

Learning ENGLISH

义务教育教科书·英语

教师用书 (三年级起点) Teacher's Guide

六年级下册



It's fun! It's easy!



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教师用书

(三年级起点)

六年级下册

河北教育出版社



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出版者的话

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

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

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

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

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

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

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Language Map

Unit	Topic	Vocabulary
		Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
Unit 1	Sports	sport, basketball, football, game, policeman any, some wear, try, ask, answer heavy, difficult, easy or, very
Unit 2	Good Health to You!	healthy, strong, bad, high before, after, next, often exercise, minute, hour
Unit 3	What Will You Do This Summer?	fan, lake, ship close, swim, visit angry, clever
Unit 4	Li Ming Comes Home	party, cake find, get, tell, begin, hear late, early, every, all, good-bye

Functions and Structures	Songs & Chants
Students will be able to understand and orally use the following phrases and sentences:	Students will be able to sing the songs and recite the chants:
<p>谈论运动 Talking about sports What sports do you play? Ping-pong is my favourite sport. Can you teach me to play...?</p> <p>购物 Shopping Excuse me. Do you have any...? Do you want these... or those...? Do you want this... or that...?</p> <p>观看比赛 Watching a game The... Team played with the... Team. It was a very good game. Everyone played hard. Who won? Did you have fun? We yelled for... team.</p>	<i>Oh, What Did You Do?</i>
<p>谈论频率 Talking about frequency How often did...? How often do you...?</p> <p>谈论锻炼 Talking about exercise Exercise helps make your body healthy and strong. How often do you exercise?</p> <p>健康好习惯 Good habits Always have breakfast! Always brush your teeth! Eat more vegetables and fruit! Exercise! Work hard!</p>	<i>Everyone, Everyone, Reach up High!</i>
<p>喜爱的活动 Things like to do In summer, I like to... I will...</p> <p>假期计划 Holiday plan What will you do for the summer holiday?</p>	<i>Oh, Summer's Coming!</i>
<p>询问数量 Asking about quantity How many... do you need?</p> <p>谈论照片 Talking about photos Do you remember?</p> <p>告别聚会 Good-bye party Would you come to a party? Do you need any help? Have a good trip! Don't forget to write.</p>	<i>Red River Valley</i> <i>It's Time to Say Good-bye</i>

How to Use This Teacher's Guide

The Guide and Its Companions

This guide covers the second semester of the Grade 6 level of the *Learning English* program.

You should also have:

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

Each student should have the companion:

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

Where to Start

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

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

Work through Each Lesson

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

如何使用 《教师用书》

《教师用书》及配套教材

本《教师用书》供义务教育小学六年级第二学期使用。

教师另需具备：

- 一套词汇大卡片
- 录音带或教学光盘，每课的口语部分均已录入其中。

学生应备有：

- 《教科书》
- 《活动手册》
- 一套单词小卡片

从何处着手

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

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

课文

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

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

Each lesson has the same format.

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

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

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

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

Refer to the Back of the Guide

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

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

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

Adapt It!

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

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

（每单元 6 个新授课和 1 个复习课）。每单元最后一课是复习课。

每课均遵循以下体例：

- 开始上课和复习
- 新概念
- 巩固检验
- 结束课堂教学

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

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

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

参考《教师用书》书末有关章节

教学一般都要用到《教师用书》书末所附的教学方法：

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

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

作适当调整

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

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

Philosophy

of the *Learning English* Program

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

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

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

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

《学英语》 编写指导思想

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This program stresses:

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

The program provides:

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

《学英语》的总目标.....

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

《学英语》教学法.....

本套教材教学侧重以下几点：

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

本套教材提供：

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

What about Phonetics?

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

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

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

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

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

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

What about Grammar?

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

语音

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

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

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

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

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

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

语法

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

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

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

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

What about Memorization?

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

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

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

What about Translation?

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

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

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

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

熟记

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

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

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

翻译

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

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

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

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

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

了一些翻译练习。然而，谨提醒教师们注意，本套教材不强调翻译，原因如下：

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

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

Your English Classroom

Make Your Classroom Welcoming.....

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

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

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

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

英语 课堂

营造美好的课堂氛围

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

只要你的课堂氛围能满足这些需要，孩子们就会有学习的动力，就会专心致志。

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

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

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

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

Make Your Classroom a Cultural Island.....

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

Try some of these ideas:

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

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

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

让教室成为“文化小岛”

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

不妨做以下尝试：

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

Unit 1

Sports



General Goals for Unit 1

This book in *Learning English* continues the story from last semester about Li Ming's visit to Canada. In this unit, Jenny teaches Li Ming how to play basketball, and Li Ming teaches Jenny and Danny to play ping-pong. The students learn vocabulary for describing sports and sports clothing.

Unit 1 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Each lesson is organized under the following headings:

PRE-CLASS

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

CLASS OPENING

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

NEW CONCEPTS

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

第 1 单元

运动项目



第一单元总目标

本册继续讲述李明加拿大之旅的故事。在本单元中，詹妮教李明怎样打篮球，李明教詹妮和丹尼如何打乒乓球。学生在此单元中将学习一些描述运动项目及运动衣着用品的词汇。

第 1 单元共有 6 课，但教师应考虑用多于 6 个课时的时间来教授本单元。例如，在本单元开始时，教师可能要加一节课以复习以前学过的内容，也可能在本单元即将结束时，另加一节课以复习本单元学过的内容。总之，教师应根据学生的需要与兴趣，来调整教学节奏和内容。

每篇课文都结构如下：

课前准备

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

开始上课

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

新概念

- 需要教授的新词汇和新的短语。
- 演示：直观的教学方法可以进一步强化学生对新内容的记忆。
- 练习：学生运用所学的新知识以进行小组活动、结对活动或单独活动。

ACTIVITIES

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

CHECK FOR UNDERSTANDING

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

CLASS CLOSING

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

Specific Goals for Unit 1

Knowledge and Skills

1. Students will be able to do the following:
 - Talk about sports;
 - Understand when to use **some/any** and use present and past tense of **buy, teach, think**, etc;
 - Write an email describing something they did today;
 - Read and understand a story about famous soccer star Pele.
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
sport, basketball, football, hand, game, policeman
any, some
wear, try, ask, answer
heavy, difficult, easy
or, very
3. Students will be able to recognize, understand and use the following expressions:
What sports do you play?
Can you teach me to play...?
Do you have any...?
Do you want these... or those...?/ Do you like this... or that...?
Are you ready to learn to play...?
Let me try!
Did you have fun?
What did you do this evening?
Who won?

活动

- Let's do it! 这一部分旨在让学生积极参与到语言的六个方面：读、写、听、说、观察或表述能力。
- Let's sing! 这一部分有趣且互动性强，可以通过歌曲、舞蹈或歌谣教授学生新的概念。学生积极参与，寓学于乐。

巩固检验

- 设置一些问题或活动，用来检查学生是否理解了新的概念。
- 通过《活动手册》或其它自选活动检查学生的学习效果。

结束课堂教学

- 简单复习本课所学内容，对下节课的内容进行正面强化或预告。
- 课后活动：包括学生可以在家完成的任务，来练习和强化新内容。

第一单元具体目标

知识与技能目标

1. 学生完成以下目标：
 - 谈论各种运动；
 - 理解何时用 some/any，运用 buy, teach, think 等词的现在和过去时态；
 - 写一封描写他们今天所做的事情的电子邮件；
 - 阅读并理解一篇关于足球明星贝利的故事。
2. 学生能够听懂、会说、认读并书写下列词汇：
sport, basketball, football, hand, game, policeman
any, some
wear, try, ask, answer
heavy, difficult, easy
or, very
3. 学生能够认读、理解并运用下列表达法：
What sports do you play?
Can you teach me to play...?
Do you have any...?
Do you want these... or those...?/ Do you like this... or that...?
Are you ready to learn to play...?
Let me try!
Did you have fun?
What did you do this evening?
Who won?

4. Students will be able to understand the story *A Famous Football Player* with the aid of pictures and teacher support.

5. Students will be able to sing the song in this unit: *Oh, What Did You Do?*

Learning Strategies

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

- To actively use English to communicate with others in and out of class;
- To establish relations among relevant knowledge by way of observation;
- To take active roles in collaborating with classmates to accomplish the task together;
- To show initiative by reading English stories and other related reading materials;
- To pay attention to simplified English used in daily activities and in media;
- To use dictionaries and other resources to assist and enhance learning English.

Affect and Attitude

Students are expected:

- To participate actively in classroom activities;
- To take initiatives to cooperate with others in group activities;
- To seek help from others when having problems in the course of learning English.

Cultural Awareness

- Students will learn about the importance of working together towards a common goal through sport.
- Students will talk about different sports in different countries and be able to see the similarities in all team sports.

Resources Teachers Need for Unit 1.....

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

- Audiotapes or multimedia CD for lessons 1~6
- Flashcards for new vocabulary
- A basketball, a football and some ping-pong equipment (a ping-pong ball or a racket)
- Drawing paper
- Sport Trivia Quiz paper
- A poster showing different sports (from magazine cut-outs, for example), all clearly labelled in English. Title the poster “Sports.”
- A heavy object and a light object, such as a rock and a feather
- Papers for things that are difficult or easy
- Word-cards in a pocket panel for:

What did you do? I/We ___(ed).

What are you doing? I/We am/are ___ing.

What are you going to do? I/We am/are going to...

4. 学生能借助图片和教师的帮助理解故事 A Famous Football Player。
5. 学生能够唱本单元的歌曲：Oh, What Did You Do?

学习策略目标

学生将继续养成和运用以下基本学习策略：

- 课上课下积极利用英语和他人交流；
- 通过观察在相关知识间建立关联；
- 积极与同学合作，共同完成任务；
- 尝试阅读英语故事及其他英语课外读物；
- 注意观察生活或媒体中使用的简单英语；
- 能初步借助简单的工具书及其他资源学习英语。

情感态度目标

要求学生做到如下方面：

- 积极参与各种课堂活动；
- 在小组活动中能与其他同学积极配合和合作；
- 遇到困难时能大胆求助。

文化意识目标

- 学生通过体育运动了解为了一个共同的目标一起努力的重要性。
- 学生要讨论不同国家中的不同体育运动，能在所有团队体育运动中看到它们的相似之处。

第一单元所需教具

(关于教具准备的建议，请参阅本书末“手偶，张贴画及其他”章节。)


- 第 1~6 课的录音带或教学光盘
- 新词汇的词汇卡
- 一个篮球、一个足球和一些乒乓用具 (一个乒乓球或一只乒乓球拍)
- 图画纸
- 体育知识问答表
- 一张展示各种运动项目的张贴画 (例如，可利用旧杂志中各种运动项目的剪贴画)，在各幅图下清晰标明运动项目的英文名称。张贴画加上“Sports”的标题。
- 一件重的物体及一件轻的物体，如一块石头和一根羽毛
- 困难或简单的事情的资料
- 用于下列句型中的单词卡片：
What did you do? I/We ____ (ed).
What are you doing? I/We am/are ____ ing.
What are you going to do? I/We am/are going to...

Lesson 1 Ping-pong and Basketball

Lesson 1 Ping-pong and Basketball


1 Favourite sports

I play basketball and football. Of all sports, I like basketball best! What sports do you play, Li Ming?




basketball

I play football and ping-pong. Ping-pong is my favourite sport.



football



ping-pong

2 Do you have any ping-pong balls?

1 Can you teach me to play ping-pong?

Sure!

2 Let's go to play ping-pong and basketball tomorrow.

Great! I can learn to play basketball.

3 Do you have any ping-pong balls?

No. We can buy some.

4 I also need a T-shirt. I always wear a T-shirt to play ping-pong.



Okay. Let's go shopping.

3 Let's do it!

1. Look and talk.

I like sports. Basketball is my favourite. I always wear a T-shirt to play basketball. What about you?

I play...

2. Read and write.

some any

- Kim is hungry. She would like _____ bananas.
- I'm thirsty. Do you have _____ water?
- She has _____ apples.
- Do you have _____ pencils?
— No. We can buy _____.
- They have _____ bread and _____ eggs for breakfast, but they don't have _____ milk.

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **sport, football, any, some, wear**
- Students will be able to recognize, understand and use these questions:
What sports do you play?
Can you teach me to play...?
Do you have any...?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 1
- Flashcards and picture cards for: **sport, ping-pong, basketball, football**
- A poster showing different sports (from magazine cut-outs, for example), all clearly labelled in English.
- Sport Trivia Quiz paper

第1课 乒乓球和篮球



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: sport, football, any, some, wear
2. 学生能够认读、理解并运用下列问句:
What sports do you play?
Can you teach me to play...?
Do you have any...?

教学准备

- 第1课的录音带或教学光盘
- sport, ping-pong, basketball, football 的词汇卡片或图片
- 一张展示各种运动项目的张贴画(例如,可利用旧杂志中各种运动项目的剪贴画),在各幅图下标明运动项目的英文名称。
- 体育运动知识问答表

CLASS OPENING

Greeting and Review

Welcome the students back to class with: **Happy to see everyone. Welcome back to school! You are excellent students.**

Ask the students one by one to share concepts they learned from previous books. Do they remember any English phrases from the last book?

Lesson Hook

Tell the students to open their student books to Unit 1.

Teacher: **What do you think this unit is going to be about? Can you guess? How can you tell? Let's find out!**

Ask your students to look at the three pictures at the top of Part 1 on page 2. Ask them to tell you what each of these pictures is of or about. Have a short discussion about sports. See what your students can tell you about sports in Chinese and in English.

NEW CONCEPTS

1. Favourite sports

●Demonstrate●

• Introduce **basketball, football** and **ping-pong** with real equipment. The students should be familiar with these words already because they have seen them often in previous books. To introduce **sport**, use phrases such as:

Ping-pong/Basketball is a sport.

What is ping-pong/basketball? A sport.

We play ping-pong and basketball. We play sports.

• Also introduce the new question: **What sports do you play?**

Go over the question with the students and review all of these sports with them.

• Play the audiotape as the students read along. Walk around the class listening to the students and offer assistance as necessary.

●Practice●

Work in Pairs

Students can work in pairs to practice reading the dialogue in parts.

Role Play

Ask two students to read the dialogue in Part 1. One student can read Jenny's part and the other can read Li Ming's part.

Look and Match

Put the flashcards and pictures for each word on the board ledge. Ask students to match each of the word to their picture: **sports, ping-pong, basketball, football.**

Invite students up to match the word cards to the picture cards for each of the new vocabulary words.

开始上课

问候和复习

学生们回到课堂上时问候他们: Happy to see everyone. Welcome back to school!
You are excellent students.

请学生轮流分享他们以前各册中学到的概念。他们是否还记得上册书中的短语?

课文导入

让学生把教科书翻到第 1 单元。

教师: What do you think this unit is going to be about? Can you guess? How can you tell? Let's find out!

让学生看第 2 页第 1 部分顶端的三幅图画。请他们说出每幅图是关于什么内容的。简单讨论一下关于运动的话题。看学生们对于这个话题能用汉语或英语说出点什么。

新概念

1. Favourite sports

● 演示 ●

• 利用实物来介绍 basketball, football 和 ping-pong 这几个概念。学生在前几册已经见到过这几个单词, 因此他们对这几个单词并不陌生。可利用如下句子来向学生介绍 sport 的概念:

Ping-pong/Basketball is a sport.

What is ping-pong/basketball? A sport.

We play ping-pong and basketball. We play sports.

• 引出新问题: What sports do you play?

和学生们一起重复这个问题, 并一起回顾所有这些体育运动项目。

• 播放录音, 让学生跟读。教师在教室内来回走动, 听学生读, 必要时提供帮助。

● 练习 ●

两人活动

学生两人一组分角色练习朗读对话。

角色扮演

请两名学生读第 1 部分的对话。一名学生扮演詹妮, 另一名扮演李明。

看图匹配

把每个单词的词汇卡片和图片放在黑板的边缘处。让学生们把每个单词和相应的图片搭配起来: sports, ping-pong, basketball, football。

请学生站起来给每个新单词的词汇卡片找到相应的图片。

2. Do you have any ping-pong balls?

●Demonstrate●

- Introduce **shorts** and **T-shirt** and other clothes with real clothes. The students should be familiar with **shorts** and **T-shirt** because they have seen the words often before.

- Note the word **need** and **wear** in this lesson. Can anyone find them? The students have seen the words often. Does anyone know what they mean?

- Note the word **some** and **any**. In general, **some** and **any** mean the same thing. Use them when you cannot say for sure how many or how much of the thing you are talking about. Use **some** when the sentence or intent is positive and affirmative; use **any** when the sentence is a question or negative. This is the most important distinction to make in usage.

- **Do you have any ping-pong balls?**

- **Yes. I have some ping-pong balls.**

- **Do you have any ping-pong balls?**

- **No. I don't have any ping-pong balls.**

Note that **any** goes with plural nouns: any pencils, any shorts, any books. (But would you say “any soups?” No! Soup is one big thing, not a lot of little things. So you say “any soup.”)

- Play the audiotape and ask the students to read along. Walk around assisting as necessary.

●Practice●

Pair Work

Ask two students to reread the dialogue for the class.

Do this with several students.

Make up a Dialogue

Let the students to work in pairs to make up dialogues using **some** or **any**.

Student 1: **Do you have any T-shirts?**

Student 2: **Yes. I have some.**

Student 1: **Do you have any ping-pong balls?**

Student 2: **No. I don't have any ping-pong balls.**

3. Let's do it!

1. Look and talk.

Tell students to look at the pictures in the two squares in Part 2 and have a conversation about sports with a shoulder partner. The sports equipment in each of the two squares can help the students think of dialogue to say.

Ask several pairs of students to share their conversation with the class.

2. Read and write.

Tell the students to read each of the sentences in Part 2 from a~e. Students must complete each sentence by adding the word **some** or **any** in the space provided.

Answers: a. some b. some c. some d. any, some e. some, some, any

2. Do you have any ping-pong balls?

● 演示 ●

• 利用实物介绍 shorts 和 T-shirt 以及其他衣服的概念。shorts 和 T-shirt 在前几册经常出现, 因此, 学生应该很熟悉这两个单词。

• 注意本课的单词 need 和 wear。哪位学生在课文中能找到它们? 学生们已经多次见过这两个单词。谁知道它们的意思?

• 注意单词 some 和 any。一般情况下, some 和 any 意思是一样的。当你不确定所谈论的事物的具体数目时就可以使用这两个单词。

当句子或谈话者的意向是肯定的或确定的时, 用 some; 当句子是疑问句或否定句时用 any。这是这两个词用法中最重要的区别。

— Do you have any ping-pong balls?

— I have some ping-pong balls.

— Do you have any ping-pong balls?

— No. I don't have any ping-pong balls.

注意单词 any 后跟复数名词: any pencils, any shorts, any books 等。(可以说 any soups 吗? 不可以! soup 是不可数名词, 指的是一种东西, 不是许多小东西的总和。因此只能说 any soup。)

• 播放录音, 让学生们跟读。在教室里来回走动, 必要时提供帮助。

● 练习 ●

同伴活动

让两名学生为全班重新读一遍对话。

让几组学生做这些练习。

编排对话

让学生两人一组用 some 或 any 编对话。

学生甲: Do you have any T-shirts?

学生乙: Yes. I have some.

学生甲: Do you have any ping-pong balls?

学生乙: No. I don't have any ping-pong balls.

3. Let's do it!

1. Look and talk.

让学生看第 2 部分两个方框中的图片, 和同桌进行一个关于体育运动的对话。每个方框中的运动相关物品图片能帮助他们思考要进行的对话。

叫几对学生在全班面前分享他们的对话。

2. Read and write.

让学生读第 2 部分 a~e 中的每个句子。他们必须在给出的空白处填写 some 或 any 来完成每个句子。

答案: a. some b. some (一般在期待得到肯定回答的疑问句中仍用 some, 而不用 any) c. some d. any, some e. some, some, any

CHECK FOR UNDERSTANDING

Class Work: Sports Trivia Quiz

Tell students that they will be making a Sports Trivia Quiz.

Students must make up 10 questions about sports.

They should keep the answers to their quiz available for other students to use to check their responses.

Show them an example of a Sports Trivia Quiz but encourage students to make up their own quiz in their groups.

Sport Trivia Quiz

Name _____ Date _____

1. What game has a bat and balls?
2. Where were the 2008 Summer Olympic Games held? _____
3. Who is a famous Chinese basketball player? _____
4. True or false? Basketball is played with a square ball. _____
5. Where do you put the basketball to make a point? _____
6. In what game do you kick with the ball? _____
7. Which is bigger, a ping-pong, basketball or football? _____
8. What is China's most popular sport? _____
9. In what game do you throw the ball into a net? _____
10. In what game do you kick the ball into a net? _____

Score: _____ / 10

Sport Quiz Answers:

1. Ping-pong.
2. Beijing.
3. Yao Ming.
4. False.
5. Net.
6. Football.
7. Basketball.
8. Ping-pong.
9. Basketball.
10. Football.

When the groups are done, students can pass their quiz to a different group to complete!

Throw and Say Game

Throw and Say Rules

The students form a circle in the class with the teacher.

The teacher throws a ball to a student and says: **What sports do you play, Xiaoxia?** (*for example*)

The student responds with: **I play _____ and _____.**

That student throws the ball to another student and says: **What sports do you play, Flower?** (*for example*)

This continues until the ball has gone all around the room and all of the students have named a sport in English that they like to play.

巩固检验

全班活动：Sports Trivia Quiz

告诉学生们他们要进行一次体育知识问答。

学生们必须提出 10 个关于体育运动的问题。

他们必须在其他同学回答这个问题时提供答案，以供对方检查自己的答案。

为学生做出示范，但要鼓励他们在小组内制定他们自己的问答表。

Sport Trivia Quiz

Name _____ Date _____

1. What game has a bat and balls? _____
2. Where were the 2008 Summer Olympic Games held? _____
3. Who is a famous Chinese basketball player? _____
4. True or false? Basketball is played with a square ball. _____
5. Where do you put the basketball to make a point? _____
6. In what game do you kick with the ball? _____
7. Which is bigger, a ping-pong, basketball or football? _____
8. What is China's most popular sport? _____
9. In what game do you throw the ball into a net? _____
10. In what game do you kick the ball into a net? _____

Score: _____ / 10

Sport Quiz Answers:

1. Ping-pong. 2. Beijing. 3. Yao Ming. 4. False. 5. Net. 6. Football. 7. Basketball.
8. Ping-pong. 9. Basketball. 10. Football.

当各小组完成后，学生们要把自己制定的问答表交给别的组完成！

扔、说游戏

游戏规则

学生和老师在教学室内围成一圈。

教师把一个球扔向一名学生，说：What sports do you play, Xiaoxia? (例)

学生回答：I play _____ and _____.

这个学生把球扔给另一个学生，说：What sports do you play, Flower? (例)

游戏继续，直到球在学生们手中都转了一圈，所有学生都用英语说出了一种他们喜欢从事的运动名称为止。

Activity Book

Say **Let's open our *Activity Book* to page 2.** Hold up your activity book with that page open.

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

CLASS CLOSING

Tell the students they must whisper their favourite game in English to the teacher as they leave the class today.

《活动手册》

教师说：Let's open our *Activity Book* to page 2. 教师翻开那一页，举起手中的书。
指着那一页，在教室内来回走动，以便所有人都能看到。

结束课堂教学

告诉学生，在他们离开教室时，要对教师用英语悄悄说出一个他们最喜欢的运动项目。

Lesson 2 At the Sports Shop

Lesson 2 At the Sports Shop

1 Do you want these or those?

Let's see, Jenny. I need a T-shirt.

And we need some ping-pong balls.

1 Excuse me. Do you have any T-shirts?

Yes, I'll show you!

2 Here they are!

Thanks.

3 Do you like this T-shirt or that T-shirt, Li Ming?

4 I want this one!

5 Now we need some ping-pong balls.

Do you want these or those?

6 These balls are five dollars. Those are four dollars. I want those!

4

Let's do it!

1. Look. Tick or cross. Then write.



- ☐ This woman is wearing a yellow dress.
- ☐ That woman is wearing a white dress.
- ☐ This man is wearing a blue shirt.
- ☐ That man is wearing a red sweater.
- ☐ These flowers are yellow.
- ☐ Those flowers are red.
- ☐ These people are talking.
- ☐ Those people are singing.

Near or far?

This woman is near.

That woman is far.

This man is _____.

That man is _____.

These flowers are _____.

Those flowers are _____.

2. Talk and write.



- Do you like this football or that football?
- I like that football.

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TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **or**
2. Students will be able to recognize, understand and use the following questions:
Do you like this... or that...?
Do you want these... or those...?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 2
- Flashcards and pictures for **ping-pong balls, T-shirt, dollars, this, that, these, those**
- A picture showing something near and something far

第2课 在体育用品商店



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: or
2. 学生能够认读、理解并运用下列问句:
Do you like this... or that...?
Do you want these... or those...?

教学准备

- 第 2 课的录音带或教学光盘
- ping-pong balls, T-shirt, dollars, this, that, these, those 的词汇卡片和图片
- 一张表示事物近和远的图片

CLASS OPENING

Greeting and Review

- Greet your students. Say: **What did we learn in the last class? Can you tell me?**

Teaching Tip



Take plenty of time to allow as many students as possible to answer your question. If a child decides to tell you what he or she learned using Chinese, allow this for now. Much better to have children engaged in their learning and willing to offer answers than it is to have them sit silently because they do not yet feel comfortable using English in a group setting.

- Review demonstrative pronouns with the *This That Chant*.

Lesson Hook

Tell the students to open their student books to Lesson 2, page 4.

Teacher: **Today we will go with Jenny and Li Ming to shop at a sports shop. How many of you have shopped at a sports shop before? What did you buy?**

Teaching Tip



Personal experience

Tap into the students prior knowledge to personalize this lesson by asking students to share their own experiences.

NEW CONCEPTS

1. Do you want these or those?

•Demonstrate•

Teacher: **What do you think Li Ming and Jenny are going to buy at the Sports Shop? Can you tell from the pictures in Part 1?**

- Role-play to introduce **this, that, or**. Pretend to lose something (choose an object students generally have more than one of, or give a student several of the same object and role-play with him or her). Lead a dialogue such as:

Teacher: **Oh! Where is my ____? I can't find it! I need a ____! Say it please, class.**

Class: **I need a ____.**

Teacher: **Yes! I need a ____.** (To a student.) **Do you have any ____s?**

开始上课

问候和复习

- 问候学生，说：What did we learn in the last class? Can you tell me?

教学提示



留足时间尽可能让更多学生回答教师的问题。如果一名学生想对教师用汉语说出他/她学到的内容，目前允许这样做。让学生们参与到课堂学习中来，并愿意主动回答，比让他们默默地坐着要好得多，因为他们对在一个群体环境中使用英语还感觉不太舒服。

- 诵唱 This That Chant 以复习指示代词。

课文导入

让学生把教科书翻到第 2 课，第 4 页。

教师：Today we will go with Jenny and Li Ming to shop at a sports shop. How many of you have shopped at a sports shop before? What did you buy?

教学提示



个人经历

为通过学生分享自己的经历使本课个性化，教师要让学生预先了解一些有关知识。

新概念

1. Do you want these or those?

● 演示 ●

教师：What do you think Li Ming and Jenny are going to buy at the Sports Shop? Can you tell from the pictures in Part 1?

• 利用角色表演来介绍 this, that, or。教师装作丢了某物（选一件通常学生们拥有多于一件的物品，或给某个学生一些相同的物品，并且同这名学生进行角色表演）。引出如下对话：

教师：Oh! Where is my ____? I can't find it! I need a ____! Say it please, class.

全班：I need a ____.

教师：Yes! I need a _____. (向一名学生) Do you have any _____s?

Student: **Yes.**

Teacher: **Please show me your ____s.** (*Student shows you several ____s.*) **I need a ____.**
(*Hold up two of the objects.*) **Hmmm... do I want this ____ or that ____? This ____ or that ____? Say it, please, class.**

Class: **This ____ or that ____?**

Teacher: **I want this ____.** (*To the student.*) **May I have it, please?**

Student: **Yes.**

Teacher: **Thank you!**

Student: **You're welcome.**

- Use plural items to show **these** and **those**. Try to use the pattern **Do you want these... or those...?**

- Note some of the English idioms in this lesson (some of which the students learned before). What does Jenny say when she wants help from the clerk? (Excuse me.)

- Note the word **dollar** in this lesson. Does anyone know what a dollar is? (It's money, like yuan.)

- Ask the students to listen to the audiotape and read along with the tape.

●Practice●

Role Play

Ask 3 students to reread the story in parts. One for Jenny, one for Li Ming and one for the male clerk.

Do this with several groups of students.

Group Work

Divide the class into groups of at least three. Ask each group to make up a dialogue about buying sports clothes and equipment in a store. One student plays a clerk in the store. Please read about making up dialogues in "Teaching Techniques."

Tell a Story

Take the students on a field trip to a sports shop if possible. If this is not possible, you can ask them to orally recall their own experiences of going to a sports shop with their parents.

2. Let's do it!

1. Look. Tick or cross. Then write.

Tell the students to look at the picture in Part 2, then make a tick beside the sentences on the right that are correct or make a cross on the sentences that are incorrect.

Check as a class.

Near or Far

Ask two students to come forward. Place one student beside you, and ask the other to stand at the other side of the classroom.

Point to the student close to you and say: ____ **is near.**

Then, point to the student on the other side of the room and say: ____ **is far.**

Ask the students to repeat after you as you point to the two students in turn.

学生: Yes.

教师: Please show me your ____s. (学生给教师出示一些某种物品) I need a _____. (举起物品的其中两件) Hmm... do I want this ____ or that ____? This ____ or that ____? Say it, please, class.

全班: This ____ or that ____?

教师: I want this _____. (向这名学生) May I have it, please?

学生: Yes.

教师: Thank you!

学生: You're welcome.

• 用多个物品演示 these 和 those 的概念, 设法使用句型: Do you want these... or those ...?

• 注意本课使用的一些英语习惯用语 (其中一些学生们以前已经学过)。当詹妮想向售货员询问时, 她说了什么? (Excuse me.)

• 注意本课的单词 dollar。哪名学生知道 a dollar 是什么意思? (和 yuan 一样, 是一种货币单位。)

• 让学生们听录音并跟读。

● 练习 ●

角色扮演

让三名学生分角色重新读一遍故事。一人扮演詹妮, 一人扮演李明, 另一人扮演男售货员。

让几组学生分别读。

小组活动

将全班学生分成至少每三人一组的小组。要求每组学生就在商店买运动服装及体育用具组织对话, 各组由一名学生扮作商店售货员。请参阅“教学技巧”章节关于如何编对话的说明。

讲故事

如有可能带学生到体育用品商店做实地参观。如果不能实现, 教师可以请他们口头讲述一下和父母同去体育用品商店的经历。

2. Let's do it!

1. Look. Tick or cross. Then write.

让学生们看第 2 部分的图画, 在右边正确的句子旁打对勾, 在错误的句子旁打叉。全班核对答案。

Near or Far

让两名学生到前面来, 让其中一名站在教师身边, 另一名站在教室的另一端。

指着离教师近的学生, 说: ____ is near.

然后, 指着站在教室另一端的学生说: ____ is far.

教师边轮流指着两名学生, 边让学生们跟教师重复说。

Students should complete each of the six sentences in the box by filling in the blanks with one of the two words: **near** or **far**. Check as a class.

Answers: $\sqrt{\times}$ $\sqrt{\times}$ $\sqrt{\sqrt{}}$ $\sqrt{\times}$ near, far, near, far

2. Talk and write.

Tell the students to turn to a shoulder partner and discuss each of the three pictures in Part 2. Students should then write one question about each picture and a response to the question in the spaces provided. A sample has been provided for the first picture. Check as a class.

Answers:

— Do you like this basketball or that basketball?

— I like that basketball.

— Do you like this T-shirt or that T-shirt?

— I like this T-shirt.

CHECK FOR UNDERSTANDING

Word Game

Review demonstrative pronouns with a matching game. Write two lists of words on the blackboard, as shown below. Ask for volunteers to draw lines to match the words. You call out **near** (for “this/these”) or **far** (for “that/those”) and an object. The volunteers must then match the object with the correct pronoun.

this	shorts
	pencil
that	balls
	T-shirt
these	shoes
	vegetables
those	sweater
	rulers

Play “This That”

Play “This That” to review demonstrative pronouns. (See “Games.”) Use the cards for **basketball**, **ping-pong**, **football**, **sports**, and **T-shirt**.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Tell the students they can write a short passage about the shopping in a sports shop.

学生们用 near 或 far 填空，把写有 near 和 far 方框里的六个句子逐一完成。全班核对答案。

答案：√ × √ × √ √ √ × near, far, near, far

2. Talk and write.

让学生们和身旁的伙伴逐一讨论第 2 部分中的三个图片。学生们应该就每个图片写一个问题，在给出的空白处写上答案。第一个图片已经给出了范例。全班核对答案。

答案：

— Do you like this basketball or that basketball?

— I like that basketball.

— Do you like this T-shirt or that T-shirt?

— I like this T-shirt.

巩固检验

词汇游戏

做一个词语搭配游戏用以复习指示代词。在黑板上写出如下两列单词。找几名自告奋勇的学生画线连词。教师大声说出 near (代表 this/these) 或者 far (代表 that/those) 和一种物品名称。然后，自告奋勇的学生必须将物体及其相应的代词连接起来。

this shorts

pencil

that balls

T-shirt

these shoes

vegetables

those sweater

rulers

做游戏 “This That”

做游戏 This That 用以复习指示代词。(参见“游戏”章节。)利用 basketball, ping-pong, football, sports, T-shirt 的词汇卡片做此游戏。

《活动手册》

帮助学生们找到他们要做的那一页。教师打开那页并把书举起来。指着那一页，在教室内来回走动以便所有人都能看到。

结束课堂教学

告诉学生们，他们可以写一个关于在体育用品商店购物的短文。

Lesson 3 Let's Play!

Lesson 3 Let's Play!

1 Playing basketball

Are you ready to learn to play basketball, Li Ming?

Yes! Are you ready to learn to play ping-pong?

I want to learn, too!



6

2 Playing ping-pong



3 Let's do it!

Look and write.



teaching learning easy difficult light heavy this that

7

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **basketball, try, heavy, difficult, easy, hand**
- Students will be able to recognize, understand and use the following expressions:
Are you ready to learn to play...?
Let me try!

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 3
- Word and picture flashcards for **catch, throw, heavy, light, difficult, easy, hand, basketball**
- A heavy object and a light object, such as a rock and a feather
- Papers for things that are difficult or easy

第3课 让我们一起玩吧!



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇:

basketball, try, heavy, difficult, easy, hand

2. 学生能够认读、理解并运用下列表达法:

Are you ready to learn to play...?

Let me try!

教学准备

- 第3课的录音带或教学光盘
- catch, throw, heavy, light, difficult, easy, hand, basketball 的词汇卡片和图卡
- 一件重的物体及一件轻的物体, 如一块石头和一根羽毛。
- 困难的事或简单的事的资料

- Sports poster

CLASS OPENING

Greeting and Review

- Remind the students of what material was covered last lesson. Hold up some of the flashcards from the previous lesson and see what they know.
- Walk around and touch a student, then walk further. Ask: **Is... near me or far from me?**
- Review **this/that**. Point to things and ask: **What is that?** Touch things and ask: **What is this?**

Lesson Hook

Tell the students to open their books to Lesson 3.

Teacher: **Look at Part 1. What game are Li Ming and Danny playing?**

Let's find out what trouble Danny will find today on the basketball court!

NEW CONCEPTS

1. Playing basketball

●Demonstrate●

Teacher: **Here are the new words in this lesson. Let's learn them so we can really talk about sports: heavy, light, catch, throw, difficult, easy, try.**

- Demonstrate **heavy** and **light** with real heavy and light objects, such as a rock and a feather.

Hold up a heavy item and ask: **Is it heavy or light?**

Then hold up a light item and say: **Is it heavy or light?**

- Use a ping-pong ball, or a big, soft ball you bring to class (see “Resources Teachers Need for Unit,” above) to demonstrate **throw**, **catch** and **hit**. Perform these actions with the ball as you say the words. (For **hit**, hit the ball with your hand or a ping-pong bat.)

- Use flashcards or posters to show something difficult and easy to explain the words **difficult** and **easy**.

- Review the story so far. Last lesson, Li Ming and Jenny went to the store to buy some clothes and some ping-pong balls. Look at the pictures in the student book. Where are they now? What are they doing? What happens?

Teacher: **Look at each of the pictures as I ask you some questions. At the beginning of the lesson, Jenny, Danny and Li Ming are talking about sports. What game do you think they will play in Lesson 3?**

Picture 1: Where is Li Ming throwing the ball? How do you know? Read the story.

Picture 2: Did you know Danny would be hit on the head? What made you think that? Read the story.

Picture 3: What do you think Danny is saying in this picture? Read the story.

Picture 4: What is Jenny saying to Danny? How do you know? Read the story.

Picture 5: Why does Danny look unhappy in this picture? Read the story.

Picture 6: Why does Danny look happy in this picture? Read the story.

- 体育运动海报

开始上课

问候和复习

- 提醒学生们上节课学过的内容。举起上节课的一些词汇卡，看他们能记起多少。
- 来回走动，点一名学生，继续走，问：Is... near me or far from me?
- 复习 this/that。指着物品问：What is that? 触摸物品，问：What is this?

课文导入

让学生把教科书翻到第 3 课。

教师：Look at Part 1. What game are Li Ming and Danny playing?

Let's find out what trouble Danny will find today on the basketball court!

新概念

1. Playing basketball

● 演示 ●

教师：Here are the new words in this lesson. Let's learn them so we can really talk about sports: heavy, light, catch, throw, difficult, easy, try.

• 用一件重的物体及一件轻的物体，如一块石头和一根羽毛，来演示 heavy 和 light。

举起一个重的物体，说：Is it heavy or light?

然后举起一个轻的物体，说：Is it heavy or light?

• 用教师带进课堂的一个乒乓球，或一个又大又软的球（参见“本单元教师所需教具”）来向学生演示 throw, catch 和 hit。用球来表演这些动作，同时说出这些单词。（教师可以用手或用乒乓球拍击球来演示单词 hit。）

• 用词汇卡或张贴画展示困难的或容易的事情，解释单词 difficult 和 easy。

• 回顾故事目前的进展。上一节课，李明和詹妮去商店买一些衣物以及乒乓球。观察教科书中的图片。他们现在在哪儿？他们在做什么？发生了什么事情？

教师：Look at each of the pictures as I ask you some questions. At the beginning of the lesson, Jenny, Danny and Li Ming are talking about sports. What game do you think they will play in Lesson 3?

图 1: Where is Li Ming throwing the ball? How do you know? Read the story.

图 2: Did you know Danny would be hit on the head? What made you think that? Read the story.

图 3: What do you think Danny is saying in this picture? Read the story.

图 4: What is Jenny saying to Danny? How do you know? Read the story.

图 5: Why does Danny look unhappy in this picture? Read the story.

图 6: Why does Danny look happy in this picture? Read the story.

Picture 7: What do you think Danny is saying about the basketball and the ping-pong ball in Picture 7? Read the story.

- Play the audiotape for the students and ask them to read along.

●Practice●

Chain Drill

Call students up one by one and ask them to pick up one of the objects.

Ask: **Is it heavy or light?**

The student responds with **It is heavy/light** depending upon what the object is.

The student who responds can call up the next student and tell that student to pick up an object.

He/she then says: **Is it heavy or light?**

This can continue until several students have had a chance to play the game.

Act and Guess

Review **learn** and **teach** with a game. Ask for two volunteers. Whisper to them that you want one volunteer to be a teacher and the other to be a student. The “teacher” is teaching the “student” to write numbers (the “student” has never written them before). Then ask the class to guess what the volunteers are acting out. Use questions such as:

Who is the teacher?

Who is the student?

What is the teacher doing? (*Teaching.*)

What is the student doing? (*Learning.*)

What is he/she teaching/learning? (*Numbers.*)

Play a Game

Play “Question Toss.”(See “Games.”)

2. Playing ping-pong

●Demonstrate●

- Put the dialogue on the blackboard. Ask a student to help you demonstrate the dialogue to the class.

Teacher: **Do you know how to play ping-pong?**

Student: **No, I don't.**

Teacher: **Let me show you!**

(*You and the student pretend you are playing ping-pong.*)

Student: **Yay! I can hit the ball!**

- Teacher: **Now look at each of the pictures as I ask you questions.**

Picture 1: What game is Li Ming going to teach Danny? Who do you think Li Ming is hitting the ball to? Read the story.

Picture 2: Does Danny think he can hit the ball? Read the story.

Picture 3: What does Danny do? How do you know? Read the story.

- Play the audiotape for the students. Ask them to read the story along with the recording.

图 7: What do you think Danny is saying about the basketball and the ping-pong ball in Picture 7? Read the story.

- 播放录音，让学生跟读。

● 练习 ●

链式操练

逐一叫学生们起立，挑选其中的一个物体。

教师问：Is it heavy or light?

学生根据物体的情况，回答 It is heavy/light。

回答过问题的学生可以叫下一名学生挑选一个物体。

然后他 / 她说：Is it heavy or light?

游戏继续至几名学生已经参与了这个游戏。

做一做，猜一猜

用游戏来复习 learn 和 teach 这两个单词。找两名自告奋勇的学生。老师悄悄地告诉这两名学生一名将扮作“教师”，一名扮作“学生”。“教师”在教“学生”写数字（学生以前从未写过数字）。然后让全班学生猜他们在表演什么。教师可使用如下问句：

Who is the teacher?

Who is the student?

What is the teacher doing? (Teaching.)

What is the student doing? (Learning.)

What is he/she teaching/learning? (Numbers.)

做游戏

做游戏 Question Toss。（参见“游戏”章节。）

2. Playing ping-pong

● 演示 ●

- 把对话写在黑板上，请一名学生和教师为全班演示这个对话。

教师：Do you know how to play ping-pong?

学生：No, I don't.

教师：Let me show you!

（教师和学生表演打乒乓球。）

学生：Yay! I can hit the ball!

- 教师：Now look at each of the pictures as I ask you questions.

图 1: What game is Li Ming going to teach Danny? Who do you think Li Ming is hitting the ball to? Read the story.

图 2: Does Danny think he can hit the ball? Read the story.

图 3: What does Danny do? How do you know? Read the story.

- 播放录音，让学生跟读。

●Practice●

Pair Work

Ask the students to find a partner and take turns saying the dialogue with their partner.

Ask several pairs to demonstrate.

Make up a Dialogue

Divide the class into small groups. Ask each group to make up a dialogue about teaching each other a sport or sports. Please read about making up dialogues in “Teaching Techniques.”

3. Let's do it!

Look and write.

Students read each of the sentences in Part 3 and complete the sentences by choosing one of the words in the yellow box below.

Answers: 1. heavy, light 2. teaching, learning 3. this, that 4. easy, difficult

CHECK FOR UNDERSTANDING

Make a Poster

Ask students to make a poster of sports. Students should make the poster bright and colourful. They can put English words on the poster to label items that go with the sport.

Gallery Walk and Presentations

If time permitted, when groups have finished their posters, they can do a Gallery Walk of the posters on the bell.

The teacher rings the bell for the groups to move clockwise one station at a time to view the posters.

Groups should leave one person with the poster to explain in English to the other groups who come to see it what is on the poster.

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Teacher: **That was a great class, students! When you leave the class, I want each of you to tell me something that is heavy or light, easy or difficult. Okay?**

● 练习 ●

同伴活动

让学生找一个同伴，和同伴一起轮换角色朗读对话。

请几组学生来演示。

编排对话

将全班学生分成若干小组。要求每组学生就关于互相教对方一种或几种运动项目编排对话。请参阅“教学技巧”章节关于如何编对话部分。

3. Let's do it!

Look and write.

学生读第3部分中的每个句子，从下面黄色方框中选词补全这些句子。

答案：1. heavy, light 2. teaching, learning 3. this, that 4. easy, difficult

巩固检验

制作张贴画

让学生们做一个关于体育运动的张贴画，要做得明快鲜艳，并在张贴画上相应体育运动物品下标注英语词汇。

画廊漫步和展示

如有时间，当各组完成张贴画的制作后，他们可以把张贴画陈列起来，按照铃声来一场画廊漫步。

教师控制铃声，每响一次铃各组按顺时针方向移动到下一个张贴画前。

各小组要留下一名学生，用英语对前来参观的其他组介绍张贴画上的内容。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

教师：That was a great class, students! When you leave the class, I want each of you to tell me something that is heavy or light, easy or difficult. Okay?

Lesson 4 Did You Have Fun?

Lesson 4 Did You Have Fun?

1 We're home!

Hi, Li Ming! Hi, Jenny! Did you have fun today?



Yes, we did!

Jenny: We went to a shop. Li Ming bought a T-shirt today.

Li Ming: We played ping-pong. I taught Jenny to hit the ball! Danny wanted to hit the ball, too, but he hit his hand.

Jenny: We played basketball, too. I taught Li Ming to throw and catch the ball. He is a good basketball player!

Mrs. Smith: Did Danny learn to play basketball, too?

Li Ming: Yes, he did. But he thought the basketball was too heavy. He played basketball with a ping-pong ball!

2 Bought, taught and thought

Jenny and Li Ming often buy things at the shop.

Sometimes, they teach each other a sport.

Danny always thinks he can catch the ball, but he can't.

This morning, Jenny and Li Ming bought things at the shop.

This afternoon, they taught each other a sport.

Danny thought he could hit the ball, but he hit his hand.

Let's sing!

Oh, what did you do? Oh, what did you do?
Oh, what did you do? Li Ming and Jenny.
We went to a little shop.
We bought a new heavy ball.
We taught each other a sport.



Let's do it!

Look and write.

bought ate saw walked went taught

 Last Sunday, I <u>walked</u> to the zoo.	 I <u>ate</u> some pandas.	 I <u>bought</u> some bread for lunch.
 Li Ming and I <u>went</u> to a shop this morning.	 Li Ming <u>taught</u> a T-shirt.	 I <u>thought</u> Li Ming to play basketball.

What did you do last Sunday? Please write.

TEACHING GOALS

- Students will be able to aurally understand, orally use and recognize the following vocabulary: **bought, taught, thought, learn, buy, teach, think**
- Students will be able to recognize, understand and use this question: **Did you have fun?**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 4
- Word and picture flashcards for **bought, taught, thought, learn, buy, teach, think**

第4课 你们玩得愉快吗?



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说并认读下列词汇:
bought, taught, thought, learn, buy, teach, think
2. 学生能够认读、理解并运用下面的问句:
Did you have fun?

教学准备

- 第4课的录音带或教学光盘
- bought, taught, thought, learn, buy, teach, think 的词汇卡片或图卡

CLASS OPENING

Greeting and Review

• Greet your students. Teacher: **Good morning/afternoon, students. Are you ready to learn?**

• When everyone is settled in their seats, spend a few minutes review previously taught materials. Ask students to tell you something that is heavy (desk) and something that is light (paper). Ask a student to tell you what he or she can recall about the ping-pong game between Danny and Li Ming. Ask students what Danny was ready to learn. What about Li Ming? Was Jenny ready to learn something?

Teaching Tip



Do not confine yourself to only reviewing material from the previous lesson. You should try to review materials from all lessons previously taught in the Unit. This way, you are encouraging your students, and helping them to embed new vocabulary. For the same reason that you post new words and phrases from all lessons around your classroom so they are always in view, you should use new and old vocabulary in your daily review.

Lesson Hook

Tell the students to open their books to Lesson 4.

Teacher: **Jenny and Li Ming are at home talking to Mrs. Smith. What do you think they are telling Mrs. Smith about? Let's find out. I think they are probably talking about the trip to the sports shop and the new sports they played.**

NEW CONCEPTS

1. We're home!

•Demonstrate•

• Review past-tense, present-tense and future-tense verbs with a game. Write three columns of words on the blackboard and ask for volunteers to match them correctly. As each student makes a match, he or she says **Yesterday I ____ (ed). Today I _____. Tomorrow I am going to ____.**

yesterday	today	tomorrow
worked	walk	going to laugh
ate	go	going to jump
laughed	jump	going to play
jumped	skate	going to help
went	work	going to walk
saw	eat	going to see
washed	play	going to eat

开始上课

问候和复习

- 问候学生。教师: Good morning/afternoon, students. Are you ready to learn?
- 等所有学生落座后, 教师花几分钟时间复习之前教过的内容。让学生们说出什么东西重 (如 desk), 什么东西轻 (如 paper)。让一名学生说出他能记起的丹尼和李明之间的那场乒乓球赛的情景。问几位学生丹尼愿意学什么。李明呢? 詹妮也愿意学点什么吗?

教学提示



不要仅限于复习前次课的内容。教师应当尝试复习本单元所有讲授过的内容。这样, 在给学生信心的同时, 帮助他们牢记住新词汇。同理, 教师可把所有课中出现的新单词和短语都张贴在教室里, 让学生随处可见。教师还应在日常复习中运用新旧词汇。

课文导入

让学生把书翻到第 4 课。

教师: Jenny and Li Ming are at home talking to Mrs. Smith. What do you think they are telling Mrs. Smith about? Let's find out. I think they are probably talking about the trip to the sports shop and the new sports they played.

新概念

1. We're home!

● 演示 ●

• 做游戏来复习过去时、现在时和将来时。在黑板上写上三列单词, 找自告奋勇的学生将单词画线连接, 正确地搭配起来。学生连接好一组搭配词时, 要说出句子:

Yesterday I ____ (ed). Today I _____. Tomorrow I am going to _____.

yesterday	today	tomorrow
worked	walk	going to laugh
ate	go	going to jump
laughed	jump	going to play
jumped	skate	going to help
went	work	going to walk
saw	eat	going to see
washed	play	going to eat

helped	help	going to skate
played	see	going to wash
skated	laugh	going to work
walked	wash	going to go

• Play the audiotape for Part 1. Review the story so far. Today, Jenny and Li Ming went to the shop to buy some clothes for Li Ming and some ping-pong balls. Then they went to the gym to play ping-pong and basketball. Look at the pictures in the student book.

Play the audiotape for the students again and ask the students to read along.

• Note the word **player** in this lesson. A “player” plays something, such as a sport.

●Practice●

Role Play

Ask three students to read the dialogue to the class. You can be the narrator. One student reads Li Ming, another reads Jenny and another reads for Jenny’s mom.

Group Work

Students can work in groups of three to practice reading the dialogue in Part 1 in parts. Group members can change parts for extra practice.

Talk about a Sport

Tell students to turn to a shoulder partner and take turns talking about learning a new sport in English. Ask several partners to share with the class.

2. Bought, taught and thought

●Demonstrate●

• Add **buy**, **teach** and **think** to your “today” column. Ask the students to give you the future tense for each verb and write them under your “tomorrow” column. Then write **taught**, **thought** and **bought**, in a different order than the other two columns, and ask the students to guess how they match with the present-tense verbs. Point out the similarities in spelling among **bought**, **taught** and **thought**.

Teaching Tip



Regular vs Irregular Verbs

Regular

A regular verb is any verb whose conjugation follows the typical pattern, or one of the typical patterns, of the language to which it belongs. Some examples of regular verbs are:

jump/jumps/jumped

skate/skates/skated

stop/stops/stopped

Irregular

A verb whose conjugation follows a different pattern is called an irregular verb.

Some examples of irregular verbs are:

helped	help	going to skate
played	see	going to wash
skated	laugh	going to work
walked	wash	going to go

• 播放第 1 部分的录音带。复习刚刚学过的故事。今天，詹妮和李明去商店为李明买了一些运动衣物和几个乒乓球。然后他们去了体育馆去打乒乓球和篮球。观察教科书中的图片。

再次播放录音，让学生跟读。

• 注意本课的 player 一词。一名选手 (player) 参加某个运动项目。

● 练习 ●

角色扮演

让三名学生为全班朗读对话。教师可读旁白。三名学生分别扮演李明，詹妮和詹妮的妈妈。

小组活动

学生们三人一组练习分角色读第 1 部分的对话。小组成员可以互换角色进行更多练习。

谈论一项运动

让学生们和同伴一起，用英语轮流谈论学到的一项新运动。请几组学生在全班面前分享。

2. Bought, taught and thought

● 演示 ●

• 在黑板上的 today 一栏中分别加上单词 buy, teach, think。找学生给出每个单词的将来时态并写在 tomorrow 一栏下。然后，教师打乱顺序写出 taught, thought, bought, 让学生猜猜它们与其现在时怎样对应。给学生指出 bought, taught, thought 在拼写方面的相似处。

教学提示



规则动词与不规则动词对比

规则动词

规则动词是指一些动词，它的变形要遵循它所属语言的典型规则或典型规则之一。一些规则动词的例子有：

jump/jumps/jumped

skate/skates/skated

stop/stops/stopped

不规则动词

如果一个动词的变形遵循另外一种模式，这个动词就被称为不规则动词。

不规则动词的例子有：

buy/buys/bought
teach/teaches/taught
think/thinks/thought

In these examples, the past tense does not add "ed. " Instead, the spelling of the word changes completely.

- Play the audiotape for the students. Ask them to read the story along with the recording.

●Practice●

Complete the Sentences

Practice the three tenses of the key vocabulary words in this lesson with the students by having students complete the following sentences with a form of each of the three verbs:

Sally _____ a car last week.	buys/bought
Jim _____ Steven how to write yesterday.	teaches/taught
Bob _____ he could win the game!	thinks/thought
Juju often _____ her clothes at the supermarket.	buys/bought
Lucy sometimes _____ her brother to sing songs.	teaches/taught
Xiaoxia _____ she will buy a hat.	thinks/thought
The teacher _____ the students to write a story yesterday.	teaches/taught

Pair Work

Ask the students to find a partner. With their partner, they can write one sentence for each of the tenses of the three new verbs to share with the class:

buys/bought; teaches/taught; thinks/thought

Share several sentences from pairs of students with the class.

3. Let's sing!

- Play the song for the students. Clap out the rhythm of the song with the students.

Ask: **How many strong beats for each line? (3)**

- Put the words to the song on the board.

Ask the students to underline the three lines that are the same in the song.

Tell the students to colour red all of the verbs in the last three lines of the song.

Ask: **What tense are these three verbs? Are these regular or irregular verbs?**

- Read the song to the students line by line. Ask the students to repeat each line after you.

Play the song and ask the students to sing along.

4. Let's do it!

Look and write.

Students read each of the sentences in Part 4 and complete the sentences by choosing one of the past regular or irregular tense verbs in the yellow box to write in each of the blank.

The first is done as an example. You can work through this example to help your students understand the exercise. Check as a class.

buy/buys/bought
teach/teaches/taught
think/thinks/thought

在这些例子中，过去式不是加“ed”，而是动词的拼写完全改变了。

- 播放录音，让学生跟读课文。

● 练习 ●

完成句子

和学生练习本课主要词汇的三个时态，让学生们用三个动词中的每个动词的其中一种形式完成下列句子：

Sally _____ a car last week.	buys/bought
Jim _____ Steven how to write yesterday.	teaches/taught
Bob _____ he could win the game!	thinks/thought
Juju often _____ her clothes at the supermarket.	buys/bought
Lucy sometimes _____ her brother to sing songs.	teaches/taught
Xiaoxia _____ she will buy a hat.	thinks/thought
The teacher _____ the students to write a story yesterday.	teaches/taught

同伴活动

让学生找个同伴，一起用三个新动词的每个时态造句，和全班分享：

buys/bought; teaches/taught; thinks/thought
和全班分享几组学生造的句子。

3. Let's sing!

- 为学生播放歌曲。和学生一起随歌曲的节拍拍手。

教师：How many strong beats for each line? (3)

- 把歌曲的歌词写在黑板上。

让学生把歌曲中歌词重复的三行下面画上线。

让学生把歌曲最后三行中的所有动词涂上红色。

教师：What tense are these three verbs? Are these regular or irregular verbs?

- 逐行为学生朗读这首歌曲。让他们跟读。

播放歌曲，让学生跟唱。

4. Let's do it!

Look and write.

学生们逐一读第4部分的句子，从黄色方框中选择规则动词或不规则动词的过去式填空来完成句子。

第一句已经作为范例完成。教师可以以此为例帮助学生理解这个练习。全班核对答案。

When the students finish the sentences, they can write a short passage about their own Sunday.

Answers: walked, saw, ate, went, bought, taught

CHECK FOR UNDERSTANDING.....

Play a Game

Play this game with your students to check their understanding of regular and irregular verbs.

The teacher calls a verb to the students.

Students must decide if the verb is regular or irregular.

Those students who think the verb is regular, go to the right side of the room.

Those students who think the verb is irregular, go to the left side of the room.

Play “What’s Wrong?”

Play “What’s Wrong?” to practice the new past-tense verbs, and other tenses and verbs. (See “Games.”)

Play “Spelling Bee”

Play “Spelling Bee” to practice spelling any vocabulary in this unit. (See “Games.”)

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING.....

Each student must whisper one past tense verb to the teacher as he/she leaves the classroom or writes the past tense of a verb on a piece of paper.

学生们完成句子后，写一篇关于他们自己的星期天的短文。

答案：walked, saw, ate, went, bought, taught

巩固检验

做游戏

和学生们一起做这个游戏，检查他们对规则动词和不规则动词理解的程度。

教师对学生们说出一个动词。

学生必须判定它是规则动词还是不规则动词。

认为是规则动词的学生到教室的右边。

认为是不规则动词的学生到教室的左边。

做游戏 “What’s Wrong?”

做游戏 What’s Wrong? 以练习新接触的动词的过去时态、其他时态及动词。(参见“游戏”章节。)

做游戏 “Spelling Bee”

做游戏 Spelling Bee 以练习拼写本单元的任何词汇。(参见“游戏”章节。)

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

每名学生在离开教室时必须悄悄告诉老师一个动词的过去式形式，或把它写在一张纸上。

Lesson 5 A Basketball Game

Lesson 5 A Basketball Game

1 Who won?

What did you do this evening, Jenny and Li Ming?

We watched Bob play basketball!

"Did Bob's team play a game?" asks Mr. Smith.
"Yes, his team played with the Orange Team," says Jenny. "It was a very good game. Everyone played hard!"

"Who won?" asks Mr. Smith.
"Bob's team won!" says Li Ming.
"That's great!" says Mr. Smith. "Did you have fun?"
"Yes!" answers Li Ming. "We yelled for Bob's team!"

Go! Bob!

Go! Blue team!

"Does Bob play basketball every day?" asks Li Ming.
"No. He is a policeman. He plays basketball for fun on Saturday and Sunday," says Jenny.
"He played so well this evening. He is a good player," says Li Ming.



team

10

Let's do it!

1. Talk about a game you played.



What game did you play?
Where did you play the game?
When did you play the game?
Which team won?



2. Write an email.



Dear Jing,
Today, I _____

Love,
Li Ming

went bought taught watched had

11

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **game, ask, very, answer, policeman**
- Students will be able to recognize, understand and use these questions:
What did you do this evening?
Who won?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 5
- Flashcards for **team, watch, play, won, cheer, hard**
- Song **Oh, What Did You Do?** from the previous lesson
- If possible, from the Internet: History of Basketball

第5课 一场篮球比赛



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇：
game, ask, very, answer, policeman
2. 学生能够认读、理解并运用下列问句：
What did you do this evening?
Who won?

教学准备

- 第 5 课的录音带或教学光盘
- team, watch, play, won, cheer, hard 的词汇卡片
- 上节课的歌曲 Oh, What Did You Do?
- 有可能的话，上网搜索：篮球的历史

- Word-cards in a pocket panel for:
What did you do? I/We ____ (ed).
What are you doing? I/We am/are ____ing.
What are you going to do? I/We am/are going to...

CLASS OPENING

Greeting and Review

- Play the song *Oh, What Did You Do?* from last lesson as the students arrive for class.
- Play “Charades” to review occupations the students learned before: **teacher, doctor, nurse, bus driver**. After the students have guessed these occupations, add **policeman**. The students mastered these words before but they haven’t seen them for a long time. Whisper the translation for these occupations to the students acting them out, and help the class guess the occupations with lots of prompts and encouragement. You can, for example, draw blanks on the blackboard and slowly write in the letters as you sound out more and more of each occupation.
- Review past-tense, continuous-present (ing) and future-tense verbs the students have mastered with “What’s Wrong?” (See “Games.”)

Lesson Hook

Teacher: **What do you think this lesson is about? How do you know? Let’s watch a video. It will give you a clue about what this lesson is about!**

Teacher can find a video about some players playing basketball.

Discuss the video with the students.

NEW CONCEPTS

1. Who won?

•Demonstrate•

• Demonstrate **player, team** and **game** with six volunteers and a game of “Spelling Bee.” (See “Games.”) Divide the volunteers into two teams of three. Give each player a sheet of coloured paper to hold, the same colour for each team. Then describe the teams with phrases such as:

This is the ____ (colour) team.

____(name) is a player on the ____ team.

How many players does the ____ team have?

Now let’s watch the ____ and ____ teams play a game.

- Demonstrate **win** after the game is done. Point to a teams and say “You win.”
- Here’s a way to demonstrate the new phrase. Write **morning, afternoon** and **evening** across the top of the blackboard. Ask for a volunteer. Whisper to the volunteer to perform different activities under each word, starting with **morning**. Whisper activities such as **play ping-pong, skate** and **wash the dishes**. Ask the class to guess the actions. (Now it is

- 用于下列句型中的单词卡片：

What did you do? I/We ____ (ed).

What are you doing? I/We am/are ____ing.

What are you going to do? I/We am/are going to...

开始上课

问候和复习

- 学生们到达教室时播放上节课的歌曲 Oh, What Did You Do?
- 做游戏 Charades 用以复习学生在前几册中已经掌握的表示职业的词汇：teacher, doctor, nurse, bus driver 等。等学生猜出这些职业后，加上 policeman 这个词。这些词学生之前已掌握，但是他们已经很长时间没有见到过这些词了。悄悄告诉做动作的学生这些职业的汉语，并且帮助全班学生猜出这些职业名称，猜词时多多给予提示和鼓励。例如，教师可以在黑板上画出每个职业名称的空格线，逐个地读出字母并填入空格。
- 用 What's Wrong? 游戏来复习已学动词的过去时、进行时 (ing) 和将来时结构。(参见“游戏”章节。)

课文导入

教师：What do you think this lesson is about? How do you know? Let's watch a video. It will give you a clue about what this lesson is about!

教师可以找一段关于运动员在打篮球的录像。

和学生们讨论录像内容。

新概念

1. Who won?

● 演示 ●

• 找 6 名自告奋勇的学生做游戏 Spelling Bee 来演示 player, team, game。(参见“游戏”章节。)将自告奋勇的学生们分为两队，每队三人。给每名学生一张彩纸并将它举起来，每队的颜色相同。然后，用下列语句描述各队：

This is the ____ (颜色) team.

____(名字) is a player on the ____ team.

How many players does the ____ team have?

Now let's watch the ____ and ____ teams play a game.

- 比赛结束后向学生演示 win。教师指向一队并说：You win.
- 参照以下方法演示新词组。在黑板上方横排写下 morning, afternoon, evening。找一名自告奋勇的学生。悄悄地对自告奋勇的学生说出在每个词下表演的不同动作，从 morning 开始。这些动作可以是 play ping-pong, skate, wash the dishes 等。让全班学生猜动作。(Now it is morning/afternoon/evening. What is he/she doing now?) 然后，引导自

morning/afternoon/evening. What is he/she doing now?) Then lead the volunteer and the class through a dialogue such as:

Teacher: **Now it is evening. What are you doing now?**

Volunteer: **I am washing the dishes.**

Teacher: **Yes! Great! This morning, you played ping-pong. What did you do this morning?**

Volunteer: **I played ping-pong.**

Teacher: **Right! Very good! What did you do this afternoon? What did you do? Say it please, class.**

Class: **What did you do?**

Volunteer: **I skated.**

Teacher: **Very good! What are you doing now?**

Volunteer: **I am washing the dishes.**

• Tell the students to look at the pictures of page 10. In this lesson, Li Ming and Jenny watched a basketball game. When they came home, who did they tell about the basketball game?

Play the audiotape and ask the students to read along with Part 1.

Walk around the classroom and listen to the students read, assisting as necessary.

•Practice•

Word Card

Use word-cards in a pocket panel to show students how to substitute words in these three phrases: **What did you do? ____ (ed); What are you doing? ____ing; What are you going to do? I/We am/are going to ____.** Make clear comparisons among the phrases. Point to the words as you say them. Then ask for volunteers to point to the words and say them in a dialogue. You can use objects or words written on the blackboard to prompt substitutions.

Make up a Dialogue

Divide the class into small groups. Ask each group to make up a dialogue about coming home from somewhere and telling their parents where they were and what they did. Please read about making up dialogues in “Teaching Techniques.”

Role Play

Ask 3 students to read the dialogue in parts for Mr. Smith, Jenny and Li Ming. The teacher can be the narrator.

Optional

• If time permitted, share information about the history or rules of basketball or football or ping-pong with the students.

• Work in groups. Use the new vocabulary to discuss the rules of basketball today: **player, team, game, net, plays, throws, jumps, catches, runs, puts, in the net.**

Allow plenty of time for the students to have their discussion. When you feel everyone is ready, it's time for the groups to share their dialogue. Teacher can help the students if necessary.

Teaching Tip



A History of How to Play Basketball

In 1891, a Canadian named James Naismith published his rules for the game of “Basket

告奋勇的学生及全班进行如下对话:

教师: Now it is evening. What are you doing now?

自告奋勇者: I am washing the dishes.

教师: Yes! Great! This morning, you played ping-pong. What did you do this morning?

自告奋勇者: I played ping-pong.

教师: Right! Very good! What did you do this afternoon? What did you do? Say it please, class.

全班: What did you do?

自告奋勇者: I skated.

教师: Very good! What are you doing now?

自告奋勇者: I am washing the dishes.

• 让学生们看第 10 页上的图片。本课中, 李明和詹妮看了一场篮球比赛。当他们回家后, 向谁讲述了这场篮球赛?

播放录音, 让学生们跟读第 1 部分。

在教室内来回走动, 听学生读, 必要时提供帮助。

● 练习 ●

词汇卡片

利用词卡袋中的词汇卡片来向学生展示如何在以下三组句子中进行词汇替换:
What did you do? ___(ed); What are you doing? ___ing; What are you going to do? I/We am/are going to ___. 对三组句子进行比较。边说出句子边指向单词。然后找自告奋勇的学生指向这些单词并且在对话中说出这些单词。教师可以利用实物或在黑板上列出单词提示替换词汇。

编排对话

将全班学生分为若干小组。要求每组学生就关于从某地回到家里, 向父母讲述去过哪里、做过什么等内容组织对话。请参阅“教学技巧”章节关于如何编对话的说明。

角色扮演

请三名学生分别扮演史密斯先生、詹妮和李明朗读对话。教师朗读旁白。

可选活动

- 如果时间允许, 和学生们说一说有关篮球、足球或乒乓球的历史知识或比赛规则。
- 以小组为单位, 用新单词讨论今天的篮球比赛规则: player, team, game, net, plays, throws, jumps, catches, runs, puts, in the net.

给学生们足够的时间进行讨论。教师觉得大家都准备好时, 请小组成员分享他们的对话。必要时帮助学生。

教学提示



篮球打法的来历

1891 年, 一个名为 James Naismith 的加拿大人发表了他为“篮球”游戏制定

Ball." The original game was different from the one played today. Here are some of Naismith's rules from the original game of basketball that we still use today:

The ball may be thrown in any direction with one or both hands.

A player cannot run with the ball. The player must throw it from the spot on which he catches it.

A goal shall be made when the ball is thrown into the basket.

When the ball goes out of bounds, it shall be thrown into the field of play by the team who did not throw it out.

The umpire shall be the judge of the players and note the fouls and notify the referee when three consecutive fouls have been made. He shall have power to disqualify people.

The referee shall be judge of the ball and shall decide when the ball is in play, in bounds, to which side it belongs, and shall keep the time. He shall decide when a goal has been made and keep account of the baskets, with any other duties that are usually performed by a scorekeeper.

The time shall be two halves, with five minutes rest between.

The side making the most points in that time is declared the winner.

2. Let's do it!

1. Talk about a game you played.

Tell the students to turn to a shoulder partner and discuss the questions in the blue box. Pairs should be prepared to share with the rest of the class.

2. Write an email.

Tell the students that they should pretend to be Li Ming and write an email to his cousin Jing, using the words in the yellow box.

CHCECK FOR UNDERSTANDING

Ask and Answer

Spend a few minutes to check how much your students have understood their lesson today. Ask these questions:

What did Li Ming and Jenny do together this evening?

Whose team played basketball?

Was it a good game?

Who won?

What did they do after the game?

Activity Book

Give the standard command for this section of the lesson. 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! When you go home tonight, you can tell your parents how to play basketball in English!**

的规则。这个游戏最初的玩法和今天的不尽相同。下面是自篮球比赛起始沿袭至今的一些 Naismith 规则：

球可以用一只手或双手扔向任何方向。

打球者不能携球跑动，必须在接球位置把球投出去。

把球投入篮筐时就算进球了。

当球越界时，应当由没把球扔出界的一方把球扔回球场。

裁判员是运动员的法官，负责记录犯规行为，三次犯规就要通知主裁判。他有取消运动员比赛资格的权力。

主裁判是球的法官，裁定球是否在比赛进行中、在界中、属于哪一方，并负责比赛时间。他还裁定何时进球了，负责记录得分，还承担现在通常由计分员做的一些其它的责任。

比赛时间分两个半场，中间有五分钟休息时间。

在规定的比赛时间内得分最高者为赢。

2. Let's do it!

1. Talk about a game you played.

让学生和身边的伙伴讨论蓝色方框里的问题。

各组要做准备在全班面前分享他们的讨论。

2. Write an email.

让学生以李明的身份给他的表妹静写一封电子邮件，要用上黄色方框里的单词。

巩固检验

问答练习

花几分钟时间检查学生对今天的课程理解如何。问学生以下问题：

What did Li Ming and Jenny do together this evening?

Whose team played basketball?

Was it a good game?

Who won?

What did they do after the game?

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

教师：Well done students! When you go home tonight, you can tell your parents how to play basketball in English!

Lesson 6 A Famous Football Player

Lesson 6 A Famous Football Player



Story time

1

Many years ago, there was a boy from a very poor family. He liked to play football very much. But his parents couldn't buy him a football. The boy used boxes and bottles as his footballs.



2

One day, a coach saw him. He thought that the boy would be a good player. The coach gave the boy a football as a gift. From then on, the boy played football harder.



12

3

At Christmas time, the boy wanted to do something for the kind coach. He ran to the coach's home and dug a hole in front of his house. The coach asked why. The boy said, "I can't buy you a Christmas gift. But I can dig a hole for your Christmas tree." The coach was happy. He said, "This is the best Christmas gift."



4

The coach asked the boy to be a player on his football team. In 1958, the 17-year-old boy and his team won the World Cup. He was famous around the world.



5

Do you know who the boy is? He is Pele – the world famous football player!



★ Read and talk

- Why did the boy use boxes and bottles as his footballs?
- Why did the coach give him a football as a gift?
- What can you learn from Pele?



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TEACHING GOALS

1. Students will listen to and understand a simple story.
2. Students will ask and answer questions about the story.
3. Students will retell the story using their own words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 6
- Pictures and flashcards for **bottle, coach, dig/dug, hole**
- Biography of Pele to share with the students. The biography can be translated into Chinese as necessary.
- Information about China's National Football Team

第6课 一位著名的足球运动员



MY TEACHING NOTES

教学目标

1. 学生要听并理解一个简单的故事。
2. 学生要问答关于这个故事的问题。
3. 学生要用自己的话复述这个故事。

教学准备

- 第6课的录音带或教学光盘
- bottle, coach, dig/dug, hole 的图片和词汇卡片
- 和学生分享的贝利的传记，必要的话可以翻译成汉语。
- 中国国家足球队的信息

CLASS OPENING

Greeting and Review

Greet your students as they arrive for class. Give a hint of what is to come today. Tell them that they are going to read a story about a young boy who insists on his dream, and makes the success at last.

Lesson Hook

Tell the students to open their books to Lesson 6. Explain that you are going to read a story to them and as you read it, you will stop and ask questions from time to time.

NEW CONCEPTS

Story time: A Famous Football Player

This story is about a little boy from a poor family, who insists on his dream. No matter how hard the process is, his dream comes true finally. Pele lives in a poor family and his parents can't afford him a football, which Pele likes best. But Pele doesn't give up his dream. He keeps practicing with bottles instead of footballs. Later, a kind coach finds him and helps him. With hard-working and talent as well as the help of the coach, he makes success at last.

Prepare to Read

- You can use Chinese in this part of the lesson. The goal is to spark interest and to get the students talking. Treat this part as a warm-up before actually reading the story.

Ask your students to open their books to page 12. Ask your students to look at the title of the story. See if anyone can tell you what it says. Look at the other pictures on this page. Ask them who they think this story is about?

- There are some new words in this story. You can use pictures or flashcards to show to the students: **bottle, coach, dig/dug, hole**. Students needn't to master these words, but they should understand them.

Read the Story

•Talk about the pictures•

Picture 1

Who do you think the boy is in the first picture? Why is he kicking a can? What country do you think he is from? What makes you think that? Read the story.

Picture 2

Who is the man in the second picture? Why do you think he may be a coach? Why do you think he gives a ball to the boy? Read the story.

Picture 3

What is the boy doing in the third picture? Why do you think he is digging a hole? Read the story.

开始上课

问候和复习

学生到达教室时问候他们。提示今天要学的内容。告诉他們要读一篇关于一个坚持梦想的小男孩最终取得成功的故事。

课文导入

让学生把书翻到第 6 课。解释说教师要给他们读一个故事。教师会边读边时不时地停下来问一些问题。

新概念

Story time: A Famous Football Player

这个故事讲的是一个穷人家的小男孩坚持追求自己的梦想，无论过程有多艰难，他的梦想最终成为了现实。贝利生活在一个贫穷的家庭，他的父母连他最喜欢的足球都买不起。但是贝利没有放弃自己的梦想，他坚持用瓶子代替足球进行练习。后来，一位好心的教练发现了并帮助他。凭借艰苦的训练、自己的天份以及教练的帮助，他最后取得了成功。

阅读准备

- 教师在本课的这一部分可以使用汉语，目的是激发兴趣，引导学生发言，将此部分活动作为读前热身。

让学生打开书翻到第 12 页。让学生看故事的标题。看看有没有人能说出它的意思。看本页的其它图片，问学生这个故事是关于谁的？

- 本故事中有一些新单词。教师可以用图片或词汇卡片向学生们展示：bottle, coach, dig/dug, hole。学生们不必掌握这些单词，但应当理解它们。

阅读故事

● 谈论图片 ●

图 1

你认为第一幅图画中的男孩是谁？他为什么在踢一个易拉罐？你认为他来自于哪个国家？你为什么会有这样认为？读故事。

图 2

第二幅图画中的男人是谁？你为什么认为他可能是个教练？你认为他为什么把球给了这个男孩？读故事。

图 3

第三幅图画中的男孩在做什么？他为什么要挖一个洞？读故事。

Follow-up questions: Do people usually plant their Christmas trees at home? Do they do this in Canada where Jenny and Danny live? Where do people in Canada put their Christmas trees?

Picture 4

What is happening in picture 4? Why is the boy holding the trophy (translate this word into Chinese)? **Read the story.**

Picture 5

Who is the man in Picture 5? What is he telling you? Read the story.

•Listen and repeat•

Play the audiotape for the students and ask the students to choral read along!

•Group work•

Divide the class into small groups. Each group practice. Ask several students to read paragraphs of the story for the class.

After Reading

•Read and talk•

Ask the students to turn to one of their shoulder partners and talk about the questions in *Read and talk*.

•Ask and answer•

Ask these questions to see how much of the story your students can recall from memory:

What did the coach think about Pele?

How old was Pele when he won his first World Cup?

Why did Pele want to dig the hole for the coach's Christmas tree?

•Pair work (Optional)•

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

Teaching Tip



Story Map

In a story map, 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?

后续问题：人们通常在家种植圣诞树吗？在詹妮和丹尼居住的加拿大也这样做吗？加拿大人把他们的圣诞树放在哪儿？

图4

图4中发生了什么？男孩为什么拿着奖杯（记得把 trophy 这个单词翻译成汉语）？读故事。

图5

图5中的男人是谁？他正在对你说什么？读故事。

● 听录音跟读 ●

播放录音，让学生们齐声跟读！

● 小组活动 ●

把全班分成小组。每个小组进行练习。让几名学生为全班朗读故事中的段落。

读后活动

● 读并谈论 ●

让学生和身旁的伙伴，讨论 Read and talk 中的问题。

● 问答活动 ●

问下面的问题，看学生们能回忆起多少故事内容：

What did the coach think about Pele?

How old was Pele when he won his first World Cup?

Why did Pele want to dig the hole for the coach's Christmas tree?

● 同伴活动（可选）●

告诉学生们他们今天要和同伴一起做一个故事图。提醒他们故事图的各个部分。故事图的制作中可以用英语和汉语，以帮助学生理解。

教学提示



故事图

在故事图中，学生要列出这个故事的各个构成要素：

主要人物——谁是故事的主要人物？

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——遇到的必须解决的问题是什么？

事件——故事中的主要事件是什么？

解决方式——问题如何解决的？

结尾——故事怎样结束的？

故事的主题或寓意——我们能从故事中学到什么？

CHECK FOR UNDERSTANDING

- Go over Pele's biography with the students. Translate into Chinese as necessary.

Teaching Tip



Pele's Biography

Born on October 23, 1940, in Brazil, Pele grew up in poverty. Still, he developed a rudimentary talent for soccer by kicking a rolled-up sock stuffed with rags around the streets of Bauru.

Pele became a superstar with his performance in the 1958 World Cup. He played professionally in Brazil for two decades, winning three World Cups along the way, before joining the New York Cosmos late in his career. Elected as Athlete of the Century in 1999, he is a global ambassador for soccer and other humanitarian causes.

Pele is recognized by most people as the world's greatest footballer ever. He combined skill with great flair and understanding of the game, and he was invaluable to Brazil's national team.

Known as "Perola Negra" (The black pearl), Pele played in 92 matches for Brazil and scored a remarkable 77 goals.

He is the only player to have won three FIFA World Cup titles (1958, 1962, 1970).

He played for the New York Cosmos of the North American Soccer League from 1975 ~ 1977.

Over his entire career, he officially scored 1,281 goals in 1,363 matches. He played one game as a goalkeeper.

- Have a discussion about China's National Football Team. Ask the students what they know about their team. Share information with the students.

Activity Book

Give the standard command for this section of the lesson. 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 if they liked this story. Ask what they liked best about the story. Tell the students that they have done a fine job in this unit. Next class will be their Unit Review.

巩固检验

- 和学生一起重温贝利的传记，必要时翻译成汉语。

教学提示



贝利的传记

贝利于 1940 年 10 月 23 日出生在巴西，在贫穷中长大。然而，当他在包鲁的大街上踢一个用破布填充的卷起的短袜时，还是初步展现出了足球天赋。

贝利凭借他在 1958 年世界杯赛的表现成为一个足球巨星。他在巴西踢了 20 多年的专业比赛，期间赢得了三次世界杯比赛，在他职业生涯的后期加入了纽约宇宙队。1999 年，他获得了“世纪运动员”的称号，成为足球运动和其它人文事业的全球形象大使。

贝利被大部分人认定为世界上最伟大的足球明星，他把技巧和天赋以及对这项运动的深刻理解结合起来，对巴西国家队来说他可谓无价之宝。

以“Perola Negra”（黑珍珠）闻名的贝利为巴西队踢了 92 场比赛，非同凡响地进了 77 个球。

他是唯一一名三次赢得世界杯冠军的球员（1958, 1962, 1970）。

他在 1975 ~ 1977 年期间为北美足球联盟的纽约宇宙队效力。

在整个运动生涯中，他在 1363 场比赛中进了 1281 个球。在一场比赛中，他曾担任守门员。

- 以中国足球队为题进行讨论。问学生们他们对我国足球队了解多少，和学生们一起分享信息。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

问学生他们是否喜欢这个故事，他们最喜欢故事的哪个部分。告诉他们本单元学得很好，下节课是单元复习课。

Again, Please!

Again, Please!

1 Listen. Tick or cross.

2 Listen and number.

☐ Yes. Here they are!

☐ Yes. Do you have any?

☐ Two dollars.

☐ May I help you?

☐ Do you like this ball?

☐ How much is it?

☐ I want this ball.

☐ Okay. I'll buy three balls.

3 Look and write.

4 Read and write.

1. They often _____ (be)

2. There _____ (be) a ball.

3. Danny always _____

4. My father _____ (teach)

5. They _____ (watch)

5 Complete the dialogue.

John: What did you do this afternoon?

Tim: _____

John: Oh. Did the Green Team play?

Tim: _____

Everyone played hard.

John: Did you have fun?

Tim: _____

John: That's great. Which team did you like best?

Tim: _____

6 Read and write.

Yesterday morning, my friends and I went to a shop. We bought some beautiful kites. My friends and I were very happy. I like flying kites very much. I can fly a kite very easily. But it was difficult. My friends and I flew kites very high. But I couldn't fly a kite very high.

teach go
think buy

7 Read and follow the directions.

My Favourite Sport

Hello! I'm Guo Yang. I like sports very much. I like running and playing basketball. Basketball is my favourite sport. I often play basketball with my friends after school. We have two teams – the Blue Team and the Orange Team. Each team has five players. Steven and I are on the Blue Team. Li Lin is on the Orange Team. We have fun together. On Sunday, I like to watch basketball games on TV. My favourite basketball player is Yao Ming. I want to be a basketball player like him.

1. Tick or cross.

☐ a. Guo Yang likes running and swimming.

☐ b. He likes running best.

☐ c. He often plays basketball after school.

☐ d. Steven is on the Orange Team.

☐ e. On Sunday, Guo Yang likes to watch basketball games on TV.

2. Answer the questions.

a. What's Guo Yang's favourite sport?

b. How many players are there on a team?

c. Which team is Guo Yang on?

d. Which team is Li Lin on?

e. Who is Guo Yang's favourite basketball player?

8 Look and talk.

What sport do you play?
How many players are there on a team?
What's your favourite sport?
Who's your favourite player?

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.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生要完成八项练习来展示听、说、读、写各项技能。
2. 学生要为本单元取得的进步做自我评价。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

- 学生到达教室时问候他们。提醒他们今天为他们提供一个机会，让他们展示本

Remind them that today is their chance to show themselves how much they have learned so far this semester.

- Use the flashcards to review the words and structures from this unit. You do not have to review all of the new vocabulary learned in this unit, but do pick a good selection of words and phrases for review. When you feel that everyone is settled and ready, you can ask your students to open their books to page 14 and lead them through the exercises, one exercise at a time.

REVIEW

1. Listen. Tick or cross.

When everyone is ready, play the audiotape. Students should listen to the audiotape and tick each picture that is in the story or cross each picture that is not in the story for each of the six pictures in Part 1. Check as a class.

The audiotape says:

1. — **What are they doing?**
— **They are playing football.**
2. **Li Ming is catching the ball.**
3. **This is a football player.**
4. **They are playing basketball.**
5. — **Did Li Ming win?**
— **Yes, he did.**
6. **Danny is a good ping-pong player.**

Answers: 1.√ 2. X 3. X 4. X 5.√ 6. X

2. Listen and number.

Tell the students to listen to the audiotape then sequence each of the eight sentences to match the story in Part 2. Check as a class.

The audiotape says:

May I help you?

Yes. Do you have any balls?

Yes. Here they are! Do you like this ball or that ball?

I want this ball. How much is it?

Two dollars.

Okay. I'll buy three balls.

Answers: 3 2 7 1 4 6 5 8

3. Look and write.

Students should read each of the four pairs of sentences, then fill in the blanks with a word from the pink box at the bottom of Part 3. Check as a class.

Answers: 1. asked; answered 2. this; that 3. heavy; light 4. these; those

4. Read and write.

Students should read the sentences, then put the correct form of the verb in each of the blank spaces in Part 4. Check as a class.

学期到目前为止自己已经学到了多少知识。

• 用词汇卡片复习本单元的单词或句子结构。不必复习本单元的所有新单词，但一定要好好挑选其中一些单词和短语来复习。当教师觉得学生准备好时，请他们把书翻到第 14 页，带领他们做练习，一次做一个练习。

复习

1. Listen. Tick or cross.

所有学生准备好后，播放录音。学生边听边把第 1 部分的六幅图画根据是否与录音内容相符画上对勾或叉。全班核对答案。

录音内容为：

1. — What are they doing?
— They are playing football.
2. Li Ming is catching the ball.
3. This is a football player.
4. They are playing basketball.
5. — Did Li Ming win?
— Yes, he did.
6. Danny is a good ping-pong player.

答案：1. √ 2. X 3. X 4. X 5. √ 6. X

2. Listen and number.

让学生听录音，然后根据录音把第 2 题中的八个句子排序。全班核对答案。

录音内容为：

May I help you?

Yes. Do you have any balls?

Yes. Here they are! Do you like this ball or that ball?

I want this ball. How much is it?

Two dollars.

Okay. I'll buy three balls.

答案：3 2 7 1 4 6 5 8

3. Look and write.

学生要逐一读四组对话，然后从第 3 题下方的粉色方框中选词填空。全班核对答案。

答案：1. asked; answered 2. this; that 3. heavy; light 4. these; those

4. Read and write.

学生要读句子，然后把动词的正确形式填写在第 4 题的空白处。全班核对答案。

Answers: 1. buy 2. was 3. thinks 4. taught 5. watched

5. Complete the dialogue.

Complete the sentences in the dialogue in Part 5. Share with the class.

Answers: D. B. A. C.

6. Read and write.

Read the paragraph in Part 6 and fill in each of the blanks with one of the four words in the yellow box below. Check as a class.

Answers: went, bought, taught, thought

7. Read and follow the directions.

Read the story in Part 7.

In 7-1, tick the statements that are correct in the story. Put an X beside the statements that are incorrect in the story. Check as a class.

Answers: a. X b. X c. ✓ d. X e. ✓

In 7-2, answer the 5 questions in the spaces provided. Check as a class.

Answers: a. Basketball. b. Five. c. The Blue Team. d. The Orange Team. e. Yao Ming.

8. Look and talk.

Tell students to turn to a shoulder partner and talk about each of the three pictures in Part 8 by answering the questions. Several pairs can be asked to share their dialogue with the class.

9. How am I doing?

Students will be quite familiar with the format now. You can take a few minutes to review again the purpose of self-evaluation. Stress the importance of being honest with themselves when they evaluate their progress. By doing this, they will help you and themselves identify their strengths and weaknesses.

Review the criteria:

• Listening

☆☆☆ you really understand the material right away and have no troubles at all when you listen to new material;

☆☆ you are able to understand most of what you hear, but still have some difficulty;

☆ you are having problems and always need someone to help you to understand what you hear.

• Speaking

☆☆☆ you speak really well and do not have any problems pronouncing words, speaking clearly and with the proper tone;

☆☆ you speak well, but sometimes you make mistakes with words and cannot always pronounce words correctly;

☆ you often need help pronouncing words and you are not comfortable when trying to sound out new words using previously learned techniques.

• Reading

☆☆☆ you can look at the picture and read the words using the pictures as clues; you recognize and understand words already learned with no difficulty; you can read and understand the longer stories with almost no difficulty;

答案: 1. buy 2. was 3. thinks 4. taught 5. watched

5. Complete the dialogue.

完成第 5 题的对话。全班核对答案。

答案: D. B. A. C.

6. Read and write.

读第 6 题的短文, 从下面黄色方框中的四个词中选词填空。全班核对答案。

答案: went, bought, taught, thought

7. Read and follow the directions.

读第 7 题的短文。

在 7-1 中, 在正确的句子旁画对勾。在错误的句子旁画 X。全班核对答案。

答案: a. X b. X c. √ d. X e. √

在 7-2 中, 在给出的空白处回答五个问题。全班核对答案。

答案: a. Basketball. b. Five. c. The Blue Team. d. The Orange Team. e. Yao Ming.

8. Look and talk.

让学生和身边的同学谈论第 8 题的三幅图, 回答上面的问题。可以请几组学生在全班面前分享他们的对话。

9. How am I doing?

学生们现在应该很熟悉这个表格了。教师可以用几分钟再次回顾自我评价的目的。强调自我评价过程中诚实的重要性。通过这种做法, 学生可以帮助教师, 也可以明确自己的强项和弱项。

回顾评价标准:

• 听

☆☆☆ 能正确理解语言材料且在听新材料时没有任何困难;

☆☆ 能理解大部分语言材料, 但是有一些困难;

☆ 有一定困难, 需要他人帮助才能理解语言材料。

• 说

☆☆☆ 口语非常流利, 发音正确清晰, 语调正确;

☆☆ 口语流利, 但有时出现语言、语音错误;

☆ 在发音时通常需要帮助, 在运用之前学过的发音技巧读新单词时有困难。

• 读

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

- ☆☆ you can look at the picture and read most of the words, but still have some difficulties with longer words; you can read shorter stories, but longer stories with bigger words still give you some trouble;
- ☆ you need some help when reading short stories even with pictures to help you.

● **Writing**

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

Ask students to fill in the self-evaluation chart. Discuss how the students see their progression with each student as you walk around the room.

CLASS CLOSING

Teacher: **Many players on sports teams give each other a high five for a job well done! As you leave the class today, I want each of you to gently give me a high five for a job well done!**

Teaching Tip



High Five

A high five occurs when two people hold up their right or their left hands and clap them together. A high five is a way of saying **Job well done!!!** to another person.

- ☆☆ 能看图读出大部分文字，但对于较长的单词仍有困难。能够阅读较短的故事，但是阅读包含较难单词的较长的故事仍有困难；
- ☆ 在阅读短故事时，即便配有图片，仍需要帮助。

• 写

- ☆☆☆ 能够正确书写单词和字母，在书写时能运用想象力；书写清楚，字母书写规范，容易辨认；
- ☆☆ 能独立正确书写大部分单词和字母，大部分情况下书写清楚易辨认，字母书写基本规范；
- ☆ 能正确书写部分单词和字母，但是仍需要同学和教师的许多帮助。

让学生填写自我评价表。教师边在教室里来回走动，边和每个学生讨论如何发现了自己的进步。

结束课堂教学

教师：Many players on sports teams give each other a high five for a job well done! As you leave the class today, I want each of you to gently give me a high five for a job well done!

教学提示



击掌

两个人分别举起各自的右手或左手相击，这就是“击掌”。这是对另一个人表示“做得好！”的一种表达方式。

Unit 2

Good Health to You!



General Goals for Unit 2

This unit is all about health. It provides the students with a lot of good information about eating well, personal hygiene, exercise and hard work.

By the end of the unit, your students should be able to talk about health using a variety of English words.

They should understand and be able to tell you why eating well, hygiene, exercise and hard work are important all during one's life.

Specific Goals for Unit 2

Knowledge and Skills

1. Students will be able to do the following:
 - Talk about health and how to be healthy;
 - Talk about various forms of exercise;
 - List their favourite foods and how often they eat them.
2. Students will be able to aurally understand, orally use, recognize and spell the following words:

healthy, strong, bad, high

before, after, next, often

exercise, minute, hour

3. Students will be able to recognize, understand and use these questions:

How often did he/she have breakfast last week?

What do you do before breakfast?

How often do you eat...?

How many minutes does Danny exercise?

第2单元

祝你身体健康!



第二单元总目标

这单元是关于健康的话题，为学生提供了许多有关健康饮食、个人卫生、锻炼和努力工作的有益信息。

本单元结束时，学生应该能用许多英语词汇谈论有关健康的话题。

学生应该能理解并能说出为什么健康饮食、卫生、锻炼及努力工作在人的一生中很重要。

第二单元具体目标

知识与技能目标

1. 学生要能够做如下事情：
 - 谈论健康和如何保持身体健康；
 - 谈论各种各样的锻炼形式；
 - 列举他们最喜爱的食物及他们吃这些食物的频率。
2. 学生能够听懂、会说、认读并书写下列词汇：
healthy, strong, bad, high
before, after, next, often
exercise, minute, hour
3. 学生能够认读、理解并运用下列问句：
How often did he/she have breakfast last week?
What do you do before breakfast?
How often do you eat...?
How many minutes does Danny exercise?

How many minutes do you walk?

Do you help your family?

What else do you do at home?

4. Students will be able to understand the story *Helen Keller* with the aid of pictures and teacher support.

5. Students will be able to sing the song in this unit:

Everyone, Everyone, Reach up High!

Learning Strategies

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

- To actively use English to communicate with others in and out of class;
- To establish relations among relevant knowledge by way of observation;
- To take active roles in collaborating with classmates to accomplish the task together;
- To show initiative by reading English stories and other related reading materials;
- To pay attention to simplified English used in daily activities and in media;
- To use dictionaries and other resources to assist and enhance learning English.

Affect and Attitude

Students are expected:

- To participate actively in classroom activities;
- To take initiatives to cooperate with others in group activities;
- To seek help from others when having problems in the course of learning English.

Cultural Awareness

- Students will be able to compare and contrast the way people take care of their health in Canada with what is done in China.
- Students will gain knowledge about the importance of proper hygiene and diet for a good and healthy life.
- Students will gain an appreciation for the way hard work and helping others go hand in hand in creating and maintaining strong healthy cultures.

Resources Teachers Need for Unit 2

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

- Audiotapes or multimedia CD for lessons 7~12
- Your large vocabulary cards for **meat, fish, fruit, vegetables, milk, juice, noodles, rice, cake** and **dumplings** prepared with pictures for each card. You can draw pictures or cut pictures out of magazines.
- An English calendar
- A big clock with a minute hand. You can make one if you can’t find one.
- A puppet

How many minutes do you walk?

Do you help your family?

What else do you do at home?

4. 学生能够在图片及教师的帮助下理解故事 Helen Keller。

5. 学生会唱本单元的歌曲：

Everyone, Everyone, Reach up High!

学习策略目标

学生将继续发展和运用以下基本的学习策略：

- 课上课下积极利用英语和他人交流；
- 通过观察在相关事物间建立联系；
- 积极与同学合作，共同完成任务；
- 尝试阅读英语故事及其他英语课外读物；
- 注意观察生活或媒体中使用的简单英语；
- 能初步借助简单的工具书及其他资源学习英语。

情感态度目标

要求学生做到如下方面：

- 积极参与各种课堂活动；
- 在小组活动中能与其他同学积极配合和合作；
- 遇到困难时能大胆求助。

文化意识目标

- 学生能够比较、对比出在加拿大和在中国，人们对于保持健康生活方式的不同做法。
- 学生能够获知良好的卫生及饮食习惯对于健康生活的重要性。
- 学生能够理解努力工作及帮助别人对于建立和保持健康文化同样密不可分。

第二单元所需教具

（关于教师准备所需教具的建议，请参阅本书末“手偶、张贴画及其他”章节。）

- 第 7~12 课的录音带或教学光盘
- 配有图画 的 关于 meat, fish, fruit, vegetables, milk, juice, noodles, rice, cake 和 dumplings 等的大词汇卡片。教师可以自己画，或者从杂志中剪出这些图片。
- 一本英文日历
- 一只带有分针的钟表。如果找不到这样的钟表，教师可以自己制作。
- 一个手偶

Lesson 7 Always Have Breakfast!

Lesson 7 Always Have Breakfast!

1 Healthy and strong

Everyone wants to be healthy and strong. How can we be healthy and strong?



First, always have breakfast. It's good for you!

How often did Danny and Kim have breakfast last week?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Danny had breakfast once last week. When did he have breakfast?

At about 7:30 on Tuesday morning.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Kim had breakfast six times last week. Good work, Kim!

Do you always have breakfast, Li Ming?

Great!



Yes, I always have breakfast!

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Let's do it!

1. Write and say.

Are you healthy and strong? Talk with your friends.



Name: Wang Hong
Height: 1.45 m
Weight: 38 kg
I'm healthy and strong.



Name: _____
Height: _____ m
Weight: _____ kg
I'm _____.

2. Talk and write.

Do you always have breakfast?

You should have breakfast every day.



How often do you eat fruit?

Vegetables are good for you.

How often do you eat vegetables?

Fruit is good for you.



How often do you play sports?

Play sports every day.



Be healthy and strong.

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **healthy, strong**
- Students will be able to recognize, understand and use the following expressions:
How often did he/she have breakfast last week?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 7
- Flashcards and pictures for **healthy, strong**
- A puppet
- Chart paper

第7课 坚持吃早餐!



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: healthy, strong
2. 学生能够认读、理解并运用下列表达法:
How often did he/she have breakfast last week?

教学准备

- 第7课的录音带或教学光盘
- healthy, strong 的词汇卡片和图卡
- 一只手偶
- 图表纸

CLASS OPENING

Greeting and Review

• Ask the students what they remember from the last unit. Help them to recall with questions such as:

What was the main focus of the last unit?

What famous football player did we learn about?

What sports did Danny learn? Was he any good at playing these sports?

• Review adverbs of frequency and days of the week with “Never Never.” (See “Games.”)

Lesson Hook

Tell the students to look at the cover page for Unit 2.

Teacher: **Can you guess what this unit is going to be about?**

Have a discussion with the students about what Good Health to You means.

NEW CONCEPTS

1. Healthy and strong

●Demonstrate●

• Use puppets to role-play **healthy** and **strong**. Use actions and facial expressions as you lead a dialogue such as:

Puppet: (*Happy, energetic.*) **I feel healthy! Healthy. Say it, please, class.**

Class: **Healthy.**

Puppet: (*Try to lift a book.*) **This book is heavy, but I am strong. I can lift it. (Lift the book.) There! I am strong!**

• Here is a way to introduce **How often do you ____? ____ times a week.** Draw boxes for each day of the week in a row on the blackboard. Write the days in the boxes in order starting with Sunday. Say a sentence such as **I sometimes (often) wash the dishes.** Put check marks in at least two days of the week. Then ask and answer your own question: **How often do I wash the dishes? Two (or more) times a week.** Repeat this with volunteers. If a volunteer puts a check mark in only one box, introduce the expression **once a week.**

So the students can understand **How often did he/she have breakfast last week?** Here, “did” is the past tense of “do.”

• Play the audiotape as the students follow along in their student books. Play it again, this time ask your students to read aloud along with the audiotape.

●Practice●

Work in Pairs

Reread the story with the students. Then ask pairs to reread the story together.

开始上课

问候和复习

- 问学生对于上一单元的内容他们记得哪些。可以利用以下问题帮助学生回忆：
What was the main focus of the last unit?
What famous football player did we learn about?
What sports did Danny learn? Was he any good at playing these sports?
- 用 Never Never 游戏来复习频度副词和星期的名称。(参见“游戏”章节。)

课文导入

告诉学生看第2单元的单元页。

教师：Can you guess what this unit is going to be about?

和学生一起讨论单元标题 Good Health to You 的意义。

新概念

1. Healthy and strong

● 演示 ●

• 利用手偶表演 healthy 和 strong。利用形体动作和面部表情，引导学生进行如下对话：

手偶：(高兴的，精力旺盛的。) I feel healthy! Healthy. Say it, please, class.

全班：Healthy.

手偶：(努力举起一本书。) This book is too heavy, but I am strong. I can lift it. (举起书。) There! I'm strong!

• 教师可用以下方法介绍句子：How often do you ____? ____ times a week. 在黑板上横排画一行方格，代表星期中的每一天。从星期天开始依次在每个方格里写上星期名称。教师说出一个句子，例如：I sometimes (often) wash the dishes. 在一周的至少两天上画上对号。然后自问自答：How often do I wash the dishes? Two(或更多) times a week. 和自告奋勇的学生一起重复对话。如果有自告奋勇的学生仅在一个方格里画了对号，介绍表达法 once a week。

因此，学生能够理解 How often did he/she have breakfast last week? 在这里，did 是 do 的过去式。

• 播放录音，让学生看书跟读。再次播放录音，这次让学生跟随录音一起大声读。

● 练习 ●

两人活动

和学生一起再读课文。然后让两人小组一起重读课文。

Make a Chart

Put a chart on the board, similar to the one used in the Student Book. The chart will show how often some students in the class had breakfast over the past week.

Ask six students to come up and fill in their information on the chart. Help them fill in their part of the chart while the rest of the class look on.

Here is what the chart can look like:

Our Breakfast Chart

- Student name
- Number of times he/she had breakfast
- Which days of the week he/she had breakfast
- What time it was when he/she had breakfast

You can make the chart simple or take the time to draw clocks and even ask the students filling in the chart to make a small picture of themselves.

Discuss the chart with the students by asking the following questions:

Who had the most breakfasts?

Who had the least breakfasts?

Who needs to eat more breakfasts?

2. Let's do it!

1. Write and say.

Tell the students to work with a partner to read Part 2 together.

Students can complete the blue square in Part 2 by a.) drawing a picture of themselves in the square provided, b.) filling in the information requested following the model of Wang Hong in the pink square above.

2. Talk and write.

Ask students to read the organizer in Part 2-2 and then answer the four questions where space is provided. Check as a class.

CHECK FOR UNDERSTANDING

Play: Draw It!

The teacher draws his/her favourite food on the board.

Students must guess what it is.

The student who guesses correctly gets to draw his/her favourite food on the board.

Students guess what the food is. When a student guesses correctly, he/she comes forward and becomes the one to draw the food.

Ask and Answer

Ask these questions to check understanding:

How often should you have breakfast?

Which is good for you? Vegetables or fruit?

If you play sports every day you will be...?

制作图表

在黑板上挂起一幅和教科书类似的图表，这幅图表将显示上周班里的一些学生吃了几次早餐。

叫六名学生到前面来，在图表上填写自己的信息。教师可以帮助这些学生，班上其他学生一起观看。

图表可以参照以下形式：

Our Breakfast Chart

- Student name
- Number of times he/she had breakfast
- Which days of the week he/she had breakfast
- What time it was when he/she had breakfast

教师可以使图表简单一些，或者花时间画钟表，甚至可以让学生在填写图表信息时画出自己的小图片。

教师可以提问下列问题和学生一起讨论图表：

Who had the most breakfasts?

Who had the least breakfasts?

Who needs to eat more breakfasts?

2. Let's do it!

1. Write and say.

告诉学生和同伴一起读第 2 部分。

学生可以完成第 2 部分的蓝色方框：a.) 在方框处画上自己的图片，b.) 参照上面粉色方框里王红的信息完成图框。

2. Talk and write.

让学生读第 2 部分的文字，然后回答带有空线的四个问题。全班核对答案。

巩固检验

游戏：画一画

教师在黑板上画他 / 她最喜欢的食物。

学生要猜出它是什么。

猜对的学生可以在黑板上画自己最喜欢的食物。

其他学生猜是什么食物。当一名学生猜对时，可以上前画自己最喜欢的食物。

问答练习

问下列问题检查学生的理解程度：

How often should you have breakfast?

Which is good for you? Vegetables or fruit?

If you play sports every day you will be...?

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

.....

Tell the students they must whisper their favourite food to you as they leave the classroom today.

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

告诉学生今天离开教室时他们必须悄悄告诉教师他们最喜欢的食物。

Lesson 8 Always Brush Your Teeth!

Lesson 8 Always Brush Your Teeth!

1 Before and after

Li Ming has breakfast at 7:00 in the morning. Before breakfast, he washes his hands and brushes his teeth. After breakfast, he goes to school.



Danny never brushes his teeth after dinner. That's bad for his teeth.



2 Jenny's week

Jenny goes to school five times a week, from Monday to Friday. She gets up at 7:00 in the morning. First, she washes her hands and face, and then she brushes her teeth. Next, she has breakfast. Then she goes to school. She works hard at school. Saturday and Sunday are different. Jenny doesn't go to school on those days.



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Let's do it!

1. Look and say. Then talk about your Monday morning.

After math class, Steven has Chinese class.
Before music class, Steven has English class.



Steven's Monday Morning	
Math class	8:00 a.m.
Chinese class	8:50 a.m.
English class	10:00 a.m.
Music class	10:50 a.m.

2. Look and write.



Jenny gets up at 7:00.



First, she _____ and _____



Next, she _____ Then she _____

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **before, after, bad, next**
- Students will be able to recognize, understand and use the following question:
What do you do before breakfast?
I brush my teeth.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 8
- Flashcards for **before, after, wash hands/face, brush teeth**
- Some songs about brushing teeth, washing hands or other good habits. You can find some from the internet.

第8课 天天刷牙!



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: before, after, bad, next
2. 学生能够认读、理解并运用下列表达法:
What do you do before breakfast?
I brush my teeth.

教学准备

- 第 8 课的录音带或教学光盘
- before, after, wash hands/face, brush teeth 的词汇卡片
- 几首关于刷牙、洗手及其他好习惯的歌曲。教师可以从网上搜索。

CLASS OPENING

Greeting and Review

- Greet your students as they arrive for class and settle into their seats. You can find some songs about brushing teeth or washing face from the internet. Play the songs as they are arriving.
- When everyone has settled into their seats, review what they know about health from the last lesson. Your students should be able to tell you that it is very important to have a good breakfast if you want to be healthy and strong. Some students might tell you that Danny did not eat breakfast very often.

Ask these questions for review:

Does Li Ming eat breakfast every day?

What is a good time to have breakfast?

Ask for examples of fruit and vegetables.

Ask for examples of sports.

Lesson Hook

Tell the students to open their student books to Lesson 8.

Teacher: **Who can guess what this lesson is about?**

NEW CONCEPTS

1. Before and after

•Demonstrate•

- The students should be familiar with **teeth**, **face**, and **brush** from seeing and using these words in book 3. Demonstrate the words with your own teeth and face, and with a toothbrush (for “brush your teeth”).
- There are many ways to teach **before** and **after**. You can write numbers, from 1 to 10 on the blackboard. Circle a number (6 for example). Now, physically show that you are talking about all of the numbers **before** 6. Say: 1, 2, 3, 4, 5. These are all before 6. Do the same thing for the numbers above 6. Show with gestures which numbers you mean, point to 6, show that you mean 7, 8, 9, 10 and say: These are all **after** 6.

Try various ways until you feel your students get this concept. When they understand one of the words, it should be easy for them to understand its opposite.

Ask the students the following questions to practice **before** and **after**:

Do you eat breakfast before bed time?

Do you go to school after breakfast?

Do you brush your teeth before breakfast?

Do you brush your teeth after school?

Think of more ways to ask the students questions using **before** and **after**.

- Note the word **bad** in this part. It’s the opposite word of **good**.
- Play the audiotape. Ask the students to follow along silently. Play the audiotape again. Ask the students to read along.

开始上课

问候和复习

- 学生进教室就座过程中问候他们。教师可以在网上找几首关于刷牙、洗脸的歌曲。在学生进教室时播放歌曲。

- 当每个人都坐好后，复习上节课学的有关健康的知识。学生应该能够说出，如果想健康强壮，吃好早餐是非常重要的。一些学生也许会告诉教师，丹尼不常吃早餐。

可以问以下问题进行复习：

Does Li Ming eat breakfast every day?

What is a good time to have breakfast?

Ask for examples of fruit and vegetables.

Ask for examples of sports.

课文导入

告诉学生打开课本第 8 课。

教师：Who can guess what this lesson is about?

新概念

1. Before and after

● 演示 ●

- 学生对单词 **teeth**, **face** 和 **brush** 并不陌生，他们在四年级上册已经见到并且使用过这些单词。教师用自己的牙齿和脸来演示 **teeth**, **face**, 用一把牙刷来演示 **brush your teeth** 的动作。

- 教授单词 **before** 和 **after** 的方式有很多。教师可以在黑板上写数字 1~10。圈一个数字（比如 6）。现在，指着所有 6 之前的数字，说：1, 2, 3, 4, 5。这些都是 6 之前的数字。用同样的方法展示 6 以后的数字。用手势说明教师指的是哪些数字。指向 6，展示 7, 8, 9, 10，然后说：这些都是 6 之后的数字。

尝试各种方法直到教师感到学生理解了这一概念。当学生理解其中一个词汇，对他们来说理解它的反义词就很容易了。

问学生下列问题练习 **before** 和 **after**：

Do you eat breakfast before bed time?

Do you go to school after breakfast?

Do you brush your teeth before breakfast?

Do you brush your teeth after school?

考虑用更多的方法使用 **before** 和 **after** 问学生问题。

- 注意这一部分的词汇 **bad**，它是 **good** 的反义词。

- 播放录音，让学生跟着默读。再次播放录音，让学生跟读。

●Practice●

Play a Game

Play “Before and After.” (See “Games” at the back of the guide.)

2. Jenny’s week

●Demonstrate●

• There are some words in this part: **first, next, then**. They have some time difference in meaning. If necessary, use some Chinese to explain these words.

• Ask a volunteer to come forward. Write this dialogue on the blackboard:

Teacher: **What do you do before breakfast?**

Student: **I wash my face.**

Teacher: **Why?**

Student: **It is good for my health.**

You and the student practice saying the dialogue. Take plenty of time, helping the volunteer (to encourage volunteering and to help everyone in the class learn these new concepts).

• Play the audiotope. Ask the students to read along. Play it 2~3 times to ensure every student has a chance to be successful with their English reading.

●Practice●

Play a Game

Play “Mother, May I?” to review **brush your teeth, wash your face** and other vocabulary (**take a shower, wash your hands, wash the dishes**).

Make up a Dialogue

Lead the class together to make a dialogue using **first, next, and then**.

Optional

Teaching Tip



Acrostic Poem

An acrostic poem is one where the first letter of each line spells out a word, name or phrase when read vertically.

Ask students to make an acrostic poem in English with a partner, using the word **tooth**. Write this example on the blackboard and use it to teach how to make an acrostic poem:

Two boys
open mouths
often to brush
their teeth &
happy teeth!

See if the students can get creative with their words!

Let the students use an English dictionary to help them with the language if necessary!

Ask the students to illustrate their poems when they are done writing.

● 练习 ●

做游戏

做游戏 Before and After。(参见本书后的“游戏”章节。)

2. Jenny's week

● 演示 ●

• 这部分出现了几个词：first, next, then, 表示不同的时间概念。如必要，用汉语解释这些词汇。

• 叫一名自告奋勇的学生到前面来。在黑板上写这个对话：

教师：What do you do before breakfast?

学生：I wash my face.

教师：Why?

学生：It is good for my health.

教师和学生练习这个对话。用足够的时间帮助这位自告奋勇的学生（如此可以鼓励学生参与，并有助于全班学生学会这些新概念）。

• 播放录音，让学生跟读。播放两三遍，确保每位学生能顺利读完这一部分。

● 练习 ●

做游戏

做游戏 Mother, May I? 用以复习词组 brush your teeth, wash your face 及其他词组 (take a shower, wash your hands, wash the dishes 等)。

编排对话

引导全班一起利用 first, next 和 then 编排对话。

可选活动

教学提示



藏头诗

藏头诗是指诗中每一行的第一个字母竖直读起来可以拼成一个单词、名字或短语。

让学生用 tooth 这个单词和同伴一起作一首英文藏头诗。把下面的例子写在黑板上，用它教学生怎样作藏头诗：

Two boys
open mouths
often to brush
their teeth &
happy teeth!

看学生是否能创作出自己的诗！

如果必要可以让学生用字典帮助自己！

告诉学生完成诗之后可以为此配插图。

Ask several pairs to share their acrostic poems with the rest of the class.
Put the poems up on the Sharing Wall.

3. Let's do it!

1. Look and say. Then talk about your Monday morning.

Tell the students to read the chart together as a class. And talk about the chart using **before** and **after**.

Then ask the students to make their own chart for Monday morning modelling after Steven's chart. Students can share their chart with a shoulder partner when they are done.

2. Look and write.

Tell the students to look at the first picture. It says: **Jenny gets up at 7:00.**

Then ask the students to complete the following two sentences by looking at the pictures of Jenny and filling in the spaces provided to show the sequence of Jenny's day. Check as a class.

Answers: First, she washes her face and brushes her teeth.

Next, she has breakfast. Then she goes to school.

CHECK FOR UNDERSTANDING

Ask your students:

What should you do before breakfast?

Does Danny brush his teeth after dinner?

Why does Jenny brush her teeth?

Do you wake up after you go to school?

What do you do before you go to bed?

Activity Book

Give the standard command for this section of the lesson. 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 room. Remind them all to brush their teeth in the morning, and to wash their hands and face. You should play some songs about brushing teeth as the students leave the class.

叫几组学生和全班一起分享他们的诗作。
将这些诗贴在分享墙上。

3. Let's do it!

1. Look and say. Then talk about your Monday morning.

告诉学生全班一起读图表，用 *before, after* 谈论图表。

然后让学生模仿史蒂文的表格，制作他们自己关于星期一上午的表格。学生完成后可以同伴分享。

2. Look and write.

让学生看第 1 幅图。上面写着：Jenny gets up at 7:00.

然后让学生看图完成下面两句话，这些图显示了詹妮一天所做事物的先后顺序。
全班核对答案。

答案：First, she washes her face and brushes her teeth.

Next, she has breakfast. Then she goes to school.

巩固检验

问学生：

What should you do before breakfast?

Does Danny brush his teeth after dinner?

Why does Jenny brush her teeth?

Do you wake up after you go to school?

What do you do before you go to bed?

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

学生离开教室时和他们告别。提醒学生早晨要刷牙、洗手、洗脸。教师可以在学生离开时播放一些关于刷牙的歌曲。

Lesson 9 Eat More Vegetables and Fruit!

Lesson 9 Eat More Vegetables and Fruit!

Let's get to work!

How often does Danny eat vegetables and fruit? Let's see.

1 Danny, how often do you eat vegetables?

I don't like vegetables very much. I eat potatoes and tomatoes about twice a week.

2 How often do you eat fruit?

Three times a week!

3 How often do you eat donuts?

Twice a day! After lunch and after dinner.

4 Danny, you need to eat more vegetables and fruit. They're good for you!

How often does Danny eat...?			
	day	week	year
vegetables	—	2	104
fruit	—	3	156
donuts	2	14	730

Thank you, Mr. Wood. I think I need to eat more vegetables and fruit. An apple a day keeps the doctor away!

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Let's do it!

Talk and write.



What do you like to eat?
What's your favourite food?

How often do you eat vegetables?

How often do you eat...?				
	vegetables	fruit	meat	...
me				
my friend				
...				

noodles juice fish apple bread egg ice cream
orange fruit rice cake chicken meat vegetables

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **often**
- Students will be able to recognize, understand and use this question:
How often do you eat ____?
_____ times a ____.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 9
- Your large vocabulary cards for **meat, fish, fruit, vegetables, milk, juice, noodles, rice, cake** and **dumplings** prepared with pictures for each card. You can draw pictures or cut pictures out of magazines.
- Chart paper

第9课 吃更多的蔬菜和水果!



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: often
2. 学生能够认读、理解并运用下列表达法:

How often do you eat _____?
_____ times a _____.

教学准备

- 第9课的录音带或教学光盘
- 配有图画的关于 meat, fish, fruit, vegetables, milk, juice, noodles, rice, cake 和 dumplings 等的大词汇卡片。教师可以自己画, 或者从杂志中剪出这些图片。
- 图表纸

CLASS OPENING

Greeting and Review

- Play “Simon Says” to review **brush your teeth, wash your face** and other vocabulary (**take a shower, wash your hands, wash the dishes**).
- Review **before** and **after**. Ask questions such as:
What did you do before you came to school?
What class do you have after this class?

Lesson Hook

Tell the students to open their books to Lesson 9 on page 24.

Direct your students to the four pictures and ask what they think Mr. Wood is talking about with Danny. Does the chart give you a clue? Explain what is in the chart and see if this helps them to guess what the topic of discussion is.

NEW CONCEPTS

1. Let's get to work!

●Demonstrate●

- Choose a drill to practice the foods the students have learned before: **meat, fish, fruit, vegetables, milk, juice, potatoes, tomatoes, donuts, rice, noodles** and **dumplings**.
- Play “Never Never” to review adverbs of frequency. Use phrases from, or related to, this unit: **brush your teeth, eat fruit, play sports**. After each volunteer completes a turn, ask **How often do you...?** and help the student make the correct response.
- Play the audiotope as the students follow along in their student books.
- Reread the story with the students. The teacher can read Mr. Wood's part. A volunteer student can read Danny's part.

●Practice●

Work in Pairs

Ask pairs to reread the story in parts. They can do this twice reversing parts.

Make a Chart

Put a chart on the board similar to the one at the bottom of Part 1.

Ask each student to come up and put how often he or she eats vegetables and fruit on the chart.

2. Let's do it!

Talk and write.

Discuss the chart on page 25 with the students by asking them the following questions:

开始上课

问候和复习

• 做游戏 Simon Says 用以复习词组 brush your teeth, wash your face 及其他词组 (take a shower, wash your hands, wash the dishes 等)。

• 复习 before 和 after。问下列问题：

What did you do before you came to school?

What class do you have after this class?

课文导入

告诉学生打开教科书第 24 页第 9 课。

指导学生看这四幅图，问他们认为伍德老师和丹尼正在谈论什么。这个图表能提供一些线索吗？向学生解释图表中的内容，看这样是否有助于学生猜测正在谈论的是什么话题。

新概念

1. Let's get to work!

● 演示 ●

• 选择一种操练方式来练习学生们已经学过的食物类词汇：meat, fish, fruit, vegetables, milk, juice, potatoes, tomatoes, donuts, rice, noodles 和 dumplings 等。

• 做游戏 Never Never 复习频度副词。使用本单元中或与本单元相关的词组：brush your teeth, eat fruit, play sports 等。当每名自告奋勇的学生完成一轮后，教师提问：How often do you...? 并且帮助学生做出正确的回答。

• 播放录音，让学生看书跟读。

• 和学生一起重读课文。教师可以读伍德老师的话，一名自告奋勇的学生读丹尼的话。

● 练习 ●

两人活动

让学生两人一组分角色重读课文。学生可以交换角色再读一次。

制作图表

在黑板上挂一幅类似课文第 1 部分下面的那种图表。

让每名学生上前填上自己吃蔬菜和水果的频率。

2. Let's do it!

Talk and write.

问学生下面的问题，一起讨论 25 页下面的图表：

What do you like to eat?
What's your favourite food?
How often do you eat vegetables?

...

Students can then turn to a shoulder partner and ask these questions. They can record what each of their shoulder partners chooses as an answer to each of the questions on a recording sheet.

CHECK FOR UNDERSTANDING

Divid the class into small groups. Ask each group to make a dialogue like Mr. Wood and Danny in Part 1.

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Tell the students they must whisper their favourite vegetables to you as they leave the classroom today.

What do you like to eat?
What's your favourite food?
How often do you eat vegetables?
...

学生可以和同伴一起问答这些问题。记录下每一名同伴的回答，填写到表格中。

巩固检验

将全班分成若干小组。每组可以参照第 1 部分伍德老师和丹尼的对话编排对话。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

告诉学生今天离开教室时必须悄悄告诉教师他们最喜欢的蔬菜。

Lesson 10 Exercise

Lesson 10 Exercise

1 What is exercise?



Riding a bike is exercise.



Walking is exercise.



Playing ping-pong is exercise.



Running is exercise.

Exercise helps make your body healthy and strong.

2 How many minutes does Danny exercise?

1

How often do you exercise, Danny?

I walk to school in the morning, and I walk home after school.

2

That's twice a day. How many minutes do you walk?

About five minutes.

3

I think you need about an hour of exercise a day, Danny!

Okay! I'm going to watch more sports on TV!

No, Danny! You have to play sports for exercise!

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Let's do it!

Read and write.

Exercise helps make our bodies healthy and strong. I run for 20 minutes every morning. Ping-pong is my favourite sport. I play ping-pong three times a week. That's an hour and a half a week. I play basketball twice a week. That's two hours of exercise a week. How many minutes do I exercise a week?

exercise			
How often?	every day		
How many minutes (a week)?			120

I exercise _____ minutes a week.

I'm healthy and strong.

How about you?



I _____

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **exercise, minute, hour**
- Students will be able to recognize, understand and use these questions:
How many minutes does Danny exercise?
How many minutes do you...?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 10
- Flashcards for **exercise, minute, hour, riding, walking, running, playing**
- A big clock with a minute hand. You can make one if you can't find one.
- Chart paper for brainstorming chart and LEA Stories

第10课 体育锻炼



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: exercise, minute, hour
2. 学生能够认读、理解并运用下列表达法:
How many minutes does Danny exercise?
How many minutes do you...?

教学准备

- 第 10 课的录音带或教学光盘
- exercise, minute, hour, riding, walking, running, playing 的词汇卡片
- 一只带有分针的钟表。如果找不到这样的钟表, 教师可以自己制作。
- 自由讨论图表和“语言经验教学法”故事图表

CLASS OPENING

Greeting and Review

• Greet your students as they arrive for class. Say things such as: **Did you have a good breakfast this morning?**

• Play “What Time Is It?” to review how to say times.

• Play “Simon Says” to review actions and phrases such as **ride a bike, play ping-pong, run, jump and walk.**

Lesson Hook

Teacher: **This lesson is about another very important thing that we must do if we want to have good health.**

Exercise is great. It makes us healthy. Let’s learn how to talk about exercise.

NEW CONCEPTS

1. What is exercise?

●Demonstrate●

• Demonstrate **exercise** with volunteers. Ask for four or five volunteers. Ask each volunteer (in a whisper!) to perform an action (use the actions recommended for “Simon Says,” above.) As each volunteer performs his or her action, ask the class to guess what he or she is doing. Then ask all the volunteers to perform their actions at the same time and lead a dialogue such as:

Teacher: **Look! They are exercising!** (*Point to each volunteer.*) **Riding a bike is exercise.**

Walking is exercise. Running is exercise. What else is exercise? (*Point to the next volunteer.*) **___ing is...**

Class: **...exercise.**

Teacher: **Right!** (*Point to the final volunteer.*) **And ___ing is...**

Class: **...exercise.**

Teacher: **Very good!**

• Note that the verb-ing form in this part.

●Practice●

Make a Chart

Using a chart, brainstorm with the students: **What do you do for exercise?**

Write the topic in the centre of the page then web suggestions outwards as students give you their answers. Some suggestions include:

riding a bike, walking, running, playing football,

playing ping-pong, dancing, doing tai chi, climbing stairs

See what innovative ideas your students can come up with!!!

开始上课

问候和复习

- 学生进教室时问候他们，可以用以下问候语：Did you have a good breakfast this morning?
- 做游戏 What Time Is It? 用以复习怎样表达时间。
- 做游戏 Simon Says 来复习表示动作的词汇和短语，如 ride a bike, play ping-pong, run, jump, walk 等。

课文导入

教师：This lesson is about another very important thing that we must do if we want to have good health.

Exercise is great. It makes us healthy. Let's learn how to talk about exercise.

新概念

1. What is exercise?

● 演示 ●

• 与四到五名自告奋勇的学生一起演示 exercise。让每名自告奋勇的学生（悄声地告诉他们！）表演一种动作（用上述做“Simon Says”游戏时的动作）。当每名自告奋勇的学生表演各自的动作时，让全班其他学生猜他（她）在做什么。然后要求所有自告奋勇的学生表演他们各自的动作，同时，引导学生进行如下对话：

教师：Look! They are exercising!（指着每名自告奋勇者）Riding a bike is exercise. Walking is exercise. Running is exercise. What else is exercise?（指着下一名自告奋勇者）___ing is...

全班：...exercise.

教师：Right!（指着最后一名自告奋勇者）And ___ing is...

全班：...exercise.

教师：Very good!

- 注意这一部分的动词 -ing 形式。

● 练习 ●

制作图表

利用图表，和学生一起自由讨论：What do you do for exercise?

在图表的中心写标题，然后向外网状书写学生的建议。一些建议如下：

riding a bike, walking, running, playing football,

playing ping-pong, dancing, doing tai chi, climbing stairs

看学生有哪些新颖的想法！

2. How many minutes does Danny exercise?

●Demonstrate●

- Demonstrate **minute** and **hour** with a big clock.
- Go through Part 2 with the students.

Picture 1: **What do you think Mr. Wood is asking Danny?** Play the audiotape.

Picture 2: **How many minutes does Danny exercise each time?** Play the audiotape.

Picture 3: **Why do you think Danny looks happy and Jenny and Mr. Wood look concerned in Picture 3?** Play the audiotape.

- Play the audiotape and ask the students to read along. Play it 2~3 times as necessary. Walk around the class and help the students who need assistance. Then choral read the story as a class.

●Practice●

Use Vocabulary Cards

Review **minutes**, **hours**, **days**, **weeks**, **months** and **years** with a game. Put your large vocabulary cards for these words at the front of the class in the correct order from smallest to largest unit of time. Ask for a volunteer to recite the words in order as you point to them. Then ask the volunteer to close his or her eyes. Mix the cards up. The volunteer must then return them to the correct order and say them in order.

Work in Small Groups

Divide the class into small groups. Each group write a story about exercise.

Sample Story:

What do we do for exercise?

Exercise is good for you! (Bob)

Paul plays ping-pong with his friends. (Paul)

Li Ming does tai chi in the morning. (Li Ming)

Jim rides his bike to and from school every day. (Jim)

We like to do exercise! You should too! (Li Ling)

Teaching Tip



Language Experience Approach - Group Writing

The story must have an opening sentence and a closing sentence.

Remind students to give credit to the author of each sentence.

Each group member should add one sentence.

Students should colour and decorate their stories when they are done.

Students should read the story first by sentence authors and then by choral reading together.

Tell students they will share with the class when they are done!

3. Let's do it!

Read and write.

- Class work: Read the paragraph in Part 3 with the class.

2. How many minutes does Danny exercise?

● 演示 ●

- 用一只大钟表来演示 minute 和 hour 的概念。
- 和学生一起看第 2 部分。

图 1: What do you think Mr. Wood is asking Danny? 播放录音。

图 2: How many minutes does Danny exercise each time? 播放录音。

图 3: Why do you think Danny looks happy and Jenny and Mr. Wood look concerned in Picture 3? 播放录音。

• 播放录音, 让学生跟读。如必要, 播放两三遍。教师四处走动, 随时帮助学生。然后全班一起齐读课文。

● 练习 ●

利用词汇卡片

做一个游戏来复习单词: minutes, hours, days, weeks, months, years。将教师的大卡片按时间单位从小到大的顺序摆放在全班学生面前。找一名自告奋勇的学生, 当教师指向这些单词时, 该生按顺序背诵这些单词。然后让这名学生闭上眼睛, 打乱这些词卡的顺序。该生必须将它们按原顺序摆回并按顺序读出单词。

小组活动

将全班分成若干小组。每组写一个关于体育锻炼的故事。

故事样本:

What do we do for exercise?

Exercise is good for you! (Bob)

Paul plays ping-pong with his friends. (Paul)

Li Ming does tai chi in the morning. (Li Ming)

Jim rides his bike to and from school every day. (Jim)

We like to do exercise! You should too! (Li Ling)

教学提示



语言经验教学法——小组写作

故事必须有一个开始句和一个结束句。

提醒学生给每个句子的作者记分。

每一名小组成员都要添加一句话。

故事完成后, 小组成员需要涂色、装饰他们的故事。

每个句子的作者先读一遍句子, 然后学生一起朗读。

学生完成后与全班一起分享。

3. Let's do it!

Read and write.

- 全班活动: 和全班一起读第 3 部分的短文。

- **Pair Work:** Students can fill in the chart on page 27 in their own books by working with a partner. Check as a class.
- **Individual Work:** Students can write a paragraph about the exercise they do in the space provided at the end of Part 3 on page 27. Ask several students to share with the class.

CHECK FOR UNDERSTANDING.....

Share with the Class

Students can do a Gallery Walk from group to group to hear the stories.

One student is left behind to read the story and share the pictures with the visiting groups. All of the other students in the group move clockwise on the teacher's hand clap to hear the other group stories in the class.

Post the stories on the Class Sharing Wall.

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING.....

Share several of the Group LEA stories with the whole class. Praise the class for a job well done.

- 两人活动：学生和同伴一起填课本 27 页的表格。全班核对答案。
- 个人活动：学生可以在教科书 27 页第 3 部分底端写一段有关自己体育锻炼的文字。叫几名学生和全班分享。

巩固检验

全班分享

学生可以进行“画廊漫步”，从一个组走到另一个组听故事。

每组中留一名学生向来参观的人讲故事，分享他们的画作。这组中的其他人按教师拍手指令顺时针走动，听其他组的故事。

将这些故事张贴在“全班分享墙”上。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

与全班一起分享几个小组的“语言经验教学法”故事。表扬全班完成得不错。







Lesson 11 Work Hard!

Lesson 11 Work Hard!

1 You can do it!

Jenny, do you think it's important to work hard?


Yes, I do. I work hard at school, at home and at sports.

<p>1 </p> <p>I always go to school on time.</p>	<p>2 </p> <p>I always do my homework.</p>
<p>3 </p> <p>high low</p> <p>I do exercise every day!</p>	<p>4 </p> <p>I have fun with my friends.</p>
<p>5 </p> <p>I help my parents.</p>	<p>6 </p> <p>I clean my bedroom.</p>


2 Does Kim work hard?

<p>1 Kim, do you help your family?</p> <p>Yes! I always dry the dishes after dinner.</p>	<p>2 I often water the flowers at home.</p> <p>That's good.</p>
<p>3 What else do you do at home?</p> <p>I clean my bedroom on Saturdays.</p>	<p>4 Before I go to school, I always make my lunch.</p> <p>Good work, Kim!</p>


3 Let's chant!



Everyone, everyone,
Reach up high!
Everyone, everyone,
Touch the sky!



Everyone, everyone,
Turn around!
Everyone, everyone,
Touch the ground!



Everyone, everyone,
Bend down low.
Everyone, everyone,
Touch your toes.

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **high**
- Students will be able to recognize, understand and use these phrases and expressions:
dry the dishes, clean my bedroom, make my lunch
Do you help your family?
What else do you do at home?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 11
- Flashcards for **high, low, help, clean, work hard, have fun, do my homework, dry the dishes, clean my bedroom, make my lunch**

第11课 努力学习!



MY TEACHING NOTES

教学目标

1. 学生能够听懂、会说、认读并书写下列词汇: high
2. 学生能够认读、理解并运用下列短语和表达法:
dry the dishes, clean my bedroom, make my lunch
Do you help your family?
What else do you do at home?

教学准备

- 第 11 课的录音带或教学光盘
- high, low, help, clean, work hard, have fun, do my homework, dry the dishes, clean my bedroom, make my lunch 的词汇卡片

CLASS OPENING

Greeting and Review

Greet your students as they arrive for class. Welcome everyone and ask if they remember what they learned in the previous class about exercise.

See if anyone did any exercise or played sports since last class. Ask who walked to school and who rode a bike.

Lesson Hook

Teacher: **In this lesson, we are going to learn about when and why you should work hard!**

Explain the term **work hard** to the class.

NEW CONCEPTS

1. You can do it!

●Demonstrate●

- Demonstrate **high** and **low** with actions. For example, use objects the students know, and hold them high and low. Ask for volunteers to do some actions with you.

- Use your flashcards to show: **do my homework, do exercise, have fun with friends, help my parents, clean my bedroom.** Explain these phrases with actions or pictures.

- Play the whole audiotape for the students. Have the students follow in their student books, pointing to each word as it is said.

Play the audiotape again and ask the students to choral read the words together.

●Practice●

Read the Story

Ask different students to read the story picture frame by picture frame for pictures 1~6.

Remind the students that the pictures will give them clues to remember what the actions are in each frame.

Play a Game

Play a variation of “Living Picture.” (See “Games.”) Divide the class into small groups. Ask each group to make a living picture for “working hard” at school, sports or home. Each group begins by making an appropriate setting for their “picture” and then shows appropriate actions. You can read the following sentences, or make up sentences of your own.

“Working hard at school”:

We work hard in the classroom. In the classroom, there are desks, chairs, books, pens, pencils, a blackboard and markers. The teacher writes on the blackboard. We listen to our teacher. We read our books. We write with our pens. We draw with our markers. At ____ (time), we go home. Then we do our homework.

“Working hard at sports”:

We work hard at sports. Before we play sports, we put on shorts, T-shirts and

开始上课

问候和复习

学生进教室时问候他们。欢迎每位学生，问他们是否记得上节课学到的关于体育锻炼的内容。

看一看自从上节课以来是否有人进行了体育锻炼或运动。问谁是步行来上学的，谁是骑车来上学的。

课文导入

教师：In this lesson, we are going to learn about when and why you should work hard!
向全班解释 work hard 这个词组。

新概念

1. You can do it!

● 演示 ●

- 用动作来演示 high 和 low 的概念。例如，利用学生们熟知的物体，将他们举高然后放低。找一些自告奋勇的学生和教师一起做动作。

- 利用教师卡片展示 do my homework, do exercise, have fun with friends, help my parents, clean my bedroom. 用动作或图片解释这些短语。

- 为学生播放这一部分录音。让学生看书跟读，跟随录音逐一指着每个单词。再次播放录音，让学生一起朗读这部分。

● 练习 ●

读故事

叫不同的学生，从图 1 至图 6，逐一阅读每幅图的内容。

提醒学生这些图将为他们提供线索，以便记住每幅图是什么动作。

做游戏

用 Living Picture 的变化形式做此游戏。(参见“游戏”章节。)将全班分成若干小组。要求每组学生构思一幅在学校努力学习、在运动场上奋力拼搏、在家里多做家务活儿的生活画面。每组学生先给自己的“画面”设定一个恰当的背景，然后展示适当的动作。教师可以读出如下例句，也可以自行造句。

在学校努力学习：

We work hard in the classroom. In the classroom, there are desks, chairs, books, pens, pencils, a blackboard and markers. The teacher writes on the blackboard. We listen to our teacher. We read our books. We write with our pens. We draw with our markers. At ____ (时间), we go home. Then we do our homework.

在运动场上奋力拼搏：

We work hard at sports. Before we play sports, we put on shorts, T-shirts and running

running shoes. We exercise. We reach up high. We bend down low. We like to play basketball. There are three players on each team. This is the ____ (colour) team. This is the ____ (colour) team. Now we are playing a game. The ____ (colour) team wins! After basketball, we are tired. We take showers.

“Working hard at home”:

This is the kitchen. In the kitchen, we help our mother and father. Mother says: “Please bring some tomatoes. The tomatoes are in the refrigerator.” Then we cook the tomatoes. We eat supper together. After supper, we wash the dishes. Look! Now the floor is dirty! We wash the floor.

2. Does Kim work hard?

●Demonstrate●

• Play an action game to review the phrases met before: **dry the dishes, water the flowers, clean my bedroom, and make lunch.**

• Ask two students to read the story in parts. One student reads Mr. Wood’s part and the other reads Kim’s part.

• Play the audiotape and ask the students to follow along silently.

Play it again and ask the students to choral read Part 2 together.

●Practice●

Role Play

Tell the students to turn to a shoulder partner and read the story together in parts.

Pair Work

Ask the students to work in pairs to ask and answer the questions:

How many minutes a day do you clean the house?

How many minutes a day do you watch TV?

How many minutes a day do you play sports?

How many minutes a day do you do your homework?

3. Let’s chant!

Teach *Everyone, Everyone, Reach up High* in Part 3 of the Student Book. (See “Teaching Techniques” for suggestions on how to teach a song or chant.)

CHECK FOR UNDERSTANDING

Writing and Publishing Workshop

Students can write a short story using the answers to the questions in Pair Work of Part 2 in their writing.

Teaching Tip



Writing and Publishing Workshop

Writing and Publishing Workshop (Donald Graves) is an activity where students write about things that interest them or things they have had a personal experience with. In

shoes. We exercise. We reach up high. We bend down low. We like to play basketball. There are three players on each team. This is the ____ (颜色) team. This is the ____ (颜色) team. Now we are playing a game. The ____ (颜色) team wins! After basketball, we are tired. We take showers.

在家里努力干家务活儿:

This is the kitchen. In the kitchen, we help our mother and father. Mother says: “Please bring some tomatoes. The tomatoes are in the refrigerator.” Then we cook the tomatoes. We eat supper together. After supper, we wash the dishes. Look! Now the floor is dirty! We wash the floor.

2. Does Kim work hard?

● 演示 ●

• 做动作游戏复习短语 dry the dishes, water the flowers, clean my bedroom 和 make lunch.

• 叫两名学生分角色读故事。一名学生扮演伍德老师, 另一名学生扮演金。

• 播放录音, 让学生跟着默读。

再次播放录音, 让学生齐读第 2 部分。

● 练习 ●

角色扮演

让学生转向身旁一名同伴, 两人分角色读第 2 部分故事。

同伴活动

让学生两人一组问答下面的问题:

How many minutes a day do you clean the house?

How many minutes a day do you watch TV?

How many minutes a day do you play sports?

How many minutes a day do you do your homework?

3. Let's chant!

教授教科书第 3 部分歌谣 Everyone, Everyone, Reach up High。(参见“教学技巧”章节关于怎样教授歌曲或歌谣的说明。)

巩固检验

写作出版研习会

学生可以用第 2 部分练习里同伴活动的几个问题的答案写一篇短小的故事。

教学提示



写作出版研习会

写作出版研习会是学生可以就其感兴趣的事情或经历的一件事情, 进行写

WPWS, students first put their ideas on paper by outlining what their story will be about. They then write a first draft of their story, making sure to have a beginning and ending sentence. They have another person edit their story for mistakes in conventions of writing and spelling. Finally they write the final draft of their story for sharing.

Instructions

Tell students to keep the story simple.

There should be an opening sentence and a closing sentence.

There should be at least two sentences in between with details about their healthy habits.

Tell students that they must write four English sentences in all.

Remind students to start each sentence with a capital and end each sentence with a period.

1. Organizing the writing

The best way for students to organize themselves for writing is to sequence the events that occurred in their story.

For example, in this story, students can write sentences that include responses to the questions in Part 2 in order:

How many minutes a day do you clean the house?

How many minutes a day do you watch TV?

How many minutes a day do you play sports?

How many minutes a day do you do your homework?

2. First Draft

- Students need to start their story with a general statement such as: **I have many healthy habits.**

- Students can then add: **_____ is one of my healthy habits.** to complete each sentence.

- Students need to end the story with a general statement that tells how they feel about healthy habits. For example: **I am happy that I have healthy habits!**

3. Editing

Students ask a classmate to read through the first draft of their stories and point out any mistakes they have made.

4. Second Draft

Students rewrite their stories making sure to correct errors made in the first draft.

5. Final Draft

The final draft of the story is the one the students want to show the teacher.

6. Sharing their work

Tell students to tape their photo to their story, decorate it and sign their name to their writing!

They can then share their work in Author's Corner or on the Class Sharing Wall.

Optional

Ask some students to share their stories in Author's Corner.

作的一项活动。在会上，学生首先在纸上写出故事大纲，然后写出故事初稿，确保有起始句和结尾句。由另一个人编辑改正故事中的拼写、写作错误。最后学生写故事的定稿以便分享。

指导

告诉学生故事要写得简洁。

应该有一句开始句和一句结束句。

中间应该有至少两句话是关于他们健康习惯细节的。

告诉学生总共至少有四句话。

提醒学生句子开头字母要大写，每句结束时要加句号。

1. 组织写作

学生组织写作的最好方法是将故事中发生的事件排列好顺序。

比如，在这个故事中，学生可以按下面的顺序写出第2部分几个问题的答案：

How many minutes a day do you clean the house?

How many minutes a day do you watch TV?

How many minutes a day do you play sports?

How many minutes a day do you do your homework?

2. 初稿

- 学生需要用一句概括性的话开始故事，例如：I have many healthy habits.
- 然后学生再写：____ is one of my healthy habits. 来完成每句话。
- 最后学生需要用一句话概括他们对于健康习惯的感受来结束故事。例如：I am happy that I have healthy habits!

3. 编辑修改

学生应该请一名同学通读他的初稿，指出文中出现的任何错误。

4. 第二稿

学生重写故事确保纠正初稿中出现的错误。

5. 定稿

定稿是学生想要给教师看的那一稿。

6. 分享作品

告诉学生将照片贴在故事上，进行装饰并签名！

之后可以将故事放在“作家角”或者“班级分享墙”上。

可选活动

叫一些学生在“作家角”分享他们的故事。

Teaching Tip



Author's Corner

Students can share their stories in Author's Corner in the classroom. Author's Corner, simply, is a chair placed anywhere in the classroom where a student can sit and read his/her story to the whole class. Author's Corner is good for the author and for the audience! Author's Corner is a place where students are given an opportunity to show their growing expertise in writing. It is also a place where their classmates have an opportunity to ask questions about their writing.

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Say to the students: **Great job today! Goodbye Classity Class!**

Students respond with: **Goodbye teacher!**

Students can take a draft of their story home to read to their parents!

教学提示



作家角

学生可以在教室里的“作家角”分享他们的故事。简单说，“作家角”就是可以在教室的任意位置放一把椅子，一名学生可以坐在那里向全班读他/她的故事。“作家角”对于作家和观众来说都是好事！“作家角”是一个学生可以展示自己在写作方面进步的地方，同时也给了他们的同学一个可以就所写故事提问的机会。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

对学生说：Great job today! Goodbye Classity Class!

学生回答：Goodbye teacher!


学生可以将他们故事的一稿带回家读给父母听！

Lesson 12 Helen Keller

Lesson 12 Helen Keller


Story time

1




Helen Keller was born in the U.S. in 1880. When she was 18 months old, she fell ill and became deaf and blind.

2




Her parents loved her very much, but they did not know how to help her.

3




She couldn't see anything. She couldn't hear anything. She couldn't speak at all. Helen often got angry. Sometimes, she threw her food from the table.

4




In 1887 her parents met a teacher, Anne Sullivan. Anne became Helen's friend. She wanted to teach Helen words. But it was very hard.

5




One day, Anne took Helen's hand and let her feel the water. She wrote the word "water" on the back of Helen's hand. And Helen got it.

6




From that day on, Helen Keller began to study every day. She worked very hard. Helen learned many new words every day.

7



She learned to speak, read and write. When she was 20 years old, she went to university. Later, she became a great writer.

8



One of her famous books is *The Story of My Life*. Helen's story gives everyone hope.

★ **Read and Talk**

- Why did Helen often get angry?
- Was Helen's teacher great?
- Do you know the book *The Story of My Life*?
- What can you learn from Helen Keller?

30
31

TEACHING GOALS

1. Students will listen to and understand a simple story.
2. Students will ask and answer questions about the story.
3. Students will be able to retell the story using their own words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson12
- Flashcards for **born, deaf, blind, university, writer, hope**

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello everybody! This is our last lesson before the review!**

第12课 海伦·凯勒



MY TEACHING NOTES

教学目标

1. 学生要听懂并理解这个简单故事。
2. 学生要问答关于这个故事的问题。
3. 学生要能用自已的话复述故事。

教学准备

- 第 12 课的录音带或教学光盘
- born, deaf, blind, university, writer, hope 的词汇卡片

开始上课

问候和复习

问候学生。说：Hello everybody! This is our last lesson before the review! Well done!

Well done! I'm very proud of you! You all have worked very hard. Today, we are going to learn about a young girl who worked really hard too. Harder even than most people ever have to do!

Lesson Hook

Tell the students to open their books to Lesson 12.

Teacher: **In this lesson, we are going to read another new story. It's about a young girl who fell ill and could not hear or see or talk. Imagine how terrible that would be. Most of us would just give up hope, but not this girl. Let's learn all about her amazing life now.**

NEW CONCEPTS

Story time: Helen Keller

Prepare to Read

- You can use Chinese in this part of the lesson. It is always a good idea to warm-up the students before they actually listen to, and read the story. This way, they will already have some information to help with comprehension during their first reading of the story.

Ask your students to open their books to page 30. Tell them that this story is about Helen Keller. Helen Keller is a great person. This story is about her growing. Now, look at the pictures and see what they can recognize in each picture. You help them by leading a question-answer sequence:

What do you see in picture 1?

What do you see in picture 2?

How is the girl in picture 3? Is she happy?

Who are in picture 4?

What are they doing in picture 5?

What's the girl doing in pictures 6 & 7?

Who is this in picture 8?

- Use your flashcards to help students understand some new words in this story: **born, deaf, blind, university, writer, hope.**

Read the Story

•Talk about the pictures•

Now, have a guided reading of the story. Go panel by panel. Talk about it, and then you read the words aloud for each panel.

Picture 1

Teacher: **This girl was named Helen Keller. She fell ill when she was 18 months old. She became deaf and blind.**

Read the words slowly. Then ask for a volunteer to read the same words to the rest of the class. Make sure you praise all volunteers for being prepared to take the risk of reading new material aloud while others listen.

I'm very proud of you! You all have worked very hard. Today, we are going to learn about a young girl who worked really hard too. Harder even than most people ever have to do!

课堂导入

告诉学生打开书翻到 12 课。

教师: In this lesson, we are going to read another new story. It's about a young girl who fell ill and could not hear or see or talk. Imagine how terrible that would be. Most of us would just give up hope, but not this girl. Let's learn all about her amazing life now.

新概念

Story time: Helen Keller

阅读准备

• 教师可以在这一部分用汉语教学。在真正听、读故事之前让学生热身永远是好办法。这样, 在学生第一次读故事时, 一些已知信息能帮助他们理解。

让学生打开书翻到 30 页。告诉学生这是一个关于海伦·凯勒的故事。海伦·凯勒是一个伟大的人。这个故事是关于她的成长经历的。现在, 看图, 看他们能从每幅图中读到什么。教师可以用下面的系列问答帮助引导学生:

What do you see in picture 1?

What do you see in picture 2?

How is the girl in Picture 3? Is she happy?

Who are in picture 4?

What are they doing in picture 5?

What's the girl doing in pictures 6 & 7?

Who is this in picture 8?

• 用教师卡片帮助学生理解故事中的几个新词汇: born, deaf, blind, university, writer, hope。

阅读故事

● 讨论图片 ●

现在, 引导学生读故事。一幅图一幅图进行。讲述每幅图, 接着教师大声读出每幅图里的文字。

图 1

教师: This girl was named Helen Keller. She fell ill when she was 18 months old. She became deaf and blind.

慢慢地读文字, 然后叫一名自告奋勇的学生读给全班听。记着要表扬所有自告奋勇的学生, 肯定其为其他同学读新材料的冒险精神。

Picture 2

Ask the class **What do you see in picture 2? Who are they?**

Read the words aloud. Then call for a volunteer to read.

Picture 3

Ask the class **Who are they in picture 3? What are they doing?**

Read the words aloud. Then call for a volunteer to read.

Picture 4

Ask the class **Who is the young lady in picture 4? What's she trying to do?**

Read the words aloud. Then call for a volunteer to read.

Picture 5

Look at picture 5. What can you see? What are they doing?

Read the words aloud. Let the class read them together.

Picture 6

Ask the class **What's Helen doing in picture 6?**

Read the words aloud. Let the class read them together.

Picture 7

Ask the students to look at the picture.

Teacher: **What's Helen doing now?**

Read the words aloud. Let the class read them together.

Picture 8

Ask the class **Who is this in picture 8?**

Read the words aloud. Let the class read them together.

•Read aloud•

Teacher: **Great work, boys and girls. You did a good job talking about the story. And we all now have a good idea about Helen Keller's story. Now let's read it aloud.**

Ask the students to follow along as you slowly read the story. Use gestures and act out as much of the story as you can. Make it interesting. If possible, use different voice tones to heighten interest for the students. Read the story through once. Then read it again a second time, but this time, do not be afraid to stop and explain more about what is happening, or to ask more questions to ensure your students are understanding the main points of the story.

•Listen and repeat•

Now it's time to play the audiotape. Play it once as the students follow along in the book. Again, do not be afraid to stop and start the time. Your goal is to make sure everyone understands the story. At this point you can also repeat difficult words or sounds and even ask students to say some words aloud for you.

Play the tape a second time, but now, you ask the students to read aloud as the tape plays.

After reading

•Talk about the story•

Ask the students if they know any stories about Helen Keller. Collect some materials about Helen Keller. Share with the whole class.

图 2

问全班：What do you see in picture 2? Who are they?
大声读出这些文字，然后叫一名自告奋勇的学生读。

图 3

问全班：Who are they in picture 3? What are they doing?
大声读出这些文字，然后叫一名自告奋勇的学生读。

图 4

问全班：Who is the young lady in picture 4? What's she trying to do?
大声读出这些文字，然后叫一名自告奋勇的学生读。

图 5

Look at picture 5. What can you see? What are they doing?
大声读出这些文字，然后让全班一起读。

图 6

问全班：What's Helen doing in picture 6?
大声读出这些文字，然后让全班一起读。

图 7

让学生看图。
教师：What's Helen doing now?
大声读出这些文字，然后让全班一起读。

图 8

问全班：Who is this in picture 8?
大声读出这些文字，然后让全班一起读。

● 大声朗读 ●

教师：Great work, boys and girls. You did a good job talking about the story. And we all now have a good idea about Helen Keller's story. Now let's read it aloud.

当教师慢速读故事时，让学生跟读。配以手势和动作演示故事的大部分内容，使故事更生动。如有可能，用不同的声调增加学生兴趣。一次读完故事，然后再次读。但第二次读故事过程中，不要担心停下来多解释一下故事的发生过程，或问一些问题以确保学生理解故事的要点。

● 听录音跟读 ●

现在是播放录音的时间。播放一次，让学生看书跟读，仍然不要担心时播时停。教师的目标是确保每个学生理解故事。此时，教师还可以重复困难的单词和发音，甚至让学生大声读出一些单词。

再次播放录音，但是本次可让学生跟录音大声读出来。

读后活动

● 讨论故事 ●

问学生他们是否知道一些关于海伦·凯勒的故事。搜集一些海伦·凯勒的资料。和全班一起分享。

●Read and talk●

Let the students look at the bottom of page 31. Help the students understand what they must do for this part. Read the four questions aloud and make sure the students know what to do. Divide the class into small groups and talk about the story and what they know after reading it. The group should first read the story again together. Then, they ask and answer the questions given.

CHECK FOR UNDERSTANDING

Ask your students to retell the story with a shoulder partner. Give the pairs time to talk about it. Then ask some students to share as a class.

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.

Teaching Tip



Fiction vs. Non-Fiction Stories

Fiction stories are those that are made up by the author. They are not true. All elements of the story such as the characters, setting, problem, story events, resolution, ending and theme of the story have been created to add interest to the story around a fabricated situation.

Non-Fiction is the opposite of fiction. Stories that are Non-Fiction are about real things, people, events and places. Typically Non-Fiction about people is written in the form of a biography or history. However, retelling a real person's story using some of the techniques of fictional writing adds interest to the story while bringing it alive for young readers.

The stories of Pele in Lesson 6 and Helen Keller in this lesson can both be considered to be Non-Fictional stories based upon the lives of real people.

It is important for students be introduced to both Fictional and Non-Fictional writings for them to be able to distinguish between real life situations and those that are fabricated.

Activity Book

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Remind students that the next class is their Review of this Unit. Say: **Goodbye students! You have done a fabulous job! Please write a diary about today's lesson.**

● 阅读及讨论 ●

让学生看第 31 页的底部内容，帮助学生了解在此部分他们必须做什么。教师把四个问题大声读一遍，确保学生知道做什么。把全班分成若干小组，谈论故事内容，以及读后他们知道了什么。小组应该首先把故事再一起读一遍。然后，问答给出的问题。

巩固检验

让学生向同伴复述课文。给每对学生足够的时间，然后叫一些学生与全班一起分享。

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架一个故事，这为孩子和听故事的人之间建立了互动。

教学提示



小说和纪实文学

小说是指作者虚构的故事。它们不是真实的。故事中的所有要素比如人物、背景、问题、事件、解决办法、结局和主题等都是在一个虚构的场景中创作出来，以增加故事的吸引力。

纪实文学是小说的反义词。纪实文学中的故事是一些真实的事情、人物、事件和地点。通常来说，关于人物的纪实文学是以人物传记和历史的形式而写的。然而，运用一些小说的写作技巧复述一些真实人物的故事，可以使故事更生动，增加年轻读者对故事的兴趣。

第 6 课关于贝利和本课有关海伦·凯勒的故事，都可以算是根据真实人物写成的纪实文学故事。

对于学生来说，告诉他们小说和纪实文学这两种写作形式非常重要，以便他们区分真实情景和那些虚构的故事。

《活动手册》

教师给出这一部分的标准指令。打开要做的那页，举起手中的书，帮学生找到需要做的练习。

结束课堂教学

提醒学生下节课是本单元的复习课。教师：Goodbye students! You have done a fabulous job! Please write a diary about today's lesson.

Again, Please!

Again, Please!

1 Listen and tick.

13

2 Listen and write.

My name is Jim. I am a _____ at 7 o'clock in the park. _____ day _____ helps me for about one _____

3 Listen and number.

4 Look and write.

Li Ming _____ gets up at 7:00.

He _____ at 7:20.

_____ go to school have an English class

5 Read and draw. Then write.

Are these good to your health?

I often help my mother.

I clean my room every evening.

I watch TV late into the night.

I often eat fruit.

I play computer games every night.

I always have breakfast.

I often go to bed late.

I brush my teeth twice a day.

I never eat vegetables.

I exercise for about an hour every day.

6 Read and follow the directions.

Healthy or Not?

Mr. Black is a very fat man. He always gets up very late in the morning. He never has breakfast. After he gets up, he sits in a chair and watches TV for about two hours. Next, he eats fast food for lunch. Then, he plays computer games in the afternoon. In the evening, he drives to buy some ice cream and cake for dinner. He never goes to bed before 2:00 in the morning. Is he a healthy man?

1. Read and write.

a. _____ he gets up, he watches TV.

b. _____ he has lunch, he plays computer games.

c. _____ dinner, he drives to buy some ice cream and cake.

d. _____ 2:00 a.m., he goes to bed.

2. Read and number.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

7 Think and talk.

- Do you always brush your teeth after dinner?
- How often do you brush your teeth?
- Do you often help your parents?
- How often do you have breakfast?
- How many minutes a day do you exercise?

Do you always brush your teeth after dinner?

8 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
At home	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
I am...	A 10-12 ☆	B 7-9 ☆	C 3-6 ☆		

TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Again, Please!

CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their very best!

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生要完成七项练习以展示听、说、读、写各项技能。
2. 学生要对自己在本单元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

问候学生，告诉他们今天是复习课，他们需要尽最大努力!

REVIEW

1. Listen and tick.

Students should listen to the audiotape and tick the correct picture from the tape of each pair from 1~6. Check as a class.

The audiotape says:

1. — **How many minutes do you play ping-pong?**

— **About 30 minutes.**

2. **Before breakfast, he washes his hands.**

3. — **How often do you eat breakfast?**

— **Five times a week.**

4. — **What vegetables do you like?**

— **I like tomatoes.**

5. **This flower is strong and healthy.**

6. **Riding a bike is exercise.**

Answers: 1. right 2. left 3. up 4. right 5. left 6. left

2. Listen and write.

Tell the students to listen to the tape recorder and then fill in the answers for each of the spaces in the paragraph in Part 2. Check as a class.

The audiotape says:

My name is Jim. I am a healthy boy. Every morning, I get up at 7 o'clock. Next, I run for about thirty minutes in the park. Before I go to school, I have breakfast. I walk to school every day. Exercise helps make my body strong. After school, I play football for about one hour. Do you like to play sports?

Answers: healthy, get up, Next, thirty, minutes, Before, Exercise, strong, hour

3. Listen and number.

Students should listen to the audiotape then sequence the six pictures from 1~6 in order of the events that occurred. Check as a class.

The audiotape says:

Hello, I'm Jenny. I often get up at 7 o'clock. First I put on my clothes. Before I have breakfast, I brush my teeth and wash my hands. Next, I have breakfast. After breakfast, I go to school.

Answers: 451263

4. Look and write.

Students should put one of the phrases in the yellow box at the bottom of the page in the spaces provided in the sentences below each picture. Check as a class.

Answers: gets up, washes his face, brushes his teeth, has breakfast, goes to school, has an English class

复习

1. Listen and tick.

学生听录音，在 1~6 小题每组中正确的图片处打勾。全班核对答案。

录音内容为：

1. — How many minutes do you play ping-pong?

— About 30 minutes.

2. Before breakfast, he washes his hands.

3. — How often do you eat breakfast?

— Five times a week.

4. — What vegetables do you like?

— I like tomatoes.

5. This flower is strong and healthy.

6. Riding a bike is exercise.

答案：1. 右图，2. 左图，3. 上图，4. 右图，5. 左图，6. 左图

2. Listen and write.

告诉学生听录音，然后用正确的词填空。全班核对答案。

录音内容为：

My name is Jim. I am a healthy boy. Every morning, I get up at 7 o'clock. Next, I run for about thirty minutes in the park. Before I go to school, I have breakfast. I walk to school every day. Exercise helps make my body strong. After school, I play football for about one hour. Do you like to play sports?

答案：healthy, get up, Next, thirty, minutes, Before, Exercise, strong, hour

3. Listen and number.

学生听录音，按照事情发生的顺序将 1~6 幅图排序。全班核对答案。

录音内容为：

Hello, I'm Jenny. I often get up at 7 o'clock. First I put on my clothes. Before I have breakfast, I brush my teeth and wash my hands. Next, I have breakfast. After breakfast, I go to school.

答案：451263

4. Look and write.

学生根据图片将本页底部黄色方框里的短语填在相应的句子中。全班核对答案。

答案：gets up, washes his face, brushes his teeth, has breakfast, goes to school, has an English class

5. Read and draw. Then write.

Students should read each of the phrases in the chart, then draw happy face or sad face to each sentence to see if they are good for their health. Check as a class.

Students can then write a paragraph in the space provided about how they think can be strong and healthy.

6. Read and follow the directions.

Tell students to read the story.

Part 6-1: Students put **before** or **after** at the beginning of each of the four sentences to complete them. Check as a class.

Answers: After, After, Before, After

Part 6-2: Students look at the six pictures, then number them in order from 1~6 in the sequence that they would occur during the day for the man in the paragraph. Check as a class.

Answers: 345261

7. Think and talk.

Tell the students to think about the questions in the yellow box. Students then turn to a shoulder partner and when the teacher claps his/her hands and says **share**, partners discuss the answers to the questions with each other for 3~4 minutes. Pairs should be prepared to share their responses with the class.

8. How am I doing?

Explain that the purpose of evaluation is so 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.

Ask students to fill in the self-evaluation chart. Discuss how the students see their progression with each student as you walk around the room.

CLASS CLOSING

Congratulate the students for their hard work and for having completed Unit 2.

Ask each person in the class to tell you one thing they learned from this unit as they exit the class today! Encourage the students to say something different from the students who responded before them.

5. Read and draw. Then write.

学生读图表中的每一句话，然后根据它们是否对健康有好处画笑脸或哭脸。全班核对答案。

然后，学生在下面的空间写出他们认为怎样才能保持身体强壮、健康的一段话。

6. Read and follow the directions.

告诉学生读故事。

6-1 部分：学生根据短文内容在四句话的每一句前面填上 **before** 或 **after** 完成句子。全班核对答案。

答案：After, After, Before, After

6-2 部分：学生看这六幅图，然后按照主人公一天所发生事情的顺序将六幅图排序。全班核对答案。

答案：345261

7. Think and talk.

告诉学生思考黄色方框里的问题。然后找一位同伴，当教师拍手说 **share** 时，和同伴讨论问题的答案，用时约 3~4 分钟。各组同伴应该准备好将他们的答案与全班分享。

8. How am I doing?

解释自我评价的目的是为了让学生发现自己的强项和弱项。一旦知道了自己的强弱项，学生就会把学习的重点放在改进弱项方面。如果学生没有真正的理解知识，但给自己的星星太多，随着时间的推移，情况会变得更糟，他们会更加落后，最后就跟不上了。

让学生填写自我评价表。教师在教室里走动时，与每位学生谈论他们是怎样取得进步的。

结束课堂教学

祝贺学生辛勤劳动完成了第 2 单元的学习！

让每人离开教室时告诉教师一项从本单元学到的知识。鼓励学生说出与前面学生所说不一样的内容。

Teaching Techniques

Ways to Introduce Vocabulary.....

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

Show an Object

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can. For example, in Unit 4, bring a police hat to illustrate police officer.

Show a Picture

Your large teacher's vocabulary cards each present a picture to illustrate new words. Show other pictures, too. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

Draw a Picture

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent **birthday party**, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent **school**. You can quickly

教学

技巧

词汇教学方法.....

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

利用实物

一件实物，学生看得见，摸得着，因而往往能有力地演示一个新的概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量将实物带到课堂上来。像讲到第4单元时，可带顶警察帽子到班上，以表明 **police officer** 的意义。

利用图片

教师词汇大卡片，每一张均表明一个词。还可向学生展示一些其他图片。可以利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画出来

如果找不到图片展示（给学生看），可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表明诸如 **his, her, he, she** 和 **they** 之类的概念。可教会学生辨认表示一些难以表明意义的名词的简单图画。例如，画三个气球表示 **birthday party**，画一只碗外

draw a series of faces and expressions (for example, **happy** and **sad**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like**. You can draw pictures to illustrate concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as colour or circle, or how to make letters of the alphabet.

Perform an Action

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

Role-play

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say **Br-r-r-r-r**, stamp your feet, hold your arms tight and say **Oh, I'm cold. I feel cold!** Ask a student to close the window, saying again **I'm so cold. It's cold in here. Cold. Very cold.** Pretend to put on a sweater. When the window is closed, pretend to warm up and say **Oh, that's much better. I'm not cold now.**

You can also role-play with a student. For example, to show the concept of **May I have _____**? show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say **May I have _____, please? May I ? May I have _____, please?** After a moment of pretending to use the object, return the object to the student as you say **Thank you!** and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

Use the Student Book

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

Write and Repeat

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

加筷子以代表 food, 或者画幢大建筑物, 其大门上方挂着一块牌子, 以表示 school。你也可以快速地画一系列脸形和表情 (如 happy 和 sad), 以表示不同的感情; 可以画些脸形, 以表现诸如 I like/ I don't like... 之类的抽象概念; 可画些画, 表现如 crying 或 singing 等概念; 还可以画些画以表示学生学的动作, 如 colour 或 circle, 或怎样书写字母等。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像 walking, standing, sitting 和 reaching 等诸类动作, 是很容易表演的; 可用自己的面部表情, 表现情感 (如愤怒、悲伤、疲倦等); 可用手指表示数字。

角色扮演

只要可能, 不妨扩大表现范围, 进行角色扮演。可以自己扮演。例如, 要表示 I'm cold 这一概念, 可以 (装做) 发抖, 皱眉头, 发出 Br-r-r-r-r 的声音, 跺脚, 双臂紧抱身体等, 边做动作边说: Oh, I'm cold. I feel cold. 让一个学生关上窗, 再说: Oh, I'm so cold. It's cold here. Cold. Very Cold. 可假装穿毛衣。关上窗子之后, 边假装感到暖和起来了, 边说: Oh, that's much better. I'm not cold now.

你也可以找个学生一起表演。例如, 为说明 May I have _____? 这一概念, 可表现出你需要某件东西, 却找不到。接着走到某个自愿者身边, 指着某物, 伸出手, 作出你想借用那东西的姿态和表情。一边表演, 一边说: May I have _____, please? May I? May I have _____, please? 过一会儿, 假装用完了, 将该物还给那位同学, 一边说: Thank you! 一边做出一副很高兴的样子。

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

利用《教科书》

《教科书》每一个新词都是以词配画的形式出现的。通过图画和演示向学生介绍某个新词之后, 请学生们仔细看课本上的词和图画。你每念一个词, 问学生: Where is the _____? 可请学生指到那个词。学生们可边指着课本上的图画, 边互相提问: What's this? 学生也可跟着你朗读该词。

板书并重复

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

Translate

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

Compare

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

Use Examples

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

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

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

Is he talking? Is she talking?

What are you doing? Are you talking?

No, you're not talking.

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

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

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

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

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

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

Sing a Song

Because songs use rhyme and repetition that make the new word (s) easy to remember, the students often learn new vocabulary and structures quickly through a song. For example, “Do the Hokey Pokey” teaches the students the structure **Put your _____ in** and **Take your _____ out** because they sing it many times. Action songs, such as “Do the Hokey Pokey” and “This Is the Way We Walk to School,” are excellent because the students do actions while they repeat new words and structures many times.

Tell a Story

The students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories. The student book contains dialogues that each presents a small story.

翻译

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

比较

在教授像反义词一类相互联系的概念 (如 long 与 short, old 与 young, straight 与 curly, big 与 little 时，有些老师往往将两个词同时教给学生，以对比其相反的意义。

举例

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

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

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

Is he talking? Is she talking?

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

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

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

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

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

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

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

唱歌

歌曲大量运用韵律和重复，歌中的新词易于记忆，而学生通过歌曲，往往能很快学会新词和新结构。例如，“Do the Hokey Pokey”目的就是教学生 Put your _____ in. Take your _____ out. 这两个结构，因为学生反复多次地唱，便于理解掌握。像“Do the Hokey Pokey”和“This Is the Way We Walk to School”这类动作歌就很好，这些歌儿使学生反复多次地边做动作边练习新词和新结构。

讲故事

听故事，尤其是反复提到某个词或集中于某个关键词的故事，往往能使学生很快将新词学到手。故事赋予新词以意义；故事让学生听到新鲜的说法。学生既记得住又喜爱故事。课本中有些对话每篇都讲述一个小故事。

You can make up simple story dialogues, too. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept **tired** to the students, you might tell a little story like this, using actions and characters:

Danny: **I am very tired today. I'm so tired.**

Jenny: **Poor Danny! Why are you tired?**

Danny: **I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.**

Jenny: **Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?**

Danny: **I can't go to bed! I must go to school. I must go to my English class.**

(Fall asleep and begins snoring loudly.)

Jenny: *(Whisper.)* **Danny! Danny! Wake up! This is English class! The teacher is talking to you.**

Danny: *(Wake with a start.)* **Oh — oh — oh! Where am I? What happened? Oh — I'm so tired. (Go back to sleep.)**

Read a Story

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

A story-reading experience has three parts:

1. PREPARE TO READ

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

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

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

2. READ

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

你本人也可使用学生已知道的词汇和结构编些短小的故事式对话。同时，如可能，不妨插进些新词。既可用手偶（一手拿一个）帮你讲故事，也可以在黑板上简单几笔，勾勒出主要角色。轮到他或她说什么话时，就指向那个角色。例如，如果你准备向学生讲 tired 这一概念，不妨以角色对话的方式讲个像下面这样的故事：

Danny: I am very tired today. I'm so tired.

Jenny: Poor Danny! Why are you tired?

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed. I must go to school. I must go to my English class.

(入睡 , 接着开始打鼾)

Jenny: (悄悄地) Danny! Danny! Wake up! This is English class! The Teacher is talking to you.

Danny: (猛地惊醒过来) Oh — oh — oh! Where am I? What happened? Oh — I'm so tired. (又倒头睡去)

读故事

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

阅读故事包括三个部分：

1. 阅读准备

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

记住：这类预测不必非正确不可！

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

2. 阅读

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

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

3. DISCUSS

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

Ways to Practice and Review Vocabulary.....

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide:

Use the Activity Book

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

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

3. 讨论

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

词汇练习和复习方法

你需要不断地与学生一道练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就都掌握了该单元的词汇。学后边的单元时，反复不断地用学生所熟悉的结构练习新的单词；将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

利用《活动手册》

《活动手册》提供了大量的笔头作业，帮助学生练习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画，又有填空以及每单元一次的测验。

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

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

Whenever possible, use the completed exercises to create conversation among your students. For example, in Lesson 20, the students draw pictures of a boy, girl, man and woman and make up sentences about these pictures. Every student's picture will be different. This is a good opportunity for the students to share their work in pairs or small groups, and describe their pictures in English.

Give Directions

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

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

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

Practice in Pairs and Small Groups

Whenever you can, give the students a few minutes to practice a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practice, and then have them practice the structure with some limited substitution. For example, when you have taught **What's his/her/ your name? His/ Her/My name is _____**, have the students form groups of three or four and practice asking each of the questions appropriately and varying the answer according to the people in the group.

Sing a Song

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

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

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

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

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

只要有可能，尽量让学生就他们已完成的作业相互之间进行对话。例如，第 20 课要求学生画出男孩、女孩、男人、女人的画图，并就这些画编些句子。这就创造了良好的机会，通过学生们一对一或分小组交流，用英语描述各自画的画。

给出指令

给学生一些指令，并让他们按指令去做。例如：

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

这些指令能让学生参与活动，并表明他们对英语词汇理解的程度。

一对一和小组练习

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

唱歌

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

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

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

最后，再播放录音，让学生跟唱并做动作。

Play a Game

There are many games in the *Learning English* program for vocabulary practice. Refer to the “Games” section in the back of this guide, which contains specific directions for playing games.

Make Up a Dialogue

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

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

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

● WHO ●

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

● WHAT ●

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

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

做游戏

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

编对话

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

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。

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

●人物●

- 青蛙，蝴蝶，鱼。
- 牛仔或昔日其他什么人。
- 贤明的女王。
- 像勇敢的国王一类的英雄。
- 电影明星或电视演员。
- 猴子，狐狸，羊，狮子。
- 米老鼠或其他卡通人物。
- 农夫。
- 医生，护士，教师。

●情景●

- 救某人脱险。
- 一起躲藏着。
- 爬山。
- 想买点什么。
- 海上风暴。
- 比赛争胜负。
- 在公园玩耍。
- 出门作长途旅行。
- 刚结束一门很难的考试。

只要情景设计得有趣，你班上的学生就可以通过声音和动作，将一些很简单的结构变成一些极富戏剧性的对话。例如：学生可用这种方式创造戏剧性情景，以练习：
Hello, my name is _____. How are you? I'm fine. What's your name? My name is _____.
What's his/her name? Nice to meet you.

- WHO Mr. Wolf, Mr. Sheep and Miss Monkey.
 WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.
 WHO A boss, a worker and a little boy or girl.
 WHAT They are all stuck on an elevator that has stopped.
 WHO A father, mother, son and the son's friend who is very strange.
 WHAT The son is introducing his strange friend to his father and mother.
 WHO Two aliens and a human being.
 WHAT The aliens have just landed on Earth and are trying to make friends.

Use Puzzles and Riddles

The students may guess words through riddles like this:

I have four legs. I can stand up, but I can't sit down. What am I? (A desk.)

Drill

Here's a key rule: do not drill the students on words or structures unless they understand what they mean. Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun Drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and Answer:** Ask questions of individual students, groups of students (for example, **This row answer**) or the whole class. Do not ask a question before you have shown the students how to respond to the question. Use a variety of questions:
 - "Yes-No" Questions: **Is this a chair? (Yes/No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)**
 - "Or" Questions: **Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?**
 - "Wh" Questions: **What's this? Where is _____? What time is it? What colour is it?**
- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/ she, and Student 4 answers the question. Student 5 starts the chain over again.

For example:

Student 1: **What's your name?**

Student 2: **My name is Du.**

Student 3: **What's her name?**

Student 4: **Her name is Du.**

Student 5: **What's your name?**

After a few students, you can move the chain drill to another part of the classroom.

人物：狼先生，羊先生和猴女士。

情景：猴女士将狼先生介绍给羊先生，可羊先生很害怕狼先生。

人物：老板，工人，小男孩或小女孩。

情景：他们全都困在停住不动的电梯里了。

人物：父亲，母亲，儿子和儿子的一个怪怪的朋友。

情景：儿子将他那怪怪的朋友介绍给父母。

人物：两个外星人与一个地球人。

情景：两外星人刚在地球上着陆，正想法结交朋友。

利用智力测验和谜语

学生可以通过这类谜语猜词：

I have four legs. I can stand up, but I can't sit down. What am I? (桌子)

操练

千万注意：一定要在学生弄懂了单词或结构的意义之后，再行操练。好的教师一般采用几种操练法，从而避免单调乏味并让学生不断动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一齐重复，链式重复，你本人向小组或全班提问，并请个别学生向你提问。

- 名词操练：可请学生指出你所提到的教室里的实物，或者由你向学生展示图片，让学生说出该实物的名称。

- 问答：向个别学生、小组（如 This row answer）或全班提问。一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：

— “一般问句”：Is this a chair? (Yes/ No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)

— “选择问句”：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?

— “特殊问句”：What's this? Where is _____? What time is it? What colour is it?

- 链式操练：可以从教室的任何一个地方开始。甲（生）提问，乙（生）回答；丙向丁提问，插入有关 He 或 She 的问句，丁回答。第五个同学又从头开始。如：

甲：What's your name?

乙：My name is Du.

丙：What's her name?

丁：Her name is Du.

戊：What's your name?

这部分学生轮完之后，可将链条延伸到另一部分学生那儿去。

- **Repetition Drill:** This is very mechanical. The students may not know the meaning of what they are saying, but this allows them to practice pronunciation.
Teacher: **Let's read a book.**
Student: **Let's read a book.**
Teacher: **Let's draw a picture.**
Student: **Let's draw a picture.**
- **Drill with Substitution:** This is more difficult than straight repetition, but it is still mechanical.
Teacher: **You want to read.**
Student: **Let's read a book.**
Teacher: **You want to draw.**
Student: **Let's draw a picture.**
- **Drill with Single Word Prompts:** This is even more difficult. The students must be able to construct their own sentence.
Teacher: **Book.**
Student: **Let's read a book.**
Teacher: **Draw.**
Student: **Let's draw a picture.**
- **Drill with Picture Prompts:** This is more difficult still. The students must construct their own sentence with no English word to prompt them.
Teacher: (Hold up a picture of a park.)
Student: **Let's _____.**
- **Drill with Free Substitution:** This is the most difficult. The students must understand the meaning in order to participate.
Teacher: **What do you want to do? Where do you want to go?**
Student: **I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.**

Ways to Check for Understanding.....

After the students have practiced a new concept, you need to check whether they understand.

As much as possible, avoid forcing very shy or reluctant students to speak out in class all by themselves. Ask for volunteers. For example, **What's this?** (Point to an object.) **Who can answer? Volunteer?** (Raise your hand to show what you want the students to do.) **Is there a volunteer?**

Obviously, if some students refuse to volunteer an answer even after several weeks of classes, you will need to encourage them more forcefully. If a student finds this impossible, you may need to meet privately with that student after class to check his or her understanding.

This guide uses some of the following methods to check for understanding in class:

- 重复操练：这种练法很机械。学生不一定知道自己在说什么，但可以锻炼他们的发音。

教师：Let's read a book.

学生：Let's read a book.

教师：Let's draw a picture.

学生：Let's draw a picture.

- 替换练习：此法比直接重复稍难一些，但仍然是机械式的。

教师：You want to read.

学生：Let's read a book.

教师：You want to draw.

学生：Let's draw a picture.

- 单词提示法：此法比较难。学生必需自己造句。

教师：Book.

学生：Let's read a book.

教师：Draw.

学生：Let's draw a picture.

- 图片提示法：此法难度更大些。学生需在英语词提示的情况下自行造句。

教师：(举起一张公园照片)

学生：Let's _____.

- 自由替换法：此法最难。学生要想参加练习，必需懂得其意义。

教师：What do you want to do? Where do you want to go?

学生：I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.

怎样检查学生的理解情况

学生练习了某个新概念之后，你得检查一下，看他们是否理解其意。尽量不要迫使非常害羞和不情愿的学生独自当着全班的面回答，问谁愿意回答。例如：What's this? (指着某物) Who can answer? Volunteer? (举起手表明你要学生怎么做) Is there a volunteer?

当然如果有些学生上了几星期课之后，依然拒绝主动回答，你得给予他们更有力的鼓励。如某学生觉得根本做不到，你可能需要在课后与该生面谈，检查其理解情况。

本《教师用书》使用以下方法在课堂上检查理解情况：

Observe as the Students Practice

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a Checklist:** Some teachers make up a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students' names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student's name, you can place a mark to represent the student's mastery of the skill. For example, write + or — to show if the skill is satisfactory or not. Or write **1, 2** or **3** to show beginning, developing or mastery skill level.

- **Making Descriptive Records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:

Li Hong - Cannot pronounce / θ / correctly.

Xiu Jie - Confuses mouth, ears, eyes, nose.

Yi Yu Ming - Drops final consonants on many words.

When you have a large class (more than 40 students) , you may need to focus your observation on those students who appear to be having the most difficulty. Remember to move to all parts of the classroom, including the back rows, when you observe.

Ask the Students to Present

When pairs or small groups of students have practiced a question-answer structure, call on three to five volunteer groups to demonstrate in front of the class.

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

Play a Game or Sing a Song

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

Check the Activity Book

You have choices in how to evaluate activity-book exercises. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups. (This is suitable for drawing activities. The students can show each other their drawings and talk in English about their favourite foods.)

观察学生练习

无论何时，只要给学生时间，让他们一对一或分小组练习对话，或做《活动手册》上的作业，你都应在教室四处走动，仔细观察学生的练习情况。在这个过程中，尽量做到不干扰学生。

- 制作检查表：有些老师往往在连续几课的教学中就学生特别需要掌握的技能制作检查表，以了解情况。一般的做法是，将表夹在写字夹里，手拿写字夹，在课堂上四处走动，边听学生练习，边做笔记。表的一（左）边，列出全班学生的名字；空余部分的顶上，分栏列出各项技能，可在学生名字的旁（右）边作记号，以表明该生掌握的情况。例如，用+或-表示令人满意或不满意，或用1, 2, 3表示技能掌握的程度。

- 作描述性记录：有些老师往往在学生练习过程中或课后，就某学生的情况作简单记录。例如：

李红—/θ/音发得不准。

修洁—mouth, ear, eyes, nose 分不清。

易玉明—词末辅音吞音现象严重。

如果所教的班人数过多（多于40名学生），宜将注意力放在问题最多的那些学生身上。教师在观察过程中，记住：教室的各个地方都要走到，包括后面几排学生。

让学生表演

学生们以一对一或小组练习的方式做完某个问答练习之后，让三至五对或组自愿者上台前表演。

此外，学生编对话时，有些情况下也不妨请几个自愿者当着全班表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台前表演。如你每次都这么做，学生可能慢慢会认为其练习本身并非是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要寓学于乐，需要在自编对话的过程中发挥其想像力来运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。请参阅为复习词汇而设的“游戏”章节。

检查《活动手册》

怎样批阅《活动手册》上的作业，可有多种选择。具体办法可视情况而定：课堂上还剩多少时间；学生对课文掌握的程度如何等。

- 可让学生在课堂上相互交流。学生可以与同伴（桌）或在小组内交流作业。（此法适宜绘画练习。学生可将自己画的东西给同学看，并用英语谈各自所喜爱的食物。）

- The students may exchange their activity books with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activity books at the end of the unit and check them. You might collect the activity books by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.
- Each review lesson is a test that can be removed from the activity book and handed in at the end of the class. This test provides you with a formal evaluation of the students' progress in that unit.

..... Ways to Teach Pronunciation

This guide does not offer detailed methods for teaching pronunciation. You need to consult an English-as-a-foreign-language textbook for that. Here, however, are a few guidelines:

Do not drill children on any word or structure unless they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching children the International Phonetic Alphabet (IPA). Young students are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English. IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say **thanks**.
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store**.
- Practice (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack**.
- When you teach an unfamiliar sound, teach a contrasting sound. For example when you teach “**th**” in **thin**, contrast it with **tin** and **din**.
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.

- 可让学生与同桌交流《活动手册》。可将正确答案告诉全班，学生就对方的作业相互打分。
- 上完一个单元之后，可将《活动手册》收集上来检查。可不定期地突然抽查；可选取特定的作业予以打分并记录；可“浏览”其他部分，仅查看学生是否做了，以及他们的具体困难在哪里。
- 每节复习课系一次测验，可从《活动手册》上撕下来，下课时交给你。该测验能给你提供正式评价学生该单元学习成绩的依据。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己的意思。而国际音标是另一套抽象记忆符号，会给培养学生流利、自信地用英语表达自己的意思造成障碍。然而，国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当你能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语语音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。如，把舌尖置于上下齿之间说：thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store 等。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/bet, sit/set, bag/back, rag/rack 等。
- 当你在教学生不熟悉的语音时，可采取对比的方法。如教 thin 中 / θ / 的发音时，和 tin 及 din 相比较。
- 在硬纸板上做一个大的人头侧面图像，展示齿、腭、唇和喉咙。然后，把口腔部位从硬纸板上剪下来。操作时，手上裹一块红布或戴上连指手套。当你在教一个新学的语音时，把手从口腔的部位伸出，表现舌的运动。

- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as possible, without mixing up the words.

For example:

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape of native English speakers whenever possible for children to practice imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? ↗

Do you like ice cream? ↗

- Falling intonation occurs in statements and in questions that aren't answered yes/ no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. ↘

Here is my pencil. ↘

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

- 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。例如：

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议：

- 在起始年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会使学生通过听说本族语的人的录音进行模仿。
- 用 yes-no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? 

Do you like ice cream? 

- 陈述句和不用 yes-no 回答的问句用降调。其方式是在核心词或重读音节上提高音调，然后音调下降：

I like ice cream. 

Here is my pencil. 

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一个句子的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

Puppets, Posters and More

Making and Using Puppets.....

Puppets are excellent language-learning tools. They capture the students' attention. They encourage the students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to the students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide



手偶、 张贴画及其他

制作和利用手偶.....

手偶是很好的语言学习工具，能吸引学生的注意力，能鼓励学生用语言来练习和玩耍，能帮助害羞的学生有勇气开口。

作为教师，你可以用手偶为学生演示对话。例如《教科书》中的那些对话，也可以用它向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I feel happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩。学生彼此用手偶作练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。教师可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。



their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The students love to make puppets: It's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. The students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials. Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons — anything colourful. Use your imagination and have fun!

This puppet has a ping-pong ball for a head and a square of fabric for a body. Cut a hole in the ping-pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the ping-pong ball a face and some personality!

Making and Using Posters.....

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays.

Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

Teaching Posters

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 1 focuses on school objects. At the beginning of Unit 1, you should post pictures related to this theme (such as a **desk**, **chair**, **pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.**)

Other themes in this guide include colours, numbers, alphabet letters, foods, Western foods, fruits, parts of the body, family, actions (such as **jumping**, **singing**, **laughing**) and feelings (such as **happy**, **sad**, **tired**) . Make a poster for each of these themes.

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景。把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧钮扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶之前，教师应该教学生如何给手偶起名字，如何要需要的物品。在制作手偶期间，鼓励学生用英语交谈。

教师可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。教师可以用手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用钮扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给它添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想像力获取乐趣吧！

图中的这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

制作和利用张贴画.....

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，让学生们置身于英语环境中。

教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些东西，以帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学计划都有一个主题，集中归纳了学生要掌握的词汇。例如，第1单元着重讲述了学校物品。在第1单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这一主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图画的旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句。（例如：What's this? It's a desk.）

在这本参考书中，其他的主题包括颜色、数字、字母表、食物、西餐、水果、身体部位、家庭、动作（如 jumping, singing, laughing）和感情（如 happy, sad, tired）。为每一个这样的主题制作一幅张贴画。

Photograph Posters

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **He is standing. They are playing. Put your hand on your head.**

Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and artwork on the classroom wall.

Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimeters long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/ his/her name? My/ His/ Her name is _____**. make separate word-cards for:

What is
your
his
her
name?
My
His
Her
name is _____ .

Make the word-cards about twenty-five centimeters long and twelve centimetres deep. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is _____** . in another pocket panel. Insert the other word-cards (**your, his, her, My, His, Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

How many _____ do you have? I have _____.
Do you like _____? Yes, I like _____ .

Making and Using Flannel Boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre deep and two metres long) . Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

照片张贴画

拍下一些学生正在教室里活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如：He is standing. They are playing. Put your hand on your head.

学生张贴画

只要有可能，尽量让学生们自己制作词汇小张贴画，学生可以自己画，也可以从杂志上剪下图画，然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画，让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

制作和利用词卡袋

词卡袋是由一块约 12 厘米宽，50 厘米至 100 厘米长的硬纸板制成。上端开口，用胶带把它粘在墙上或钉在告示牌上，现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用，例如教 What is your/his/her name? My/His/Her name is _____ 时，制作下列单个词卡：

What is

your

his

her

name?

My

His

Her

name is _____.

制作的词卡大约 25 厘米长，12 厘米宽，用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中，把写有 name is _____ 的词卡插入另一个词卡袋中，再插入其他的词卡 (your, his, her, My, His, Her)，以便向学生展示这个结构是怎样构成的。

用同样的方法也可教授问答结构。例如：How many do you have? I have _____. Do you like _____? Yes, I like _____.

制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。你需要一块便宜的法兰绒布 (大约 1 米宽，2 米长)。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它盖在一块厚纸板上，以便能在教室不同的位置使用。

Flannel sticks to flannel. This means you can attach pictures or word-cards to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in, on, under, between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms, legs, hands, feet and head**. You can also ask the students to work with the flannel board.

For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of **eyes, noses, mouths, ears, hair** (different colours and styles) to create characters.

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块儿法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的关系。例如，你可以把图画粘在法兰绒板上展示 **in, on, under, between** 和 **beside** 这些概念。

你也可用法兰绒板来制作图画。例如，当你教给学生身体部位的名称时，随着教单词 **arms, legs, hands, feet** 和 **head**, 你就能逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒板来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身上移开。

你可以用法兰绒板为人头像制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发(不同颜色和风格)来创造各种各样的人物脸型。

Games



Children love to play games, and these games help them learn English!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

ALPHABET SCRAMBLE

A contest to review letters of the alphabet and any vocabulary.

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with *A*. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

AROUND AND AROUND

A game to review prepositions.

In this game, individual students take turns listening to your directions, answering your questions and moving around the classroom. Give directions such as:

Teacher: _____ (*Student 1*), **please walk to** _____'s (*Student 2's*) **desk. Where are you now? You are at...**

Student 1: **At** _____'s **desk.**

Teacher: **Good! (To Student 2.) Please stand. (To Student 1.) Please sit at** _____'s **desk. Where are you sitting?**

游戏

孩子都喜欢做游戏，而这些游戏能帮助他们学习英语！

这个部分涵盖了《教师用书》中每课具体要求做的游戏，同时也包括了一些补充的游戏，教师可能会觉得这些游戏既有趣又有益。其中一些游戏着重复习词汇，其余的游戏着重动作。在开始上课时，可经常做些动作游戏。这些游戏有助于调动学生学习热情，吸引他们的注意力，促使他们认真听讲，激发他们的想像力和思考能力。

字母比赛

用来复习字母表中的字母和一些词汇。

让学生找各自的伙伴，在一张纸的左侧写下字母表。

让学生和他们的伙伴一起尽可能多地回忆英语单词。学生把单词写在与其词首字母相同的字母旁边，每个字母旁能写出三个单词，教师可以给出特殊种类的首选词汇，如有关食品或身体各个部位的词，若学生能写出这样的词汇，给双倍分数！

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从 A 开始读所写的单词。这样做时，让学生算出他们的各自得分，首选单词得 2 分，其他的得 1 分。

得分最多的组为胜方。

环绕游戏

用来复习介词。

在本游戏中，教师发出指令并提出问题。每个学生依次轮流听教师的指令，回答教师提出的问题，围着教室绕来绕去。教师可发出如下指令：

教师：_____ (学生甲)，please walk to _____ 's (学生乙) desk. Where are you now? You are at...

学生甲：At _____ 's desk.

教师：Good! (学生乙) Please stand. (学生甲) Please sit at _____ 's desk. Where are you sitting?

Student 1: **At** _____ 's (*Student 2's*) **desk**.

Teacher: **Great!** (*To Student 2.*) **Please walk to** _____ 's (*Student 3's*) **desk. Where are you going?**

Student 2: **To** _____ 's **desk**.

Teacher: **Right! Stop! Please walk towards/around** _____ 's (*Student 4's*) **desk. Where are you walking?**

Student 2: **Towards/Around** _____ 's **desk**.

Teacher: **Stop! Where are you now?**

Student 2: **At** _____ 's (*Student 5's*) **desk**.

Teacher: **Good!** (*To Student 5.*) **Please stand.** (*To Student 2.*) **Please sit at** _____ 's (*Student 5's*) **desk**.

Variation: Add other vocabulary to the game. For example, you could ask students to sit in, on or under another student's desk. You could also ask the students to jump, walk or run from desk to desk, and you could ask them to perform these actions quickly or slowly, loudly or quietly.

BEFORE AND AFTER

A game to review "before," "after" and other vocabulary.

Draw a big clock (without any hands) in the centre of the blackboard. Facing the clock, write the word "before" on the left side of the blackboard and the word "after" on the right. Ask for volunteers to come to the blackboard, one at a time. Ask each volunteer to draw hands on the clock and do an action to match your sentence. Then say a phrase based on **At** _____ (time), **you** _____ (action). For example:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

Then ask each volunteer to answer your questions by standing under the correct word and making up an answer. Ask questions based on:

What do you do before/after you _____?

The students have to think! They must give responses that fit the activity and time of day in your first sentence.

BINGO

To review any vocabulary.

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares). Block out the centre space: it's a free space. Write **B I N G O** across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class.)

学生甲: At _____'s (学生乙的) desk.

教师: Great! (学生乙) Please walk to _____'s (学生丙的) desk. Where are you going?

学生乙: To _____'s desk.

教师: Right! Stop! Please walk towards/around _____'s (学生丁的) desk. Where are you walking?

学生乙: Towards/Around _____'s desk.

教师: Stop! Where are you now?

学生乙: At _____'s (学生戊的) desk.

教师: Good! (学生戊) Please stand. (学生乙) Please sit at _____'s (学生戊的) desk.

变化形式: 在游戏中加入其他词汇。例如, 教师可以让学生坐在另一名学生的书桌里、书桌上或者书桌下。教师也可以让学生们在课桌上跳来跳去、走来走去或者跑来跑去, 并且还可以让他们快速地、慢速地、大声地、小声地做这些动作。

在前与在后

用来复习 **before, after** 和其他词汇。

教师在黑板的中心画一个大的钟表 (不要指针)。面向钟表, 在黑板的左侧写上单词 **before**, 在右侧写上单词 **after**。找自告奋勇的学生到黑板前面来, 每次找一名学生。要求每名自告奋勇者在钟表上画上指针, 并按照教师的句子做动作。然后, 他们说出短语: At _____ (时间), you _____ (动作)。例如:

At 7:00 in the morning, you brush your teeth.

At 7:15 in the morning, you go to school.

At 12:00, you eat lunch.

At 2:30, you draw a picture.

At 4:00, you go outside. It is winter. It is cold!

At 6:30 in the evening, you wash the dishes.

At 8:30 in the evening, you read a book.

然后要求每名自告奋勇的学生站在正确的单词下面作答, 并且说出答案。教师可提问如下问题:

What do you do before/after you _____?

学生们必须思考! 他们必须在教师第一个句子中就活动内容及时间钟点作出反应。

宾果游戏

用来复习词汇。

每个学生需要一张空白游戏纸和一支铅笔, 教师需要 24 张大词汇卡片。游戏纸是一大张方纸, 均分为 5 个横栏和 5 个纵栏 (形成了 25 个小方格)。画出中心部分作为自由空间。在第一排方格中写上 **B I N G O**, 每个字母在竖行的第一个方格中。(教师可以做一个宾果游戏纸, 让学生复制它, 也可以在班上教他们如何制作他们自己的游戏纸。)

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B**. The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example). If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I**. The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an **X** through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

CAN YOU FIND IT?

An action game to review any vocabulary.

This game is the most fun if you use real objects. For example, put a pile of clothing at the front of the classroom. Ask for a volunteer. Give the volunteer a few moments to study the clothing. Then ask the volunteer to leave the room. Remove one of the articles of clothing from the pile and give it to a student in the class to hide in his or her desk. The volunteer returns to the class and guesses the missing article of clothing. The class confirms or denies his or her guess as follows:

Volunteer: **My ___ is lost!**

Class: **Yes/No!**

When the volunteer correctly guesses the missing article of clothing, he or she roams the classroom, asking individual students for help as follows:

Volunteer: **Can you find my ___ ?**

Student 1: **No, I can't.**

Volunteer: **Is/Are my ___ near?**

在黑板上写出任意 24 个词汇表单词，让学生把这些单词写到自己的游戏纸上，每个方块中写一个不同的单词。重要的是：每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样，这个游戏就没法玩了。

本游戏的目的是，使每个学生在他们的游戏纸上找到，并标出和教师手中的词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生（不论朝哪个方向），为胜者。

当教师举起一张词汇卡并说 **Under the B**，学生查看其游戏纸上 **B** 栏的下方是否有与卡片相对应的单词。如果有，他们就用彩笔在方格中做一个标记。如果在 **B** 栏中没有找到这样的单词，就不要做任何标记。

当教师举起另一张卡片说 **Under the I** 时，学生查看其游戏纸 **I** 栏下方是否有与卡片相对应的单词，如果有，他们就用彩笔做一个标记；如果没有，就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如，可以在黑板上写下 **B I N G O**，当你喊出一张卡片后，可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词（不论任何方向），他可以喊出 **Bingo!** 当该学生读出他标出的单词时，检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片，或者直到有一个学生喊出了 **Bingo!** 如果没有人得到宾果，就把 24 游戏张卡片的顺序打乱，用不同的顺序再次喊出它们，直到一个学生叫出 **Bingo!**

要求学生保留游戏纸，以便下次你能用不同的词汇再次做这个游戏。

变化形式 1：在宾果游戏纸上，让学生通过中心空白的地方设法完成一个 **X**。

变化形式 2：让学生设法在宾果游戏纸四周边上完成一个方块。

你能找到它吗？

用来复习词汇的动作游戏。

如果教师用实物来做这个游戏将是最有趣不过的了。例如，在教室前面放一堆衣服，教师找一名自告奋勇的学生，让这名学生仔细看会儿这些衣服，然后让他离开教室。教师取走那堆衣服中的任意一件，将它递给班上的一名学生，让他将这件衣服藏在其桌斗里。站在外面的学生回到教室里猜被藏衣服的名称。全班同学要做如下回答肯定或否定该生的猜测。

自告奋勇者：My ____ is lost!

全班：Yes/No!

如果这名学生猜对了被藏衣服的名称，他边在教室中走动，边用如下句子向单个学生寻求帮助：

自告奋勇者：Can you find my ____?

学生甲：No, I can't.

自告奋勇者：Is/Are my ____ near?

Student 2: **Yes/No, it/they is/are near/far.**

When the volunteer finds the student with the item of clothing, the student says “Here it is!”

CHARADES

To review any vocabulary.

For this game, which is pronounced *shuh-rayds*, you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In “Charades,” the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1-2-3 rhythm:

1- Clap your hands on your thighs.

2- Clap your hands together.

3- Clap your hands on your thighs.

Ask the students to clap with you as you all count **1-2-3** together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to review: **1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10, 1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15.**

You can also use this rhythm for: **twen-ty-one, twen-ty-two, twen-ty-three** and so on. When you get to **thirty**, clap once on your thighs as you say the number. Resume clapping for **thir-ty-one, thir-ty-two** and so on up to one hundred. For the numbers **seven-ty-one, seven-ty-two, seven-ty-three** and so on.

Repeat this a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

学生乙: Yes/No, it/they is/are near/far.

当这名学生找到拿着衣服的学生时, 拿着衣服的学生要说: Here it is!

猜字游戏

用来复习词汇。

这个游戏的名称, 读音是 *Shuhrayds*。教师需要一块记时的秒表或时钟和一个容器, 例如一个盒子或一顶帽子。在容器中, 放入学生已学过的词汇的卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两组, 指定某个学生为计时员。第一组推举一名选手到教室前面, 从容器中抽出一张词汇卡或纸条。这名选手**只能**用动作表明词汇卡或纸条上的单词意思。第一组的学生要设法猜出那个词或短语。注意: 第二组的学生必须保持安静。

在游戏中, 要求选手不能说话, 也不能手指某物或画出某物, 选手只能用动作来表明单词或短语的含义。

计时员记录下来每组猜单词或短语所需的时间。不能超过两分钟 (也可用别的限定时间)。当这个组成功地猜出了单词或短语后, 在黑板上写下此组所用的时间。

接下来, 第二组派选手上前抽取纸条, 用动作表演单词和短语。如果学生感兴趣, 可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

拍数游戏

用来复习数字单词。

让学生起立, 用 1-2-3 的节奏教拍数游戏。

1- 双手拍大腿。

2- 双手齐拍。

3- 双手拍大腿。

当教师和学生数数的时候, 要求他们和教师一起按 1-2-3 的节奏拍数, 直到大家都掌握为止。

用下面的顺序拍和数数, 直至教师想复习的最大数字: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, 1-2-6, 1-2-7, 1-2-8, 1-2-9, 1-2-10, 1-2-11, 1-2-12, 1-2-13, 1-2-14, 1-2-15。

教师也可以用此节拍数: *twen-ty-one, twen-ty-two, twen-ty-three* 等等。当数到 *thirty* 时, 双手拍一下大腿。继续拍数出 *thir-ty-one, thir-ty-two* 等等直至 100。比如说 *seven-ty-one, seven-ty-two, seven-ty-three* 等的数字也是如此。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘到黑板上: 红的、蓝的、绿的和黄的, 也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DIAL-A-WORD

A telephone game to review any vocabulary.

On the blackboard, draw a telephone. Tell the students that when they “make a call” they can make words, too. If the students “make a call” with 2-1-8, for example, they spell “cat.”

Divide the class into pairs. The students take turns choosing a word and giving their partners the corresponding numbers to spell it. Each partner must guess the word, and spell it, to get a point. The word can be any length. If a student also spells other words with the numbers from his or her partner, he or she gets extra points.

DRAW AND GUESS

To review any vocabulary.

This game is like “Charades,” only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: chair, desk, ear, scissors.

Difficult words: friend, favourite, eat, colour.

Phrases (difficult): one big apple, sing a song, little tree.

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through drawing ONLY, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

DRAW ME

To review vocabulary for personal description.

Each student writes a description for a character. Write a list of characteristics you want the students to cover on the blackboard. The list could include questions such as:

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

让一个自告奋勇的学生走到黑板前，按照全班在说唱中指出的颜色指黑板上相应的彩纸。唱到歌曲的最后一行，教师举起一种出人意料的颜色，让该学生指着它说出其颜色的名称。让其他的学生重复做这个游戏。

拨单词游戏

用来复习任何词汇的电话游戏。

教师在黑板上画一个电话。告诉学生当他们“打电话”时，他们还可以拼写单词。例如，如果学生用 2-1-8 “打电话”，他们便拼写出单词 cat。

将全班学生分为两人一组。学生轮流相互选出一个单词并且给出对方相应的数码，让对方拼出该单词。双方必须猜单词，拼出它，便可得分。单词多长都可以。如果学生用同伴的数字拼出不只一个单词，他便可以得到加分。

画画猜字

用来复习词汇。

该游戏类似上面的“Charades”游戏，只不过要学生通过画画来说明单词或短语的含义。

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片或写有单词和短语的纸条，纸条上的单词和短语必须是学生认识的。游戏的难易度教师可以自己掌握。例如：

容易的词：chair, desk, ear, scissors

困难的词：friend, favourite, eat, colour

短语（难）：one big apple, sing a song, little tree

把全班学生分成两组，指定某个学生为计时员。第一组推举一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手**只能**通过画画设法说明纸条或词卡上单词的意思。第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或者写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者用别的限定时间）。当这个组成功地猜出了单词或短语后，在黑板上记下所用的时间。

接下来，第二组派选手上前抽取纸条或词卡，然后用画画表现出这个单词或短语。若学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

画画我

用来复习描述人物的词汇。

要求每名学生描述一个人物。教师在黑板上列举出这个人物应包括哪些特征，可以把它们写成问题的形式：

How old is he or she?

How tall?

Is he or she fat or thin?

What is he or she wearing? What colour?

Does he or she have glasses?

What colour is his or her hair?

What colour are his or her eyes?

Is he or she mad? Scared? Happy? Sad?

How many legs (*or other parts of the body*) **does he or she have?** (*Only if you are drawing monsters!*)

Each student draws a picture to match his or her written description. Each student then trades his or her written description (but not the picture!) with a partner. Each student then tries to draw his or her partner's character from the written description. Does it match what his or her partner drew?

DRESS UP

An action game to review clothes and other vocabulary.

Put some real clothes at the front of the classroom in a pile. The clothes should be very big so that the students can put them on over their own clothes. If you can, bring more than one article of each type of clothing in different colours.

Divide the class into two teams and ask for a player from each team. Then describe the clothes each player should put on. Keep score.

You can use this game to review pronouns (he, she). Ask for a boy and girl to come to the front. Ask them to listen carefully and put on the right clothes when the sentence you say applies to them. For example:

She is wearing a _____ (colour) skirt. (*The girl puts on the skirt.*)

He is wearing a _____ (colour) hat. (*The boy puts on the hat.*)

If you can't get appropriate clothing, use pictures of clothes that you prepare in advance, or that you draw on the blackboard with a sheet of coloured paper above each one.

Variation: Use this game to review seasons. Put clothing at the front of the class that is appropriate for different seasons. When you call out a season, volunteers race for the appropriate clothing to put on. For example:

winter **winter hat, winter scarf, mittens**

spring **umbrella, rain boots, rain jacket**

summer **shorts, T-shirt, sun glasses**

fall **sweater, jacket, pants**

Note that the students do not need to name all the clothing to play the game. You may, however, want to write the seasons on the blackboard with corresponding weather adjectives. (For example, winter is cold and snowy, spring is cloudy and rainy, summer is hot and sunny, fall is cool and windy.)

If you can't get clothes for this game, you can play it with pictures of clothes. Divide the class into small groups and ask each group to draw a picture for each article of clothing. They then put these face up in centre of the group. When you call out a season, the students race to take the cards for the appropriate clothing.

FAVOURITES

A game to review pronouns, possessive pronouns and other vocabulary.

Draw quick pictures of different objects on the blackboard. Tape a sheet of coloured paper over each object, or write an adjective (slow/fast, big/little, loud/quiet) over each object. Ask for volunteers, one by one, to come to the blackboard and remain standing under the

Does he or she have glasses?
What colour is his or her hair?
What colour are his or her eyes?
Is he or she mad? Scared? Happy? Sad?

How many legs (或身体的其他部位) does he or she have? (此句仅用于你所画为怪物的情况 !)

要求学生为其描述配上图画。然后, 每名学生和一个伙伴互相交换他们的文字描述 (而非图画 !)。然后, 学生们试着根据此文字描述画出这个人物形象。画出的这张图和对方的一样吗?

盛装游戏

用来复习衣服类词汇及其他词汇的动作游戏。

在教师的前面摆放一堆衣服。这些衣服要大一些, 以便学生能将这些衣服穿上去。如条件允许, 教师最好同时拿几件不同种类且同类不同颜色的服饰。

将全班学生分成两组, 并且每组找出一名选手。然后教师描述每名选手应该穿的衣服。计分。

教师可以利用这个游戏复习代词 (he, she)。找一名男生和一名女生到教室前面。让他们仔细听教师讲并且正确地根据句子着装。例如:

She is wearing a _____ (颜色) skirt. (女生穿上裙子)

He is wearing a _____ (颜色) hat. (男生戴上帽子)

如果教师找不到合适的衣物, 可以利用课前准备好的衣物图片, 或者在黑板上画出图画并在每个图上面贴上彩纸。

变化形式: 利用这个游戏来复习季节。在教室前面放上适合不同季节的服装。当教师说出季节名称时, 自告奋勇的学生们比赛谁最快找到适合该季节的服装。例如:

winter winter hat, winter scarf, mittens

spring umbrella, rain boots, rain jacket

summer shorts, T-shirt, sun glasses

fall sweater, jacket, pants

注意, 在游戏中, 学生不必说出所有衣物的英文名称。但教师可以在黑板上写出季节的名称及相关季节的天气状况。(例如: 冬天寒冷多雪, 春天多云多雨, 夏天炎热晴朗, 秋天凉爽多风)

如果教师找不到衣服实物, 可以用衣物的图片来做此游戏。将全班学生分为若干小组, 要求每组学生给每件衣物都画一幅图。然后, 将这些图正面朝上放在各组学生的中间。教师喊出季节的名称, 学生比赛去取适合该季节的衣物。

最喜爱的东西

用来复习代词、所有格代词和其他词汇的游戏。

在黑板上画一些不同物体的速描。在每件物体上方用胶带粘上一个彩纸条或者写上一个形容词 (slow/fast, big/little, loud/quiet)。教师大声说出物体名称, 顺次叫自告奋勇的学生站到黑板前该物体下面。这时, 每名自告奋勇的学生必须要说出: I like my

objects you call out. Each volunteer must then say “I like my ____ (adjective) ____ (object)” or, if someone is already standing under that object, “We like our ____.” Call out another object. The same volunteer must then correctly formulate a sentence about the student or students standing under that object (“He/She likes his/her ____ ” or “They like their ____.”)

Hold an adjective and object in your own hands. When you call out your object, the volunteer must say “You like your ____.”

FIND THE CARD

To review any vocabulary.

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card so the students can’t see the picture.

Ask for a volunteer. Say **Where’s the ____ ?** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word on the card loudly.

If the card matches what you asked for, the student may call out the next word. The student says **Where’s the ____ ?** and picks a volunteer to try to find the matching card.

If the card doesn’t match, the student returns to his or her desk.

FIND THE LETTER

To review letters of the alphabet.

Have the students look around the classroom to find objects that begin with the letter A and then four to five other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter *c*.)

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

GO FISH

To review any vocabulary.

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can’t see the pictures).

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

(形容词) ____ (物体)。或者, 如果有其他学生已经站在某物体下面, 这名学生要说出: We like our _____. 教师继续大声说出另一物体名称, 这时, 这名学生必须正确地说出关于一名学生或几名学生站在某物体下面的句子 (He/She likes his/her _____. 或 They like their _____.)。

教师手里拿一个“形容词”和一个物体, 大声说出手中的物体名称, 这时, 自告奋勇者要说出: You like your _____。

找词卡

用来复习词汇。

把 10 到 15 张大词汇卡片放到教室前面, 把每张卡片翻过去使学生看不到卡片上的图画。

找一个自告奋勇的学生。教师说: Where's the ____ (说出其中一张词汇卡上的单词)? 学生走上前, 挑出一张卡片, 把它举起来, 并大声读出词汇卡上的单词。如果这名学生挑对了卡片, 他可以再说出下一个单词, 然后说 Where's the ____? 然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片, 就让他回到他的座位上去。

找字母

用来复习字母表中的字母。

让学生环顾教室的四周, 找出名称以字母 A 打头的物体。然后再找出 4 个到 5 个名称以别的字母打头的物体。

教师说出更多的字母, 但这次让学生翻看《教科书》来找这些单词。

当学生找到后, 在黑板上写下这些单词。

几分钟后, 停止这个游戏, 指着黑板上的每个单词, 让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词 (比如 pencil, 包含字母 c)。

把这些单词添加到黑板上的单词表上。几分钟以后, 逐个指着单词让全班朗读。

选择一些单词, 当你指着每个字母的时候, 让全班学生拼读。

钓鱼游戏

用来复习词汇。

为了取得最好的结果, 每个选手应该拥有并能读出 10 到 20 张小词汇卡片。注意, 每个选手手中的词汇卡片必须相同。

把班里学生分成二人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多, 谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们的全部卡片都混在一起, 把卡片面朝下码成一大摞 (令他们看不到图画)。

每个学生从这摞卡片上面取 4 张, 确信别人看不到自己手中的卡片。

Each player checks the cards he or she chose for cards that match. Any player who finds a pair immediately puts it down in front of him or her. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has anymore matching cards, the game begins.

The players take turns asking each other **Do you have a ____ ?**, trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

GUESS THE QUESTION

A game to review standard questions.

Ask the students to take out their flashcards that say **Who?, What?, When?, Where?, Why?** and **How?** Divide the class into groups of four to six players. The students in each group combine their cards in a stack. The students then take turns picking up a card and saying a sentence that answers the question on the card. (For **Who?**, a player might say **I am a doctor.**) The other players then guess the question on the card, starting with the first player to the right. The player that guesses the word correctly gets a point. Then the next student picks up a card and makes up a sentence.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning.

Ask the students to each write two sentences. One sentence matches vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and read one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **Yes** if the student stands under the correct face and **No** if not.

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

每人检查一下手中的卡片，看有没有可以配对的，只要发现配对的，就立即把这对卡片放到自己面前，然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时，游戏就开始了。

选手轮流问对方：Do you have a ____? 设法使手中的牌配上对。在四人一组中，每个选手每次必须叫出组中具体人的名字。比如说，选手甲可能说 Rongji, do you have a hot dog?

如果 Rongji 的卡片中有 hot dog，他必须把这张卡片给选手甲，选手甲就用它和他的 hot dog 卡片配对，然后放下这对卡片，再去拿另外一张。

如果 Rongji 手中没有 hot dog 的卡片，他便说：Go Fish! 选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同，选手甲就配成了一对，将这对卡片放下，并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片不配对，那么就该轮到选手乙了，选手乙继续重复这样的程序。

一直玩到这摞卡片被拿完为止。这时所有选手不能再拿了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确信选手们在游戏结束后都取回了自己的卡片。

猜问题

用来复习标准问句。

让学生取出写有 Who?、What?、When?、Where?、Why?、How? 的单词卡片。将全班学生分为四至六人一组。每组学生将所有组员的词卡放成一摞。然后每名学生轮流拿一张卡片，并就卡片上的问题说出一个句子。（例如，如果拿到的卡片上写有 Who?，该组员可以说出句子：I am a doctor.）其他的组员们要根据句子猜出卡片上写的问句，从组员右侧的另一名组员开始猜起。正确地猜对词卡上的句子的组员得 1 分。然后下一个学生拿一张卡片并说出句子让其他组员猜。以此类推。

笑脸和哭脸

用来复习搭配成组的词汇，如 hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning。

要求学生每人写两个句子，一个句子词汇搭配正确，如 In the morning, I eat breakfast; 另外一个句子词汇搭配不正确，如 He is a girl。给学生们一些时间来完成句子。

在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他写的其中一个句子。让他站在黑板上画的一张脸的下面。他站在笑脸下面，意味着他的句子中词的搭配是正确的，他站在哭脸下面，意味着搭配是错的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes; 如果站错了，就说 No。

藏东西

用来复习 Where 问题和教室用具名称的动作游戏。

解释一下这个游戏，然后让一个自告奋勇的学生离开教室，并告诉他你将用什么物品来做这个游戏。

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says **Where is my ____?** and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants **Where is his/her ____?** over and over while clapping.

When the student finds the object, he or she holds it up and says **There it is. Thanks!**

I SEE SOMETHING

To review adjectives.

Say in rhythm:

X X X X X | X X X X X |

I see some-thing ____ . I see some-thing ____ .

Fill in the blanks with a colour or other adjective. For example:

I see something green. Or I see something little.

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** and points to his or her guess. You answer **Yes** or **No**. The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something ____**. The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

JOINING GAME

An action game to review parts of the body.

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow**, one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!**

LETTERS

A spelling game to review any vocabulary.

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word “cow” has three blanks: _____. The word “sheep” has five blanks: _____.

The teams take turns guessing the letters that go in the other team’s blanks. For example, Team 1 gets the card for “cow” and draws three blanks on the paper. Team 2 guesses the letter *O*. Team 1 writes *O* in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2’s word.

The team that completes the most words wins.

这个学生离开后，把这件物品藏在教室的某处。

这个学生回来后，问：Where is my ____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍巴掌。当他又远离了被藏物品时，全班轻声地拍巴掌，边拍巴掌边一遍一遍地说唱：Where is his/her ____?

当该生找到了被藏物品时，把它举起来，并说：There it is. Thanks.

我看见了某物

用来复习形容词。

教师有节奏地说：

x x x x x | x x x x x |
I see some-thing ____ . I see some-thing ____ .

用一种表示颜色的词或其他形容词填空。例如：I see something green 或者 I see something little.

学生要设法猜出你看见了什么。要想猜测，学生举起手，指着他猜测的东西问：Is it this? 你回答 Yes 或 No。学生们一直猜下去，直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他说：I see something ____ . 其他人设法猜出他看见了什么。注意：如果有人猜对了，学生们必须诚实地承认，而且也不能中途改主意。

连接身体部位游戏

用来复习身体各部位名称的动作游戏。

学生一对一站立。当教师说出身体的两个部位时，两个伙伴必须以最快的速度连接这两个部位。例如，如果教师说 Finger and elbow，其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时，就会出现有意思的场面，看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子：Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

字母游戏

用来复习词汇的拼写游戏。

把全班分成四人一组的若干小组，每组有两人组成的两个队：甲队和乙队。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞，放在中间。

每队从这摞卡片上抓一张，并在一张白纸上为卡片上的单词的每个字母画一个空格，例如，单词 cow 有三个空格 ____，单词 sheep 有五个空格 ____。

两个组轮流猜对方画的空格上应该是什么字母。例如，甲队抓到的卡片上有单词 cow，他们便在一纸上画出三个空格。乙队猜中字母 O，甲队便把 O 填入正确的（第二个）空格中，乙队继续往下猜，直到猜对为止。如果猜错，甲队便在空格的下面写上不正确的字母，然后就轮到甲队猜乙队单词中的字母了。

猜对单词数目最多的队为胜方。

LIVING PICTURE

A game to review action in a story.

In this game, you or a volunteer tell a story. Volunteers in the class play people in the story. They must do the actions you describe and say the words you tell them to say.

Each time we recommend this game in the teacher's guide, we give you sentences to say, or ask you to read from the student book or storybook. You can, however, make up your own story, or ask the students to make up a story.

Before you start the game, you need to assign a role to each student in the game. You can give the students names, or tell them to play objects, such as a phone. You also need to assemble any objects you want the players to use.

You can interrupt the story at any time and ask the players to say appropriate words. For example, if the story says a player visits another player, they should exchange a greeting.

Play the game with one group of volunteers in front of the whole class.

Variation: Divide the class into small groups, each with a set of players, and play the game with all the groups at the same time.

MEMORY CARD

To review any vocabulary.

Choose ten to fifteen words you want the class to review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** If the cards match or **Different!** If they don't, Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

MEMORY NAME

To review my/his/her and learn everyone's name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says **My name is** ____ (Hong, for example).

The second person says **My name is** ____ (Yangsheng, for example) and **Her name is Hong.**

The third student says **My name is** ____ (Du, for example) and **His name is Yangsheng** (point to the second student) and **Her name is Hong** (point to the first student).

The game continues down the row. You are the last person in the row and must remember all of the students' names!

活画面

用来复习故事中的动作词汇。

在本游戏中，教师或者一名自告奋勇的学生讲述一个故事。让自告奋勇的学生们扮演故事中的人物。他们必须按照教师描述的动作做出动作，教师让他们说单词时，他们要说出单词。

当《教师用书》中建议使用本游戏时，均给教师提供了一些可供选用的句子，或者要求教师读《教科书》或《故事书》中的句子。当然，教师可以自编故事或让学生编故事。

在开始游戏前，教师需先安排给每位学生在游戏中扮演的角色。教师可以给学生起名，或让他们扮作某件物体，如电话等。教师还需提前将游戏者所需的道具发给他们。

教师可以随时打断故事并要求游戏者说出恰当的单词。例如，如果故事中说一名游戏者去访问另一名游戏者，他们需互相问候对方。

教师和一组自告奋勇的学生在全班学生面前做游戏。

变化形式：将全班学生分为若干小组，每组学生均参加游戏。各组学生同时做此游戏。

记卡片

用来复习词汇。

挑选 10 个到 15 个教师想让学生复习的单词，让每个学生找出自己有这些单词的小词汇卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起，把它们面朝下平铺在课桌上，卡片不能互相接触，更不能叠加在一起。

学生轮流翻卡片，每次翻开两张。他们翻开卡片时，必须读出卡片上的单词，如果两张卡片相同，他们还要说 Same! 如果不同，说 Different! 选手必须既要读对单词，又要说正确 Same! 或 Different!

如果两张卡片一样，而且选手说的也对，他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了，就得把两张卡片再倒扣在桌子上。这时，轮到他的对手来翻卡片。

最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。做完游戏后，教师要确信学生都取回了自己的卡片。

记名字

用来复习 my/his/her 和熟悉每个人的名字。

让 10 名自告奋勇的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is ____ (比如说红).

第二个人说：My name is ____ (比如说杨生). Her name is Hong.

第三个人说：My name is ____ (比如说杜). His name is Yang Sheng(指着第二位学生). Her name is Hong (指着第一位学生).

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

MOTHER, MAY I?

An action game to practice asking permission and other vocabulary.

This is a game every North American student knows.

Divide the class into groups of about six. Each group appoints a “mother” or a “father.” This student stands facing the group and the rest of the group stands several metres away, shoulder to shoulder in a line. The “mother” or “father” then requests each student in the rest of the group, one by one, to perform an action. These students must say “Mother/Father, may I?” before they do the action. The action always involves taking a specified number of steps forward in a specified manner. For example:

Mother/Father: ____ (*name of Student 1*), **please take three big steps.**

Student 1: **Mother/Father, may I?**

Mother/Father: **Yes, you may.**

Student 1: (*Take three big steps forward*).

Any student who performs the action without saying “Mother/Father, may I?” or who performs the action incorrectly, returns to the starting line. The student who reaches the “mother” or “father” first wins.

You can use this game to practice simple or complex sentences. Brainstorm the sentences you want your class to use before you play the game. For example:

Please take nine (*or any number*) **big/little steps.**

Please take five (*or any number*) **big/little, fast/slow, loud/quiet steps.**

Please take two (*or any number*) **big/little** (*or a combination of adjectives*) **steps in an airplane** (*or other mode of transportation*).

Please run (*jump, walk, skip*) **one** (*or any number*) **big/little** (*or a combination of adjectives*) **step(s).**

If you use modes of transportation, help the class agree on how to act them out.

Variation 1: You can adapt this game to review any action you would use in “Simon Says.” When a student performs an action correctly (after first asking “Mother/Father, may I?”), he or she takes a step forward. Otherwise, he or she returns to the starting line.

Variation 2: Play the game with the whole class. Divide the class into teams. Appoint a scorekeeper. Request actions from each team, one by one. (You can use actions they can perform on the spot.) Each team asks “Mother, may we?” and then performs the action. The scorekeeper awards a point each time all the members of a team do everything correctly.

NAME IT

To review any vocabulary.

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry).

The students add up the number of words they wrote down and then write down the points (one point for each word). When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with *E* as they can (for example, elbow, ear and eye).

妈妈，我能这样做吗？

用来练习请求允许和其他词汇的动作游戏。

这是所有北美学生熟知的游戏。

将全班分成大约六个组。每组委任一名“妈妈”或“爸爸”。这名学生面向组员，其他组员均站在离这名学生几米远的地方，肩并肩地站成一排。然后，“妈妈”或“爸爸”要求组里的其他学生依次表演一个动作。这些学生在做动作前必须先说：Mother/Father, may I? 这些动作常包括要求学生向前迈出步子的具体数字和具体方式。例如：

妈妈 / 爸爸：____ (学生甲的名字), please take three big steps.

学生甲：Mother/Father, may I?

妈妈 / 爸爸：Yes, you may.

学生甲：(向前迈出三大步)

只做动作没有说 Mother/Father, may I? 的学生或者做错动作的学生，将被罚重新回到起始线上。最先到达“妈妈”或“爸爸”位置的学生为优胜者。

教师可以用本游戏来练习简单的或复杂的句子。做此游戏前，教师需和学生一起即席想出一些在游戏中要用到的句子。例如：

Please take nine (或任一数字) big/little steps.

Please take five (或任一数字) big/little, fast/slow, loud/quiet steps.

Please take two (或任一数字) big/little (或形容词组合) steps in an airplane (或其他交通方式).

Please run (jump, walk, skip) one (或其他数字) big/little (或形容词组合) step(s).

如果教师运用表示交通方式的词汇，先和全班就如何表演出这种交通方式达成一致。

变化形式 1：教师可以改编此游戏，用来复习任何能够用于“Simon Says”游戏的动作。如果学生正确地做出动作 (问了 Mother/Father, may I? 后)，他可以向前走一步。反之，则必须重新回到起始线上。

变化形式 2：和全班一起做此游戏。将全班分成若干小组。委派一名计分员。一个一个地给各组发出动作指令。(教师可选用当场能表演的动作) 每组学生一起问：Mother, may we? 然后表演出动作。每次小组组员均正确地根据指令做出动作时，计分员给该组加 1 分。

说出名字

用来复习词汇。

每个学生需要一张纸和一支铅笔。

教师说出颜色名称和词汇的类别，比如食品、动物或者教室物品。例如，Red: foods! 这时学生必须写下他们所能想起来的红色的食品 (如：肉、苹果和草莓)。

学生把他们所写下的单词数目累加起来，然后记下得分 (每词 1 分)，当他们完成以后，教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色，例如，E: body! 学生必须写下身体各部位中以 E 开头的单词 (如 elbow, ear 和 eye)。

The student with the most points at the end of the game wins.

Variation 1: Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

Variation 2: In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

NEVER NEVER

A game to review adverbs of frequency.

Draw seven boxes on the blackboard. Label each box with a day of the week, starting with Sunday. Divide the class into two teams and keep score.

You say sentences that use the words **always**, **sometimes**, **usually** and **never**. Players from each team take turns writing check marks or Xs in the boxes to match what you say. For example:

Teacher: **You always wear pants.**

Student 1: (*Put a check mark in each box.*)

Teacher: **You never eat sandwiches.**

Student 2: (*Put an X in each box.*)

For **sometimes** and **usually**, the students have to think! They must use a combination of check marks and Xs, but in any order. For **usually**, more than half the days should have check marks. For **sometimes**, less than half days should have check marks.

Variation: You can make the game harder by asking the students to draw pictures or write words that match the sentences you say. For example, if you say **You usually wear shorts**. **Sometimes you wear pants**, then the students draw (or write the word for) shorts in more than half the days, and pants in the rest of the days. If you say **It is never rainy**, the student should draw a sun (or write the word) in all the days of the week.

NUMBER GAME

To review numbers.

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

最后得分最高的学生为胜方。

变化形式 1：允许学生分成小组来做这个游戏。在一个小组中，每个学生都写下他能回忆起来的与字母类别配对的单词。然后，小组数一下集体想出的不同的词汇有多少个，这个总数即是小组的得分。

变化形式 2：在 4 人到 8 人的小组中，学生可以小范围地做此游戏。每组准备 4 张纸条。每张纸条上面写一个字母（或一种颜色）和一个单词类别。每组派一个代表大声读出纸条上的内容，然后每个组员写出与字母和类别配对的单词。在每个类别做完之后，由小组宣布一名获胜者。

从不游戏

用来复习频度副词。

在黑板上画 7 个盒子，从周日开始，依次在每个盒子上标上一个星期名称。将全班学生分为两组，计分。

教师说出带有频度副词 *always, sometimes, usually, never* 的句子。各组选手根据教师说出的句子轮流在盒子上打对勾或画 X。例如：

教师：You always wear pants.

学生甲：（在每个盒子上画上对勾）

教师：You never eat sandwiches.

学生乙：（在每个盒子上画 X）

对于 *sometimes* 及 *usually*，学生就要动脑筋思考！他们既需要打勾，又要画 X，顺序任意。对于单词 *usually*，一半以上的天数要打对勾。对于单词 *sometimes*，半数以下的天数要打对勾。

变化形式：教师可以要求学生根据句子画出图画或写出单词，以加大游戏难度。例如：如果教师说：You usually wear shorts. Sometimes you wear pants. 那么，学生需在半数以上的天数上画上短裤（或写上单词 *shorts*），在其余的天数上画上裤子或写上 *pants*。如果教师说：It is never rainy. 学生则应在每一天画上太阳（或写下单词）。

数字游戏

用来复习数字单词。

把全班分成两组，每组派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。告诉学生可在各自圆圈的任何地方写下这些数字，然后回到座位上。

让另外两个学生到黑板上记分。

从每个组中选出一名参赛者站在黑板前，告诉他们，当你开始说从 1 到 15 之间的数字时，假若黑板上有这个数字，就擦掉它；如果没有，就补上它。第一个在圆圈中写下数字的学生，能为他的组挣 1 分。

让这些选手自己挑选下一个选手参赛，重复这个游戏直到所有的人都能轮上。

得分最多的组为胜方。

NUMBER ME

A card game to review heights, ages and addresses.

Divide the class into small groups. Each group uses a set of flashcards for the numbers 1 to 100. Each player needs a sheet of paper with three questions written across the top:

How old are you?

How tall are you?

What's your address?

Player 1 asks Player 2 (the player to his or her right) all three questions, one at a time but in any order. To answer each question, Player 2 picks up a card and substitutes the number on the card in the correct answering phrase. Give extra praise to students who act their "age." For the address, the students say the number, then the ordinal for the number followed by "road/street/avenue," whichever is appropriate for their actual address. So if a player draws 99, he or she says "My address is Ninety-ninth Street/Avenue." As each player answers each question with a number card, he or she puts the number card under the correct question on his or her paper.

When all the students in the group have had a turn, they compare ages and heights. Each makes a correct sentence about being older or younger, taller or shorter than another student in the group.

Variation: Play only with the questions: "How old are you?" and "How tall are you?"

OPPOSITES

A card game to review opposites.

This game is like "Memory Card," except the students make pairs from opposites.

Ask the students to play with any of the cards below, depending on what vocabulary you have covered. Please note, there are two cards for some words ("old" and "slow").

fast, slow

quick, slow

easy, hard

quickly, slowly

loud, quiet

loudly, quietly

big, little

cold, hot

happy, mad

old, young

short, tall

old, new

near, far

left, right

north, south

east, west

high, low

good, bad

clean, dirty

Variation 1: Play "Opposites" as a class with your large vocabulary cards. Post some of

我的数字

用来复习身高、年岁和地址的词卡游戏。

将全班分成若干小组。每组用一套数字 1 ~ 100 的词卡。每名学生需准备一张纸，在纸的上方横排写出如下三个问题：

How old are you?

How tall are you?

What's your address?

学生甲分别提问学生乙（学生甲右边的学生）上述三个问题，一次只能问一个，但可以按任何顺序来问。学生乙挑出一张词卡，用词卡上的数字说出正确的句子做出回答。教师要给表演出“年岁”的学生以特殊的表扬和鼓励。对于地址，学生要先说出数字，然后再用序数词后跟 road/street/avenue，来表述他们的地址。因此，如果一名学生抽出 99，他便说：My address is Ninety-ninth Street/Avenue. 当每名学生用数字卡片回答每个问题时，学生需将数字卡片放在他的纸上所对应问题的下面。

当小组中每个学生都轮换一遍后，对比年龄和身高。每名学生就其和同组的另一名学生相比是年岁大还是年岁小，是高还是矮造句子。

变化形式：仅用 How old are you? 和 How tall are you? 问句来做此游戏。

反义词

用来复习反义词的词卡游戏。

本游戏做法与“Memory Card”游戏类似，所不同的是学生需用反义词来组对。

教师根据所学内容，要求学生选用任何以下词汇的词卡做本游戏。注意，个别单词有两张词卡（比如 old, slow）。

fast, slow
quick, slow
easy, hard
quickly, slowly
loud, quiet
loudly, quietly
big, little
cold, hot
happy, mad
old, young
short, tall
old, new
near, far
left, right
north, south
east, west
high, low
good, bad
clean, dirty

变化形式 1：用教师卡片让全班一起来做本游戏。教师将一些词卡字面背朝着学

your cards at the front of the class, facing away from the students. The students try to make pairs of opposites. When they make a pair, they say the words and remove the cards from the front. Don't work with all the cards at once, but change them from time to time. Divide the class into two teams first and keep score. Teams get a point for making a pair correctly.

Variation 2: Put each word on a slip of paper in a box. Ask each student to draw a paper from the box and then find their "opposite" partner. Each student calls out his or her word and looks for the student calling out the opposite. When everyone has found their partner, ask each pair of students to say their words.

PEN PAL

A creative writing activity to review letter-writing format and any vocabulary.

A "pen pal" is a friend you make through writing letters. In Canada, teachers often organize pen pals from other provinces or other countries for their students. The students generally never meet their pen pals.

You can set up "pen pals" in your English class. It's a great way to encourage personal expression in English.

You need a "mailbox" made out of a cardboard box. It needs to be big enough to hold a letter or postcard from each of your students.

Give each student in the room an "address." For example, name each row in your room as a street, avenue, or road. Then number off the desks in each row. Each student then has an address like this: "Number ___, ___ (ordinal) Street/Road/Avenue." You can also assign cities and countries to each row. Post the names for the streets, roads, avenues, countries and cities at the front or end of each row. This way, anyone can find the address for anyone else in the classroom.

The students can, if they want, make up English names for themselves. They can choose a name from the student book or storybook, or you can help them with other names.

Ask the students each to write their addresses (and names) on a slip of paper. Put all the paper in a box and pass it around the room. Each student takes a paper from the box (but never their own!). The student they draw becomes their "pen pal." Tell them to keep this address so they can find it again.

The students write postcards and letters to their pen pals and "mail" them in the mailbox. They can write about a pretend trip they are taking, or about themselves and their family, or anything else! To make the activity easier, assign a topic, and then brainstorm phrases and vocabulary with the class. You should also explain letter-writing format to the class as follows:

- Write the day at the top.
- Write "Dear ___,"
- Write the body of the message, with a capital letter at the beginning of each sentence and a period at the end.
- Write "Yours truly, ___ (name)" at the bottom.

The students "mail" their letters or postcards in the "mailbox." Ask for volunteers to "deliver" the mail, during the same class, if you have time, or at the start of the next class. The students then read the correspondence from their pen pals to partners, small groups or to the class.

生摆放在教室前面。学生要尽力找反义词配对。当他们找到一对时，说出单词并将这两张词卡拿走。教师不要一次摆出所有词卡，而要不时地换一换词卡。先将全班分为两组并且记分。各组每正确地找到一组反义词，该组得 1 分。

变化形式 2：将写有单词的纸条放入盒中。要求每名学生从盒子中取出一张，然后寻找他们的“反义词”同伙。学生大声说出他的单词并且寻找大声喊出其反义词的学生。当所有学生都找到同伴时，要求每对学生说出单词。

笔友

用来复习信件写作格式和词汇的一项富于创造力的写作活动。

“笔友”是通过写信而结交的朋友。在加拿大，教师经常组织学生同其他省市或其他国家的学生结交笔友。一般说来，笔友之间未曾见过面。

教师在英语课堂上可以组建“笔友”。这是鼓励学生用英语来表达自己的情感的一种极佳的方式。

教师需要制做一个纸“邮箱”。这个邮箱需能盛下班上所有学生的信件或明信片。

给每名学生指定一个“地址”。例如，将班内的一排指定为一条街道、大街或马路。然后给每列的每桌编号。于是，每名学生便得到一个地址：Number ____, ____ (序数词) Street/Road/Avenue。教师还可以给各排指定城市名和国名。将给各排所定的街道、马路、大街、国家和城市名称贴到此排的前面或后面，这样，大家都能找到其他人的地址。

学生可以自愿给自己编英语名字。他们可以选用《教科书》或《故事书》中的英文名字，或者由教师来帮助他们取其他名字。

要求每名学生在一张纸条上写下他们的地址 (和名字)。将这些纸条放进一个盒子里，在班上传这个盒子。每名学生从盒子中拿出一张纸条，(不要拿自己的那张 !) 学生拿到谁的纸条谁便成为其“笔友”。让他们保存这个地址以便能再次找到它。

学生给自己的笔友写明信片 and 信件并且将他们放在邮箱中“邮”出去。他们可以写一次假想的正在进行的旅行，或者写一写自己和家庭。总之，写什么都可以！如果教师想使活动简单些，给学生一个话题，然后同全班一起即席想出一些短语和词汇。同时，教师需要向全班说明信件的写作格式：

- 在上方写上日期。
- 写下：Dear ____,
- 写出主要内容。句首字母应大写，句末有句号。
- 在下端写下：Yours truly, ____ (名字)

学生将自己的信件或明信片放进邮箱中“邮发”出去。教师可以请自告奋勇的学生在本节课中或者在下节课的开始时“传递”信件。之后，学生向自己的伙伴、小组或全班读出所收到的笔友的来信。

QUESTION TOSS

An action game to review any vocabulary.

Bring a ball to class, preferably a big, soft one. Divide the class into two teams. Start anywhere in class.

You call out a category. For example, in the sports unit, call out categories such as:

Clothes! Favourite sport! Heavy!

A player then throws the ball to any player on the other team and asks a question that uses the category. The player who catches the ball must answer appropriately. Then that player throws the ball to the other team and the game continues. For example:

Teacher: **Clothes!**

Player 1: (*Throw the ball*) **Do you have any runners?**

Player 2: (*Catch the ball*) **Yes, I have some runners/No, I don't have any runners.**

Teacher: **Sports!**

Player 2: (*Throw the ball*) **What's your favourite sport?**

Player 3: (*Catch the ball*) **My favourite sport is _____.**

Teacher: **Light!**

Student 3: (*Throw the ball*) **What is light?**

Student 4: (*Catch the ball*) **A ping-pong ball.**

You can keep score (award points for each good question and answer) or just play for fun. The game will move faster if you do not change the category for each throw, but allow a series of questions for each category.

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **Open the book! Close your mouth! Touch a window! Point to a clock!**

Ask the first person in each team to come to the front of the class. Give a command, such as **Please open the door.** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

Variation 2: Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card first.

SECRET WORD

An action game to review any vocabulary.

Choose the vocabulary you want to review. Play the audiotape for any lesson or story that contains the vocabulary. Tell the students to signal when they hear the vocabulary. To signal,

掷猜问题

用来复习词汇的动作游戏。

教师将一个球带到班上，最好是又大又软的球。将全班学生分为两组。教师可以从任意一名学生处开始此游戏。

教师大声说出某一类别，例如，在讲运动项目的那个单元，教师可以大声说出：Clothes! Favourite sport! Heavy!

于是，其中一组的一名学生将球扔给另一组的一名学生并就这个类别提问一个问题。接到球的学生必须恰当地作出回答，然后将球扔回另一组继续此游戏。例如：

教师：Clothes!

选手甲：(掷球) Do you have any runners?

选手乙：(接球) Yes, I have some runners/No, I don't have any runners.

教师：Sports!

选手乙：(掷球) What's your favourite sport?

选手丙：(接球) My favourite sport is ____.

教师：Light!

选手丙：(掷球) What is light?

选手丁：(接球) A ping-pong ball.

教师可以记分 (每个好的问句和答句均可得分)，也可只仅为娱乐做此游戏。如果教师不是每次投球都更换类别，游戏的节奏要快一些，但允许每个种类提问一些问题。

动作比赛

用来复习词汇，尤其是表示动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Please open the door，参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得 1 分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加 1 分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式 1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛看谁能首先摸到正确的卡片。

变化形式 2：把全班分成若干小组，让每个小组拿出词汇卡片，面朝上放在课桌上，大家围坐在课桌四周。教师说出单词，每个小组的学生比赛看谁能第一个摸到正确的卡片。

秘密词汇

用来复习词汇的动作游戏。

教师选出想要进行复习的词汇。播放任意包含这些词汇的课文或故事的录音。要求学生一听到这些词就发出信号。教师可以让学生举手、起立、发生声音或表演任何

you could ask them to put up a hand, to stand, to make a noise or perform any other action. To make the game more complicated, review more than one word or phrase at a time, and give the students different signals for each.

SHOW AND TELL

A card game to review “show,” “tell” and other vocabulary.

Every teacher in Canada knows “Show and Tell.” It helps students, especially young students, practice formulating sentences and speaking in front of others. The students take turns bringing things to school to show the class and tell the class about.

You can adapt this activity to your class as a card game. Divide the class into small groups. Ask one student in each group to take out his or her flashcards for clothes, classroom objects and other objects, and place them in a stack in the centre of the group. The students take turns drawing a card from the stack. They then say (write these sentences on the blackboard):

I have (a/an) ____.

I want to show you my ____. (*Show the group the card.*)

I want to tell you about my ____.

The student then makes up a sentence about the object on the card. For example:

This is my favourite ____.

My ____ is ____ (*adjective*).

Variation: Play the game with the whole class. Put your large vocabulary cards in a stack at the front of the classroom. Ask for volunteers to come to the front of the class, one by one, and draw a card. Each student then says the sentences and makes up a sentence about the object on the card.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **Simon says** first. If you do not say **Simon says**, they should not imitate what you do. They must listen carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **Simon says do this**. The students imitate your action. Then perform another action and say **Simon says do this**. The students again imitate your action.

Now perform another action and say only **Do this**. The students must not imitate you.

Continue the game, mixing up **Simon says do this** and **Do this** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **Simon says point to your arm!**
Simon says shake your leg! Jump up and down!

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short—no more than a minute or two.

动作来作为信号。如果想要使本游戏更复杂些，可以一次复习多个单词或短语，让学生针对不同的单词和短语发出不同的信号。

展示 讲述

用来复习单词 show 和 tell 及其他词汇的词卡游戏。

加拿大的老师都知道这个游戏。此游戏帮助学生，特别是小学生练习造句及在他人面前说话。学生轮流将一些东西带到学校，将它们展示给全班学生并向全班讲出名称。

教师可以将此活动更改为词卡游戏。将全班学生分为若干小组。要求每组的一名学生将其有关衣物名称、教室物品以及其他物品的词卡取出，并将这些词卡摞在一起放在小组中央。学生们轮流抽出一张词卡。然后他们说如下句子（教师将这些句子写在黑板上）：

I have (a/an) _____.

I want to show you my _____. (向本组展示卡片)

I want to tell you about my _____.

然后，学生就词卡上的物品名称造句。例如：

This is my favourite _____.

My _____ is _____ (形容词).

变化形式：全班学生一起做此游戏。教师将教师卡片摞成一摞放在教室前面，让自告奋勇的学生挨个到教室前面，每人抽一张卡片。然后，每名学生说出句子并就卡片上的物品造句。

SIMON 说话

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用它来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头时用 Simon says，他们才模仿你的动作；如果你没有说 Simon says，他们就不要模仿你的动作。他们必须仔细听，你要想办法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式 1：发出具体的命令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

变化形式 2：让单个学生引导做这个游戏。起初，学生们可能觉得很难，所以缩短每一轮的时间——不超过 1 至 2 分钟。

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says.” Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

SMILE, FROWN

A game to review “and,” “but,” pronouns and possessive pronouns.

Divide the class into two teams. Ask for three volunteers from one team. Give each volunteer a vocabulary card for an adjective (colour, size or other adjective) and an object. Each of these students smiles or frowns to show like or dislike for the object on the card.

Call for a volunteer from the other team. This volunteer rearranges the smiling and frowning students, if necessary, so that frowning students stand together and smiling students stand together. This volunteer then constructs a sentence that describes the preferences of the smiling and frowning students. For example, if there is a smiling boy, then a smiling girl and then a frowning girl, the sentence goes like this:

He likes his ____ (adjective) ____ (object) and she likes her ____ , but she doesn’t like her ____ .

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

Award points for correct constructions.

Variation: Put three pairs of large vocabulary cards (each pair has an adjective and an object) at the front of the class in a row. Team 1 sends a player to stand next to the row of cards. A player from Team 2 moves the Team 1 player in front of each pair of cards. The Team 1 player smiles or frowns to show like or dislike for the objects described by the cards. The Team 2 player then constructs a sentence that describes the other player’s preferences. For example:

He/She likes his/her ____ (adjective) ____ (noun) and ____ , but he/she doesn’t like his/her ____ .

He/She doesn’t like his/her ____ (adjective) ____ (noun) and ____ , but he/she likes his/her ____ .

He/She likes his/her ____ and his/her ____ and his/her ____ .

He/She doesn’t like his/her ____ (adjective) ____ (noun) and his/her ____ and his/her ____ .

Change the cards and continue playing.

To make the game simpler, use “you/your” instead of “he/his” and “she/her.”

SPELL IT

To review spelling for any vocabulary.

This is like “Letters,” but you play it as a class.

Divide the class into two teams. Write blanks for any word or phrase across the blackboard (leave spaces between words in phrases). The teams take turns guessing letters that go in the blanks. You, or a volunteer from the class, write correct guesses in the correct blanks. A team may guess the word or phrase before all the letters are filled in, but must then correctly spell the entire word or phrase from the beginning. The first team to do this wins.

SPELLING BEE

A game to review any vocabulary.

Divide the class into two teams and appoint a scorekeeper. Start with a player from either

变化形式 3: 把全班分成两个或三个大组, 一起来做“Simon Says”游戏, 每个组指定一名指挥员, 此游戏能使学生注意力集中并提高听力技能。

微笑、皱眉

用来复习 and, but, 代词和所有格代词。

将全班分成两组。从一组中找 3 名自告奋勇的学生。给每名自告奋勇的学生写有某个形容词(表示颜色、尺寸或其他形容词)和一件物品的词卡。每名学生要用微笑或皱眉来表达喜欢或不喜欢其词卡上的物品。

从另一组中叫起一名自告奋勇的学生。如有必要, 这名学生可以将微笑的学生和皱眉的学生重新排列, 这样, 微笑着的学生站在一起, 皱眉头的学生站在一起。然后, 这名学生就通过造句来描述微笑学生和皱眉学生的喜好。例如: 如果有一名微笑的男孩, 一名微笑的女孩和一名皱眉的女孩, 所造句子可为:

He likes his ____ (形容词) ____ (物品名称) and she likes her ____, but she doesn't like her ____.

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

造句正确的得分。

变化形式: 教师将 3 对词汇卡片(每对均包括一个形容词和一件物品)排成一排放在教室前面。甲组派一名选手站在这排词卡的旁边。乙组的一名选手推动甲组选手分别站在每对词卡前面。甲组这名选手微笑或皱眉来表达喜欢或不喜欢各组词卡所形容的物品。然后乙组选手就描述对方选手的喜好造句。例如:

He/She likes his/her ____ (形容词) ____ (名词) and ____, but he/she doesn't like his/her _____. He/She doesn't like his/her ____ (形容词) ____ (名词) and ____, but he/she likes his/her _____.

He/She likes his/her _____ and his/her _____ and his/her _____.

He/She doesn't like his/her ____ (形容词) ____ (名词) and his/her _____ and his/her _____.

替换词卡, 继续游戏。

可以用 you/your 来替换 he/his 和 she/her, 这样会使此游戏更简单些。

拼读游戏

用来复习词汇的拼读。

本游戏做法类似于“Letters”游戏, 只不过全班要在一起做。

将全班分成两组。教师在黑板上画上空白线表示任意单词或短语(短语中的词与词之间留出距离)。两组学生轮流猜空白处应填入的字母。猜对一个字母, 教师或者班上一名自告奋勇的学生写在相应的位置上。学生可以先猜单词或短语, 然后必须从头到尾正确地拼读出整个单词或短语。最先拼读正确的一组为获胜者。

拼写游戏

用来复习任何词汇。

将全班学生分为两组, 并选派一名记分员。从任何一组的一名组员开始, 教师说

team. Call out a word. The player must then spell the word out loud. If the player misspells the word, a player on the other team gets a turn to try. The turn keeps passing from team to team until someone spells the word correctly. This team then wins a point. When a player spells a word correctly and wins a point, a player on the other team takes a turn trying to spell a new word you call out. For example:

Teacher: **Cat!**

Team A, Player 1: **C-u-t.**

Teacher: **No!**

Team B, Player 1: **C-i-t.**

Teacher: **No!**

Team A, Player 2: **C-a-t!**

Teacher: **Yes! Tomorrow!**

Team B, Player 2: **T-o-m-o-r-r-o-w.**

Teacher: **Yes! Noodles!**

Team A, Player 3: **N-o-o-d-l-e-s.**

Teacher: **Yes!**

STOP! GO!

An action game to review phrases of introduction.

Translate **Stop** and **Go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say **Go!**

When you say **Stop!**, tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____. What's your name?**

Student 2: **My name is _____. Nice to meet you.**

Student 1: **Nice to meet you.**

When you say **Go!**, the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

THE STORY GAME

A game to review any vocabulary.

In this game, the students take turns adding a sentence to a story. The story can be about anything! Encourage the students to have fun and be creative!

Appoint a "secretary" before you begin (or be the secretary yourself). The secretary writes down the story as the students tell it. At the end of the game, he or she reads the story from the beginning.

If you have set vocabulary you want to review, put words or phrases on slips of paper in a box. Each student draws a slip of paper from the box before he or she makes up a sentence to add to the story.

THINK AHEAD

To review any vocabulary.

Tell the students to find partners or form small groups.

出一个单词，然后这名学生必须拼写出这个单词，如果拼写错误，另一组的学生便可试着拼出此单词，一组试拼一次，直到正确地将单词拼读出来。那么该组赢得一分。如果拼读正确该组即可得一分，便轮到另一组拼读教师大声说出的另一个新单词。例如：

教师：Cat!

A 组，选手甲：C-u-t.

教师：No!

B 组，选手甲：C-i-t.

教师：No!

A 组，选手乙：C-a-t!

教师：Yes! Tomorrow!

B 组，选手乙：T-o-m-o-r-r-o-w.

教师：Yes! Noodles!

A 组，选手丙：N-o-o-d-l-e-s.

教师：Yes!

停止！走步！

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 Stop 和 Go 的意思。

告诉学生，当你说 Go! 的时候，他们要低头看着地板在教室里快步行走。

当你说 Stop! 时，他们要停下来，抬起头来，每人和站在最近的同学结成一队站立。

每对伙伴握手，用英语互相“介绍”。例如：

学生甲：Hello! My name is _____. What's your name?

学生乙：My name is _____. Nice to meet you.

学生甲：Nice to meet you.

当你说 Go! 的时候，学生立即重新低头快步走。

如果班上有很多学生都愿意做这个游戏，让他们在教室前面做这个游戏，每次 10 个人参加。

故事接力

用来复习任何词汇。

在本游戏中，学生轮流给故事加一句话。什么样的故事都可以！鼓励学生从中获得乐趣并激发其创造力。

在开始此游戏前先选派一名“文秘”（可由教师担当）。在学生们讲述故事时，“文秘”记下故事。游戏结束后，“文秘”从故事开始读出故事。

如果教师有固定的想要学生复习的词汇，分别将这些单词和短语写在小纸条上，放进一个盒子里。每名学生先从盒子中抽出一张纸条，然后按纸条上的词汇接故事造句。

猜画游戏

用来复习词汇。

告诉学生找伙伴或者结成小组。

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

THIS THAT

A card game to review demonstrative pronouns and other vocabulary.

Ask the students to get out their flashcards for clothes or other objects. Ask the students to find partners. The partners arrange their cards in matching pairs, face down, in a row. Each student picks up one card, or a pair of cards, and shows it or them to his or her partner. Then the students take turns saying:

Student: (*Point to the cards he or she is holding.*) **I (don't) like this/these ____.** (*Point to the card(s) of his or her partner.*) **I (don't) like that/those ____.**

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, **What's this? What colour is this? Is this a ____ or a ____? Where is the ____?** You can also give the whole team a command. For example, **Touch your head. Point to the blackboard. Show me an eraser.**

If the player or team answers or performs correctly, a player from the team may write an **X** in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an **O** in any square on the grid.

The object for each team is to obtain a row of three **Xs** (or three **O**s) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **O**s to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large **X** on one side of each card and a large **O** on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an **X**, it points to a student on the game board. That student holds the **X** card up high. Continue the game with the students holding up **X** and **O** cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

TRAVEL

To review vocabulary about countries.

Post a map for each country you want to review (China, the U.K., the U.S., Canada and Australia) around the room (or just post the words). Divide the class into as many groups as there are countries. Ask each group to stand under a "country" in a line. Start with any two

每对学生或者每个小组需要准备一套你要复习词汇的卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额，卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如，他问：Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

如果选手甲猜对了，就轮到下一个选手来做这个游戏。

这个 那个

用来复习指示代词以及其他词汇的词卡游戏。

要求学生取出他们的有关衣服或其他物品名称的词汇卡片。让他们找各自的伙伴，一起将他们二人的单词卡片配对，字面朝下排成一排。每名学生取走一张或者一对卡片，并且将这张或这对卡片出示给同伴看。之后，学生轮流说出如下句子：

学生：(指着自己拿的卡片) I (don't) like this/these _____. (指着伙伴的卡片) I (don't) like that/those _____.

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏，形成尺寸大致相等的 9 个小方块。

把全班学生分成两组，向第一组的一名选手提问一个问题。例如：What's this? What colour is this? Is this a ____ or a ____? Where is the ____? 你也可以向整个组发一个指令，例如：Touch your head. Point to the blackboard. Show me an eraser. 如果这名选手或整个组回答或者表演正确的话，那么从组中走出一名选手，在大表格中任意一个小方块中画一个 ×。

现在轮到第二组了。如果该组回答或表演正确的话，可以在任意一个小方块中画一个 O。

每个组的目标是在大表格的任意方向上：不管是平行方向，垂直方向，还是对角方向获得三个 ×(或三个 O)。当然，每个组都想填入自己的 × 或 O，以阻止对方完成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1：准备 9 张大卡片或几张硬纸，在每张卡片的一面写一个大 ×，在另一面写一个大 O。在教室前面放一排三把椅子，让九名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 × 时，指着一个在前面的学生，该生就高举着写着 × 的卡片。继续做这个游戏，让九名学生举出写着 × 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再彼此提问那些要复习的问句。

旅行

用来复习关于国名的词汇。

教师把要复习的各个国家的地图贴在教室周围(例如：China, the U.K., the U.S., Canada, Australia 等)(或只贴单词)。复习几个国家就将全班分成几个小组。要求每组学生均排成一列站在一个“国家”下面。教师从其中任何一列的前两名学生开始，就

students at the front of a line. Ask these students a question about the country they are “in.” The first student to answer correctly “travels,” clockwise, to the next country and stands beside the student at the front of the line. The game repeats.

Any “traveling” student who loses a turn goes to the back of the line of the country he or she is in.

Any student who completes a circuit of all the countries in one turn goes to the back of the line in his or her original country. You might want to have a little prize ready for such students!

Here are some questions you can ask:

What country is this?

Do you know the capital city of ____?

Is ____ north (east, west, south) of ____?

What do they/we speak in ____?

Do you speak ____?

Variation: You can adapt this game for any vocabulary. Just make it a contest about who can answer the most questions.

THE TRIP GAME

An action game to review “come,” “go” and other vocabulary.

In this game, students join a “trip” to somewhere. Here’s how it goes:

Student 1: **I want to go on a trip to ____ (a city or country.) (Point to Student 2.) You come, too.**

Student 2: *(Join Student 1.) Let’s go!*

(Students 1 and 2 walk to Student 3.)

Student 2: *(To Student 3.) You come, too.*

Student 3: *(Join Students 1 and 2.) Let’s go!*

(Repeat with as many students as you want.)

Variation 1: Make the game more complicated. Ask every student to find a partner. One partner sits and one partner stands. The partner standing is the other student’s “mother” or “father.” Before any student can join the “trip,” he or she must ask his or her partner, “Mother/Father, may I go?” If his or her partner says “Yes, you may go,” the student joins the trip and says “Let’s go!” If not, the student remains seated and the “trip” students say “Let’s go!” and ask someone else.

Variation 2: Add modes of transportation to the game. Write the words for modes of transportation on the blackboard (car, bus, airplane, cab, bicycle). When the students are ready to say “Let’s go!” point to one of the words. The students then say “Let’s go by ____ !” and “travel” to the next student in that manner.

WHAT DAY IS IT?

A game to review days of the week, months and ordinal numbers.

Write numbers (not ordinals) from one to thirty-one on the blackboard. Put your large vocabulary cards for months of the year and days of the week at the front of the class. Divide the class into two teams. Ask for a volunteer from each team. The volunteer from Team 1 indicates, in any order, a month, a day of the week and a number. This volunteer then asks “What day is it?” The volunteer from Team 2 tries to answer with the correct day of the week, then the month and the ordinal number. Two more volunteers come forward.

他们所“在”国家的有关情况进行提问。首先回答问题正确的学生开始“旅行”，按顺时针方向旅行至下一个国家并且站在这个国家第一名学生的旁边。游戏如此重复。

那些在“旅行”中失利的学生站到他所在国家学生的最后，重新排队等待。

完成各国一周旅行的学生重新回到他所在的国家的最后排队等待。教师可以给这些学生准备小小的奖品。

教师可以提问如下问题：

What country is this?

Do you know the capital city of ____?

Is ____ north (*east, west, south*) of ____?

What do they/we speak in ____?

Do you speak ____?

变化形式：教师可以改编此游戏用以复习各种词汇，使之成为一个比赛，看谁回答问题最多。

旅程

用来复习 **come, go** 和其他词汇的动作游戏。

在本游戏中，学生加入去某地的“旅程”。按如下方式进行：

学生甲：I want to go on a trip to ____ (一个城市或一个国家)。(指着学生乙) You come, too.

学生乙：(加入学生甲) Let's go!

(学生甲和学生乙走向学生丙)

学生乙：(对学生丙) You come, too.

学生丙：(加入学生甲和学生乙) Let's go!

(教师可找数名学生如此重复)

变化形式 1：此游戏还可以更复杂一些。要求每两名学生结伴，一个站着，一个坐着。站着的学生扮作另一名学生的“母亲”或“父亲”。在每位学生加入这次“旅程”前，他必须先问其伙伴：Mother/Father, may I go? 如果其伙伴说：Yes, you may go. 这名学生便可以加入旅程并且说：Let's go! 否则，这个学生还要原处坐着，“旅程”中的学生们便说：Let's go! 并且再找其他学生。

变化形式 2：在游戏中加入表示交通方式的名词。将这些词 (car, bus, airplane, cab, bicycle) 写在黑板上。当学生们准备好说 Let's go! 时，教师指向黑板上的一个单词，然后学生说：Let's go by ____! 并且用这种方式旅行到另一名同学那里。

今天是几号？

用来复习星期名称、月份和序数词的游戏。

将 1 至 31 的数字 (非序数词) 写在黑板上。把关于月份名称和星期名称的教师卡片放在教室前面。将全班分成两组，每组各找一名自告奋勇的学生。甲组的这名自告奋勇的学生不按顺序任意指出一个月份名称、一个星期名称和一个数字，然后问：What day is it? 乙组中的自告奋勇的学生需给出正确的星期名称、月份和序数词来作答。再如此找两名自告奋勇的学生到前面来继续本游戏。

Keep score. Give a point for each part of the answer that is correct and another point for putting all parts of the answer in the correct order (for a maximum of four points).

WHAT HAPPENED?

A game to review past-tense verbs.

Divide the class into two teams. Assemble your large vocabulary cards for locations (restaurant, shop, school, classroom, gym, library, house, apartment), foods and colours. Explain that the different cards correspond with different verbs, as outlined below. Write “today” and “yesterday” on the blackboard. Then hold up vocabulary cards and stand under one of the words on the blackboard. Say “What happened (is happening)?” The students construct correct sentences.

food cards Today/Yesterday, we eat/ate ____.

colour cards Today/Yesterday, we see/saw ____.

location cards Today/Yesterday, we go/went to the ____.

Variation: The students can play this game in small groups or pairs with their flashcards. They need a stack of cards for locations, colours and foods. They also need their flashcards for the letters *y* and *t* in a separate stack. Explain that *y* stands for “yesterday” and *t* stands for “today.” The students then take turns drawing a card from each stack and making appropriate sentences.

WHAT TIME IS IT?

An action game to review times of day.

This game is like a chain drill. Start with any student in the classroom. After a student specifies a time, the next students count from one o’clock up to the time specified. As they count, they show the times with their arms as if their arms were hands on a clock.

Student 1: **What time is it?**

Student 2: (*Can say any time.*) **It’s four o’clock.** (*Show four o’clock with his or her arms.*)

Student 3: **One o’clock.** (*Show one o’clock with his or her arms.*)

Student 4: **Two o’clock.**

Student 5: **Three o’clock.**

Student 6: **Four o’clock. What time is it?**

Student 7: **It’s _____** (*any time*).

You can make the game more difficult by allowing the students to specify half-hours (then each student counts by half hours with arm actions) or quarter hours (then each student counts by quarter hours with arm actions).

WHAT’S MISSING?

To review any vocabulary.

Put ten to twenty large vocabulary cards up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

计分：每说对一部分名称给 1 分，如果顺序正确再给 1 分（满分为 4 分）。

发生过什么事儿？

用来复习动词过去式的游戏。

将全班分成两组。教师将表示处所 (restaurant, shop, school, classroom, gym, library, house, apartment)、食品名称和颜色名称的单词卡片放在一起。说明不同的词卡对应不同的动词，如下所示。教师在黑板上写上 today 和 yesterday，然后举起一张词卡，站在其中一词的下面。教师问：What happened (is happening)? 学生用正确的句子作答。

food cards Today/Yesterday, we eat/ate ____.

colour cards Today/Yesterday, we see/saw ____.

location cards Today/Yesterday, we go/went to the ____.

变化形式：可将学生分成若干小组或二人一组，让他们用学生卡片做此游戏。他们需要准备一摞表示处所名称、颜色名称和食品名称的词卡。他们还需将 y 和 t 的字母卡片另外摞放在一起，并说明 y 代表 yesterday，t 代表 today。然后学生轮流从两摞词卡中各抽出一张，造出恰当的句子。

现在是几点钟？

用来复习一天中时间钟点的动作游戏。

本游戏类似于链式操练，可以从教室里的任何一名学生开始做此游戏。当这名学生指定一个时间钟点后，其他学生从一点钟开始数到被指定钟点。学生一边数钟点一边将自己的胳膊当作指针指示出时间。

学生甲：What time is it ?

学生乙：(可说出任一时间钟点) It's four o'clock. (用其胳膊指为 4 点钟)

学生丙：One o'clock. (用其胳膊指成 1 点钟)

学生丁：Two o'clock.

学生戊：Three o'clock.

学生己：Four o'clock. What time is it ?

学生庚：It's _____ (任何时间).

教师可以允许学生以几时半为指定钟点 (然后每名学生按每半点钟的数并用胳膊指示出时间) 或者几时几刻为指定钟点 (然后每名学生按每刻钟的数并用胳膊指示出时间) 以加大游戏的难度。

哪个不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片竖放在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。提问每个学生让其说出移走的卡片的名称，直到猜对正确答案为止。

让学生重新看那张移走的卡片，并把它放回原处。那名猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

WHAT'S THIS?

To review any vocabulary.

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player(s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

WHAT'S WRONG?

A game to correct common errors.

Write sentences on the blackboard that contain errors (and some that don't contain errors). Divide the class into two teams. The teams take turns trying to correct each sentence. They erase the incorrect words and write in the correct words. If a team cannot correct a sentence, or answers incorrectly, the other team can try. Keep score.

Write sentences that pair concepts incorrectly, or that contain errors about verb tense or plurals. For example:

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

To make the game easier, use only one category of errors and announce it before you begin.

THE WHEN GAME

A matching game for dates and times of day.

Play this game like "Go Fish."

Divide the class into small groups. Each group uses a set of flashcards for six events, meals (breakfast, lunch, supper), weather adjectives (sunny, rainy, windy, snowy, cloudy), the months and times of day (morning, afternoon, evening).

The players make appropriate pairs of cards. They have to think! "July" and "sunny" make a good pair, but "Spring Festival" and "evening" do not!

As they ask for a card, the students use this phrase: "Do you have a card for ___?" As they make a pair, they say one of these phrases:

When is ___ (*event or meal*)? **In/At ___** (*month or time of day*).

When is it ___ (*weather adjective*)? **In ___** (*month*).

Before the students start the game, brainstorm a list of ways to match weather adjectives and events with the months of the year. Write it on the blackboard.

WHERE IN THE WORLD?

To review vocabulary about countries of the world.

Divide the class into small groups. Each group should have at least as many players as there are countries in the game.

Ask each group to assign each player a country (they can repeat countries, but must have at least one player per country). Each player then cuts a sheet of paper into four pieces and makes cards for that country as follows:

这是什么？

用来复习词汇。

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴，或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片，把它举起来问另一位选手（或其他的选手们）What's this? 其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时，他要问三次 What's this? 这个问题。让他的伙伴或小组中的其他成员作出回答。这个游戏可以持续做几分钟。

错在哪里？

用来更正常见错误的游戏。

教师在黑板上写出一些带有错误的句子（也包括一些正确的句子）。将全班学生分为两组。各组依次轮流更正每个句子。学生们擦掉错误的单词，并写上正确的。如果哪一组不能更正句子或是改错了，另一组可以试着去改。记分。尽量去写一些含有搭配不当，或者时态、单复数有错误的句子。例如：

I eat breakfast in the evening.

I see a cat yesterday.

I have three pencil.

教师可以使用只含有一类错误的句子做游戏，并在游戏开始前告诉学生错误类型，以使游戏变得简单些。

什么时候？

将一天中日期和时间搭配组句的游戏。

本游戏类似“Go Fish”。将全班分成若干小组。每组使用一套包含有6个事件一日三餐 (breakfast, lunch, supper)、描写天气状况的形容词 (sunny, rainy, windy, snowy, cloudy)、月份名称和时间 (morning, afternoon, evening) 的单词卡片。

参加游戏的选手将这些卡片恰当地组合在一起。学生必须认真思考！July 和 sunny 可以很好地搭配，而 Spring Festival 和 evening 则不搭配！

当学生想获取卡片时，要使用这个短语：Do you have a card for ____? 当他们配好一对时，他们要说出如下任一句子：

When is ____ (一件事或一日三餐中一种)? In/At ____ (月份名称或者时间).

When is it ____ (描写天气状况的形容词)? In ____ (月份名称).

在游戏开始前，教师需和学生一起设计构思一系列可以将天气形容词、事件和月份搭配组合的方法。将这些组合写在黑板上。

世界的哪个国家？

用来复习关于世界上各国家名称的词汇。

将全班分成若干小组。每组参赛选手数至少同本游戏用到的国名的数目相同。

要求每组给其每名参赛选手指定一个国家名称（可以重复使用国名，但至少一个国家对应一名选手）。然后，每名选手裁下一张纸，将纸分成4份，按以下要求做4张和自己对应国家相关的卡片。

- One card with the name of the country.
- One card with the language of the country.
- One card describing the direction of the country from China. (Write this on the blackboard to avoid confusion. Students making cards for China leave this card blank.)
- One card with the name of the capital city of the country (or just the words “capital city of ____”).

The players then mix up their cards, face down. Each takes four cards.

The object of the game is to collect all four cards for one country. The players examine the cards they have drawn and, privately, choose a country. To collect the cards for that country, each player tries to trade cards, one at a time, with any other player. To trade, all players call out (at the same time!) the word(s) on a card they want to give away. As they call out, they listen to the other players and try to trade with players calling out the word(s) they want. No player has to make a trade, but a smart player will listen carefully and collect cards for a country that no one seems to want.

Any player may change the country he or she is collecting for at any time.

When a player has all the cards for a country, he or she calls out “I win!” The game stops and that player must show his or her cards.

To make the game harder, add more cards for each country. For example, add cards for famous features of each country, as described in Student Book 5, Unit 2.

This game can get quite noisy, which is part of its fun. To keep the noise down, however, ask the students to trade cards in whispers.

WHISPER

An action game to review actions and prepositions.

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on**, the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is ____?** (the student’s name). Encourage the class to answer **He/She is on the ____.**

If you whisper an action, the student must perform the action. Say **What’s he/she doing?** Encourage the class to answer **He/She is ____ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

WHO AM I?

A card game to review words that describe people.

This is a version of “Think Ahead.”

Ask the students to get out their twelve flashcards that say “Who Am I?” Each of these cards shows a person and each card is different, in some way, from all the other cards.

Students play in pairs. They make a stack of one set of cards and they spread the other set of cards between them, face up. They take turns drawing a card from the stack and, without looking at it, placing on their foreheads face out. This way, the student who drew the card cannot see it, but his or her partner can. The student who drew the card then asks questions to determine which person he or she “is.” The student looks at the cards spread out on the table to formulate questions such as:

- 一张卡片写有国名。
- 一张卡片写有该国使用的语言。
- 一张卡片描述该国相对中国的地理方位。(为避免混淆,教师需将此项内容写在黑板上。代表中国的选手做一张空白卡片。)

- 一张卡片写有该国的首都(或只写出 capital city of ____ (国名)即可)。

然后选手们将所有卡片字面朝下混在一起。每名选手各取 4 张卡片。

本游戏的目的是将代表一个国家的 4 张卡片收集在一起。选手们仔细阅读自己抽到的卡片,心里默定一个国家。为收集到有关这个国家的卡片,选手需试着同其他选手互换卡片,一次只能换一张。交换卡片时,选手们要(同时)大声读出他们想放弃的卡片。讲的同时,要仔细听其他选手讲话并努力换取自己想要的卡片。谁都不会被迫去进行交易,但是聪明选手总是认真听并且收集那些似乎其他选手都不愿意收集的国家的卡片。

选手们可以随时更换他们想收集卡片的国家。

当选手得到有关同一国家的所有卡片时,他要大声喊出: I win! 游戏就此停止,这名选手必须给全班展示自己的卡片。

如果想增加此游戏的难度,可以给每个国家多写几张卡片。如第 5 册教科书第 2 单元所述,增加关于各个国家显著特征的卡片。

本游戏会使全班喧闹起来,这也是本游戏有趣的一面。不过,如果想使课堂保持安静,可以要求学生在交易卡片时悄悄说话。

耳语游戏

用来复习动词和介词的动作游戏。

找一名自告奋勇的学生,在其耳边轻声说一个动词或一个介词。例如: wave, stamp, clap, in, on, under。

如果悄声说的是 on, 这个学生就站在或坐在教室里的某个东西上面,如一把椅子或桌子上。然后教师说: Where is ____? (该学生的名字),鼓励全班学生回答: He/She is on the ____。

如果悄声说的是一个动词,该生必须表演这个动作,然后教师说: What's he/she doing? 鼓励全班学生回答: He/She is ____ ing。

让其他学生重复做这个游戏,每个学生都必须用不同的方式来演示这个词汇,鼓励学生做富有创造性的表演!

我是谁?

用来复习描述人物词汇的游戏。

本游戏是“Think Ahead”游戏的变化形式。

要求学生拿出他们的写有 Who Am I? 的 12 张词汇卡片。每张词卡上都展示各自不同的人物形象。

学生两人一组做本游戏。他们将一套卡片码起来,将另一套卡片字面朝上在两人中间摊开。他们轮流从码起的卡片中取出一张卡片,自己不能看,将它放在额头上,字面朝着同伴。这样,拿词卡的学生自己看不到单词,而其伙伴可以。之后,这名学生要通过向对方提出问题来判断词卡中的人物。这名学生可以看着摊在桌子上的卡片,提出如下问题:

Am I a woman?
Do I wear glasses?
Do I have black hair?
Do I have long hair?

WHY BECAUSE

An action game to review the question “Why?”

This game is like “Charades.”

Write some phrases on slips of paper and put them at the front of the class. Divide the class into two teams. Ask for two players from one team at a time. One player acts out a phrase and the other player guesses the phrase until he or she arrives at the right answer. Then the two players repeat a “why-because” dialogue with the appropriate substitutions. If they do this within a time limit that you set, they win a point. If not, the other team takes a turn.

The players have to think! You can direct the players at times with questions of your own. Here is an example of the game for the phrase “eating noodles”:

Player 1: **You are drinking.**

Player 2: **No!**

Player 1: **You are eating!**

Player 2: **Yes!**

Teacher: **What is he/she eating?**

Player 1: **Rice!**

Player 2: **No!**

Player 1: **Noodles!**

Player 2: **Yes!**

Player 1: **You are eating noodles. Why**

Player 2: **Because I am hungry.**

Here are some other phrases and dialogues you can use:

Phrase: **drinking tea**

Dialogue: **You are drinking tea. Why? /Because I’m thirsty.**

Phrase: **washing hands**

Dialogue: **You are washing your hands. Why? /Because my hands (they) are dirty.**

Phrase: **laughing**

Dialogue: **You are laughing. Why? /Because I’m happy.**

Phrase: **crying**

Dialogue: **You are crying. Why? /Because I’m sad.**

Phrase: **taking off a jacket**

Dialogue: **You are taking off your jacket. Why? /Because I’m hot.**

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Am I a woman?
Do I wear glasses?
Do I have black hair?
Do I have long hair?

因果关联

用来复习问句 Why ? 的动作游戏。

此游戏做法类似于游戏“Charades”。

分别在纸条上写一些短语并将这些纸条放在教室前面。将全班学生分为两人一组。每次从一组学生中找两名学生。其中一名学生做出动作，另一名学生猜出短语，直至猜出正确短语。然后这两名学生用恰当的替换重复一组“因果关联”对话。如果他们在教师规定的时间内完成这些内容，则得一分。否则，将轮到另一组学生。

学生们必须思考！教师可以不时地提问问题指导游戏者。如下列举了游戏中一个关于短语 eating noodles 的例子：

选手甲：You are drinking.
选手乙：No!
选手甲：You are eating!
选手乙：Yes!
教师：What is he/she eating?
选手甲：Rice!
选手乙：No!
选手甲：Noodles!
选手乙：Yes!
选手甲：You are eating noodles. Why?
选手乙：Because I am hungry.

教师可利用如下短语及对话：

短语：drinking tea
对话：You are drinking tea. Why?/Because I'm thirsty.
短语：washing hands
对话：You are washing your hands. Why?/Because my hands (they) are dirty.
短语：laughing
对话：You are laughing. Why?/Because I'm happy.
短语：crying
对话：You are crying. Why?/Because I'm sad.
短语：taking off a jacket
对话：You are taking off your jacket. Why?/Because I'm hot.

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 名多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数还少，那么反复做此游戏，使每个学生都有机会轮上。

Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for **book**, two for **chair** and so on. You can use slips of paper instead of cards.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say **Go!**, the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

WRITE THE NUMBER

To review numbers.

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

教师准备一套打算复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 **book** 的卡片，两张 **chair** 的卡片等等。也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片的序列打乱，使得相同的单词不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，使他们分散站在教室的各处。

当教师说 **Go!** 的时候，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他说一样单词的同学。

写数字

用来复习数字。

学生一对一配对或三人一个小组，每个学生都需要有一张纸。

说出数字单词，每个学生都要争取第一个写下相应的阿拉伯数字。

在黑板上写下正确的阿拉伯数字，使学生能检查各自的答案。

当你决定停止此游戏时，得正确答案最多的学生为胜者。

主要英语教学法 及其在小学教学中的应用

英语教学实践的深入使各种教学理论不断涌现。每种教学法都有其独到的优势，但却没有一种是适合所有教学内容、适合所有学习者的十全十美的教学法。试图寻找一种万能教学法是不切实际的。小学英语教师应视具体情况选择不同的教学法。有些内容可能是某一种教学法占主导，辅以其它教学法，但大部分内容需要多种方法的融合。教师应创造性地而不是机械死板地使用教学法。

二、语法——翻译法 (Grammar—Translation Method).....

1. 背景

语法——翻译法是一种通过语法讲解加翻译练习的方式来教学外语的传统方法。其代表人物为奥朗多弗 (H. Ollendorff) 和雅科托 (Jacotot) 等。外语教学法源于拉丁语教学法，盛行于 15~17 世纪的欧洲，当时称“语法模仿法”，是翻译法的雏形。到了 18~19 世纪，西欧一些国家确定了翻译法的教学地位，因其重视语法教学而被称为语法法或语法翻译法，因继承了拉丁语的传统又称传统法。

2. 主要理念

以学习语言的语法系统为中心，用翻译的方法学习目标语，强调语法能力和阅读写作能力。

3. 主要特点

(1) 以传统语法作为教授外语的基础。语法被当作语言的核心，是外语学习的主要内容。语法讲解采用演绎法，先讲解语法规则、例句，然后在练习中运用、巩固规则。

(2) 翻译是教学的基本手段。外语翻译成母语, 母语译成外语的逐词翻译是教学的基本形式。外语知识的讲解、练习、巩固和阅读技能的培养都采用翻译方法。

(3) 重读写, 轻听说。重视词汇和语法的学习, 强调阅读和写作两个方面的能力, 而听、说能力没有得到应有的重视。

(4) 课堂用语大部分是母语。用母语组织教学, 把母语当作释义、讲解、练习和检查的重要手段。

语法翻译法只重视语言知识的传授, 在重交际的当今时代, 孤立地采用语法一翻译法必然失之偏颇。在综合运用各种教学法的同时, 对待一些抽象的概念、难理解的句子, 采用此法不失为明智之举, 既清楚明白, 又节省时间。

二、直接法(The Direct Method).....

1. 背景

十九世纪中期, 欧洲大陆资本主义的发展促进了各国人民之间的往来。在交往中, 口头交际是最常用的也是最直接的。由于相互间口头交际需要的增加, 欧洲人越来越发现语法一翻译的不足。它不能用来培养学生口头表达能力和聆听理解能力。因此, 直接法、听说法、情景法应运而生。直接教学法是指在教学中直接使用第二语或目标语(target language)来进行交流与授课的教学方式。直接教学法重视学生听、说口语和沟通能力的培养, 拒绝填鸭式的文法规则教学, 强调在自然状态下学习。

2. 主要理念

直接法中最基本的原则是建立语言与外界经验的联系, 也就是说, 在外语教学中, 使每一个词语同它所代表的事物或意义直接联系, 不经过母语翻译, 强调直接用外语教外语, 不注重形式语法。

3. 主要特点

(1) 教师按照儿童掌握母语的过程, 使用外语进行教学, 并广泛使用实物、图画、动作、手势、表情和游戏等直观手段解释词义和句子, 以培养学生掌握在外语与客观事物直接建立联系和直接用外语思维的能力。在课堂教学中尽量创造一个与儿童学习母语相近的环境, 使学生能够自然习得, 提高英语的流利程度和运用英语进行交流的能力。

(2) 强调直接学习和直接应用, 注重语言实践练习, 因而学生学习积极性高, 学习兴趣浓厚。

(3) 直接法主张采用口语材料作为教学内容, 它的教学目标不是规范的书面语, 而是外语口语。重视语音、语调和口语教学, 在学习口语的基础上培养读写能力。语法规则通过课堂上大量的听说练习进行归纳。

(4) 强调模仿。教学过程是模仿、反复练习, 直到养成语言习惯。

直接法适用于以实用为目的的强化培训。外语专业的基础阶段、入门阶段也比较有效。小学英语多以对话形式编排，直接法是小学英语教学常用的教学法。教师应在教学环节上对容易理解的对话内容、比较具体的事物、容易解释的概念采用直接法。

三、听说法 (The Audiolingual Approach).....

1. 背景

听说法于二十世纪 40 年代在美国产生。第二次世界大战爆发后，美国军队为在短期内培养大批掌握外语口语能力的军人，采取一系列的措施和手段强化训练士兵的听说能力，听说法便产生了。战后，该法被推广到学校外语教学中，并在二十世纪五六十年代风行美国和西方各国。听说法源于美国，它继承了直接法的某些优点，以句型和语法结构操练为纲。听说法产生的理论基础是结构主义语言学和行为主义心理学。句型结构训练是学生掌握外语的有效手段，是学习外语初级阶段不可缺少的内容。美国布朗大学特瓦德尔教授在 1958 年把听说法的教学过程归纳为认知、模仿、重复、变换和选择五个阶段。

2. 主要理念

语言是一套系统的“语言习惯”。语言学习只有不断地反复练习，才能形成正确的语言习惯。句型操练是训练学生掌握各种句型、句子的一种行之有效的方式。

3. 主要特点

(1) 听说领先，注重口语。听说是一切言语活动的基础，初级阶段以培养口语能力为主，读写为辅。

(2) 以句型为中心反复操练。句型是语言教学的基础，也是外语教学的中心。通过句型操练掌握目标语，培养正确的语言习惯。

(3) 对比语言结构，确定教学难点。语言结构对比包括母语和目标语结构的对比分析和目标语结构内部的对比分析。

(4) 广泛利用现代化教学技术手段，通过多种途径进行强化刺激。

针对小学生模仿能力强、拓展能力不足的特点，小学英语教师可灵活运用听说法，对重点句型采用听说法，在反复操练中使学生掌握新句型并能准确表达。之后进行替换词、句型转换等拓展练习，使学生能够熟练、灵活地掌握重点句型。

机械的模仿可能会显得枯燥，但只要老师灵活运用，结合其它教学法的使用，听说法会有不错的效果。

四、全身反应法 (Total Physical Response)

1. 背景

全身反应法简称 TPR。美国心理学家詹姆士·阿歇尔 (James Asher) 认为, 第二语言学习与小孩习得母语的过程相似。针对小孩的语言大多是命令句, 他们一般先用身体反应, 而后再学会用语言进行反应。他认为, 外语学习也应模仿小孩习得母语的方式, 即先理解后表达。他在 60 年代创立了全身反应法。这种方法倡导把语言和行为联系在一起, 通过身体动作教授外语。强调首先培养学生听的能力, 大量听一段时间以后, 有了一定积累, 就水到渠成地开始输入。这样学生说起来很自然。教学要尽量减少学生的心理压力。

2. 主要理念

这种方法倡导把言语和行为联系在一起, 通过身体动作教授外语。

3. 主要特点

(1) 以“听—做动作”为主要教学组织形式。学生通过身体对语言的动作反应来提高理解力。这种身体反应由教师通过有计划的指令来控制。学生根据教师的指令做出相应的动作, 从而感知并理解掌握语言。

(2) 教授的语言形式以祈使句为主, 带动其它句型。指令型语言的形式只能是祈使句, 其它句型的出现要服从于祈使句的使用。

(3) 对学生的错误采取宽容的态度。TPR 教学法主张对待学生的错误采取宽容的态度, 只纠正一些较大的错误, 在纠正时要注意方法, 不使学生感到压力。

小学生活泼好动, 全身反应法很适合小学英语教学, 可以很容易地调动起学生的学习积极性。主要缺点是比较抽象的单词和句子很难用 TPR 来表述, 教师在向学生解释一些抽象的事物时会比较困难, 但大多教学内容都可以采用此法。

在 TPR 教学过程中, 学生要做到口动、手动、脑动, 充分调动各个功能区的作用。合理使用, 效果显著。

五、情景教学法 (Situational Language Teaching)

1. 背景

情景教学法于十九世纪 30 年代至 60 年代期间由英国语言学家创立。该法强调教师根据课文所描绘的情景, 借助各种媒介如幻灯、动画设计、图片等再现课文所描绘的情景表象, 使学生如闻其声, 如见其人, 仿佛置身其中, 师生之间进行一种情景交融的教学活动。

2. 教学理念

情景教学法在英语教学中是以培养学生的实际交际能力为目标的新的课堂教学方法,变传统教学中学生的被动听课为现在的主动参与,使学生成为学习的主体,在“动”与“活”中快乐地学习英语。

3. 主要特点

- (1) 情景教学法的课堂以学生为中心。
 - (2) 情景教学法以情景教学为指导,在模拟真实的语境中学习。
 - (3) 情景教学法融知识性与趣味性为一体,课堂形式活跃,充分调动了学生的学习积极性。
 - (4) 情景教学法使学生既获得英语基础知识,又培养了为交际运用英语的能力。
- 该方法适用于有生活情景的内容。现在的英语教材内容大多源于生活,因此该方法使用率较高,使用效果也较好。

六、任务型教学法 (Task-based Language Teaching)

1. 背景

1979~1984年在印度南部邦加罗尔 (Bangalore) 的勃雷泊 (Prabhu) 支持了邦加罗尔交际教学项目研究,该项目完成后就形成了任务型教学法。1996年首次在中国香港使用,二十世纪90年代在世界流行。任务型教学法以任务组织教学,在任务的完成过程中,以参与、体验、互动、交流、合作的学习方式,调动学生已有的目标语资源,在实践中感知、认识、应用目标语,有目的地从“用”中学和从“做”中学。

2. 主要理念

在活动中使用语言以达到掌握语言的目的。在教学活动中,教师应当围绕特定的交际和语言项目,设计出具体的、可操作的任务,学生通过表达、沟通、交涉、解释、询问等各种语言活动形式来完成任务,以达到学习和掌握语言的目的。

3. 主要特点

- (1) 教学任务首先具有目的性,也就是说,它应该具有较为明确的目标指向。每一个教学环节都是一个活动,学生通过完成一个个的任务来提高交际能力。
- (2) 任何一个任务都需赋予它实质性的内容,表现在课堂上就是需要履行的具体行为和活动。
- (3) 强调以学生为中心而不是以教师为中心。教师既可以是任务的参与者,也可以是任务的监控者和指导者。

- (4) 在任务设计中,应尽量接近现实的情景,以加强学生对语言和语境之间的联系。
- (5) 强调课堂教学活动之间的联系。

所谓任务是一种学生运用语言完成预设非语言结果(specific outcome)的活动。这种活动影射了真实的生活,以交际(communication)为目标,使学生的注意力集中在语意上,从而达到自由运用语言的目的(Jane Willis, 1996)。任务型教学法强调在做中学,只要设计恰当的任务,可以适用于任何教材和任何层次的学生。为小学生设计任务不要太复杂,步骤不要太多,要围绕小学生的生活经验和兴趣。

七、自然教学法(The Natural Approach).....

1. 背景

自然教学法是由 Stephen D. Krashen 和 Tracy D. Terrel 提出来的。他们在研究儿童如何产生第一语言的基础上,区分了语言学习中自然“习得”和“学习”两个不同的概念。Krashen 和 Terrel 指出,儿童出生以后,生活在一个富有实际意义的环境之中,通过日常生活中与父母的交流,自然“习得”第一语言。“学习”指的是学生在学校里有意识地学习第二语言。

2. 主要理念

主张创造一个与儿童学习第一语言相近的环境,使学生能够自然“习得”,提高英语的流利程度和运用英语进行交流的能力。

3. 主要特点

(1) 自然教学法认为要自然习得一种语言,学生所接收到的信息内容中应该有一部分为学习者已知的成分,另外一小部分则为比学习者目前程度略高一级的内容,即“ $i+1$ ”;(i 表示学生目前的程度, 1 表示比目前程度稍高的教学内容),这样才能使学习者有所进步。

(2) Krashen 把实施自然教学法的过程分成 4 个阶段:

第一阶段是理解阶段(Pre-Production),也叫说话前阶段。教师在课堂上和学生自然地谈话,使用基本的词汇和句型。重复重点词汇。教师通过身体动作和视觉提示,如图片、实物等,帮助学生理解。只要求学生能够听懂和执行简短的英语指令,作出非语言性的反应。许多学生开口之前要经过一个“沉默”的阶段,这是正常的。此时,教师要有耐心,不要多催逼。

第二阶段是早期言语表达阶段(Early Production)。教师自然地和学生谈话,注意学生是否能够对简单的英语指令作出正确的反应。此外,教师可以使用一般疑问句、选择疑问句以及 Wh- 起首的特殊疑问句进行提问。学生应能听懂这些问题,并能用一、

两个单词或短语回答问题。

第三阶段是言说阶段 (Speech Emergence)。教师使用自然、简单的语言和学生谈话，用 How 起首的特殊疑问句提问，要求学生用短语或完整的句子作解释，表达自己的意见。教师应鼓励学生在实际生活中用英语表达思想，与人交流。

第四阶段是言语显现阶段 (Intermediate Fluency)。教师可以继续使用直观教具，强化重点词汇。同时，教师可以选择一个题目或要求描绘一个情景，引导学生使用英语。

(3) 在语言发展的任何一个阶段，教师都不以纠正错误为重点，重要的是给学生创造一个轻松的学习环境。

(4) Krashen 认为学习者的心情和态度是一个足以影响学习质量的重要因素。当情绪闸门（恐惧、害羞等负面情绪）的指数低时，学习效率就提升；反之，则降学习的质量。

八、交际教学法 (The Communicative Approach)

1. 背景

70 年代的欧洲在政治、经济、科学与文化方面都发展较快，成立了欧洲共同体。为解决共同体内各国人民交往时出现的语言障碍，需要寻找一个适合成人的教学方法。英国专家威尔金斯提出了从功能和交际角度给语言下定义，并讨论制定一个交际性教学大纲。交际法又称功能法，或功能一意念法，它的建立标志着在外语教学开始从只注重语言形式和结构的教学转向注意语言功能的教学。

2. 主要理念

语言是交际的工具，语言教学的最终目的就是为了能在生活中交流、运用。交际教学法注重培养学生的交际能力，而交际能力的核心就是使学生能够运用所学语言在不同场合中对不同对象进行有效的、得体的交际。这种重视培养学生运用语言能力的交际教学法正好和新课标所提倡的“发展学生综合语言运用能力”的理念相一致。

3. 主要特点

(1) 功能和意念相结合。语言学习的目标是培养学生交际能力。从学生日常生活和未来工作需要的情景中选择典型材料，学习表达和理解不同功能所需要的语言，如请求、描写和表达善恶等。

(2) 语篇是教学的基本单位。语言不是存在于孤立的词语或句子中，而是存在于连贯的语篇中。语言教学由句子为基本单位的机械操练转向语篇在交际情景中的实际运用。而且交际教学法中的句型操练是为语篇中表述意义和交际功能服务的。

(3) 教学过程交际化。课堂本身就是一种具体的社会交往环境。利用外语组织课堂教学，通过交流讨论和角色扮演实现外语教学过程交际化。学生在言语交际活动

中不仅要注意语言形式的正确性，还应注意场合、说话人的身份等，得体地使用外语。

(4) 学生作为学习主体。在以学生为中心的外语课堂上，教学目标是培养学生自主学习和学会学习的能力。交际教学法反对命令、强迫和机械的训练，强调激发学习动机，消除焦虑情绪，鼓励学生积极参加言语交际活动，不苛求纠正语言错误。

九、沉浸式教学法 (Immersion Method).....

1. 背景

沉浸式教学法于 60 年代起源于加拿大，是法语区开创的一种全新的第二语言教学模式。由于加拿大某些省的官方语言是法语，很多以英语为本族语的家长希望学校帮助他们的孩子同时提高英语与法语的水平。加拿大政府遂投入资金和人力进行试验，用法语讲授课程。根据各校情况，沉浸法采用部分或全部课程用法语教授。沉浸式教学取得了巨大的成功，从而得到了广泛的关注和高度的评价，在加拿大很快得到推广。其他国家也开始在第二外语教学中试行沉浸法，如匈牙利、澳大利亚、美国等，也取得了不错的效果。

2. 主要理念

沉浸式教学法主要指学生在校期间被“浸泡”在目标语言环境内。第二语言不仅是学习的内容，而且是学习的工具，使掌握外语深入到各门课程中。丰富、自然的语言环境使学生在耳濡目染中学习目标语，养成外语思维习惯。

3. 主要特点

(1) 利用一切教学手段、教学环境营造沉浸式氛围，主张加大可理解的目标语言输入量。

(2) 教师在教学过程中尽量避免有意识“教”外语的做法，让学生自然地学习外语，减轻学生学习外语的心理压力。

(3) 绝大多数教学时间都直接用目标语上课，学生用目标语学习、探讨、交流，培养外语思维习惯，提高外语学习效果。

(4) 老师不但用目标语教授目标语，而且用目标语讲授部分其他课程。教学模式由单纯的外语教学转向外语与不同学科相结合。

(5) 沉浸式教学特别强调以学生为中心，人人主动参与。

沉浸式教学法具有先进的教学理念，遵循语言习得的自然过程，几乎可以运用到所有类型的外语教学中。各学校可以利用现有条件，最大限度地营造一个沉浸式英语教学环境。如：教师与学生、学生与学生之间尽可能用英语进行交流；有条件的学校配备外籍教师，组织英语活动、竞赛；校园内的标牌、板报、通知的内容用英语（或双语）发布。

Vocabulary

A

- *address /ə'dres/ *n.* 地址 (24)
 after /ɑ:ftə/ *prep.* 在……之后 (8)
 *ago /ə'gəʊ/ *adv.* 以前 (6)
 *airport /'eəpɔ:t/ *n.* 机场 (23)
 all /ɔ:l/ *pron.* 全部; 所有的 (22)
 angry /'æŋɡrɪ/ *adj.* 发怒的;
 生气的 (14)
 answer /'ɑ:nsə/ *v. & n.* 回答; 答案 (5)
 any /eni/ *pron.* 任一; 一些 (1)
 *anything /'eniθɪŋ/ *pron.* 任何东
 西; 任何事物 (12)
 *around /ə'raʊnd/ *prep.* 到处; 各处 (6)
 *arrive /ə'raɪv/ *v.* 到达 (22)
 *as /æs/ *prep.* 作为; 如同 (6)
 ask /ɑ:sk/ *v.* 问 (5)
 *away /ə'weɪ/ *adv.* 离开; 不在 (9)

B

- bad /bæd/ *adj.* 有害的; 糟糕的 (8)
 basketball /'bɑ:skɪtbɔ:l/ *n.* 篮球 (3)
 *beach /bi:tʃ/ *n.* 海滩; 沙滩;
 湖滨 (15)
 *became /bɪ'keɪm/ *v.* 变得(*become*
 的过去式) (12)
 *because /bɪ'kɔ:z/ *conj.* 因为 (8)
 *bedroom /'bedrʊm/ *n.* 卧室 (11)
 before /bɪ'fɔ:/ *adv.* 在……之前 (8)
 begin /bɪ'ɡɪn/ *v.* 开始 (21)
 best /best/ *adj. & adv.* 最好的;
 最好; 最 (1)
 *blind /blaɪnd/ *adj.* 盲的, 看不
 见的 (12)
 *born /bɔ:n/ *v.* 出生 (12)
 *bottle /'bɒtl/ *n.* 瓶子 (6)
 *brush /brʌʃ/ *v.* 刷 (8)

C

- cake /keɪk/ *n.* 蛋糕 (22)

- *Canada /'kænədə/ *n.* 加拿大 (16)
 *catch /kætʃ/ *v.* 接住 (3)
 *Christmas /'krɪsməs/ *n.* 圣诞节 (6)
 clever /'kleɪvə/ *adj.* 聪明的 (17)
 close /klaʊz/ *v.* 关; 关闭; 合上 (14)
 cloud /klaʊd/ *n.* 云 (13)
 *coach /kəʊtʃ/ *n.* 教练 (6)
 *cookie /'kʊki/ *n.* 小甜饼 (22)
 *cup /kʌp/ *n.* 奖杯; 茶杯 (6)

D

- *deaf /def/ *adj.* 聋的 (12)
 *different /'dɪfrənt/ *adj.* 不同的 (8)
 difficult /'dɪfɪkəlt/ *adj.* 困难的;
 费力的 (3)
 *dig /dɪɡ/ *v.* 挖(过去式为*dug*) (6)
 *dish /dɪʃ/ *n.* 盘子; 碟子 (11)
 *dollar /'dɒlə/ *n.* 元(货币单位) (2)
 *donut /'dəʊnʌt/ *n.* 面包圈 (9)
 *dragon /'dræɡən/ *n.* 龙; 火龙 (23)
 *dry /draɪ/ *v. & adj.* 擦干; 干的 (11)

E

- *each /i:tʃ/ *pron.* 每人; 每一;
 每个 (4)
 early /'ɜ:li/ *adj.* 早的; 早到的 (21)
 easy /'i:zi/ *adj.* 容易的 (3)
 *else /els/ *adj.* 其他的; 别的 (11)
 every /'evri/ *adj.* 每个 (人或物) (22)
 *everyone /'evriwʌn/ *pron.* 每个人 (5)
 *excuse /'ɪks'kju:z/ *v.* 原谅 (2)
 exercise /'eksəsaɪz/ *n. & v.* 锻炼;
 练习 (10)

F

- *famous /'feɪməs/ *adj.* 著名的 (6)
 fan /fæn/ *n. & v.* 风扇; 扇子; 扇 (13)
 *fell /fel/ *v.* 开始变得; 落下(*fall*
 的过去式) (12)

find /faɪnd/ *v.* 发现; 找到(过去式为 *found*) (20)
first /fɜːst/ *num.* 第一 (7)
***flag** /flæg/ *n.* 旗子 (19)
football /'fʊtbɔːl/ *n.* 足球 (1)
***forest** /'fɒrɪst/ *n.* 森林 (17)
***forget** /fə'get/ *v.* 忘记 (23)
***front** /frʌnt/ *n.* 前面 (6)
***fun** /fʌn/ *n. & adj.* 乐趣; 有趣 (4)

G

game /geɪm/ *n.* 比赛; 游戏 (5)
get /get/ *v.* 开始; 得到; 促使(过去式为 *got*) (20)
***gift** /ɡɪft/ *n.* 礼物 (6)
good-bye /ɡʊd'baɪ/ *int.* 再见 (23)

H

hand /hænd/ *n.* 手 (3)
***happen** /'hæpən/ *v.* 发生 (13)
***hard** /hɑːd/ *adv. & adj.* 努力地; 难做的; 难懂的 (5)
health /helθ/ *n.* 健康 (7)
healthy /'helθɪ/ *adj.* 健康的 (7)
hear /hɪə/ *v.* 听见; 听到 (23)
heavy /'heɪvɪ/ *adj.* 重的 (3)
high /haɪ/ *adj. & adv.* 高; 高的; 在高处 (11)
***hit** /hɪt/ *v.* 击(球); 打 (3)
***hole** /həʊl/ *n.* 洞 (6)
***hope** /həʊp/ *n.* 希望 (12)
hour /aʊə/ *n.* 小时 (10)

I

***important** /ɪm'pɔːtənt/ *adj.* 重要的 (11)
***inside** /ɪnsaɪd/ *prep.* 在……里 (24)
***into** /ɪntu/ *prep.* 到……里面 (18)
***invite** /ɪn'vaɪt/ *v.* 邀请 (21)

K

***keep** /ki:p/ *v.* 使保持在(某状态) (9)

L

lake /leɪk/ *n.* 湖 (15)
***last** /lɑːst/ *adv. & adj.* 上一个; 最后的 (7)
late /leɪt/ *adj.* 晚的; 迟到的 (21)
***later** /'leɪtə/ *adv.* 后来; 以后 (12)
***learn** /lɜːn/ *v.* 学习; 学会 (1)
***leave** /li:v/ *v.* 离开 (23)
***leaves** /li:vz/ *n.* 叶子(*leaf*的复数) (13)
***letter** /'letə/ *n.* 字母; 信函 (22)
***life** /laɪf/ *n.* 经历; 传记 (12)
***lose** /luːz/ *v.* 失去; 渐渐减少 (13)
***low** /ləʊ/ *adj. & adv.* 低的; 低; 向下地 (11)

M

minute /'mɪnɪt/ *n.* 分钟 (10)
***more** /mɔː(r)/ *adj.* 更多的 (9)

N

***need** /ni:d/ *v.* 需要 (1)
***never** /'nevə(r)/ *adv.* 绝不; 从来没有 (8)
next /nekst/ *adv. & adj.* 紧接着; 下一个的 (8)

O

often /'ɒ(:)fn, 'ɔːftən/ *adv.* 常常; 经常 (9)
***oh** /əʊ/ *int.* 哦; 唔 (4)
okay /əʊ'keɪ/ *int.* 行; 好(=OK) (1)
***once** /wʌns/ *adv.* 一次; 曾经 (7)
***only** /'əʊnli/ *adj.* 仅有; 唯一 (18)
or /ɔː(r)/ *conj.* 或者; 还是 (2)
***other** /'ʌðə/ *pron.* 别的; 另外的 (4)
***ouch** /aʊtʃ/ *int.* 哎呦(表示突然的疼痛) (3)

P

party /'pɑːtɪ/ *n.* 聚会; 晚会 (21)
***pick** /pɪk/ *v.* 摘; 采 (14)
***piece** /pi:s/ *n.* 块; 片; 段 (24)

*ping-pong /pɪŋ'pɒŋ/ *n.* 乒乓;
乒乓球运动 (1)
*player /'pleɪə/ *n.* 运动员 (4)
policeman /pə'li:smən/ *n.* 警察 (5)
*poor /puə/ *adj.* 可怜的; 贫穷的 (3)

R

*ready /'redɪ/ *adj.* 准备好的 (3)
*really /'ri:əli/ *adv.* 真正地; 的确;
真的(答语时表示感兴趣或讶)(17)
*remember /rɪ'membə/ *v.* 记得;
想起 (18)
*riding /'raɪdɪŋ/ *v.* 骑; 乘坐
(*ride*的现在分词形式) (10)

S

sadly /'sædlɪ/ *adv.* 伤心地; 悲哀地 (23)
*Santa /'sæntə/ *n.* 圣诞老人
(=*Santa Claus*) (20)
*sea /si:/ *n.* 海; 海洋 (15)
second /'sekənd/ *num.* 第二 (18)
*send /send/ *v.* 邮寄; 发送 (24)
ship /ʃɪp/ *n.* 船; 舰 (15)
*show /ʃəʊ/ *v.* 给……看; 出示 (2)
*sky /skaɪ/ *n.* 天空 (11)
slowly /'sləʊli/ *adv.* 缓慢地;
迟缓地 (24)
snowy /'snəʊɪ/ *adj.* 多雪的 (13)
*so /səʊ/ *conj.* 这么, 这样; 那么,
那样; 因此, 所以 (5)
some /sʌm, səm/ *pron. & adj.* 一些 (1)
*something /'sʌmθɪŋ/ *pron.* 某事;
某东西 (6)
*soon /su:n/ *adv.* 很快; 立即 (15)
*special /'speʃəl/ *adj.* 特别的 (24)
sport /spɔ:t/ *n.* 运动 (1)
strong /strɒŋ/ *adj.* 强壮的; 有力的 (7)
*student /'stju:dənt/ *n.* 学生 (24)
*sugar /'ʃʊgə/ *n.* 糖 (24)
*sure /ʃʊə/ *adv.* 当然; 一定 (1)

*surprise /sə'praɪz/ *n. & v.* 意外
的惊喜; 使惊奇 (19)
swim /swɪm/ *v.* 游泳(过去式为
swam) (15)

T

*tail /teɪl/ *n.* 尾巴 (18)
*teach /ti:tʃ/ *v.* 教; 教书 (1)
*team /ti:m/ *n.* 队; 球队 (5)
*teeth /ti:θ/ *n.* 牙齿(*tooth*的复数) (8)
tell /tel/ *v.* 告诉; 讲述 (21)
*thing /θɪŋ/ *n.* 东西 (4)
third /θɜ:d/ *num.* 第三 (18)
thought /θɔ:t/ *v.* 想(*think*的过去式) (4)
*throw /θrəʊ/ *v.* 抛; 扔; 投(过去
式为*threw*) (3)
*trip /trɪp/ *n.* 旅行 (15)
try /traɪ/ *v.* 试; 尝试 (3)
*twice /'twɑ:z/ *adv.* 两次 (9)

U

*university /ju:nɪ'vɜ:sɪti/ *n.* 大学(12)

V

very /'veri/ *adv.* 很; 非常 (5)
visit /'vɪzɪt/ *v.* 拜访; 参观 (16)

W

wear /weə/ *v.* 穿 (1)
*will /wɪl/ *aux.* (表示将来)会; 将 (14)
wind /wɪnd/ *n.* 风 (18)
*world /wɜ:ld/ *n.* 世界 (6)
*won /wʌn/ *v.* 赢(*win*的过去式) (5)
*would /wʊd/ *aux.* 要; 肯; 会
(表示愿意、喜欢) (6)

Y

*yell /jel/ *v.* 喊叫 (5)

注: 黑体词要求听懂、会说、认读和书写; 白体词要求听懂、会说和认读; 标星号为超标词。数码标明该词所在《教科书》中课数。

Structures

and Expressions

Unit 1

What sports do you play? 你做哪些运动?	(L1)
Can you teach me to play...? 你能教我怎么打……吗?	(L1)
Excuse me. Do you have any...? 请问, 你有……吗?	(L2)
Do you want these... or those...?/ Do you like this... or that...?	
你想要这些……还是那些……?/ 你喜欢这个……还是那个……?	(L2)
Are you ready to learn to play...? 你准备好学习怎么玩……了吗?	(L3)
Let me try! 让我试试!	(L3)
Did you have fun? 你(们)玩得开心吗?	(L4)
What did you do this evening? 你们今天下午都做什么了?	(L5)
His team played with the Orange Team. 他的队与橙色队比赛。	(L5)
It was a very good game. Everyone played hard. 比赛非常精彩, 每个人都很努力。	(L5)
Who won? 谁赢了?	(L5)
Bob's team won. 鲍勃的队赢了。	(L5)
We yelled for Bob's team! 我们为鲍勃的队助威!	(L5)

Unit 2

How often did Danny and Kim have breakfast last week? 上星期丹尼和金吃了几次早餐?	(L7)
Kim had breakfast six times last week. 金上星期吃了六次早餐。	(L7)
Before breakfast, he washes his hands and brushes his teeth. 早餐前, 他洗手刷牙。	(L8)
After breakfast, he goes to school. 早餐后, 他去上学。	(L8)
What do you do before breakfast? 你早餐前都干什么?	(L8)
How often do you eat...? 你多久吃一次……?	(L9)
Three times a week. 一周三次。	(L9)
Exercise helps make your body healthy and strong. 运动能使你身体健康强壮。	(L10)

How often do you exercise? 你多久锻炼一次?	(L10)
I think you need about an hour of exercise a day. 我认为你每天需要锻炼一小时。	(L10)
Do you help your family? 你帮忙做家务吗?	(L11)
What else do you do at home? 在家里, 你还做些什么?	(L11)

Unit 3

What happens to trees in different seasons? 各个季节树木有什么变化?	(L13)
What colour are the leaves? 树叶是什么颜色的?	(L13)
In summer, I like to... 在夏天, 我喜欢……	(L13)
What will you do tomorrow? 明天你要做什么?	(L14)
I will... 我将(要)……	(L14)
What will you do for the summer holiday? 暑假你将干什么?	(L15)
Will you swim in the sea? 你要在海里游泳吗?	(L17)
Will you visit your family? 你要拜访家人吗?	(L17)
What else will you do? 别的你还要做什么?	(L17)

Unit 4

How many... do you need? 你需要多少……?	(L19)
Is she looking? 她在看着吗?	(L19)
Do you remember? 你记得吗?	(L20)
Would you come to a party? 你会来参加聚会吗?	(L21)
When is the party? 聚会什么时间开始?	(L21)
How many people are coming? 有多少人要来?	(L21)
Do you need any help? 你需要帮忙吗?	(L22)
Have a good trip! 旅途愉快!	(L23)
Don't forget to write. 别忘了写信。	(L23)
What do I need? 我需要什么?	(L24)
What's the surprise? 意外惊喜是什么?	(L24)

课堂教学 用语

1. 上课 (Beginning a class)

- (1) Let's start now./Let's begin our class/lesson. 现在我们开始上课。
- (2) Stand up, please. 请起立！
- (3) Sit down, please. 请坐！

2. 问候 (Greeting)

- (4) Hello, boys and girls/children. 同学们好。/ 大家好。
- (5) Good morning, class/everyone/everybody/children/boys and girls. 同学们，早上好。
- (6) Good afternoon, class/everyone/everybody/children/boys and girls. 同学们，下午好。
- (7) How are you today? 你（们）今天感觉怎么样？

3. 考勤 (Checking attendance)

- (8) Who's on duty today?/Who's helping this morning/today? 今天（早上）谁值日？
- (9) Is everyone/everybody here/present? 所有人都到齐了吗？
- (10) Is anyone away?/Is anybody away? 有人缺席吗？
- (11) Is anyone absent?/Is anybody absent? 有人缺席吗？
- (12) Who's absent?/Who's away? 谁缺席了？
- (13) Where is he/she? 他 / 她在哪里？
- (14) Try to be on time./Don't be late next time. 尽量准时到。/ 下次别迟到了。
- (15) Go back to your seat, please. 请回到你的座位上去。
- (16) What day is it today? 今天星期几？
- (17) What's the date today? 今天几号？

(18) What's the weather like today? 今天天气怎么样?

(19) What's it like outside? 外面天气怎么样?

4. 宣布 (Announcing)

(20) Let's start working./Let's begin/start a new lesson./Let's begin/start our lesson.

我们开始上(新)课。

(21) First, let's review/do some review. 首先, 我们来复习一下。

(22) What did we learn in the last lesson? 上一课我们学了什么?

(23) Who can tell/remember what we did in the last lesson/yesterday? 谁能告诉我 / 还记得上一课 / 昨天我们学(做)了什么?

(24) Now we're going to do something new/different./Now let's learn something new.

现在我们做一些新的 / 不同的练习。 / 现在我们来学习一些新内容。

(25) We have some new words/sentences. 我们有一些新单词 / 句子要学习。

5. 提起注意 (Directing attention)

(26) Ready?/Are you ready? 准备好了吗?

(27) Did you get there?/Do you understand? 听懂了吗?

(28) Is that clear? 明白了吗?

(29) Any volunteers? 谁自愿回答? / 谁自告奋勇?

(30) Do you know what to do? 知道要做什么吗?

(31) Be quiet, please./Quiet, please. 请安静。

(32) Listen, please. 请听。

(33) Listen carefully, please. 请认真听。

(34) Listen to the tape recorder/the recording. 听录音。

(35) Look carefully, please. 请仔细看。

(36) Look over here. 看这里。

(37) Watch carefully. 仔细看。

(38) Are you watching? 你(们)在看吗?

(39) Please look at the blackboard/picture/map... 请看黑板 / 图片 / 地图……

(40) Pay attention to your spelling/pronunciation... 注意自己的拼写 / 发音……

6. 课堂活动 (Classroom activities)

(41) Start!/Start now. 开始! / 现在开始!

(42) Everybody together./All together. 所有人一起。

(43) Practise in a group./Practise in groups./In groups, please. 小组练习。 / 分组练习。
/ 请大家分组练习。

- (44) Get into groups of three / four ... 每三 / 四 / (……) 人结成一组。
- (45) Everybody find a partner/friend. 每人找一个搭档。
- (46) In pairs, please. 请两人一组。
- (47) One at a time./Let's do it one by one. 一个一个来。 / 让我们一个一个来做。
- (48) Now you, please./Your turn (Student's name). 该你了。 / 轮到你了。
- (49) Next, please. Now you do the same, please. 下一位，请做同样的动作。
- (50) Let's act./Let's act out/do the dialogue. 我们来表演对话。
- (51) Who wants to be A? 谁想扮演角色 A?
- (52) Practise the dialogue, please. 请练习对话。
- (53) Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A，另一半学生扮演角色 B。
- (54) Please take (play) the part of ... 请扮演……
- (55) Whose turn is it? 轮到谁了?
- (56) It's your turn. 轮到你了。
- (57) Wait your turn, please. 请等候你的次序。
- (58) Stand in line./Line up. 站成一排。 / 排队。
- (59) One by one./One at a time, please. 一个一个来。
- (60) In twos./In pairs. 两人一组。
- (61) Don't speak out. 不要说出来。
- (62) Turn around. 转身。

7. 请求 (Request)

- (63) Could you please try it again? 你（们）能再试一下吗?
- (64) Could you please try the next one? 请试试下一个好吗?
- (65) Will you please help me? 你愿意帮助我吗?

8. 鼓励 (Encouraging)

- (66) Can you try? 你（们）能试一下吗?
- (67) Try, please. 请尝试一下。
- (68) Try your best./Do your best. 尽你最大的努力!
- (69) Think it over and try again. 认真思考一下，然后再试试。
- (70) Don't be afraid/shy. 不要害怕 / 害羞。

9. 指令 (Issuing a command)

- (71) Say/Read after me, please. 请跟我说 / 读。
- (72) Follow me, please. 请跟我读 / 学……

- (73) Do what I do. 跟我做。
- (74) Repeat, please./Repeat after me. 请重复。/ 请跟我重复。
- (75) Once more, please./One more time, please. 请再来一次。
- (76) Come here, please. 请过来。
- (77) Please come to the front./Come up and write on the blackboard/chalkboard.
请到前面来。/ 到前面来，写到黑板上。
- (78) Come and write it on the blackboard. 过来写到黑板上。
- (79) Please go back to your seat. 请回座位。
- (80) In English, please. 请使用英语。
- (81) Put your hand up, please. /Raise your hand, please. 请举手。
- (82) Put your hands down, please./Hands down, please. 请把手放下。
- (83) Say/Write it in Chinese/English. 用汉语 / 英语说 / 写。
- (84) Please take out your books. 请把书拿出来。
- (85) Please open your books at page .../Find page .../Turn to page ... 请打开书，翻到……页。
/ 把书翻到……页。
- (86) Please answer the question/questions./Please answer my question (s). 请回答这个(些)
问题。/ 请回答我的问题。
- (87) Please read this letter/word/sentence out loud./Please read out this letter/word/ sentence.
请大声地读出这个字母 / 单词 / 句子。/ 请读出这个字母 / 单词 / 句子。
- (88) Please stop now./Stop now, please./Stop here, please. 请现在停下来。/ 请停到这里。
- (89) Clean up your desk/the classroom, please. 请整理你的课桌 / 请打扫教室。
- (90) It's clean-up time./Tidy up your desk/the classroom. 现在是大扫除时间。/ 请清理你
的课桌 / 教室。
- (91) Put your things away./Clean off your desk./Pick up the scraps.
请把你的物品收拾起来。/ 收拾好你的桌子。/ 收拾一下剩余的物品。
- (92) Clean the blackboard. 请擦一下黑板。
- (93) Plug in the tape-recorder, please. 请插一下录音机。
- (94) Put the tape-recorder away. 请把录音机收起来。
- (95) Put the tape in its box/cassette. 把磁带放进盒子里 / 磁带盒里。
- (96) Listen and repeat. 先听，然后再重复。
- (97) Look and listen. 看并听。
- (98) Repeat after me. 请跟我重复。
- (99) Follow the words. 请看着单词。
- (100) Fast./Quickly!/Be quick, please. 快点。/ 请快一点。
- (101) Hurry!/Hurry up, please. 快 !/ 请快一点。

- (102) Slow down, please. 请慢一点。
(103) Slowly. 慢慢来。
(104) Bring me some chalk, please. 请给我拿些粉笔来。

10. 禁止和警告 (Prohibition and warning)

- (105) Stop talking./Stop talking now, please. 别说话了。/ 现在请别说话了。
(106) Don't talk./Everybody quiet, please. 别说话。/ 请大家安静。
(107) Don't be silly. 别傻了。
(108) Settle down. 别激动。

11. 评价 (Evaluation)

- (109) Good, thank you. 很好，谢谢你。
(110) Good!/Very good./Good job./Good work./Good example.
好 / 很好 / 不错 / 做得好 / 好样的。
(111) A good answer./Nice work. 回答得很好 / 做得好。
(112) Excellent./Great!/Well done./Very good./I like the way you ...
棒极了 / 太棒了 / 做得好 / 非常好！ / 我喜欢你……的方式。
(113) That's interesting! 真有趣！
(114) Don't worry about it./No problem. 别担心。/ 没问题的。
(115) OK!/That's OK. 好的。/ 没什么。
(116) I don't think so. 我认为不是这样。
(117) That's not quite right, any other answers?/That's close./That's almost right.
不是很确切，还有其他的答案吗？/ 基本正确。
(118) Not quite, can anyone help him/her?/Try again. 不是很确切，有人能帮他/她一下吗？
/ 再试一下。
(119) A good try. 很好的尝试。

12. 布置作业 (Setting homework)

- (120) For today's homework ... 今天的作业是……
(121) Practise after class./Practise at home. 课下 / 回家要练习。
(122) Say it out loud, before you write it down. 先大声把它说出来，再写出来。
(123) Copy/Print/Write each word twice. 每个单词写两遍。
(124) Remember (Memorize) these words/sentences. 记住这些单词 / 句子。
(125) Learn these words/these sentences/this text by heart. 记住这些单词 / 这些句子
/ 这篇课文。

(126) Do your homework./Do the next lesson./Do the new work. 做作业。/ 预习下一课。
/ 做新功课。

13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye./Bye./See you next time. 再见！ / 拜拜！ / 下次见！

英语常用名

常用女名

Alice /'ælis/ 艾丽斯
Ann /æn/ 安
Annie /'æni/ 安妮
Betty /'beti/ 贝蒂
Carrie /'kæri/ 卡丽
Cathy /'kæθi/ 凯西
Cindy /'sɪndi/ 辛迪
Connie /'kɒni/ 康尼
Daisy /'deizi/ 戴西
Daphne /'dæfni/ 达芙妮
Diana /daɪ'ænə/ 黛安娜
Elizabeth /'lɪzəbeθ/ 伊丽莎白
Ellen /'elɪn/ 埃伦
Emily /'emɪli/ 埃米莉
Hannah /'hænə/ 汉娜
Helen /'helən/ 海伦
Iris /'aɪrɪs/ 艾瑞斯
Ivy /'aɪvi/ 艾维
Jane /dʒeɪn/ 简
Jenny /'dʒeni/ 詹妮
Jessica /'dʒesɪkə/ 杰西卡
Joan /dʒəʊ/ 琼
Karen /'kɑ:rən/ 卡琳
Kate /keɪt/ 凯特
Laura /'lɔ:rə/ 劳拉
Linda /'lɪndə/ 琳达
Lisa /'li:sə/ 莉萨
Louise /lu:'i:z/ 路易丝
Lucy /'lu:si/ 露西
Maggie /'mægi/ 玛吉
Mary /'meəri/ 玛丽
Monica /'mɒnikə/ 莫妮卡
Nancy /'nænsi/ 南希
Rebecca /rɪ'bekə/ 丽贝卡
Rose /rəʊz/ 罗斯
Sarah /'sɑ:rə/ 萨拉
Shirley /'ʃɜ:li/ 雪莉
Susan /'su:zən/ 苏珊
Victoria /vɪk'tɔ:riə/ 维多利亚
Winnie /'wɪni/ 威妮

常用男名

Abraham /'eɪbrəhəm/ 亚伯拉罕
Adam /'ædəm/ 亚当
Alan /'ælən/ 艾伦
Alexander /,æliɡ'zɑ:ndə/ 亚历山大
Andrew /'ændru:/ 安德鲁
Andy /'ændi/ 安迪
Ben /ben/ 本
Bill /bɪl/ 比尔
Bob /bɒb/ 鲍勃
Daniel /'dænjəl/ 丹尼尔
Danny /'dæni/ 丹尼
David /'deɪvɪd/ 戴维
Edward /'edwəd/ 爱德华
Frank /fræŋk/ 弗兰克
George /dʒɔ:dʒ/ 乔治
Henry /'henri/ 亨利
Howard /'haʊəd/ 霍华德
Jack /dʒæk/ 杰克
Jackson /'dʒæksn/ 杰克逊
James /dʒeɪmz/ 詹姆斯
Jerry /'dʒeri/ 杰里
Jim /dʒɪm/ 吉姆
Jimmy /'dʒɪmi/ 吉米
John /dʒɒn/ 约翰
Ken /ken/ 肯
Mark /mɑ:k/ 马克
Michael /'maɪkl/ 迈克尔
Mike /maɪk/ 迈克
Paul /pɔ:l/ 保罗
Peter /'pi:tə/ 彼得
Philip /'fɪlɪp/ 菲利普
Richard /'rɪtʃəd/ 理查德
Robert /'rɒbət/ 罗伯特
Sam /sæm/ 萨姆
Simon /'saɪmən/ 西蒙
Steven /'sti:vən/ 斯蒂文
Tom /tɒm/ 汤姆
Tony /'təʊni/ 托尼
Vincent /'vɪnsənt/ 文森特
William /'wɪljəm/ 威廉

Evaluation Sheets

评价表 1:

	Lesson 1	Lesson 2	Lesson 3	...
reading				
writing				
listening				
speaking				
spelling				
grammar				
pronunciation				
role-play				
songs & chants				
video				
test				
project				
homework				

评价表 2:

	listening	speaking	reading	writing	homework	test	...
Li Hong	A	B	A	B	A	A	
Xiu Jie							
Yi Yuming							
Wang Tao							
...							

Words for Primary English

A

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

B

baby
back
bad
bag
ball
banana
basketball
be (am, is, are)
bear
beautiful
bed
before
begin
behind

beside
between
big
bike (=bicycle)
bird
birthday
black
blackboard
blue
boat
body
book
box
boy
bread
breakfast
bring
brother
brown
bus
busy
but
buy
by

C

cake
call
can
candy
cap
car
card
cat
chair
chicken
child (*pl.* children)
China

Chinese
cinema
city
class
clean
clever
clock
close
clothes
cloudy
coat
cold
colour (*AmE* color)
come
computer
cook
cool
cousin
cow
crayon
cry

D

dad
dance
day
dear
desk
difficult
dinner
dirty
do
doctor
dog
door
down
draw

dress
drink
driver
duck

E

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

F

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

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

G

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

H

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

home
horse
hospital
hot
hour
house
how
hungry

I

I
ice-cream
idea
ill
in
interesting
it
its

J

juice
jump

K

kid
kind
kitchen
kite
know

L

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

love
lunch

M

make
man (*pl.* men)
many
map
maths (*AmE* math)
me
meet
milk
minute
Miss
monkey
month
moon
morning
mother
mouth
Mr
Mrs
Ms
much
mum (*AmE* mom)
music
my

N

name
near
new
next
nice
night
no
noodle
nose
not
now
nurse

O

of
often

old
on
open
or
orange
our

P

panda
parent
park
party
PE (= physical education)
pen
pencil
people
photo
picture
pig
place
plane
plant
play
playground
please
police
potato
pupil
put

R

rain
read
red
rice
right
river
room
ruler
run

S

sad
say

school
schoolbag
science
season
see
she
sheep
ship
shirt
shoe
shop
short
shorts
sing
sister
sit
skirt
sleep
slow
small
snow
sock
some
sometimes
song
sorry
soup
speak
sport
spring
stand
star
stop
story
street
strong
study
subject
summer
sun
sunny
supermarket
sweater
swim

T
table
take
talk
tall
taxi
tea
teacher
tell
thank
that
the
their
them
then
there
these
they
thin
think
this
those
tiger
time
tired
to
today
toilet
tomato
tomorrow
too
toy
train
travel
tree
trousers
try
turn
TV
U
umbrella
uncle
under

up
us
use
V
vegetable
very
visit
W
wait
walk
want
warm
wash
watch
water
way
we
wear
weather
week
welcome
well
what
when
where
white
who
whose
why
window
windy
winter
with
woman (*pl.* women)
wonderful
word
work
worker
worry
write
wrong

Y
year
yellow
yes
yesterday
you
young
your
Z
zoo