman and a man
- Thick paper, scissors, crayons and tacks

学习策略目标

学生将继续培养和运用下列基本的学习策略：

- 养成听录音和跟读句子的习惯；
- 课上课下积极运用英语和他人交流；
- 学习时集中注意力；
- 主动向老师或其他同学请教问题；
- 通过联想在相关知识间建立联系；
- 积极与同学合作，共同完成任务；
- 制定简单的学习计划。

情感态度目标

学生能够做到如下方面：

- 培养学习英语的兴趣和好奇心；
- 寻找机会锻炼听力技巧；
- 努力在日常生活中模仿和运用英语。

文化意识目标

学生应该学会在新的年级水平上如何分享关于旅行的想法。

第一单元所需教具

（关于教具准备的建议，请参阅本书后“手偶、张贴画及其他”章节。）

- 第 1~6 课的录音带或教学光盘
- 新词汇卡片
- 一个小布娃娃
- 上面有一个婴儿、一个女人和一个男人的海报
- 厚纸张、剪刀、蜡笔和大头针

Lesson 1 I Am Excited!

Lesson 1 I Am Excited!

1 Please don't run!

It's Monday morning. Mrs. Li, Li Ming, Jenny and Danny go to Beijing today. They arrive at the train station. Danny runs to the train.

1 Danny! Please don't run!	2 Walk, please, Danny. Sorry.
3 I'm excited! Me, too! I want to jump!	4 I want to sing! I want to dance!
5 Please don't jump! Please don't sing! Please don't dance!	I'm sorry.
6 That's okay, Danny. Please sit down. Yes, Mrs. Li, I'm sitting down. Yikes!	7 Please don't sit down. Please stand up. Yes, Mrs. Li.

2

Let's do it!

1. Read and match.



- | | |
|------------------------|-----------------------------|
| a. Don't go straight. | b. Don't turn left. |
| c. Don't ride a bike. | d. Don't swim. |
| e. Don't eat or drink. | f. Don't walk on the grass. |

2. Look, say and write.



- a. Please don't sit down.
Please stand up.



- b. _____



- c. _____

3

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **run, sorry, jump, sing, dance, sit, down, stand, up**
- Students will be able to recognize, understand and use the basic sentence structure:
Please don't...
- Students will be able to recognize and say the international symbols for: **don't go straight; don't ride a bike; don't eat or drink; don't turn left; don't swim; don't walk on the grass**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 1
- Flash cards for **jump, run, dance, sing, sit down, stand up, sorry**

第1课 我很激动!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇:
run, sorry, jump, sing, dance, sit, down, stand, up
2. 学生能认读、理解并运用下列基本句型结构: Please don't...
3. 学生能够认读并且说出以下国际标识: don't go straight; don't ride a bike; don't eat or drink; don't turn left; don't swim; don't walk on the grass

教学准备

- 第1课的录音带或教学光盘
- jump, run, dance, sing, sit down, stand up, sorry 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

Greet the students in English: **Hello students! Welcome to a new semester.**

Spend some time talking about what they can expect this term, and in this first unit. Help them to recall what they have learned and what they know so far. Remind them that when they left off last semester, Danny and Jenny are in China visiting Li Ming and his family.

Lesson Hook

Teacher: **Everyone is having a great time on the trip. Today, they are going to Beijing. What an exciting trip! They will take the train. Train travel is fun. Let's see what exciting things happen on the trip.**

NEW CONCEPTS

1. Please don't run!

- Teacher: **When someone is very excited, he or she wants to do a lot of things. Sometimes you have to tell them not to do these things. Let's see how to do this in a friendly way.**

- Teach **jump, run, dance, sing, sit down, stand up**. Show the word cards and say each new word. Ask volunteers to do actions as you show the words. Write the words on the blackboard and ask students to do actions.

- Talk about how to tell someone politely not to do something. Explain that you should begin your request with **please**. Say the following aloud. You should demonstrate the actions as you say the words. For example, begin to run, then say, **Please don't run!** When you say this, you stop.

Repeat for all of the four commands: **Please don't run! Please don't jump! Please don't sing! Please don't dance!**

- Say: **Now, let's open to page 2.** Play the audiotape for Part 1 while the students follow along in their student books. Play it two or three times, moving around to listen as students pronounce the words. Help them as needed.

●Demonstrate●

Ask for four volunteers to come forward. Assign one of the four actions to each student (**run, jump, sing, dance**).

The volunteers take turns doing the actions and you ask them **Please don't _____!** They should stop their action when you tell them to.

●Practice●

Actions, Please!

Ask some volunteers to act out **jump, run, dance, sing, stand up** and **sit down**. Then do these actions from one object to another. Ask for a volunteer to do the actions from one object to another with you (Let's jump/run from _____ to _____). Then ask for volunteers to do them without you, but as you direct. Sometimes change your directions while the volunteers are still moving between objects. For example:

开始上课和复习

问候

用英语问候学生: Hello students! Welcome to a new semester.

与学生们讨论他们在本学期的第一单元期望学到哪些内容。帮助学生回忆目前为止已经学过的内容。提醒学生上学期结束时,丹尼和詹妮正在中国拜访李明和他的家人。

课文导入

教师: Everyone is having a great time on the trip. Today, they are going to Beijing. What an exciting trip! They will take the train. Train travel is fun. Let's see what exciting things happen on the trip.

新概念

1. Please don't run!

• 教师: When someone is very excited, he or she wants to do a lot of things. Sometimes you have to tell them not to do these things. Let's see how to do this in a friendly way.

• 教授 jump, run, dance, sing, sit down, stand up。展示词汇卡片并读出每一个单词。展示时,让自告奋勇的学生演示卡片上的动作。在黑板上写下单词并让学生演示动作。

• 讨论如何礼貌地告诉他人不要做某些事。告诉学生当请求别人时应该用 please。大声朗读这些词汇。教师要边朗读单词边向学生示范动作。例如,跑起来,然后说 Please don't run! 说出该句时,停止跑动。

用同样的方式重复这四句指令: Please don't run! Please don't jump! Please don't sing! Please don't dance!

• 说: Now, let's open to page 2. 播放第 1 部分的录音,学生看书跟读。播放两遍或三遍录音。四处走动听学生朗读单词。必要时提供帮助。

● 演示 ●

让四名自告奋勇的学生到前面来,给每名学生指派一个动作 (run, jump, sing, dance)。

学生轮流做动作,教师说出指令 Please don't ____! 当教师说出语句时,学生应该立刻停止他们的动作。

● 练习 ●

请做动作!

让一些自告奋勇的学生表演 jump, run, dance, sing, stand up 和 sit down 等动作。然后从一个物体移动到另一个物体。让一名自告奋勇的学生和教师一起做 (Let's jump/run from ____ to ____.)。然后让自告奋勇的学生根据教师的指令独立做一遍动作。当学生在两个物体之间做动作时,偶尔改变一下指令。例如:

Teacher: **Please jump from this book to that chair.**

Students: (*Begin jumping from the book to the chair.*)

Teacher: **Stop! Please don't jump! Please walk from the book to the chair!**

Draw and Say

Now, draw various pictures on the blackboard. (Examples: a person fishing; a person flying a kite; a dog) Draw a big circle with a diagonal line through it. Ask the students to guess what not to do.

Now, ask volunteers to come forward and draw pictures with the circle and diagonal line and the rest of the class guess what they cannot do.

2. Let's do it!

1. Read and match.

Ask the students to open their books to page 3 and look at the 6 pictures (international signs). Explain that when a picture is surrounded by a circle with a diagonal line through it, this means **do not do it**. Look at each picture and ask what the picture means. E.g. foot on grass; person swimming. Tell them what the first one means: **Don't walk on the grass.**

Ask the students to complete this activity. Explain that they look at the pictures, read the sentences below the pictures and then put the correct letter in the small box at the bottom right of each picture. Allow time to complete the exercise.

Answers: f-b-a-c-d-e

Teaching Tip



Always try to post students' work on the classroom walls. Students will take pride in their work when they see that you find it valuable enough to post in the classroom. You can also then use their work to review and practice materials they have learned on an ongoing basis.

2. Look, say and write.

See who can tell you what these pictures mean. Go through the first set of pictures with the class. Danny is sitting but there is a sad face in the picture. This means "Don't do this". Say: **Please don't sit down.** Now, look at the next picture. Danny is standing and there is a happy face in the picture. This means "Please stand up". Ask students to complete the exercise.

Answers: b. Please don't run. Please walk. c. Please don't sing. Please read.

CHECK FOR UNDERSTANDING

Ask the class to find the words to pair up with what you say.

Teacher: **Run!**

Class: **Walk.**

Teacher: **Sing!**

Class: **Dance.**

教师: Please jump from this book to that chair.

学生: (开始从书的位置跳到椅子那里。)

教师: Stop! Please don't jump! Please walk from the book to the chair!

画图说话

现在, 在黑板上画各种图画。(例如: 一个钓鱼的人; 一个放风筝的人; 一只狗) 然后画一个大圆, 里面画一条贯通的斜线。让学生猜测哪些事情不可以做。

现在, 让自告奋勇的学生到前面来, 画几幅带有圆圈和斜线的图画, 让其他学生猜一猜哪些事情不可以做。

2. Let's do it!

1. Read and match.

让学生翻到课本第3页, 看上面的六幅图(国际标识)。向学生说明当图片被一个圆圈住并有一条斜线穿过时, 这就意味着不要去做图上的事情。观察每幅图片并询问该图片代表的意思。例如: 草地上的脚、游泳的人。告诉学生第1幅图片的意思是: Don't walk on the grass.

让学生完成这个练习。向学生解释他们应该先观察图片, 阅读图片下面的句子, 然后把正确的字母填入每张图片右下角的小方框里面。给学生留一些时间来完成练习。

答案: f-b-a-c-d-e

教学提示



经常把学生的作业张贴在教室的墙壁上。当学生发现自己的作业被老师认为有价值, 并张贴在教室时, 他们会感到很自豪。你也可以利用这些作业来不断地回顾和练习学生学过的内容。

2. Look, say and write.

看一看谁能说出这些图片的意思。和全班一起浏览第一组图片。丹尼正坐着, 但是图上有一个哭脸, 意思是“不要这样做”。说 Please don't sit down. 现在, 看下一幅图片。丹尼正在站着, 图上有一个笑脸, 意思是“请站立”。让学生完成这个练习。

答案: b. Please don't run. Please walk. c. Please don't sing. Please read.

巩固检验

让学生找出与教师所说的单词相匹配的词汇。

教师: Run!

全班: Walk.

教师: Sing!

全班: Dance.

Teacher: **Stand up!**

Class: **Sit down!**

Activity Book

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

Teaching Tip



End on a positive note

Whenever possible, try to end your class with a sense that your students have accomplished something today. If you can end with a laugh or a good game, you will keep your students interested and motivated. They will want to come to class and to make a good effort to succeed. Try to stand by the door and say goodbye to students by name. This shows them you are interested and you care about each of them individually. Children pick up on this easily.

CLASS CLOSING

Congratulate the students for completing Lesson 1. Encourage them by telling them that they worked really hard, and showed you that they understood the material. You can say: **Please stand up, class. Please walk to the door. Please don't run. Please don't hurry.** As the students leave, say **Goodbye, boys and girls. Please have a great day. Please don't forget to tell your parents what you learned today.** Ask the students to tell one person at home "Please do something." and another person "Please don't do it."

教师：Stand up!

全班：Sit down!

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来。

教学提示



以积极的气氛结束课程

尽量在结束课程的时候，让学生有成功完成某事的感觉。如果教师能够以一个笑容或者一个趣味游戏结束本课教学，学生会很感兴趣并充满动力。他们会愿意上课并在课堂上努力获得成功。站在门口叫出学生的名字并和他们说再见，这将表明你对他们感兴趣并对每个孩子都很用心。孩子们很容易感知到这些。

结束课堂教学

祝贺学生完成了第1课的学习，鼓励学生：今天他们学习很用功，并且已经理解了教学内容。说：Please stand up, class. Please walk to the door. Please don't run. Please don't hurry. 当学生离开的时候，说：Goodbye, boys and girls. Please have a great day. Please don't forget to tell your parents what you learned today. 让学生回家后用英语请某个人做某件事，并请另一个人不要做那件事。

Lesson 2 What Are You Doing?

Lesson 2 What Are You Doing?

1 What do they see on the train?

Jenny is looking out of the window on the train.



Danny is not looking out of the window. What is Danny looking at?



2 What are you doing?

Li Ming: Jenny, what are you doing now?

Jenny: I am drawing a picture.
What are you doing?

Li Ming: I'm reading a book.

Jenny: Danny is singing a song to your mother.

Mrs. Li: Danny, please don't sing!



4

Let's do it!

1. Read Part 1 and Part 2. Tick or cross.

- ☐ a. Jenny sees many trees.
- ☐ b. Danny is pointing at the food.
- ☐ c. Jenny is drawing a picture on the train.
- ☐ d. Li Ming is reading the newspaper.
- ☐ e. Mrs. Li likes Danny's song.

2. Pair work. Point and talk.



5

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **see, look, look out of, look at, boy, girl, now, draw, picture**
2. Students will be able to recognize, understand and use the basic sentence structures:
What are you doing?
I am drawing a picture.
He/She is looking out of the window.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 2
- Flash cards for **see, saw, look, look at, look out of, boy, girl, now, draw, picture**

第2课 你在做什么？



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：see, look, look out of, look at, boy, girl, now, draw, picture
2. 学生能认读、理解并运用下列基本的句型结构：
What are you doing?
I am drawing a picture.
He/She is looking out of the window.

教学准备

- 第2课的录音带或教学光盘
- see, saw, look, look at, look out of, boy, girl, now, draw, picture 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

- Greet the students in English: **Welcome to the class.** Use the **Please do/Please don't** structure as a way to remind the students of the previous lesson material. E.g. **Please come in. Please sit down. Please don't run. Please don't open your books.**

- Ask a student to come forward. Tell this student to ask the class to do some things (sit down, stand up, touch your head). The student uses the **Please _____** structure and the other students respond by doing the correct action. Point to various pictures of the international symbols (created by students in yesterday's lesson). Students should be able to tell you what the pictures mean.

Lesson Hook

Tell the students to open their books to Lesson 2. Open your book and show the students what they should look for.

Teacher: **Everyone is on the train. They are very excited. They are going to the great city of Beijing. Let's find out what they see. Let's find out what they do on the train.**

NEW CONCEPTS

1. What do they see on the train?

- It is really fun to look out of the window when traveling on a train. There are many good things to see. It helps to pass the time. What do Jenny, Danny and Li Ming see? Please find out.

- Use the word cards to teach: **see, look, look at, look out of, boy, girl, see, now, draw, picture.**

Show the word cards and say each new word, and have your students repeat each word. Write the words on the blackboard and ask students to say them as you write them.

Make sure you show the meaning of each word. For example, when you are teaching **look out of the window**, go to the window and look out. Then, say the words. Ask some students to look out of the window.

- Ask some questions about what the people in the pictures see:

What does Jenny see? (trees, red school, boys and girls)

What does Danny see? (banana, dumplings)

- Play the audiotape for Part 1, page 4 while the students follow along in their student books. Play it two or three times, moving around to listen as students pronounce the words. Help them as needed.

●Demonstrate●

Ask four volunteers to come forward. Set up four chairs as if they are on a train. The students sit in the chairs. You tell them that they are on the train. Let them sit and talk for a while, then tell them to:

Look out of the window. Students pretend they are looking out of the train window.

开始上课和复习

问候

• 用英语问候学生: Welcome to the class. 通过 Please do/Please don't 语句结构来帮助学生回忆上节课的教学内容。例如: Please come in. Please sit down. Please don't run. Please don't open your books.

• 叫一名学生到前面来, 请全班学生做动作 (sit down, stand up, touch your head)。该学生运用 Please _____. 语句结构而其他学生要做出相应动作来回应。教师指向不同的国际标识 (昨天课上学生创作的标识)。学生应该能够说出标识的含义。

课文导入

让学生翻开课本第 2 课。教师打开书, 向学生展示他们要找的内容。

教师: Everyone is on the train. They are very excited. They are going to the great city of Beijing. Let's find out what they see. Let's find out what they do on the train.

新概念

1. What do they see on the train?

• 乘火车旅行时透过车窗观看外面风光很惬意。你会发现很多美好的事物, 有助于消磨时间。詹妮、丹尼和李明看到了什么? 一起来发现吧!

• 运用词汇卡片教授: see, look, look at, look out of, boy, girl, now, draw, picture。

展示卡片并读出每个单词, 学生跟读。在黑板上写下单词, 同时让学生朗读。

确保解释每个单词的意思。例如, 当教授 look out of the window 时, 走到窗前并望向窗外, 然后说出短语。让一些学生望向窗外。

• 问学生图片中的人物看到了什么:

What does Jenny see? (trees, red school, boys and girls)

What does Danny see? (banana, dumplings)

• 播放第 4 页第 1 部分的录音, 学生看书跟读。播放两遍或三遍, 四处走动并倾听学生的发音。必要时提供帮助。

● 演示 ●

让四名自告奋勇的学生到前面来。摆放四把椅子, 假装他们在一列火车上。学生坐在椅子上。告诉学生他们正在乘坐火车。让他们坐下交谈一会儿, 然后说:

Look out of the window. 学生假装望向火车的窗外。

What do you see? The students pretend they see things. They tell what they see. Do not worry about what they see. Let them imagine anything at all.

●Practice●

Word Guessing Games

Playing word guessing games with children will help to reinforce the vocabulary and new concepts already learned. “I spy” is a good game to use to help students solidify: **What do you see? I see ____.**

I Spy With My Little Eye

Play “I spy with my little eye!” Use this structure: **I spy with my little eye ____.** **What do I see?**

2. What are you doing?

- Play the audiotape of Part 2 while the students follow along in their student books. Play it twice.

- Teach the meaning of **What are you doing?** Give the student a task: **pretend that you are drinking water; pretend that you are drawing a picture; pretend that you are reading a book.** Each volunteer does the action. You ask: **What are you doing?** The student responds with: **I am ____** (the action you told them to do).

●Demonstrate●

Now, have two volunteers to come forward.

Teacher: **What is Jenny doing?**

Class: **She is drawing a picture.**

Teacher: **What is Li Ming doing?**

Class: **He is reading a book.**

Teaching Tip



When students are working in groups, often there will be one or two students who are not participating in the group. This is normal. How can you get these students to participate more-fully?

As the groups are working, you go around and become part of each group for a short time. Listen and watch, and identify those who are not participating. At some point after the groups have done the activity, speak to those students who are not participating and find out why. Perhaps they are not confident or do not truly understand what to do. Be patient and offer your assistance. When students feel that they are being noticed, they will begin to make an effort to be actively part of the group work.

●Practice●

Divide the class into small groups. Give the groups various things to do. Some students do the task, while the rest of the group ask: **What are you doing?**

- reading a book
- making a phone call
- working on a computer

What do you see? 学生假装看到了东西, 说出自己看见的事物。不要为此而担心, 就让学生天马行空地想象吧。

● 练习 ●

猜词游戏

和孩子们玩猜词游戏有助于学生巩固学过的词汇和新概念。“I spy” 是有助学生巩固所学知识的一个很好的游戏: What do you see? I see ____.

做游戏 “I Spy With My Little Eye”

运用句式: I spy with my little eye _____. What do I see? 玩 “I spy with my little eye!” 游戏。

2. What are you doing?

- 播放第 2 部分的录音, 让学生看书跟读。播放两遍。
- 讲授 What are you doing? 的意思。给学生分配任务: pretend that you are drinking water; pretend that you are drawing a picture; pretend that you are reading a book. 每名自告奋勇的学生做一个动作。教师问: What are you doing? 学生回答: I am _____ (教师让学生做的动作)。

● 演示 ●

现在, 让两名自告奋勇的学生到前面来。

教师: What is Jenny doing?

全班: She is drawing a picture.

教师: What is Li Ming doing?

全班: He is reading a book.

教学提示



当学生进行小组活动时, 往往有一两个学生没有参与到活动中。这很常见。如何让这些学生更全身心地参与到活动中呢?

当小组活动的时候, 教师可以四处走动, 随时参与到每一组的讨论中。倾听并且观察, 发现哪些学生没有参与到活动中。当小组活动完成后, 找机会和那些没有参与活动的学生谈话并问清原因。也许他们不够自信或者没有完全弄懂该做什么。要有耐心并提供帮助。当学生感到自己被关注时, 他们会开始努力积极参与小组活动。

● 练习 ●

把全班分成小组。给每个小组分配不同的事情去做。一些学生做规定动作, 其他学生问: What are you doing?

- 读书
- 打电话
- 在电脑上工作

- washing the dishes
- dancing
- playing cards

3. Let's do it!

1. Read Part 1 and Part 2. Tick or cross.

Ask the students to look at page 5. Explain how to complete the exercise. The students read Part 1 and Part 2. They put a tick or cross beside each sentence, depending on whether it is true or not true.

Answers: a. \checkmark b. \checkmark c. \checkmark d. \times e. \times

2. Pair work. Point and talk.

Let the students work in pairs. They take turns asking and answering the questions based on the structure they just learned. One student points to one of the pictures and asks: **What is _____ doing?** The second student reads the list of choices and decides what the correct answer is and responds using the structure **She/He is _____**.

Answers: — What's Danny doing? — He's having breakfast.
 — What's Jenny doing? — She's singing a song.
 — What's Danny doing? — He's drawing a picture.
 — What's Jenny doing? — She's reading a book.
 — What's Danny doing? — He's making his bed.
 — What's Jenny doing? — She's flying a kite.
 — What's Danny doing? — He's washing his hands.
 — What's Jenny doing? — She's looking out of the window.

CHECK FOR UNDERSTANDING

Ask the students to look at the picture on page 2, Part 2 again. Ask a few questions to the students.

Teacher: **What is Danny doing?**

Student: **He is singing.**

Teacher: **What does Mrs. Li say to Danny?**

Student: **Danny, please don't sing!**

Teacher: **A good job. Thank you.**

Activity Book

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

CLASS CLOSING

Finish the class by saying **Great work today, boys and girls. Now we know how to talk about what we see and what we are doing.** Take a few minutes to review key vocabulary.

Ask the students to practice what they learned today. Ask them to look out of their window at home and make a list of the things they see.

- 洗盘子
- 跳舞
- 打扑克

3. Let's do it!

1. Read Part 1 and Part 2. Tick or cross.

让学生翻到第 5 页。解释如何完成练习。让学生朗读本课第 1 部分和第 2 部分，然后判断每个句子是否正确，并在句子旁边标记对勾或者叉号。

答案：a. √ b. √ c. √ d. × e. ×

2. Pair work. Point and talk.

让学生两人一组完成任务。他们轮流用刚学过的句式提出问题、回答问题。一名学生指向一幅图问：What is ____ doing? 另外一名学生阅读词表并找出正确答案，用 She/He is ____ 句式来回答。

- 答案：— What's Danny doing? — He's having breakfast.
 — What's Jenny doing? — She's singing a song.
 — What's Danny doing? — He's drawing a picture.
 — What's Jenny doing? — She's reading a book.
 — What's Danny doing? — He's making his bed.
 — What's Jenny doing? — She's flying a kite.
 — What's Danny doing? — He's washing his hands.
 — What's Jenny doing? — She's looking out of the window.

巩固检验

让学生再次翻到第 2 页的第 2 部分，向学生提出一些问题。

教师：What is Danny doing?

学生：He is singing.

教师：What does Mrs. Li say to Danny?

学生：Danny, please don't sing!

教师：A good job. Thank you.

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来。

结束课堂活动

以 Great work today, boys and girls. Now we know how to talk about what we see and what we are doing. 作为结束语结束本课教学。用几分钟复习一下本课的重要词汇。

让学生练习今天学到的知识。让他们回家后望向窗外，在纸上列出他们看到的事物。

Lesson 3 Who Is Singing?

Lesson 3 Who Is Singing?

1 Is Jenny singing?

Is Jenny singing?



"Are you singing, Jenny?" I ask.

"No, I'm not. The woman behind me is singing," says Jenny.



"The baby is crying," I say.

"Yes," says Jenny. "The baby is tired."

"Who is talking?" I ask.

"Danny is talking," says Jenny. "He is talking to the man behind you."



"Now the baby isn't crying," I say.

"Yes," says Jenny. "The baby is sleeping now."

6

2 Let's sing!

Who's singing? Who's singing?

A woman. A woman.

She's singing. She's singing.

She likes to sing to her baby.

Who's sleeping? Who's sleeping?

A baby. A baby.

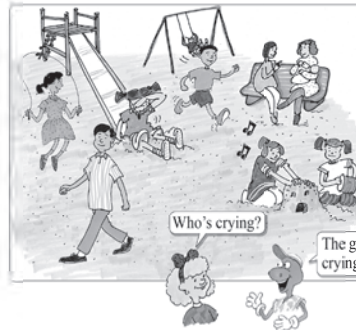
He is sleeping. He is sleeping.

He likes to play and sleep.



3 Let's do it!

Pair work. Point and talk.



Who's crying?

The girl is crying.

cry
talk
sing
run
walk
jump

7

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **woman, baby, cry, talk, man, sleep**
- Students will be able to recognize, understand and use the basic sentence structure:
Who is/Who's ___ing?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 3
- Flash cards for **woman, baby, cry, talk, man, sleep**
- A small doll
- A poster showing pictures of a baby, a woman and a man

第3课 谁在唱歌?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: woman, baby, cry, talk, man, sleep
2. 学生能认读、理解并运用下列基本句型结构:
Who is/Who's ____ing?

教学准备

- 第3课的录音带或教学光盘
- woman, baby, cry, talk, man, sleep 的词汇卡片
- 一个小布娃娃
- 一张有一个女人、一个男人和一个婴儿的海报

CLASS OPENING AND REVIEW

Greeting

- Greet the students and welcome them to your class. Take a few minutes to talk about what the students saw from the window in their home. You can ask students to stand and you say: **What do you see from your window?** Allow students to tell you some of the things they see when they look out of their windows at home.

- Ask students to tell you what they can remember from the previous lesson. Use questions such as:

Who is on the train?

What do they see out of the window?

What is Jenny/Danny/Li Ming doing on the train?

Lesson Hook

Teacher: **Everyone is still on the train. They are sitting. There is a baby. The baby is crying. Let's find out what happens now.**

NEW CONCEPTS

1. Is Jenny singing?

- Use the word cards to teach: **woman, baby, cry, talk, man, sleep.** Hold up the cards, explaining what it is. Say the new word and ask the students to repeat after you. Repeat this process with each new word. Write the words on the blackboard and ask students to say them again.

- Ask the students to look at Part 1, page 6. Spend a few minutes talking about what they see in the pictures. Use this discussion to reinforce the new vocabulary for the day. Point to the two pictures of the woman with her baby. Ask what the difference is in the two pictures.

Teacher: **What is the baby doing in the first picture?**

Class: **The baby is crying.**

Teacher: **Look at the second picture. Is the baby crying?**

Class: **No. The baby isn't crying.**

Teacher: **What is the baby doing now?**

Class: **The baby is sleeping.**

- Now, play the audiotape for Part 1, page 6, while the students follow along in their student books. Play it two or three times. Then have a discussion with the students.

●Demonstrate●

If you were able to bring a doll to class, take the doll and explain that it is a baby.

Teacher: **What do you see?**

Class: **I see a baby.**

Pretend you are singing to the doll.

开始上课和复习

问候

• 向学生问好并欢迎学生来到教室。用几分钟时间谈论学生在家望向窗外时看到了什么。可以让学生站起来，教师说：What do you see from your window? 让学生说出他们在家望向窗外时看到的事物。

• 询问学生上节课的内容。提问如下问题：

Who is on the train?

What do they see out of the window?

What is Jenny/Danny/Li Ming doing on the train?

课文导入

教师：Everyone is still on the train. They are sitting. There is a baby. The baby is crying. Let's find out what happens now.

新概念

1. Is Jenny singing?

• 利用词汇卡片教授 woman, baby, cry, sleep, man, talk。举起卡片，并进行解释。读新单词让学生跟读。用同样的方式教授每个新单词。将单词写在黑板上，让学生再次朗读。

• 让学生看第 6 页的第 1 部分。用几分钟讨论学生在图片中看到的内容。通过讨论巩固今天所学单词。指着两幅妈妈怀抱婴儿的图片，问学生两幅图片的不同。

教师：What is the baby doing in the first picture?

全班：The baby is crying.

教师：Look at the second picture. Is the baby crying?

全班：No. The baby isn't crying.

教师：What is the baby doing now?

全班：The baby is sleeping.

• 现在播放第 6 页第 1 部分的录音，学生看书跟读。播放两遍或三遍，然后和学生展开讨论。

● 演示 ●

如果教师带了一个布娃娃到课堂上，可以拿着娃娃向学生说明这是一个婴儿。

教师：What do you see?

全班：I see a baby.

教师假装在给娃娃唱歌。

Teacher: **What am I doing?**

Class: **You are singing.**

Pretend the baby is crying (Waaaa!).

Teacher: **What is the baby doing?**

Class: **The baby is crying.**

Then, pretend that the baby is asleep.

Teacher: **What is the baby doing now?**

Class: **The baby is sleeping.**

●Practice●

Role Play

Divide the class into small groups. Set up some chairs as if they are seating on a train. Explain that you want them to practice having a conversation on a train. You can give the doll to one of the students. Other students can have books, paper and crayons, etc. The students take seats on the pretend train and they have fun talking. As they are doing this, you go around and watch what they are doing. Help and encourage.

2. Let's sing!

Begin by playing the audiotape. Allow the student to simply sit and appreciate the song. They can follow along with the words in the book on page 7.

Now, write the words to the song on the blackboard. Play the audiotape again, but now point to each word as the song plays and the students listen.

Finally, play the audiotape and point to each word as the students attempt to follow along.

Try to sing the song now as a group but do not play the audiotape as everyone sings.

Teaching Tip



Song Lyrics

Here is one good way to teach new lyrics to a new song. Write out, or print the song lyrics, leaving blank lines between each line of words. Cut out the song lyrics, one line per strip. Pass out the strips and ask the students in groups to put the lyrics into order so that the song makes sense.

3. Let's do it!

Pair work. Point and talk.

Look at the exercise and explain how to do it. Look at the picture and spend a few minutes talking about what they see and what people are doing in the picture. Read the words in the list on the right and ask students to point to the people in the picture that are doing that activity. When everyone is ready, the students work in pairs. They take turns asking and answering the questions.

CHECK FOR UNDERSTANDING.....

If there is time, you can divide the class into two groups. Have one group sing one verse of the song. They may act it out while they are singing.

教师: What am I doing?
全班: You are singing.
假装娃娃在哭 (Waaaa!).
教师: What is the baby doing?
全班: The baby is crying.
然后假装娃娃睡着了。
教师: What is the baby doing now?
全班: The baby is sleeping.

● 练习 ●

角色扮演

把全班分成几个小组。摆放几把椅子, 假装是火车上的座位。告诉学生教师想让他们练习火车上的对话。教师可以把布娃娃给一名学生。其他学生可以拿着书本、纸张和蜡笔等。学生在道具火车上就座, 并且饶有趣味地交谈。当他们做这些的时候, 教师四处走动进行观察, 给予帮助和鼓励。

2. Let's sing!

以播放录音开始。让学生坐着轻松地欣赏歌曲。他们可以对照第 7 页的歌词跟唱。现在, 把歌词写在黑板上。再次播放录音, 学生仔细听, 播放过程中指出每个单词。最后, 播放录音, 指着每个单词, 让学生努力跟唱。现在, 一起唱出歌曲, 这次不再播放录音。

教学提示



歌词

这里有一个教授学生新歌歌词的好方法。把歌词写下来或者打印出来, 在每两行歌词间留出空白。裁切歌词, 一行一小条。分发纸条, 并让各小组合作排列歌词顺序, 使歌曲意思通顺。

3. Let's do it!

Pair work. Point and talk.

看题目并向学生解释如何完成练习。观察图片, 用几分钟时间讨论在图片中看到了什么和图片中的人物正在做什么。朗读右侧的单词并让学生指出图片中正在做这个动作的人。当学生准备好后, 两人一组进行活动。学生轮流提问和回答问题。

巩固检验

如果有时间, 可以把全班分成两组。每组演唱歌曲的一节。他们可以边唱边表演。

Activity Book

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

CLASS CLOSING

Tell your students that they worked hard today. Remind them that you want a good effort from everyone, but that not all students will be working at the same pace. Make sure they understand that you want to work with each of them and help each of them, as long as they are making a good effort. Encourage everyone to say goodbye.

Ask the students to sing the new song to their parents or grandparents when they get home. Also, ask them to have someone tell them about a trip he or she took on a train.

Play the song as you stand at the door and say goodbye.

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来。

结束课堂教学

告诉学生今天他们表现很好。让他们知道教师希望每个同学都努力，但并非要求所有的学生达到同样的程度。确保学生明白，只要他们付出努力，教师会帮助每个学生进步。鼓励每个同学说再见。

让学生回家后把新学的歌曲唱给父母或者爷爷奶奶听，并让某个家人给他们讲述一次火车旅行的经历。

播放歌曲，并站在门口和学生道别。

Lesson 4 Who Is Hungry?

Lesson 4 Who Is Hungry?

1 Who is hungry?

Let's do it!

1. Pair work. Look and talk.

2. Look and write.

	The baby is tired. _____	tired thirsty hungry happy sad sleep drink eat sing cry
	He is sleeping. _____	

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **who, hungry, water, tea, candy**
- Students will be able to recognize, understand and use the basic sentence structures:
Who is hungry?
Would you like _____?
Yes, please./ No, thanks.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 4
- Flash cards for **tea, water, hungry, who, candy**
- Write the words to yesterday's song on the blackboard.

第4课 谁饿了?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: who, hungry, water, tea, candy
2. 学生能认读、理解并运用下列基本句型结构:
Who is hungry?
Would you like ____?
Yes, please./ No, thanks.

教学准备

- 第4课的录音带或教学光盘
- tea, water, hungry, who, candy 的词汇卡片
- 在黑板上写下昨天歌曲中的歌词。

CLASS OPENING AND REVIEW.....

Greeting

• Play the new song from yesterday as the students arrive for class. Greet the students in English and welcome them to your class. Review the new vocabulary from the previous lesson.

• Ask everyone to stand. Start with one student and ask him/her to read the first line to the song. Keep going, asking the next student to read the next line and so on until the words for the whole song have been read. You will help the readers when they get stuck. Make sure you thank them for trying.

• Now, everyone sings the song aloud.

Lesson Hook

Teacher: **The train is getting closer to Beijing. The excitement is growing. Before they arrive, it's time to eat. Mrs. Li wants to find out who wants food. Who do you think will want food? Will he want donuts?**

NEW CONCEPTS.....

1. Who is hungry?

• Use the word cards to teach: **tea, water, hungry, who, candy**. Hold up the cards, explaining in Chinese what it is. Say the new word and ask the students to repeat after you. Repeat this process with each new word. Write the words on the blackboard. Don't forget to use big actions or expressions to show the meaning of the new words. For example, hold your stomach and groan when you teach **hungry**; pretend you are drinking a glass of water when you teach **water**.

• Ask the students to look at page 8. Play the audiotape for Part 1, while the students follow along in their student books. Play it two or three times, moving around to listen as the students pronouncing the words. Help them as needed.

●Demonstrate●

Talk about what they have just listened to. Ask a volunteer to stand and tell you what he/she can recall from the audiotape. You can help by asking questions such as: **Who is hungry? Who is thirsty? Is Jenny hungry or thirsty? What does she want?**

●Practice●

Ask two volunteers to come forward.

You ask: **Who is hungry?** One volunteer responds: **I am hungry**. You then ask: **Would you like some ____?** The volunteer can say **Yes, please** or **No, thanks**. The second volunteer then asks **Would you like some ____?** Again, the answer can be **Yes** or **No**.

开始上课和复习

问候

- 当学生走入教室时，播放昨天学过的那首新歌。用英文向学生问好，欢迎他们来到教室。复习昨天学过的新单词。
- 让所有人都起立。从一个学生开始，让他 / 她朗读歌曲的第一行。继续让下一个学生朗读下一行，直到整首歌曲朗读完毕。学生在朗读中遇到困难时帮助他们。感谢学生进行的尝试。
- 现在，所有人一起大声唱这首歌。

课文导入

教师：The train is getting closer to Beijing. The excitement is growing. Before they arrive, it's time to eat. Mrs. Li wants to find out who wants food. Who do you think will want food? Will he want donuts?

新概念

1. Who is hungry?

- 利用词汇卡片教授单词：tea, water, hungry, who, candy。举起卡片，用汉语解释单词的意思。读单词让学生跟读。用同样的方式学习每个新单词。在黑板上写下单词。不要忘了做一些夸张的动作或者面部表情去描绘单词的意思。例如，教授 hungry 时，教师可以按住胃部并呻吟；而教授 water 时，教师可以假装正在喝水。
- 让学生翻到第 8 页。播放第 1 部分的录音，学生看书跟读。播放两遍或三遍，四处走动，倾听学生的发音。必要时提供帮助。

● 演示 ●

讨论学生刚刚听到的内容。让一名自告奋勇者站起来复述在录音中听到的内容。教师可以问一些问题，例如：Who is hungry? Who is thirsty? Is Jenny hungry or thirsty? What does she want?

● 练习 ●

让两名自告奋勇者到前面来。

教师问：Who is hungry? 一名学生回答：I am hungry. 接着问：Would you like some ____? 自告奋勇的学生可以回答 Yes, please 或者 No, thanks. 第二名自告奋勇者接着问：Would you like some ____? 答案可以是 Yes 或者 No。

Teaching Tip



Teacher and group work

Usually, the teacher in a whole class setting talks and students listen. There is little time to focus on the individuals, to offer praise, encouragement or correction. However, in group work, the teacher wanders from one group to the next and listens to what is being said. Treat group work as a chance to really get to know your students and see them in working together. Another good thing about group work is that it affords opportunities for shy students to ask questions without fear because there are only a few students and the shy student might feel more comfortable in this setting.

Role Play

Divide the class into groups of four. Each group will prepare a short presentation based on Part 1.

Group 1 — present the same story as in the book.

Group 2 — present the same story, but this time, both Li Ming and Jenny are hungry. Imagine what they might want to eat.

Group 3 — present the story, but this time, Danny is not hungry.

Group 4 — present the story but this time, everyone is hungry and they sit down on the train and eat.

2. Let's do it!

Ask the students to look at page 9, Part 2.

1. Pair work. Look and talk.

Explain how they do the activity. They look at the food pictures and one student asks **Would you like some _____?** The other student answers with **Yes, please.** or **No, thanks.**

2. Look and write.

Look at Activity 2 on page 9. Explain what you want the students to do here. They look at the pictures along the left side of the page. They decide what the person is doing in each picture and then find the correct words to describe this from the list of words on the right. Use the first one as an example. The baby is tired. What does he do? He is sleeping.

Answers: The girl is thirsty. She is drinking.

The woman is hungry. She is eating.

The man is happy. He is singing.

The boy is sad. He is crying.

CHECK FOR UNDERSTANDING

Take a few minutes to review these new words: **tea, water, hungry, candy.** Do not write the words on the board, yet. Say each word, ask the students to repeat the word. Ask them to pretend they are: **drinking tea, drinking water, hungry, eating some candy.** When everyone can do this as a group, ask for volunteers to stand and you say each word, then the

教学提示



教师 and 小组活动

通常，在全班形式的教学中，整堂课教师讲学生听，教师很少有时间可以关注到个体，提出表扬、鼓励或者进行纠正。然而在小组活动中，教师可以从一个小组走到另一个小组并且倾听学生的讨论。把小组活动当作可以真正了解学生和观察他们合作的机会。小组活动的另一个优势是给内向的学生提供了问问题而不需要害怕的机会，因为小组中只有几个学生，这样的环境也许让内向的学生感到更自在。

角色扮演

把全班分成四人小组。每个小组根据教科书第 1 部分准备一个简短的演示。

第 1 组——演示和书上一样的故事。

第 2 组——演示一样的故事，但这次李明和詹妮都饿了。想象他们会想吃些什么。

第 3 组——演示故事，但这次丹尼不饿了。

第 4 组——演示故事，但这次每个人都饿了。他们坐在火车上吃东西。

2. Let's do it!

让学生翻到第 9 页，看第 2 部分。

1. Pair work. Look and talk.

解释如何完成这个活动。让学生观察食物图片，然后一个学生问 Would you like some ____? 另一个学生回答 Yes, please. 或者 No, thanks.

2. Look and write.

看第 9 页的第二个活动。解释学生要做些什么。让学生观察本页左侧的图片，判断图片中的人在做什么，然后从右侧词表中找出能描述图片的正确词汇。把第一幅图作为例子。这个婴儿累了。他在做什么？他在睡觉。

答案：The girl is thirsty. She is drinking.

The woman is hungry. She is eating.

The man is happy. He is singing.

The boy is sad. He is crying.

巩固检验

用几分钟的时间复习一下今天的新单词：tea, water, hungry, candy 不要在黑板上写这些单词。读出每个单词，让学生跟读。让他们假装：drinking tea, drinking water, hungry, eating some candy。当学生们都能完成这些动作后，让自告奋勇者起立拼出教

volunteer spells the word. As the student spells, you write the word on the board according to what the student spells. If he/she is incorrect, you can ask others to correct the mistake.

Activity Book

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

CLASS CLOSING

Congratulate the students on their effort today by saying: **Everyone is really doing a good job. You are really learning English.** Remind them that the best way to learn English is to use it every day. Tell them that they will succeed if they are not afraid to participate and not to be shy about speaking the new language.

Stand at the door as your students leave the room and say goodbye to everyone: **See you tomorrow. Enjoy the day.**

师所说的单词。教师根据学生的拼写，在黑板上写出这个单词。如果他/她拼写得不对，可以让其他人改正。

《活动手册》

帮助学生找到他们需要做的练习。翻开那一页并举起。

结束课堂教学

肯定学生今天的努力，说：Everyone is really doing a good job. You are really learning English. 提醒他们学习英语最好的方式就是每天运用英语。如果他们勇于参与并且不羞于说新语言的话就会获得成功。

学生离开时，站在教室门口和每个学生道别：See you tomorrow. Enjoy the day.

Lesson 5 What Are They Doing?

Lesson 5 What Are They Doing?

1 People on the train

Li Ming: What is the baby doing now, Jenny?

Jenny: I don't know. I can't see the baby.

Li Ming: What is the woman doing now?

Jenny: She's reading the newspaper.

Who is playing?



Li Ming: The man behind me is playing cards with his friends. They're having fun.

Jenny: Where is Danny?

Li Ming: I don't know.

Jenny: Danny? Danny? Oh, no! I can't find Danny! DANNY!



Danny: Jenny!

Jenny: Oh! There you are.

Danny: I'm playing with the baby.

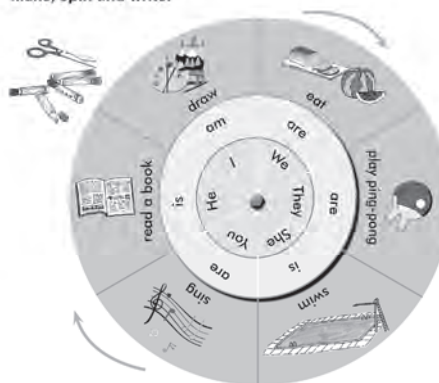
Jenny: May I play with the baby, too?

Danny: Sure!

10

Let's do it!

Make, spin and write.



I am drawing.

We are eating.

2 Listen and repeat.

'chicken	'doctor	'trousers	'subject
'science	'welcome	'thir'teen	'Chi'nese

11

TEACHING GOALS

- Students will be able to recognize, understand and use the basic sentence structures:

What are they doing?

They are ____ing?

- Students will learn how to make and use a spinner.
- Students will become familiar with stress of the words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 5
- Thick paper, scissors, crayons and tacks

第5课 他们在做什么？



MY TEACHING NOTES

教学目标

1. 学生能认读、理解并运用下列基本的句型结构：

What are they doing?

They are ____ing?

2. 学生将会学习如何制作和使用转盘。
3. 学生将熟悉单词的重音。

教学准备

- 第 5 课的录音带或教学光盘
- 厚纸张、剪刀、蜡笔和大头针

CLASS OPENING AND REVIEW

Greeting

• Greet everyone as they arrive for class. Then, take some time to review the material from the previous class. Ask the students to recall what they did in the last class.

• Ask a volunteer to stand and tell you what has happened so far in this unit. You can use these questions to help:

Where are they going on the train?

What does Mrs. Li tell Danny?

What do they see on the train?

What do they do on the train?

What is the baby doing?

Are they hungry/thirsty on the train?

Lesson Hook

Teacher: **Today, we are going to make a spinner and play a very fun game! What's a spinner? Well, wait and see. It will be fun.**

NEW CONCEPTS

1. People on the train

• Ask the students to look at page 10, Part 1. Take a few minutes to look at the pictures.

Point to each picture and ask: **What are they doing?** The students can use Chinese to respond to your question.

Teacher: **Look at the first picture. What is the woman doing?**

Class: **She is reading the newspaper.**

Teacher: **What are the people doing in the second picture?**

Class: **They are playing cards.**

Teacher: **Look at the third picture. What is Danny doing?**

Class: **He is playing with the baby.**

• When you feel that everyone understands what is happening in the pictures, play the audiotape and students follow along in the textbook. Play the audiotape a second time, the students read aloud with the narrator this time.

• Finally, do not play the audiotape. Instead, ask three students to stand and read the text. One student for Jenny, the other two for Li Ming and Danny.

●Demonstrate●

Ask four volunteers to come forward. Tell the volunteers that you want them to demonstrate the actions: one pretends to cry; one pretends to read the newspaper; one pretends to play cards; one pretends to hold a baby.

As the volunteer does the action, call on students to answer your question: **What is he/she doing?**

Ask all four volunteers to do their action now and ask: **What are they doing?**

开始上课和复习

问候

• 当学生到达教室时向他们问好。然后用一些时间来回顾上节课的内容。让学生回忆上节课做了些什么。

• 让一名自告奋勇者起立并说出到目前为止本单元发生了哪些事情。教师可以利用下面这些问题帮助学生回忆：

Where are they going on the train?

What does Mrs. Li tell Danny?

What do they see on the train?

What do they do on the train?

What is the baby doing?

Are they hungry/thirsty on the train?

课文导入

教师：Today, we are going to make a spinner and play a very fun game! What's a spinner? Well, wait and see. It will be fun.

新概念

1. People on the train

• 让学生翻到第 10 页看第 1 部分。花几分钟时间观察图片。

指着每一张图片，问：What are they doing? 学生可以用汉语回答教师的问题。

教师：Look at the first picture. What is the woman doing?

全班：She is reading the newspaper.

教师：What are the people doing in the second picture?

全班：They are playing cards.

教师：Look at the third picture. What is Danny doing?

全班：He is playing with the baby.

• 当教师感觉学生都理解了图片的内容时，播放录音，让学生看课本跟读。再播放一遍，让学生大声跟读。

• 最后，不要播放录音，而是让三名学生起立并分角色朗读课文。分别扮演詹妮，李明和丹尼。

● 演示 ●

让四名自告奋勇者到前面来。告诉他们需要演示的一些动作：一名学生假装在哭；一名学生假装读报纸；一名学生假装玩扑克；一名学生假装抱着婴儿。

当学生做这些动作时，鼓励班上的学生回答问题：What is he/she doing?

现在，让四名自告奋勇者同时做动作，问其他学生：What are they doing?

Wait for students to respond correctly to your questions.

●Practice●

Listen and Guess

Write the following on the blackboard:

The baby is crying.

The woman is reading the newspaper.

The people behind Jenny are playing cards.

Danny is playing with the baby.

Call a volunteer to come forward and stand at the front, facing the class. Now, you point to each statement. Ask the students to do the action. Ask the volunteer to say the correct statement.

2. Let's do it!

Make, spin and write.

This is a great hands-on activity. Gather all your students around you in a big circle. Show them the spinner on page 11. Explain how it works – you spin it in front of you, and when it stops spinning, whatever is pointing at you is what to write in the blanks below.

You make a spinner while everyone watches.

The steps:

Outer circle:

1. Draw a large circle on a piece of construction paper and then cut away the circle.
2. Divide the circle into six equal sections by using a pencil to draw out dividing lines.
3. Write the words and draw the pictures in the upper part of the six sections.
4. Colour the pictures.

Inner circles:

1. Draw a small circle surrounded by a medium circle on a piece of construction paper and then cut away the circle. (These two circles will operate as one unit.)
2. Draw dividing lines inside the circles that will match up with the dividing lines you created in the outer circle.

3. Write one of the six pronouns and the correct form of the verb “be” on each of the sections, ie: I am, We are, They are, She is, You are, He is

4. Place the sheet of inner circles over the sheet of outer circle.

5. Put a small tack in the centre of the spinner.

Finally, write the sentences on the spinner in the blanks at the bottom.

When everyone knows how to make a spinner, divide the class into pairs, and give plenty of time for the pairs to make a spinner.

Answers: They are playing ping-pong. She is swimming. You are singing. He is reading a book.

●Optional●

When the pairs finish making their spinner, they can play this game, using the spinner.

等待学生正确回答问题。

● 练习 ●

听一听，猜一猜

在黑板上写出以下句子：

The baby is crying.

The woman is reading the newspaper.

The people behind Jenny are playing cards.

Danny is playing with the baby.

让一名自告奋勇者站在教室前面，面对全班同学。现在，教师指向每一个句子。让学生们做出相应的动作，而自告奋勇的学生则说出正确的句子。

2. Let's do it!

Make, spin and write.

这是一个非常好的动手游戏。集合所有的学生，让他们围成一个圆圈，教师在中间。给他们展示第 11 页的转盘。向学生说明怎样使用转盘——教师转动转盘，当它停止转动时，教师把指向自己的内容写在下方空白处。

教师做一个转盘，学生注意观看。

步骤：

外圈大圆：

1. 在图画纸上画一个大圆，然后剪下来。
2. 把这个大圆分成相等的六部分，用铅笔画出分割线。
3. 在这六部分的上端写上单词并画出图画。
4. 给图画涂色。

内圈小圆：

1. 在图画纸上画一个中等大小的圆，里面套着一个小圆，然后剪下来。（这两个圆作为一个整体运转。）

2. 画出分割线，把这两个圆分成相等的六部分，和大圆匹配。

3. 在这六部分中分别写上六个不同的代词以及正确的“be”动词形式，即：I am, We are, They are, She is, You are, He is

4. 把内圈小圆放在外圈大圆上面。

5. 在转盘中央扎一个大头针。

最后，在教科书中转盘下面的空白处写出正确的句子。

当学生明白了如何制作转盘后，让学生两人一组，给他们时间来制作转盘。

答案：They are playing ping-pong. She is swimming. You are singing. He is reading a book.

● 备选活动 ●

当每组制作完转盘后，就可以用转盘玩这个游戏了。

The students sit across from each other. One student spins the spinner. When the spinner stops spinning, one of the triangles will be facing the student.

The second student asks: **What are you doing?**

The spinner replies with whatever is written in the triangle facing him or her. For example:

Student 1: **What are you doing?**

Student 2: (reads the words in the triangle) **We are eating.**

Now when you turn the spinner, it should spin on the tack and after a while stop spinning. Whatever triangle is pointing to you when it stops is what you want the students to write on the lines.

3. Listen and repeat.

Ask the students to look at page 11, Part 3. Play the audiotape. The students sit quietly and listen to the narrator say the eight words.

Play the audiotape a second time, but now, the students repeat the words as the narrator says them.

Now, write the words on the blackboard. Say each word as you write it and ask the students to repeat after you. Make sure you stress the syllable using a big, exaggerated stress.

Finally, point to each word and ask volunteers to stand and say the word.

CHECK FOR UNDERSTANDING

Ask the class to list the things people do on the train in Lessons 1~5.

Activity Book

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

CLASS CLOSING

Tell your students to read each of the eight words in the listen and repeat exercise on page 11. Tell them that at the next class, you are going to ask volunteers to stand and say these words aloud with the proper stress.

Say: **Good work today, boys and girls.** Say good-bye to your students as they leave the room.

学生面对面坐。一名学生转动转盘，当转盘停止转动时，一个三角形会对着这名学生。

第二名学生问：What are you doing?

转动者要回答面对他 / 她的三角形中的内容。例如：

学生甲：What are you doing?

学生乙：（朗读三角形中的内容）We are eating.

现在当教师转动转盘时，转盘应该围绕大头针旋转一段时间后停止。当转盘停止时，指向教师的那个三角形，就是学生要写在转盘下面横线上的内容。

3. Listen and repeat.

让学生看 11 页第 3 部分。播放录音，学生安静地坐着，聆听朗读者朗读八个单词。

再次播放录音，这次让学生跟读。

现在，在黑板上写下单词。教师边写边朗读，并且让学生跟读。教师要确保用大声、夸张的语气强调每个单词的重音。

最后，指着单词让自告奋勇者起立朗读单词。

巩固检验

让学生列出从第 1 课到第 5 课人们在火车上所做事情。

《活动手册》

帮助学生找到他们需要做的练习。翻开那一页并举起。

结束课堂教学

让学生朗读第 11 页听读练习中的八个单词。告诉他们，下一节课将让自告奋勇者起立用正确的重音朗读这些单词。

说：Good work today, boys and girls. 当学生离开教室的时候向他们告别。

Lesson 6 Danny Is Lost!

Lesson 6 Danny Is Lost!

Story time

1

Jenny, Danny, Li Ming and Mrs. Li are going on a trip to Beijing. Mr. Li drives them to the train station.

2

Li Ming gets the tickets.

3

Good-bye!

Then they go to the train. They stand beside the train.
Mr. Li says good-bye to them.
"Danny? Oh, no! Where's Danny?" says Jenny. "I can't find Danny! Danny is lost!"
Mr. Li says, "Don't worry, Jenny. I can find Danny."

4

How much is this?
Four yuan.

Mr. Li looks for Danny at the train station. "Danny! Danny! Where are you, Danny?" he calls.
There is Danny! He is buying fruit!

5

How much is that?

Mr. Li says, "Danny! There you are!"
"Hi, Mr. Li!" says Danny. "Do you like these bananas or those bananas?"

6

Don't forget your coat!

"Danny! Don't buy the bananas!" says Mr. Li. "The train is leaving!"

7

Danny! Don't run!

Danny runs to the train.

8

Good-bye!

Good-bye! Have a good trip!

Danny jumps on the train.
Jenny says, "There you are, Danny!"
Mr. Li says, "Have a good trip!"
"We'll miss you!" says Li Ming.
"I'm hungry!" says Danny.

★ **Talk and act**

- Who is going to Beijing?
- What happens to Danny?
- Act out the story.

TEACHING GOALS

1. Students will listen to, and understand the simple story.
2. Students will ask and answer questions about the story.
3. Students will retell the story for their classmates.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 6

CLASS OPENING AND REVIEW

Greeting

Greet your students as they enter the classroom: **Hello everybody. Welcome boys and girls.**

第6课 丹尼不见了!



MY TEACHING NOTES

教学目标

1. 学生能听懂和理解这个简单的故事。
2. 学生可以根据故事进行问答。
3. 学生可以向同学复述故事。

教学准备

- 第 6 课的录音带或教学光盘

开始上课和复习

问候

当学生进入教室的时候向他们问好: Hello everybody. Welcome boys and girls.

When your students have settled into their seats, take a few minutes to talk about the previous five lessons. Get students to recall as many things as they can about the trip to Beijing on the train. Ask the following questions to help:

Is everyone excited about the trip?

What happened to Danny at the train station?

What do they do on the train?

Who is singing on the train?

Why is the mother singing?

Is anyone hungry on the train?

What do Jenny and Danny eat?

What are some other people doing on the train?

Lesson Hook

Teacher: **Mr. Li drives everyone to the train station to catch the train. They are all excited. They are ready to get on the train, but, wait! Where is Danny?**

Teaching Tip



Story Telling

Story telling is an old and honourable art. Most people naturally love to tell and to hear stories. As a prelude to stories, you can warm up your students by asking them to tell you a story. Keep it simple. For example, you can begin by asking for a volunteer to stand and tell you something interesting that happened to him or her on the weekend. As the student tells the story, you write out the story on the blackboard in point form.

NEW CONCEPTS

Story time: Danny Is Lost!

Prepare to Read

Ask the students to open their books to page 12. Look at the pictures and talk about what the students see in each panel. As students tell you what they see, make notes on the blackboard. Help the students by asking questions.

Who is going on a trip to Beijing?

Who drives them to the train station?

Who is lost?

Where does Mr. Li find Danny?

What is Danny doing there?

Who says that “I’m hungry”?

Read the Story

•Talk about the pictures•

Panel 1

Everyone is in the car. They are going to the train station. People are happy. See the big smiles on their faces.

当学生坐到座位上时，用几分钟讨论一下前 5 课的内容。让学生尽可能多地回忆起坐火车去北京旅行的内容。问下列问题帮助学生：

- Is everyone excited about the trip?
- What happened to Danny at the train station?
- What do they do on the train?
- Who is singing on the train?
- Why is the mother singing?
- Is anyone hungry on the train?
- What do Jenny and Danny eat?
- What are some other people doing on the train?

课文导入

教师：Mr. Li drives everyone to the train station to catch the train. They are all excited. They are ready to get on the train, but, wait! Where is Danny?

教学提示



讲故事

讲故事是一门古老而值得尊敬的艺术。很多人天生就喜欢讲故事和听故事。作为故事课的前奏，教师可以让学生讲一个故事来活跃气氛。尽可能简单些。例如，教师可以让一名自告奋勇者起立讲述一个在周末发生在他/她身上的有趣的事情。当学生讲故事的时候，教师在黑板上写出故事的要点。

新概念

Story time: Danny Is Lost!

读前活动

让学生翻开课本第 12 页。观察图片并讨论每个方框中的内容。当学生说出他们看到的内容时，教师在黑板上进行记录。通过提问帮助学生理解。

- Who is going on a trip to Beijing?
- Who drives them to the train station?
- Who is lost?
- Where does Mr. Li find Danny?
- What is Danny doing there?
- Who says that “I’m hungry”?

阅读活动

● 谈论图片 ●

图 1

大家都坐在汽车里。他们要去火车站。人们都很高兴。看他们脸上灿烂的笑容。

Panel 2

Li Ming gets the tickets.

Panel 3

Everyone is saying goodbye to Mr. Li. But where is Danny? Danny is not there. Jenny is worried. Mr. Li looks for Danny.

Panel 4

There is Danny. He is buying some fruit. Mr. Li sees Danny.

Panel 5

Mr. Li talks to Danny. He wants to know what Danny is doing.

Panel 6

Mr. Li tells Danny not to buy the bananas. He sees that Danny forgets his coat. The train is leaving. They must hurry up.

Panel 7

Danny runs to the train. He is now in a hurry. He bumps a woman and nearly knocks her down. Mr. Li tells him to walk.

Panel 8

Finally, everyone is on the train. Jenny is not worried anymore. Mr. Li says goodbye. The train leaves for Beijing. The trip begins.

•Listen to the story•

Play the audiotope for the story. Everyone sits quietly and follows along.

Play the tape again, but this time everyone reads together as the tape plays.

Now, ask volunteers to take turns trying to read the story. Ask a student to stand and tell him/her **Let's read this part of the story.** Point to the panel and help the student read it aloud to the rest of the class.

Continue with new volunteers until all the panels are read aloud.

After Reading

•Talk and act•

The students should be able to answer the two questions easily. Ask: **Who is going to Beijing?** Wait for responses. Then ask: **What happened to Danny?**

Divide the class into groups of seven. Each group will practice the story and present it to the rest of the class.

1. Danny
2. Jenny
3. Li Ming
4. Mrs. Li
5. Mr. Li
6. The woman selling fruit
7. A narrator

Explain what you want the groups to do. First they decide who plays which role. Then, they read the story together and decide how to present it. The narrator tells the story while the actors say their words and do their actions. Go around. Encourage and help the groups.

图 2

李明从售票机上取了火车票。

图 3

大家向李先生告别。但是丹尼去了哪里呢？丹尼没在这里。詹妮很焦急。李先生去寻找丹尼。

图 4

丹尼在那儿。他在买水果。李先生看见了丹尼。

图 5

李先生同丹尼讲话。他想知道丹尼在干什么。

图 6

李先生告诉丹尼别买香蕉了。他看见丹尼忘了衣服。火车就要开了。他们必须快点。

图 7

丹尼向火车跑去。他很匆忙。他撞到一位女士，几乎将其撞到。李先生告诉他不要跑。

图 8

终于，每个人都登上了火车。詹妮不再担心。李先生向他们告别。火车驶向北京。旅行开始了。

● 听故事 ●

播放故事录音。大家安静地坐着聆听。

再次播放录音，这次所有人跟随录音一起朗读。

现在，让自告奋勇者轮流读故事。让一名学生起立并告诉他 / 她：Let's read this part of the story. 指着一个图框并帮助学生朗读出故事。

换人继续这个活动，直到所有图框内容被朗读完毕。

读后活动

● 说说演演 ●

学生应该能够轻松地回答出这两个问题。问：Who is going to Beijing? 等待回答。然后问：What happened to Danny?

把全班分成 7 人小组。每组需要练习故事内容并表演给全班同学。

1. 丹尼
2. 詹妮
3. 李明
4. 李太太
5. 李先生
6. 卖水果的女人
7. 解说员

向学生解释小组任务。首先他们需要分配角色。然后，他们一起阅读故事并设计如何表演。解说员讲故事，而“演员”说台词做动作。教师四处走动并鼓励和帮助每一组。

When everyone is ready, each group presents to the rest of the class.

CLASS CLOSING

Tell the students they acted out the story really well. Now, the unit is at the end. Remind them that there will be a unit review next and they will be able to show how much they have learned in the unit.

Tell the students to look back at the lessons in the unit at home and prepare for the unit review lesson.

当学生准备完毕，各小组为全班同学表演。

结束课堂教学

告诉学生他们表演得非常棒。现在，这个单元要结束了。提醒学生接下来会有一个复习课，他们将有机会展示自己在这个单元学到的知识。

让学生在家庭回顾之前的课程并为复习课做准备。

Again, Please!

Again, Please!

1 Listen and circle.

2 Listen and tick.

Li Ming
Father
Mother
Aunt
Uncle
Jing

3 Listen and write.

Danny: Hi, Jenny. Let's go.
Jenny: I don't want to.
Danny: Go with me, please.
Jenny: Okay!
(On the street)
Jenny: Danny, please don't walk.
Please walk.
Danny: Okay. Okay. I am walking.

4 Look, point and write.

5 Read. Tick or cross.

☐ 1. Please sit down.

☐ 2. I see a little star.

☐ 3. The baby is sleeping.

☐ 4. I like candy very much.

6 Look and write.

Mrs. Li: What would you like, Jenny?
Jenny: I'd like a donut and a glass of juice.
Danny: I'd like some juice and some donuts.
Li Ming: I'd like an apple and a glass of juice.

7 Read and match.

1. Please don't run.	A. I'm reading a book.
2. What are you doing?	B. The girl is singing.
3. Would you like some milk?	C. Okay. I'm sorry.
4. What would you like to drink?	D. Yes, please.
5. Who is singing?	E. I'd like some tea.

8 Read and write.

Look at this family. What are they doing? The man is _____ TV. Is the woman watching TV? No. She is _____ a song to the baby. The baby is _____. Look at the boy. He is _____ a picture. What is the girl doing? She is _____ with her toy.

9 Talk about the picture.

What's the young man doing?
He is listening to music.

10 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 ☆		

TEACHING GOALS

- Students will complete nine exercises to demonstrate their individual listening, speaking, reading and writing skills.
- Students will perform a self-evaluation of their progress in this unit.

TEACHING PREPARATION

- Audiotape or multimedia CD for Again, Please!

CLASS OPENING

Greeting

Greet your students as they arrive for class. Wait for them to take their seats, then ask them to open their books to page 14.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生将完成九项活动来展示他们各自的听、说、读、写技能。
2. 学生将要完成一个表明在此单元他们进步程度的自我评价表。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

当学生进入教室时，向他们问好。待学生坐好，让他们翻到第 14 页。

Lesson Hook

Remind the students that this is not a test. It is a chance for them to show you and themselves how much they have learned so far. Tell them that they cannot improve if they do not know their strengths and their weaknesses.

Take a few minutes to go through the nine exercises and explain what you want them to do.

REVIEW

1. Listen and circle.

There are eight pictures here. They will hear statements on the audiotape. They circle the picture that matches what they hear on the audiotape.

The audiotape says:

1. – What is Jenny doing? – She is listening to music.
2. Please don't go straight.
3. – Would you like a cup of tea? – No, thanks. I'd like some milk.
4. The baby is sleeping.

Answers: 1. Picture 2 2. Picture 2 3. Picture 1 4. Picture 2

2. Listen and tick.

They will hear some statements on the audiotape telling what each of the people in the list on the left of the chart likes to do. They listen, and tick the boxes according to what they hear.

The audiotape says:

Grandmother: Hi, Li Ming. What are you doing? Can you go shopping with me?

Li Ming: Sorry, grandma. I am drawing a picture.

Grandmother: What is your father doing?

Li Ming: He is reading a book.

Grandmother: What is your mother doing?

Li Ming: She is watching TV. And she is singing.

Grandmother: What is Jing doing?

Li Ming: She is playing with a ball.

Grandmother: What is your aunt doing?

Li Ming: She is working on the computer.

Grandmother: What is your uncle doing?

Li Ming: He is flying a kite.

3. Listen and write.

This exercise requires the students to listen to the audiotape and fill in the blanks according to what they hear.

The audiotape says:

Danny: Hi, Jenny. Let's go shopping.

Jenny: Sorry. I don't want to go shopping. I want to draw a picture.

课文导入

提醒学生这不是一次考试，而是展现自己到现在为止所学知识的良好机会。告诉他们，了解自己的优势和不足才能进步。

用几分钟时间浏览一下本单元的九项练习，向学生解释题目要求。

复习

1. Listen and circle.

这里有八幅图片。他们会听到录音中的陈述，然后圈出符合录音内容的图片。

录音内容为：

1. – What is Jenny doing? – She is listening to music.
2. Please don't go straight.
3. – Would you like a cup of tea? – No, thanks. I'd like some milk.
4. The baby is sleeping.

答案：1. 图 2 2. 图 2 3. 图 1 4. 图 2

2. Listen and tick.

录音中描述了图表左侧每个人喜欢做的事情。听录音，然后根据录音在相应的表格中打勾。

录音内容为：

Grandmother: Hi, Li Ming. What are you doing? Can you go shopping with me?

Li Ming: Sorry, grandma. I am drawing a picture.

Grandmother: What is your father doing?

Li Ming: He is reading a book.

Grandmother: What is your mother doing?

Li Ming: She is watching TV. And she is singing.

Grandmother: What is Jing doing?

Li Ming: She is playing with a ball.

Grandmother: What is your aunt doing?

Li Ming: She is working on the computer.

Grandmother: What is your uncle doing?

Li Ming: He is flying a kite.

3. Listen and write.

这个练习要求学生听录音并根据录音内容填空。

录音内容为：

Danny: Hi, Jenny. Let's go shopping.

Jenny: Sorry. I don't want to go shopping. I want to draw a picture.

Danny: **Go with me, please!**

Jenny: **Okay!**

(On the street)

Jenny: **Danny, please don't run. Don't jump. Don't dance. Please walk.**

Danny: **Okay. Okay. I am sorry.**

Answers: Sorry, draw, run, jump, dance

4. Look, point and write.

Here, the students look at the picture and decide who is doing what or how to ask what the person is doing. They write the answers in the blanks.

Example: **Who is listening to music? The man is listening to music.**

Who is drawing? The girl is drawing.

Answers: 1. The man is listening to music. 2. The woman is talking. 3. Who is running?

4. Who is jumping? 5. The girl is riding a bike. 6. Who is drawing?

5. Read. Tick or cross.

In this exercise, the students read each statement and then look at the picture beside the statement. They decide if the statement and the picture match. If so, they make a tick. If not, they make a cross.

Answers: 1. × 2. √ 3. × 4. √

6. Look and write.

In this writing exercise, the students look at the pictures. The thought bubbles tell what each of the three children would like to eat. They fill in the blanks, according to what they see in the thought bubbles.

Answers: hot dog, chicken, soup, ice cream, candy, bananas, apple, orange, egg

7. Read and match.

Here, the students must match the commands or questions on the left with the correct responses on the right.

Answers: 1. C 2. A 3. D 4. E 5. B

8. Read and write.

This exercise requires the students to look at the picture and fill in the blanks according to what they see in the picture.

Answers: watching, singing, crying, drawing, playing

9. Talk about the picture.

Divide the class into pairs. The pairs look at and talk about what is happening in the picture.

10. How am I doing?

Take a few minutes to review the purpose of the evaluation. Explain that the purpose of evaluation is that you can discover your strong points and your weak points. Once you know what these are, you can then focus your learning efforts to improve your weak points. If they

Danny: Go with me, please!

Jenny: Okay!

(On the street)

Jenny: Danny, please don't run. Don't jump. Don't dance. Please walk.

Danny: Okay. Okay. I am sorry.

答案: Sorry, draw, run, jump, dance

4. Look, point and write.

学生根据图片判断人物的行为或者对人物行为进行提问，然后把答案写在空白处。

例如: Who is listening to music? The man is listening to music.

Who is drawing? The girl is drawing.

答案: 1. The man is listening to music. 2. The woman is talking. 3. Who is running?

4. Who is jumping? 5. The girl is riding a bike. 6. Who is drawing?

5. Read. Tick or cross.

在练习中，学生阅读每个句子并观察句子旁边的图片。判断句子和图片是否相符，如果相符就打勾，不符则画叉。

答案: 1. × 2. √ 3. × 4. √

6. Look and write.

在这个书写练习中，学生观察图片。想象框中显示了三个孩子想要吃的东西。根据想象框中的信息，填空。

答案: hot dog, chicken, soup, ice cream, candy, bananas, apple, orange, egg

7. Read and match.

学生需要把左侧的指令或者问题和右侧正确的答语搭配起来。

答案: 1. C 2. A 3. D 4. E 5. B

8. Read and write.

这个练习要求学生观察图片并根据图片信息填空。

答案: watching, singing, crying, drawing, playing

9. Talk about the picture.

把全班分为两人小组，观察图片并讨论图片中正在发生的事情。

10. How am I doing?

用几分钟时间回顾评价的目的。向学生解释，评价的目的不过是想让学生认清自己的优势和不足。这样就会把学习重点放在提高不足方面。如果学生给自己的星星太多，

give themselves many stars but really do not understand the material, things will get worse as time goes on and they fall further behind and cannot keep up.

Review the criteria:

● **Listening**

- ☆☆☆ you really understand the material right away and have no troubles at all when you listen to new material;
- ☆☆ you are able to understand most of what you hear, but still have some difficulty;
- ☆ you are having problems and always need someone to help you to understand what you hear.

● **Speaking**

- ☆☆☆ you speak really well and do not have any problems pronouncing words, speaking clearly and with the proper tone;
- ☆☆ you speak well, but sometimes you make mistakes with words and cannot always pronounce words correctly;
- ☆ you often need help pronouncing words and you are not comfortable when trying to sound out new words using previously learned techniques.

● **Reading**

- ☆☆☆ you can look at the picture and read the words using the pictures as clues; you recognize and understand words already learned with no difficulty; you can read and understand the longer stories with almost no difficulty;
- ☆☆ you can look at the picture and read most of the words, but still have some difficulties with longer words; you can read shorter stories, but longer stories with bigger words still give you some trouble;
- ☆ you need some help when reading short stories even with pictures to help you.

● **Writing**

- ☆☆☆ you can write words and letters correctly, you use your imagination when you write; you write clearly and your letters are well-formed and easy to understand;
- ☆☆ you can write most of the words and letters correctly with no help; your writing is mostly clear and easy to read, your letters mostly well-formed;
- ☆ you can write some of the words and letters correctly, but you still need a lot of help from classmates and your teacher.

CLASS CLOSING

Say goodbye to your students and tell them that you are very happy about the hard work they did during their lessons for this unit.

而实际上却不真正理解知识，随着时间流逝，情况会变得更糟，他们会越来越落后，最后就跟不上课了。

回顾评价标准：

• 听

☆☆☆ 能正确理解语言材料且在听新材料时没有任何困难；

☆☆ 能理解大部分语言材料，但是有一些困难；

☆ 有一定困难，需要他人帮助才能理解语言材料。

• 说

☆☆☆ 口语非常流利，发音正确清晰，语调正确；

☆☆ 口语流利，但有时出现语言、语音错误；

☆ 在发音时通常需要帮助，在运用之前学过的发音技巧读新单词时有困难。

• 读

☆☆☆ 能够利用图片线索读出文字，能够轻松识别并理解之前学过的单词，能够轻松阅读理解较长的故事；

☆☆ 能看图读出大部分文字，但对于较长的单词仍有困难。能够阅读较短的故事，但是阅读包含较难单词的较长的故事仍有困难；

☆ 在阅读短故事时，即便配有图片，仍需要帮助。

• 写

☆☆☆ 能够正确书写单词和字母，在书写时能运用想象力；书写清楚，字母书写规范，容易辨认；

☆☆ 能独立正确书写大部分单词和字母，大部分情况下书写清楚易辨认，字母书写基本规范；

☆ 能正确书写部分单词和字母，但是仍需要同学和教师的许多帮助。

结束课堂教学.....

向学生道别，并告诉他们，对于他们学习每课付出的努力，老师感到非常开心。

Unit 2

In Beijing



General Goals for Unit 2

This unit aims to introduce students to basic vocabulary and expressions about places of interest in Beijing, the capital city of China.

Students are expected to master basic travel vocabulary; to be able to talk about things they should and should not do; to recognize and understand important international signs; to carry on conversations about what they see around them; to order food and drink; to talk about what people are doing right now.

Specific Goals for Unit 2

Knowledge and Skills

1. Students will be able to do the following:
 - To recognize and talk about some major tourist sights in Beijing;
 - To describe what they see;
 - To describe and talk about what people are doing.
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
people, many, child, women, men, say, help, worry, sad, take, take a picture, be, feel, tired, stop, wait, afraid, for, busy
3. Students will be able to recognize, understand and use the basic sentence structures:
They are on their way to ____.
There is/are ____.
How long is it?
What time is it?
May I take your picture?
Are you okay?
Yes./No. I hurt my ____.

第2单元

在北京



第二单元总目标

本单元旨在引导学生学习关于中国首都北京名胜古迹的词汇和短语。

学生要掌握基本的旅游词汇；能够讨论应该做和不应该做的事情；辨识和理解重要的国际标识；可以就所观察到的身边事物进行对话；会点食物和饮品；能够谈论人们正在做的事情。

第二单元具体目标

知识与技能目标

1. 学生能够完成以下事情：
 - 识别和讨论北京一些主要的旅游景点；
 - 描述他们看见的东西；
 - 描述和谈论人们正在做的事情。
2. 学生能听懂、会说、认读并书写以下词汇：
people, many, child, women, men, say, help, worry, sad, take, take a picture, be, feel, tired, stop, wait, afraid, for, busy
3. 学生能认读、理解并运用这些基本句型结构：
They are on their way to _____.
There is/are _____.
How long is it?
What time is it?
May I take your picture?
Are you okay?
Yes./No. I hurt my _____.

Be careful!

Don't worry. I can help you.

4. Students will become familiar with stress of the words.
5. Students will be able to understand the story *A Visit to the Great Wall* with the aid of pictures and teacher support. And act it out.
6. Students will be able to sing the song in this unit:

Let's take a picture, you and me.

Learning Strategies

Students will continue to develop and utilize the basic learning strategies:

- To develop the habit of listening to the audiotape and repeating the sentences;
- To actively use English to communicate with others in and out of class;
- To concentrate when learning;
- To take the initiative to ask questions of the teachers or of other classmates;
- To establish relations among relevant knowledge by way of association;
- To take active roles in collaborating with classmates to accomplish the task together;
- To make a simple study plan.

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Children are expected to learn to appreciate the long history and richness of China culture.

Resources Teachers Need for Unit 2

(For suggestions on preparing resources, please read Puppets, Posters and More at the back of this guide.)

- Audiotapes or multimedia CD for lessons 7~12
- Pictures of places of interest in Beijing
- Pictures of people having fun
- Flash cards for new vocabulary

Be careful!

Don't worry. I can help you.

4. 学生能熟悉单词的重音。
5. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：A Visit to the Great Wall
6. 学生会唱本单元的歌曲：Let's take a picture, you and me.

学习策略目标

学生将继续培养和运用下列基本学习策略：

- 养成听录音和跟读句子的习惯；
- 课上课下积极运用英语和他人交流；
- 学习时集中注意力；
- 主动向老师或其他同学请教；
- 通过联想在相关知识间建立联系；
- 积极与同学合作，共同完成任务；
- 制定简单的学习计划。

情感态度目标

学生能够做到如下方面：

- 培养学习英语的兴趣和好奇心；
- 寻找机会锻炼听力技巧；
- 努力在日常生活中模仿和运用英语。

文化意识目标

学生能为中华文化的悠久历史和博大精深而感到骄傲。

第二单元所需教具

（关于教具准备的建议，请参阅本书后“手偶、张贴画及其他”章节。）

- 第 7~12 课的录音带或教学光盘
- 北京名胜的图片
- 玩得开心的人们的图片
- 新词汇卡片

Lesson 7 Arriving in Beijing

Lesson 7 Arriving in Beijing

1 People in Beijing

Li Ming, Danny, Jenny and Mrs. Li arrive in Beijing at 1:17 in the afternoon. They are on their way to the hotel.



Look! There are many people in the park.



A child is flying a kite. Some children are playing football.



A young woman is singing. Some old women are dancing.



A man is running. Some old men are doing Tai Chi.

20

Let's do it!

1. Read Part 1. Answer the questions.

- When do they arrive in Beijing?
- What do they see on their way to the hotel?
- What do you know about Beijing?



2. Look and match.



- ☐ These people are walking.
- ☐ These men are playing basketball.
- ☐ These women are singing.
- ☐ The girl is running.
- ☐ These children are playing.
- ☐ The woman is listening to music.



21

TEACHING GOALS

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

people, many, child, women, men

2. Students will be able to recognize, understand and use the following basic sentence structures:

They are on their way to ____.

There are many ____.

3. Students will understand and master the singular and plural for: **child/children, man/men, woman/women**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 7

第7课 到达北京



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：

people, many, child, women, men

2. 学生能认读、理解并运用下列基本句型结构：

They are on their way to ____.

There are many ____.

3. 学生能够理解并掌握下列单词的单复数形式：child/children, man/men, woman/women

教学准备

- 第7课的录音带或教学光盘

- Flash cards for **people, many, child, women, men**
- Pictures of people playing and enjoying themselves in a park
- Two posters of people: one of a man, woman, boy and girl; one of men, women and children

CLASS OPENING AND REVIEW

Greeting

- Greet everyone as they arrive for class. Talk about the children arriving in Beijing and the sights they are going to see.
- See what your students can tell you about Beijing. As they tell you things they know about Beijing, write them on the blackboard. Make sure you praise the children who volunteer information. See if anyone is willing to stand and tell you about their visit to Beijing or any other sights in China.

Lesson Hook

Teacher: **Finally, the train arrives in Beijing. The children are excited. They want to see everything right away, but first they have to go to their hotel. On their way, they see a park. Can you guess what they see in the park?**

Teaching Tip



Find lots of pictures of major Chinese tourist attractions and sights to post in your classroom for this unit. You should also post pictures of other world-known tourist sights. A picture is worth a thousand words, and your students will be more engaged with the content material in this unit if you enhance it with visual presentation. In addition, as you teach these lessons about the sights of China, you should have at hand plenty of reference pictures to help you get your point across.

NEW CONCEPTS

1. People in Beijing

• Use the picture cards to teach the new vocabulary. Show each card and say the word. When you teach **men** and **women**, begin by teaching the singular forms of these two words. Draw a simple man on the blackboard and say **a man**. Then, draw more men, draw a big circle around all the men and teach **men**. Use the same process to teach **woman/women**.

Teach the singular **child** by asking one volunteer to come forward and stand. Point to the student and say **This is a child**. Ask the students to repeat after you. Then ask three more volunteers to come forward and teach **children**. Say: **They are children**.

When everyone understands **child/children**, call three boys and three girls to the front of the classroom. The girls stand in one group and the boys in another group. Point to one boy and teach **boy**, then point to the three boys and teach **boys**. Repeat for **girl/girls**.

- people, many, child, women, men 的词汇卡片
- 人们在公园中怡然自得的图片
- 两张海报：一张中有一个男人、一个女人，一个男孩和一个女孩；另一张中有多个男人、女人和孩子

开始上课和复习

问候

- 当学生到达教室时向他们问好。讨论李明他们抵达北京的情况以及他们将要看见的景象。
- 看学生能说出关于北京的哪些内容。把这些内容在黑板上写下来。一定要表扬勇于提供信息的学生。看是否有人愿意站起来向大家讲述他们在北京或者中国其他地方的某次旅行。

课文导入

教师：Finally, the train arrives in Beijing. The children are excited. They want to see everything right away, but first they have to go to their hotel. On their way, they see a park. Can you guess what they see in the park?

教学提示



在教室里面张贴一些中国主要旅游景点和名胜古迹的图片，也可以张贴一些世界著名旅游景点的图片。一张图片胜过千言万语。如果在本单元加强视觉上的展示，书中的内容就会对学生更具有吸引力。另外，在教授关于中国景观内容的同时，手拿一些图片进行展示能更有效地传达信息。

新概念

1. People in Beijing

- 运用词汇卡片来教授新词汇。举起每张卡片，读出单词。在教授 men 和 women 时，先从单数形式教起。在黑板上，简单地勾勒一个男人，说：a man。然后画更多的男人并把他们圈住，说：men。用同样的方式教授 woman 和 women。

教授 child 的时候，让一名自告奋勇的学生走上前来。指着这名同学说：This is a child. 让学生跟读。然后再让三名学生走上前来，说：They are children.

当学生都理解了 child/children 的意思后，让三名男生和三名女生走到教室前面。女孩站成一组，男孩为另一组，指着一个男孩教授 boy，然后指着三个男孩教授 boys。用同样的方法教授 girl/girls。

• Ask the students to look at page 20, Part 1. Take a few minutes to look at the pictures. Point to each picture and ask: **What are they doing?** The students can use Chinese to respond to your question. Look at each picture and see what your students can tell you about it. What do they do in the park? What do they like most about visiting a park?

• Play the audiotape. Everyone listens as it plays. Play the audiotape a second time, but now, the students try to read along with the audiotape.

●**Demonstrate**●

Ask various students to answer these comprehension questions:

What time do they arrive in Beijing?

What does Danny notice about the park? (many people)

What are the children doing in the park?

What are some old women doing?

What is a man doing?

●**Practice**●

Draw and Tell

Ask volunteers to come forward. Tell them to draw a man, some men, a women, some women. Then, point to the pictures and ask **What is this?** Students should be able to answer your questions.

Listen and Do

Give commands to reinforce the key vocabulary. Follow the commands yourself when they apply to you. For example:

All boys stand.

All girls sleep.

All children turn around!

All men jump!

All women dance.

2. Let's do it!

1. Read Part 1. Answer the questions.

Ask the students to look at page 21. Divide the class into small groups. Explain that the students must read Part 1 on their own. When they have read it, they take turns asking and answering the three questions.

2. Look and match.

Ask the students to look at the bottom of page 21. This exercise requires them to look at the pictures and read the statements at the bottom of the page. They then match the correct statements with their pictures. They put the picture number in the box beside the statements.

Answers: 6-1-2-3-5-4

CHECK FOR UNDERSTANDING.....

Look at the posters you prepared and ask the students to write labels “**A man**”, “**A woman**”, “**A child**”, “**Men**”, “**Women**”, “**Children**”, and then put them on the posters.

• 让学生翻到 20 页第 1 部分。用几分钟观察图片。指着每一幅图片问：What are they doing? 学生可以用汉语回答问题。观看图片，看学生可以就图片说些什么。他们在公园里做什么？他们最喜欢去公园做什么？

• 播放录音。全班仔细听。再播放一次，学生努力跟读。

● 演示 ●

让不同的学生回答下列阅读理解的问题：

What time do they arrive in Beijing?

What does Danny notice about the park? (many people)

What are the children doing in the park?

What are some old women doing?

What is a man doing?

● 练习 ●

画图说话

让自告奋勇的学生上前来。让他们画一个男人、一些男人、一个女人和一些女人。然后指着图画问 What is this? 学生作出应答。

听音做动作

发指令，巩固重点词汇。当学生做动作时教师也跟着一起做。例如：

All boys stand.

All girls sleep.

All children turn around!

All men jump!

All women dance.

2. Let's do it!

1. Read Part 1. Answer the questions.

让学生翻到第 21 页。把全班分为几个小组。告诉学生独立阅读课文第 1 部分，读完后，对这三个问题轮流进行问答。

2. Look and match.

让学生看第 21 页下面的练习。这个练习要求他们看图并阅读下面的句子，然后把句子和相应的图片匹配起来。将图片序号写在对应的句子旁边的方框内。

答案： 6-1-2-3-5-4

巩固检验

让学生观察教师提前准备好的海报，并写下有 “A man”, “A woman”, “A child”, “Men”, “Women”, “Children” 的标签，然后贴到海报上。

Activity Book

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

CLASS CLOSING

.....

Take a few minutes to review the new vocabulary. Ask one boy to stand. Ask all the boys to stand. Ask all the girls to stand. Point to the words you wrote on the blackboard earlier **man, men, woman, women, child, children** and ask students to say the words aloud as you point to them.

Say goodbye to your students as they leave the room.

Remind the students to talk to their parents and find out what their favourite park activity is. They can also draw a picture of their favourite park activity.

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来。

结束课堂教学

用几分钟时间复习新单词。让一个男孩起立。让所有男孩起立。让所有女孩起立。边指着黑板上之前写下的单词 man, men, woman, women, child, children, 边让学生大声朗读。

当学生离开教室时，向他们说再见。

提醒学生回家后和父母进行讨论，了解他们最喜爱的公园活动，还可以把这些活动画出来。

Lesson 8 Tian'anmen Square

Lesson 8 Tian'anmen Square

1 On the square



Tian'anmen Square is very big! There are many people here! Some people are taking pictures on the square. There are many children. They are playing.

"Some men are flying kites!" says Danny. "Let's fly a kite."
"This is easy," says Jenny.



"Poor Danny! Are you okay?" asks Jenny.
"No! I hurt my arm!" answers Danny.
"Don't worry. I can help you," says Jenny.
"Thanks," Danny says.

Jenny can fly her kite very high. Danny can't fly a kite. He hurts his arm. He is sad.

22

Let's do it!

Look, talk and write.



In picture A, there are two men. They are walking.

In picture B, there is one man. He is singing.

In picture A, _____ In picture B, _____

23

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **say, help, worry, sad**
- Students will be able to recognize, understand and use the following basic sentence structures:

This is difficult.

Don't worry. I can help you.

- Students will be able to talk about what to see and do on Tian'anmen Square.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 8
- Flash cards for **worry, help, sad, say, people**
- Pictures of Tian'anmen Square and people having fun

第8课 天安门广场



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: say, help, worry, sad
2. 学生能认读、理解并运用下列基本句型结构:
This is difficult.
Don't worry. I can help you.
3. 学生能讨论在天安门广场看到的景象和做的事情。

教学准备

- 第 8 课的录音带或教学光盘
- worry, help, sad, say, people 的词汇卡片
- 天安门广场和游玩的人们的图片

CLASS OPENING AND REVIEW

Greeting

Greet everyone as they arrive for class. Write **Tian'anmen Square** on the blackboard. Everyone will be familiar with Tian'anmen Square, so take some time asking students to tell you about the Square. Find out what they know about it. You can ask:

Have you been to Tian'anmen Square?

What do you see there?

What can you do there?

Would you like to go to Tian'anmen Square someday?

Lesson Hook

Teacher: **First day in Beijing! What to see? What to do? Tian'anmen Square, here we come!**

NEW CONCEPTS

1. On the square

• Use the flash cards to teach the new vocabulary **worry, help, sad, say**. Show each card and say the word. Write the words in big letters and say them aloud as you write them. Make a big expression to show **worry**, then say **Don't worry**. You smile. Do the same thing for **sad**.

Teaching Tip



Don't forget to put up in the classroom the pictures of Chinese tourist attractions. Ask the students to help you with this. Take every opportunity to make your students feel as if the classroom is their responsibility as well as yours.

• Ask them to look at page 22, Part 1. Take a few minutes to look at the pictures. Point to each picture and ask: **What is this? What are they doing?**

• Now, play the audiotape and follow along in the book. This time, stop the tape at the end of each paragraph. Ask a volunteer to stand and tell you what happened in that paragraph. Help by asking questions to enhance comprehension. For example, first paragraph:

Is Tian'anmen Square big or small?

Are there many people there?

What are people doing there?

What are children doing there?

• Repeat for the rest of the passage, asking for a new volunteer at the end of each paragraph.

•Demonstrate•

Ask the students to answer some comprehensive questions:

Teacher: **What are Danny and Jenny doing?**

开始上课和复习

问候

向到达教室的学生问好。在黑板上写下 Tian'anmen Square。学生应该对天安门广场很熟悉，所以花点时间让学生说说天安门。看看他们知道些什么。教师可以问：

Have you been to Tian'anmen Square?

What do you see there?

What can you do there?

Would you like to go to Tian'anmen Square someday?

课文导入

教师：First day in Beijing! What to see? What to do? Tian'anmen Square, here we come!

新概念

1. On the square

• 用词汇卡片教授 worry, help, sad, say。展示每张卡片并读出单词。在黑板上用大写字母边写单词边大声读出来。用夸张的表情展示 worry，然后面带微笑说 Don't worry. 用同样的方式教授 sad。

教学提示



不要忘记在班里张贴中国名胜古迹的图画。让学生帮忙来完成这件事。使学生尽可能多地体会到在这个班级中，他们同样负有责任。

• 让学生看第 22 页第 1 部分。用几分钟观察图片。指着每幅图片问：What is this? What are they doing?

• 现在，播放录音，学生看书跟读。在每一段末尾停顿。让一名自告奋勇者起立，说出该段的大意。通过问题来帮助学生加深理解。例如，第 1 段：

Is Tian'anmen Square big or small?

Are there many people there?

What are people doing there?

What are children doing there?

• 继续文章剩余的段落，在每段结尾处提问一名自告奋勇的学生。

● 演示 ●

让学生回答几个理解方面的问题：

教师：What are Danny and Jenny doing?

Students: **Danny and Jenny are flying kites.**

Teacher: **What does Danny say?**

Students: **This is difficult. Help!**

Teacher: **What does Jenny do?**

Students: **Jenny comes and helps Danny.**

Teacher: **How does Danny feel?**

Students: **Danny is sad.**

●Practice●

Role Play

Help two volunteers act out the scene on Tian'anmen Square where Danny hurts his arm. Let them have a dialogue as shown in the book.

Work in Groups

Divide the class into small groups. Ask each group to make up a dialogue about walking at Tian'anmen Square. Encourage the students to use as much vocabulary as possible from this unit (easy, difficult, quickly, slowly, many, men, women, children, people). Encourage your students to be creative and praise them for taking risks with English! The more they experiment the more they learn. Please read about making up dialogues in "Teaching Techniques."

2. Let's do it!

Look, talk and write.

Students work in pairs for this activity. When you have divided everyone into pairs, ask them to look at page 23, Part 2. Explain what you want them to do here. They look at each picture and talk about what they see. The two pictures look similar. Students have to look carefully. Compare them and find the differences. They can take turns. One talks about picture A, the other talks about picture B. Then they change and talk about the other picture.

As they talk about what they see, they also need to write what they see on the lines at the bottom of the page.

Before the pairs begin, you can model the activity. You can use the following as a sample:

In picture A, there are two girls. They are talking. There are two women. They are singing.

CHECK FOR UNDERSTANDING.....

Activity Book

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

CLASS CLOSING.....

Ask your students to tell their parents what they learned today about Tian'anmen Square. Ask them to see if any of them has actually been to Tian'anmen Square. Then talk to that person. Close the lesson by saying: **Well done, students! Have a great evening!**

学生: Danny and Jenny are flying kites.

教师: What does Danny say?

学生: This is difficult. Help!

教师: What does Jenny do?

学生: Jenny comes and helps Danny.

教师: How does Danny feel?

学生: Danny is sad.

● 练习 ●

角色扮演

帮助两名自告奋勇者表演在天安门广场丹尼摔伤胳膊的场景。让他们根据书上的内容编对话。

小组活动

把全班分为几个小组。让每组编一个关于在天安门广场散步的对话。鼓励学生尽可能多地运用本单元的词汇 (easy, difficult, quickly, slowly, many, men, women, children, people)。鼓励学生要有创造性, 表扬他们敢于冒险的精神! 学生实践的越多, 学到的就会越多。请阅读“教学技巧”里面关于编写对话的内容。

2. Let's do it!

Look, talk and write.

两人小组进行活动。把学生分好组以后, 让他们翻到 23 页, 看第 2 部分。教师解释练习的要求。学生观察每幅图片并讨论看到了什么。这两幅图片相似。学生要仔细观察。通过对比, 发现不同。他们可以轮流完成。一个人谈论图片 A, 另一个人谈论图片 B。然后再进行交换。

当学生进行讨论时, 还要在下面的横线上写出他们看到的内容。

在小组活动之前, 教师可以示范如何完成这个活动。可以用下面的内容作为示例:

In picture A, there are two girls. They are talking. There are two women. They are singing.

巩固检验

《活动手册》

帮助学生找出他们需要完成的练习, 打开那页并举起来。

结束课堂教学

让学生告诉父母今天学到的有关天安门广场的知识。问一下谁以前真地去过天安门广场。然后和那个人聊一聊。用这句话作为结束语: Well done, students! Have a great evening!

Lesson 9 The Palace Museum

Lesson 9 The Palace Museum

1 At the Palace Museum

It's sunny today. The sky is blue. Danny, Jenny and Li Ming are visiting the Palace Museum. The palace is red and yellow. It's beautiful!



Jenny: How old is the Palace Museum, Li Ming?

Li Ming: It's about six hundred years old.

Jenny: That's old!

Danny: Let's look in the window!

Li Ming: What do you see?

Jenny: I see some chairs and tables. They are old.

Danny: May I take your picture, Jenny?

Jenny: Sure.

Danny: And your picture, too, Li Ming. Please stand beside Jenny.



Danny falls! He hurts his tail! Poor Danny!

24

2 Let's do it!

Read Part 1. Talk and write.

How old is the Palace Museum?



It's about 600 years old.

1. How old is the Palace Museum? _____
2. What colour is the palace? _____
3. Are there old chairs and tables in the Palace Museum? _____
4. Does Danny take a picture? _____
5. Does Danny hurt his tail? _____

3 Let's sing!

Let's take a picture, you and me.

Look at the camera, 1, 2, 3.

Let's take a picture, you and me.

Look at the camera, say cheese!

Okay, okay.

This time, let's make a funny face.

Ready?

Let's take a picture.

1, 2, 3.

You and me.

Say cheese!



25

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **take, take a picture, be**
2. Students will be able to recognize, understand and use the following basic sentence structures:

May I take your picture? Sure!

Be careful!

3. Students will learn and sing a song about taking pictures.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 9
- Flash cards for **take, take a picture, be**
- Pictures of the Palace Museum and people having fun

第9课 故宫博物馆



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: take, take a picture, be
2. 学生能认读、理解并运用下列基本句型结构:
May I take your picture? Sure!
Be careful!
3. 学生能学会一首关于照相的歌曲。

教学准备

- 第9课的录音带或教学光盘
- take, take a picture, be 的词汇卡片
- 故宫博物馆和游人游玩的图片

- A camera
- Bandage

CLASS OPENING AND REVIEW

Greeting

• Play the lesson song in the background as the students arrive. Greet everyone. Write **the Palace Museum** on the blackboard. Use questions to see what the students can tell you about the Palace Museum.

Who knows what the Palace Museum is?

Who has been to see it?

How old is it?

Lesson Hook

Teacher: **Li Ming and his friends are visiting Beijing. They went to Tian'anmen Square. What will they see today?**

NEW CONCEPTS

1. At the Palace Museum

- Use the flash cards to teach the new vocabulary: **be, take, take a picture.**

Write the words in big letters and say them aloud as you write them. Point to **take a picture**, show what it means (if you do not have a camera, pretend). Explain **be, be careful** in Chinese.

• Ask the students to look at the three panels at the bottom of page 24. Explain that many people, when taking a picture, will ask the person or people they are taking the picture of to say “cheese!”

Teaching Tip



Be gentle and understanding

Remember how you felt when you first learned English. You probably felt nervous and self-conscious when asked to speak in front of the class. Students will be frustrated and some will feel embarrassed, thinking other students will make fun of them when they try to use their English. Go slowly, do not rush your students for an answer. They might take time to formulate their reply, but in an understanding environment, they will respond.

●Demonstrate●

Ask some volunteers to come forward. They participate with you in acting out having a picture taken.

Teacher: **May I take your picture?**

Students: **Sure.**

- 一个相机
- 绷带

开始上课和复习

问候

• 当学生到达教室时播放本课的歌曲作为背景音乐。向每个学生问好。在黑板上写下 the Palace Museum。提问问题，看学生对故宫博物馆了解多少。

Who knows what the Palace Museum is?

Who has been to see it?

How old is it?

课文导入

教师: Li Ming and his friends are visiting Beijing. They went to Tian'anmen Square. What will they see today?

新概念

1. At the Palace Museum

- 用词汇卡片教授新单词: be, take, take a picture

在黑板上用大写字母写下单词，同时大声读出来。指着短语 take a picture，展示短语的意思（如果没有相机，就假装手持着相机）。用汉语解释 be, be careful 的含义。

• 让学生看第 24 页下面的三个图框。向学生解释，有很多人拍照时会要求被拍摄的人说 “cheese!”。

教学提示



要温和、善解人意

要记得最初学英语的感觉。当你被要求在班上发言时，也许曾感到紧张和不自然。学生认为自己说英语可能被他人取笑时，会产生挫败感或者感到尴尬。放慢节奏，不要催促学生快速说出答案。他们也许需要时间整理思路。但是，在一个宽容的环境里，他们会更愿意做出反应。

● 演示 ●

让几位自告奋勇者到前面来，配合教师完成照相的表演。

教师: May I take your picture?

学生: Sure.

Teacher: **Okay. You stand there. You please stand there beside him.** (when the group is arranged, you pretend to take the picture) **OK, everyone, say cheese!**

Students: **Cheese!**

- Ask the students to look at page 24, Part 1. Point to each picture and ask: **What is this? What are they doing?** Read the passage aloud alone all the way through while the students listen and follow along.

- Now, read the passage one sentence at a time. You read the sentence. The students read the sentence. Go through the whole passage this way.

- Now, play the audiotape and follow along in the book.

●Practice●

Role Play

Play “hurt” and “help” by pretending to cut your finger. Say: **Ouch! I hurt my finger!** Take a bandage to a student (bring the bandages in advance) and ask the student to “help” you. Role play with other volunteers. Ask a volunteer to initiate the dialogue by pretending to hurt himself or herself.

Brainstorming

Ask the class to think the situation when they need to say “Be careful!”

2. Let’s do it!

Read Part 1. Talk and write.

Students work in pairs for this activity. When you have divided everyone into pairs, ask them to look at page 25, Part 2. Explain what you want them to do. They re-read Part 1 together. Then, they answer the five questions, using the lines provided. Finally, they talk together about the Palace Museum. They use their written answers to the five questions to guide them in the dialogue.

Answers: 1. It’s about six hundred years old. 2. The palace is red and yellow. 3. Yes, there are. 4. Yes, he does. 5. Yes, he does.

3. Let’s sing!

Begin with a line by line reading of the words. Point to each word, say it and ask the students to repeat.

Play the audiotape and students listen quietly. Next, sing along with the audiotape.

Gather a group at the front of the class and arrange them as if you were going to take a group photo. You stand in front pretending to have a camera. You sing the first four lines as the song plays on the audiotape. The students respond by singing the next three lines. Finally, you and the students sing the last four lines.

CHECK FOR UNDERSTANDING.....

Ask the class some key questions:

How old is the Palace Museum?

What do Li Ming and his friends do at the Palace Museum?

What happened to Danny?

教师: Okay. You stand there. You please stand there beside him. (当小组安排妥当后, 教师假装给他们拍照) OK, everyone, say cheese!

学生: Cheese!

• 让学生翻到 24 页看第 1 部分。指着每一幅图片问: What is this? What are they doing? 大声朗读整篇文章让学生对照课文认真听。

• 现在, 一次朗读一个句子。教师读一遍, 学生读一遍。用这种方法把整篇文章通读一遍。

• 现在播放录音, 学生看书跟读。

● 练习 ●

角色扮演

假装伤到手指, 表演“受伤”和“帮助”。说: Ouch! I hurt my finger! 把绷带递给一个学生(提前准备好绷带), 让他/她来“帮助”教师。和其他自告奋勇的学生一起完成角色扮演。让一名自告奋勇者假装受伤来开始角色扮演。

头脑风暴

让学生想一想在哪些情况下需要说“小心!”

2. Let's do it!

Read Part 1. Talk and write.

两人小组进行活动, 把学生分好组以后, 让他们看课本 25 页, 第 2 部分。向学生解释活动要求。让学生重新阅读课文第 1 部分, 然后回答这五个问题, 并将问题的答案写在横线上。最后, 一起讨论关于故宫博物馆的内容, 可以用本活动中的问题和答案作为引导。

答案: 1. It's about six hundred years old. 2. The palace is red and yellow. 3. Yes, there are. 4. Yes, he does. 5. Yes, he does.

3. Let's sing!

从逐行阅读歌词开始, 指着每个单词读出来并让学生跟读。

播放录音, 学生安静地听, 然后跟唱。

在教室前排找一些学生, 安排他们的位置, 假装要给他们拍合影。教师站在前面假装拿着一个相机。教师跟着录音唱出歌曲前四行, 学生接着唱出下面三行。最后和学生一起唱完其余四行。

巩固检验

向学生提问一些关键问题:

How old is the Palace Museum?

What do Li Ming and his friends do at the Palace Museum?

What happened to Danny?

Activity Book

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

CLASS CLOSING

.....

Take a few minutes to review the new vocabulary. Play the song in the background, or ask the students to sing the song as they leave. Stand at the door and say goodbye to everyone.

After-Class Activities

Ask your students to sing the new song to someone at home.
See if they know anyone who has been to the Palace Museum.

《活动手册》

帮助学生找出他们需要完成的练习，打开那页并举起来。

结束课堂教学

用几分钟时间复习今天所学的新单词。播放歌曲作为背景音乐，或者让学生唱着这首歌曲离开教室。站在门口向每个学生道别。

课外活动

让学生把歌曲唱给家人。

看他们是否知道家中谁去过故宫博物馆。

Lesson 10 The Great Wall

Lesson 10 The Great Wall

1 On the Great Wall



The Great Wall is far from our hotel. We need to take a bus.

Jenny: How old is the Great Wall, Li Ming?

Li Ming: It's about 2000 years old.

Jenny: That's very old.

Danny: How long is it?

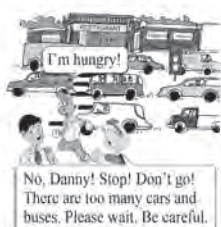
Li Ming: About 6000 kilometres.

Danny: That's great!



2 On the way back

On the way back to the hotel, Danny feels tired and hungry. He sees a restaurant. He runs to the restaurant.



No, Danny! Stop! Don't go! There are too many cars and buses. Please wait. Be careful.

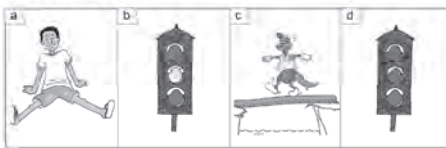
26

Let's do it!

1. Read Part 1 and Part 2. Ask and answer.

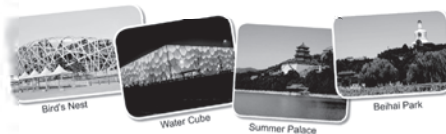
- How do they go to the Great Wall?
- How old is the Great Wall?
- How long is the Great Wall?
- How does Danny feel on the way back?
- Is Danny afraid of the cars and buses?

2. Look and write.



- How does the boy feel? He feels t_____.
- The light is yellow. Please w_____! Don't go!
- Danny can't swim. He is a_____ of falling into the water.
- The light is red. Please s_____!

3. Talk more about Beijing.



27

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **feel, tired, stop, wait, afraid**
- Students will be able to recognize, understand and use the following basic sentence structures:

How long is ____?

Don't be afraid.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 10
- Flash cards for **feel, tired, stop, wait, afraid**
- Pictures of the Great Wall and people having fun there

第10课 长城



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: feel, tired, stop, wait, afraid
2. 学生能认读、理解并运用下列基本句型结构:
How long is ____?
Don't be afraid.

教学准备

- 第 10 课的录音带或教学光盘
- feel, tired, stop, wait, afraid 的词汇卡片
- 长城和游客游玩的图片

CLASS OPENING AND REVIEW

Greeting

- Greet your students as they arrive for class. Sing the song **Let's take a picture, you and me**. Review what they have learned so far. See what they can tell you about Beijing. What about the Palace Museum? What do Jenny and Danny see people doing in the park?

- Pretend you are taking a picture and ask **What am I doing?** The students should say: **Taking a picture.**

Lesson Hook

Ask the students to open their books to page 26. Tell them today, they will learn about a great wonder of the world – the Great Wall. They will also learn a good safety rule to follow when walking in the city.

NEW CONCEPTS

1. On the Great Wall

- Say: **Open your book to page 26, Part 1.** Point to each picture and ask: **What is this? What are they doing?**

- Now, play the audiotape and let the students follow along in the book.
- Ask three students to read the dialogue to the rest of the class.

●Demonstrate●

Ask for a volunteer to model a dialogue.

Teacher: **Where are Danny, Jenny and Li Ming?**

Student: **On the Great Wall.**

Teacher: **How old is the Great Wall?**

Student: **It's about 2000 years old.**

Teacher: **How long is it?**

Student: **It's about 6000 kilometres.**

Teacher: **Well done! Thank you.**

Teaching Tip



Support your students

If you see a student volunteer struggling to come up with a word or phrases, do not hesitate to provide a word or two to help them over this rough spot. You can rephrase your question or even rephrase the student's response. Always support and give positive comments to all students who attempt an answer, no matter whether it is correct or not.

开始上课和复习

问候

• 当学生进入教室时向他们问好。唱 Let's take a picture, you and me. 这首歌。复习到目前为止所学的内容。看看关于北京学生能说些什么。关于故宫博物馆呢？詹妮和丹尼看见公园里的人们正在做什么呢？

• 教师假装在拍摄照片，问：What am I doing? 学生应当回答：Taking a picture.

课文导入

让学生翻开课本第 26 页。告诉他们，今天将要学习世界奇观——长城。他们还会学到在城市中行走需要遵循的安全规则。

新概念

1. On the Great Wall

• 说：Open your book to page 26, Part 1. 指着每一幅图片，问：What is this? What are they doing?

• 现在，播放录音，学生看书跟读。

• 让三名学生朗读对话。

● 演示 ●

让一名自告奋勇者来示范对话。

教师：Where are Danny, Jenny and Li Ming?

学生：On the Great Wall.

教师：How old is the Great Wall?

学生：It's about 2000 years old.

教师：How long is it?

学生：It's about 6000 kilometres.

教师：Well done! Thank you.

教学提示



支持学生

如果教师看到一名自告奋勇者在说出某个单词或短语非常吃力时，一定要毫不迟疑地提示一两个单词来帮助他们渡过难关。教师可以重述自己的问题或学生的答案。一定要给试图回答问题的学生支持和表扬，无论他们的答案是否

2. On the way back

- Use the flash cards to teach the new vocabulary **feel, tired, stop, wait, afraid** together. Show each card, say the word, and do actions to show what each word means. Write the words in big letters and say them aloud as you write them. Point to each word and ask a student to stand and say the word.

- Write on the blackboard: **Be careful when you cross the street.** Say the words and have the students repeat after you. Ask someone to tell you why Danny is afraid.

- Now, play the audiotape and follow along.

●Demonstrate●

Show how to make an action for **tired**. You can pretend to make a big yawn, holding your hand over your mouth. When do this, say **I am tired**. Ask the students to repeat after you.

Show how to make an action for **afraid**. Make a big facial expression and shake your arms. When you do this, say **I am afraid**. Ask the students to repeat after you.

●Practice●

Divide the class into small groups. Ask them to take out their pencils and crayons and each group makes a sign with one of the following on it:

Be careful when you cross the street.

Wait at the traffic lights.

Stop and look before you cross the street.

3. Let's do it!

1. Read Part 1 and Part 2. Ask and answer.

Divide the class into pairs. Ask everyone to look at page 27, the first activity. Explain that they read Part 1 and 2, and then take turns asking and answering the five questions.

Answers: a. They take a bus to go to the Great Wall./They go to the Great Wall by bus. b. It's about 2000 years old. c. It's about 6000 kilometres. d. He feels tired and hungry. e. Yes, he is.

2. Look and write.

Here, the students look at the pictures and use the information in the pictures to fill in the blanks in the four statements below the pictures.

Answers: a. tired b. wait c. afraid d. stop

3. Talk more about Beijing.

Ask the students to look at the bottom of page 27. Take a few minutes to talk about the four pictures. These are things you will find in Beijing. The students can use these as they begin to talk more about Beijing.

Before they begin, you can give them more examples of things they might talk about. E.g. lots of people, many cars, the subway, the Great Hall of the People

正确。

2. On the way back

- 用词汇卡片来教授 feel, tired, stop, wait, afraid。展示每一张卡片并说出单词，同时做出相应的动作。在黑板上用大写字母写出这些单词，并大声朗读。指着每一个单词，让一名学生起立朗读。

- 在黑板上写：Be careful when you cross the street. 读句子并让学生跟读。提问学生丹尼为什么会害怕。

- 现在，播放录音，学生跟读。

● 演示 ●

用动作演示 tired。教师可以假装打一个大呵欠，用手捂着嘴。当做一个动作的时候，说 I am tired. 让学生重复这个句子。

用动作演示 afraid。做一个夸张的面部表情，并挥动双臂。当教师做一个动作的时候，说 I am afraid. 让学生重复这个句子。

● 练习 ●

把全班分成几个小组。让他们拿出铅笔和彩色蜡笔，每个小组做一个标识牌，并写上下面的某个句子：

Be careful when you cross the street.

Wait at the traffic lights.

Stop and look before you cross the street.

3. Let's do it!

1. Read Part 1 and Part 2. Ask and answer.

把全班分为两人小组。翻到课本 27 页，看第一个活动。向学生解释，他们需要阅读课文第 1 部分和第 2 部分，然后轮流就这五个问题进行问答。

答案：a. They take a bus to go to the Great Wall./They go to the Great Wall by bus. b. It's about 2000 years old. c. It's about 6000 kilometres. d. He feels tired and hungry. e. Yes, he is.

2. Look and write.

学生需要观察图片，运用图片中的信息将图下四句话中的单词补充完整。

答案：a. tired b. wait c. afraid d. stop

3. Talk more about Beijing.

让学生看第 27 页下方的内容。用几分钟时间来讨论这四幅图。这些是可以在北京看到的地方。学生可以利用这些图片来谈论北京更多的情况。

CHECK FOR UNDERSTANDING.....

Activity Book

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

CLASS CLOSING.....

Teacher: **Good work today! Give yourselves three big claps! Now give yourselves two little claps. You can now go! Goodbye!**

在学生开始讨论之前，教师可以提供更多的示例内容，例如：lots of people, many cars, the subway, the Great Hall of the People

巩固检验

《活动手册》

帮助学生找到需要做的练习。打开那页并举起来。

结束课堂教学

教师：Good work today! Give yourselves three big claps! Now give yourselves two little claps. You can now go! Goodbye!

Lesson 11 Shopping in Beijing

Lesson 11 Shopping in Beijing

1 On Wangfujing Street

Danny, Jenny, Li Ming and Mrs. Li are shopping on Wangfujing Street. Danny's tail hurts, but he loves shopping.

Jenny buys a scarf for her mother, some tea for her father, a kite for her sister and a cap for her brother.

Danny is so busy. He looks in fifteen shops. Mrs. Li, Li Ming and Jenny sit down.



Here's Danny! What does he have? It's a big panda!



28

Let's do it!

1. Read Part 1. Answer the questions.



- Does Danny go shopping?
- What does Jenny buy?
- Is Danny busy?
- What does Danny buy?

2. Read and write.

What do you want to buy for your family?

I want to buy _____ for my mother,

_____ for my father,



3 Listen and repeat.

'family	'afternoon	'animal	'elephant
ba'nana	'vegetable	'library	'hospital

29

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **for**, **busy**
2. Students will be able to recognize, understand and use the following basic sentence structures:

Jenny buys ____ for ____.

What time is it?

It's two o'clock. /It's 2:30.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 11
- Flash cards for **for**, **busy**
- Pictures of busy shopping districts in Beijing and/or other cities around the world

第11课 在北京购物



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: for, busy
2. 学生能认读、理解并运用下列基本句型结构:
Jenny buys ____ for ____.
What time is it?
It's two o'clock./ It's 2:30.

教学准备

- 第 11 课的录音带或教学光盘
- for, busy 的词汇卡片
- 北京和 / 或世界上其他城市繁华购物区的图片

- If possible, bring some items to class for a pretend shopping trip.

CLASS OPENING AND REVIEW

Greeting

• Greet your students as they arrive for class. Ask questions to see what information students can recall from the previous lesson:

How old is the Great Wall?

How long is the Great Wall?

What safety rule should you follow when walking in a city?

• Write these on the blackboard and point to each word and say it aloud. The students will repeat after you:

Be careful when you cross the street.

Wait at the traffic lights.

Stop and look before you cross the street.

Lesson Hook

Teacher: **After visiting Tian'anmen Square and the Great Wall, what do they do today? They go shopping on Wangfujing Street. Let's find out what happens when everyone goes shopping in Beijing.**

NEW CONCEPTS

1. On Wangfujing Street

• Use the picture cards to teach the new vocabulary **for**, **busy**. Write the words in big letters and say them aloud as you write them.

• Write this sentence on the blackboard: **I buy a kite for my brother.** Say the sentence aloud. The students repeat after you. Then ask some questions to help the students make the connection between **for** and the person: **Who is the kite for? Is it for my father? Is it for my mother? No, the kite is for my brother.**

• When you are confident that most students understand the new vocabulary, ask them to look at page 28, Part 1. Point to each picture and ask: **What is this? What are they doing?**

• Play the audiotape once while everyone sits and listens quietly. After you have played the audiotape, ask these questions:

Does Danny enjoy shopping?

What is wrong with Danny today?

What does Jenny buy for her mother?

What does Jenny buy for her father?

• Ask the students to look at the four panels at the bottom of page 28. First, talk about what they see in the panels. Help them to understand the basic content. Teach them how to ask a time: **What time is it?** and how to answer a time at an exactly hour and at half hour: **It's two o'clock. It's 2:30.**

• Now, play the audiotape for this part and everyone reads along with it.

- 如果可能，带到班上一些物品，准备一场假装的购物之旅。

开始上课和复习

问候

- 当学生进入教室时向他们问好。提出以下问题看学生能回忆起上节课的哪些内容。
How old is the Great Wall?
How long is the Great Wall?
What safety rule should you follow when walking in a city?
- 在黑板上写出下列内容，指着每个单词大声朗读。让学生跟读。
Be careful when you cross the street.
Wait at the traffic lights.
Stop and look before you cross the street.

课文导入

教师：After visiting Tian'anmen Square and the Great Wall, what do they do today? They go shopping in Wangfujing Street. Let's find out what happens when everyone goes shopping in Beijing.

新概念

1. On Wangfujing Street

- 用词汇卡片教授 for, busy。在黑板上用大写字母边写单词边大声读出来。
- 在黑板上写下这个句子：I buy a kite for my brother. 大声朗读句子。让学生跟读。然后提出一些问题帮助学生理解 for 和人物之间的关系。Who is the kite for? Is it for my father? Is it for my mother? No, the kite is for my brother.
- 当教师确信多数学生已经理解了新单词的含义，让他们看教科书 28 页，第 1 部分。指着每幅图片问：What is this? What are they doing?
- 播放录音，让学生坐好仔细听。录音播放完毕，问下列问题：
Does Danny enjoy shopping?
What is wrong with Danny today?
What does Jenny buy for her mother?
What does Jenny buy for her father?
- 让学生看第 28 页下面的四个图框。首先，讨论看到了什么。帮助学生理解本部分的基本内容。教给他们如何询问时间：What time is it? 以及如何回答具体的几点或者半点：It's two o'clock. It's 2:30.
- 现在，播放录音，让学生跟读。

●Demonstrate●

Put some of the items that you brought to class on a table or desk. Ask for volunteers to come forward. Ask them to pretend they are shopping. They each select an item. You ask them: **Who did you buy that for?** The students respond using: **This is for my _____.**

●Practice●

Ask and Answer

Teacher: **What are Mrs. Li, Li Ming and Jenny doing?**

Class: **They are sitting on a chair.**

Teacher: **Why?**

Class: **They are tired.**

Teacher: **What time is it at first?**

Class: **Half past two.**

Teacher: **How long are they sitting there?**

Class: **30 minutes.**

Teacher: **What does Danny buy?**

Class: **A big panda.**

Group Work

Divide the class into small groups. Ask each group to make up a dialogue about shopping for gifts on a trip. Please read about making up dialogues in “Teaching Techniques”.

2. Let's do it!

1. Read Part 1. Answer the questions.

Here, the students work in pairs. Look at page 29, Part 2. Explain what to do. They re-read Part 1, then answer the questions orally. They take turns asking and answering.

Answers: Yes, he does. Jenny buys a scarf for her mother, some tea for her father, a kite for her sister and a cap for her brother. Yes, he is. He buys a big panda.

2. Read and write.

Students work alone for this exercise. They pretend they are going shopping. They have a list of people they wish to buy things for. They decide what they will buy and fill in the lines on the list.

3. Listen and repeat.

Take a few minutes to talk about the importance of placing the syllable stress in the right place when speaking English. Ask the students to look at Part 3, bottom of page 29. Play the audiotape as the students listen and follow along. Play the tape three or four times while everyone listens.

Now, write each word on the blackboard. Say the word. Make sure you exaggerate the stress syllable so the students can really hear it. The students repeat after you. Keep going until you have covered all eight words.

● 演示 ●

在桌子上放置一些带来的物品。让自告奋勇者到前面来。告诉他们假装在购物，每个人挑选一件物品。问他们：Who did you buy that for? 学生用下面的句式回答：This is for my _____.

● 练习 ●

回答

教师：What are Mrs. Li, Li Ming and Jenny doing?

全班：They are sitting on a chair.

教师：Why?

全班：They are tired.

教师：What time is it at first?

全班：Half past two.

教师：How long are they sitting there?

全班：30 minutes.

教师：What does Danny buy?

全班：A big panda.

小组活动

把全班分成几个小组。让每个小组编一个关于在旅途中购买礼物的对话。请阅读“教学技巧”中关于编写对话的内容。

2. Let's do it!

1. Read Part 1. Answer the questions.

两人一组进行活动。看 29 页，第 2 部分。解释活动要求。让学生重新阅读课文第 1 部分，然后口头回答问题。学生轮流问答。

答案：Yes, he does. Jenny buys a scarf for her mother, some tea for her father, a kite for her sister and a cap for her brother. Yes, he is. He buys a big panda.

2. Read and write.

学生独立完成本活动。他们假装要去购物，手中有要送礼物的人员名单。决定买什么礼物，然后填写在购物单的横线上。

3. Listen and repeat.

用几分钟时间谈论讲英语时重音的重要性。让学生看 29 页底部的第 3 部分。播放录音，让学生跟读。播放三遍或四遍，让大家都仔细听。

现在，在黑板上写出每个单词，并读出来。确保夸张地读出重音，这样学生才能真正听到。教师朗读，学生跟读，直到读完这八个单词。

CHECK FOR UNDERSTANDING.....

Activity Book

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

CLASS CLOSING.....

Teacher: **Great class! Did you have fun? As you leave the class today by row, whisper me your favourite place in Beijing.**

巩固检验

《活动手册》

帮助学生找到需要做的练习，打开那页并举起来。

结束课堂教学

教师：Great class! Did you have fun? As you leave the class today by row, whisper me your favourite place in Beijing.

Lesson 12 A Visit to the Great Wall

Lesson 12 A Visit to the Great Wall

Story time

1

Today, Mrs. Li, Jenny, Danny and Li Ming are going to the Great Wall by bus.

2

"In China, we call the Great Wall 'The Ten-Thousand-Li Great Wall'," says Li Ming.

3

"The Great Wall is very old and very long. The oldest part is more than 2000 years old," Li Ming goes on. Danny and Jenny want to know more about the Great Wall.

4

"Well, in China, people say 'He who does not go to the Great Wall is not a true man'," says Li Ming.

5

"Great! So now I am a true man! Let me write my name on the Great Wall," says Danny.
 "No, Danny! Don't draw or write on the Great Wall! Let's keep it clean and beautiful," says Li Ming.

6

"What a wonderful place to visit!" says Jenny. "We are lucky to see it."

30

31

★ Read and talk

- What's the Chinese saying about the Great Wall?
- How can we keep the Great Wall clean and beautiful?
- Talk about the Great Wall with your friends.

TEACHING GOALS

1. Students will listen to, and understand the simple story.
2. Students will ask and answer questions about the story.
3. Students will retell the story for their classmates.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 12

CLASS OPENING AND REVIEW

Greeting

Greet your students: **Hello everybody. Welcome boys and girls.**

第12课 长城之旅



MY TEACHING NOTES

教学目标

1. 学生能听懂和理解这个简单的故事。
2. 学生能就故事内容进行问答。
3. 学生能向同学复述故事。

教学准备

- 第 12 课的录音带或教学光盘

开始上课和复习

问候

向学生问好: Hello everybody. Welcome boys and girls.

When your students have settled into their seats, get students to recall as many things as they can about the sights in Beijing. Ask:

What do you know about Tian'anmen Square?

What did you learn about the Great Wall?

Would you like to see the Palace Museum?

Lesson Hook

Ask the students to open their books to page 30. Tell them that they are going to read a story that will give them more information about the Great Wall.

NEW CONCEPTS

Story time: A Visit to the Great Wall

Prepare to Read

Look at the pictures and talk about what the students see in each panel. As students tell you what they see, make notes on the blackboard. Help the students by asking questions.

How do Mrs. Li, Jenny, Danny and Li Ming go to the Great Wall?

What do we call the Great Wall in China?

Are Danny and Jenny interested in the Great Wall?

Do you know the Chinese saying about the Great Wall?

Why can't Danny draw or write on the Great Wall?

Read the Story

•Talk about the pictures•

Panel 1

What do you see in this picture?

Everyone is on the bus and they are going to visit the Great Wall.

Panel 2

Where are they now?

They have arrived at the Great Wall. Look at how happy the children are! They learn that the Great Wall is called “The Ten-Thousand Li Great Wall” in China. Li Ming gives Danny and Jenny information about the Great Wall.

Panel 3

Here they are walking on the Great Wall. What do they learn now? They learn that the Great Wall is old. Some parts are 2000 years old. That is old! More walls were built over time. That is how the Great Wall that we know today was finally made.

Panel 4

Now, they stop to talk some more. Li Ming tells them an interesting fact about the Great Wall and China. People say that you must visit the Great Wall if you wish to be known as a true man.

Panel 5

Danny feels that he is a true man now. He is visiting the Great Wall. He wants to write his name on the Great Wall. Li Ming is upset. He tells Danny not to draw or write on the Great Wall. Why? Because it is everyone's responsibility to keep the Great Wall clean and

当学生坐好以后，让他们尽可能多地回忆关于北京景观的内容。问：
What do you know about Tian'anmen Square?
What did you learn about the Great Wall?
Would you like to see the Palace Museum?

课文导入

让学生翻到教科书第 30 页。告诉他们将阅读一篇可以提供更多关于长城信息的故事。

新概念

Story time: A Visit to the Great Wall

读前活动

观察图片并讨论在每幅图中看到了什么。把学生回答的内容要点在黑板上记录下来。用问题的方式来帮助学生理解。

How do Mrs. Li, Jenny, Danny and Li Ming go to the Great Wall?

What do we call the Great Wall in China?

Are Danny and Jenny interested in the Great Wall?

Do you know the Chinese saying about the Great Wall?

Why can't Danny draw or write on the Great Wall?

阅读活动

● 谈论图片 ●

图 1

在这幅图中你们看到了什么？

大家都坐在公共汽车里，要去参观长城。

图 2

现在他们在哪里？

他们到了长城。看孩子们多高兴啊！他们了解到长城在中国叫作“万里长城”。

李明给丹尼和詹妮讲述了关于长城的知识。

图 3

这幅图中，他们正走在长城上。现在他们在了解什么呢？他们了解到长城很古老。有些部分有 2000 年的历史了。多么古老啊！随着时间推移，更多的城墙被修建，这就是今天我们所看到的长城。

图 4

现在，他们停下来谈论更多关于长城的内容。李明讲述了一件关于长城和中国的有趣的事情。人们说，如果想让大家知道自己是“好汉”，就必须去游览长城。

图 5

丹尼觉得自己现在是个真正的“好汉”了，因为他登上了长城。他想把自己的名字写在长城上。李明很不开心。他告诉丹尼不要在长城上乱画乱写。为什么呢？因为

beautiful. Do you agree? Of course you do.

Pane 6

The children are leaving now. Jenny is amazed. She is really happy. She knows how lucky she is to visit the Great Wall.

•Listen to the story•

Play the audiotape for the story. Everyone sits quietly and follows along. Play the tape again, but this time everyone reads together as the tape plays.

Now, ask volunteers to take turns trying to read the story. Ask a student to stand and tell him/her **Let's read this part of the story.** Point to the panel and help the student read it aloud to the rest of the class. Continue with new volunteers until all the panels are read aloud.

After Reading

•Make a sign•

Talk to the students about why it is important to take care of things such as the Great Wall. They are part of our heritage and history. They should be respected and protected at all times. That is why you can not draw or write on the Great Wall. That is why you can not throw garbage when you are visiting the sights of China.

Divide the class into small groups. They decide on a message they want to post at the Great Wall about taking care of it and keeping it beautiful and clean. Give them time to make their signs. When they are done, ask volunteers to read the signs. Then, post the signs around the classroom.

•Read and talk•

Let the students look at the bottom of page 31. Help the students understand what they must do for this part. Read the three questions aloud and make sure the students know what to do. Divide the class into small groups and talk about the story and what they know after reading it. The group should first read the story again together. Then, they ask and answer questions given.

- **What's the Chinese saying about the Great Wall?**
- **How can we keep the Great Wall clean and beautiful?**
- **Talk about the Great Wall with your friends.**

•Talk and act•

The students should be able to answer the two questions easily. Ask: **Who is going to Beijing?** Wait for responses. Then ask: **What happens to Danny?**

Divide the class into groups of three, one girl, two boys. Each group will practice the story and present it to the rest of the class.

1. Danny 2. Jenny 3. Li Ming

Explain what you want the groups to do. First they decide who plays which role. Then, they read the story together and decide how to present it. Ask some groups to present in Chinese. Other groups present in English.

CLASS CLOSING

Tell the students they did a great job today. Teacher: **Well done, class! Good for you!** Remind them that there will be a unit review next class and they will be able to show how much they have learned in the unit.

保护长城清洁和美丽是每个人的责任。你赞同这个观点吗？你肯定会赞同的。

图6

孩子们就要离开了。詹妮很感慨。她由衷地感到高兴。她觉得自己能来参观长城是非常幸运的。

● 听故事 ●

播放故事录音。学生安静聆听。再次播放录音，所有学生跟读。

现在，让自告奋勇的学生轮流读这个故事。让一名学生起立并对他 / 她说：Let's read this part of the story. 指着图框，帮助学生大声朗读。继续让不同的学生朗读，直到所有内容都读完。

读后活动

● 做指示牌 ●

向学生解释为什么保护像长城这样的名胜古迹很重要。因为它们是我们的历史遗产和文化的一部分，无论何时都应该受到尊重和保护。所以不能在长城上乱写乱画，不能在景点乱扔垃圾。

把学生分为几个小组。学生决定要在长城上制作什么指示牌来保护长城的美丽和清洁。给他们一定的时间来制作。做完后，让自告奋勇的学生朗读指示牌的文字。然后，把指示牌张贴在教室里面。

● 阅读并讨论 ●

让学生看第31页底部的内容。帮助学生理解他们需要做什么。教师把三个问题大声读一遍，确保学生知道做什么。把全班分成小组，谈论故事内容，以及读后他们知道了什么。各小组应该首先把故事再一起读一遍。然后，就给出的问题进行问答。

- What's the Chinese saying about the Great Wall?
- How can we keep the Great Wall clean and beautiful?
- Talk about the Great Wall with your friends.

● 说说演演 ●

学生应该能够轻松地回答这两个问题。问：Who is going to Beijing? 等待回答。然后问：What happens to Danny?

把全班分成三人一组，每组有一个女孩和两个男孩。每组都要练习这个故事并为全班表演。

1. 丹尼
2. 詹妮
3. 李明

向学生解释他们的任务。首先要决定自己的角色。然后一起阅读故事并决定如何表演。让几个小组用汉语表演，其他小组用英语表演。

结束课堂教学

告诉学生他们今天表现得很棒。教师：Well done, class! Good for you! 提醒学生接下来是单元复习课，他们能够展示对本单元知识的掌握程度。

Again, Please!

Again, Please!

1 Listen and tick.

2 Listen and write.

- Look, there are many _____.
- Don't be _____.
- Mary is playing. She is _____.
- There are many _____.
- _____! The tea _____.

3 Listen and number.

4 Look and write.

girls were sitting _____

These children are running. They are fast.

The _____ are _____.

They are _____.

5 Read and match.

- How old is the Palace Museum?
- May I take your picture?
- Can you fly a kite?
- Who is singing?
- I can't find my camera.

6 Read. Tick or cross.

Friday, Oct. 2

9:30 arrive in Beijing

10:00 go to the Palace Museum

11:30 have lunch

12:10 go to Tian'anmen Square

2:30 visit the Great Wall

8:30 go shopping

- ☐ Li Lin arrives in Beijing at nine.
- ☐ At ten o'clock, Li Lin goes to the Palace Museum.
- ☐ Li Lin has lunch in the restaurant.
- ☐ At twelve ten, Li Lin goes to Tian'anmen Square.
- ☐ Li Lin goes shopping at nine.

7 Complete the dialogue.

Tom: It's sunny today. _____

John: Great! _____

Tom: Let's take a bus. _____

John: How far is it from here to the park?

Tom: _____

John: It's not far. _____

Tom: Okay!

A. How can we get there? B. About two kilometres.

C. Let's go to the park. D. Let's walk.

8 Read and write.

take help for feel be

Sue: Hi, Bill. Here is a new kite. _____ you. Can you fly a kite?

Bill: Sorry, I can't.

Sue: It's easy. I can _____ you.

Bill: Oh, it's too difficult.

Sue: _____ careful. The kite is falling. Run! Run!

Bill: The kite is flying. I can fly it.

Sue: Let me _____ your picture. Say cheese.

Bill: Cheese!

Sue: Do you _____ happy today?

Bill: Yes, I do.

35

9 Look and talk.

- Does Danny fly a kite on Tian'anmen Square? What happens?
- Does Danny take a picture at the Palace Museum? What happens?
- Does Danny go to the Great Wall? What happens?
- Does Danny go shopping on Wangfujing Street? What happens?

10 How am I doing?

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

36

TEACHING GOALS

- Students will complete nine exercises to demonstrate their individual listening, speaking, reading and writing skills.
- Students will perform a self-evaluation of their progress in this unit.

TEACHING PREPARATION

- Audiotape or multimedia CD for Again, Please!

CLASS OPENING

Greeting

Great your students as they arrive for class. Wait for the students to take their seats, then ask them to open their books to page 32.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生要完成九项活动来展示他们各自的听、说、读、写技能。
2. 学生将要完成一个表明在此单元他们进步程度的自我评价表。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

当学生到达教室时向他们问好。等他们坐好以后，让他们翻到教科书第 32 页。

Teaching Tip



Give plenty of time when testing

Research into EFL learners has found that non-native speakers at all levels of proficiency read 50–70 percent slower in their new language than they do in their own language. Keep this in mind, and give lots of time when testing your students, especially when a good deal of reading is required before answering the questions.

Lesson Hook

Remind the students that this is not a test. It is a chance for them to show you and themselves how much they have learned so far. Tell them that they cannot improve if they do not know their strengths and their weaknesses. Take a few minutes to go through the nine exercises and explain what you want them to do.

REVIEW

1. Listen and tick.

Here, the students will hear some statements. They listen to each statement and then put a tick in the small box at the bottom right of each picture if the picture matches what they hear on the audiotape.

The audiotape says:

1. Look, there are some children. They are crying.
2. Jenny can fly her kite very high. She is happy.
3. Be careful! Oh, Danny is falling.
4. It is about 6000 kilometres long. It's very famous in China.

Answers: 1. Picture 2 2. Picture 1 3. Picture 2 4. Picture 1

2. Listen and write.

The students will listen to the audiotape and fill in the blanks according to what they hear.

The audiotape says:

1. Look, there are many women and men in the park.
2. Don't be afraid. I can help you.
3. Mary is playing. She is happy.
4. There are many children. They are talking.
5. Wait! The tea is too hot.

Answers: 1. women, men 2. afraid, help 3. happy 4. children, talking 5. Wait

3. Listen and number.

They will hear some sentences on the audiotape. They listen to the sentences and look at the six pictures. They number the pictures according to when they hear the information. They put a "1" on the picture that they hear about first, "2" on the next picture they hear about, and so on until all six pictures are numbered.

教学提示



当测试的时候给予足够的时间

通过对 EFL 学习者的调查发现，无论什么水平的学习者在阅读新的语言时都会比阅读母语的速度降低 50 ~ 70%。记住这一点，测试学生时要给予学生更多的时间，尤其是回答问题前需要大量阅读时。

课文导入

提醒学生这并不是一次测试，而是一个展示所学知识的良好机会。告诉他们，如果不清楚自己的优势和不足就无法进步。用几分钟时间浏览一下这九道练习，并解释题目要求。

复习

1. Listen and tick.

学生会听到几个句子。仔细听每个句子，如果图片和所听到的内容相匹配就在该图片右下角的方框里打勾。

录音内容如下：

1. Look, there are some children. They are crying.
2. Jenny can fly her kite very high. She is happy.
3. Be careful! Oh, Danny is falling.
4. It is about 6000 kilometres long. It's very famous in China.

答案：1. 图 2 2. 图 1 3. 图 2 4. 图 1

2. Listen and write.

学生听录音并根据所听到的内容填空。

录音内容如下：

1. Look, there are many women and men in the park.
2. Don't be afraid. I can help you.
3. Mary is playing. She is happy.
4. There are many children. They are talking.
5. Wait! The tea is too hot.

答案：1. women, men 2. afraid, help 3. happy 4. children, talking 5. Wait

3. Listen and number.

学生将会听到一些句子。听录音并观察这六幅图片。根据听到的顺序给图片标号，最先听到的标 1，接下来标 2，直到六幅图片都标完。

The audiotape says:

1. May I take your picture, Jenny?
2. The Great Wall is very old and very long.
3. We see some chairs and tables in the window. They're old.
4. Danny, Jenny, Li Ming and Mrs. Li are shopping.
5. There are too many cars and buses on the street.
6. Danny can't fly a kite. He hurts his arm. He is sad.

Answers: 4-3-5-2-6-1

4. Look and write.

There is a word list at the top of the exercise. The students fill in the blanks in the sentences with the correct words from the list.

Answers: men, sitting, tired, girls, crying, sad, women, singing, happy

5. Read and match.

Here, there are sentences on the right and sentences on the left. The task is to match each sentence on the left with the correct response on the right.

Answers: 1. E 2. A 3. B 4. C 5. D

6. Read. Tick or cross.

The students read the list of times and things to do. They then use the information to decide if the sentences below are true or false. They tick or cross, depending on what they decide.

Answers: 1. × 2. √ 3. √ 4. × 5. ×

7. Complete the dialogue.

For this exercise, the students will fill in the blanks with the correct sentences from the list below.

Answers: C-A-B-D

8. Read and write.

Here, the students use the word list to fill in the blanks.

Answers: for, help, Be, take, feel

9. Look and talk.

Here, the students must recall some key information from the previous six lessons and then talk about it. Divide the class into pairs. They look at the pictures. One student reads the questions, the other student answers orally. Then, they switch and repeat.

10. How am I doing?

Take a few minutes to review the purpose of the evaluation. Explain that the purpose of evaluation is that you can discover your strong points and your weak points. Once you know what these are, you can then focus your learning efforts to improve your weak points. If they give themselves many stars but really do not understand the material, things will get worse as time goes on and they fall further behind and cannot keep up.

录音内容如下:

1. May I take your picture, Jenny?
2. The Great Wall is very old and very long.
3. We see some chairs and tables in the window. They're old.
4. Danny, Jenny, Li Ming and Mrs. Li are shopping.
5. There are too many cars and buses on the street.
6. Danny can't fly a kite. He hurts his arm. He is sad.

答案: 4-3-5-2-6-1

4. Look and write.

练习上方有一个词汇列表。学生用所给词的正确形式填空。

答案: men, sitting, tired, girls, crying, sad, women, singing, happy

5. Read and match.

在这里,左右两侧都有句子。学生的任务就是把左面的句子和右面的应答搭配起来。

答案: 1. E 2. A 3. B 4. C 5. D

6. Read. Tick or cross.

学生阅读列表中的时间和要做的事情,然后根据信息判断下面的句子是否正确。根据自己的判断打勾或画叉。

答案: 1. × 2. √ 3. √ 4. × 5. ×

7. Complete the dialogue.

在这个练习中,学生从下面的列表中选择正确的句子填空。

答案: C-A-B-D

8. Read and write.

学生用词汇列表中的单词填空。

答案: for, help, Be, take, feel

9. Look and talk.

学生需要回忆前六课的重点内容并展开讨论。两人一组,观察图片,一个学生读出问题,另一个学生口头回答。然后交换角色,继续问答。

10. How am I doing?

用几分钟时间回顾评价的目的。向学生解释,评价的目的不过是认清自己的优势和不足,这样,就会把学习重点放在提高不足方面。如果学生给自己的星星太多,而实际上并不真正理解知识,随着时间流逝,情况会变得更糟,他们会越来越落后,最后就跟不上课了。

CLASS CLOSING

.....

Say goodbye to your students and tell them that next time they will begin another new unit. Jenny and Danny will write to Canada. They will use some ways to connect with their family and friends.

结束课堂教学

和学生说再见，告诉他们下节课将学习新的单元。詹妮和丹尼要写信给加拿大了。他们会用不同的方式与家人和朋友联系。

Teaching Techniques

Ways to Introduce Vocabulary.....

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

Show an Object

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can. For example, in Unit 4, bring a police hat to illustrate police officer.

Show a Picture

Your large teacher's vocabulary cards each present a picture to illustrate new words. Show other pictures, too. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

Draw a Picture

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent **birthday party**, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent **school**. You can quickly

教学

技巧

词汇教学方法.....

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

利用实物

一件实物，学生看得见，摸得着，因而往往能有力地演示一个新的概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量将实物带到课堂上来。像讲到第4单元时，可带顶警察帽子到班上，以表明 **police officer** 的意义。

利用图片

教师词汇大卡片，每一张均表明一个词。还可向学生展示一些其他图片。可以利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画出来

如果找不到图片展示（给学生看），可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表明诸如 **his**, **her**, **he**, **she** 和 **they** 之类的概念。可教会学生辨认表示一些难以表明意义的名词的简单图画。例如，画三个气球表示 **birthday party**，画一只碗外

draw a series of faces and expressions (for example, **happy** and **sad**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like**. You can draw pictures to illustrate concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as colour or circle, or how to make letters of the alphabet.

Perform an Action

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

Role-play

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

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

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

Use the Student Book

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

Write and Repeat

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

加筷子以代表 food, 或者画幢大建筑物, 其大门上方挂着一块牌子, 以表示 school。你也可以快速地画一系列脸形和表情 (如 happy 和 sad), 以表示不同的感情; 可以画些脸形, 以表现诸如 I like/ I don't like... 之类的抽象概念; 可画些画, 表现如 crying 或 singing 等概念; 还可以画些画以表示学生学的动作, 如 colour 或 circle, 或怎样书写字母等。

用形体动作表现

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

角色扮演

只要可能, 不妨扩大表现范围, 进行角色扮演。可以自己扮演。例如, 要表示 I'm cold 这一概念, 可以 (装做) 发抖, 皱眉头, 发出 Br-r-r-r 的声音, 跺脚, 双臂紧抱身体等, 边做动作边说: Oh, I'm cold. I feel cold. 让一个学生关上窗, 再说: Oh, I'm so cold. It's cold here. Cold. Very Cold. 可假装穿毛衣。关上窗子之后, 边假装感到暖和起来了, 边说: Oh, that's much better. I'm not cold now.

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

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

利用《教科书》

《教科书》每一个新词都是以词配画的形式出现的。通过图画和演示向学生介绍某个新词之后, 请学生们仔细看课本上的词和图画。你每念一个词, 问学生: Where is the _____? 可请学生指到那个词。学生们可边指着课本上的图画, 边互相提问: What's this? 学生也可跟着你朗读该词。

板书并重复

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

Translate

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

Compare

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

Use Examples

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

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

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

Is he talking? Is she talking?

What are you doing? Are you talking?

No, you're not talking.

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

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

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

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

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

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

Sing a Song

Because songs use rhyme and repetition that make the new word (s) easy to remember, the students often learn new vocabulary and structures quickly through a song. For example, “Do the Hokey Pokey” teaches the students the structure **Put your _____ in** and **Take your _____ out** because they sing it many times. Action songs, such as “Do the Hokey Pokey” and “This Is the Way We Walk to School,” are excellent because the students do actions while they repeat new words and structures many times.

Tell a Story

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

翻译

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

比较

在教授像反义词一类相互联系的概念 (如 long 与 short, old 与 young, straight 与 curly, big 与 little 时，有些老师往往将两个词同时教给学生，以对比其相反的意义。

举例

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

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

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

Is he talking? Is she talking?

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

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

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

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

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

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

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

唱歌

歌曲大量运用韵律和重复，歌中的新词易于记忆，而学生通过歌曲，往往能很快学会新词和新结构。例如，“Do the Hokey Pokey”目的就是教学生 Put your _____ in. Take your _____ out. 这两个结构，因为学生反复多次地唱，便于理解掌握。像“Do the Hokey Pokey”和“This Is the Way We Walk to School”这类动作歌就很好，这些歌儿使学生反复多次地边做动作边练习新词和新结构。

讲故事

听故事，尤其是反复提到某个词或集中于某个关键词的故事，往往能使学生很快将新词学到手。故事赋予新词以意义；故事让学生听到新鲜的说法。学生既记得住又喜爱故事。课本中有些对话每篇都讲述一个小故事。

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

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

Jenny: **Poor Danny! Why are you tired?**

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

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

Danny: **I can't go to bed! I must go to school. I must go to my English class.**

(Fall asleep and begin snoring loudly.)

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

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

Read a Story

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

A story-reading experience has three parts:

1. PREPARE TO READ

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

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

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

2. READ

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

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

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

Jenny: Poor Danny! Why are you tired?

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

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

Danny: I can't go to bed. I must go to school. I must go to my English class.

（入睡，接着开始打鼾）

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

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

读故事

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

阅读故事包括三个部分：

1. 阅读准备

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

记住：这类预测不必非正确不可！

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

2. 阅读

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

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

3. DISCUSS

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

Ways to Practice and Review Vocabulary.....

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

Use the Activity Book

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

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

3. 讨论

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

词汇练习和复习方法

你需要不断地与学生一道练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就都掌握了该单元的词汇。学后边的单元时，反复不断地用学生所熟悉的结构练习新的单词；将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

利用《活动手册》

《活动手册》提供了大量的笔头作业，帮助学生练习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画，又有填空以及每单元一次的测验。

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

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

Whenever possible, use the completed exercises to create conversation among your students. For example, in Lesson 20, the students draw pictures of a boy, girl, man and woman and make up sentences about these pictures. Every student's picture will be different. This is a good opportunity for the students to share their work in pairs or small groups, and describe their pictures in English.

Give Directions

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

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

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

Practice in Pairs and Small Groups

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

Sing a Song

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

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

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

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

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

只要有可能，尽量让学生就他们已完成的作业相互之间进行对话。例如，第 20 课要求学生画出男孩、女孩、男人、女人的画图，并就这些画编些句子。这就创造了良好的机会，通过学生们一对一或分小组交流，用英语描述各自画的画。

给出指令

给学生一些指令，并让他们按指令去做。例如：

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

这些指令能让学生参与活动，并表明他们对英语词汇理解的程度。

一对一和小组练习

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

唱歌

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

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

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

最后，再播放录音，让学生跟唱并做动作。

Play a Game

There are many games in the *Learning English* program for vocabulary practice. Refer to the “Games” section in the back of this guide, which contains specific directions for playing games.

Make Up a Dialogue

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

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

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

● WHO ●

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

● WHAT ●

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

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

做游戏

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

编对话

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

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。

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

●人物●

- 青蛙，蝴蝶，鱼。
- 牛仔或昔日其他什么人。
- 贤明的女王。
- 像勇敢的国王一类的英雄。
- 电影明星或电视演员。
- 猴子，狐狸，羊，狮子。
- 米老鼠或其他卡通人物。
- 农夫。
- 医生，护士，教师。

●情景●

- 救某人脱险。
- 一起躲藏着。
- 爬山。
- 想买点什么。
- 海上风暴。
- 比赛争胜负。
- 在公园玩耍。
- 出门作长途旅行。
- 刚结束一门很难的考试。

只要情景设计得有趣，你班上的学生就可以通过声音和动作，将一些很简单的结构变成一些极富戏剧性的对话。例如：学生可用这种方式创造戏剧性情景，以练习：
Hello, my name is _____. How are you? I'm fine. What's your name? My name is _____.
What's his/her name? Nice to meet you.

- WHO Mr. Wolf, Mr. Sheep and Miss Monkey.
 WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.
 WHO A boss, a worker and a little boy or girl.
 WHAT They are all stuck on an elevator that has stopped.
 WHO A father, mother, son and the son's friend who is very strange.
 WHAT The son is introducing his strange friend to his father and mother.
 WHO Two aliens and a human being.
 WHAT The aliens have just landed on Earth and are trying to make friends.

Use Puzzles and Riddles

The students may guess words through riddles like this:

I have four legs. I can stand up, but I can't sit down. What am I? (A desk.)

Drill

Here's a key rule: do not drill the students on words or structures unless they understand what they mean. Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun Drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and Answer:** Ask questions of individual students, groups of students (for example, **This row answer**) or the whole class. Do not ask a question before you have shown the students how to respond to the question. Use a variety of questions:
 - "Yes-No" Questions: **Is this a chair? (Yes/No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)**
 - "Or" Questions: **Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?**
 - "Wh" Questions: **What's this? Where is _____? What time is it? What colour is it?**
- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/ she, and Student 4 answers the question. Student 5 starts the chain over again.

For example:

Student 1: **What's your name?**

Student 2: **My name is Du.**

Student 3: **What's her name?**

Student 4: **Her name is Du.**

Student 5: **What's your name?**

After a few students, you can move the chain drill to another part of the classroom.

人物：狼先生，羊先生和猴女士。

情景：猴女士将狼先生介绍给羊先生，可羊先生很害怕狼先生。

人物：老板，工人，小男孩或小女孩。

情景：他们全都困在停住不动的电梯里了。

人物：父亲，母亲，儿子和儿子的一个怪怪的朋友。

情景：儿子将他那怪怪的朋友介绍给父母。

人物：两个外星人与一个地球人。

情景：两外星人刚在地球上着陆，正想法结交朋友。

利用智力测验和谜语

学生可以通过这类谜语猜词：

I have four legs. I can stand up, but I can't sit down. What am I? (桌子)

操练

千万注意：一定要在学生弄懂了单词或结构的意义之后，再行操练。好的教师一般采用几种操练法，从而避免单调乏味并让学生不断动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一齐重复，链式重复，你本人向小组或全班提问，并请个别学生向你提问。

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

- 问答：向个别学生、小组（如 This row answer）或全班提问。一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

— “一般问句”：Is this a chair? (Yes/ No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)

— “选择问句”：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?

— “特殊问句”：What's this? Where is _____? What time is it? What colour is it?

- 链式操练：可以从教室的任何一个地方开始。甲（生）提问，乙（生）回答；丙向丁提问，插入有关 He 或 She 的问句，丁回答。第五个同学又从头开始。如：

甲：What's your name?

乙：My name is Du.

丙：What's her name?

丁：Her name is Du.

戊：What's your name?

这部分学生轮完之后，可将链条延伸到另一部分学生那儿去。

- **Repetition Drill:** This is very mechanical. The students may not know the meaning of what they are saying, but this allows them to practice pronunciation.
Teacher: **Let's read a book.**
Student: **Let's read a book.**
Teacher: **Let's draw a picture.**
Student: **Let's draw a picture.**
- **Drill with Substitution:** This is more difficult than straight repetition, but it is still mechanical.
Teacher: **You want to read.**
Student: **Let's read a book.**
Teacher: **You want to draw.**
Student: **Let's draw a picture.**
- **Drill with Single Word Prompts:** This is even more difficult. The students must be able to construct their own sentence.
Teacher: **Book.**
Student: **Let's read a book.**
Teacher: **Draw.**
Student: **Let's draw a picture.**
- **Drill with Picture Prompts:** This is more difficult still. The students must construct their own sentence with no English word to prompt them.
Teacher: (Hold up a picture of a park.)
Student: **Let's _____.**
- **Drill with Free Substitution:** This is the most difficult. The students must understand the meaning in order to participate.
Teacher: **What do you want to do? Where do you want to go?**
Student: **I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.**

Ways to Check for Understanding

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

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

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

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

- 重复操练：这种练法很机械。学生不一定知道自己在说什么，但可以锻炼他们的发音。

教师：Let's read a book.

学生：Let's read a book.

教师：Let's draw a picture.

学生：Let's draw a picture.

- 替换练习：此法比直接重复稍难一些，但仍然是机械式的。

教师：You want to read.

学生：Let's read a book.

教师：You want to draw.

学生：Let's draw a picture.

- 单词提示法：此法比较难。学生必需自己造句。

教师：Book.

学生：Let's read a book.

教师：Draw.

学生：Let's draw a picture.

- 图片提示法：此法难度更大些。学生需在英语词提示的情况下自行造句。

教师：（举起一张公园照片）

学生：Let's _____.

- 自由替换法：此法最难。学生要想参加练习，必需懂得其意义。

教师：What do you want to do? Where do you want to go?

学生：I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.

怎样检查学生的理解情况

学生练习了某个新概念之后，你得检查一下，看他们是否理解其意。尽量不要迫使非常害羞和不情愿的学生独自当着全班的面回答，问谁愿意回答。例如：What's this?（指着某物）Who can answer? Volunteer?（举起手表明你要学生怎么做）Is there a volunteer?

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

本《教师用书》使用以下方法在课堂上检查理解情况：

Observe as the Students Practice

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

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

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

Li Hong - Cannot pronounce / θ / correctly.

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

Yi Yu Ming - Drops final consonants on many words.

When you have a large class (more than 40 students) , you may need to focus your observation on those students who appear to be having the most difficulty. Remember to move to all parts of the classroom, including the back rows, when you observe.

Ask the Students to Present

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

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

Play a Game or Sing a Song

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

Check the Activity Book

You have choices in how to evaluate activity-book exercises. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups. (This is suitable for drawing activities. The students can show each other their drawings and talk in English about their favourite foods.)

观察学生练习

无论何时，只要给学生时间，让他们一对一或分小组练习对话，或做《活动手册》上的作业，你都应在教室四处走动，仔细观察学生的练习情况。在这个过程中，尽量做到不干扰学生。

- 制作检查表：有些老师往往在连续几课的教学中就学生特别需要掌握的技能制作检查表，以了解情况。一般的做法是，将表夹在写字夹里，手拿写字夹，在课堂上四处走动，边听学生练习，边做笔记。表的一（左）边，列出全班学生的名字；空余部分的顶上，分栏列出各项技能，可在学生名字的旁（右）边作记号，以表明该生掌握的情况。例如，用+或-表示令人满意或不满意，或用1, 2, 3表示技能掌握的程度。

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

李红—/θ/音发得不准。

修洁—mouth, ear, eyes, nose 分不清。

易玉明—词末辅音吞音现象严重。

如果所教的班人数过多（多于40名学生），宜将注意力放在问题最多的那些学生身上。教师在观察过程中，记住：教室的各个地方都要走到，包括后面几排学生。

让学生表演

学生们以一对一或小组练习的方式做完某个问答练习之后，让三至五对或组自愿者上台前表演。

此外，学生编对话时，有些情况下也不妨请几个自愿者当着全班表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台前表演。如你每次都这么做，学生可能慢慢会认为其练习本身是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要寓学于乐，需要在自编对话的过程中发挥其想像力来运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。

检查《活动手册》

怎样批阅《活动手册》上的作业，可有多种选择。具体办法可视情况而定：课堂上还剩多少时间；学生对课文掌握的程度如何等。

- 可让学生在课堂上相互交流。学生可以与同伴（桌）或在小组内交流作业。（此法适宜绘画练习。学生可将自己画的东西给同学看，并用英语谈各自所喜爱的食物。）

- The students may exchange their activity books with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activity books at the end of the unit and check them. You might collect the activity books by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.
- Each review lesson is a test. This test provides you with a formal evaluation of the students' progress in that unit.

Ways to Teach Pronunciation.....

This guide does not offer detailed methods for teaching pronunciation. You need to consult an English-as-a-foreign-language textbook for that. Here, however, are a few guidelines:

Do not drill children on any word or structure unless they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching children the International Phonetic Alphabet (IPA). Young students are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English. IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say **thanks**.
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store**.
- Practice (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack**.
- When you teach an unfamiliar sound, teach a contrasting sound. For example when you teach "**th**" in **thin**, contrast it with **tin** and **din**.
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.

- 可让学生与同桌交流《活动手册》。可将正确答案告诉全班，学生就对方的作业相互打分。
- 上完一个单元之后，可将《活动手册》收集上来检查。可不定期地突然抽查；可选取特定的作业予以打分并记录；可“浏览”其他部分，仅查看学生是否做了，以及他们的具体困难在哪里。
- 每节复习课是一次测验。该测验能给你提供正式评价学生该单元学习成绩的依据。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己的意思。而国际音标是另一套抽象记忆符号，会给培养学生流利、自信地用英语表达自己的意思造成障碍。然而，国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当你能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语语音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。如，把舌尖置于上下齿之间说：thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store 等。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/bet, sit/set, bag/back, rag/rack 等。
- 当你在教学生不熟悉的语音时，可采取对比的方法。如教 thin 中 / θ / 的发音时，和 tin 及 din 相比较。
- 在硬纸板上做一个大的人头侧面图像，展示齿、腭、唇和喉咙。然后，把口腔部位从硬纸板上剪下来。操作时，手上裹一块红布或戴上连指手套。当你在教一个新学的语音时，把手从口腔的部位伸出，表现舌的运动。

- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as possible, without mixing up the words.

For example:

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape of native English speakers whenever possible for children to practice imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? ↗

Do you like ice cream? ↗

- Falling intonation occurs in statements and in questions that aren't answered yes/ no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. ↘

Here is my pencil. ↘

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

- 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。例如：

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议：


- 在起始年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会使学生通过听说本族语的人的录音进行模仿。
- 用 yes-no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? 

Do you like ice cream? 

- 陈述句和不用 yes-no 回答的问句用降调。其方式是在核心词或重读音节上提高音调，然后音调下降：

I like ice cream. 

Here is my pencil. 

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一个句子的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

Puppets, Posters and More

Making and Using Puppets.....

Puppets are excellent language-learning tools. They capture the students' attention. They encourage the students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to the students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide



手偶、 张贴画及其他

制作和利用手偶.....

手偶是很好的语言学习工具，能吸引学生的注意力，能鼓励学生用语言来练习和玩耍，能帮助害羞的学生有勇气开口。

作为教师，你可以用手偶为学生演示对话。例如《教科书》中的那些对话，也可以用它向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I feel happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩。学生彼此用手偶作练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。教师可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。



their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The students love to make puppets: It's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. The students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials. Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons — anything colourful. Use your imagination and have fun!

This puppet has a ping-pong ball for a head and a square of fabric for a body. Cut a hole in the ping-pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the ping-pong ball a face and some personality!

Making and Using Posters.....

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays.

Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

Teaching Posters

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 1 focuses on school objects. At the beginning of Unit 1, you should post pictures related to this theme (such as a **desk**, **chair**, **pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.**)

Other themes in this guide include colours, numbers, alphabet letters, foods, Western foods, fruits, parts of the body, family, actions (such as **jumping**, **singing**, **laughing**) and feelings (such as **happy**, **sad**, **tired**) . Make a poster for each of these themes.

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景。把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧钮扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶之前，教师应该教学生如何给手偶起名字，如何要需要的物品。在制作手偶期间，鼓励学生用英语交谈。

教师可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。教师可以用手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用钮扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给它添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想像力获取乐趣吧！

图中的这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

制作和利用张贴画.....

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，让学生们置身于英语环境中。

教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些东西，以帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学计划都有一个主题，集中归纳了学生要掌握的词汇。例如，第1单元着重讲述了学校物品。在第1单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这一主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图画的旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句。（例如：What's this? It's a desk.）

在这本参考书中，其他的主题包括颜色、数字、字母表、食物、西餐、水果、身体部位、家庭、动作（如 jumping, singing, laughing）和感情（如 happy, sad, tired）。为每一个这样的主题制作一幅张贴画。

Photograph Posters

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **He is standing. They are playing. Put your hand on your head.**

Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and artwork on the classroom wall.

Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimeters long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/ his/her name? My/ His/ Her name is _____**, make separate word-cards for:

What is
your
his
her
name?
My
His
Her
name is _____.

Make the word-cards about twenty-five centimeters long and twelve centimetres deep. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is _____** in another pocket panel. Insert the other word-cards (**your, his, her, My, His, Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

How many _____ do you have? I have _____.
Do you like _____? Yes, I like _____.

Making and Using Flannel Boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre deep and two metres long). Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

照片张贴画

拍下一些学生正在教室里活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如：He is standing. They are playing. Put your hand on your head.

学生张贴画

只要有可能，尽量让学生们自己制作词汇小张贴画，学生可以自己画，也可以从杂志上剪下图画，然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画，让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

制作和利用词卡袋

词卡袋是由一块约 12 厘米宽，50 厘米至 100 厘米长的硬纸板制成。上端开口，用胶带把它粘在墙上或钉在告示牌上，现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用，例如教 What is your/his/her name? My/His/Her name is _____ 时，制作下列单个词卡：

What is

your

his

her

name?

My

His

Her

name is _____.

制作的词卡大约 25 厘米长，12 厘米宽，用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中，把写有 name is _____ 的词卡插入另一个词卡袋中，再插入其他的词卡 (your, his, her, My, His, Her)，以便向学生展示这个结构是怎样构成的。

用同样的方法也可教授问答结构。例如：How many do you have? I have _____. Do you like _____? Yes, I like _____.

制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。你需要一块便宜的法兰绒布 (大约 1 米宽，2 米长)。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它盖在一块厚纸板上，以便能在教室不同的位置使用。

Flannel sticks to flannel. This means you can attach pictures or word-cards to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in, on, under, between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms, legs, hands, feet and head**. You can also ask the students to work with the flannel board.

For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of **eyes, noses, mouths, ears, hair** (different colours and styles) to create characters.

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块儿法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的关系。例如，你可以把图画粘在法兰绒板上展示 **in, on, under, between** 和 **beside** 这些概念。

你也可用法兰绒板来制作图画。例如，当你教给学生身体部位的名称时，随着教单词 **arms, legs, hands, feet** 和 **head**, 你就能逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒板来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身上移开。

你可以用法兰绒板为人头像制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发（不同颜色和风格）来创造各种各样的人物脸型。

Games



Children love to play games, and these games help them learn English!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

ALPHABET SCRAMBLE

A contest to review letters of the alphabet and any vocabulary.

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with *A*. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

AROUND AND AROUND

A game to review prepositions.

In this game, individual students take turns listening to your directions, answering your questions and moving around the classroom. Give directions such as:

Teacher: _____ (*Student 1*), **please walk to** _____'s (*Student 2's*) **desk. Where are you now? You are at...**

Student 1: **At** _____'s **desk.**

Teacher: **Good! (To Student 2.) Please stand. (To Student 1.) Please sit at** _____'s **desk. Where are you sitting?**

游戏

孩子都喜欢做游戏，而这些游戏能帮助他们学习英语！

这个部分涵盖了《教师用书》中每课具体要求做的游戏，同时也包括了一些补充的游戏，教师可能会觉得这些游戏既有趣又有益。其中一些游戏着重复习词汇，其余的游戏着重动作。在开始上课时，可经常做些动作游戏。这些游戏有助于调动学生学习热情，吸引他们的注意力，促使他们认真听讲，激发他们的想像力和思考能力。

字母比赛

用来复习字母表中的字母和一些词汇。

让学生找各自的伙伴，在一张纸的左侧写下字母表。

让学生和他们的伙伴一起尽可能多地回忆英语单词。学生把单词写在与其词首字母相同的字母旁边，每个字母旁能写出三个单词，教师可以给出特殊种类的首选词汇，如有关食品或身体各个部位的词，若学生能写出这样的词汇，给双倍分数！

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从 A 开始读所写的单词。这样做时，让学生算出他们的各自得分，首选单词得 2 分，其他的得 1 分。

得分最多的组为胜方。

环绕游戏

用来复习介词。

在本游戏中，教师发出指令并提出问题。每个学生依次轮流听教师的指令，回答教师提出的问题，围着教室绕来绕去。教师可发出如下指令：

教师：_____ (学生甲)，please walk to _____ 's (学生乙) desk. Where are you now? You are at...

学生甲：At _____ 's desk.

教师：Good! (学生乙) Please stand. (学生甲) Please sit at _____ 's desk. Where are you sitting?

Student 1: **At** _____ 's (*Student 2's*) **desk**.

Teacher: **Great!** (*To Student 2.*) **Please walk to** _____ 's (*Student 3's*) **desk. Where are you going?**

Student 2: **To** _____ 's **desk**.

Teacher: **Right! Stop! Please walk towards/around** _____ 's (*Student 4's*) **desk. Where are you walking?**

Student 2: **Towards/Around** _____ 's **desk**.

Teacher: **Stop! Where are you now?**

Student 2: **At** _____ 's (*Student 5's*) **desk**.

Teacher: **Good!** (*To Student 5.*) **Please stand.** (*To Student 2.*) **Please sit at** _____ 's (*Student 5's*) **desk**.

Variation: Add other vocabulary to the game. For example, you could ask students to sit in, on or under another student's desk. You could also ask the students to jump, walk or run from desk to desk, and you could ask them to perform these actions quickly or slowly, loudly or quietly.

BEFORE AND AFTER

A game to review "before," "after" and other vocabulary.

Draw a big clock (without any hands) in the centre of the blackboard. Facing the clock, write the word "before" on the left side of the blackboard and the word "after" on the right. Ask for volunteers to come to the blackboard, one at a time. Ask each volunteer to draw hands on the clock and do an action to match your sentence. Then say a phrase based on **At** _____ (time), **you** _____ (action). For example:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

Then ask each volunteer to answer your questions by standing under the correct word and making up an answer. Ask questions based on:

What do you do before/after you _____?

The students have to think! They must give responses that fit the activity and time of day in your first sentence.

BINGO

To review any vocabulary.

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares). Block out the centre space: it's a free space. Write **B I N G O** across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class.)

学生甲: At _____'s (学生乙的) desk.

教师: Great! (学生乙) Please walk to _____'s (学生丙的) desk. Where are you going?

学生乙: To _____'s desk.

教师: Right! Stop! Please walk towards/around _____'s (学生丁的) desk. Where are you walking?

学生乙: Towards/Around _____'s desk.

教师: Stop! Where are you now?

学生乙: At _____'s (学生戊的) desk.

教师: Good! (学生戊) Please stand. (学生乙) Please sit at _____'s (学生戊的) desk.

变化形式: 在游戏中加入其他词汇。例如, 教师可以让学生坐在另一名学生的书桌里、书桌上或者书桌下。教师也可以让学生们在课桌上跳来跳去、走来走去或者跑来跑去, 并且还可以让他们快速地、慢速地、大声地、小声地做这些动作。

在前与在后

用来复习 **before, after** 和其他词汇。

教师在黑板的中心画一个大的钟表 (不要指针)。面向钟表, 在黑板的左侧写上单词 **before**, 在右侧写上单词 **after**。找自告奋勇的学生到黑板前面来, 每次找一名学生。要求每名自告奋勇者在钟表上画上指针, 并按照教师的句子做动作。然后, 他们说出短语: At _____ (时间), you _____ (动作)。例如:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

然后要求每名自告奋勇的学生站在正确的单词下面作答, 并且说出答案。教师可提问如下问题:

What do you do before/after you _____?

学生们必须思考! 他们必须在教师第一个句子中就活动内容及时间钟点作出反应。

宾果游戏

用来复习词汇。

每个学生需要一张空白游戏纸和一支铅笔, 教师需要 24 张大词汇卡片。游戏纸是一大张方纸, 均分为 5 个横栏和 5 个纵栏 (形成了 25 个小方格)。画出中心部分作为自由空间。在第一排方格中写上 **B I N G O**, 每个字母在竖行的第一个方格中。(教师可以做一个宾果游戏纸, 让学生复制它, 也可以在班上教他们如何制作他们自己的游戏纸。)

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B**. The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example). If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I**. The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an **X** through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

CAN YOU FIND IT?

An action game to review any vocabulary.

This game is the most fun if you use real objects. For example, put a pile of clothing at the front of the classroom. Ask for a volunteer. Give the volunteer a few moments to study the clothing. Then ask the volunteer to leave the room. Remove one of the articles of clothing from the pile and give it to a student in the class to hide in his or her desk. The volunteer returns to the class and guesses the missing article of clothing. The class confirms or denies his or her guess as follows:

Volunteer: **My ___ is lost!**

Class: **Yes/No!**

When the volunteer correctly guesses the missing article of clothing, he or she roams the classroom, asking individual students for help as follows:

Volunteer: **Can you find my ___ ?**

Student 1: **No, I can't.**

Volunteer: **Is/Are my ___ near?**

在黑板上写出任意 24 个词汇表单词，让学生把这些单词写到自己的游戏纸上，每个方块中写一个不同的单词。重要的是：每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样，这个游戏就没法玩了。

本游戏的目的是，使每个学生在他们的游戏纸上找到，并标出和教师手中的词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生（不论朝哪个方向），为胜者。

当教师举起一张词汇卡并说 **Under the B**，学生查看其游戏纸上 **B** 栏的下方是否有与卡片相对应的单词。如果有，他们就用彩笔在方格中做一个标记。如果在 **B** 栏中没有找到这样的单词，就不要做任何标记。

当教师举起另一张卡片说 **Under the I** 时，学生查看其游戏纸 **I** 栏下方是否有与卡片相对应的单词，如果有，他们就用彩笔做一个标记；如果没有，就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如，可以在黑板上写下 **B I N G O**，当你喊出一张卡片后，可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词（不论任何方向），他可以喊出 **Bingo!** 当该学生读出他标出的单词时，检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片，或者直到有一个学生喊出了 **Bingo!** 如果没有人得到宾果，就把 24 游戏张卡片的顺序打乱，用不同的顺序再次喊出它们，直到一个学生叫出 **Bingo!**

要求学生保留游戏纸，以便下次你能用不同的词汇再次做这个游戏。

变化形式 1：在宾果游戏纸上，让学生通过中心空白的地方设法完成一个 **X**。

变化形式 2：让学生设法在宾果游戏纸四周边上完成一个方块。

你能找到它吗？

用来复习词汇的动作游戏。

如果教师用实物来做这个游戏将是最有趣不过的了。例如，在教室前面放一堆衣服，教师找一名自告奋勇的学生，让这名学生仔细看会儿这些衣服，然后让他离开教室。教师取走那堆衣服中的任意一件，将它递给班上的一名学生，让他将这件衣服藏在其桌斗里。站在外面的学生回到教室里猜被藏衣服的名称。全班同学要做如下回答肯定或否定该生的猜测。

自告奋勇者：My ____ is lost!

全班：Yes/No!

如果这名学生猜对了被藏衣服的名称，他边在教室中走动，边用如下句子向单个学生寻求帮助：

自告奋勇者：Can you find my ____?

学生甲：No, I can't.

自告奋勇者：Is/Are my ____ near?

Student 2: **Yes/No, it/they is/are near/far.**

When the volunteer finds the student with the item of clothing, the student says “Here it is!”

CHARADES

To review any vocabulary.

For this game, which is pronounced *shuh-rayds*, you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In “Charades,” the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

1- Clap your hands on your thighs.

2- Clap your hands together.

3- Clap your hands on your thighs.

Ask the students to clap with you as you all count **1-2-3** together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to review: **1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10, 1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.**

You can also use this rhythm for: **twen-ty-one, twen-ty-two, twen-ty-three** and so on. When you get to **thirty**, clap once on your thighs as you say the number. Resume clapping for **thir-ty-one, thir-ty-two** and so on up to one hundred. For the numbers **seven-ty-one, seven-ty-two, seven-ty-three** and so on.

Repeat this a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

学生乙: Yes/No, it/they is/are near/far.

当这名学生找到拿着衣服的学生时, 拿着衣服的学生要说: Here it is!

猜字游戏

用来复习词汇。

这个游戏的名称, 读音是 *Shuhrayds*。教师需要一块记时的秒表或时钟和一个容器, 例如一个盒子或一顶帽子。在容器中, 放入学生已学过的词汇的卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两组, 指定某个学生为计时员。第一组推举一名选手到教室前面, 从容器中抽出一张词汇卡或纸条。这名选手**只能**用动作表明词汇卡或纸条上的单词意思。第一组的学生要设法猜出那个词或短语。注意: 第二组的学生必须保持安静。

在游戏中, 要求选手不能说话, 也不能手指某物或画出某物, 选手只能用动作来表明单词或短语的含义。

计时员记录下来每组猜单词或短语所需的时间。不能超过两分钟 (也可用别的限定时间)。当这个组成功地猜出了单词或短语后, 在黑板上写下此组所用的时间。

接下来, 第二组派选手上前抽取纸条, 用动作表演单词和短语。如果学生感兴趣, 可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

拍数游戏

用来复习数字单词。

让学生起立, 用 1-2-3 的节奏教拍数游戏。

1- 双手拍大腿。

2- 双手齐拍。

3- 双手拍大腿。

当教师和学生数数的时候, 要求他们和教师一起按 1-2-3 的节奏拍数, 直到大家都掌握为止。

用下面的顺序拍和数数, 直至教师想复习的最大数字: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10, 1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15。

教师也可以用此节拍数: *twen-ty-one, twen-ty-two, twen-ty-three* 等等。当数到 *thirty* 时, 双手拍一下大腿。继续拍数出 *thir-ty-one, thir-ty-two* 等等直至 100。比如说 *seven-ty-one, seven-ty-two, seven-ty-three* 等的数字也是如此。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘到黑板上: 红的、蓝的、绿的和黄的, 也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DIAL-A-WORD

A telephone game to review any vocabulary.

On the blackboard, draw a telephone. Tell the students that when they “make a call” they can make words, too. If the students “make a call” with 2-1-8, for example, they spell “cat.”

Divide the class into pairs. The students take turns choosing a word and giving their partners the corresponding numbers to spell it. Each partner must guess the word, and spell it, to get a point. The word can be any length. If a student also spells other words with the numbers from his or her partner, he or she gets extra points.

DRAW AND GUESS

To review any vocabulary.

This game is like “Charades,” only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: chair, desk, ear, scissors.

Difficult words: friend, favourite, eat, colour.

Phrases (difficult): one big apple, sing a song, little tree.

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through drawing **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

DRAW ME

To review vocabulary for personal description.

Each student writes a description for a character. Write a list of characteristics you want the students to cover on the blackboard. The list could include questions such as:

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

让一个自告奋勇的学生走到黑板前，按照全班在说唱中指出的颜色指黑板上相应的彩纸。唱到歌曲的最后一行，教师举起一种出人意料的颜色，让该学生指着它说出其颜色的名称。让其他的学生重复做这个游戏。

拨单词游戏

用来复习任何词汇的电话游戏。

教师在黑板上画一个电话。告诉学生当他们“打电话”时，他们还可以拼写单词。例如，如果学生用 2-1-8 “打电话”，他们便拼写出单词 cat。

将全班学生分为两人一组。学生轮流相互选出一个单词并且给出对方相应的数码，让对方拼出该单词。双方必须猜单词，拼出它，便可得分。单词多长都可以。如果学生用同伴的数字拼出不只一个单词，他便可以得到加分。

画画猜字

用来复习词汇。

该游戏类似上面的“Charades”游戏，只不过要学生通过画画来说明单词或短语的含义。

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片或写有单词和短语的纸条，纸条上的单词和短语必须是学生认识的。游戏的难易度教师可以自己掌握。例如：

容易的词：chair, desk, ear, scissors

困难的词：friend, favourite, eat, colour

短语（难）：one big apple, sing a song, little tree

把全班学生分成两组，指定某个学生为计时员。第一组推举一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手**只能**通过画画设法说明纸条或词卡上单词的意思。第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或者写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个组成功地猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二组派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语。若学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

画画我

用来复习描述人物的词汇。

要求每名学生描述一个人物。教师在黑板上列举出这个人物应包括哪些特征，可以把它们写成问题的形式：

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

Does he or she have glasses?

What colour is his or her hair?

What colour are his or her eyes?

Is he or she mad? Scared? Happy? Sad?

How many legs (*or other parts of the body*) **does he or she have?** (*Only if you are drawing monsters!*)

Each student draws a picture to match his or her written description. Each student then trades his or her written description (but not the picture!) with a partner. Each student then tries to draw his or her partner's character from the written description. Does it match what his or her partner drew?

DRESS UP

An action game to review clothes and other vocabulary.

Put some real clothes at the front of the classroom in a pile. The clothes should be very big so that the students can put them on over their own clothes. If you can, bring more than one article of each type of clothing in different colours.

Divide the class into two teams and ask for a player from each team. Then describe the clothes each player should put on. Keep score.

You can use this game to review pronouns (he, she). Ask for a boy and girl to come to the front. Ask them to listen carefully and put on the right clothes when the sentence you say applies to them. For example:

She is wearing a _____ (colour) skirt. (*The girl puts on the skirt.*)

He is wearing a _____ (colour) hat. (*The boy puts on the hat.*)

If you can't get appropriate clothing, use pictures of clothes that you prepare in advance, or that you draw on the blackboard with a sheet of coloured paper above each one.

Variation: Use this game to review seasons. Put clothing at the front of the class that is appropriate for different seasons. When you call out a season, volunteers race for the appropriate clothing to put on. For example:

winter **winter hat, winter scarf, mittens**

spring **umbrella, rain boots, rain jacket**

summer **shorts, T-shirt, sun glasses**

fall **sweater, jacket, pants**

Note that the students do not need to name all the clothing to play the game. You may, however, want to write the seasons on the blackboard with corresponding weather adjectives. (For example, winter is cold and snowy, spring is cloudy and rainy, summer is hot and sunny, fall is cool and windy.)

If you can't get clothes for this game, you can play it with pictures of clothes. Divide the class into small groups and ask each group to draw a picture for each article of clothing. They then put these face up in centre of the group. When you call out a season, the students race to take the cards for the appropriate clothing.

FAVOURITES

A game to review pronouns, possessive pronouns and other vocabulary.

Draw quick pictures of different objects on the blackboard. Tape a sheet of coloured paper over each object, or write an adjective (slow/fast, big/little, loud/quiet) over each object. Ask for volunteers, one by one, to come to the blackboard and remain standing under the

Does he or she have glasses?
What colour is his or her hair?
What colour are his or her eyes?
Is he or she mad? Scared? Happy? Sad?

How many legs (或身体的其他部位) does he or she have? (此句仅用于你所画为怪物的情况 !)

要求学生为其描述配上图画。然后, 每名学生和一个伙伴互相交换他们的文字描述 (而非图画 !)。然后, 学生们试着根据此文字描述画出这个人物形象。画出的这张图和对方的一样吗?

盛装游戏

用来复习衣服类词汇及其他词汇的动作游戏。

在教师的前面摆放一堆衣服。这些衣服要大一些, 以便学生能将这些衣服穿上去。如条件允许, 教师最好同时拿几件不同种类且同类不同颜色的服饰。

将全班学生分成两组, 并且每组找出一名选手。然后教师描述每名选手应该穿的衣服。计分。

教师可以利用这个游戏复习代词 (he, she)。找一名男生和一名女生到教室前面。让他们仔细听教师讲并且正确地根据句子着装。例如:

She is wearing a _____ (颜色) skirt. (女生穿上裙子)

He is wearing a _____ (颜色) hat. (男生戴上帽子)

如果教师找不到合适的衣物, 可以利用课前准备好的衣物图片, 或者在黑板上画出图画并在每个图上面贴上彩纸。

变化形式: 利用这个游戏来复习季节。在教室前面放上适合不同季节的服装。当教师说出季节名称时, 自告奋勇的学生们比赛谁最快找到适合该季节的服装。例如:

winter winter hat, winter scarf, mittens

spring umbrella, rain boots, rain jacket

summer shorts, T-shirt, sun glasses

fall sweater, jacket, pants

注意, 在游戏中, 学生不必说出所有衣物的英文名称。但教师可以在黑板上写出季节的名称及相关季节的天气状况。(例如: 冬天寒冷多雪, 春天多云多雨, 夏天炎热晴朗, 秋天凉爽多风)

如果教师找不到衣服实物, 可以用衣物的图片来做此游戏。将全班学生分为若干小组, 要求每组学生给每件衣物都画一幅图。然后, 将这些图正面朝上放在各组学生的中间。教师喊出季节的名称, 学生比赛去取适合该季节的衣物。

最喜爱的东西

用来复习代词、所有格代词和其他词汇的游戏。

在黑板上画一些不同物体的速描。在每件物体上方用胶带粘上一个彩纸条或者写上一个形容词 (slow/fast, big/little, loud/quiet)。教师大声说出物体名称, 顺次叫自告奋勇的学生站到黑板前该物体下面。这时, 每名自告奋勇的学生必须要说出: I like my

objects you call out. Each volunteer must then say “I like my ____ (adjective) ____ (object)” or, if someone is already standing under that object, “We like our ____.” Call out another object. The same volunteer must then correctly formulate a sentence about the student or students standing under that object (“He/She likes his/her ____ ” or “They like their ____.”)

Hold an adjective and object in your own hands. When you call out your object, the volunteer must say “You like your ____.”

FIND THE CARD

To review any vocabulary.

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card so the students can’t see the picture.

Ask for a volunteer. Say **Where’s the ____ ?** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word on the card loudly.

If the card matches what you asked for, the student may call out the next word. The student says **Where’s the ____ ?** and picks a volunteer to try to find the matching card.

If the card doesn’t match, the student returns to his or her desk.

FIND THE LETTER

To review letters of the alphabet.

Have the students look around the classroom to find objects that begin with the letter A and then four to five other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter *c*.)

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

GO FISH

To review any vocabulary.

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can’t see the pictures).

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

(形容词) ____ (物体)。或者, 如果有其他学生已经站在某物体下面, 这名学生要说出: We like our ____。教师继续大声说出另一物体名称, 这时, 这名学生必须正确地说出关于一名学生或几名学生站在某物体下面的句子 (He/She likes his/her ____。或 They like their ____.)。

教师手里拿一个“形容词”和一个物体, 大声说出手中的物体名称, 这时, 自告奋勇者要说出: You like your ____。

找词卡

用来复习词汇。

把 10 到 15 张大词汇卡片放到教室前面, 把每张卡片翻过去使学生看不到卡片上的图画。

找一个自告奋勇的学生。教师说: Where's the ____ (说出其中一张词汇卡上的单词)? 学生走上前, 挑出一张卡片, 把它举起来, 并大声读出词汇卡上的单词。如果这名学生挑对了卡片, 他可以再说出下一个单词, 然后说 Where's the ____? 然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片, 就让他回到他的座位上去。

找字母

用来复习字母表中的字母。

让学生环顾教室的四周, 找出名称以字母 A 打头的物体。然后再找出 4 个到 5 个名称以别的字母打头的物体。

教师说出更多的字母, 但这次让学生翻看《教科书》来找这些单词。

当学生找到后, 在黑板上写下这些单词。

几分钟后, 停止这个游戏, 指着黑板上的每个单词, 让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词 (比如 pencil, 包含字母 c)。

把这些单词添加到黑板上的单词表上。几分钟以后, 逐个指着单词让全班朗读。

选择一些单词, 当你指着每个字母的时候, 让全班学生拼读。

钓鱼游戏

用来复习词汇。

为了取得最好的结果, 每个选手应该拥有并能读出 10 到 20 张小词汇卡片。注意, 每个选手手中的词汇卡片必须相同。

把班里学生分成二人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多, 谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们的全部卡片都混在一起, 把卡片面朝下码成一大摞 (令他们看不到图画)。

每个学生从这摞卡片上面取 4 张, 确信别人看不到自己手中的卡片。

Each player checks the cards he or she chose for cards that match. Any player who finds a pair immediately puts it down in front of him or her. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has anymore matching cards, the game begins.

The players take turns asking each other **Do you have a ____ ?**, trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

GUESS THE QUESTION

A game to review standard questions.

Ask the students to take out their flashcards that say **Who?, What?, When?, Where?, Why?** and **How?** Divide the class into groups of four to six players. The students in each group combine their cards in a stack. The students then take turns picking up a card and saying a sentence that answers the question on the card. (For **Who?**, a player might say **I am a doctor.**) The other players then guess the question on the card, starting with the first player to the right. The player that guesses the word correctly gets a point. Then the next student picks up a card and makes up a sentence.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to each write two sentences. One sentence matches vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and read one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **Yes** if the student stands under the correct face and **No** if not.

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

每人检查一下手中的卡片，看有没有可以配对的，只要发现配对的，就立即把这对卡片放到自己面前，然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时，游戏就开始了。

选手轮流问对方：Do you have a ____? 设法使手中的牌配上对。在四人一组中，每个选手每次必须叫出组中具体人的名字。比如说，选手甲可能说 Rongji, do you have a hot dog?

如果 Rongji 的卡片中有 hot dog，他必须把这张卡片给选手甲，选手甲就用它和他的 hot dog 卡片配对，然后放下这对卡片，再去拿另外一张。

如果 Rongji 手中没有 hot dog 的卡片，他便说：Go Fish! 选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同，选手甲就配成了一对，将这对卡片放下，并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片不配对，那么就该轮到选手乙了，选手乙继续重复这样的程序。

一直玩到这摞卡片被拿完为止。这时所有选手不能再拿了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确信选手们在游戏结束后都取回了自己的卡片。

猜问题

用来复习标准问句。

让学生取出写有 Who?、What?、When?、Where?、Why?、How? 的单词卡片。将全班学生分为四至六人一组。每组学生将所有组员的词卡放成一摞。然后每名学生轮流拿一张卡片，并就卡片上的问题说出一个句子。（例如，如果拿到的卡片上写有 Who?，该组员可以说出句子：I am a doctor.）其他的组员们要根据句子猜出卡片上写的问句，从组员右侧的另一名组员开始猜起。正确地猜对词卡上的句子的组员得 1 分。然后下一个学生拿一张卡片并说出句子让其他组员猜。以此类推。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

要求学生每人写两个句子，一个句子词汇搭配正确，如 In the morning, I eat breakfast; 另外一个句子词汇搭配不正确，如 He is a girl。给学生们一些时间来完成句子。

在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他写的其中一个句子。让他站在黑板上画的一张脸的下面。他站在笑脸下面，意味着他的句子中词的搭配是正确的，他站在哭脸下面，意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes; 如果站错了，就说 No。

藏东西

用来复习 Where 问题和教室用具名称的动作游戏。

解释一下这个游戏，然后让一个自告奋勇的学生离开教室，并告诉他你将用什么物品来做这个游戏。

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says **Where is my ____?** and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants **Where is his/her ____?** over and over while clapping.

When the student finds the object, he or she holds it up and says **There it is. Thanks!**

I SEE SOMETHING

To review adjectives.

Say in rhythm:

X X X X X | X X X X X |

I see some-thing ____ . I see some-thing ____ .

Fill in the blanks with a colour or other adjective. For example:

I see something green. Or I see something little.

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** and points to his or her guess. You answer **Yes** or **No**. The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something ____**. The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

JOINING GAME

An action game to review parts of the body.

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow**, one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!**

LETTERS

A spelling game to review any vocabulary.

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word “cow” has three blanks: _____. The word “sheep” has five blanks: _____.

The teams take turns guessing the letters that go in the other team’s blanks. For example, Team 1 gets the card for “cow” and draws three blanks on the paper. Team 2 guesses the letter *O*. Team 1 writes *O* in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2’s word.

The team that completes the most words wins.

这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问：Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍巴掌。当他又远离了被藏物品时，全班轻声地拍巴掌，边拍巴掌边一遍一遍地说唱：Where is his/her ____?

当该生找到了被藏物品时，把它举起来，并说：There it is. Thanks.

我看见了某物

用来复习形容词。

教师有节奏地说：

x x x x x | x x x x x |
I see some-thing ____ . I see some-thing ____ .

用一种表示颜色的词或其他形容词填空。例如：I see something green 或者 I see something little.

学生要设法猜出你看见了什么。要想猜测，学生举起手，指着他猜测的东西问：Is it this? 你回答 Yes 或 No。学生们一直猜下去，直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他说：I see something ____ . 其他人设法猜出他看见了什么。注意：如果有人猜对了，学生们必须诚实地承认，而且也不能中途改主意。

连接身体部位游戏

用来复习身体各部位名称的动作游戏。

学生一对一站立。当教师说出身体的两个部位时，两个伙伴必须以最快的速度连接这两个部位。例如，如果教师说 Finger and elbow，其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时，就会出现有意思的场面，看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子：Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

字母游戏

用来复习词汇的拼写游戏。

把全班分成四人一组的若干小组，每组有两人组成的两个队：甲队和乙队。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞，放在中间。

每队从这摞卡片上抓一张，并在一张白纸上为卡片上的单词的每个字母画一个空格，例如，单词 cow 有三个空格 ____，单词 sheep 有五个空格 ____。

两个组轮流猜对方画的空格上应该是什么字母。例如，甲队抓到的卡片上有单词 cow，他们便在一纸上画出三个空格。乙队猜中字母 O，甲队便把 O 填入正确的（第二个）空格中，乙队继续往下猜，直到猜对为止。如果猜错，甲队便在空格的下面写上不正确的字母，然后就轮到甲队猜乙队单词中的字母了。

猜对单词数目最多的队为胜方。

LIVING PICTURE

A game to review action in a story.

In this game, you or a volunteer tell a story. Volunteers in the class play people in the story. They must do the actions you describe and say the words you tell them to say.

Each time we recommend this game in the teacher's guide, we give you sentences to say, or ask you to read from the student book or storybook. You can, however, make up your own story, or ask the students to make up a story.

Before you start the game, you need to assign a role to each student in the game. You can give the students names, or tell them to play objects, such as a phone. You also need to assemble any objects you want the players to use.

You can interrupt the story at any time and ask the players to say appropriate words. For example, if the story says a player visits another player, they should exchange a greeting.

Play the game with one group of volunteers in front of the whole class.

Variation: Divide the class into small groups, each with a set of players, and play the game with all the groups at the same time.

MEMORY CARD

To review any vocabulary.

Choose ten to fifteen words you want the class to review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** If the cards match or **Different!** If they don't, Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

MEMORY NAME

To review my/his/her and learn everyone's name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says **My name is** ____ (Hong, for example).

The second person says **My name is** ____ (Yangsheng, for example) and **Her name is Hong.**

The third student says **My name is** ____ (Du, for example) and **His name is Yangsheng** (point to the second student) and **Her name is Hong** (point to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students' names!

活画面

用来复习故事中的动作词汇。

在本游戏中，教师或者一名自告奋勇的学生讲述一个故事。让自告奋勇的学生们扮演故事中的人物。他们必须按照教师描述的动作做出动作，教师让他们说单词时，他们要说出单词。

当《教师用书》中建议使用本游戏时，均给教师提供了一些可供选用的句子，或者要求教师读《教科书》或《故事书》中的句子。当然，教师可以自编故事或让学生编故事。

在开始游戏前，教师需先安排给每位学生在游戏中扮演的角色。教师可以给学生起名，或让他们扮作某件物体，如电话等。教师还需提前将游戏者所需的道具发给他们。

教师可以随时打断故事并要求游戏者说出恰当的单词。例如，如果故事中说一名游戏者去访问另一名游戏者，他们需互相问候对方。

教师和一组自告奋勇的学生在全班学生面前做游戏。

变化形式：将全班学生分为若干小组，每组学生均参加游戏。各组学生同时做此游戏。

记卡片

用来复习词汇。

挑选 10 个到 15 个教师想让学生复习的单词，让每个学生找出自己有这些单词的小词汇卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起，把它们面朝下平铺在课桌上，卡片不能互相接触，更不能叠加在一起。

学生轮流翻卡片，每次翻开两张。他们翻开卡片时，必须读出卡片上的单词，如果两张卡片相同，他们还要说 Same! 如果不同，说 Different! 选手必须既要读对单词，又要说正确 Same! 或 Different!

如果两张卡片一样，而且选手说的也对，他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了，就得把两张卡片再倒扣在桌子上。这时，轮到他的对手来翻卡片。

最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。做完游戏后，教师要确信学生都取回了自己的卡片。

记名字

用来复习 my/his/her 和熟悉每个人的名字。

让 10 名自告奋勇的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____ (比如说红).

第二个人说：My name is ____ (比如说杨生). Her name is Hong.

第三个人说：My name is ____ (比如说杜). His name is Yang Sheng(指着第二位学生). Her name is Hong (指着第一位学生).

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

MOTHER, MAY I?

An action game to practice asking permission and other vocabulary.

This is a game every North American student knows.

Divide the class into groups of about six. Each group appoints a “mother” or a “father.” This student stands facing the group and the rest of the group stands several metres away, shoulder to shoulder in a line. The “mother” or “father” then requests each student in the rest of the group, one by one, to perform an action. These students must say “Mother/Father, may I?” before they do the action. The action always involves taking a specified number of steps forward in a specified manner. For example:

Mother/Father: ____ (*name of Student 1*), **please take three big steps.**

Student 1: **Mother/Father, may I?**

Mother/Father: **Yes, you may.**

Student 1: (*Take three big steps forward*).

Any student who performs the action without saying “Mother/Father, may I?” or who performs the action incorrectly, returns to the starting line. The student who reaches the “mother” or “father” first wins.

You can use this game to practice simple or complex sentences. Brainstorm the sentences you want your class to use before you play the game. For example:

Please take nine (*or any number*) **big/little steps.**

Please take five (*or any number*) **big/little, fast/slow, loud/quiet steps.**

Please take two (*or any number*) **big/little** (*or a combination of adjectives*) **steps in an airplane** (*or other mode of transportation*).

Please run (*jump, walk, skip*) **one** (*or any number*) **big/little** (*or a combination of adjectives*) **step(s).**

If you use modes of transportation, help the class agree on how to act them out.

Variation 1: You can adapt this game to review any action you would use in “Simon Says.” When a student performs an action correctly (after first asking “Mother/Father, may I?”), he or she takes a step forward. Otherwise, he or she returns to the starting line.

Variation 2: Play the game with the whole class. Divide the class into teams. Appoint a scorekeeper. Request actions from each team, one by one. (You can use actions they can perform on the spot.) Each team asks “Mother, may we?” and then performs the action. The scorekeeper awards a point each time all the members of a team do everything correctly.

NAME IT

To review any vocabulary.

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry).

The students add up the number of words they wrote down and then write down the points (one point for each word). When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with *E* as they can (for example, elbow, ear and eye).

妈妈，我能这样做吗？

用来练习请求允许和其他词汇的动作游戏。

这是所有北美学生熟知的游戏。

将全班分成大约六个组。每组委任一名“妈妈”或“爸爸”。这名学生面向组员，其他组员均站在离这名学生几米远的地方，肩并肩地站成一排。然后，“妈妈”或“爸爸”要求组里的其他学生依次表演一个动作。这些学生在做动作前必须先说：Mother/Father, may I? 这些动作常包括要求学生向前迈出步子的具体数字和具体方式。例如：

妈妈 / 爸爸：____ (学生甲的名字), please take three big steps.

学生甲：Mother/Father, may I?

妈妈 / 爸爸：Yes, you may.

学生甲：(向前迈出三大步)

只做动作没有说 Mother/Father, may I? 的学生或者做错动作的学生，将被罚重新回到起始线上。最先到达“妈妈”或“爸爸”位置的学生为优胜者。

教师可以用本游戏来练习简单的或复杂的句子。做此游戏前，教师需和学生一起即席想出一些在游戏中要用到的句子。例如：

Please take nine (或任一数字) big/little steps.

Please take five (或任一数字) big/little, fast/slow, loud/quiet steps.

Please take two (或任一数字) big/little (或形容词组合) steps in an airplane (或其他交通方式).

Please run (jump, walk, skip) one (或其他数字) big/little (或形容词组合) step(s).

如果教师运用表示交通方式的词汇，先和全班就如何表演出这种交通方式达成一致。

变化形式 1：教师可以改编此游戏，用来复习任何能够用于“Simon Says”游戏的动作。如果学生正确地做出动作 (问了 Mother/Father, may I? 后)，他可以向前走一步。反之，则必须重新回到起始线上。

变化形式 2：和全班一起做此游戏。将全班分成若干小组。委派一名计分员。一个一个地给各组发出动作指令。(教师可选用当场能表演的动作) 每组学生一起问：Mother, may we? 然后表演出动作。每次小组组员均正确地根据指令做出动作时，计分员给该组加 1 分。

说出名字

用来复习词汇。

每个学生需要一张纸和一支铅笔。

教师说出颜色名称和词汇的类别，比如食品、动物或者教室物品。例如，Red: foods! 这时学生必须写下他们所能想起来的红色的食品 (如：肉、苹果和草莓)。

学生把他们所写下的单词数目累加起来，然后记下得分 (每词 1 分)，当他们完成以后，教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色，例如，E: body! 学生必须写下身体各部位中以 E 开头的单词 (如 elbow, ear 和 eye)。

The student with the most points at the end of the game wins.

Variation 1: Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

Variation 2: In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

NEVER NEVER

A game to review adverbs of frequency.

Draw seven boxes on the blackboard. Label each box with a day of the week, starting with Sunday. Divide the class into two teams and keep score.

You say sentences that use the words **always**, **sometimes**, **usually** and **never**. Players from each team take turns writing check marks or Xs in the boxes to match what you say. For example:

Teacher: **You always wear pants.**

Student 1: (*Put a check mark in each box.*)

Teacher: **You never eat sandwiches.**

Student 2: (*Put an X in each box.*)

For **sometimes** and **usually**, the students have to think! They must use a combination of check marks and Xs, but in any order. For **usually**, more than half the days should have check marks. For **sometimes**, less than half days should have check marks.

Variation: You can make the game harder by asking the students to draw pictures or write words that match the sentences you say. For example, if you say **You usually wear shorts**. **Sometimes you wear pants**, then the students draw (or write the word for) shorts in more than half the days, and pants in the rest of the days. If you say **It is never rainy**, the student should draw a sun (or write the word) in all the days of the week.

NUMBER GAME

To review numbers.

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

最后得分最高的学生为胜方。

变化形式 1：允许学生分成小组来做这个游戏。在一个小组中，每个学生都写下他能回忆起来的与字母类别配对的单词。然后，小组数一下集体想出的不同的词汇有多少个，这个总数即是小组的得分。

变化形式 2：在 4 人到 8 人的小组中，学生可以小范围地做此游戏。每组准备 4 张纸条。每张纸条上面写一个字母（或一种颜色）和一个单词类别。每组派一个代表大声读出纸条上的内容，然后每个组员写出与字母和类别配对的单词。在每个类别做完之后，由小组宣布一名获胜者。

从不游戏

用来复习频度副词。

在黑板上画 7 个盒子，从周日开始，依次在每个盒子上标上一个星期名称。将全班学生分为两组，计分。

教师说出带有频度副词 *always, sometimes, usually, never* 的句子。各组选手根据教师说出的句子轮流在盒子上打对勾或画 X。例如：

教师：You always wear pants.

学生甲：（在每个盒子上画上对勾）

教师：You never eat sandwiches.

学生乙：（在每个盒子上画 X）

对于 *sometimes* 及 *usually*，学生就要动脑筋思考！他们既需要打勾，又要画 X，顺序任意。对于单词 *usually*，一半以上的天数要打对勾。对于单词 *sometimes*，半数以下的天数要打对勾。

变化形式：教师可以要求学生根据句子画出图画或写出单词，以加大游戏难度。例如：如果教师说：You usually wear shorts. Sometimes you wear pants. 那么，学生需在半数以上的天数上画上短裤（或写上单词 *shorts*），在其余的天数上画上裤子或写上 *pants*。如果教师说：It is never rainy. 学生则应在每一天画上太阳（或写下单词）。

数字游戏

用来复习数字单词。

把全班分成两组，每组派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。告诉学生可在各自圆圈的任何地方写下这些数字，然后回到座位上。

让另外两个学生到黑板上记分。

从每个组中选出一名参赛者站在黑板前，告诉他们，当你开始说从 1 到 15 之间的数字时，假若黑板上有这个数字，就擦掉它；如果没有，就补上它。第一个在圆圈中写下数字的学生，能为他的组挣 1 分。

让这些选手自己挑选下一个选手参赛，重复这个游戏直到所有的人都能轮上。

得分最多的组为胜方。

NUMBER ME

A card game to review heights, ages and addresses.

Divide the class into small groups. Each group uses a set of flashcards for the numbers 1 to 100. Each player needs a sheet of paper with three questions written across the top:

How old are you?

How tall are you?

What's your address?

Player 1 asks Player 2 (the player to his or her right) all three questions, one at a time but in any order. To answer each question, Player 2 picks up a card and substitutes the number on the card in the correct answering phrase. Give extra praise to students who act their "age." For the address, the students say the number, then the ordinal for the number followed by "road/street/avenue," whichever is appropriate for their actual address. So if a player draws 99, he or she says "My address is Ninety-ninth Street/Avenue." As each player answers each question with a number card, he or she puts the number card under the correct question on his or her paper.

When all the students in the group have had a turn, they compare ages and heights. Each makes a correct sentence about being older or younger, taller or shorter than another student in the group.

Variation: Play only with the questions: "How old are you?" and "How tall are you?"

OPPOSITES

A card game to review opposites.

This game is like "Memory Card," except the students make pairs from opposites.

Ask the students to play with any of the cards below, depending on what vocabulary you have covered. Please note, there are two cards for some words ("old" and "slow").

fast, slow

quick, slow

easy, hard

quickly, slowly

loud, quiet

loudly, quietly

big, little

cold, hot

happy, mad

old, young

short, tall

old, new

near, far

left, right

north, south

east, west

high, low

good, bad

clean, dirty

Variation 1: Play "Opposites" as a class with your large vocabulary cards. Post some of

我的数字

用来复习身高、年岁和地址的词卡游戏。

将全班分成若干小组。每组用一套数字 1 ~ 100 的词卡。每名学生需准备一张纸，在纸的上方横排写出如下三个问题：

How old are you?

How tall are you?

What's your address?

学生甲分别提问学生乙（学生甲右边的学生）上述三个问题，一次只能问一个，但可以按任何顺序来问。学生乙挑出一张词卡，用词卡上的数字说出正确的句子做出回答。教师要给表演出“年岁”的学生以特殊的表扬和鼓励。对于地址，学生要先说出数字，然后再用序数词后跟 road/street/avenue，来表述他们的地址。因此，如果一名学生抽出 99，他便说：My address is Ninety-ninth Street/Avenue. 当每名学生用数字卡片回答每个问题时，学生需将数字卡片放在他的纸上所对应问题的下面。

当小组中每个学生都轮换一遍后，对比年龄和身高。每名学生就其和同组的另一名学生相比是年岁大还是年岁小，是高还是矮造句子。

变化形式：仅用 How old are you? 和 How tall are you? 问句来做此游戏。

反义词

用来复习反义词的词卡游戏。

本游戏做法与“Memory Card”游戏类似，所不同的是学生需用反义词来组对。

教师根据所学内容，要求学生选用任何以下词汇的词卡做本游戏。注意，个别单词有两张词卡（比如 old, slow）。

fast, slow
quick, slow
easy, hard
quickly, slowly
loud, quiet
loudly, quietly
big, little
cold, hot
happy, mad
old, young
short, tall
old, new
near, far
left, right
north, south
east, west
high, low
good, bad
clean, dirty

变化形式 1：用教师卡片让全班一起来做本游戏。教师将一些词卡字面背朝着学

your cards at the front of the class, facing away from the students. The students try to make pairs of opposites. When they make a pair, they say the words and remove the cards from the front. Don't work with all the cards at once, but change them from time to time. Divide the class into two teams first and keep score. Teams get a point for making a pair correctly.

Variation 2: Put each word on a slip of paper in a box. Ask each student to draw a paper from the box and then find their "opposite" partner. Each student calls out his or her word and looks for the student calling out the opposite. When everyone has found their partner, ask each pair of students to say their words.

PEN PAL

A creative writing activity to review letter-writing format and any vocabulary.

A "pen pal" is a friend you make through writing letters. In Canada, teachers often organize pen pals from other provinces or other countries for their students. The students generally never meet their pen pals.

You can set up "pen pals" in your English class. It's a great way to encourage personal expression in English.

You need a "mailbox" made out of a cardboard box. It needs to be big enough to hold a letter or postcard from each of your students.

Give each student in the room an "address." For example, name each row in your room as a street, avenue, or road. Then number off the desks in each row. Each student then has an address like this: "Number ___, ___ (ordinal) Street/Road/Avenue." You can also assign cities and countries to each row. Post the names for the streets, roads, avenues, countries and cities at the front or end of each row. This way, anyone can find the address for anyone else in the classroom.

The students can, if they want, make up English names for themselves. They can choose a name from the student book or storybook, or you can help them with other names.

Ask the students each to write their addresses (and names) on a slip of paper. Put all the paper in a box and pass it around the room. Each student takes a paper from the box (but never their own!). The student they draw becomes their "pen pal." Tell them to keep this address so they can find it again.

The students write postcards and letters to their pen pals and "mail" them in the mailbox. They can write about a pretend trip they are taking, or about themselves and their family, or anything else! To make the activity easier, assign a topic, and then brainstorm phrases and vocabulary with the class. You should also explain letter-writing format to the class as follows:

- Write the day at the top.
- Write "Dear ___,"
- Write the body of the message, with a capital letter at the beginning of each sentence and a period at the end.
- Write "Yours truly, ___ (name)" at the bottom.

The students "mail" their letters or postcards in the "mailbox." Ask for volunteers to "deliver" the mail, during the same class, if you have time, or at the start of the next class. The students then read the correspondence from their pen pals to partners, small groups or to the class.

生摆放在教室前面。学生要尽力找反义词配对。当他们找到一对时，说出单词并将这两张词卡拿走。教师不要一次摆出所有词卡，而要不时地换一换词卡。先将全班分为两组并且记分。各组每正确地找到一组反义词，该组得 1 分。

变化形式 2：将写有单词的纸条放入盒中。要求每名学生从盒子中取出一张，然后寻找他们的“反义词”同伙。学生大声说出他的单词并且寻找大声喊出其反义词的学生。当所有学生都找到同伴时，要求每对学生说出单词。

笔友

用来复习信件写作格式和词汇的一项富于创造力的写作活动。

“笔友”是通过写信而结交的朋友。在加拿大，教师经常组织学生同其他省市或其他国家的学生结交笔友。一般说来，笔友之间未曾见过面。

教师在英语课堂上可以组建“笔友”。这是鼓励学生用英语来表达自己的情感的一种极佳的方式。

教师需要制做一个纸“邮箱”。这个邮箱需能盛下班上所有学生的信件或明信片。

给每名学生指定一个“地址”。例如，将班内的一排指定为一条街道、大街或马路。然后给每列的每桌编号。于是，每名学生便得到一个地址：Number ____, ____ (序数词) Street/Road/Avenue。教师还可以给各排指定城市名和国名。将给各排所定的街道、马路、大街、国家和城市名称贴到此排的前面或后面，这样，大家都能找到其他人的地址。

学生可以自愿给自己编英语名字。他们可以选用《教科书》或《故事书》中的英文名字，或者由教师来帮助他们取其他名字。

要求每名学生在一张纸条上写下他们的地址 (和名字)。将这些纸条放进一个盒子里，在班上传这个盒子。每名学生从盒子中拿出一张纸条，(不要拿自己的那张 !) 学生拿到谁的纸条谁便成为其“笔友”。让他们保存这个地址以便能再次找到它。

学生给自己的笔友写明信片 and 信件并且将他们放在邮箱中“邮”出去。他们可以写一次假想的正在进行的旅行，或者写一写自己和家庭。总之，写什么都可以！如果教师想使活动简单些，给学生一个话题，然后同全班一起即席想出一些短语和词汇。同时，教师需要向全班说明信件的写作格式：

- 在上方写上日期。
- 写下：Dear ____,
- 写出主要内容。句首字母应大写，句末有句号。
- 在下端写下：Yours truly, ____ (名字)

学生将自己的信件或明信片放进邮箱中“邮发”出去。教师可以请自告奋勇的学生在本节课中或者在下节课的开始时“传递”信件。之后，学生向自己的伙伴、小组或全班读出所收到的笔友的来信。

QUESTION TOSS

An action game to review any vocabulary.

Bring a ball to class, preferably a big, soft one. Divide the class into two teams. Start anywhere in class.

You call out a category. For example, in the sports unit, call out categories such as:

Clothes! Favourite sport! Heavy!

A player then throws the ball to any player on the other team and asks a question that uses the category. The player who catches the ball must answer appropriately. Then that player throws the ball to the other team and the game continues. For example:

Teacher: **Clothes!**

Player 1: (*Throw the ball*) **Do you have any runners?**

Player 2: (*Catch the ball*) **Yes, I have some runners/No, I don't have any runners.**

Teacher: **Sports!**

Player 2: (*Throw the ball*) **What's your favourite sport?**

Player 3: (*Catch the ball*) **My favourite sport is _____.**

Teacher: **Light!**

Student 3: (*Throw the ball*) **What is light?**

Student 4: (*Catch the ball*) **A ping-pong ball.**

You can keep score (award points for each good question and answer) or just play for fun. The game will move faster if you do not change the category for each throw, but allow a series of questions for each category.

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **Open the book! Close your mouth! Touch a window! Point to a clock!**

Ask the first person in each team to come to the front of the class. Give a command, such as **Please open the door.** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

Variation 2: Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card first.

SECRET WORD

An action game to review any vocabulary.

Choose the vocabulary you want to review. Play the audiotape for any lesson or story that contains the vocabulary. Tell the students to signal when they hear the vocabulary. To signal,

掷猜问题

用来复习词汇的动作游戏。

教师将一个球带到班上，最好是又大又软的球。将全班学生分为两组。教师可以从任意一名学生处开始此游戏。

教师大声说出某一类别，例如，在讲运动项目的那个单元，教师可以大声说出：Clothes! Favourite sport! Heavy!

于是，其中一组的一名学生将球扔给另一组的一名学生并就这个类别提问一个问题。接到球的学生必须恰当地作出回答，然后将球扔回另一组继续此游戏。例如：

教师：Clothes!

选手甲：(掷球) Do you have any runners?

选手乙：(接球) Yes, I have some runners/No, I don't have any runners.

教师：Sports!

选手乙：(掷球) What's your favourite sport?

选手丙：(接球) My favourite sport is ____.

教师：Light!

选手丙：(掷球) What is light?

选手丁：(接球) A ping-pong ball.

教师可以记分 (每个好的问句和答句均可得分)，也可只仅为娱乐做此游戏。如果教师不是每次投球都更换类别，游戏的节奏要快一些，但允许每个种类提问一些问题。

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Please open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加 1 分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛看谁能首先摸到正确的卡片。

变化形式 2：把全班分成若干小组，让每个小组拿出词汇卡片，面朝上放在课桌上，大家围坐在课桌四周。教师说出单词，每个小组的学生比赛看谁能第一个摸到正确的卡片。

秘密词汇

用来复习词汇的动作游戏。

教师选出想要进行复习的词汇。播放任意包含这些词汇的课文或故事的录音。要求学生一听到这些词就发出信号。教师可以让学生举手、起立、发生声音或表演任何

you could ask them to put up a hand, to stand, to make a noise or perform any other action. To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each.

SHOW AND TELL

A card game to review “show,” “tell” and other vocabulary.

Every teacher in Canada knows “Show and Tell.” It helps students, especially young students, practice formulating sentences and speaking in front of others. The students take turns bringing things to school to show the class and tell the class about.

You can adapt this activity to your class as a card game. Divide the class into small groups. Ask one student in each group to take out his or her flashcards for clothes, classroom objects and other objects, and place them in a stack in the centre of the group. The students take turns drawing a card from the stack. They then say (write these sentences on the blackboard):

I have (a/an) ____.

I want to show you my ____. (*Show the group the card.*)

I want to tell you about my ____.

The student then makes up a sentence about the object on the card. For example:

This is my favourite ____.

My ____ is ____ (*adjective*).

Variation: Play the game with the whole class. Put your large vocabulary cards in a stack at the front of the classroom. Ask for volunteers to come to the front of the class, one by one, and draw a card. Each student then says the sentences and makes up a sentence about the object on the card.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **Simon says** first. If you do not say **Simon says**, they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **Simon says do this**. The students imitate your action. Then perform another action and say **Simon says do this**. The students again imitate your action.

Now perform another action and say only **Do this**. The students must not imitate you.

Continue the game, mixing up **Simon says do this** and **Do this** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **Simon says point to your arm!**
Simon says shake your leg! Jump up and down!

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

动作来作为信号。如果想要使本游戏更复杂些，可以一次复习多个单词或短语，让学生针对不同的单词和短语发出不同的信号。

展示 讲述

用来复习单词 show 和 tell 及其他词汇的词卡游戏。

加拿大的老师都知道这个游戏。此游戏帮助学生，特别是小学生练习造句及在他人面前说话。学生轮流将一些东西带到学校，将它们展示给全班学生并向全班讲出名称。

教师可以将此活动更改为词卡游戏。将全班学生分为若干小组。要求每组的一名学生将其有关衣物名称、教室物品以及其他物品的词卡取出，并将这些词卡摞在一起放在小组中央。学生们轮流抽出一张词卡。然后他们说出如下句子（教师将这些句子写在黑板上）：

I have (a/an) _____.

I want to show you my _____. (向本组展示卡片)

I want to tell you about my _____.

然后，学生就词卡上的物品名称造句。例如：

This is my favourite _____.

My _____ is _____ (形容词).

变化形式：全班学生一起做此游戏。教师将教师卡片摞成一摞放在教室前面，让自告奋勇的学生挨个到教室前面，每人抽一张卡片。然后，每名学生说出句子并就卡片上的物品造句。

SIMON 说话

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用它来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头时用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想办法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体的命令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

变化形式 2：让单个学生引导做这个游戏。起初，学生们可能觉得很难，所以缩短每一轮的时间——不超过 1 至 2 分钟。

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

SMILE, FROWN

A game to review “and,” “but,” pronouns and possessive pronouns.

Divide the class into two teams. Ask for three volunteers from one team. Give each volunteer a vocabulary card for an adjective (colour, size or other adjective) and an object. Each of these students smiles or frowns to show like or dislike for the object on the card.

Call for a volunteer from the other team. This volunteer rearranges the smiling and frowning students, if necessary, so that frowning students stand together and smiling students stand together. This volunteer then constructs a sentence that describes the preferences of the smiling and frowning students. For example, if there is a smiling boy, then a smiling girl and then a frowning girl, the sentence goes like this:

He likes his ____ (adjective) ____ (object) and she likes her ____ , but she doesn’t like her ____ .

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

Award points for correct constructions.

Variation: Put three pairs of large vocabulary cards (each pair has an adjective and an object) at the front of the class in a row. Team 1 sends a player to stand next to the row of cards. A player from Team 2 moves the Team 1 player in front of each pair of cards. The Team 1 player smiles or frowns to show like or dislike for the objects described by the cards. The Team 2 player then constructs a sentence that describes the other player’s preferences. For example:

He/She likes his/her ____ (adjective) ____ (noun) and ____ , but he/she doesn’t like his/her ____ .

He/She doesn’t like his/her ____ (adjective) ____ (noun) and ____ , but he/she likes his/her ____ .

He/She likes his/her ____ and his/her ____ and his/her ____ .

He/She doesn’t like his/her ____ (adjective) ____ (noun) and his/her ____ and his/her ____ .

Change the cards and continue playing.

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

SPELL IT

To review spelling for any vocabulary.

This is like “Letters,” but you play it as a class.

Divide the class into two teams. Write blanks for any word or phrase across the blackboard (leave spaces between words in phrases). The teams take turns guessing letters that go in the blanks. You, or a volunteer from the class, write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

SPELLING BEE

A game to review any vocabulary.

Divide the class into two teams and appoint a scorekeeper. Start with a player from either

变化形式 3: 把全班分成两个或三个大组, 一起来做“Simon Says”游戏, 每个组指定一名指挥员, 此游戏能使学生注意力集中并提高听力技能。

微笑、皱眉

用来复习 **and, but**, 代词和所有格代词。

将全班分成两组。从一组中找 3 名自告奋勇的学生。给每名自告奋勇的学生写有某个形容词(表示颜色、尺寸或其他形容词)和一件物品的词卡。每名学生要用微笑或皱眉来表达喜欢或不喜欢其词卡上的物品。

从另一组中叫起一名自告奋勇的学生。如有必要, 这名学生可以将微笑的学生和皱眉的学生重新排列, 这样, 微笑着的学生站在一起, 皱眉头的学生站在一起。然后, 这名学生就通过造句来描述微笑学生和皱眉学生的喜好。例如: 如果有一名微笑的男孩, 一名微笑的女孩和一名皱眉的女孩, 所造句子可为:

He likes his ____ (形容词) ____ (物品名称) and she likes her ____, but she doesn't like her ____.

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

造句正确的得分。

变化形式: 教师将 3 对词汇卡片(每对均包括一个形容词和一件物品)排成一排放在教室前面。甲组派一名选手站在这排词卡的旁边。乙组的一名选手推动甲组选手分别站在每对词卡前面。甲组这名选手微笑或皱眉来表达喜欢或不喜欢各组词卡所形容的物品。然后乙组选手就描述对方选手的喜好造句。例如:

He/She likes his/her ____ (形容词) ____ (名词) and ____, but he/she doesn't like his/her _____. He/She doesn't like his/her ____ (形容词) ____ (名词) and ____, but he/she likes his/her _____.

He/She likes his/her _____ and his/her _____ and his/her _____.

He/She doesn't like his/her ____ (形容词) ____ (名词) and his/her _____ and his/her _____.

替换词卡, 继续游戏。

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

拼读游戏

用来复习词汇的拼读。

本游戏做法类似于“Letters”游戏, 只不过全班要在一起做。

将全班分成两组。教师在黑板上画上空白线表示任意单词或短语(短语中的词与词之间留出距离)。两组学生轮流猜空白处应填入的字母。猜对一个字母, 教师或者班上一名自告奋勇的学生写在相应的位置上。学生可以先猜单词或短语, 然后必须从头到尾正确地拼读出整个单词或短语。最先拼读正确的一组为获胜者。

拼写游戏

用来复习任何词汇。

将全班学生分为两组, 并选派一名记分员。从任何一组的一名组员开始, 教师说

team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player on the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out. For example:

Teacher: **Cat!**

Team A, Player 1: **C-u-t.**

Teacher: **No!**

Team B, Player 1: **C-i-t.**

Teacher: **No!**

Team A, Player 2: **C-a-t!**

Teacher: **Yes! Tomorrow!**

Team B, Player 2: **T-o-m-o-r-r-o-w.**

Teacher: **Yes! Noodles!**

Team A, Player 3: **N-o-o-d-l-e-s.**

Teacher: **Yes!**

STOP! GO!

An action game to review phrases of introduction.

Translate **Stop** and **Go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say **Go!**

When you say **Stop!**, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____. What's your name?**

Student 2: **My name is _____. Nice to meet you.**

Student 1: **Nice to meet you.**

When you say **Go!**, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

THE STORY GAME

A game to review any vocabulary.

In this game, the students take turns adding a sentence to a story. The story can be about anything! Encourage the students to have fun and be creative!

Appoint a "secretary" before you begin (or be the secretary yourself). The secretary writes down the story as the students tell it. At the end of the game, he or she reads the story from the beginning.

If you have set vocabulary you want to review, put words or phrases on slips of paper in a box. Each student draws a slip of paper from the box before he or she makes up a sentence to add to the story.

THINK AHEAD

To review any vocabulary.

Tell the students to find partners or form small groups.

出一个单词，然后这名学生必须拼写出这个单词，如果拼写错误，另一组的学生便可试着拼出此单词，一组试拼一次，直到正确地将单词拼读出来。那么该组赢得一分。如果拼读正确该组即可得一分，便轮到另一组拼读教师大声说出的另一个新单词。例如：

教师：Cat!

A 组，选手甲：C-u-t.

教师：No!

B 组，选手甲：C-i-t.

教师：No!

A 组，选手乙：C-a-t!

教师：Yes! Tomorrow!

B 组，选手乙：T-o-m-o-r-r-o-w.

教师：Yes! Noodles!

A 组，选手丙：N-o-o-d-l-e-s.

教师：Yes!

停止！走步！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 Stop 和 Go 的意思。

告诉学生，当你说 Go! 的时候，他们要低头看着地板在教室里快步行走。

当你说 Stop! 时，他们要停下来，抬起头来，每人和站在最近的同学结成一对站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is _____. What's your name?

学生乙：My name is _____. Nice to meet you.

学生甲：Nice to meet you.

当你说 Go! 的时候，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次 10 个人参加。

故事接力

用来复习任何词汇。

在本游戏中，学生轮流给故事加一句话。什么样的故事都可以！鼓励学生从中获得乐趣并激发其创造力。

在开始此游戏前先选派一名“文秘”（可由教师担当）。在学生们讲述故事时，“文秘”记下故事。游戏结束后，“文秘”从故事开始读出故事。

如果教师有固定的想要学生复习的词汇，分别将这些单词和短语写在小纸条上，放进一个盒子里。每名学生先从盒子中抽出一张纸条，然后按纸条上的词汇接故事造句。

猜画游戏

用来复习词汇。

告诉学生找伙伴或者结成小组。

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

THIS THAT

A card game to review demonstrative pronouns and other vocabulary.

Ask the students to get out their flashcards for clothes or other objects. Ask the students to find partners. The partners arrange their cards in matching pairs, face down, in a row. Each student picks up one card, or a pair of cards, and shows it or them to his or her partner. Then the students take turns saying:

Student: (*Point to the cards he or she is holding.*) **I (don't) like this/these ____.** (*Point to the card(s) of his or her partner.*) **I (don't) like that/those ____.**

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, **What's this? What colour is this? Is this a ____ or a ____? Where is the ____?** You can also give the whole team a command. For example, **Touch your head. Point to the blackboard. Show me an eraser.**

If the player or team answers or performs correctly, a player from the team may write an **X** in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an **O** in any square on the grid.

The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large **X** on one side of each card and a large **O** on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an **X**, it points to a student on the game board. That student holds the **X** card up high. Continue the game with the students holding up **X** and **O** cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

TRAVEL

To review vocabulary about countries.

Post a map for each country you want to review (China, the U.K., the U.S., Canada and Australia) around the room (or just post the words). Divide the class into as many groups as there are countries. Ask each group to stand under a "country" in a line. Start with any two

每对学生或者每个小组需要准备一套你要复习词汇的卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额，卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如，他问：Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

如果选手甲猜对了，就轮到下一个选手来做这个游戏。

这个 那个

用来复习指示代词以及其他词汇的词卡游戏。

要求学生取出他们的有关衣服或其他物品名称的词汇卡片。让他们找各自的伙伴，一起将他们二人的单词卡片配对，字面朝下排成一行。每名学生取走一张或者一对卡片，并且将这张或这对卡片出示给同伴看。之后，学生轮流说出如下句子：

学生：(指着自己拿的卡片) I (don't) like this/these _____. (指着伙伴的卡片) I (don't) like that/those _____.

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏，形成尺寸大致相等的 9 个小方块。

把全班学生分成两组，向第一组的一名选手提问一个问题。例如：What's this? What colour is this? Is this a ____ or a ____? Where is the ____? 你也可以向整个组发一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser. 如果这名选手或整个组回答或者表演正确的话，那么从组中走出一名选手，在大表格中任意一个小方块中画一个 ×。

现在轮到第二组了。如果该组回答或表演正确的话，可以在任意一个小方块中画一个 O。

每个组的目标是在大表格的任意方向上：不管是平行方向，垂直方向，还是对角方向获得三个 ×(或三个 O)。当然，每个组都想填入自己的 × 或 O，以阻止对方完成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1：准备 9 张大卡片或几张硬纸，在每张卡片的一面写一个大 ×，在另一面写一个大 O。在教室前面放一排三把椅子，让九名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 × 时，指着一个在前面的学生，该生就高举着写着 × 的卡片。继续做这个游戏，让九名学生举出写着 × 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再彼此提问那些要复习的问句。

旅行

用来复习关于国名的词汇。

教师把要复习的各个国家的地图贴在教室周围(例如：China, the U.K., the U.S., Canada, Australia 等)(或只贴单词)。复习几个国家就将全班分成几个小组。要求每组学生均排成一列站在一个“国家”下面。教师从其中任何一列的前两名学生开始，就

students at the front of a line. Ask these students a question about the country they are “in.” The first student to answer correctly “travels,” clockwise, to the next country and stands beside the student at the front of the line. The game repeats.

Any “traveling” student who loses a turn goes to the back of the line of the country he or she is in.

Any student who completes a circuit of all the countries in one turn goes to the back of the line in his or her original country. You might want to have a little prize ready for such students!

Here are some questions you can ask:

What country is this?

Do you know the capital city of ___?

Is ___ north (east, west, south) of ___?

What do they/we speak in ___?

Do you speak ___?

Variation: You can adapt this game for any vocabulary. Just make it a contest about who can answer the most questions.

THE TRIP GAME

An action game to review “come,” “go” and other vocabulary.

In this game, students join a “trip” to somewhere. Here’s how it goes:

Student 1: **I want to go on a trip to ___ (a city or country.) (Point to Student 2.) You come, too.**

Student 2: *(Join Student 1.) Let’s go!*

(Students 1 and 2 walk to Student 3.)

Student 2: *(To Student 3.) You come, too.*

Student 3: *(Join Students 1 and 2.) Let’s go!*

(Repeat with as many students as you want.)

Variation 1: Make the game more complicated. Ask every student to find a partner. One partner sits and one partner stands. The partner standing is the other student’s “mother” or “father.” Before any student can join the “trip,” he or she must ask his or her partner, “Mother/Father, may I go?” If his or her partner says “Yes, you may go,” the student joins the trip and says “Let’s go!” If not, the student remains seated and the “trip” students say “Let’s go!” and ask someone else.

Variation 2: Add modes of transportation to the game. Write the words for modes of transportation on the blackboard (car, bus, airplane, cab, bicycle). When the students are ready to say “Let’s go!” point to one of the words. The students then say “Let’s go by ___!” and “travel” to the next student in that manner.

WHAT DAY IS IT?

A game to review days of the week, months and ordinal numbers.

Write numbers (not ordinals) from one to thirty-one on the blackboard. Put your large vocabulary cards for months of the year and days of the week at the front of the class. Divide the class into two teams. Ask for a volunteer from each team. The volunteer from Team 1 indicates, in any order, a month, a day of the week and a number. This volunteer then asks “What day is it?” The volunteer from Team 2 tries to answer with the correct day of the week, then the month and the ordinal number. Two more volunteers come forward.

他们所“在”国家的有关情况进行提问。首先回答问题正确的学生开始“旅行”，按顺时针方向旅行至下一个国家并且站在这个国家第一名学生的旁边。游戏如此重复。

那些在“旅行”中失利的学生站到他所在国家学生的最后，重新排队等待。

完成各国一周旅行的学生重新回到他所在的国家的最后排队等待。教师可以给这些学生准备小小的奖品。

教师可以提问如下问题：

What country is this?

Do you know the capital city of ____?

Is ____ north (*east, west, south*) of ____?

What do they/we speak in ____?

Do you speak ____?

变化形式：教师可以改编此游戏用以复习各种词汇，使之成为一个比赛，看谁回答问题最多。

旅程

用来复习 **come, go** 和其他词汇的动作游戏。

在本游戏中，学生加入去某地的“旅程”。按如下方式进行：

学生甲：I want to go on a trip to ____ (一个城市或一个国家)。(指着学生乙) You come, too.

学生乙：(加入学生甲) Let's go!

(学生甲和学生乙走向学生丙)

学生乙：(对学生丙) You come, too.

学生丙：(加入学生甲和学生乙) Let's go!

(教师可找数名学生如此重复)

变化形式 1：此游戏还可以更复杂一些。要求每两名学生结伴，一个站着，一个坐着。站着的学生扮作另一名学生的“母亲”或“父亲”。在每位学生加入这次“旅程”前，他必须先问其伙伴：Mother/Father, may I go? 如果其伙伴说：Yes, you may go. 这名学生便可以加入旅程并且说：Let's go! 否则，这个学生还要原处坐着，“旅程”中的学生们便说：Let's go! 并且再找其他学生。

变化形式 2：在游戏中加入表示交通方式的名词。将这些词 (car, bus, airplane, cab, bicycle) 写在黑板上。当学生们准备好说 Let's go! 时，教师指向黑板上的一个单词，然后学生说：Let's go by ____! 并且用这种方式旅行到另一名同学那里。

今天是几号？

用来复习星期名称、月份和序数词的游戏。

将 1 至 31 的数字 (非序数词) 写在黑板上。把关于月份名称和星期名称的教师卡片放在教室前面。将全班分成两组，每组各找一名自告奋勇的学生。甲组的这名自告奋勇的学生不按顺序任意指出一个月份名称、一个星期名称和一个数字，然后问：What day is it? 乙组中的自告奋勇的学生需给出正确的星期名称、月份和序数词来作答。再如此找两名自告奋勇的学生到前面来继续本游戏。

Keep score. Give a point for each part of the answer that is correct and another point for putting all parts of the answer in the correct order (for a maximum of four points).

WHAT HAPPENED?

A game to review past-tense verbs.

Divide the class into two teams. Assemble your large vocabulary cards for locations (restaurant, shop, school, classroom, gym, library, house, apartment), foods and colours. Explain that the different cards correspond with different verbs, as outlined below. Write “today” and “yesterday” on the blackboard. Then hold up vocabulary cards and stand under one of the words on the blackboard. Say “What happened (is happening)?” The students construct correct sentences.

food cards Today/Yesterday, we eat/ate ____.

colour cards Today/Yesterday, we see/saw ____.

location cards Today/Yesterday, we go/went to the ____.

Variation: The students can play this game in small groups or pairs with their flashcards. They need a stack of cards for locations, colours and foods. They also need their flashcards for the letters *y* and *t* in a separate stack. Explain that *y* stands for “yesterday” and *t* stands for “today.” The students then take turns drawing a card from each stack and making appropriate sentences.

WHAT TIME IS IT?

An action game to review times of day.

This game is like a chain drill. Start with any student in the classroom. After a student specifies a time, the next students count from one o’clock up to the time specified. As they count, they show the times with their arms as if their arms were hands on a clock.

Student 1: **What time is it?**

Student 2: (*Can say any time.*) **It’s four o’clock.** (*Show four o’clock with his or her arms.*)

Student 3: **One o’clock.** (*Show one o’clock with his or her arms.*)

Student 4: **Two o’clock.**

Student 5: **Three o’clock.**

Student 6: **Four o’clock. What time is it?**

Student 7: **It’s _____** (*any time*).

You can make the game more difficult by allowing the students to specify half-hours (then each student counts by half hours with arm actions) or quarter hours (then each student counts by quarter hours with arm actions).

WHAT’S MISSING?

To review any vocabulary.

Put ten to twenty large vocabulary cards up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

计分：每说对一部分名称给 1 分，如果顺序正确再给 1 分（满分为 4 分）。

发生过什么事儿？

用来复习动词过去式的游戏。

将全班分成两组。教师将表示处所 (restaurant, shop, school, classroom, gym, library, house, apartment)、食品名称和颜色名称的单词卡片放在一起。说明不同的词卡对应不同的动词，如下所示。教师在黑板上写上 today 和 yesterday，然后举起一张词卡，站在其中一词的下面。教师问：What happened (is happening)? 学生用正确的句子作答。

food cards Today/Yesterday, we eat/ate ____.

colour cards Today/Yesterday, we see/saw ____.

location cards Today/Yesterday, we go/went to the ____.

变化形式：可将学生分成若干小组或二人一组，让他们用学生卡片做此游戏。他们需要准备一摞表示处所名称、颜色名称和食品名称的词卡。他们还需将 y 和 t 的字母卡片另外摞放在一起，并说明 y 代表 yesterday，t 代表 today。然后学生轮流从两摞词卡中各抽出一张，造出恰当的句子。

现在是几点钟？

用来复习一天中时间钟点的动作游戏。

本游戏类似于链式操练，可以从教室里的任何一名学生开始做此游戏。当这名学生指定一个时间钟点后，其他学生从一点钟开始数到被指定钟点。学生一边数钟点一边将自己的胳膊当作指针指示出时间。

学生甲：What time is it ?

学生乙：(可说出任一时间钟点) It's four o'clock. (用其胳膊指为 4 点钟)

学生丙：One o'clock. (用其胳膊指成 1 点钟)

学生丁：Two o'clock.

学生戊：Three o'clock.

学生己：Four o'clock. What time is it ?

学生庚：It's _____ (任何时间).

教师可以允许学生以几时半为指定钟点 (然后每名学生按每半点钟的数并用胳膊指示出时间) 或者几时几刻为指定钟点 (然后每名学生按每刻钟的数并用胳膊指示出时间) 以加大游戏的难度。

哪个不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。提问每个学生让其说出移走的卡片的名称，直到猜对正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。那名猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

WHAT'S THIS?

To review any vocabulary.

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player(s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

WHAT'S WRONG?

A game to correct common errors.

Write sentences on the blackboard that contain errors (and some that don't contain errors). Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

Write sentences that pair concepts incorrectly, or that contain errors about verb tense or plurals. For example:

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

To make the game easier, use only one category of errors and announce it before you begin.

THE WHEN GAME

A matching game for dates and times of day.

Play this game like "Go Fish."

Divide the class into small groups. Each group uses a set of flashcards for six events, meals (breakfast, lunch, supper), weather adjectives (sunny, rainy, windy, snowy, cloudy), the months and times of day (morning, afternoon, evening).

The players make appropriate pairs of cards. They have to think! "July" and "sunny" make a good pair, but "Spring Festival" and "evening" do not!

As they ask for a card, the students use this phrase: "Do you have a card for ___?" As they make a pair, they say one of these phrases:

When is ___ (*event or meal*)? **In/At ___** (*month or time of day*).

When is it ___ (*weather adjective*)? **In ___** (*month*).

Before the students start the game, brainstorm a list of ways to match weather adjectives and events with the months of the year. Write it on the blackboard.

WHERE IN THE WORLD?

To review vocabulary about countries of the world.

Divide the class into small groups. Each group should have at least as many players as there are countries in the game.

Ask each group to assign each player a country (they can repeat countries, but must have at least one player per country). Each player then cuts a sheet of paper into four pieces and makes cards for that country as follows:

这是什么？

用来复习词汇。

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴，或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片，把它举起来问另一位选手（或其他的选手们）What's this? 其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时，他要问三次 What's this? 这个问题。让他的伙伴或小组中的其他成员作出回答。这个游戏可以持续做几分钟。

错在哪里？

用来更正常见错误的游戏。

教师在黑板上写出一些带有错误的句子（也包括一些正确的句子）。将全班学生分为两组。各组依次轮流更正每个句子。学生们擦掉错误的单词，并写上正确的。如果哪一组不能更正句子或是改错了，另一组可以试着去改。记分。尽量去写一些含有搭配不当，或者时态、单复数有错误的句子。例如：

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

教师可以使用只含有一类错误的句子做游戏，并在游戏开始前告诉学生错误类型，以使游戏变得简单些。

什么时候？

将一天中日期和时间搭配组句的游戏。

本游戏类似“Go Fish”。将全班分成若干小组。每组使用一套包含有6个事件一日三餐 (breakfast, lunch, supper)、描写天气状况的形容词 (sunny, rainy, windy, snowy, cloudy)、月份名称和时间 (morning, afternoon, evening) 的单词卡片。

参加游戏的选手将这些卡片恰当地组合在一起。学生必须认真思考！July 和 sunny 可以很好地搭配，而 Spring Festival 和 evening 则不搭配！

当学生想获取卡片时，要使用这个短语：Do you have a card for ____? 当他们配好一对时，他们要说出如下任一句子：

When is ____ (一件事或一日三餐中一种)? In/At ____ (月份名称或者时间).

When is it ____ (描写天气状况的形容词)? In ____ (月份名称).

在游戏开始前，教师需和学生一起设计构思一系列可以将天气形容词、事件和月份搭配组合的方法。将这些组合写在黑板上。

世界的哪个国家？

用来复习关于世界上各国家名称的词汇。

将全班分成若干小组。每组参赛选手数至少同本游戏用到的国名的数目相同。

要求每组给其每名参赛选手指定一个国家名称（可以重复使用国名，但至少一个国家对应一名选手）。然后，每名选手裁下一张纸，将纸分成4份，按以下要求做4张和自己对应国家相关的卡片。

- One card with the name of the country.
- One card with the language of the country.
- One card describing the direction of the country from China. (Write this on the blackboard to avoid confusion. Students making cards for China leave this card blank.)
- One card with the name of the capital city of the country (or just the words “capital city of ____”).

The players then mix up their cards, face down. Each takes four cards.

The object of the game is to collect all four cards for one country. The players examine the cards they have drawn and, privately, choose a country. To collect the cards for that country, each player tries to trade cards, one at a time, with any other player. To trade, all players call out (at the same time!) the word(s) on a card they want to give away. As they call out, they listen to the other players and try to trade with players calling out the word(s) they want. No player has to make a trade, but a smart player will listen carefully and collect cards for a country that no one seems to want.

Any player may change the country he or she is collecting for at any time.

When a player has all the cards for a country, he or she calls out “I win!” The game stops and that player must show his or her cards.

To make the game harder, add more cards for each country. For example, add cards for famous features of each country, as described in Student Book 5, Unit 2.

This game can get quite noisy, which is part of its fun. To keep the noise down, however, ask the students to trade cards in whispers.

WHISPER

An action game to review actions and prepositions.

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on**, the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is ____?** (the student’s name). Encourage the class to answer **He/She is on the ____.**

If you whisper an action, the student must perform the action. Say **What’s he/she doing?** Encourage the class to answer **He/She is ____ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WHO AM I?

A card game to review words that describe people.

This is a version of “Think Ahead.”

Ask the students to get out their twelve flashcards that say “Who Am I?” Each of these cards shows a person and each card is different, in some way, from all the other cards.

Students play in pairs. They make a stack of one set of cards and they spread the other set of cards between them, face up. They take turns drawing a card from the stack and, without looking at it, placing on their foreheads face out. This way, the student who drew the card cannot see it, but his or her partner can. The student who drew the card then asks questions to determine which person he or she “is.” The student looks at the cards spread out on the table to formulate questions such as:

- 一张卡片写有国名。
- 一张卡片写有该国使用的语言。
- 一张卡片描述该国相对中国的地理方位。(为避免混淆,教师需将此项内容写在黑板上。代表中国的选手做一张空白卡片。)

- 一张卡片写有该国的首都(或只写出 capital city of ____ (国名)即可)。

然后选手们将所有卡片字面朝下混在一起。每名选手各取 4 张卡片。

本游戏的目的是将代表一个国家的 4 张卡片收集在一起。选手们仔细阅读自己抽到的卡片,心里默定一个国家。为收集到有关这个国家的卡片,选手需试着同其他选手互换卡片,一次只能换一张。交换卡片时,选手们要(同时)大声读出他们想放弃的卡片。讲的同时,要仔细听其他选手讲话并努力换取自己想要的卡片。谁都不会被迫去进行交易,但是聪明选手总是认真听并且收集那些似乎其他选手都不愿意收集的国家的卡片。

选手们可以随时更换他们想收集卡片的国家。

当选手得到有关同一国家的所有卡片时,他要大声喊出: I win! 游戏就此停止,这名选手必须给全班展示自己的卡片。

如果想增加此游戏的难度,可以给每个国家多写几张卡片。如第 5 册教科书第 2 单元所述,增加关于各个国家显著特征的卡片。

本游戏会使全班喧闹起来,这也是本游戏有趣的一面。不过,如果想使课堂保持安静,可以要求学生在交易卡片时悄悄说话。

耳语游戏

用来复习动词和介词的动作游戏。

找一名自告奋勇的学生,在其耳边轻声说一个动词或一个介词。例如: wave, stamp, clap, in, on, under。

如果悄声说的是 on, 这个学生就站在或坐在教室里的某个东西上面,如一把椅子或桌子上。然后教师说: Where is ____? (该学生的名字),鼓励全班学生回答: He/She is on the ____。

如果悄声说的是一个动词,该生必须表演这个动作,然后教师说: What's he/she doing? 鼓励全班学生回答: He/She is ____ ing。

让其他学生重复做这个游戏,每个学生都必须用不同的方式来演示这个词汇,鼓励学生做富有创造性的表演!

我是谁?

用来复习描述人物词汇的游戏。

本游戏是“Think Ahead”游戏的变化形式。

要求学生拿出他们的写有 Who Am I? 的 12 张词汇卡片。每张词卡上都展示各自不同的人物形象。

学生两人一组做本游戏。他们将一套卡片码起来,将另一套卡片字面朝上在两人中间摊开。他们轮流从码起的卡片中取出一张卡片,自己不能看,将它放在额头上,字面朝同伴。这样,拿词卡的学生自己看不到单词,而其伙伴可以。之后,这名学生要通过向对方提出问题来判断词卡中的人物。这名学生可以看着摊在桌子上的卡片,提出如下问题:

Am I a woman?
Do I wear glasses?
Do I have black hair?
Do I have long hair?

WHY BECAUSE

An action game to review the question “Why?”

This game is like “Charades.”

Write some phrases on slips of paper and put them at the front of the class. Divide the class into two teams. Ask for two players from one team at a time. One player acts out a phrase and the other player guesses the phrase until he or she arrives at the right answer. Then the two players repeat a “why-because” dialogue with the appropriate substitutions. If they do this within a time limit that you set, they win a point. If not, the other team takes a turn.

The players have to think! You can direct the players at times with questions of your own. Here is an example of the game for the phrase “eating noodles”:

Player 1: **You are drinking.**

Player 2: **No!**

Player 1: **You are eating!**

Player 2: **Yes!**

Teacher: **What is he/she eating?**

Player 1: **Rice!**

Player 2: **No!**

Player 1: **Noodles!**

Player 2: **Yes!**

Player 1: **You are eating noodles. Why**

Player 2: **Because I am hungry.**

Here are some other phrases and dialogues you can use:

Phrase: **drinking tea**

Dialogue: **You are drinking tea. Why? /Because I’m thirsty.**

Phrase: **washing hands**

Dialogue: **You are washing your hands. Why? /Because my hands (they) are dirty.**

Phrase: **laughing**

Dialogue: **You are laughing. Why? /Because I’m happy.**

Phrase: **crying**

Dialogue: **You are crying. Why? /Because I’m sad.**

Phrase: **taking off a jacket**

Dialogue: **You are taking off your jacket. Why? /Because I’m hot.**

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Am I a woman?
Do I wear glasses?
Do I have black hair?
Do I have long hair?

因果关联

用来复习问句 Why ? 的动作游戏。

此游戏做法类似于游戏“Charades”。

分别在纸条上写一些短语并将这些纸条放在教室前面。将全班学生分为两人一组。每次从一组学生中找两名学生。其中一名学生做出动作，另一名学生猜出短语，直至猜出正确短语。然后这两名学生用恰当的替换重复一组“因果关联”对话。如果他们在教师规定的时间内完成这些内容，则得一分。否则，将轮到另一组学生。

学生们必须思考！教师可以不时地提问问题指导游戏者。如下列举了游戏中一个关于短语 eating noodles 的例子：

选手甲：You are drinking.

选手乙：No!

选手甲：You are eating!

选手乙：Yes!

教师：What is he/she eating?

选手甲：Rice!

选手乙：No!

选手甲：Noodles!

选手乙：Yes!

选手甲：You are eating noodles. Why?

选手乙：Because I am hungry.

教师可利用如下短语及对话：

短语：drinking tea

对话：You are drinking tea. Why?/Because I'm thirsty.

短语：washing hands

对话：You are washing your hands. Why?/Because my hands (they) are dirty.

短语：laughing

对话：You are laughing. Why?/Because I'm happy.

短语：crying

对话：You are crying. Why?/Because I'm sad.

短语：taking off a jacket

对话：You are taking off your jacket. Why?/Because I'm hot.

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 名多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数还少，那么反复做此游戏，使每个学生都有机会轮上。

Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for **book**, two for **chair** and so on. You can use slips of paper instead of cards.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say **Go!**, the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

WRITE THE NUMBER

To review numbers.

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 **book** 的卡片，两张 **chair** 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片的序列打乱，使得相同的单词不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，使他们分散站在教室的各处。

当教师说 **Go!** 的时候，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他说一样单词的同学。

写数字

用来复习数字。

学生一对一配对或三人一个小组，每个学生都需要有一张纸。

说出数字单词，每个学生都要争取第一个写下相应的阿拉伯数字。

在黑板上写下正确的阿拉伯数字，使学生能检查各自的答案。

当你决定停止此游戏时，得正确答案最多的学生为胜者。

主要英语教学法 及其在小学教学中的应用

英语教学实践的深入使各种教学理论不断涌现。每种教学法都有其独到的优势，但却没有一种是适合所有教学内容、适合所有学习者的十全十美的教学法。试图寻找一种万能教学法是不切实际的。小学英语教师应视具体情况选择不同的教学法。有些内容可能是某一种教学法占主导，辅以其它教学法，但大部分内容需要多种方法的融合。教师应创造性地而不是机械死板地使用教学法。

二、语法——翻译法 (Grammar—Translation Method).....

1. 背景

语法——翻译法是一种通过语法讲解加翻译练习的方式来教学外语的传统方法。其代表人物为奥朗多弗 (H. Ollendorff) 和雅科托 (Jacotot) 等。外语教学法源于拉丁语教学法，盛行于 15~17 世纪的欧洲，当时称“语法模仿法”，是翻译法的雏形。到了 18~19 世纪，西欧一些国家确定了翻译法的教学地位，因其重视语法教学而被称为语法法或语法翻译法，因继承了拉丁语的传统又称传统法。

2. 主要理念

以学习语言的语法系统为中心，用翻译的方法学习目标语，强调语法能力和阅读写作能力。

3. 主要特点

(1) 以传统语法作为教授外语的基础。语法被当作语言的核心，是外语学习的主要内容。语法讲解采用演绎法，先讲解语法规则、例句，然后在练习中运用、巩固规则。

(2) 翻译是教学的基本手段。外语翻译成母语, 母语译成外语的逐词翻译是教学的基本形式。外语知识的讲解、练习、巩固和阅读技能的培养都采用翻译方法。

(3) 重读写, 轻听说。重视词汇和语法的学习, 强调阅读和写作两个方面的能力, 而听、说能力没有得到应有的重视。

(4) 课堂用语大部分是母语。用母语组织教学, 把母语当作释义、讲解、练习和检查的重要手段。

语法翻译法只重视语言知识的传授, 在重交际的当今时代, 孤立地采用语法一翻译法必然失之偏颇。在综合运用各种教学法的同时, 对待一些抽象的概念、难理解的句子, 采用此法不失为明智之举, 既清楚明白, 又节省时间。

二、直接法(The Direct Method).....

1. 背景

十九世纪中期, 欧洲大陆资本主义的发展促进了各国人民之间的往来。在交往中, 口头交际是最常用的也是最直接的。由于相互间口头交际需要的增加, 欧洲人越来越发现语法一翻译的不足。它不能用来培养学生口头表达能力和聆听理解能力。因此, 直接法、听说法、情景法应运而生。直接教学法是指在教学中直接使用第二语或目标语(target language)来进行交流与授课的教学方式。直接教学法重视学生听、说口语和沟通能力的培养, 拒绝填鸭式的文法规则教学, 强调在自然状态下学习。

2. 主要理念

直接法中最基本的原则是建立语言与外界经验的联系, 也就是说, 在外语教学中, 使每一个词语同它所代表的事物或意义直接联系, 不经过母语翻译, 强调直接用外语教外语, 不注重形式语法。

3. 主要特点

(1) 教师按照儿童掌握母语的过程, 使用外语进行教学, 并广泛使用实物、图画、动作、手势、表情和游戏等直观手段解释词义和句子, 以培养学生掌握在外语与客观事物直接建立联系和直接用外语思维的能力。在课堂教学中尽量创造一个与儿童学习母语相近的环境, 使学生能够自然习得, 提高英语的流利程度和运用英语进行交流的能力。

(2) 强调直接学习和直接应用, 注重语言实践练习, 因而学生学习积极性高, 学习兴趣浓厚。

(3) 直接法主张采用口语材料作为教学内容, 它的教学目标不是规范的书面语, 而是外语口语。重视语音、语调和口语教学, 在学习口语的基础上培养读写能力。语法规则通过课堂上大量的听说练习进行归纳。

(4) 强调模仿。教学过程是模仿、反复练习, 直到养成语言习惯。

直接法适用于以实用为目的的强化培训。外语专业的基础阶段、入门阶段也比较有效。小学英语多以对话形式编排，直接法是小学英语教学常用的教学法。教师应在教学环节上对容易理解的对话内容、比较具体的事物、容易解释的概念采用直接法。

三、听说法 (The Audiolingual Approach)

1. 背景

听说法于二十世纪 40 年代在美国产生。第二次世界大战爆发后，美国军队为在短期内培养大批掌握外语口语能力的军人，采取一系列的措施和手段强化训练士兵的听说能力，听说法便产生了。战后，该法被推广到学校外语教学中，并在二十世纪五六十年代风行美国和西方各国。听说法源于美国，它继承了直接法的某些优点，以句型和语法结构操练为纲。听说法产生的理论基础是结构主义语言学和行为主义心理学。句型结构训练是学生掌握外语的有效手段，是学习外语初级阶段不可缺少的内容。美国布朗大学特瓦德尔教授在 1958 年把听说法的教学过程归纳为认知、模仿、重复、变换和选择五个阶段。

2. 主要理念

语言是一套系统的“语言习惯”。语言学习只有不断地反复练习，才能形成正确的语言习惯。句型操练是训练学生掌握各种句型、句子的一种行之有效的方式。

3. 主要特点

(1) 听说领先，注重口语。听说是一切言语活动的基础，初级阶段以培养口语能力为主，读写为辅。

(2) 以句型为中心反复操练。句型是语言教学的基础，也是外语教学的中心。通过句型操练掌握目标语，培养正确的语言习惯。

(3) 对比语言结构，确定教学难点。语言结构对比包括母语和目标语结构的对比分析和目标语结构内部的对比分析。

(4) 广泛利用现代化教学技术手段，通过多种途径进行强化刺激。

针对小学生模仿能力强、拓展能力不足的特点，小学英语教师可灵活运用听说法，对重点句型采用听说法，在反复操练中使学生掌握新句型并能准确表达。之后进行替换词、句型转换等拓展练习，使学生能够熟练、灵活地掌握重点句型。

机械的模仿可能会显得枯燥，但只要老师灵活运用，结合其它教学法的使用，听说法会有不错的效果。

四、全身反应法 (Total Physical Response)

1. 背景

全身反应法简称 TPR。美国心理学家詹姆士·阿歇尔 (James Asher) 认为, 第二语言学习与小孩习得母语的过程相似。针对小孩的语言大多是命令句, 他们一般先用身体反应, 而后再学会用语言进行反应。他认为, 外语学习也应模仿小孩习得母语的方式, 即先理解后表达。他在 60 年代创立了全身反应法。这种方法倡导把语言和行为联系在一起, 通过身体动作教授外语。强调首先培养学生听的能力, 大量听一段时间以后, 有了一定积累, 就水到渠成地开始输入。这样学生说起来很自然。教学要尽量减少学生的心理压力。

2. 主要理念

这种方法倡导把言语和行为联系在一起, 通过身体动作教授外语。

3. 主要特点

(1) 以“听—做动作”为主要教学组织形式。学生通过身体对语言的动作反应来提高理解力。这种身体反应由教师通过有计划的指令来控制。学生根据教师的指令做出相应的动作, 从而感知并理解掌握语言。

(2) 教授的语言形式以祈使句为主, 带动其它句型。指令型语言的形式只能是祈使句, 其它句型的出现要服从于祈使句的使用。

(3) 对学生的错误采取宽容的态度。TPR 教学法主张对待学生的错误采取宽容的态度, 只纠正一些较大的错误, 在纠正时要注意方法, 不使学生感到压力。

小学生活泼好动, 全身反应法很适合小学英语教学, 可以很容易地调动起学生的学习积极性。主要缺点是比较抽象的单词和句子很难用 TPR 来表述, 教师在向学生解释一些抽象的事物时会比较困难, 但大多教学内容都可以采用此法。

在 TPR 教学过程中, 学生要做到口动、手动、脑动, 充分调动各个功能区的作用。合理使用, 效果显著。

五、情景教学法 (Situational Language Teaching)

1. 背景

情景教学法于十九世纪 30 年代至 60 年代期间由英国语言学家创立。该法强调教师根据课文所描绘的情景, 借助各种媒介如幻灯、动画设计、图片等再现课文所描绘的情景表象, 使学生如闻其声, 如见其人, 仿佛置身其中, 师生之间进行一种情景交融的教学活动。

2. 教学理念

情景教学法在英语教学中是以培养学生的实际交际能力为目标的新的课堂教学方法,变传统教学中学生的被动听课为现在的主动参与,使学生成为学习的主体,在“动”与“活”中快乐地学习英语。

3. 主要特点

- (1) 情景教学法的课堂以学生为中心。
 - (2) 情景教学法以情景教学为指导,在模拟真实的语境中学习。
 - (3) 情景教学法融知识性与趣味性为一体,课堂形式活跃,充分调动了学生的学习积极性。
 - (4) 情景教学法使学生既获得英语基础知识,又培养了为交际运用英语的能力。
- 该方法适用于有生活情景的内容。现在的英语教材内容大多源于生活,因此该方法使用率较高,使用效果也较好。

六、任务型教学法 (Task-based Language Teaching).....

1. 背景

1979~1984年在印度南部邦加罗尔 (Bangalore) 的勃雷泊 (Prabhu) 支持了邦加罗尔交际教学项目研究,该项目完成后就形成了任务型教学法。1996年首次在中国香港使用,二十世纪90年代在世界流行。任务型教学法以任务组织教学,在任务的完成过程中,以参与、体验、互动、交流、合作的学习方式,调动学生已有的目标语资源,在实践中感知、认识、应用目标语,有目的地从“用”中学和从“做”中学。

2. 主要理念

在活动中使用语言以达到掌握语言的目的。在教学活动中,教师应当围绕特定的交际和语言项目,设计出具体的、可操作的任务,学生通过表达、沟通、交涉、解释、询问等各种语言活动形式来完成任务,以达到学习和掌握语言的目的。

3. 主要特点

- (1) 教学任务首先具有目的性,也就是说,它应该具有较为明确的目标指向。每一个教学环节都是一个活动,学生通过完成一个个的任务来提高交际能力。
- (2) 任何一个任务都需赋予它实质性的内容,表现在课堂上就是需要履行的具体行为和活动。
- (3) 强调以学生为中心而不是以教师为中心。教师既可以是任务的参与者,也可以是任务的监控者和指导者。

- (4) 在任务设计中,应尽量接近现实的情景,以加强学生对语言和语境之间的联系。
- (5) 强调课堂教学活动之间的联系。

所谓任务是一种学生运用语言完成预设非语言结果(specific outcome)的活动。这种活动影射了真实的生活,以交际(communication)为目标,使学生的注意力集中在语意上,从而达到自由运用语言的目的(Jane Willis, 1996)。任务型教学法强调在做中学,只要设计恰当的任务,可以适用于任何教材和任何层次的学生。为小学生设计任务不要太复杂,步骤不要太多,要围绕小学生的生活经验和兴趣。

七、自然教学法(The Natural Approach).....

1. 背景

自然教学法是由 Stephen D. Krashen 和 Tracy D. Terrel 提出来的。他们在研究儿童如何产生第一语言的基础上,区分了语言学习中自然“习得”和“学习”两个不同的概念。Krashen 和 Terrel 指出,儿童出生以后,生活在一个富有实际意义的环境之中,通过日常生活中与父母的交流,自然“习得”第一语言。“学习”指的是学生在学校里有意识地学习第二语言。

2. 主要理念

主张创造一个与儿童学习第一语言相近的环境,使学生能够自然“习得”,提高英语的流利程度和运用英语进行交流的能力。

3. 主要特点

(1) 自然教学法认为要自然习得一种语言,学生所接收到的信息内容中应该有一部分为学习者已知的成分,另外一小部分则为比学习者目前程度略高一级的内容,即“ $i+1$ ”;(i 表示学生目前的程度, 1 表示比目前程度稍高的教学内容),这样才能使学习者有所进步。

(2) Krashen 把实施自然教学法的过程分成 4 个阶段:

第一阶段是理解阶段(Pre-Production),也叫说话前阶段。教师在课堂上和学生自然地谈话,使用基本的词汇和句型。重复重点词汇。教师通过身体动作和视觉提示,如图片、实物等,帮助学生理解。只要求学生能够听懂和执行简短的英语指令,作出非语言性的反应。许多学生开口之前要经过一个“沉默”的阶段,这是正常的。此时,教师要有耐心,不要多催逼。

第二阶段是早期言语表达阶段(Early Production)。教师自然地和学生谈话,注意学生是否能够对简单的英语指令作出正确的反应。此外,教师可以使用一般疑问句、选择疑问句以及 Wh- 起首的特殊疑问句进行提问。学生应能听懂这些问题,并能用一、

两个单词或短语回答问题。

第三阶段是言说阶段 (Speech Emergence)。教师使用自然、简单的语言和学生谈话，用 How 起首的特殊疑问句提问，要求学生用短语或完整的句子作解释，表达自己的意见。教师应鼓励学生在实际生活中用英语表达思想，与人交流。

第四阶段是言语显现阶段 (Intermediate Fluency)。教师可以继续使用直观教具，强化重点词汇。同时，教师可以选择一个题目或要求描绘一个情景，引导学生使用英语。

(3) 在语言发展的任何一个阶段，教师都不以纠正错误为重点，重要的是给学生创造一个轻松的学习环境。

(4) Krashen 认为学习者的心情和态度是一个足以影响学习质量的重要因素。当情绪闸门（恐惧、害羞等负面情绪）的指数低时，学习效率就提升；反之，则降学习的质量。

八、交际教学法 (The Communicative Approach)

1. 背景

70 年代的欧洲在政治、经济、科学与文化方面都发展较快，成立了欧洲共同体。为解决共同体内各国人民交往时出现的语言障碍，需要寻找一个适合成人的教学方法。英国专家威尔金斯提出了从功能和交际角度给语言下定义，并讨论制定一个交际性教学大纲。交际法又称功能法，或功能一意念法，它的建立标志着在外语教学开始从只注重语言形式和结构的教学转向注意语言功能的教学。

2. 主要理念

语言是交际的工具，语言教学的最终目的就是为了能在生活中交流、运用。交际教学法注重培养学生的交际能力，而交际能力的核心就是使学生能够运用所学语言在不同场合中对不同对象进行有效的、得体的交际。这种重视培养学生运用语言能力的交际教学法正好和新课标所提倡的“发展学生综合语言运用能力”的理念相一致。

3. 主要特点

(1) 功能和意念相结合。语言学习的目标是培养学生交际能力。从学生日常生活和未来工作需要的情景中选择典型材料，学习表达和理解不同功能所需要的语言，如请求、描写和表达善恶等。

(2) 语篇是教学的基本单位。语言不是存在于孤立的词语或句子中，而是存在于连贯的语篇中。语言教学由句子为基本单位的机械操练转向语篇在交际情景中的实际运用。而且交际教学法中的句型操练是为语篇中表述意义和交际功能服务的。

(3) 教学过程交际化。课堂本身就是一种具体的社会交往环境。利用外语组织课堂教学，通过交流讨论和角色扮演实现外语教学过程交际化。学生在言语交际活动

中不仅要注意语言形式的正确性，还应注意场合、说话人的身份等，得体地使用外语。

(4) 学生作为学习主体。在以学生为中心的外语课堂上，教学目标是培养学生自主学习和学会学习的能力。交际教学法反对命令、强迫和机械的训练，强调激发学习动机，消除焦虑情绪，鼓励学生积极参加言语交际活动，不苛求纠正语言错误。

九、沉浸式教学法 (Immersion Method).....

1. 背景

沉浸式教学法于 60 年代起源于加拿大，是法语区开创的一种全新的第二语言教学模式。由于加拿大某些省的官方语言是法语，很多以英语为本族语的家长希望学校帮助他们的孩子同时提高英语与法语的水平。加拿大政府遂投入资金和人力进行试验，用法语讲授课程。根据各校情况，沉浸法采用部分或全部课程用法语教授。沉浸式教学取得了巨大的成功，从而得到了广泛的关注和高度的评价，在加拿大很快得到推广。其他国家也开始在第二外语教学中试行沉浸法，如匈牙利、澳大利亚、美国等，也取得了不错的效果。

2. 主要理念

沉浸式教学法主要指学生在校期间被“浸泡”在目标语言环境内。第二语言不仅是学习的内容，而且是学习的工具，使掌握外语深入到各门课程中。丰富、自然的语言环境使学生在耳濡目染中学习目标语，养成外语思维习惯。

3. 主要特点

(1) 利用一切教学手段、教学环境营造沉浸式氛围，主张加大可理解的目标语言输入量。

(2) 教师在教学过程中尽量避免有意识“教”外语的做法，让学生自然地学习外语，减轻学生学习外语的心理压力。

(3) 绝大多数教学时间都直接用目标语上课，学生用目标语学习、探讨、交流，培养外语思维习惯，提高外语学习效果。

(4) 老师不但用目标语教授目标语，而且用目标语讲授部分其他课程。教学模式由单纯的外语教学转向外语与不同学科相结合。

(5) 沉浸式教学特别强调以学生为中心，人人主动参与。

沉浸式教学法具有先进的教学理念，遵循语言习得的自然过程，几乎可以运用到所有类型的外语教学中。各学校可以利用现有条件，最大限度地营造一个沉浸式英语教学环境。如：教师与学生、学生与学生之间尽可能用英语进行交流；有条件的学校配备外籍教师，组织英语活动、竞赛；校园内的标牌、板报、通知的内容用英语（或双语）发布。

Vocabulary

A

- *address /ə'dres/ *n.* 地址 (14)
afraid /ə'freɪd/ *adj.* 害怕, 畏惧 (10)
 answer /ɑ:nsə/ *v.&n.* 回答 (8)
 arm /ɑ:m/ *n.* 胳膊 (8)
 *arrive /ə'raɪv/ *v.* 到达; 抵达 (1)
 ask /ɑ:sk/ *v.* 问; 询问 (3)
ate /ert/ *v.* 吃(*eat*的过去式) (20)

B

- baby** /beɪbɪ/ *n.* 婴儿 (3)
back /bæk/ *adv.* 回原处; 向后 (23)
be /bi:/ *v.* 是; 存在(*am, is, are*等的原形动词) (9)
bought /bɔ:t/ *v.* 买(*buy*的过去式) (22)
boy /bɔɪ/ *n.* 男孩 (2)
busy /bɪzɪ/ *adj.* 忙碌的 (11)

C

- can /kæn/ *aux.* 能; 会(过去式为*could*) (5)
 Canada /kænədə/ 加拿大 (15)
candy /kændɪ/ *n.* 糖果 (4)
 card /kɑ:d/ *n.* 纸牌; 卡片 (5)
 *careful /keəfʊl/ *adj.* 小心; 注意 (9)
 *cheese /tʃi:z/ *n.* 奶酪 (9)
child /tʃaɪld/ *n.* 孩子(复数形式为*children*) (7)
 class /klɑ:s/ *n.* 班级; 课 (24)
computer /kəm'pjʊtə/ *n.* 电脑 (16)
cry /kraɪ/ *v.* 哭; 哭泣; 喊叫 (3)

D

- dad** /dæd/ *n.* 爸爸(非正式用语) (14)

- dance** /dɑ:ns/ *v.* 跳舞 (1)
 *date /deɪt/ *n.* 日期 (14)
dear /diə/ *adj.* 亲爱的 (14)
 *difference /dɪfrəns/ *n.* 差异; 不同 (19)
did /dɪd/ *v.* 做, 干; 助动词(*do*的过去式) (19)
 difficult /dɪfɪkəlt/ *adj.* 困难的 (8)
down /daʊn/ *adv.* 向下; 朝下; 沿着 (1)
draw /drɔ:/ *v.* 画 (2)
 *drive /draɪv/ *v.* 开车送(某人); 驾驶 (6)
 *dumpling /dʌmplɪŋ/ *n.* 饺子 (2)

E

- easy /i:zɪ/ *adj.* 容易的 (8)
email /i:meɪl/ *n.* 电子邮件 (16)
 every /evrɪ/ *adj.* 每一个, 每个 (20)
 *everyone /evriwʌn/ *pron.* 每人; 人人 (18)
 *excited /ɪk'saɪtɪd/ *adj.* 激动的; 兴奋的 (1)
 *excuse /ɪks'kju:z/ *v.* 劳驾, 请原谅 (15)

F

- *fall /fɔ:l/ *v.* 落下; 跌落 (9)
feel /fi:l/ *v.* 觉得; 感到 (10)
 find /faɪnd/ *v.* 发现; 找到 (5)
fine /faɪn/ *adj.* 健康的; 晴朗的 (14)
 first /fɜ:st/ *num.&adv.* 第一; 首先 (14)
 football /fʊtbɔ:l/ *n.* 足球 (7)
for /fɔ:; fə/ *prep.* 为……; 给…… (11)
 *forget /fə'get/ *v.* 忘记 (6)
 fourth /fɔ:θ/ *num.* 第四 (20)
 *fun /fʌn/ *n.* 乐趣; 快乐 (5)

G

- *gift /ɡɪft/ *n.* 礼物 (18)
 girl /ɡɜ:l/ *n.* 女孩 (2)
 good-bye /ɡʊd'baɪ/ *n.&exclamation*
 再见 (6)

H

- had /hæd/ *v.* 有; 吃; 进行(活动) (*have*
 的过去式) (20)
 *hamburger /hæmbɜ:gə/ *n.* 汉堡包 (24)
 *happen /hæpən/ *v.* 发生 (21)
 happy /hæpi/ *adj.* 快乐的; 高兴的 (21)
 help /help/ *v.* 救命; 帮助 (8)
 high /haɪ/ *adv.&adj.* 高; 高的 (8)
 home /həʊm/ *n.&adv.* 家; 在家, 回家 (16)
 *hotel /həʊ'tel/ *n.* 宾馆 (7)
 hundred /hʌndrəd/ *num.* 一百 (9)
 hungry /hʌŋɡri/ *adj.* 饥饿的 (4)
 *hurt /hɜ:t/ *v.* (使)受伤; 感到疼痛
 (过去式为 *hurt*) (8)

I

- idea /aɪ'diə/ *n.* 想法; 主意 (16)

J

- jump /dʒʌmp/ *v.* 跳; 跳跃 (1)

K

- *keep /ki:p/ *v.* 使保持在(某一状态) (12)
 *kilometre /kɪləʊmi:tə(r)/ *n.* 千米;
 公里 (10)
 kind /kaɪnd/ *adj.* 友好的; 体贴的 (17)

L

- *last /lɑ:st/ *adj.* 上一个的; 最后的 (19)
 left /left/ *adj.&n.* 左边的; 左边 (14)
 *letter /letə/ *n.* 信; 字母 (13)

- little /lɪtl/ *adj.* 小的; 年幼的 (18)
 look /lʊk/ *v.* 看; 瞧 (2)
 look at 看(某人或某物) (2)
 look out of 从……向外看 (2)
 *lost /lɒst/ *adj.* 迷路的; 丢失的 (6)
 *lucky /lʌki/ *adj.* 幸运的 (12)
 lunch /lʌntʃ/ *n.* 午餐 (18)

M

- man /mæn/ *n.* 男人(复数形式为 *men*) (3)
 many /meni/ *adj.&pron.* 许多的;
 许多 (7)
 me /mi:/ *pron.* 我(*I*的宾格形式) (1)
 *more /mɔ:(r)/ *pron.&adv.* 更多;
 更多的 (12)
 Mr. /mɪstə(r)/ *n.* 先生(用于男子的姓
 氏或姓名前) (6)
 Mrs. /mɪsɪz/ *n.* 夫人; 太太(用在已婚
 女子的夫姓或夫的姓名前) (1)
 much /mʌtʃ/ *pron.&adv.* (与 *how* 连用
 以询问数量) 多少; 很; 非常 (13)
 mum /mʌm/ *n.* 妈妈(非正式用语) (14)
 *museum /mju(:)'ziəm/ *n.* 博物馆 (9)

N

- *need /ni:d/ *v.&aux.* 需要 (10)
 *newspaper /nju:speɪpə/ *n.* 报纸 (5)
 night /naɪt/ *n.* 夜晚, 晚上 (19)
 now /naʊ/ *adv.* 现在 (2)

O

- o'clock /ə'klɒk/ *adv.* ……点钟 (18)
 often /ɒfn/ *adv.* 时常; 常常 (19)
 okay /əʊ'keɪ/ *adj.&adv.* 对; 好; 行;
 平安(=OK) (1)
 *oldest /əʊldɪst/ *adj.* 最古老的 (12)
 open /əʊpən/ *v.* 打开 (24)
 or /ɔ:/ *conj.* 或者; 还是 (6)
 Ottawa /ɒtəwə/ 渥太华 (18)
 *out /aʊt/ *adv.* (从……里)出来 (2)

P

*palace /pælɪs/	<i>n.</i> 宫殿	(9)
Palace Museum	故宫	(9)
*paper /peɪpə/	<i>n.</i> 纸; 纸张	(13)
*part /pɑ:t/	<i>n.</i> 部分	(12)
party /pɑ:tɪ/	<i>n.</i> 聚会; 宴会	(24)
people /pi:pl/	<i>n.</i> 人们	(7)
photo /fəʊtəʊ/	<i>n.</i> 照片	(21)
picture /pɪktʃə/	<i>n.</i> 图画; 照片	(2)
*point /pɔɪnt/	<i>v.</i> 指, 指向	(2)
*poor /puə/	<i>adj.</i> 可怜的	(8)
*post office	邮局	(15)
*postcard /pəʊstkɑ:d/	<i>n.</i> 明信片	(13)
put /put/	<i>v.</i> 放; 安置	(14)

R

right /raɪt/	<i>adj.&n.</i> 右边的; 右边	(14)
run /rʌn/	<i>v.</i> 跑	(1)

S

sad /sæd/	<i>adj.</i> 悲伤的	(8)
say /seɪ/	<i>v.</i> 说	(8)
*scarf /skɑ:f/	<i>n.</i> 围巾	(11)
second /sekənd/	<i>num.</i> 第二	(20)
see /si:/	<i>v.</i> 看见; 明白; 会见 (过去式为 <i>saw</i>)	(2)
*send /send/	<i>v.</i> 邮寄; 发送	(13)
*sentence /sentəns/	<i>n.</i> 句子	(18)
sing /sɪŋ/	<i>v.</i> 唱; 演唱	(1)
sit /sɪt/	<i>v.</i> 坐	(1)
sit down	坐下	(1)
*sky /skai/	<i>n.</i> 天空	(9)
sleep /sli:p/	<i>v.&n.</i> 睡觉; 入睡	(3)
snowy /snəʊɪ/	<i>adj.</i> 多雪的	(17)
*so /səʊ/	<i>adv.&conj.</i> 这么, 这样; 那么, 那样; 因此, 所以	(11)
some /sʌm/	<i>pron.</i> 一些	(2)
song /sɒŋ/	<i>n.</i> 歌曲	(2)
*soon /su:n/	<i>adv.</i> 很快; 马上; 不久	(16)
sorry /sɒri/	<i>adj.</i> 对不起, 不好意思 (道歉时用)	(1)

*square /skweə/	<i>n.</i> 广场	(8)
*stamp /stæmp/	<i>n.</i> 邮票	(14)
stand /stænd/	<i>v.</i> 站立; 直立	(1)
stand up	站立; 起立	(1)
*station /steɪʃən/	<i>n.</i> 火车站	(1)
stop /stop/	<i>v.&n.</i> 停下, 停止; (公共汽车、火车)站	(10)
story /stɔ:ri/	<i>n.</i> 故事	(19)
*straight /streɪt/	<i>adv.&adj.</i> 笔直地; 直的	(15)
*sure /ʃʊə/	<i>adv.</i> 当然	(5)

T

table /teɪbl/	<i>n.</i> 桌子	(9)
*tail /teɪl/	<i>n.</i> 尾巴	(9)
take /teɪk/	<i>v.</i> 乘坐; 买下; 拍照	(9)
take a picture	拍照	(9)
talk /tɔ:k/	<i>v.</i> 交谈; 讨论	(3)
tea /ti:/	<i>n.</i> 茶	(4)
tell /tel/	<i>v.</i> 告诉	(18)
*than /ðæn/	<i>conj.</i> 比	(12)
thank /θæŋk/	<i>v.</i> 致谢, 道谢	(4)
them /ðem/	<i>pron.</i> 他(她、它)们 (<i>they</i> 的宾格形式)	(6)
then /ðen/	<i>adv.</i> 然后; 接着	(6)
there /ðeə/	<i>adv.</i> 在那里; 到那里	(2)
*thing /θɪŋ/	<i>n.</i> 事情; 事物, 东西	(12)
third /θɜ:d/	<i>num.</i> 第三	(20)
*thirsty /θɜ:sti/	<i>adj.</i> 渴的; 口渴的	(4)
thousand /θauzənd/	<i>num.</i> 一千	(12)
*ticket /tɪkɪt/	<i>n.</i> 票; 车票	(6)
time /taɪm/	<i>n.</i> 时间	(11)
tired /taɪəd/	<i>adj.</i> 疲劳的; 累的	(10)
tomorrow /tə'mɒrəʊ/	<i>n.</i> 明天	(16)
*traffic /træfɪk/	<i>n.</i> 交通	(15)
*trip /trɪp/	<i>n.</i> 旅行, 旅游	(6)
*true /tru:/	<i>adj.</i> 真正的; 确实的	(12)
*truly /tru:li/	<i>adv.</i> 真诚地, 诚恳地	(18)
try /traɪ/	<i>v.</i> 试; 努力	(22)
try on	试穿	(22)

turn /tɜ:n/ v. 转向; 转弯 (15)

U

up /ʌp/ *adv.* 向上; 在上面 (1)

us /ʌs/ *pron.* 我们(*we*的宾格形式)
(17)

use /ju:z/ v. 使用; 利用 (16)

V

very /veri/ *adv.* 很, 非常 (4)

visit /vɪzɪt/ v.&n. 参观; 拜访 (12)

W

wait /weɪt/ v. 等待 (10)

***wall** /wɔ:l/ n. 城墙; 围墙 (10)

was /wəz/ v. 是; 存在
(*am, is*的过去式) (21)

water /wɔ:tə/ n. 水 (4)

well /wel/ *adv.&adj.* (说话时稍微
停顿)对了, 噢; 健康 (12)

went /went/ v. 去; 走; 离开(*go*的过
去式) (20)

were /wɜ:/ v. 是; 存在(*are*的过去式)
(21)

who /hu:/ *pron.* 谁 (4)

***will** /wɪl/ *aux.* 会, 要(用以表示对未
来事物的预料); 将要 (16)

woman /wʊmən/ n. 女人(复数形式
为*women*) (3)

worry /wʌrɪ/ v. 担心; 担忧 (8)

***would** /wʊd/ *aux.* 要; 肯(表示喜欢、
愿意) (4)

write /raɪt/ v. 写 (14)

wrong /rɒŋ/ *adj.* 错误的 (15)

Y

yesterday /jestədi/ n. 昨天 (19)

***yours** /jɔ:z/ *pron.* 你的; 你们的 (18)

注: 黑体词要求听懂、会说、认读和书写; 白体词要求听懂、会说和认读; 标星号词为超标词。数码标明该词所在《教科书》中课数。

Structures

and Expressions

Unit 1

- Please don't run! 请不要跑! (L1)
- Please sit down. 请坐下。 (L1)
- What are you doing now? 你现在在做什么? (L2)
- I'm drawing a picture. 我在画画。 (L2)
- Jenny is looking out of the window. 詹妮在望向窗外。 (L2)
- What is Danny looking at? 丹尼在看什么? (L2)
- Who is singing? 谁在唱歌? (L3)
- The woman behind me is singing. 我后面的女人在唱歌。 (L4)
- Who is hungry? 谁饿了? (L4)
- I'm hungry. 我饿了。 (L4)
- Would you like some fruit? 你想吃些水果吗? (L4)
- Yes, please./No, thanks. 好的, 请给我一些。/ 不, 谢谢。 (L4)
- May I play with the baby? 我可以和这个婴儿玩吗? (L5)
- Sure! 当然! (L5)

Unit 2

- They are on their way to the hotel. 他们在去宾馆的路上。 (L7)
- A child is flying a kite. 一个孩子在放风筝。 (L7)
- Some children are playing football. 几个孩子在踢足球。 (L7)
- Are you okay? 你还好吗? (L8)
- No, I hurt my arm! 不, 我伤到了胳膊! (L8)
- Don't worry. I can help you. 不要担心。我可以帮助你。 (L8)
- May I take your picture? 我可以给你拍照吗? (L9)
- Sure. 当然。 (L9)
- Be careful. 当心。 (L9)

- Don't be afraid. I can help you! 不要害怕。我可以帮助你! (L10)
- Jenny buys a scarf for her mother. 詹妮给妈妈买了一条围巾。 (L11)
- What time is it now? 现在几点了? (L11)
- It's 2:30. 两点半。

Unit 3

- This postcard has a picture of the Palace Museum on it. 这张明信片上有故宫的图画 (L13)
- How much is this postcard? 这张明信片多少钱? (L13)
- I'll take nine, please. 我要买九张。 (L13)
- Where do you write on a postcard? 你在明信片的什么地方书写 (内容)? (L14)
- On the left. 在左边。
- Where do you put the address? On the right. 你把地址写在什么地方? 在右边。 (L14)
- Where is the post office? 邮局在哪里? (L15)
- Go straight. Turn left at the traffic lights. 直行。在交通灯处向左转。 (L15)
- An email is fast. 电子邮件 (速度) 很快。 (L16)
- I want to send an email to my father. 我想给爸爸发送一封电子邮件。 (L16)
- What a great trip! 多么美好的旅行! (L17)
- Don't forget to write to us. 不要忘了给我们写信。 (L17)

Unit 4

- What did you do yesterday? 你昨天做了什么? (L19)
- I walked to Wangfujing Street. 我步行去了王府井大街。 (L19)
- I often watch TV at home. 我经常在家看电视。 (L19)
- I watched a film last night. 昨晚我看了一部电影。 (L19)
- I see Danny every day. 我每天都见到丹尼。 (L20)
- I saw Mr. Wood yesterday. 昨天我见到了伍德老师。 (L20)
- What happened? 发生了什么? (L21)
- I am happy today! 我今天很高兴! (L21)
- I was sad yesterday. 昨天我很伤心。 (L21)
- This kite is for you. 这个风筝是给你的。 (L22)
- I bought this for you. 我给你买了这个。 (L22)
- Here are some photos of our trip to Beijing. 这是一些我们去北京旅行的照片。 (L23)
- The photo of the panda is for Danny. 这张熊猫照片是给丹尼的。 (L23)

课堂教学 用语

1. 上课 (Beginning a class)

- (1) Let's start now./Let's begin our class/lesson. 现在我们开始上课。
- (2) Stand up, please. 请起立！
- (3) Sit down, please. 请坐！

2. 问候 (Greeting)

- (4) Hello, boys and girls/children. 同学们好。/ 大家好。
- (5) Good morning, class/everyone/everybody/children/boys and girls. 同学们，早上好。
- (6) Good afternoon, class/everyone/everybody/children/boys and girls. 同学们，下午好。
- (7) How are you today? 你（们）今天感觉怎么样？

3. 考勤 (Checking attendance)

- (8) Who's on duty today?/Who's helping this morning/today? 今天（早上）谁值日？
- (9) Is everyone/everybody here/present? 所有人都到齐了吗？
- (10) Is anyone away?/Is anybody away? 有人缺席吗？
- (11) Is anyone absent?/Is anybody absent? 有人缺席吗？
- (12) Who's absent?/Who's away? 谁缺席了？
- (13) Where is he/she? 他 / 她在哪里？
- (14) Try to be on time./Don't be late next time. 尽量准时到。/ 下次别迟到了。
- (15) Go back to your seat, please. 请回到你的座位上去。
- (16) What day is it today? 今天星期几？
- (17) What's the date today? 今天几号？

(18) What's the weather like today? 今天天气怎么样?

(19) What's it like outside? 外面天气怎么样?

4. 宣布 (Announcing)

(20) Let's start working./Let's begin/start a new lesson./Let's begin/start our lesson.

我们开始上(新)课。

(21) First, let's review/do some review. 首先, 我们来复习一下。

(22) What did we learn in the last lesson? 上一课我们学了什么?

(23) Who can tell/remember what we did in the last lesson/yesterday? 谁能告诉我 / 还记得上一课 / 昨天我们学(做)了什么?

(24) Now we're going to do something new/different./Now let's learn something new.

现在我们做一些新的 / 不同的练习。 / 现在我们来学习一些新内容。

(25) We have some new words/sentences. 我们有一些新单词 / 句子要学习。

5. 提起注意 (Directing attention)

(26) Ready?/Are you ready? 准备好了吗?

(27) Did you get there?/Do you understand? 听懂了吗?

(28) Is that clear? 明白了吗?

(29) Any volunteers? 谁自愿回答? / 谁自告奋勇?

(30) Do you know what to do? 知道要做什么吗?

(31) Be quiet, please./Quiet, please. 请安静。

(32) Listen, please. 请听。

(33) Listen carefully, please. 请认真听。

(34) Listen to the tape recorder/the recording. 听录音。

(35) Look carefully, please. 请仔细看。

(36) Look over here. 看这里。

(37) Watch carefully. 仔细看。

(38) Are you watching? 你(们)在看吗?

(39) Please look at the blackboard/picture/map... 请看黑板 / 图片 / 地图……

(40) Pay attention to your spelling/pronunciation... 注意自己的拼写 / 发音……

6. 课堂活动 (Classroom activities)

(41) Start!/Start now. 开始! / 现在开始!

(42) Everybody together./All together. 所有人一起。

(43) Practise in a group./Practise in groups./In groups, please. 小组练习。 / 分组练习。
/ 请大家分组练习。

- (44) Get into groups of three / four ... 每三 / 四 / (……) 人结成一组。
- (45) Everybody find a partner/friend. 每人找一个搭档。
- (46) In pairs, please. 请两人一组。
- (47) One at a time./Let's do it one by one. 一个一个来。 / 让我们一个一个来做。
- (48) Now you, please./Your turn (Student's name). 该你了。 / 轮到你了。
- (49) Next, please. Now you do the same, please. 下一位, 请做同样的动作。
- (50) Let's act./Let's act out/do the dialogue. 我们来表演对话。
- (51) Who wants to be A? 谁想扮演角色 A?
- (52) Practise the dialogue, please. 请练习对话。
- (53) Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A, 另一半学生扮演角色 B。
- (54) Please take (play) the part of ... 请扮演……
- (55) Whose turn is it? 轮到谁了?
- (56) It's your turn. 轮到你了。
- (57) Wait your turn, please. 请等候你的次序。
- (58) Stand in line./Line up. 站成一排。 / 排队。
- (59) One by one./One at a time, please. 一个一个来。
- (60) In twos./In pairs. 两人一组。
- (61) Don't speak out. 不要说出来。
- (62) Turn around. 转身。

7. 请求 (Request)

- (63) Could you please try it again? 你(们)能再试一下吗?
- (64) Could you please try the next one? 请试试下一个好吗?
- (65) Will you please help me? 你愿意帮助我吗?

8. 鼓励 (Encouraging)

- (66) Can you try? 你(们)能试一下吗?
- (67) Try, please. 请尝试一下。
- (68) Try your best./Do your best. 尽你最大的努力!
- (69) Think it over and try again. 认真思考一下, 然后再试试。
- (70) Don't be afraid/shy. 不要害怕 / 害羞。

9. 指令 (Issuing a command)

- (71) Say/Read after me, please. 请跟我说 / 读。
- (72) Follow me, please. 请跟我读 / 学……

- (73) Do what I do. 跟我做。
- (74) Repeat, please./Repeat after me. 请重复。/ 请跟我重复。
- (75) Once more, please./One more time, please. 请再来一次。
- (76) Come here, please. 请过来。
- (77) Please come to the front./Come up and write on the blackboard/chalkboard.
请到前面来。/ 到前面来，写到黑板上。
- (78) Come and write it on the blackboard. 过来写到黑板上。
- (79) Please go back to your seat. 请回座位。
- (80) In English, please. 请使用英语。
- (81) Put your hand up, please. /Raise your hand, please. 请举手。
- (82) Put your hands down, please./Hands down, please. 请把手放下。
- (83) Say/Write it in Chinese/English. 用汉语 / 英语说 / 写。
- (84) Please take out your books. 请把书拿出来。
- (85) Please open your books at page .../Find page .../Turn to page ... 请打开书，翻到……页。
/ 把书翻到……页。
- (86) Please answer the question/questions./Please answer my question (s). 请回答这个(些)
问题。/ 请回答我的问题。
- (87) Please read this letter/word/sentence out loud./Please read out this letter/word/ sentence.
请大声地读出这个字母 / 单词 / 句子。/ 请读出这个字母 / 单词 / 句子。
- (88) Please stop now./Stop now, please./Stop here, please. 请现在停下来。/ 请停到这里。
- (89) Clean up your desk/the classroom, please. 请整理你的课桌 / 请打扫教室。
- (90) It's clean-up time./Tidy up your desk/the classroom. 现在是大扫除时间。/ 请清理你
的课桌 / 教室。
- (91) Put your things away./Clean off your desk./Pick up the scraps.
请把你的物品收拾起来。/ 收拾好你的桌子。/ 收拾一下剩余的物品。
- (92) Clean the blackboard. 请擦一下黑板。
- (93) Plug in the tape-recorder, please. 请插一下录音机。
- (94) Put the tape-recorder away. 请把录音机收起来。
- (95) Put the tape in its box/cassette. 把磁带放进盒子里 / 磁带盒里。
- (96) Listen and repeat. 先听，然后再重复。
- (97) Look and listen. 看并听。
- (98) Repeat after me. 请跟我重复。
- (99) Follow the words. 请看着单词。
- (100) Fast./Quickly!/Be quick, please. 快点。/ 请快一点。
- (101) Hurry!/Hurry up, please. 快 !/ 请快一点。

- (102) Slow down, please. 请慢一点。
(103) Slowly. 慢慢来。
(104) Bring me some chalk, please. 请给我拿些粉笔来。

10. 禁止和警告 (Prohibition and warning)

- (105) Stop talking./Stop talking now, please. 别说话了。/ 现在请别说话了。
(106) Don't talk./Everybody quiet, please. 别说话。/ 请大家安静。
(107) Don't be silly. 别傻了。
(108) Settle down. 别激动。

11. 评价 (Evaluation)

- (109) Good, thank you. 很好，谢谢你。
(110) Good!/Very good./Good job./Good work./Good example.
好 / 很好 / 不错 / 做得好 / 好样的。
(111) A good answer./Nice work. 回答得很好 / 做得好。
(112) Excellent./Great!/Well done./Very good./I like the way you ...
棒极了 / 太棒了 / 做得好 / 非常好！ / 我喜欢你……的方式。
(113) That's interesting! 真有趣！
(114) Don't worry about it./No problem. 别担心。/ 没问题的。
(115) OK!/That's OK. 好的。/ 没什么。
(116) I don't think so. 我认为不是这样。
(117) That's not quite right, any other answers?/That's close./That's almost right.
不是很确切，还有其他的答案吗？/ 基本正确。
(118) Not quite, can anyone help him/her?/Try again. 不是很确切，有人能帮他/她一下吗？
/ 再试一下。
(119) A good try. 很好的尝试。

12. 布置作业 (Setting homework)

- (120) For today's homework ... 今天的作业是……
(121) Practise after class./Practise at home. 课下 / 回家要练习。
(122) Say it out loud, before you write it down. 先大声把它说出来，再写出来。
(123) Copy/Print/Write each word twice. 每个单词写两遍。
(124) Remember (Memorize) these words/sentences. 记住这些单词 / 句子。
(125) Learn these words/these sentences/this text by heart. 记住这些单词 / 这些句子
/ 这篇课文。

(126) Do your homework./Do the next lesson./Do the new work. 做作业。/ 预习下一课。
/ 做新功课。

13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye./Bye./See you next time. 再见！ / 拜拜！ / 下次见！

英语常用名

常用女名

Alice /'ælis/ 艾丽斯
Ann /æn/ 安
Annie /'æni/ 安妮
Betty /'beti/ 贝蒂
Carrie /'kæri/ 卡丽
Cathy /'kæθi/ 凯西
Cindy /'sɪndi/ 辛迪
Connie /'kɒni/ 康尼
Daisy /'deizi/ 戴西
Daphne /'dæfni/ 达芙妮
Diana /daɪ'ænə/ 黛安娜
Elizabeth /'ɪlɪzəbeθ/ 伊丽莎白
Ellen /'elɪn/ 埃伦
Emily /'emɪli/ 埃米莉
Hannah /'hænə/ 汉娜
Helen /'helən/ 海伦
Iris /'aɪrɪs/ 艾瑞斯
Ivy /'aɪvi/ 艾维
Jane /dʒeɪn/ 简
Jenny /'dʒeni/ 詹妮
Jessica /'dʒesɪkə/ 杰西卡
Joan /dʒəʊ/ 琼
Karen /'kɑ:rən/ 卡琳
Kate /keɪt/ 凯特
Laura /'ləʊrə/ 劳拉
Linda /'lɪndə/ 琳达
Lisa /'li:sə/ 莉萨
Louise /lu:'i:z/ 路易丝
Lucy /'lu:si/ 露西
Maggie /'mægi/ 玛吉
Mary /'meəri/ 玛丽
Monica /'mɒnɪkə/ 莫妮卡
Nancy /'nænsi/ 南希
Rebecca /rɪ'bekə/ 丽贝卡
Rose /rəʊz/ 罗斯
Sarah /'sɑ:rə/ 萨拉
Shirley /'ʃɜ:li/ 雪莉
Susan /'su:zən/ 苏珊
Victoria /vɪk'tɔ:riə/ 维多利亚
Winnie /'wɪni/ 威妮

常用男名

Abraham /'eɪbrəhæm/ 亚伯拉罕
Adam /'ædəm/ 亚当
Alan /'ælən/ 艾伦
Alexander /,æliɡ'zɑ:ndə/ 亚历山大
Andrew /'ændru:/ 安德鲁
Andy /'ændi/ 安迪
Ben /ben/ 本
Bill /bɪl/ 比尔
Bob /bɒb/ 鲍勃
Daniel /'dænjəl/ 丹尼尔
Danny /'dæni/ 丹尼
David /'deɪvɪd/ 戴维
Edward /'edwəd/ 爱德华
Frank /fræŋk/ 弗兰克
George /dʒɔ:dʒ/ 乔治
Henry /'henri/ 亨利
Howard /'haʊəd/ 霍华德
Jack /dʒæk/ 杰克
Jackson /'dʒæksn/ 杰克逊
James /dʒeɪmz/ 詹姆斯
Jerry /'dʒeri/ 杰里
Jim /dʒɪm/ 吉姆
Jimmy /'dʒɪmi/ 吉米
John /dʒɒn/ 约翰
Ken /ken/ 肯
Mark /mɑ:k/ 马克
Michael /'maɪkl/ 迈克尔
Mike /maɪk/ 迈克
Paul /pɔ:l/ 保罗
Peter /'pi:tə/ 彼得
Philip /'fɪlɪp/ 菲利普
Richard /'rɪtʃəd/ 理查德
Robert /'rɒbət/ 罗伯特
Sam /sæm/ 萨姆
Simon /'saɪmən/ 西蒙
Steven /'sti:vən/ 斯蒂文
Tom /tɒm/ 汤姆
Tony /'təʊni/ 托尼
Vincent /'vɪnsənt/ 文森特
William /'wɪljəm/ 威廉

Evaluation Sheets

评价表 1:

	Lesson 1	Lesson 2	Lesson 3	...
reading				
writing				
listening				
speaking				
spelling				
grammar				
pronunciation				
role-play				
songs & chants				
video				
test				
project				
homework				

评价表 2:

	listening	speaking	reading	writing	homework	test	...
Li Hong	A	B	A	B	A	A	
Xiu Jie							
Yi Yuming							
Wang Tao							
...							