

Unit 3

What Will You Do This Summer?



General Goals for Unit 3

In this unit, Li Ming, Jenny and Danny enjoy their summer activities and discuss their summer vacation plans. This unit teaches vocabulary for describing nature and summer activities. It also teaches the future tense with “will”.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to do the following in English:
 - Know about the vocabulary for describing nature and summer activities.
 - Be introduced to the future tense with “will”.
2. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary:
fan, lake, ship
close, swim, visit
angry, clever
3. Students will be able to recognize, understand and use these expressions:
In summer, I like to...
I will...
What will you do for the summer holiday?
4. Students will be able to understand the story *Three Kites in the Sky* with the aid of pictures and teacher support. And act it out.
5. Students will be able to sing the song in this unit:
Oh, Summer's Coming!

Learning Strategies

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

第3单元

今年夏天你要做什么？



第三单元总目标

在这一单元，李明、詹妮和丹尼将尽情享受夏季的各种活动，并讨论他们的暑假计划。本单元将教授描述自然和夏季活动的词汇，还要教授 will 构成的将来时态。

第三单元具体目标

知识与技能目标

1. 学生能用英语做如下事情：
 - 了解描述自然以及夏季活动的词汇。
 - 学习 will 构成的将来时态。
2. 学生能听懂、会说、认读并书写下列词汇：
fan, lake, ship
close, swim, visit
angry, clever
3. 学生要能够认读、理解并运用下列句型：
In summer, I like to...
I will...
What will you do for the summer holiday?
4. 学生能在图片和教师的帮助下理解故事 Three Kites in the Sky，并能表演出来。
5. 学生能唱这单元的歌曲：
Oh, Summer's Coming!

学习策略目标

学生将继续发展和运用以下基本学习策略：

- 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 are expected to compare and contrast life in China and life in Canada for a young person during the summer.

Resources Teachers Need for Unit 3

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

- Audiotape or multimedia CD for lessons 13~18
- Individual Picture Storyboards
- 5 Ws and H Chart
- Chart Paper
- Poster of four seasons
- Summer holiday student pictures

- 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；
- 积极主动阅读英语故事或其他读物；
- 注意观察生活或媒体中使用的简单英语；
- 使用词典或其他资源来辅助英语学习。

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

学生要能对比青少年在加拿大和在中国的暑期生活。

第三单元所需教具

（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。）

- 13~18 课的录音带或教学光盘
- 学生的故事板
- 5 Ws+H 表格
- 图表用纸
- 有关四季的张贴画
- 学生暑期照片


Lesson 13 Summer Is Coming!

Lesson 13 Summer Is Coming!

1 What season is it?


Hi, class! What happens to trees in different seasons?

1




In winter, it's cold and snowy. Many trees don't have any leaves.

2




In spring, the weather is warm. Trees have new leaves.

3




It's hot in summer. Trees have green leaves.

4




In autumn, trees lose their leaves. What colour are the leaves? Yellow, orange and red.


2 Summer Fun




I love summer! In summer, I like to swim.




I like to sit in the sun.




Summer is hot. I like the fan. It's cool.



Sometimes I play sports with my friends.



Sometimes I fly a kite.




Sometimes I like to look at the clouds.

3 Let's do it!

Talk and write.

seasons	weather	trees	like to do
spring	warm	new leaves	ride a bike
summer			
autumn			
winter			



It's warm in spring. I can see new leaves. I like to ride my bike.

38
39

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **fan**
- Students will be able to recognize, understand and use the following expression:
In summer, I like to...

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 13
- Flashcards for **season, winter, spring, summer, autumn, leaves, flowers, swim, sit, fan, cloud**
- Individual Picture Storyboards
- Pictures of trees in the four seasons

第13课 夏天快到了!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: fan
2. 学生能认读、理解并运用以下句型:
In summer, I like to...

教学准备

- 第 13 课的录音带或教学光盘
- season, winter, spring, summer, autumn, leaves, flowers, swim, sit, fan, cloud 的词汇卡片
- 学生的故事板
- 四季树木图片

CLASS OPENING

Greeting and Review

• Greet your students as they arrive for class. Teacher can say: **Summer is a wonderful season. School is out. We go on vacation. Let's find out in this new unit all about what young people in Canada do in the summer.**

- Review seasons with your poster of seasons. Choose a drill from "Teaching Techniques".

Lesson Hook

Tell the students to open their books to Lesson 13.

Teacher can say: **Today we're going to learn about how the leaves change during the four seasons.**

NEW CONCEPTS

1. What season is it?

•Demonstrate•

- Tell the students to look at page 38 in their student books.

Here are the new words and expressions for Lesson 13 Part 1:

season, winter, spring, summer, autumn, leaves, flowers

What happens to trees in different seasons?

What colour are the leaves?

- Go through each word and expression with the students.

Ask the students to repeat each new word or expression after you say it.

- Play the audiotape and ask the students to read along with this section of Part 1.

• Ask 4 volunteers to come forward. Ask them to read each of the four picture panels in Part 1.

Take the pictures you brought of trees in the four seasons. Hold each picture up and describe the tree (for example, if you show a summer tree, it has lots of green leaves. Say **Summer trees are green. It's so hot.** Show another picture and do the same thing. When you feel everyone knows what you are talking about, hold up a picture and ask the students to tell you what season it is.)

Teaching Tip



Storyboards

Storyboarding, or picture writing, is the origin of all written languages, used by ancient cultures before text evolved and as a natural bridge to text. The Chinese language was built using pictographs. Egyptians used storyboards, or hieroglyphics, first etched in stone and later written on papyrus, to organize a complex society and to rule the ancient world.

开始上课

问候和复习

• 学生到教室时问候他们。教师可以说：Summer is a wonderful season. School is out. We go on vacation. Let's find out in this new unit all about what young people in Canada do in the summer.

- 采用季节张贴画复习季节。从“教学技巧”章节中选取一个活动练习。

课文导入

让学生打开教科书第 13 课。

教师可以说：Today we're going to learn about how the leaves change during the four seasons.

新概念

1. What season is it?

● 演示 ●

- 让学生看教科书 38 页。

以下是第 13 课第 1 部分的新词汇和句型：

season, winter, spring, summer, autumn, leaves, flowers

What happens to trees in different seasons?

What colour are the leaves?

- 和学生一起朗读每个词汇和句型。

让学生跟读每个单词或句型。

- 播放录音，让学生看书跟读第 1 部分。

- 让四名自告奋勇的学生到前面来，分别朗读第 1 部分四个图框中一个图框的内容。

教师取出准备的四季树木的图片，分别举起每个图片并描述树木的情况（例如举起夏季长满绿叶的树木图片，说 Summer trees are green. It's so hot. 然后举起另一张图片依此进行。当教师觉得所有学生都理解意思后，可以举起图片让学生告诉教师这是什么季节。）

教学提示



故事板

故事板或图文，是所有书写语言的起源，在文字发展之前作为文字的自然辅助在古文化中经常采用。汉语就是在象形文字的基础上演变而来。埃及文字采用了象形文字或图画文字，最初刻写在石头上，之后书写在纸莎草纸上，以此来组织复杂的社会系统、管理原始的世界。

Look at any comic strip and you'll see picture writing in action. A storyboard is a writing format, generally a set of boxes (or rectangles, circles, or other shapes) placed in a logically sequenced order. Each box or frame is a place for the writer to put information, pictures, symbols, or text.

Storyboards appear in many forms, from emerging literacy books to emergency instructions on airplanes or technical textbooks. When writers in various fields want to make ideas easily understood, they choose a storyboard format or one of its close cousins: the flow chart, the time line, or the Power Point presentation. Storyboards are widely used because we know pictures combined with text offer a rich synthesis of information that can entertain and inform. The pictures in picture writing can be simple cartoons, photographs, or sophisticated technical diagrams.

●Practice●

Ask the whole class to choral read the four storyboards in Part 1.

Tell the students to turn to a shoulder partner and take turns reading the four picture boards in Part 1 to each other.

2. Summer fun

●Demonstrate●

- Tell the students to look on page 39, Part 2.

Write each new vocabulary word and expression on the board. As you write the word, spell it, then say it. Ask your students to repeat after you:

swim, sit, fan, clouds, sometimes

In summer, I like to...

- Play the audiotape and ask the students to read along.
- You act out and show the various things that are being talked about in the six panels.

You can swim, sit in the sun, cool yourself, play sports, fly a kite, watch the clouds. As you do the action, say what you are doing and ask the students to repeat after you.

Ask several students to orally read the six storyboards to the class.

●Practice●

Pair Work

Read Part 2 with a partner.

Class Work

Work with the class to build a simple storyboard about summer fun on the chalkboard. Include 6 picture boards with lines below each to write an explanation for what each student likes to do. Use the same storyboard template that you plan to have the students do individually in the next part of practice. Model the sentences after Part 2 in this lesson.

3. Let's do it!

Talk and write.

Tell the students to turn to a shoulder partner and talk about the chart in Part 3. The students can fill in their own chart in their student book as they discuss possibilities with their partner. Ask several pairs to share with the rest of the class.

在任何连环漫画中，都会发现图文。故事板是书写的模板，通常是一系列方框（或长方框、圆圈或其他形状），按照一定的逻辑顺序排列。每个方框或图框都可以让书写者加入信息、图像、符号或文字。

故事板有很多存在形式，从飞机上用于紧急情况处理说明的紧急说明书到技术书籍。当各行各业的作者为了使自己的想法更容易被别人理解时，他们通常会采用故事板或其衍生形式：流程表格，时间曲线，或者演示文稿。故事板被广泛采用，因为图文结合更加具有丰富的信息综合性，更易于呈现和吸引人。图文中的图片可以是简单的卡通、图片或复杂的技术图表。

● 练习 ●

让学生齐读第 1 部分的四个图框内容。

让学生和旁边的同伴轮流给对方朗读四个图框内容。

2. Summer fun

● 演示 ●

• 让学生看教科书 39 页第 2 部分。

把各个新词汇写在黑板上。在书写新词汇和句型的同时，拼读并朗读这些词汇，同时让学生跟读：

swim, sit, fan, clouds, sometimes

In summer, I like to...

• 播放录音，让学生跟读。

• 谈论六个图片的活动时，教师可以演示各种活动。可以表演游泳、坐在阳光下、扇扇子、做运动、放风筝、看云彩等。教师演示时，说出这些活动并让学生跟着说。

让几位自告奋勇的学生给全班朗读六个图框内容。

● 练习 ●

同伴活动

和同伴一起朗读第 2 部分。

全班活动

在黑板上和全班一起制作这六个图框的简单故事板，包括六幅图片和以及各个图片下面介绍学生爱做些什么的文字，并以此作为要学生在练习下一阶段制作的故事板的模板。示范这课第 2 部分后面的句子。

3. Let's do it!

Talk and write.

让学生和同伴讨论第 3 部分的图表内容，之后学生可以在教科书上填写自己的图表。让几组学生和全班其他学生分享他们的成果。

CHECK FOR UNDERSTANDING.....

Storyboard

a. Pass out a simple storyboard format to the students to complete on their own. The students create six pictures with written descriptions that show six activities they like to do in the summer. Remind the students to do a good job drawing and colouring each storyboard picture!

b. When the students are done their storyboards, they can share with a shoulder partner.

c. Choose several students to share with the whole class.

d. The students then take their storyboards home to share with their parents that evening. They should bring them back the next day to post on the Sharing Wall.

Teaching Tip



Sharing Wall

It is important to share your students' work in the classroom. Make a Sharing Wall for each EFL class that you teach and post students' work on the wall so that class members and members of other classes will get motivated when they see the quality of the great work being done in EFL!

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 can say: **Well done students! Before you leave, turn to a friend and tell that person what your favourite activity is in summer!**

Remind the students to bring their storyboards back to class the next day so they can be put on the Sharing Wall.

巩固检验

故事板

- 给学生一个简单的故事板模板，让学生自己完成。他们要自己制作六幅夏季想做的活动图，同时配上文字描述。提醒学生精心画图，并给每个图片涂色！
- 学生做完自己的故事板后，可以和同伴分享。
- 选几个学生和全班分享自己的作品。
- 晚上学生要把自己的图板带回家和父母分享。第二天要带回来张贴在分享墙上。

教学提示



分享墙

在教室中展示学生的作品非常重要。在每个学习英语的教室中做一面分享墙，以便教学和展示学生作品使用。本班学生或其他班级学生看到这些学生学习英语中的成果后也会受到激励。

《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

教师可以说：Well done students! Before you leave, turn to a friend and tell that person what your favourite activity is in summer!

提醒学生第二天要把自己的故事板带回来，以便张贴在分享墙上。

Lesson 14 Tomorrow We Will Play

Lesson 14 Tomorrow We Will Play

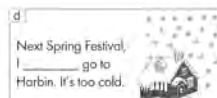
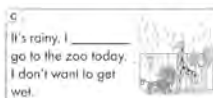
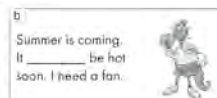
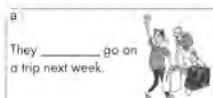
1 What will you do tomorrow?



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2 Let's do it!

1. Look and write "will" or "will not".



2. Look, draw and write.

	Jenny	Li Ming	Me
Saturday	play basketball 	fly a kite 	
Sunday	listen to music 	read a book 	

a This Saturday, I will _____
This Sunday, I _____

b _____

c _____

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TEACHING GOALS

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

close, angry

2. Students will be able to recognize, understand and use the following expression:

I will...

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 14
- Flashcards for Lesson 14
- 5 Ws and H Chart
- Chart Paper

第14课 明天我们要去玩



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：

close, angry

2. 学生能认读、理解并运用以下句型：

I will ...

教学准备

- 第 14 课的录音带或教学光盘
- 第 14 课的词汇卡片
- 5 Ws+H 表格
- 图表用纸

CLASS OPENING

Greeting and Review

- Greet your class as they arrive. When they are settled, say: **Good morning everyone! Did you remember to bring your Lesson 13 storyboard back to school? Who hasn't shared yet?**
- Choose several students who did not have a chance to do so during the previous lesson and ask them to share their storyboards. Post all of the storyboards on the Sharing Wall.

Lesson Hook

Tell the students to open their books to page 40 in their student books.

Teacher can say: **Look at the picture on page 40. What do you think Jenny and Danny are talking about in this story?**

NEW CONCEPTS

1. What will you do tomorrow?

●Demonstrate●

- Play the audiotape for the students. Ask them to listen to the tape as they follow along in their books.

- Point out the new words and the new expression in Part 1:

close, angry, pick

What will we do?

Write the words and expression on the board. Spell each word aloud and then say the word. Have the students repeat each word after you.

- Play the audiotape again. Ask the students to choral read the story.

• Here is a way to introduce **will**. Explain that **will** is another way to say **be going to**. Write three columns on the blackboard, as below. Ask for volunteers to draw lines to match the words across the columns as they say **Yesterday I... Today I... Tomorrow I am going to...** Then add a fourth column and give one example with **will**. Ask for volunteers to fill in the rest of the column.

yesterday	today	tomorrow
worked	walk	going to laugh
ate	go	going to see
laughed	jump	going to eat
jumped	talk	going to point
went	work	going to play
saw	eat	going to help
pointed	play	going to work
helped	help	going to jump
played	see	going to talk

开始上课

问候和复习

- 学生到教室后问候他们。他们就座后教师可以说：Good morning everyone! Did you remember to bring your Lesson 13 storyboard back to school? Who hasn't shared yet?
- 选几位上节课没有机会与大家分享故事板的学生，让他们展示自己的图板。然后把所有的学生的图板张贴在分享墙上。

课文导入

让学生打开教科书第 40 页。

教师可以说：Look at the picture on page 40. What do you think Jenny and Danny are talking about in this story?

新概念

1. What will you do tomorrow?

● 演示 ●

- 播放录音，让学生看书跟读。
- 指出第 1 部分的新词汇和句型：

close, angry, pick

What will we do?

把新词汇和句型写在黑板上。大声拼读然后朗读这些词汇，同时让学生跟读。

- 再次播放录音，让学生齐读课文。
- 可用以下方式介绍 will。教师解释 will 是 be going to 的另一种表达方法。在黑板上写如下三栏。让自告奋勇的学生将三栏的词画线连接起来，边连接边说出句子：Yesterday I... Today I... Tomorrow I am going to... 然后再加一栏。第四栏给出一个 will 的例子。让自告奋勇的学生填充这栏的其他空白部分。

yesterday	today	tomorrow
worked	walk	going to laugh
ate	go	going to see
laughed	jump	going to eat
jumped	talk	going to point
went	work	going to play
saw	eat	going to help
pointed	play	going to work
helped	help	going to jump
played	see	going to talk

talked	laugh	going to go
walked	point	going to walk

• With the students, make a list of all of the things Jenny and Danny talk about in this story by answering the five Ws and one H of writing in a chart on the board:

Teaching Tip



The 5 Ws and H questions of story

Students should answer the 5 Ws and H questions when interrogating a story so that they can remember all of the important details!

Who is the event about?

What happened?

When did the event take place?

Why did it happen?

Where did it take place?

How did the event/s happen?

The 5 Ws and H Chart

What will you do tomorrow?

Who is in the story?

Danny and Jenny.

What will Danny do?

He will pick some flowers.

When will they go to the park?

On Saturday.

Where will the story take place?

In the park.

Why will Danny go to the park?

To pick his mother some flowers.

Is Danny allowed to pick flowers?

No, he isn't.

How does Danny say he will get away with picking flowers?

He will run home and close the door.

●Practice●

Pair Work

Students can read the story with a shoulder partner.

Students can act out the story with a partner. One student can be Danny and one can be Jenny. Partners should be prepared to share their play with the class.

Ask the students to take out their flashcards for the following words: **pencil, book, kite, skipping rope, park** and **grass**. Divide the class into pairs and ask the students to put their cards in a stack between them. They then take turns drawing a card from the stack and saying the sentences below. Write the phrases on the blackboard before the game begins.

card

pencil

book

kite

skipping rope

sentence

Tomorrow I will write a story.

Tomorrow I will read a book.

Tomorrow I will fly a kite.

Tomorrow I will skip with a skipping rope.

talked	laugh	going to go
walked	point	going to walk

• 和学生一起填写回答黑板上的 5 Ws+H 表格，列出詹妮和丹尼在课文中讨论的所有事情。

教学提示



故事的 5 Ws+H 问题

学生在了解故事时要回答 5 Ws+H 问题，以便记忆故事的重要细节。

Who is the event about?

What happened?

When did the event take place?

Why did it happen?

Where did it take place?

How did the event/s happen?

The 5 Ws and H Chart

What will you do tomorrow?

Who is in the story?

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When will they go to the park?

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Where will the story take place?

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Why will Danny go to the park?

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Is Danny allowed to pick flowers?

No, he isn't.

How does Danny say he will get away with picking flowers?

He will run home and close the door.

● 练习 ●

同伴活动

学生可以和同伴一起读课文故事。

学生可以和同伴一起表演故事。一位学生扮演丹尼，另一位扮演詹妮。小组学生要做好给全班表演故事的准备。

让学生取出下列词汇卡片：pencil, book, kite, skipping rope, park 和 grass。将学生分为两人小组，把他们自己的词汇卡片堆在一起放在中间。学生轮流从中抽取卡片，读出下列句子，在活动开始之前把这些句子写在黑板上。

卡片

句子

pencil

Tomorrow I will write a story.

book

Tomorrow I will read a book.

kite

Tomorrow I will fly a kite.

skipping rope

Tomorrow I will skip with a skipping rope.

park Tomorrow I will go to the park.
grass Tomorrow I will lie on the grass.

2. Let's do it!

1. Look and write "will" or "will not".

Tell your students to complete each of the sentences in Part 2-1 by writing **will** or **will not** in the spaces provided. Check as a class.

Answers: a. will b. will c. will not d. will not

2. Look, draw and write.

Tell the students to complete the chart in Part 2-2 by filling in the parts under **Me**. Students can use the examples shown to complete the chart.

Students can then complete each of the pairs of sentences below as modeled in Part (a) by Jenny:

This Saturday, I will _____.

This Sunday, I _____.

Ask several students to share with the class.

Optional

Ask several pairs of students to share the exercises they made in Part 2 with the class.

CHECK FOR UNDERSTANDING

Ask the students to tell you something they like to do (they might say **sing** for example).

Write **sing** on the blackboard. Then say **I will sing**. You should try to sing after you say this. Then say **I will not sing**. You should stand and wait for a minute so your students understand. Ask for more suggestions and repeat.

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 can say: **Well done! Let's all pretend to fly our kites as we leave the classroom today!**

Ask your students to find, if possible, a picture that was taken during a summer holiday they took with their family to bring to English class next day. It can be a picture of a big trip, or simply a day in the park.

park Tomorrow I will go to the park.
grass Tomorrow I will lie on the grass.

2. Let's do it!

1. Look and write "will" or "will not".

让学生在空白处填写 will 和 will not, 完成 2-1 部分的句子。全班核对答案。

答案: a. will b. will c. will not d. will not

2. Look, draw and write.

让学生填写表格中 Me 下面部分, 完成 2-2 部分的表格。可以参考例子填写。

学生按照 a 句詹妮的例子, 完成各组句子。

This Saturday, I will _____.

This Sunday, I _____.

让几位学生和全班分享他们的答案。

可选活动

让几组学生和全班其他学生分享他们第 2 部分的练习。

巩固检验

让学生告诉教师一些他们喜欢做的事情 (例如他们可以说 sing)。

将 sing 写在黑板上, 然后说 I will sing. 之后要设法唱一下。然后说 I will not sing.
教师要稍微等一下, 以便学生理解。让学生再说更多的提议, 重复进行以上过程。

《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

教师可以说: Well done! Let's all pretend to fly our kites as we leave the classroom today!

如果可能, 让学生下节英语课带来一张以前和家人一起照的暑期活动的照片, 可以是一次长期旅游的照片, 也可以是在公园一次简单活动的照片。

Lesson 15 Jenny's Summer Holiday

Lesson 15 Jenny's Summer Holiday

1 What will Jenny do this summer?

What will you do for the summer holiday, Jenny?



My family likes to go on trips in the summer.



Last summer, we went to a lake with my grandmother and grandfather. I swam in the lake.

I played on the beach. I like playing on the beach!



This summer, we will go on a trip to the sea. I will swim in the sea!

I will watch the ships and boats on the sea.

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2 Let's do it!

Read Part 1 and answer the questions.

1. What did Jenny do last summer?

2. Who did Jenny go with?

3. What will Jenny do this summer?

4. What will Jenny watch on the sea?

5. What did you do last summer?

6. What will you do this summer?

3 Let's sing!

Oh, summer's coming, coming soon.

When school is done, what will you do?

In summer, summer, summertime,

Summer, summer, summer.

Oh, I'll swim in the ocean blue.

Will you swim, too? Will you swim, too?

In summer, summer, summertime,

Summer, summer, summer.



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TEACHING GOALS

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

lake, swim, ship

2. Students will be able to recognize, understand and use the following expression:

What will you do for the summer holiday?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 15
- Flashcards for **summer holiday, swim, lake, trips, beach, ships, boats**
- Summer holiday pictures
- Chart paper
- Storyboard handout

第15课 詹妮的暑假



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇:

lake, swim, ship

2. 学生能认读、理解并运用以下句型:

What will you do for the summer holiday?

教学准备

- 第 15 课的录音带或教学光盘
- summer holiday, swim, lake, trips, beach, ships, boats 的词汇卡片
- 暑假照片
- 图表用纸
- 故事板材料

CLASS OPENING

Greeting and Review

- Welcome the students to class with: **Good morning! You are excellent students! Jump up and clap your hands together!**

- Teacher can say: **Who remembered to bring a picture of their summer holiday to school today?**

Ask several students to share their pictures, then ask all of the students to put their pictures away to use in an activity near the end of the class.

Lesson Hook

Tell the students to open their student books to page 42.

Ask the students to look at the pictures in Part 1. Ask them to tell you what each of these pictures is about or where it takes place.

NEW CONCEPTS

1. What will Jenny do this summer?

●Demonstrate●

- Ask the students to look at Part 1. They will see the following words and expression in the dialogue and story:

summer holiday, swim, lake, trips, beach, ships, boats

What will you do for the summer holiday?

- Put the new words and expression on the board.

Point to each word and read it aloud. Have the students repeat each word as you point to it. Do the same for the expression.

- Play the audiotape as the students read along. Remind the students to look at the pictures to get clues for what Jenny is doing in each of the four pictures.

- Put the flashcards and pictures for each new word on the board ledge: **lake, trip, beach, ship, boat**. Invite the students up to match the word cards to the picture cards for each of the new vocabulary words.

- Ask several students to read the dialogue in Part 1 to the class storyboard by storyboard. Then have the class choral read Part 1.

●Practice●

Make a chart with two columns.

Put all of the Summer Fun things Jenny does on one side of the chart.

On the other side, make a list of the things the students like to do in the summer.

Title the chart **Summer Fun**.

开始上课

问候和复习

• 说以下句子来欢迎学生: Good morning! You are excellent students! Jump up and clap your hands together!

• 教师可以说: Who remembered to bring a picture of their summer holiday to school today?

选几位学生和大家分享他们的照片, 让所有学生把照片放好, 以便本课后半部分活动时使用。

课文导入

让学生打开教科书第 42 页。

让学生看第 1 部分的图片。让他们告诉教师每幅图片发生了什么事情或发生在哪里。

新概念

1. What will Jenny do this summer?

● 演示 ●

• 让学生看教科书第 1 部分。他们在课文中将会看到以下词汇和句型:

summer holiday, swim, lake, trips, beach, ships, boats

What will you do for the summer holiday?

• 把新词汇和句型写在黑板上。

指着这些词汇大声朗读, 同时让学生跟读。句型也是如此处理。

• 播放录音, 让学生跟读。提醒学生看下面四幅图片, 找出每幅图片中詹妮正在做什么的线索。

• 把 lake, trip, beach, ship, boat 每个词汇的词汇卡片和图片放在黑板边上。然后请几名同学上前来将词汇卡片和图片搭配起来。

• 让几位学生逐图读一下第 1 部分的对话。然后全班一起齐读第 1 部分。

● 练习 ●

做一个两栏的表格。

把詹妮所有的夏季活动填写在表格的一栏。

另一栏让学生填写自己夏季喜欢的活动。

表格名称为 Summer Fun。

Summer Fun

Things Jenny Does	Things We Do
play on the beach	
go on trips	
go to the lake with her grandmother and grandfather	
swim in the lake	
go to the sea and swim in the sea	
watch the ships and boats on the sea	

Reread the chart with the students.

Individual Work

Have the students work alone to draw a storyboard of six things they did during the summer holiday, using their summer holiday pictures as their guide. If a student does not have a picture, he/she can imagine what they might do on a summer vacation.

The students can write a sentence below each picture to describe the events. The students should title their storyboards. For example: My Holiday to Beijing.

The students have done this activity before and should be familiar with the process.

Ask several students to share their storyboards with the class.

2. Let's do it!

Read Part 1 and answer the questions.

Tell students to reread Part 1 alone and answer the questions in Part 2 in their student books. Check as a class.

3. Let's sing!

Song: Oh, Summer's Coming!

Tell the students to look at the song on page 43.

Play the song.

Ask the students to clap along with the rhythm.

Ask: **How many verses in this song? (4)**

Do any of the verses repeat? (Yes: 2 and 4)

Are there any rhyming words in the song? (Yes: do, blue, too)

Play the song again, and ask the students to sing along.

Ask the students to stand up.

Play the song one more time and each time the song says **summer** or **summertime**, the students should throw both hands up in the air!

Summer Fun

Things Jenny Does	Things We Do
play on the beach	
go on trips	
go to the lake with her grandmother and grandfather	
swim in the lake	
go to the sea and swim in the sea	
watch the ships and boats on the sea	

和学生一起重读表格。

个人活动

让每位学生单独制作一个故事板，包括六件暑假做过的事，可以使用自己的暑期照片作指导。如果他们没有照片，可以想象自己在暑假要做的事情。

学生可以在每张照片下面写一句话来说明情况，同时要给自己的图板上标题，例如：我在北京的假期。

学生以前做这个活动，应该熟知这些程序。

让几位学生和全班分享他们的图板。

2. Let's do it!

Read Part 1 and answer the questions.

让学生自己重读第 1 部分，然后回答教科书第 2 部分的问题。全班核对答案。

3. Let's sing!

歌曲：Oh, Summer's Coming!

让学生看 43 页的歌曲。

播放歌曲录音。

让学生跟着节奏拍手。

教师问：How many verses in this song? (4)

Do any of the verses repeat? (Yes: 2 and 4)

Are there any rhyming words in the song? (Yes: do, blue, too)

再次播放歌曲，让学生跟唱。

让学生站起来。

再一次播放录音，每次唱到 summer 或 summertime 时，学生要把双手举到空中！

CHECK FOR UNDERSTANDING.....

Use the picture cards for **lake, trip, beach, ship, boat** to review vocabulary. Show the picture and ask **What is this?**

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.....

Exit ticket: The students must write down their favourite thing to do in the summer on an exit ticket to pass to the teacher as they leave class today.

巩固检验.....

用 lake, trip, beach, ship, boat 的图片复习词汇。出示图片并提问 What is this?

《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.....

出门卡：学生要写下暑假最想做事情，离开教室时作为出门卡交给教师。

Lesson 16 Li Ming's Summer Holiday

Lesson 16 Li Ming's Summer Holiday

1 What will Li Ming do this summer?

What will you do for the summer holiday, Li Ming?



On June 25, I will fly home. I will be in China for the summer holiday.



I will say hello to my mother and father.



I will visit my aunt and uncle.
I will play with my cousin, Jing.



I will meet my friends.
I will play ping-pong with them.

I will miss Canada, but I will feel happy to see China again.



Danny and I will miss you, too. We will call you!

44

2 Let's play!

Group work. Choose and guess.

1 park	2 supermarket	3 school
What will I do? Number 2!	You'll buy some meat. You'll buy some fruit.	
3 park	2 supermarket	3 school
Let's see.	I will buy some fruit. Yes! I'm right.	

3 Let's do it!

Read Part 1 and write the answer.

What will Li Ming do for the summer holiday?



Li Ming will fly home...

45

TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 16
- Flashcards for **visit, cousin, aunt, uncle**
- Summer Fun chart from Lesson 15
- Chart paper

第16课 李明的暑假



MY TEACHING NOTES

教学目标

学生能听懂、会说、认读并书写下列词汇：visit

教学准备

- 第 16 课的录音带或教学光盘
- visit, cousin, aunt, uncle 的词汇卡片
- 15 课制作的 Summer Fun 表格
- 图表用纸

CLASS OPENING

Greeting and Review

• Play the song from the previous lesson as your students arrive for class. As they settle into their seats you can say: **Good morning class! How are you today?**

Students should respond with: **Good morning teacher! We are fine, thank you!**

• Take a few minutes to review some materials from the previous lesson. Ask recall questions such as:

What will Jenny do on her summer holiday?

Do you think she will have fun?

• Pretend you are swimming and ask someone to tell you what you are doing.

Play the song again. This time, the students stand up and sing it. Remind them to throw their hands high in the air when the song says **summer** or **summertime**.

Lesson Hook

Tell the students to open their student books to Lesson 16, page 44.

Teacher can say: **We know what Jenny will do for her summer holiday. Today's lesson is about what Li Ming will do in the summer. Let's read and find out. Do you think he will have fun, too?**

NEW CONCEPTS

1. What will Li Ming do this summer?

●Demonstrate●

• Point out the new words and expression in this part of the lesson.

plane, visit, cousin, aunt, uncle, say hello to

• Put the new words and expression on the board.

Say each word and expression as you point to it. Remember to finger track for the students.

Ask the students to say each word and expression after you.

• Play the audiotape and ask the students to read along.

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

• Take out the Summer Fun Chart from Lesson 15.

Add all of the things that Li Ming will do onto the chart.

Then add any new things the students think of to do in summer to the other side of the chart.

Reread the chart together as a class.

开始上课

问候和复习

- 学生进来时播放上节课的歌曲。他们就座时教师可以说：Good morning class!

How are you today?

学生应该答复：Good morning teacher! We are fine, thank you!

- 用几分钟时间复习上节课的内容，可以提问以下问题帮他们回忆：

What will Jenny do on her summer holiday?

Do you think she will have fun?

- 教师假装游泳，让一位学生说出教师在做什么。

再次播放歌曲。这次学生要站起来跟唱。提醒学生唱到 summer 或 summertime 时要把双手伸向空中。

课文导入

让学生打开教科书第 16 课第 44 页。

教师可以说：We know what Jenny will do for her summer holiday. Today's lesson is about what Li Ming will do in the summer. Let's read and find out. Do you think he will have fun, too?

新概念

1. What will Li Ming do this summer?

● 演示 ●

- 指出本课这部分的新词汇和短语：

plane, visit, cousin, aunt, uncle, say hello to

- 把新词汇和短语写在黑板上。

指着每个词汇和短语朗读，为了方便学生，切记手指要跟着朗读的进度移动。

同时让学生跟读这些词汇和句型。

- 播放录音，让学生看书跟读。

让学生仔细听录音，同时跟读。

- 取出 15 课的 Summer Fun 表格。

在表格中填写李明要做的所有事情。

然后在表格中另一列填写学生想出在夏季要做的新事情。

和全班一起重读表格内容。

Summer Fun

Things Jenny Does	Things Li Ming Does	Things We Do
play on the beach	fly home to China	go on trips
go on trips	say hello to mother and father	
go to the lake with her grandmother and grandfather	visit cousin Jing and Aunt and Uncle	
swim in the lake	play ping-pong with friends	
go to the sea and swim in the sea	play sports in the summer	
watch the ships and boats on the sea		

●Practice●

Partner Work

Ask the students to read the story with a partner.

Group Work

In groups of 4, students write and decorate an LEA (Language Experience Approach) story together. The students have written LEA stories before in earlier *Learning English* books but review the process with them to ensure that they understand what it is you want them to do. In this LEA story, the groups will talk about what they will do this summer holiday. The students can add one or two sentences each to the story.

Teaching Tip



How to Use the Language Experience Approach (LEA) to Teach Reading

The language experience approach is a method of teaching reading in which the teacher creates a text by writing down words dictated by the students.

LEA is an effective method to teach reading because it allows students to directly see the correspondence between spoken and written words, and gives students an opportunity to read their own words, which are familiar and meaningful to them.

Language experience approach is most commonly used with young emerging readers. It is also effective for teaching struggling readers up through the middle grades, as well as English language learners.

1. Choose an experience that most of the students have had. For this lesson, it will be some holiday activities.
2. Discuss the experience with the students. This helps them to clarify what they want to write about, organize their thoughts, and come up with specific, descriptive vocabulary.
3. Write the story down as the students dictate it. For groups, have students take turns dictating sentences describing their experience. Record what they say on large chart paper, repeating the words as they are written. The writing should be done in neat, large printing rather than cursive, to make it easier for the students to read. Try to stick to the

Summer Fun

Things Jenny Does	Things Li Ming Does	Things We Do
play on the beach	fly home to China	go on trips
go on trips	say hello to mother and father	
go to the lake with her grandmother and grandfather	visit cousin Jing and Aunt and Uncle	
swim in the lake	play ping-pong with friends	
go to the sea and swim in the sea	play sports in the summer	
watch the ships and boats on the sea		

● 练习 ●

同伴活动

让学生和同伴一起阅读课文。

小组活动

把学生分为四人一组，共同编写并完善一个 LEA (语言经验教学法) 故事。学生在以前编写过 LEA 故事，但是要跟他们一起复习这一过程，以确保他们都明白教师想让他们做什么。在这个 LEA 故事中，这些小组会讨论这个暑假他们将要做什么，每位学生可以给故事添加上一两句话。

教学提示



如何采用语言经验教学法 (LEA) 教授阅读

语言经验教学法是一种教师通过记录学生口述形成故事的一种阅读教学方法。

这种方式教授阅读比较有效，因为学生将直观了解口语和文字的关联，给了他们阅读自己创作的语言的机会，而这些语言都是他们熟悉且有意义的。

语言经验教学法最常用于年轻的初学者，但对于那些勉强达到的中级读者以及英语学习者也很有效。

1. 选择一次大部分学生都有过的经历。就本课而言，就是一些暑期活动。

2. 首先和学生讨论这种经历。这将有助于他们明确想写什么、整理思路并采用具体的词汇叙述。

3. 写下学生的口述。在小组中，让学生轮流口述描写自己这种经历的句子。在大型表格中记录并同时复述句子。文字需要采用大而清楚的手写体，而不是草体。以便于学生阅读。尽力贴近学生自己说的话，他们的口语中语法和句子结构只有极少的修正。让学生看到自己口述的文字非常重要，因为这会帮助他们把自己和文字联系在一起。

students' own words exactly as they are spoken with a minimum of correction for grammar or sentence structure. It is important for students to see their own words in print, because they have a personal connection to the words.

4. Make sure to have an opening and closing sentence in the story.

5. Read the text aloud. Point to each word as you read the text aloud. After reading the text to the students, have them reread it aloud. By putting the child's name behind the sentence he/she has given you, you can recall who made up a particular sentence. Call on individual students to read their sentences, then have them read chorally as a group while pointing to each word. Students can illustrate their individual texts and read them aloud to the class.

LEA Sample

Our Summer Holiday Fun

Group 1: Shaolin, Julie, Xiaoxia, Flower

We love summer holidays! (Shaolin)

I like to go to the sea and swim in summer. (Julie)

I like to ride my bike in the forest. (Xiaoxia)

I want to visit my grandparents. (Flower)

I also want to climb a mountain this summer! (Flower)

We have fun in summer! (Julie)

Groups should illustrate their LEA stories.

When all of the groups are done, groups can do a Gallery Walk. One student from each group should be left behind to read the story to the other groups.

Post the stories on the wall so that the students can reread them again at the beginning of the next class during a real Gallery Walk!

2. Let's play!

Group Work: Choose and Guess.

Game Rules

Students form groups of 4.

Groups make their own game of **What will I do?**

Make 3 cards for any three categories: **school, park, supermarket, home, etc.**

Put a picture under each category.

Students model their conversation after the one presented in Part 2.

One student asks: **What will I do? I choose Number 2!**

Other group members guess what item student 1 will do: **You will...**

The student lifts the number and show the picture. Then tells the group what he/she will buy: **I will...**

Groups reverse roles and play with the game.

3. Let's do it!

Read Part 1 and write the answer.

Tell the students to reread the story. They should then fill in the space in Part 3 with the things Li Ming will do this summer.

4. 故事中一定要有开始和结束的语句。

5. 大声朗读记录内容。朗读时要指着每个词。给学生读完后，让他们重新朗读。在故事句子的后面注上提供者的姓名，这样可以比较容易回忆起哪位学生说出这个句子。让学生单独朗读句子或单词，然后分组指着每个单词一起读。学生可以说明自己的内容并给全班朗读。

LEA 样本

Our Summer Holiday Fun

第 1 组: Shaolin, Julie, Xiaoxia, Flower

We love summer holidays! (Shaolin)

I like to go to the sea and swim in summer. (Julie)

I like to ride my bike in the forest. (Xiaoxia)

I want to visit my grandparents. (Flower)

I also want to climb a mountain this summer! (Flower)

We have fun in summer! (Julie)

各小组要为他们的故事配上插图。

所有小组讲完后，可以进行一次画廊漫步活动。每组要留一位学生为其他小组讲解自己的故事。

将故事张贴在墙上，以便学生在下节课开始时的画廊漫步活动中重读这些故事！

2. Let's play!

小组活动：Choose and Guess.

游戏规则

学生结为四人小组。

各小组制作自己的 What will I do? 游戏材料。

从以下活动中任意选择三类活动并制作卡片三张：school, park, supermarket, home 等。

每一类活动下放一张图片。

学生要按照第 2 部分的对话编排对话。

小组中的一位学生问：What will I do? I choose Number 2!

其他学生要猜猜这位学生要做什么：You will...

这位学生揭开卡片展示图片，告诉小组学生自己要买什么：I will...

小组更换角色，继续游戏。

3. Let's do it!

Read Part 1 and write the answer.

让学生再次阅读第 1 部分课文。然后根据李明今年夏季要做的事来完成第 3 部分

CHECK FOR UNDERSTANDING.....

Review the new vocabulary. Ask a volunteer to come forward and write on the board for you. You say each of the new words, one by one, and the students tell how to spell each word. The volunteer writes the word on the board.

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 can say: **When you hear the thing you like to do most in summer, go to the part of the room I tell you to go to!**

All the students who like to fly kites go to the back of the room.

All the students who like to play basketball go to the right side of the room.

All the students who like to swim go to the left side of the room.

All the students who like to ride their bikes come to the front of the room.

Bike students can leave now! Good-bye!

Kite students can leave now! Good-bye!

Swimming students can leave now! Good-bye!

Basketball students can leave now! Good-bye!

的句子。

巩固检验

复习新学词汇。让一位自告奋勇的学生到前面来，帮教师在黑板上写。教师逐个说出新学词汇，学生们要拼读出这些词汇，自告奋勇的学生把单词写在黑板上。

《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

教师可以说：When you hear the thing you like to do most in summer, go to the part of the room I tell you to go to!

All the students who like to fly kites go to the back of the room.

All the students who like to play basketball go to the right side of the room.

All the students who like to swim go to the left side of the room.

All the students who like to ride their bikes come to the front of the room.

Bike students can leave now! Good-bye!

Kite students can leave now! Good-bye!

Swimming students can leave now! Good-bye!

Basketball students can leave now! Good-bye!

Lesson 17 Danny's Summer Holiday

Lesson 17 Danny's Summer Holiday

1 What will Danny do this summer?

1 What will you do this summer holiday, Danny?

Let's see. Last summer, I learned to swim. And I also learned to fish. What will I do this summer?

2 Will you swim in the sea?

No, I will not.

Will you visit your family?

Yes, I will. I will visit my grandfather and grandmother. They live near a very big forest.

3 What else will you do?

I will also learn to fly.

Really, Danny? Why will you do that?

I will fly to China.

4 I will play with Li Ming. That will be fun.

Very clever, Danny.

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2 Let's do it!

Read and tick. Then write "will" or "will not".

Dear Uncle Peter,

I will go to a summer camp this year! I will arrive with 20 other students in early July. There will be students from China, the U.K., Australia and the U.S.

We will play sports, go water skiing and go swimming. We will take trips around the forest. We will learn about some of the animals and plants in the forest. At night, we will work together to cook a meal. After dinner, we will sit around, tell stories, sing songs and watch the stars.

I will make many new friends. I can't wait. It will be a great summer!

Love,
Freddie



Freddie will...

- | | |
|------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> play sports | <input type="checkbox"/> make new friends |
| <input type="checkbox"/> go shopping | <input type="checkbox"/> go skating |
| <input type="checkbox"/> go water skiing | <input type="checkbox"/> cook a meal |
| <input type="checkbox"/> go swimming | <input type="checkbox"/> send emails |
| <input type="checkbox"/> fly a kite | <input type="checkbox"/> watch TV |



Freddie _____ go to a summer camp this year.

He _____ arrive in early June.

He _____ meet students from different countries.

He _____ go swimming.

He and the other students _____ learn about the animals and plants.

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TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 17
- Flashcards for **sea**, **forest**, **fly**
- Summer Holidays survey form

CLASS OPENING

Greeting and Review

• Teacher can say: **Good morning/afternoon, students! Who remembers what Li Ming will do in his summer holiday?**

第17课 丹尼的暑假



MY TEACHING NOTES

教学目标

学生能听懂、会说、认读并书写下列词汇：clever

教学准备

- 第 17 课的录音带或教学光盘
- sea, forest, fly 的词汇卡片
- 暑假调查表

开始上课

问候和复习

• 教师可以说：Good morning/afternoon, students! Who remembers what Li Ming will do in his summer holiday?

- Ask these questions to see what your students can recall:
Where will Li Ming go for his summer holiday?
Tell me two things he will do on his summer holiday.
What does Li Ming like to do in the summer?
Will Li Ming miss Canada?
Why will he feel happy?

Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher can say: **Whose turn is it to talk about their summer in this lesson? Yes! It is Danny's turn. Let's find out how our friend, Danny, will spend his summer holiday. It should be fun!**

NEW CONCEPTS

1. What will Danny do this summer?

●Demonstrate●

- Here are the new words and expression in this lesson:

fish, sea, forest, fly, clever

What will you do?

Write the new vocabulary words and expression on the board. Read and ask the students to repeat them after you.

- Play the audiotape for the students and ask them to read along.
- Choose two students to read Lesson 17 in parts. One person plays Danny, the other plays Jenny. You should do some actions as the volunteers read, to help everyone understand the material. For example, when Danny says he learned to swim last summer, you can demonstrate swimming. When he says he will learn to fly, you can pretend to fly.

●Practice●

Part Reading

Ask the students to turn to a shoulder partner and read the story in parts. They can read the story a second time, changing their characters.

Group Work—Tableau

In groups of 4, students make up a tableau to show one of the scenes from Danny's story about his holiday. The rest of the class must guess what the scene is that the students are portraying in their tableau. Give students 2~3 minutes to figure out which tableau they will make and how they will use all of the group members. Then ask the groups one by one to make their tableaus while the other groups guess in English what scene they are representing!

Teaching Tip



Tableau

A tableau is a living picture where group members form part of a frozen scene. When they make their picture tableau, they must try really hard not to move. For example, in this lesson, a group is chosen to make a tableau of Danny fishing. How can 4 group members

- 提问以下问题以查看学生的记忆情况:

Where will Li Ming go for his summer holiday?

Tell me two things he will do on his summer holiday.

What does Li Ming like to do in the summer?

Will Li Ming miss Canada?

Why will he feel happy?

课文导入

让学生打开教科书第 17 课。

教师可以说: Whose turn is it to talk about their summer in this lesson? Yes! It is Danny's turn. Let's find out how our friend, Danny, will spend his summer holiday. It should be fun!

新概念

1. What will Danny do this summer?

● 演示 ●

- 以下为这一课的新词汇和句型:

fish, sea, forest, fly, clever

What will you do?

把新词汇和句型写在黑板上, 朗读并让学生跟读。

- 播放录音, 同时让学生看书跟读。

• 选出两位学生分角色朗读 17 课课文。一位学生扮演丹尼, 另一位扮演詹妮。学生朗读时, 教师要做出相应的动作以帮助学生理解课文。例如, 当丹尼说去年暑假他学游泳时, 教师可以演示游泳的动作; 当说到他要学飞时, 教师可以做出飞翔的动作。

● 练习 ●

角色朗读

让学生和同伴一起分角色朗读课文。他们可以互换角色, 再次朗读一遍。

小组活动一场景造型

让学生分为四人小组, 表演丹尼讲述暑假中的一个场景。其他学生要猜出他们表演的是哪个场景。给学生两三分钟时间, 让各组商量表演哪个场景和怎么安排所有小组成员。然后让每组中依次表演, 其他学生用英语猜测他们表演的场景!

教学提示



场景造型

场景造型是小组成员表演一个固定的场景, 形成一幅真人画面。表演时, 学生要竭尽全力保持不动。例如, 本课中一组被选定表演丹尼钓鱼场景, 小组四人要分别担当画面中的哪个部分呢? 一位学生可以扮演丹尼, 一位扮演鱼,

all be part of the frozen picture? One student can be Danny; one can be the fish; and two students can be the water! Another example: Danny is going to visit his grandparents. One student can be Danny; another can be a tree in the forest; and two students can be Danny's grandparents.

2. Let's do it!

Read and tick. Then write "will" or "will not".

The students should read the letter first. Then tick out what Freddie will do this summer. Then they will fill in the blanks with **will** or **will not**. Check as a class.

Answers: will, will not, will, will, will

CHECK FOR UNDERSTANDING

Charades: What will I do?

Summer Activities Charades Rules

Students come up to the front of the classroom one by one and do an action of an activity they might do in the summertime.

The other students must guess in English what it is that they are doing. For example: ride a bike, fly a kite, jump a rope.

If a student guesses the correct answer, he/she can do the next action.

Ask the students to take guesses from classmates who have not had a turn yet so that everyone can play this 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 can say: **That was a very good class, students! Have a great night!**

另外两人可以扮演水！再举一例：丹尼要去看望自己祖父母。一位学生可以扮演丹尼，一位可以扮演树林中的树木，另外两人可以扮演丹尼的祖父母。

2. Let's do it!

Read and tick. Then write “will” or “will not”.

学生要先阅读这封信，然后打对勾选出 Freddie 今年暑假要做的事情，然后用 will 或 will not 填空完成句子。全班核对答案。

答案：will, will not, will, will, will

巩固检验

猜词游戏：What will I do?

暑假活动猜词游戏规则

学生要逐个到前面来表演他们夏季想要做的一项活动。

其他学生要用英语猜出这位学生在做什么。例如：骑自行车、放风筝、跳绳等。

猜对的学生可以到前面来，表演下一个活动。

可以选择那些还没有机会参与的学生来进行猜测活动，以保证大家都可以参与游戏！

《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


教师可以说：That was a very good class, students! Have a great night!

Lesson 18 Three Kites in the Sky

Lesson 18 Three Kites in the Sky

Story time


1



Today is a wonderful day. The wind is not too strong. Three kites are flying high in the blue sky.

2


Everyone will look up at me. Everyone will like me.



Kylie is a beautiful kite. She has many colours and a long red tail.


3

Look at me. I can fly high and fast. Everyone will like me.



The second kite's name is Karla. She is strong. She can fly very high in the sky.


4



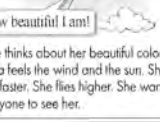
The third kite, Krista, is listening. She is not beautiful. She is not fast. She is not strong. She is only a kite.

5

How fast I am!




How beautiful I am!



Kylie thinks about her beautiful colours. Karla feels the wind and the sun. She flies faster. She flies higher. She wants everyone to see her.

6


Hey, Kylie and Karla! The boy needs help!



Krista sees a boy swimming in the lake. But he can't swim well, and he needs some help. Krista calls the other two kites, but they can't hear.

7


HELP! HELP! The boy needs help.



Krista is afraid of water, but she wants to help the boy. She flies very low. A man hears Krista. He jumps into the water. He swims to the boy. He brings the boy to the beach.

8

You are a great kite!




You are so nice!

Everyone looks at Krista. Now, no one remembers beautiful Kylie. No one remembers strong Karla. But everyone remembers Krista.

★ **Talk and act**

- Which kite do you like? Why?
- Act out the story.



TEACHING GOALS

1. Students will listen to and understand the simple story.
2. Students will ask and answer questions about the story.
3. Students will take on roles and perform the story using their own words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 18
- Picture and flashcards for **Kylie, Karla, Krista, high, low**
- Individual Story Sequencing charts

第18课 空中的三个风筝



MY TEACHING NOTES

教学目标

1. 学生能听懂并理解这个简单的故事。
2. 学生能问答关于这个故事的问题。
3. 学生能分角色，用自己的语言表演故事。

教学准备

- 第 18 课的录音带或教学光盘
- Kylie, Karla, Krista, high, low 的词汇卡片和图片
- 学生的故事情节表

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning students! Welcome back. Are you ready to listen to a wonderful story? It's about three kites, high in the sky. One kite is different from the others. Let's find out what she does, and how she saves a little boy.**

Lesson Hook

Tell the students to open their books to page 48.

Teacher can say: **In this lesson, we will be reading a new story!**

NEW CONCEPTS

Story time: Three Kites in the Sky

Prepare to Read

Here are the new words in this story:

Kylie, Karla, Krista, high, low, bring, remember, everyone

Write the words on the blackboard and go over them with the students.

Teacher: **Look at the title of the story. Does anyone know what it says? Look at the other pictures on this page. What do you think this story is about? Let's find out!**

Ask your students to open their books to page 48. Give the students a few minutes to look at the pictures. Tell them that they should try to understand or guess what they think is happening in each picture.

Write the students' predictions on the board. Check to see which predictions came closest to the actual events.

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.

Read the Story

Read aloud

Read the story without interruption so that the students get the rhythm of the story.

Teaching Tip



Teacher Read Aloud

Teacher reads aloud the story. This can demonstrate the power of stories. By showing students the ways that involvement with text engages us, we give them energy for learning how reading works.

Here are some of the many benefits of read-aloud:

- building vocabulary
- developing understandings of story structures

开始上课

问候和复习

教师可以说: Good morning students! Welcome back. Are you ready to listen to a wonderful story? It's about three kites, high in the sky. One kite is different from the others. Let's find out what she does, and how she saves a little boy.

课文导入

让学生打开教科书第 48 页。

教师可以说: In this lesson, we will be reading a new story!

新概念

Story time: Three Kites in the Sky

阅读准备

以下为这个故事中的新词汇:

Kylie, Karla, Krista, high, low, bring, remember, everyone

把词汇写在黑板上, 和学生一起仔细过一遍。

教师: Look at the title of the story. Does anyone know what it says? Look at the other pictures on this page. What do you think this story is about? Let's find out!

让学生把书翻到第 48 页。给学生几分钟时间看图片, 让他们尽量理解或猜测每个图片中所发生的事情。

把学生的猜测写在黑板上, 核对哪些猜测更接近实际情况。

教师可以在本课的这一部分用汉语教学, 目的是激发兴趣, 让学生开口说。把这部分当作是阅读故事前的热身活动。

阅读故事

大声朗读

朗读故事, 不要停顿, 以便学生找到故事的节奏。

教学提示



教师大声朗读

教师大声朗读故事可以彰显故事的吸引力。给学生展示沉浸在文中可以使他们深受其感染, 促进学生感知阅读的魅力。

以下是大声朗读的一些好处:

- 扩充词汇量
- 促进对故事结构的理解

- encouraging high levels of understanding
- teaching the reading process in a meaningful context
- modeling fluency
- motivating students to read

•Talk about the pictures•

Now go through the story again, panel by panel. The students follow along in their books.

Picture 1

What do you see in the picture?

Picture 2

What does Kylie look like? What does she think of herself?

Picture 3

What does Karla look like? What does she think of herself?

Picture 4

What does Krista look like? What does she think of herself?

Picture 5

What are they doing? Why?

Picture 6

What is happening in this picture? What does Krista do? Does anybody hear her?

Picture 7

What do you see in the picture? Why does Krista do to help? Who helps the boy at last?

Picture 8

What do people do to Krista? Why? How about the other two kites now? Which kite do you like? Why?

•5 Ws and H questions•

Ask several students to read the story for the class.

Put the following 5 Ws and H questions on the board and ask the students to answer the questions with a partner:

Who are the characters in the story?

When does the story happen?

Where does the story happen?

What happens in the story? (Retell the story together.)

How does Krista help the boy?

Why will everyone remember Krista?

Ask several pairs to share their answers with the class.

•Story sequencing chart•

Tell the students that today they will do an individual Story Sequencing Chart.

Explain the importance of beginning, middle and end of a story.

Tell the students that in their sequence of events chart, they will draw a picture from the beginning, middle and end of the story.

- 激励高水平的理解
- 在有意义的上下文中教阅读过程
- 演示流利性
- 鼓励学生阅读

● 谈论图片 ●

现在逐图朗读故事，学生看书跟读。

图 1

What do you see in the picture?

图 2

What does Kylie look like? What does she think of herself?

图 3

What does Karla look like? What does she think of herself?

图 4

What does Krista look like? What does she think of herself?

图 5

What are they doing? Why?

图 6

What is happening in this picture? What does Krista do? Does anybody hear her?

图 7

What do you see in the picture? Why does Krista do to help? Who helps the boy at last?

图 8

What do people do to Krista? Why? How about the other two kites now? Which kite do you like? Why?

● 5 Ws+H 型问题 ●

让几位学生为全班朗读故事。

把以下 5 Ws+H 型问题写在黑板上，让学生和同伴一起回答问题：

Who are the characters in the story?

When does the story happen?

Where does the story happen?

What happens in the story? (复述故事。)

How does Krista help the boy?

Why will everyone remember Krista?

让几组学生和全班分享他们的答案。

● 故事情节表 ●

告诉学生今天大家要编写一个故事情节表。

解释故事开始、发展和结束的重要性。

告诉学生在故事情节表中，大家要分别画出故事开始、发展和结束的图片。

Write a sentence to use the words: **beginning**, **middle**, and **end** for each part of the story.

Teaching Tip



Story Sequencing Chart

In a story sequencing chart, students list the events that occur by breaking them down, in time order, to show those in the beginning, middle and ending of the story. Story sequencing charts can be done horizontally on a timeline or they can be done vertically. Helping students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Sequencing is an important part of problem solving across subjects.

Students should draw and colour one of the scenes from each the beginning, middle and ending of the story in the places provided.

Pair Work

Students can share their Story Sequencing Chart with a partner when the teacher claps her/his hands and gives the command, SHARE.

Whole Class Work

Ask several students to share with the whole class, then post the Story Sequencing Charts on the Sharing Board.

After Reading

•Talk and act•

Ask the students to turn to one of their shoulder partners and talk about the following question:

Which kite do you like? Why?

Then tell them to act out the story in groups.

CHECK FOR UNDERSTANDING

Ask the students if they like this story. Ask what they like best about the story.

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 that they have done a fine job in this unit. Next class will be their Unit 3 Review. Remind them to prepare for it.

用 beginning, middle 和 end 分别写一句话。

教学提示



故事情节表

在故事情节表中，学生要分解故事，把它们按时间顺序排列为故事的开始、发展和结束。故事情节表可以在横向或纵向上标出时间段。帮助学生理解按照正确的顺序回忆故事情节是一项有助于理解的阅读技巧。排序是各学科中解决问题的重要部分。

学生要在表中将故事开始、发展和结束中一个场景画出来并涂色。

同伴活动

教师拍手说 SHARE 时，学生要和同伴一起分享自己的故事情节表。

全班活动

让几位学生和全班一起分享自己的故事情节表，然后将这些故事情节表贴在分享墙上。

读后活动

● 讨论表演 ●

让学生和一位同伴谈论以下问题：

Which kite do you like? Why?

然后让学生们分组表演故事。

巩固检验

问学生是否喜欢这个故事，最喜欢故事的哪一部分。

《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

告诉学生这一单元他们做得非常好。下节课是第 3 单元复习，提醒学生做好准备。


Again, Please!

Again, Please!

1 Listen and draw.



2 Listen and number.




3 Think and write.

- Summer is hot. I like the _____.
- You will learn fast. You _____.
- _____ the door, please.
- I will watch the _____.
- Why did Helen often get _____?
- I will _____ my aunt.
- I will _____ in the sea.
- I went to a _____ last year.

4 Read and write.

- Yesterday I _____.
Tomorrow I _____.
- Last summer, I _____.
This summer, I _____.
- Last Sunday, I _____.
This Sunday, I _____ and grandmother.
- Last week, I _____.
This week, we _____.

5 Read and match. Then talk.



What will you do this summer holiday?

- ☐ I will go to the beach.
- ☐ I will see my grandparents.
- ☐ I will play the piano.
- ☐ I will fly to Hainan.
- ☐ I will swim in the sea.
- ☐ I will do my homework.
- ☐ I will play with my friends.
- ☐ I will visit my grandparents.
- ☐ I will go to the library.
- ☐ I will go to the museum.

6 Read and write.


Mary's Holiday Plan

On July 7, I will visit Grandma.
On July 24, I will go to the beach with my parents.
On August 8, I will have my birthday party.
On August 25, I will finish my homework.
On August 30, I will get ready for school.

What will you do this summer holiday? Write your holiday plan.


7 Read and talk.

Hi! I'm Peter. I love winter. I like to play in the snow. I like to make snowmen with my friends. Last winter holiday, I went to Harbin with my family. I saw ice houses and ice animals there. I went skating on the ice. It was so fun. This winter, I will see something different. I will go to Hainan and see the beach. It is warm in Hainan in February. There are many beautiful flowers. I will lie on the beach and look at the birds in the sky. I can't wait!




- Where did Peter go last winter?
- Who did he go with?
- What did he do there?
- Where will Peter go this winter?
- What will Peter do on the beach?

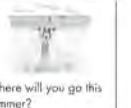
8 Ask and answer.




What will you do this summer?




When will you travel?




Where will you go this summer?



Who will you travel with?



How will you go there?



What will you do this summer?

I will travel to...

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

Teacher can say: **Good morning/afternoon, class. Today is our unit review!**

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生将完成八项活动来证明他们各自的听、说、读、写技能。
2. 学生将完成一个表明在此单元他们进步程度的自我评价表。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

- 教师可以说: Good morning/afternoon, class. Today is our unit review!

Welcome the students to class and remind them that today is their unit review for the unit.

Lesson Hook

Take a few minutes to talk to the students about the importance of doing this unit review so that they will be able to see where they are strong and where they are weak. Tell them that it is not really a test. They should make their best effort and no matter how they do, at least they will have a good idea of what they need to work harder on for the remainder of the term.

REVIEW

1. Listen and draw 😊 or ☹️.

The students should listen to the audiotope and then draw a happy or sad face in the space provided for each of the pictures 1~6. Check as a class.

The audiotope says:

1. It is warm in spring.
2. It's cold and snowy in winter.
3. It's hot in summer. I like the fan.
4. I will look at the beautiful flowers.
5. I love summer holiday. It's fun!
6. It's windy outside.

Answers: 1. 😊 2. ☹️ 3. 😊 4. 😊 5. ☹️ 6. ☹️

2. Listen and number.

The students should listen to the audiotope, then number the four pictures below in the correct sequence from 1~4. Check as a class.

The audiotope says:

1. — Why do you like winter?
— Because I like to make snowmen.
2. — Did you go to the beach last summer holiday?
— Yes, I did.
3. — What will you do this summer holiday?
— I will go on a trip to the U.K.
4. — What do you like to do in autumn?
— I like to fly kites in the park.

Answers: 4, 3, 2, 1

3. Think and write.

The students should read the sentences, then fill in the blanks and fix the crossword. Check as a class.

Answers: 1. fan 2. clever 3. Close 4. ships 5. angry 6. visit 7. swim 8. lake

问候学生，并提醒他们今天是这个单元的复习课。

课文导入

用几分钟时间告知学生进行单元复习的重要性，这样他们才可以发现自己的强弱点。告诉他们这不是一次真正的测试，他们应该尽最大的努力来完成，无论做得怎样，至少他们将清楚在本学期的剩余时间里在哪些方面加强学习。

复习

1. Listen and draw 😊 or ☹️.

学生要听录音，在图 1~6 给出的位置画出笑脸或哭脸。全班核对答案。

录音内容为：

1. It is warm in spring.
2. It's cold and snowy in winter.
3. It's hot in summer. I like the fan.
4. I will look at the beautiful flowers.
5. I love summer holiday. It's fun!
6. It's windy outside.

答案：1. 😊 2. ☹️ 3. 😊 4. 😊 5. 😊 6. ☹️

2. Listen and number.

学生要听录音，按照正确的顺序给下面四幅图片标号。全班核对答案。

录音内容为：

1. —Why do you like winter?
—Because I like to make snowmen.
2. —Did you go to the beach last summer holiday?
—Yes, I did.
3. —What will you do this summer holiday?
—I will go on a trip to the U.K.
4. —What do you like to do in autumn?
—I like to fly kites in the park.

答案：4, 3, 2, 1

3. Think and write.

学生要读句子，然后填空完成字谜。全班核对答案。

答案：1. fan 2. clever 3. Close 4. ships 5. angry 6. visit 7. swim 8. lake

4. Read and write.

The students should read and complete each of the four sentences by putting the correct form of the verb in brackets in each in the space provided. The pictures will give the students clues to the content of each sentence. Check as a class.

Answers: 1. went, will go 2. swam, will swim 3. visited, will visit 4. played, will play

5. Read and match. Then talk.

The students should match each sentence in the pink box with the picture it goes with by writing the correct number in the circle at the beginning of each sentence. Check and discuss as a class.

Answers: 1, 10, 9, 8, 6, 7, 5, 3, 4, 2

6. Read and write.

Tell the students to read Mary's Holiday Plan in the yellow box. The students should use Mary's plan as a model to write their own holiday plan in the space provided.

Share as a class.

7. Read and talk.

Tell the students to read the story about Peter, then turn to a partner and discuss the questions. Partners should be prepared to share with the class.

8. Ask and answer.

The students should read each of the questions in the 5 boxes and answer them in their notebooks. The students should be prepared to share their answers with the class.

9. How am I doing?

The students can colour 1, 2 or 3 stars in each of the four categories for at home and at school.

Discuss this self-evaluation tool with the students to make sure they understand that their own evaluations of themselves are as important as those of the teacher.

CLASS CLOSING

Teacher can say: **Fabulous job, students! You finished Unit 3. Turn to a neighbour and shake his or her hand for a job well done!**

4. Read and write.

学生要读句子，用括号中动词的适当形式填空以完成这四个句子，句中的图片可供参考。全班核对答案。

答案：1. went, will go 2. swam, will swim 3. visited, will visit 4. played, will play

5. Read and match. Then talk.

学生要将图片编号填写在粉色框中相应的句子前的圈中，使句子和图片正确搭配。全班核对答案并讨论。

答案：1, 10, 9, 8, 6, 7, 5, 3, 4, 2

6. Read and write.

让学生读黄色框中 Mary 的假期计划。并参考 Mary 的范例在横线上写出自己的假期计划。

和全班互相分享。

7. Read and talk.

让学生读 Peter 的故事，然后和同伴讨论如何回答这些问题。小组要准备和全班分享。

8. Ask and answer.

学生要读5个方框中的问题，并在记录本上回答问题。学生要准备和全班分享答案。

9. How am I doing?

学生可以把关于在家和在学校的四项活动逐一评价。他们要根据实际情况，将1颗、2颗或3颗星涂色。

和学生们讨论这项自我评价的活动，确保学生们理解他们对自己的评价与老师对他们的评价同等重要。

结束课堂教学

教师可以说：Fabulous job, students! You are finished Unit 3. Turn to a neighbour and shake his or her hand for a job well done!

Unit 4

Li Ming Comes Home



General Goals for Unit 4

This unit concludes Li Ming's visit to Canada. In this unit, Li Ming and Jenny reminisce about the fun they have had together, and Jenny and Danny plan a surprise farewell party for Li Ming. This unit reviews past-tense verbs and future-tense constructions. It also helps students to master vocabulary and phrases they have learned orally in other units.

Specific Goals for Unit 4

Knowledge and Skills

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

party, cake

find, get, tell, begin, hear

late, early, every, all, good-bye

2. Students will be able to recognize, understand and use these expressions:

How many... do you need?

Do you remember?

Would you come to a party?

Do you need any help?

Have a good trip!

Don't forget to write.

3. Students will be able to understand the story *Danny's Surprise Cake* with the aid of pictures and teacher support. And act it out.

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

Red River Valley

It's Time to Say Good-bye

第4单元

李明回家



第四单元总目标

这一单元，李明结束了他的加拿大之旅。他和詹妮回忆了他们在一起的快乐时光，詹妮和丹尼还给李明准备了一个惊喜送行聚会。本单元复习了动词的过去式和将来时态结构。本单元还帮助学生掌握以前其他单元口头学习的词汇和短语。

第四单元具体目标

知识与技能目标

1. 学生能听懂、会说、认读并书写下列词汇：
party, cake
find, get, tell, begin, hear
late, early, every, all, good-bye
2. 学生要能够认读、理解并运用下列句型：
How many... do you need?
Do you remember?
Would you come to a party?
Do you need any help?
Have a good trip!
Don't forget to write.
3. 学生能在图片和教师的帮助下理解故事 Danny's Surprise Cake，并能表演出来。
4. 学生能唱本单元的歌曲：
Red River Valley
It's Time to Say Good-bye

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 are expected to continue developing the cross-cultural awareness through learning about life in Canada.
- Students will continue to develop their sense of connection with another part of the world through their identification with the Canadian students and how they treat their Chinese friend, Li Ming.

Resources Teachers Need for Unit 4

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

- Audiotape or multimedia CD for lessons 19~24
- Flashcards and pictures
- Paper for student photo albums
- Party invitation cards
- Papers for Yes/No Game
- Students’ kites
- Individual Sequencing Maps sample
- Treats for the party provided by the parents

学习策略目标

学生将继续发展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；
- 积极主动阅读英语故事或其他读物；
- 注意观察生活或媒体中使用的简单英语；
- 使用词典或其他资源来辅助英语学习。

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

- 学生通过了解加拿大的生活，能继续发展跨文化意识。
- 学生通过了解加拿大学生以及他们如何招待中国朋友李明，能继续发展与世界其他国家联系的意识。

第四单元所需教具

（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 19~24 课的录音带或教学光盘
- 词汇卡片和图片
- 制作相册用纸
- 聚会邀请卡
- Yes/No 游戏用纸
- 学生的风筝
- 情节图样本
- 家长提供的聚会用品

Lesson 19 Buying Gifts

Lesson 19 Buying Gifts

1 At the shop

Li Ming will fly home next week. He wants to buy some gifts for his family.

How many gifts do you need, Li Ming?



I need eleven gifts. I need a gift for everyone in my family.

"Here are some little flags," says Jenny.

"Good idea! I'll take three," says Li Ming.

"What about these caps?" Jenny asks.

"Okay, I'll take four," says Li Ming.

"Look at these T-shirts," says Jenny. "These are good gifts from Canada."

"Great! I'll take three T-shirts. And I want a toy for my cousin," says Li Ming.



I want to buy a surprise for Jenny. Is she looking? No?

Okay, I will buy it now.

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Let's do it!

1. Read Part 1. Talk and write.

gifts					total
How many?	3				11
How much?	3				

How many gifts does Li Ming need for his family?



Eleven.

- What are the gifts?
- Who will Li Ming give the toy to?
- How much are the gifts?

2. Ask and answer.



What do you want to buy for your friends?



I want to buy two caps and a book.

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TEACHING GOALS

Students will be able to recognize, understand and use the following expression:

How many... do you need?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 19
- Flashcards for **gifts, flags, caps, T-shirt, toy**
- Chart paper

CLASS OPENING

Greeting and Review

- Greet the students.

第19课 购买礼物



MY TEACHING NOTES

教学目标

学生能认读、理解并运用以下句型：

How many... do you need?

教学准备

- 第 19 课的录音带或教学光盘
- gifts, flags, caps, T-shirt, toy 的词汇卡片
- 图表用纸

开始上课

问候和复习

- 问候学生。

- Ask the students what they remember from the last unit.

Ask these questions to see what your students recall:

What does Jenny love to do in the summer?

What about Li Ming? What does he like to do?

What is the weather like in summer?

Where did Jenny go on her trip this summer?

What did Li Ming do this summer?

What about Danny? What did he do this summer?

What did Krista the kite do when she saw the little boy swimming in the lake?

Lesson Hook

Tell the students to look at the cover page for Unit 4. Teacher can say: **What is this unit about?** Talk about what they see in the picture on the cover. Lead the students to understand that Li Ming is going on a trip: **Yes, it is about Li Ming going home to China.**

Tell the students to open their books to Lesson 19 on page 56.

NEW CONCEPTS

1. At the shop

•Demonstrate•

- These are the new words and expressions you will learn today in this part of the lesson:
gifts, flags, caps, T-shirt, toy

How many do you need?

Is she looking?

Write the new words and expressions on the blackboard. As you say the words aloud, make sure to point to them so that the students can follow along.

- Play the audiotape as the students follow along in their student books. Play it two or three times, listening to each student try to pronounce the words and helping them as needed.

- Ask two students to read the story in parts to the class.

One can read Li Ming's part, and the other can read Jenny's part.

- Put a piece of chart paper on the board and put two columns in the chart.

Add all of the items Li Ming will buy for his family in the first column. The second column is for pictures of the items. The students who are finished their work early today can draw the items in.

Things Li Ming Buys

3 flags of Canada

4 caps

3 T-shirts

1 toy

1 surprise for Jenny

Reread the chart with the students.

- 提问学生他们能回忆起上个单元的哪些知识。

提问以下问题查看他们的记忆情况：

What does Jenny love to do in the summer?

What about Li Ming? What does he like to do?

What is the weather like in summer?

Where did Jenny go on her trip this summer?

What did Li Ming do this summer?

What about Danny? What did he do this summer?

What did Krista the kite do when she saw the little boy swimming in the lake?

课文导入

让学生看第4单元的单元页。教师可以说：What is this unit about? 讨论在单元页图片中可以看到些什么，引导学生理解李明将要旅行：Yes, it is about Li Ming going home to China.

让学生打开教科书第19课56页。

新概念

1. At the shop

● 演示 ●

- 以下是本课这一部分的新词汇和句型：

gifts, flags, caps, T-shirt, toy

How many do you need?

Is she looking?

把词汇和句型写在黑板上，大声朗读，同时指着以便学生跟读。

- 播放录音，让学生看书跟读。播放两三遍，听每个学生试读词汇时的发音，必要时提供帮助。

- 让两位自告奋勇的学生到前面来，分角色朗读课文。

一位学生读李明的部分，另一位读詹妮的部分。

- 在黑板上贴一张两栏的图表用纸。

第一栏中填写李明要给家人们买的东西，第二栏是这些东西的图片。先完成作业的学生可以画出这些图片。

李明买的东西

3 面加拿大国旗

4 顶帽子

3 件 T 恤衫

1 个玩具

1 件给詹妮的惊喜礼物

和学生一起重读表格内容。

●Practice●

Pair Work

The students can turn to a shoulder partner and read the story together in parts.

Group Work

The groups can make up a short play about this story to share with the class.

2. Let's do it!

1. Read Part 1. Talk and write.

Teacher can say: **Look at the chart on page 57. Fill in the chart by completing how many of each item Li Ming wants to buy. Put how much each item is in the second row. The chart below will help with the cost of the items.**

Gift	Cost
flag	3 dollars
cap	20 dollars
T-shirt	27 dollars
toy	10 dollars

Add the total cost of the items in the total column.

Check as a class.

2. Ask and answer.

Turn to a shoulder partner and ask: **What do you want to buy for your friends?**

Teacher can say: (for example)

I want to buy one book and one cap. That's... dollars.

I want to buy a book for Jan.

I want to buy a cap for Bob.

Your partner can then ask and answer the question.

CHECK FOR UNDERSTANDING.....

Draw It

Draw It Rules

The teacher draws an item they might want to take home for a friend on the board. The name of the item must be an English word known to the class. The item can be one of the items for sale in Part 2-2.

The students must guess what the item is. The student who guesses correctly gets to draw a different item on the board. The other students guess what the item is. If the person who guesses correctly has not had a turn to draw on the board, he/she can draw next. If that student has drawn before, ask the student who just drew to choose a student who has not yet had a turn.

● 练习 ●

同伴活动

学生可以和同伴一起分角色朗读课文。

小组活动

安排学生分小组编写这个故事的短剧，并和全班分享。

2. Let's do it!

1. Read Part 1. Talk and write.

教师可以说：Look at the chart on page 57. Fill in the chart by completing how many of each item Li Ming wants to buy. Put how much each item is in the second row. The chart below will help with the cost of the items.

礼物	费用
小旗	3 美元
帽子	20 美元
T 恤衫	27 美元
玩具	10 美元

在合计栏填写所有费用的总数。

全班核对答案。

2. Ask and answer.

学生可以问同伴：What do you want to buy for your friends?

教师可以说：（例如）

I want to buy one book and one cap. That's... dollars.

I want to buy a book for Jan.

I want to buy a cap for Bob.

然后同伴问答这个问题。

巩固检验

画一画

画一画规则

教师在黑板上画出一件想要带回家给朋友的物品。这件物品的英文名称学生必须知道，可以是 2-2 部分的物品之一。

学生要猜出这件物品。正确猜出的学生可以在黑板上另画一件物品，其他学生继续猜。猜对的学生如果没有轮到在黑板画图的可以画下一件物品。如果这位学生已经画过了，就可以另选一位没有画过的学生来画下一件物品。

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

Exit Ticket: Tell the students they must whisper one gift from Canada they would buy for a friend 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

出门卡：让学生在离开教室前悄悄告诉教师他们想给朋友买的一件加拿大礼物。

Lesson 20 Looking at Photos

Lesson 20 Looking at Photos

1 Do you remember?

1 What are you doing, Li Ming? I'm getting ready to go home next week.

2 Look! I found these photos! May I see them? Sure.

Look at this photo. Danny wanted to play basketball with a ping-pong ball!

Danny said the basketball was heavy.

Then I taught him to play ping-pong, but he hit his hand. Poor Danny!

Look, Li Ming! Here's a photo of you, Danny and Santa. Do you remember?

Oh, yes! I went to the shop with Danny. We bought Christmas gifts. Then we saw Santa. We talked to Santa.

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2 Let's sing!

Come and sit down beside me, my friend.
Do you know that we all miss you?
We feel happy to see your bright smile, dear.
We feel happy that you will miss us, too.

3 Let's do it!

Pair work. Talk about the photos. Then write.

1 2 3 4

Where was Bob last Sunday? He was on the playground.

What did he do? He played basketball with his friends.

1. Bob played basketball with his friends last Sunday.

2.

3.

4.

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TEACHING GOALS

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

find, get

2. Students will be able to recognize, understand and use the following expression:

Do you remember?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 20
- Flashcards for **photo**
- Paper for student photo albums

第20课 看照片



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：

find, get

2. 学生能认读、理解并运用以下句型：

Do you remember?

教学准备

- 第 20 课的录音带或教学光盘
- photo 的词汇卡片
- 制作相册用纸

CLASS OPENING

Greeting and Review

- Teacher can say: **Classity, class.** Clap your hands once.

Expect the students to say: **Yessity, yes!** This shows that they are ready to learn!

- Ask: **What did we learn in the previous lesson?**

Write the vocabulary words from the previous lesson on the board, one at a time: **gifts, flags, caps, T-shirt, toy.** As you write the word, spell it, then ask the students to say the word.

You can use the pictures or flashcards for these words and check students' recall. Show the picture and ask **What is it?**

Lesson Hook

Tell the students to open their student books to Lesson 20.

Teacher can say: **Who can guess what this lesson is about? Yes, it's about the photos Li Ming took of his time in Canada. How many of you have a camera? Do you take photos when you are on holidays? I want each of you to bring your favourite photo to class next day to share!**

Teaching Tip



Tapping into personal experience

The more often you can tap into students' personal experience, the more relevant the learning will be for them!

NEW CONCEPTS

1. Do you remember?

●Demonstrate●

- Introduce the new words and expressions in the story by pointing them out to the students in their student books.

find, get, photos

What are you doing?

Do you remember?

- Say each word and expression slowly and ask the students to repeat it after you.

Play the audiotape. Ask the students to read along.

• Before you begin, talk about what is happening in the pictures. Lead the students through to an understanding of the basic situation. Li Ming and Jenny are talking about his trip home next week. They are happy and having fun remembering the good times they had.

• Ask two students to read Lesson 20. One student can be Jenny and the other can be Li Ming.

开始上课

问候和复习

- 教师可以说: Classity, class. 同时拍手一次。

学生应该回答: Yessity, yes! 表示他们准备好开始学习了!

- 提问: What did we learn in the previous lesson?

在黑板上写出上节课的词汇, 每次写一个: gifts, flags, caps, T-shirt, toy. 写的同时拼读单词, 然后让学生朗读。

可以采用图片或词汇卡片来检查学生的记忆情况。出示图片并问: What is it?

课文导入

让学生打开教科书第 20 课。

教师可以说: Who can guess what this lesson is about? Yes, it's about the photos Li Ming took of his time in Canada. How many of you have a camera? Do you take photos when you are on holidays? I want each of you to bring your favourite photo to class next day to share!

教学提示



结合学生的经历

越经常结合学生个人经历, 他们的学习就越有意义!

新概念

1. Do you remember?

● 演示 ●

- 在教科书中指出新词汇和句型, 介绍这些词汇和句型。

find, get, photos

What are you doing?

Do you remember?

- 慢慢朗读词汇和句型, 让学生跟读。

播放录音, 让学生跟读。

• 开始之前先让学生讨论图中发生了的事情, 引导他们理解大致的情况。李明和詹妮在谈论自己下周的回家之旅。他们回忆起一起度过的快乐时光都很高兴。

- 让两位学生朗读第 20 课课文。一位学生扮演詹妮, 另一位扮演李明。

●Practice●

Pair Work

Ask the students to turn to a shoulder partner and read Lesson 20 in parts. The students can reverse roles and read the story a second time together.

Individual Work

Making a photo album!

How to make a photo album?

Give the students each 2 pieces of 8×11 paper.

Ask the students to fold the paper in half, then staple the folded sides of the paper together.

In the photo album, they should draw a cover page, 6 photograph pages (back to back) and a back page of their favourite parts of the *Learning English* book. The students can go back through this Grade 6 *Learning English* book to find pictures they want to make pictures of.

The pictures should be drawn with borders around them like real photographs.

On each picture page, the students should also write one sentence to say what the picture is about.

Here is a sample of the photo album:

Cover Page: **My Photograph Album of *Learning English***

By: **Sally**

(Be sure to put a picture on the front cover.)

Inside pages:

Jenny and Li Ming at the sports store (Lesson 2)

Bob's basketball game (Lesson 5)

Li Ming brushes his teeth (Lesson 8)

Danny picks some flowers at the park (Lesson 14)

Jenny at the beach (Lesson 15)

Li Ming and the airplane (Lesson 16)

Back page: Picture (for example: Three Kites in the Sky – Lesson 18)

When they are done, students can share their photo albums with a shoulder partner.

2. Let's sing!

Song: Red River Valley

Tell the students to look at the song on page 59.

Explain that this is a simple song with only 4 lines.

Play the audiotape for the song and ask the students to listen.

Ask: **What are the rhyming words?** (you, too)

Choral read the song together.

Play the song again and ask the students to clap the beat.

Play it one more time and ask the students to sing along.

● 练习 ●

同伴活动

让学生和同伴一起分角色朗读第 20 课课文。学生可以互换角色，再次朗读课文。

个人活动

制作相册！

如何制作相册？

发给学生每人两张 8×11 的纸张。

让他们将纸对折，在折页处用订书器订一下。

要给相册画一个封面，中间由 6 张贴照片的纸构成（背靠背），封底是教科书中他们最喜欢的一页。学生可以在六年级教科书中找出喜欢的用于制作相册的图片。

图片周围要画上边框，看起来更像照片。

每页纸上要写上一句话，介绍照片的情况。

以下是相册样本：

封面：My Photograph Album of *Learning English*

制作者：Sally

（一定要在封面上放上一张图片。）

内页：

詹妮和李明在体育用品商店（第 2 课）

鲍勃的篮球比赛（第 5 课）

李明刷牙（第 8 课）

丹尼在公园摘花（第 14 课）

詹妮在沙滩上玩（第 15 课）

李明和飞机（第 16 课）

封底：图片（例如：第 18 课——空中的三个风筝）

相册完成后，学生可以和同伴一起分享他们的相册。

2. Let's sing!

歌曲：Red River Valley

让学生看第 59 页的歌曲。

说明这是一首只有四行的简单歌曲。

播放录音，让学生欣赏。

提问：What are the rhyming words? (you, too)

大家一起朗读歌曲。

再次播放歌曲，让大家跟着节奏拍手。

第三次播放歌曲，让学生跟唱。

3. Let's do it!

Pair Work. Talk about the photos. Then write.

Tell the students to find a partner. Partners should look at the four pictures and then read the dialogue between Li Ming and Kim.

The students should then complete the sentences, one for each of the pictures.

Sentence 1 for picture 1 has already been completed. Check as a class.

CHECK FOR UNDERSTANDING.....

Ask several students to share their photo albums with the whole class.

Put the photo albums out so that the students can look at them during a Gallery Walk.

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 the students to find a photo of their favourite holiday at home, and bring it to class next day to share with the class. The students should practice in English what they will say about it when presenting it to the class next day. Tell the students you will be doing an assessment of their presentation.

Play the song as your students prepare to leave.

3. Let's do it!

Pair Work. Talk about the photos. Then write.

让学生和同伴一起看四幅图片，然后朗读李明和金的对话。

他们要根据图片完成句子。每幅图片一句话。

第一句话已经完成，供大家参考。全班核对答案。

巩固检验

让几位学生和全班分享他们的相册。

把相册摆放出来以便在画廊漫步活动时大家可以观看。

《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

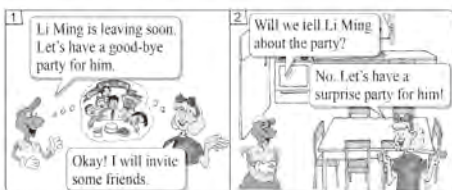
提醒学生回家找出最喜欢的假期照片，下次带到班上来和大家分享。他们要练习下节课给大家展示时如何用英语介绍照片。告诉学生们教师会对他们的表现进行评估。

学生准备离开教室时播放歌曲。

Lesson 21 A Party for Li Ming

Lesson 21 A Party for Li Ming

1 Make a call



Jenny calls Steven.

Steven: Hello?

Jenny: Hi, Steven. It's Jenny calling. Would you come to a party for Li Ming?

Steven: Sure! When is the party?

Jenny: Tomorrow. It's a surprise for Li Ming. Please don't tell him.

Steven: Okay. What time does it begin?

Jenny: At 4:00 in the afternoon. Don't be late! We want to surprise Li Ming!

Steven: Okay, I will come before 4:00. Then I will be early!

Jenny: Great! See you tomorrow!

How many people are coming to the party, Jenny?

Let's see... you, me, Li Ming, Steven, Kim, my sister, Mr. Wood, my mum and my dad. Nine!

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2 Let's do it!

1. Read Part 1 and write the answers.

- Who is the surprise party for? _____
- What time does the party begin? _____
- Who will come to the party? _____

PLEASE COME TO THE PARTY FOR LI MING

ON _____

AT _____

IN _____

JENNY AND DANNY

2. Look and write.

PLEASE COME TO OUR PARTY
ON SATURDAY
AT HALF PAST FIVE
IN THE AFTERNOON
SUSAN AND BOB



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TEACHING GOALS

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

party, tell, begin, late, early

2. Students will be able to recognize, understand and use the following expression:

Would you come to a party?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 21
- Flashcards for **surprise**
- Favourite photo for presentation
- Photograph books made in Lesson 20

第21课 为李明举办的聚会



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：

party, tell, begin, late, early

2. 学生能认读、理解并运用以下句型：

Would you come to a party?

教学准备

- 第 21 课的录音带或教学光盘
- surprise 的词汇卡片
- 要展示的自己最喜欢的照片
- 第 20 课制作的相册

CLASS OPENING

Greeting and Review

- Play the song from last lesson and show with gestures that the students should sing along as they come into the class.
- When everyone has settled into their seats and the song is done playing, say: **Hello students! I asked you each to bring your favourite picture to class today, and to prepare a short talk about the picture in English.**

Lesson Hook

Tell the students to open their student books to Lesson 21.

Teacher can say: **Who knows what this lesson is about? Yes, It's about the party for Li Ming.**

NEW CONCEPTS

1. Make a call

●Demonstrate●

- Point out the words in Part 1 in the student books. Introduce the new words and expressions for Part 1:

surprise

Don't be late!

Would you come to a party?

When is the party?

How many people are coming?

- Play the audiotape. Ask the students to read along.
- Divide into pairs and pretend they are having a phone conversation. They read the dialogue between Jenny and Steven. Ask a volunteer to come forward and you and she/he can read the dialogue while pretending to talk on the phone.
- Demonstrate **early**, **late** and **begin** together. Draw a big clock on the blackboard that shows the time that your English class begins. Facing the clock, write **before** on the left and **after** on the right. Draw a clock under **before** that shows a few minutes before class time and a clock under **after** that shows a few minutes after. Lead a dialogue such as:

Teacher: **We are learning English now. This is English class. When does English class begin? When does it begin? At... (time) When does it begin?**

Class: **At...**

Teacher: **Right!** (Ask for a volunteer and stand the volunteer under “before”.) **Look!**

Here's... He/She came before... (time). He/She is early. Early. Is he/she early?

Class: **Early.**

Teacher: **Right!** (To the volunteer.) **Good for you! You are early for English class.** (Ask for another volunteer and stand this volunteer under “after”.) **Look! What time does English class begin? When does it begin?**

开始上课

问候和复习

- 播放上节课的歌曲，同时做手势让学生跟唱。
- 学生就座，歌曲播放完后，教师可以说：Hello students! I asked you each to bring your favourite picture to class today, and to prepare a short talk about the picture in English.

课文导入

让学生打开教科书第 21 课。

教师可以说：Who knows what this lesson is about? Yes, It's about the party for Li Ming.

新概念

1. Make a call

● 演示 ●

- 指出教科书第 1 部分的新词汇和句型。介绍第 1 部分的新词汇和句型：

surprise

Don't be late!

Would you come to a party?

When is the party?

How many people are coming?

- 播放录音，让学生看书跟读。
- 将学生分为两人小组，让他们假装打电话，分别读詹妮和史蒂文的对话，朗读课文。让一位自告奋勇的学生到前面来和教师一起假装打电话朗读对话。
- 演示 early, late 和 begin。在黑板上画一个大钟表，时间是英语课开始的时间。面向钟表，在左面写上 before，在右面写上 after。在 before 下面画一个钟表，时间是上课前几分钟。在 after 下面画一个钟表，时间是上课后几分钟。引导以下对话：

教师：We are learning English now. This is English class. When does English class begin? When does it begin? At... (时间) When does it begin?

全班：At...

教师：Right! (叫起一位自告奋勇者，让这位学生站在单词 before 下面。) Look! Here's... He/She came before... (时间). He/She is early. Early. Is he/she early?

全班：Early.

教师：Right! (向自告奋勇者。) Good for you! You are early for English class. (叫起另一位自告奋勇者站在单词 after 下面。) Look! What time does English class begin? When does it begin?

全班：At... (时间)

Class: **At...** (time)

Teacher: **Right! Here's...** (second volunteer's name) **Oh, no! Now it's after...** (time)!
He/She is late! Late. Is he/she late?

Class: **Late.**

Teacher: **Right!** (To second volunteer.) **Please don't be late for English class!**

- Demonstrate **party** with your large vocabulary card.
- Role-play to demonstrate **surprise**. Ask a volunteer to leave the classroom. Hide a surprise in the volunteer's desk (a flag, for example) as you say phrases such as **Let's give... a surprise. This flag is a surprise for...!** Then ask the volunteer to return to the room. Lead a dialogue such as:

Teacher: (To the volunteer.) **I put something in your desk.** (To the class.) **Does... know what's in his/her desk, class?**

Class: **No.**

Teacher: **Very good! ... doesn't know what I put in his/her desk. It's a surprise! A surprise. Say it, please, class.**

Class: **Surprise.**

Teacher: **Yes!** (To the volunteer.) **There's a surprise in your desk. Can you find it?**

Volunteer: **Yes!**

Teacher: **What is it?**

Volunteer: **A flag.**

●Practice●

Group Work

The students work together in a group of three to read Part 1 together. Tell the students to read the story three times for all parts in the story: Danny, Steven and Jenny. Remind them to read with expression.

Ask several groups to read the story for the class.

Ask each group to make up a dialogue about organizing a surprise party for a friend. Please read about making up dialogues in "Teaching Techniques".

2. Let's do it!

1. Read Part 1 and write the answers.

Tell the students to re-read Part 1 then answer the three questions.

The students should then complete the invitation with information from the story in Part

1. The students can share what they have written with a shoulder partner when they are done. Check as a class.

2. Look and write.

Tell the students to read the invitation in Part 2-2. They can then complete the sentences below each of the two pictures with **early** or **late** by reading the time and looking at the clock.

教师: Right! Here's... (第二名自告奋勇者的姓名) Oh, no! Now it's after... (时间)! He/She is late! Late. Is he/she late?

全班: Late.

教师: Right! (向第二名自告奋勇者。) Please don't be late for English class!

- 利用教师词汇卡片演示 party。

- 利用角色表演来演示 surprise。找一位自告奋勇的学生, 让这位学生站在教室外面去。在这位学生的书桌里藏起一件意外的礼物 (例如, 一面旗子), 教师说 Let's give... a surprise. This flag is a surprise for...! 然后, 让那位学生回到教室。引导学生进行以下对话:

教师: (向自告奋勇者。) I put something in your desk. (向全班。) Does... know what's in his/her desk, class?

全班: No.

教师: Very good! ... doesn't know what I put in his/her desk. It's a surprise! A surprise. Say it, please, class.

全班: Surprise.

教师: Yes! (向自告奋勇者。) There's a surprise in your desk. Can you find it?

自告奋勇者: Yes!

教师: What is it?

自告奋勇者: A flag.

● 练习 ●

小组活动

让学生结为三人小组, 让他们将课文中丹尼、史蒂文和詹妮三个角色的对话读三遍。提醒他们要带着感情读。

让几个小组给全班读课文。

让每组编一个给朋友组织惊喜聚会的对话, 参照“教学技巧”章节。

2. Let's do it!

1. Read Part 1 and write the answers.

让学生再次阅读第 1 部分, 然后回答这三个问题。

然后学生要用第 1 部分的信息完成邀请卡, 完成后可以和同伴分享所写内容。全班核对答案。

2. Look and write.

让学生阅读 2-2 部分的邀请卡, 然后看钟表时间用 early 或 late 完成图下的句子。

Optional

Class Work

Teacher can say: **Yesterday you made photo albums. Who did not share yet?** (Choose 2~3 students to share.)

CHECK FOR UNDERSTANDING.....

Ask students to give examples of something that is or would be a surprise.

What does **Don't be late** mean? Does it mean be there at the right time?

Ask the class to fill in the blank as you say: **He does not know about the party. It will be a...!**

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.....

Talk to the students about their oral presentations. Explain to the students why it is important to prepare for oral work and congratulate them on a job well done before they leave the classroom.

可选活动

全班活动

教师可以说: Yesterday you made photo albums. Who did not share yet? (选择两三位学生分享。)

巩固检验

让学生说出几个惊喜的例子来。

Don't be late 是什么意思? 是准时到那的意思吗?

教师说 He does not know about the party. It will be a...! 让学生补充。

《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

告诉学生需要口头展示的内容, 解释为什么做好口头展示很重要。学生离开前表扬他们做得很好。

Lesson 22 Surprise!

Lesson 22 Surprise!

1 A surprise party

Today is Li Ming's surprise party. Mr. Smith and Li Ming are shopping. Mr. Smith will bring Li Ming home at 4:00. That's when the party begins! Mr. Smith knows about the party, but Li Ming doesn't.

Danny opens the door. It's Steven!

"Hi! I'm here early," says Steven. "Do you need any help?"

"Yes! Come to the kitchen!" says Danny.

Danny, Jenny and Steven make a beautiful cake and nine cookies. Look! Every cookie has letters!



This is for me!

That is for you!

At 3:45, all of the people arrive for the party, but not Kim. Oh! Here she comes. She went to the shop and bought some ice cream.

At 4:00, Li Ming arrives with Mr. Smith. Li Ming opens the door.



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2 Let's play!

Who can answer first?



- Does Li Ming go shopping with Mrs. Smith?
- Is Steven late for the party?
- Does Kim make the ice cream?
- Does the party begin at 4:00?

3 Let's do it!

Match and say.

Whose name begins with L?



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TEACHING GOALS

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

cake, every, all

2. Students will be able to recognize, understand and use the following expression:

Do you need any help?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 22
- Flashcards and pictures for **early, cookies, letters, ice cream**
- Party invitation cards

第22课 意外的惊喜!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇:

cake, every, all

2. 学生能认读、理解并运用以下句型:

Do you need any help?

教学准备

- 第 22 课的录音带或教学光盘
- early, cookies, letters, ice cream 的词汇卡片和图片
- 聚会邀请卡

CLASS OPENING

Greeting and Review

- Greet the students: **Good morning. Classity Class!** (Clap!)

The students should say: **Good morning! Yessity Yes!**

- Ask if any students want to present their pictures for a second try.

The students who did not do well on the last time can do their picture presentations again, now. The others can listen and learn.

Lesson Hook

Teacher can say: **In today's lesson, Jenny is having a surprise going away party for Li Ming.**

NEW CONCEPTS

1. A surprise party

●Demonstrate●

- Here are the new words and expressions you will learn in Part 1 of lesson 22:

early, cookies, letters, ice cream

Do you need any help?

Point out the new words and expressions in the student book to the students.

- Use the flashcards and pictures to teach each of the new words. Show the picture, say the word and have the students repeat it. Write each word on the blackboard and spell each word as you write it.

Ask your students to look at the pictures on page 62. Ask them to find the speech bubble with **surprise** and point to it.

- Use your large vocabulary cards to demonstrate **cake, cookies** and **ice cream**. The students should know these words because they have seen and used them often before.

- Play the audiotape for the students. Have the students follow in their student books. Play the audiotape again and ask the students to choral read the words together.

- Ask what special things are there to eat at the surprise party. Cookies, cake, ice cream. What other things are there at the party? Balloons. Show a picture or point to it in the student book as your students call out suggestions to your question.

●Practice●

Pair Work

Ask the students to read the story with a shoulder partner.

Individual Work

Tell the students that in Lesson 22, they will have a Class Good-bye Party.

Most of the planning for the party will be done during Lesson 21 but today they will make invitations to give to each other so that the parents are aware in advance of what will happen at the party.

Ask each student to choose a classmate's name from a bucket into which everyone has put his/her name. The students make a party invitation to give to their classmates at the end of this lesson.

On the invitation, students will include the following information:

开始上课

问候和复习

- 问候学生说 Good morning, Classity Class! (拍手!)

学生要回应 Good morning! Yessity Yes!

- 问一下是否还有谁要再一次展示他们的照片。

上次做得不太好的学生可以再次展示他们的照片，其他学生听并学习。

课文导入

教师可以说：In today's lesson, Jenny is having a surprise going away party for Li Ming.

新概念

1. A surprise party

● 演示 ●

- 以下是第 22 课第 1 部分的新词汇和句型：

early, cookies, letters, ice cream

Do you need any help?

在教科书上给学生指出新词汇和句型。

- 用词汇卡片和图片教授每个新词汇。出示卡片，朗读词汇，让学生跟读。把新词汇和句型写在黑板上，书写时拼读每个词汇。

让学生看第 62 页图片。让他们找出含有 surprise 的话框并指出来。

- 利用教师词汇卡片来演示 cake, cookies 和 ice cream。学生应该熟悉这几个词汇，因为他们以前经常见到和使用这几个词汇。

- 播放录音，让学生看书跟读。再次播放录音，让学生一齐朗读。

- 问学生在聚会上吃什么食物。饼干、蛋糕、冰激凌。另外还有什么特殊的物品？气球。在学生回答问题时，出示图片或指着教科书上的图片。

● 练习 ●

同伴活动

让学生和同伴一起阅读课文。

个人活动

告诉学生第 22 课，大家要举办一个班级告别聚会。

这个聚会的大多数准备工作已在第 21 课完成，今天学生们要互相准备邀请卡，以便父母提前了解聚会上的内容。

让学生们把自己的名字都放进一个桶里，然后每名学生在桶里选一位学生的名字。在这节课结束时学生要互相写聚会请柬。

聚会请柬的内容如下：

Our Class Party

To: _____

Why we are having a class party: _____

When we are having the class party: _____

What you can bring to the party: _____

What things we can do at the party: _____

From: _____

The students can take their invitations home to their parents to give them lots of time to think about something to send to the party with their child.

2. Let's play!

Who can answer first?

Form the students into groups of 4 and ask them to play the game in Part 2. One person will read the 4 questions and the other 3 students must try to answer the questions first.

3. Let's do it!

Match and say.

Draw a line to match each person to a cookie with the letter that starts his/her name. Check as a class.

CHECK FOR UNDERSTANDING.....

Ask the students to tell you the events of the surprise party. As they tell you what happened, write them in point form on the blackboard. The students should not refer to their student book. You can help them by beginning. You can say: **Mr. Smith is shopping with Li Ming. This is when everyone arrives.**

Ask volunteers to tell you what is next.

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! Good-bye Classity Class!**

The students respond with: **Good-bye teacher!** (or Coachity Coach)

Ask the students to tell their parents that they are having an end of year English party in two weeks. The party invitation will give the parents information about the party. The students can ask their parents if they can bring some cookies, cake or ice cream to the party. It is not necessary for parents to provide a snack for the whole class. Whatever the parents are prepared to send, the students can share! Tell the students you will prepare a note for the parents to send home next class.

我们班级聚会

致: _____
聚会原因: _____
聚会时间: _____
聚会物品: _____
聚会活动: _____
自: _____

学生可以把聚会请柬带回家给父母，让他们有足够的时间考虑孩子去聚会时要带什么物品。

2. Let's play!

Who can answer first?

把学生分为四人小组，让他们做第 2 部分的游戏。一位学生要读出这四个问题，其他三位学生要尽力抢先回答出这些问题。

3. Let's do it!

Match and say.

画线将每个人的头像和相应的上面有他们名字首字母的饼干连线。全班核对答案。

巩固检验

让学生给教师讲述有关聚会的情况。讲完后把这些信息要点写在黑板上。学生不可以参考教科书。教师可以在开始时帮助他们，可以说：Mr. Smith is shopping with Li Ming. This is when everyone arrives.

让自告奋勇的学生接着讲述。

《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

教师可以说：Great job today! Goodbye Classity Class!

学生要回答：Good-bye teacher! (或 Coachity Coach)

让学生告诉父母两周后要举行年底英语聚会。聚会请柬上告诉了他们的聚会细节。学生可以询问父母聚会时是否可以带一些饼干、蛋糕或冰激凌。父母们不必给全班学生准备零食，家长们准备什么学生们就分享什么！告诉学生教师要给父母们准备通知，下节课让他们带回家。

Lesson 23 Good-bye!

Lesson 23 Good-bye!

1 At the airport

Li Ming is leaving for China. He has a surprise for Jenny and a surprise for Danny, too.

Listen! "The plane for Beijing will leave soon."

"Did you hear that? It's time for me to go," Li Ming says to Jenny and Danny. "But first, I have something for you."



"You do?" says Danny. "I love surprises. What is it?"

"Open it!" says Li Ming. He gives Danny a gift.

"Oh. It's a kite," says Danny a little sadly.

"Yes! It's a good Chinese kite, Danny. You can fly it! I know you can!" says Li Ming.

"Thanks, Li Ming!" says Danny. "You're a good friend!"

"This is for you, Jenny," says Li Ming.

Jenny opens her gift. "Oh! It's a little, red dragon!" she says.

"Yes. I want you to remember China," says Li Ming.

"Thanks, Li Ming! I won't forget China!"



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2 Let's sing!

It's time to say good-bye.

Good-bye. Good-bye. Good-bye.

Don't forget to phone me, my friends.

It's time to say good-bye.

Good-bye. Good-bye. Good-bye.

Don't forget to write to me, my friends.



3 Let's do it!

Read Part 1. Answer the questions.

1. Does Li Ming have a surprise for Danny?

2. What's the surprise?

3. Why does Li Ming give Danny the surprise?

4. Does Li Ming have a surprise for Jenny?

5. What's the surprise?

6. Why does Li Ming give Jenny the surprise?

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TEACHING GOALS

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

good-bye, hear

2. Students will be able to recognize, understand and use the following expressions:

Have a good trip!

Don't forget to write.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 23
- Flashcards and pictures card for **dragon**
- Student kites
- Example of an English letter

第23课 再见!



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇:

good-bye, hear

2. 学生能认读、理解并运用以下句型:

Have a good trip!

Don't forget to write.

教学准备

- 第 23 课的录音带或教学光盘
- dragon 的词汇卡片和图片
- 学生制作的风筝
- 英文书信样品

CLASS OPENING

Greeting and Review

Greet your students as they arrive for class. Have an informal talk about the previous lesson and the surprise party for Li Ming. When everyone is settled and you feel they are ready to learn, begin by asking what it feels like to say good-bye to someone you like and are going to really miss.

Lesson Hook

Teacher can say: **This lesson is about the presents Li Ming has brought from China to give to Jenny and Danny when he leaves Canada. Keep your books closed! I want you to think of the special things you could give to a person from Canada to China. Let's brainstorm together.**

Brainstorming Instructions

Have a brainstorming session with your students. Write on the blackboard each of the students' suggestions. Begin by making four broad categories for Clothing, Kites, Art, Food.

Ask the students to brainstorm using the four categories as their inspiration:

Kites birds, butterflies, dragons

Clothing T-shirt, hat, socks

Art paintbrush, paper

Food chopsticks, tea, rice

When you have exhausted the ideas from your students, ask them to turn to page 64 and find out what Li Ming brought from China.

NEW CONCEPTS

1. At the airport

●Demonstrate●

- The new vocabulary in today's story is: **dragon**.

The new questions in today's lesson are:

Have a good trip!

Don't forget to write.

Point out the new vocabulary and expressions out to the students in their student books.

Teach the new word using the flashcards and pictures.

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

• Divide the class into pairs and ask the pairs to do a retelling of the story to each other without looking at the text.

●Practice●

Partner Work

Ask the students to turn to a shoulder partner to read the story together, taking turns.

开始上课

问候和复习

学生到达时问候他们。用日常谈话形式讨论上节课的内容和给李明的惊喜聚会。学生就座准备好上课时，可以先询问，他们如果要和自己喜欢的而且以后会很思念的朋友分别时是什么样的感觉。

课文导入

教师可以说：This lesson is about the presents Li Ming has brought from China to give to Jenny and Danny when he leaves Canada. Keep your books closed! I want you to think of the special things you could give to a person from Canada from China. Let's brainstorm together.

自由讨论说明

和学生做一个自由讨论的活动。以服装、风筝、艺术品和食品四个类别，在黑板上列出学生想到的信息。

让学生按照这四类作为灵感进行自由讨论联想：

Kites	birds, butterflies, dragons
Clothing	T-shirt, hat, socks
Art	paintbrush, paper
Food	chopsticks, tea, rice

当学生活动结束后，让他们翻到第 64 页，看看李明从中国带来了什么。

新概念

1. At the airport

● 演示 ●

- 以下为本课的新词汇：dragon。

本课的新句型：

Have a good trip!

Don't forget to write.

在教科书中给学生指出这些新词汇和句型。

利用词汇卡片和图片教授新词汇。

- 播放录音，同时让学生跟读。
- 把学生分为两人小组，让他们不看教科书互相给对方复述课文内容。

● 练习 ●

同伴活动

让学生和同伴一起轮流分角色朗读课文。

Ask the students to talk with their partners about which gift they like better, the kite or the dragon. Tell the students they should be prepared to share their discussions with the class.

Ask several pairs to share what they talked about with the whole class.

Individual Work

Ask the students to cut out a kite or a dragon paper to write a letter to their parents.

On the letter paper, students should explain that the class is having an end of term party before the final review during the next class.

Put an example of an English letter on the board that students can model from.

The students can ask their parents if they can take some treats to school to share with the rest of the class.

Dear Mom and Dad,
Our English class is having a party during our next English class. This is our last English class before the final review.
Can I bring a treat to share with the class?
The treat can be something like:
6 cookies or
a small container of ice cream or
a small bag of candy or
a small cake or
some fruits
Because everyone in the class is bringing something, I only need to bring enough treats to share with 6 people. You can call my teacher at (telephone number).

Thank you,
Love Jenny

2. Let's sing!

Song: It's Time to Say Good-bye

Play the song on the audiotape. Ask the students to clap along to the beat.

Ask the students: **How many verses in this song?** (2)

Write the verses and say them aloud as you write. Have your students repeat them after you.

*It's time to say good-bye.
Good-bye. Good-bye. Good-bye.
Don't forget to phone me, my friends.*

*It's time to say good-bye.
Good-bye. Good-bye. Good-bye.
Don't forget to write to me, my friends.*

Teacher can say: **Which words repeat in verses 1 and 2? Let's underline those lines.**

Then ask: **Which are the only words that are different from Verse 1 and Verse 2?**

Let's highlight those words in red!

让学生和同伴讨论自己比较喜欢哪个礼物，是风筝还是龙。告诉他们做好给全班分享自己小组讨论的准备。

选几组学生给全班分享他们的讨论。

个人活动

让学生剪一个风筝或龙的纸样，然后给自己父母写一封信。

在信上要告诉父母，下节课总复习前班级里举行一个期末聚会。

在黑板上贴上一封信的样本供大家参考。

学生可以问一下父母是否可以带一些零食在聚会上与其他同学分享。

Dear Mom and Dad,

Our English class is having a party during our next English class. This is our last English class before the final review.

Can I bring a treat to share with the class?

The treat can be something like:

6 cookies or

a small container of ice cream or

a small bag of candy or

a small cake or

some fruits

Because everyone in the class is bringing something, I only need to bring enough treats to share with 6 people. You can call my teacher at (telephone number).

Thank you,

Love Jenny

2. Let's sing!

歌曲: It's Time to Say Good-bye

播放歌曲录音。让学生跟着节奏拍手。

问学生: How many verses in this song? (2)

把歌词写在黑板上，同时朗读。让学生跟读歌词。

It's time to say good-bye.

Good-bye. Good-bye. Good-bye.

Don't forget to phone me, my friends.

It's time to say good-bye.

Good-bye. Good-bye. Good-bye.

Don't forget to write to me, my friends.

教师可以说: Which words repeat in verses 1 and 2? Let's underline those lines.

然后问: Which are the only words that are different from Verse 1 and Verse 2? Let's highlight those words in red!

Play the song again. Tell the students to sing along as you point to each word on the board.

Tell the students to stand up. This time they can sing along and do the actions for the red words:

1. phone me (pretend to put a telephone receiver to the ear)
2. write to me (pretend to write)

3. Let's do it!

Read Part 1. Answer the questions.

Individual work. Read the questions in Part 3 and answer them in the spaces provided.

Check as a class.

CHECK FOR UNDERSTANDING

Make a list of all of the things the class could do at our end of the year party.

Teacher can say: **What can we do at our party during our last class ? Let's make a list.**

Write the heading on the blackboard and take suggestions from your students.

Things to do at our party:

Play games

Have cake and ice cream

Sing the Good-bye Song from Lesson 23

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 good-bye to your students and tell them that everyone will have great fun at the party next class. Remind the students to give their party letters to their parents.

Play the lesson song as your students leave the classroom.

再次播放录音。教师指着黑板上歌词中的每个词让学生跟唱。
让学生站起来。这次他们要跟唱，同时做出标红词汇的动作。

1. phone me (假装在耳边放电话听筒)

2. write to me (假装写)

3. Let's do it!

Read Part 1. Answer the questions.

个人活动。读第 3 部分的问题，在空白处回答问题。全班核对答案。

巩固检验

列出期末聚会上大家可以做的活动。

教师可以说：What can we do at our party during our last class? Let's make a list.

教师在黑板上写下标题，让学生给出建议。

Things to do at our party:

Play games

Have cake and ice cream

Sing the Good-bye Song from Lesson 23

《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

和学生告别，告诉他们下节课的聚会大家会玩得很开心。提醒他们把关于聚会的信交给父母。

学生离开教室时播放歌曲。

Lesson 24 Danny's Surprise Cake

Lesson 24 Danny's Surprise Cake



Story time

1

What do I need? I think I remember.

Danny gets up early in the morning. Today is the last day of school. His class is going to have a party. He is going to make a cake.

2

There!

When the cake is cool, he makes a special picture on it. Danny takes his cake to school. He walks slowly because the cake is heavy.

3

In the afternoon, the class party begins. Mr. Wood brings some ice cream. Jenny brings some cookies. Every cookie looks like a student in the class!

4

What's the surprise?

You will see!

Danny's cake is special, too. "It looks great, Danny!" says Jenny. "Thanks! It's a surprise cake," says Danny.

66

5

Is that the surprise?

No.

Everyone has a cookie, a piece of cake and some ice cream. Then a girl says, "Danny, I think you forgot something." Oh, no! The cake isn't good! Danny forgot the sugar!

6

Look! I found a dollar in my cake!

Me, too!

Soon everyone has a dollar. Every piece of cake has a dollar in it! "That's the surprise!" says Danny. "Thanks, Danny! This cake is the best!" everyone says.

7

Let's send Li Ming a piece of cake!

Mr. Wood gets a box and puts a piece of surprise cake in it. Then he writes Li Ming's address on the box.

8

Thanks, Danny!

A week later, Li Ming gets a box from Canada. Inside, he finds a piece of very old, very dry cake! There is a letter, too. Li Ming looks inside the cake.

★ Talk and act

- What's the surprise in Danny's cake?
- Act out the story.



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TEACHING GOALS

1. Students will listen to and understand the simple story.
2. Students will ask and answer questions about the story.
3. Students will take on roles and perform the story using their own words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 24
- Individual Sequencing Maps sample
- Yes/No Game paper

第24课 丹尼的惊喜蛋糕



MY TEACHING NOTES

教学目标

1. 学生能听懂并理解这个简单的故事。
2. 学生能问答关于这个故事的问题。
3. 学生能分角色用自己的语言表演故事。

教学准备

- 第 24 课的录音带或教学光盘
- 学生做的情节排序图
- Yes/No 游戏用纸

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello everybody! This is our last lesson before the review! Well done! I'm very proud of you! To celebrate, when we have finished reading today's story and done our work, we will have a small party!**

Lesson Hook

Tell the students to open their books to Lesson 24.

Teacher can say: **In this lesson, we are going to read a story about Danny. Who can read the title of this story?**

NEW CONCEPTS

Story time: Danny's Surprise Cake

Prepare to Read

Ask your students to open their books to page 66. Give the students a few minutes to look at the pictures. Tell them that they should try to understand or guess what they think is happening in each picture.

Write the students predictions on the board. Check to see which predictions came closest to the actual events.

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.

Read the Story

●Read aloud●

Do a *Read Aloud* of the story or play the audiotape for the students.

Stop only if the students have questions about the story.

Point out the new words as you have read the story to the students: **sugar, a piece of.**

Play the audiotape and ask the students to choral read.

●Talk about the pictures●

Now go through the story again, picture by picture. The students follow along in their books.

Picture 1

What do you see in the picture? What is Danny doing now? What does he want to do?

Picture 2

What does Danny do? What does Danny do to the cake? What does Danny do then? Why does he walk slowly?

Picture 3

What does Mr. Wood bring? What does Jenny bring? What does every cookie look like?

开始上课

问候和复习

教师可以问候说: Hello everybody! This is our last lesson before the review! Well done! I'm very proud of you! To celebrate, when we have finished reading today's story and done our work, we will have a small party!

课文导入

让学生打开教科书第 24 课。

教师可以说: In this lesson, we are going to read a story about Danny. Who can read the title of this story?

新概念

Story time: Danny's Surprise Cake

阅读准备

让学生把书翻到第 66 页。给学生几分钟时间看图片。让他们尝试理解或猜测每幅图片中所发生的事情。

把学生的猜测写在黑板上,以便稍后核对哪些猜测更接近实际情况。

教师可以在本课的这一部分用汉语教学。目的是激发兴趣,让学生说起来。把这部分当作是阅读课文前的热身活动。

阅读故事

● 大声朗读 ●

大声朗读故事,也可以给学生播放录音。

学生有问题时,可以暂停朗读。

给学生读故事时,指出故事中的新词汇: sugar, a piece of.

播放录音,让学生跟着齐读。

● 谈论图片 ●

现在逐图朗读故事,学生看书跟读。

图 1

What do you see in the picture? What is Danny doing now? What does he want to do?

图 2

What does Danny do? What does Danny do to the cake? What does Danny do then? Why does he walk slowly?

图 3

What does Mr. Wood bring? What does Jenny bring? What does every cookie look like?

Picture 4

Is Danny's cake special? Why? Does Jenny know what the surprise is?

Picture 5

What does everyone have? What do they think the cake? Why? Is that the surprise?

Picture 6

What is in the cake? Is everyone happy to find that? What do they think about Danny's cake?

Picture 7

What does Mr. Wood want to do? Why?

Picture 8

What does Li Ming find in the box? What else? What does Li Ming think about that?

Retell the story as a class by asking each student to add a sentence to the retelling.

Ask several students to reread the story to the class.

Teaching Tip



The Importance of Teaching Sequencing

Helping students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Why teach story sequence? It assists with comprehension.

Sequence structures help students of varying abilities organize information and ideas efficiently.

Pair Work

The students can take turns rereading the story with a partner.

Individual Work

Ask students to make their own Sequencing Map to show the order of six major events that occurred in this story. Tell students to briefly illustrate each of the events on their maps when they are done and be prepared to share with the rest of the class.

Ask several students to share their maps with the class orally, then post all of the maps on the Sharing Wall.

After Reading

•Talk and Act•

- Ask students to discuss the following question with a shoulder partner and prepared to share their answers with the class.

What's the surprise in Danny's cake?

Ask several different partners to share their answers with the class.

- Divide the class into two or three large groups. Have the groups act out the story. They have to decide who plays the speaking roles. The others will be part of the guests at the party.

Schedule for the Class Party

Play Yes/No in groups

图 4

Is Danny's cake special? Why? Does Jenny know what the surprise is?

图 5

What does everyone have? What do they think the cake? Why? Is that the surprise?

图 6

What is in the cake? Is everyone happy to find that? What do they think about Danny's cake?

图 7

What does Mr. Wood want to do? Why?

图 8

What does Li Ming find in the box? What else? What does Li Ming think about that?

全班复述故事，让每位学生添加一句故事情节。

选几位学生给全班复述故事。

教学提示



教授排序的重要性

帮学生学习按照正确的顺序回忆故事，是帮助理解的一项技巧。为什么要教授故事排序？这将帮助学生理解故事。

结构排序会帮助各个层次的学生有效地组织信息和观点。

同伴活动

让学生结为两人小组轮流朗读故事。

个人活动

让学生制作自己的情节排序图，显示故事中的六个主要情节。学生做完并准备给全班分享时，简要描述图中每个情节。

让几位学生口头和大家分享自己的排序图，然后把所有的排序图贴在分享墙上。

读后活动

● 讨论扮演 ●

- 让学生和同伴讨论以下问题，讨论结束后准备和全班分享：

What's the surprise in Danny's cake?

让几组学生和全班分享他们的讨论结果。

- 将全班分为两三个大组，让他们分组表演故事。各小组学生要安排哪些学生扮演讲演的角色，哪些扮演聚会的客人。

班级聚会的安排

分组做 Yes/No 游戏

Yes/No Rules

Each of the groups of 4 make up 4 statements on different pieces of paper about any of the lessons in this book.

The questions must have Yes/No answers.

The answer of Yes/No must be on the back of the statement and as well as the Lesson where the statement comes.

For example: **Li Ming bought a baseball as a gift for his family.**

Answer: **No. Lesson 19**

Statements are folded twice so that the students cannot see the questions or the answers.

The teacher collects all of the statements and puts them into a bucket.

There should be one statement for every student in the class.

Groups take turns having a member choose one statement to hand to the teacher to read.

The group member answers the question. If he/she is correct, the group gets a point.

If he/she is wrong, the statement goes back into the bucket and the teacher mixes the paper up again.

The teacher keeps a record of the points each group makes by putting an x in the column under the group who makes a point on a chart on the board.

The group with the most xs wins the game!

Tableaux

Ask groups to do a tableau of their favourite part of today's story. The other groups must guess which frozen scene they are doing. For example:

- Steven finds a dollar in his cake!
- Li Ming gets a box from Canada.
- Danny bakes a cake.

Sing the good-bye song from Lesson 23.

Pass out the treats to the students.

CHECK FOR UNDERSTANDING.....

Ask the students if they like this story. Ask what they like best about the story.

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.

Teacher can say: **Good-bye students. Remember that next day is our final Unit Review for this book.**

Yes/No 规则

每组 4 人，分别在各自的纸上写出关于教科书中任意一课的一个句子，还要注明是哪一课的句子。

这些句子要可以用 Yes/No 回答。

把 Yes/No 的答案和问题的出处一起写在句子的背面。

例如：Li Ming bought a baseball as a gift for his family.

答案：No. Lesson 19

这些纸片要对折两次，保证学生不能看到句子和答案。

教师要把所有的问题和答案收集起来放到一个桶中。

全班每位学生都要有一个句子。

每组派出一位成员抽取一个句子交给教师并请老师读出来。

这位成员回答问题，回答正确的这一组可以得一分。

如果回答错误，这句话要被重新放回桶中并重新打乱。

教师要在黑板上的表格中，在这组的栏中填写一个“X”来给每组记分。

最后得“X”最多的组获胜！

场景造型

让几组学生为大家表演今天故事中最喜欢的一个场景造型。其他组成员要猜测这一组表演的是哪个场景的固定画面。例如：

- 史蒂文在蛋糕中找到一枚硬币！
- 李明收到加拿大邮寄的盒子。
- 丹尼烤制了一个蛋糕。

唱 23 课的再见歌曲。

给学生分发零食。

巩固检验

问学生是否喜欢这个故事，最喜欢故事的哪一部分。

《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





提醒学生下节课是这一单元的复习。

教师可以说：Good-bye students. Remember that next day is our final unit review for this book.

Again, Please!

Again, Please!

1 Listen and circle.

-  45
- 
- 
- 



2 Listen and write.

- Will you come to my party?
— Sure!
- What time does it begin?
— At 9:00.
- Do you like the gift?
— Sorry, I don't.
- Don't be late.
— Okay, I'll come here on time.
- They are going to the party.

3 Read and write.

- The window is open. Please close it.
- My pencil is long. Your pencil is short.
- This ball is heavy. That ball is light.
- Please come here.
- Flying a kite is easy for me.

4 Read and match.

- Li Ming will fly to China.
- Danny and Jenny will go to the park.
- Danny and Jenny will have a picnic.
- Li Ming gives Danny a gift.
- Li Ming gives Jenny a gift.
- Li Ming buys some food.

5 Read and write.

how much how many how long

- How much is the blue hat?
— Fifty yuan.
- How often do you eat tomatoes?
— Once a week.
- How soon will you go to Beijing?
— We will go to Beijing by plane.
- How many gifts do you need?
— I need four.
- How long did he stay there?
— About a week.
- How far is it from Beijing to Shanghai?
— It's 278 kilometres.

6 Look and write.

are have sunny

It was _____ yesterday.
My friends _____ kites.
We _____ football. We _____ to school.
Tomorrow I _____ get up _____ and walk to school.


7 Complete the dialogue.

John: Hello?
Lucy: Hi, John. _____ Would you come to a party for Mary?
John: _____
Lucy: Tomorrow afternoon. It's a surprise for her.
John: Okay, _____
Lucy: At 3:00. Don't be late. We want to surprise Mary.
John: Okay, _____
Lucy: Great! See you tomorrow.

A. Please don't tell her. B. I will come before 3:00.
C. It's Lucy calling. D. What time does it begin?
E. Sure! When is the party?


8 Read and answer.


One day, an ant walked by the river. He was thirsty. He went to drink the water, but fell into the river. "Help! Help!" cried the ant. A bird heard him and threw the ant a leaf. Then the wind blew the leaf to the bank. Some days later, the ant saw a man opening his net to catch the bird. He ran fast to bite the man's arm. "Ouch!" cried the man and his net fell down. The bird flew away at once. The ant was very happy because he helped his friend.





- Where did the ant drink the water?
- How did the bird save the ant?
- Did the ant save the bird?
- Do you think friends should help each other?


9 Look and say.



Today is...



I'll have...



I'll invite...


I'll have...












We'll eat...


We'll sing...


We'll play...


Will you come?

10 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Again, Please!

CLASS OPENING

Greeting

- Greet 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. 学生将完成九项活动来证明他们各自的听、说、读、写技能。
2. 学生将完成一个表明在此单元他们进步程度的自我评价表。

教学准备

- 复习课的录音带或教学光盘

开始上课

问候

- 问候学生。提醒他们今天是这个单元的复习，他们要尽最大努力!

- Sing the song from Lesson 23 as a warm up to the Review Unit.

Lesson Hook

Take a few minutes to talk to the students about the importance of doing this Unit Review so that they will be able to see where they are strong and where they are weak. Tell them that it is not really a test. They should make their best effort and no matter how they do, at least they will have a good idea of what they need to work harder on for the remainder of the term.

REVIEW

1. Listen and circle.

The students should listen to the audiotope and circle the correct picture of each of the four sets of 3. Check as a class.

The audiotope says:

1. — **How much is the sweater?**
— **Forty-eight yuan.**
2. **I will fly home next week.**
3. **Do you remember playing basketball with your friends?**
4. — **Did you ask Santa for something?**
— **Yes. I asked for a camera.**

2. Listen and write.

Tell the students to listen to the audiotope then complete each of the sentences in Part 2. Check as a class.

The audiotope says:

1. — **Will you come to my party tomorrow?**
— **Sure!**
2. — **What time does it begin?** — **At 9:00.**
3. — **Do you hear it?** — **Sorry, I don't.**
4. — **Don't be late!** — **Okay. I'll come here early.**
5. **They all come here at 8:30.**

Answers: 1. party 2. begin 3. hear 4. late; early 5. all

3. Read and write.

The students should read each of the sentences and fill in the empty spaces with one of the 5 answers in the yellow box below. Check as a class.

Answers: 1. close 2. short 3. light 4. early 5. difficult

4. Read and match.

The students should read the six sentences in the purple box at the bottom of Part 4. The students match the sentences to the pictures above by putting the correct number of the sentence in the circle at the bottom of each picture. Check as a class.

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

- 唱 23 课的歌曲，作为单元复习的热身活动。

课文导入

用几分钟时间告知学生进行单元复习的重要性，这样他们才可以发现自己的强弱点。告诉他们这不是一次真正的测试。他们应该尽最大的努力来完成，无论做得怎样，至少他们将清楚在本学期的剩余时间在哪些方面加强学习。

复习

1. Listen and circle.

学生要听录音，在四组图片中每组的三幅图片中圈出正确的图片。全班核对答案。

录音内容为：

1. — How much is the sweater?
— Forty-eight yuan.
2. I will fly home next week.
3. Do you remember playing basketball with your friends?
4. — Did you ask Santa for something?
— Yes. I asked for a camera.

2. Listen and write.

让学生听录音，完成第 2 部分的句子。全班核对答案。

录音内容为：

1. — Will you come to my party tomorrow?
— Sure!
2. — What time does it begin? — At 9:00.
3. — Do you hear it? — Sorry, I don't.
4. — Don't be late! — Okay. I'll come here early.
5. They all come here at 8:30.

答案：1. party 2. begin 3. hear 4. late; early 5. all

3. Read and write.

学生要读每个句子，从黄色框中的五个选项中选出单词来完成句子。全班核对答案。

答案：1. close 2. short 3. light 4. early 5. difficult

4. Read and match.

学生要读第 4 部分下面的紫色框中的六个句子。要把句子的标号标在图片下面的圈中，使他们一一搭配。全班核对答案。

答案：1, 3, 4, 2, 6, 5

5. Read and write.

The students should read each of the sentences and fill in the empty spaces with one of the 6 answers in the yellow box above: how much, how many, how long, how often, how far and how. Check as a class.

Answers: 1. How much 2. How often 3. How 4. How many 5. How long 6. How far

6. Look and write.

The students should read the passage in Part 6 and fill in the empty spaces with one of the 7 words in the purple box at the top of the section. Remind the class that there are picture clues in this passage. Check as a class.

Answers: sunny, went, flew, played, were, will, have

7. Complete the dialogue.

The students should complete the dialogue in Part 7 by inserting one of the phrases from A-E in the yellow box below in each of the five space provided. Check as a class.

Answers: CEADB

8. Read and answer.

The students should read the passage in Part 8 then answer the four questions below in their notebooks. Check as a class.

9. Look and say.

Tell the students to turn to a shoulder partner and take turns looking at the pictures and finishing each of the phrases below the pictures. Do the exercise together as a class afterwards.

10. How am I doing?

The students can colour 1, 2 or 3 stars in each of the four categories for at home and at school.

Discuss this self-evaluation tool with the students to make sure they understand that their own evaluations of themselves are as important as those of the teacher.

CLASS CLOSING

Congratulate the students for their hard work and for having completed all of the Grade 6 *Learning English* Program!

Exit ticket: Ask each person in the class to tell you one thing they learned from this book as they exit the class today! Encourage the students to say something different from the students who responded before them.

5. Read and write.

学生要读每个句子，把上面黄色框中的六个选项 how much, how many, how long, how often, how far 和 how 填写在句子的空白中，完成句子。全班核对答案。

答案：1. How much 2. How often 3. How 4. How many 5. How long 6. How far

6. Look and write.

学生要读第 6 部分的短文，把上面紫色框中的七个词汇填写在空白中。提醒他们文中图片可供参考。全班核对答案。

答案：sunny, went, flew, played, were, will, have

7. Complete the dialogue.

学生要将黄色框中 A~E 各项填在五处空白中，完成第 7 部分的对话。全班核对答案。

答案：CEADB

8. Read and answer.

学生要读第 8 部分的短文，在笔记本上回答下面的四个问题。全班核对答案。

9. Look and say.

让学生和同伴一起轮流看图，完成图下的短语。这个练习可以以后全班一起完成。

10. How am I doing?

学生可以把关于在家和在学校的四项活动逐一评价。他们要根据实际情况，将 1 颗、2 颗或 3 颗星涂色。

和学生们讨论这项自我评价的活动，确保学生们理解他们对自己的评价与老师对他们的评价同等重要。

结束课堂教学

祝贺学生刻苦努力，顺利完成六年级的英语教材学习！

出门卡：让每位学生分别告诉教师在这本教材中他们都学到了一项什么知识，作为今天的出门卡！鼓励他们说出和前面的学生不同的知识点。

Reading for Fun

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

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

Teaching Tip



Many stories offer life lessons to the reader. We call these life lessons the moral of the story. Read the supplemental stories. After the class has done a retelling of each of the supplemental stories, ask them to discuss what the moral of each story is.

Retell the story:

Story 1:

Making the Mark

There are four people in this story, a man who owns a boat and three passengers who are crossing a river in his boat.

One of the passengers accidentally dropped his sword into the water. The other men suggested that they go into the water right away to find the sword. The man who lost the sword said, “No” and he took his knife and made an X on the side of the boat at the place where he had dropped his sword.

When the boat reached land, the stupid man looked for his sword beneath the mark on the side of the boat. The other men laughed because “The boat had moved, but the sword had not!” The sword was still in the water somewhere between one side of the river and the other!

What do you think the moral of this story is?

Story 2:

What Will Be, Will Be

This story is about an old man who was a farmer in the north of China. He had many horses.

Reading for Fun

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

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

教学提示



许多故事给读者提供了人生哲理，我们把它叫作故事的寓意。读补充阅读材料，学生完成复述课文后，让学生讨论故事的寓意是什么。

复述故事：

故事 1：

Making the Mark

There are four people in this story, a man who owns a boat and three passengers who are crossing a river in his boat.

One of the passengers accidentally dropped his sword into the water. The other men suggested that they go into the water right away to find the sword. The man who lost the sword said, “No” and he took his knife and made an X on the side of the boat at the place where he had dropped his sword.

When the boat reached land, the stupid man looked for his sword beneath the mark on the side of the boat. The other men laughed because “The boat had moved, but the sword had not!” The sword was still in the water somewhere between one side of the river and the other!

你认为这个故事的寓意是什么？

故事 2：

What Will Be, Will Be

This story is about an old man who was a farmer in the north of China. He had many horses.

One day his black horse ran away from the farm. The farmer accepted the sad event and said, “What will be, will be” and he went on with his work.

Months later the black horse returned with two white horses! The farmer said, “What will be, will be” and he went on with his work.

The farmer’s son tried to ride the black horse but fell from the horse and broke his leg. The farmer said, “What will be, will be” and he went on with his work.

A few weeks later it started to snow. All the boys in the village were sent to catch fish. The farmer’s son had a broken leg so he did not have to go into the cold water. The farmer said, “What will be, will be” and he went on with his work.

What do you think the moral of this story is?

Story 3:

The Ugly Duckling

A Mother Duck had new babies. One baby was large and black and the other ducks and animals laughed at this baby.

A wild dog killed two ducks but did not kill the little black duck because he was too ugly.

The little duck was sad so he ran away. He saw some beautiful swans and said, “I wish I could be like them.”

Soon it was cold and the little duck froze. A farmer took the little duck home to warm him. The children liked the little duck but he was afraid of them.

In the Spring, the little duck turned into a beautiful swan and flew high in the sky. The children cheered.

What do you think the moral of this story is?

Some other suggested activities

- a. Assign one of these stories and ask the students to write out each of the numbered statements above. Then, as a group, arrange the written statements to tell the story.
- b. Draw the scenes from one of these stories. Then, use the drawings to tell the story.
- c. Use puppets to retell one of the stories.
- d. Learn how to retell one of these stories.

One day his black horse ran away from the farm. The farmer accepted the sad event and said, “What will be, will be” and he went on with his work.

Months later the black horse returned with two white horses! The farmer said, “What will be, will be” and he went on with his work.

The farmer’s son tried to ride the black horse but fell from the horse and broke his leg. The farmer said, “What will be, will be” and he went on with his work.

A few weeks later it started to snow. All the boys in the village were sent to catch fish. The farmer’s son had a broken leg so he did not have to go into the cold water. The farmer said, “What will be, will be” and he went on with his work.

你认为这个故事的寓意是什么？

故事 3:

The Ugly Duckling

A Mother Duck had new babies. One baby was large and black and the other ducks and animals laughed at this baby.

A wild dog killed two ducks but did not kill the little black duck because he was too ugly.

The little duck was sad so he ran away. He saw some beautiful swans and said, “I wish I could be like them.”

Soon it was cold and the little duck froze. A farmer took the little duck home to warm him. The children liked the little duck but he was afraid of them.

In the Spring, the little duck turned into a beautiful swan and flew high in the sky. The children cheered.

你认为这个故事的寓意是什么？

一些建议性的活动

1. 选一个故事，让学生写出里面每一个句子并标出序号。然后，以小组为单位组织这些句子以讲述故事。

2. 画出一个故事的场景。然后，借助画来讲故事。

3. 利用手偶复述故事。

4. 学习复述其中的一个故事。