

Learning ENGLISH

义务教育教科书·英语

教师用书 (三年级起点) Teacher's Guide

四年级下册

It's fun! It's easy!



义务教育教科书·英语 教师用书

(三年级起点)

四年级下册

河北教育出版社



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出版者的话

亲爱的老师和同学们，您知道吗？这套《学英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内和国际上最负盛名的基础英语教学和研究的专家、学者、教师根据《英语课程标准》编写的，供九年义务教育六年制小学三年级至高中三年级使用的全新的英语教材。这套教材包括《教科书》、《活动手册》、《同步练习册》、《教师用书》、录音带、词汇卡片，以及多媒体光盘、DVD 等，可以满足您在不同层次、场合的教学和学习使用。

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

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

这套教材的语言信息含量大，既贴近学生生活，又展现了中西方国家的不同文化背景。《教科书》中有小学生喜闻乐见的故事；《活动手册》设计了丰富多彩、新鲜活泼的练习形式；录音带、多媒体光盘为学生的课堂学习，尤其是课外学习提供了很大方便；《教师用书》为教学提供了翔实、具体的教学建议；教师观摩录像带为教师更好地完成教学任务提供了原汁原味的的外方专家、教师先进的教学理论和教学实践的宝贵资料。

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

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

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Language Map

Unit	Topic	Vocabulary
		Students will be able to orally understand, orally use, recognize and spell the following vocabulary:
Unit 1	Hello Again!	you, he, she, your, his, her teacher, name, friend, pupil, pencil, pencil box, pen, ruler, crayon, blackboard, desk, chair, schoolbag hello, hi, what, whose between, beside, behind forty, fifty, sixty, seventy, eighty, ninety
Unit 2	Days and Months	month, Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec. rain, sun, snow hot, cold, cool, warm sunny, cloudy, windy, weather how
Unit 3	All about Me	am birthday, foot tall live when, too, by
Unit 4	My Favourites	favourite, brown, blue colour, clothes, subject, Chinese, English, science, math, PE, art, music our, their and, but

Functions and Structures	Phonetics	Songs & Chants
<p>Students will be able to understand and orally use the following phrases and sentences:</p>	<p>Students will know the phonetics:</p>	<p>Students will be able to sing the songs and recite the chants:</p>
<p>谈论所属 Talking about possession Is this... pencil? Whose... is this?</p> <p>谈论位置 Talking about position Where is he/she? He/She is...</p> <p>谈论数量 Talking about numbers How many... are there? There are...</p>	<p>ea meat oo zoo</p>	
<p>谈论月份 Talking about months There are twelve months in a year.</p> <p>节日 Talking about festivals When is New Year's Day? January the first is New Year's Day.</p> <p>谈论天气 Talking about weather How's the weather? It is...</p>	<p>ir first ur nurse er teacher or work</p>	<p><i>Twelve Months</i> <i>The Month Song</i></p>
<p>谈论自身 Talking about ourselves How old...? I'm... years old. When is your birthday? How tall...? I'm... metres tall. Where do you live? I live in a/an... beside...</p>	<p>ou house ow cow ar March ass class</p>	<p><i>How Do You Go to School?</i></p>
<p>最喜爱的 Talking about favourites What's your favourite...? My favourite... is... You like to..., but I like to...</p>	<p>or short our your al walk</p>	<p><i>Red, Yellow, Blue and Green Stand up</i> <i>I Like My Green Shoe</i></p>

How to Use This Teacher's Guide

The Guide and Its Companions

This guide covers the second semester of the Grade 4 level of the *Learning English* program.

You should also have:

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

Each student should have the companion:

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

Where to Start

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

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

Work through Each Lesson

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

如何使用 《教师用书》

《教师用书》及配套教材

本《教师用书》供义务教育小学四年级第二学期使用。

教师另需具备：

- 一套词汇大卡片。
- 录音带或教学光盘，每课的口语部分均已录入其中。

学生应备有：

- 《教科书》
- 《活动手册》
- 一套单词小卡片。

从何处着手

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

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

课文

本《教师用书》根据《教科书》编排，分4单元，共24课新授课和4课复习课。

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

Each lesson has the same format.

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

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

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

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

Refer to the Back of the Guide

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

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

The back of the guide also contains a section on games and an index of songs for quick reference.

Adapt It!

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

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

（每单元 6 个新授课和 1 个复习课）。每单元最后一课是复习课。

每课均遵循以下体例：

- 开始上课和复习
- 新概念
- 巩固检验
- 结束课堂教学

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

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

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

参考《教师用书》书末有关章节

教学一般都要用到《教师用书》书末所附的教学方法：

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

书末附游戏章节和供快速查找歌曲的索引。

作适当调整

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

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

Philosophy of the *Learning English Program*

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

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

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

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

《学英语》

编写指导思想

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Overall Goals of the *Learning English* Program

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

Teaching with the *Learning English* Program

This program stresses:

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

The program provides:

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

《学英语》的总目标

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

《学英语》教学法

本套教材教学侧重以下几点：

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

本套教材提供：

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

What about Phonetics?

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

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

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

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

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

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

What about Grammar?

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

语音

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

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

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

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

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

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

语法

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

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

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

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

What about Memorization?

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

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

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

What about Translation?

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

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

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

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

熟记

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

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

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

翻译

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

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

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

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

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

了一些翻译练习。然而，谨提醒教师们注意，本套教材不强调翻译，原因如下：

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

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

英语

课堂

营造美好的课堂氛围

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

只要你的课堂氛围能满足这些需要,孩子们就会有学习的动力,就会专心致志。

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

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

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

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

Make Your Classroom a Cultural Island.....

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

Try some of these ideas:

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

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

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

让教室成为“文化小岛”

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

不妨做以下尝试：

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

Unit 1

Hello Again!



General Goals for Unit 1

The new semester begins. Jenny and Danny are back at school. This unit reviews standard phrases of greeting and classroom objects students studied in Level 1 to 3. It works toward mastery of more standard phrases and common classroom objects.

Unit 1 of Book 4 continues this process of self-discovery. We begin with a brief introduction to the new teacher for this semester, meet some old and new students. Further vocabulary to talk about everyday things the students will encounter in their everyday school environment such as pencils, schoolbags, desks, chairs and blackboards. Somewhat more complicated questioning concepts and sequences are introduced and practised (Whose ___ is this? Where are they? How many are there?). Students will learn and practise numbers from one to one hundred.

This unit is designed to extend students' understanding of themselves and their world. All individuals are unique. It is important that students develop a positive self-image and accept themselves and their peers as valuable human beings. Through the suggested texts, the oral language experiences, and the reading, writing, viewing, and representing activities, students will explore their ideas, feelings and surroundings. At the same time, students will explore and extend their use and knowledge of the English language. The purpose of this unit is to develop language skills and strategies in the context of exploring what is most relevant and important to them in their world.

Teaching Tip



Language Experience Approach:

The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

第1单元

再一次问候!



第一单元总目标

新学期开始了, Jenny 和 Danny 返回学校。本单元复习学生在第1册到第3册中已经学过的有关教室用品的词汇和一些标准的问候语。本单元旨在使学生掌握更多的标准用语和常用的教室内物品的词汇。

第四册第一单元继续学生自我发现的过程。我们从简单介绍本学期的新老师开始,接着会见几位新学生和老学生。学生还会遇到更多的谈论学校日常生活的词汇,比如铅笔、书包、书桌、椅子和黑板。本单元还将介绍和练习一些更复杂的疑问句结构(Whose _____ is this? Where are they? How many are there?)。学生将要学会和练习一到一百的数字。

本单元旨在帮助学生更加了解自己 and 世界。所有的个体都是独特的。重要的是,学生发展正确的自我意识,接受自己和同学都是有价值的人。通过课文、口语练习和读、写、观察和表演活动,学生能够探究他们的思想、感觉及周围环境。同时,学生能够发现和拓展他们的知识和使用英语的能力。本单元目的是发展学生的语言技巧和在上下文中探求在他们的生活领域中和他们极其相关、对他们极其重要的信息的策略。

教学提示



语言体验方法:

语言体验方法是一种建立在来自学习者自身活动和发展经验基础上的阅读指导方法。学生自身发展经历被教师记录下来,然后教师与学生一起读,直到学生将单词的写法和读音联系起来时。

Unit 1 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to make puppets with the children that they can use throughout the lesson. You should allow the pace and content of your teaching to fit the needs and interests of your students.

There is also a review lesson (Again Please!) at the end of the unit. You can use this final unit lesson as a summative evaluation.

Each lesson is organized (where logical and appropriate) under the following headings:

- **Teaching Goals**
- **Teaching Preparation** – Things the teacher will need for the lesson (props, puppets, tape recorder, multimedia CD, etc.)
- **Class Opening and Review** – Teacher greets the class, reviews the past lesson and warms up the class for the new lesson by capturing the imagination of the students with a Lesson Hook.
- **New Concepts** – New ideas that the teacher needs to teach (new vocabulary, phrases, sentences, songs, etc.)
- **Check for Understanding**
- **Class Closing**

Specific Goals for Unit 1

Knowledge and Skills

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

you, teacher, hi/hello, your, name, friend, pupil, his, her, pencil, pencil box, what, pen, ruler, crayon, whose, blackboard, desk, chair, schoolbag, between, beside, forty, fifty, sixty, seventy, eighty, ninety, behind, he, she

2. Students will be able to recognize, understand and use these basic sentence constructions:

- What's your/his/her name?
- My/His/Her name is...
- Whose...is this?
- It's my/his/her/sb's...
- Where is he/she?
- He/She is...

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

4. Students will be able to understand the story *Little Zeke* with the aid of pictures and teacher support. And act it out.

Learning Strategies

Students will continue to develop and utilize basic learning strategies, already introduced in previous books:

1. To observe simple English conversations in everyday situations;

第一单元共有六课，但是教师应该考虑用多于六个课时的教学时间来教授本单元。例如，教师可能想在单元教学开始前单独用一节课和学生们一起制作手偶并在整节课中使用它们。总之，教师应该根据学生的需要和兴趣，来安排教学节奏和内容。

在单元结束时有一节复习课 (Again Please!)。教师可以把这一单元结束课作为总结评价课。

每篇课文（在符合逻辑和合适的地方）按照下列标题组织：

- **教学目标**
- **教学准备：**教师在教学中会用到的东西（教具、手偶、录音机或教学光盘等）
- **开始上课和复习：**教师问候全班学生，复习上节课的内容，通过课文导入启发学生的想像力来进行新课前的热身。
- **新概念：**教师需要教授的新内容（新的词汇、短语、句子、歌曲等）
- **巩固检验**
- **结束课堂教学**

第一单元具体目标

知识与技能目标

1. 学生能听懂、会说、认读和书写下列词汇：
you, teacher, hi/hello, your, name, friend, pupil, his, her, pencil, pencil box, what, pen, ruler, crayon, whose, blackboard, desk, chair, schoolbag, between, beside, forty, fifty, sixty, seventy, eighty, ninety, behind, he, she
2. 学生能认读、理解并运用下列基本的句型结构：
—What's your/his/her name?
— My/His/Her name is...
—Whose... is this?
—It's my/his/her/sb's...
—Where is he/she?
—He/She is...
3. 学生能了解字母组合 ea 和 oo 在单词中的发音及其规则。
4. 学生能在图片和教师的帮助下，听懂、读懂、表演故事 *Little Zeke*。

学习策略目标

学生将继续养成和提高前几册介绍过的基本学习策略：

2. To develop the habit of listening to the audiotape and repeating the sentences;
3. To concentrate when learning;
4. To take the initiative to ask questions of the teachers or of other classmates;
5. To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

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

Cultural Awareness

Students will understand and use the proper Western way to address their teacher using Mr. Mrs. or Ms. and their teacher's family name.

Resources Teachers Need for Unit 1

- Audiotapes or multimedia CD for lessons 1-6
- Pictures and flash cards for new vocabulary: **you, teacher, hi/hello, your, name, friend, pupil, his, her, pencil, pencil box, what, pen, ruler, crayon, whose, blackboard, desk, chair, schoolbag, between, beside, forty, fifty, sixty, seventy, eighty, ninety, behind, he, she**
- Flash cards for numbers one to one hundred
- Drawing paper for pictures and cards
- Activity Book

1. 要在日常情境中观察简单的英语对话；
2. 要养成听录音和跟读句子的习惯；
3. 学习时要集中精力；
4. 要主动问教师或者其他学生问题；
5. 要听和学歌曲，这将帮助他们记住英文词语。

情感态度目标

要求学生做到如下方面：

1. 培养学习英语的兴趣和好奇心，找机会练习学生的听力技巧；
2. 在日常生活中尽量模仿和使用英语。

文化意识目标

学生能够理解并使用正确的方式称呼他们的教师，西方国家一般是在教师的姓前加 Mr. Mrs. 或者 Ms 来称呼。

第一单元所需教具

- 第 1 课至第 6 课录音带或教学光盘
- 新单词的词汇卡片和图片：you, teacher, hi/hello, your, name, friend, pupil, his, her, pupil, pencil, pencil box, what, pen, ruler, crayon, whose, blackboard, desk, chair, schoolbag, between, beside, forty, fifty, sixty, seventy, eighty, ninety, behind, he, she
- 数字一到一百的词汇卡片
- 做词汇卡片和画画的绘图纸
- 《活动手册》

Lesson 1 How Are You?

Lesson 1 How Are You?

1 A new teacher



2

2 A new friend



3 Let's do it!

Draw, say and write.

This is my friend.
Her name is...



My Friend:

3

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **you, teacher, hello, hi, your, name, friend, pupil, his, her**
2. Students will be able to recognize, understand and use these basic sentence constructions:
 - What's your/his/her name?**
 - My/His/Her name is...**
3. Students will recognize that *You can call me...* and *My name is...* are two ways to express the same thing. (introducing yourself)

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 1
- Flash cards with vocabulary words: **friend, pupil, his, her**

第1课 你好吗?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：
you, teacher, hello, hi, your, name, friend, pupil, his, her
2. 学生能认读、理解并运用下列基本的句型结构：
—What's your/his/her name?
—My/His/Her name is...
3. 学生认识到 You can call me... 和 My name is... 是表达同一种事物的两种表达法。
(介绍自己)

教学准备

- 第1课的录音带或教学光盘
- 词汇卡片: friend, pupil, his, her

Before your students arrive for class make some posters with the words WELCOME BACK; A NEW SCHOOL YEAR BEGINS! LET'S HAVE FUN THIS YEAR! and place these around your classroom. Write your name on the board in big letters. Try to make your classroom a warm and welcoming place. You and your students will spend the semester learning together, and on this, the first day of school, you want to begin with a happy and fun introduction to the class, the material and yourself.

CLASS OPENING AND REVIEW

Greeting

As your students arrive for class, meet them at the door, and welcome them. If you know any names, you should say these. For example, **Welcome Li Lin. Nice to have you here.**

Teaching Tip



Give the students some time to settle into their seats. If you have a prearranged seating plan, you will assign the seating order at this point. If you choose to allow the students to find their own desks, give plenty of time for that to happen. Your goal should be to have your students feel comfortable on this first day of learning English for this new semester.

When everyone has settled in, it's time to begin. You should first have a discussion in Chinese before getting down to the first lesson in the book. Tell the students who you are, your name, and share anything about yourself that you feel will be of interest to the students. You can go around the room and ask students to introduce themselves, each student standing, saying his/her name.

Talk about your plans for the semester. Give the students a sense of what you expect of them, and what they can expect of you. Try to let them know that you want to develop your class as a team effort. You are the coach and are there to assist, and to guide them on this important language journey. You can ask for volunteers to say a few words in English that they have learned from previous years, but do not force it at this point. You could try pointing to things in your class and asking for the English words, or you can hold up some pictures and ask **What is this?**

When you feel that your students are comfortable and ready to learn, it is time to begin the lesson for the day.

Lesson Hook

Tell the students to open their books to Lesson 1. Tell them that they are not the only students beginning their new terms today. Far across the world in Canada, a group of students just like they are starting their new lessons today as well. Let's meet them and see how their first day in school goes!

NEW CONCEPTS

1. A new teacher

Look at page 1 in the Student Book. Ask if they remember Jenny and Danny. Ask them to

学生到达班上之前，做一些写着 WELCOME BACK; A NEW SCHOOL YEAR BEGINS! LET'S HAVE FUN THIS YEAR! 的张贴画，张贴在教室周围。把教师的名字写在黑板上，尽量写得大一些。尽量使教室显出“热烈欢迎”的气氛。教师将和学生本学期一起学习，基于此，开学第一天，教师应愉快有趣地向全班介绍自己和本学期的学习内容。

开始上课和复习

问候

学生到达教室时，在门口迎接他们。如果知道学生的名字，可以喊出他们，比如，欢迎李林，很高兴见到你。

教学提示



给学生时间坐好。如果教师已经安排好了座位，此时需要让学生按座位坐好。如果教师选择让学生自己选座位，应给予学生足够的时间。教师的目的是让学生在新学期第一天学英语时感到舒适。

每个人都坐好后，开始上课了。开始讲第一课内容之前可以用汉语讨论，告诉学生你是谁，你的名字，与学生一起分享教师认为关于他自己学生会感兴趣的一切信息。教师可以在教室内走动，让学生每人站起来自我介绍。

和学生讨论本学期的计划。让学生明白教师对他们的要求，以及他们对教师的要求。尽量让学生知道，教师希望全班一起努力进步。教师是指导者，在那里提供帮助，在这个重要的语言学习旅途中引导他们。教师可以叫自告奋勇的学生用英文说几句他们之前学过的内容，但不要在此强迫学生。教师可以试着指一些班上的物品，问它们的英文名字，或者举起一些图片问：What is this?

当教师感到学生准备好要学新内容了，可以开始今天的内容了。

课文导入

告诉学生打开第一课。告诉他们今天开始新学期的不止他们，远在大洋彼岸的加拿大，一群学生和他們一样，今天也刚刚开始他们的新课。让我们看看他们学校的第一天是如何开始的。

新概念

1. A new teacher

看教科书的第 1 页。问学生是否记得 Jenny 和 Danny。让学生说说他们所了解的

tell what they know about Jenny (she is a girl, she has blonde hair, she is smart, she is nice) and accept any answers your students give you. What about Danny? What do they know about Danny? (He is a dinosaur, he is green, he is funny, he likes to make jokes.) Students can use Chinese here. Your goal is to engage your students in the lesson and to get them to participate in oral discussion.

Write the words **hello/hi** on the blackboard. Say **Hello, I'm your new teacher. My name is _____**. Ask the students to reply with **Hello, Mr./Ms _____**. Point to **Hello** on the blackboard, ask students to say it to you. Then, repeat, only this time say **Hello, I'm your new teacher. My name is _____**. Point to **Hi** on the blackboard and ask students to repeat. Say **Hi, I'm your new teacher. My name is _____**. again, and the students answer **Hi, Mr./Ms _____**. The idea is to have your student recognize that **Hello** and **Hi** mean the same thing.

Ask for a volunteer to come forward. You say **Hello, my name is _____**. The volunteer answers with **Hello, Mr./Ms _____**. **My name is _____**. Repeat a few times until you feel everyone understands the concept. Then, ask students to introduce themselves to the student sitting behind or beside them in class. Give some time for them to practise.

Teach **My name is _____**. **You can call me _____**. You are teaching the students that **My name is _____**. and **You can call me _____**. are two ways of saying the same thing (the same concept as **Hello/Hi**).

Now, ask the students to look at page 2 in the Student Book, read each panel aloud. Read slowly and use gestures to assist with understanding. Repeat, then play the audiotape for page 2 and follow along with the students.

●Practice●

Pair Work

Now, have the students work in pairs. They practise using the two ways of telling someone their name (You can call me _____./My name is _____.). Allow time for the groups to practise.

Then ask some volunteer groups to present in front of the class.

2. A new friend

Write the word **friend** on the blackboard. Say the word aloud and ask your students to repeat it. Do this twice, then explain in Chinese what a friend is. Hold up the flash card for **friend** and say the word, then ask for repeats to ensure proper pronunciation.

Teach the word. You can use a variety of techniques for this, including explaining in Chinese. You can have a discussion about friends. What do good friends do with each other? (play together, study together, go to the park together, watch TV together) You can also talk about friends helping each other and supporting each other.

Now, give the students an opportunity to demonstrate their understanding of friend. You might ask, **Who is your friend?** Some students should be able to say something simple such as **My friend is Tian. My friend is Li Ling.**

Write the word **pupil** on the blackboard and show the flash card. Say the word twice and have your students repeat after you. You can ask: **Are you a pupil? Am I a pupil?** Students should be able to answer your question with **yes** and **no**. Now, have the students look at page 3 in the Student Book. Go through each panel asking questions and pointing. Point to the teacher and ask **What's his name?** Point to Steven and ask **What's his name? Is he a new pupil?**

Play the audiotape twice and let the students follow along with the text.

Jenny（她是一个女孩，她有金黄头发，她很聪明，很可爱），并接受学生所说的任何信息。Danny 呢？关于 Danny 他们知道什么？（他是一只恐龙，他是绿色的，他很有趣，喜欢开玩笑。）学生可以用汉语。教师的目的是鼓励学生，让他们参与到口语讨论中。

在黑板上写单词：hello/hi。说 Hello, I'm your new teacher. My name is _____. 让学生回答 Hello, Mr./Ms _____. 教师指着黑板上 Hello，让学生说两遍。然后，重复，这次只说 Hello, I'm your new teacher. My name is _____. 教师指着黑板上的 Hi，让学生重复。教师再次说 Hi, I'm your new teacher. My name is _____. 学生回答 Hi, Mr./Ms _____. 重点是让学生意识到 Hello 和 Hi 意思相同。

找一名自告奋勇的学生到前面来。教师说 Hello, my name is _____. 这名学生用 Hello, Mr./Ms _____. My name is _____. 回答。重复几次，直到教师认为每名学生都理解了这个概念。然后，让学生和坐在他们后面或旁边的学生介绍自己。给学生一些时间练习。

教授 My name is _____. You can call me _____. 教师可以告诉学生 My name is _____ 和 You can call me _____ 是介绍同一件事的两种方法（和 Hello/Hi 类似）。

现在，让学生看教科书第 2 页，大声读每一幅图中文字。慢慢读，用手势帮助学生理解。重复读一遍，然后播放第 2 页录音，让学生跟读。

• 练习 •

同伴活动

现在，让学生两人一组活动。他们练习使用两种方法说自己的名字（You can call me _____./My name is _____.）。给各组学生充足的时间练习。

然后，叫一些自告奋勇的小组在全班面前展示。

2. A new friend

在黑板上写单词 friend。大声朗读单词并让学生重复。这样做两遍，用汉语解释朋友的意思。手举 friend 词汇卡片读单词，让学生重复确保发音正确。

教授此词，教师可以使用各种教学技巧，包括用汉语解释。教师可以就朋友问题展开讨论。好朋友在一起都做什么？（一起玩，一起学习，一起去公园，一起看电视）教师可以谈论朋友应该互相帮助，互相支持。

现在，给学生机会展示他们对朋友的理解。教师可以问：Who is your friend? 一些学生应该能够说出简单的句子诸如 My friend is Tian. My friend is Li Ling.

在黑板上写单词 pupil，向学生展示词汇卡片。教师读两遍单词，让学生重复。教师可以问 Are you a pupil? Am I a pupil? 学生应该能够用 yes 或 no 回答教师的问题。现在让学生看教科书第 3 页，逐一指着每幅图画问问题。指着老师问 What's his name?, 指着史蒂文问 What's his name? Is he a new pupil?

播放两遍录音，让学生看书跟读。

●Practice●

Group Work

Divide the class into small groups (four or five students in each group). Explain that you want them to practise introducing each other. They must use the following:

This is _____. He/She is a new/old student.

He is my friend. His name is _____.

She is my friend. Her name is _____.

Remind them to practise using **hello/hi**.

Give the groups time to practise. You circulate in the room, listening and giving guidance where it is needed.

3. Let's do it!

This hands-on activity provides the students an opportunity to demonstrate their grasp of the material presented in the lesson. Ask them to look at part 3, page 3 and go through it explaining what you want them to do. They will decide who their friend is, and then draw a picture of that friend. They then think about what they want to tell about this friend. They should use words they have learned in this lesson. You can provide an example such as this as a guide:

This is my friend.

Her name is Yan Yan. /You can call her Yan Yan.

She is a pupil in my school.

She is nice.

I like her.

Ask the students to take out a sheet of paper and their crayons and make the page look like the example on page 3.

They then draw their friend and write about their friend.

When everyone has complete the activity, they present their work to the class.

CHECK FOR UNDERSTANDING

Hold up the flash cards with the new vocabulary words **friend, pupil**. Ask volunteers to say the words aloud. Ask **Am I a pupil?** (they should say no) **Are you pupils?** (yes)

Ask for two friends to stand up. Ask **Is Danny Jenny's friend? Is Kim Danny's friend?**

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 2.**

CLASS CLOSING

Tell your students that this is the beginning of a very good semester. They will have to work hard, but in the end, if they make the commitment, they will increase their English skills and be well on the road to becoming masters of the language.

As they leave the room, you stand at the door and say goodbye. Point to some students and say things such as **This is Jiao. His name is Yan. Her name is Ling.**

• 练习 •

小组活动

将全班分成四至五人小组，让学生练习互相介绍。他们必须用到下列句子：

This is _____. He/She is a new/old student.

He is my friend. His name is _____.

She is my friend. Her name is _____.

提醒学生练习使用 hello/hi。

给学生充足时间练习。教师在班上来回走动，倾听学生对话，需要时给予帮助。

3. Let's do it!

这项实践活动给学生提供了一次展示他们对本课内容掌握程度的机会。让学生看教科书第3页，第3部分，通读一遍，向学生说明需要他们做什么。他们将决定谁是他们的朋友，画一幅那位朋友的图画。然后他们想想关于这位朋友，他们想怎样描述。他们应该用到本课学的词汇。教师可以提供下列例子作为指导：

This is my friend.

Her name is Yan Yan. /You can call her Yan Yan.

She is a pupil in my school.

She is nice.

I like her.

告诉学生拿出一张纸和画笔，使这一页看起来像书中的第3页。

然后他们画他们的朋友并写有关他们朋友的事情。

当每个人都完成此项活动后，向全班展示他们的作品。

巩固检验

手举新词汇卡片 (friend, pupil), 让自告奋勇的学生大声读单词。问 Am I a pupil? (学生应回答 no) Are you pupils? (yes)

叫两个朋友站起来，问 Is Danny Jenny's friend? Is Kim Danny's friend?

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 2.

结束课堂教学

告诉学生这是本学期的良好开端。他们将努力学习，最后，如果他们有过付出，他们将提高英语技能，在成为英语大师的路上顺利前进。

学生离开教室时，教师应站在门口说再见。指着一些学生说类似的句子：This is Jiao. His name is Yan. Her name is Ling.

Lesson 2 Is This Your Pencil?

Lesson 2 Is This Your Pencil?

1 My pencil box



2 Whose pencil is this?



4



3 Let's do it!

Look and write.

Kim's	Li Ming's	Danny's



5

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **pencil, pencil box, what, pen, ruler, crayon, whose**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - Whose... is this?
 - It's my/ his/ her...

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 2
- Flash cards and pictures for pen, pencil, pencil box, ruler, crayon

Before the students arrive, write the new vocabulary words (**pen, pencil, pencil box, ruler, crayon**) on the blackboard in big letters. You need to make sure you have a pen,

第2课 这是你的铅笔吗?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：
pencil, pencil box, what, pen, ruler, crayon, whose
2. 学生能认读、理解并运用下列基本的句型结构：
—Whose... is this?
—It's my/ his/ her...

教学准备

- 第2课的录音带或教学光盘
 - pen, pencil, pencil box, ruler, crayon 的词汇卡片和图片
- 学生到达教室之前，教师在黑板上写新单词 (pen, pencil, pencil box, ruler,

pencil, ruler and crayons in one pencil box.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Use **Hello/Hi** and expect students to greet you too. Randomly give some students pens, pencils, rulers, pencil boxes and crayons. Perhaps every second or third student. Tell them to hold on to what you have given them, and that you will call on them later.

When your students are settled in their seats, take a few minutes to review material from the previous lesson. You can write the words **friend, pupil, his, her** on the blackboard and ask volunteers to stand and say the words. Ask for two students to stand and introduce themselves to each other using the format taught in the last lesson.

Student 1: **Hello, my name is _____.**

Student 2: **Hi, you can call me _____.**

Lesson Hook

Teacher: **Okay, boys and girls. In our last lesson, we learned how to greet each other and how to introduce each other. Today, we are going to learn how to talk about some things we will use most days in our class. Are you ready? Let's have fun! Let's learn English.**

NEW CONCEPTS

1. My pencil box

Hold up your pencil box now. Say what it is — **pencil box** and have your students repeat after you twice. Go slowly and do not worry too much about pronunciation at this point. You are more interested in word recognition at the start. Say, **This is my pencil box.** Show the flash card for **pencil box** and repeat the words again, asking the students to repeat after you. Ask students to take out their pencil boxes. They should stand and hold up the pencil boxes. Help them to say **This is my pencil box** again.

Teacher can say: **Now, we are going to find out what's in my pencil box.** Open your pencil box and take out the pen. Hold up the pen and show it to the class. Say the words **This is a pen.** Repeat and then ask the students to say the word. Point to the word on the blackboard. Ask a student to come forward and draw a pen beside the word on the board. Have that student say the word aloud and the others repeat. Show the flash card for **pen.** Make sure everyone sees it. Now, ask those students to whom you gave pens as they entered the class to stand and hold their pens up. They should say **This is a pen.**

Repeat this process for the next three words. Take out the item and teach the word as you did for pen.

●Practice●

Modal Play

Ask for volunteers to bring their pencil boxes and come to the front of the class. Ask

crayon), 尽量写得大一些。教师应确保同时准备一个装有钢笔、铅笔、尺子和蜡笔的铅笔盒。

开始上课和复习

问候

学生到教室时, 教师可用 Hello/Hi 问候, 并让学生问候教师。随机给一些学生发钢笔、铅笔、尺子、铅笔盒和蜡笔, 也许每两三名学生发一个。告诉学生拿着教师发给他们的文具, 随后将会叫到他们。

学生坐好之后, 用几分钟时间复习前一课的内容。教师可以在黑板上写出 friend, pupil, his, her, 让自告奋勇的学生站起来说这些词汇。让两名学生站起来, 使用上节课学过的句式互相介绍。

学生甲: Hello, my name is _____.

学生乙: Hi, you can call me _____.

课文导入

教师: Okay, boys and girls. In our last lesson, we learned how to greet each other and how to introduce each other. Today, we are going to learn how to talk about some things we will use most days in our class. Are you ready? Let's have fun! Let's learn English.

新概念

1. My pencil box

现在教师举起铅笔盒, 说这是什么—— pencil box, 让学生跟教师重复两遍单词。慢慢来, 不要太担心发音。开始阶段, 教师应把重点放在识别单词上。教师说 This is my pencil box. 举起 pencil box 的词汇卡片, 重复几遍, 学生跟读。让学生拿出他们的铅笔盒。学生应该站起来举起他们的铅笔盒。帮助学生再说 This is my pencil box.

教师可以说: 现在, 我们将找出我的铅笔盒里有什么。打开铅笔盒, 取出一支钢笔。举起钢笔, 向全班展示。说句子 This is a pen. 重复并让学生说这句话。指着黑板上的单词, 让一名学生到前面, 在黑板上单词旁画一支钢笔。让这名学生大声说这个单词, 其他学生重复。举起 pen 的词汇卡片, 确信每个人能看到它。现在, 让那些在进教室时教师给他们钢笔的学生站立并举起他们的钢笔, 他们应该说 This is a pen.

对下面三个单词重复这样的过程。拿出实物, 利用教授 pen 这个词时的方法教授新单词。

• 练习 •

示范展示

叫自告奋勇的学生拿着他们的铅笔盒到教室前面来。问 What's in your pencil box?

What's in your pencil box? A volunteer takes out something from their pencil box and holds it up. Look at the students and ask **What's in his/her pencil box?** The others should be able to say the word, depending on what is taken out of the pencil box. Repeat this, allowing the volunteers to take something different from their pencil box and show it to the students.

2. Whose pencil is this?

Ask your students to open their Student Book to page 4, part 2. Look at, and talk about each panel. Ask **What is the teacher holding?** (a pencil) Explain that he wants to know if the pencil belongs to Jenny. You can use Chinese to explain this. **What does Jenny say?** (no) Look at panel 2. **What does the teacher ask now?** Jenny says that it is not Steven's pencil. Panel 3. **What does the teacher ask, now? Is it Kim's pencil?** Panel 4. **What does Mr. Wood ask now?** You can explain the question, making sure the students understand the use of **whose**. Ask **Who is under the desk? What is Danny looking for? Whose pencil is it?**

Play the audiotape twice and follow along in the book.

3. Let's do it!

Look at part 3, page 5. Explain the activity to the students. Point out the chart. You can help your students understand by using questions such as **What colour is Li Ming's pencil? ruler? crayon?** Do the same for those of Kim and Danny. Read the example to show the students what to do.

The students now complete the activity by filling in the blanks for Kim and Danny, using the chart and filling in the blanks according to the example given.

As the students complete the activity, make sure you go around and help those students who are still having some problems.

CHECK FOR UNDERSTANDING

Review the new vocabulary using the flash cards. Hold up a card and ask **What is it?** Students should be able to answer correctly. You can also write the words on the board and ask students to read them for you.

Go around the class and pick up pens, pencils, crayons, and rulers. As you pick up an item, hold it and ask **Whose _____ is this?** or **Is this _____'s _____?** Students should be able to answer the question correctly by saying, for example:

It's Zhen He's pencil.

Yes, it's Zhao's ruler.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 4.**

CLASS CLOSING

Say goodbye to your students as they leave the room. You can point to a student and ask questions such as **Whose friend is this? Whose pencil box is this?**

一名自告奋勇的学生从他的铅笔盒中拿出一件物品并举起来。教师看着全班学生问 What's in his/her pencil box? 其他学生根据实际物品说出单词。重复如此，允许自告奋勇的学生从他们的铅笔盒中拿出不同物品，向学生展示。

2. Whose pencil is this?

让学生拿出教科书翻到第 4 页，第 2 部分。看图并讨论每幅图画。问 What is the teacher holding? (一支铅笔) 说明他想知道这支铅笔是否属于 Jenny。教师可以用汉语解释。What does Jenny say? (no) 看图 2，What does the teacher ask now? Jenny 说这不是 Steven 的铅笔。图 3: What does the teacher ask, now? Is it Kim's pencil? 图 4: What does Mr. Wood ask now? 教师可以解释此问题，确保学生明白 whose 的用法。教师问 Who is under the desk? What is Danny looking for? Whose pencil is it?

播放两遍录音，让学生看书跟读。

3. Let's do it!

看第 5 页，第 3 部分，向学生解释活动。指着图表，教师可以提问 What colour is Li Ming's pencil? ruler? crayon? 帮助学生理解。用相同的方法处理 Kim 和 Danny 的问题。读例句向学生展示需要做什么。

学生现在根据图表和例句填空完成活动。

学生做练习时，教师四处走动，帮助仍然有问题的学生。

巩固检验

使用词汇卡片复习新词汇。举起卡片问 What is it? 学生应该能够正确回答。教师可以在黑板上写单词，让学生朗读。

在班内走动，拿起钢笔、铅笔、蜡笔和尺子。教师拿起一件物品时，举起它，并且问 Whose _____ is this? 或者 Is this _____'s _____? 学生应该能够正确回答问题并说句子，例如：

It's Zhen He's pencil.

Yes, it's Zhao's ruler.

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 4.

结束课堂教学

学生离开教室时和他们说再见。教师可以指着一名学生问 Whose friend is this? Whose pencil box is this? 这类问题。

Lesson 3 Where Are They?

Lesson 3 Where Are They?

1 My classroom



This is my classroom.
What can you see?



2 Where are they?



Danny is between the desk and the chair.

6



Jenny is beside Kim.
Kim is beside Jenny.



The schoolbag is on the desk.
The book is in the schoolbag.
The crayons are under the desk.

3 Let's do it!

Look and write.



The schoolbag is _____ the desk.
The book is _____ the pencil box.
The crayons are _____ the pencil box.
The pencil is _____ the pen and the ruler.
The chair is _____ the desk.

7

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **blackboard, desk, chair, schoolbag, between, beside**
- Students will be able to aurally understand and orally use these sentences:
Danny is between the desk and the chair.
Jenny is beside Kim.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 3
- Flash cards for **blackboard, desk, chair, schoolbag**
- Flash cards for **between, beside, on, in, under**

Prepare your classroom before the lesson begins by posting pictures of: pen, pencil, pencil box, ruler, crayon. You should also write these words in big letters on the blackboard.

第3课 他们在哪儿?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：
blackboard, desk, chair, schoolbag, between, beside
2. 学生能听懂、会说下列句子：
Danny is between the desk and the chair.
Jenny is beside Kim.

教学准备

- 第3课录音带或教学光盘
- 词汇卡片: blackboard, desk, chair, schoolbag
- 词汇卡片: between, beside, on, in, under

上课前, 教师可以张贴以下单词的图片: pen, pencil, pencil box, ruler, crayon。教师同时在黑板上将这此单词写得大大的。

CLASS OPENING AND REVIEW

Greeting

Greet your students as they enter the class and settle in their seats for the lesson. Use **Hello boys and girls. Hi, my students!** Expect your students to begin to answer you now with **Hello teacher./ Hi, Mr./Ms. _____**.

Teaching Tip



Treat this part of the lesson as a time for everyone to freely use the new language skills. You are encouraging your students to make an effort to speak English, so do not correct them during this part of the lesson. As long as they are willing to try to speak English, you should be happy. Proper pronunciation will come with practise.

Review

When everyone has settled in, begin with a short review of previous day's material. You can use a variety of techniques here. Point to the vocabulary words on the blackboard and ask students to say the words or to repeat after you. You can hold up the items and ask the same thing. You can go around the room and pick up a pencil, for example, from a student's desk and ask **Whose pencil is this?** Students should respond **It is _____'s pencil.**

Ask a student to bring his/her pencil box to the front of the class and ask **What's in _____'s pencil box? Let's see.** The student takes out the items one by one and you ask **What's this?** Wait for correct responses from your students.

Lesson Hook

Teacher: **Okay, boys and girls! Let's learn some new and useful words. And let's learn how to talk about where something is. Is it on, in, under, between or beside? Let's find out.**

NEW CONCEPTS

1. My classroom

Ask the students to open their books to page 6. Direct them to look at part 1. Begin with asking the students what they can see from the picture. Some students may answer pencils, pencil box, box, ect. Some students may tell you that they see the teacher and some students. You can say: **Yes, that is correct. The students are sitting. What are they sitting at?** Some students may have forgotten the word in English, so hold up the flash card for desk and teach this word. Show the picture, say **desk**. Then, touch a desk in your room and say **This is a desk. Please repeat after me.**

Now, teach **chair**. Hold up the flash card, say the word and have your students repeat after you. Again, go around and touch some chairs in the room and say the word, and ask students to repeat.

开始上课和复习

问候

学生进入教室就座时问候他们。教师可以说 Hello boys and girls. Hi, my students! 希望学生能够回答 Hello teacher. /Hi, Mr./Ms. _____.

教学提示



教师可以把这段时间作为每人自由使用新语言技能的时间。教师鼓励学生努力说英语，这段时间不要纠正他们。只要他们愿意说英语，教师应该高兴。好的语音来自于练习。

复习

当每名同学都坐好后，对上节课学过的内容做一个简短复习，教师可以使用各种教学技巧。指着黑板上的词汇，让学生说或跟读；教师可以举起这些物品问这是什么；也可以在教室内走动拿起一支铅笔，例如，从一名学生的桌子上拿起一支铅笔问 Whose pencil is this? 学生应该回答 It is _____'s pencil.

叫一名学生带着他/她的铅笔盒到教室前面来，教师问 What's in _____'s pencil box? Let's see. 这名学生将物品一一拿出，教师问 What's this? 等待学生们正确回答。

课文导入

教师: Okay, boys and girls! Let's learn some new and useful words. And let's learn how to talk about where something is. Is it on, in, under, between or beside? Let's find out.

新概念

1. My classroom

让学生打开课本第6页，指导学生看第1部分。问学生他们从图中能看到什么，一些学生也许会回答看到铅笔、铅笔盒、箱子等。一些学生可能会说他们看到了老师和几名学生。教师可以说: Yes, that is correct. The students are sitting. What are they sitting at? 一些学生可能已经忘记怎么说这个单词了，教师可以举起 desk 的词汇卡片，教授此单词。将图片展示给学生，说 desk。然后，触摸教室里的桌子说 This is a desk. Please repeat after me.

现在，教授 chair。举起词汇卡片，说单词，让学生跟读。在教室走动，触摸椅子，说单词，让学生重复。

Now, hold up the flash card for **schoolbag**. Say the word, and have the students repeat after you. If you can see a schoolbag in the room, make sure you hold it up and say **This is a schoolbag**. You can ask students to hold up their schoolbags and say the word. Now, you have taught these three new words.

The last word to teach is **blackboard**. Use the same technique of showing the flash card, saying the word and asking students to repeat after you. Now, go to the classroom blackboard and touch it. Ask **What is this?** Many students should now be able to tell you that it is a blackboard.

Now, let's listen to the audiotape. Please look at part 1, page 6 and follow along. Play the audiotape twice.

●Practice●

Look and Do

Write the four new words **blackboard, desk, chair, schoolbag** on the blackboard now. Take a few minutes to make sure everyone knows how to read and say the words aloud. Point to the word and ask volunteers to stand and say them.

You can also:

Ask everyone in one row to stand and touch their **desk**.

Ask everyone in another row to stand and touch their **chair**.

Ask everyone in another row to stand and hold up their **schoolbag**.

2. Where are they?

Ask the students to look at part 2 in their student books. You are going to teach **between, beside, under, on, in**. Begin by looking at the picture in panel 1. Students already know **desk** and **chair** from part one. Point to each of these and ask **Where is Danny?** Some students may tell you that he is in the classroom, and accept that as correct. However, ask them to look closer. Take your time and explain the concept of **between**. Point to the desk, point to the chair and point to Danny. **Danny is between the desk and the chair**. You should really emphasize **between** when you say it so the students can begin to grasp the concept of **between**. Say it again twice and ask the students to repeat. Now, write **between** on the blackboard. Say the word, and have students repeat it again.

You will now use a variety of ways to ensure the students understand the word **between**. You can put two objects on your desk (a pencil and a pen for example). Now, put a ruler between the pencil and pen and say **The ruler is between the pencil and the pen**. Do this a few times with different objects. Ask three students to come forward. Line up two students and say their names. Then put the third student between them and say _____ **is between** _____ **and** _____.

When you feel the students understand the idea of **between**, you are ready to teach the remaining four words. Use this same process as you used above to teach the words. You can vary the objects that are used, but try to stick to the same teaching method here as the students will easily grasp it if you take the time to teach the first word (**between**) well and properly.

When you feel that your students understand and can use the words, play the audiotape for part 2 as everyone follows along. They should be able to grasp the concept quite nicely now.

现在，举起 schoolbag 的词汇卡片，说这个单词，让学生跟读。如果在教室发现一个书包，一定举起来说 This is a schoolbag。教师可以让学生举起他们的书包说这个词汇。现在，教师已经教授完三个单词了。

最后一个要教授的单词是 blackboard。用相同的方法举起词汇卡片，说单词，让学生跟读。现在走向教室的黑板，触摸它并问学生，What is this? 多数学生现在应该能够说出这是一个 blackboard。

教师说 Now, let's listen to the audiotape. Please look at part 1, page 6 and follow along. 播放两遍录音。

• 练习 •

听指令做动作

现在，在黑板上写下这四个新单词：blackboard, desk, chair, schoolbag。用几分钟时间确保每名学生知道如何读和大声说这些单词。教师指着单词，让自告奋勇的学生站起来说。

教师也可以：

让一排学生站起来，触摸他们的桌子。

让另一排学生站起来，触摸他们的椅子。

再让一排学生站起来，举起他们的书包。

2. Where are they?

让学生看教科书第 2 部分，教师将教授 between, beside, under, on, in。先看图 1，学生已经从第 1 部分知道了 desk, chair。指着图问 Where is Danny? 有些学生可能会说他在教室里，教师认为此答案是对的并接受。让学生继续仔细看，不要着急，解释 between 的含义。指着桌子，指着椅子，指向 Danny: Danny is between the desk and the chair. 教师应该着重讲授 between，学生能够开始掌握 between 的概念。再说两遍，让学生重复。现在，教师在黑板上写 between 这个单词，说单词，让学生再次重复。

教师可以用各种方法让学生理解 between 的概念。教师可以在桌子上放两件物品（比如一支钢笔和一支铅笔）。现在，在铅笔和钢笔之间放一把尺子，并且说 The ruler is between the pencil and the pen. 用不同的物品，重复做几次。叫三名学生到前面来，让两名学生排队并说出他们的名字，然后将第三名学生放在两人之间，说 _____ is between _____ and _____.

当教师觉得学生明白 between 的意思后，教师可以教授余下的四个词。可以利用和上面同样的过程教授这些词。教师可以变化不同的物品，但是最好使用相同的方法，因为如果教师教授第一个单词（between）时方法得当，学生可以很容易掌握。

当教师觉得学生理解并能使用这些单词时，播放第 2 部分录音，让学生跟读。此时，学生应该能够很好地掌握这些概念了。

3. Let's do it!

Explain how to do the activity. Teacher can say: **Let's look at part 3. Let's show that we have really learned these new words!** The students must be able to fill in the blanks with the correct words (**in, on, under, between, beside**). You can assist them with the first one. Ask them to first find the schoolbag in the picture. Then ask **Where is the schoolbag?**

Allow enough time for the students to finish the activity and be sure to go around the room helping those that appear to be having difficulty with the activity.

CHECK FOR UNDERSTANDING

Divide the class into five groups (four or five). They are going to practise and demonstrate to each other their ability to use the new words of this lesson. Give each group one of the words (**in, on, under, beside, between**). The groups must find a way to demonstrate the word. For example, the group with the word **under** can decide to get under a desk. One student can say **Where are the students? They are under the desk.**

Give time to work out how to present the word and then have each group present their word to the rest of the class.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 6.**

CLASS CLOSING

Teacher: **Great work, boys and girls! Now you know some new classroom words. Now you know how to say where something is.**

3. Let's do it!

解释如何做第3部分，教师可以说 Let's look at part 3. Let's show that we have really learned these new words! 学生必须用正确的词汇填空（in, on, under, between, beside）。做第一个时，教师可以提供帮助，让学生首先在图中找到 schoolbag, 然后教师问 Where is the schoolbag?

给学生足够的时间完成此项活动，教师一定要四处走动，帮助那些看起来有困难的学生。

巩固检验

将全班分成五个组（四个或五个）。学生将练习并互相展示运用本课新词汇的能力。给每组一个词汇（in, on, under, beside, between），本组学生必须找到一种能展示此词汇的方法，例如，分到单词 under 这一组的学生可以待在桌子下。一名学生说 Where are the students? They are under the desk.

给学生足够时间想办法展示单词，每组向全班表演他们的词汇。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 6.

结束课堂教学

教师：Great work, boys and girls! Now you know some new classroom words. Now you know how to say where something is.

Lesson 4 How Many Books Are There?

Lesson 4 How Many Books Are There?

1 Danny's game

1 How many books are there on my desk, Jenny?



2 One, two, three, four, five, six, seven, eight. There are eight books.



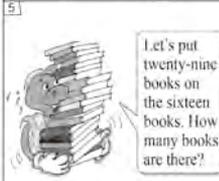
3 Let's put eight books on the eight books. How many books are there on my desk now?



4 Sixteen!



5 Let's put twenty-nine books on the sixteen books. How many books are there?



6 One book! Oops!



2 Numbers

1 one	11 eleven	20 twenty
2 two	12 twelve	30 thirty
3 three	13 thirteen	40 forty
4 four	14 fourteen	50 fifty
5 five	15 fifteen	60 sixty
6 six	16 sixteen	70 seventy
7 seven	17 seventeen	80 eighty
8 eight	18 eighteen	90 ninety
9 nine	19 nineteen	100 one hundred
10 ten		

Can you say the numbers from thirty to forty?



Yes! Thirty, thirty-one, thirty-two...

3 Let's do it!

Match and colour.

36

thirteen

21

9

forty

nine

5

18

sixty-seven

thirty-five

twenty-one

40

13

six

eighteen

67

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **forty, fifty, sixty, seventy, eighty, ninety**
2. Students will be able to aurally understand and orally use this sentence structure:
 - How many... are there?
 - There are...

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 4
- Flash cards for numbers: **thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred**
- Pieces of paper with the numbers thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred written on them

第4课 那有多少本书?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: forty, fifty, sixty, seventy, eighty, ninety
2. 学生能听懂、会说下列句子结构:
 - How many... are there?
 - There are...

教学准备

- 第4课录音带或教学光盘
- 数字词汇卡片: thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
- 写有下列数字的纸: thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Before your students arrive for class, prepare large posters with the numbers **thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred** on them. You should highlight the **ty** ending for these numbers. Also make sure that you have the numbers from one to twenty posted in your room. You can also write the numbers on the blackboard.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. You should say things such as **Hello, boys and girls. How many students are we today?** (Count the students as they come in to class.)

When everyone has settled into their seats, begin with a short review of the materials from last lesson. Arrange some objects on your desk and ask questions: **Where is the _____? Is it on or in the _____?** You should review **on, in, under, between, beside.**

Ask students to stand and ask **Where is _____? Is he under the desk?** Have fun with this review and ask silly questions that are obviously incorrect. Your students should be able to correct you and tell you where things are.

Lesson Hook

Teacher can tell the students that counting is very important. That's how they know how many things there are. Today, they are going to learn a simple way to count using big numbers!

NEW CONCEPTS

1. Danny's game

Your students have already learned in previous semesters the numbers from 1 to 20. They should be able to demonstrate their ability to count out these numbers. Tell your students to shout out the numbers as you write them on the blackboard. Begin with **1 one** and proceed to **20 twenty.**

Ask your students to open their student books to page 8, part 1. Talk about the pictures. Ask what they think is happening in each panel. Be sure to ask **How many books are there?** Repeat this question often as you talk about the pictures. Your students should be able to tell you that Danny and Jenny are playing a game with books. They are counting books. Danny is being funny, as always. Ask a student to count the books in panel 1 (eight). Panel 2 (students should be able to count to sixteen).

Now, play the audiotape and follow along in the student books. Play the audiotape again and follow along.

●Practice●

Group Work

Divide the class into small groups. Some students stack books, and ask **How many books are there?** Another group of students counts and answers **There are _____ books.**

Some students can gather rulers, pencils or pens and ask **How many (rulers, pencils, pens) are there?**

学生到达教室之前，教师准备大的张贴画，上面写着 thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred 这些数字。教师应该将数字单词结尾处的 ty 突出。确定教室内张贴着 1~20 的数字，教师也可以将这些数字同时写在黑板上。

开始上课和复习

问候

学生到达教室时问候他们。教师应说 Hello, boys and girls. How many students are we today? (学生进教室时数一数有多少人。)

当每个人都坐好后，简短地复习一下上节课的内容。摆放教师桌子上的一些物品，问问题：Where is the _____? Is it on or in the _____? 教师应该复习 on, in, under, between, beside。

让学生站起来问 Where is _____? Is he under the desk? 让此项活动变得有趣，教师可以问一些显而易见的错问题，学生应该能够纠正教师并说出物品的位置。

课文导入

教师可以告诉学生数数非常重要，这样可以知道物品的数量有多少。今天，学生们将学一种可以用大数字数数的简单方法。

新概念

1. Danny's game

学生在以前的学习中已经了解了数字 1~20。学生应该能够数出这些数字。当教师在黑板上写这些数字时，让学生大声说出它们，从 1 one 到 20 twenty。

让学生打开教科书翻到第 8 页，第 1 部分，谈论这些图片。问学生他们认为每幅图发生了什么。记得要问 How many books are there? 在教师和学生讨论图画时经常重复这个问题。学生应该能够说出 Danny 和 Jenny 正在用书做游戏。他们在数书。Danny 和往常一样，风趣幽默。叫一名学生数图 1 有几本书 (8 本)。图 2 有几本书 (学生应该能数到 16 本)。

现在，播放录音，让学生看书跟读。再次播放录音，让学生跟读。

• 练习 •

小组活动

将全班分成若干小组。一些学生整齐地堆起一摞书，问 How many books are there? 另一组学生数并且回答 There are _____ books.

学生可以收集尺子、铅笔和钢笔问 How many (rulers, pencils, pens) are there?

2. Numbers

Now, begin to explain how you make bigger numbers by adding some letters to the ends of the numbers. Use **sixteen, seventeen, eighteen** and **nineteen** as your examples. Write the number on the blackboard. Use a different coloured chalk to highlight **teen** in each of these words. Point out the original number (six for example) and then show how adding **teen** to **six** gives you six plus ten (teen) making the new number sixteen. Repeat this for the next four numbers. Your students should already understand this concept, but take the time to review it and make sure they fully-understand.

Teacher say: **Now, let's learn even more about numbers. Let's learn how to make numbers to one hundred.** Hold up the flash cards from thirty to ninety. Teach the students how to say each new number. Say each number aloud and make sure to emphasize the first part of the word (FORty). You want your students to hear and recognize the smaller number contained within the larger number. Repeat this for all the numbers from thirty to ninety.

Now, use the flash cards to show how these numbers are written. Hold up each card, say the number and ask your students to repeat after you.

Use the same process on the blackboard that you used to review adding **teen** to the numbers. But this time you are showing how you add **ty** to the smaller numbers to make the bigger numbers. Write the small number, then highlight **ty** using a different coloured chalk. Take your time, and slowly your students will begin to comprehend this concept.

The final thing for you to teach is how make numbers between the **ty** numbers. This is a fairly simple process to explain. Begin by writing **30 thirty** on the blackboard. Now say **thirty plus one more is thirty-one. Thirty plus two more is thirty-two.** Keep going until you feel your students get this concept and can begin to use it.

Now write **40 forty** on the blackboard and ask a volunteer to say the number. Then say **What number comes next?** Many students should be able to tell you that 41 (forty-one) comes next and so on.

Ask your student to look in their student books at page 9, part 2. Play the audiotape twice and follow along.

3. Let's do it!

Explain how this exercise is done. Point out the example (forty 40) and show that the two numbers are coloured the same. The students need to find the written and numerical form of each number and colour them the same colour. Give them plenty of time to complete the activity.

CHECK FOR UNDERSTANDING

Now give the students a chance to show their understanding of the material. You prepared some pieces of paper with the numbers **thirty, forty, fifty, sixty, seventy, eighty, ninety** and **one hundred** written on them.

Hold up a number (fifty for example) and ask a student to say the number. Then ask **How do you say fifty plus five more?** Students should be able to tell you **fifty-five**.

What about fifty plus nine more? Keep going, holding up a different number and asking these types of questions.

2. Numbers

现在，教师开始解释如何在数字的末尾加些字母使他们变成更大的数字，可以用 sixteen, seventeen, eighteen 和 nineteen 做为例子。在黑板上写数字，用另一种不同颜色的粉笔将单词末尾的 teen 突出。指出原来的数字（比如 6），然后展示如何在 six 后加上 teen，变成比六多十个的新数字十六。对于接下来的四个数字重复此过程。学生应该已经能理解这一概念，但是要花时间复习，确保学生完全理解。

教师说：Now, let's learn even more about numbers. Let's learn how to make numbers to one hundred. 教师举起从 30 到 90 的词汇卡片，教给学生怎么说每个新单词。大声说每个数字单词，着重每个单词的第一部分（FORty）。教师的目的是想让学生听出并认出大数字中包含的小数字。重复从 30 到 90 的所有数字。

现在，使用词汇卡片向学生展示这些数字怎么写。举起每张卡片，说数字，让学生重复。

教师可利用在数字后加 teen 的方法，在黑板上重复相同的过程。这一次是在较小的数字后加 ty 使它们变成较大的数字。先写小数字，然后用不同颜色的粉笔加重 ty。别急，慢慢来，学生会逐渐理解这一概念。

教师最后要讲授的是整十之间的数字怎么说，这是一个相当简单的过程。在黑板上写 30 thirty，告诉学生 thirty 加 1 是 thirty-one, thirty 加 2 是 thirty-two。一直这么做直到教师感到学生理解这个概念并能使用它们。

现在，在黑板上写上 forty 40，叫一名自告奋勇的学生说出这个数字。然后教师问 What number comes next? 许多学生应该能够说出下一个数字是 41 (forty-one), 并能依次说出下面的数字。

让学生看教科书第 9 页，第 2 部分。播放两遍录音，学生看书跟读。

3. Let's do it!

教师解释这个活动如何做。指出例子 (forty 40)，告诉学生这两个数字是相同的颜色。学生需要找到每个数字的英文单词和阿拉伯数字，并把他们涂成相同的颜色。给学生充足时间完成此项活动。

巩固检验

现在给学生一个机会展示他们对内容的理解。教师准备了一些纸上面写着数字 thirty, forty, fifty, sixty, seventy, eighty, ninety 和 one hundred。

举起一个数字（比如 50），让一名学生说出此数字。然后问 How do you say fifty plus five more? 学生应该能说出 fifty-five。

教师接着问 What about fifty plus nine more? 继续问，手拿不同数字问此类问题。

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 8.**

CLASS CLOSING

.....

Teacher: **Great work, class. Now you can count with really big numbers.**

Say goodbye to the students and as they leave the room, you can count them as they go out the door.

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 8.

结束课堂教学

.....

教师：Great work, class. Now you can count with really big numbers.

学生离开教室时和他们说再见，当他们出门时，教师可以数学生的人数。

Lesson 5 Where Is Danny?

Lesson 5 Where Is Danny?

1 In front of, behind.



in front of

Li Ming is in front of the tree.



behind

Li Ming is behind the tree.

2 Where is Danny?



Where is Danny?
He's in the classroom.
He's in front of Steven.
He's reading a book.

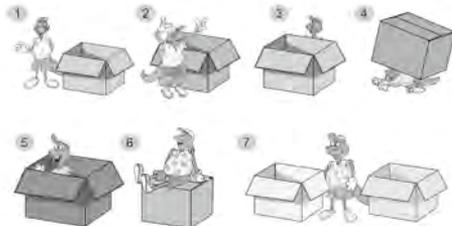


Where is Jenny?
She's on the playground.
She's behind Danny.
They're playing a game.

10

Let's do it!

Pair work. Look and say.



Where is Danny?



He is beside the box.

1 Letters and sounds

Try to read.



ea		oo	
meat	bread	zoo	book
read	sweater	school	look



11

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **behind, he, she**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - Where is he/she?
 - He/She is...
- Students will become familiar with the rules of pronunciation for the letters **ea** and **oo** in words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 5
- Flash cards for **in front of, behind**
- Flash cards for **sea, thread, moon, wood**

第5课 Danny在哪里?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: behind, he, she
2. 学生能认读、理解并运用下列基本的句型结构:
—Where is he/she?
—He/She is...
3. 学生能了解字母组合 ea 和 oo 在单词中的发音及规则。

教学准备

- 第5课录音带或教学光盘
- in front of, behind 的词汇卡片
- sea, thread, moon, wood 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

Make sure that you have your classroom decorated with the numbers from 1 to 100. On the blackboard write in big letters **20 twenty, 30 thirty, 40 forty, 50 fifty, 60 sixty, 70 seventy, 80 eighty, 90 ninety, 100 one hundred**. Greet your students as they enter the room and begin to settle down. You can also count students as they arrive.

When everyone has settled down in their seats, take a few minutes to review counting, especially numbers 20~100. You can do this in a variety of ways. One way is to start with the first student in the first row and have him/her begin with 1. Then go along the rows, pointing to the next student who says the next number. Keep going until you have reached 100.

Walk around the room and touch a number (from posters you have posted on the wall, or written on the blackboard). Ask **What number is this?**

Ask 20 students to stand up. Count them aloud. Then ask three more students to stand. Say **Twenty plus three more? How many are there?**

Lesson Hook

Tell the students that they know if something is in, on, under, beside or between something else. Today, they will learn some more ways to tell where something is.

NEW CONCEPTS

1. In front of, behind

Take a few minutes to review the material from Lesson 3 (**in, on, under, beside, behind**). You can do this in many ways, showing objects in relation to other objects or asking students to show you. You might ask three students to stand up. Tell one student to stand beside another student. Tell one student to stand between the two students. Ask a student to get under a desk. Ask a student to sit on a chair. Put a ruler in a pencil box. Each time you set up the situation ask **Where is ____?** Students should be able to answer using the correct word.

Teacher: **Now, let's open our books to page 10 and look at part one.**

Begin by talking about what they see in the two pictures: Li Ming, Danny and a tree. For the first picture, tell the students that Li Ming is in front of the tree. You can use big gestures to point to Li Ming so the students can see what you mean. **Now, look at the second picture. Where is Li Ming now? Li Ming is behind the tree.** Again, point and show. Speak slowly as you point to Li Ming, then point to the tree.

Now, compare the two pictures saying **in front of** (point to picture 1), **behind** (point to picture 2).

Play the audiotape and follow along.

You can also use the flash cards here to help the students grasp the concepts.

2. Where is Danny?

Repeat the above process for part 2. Look at the pictures and talk about what the students

开始上课和复习

问候

教师应确保教室里有 1~100 数字装饰。在黑板上，用大字写 20 twenty, 30 thirty, 40 forty, 50 fifty, 60 sixty, 70 seventy, 80 eighty, 90 ninety, 100 one hundred。学生进教室时问候他们，教师也可以此时数学生的人数。

当大家坐好后，花几分钟的时间复习数数，尤其是 20~100 的数字。教师可以使用各种方法。一种方法是让第一排的第一个学生开始数 1，然后按排逐个数，下一名学生说下一个数字，一直数到 100。

在教室走动，指着一个数字（教室墙上张贴画中的，或者教师写在黑板上的），问学生 What number is this?

让 20 名学生站起来，大声数出他们。然后让另三名学生站起来，教师说 Twenty plus three more? How many are there?

课文导入

告诉学生他们知道某物在某物的里面、上面、下面、旁边和在……之间怎么说。今天他们将学习一些描述某物在哪儿的更多表达法。

新概念

1. In front of, behind

首先用几分钟复习第 3 课学过的内容 (in, on, under, beside, behind)。教师可以使用多种方法，展示物品和物品之间的位置关系或者让学生展示。教师可以让三名学生起立，让一名学生站到另一名学生旁边；让一名学生站在这两名学生之间；一名学生钻到桌子下面；一名学生坐在椅子上；在文具盒里放一把尺子。每次创设情境都问学生 Where is _____? 学生应该能用正确的单词回答问题。

教师：现在，打开书第 10 页，看第 1 部分。

以让学生讨论在这两幅图中看到什么开始：Li Ming, Danny 和一棵树。第一幅图，告诉学生李明在树前面，教师可用夸张手势指出李明，这样学生就能明白教师的意图。Now, look at the second picture. Where is Li Ming now? Li Ming is behind the tree. 教师再一次指着李明，展示给学生。指着李明时要慢慢说，然后指向树。

现在，比较两幅图，教师说 in front of (指向图 1), behind (指向图 2)。

播放录音，学生看书跟读。

教师可在此处利用词汇卡片帮助学生理解概念。

2. Where is Danny?

教授第 2 部分时可重复上面的过程。看图，讨论学生们看到了什么。一些学生现

see. Some of them might now be able to use **in front of** and **behind** when you ask questions. Ask **Where is Danny? Where is Steven?** (Students will tell you they are in the classroom.) If no one volunteers that Danny is in front of Steven, you should give this information to them. Direct the students to the writing on the right of panel 1. Read this part aloud.

Repeat this process for panel 2. **Who is in the picture? What are they doing? Where are they?** Direct your students to look at Danny and Jenny. Ask **Is Jenny in front of Danny?** (Students should say no, Jenny is not in front of Danny.) **Where is Jenny?** Students answer, Jenny is behind Danny.

Play the audiotape twice and follow along with the text.

●Practice●

Pair Work

Divide the class into pairs. Tell them to practise **in front of** and **behind**. They stand with one in front and one behind and tell where they are. For example:

Tian: **I am in front of Li Li.**

Li Li: **I am behind Tian.**

Tian: **Li Li is behind me.**

Li Li: **Tian is in front of me.**

3. Let's do it!

Keep the same pairs for part 3. Ask the students to look at part 3 and you explain how to complete the exercise. One student points to a picture and asks **Where is Danny?** The other student says where Danny is using either: **in, on, beside, behind, under, between, in front of.**

Allow plenty of time to complete the exercise and remember to go around and help those students who are having difficulty with the assignment.

4. Letters and sounds

Ask the students to look at part 4, page 11. Begin with **ea**. Write **ea** on the blackboard so students can see it clearly. Say the sound as it is made in **meat, read**. Ask the students to repeat it. Do this many times, saying the sound first, then say the words. Now write **meat, read** beside the two letters. Use a different coloured chalk for the **ea** sound in the words. Say the words and have your students repeat after you. Do this many times until you feel they can say the sound and the words correctly.

Tell the students that **ea** has another sound as well. Say the sound as it made in **bread, sweater**. The students repeat after you. When they can say this sound, write the words **bread, sweater** on the blackboard, using coloured chalk again to highlight **ea**. Say the words and have your students repeat them until they can say the words correctly.

Repeat this process now to teach the two **oo** sounds.

Play the audiotape for this part and follow along.

●Practice●

Using the Card

When you are finished teaching the four new sounds, hold up the flash cards for **sea, thread, moon, wood** one by one. Ask for volunteers to try to say the words. You want them to try to read new words using the information you just taught them about the two **ea** sounds and the two **oo** sounds. Do not worry if they do not get these correctly. Some students should

在能用 in front of 和 behind 回答问题。问学生 Where is Danny? Where is Steven? (学生将会说他们在教室里。) 如果没有人自告奋勇地回答 Danny 在 Steven 的前面, 教师可以给学生信息。指导学生看图 1 右边的文字, 大声读出这一部分。

图 2 时重复这一过程。Who is in the picture? What are they doing? Where are they? 指导学生看 Danny 和 Jenny。问 Is Jenny in front of Danny? (学生应该说不是, Jenny 没有在 Danny 的前面。) Where is Jenny? 学生回答 Jenny 在 Danny 的后面。

播放两遍录音, 让学生跟读。

• 练习 •

同伴活动

将学生分成两人一组, 让他们练习 in front of 和 behind。每组学生中一人站在前面, 另一人站在后面, 他们要能够说出他们在哪儿。例如:

Tian: I am in front of Li Li.

Li Li: I am behind Tian.

Tian: Li Li is behind me.

Li Li: Tian is in front of me.

3. Let's do it!

保持同样的小组进行第 3 部分。告诉学生看第 3 部分, 教师解释如何完成这项练习。一名学生指着一张图问 Where is Danny? 另一名学生可以使用单词 in, on, beside, behind, under, between, in front of 等说出 Danny 在哪儿。

给学生大量时间完成这项练习, 记得在教室走动, 帮助有困难的学生。

4. Letters and sounds

让学生看 11 页, 第 4 部分。从 ea 开始, 在黑板上写出 ea, 这样学生可以看清楚。说出它在 meat, read 中的发音, 让学生重复。这样重复多次, 先说发音, 然后说单词。现在在字母组合旁边写上 meat, read, 单词中的字母组合 ea 用不同的颜色标出。教师说这些单词, 让学生重复。重复多次, 直到教师感到学生能够正确的发音和说单词。

告诉学生 ea 有另一种发音, 说出它们在 bread, sweater 中的发音。学生跟教师重复。当学生发此音时, 教师在黑板上写出 bread, sweater, 同样用不同颜色的粉笔将 ea 加重。教师说单词, 让学生重复, 直到他们能正确的说出这些单词。

在教授字母组合 oo 的发音时, 重复上面的方法。

播放录音, 让学生跟读。

• 练习 •

利用卡片

当教师教完四种不同的发音, 一一举起 sea, thread, moon, wood 的词汇卡片, 叫自告奋勇的学生试着读出这些单词。教师可以利用刚刚讲过的 ea, oo 两种不同的发音,

be able to make a good attempt, and you should praise them for trying.

CHECK FOR UNDERSTANDING

Hold up the flash cards for **in front of, behind**. Ask students to read them. Have two students stand up one in front of the other and ask **Is _____ in front of or behind _____?**

Write these words on the blackboard and see if anyone can read them: **hook, moo, seat, ready**

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 10.**

CLASS CLOSING

Teacher: **Great work today, boys and girls. When we leave the classroom today, I want the boys to follow behind the girls. Have a good day. See you next time!**

让学生试着读新单词。如果学生读不对也没有关系，这对于学生来说是很好的尝试，教师应该表扬他们。

巩固检验

举起 in front of, behind 的词汇卡片，让学生读。叫两名学生站起来，一名在另一名前面，问 Is _____ in front of or behind _____?

将 hook, moo, seat, ready 这些单词写在黑板上，看是否有人能读出他们。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 10.

结束课堂教学

教师：Great work today, boys and girls. When we leave the classroom today, I want the boys to follow behind the girls. Have a good day. See you next time!

LESSON 6 Little Zeke

Lesson 6 Little Zeke

Story time

1



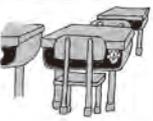
Zeke is a little, little boy. Emma is a girl. She is Little Zeke's friend.

2



Emma has many friends. Tom, Nan and Jane are her friends.

3



But Little Zeke has only one friend – Emma. He hides in Emma's desk.

4



Where is my pencil?
Here it is.

What does Little Zeke do? He helps Emma.

5



Emma, is this your apple?
No. It's not my apple.

Sometimes, Little Zeke puts an apple on the teacher's desk. In the morning, Mrs. Jones finds the apple on the desk.

6



Hello. My name is Emma. What's your name?

A new girl, Tess, comes to Emma's class. She feels sad and afraid. She hides behind her books.

7



Little Zeke wants to help Tess. He wants her to feel happy. He writes to her.

8



Hello!
Hi!

Tess finds Little Zeke in her desk. She finds him in her pencil box. She is so happy.

9



Now, Little Zeke has two friends – Emma and Tess.

★ **Read and Fill**

- Who is Little Zeke?
- What does Little Zeke do?



12
13

TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 6

CLASS OPENING AND REVIEW

Greeting

Greet your students as they enter the classroom. **Hello, boys and girls. How are you**

第6课 小齐克



MY TEACHING NOTES

教学目标

1. 学生能够听懂和理解这个简单的故事。
2. 学生能就故事进行提问和回答。
3. 学生能够用自己的语言分角色表演这个故事。

教学准备

- 第6课录音带或教学光盘

开始上课和复习

问候

学生进教室时问候他们。教师可以使用以下课堂用语： Hello, boys and girls. How

today? Are you ready to learn and have fun? Welcome to our classroom.

Review

When the students are settled in their seats, begin with a short review of material from last lesson. Write **in front of** and **behind** on the blackboard in large letters. Ask volunteers to read these words to you. Ask two volunteers to stand up. Tell one to stand in front of, and the other behind. Ask students **Who is in front of _____? Who is behind _____?**

Write **ea** on the blackboard and ask students to say the sound of these two letters. Some students will say the sound as it sounds in **read**, others will tell you the sound it makes in **sweater**. Allow many students to say the two sounds aloud. When students say the sound, be sure to repeat it correctly after them.

Lesson Hook

Teacher: **We all need a good friend. Do you have a friend? Today, let's meet a strange little boy. His name is Zeke and he is Emma's good friend. You will like Zeke. He is a good little boy.**

NEW CONCEPTS

.....

Story time: Little Zeke

This story is about students who help each other. Little Zeke is a little, little boy. He is kind and shy. He hides in his friend, Emma's desk. One day, a new classmate, Tess comes to Emma's class. She is sad and scared. Little Zeke helps her and makes her feel happy and no scared any longer. He becomes her new friend.

Prepare to Read

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

Ask your students to open their books to page 12. Give 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.

When you are ready, begin with a discussion about friends.

Who has a friend?

What is his/her name?

Why is he/she your friend?

What do you like about your friend?

What do you like to do with your friend?

Does your friend want to help you?

Do you want to help your friend?

Read the Story

●Talk about the pictures●

are you today? Are you ready to learn and have fun? Welcome to our classroom.

复习

当学生坐好后，用一小段时间复习上节课所学内容。用大的字母在黑板上写 in front of 和 behind, 教师可以叫自告奋勇的学生读这些单词。叫两名自告奋勇的学生起立，让一名学生站在前面， 另一名学生站在后面，问学生 Who is in front of _____? Who is behind _____?

在黑板上写出字母组合 ea, 让学生说出其发音。一些学生会说它在 read 中的发音，另一些会说出它在 sweater 中的发音。让许多学生大声说这两种发音。当一名学生说字母组合的发音时，一定要正确地重复它们。

课文导入

教师: We all need a good friend. Do you have a friend? Today, let's meet a strange little boy. His name is Zeke and he is Emma's good friend. You will like Zeke. He is a good little boy.

新概念

Story time: Little Zeke

这是一篇同学之间互相帮助的故事。主人公 Little Zeke 是一个很小的男孩。他善良、害羞，藏在好朋友 Emma 的书桌里。直到有一天， 班上来了一位新同学 Tess，她更胆小、害羞。Little Zeke 帮助她，帮她克服陌生环境带来的恐惧，成为她的新朋友。

读前活动

教师可以在此部分利用汉语教授，目的是激发兴趣，让学生讨论。把此部分作为真正读故事前的热身活动。

让学生翻到课本第 12 页，给学生几分钟时间看图片，告诉他们应该试着理解或猜测每幅图发生了什么。

当教师做好准备，让学生就朋友这一话题进行讨论。

Who has a friend?

What is his/her name?

Why is he/she your friend?

What do you like about your friend?

What do you like to do with your friend?

Does your friend want to help you?

Do you want to help your friend?

阅读活动

• 讨论图片 •

Panel 1

Now, let's look at the first picture. What can you see? (Students should be able to say they see a girl sitting at her desk. They see she is holding something small in her hand.) Tell the students the girl's name is Emma. She is holding a little boy. His name is Zeke. Say the two names slowly and ask students to repeat after you. Point to Emma and ask **Who is this?** Point to Zeke and ask **What is his name?**

Panel 2

What do you see in this picture? Can you see Emma? Look at the boy. Is Emma in front of the boy? Is Emma behind the boy? Where is Emma sitting? (Some students should be able to tell you now that Emma is sitting beside the boy. If they cannot do this, make sure to tell them, and take a few minutes to review **in front of, beside** and **behind**).

Explain that Emma has many friends. One friend's name is Tom. Point to Tom. Ask your students to say his name after you. Another friend is Jane. Students should repeat her name.

Panel 3

What do you see here? If the students cannot see Zeke, make sure you point to him.

Where is Zeke? (Some students might be able to tell you that he is **in** the desk. If no one volunteers this information, take the time to review **in, on**.)

Why do you think Zeke is hiding in the desk? (You should tell the students that Zeke is lonely. Why? Because he has only one friend.)

Panel 4

What do you see in this picture?

What is Emma looking for?

Does she find her pencil?

Who helps her find the pencil?

Panel 5

What do you see in this picture? (help the students to recognize the teacher)

What is the teacher holding? (you should explain that in many schools, students bring an apple and give it to their favourite teacher. It is a way of thanking the teacher of all the help she/he gives to the student)

Look at the bubble beside Emma. **Who do you see?** The teacher thinks Emma gave her the apple. But Emma thinks it was Zeke.

Panel 6

What do you see in this picture? (Students should be able to tell you they see Emma. There is another person too.) **What is the new girl doing?** (hiding behind some books)

This is a new girl in the class. Why do you think she is hiding? (students should be able to tell you that she is shy, scared)

Panel 7

What do you see now?

What is Zeke doing? (writing a note to the new girl)

Can you guess what he is writing on the paper? (you should tell the students that he is writing that he is in her desk)

图 1

Now, Let's look at the first picture. What can you see? (学生应该能够回答他们看到一个女孩坐在桌子旁, 他们看到她的手里拿着一个小东西。) 告诉学生女孩的名字叫 Emma, 她拿着一个小男孩, 他的名字叫齐克。慢慢说这两个名字, 让学生重复。指着 Emma 问 Who is this? 指着 Zeke 问 What is his name?

图 2

教师可以问 What do you see in this picture? Can you see Emma? Look at the boy. Is Emma in front of the boy? Is Emma behind the boy? Where is Emma sitting? (一些学生应该能够告诉教师 Emma 坐在一男孩旁边。如果他们不能说出来, 一定要告诉他们, 用几分钟时间复习 in front of, beside 和 behind。)

解释说 Emma 有许多朋友。一个朋友的名字叫 Tom, 教师指向 Tom。让学生跟教师重复读他的名字。另一个朋友是 Jane, 学生应该跟教师重复读这个名字。

图 3

What do you see here? 如果学生看不到 Zeke, 教师可以帮学生指出他。

Where is Zeke? (一些学生可能会告诉教师他在桌子里。如果没有人自告奋勇回答这个问题, 花时间复习 in, on。)

Why do you think Zeke is hiding in the desk? (教师应该告诉学生 Zeke 很孤单。为什么? 因为他只有一个朋友。)

图 4

What do you see in this picture?

What is Emma looking for?

Does she find her pencil?

Who helps her find the pencil?

图 5

What do you see in this picture? (帮助学生认出老师)

What is the teacher holding? (教师应该解释在许多学校, 学生给他们最喜爱的老师送苹果。这是一种感谢老师对她/他的所有帮助的方法。)

看 Emma 旁边的对话框, Who do you see? 老师认为是 Emma 给她的苹果, 但 Emma 认为是 Zeke 给她的。

图 6

What do you see in this picture? (学生们应该能够告诉教师他们看到了 Emma, 并且还有另一个人。) What is the new girl doing? (藏在书后面)

This is a new girl in the class. Why do you think she is hiding? (学生应该能够说出她是因为害羞、害怕。)

图 7

What do you see now?

What is Zeke doing? (正在给这个新来的女孩写纸条)

Can you guess what he is writing on the paper? (教师应该告诉学生 Zeke 正在写他在她的桌子里。)

Panel 8

Now, what do you see?

Where is Zeke? (Some students will say he is in her desk, others will be able to say he is in her pencil box. Make sure you stress the proper use of **in** and praise students for being able to use this recently-learned concept.)

Panel 9

Who is in this picture?

Are they all friends?

Where is Zeke standing? (Again students who have picked up the previously-taught materials should be able to say that Zeke is between Emma and the new girl.)

●Read aloud●

Teacher: **Great work, boys and girls. You did a good job talking about the story. And we all now have a good idea about what happens in the story. Now let's read it aloud.**

Ask the students to follow along as you slowly read the story. Use gestures and act out as much of the story as you can. Make it interesting. If possible, use different voice tones to heighten interest for the students. Read the story through once. Then read it again a second time, but this time, do not be afraid to stop and explain more about what is happening, or to ask more questions to ensure your students are understanding the main points of the story.

●Listen and repeat●

Now it's time to play the audiotape. Play it once as the students follow along in the book. Again, do not be afraid to stop and start the time. Your goal is to make sure everyone understands the story. At this point you can also repeat difficult words or sounds and even ask students to say some words aloud for you.

Play the tape a second time, but now, you ask the students to read aloud as the tape plays.

●Read in groups●

Divide your class into small groups of four or five. Tell them they should read the story aloud and together. This is not individual reading. It will give those shy or reticent students a chance to read without being centred out in the group. As the students read the story, go around the room and focus on the students, try to find out who is having trouble reading or who is not reading at all and make note of those students. They will need more encouragement in the future, and it is good to identify them now in the group setting.

After Reading

●Role Play●

Divide the class into groups of four (two boys, two girls). One boy retells the story. One boy plays Zeke. One girl is Emma and the other girl is the new girl Tess. Tell the students to tell the story to each other and work out the basic story structure. Begin by you telling the story and acting out the parts so as to give the students a model to work with:

A little girl, Emma has a good friend. He is small, but he is nice. His name is Zeke. "Hello, Zeke." "Hello Emma." Emma has many friends, but Zeke has only one friend, Emma. "I am your friend, Zeke," says Emma. "I want to help you always," says Zeke. Zeke likes to give the teacher gifts. He gives her an apple. "What a nice, red apple!" says the teacher. "I wonder who gave it to me. It must be Emma." "No," says Emma. "It was my little friend Zeke," Where does Zeke live? He lives in Emma's desk.

图 8

Now, what do you see?

Where is Zeke? (一些学生可能回答他在她的桌子里, 另一些人可能回答他在她的文具盒里。教师要着重 in 的正确用法, 表扬学生能够使用最近学到的这个概念。)

图 9

Who is in this picture?

Are they all friends?

Where is Zeke standing? (学生如果已经对前面学过的内容很熟悉, 他们应该能够说出 Zeke 在 Emma 和这位新女孩之间。)

• 大声朗读 •

教师: Great work, boys and girls. You did a good job talking about the story. And we all now have a good idea about what happens in the story. Now let's read it aloud.

让学生跟教师慢慢读故事。用手势尽量表演故事, 让它有趣, 如果可能, 用不同的声调加强学生的兴趣。通篇阅读一遍; 然后再读一遍, 但这次不要害怕停下来解释发生了什么, 或者问更多问题确保学生了解故事的大意。

• 听录音跟读 •

现在是播放录音的时间。播放一次, 让学生看书跟读。别害怕停下来, 教师的目的是让每个人理解故事。这时, 教师可以重复较难的单词和发音, 甚至可以让学生大声说出一些词。

再次播放录音, 但是这次, 让学生跟录音大声朗读。

• 小组阅读 •

将全班分成四或五人的小组。告诉学生他们应该大声一起读故事。这不是单个人读, 这将给那些害羞和沉默的学生不被注意的机会。当学生读故事时, 教师在教室内走动, 关注学生, 尽量找出哪些学生读时有困难, 哪些学生根本没读, 记录下来这些学生, 将来要多鼓励这些学生, 能在小组中发现他们很好。

读后活动

• 角色扮演 •

将全班分成四人一组(两个男孩, 两个女孩)。一个男孩复述故事, 一个男孩扮演 Zeke, 一个女孩扮演 Emma, 另一个女孩扮演新同学 Tess。告诉学生互相讲故事, 并找出基本的故事梗概。教师可以先示范:

A little girl, Emma has a good friend. He is small, but he is nice. His name is Zeke. "Hello Zeke." "Hello Emma." Emma has many friends, but Zeke has only one friend, Emma. "I am your friend, Zeke," says Emma. "I want to help you always," says Zeke. Zeke likes to give the teacher gifts. He gives her an apple. "What a nice, red apple!" says the teacher. "I wonder who gave it to me. It must be Emma." "No," says Emma. "It was my little friend Zeke," Where does Zeke live? He lives in Emma's desk.

One day, a new student comes to school. She is very shy. She has no friends. She hides. Her name is Tess. Zeke writes a letter to Tess. He tells her that he will be her friend. Now Zeke has two friends. Tess has two friends too. Who are her new friends? Zeke and Emma. Everyone is happy.

Provide plenty of time for the students to work out how they want to tell the story. You go around and encourage and help the students.

When everyone is ready, the groups can present their stories to each other.

CHECK FOR UNDERSTANDING

You should be able to determine if the students have understood the lesson (and much of the previously taught materials) as you watch and listen to their presentations.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 12.**

CLASS CLOSING

As the students prepare to leave, tell them how much you enjoyed their presentations. Remind them that next lesson they are going to have the chance to demonstrate how well they have done with this first unit in their English lessons. Say goodbye as they leave the room.

One day, a new student comes to school. She is very shy. She has no friends. She hides. Her name is Tess. Zeke writes a letter to Tess. He tells her that he will be her friend. Now Zeke has two friends. Tess has two friends too. Who are her new friends? Zeke and Emma. Everyone is happy.

给学生足够的时间，让他们复述课文。教师在教室内走动，鼓励、帮助学生。

当每人都准备好了，各小组可以互相展示他们的故事。

巩固检验

在观看学生表演和倾听他们讲述故事时，教师应该能够判断学生是否已理解了课文（及之前所学过的大部分内容）。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 12.

结束课堂教学

当学生准备离开时，告诉他们教师是多么喜欢他们的表演。提醒学生下节课他们将有机会展示对本单元内容的掌握情况。学生离开时和他们说再见。

Again, Please!

Again, Please!

1 Listen and talk.

1 Hi, Kim. Where is Danny?
He is in the classroom.

2 Hi, Danny. This is Steven. He is my new friend.
Nice to meet you.
Nice to meet you, too.

3 What's this? Is this your toy bus?
No. It's my new pencil box.

4 A crayon is under the desk. Whose crayon is that?
Oh, it's my crayon.

14

2 Listen and circle.

1 14	2 40	3 23	4 32

3 Look and write.

Word List
in front of
on
beside
under
behind
between

- Jenny is _____ Danny.
- Steven is _____ the bike.
- Kim is _____ the tree.
- The red bike is _____ the blue bike.
- The school is _____ the library and the restaurant.
- The blue bike is _____ the red bike.

15

4 Read and match.

Whose ruler is this?

There are sixteen books.

Where is Kim?

This is my friend, Danny. How are you?

- How many books are there?
- She is on the playground.
- It's Kim's ruler.
- Fine, thank you.

5 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12 ☆	B 7-9 ☆	C 3-6 ☆		

16

TEACHING GOALS

- Students will complete four 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

Greet your students as they enter the room and begin to settle down. Teacher can say: **Hello, boys and girls. Are you ready to show how**

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生将完成四项活动来证明他们各自的听、说、读、写技能。
2. 学生将要完成一个表明在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

学生进教室坐好前问候他们，教师可以说 Hello, boys and girls. Are you ready to show how much you have learned already? Today, we are going to review. Then we will

much you have learned already? Today, we are going to review. Then we will decide how well we are doing so far.

Teaching Tip



The final lesson in each unit is not to be treated as a test. It is simply a way for you, and your students to show how much they have learned. You should encourage them to try really hard, but to not worry. Begin with a discussion about taking responsibility for their own learning. Tell them that you make your best effort to teach them well, but that is not enough. They must contribute too, by making their best effort to contribute to their own success. You can use Chinese for this part of the lesson. Ask questions to see what the students think they have learned in this first unit. Some will be able to tell you that they learned how to count big numbers. Others will remember that they learned how to talk about where something is in relation to something else. Encourage participation by everyone.

1. Listen and talk.

Begin by playing *Listen and talk* once. The students should have their books open to page 14, and follow along with the tape. When the tape finishes, lead a discussion about the story. Look at each panel and find out what they can tell you about what is happening. Point out some of the key words (**in** the classroom, **under** the desk, pencil box, crayon). Where is Jenny in panel 1? (between Kim and Steven) What else can the students tell about the story? Provide plenty of opportunities for many students to speak up and talk about what they see.

Play the audiotape again.

Have different students take on the roles of the people in the story and perform the dialogue aloud for the rest of the class. Switch and allow other students to do the same thing while everyone else listens.

2. Listen and circle.

Direct the students to look at page 15, part 2. Explain the exercise. You will play the audiotape. They will put a circle around the correct answer. Do the first one as an example. Then, play the tape as the students complete the exercise.

The audiotape goes:

1. – **How many books are there? – There are 40 books.**
2. – **Can you say the number? – Yes! It's 23.**
3. – **Where is Jenny? – She's in the library.**
4. – **Where is the pencil box? – It's under the desk.**

3. Look and write.

This writing activity requires the students to look at the picture and decide how to correctly fill in the blanks. Point to the **Word List** and read it aloud. Remind the students that they should know all of the words by now. Help the students with the first one. Read the sentence: **Jenny is (blank) Danny.** Read the **Word List** and ask:

Is Jenny in front of Danny? (No)

Is Jenny on Danny? (No)

Is Jenny beside Danny? (Yes)

decide how well we are doing so far.

教学提示



每单元最后一课并不是测试课，只是展示学生学会了多少的一种方法。教师应该鼓励学生尽量尝试，但不要担心。先讨论他们在自己的学习中应负的责任。告诉他们教师尽最大努力教好他们，但这不够。他们也必须付出，尽最大努力为他们成功付出。教师可以在此部分使用汉语。问学生问题以便了解他们在第一单元学到了什么。一些学生也许会说他们会用英文数大数字了，另一些学生会记住怎么用英语说物体之间的关系。鼓励每个人参与。

1. Listen and talk.

先播放此部分录音。学生应该打开书 14 页，听录音看书。当录音播放完毕，就故事引导讨论。看每幅图，学生能够说出正在发生什么。指着一些重点词汇（in the classroom, under the desk, pencil box, crayon）。图 1 中 Jenny 在哪儿？（在 Kim 和 Steven 之间）关于此故事，学生还能说些什么？教师应该给足够的机会让许多学生开口说，讨论他们看到的内容。

再次播放录音。

让不同的学生扮演故事中的人物，对全班学生大声表演故事。交换角色，让其他学生做这些事情，另一些人倾听。

2. Listen and circle.

指导学生看 15 页，第 2 部分。解释练习，教师播放录音，学生在正确的答案前画圆。以第一个为例，然后播放录音，让学生完成练习。

录音内容为：

1. – How many books are there? – There are 40 books.
2. – Can you say the number? – Yes! It's 23.
3. – Where is Jenny? – She's in the library.
4. – Where is the pencil box? – It's under the desk.

3. Look and write.

这项写的练习需要学生看图，决定如何正确填空。教师指着右边的词表，大声读出，提醒学生他们现在应该知道这些单词的意思。帮助学生完成第一个。读句子：Jenny is (blank) Danny. 读词表问学生：

- Is Jenny in front of Danny? (No)
- Is Jenny on Danny? (No)
- Is Jenny beside Danny? (Yes)

Okay, boys and girls, that is correct. Write beside in the blank for part 1.

4. Read and match.

Now we have a reading exercise. Can you do it? Of course you can.

Help the students understand how to complete the exercise. Students read each panel and then decide which is the best answer or response, based on what is being said. They must choose the answers from the four choices listed below.

5. How am I doing?

Take a few minutes to review the purpose of the evaluation. Remind the students that they should be honest with themselves when they decide how many stars to give themselves. They are only cheating themselves if they are not honest here. Explain that the purpose of evaluation is so that they can discover their strong points and their weak points. Once they know what these are, they can then focus their learning efforts to improve their weak points. If they give themselves many stars but really do not understand the material, things will get worse as time goes on and they fall further behind and cannot keep up.

Review the criteria:

• Listening

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

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

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

• Speaking

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

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

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

• Reading

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

☆☆ you can look at the picture and read most of the words, but still have some difficulties with longer words; you can read shorter stories, but longer stories with bigger words still give you some trouble;

☆ you need some help when reading short stories even with pictures to help you.

• Writing

☆☆☆ you can write words and letters correctly, you use your imagination when you write; you write clearly and your letters are well-formed and easy to understand;

☆☆ you can write most of the words and letters correctly with no help; your writing is mostly clear and easy to read, your letters mostly well-formed;

☆ you can write some of the words and letters correctly, but you still need a lot of help from classmates and your teacher.

Okay, boys and girls, that is correct. Write beside in the blank for part 1.

4. Read and match.

Now we have a reading exercise. Can you do it? Of course you can.

帮助学生理解如何完成这项练习。学生读每一幅图，然后决定哪一项答案或回答是最好的，他们必须从下面四个选项中选择。

5. How am I doing?

花几分钟时间回顾评价的目的。提醒学生当他们决定给自己几颗星时应该诚实对待，如果在这里不诚实欺骗的只是自己。教师解释评价的目的是让学生发现自己的强项在哪儿、弱项在哪儿。一旦他们知道了他们的强项、弱项在哪里，他们可以把学习重点放在提高弱项上。如果他们给自己许多颗星但是并不真正了解课文，随着时间推移，事情只能越变越糟，他们会更加落后，会跟不上。

回顾评价标准：

• 听

- ☆☆☆ 能正确理解语言材料且在听新材料时没有任何困难；
- ☆☆ 能理解大部分语言材料，但是有一些困难；
- ☆ 有一定困难，需要他人帮助才能理解语言材料。

• 说

- ☆☆☆ 口语非常流利，发音正确清晰，语调正确；
- ☆☆ 口语流利，但有时出现语言、语音错误；
- ☆ 在发音时通常需要帮助，在运用之前学过的发音技巧读新单词时有困难。

• 读

- ☆☆☆ 能够利用图片线索读出文字，能够轻松识别并理解之前学过的单词，能够轻松阅读理解较长的故事；
- ☆☆ 能看图读出大部分文字，但对于较长的单词仍有困难。能够阅读较短的故事，但是阅读包含较难单词的较长的故事仍有困难；
- ☆ 在阅读短故事时，即便配有图片，仍需要帮助。

• 写

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

For the Teacher: Suggestions for Evaluating the Students

NOTE PARTICULAR PROBLEMS

Write down the names of the students who seemed very uncertain during the oral parts of the lesson.

Write down words that you think require more drill for the whole class in comprehension or pronunciation.

GRADE ORAL COMPREHENSION

Based on your observations of the students' participation in *Again, Please!* and throughout the unit, award points as follows:

- 1 point: The student demonstrates little or no comprehension.
- 2 points: The student understands some words and can use some nonverbal signals to express meaning (such as nodding head or pointing).
- 3 points: The student can understand and speak about two thirds of the material. There may, however, be uncertainty or poor pronunciation.
- 4 points: The student can understand and speak about eighty percent of the material with reasonable pronunciation.
- 5 points: The student participates with confidence and can speak and understand ninety percent or more of the material.

CLASS CLOSING

.....

Say goodbye to your students and tell them that the next time you see them, it is time to continue with a whole new unit and time to get even better at listening, speaking, reading and writing English!

评估学生的建议（供教师参考）

注意特殊问题

记下那些在做课堂口语练习时非常没有信心的学生的名字。

记下教师认为需要学生在理解和发音方面更多练习的单词。

给口语理解评分

以教师对学生在复习课和整个单元的表现的观察为依据，按如下方式打分：

- 1分：理解很困难或完全不能理解的学生。
- 2分：能够理解一些单词并能通过一些非语言动作表达意思的学生（如点头或手指某物）。
- 3分：能够理解并能表达三分之二的內容，但是显得信心不足或发音不准确的学生。
- 4分：能够理解并能用正确发音表达百分之八十內容的学生。
- 5分：信心十足，积极参与，并且能够表达和理解百分之九十或更多內容的学生。

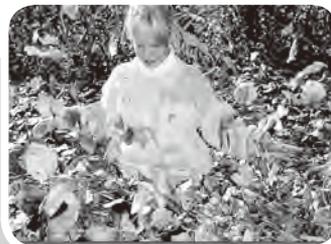
结束课堂教学

.....

和学生说再见，告诉他们下次见面时将学习新单元，到那时他们在听、说、读、写等方面将有更大进步！

Unit 2

Days and Months



General Goals for Unit 2

This unit teaches the students vocabulary for months, ordinal numbers, important festivals and weather, as well as the structures to describe date, birthday and weather. This unit contains much new knowledge and is relatively difficult. But the subjects which are closely connected with daily life are easy to motivate the students.

Unit 2 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson near the end of the unit just to review key words. You may want to include a lesson for making posters. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Teaching Tip



Teachers should encourage natural language use, and begin to sharpen pronunciation skills while keeping the focus on active learning where students begin to want to use their new language skills in more complex dialogues and conversations. All four language skills should be encouraged, ask students to take risks, and be aware that some students will easily grasp the content while others will need more help. Keep an eye on your students and provide those who are doing well with opportunities to help those who are struggling. Peer support is essential and should be encouraged whenever possible.

Specific Goals for Unit 2

Knowledge and Skills

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

第2单元

日期和月份



第二单元总目标

本单元将学习月份单词、序数词、重要节日以及描述天气状况的词汇，同时学习表达日期、生日和描述天气的句子结构。本单元新内容较多，难度相对有些大，但主题都是与学生日常生活息息相关的，容易激发学生的兴趣和求知欲。

第2单元共有6课，但教师应考虑用多于6个课时的时间来教授本单元。例如，在本单元即将结束时，教师可能想另加一节课以复习前面学过的重点词汇，也可能想单独用一节课来制作张贴画。总之，教师应根据学生的兴趣与需要，来安排教学节奏和内容。

教学提示



教师应鼓励学生自然运用语言，一方面要侧重同步练习，因为在练习中学生开始要在更加复杂的对话中运用新学到的语言技巧，另一方面要开始加强学生的发音技巧练习。教师应鼓励学生发展听说读写四项技能，同时要求学生勇于尝试，要注意有些学生可能会很容易掌握所学内容，而有些却需要更多帮助。要关注学生，给学得好的学生提供机会，让他们帮助学习较吃力的同学。同学间的互助很重要，无论何时都应受到鼓励。

第二单元具体目标

知识与技能目标

1. 学生能听懂、会说、认读和书写以下词汇：

month, Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec., rain, sun, hot, snow, cold, how, weather, sunny, warm, cloudy, windy, cool

2. Students will be able to recognize, understand and use these basic sentence constructions:

—**How's the weather in...?**

—**It's...**

3. Students will become familiar with the rules of pronunciation for the letters **ir, ur, er** and **or** in words.

4. Students will be able to understand the story *Mr. Moon's Birthday* with the aid of pictures and teacher support. And act it out.

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

Twelve Months

The Month Song

Learning Strategies

Students will continue to develop and utilize basic learning strategies, already introduced in previous books:

1. To observe simple English conversations in everyday situations;
2. To develop the habit of listening to the audiotape and repeating the sentences;
3. To concentrate when learning;
4. To take the initiative to ask questions of the teachers or of other classmates;
5. To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

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

Teaching Tip



Each unit exposes students to more words and phrases than they need to master or use orally. We have included these extra words because they form part of typical English conversation, which, we believe, students should hear. These extra words and phrases also allow the natural curiosity of children to guide some of their language learning. As you encourage and respond to questions about these extra words, you may decide to demonstrate, translate or use examples to make their meaning clear.

Culture Awareness

Students will learn about some Chinese and Western festivals.

Students will understand that many popular Chinese holidays and festivals (such as Children's Day) are similar to those celebrated in Canada.

month, Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec., rain, sun, hot, snow, cold, how, weather, sunny, warm, cloudy, windy, cool

2. 学生能认读、理解并运用下列基本的句型结构:

— How's the weather in...?

— It's...

3. 学生能了解字母组合 ir, ur, er 和 or 在所列单词中的发音及其规则。

4. 学生能在图片和老师的帮助下, 听懂、读懂故事 *Mr. Moon's Birthday*, 并能表演。

5. 学生能唱本单元的歌曲:

Twelve Months

The Month Song

学习策略目标

学生将继续发展和运用之前的教参中介绍过的基本学习策略:

1. 能在日常情景中观察到简单的英语对话;
2. 养成听录音并跟读的习惯;
3. 学习时要集中精力;
4. 要主动问教师或者其他学生问题;
5. 要听和学歌曲, 这将帮助他们记住英文表达。

情感态度目标

要求学生做到如下方面:

1. 培养对英语的兴趣和学习英语的好奇心, 找机会练习学生的听力技巧;
2. 在日常生活中尽量模仿和使用英语。

教学提示



除了掌握和口语词汇以外, 每单元均出现了较多的、供学生接触的词汇。原因是这些额外词汇构成了典型的英语会话所不可或缺的部分, 故而学生有必要多接触。这些接触词汇和短语在一定程度上还能够让学生自然的好奇心指导其语言学习。就这些接触词汇诱发和回答问题的过程中, 教师可自行决定是采用演示、翻译还是举实例的方式, 讲明这些词的意义。

文化意识目标

学生将了解一些中西方的节日。

学生能够认识到, 在中国, 许多受欢迎的节假日和加拿大的很相像, 例如儿童节。

Resources Teachers Need for Unit 2

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

- Audiotapes or multimedia CD for lessons 7~12
- A poster showing the months of the year in order from January. You could include pictures to illustrate the weather for each month (for example, January is snowy).
- An English calendar showing the months and dates for the current year. If you can't get one, make one.
- A big English language calendar showing the current month (or months) with squares numbered for each day. Label the calendar with the word “calendar.” Each day, cross off the current day on the calendar. When you use the calendar, always say “Let's look at the calendar.”
- A poster illustrating weather adjectives.
- Word-cards in a pocket panel for the phrases:
What day is it? It's _____.
How's the weather today? It's _____.
When is _____? _____.

第二单元所需教具

(关于教师准备所需教具的建议, 请参阅本书末“手偶、张贴画及其他”章节)

- 第 7~12 课录音带或教学光盘

• 一张从一月开始的全年月份张贴画。张贴画中可有展示各个月份典型天气状况的图片(例如, 一月的雪天)。

- 一本英文日历, 上面标有本年的月份和日期。如果找不到, 可以自制一本。

• 一张展示本月(或近几个月)的大幅日期张贴画, 上面画有方块, 方块中的数字代表每一天。在图上标上英文单词 **calendar**。每天下课前画掉当日。教师使用这份日历的时候, 要经常说: **Let's look at the calendar.**

- 一张表示天气状况的形容词的张贴画。

- 用于以下句型中词汇替换的单词卡片:

What day is it? It's _____.

How's the weather today? It's _____.

When is _____? _____.

Lesson 7 Months of the Year

Lesson 7 Months of the Year

1 Months of the year

These are the twelve months of the year. What's your favourite month?



January		February
March		April
May		June
July		August
September		October
November		December

2 Let's sing!

Twelve Months

1-0 $\frac{1}{4}$

1 1 1	1 1 1	3 5	3 1	2	2
Ja- nuary,	Fe- bruary,	March,	A- pril,	May,	June.
7 2	7 5	1 1 1	1 1 1	3 5 5	3 1
Ju- ly,	August,	Sep- tember,	Oc- tober,	No- vember,	December.
5 4 3 2	1	-	:		
Twelve months make a	year.				

18

3 Let's do it!

Group work. Ask and answer. Then write.

Jan.	Feb.	Mar.	Apr.
May	Jun.	Jul. Ke- Denny	Aug.
Sept.	Oct.	Nov.	Dec.

Whose birthday is in July?

My birthday is in July.

My birthday is in July, too.

4 Let's play!

Listen and write.

1	2
July, April, May!	July, April, December!
Jul.	Jul. Oct. Sept.
Apr.	Jan. Apr. Feb.
May	Mar. May Dec.

Bingo!

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TEACHING GOALS

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

month, Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec.

2. Students will be able to aurally understand and orally use these sentences:

What's your favourite month?

Whose birthday is in...?

3. Students will be able to sing the song *Twelve Months*.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 7
- Flash cards for 12 months

第7课 一年中的月份



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：
month, Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec.
2. 学生能听懂并运用下列句子：
What's your favourite month?
Whose birthday is in...?
3. 学生能唱歌曲 *Twelve Months*。

教学准备

- 第7课录音带或教学光盘
- 12个月份的词汇卡

- A calendar
- A large calendar (you make this using large sheets of poster paper)

Before your students arrive you should have created a large calendar with one page for each of the months. Your students should already know the days of the week, so do not worry about that. Write the month in big letters at the top of each sheet and then make the boxes for the correct number of days in each month. Have this posted in your classroom. Also write the months on the blackboard in large letters.

CLASS OPENING AND REVIEW

Greeting

Play the *Twelve Months* song as students arrive for class. Greet your students. Be positive and tell them that a new unit is about to begin. When everyone is ready to listen, begin with a general talk about learning. Emphasize that the previous unit gave them information and words to talk about basic things in their classroom. Now, we are going to dig deeper and begin to learn how to talk about things that are not necessarily related to school.

Lesson Hook

Teacher: **When is your birthday? It's a very special day. So let's learn how to tell others which month and what day. And of course, let's learn how to do it using English.**

NEW CONCEPTS

1. Months of the year

Begin by asking some students to tell when their birthday is (using Chinese). Explain the meaning of **month**. Write the word on the board and have students say it after you. Ask general questions about month: **How many days in a month?** Lead the students to an understanding that different months have different number of days. See if anyone can tell you (in Chinese) which is the shortest month (Feb.), which months have 30 days and which months for 31 days. Use your calendar to help the students see the months. You can practise counting here as well. Point to each day on the calendar and count the days.

Ask more questions: **What can we do in August?** (swim, play outdoors, vacation) **What can we do in December?**

Ask students to open their books to page 18 and look at part 1. Point to each month on the blackboard (which you wrote before the students arrived), say the month and ask the students to repeat after you. Find the month in their books and ask them to say it again. Repeat this process, pointing to the month on the blackboard, then in the book and saying it aloud.

Ask students to look at the pictures. What do they see between January and February? (snow) Repeat this process for all the months. Lead the students to understand that the months can be talked about using weather as your guide.

Play the audiotape and follow along. Play it again, only this time ask the students to say the months as they hear them on the audiotape.

- 一本日历
- 一本大日历（可以用大张贴画纸自制）

在学生到教室之前，教师应准备好一本大日历，每页有一个月份。学生们已经学过星期，因此不必担心。在每一页的上端用大号写上月份名称，每月的天数用方格来代替。把日历挂到教室里，同时在黑板上也用大号写下 12 个月份。

开始上课和复习

问候

学生来上课时播放歌曲 *Twelve Months*。跟学生打招呼，主动告诉他们新的一个单元要开始了。当学生准备就绪后，先综述要学的内容。强调上一单元已经学习过谈论教室中基本物品所需的信息及词汇。现在，我们要进一步学习，开始学习如何谈论不一定与学校有关的事情。

课文导入

教师：When is your birthday? It's a very special day. So let's learn how to tell others which month and what day. And of course, let's learn how to do it using English.

新概念

1. Months of the year

开始时先问一些学生他们的生日是哪天（使用汉语）。解释 month 的含义，把这个词写在黑板上，带领学生读几遍。问几个关于 month 的常见问题，如 How many days in a month? 引导学生理解每个月的天数不同，看是否有学生能够（用汉语）回答出天数最少的是哪一个月（二月），哪些月份有 30 天，哪些月份有 31 天，用教师的日历帮助学生看月份。此处还可以练习数数，指着日历上的每一天来数。

再问一些问题：What can we do in August?（游泳、户外活动、假期）What can we do in December?

让学生打开书翻到第 18 页看第 1 部分，指着之前写到黑板上的每个月份读（学生来教室前已写在黑板上了），并让学生跟读。找到教科书上的月份，要求学生重复读。重复这一过程，指着黑板上的月份，然后是书上的，大声朗读。

让学生看图，他们在 1 月和 2 月之间看到了什么？（雪）所有月份重复这一过程，让学生明白可以用天气做引导来谈论月份。

播放录音，让学生跟读。再播放一次，这次当学生听到月份单词时，读单词。

●Practice●

Ask: **Whose birthday is in January?** Those students should hold up their hands. Repeat for all 12 months.

Put the 12 month flash cards in different places in the classroom. Tell the students to find the flash card for their birth month and stand beside that flash card.

Ask the students to take their seats. Now you want to find out **What is your favourite month?** You can first tell the students what your favourite month is and why it is your favourite. Then ask volunteers to tell what is their favourite month. You point to a student and say: **What's your favourite month?** The student should by now be able to answer your question using: **My favourite month is _____.** If they do not use this construction for answering, take a few minutes to teach them how to answer.

2. Let's sing!

Teacher: **Okay, boys and girls. Let's learn a new song. It will help you really remember the days of the month!**

Play the *Twelve Months* song once and listen to it for pleasure. Play it a second time, now, point to the months (you have already written these on the blackboard) as they are sounded in the song.

Ask the students to look at page 18, part 2. Read the words to the song aloud. Then, read it aloud as the students follow along and read it with you. Ask for 12 students to come forward. Assign one month to each student. Give the students the flash cards. Now play the song and the students sing along. January sings that word and holds up the card, then, February and so on until the whole song is completed.

3. Let's do it!

This is a group work activity. Make new groups. Then ask the students to look at page 19, part 3. First, you need to teach the abbreviated forms for the 12 months. Explain the exercise using the graphic as the model.

The students need to make a chart like the one shown here. One student will be the recorder of the birthdays. That student asks: **Whose birthday is in Jan.?** Those students whose birthdays are in that month answer with **My birthday is in Jan.** The recorder then writes the student's name in the correct place in the chart. Repeat until all students in the group have answered the question and their names have been entered in the chart. As the students work on this exercise, go around the room and listen and assist where necessary.

4. Let's play!

Teacher: **Now, let's have some fun and play the Bingo game.**

Ask the students to look at page 19, part 4, and explain how to do this game.

Each student needs a blank bingo game sheet and a pencil. Ask the students to divide the sheet evenly into nine squares. Ask the students to write any nine month words onto their bingo game sheet. Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

You call out any three month words. When a student, or students, marks a row of words in any direction on his or her bingo sheet, he or she calls out **Bingo!**

• 练习 •

问：Whose birthday is in January? 这个生日的学生应该举手。每个月都问一遍。

把十二个月的词汇卡片放到教室的不同地方，然后告诉学生找到自己生日所在月份的词汇卡片并站到旁边。

让学生回到座位上去。现在教师需要知道 What is your favourite month? 教师可以先告诉学生自己最喜欢哪个月份，原因是什么。然后让自告奋勇的学生说出自己最喜欢的月份。指着学生说：What's your favourite month? 学生现在应该知道要用 My favourite month is _____. 这个句式来回答问题。如果学生没有用到这个句式，那么教师要花几分钟时间来教给他们。

2. Let's sing!

教师：Okay, boys and girls. Let's learn a new song. It will help you really remember the days of the month!

播放一遍 *Twelve Months* 并欣赏。再放一遍，歌里唱到哪个月份就指到黑板上相应的月份（教师已将十二月份写在黑板上了）。

让学生翻到教科书第 18 页，第 2 部分，大声朗读歌词，然后再大声朗读一遍并让学生一起读。找 12 名学生到前面来，分配给每名学生的一个月份并把对应的词汇卡分发给她们。现在播放歌曲，让学生跟着唱，唱 January 这个词时，拿一月份词卡的学生唱这个单词并举起卡片；唱到 February 时，拿二月份词卡的学生唱此单词并举起词卡。以此类推直到整首歌结束。

3. Let's do it!

这是一个小组活动。重新分组，然后让学生看教科书第 19 页第 3 部分。首先，教师需要教给学生 12 个月份的缩写形式，借助图表来说明这一练习。

学生们需要做一个跟课本上相似的图表。让一名学生充当生日记录员。这名学生问：Whose birthday is in Jan.? 这个月份生日的学生就应该回答 My birthday is in Jan. 然后记录员把这些学生的名字写到表中正确的位置。依次重复直到小组中所有的学生都回答了这一问题而且他们的名字都写到了表格中。学生进行这个活动时，教师在教室里四处走动并在必要时提供帮助。

4. Let's play!

教师：Now, Let's have some fun and play the Bingo game.

让学生看第 19 页第 4 部分，解释怎么做此游戏。

让每名学生准备一张游戏用的空白纸和一支铅笔。让学生把空白纸均分成九个方格，然后任意选择 9 个月份单词写在方格中，尽可能打乱月份顺序。因为如果每个学生的单词顺序一样，这个游戏就没法进行了。

教师喊出任意 3 个月份单词，当一名或多名学生在游戏纸上标出一排单词时（不论任何方向），他/她（们）喊出：Bingo!

Teaching Tip



It will take some time for the students to figure this out. But do not worry. As long as they are writing the months and having fun learning, this exercise will be of value. Make sure you go around and assist the students.

CHECK FOR UNDERSTANDING

Divide the class into groups of 12. The students make large posters of the 12 months. Encourage them to make colourful posters and show the various weather that can be expected in the months (use part 1 pictures as their guide).

When everyone has time to make the posters, ask one group to come forward. They should stand in no particular order. The rest of the class will help them sort out the months and get the students to stand in the correct order. A student can shout out **First comes January**. The student with the poster for January then gets in the front of the line. Follow along until the students have correctly lined up the other students from Jan. to Dec.

Repeat this process with a new group, and encourage the students to get the months lined up in the correct sequence.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 18.**

CLASS CLOSING

Play the *Twelve Months* song as the students leave the room. Don't forget to praise them for their work today.

教学提示



学生需要花一些时间来掌握这一游戏。但是无需担心，只要他们在写月份而且喜欢学习（月份），那么这项练习就是有价值的。此时教师要四处走动并给学生提供帮助。

巩固检验

把全班学生分成 12 人的小组，每组做十二月份的大型张贴画。鼓励他们把张贴画做成彩色的，并把每个月份所属的不同天气表现出来（利用第 1 部分的图片作指导）。

当大家都做完时，请一组学生到前面来，让他们随意排列。班上其他同学将帮他们整理这组月份，让学生按正确顺序排列。一名学生喊 *First comes January*. 拿有一月份张贴画的学生就出列。以此类推，直到持有月份张贴画的所有学生都按正确顺序排列完毕。

换一组学生重复这一过程，鼓励学生们按正确顺序排列各个月份。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 18.

结束课堂教学

在学生离开教室时播放歌曲 *Twelve Months*。教师记得要表扬学生在课堂上的表现。

Lesson 8 First, Second, Third

Lesson 8 First, Second, Third

Numbers

This is a race.

Li Ming is the first.
The girl is the second.
The boy in red shorts is the third.

1. one	first
2. two	second
3. three	third
4. four	fourth
5. five	fifth
6. six	sixth
7. seven	seventh
8. eight	eighth
9. nine	ninth
10. ten	tenth
11. eleven	eleventh
12. twelve	twelfth

Let's say them together!

Let's do it!

Pair work. Match and say.

Let's say the months of the year.

January is the first month.

TEACHING GOALS

- Students will be able to aurally understand, say and recognize the ordinals: **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth**
- Students will recognize, understand and be able to organize the months according to their correct ordinal from first to twelfth.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 8
- Flash cards for **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth**
- Flash cards for numbers one to twelve
- Posters with the months in big letters
- Posters with the ordinals one to twelve

第8课 第一, 第二, 第三



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说和认读这些序数词: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth
2. 学生能识别、理解并能根据正确的顺序排列第一到第十二月份。

教学准备

- 第8课录音带或教学光盘
- 词汇卡片 first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth
- 1到12的数字卡片
- 用大号写有月份的张贴画
- 写有1到12的序数词的张贴画

CLASS OPENING AND REVIEW

Greeting

Sing a Song

Play the *Twelve Months* song from the previous lesson as your students enter the classroom and begin to settle down. When everyone is ready, begin by asking the students to stand and sing the song. They can use their books and look at page 18, part 2 if you feel they will need some help recalling the words. Take your time and have fun as everyone sings the song.

Review

Ask and Answer

Ask some general questions to review the material from last lesson. Write **month** on the blackboard and ask students to read it aloud. Ask **Whose birthday is in _____?** The student should answer using the correct structure: **My birthday is in _____.**

Group Work

Ask the students to form groups according to their month of birth. They should say **Our birthdays are in _____.**

Using Posters

Hold up the posters from the previous lesson and ask students to read the months and tell you something about the month. For example, December is a month when it snows. July is hot. Use Chinese if it necessary.

Lesson Hook

Teacher: **We can now say the months in their correct order. But how do we tell others which month to start with and which month to end with? Listen and let's find out.**

NEW CONCEPTS

1. Numbers

Ask the students to open their books to page 20 and look at part 1. **What can you see in this picture?** Students should tell you that they see Li Ming and two classmates. **What are they doing?** Some students might be able to tell you that they are having a race and it is at the end of the race. If students do not volunteer this information, tell them what it is. **Who is winning the race? What about the girl? What place is she in the race? Look at the boy in red shorts. What place is he in the race?**

Your students should be able to tell you that Li Ming is winning the race. **Yes, he wins. He is in first place.** Emphasize **first**, and write the word on the blackboard. Say it and ask students to repeat it. **The girl is second.** Again, emphasize **second** and write the word on the blackboard and ask students to repeat after you. **Now, look at the boy in red shorts. He is not first. He is not second. He is third in the race.** Write **third** on the blackboard and say it aloud asking the students to repeat after you.

Ask the students to look at the chart beside the teacher. Ask a student to read the numbers

开始上课和复习

问候

唱歌曲

在学生进入教室就座时，播放上一课听过的歌曲 *Twelve Months*。等学生都坐好后，让全班站起来唱这首歌。如果教师认为学生需要帮助才能记起歌词，可以让学生参考教科书第 18 页第 2 部分。学生们唱歌时教师应从容欣赏。

复习

问答活动

问一些问题来复习上节课所学内容。在黑板上写下 *month* 这个词，让学生大声朗读。问 *Whose birthday is in _____?* 被问到的学生应该使用正确的句式来回答这个问题：*My birthday is in _____.*

小组活动

要求学生根据自己的生日所在月份分组。学生们应该说 *Our birthdays are in _____.*

利用张贴画

举起上一节课的张贴画，让学生读出月份，并讲述关于这个月份的一些事情，例如 12 月下雪，7 月很热。如果感到学生难以理解，可使用汉语。

课文导入

教师：我们已经能按正确顺序说出十二月份，但是我们怎么告诉别人哪个月是第一，哪个月是最后？今天就让我们来学习。

新概念

1. Numbers

让学生把教科书翻到第 20 页看第 1 部分。What can you see in this picture? 学生应该回答看到了李明和两名同学。What are they doing? 有些学生可能会说他们在比赛，比赛要结束了。如果没有学生能够自告奋勇回答出这一内容，那么教师要告诉他们。Who is winning the race? What about the girl? What place is she in the race? Look at the boy in red shorts. What place is he in the race?

学生应该能够讲出李明赢了比赛。Yes, he wins. He is in first place. 强调 *first*，然后把这个词写到黑板上。读单词，并让学生跟读。The girl is second. 强调 *second*，然后把这个词写到黑板上带领学生读。Now, look at the boy in red shorts. He is not first. He is not second. He is third in the race. 把 *third* 写到黑板上，大声朗读并要求学生跟读。

让学生看教师身边的表格，让一名学生读数字 1 到 12，这应该是学生已经掌握的。

from 1 to 12. They should know how to do this. Repeat twice. Then ask, **How many months are there? That is correct, there are 12 months. Can someone please help me by saying the 12 months?** Wait for a student to volunteer. As the student says the months one at a time, you wait until he/she says the month, then you say, the ordinal. For example, the student says **Jan.**, you say **first month**. The student says **Feb.**, you say **second month**. Keep going until all 12 months and the ordinals have been said.

Hold up and show the flash cards for the numbers 1 to 12 and their ordinals and ask students to read them as you show them. Keep showing and repeating and asking students to say the ordinals and the numbers. Do this until you feel most of the students are grasping the concept of number-ordinal.

Teaching Tip



Ask the students to look closely at the chart beside the teacher again. Point out the red highlight of **th**. Ask if they can see **four, fif, six, seven, eight, nine, ten, eleven and twelf** contained within the ordinal. Tell them this is an easy way to remember most of the ordinals. When they want to remember sixth they just need to see the six contained in the ordinal and they will know that seventh comes right after sixth, just as it does in regular counting.

Now, play the audiotape for part 1 and follow along. Play it again. This time have your student follow along and speak the numbers and ordinals aloud.

●Practice●

Listen and Do

Ask three students to come forward and line them up as if they are finishing a race. Point to the students and say the ordinals as you point to each one. **First, second, third. Can you repeat after me?** The students should repeat easily by now. Ask for three more students. Line them up and continue, **fourth, fifth, sixth**. Continue until you have twelve students lined up and the rest of the class is able to say the ordinals as you point to the students.

2. Let's do it!

This is a pair work exercise. It will give the students a chance to practise both the months and the ordinals. Ask the students to look at page 21, part 2 and explain how to do the exercise. First, in pairs, one student says the months, the other student says the matching ordinals. Tell the pairs to do this first. As they work on this part of the exercise, go around and help students. You can correct pronunciation here, and find out how well the students are grasping the concept. Remind the students to switch and take turns saying the months and the ordinals.

When everyone has practised this part of the exercise, ask them to look at the next part (match the month with the correct ordinal). Explain what they are to do (find the month and draw a line to its correct ordinal). Point out that the first one is done for them (January — first). Give plenty of time for students to complete this part. You can play the *Twelve Months* song in the background as the students work on this exercise. Again, make sure you go around and listen to your students. This is a great way to ensure that your teaching is working and that they are understanding and using the new material well and correctly.

重复两次。然后提问, How many months are there? That is correct, there are 12 months. Can someone please help me by saying the 12 months? 等待有学生自告奋勇, 学生每说出一个月份, 教师就说出相应的序数词。例如, 学生说 Jan., 教师说 first month; 学生说 Feb., 教师就说 second month。以此类推, 直到 12 个月份和序数词都说完。

举起词汇卡向学生展示数字 1 到 12 及相应的序数词, 同时要求学生朗读。反复展示并重复, 同时要求学生说出卡片上的序数词和数字。反复练习直到教师感到大部分学生都掌握了数字和序数词的概念。

教学提示



让学生再次仔细观察教师旁边的表格, 指出用红色字体的 th。询问学生是否看出序数词中包含了 four, fif, six, seven, eight, nine, ten, eleven 及 twelf。告诉学生这样很容易记住大部分序数词。当他们想记住 sixth 时, 只需要看到这个序数词中含有 six。他们会知道 seventh 在 sixth 的后面, 跟数数的时候一样。

现在播放第 1 部分录音, 让学生看书。再播放一次, 让学生在听完后大声读出数字及序数词。

• 练习 •

听做游戏

让三名学生到前面来排成一排, 好像刚结束一场赛跑的样子。分别指着学生们说序数词。First, second, third. Can you repeat after me? 到现在学生应该很容易就能重复。再请三名同学到前面来, 让他们排成一排然后继续说 fourth, fifth, sixth, 直到让 12 名学生排成一排, 班里其余的学生能够在教师指到每位学生时说出相应的序数词为止。

2. Let's do it!

这项是同伴练习, 旨在给学生提供练习月份和序数词的机会。让学生看第 21 页第 2 部分, 解释怎样做这个练习。首先, 学生两两一组, 一名学生说月份, 另一名学生说对应的序数词。让每组学生先做此练习。在学生们进行这项练习时, 教师在教室内走动并提供帮助。教师可以纠正学生的发音, 看看学生们对这一概念的掌握情况如何, 教师要提醒每组学生轮流说月份和序数词。

在每位学生都练习完之后, 让他们看下一部分(把月份和对应的序数词配对)。向学生解释怎样做(找到月份, 在它和及其对应的序数词之间画一条线)。指给他们看示例(January - first)。留出足够的时间让学生完成这一练习。在他们做题时可以播放 *Twelve Months* 作为背景音乐。再次确认教师要四处走动, 倾听学生的问题, 这样可以保证教学效果并确保学生能正确理解和运用新学的内容。

Optional

Working on Posters

When everyone has finished the exercise, you should ask them to help you post the posters that you made before class. The students should take a month and an ordinal (the correct one) and post them together in various places in your classroom. This will give them the chance to work hands-on with the new material and it will begin to encourage them to take ownership of the material by actively working to decorate their room with things they are learning. It will also give them a good reference in the future as the months and the ordinals will be right where in the classroom for them to look at anytime they want to.

CHECK FOR UNDERSTANDING.....

Ask 12 students to stand in various places in the room. Ask other students to place them in order from one to twelve. A student can call out **Li Ling, you are first**. Li Ling then stands alone. Another student calls out **Xiao, you are second**. Xiao takes her place second in the line. Keep going until all 12 students have been called and placed according to how they are called in the line.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 20**.

CLASS CLOSING.....

Teacher: **Okay, boys and girls. Let's sing the *Twelve Months* song as you get ready to leave for the day.**

可选活动

布置张贴画

学生完成上面练习后，教师应让学生帮忙把课前做好的张贴画挂起来。学生应该把月份及其对应的序数词放在一起，张贴到教室里的各个地方。这样学生又有了一个亲自动手实践新学内容的机会，通过积极主动用所学内容装饰教室，可以鼓励学生掌握所学内容。此外，把月份和序数词张贴在教室里，学生随时可以看到，还可以供他们以后参考。

巩固检验

让 12 名学生站到教室中的不同位置，让其他学生按 1 到 12 的顺序给他们排序。一名学生喊 Li Ling, you are first. 然后李玲就站出来。另一名学生喊 Xiao, you are second. 肖就站到第二个位置。以此类推，直到 12 名学生全部被叫到并按照所分配顺序在队列中站好。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 20.

结束课堂教学

教师：Okay, boys and girls. Let's sing the *Twelve Months* song as you get ready to leave for the day.

Lesson 9 When Is It?

Lesson 9 When Is It?

1 When is New Year's Day?



January the first is New Year's Day.



When is the Spring Festival?
It is in January or February.



International Workers' Day is May the first.



This is Children's Day.
It is June the first.



Teachers' Day is September the tenth.



When is National Day?
October the first.

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2 Let's do it!

Pair work. Make and say.



When is your birthday?



My birthday is May 20.

When is Children's Day?



It is June 1.



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TEACHING GOALS

1. Students will recognize, understand and be able to use the sentence structure: **When is it?**
2. Students will be able to use the ordinal numbers to correctly give the dates for six major holidays and festivals (New Year's Day, the Spring Festival, International Workers' Day, Children's Day, Teachers' Day and National Day).

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 9
- Flash cards and picture cards for New Year's Day, the Spring Festival, International Workers' Day, Children's Day, Teachers' Day and National Day
- A sample birthday card
- Paper, scissors and crayons for students to make the posters and cards

第9课 什么时候?



MY TEACHING NOTES

教学目标

1. 学生能识别、理解和运用以下句式结构: When is it?
2. 学生能够使用序数词正确说出 6 个主要节日的日期(新年、春节、国际劳动节、儿童节、教师节和国庆节)。

教学准备

- 第 9 课录音带或教学光盘
- 新年、春节、国际劳动节、儿童节、教师节及国庆节的词汇卡片和图片
- 生日卡片样品
- 供学生制作张贴画和卡片用的纸、剪刀和蜡笔

CLASS OPENING AND REVIEW

Greeting

Greet your students as they come into the class. Say things such as **Oh, I see Liu Li is first to class. There is Yan, he is second.** When the students have settled into their seats, review material from the previous lesson.

Review

You will have many posters of months and ordinals to point to and to ask questions about. You should also have posted your large calendar. Point to the date and ask **What month is it? What day is it?**

Ask a student to count 12 students in a row using the ordinals and saying **First is Quan, second is Bian...** and so on.

Lesson Hook

Teacher: **Who loves a holiday? Everyone, of course. Today, let's learn how to say and talk about some important Chinese holidays and festivals.**

NEW CONCEPTS

1. When is New Year's Day?

First, you will teach the students how to ask when something is. You should begin by asking the students to open their books to page 22, part 1. Tell them that each of the six panels is about one special day or festival in China. The students know these festivals and celebrations really well. Your task is to get them to recognize and say correctly the date for each festival. The students have to learn the months and the ordinals to get the days correct.

Point to panel 1 and tell the students to look at the picture. **What do you see?** (fireworks) **What day is there lots of fireworks?** The students should be able to guess that it is New Year's Day. They can tell you this in Chinese. When everyone agrees that it is New Year's Day, ask **What month is New Year's Day in?** Students should tell you that it is in January. **What day in January?** Some students will be able to tell you that it is on the first day of January. Keep asking questions, and giving information until everyone can say that New Year's Day is January the first. **That is correct.** Now you want them to be able to recognize the sentence structure **When is _____?** Write the words **When is _____?** in big letters on the board. Point to each word and say it. Ask the students to repeat after you. Point to the picture again and ask **When is New Year's Day?** Students will answer, **New Year's Day is January the first.** Point out that **the first** means the first day in the month of January.

Move on to panel 2 and repeat this questioning sequence to help the students to recognize the festival. You can use Chinese here to explain that the Spring Festival is on different days depending on the moon. But it is always in January or February. After the students recognize the festival, ask **When is the Spring Festival?** Students will answer **The Spring Festival is in January or February.**

开始上课和复习

问候

向学生打招呼，说 Oh, I see Liu Li is first to class. There is Yan, he is second. 当学生们坐好后，复习上节课所学内容。

复习

教师有许多月份和序数词的张贴画可以利用以提问题。教师还应把大日历挂起来，指着日期问 What month is it? What day is it?

让一名学生用序数词连续数 12 名学生，说 First is Quan, second is Bian... 以此类推。

课文导入

教师：Who loves a holiday? Everyone, of course. Today, let's learn how to say and talk about some important Chinese holidays and festivals.

新概念

1. When is New Year's Day?

首先，教师教给学生如何问某事的时间。教师应先让学生打开教科书第 22 页，第 1 部分，告诉学生每张图片都是关于中国的一个节日，学生们应该非常清楚这些节日和庆祝活动。教师要做的就是让学生辨认并正确说出每个节日的日期，这就要求学生们必须会使用月份和序数词。

指着第一张图片告诉学生看图。What do you see? (烟花) What day is there lots of fireworks? 学生们应该能猜到这是新年，他们会用汉语告诉教师。在所有学生都认同是新年后，问 What month is New Year's Day in? 学生们会说是 1 月。What day in January? 有些学生可能会说是 1 月的第 1 天。教师继续提问并进行提示，直到所有学生都能说出新年是 1 月 1 日。That is correct. 现在教师需要让学生识别出 When is _____? 这个句式。用大字体把 When is _____? 写到黑板上，边指边读，然后让学生跟读。再次指着图片问 When is New Year's Day? 学生会回答：New Year's Day is January the first. 指出 the first 的意思是一月份的第一天。

指到第二幅图片，以同样的顺序提问，帮助学生认识节日。教师在这里可以用汉语解释春节的日期不固定，取决于月亮（农历），但是一般是在一月或二月。在学生们识别出节日之后，问 When is the Spring Festival? 学生们会回答 The Spring Festival is in January or February.

Repeat this process for all six panels. Use the pictures in the book and the flash cards to help the students learn these festivals and holidays and their dates. Also, use your calendar to show the dates on which the festivals fall. You should turn the calendar to the correct date for each festival or holiday as you teach it, and have a student write the festival on the calendar.

When all six festivals have been talked about, and when you feel your students know the dates for each of them and can recognize and answer the question **When is _____?**, play the audiotape as the students follow along. You hold up your book and point to each panel as the audiotape plays and mentions the festival and the date.

●Practice●

Using the Flash card

When you have completed part 1, take a few minutes to review the material one more time. Ask **When is _____?** as you hold up the flash card for the festival you want the students to tell you the date for.

2. Let's do it!

Teacher: **Now, let's have some fun. Let's make some great posters to show when some special days are.**

Divide the students into pairs. Give each pair scissors, crayons and paper. This is a speaking and writing activity. Ask the students to look at page 23, part 2 in their books. Explain what you want them to do. First, they will talk about some festivals and some special days such as their birthday. One student asks a question **When is your birthday?** for example. The other student answers the question. They may ask about the holidays and festivals that have been talked about in part 1. Give plenty of time for the pairs to ask and answer these questions. Do not forget to go around and listen and help where needed.

When they have talked and practised for a while, it is now time for them to make some posters. Tell them to make their posters big and colourful with plenty of pictures to help people understand what day the poster refers to.

Assign a specific month to the various groups. For example, one pair can work on January. They need to decide what holiday is in that month and then make a poster to show this holiday. They must put the date, month and number on the poster. They must write the name of the festival or holiday too. You can draw a simple sample on the blackboard and also point out the samples in the graphic on page 23.

Encourage your students as they work. Help them when they need help. When everyone has completed their posters, they can show them to everyone else and tell about them. The students should then post their posters on the wall in the classroom. Make sure you praise their work as you watch them posting it on the walls. **Very nice poster. What festival is that? Look at this one, it is really colourful!**

CHECK FOR UNDERSTANDING.....

When all the students' work is on the wall, have everyone sit in their seats. You go around and point to the posters and make more comments. Question students. For example, **This is a poster for National Day. It is very nice. When is National Day, boys and girls?** The students should be able to tell you the correct month and day.

用同样的方式问完六幅图。利用课本上的图片和词汇卡片帮助学生学习节日及其具体日期，同时教师用手中的日历展示节日所在日期。教师在讲授时应把日历翻到每个节日所对应的的日期，并让一名学生在日历上写下节日名称。

讨论完全部六幅图后，如果感到学生们已经知道每幅图的日期并且能够识别和回答 *When is _____?* 这个句式了之后，播放录音，学生跟读。听录音时，教师举起教科书指出读到的节日和日期所在的图片。

● 练习 ●

利用词汇卡片

完成第 1 部分后，花几分钟时间再复习一下。拿起节日词汇卡片问 *When is _____?* 让学生回答该节日是哪一天。

2. Let's do it!

教师: *Now, let's have some fun. Let's make some great posters to show when some special days are.*

让学生分成两人一组，分给每组一把剪刀、一些蜡笔和纸。这是一项包括说和写的活动。让学生看教科书第 23 页第 2 部分，解释需要他们做什么。首先，他们要谈论一些节日和一些特殊的日子例如他们的生日。例如一名学生问 *When is your birthday?*，另一名学生回答，可以问到在第 1 部分中提到的节假日。留出充足的时间让学生来问答这些问题，教师要在教室里走动，倾听，并在必要时提供帮助。

学生们练习了一会儿之后，该让他们制作张贴画了。告诉学生们张贴画要做的又大又颜色鲜艳，还要有大量图片帮助人们理解张贴画中指的是哪一天。

教师给每组分配一个特定的月份。例如，分给某组一月份，那么他们需要确定一月份有什么节日，然后做一张张贴画来展示这个节日。张贴画上必须要写上日期、月份和数字，还必须写上节日或假期的名称。教师可以在黑板上画一个简单的张贴画样本，也可以指着第 23 页上的样本供学生模仿。

学生做张贴画时，教师要加以鼓励并在必要时提供帮助。学生做完张贴画后可以给大家展示并讲述自己做的张贴画，然后让他们把张贴画贴到教室的墙上。这时，教师务必要表扬学生的作品。 *Very nice poster. What festival is that? Look at this one, it is really colourful!*

巩固检验

在所有学生把张贴画都贴到墙上之后，让大家都回到自己座位上去。教师在教室中走动，指着张贴画再做一些评价并向学生提问，例如， *This is a poster for National Day. It is very nice. When is National Day, boys and girls?* 此时学生应该能够说出正确的月份和日期。

Do this for many posters. In this way, you will recognize the art work and effort of your students, and will have another opportunity to check if they have understood the material you have just taught them.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 22.**

CLASS CLOSING

.....

Say goodbye to your students as they leave the room. Ask them **When is our next lesson?**

教师可以用这种方式多评价并提问几张张贴画。这样，教师不仅对学生的作品和所付出的努力表现出了认可，还可以检查学生是否已掌握了所学内容。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 22.

结束课堂教学

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在学生离开教室时跟他们道别，问他们 When is our next lesson?

Lesson 10 Rain and Sun

Lesson 10 Rain and Sun

1 What is it?



This is the sun. The sun is hot.



Do you see the cloud and the rain?



Look at the wind.



This is snow. Snow is cold and white.



I like rain and snow.
What about you?

24

Let's sing!

The Month Song



1 = E $\frac{4}{4}$

1 1 1 1 1 1 1 1	3 2 1 -
Janu-ary, Febru-ary,	one and two,
2 2 2 3 2 2	1 2 3 -
I like to play in the snow with you,	
4 - 3 3	2 2 1 -
March, A-pril,	three and four.
7 7 6 -	6 7 1 -
Clouds and rain!	Close the door!
1 - 1 -	3 2 1 -
May, June,	five and six.
2 2 3 2	1 2 3 -
Flow-ers bloom for us to look.	
4 4 3 3	2 2 1 -
Ju-ly, Au-gust,	seven and eight.
7 7 6 6	6 7 1 -
Here's the beach. The sun is great!	
0 1 1 1 1 1 1 1	3 2 1 -
Sep-tem-ber, Octo-ber,	nine and ten.
3 2 3 2	1 2 3 0 3
Leaves and wind,	school and friends. No-
4 4 4 3 3 3	2 2 1 -
vem-ber, De-cem-ber,	the year is done.
7 7 7 6 6	6 7 1 -
Let's sing a-gain from num-ber one.	

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TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **rain, sun, hot, snow, cold**
2. Students will learn and be able to sing *The Month Song*.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 10
- Flash cards for **sun, hot, cloud, wind, rain, snow, cold**
- Posters for the months of the year (created for previous lesson)

第10课 雨和太阳



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇: rain, sun, hot, snow, cold
2. 学生能学会唱 *The Month Song*。

教学准备

- 第 10 课的录音带或教学光盘
- sun, hot, cloud, wind, rain, snow, cold 的词汇卡片
- 月份张贴画 (上一节课制作的)

CLASS OPENING AND REVIEW

Greeting

Remember to greet your students as they arrive for class. You can have *The Month Song* playing lightly in the background. Give them time to settle into their seats and take a few minutes to review material from the previous lesson.

Review

Ask: **Who can remember when New Year's Day is?**

When is Teachers' Day?

When is International Workers' Day?

When is National Day?

What about Children's Day? When is Children's Day?

Select some students and find out when their birthday is. Say: **He Yang, when is your birthday?**

Ask for volunteers to go to various posters of festivals and holidays (posted on the wall in previous lesson) and read the posters. You can ask them to tell you stories about what things people do on that day. Be sure to have the student tell the festival and the date.

Review the ordinals, using the months. You give a month (Feb. for example). Say **February is the second month of the year. Which month is fourth?**

Lesson Hook

Teacher: **Sun, rain, wind or snow? Do not worry if you do not know. Let's find out how to talk about what we see in the sky. Let's learn a new song. Let's have fun.**

NEW CONCEPTS

1. What is it?

Begin with a general discussion to help the students understand what they are going to learn today. Depending on the weather, you should ask them to look outside. Begin to question them about what they see. If there is a sun, ask questions about that. Do not worry about the word **sun** at this point. Try to have the students tell you that when the yellow ball in the sky is out, it is bright and usually hot. If it is rain, ask questions about that, again not worrying about the word **rain** yet. **Do you like it when it is like this?** You are leading your students to an awareness of weather conditions, but will not actually teach them about weather at this point. Before they can begin to talk about weather, they need to know and understand the key words (**sun, rain, wind, snow**). In the next lesson they will expand on those words and begin to talk about weather.

Write the word **sun** on the blackboard. Draw a big happy sun beside it. Read the word and have the students repeat it. Now, write the word **hot**. Make gestures and expressions to show what it feels like when it is hot. Point to the sun, then point to the word hot as you act out hot. Now show the flash card. Say **This is the sun.** (point to the sun) **The sun is hot.** Again demonstrate hot using your gestures.

开始上课和复习

问候

记着在学生们到达教室时跟他们打招呼，可以轻声播放 *The Month Song*，给学生留出时间就座，用几分钟复习上节课内容。

复习

问：Who can remember when New Year's Day is?

When is Teachers' Day?

When is International Workers' Day?

When is National Day?

What about Children's Day? When is Children's Day?

找几名学生问问他们的生日，说：He Yang, when is your birthday?

让几名自告奋勇的学生站到不同的节假日张贴画（上节课张贴到教室里的）前读出张贴画上的内容。教师可以让他们讲述在那一天做什么事情，要确保让学生说出节日和日期。

利用月份复习序数词。教师给出一个月份（例如 Feb.），说 February is the second month of the year. Which month is fourth?

课文导入

教师：Sun, rain, wind or snow? Do not worry if you do not know. Let's find out how to talk about what we see in the sky. Let's learn a new song. Let's have fun.

新概念

1. What is it?

以集体讨论帮助学生理解今天要学习的内容。因为要讲天气，所以教师应该让学生们看窗外，然后问他们看到了什么。如果有太阳，那么就问关于太阳的问题，此时教师不必担心学生是否知道 sun 这个单词，而应设法让学生说出天上那个黄色圆球出来时，它又亮又热。如果是雨天，那么提问关于雨的问题，同样不必担心学生是否知道 rain 这个单词。Do you like it when it is like this? 教师此时是在引导学生意识到天气状况，而不是要真正教他们如何表达天气。学生需要知道关键词 (sun, rain, wind, snow) 才能谈论天气。下一课将对这些词汇进行扩展，并开始谈论天气。

在黑板上写下 sun 这个单词，并在旁边画一个大大的开心的太阳，反复读这个词并让学生跟读。然后，写下 hot 这个单词，用手势和表情演示热的感觉，以此同时指向太阳，然后指 hot 这个单词。现在展示词汇卡片，说 This is the sun.（指着太阳）The sun is hot. 再次用动作演示热。

Write the word **cloud** on the blackboard. Draw a big happy cloud beside it. Say the word **cloud** and ask students to repeat it. Do this a few times. Point to the cloud, say the word, and repeat. Now, write **rain** on the blackboard. Draw some rain coming from the cloud. If possible, you should have an umbrella close by. Repeat the process of saying and having students repeat after you. Point to the cloud, say **cloud**, point to the rain, say **rain**. Again, use big gestures to show rain falling.

Repeat for **wind**. Write the word, say it, repeat it and use gestures to show it.

Now, write the word **snow** on the board and draw a big snowflake and small snowflakes falling. Repeat, say and show process. Add the word **cold** beside the snow. Use gestures to show **cold**.

When you feel that everyone has a good grasp of the new vocabulary, ask them to open their books to page 24. Play the audiotape and follow along.

●Practice●

Group Work

Now you can use a variety of techniques to help the students embed the new vocabulary. You can begin by showing the flash cards of **sun, hot, cloud, rain, wind, snow, cold**. Hold up a flash card and ask volunteers to say what it is.

Divide the class into small groups. Let them practise the words together by coming up with gestures to show the wind, hot, cold. Some students can make big suns with their bodies, others can pretend they are wind or rain and show those with gestures.

Give plenty of time for the students to have fun with the new words. You go around and encourage and assist where necessary.

2. Let's sing!

The Month Song presents a great way for your students to learn the new words, and to practise previously learned material (the months). The gestures and actions that they practised in the Practice above can be used to good advantage here. You are going to learn the song, and then, as a group sing it and act it out.

Begin by asking the students to open their books to page 25, part 1. Take a few minutes to talk about what they see in the pictures. Point to the snow man and ask **What is it? Is it hot or cold?** Go through each picture, pointing and questioning. **What is Li Ming doing? What is that pretty orange thing? Where is the fourth picture? Is the sun out? Is it cold? Is it hot? Where is Li Ming in the fifth picture? Can you see the wind?**

Now go through the song, line by line. Read the words and then ask students to repeat. Then, play the song twice. Sit and listen quietly.

You can say: **Now, let's have fun. Let's decide how to sing and present this song.**

Have a discussion with students about how best to learn and present this song. When everyone has given their ideas, you can suggest one way to do it:

Divide the class into groups. Each group will represent two months. Each group will learn the lines for their verse. The students will use the large month posters, and they will work out actions to go with their verse.

January and February group learns first two lines: *Janu- ary, Febru- ary, one and two. I like to play in the snow with you.* They design actions of snow falling.

March, A- pril, three and four. Clouds and rain! Close the door! This group designs actions for clouds and rain.

在黑板上写下 cloud 这个单词，在旁边画一朵大大的开心的云。读 cloud 并要求学生跟读，重复几次。指着云，说 cloud，然后重复。现在，在黑板上写下 rain，画一些从云中下来的雨。如果条件允许，手边应该有一把伞。重复这一过程，读单词并让学生跟读。指着云说 cloud，指着雨说 rain。再次用夸张的手势演示下雨。

以同样的方式来学习 wind，写下这个单词，反复读并用动作演示。

现在，把 snow 这个单词写到黑板上，在旁边画一朵大大的雪花和一些飞舞的小雪花。重复以上各环节：读，重复，演示。把 cold 写到 snow 旁边，用肢体语言演示 cold。

如果感到每名學生都已经掌握了新词汇，让他们打开书翻到第 24 页，播放录音，让学生看书跟读。

• 练习 •

小组活动

现在教师可以利用各种方法帮助学生记忆新词汇。可以先展示 sun, hot, cloud, rain, wind, snow, cold 的词汇卡片。教师举起一张卡片，让自告奋勇的学生说是什么。

把全班学生分成若干小组，让他们一起通过手势等来演示并练习 wind, hot, cold 这些单词。有些学生可能会用身体演示大大的太阳，有的可能会假装自己是风或雨，并用姿态演示。

留出足够的时间让学生开心地学习这些新单词。教师在教室里走动，鼓励学生并在必要时提供帮助。

2. Let's sing!

The Month Song 这首歌曲可以很好地帮学生学习新单词，也可以练习前面学过的内容（月份）。前面练习中所用到的手势和演示活动在这里也可以充分发挥作用。学生将要学歌曲，然后分组演唱并表演。

让学生翻到课本第 25 页第 1 部分，用几分钟时间谈论图片上的内容。指着雪人问 What is it? Is it hot or cold? 每幅图都这样指着问。What is Li Ming doing? What is that pretty orange thing? Where is the fourth picture? Is the sun out? Is it cold? Is it hot? Where is Li Ming in the fifth picture? Can you see the wind?

现在教师逐行读一遍歌词，并让学生反复跟读。然后播放两遍歌曲，让学生静坐欣赏。

教师：Now, let's have fun. Let's decide how to sing and present this song.

和学生讨论学习和演示歌曲的最佳办法，在每个人都提出自己的想法后，教师可以提出自己的建议：

把全体学生分成若干小组，每一组代表两个月份，每一组学习自己所代表月份的那几句歌词。学生们可以利用月份的大张贴画，并用动作演示歌曲。

代表一月和二月的组学习前两行：Janu- ary, Febru- ary, one and two. I like to play in the snow with you. 他们可以设计雪花落下的动作。

March, A-pril, three and four. Clouds and rain! Close the door! 这一组可以设计云和雨的动作。

May, June, five and six. Flowers bloom for us to look. Students design actions to show beautiful flowers in bloom.

July, August, seven and eight. Here's the beach, the sun is great! Here students work out actions of sun and perhaps people at the beach.

September, October, nine and ten. Leaves and wind, school and friends. Students design actions to show the wind blowing and perhaps kids returning to school.

November, December, the year is done. Let's sing again from number one. Students work out actions to show that the year is over. They can perhaps show everyone going to sleep and waking up again.

Teaching Tip



Divide the class into groups and give them time to work on the actions, and to learn the song words. If you have plenty of time, you can write the key words on the blackboard and review how to say them.

However, the students should have a good grasp on these month words from previous lessons. And they should be able to recall the new words from the lesson (snow, cloud, rain, wind, sun). You can also help them to understand the words (flowers, leaves, beach and great) before the students begin to learn the words for their verses.

Give plenty of time to work out the song and the actions. Play the song as students work on learning it in their groups. Go around and give plenty of assistance and encouragement as they work out the details.

When everyone is ready, everyone gathers and presents and sings the song.

CHECK FOR UNDERSTANDING

A good way to check if they have understood the material from this lesson, and from many of the previous lessons in this unit will be in watching the group presentation of the song. Observe closely and watch and identify those who are easily singing, and those who are not truly participating.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 24.**

CLASS CLOSING

Teacher: **Wonderful work, boys and girls. Remember, it does not matter if you are a great singer. It is much more important that you made a great effort. I am proud of you today. Now let's sing the song one more time as we get ready to leave.**

May, June, five and six. Flowers bloom for us to look. 学生可以设计表现鲜花盛开的动作。

July, August, seven and eight. Here's the beach, the sun is great! 这里可以设计太阳或者海滩度假的动作。

September, October, nine and ten. Leaves and wind, school and friends. 这里学生可以设计风吹或孩子们返校的动作。

November, December, the year is done. Let's sing again from number one. 学生们表现一年结束的动作，他们可以表现每个人都要睡着了然后又醒了。

教学提示



把全班学生分成若干小组，留出时间来让他们设计动作，然后学习歌词。如果时间充足，可以把关键词写到黑板上，复习怎样读。

但是，学生们应该在前面的课上掌握了这些月份词，他们应该能够回忆起本课刚学的单词 (snow, cloud, rain, wind, sun)。在学生们开始学习歌曲之前，教师还可以帮助他们理解这些单词 (flowers, leaves, beach and great)。

给学生留出充足的时间来做这项活动。在学生以小组为单位学习歌曲时，教师可以播放歌曲。与此同时，教师四处走动并对细节给予充分的帮助和鼓励。

在每个人都准备好之后，全班聚到一起表演并演唱歌曲。

巩固检验

观看小组如何表演歌曲可以检查学生是否已经掌握了本课内容及本单元前几课的内容。教师应密切观察，看看哪些学生很容易就能唱出来，哪些学生没有真正参与其中。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 24.

结束课堂教学

教师：Wonderful work, boys and girls. Remember, it does not matter if you are a great singer. It is much more important that you made a great effort. I am proud of you today. Now let's sing the song one more time as we get ready to leave.

Lesson 11 How's the Weather Today?

Lesson 11 How's the Weather Today?

1 Rainy and sunny



1 It is cold and snowy.



2 This is a sunny day. It's warm.



3 It's cloudy.



4 It's windy. It's cool.



5 It is rainy.

2 How's the weather today?



1 What day is it, Li Ming?
It's Tuesday.



2 How's the weather today?
It's warm and windy.

3 Let's do it!

Pair work. Look and talk.

City	Kunming	Lanzhou	Xi'an	Changchun	Beijing
Weather					



4 Letters and sounds

ir	ur	er	or
first	nurse	teacher	work
third	Thursday	drive	word

Try to read.


dirty


fur


dancer


world

26
27

TEACHING GOALS

1. Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **how, weather, sunny, warm, cloudy, windy, cool**
2. Students will be able to recognize, understand and use these basic sentence constructions:
 - How's the weather today?**
 - It's...**
3. Students will become familiar with the rules of pronunciation for the letters **ir, ur, er** and **or** in words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 11
- Flash cards for new words: **rainy, weather, sunny, warm, cloudy, windy, cool**

第11课 今天天气怎么样?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读和书写下列词汇：
how, weather, sunny, warm, cloudy, windy, cool
2. 学生能识别、理解并运用下列基本句型结构：
—How's the weather today?
—It's...
3. 学生能理解字母组合 ir, ur, er, or 在单词中的发音及规则。

教学准备

- 第 11 课录音带或教学光盘
- 词汇卡片: rainy, weather, sunny, warm, cloudy, windy, cool

- Flash cards for letters and sounds **ir, ur, er, or**
- A poster similar to the graphic on page 27 part 3 (you will make this before class, but add one space for your own city)

Be sure to post weather pictures around the classroom, and write the new weather words (**rainy, weather, sunny, warm, cloudy, windy, cool**) on the blackboard before the students arrive.

CLASS OPENING AND REVIEW

Greeting

Greet everyone as they arrive for class. Play *The Months Song* as they begin to settle down. Take a few minutes to review material from the previous lesson. You can ask the students to sing or say the words to *The Months Song*. You can also hold up flash cards and pictures from the previous lesson and question your students asking: **What is it?** (show a picture of sun, cloud, rain, wind and snow) You can say: **I like sun. What about you?** Students should be able to tell you that they like sun or they do not like sun. They might say that they like rain or wind. Give everyone an opportunity to talk and tell you what they like.

Lesson Hook

Teacher: **Oh, I see the sun is out today. It is hot.** (reference the weather in your city on that day — sun, rain, hot, windy, etc.) **Today, let's learn how to talk about the weather.**

NEW CONCEPTS

1. Rainy and sunny

Begin by asking the students to open their books to page 26, part 1. Look at panel 1 and elicit information from the students to see what they can tell you. They should be able to use their new words from the previous lesson to help here. For example, they know **cold** and **snow**. What do they see in the picture? Help them to tell you that **it is cold** and **there is snow**. Go to the blackboard and write the word **snow**. Ask students to say it for you. Then, add **y**, say the word **snowy** and ask students to repeat it. By the end of your talk about this panel, students should understand the sentence **It is cold and snowy**. You say the sentence, pointing to each word. Make sure you make gestures to show cold.

Panel 2: Use the same process to lead your students to understand the words **sunny, warm**. Begin with questions: **What do you see in this picture? Is it cold?** Go to the blackboard and point to **sun**, say the word and have the students repeat it. Add **ny** to sun and say the word now. Students will repeat after you.

Panel 3: **What do you see in this picture? Can you see the cloud?** Point to **cloud** on the blackboard. Say and repeat. Add **y** to cloud and say **cloudy**. Again the student will repeat after you.

Panel 4: Repeat the process for this panel. **What do you see?** Point to **wind** say and repeat. Then, add **y**, say and repeat.

Panel 5: **What is Li Ming holding?** It's okay if the students say the word in Chinese here. You want them to understand that when it is rainy, you need an umbrella to keep you dry.

- 包含字母组合 ir, ur, er, or 的单词卡片

• 与教科书第 27 页第 3 部分的图表类似的张贴画（教师需课前准备，但是要为你所在的城市添加一个空格）

一定要在教室里挂上与天气有关的图片，在上课前把有关天气的新词汇写到黑板上：rainy, weather, sunny, warm, cloudy, windy, cool。

开始上课和复习

问候

在学生进入教室时跟他们打招呼，在学生就座时播放 *The Months Song*。用几分钟的时间来复习上节课所学内容，可以让学生唱 *The Months Song* 或读歌词，还可以拿出上节课的词汇卡片和图片问学生：What is it?（展示太阳、云、雨、风和雪的图片）教师可以说：I like sun. What about you? 学生们应该能够回答他们是否喜欢太阳，他们也可能说他们喜欢雨或风。给每名学生一次发言机会，让他们说他们喜欢什么。

课文导入

教师：Oh, I see the sun is out today. It is hot.（参考当地当时的天气——sun, rain, hot, windy 等）Today, let's learn how to talk about the weather.

新概念

1. Rainy and sunny

让学生翻到课本第 26 页，第 1 部分。看第 1 组图，看学生们能讲出什么，在这里他们应该能够用到上一课所学的新单词，例如，他们知道 cold 和 snow。学生在图片中能看到什么呢？帮助他们说出 it is cold 和 there is snow。在黑板上写下 snow 这个单词，让学生读出来。然后，在词尾加上 y，读 snowy 并让学生跟读。在快要结束这个环节时，学生们应该能够理解 It is cold and snowy 这句话的意思。教师指读句子，用动作表示 cold。

第 2 组图：用同样的过程引导学生理解 sunny, warm 的意思。以下列问题开始：What do you see in this picture? Is it cold? 指读在黑板上写下的 sun, 并让学生重复跟读。在 sun 的词尾加上 ny 并读出来，让学生跟读。

第 3 组图：What do you see in this picture? Can you see the cloud? 指着黑板上的 cloud 读并让学生跟读。在 cloud 的词尾加 y 并读出来 cloudy, 让学生反复跟读。

第 4 组图：重复这一过程。What do you see? 指着 wind 读并重复。然后在词尾加上 y 并读出来，让学生反复跟读。

At the end of this whole process your students will be able to say and recognize **sunny, cloudy, windy, snowy**.

Play the audiotape now and follow along. Then, ask for volunteers to read the words under the panels. Help whenever they are having difficulty reading the words.

●**Practice**●

Using the Flash card

Use your flashcards to ensure your students have understood the material so far. Hold up the flash card for each of **sunny, cloudy, windy, snowy**. Students should recognize the words and be able to say them aloud.

2. How's the weather today?

First, you need to make sure your students understand the word **weather**. If necessary, you can use Chinese to lead them to this understanding. All the things they have been learning so far in this lesson (sunny, windy, snowy, cloudy) are weather. They are words that help them to know what is happening outside in the sky. **What is the weather? It is rainy, cloudy, sunny, snowy. It is hot. It is cool.**

Ask students to look at page 26~27, part 2. As they follow along, you read each panel aloud. Stop where necessary and point to things in the picture to help students comprehend the content. For example, while reading panel 1, you can stop and point to the calendar. You can read **What day is it, Li Ming?** and point out the teacher is pointing to the calendar and to show that the day is Tuesday.

When you have finished reading each panel, ask some general questions to see if the students understand the content:

What day is it?

How's the weather?

How's the weather in December?

How's the weather in July?

Play the audiotape as the students follow along.

●**Practice**●

Ask and Answer

Use this practice as a way to practise not only the material so far from this lesson, but from lessons already taught. Hold up a calendar. Open it to any month and ask a student to say the month. Now ask **How's the weather in _____?** Wait for replies from the class. Repeat this for all of the months.

Listen and Draw

Have some students come forward and stand at the blackboard. Tell them that you will say a month and ask **How's the weather in _____?** The students must draw a sun, rain, snow, or wind, depending on which month you say. You can ask the rest of the class to tell you if this is correct.

3. Let's do it!

Use the poster similar to the graphic on page 27 part 3 (you made this before the students

第 5 组图 : What is Li Ming holding? 如果学生用汉语回答这个问题也没有关系。教师想让学生理解的是下雨的时候你需要一把伞避雨。

在整个过程要结束的时候, 学生们应该能够识别并读出 sunny, cloudy, windy, snowy 这些单词。

现在播放录音让学生看书跟读。然后, 让自告奋勇的学生读图片下面的单词, 在他们遇到困难时教师要给予帮助。

• 练习 •

利用词汇卡片

用词汇卡片确保学生到目前为止已经理解了新学内容。举起写有 sunny, cloudy, windy, snowy 的卡片, 学生们应该能够识别并读出这些单词。

2. How's the weather today?

首先, 教师需要确认学生们理解了 weather 这个单词。如果有必要, 可以使用汉语引导学生来理解。到目前为止, 本课所学所有内容均是关于天气的 (sunny, windy, snowy, cloudy)。这些单词可以帮助他们知道外面天气的情况。What is the weather? It is rainy, cloudy, sunny, snowy. It is hot. It is cool.

让学生看教科书 26~27 页, 第 2 部分, 此时, 教师大声朗读这一部分, 必要时停下来指出图片中的事物帮助学生理解其含义。例如, 在读第一组的时候, 可以停下来指指日历。在读到 What day is it, Li Ming? 的时候, 指出图片中的老师正在指向日历来说明那天是星期二。

读完每幅图后, 可以问下列问题检查学生是否理解了这些内容:

What day is it?

How's the weather?

How's the weather in December?

How's the weather in July?

播放录音让学生看书跟读。

• 练习 •

问答活动

此项练习不仅可以用来练习本课所学内容, 也可用来复习之前所学内容。教师举起一个日历, 随意打开一页, 让一名学生说出这个月份。现在问 How's the weather in _____? 让全班回答这一问题。余下所有月份以此类推。

听音画图

让几名同学站到黑板前, 告诉他们教师会说出一个月份然后问 How's the weather in _____?, 学生们根据教师所说的月份在黑板上画出太阳、雨、雪或风, 可以让班里其余学生判断画得是否正确。

3. Let's do it!

使用与第 27 页第 3 部分的图类似的张贴画 (课前准备好)。首先展示图表, 看

arrived). Show the poster and first see who can read the names of the cities. Explain that in the box under each city, there is a picture. Point to the pictures. Point to **weather**. The pictures show what the weather is in that city. Point to the first picture and say **How's the weather in Kunming? (rainy) How's the weather in Lanzhou? (cloudy) How's the weather in Xi'an? (sunny)** Repeat for the five cities. Then point to the extra city (your city) and ask **How's the weather in _____ (your city) today?** When the students tell you what the weather is, draw the correct picture in the box.

Now, ask your students to look at page 27, part 3. They should easily know how to do this speaking activity now. Divide the class into small groups and have them practise asking and answering the weather question. One student ask **How's the weather in _____?** Others answer the question. Take turns asking and answering.

4. Letters and sounds

Use the sounds flash cards to lead the students to understand these four letter combinations that all make the same sound. Hold up the flash card, say the sound and have your students repeat. Then say the sound and the words beneath and repeat. Do this for all four flashcards. Now, write the sound and the words on the board in big letters. Say the sound, and the words as you write. Be sure to use different coloured chalk to highlight **ir, ur, er, or** as you write.

Look at page 27, part 4. Play the audiotape and follow along.

Finally, hold up the flash cards for **dirty, fur, dancer, world**. Challenge students to try to say these words. Remind them to use the information they just learned about the letter combinations to assist them when sounding out these words.

CHECK FOR UNDERSTANDING

You present big actions to show the four new weather words and the students guess and say the weather (windy, snowy, rainy, sunny). You should be able to come up with the gestures. For example, sunny (make a big circle with your arms and smile); windy (move your body back and forth in slow, rhythmic gestures). As you do the gestures, ask **How's the weather?** The students should have fun and many will recognize your actions and shout out the correct word.

Draw on the blackboard (a sun for example) and ask **How's the weather?**

Write these words on the blackboard (highlight the **ir, ur, er, or** sounds) and ask students to try to read them: **bird, hurry, painter, worry**.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 26**.

CLASS CLOSING

Teacher: Great work today, class. We are really beginning to master English.

谁能读出这些城市的名字。教师解释每个城市下面的小方框里都有一张图片，指出这些图片，再指出 weather 这个单词。这些图片说明那个城市的天气。指着第一个图片说 How's the weather in Kunming? (rainy) How's the weather in Lanzhou? (cloudy) How's the weather in Xi'an? (sunny) 以此类推问完五个城市，然后指向另外一个城市（你们所在的城市），问 How's the weather in _____ (your city) today? 学生回答之后，教师在方框中画出正确的图片。

现在，让学生们看第 27 页，第 3 部分。现在他们应该能够很容易就知道怎样完成这个口语活动。把全班学生分成若干小组，让他们练习问答关于天气的问题。一名学生问 How's the weather in _____? 其余学生回答。轮流问答。

4. Letters and sounds

利用读音词汇卡片引导学生理解这四个字母组合发音相同。举起词汇卡片，读出发音，让学生跟读。然后读出这个音及其下面的单词并重复。以这种方式处理完所有词汇卡片。现在，用大号把字母组合和单词写到黑板上，边写边读，要用不同颜色的粉笔重点标出 ir, ur, er, or。

看第 27 页，第 4 部分，播放录音让学生跟读。

最后，举起 dirty, fur, dancer, world 的词汇卡片，让学生试着读出这几个单词。提醒他们使用刚才所学到的字母组合的知识帮助他们发音。

巩固检验

教师用夸张的动作演示四个表示天气的新词，让学生猜是什么天气 (windy, snowy, rainy, sunny)。教师应该能够想出动作，例如，sunny (可以面带微笑，用双臂围成一个大圆圈)；windy (前后缓慢而有节奏地移动身体)。边做动作边问学生 How's the weather? 这时学生们应该很开心，很多学生能识别教师的动作，喊出正确的单词。

在黑板上画 (例如一个太阳)，然后问 How's the weather?

在黑板上写下 bird, hurry, painter 和 worry (重点标出 ir, ur, er, or)，让学生试着读出单词。

《活动手册》

帮助学生找到他们需要做的练习，打开那页并举起来说：Let's open our activity books and turn to page 26.

结束课堂教学

教师：Great work today, class. We are really beginning to master English.

Lesson 12 Mr. Moon's Birthday

Lesson 12 Mr. Moon's Birthday
 Story time

1

Which month is the best for my birthday?

Mr. Moon doesn't have a birthday.

2

I am the best month.

Me! Me!

January says, "I am the first." February says, "The Spring Festival often comes in February."

3

No! We are the best!

March says, "The weather is warm and sunny in March." April says, "There is rain, and trees are green in April."

4

Me!

How about me?

May says, "The flowers are beautiful in May." June says, "Children's Day is fun."

5

We are the best!

July and August say, "We are hot and sunny. And there's a long holiday!"

6

Wait!

September and October say, "It's nice and cool in September and October."

7

We are the best!

November and December say, "We are the eleventh and twelfth months. We are cold months. You can play in the snow. It's fun."

8

Hmm... I know.

Mr. Moon says, "My birthday can be in every month! In every month, I will be big and round!"

★ **Task and act**

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

28
29

TEACHING GOALS

1. Students will listen to, understand and be able to retell a simple story.
2. Students will be able to properly sequence the order of events in a simple story.
3. Students will be able to act out and present *Mr. Moon's Birthday*.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 12

Teaching Tip



You should take a few minutes to identify the key review materials contained in this simple story. It is designed to include much of what has been taught and learned in the previous five lessons. Note these as key points of review to stress in your teaching of this lesson. Before

第12课 月亮先生的生日



MY TEACHING NOTES

教学目标

1. 学生能够听懂、理解并复述简单的故事。
2. 学生能够正确排列一个简单故事中事件的先后顺序。
3. 学生能够表演和呈现 *Mr. Moon's Birthday*。

教学准备

- 第 12 课的录音带或教学光盘

教学提示



教师应该花几分钟时间确认这个简单的故事中所包含的主要复习内容。这个故事设计的目的是把前面 5 课所学的大部分内容都包含进去，要注意在讲授本课的过程中要把这些作为复习要点加以强调。在教授这个故事之前，复习一

you begin to teach this story, review material from previous lessons in this unit.

In panel 2 and panel 7, opportunities to review the ordinal numbers are provided. Panels 1, 2, 4 and 8 give you opportunities to review the key festivals. Panels 3, 5, 6, and 7 present weather words previously mastered (warm, sunny, rain, hot, cold, snow). Birthday appears as the key idea in this story and shows up in the first and last panels.

As you teach this story, stop and be sure to point out and review these critical learning points. In this way, you are not only teaching the story, but using it as a vehicle to solidify, embed and check understanding and retention of previously taught words.

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. You might want to play *The Months Song* as they are arriving.

Lesson Hook

Teacher: **Everyone has a birthday. It is a special day. We have only one birthday every year. But what about the moon? Let's find out why it has 12 birthdays. Let's read and learn.**

NEW CONCEPTS

Story time: Mr. Moon's Birthday

Prepare to read

Before you begin to teach the content of the story, you need to warm-up the students and get them ready to read. One good way to do this is to tell them a story. Using *Mr. Moon's Birthday* as your guide, gather the students in a large circle. Here are some point form sentences to help you tell the story. You can use Chinese here.

Sometimes, the moon is big and round. Sometimes it is just a thin slice of light. Why is this so? How did it happen? Well, long ago, the moon looked down on earth and saw that everyone has a birthday. He was sad. Why? Because he did not have a birthday. He really wanted to have one birthday. So, he asked some of his friends to help him. Who were his friends? They were the months of the year. But there was a problem. All of his friends wanted the moon to have a birthday in their month. They explained to the moon why they should be the month for his birthday. They begged him to choose their month. They gave him really good reasons to choose their month. The moon listened carefully. Each month had something good about it. For example, in July and August it is hot and sunny. That will be a good month for a birthday, he thought. But what about June? There are beautiful flowers and it is the month of Children's Day. That too will be a good month. In the end, the moon could not choose. So you know what he did? He decided to have 12 birthdays every year. One birthday for each month. And that is why the moon grows big and round one time every month of the year. Wow! How smart is the moon? He is very smart, indeed!

下本单元前几课所学内容。

第二幅图和第七幅图可以用来复习序数词。第一、二、四及第八幅图可以用来复习主要的节日。第三、五、六及第七幅图中出现了之前掌握的表示天气的词 (warm, sunny, rain, hot, cold, snow)。这个故事的中心词 birthday 出现在第一和最后一幅图中。

教师在教授这个故事的过程中,要停下来指出并重点复习这些学习要点。这样一来,教师不仅教授了故事,还利用这个故事对之前学过的单词进行了巩固和加深记忆,同时检验了学生对这些词的理解和记忆情况。

开始上课和复习

问候

在学生进入教室时向他们打招呼,也可以同时播放 *The Months Song*。

课文导入

教师: Everyone has a birthday. It is a special day. We have only one birthday every year. But what about the moon? Let's find out why it has 12 birthdays. Let's read and learn.

新概念

Story time: Mr. Moon's Birthday

读前活动

在讲授这个故事的内容之前,需要让学生热身,让他们做好读的准备。有一个好办法就是给他们讲一个故事。用 *Mr. Moon's Birthday* 故事作为引导,引导学生围成一个大圈子。这里有一些句式可供讲故事时参考,此处教师可以使用汉语。

有时,月亮又大又圆,有时是又细又弯的,为什么会这样呢?是怎么发生的?在很久很久以前,月亮向下看,发现地球上每个人都有个生日,他很伤心。为什么呢?因为他没有生日。他好想要一个生日啊,于是就找一些朋友来帮忙。他的朋友们是谁呢?就是一年中的各个月份。但是有一个问题,他们都想让月亮选择自己的月份。他们开始向月亮解释为什么希望月亮选择自己,请求他选择自己,他们的理由都很充分。月亮仔细地听着,每个月都有自己的优点。例如,7月和8月阳光充足,天气炎热,他觉得这两个月过生日不错。但是6月怎么样呢?鲜花盛开,又有儿童节,这个月过生日也不错。最后,月亮不知道该怎么选择了。你知道他怎么做的吗?他决定每年过12次生日,一个月一次。这就是为什么月亮每个月都变大变圆一次。哇,月亮有多聪明呢?他真是非常聪明啊!

Now, ask the students to answer some questions for you, before you listen to the story on tape. Ask:

Which month is the month of the moon's birthday?

Why was the moon not able to decide which month to have his birthday?

Who did he ask to help him?

Was it easy for the moon to decide when to have his birthday? Why?

In the end, how did the moon settle this problem?

Do you think it was a good way to settle it?

Read the story

●Listen to the story●

Now, ask the students to settle back, relax and listen to the story. You should write the name of the story on the blackboard. Say the title aloud and ask the students to repeat it after you.

Tell the students to open their books to page 28 and follow along. When everyone is ready, play the audiotape once.

●Talk about the story●

Now go through the story again, panel by panel. Talk and ask questions:

Panel 1

What do you see in this picture?

What is the moon sitting on? Remember to use every opportunity to review and solidify previously taught material. The students should be able to say that he is sitting on a cloud.

Read the panel aloud. You might ask some students to tell you when their birthday is. This will review **birthday** and one of the 12 months.

Panel 2

What do you see in this picture?

Which month is the first? (review the ordinals)

What festival comes in February? (review the festivals)

Read the panel aloud.

Panel 3

According to March, what is the weather like in his month? (review weather terms, especially warm, sunny)

Why does April think she is the best month for the moon's birthday? (review rain)

Panel 4

Why does May think he is a good month for the moon's birthday?

What happens in June that is fun?

Panel 5

Look at July and August. What colour are they? They are suns.

Talk about why July and August think they will be the best months. (review sunny)

Panel 6

Look close at this picture. What do you see in front of September? (cloud)

How is the weather in September and October? (cool)

What is your favourite weather? Do you like cool weather? Do you like cloudy weather? Do you like rainy weather?

现在，在听录音之前，让学生回答下列问题：

Which month is the month of the moon's birthday?

Why was the moon not able to decide which month to have his birthday?

Who did he ask to help him?

Was it easy for the moon to decide when to have his birthday? Why?

In the end, how did the moon settle this problem?

Do you think it was a good way to settle it?

阅读活动

● 听故事 ●

现在，让学生坐回座位，放松并听故事。教师应该把故事的名字写到黑板上，大声读出故事的名字并让学生跟读。

告诉学生打开课本翻到第 28 页，看书跟读。等学生都准备好后，开始播放录音。

● 讨论故事 ●

现在再逐一按图片顺序讲一遍故事。边讲边提问：

图 1

What do you see in this picture?

What is the moon sitting on? 切记要抓住每个机会复习和巩固之前学过的内容。学生们现在应该能够答出他坐在一朵云上。

大声读第一幅图片中的文字，可以让一些学生说出他们的生日是哪天，借此复习 birthday 及 12 个月份中的某个月。

图 2

What do you see in this picture?

Which month is the first? (复习序数词)

What festival comes in February? (复习节日)

大声读图中文字。

图 3

According to March, what is the weather like in his month? (复习与天气有关的词汇，尤其是 warm, sunny)

Why does April think she is the best month for the moon's birthday? (复习 rain)

图 4

Why does May think he is a good month for the moon's birthday?

What happens in June that is fun?

图 5

Look at July and August. What colour are they? They are suns.

和学生讨论为什么 7 月和 8 月认为自己是最好的月份。(复习 sunny)

图 6

Look close at this picture. What do you see in front of September? (cloud)

How is the weather in September and October? (cool)

What is your favourite weather? Do you like cool weather? Do you like cloudy weather? Do you like rainy weather?

Panel 7

Point out the ordinals here. (**eleventh, twelfth**)

How is the weather in November and December? (weather words **cold, snow**)

What can we do in these cold months? (students might say make a snowman, play in the snow, have fun)

Panel 8

Finally, the moon must decide. It is not easy. In the end, the moon says that he will be big and round in every month. Make sure you make a gesture to show big and round.

•Choral reading•

Now, play the audiotape another time and listen quietly. Then, everyone reads the words at the bottom of the panel together. You take on the words in the speech bubble. Do not rush, take your time, and enjoy the pleasure of hearing your students reading aloud.

After reading

•Discuss•

Have a short discussion with everyone. Ask students to tell which month they like best. Be sure to ask them to tell you why they like that month. Ask them if they think the moon made a good choice when he decided to have a birthday every month. **Would you like to have a birthday every month? Why?**

Teaching Tip



If there are many students in your class, you can divide the class into groups to discuss. The same with the following "Act it out". Teachers can divide the class into four or five groups according to how many students they have.

•Act it out•

Now, the students will prepare to act out the story. You should divide the class into two groups and have each group work on a presentation for the other group. You can suggest ways to do this. Some students take on the roles of the months and say the words in the speech bubbles. The rest of the group reads the lines at the bottom of the panels in choral fashion.

When everyone is ready, the two groups present their story.

CHECK FOR UNDERSTANDING

You should be able to determine if the students have understood the lesson (and much of the previously taught materials) as you watch and listen to their presentations.

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 28.**

CLASS CLOSING

Teacher: **Good work today, boys and girls. I hope you had fun. And I hope you liked this story. Watch the sky. When the moon is big and round, you can say "Happy Birthday" to the moon.**

图 7

指出这幅图中的序数词。(eleventh, twelfth)

How is the weather in November and December? (与天气有关的词 cold, snow)

What can we do in these cold months? (学生可能会说堆雪人, 打雪仗, 开心玩儿)

图 8

最后, 月亮不得不做出决定了, 这可不容易。最终, 月亮说他每个月都会变得又大又圆, 这时教师可以比划出又大又圆的手势。

• 齐声朗读 •

现在, 再次播放录音, 让学生认真听。然后, 全班一起读图片下的文字, 教师读图片中的文字。不要急, 要从容享受听学生朗读的快乐。

读后活动

• 讨论 •

和全体学生展开一个小讨论, 让学生说自己最喜欢哪一个月份, 一定要让他们说出原因。问学生他们是否认为月亮每个月过一次生日的选择是明智的。Would you like to have a birthday every month? Why?

教学提示



如果班上学生人数较多, 教师可将全班分成若干小组讨论。下面的表演活动同样如此。教师可根据学生数量将全班分成四、五个小组。

• 表演 •

现在, 学生们要准备表演故事。教师把全班分成两组, 让一组学生为另一组表演。关于具体方式教师可以提一些建议。可以让一些学生扮演月份的角色, 说图片中的台词, 本组其他学生齐声读出图片下的台词。

每名学生都准备好后, 两组开始表演。

巩固检验

在观看学生表演时, 教师应该能够判断学生是否已理解了课文(及之前所学过的大部分内容)。

《活动手册》

帮助学生找到他们需要做的练习, 打开那页并举起来说: Let's open our activity books and turn to page 28.

结束课堂教学

教师: Good work today, boys and girls. I hope you had fun. And I hope you liked this story. Watch the sky. When the moon is big and round, you can say "Happy Birthday" to the moon.

Again, Please!

Again, Please!

1 Listen and talk.

1 Today is my birthday. When is your birthday, Li Ming?
My birthday is October 10.

2 How's the weather in October in China?
It's nice and cool.

3 I like October. Our National Day is in October.

4 I like October, too. I can eat some birthday cake.

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2 Listen and tick.

3 Look and write.

1. Teachers' Day is in _____.
2. The boy in red shorts is the _____.
3. June is the _____ month of the year.
4. I like the cloud and _____.
5. How's the weather? It's _____ and _____.
6. In January, it's _____ and _____.

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4 Read. Tick or cross.

It's a windy day. National Day is October 1.

It's sunny. It's the sixth month of the year.

5 How am I doing?

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

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TEACHING GOALS

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

TEACHING PREPARATION

- Audiotape or multimedia CD for Again, Please!

CLASS OPENING

Greeting

Greet your students as they arrive for class.

请再做一遍!



MY TEACHING NOTES

教学目标

1. 学生要完成四项练习以展示听、说、读、写各项技能。
2. 学生要对自己在本单元所取得的进步进行自我评价。

教学准备

- 复习课的录音带或教学光盘

开始上课

Greeting

在学生到达教室时向他们问候。一个单元已经学完了，现在该集中复习了。用几

A complete unit has ended and now it's time to put it all together. Now it's time to review. Take a few minutes to talk with the students about how they have been doing with this unit. You can ask them what they think they really know well. Ask them to examine their strong points and their weak points. What was good about this unit? What did they enjoy? Can they tell you some of the places where they struggled? What could you do in the next unit to help them to improve their learning?

Remind them of the things they have learned about in this unit. They can now talk about the months of the year. They can talk about how to place things in order from first to nineteenth. They know how to talk about the weather. They have learned many weather words. They learned two new songs. If there is time, you should have the class sing one of the new songs from this unit.

Lesson Hook

Tell the students that they will now have a chance to recall some of the key things they have learned in the unit. They will also have the chance to assess their progress, and to determine their strengths and weaknesses.

NEW CONCEPTS

.....

1. Listen and talk.

Ask the students to open their books to page 30, part 1. Everyone looks at panel 1. Ask a student to read the panel. Then ask: **What is happening in this panel? Whose birthday is it? Who is at his party? When is Li Ming's birthday?**

Play the audiotape for panel 1. Stop it, then ask three students to come forward. Each student takes the role of either Danny, Li Ming or Jenny. They act out the panel. They do not read it. But they should be able to do with from their own memory. Write on the blackboard — **Talk about birthdays.**

Look at panel 2. Read the panel. **What are Jenny and Li Ming talking about?** The weather conditions in October. Ask two students to read the panel, one voice Jenny, the other voice, Li Ming. Write on the blackboard — **Talk about the weather.**

Look at panel 3. **What are they talking about in this panel? Can someone tell me when is Children's Day?** Write on the blackboard — **Talk about holidays and festivals.**

Look at panel 4. Read the panel. Ask **What does Danny like?** Write on the blackboard — **Things I like.**

Now, play the audiotape for part 1 and listen and follow along in the textbook.

Divide the class into groups of three. Tell them to follow the instructions that you wrote on the blackboard: Talk about birthdays. Talk about the weather. Talk about holidays and festivals. Talk about things I like. The students take turns in their groups talking about these things. Remind them to look in their textbooks part 1 for help if they do not know what to say.

Give about ten minutes for this activity, then bring the students back to their seats.

2. Listen and tick.

Ask the students to look at page 31, part 2. Explain how to do this exercise. They will hear statements on the audiotape. They must decide which of the two pictures in each panel is the

分钟时间问问学生这一单元学得怎么样，可以问问他们认为自己哪儿掌握得最好，让他们审视一下自己的强项和弱项。这个单元有什么好玩儿的？他们最喜欢哪一部分内容？又觉得哪一部分比较难？学下一单元时老师能做些什么来帮助他们？

提醒他们这一单元所学的内容。学生现在应该能够谈论一年中的月份了。他们可以谈论如何把东西按第 1 到第 19 按顺序排列。他们知道如何谈论天气，他们学了许许多多有关天气的词汇。他们学会了两首新歌。如果时间允许，教师应该让全班合唱一首本单元新学的歌曲。

课文导入

告诉学生他们现在可以回忆一下本单元学到的重点，还应让学生评价自己取得的进步以确定他们的强项和弱项。

新概念

1. Listen and talk.

让学生翻到课本第 30 页，看第 1 部分第 1 幅图，让学生读图中文字。然后问：What is happening in this panel? Whose birthday is it? Who is at his party? When is Li Ming's birthday?

播放第一幅图的录音。然后暂停，让三名学生上前，分别扮演丹尼、李明和詹妮的角色。让这三名学生表演第一幅图，不能看着课本读，而是要根据记忆说。教师在黑板上写下：Talk about birthdays.

看第 2 幅图并读文字。What are Jenny and Li Ming talking about? 十月份的天气状况。让两名学生分角色朗读，一名扮演詹妮，一名扮演李明。教师在黑板上写下：Talk about the weather.

看第 3 幅图。What are they talking about in this panel? Can someone tell me when is Children's Day? 教师在黑板上写下：Talk about holidays and festivals.

看第 4 幅图并读文字。问 What does Danny like? 教师在黑板上写下：Things I like.

现在播放第 1 部分的录音，让学生看书跟读。

把全班分成若干个三人小组，让他们按照教师写在黑板上的指令去做：谈论生日；谈论天气；谈论节假日；谈论我喜欢的事情。学生在小组内轮流谈论这些话题。提醒学生不知道如何表述时可以参考课本第 1 部分。

留出 10 分钟时间来进行这项活动，然后让学生回到自己座位上去。

2. Listen and tick.

让学生看课本第 31 页，第 2 部分，解释怎样做这项练习。学生会听到录音中播放的句子，然后判断每组两张图中哪一张是正确的，在正确的圆圈中打勾。播放录音

correct one, and put a tick in the circle. Play the audiotape as the students complete the exercise.

The audiotape goes:

Listen and tick.

1. – **What’s your favourite month? – My favourite month is December.**
2. – **When is New Year’s Day? – It’s January the first.**
3. – **How’s the weather today? – It’s windy.**
4. – **How is the weather in January? – It’s cold and snowy.**

3. Look and write.

This writing activity challenges the students’ grasp of most of what has been taught in this unit. Ask them to look at page 31, part 3 and explain how to do the activity. The students look at the pictures in the big circle. They should see the small numbers assigned to each picture in the circle. There are 6 pictures and six blanks to fill in. They look at picture 1, then read sentence 1 and use the picture to help them fill in the blank. Remind them that all the answers are things they learned in the unit. Tell them to remember the ordinals (first, second, third, etc.), weather words, and festivals and holidays.

4. Read. Tick or cross.

Have the students look at page 32, part 4. Explain how to do the activity. They need to look at the picture and read the sentence below. Then they need to decide if the sentence correctly describes the picture. If the answer is yes, they put a tick in the small box. If the sentence does NOT describe the picture, they put a cross in the box.

5. How am I doing?

This is the second time the students have been asked to self-evaluate. They should know what is expected of them this time, but you still need to take a few minutes to go over what is expected of them. Remind them to be honest. Remind them that it is impossible to improve if they do not know where their weaknesses are. You can go over the criteria in unit 1 to help them determine the number of stars to give themselves.

CLASS CLOSING

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Say goodbye. Thank the students for working so hard in this unit. Remind them that the next time you see them, it is time to begin the third unit. Time to go even further in their exploration of English. You can play *The Months Song* as they prepare to leave the classroom.

让学生完成这项练习。

录音内容为：

Listen and tick.

1. – What’s your favourite month? – My favourite month is December.
2. – When is New Year’s Day? – It’s January the first.
3. – How’s the weather today? – It’s windy.
4. – How is the weather in January? – It’s cold and snowy.

3. Look and write.

这项写作活动检验学生是否掌握了本单元所学的大部分内容。让学生看第 31 页第 3 部分，解释怎样做这项活动。让学生看大圆圈中的图片，他们应该能看到每张图片内的小数字。有 6 张图片，还有六个空格需要填充。让学生看图片 1，读句子 1，在图片的帮助下填空。教师要提醒学生所有的答案都是本单元学过的内容，让学生回忆一下序数词（first, second, third 等）以及表示天气、节假日的单词。

4. Read. Tick or cross.

让学生看课本第 32 页第 4 部分，同时解释怎样做这个活动。学生需要看图读出下面的句子，然后判断句子是否正确描述了图片。如果答案是肯定的，那么在小方框中打一个对勾。如果答案是否定的，画一个叉号。

5. How am I doing?

这是本学期第二次要求学生进行自我评价。此时学生应该知道自己需要达到的目标，但是教师仍要花几分钟时间来陈述一下。提醒学生要诚实，告诉他们如果不清楚自己的弱项所在是无法提高的。教师可以一单元标准以帮助学生确定自己应该得几颗星星。

结束课堂教学

和学生说再见，感谢他们认真学习本单元。提醒学生下一次课该学习第 3 单元了，要学的内容更多了。在学生准备离开教室时，教师可以播放 *The Months Song*。

Teaching Techniques

Ways to Introduce Vocabulary.....

Each lesson in this guide gives suggestions on how to introduce new English words and concepts to the students. We often combine several methods under one title: a mix of methods is the most effective way to help the students learn new words and phrases. This section describes some of the key methods. You should choose the methods that work best for your class.

Show an Object

A real object demonstrates a new concept powerfully because the students can see and touch it. For example, point to an object or person in the classroom to illustrate a new word. Bring objects to class whenever you can. For example, in Unit 4, bring a police hat to illustrate police officer.

Show a Picture

Your large teacher's vocabulary cards each present a picture to illustrate new words. Show other pictures, too. Use magazine pictures, pictures from old calendars and old greeting cards, personal photographs or photographs from newspapers. If the students see many examples of a word, they will understand the concept better.

Draw a Picture

You can draw objects if you have no picture to show. Simple stick figures on the blackboard can illustrate concepts such as **his**, **her**, **he**, **she** and **they**. You can teach the students to recognize simple drawings to represent nouns that are hard to show. For example, draw three balloons to represent **birthday party**, draw a bowl with chopsticks to represent **food** or draw a large building with a sign over the gate to represent **school**. You can quickly

教学

技巧

词汇教学方法.....

本《教师用书》的每一课都提供了怎样向学生教授新词和新概念的建议。编者常常将几种方法结合起来，统一于一个标题之下：不同方法的结合使用往往是帮助学生学会新词新短语的最有效的途径。本节旨在描述一些关键方法。你宜选择最适合你那个班的方法。

利用实物

一件实物，学生看得见，摸得着，因而往往能有力地演示一个新的概念。例如，为说明某个新词的意义，可以用手指向教室里的某个人或物。只要可能，尽量将实物带到课堂上来。像讲到第4单元时，可带顶警察帽子到班上，以表明 *police officer* 的意义。

利用图片

教师词汇大卡片，每一张均表明一个词。还可向学生展示一些其他图片。可以利用杂志图片、旧挂历、旧贺卡、个人照片、报纸上的照片等。对于每个新词，学生见的实例越多，概念便掌握得越好。

画出来

如果找不到图片展示(给学生看)，可以自己动手画出来。在黑板上画几个简单的人物线条画，即可表明诸如 *his, her, he, she* 和 *they* 之类的概念。可教会学生辨认表示一些难以表明意义的名词的简单图画。例如，画三个气球表示 *birthday party*，画一只碗外

draw a series of faces and expressions (for example, **happy** and **sad**) to teach different feelings. You can draw faces to show abstract concepts such as **I like/I don't like**. You can draw pictures to illustrate concepts such as **crying** or **singing**. You can draw to demonstrate actions the students are trying to learn, such as colour or circle, or how to make letters of the alphabet.

Perform an Action

Always demonstrate when you can. You can easily demonstrate actions such as **walking**, **standing**, **sitting** and **reaching**. Use your face to demonstrate feelings (such as **mad**, **sad** and **tired**). Use your fingers to demonstrate numbers.

Role-play

Whenever possible, extend your demonstration into role-playing. You can role-play by yourself. For example, to show the concept **I'm cold**, shiver, frown, say **Br-r-r-r-r**, stamp your feet, hold your arms tight and say **Oh, I'm cold. I feel cold!** Ask a student to close the window, saying again **I'm so cold. It's cold here. Cold. Very cold.** Pretend to put on a sweater. When the window is closed, pretend to warm up and say **Oh, that's much better. I'm not cold now.**

You can also role-play with a student. For example, to show the concept of **May I have _____?** show that you need something and can't find it. Approach a volunteer, point to the object, hold out your hand and use gestures and facial expressions to show that you want to borrow the object. As you act, say **May I have _____, please? May I? May I have _____, please?** After a moment of pretending to use the object, return the object to the student as you say **Thank you!** and act out being pleased.

You can use puppets for role-playing, too. With a puppet on each hand, you can role-play two sides of a conversation. The students can also play puppets with you or with each other. You can find more information on using and making puppets in the "Puppets, Posters and More" section at the back of this guide.

Use the Student Book

The student book presents every new vocabulary word in print and with a picture. After you have introduced the students to a new word through pictures or demonstration, ask the students to examine the picture and word in the student book. The students can practice pointing to the word when you call it out or when you ask **Where's the _____?** They can practice asking each other **What's this?** while pointing to pictures in the student book. The students can also practice saying the word while reading it after you model the pronunciation.

Write and Repeat

After you have introduced the students to a new word or structure through pictures or demonstration, write the word(s) on the blackboard. Point to the word and say **Look**. Then say the word slowly. Say **Say it, please**. Say **Again, please**. Repeat it at least four times as you point to the word and have the students say it slowly after you.

加筷子以代表 food, 或者画幢大建筑物, 其大门上方挂着一块牌子, 以表示 school。你也可以快速地画一系列脸形和表情(如 happy 和 sad), 以表示不同的感情; 可以画些脸形, 以表现诸如 I like/ I don't like... 之类的抽象概念; 可画些画, 表现如 crying 或 singing 等概念; 还可以画些画以表示学生学的动作, 如 colour 或 circle, 或怎样书写字母等。

用形体动作表现

能用动作表现出来的就尽量用动作表现出来。像 walking, standing, sitting 和 reaching 等诸类动作, 是很容易表演的; 可用自己的面部表情, 表现情感(如愤怒、悲伤、疲倦等); 可用手指表示数字。

角色扮演

只要可能, 不妨扩大表现范围, 进行角色扮演。可以自己扮演。例如, 要表示 I'm cold 这一概念, 可以(装做)发抖, 皱眉头, 发出 Br-r-r-r-r 的声音, 跺脚, 双臂紧抱身体等, 边做动作边说: Oh, I'm cold. I feel cold. 让一个学生关上窗, 再说: Oh, I'm so cold. It's cold here. Cold. Very Cold. 可假装穿毛衣。关上窗子之后, 边假装感到暖和起来了, 边说: Oh, that's much better. I'm not cold now.

你也可以找个学生一起表演。例如, 为说明 May I have _____? 这一概念, 可表现出你需要某件东西, 却找不到。接着走到某个自愿者身边, 指着某物, 伸出手, 作出你想借用那东西的姿态和表情。一边表演, 一边说: May I have _____, please? May I? May I have _____, please? 过一会儿, 假装用完了, 将该物还给那位同学, 一边说: Thank you! 一边做出一副很高兴的样子。

你也可以用手偶进行表演。可一手拿个手偶, 表演对话。学生既可同你玩手偶, 也可与其他同学一起玩。本《教师用书》关于“手偶、张贴画及其他”那一节, 提供了大量的关于怎样制作、使用手偶的方法。

利用《教科书》

《教科书》每一个新词都是以词配图的形式出现的。通过图画和演示向学生介绍某个新词之后, 请学生们仔细看课本上的词和图画。你每念一个词, 问学生: Where is the _____? 可请学生指到那个词。学生们可边指着课本上的图画, 边互相提问: What's this? 学生也可跟着你朗读该词。

板书并重复

借助图片或演示向学生介绍完某个新词或新结构之后, 将该词写在黑板上, 指着该词说 look, 并且慢慢地读出该词。然后向学生说: Say it, please. Again, please! 指着该词, 让学生跟着你慢慢读出来, 至少重复四次。

Translate

In some situations, use Chinese to explain a concept to the students. Abstract concepts, such as **friend** or **favourite**, may need some translation. Story discussions may also need some translation.

Compare

To teach related concepts such as antonyms (for example, **long** and **short**, **old** and **young**, **straight** and **curly**, **big** and **little**), some teachers present the two words together to show their opposite meanings.

Use Examples

Immediately after the students have learned a new word, show how to use it in different ways. You may find that the best examples make the concept personal to the students. For example, to teach **birthday**, ask the students about their own birthdays and what they do on their birthdays.

Start with structures the students have already learned. For example, if you teach a new action, such as **talk**, use it in familiar sentence patterns and questions. Then gradually extend the examples. Use actions and gestures to make the meaning clear. For example:

He is talking. Look at him! He is talking.

Is he talking? Is she talking?

What are you doing? Are you talking?

No, you're not talking.

Are they talking? Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk? Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen — everyone, talk. Go! Everyone, talk.

Now — stop. Everyone, stop talking. Very good.

Sing a Song

Because songs use rhyme and repetition that make the new word (s) easy to remember, the students often learn new vocabulary and structures quickly through a song. For example, “Do the Hokey Pokey” teaches the students the structure **Put your _____ in** and **Take your _____ out** because they sing it many times. Action songs, such as “Do the Hokey Pokey” and “This Is the Way We Walk to School,” are excellent because the students do actions while they repeat new words and structures many times.

Tell a Story

The students often learn new vocabulary quickly through a story, especially if the story repeats a key word or centres on a key word. A story gives meaning to a new word. A story presents new phrases for the students to hear. The students also remember and enjoy stories. The student book contains dialogues that each presents a small story.

翻译

有些情况下，可用汉语向学生解释某个概念。像 friend 和 favourite 这类抽象概念，可能需要翻译成汉语。讨论故事时也可能要借助翻译。

比较

在教授像反义词一类相互联系的概念（如 long 与 short, old 与 young, straight 与 curly, big 与 little）时，有些老师往往将两个词同时教给学生，以对比其相反的意义。

举例

学生学到某个新词后，就可教他们怎样用不同的方式使用它。你会发现例子举得好，往往会使该概念变成学生自己的东西。例如，教 birthday 这个词时，不妨问学生的生日是哪一天，他们在生日那天做什么等。

先用学生已学过的结构（句式）举例（造句）。如，教某个新的表示动作的词 talk, 可将该词用于学生已熟悉的句型和问句中，然后再逐渐扩展开来。用动作、姿势将意义说清楚。例如：

He is talking. Look at him! He is talking.

Is he talking? Is she talking?

What are you doing? Are you talking? No, you are not talking.

Are they talking? Look. Yes, they are talking.

I am talking now. I am tired of talking. I will stop talking.

Would you like to talk? Let's talk. You talk now.

Talk to your partner. Everyone, talk to a partner.

Listen — everyone, talk. Go! Everyone, talk.

Now — stop. Everyone, stop talking. Very good.

唱歌

歌曲大量运用韵律和重复，歌中的新词易于记忆，而学生通过歌曲，往往能很快学会新词和新结构。例如，“Do the Hokey Pokey”目的就是教学生 Put your _____ in. Take your _____ out. 这两个结构，因为学生反复多次地唱，便于理解掌握。像“Do the Hokey Pokey”和“This Is the Way We Walk to School”这类动作歌就很好，这些歌儿使学生反复多次地边做动作边练习新词和新结构。

讲故事

听故事，尤其是反复提到某个词或集中于某个关键词的故事，往往能使学生很快将新词学到手。故事赋予新词以意义；故事让学生听到新鲜的说法。学生既记得住又喜爱故事。课本中有些对话每篇都讲述一个小故事。

You can make up simple story dialogues, too. Use words and structures the students already know and insert new vocabulary where you can. You can use puppets (one on each hand) to help tell your story. Or you can draw simple stick figures on the blackboard to represent characters, and point to each figure when he or she is saying something. For example, if you are introducing the concept **tired** to the students, you might tell a little story like this, using actions and characters:

Danny: **I am very tired today. I'm so tired.**

Jenny: **Poor Danny! Why are you tired?**

Danny: **I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.**

Jenny: **Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?**

Danny: **I can't go to bed! I must go to school. I must go to my English class.**

(Fall asleep and begin snoring loudly.)

Jenny: *(Whisper.)* **Danny! Danny! Wake up! This is English class! The teacher is talking to you.**

Danny: *(Wake with a start.)* **Oh — oh — oh! Where am I? What happened? Oh — I'm so tired. (Go back to sleep.)**

Read a Story

The *Learning English* program also has some longer stories for the students to read. Stories offer excellent opportunities to elicit language from the students in discussions of characters and plot. Remember, focus on the main ideas of the story. The students don't need to read every word; they only need to make sense of the main events and the characters in the story. Also remember that listening and reading are only part of the language experience.

A story-reading experience has three parts:

1. PREPARE TO READ

- Draw the students into the story by letting them talk about experiences in their own lives related to its theme.
- Look at the pictures in the story to establish its context. Have the students discuss where and when the story seems to take place, who is in the story and some of the important objects in the story.
- Lead the students into a discussion about the story by asking questions about the pictures. For example, **Who is this? Where is she? What is she doing? Why is she doing this? Why do you think she's smiling? Who else is in the picture? What do you think has just happened?**

Remember, the predictions don't have to be right!

- Encourage the students to predict what the story is about.
- Teach the students some key vocabulary words that they need to understand the main idea of the story. Try to limit this to a maximum of three to five new words.

2. READ

- Read each line slowly. You can read while holding up the book and pointing to the pictures.
- Stop frequently to check the students' comprehension, to revise predictions and to make new predictions.

你本人也可使用学生已知道的词汇和结构编些短小的故事式对话。同时，如可能，不妨插进些新词。既可用手偶（一手拿一个）帮你讲故事，也可以在黑板上简单几笔，勾勒出主要角色。轮到他或她说什么话时，就指向那个角色。例如，如果你准备向学生讲 tired 这一概念，不妨以角色对话的方式讲个像下面这样的故事：

Danny: I am very tired today. I'm so tired.

Jenny: Poor Danny! Why are you tired?

Danny: I don't know. I'm so tired. I'm so tired. I can't keep my eyes open.

Jenny: Oh, poor Danny. If you are so tired, why don't you go to bed and go to sleep?

Danny: I can't go to bed. I must go to school. I must go to my English class.

(入睡,接着开始打鼾)

Jenny: (悄悄地) Danny! Danny! Wake up! This is English class! The Teacher is talking to you.

Danny: (猛地惊醒过来) Oh — oh — oh! Where am I? What happened? Oh — I'm so tired. (又倒头睡去)

读故事

本套教材还提供比较长的故事让学生读。故事常常提供极好的机会让学生讨论人物和情节，激发学生的语言表达。记住：重点应放在故事的中心意思上。学生不必每个词都读完；只需大致了解故事的主要情节和人物。请记住：听和阅读不过是语言经历的一部分。

阅读故事包括三个部分：

1. 阅读准备

- 让学生谈谈各自与故事的主题相关的经历，以将学生引入故事之中。
- 看故事里的插图，以确实其背景。让学生讨论故事可能发生在何时何地，故事的人物是谁，故事中有哪些重要的东西。
- 就插图进行提问，让学生就故事进行讨论。可提这类问题：这是谁？她在哪儿？她在干什么？她为什么要这么做？你认为她为什么笑？图中还有谁？你认为刚发生了什么事？

记住：这类预测不必非正确不可！

- 鼓励学生们推测本故事讲的是什么。
- 将理解本故事的中心大意所需的关键词教给学生。尽量将要教的新词限定在三至五个以内。

2. 阅读

- 每行尽量读慢点。可以边拿着书指着插图边读。
- 频频停下来，检查学生的理解情况，修正所作的预测，并作出新的推断。

- Play the audiotape so the students can hear native English speakers read the story.
- Concentrate on the **main ideas**. Help the students avoid getting bogged down in the meaning of every word.
- Use questions and the pictures to encourage the students to make meaning of the story. Have the students listen and look for key words that they can recognize, as clues to meaning.

3. DISCUSS

- After you have read the story as a class, make sure everyone grasps the **main idea** of the story. Do not dwell on comprehension of individual words.
- Use questions to check the students' comprehension. Ask questions about what happened, what things the characters did, what choices the characters made and how the story ended.
- Encourage the students to make their own observations about the story. Ask the students to imagine how they would feel or behave in the situation the story describes. Ask the students to try to figure out why certain characters did certain things in the story. Ask the students for their opinions about the characters and their actions. Ask the students whether they liked the ending.
- Sometimes, instead of a discussion, teachers can have the students respond to a story in one of the following ways:
 - Draw a picture of something that happened in the story.
 - Write a sentence under the picture.
 - Make a poster about the story.
 - Make a collage of magazine pictures about the story.
 - Change the ending of the story. Draw a picture to show the new ending.
 - Make up a dialogue with another student to show one part of the story.
 - Make up your own story about a main element of the story. For example, in Lesson 23, ask the students to make up their own story about a birthday party. The students can draw their story and then tell a partner about it, using as much English as possible.

Ways to Practice and Review Vocabulary.....

You need to continue to practice vocabulary and structures with the students that they have learned. Don't assume that just because you have finished a unit, the students have mastered the vocabulary. In later units, keep using familiar structures to practice new words. Use familiar words to help introduce new structures. Here are some of the key practice and review methods used in this guide:

Use the Activity Book

The activity book presents pencil-and-paper exercises to help the students practice the vocabulary and structures they learn in the lessons. These include word-and-picture matches,

- 播放录音，让学生听英美人是怎样朗读该故事的。
- 注意力放在中心意思上。帮助学生免于陷进逐词理解的泥沼而走不出来。
- 通过提问和插图，鼓励学生分析故事的意义，让学生听出或找出他们所认识的关键词，以作为故事意义的线索。

3. 讨论

- 全班跟着你读完故事之后，检查一下是不是每个人都抓住了中心意思。不要纠缠于个别词汇的理解。
- 用提问的方式，检查学生的理解情况。可提以下问题：故事是怎样发生的？故事中的人物做了些什么？这些人物作出了什么选择？事情是怎样结束的？
- 激发学生就故事作出各自的评论。叫学生设身处地地想一下，如果换了他们，会有什么感受，会怎样做。让学生好好想想，故事中的人物为什么要那样行事。叫学生谈谈各自对故事中的人物和人物行为的看法。问问学生是否喜欢故事的结局。
- 有些情况下，可以不进行讨论，而让学生以下列的任何一种方式对故事作出反应：
 - 画一幅故事里发生的事件的图画。
 - 图下写几句话。
 - 就故事内容做一幅张贴画。
 - 就故事收集各种杂志图片，制成一幅拼贴画。
 - 改变故事的结局。画幅画表现新的结局。
 - 与另一位同学一起编篇对话，以表现故事的某个部分。
 - 就故事的某个主要人或物编出各自的故事。例如，讲第 23 课，可让学生就生日宴会编出各自的故事。学生可以画出各自的故事，然后尽量用英语向同伴讲述该故事。

词汇练习和复习方法

你需要不断地与学生一道练习他们已学过的词汇和结构。千万别以为教完一个单元，学生就都掌握了该单元的词汇。学后边的单元时，反复不断地用学生所熟悉的结构练习新的单词；将他们所熟悉的单词套用进新的结构中。下面是本《教师用书》里的一些重要的练习和复习方法。

利用《活动手册》

《活动手册》提供了大量的笔头作业，帮助学生练习课文中所学的词汇和结构。这些作业既有词画配对、智力游戏、绘画，又有填空以及每单元一次的测验。

puzzles, drawing activities, fill-in-the-blanks and a test for each unit.

If there is time in class, have the students do activity book exercises in class. If time is short, you can assign the exercises for homework. Be sure to explain to the students what they must do in each exercise before they leave class. Some activity-book exercises require the students to listen to the audiotape. Make sure these are done in class.

Whenever possible, use the completed exercises to create conversation among your students. For example, in Lesson 20, the students draw pictures of a boy, girl, man and woman and make up sentences about these pictures. Every student's picture will be different. This is a good opportunity for the students to share their work in pairs or small groups, and describe their pictures in English.

Give Directions

Give the students directions and have them perform the actions. For example:

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

All of these directions make the students participate and demonstrate their understanding of English words.

Practice in Pairs and Small Groups

Whenever you can, give the students a few minutes to practice a new structure they have learned with a partner or small group. Make sure the students can say and understand the structure before you let them practice, and then have them practice the structure with some limited substitution. For example, when you have taught **What's his/her/ your name? His/ Her/My name is _____**, have the students form groups of three or four and practice asking each of the questions appropriately and varying the answer according to the people in the group.

Sing a Song

Songs stimulate the students' attention, focus their listening and quickly review vocabulary. A song is well-suited for the opening and closing of most classes. You can also use a short lively song to motivate the students in the middle of a lesson.

The audiotape has all the songs in the program. Most songs have pictures and words in the student book. Play the audiotape, if you choose, and have the students follow words and pictures in their student books.

Then teach the song line by line to the students. You sing one line or part of a line and get your students to repeat after you. Use the pictures in the student book to help the students remember the words.

Finally, play the audiotape again and have your students sing along and do the actions.

如课内有时间，就让学生在课堂上做《活动手册》上的作业。如时间不够，就作为家庭作业布置下去。记住，在学生离教室之前，一定对他们讲清楚每道题的要求。有些练习要求学生听录音，一定要在课堂上完成。

只要有可能，尽量让学生就他们已完成的作业相互之间进行对话。例如，第20课要求学生画出男孩、女孩、男人、女人的画图，并就这些画编些句子。这就创造了良好的机会，通过学生们一对一或分小组交流，用英语描述各自画的画。

给出指令

给学生一些指令，并让他们按指令去做。例如：

Stand. Sit.

Look at the clock.

Raise your right hand.

Touch your left ear.

Put your crayon on your book.

Draw a picture of _____.

这些指令能让学生参与活动，并表明他们对英语词汇理解的程度。

一对一和小组练习

只要可能，尽量给学生几分钟时间，让他们就刚学的新结构与同伴、同桌或分小组练习。一定要先让学生们理解并能够说该结构(句式)，再让他们练习，然后要求他们就该结构进行有限的替换练习。例如，教会他们 What's his/her/your name? His/Her/My name is _____ 之后，让学生三人或四人一组，根据小组成员的实际情况进行问答。

唱歌

歌曲能集中学生的注意力和听力，并快速地复习词汇。多数课在开始和结束时，宜唱首歌。也可在一堂课的中间，唱支短小的劲歌，使学生振奋起来。

本套教材里的所有歌曲均已录入磁带中。多数歌曲，都能在课本里找到图画和词汇。如你觉得有必要，可播放磁带，让学生翻开课本，看相应的词和画。

然后，将歌曲一句一句地教给学生。你唱一句或一句的一部分，让学生跟着你重复。利用课本上的图画来帮助学生记住歌词。

最后，再播放录音，让学生跟唱并做动作。

Play a Game

There are many games in the *Learning English* program for vocabulary practice. Refer to the “Games” section in the back of this guide, which contains specific directions for playing games.

Make Up a Dialogue

After the students have practiced new vocabulary words and structures, they can create their own conversations. When you ask the students to do this, Don't tell them exactly what they must say. You might, however, list some phrases and words on the blackboard to give them ideas of what to say. Also, model one or two dialogues to give them some ideas. Remind the students that they can repeat structures and words as much as they like in a dialogue.

Encourage the students to invent characters and situations for their dialogue. The students can use puppets or face masks.

Again, you might assist by helping the class to list various characters (WHO) and situations (WHAT) on the blackboard. The students can pick and mix these to produce their own imaginative scene. For example:

● WHO ●

- Frog, butterfly, fish.
- Cowboy or other people from the past.
- Good queen.
- Heroes such as a courageous king.
- Movie stars or television actors.
- Monkey, fox, sheep, lion.
- Mickey Mouse or other cartoon characters.
- Farmer.
- Doctor, nurse, teacher.

● WHAT ●

- Saving someone from a disaster.
- Hiding together.
- Mountain climbing.
- Trying to buy something.
- Storm at sea.
- Winning a contest.
- Playing in the park.
- Going on a long trip.
- Just after a hard examination.

With interesting situations, your class can use sounds and actions to make even simple structures into dramatic dialogues. For example, here's a way the students can create dramatic situations to practice **Hello, my name is _____ . How are you? I'm fine. What's your name? My name is _____ . What's his/ her name? Nice to meet you.**

做游戏

本套教材有很多供练习词汇的游戏。《教师用书》的书末“游戏”章节，提供了关于怎样做游戏的具体说明。

编对话

学生就新词新结构进行了一定的练习之后，便可以自行对话。叫学生自行对话时，不要告诉他们必须讲什么。不过，可以将一些短语和词汇列在黑板上，以便给他们一些提示。还可以示范一两个对话。别忘了告诉学生，任何结构和单词，他们想在对话中重复多少次都可以。

鼓励学生在对话过程中创造人物和情景。学生可使用手偶和面具。

此外，你同样可以将不同人物 (WHO) 和情景 (WHAT) 写在黑板上，以启发全班同学。学生可以对这些人物和情景进行取舍或混合，以编出他们自己想像的情形。例如：

●人物●

- 青蛙，蝴蝶，鱼。
- 牛仔或昔日其他什么人。
- 贤明的女王。
- 像勇敢的国王一类的英雄。
- 电影明星或电视演员。
- 猴子，狐狸，羊，狮子。
- 米老鼠或其他卡通人物。
- 农夫。
- 医生，护士，教师。

●情景●

- 救某人脱险。
- 一起躲藏着。
- 爬山。
- 想买点什么。
- 海上风暴。
- 比赛争胜负。
- 在公园玩耍。
- 出门作长途旅行。
- 刚结束一门很难的考试。

只要情景设计得有趣，你班上的学生就可以通过声音和动作，将一些很简单的结构变成一些极富戏剧性的对话。例如：学生可用这种方式创造戏剧性情景，以练习：
Hello, my name is _____. How are you? I'm fine. What's your name? My name is _____.
What's his/her name? Nice to meet you.

- WHO Mr. Wolf, Mr. Sheep and Miss Monkey.
 WHAT Miss Monkey introduces Mr. Wolf to Mr. Sheep, but Mr. Sheep is very afraid of Mr. Wolf.
 WHO A boss, a worker and a little boy or girl.
 WHAT They are all stuck on an elevator that has stopped.
 WHO A father, mother, son and the son's friend who is very strange.
 WHAT The son is introducing his strange friend to his father and mother.
 WHO Two aliens and a human being.
 WHAT The aliens have just landed on Earth and are trying to make friends.

Use Puzzles and Riddles

The students may guess words through riddles like this:

I have four legs. I can stand up, but I can't sit down. What am I? (A desk.)

Drill

Here's a key rule: do not drill the students on words or structures unless they understand what they mean. Good teachers use a combination of drills to avoid monotony and to keep the students thinking. Keep the drills moving briskly. Switch to different types of student participation: choral repetition, chain repetition, you questioning small groups or the whole class, or individual students questioning you.

- **Noun Drill:** You can ask the students to point to objects in the room that you name, or ask the students to name objects that you show them by pointing or holding up pictures.
- **Question and Answer:** Ask questions of individual students, groups of students (for example, **This row answer**) or the whole class. Do not ask a question before you have shown the students how to respond to the question. Use a variety of questions:
 - "Yes-No" Questions: **Is this a chair? (Yes/No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)**
 - "Or" Questions: **Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?**
 - "Wh" Questions: **What's this? Where is _____? What time is it? What colour is it?**
- **Chain Drill:** You can start a chain drill anywhere in the classroom. Student 1 asks a question and Student 2 answers it. Student 3 asks the question of Student 4, inserting he/ she, and Student 4 answers the question. Student 5 starts the chain over again.

For example:

Student 1: **What's your name?**

Student 2: **My name is Du.**

Student 3: **What's her name?**

Student 4: **Her name is Du.**

Student 5: **What's your name?**

After a few students, you can move the chain drill to another part of the classroom.

人物：狼先生，羊先生和猴女士。

情景：猴女士将狼先生介绍给羊先生，可羊先生很害怕狼先生。

人物：老板，工人，小男孩或小女孩。

情景：他们全都困在停住不动的电梯里了。

人物：父亲，母亲，儿子和儿子的一个怪怪的朋友。

情景：儿子将他那怪怪的朋友介绍给父母。

人物：两个外星人与一个地球人。

情景：两外星人刚在地球上着陆，正想法结交朋友。

利用智力测验和谜语

学生可以通过这类谜语猜词：

I have four legs. I can stand up, but I can't sit down. What am I? (桌子)

操练

千万注意：一定要在学生弄懂了单词或结构的意义之后，再行操练。好的教师一般采用几种操练法，从而避免单调乏味并让学生不断动脑筋。注意让操练进行得生动活泼。可运用不同的方法调动学生的积极性：全班一齐重复，链式重复，你本人向小组或全班提问，并请个别学生向你提问。

- 名词操练：可请学生指出你所提到的教室里的实物，或者由你向学生展示图片，让学生说出该实物的名称。
- 问答：向个别学生、小组（如 This row answer）或全班提问。一定要向学生讲明怎样回答某问题之后，再提问。宜用不同问法：
 - “一般问句”：Is this a chair? (Yes/ No.) Do you like noodles? (Yes/ No.) Are you hot? (Yes/ No.)
 - “选择问句”：Is this a chair or a desk? Do you like noodles or rice? Are you hot or cold?
 - “特殊问句”：What's this? Where is _____? What time is it? What colour is it?
- 链式操练：可以从教室的任何一个地方开始。甲（生）提问，乙（生）回答；丙向丁提问，插入有关 He 或 She 的问句，丁回答。第五个同学又从头开始。如：
 - 甲：What's your name?
 - 乙：My name is Du.
 - 丙：What's her name?
 - 丁：Her name is Du.
 - 戊：What's your name?

这部分学生轮完之后，可将链条延伸到另一部分学生那儿去。

- 重复操练：这种练法很机械。学生不一定知道自己在说什么，但可以锻炼他们的发音。

教师：Let's read a book.

学生：Let's read a book.

教师：Let's draw a picture.

学生：Let's draw a picture.

- 替换练习：此法比直接重复稍难一些，但仍然是机械式的。

教师：You want to read.

学生：Let's read a book.

教师：You want to draw.

学生：Let's draw a picture.

- 单词提示法：此法比较难。学生必需自己造句。

教师：Book.

学生：Let's read a book.

教师：Draw.

学生：Let's draw a picture.

- 图片提示法：此法难度更大些。学生需在没有任何英语词提示的情况下自行造句。

教师：(举起一张公园照片)

学生：Let's _____.

- 自由替换法：此法最难。学生要想参加练习，必需懂得其意义。

教师：What do you want to do? Where do you want to go?

学生：I want to go walking. Let's go walking. Let's go for a walk. Let's go to the park.

怎样检查学生的理解情况

学生练习了某个新概念之后，你得检查一下，看他们是否理解其意。尽量不要迫使非常害羞和不情愿的学生独自当着全班的面回答，问谁愿意回答。例如：What's this? (指着某物) Who can answer? Volunteer? (举起手表明你要学生怎么做) Is there a volunteer?

当然如果有些学生上了几星期课之后，依然拒绝主动回答，你得给予他们更有力的鼓励。如某学生觉得根本做不到，你可能需要在课后与该生面谈，检查其理解情况。

本《教师用书》使用以下方法在课堂上检查理解情况：

Observe as the Students Practice

Whenever you give the students class time to practice speaking in pairs, making up a dialogue or working on activity-book exercises, you should walk around the classroom and carefully observe their work. Try to be unobtrusive when you observe.

- **Making a Checklist:** Some teachers make up a checklist of particular skills they want to observe throughout several lessons. As you move around the class, carry the checklist on a clipboard to make notes as you listen to the students. The students' names are listed in a column on one side of the page. Each skill is written at the top of the page in a separate column. Beside each student's name, you can place a mark to represent the student's mastery of the skill. For example, write + or – to show if the skill is satisfactory or not. Or write **1, 2** or **3** to show beginning, developing or mastery skill level.
- **Making Descriptive Records:** Some teachers write short notes about particular students during practice periods or after each lesson. For example:
Li Hong - Cannot pronounce / θ / correctly.
Xiu Jie - Confuses mouth, ears, eyes, nose.
Yi Yu Ming - Drops final consonants on many words.

When you have a large class (more than 40 students), you may need to focus your observation on those students who appear to be having the most difficulty. Remember to move to all parts of the classroom, including the back rows, when you observe.

Ask the Students to Present

When pairs or small groups of students have practiced a question-answer structure, call on three to five volunteer groups to demonstrate in front of the class.

Also, when the students make up a dialogue, you might want to have volunteer groups present in front of the class.

Remember, it is not necessary to always have some of the students present after they spend time making up dialogues. If you do, the students may begin to believe that the performance is the most important thing. The most beneficial part of the exercise is the language practice the students gain in making up the conversation. The students need to learn to have fun and use their imaginations and English in the process of making up the dialogues.

Play a Game or Sing a Song

Many of the games and songs described in this program provide good opportunities for you to observe the students' understanding of vocabulary words and commands.

Check the Activity Book

You have choices in how to evaluate activity-book exercises. Your choices depend on how much time you have in class and how well the students understand the lessons.

- The students may share their work in class. The students may share with partners or in small groups. (This is suitable for drawing activities. The students can show each other their drawings and talk in English about their favourite foods.)

观察学生练习

无论何时，只要给学生时间，让他们一对一或分小组练习对话，或做《活动手册》上的作业，你都应在教室四处走动，仔细观察学生的练习情况。在这个过程中，尽量做到不干扰学生。

- 制作检查表：有些老师往往在连续几课的教学中就学生特别需要掌握的技能制作检查表，以了解情况。一般的做法是，将表夹在写字夹里，手拿写字夹，在课堂上四处走动，边听学生练习，边做笔记。表的一(左)边，列出全班学生的名字；空余部分的顶上，分栏列出各项技能，可在学生名字的旁(右)边作记号，以表明该生掌握的情况。例如，用+或-表示令人满意或不满意，或用1, 2, 3表示技能掌握的程度。

- 作描述性记录：有些老师往往在学生练习过程中或课后，就某学生的情况作简单记录。例如：

李红—/θ/音发得不准。

修洁—mouth, ear, eyes, nose分不清。

易玉明—词末辅音吞音现象严重。

如果所教的班人数过多(多于40名学生)，宜将注意力放在问题最多的那些学生身上。教师在观察过程中，记住：教室的各个地方都要走到，包括后面几排学生。

让学生表演

学生们以一对一或小组练习的方式做完某个问答练习之后，让三至五对或组自愿者上台前表演。

此外，学生编对话时，有些情况下也不妨请几个自愿者当着全班表演。

记住，学生花了时间自行对话之后，不一定每次都要请人上台前表演。如你每次都这么做，学生可能慢慢会认为其练习本身并非是最重要的。可真正最让学生受益的恰恰是自行对话过程中所获得的语言锻炼。学生需要寓学于乐，需要在自编对话的过程中发挥其想像力来运用英语。

做游戏或唱歌

本套教材中有很多游戏和歌曲，使你有机会观察到学生掌握词汇和指令的情况。请参阅为复习词汇而设的“游戏”章节。

检查《活动手册》

怎样批阅《活动手册》上的作业，可有多种选择。具体办法可视情况而定：课堂上还剩多少时间；学生对课文掌握的程度如何等。

- 可让学生在课堂上相互交流。学生可以与同伴(桌)或在小组内交流作业。(此法适宜绘画练习。学生可将自己画的东西给同学看，并用英语谈各自所喜爱的食物。)

- The students may exchange their activity books with a partner. You can tell the class the correct answers, and the students can grade each other's exercises.
- You can collect all the activity books at the end of the unit and check them. You might collect the activity books by surprise now and then. You can choose particular assignments to grade and record as marks. You can skim the other assignments, checking only to see if the students have completed them and where they have particular difficulties.
- Each review lesson is a test. This test provides you with a formal evaluation of the students' progress in that unit.

Ways to Teach Pronunciation.....

This guide does not offer detailed methods for teaching pronunciation. You need to consult an English-as-a-foreign-language textbook for that. Here, however, are a few guidelines:

Do not drill children on any word or structure unless they know what it means. This is a general rule for any kind of drill or review.

Learning English does not advocate teaching children the International Phonetic Alphabet (IPA). Young students are struggling to learn English syntax and the alphabet as a way to make meaning. IPA represents another layer of abstract symbols to memorize and can present obstacles to children trying to develop rapid and confident meaning-making skills in English. IPA, however, is a helpful tool for you, the teacher. It can help you identify certain sounds that Chinese children might find unfamiliar and, therefore, more difficult to pronounce. Once you can pronounce these sounds, you can help your students with other methods.

Here are some suggestions to help the children with pronunciation of individual words and sounds:

- Compare new words they are learning with sounds they already know in Chinese.
- Describe the action of the speech organs that make the sound (such as the tongue, teeth and lips, palate). Show the students, in an exaggerated way, the placement of the tongue, teeth, lips and have them practice this exaggerated way. For example, place the tongue between the teeth to say **thanks**.
- Practice (in very short drills) words with similar vowel sounds: **boy, toy, soy** or **four, more, your, store**.
- Practice (in very short drills) pairs of words that are identical except for one sound: **bit/bet, sit/set, bag/back, rag/rack**.
- When you teach an unfamiliar sound, teach a contrasting sound. For example when you teach "**th**" in **thin**, contrast it with **tin** and **din**.
- Make a large head profile on cardboard to show the teeth, palate, lips and bottom of the mouth. Cut out the cardboard to make a hole where the mouth cavity is. Cover your hand with a red cloth or a mitten, and when you teach a new sound, poke your hand in the mouth cavity to show the action of the tongue.

- 可让学生与同桌交流《活动手册》。可将正确答案告诉全班，学生就对方的作业相互打分。
- 上完一个单元之后，可将《活动手册》收集上来检查。可不定期地突然抽查；可选取特定的作业予以打分并记录；可“浏览”其他部分，仅查看学生是否做了，以及他们的具体困难在哪里。
- 每节复习课是一次测验。该测验能给你提供正式评价学生该单元学习成绩的依据。

语音教学方法

本书不提供详尽的语音教学方法。如果需要，教师可参考其他外语教科书。这里只提出几点基本的指导意见：

不管任何词或句子，如果学生不明白其意思，就不要让学生操练。这是一条总的原则。

《学英语》教材不提倡教学生国际音标。学生已经在费力地学习英语句法和拼音来表达自己的意思。而国际音标是另一套抽象记忆符号，会给培养学生流利、自信地用英语表达自己的意思造成障碍。然而，国际音标对于教师来说却不失为一种有用的工具。它可以帮助教师辨别学生某些可能因不太熟悉而难以发出的音。当你能发这些音时，你就可以帮助学生学会其他学习语音的方法。

下面是帮助学生学会单词发音的一些建议：

- 把生词的发音和学生所熟悉的汉语语音相比较。
- 说明发音器官（如舌、齿、唇、腭等）的动作。可用一种夸张的方式向学生展示发音器官的位置，并让他们以这种方式进行练习。如，把舌尖置于上下齿之间说：
thanks。
- 练习成组的元音发音相同的单词。如：boy, toy, soy 或 four, more, your, store 等。
- 练习有一个音不同，其他音相同的成对单词的发音。如：bit/bet, sit/set, bag/back, rag/rack 等。
- 当你在教学生不熟悉的语音时，可采取对比的方法。如教 thin 中 /θ/ 的发音时，和 tin 及 din 相比较。
- 在硬纸板上做一个大的人头侧面图像，展示齿、腭、唇和喉咙。然后，把口腔部位从硬纸板上剪下来。操作时，手上裹一块红布或戴上连指手套。当你在教一个新学的语音时，把手从口腔的部位伸出，表现舌的运动。

- Teach the students tongue twisters to help drill particularly difficult sounds. The object is to be able to say the sentence or phrase several times, as fast as possible, without mixing up the words.

For example:

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

Here are some suggestions to help the children with intonation and stress:

- In beginning levels, focus only on basic rising and falling intonation for a sentence. Write arrows on the blackboard, use your arm pointed up or down or use any other cue that helps your students remember.
- The students learn by hearing and imitating many, many examples. Young children mimic sound very well. Provide many examples. Be sure your own pronunciation is as clear and correct as possible. Use the audiotape of native English speakers whenever possible for children to practice imitating.
- Rising intonation occurs in questions with a yes-no answer. The pitch rises on the stressed word in the sentence and then rises sharply on the last syllable:

Are you hungry? ↗

Do you like ice cream? ↗

- Falling intonation occurs in statements and in questions that aren't answered yes/ no. The pitch rises on a key word or stressed syllable in the middle of the utterance, and then falls:

I like ice cream. ↘

Here is my pencil. ↘

- Backchaining is a helpful method for the students to learn the natural flow of a structure. Break a structure into small parts and then drill the students on these from back to front. For example, in learning the correct stresses and intonation of a structure like **May I have three books, please?**, write the whole structure on the blackboard. Drill the students like this, using your hand to underline the words as they say them:

Please? (3 times)

Three books, please? (3 times)

Have three books, please? (3 times)

May I have three books, please? (3 times)

- 教学生绕口令来练习较难的语音。其目的是使学生能够尽快地说绕口令而不把其中的单词说乱。例如：

The lips, the teeth, the tip of the tongue.

Around the rugged rock the ragged rascal ran.

She sells sea shells by the seashore.

Look how high his Highness' horse holds his haughty head.

下面是帮助学生练习语调和重音的一些建议：

- 在起始年级，重点是练习句子的基本的升调和降调。可以在黑板上画出升、降调箭头，也可用手势或其他方式帮助学生记忆。
- 学生是通过大量的听和模仿范例学会语音语调的。少年儿童模仿声音的能力很强。因此要提供足够的范例。注意：教师自己的发音要尽可能地清晰、正确。要尽可能地创造机会使学生通过听说本族语的人的录音进行模仿。
- 用 yes-no 回答的问句要用升调。其方式是在句子中的重读单词上提高音调，并在最后一个音节上明显上升：

Are you hungry? ↗

Do you like ice cream? ↗

- 陈述句和不用 yes-no 回答的问句用降调。其方式是在核心词或重读音节上提高音调，然后音调下降：

I like ice cream. ↘

Here is my pencil. ↘

- 可以采用“回链”的方式帮助学生自然学习自然的语流：把一个句子分成几个小部分，然后从后向前进行操练。如，在学习 May I have three books, please? 这样一个句子的正确的重读和语调时，先把整个句子写在黑板上，教师把手放在单词下面，学生同时说：

Please? (3 次)

Three books, please? (3 次)

Have three books, please? (3 次)

May I have three books, please? (3 次)

Puppets, Posters and More

Making and Using Puppets

Puppets are excellent language-learning tools. They capture the students' attention. They encourage the students to experiment and play with language. They can help shy students find the courage to speak.

As a teacher, you can use puppets to demonstrate conversations to the students, such as dialogues in the student book. You can use them to ask questions of the class or individual students. With a puppet on each hand, you can hold a conversation with yourself and demonstrate question-answer structures, such as **How do you feel today? I feel happy.**

The students also enjoy using puppets to make up dialogues with each other. Puppet characters can help the students think of things to say in conversation. Puppets also help vary classroom activity: the students often enjoy drilling structures when they use puppets to practice with each other. Shy students often find it easier to talk when they speak through puppets. You can help shy students further by making a simple puppet stage with cardboard and desks at the front of the classroom. The students presenting puppet dialogues can hide



手偶、 张贴画及其他

制作和利用手偶

手偶是很好的语言学习工具，能吸引学生的注意力，能鼓励学生用语言来练习和玩耍，能帮助害羞的学生有勇气开口。

作为教师，你可以用手偶为学生演示对话。例如《教科书》中的那些对话，也可以用它向全班或单个学生提问。每只手上拿一个手偶，你自己就能组织会话，并能演示问答。如：How do you feel today? I feel happy.

学生也喜欢用手偶来互相编对话。手偶人物能帮助学生构思对话中所说的事情。手偶也能使课堂练习变得丰富多彩。学生彼此用手偶作练习时，都乐意做句型操练。害羞的学生也会发现对着手偶说话，开口说英语会变得轻松容易。教师可以在教室前面用厚纸板和课桌做一个简易的手偶舞台。表演手偶对话的学生可以把脸藏在舞台后面，这样能够进一步帮助害羞的学生面对全班同学开口说话。



their faces behind the stage, which helps some shy students speak in front of the class.

Many teachers set aside one whole lesson for the students to make puppets of their own that they can use throughout the year. The students love to make puppets: It's fun, highly creative and creates a natural setting for lots of communication. Bring materials such as scissors, wool, coloured fabric, needles and thread. The students could each bring old buttons, socks, ping-pong balls, paper bags or other materials. Before the class makes puppets, teach the students how to name and ask for items they will need. Then during the puppet-making, encourage the students to use English.

You can make a puppet out of anything you can fit over your hand: a sock or a paper bag, for example. Your hand becomes the head of the puppet and your fingers the mouth. Add eyes, lips, a nose and hair. You can draw these on with markers, or use buttons, fabric, coloured paper, wool or other materials. Decorate your puppets with hats, whiskers, glasses, eyelashes and other features. Attach jewellery, feathers, hair ribbons — anything colourful. Use your imagination and have fun!

This puppet has a ping-pong ball for a head and a square of fabric for a body. Cut a hole in the ping-pong ball big enough for your index finger to poke through. Drape a square of fabric over your finger and poke it into the hole. Use glue or tape to secure the fabric to the edge of the hole in the ball. Give the ping-pong ball a face and some personality!

Making and Using Posters

Posters will make a big contribution to your English-language class. You should try to surround your students with English signs, word-cards and displays.

Point to these visual aids often when teaching vocabulary. Encourage the students to look at them when speaking to remember words and structures. This is an effective way to develop fluent speaking.

Teaching Posters

Make a poster or display for each group of words the students learn. Every unit in the *Learning English* program has a theme that focuses on a group of words. For example, Unit 1 focuses on school objects. At the beginning of Unit 1, you should post pictures related to this theme (such as a **desk, chair, pen** and **pencil**) on the walls and bulletin boards in your classroom. Put up signs with large English words beside each picture. Also post phrases and questions the students will learn beside the pictures. (For example, **What's this? It's a desk.**)

Other themes in this guide include colours, numbers, alphabet letters, foods, Western foods, fruits, parts of the body, family, actions (such as **jumping, singing, laughing**) and feelings (such as **happy, sad, tired**). Make a poster for each of these themes.

许多教师留出一整堂课的时间让学生自己制作可备一年用的手偶。学生喜欢制作手偶，因为这项工作很好玩，富有创造性，能够为许多交流创造出自然的场景。把诸如剪子、羊毛、彩布、针线等材料带到课堂上，学生还可以每人带些旧钮扣、短袜、乒乓球、纸袋或者其他材料。在学生做手偶之前，教师应该教学生如何给手偶起名字，如何要需要的物品。在制作手偶期间，鼓励学生用英语交谈。

教师可用能放进手的任何东西来做手偶，如用一只短袜或一个纸袋。教师可以用手做手偶的头，用手指做手偶的嘴。再添上眼睛、嘴唇、鼻子和头发。这些都可以用水彩笔画出，也可以用钮扣、布料、彩纸、羊毛或其他材料制作。

可以用帽子、胡须、眼镜、眼睫毛和其他有特点的东西来修饰手偶，还可以给它添加色彩鲜艳的装饰品，诸如珠宝、羽毛、发带等。运用你的想像力获取乐趣吧！

图中的这个手偶是用乒乓球作头，用四方布作身体的。在乒乓球上开一个大口，以便能让食指插进去。用一块四方布盖住你的手指，然后把手指插进去。用胶水或胶带把布固定在球的开口边缘。再在乒乓球上制作手偶的面部以及其他拟人化的东西。

制作和利用张贴画.....

张贴画会在你的英语教学中起到很大的作用。你要尽量用英语的标志、词卡和展示牌装饰教室，让学生们置身于英语环境中。

教英语词汇时，要经常性地指着这些直观教具。鼓励学生口头说英语时要看着这些东西，以帮助他们记忆单词和句型。这对提高学生流利的口语能力是一个行之有效的办法。

教学张贴画

把学生学的每组词汇做成一幅张贴画或展示牌。在《学英语》这套教材中，每个单元的教学计划都有一个主题，集中归纳了学生要掌握的词汇。例如，第1单元着重讲述了学校物品。在第1单元开始的时候，应在墙上或教室后的宣传栏上贴一些有关这一主题（例如 desk, chair, pen 和 pencil）的图片。在每幅图画的旁边用大号的英语单词标注。也可以在图画的旁边贴上一些将要学习的短语和问句。（例如：What's this? It's a desk.）

在这本参考书中，其他的主题包括颜色、数字、字母表、食物、西餐、水果、身体部位、家庭、动作（如 jumping, singing, laughing）和感情（如 happy, sad, tired）。为每一个这样的主题制作一幅张贴画。

Photograph Posters

Take photographs of your students doing activities in the classroom and arrange them on a poster. Label the photographs with English phrases such as **He is standing. They are playing. Put your hand on your head.**

Student Posters

Whenever possible, have the students make small posters of vocabulary words. The students can draw pictures or cut out pictures from magazines and write the English words beside each one.

The students can also create pictures to respond to a story or dialogue they have read. Have the students try to invent a sentence to write under their pictures. Display the students' posters and artwork on the classroom wall.

Making and Using Pocket Panels

A pocket panel is a strip of heavy paper about twelve centimetres deep and fifty to one hundred centimeters long. Leaving the top edge open, tape the strip to a wall or staple it to a bulletin board. Now you have a pocket that will hold word-cards and pictures.

Pocket panels work well to teach word substitution in structures. For example, to teach **What is your/ his/her name? My/ His/ Her name is _____**. make separate word-cards for:

What is
your
his
her
name?
My
His
Her
name is _____ .

Make the word-cards about twenty-five centimeters long and twelve centimetres deep. Write in big letters. Place the cards with **What is** and **name?** in one pocket panel. Place the card with **name is _____** . in another pocket panel. Insert the other word-cards (**your, his, her, My, His, Her**) to show the students how the structures work.

Use the same method to teach question-answer structures such as:

How many _____ do you have? I have _____ .
Do you like _____? Yes, I like _____ .

Making and Using Flannel Boards

A flannel board is a cheap and very useful tool for teaching English. You need a strip of cheap flannel (about one metre deep and two metres long) . Some teachers attach the flannel to a wall or bulletin board; some use it to cover a piece of heavy cardboard that they then use in different parts of the classroom.

照片张贴画

拍下一些学生正在教室里活动的照片，把他们布置到一个大展示牌上。用英语短句为每幅照片作标注，例如：He is standing. They are playing. Put your hand on your head.

学生张贴画

只要有可能，尽量让学生们自己制作词汇小张贴画，学生可以自己画，也可以从杂志上剪下图画，然后在每幅图画的旁边写上英语单词。

学生们也可以创作一些与他们已经学过的某个故事或对话相关的图画，让学生试着在图画下面写上自己编的句子。在教室的墙上展示学生的张贴画和艺术作品。

制作和利用词卡袋

词卡袋是由一块约 12 厘米宽，50 厘米至 100 厘米长的硬纸板制成。上端开口，用胶带把它粘在墙上或钉在告示牌上，现在教师就有了一个能插词卡和图片的词卡袋了。

词卡袋在教授句型单词替换中能发挥很好的作用，例如教 What is your/his/her name? My/His/Her name is _____ 时，制作下列单个词卡：

What is
your
his
her
name?
My
His
Her
name is _____.

制作的词卡大约 25 厘米长，12 厘米宽，用大号字母书写。把写有 What is 和 name? 的词卡插入一个词卡袋中，把写有 name is _____ 的词卡插入另一个词卡袋中，再插入其他的词卡 (your, his, her, My, His, Her)，以便向学生展示这个结构是怎样构成的。

用同样的方法也可教授问答结构。例如：How many do you have? I have _____.
Do you like _____? Yes, I like _____.

制作和利用法兰绒板

法兰绒板是一种既便宜又实用的英语教学用具。你需要一块便宜的法兰绒布（大约 1 米宽，2 米长）。一些教师把法兰绒布贴在墙上或告示栏上，一些教师把它盖在一块厚纸板上，以便能在教室不同的位置使用。

Flannel sticks to flannel. This means you can attach pictures or word-cards to a flannel board if they have a small piece of flannel glued to the back.

Flannel boards can help you teach relationships among objects. For example, you can stick pictures on a flannel board to demonstrate the concepts of **in, on, under, between** and **beside**.

You can also use flannel boards to build pictures. For example, when teaching the parts of the body, gradually make a picture of a complete person as you teach the words for **arms, legs, hands, feet and head**. You can also ask the students to work with the flannel board.

For example, ask a student to put a head on the body. Ask another student to remove an arm from the body.

You can make faces with a flannel board. For example, you can stick a blank flannel face on the flannel board and ask the students to choose from different sets of **eyes, noses, mouths, ears, hair** (different colours and styles) to create characters.

法兰绒与法兰绒相粘。如果在图片和词卡的后面用胶水粘上一小块儿法兰绒，你就能把这些图片或词卡粘附在法兰绒板上。

法兰绒板能帮助你教给学生物品之间的关系。例如，你可以把图画粘在法兰绒板上展示 **in, on, under, between** 和 **beside** 这些概念。

你也可用法兰绒板来制作图画。例如，当你教给学生身体部位的名称时，随着教单词 **arms, legs, hands, feet** 和 **head**，你就能逐步地在法兰绒板上构造出一个人的完整图像。你也可以让学生用法兰绒板来做练习，例如，让一个学生把头安在身体上，让另外一个学生把一只胳膊从身上移开。

你可以用法兰绒板为人头像制作脸部。例如，你可以把用法兰绒制作的一个脸部轮廓粘在法兰绒板上，让学生用不同类型的眼睛、鼻子、嘴巴、耳朵、头发（不同颜色和风格）来创造各种各样的人物脸型。

Games



Children love to play games, and these games help them learn English!

This section covers games that the lessons in the teacher's guide call for specifically. It also includes supplemental games that you may find fun and useful. Some of the games focus on reviewing vocabulary. Others focus on action. Use action games often for your class opening. These games help warm up the students, focus their attention, encourage careful listening and stimulate imagination and thinking.

ALPHABET SCRAMBLE

A contest to review letters of the alphabet and any vocabulary.

Ask the students to find partners and to write down the alphabet in a column on the left side of a piece of paper.

Ask them to work with their partners to remember as many English words as possible. The students write the words next to the letter that begins each word. They may write up to three words beside each letter. You can give priority to particular kinds of vocabulary (for example, food words or body parts) by giving double points for that vocabulary.

Give the students five to ten minutes to write down words.

Ask them to call out the words they wrote, starting with A. Have the students count their points as you go; priority words get two points, other words one point.

The team with the most points wins.

BINGO

To review any vocabulary.

Each student needs a blank bingo game sheet and a pencil. You need twenty-four large vocabulary cards.

A bingo game sheet is a large square divided evenly into five rows and five columns (to create twenty-five little squares) . Block out the centre space: it's a free space. Write B I N G O across the top of the columns, one letter at the top of each column. (You can make one bingo game sheet and duplicate it, or you can show the students how to make their own sheets in class.)

Write any twenty-four vocabulary words on the blackboard. Ask the students to copy

游戏

孩子都喜欢做游戏，而这些游戏能帮助他们学习英语！

这个部分涵盖了《教师用书》中每课具体要求做的游戏。同时也包括了一些补充的游戏，你可能会觉得这些游戏既有趣又有益。其中一些游戏着重复习词汇，有的游戏着重动作。在开始上课时，可经常做些动作游戏。这些游戏有助于调动学生的学习热情，吸引他们的注意力，促使他们认真听讲，激发想像力和思考能力。

字母比赛

用来复习字母表中的字母和一些词汇。

让学生找各自的伙伴，在一张纸的左侧写下字母表。

让学生和他们的伙伴一起尽可能多地回忆英语单词。学生们把单词写在该首字母旁边，每个字母旁能写三个单词，教师可以让学生优先选写某类词汇，如有关食物或身体部位的词。若学生能写出这样的词汇，给双倍分数！

给学生 5 到 10 分钟的时间写下这些单词。

要求他们从字母 A 开始读所写的单词。这样做时，让学生们算出他们各自的得分，首选单词得 2 分，其他的得 1 分。

得分最多的组为胜方。

宾戈游戏

用来复习词汇。

每个学生需要一张空白游戏纸和一枝铅笔，教师需要 24 张大词汇卡片。游戏纸是一张大方纸，均分为 5 个横栏和 5 个纵栏（形成了 25 个小方格）。留出中心部分作为自由空间。在第一排方格中写上 B I N G O，每个字母在竖行的第一个方格中。（教师可以做一个宾戈游戏纸，让学生复制它，也可以在班上教他们如何制作自己的游戏纸）

these words onto their bingo game sheets, putting a different word into each square. Important: Each student must mix up the sequence of the words as much as possible. If every student has the same sequence of words, the game will not work.

The object of the game is for the students to find and mark the words on their bingo game sheets that match the vocabulary cards you hold up. The first student to get a row of marked words in any direction wins the game.

Hold up a vocabulary card and say **Under the B**. The students check to see if they have the word that matches the card in the column under the **B** on their bingo game sheets. If they do, they put a marker on that square (a bit of coloured paper, for example) . If they don't have the word in the **B** column, they leave it alone.

Hold up another card and say **Under the I**. The students check to see if they have the word that matches the card in the column under the **I** on their bingo game sheets. If they do, they put a marker on that square. If not, they leave the word alone. Don't forget the centre space is a free space.

Continue holding up cards and calling out different columns. You need to keep track of which card goes with which column. For example, you could write **B I N G O** on the blackboard and stack each card under the appropriate letter as you call it.

When a student, or students, marks a row of words in any direction on his or her bingo game sheet, he or she calls out **Bingo!** Then as that student calls back each word, check to make sure the student matched the correct words in the correct columns.

Continue the game until you have held up all twenty-four cards or until a student calls **Bingo!** If no one gets a bingo, mix up the twenty-four cards and call them out again in a different order until a student calls **Bingo!**

Ask your students to save their game sheets. You can play again with different vocabulary another time.

Variation 1: The students try to complete an **X** through the centre free space on their bingo game sheets.

Variation 2: The students try to complete a square around the edge of their bingo game sheets.

CHARADES

To review any vocabulary.

For this game, which is pronounced *shuh-rayds*, you need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know.

Divide the class into two teams. Appoint someone as a timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through action **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In "Charades", the player may not say anything, point to anything or draw anything. The player must use only action to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit) . When the team correctly guesses the word or phrase, record this time on the blackboard.

在黑板上写出任意 24 个词汇表单词，让学生把这些单词写到自己的游戏纸上，每个方块中写一个不同的单词。重要的是：每个学生必须尽可能地打乱这些单词的顺序。如果每个学生的单词顺序都一样，这个游戏就没法玩了。

本游戏的目的是，使每个学生在他们的游戏纸上找到，并标出和教师手中词汇卡上的单词相一致的单词。第一个找到并标出一排单词的学生(不管朝哪个方向)为胜者。

当教师举起一张词汇卡片说 **Under the B**，学生查看其游戏纸上 **B** 栏的下方是否有与卡片相对应的单词。如果有，他们就用彩笔在方格中做一个标记。如果在 **B** 栏中没有找到这样的单词，就不要做任何标记。

当教师举起另一张卡片说 **Under the I** 时，学生查看其游戏纸 **I** 栏下方是否有与卡片相对应的单词，如果有，他们就用彩笔做一个标记；如果没有，就不做标记。不要忘记中心地带是空白的。

教师继续举着卡片喊出其他不同的栏目。教师需要记录下来哪个栏目与哪张词卡相对应。例如，你可以在黑板上写下 **B I N G O**，当你喊出一张卡片后，可把它放到相应的字母下面。

当一个或几个学生在游戏纸上标注出一排单词(不论任何方向)，他可以喊出 **Bingo!** 当该学生读出他标出的单词时，检查一下以确信他的游戏纸上的这些单词在相应的栏中。

继续做游戏直到举完了 24 张卡片，或者直到有一个学生喊出了 **Bingo!** 如果没有人得到宾戈，就把 24 张卡片的顺序打乱，用不同的顺序再次喊出它们，直到一个学生叫出 **Bingo!**

要求学生保留游戏纸，以便下次你能用不同的词汇再次做这个游戏。

变化形式 1：在宾戈游戏纸上，让学生通过中心空白的地方设法补充一个 **X**。

变化形式 2：让学生设法在宾戈游戏纸四周边上完成一个方块。

猜字游戏

用来复习词汇。

这个游戏的名称，读音是 *Shuhrayds*。教师需要一块计时的秒表或时钟和一个容器，例如一个盒子或一顶帽子。在容器中，放入学生已学过的词汇卡片或上面写着学生所认识的单词和短语的纸条。

把全班分成两组，指定某个学生为计时员。第一组推举一名选手到教室前面，从容器中抽出一张词汇卡或纸条。这名选手只能用动作表明词汇卡或纸条上的单词意思。第一组的学生要设法猜出那个词或短语。注意：第二组的学生必须保持安静。

在“猜字游戏”中，选手不能说话，也不能手指某物或画出某物，选手只能用动作来表明单词或短语的含义。

计时员记录下来每组猜单词或短语所需的时间。不能超过两分钟(也可采用别的限定时间)。当这个组成功地猜出了单词或短语后，在黑板上写下此组所用的时间。

Next, Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired. The team with the least total seconds at the end of the game wins.

CLAP

To review numbers.

Ask the students to stand. Teach them this pattern of clapping in a 1 - 2 - 3 rhythm:

1 - Clap your hands on your thighs.

2 - Clap your hands together.

3 - Clap your hands on your thighs.

Ask the students to clap with you as you all count **1 - 2 - 3** together until the class has mastered it.

Count and clap this sequence, up to the highest number you want to review:

**1 - 2 - 1, 1 - 2 - 2, 1 - 2 - 3, 1 - 2 - 4, 1 - 2 - 5, 1 - 2 - 6, 1 - 2 - 7, 1 - 2 - 8, 1 - 2 - 9,
1 - 2 - 10, 1 - 2 - 11, 1 - 2 - 12, 1 - 2 - 13, 1 - 2 - 14, 1 - 2 - 15.**

Repeat this a few times.

COLOUR POINT

To review colours.

Put coloured paper on the blackboard: red, blue, green and yellow. Have ready pieces of coloured paper for all the other colours.

Teach the students this chant:

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

Ask for a volunteer. The student comes to the front and points to each colour on the blackboard as the class names it in the chant. On the last line of the chant, hold up a surprise colour. Ask the volunteer to point to it and name the colour. Repeat this with other volunteers.

DRAW AND GUESS

To review any vocabulary.

This game is like "Charades", only the students draw pictures to illustrate words or phrases.

You need a watch or clock that shows seconds and a large container, such as a box or hat. In the container, put vocabulary cards showing words the students have learned or slips of paper on which you have written words or phrases the students know. You can make the game easy or difficult. For example:

Easy words: **chair, desk, ear, scissors**

Difficult words: **friend, favourite, eat, colour**

Phrases (difficult) : **one big apple, sing a song, little tree**

Divide the class into two teams. Appoint someone as the timekeeper. Team 1 chooses a player who goes to the front of the room and takes a vocabulary card or slip of paper out of the container. That player must try to show, through drawing **ONLY**, what it says on the paper. Team 1 tries to guess the word or phrase. Note: Team 2 must remain quiet!

In this game, the player may not say anything, point to anything or write words for anything. The player can only draw to show the word or phrase.

The timekeeper keeps track of how many seconds it takes the team to guess the word or phrase. Do not allow more than two minutes (or some other time limit). When the team correctly guesses the word or phrase, record this time on the blackboard.

接下来，第二组派选手上前抽取纸条，用动作表演单词和短语。如果学生感兴趣，可以反复地做这个游戏。在最短的时间内猜中的组为胜方。

拍数游戏

用来复习数字单词。

让学生起立，用 1 - 2 - 3 的节奏教拍数游戏。

1 - 双手拍大腿。

2 - 双手齐拍。

3 - 双手拍大腿。

当教师和学生数 1 - 2 - 3 的时候，要求他们和教师一起拍手，直到大家都掌握为止。

用下面的顺序数数和拍手，直至教师想复习的最大数字：

1 - 2 - 1, 1 - 2 - 2, 1 - 2 - 3, 1 - 2 - 4, 1 - 2 - 5, 1 - 2 - 6, 1 - 2 - 7, 1 - 2 - 8, 1 - 2 - 9,

1 - 2 - 10, 1 - 2 - 11, 1 - 2 - 12, 1 - 2 - 13, 1 - 2 - 14, 1 - 2 - 15。

反复几次。

指颜色

用来复习颜色名称。

把彩纸粘到黑板上：红的、蓝的、绿的和黄的，也可准备其他几种颜色的彩纸来表示其他颜色。

教学生诵唱下列歌谣：

Point to red, point to blue, point to green and yellow, too.

Now what colour do you see? Point to it and then tell me.

让一名自告奋勇的学生走到黑板前，按照全班说唱到的颜色指黑板上相应的彩纸。唱到歌谣的最后一行，教师举起一种出人意料的颜色，让该学生指着它说出其颜色名称。让其他的学生重复做这个游戏。

画画猜字

用来复习词汇。

该游戏类似上面的“猜字游戏”，只不过要学生通过画画来说明单词或短语的含义。

教师需要一块秒表或时钟来计时，另外还需要一个容器，例如，一个盒子或一顶帽子。在容器中放入学生已学过的词汇的卡片或写有单词和短语的纸条，纸条上的单词和短语必须是学生认识的。游戏的难易度你可以自己掌握。例如：

容易的词：chair, desk, ear, scissors

困难的词：friend, favourite, eat, colour

短语（难）：one big apple, sing a song, little tree

把全班学生分成两组，指定某个学生为计时员。第一组推举一名选手到教室前面，从容器中抽取一张词汇卡或纸条。这名选手只能通过画画设法说明纸条或词卡上单词的意思。第一组的学生设法猜出是什么单词或短语。注意：第二组必须保持安静！

在这个游戏中，选手不能说话，也不能手指任何东西或者写下只言片语。选手只能通过画画来说明单词或短语。

计时员记下每组猜词或短语所用的时间，不能超过两分钟（或者采用其它限定时间）。当这个组成功地猜出了单词或短语后，在黑板上记下所用的时间。

Next Team 2 sends a player to the front to take a slip of paper and act out the word or phrase. Repeat the activity as often as desired.

The team with the least total seconds at the end of the game wins.

FIND THE CARD

To review any vocabulary.

Place ten to fifteen large vocabulary cards at the front of the classroom. Turn each card so the students can't see the picture.

Ask for a volunteer. Say **Where's the _____?** (Name any one of the vocabulary cards.) The student goes to the front, picks a card, holds it up and says the word on the card loudly.

If the card matches what you asked for, the student may call out the next word. The student says **Where's the _____?** and picks a volunteer to try to find the matching card.

If the card doesn't match, the student returns to his or her desk.

FIND THE LETTER

To review letters of the alphabet.

Have the students look around the classroom to find objects that begin with the letter A and then four to five other letters.

Call out more letters, but this time ask the students to look through their student books to find words.

Write the words on the blackboard as the students find them.

After a few minutes, stop the game. Point to each word on the blackboard, ask the class to say it and then name its first letter.

Continue to call out more letters. This time, ask the students to find words that **contain** one of the letters you call out. (Pencil, for example, contains the letter C.)

Add these words to the list on the blackboard. After a few minutes, point to each word as the class reads it.

Choose a few words and have the class spell them as you point to each letter.

GO FISH

To review any vocabulary.

For best results, each player should have, and be able to name, ten to twenty small vocabulary cards. Important: Each player must have the same vocabulary cards.

Divide the class into pairs or groups of four.

The goal of the game is for each player to match the cards in pairs. The player who finishes with the most pairs wins.

Each player brings one set of vocabulary cards to the group. The students in the group shuffle all their cards together and then put them face down in a big pile (so they can't see the pictures) .

Each player takes four cards from the top of the pile, making sure that the other players do not see the cards.

Each player checks the cards he or she chose for cards that match. Any player who finds a pair puts it down in front of him or her immediately. That player then takes two more cards from the top of the pile and checks again for matching cards. When no one has any more matching cards, the game begins.

接下来，第二组派选手上前抽取纸条或词卡，然后手画单词和短语。若学生感兴趣，可以反复地做这个游戏。

在最短的时间内猜中的组为胜方。

找词卡

用来复习词汇。

把10到15张大词汇卡片放到教室前面，把每张卡片翻过去使学生看不到卡片上的图画。

找一名自告奋勇的学生。教师说：Where's the _____ (说出其中一张词汇卡上的单词)? 学生走上前，挑出一张卡片，把它举起来，并大声读出词汇卡上的单词。如果这名学生挑对了卡片，他可以再说出下一个单词，然后说：Where's the _____? 然后点一个自告奋勇的学生找出相应的卡片。

如果这位自告奋勇的学生没挑对正确的卡片，就让他回到他的座位上去。

找字母

用来复习字母表中的字母。

让学生环顾教室的四周，找出名称以字母A开头的物体。然后再找出四个到五个名称以其它字母开头的物体。

教师说出更多的字母，但这次让学生翻看《教科书》来找出单词。

当学生找到后，在黑板上写下这些单词。

几分钟后，停止这个游戏，指着黑板上的每个单词，让全班学生朗读并且说出它的第一个字母。

继续说更多的字母。这次让学生找一些包含有你说出的字母的单词(比如 pencil, 包含字母 c)。

把这些单词添加到黑板上的单词表中。几分钟以后，逐个指着单词让全班朗读。

选择一些单词，当你指着每个字母的时候，让全班学生拼读。

钓鱼游戏

用来复习词汇。

为了取得最好的结果，每个选手应该拥有并能读出10到20张小词汇卡片。注意，每个选手手中的词汇卡片必须相同。

把班里学生分成二人或者四人一组。

该游戏的目标是让选手手中的卡片成对。谁完成的配对数最多，谁就是胜方。

每个选手带一沓词汇卡片编入小组。小组里的学生把他们全部卡片都混在一起，把卡片面朝下码成一大摞(令他们看不到图画)。

每个学生从这摞卡片上面取4张，确信别人看不到自己手中的卡片。

每人检查一下手中的卡片，看有没有可以配对的，只要发现配对的，就立即把这对卡片放到自己面前，然后再从这摞卡片上拿两张。再次检查有没有配对的。当大家手中都没有可以配对的卡片时，游戏就开始了。

The players take turns asking each other **Do you have a _____?**, trying to match a card they already have. In groups of four, each player must name a specific member of the group each time. For example, Player 1 might say **Rongji, do you have a hot dog?**

If Rongji has a card with a hot dog on it, he must give the card to Player 1. Player 1 pairs it with his hot dog card, puts the pair down and gets another turn.

If Rongji does not have a card with a hot dog on it, he says **Go Fish!** Player 1 then takes a card from the top of the pile. If the card matches one he already has, Player 1 makes a pair, puts it down and gets another turn.

If Player 1 does not pick up a matching card, the turn passes to Player 2. Player 2 repeats the activity.

Play until the pile is gone and all players have run out of turns. The players then count the number of paired cards they have. The player with the most pairs wins the game.

Make sure the players get their cards back at the end of the game.

HAPPY FACE, SAD FACE

To review vocabulary that goes together, such as hungry/ eat, thirsty/ drink, she/ girl, he/ boy, breakfast/ morning.

Ask the students to each write two sentences. One sentence matches vocabulary correctly; for example, **In the morning, I eat breakfast.** The other sentence makes an incorrect match; for example, **He is a girl.** Give the students some time to complete their sentences.

Draw a happy face at one end of the blackboard and a sad face at the other end.

Explain that each student will come to the front of the class and read one of his or her sentences. The student will then stand under one of the faces on the blackboard. Standing under the happy face means the sentence matched the vocabulary correctly. Standing under the sad face means the opposite. The student can try to trick the class by standing under the wrong face.

The class says **Yes** if the student stands under the correct face and **No** if not.

HIDE IT

An action game to review “where” questions and classroom objects.

Explain the game and then ask a volunteer to leave the room. Tell the volunteer what object you will use to play the game.

When the volunteer is gone, hide the object somewhere in the room.

The volunteer comes back and says **Where is my _____?** and begins looking for the object.

The class claps loudly when the student gets closer to the object. The class claps softly when the student moves further away from the hidden object. The class chants **Where is his/ her _____?** over and over while clapping.

When the student finds the object, he or she holds it up and says **There it is. Thanks!**

I SEE SOMETHING

To review adjectives.

Say in rhythm:

x x x__x | x x x x__x x |
I see some-thing __. I see some-thing __.

选手轮流问对方：Do you have a _____? 设法使手中的牌配上对。在四人一组中，每个选手每次必须叫出组中具体人的名字。比如说，选手甲可能说：Rongji, do you have a hot dog?

如果菜吉的卡片中有 hot dog，他必须把这张卡片给选手甲，选手甲就用它和他的 hot dog 卡片配对，然后放下这对卡片，再去拿另外一张。

如果菜吉手中没有 hot dog 的卡片，他便说：Go Fish! 选手甲便可以从那一摞卡片中取一张。如果所取的这张卡片和其手中的某一张相同，选手甲就配成了一对，将这对卡片放下，并开始另一轮。

如果选手甲发现他拿到的这张卡片与他手中的任何卡片都不配对，那么就该轮到选手乙了，选手乙继续重复这样的程序。

一直玩到这摞片卡被拿完为止，而且所有选手都被轮到了。选手们各自清点他们手中配对牌的数目。数目最多的选手赢得这场游戏。

确保选手们在游戏结束后都取回自己的卡片。

笑脸、哭脸

用来复习成对的词汇，如 hungry/eat, thirsty/drink, she/girl, he/boy, breakfast/morning。

要求学生每人写两个句子，一个句子中词汇搭配正确，如 In the morning, I eat breakfast; 另外一个句子中词汇搭配不正确，如：He is a girl. 给学生们一些时间来完成句子。

在黑板的一边画一张笑脸，另一边画一张哭脸。

讲明每个学生都要到讲台前来读他/她写的其中一个句子。让他/她站在黑板上画的一张脸的下面。站在笑脸下面，意味着句子中词的搭配是正确的，站在哭脸下面，意味着搭配是错误的。但这名学生可以故意站错位置来迷惑全班学生。

如果这个学生站对了位置，全班就说 Yes; 如果站错了，就说 No。

藏东西

用来复习 Where 问题和教室物品的动作游戏。

解释一下这个游戏，然后让一个自告奋勇的学生离开教室，并告诉他你将用什么物品来做这个游戏。该学生离开后，把这件物品藏在教室某处。

这个学生回来后，问：Where is my _____? 然后开始找这个东西。

当该生接近了那个物品时，全班大声拍巴掌。当他远离被藏物品时，全班轻声地拍巴掌，边拍巴掌边一遍遍地说唱：Where is his/her _____?

当该生找到了被藏物品时，把它举起来，并说：There it is. Thanks!

我看见了某物

用来复习形容词。

教师有节奏地说：

x x x x | x x x x x |
I see some-thing __. I see some-thing __.

Fill in the blanks with a colour or other adjective. For example:

I see something green. Or **I see something little.**

The students try to guess what you see. To guess, a student raises his or her hand, asks **Is it this?** And points to his or her guess. You answer **Yes** or **No**. The students keep trying until they guess correctly.

The student who guesses correctly now has a turn. She or he says **I see something ___**. The others try to guess. Important: The students must be honest if someone guesses correctly! They may not change their minds.

JOINING GAME

An action game to review parts of the body.

The students each stand beside a partner. You call out any two parts of the body. As fast as possible, the partners try to join those two parts. For example, if you say **Finger and elbow**, one student must put his finger on the elbow of his or her partner.

Continue to call out body parts. As the combinations get more difficult, it is fun to see who can complete the exercise first without falling over! Here are some examples: **Foot and knee!** **Hand and head!** **Elbow and shoulder!** **Knee and ear!**

LETTERS

A spelling game to review any vocabulary.

Divide the class into groups of four. Each group has two teams of two: Team 1 and Team 2.

Each group needs pencils, paper and vocabulary cards for the words you want to review.

Each group puts the cards face down in a pile in the centre of the group.

Each team takes a card from the pile and draws blanks on a piece of paper for each letter of the word on the card. For example, the word “cow” has three blanks: **__ __ __**. The word “sheep” has five blanks **__ __ __ __ __**.

The teams take turns guessing the letters that go in the other team’s blanks. For example, Team 1 gets the card for “cow” and draws three blanks on the paper. Team 2 guesses the letter O. Team 1 writes O in the correct (second) blank. Team 2 continues to guess as long as it guesses correctly. For an incorrect guess, Team 1 writes the incorrect letter under the blanks and takes a turn guessing the letters in Team 2’s word.

The team that completes the most words wins.

MEMORY CARD

To review any vocabulary.

Choose ten to fifteen words you want the class to review. Ask each student to find his or her small vocabulary cards for these words.

Ask the students to find partners. The partners combine their cards and lay them face down on a desk. No card may touch or overlap another card.

The students take turns turning over any two cards at a time. They must name each card as they turn it over and then call out **Same!** if the cards match, or **Different!** if they don’t. Players must call out the names of the cards correctly and **Same!** or **Different!** correctly.

用一种表示颜色的词或其他形容词填空。例如：I see something green. 或者 I see something little.

学生要设法猜出你看见了什么。要想猜测，学生举起手，指着他猜测的东西问：Is it this? 你回答 Yes 或 No。学生们一直猜下去，直到猜中为止。

现在轮到猜中的学生来主持这个游戏了。他说：I see something _____. 其他人设法猜出他看见了什么。注意：如果有人猜对了，学生们必须诚实地承认，而且也不能中途改主意。

连接身体部位游戏

用来复习身体各部位名称的动作游戏。

学生一对一站立。当教师说出身体的两个部位时，两个伙伴必须以最快的速度连接这两个部位。例如，如果教师说 Finger and elbow，其中一个学生就必须把他的手指放在自己的肘部或者他伙伴的肘部。

继续说出身体的两个部位。当把两个部位连接起来变得困难时，就会出现有意思的场面，看看谁能首先完成这些动作而又不手忙脚乱。这里有些例子：Foot and knee! Hand and head! Elbow and shoulder! Knee and ear!

字母游戏

用来复习词汇的拼写游戏。

把全班分成四人一组的若干小组，每组包括两个两人小组：甲组和乙组。

每组需要铅笔、纸和复习单词用的词汇卡片。

每组把卡片面朝下码成一摞，放在中间。

每组从这摞卡片上抓一张，并在一张白纸上为卡片上的单词的每个字母画一个空格，例如，单词 cow _ _ _，单词 sheep _ _ _ _ _。

两个组轮流猜对方画的空格上应该是什么字母。例如，甲组抓到的卡片上有单词 cow，他们便在一张纸上画出三个空格。乙组猜中字母 O，甲组便把 O 填入正确的（第二个）空格中，乙组继续往下猜，直到猜对为止。如果猜错，甲组便在空格的下面写上不正确的字母，然后就轮到甲组猜乙组单词中的字母了。

猜对单词数目最多的组为胜方。

记卡片

用来复习词汇。

挑选 10 个到 15 个教师想让学生复习的单词，让每个学生找出自己拥有这些单词的小词汇卡片。

让学生各找一个伙伴。两个伙伴把卡片混在一起，把它们面朝下平铺在课桌上，卡片不能互相接触，更不能叠加在一起。

学生轮流翻卡片，每次翻开两张。他们翻开卡片时，必须读出卡片上的单词，如果两张卡片相同，他们要说 Same! 如果不同，说 Different! 选手必须既要读对单词，又要说正确 Same! 或 Different!

If the two cards match and the player says everything correctly, the player wins the two cards and collects them in a pile. If the cards are different, or if the player makes mistakes, the player replaces them on the table, face down, and his or her partner gets a turn.

The player with the most cards at the end of the game wins. The trick of the game is to try to remember the location of each card.

Make sure the students get their own cards back at the end of the game.

MEMORY NAME

To review my/his/her and learn everyone's name.

Ask ten volunteers to stand at the front of the room facing the class. You stand at one end of the row.

The first person says **My name is** ___ (*Hong, for example*).

The second person says **My name is** ___ (*Yangsheng, for example*) and **Her name is Hong.**

The third student says **My name is** ___ (*Du, for example*) and **His name is Yangsheng** (*points to the second student*) and **Her name is Hong** (*points to the first student*).

The game continues down the row. You are the last person in the row and must remember all of the students' names!

NAME IT

To review any vocabulary.

Each student needs a piece of paper and a pencil.

Call out a colour and a category of vocabulary, such as foods, animals or classroom objects; for example, **Red: foods!** The students must then write down as many red foods as they can think of (for example, meat, apple and strawberry).

The students add up the number of words they wrote down and then write down the points (one point for each word). When they have finished, call out a new colour and category.

You may also call out letters of the alphabet instead of colours; for example, **E: body!** The students must write down as many parts of the body that begin with E as they can (for example, elbow, ear and eye).

The student with the most points at the end of the game wins.

Variation 1: Allow the students to play in small groups. Within a group, each student writes down as many words as he or she can identify to match the letter and the category. Then the group counts how many different words it collectively generated. The total represents the group's score.

Variation 2: In groups of four to eight, the students play their own game of "Name It" at their own pace. Prepare four slips of paper for each group that each show a letter (or colour) and a category. One player in each group reads aloud the slip of paper and then each player generates words to match the letter and category. The group declares a winner after each category.

NUMBER GAME

To review numbers.

Divide the class into two teams. Ask one student from each team to draw a large circle on the blackboard.

Call out ten numbers between one and fifteen. Tell the students to write them anywhere in their circles. They then return to their seats.

如果两张卡片一样，而且选手说的也对，他就赢得了这两张卡片。如果两张卡片不一样或者选手说错了，就得把两张卡片再倒扣在桌子上。这时，轮到他的对手来翻卡片。最后手中卡片最多的选手为胜方。玩这个游戏的技巧是设法记住每张卡片的位置。做完游戏后，教师要确信学生都取回了自己的卡片。

记名字

用来复习 my/his/her 和学习每个人的名字。

让 10 名自告奋勇的学生面对全班站在教室的前面，教师站在这一排学生的一端。

第一个人说：My name is _____ (比如说红)。

第二个人说：My name is _____ (比如说杨生) 和 Her name is Hong.

第三个人说：My name is _____ (比如说杜) 和 His name is Yang Sheng (指着第二位学生) 和 Her name is Hong (指着第一位学生)。

这个游戏一直进行到这一排的最后一个人，即教师本人，教师必须记住所有学生的名字。

说出名字

用来复习词汇。

每个学生需要一张纸和一支铅笔。

教师说出颜色名称和词汇的类别，比如食物、动物或者教室物品。例如，Red: foods! 这时学生必须写下他们所能想起来的红色的食物(如：肉、苹果和草莓)。

学生把他们所写下的单词数目累加起来，然后记下得分(每词 1 分)，当他们完成以后，教师开始说出新的颜色和单词类别。

教师还可以说出字母表中的字母来代替颜色；例如，E: body! 学生必须写下身体各部位中以 E 开头的单词(如 elbow, ear 和 eye)。

最后得分最高的学生为胜方。

变化形式 1：让学生分小组来做这个游戏。在一个小组中，每个学生都写下他能回忆起来的与字母和类别都匹配的单词。然后，小组数一下集体想出的不同的词汇有多少个，这个总数即是小组的得分。

变化形式 2：在四人到八人的小组中，学生可以小范围地做此游戏。每组准备四张纸条。每张纸条上面写一个字母(或一种颜色)和一个单词类别。每组派一个代表大声读出纸条上的内容，然后每个组员写出与字母和类别匹配的单词。在每个类别做完之后，由小组宣布一名获胜者。

数字游戏

用来复习数字单词。

把全班分成两组，每组派一名学生在黑板上画一个大圆圈。

教师说出从 1 和 15 之间选出的 10 个数字。告诉学生可在各自圆圈的任何地方写下这些数字，然后回到座位上。

Ask two other students to come to the blackboard to keep score.

Pick two contestants, one from each team, to come to the blackboard. As you call out more numbers between one and fifteen, the contestants erase them if they are there, or add them to the circle if they are not there. The first student to write a missing number in the circle earns a point for his or her team.

Have these contestants pick the next contestants and repeat the game until everyone has had a turn.

The team with the most points wins.

RACE AND DO

To review any vocabulary, especially actions and directions.

Divide the students into teams. One member of each team takes a turn racing to follow the direction you give, such as **Open the book! Close your mouth! Touch a window! Point to a clock!**

Ask the first person in each team to come to the front of the class. Give a command, such as **Please open the door.** The competitors walk quickly to the door and try to be the first to open it. The winner gets a point for his or her team. Record the points on the blackboard. Give each team a point when both players do the action at the same time.

Repeat with other team members and other instructions.

Important: For safety reasons, make a NO-RUNNING rule for this game. Do not award points to teams when their members run.

Variation 1: Post large vocabulary cards on the blackboard or on the wall. Call out words. The players from each team race to touch the correct card first.

Variation 2: Divide the class into small groups. Have each group take out vocabulary cards and place them face up on a desk. Each group sits around the desk. You call out words and the students in each group race to touch the correct card first.

SIMON SAYS

An action game.

You can play this game just for fun, or use it to review directions and parts of the body.

The whole class plays the game together. Tell the students to imitate what you do, but only if you say **Simon says** first. If you do not say **Simon says**, they should not imitate what you do. They must listen Carefully; you will try to trick them!

Perform a simple action such as pointing to your elbow or shaking your head. As you perform the action, say **Simon says do this.** The students imitate your action. Then perform another's action and say **Simon says do this.** The students again imitate your action.

Now perform another action and say only **Do this.** The students must not imitate you.

Continue the game, mixing up **Simon says do this** and **Do this** with many different actions. Change the commands and the actions quickly to try to trick the students.

If you trick a student, he or she must sit down. The students who are sitting can help point out others who get tricked.

Those left standing when you decide to end the game are the winners.

Variation 1: Give specific commands. For example, **Simon says point to your arm! Simon says shake your leg! Jump up and down!**

让另外两个学生到黑板上记分。

从每个组中选出一名参赛者站在黑板前，告诉他们，当你说出更多的从1到15之间的数字时，假若黑板上有这个数字，就擦掉它；如果没有，就补上它。第一个在圆圈中写下数字的学生，能为他的组得1分。

让这些选手自己挑选下一个选手参赛，重复这个游戏直到所有的人都能轮上。

得分最多的组为胜方。

动作比赛

用来复习词汇，尤其是动作和指令词汇。

把学生分成几个组，每组派一名代表按照你的指令比赛做动作。比如：Open the book! Close your mouth! Touch a window! Point to a clock!

让每组的第一名学生到教室前面来。教师发出一个指令，比如 Please open the door. 参赛者快步走到门前争取第一个打开门。获胜者将为他的组赢得1分，在黑板上记下得分。若两名选手同时做完一个动作可给每组各加1分。

用其他指令让组中其他成员重复这个游戏。

注意：为了安全起见，做这个游戏时定一条“不许跑”的规则。如果有的组员犯规，不能加分。

变化形式1：在黑板或墙上贴上大词汇卡片，说出单词，每组的选手比赛看谁能首先摸到正确的卡片。

变化形式2：把全班分成若干小组，让每个小组拿出词汇卡片，面朝上放在课桌上，大家围坐在课桌四周。教师说出单词，每个小组的学生比赛看谁能第一个摸到正确的卡片。

SIMON 说话

这是一个动作游戏。

做这个游戏是为了活跃课堂气氛，或者用它来复习表示指令或身体各部位的词汇。

全班一起来做这个游戏。告诉学生只有听到你在说话开头用 Simon says 时，他们才模仿你的动作；如果你没有说 Simon says，他们就不要再模仿你的动作。他们必须仔细听，你要想法迷惑他们！

表演一个简单的动作，比如指着你的肘部或者摇头。当你做这个动作时，说 Simon says do this，学生要模仿你的动作。然后表演另外一个动作，说 Simon says do this，学生再模仿你的另一个动作。

现在教师再表演一个动作。如果仅仅说 Do this，学生就不能模仿。

继续做这个游戏，伴随不同的动作交叉使用 Simon says do this 和 Do this，快速地变换指令和动作，故意迷惑学生。

如果学生被迷惑做错了，他就必须坐下。坐下的学生可以帮助指出另外那些也被迷惑的学生。

当你决定结束游戏时，那些没有做错动作的学生是获胜者。

变化形式1：发出具体的命令。例如，Simon says point to your arm! Simon says shake your leg! Jump up and down!

Variation 2: Allow individual students to lead the game. The students will probably find it difficult at first, so keep the turns short — no more than a minute or two.

Variation 3: Split the class into two or three big groups for two or three simultaneous games of “Simon Says”. Appoint a leader for each group. Simultaneous games help develop concentration and listening skills.

STOP! GO!

An action game to review phrases of introduction.

Translate **Stop** and **Go** for the class.

Tell the students to walk quickly throughout the classroom, looking down at the floor when you say **Go!**

When you say **Stop!** tell them to stop, look up and pair up with the student standing closest to them.

The students in each pair shake hands and repeat an introduction dialogue. For example:

Student 1: **Hello. My name is _____ . What’s your name?**

Student 2: **My name is _____ . Nice to meet you.**

Student 1: **Nice to meet you.**

When you say **Go!** the students immediately begin walking quickly again, looking down.

If you have too many students in your class to play this comfortably, ask them to play it at the front of the class, ten at a time.

THINK AHEAD

To review any vocabulary.

Tell the students to find partners or form small groups.

Each pair or group needs one set of small vocabulary cards for whatever words you want to review. Tell the students to place the cards face down in a pile.

Player 1 picks up a card and puts it on his or her forehead with the picture facing toward the other players. Player 1 tries to guess the picture by asking the others questions. For example, **Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?**

When Player 1 guesses the picture, the turn passes to the next player.

TIC-TAC-TOE

An action game to review any vocabulary.

Draw a large simple grid on the blackboard. The grid has three columns and three rows, creating nine squares of approximately equal size.

Divide the class into two teams. Ask a player on Team 1 a question. For example, **What’s this? What colour is this? Is this a _____ or a _____? Where is the _____?** You can also give the whole team a command. For example, **Touch your head. Point to the blackboard. Show me a crayon.**

If the player or team answers or performs correctly, a player from the team may write an **X** in any square on the grid.

Team 2 now has a turn. If the team answers or performs correctly, it may write an **O** in any square on the grid.

变化形式 2: 让个别学生引导做这个游戏。起初, 学生们可能觉得很难, 所以缩短每一轮的时间——不超过 1 至 2 分钟。

变化形式 3: 把全班分成二个或三个大组, 一起来做“Simon Says”游戏, 每个组指定一名指挥员, 此游戏能使学生注意力集中并提高听力技能。

走步! 停止!

用来复习介绍某人时所用短语的动作游戏。

为学生翻译 Stop 和 Go 的意思。

告诉学生, 当你说 Go! 的时候, 他们要低头看着地板在教室里快步行走。

当你说 Stop! 时, 他们要停下来, 抬起头来, 每人和站在最近的同学结成一队站立。

每对伙伴握手, 用英语互相“介绍”。例如:

学生甲: Hello! My name is _____. What's your name?

学生乙: My name is _____. Nice to meet you.

学生甲: Nice to meet you.

当你说 Go! 的时候, 学生立即重新低头快步走。

如果你班上有很多学生都愿意做这个游戏, 让他们在教室前面做这个游戏, 每次 10 个人参加。

猜画游戏

用来复习词汇。

告诉学生找伙伴或者结成小组。

每对学生或者每个小组需要准备一套你要复习的词汇卡片。告诉学生把卡片面朝下叠成一摞。

选手甲抽取一张卡片把它放在自己的前额, 卡片上的图画对着其他的选手。他要通过提问其他人问题来猜出是什么图画。例如, 他问: Is it green? Is it big? Is it a thing? Is it a feeling? Is it food?

当选手甲猜对了, 就轮到下一个选手来做这个游戏。

排兵布阵

用来复习词汇的动作游戏。

在黑板上画一个简单的大表格。表格上有 3 个横栏和 3 个纵栏, 形成尺寸大致相等的 9 个小方块。

把全班学生分成两组, 向第一组的一名选手提问一个问题。例如: What's this? What colour is this? Is this a _____ or a _____? Where is the _____? 你也可以向整个组发一个指令, 例如: Touch your head. Point to the blackboard. Show me a crayon. 如果这名选手或整个组回答或者表演正确的话, 那么从组中走出一名选手, 在大表格中任意一个小方块中画一个 ×。

现在轮到第二组了。如果该组回答或表演正确的话, 可以在任意一个小方块中画一个 O。

The object for each team is to obtain a row of three **Xs** (or three **Os**) in any direction: horizontal, vertical or diagonal. Of course, teams also want to place their **Xs** or **Os** to block the other team from completing a row. The first team to obtain a row wins one point and the game continues.

Variation 1: Prepare nine large cards or pieces of heavy paper. Write a large **X** on one side of each card and a large **O** on the other side. Place three chairs at the front of the room in a row facing the class. Ask nine students to come to the front of the room to be the game board: three students sit in the chairs, three students stand behind the chairs and three students kneel in front of the chairs. Give each student a card. When Team 1 chooses an **X**, it points to a student on the game board. That student holds the **X** card up high. Continue the game with the students holding up **X** and **O** cards to show the teams' choices.

Variation 2: The students can play this game in pairs or small groups. They draw the grid on a piece of paper and ask each other the review questions.

WHAT'S MISSING?

To review any vocabulary.

Put ten to twenty large vocabulary cards up at the front of the room. Tell the students to look at the cards for one minute and then close their eyes. Remove a card.

Ask the students to open their eyes and try to figure out which card you have removed. Call on individual students to answer with the name of the card until one answers correctly.

Show the card and return it to the front. The student who answered correctly then hides a card and leads the guessing.

WHAT'S THIS?

To review any vocabulary.

Ask the students to take out their small vocabulary cards for the vocabulary you want to review.

Ask them to find partners, or form small groups, and to each put their cards face down in a pile in front of them.

Player 1 turns over a card, holds it up and asks the other player (or players) **What's this?** The other player (s) calls out the word. Player 1 repeats this with two more cards.

Player 2 now has a turn to ask three **What's this?** questions. The partner or group answers. The game continues a few minutes.

WHISPER

An action game to review actions and prepositions.

Ask for a volunteer. Whisper an action word, or a preposition, to the student. For example, **wave, stamp, clap, in, on, under.**

If you whisper **on**, the student stands or sits on some classroom object, such as a chair or a desk. Say **Where is _____?** (the student's name) . Encourage the class to answer **He/ She is on the _____.**

If you whisper an action, the student must perform the action. Say **What's he/ she doing?** Encourage the class to answer **He/ She is _____ing.**

Repeat with the other students. Each student must find a different way to demonstrate the vocabulary. Encourage the students to be creative!

每个组的目标是在大表格的任意方向上：不管是平行方向，垂直方向，还是对角方向获得三个 × (或三个 O)。当然，每个组都想填入自己的 × 或 O，以阻止对方完成目标。第一个完成的组赢得一分，然后继续做这个游戏。

变化形式 1：准备九张大卡片或几张硬纸，在每张卡片的一面写一个大 ×，在另一面写一个大 O。在教室前面放一排三把椅子，让九名学生到教室前面来充当游戏板：三名学生坐在椅子上，三名学生站在椅子后面，另外三名学生蹲在椅子前面。给每个学生一张卡片。当第一组选择 × 时，指着一个在前面的学生，该生就高举起着 × 的卡片。继续做这个游戏，让九名学生举出写着 × 和 O 的卡片来表明每个组的选择。

变化形式 2：学生可以一对一或结成小组来做这个游戏。他们在一张纸上画一个格子，再彼此提问那些要复习的问句。

哪个不见了？

用来复习词汇。

把 10 个到 20 个大词汇卡片立在教室前面。告诉学生看 1 分钟的卡片后闭上眼睛，然后教师移开一张卡片。

让学生睁开眼睛，设法指出教师移走了哪张卡片。提问每个学生让其说出移走的卡片名称，直到猜对正确答案为止。

让学生看那张移走的卡片，并把它放回原处。那名猜对正确答案的学生可以再移走另一张卡片，让大家接着猜。

这是什么？

用来复习词汇。

让学生拿出教师打算让他们复习的小词汇卡片。

让他们各找伙伴，或者结成小组。每组把卡片面朝下码成一摞放在面前。

选手甲翻开一张卡片，把它举起来问另一位选手 (或其他的选手们)：What's this? 其他人说出这个单词。选手甲再用其他的两张卡片重复前面的问题。

轮到选手乙时，他要问三次：What's this? 让他的伙伴或小组中的其他成员作出回答。这个游戏可以持续做几分钟。

耳语游戏

用来复习动词和介词的动作游戏。

找一名自告奋勇的学生。在其耳边轻声说一个动词或一个介词。例如：wave, stamp, clap, in, on, under.

如果悄声说的是 on，这个学生就站在或坐在教室里的某个东西上面，如一把椅子或桌子上。然后教师说：Where is _____?(该学生的名字)，鼓励全班学生回答：He/She is on the _____.

如果悄声说的是一个动词，该生必须表演这个动作，然后教师说：What's he/she doing? 鼓励全班学生回答：He/She is _____ing.

和其他学生重复做这个游戏，每个学生都必须用不同的方式来演示这个词汇，鼓励学生做富有创造性的表演！

WORD CALL

An action game to review any vocabulary.

This game works for as few as ten students and as many as sixty. It depends on how many words you want to review. If you use fewer words than you have students, repeat the game so everyone has a turn.

Prepare a set of vocabulary cards for words you want to review. Make sure you have a pair of cards for each word. For example, have two cards for **book**, two for **chair** and so on. You can use slips of paper instead of cards.

Hand the cards out, one per student. Mix up the cards so the students with the same word are not standing beside each other. If only a few students in the class will play at a time, spread them out in the classroom.

When you say **Go!** the students all begin saying the word on their vocabulary card over and over again. They must move to find the other student in the classroom who is saying the same word over and over.

WRITE THE NUMBER

To review numbers.

The students form pairs or trios. Each person needs a sheet of paper.

Call out a number. Each student tries to be the first to write down the correct digit for that number.

Write down the correct digit on the blackboard so the students can check their answers.

Whoever has the most correct answers when you decide to end the game wins.

呼相同词游戏

用来复习词汇的动作游戏。

这个游戏要求少则 10 名多则 60 名学生一起来做。它取决于教师打算复习多少词汇。如果教师所用的词汇数目比学生的人数还少，那么反复做此游戏，使每个学生都有机会轮上。

教师准备一套要复习的词汇卡片，确保每个单词都有两张卡片。例如，有两张 book 的卡片，两张 chair 的卡片等等。你也可以用纸条代替卡片。

把卡片发给学生，每个学生人手一张。把卡片的序列打乱，使得相同的单词不会落到彼此紧挨着的学生手中。如果一次只有部分学生做这个游戏，使他们分散站在教室的各处。

当你说 Go! 的时候，所有学生都开始一遍又一遍地说他们手中词汇卡上的单词。他们必须在教室里来回走动，以便发现同他说一样单词的同学。

写数字

用来复习数字。

学生一对一配对或三人一个小组，每个学生都需要有一张纸。

教师说出数字单词，每个学生都要争取第一个写下相应的阿拉伯数字。

教师在黑板上写下正确的阿拉伯数字，使学生能检查各自的答案。

当你决定停止此游戏时，得正确答案最多的学生为胜者。

主要英语教学法 及其在小学教学中的应用

英语教学实践的深入使各种教学理论不断涌现。每种教学法都有其独到的优势，但却没有一种是适合所有教学内容、适合所有学习者的十全十美的教学法。试图寻找一种万能教学法是不切实际的。小学英语教师应视具体情况选择不同的教学法。有些内容可能是某一种教学法占主导，辅以其它教学法，但大部分内容需要多种方法的融合。教师应创造性地而不是机械死板地使用教学法。

二、语法——翻译法 (Grammar—Translation Method)

1. 背景

语法——翻译法是一种通过语法讲解加翻译练习的方式来教学外语的传统方法。其代表人物为奥朗多弗 (H. Ollendorff) 和雅科托 (Jacotot) 等。外语教学法源于拉丁语教学法，盛行于 15~17 世纪的欧洲，当时称“语法模仿法”，是翻译法的雏形。到了 18~19 世纪，西欧一些国家确定了翻译法的教学地位，因其重视语法教学而被称为语语法或语法翻译法，因继承了拉丁语的传统又称传统法。

2. 主要理念

以学习语言的语法系统为中心，用翻译的方法学习目标语，强调语法能力和阅读写作能力。

3. 主要特点

(1) 以传统语法作为教授外语的基础。语法被当作语言的核心，是外语学习的主要内容。语法讲解采用演绎法，先讲解语法规则、例句，然后在练习中运用、巩固规则。

(2) 翻译是教学的基本手段。外语翻译成母语，母语译成外语的逐词翻译是教学的基本形式。外语知识的讲解、练习、巩固和阅读技能的培养都采用翻译方法。

(3) 重读写，轻听说。重视词汇和语法的学习，强调阅读和写作两个方面的能力，而听、说能力没有得到应有的重视。

(4) 课堂用语大部分是母语。用母语组织教学，把母语当作释义、讲解、练习和检查的重要手段。

语法翻译法只重视语言知识的传授，在重交际的当今时代，孤立地采用语法一翻译法必然失之偏颇。在综合运用各种教学法的同时，对待一些抽象的概念、难理解的句子，采用此法不失为明智之举，既清楚明白，又节省时间。

二、直接法(The Direct Method)

1. 背景

十九世纪中期，欧洲大陆资本主义的发展促进了各国人民之间的往来。在交往中，口头交际是最常用的也是最直接的。由于相互间口头交际需要的增加，欧洲人越来越发现语法一翻译的不足。它不能用来培养学生口头表达能力和聆听理解能力。因此，直接法、听说法、情景法应运而生。直接教学法是指在教学中直接使用第二语或目标语(target language)来进行交流与授课的教学方式。直接教学法重视学生听、说口语和沟通能力的培养，拒绝填鸭式的文法规则教学，强调在自然状态下学习。

2. 主要理念

直接法中最基本的原则是建立语言与外界经验的联系，也就是说，在外语教学中，使每一个词语同它所代表的事物或意义直接联系，不经过母语翻译，强调直接用外语教外语，不注重形式语法。

3. 主要特点

(1) 教师按照儿童掌握母语的过程，使用外语进行教学，并广泛使用实物、图画、动作、手势、表情和游戏等直观手段解释词义和句子，以培养学生掌握在外语与客观事物直接建立联系和直接用外语思维的能力。在课堂教学中尽量创造一个与儿童学习母语相近的环境，使学生能够自然习得，提高英语的流利程度和运用英语进行交流的能力。

(2) 强调直接学习和直接应用，注重语言实践练习，因而学生学习积极性高，学习兴趣浓厚。

(3) 直接法主张采用口语材料作为教学内容，它的教学目标不是规范的书面语，而是外语口语。重视语音、语调和口语教学，在学习口语的基础上培养读写能力。语法规则通过课堂上大量的听说练习进行归纳。

(4) 强调模仿。教学过程是模仿、反复练习，直到养成语言习惯。

直接法适用于以实用为目的的强化培训。外语专业的基础阶段、入门阶段也比较有效。小学英语多以对话形式编排，直接法是小英语教学常用的教学法。教师应在教学环节上对容易理解的对话内容、比较具体的事物、容易解释的概念采用直接法。

三、听说法 (The Audiolingual Approach)

1. 背景

听说法于二十世纪 40 年代在美国产生。第二次世界大战爆发后，美国军队为在短期内培养大批掌握外语口语能力的军人，采取一系列的措施和手段强化训练士兵的听说能力，听说法便产生了。战后，该法被推广到学校外语教学中，并在二十世纪五六十年代风行美国和西方各国。听说法源于美国，它继承了直接法的某些优点，以句型和语法结构操练为纲。听说法产生的理论基础是结构主义语言学和行为主义心理学。句型结构训练是学生掌握外语的有效手段，是学习外语初级阶段不可缺少的内容。美国布朗大学特瓦德尔教授在 1958 年把听说法的教学过程归纳为认知、模仿、重复、变换和选择五个阶段。

2. 主要理念

语言是一套系统的“语言习惯”。语言学习只有不断地反复练习，才能形成正确的语言习惯。句型操练是训练学生掌握各种句型、句子的一种行之有效的方式。

3. 主要特点

(1) 听说领先，注重口语。听说是一切言语活动的基础，初级阶段以培养口语能力为主，读写为辅。

(2) 以句型为中心反复操练。句型是语言教学的基础，也是外语教学的中心。通过句型操练掌握目标语，培养正确的语言习惯。

(3) 对比语言结构，确定教学难点。语言结构对比包括母语和目标语结构的对比分析和目标语结构内部的对比分析。

(4) 广泛利用现代化教学技术手段，通过多种途径进行强化刺激。

针对小学生模仿能力强、拓展能力不足的特点，小学英语教师可灵活运用听说法，对重点句型采用听说法，在反复操练中使学生掌握新句型并能准确表达。之后进行替换词、句型转换等拓展练习，使学生能够熟练、灵活地掌握重点句型。

机械的模仿可能会显得枯燥，但只要老师灵活运用，结合其它教学法的使用，听说法会有不错的效果。

四、全身反应法 (Total Physical Response)

1. 背景

全身反应法简称 TPR。美国心理学家詹姆士·阿歇尔 (James Asher) 认为，第二语言学习与小孩习得母语的过程相似。针对小孩的语言大多是命令句，他们一般先用身体反应，而后再学会用语言进行反应。他认为，外语学习也应模仿小孩习得母语的方式，即先理解后表达。他在 60 年代创立了全身反应法。这种方法倡导把语言和行为联系在一起，通过身体动作教授外语。强调首先培养学生听的能力，大量听一段时间以后，有了一定积累，就水到渠成地开始输入。这样学生说起来很自然。教学要尽量减少学生的心理压力。

2. 主要理念

这种方法倡导把言语和行为联系在一起，通过身体动作教授外语。

3. 主要特点

(1) 以“听—做动作”为主要教学组织形式。学生通过身体对语言的动作反应来提高理解力。这种身体反应由教师通过有计划的指令来控制。学生根据教师的指令做出相应的动作，从而感知并理解掌握语言。

(2) 教授的语言形式以祈使句为主，带动其它句型。指令型语言的形式只能是祈使句，其它句型的出现要服从于祈使句的使用。

(3) 对学生的错误采取宽容的态度。TPR 教学法主张对待学生的错误采取宽容的态度，只纠正一些较大的错误，在纠正时要注意方法，不使学生感到压力。

小学生活泼好动，全身反应法很适合小学英语教学，可以很容易地调动起学生的学习积极性。主要缺点是比较抽象的单词和句子很难用 TPR 来表述，教师在向学生解释一些抽象的事物时会比较困难，但大多教学内容都可以采用此法。

在 TPR 教学过程中，学生要做到口动、手动、脑动，充分调动各个功能区的作用。合理使用，效果显著。

五、情景教学法 (Situational Language Teaching)

1. 背景

情景教学法于十九世纪 30 年代至 60 年代期间由英国语言学家创立。该法强调教师根据课文所描绘的情景，借助各种媒介如幻灯、动画设计、图片等再现课文所描绘的情景表象，使学生如闻其声，如见其人，仿佛置身其中，师生之间进行一种情景交融的教学活动。

2. 教学理念

情景教学法在英语教学中是以培养学生的实际交际能力为目标的新的课堂教学方法,变传统教学中学生的被动听课为现在的主动参与,使学生成为学习的主体,在“动”与“活”中快乐地学习英语。

3. 主要特点

- (1) 情景教学法的课堂以学生为中心。
 - (2) 情景教学法以情景教学为指导,在模拟真实的语境中学习。
 - (3) 情景教学法融知识性与趣味性为一体,课堂形式活跃,充分调动了学生的学习积极性。
 - (4) 情景教学法使学生既获得英语基础知识,又培养了为交际运用英语的能力。
- 该方法适用于有生活情景的内容。现在的英语教材内容大多源于生活,因此该方法使用率较高,使用效果也较好。

六、任务型教学法 (Task-based Language Teaching)

1. 背景

1979~1984年在印度南部邦加罗尔 (Bangalore) 的勃雷泊 (Prabhu) 支持了邦加罗尔交际教学项目研究,该项目完成后就形成了任务型教学法。1996年首次在中国香港使用,二十世纪90年代在世界流行。任务型教学法以任务组织教学,在任务的完成过程中,以参与、体验、互动、交流、合作的学习方式,调动学生已有的目标语资源,在实践中感知、认识、应用目标语,有目的地从“用”中学和从“做”中学。

2. 主要理念

在活动中使用语言以达到掌握语言的目的。在教学活动中,教师应当围绕特定的交际和语言项目,设计出具体的、可操作的任务,学生通过表达、沟通、交涉、解释、询问等各种语言活动形式来完成任务,以达到学习和掌握语言的目的。

3. 主要特点

- (1) 教学任务首先具有目的性,也就是说,它应该具有较为明确的目标指向。每一个教学环节都是一个活动,学生通过完成一个个的任务来提高交际能力。
- (2) 任何一个任务都需赋予它实质性的内容,表现在课堂上就是需要履行的具体行为和活动。
- (3) 强调以学生为中心而不是以教师为中心。教师既可以是任务的参与者,也可以是任务的监控者和指导者。

- (4) 在任务设计中,应尽量接近现实的情景,以加强学生对语言和语境之间的联系。
- (5) 强调课堂教学活动之间的联系。

所谓任务是一种学生运用语言完成预设非语言结果 (specific outcome) 的活动。这种活动影射了真实的生活,以交际 (communication) 为目标,使学生的注意力集中在语意上,从而达到自由运用语言的目的 (Jane Willis, 1996)。任务型教学法强调在做中学,只要设计恰当的任务,可以适用于任何教材和任何层次的学生。为小学生设计任务不要太复杂,步骤不要太多,要围绕小学生的生活经验和兴趣。

七、自然教学法 (The Natural Approach)

1. 背景

自然教学法是由 Stephen D. Krashen 和 Tracy D. Terrel 提出来的。他们在研究儿童如何产生第一语言的基础上,区分了语言学习中自然“习得”和“学习”两个不同的概念。Krashen 和 Terrel 指出,儿童出生以后,生活在一个富有实际意义的环境之中,通过日常生活中与父母的交流,自然“习得”第一语言。“学习”指的是学生在学校里有意识地学习第二语言。

2. 主要理念

主张创造一个与儿童学习第一语言相近的环境,使学生能够自然“习得”,提高英语的流利程度和运用英语进行交流的能力。

3. 主要特点

(1) 自然教学法认为要自然习得一种语言,学生所接收到的信息内容中应该有一部份为学习者已知的成分,另外一小部分则为比学习者目前程度略高一级的内容,即“ $i + 1$ ”; (i 表示学生目前的程度, 1 表示比目前程度稍高的教学内容), 这样才能使学习者有所进步。

(2) Krashen 把实施自然教学法的过程分成 4 个阶段:

第一阶段是理解阶段 (Pre-Production), 也叫说话前阶段。教师在课堂上和学生自然地谈话,使用基本的词汇和句型。重复重点词汇。教师通过身体动作和视觉提示,如图片、实物等,帮助学生理解。只要求学生能够听懂和执行简短的英语指令,作出非语言性的反应。许多学生开口之前要经过一个“沉默”的阶段,这是正常的。此时,教师要有耐心,不要多催逼。

第二阶段是早期言语表达阶段 (Early Production)。教师自然地和学生谈话,注意学生是否能够对简单的英语指令作出正确的反应。此外,教师可以使用一般疑问句、选择疑问句以及 Wh- 起首的特殊疑问句进行提问。学生应能听懂这些问题,并能用一、

两个单词或短语回答问题。

第三阶段是言说阶段 (Speech Emergence)。教师使用自然、简单的语言和学生谈话，用 How 起首的特殊疑问句提问，要求学生用短语或完整的句子作解释，表达自己的意见。教师应鼓励学生在实际生活中用英语表达思想，与人交流。

第四阶段是言语显现阶段 (Intermediate Fluency)。教师可以继续使用直观教具，强化重点词汇。同时，教师可以选择一个题目或要求描绘一个情景，引导学生使用英语。

(3) 在语言发展的任何一个阶段，教师都不以纠正错误为重点，重要的是给学生创造一个轻松的学习环境。

(4) Krashen 认为学习者的心情和态度是一个足以影响学习质量的重要因素。当情绪闸门（恐惧、害羞等负面情绪）的指数低时，学习效率就提升；反之，则降学习的质量。

八、交际教学法 (The Communicative Approach)

1. 背景

70 年代的欧洲在政治、经济、科学与文化方面都发展较快，成立了欧洲共同体。为解决共同体内各国人民交往时出现的语言障碍，需要寻找一个适合成人的教学方法。英国专家威尔金斯提出了从功能和交际角度给语言下定义，并讨论制定一个交际性教学大纲。交际法又称功能法，或功能一意念法，它的建立标志着在外语教学开始从只注重语言形式和结构的教学转向注意语言功能的教学。

2. 主要理念

语言是交际的工具，语言教学的最终目的就是为了能在生活中交流、运用。交际教学法注重培养学生的交际能力，而交际能力的核心就是使学生能够运用所学语言在不同场合中对不同对象进行有效的、得体的交际。这种重视培养学生运用语言能力的交际教学法正好和新课标所提倡的“发展学生综合语言运用能力”的理念相一致。

3. 主要特点

(1) 功能和意念相结合。语言学习的目标是培养学生交际能力。从学生日常生活和未来工作需要的情景中选择典型材料，学习表达和理解不同功能所需要的语言，如请求、描写和表达善恶等。

(2) 语篇是教学的基本单位。语言不是存在于孤立的词语或句子中，而是存在于连贯的语篇中。语言教学由句子为基本单位的机械操练转向语篇在交际情景中的实际运用。而且交际教学法中的句型操练是为语篇中表述意义和交际功能服务的。

(3) 教学过程交际化。课堂本身就是一种具体的社会交往环境。利用外语组织课堂教学，通过交流讨论和角色扮演实现外语教学过程交际化。学生在言语交际活动

中不仅要注意语言形式的正确性，还应注意场合、说话人的身份等，得体地使用外语。

(4) 学生作为学习主体。在以学生为中心的外语课堂上，教学目标是培养学生自主学习和学会学习的能力。交际教学法反对命令、强迫和机械的训练，强调激发学习动机，消除焦虑情绪，鼓励学生积极参加言语交际活动，不苛求纠正语言错误。

九、沉浸式教学法 (Immersion Method)

1. 背景

沉浸式教学法于 60 年代起源于加拿大，是法语区开创的一种全新的第二语言教学模式。由于加拿大某些省的官方语言是法语，很多以英语为本族语的家长希望学校帮助他们的孩子同时提高英语与法语的水平。加拿大政府遂投入资金和人力进行试验，用法语讲授课程。根据各校情况，沉浸法采用部分或全部课程用法语教授。沉浸式教学取得了巨大的成功，从而得到了广泛的关注和高度的评价，在加拿大很快得到推广。其他国家也开始在第二外语教学中试行沉浸法，如匈牙利、澳大利亚、美国等，也取得了不错的效果。

2. 主要理念

沉浸式教学法主要指学生在校期间被“浸泡”在目标语言环境内。第二语言不仅是学习的内容，而且是学习的工具，使掌握外语深入到各门课程中。丰富、自然的语言环境使学生在耳濡目染中学习目标语，养成外语思维习惯。

3. 主要特点

(1) 利用一切教学手段、教学环境营造沉浸式氛围，主张加大可理解的目标语言输入量。

(2) 教师在教学过程中尽量避免有意识“教”外语的做法，让学生自然地学习外语，减轻学生学习外语的心理压力。

(3) 绝大多数教学时间都直接用目标语上课，学生用目标语学习、探讨、交流，培养外语思维习惯，提高外语学习效果。

(4) 老师不但用目标语教授目标语，而且用目标语讲授部分其他课程。教学模式由单纯的外语教学转向外语与不同学科相结合。

(5) 沉浸式教学特别强调以学生为中心，人人主动参与。

沉浸式教学法具有先进的教学理念，遵循语言习得的自然过程，几乎可以运用到所有类型的外语教学中。各学校可以利用现有条件，最大限度地营造一个沉浸式英语教学环境。如：教师与学生、学生与学生之间尽可能用英语进行交流；有条件的学校配备外籍教师，组织英语活动、竞赛；校园内的标牌、板报、通知的内容用英语（或双语）发布。

Vocabulary

A

- about /ə'baʊt/ *prep.* 关于 (10)
* address /ə'dres/ *n.* 地址 (15)
afraid /ə'freɪd/ *adj.* 害怕; 担心 (6)
again /ə'geɪn/ *adv.* 再; 又 (1)
all /ɔ:l/ *adj. & pron.* 全部, 都; 一切 (18)
also /ɔ:l'səʊ/ *adv.* 也, 同样 (22)
always /ɔ:lweɪz/ *adv.* 总是 (24)
am /æm/ *v.* 是(用于I后) (13)
and /ænd; ənd/ *conj.* 和; 与 (23)
angry /æŋɡrɪ/ *adj.* 发怒的; 生气的 (24)
April /eɪprəl/ *n.* 四月(缩写为*Apr.*) (7)
art /ɑ:t/ *n.* 美术; 艺术 (22)
at /æt; ət/ *prep.* 在; 对 (10)
August /ɔ:gəst/ *n.* 八月(缩写为*Aug.*) (7)

B

- back /bæk/ *adv.* 回; 回来 (1)
basketball /'bɑ:skɪtbɔ:l/ *n.* 篮球 (18)
be /bi:; bɪ/ *v.* 是(*am, is, are*的原形) (12)
beautiful /'bjʊ:trfʊl/ *adj.* 美丽的; 漂亮的 (12)
* because /br'kɔz/ *conj.* 因为 (18)
behind /br'haɪnd/ *prep.* 在……后面 (5)
beside /br'saɪd/ *prep.* 在……旁边 (3)
best /best/ *adj.* 最好的 (18)
between /br'twi:n/ *prep.* 在……中间 (3)
birthday /'bɜ:θdeɪ/ *n.* 生日 (13)
blackboard /'blækbɔ:d/ *n.* 黑板 (3)
blue /blu:/ *n. & adj.* 蓝色; 蓝色的 (19)
boy /bɔɪ/ *n.* 男孩 (6)
breakfast /'brekfəst/ *n.* 早餐 (24)
brown /braʊn/ *n. & adj.* 棕色; 棕色的 (19)

- but** /bʌt/ *conj.* 但是 (23)
by /baɪ/ *prep.* 乘; 用(交通工具等) (16)

C

- call /kɔ:l/ *v.* 叫; 称; 打电话 (1)
can /kæn/ *v. aux.* 能; 可以 (1)
chair /tʃeə/ *n.* 椅子 (3)
children /'tʃɪldrən/ *n.* 孩子们(*child*的复数) (9)
Chinese /tʃaɪ'ni:z/ *n.* 汉语; 语文 (22)
class /klɑ:s/ *n.* 班; 班级 (6)
clothes /'kləʊðz/ *n.* 衣服 (20)
cloud /klaʊd/ *n.* 云 (10)
cloudy /'klaʊdɪ/ *adj.* 多云的 (11)
cold /kəʊld/ *adj.* 冷的; 寒冷的 (10)
colour /'kʌlə/ *n.* 颜色
v. 涂色 (19)
come /kʌm/ *v.* 来 (6)
computer /kəm'pjʊ:tə/ *n.* 计算机, 电脑 (17)
cool /ku:l/ *adj.* 凉的; 凉爽的 (11)
crayon /'kreɪən/ *n.* 彩色蜡笔(或粉笔、铅笔) (2)

D

- dad /dæd/ *n.* 爸爸(非正式用语) (16)
December /drɪ'sembə/ *n.* 十二月(缩写为*Dec.*) (7)
desk /desk/ *n.* 书桌 (3)
* different /'dɪfrənt/ *adj.* 不同的 (24)
dinner /'dɪnə/ *n.* 正餐; 晚餐 (24)
* donut /'dəʊnʌt/ *n.* 面包圈 (15)
draw /drɔ:/ *v.* 画 (23)
drive /draɪv/ *v.* 驾车送; 驾驶 (16)
* dumpling /'dʌmplɪŋ/ *n.* 饺子 (21)

E

- easy /'i:zi/ *adj.* 容易的 (18)
 eighth /eɪtθ/ *num.* 第八 (8)
 eighty /'eɪti/ *num.* 八十 (4)
 eleventh /ɪ'levnθ/ *num.* 第十一 (8)
 English /'ɪŋɡlɪʃ/ *n.* 英语 (22)
 every /'evri/ *adj.* 每个 (12)

F

- family /'fæməli/ *n.* 家; 家庭 (18)
 favourite /'feɪvərɪt/ *adj. & n.* 最喜爱的;
 特别喜欢的人(或事物) (19)
 February /'februəri/ *n.* 二月(缩写*Feb.*)
 (7)
 feel /fi:l/ *v.* 感觉 (6)
 feet /fi:t/ *n.* 脚(*foot*的复数) (14)
 * festival /'festɪvəl/ *n.* 节; 节日 (9)
 fifth /fɪfθ/ *num.* 第五 (8)
 fifty /'fɪftɪ/ *num.* 五十 (4)
 find /faɪnd/ *v.* 发现; 找到 (6)
 fine /faɪn/ *adj.* 好的; 健康的 (1)
 * finger /'fɪŋɡə/ *n.* 手指 (24)
 first /fɜ:st/ *num.* 第一 (8)
 flower /'flaʊə/ *n.* 花; 花卉 (12)
 foot /fʊt/ *n.* 脚 (16)
 on foot 步行 (16)
 for /fɔ:/ *prep.* 为; 给 (12)
 forty /'fɔ:tɪ/ *num.* 四十 (4)
 fourth /fɔ:θ/ *num.* 第四 (8)
 friend /frend/ *n.* 朋友 (1)
 * front /frʌnt/ *n.* 前面 (5)
 in front of 在……前面 (5)
 * fun /fʌn/ *n.* 有趣的事
adj. 有趣的, 愉快的 (12)

G

- game /geɪm/ *n.* 游戏 (4)
 get /get/ *v.* 开始; 得到; 到达 (14)
 girl /gɜ:l/ *n.* 女孩 (6)
 great /greɪt/ *adj.* 好极的; 美妙的 (21)

H

- * hamburger /'hæmbɜ:ɡə/ *n.* 汉堡包 (21)
 happy /'hæpi/ *adj.* 幸福的; 高兴的 (6)
 have /hæv/ *v.* 有; 吃(第三人称单数形
 式为*has*) (12)
 he /hi:/ *pron.* 他 (5)
 head /hed/ *n.* 头 (24)
 hello /he'ləʊ/ *int.* 喂; 你好(表示问候)
 (1)
 help /help/ *v.* 帮助; 协助; 援助 (6)
 her /hɜ:/ *pron.* 她的 (1)
 here /hɪə/ *adv.* 这里; 在这儿 (6)
 hi /haɪ/ *int.* 嗨; 你好(非正式用语
 =*hello*) (1)
 * hide /haɪd/ *v.* 藏 (6)
 him /hɪm/ *pron.* 他(宾格) (6)
 his /hɪz/ *pron.* 他的 (1)
 hot /hɒt/ *adj.* 热的 (10)
 holiday /'hɒlədeɪ/ *n.* 假期 (12)
 hot dog 热狗 (21)
 house /haʊs/ *n.* 房屋; 房子 (15)
 how /haʊ/ *adv.* 怎样; 如何 (11)
 hundred /'hʌndrəd/ *num.* 一百 (4)
 hungry /'hʌŋɡri/ *adj.* 饥饿的 (21)

I

- interesting /'ɪntrəstɪŋ/ *adj.* 有趣的 (23)
 * international /,ɪntə'næʃnəl/ *adj.* 国际的
 (9)

J

- January /'dʒænjʊəri/ *n.* 一月(缩写为
Jan.) (7)
 July /dʒu'laɪ/ *n.* 七月(缩写为*Jul.*) (7)
 June /dʒu:n/ *n.* 六月(缩写为*Jun.*) (7)

K

- know /nəʊ/ *v.* 知道; 认识 (12)

L

- little /'lɪtl/ *adj.* 小的; 少许的 (6)
 live /lɪv/ *v.* 住; 生活 (15)

look /lʊk/ *v.* 看 (10)
 love /lʌv/ *v.* 爱; 热爱 (23)
 lunch /lʌntʃ/ *n.* 午餐 (21)

M

many /'meni/ *adj. & pron.* 许多的; 许多 (4)
March /mɑ:tʃ/ *n.* 三月(缩写为 *Mar.*) (7)
math /mæθ/ *n.* 数学 (22)
May /meɪ/ *n.* 五月 (7)
 me /mi:/ *pron.* 我(*I*的宾格形式) (1)
 meet /mi:t/ *v.* 遇见; 会见 (1)
 * metre /'mi:tə/ *n.* 米(长度单位) (14)
 * monster /'mɒnstə/ *n.* (传说中的)怪物; 怪兽 (18)
month /mʌnθ/ *n.* 月份 (7)
 moon /mu:n/ *n.* 月亮; 月球 (12)
 morning /'mɔ:nɪŋ/ *n.* 早晨; 上午 (6)
 Mr. /'mɪstə/ *n.* 先生(用于男子的姓氏或姓名前) (1)
 Mrs. /'mɪsɪz/ *n.* 夫人, 太太(用在已婚女子的夫姓或夫的姓名前) (6)
music /'mju:zɪk/ *n.* 音乐 (22)

N

name /neɪm/ *n.* 名字; 名称 (1)
 * national /'næʃnəl/ *adj.* 全国性的; 国家的 (9)
 nice /naɪs/ *adj.* 好的 (1)
ninety /'naɪntɪ/ *num.* 九十 (4)
 ninth /'naɪnθ/ *num.* 第九 (8)
 nose /nəʊz/ *n.* 鼻子 (24)
November /'nəʊvembə/ *n.* 十一月(缩写为 *Nov.*) (7)
 now /naʊ/ *adv.* 现在 (4)
 * number /'nʌmbə/ *n.* 数字; 号码
 v. 给……编号 (4)

O

o'clock /ə'klɒk/ *adv.* ……点钟 (21)

October /'ɒk'təʊbə/ *n.* 十月(缩写 *Oct.*) (7)

of /ɒv; əv/ *prep.* ……的(表示所属或位置关系) (5)
 often /'ɒfn; 'ɒftən/ *adv.* 时常 (12)
 okay /əʊ'keɪ/ *int.* 对; 好; 行; 平安(=OK) (13)
 older /'əʊldə/ *adj.* 更年纪大(旧)的; 较年纪大(旧)的 (18)
 * only /'əʊnli/ *adj.* 仅有的; 唯一的
 adv. 只有; 仅 (6)
 or /ɔ:/ *conj.* 或者; 还是 (9)
our /'aʊə/ *pron.* 我们的 (20)

P

PE /'pi:'i:/ *n.* 体育 (22)
pen /pen/ *n.* 钢笔 (2)
pencil /'pensl/ *n.* 铅笔 (2)
pencil box /'pensl bɒks/ *n.* 铅笔盒 (2)
 people /'pi:pl/ *n.* 人; 人们 (24)
 picture /'pɪktʃə/ *n.* 图片 (23)
 * ping-pong /'pɪŋpɒŋ/ *n.* 兵乓球运动 (17)
pupil /'pju:pl/ *n.* 学生 (1)
 put /pʊt/ *v.* 放; 安置 (4)

R

* race /reɪs/ *n.* 比赛; 赛跑 (8)
rain /reɪn/ *n.* 雨
 v. 下雨 (10)
 rainy /'reɪni/ *adj.* 多雨的 (11)
 * restaurant /'restrɒnt/ *n.* 饭店, 餐馆 (15)
 * ride /raɪd/ *v.* 骑; 乘坐 (16)
 * road /rəʊd/ *n.* 路; 道路; 街道 (18)
 * round /raʊnd/ *adj.* 圆的 (12)
ruler /'ru:lə/ *n.* 直尺 (2)

S

sad /sæd/ *adj.* 悲伤的 (6)
 say /seɪ/ *v.* 说 (4)

schoolbag /'sku:l bæg/ *n.* 书包 (3)
science /'saɪəns/ *n.* 科学 (22)
second /'sekənd/ *num.* 第二 (8)
see /si:/ *v.* 明白; 看见; 会见 (3)
September /sep'tembə/ *n.* 九月(缩写为
Sept.) (7)
seventh /'sevənθ/ *num.* 第七 (8)
seventy /'sevəntɪ/ *num.* 七十 (4)
she /ʃi:/ *pron.* 她 (5)
sing /sɪŋ/ *v.* 唱; 唱歌 (23)
sit /sɪt/ *v.* 坐 (18)
sixth /sɪksθ/ *num.* 第六 (8)
sixty /'sɪkstɪ/ *num.* 六十 (4)
snow /snəʊ/ *n.* 雪
v. 下雪 (10)
snowy /'snəʊɪ/ *adj.* 多雪的 (11)
*** so** /səʊ/ *adv.* 这么, 这样;
 那么, 那样
conj. 因此, 所以 (6)
some /sʌm/ *pron.* 一些 (24)
sometimes /'sʌmtaɪmz/ *adv.* 有时 (6)
song /sɒŋ/ *n.* 歌曲 (23)
spring /sprɪŋ/ *n.* 春天 (9)
stand /stænd/ *v.* 站; 站立 (14)
story /'sto:ri/ *n.* 故事 (6)
subject /'sʌbdʒɪkt/ *n.* 学科; 科目 (22)
sun /sʌn/ *n.* 太阳 (10)
sunny /'sʌnɪ/ *adj.* 阳光充足的 (11)
*** sure** /ʃʊə/ *adj.* 肯定的; 当然的 (22)

T

tall /tɔ:l/ *adj.* 高的 (14)
taller /'tɔ:lə/ *adj.* 较高的 (18)
teacher /'ti:tʃə/ *n.* 教师; 老师 (1)
tenth /tenθ/ *num.* 第十 (8)
*** than** /ðæn; ðən/ *conj.* 比 (18)
that /ðæt/ *pron.* 那个 (15)
their /ðeə/ *pron.* 他们的; 她们的;
 它们的 (20)
them /ðem/ *pron.* 他们(*they*的宾格形式) (24)
there /ðeə/ *adv.* 在那里 (4)

third /θɜ:d/ *num.* 第三 (8)
time /taɪm/ *n.* 时间 (6)
too /tu:/ *adv.* 也; 太 (15)
Tuesday /'tju:zdeɪ/ *n.* 星期二 (11)
twelfth /'twelfθ/ *num.* 第十二 (8)

V

very /veri/ *adv.* 很; 非常 (1)

W

wait /weɪt/ *v.* 等待 (12)
walk /wɔ:k/ *v.* 步行; 散步 (16)
warm /wɔ:m/ *adj.* 暖和的; 温暖的 (11)
we /wi:/ *pron.* 我们 (12)
weather /'weðə/ *n.* 天气 (11)
well /wel/ *int.* 好的; 好吧 (1)
what /wɒt/ *pron.* 什么 (2)
when /wen/ *adv.* 什么时候, 何时 (13)
*** which** /wɪtʃ/ *pron.* 哪个 (12)
white /waɪt/ *n. & adj.* 白色; 白色的 (10)
whose /hu:z/ *pron.* 谁的 (2)
*** will** /wɪl/ *v. aux.* (表示将来)会; 将 (12)
wind /wɪnd/ *n.* 风 (10)
windy /'wɪndɪ/ *adj.* 多风的 (11)
work /wɜ:k/ *v.* 工作 (14)
worker /'wɜ:kə/ *n.* 工人 (9)
*** would** /wʊd/ *v. aux.* 要; 肯; 会
 (表示愿意、喜欢) (24)
write /raɪt/ *v.* 写 (6)

Y

year /jɪə/ *n.* 年 (7)
you /ju:/ *pron.* 你; 你们 (1)
young /jʌŋ/ *adj.* 幼小的; 年轻的 (18)
your /jɔ:/ *pron.* 你的; 你们的 (1)

注: 黑体词要求听懂、会说、认读和书写; 白体词要求听懂、会说和认读; 标星号词为超标词。数码标明该词所在《教科书》中课数。

Structures

and Expressions

Unit 1

My name is...	我的名字叫……	(L1)
You can call me Mr. Wood.	你们可以叫我伍德老师。	(L1)
How are you?	你好吗?	(L1)
Fine, thanks!	很好, 谢谢你。	(L1)
Is this your/Steven's...?	这是你的 / 史蒂文的……	(L2)
Whose... is this?	这是谁的……	(L2)
Where are they?	他们在哪儿……?	(L3)
How many... are there?	有多少……?	(L4)
Where is...?	……在哪儿?	(L5)
He/She is...	他 / 她在……	(L5)

Unit 2

When is New Year's Day?	新年是几月几号?	(L9)
January the first is New Year's Day.	1月1日是新年。	(L9)
When is your birthday?	什么时候是你的生日?	(L9)
My birthday is...	我的生日是……	(L9)
What day is it?	今天星期几?	(L11)
It's Tuesday.	星期二。	(L11)
How is the weather today?	今天天气怎么样?	(L11)
It is warm and windy.	温暖有风。	(L11)

Unit 3

How old are you?	你多大了?	(L13)
I'm eleven years old.	我 11 岁了。	(L13)
When is your birthday?	你的生日是什么时候呢?	(L13)
My birthday is December 17.	我的生日是 12 月 17 日。	(L13)
How tall are you?	你多大了?	(L14)
I'm 1.4 metres tall.	我 1.4 米高。	(L14)
Where do you live?	你住在哪里?	(L15)
I live in a house beside the park.	我住在公园旁边的一所房子里。	(L15)
How do you go to school?	你怎么去上学呢?	(L16)
I go to school by bus.	我乘公交车上学。	(L16)
What do you like to do?	你喜欢做什么呢?	(L17)
I like to fly kites with my friends.	我喜欢和朋友一起放风筝。	(L17)

Unit 4

What is your favourite colour?	你最喜欢的颜色是什么呢?	(L19)
Blue is my favourite colour.	蓝色是我最喜欢的颜色。	(L19)
Our favourite clothes are skirts.	我们最喜欢的衣服是短裙。	(L20)
Their favourite clothes are shorts.	他们最喜欢的衣服是短裤。	(L20)
What is your favourite subject?	你最喜欢的科目是什么呢?	(L22)
My favourite subject is English.	我最喜欢的科目是英语。	(L22)
I like to..., and I like to...	我喜欢……和……	(L23)
You like to..., but I like to...	你喜欢……但是我喜欢……	(L23)

课堂教学 用语

1. 上课 (Beginning a class)

- (1) Let's start now./Let's begin our class/lesson. 现在我们开始上课。
- (2) Stand up, please. 请起立!
- (3) Sit down, please. 请坐!

2. 问候 (Greeting)

- (4) Hello, boys and girls/children. 同学们好。/ 大家好。
- (5) Good morning, class/everyone/everybody/children/boys and girls. 同学们，早上好。
- (6) Good afternoon, class/everyone/everybody/children/boys and girls. 同学们，下午好。
- (7) How are you today? 你（们）今天感觉怎么样？

3. 考勤 (Checking attendance)

- (8) Who's on duty today?/Who's helping this morning/today? 今天（早上）谁值日？
- (9) Is everyone/everybody here/present? 所有人都到齐了吗？
- (10) Is anyone away?/Is anybody away? 有人缺席吗？
- (11) Is anyone absent?/Is anybody absent? 有人缺席吗？
- (12) Who's absent?/Who's away? 谁缺席了？
- (13) Where is he/she? 他 / 她在哪里？
- (14) Try to be on time./Don't be late next time. 尽量准时到。/ 下次别迟到了。
- (15) Go back to your seat, please. 请回到你的座位上去。
- (16) What day is it today? 今天星期几？
- (17) What's the date today? 今天几号？

(18) What's the weather like today? 今天天气怎么样?

(19) What's it like outside? 外面天气怎么样?

4. 宣布 (Announcing)

(20) Let's start working./Let's begin/start a new lesson./Let's begin/start our lesson.

我们开始上(新)课。

(21) First, let's review/do some review. 首先, 我们来复习一下。

(22) What did we learn in the last lesson? 上一课我们学了什么?

(23) Who can tell/remember what we did in the last lesson/yesterday? 谁能告诉我 / 还记得上一课 / 昨天我们学(做)了什么?

(24) Now we're going to do something new/different./Now let's learn something new.

现在我们做一些新的 / 不同的练习。 / 现在我们来学习一些新内容。

(25) We have some new words/sentences. 我们有一些新单词 / 句子要学习。

5. 提起注意 (Directing attention)

(26) Ready?/Are you ready? 准备好了吗?

(27) Did you get there?/Do you understand? 听懂了吗?

(28) Is that clear? 明白了吗?

(29) Any volunteers? 谁自愿回答? / 谁自告奋勇?

(30) Do you know what to do? 知道要做什么吗?

(31) Be quiet, please./Quiet, please. 请安静。

(32) Listen, please. 请听。

(33) Listen carefully, please. 请认真听。

(34) Listen to the tape recorder/the recording. 听录音。

(35) Look carefully, please. 请仔细看。

(36) Look over here. 看这里。

(37) Watch carefully. 仔细看。

(38) Are you watching? 你(们)在看吗?

(39) Please look at the blackboard/picture/map... 请看黑板 / 图片 / 地图……

(40) Pay attention to your spelling/pronunciation... 注意自己的拼写 / 发音……

6. 课堂活动 (Classroom activities)

(41) Start!/Start now. 开始! / 现在开始!

(42) Everybody together./All together. 所有人一起。

(43) Practise in a group./Practise in groups./In groups, please. 小组练习。 / 分组练习。
/ 请大家分组练习。

- (44) Get into groups of three / four ... 每三 / 四 / (……) 人结成一组。
- (45) Everybody find a partner/friend. 每人找一个搭档。
- (46) In pairs, please. 请两人一组。
- (47) One at a time./Let's do it one by one. 一个一个来。 / 让我们一个一个来做。
- (48) Now you, please./Your turn (Student's name). 该你了。 / 轮到你了。
- (49) Next, please. Now you do the same, please. 下一位，请做同样的动作。
- (50) Let's act./Let's act out/do the dialogue. 我们来表演对话。
- (51) Who wants to be A? 谁想扮演角色 A?
- (52) Practise the dialogue, please. 请练习对话。
- (53) Now Tom will be A, and the other half will be B. 现在汤姆扮演角色 A，另一半学生扮演角色 B。
- (54) Please take (play) the part of ... 请扮演……
- (55) Whose turn is it? 轮到谁了?
- (56) It's your turn. 轮到你了。
- (57) Wait your turn, please. 请等候你的次序。
- (58) Stand in line./Line up. 站成一排。 / 排队。
- (59) One by one./One at a time, please. 一个一个来。
- (60) In twos./In pairs. 两人一组。
- (61) Don't speak out. 不要说出来。
- (62) Turn around. 转身。

7. 请求 (Request)

- (63) Could you please try it again? 你（们）能再试一下吗?
- (64) Could you please try the next one? 请试试下一个好吗?
- (65) Will you please help me? 你愿意帮助我吗?

8. 鼓励 (Encouraging)

- (66) Can you try? 你（们）能试一下吗?
- (67) Try, please. 请尝试一下。
- (68) Try your best./Do your best. 尽你最大的努力!
- (69) Think it over and try again. 认真思考一下，然后再试试。
- (70) Don't be afraid/shy. 不要害怕 / 害羞。

9. 指令 (Issuing a command)

- (71) Say/Read after me, please. 请跟我说 / 读。
- (72) Follow me, please. 请跟我读 / 学……

- (73) Do what I do. 跟我做。
- (74) Repeat, please./Repeat after me. 请重复。/ 请跟我重复。
- (75) Once more, please./One more time, please. 请再来一次。
- (76) Come here, please. 请过来。
- (77) Please come to the front./Come up and write on the blackboard/chalkboard.
请到前面来。/ 到前面来，写到黑板上。
- (78) Come and write it on the blackboard. 过来写到黑板上。
- (79) Please go back to your seat. 请回座位。
- (80) In English, please. 请使用英语。
- (81) Put your hand up, please. /Raise your hand, please. 请举手。
- (82) Put your hands down, please./Hands down, please. 请把手放下。
- (83) Say/Write it in Chinese/English. 用汉语 / 英语说 / 写。
- (84) Please take out your books. 请把书拿出来。
- (85) Please open your books at page .../Find page .../Turn to page ... 请打开书，翻到……页。
/ 把书翻到……页。
- (86) Please answer the question/questions./Please answer my question (s). 请回答这个(些)
问题。/ 请回答我的问题。
- (87) Please read this letter/word/sentence out loud./Please read out this letter/word/ sentence.
请大声地读出这个字母 / 单词 / 句子。/ 请读出这个字母 / 单词 / 句子。
- (88) Please stop now./Stop now, please./Stop here, please. 请现在停下来。/ 请停到这里。
- (89) Clean up your desk/the classroom, please. 请整理你的课桌 / 请打扫教室。
- (90) It's clean-up time./Tidy up your desk/the classroom. 现在是大扫除时间。/ 请清理你
的课桌 / 教室。
- (91) Put your things away./Clean off your desk./Pick up the scraps.
请把你的物品收拾起来。/ 收拾好你的桌子。/ 收拾一下剩余的物品。
- (92) Clean the blackboard. 请擦一下黑板。
- (93) Plug in the tape-recorder, please. 请插一下录音机。
- (94) Put the tape-recorder away. 请把录音机收起来。
- (95) Put the tape in its box/cassette. 把磁带放进盒子里 / 磁带盒里。
- (96) Listen and repeat. 先听，然后再重复。
- (97) Look and listen. 看并听。
- (98) Repeat after me. 请跟我重复。
- (99) Follow the words. 请看着单词。
- (100) Fast./Quickly!/Be quick, please. 快点。/ 请快一点。
- (101) Hurry!/Hurry up, please. 快 !/ 请快一点。

- (102) Slow down, please. 请慢一点。
(103) Slowly. 慢慢来。
(104) Bring me some chalk, please. 请给我拿些粉笔来。

10. 禁止和警告 (Prohibition and warning)

- (105) Stop talking./Stop talking now, please. 别说话了。/ 现在请别说话了。
(106) Don't talk./Everybody quiet, please. 别说话。/ 请大家安静。
(107) Don't be silly. 别傻了。
(108) Settle down. 别激动。

11. 评价 (Evaluation)

- (109) Good, thank you. 很好，谢谢你。
(110) Good!/Very good./Good job./Good work./Good example.
好 / 很好 / 不错 / 做得好 / 好样的。
(111) A good answer./Nice work. 回答得很好 / 做得好。
(112) Excellent./Great!/Well done./Very good./I like the way you ...
棒极了 / 太棒了 / 做得好 / 非常好! / 我喜欢你……的方式。
(113) That's interesting! 真有趣!
(114) Don't worry about it./No problem. 别担心。/ 没问题的。
(115) OK!/That's OK. 好的。/ 没什么。
(116) I don't think so. 我认为不是这样。
(117) That's not quite right, any other answers?/That's close./That's almost right.
不是很确切，还有其他的答案吗? / 基本正确。
(118) Not quite, can anyone help him/her?/Try again. 不是很确切，有人能帮他/她一下吗?
/ 再试一下。
(119) A good try. 很好的尝试。

12. 布置作业 (Setting homework)

- (120) For today's homework ... 今天的作业是……
(121) Practise after class./Practise at home. 课下 / 回家要练习。
(122) Say it out loud, before you write it down. 先大声把它说出来，再写出来。
(123) Copy/Print/Write each word twice. 每个单词写两遍。
(124) Remember (Memorize) these words/sentences. 记住这些单词 / 句子。
(125) Learn these words/these sentences/this text by heart. 记住这些单词 / 这些句子
/ 这篇课文。

(126) Do your homework./Do the next lesson./Do the new work. 做作业。/ 预习下一课。
/ 做新功课。

13. 下课 (Dismissing the class)

(127) Hand in your workbooks, please. 请把作业本交上来。

(128) Time is up. 时间到了。

(129) The bell is ringing. 铃响了。

(130) There's the bell. 铃响了。

(131) There goes the bell. 铃响了。

(132) Let's stop here. 今天就到这里。

(133) That's all for today. 今天就到此为止。

(134) Class is over. 下课。

(135) Goodbye./Bye./See you next time. 再见! / 拜拜! / 下次见!

英语常用名

常用女名

Alice /'æli:s/ 艾丽斯
Ann /æn/ 安
Annie /'æni/ 安妮
Betty /'beti/ 贝蒂
Carrie /'kæri/ 卡丽
Cathy /'kæθi/ 凯西
Cindy /'sɪndi/ 辛迪
Connie /'kɒni/ 康尼
Daisy /'deɪzi/ 戴西
Daphne /'dæfni/ 达芙妮
Diana /daɪ'æniə/ 黛安娜
Elizabeth /'i:lɪzəbeθ/ 伊丽莎白
Ellen /'elɪn/ 埃伦
Emily /'emɪli/ 埃米莉
Hannah /'hæniə/ 汉娜
Helen /'helən/ 海伦
Iris /'aɪrɪs/ 艾瑞斯
Ivy /'aɪvi/ 艾维
Jane /dʒeɪn/ 简
Jenny /'dʒeni/ 詹妮
Jessica /'dʒesɪkə/ 杰西卡
Joan /dʒəʊ/ 琼
Karen /'kɑ:rən/ 卡琳
Kate /keɪt/ 凯特
Laura /'lɔ:rə/ 劳拉
Linda /'lɪndə/ 琳达
Lisa /'li:sə/ 莉萨
Louise /lu:'i:z/ 路易丝
Lucy /'lu:si/ 露西
Maggie /'mægi/ 玛吉
Mary /'meəri/ 玛丽
Monica /'mɒnikə/ 莫妮卡
Nancy /'nænsi/ 南希
Rebecca /rɪ'bekə/ 丽贝卡
Rose /rəʊz/ 罗斯
Sarah /'sɑ:rə/ 萨拉
Shirley /'ʃɜ:li/ 雪莉
Susan /'su:zən/ 苏珊
Victoria /vɪk'tɔ:riə/ 维多利亚
Winnie /'wɪni/ 威妮

常用男名

Abraham /'eɪbrəhæm/ 亚伯拉罕
Adam /'ædəm/ 亚当
Alan /'ælən/ 艾伦
Alexander /,æliɡ'zɑ:ndə/ 亚历山大
Andrew /'ændru:/ 安德鲁
Andy /'ændi/ 安迪
Ben /ben/ 本
Bill /bɪl/ 比尔
Bob /bɒb/ 鲍勃
Daniel /'dænjəl/ 丹尼尔
Danny /'dæni/ 丹尼
David /'deɪvɪd/ 戴维
Edward /'edwəd/ 爱德华
Frank /fræŋk/ 弗兰克
George /dʒɔ:dʒ/ 乔治
Henry /'henri/ 亨利
Howard /'haʊəd/ 霍华德
Jack /dʒæk/ 杰克
Jackson /'dʒæksn/ 杰克逊
James /dʒeɪmz/ 詹姆斯
Jerry /'dʒeri/ 杰里
Jim /dʒɪm/ 吉姆
Jimmy /'dʒɪmi/ 吉米
John /dʒɒn/ 约翰
Ken /ken/ 肯
Mark /mɑ:k/ 马克
Michael /'maɪkl/ 迈克尔
Mike /maɪk/ 迈克
Paul /pɔ:l/ 保罗
Peter /'pi:tə/ 彼得
Philip /'fɪlɪp/ 菲利普
Richard /'rɪtʃəd/ 理查德
Robert /'rɒbət/ 罗伯特
Sam /sæm/ 萨姆
Simon /'saɪmən/ 西蒙
Steven /'sti:vən/ 斯蒂文
Tom /tɒm/ 汤姆
Tony /'təʊni/ 托尼
Vincent /'vɪnsənt/ 文森特
William /'wɪljəm/ 威廉

Evaluation Sheets

评价表 1:

	Lesson 1	Lesson 2	Lesson 3	...
reading				
writing				
listening				
speaking				
spelling				
grammar				
pronunciation				
role-play				
songs & chants				
video				
test				
project				
homework				

评价表 2:

	listening	speaking	reading	writing	homework	test	...
Li Hong	A	B	A	B	A	A	
Xiu Jie							
Yi Yuming							
Wang Tao							