

Unit 3

All about Me



General Goals for Unit 3

In this unit, students will begin to use words and sentences to help them talk about themselves. They will learn how to tell their age, their height, where they live and everyday events like walking to school. They will also be able to talk about things they like in their world. The foundation has been laid in units 1 and 2, now, further building blocks are added as they begin to expand their world view to include themselves and things around them.

Specific Goals for Unit 3

Knowledge and Skills

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

am, when, birthday, tall, live, too, foot, by

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

How old are you?

I'm _____ years old.

When is your birthday?

How tall are you?

I'm _____ metres tall.

Where do you live?

How do you go to school?

I go to... by...

I like to...

3. Students will become familiar with the rules of pronunciation for the letters **ou, ow, ar** and **ass** in words.

第3单元

关于我自己



第三单元总目标

在第三单元，学生开始使用能够帮助他们谈论关于他们自己的一些单词和句子。学生将学习如何谈论年龄、身高、家庭住址及步行上学等日常事情。学生也能够谈论在他们的世界里如何表达喜欢的事物。第一单元和第二单元是基础，现在，学生将学习更多知识，包括自身和周围的事情，这将进一步拓展他们的视野。

第三单元具体目标

知识和技能目标

1. 学生能听懂、会说、认读并书写下列词汇：

am, when, birthday, tall, live, too, foot, by

2. 学生能认读、理解并运用下列基本的句型结构：

How old are you?

I'm _____ years old.

When is your birthday?

How tall are you?

I'm _____ metres tall.

Where do you live?

How do you go to school?

I go to... by...

I like to...

3. 学生能了解字母组合 ou, ow, ar 和 ass 在单词中的发音及其规则。

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

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

How Do You Go to School?

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;
2. To find opportunities to practice their listening skills;
3. To try to imitate and use English in everyday life.

Cultural Awareness

Students will recognize the differences and similarities between how kids in China and kids in Canada go to school. Make a comparison and talk about it. For example, school buses are not as popular in China. Kids in both countries walk to school. Kids in China are more likely to get a ride to school by their parents on a bicycle.

Resources Teachers Need for Unit 3

- Audiotapes or multimedia CD for Lessons 13~18
- Flash cards for vocabulary: **tall, short, house, park, bike, bus, car, far, mouse, flower, star, glass**
- Pictures of people, young and old, babies and toddlers
- Tape measure, big ruler
- Some pictures of things that are tall and short
- A sample city map
- Some small cards with names and various address on them
- Pictures of people using buses, cars, bicycles and walking
- Flash cards and pictures of things students might like (e.g. candy, the park, soccer, TV)
- Flash cards for letters/sounds **ou, ow, ar, ass**
- A big poster (made before class) of Maddy
- Paper, crayons, scissors, glue (to make a puppet)

4. 学生能在图片和教师的帮助下，听懂、读懂、表演故事：*Maddy the Monster*。
5. 学生能唱本单元的歌谣：
How Do You Go to School?

学习策略目标

学生能够继续养成和提高这些基本的学习策略：

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. 要带头问教师或者其他学生问题；
5. 要听和学歌曲，这将帮助学生记住英文表达法。

情感态度目标

学生能做到以下几个方面：

1. 培养对英语的兴趣和学习英语的好奇心；
2. 找机会练习学生的听力技巧；
3. 在每天的生活中试着模仿和运用英语。

文化意识目标

学生能够认识到在中国和加拿大学生上学方式的异同处，对两者进行比较并展开讨论。例如，在中国校车并不是很常见。两国的学生都步行上学。中国的学生通常由父母骑自行车接送。

第三单元所需教具

- 第 13 课至 18 课的录音带或教学光盘
- 单词的词汇卡片：tall, short, house, park, bike, bus, car, far, mouse, flower, star, glass
- 年轻人和老年人、婴儿和学步的小孩的图片
- 卷尺、大尺子
- 一些高的和矮的事物的图片
- 一张简单的城市地图
- 一些写有不同名字和不同地址的小卡片
- 人们乘公共汽车、汽车，骑自行车和步行的图片
- 学生可能会喜欢的东西（例如糖果、公园、足球、电视）的词汇卡片和图片
- 字母组合 ou, ow, ar, ass 的卡片
- 一张麦迪的大挂图（课前做好的）
- 纸、画笔、剪刀、胶水（制作手偶）

Lesson 13 How Old Are You?

Lesson 13 How Old Are You?

1 I'm eleven years old.

1 How old are you, Danny? I'm nineteen years old.

2 No, you're not! You're eleven years old!

3 Okay, okay! I'm eleven!

4 How old are you, Steven? I'm ten years old.

5 When is your birthday? My birthday is December 17.

5 When is your birthday, Danny? October 52!

6 Danny! Okay, okay! My birthday is July 25.

2 Let's do it!
Ask and answer. Then write.

How old are you? I'm ten.

When is your birthday? December 17.

Steven is ten. His birthday is December 17.

Steven	December 17	ten

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **am, when, birthday**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - **How old are you?**
 - **I'm _____ years old.**
 - When is your birthday?**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 13
- Pictures of people young and old, babies and toddlers

Before class, write **birthday, How old are you? I'm eleven years old.** on the blackboard.

第13课 你多大了？



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：am, when, birthday
2. 学生能认读、理解并运用下列基本的句型结构：
 - How old are you?
 - I'm _____ years old.
 - When is your birthday?

教学准备

- 第13课的录音带或教学光盘
- 年轻人和老年人、婴儿和学步的小孩的图片

在课前，将 birthday, How old are you? I'm eleven years old. 写在黑板上。

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Keep positive and tell the students to get ready to learn. A new unit of study is beginning, and now they will learn to talk about themselves. Ask them if they are ready to work hard.

Lesson Hook

Teacher: **We all have birthdays. They are very special days. Let's listen and find out how to tell others how many birthdays we have so far.**

NEW CONCEPTS

1. I'm eleven years old.

Begin by asking students to tell you when their birthday is. They should be able to do this using previous learned material. Make a list on the blackboard. Write the student's name and beside it write his/her birth date. Do this for seven or eight students. Ask: **When is your birthday, Ling Li?** Use the class calendar to point to Ling Li's birthday. Tell the students that many people will want to know how old they are. Explain that this means how many birthdays have they had so far in their life. You might need to demonstrate this using the calendar. Go through all 12 months and then say 12 months is one year. **How many birthdays do you have in one year?** Some students should be able to understand this and say one birthday in one year. Lead the students to understand that a person who has only one birthday so far is only one year old. Show a picture of a baby. Say: **This baby is one year old.** Repeat and point to the baby. Now ask: **How old is this baby? This baby is one year old.**

Continue showing pictures of young and old people. Ask the same question and give the answer. Show a picture of a small child and ask: **How old is this girl? (This girl is four years old.)** Keep going, showing many pictures and examples and using the question and providing the answer. Ask the students to open their books to page 34, part 1. Play the audiotape as they follow along. Then, ask: **How old is Danny? How old is Steven? When is Steven's birthday? When is Danny's birthday?** Write the correct answers to these questions on the blackboard.

When you feel that some students understand the concept of **How old is _____?** and the answer **_____ is _____ years old**, you can ask the students whose birthdays you have listed on the blackboard. Point to a student's name and his/her birthday and ask: **How old is _____?** That student will tell you his/her age. Then write that on the board beside their name and their birth date and repeat this for all the students with birthdays written on the blackboard.

●Practice●

Chain Drill

Use a modified chain-drill. The students can answer with their own age or act out a different age. For example:

开始上课和复习

问候

当学生来到教室时，问好。保持乐观的心态，告诉学生准备好要学习了。一个新单元要开始了，他们将要学习如何谈论自己。问学生是否准备好努力学习了。

课文导入

教师：我们都有生日。它们是很特别的日子。让我们听一听，并找出如何告诉他人到目前为止我们有过多少生日。

新概念

1. I'm eleven years old.

通过问学生的出生日期导入课文。学生应该能用之前学过的知识回答这个问题。在黑板上制作一个列表。一栏写上学生的姓名，另一栏是出生日期。写上七八个学生的名字和其出生日期。问：When is your birthday, Ling Li? 使用教室日历指出凌力的出生日期。告诉学生很多人想知道自己多大了，这就意味着在自己的生命中度过了几个生日。教师需要用日历进行展示。浏览 12 个月份，然后说一年有 12 个月。How many birthdays do you have in one year? 一些学生能够理解并说一年中有一个生日。引导学生理解一个人到目前为止如果只有过一次生日的话那么他只有一岁。展示一张婴儿的图片。说：This baby is one year old. 指着婴儿再读一次。现在问：How old is this baby? This baby is one year old.

继续展示年轻人和老年人的照片。问一些问题并给出答案。展示一张小女孩的照片，问：How old is this girl? (This girl is four years old.) 继续这样做，展示很多图片和例子，提出问题并提供答案。让学生翻到教科书第 34 页，第 1 部分。播放录音，让学生看书跟读。然后问：How old is Danny? How old is Steven? When is Steven's birthday? When is Danny's birthday? 并将问题的答案写在黑板上。

当教师感觉一些学生理解了 How old is _____? 和答语 _____ is _____ years old 的含义时，可以问那些在黑板上写上生日的学生。指向一名学生的名字和其生日，问：How old is _____? 那名学生会说出他 / 她的年龄。然后将他 / 她的年龄写在姓名和出生日期旁边。所有黑板上有名字和出生日期的学生都可以参照这样的对话形式进行练习。

• 练习 •

链式操练

利用链式操练的一种形式进行练习。学生可以用其实际年龄回答或者扮演其他年龄阶段的人。例如：

Student 1: **How old are you?**

Student 2: **I am _____ years old. How old are you?**

Student 3: (*Bent over, acting old*) **I am ninety years old. How old are you?**

Student 4: (*Crying like a baby*) **Waaaaa! I am one year old.**

2. Let's do it!

Now divide the class into small groups of three. Ask everyone to look at page 35, part 2 in their books. Explain how to do the activity. Give them sheets of paper and tell them to make a chart like the one in the sample. They are going to find out how old each of them is and when their birthday is. They then write this information in the chart in the correct place. Read the sample to help the students understand what to do. One person asks: **How old are you?** The second student answers and the third student puts the information in the chart. Repeat until all three students have asked, answered and the chart is filled in.

CHECK FOR UNDERSTANDING.....

When everyone is back in their seats, you can check for understanding by going around the room, and asking each student, one by one:

When is your birthday?

How old are you?

Most students should be able to easily answer your questions.

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 34.**

CLASS CLOSING.....

Teacher: **Remember, boys and girls. We all have one birthday every year. If you have 11 birthdays, you are eleven years old. Next year, you will have one more birthday. How old will you be? You will be 12 years old.**

学生甲：How old are you?

学生乙：I'm _____ years old. How old are you?

学生丙：（弯下腰扮演老人）I'm ninety years old. How old are you?

学生丁：（像婴儿一样哭）Waaaaa! I'm one year old.

2. Let's do it!

将学生分成每三人一组，翻到教科书第 35 页，第 2 部分。解释这个活动。给学生一叠纸，并制作一个和示例中一样的表格。学生将要找出每个人的年龄和出生日期，然后，在表格的正确位置填入信息。教师读示例以帮助学生理解该活动。其中一名学生问：How old are you? 另一名学生回答，第三名学生将信息填入表格内。重复这个过程直到三名学生都已承担了问、答和填表格的任务。

巩固检验

当每个人都回到自己的座位后，教师可以在教室里四处走动以进行巩固检验。一个一个地问学生问题：

When is your birthday?

How old are you?

大部分的学生应该能够很容易地回答教师的问题。

《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 34.

结束课堂教学

教师：同学们，记住，我们每年都有一个生日。如果你已经过了 11 个生日，那么你已经 11 岁了。明年你又会过一个生日。明年你就几岁了？你将 12 岁。

Lesson 14 Are You Short or Tall?

Lesson 14 Are You Short or Tall?

1 How tall are you?

36

2 Let's do it!

Group work. Measure and say.

37

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **tall**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - **How tall are you?**
 - **I am _____ metres tall.**
- Students will be able to measure each other's height, and say how tall someone is.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 14
- Tape measure, big ruler

第14课 你长得高还是矮?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: tall
2. 学生能认读、理解并运用下列基本的句型结构:
— How tall are you?
— I am _____ metres tall.
3. 学生将能够测量彼此的身高, 并说出某人多高。

教学准备

- 第 14 课的录音带或教学光盘
- 卷尺、大尺子

- Flash cards for **tall** and **short**
- Some pictures of things that are tall and short

CLASS OPENING AND REVIEW

Greeting

Greet your students as they come to class. When they settle into their seats, begin with a short review of the material from the last lesson. Point to some of the people pictures that were posted on the wall from the previous lesson. Ask questions that are obviously incorrect. For example, point to a baby and say: **Is this baby five years old?** Students should be able to tell you that it is incorrect. You can then ask: **How old is this baby?** Students should make a good guess, perhaps saying: **The baby is one year old.**

Lesson Hook

Teacher: **We know how to tell how old we are. Now let's learn how to tell if we are tall (make a big gesture reaching to the sky) or short (make a gesture low to the floor). Tall or short (again show the gestures)? Let's find out.**

NEW CONCEPTS

Teaching Tip



Always keep an out open for ways to reinforce materials taught in previous lessons. It's a great way to enhance your teaching and to embed vocabulary in your students mind. Part 1 in this lesson provides you with many opportunities to practise the ordinals. Point them out when you play the audiotape for part 1. See if your students can recall how to use them. The teacher refers to first and second. You can ask students to tell you which ordinal comes next.

1. How tall are you?

Begin by teaching **tall, short**. Begin with the flash cards. Hold up the flash card for **tall** and say the word. Students will repeat it after you. Point to the picture and make sure the students know what the word is referring to. If you are lucky enough to have a really tall student and a really short student in your class, ask them to come forward and stand side by side. It will be easy using these two as models. You point to the tall student, draw a big gesture with your hands from the ground all the way to the top of his/her head and say **tall**. Do the same for the short student. Repeat the words as you point to the tall and the short student.

Take out some of the pictures you brought to class. Show tall things and say **tall**. Show short things and say **short**. Put pictures side by side so the students can compare the tall and the short. Repeat until you are sure your students understand the basic concept of tall and short.

Next, ask for a volunteer to come forward. Tell this volunteer that you are going to find out how tall he/she is. Do not worry if the students do not yet understand. Take out the

- tall, short 的词汇卡片
- 一些高的和矮的事物的图片

开始上课和复习

问候

当学生来到教室时，问好。当学生都就座后，对上一课的内容进行简单的复习。指着上一课就张贴在教室墙上的一些人物图片，问一些有明显错误的问题。例如，指向一个婴儿，说：Is this baby five years old? 学生应该能够告诉教师那是错误的。然后教师问 How old is this baby? 学生应该能猜出来，可能会说 The baby is one year old.

课文导入

教师：我们知道如何谈论年龄了。现在让我们学习如何谈论高（做一个大大的伸向天空的手势）或者矮（做一个低到地板的手势）。高还是矮（再次用手势展示）？让我们找找吧！

新概念

教学提示



经常保持一个开放的方式来巩固以前所学的知识内容，这是能提高教师的教学和帮助学生记忆词汇的一个很好的方法。本课第 1 部分为教师提供了很多练习序数词的机会。当播放第 1 部分的录音时，指出它们。看学生是否能够回想起如何使用这些序数词。教师提及 first 和 second，还可以问学生接下来的数字是多少。

1. How tall are you?

通过教授 tall, short 开始学习。可从词汇卡片开始。举起 tall 的词汇卡片，并读单词。学生跟读。指着图片，确信学生明白单词指的意思。如果教师足够幸运地在班里找到一名很高和一名很矮的学生，可以将他们叫到讲台前来，并排站在一起。让这两名学生作为模特讲授单词就容易得多了。教师指向高的学生，用手画一个夸张的手势，可以从地面一直到他 / 她的头顶，并说 tall。矮的学生也可依此讲授。当教师指向高的学生和矮的学生时重复读单词。

拿出带到教室的一些图片。展示高的事物，说 tall。展示矮的事物，说 short。将图片放在一起，这样学生就能对比高和矮。重复展示图片直到教师确信学生理解了高和矮的基本含义。

接下来，让一名自告奋勇的学生来到教室前。告诉这名学生教师将要知道他 / 她的身高。如果学生们不理解，不要担心。拿出卷尺或者标尺，测量这名学生。测量

measuring tape or measuring stick, and measure the student. Do this using a big gesture. As you measure, keep asking: **How tall are you? How tall are you?** When you have the student's measurement, say again: How tall are you? Look closely at the tape and say: **You are _____ metres tall.** Write the student's name on the blackboard and beside it write his/her height.

Now, ask your students to look at page 36, part 1. Play the audiotape and follow along. Talk about what they see in each panel.

Panel 1, the teacher has a paper and a pencil. He is asking the class to get ready to work.

Panel 2, the teacher chooses Kim and tells her she is the first to find out how tall she is.

Panel 3, the teacher wants to know if Kim knows how tall she is, but she does not know.

Panel 4, the teacher measures her. **How tall is Kim?** Students should be able to read her measurement and say it to you.

Panel 5, now Danny asks Kim: **How tall are you?** Now Kim knows. **How tall is Kim?** The students answer again.

Panel 6, it's time to measure Danny. He is second. Ask the students to guess how tall they feel Danny is.

Panel 7, what funny thing does Danny do?

Panel 8~9, the teacher tells Danny to stand on his feet, not on his tail. Danny agrees.

Panel 10, the teacher measures Danny and he is 1.3 metres tall.

Panel 11, ask your students to look at Kim and Danny standing side by side. Who is tall and who is short?

Now, play the audiotape of part 1 again, and the students follow along.

●Practice●

Dialogue

Ask for pairs of volunteers. Measure each volunteer with your tape measure. Lead them through this dialogue:

Student 1: **How tall are you?**

Student 2: **I'm _____ metres tall. How tall are you?**

Student 1: **I'm _____ metres tall.**

2. Let's do it!

Ask the students to look at page 37, part 2. Explain how to do the exercise. Look at the pictures and have your students tell you what is happening in each panel. Three students want to know how tall they are. They ask the teacher to measure them. Then they talk about each other's height.

Depending on how many big rulers and tape measures you have available, divide the class into groups. They are going to measure each other and then talk about it. One student will do the measuring, and the others will ask: **How tall am I?** The student measuring tells how tall he/she is. When everyone has been measured, they spend some time talking about it. They should use sentences such as: **How tall am I? How tall are you? I am _____ metres tall. He is _____ metres tall. She is _____ metres tall.**

CHECK FOR UNDERSTANDING.....

When the students are finished the activity, take some time to see how well they have grasped the new material. You can ask questions such as:

时可以使用夸张的手势。当教师测量时，要不停地问：How tall are you? How tall are you? 当测量完学生后，再说一次 How tall are you? 看卷尺，说：You are _____ metres tall. 将学生的名字写在黑板上，并在旁边写上他 / 她的身高。

让学生翻到教科书第 36 页，第 1 部分。播放录音，让学生跟读。谈论每幅图的内容。

图 1，教师拿着一张纸和一支铅笔。他在让学生准备。

图 2，教师选中了金并说她是第一名要测量身高的学生。

图 3，教师想知道金是否知道她自己的身高，但是她不知道。

图 4，教师测量金。How tall is Kim? 学生应该能读出测量结果并说出来。

图 5，丹尼问金：How tall are you? 现在金知道了。How tall is Kim? 学生再回答一次。

图 6，该是测量丹尼的时候了。他是第二个。让学生猜一下丹尼的身高。

图 7，丹尼做了什么有趣的事情呢？

图 8 和 9，教师告诉丹尼用脚站立，而不是用尾巴。丹尼同意了。

图 10，教师测量了丹尼。他 1.3 米高。

图 11，让学生看并排站立的金和丹尼。比较谁高谁矮呢？

现在，再次播放第 1 部分的录音，学生跟读。

• 练习 •

对话练习

找几名自告奋勇的学生，通过用皮尺量他们每个人的身高引导他们进行如下对话：

学生甲：How tall are you?

学生乙：I'm _____ metres tall. How tall are you?

学生甲：I'm _____ metres tall.

2. Let's do it!

让学生翻到教科书第 37 页，第 2 部分。解释这个活动。看图并让学生说出每幅图的内容。三名学生想要知道他们的身高。他们让老师测量。然后，谈论彼此的身高。

可以根据教师所能找到的卷尺和标尺的数量，将学生分为若干小组。学生将要测量彼此的身高并谈论。一名学生负责测量，其他的学生问 How tall am I? 负责测量的学生说出测量结果。当每个人都被测量过后，用几分钟的时间讨论身高。学生应该使用下列句式：How tall am I? How tall are you? I am _____ metres tall. He is _____ metres tall. She is _____ metres tall.

巩固检验

学生完成活动后，用一定的时间检测学生对于新学内容的掌握程度。教师可以问下列问题：

Is a basketball player tall or short?
Is a baby tall or short?
Is a giraffe tall or short?
Am I tall or short?

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 36.**

CLASS CLOSING

Teacher: **Great work today. Now you know how tall you are. Now you know if you are tall or short. Tell your mom and dad how tall you are. Maybe you can measure them and tell us next time.**

Is a basketball player tall or short?

Is a baby tall or short?

Is a giraffe tall or short?

Am I tall or short?

《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 36.

结束课堂教学

教师：今天表现得很好。现在你们知道自己的身高了，也知道自己是高是矮了。把你的身高告诉你的父母。也许你能测量他们，下次告诉我们他们的身高。

Lesson 15 Where Do You Live?

Lesson 15 Where Do You Live?

1 Where do you live?

1

Where do you live, Steven?

I live in a house beside the park.

2

What's your address?

My address is 135 Ninth Street.

3

What's your address?

My address is 942 Ninth Street.

4

Is that near the cinema?

No. It's near the Mr Donut Restaurant!

I like that restaurant!

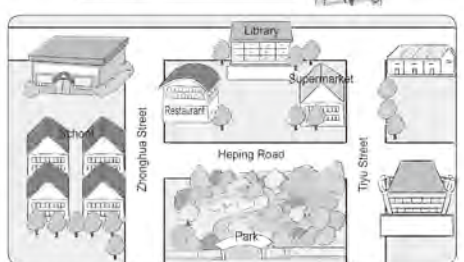
Me, too!

38

2 Let's do it!

Read and find. Then draw and say.

My house is near the supermarket. It's far from the school. Can you find my house?



Where do you live?

39

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **live, too**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - Where do you live? — I live _____.**
 - What's your address? — My address is _____.**
 - Is that near the _____?**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 15
- A sample city map
- Some small cards with names and various address on them

第15课 你住在哪儿?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: live, too
2. 学生能认读、理解并运用下列基本的句型结构:
 - Where do you live? — I live _____.
 - What's your address? — My address is _____.
 - Is that near the _____?

教学准备

- 第 15 课的录音带或教学光盘
- 一张简单的城市地图
- 一些写有不同名字和不同地址的小卡片

- Flash cards for **house, park, short, tall**
- Some pictures of things that are tall and short

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Wait for everyone to settle into their seats and begin with a short review. Ask if anyone found out how tall their parents are. Ask students to recall what they learned in the previous lesson. They should be able to tell you that they learned how to find out **How tall am I?** They also learned how to identify things that are tall and things that are short. Ask them to give you examples of things that are tall and short. Show some of the tall and short pictures.

Lesson Hook

Teacher: **You know how tall you are. Now let's learn how to tell where you live. This is important. If you ever get lost, you will be able to tell someone and they can help you find your way home.**

NEW CONCEPTS

1. Where do you live?

Ask the students about their home. **Who do you live with? Is it a small or a big home? Can you tell me how to get to your home?** Allow students to attempt to give you an idea of where they live, but do not worry if they cannot tell you the address right away. Draw a simple map on the blackboard. It should show a few streets. If possible try to show an area the students are likely to know about. Write the word **street** on the map. Teach them the meaning of it. Point to the street and say: **This is a street.** Point to another street on your map and say: **This is a street, too.** The students should begin to understand the meaning of this word.

Ask the students to look at page 38, part 1 in their books. Play the audiotape, and then talk about what they see in the pictures, beginning with panel 1. First read, and then ask: **What does Danny ask Steven?** (Where does he live?) Explain that Danny wants to know where Steven's house is. You can draw a simple house picture on the blackboard and label it **house**, and ask the students to say the word. So, Steven lives in a house. **But where is that house?** Show the flash card for **park**, say the word and have your students repeat it. Now say: **Steven lives in a house (point to house).** It is near a park.

Teach **near/far**. Ask two students to come forward. Place them close to each other and say: **They are near each other.** Now have the students far apart and say: **Now, they are far from each other.** Do this a few times and then write **near** and **far** on the board and say the words asking students to repeat after you. Use the flash card for **near** to practise the word further. The word **far** will be taught in the next lesson, but you should try to introduce the concept here, so that students will have a reference point and a way to compare **near** with its opposite.

- house, park, tall, short 的词汇卡片
- 一些高的和矮的事物的图片

开始上课和复习

问候

当学生来到教室时，问好。等到所有人都就座后，开始简短的复习。问是否有人知道了他们父母的身高。让学生回想上节课所学的内容。学生应该能够说出学过了如何测量身高和找出 **How tall am I?** 学生还学过如何辨别事物的高矮。让学生给出高或矮的示例。展示一些高和矮的图片。

课文导入

教师：大家都知道了自己的身高。现在让我们学习如何说出家庭住址。这很重要。如果你迷路了，那么你能够告诉其他人，他们能够帮助你找到回家的路。

新概念

1. Where do you live?

现在让学生谈论家庭。Who do you live with? Is it a small or a big home? Can you tell me how to get to your home? 允许学生试图说出他家的住址，但是不要担心如果学生不能立刻回答。在黑板上画一张简单的地图，上边有几条街道。如果可能话，给学生展示一个他们熟悉的区域。在地图上写 **street** 并教授其含义。指向街道说 **This is a street.** 指向地图上的另一条街道说 **This is a street, too.** 学生应该开始理解这个单词的意思。

让学生翻到教科书第 38 页，第 1 部分。播放录音，然后从第 1 幅图开始谈论图中内容。首先读图 1，问：What does Danny ask Steven? (Where does he live?) 解释丹尼想知道史蒂文的家庭住址。教师可以在黑板上画一张简单的房子图片，并标示 **house**。让学生读单词。因此史蒂文住在房子里。But where is that house? 展示 **park** 的词汇卡片，读单词，学生跟读。说：Steven lives in a house (指向房子) . It is near a park.

教授单词 **near/far**。让两名学生来到教室前。让学生挨得很近，说 **They are near each other.** 现在将学生分开很远，说 **Now, they are far from each other.** 做几次动作，将 **near** 和 **far** 写在黑板上，并让学生跟读单词。用 **near** 的词汇卡片进行更多地练习。单词 **far** 将在下节课进行讲解，但是教师应该先在本课介绍 **far** 的含义，这样学生能够有个参考点，这也是对比它的反义词 **near** 的一种方法。

Now, look at panel 1 again with your students. **Where does Steven live? He lives in a house, near a park.** Demonstrate with the flash cards, holding the house, the park, near and far and saying the words aloud.

Now, write **address** on the blackboard. Say the word, repeat and ask students to say it. Look at Panel 2 and talk about what is happening. Danny wants to know the address. Explain that an **address** is the exact place where you live. It tells the name of the street, and the number of the house on the street. If you can find pictures of houses with address on them, use these to help your students understand. If not, draw another simple house on the blackboard. Show it on the street. Label the **house** and the **street**. Write the address on the house: 135 Ninth Street. Point to the address and say: **This is the house where Steven lives. His address is 135 Ninth Street.** Say the address again. Then see if any students can answer your question: **What is Steven's address?** Slowly lead them with questions: **What is the name of the street? What is the number on the house?**

Look at Panel 3. Now, Steven wants to know Danny's address. Draw another house further along on the street. Put the address on the house 942 Ninth Street. Explain that Danny and Steven live on the same street. His house number is 942. Ask: **What is Danny's address?**

Look at Panel 4. **What does Steven want to know now?** He wants to know if Danny's house is near the cinema. Read the panel aloud. See if anyone can tell you if Danny lives near the cinema. Then ask: **What is near Danny's house?**

Now, play the audiotape and follow along. Play it again. Ask a student to read part 1 aloud for the rest of the class.

●Practice●

Group Work

Now, see if students can tell their address. Divide the class into small groups. If they do not know their address (street and number), you can tell them to make up an address. Take turns practising the question/answer sequence.

—**What is your address?**

— **My address is _____.**

Ask students to write their address on a piece of paper. They must write their name, their street and the number of their house. Gather these sheets of paper. Then pass them out again. Go around the room and ask students to read the addresses aloud. Students should have someone else's written address. They need to begin with: **Yang Liu. His address is _____.**

Go around until everyone has read the address of another student.

2. Let's do it!

Ask the students to look at page 39, part 2. Explain the exercise and what you want them to do. First, go over the map with them. Ask questions to help the students learn to use the map. Ask if they can see the library. **What about the supermarket?** Have students point to these two buildings to show they know where they are. **What street is the supermarket on? Can you find the school? What street is the school on?** Go around the map asking students to show you their understanding of the map.

Now see if someone can read the speech bubble. If not, you read it for them. The first thing they need to do is use the map to answer the question that the boy asks. When they find the correct answer, they should draw a circle around the boy's house.

与学生一起再看图 1。Where does Steven live? He lives in a house, near a park. 展示词汇卡片，举起房子、公园、近和远的词汇卡片，并读单词。

将 address 写在黑板上。读单词，学生跟读。看图 2，讨论内容。丹尼想要知道地址。解释地址是指家的确切位置，包括街道的名称和房子的门牌号。如果能找到带有地址的房子的图片，可以以此帮助学生理解。如果找不到，可以在黑板上画另外一所简单的房子。在街道上展示出来。标示出 house 和 street。在房子上写地址 135 Ninth Street。指着地址说 This is the house where Steven lives. His address is 135 Ninth Street. 再读一次地址。看学生是否能回答问题：What is Steven's address? 可用问题慢慢引导学生回答：What is the name of the street? What is the number on the house?

看图 3。史蒂文想知道丹尼的家庭住址。在街道的远处画另外一所房子。在房子上写地址 942 Ninth Street。解释丹尼和史蒂文住在同一条街上。他的门牌号是 942。问：What is Danny's address?

看图 4。What does Steven want to know now? 他想知道丹尼家是否在电影院附近。大声地读对话。看是否有学生能找出丹尼家与电影院的位置关系。问：What is near Danny's house?

播放录音并跟读。再播放一次。让一名学生大声地朗读第 1 部分，其他学生听。

● 练习 ●

小组活动

现在检查学生是否能说出家庭住址。将全班分为小组。如果不知道家庭地址（街道名和门牌号），可以编造一个。轮流练习问答：

— What is your address?

— My address is _____.

让学生将地址写在一张纸上。必须包括名字，街道名和门牌号。将纸收集起来，再次分发下去。在教室四处走动，叫学生大声地朗读地址。他们应该有其他人的地址。学生可以这样开始练习：Yang Liu. His address is _____.

在教室四处走动，直到所有的人都读了另一名学生的地址。

2. Let's do it!

让学生翻到教科书第 39 页，第 2 部分。解释活动和学生要做的事情。首先，和学生一起浏览地图。问问题以帮助学生学会使用地图。问学生是否看到了图书馆。What about the supermarket? 让学生指向这两栋建筑以展示他们知道这是哪里。What street is the supermarket on? Can you find the school? What street is the school on? 问学生关于地图上建筑的问题以证明他们对地图的理解程度。

现在看是否有人能读出对话框里的内容。如果不能，教师读。学生首先要做的事情是用地图回答男孩的问题。当学生找到正确答案后，应该圈出男孩的房子。

Next, look at the blank map at the bottom of page 39. **Now, boys and girls, let's draw the map to show where you live.** Explain that a good way to begin is to: First, label the streets. Second, draw where your house is. Third, draw some of the buildings that are on the streets close to your house. Finally, they need to be able to say where their house is.

Give plenty of time for them to complete their maps. Then, ask the students to come forward one by one and show their maps. They should be able to talk about what is on their maps. Finally, they must tell everyone where their house is. They should tell that **It is near the _____**. They should also be able to tell the street name and the house number. Everyone presents.

Teaching Tip



Make sure to post some maps around your classroom. This is a great way to decorate you class and to surround the students with pictures and words of things they have been learning about. Also post some of the small cards with addresses written on them for students to look at.

CHECK FOR UNDERSTANDING

Before class, you prepared some cards with names and addresses on them. Pass out these cards and ask students to stand, read the name of the person and his/her address. For example, one student might have a card that says: **Mr. Zhe. 124 Green Street.** The student stands, you look at the card then ask: **Where does Mr. Zhe live? What is his address?** The student reads the card and answers.

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 38.**

CLASS CLOSING

Praise your students as they leave for the day.

Teacher: **Now, you can tell where you live. Now you can ask for help if you ever get lost. Good work. Great effort. Do not give up. You are really learning well.**

接下来，看第 39 页底部的空白地图。Now, boys and girls, let's draw the map to show where you live. 解释做这道题最好的方法是：首先，标示街道；第二，画出你家的房子；第三，画一些你家附近的在同一条街道上的建筑物；最后，学生需要说出房子的所在。

给学生足够的时间完成地图。然后，叫学生一个个来到教室前展示自己的地图并谈论地图上的事物。最后，告诉大家他的家庭住址。他们应该说 It is near the _____. 同时能够说出街道名和门牌号。每个人都要展示。

教学提示



在教室里要张贴很多地图。这是装饰教室和用目前所学知识的图片和单词包围学生的一个很好的办法。当然，也可以张贴一些上边写有地址的小卡片以供学生观看。

巩固检验

上课前，教师准备一些写有名字和地址的卡片。传看卡片并让学生起立，阅读名字和地址。例如，一名学生的卡片上可能写着：Mr. Zhe. 124 Green Street。这名学生起立，教师看着卡片问 Where does Mr. Zhe live? What is his address? 学生读卡片，作答。

《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 38.

结束课堂教学

当学生离开时，鼓励他们。

教师：现在你能说出你的家庭住址。如果迷路的话，你也知道如何寻求帮助了。今天表现得很好，很努力。不要放弃。你会学得很好的。

Lesson 16 How Do You Go to School?

Lesson 16 How Do You Go to School?

1 Do you walk to school?

1

2

3

4

40

2 Let's chant!

How do you go to school?
By bus, by bus.

How do you go to school?
By bike, by bike.

How do you go to school?
By car, by car.

How do you go to school?
On foot, on foot.

3 Let's do it!

Pair work. Ask and answer.

Do you walk to school?

I...

No, I go to school by bus. How do you go to school?

41

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **foot, by**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - How do you go to school? — I go to school by _____.
 - Do you _____ to school? — No, I _____ to school.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 16
- Flash cards for **bike, bus, car, far**
- Flash cards for **on foot, by bus, by car**
- Pictures of people using buses, cars, bicycles and walking

第16课 你怎样去学校呢?



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: foot, by
2. 学生能认读、理解并运用下列基本的句型结构:
— How do you go to school? — I go to school by _____.
— Do you _____ to school? — No, I _____ to school.

教学准备

- 第 16 课的录音带或教学光盘
- bike, bus, car, far 的词汇卡片
- on foot, by bus, by car 的卡片
- 人们乘公共汽车、汽车, 骑自行车和步行的图片

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. You should play the chant for this lesson as they are coming to class. Take a few minutes to review the material from the previous lesson. Ask for two volunteers to come forward. Ask them to find out and tell each other their addresses. You should write a few addresses on the blackboard, and read these addresses. Go to some of the maps of their streets, created in the previous lesson and ask some questions such as: **Is your house near the _____? What is near your house?**

Lesson Hook

Teacher: **Did you walk, bike, or take a car or bus to school today? Don't worry if you cannot answer yet. That is what we are going to learn today.**

NEW CONCEPTS

1. Do you walk to school?

Ask some students to come to the front of the classroom. Tell some of them to stand together. Ask others to stand **near** this group of students. Now write the word **far** on the blackboard. Remember that you introduced the concept of near/far in the previous lesson. Now, take some time to make sure students can understand both words and are able to see how they are the opposite of each other.

Say the word **far** and ask students to repeat it. Now ask some students to stand far from the other two groups at the front of the room. One group is near and the other group is far. Touch the first group, then the group near them and say: **These students are near these students.** Go to the students that are far away and stand by them and say: **These students are far from the other students.** (pointing to the other students)

Now you need to teach the phrases **on foot, by bus, by car, by bike.** Try to show your students with actions what each other means. Say the phrase, for example **on foot** and walk back and forth as you say them over and over. Ask the students to repeat. Ask some students to get up and act out **on foot** with you. Pretend you are on a bike and as you do the action say **by bike.** Repeat for **by car** and **by bus.** You can use your flash cards and pictures to help you teach these as well, showing the picture of a bus and then pretending you are driving a bus and the same for car.

When you feel your students understand **on foot, by bus, by car, by bike,** ask them to open their books to page 40, part 1. Play the audiotape and follow along. Now, help the students to understand everything by going through the panels one by one and pointing out the key details. In panel 1 Danny wants to know how Kim goes to school. Point to the thought bubble for Kim. **What is Kim thinking?** The students should be able to see that she is thinking about going on foot. Read Kim's answer. **Why does Kim go to school on foot?** Students should understand **near** by now and should be able to tell you that she lives near the school so it is easy to go there on foot.

开始上课和复习

问候

当学生来到教室时，问好，并播放本课的歌谣。用几分钟的时间复习上一课的内容。叫两名自告奋勇的学生来到教室前，让他们找出并告诉彼此自己的家庭住址。教师应在黑板上写出几个家庭住址，并读出来。拿出上节课制作的地图，问学生类似的问题：Is your house near the _____? What is near your house?

课文导入

教师：今天你是步行、骑自行车、开车还是乘公交车来学校的呢？如果你不能回答也不要担心。这是今天我们将要学习的内容。

新概念

1. Do you walk to school?

叫一些学生来到教室前。让他们站在一起。其他学生站在这组附近。将单词 far 写在黑板上，上节课已经介绍过了近和远的概念。现在，用几分钟的时间确信学生理解了这两个单词并能说出它们是一对反义词。

读单词 far，并让学生跟读。让一些学生站在离教室前边的两组学生很远的地方，一组离得很近，另外一组很远。接触第一组，然后是距离近的组，说：These students are near these students. 来到距离远的小组前，站在旁边说：These students are far from the other students.（指向其他的学生）

教师需要教授短语 on foot, by bus, by car, by bike。尽量用动作展示每个单词的意思。读短语，例如步行，当教师一遍遍读单词时可以在教室里前后走动。让学生跟读。叫一些学生起立与教师一起演示步行。当教师在演示骑自行车的动作时，要假装在自行车上，并说 by bike。坐汽车和乘公共汽车也依此处理。可以使用卡片和图片帮助学生更好的理解，当然在展示公共汽车图片时要假装正在乘坐公共汽车。坐汽车也依此处理。

当教师感觉学生理解了 on foot, by bus, by car, by bike 的含义时，翻到教科书第 40 页，第 1 部分。播放录音并跟读。现在逐图浏览并指出关键信息帮助学生理解所有的内容。在图 1 中丹尼想知道金是如何来学校的。指向金的想象框。What is Kim thinking? 学生能够看到她在想步行上学。读金的答语。Why does Kim go to school on foot? 到目前为止学生应该理解了 near 的含义，并能够说出金家离学校很近所以步行上学。

Repeat for panel 2. Danny wants to know how Jenny goes to school. Point to the thought bubble for Jenny. **What is Jenny thinking? That is correct, she is thinking about a bus.** Jenny goes to school by bus. In panel 3, the students should be able to see that Steven is thinking about a car. He goes to school by car. Read the panel and ask students: **How does Steven go to school?** See if anyone can tell you who drives him to school. In panel 4, students should now see that Danny is thinking about a bike. When Steven asks **Do you walk to school?**, Danny answers **No, I ride my bike!** Ask someone to tell you **How does Danny go to school?**

Now play the audiotape again and follow along with the text and pictures.

●Practice●

Role Play

Ask four volunteers to help you read this passage now. One student is Danny, one is Jenny, one is Kim and one is Steven. The students come forward with their books and read the passage according to their roles while the others follow along.

Now ask everyone to close their books and ask questions to see how well they recall the information:

How does Danny go to school? By bike.

How does Kim go to school? On foot.

How does Jenny go to school? By bus.

How does Steven go to school? By car.

Who takes Steven to school by car? His dad.

2. Let's chant!

Now have fun teaching and learning this chant. It is simple and will help the students to recall and use the information they have just been taught. Divide the class into four groups. Have them look at the chant on page 41, part 2. Read the words to the chant with them. Hold up the book and point to each word as you read it aloud. Give them paper and crayons. Each group makes pictures to show how they go to school (by bus, by car, by bike, on foot). They also need to learn the appropriate verse according to the group they are in.

Play the chant a few times to help them begin to learn it. Ask some students to read the words. Then, give everyone plenty of time to draw their pictures, work out some actions and then learn the lines. When everyone is ready, first they present their verse while the audiotape plays, then they do it on their own without the aid of the audiotape.

3. Let's do it!

Ask everyone to look at page 41, part 3. Explain the exercise to them. You are going to work in pairs. The students need to decide first how they go to school, then they need to practise asking the question and answering it with their partners. They take turns asking and answering. Play the audiotape for this part to help them get a good idea of what you want them to do.

Do you _____ (whatever the student wants to ask) to school? For example, **Do you go to school by car? No, I go to school _____. How do you go to school?**

图 2 也以此类推。丹尼想知道詹妮如何上学。指向詹妮的想象框。What is Jenny thinking? That is correct, she is thinking about a bus. 詹妮乘公共汽车上学。在图 3 中, 学生能够看到史蒂文在想汽车。他坐汽车上学。读对话并问学生: How does Steven go to school? 是否有人可以说出谁开车送他上学。在图 4 中, 学生能够看到丹尼在想自行车。当史蒂文问 Do you walk to school? 时, 丹尼回答 No, I ride my bike! 让学生回答 How does Danny go to school?

再次播放录音并让学生看对话和图片跟读。

● 练习 ●

角色扮演

让四名学生读这篇文章。一名学生为丹尼, 一名为詹妮, 一名为金, 一名为史蒂文。学生带着教科书来到教室前, 并根据角色读相应的内容, 其他学生跟读。

现在让所有的学生合上教科书, 并问问题以检测学生能回想起信息量的程度:

How does Danny go to school? By bike.

How does Kim go to school? On foot.

How does Jenny go to school? By bus.

How does Steven go to school? By car.

Who takes Steven to school by car? His dad.

2. Let's chant!

教授和学习这首歌谣时要找到乐趣呀! 歌谣很简单, 它将帮助学生回想和使用刚刚学过的信息。将全班分为四组。翻到第 41 页, 第 2 部分的歌谣。跟学生一起读歌谣。举起教科书, 当教师大声读单词时指着单词。给学生纸和画笔。每组制作如何上学(乘公共汽车、汽车, 骑自行车和步行)的图片。学生也需要根据所在的组学习相应的歌词。

播放几遍歌谣, 帮助学生开始学习。让一些学生读句子。然后给每个人足够的画画的时间, 表演一些动作并学习句子。当每个人都完成后, 播放歌谣时, 首先展示自己的歌词, 然后做动作而不需要录音机的帮助。

3. Let's do it!

翻到教科书第 41 页, 第 3 部分。解释这个活动。学生将要进行同伴练习。学生首先要决定自己如何去学校, 然后与自己的同伴进行问答练习。每人轮流问和答。播放本部分的录音, 帮助学生很好地理解如何进行此项活动。

Do you _____ (学生问任意一种方式) to school? 例如, Do you go to school by car? No, I go to school _____. How do you go to school?

CHECK FOR UNDERSTANDING.....

When everyone has plenty of time to do this exercise, ask them to go back to their seats. You do some actions and get the students to tell you what you are doing and how you are going to school (on foot, by car, by bus, by bike). Have fun with this. Do big gestures and let the students shout out the answers. You do the actions and ask:

— **How do I go to school?**

— **You go to school by _____!**

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 40.**

CLASS CLOSING.....

Teacher: **Thank you boys and girls for working hard today. When you get ready for school tomorrow, please tell your parents what you have learned. Tell them how you go to school!**

巩固检验

当每个人都有足够的时间做练习时，让他们回到自己的座位上。教师需要做动作，学生回答，并说出教师如何上学校（步行、坐汽车、乘公共汽车、骑自行车）。玩得开心！做夸张的动作并让学生大声喊出答案。教师做动作，并问：

— How do I go to school?

— You go to school by _____!

《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 40.

结束课堂教学

教师：同学们，谢谢大家今天如此努力。明天当你准备好上学时，请告诉你的父母你学过了什么。告诉他们你如何上学！

Lesson 17 What Do You Like to Do?

Lesson 17 What Do You Like to Do?

1 What do you like to do?



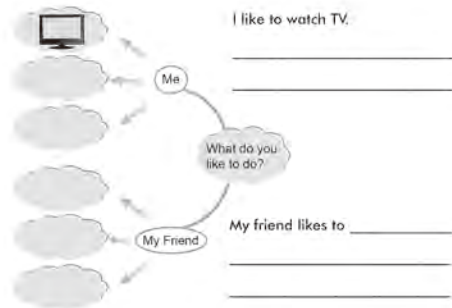
Kim likes to play with her toys, but Danny likes to play computer games.



42

Let's do it!

Talk, draw and write.



Letters and sounds

ou

house
cloudy

ow

cow
brown

ar

March
far

ass

class
grass

Try to read.



mouse



flower



star



glass

43

TEACHING GOALS

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

— **What do you like to do?**

— **I like to play _____.**

2. Students will become familiar with the rules of pronunciation for the letters **ou**, **ow**, **ar** and **ass** in words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 17
- Flash cards and pictures of things students might like (e.g. candy, the park, soccer, TV)
- Flash cards for letters/sounds **ou**, **ow**, **ar**, **ass**
- Flash cards for **mouse**, **flower**, **star**, **glass**

第17课 你喜欢做什么呢?



MY TEACHING NOTES

教学目标

1. 学生能认读、理解并运用下列基本的句型结构:
— What do you like to do?
— I like to play _____.
2. 学生能了解字母组合 ou, ow, ar 和 ass 在单词中的发音及规则。

教学准备

- 第 17 课的录音带或教学光盘
- 学生可能会喜欢的东西（例如糖果、公园、足球、电视）的词汇卡片和图片
- 字母组合 ou, ow, ar, ass 的卡片
- mouse, flower, star, glass 的词汇卡片

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Play the chant from the previous lesson as they arrive. When your students are settled into their seats, begin the lesson with a short review. Ask the students to say the chant for the previous lesson. You can ask them to look at the chant on page 41, part 2, if they cannot recall the words. Lead them in chanting. They should all stand and move around the room as they do the chant.

Lesson Hook

Teacher: **I like teaching, boys and girls. And I like reading a good book. What do you like to do? Let's learn how to talk about things you like to do.**

NEW CONCEPTS

1. What do you like to do?

You first need to help the students understand the meaning of **like**. This will take some time. One way to do it is by using pictures and flash cards of things they might like. Hold up one of the pictures, e.g. candy, and say **Hmm! It is really good. I like candy.** Do this for more things that students will like. Show the picture and say the words **I like _____**. At this point you can ask the students to say **like**. You will have to demonstrate that it is really good, smile, point to the picture and say **like**. Keep going until you feel that most of your students know the meaning of **like**.

Teaching Tip



If you still feel the students are having trouble understanding the word, you can explain it using Chinese, but make a good attempt first using only English. With effort and repetition they will slowly begin to grasp the concept.

Begin by asking the students to look at page 42, part 1 in their books. Help the students to understand what is happening in each picture. You must emphasize the word **like** every time it appears. Play the audiotape first. Ask what the students are doing in panel 1. **Who is in this picture? What are they doing?** Write **kite** on the blackboard. Point to the kite in panel 1, point to the word **kite**, say it and have the students repeat it after you. Read the speech bubble. Ask: **What does Jenny like to do with her friends?**

Look at panel 2 and talk about it. **What are they doing in this picture? They are playing ping-pong.** Point to the ping-pong table and the boys and say the words again: **The boys are playing ping-pong. Do they like playing ping-pong? Yes, the boys like playing ping-pong.** Now ask the students: **Who likes to play ping-pong? Raise your hand if you like to play ping-pong.** Select some students who have raised their hand and ask: **Do you like to play ping-pong?** The student will answer, **Yes, I like to play ping-pong.**

开始上课和复习

问候

当学生到达教室时，问好，并播放上节课的歌谣。当学生就座后，简单复习上一课的内容。让学生唱前一课的歌谣。如果学生回想不起歌词，可以翻到第 41 页，第 2 部分的歌谣。引领学生唱歌谣。当学生唱时，应该起立并在教室里四处走动。

课文导入

教师：同学们，我喜欢教学，也喜欢读书。你喜欢做什么呢？让我们学习如何谈论喜欢做的事情吧！

新概念

1. What do you like to do?

首先教师需要帮助学生理解 like 的含义。这将花费一些时间。一种教授单词的办法是使用学生可能感兴趣的图片和卡片。举起其中一张图片，例如糖果，说 Hmm! It is really good. I like candy. 其他学生可能喜欢的事情也依此处理。展示图片并说 I like _____. 在这里教师可以让学生读 like。教师要展示糖果真的很好，微笑着，指着图片并说 like，直到教师感觉到大部分学生理解了 like 的含义。

教学提示



如果教师感觉学生理解单词仍然有困难的话，可以用汉语解释，但是首先最好用英语解释。通过努力和重复，学生会慢慢地开始抓住单词的内涵。

让学生翻到教科书第 42 页，第 1 部分。帮助学生理解每幅图的内容。当单词 like 每次出现时，教师都必须强调。首先播放录音。问图 1 中的学生在做什么。Who is in this picture? What are they doing? 把单词 kite 写在黑板上。指着图 1 中的风筝和单词 kite，读单词并让学生跟读。读对话框，问：What does Jenny like to do with her friends?

看图 2，并进行讨论。What are they doing in this picture? They are playing ping-pong. 指着乒乓台和男孩子，再读一遍单词。The boys are playing ping-pong. Do they like playing ping-pong? Yes, the boys like playing ping-pong. 现在问学生：Who likes to play ping-pong? Raise your hand if you like to play ping-pong. 选一些举手的学生并问：Do you like to play ping-pong? 学生将回答：Yes, I like to play ping-pong.

Ask a student to read what the teacher says after panels 1 and 2. Help the student if he/she has difficulty reading the words.

Repeat the process now for panel 3 and panel 4. Talk about what they see in the pictures. (Kim likes to play with her toys. Danny likes to play computer games.) Take plenty of time as many of these words are new words for the students. They are not key vocabulary, but the students need to understand what they mean in order to understand the sentences. (toys, computer games)

Ask a student to read what the teacher says after panels 3 and 4.

Now, play the audiotape again and follow along. Then, lead the students in a reading of the words in the panels. Go slowly, stop and start where necessary. Give everyone a chance to read.

2. Let's do it!

Look at page 43, part 2. Explain the exercise to the students. They are going to work in pairs. On the left side of the page are six yellow clouds. The first one has a picture of a TV. There are three arrows coming from **Me** and pointing to the clouds. The student draws a picture in the cloud to show something that he/she likes to do. He/She then writes in the spaces on the right of the page: **I like to _____**. **I like to _____**. **I like to _____**.

The other student does the same thing for his/her three clouds. Draw three pictures of things he/she likes to do. Then he/she writes these things in the three spaces on the right.

Now, they talk about it. One student can read the other student's list of likes to do. One student can ask: **Do you like to _____?** The other student can answer yes or no. **Yes, I like to watch TV. /No, I don't like to watch TV.**

Give the students plenty of time to complete the activity. You go around and listen to your students and provide support and encouragement. You can even participate telling what you like to do.

3. Letters and sound

Ask the students to look at page 43, part 3. Teach the four letter/sound combinations here. Use the flash cards to help you. Begin by writing **ou** on the blackboard. Say the sound and have students repeat it after you. Then, write the two words demonstrating the sound. Make sure you highlight **ou** in a different coloured chalk. Say the words, point to the letters. Say the sounds, point to the letters and say the words. The students repeat after you.

Now write **ow** on the blackboard. Say the sound. See if they can hear that these two letters make the same sound as **ou**. Explain that often in English this happens. They need to pay attention and simply learn the sound/letter combinations. Say **ow** as you point to it on the board. Write **cow** and **brown** making sure to highlight **ow** in the two words. Say and repeat, then have the students say and repeat. Take some time to say the four new words, pointing to each word and the **ou** and **ow** letter combinations.

Use the flash cards here as well. Holding the flash card, saying the word and the sound and having your students repeat.

Now, write **ar** on the blackboard and say the sound. Write the words **March** and **far** on the blackboard. Say the words, pointing to the letter combinations as you make the sound. Practise with your students, say and repeat the sound and then the word.

学完图 1 和图 2 的内容后，让学生读教师所说的话。如果他 / 她读单词有困难的话，帮助他们。

图 3 和图 4 也依此处理。谈论图中所看到的。（金喜欢玩玩具，丹尼喜欢玩电脑游戏。）这些单词对学生来说是新单词，可以多花费一些时间进行讲解。它们不是关键词汇，但是学生需要理解单词的含义以便更好地理解句子。（玩具、电脑游戏）

学完图 3 和图 4 的内容后，让学生读教师所说的话。

再次播放录音并让学生跟读。然后，引导学生读每幅图中的单词。在需要的时候慢慢读、暂停和开始。给每个人读句子的机会。

2. Let's do it!

翻到教科书第 43 页，第 2 部分。解释这个活动。学生将进行同伴练习。本页左边是六朵黄色的云的图片。第一朵云上有一张电视机的图片。从 Me 部分射来三支箭，并指向云。学生在云中画一张能够展示他 / 她喜欢做的事情的图片。他 / 她在本页右边的空白处写上：I like to _____. I like to _____. I like to _____.

另一名学生在他 / 她的三朵云上也做同样的事情。画三张他 / 她喜欢做的事情的图片。然后他 / 她在右边的三个空格处写上这些事情。

现在，学生开始讨论。一名学生读另外一名学生喜欢做的事情的列表。一名学生问：Do you like to _____? 另一名学生回答是或者不是。Yes, I like to watch TV. / No, I don't like to watch TV.

给学生足够的时间完成活动。教师四处走动，听学生的发音并提供帮助和鼓励，甚至可以参与学生的对话说出自己喜欢做的事情。

3. Letters and sound

让学生翻到教科书第 43 页，第 3 部分。教授四个字母 / 音素组合。可以使用卡片。首先将 ou 写在黑板上。读音素，并让学生跟读。然后将显示音素的两个单词写在黑板上。用不同颜色的粉笔突出 ou。读单词，指着字母。读音素，指着字母，读单词。学生跟读。

将 ow 写在黑板上。读音素。看学生是否能听出这个单词与 ou 的发音是一样的。解释这种现象在英语中经常发生。学生需要引起注意，仅仅学习音素 / 字母组合。当教师指着黑板上的字母时读 ow。将 cow 和 brown 写在黑板上，要确保在这两个单词中突出了 ow。读并重复，让学生跟读，重复。用一些时间来读单词，同时指向每个单词和 ou、ow 的字母组合。

也可以使用卡片。举起卡片，读单词和音素，学生跟读。

将 ar 写在黑板上，读音素。将 March 和 for 写在黑板上。读单词，当发音时教师要指着字母组合。和学生一起练习，读并重复音素，然后是单词。

Repeat for **ass**.

Then hold up the flash cards for the four words **mouse, flower, star, glass**. Ask for volunteers to attempt to sound out the word. Encourage them and help them. Write each word on the blackboard. Highlight the letter/sound combination.

CHECK FOR UNDERSTANDING.....

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 42.**

CLASS CLOSING.....

Say goodbye to your students as they leave the room. Ask each student to tell you one thing they like to do as they pass you at the door on the way out. Be sure to offer some things that you like to do. For example, **I like to teach you. I like to watch you work hard. I like to hear you speak English.**

ass 也依此处理。

然后举起写有 mouse, flower, star, glass 四个单词的词汇卡片。让自告奋勇的学生试着读出单词，鼓励并帮助他们。将每个单词写在黑板上，并突出强调字母/音素组合。

巩固检验

《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 42.


结束课堂教学


当学生离开教室时，说再见。当他们经过教室门旁时，让每名学生说一件他们喜欢做的事情。教师也可提供一些自己喜欢做的事情，例如：I like to teach you. I like to watch you work hard. I like to hear you speak English.


Lesson 18 Maddy the Monster

Lesson 18 Maddy the Monster


Story time

1 
Hello. My name is Maddy. I am a girl. I am a monster. I live in a very big house with my big family.


2 
This is Anna. She is my friend. She lives in a house on Park Road.


3 
Oh. Ninety-nine! That's old!
I'm not old. I'm a young monster.


Anna is eleven years old. I am ninety-nine years old. I am older than Anna.


4 
You're 5 metres tall! That's tall! I'm only 1.5 metres tall.
I'm not tall. You're short!

Anna is 1.5 metres tall. I am 5 metres tall. I am taller than Anna. All monsters are very very tall.



5 
My address is 100 Monster Street. Anna and I live far from the school. How do we go to school? I go to school by bus. Anna goes to school by monster.

6 
I sit at my very small desk at school. I read my book. My teacher is Mr. Scott. I listen to my teacher. I am a good pupil.

7 
I like to play basketball. It's easy because I am very tall.

8 
Anna likes monsters. She is my best friend.

★ Read and write

	How tall?	How old?	How do they go to school?
			
			

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 use puppets to retell a simple story.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 18
- A big poster (made before class) of Maddy
- Paper, crayons, scissors, glue (to make a puppet)

第18课 怪物麦迪



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. 学生能使用手偶复述这个简单的故事。

教学准备

- 第 18 课的录音带或教学光盘
- 一张麦迪的大挂图（课前做好的）
- 纸、画笔、剪刀、胶水（制作手偶）

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. When they have settled into their seats, take some time to find out what they can tell you about things they have learned in this unit. Start with a general question: **What can you tell me about yourself?** If students are hesitant to speak, remind them of some things they learned about themselves in this unit. Make a list on the blackboard:

How old am I?

How tall am I?

Where do I live?

How do I go to school?

What things do I like to do?

As you write these on the board, say them aloud, and ask students to tell you something about themselves.

Lesson Hook

Teacher: **Let's open our books to page 44. Let's meet Maddy the monster and her friend Anna. They are different, but they are also the same.**

NEW CONCEPTS

Story time: Maddy the Monster

Prepare to Read

Write the word **monster** on the board and explain what it is. A monster is not like us. A monster looks different than we do. A monster can be scary, but not all monsters are scary. The monster they are going to learn about today is a good monster. Her name is Maddy. And she has a good friend whose name is Anna. Before you begin to read the story, allow the students to use the pictures to gain some knowledge about its content. Look at each panel and ask what the students know about what is happening. Point to Maddy and tell them that this is Maddy. Point to Anna and tell them that this is Maddy's friend. Her name is Anna.

Read the Story

Now, go through each panel and talk about what is happening. The students follow along in their books.

Panel 1

This is Maddy. She is a green monster. Stop and talk about monsters. Many children learn that monsters are bad and scary, but you need to explain that there are good monsters too. They look different from us, but they can be nice and not at all mean or frightening. Maddy is a girl and she has a big family. She lives in a big house.

Panel 2

This is Anna. She is a young girl too. She lives in a house on Park Road. She is Maddy's good friend.

开始上课和复习

问候

当学生来到教室时，问好。当学生都就座后，用一些时间检查学生对本单元所学内容的掌握程度。先问一个简单的问题：What can you tell me about yourself? 如果学生不能很快回答，那么提醒他们在本单元所学的关于自己的事情。在黑板上制作一个列表：

How old am I?

How tall am I?

Where do I live?

How do I go to school?

What things do I like to do?

当教师在黑板上列表时，大声读并让学生回答关于自己的问题。

课文导入

教师：让我们翻到教科书第 44 页。让我们来认识小怪物麦迪和她的朋友安娜吧。她们很特别，但是她们也有相同之处。

新概念

Story time: Maddy the Monster

课前活动

将单词 monster 写在黑板上并解释词义。怪物和我们不同。怪物的长相也和我们不一样。怪物也许很可怕，但并不是所有的怪物都可怕。今天将要见到的怪物是友好的。她的名字是麦迪。她有一个叫安娜的好朋友。在开始读故事前，允许学生看图获得关于本课的一些知识。看每幅图并问学生发生了什么。指着麦迪并说这是麦迪。指着安娜并说这是麦迪的好朋友，她叫安娜。

阅读活动

现在，浏览每幅图并进行讨论。学生看书跟读。

图 1

这是麦迪。她是一个绿色的怪物。停下来谈论怪物。很多孩子认为怪物是坏的也很可怕，但是教师要解释也有善良的怪物。他们和我们看起来不一样，但是很善良，一点也不卑劣也不可怕。麦迪是个女孩，她有个大家庭。她住在一所大房子里。

图 2

这是安娜。她也是一个年轻的女孩。她住在公园路的一所房子里。她是麦迪的好朋友。

Panel 3

Here we see Maddy and Anna talking about their age. Anna is eleven years old, but Maddy is ninety-nine years old. Anna thinks that Maddy is really old, but Maddy is not that old for a monster. Explain that monsters are not like humans and time is different for them. In fact, Maddy is a really young monster. She is really the same as Anna as far as her age is concerned.

Panel 4

What do we see in this picture? We see Anna and Maddy standing side by side. They are talking about how tall they are. Anna is only 1.5 metres tall. She is a regular height for a girl of her age. Maddy, on the other hand, is 5 metres tall. Anna thinks Maddy is really tall, but Maddy says that she is not tall. In fact, she is regular size for a monster. And she thinks that her friend Anna is short!

Panel 5

What are the two friends doing now? They are going to school. They live far from the school so they have to go by bus. This is funny. They do not sit in the bus. Maddy and Anna ride on top of the bus. In fact, Maddy rides on top of the bus and her friend Anna rides on top of Maddy. **Do you think this is funny?**

Panel 6

Maddy is sitting at her desk now. She is in school. The desk is very small. **What is the teacher's name? It is Mr. Scott.** Look closely at the picture. **What is funny about Mr. Scott? That's right. Mr. Scott is standing on a chair while he talks to Maddy. Can you think of a reason why he is doing this?**

Panel 7

Here is Maddy playing basketball. She thinks it is very easy to play basketball. **Can you see why? That's correct, Maddy is really tall. She is taller than the basket and can easily score points.**

Panel 8

Here are the two good friends. Maddy and Anna like each other. And best of all, Anna likes monsters. She is not afraid of them at all.

Now, your students will have a good idea about the content of the story. Play the audiotape once and listen for pleasure. The students should be able to pick out key words or phrases now such as tall, how old, I like, go to school by bus.

•Choral reading•

Now, everyone reads the story aloud together. You read along with the students and do not worry if they stumble over words. The idea is to encourage them to enjoy the process of reading. They already know the story, so now you are just giving them a chance to read together in a group setting where no one is the centre of attention. Students will feel much more comfortable reading in this way.

After Reading

•Make puppets•

The students are going to make simple finger puppets and practise what they have learned in this unit. Demonstrate how to make the puppets:

First, draw Maddy on a small sheet of paper. Use crayons and make her green like the

图 3

麦迪和安娜正在谈论她们的年龄。安娜今年 11 岁，但是麦迪 99 岁。安娜认为麦迪很老了，但是作为怪物来说麦迪不老。解释怪物和人类不一样，时间对他们来说是不同的。事实上，麦迪是一个很年轻的怪物。如果考虑她的年龄的话那麦迪和安娜是一样的。

图 4

What do we see in this picture? We see Anna and Maddy standing side by side. 她们正在谈论身高。安娜只有 1.5 米高。对于她的年龄来说这是正常的身高。另一方面，麦迪有 5 米高。安娜认为麦迪太高了，但是麦迪说她不高。事实上，作为一个怪物她这是正常身高。相反，她认为她的朋友安娜太矮了。

图 5

What are the two friends doing now? They are going to school. 她们住的离学校很远，所以要乘公交车上学。这很有趣。她们不坐在公交车里。麦迪和安娜坐在公交车顶上。事实上，麦迪坐在公交车顶上，而她的朋友安娜坐在麦迪身上。Do you think this is funny?

图 6

麦迪正坐在课桌前。她在学校。课桌很小。What is the teacher's name? It is Mr. Scott. 仔细看图片。What is funny about Mr. Scott? That's right. Mr. Scott is standing on a chair while he talks to Maddy. Can you think of a reason why he is doing this?

图 7

麦迪正在打篮球。她认为打篮球很简单。Can you see why? That's correct, Maddy is really tall. She is taller than the basket and can easily score points.

图 8

这两个好朋友。麦迪和安娜很喜欢彼此。最重要的是安娜喜欢怪物。她一点也不怕他们。

现在关于故事的内容学生有了很好的想法。播放录音，听并欣赏。学生应该能提取出关键词或短语，例如 tall, how old, I like, go to school by bus.

● 齐声朗读 ●

现在每个人都大声地读故事。教师和学生一起读，如果学生读不出单词也不用担心。这样可以鼓励学生享受阅读的过程。学生已经知道了故事，教师只是给他们一个小组阅读的机会，而不是以某个人为中心。学生在这样的阅读中会感到很舒服。

读后活动

● 制作手偶 ●

学生将要制作简单的手偶并练习在本单元学习的内容。展示如何制作手偶：

首先，将麦迪画在一张小纸上。用画笔涂成图片上一样的绿色。不用将这些手偶

picture. You do not want to get too complex with these puppets, so keep it simple and easy. After drawing Maddy, fold the paper so it fits over a finger. Glue it so that it is round. See if it fits on your finger.

When you feel that the students can make these simple finger puppets, divide the class into pairs. One student makes a puppet for Maddy. One student makes a puppet for Anna. Then, they have fun talking to each other. They can look at the story in their books to help them know what to talk about. You can give them suggestions. Anna asks Maddy how old she is. Maddy asks Anna where she lives. The purpose of this activity is to get the students talking and using the words and phrases they learned in the unit. You go around and help out, offer suggestions and listening to the puppets talking to each other.

●Read and write●

Ask the students to look at page 45, **Read and write**. Explain what you want them to do to complete this activity. They must read the story quietly and search for information to answer the questions. They then fill in the chart according to the correct answers. You can help them do the first one. Find out how tall Maddy is. Help them find the place where this information is given. (panel 4)

CHECK FOR UNDERSTANDING.....

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 44.**

CLASS CLOSING.....

Ask the students if they like Maddy. Why or why not? Tell them to remember: Some monsters are bad. But there are many good monsters. Maddy is a good monster. She can be your friend too.

做的很复杂，简单容易最好。画完麦迪后，将纸折起来正好和手指一样。将纸粘成圆形的。看是否和手指大小一样。

当教师感觉学生能制作简单的手指手偶后，将全班分为两人一组。一名学生制作手偶麦迪。另一名学生制作安娜。然后学生互相交谈。学生可以看课本了解谈论的内容。教师可以给出建议：安娜问麦迪多大了。麦迪问安娜住在哪里。这个活动的目的是让学生谈论和使用本单元学过的单词和短语。教师四处走动，提供帮助、建议，并聆听手偶的对话。

● 读和写 ●

让学生翻到第 45 页，Read and write 部分。解释教师想让学生做的事情以便完成这个活动。他们必须安静地读故事，并寻找回答问题的信息。然后根据正确的回答填写表格。教师可以帮助学生做第一题。找出麦迪的身高。帮助学生找出这个信息的位置。（图 4）

巩固检验

《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 44.

结束课堂教学

问学生是否喜欢麦迪。为什么喜欢？为什么不喜欢？告诉学生要记得：Some monsters are bad. But there are many good monsters. Maddy is a good monster. She can be your friend too.

Again, Please!

Again, Please!

1 Listen and talk.

1 Hi, Danny. How old are you? I'm 11 years old. When is your birthday? My birthday is July 25.

2 I'm 1.4 metres tall. How tall are you, Danny? I'm 1.3 metres tall.

3 Where do you live? I live in a house near the school. What's your address? My address is 942 Ninth Street.


4 How do you go to school, Danny? By bike.

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2 Listen and circle.

1	three	thirty	thirteen
2	1.4 metres	1.5 metres	1.6 metres
3	bus	car	bike
4	fly kites	play ping-pong	play with toys

3 Look and write.

 Name: Luo Li Age: 10 years old Height: 1.4 metres Address: 158 Tiyu Street	 Name: _____ Age: _____ Height: _____ Address: _____
--	---

My name is Luo Li. _____

I am ten years old. _____

I am 1.4 metres tall. _____

My address is 158 Tiyu Street. _____

47

4 Read and match.



I go to school by bus.



My school is near the park.



I'm 1.4 metres tall.



My birthday is September 16.

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

- 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!

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

CLASS OPENING AND REVIEW

Greeting

The students are now very familiar with the Again, Please! format, and should easily understand its purpose and intent. As they enter the classroom, don't forget to greet them and encourage them to work hard today. Wait for the students to settle down, take a few minutes to get them ready to do the exercises. Quickly go through the first four exercises, making sure they know what is being reviewed and examined in each part. Tell them that a good English language student works on the four main areas of language. See if they can tell you what these are: talking, listening, reading and writing.

Now, ask the students to open their books to page 46, Again, Please!

NEW CONCEPTS

1. Listen and talk.

Begin by playing the audiotape once. Everyone listens to the tape and follows along in their book. Divide the class into pairs. Tell them they must look at each panel in part 1 and talk and listen. Write the headings on the blackboard to help them:

Talk about how old you are. Talk about when your birthday is.

Talk about how tall you are.

Talk about where you live. Talk about your address.

Talk about how you go to school.

Give the groups about 10 minutes to work on this activity.

2. Listen and circle.

On page 47, part 2, the students will see a chart. They will listen to the tape and circle the correct word they hear. Point to the first one and read it to them as it is read on the tape. Then, when everyone is ready to circle, play the audiotape.

The audiotape says:

1. – Hello, Rose. How old are you? – I am thirteen years old.

2. – How tall are you? – I'm 1.4 meters tall.

3. – How do you go to school? – I go to school by bike.

4. – What do you like to do? – I like to play with toys.

3. Look and write.

The students open their books to page 47, part 3. You explain how to do the exercise. On the left is a picture of Luo Li. Below, is information about Luo Li. Ask students to read this information aloud. It tells her name, her age, her height, and her address.

On the right is a purple box similar to the one on the left, but there is no writing in it. **What is this?** It is the place where students will write and tell about themselves. The students need to draw a simple picture of themselves and then answer the questions, using Luo Li as the example. When they have done this part, they then write the information on the lines below the box. Refer them to the lines on the left that give the information about Luo Li.

开始上课和复习

问候

现在学生对 *Again, Please!* 的模式应该很熟悉了，也应该能够很容易地理解它的目的和意图了。当学生进入教室后，不要忘记问候他们并鼓励他们努力学习。当学生就座后，用几分钟的时间让学生准备好做练习。迅速地浏览前四道练习，确信学生知道在这部分要复习和检测的内容。告诉学生一名好的英语语言学习者要在四个方面下工夫。看学生是否能说出这四个方面：说、听、读和写。

现在，让学生翻到教科书第 46 页，*Again, Please!*

新概念

1. Listen and talk.

通过播放一次录音开始。每个人都要听录音，同时看书跟读。将全班分为两人一组。告诉学生他们必须看第 1 部分的每幅图，说并听。将题目写在黑板上以帮助学生：

Talk about how old you are. Talk about when your birthday is.

Talk about how tall you are.

Talk about where you live. Talk about your address.

Talk about how you go to school.

给每组大概 10 分钟的时间进行练习。

2. Listen and circle.

在第 47 页第 2 部分，学生将看到一张表格。学生将要听信息并圈出他们听到的正确的单词。指着第 1 题，当录音机播放时读题。然后，当每个人准备好圈答案后，播放录音。

听力内容如下：

1. – Hello, Rose. How old are you? – I am thirteen years old.

2. – How tall are you? – I'm 1.4 meters tall.

3. – How do you go to school? – I go to school by bike.

4. – What do you like to do? – I like to play with toys.

3. Look and write.

让学生翻到教科书第 47 页，第 3 部分。教师解释这个活动。左边的图片是罗莉。下边是关于罗莉的信息。让学生大声地朗读这些信息。它显示了她的名字、年龄、身高和住址。在右边是一个和左边相似的盒子，但是没有任何的文字。*What is this?* 这是学生将要写关于自己信息的地方。学生需要画一张自己的简图，然后回答问题，参照罗莉的回答。当学生完成这部分后，可以在盒子下方的横线上写上自己的信息。提醒学生左边的横线上给出了罗莉的信息。

4. Read and match.

Ask the students to turn to page 48, part 4. Here they will see four pictures on the left. On the right, they will read four different lines of text. They need to understand what they are reading, then match the picture with the correct sentence. They draw a line from the picture to the sentence.

5. How am I doing?

Take a few minutes to review the purpose of the evaluation. Students have self-evaluated at the end of the first two units, so they should know what is expected of them and how to do this. However, do spend a few minutes reviewing your expectations. You can ask questions to help them focus on the task:

Why do you decide how many stars to give? (so I can find my strengths and weak points)

Why is it important to be honest about this? (I only cheat myself if I give myself too many stars.)

CLASS CLOSING

Say goodbye to your students. Teacher: **Great effort, boys and girls. Every day, we work, we study and we begin to speak, read, write and listen to English. I am proud of your efforts.**

4. Read and match.

让学生翻到教科书第 48 页，第 4 部分。在左边学生将看到四幅图片。在右边，学生将读到四条不同的文本。学生需要理解他们要阅读的内容，然后将图片与正确的句子连线。学生在图片和句子之间连线。

5. How am I doing?

用几分钟的时间复习自我评价部分的目的。学生在前两个单元已经完成了自我评价，所以他们应该清楚期望是什么和如何做。但是也要用几分钟时间复习教师的期望。教师可以通过问题而引起学生的注意：

Why do you decide how many stars to give? (这样能找到强项和弱项)

Why is it important to be honest about this? (如果给自己很多星星，那就是欺骗自己。)

结束课堂教学

对学生说再见。教师：同学们，今天表现的很好。每天，我们工作、学习，我们开始英语的听、说、读、写。我为你们的努力感到骄傲。

Unit 4

My Favourites



General Goals for Unit 4

In Unit 4, we are going to teach the students vocabulary and sentence structures to go even further, to allow them to begin to think about, and express what interests them. Using stories, songs, chants and games, your goal should be to help students to expand their awareness of the world in which they live, and to provide them with language to talk, write, and listen to the world around as they expand their awareness and knowledge of it.

Specific Goals for Unit 4

Knowledge and Skills

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

favourite, colour, brown, blue, clothes, our, their, subject, Chinese, English, science, math, PE, art, music, and, but

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

What's your favourite _____?

My favourite _____ is/are _____.

Their favourite _____ is/are _____.

Our favourite _____ is/are _____.

We like...

They like...

3. Students will become familiar with the rules of pronunciation for the letters **or, our** and **al** in words.

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

第4单元

我的喜好



第四单元总目标

在第四单元，教师将进一步教授学生词汇和句子结构，允许他们开始思考和表达吸引他们的是什么。通过故事、歌曲、歌谣和游戏，教师的目标应该是帮助学生拓展对世界的认识，在他们拓展认识，丰富知识时，为其提供说、写、听的语言。

第四单元具体目标

知识和技能目标

1. 学生能听懂、会说、认读并书写下列词汇：

favourite, colour, brown, blue, clothes, our, their, subject, Chinese, English, science, math, PE, art, music, and, but

2. 学生能认读、理解并运用下列基本的句型结构：

What's your favourite _____?

My favourite _____ is/are _____.

Their favourite _____ is/are _____.

Our favourite _____ is/are _____.

We like...

They like...

3. 学生能了解字母组合 or, our 和 al 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：《The Diffos》。

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

Red, Yellow, Blue and Green Stand up

I Like My Green Shoe

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;
2. To find opportunities to practice their listening skills;
3. To try to imitate and use English in everyday life.

Cultural Awareness

Children will recognize and understand that children all over the world have favourite things to do in their spare time. However, Chinese kids are more likely to fly kites and play ping-pong. Canadian kids are more likely to skate, watch TV and play computer games. All kids love to play with their favourite toys.

Resources Teachers Need for Unit 4

- Audiotapes or multimedia CD for Lessons 19~24
- Flash cards and pictures for **red, yellow, blue, green, brown, skirts, shorts, shirts, shoes, hat, clothes, lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling, Chinese, English, science, math, PE, art, music**
- A large poster with the word **favourite** written on it. Paste some pictures on the poster of things you feel will be favourite things for students.
- Flash cards for letter/sounds **or, our, al**
- A big poster (made before class) of Mr. and Mrs. Diffo, Debbie and David, and Diffo Dog. Make it big and colourful and post it where the students can see.

5. 学生能唱本单元的歌曲和歌谣:

Red, Yellow, Blue and Green Stand up

I Like My Green Shoe

学习策略目标

学生能够继续养成和提高这些基本的学习策略:

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. 要带头问教师或者其他学生问题;
5. 要听和学歌曲, 这将帮助学生记住英文表达法。

情感态度目标

学生能做到以下几个方面:

1. 培养对英语的兴趣和学习英语的好奇心;
2. 找机会练习学生的听力技巧;
3. 在每天的生活中试着模仿和运用英语。

文化意识目标

学生能够认识并了解世界各国的学生在课余时间都有喜欢做的事情。中国的学生通常喜欢放风筝、打乒乓球。而加拿大的学生更倾向于滑冰、看电视和玩电脑游戏。所有的学生都喜欢玩玩具。

第四单元所需教具

- 第 19 课到 24 课的录音带或教学光盘
- 单词的词汇卡片和图片: red, yellow, blue, green, brown, skirts, shorts, shirts, shoes, hat, clothes, lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling, Chinese, English, science, math, PE, art, music
- 一张上边写有单词 favourite 的大挂图。将一些可能是学生非常喜欢的事物的图片张贴在挂图上。
- 字母组合 or, our, al 的卡片
- 迪福先生、迪福太太、黛比、大卫和迪福狗的一张挂图(课前做好的)。挂图要大, 要颜色鲜艳, 将它张贴在学生能看到的地方。

Lesson 19 My Favourite Colours

Lesson 19 My Favourite Colours

1 Favourite colours

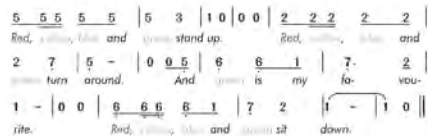


50

2 Let's sing!

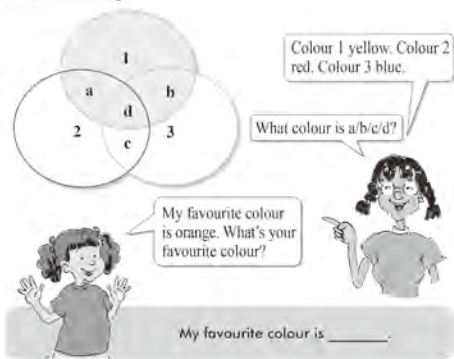
Red, Yellow, Blue and Green Stand up

1-4 2-3



3 Let's do it!

Colour and say.



51

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **favourite, colour, brown, blue**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - **What's your favourite colour?**
 - **My favourite colour is...**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 19
- Flash cards and pictures for colours **red, yellow, blue, green, brown**
- A large poster with the word **favourite** written on it. Paste some pictures on the poster of things you feel will be favourite things for students.

第19课 我最喜欢的颜色



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: favourite, colour, brown, blue
2. 学生能认读、理解并运用下列基本的句型结构:
 - What's your favourite colour?
 - My favourite colour is...

教学准备

- 第 19 课的录音带或教学光盘
- 颜色的词汇卡片和图片: red, yellow, blue, green, brown
- 一张上边写有单词 favourite 的大挂图。将一些可能是学生非常喜欢的事物的图片张贴在挂图上。

CLASS OPENING AND REVIEW

Greeting

Have the song for this unit playing lightly in the background as the students arrive for class. Greet them with **Hello, boys and girls**. Wait for everyone to settle into their seats. Have a talk about what they like. You can begin with suggestions such as **Do you like computer games? Do you like your friend? Do you like to go on a trip? Do you like to play in the park after school?** As students tell you things they like, you should write these on the blackboard. Make a heading: **Things I like** and write the suggestions as the students tell you about them.

Lesson Hook

When you have a good list on the board, write the word **favourite**, say it and have the students repeat it after you. Explain what the word means. You can do this by referring to the list of things you have written on the board and asking: **What is the best thing you like on this list?** When you reach agreement about this, put 1. beside that thing. Then go through the list asking: **What is the next thing on this list that you like?** When you are done with this discussion you should have a list of things they like, with numbers beside them (number 1, the thing they like the most; number 2, the thing they like next, and so on).

Now, say the word **favourite** again and point to that word and then the thing they like the most. Lead them to understand that **favourite** means the thing they like the most. It is the best thing of all the others.

Teacher: **We all have favourite things. Things we like the most. Let's learn how to talk about our favourite colour. What's your favourite colour? Let's find out!**

NEW CONCEPTS

1. Favourite colours

Your students should now have a good idea about the word **favourite**. You are going to review and teach some new colour words here. Begin with your flash cards. Hold up each colour card (**red, yellow, blue, green**). Say the word and teach it to the students. After using the colour flash cards, you can use a variety of other things in the classroom to help solidify the colour words. Look for students who are wearing something that is one of the colours, point to that piece of clothing and ask what colour it is. Point to pictures with these colours in them and do the same.

●Practice●

Guessing Game

Ask a volunteer to come forward. You are going to play a guessing game here. Tell the volunteer that he/she is going to guess what colour something is that the students are holding up. The students need to have their red, yellow, blue and green crayons at hand. The volunteer listens to a student give clues about the colour of crayon that he/she is holding. Then he/she guesses what colour it is. For example, if one of the students is holding a green

开始上课和复习

问候

当学生到达教室时，轻声播放本单元的歌曲作为背景音乐。问候学生 Hello, boys and girls。等待学生就座后，谈论学生喜欢的事情。教师可以通过问一些问题开始，例如 Do you like computer games? Do you like your friend? Do you like to go on a trip? Do you like to play in the park after school? 当学生回答时，教师可以将答案写在黑板上。写上标题：Things I like，并写下建议。

课文导入

当黑板上出现了一个列表时，写下并读出单词 favourite，同时让学生跟读。解释单词的意思。教师可以通过提及列表上的事情来帮助学生理解单词，并问：What is the best thing you like on this list? 当学生关于某项事情达成一致时，在此事情旁边写 1。继续问：What is the next thing on this list that you like? 当完成讨论时，列表上的事情前都标有了序号（1 号，学生最喜欢的事情；2 号，学生第二喜欢的事情，并依次类推）。

再次边指着单词 favourite 边读，然后是学生最喜欢的事情。引导学生理解 favourite 的意思是最喜欢的，它是其他所有中最好的。

教师：我们都有最喜欢的事情。那些事情是我们最喜欢的。让我们来学习如何谈论最喜欢的颜色吧！你最喜欢的颜色是什么？让我们找找吧！

新概念

1. Favourite colours

现在学生应该对单词 favourite 有了很好的理解。教师将复习和教授一些新的颜色单词。以卡片开始。举起颜色的词汇卡片（red, yellow, blue, green）。读单词并把单词教给学生。使用颜色单词卡片后，教师可以使用教室里不同的其他事物来帮助学生记忆颜色单词。寻找那些穿着某种颜色衣服的学生，指着衣服并问这是什么颜色。同时指着与学生所穿衣服颜色相同的图片，问这是什么颜色。

猜颜色游戏

叫一名自告奋勇的学生来到讲台前。接下来要玩一个猜颜色的游戏。告诉学生他 / 她将要猜出其他学生举起的事物是什么颜色。学生们的手中需要有红色、黄色、蓝色和绿色的画笔。自告奋勇的学生听一名学生给出的关于他 / 她手里拿着的画笔颜色的线索，然后他 / 她猜出画笔的颜色。例如，如果其中一名学生举着绿色的画笔，他 /

crayon, he/she can say: **Danny is this colour.** The volunteer should easily be able to tell that the crayon is green. If he/she guesses correctly, he/she sits down and a new volunteer comes forward. The students can use Chinese to give the clues, but the person guessing needs to tell the colour in English.

Ask the students to open their books to page 50, part 1. Look at each of the panels and talk about it. Then play the audiotape first. Panel 1, the students should know that the teacher's favourite colour is brown. Ask them **What colour is the teacher's shirt?** (brown) **What is Jenny's favourite colour?** (It is blue.) **What is Kim's favourite colour?** (blue) Ask the students what colour are the teacher's pants.

Panel 2, **What colour is the boy's shirt? What colour is Danny? What is the boy's favourite colour? What about Danny? What is his favourite colour?**

Use panels 3 and 4 to teach **our, their**. Write these two words on the board and take some time to teach them. First teach the students how to say **our, their**. Next explain what they mean. Ask four or five students to stand in a group. Give them something to hold (pencils, crayons, books). Go up to the group and point to the things they are holding and say **Their** _____. Point to the word on the blackboard and say it, then go to the group again and say **Their** _____.

Ask for another group of four or five students. Give them something to hold. You hold the same thing and join the group and point to the thing everyone is holding and say **Our** _____. Repeat this making sure everyone knows you are talking about this thing that you and the others are holding. Now, ask the other group to hold up their things and say **Their** _____. Keep saying and doing. **Their crayons** point to that group with their crayons. **Our crayons** point to you and your group, hold up the crayons and say **Our crayons**.

When you feel everyone has a basic idea of **their/our**, play the audiotape again and follow along in the book.

2. Let's sing!

Students open their books to page 51, part 2. Read the words of the song aloud. Point out that the fonts used for the colour words are the same colour as the word itself. For example, **red** appears in red font, yellow is written in yellow font.

Read the song words again only this time, everyone read along. You should demonstrate the actions as they appear in the song: **stand up, turn around, sit down**.

Now, work out how to sing the song and show it at the same time. Divide the class into four colours **red, yellow, blue, green**. Each colour group needs to have something to show what colour it is. They can hold their crayons, or they can have sheets of paper in the correct colour. Practise singing the song and doing the actions at the correct time. You direct them and teach them, and above all make sure that it is fun. Then, play the song first and they do the actions at the correct places, standing up, turning around and sitting down while they hold their colours for everyone to see.

3. Let's do it!

Look at page 51, part 3. Explain how to do this exercise. The students need to have a red, yellow and blue crayon. Read the instructions that the teacher is giving. She tells them to colour 1 red, colour 2 yellow and colour 3 blue. You can actually do this as you show them how. When all the colours are done, they need to look at **a, b, c, d**.

她会说: **Danny is this colour.** 自告奋勇的学生应该能够很容易地猜出画笔是绿色的。如果他 / 她猜地正确, 他 / 她坐下, 一名新的自告奋勇的学生来到教室前。学生可以用汉语给出线索, 但是猜的人需要用英语说出颜色单词。

让学生翻到教科书第 50 页, 第 1 部分。浏览每幅图, 并讨论。首先播放录音。图 1, 学生应该知道教师最喜欢的颜色是棕色。问 **What colour is the teacher's shirt? (brown)** **What is Jenny's favourite colour? (It is blue.)** **What is Kim's favourite colour? (blue)** 问学生教师的裤子是什么颜色的。

图 2, **What colour is the boy's shirt? What colour is Danny? What is the boy's favourite colour? What about Danny? What is his favourite colour?**

通过图 3 和图 4 教授 **our, their**。将这两个单词写在黑板上, 并用一些时间教授它们。首先, 教学生如何说 **our, their**。接下来解释单词意思。让四五名学生站成一组。给学生一些能举起的东西 (铅笔、画笔、书)。走到这组前, 指着学生拿着的东西说 **Their _____**。边指着黑板上的单词边读, 然后再次走向这组前, 说 **Their _____**。

让其他四五名学生组成一组。给学生能举起的东西。教师举着相同的東西加入这一组中, 并指着每个人拿着的东西说 **Our _____**。反复做这个活动以确保每名学生都理解正在谈论的是教师和其他学生正在举着的东西。现在让其他的组举起手中的东西并说 **Their _____**。反复说反复做。**Their crayons** 指向拿着画笔的那组。**Our crayons** 指着教师或者本组, 举起画笔说 **Our crayons**。

当教师感觉学生基本理解了 **their/our** 时, 再次播放录音并看书跟读。

2. Let's sing!

让学生翻到教科书第 51 页, 第 2 部分。大声地朗读歌曲中的单词, 并指出颜色单词的字体颜色与颜色单词的含义是一样的。例如, **red** 用的红色字体, **yellow** 用的黄色字体。

再次读歌曲中的单词, 每个人都跟读。当 **stand up, turn around, sit down** 在歌曲里出现时, 教师应该演示动作。

现在, 弄懂了如何唱并演示歌曲了, 把全班分为四个颜色组 **red, yellow, blue, green**。每个颜色组需要某些东西来展示颜色。学生可以举起他们的画笔或者与这些颜色相同的一叠纸。练习唱歌并在正确的时间做动作。教师指挥并教授学生, 首先确保有趣。然后, 第一次播放歌曲, 当学生举起颜色以确保每个人都能看到时, 在正确的地方做动作, 起立、转头和坐下。

3. Let's do it!

翻到第 51 页, 第 3 部分。解释如何做这个游戏。学生需要有红色、黄色和蓝色的画笔。读题中教师的指示语, 将 1 涂成红色, 2 为黄色, 3 为蓝色。教师可实际展示如何做这个活动。当所有的颜色涂好后, 学生需要看 **a, b, c, d** 各是什么颜色。

When they are done colouring, they must decide what their favourite colour is and write it in the blank space in the sentence at the bottom.

CHECK FOR UNDERSTANDING.....

When everyone has completed this above exercise, take a few minutes to ask this question: **What is your favourite colour?** Allow students to respond saying **My favourite colour is _____.**

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 50.**

CLASS CLOSING.....

Sing the song one more time. As the class leaves, stand at the door, and if possible point out some of the colours of clothes students are wearing. For example: **That is a nice green shirt, Tian!/I like your yellow skirt, Nan Nan.**

当学生完成涂色后，必须决定他们最喜欢的颜色是什么，并将答案写在本页底部句子中的空格内。

巩固检验

当每个人都完成了以上的练习时，用几分钟的时间问问题：What is your favourite colour? 允许学生回答 My favourite colour is _____.

《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 50.

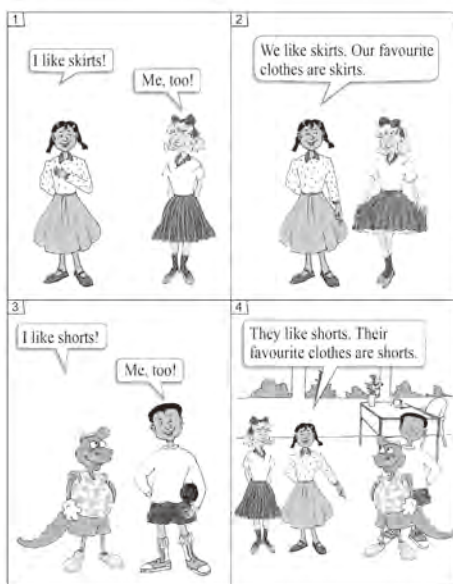
结束课堂教学

再唱一次歌曲。当学生离开时，站在门口。如果可能的话指着学生所穿衣服的颜色。例如：That is a nice green shirt, Tian!/I like your yellow skirt, Nan Nan.

Lesson 20 My Favourite Clothes

Lesson 20 My Favourite Clothes

1 Favourite clothes



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2 Let's chant!

I like my green shoe.
You like your white glue.



We like our red shirts.
They like their yellow skirts.



He likes his orange hat.
She likes her black cat.



I, my, you, your.
One, two, three, four.



We, our, they, their.
Read a book, Sit in a chair.



He, his, she, her.
Birds have wings.
Cats have fur.



3 Let's do it!

Look and write.



Jenny: I like trousers and _____.
Kim: I like _____, too. _____ favourite clothes are skirts.
Jenny: Steven likes _____. Danny likes _____, too.
Kim: _____ like shorts. _____ favourite clothes are shorts.

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TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **clothes, our, their**
- Students will be able to recognize, understand and use these basic sentence constructions:

Our favourite clothes are...

Their favourite clothes are...

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 20
- Flash cards and pictures for skirts, shorts, shirts, shoes, hat, clothes

第20课 我最喜欢的衣服



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: clothes, our, their
2. 学生能认读、理解并运用下列基本的句型结构:
Our favourite clothes are...
Their favourite clothes are...

教学准备

- 第 20 课的录音带或教学光盘
- skirts, shorts, shirts, shoes, hat, clothes 的词汇卡片和图片

CLASS OPENING AND REVIEW

Greeting

Play the song from previous lesson in the background. Greet your students as they arrive for class. Make comments about their clothes as they come in, mentioning colour and types of clothing — skirts, shoes, etc. When everyone has settled into their seats, begin with a review of the previous lesson material. Ask some students to find something in the room that is the same as their favourite colour. They need to point or show the thing and say **My favourite colour is _____. This _____ is _____.** (their favourite colour)

Tell the students that they will learn how to talk about the things they wear today. They will also learn a new chant.

Lesson Hook

Teacher: **We can all talk about our favourite colours. Some like red, and some like blue. But what about the things we wear? What are our favourite clothes?**

NEW CONCEPTS

1. Favourite clothes

Begin by reviewing and teaching the vocabulary words: **skirts, shorts, shirts, shoes, hat, clothes.** Use the flash cards to help you do this. Show each flash card, say the word and have your students repeat the word. As you teach each word, try to find students who are wearing that item of clothing and ask them to stand and show it. When you teach the word, and feel that the students know its meaning, ask: **Do you like _____?** Ask students to hold up their hands if they like **skirts** for example and count the number. Then write the word skirt on the blackboard and the number of students who like **skirts**.

Repeat this process for **skirts, shorts, shirts, shoes, hat.** Show the flash card, teach the word, and take a survey to see who likes that item of clothing.

When you are finished with the five words, ask students to read the results of the survey.

You now need to teach **clothes.** You want your students to understand that skirts, shorts, shirts, shoes, hat are clothes. You can do this by holding up the flash cards for skirts, shorts, shirts, shoes, hat one by one. Say the word, and show the next flash card. Then, hold them all up together and use a gesture to show that you want to include all of the items. Do that and say clothes. Ask the students to repeat the word. Say it again and repeat until you feel your students understand the word's meaning and can say it correctly.

Tell the students to look at page 52, part 1. Play the audiotape first, then go through the panels one by one, seeing what the students can tell you about them. Find out if they can point to the skirts the two girls are wearing and say **skirts. What do Jenny and the girl like? They like skirts. What are their favourite clothes? Their favourite clothes are skirts.**

Look at panel 3 and 4. **What are Danny and the boy wearing? They are wearing shorts.** See if the students can tell you that Danny and the boy like shorts. Ask **What do Danny and the boy like?** (They like shorts.) **What are their favourite clothes?** (Their favourite clothes are shorts.)

开始上课和复习

问候

播放上一课的歌曲作为背景音乐。当学生到达教室时向他们问好。当学生进门时，对他们的衣服做出评论，要提及衣服的颜色和类型——短裙、鞋子等。当每个人就座后，开始复习上一课的内容。叫一些学生在教室里找出与他们最喜欢的颜色相同的东西。学生需要指出或者展示这样东西并说 My favourite colour is _____. This _____ is _____. (他们最喜欢的颜色)

告诉学生他们将要学习如何谈论今天所穿的衣服。当然今天也要学习一首新的歌谣。

课文导入

教师：我们都能够谈论我们最喜欢的颜色。有人喜欢红色，有人喜欢蓝色。但是我们穿的呢？我们最喜欢的衣服是什么呢？

新概念

1. Favourite clothes

通过复习和教授单词 skirts, shorts, shirts, shoes, hat, clothes 开始上课。可以使用卡片导入。展示卡片，说单词，学生跟读。当教师教授每个单词时，尽量找出穿着同样类型衣服的同学，让他们起立并展示衣服。教授单词后，当教师感觉学生理解了单词的含义时，问：Do you like _____? 例如 skirts, 如果学生喜欢则举起手，教师清点人数，然后将单词 skirt 和喜欢短裙的学生数量写在黑板上。

对于 skirts, shorts, shirts, shoes, hat 的教授可以依此类推。展示卡片，教授单词，做调查并记下喜欢这种类型衣服的学生数量。

当教师完成这五个单词的教授后，让学生读调查的结果。

现在教授 clothes。教师想让学生理解 skirts, shorts, shirts, shoes, hat 都是 clothes (衣服)。教师可以依次举起 skirts, shorts, shirts, shoes, hat 的卡片。读单词，展示下一张卡片。然后，将它们聚在一起，并使用手势来展示教师想要包括所有的事物。做动作并说 clothes，让学生跟读。再读一次，重复读直到教师感觉学生理解了单词的含义并能正确的读出来。

告诉学生翻到教科书第 52 页，第 1 部分。首先播放录音，然后依次浏览图片，看学生能说出什么。学生是否能够指着两个女孩穿的短裙并说 skirts. What do Jenny and the girl like? They like skirts. What are their favourite clothes? Their favourite clothes are skirts.

看图 3 和图 4。What are Danny and the boy wearing? They are wearing shorts. 学生是否能够说出丹尼和这个男孩喜欢短裤。问 What do Danny and the boy like? (They like shorts.) What are their favourite clothes? (Their favourite clothes are shorts.)

Play the audiotape again and follow along in the book.

●Practice●

Group Work

Divide the class into groups of four (two boys, two girls). Before the groups begin to work on the dialogues, they must make small cards with the words **skirts, shorts, shirts, shoes, hat**, written on them. They also need to draw pictures of these items on the cards. Next, they work on the simple dialogues. One student says: **I like _____** (one of the five clothing items). The second student agrees: **I like _____, too.** or **Me, too!** Together, they then say: **We like _____.** **Our favourite clothes are _____.**

The second dialogue to work out is: **I like _____.** Second student **Me, too!** The remaining two students say together **They like _____.** **Their favourite clothes are _____.** When they have practised the dialogues (they can use their books as a reference and read the words if they choose to), it's time to have fun.

2. Let's chant!

Ask the students to look at page 53, part 2. Talk about what they see. Point to the clothing items and ask what they are. This is also a good time to review colours. Ask for the clothing item and for its colour.

Play the chant and listen quietly. Now teach the chant to the students. Go through it line by line, reading the words and asking the students to point to the pictures that show what is being said. When you have done this, and the students are familiar with the words, assign one of the pictures to two or three students and ask them to draw and colour their picture of that thing (e.g. you can ask some students to make green shoes, some to make a person sitting in a chair etc.). When the pictures are ready, the students chant the chant and hold up their pictures at the right place in the chant according to the words.

3. Let's do it!

Look at page 53, part 3. Explain how you want them to complete the activity. They will look at the pictures and decide how to fill in the blanks, according to what they see. Explain how the circle works, in the first example. There is a circle around the pants and skirt. It is attached to Jenny's picture. There is a circle around the skirt and hat (it is attached to the other girl's head), but there is one thing that is in both of the circles. Make sure your students can see and understand this.

Ask students to read the sentences at the bottom of the page. Then, give them time to complete the exercise. Make sure you go around and help them.

CHECK FOR UNDERSTANDING.....

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 52.**

CLASS CLOSING.....

Play the chant as students prepare to leave for the day. Say goodbye to them at the door. If possible, comment on their clothes using words from the lesson you just taught.

再次播放录音，学生看书跟读。

● 练习 ●

小组活动

将学生分为每四人一组（两男，两女）。在小组开始练习对话时，学生必须制作写有 skirts, shorts, shirts, shoes, hat 等单词的小卡片。学生也需要在卡片上画出这些衣服。接下来，学生练习简短对话。一名学生说：I like _____（五件衣服中的一件）。第二名学生同意：I like _____, too. 或者 Me, too! 然后他们一起说：We like _____. Our favourite clothes are _____.

第二个对话是 I like _____. 第二名学生：Me, too! 剩下的两名学生一起说：They like _____. Their favourite clothes are _____. 当学生练习对话时（学生可以用教科书中的句子作为参考并读句子），要从中获得乐趣。

2. Let's chant!

让学生翻到教科书第 53 页，第 2 部分。谈论他们看到的事物。指向衣服并问这是什么。这也是一个复习颜色的好机会，可以问衣服的类型和颜色。

播放歌谣，认真听。现在教授学生歌谣。逐行浏览，读单词，并让学生指与所读到的单词相符的图片。当教师完成这个环节，学生熟悉单词后，指定其中一幅图，让两名或三名学生画画并给图中的事物涂色（例如，教师可以让一些学生制作绿色的鞋子，一些学生画一个坐在椅子上面的人，等等）。当图片完成后，学生唱歌谣并根据歌词在歌谣中的正确位置举起图片。

3. Let's do it!

翻到第 53 页，第 3 部分。解释如何完成这个活动。学生要根据图片填空。在第一个例子里解释圆圈的作用。在裤子和短裙周围有一个圆圈。它们连接的是詹妮的图片。在短裙和帽子周围有一个圆圈（它连接的是另一个女孩的头），但是有一个东西是在两个圆圈中的。确信学生能够看到和理解这些。

让学生读本页底部的句子。然后，给学生时间完成练习。教师要四处走动，帮助有困难的学生。

巩固检验

《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 52.

结束课堂教学

当学生准备离开时播放歌谣。在门口跟学生说再见，并使用课上学过的单词评论他们的衣服。

Lesson 21 My Favourite Food

Lesson 21 My Favourite Food

1 What's your favourite food?

1 Look, Danny! It's twelve o'clock. Lunch time!
Great! I'm hungry!

2 What's your favourite food for lunch, Jenny?
Hamburgers are my favourite.

3 I like hamburgers, too.

4 What's your favourite food for lunch, Danny?

5 I like milk, hamburgers, hot dogs, noodles, soup, fruit, vegetables, chicken, dumplings...

54

Let's do it!

1. Look and say. Then write.



What's your favourite food?

2. Write and draw your meals.

I have b _____ at 7:00 in the morning.
I like _____ and _____



I have l _____ at 12:30.
I like _____ and _____



I have d _____ at 6:30 in the evening.
I like _____ and _____



55

TEACHING GOALS

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

What's your favourite food for _____?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 21
- Flash cards and pictures for lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling

第21课 我最喜欢的食物



MY TEACHING NOTES

教学目标

学生能认读、理解并运用下列基本的句型结构：

What's your favourite food for _____?

教学准备

- 第 21 课的录音带或教学光盘
- lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling 的词汇卡片和图片

CLASS OPENING AND REVIEW

Greeting

Greet your class as they arrive for class. Take a few minutes to review material from the previous lesson. You can do this using the flash cards. Hold them up and ask students to read them and say them **skirts, shorts, shirts, shoes, hat, clothes**. Ask the boys to stand up and point to their shirts. Ask girls who are wearing skirts to stand up and point to their skirts.

Lesson Hook

Teacher: **Today, we are going to learn about good things to eat. We are going to learn how to talk about food.**

Have a talk about food. Get students to tell you when the main meals of the day are. Ask them to tell you what they like to eat in the morning. What do they like to eat after school? What foods they like? What foods they do not like?

You can make two lists on the blackboard. One list for **Foods I like** and one list for **Foods I do not like**.

NEW CONCEPTS

Teaching Tip



Make sure you post the food pictures from this lesson on the walls in the classroom. That way, students will be surrounded by new and old vocabulary and will be encouraged to practise reading the words on their own.

1. What's your favourite food?

Begin by teaching the vocabulary words. Use the flash cards and pictures to help you do this. Show a picture, point to the food and say the word. Then use the flash card in the same way. Begin with the foods **hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling** and teach the words one by one. You can ask the students to say like or do not like when they have learned one of these words. When you feel everyone has a good understanding of the basic food words, you need to teach them **food**. Show the pictures of food items one by one, and say the words as you show them. Set each picture down in a pile after you say it. When you say them all, pick up the pile and demonstrate that they are all **food**. Repeat the process, this time, picking up the pictures one by one and saying its name, then saying **food**. Finally, place some of the cards on the desk and take them one by one and pretend to eat it, saying the name of the food and then **food**. Your students should begin to make the connection that all of these items are called **food**.

Now teach **hungry** and **breakfast, lunch, dinner**. You can hold your stomach, make a sad face and say **I'm hungry!** Do this action many times. Then take a food flash card (chicken for example) and pretend you are eating it. Then, smile and say **Not hungry, now**. Repeat

开始上课和复习

问候

当学生进入教室时，问好。用几分钟的时间复习上一课的内容。可以用卡片引入。举起卡片，让学生读并说出 skirts, shorts, shirts, shoes, hat, clothes。让男孩起立并指着他们的衬衫。让穿着短裙的女孩起立并指着她们的短裙。

课文导入

教师：今天，我们将要学习好吃的食物和如何谈论食物。

开展关于食物的讨论。让学生说出一天中的主餐是什么时候。他们早晨喜欢吃什么。他们放学后喜欢吃什么？喜欢什么食物？不喜欢什么食物？

教师在黑板上制作两个列表。一列是 Foods I like，一列是 Foods I do not like。

新概念

教学提示



确信教师已经将本课的食物图片张贴在了教室的墙上。用这种方式，学生会被新的单词和旧的词汇所包围，同时学生也会鼓励自己练习读单词。

1. What's your favourite food?

通过教授单词开始。可以借助于卡片或者图片。展示一幅图，指着食物，读单词。然后用同样的方式使用卡片。以单词 hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling 开始，逐个教授单词。当学习这些单词时，教师可以问学生喜欢或者不喜欢这种食物。当教师感觉每个人对这些食物词汇基本理解时，教授单词 food。依次展示食物图片，一边展示一边读出单词。读完每个单词后将图片放在一起。当教师说完所有单词后，捡起这一堆图片，并演示所有的这些就是 food。重复这个过程，依次捡起图片，并说出它的名称，然后说 food。最后，将一些卡片放在桌子上，逐个拿起，并做出吃的动作，说出食物的名称，然后是 food。学生应该能够建立这样的联系，那就是所有的这些都叫做 food。

现在教授 hungry, breakfast, lunch, dinner. 教师可以捂住胃，做出悲伤的表情，说 I'm hungry! 多做几次这个动作。然后拿出食物卡片（例如，鸡肉）并假装正在吃。然后，微笑着说 Not hungry, now. 重复几次动作直到学生理解了这个单词。现在让学生

this until the students begin to understand the word. Now ask the students to stand up. Get them to act out **hungry** using your actions as their example. Give some students one of the food flash cards and let them pretend they are eating it. Then, ask them to say **Not hungry, now.**

Ask the students to open their books to page 54, part 1. Read the title **What's your favourite food?** Play the audiotape first. Point to the clock in panel 1 and say the time. **It is noon. It is time to eat.** Ask your students to repeat **noon**, making sure they point to the clock and understand the time. You want them to understand that noon is the time for the mid-day meal.

Write **breakfast** on the blackboard. Draw a clock showing 7:00 o'clock. Teach the students that the meal in the early morning is **breakfast**.

Write **dinner** on the blackboard. Draw a clock showing 6:30. Teach the students that the meal at night is called **dinner**.

Go through each of the five panels here, talking about them and asking question such as: **What is Jenny's favourite food?** Show the picture of **hamburger** when you say the word. **Jenny's favourite food is hamburgers.** Find out if they can tell you if Danny likes hamburgers. He likes hamburgers but he likes a lot more. He likes (write these words on the board as you say them and ask a student to find the picture for it and show it as you write) **hamburgers, hot dogs, noodles, soup, fruit, vegetable, chicken, dumplings.**

Now, ask for a volunteer to help you read the passage. Then, play the audiotape again and follow along in the book.

●Practice●

Look and Say

Take a few minutes and play this simple game with your students. You draw a large open clock on the blackboard. Tell the students that you are going to draw a certain time on this clock. They must shout out the time, then tell what meal you have at that time (breakfast, lunch, dinner) and suggest one food that is good to eat at this meal. Cover the clock with your body. Draw either 7:00 a.m., noon, or 6:30 p.m. on the clock. Then, step back so the students can see the time on the clock and shout out the answers.

2. Let's do it!

Look at page 55, part 2. Explain how to do the first part. The students will work in pairs for this part of the exercise. Use the picture to explain what to do. Danny is asking: **What's your favourite food?** The boy looks at all the foods in the picture and then decides what his favourite food is. Go through all of the pictures in the triangle and get students to say the words for those food they can recognize. At the end, the student needs to write what his/her favourite food is on the line provided. Let the pairs talk, then fill in the line. They write **My favourite food is _____.**

When everyone has completed this part of the exercise, ask them to look in their books for the second part at the bottom of page 55. Here, they must look at the clock and determine which meal they have at that time (you can help them by pointing to **breakfast** which you wrote on the blackboard earlier). Then they need to decide what food they like to eat at breakfast. They must come up with two foods. They draw pictures of the two foods in the box with the clock, and then they fill in the blanks in the first two sentences.

They do the same for **lunch** and **dinner**.

起立，并参照教师的动作表演 hungry。给学生一张食物的卡片并假装正在吃。然后说 Not hungry, now.

让学生翻到教科书第 54 页，第 1 部分。读标题 What's your favourite food? 首先播放录音。指着图 1 中的钟表，并说出时间。It is noon. It is time to eat. 重复读 noon，以确信学生指着表并理解了时间。教师需要学生理解中午就是吃中午饭的时候。

将 breakfast 写在黑板上。画一个 7 点整的钟表。告诉学生早晨的那顿饭就是 breakfast。

将 dinner 写在黑板上。画一个 6 点半的钟表。告诉学生晚上的那顿饭就是 dinner。

依次浏览这五幅图，谈论图中内容，并问问题，例如：What is Jenny's favourite food? 当教师说单词 hamburger 时，展示图片。Jenny's favourite food is hamburgers. 学生是否能说出丹尼喜不喜欢汉堡包。他喜欢汉堡包，但是他喜欢的更多。他喜欢（当教师说时将单词写在黑板上，并让学生找出图片，展示出来）hamburgers, hot dogs, noodles, soup, fruit, vegetable, chicken, dumplings.

现在，叫一名自告奋勇的学生帮助读对话。然后再次播放录音并看书跟读。

• 练习 •

看一看，说一说

用几分钟的时间与学生一起做一个简单的游戏。教师在黑板上画一个大钟表。告诉学生教师将要在钟表上画某个时间。学生必须大声读出这个时间，并说出在这个时间点应该吃哪顿饭（早餐，午餐，晚餐），同时给出一个食物的建议。用身体将钟表挡住。在钟表上画出一个时间，上午 7 点，中午或者下午 6 点。然后后退以便学生能看清表上的时间并大声说出答案。

2. Let's do it!

翻到第 55 页，第 2 部分。解释如何做第 1 题。学生将以小组形式完成这部分的练习。用图片解释如何做。丹尼正在问：What's your favourite food? 男孩看图中所有的食物，并决定他最喜欢的食物是什么。浏览三角形中的所有图片，并让学生说出他们能辨认出的食物的名称。最后，学生需要在给出的横线上写出他 / 她最喜欢的食物名称。小组讨论，并填入横线。他们写上 My favourite food is _____.

当学生完成了这部分的练习，翻到教科书第 55 页底部的第 2 题。在本练习中，学生必须看这些钟表并决定在哪个时间吃的是哪顿饭（教师可以帮助学生指着已经在黑板上写好的单词 breakfast）。然后学生需要决定在早餐时喜欢吃的食物，而且必须想出两种食物。学生在画有钟表的盒子上画出这两种食物，然后完成前面的两个句子。

Lunch 和 dinner 也依此处理。

CHECK FOR UNDERSTANDING.....

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 54.**

CLASS CLOSING.....

Teacher: **Great work today. Now you can talk about food. Now you know your favourite food.**

Ask the students to find out what is their parents' favourite food. They should write this down and bring it to class next time. Stand at the door and say goodbye to them as they leave the classroom.

巩固检验

《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 54.

结束课堂教学


教师：今天表现得很好。现在你们能谈论食物了，也知道自己喜欢什么食物了。

让学生找出他们父母最喜欢的食物，写下来并在下次上课时带到教室。站在门口，当学生离开教室时说再见。


Lesson 22 My Favourite Subject

Lesson 22 My Favourite Subject


1 What subject is it?




Chinese




English




science




math



PE



art



music

2 What's your favourite subject?

1 Kim, what's your favourite subject?

My favourite subject is English.

2 Danny, do you like math?

No.


What's your favourite subject?

My favourite subject is science.


3 Let's do it!

Group work. Ask and answer. Then tick.

What's your favourite subject?



My favourite subject is art.



Name	Subject	Math	English	Chinese	Science	PE	Art
Wang Yan							✓

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57

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **subject, Chinese, English, science, math, PE, art, music**
- Students will be able to recognize, understand and use these basic sentence constructions:
 - **What's your favourite subject?**
 - **My favourite subject is...**

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 22
- Flash cards and pictures for Chinese, English, science, math, PE, art, music
- Flash cards and pictures from previous lesson lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling

第22课 我最喜欢的学科



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇: subject, Chinese, English, science, math, PE, art, music
2. 学生能认读、理解并运用下列基本的句型结构:
 - What's your favourite subject?
 - My favourite subject is...

教学准备

- 第 22 课的录音带或教学光盘
- Chinese, English, science, math, PE, art, music 的词汇卡片和图片
- 前一课词汇 lunch, hungry, hamburger, food, milk, noodles, soup, fruit, vegetable, chicken, dumpling 的词汇卡片和图片

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Take a few minutes to review the material from the previous lesson. You can ask students to tell you what they had for breakfast this morning. Ask them what they had for dinner. Ask students to tell you what their parents' favourite food is. Show the food pictures and flash cards. Ask some students to stand at the blackboard. One student writes the food word and another draws a simple picture of the food.

Lesson Hook

Teacher: **Today, we will learn how to talk about the things we learn in school. We will learn to talk about our favourite subject.**

Talk about school and the things the students learn. Find out what they can tell you about each of these subjects: **Chinese, English, science, math, PE, art, music**. They should be able to tell you basic things such as we learn to speak and write English in English class. We learn about numbers in math class. We learn how to play sports in PE. We learn how to sing in music class. We learn how to draw in art class.

NEW CONCEPTS

1. What subject is it?

Begin by asking the students to look at page 56, part 1 in their books. Talk about what they see in each of the seven pictures. They can tell you the name of the subject using Chinese at this point. As you look at each picture ask the students: **What do we do in this subject?** Do not worry at this point if they cannot understand the word **subject**. As you talk about each of the pictures and repeat the question, they will slowly begin to grasp the meaning of this word.

Use the flash cards to help the students to recognize and say each of the seven new vocabulary words. Say the word, and the students repeat it after you.

Play the audiotape for part 1 while everyone follows along. Now, take all of the seven flash cards and hold them up one by one and say the word again. Put the card down and move to the next flash card. When they are all in a pile, pick up the pile and say: **All of these are subjects**. Ask the students to say the word after you.

Then, show the flash cards again, one by one. This time say the word (**Chinese** for example) and say: **Chinese is a subject**. Then go to the next card, show it, say the word and say: **English is a subject, too**. Repeat this until all seven subjects have been presented. By now, the students will grasp that each of **Chinese, English, science, math, PE, art, music** is a subject. All of them together are **subjects**.

●Practice●

Charades

This simple game will help your students to solidify their understanding of the new words.

开始上课和复习

问候

当学生到达教室时，问好。用几分钟的时间复习上一课的内容。教师可以让学生回答今天早餐吃了什么，晚餐吃的什么并让学生说出父母最喜欢的食物。展示食物图片和卡片。让学生站在黑板前。一名学生写食物单词，另一名学生画出这个食物的简单图片。

课文导入

教师：Today, we will learn how to talk about the things we learn in school. We will learn to talk about our favourite subject.

谈论学校和学生的事物。关于 Chinese, English, science, math, PE, art, music, 学生知道多少。他们应该能够告诉教师一些基本的事情，例如在英语课上，我们学说和写英语。在数学课上，我们学习数字。在体育课上，我们学习如何进行体育运动。我们在音乐课上学习如何唱歌。在美术课上学习如何画画。

新概念

1. What subject is it?

通过让学生翻到教科书第 56 页第 1 部分开始上课。谈论这七幅图的内容。这时候，学生可以用汉语说出学科的名称。当教师看每幅图时，问学生：What do we do in this subject? 此时此刻如果学生不能理解单词 subject 也不要担心。当教师谈论每幅图时，都可以重复这个问题，学生将开始慢慢掌握这个单词的含义。

通过卡片帮助学生辨认和说出这七个新的单词。说单词，并让学生跟读。

播放第 1 部分的录音，并让学生跟读。现在拿出所有的七张图片，依次举起来，再说一遍单词。放下这张图片，拿起下一张。当卡片堆在一起时，拿起这一堆，说：All of these are subjects. 让学生跟读。

然后，再次逐一展示图片。这次说句子（例如 Chinese）Chinese is a subject. 然后拿起下一张卡片，展示并说 English is a subject, too. 重复这个动作直到展示了所有的七张卡片。到目前为止，学生们将理解 Chinese, English, science, math, PE, art, music 每个都是一门学科。它们在一起是科目。

• 练习 •

猜词游戏

这个简单的游戏将帮助学生巩固对于新单词的理解。将每个学科单词写在一张小

Write one subject word on each of seven small cards (**Chinese, English, science, math, PE, art, music**). Divide the class into seven small groups. Give each group one of the cards. That group must figure out a way to show the subject but they cannot say or write the word (For example, for **art**, they can stand and pretend they are drawing or painting). The groups come up and do their charade while the rest of the class guesses what subject it is.

2. What's your favourite subject?

Ask the students to look at page 56, part 2. Play the audiotape as they follow along in their books. Students will by now be able to understand most of the content without help from you. They should have a good understanding of **favourite** by now. And the sentence structures are similar to those used in all previous lessons in this unit.

3. Let's do it!

Now, it's time to practise some more. Ask the students to look at page 57, part 3. Explain how to do this exercise. You will divide the class into groups of four. First, they need to make a chart like the one shown in the example. Each student in the group makes his/her own chart. Along the top, they write the six subjects **Chinese, English, Science, Math, PE, Art**. Next, they write the names of the four members in their group. When they have their charts made, they will practise asking and answering:

What's your favourite subject?

My favourite subject is _____.

Everyone has a chance to ask and answer this question. Then the students record the answer to the question according to what each student decides is his/her favourite subject by putting a tick in the correct place.

CHECK FOR UNDERSTANDING

Ask the students these questions to see how well they understand the material so far:

Is breakfast a subject?

Is art a subject?

Is reading a subject? (Some students might say yes to this question, but you can explain that reading is not a subject. It is, however, something you do in an important subject, English.)

Is math a subject?

Is PE a subject?

Is flying a kite a subject?

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 56.**

CLASS CLOSING

Say goodbye to your students as they leave the classroom. Ask some students **What is your favourite subject, Wang?** as they leave the room. You can ask them to find out what their parents' favourite subject was when they went to school as homework.

卡片上 (Chinese, English, science, math, PE, art, music)。将学生分成七个小组，每组一张卡片，那组必须找出一个方法来展示这个学科但是不能说或者写（例如，对于 art，学生可以站着，假装正在画画或者涂色）。小组成员到教室前做猜词游戏，而其他的同学要猜出这是什么学科。

2. What's your favourite subject?

让学生翻到教科书第 56 页，第 2 部分。当学生看书跟读时播放录音。到目前为止学生应该能够理解大部分的内容，而不需要教师的帮助。学生应该对 favourite 有了很好地理解。本课的句子结构也和本单元前几课的类型。

3. Let's do it!

现在是时候做更多的练习了。让学生翻到教科书第 57 页，第 3 部分。解释如何做这项练习。教师将学生分为每四人一组。首先，学生需要制作一张和示例中一样的图表。每组的每名学生制作自己的图表。在图表的第一行，写上 Chinese, English, Science, Math, PE, Art。然后，写上组里学生的名字。当图表完成之后，就可以练习问答了：

What's your favourite subject?

My favourite subject is _____.

每个人都有一次问答的机会。然后学生记录下问题的答案，依照每名学生回答他 / 她最喜欢的学科而在相应的位置画对勾 (✓)。

巩固检验

问下列问题以检查到目前为止学生是否很好地理解了课文内容：

Is breakfast a subject?

Is art a subject?

Is reading a subject? (对于这个问题一些学生可能回答是，但是教师要解释阅读不是一门学科。然而，它是学生在一门重要的学科——英语——上要做的事情。)

Is math a subject?

Is PE a subject?

Is flying a kite a subject?

《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 56.

结束课堂教学

当学生离开教室时说再见并问一些学生：What is your favourite subject, Wang? 教师让学生了解他们父母在上学时最喜欢的学科，以此作为家庭作业。

Lesson 23 My Favourite School Work

Lesson 23 My Favourite School Work

1 What's your favourite school work?

1 I like to draw pictures. That's my favourite school work.

2 I like to draw pictures, and I like to write stories.

3 I like to play games. That's my favourite school work. It's interesting!

4 You like to play games, but I like to sing songs. I love music.

58

2 Let's do it!

Pair work. Talk, draw and write.

1. I like to listen to music, but you like to read books.

2. _____

3. _____

3 Letters and sounds

or	our	al
short	your	walk
forty	four	talk

Try to read.

corn

pour

chalk

59

TEACHING GOALS

- Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: **and**, **but**
- Students will become familiar with the rules of pronunciation for the letters **or**, **our** and **al** in words.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 23
- Flash cards for letter/sounds: **or**, **our**, **al**

第23课 我最喜欢的学校活动



MY TEACHING NOTES

教学目标

1. 学生能听懂、会说、认读并书写下列词汇：and, but
2. 学生能了解字母组合 or, our 和 al 在单词中的发音及规则。

教学准备

- 第 23 课的录音带或教学光盘
- 字母组合 or, our, al 的卡片

Teaching Tip



Like and Love

There is only a small difference between these two words when they are used in the context that they appear in this lesson. You can like something, and that means it is something that you enjoy doing. It is fun. It is interesting. The boy tells Danny that he **loves** music. This does not mean the same thing as when you **love** a person such as your mother or father. In this context, it means much the same as **like**, but it is a little stronger and more emphatic. You can like music. If you love music, you really, really like it a lot. It is the best thing in the whole world!

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. Spend a few minutes reviewing the material from the previous lesson. Ask the students to take out the charts they made during part 3 of the previous lesson. Have some students come forward and read their charts. They should say the student's name and his/her favourite subject, for example: **Wang Yan's favourite subject is _____.**

Ask some questions to find out what they can tell you about the seven subjects. Perform some actions and ask the students to guess what the subject is.

Lesson Hook

Teacher: **Today, let's learn how to talk about things we like to do at school. Let's find out what our favourite school work is.**

Talk to the students that school work is things they do at school. Give them some examples — You like to play soccer in PE. You like to sing songs in music. You like to write in Chinese. You like to divide numbers in math.

NEW CONCEPTS

1. What's your favourite school work?

Begin by making sure the students understand the vocabulary words **draw**, **write**. These are words they have seen before, but take the time to make sure they understand how to say them and what they mean. You can use the flash cards to teach **draw** and **write**. You can also teach these two words by showing the action. This is not hard to do for these words. Write the word **draw** on the blackboard. Say the word and show what it means with actions. Pretend that you are drawing something and say **I draw a picture**. Draw a picture on the blackboard and say **I draw a picture**. Ask a student to come forward and ask him/her to draw a circle. Ask another to come forward and ask that student to draw a kite.

教学提示



Like 和 Love

当这两个单词在本课出现时，它们之间只有很小的区别。你可以喜欢某物，那就是说你喜欢做这件事情，它很有趣。那个男孩告诉丹尼他 loves (爱) 音乐。这和你爱一个人，例如妈妈或者爸爸，是不一样的。在本课中，它和 like (喜欢) 的意思基本相同，但是它的感情色彩更强烈也更有力。你可以喜欢音乐，如果你爱音乐，那就是说你真的真的很喜欢它，它是这整个世界上最好的事物！

开始上课和复习

问候

当学生到达教室时，向他们问好。用几分钟时间复习前一课的内容。让学生拿出前一课第 3 部分时制作的图表。让一些学生走到教室前读图表。他们应该说出每名学生的名字和他 / 她最喜欢的学科，例如：Wang Yan's favourite subject is _____.

问问题来检测学生对七门学科的理解程度。表演一些动作并让学生猜这是哪门学科。

课文导入

教师：Today, let's learn how to talk about things we like to do at school. Let's find out what our favourite school work is.

告诉学生学校活动就是他们在学校里做的事情。例如：你喜欢在体育课踢足球。你喜欢在音乐课唱歌。你喜欢在语文课上写字。你喜欢在数学课上做除法运算。

新概念

1. What's your favourite school work?

通过确信学生已经理解了单词 draw, write 开始上课。这些单词是学生以前见到过的，但是要用一定的时间检测他们是否会读并理解了单词的意思。教师可以用卡片教授 draw 和 write，也可以通过展示动作来教授。对于这两个单词来说做动作并不难。将单词 draw 写在黑板上，读单词，并用动作展示它的意思。教师假装正在画画并说 I draw a picture. 在黑板上画图并说 I draw a picture. 让一名学生来到教室前，并让他画一个圈。让另一名学生来到教室前并让他画一个风筝。

Now write the word **write** on the board.

You can use Chinese to help the students to understand the meaning of **interesting**. Write this word on the blackboard and say it. Ask the students to repeat it. Then explain its meaning in Chinese.

Ask the students to look at page 58, part 1 in their books. Play the audiotape first as they follow along in their books. Then when you are finished reading, ask questions to see what they have understood. **What does Jenny like? Can someone show me what Jenny likes, please?** You want a student to show the action of drawing something or to actually come to the blackboard and draw. **What does Kim like? Does she like to draw? What else does she like?**

Danny likes to play games. **What does Danny like about playing games?** Here, the students should tell you that he thinks games are interesting.

What does Steven like? He likes to sing songs. **What subject do you sing songs in?**

Now, play the audiotape again and follow along.

●Practice●

Favourites

Ask your students to take out a piece of paper and make a list of all the subjects they are taking in school this semester.

They should also make a list of the things they do on the weekends.

Now, they must look at their lists and decide which of the subjects is their most favourite, which is next, which is next and so on for every subject they have in their list. They put a 1 beside the subject that is their most favourite, a 2 beside the subject they like next and so on until they have ranked all the subjects in the list.

Then, they repeat this for the things they do on the weekends. The most favourite gets a 1 beside it, the next favourite gets a 2, and so on until all the weekend activities have been ranked.

2. Let's do it!

Look at page 59, part 2. Explain how to do this exercise. The students work in pairs. There is a big blue cloud in the middle of the picture. Ask a student to read the words in the cloud. Point out that there is a circle on the left with the word **I** and a circle to the right with the word **You**. There are six small clouds below the big blue cloud. In one cloud there is a picture of a head set for listening to music. This is one thing that is my favourite school work (listen to music). In another cloud there is a picture of a book. This is one thing that the other person likes to do (read books). The pairs first talk about their favourite school work. Then, they draw picture in the clouds of three things that are their favourite school work. Then, they write on the lines below the pictures using the format shown:

I like to _____ but you like to _____.

If the two decide on the same thing that they like to do, they can write:

I like to _____ and you like to _____.

Give them plenty of time to complete the activity. Make sure you go around and help those who are having difficulties and offer suggestions.

现在将单词 **write** 写在黑板上。

教师可以用汉语帮助学生理解 **interesting** 的含义。将单词写在黑板上并读单词。让学生重复读单词，然后用汉语解释单词的意思。

让学生翻到教科书第 58 页，第 1 部分。当学生看书跟读时，播放录音。然后问学生问题以检验他们理解的程度。What does Jenny like? Can someone show me what Jenny likes, please? 教师需要一名学生来展示画画的动作或者来到教室前画一幅画。What does Kim like? Does she like to draw? What else does she like?

丹尼喜欢玩游戏。What does Danny like about playing games? 在这，学生应该告诉教师丹尼认为游戏很有趣。

斯蒂文喜欢什么？他喜欢唱歌。What subject do you sing songs in?

现在，再次播放录音并跟读。

● 练习 ●

最喜欢的

让学生拿出一张纸，并将本学期所学的所有课程列表。

学生也应该将他们在周末所做的事情列表。

现在，看两个列表，并决定哪门学科是他们最喜欢的，哪门是第二，哪门是第三，并依此类推。学生将 1 写在最喜欢的学科旁边，2 写在第二喜欢的学科旁边，并依此类推，直到列表上所有的学科都有了标号。

然后，对于周末所做事物的列表也参照这种办法。在最喜欢做的事情旁边写上 1，第二喜欢的旁边写上 2，并依此类推，直到列表上所有的活动都有了标号。

2. Let's do it!

翻到教科书第 59 页，第 2 部分。解释如何做这个练习。学生分组练习。在图片的中间有一朵大的蓝色的云。让学生读云中的单词。指出在左边的单词 **I** 那有一个圆圈，在右边的单词 **You** 那也有一个圆圈。在大的蓝色的云下边还有六小朵云。在一朵云里有一张耳机听音乐的图片。这是我最喜欢的学校活动（听音乐）。在另一朵云中有一张书的图片。这是另一个人喜欢做的事情（读书）。两人首先谈论他们最喜欢的学校活动。然后，在图片下的横线上写下他们喜欢的学校活动，可以使用下列的样式：

I like to _____ but you like to _____.

如果两个人喜欢的做的事情是相同的，他们可以写：

I like to _____ and you like to _____.

给学生大量的时间来完成活动。教师要四处走动，帮助有困难的学生并提供帮助。

3. Letters and sounds

Teach the three letter/sound combinations using the flash cards and writing on the blackboard. Start with **or**. Show the flash card, say the sound, then say the two words below. Write the combination **or** and the words **short, forty** on the blackboard. Make sure you highlight the letter combination in a different colour chalk. Say the sound, point to the letters. Say the words and point to the letters, emphasizing the sound. Repeat for the next two sounds.

Then, ask the students to look at page 59, part 3 in their books and repeat. Point to the letter combination, say the sound. Point to the words, say the sound.

When you have completed the three combinations, go back and have the students say the sounds and words together.

Now, use the flash cards for **corn, pour, chalk** to see how well they have understood. Hold up each flash card and ask the students to attempt to say the word. Do not help them right away, and give them lots of chances to try the word, to make their mistakes and then to try again. In the end, if they still cannot say the words, you can say them and ask the students to repeat.

CHECK FOR UNDERSTANDING

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 58.**

CLASS CLOSING

Teacher: **Another great day, boys and girls. I am really proud of your effort.**

Take a few minutes to show some more words with the letter sound combinations and see who can say the words: **shore, court, hawk.**

3. Letters and sounds

通过使用卡片和在黑板上书写来教授这三个字母或者音素组合。从 **or** 开始。展示卡片，读语音，然后读下面的两个单词。在黑板上写下字母组合 **or** 和单词 **short, forty**。用不同颜色的粉笔突出强调字母组合。读音素，指单词。读单词，指向字母，强调读音。剩下的两个单词也依此处理。

然后让学生翻到教科书第 59 页，第 3 部分，重复跟读。指向语音组合，读音素。指向单词，读音素。

当教师完成这三个组合后，从头开始并让学生一起读语音和单词。

现在，使用卡片 **corn, pour, chalk** 来检测学生的理解程度。举起每张卡片，让学生试着读单词。不用立刻帮助他们，给学生一些机会尝试读单词，允许学生犯错误并再次尝试。最终，如果他们仍然不能读出单词，教师可以读出，并让学生跟读。

巩固检验

《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 58.

结束课堂教学

教师：又是有收获的一天，同学们。我真的为你们的进步感到骄傲。

用几分钟的时间来展示更多的含有字母组合的单词来检测谁能读出它们：shore, court, hawk。

Lesson 24 The Diffos

Lesson 24 The Diffos

Story time

1

That's not blue. That's green.

I know. The dog has my blue sock.

The Diffos are different. What is their favourite colour? Blue.

2

I like to wear caps on my head.

That's different!

Mr. Diffo wears caps on his fingers, but Debbie Diffo wears caps on her nose.

3

Diffo Dog, where's my hot dog?

They like hot dogs for breakfast. Their dog likes hot dogs, too.

4

This is our favourite dinner. We love fish with ice cream. Would you like some?

The Diffos love fish with ice cream.

5

Good boy, Diffo Dog!

What do they like to do? David Diffo likes to play with his dog.

6

Debbie Diffo likes to fly kites. But she likes to fly them in the house.

7

This is our favourite song: Blue, blue, yahoo!

We like to sing. They like to read.

David and Debbie Diffo go to school. They like to sing songs in the library.

8

Read books in the library? That's different.

SHHHHHH! SHHHHHH!

People always get angry at the Diffos.

★ **Read and check**

- ☐ 1. The Diffos are different.
- ☐ 2. Their favourite colour is green.
- ☐ 3. They like hot dogs for dinner.
- ☐ 4. David and Debbie Diffo like to sing songs in the library.

50
51

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 24
- A big poster (made before class) of Mr. and Mrs. Diffo, Debbie and David, and Diffo Dog. Make it big and colourful and post it where the students can see.

第24课 迪福一家



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. 学生能够问和回答关于这个故事的问题。
3. 学生能够分角色，并用自己的语言表演故事。

教学准备

- 第 24 课的录音带或教学光盘
- 迪福先生、迪福太太、黛比、大卫和迪福狗的一张大挂图(课前做好的)。挂图要大，要颜色鲜艳，将它张贴在学生能看到的地方。

CLASS OPENING AND REVIEW

Greeting

Greet your students as they arrive for class. When they have settled into their seat, show them the poster you made before class. Tell them that they are going to meet a really strange family in the story today. The family's name is Diffo. They are the Diffos.

Teaching Tip



The Diffos are different from other families. In fact, they talk differently and do things differently. They see different things than most regular people see. Their dog is different from other dogs. They eat different things than most families. They are different at school and they are different at home. People think they are different. That is why they are called the Diffos.

NEW CONCEPTS

Story time: The Diffos

Prepare to Read

Ask the students to look at page 60. Before the students read the story, allow them to use the pictures to gain some knowledge about its content. Look at each panel and ask what the students know about what is happening. Do not read the words to the students or ask them to read them now. Point out the characters in the story. Point to Mr. and Mrs. Diffo and say who they are. Point to Debbie and David and the dog and say who they are.

Read the Story

Now, go through each panel and talk about what is happening. Play the audiotape first, and the students follow along in their books.

Panel 1

This is the Diffo Family. There is a mother, a father and two children, a boy and a girl. And they have a nice little dog. The dog has the boy's sock in its mouth. Their favourite colour is blue.

Panel 2

Look at the three people in the picture. **Who do we see?** Mr. Diffo — he likes to wear many caps on his fingers. We learn that the girl's name is Debbie Diffo. She likes to wear caps on her nose. Her brother wears his cap like regular people do, on his head. But see that he wears his cap sideways and not really like regular people. Wow! The Diffos really are different.

Panel 3

Here the family is eating breakfast. The Diffos eat hot dogs for breakfast. This is really different. People do not eat hot dogs for breakfast, but the Diffos do. Diffo dog is eating

开始上课和复习

问候

当学生来到教室时，向他们问好。当学生就座后，展示课前所做的挂图。告诉学生在这个故事里他们将要见到一个真的很奇怪的家庭。这个家庭的名字是迪福，他们是迪福一家。

教学提示



迪福一家与其他的家庭非常不同。事实上，他们说话与众不同，做事情更加与众不同。他们跟大部分正常人看到的都不一样。他们的狗与其他的狗也不一样。他们吃的与大部分家庭不同。他们在学校与众不同，在家里也与众不同。人们认为他们是独特的。这就是为什么他们被叫做迪福一家。

新概念

Story time: The Diffos

读前活动

让学生翻到教科书第 60 页。在读故事之前，允许学生看图获取关于故事内容的一些信息。浏览每幅图，并问学生发生了什么事情。不要给学生读单词也不要让学生读。指向故事中的人物。指向迪福先生、迪福太太，并说出名字。指向黛比、大卫和狗，并说出名字。

阅读故事

现在浏览每幅图，并谈论发生的事情。首先播放录音，学生看书跟读。

图 1

这是迪福一家。家里有妈妈、爸爸和两个孩子，一个男孩和一个女孩。他们有一只可爱的小狗。小狗嘴里叼着小男孩的袜子。他们最喜欢的颜色是蓝色。

图 2

看图中的人物。Who do we see? 迪福先生——他喜欢给手指带上很多的帽子。我们知道女孩的名字是黛比·迪福。她喜欢在鼻子上带帽子。她的哥哥像正常人一样在头上戴帽子。但是帽檐朝向旁边，也不是真的像正常人。哇！迪福一家真的很特别。

图 3

现在一家人正在吃早餐。迪福一家早餐吃热狗。这真的很奇怪。人们早餐不吃热狗，但是迪福一家却喜欢吃。迪福狗也在吃一些东西。What is it? 它正在吃男孩的早餐。

something too. **What is it?** He is eating the boy's breakfast. What a strange family!

Panel 4

This is Mr. Diffo. He explains that his family loves to eat fish with ice cream for dinner. Fish with ice cream! Those two foods usually are never eaten together. But remember, this is the Diffo family and they really are different.

Panel 5

Here is David Diffo and Diffo Dog. **What are they doing? They are playing ball. Look closely at the ball. What colour is it? It is blue. Can you remember what the Diffo's favourite colour is?**

Panel 6

Debbie Diffo loves to fly kites. **Do you like to fly kites? Where do you go when you fly your kite? That is correct, you go outdoors.** But Debbie Diffo is different of course. She flies her kite in the house. Those Diffos really are different.

Panel 7

Where are Debbie and David now? They are in the library. It is supposed to be very quiet in the library, but the Diffos do not care. They love to sing songs, and they sing them in the library at school. Their favourite song is Blue, blue, yahoo.

Panel 8

The Diffos are singing but people are getting angry. Most people read books in the library, but the Diffos think that is really different. They, on the other hand, like to sing in the library. And everyone gets really mad and tells them to BE QUIET!

Play the audiotape again and follow along in the book. Talk about all the things that the Diffos do that regular people do not usually do:

Wear caps on their fingers and noses.

Eat hot dogs for breakfast.

Eat fish and ice cream at the same time.

Fly kites in the house.

Sing songs in the library.

Next, review some of the key things you taught them in this unit by asking questions:

What colour is the sock the dog has?

What is the Diffos' favourite colour?

What clothes do the Diffos like to wear?

What do the Diffos eat for breakfast?

What is the Diffos favourite food for dinner?

What do the Diffos love to eat?

What is the Diffos favourite school work?

多么奇怪的一家呀！

图 4

这是迪福先生。他说他们一家喜欢就着冰激凌吃鱼作为晚餐。就着冰激凌吃鱼！这两种食物人们通常从不在一起吃。但是记住，这就是迪福一家，他们真的很特别。

图 5

这是大卫·迪福和迪福狗。What are they doing? They are playing ball. Look closely at the ball. What colour is it? It is blue. Can you remember what the Diffo's favourite colour is?

图 6

黛比·迪福喜欢放风筝。Do you like to fly kites? Where do you go when you fly your kite? That is correct, you go outdoors. 但是当然，黛比·迪福也是不同的。她在房子里放风筝。这些迪福们真的很特别。

图 7

Where are Debbie and David now? They are in the library. 在图书馆一般都很安静，但是迪福不在乎。他们喜欢唱歌，他们在学校的图书馆里唱歌。他们最喜欢的歌曲是 Blue, blue, yahoo。

图 8

迪福在唱歌，人们很生气。大部分人都在图书馆看书，但是迪福认为那很奇怪。另一方面，他们喜欢在图书馆唱歌。每个人都真得很生气，并告诉他们保持安静！

再次播放录音，学生看书跟读。谈论所有迪福与正常人不一样的地方：

在手指和鼻子上带帽子。

早餐吃热狗。

同时吃鱼和冰激凌。

在房子里放风筝。

在图书馆里唱歌。

接下来，问问题来复习本单元所学过的基本内容：

What colour is the sock the dog has?

What is the Diffos' favourite colour?

What clothes do the Diffos like to wear?

What do the Diffos eat for breakfast?

What is the Diffos favourite food for dinner?

What do the Diffos love to eat?

What is the Diffos favourite school work?

After Reading.....

●Read and check●

Ask the students to look at page 61, **Read and check**. Explain what you want them to do to complete this activity. They must read the story quietly again. This time, they search for information to decide which sentences to check with a tick or a cross. They tick the sentences that are true. They put a cross for the sentences that are not true.

CHECK FOR UNDERSTANDING.....

Activity Book

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books and turn to page 60**.

CLASS CLOSING.....

Ask the students if they think the Diffos are nice. Do they think they would like to be friends with the Diffos? Why? Ask the students to tell you why people get angry with the Diffos. Give examples.

读后活动

● 读并判断 ●

让学生翻到第 61 页，Read and check 部分。解释教师希望学生如何完成这个活动。学生必须再一次安静地读故事。这次，学生通过寻找信息来判断这些句子是对还是错。将对的句子打对勾（√），将错的句子打上叉号（×）。

巩固检验

《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 60.

结束课堂教学

问学生他们认为迪福一家是否很可爱。他们是否愿意与迪福一家做朋友呢？为什么？让学生说出为什么人们会对迪福一家生气。给出例子。

Again, Please!

Again, Please!

1 Listen and talk.







<p>1</p> <p>Green is my favourite colour. What's your favourite colour?</p> 	<p>2</p> <p>Shorts are my favourite clothes. What are your favourite clothes?</p> 
<p>3</p> <p>Donuts are my favourite food. What's your favourite food?</p> 	<p>4</p> <p>My favourite subject is science. What's your favourite subject?</p> 

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2 Listen and circle.

1		2	
3		4	

3 Look and write.

1		_____ likes _____ red dress. (she, her)
2		_____ like to eat hamburgers. Hamburgers are _____ favourite food. (their, they)
3		_____ likes to play ping-pong. That's _____ favourite sport. (his, he)
4		_____ like _____ cap. (you, your)
5		_____ like blue. Blue is _____ favourite colour. (our, we)
6		_____ like to play with _____ toy. (I, my)

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4 Read and write.

Their Favourites

Bob, Jim and Lynn are good friends. Bob likes red, but Jim likes green and Lynn likes yellow. What are their favourite clothes? Lynn likes skirts, but Bob and Jim like shorts. Jim loves donuts, but Lynn likes hamburgers and Bob likes noodles. Math and art are their favourite subjects.

				
Bob	red	noodles		
Jim	green	shorts		
Lynn		hamburgers	math and art	

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 ☆		

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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!

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

CLASS OPENING AND REVIEW

Greeting

Now, ask the students to open their books to page 62, Again, Please! Remind them that they should pay close attention as they do these exercises. These exercises will help them to be able to fill in the **How am I doing?** section by letting them test themselves on the key material in this unit.

NEW CONCEPTS

1. Listen and talk.

Look at page 62, part 1. Explain that you want the students to work in small groups and talk about their favourite things. You want them to talk about:

my favourite colour/ my favourite clothes/ my favourite food/ my favourite subject

Play the audiotape once, then divide the class into groups and give them plenty of time to work on the exercise.

2. Listen and circle.

Look at page 63, part 2. Explain the exercise. They will hear some statements on the audiotape. They must circle the pictures according to what they hear.

You can take a few minutes to review the material by going through the pictures and talking about what they are:

1. colours (green, red, blue)
2. clothes (dress, shirt, skirt)
3. food (milk, eggs, ice cream, donuts, rice, fruit)
4. subjects (math, PE, science)

The audiotape says:

1. – **What's your favourite colour, Lynn? – Green is my favourite colour.**
2. – **What are your favourite clothes, Jenny? – Skirts are my favourite clothes.**
3. – **What's your favourite food, Danny? – I like donuts and ice cream.**
4. – **What's your favourite subject, Steven? – My favourite subject is PE.**

3. Look and write.

Look at page 63, part 3. Explain the exercise. There are pictures on the left and sentences on the right. They need to look at the pictures, then using that information, fill in the blanks in the sentences with the two words in brackets.

4. Read and write.

Look at page 64, part 4. Explain the activity. First they need to read the story. They then fill in the chart with information from the story. Point out that some of the information has already been placed in the chart. Their task is to fill in the remaining spaces with the correct information.

开始上课和复习

问候

现在，让学生翻到教科书第 62 页，Again, Please! 部分。提醒学生当做这些练习时应该保持注意力高度集中。这些练习通过测试在本单元所学的重要内容，以帮助他们完成 How am I doing? 部分。

新概念

1. Listen and talk.

翻到第 62 页，第 1 部分。解释教师需要学生进行小组活动，谈论他们最喜欢的事情。教师想要学生谈论：

my favourite colour/ my favourite clothes/ my favourite food/ my favourite subject

播放一遍录音，然后把学生分为小组，并给他们足够的时间来完成练习。

2. Listen and circle.

翻到第 63 页，第 2 部分。解释这个活动。通过录音学生将要听到一些句子。他们必须圈出与所听到的句子相符的图片。

教师可以用几分钟浏览图片来复习材料，并讨论这是什么：

1. colours (green, red, blue)
2. clothes (dress, shirt, skirt)
3. food (milk, eggs, ice cream, donuts, rice, fruit)
4. subjects (math, PE, science)

听力内容如下：

1. – What's your favourite colour, Lynn? – Green is my favourite colour.
2. – What are your favourite clothes, Jenny? – Skirts are my favourite clothes.
3. – What's your favourite food, Danny? – I like donuts and ice cream.
4. – What's your favourite subject, Steven? – My favourite subject is PE.

3. Look and write.

翻到第 63 页，第 3 部分。解释这个活动。左边是图片，右边是句子。学生需要看图片，然后运用图片信息，将括号中的两个单词填入句子中的正确位置。

4. Read and write.

翻到第 64 页，第 4 部分。解释这个活动。首先，学生需要读短文，然后将短文中的信息填入图表。指出有些信息已经填在图表中了。他们的任务是将正确的信息填入剩下的空格中。

5. How am I doing?

Take a few minutes to review the purpose of the evaluation. Students should easily be able to self-assess by this point.

CLASS CLOSING

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Say goodbye to your students.

Teacher: **Great effort, boys and girls. Another great term has ended. I thank you for working really hard. And I hope English is one of your favourite subjects now.**

5. How am I doing?

用几分钟的时间复习自我评价的目的。到目前为止学生应该能够很容易进行自我评价了。

结束课堂教学

和学生说再见。

教师：表现得很好，同学们！又一个学期要结束了。感谢你们如此努力。我希望英语现在是你们最喜欢的学科之一。