

Unit 3

Writing Home



General Goals for Unit 3

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 when they need to write letters, postcards and emails. By the end of the unit, the students should be able to talk about these three methods of communication.

They will know how to write messages, the reasons and benefits of using each method (letter, postcard, email) and how to send these different messages.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to do the following in English:
 - To recognize and talk about three methods of communicating with friends and family while travelling;
 - To address a postcard and letter;
 - To send an email;
 - To understand the benefits and drawbacks to each method.
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
much, write, mum, dad, dear, fine, left, right, turn, wrong, email, idea, computer, use, kind, us
3. Students will be able to recognize, understand and use the following expressions:
Let's...
This postcard has a picture of...

第3单元

给家人写信



第三单元总目标

《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，拓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。

本单元，孩子们将学习关于写信、明信片 and 电子邮件的词汇和表达。本单元结束时，学生应该能谈论这三种联系方式。

他们将懂得如何书写信件、明信片 and 电子邮件，选用每种方式的理由和好处以及如何传递这些信息。

第三单元具体目标

知识与技能目标

1. 学生能用英语做如下活动：
 - 在旅行中，能识别并能谈论和朋友及家人联系的三种方式；
 - 书写明信片和信件的姓名地址；
 - 发电子邮件；
 - 了解每种方式的优点和缺点。
2. 学生能听懂、会说、认读并书写下列词汇：
much, write, mum, dad, dear, fine, left, right, turn, wrong, email, idea, computer, use, kind, us
3. 学生能认读、理解并运用下列基本句型结构：
Let's...
This postcard has a picture of...

How much is/are... ?

May I... ? Sure!

Where is the post office?

Turn left at...

Do you need stamps?

What are you doing?

How's the weather ?

4. Students will become familiar with liaison of the sentences.
5. Students will be able to understand the story *Little Zeke Sends an Email* with the aid of pictures and teacher support. And act it out.
6. Students will be able to sing the songs in this unit:

I write you a postcard

I write you the email

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

In this unit, students have opportunities to see how foreign students keep in touch with friends and family. They will be able to compare and contrast the way Chinese and foreigners stay in touch. Also they will learn the time difference between Ottawa and Beijing.

Resources Teachers Need for Unit 3

- Audiotapes or multimedia CD for lessons 13~18
- An envelope and a piece of paper
- Postcards with pictures of the Palace Museum, the Great Wall, Tian'anmen Square or a panda on them
- Flash cards for new vocabulary
- Objects for practicing the How much sentence construction

How much is/are... ?

May I... ? Sure!

Where is the post office?

Turn left at...

Do you need stamps?

What are you doing?

How's the weather?

4. 学生能熟悉句子的连读。

5. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：Little Zeke Sends an Email

6. 学生能唱本单元的歌曲：

I write you a postcard

I write you the email

学习策略目标

学生将继续培养和运用以下基本的学习策略：

- 养成听录音和跟读句子的习惯；
- 上课下课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

要求学生做到如下方面：

- 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

在本单元，学生有机会了解国外的学生怎样和朋友及家人保持联系。他们能够对比中国人和外国人保持联系的方式。他们还将了解渥太华和北京的时差。

第三单元所需教具

- 第 13~18 课的录音带或教学光盘
- 一个信封和一张信纸
- 有故宫、长城、天安门广场、熊猫等图案的明信片
- 新词汇的词汇卡片
- 用来练习 How much 句式询问价钱的实物

Lesson 13 Let's Buy Postcards!

Lesson 13 Let's Buy Postcards!

1 Postcard, letter and email



These are postcards.
A postcard has a
picture on it.



This is a letter.
We write a letter
on paper.



This is an email.
We write an email
on a computer.

2 In the shop

Jenny, Danny and Li Ming want to buy some postcards. They are in the shop.

1 This postcard has a picture of the Palace Museum!	2 I want to send this postcard to my mum and dad.
3 This postcard has the Great Wall.	4 How much is this postcard?
May I see that postcard, please?	It's two yuan.
Sure!	I'll take nine, please.

38

Let's do it!

1. Look, write and draw.

a. → →
Li Ming: I want to send a letter to my uncle.

b. → →
Steven: _____

c. → →
Danny: _____

d. → →
I: _____

2. Talk and write.

How much is the postcard? It's three yuan.

How much is the postcard? It's three yuan.

_____ is the cap? It's _____

_____ ? _____

_____ ? _____

_____ ? _____

¥3
¥10
¥15
¥23
¥30

39

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **much**
- Students will be able to recognize, understand and use the basic sentence structures:
Let's buy postcards!
This postcard has a picture of...
May I see that postcard?
How much is that postcard?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 13
- Flash cards for **postcard, letter, email**
- Sample postcards, envelopes

第13课 让我们买明信片吧!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: much
2. 学生能认读、理解并运用下列基本的句型结构:
Let's buy postcards!
This postcard has a picture of...
May I see that postcard?
How much is that postcard?

教学准备

- 第 13 课的录音带或教学光盘
- postcard, letter, email 的词汇卡片
- 示例明信片 and 信封

CLASS OPENING AND REVIEW

Greeting

- Greet your students as they arrive for class. **Hello students! We are half way through our Learning English Book for Grade 5!**

- Take a few minutes to talk about the new unit. You can hold up your book and show them the major things they will learn about in each of the lessons. Find out what they know about sending emails. Ask if anyone knows what a postcard or a letter is.

Lesson Hook

Tell your students that when you are on a trip, it is a good thing to keep in touch with family and friends back home. They want to know about your trip and about the fun you are having. Say: **This lesson will help you to decide the best way to stay in touch back home.**

NEW CONCEPTS

1. Postcard, letter and email

- Use the flash cards to teach the new vocabulary: **much, postcard, letter, email.** Show each card and say the word.

Take out the sample postcards, envelopes that you brought to class. Pass the postcards around the room, and give the students time to look at them.

- Ask the students to look at page 38, Part 1. Point to each picture and ask: **What is this?** Then ask the students to tell what the differences are among the three types of communication. Hold up a postcard and ask: **How do you know this is a postcard and not a letter?** Hold up a letter and ask them to tell you what a letter is written on.

- Play the audiotape for Part 1 once while everyone sits and listens quietly. Now, play the audiotape again, and everyone reads along with it.

Teaching Tip



Hands-on learning is a great way to deepen your students' understanding. When you bring a real life object into your classroom and allow students to touch and handle it, their interest will rise. For example, in this lesson, you will bring real postcards to class and have students look at them and talk about them. Take every opportunity in your classes to bring these types of real life objects to class. They will enhance and deepen your instruction.

•Demonstrate•

- Draw a postcard on the blackboard. Pretend you are sending it to a friend in your hometown. Ask the students to help you write the words. As they tell you what to say, you write it on the postcard.

- Now, draw a big sheet of blank paper on the blackboard. Again, pretend that you are travelling and want to send a letter home. Ask the students to suggest words or things to write about.

开始上课和复习

问候

- 学生到达教室时，问候他们。教师：Hello students! We are half way through our Learning English Book for Grade 5!
- 用几分钟时间讨论新的单元。举起教科书向学生展示他们将在每课中学习的主要内容。看学生对发送电子邮件了解多少。询问是否有人知道明信片或者书信是什么。

课文导入

告诉学生，在旅行的时候，与家人和朋友保持联系是件有意义的事。他们想了解你的旅行以及你从中获得的乐趣。教师说：This lesson will help you to decide the best way to stay in touch back home.

新概念

1. Postcard, letter and email

- 用词汇卡片教授新单词 much, postcard, letter, email。出示每张卡片并且说出单词。拿出带到课堂上的示例明信片和信封。在教室中传阅这些明信片，给学生时间观看。
- 让学生看 38 页第 1 部分。指着每张图片提问：What is this? 然后要求学生说一说三种联系方式的区别。举起一张明信片，提问：How do you know this is a postcard and not a letter? 举起一封信，让学生说出信上写些什么内容。
- 播放第 1 部分录音，学生安静聆听。现在，再播放一遍录音，学生跟读。

教学提示



动手学习是加深理解的好方法。当把一个实物带到课堂上让学生触摸、感受的时候，学生的兴趣就会增加。比如，在本节课，教师可以带真实的明信片到课堂上，让学生看并展开讨论。抓住每一个机会将实物带入课堂。这些实物将会强化、深化教师的指导。

● 演示 ●

- 在黑板上画一张明信片。假装你要把它寄给家乡的朋友。让学生帮着想一些话，教师将它们写在明信片上。
- 现在，在黑板上画一张大的空白的纸。这次，假装正在旅行，想给家里寄一封信。把学生建议的语句写下来。

• Finally, draw a blank email on the board. Fill in the TO, FROM and SUBJECT. Ask the students to help you write an email home telling about your trip.

●Practice●

• Write **postcard, letter, email** on the blackboard. Ask three groups of students come to talk about each of the three forms of communication.

Write something they know about postcard. They should write the following under **postcard**:

- has a picture on it
- only a small space for words
- send it in the mail

Write under **letter**:

- write a letter on paper
- put it in an envelop
- send it in the mail

Write under **email**:

- write email on a computer
- do not need to send it in the mail
- it gets there really fast

2. In the shop

- Look at page 38, Part 2. Talk about what the students see in the pictures.
- Write **This postcard has a picture of _____ on it. How much is it?** on the blackboard. Ask volunteers to say and guess what they mean in Chinese.
- Play the audiotape once while everyone listens quietly.

●Demonstrate●

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

Class: **In the shop.**

Teacher: **Yes. What are they doing?**

Class: **Everyone is shopping for postcards.**

Teacher: **Yes. They want to send them home to tell their family how the trip is going so far.**

Hold up one of the sample postcards you brought to the class, and say: **How much is this postcard? It's two yuan.** Then hold up two or three postcards and say: **How much are these postcards? They are four/six yuan.**

Write the sentences on the blackboard. Then ask a volunteer to come to the front. Pretend you are a clerk at the shop. The volunteer pretends to be a customer. Practice the dialogue at the shop. You can “sell” other objects.

●Practice●

Group Work

Divide the class into small groups of four. They can take turns to practise reading Part 2. Ask four students to read the sentences in each of the four pictures. Do this with 2~3 groups of students.

• 最后，在黑板上画一封空白的电子邮件。将收件人、发件人及主题栏目填写好。
让学生帮教师给家里写一封关于旅行的电子邮件。

● 练习 ●

• 在黑板上写下单词 postcard, letter, email。让三组同学谈论这三种联系方式。
写一写他们关于明信片都知道哪些内容。他们应该在 postcard 下面写：

- 上面有图画
- 有一点空间来书写内容
- 通过邮寄的方式发送

在 letter 下面写：

- 书信写在纸上
- 信要装进信封
- 通过邮寄的方式发送

在 email 下面写：

- 电子邮件在电脑上书写
- 不需要邮寄
- 能非常迅速地送达

2. In the shop

- 看教科书 38 页第 2 部分。讨论从图片中看到的事情。
- 把 This postcard has a picture of _____ on it. How much is it? 写在黑板上。
让自告奋勇的学生读出句子，并猜一猜句子的汉语意思。
- 播放一遍录音，让学生安静聆听。

● 演示 ●

教师：Where are Li Ming, Jenny and Danny?

全班：In the shop.

教师：Yes. What are they doing?

全班：Everyone is shopping for postcards.

教师：Yes. They want to send them home to tell their family how the trip is going so far.

举起带到班上的一张示例明信片，说：How much is this postcard? It's two yuan. 然后举起二张或三张明信片，说：How much are these postcards? They are four/six yuan.

把这些句子写在黑板上。找一个自告奋勇者到教室前面来。教师假装是店员。自告奋勇者假装是顾客。练习发生在店里的对话。也可以用其他实物进行练习。

● 练习 ●

小组活动

把全班分成四人小组，轮流练习朗读第 2 部分。让四名同学分别读图框中的句子。找二至三个小组重复。

3. Let's do it!

1. Look, write and draw.

Ask the students to look at Part 3, page 39. Explain how to do the exercise. Use a. as a sample to show what to do. You can write the sentence on the blackboard and read it aloud:

Li Ming: I want to send a letter to my uncle.

The students complete the next three sentences, using the pictures to tell them what they want to send and to whom they want to send it.

Answers: b. I want to send a postcard to Danny. c. I want to send an email to my mum.

2. Talk and write.

Divide the class into pairs. Each pair will take turns asking and answering questions. The first one is done as a sample. Look at the sample and explain how to do the exercise.

Make sure the students understand **How much is _____?**

When everyone knows what you want them to do, give them time to work on talking and writing.

Answers: How much is the cap? It's ten yuan. How much is the T-shirt? It's fifteen yuan. How much is the book? It's twenty-three yuan. How much is the toy panda? It's thirty yuan.

CHECK FOR UNDERSTANDING

Ask the class to write a postcard that they might send to you. They can use a sheet of paper, draw a picture on one side, and then write the words on the other. Help them by explaining that they must decide where they are visiting (this will help them decide what picture to draw for the postcard).

Activity Book

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

CLASS CLOSING

Assign each student to be either a postcard, letter or email.

Say: **All letters can leave now. Goodbye letters!**

Students should respond by saying, **Goodbye Teacher!**

Do the same with the postcards and the emails.

3. Let's do it!

1. Look, write and draw.

让学生看 39 页第 3 部分。解释如何完成练习。用 a. 作为示例。教师可以把句子写在黑板上并大声读出来：

Li Ming: I want to send a letter to my uncle.

学生完成其他三个句子，学生可以从图片中获悉要寄什么，寄给谁。

答案：b. I want to send a postcard to Danny. c. I want to send an email to my mum.

2. Talk and write.

把全班分为两人小组。每组轮流询问和回答问题。把第一组问答作为示例。看示例并且解释如何完成练习。

确保学生都理解 How much is ____? 这个句式。

当所有的学生都理解了该如何做的时候，给他们时间讨论并把句子写下来。

答案：How much is the cap? It's ten yuan. How much is the T-shirt? It's fifteen yuan. How much is the book? It's twenty-three yuan. How much is the toy panda? It's thirty yuan.

巩固检验

让全班每人写一张送给教师的明信片。他们可以用一张纸，一面画画，另一面写要说的话。向学生解释，他们要确定游览的地方（这将帮助他们确定在明信片上画什么）。

《活动手册》

帮助学生找到他们需要做的那一页，打开那页并举起来。

结束课堂教学

指定每个学生当一张明信片，一封信或者一封电子邮件。

教师：All letters can leave now. Goodbye letters!

学生应该回应：Goodbye Teacher!


对充当明信片和电子邮件的学生重复同样的过程。

Lesson 14 Jenny Writes a Postcard

Lesson 14 Jenny Writes a Postcard

1 Let's write a postcard.

I want to send this postcard to my mum and dad.



It has a picture of the Palace Museum.


Friday, February 7

Dear Mum and Dad,

How are you? I am fine. We are having fun in Beijing. This is the Palace Museum. It is not far from Tian'anmen Square. Tian'anmen Square is very big.

I miss you.

Love,
Jenny




Mr. and Mrs. Smith
522 Park Road
Edmonton, T6G 2K3
Alberta, Canada

Where do you write on a postcard? On the left.

Where do you put the address? On the right.


Write the date first.



Don't forget the stamp.

2 Let's sing!


I write you a postcard.
I send it to you.
Here's your address on it,
And a picture, too.





How to write a postcard?
I write on the left.
Put the address on the right.
Yes, we know.

3 Let's do it!

Make a postcard. Write and send it to your friend.







40
41

TEACHING GOALS

- Students will learn how to write a postcard, how to address a postcard and how to put a stamp on a postcard.
- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **write, mum, dad, dear, fine, left, right**
- Students will be able to recognize, understand and use the basic sentence structures:
Where do you write on a postcard? On the left.
Where do you put the address? On the right.
- Students will learn how to sing a song about postcards.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 14
- Flash cards for **write, mum, dad, dear, fine, left, right**

第14课 詹妮写明信片



MY TEACHING NOTES

教学目标

1. 学生将学会如何书写明信片，如何写姓名和地址，如何给明信片贴上邮票。
2. 学生能听懂、会说、认读并书写下列词汇：write, mum, dad, dear, fine, left, right
3. 学生能认读、理解并运用下列基本句型结构：
Where do you write on a postcard? On the left.
Where do you put the address? On the right.
4. 学生将学会唱一首关于明信片的歌。

教学准备

- 第 14 课的录音带或教学光盘
- write, mum, dad, dear, fine, left, right 的词汇卡片

- Sample postcards, envelopes
- Paper, scissors, crayons

CLASS OPENING AND REVIEW

Greeting

- Greet your students as they arrive for class. Play the new song in the background. Ask students to tell you three things they would like to say in a postcard.
- Write **postcard**, **letter**, **email** on the blackboard. Ask volunteers to say the words aloud. Ask students what they can tell you about each of these three ways to send a message. They should be able to tell you that postcards and letters are sent in the mail and emails are sent using a computer.

Lesson Hook

Tell the students that today they are going to learn how to write a postcard and how to put the address and a stamp on it. They will also learn how to sing a song about postcards. Finally, they are going to make their own postcard.

NEW CONCEPTS

1. Let's write a postcard.

- Teach the new words **dear**, **mum**, **dad**, **fine**, **right**, **left**, **write**. Show each card and say the word. 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.
- When you teach **right/left**, you should do this visually. Begin by saying **left** and holding up your left arm. Say the word and have the students repeat after you. Do the same thing for **right**. Divide the class – half on your right and half on your left. Again, show **left/right**. Point to the group on the left and say: **Your are on my left**. Point to the group on the right and say: **You are on my right**.
- Ask them to look at page 40, Part 1. You read this page to the students. Go slowly through the whole thing. As you read, hold up the book and point to the part you are reading. Go slowly. Read, then ask a volunteer to read the same thing.

Teaching Tip



Homonyms – words that sound alike but are spelled differently and have different meanings

When you are teaching the new vocabulary for this lesson, you will notice the homonyms right/write. Teach these two words together and explain that there are many words like this in English. They can be confusing because they sound the same. They are also tricky because they are spelled differently. Remind students to pay attention to these kinds of words. They have to be extra careful when learning them. Here are some more examples:

one	won	
two	too	to
meet	meat	
by	bye	

- 示例明信片 and 信封
- 纸张、剪刀和彩色蜡笔

开始上课和复习

问候

• 学生到达教室时，问候他们。播放新歌作为背景音乐。让学生说出他们想在明信片里表达的三件事。

• 把 postcard, letter, email 写在黑板上。让自告奋勇者大声说出这些单词。让学生说一说这三种传递信息的方式。他们应该可以说出明信片和书信以邮件形式寄出，电子邮件通过电脑发送。

课文导入

告诉学生，今天将要学习怎样书写明信片以及如何写地址、贴邮票。他们还将学唱一首关于明信片的歌。最后，他们将制作自己的明信片。

新概念

1. Let's write a postcard.

• 教授新单词 dear, mum, dad, fine, right, left, write。展示每张卡片并且说出单词。一边用大写字母把单词写在黑板上，一边读出单词。指着每个单词，让学生站起来读。

• 教授 right/left 时要形象化。说 left，举起左臂。说出单词并让学生重复。用同样的方法教授 right。

• 把全班进行划分，一半在教师的右边，一半在教师的左边。再一次演示 left 和 right。指着左边这组说：You are on my left. 指着右边这组说：You are on my right.

• 让学生看教科书 40 页第 1 部分。把这一页读给学生听。慢慢浏览整页。一边读，一边举起教科书，指着所读的部分。慢慢进行。读完后，让自告奋勇的学生读相同的内容。

教学提示



同音异义词——发音相似，但是拼写和含义不同的单词

教授本课的新单词时，你会注意到同音异义词 right/write。把这两个单词一起教授，告诉学生在英语中有很多类似的单词。因为听起来读音一样，它们容易被混淆。棘手的是它们拼写不同。提醒学生注意这类单词。学习这些单词时要格外小心。下面还有几个例子：

one	won	
two	too	to
meet	meat	
by	bye	

●Demonstrate●

- Write the words to Jenny's postcard on the blackboard. Read the words as you write them. Pretend that you are Jenny writing the words. Write her message first on the left side of the postcard.

Teacher: **When you write your message, you put your words on the left side.** Make sure you point to the correct place.

Teacher: **When you write the address, you put it on the right side.** Again, point to the correct place.

- When you are done, you should have a good sample on the blackboard of Jenny's postcard to her parents. Talk about the card.

First, you put the date. **What is the date when Jenny writes her card?** Ask a volunteer to read the date.

Next, you write your message. **Make sure you put it in the correct place.** Ask a volunteer to read the message.

Next, you write the address. **The address goes on the right side of the postcard.** Ask a volunteer to read the address.

Finally, you need to put on a stamp. **Where does the stamp go? It goes on the top, right side of the postcard.**

●Practice●

Let's Make a Postcard.

Ask the students to make a postcard and write a postcard.

2. Let's sing!

- Ask the students to look at page 41, Part 2. Go through the song line by line.

- Now, play the audiotape while everyone sits and listens. Play it two or three more times. Students should just listen and follow along with the words in their books. As the song plays, you stand at the picture on the blackboard and point to the things that are mentioned in the song e.g. Here's your address on it – point to the address.

- Finally, play the song and everyone tries to sing along. Do not worry if they make many mistakes. The main goal is to have everyone feel good enough to participate in the singing.

- Everyone should now stand, and sing the song loudly. They can hold up postcards and point to things as they sing. They can point to the address on the right, and the writing on the left.

3. Let's do it!

Ask everyone to look at the bottom of page 41. Look at the blank postcard and point out what you want them to do now. Give them paper and scissors. They can work alone or in groups. They use the sample as their guide and make a postcard.

1. Draw the card on a sheet of paper.
2. Cut out the card.
3. On the front of the card, draw a really nice picture.
4. On the other side, write your message on the left and the address on the right.

● 演示 ●

• 把詹妮明信片上的话写在黑板上。边写边读。假装你是詹妮，正在写明信片。先把内容写在明信片的左面。

教师：When you write your message, you put your words on the left side. 确保指着正确的位置。

教师：When you write the address, you put it on the right side. 再次指向正确的位置。

• 这一切完成后，黑板上詹妮写给父母的明信片就成为一个好的示例。讨论这张明信片。

首先，写日期。What is the date when Jenny writes her card? 让自告奋勇者读日期。

然后，写内容。Make sure you put it in the correct place. 让自告奋勇者读明信片内容。

接下来，写姓名地址。The address goes on the right side of the postcard. 让自告奋勇者读姓名地址。

最后，你需要贴邮票。Where does the stamp go? It goes on the top, right side of the postcard.

● 练习 ●

让我们做明信片吧。

让学生制作并书写一张明信片。

2. Let's sing!

• 让学生看教科书 41 页第 2 部分。逐行浏览这首歌。

• 现在，播放录音，所有学生坐好聆听。播放两到三次。学生边听，边跟着录音看教科书中的歌词。当播放歌曲时，教师站在黑板上明信片图画旁边，随录音指出歌曲中被提到的事物。例如，Here's your address on it——指着地址位置。

• 最后，播放歌曲，所有学生努力跟唱。如果学生出了不少错误，不必担心。主要宗旨就是让所有人都乐于参与。

• 现在，所有学生都应该站起来，大声地唱这首歌。他们可以举起明信片，边唱边指出歌曲中唱到的事物。他们可以指右边的地址，左边的文字。

3. Let's do it!

让学生看第 41 页的下面。看空白的明信片并告诉他们该做些什么。给他们纸和剪刀。他们可以单独制作或者小组合作。利用示例明信片作为指导，制作一张明信片。

1. 在纸上画一张卡片。

2. 剪下卡片。

3. 在卡片的正面，画一幅好看的画。

4. 在另一面，在左边写下内容，在右边写下姓名地址。

As they work on this exercise, you go around and help out where needed. Do not forget to say **Good work. That is a really nice card. Who are you sending it to? Show me the address.**

CHECK FOR UNDERSTANDING.....

Ask the students to take turns presenting his or her postcard to the class.

Activity Book

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

CLASS CLOSING.....

Tell students to sing the postcard song as they leave the class.

在他们做这个练习的时候，教师四处走动，必要时提供帮助。不要忘记说：Good work. That is a really nice card. Who are you sending it to? Show me the address.

巩固检验

让学生轮流把自己的明信片呈现给班上其他同学。

《活动手册》

帮助学生找到他们需要做的那一页，翻到那一页并且举起来。

结束课堂教学

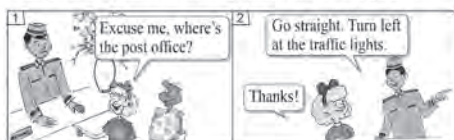
告诉学生离开教室时唱明信片之歌。

Lesson 15 Sending the Postcards

Lesson 15 Sending the Postcards

1 Where's the post office?

Danny and Jenny want to send the postcards. Where is the post office?



2 At the post office



42

3 Let's do it!

1. Look and write.

How much is...?

How much are...?

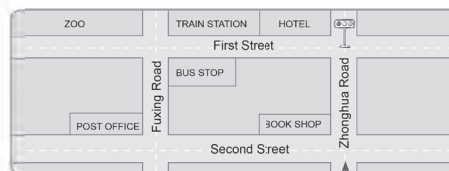


How much is this postcard?

It's five yuan.

How much are these shoes?

2. Look and talk.



Excuse me, where is the hotel?

Thank you.

Go straight. Turn left at the traffic lights. You will see the hotel on the right.

43

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **turn, wrong**
2. Students will learn how to follow basic directions: **Go straight. Turn left at the traffic lights.**
3. Students will be able to recognize, understand and use the following basic sentence structures:

How much are _____? They are _____.

I'll take them.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 15
- Flash cards for **turn, wrong**

第15课 寄明信片



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: turn, wrong
2. 学生能学会如何遵循基本的方向指令: Go straight. Turn left at the traffic lights.
3. 学生能认读、理解并运用下列基本句型结构:
How much are ____? They are ____.
I'll take them.

教学准备

- 第 15 课的录音带或教学光盘
- turn, wrong 的词汇卡片

Teaching Tip



Spelling is an important part of new language acquisition. If students cannot spell the words they are learning, they will not be proficient writers in their new language. Spelling should be a natural and integral part of the lesson. For example, when you write a new word, you can stop and spell it aloud. Then you can ask students to spell the word back to you. Post new vocabulary on sheets of paper or big posters in your classroom so students will see the new words every day and naturally learn to spell them.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Teacher: **Good morning/afternoon students! Let's sing the postcard song together.**

Show the students a large postcard and ask three new questions from the last two lessons to a variety of students. Scaffold them to the correct responses.

Ask:

- **Where do you write the address?**
- **Where is the stamp?**
- **Where is the date on this postcard?**

Wait for the correct answer.

Ask a volunteer to write his/her address in the correct place on the postcard. Ask: **Is that the right side or the left side?**

Ask a volunteer to point to where you put the stamp.

Lesson Hook

Teacher: **In this lesson, we will learn about going to the post office to mail a postcard.**

NEW CONCEPTS

1. Where's the post office?

• Begin by teaching **turn, turn left, turn right**. Start walking straight. Then turn to the left. As you turn, say: **Now I am turning to the left**. Repeat this for **turn right**, saying the words at the moment you make your turn.

• Then write the word **straight**. Draw a straight line say **straight**. Draw a curved line, say, **This is NOT straight**.

• Play the audiotape now for Part 1 while everyone follows along in their books.

●Demonstrate●

You walk straight and say: **I am walking straight**. Then, turn right. As you turn, say: **Now I am turning right**.

教学提示



拼写是习得新语言的一个重要组成部分。如果学生不能拼写出所学的单词，就无法熟练地书写新语言。拼写应该是课程中自然的、必不可少的部分。例如，当你书写一个新单词的时候，你可以停下来大声地拼读出这个单词。然后让学生重复拼读。把新词汇写在大的纸张或海报上，张贴在教室里，这样学生将会每天都看到新词汇并自然地学会拼写它们。

开始上课和复习

问候

学生到达教室时，问候他们。教师：Good morning/afternoon students! Let's sing the postcard song together.

向学生展示一张大的明信片，针对最近学的两课向不同的学生提问三个新问题。引导他们做出正确的回答。

问：

- Where do you write the address?
- Where is the stamp?
- Where is the date on this postcard?

等待正确回答。

让自告奋勇者在明信片的正确位置写下他/她的地址。教师问：Is that the right side or the left side?

让自告奋勇者指出贴邮票的位置。

课文导入

教师：In this lesson, we will learn about going to the post office to mail a postcard.

新概念

1. Where's the post office?

• 首先教授 turn, turn left 和 turn right。先直走。然后向左转。在转弯的时候，说：Now I am turning to the left. 用同样的方式教授 turn right。

• 然后把 straight 写在黑板上。画一条直线说 straight。画一条弯曲的线，说：This is NOT straight.

• 现在播放第 1 部分的录音，学生看书跟读。

● 演示 ●

教师直走并且说：I am walking straight. 然后，向右转。转弯的时候，说：Now I am turning right.

●Practice●

Ask some volunteers to come forward. Tell them to walk straight. When they have walked straight for a while, direct them to turn **left** or **right**. They should be able to follow your directions now.

2. At the post office

- Ask the students to look at Part 2, page 42. Talk about what they see in the pictures. Go through each panel and read the speech bubble to the students. Then explain the meaning.
- When you have finished talking about the panels, play the audiotape twice while everyone follows along.

●Demonstrate●

Ask a volunteer to help you demonstrate how to buy stamps. You take on the role of the postal worker, and the volunteer will be the one who needs to buy stamps.

Teacher: **Hello, may I help you?**

Student: **Yes, please. How much are the stamps?**

Teacher: **One yuan for two stamps.**

Student: **I will take _____ stamps, please.**

3. Let's do it!

1. Look and write.

Ask the students to look at Part 3, Activity 1. Explain first that they use: **How much is _____?** when they wish to buy one thing. They use: **How much are _____?** when they wish to buy more than one item.

There are two panels. Each has two items in it. Look at the first panel. One item is close to you, and the other is far from you. When you refer to a thing close to you, you use **this** and when you refer to a thing far from you, you use **that**. In the second panel, when you refer to the things close to you, you use **these** and you use **those** if the things are far from you. They look at the pictures and then write a question and answer. Use the two examples to help them understand what you want them to do.

Answers: How much is that cap? It's fifteen yuan. How much are these shoes? They are thirty yuan. How much are those stamps? They are eight yuan.

2. Look and talk.

Ask the students to look at Activity 2. Talk about the map and what they can see on the map. Point out **zoo, train station, hotel, bus stop, post office, book shop** and the four **streets**. Explain that they are standing at the red arrow at the bottom, left of the map. In pairs, they will practice asking and giving directions to various places on the map.

Work through on the example before they begin. Ask a volunteer to read the girl's speech bubble. Ask another to read the boy's speech bubble. As they read, you show the direction according to what they read.

Teacher: **Now, in pairs, practice asking for directions and giving directions. Remember, turn left, turn right, go straight.**

● 练习 ●

让一些自告奋勇者到教室前面。告诉他们直走。他们直走了一会儿后，指导他们向左转或者向右转。学生现在应该能够完成教师的指令。

2. At the post office

- 让学生看教科书 42 页第 2 部分。讨论他们在图片中看到了什么。浏览每幅图并且把画框中的句子读给学生，然后解释意思。

- 讨论完图片后，播放两次录音，让学生跟读。

● 演示 ●

和自告奋勇者一起演示如何购买邮票。教师扮演邮局的工作人员，学生是要买邮票的人。

教师：Hello, may I help you?

学生：Yes, please. How much are the stamps?

教师：One yuan for two stamps.

学生：I will take _____ stamps, please.

3. Let's do it!

1. Look and write.

让学生看第 3 部分中第 1 个活动。首先向学生解释，当他们想买一件物品时，用 How much is _____? 当他们想买多件物品的时候，用 How much are _____?

书中有两个图框。每个图框里有两种物品。看第一个图框。一件物品离你较近，另一件物品离得较远。当指代较近的物品时用 **this**，指代较远的物品时用 **that**。第二个图框里，指代较近的物品用 **these**，指代较远的物品用 **those**。学生看图，然后写出问题和答案。用这两个例子帮助学生理解任务要求。

答案：How much is that cap? It's fifteen yuan. How much are these shoes? They are thirty yuan. How much are those stamps? They are eight yuan.

2. Look and talk.

让学生看第 2 个活动。讨论这幅地图，说出他们在地图上可以看到什么。指出动物园、火车站、旅馆、公共汽车站、邮局、书店和四条街道。向学生解释，他们现在站在地图左下方的红色箭头处。两人一组，就地图上的地点，进行问路的对话练习。

在学生开始之前先通过例子示范。让一个自告奋勇者读女孩儿的话框，让另一个读男孩儿的话框。学生边读，教师边指出方向。

教师：Now, in pairs, practice asking for directions and giving directions. Remember, turn left, turn right, go straight.

CHECK FOR UNDERSTANDING.....

Ask the students to answer these questions:

How to get to the post office from the hotel?

How many postcards is Danny writing?

How much is one stamp?

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 the students to prepare a simple map showing how they get from their classroom to the front door of the school. Thank everyone for working hard today. Stand at the door and say goodbye as they leave for the day.

巩固检验

让学生回答这些问题：

How to get to the post office from the hotel?

How many postcards is Danny writing?

How much is one stamp?

《活动手册》

帮助学生找到他们需要做的那一页，把活动手册翻到那一页并且举起来。

结束课堂教学

让学生准备一张简易的地图，展示他们如何从教室到学校的前门。对每个人的认真学习表示感谢。在学生离开的时候，站在门口和他们道别。

Lesson 16 An Email Is Fast

Lesson 16 An Email Is Fast

1 Send an email



44

2 Let's sing!

I write you the email.
No stamp, no pen.
My computer sends it all,
To you, my friend.

First write the address,
And who I send to.
Don't forget to write my name,
At the end.



3 Let's do it!

You can write an email in different ways. Read and number.

- 2 Hi Steven,
- How are you? I'm having fun in Beijing.
You can buy many things on Wangfujing Street.
- Your friend,
Jenny

1. Love,/All the best,
2. Dear Steven,/Hello Steven,
3. I'm happy to write to you. I'm in Xi'an. It's great!
I love the food here.



45

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **email, idea, computer, use**
2. Students will learn how to write, address and send an email.
3. Students will learn how to sing a song about email.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 16
- Flash cards for new words

第16课 电子邮件很快



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: email, idea, computer, use
2. 学生将学会如何书写电子邮件的内容和地址以及如何发送电子邮件。
3. 学生将学会唱电子邮件之歌。

教学准备

- 第 16 课的录音带或教学光盘
- 新词汇的词汇卡片

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Teacher: **Good morning/afternoon students! Did you tell your parents about postcards? Who knows where the post office is in our city? Who can describe how to get there?**

Lesson Hook

Ask the students to open their books to page 44. Tell the students that today they are going to learn how to write an email. They will also learn how to sing a new song.

NEW CONCEPTS

1. Send an email

- Introduce the new words **email, idea, computer, use.**
- Ask the students to look at page 44, Part 1 in their books. Ask the students to pick out some words in panel 1 that they recognize and can say. They should be able to pick out key words **postcard, stamp, send, father, computer.**

- You read the panels now, while your students follow along.
- Then, play the audiotape twice while the students read along with the audiotape.

●Demonstrate●

- Call for one volunteer.

Teacher: **What does Danny want to use to write home?**

Student: **An email.**

Teacher: **Why NOT a postcard or letter?**

Student: **An email is fast. It doesn't need stamps.**

- Praise the student. Call for another volunteer.

Teacher: **What does Li Ming say to Danny?**

Class: **Good idea!**

Teacher: **What do they need to send an email?**

Class: **A computer.**

- The students should now look at the email at the bottom of page 44. Begin by going over all parts of the email.

To: This tells where the email is going to be sent. In this case it is to Li Daming (Li Ming's father). His email address is: lidaming@163.com. Point to each part of the address and explain that the first part is the person's name, then you add the @ symbol and the Internet address.

From: This email is from liming@hotmail.com. Explain that this is Li Ming's email address. It is the address on the Internet from which he sends and receives his emails. His father will be able to see this and know who is sending him the email.

开始上课和复习

问候

学生到达教室时，问候他们。教师：Good morning/afternoon students! Did you tell your parents about postcards? Who knows where the post office is in our city? Who can describe how to get there?

课文导入

让学生翻开教科书，看第 44 页。告诉学生，今天他们将学习怎样写电子邮件。他们还会学一首新歌。

新概念

1. Send an email

- 介绍新单词 email, idea, computer 和 use。
- 让学生看教科书 44 页第 1 部分。让他们从图框 1 中选出可以认读并会说的词。他们应该能够选出关键词 postcard, stamp, send, father, computer 等。

- 读图框中的内容，让学生看书倾听。
- 然后，播放两遍录音，让学生跟读。

● 演示 ●

- 找一个自告奋勇的学生。

教师：What does Danny want to use to write home?

学生：An email.

教师：Why NOT a postcard or letter?

学生：An email is fast. It doesn't need stamps.

- 对这个学生进行表扬。叫另一个自告奋勇者。

教师：What does Li Ming say to Danny?

全班：Good idea!

教师：What do they need to send an email?

全班：A computer.

- 现在让学生看第 44 页底部的电子邮件。先浏览电子邮件的各个部分。

To: 此部分表示电子邮件将会被发送到哪里。在这封电子邮件中，收件人是李大明（李明的爸爸），他的邮箱地址是 lidaming@163.com。指着地址的各组成部分，向学生解释，先是人名，然后是 @ 符号和互联网地址。

From: 这封电子邮件来自 liming@hotmail.com。向学生解释，这是李明的邮箱地址，是他在互联网上发送和接收电子邮件的地址。他的爸爸会看到这个地址，知道是谁给他发了邮件。

Read the message. Then ask for volunteers to read it while the others listen.

When you feel that the students understand most of the words, play the audiotape while everyone listens and follows along.

Teaching Tip



Should you allow your students to use their native language in EFL class?

This question comes up quite often. Your goal is to teach English, so why would you let your students use Chinese in English class? Well, there are times when you will be too busy with other students and some of your stronger students will be able to easily, quickly and happily explain something to a less-proficient student, using Chinese. There is no problem with this at all. It should be encouraged at times.

●Practice●

Whole Class Work

Write a model email with the class. Remember to write exactly what the student tells you to write. Give credit to each sentence by writing the student's name who gave it to you afterwards in brackets. Ask the students to read their own lines back to the class.

Then ask the class to read the whole email together.

2. Let's sing!

Now, teach the email song. Ask the students to look at page 45, Part 2.

Read through the song, line by line. Write each line on the blackboard and call on students to listen to you read the line and then repeat after you.

Play the song and students follow along in the book. Point to each word in the song as it is sung.

Play the song three or four times. Encourage your students to stand and move around the room as they listen.

●Choral singing●

Divide the class into small groups and assign one line to each group. Each group practices their line, then sing the song together.

Everyone should now stand, and sing the song.

3. Let's do it!

Ask the students to look at page 45, Part 3.

Explain how to do the activity. Take a few minutes to talk about emails. Explain that there are many ways to say the same thing in English, and this is true when writing an email. Emails are often more casual than a formal letter.

Hi _____, /Dear _____, /Hello _____,

Explain that the body of the message, the main thing you want the reader to know about, will be different for each email you send.

Your friend, /Love, /All the best, /Thanks,

Answers: 2 3 1

读邮件内容。然后让自告奋勇者朗读，其他人倾听。

当感觉学生理解了大部分词汇后，播放录音，让学生听录音跟读。

教学提示



应该允许学生在 EFL 课堂上使用母语吗？

这个问题经常出现。你的目的是教授英语，那么为什么要允许学生在课堂上用汉语呢？当然，有时候当你忙于其他学生时，一些实力较强的学生会很愿意用汉语给那些不太熟练的学生解释一些内容。这没有问题，有时这种情况应该得到鼓励。

● 练习 ●

全班活动

和全班一起写一封电子邮件范例。要如实写下学生说出的内容。把学生的名字写在他 / 她所说的那句话后面的括号里以示肯定。让学生在全班面前读出自己的句子。

然后让全班一起朗读整篇电子邮件。

2. Let's sing!

现在，教唱电子邮件之歌。让学生看 45 页第 2 部分。

逐行读一遍歌词。把每一行写在黑板上，让学生听教师朗读并跟读。

播放歌曲，学生看书上的歌词。边听边指出唱到的每个单词。

播放三到四遍歌曲。鼓励学生在听的时候站起来在教室里走动。

● 合唱歌曲 ●

把全班分成小组，给每个组指定一行歌曲。小组练习，然后一起唱。

现在所有人站起来演唱歌曲。

3. Let's do it!

让学生看 45 页第 3 部分。

解释如何进行这个活动。用几分钟的时间来讨论电子邮件。向学生解释，在英语中，同一件事情可以用多种方式来表达，写电子邮件的时候就是这样。电子邮件比正式的信件更随意一些。

Hi _____, /Dear _____, /Hello _____,

向学生解释，每封电子邮件的正文——想让阅读邮件的人了解的主要事情，是不同的。

Your friend, /Love, /All the best, /Thanks,

答案：2 3 1

CHECK FOR UNDERSTANDING.....

Ask the students if they have sent emails to anyone. In Chinese? In English? If not, they should send one.

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: **Well done students! You are really doing a great job. When you travel, you now know how to keep in touch with friends and family at home. Remember, a letter is slow, but an email is fast. A postcard is pretty and lets people see a picture of where you are visiting.**

巩固检验

询问学生是否给别人发过电子邮件。用汉语还是用英语？如果没有，他们应该发送一封。

《活动手册》

帮助学生找到他们需要做的那一页，把活动手册翻到那一页并且举起来。

结束课堂教学

教师：Well done students! You are really doing a great job. When you travel, you now know how to keep in touch with friends and family at home. Remember, a letter is slow, but an email is fast. A postcard is pretty and lets people see a picture of where you are visiting.

Lesson 17 Danny's Email

Lesson 17 Danny's Email

1 Danny writes an email

I'm writing an email to Steven.

To: steven@supermail.com
From: danny@compmail.ca
Subject: Hello!

Dear Steven,

I'm in Beijing. How's the weather in Canada? Is it snowy?
In Beijing, it is sunny. There is no snow. People here are kind.
What a great trip! I'm coming home to Canada on February 8.

Your friend,
Danny

2 Time to go home

What a fun trip!
Beijing is great!

Thank you. We'll
miss you, too.

Tomorrow you'll go back
to Canada. We'll miss you.

Don't forget to
write to us.

46

Let's do it!

Read, Tick or cross.

To: danny@compmail.ca
From: steven@supermail.com
Subject: Hello from Steven!

Dear Danny,

It's cold and snowy in Canada now. I'm wearing my new winter coat. Are there many famous places in Beijing? Remember to take some pictures. I'll be happy to see you again. Say hi to your friends for me.

Your friend,
Steven

- ☐ 1. This is an email from Steven.
- ☐ 2. This email is to Jenny.
- ☐ 3. Steven is Danny's friend.
- ☐ 4. It's sunny in Canada.
- ☐ 5. Steven is in Beijing.

Listen and repeat.

an egg in front of get up look out
an orange a map of China look at put on

47

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **kind, us**
- Students will be able to recognize, understand and use the basic sentence structures:
 - How's the weather in Canada?**
 - Is it snowy?**
 - It's sunny.**
 - There is no snow.**
 - What a great trip!**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 17
- Flash cards for **snowy, sunny, map, kind, us**

第17课 丹尼的电子邮件



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: kind, us
2. 学生能认读、理解并运用下列基本句型结构:
How's the weather in Canada?
Is it snowy?
It's sunny.
There is no snow.
What a great trip!

教学准备

- 第 17 课的录音带或教学光盘
- snowy, sunny, map, kind, us 的词汇卡片

Lesson Hook

Tell the students that today they will read Danny's email to Steven. Teacher: **Everyone is going home, and the trip to China was great fun. Let's see how they say goodbye when it is time to go home after a good trip together.** The students will also learn how to pronounce some difficult words.

Teaching Tip



The question of proper pronunciation always comes up. You want your students to be understood when they speak English, of course. But this should not be the focus of your efforts. Much better that you encourage confidence in speaking, and a desire on the part of your students to take the risk and speak aloud in the new language. Do not spend time correcting your students' pronunciation, especially individuals who have volunteered in an activity. In time, when their confidence in vocabulary grows, and their exposure to a lot of English grows, they will self-correct pronunciation. You should speak slowly and clearly at all times. Encourage your students to speak slowly, too.

NEW CONCEPTS

1. Danny writes an email.

- Ask the students to look at page 46, Part 1 in their books. Talk about the email.

Who is this email from?

Who will receive this email?

What is the subject of the email?

What does Danny say to Steven?

- Play the audiotape while everyone listens quietly. Play it again.

- Draw a big email on the blackboard. Fill in all the spaces. Ask the students to help you.

What is Steven's email address? Write the address in the correct place as the students shout it out to you.

What is Danny's email address? Write the address in the correct place.

What is the subject of the email?

What does Danny say to his friend?

• When you have filled in all the spaces in the email. You read it once. Then ask for different volunteers to read it aloud. Ask students what Danny tells Steven about China. Point out the new word **kind** in the email. Write it on the blackboard: **The people here are kind.** Explain that **kind** means a person who is very friendly and generous; a gentle person who will do things for someone else because he/she knows it makes the other feel good.

- Play the audiotape again while everyone follows along.

•Demonstrate•

Call for a volunteer to model a dialogue about the weather.

Teacher: **How is the weather in Beijing? Is it snowy?**

课文导入

告诉学生，今天他们将阅读丹尼发送给史蒂芬的电子邮件。教师：Everyone is going home, and the trip to China was great fun. Let's see how they say goodbye when it is time to go home after a good trip together. 学生还会学习一些较难的单词发音。

教学提示



关于正确发音的问题总是出现。当然，你想让学生说英语时能够被人理解。但这不应该是你努力的焦点。鼓励学生自信地、主动地、敢于冒险地大声说出新语言，会更有意义。不要花费时间纠正学生的发音，特别是活动中的自告奋勇者。总有一天，随着学生在词汇方面的信心增长，接触的英语越来越多，他们就会自我纠正发音。任何时候你都要说得慢而且清晰，也鼓励学生说得慢一点。

新概念

1. Danny writes an email.

- 让学生看教科书 46 页第 1 部分。讨论这封电子邮件。

Who is this email from?

Who will receive this email?

What is the subject of the email?

What does Danny say to Steven?

- 播放录音，学生聆听。再播放一遍。
- 在黑板上画一封大的电子邮件，填写空白处。让学生提供帮助。

What is Steven's email address? 在学生说出来的时候，教师把地址写在正确的位置。

What is Danny's email address? 把地址写在正确的地方。

What is the subject of the email?

What does Danny say to his friend?

• 填满所有的空之后，读一遍电子邮件。然后让不同的自告奋勇者大声地读出来。询问学生：丹尼告诉了史蒂芬关于中国的哪些内容？指出电子邮件中的新单词 kind。在黑板上写：The people here are kind. 向学生解释，kind 指一个人非常友好和慷慨，愿意为他人做事情，因为他 / 她知道这会让别人感到快乐。

- 再播放一遍录音，学生跟读。

● 演示 ●

和一名自告奋勇者示范关于天气的对话。

教师：How is the weather in Beijing? Is it snowy?

Student: **No. It's sunny. There is no snow.**

●Practice●

Pair Work

Divide the class into groups of two. Each pair makes a dialogue about the Danny's email.

Try to cover these questions:

What does Danny say about the people?

When will Danny go back to Canada?

What does Danny tell Steven about his trip?

2. Time to go home

- Divide the class into groups of four. Ask the groups to look at page 46, Part 2. Go over the text here, reading it aloud to the students. Then, make some notes on the blackboard.

What to say when you are saying goodbye:

What a fun trip!

_____ was great!

You'll go back to _____ tomorrow.

We'll miss you.

Don't forget to write to us.

It was fun visiting China with you.

Thanks for looking after us.

What a great trip!

I hope you come back again.

- Explain that these are some of the things people say to each other when they are saying goodbye after a trip. Teach the students how to say these words.

- Play the audiotape and students follow along in the book.

- Now, have the groups practice saying goodbye at the airport.

3. Let's do it!

Ask the students to look at page 47, Part 3. Explain what you want them to do here. They must read the email from Steven to Danny. Then, they read the sentences below and decide if the statements are true or false. They put a tick or cross, according to what they decide.

Give them plenty of time to do the exercise and make sure you go around and help out where needed.

Answers: 1. $\sqrt{}$ 2. \times 3. $\sqrt{}$ 4. \times 5. \times

4. Listen and repeat.

- Take a few minutes to talk about pronunciation. Remind the students that pronunciation is important. In English, there are words that are very difficult to say. Sometimes when a word ends in one sound and is followed by a word beginning with another sound, it is very hard to say the two words together.

- Ask the students to look at the bottom of page 47. You point to each word combination and say the words really slowly. Say each combination two or three times, then ask the students to repeat. Continue until you have said all eight combinations.

学生: No. It's sunny. There is no snow.

● 练习 ●

一对一活动

把全班分为两人小组。每组就丹尼的电子邮件编一段对话。

尽量涵盖这些问题:

What does Danny say about the people?

When will Danny go back to Canada?

What does Danny tell Steven about his trip?

2. Time to go home

• 把全班分为四人小组。看 46 页第 2 部分。浏览课文, 大声地读给学生听。然后, 在黑板上进行记录。

道别时可以说些什么:

What a fun trip!

_____ was great!

You'll go back to _____ tomorrow.

We'll miss you.

Don't forget to write to us.

It was fun visiting China with you.

Thanks for looking after us.

What a great trip!

I hope you come back again.

• 向学生解释, 这是在旅行之后要告别时彼此说的一些话。教给学生如何表达这些语句。

• 播放录音, 学生跟读。

• 现在, 让各个小组练习在机场告别的对话。

3. Let's do it!

让学生看 47 页第 3 部分。说明任务要求。他们要阅读史蒂芬给丹尼的电子邮件。然后, 读邮件下面的句子, 判断正误。根据自己的判断打勾或者画叉。

给学生足够的时间完成练习, 教师一定要四处走动, 以便提供必要的帮助。

答案: 1. √ 2. × 3. √ 4. × 5. ×

4. Listen and repeat.

• 用几分钟时间来讨论发音问题。提醒学生发音很重要。在英语中, 有很多词发音很难。有时一个词以某种发音结尾, 后面的词以另一种发音开头, 这两个词一起读出来会很难。

• 让学生看第 47 页的底部。指着每个单词组合, 慢慢地读出来。每个单词组合读两到三次, 然后让学生重复。继续这个过程, 直到读完这八个组合。

- Now, play the audiotape two or three times. Stop and start as needed. The students should try to say the combinations along with the audiotape.

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: **Well, boys and girls, that is the end of Jenny and Danny’s trip to visit Li Ming. Now they are going home. You have learned a lot so far about the sights of China. You can talk about them and you can write about them. Maybe one day, you will travel and see many parts of the big world.** Say goodbye to your students at the door as they leave.

• 现在，播放两到三遍录音。根据需要进行暂停。学生应该跟着录音尽力读出这些单词连续。

《活动手册》

帮助学生找到他们需要做的那一页，把活动手册翻到那一页并且举起来。

结束课堂教学

教师：Well, boys and girls, that is the end of Jenny and Danny's trip to visit Li Ming. Now they are going home. You have learned a lot so far about the sights of China. You can talk about them and you can write about them. Maybe one day, you too will travel and see many parts of the big world. 在学生离开时，站在门口和他们说再见。

Lesson 18 Little Zeke Sends an Email

Lesson 18 Little Zeke Sends an Email

Story time

1

Li Ming, Danny and Jenny are in Beijing. They are sending an email.

2

Jenny says, "Let's send an email to my friend Emma!"
"Where does Emma live?" asks Danny.
"She lives in Ottawa," says Jenny. "I want to tell her about our trip." Jenny writes to Emma.

3

*Dear Emma,
I am sending you this email from Beijing. It is two o'clock in the afternoon here. It's one o'clock in the morning in Ottawa! How are you? We are having a great time.
See you soon.
Yours truly,
Jenny*

This is Jenny's email.

4

"I also want to send an email to my brother," says Jenny.
"I'm hungry. Let's go to the restaurant to have lunch!" says Danny.

No, Danny, not now!

5

Hey! Look! It's an email for us!

Who is sending us an email?

"I don't know. It's from Ottawa. It's from Emma!" says Jenny. "No way!" says Danny. "Isn't everyone in Ottawa sleeping now?"

6

*Dear Jenny,
Thank you for sending an email to Emma. She is fine. She is sleeping in her bed. Everyone is in bed sleeping. I don't have a bed. I sleep in a sock. It is Emma's sock. It is a gift from Emma.
I am tired. I want to go to sock now.
Yours truly,
Little Zeke*

This is the email from Little Zeke.

7

"Go to sock?" says Danny. "Is that sentence wrong? Does he want to go to bed?"
"Who is Little Zeke?" asks Li Ming.
"I don't know!" says Jenny.

★ Read and talk

- Is the time in Ottawa the same as in Beijing?
- Does Emma send the email to Jenny?
- Where does Little Zeke sleep?

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.
4. Students will write and send an email to Little Zeke.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 18

第18课 小齐克发送电子邮件



MY TEACHING NOTES

教学目标

1. 学生能听懂和理解这个简单的故事。
2. 学生能就这个故事进行问答。
3. 学生能向同学复述这个故事。
4. 学生能给小齐克书写电子邮件并发送给他。

教学准备

- 第 18 课的录音带或教学光盘

CLASS OPENING AND REVIEW

Greeting

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

Take a few minutes to review some of the key materials from the previous five lessons. Ask questions to see what the students can recall:

What does a postcard have on it?

Why is an email a good way to send a message? (free, no stamp, fast)

Who does Jenny send her email to?

Ask the students to stand and sing the postcard song. They can open their books to page 41 to help them recall the words.

Lesson Hook

Ask the students to open their books to page 48. Tell them that they are going to read a story about Little Zeke. They met Zeke in an earlier book. But this is the first time Jenny, Danny and Li Ming meet Zeke.

NEW CONCEPTS

Story time: Little Zeke Sends an Email

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.

Where are Jenny, Danny and Li Ming?

What are they doing?

Who does Jenny want to send an email to?

Does Emma send Jenny the email back?

Who is Little Zeke?

Where does Little Zeke live?

Do they know Little Zeke?

Read the Story

•Talk about the pictures•

Panel 1

Jenny, Danny and Li Ming are sending emails.

Panel 2

Jenny wants to send an email to her good friend, Emma. She wants to tell Emma about her trip.

Panel 3

Jenny writes the email. She tells Emma that it is in the afternoon where she is, but she knows that it is night time in Ottawa where Emma is. She says they are having a great time.

开始上课和复习

问候

学生进入教室时，问候他们：Hello everybody. Welcome boys and girls.

用几分钟时间来复习前五课的重点内容。通过问题帮助学生回忆：

What does a postcard have on it?

Why is an email a good way to send a message? (free, no stamp, fast)

Who does Jenny send her email to?

让学生站起来唱明信片之歌。学生可以参考教科书第 41 页，帮助他们回忆歌曲。

课文导入

让学生打开教科书第 48 页。告诉他们，他们将要阅读一个关于小齐克的故事。在以前的教科书里他们遇到过齐克。但是，这是詹妮、丹尼和李明第一次遇到齐克。

新概念

Story time: Little Zeke Sends an Email

读前活动

看图，讨论在每幅图中看到了什么。学生回答的时候，教师在黑板上进行记录。通过提问帮助学生理解。

Where are Jenny, Danny and Li Ming?

What are they doing?

Who does Jenny want to send an email to?

Does Emma send Jenny the email back?

Who is Little Zeke?

Where does Little Zeke live?

Do they know Little Zeke?

阅读活动

● 谈论图片 ●

图 1

詹妮、丹尼和李明正在发送电子邮件。

图 2

詹妮想给好朋友艾玛发送一封电子邮件。她想给艾玛讲述她的旅行。

图 3

詹妮写电子邮件。她告诉艾玛，她所在的地方现在是下午时间，但是她知道艾玛所在的渥太华现在是晚上时间。她说他们玩得很开心。

Panel 4

Jenny wants to send another email. She wants to send it to her brother. Danny is hungry. He wants to go to have lunch.

Panel 5

Jenny, Danny and Li Ming get an email. They are very surprised. They know that it is late in Ottawa and everyone is sleeping there. Who can this email be from?

Panel 6

They read the email. It is not from Emma. Who is it from? Little Zeke. Zeke says that Emma is fine, but she is sleeping now. Zeke does not have a bed. Zeke sleeps in a sock. The sock is a gift from Emma. Zeke is tired and is going to sock now.

Panel 7

Jenny, Danny and Li Ming are confused. They do not know who Little Zeke is.

●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

●Act out the story●

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

Ask them to look at the questions at the bottom of the page. They should ask and answer these questions among themselves before they begin to work out their presentation.

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.

●Write an email●

When everyone has presented their story, ask them to pretend they are writing an email to Little Zeke.

CLASS CLOSING

Tell the students they did a great job today. 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.

After-Class Activities

Tell the students to look back at the lessons in the unit and review the key vocabulary and prepare for the Again, Please lesson.

图 4

詹妮想再发一封电子邮件。她想发给哥哥。丹尼饿了。他想吃午饭。

图 5

詹妮、丹尼和李明收到一封电子邮件。他们都很惊讶。他们知道在渥太华，现在已经很晚了，所有人都在睡觉。这封电子邮件是谁发来的呢？

图 6

他们阅读这封电子邮件。不是艾玛发来的。那是谁发来的呢？小齐克。齐克说艾玛很好，她现在正在睡觉。齐克没有床。齐克睡在一只袜子里。这只袜子是艾玛送的礼物。齐克累了，准备去袜子里睡觉了。

图 7

詹妮、丹尼和李明很困惑。他们不知道小齐克是谁。

● 听故事 ●

播放故事录音。学生看书聆听。

再播放一遍录音，所有人跟着录音一起读。

现在，让自告奋勇者轮流朗读故事。叫起一个学生，说：Let's read this part of the story. 指着图框，帮助学生大声地读给其他学生。

新的自告奋勇者继续读其他的图框内容。

读后活动

● 表演故事 ●

把全班分为若干个 3 人小组，每个小组包含一个女生和两个男生。

小组练习故事，然后在班上表演。

1. 丹尼
2. 詹妮
3. 李明

让学生看本页下面的问题。学生在表演故事之前，先相互问答这些问题。

向学生解释小组任务。他们首先要决定扮演哪个角色。然后，阅读故事并决定如何表演。

● 写电子邮件 ●

学生表演完故事后，让他们假装给小齐克写封电子邮件。

结束课堂教学

告诉学生今天他们做得很好。故事表演得很精彩。现在，这个单元就要结束了。提醒学生接下来有一个单元复习课，他们将能够展示到目前为止在本单元所学到的知识。

课后活动

让学生回顾本单元各课内容，复习重点词汇，为复习课做好准备。

Again, Please!

Again, Please!

1 Listen and tick.

2 Listen and match.

3 Read and write.

picture how

Tom: Look, Mum! This postcard is from my family. It has a beautiful picture of my family. Mum: Okay. Let's take it. Tom: How do I write on it? Mum: You write on the back. Tom: Okay.

Dear Mike,

I am having a great time here. I like the weather. Yours, Tom

4 Look and write.

1. You write on a _____.

2. Twenty-three and forty-five is _____.

3. Go straight and turn left at the cinema.

4. I like my English teacher.

5 Read and match.

- You don't use your pen. You use your pencil. What is it?
- You buy it in a shop when you are hungry. What is it?
- You write it on paper. You use a pen. What is it?
- You write "Happy Birthday!" on it for your birthday. What is it?

6 Look and write.

1. A: Excuse me, how much is this? B: _____ 30 yuan.

2. A: Hi, How much is this? B: _____ 10 yuan.

3. A: Look! How much is this? B: _____ 85 yuan.

4. A: How much is this? B: _____ 8 yuan.

A: I also like those bananas. How much are they? B: _____ 6 yuan.

7 Read, Tick or cross.

230 Fifth Street, New York, U.S.

Monday, March 14

Dear Mike,

My name is Anna. I live in New York. I'm ten years old. I'm tall. I have long brown hair and blue eyes. My favourite colour is red. I like wearing T-shirts and skirts. I love reading. I like interesting stories. I like music and math, too. After school, I play with my friends. Here's a photo of my friends and me. I'm wearing a red T-shirt!

What about you? Please write to me soon.

With love,
Anna

☐ 1. Anna is a student.
☐ 2. She has short brown hair.
☐ 3. Her favourite colour is blue.
☐ 4. She likes reading.
☐ 5. She likes math.
☐ 6. This is a letter from Mike to Anna.

8 Look and say.

Danny and Jenny's Trip

They go on a trip... They want to buy... It has... Jenny wants to...

It has... Danny wants to... Danny sends an email to... They have fun in Beijing.

9 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 eight 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 the students to take their seats, then ask them to open their books to page 50.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生将完成八项活动来证明他们各自的听、说、读、写技能。
2. 学生将要完成一个表明在本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

学生到达教室时，问候他们。等他们就座后，让他们打开教科书第 50 页。

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 eight exercises and explain what you want them to do.

REVIEW.....

1. Listen and tick.

They will hear some statements on the audiotape. They must decide which picture is in accordance with the statement and put a tick in the box at the bottom right of the picture.

The audiotape says:

1. This is a letter. I want to send a letter to my friend.

2. I like this postcard. It has a panda on it.

3. I need some stamps. I'll take nine.

4. I use a computer to send an email.

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

2. Listen and match.

The students look at the pictures and read the words. They will hear some statements on the audiotape. They have to match the picture of the person with the kind of message he/she will send, and to whom they will send the message.

The audiotape says:

Li Ming wants to send a letter to his parents. Danny wants to send a postcard to his mother. Jenny wants to send an email to her teacher. Steven wants to send an email to Emma.

3. Read and write.

Here, the students see a list of words at the top. They must read the sentences below and fill in the blanks with the correct words.

Answers: picture, send, write, left, right, How, fine

4. Look and write.

Students fill in the blanks in the sentences. They can use the pictures on the right to help them decide the correct words.

Answers: 1. Email, computer 2. wrong 3. turn 4. kind

5. Read and match.

Here, the students need to read the sentences and match the sentences with the correct pictures. They write the correct sentence number in the small circle, bottom right of the correct picture.

Answers: 4 3 1 2

6. Look and write.

Here, the students use the pictures on the right to help them fill in the blanks.

提醒学生这不是考试。是一个展示自己到目前为止所学知识的机会。告诉学生，如果他们不清楚自己的优点和弱点，他们就不会提高。

用几分钟时间浏览这八项活动，并说明活动要求。

复习

1. Listen and tick.

学生会在录音中听到一些陈述。他们必须判断哪些图片和所听到的内容一致，然后在相应图片右下方的方框里打勾。

录音内容如下：

1. This is a letter. I want to send a letter to my friend.
2. I like this postcard. It has a panda on it.
3. I need some stamps. I'll take nine.
4. I use a computer to send an email.

答案：1. 图 2 2. 图 2 3. 图 1 4. 图 2

2. Listen and match.

学生看图片读句子。他们会在录音中听到一些陈述，然后根据录音，把发送信息的人、发送信息的方式和接收信息的人的图片匹配起来。

录音内容如下：

Li Ming wants to send a letter to his parents. Danny wants to send a postcard to his mother. Jenny wants to send an email to her teacher. Steven wants to send an email to Emma.

3. Read and write.

本题中，学生会看到上面有一个单词列表。学生读下面的句子，在空格中填入正确的单词。

答案：picture, send, write, left, right, How, fine

4. Look and write.

学生填空，把句子补充完整。可以通过右边的图片来帮助确定要填的词。

答案：1. Email, computer 2. wrong 3. turn 4. kind

5. Read and match.

学生阅读句子，然后把句子和正确的图片匹配起来。把句子序号填在相应图片右下角的小圆圈里。

答案：4 3 1 2

6. Look and write.

学生通过右边的图片来帮助他们填空。

Answers: 1. is, It is 2. are, They are 3. is, It is 4. are, They are, are they, They are

7. Read. Tick or cross.

The students read the letter. They use that information in the letter to help them decide if the sentences below are true or false. They put a tick or a cross, depending on what they decide.

Answers: 1. \checkmark 2. \times 3. \times 4. \checkmark 5. \checkmark 6. \times

8. Look and say.

Here, the students look at the pictures to help them decide what to say. This exercise requires them to recall key content from this unit.

9. How am I doing?

This self-evaluation should be quite familiar to the students by now.

答案: 1. is, It is 2. are, They are 3. is, It is 4. are, They are, are they, They are

7. Read. Tick or cross.

学生阅读信件, 根据信中的信息判断下面句子正误, 打勾或画叉。

答案: 1. √ 2. × 3. × 4. √ 5. √ 6. ×

8. Look and say.

学生通过图片来确定要说的内容。这个练习需要学生回忆本单元的重点内容。

9. How am I doing?

到现在为止, 学生对于自我评价表应该很熟悉了。

Unit 4

Did You Have a Nice Trip?



General Goals for Unit 4

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 when talking about getting home from a trip.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to understand and use correctly the present and past tense for:
walk/walked, play/played, do/did, go/went, see/saw, eat/ate, buy/bought, is/was, am/was, are/were, have/had, has/had
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
story, did, yesterday, night, had, went, saw, ate, photo, were, was, happy, bought, back
3. Students will be able to recognize, understand and use these basic sentence structures:
I often do.../I did... yesterday.
This is for you.
He is... this year./He was... last year.
What did you do?
I ate/went to...
Did you...?
Yes, I did./No, I didn't.
What happened?

第4单元

你旅途愉快吗？



第四单元总目标

《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，拓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。

本单元，孩子们将学习谈论旅行归来的词汇和表达。

第四单元具体目标

知识与技能目标

1. 学生能正确理解和运用下列动词的现在时和过去时：
walk/walked, play/played, do/did, go/went, see/saw, eat/ate, buy/bought, is/was, am/was, are/were, have/had, has/had
2. 学生能听懂、会说、认读并书写下列词汇：
story, did, yesterday, night, had, went, saw, ate, photo, were, was, happy, bought, back
3. 学生能认读、理解并运用下列基本句型结构：
I often do... /I did... yesterday.
This is for you.
He is... this year./He was... last year.
What did you do?
I ate/went to...
Did you...?
Yes, I did./No, I didn't.
What happened?

4. Students will become familiar with liaison of the sentences.
5. Students will be able to understand the story *A Gift for Little Zeke* with the aid of pictures and teacher support. And act it out.
6. Students will be able to sing the chant in this unit: *What Did You Do?*

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

- Students will continue to develop an awareness and understanding of how visitors to China see and feel about their country.
- Students will be able to compare and contrast their feelings and responses to travelling with foreigners in their country.

Resources Teachers Need for Unit 4

- Audiotapes or multimedia CD for lessons 19~24
- Photos of a trip
- Flash cards for new vocabulary
- Big cards with past-tense verbs and present-tense verbs written on them

4. 学生能开始熟悉句子的连读。
5. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：A Gift for Little Zeke
6. 学生能唱本单元的歌谣：What Did You Do?

学习策略目标

学生将继续培养和运用以下基本的学习策略：

- 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

要求学生做到如下方面：

- 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

- 学生能继续感知和理解游客对中国的看法和感受。
- 学生能对比自己和外国游客一起在中国旅游的感受和反应。

第四单元所需教具

- 第 19~24 课的录音带或教学光盘
- 旅行的照片
- 新词汇卡片
- 写有动词现在时和过去时的大卡片

Lesson 19 Li Ming Comes Home

Lesson 19 Li Ming Comes Home

1 Li Ming's story

Mr. Li: Hello, Li Ming! You are back.
I missed you!
Li Ming: I missed you, too.
Mr. Li: Did you have a nice trip?
Li Ming: Yes! I had a great trip!
Mr. Li: What did you do yesterday?
Li Ming: We walked to Wangfujing Street. We shopped there.
I wanted to buy a gift for you. I looked in many shops.
I liked this. Here, it's for you!
Mr. Li: Thank you! Oh! It's a T-shirt!
Li Ming: I have one, too!



3 Walk and walked

1 I often walk to school.	 I walked to the park yesterday.
2 I often watch TV at home.	 I watched a film last night.

56

Let's do it!

1. Tell Li Ming's story.

 had fun	 missed	 wanted to
 walked to Wangfujing	 looked in	 Li Ming had fun in Beijing. He...

2. Ask and answer. Then write.

 call my friend	 help my parents	 What did you do yesterday?	 I called my friend.
 watch TV	 wash the clothes		

What did you do yesterday? _____

57

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **story, did, yesterday, night**
- Students will understand the concept of something happening in the present and something happening in the past.
- Students will be able to understand and use: **walk/walked**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 19
- Flash cards for **story, yesterday, night**

第19课 李明回家了



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写以下词汇: story, did, yesterday, night
2. 学生能理解某事发生在现在和某事发生在过去的概念。
3. 学生能理解并会运用: walk/walked

教学准备

- 第 19 课的录音带或教学光盘
- story, yesterday, night 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

• Greet your students as they arrive for class by saying: **Welcome back, boys and girls. Today, we begin the last unit in our English studies for this term.**

• When everyone has settled into their seats, take a few minutes to talk about the trip to China. See what students can recall from the previous units. As they tell you things, write these on the blackboard. Make sure you say **Good work! Yes, we learned that. Yes, that is what they did when they were in Beijing.**

Lesson Hook

Tell your students that today, they will read a story about Li Ming and what he does when he gets home from the trip. They will also learn how to talk about things that often happen at present and things that happened in the past.

NEW CONCEPTS

1. Li Ming's story

• Begin by talking about the present and the past. Explain that if something is happening right now, it is happening in the present. We use the present tense of verbs to show that the thing is taking place now. If you did something in the past, it has already happened.

• Write **often, today, yesterday, last night** on the blackboard. Explain. In this lesson, they are learning about the simple past verb tense. In English, when actions happened in the past, some verbs need to add the suffix 'ed' to make the simple past tense.

•Demonstrate•

Make a chart on the blackboard, as shown below. Fill in the past-tense verbs as you make up sentences such as "**Today, I _____. Yesterday, I _____ed. I often _____. Last night, I _____ed.**" Use verbs that are easy to act out. Leave this chart on the blackboard.

today/often	yesterday/last night
play	played
walk	walked
talk	talked
jump	jumped
look	looked
point	pointed
laugh	laughed

• Talk about Li Ming going home. He meets his father. He tells his father all about what happened on the trip. He does not talk about the trip as if it is happening now or in the future. He uses verbs that show he is telling things that already happened.

• Ask the students to look at page 56, Part 1. Go through the text and pick out all the verbs and write them on the blackboard:

开始上课和复习

问候

• 学生到达教室时，问候他们：Welcome back, boys and girls. Today, we begin the last unit in our English studies for this term.

• 当学生都就座后，花几分钟讨论关于中国的旅行。看学生能回忆起多少前几个单元所学的内容。当他们述说时，在黑板上记录下他们所说的内容。一定说：Good work! Yes, we learned that. Yes, that is what they did when they were in Beijing.

课文导入

告诉学生，今天他们将阅读一个故事，故事内容是关于李明和他旅游归来所做的事情。他们还将学习如何谈论现在发生的事情和过去发生的事情。

新概念

1. Li Ming's story

• 从谈论现在和过去开始。向学生解释，如果某件事正在发生，表示事情发生在现在。我们用动词的现在时态表示事情正在发生。如果你在过去做过某事，则表示这件事情已经发生。

• 把 often, today, yesterday, last night 写在黑板上。向学生解释，他们将在本课学习一般过去时。在英语中，表示动作发生在过去，需要在某些动词后面加后缀 ed 来构成一般过去式形式。

● 演示 ●

在黑板上画一个表格，形式如下。在造句的时候，用下列动词过去式填空。例如：“Today, I _____. Yesterday, I _____ed. I often _____. Last night, I _____ed.” 选择容易用动作表演出来的动词。把表格留在黑板上。

today/often	yesterday/last night
play	played
walk	walked
talk	talked
jump	jumped
look	looked
point	pointed
laugh	laughed

• 讨论李明回家的情况。他见到了爸爸。他向爸爸讲述了旅游中发生的事情。他讲述的不是现在发生的也不是将来发生的事情。他用动词过去式来说明事情发生过了。

• 让学生看 56 页第 1 部分。浏览课文，挑出所有动词并写在黑板上：

are, have present tense, happening now

missed, did, had, walked, shopped, wanted, looked, liked past tense, happened already

- Underline the “**ed**” in the past tense verbs. Explain that when they see these letters at the end of English verbs it usually means it happened in the past. Explain that some verbs do not have the ‘ed’ at the end but they are still past tense verbs. Use **did** and **had** as examples of this.

- Now, play the audiotape for Part 1 while everyone follows along. Play it twice, stopping and starting as needed.

Teaching Tip



A good way to keep your students interested in their new language is to stop, from time to time, and give them an interesting game or challenge. For example, you could stop your class anytime and tell your students you are going to challenge them to find some small words contained within a big word. Write **therein** on the blackboard. Tell your students there are at least six smaller words contained in this one word, and they do not rearrange any letters. Can they find some of them?

Here are six words found in **therein**—**the, there, he, in, her, here**

Your students should be able to find some of them. And they will surely have fun trying.

●Practice●

Divide the class into pairs. Have the pairs read the passage together and practice saying the words. They should be able to present their reading in front of the class.

2. Walk and walked

- Ask the students to look at page 56, Part 2. Explain that the sentences in the two panels on the left are about things that we often do. Li Ming often walks to school now. This woman often watches TV at home.

The sentences in the two panels on the right are about things that happened in the past. When did they happen? They happened yesterday/last night.

- Now, point to picture 1 and read the statements. Make sure you emphasize the verbs in both sentences. Write **walk** and **walked** on the blackboard. Say the two words and have the students repeat after you. Make sure you underline or highlight ‘ed’ at the end of **walked**. Point to picture 2 and do the same thing. **watch** we often do it now — **watched** we did it last night. We watched a film in the past.

- Play the audiotape for Part 2 while everyone follows along.

3. Let’s do it!

Ask the students to look at page 57, Part 3.

1. Tell Li Ming’s story.

The students will work out Li Ming’s story and then present to the rest of the class. Talk about the five pictures. Read the words below each picture. Make sure that you highlight the past tense verbs.

Give a sample. You tell Li Ming’s story. As you tell it, write the sentences on the blackboard and highlight the past tense verbs:

are, have 现在时, 发生在现在

missed, did, had, walked, shopped, wanted, looked, liked 过去时, 已经发生过

• 在动词过去式的 ed 下面加下划线。向学生解释, 当他们看到英语动词后面有 ed 的时候, 通常说明这个动作发生在过去。并说明有些动词词尾不加 ed 仍然可以表示过去式。用 did 和 had 举例说明。

• 现在, 播放第 1 部分的录音, 学生看书跟读。播放两遍, 需要时暂停。

教学提示



时不时地停下来, 给学生提供一个有趣的游戏或者挑战性任务, 是让学生对新学的语言感兴趣的一个好方法。例如, 你可以随时停下讲课, 给学生一个小的挑战, 让他们找出一个大词里面包含的小词。在黑板上写下 therein。告诉学生, 在这个单词中至少包含了六个小单词, 他们无需移动任何字母。他们能找出几个来呢?

这就是 therein 中包含的六个单词: the, there, he, in, her, here

学生应该能够找到其中一些。他们肯定会很愿意去尝试。

● 练习 ●

把全班学生分为两人小组。让各组一起阅读短文, 并且练习朗读单词。他们要在全班同学面前朗读。

2. Walk and walked

• 让学生翻到第 56 页, 看第 2 部分。向学生解释, 左边两幅画里面的句子是谈论我们经常做的事情。李明现在经常步行去上学。这个女人经常在家里看电视。

右边两幅画里面的句子是谈论过去发生的事情。什么时候发生的? 昨天 / 昨晚。

• 现在, 指着图 1 朗读句子。一定重读这两个句子中的动词。在黑板上写下 walk 和 walked。读出这两个单词并让学生跟读。一定要在 walked 中的 ed 下面画下划线或者标注着重号。指着图 2 重复同样的步骤。watch 是指我们现在经常做的动作, 而 watched 是指我们昨晚做的动作。我们过去看了一场电影。

• 播放第 2 部分的录音, 学生跟读。

3. Let's do it!

让学生翻到 57 页看第 3 部分。

1. Tell Li Ming's story

学生要构思出李明的故事叙述给班上其他同学。谈论这五幅图。朗读每幅图下方的词汇。确保着重强调过去式单词。

给学生做示范。教师讲述李明的故事。讲述的时候, 把句子写在黑板上并着重标出动词的过去式:

Li Ming had fun in Beijing.

He missed his father very much.

He wanted to buy a T-shirt for his father.

He walked to Wangfujing.

He looked in many shops.

Give everyone plenty of time to work out their story. When everyone is ready, call students forward to present.

2. Ask and answer. Then write.

Divide the class into pairs and have them work on this part of the exercise. First, go over the exercise with everyone. Here, they see four pictures. Read the statements below each picture. Point out that the statements are in the present tense: **call, help, watch, wash**

See if anyone can tell you how to make these verbs past tense. (add 'ed' to the end)

call called

help helped

watch watched

wash washed

When you feel that everyone understands what to do, give the pairs time to practice talking about these things in the past. Then ask them to write the questions and answers on the lines.

Answers: What did you do yesterday? I called my friend. What did you do yesterday? I helped my parents. What did you do yesterday? I watched TV. What did you do yesterday? I washed the clothes.

CHECK FOR UNDERSTANDING

Take a few minutes to review the present and past tense for some of the common verbs in the lesson. You can write a verb on the board, then ask volunteers to tell you it is present or past tense.

had, missed, walked, play, want, wanted, like, liked

Ask volunteers to explain in Chinese **often/today/yesterday/last night**.

Write these sentences on the blackboard. Say each sentence aloud, and ask them you are talking about something in the present or the past:

I had an English class yesterday.

I am very happy to see my friend.

It rained last night.

I often do my homework in the evening.

I talked to my grandfather on the telephone last night.

She often walks to the supermarket.

Ask volunteers to come forward and underline all the present tense verbs.

Ask volunteers to come forward and underline all the past tense verbs.

Li Ming had fun at the Great Wall.

He missed his father very much.

He wanted to buy a T-shirt for his father.

He walked to Wangfujing.

He looked in many shops.

给学生足够的时间来构思故事。当所有人准备完毕，邀请学生到前面展示。

2. Ask and answer. Then write.

把全班分为两人小组完成练习。首先，带领大家浏览整个练习。这里，他们会看到四幅图。阅读每幅图下方的句子。指出每个句子中的现在时：call, help, watch, wash 看是否有人可以说出它们的过去式。（在词尾加 ed）

call called

help helped

watch watched

wash washed

当教师感觉所有的学生都理解了如何完成练习时，给每个小组时间，练习谈论过去的事情。然后让他们把问题和答语写在横线上。

答案：What did you do yesterday? I called my friend. What did you do yesterday? I helped my parents. What did you do yesterday? I watched TV. What did you do yesterday? I washed the clothes.

巩固检验

花几分钟复习本课常见动词的现在时和过去时形式。教师可以在黑板上写出动词，然后让自告奋勇者说出该动词是现在时还是过去时形式。

had, missed, walked, play, want, wanted, like, liked

让自告奋勇者用汉语解释 often/today/yesterday/last night 的含义。

在黑板上写出这些句子。大声朗读每个句子，并让学生判断教师是在谈论现在的事情还是过去的事情。

I had an English class yesterday.

I am very happy to see my friend.

It rained last night.

I often do my homework in the evening.

I talked to my grandfather on the telephone last night.

She often walks to the supermarket.

让自告奋勇者到前面来，在现在时的动词下面画下划线。

找自告奋勇者到前面来，在过去时的动词下面画下划线。

Activity Book

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

CLASS CLOSING

.....

Say goodbye to the students as they leave the room. Try to use past tense verbs. **You worked hard today. You helped me.**

《活动手册》

帮助学生找出需要做的练习，打开那页并举起。

结束课堂教学

当学生离开教室时，向他们告别。尽量用过去时的动词：You worked hard today.
You helped me.

Lesson 20 Jenny Goes Home

Lesson 20 Jenny Goes Home

1 Jenny's gift

"Hi, Mum! Did you miss me?" asks Jenny. "Yes, I did! Did you have fun in Beijing?" asks Mrs. Smith.
 "Yes, I had fun!" says Jenny.
 "What did you do?" asks Mrs. Smith.
 "The first day, we went to Tian'anmen Square. It's so big, Mum!
 The second day, we went to the Palace Museum. It's beautiful!
 The third day, we went to the Great Wall. It's great!"
 "Did you go shopping?" asks Mrs. Smith.
 "Yes!" answers Jenny. "The fourth day, we went to Wangfujing. This scarf is for you. Here!"
 "Thank you, Jenny!"



2 Go and went

1	I go to the library on Sundays.	I went to the cinema yesterday.
2	I see Danny every day.	I saw Mr. Wood yesterday.
3	I eat an apple every day.	I ate an orange yesterday.

58

Let's do it!

1. Read Part 1. Put the sentences in the correct order.

- ☐ Jenny went shopping on Wangfujing Street.
- ☐ Jenny went home.
- ☐ Jenny went to the Palace Museum.
- ☐ Jenny went to the Great Wall.
- ☐ Jenny went to Tian'anmen Square.



2. Look and write.



It was Saturday.
 Danny _____ breakfast at 7:00.

Then Danny _____ to the toy shop.
 He wanted to buy a toy car.



There he _____ many toys.
 He liked them very much.

He went home at 12:00.
 He _____ his homework in the afternoon.



In the evening, he _____ on the computer.

go do have play see

59

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **had, went, saw, ate**
- Students will be able to recognize, understand and use the basic sentence structures:
Did you miss me? Yes, I did.
What did you do yesterday? I ate an orange.
- Students will continue to develop an understanding of the concept of something happening in the present and something happening in the past.
- Students will be able to identify the present and past tense for: **have/had, go/went, see/saw, eat/ate**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 20
- Flash cards for **had, went, saw, ate**

第20课 詹妮回家了



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: had, went, saw, ate
2. 学生能认读、理解并运用下列基本句型结构:
Did you miss me? Yes, I did.
What did you do yesterday? I ate an orange.
3. 学生继续理解现在发生的事情和过去发生的事情等概念。
4. 学生能辨别这些动词的现在时和过去时形式: have/had, go/went, see/saw, eat/ate

教学准备

- 第20课的录音带或教学光盘
- had, went, saw, ate 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

• Greet your students as they arrive for class. Take a few minutes to review the concept of the past and present tense.

Write these words on the blackboard:

call	called
help	helped
miss	missed
watch	watched
wash	washed

Ask volunteers to stand and read the words.

Ask **What did Li Ming buy for his father?**

Lesson Hook

Tell your students that today, they will read a story about Jenny and what she does when she gets home from the trip. They will also learn more about how to talk about things that often happen now and things that happened in the past.

NEW CONCEPTS

1. Jenny's gift

• Explain to students that this part of the lesson is about the simple past tense of the irregular verbs: **go-went, see-saw, eat-ate, do-did, have-had**

• Now, write these word pairs on the blackboard:

have	had
eat	ate
do	did
go	went
see	saw

Explain that these are the present and past forms of some verbs that do not add 'ed' to make the past tense.

• Ask the students to look at page 58, Part 1. Go through the text and pick out all the past tense verbs and write them on the blackboard. Make sure you wait and see if your students can identify correctly the past tense verbs in the passage: **did, had, went**

• Write these sentences on the blackboard:

now	past
<u>Do</u> you miss me?	<u>Did</u> you miss me?
I <u>have</u> fun.	I <u>had</u> fun.
I <u>go</u> for a walk.	I <u>went</u> for a walk.

Read each sentence and teach the present and past tense for these verbs.

开始上课和复习

问候

- 学生到达教室时，问候他们。用几分钟时间复习动词过去时和现在时的概念。

在黑板上写下这些单词：

call	called
help	helped
miss	missed
watch	watched
wash	washed

让自告奋勇的学生站起来读这些单词。

提问：What did Li Ming buy for his father?

课文导入

告诉学生，今天他们将会阅读一个故事，故事内容是关于詹妮和她旅游归来所做的事情。他们还会继续学习如何谈论现在经常发生和过去发生的事情。

新概念

1. Jenny's gift

- 向学生解释本部分是关于不规则动词的一般过去时形式：go-went, see-saw, eat-ate, do-did, have-had

- 现在，在黑板上写下这几对单词：

have	had
eat	ate
do	did
go	went
see	saw

向学生解释，这些动词的过去时形式不是在词尾加 ed 构成的。

- 让学生看 58 页第 1 部分。浏览课文，找出所有的动词过去式，并且把它们写在黑板上。一定要等待，看学生能否正确识别文章里的动词过去式：did, had, went

- 在黑板上写下这些句子：

now	past
<u>Do</u> you miss me?	<u>Did</u> you miss me?
I <u>have</u> fun.	I <u>had</u> fun.
I <u>go</u> for a walk.	I <u>went</u> for a walk.

读每个句子，教授这些动词的现在时和过去时形式。

• Now, play the audiotape while everyone follows along. Play it twice, stopping and starting as needed.

Teaching Tip



Sometimes, it is fun just to give your students some interesting facts about the English language. Try this one:

There are words in English that only have plurals. Here are some examples: trousers, scissors, eyeglasses, binoculars, pants, pyjamas

●Practice●

Ask and Answer

With a partner, ask and answer the following question by filling in the blanks with the verb phrases given:

Did you _____ yesterday?

eat a banana

wash clothes

have fun

do your homework

watch TV

If the answer is **Yes**, just say **Yes, I did**.

If the answer is **No**, tell your partner what you did yesterday.

2. Go and went

• Ask the students to look at page 58, Part 2. Explain that you want them to find the differences. Go through each of the three pairs of pictures. Read the sentences. Highlight the present tense verb in the first sentence and the past tense verb in the accompanying sentence. Do this for the three pairs of sentences.

• Play the audiotape while everyone follows along.

●Demonstrate●

Write these sentences on the blackboard. Mix them up:

I go fishing with my grandfather.

I went fishing with my grandfather.

I see my friends playing in the park every day.

I saw my friends playing in the park yesterday.

I eat rice for lunch on Mondays.

I ate rice for lunch yesterday.

Call on volunteers and say: **Read a sentence that shows something happened in the past.**

Read a sentence that happens now.

- 现在，播放录音，学生跟读。播放两遍，需要时暂停。

教学提示



有时，给学生提供一些关于英语语言有趣的事实是很有意思的。试试这个：
英语中有些单词只有复数形式。例如：裤子、剪刀、眼镜、望远镜、长裤、
睡衣

● 练习 ●

问答

找一个同伴，用给出的动词短语填空，并就问题进行问答。

Did you _____ yesterday?

eat a banana

wash clothes

have fun

do your homework

watch TV

如果答案是肯定的，就说：Yes, I did.

如果答案是否定的，就告诉你的同伴你昨天做了什么。

2. Go and went

• 让学生看 58 页第 2 部分。说明你想让他们找出不同之处。浏览三组图中的每幅图。读句子。强调第一个句子中的现在时形式动词，以及对应句子中的过去时形式动词。依次完成三组句子。

- 播放录音，学生跟读。

● 演示 ●

把这些句子写在黑板上。打乱顺序：

I go fishing with my grandfather.

I went fishing with my grandfather.

I see my friends playing in the park every day.

I saw my friends playing in the park yesterday.

I eat rice for lunch on Mondays.

I ate rice for lunch yesterday.

让自告奋勇的学生读，教师说：Read a sentence that shows something happened in the past. Read a sentence that happens now.

●Practice●

Divide the class into pairs. One says something they do in present tense. The other one says the same thing in the past tense. Have volunteers show the dialogue:

Student 1: **I go to school at 8 o'clock every day.**

Student 2: **I went to school at 8 o'clock yesterday.**

3. Let's do it!

Ask the students to look at page 59, Part 3.

1. Read Part 1. Put the sentences in the correct order.

Explain what to do. They must read the passage on the previous page. Then, they put the sentences in order according to what happens first and so on. They number the sentences by writing the number in the box beside each sentence.

Answers: 4 5 2 3 1

2. Look and write.

Explain how to complete this exercise. There are pictures and sentences with blanks. At the bottom of the page is a word list. The students must look at the pictures, read the words and fill in the blanks with the correct past tense of the verbs from the word list.

Answers: had, went, saw, did, played

CHECK FOR UNDERSTANDING.....

Ask the students to tell you a recent experience of going to a restaurant. Ask them to tell you where they went, what they saw and what they ate. As they tell you, make sure to stop when they use a past tense verb. Point out the verb, and ask others to say it aloud.

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 students that as they leave class today, they must whisper the simple past tense of an irregular verb in a sentence to you. For example: **I ate a banana!**

● 练习 ●

把全班分为两人小组。一个人用现在时说做了什么。另一个人用过去时说相同的事情。让自告奋勇的学生演示对话。

学生甲：I go to school at 8 o'clock every day.

学生乙：I went to school at 8 o'clock yesterday.

3. Let's do it!

让学生看 59 页第 3 部分。

1. Read Part 1. Put the sentences in the correct order.

向学生解释要做什么。他们必须阅读前一页的文章。然后，根据事情发生的先后顺序排列句子。把序号写在每个句子旁边的方框内。

答案：4 5 2 3 1

2. Look and write.

解释如何完成练习。这里有一些图片和有空白的句子。本页的底部是一个单词列表。学生要先看图，并读单词，然后从列表中选词，用其正确的动词过去时形式填空。

答案：had, went, saw, did, played

巩固检验

让学生讲述最近去饭店的一次经历。讲述他们去了哪里，看见了什么，吃了什么。在他们讲述的时候，一定要在他们使用某个过去时动词时停下来。指出动词，让其他学生大声说出这个动词。

《活动手册》

帮助学生找到他们需要做的那一页，打开那页并举起来。

结束课堂活动

告诉学生在离开教室时，必须低声对你说一个含有不规则动词的一般过去时句子。例如：I ate a banana!

Lesson 21 Look at the Photos!

Lesson 21 Look at the Photos!

1 Danny's story

Jenny: Look at this photo. We were on the train to Beijing.
Danny: We played with the baby. It was fun.

Jenny: Danny was at the Palace Museum.
Steven: What happened?
Jenny: He hurt his tail. He was sad.

Jenny: We were on the Great Wall.
Steven: Wow, it's so great!
Jenny: We were very happy.

2 Is and was









Let's find the differences!

1  He is eight years old this year.	 He was seven years old last year.
2  I am happy today!	 I was sad yesterday.
3  We are in Canada this week.	 We were in China last week.

60

Let's do it!

1. Read and write "am", "is", "are", "was" or "were".

1  I _____ a baby in 2002.	 I _____ a boy now.
2  They _____ eggs on June 1.	 They _____ baby chickens now.
3  Li Ming _____ short in 2003.	 He _____ tall now.
4  The trees _____ small last year.	 They _____ big now.

2. Talk and write.

Look at this photo. We were at the Palace Museum. We went there by bus. We had fun.



My Photo

61

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **photo, were, was, happy**
- Students will continue to develop an understanding of the concept of something happening in the present and something happening in the past.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 21
- Flash cards for new vocabulary

CLASS OPENING AND REVIEW

Greet your students: **Hello students! Yesterday I went to see a movie. What did you do?** Take a few minutes to review the past and present tense concept.

第21课 看这些照片!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: photo, were, was, happy
2. 学生能继续加深对现在时和过去时概念的理解。

教学准备

- 第 21 课的录音带或教学光盘
- 新词汇卡片

开始上课和复习

向学生问好: Hello students! Yesterday I went to see a movie. What did you do? 花几分钟复习过去时和现在时的概念。

Write these words on the blackboard:

have	had
eat	ate
do	did
go	went
see	saw

Point to each word in the pairs and ask the students to identify it happens now or happened in the past.

Lesson Hook

Tell your students that today, Danny and Jenny are home now. They are talking with Steven. They are telling him about their trip. They use verbs in the past tense.

Teaching Tip



Don't forget that your students need to be able to spell correctly some of the vocabulary words. Everyone loves a spelling bee or a spelling contest. Why not try spelling bees from time to time? They will be fun, and your students will enjoy them as they embed their spelling skills.

NEW CONCEPTS

1. Danny's story

- Write the words **am**, **is**, **are**, **was**, **were** on the blackboard, one at a time. Say each new word twice, then ask students to repeat.
- Explain that **am**, **is** and **are** are present tense verbs. Teach how and when to use these verbs.

Present tense:

I am happy.

He is happy. She is happy.

You are happy. We are happy. They are happy.

These sentences in the past tense are:

I was happy.

He was happy. She was happy.

You were happy. We were happy. They were happy.

Remember:

For **I/she/he**, use **was** in the past tense. In the present tense, use **am/is**.

For **you/they**, use **were** in the past tense. In the present tense, use **are**.

在黑板上写下这几个单词：

have had

eat ate

do did

go went

see saw

指着每组中的单词，让学生辨认它是发生在现在还是过去。

课文导入

告诉学生，今天丹尼和詹妮在家里。他们在和史蒂芬交谈。他们正在向他讲述关于旅行的情况。他们使用过去时形式的动词。

教学提示



不要忘记学生需要具有正确拼写单词的技巧。人人都喜欢拼写游戏或拼写比赛。何不时常尝试这些游戏呢？这些小游戏很有趣，学生会在愉悦中内化拼写技能。

新概念

1. Danny's story

- 在黑板上写下 am, is, are, was, were, 每次写一个。每个新单词说两遍，然后让学生重复。

- 向学生解释，am, is 和 are 是现在时态的动词。讲解何时以及如何使用这些词。

现在时态：

I am happy.

He is happy. She is happy.

You are happy. We are happy. They are happy.

这些句子相应的过去时态：

I was happy.

He was happy. She was happy.

You were happy. We were happy. They were happy.

记住：

对于 I/she/he, 在过去时态中用 was, 在现在时态中用 am/is。

对于 you/they, 在过去时态中用 were, 在现在时态中用 are。

- Ask the students to look at page 60, Part 1. Go through the text and pick out all the past tense verbs and write them on the blackboard. Make sure you wait and see if your students can identify correctly the past tense verbs in the passage: **were, played, was, happened, hurt**

- Write these sentences on the blackboard:

We were on the train to Beijing.

We played with the baby.

It was fun.

Danny was at the Palace Museum.

What happened?

He hurt his tail.

Read each sentence. The students should begin to understand how the past tense of “to be” is used.

- Now, play the audiotape while everyone follows along. Play it twice, stopping and starting as needed.

●Practice●

Ask the students to work in small groups to practise the dialogues in Part 1.

2. Is and was

- Ask the students to look at page 60, Part 2. Explain that you want them to find the differences. Go through each of the three pairs of pictures. Read the sentences. Write the sentences on the blackboard. Highlight the present tense verb in the first sentence and the past tense verb in the accompanying sentence. Do this for the three pairs of sentences.

- Play the audiotape while everyone follows along.

3. Let's do it!

Ask the students to look at page 61, Part 3.

1. Read and write “am”, “is”, “are”, “was” or “were”.

Explain how to do this exercise. There are five “to be” verbs at the top of the exercise. The students must read the sentences below and fill in the blanks using the correct form of the verb, depending on whether the sentence is talking about something that happens now or in the past.

Answers: 1. was, am 2. were, are 3. was, is 4. were, are

2. Talk and write.

- Read what Li Ming writes about their picture at the Palace Museum. Highlight the verbs: **look** (present tense. Li Ming is asking you to look now at the photo.), **were, went, had** (past tense. Li Ming is telling you about things that happened in the past when they were visiting the Palace Museum.)

- Now, the students draw a picture in the blank “My Photo” space on the right. Then, they write about what they did when the photo was taken. It can be about anything the students wish to write about. They must write at least three sentences using past tense verbs.

• 让学生看 60 页第 1 部分。浏览课文，挑选出所有过去时态的动词，把它们写在黑板上。一定要耐心等待，看学生是否能正确识别文中的过去时动词：were, played, was, happened, hurt

• 在黑板上写下这些句子：

We were on the train to Beijing.

We played with the baby.

It was fun.

Danny was at the Palace Museum.

What happened?

He hurt his tail.

读每个句子。学生应该开始理解如何使用 be 动词的过去时形式。

• 现在，播放录音，让学生跟读。播放两遍，必要时进行暂停。

● 练习 ●

让学生分小组练习第 1 部分的对话。

2. Is and was

• 让学生看 60 页第 2 部分。向学生解释，他们要找出不同之处。浏览三组图中的每幅图。读句子。把这些句子写在黑板上。强调第一个句子中的现在时动词，以及相对应句子中的过去时动词。完成这三组句子。

• 播放录音，学生跟读。

3. Let's do it!

让学生看 61 页第 3 部分。

1. Read and write “am”, “is”, “are”, “was” or “were”.

解释怎样完成这个练习。练习顶部有五个 be 动词形式。学生必须读下面的句子，并根据句子谈论的事发生在现在还是过去，用动词的正确形式填空。

答案：1. was, am 2. were, are 3. was, is 4. were, are

2. Talk and write.

• 阅读李明对他们在故宫所拍照片的描述。强调下列动词：look (现在时态。李明现在让你看照片。) were, went, had (过去时态。李明在告诉你当他们参观故宫时发生的事情。)

• 现在，学生在右边“我的照片”空白处画一张自己的照片。然后，写一写拍照时他们所做的事情。可以是学生希望写的任何事情。至少用一般过去时动词写三个句子。

CHECK FOR UNDERSTANDING.....

Ask the students to answer your questions: **How old are you this year? How old were you last year? How old is your grandma this year? How old was she last year?**

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 work today, boys and girls. Many English verbs are regular and it is easy to make the present tense into the past tense by adding “ed” at the end of the word. But many English verbs are not regular. You have to sit down and study them and with hard work you will remember them.**

巩固检验

让学生回答问题: How old are you this year? How old were you last year? How old is your grandma this year? How old was she last year?

《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


教师: Great work today, boys and girls. Many English verbs are regular and it is easy to make the present tense into the past tense by adding “ed” at the end of the word. But many English verbs are not regular. You have to sit down and study them and with hard work you will remember them.

Lesson 22 Gifts for Everyone


Lesson 22 Gifts for Everyone

1 Gifts from China

1 We bought gifts for you in Beijing.




2 This kite is for you, Steven!




Thanks, Jenny!

3 You're welcome. Do you like it?




Yes, I do. Green is my favourite colour.

4 I bought this for you, Kim!



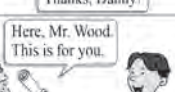
Thanks, Danny!

5 You're welcome. Try it on!



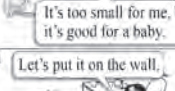
It's too small for me, but it's good for a baby.

6 Here, Mr. Wood. This is for you.

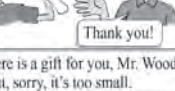


Thank you!

7 Let's put it on the wall.



8 Here is a gift for you, Mr. Wood. But, sorry, it's too small.

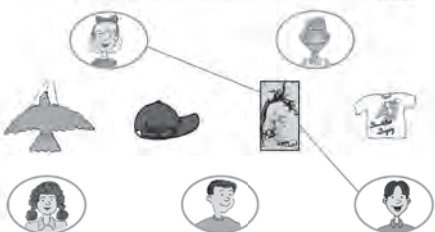


Thank you, Danny.

Let's do it!

1. Look. Draw lines. Retell the story.

Jenny and Danny had a trip to Beijing. They bought some gifts. Jenny bought a picture for Mr. Wood...



2. Find the rules. Write more sentences.

I often walk to the park. I walked to the zoo yesterday.	
They live in Beijing now. They lived in Shanghai last year.	
It is sunny today. It was rainy yesterday.	

62
63

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **bought**
- Students will be able to recognize, understand and use the basic sentence structures:
This is for you. I hope you like it.
It is great. I really like it a lot.
- Students will identify the rules for making a regular present tense verb into a past tense verb (add "ed" to the end).
- Students will identify the rules for "be" past tense.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 22

第22课 给每个人的礼物



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: bought
2. 学生能认读、理解并运用下列基本句型结构:
This is for you. I hope you like it.
It is great. I really like it a lot.
3. 学生能辨识动词变过去式的规则变化(词尾加 ed)。
4. 学生能辨识 be 动词变过去式的规则。

教学准备

- 第 22 课的录音带或教学光盘

CLASS OPENING AND REVIEW

Greet

Greet your students as they arrive for class. Take a few minutes to review the past and present tense concept.

Write these words on the blackboard:

have	had
eat	ate
do	did
go	went
see	saw
call	called
help	helped
watch	watched
wash	washed

Review the present and past tense of each of these verbs. Point to each word, say it, and ask: **Is this now or in the past?**

Lesson Hook

Tell your students that Jenny and Danny are back in school now. They brought some gifts for their friends and Mr. Wood. Say **Let's find out about their gifts. Let's find out how to talk about gifts when you give and receive them.**

NEW CONCEPTS

1. Gifts from China

- Write **buy** on the blackboard. Explain what this word means in Chinese. Give a few sample sentences using **buy**.

I am at the shop. I want to buy a new cap.

I buy a birthday gift for my mum.

Ask volunteers to read the sentences. Explain that **buy** is a present tense verb.

- Now, use the picture card to teach **bought**. Show the card, say the word, and have the students repeat after you.

Students, by now, will have a good grasp of present and past tense. They should readily understand the concept.

buy	present
bought	past

●Demonstrate●

Ask two volunteers to come forward. Practice this dialogue:

开始上课和复习

问候

当学生到达教室的时候问候他们。花几分钟时间复习一般现在时和一般过去时的概念。

把下列这些词写在黑板上：

have	had
eat	ate
do	did
go	went
see	saw
call	called
help	helped
watch	watched
wash	washed

复习这些动词的现在时和过去时形式。指着每个词，读出来，问：Is this now or in the past?

课文导入

告诉学生詹妮和丹尼现在返回学校了。他们给朋友们和伍德老师带了礼物。说：Let's find out about their gifts. Let's find out how to talk about gifts when you give and receive them.

新概念

1. Gifts from China

- 把单词 buy 写在黑板上。用汉语解释这个词的含义。给出几个含有 buy 的例句。

I am at the shop. I want to buy a new cap.

I buy a birthday gift for my mum.

让自告奋勇者读出这些句子。说明 buy 在这里是一般现在时形式。

- 现在，用图卡教授单词 bought。出示卡片，读出单词，让学生跟读。

到现在为止，学生应该很好地掌握了一般现在时和一般过去时。他们应该能很容易地理解这些概念。

buy	一般现在时
bought	一般过去时

● 演示 ●

让两个自告奋勇者到教室前面来，练习下面的对话：

Teacher: **I want to go to the shop now. I want to find a gift for a friend.**

Student: **You want to buy a gift for your friend.**

Teacher: **This is correct. I want to buy a gift now.**

Teacher: **I went to the shop. I bought a gift for my friend.**

Student: **Yes, I understand. You bought the gift yesterday.**

Teacher: **This is correct. I was there in the past and I bought my friend the gift.**

Before you begin talking about the story, introduce some words and phrases that can be used when giving and receiving a gift:

This is for you. Do you like it?

It is great. I like it very much.

I bought this hat for you. Try it on.

Thank you very much.

Thanks. It is too big. But thanks for thinking of me.

- Ask the students to look at page 62, Part 1. Begin by talking about the pictures. See what the students can recognize. What can they tell you about each picture? As you talk about the pictures, make sure you highlight the verbs and ask students to identify them as present or past tense:

bought past tense

is present tense

do present tense

- Play the audiotape and everyone follows along. Stop and start the tape as necessary.

Play the tape again and have the students read along.

●Practice●

Divide the class into groups of five. The students read and study the passage together and then practice reading the parts. Each student plays one role. Give plenty of time to work on this activity.

2. Let's do it!

Ask the students to look at page 63, Part 2.

1. Look. Draw lines. Retell the story.

Explain how to do this exercise. Ask someone to read the speech bubble. Then explain that they use the information in Part 1 to help them complete the exercise. They are retelling the story. They draw lines from the person to the thing that person bought, and to the person they bought it for. Show the example of Jenny bought a picture for Mr. Wood.

When they have drawn the lines, they then retell the story orally.

2. Find the rules. Write more sentences.

Your students have had a good introduction to the past tense rules. They should be able to understand the rules for making a regular verb into regular past tense verb — add “ed” or if the word already ends in “e” they add “d”.

They should also understand the rules for “to be”. Go over these rules again, now.

教师：I want to go to the shop now. I want to find a gift for a friend.

学生：You want to buy a gift for your friend.

教师：This is correct. I want to buy a gift now.

教师：I went to the shop. I bought a gift for my friend.

学生：Yes, I understand. You bought the gift yesterday.

教师：This is correct. I was there in the past and I bought my friend the gift.

在讨论故事前，先介绍一些送礼物和接受礼物时会用到的词汇和短语：

This is for you. Do you like it?

It is great. I like it very much.

I bought this hat for you. Try it on.

Thank you very much.

Thanks. It is too big. But thanks for thinking of me.

• 让学生看 62 页第 1 部分。以谈论图片开始。看学生能够获取什么信息，就每幅图能说些什么。谈论图片的时候，一定要强调那些动词，并让学生辨认它们是一般现在时还是一般过去时。

bought 一般过去时

is 一般现在时

do 一般现在时

• 播放录音，让学生跟听。需要时暂停。

再次播放录音，让学生跟读。

● 练习 ●

把学生分为五人小组。让学生一起阅读并研究这段短文，然后练习分角色阅读。每名学生扮演一个角色。给学生足够的时间来完成这个活动。

2. Let's do it!

让学生看 63 页第 2 部分。

1. Look. Draw lines. Retell the story.

向学生解释如何完成这个练习。让一个学生读出话框里的内容。然后让学生利用课本第 1 部分里面的信息来完成练习。他们在复述故事。把人物和礼物以及送礼物的对象连线。让学生看詹妮给伍德老师买一幅画的例子。

当学生画完线后，让他们口头复述故事。

2. Find the rules. Write more sentences.

学生已经接触过很多动词变一般过去时形式的规则。他们应该明白下列规则：规则动词通过词尾加 ed 变为过去式，以字母 e 结尾的动词只需加 d 变为过去式。

他们应该也能理解 be 动词变过去式的规则。再次复习这些规则。

●Rules●

Many present tense verbs can be made into past tense verbs by adding “ed” to the end of the word. e.g. **walk walked**

If the present tense verb already ends with “e” add “d” to the end. e.g. **live lived**

Some verbs like “to be” are not regular. You need to pay attention to them and memorize how to make them into the past tense. e.g. **is was; are were**

CHECK FOR UNDERSTANDING.....

Divide the class into small groups and ask them to make posters showing these rules. When the groups have finished their posters, ask someone from each group to stand and read the rules. Then, post their posters in the classroom.

Activity Book

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

CLASS CLOSING.....

Say goodbye to your students as they leave the classroom. Tell them they now know a lot about verbs. They especially know how to make some verbs into the past tense. Encourage them and tell them that English is not an easy language to master, but you are proud of their efforts so far.

● 规则 ●

很多动词变为过去式直接在词尾加 ed, 例如: walk walked

如果动词是以字母 e 结尾, 则只在词尾加 d, 例如: live lived

有些不规则动词, 如 be, 则需要注意, 并特别记忆。例如: is was; are were

巩固检验

把全班分为小组, 让他们制作海报, 展示动词变过去式的规则。当各小组完成后, 让每个小组选出一个人站起来读这些规则。然后, 把这些海报贴在教室里。

《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。

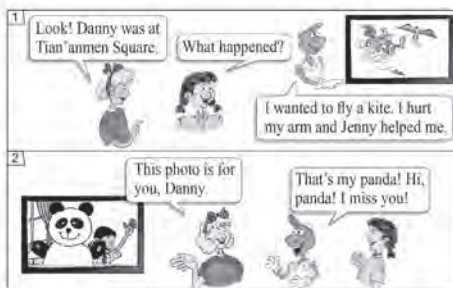
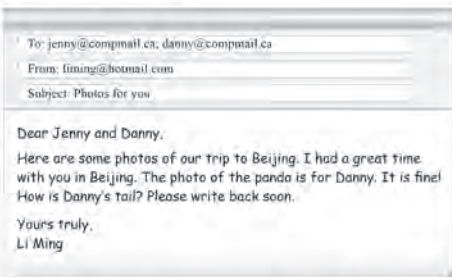
结束课堂教学

当学生离开教室的时候向他们告别。告诉他们, 他们现在懂得了很多关于动词的知识, 尤其是懂得了如何把动词现在时形式变成过去时形式。鼓励他们并告诉他们英语不是一门很容易掌握的语言, 但是你为他们迄今为止所付出的努力而骄傲。

Lesson 23 An Email from Li Ming

Lesson 23 An Email from Li Ming

1 Li Ming's email



64

2 Let's do it!

Read Part 1. Answer the questions.



- What did Li Ming send to Danny and Jenny?
- What happened to Danny at Tian'anmen Square?
- Did Danny buy the toy panda in Beijing?

3 Let's chant!



What did you do?
I walked to school.



What did you do?
I went to the zoo.

What did you do?
I watched a kangaroo.

What did you do?
I ate the donuts, too.



4 Listen and repeat.

I like it very much. Let's put it on the wall.
Look at the picture. There are many tables in the room.

65

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **back**
2. Students will be able to recognize, understand and use the following basic sentence structures: **I had a great time...**
3. Students will be able to pronounce four more difficult two-word sound combinations.
4. Students will learn and be able to say a new chant.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 23

第23课 来自李明的电子邮件



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: back
2. 学生能认读、理解并运用下列基本句型结构: I had a great time...
3. 学生将能读出四个句子中的两词连读。
4. 学生将学会并能唱一首新歌谣。

教学准备

- 第 23 课的录音带或教学光盘

CLASS OPENING AND REVIEW

Greeting

• Greet your students as they arrive for class. Remind everyone that they are finishing another book. The term is ending.

- Review the rules for making past tense verbs:

Many present tense verbs can be made into past tense verbs by adding “ed” to the end of the word. e.g. **walk walked**

If the present tense verb already ends with “e” add “d” to the end. e.g. **live lived**

Some verbs like “to be” are not regular. You need to pay attention to them and memorize how to make them into the past tense. e.g. **is was; are were; eat ate**

Lesson Hook

Teacher: **Today, Li Ming has sent an email to Jenny and Danny. He is sending some photos of their trip. Let’s see what he wrote in the email.**

NEW CONCEPTS

1. Li Ming’s email

- Teach **back** in the context of Li Ming’s email: **Please write back soon.**

Li Ming has written an email to his friends. He wants them to answer his email. Say: **He wants them to write a message back to him. He wants them to send him a message.**

- Ask the students to look at page 64, Part 1. First, ask questions to see what your students can recall about emails from previous lessons. Go through the email line by line.

●Demonstrate●

Ask the students to answer these questions:

Teacher: **Who is the email sent to?**

Class: **Jenny and Danny.**

Teacher: **What is this email about?**

Class: **Photos.**

Explain that a good subject title lets the person getting the email know what the email is going to be about.

- Read the message aloud. Then ask the students to read it as a group. Ask: **What does Li Ming want to know about Danny? Who does he send the photo of the panda for?**

- Now, play the audiotape while everyone follows along. Play it twice, stopping and starting as needed.

- Ask the students to look the second part of page 64. Demonstrate the dialogue with a student.

- Now, play the audiotape for the second part of page 64. Everyone listens quietly. Play it a second time.

●Practice●

Divide the class into pairs. Ask the pairs to go through the speech bubbles and find an example

开始上课和复习

问候

• 学生进入教室的时候问候他们。提醒大家他们将学完这本书。这个学期就要结束了。

- 复习动词变过去式的规则：

很多动词直接在词尾加 **ed** 变为过去式，例如：walk walked

如果动词以字母 **e** 结尾，则只在词尾加 **d**，例如：live lived

有些不规则动词，如 **be**，则需要注意，并特别记忆。例如：is was; are were; eat ate

课文导入

教师：Today, Li Ming has sent an email to Jenny and Danny. He is sending some photos of their trip. Let's see what he wrote in the letter.

新概念

1. Li Ming's email

- 在李明的邮件内容中教授单词 **back**: Please write back soon.

李明给朋友写了电子邮件。他希望朋友们回复他。说 He wants them to write a message back to him. He wants them to send him a message.

• 让学生看 64 页第 1 部分。首先，提问问题，帮助学生回忆在前几课中学过的关于电子邮件的知识。逐行浏览这封电子邮件。

● 演示 ●

让学生回答下列问题：

教师：Who is the email sent to?

全班：Jenny and Danny.

教师：What is this email about?

全班：Photos.

向学生解释，一个好的邮件主题可以让收件人了解邮件的内容。

• 大声朗读邮件。然后让学生一起朗读。问：What does Li Ming want to know about Danny? Who does he send the photo of the panda for?

• 现在播放录音，让学生跟读。再播放一次，需要时暂停。

• 让学生看 64 页第 2 部分。找一个学生一起演示对话。

• 现在，播放 64 页第 2 部分录音。让学生静听。再播放一遍。

● 练习 ●

把全班分为两人小组。让小组浏览对话框，并找出现在时形式的动词 (is, miss) 和

of a verb in the present tense (is, miss) and a verb in the past tense (was, wanted, helped).

2. Let's do it!

Read Part 1. Answer the questions.

Ask the students to look at page 65, Part 2. Explain how to do this exercise. The students work alone. They read Part 1 quietly and then use the information to answer the questions.

Answers: He sent them some photos of their trip. Danny fell and hurt his tail. Yes, he did.

3. Let's chant!

Play the audiotape for the new chant. Everyone listens as it plays. Now, ask the students to open their books to page 65 and look at the words to the chant.

Go through the chant line by line. You read each line, the students repeat after you. After you read each line, stop and ask the students to say the verb in each line.

Now, take some time and help everyone perform the chant standing up at their desks.

4. Listen and repeat.

The students look at Part 4, bottom of page 65. Talk about the four sentences. Explain that sometimes, when one word ends with a particular sound and the next word begins with a similar sound, it can be difficult to get the pronunciation correct.

Read each sentence aloud. The students repeat after you.

Then, play the audiotape and everyone listens. Play it again and everyone tries to say the sentences along with the audiotape.

Finally, see if volunteers will stand and attempt to say the sentences.

CHECK FOR UNDERSTANDING

●Practice●

Divide the class into four groups. Each group has one verse to work on. They have to decide what actions to do to demonstrate what is happening in their verse. For example:

Verse 1 - they can walk about as they chant their verse.

Verse 2 - they pretend they are at the zoo.

Verse 3 - some of them can be kangaroos and the others pretend they are looking at the kangaroos as they hop.

Verse 4 - they can pretend they are eating donuts as they go about doing their chant.

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 the students to say the chant as they are leaving the classroom. Play the audiotape quietly and encourage everyone to make an effort. Stand at the door and say goodbye to them.

Tell your students to say or read the chant to their parents or grandparents. Tell them to try to do some actions as they say the chant.

过去时形式的动词 (was, wanted, helped)。

2. Let's do it!

Read Part 1. Answer the questions.

让学生看 65 页第 2 部分。向学生解释如何做这个练习。然后让学生独立完成。让他们默读第 1 部分，然后利用其中的信息回答问题。

答案：He sent them some photos of their trip. Danny fell and hurt his tail. Yes, he did.

3. Let's chant!

播放新歌谣的录音，让学生用心听。然后让学生把课本翻到 65 页，看歌词。

逐行浏览歌谣。教师读一行，学生跟读一行。每读完一行后停下来，让学生说出每行中的动词。

现在，花些时间帮助学生在各自的课桌前表演歌谣。

4. Listen and repeat.

让学生看 65 页下面第 4 部分。谈论这四个句子。向学生解释，有时候以特定音结尾的单词和下一个以相似音开头的单词一起读的时候，发音会比较困难。

大声朗读每个句子，让学生跟读。

然后，播放录音，学生倾听。再播放一遍，让学生尽力跟读。

最后，看是否有自告奋勇者愿意站起来读出这些句子。

巩固检验

● 练习 ●

把全班分成四个小组。每个小组表演一小节歌谣。他们要决定用什么动作来演示该节歌谣的内容。例如：

第一小节——可以一边说唱，一边四处走动。

第二小节——假装在动物园。

第三小节——一些人假装是跳跃的袋鼠，其余的人正在观看。

第四小节——一边说唱歌谣，一边假装在吃面包圈。

《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

让学生唱着歌谣离开教室。小声地播放歌谣录音，鼓励每个人努力说唱。站在门口向学生们道别。

让学生回家后把歌谣唱给或者读给父母或爷爷奶奶。告诉他们唱歌谣的时候尽量伴随动作。

Lesson 24 A Gift for Little Zeke

Lesson 24 A Gift for Little Zeke

Story time

1

Little Zeke lives in Emma's desk. Emma and Little Zeke are friends. Emma has a sock in her desk. Little Zeke sleeps in the sock.

2

This is for you, Little Zeke.
Thank you, Tess.

Tess is Little Zeke's friend, too. In the morning, Tess puts a hamburger and some milk on Emma's desk for Little Zeke.

3

This book is for you.
Thanks, Mrs. Jones.

This evening, Little Zeke feels sad. Why? Emma's class had a party. Mrs. Jones had gifts for everyone. Was there a gift for Little Zeke? No. Mrs. Jones had a book for Tom. Tom liked it.

4

This ball is for you.
Thank you, Mrs. Jones.

Mrs. Jones had a red ball for Emma. Emma played with her ball.

5

The crayons are for you.
Thank you, Mrs. Jones.

Mrs. Jones had some new crayons for Tess. Tess went to her desk. She worked on a picture with her new crayons.

6

Little Zeke watched Mrs. Jones. He wanted a gift, too. Does Mrs. Jones know Little Zeke? No. Little Zeke talks to Emma and Tess. He doesn't talk to Mrs. Jones.

7

Little Zeke goes to Mrs. Jones' desk. He writes, "Hi! I'm Little Zeke. I live in Emma's desk."

8

Then he sees a gift. It is in a box. The box has a card. It says "To Little Zeke, from Mrs. Jones." Little Zeke opens the box. It is a little bed!

9

Little Zeke feels very happy. He writes on the blackboard. He writes, "Thank you! Thank you! Thank you!" Then he says, "Time for sock. No! Time for bed!"

★ Match and talk

a ball

crayons

a book

a bed

66
67

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 24

CLASS OPENING AND REVIEW

Greeting

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

第24课 给小齐克的礼物



MY TEACHING NOTES

教学目标

1. 学生能听懂和理解这个简单的故事。
2. 学生能就这个故事进行问答。
3. 学生能复述这个故事。

教学准备

- 第 24 课的录音带或教学光盘

开始上课和复习

问候

学生走进教室的时候，问候他们：Hello everybody. Welcome boys and girls.

Lesson Hook

Ask the students to open their books to page 66. Tell them that they are going to read another story about Little Zeke.

NEW CONCEPTS

Story time: A Gift for Little Zeke

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.

Where does Little Zeke live?

Is Tess Little Zeke's friend?

Why does Little Zeke feel sad this evening?

Does Mrs. Jones know Little Zeke?

What does Little Zeke write to Mrs. Jones?

Does Mrs. Jones give Little Zeke a gift at last?

What does Mrs. Jones give to Little Zeke?

Read the Story

•Talk about the pictures•

Now go through the story, panel by panel, and help the students understand the plot.

Panel 1

This is Emma's classroom. Point to her desk. Can you see Little Zeke hiding in the desk? He sleeps in a sock in Emma's desk.

Panel 2

Little Zeke has another friend, too. Her name is Tess. Tess brings food to Little Zeke in the morning. What does he eat? A hamburger and milk. Tess puts the food on Emma's desk.

Panel 3

There was a party in the classroom today. Mrs. Jones, the teacher bought gifts for everyone. She gave Tom a book. He liked it very much. But there was no gift for Little Zeke. He is sad now.

Panel 4

Mrs. Jones bought a red ball for Emma. Emma said "Thank you." She liked her red ball.

Panel 5

Mrs. Jones had a gift for Tess, too. What was it? New crayons. Tess made a picture with her crayons.

Panel 6

Little Zeke watched. He wanted a gift, too. But Mrs. Jones does not know him. Little Zeke talks only to Emma and Tess.

课文导入

让学生打开课本第 66 页。告诉他们今天将阅读关于小齐克的另一个故事。

新概念

Story time: A Gift for Little Zeke

读前活动

看图片，讨论在每幅图片中学生看到了什么。把学生叙述的内容要点写在黑板上。通过提问问题帮助学生。

Where does Little Zeke live?

Is Tess Little Zeke's friend?

Why does Little Zeke feel sad this evening?

Does Mrs. Jones know Little Zeke?

What does Little Zeke write to Mrs. Jones?

Does Mrs. Jones give Little Zeke a gift at last?

What does Mrs. Jones give to Little Zeke?

阅读活动

● 讨论图片 ●

现在，逐图读故事，帮助学生理解故事情节。

图 1

这是艾玛的教室。指着艾玛的课桌。你能看见藏在课桌里的小齐克吗？他睡在艾玛课桌内的袜子里。

图 2

小齐克还有一个朋友，叫苔丝。苔丝早上带食物给小齐克。他吃什么？汉堡和牛奶。苔丝把食物放在艾玛的课桌上。

图 3

今天教室里举行了一次聚会。他们的老师，琼斯女士给每个人买了礼物。她给汤姆买了一本书。汤姆非常喜欢。但是没有小齐克的礼物。他现在很伤心。

图 4

琼斯女士给艾玛买了一个红色的球。艾玛说：“谢谢！”她非常喜欢这个红色的球。

图 5

琼斯女士也送给了苔丝礼物。是什么呢？新的彩色蜡笔。苔丝用她的新蜡笔画了一幅画。

图 6

小齐克观察着这一切。他也想要一个礼物。但是琼斯女士不认识他。小齐克只和艾玛和苔丝说话。

Panel 7

What does Little Zeke do now? He writes a message to Mrs. Jones. He tells her who he is. He says that he lives in Emma's desk.

Panel 8

Little Zeke sees a gift. There is a card from Mrs. Jones. It tells him that this is his gift. He opens it right away. What is it? It is a little bed for him to sleep in.

Panel 9

Little Zeke is not sad now. He is happy. He writes a message on the blackboard and thanks the teacher for the bed. He goes to sleep now. It is not time for sock. No! It is time for bed!

Teaching Tip



Remember to use a variety of games and puzzles to keep your students' interest. Puzzles are always fun and interesting and can be used in small groups or pairs to enhance teamwork. You might take a large sheet of construction paper and write out the main plot points in a story. Then, cut into strips (one point per strip). The students have to see how quickly then can arrange the strips into the correct order. You can extend this activity by having various students read each strip in the incorrect order and then in the correct order.

•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

•Retell the story•

Divide the class into small groups. Tell the students that you want them to read the story many times. They should read it until they can tell the story in their own words. Show them how to make a list of the main points of the story. They work out the details and figure out how to retell the story.

•Match and talk•

Ask the students to look at the bottom of page 67. Explain what to do. They work alone for this part of the exercise. First they draw lines connecting Mrs. Jones to each student and then to the gift that she bought for each of them.

When everyone has completed the matching part of the exercise, ask for volunteers to stand and talk about it.

Write a sample on the blackboard to help them.

Mrs. Jones bought _____ a ball.

Mrs. Jones bought _____ for _____.

图 7

现在小齐克怎么办呢？他给琼斯女士写了一张字条。他告诉琼斯女士他是谁。他说他住在艾玛的课桌里。

图 8

小齐克看见了一个礼物。有一张来自琼斯女士的卡片。卡片上写着这是小齐克的礼物。他赶紧打开礼物。是什么呢？是一个供他睡觉的小床。

图 9

小齐克现在不伤心了。他开心了。他在黑板上写了几句话，感谢老师送给他这张床。他现在去睡觉了。不是该去袜子里睡觉的时候。不是！是该去床上睡觉的时候了！

教学提示



记着用各种游戏和字谜来保持学生的兴趣。字谜总是很有趣，可以通过小组或者结对的方式完成，有助于促进团队合作。你可以用一大张图画纸，写出故事情节的要点。然后，把这张纸裁剪成小条（每条上面包含一个要点）。学生必须尽快把这些写着故事要点的纸条按正确顺序排列。你可以拓展这个活动，让多名学生按错误的顺序读纸条，然后再按正确的顺序读。

● 听故事 ●

播放故事录音。学生跟听。

再次播放录音，所有学生跟读。

现在，让自告奋勇者轮流读故事。让一个学生站起来，告诉他/她：Let's read this part of the story. 指着故事的某个图框，帮助学生大声朗读给班上其他同学。

继续找别的学生，直到朗读完所有图框里的内容。

读后活动

● 复述故事 ●

把全班分为小组。让学生多读几遍故事。直到他们可以用自己的语言讲述故事。给学生演示如何列出故事要点。让学生补充细节，并组织语言复述故事。

● 匹配并讨论 ●

让学生看课本第 67 页下面，向学生解释题目要求。让学生独立完成这部分练习。首先，他们要画线把琼斯女士、学生和她买给每个学生的礼物连接起来。

当所有人都完成了匹配练习后，让自告奋勇者站起来说一说。

在黑板上写出一个示例帮助学生。

Mrs. Jones bought _____ a ball.

Mrs. Jones bought _____ for _____.

CLASS CLOSING

.....

Tell the students they did a great job today. 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.

After-Class Activities

Tell the students to look back at the lessons in the unit and review the key vocabulary and prepare for the Again, Please! lesson.

结束课堂教学

告诉学生，他们今天表现很好，故事表演得很出色。现在这一单元已接近尾声。提醒学生，接下来会有一个单元复习课，他们将有机会展示本单元的学习成果。

课外活动

让学生回顾本单元学过的几课，复习重点词汇并预习复习课。

Again, Please!

Again, Please!

1 Listen and number.

2 Listen and tick.

- Where did Tim go yesterday?
- What does he like to do?
- What happened to Mr. Li?
- What did she buy yesterday?
- When did he arrive in London?

3 Look and match.

☐ He walked to school yesterday.
☐ They looked in the window.
☐ Tim's family watched TV.
☐ Li Ming wanted to send a letter.
☐ Jenny bought a scarf for her mother.

4 Read and order.

It was a fine day last Sunday. We played football there. We swam to the lake. We were surprised to see a dog. We said to the dog.

5 Read and write.

watch have jump play

I _____ May 1 yesterday. I _____ by bus. We _____ around the elephants _____ games. The _____ Later we _____ tired. My mother _____ We _____ a nice day.

6 Read and answer.

- When did you get up last Sunday?
- Where did you go?
- What did you do there?
- Did you have fun?
- When did you come back?

7 Look and write.

Jenny's Day

1 I _____ breakfast at seven yesterday.
 2 Then, I _____ to school at seven thirty.
 3 I _____ four lessons in the morning and two in the afternoon.
 4 I _____ games with my friends after school.
 5 I _____ at seven in the evening.
 6 I _____ at _____ past eight.
 7 I _____ at nine ten.
 8 I _____ to bed at half past nine.

My Day

8 Look and say.

It was...
 Ann's family walked to...
 Her parents bought...
 She bought...

Then they went...
 They looked at...
 They flew...
 They took...

9 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 eight 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 them to take their seats, then ask them to open their books to page 68.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生要完成八项活动来展示他们各自的听、说、读、写各项技能。
2. 学生要对自己在本单元所取得的进步进行自我评价。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

学生进入教室的时候，问候他们。待他们就座后，让他们打开课本翻到第 68 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 strength and weakness.

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

REVIEW

1. Listen and number.

Explain what you want the students to do here. They will hear statements on the audiotape. They look at the pictures and put the pictures in the correct order according to what they hear.

The audiotape says:

1. They went to Dalian by train.
2. I watched a film yesterday.
3. He ate breakfast at seven this morning.
4. I planted trees on March 12 last year.
5. We had fun in the park last Sunday.
6. I visited my cousin last Saturday.

Answers: 2 3 5 6 1 4

2. Listen and tick.

Explain that the students will hear one statement that describes the picture in each column. Read the questions. They tick the correct picture for each question. When everyone knows what to do, play the audiotape. The students listen, decide and tick.

The audiotape says:

1. – Hello Tim, what did you do yesterday? – I went to the park to fly a kite.
2. I like to play cards. My sister likes to play with a ball. We are different.
3. – Be careful, Mike. Don't jump. It's too high. – Oh, no! I hurt my leg.
4. – Betty bought some fruits yesterday.
5. – When did Bill get to Beijing? – At 7:00 p.m.

Answers: 1. Picture 2 2. Picture 2 3. Picture 3 4. Picture 1 5. Picture 1

3. Look and match.

Here, the students match the correct picture with the correct sentence describing that picture. They put the correct number in the box beside the correct sentence.

Answers: 5 4 2 3 1

4. Read and order.

The students first read the passage. Then, using the pictures as their guide, they put the numbers in the circles at the bottom according to the order (first, second, third, fourth, fifth) in which the information appears in the passage.

Answers: 2 5 4 3 1

课文导入

提醒学生，这并非一次测验。这是一次向老师和自己展现所学知识的机会。告诉他们，如果不清楚自己的优势和弱势，就无法进步。

用几分钟的时间浏览一下这八项活动，并解释题目要求。

复习

1. Listen and number.

向学生说明他们要做些什么。他们会从录音中听到一些句子。然后看图片，根据所听到的内容给图片排序。

录音内容如下：

1. They went to Dalian by train.
2. I watched a film yesterday.
3. He ate breakfast at seven this morning.
4. I planted trees on March 12 last year.
5. We had fun in the park last Sunday.
6. I visited my cousin last Saturday.

答案：2 3 5 6 1 4

2. Listen and tick.

向学生解释，他们会听到描述每栏图片的句子。读课本上的问题，然后选出能正确回答问题的图片。当大家都知道如何做后，教师播放录音。学生听录音，判断，打勾。

录音内容如下：

1. – Hello Tim, what did you do yesterday? – I went to the park to fly a kite.
2. I like to play cards. My sister likes to play with a ball. We are different.
3. – Be careful, Mike. Don't jump. It's too high. – Oh, no! I hurt my leg.
4. – Betty bought some fruits yesterday.
5. – When did Bill get to Beijing? – At 7:00 p.m.

答案：1. 图 2 2. 图 2 3. 图 3 4. 图 1 5. 图 1

3. Look and match.

在这个练习中，学生把图片和正确的句子描述搭配起来。把图片序号写在正确的句子旁边的方框内。

答案：5 4 2 3 1

4. Read and order.

学生首先阅读短文。然后，通过图片引导，根据短文内容把图片序号按正确顺序（第一，第二，第三，第四，第五）填写在下面的圆圈内。

答案：2 5 4 3 1

5. Read and write.

The students look at the pictures and the word list. Then, they read the passage and fill in the blanks with the correct words from the word list. Don't forget to put the verbs into the past tense.

Answers: was, went, walked, watched, played, jumped, were, bought, had

6. Read and answer.

Point out that this is a past tense exercise. They will read the questions and write their answers using the correct forms of the past tense verbs.

7. Look and write.

This is a two-part exercise. First, the students fill in the blanks according to what they see in the pictures. It is a verb tense exercise and they need to pay attention to the verbs here.

The second part requires them to write about their own day using past tense.

Answers: 1. had 2. went 3. had 4. played 5. did my homework 6. watched TV, half 7. listened to music 8. went

8. Look and say.

Here, the students look at the pictures and complete the sentences below each picture. When they have their sentences written, they should then try to say each sentence aloud.

9. How am I doing?

Take a few minutes to review the purpose of the evaluation. Remind the students that they should be honest with themselves when they decide how many stars to give to themselves. They are only cheating themselves if they are not honest here. 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.

5. Read and write.

学生看图和单词列表，然后阅读短文并从词表中选择正确的单词填空。不要忘记把动词变为过去时形式。

答案: was, went, walked, watched, played, jumped, were, bought, had

6. Read and answer.

指出这是一个练习过去时态的练习。他们要阅读问题，然后用正确的动词过去时形式写出答案。

7. Look and write.

这个练习包含两部分。首先，学生要根据图片内容填空。因为这是动词时态的练习，学生需要注意动词的形式。

第二部分要求学生仿照第一部分用过去时态写出自己的一天。

答案: 1. had 2. went 3. had 4. played 5. did my homework 6. watched TV, half 7. listened to music 8. went

8. Look and say.

学生看图，然后完成每幅图下面的句子。当他们完成句子后，大声说出每个句子。

9. How am I doing?

用几分钟时间回顾评价的目的。提醒学生，在决定自己得几颗星时要诚实。如果不诚实，就是欺骗自己。解释评价的目的是为了让学生认清自己的优势和不足，这样，学生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，而实际上却不能真正理解知识，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。

Reading for Fun

The following three stories are all well-known traditional stories from China and the west. They are adapted to be used as supplemental reading in this book. Teachers can choose to use any or all of them in a variety of ways and to achieve a variety of outcomes. You can assign these stories as extra practice for those students who are learning at a level above the average in your class or teach the stories in the class when you have time to fill in.

The stories can be used simply as a class activity in which you encourage a love of reading. You can address phonics, word recognition, reading in context, reading for clues, and reading for simple pronunciation. You can use the stories as a way to stimulate oral discussion, or to tune the students' ears to English. If time permits, make an effort to use these supplemental stories in fun and creative ways – such as making a play, telling a story or having a story reading contest. But do not worry if you do not have time to work them into your busy semester.

Teaching Tip



Story Map

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

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

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

Problem of the Story – What was the problem encountered that needed to be fixed?

Story Events – What were the main events that happened in the story?

Resolution – How was the problem solved?

Ending – How did the story end?

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

Retell the story:

Story 1:

The Tortoise and the Hare

1. One day, a tortoise was walking down the road. A hare came along.
2. The hare laughed at the tortoise. He thought the tortoise was very slow. But the tortoise didn't think so.
3. They agreed to have a race to the lake. The hare was sure to win.
4. The hare ran very fast. Soon he was hot and tired. He couldn't see the tortoise. He went to sleep under a tall tree.
5. After a long time, the tortoise came. He saw the sleeping hare, but he walked on.
6. The hare slept too long. He opened his eyes and hurried to the lake.

Reading for Fun

接下来这三个故事都是中西方著名的传统故事。故事被节选作为本教科书的补充阅读材料。教师可以选用其中一个或全部故事，以多种方式达到不同的效果。可以把这些故事作为额外练习布置给班上学有余力的学生，或者课上时间充裕时进行讲授。

这些故事可以作为激发学生阅读兴趣的课堂活动。教师可以通过阅读这些故事教授自然拼读、单词认读、语境阅读、线索阅读或者发音等，还可以用这些故事来激发口头讨论，或练习学生的听力。如果时间允许，尽量以活泼有趣、新颖的方式运用这些故事——例如，表演故事、讲故事或开展读故事竞赛。但是，如果本学期时间紧张无法进行这些活动也没有关系。

教学提示



故事图示

在故事图示中，学生要列出故事的各个构成要素：

主要人物——故事的主要人物是谁？

背景——故事发生的时间和地点是什么？（可能会有不同的地点。）

问题——遇到的需要解决的问题是什么？

事件——故事中的主要事件是什么？

解决方式——问题是如何解决的？

结尾——故事是怎样结束的？

故事的主题或寓意——我们能从故事中学到什么？

复述故事：

故事 1：

The Tortoise and the Hare

1. One day, a tortoise was walking down the road. A hare came along.
2. The hare laughed at the tortoise. He thought the tortoise was very slow. But the tortoise didn't think so.
3. They agreed to have a race to the lake. The hare was sure to win.
4. The hare ran very fast. Soon he was hot and tired. He couldn't see the tortoise. He went to sleep under a tall tree.
5. After a long time, the tortoise came. He saw the sleeping hare, but he walked on.
6. The hare slept too long. He opened his eyes and hurried to the lake.

7. Soon the hare got to the lake. The tortoise was there waiting for him. The tortoise won the race.

8. The story tells us: “Slow and steady wins the race.”

Story 2:

The Dog and the Bone

1. One day, a dog found a bone in the city park. He was very happy.
2. The bone was heavy, but the dog didn't want his friends to help. He didn't want them to eat the bone.
3. He wanted to carry the bone to the forest. There his friends couldn't find him.
4. The dog carried the bone in his mouth to the forest. Then he saw a lake. In the water, he saw another dog. That dog also had a bone.
5. He thought that bone was bigger than his bone. He wanted to have two bones. So he barked at the dog in the water, “Give me your bone!”
6. Then what happened? When he barked, his bone fell into the water.
7. Now the dog didn't have any bones.
8. The story tells us: “Be happy with the bone you have.”

Teaching Tip



Retelling a story is an active procedure that may help students in comprehension, concept of story structure and oral language. Retelling also helps children play an active role in reconstructing a story for an audience. This provides for interaction between the child and the person listening.

Story 3:

Three Little Pigs

1. Long ago, there were three little pigs. They went to build their own houses when they grew up.
2. The first little pig built a house of hay. It was easy.
3. The second little pig built a house of wood. It took him three days to finish the work.
4. The third little pig built a house of stone. It took him three months to build the house.
5. One day, a bad wolf came. He was very hungry. He wanted to eat the pigs. He went to the first little pig's house. He blew the hay house down. The first little pig ran to the second little pig's house.
6. The wolf ran after the first little pig to the wooden house. The two little pigs locked the door. But the big bad wolf blew the wooden house down. The two little pigs ran to the third little pig's house.
7. The bad wolf ran after them to the stone house. The three little pigs hid inside the house. The wolf blew and blew, but he couldn't blow down the stone house. Why not? Because the house was strong. Finally, the wolf gave up and went away. The three little pigs were saved.
8. This story tells us: “Hard work always helps.”

7. Soon the hare got to the lake. The tortoise was there waiting for him. The tortoise won the race.

8. The story tells us: "Slow and steady wins the race."

故事 2:

The Dog and the Bone

1. One day, a dog found a bone in the city park. He was very happy.

2. The bone was heavy, but the dog didn't want his friends to help. He didn't want them to eat the bone.

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5. He thought that bone was bigger than his bone. He wanted to have two bones. So he barked at the dog in the water, "Give me your bone!"

6. Then what happened? When he barked, his bone fell into the water.

7. Now the dog didn't have any bones.

8. The story tells us: "Be happy with the bone you have."

教学提示



复述故事是一项积极有效的做法，它可以帮助学生理解故事、了解故事结构和提高口语能力。复述故事还可以帮助学生积极为听众重新构建一个故事，这为孩子和听故事的人之间建立了互动。

故事 3:

Three Little Pigs

1. Long ago, there were three little pigs. They went to build their own houses when they grew up.

2. The first little pig built a house of hay. It was easy.

3. The second little pig built a house of wood. It took him three days to finish the work.

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